Local music

1. Talk together.
   1. Do you listen to music a lot?
   2. What types of music do you like?
   3. Can you play any instruments?

VOCABULARY
Talking about music

2. Listen to Natalie and answer the questions.
   1. Do people in Trinidad and Tobago only listen to local music, or music from around the world?
   2. Which instruments in the pictures does Natalie talk about?

3. a. Which instrument does Natalie play now? Which doesn’t she play? Why?
   b. Listen again to check.

4. a. Natalie mentions these types of music. Can you think of any more?
   Cuban music, reggae, classical, calypso, salsa, rumba ...
   b. What types of music are popular where you live?

5. Match 1–7 with a–g and complete the sentences from Natalie’s interview.
   1. I learned how to play the steel drum when a. calypso.
   2. I would love to be able to b. play classical piano.
   3. I was brought up to c. Cuban music.
   4. Nowadays I play d. I was a little girl.
   5. We have our own instrument called e. Latin America.
   6. We have a local music called f. play it again.
   7. Calypso is similar to music from g. the steel drum.

6. Write four or five sentences about some of these things. Use the highlighted expressions from 5.
   - music in your country
   - a special instrument in your country
   - a type of music you like
   - music in your childhood
   - something you’d like to learn

SPEAKING

7. Talk to each other about music in your country and in your life. Ask questions to find out more.
   I learned how to play the guitar when I was a teenager.
   Were you in a band?
Music around the world

1 Read the online programme for WOMADelaide on Sunday. Do you know any of the performers? Which would you most like to see?

2 Listen to two friends at work, Cameron and John, talking about the programme. Which performers do they talk about? Which do they both want to see?

VOCABULARY

3 a Complete the sentences from the conversation with words from the box.

see have a look good idea go get into

1 JOHN Do you want to **go** __? 
CAMERON Sure, if we can get tickets for a day or a night.

2 J Why don’t we **______** online? 
c OK, hang on a minute.

3 J Mista Savona **___** interesting. 
c Hm, I’m not really _______ reggae.

4 J What do you think about this? The Terem Quartet? 
c The folk? Yeah, that sounds _____.

5 J Do you want me to **______** if there are any tickets? 
c Good ____________.

6 J Maybe we could **______** a group together.
c Yeah, it would be a good laugh.

b Listen again to check. 🎧

4 Work in pairs. Take turns to say the first lines in 1–6 and remember the responses.

SPEAKING

5 a Work alone and choose:

1 two performers from the programme that look interesting.
2 two performers you don’t want to see.

b In groups, decide:

1 one performer you’d all like to see.
2 who will book the tickets.
3 where to meet.

6 Tell the class what you decided. Which are the most popular performers in the class? Which are the least popular?
An unusual athlete

1. Read the introduction to an interview. What’s unusual about Ruben?

An interview with Ruben Gonzalez

At school, Argentina’s Ruben Gonzalez was not a natural athlete. However, at the age of 21, he started doing the Olympic sport of luge and, four years later, he represented Argentina at the Calgary Winter Olympics. How did he do it?

2. Read the interview with Ruben on p13 and answer the questions.

1. Why did Ruben decide to become an Olympic athlete?
2. Why did he choose the luge?
3. How many Winter Olympics was he in?
4. What’s his job now?

3. Read the interview again. Why is luge a difficult sport? Find three reasons.

4. What do you think about Ruben? What do you think about what he’s done?

5. Complete 1–3 in the table with the correct time expression from the box.

- at the moment
- sometimes
- in 1988

<table>
<thead>
<tr>
<th>present simple</th>
<th>past simple</th>
<th>present progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I still practise on the luge</td>
<td>I went to the Olympics</td>
<td>I’m making a film</td>
</tr>
<tr>
<td>sometimes</td>
<td>2 _____</td>
<td>3 _____</td>
</tr>
<tr>
<td>How often _____ you practise?</td>
<td>When _____ you go to the Olympics?</td>
<td>What _____ you doing at the moment?</td>
</tr>
<tr>
<td>4 _____</td>
<td>5 _____</td>
<td>6 _____</td>
</tr>
</tbody>
</table>

6. Now complete 4–9 with are, do, didn’t, don’t, ‘m not, did.

7. a. Complete the questions with the correct form of the verb in [brackets].

1. What sport _____ Ruben play at school? [play]
2. Why _____ he _____ the luge? [choose]
3. When _____ luge athletes usually _____ training? [start]
4. How fast _____ a luge _____? [go]
5. How often _____ he _____? [practise]
6. What _____ he _____ these days? [do]

b. Write two more questions to ask a partner about Ruben.

c. How much can you remember? Ask and answer all the questions.

8. a. Look at the photos. What can you guess about the people?


c. Tell each other about Michelle and Vincent.
Interviewer: So, Ruben, how did you get into the luge?
Ruben: Well, at school, I couldn’t jump high or run fast. I played football but I wasn’t very good. It was really sad! But when I was ten, I saw the Olympics on TV for the first time and I loved it. And later, when I was 21, I saw Scott Hamilton win an Olympic medal in figure skating. Scott’s about 155 cm tall and weighs about 50 kilos, and he gave me hope. I thought: if that little guy can do it, I can do it too. So I decided to be an Olympic champion – but I had to find a sport. It’s true, I’m not a great athlete, but I never give up. I try again and again. So I chose the luge because people get hurt a lot, people often break bones – ninety percent of them give up. And I thought, well, I don’t give up, so I have a chance.

Interviewer: Most Olympic luge athletes start training at 12. You started at 21, but you’ve competed in three Olympics.

Interviewer: What’s it like to luge down a mountain at 90 miles an hour?
Ruben: Well, at that speed, you don’t have time to think. The luge is very sensitive. If you hiccup, you can crash. And when you finish, you have to sit up and stop the luge by putting your feet on the ice. It takes a couple of hundred metres to stop because you finish the run at about 80 miles an hour. I still practise on the luge sometimes and I’m frightened on every run.

Interviewer: And what do you do these days?
Ruben: I’m a motivational speaker. I talk about my experiences and how to be successful. I’m making a film about success at the moment. We’re interviewing a lot of business people, philosophers, athletes, Hollywood people. It’s very interesting.
Talk about an interest

1.3 goals
- talk about past events and present activities
- talk about your interests and how they started

1 Which of these things are you interested in? Why? Talk together.
  fashion books motorbikes cars sports computers cooking travel art history music photography science cinema politics

2 Listen to Li talking about her interest in motorbikes. Where does she like riding her motorbike?

3 a Can you remember what Li says about:
   1 when she was a child and a teenager?
   2 why she decided to start riding a motorbike?
   3 her motorbike lessons?
   4 what she likes about being on a motorbike?

   b Listen again to check.

4 Make six sentences from the interview with Li. Which are about the past? Which are about now?

   1 It started when
   2 I really got into
   3 I really wanted to
   4 The great thing about it is,
   5 I’m not interested in
   6 For me,

   a learn something new.
   b going fast.
   c I was a kid.
   d motorbikes when I was a teenager.
   e it doesn’t take very long to learn.
   f speed isn’t important.

5 a Choose something you’re really interested in. Think about these questions.
   1 When and how did your interest start?
   2 How did you feel about it when you started?
   3 How do you feel about it now? Why do you like it?
   4 How much time does it take? When do you do it? Where?

   b Tell each other about your interests. Ask questions to find out more.

6 Would you like to try any of the things you talked about?
**Keyword so**

1. **We use so before a result, like this:**

   My first boyfriend had a really nice bike, so we went riding in the countryside a lot. Unit 1

Add so to the correct place in each sentence.

1. I thought, well, I don’t give up. I have a chance. Unit 1
2. A steel drum’s about a metre high. I couldn’t really travel with it. Unit 1
3. I have a job with a large international company. I need English for my work. Intro unit
4. Masao’s interested in art too. We usually go to galleries together. Intro unit

2. **a** What important decisions have you made in the last five years? Write three sentences with so.

   I wanted a better job, so I started studying at the local college.

   **b** Listen to each other’s sentences. Ask questions to find out more.

3. Make four conversations and then practice in pairs. Take turns to say 1–4 and remember a–d.

   1. Do you need to work late tonight? a Yes, I think so, but Casablanca’s much bigger.
   2. Do you think it’ll rain tomorrow? b I’m really tired but yes, I suppose so / I guess so.
   3. What’s the capital of Morocco? Is it Rabat? c I hope so. This weather’s too hot for me.
   4. Do you think the bank’s open now? d No, I don’t think so. They usually close at four.

4. **a** Write three questions for a partner about these topics. Use: Do you think ...

   - food and drink
   - sport
   - music
   - the weather
   - free time

   **b** Ask and answer the questions. Try to use the expressions in 3.

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**Across cultures Culture shock**

1. **a** What do you think happens when people move to a new country or culture? Make three sentences.

   1. At first a life is difficult and you miss your home.
   2. After a few days or weeks b you start living normally.
   3. After a while c you think everything is great.

   **b** Read the article to check. Do you agree with the ideas?

**Culture Shock**

When people move to a foreign country, they often get culture shock. This has three different stages, though not everyone is in the new culture long enough to go through all three.

- **Stage 1** At first, people often feel that the differences between the old and new culture are interesting and exciting. They may fall in love with the new foods, the lifestyle, people’s habits, the buildings, and so on.

- **Stage 2** After a few days, weeks or months, many people start to have problems. They may think a lot about their old culture, and find it difficult to communicate with people. They miss the food from their own country, they feel that the lifestyle is too fast or too slow, they get angry at people’s habits, and so on.

- **Stage 3** After a while, the new culture starts to feel ‘normal’ and not ‘new’. People understand that it has good and bad things to offer. They start thinking about day-to-day living, as they did in their original culture.

2. Think about the questions. Then talk together, using the highlighted expressions in the article to help you.

   1. Have you or people you know ever had culture shock? What happened?
   2. What things do people usually like when they come to your country? What things can be difficult for them?
   3. Have you ever gone to live, work or study in a new place? Would you like to?
   4. What things were new for you? How did you feel about them? Did you get used to them?
Look at the photo. What’s wrong with Cameron? How do you think he feels?

Read the emails.

1. What will Cameron do for the next few days? Why?
2. What are the names of: his friends? his client?
3. What does he arrange to do next week?

Which emails are more formal? Which are less formal?

What expressions do Cameron, Marc and Pam use to begin and end their emails? Make two lists.

Beginning (x4): Dear Marc, ...
Ending (x5): Regards, Cameron Clarke ...

Which expressions from 3a would you use when writing to these people? Compare your ideas.
• someone in your family • a friend
• your manager • a client
• someone you don’t know

Cover the emails. Can you complete the sentences with these expressions?

Requests
1. Would you mind _____ to Monday or Tuesday next week? Any time is fine.
2. When you see John, could you tell him to _____?
3. Is it all right if I _____ tomorrow, or would you prefer to be alone?

Invitations
4. Would you like to _____ at Chez Michel at one o’clock? We could talk about the project _____.
5. Do you want to _____ this evening – barbecue maybe? _____ let me know.
6. I have to _____ How about dinner next week?

Look at the emails to check.

Write short emails for these situations.

1. Invite a friend to meet you somewhere. Give the date, time and place.
2. Cancel an appointment with a client. Give the reason, suggest a new time, and invite her / him to lunch.
3. Exchange emails with a partner. Write a short reply to each one.

Look at all your emails together. Do you think they have the correct style?
1 Look again

Review

VOCABULARY Music, sports and exercise

1 a Work together. How many words or expressions can you think of:
   1 connected with music? jazz, instrument ...
   2 for sports and exercise? swimming, yoga ...

b Listen to eight instructions. Write down your answers – but don’t write them in order.

c Look at each other’s answers. Can you guess what they mean?

Extension

SPELLING AND SOUNDS or, wor-

4 a Listen and repeat the words with or and wor-.

<table>
<thead>
<tr>
<th>or with stress</th>
<th>or without stress</th>
<th>wor-</th>
</tr>
</thead>
<tbody>
<tr>
<td>sport</td>
<td>born</td>
<td>motorbike</td>
</tr>
<tr>
<td>bike</td>
<td>doctor</td>
<td>work</td>
</tr>
</tbody>
</table>

b Add these words to the correct group. Practise saying them.

forget morning word orchestra visitor world

c Spellcheck. Close your book. Listen to ten words with or and wor- and write them down.

d Look at the script on p144 to check your spelling.

NOTICE Extreme adjectives

5 a Find the adjectives in this unit which mean:
   1 really good, special: magical, u____e, i____e.
      (the festival programme on p11)
   2 really nice: l____y.
      (Natalie’s script on p143)
   3 really good, great: a____g
      (Cameron and John’s conversation on p143)
   4 really interesting: f____g
   5 really frightening: t____e
   6 really bad: t____e
      (the interview with Li on p143–4)

b Think about how to describe some things and people you really like or don’t like, for example:
   • a musician  • a book  • a TV programme
   • a sportsperson  • a film  • a politician
   • a place  • an activity

c Tell each other your ideas. Do you agree?

CAN YOU REMEMBER? Intro unit – Needs, wants

3 a Complete the conversations with’d like, want, need.

1 A I can’t find my bank card.
   B I think you ___ to phone the bank.

2 A Hello. Can I get you something?
   B Yes, I ___ some cake and a coffee, please.

3 A Shall we go out tonight?
   B No, I ___ / ___ to stay at home.
      There’s a good film on TV.

b Write sentences about things you’d like, want or need to do:
   • after this lesson   • tomorrow
   • next weekend   • next week   • next year

c Listen to each other’s sentences. Give more information.

Well, after the lesson I’d like to go home and relax ___ OK.

... but actually I need to go back to work!