

Jenny Dooley

Student's Book

New

# INTERPRISE

A2



Express Publishing



# CONTENTS



## Lifestyles (pp. 4-11)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> <li>present simple – present continuous – stative verbs</li> <li>adverbs of frequency</li> <li><i>so/neither/nor</i></li> </ul>	<ul style="list-style-type: none"> <li>daily routines</li> <li>free-time activities</li> <li>appearance</li> <li>character</li> </ul>	<i>Night and Day around the Milky Way</i> (multiple choice)	a dialogue (matching)	<ul style="list-style-type: none"> <li>agree-disagree</li> <li>an interview</li> <li>describe people</li> <li>introduce people</li> <li><b>pronunciation:</b> homophones</li> </ul>	<ul style="list-style-type: none"> <li>a text comparing routines</li> <li>an email giving news</li> <li>a blog entry about your favourite person</li> </ul> <b>writing tip:</b> join sentences	<i>Teen Life in Ireland</i>



## Shop till you drop (pp. 12-19)

<ul style="list-style-type: none"> <li>past simple</li> <li><i>used to</i></li> <li>order of adjectives</li> <li>comparisons</li> </ul>	<ul style="list-style-type: none"> <li>shops &amp; services</li> <li>clothes: patterns &amp; materials</li> </ul>	<i>Harrods</i> (matching headings to paragraphs)	dialogues (multiple choice based on visual prompts)	<ul style="list-style-type: none"> <li>ask for things</li> <li>describe objects</li> <li>compare places</li> <li>describe lost property</li> <li><b>pronunciation:</b> silent letters</li> </ul>	<ul style="list-style-type: none"> <li>an email about a weekend break</li> </ul> <b>writing tip:</b> descriptive language (adjectives)	<i>Borough Market – 1000 years of shopping</i>
---	---	--	---	--	--	--



## Survival stories (pp. 20-27)

<ul style="list-style-type: none"> <li>forming adverbs</li> <li>past continuous</li> <li><i>while/when</i></li> <li>past simple – past continuous</li> </ul>	<ul style="list-style-type: none"> <li>weather phenomena</li> <li>feelings &amp; sounds</li> </ul>	<i>Abby Sunderland</i> (multiple choice)	monologues (matching)	<ul style="list-style-type: none"> <li>a summary of a story</li> <li>a witness report</li> <li><b>pronunciation:</b> stressed words – identify meaning</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry</li> <li>a story</li> </ul> <b>writing tip:</b> set the scene; order of events; descriptive language	<i>Sir Ernest Shackleton</i>
--	--	--	-----------------------	---	--	------------------------------

### Values A – Diversity (p. 28)

### Public Speaking Skills A – present your country & its people (p. 29)



## Planning ahead (pp. 30-37)

<ul style="list-style-type: none"> <li><i>will – going to</i></li> <li>present simple/continuous (future meaning)</li> <li>conditionals type 1</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>jobs</li> <li><i>make/do</i></li> <li>job qualities</li> </ul>	<i>Jobs Forum</i> (multiple matching)	an interview (multiple choice)	<ul style="list-style-type: none"> <li>talk about future plans</li> <li>a job interview</li> <li><b>pronunciation:</b> 'll</li> </ul>	<ul style="list-style-type: none"> <li>a forum entry about your future job</li> <li>a CV</li> <li>an email applying for a job</li> </ul> <b>writing tip:</b> formal style	<i>Part-time American Student Jobs</i>
---	---	---------------------------------------	--------------------------------	---	---	--



## Food, glorious food! (pp. 38-45)

<ul style="list-style-type: none"> <li>c/u nouns</li> <li>quantifiers</li> <li>partitives</li> <li><i>some/any/no/every</i> + compounds</li> <li>conditionals type 0</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>food/drinks</li> <li>ways of cooking</li> <li>fast food dishes &amp; drinks</li> </ul>	<i>Tasty Cuisine on a Submarine</i> (multiple choice)	exchanges (multiple choice)	<ul style="list-style-type: none"> <li>express preference</li> <li>decide on a shopping list</li> <li>order a takeaway</li> <li><b>pronunciation:</b> <i>like/'d like</i></li> </ul>	<ul style="list-style-type: none"> <li>a day's menu</li> <li>an online review about a restaurant</li> </ul> <b>writing tip:</b> recommending	<i>Festive Sweets in the UK</i>
---	---	---	-----------------------------	--	--	---------------------------------



## Health (pp. 46-53)

<ul style="list-style-type: none"> <li>present perfect</li> <li>present perfect-past simple</li> <li>present perfect continuous</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>illnesses &amp; remedies</li> <li>parts of the body &amp; injuries</li> <li>verbs of the senses + <i>like</i></li> </ul>	<i>An apple a day...</i> (multiple choice)	a dialogue (multiple matching)	<ul style="list-style-type: none"> <li>at the doctor's</li> <li><b>pronunciation:</b> /ɪd/</li> </ul>	<ul style="list-style-type: none"> <li>a forum post giving advice</li> <li>an email about a health issue</li> </ul> <b>writing tip:</b> proofreading	<i>The Royal Flying Doctor Service of Australia</i>
--	---	--	--------------------------------	---	--	---

### Values B – Volunteering (p. 54)

### Public Speaking Skills B – present a famous person (p. 55)





## Stick to the rules! (pp. 56-63)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> <li>the imperative</li> <li>modals (<i>have/need to, must, may, might, could, can, should, be allowed to</i>)</li> <li>past modals (<i>had, could, was able to</i>)</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>rules &amp; regulations</li> <li>chores</li> </ul>	<i>Welcome to Green Forest Campsite</i> (multiple choice)	a dialogue (multiple matching)	<ul style="list-style-type: none"> <li>ask for – give/refuse permission</li> <li>ask about/ explain rules</li> <li><b>pronunciation:</b> <i>can/can't</i></li> </ul>	<ul style="list-style-type: none"> <li>a leaflet with rules</li> <li>an advert about a flat to rent</li> </ul> <b>writing tip:</b> group information	<i>The Greatest Race in the Land Down Under</i>



## Landmarks (pp. 64-71)

<ul style="list-style-type: none"> <li>the passive</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>geographical features</li> <li>man-made landmarks &amp; materials</li> </ul>	<i>A Hidden World of Wonders</i> (complete statements)	<ul style="list-style-type: none"> <li>a recorded message (gap fill)</li> <li>a radio programme (gap fill)</li> </ul>	<ul style="list-style-type: none"> <li>present a landmark</li> <li>ask for information</li> <li><b>intonation:</b> in passive questions</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry about a visit to a place</li> <li>an article about a landmark</li> </ul> <b>writing tip:</b> writing titles; using tenses	<i>Man-made landmarks in the UK</i>
---	---	--	---	--	---	-------------------------------------



## Live and let live (pp. 72-79)

<ul style="list-style-type: none"> <li>past perfect</li> <li>conditionals type 2</li> <li>reflexive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>endangered animals</li> <li>similes with animals</li> <li>parts of the body (animals)</li> <li>green activities</li> </ul>	<i>NoDodos</i> (answer questions)	dialogues (multiple choice based on visual prompts)	<ul style="list-style-type: none"> <li>make suggestions/ (dis)agree</li> <li><b>intonation:</b> identify feelings</li> </ul>	<ul style="list-style-type: none"> <li>a tweet about an endangered animal</li> <li>an article providing solutions to problems</li> </ul> <b>writing tip:</b> supporting points	<i>Footprints Eco Festival</i>
---	---	-----------------------------------	---	--	--	--------------------------------

### Values C – Good citizenship (p. 80) Public Speaking Skills C – present how to save electricity (p. 81)



## Holiday time (pp. 82-89)

<ul style="list-style-type: none"> <li>(to)-infinitive</li> <li>-ing form</li> <li>relatives – defining relative clauses</li> <li><i>the/-</i></li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>types of holidays</li> <li>weather</li> <li>hotel services &amp; facilities</li> </ul>	<i>Top Travellers</i> (T/F/DS sentences)	<ul style="list-style-type: none"> <li>a weather forecast (gap fill)</li> <li>a dialogue (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>compare holidays</li> <li>check in at a hotel</li> <li>describe location</li> <li><b>pronunciation:</b> rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>a weather forecast</li> <li>a quiz</li> <li>a hotel review</li> </ul> <b>writing tip:</b> informal style – using opposites	<i>Discover Scotland</i>
---	---	--	---	---	---	--------------------------



## Join in the Fun! (pp. 90-97)

<ul style="list-style-type: none"> <li>reported speech (statements/ questions)</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>festival activities</li> <li>types of entertainment</li> <li>adjectives</li> </ul>	<i>Two Festivals for the Price of One!</i> (multiple choice)	an advert (gap fill)	<ul style="list-style-type: none"> <li>present festivals</li> <li>describe an event</li> <li><b>pronunciation:</b> stressed syllables</li> </ul>	<ul style="list-style-type: none"> <li>notes for a presentation</li> <li>an email describing an event you attended</li> </ul> <b>writing tip:</b> adverbs with gradable/non – gradable adjectives	<i>Tjungu Festival</i>
---	---	--	----------------------	--	---	------------------------



## Going online! (pp. 98-105)

<ul style="list-style-type: none"> <li>reported speech (orders)</li> <li>question tags</li> <li>exclamations (<i>so, such, how, what</i>)</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>computer parts</li> <li>using a smartphone</li> </ul>	<i>Better safe than sorry!</i> (headings, complete sentences)	<ul style="list-style-type: none"> <li>a dialogue (matching)</li> <li>a dialogue (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>give instructions</li> <li><b>intonation:</b> in exclamations</li> </ul>	<ul style="list-style-type: none"> <li>an information leaflet</li> <li>a for-and-against essay</li> </ul> <b>writing tip:</b> topic sentences	<i>Museums in San Francisco</i>
--	--	---	---	---	---	---------------------------------

### Values D – Cooperation (p. 106) Public Speaking Skills D – present a new piece of technology (p. 107)

CLIL (pp. 108-111)  
Word List (pp. 112-122)  
Pronunciation (p. 123)

Rules of Punctuation (p. 124)  
American English – British English Guide (p. 125)  
Irregular Verbs (p. 126)

# Lifestyles



## Listening & Reading

1 **THINK** What is the Milky Way? What can life be like on a space station?

2 Listen and circle the correct answer.

- 1 The crew wakes up with **messages/music**.
- 2 Each day the crew work on science **projects/systems**.
- 3 The crew **work/don't work** after lunch.

3 Read the article. For questions 1-4, choose the correct answer, A, B or C. Then, explain the words in bold.

- 1 How long does it take a mission to go around the Earth once?
  - A one and a half hours
  - B sixteen hours
  - C twenty-four hours
- 2 How do astronauts stay clean in space?
  - A They have long baths.
  - B They have quick showers.
  - C They use a towel.
- 3 What is true about spacewalks?
  - A They don't happen all the time.
  - B They usually don't take long.
  - C They always take place in the 'morning'.
- 4 Astronauts like sitting by the window because
  - A it's a good place to read.
  - B it's near their beds.
  - C there's a great view.

4 Fill in: *daily, crew, science, space, running, short, typical, ordinary*. Then make sentences using the completed phrases.

- |                 |                 |
|-----------------|-----------------|
| 1 ..... station | 6 ..... clothes |
| 2 ..... routine | 7 ..... project |
| 3 ..... member  | 8 ..... break   |
| 4 ..... day     |                 |
| 5 ..... water   |                 |

## NIGHT AND DAY AROUND THE MILKY WAY

A typical space **mission** orbits the Earth once every 90 minutes. Astronauts can watch the sun rise and set 16 times in 24 hours! That's pretty different to what we see on Earth. All the same, there is a daily routine aboard the space station. One crew member tells us what their typical day is like.

"Every 'morning', Mission Control wakes us up with music. We have a couple of hours to wash, have breakfast and get the 'morning' messages from Mission Control. It's impossible to have a shower in space so we use a wet **towel** to wash ourselves. Shaving and brushing our teeth are also difficult, as there is no running water. Next, we get dressed. Inside the space station we wear ordinary clothes like T-shirts and jeans. Then we're ready for work.

Most of the 'morning' we work on science projects **involving** life on the station. We also check all our **equipment** and systems are working properly. Sometimes, we put on our **spacesuits** and go on a spacewalk, but not every day. There's a short **break** for lunch and then we go back to work for the 'afternoon'.

Fortunately, it's not all work and no play aboard the space station. In the 'evening', everyone has a couple of hours to have dinner and relax. Most of us video call our families in this free time. We also read books, watch films or listen to music. Sometimes we sit by the window and **admire** the Earth spinning around under us! After that, it's time to go to bed and get our eight hours' sleep. Mission Control and the computers can take over for the 'night'!"





### Check these words

orbit, rise, set, aboard, shaving, fortunately, spin, take over

**5 PREPOSITIONS** Fill in: *around, in, for, on (x2), by, to (x2)*. Then, make sentences based on the text using the completed phrases.

- |                           |                      |
|---------------------------|----------------------|
| 1 <i>around</i> the Earth | 5 break ..... lunch  |
| 2 ..... space             | 6 go back ..... work |
| 3 work .....              | 7 listen ..... music |
| projects                  | 8 sit ..... the      |
| 4 go ..... a spacewalk    | window               |

## Vocabulary

### Daily routine & Free-time activities

- 6** Fill in the gaps with the verbs: *meet, play, watch, listen to, have, do, ride, wash, go, read*.
- ..... video games, tennis, cards
  - ..... a bicycle, a motorbike
  - ..... shopping, ice skating, fishing, to bed
  - ..... a book, a magazine, a newspaper
  - ..... friends
  - ..... a film, the news on TV
  - ..... dinner, a shower, coffee, a lesson, breakfast
  - ..... music, the radio
  - ..... the dishes, the car, my clothes
  - ..... my homework, the washing-up, the ironing, the housework


**7** Use phrases from Ex. 6 and your own ideas to say two things you ... *do every day, do every weekend, don't like doing, hate doing, don't mind doing, like doing*.


**8** Fill in: *crew, club, staff, team*. Check in your dictionary.

- The ..... welcomed the passengers onto the ship.
- All the ..... started shouting when their best player scored a goal.
- All members of the ..... must be at next month's meeting.
- The new restaurant is looking for ..... to work in the kitchen.

## Speaking & Writing

**9** a) Read the article again and make notes about the astronauts' daily routine under the headings: *the morning – the afternoon – the evening*.

b)  You are a reporter and your partner is an astronaut. Interview him/her about a typical day in his/her life aboard a space station.

**10**  Write a short text comparing a typical day in your life to that of an astronaut's in a space station.

## Grammar in Use

Hi Ann,

Greetings from Bergen. **1) I'm having** a fantastic time here in Norway. Lee and I **2) are staying** at the historic Royal Hotel. At the moment, we **3) are having** a cup of hot chocolate by the harbour.

The weather's cold, but it's lovely and sunny, too. Most mornings, we **4) go** hiking in the mountains. Lee sometimes **5) goes** skiing. The food is delicious. All the restaurants **6) serve** seafood, especially salmon and shrimp. I just **7) love** eating fresh bread and smoked salmon for lunch.

Next week **8) we're going** to Oslo for three days. Lee **9) doesn't like** the idea, but I can't wait. Our flight **10) leaves** for Oslo next Friday at 9:20 pm. How **11) are you enjoying** your holiday?

See you soon.

Susan



- 1** Read the theory. Identify the tenses in bold in the email, then match them to the uses in the theory box. Find two examples of stative verbs.

## Present simple – Present continuous

We use the **present simple** for:

- habits/routines/repeated actions  
*He **always gets up** early.*
- permanent states  
*She **works** in a seafood restaurant.*
- timetables  
*The train **arrives** at 9 o'clock.*

We use the **present continuous** for:

- actions happening at the moment of speaking  
*I'm **having** my lunch now.*
- fixed arrangements in the near future  
*Pat **is meeting** Tom at 6 pm this evening.*
- actions happening around the time of speaking  
*They're **sightseeing** in Rome all this week.*

**Stative verbs** are verbs that do not usually have continuous forms because they describe a state rather than an action (**want, like, love, hate, know, believe, need**, etc.). *She **knows** Laura.* (NOT: *She's knowing Laura.*)

**2** Choose the correct tense. Give reasons.

- What **do you do/are you doing** on Sunday afternoons?
- She **likes/is liking** watching TV in the evenings.
- Do you want/Are you wanting** to go to the shopping centre?
- She usually **plays/is playing** video games on Saturdays.
- Oh no! It **rains/is raining** now.
- They **get/are getting** married in June.
- The bus **leaves/is leaving** at 6:15 am.
- We **stay/are staying** with Molly these days.
- Tony **lives/is living** in Los Angeles.
- We **don't want/aren't wanting** to go abroad this summer.

**3** Fill in: *am, is, are, do, does or isn't*. Identify the tenses of the verbs (1-13), then explain their uses.

A: So, Sergio, where **1)** ..... you from?

B: I **2)** ..... from Lisbon.

A: Ah, Lisbon! That **3)** ..... a beautiful city.  
So, what **4)** ..... you do, Sergio?

B: I **5)** ..... an actor.

A: And what **6)** ..... you doing here in the UK?

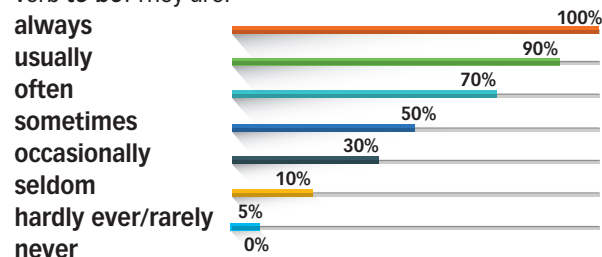
B: I **7)** ..... working. I work with the Royal Theatre Company, and this year we **8)** ..... touring Britain.

A: What **9)** ..... you think of London?

B: Well, it **10)** ..... like Lisbon at all! I  
**11)** ..... not like the food very much and  
the sun **12)** ..... not shine very often. The  
people **13)** ..... great, though, and I love  
shopping here!

## Adverbs of frequency

Adverbs of frequency tell us how often something happens. They go *before* the main verb, but *after* the verb **to be**. They are:





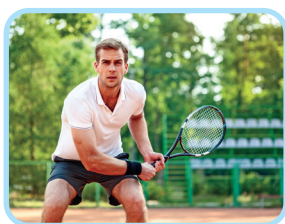
#### 4 Use adverbs of frequency to say how often you do the following activities:

- make your bed • do the washing-up • cook
- do online shopping • go to the gym
- do the ironing

#### 5 **SPEAKING** Use the prompts to ask and answer questions about each person, as in the example.



Ann, England, married,  
secretary – send emails



Glen, Australia, single,  
mechanic – fixes cars



Marie, France, divorced,  
doctor – treats sick people



Hans, Germany, married,  
lawyer – advises people  
about the law

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| A: <i>Where does Ann live?</i>  | A: <i>What does she do at work?</i>  |
| B: <i>She lives in England.</i> | B: <i>She sends emails.</i>          |
| A: <i>Is she married?</i>       | A: <i>What is she doing now?</i>     |
| B: <i>Yes, she is.</i>          | B: <i>She's reading a newspaper.</i> |
| A: <i>What does she do?</i>     |                                      |
| B: <i>She's a secretary.</i>    |                                      |

#### 6 Read the theory.

##### Agreeing – Disagreeing (so/neither/nor)

- We use **so + auxiliary verb + subject** to agree with an affirmative statement.  
A: *I always walk to work.*  
B: *So do I.*
- We use **neither/nor + auxiliary verb + subject** to agree with a negative statement.  
A: *I don't have cereal for breakfast.*  
B: *Neither/Nor do I.*
- We use **subject + auxiliary verb** to disagree with what someone says.  
A: *I never drink coffee.*  
B: *Oh, really? I do.*  
A: *I often go to the cinema.*  
B: *I don't.*

#### 7 a) Fill in the missing words.

Listen and check.

- A: I always drive to work.  
B: ..... do I.
- A: I never play video games in my free time.  
B: ..... do I.
- A: I never make my bed in the morning.  
B: Oh, really? I .....
- A: I often go fishing at weekends.  
B: I ..... I hate going fishing.

#### b) Act out similar dialogues using the prompts below.

- walk to college/work
- go to the gym in my free time
- hang out with friends after college/work
- do the housework at weekends

#### 8 Put the verbs in brackets into the present simple or the present continuous. Give reasons.

REPLY MAIL

Hi Nancy,

How **1** ..... (you/be)? I **2** ..... (be) on holiday in Ho Chi Minh City with Rob and Sheila! We **3** ..... (stay) at a beautiful hotel in the city centre. Every morning we **4** ..... (visit) famous sights and then we **5** ..... (go) shopping. The malls here are amazing. Right now we **6** ..... (visit) a street food market. It **7** ..... (not/rain) now, so there are a lot of people. Sheila **8** ..... (buy) souvenirs while I **9** ..... (have) coconut water. Rob **10** ..... (want) to try some Vietnamese noodles. Tonight we **11** ..... (go) on a cruise on the Saigon River. We **12** ..... (come) back in a week.

Hope you are OK. See you soon!

Pam

#### 9 **WRITING** Imagine you are on holiday. Write a short email to your English-speaking friend (80-100 words). In your email write: where you are – who with – where you are staying – what you do everyday – what you are doing now/tonight – when you are coming back.

## Skills in Action

### Vocabulary

#### Describing people

#### 1 Choose the correct item.

A



Ann is 1) **tall/short** and 2) **plump/thin** with a 3) **dark/pale** complexion. She's in her 4) **late/early** thirties and she's got blue eyes, 5) **thin/full** lips and 6) **long/short**, 7) **straight/wavy** fair hair. She's really attractive.

B



Mark is a very handsome 1) **young/old** man. He's of medium 2) **height/complexion**, 3) **slim/well-built** with 4) **straight/wavy**, 5) **brown/fair** hair, thin lips, a beard and 6) **a moustache/freckles**.

C



James is 1) **middle-aged/in his late seventies**. He's 2) **tall/short** and 3) **overweight/thin** with green eyes, 4) **thin/full** lips and 5) **wrinkles/freckles**. He's 6) **bald/chubby** with some white hair and has a friendly 7) **height/smile**.

#### 2 Match the character adjectives to the definitions. Check in your dictionary. Then, use them to describe people you know well, as in the example.

calm  
kind  
jealous  
lazy  
reliable  
careful  
clever  
brave  
friendly

not like hard work  
like talking to people  
want things others have  
do what you say you will do  
learn new things quickly  
not be afraid of anything  
always help others  
rarely make mistakes  
not get angry easily

Tom is very calm. He doesn't get angry easily.

### Listening

#### 3 Listen and match the colours (1-5) to the characters (A-E).

1 ☐ Red2 ☐ Blue3 ☐ Green4 ☐ Purple5 ☐ Pink

A jealous &amp; friendly

B lazy &amp; clever

C kind &amp; careful

D calm &amp; reliable

E brave &amp; happy

### Everyday English

#### Introducing people

#### 4 a) Listen and read the dialogues. Then, match them to the situations (a-c).

a introducing a family member

b introducing two people at work

c welcoming a friend to your house

1 ☐

A: Hi, John! Come on in! Great you could make it!

J: Hi, Anna. Thanks for inviting me.

A: My pleasure. Have you met my flatmate Carol?

J: No, I haven't. Hello, Carol. Nice to meet you.

C: Nice to meet you, too, John.

2 ☐

B: Tony! Welcome to London! Great to see you again. How are things in the Leeds branch?

T: Great to see you, too, Bob. Everything's fine, thanks.

B: This is my boss, Mark Mills. Mr Mills, this is Tony Jones.

T: Pleased to meet you, Mr Mills.

M: Pleased to meet you, Tony.

3 ☐

R: Uncle Brad, this is Samuel, my roommate. Samuel, this is my uncle Brad.

B: Nice to meet you, Samuel.

S: Pleased to meet you. Are you here on business?

B: No – my son studies here, too.

#### b) Act out similar dialogues to introduce:

- your flatmate to your best friend.
- your business partner to a trainee.
- your friend to your grandmother.

### Pronunciation: homophones

#### 5 Listen and circle the odd word out. Listen again and repeat.

1 where – wear – we're

2 she – sea – see

3 hair – hear – here

4 know – no – now



## Reading & Writing

### 6 Read the blog. What is Sally like?



#### Writing Tip

##### Describing a person's character

When we describe a person's character, we support our description with examples. When we describe negative qualities, we need to use mild language (*tends to be, can be, is a bit, etc.*). *She's kind. She always helps others. She can be rude at times. She doesn't always mind her manners.*

Log out

### Thelma's blog

I'm sure everyone's got someone that's very special to them. My favourite person is my flatmate Sally. She's a vet and loves looking after animals. I really admire her.

Sally is in her late twenties and she's very pretty. She's slim with long straight brown hair and big brown eyes. I love her freckles and her friendly smile!

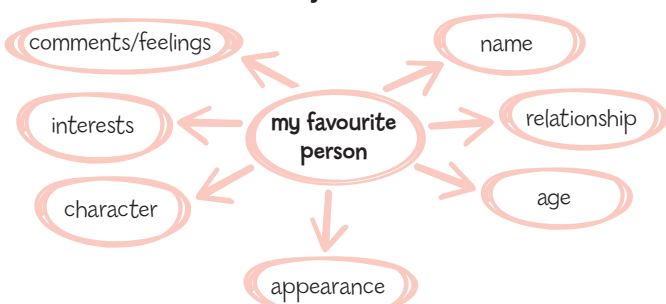
Sally is sociable and likes meeting her friends. Actually, she can be a bit too talkative at times! The other person can't get a word in! But she's still a lovely person.

In her free time, Sally likes doing exercise so she's very fit. She usually rides her bicycle at weekends. She also goes running every evening in the park.

Sally makes a big difference in my life because she always makes me feel happy. She's not just a flatmate – she's a real friend! Who's your favourite person?



### 7 Copy and complete the spidergram in your notebook about Sally.



### 8 Join the sentences. Use the words in brackets.

- Paul is a young man. He's got a beard. **(with)**  
*Paul is a young man with a beard.*
- He's short and plump. He's got brown eyes. **(with)**
- She's got short, curly, dark brown hair. She's got full lips. **(and)**
- Pam's got short, straight, fair hair. She's got blue eyes. **(and)**
- He's tall and well-built. He's got short, fair hair. **(with)**

### 9 Complete with: loves, knows, listens, needs, supports.

- Ben is always ready to help. He ..... to me when I have a problem.
- Nora isn't perfect, but she's a good person and ..... me in her own way.
- Sue is a great friend. She ..... me no matter what I do or I say.
- Ann usually ..... what to say to make me feel better.
- Keith is always there when someone ..... him.

### Writing (a blog entry about your favourite person)

### 10 Read the task. Think of your favourite person. Copy the spidergram from Ex. 7 in your notebook and make notes under the headings. Use your notes to write your entry. Follow the plan.

Write a blog entry for an international online teens magazine about your favourite person (80 -100 words). In your entry:

- mention his/her relationship to you & age.
- describe his/her appearance and character.
- state what activities he/she likes doing.
- say why he/she is special to you.

#### Plan

- Para 1:** name of person & relationship to you  
**Para 2:** his/her age & appearance  
**Para 3:** his/her character  
**Para 4:** his/her interests  
**Para 5:** your comments/feelings

#### VALUES

##### Growth

Good habits formed at youth make all the difference.

Aristotle



## Culture



# TEEN LIFE IN IRELAND

## Interests & Preferences

Irish teens like doing what most teens do: playing video games, shopping, watching films and hanging out with friends. They also enjoy listening to music and can tell you all about famous Irish singers and **bands**. Chatting online is also extremely popular and is an important way for Irish teenagers to contact each other.

## Families

The **traditional** Irish family is big with five or six children, maybe more. These days, though, it is more common to have just two children. Most families have two parents while some others are single-parent families.

## Favourite activities

It rains a lot in Ireland but this doesn't stop people from doing activities outdoors. Teens love playing sports such as football and hockey. There are traditional sports, too, like Gaelic football and hurling. Another favourite is going to festivals – Ireland has lots of **different** kinds all year round, so there's always something fun for young people to do.

### Check these words

hang out, contact, single-parent, outdoors

## Listening & Reading

1 Read the text quickly. Find two things that teens in your country like doing.

2 Listen to the text. What can you remember about teen life in Ireland? Tell the class.

3 Read the text and decide if the sentences are T (True), F (False) or DS (Doesn't say). Then, explain the words in bold.

- 1 Irish teenagers only listen to Irish music. ....
- 2 Irish teens use the Internet to keep in touch. ....
- 3 Irish families today tend to be large. ....
- 4 The weather in Ireland is usually warm and sunny. ....
- 5 Teens play both Irish and international sports. ....

## Speaking & Writing

4 **THINK** How does teen life in Ireland compare to teen life in your country? Write a few sentences. Read them to the class.



## Vocabulary

## 1 Match the words in the two columns.

- |                                      |                 |
|--------------------------------------|-----------------|
| 1 <input type="checkbox"/> listen to | A a motorbike   |
| 2 <input type="checkbox"/> read      | B my face       |
| 3 <input type="checkbox"/> play      | C the radio     |
| 4 <input type="checkbox"/> ride      | D cards         |
| 5 <input type="checkbox"/> meet      | E a lesson      |
| 6 <input type="checkbox"/> do        | F fishing       |
| 7 <input type="checkbox"/> watch     | G a newspaper   |
| 8 <input type="checkbox"/> have      | H the housework |
| 9 <input type="checkbox"/> wash      | I a film        |
| 10 <input type="checkbox"/> go       | J friends       |

(10 x 2 = 20)

## 2 Circle the odd word out.

- middle-aged – chubby – old – young
- well-built – slim – reliable – thin
- calm – pale – friendly – kind
- light – dark – full – fair
- thin – plump – overweight – dark
- patient – brave – lazy – bald
- wrinkles – freckles – moustache – build
- straight – late – wavy – long

(8 x 2 = 16)

## Grammar

## 3 Choose the correct item.

- "I ride my bike to college." "So/Nor do I."
- "I don't have lessons on Mondays." "So/Neither do I."
- "I don't like studying in the library."  
"Oh really? I do/don't."
- "I have lunch at college."  
"I do/don't. I prefer having lunch at home."

(4 x 5 = 20)

## 4 Put the verbs in brackets into the present simple or the present continuous.

- A: ..... (she/go) to Brussels next week?  
B: Yes, she ..... (visit) her brother.
- A: ..... (you/know) where Simon is?  
B: He ..... (watch) TV in his room.
- A: ..... (they/live) in London?  
B: Yes, but this week they ..... (stay) with my aunt in Bournemouth.
- A: Paul ..... (study) a lot these days.  
B: Yes, his exams ..... (start) at 9 o'clock on Monday.
- A: Mr Clark ..... (wash) his car every Saturday!  
B: He ..... (hate) having a dirty car!
- A: He always ..... (have) a yoga class on Monday evenings.  
B: Yes, but he ..... (be) never on time for it!

(6 x 4 = 24)

## Everyday English

## 5 Match the exchanges.

- |  |                                    |
|--|------------------------------------|
| 1 <input type="checkbox"/> Thanks for inviting me.   | A Great to see you, too.           |
| 2 <input type="checkbox"/> Are you here on business? | B Pleased to meet you, too.        |
| 3 <input type="checkbox"/> Great to see you again.   | C No, I'm visiting family.         |
| 4 <input type="checkbox"/> Have you met my sister?   | D You're welcome.                  |
| 5 <input type="checkbox"/> Nice to meet you.         | E No, I haven't. Nice to meet you. |

(5 x 4 = 20)

Total 100

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

## Lexical Competence

Understand words/phrases related to:

- daily routines & free-time activities
- people's appearance & character

## Reading Competence

- understand texts related to daily routines & free-time activities (read for specific information – multiple choice)

## Listening Competence

- listen & understand dialogues related to character (listen for specific information – multiple matching)

## Speaking Competence

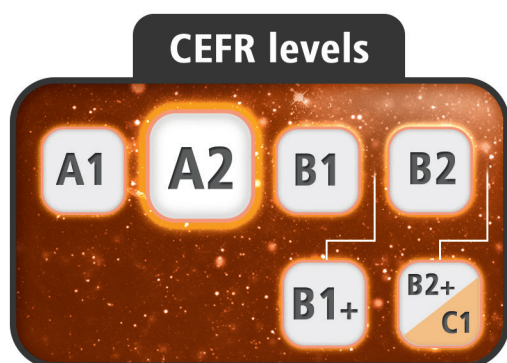
- introduce people

## Writing Competence

- write an email while on holiday
- write a blog entry about my favourite person

# New ENTERPRISE

**NEW ENTERPRISE** is a series for young adult and adult learners of English from CEFR levels A1 to B2+/C1. The series maintains the core approach of the original course while enriching it with new features designed to meet the demands of today's students.



## Components

- Student's Book with digi app
- Teacher's Book
- Workbook with digi app
- Grammar Book with digi app
- Class CDs
- IWB
- Tests CD-ROM



**Express Publishing**

**NEW ENTERPRISE** fosters 21st century skills with sections developing students' public speaking, critical thinking, digital literacy and collaboration skills.

**NEW ENTERPRISE** promotes a global spirit with Culture, Values and CLIL sections.

**NEW ENTERPRISE** encourages autonomous learning through study skills, writing tips, and Review and Competences sections for self-evaluation.



Express

DigiBooks

**NEW ENTERPRISE** supports the student with a digital platform for the Student's Book, Grammar Book and Workbook, including authentic videos.



Express

DigiBooks

Interactive  
**Whiteboard**  
Software

**NEW ENTERPRISE** supports the teacher with complete lesson plans, evaluation sheets, a tests CD-ROM, a digital platform and fully interactive IWB software.