

CHOICES

INTERMEDIATE STUDENTS' BOOK



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1 IDENTITY

Objectives: Listen, read and talk about your identity and other people's; discuss urban tribes; write a short description; learn more about present tenses.

TOPIC TALK

1 Make guesses about which of the people in the photos (a-c):

- are proud of their nationality
- belong to an urban tribe (e.g. goths/skaters/punks)
- are into sport
- care about the environment

2 **1.2 1.3** Listen to the people (1-3) and check your guesses from Exercise 1.

3 **1.4 1.5** Listen again to the first person. Complete the information in the network.

Identity

My family roots are in ¹England/Wales.

I am proud of my/our ²_____.

One thing I love about my country is the ³_____.

I suppose I'm a/an ⁴_____ type of person but I'm a bit too ⁵_____.

I'm ⁶passionate about/keen on ⁷art/fashion/nature/sport, etc.

I'm (not) into ⁸_____.

country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses

climate, food, landscape, lifestyle, people, wildlife

adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty

independent, laid-back, rebellious, shy, untidy

wearing badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos
piercings, tattoos

4 **1.6** **Pronunciation** Listen and write down the contractions. Then listen again and repeat them.

1 - I'm

LANGUAGE CHOICE 1:
VOCABULARY PRACTICE

5 Work in groups. Use the network to talk about *your* identity.

a

b

c



Warm Up

- 1 Work in pairs. Which of the avatars in the pictures (a-d) do you like most? Why? Describe an avatar you have used in a chat, blog or computer game.

Reading

- 2 → **SKILLS BUILDER 12** Use the strategies in the Skills Builder to choose a title (a-c) for the article.

- a More Avatars than People
- b Creating Identity Online
- c The Dangers of Avatars

- 3 → **SKILLS BUILDER 13** Use the strategies to match the paragraphs (1-6) with the headings (a-g). There is one extra heading.

- a How avatars have developed
- b The future of avatars
- c Avatars in virtual worlds
- d Your avatar and you
- e Buying virtual jewellery
- f Improving your looks
- g Identity online

- 4 Read the text again. Are the sentences true (T) or false (F) or is no information given (?)?

- 1 When you are online, you can take on any identity. **T**
- 2 Avatars first appeared on internet chats.
- 3 Some people spend a lot of money on their avatars.
- 4 People use avatars to express their own identity.
- 5 A person's avatar is usually not as good-looking as he/she is in real life.
- 6 Virtual worlds will be more expensive in the future.

Simon Boswell investigates the weird and wonderful world of online avatars.

1.7

- 1 When you are online you can be anyone or anything – you can create your own image and a new personality, you can be anyone you want to be.
- 2 The first, simple two-dimensional avatars appeared in the mid 1980s in role-playing computer games. By the late 1990s, they were in web chats like Instant Messenger. Nowadays, avatars are everywhere. In most chats, people use simple, ready-made images or upload their own images but you can also use dynamic avatars that move around and talk when you type in your message.
- 3 Avatars in online worlds like *Second Life* can talk, walk and fly around, meet people, go shopping or go to classes. There is lots of room for creativity and you can get a brand-new identity. If you're well-off, you can spend a fortune on buying virtual clothes and jewellery for your well-dressed, fashion-conscious avatar.
- 4 Of course, the avatar you choose says a lot about your personality. If your blog avatar is a picture of a kitten, your message is 'I'm a playful, laid-back person.' Well-known cartoon characters or laughing chimpanzees say 'I'm a really funny person.'
- 5 Surprisingly, most people create avatars that look more or less like them and behave like them. However, nearly all avatars are tall, young and nice-looking so people obviously make a few improvements to their bodies and they also experiment with things like long hair, tattoos and piercings. Many people have more than one avatar, a sensible one for work, a good-looking, easy-going one for meeting people and a silly one for having fun.
- 6 Soon, over eighty percent of internet users will have at least one avatar and in some countries there will be more avatars than real people. Some people say that we spend too much time in virtual worlds and will become afraid of meeting people in the real world. Others look forward to the time when their avatar will look and act just like a real person and be able to travel around bigger, more exciting virtual worlds.

- 5 **Vocabulary** Look at the Word Builder. Match the adjectives with the meanings below.

rich attractive (x 2) stylish relaxed (x 2)
totally new can be used immediately
a flat image into wearing all the latest styles
famous

Word Builder Compound adjectives

brand-new, easy-going, fashion-conscious,
good-looking, laid-back, nice-looking,
ready-made, two-dimensional, well-dressed,
well-known, well-off

LANGUAGE CHOICE 2: VOCABULARY PRACTICE

- 6 **Work in pairs. Ask and answer the questions.**

- 1 What well-known stars (film/music/sport) do you think are good-looking?
- 2 How fashion-conscious are you? Give examples.
- 3 What do you wear when you want to be well-dressed?
- 4 How easy-going are you? Give examples.
- 5 If you suddenly became very well-off, what brand-new thing would you buy?

Writing

- 7 **Read the description and look at the picture. Find four differences.**

What does my avatar look ¹like? Well, she looks a bit ²like me but she's a bit taller and slimmer and she's got long brown hair and blue eyes. What is she ³like? When she's in her virtual world, she usually behaves ⁴like me. She's an alternative and rebellious kind of person, just ⁵like me. She ⁶likes really cool black clothes and silver jewellery and she ⁷likes going to concerts and hanging out in cool places in the virtual world, ⁸like the coffee shops on Bora Island.



- 8 **Look at the Sentence Builder. Match other examples of like (1-8) in Exercise 7 with the uses (a-e) below.**

Sentence Builder like

- a I like chatting online.
(verb: to talk about preferences)
- b My handwriting is like my dad's. / My handwriting looks like my dad's.
(preposition: similar to)
- c What is your friend like?
(preposition: ask for a general description)
- d What does my avatar look like?
(preposition: ask for a description of appearance)
- e There are various virtual worlds, like Second Life.
(preposition: for example)

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LANGUAGE CHOICE 3

- 9 **Work in pairs. Ask and answer the questions.**

- 1 Who are you like in your family? Who do you look like?
- 2 What clothes do you like? Give examples with like.
- 3 What do you like doing online? What kind of computer games do you like? Give examples.
- 4 What websites do you visit most often? Give examples with like.

- 10 **Create your own avatar. Write notes about the things below:**

- what it looks like
- how it behaves
- where you use it
- why you chose your avatar

- 11 **Use your notes to write a description of your avatar like the one in Exercise 7.**

- 12 **Work in groups. Ask and answer questions about your avatars. Use the cues in Exercise 10.**

A: What does your avatar look like?

B: He's tall with long red hair. He looks a bit like me.

Your Choice

No Comment

'I never forget a face but in your case I'll make an exception.'

Groucho Marx, American comedian

Warm Up

- 1 Look at the map of world languages. Which continents have the lowest number of endangered languages?
- 2 Read the text and answer the questions.
 - 1 Why do languages disappear?
 - 2 What do scientists do to save languages?
 - 3 Why do we want to save them?
- 3 **Your Culture** Where in the world is your language spoken? What languages have influenced your language? What foreign words are used in your language now?

Present tenses

- 4 Name the tenses (Present Simple or Present Continuous) in the sentences (1-5) underlined in the text and match them with the things they talk about (a-e).

- a feelings and opinions
- b facts and permanent situations
- c routines, things that happen regularly 1
- d things happening exactly at the time of speaking
- e things happening around now, not necessarily at the time of speaking

- 5 Read the rule. Can you change the verb forms in **bold** in the sentences (1-2) into the continuous?

- We use the Present Simple (not Present Continuous) with state verbs like these: *be, believe, belong, know, like, prefer, remember, want, understand.*

- 1 Older speakers of the language **die**.
- 2 We **believe** we can help save some endangered languages.

- 6 Match the Present Perfect sentences (1-2) with the uses (a-b).

- 1 Australian and South American natives **have** always **used** plants to treat people.
- 2 A lot of languages of smaller cultures **have** **disappeared**.

- a We talk about past events when it doesn't matter when they happened (often they have some consequences in the present).
- b We talk about a situation or habit that started in the past and is still going on.

Key

⊙ = endangered language

1.8

SAVE LANGUAGES

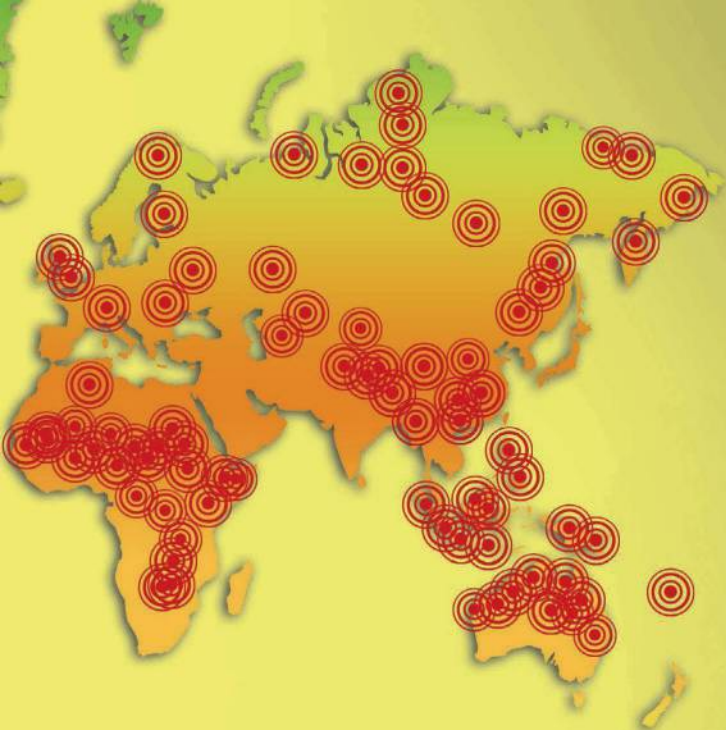
¹Every two weeks, a language dies. Languages are becoming extinct faster than endangered animals. Because language is part of national identity, minority languages have often been discriminated against. In the 19th century, Native Australians and American Indians were not allowed to use their native languages in public in Australia and the United States. It was also illegal to speak Celtic languages in Ireland, Scotland and Wales in the street. Some languages die naturally. While the languages of powerful groups have always spread, the languages of smaller cultures have disappeared. Small communities stop speaking their traditional language and choose the more 'popular' one. Slowly, older speakers die and the original language is forgotten.

Practice

- 7 Which of the people (a-c) could not say these sentences? Why?

- 1 'I'm living in the Amazon jungle.'
 - a a native Amazon Indian
 - b a student on holiday in the jungle
 - c an engineer building a road in the jungle
- 2 'I teach English.'
 - a an experienced teacher of English
 - b a full-time English teacher
 - c a PE teacher teaching an English class
- 3 'I've done my homework.'
 - a a student giving her homework to the teacher
 - b a student after she finished her homework
 - c a student planning to do her homework

→ LANGUAGE CHOICE 4



² Many endangered languages have no written form but they carry amazing knowledge of local environments. Native Australians and South Americans have always used plants to treat people. Unfortunately, many of their languages are dying and this knowledge may one day be lost forever.

Christine Davies, from the Enduring Voices project, told us: ³ We believe we can help save some endangered languages. ⁴ We are recording the speakers of endangered languages on all continents. For example, in Australia we have recorded the only living speaker of Amurtag, so this language won't disappear completely. But while ⁵ we're talking now, the last speakers of some native languages all over the world are dying, taking their culture and knowledge with them. So we have to hurry.'

- 8** Use the notes to write sentences the people (1-3) could say. Use the Present Simple, Present Continuous and Present Perfect.

I'm learning my 10th language now.

I work at university.

I've studied languages since I was at school.

- 1** an expert on languages
 - learn my 10th language now
 - work at university
 - study languages since I was at school
- 2** a 6-year-old native Australian child
 - speak our language at home
 - learn to write in English at school
 - never speak to a foreigner
- 3** an explorer
 - be a traveller since I was twenty
 - spend very little time at home
 - prepare for a trek in the Andes

LANGUAGE CHOICE 5

Grammar Alive

Personal information

- 9** **1.9** Listen to the dialogue. Answer the questions about Martha and James.

- 1** What languages do they speak well?
- 2** What languages are they learning?
- 3** What countries have they been to?

- 10** Work in pairs. Use the cues to make dialogues.

A: *Have you ever learned a foreign language?*

B: *Sure. I study French at school. I'm revising for a test now.*

A starts

- 1** learn a language?
- 2** visit Barcelona?
- 3** talk to a famous person?
- 4** buy designer clothes?

B starts

- 5** appear on TV?
- 6** feel really stressed?
- 7** fall in love?
- 8** use a laptop

B answers

- 1** study French at school - revise for a test now
- 2** often go to Spain - learn Spanish now
- 3** talk to famous people all the time - text Zac Efron now
- 4** buy designer clothes all the time - wear an Armani jacket today

A answers

- 5** appear on TV regularly - act in a soap opera this week
- 6** feel stressed often - feel stressed about the next class
- 7** fall in love all the time - fall in love with you right now
- 8** often use a laptop - chat online on it right now

- 11** Use the cues to write a questionnaire. Use correct tenses.

- 1** How many languages - speak?
How many languages do you speak?
- 2** What languages - learn now?
- 3** What subjects - like learning?
- 4** How many different countries - visit?
- 5** How many times - speak to a foreigner?
- 6** What foreign language - need most often?

- 12** Work in pairs. Ask and answer the questions. Tell the class about your partner.

Warm Up

- 1 **Vocabulary** Look at the network and the photos (a-b). Try to match the tribes with the descriptions (a-g).

Urban tribes

emos, geeks, goths, metal heads, punks, skaters, trendies

Descriptions

- a have dyed black/straight hair - into pessimistic punk music - wear dark clothes *emos*
- b into horror films - have dyed hair - wear silver jewellery/black make-up - into *Evanescence*
- c have scruffy clothes/shaved hair - chains/piercings
- d like designer labels/loose shirts (male) - into clubbing/shopping
- e wear dull clothes - obsessed with technology and gaming
- f have long hair/beards - wear leather jackets/black T-shirts - into heavy metal
- g wear baggy clothes - hang out at skate parks - into indie and punk

LANGUAGE CHOICE 6: VOCABULARY PRACTICE



Listening

- 2 **1.10 1.11** Listen to an interview about urban tribes in the UK. Check your guesses from Exercise 1.
- 3 **1.10 1.11** Listen again. Are the sentences true (T) or false (F)?
- 1 Urban tribes started in the 1970s and 80s. *F*
 - 2 There are more tribes around these days.
 - 3 Tribes are changing faster than before because of the internet.
 - 4 Tribes are always based on tastes in music and clothes.
 - 5 The identity of some tribes is based on interests.
 - 6 Most young people now only belong to one tribe.
- 4 **Your Culture** Work in pairs. Which of the tribes in Exercise 1 do you have in your country? Can you think of any others? Tell the class.



DVD Choice

- 5 **DVD 1** Watch the documentary without sound. Order the things the journalist does (a-e). Then watch it with sound and check your answers.

- a He goes to the party in goth clothes and make-up.
- b Two goths put make-up on him and change his hair.
- c He feels relaxed with his appearance.
- d He travels to Whitby for a goth weekend. **1**
- e He interviews some goths.

- 6 **DVD 1** Watch again. Match the descriptions (1-5) with the people (a-d).

- a journalist (x 2) c goth woman
- b goth man d goth musician

- 1 has been a goth for a long time **b**
- 2 usually feels different from other people but not in Whitby
- 3 is worried about dressing up like a goth
- 4 doesn't like the journalist's clothes
- 5 now feels confident in goth clothes

- 7 Would *you* like to go to the Whitby Goth Weekend?
Would you dress up like a goth?



Watching and Speaking

- 8 **1.12 DVD 2** Listen to or watch two interviews. Match the descriptions (1-5) with the people.

- Tim • George • Tom • Harry

- 1 dislikes goths **Tim and Tom**
- 2 likes goth music
- 3 likes punk music
- 4 has got tattoos
- 5 thinks he is independent but isn't

- 9 **1.12 DVD 2** Look at the Talk Builder. Listen or watch again. Choose the replies to the opinions you hear.

Talk Builder Agreeing and disagreeing (1)

- | | Agree | Disagree |
|--------------------------------|-------------------------------|------------|
| 1 I think they're a bit silly. | a So do I. b Me too. | c I don't. |
| 2 I'm not into their clothes. | a Neither am I. b Me neither. | c I am. |
| 3 I don't think we're a tribe. | a Neither do I. b Me neither. | c I do. |
| 4 I just love urban tribes. | a So do I. b Me too. | c I don't. |
| 5 I'm into their music. | a So am I. b Me too. | c I'm not. |
| 6 I don't like those groups. | a Neither do I. b Me neither. | c I do. |

→ SKILLS BUILDER 40

- 10 **1.13** Listen to the opinions and replies and notice the intonation. Listen and repeat the replies.

- 11 Write replies to the statements below with *your* opinions.

Neither am I.

- 1 I'm not into heavy metal.
- 2 I think goth clothes are great.
- 3 I don't think urban tribes are bad.
- 4 I'm really into hip hop and rap.
- 5 I don't like beards and long hair.
- 6 I think piercings and tattoos are horrible.

- 12 Choose one of the topics (a-e). Write five statements about your topic.

I don't think that goths are very interesting.

- a urban tribes in your country
- b clothes and fashion
- c different styles of music
- d personal appearance
- e interests and habits

- 13 Work in groups. Take turns to say your statements to each person in your group. Record their responses.

A: *I like band T-shirts.*

B: *So do I.*

C: *I don't.*

- 14 Report your results to the class.

Sixty percent of the class don't like piercings. Forty percent like them.

Language Review Module 1

1 Identity Complete the text with the correct words.

I'm very proud ¹_____ my surname, Bruce, because my ancestor was Robert the Bruce who defeated the English at the battle of Bannockburn in 1314. One thing I really love ²_____ Scotland is our traditional costume, the kilt, and I sometimes wear mine on special occasions like weddings. I'm a ³_____ too rebellious and I sometimes have problems at school. I'm passionate ⁴_____ folk music and I'm keen ⁵_____ playing the guitar. I'm not ⁶_____ wearing band T-shirts.

/6

2 Compound adjectives Add one extra word to the words in brackets to complete the sentences with the correct adjectives.

- A My sister is very ⁷_____ (fashion) and she loves wearing ⁸_____ (new) designer clothes.
 B I am not very ⁹_____ (well) so I haven't got much money for clothes but I always try to be ¹⁰_____ (dress).
 C Robert Pattinson is a really ¹¹_____ (know) actor and he's very ¹²_____ (good) - everybody likes him.

/6

3 like Put like in the correct place in the sentences.

- 13 What does your cousin, Jenny, look?
 14 She looks a bit me but she is taller and slimmer.
 15 And what is she?
 16 She is an easy-going and laid-back type of person my brother, Tom.
 17 She is really into doing sports hockey and basketball.

/5

4 Present tenses Use the cues to write questions.

- 18 what language / you usually speak?
 19 what languages / you learn this year?
 20 what language / want to learn?
 21 how many countries / you visit so far?
 22 you ever do a language course abroad?

/5

5 Present tenses Complete the phone conversation with the verbs in brackets in the correct tense.

- A: Hi, Anna. How are things?
 B: Okay, Claire, but I'm a bit tired because I ²³_____ (have) two exams today.
 A: What ²⁴_____ (do) at the moment?
 B: I ²⁵_____ (write) to my cousin Eric.
 A: The one from Belgium? I ²⁶_____ (never meet) him.
 B: He's really nice. He ²⁷_____ (live) in Brussels and he can speak four languages. His English is so good that people often ²⁸_____ (think) he is English.
 A: Lucky him. I ²⁹_____ (want) to learn Italian but we can't do it at school. I ³⁰_____ (study) French for three years but I'm terrible at it.
 B: Well, I ³¹_____ (visit) Italy a couple of times and I ³²_____ (understand) a bit of Italian. It's a great language.

/10

6 Agreeing and disagreeing (1) Complete the dialogues.

- A: I think punk music is great. → (agree)
 B: So ³³_____.
 A: I like goth clothes. → (disagree)
 B: I ³⁴_____.
 A: I'm not into piercings. → (agree)
 B: Me ³⁵_____.
 A: I don't like skater clothes. → (disagree)
 B: I ³⁶_____.
 A: I'm into urban tribes. → (agree)
 B: Me ³⁷_____.
 A: I don't like tattoos. → (agree)
 B: Neither ³⁸_____.
 A: I'm not into dyed black hair. → (disagree)
 B: I ³⁹_____.
 A: I'm into clubbing and shopping. → (agree)
 B: So ⁴⁰_____.

/8

Self Assessment

1.14 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 1
2	Language Choice 2
3	Language Choice 3
4 and 5	Language Choice 4 and 5
6	Students' Book (SB) p.11 ex.11

Objectives: Listen, read and talk about important events; listen to stories and anecdotes; write an email; learn more about past tenses.

TOPIC TALK

- 1 Look at the photos (a-c). What big events do they show? Use the network to help you.
- 2 **1.15 1.16** Listen to two people talking about their memories. What five happy events do they mention?
- 3 **1.17 1.18** Listen again to the first person. Complete the information in the network about memories.
- 4 **1.19 Pronunciation** Listen and write down the sentences. Then underline the stressed words.

It was great because we danced all night.

LANGUAGE CHOICE 7: VOCABULARY PRACTICE

- 5 Write a timeline of your life with some important memories. Then work in groups. Use the network to talk about *your* memories.

Memories

One special event I remember was the

¹ wedding of my older sister.

It was great because we ² _____.

A sad occasion was the funeral of my ³ *grandfather/ grandmother*.

One of my best sporting memories was ⁴ _____.

The best bit was when ⁵ _____.

One of my ⁶ *earliest/strongest* memories was the ⁷ _____ when I was about six.

When it happened, I was ⁸ *watching TV/ at home with my family/at school*.

Personal/family events

anniversary of ... , birth of ... , wedding of ... party to celebrate ...

danced all night, had a great time, hugged each other, laughed a lot, sang songs

Sporting events

the cup final, the game between ... and ... , the Olympics, the world championships

my team scored a goal, won the game/race, collected the medal/prize/trophy
the crowd cheered/went wild

Accidents: car/plane/train crash, fire, nuclear disaster
Politics: election of ... , start of the war, terrorist attack
Natural disasters: earthquake, flood, forest fire, storm

a

b

c

Warm Up

- 1 Look at the photos (a-b) and read the information about the Berlin Wall. When were the photos taken?



The Berlin Wall was built in 1961 to stop East Germans escaping from their communist country to the democratic West. In 1989, the communist governments in Eastern Europe were falling and on 9 November, East Berliners broke the barriers at the crossing points between East and West Berlin. In the twenty-eight years of the Wall, over 150 people were killed when they were trying to cross it.



- 2 Read the website with memories of the fall of the Berlin Wall in November 1989. What were Joanna, Richard and Dieter doing in Berlin at that time?
- 3 **Your Culture** What has been the most important event in your country's recent history?

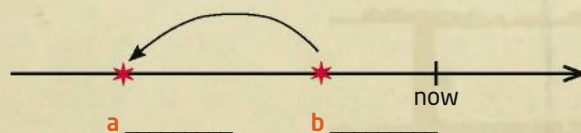
Past Perfect

- 4 Read the Past Perfect sentences. Find more examples in the website.

Affirmative	Her brother had died trying to climb over the wall.
Negative	The communist builders hadn't used good quality materials.
Question	Had the police arrested any people?

- 5 Read the sentences. Which event (1 or 2) happened first? Which event is given first by the author? Complete the timeline (a-b) with the names of the tenses used in the sentences (1-2).

¹I **arrived** in West Berlin on 10 November.
People ²**had come** from all over Europe.



- 6 Read the sentences. Match the verb forms (1-3) with the uses (a-c). Write the names of tenses for the uses (a-c).

We ¹**gave** flowers to the people who were crossing from the East. A woman ²**was crying** - her brother ³**had died** trying to climb over the wall.

- _____ a an event that happened before other events in the past
 _____ b an event in the past **1**
 _____ c an activity that continued for a period of time in the past

(1.20)

I arrived in West Berlin on 10 November. Poland had already chosen its democratic government. The atmosphere was amazing: people had come from all over Europe to celebrate. We cheered every East German car that came through the gate. But I remembered crossing that border before on the train to Paris - it had been very scary, with never-ending luggage checks, unfriendly soldiers and police dogs. And now, the people who had lived all their lives under tyranny were finally free.

Joanna, Poland

I went to primary school in West Berlin. When the border was opened, our teacher took us to Checkpoint Charlie, a famous border crossing point. We gave flowers to the people who were crossing from the East. They hadn't seen their relatives for almost thirty years! A woman was crying - her brother had died trying to climb over the wall.

Richard, UK

It was like a dream. The people who had demonstrated against the wall just a few days earlier were still in prison. And now, all the checkpoints were open. The dogs and armed soldiers had gone. We were knocking down the wall with all sorts of tools, even our bare hands. Ironically, it wasn't difficult to destroy: the communist builders hadn't used good quality materials to build it.

Dieter, Berlin

Practice

- 7 Match the sentences (1-3) with the time the speakers visited Berlin (a-c).

- 1 When I arrived in Berlin, the wall was falling.
- 2 When I arrived in Berlin, the wall had fallen.
- 3 When I arrived in Berlin, the wall hadn't fallen.

a 1990 b 1987 c 1989

LANGUAGE CHOICE 8

- 8 Use the information from the website in Exercise 2 and the Past Perfect to complete the sentences. Use the verbs below.

come use arrest die be

- 1 It was easy to destroy the Berlin Wall because the communist builders had used bad quality materials.
- 2 There was a crowd of people in Berlin who _____ from all over Europe.
- 3 People remembered their relatives who _____ when they were trying to escape to West Berlin.
- 4 I couldn't forget crossing the East-West Germany border - it _____ a very unpleasant experience.
- 5 I couldn't believe that the wall was down because the police _____ my brother during a demonstration a few days earlier.

- 9 Complete the sentences with the verbs in brackets in the Past Simple, Past Continuous and Past Perfect.

- 1 When an earthquake struck Haiti in 2010,
 - a scientists had warned (warn) that the island was at risk many times.
 - b a lot of countries _____ (send) rescue teams there.
 - c a lot of people _____ (sleep) in their homes.
- 2 When the World Trade Center towers in New York were attacked on 11 September 2001,
 - a a lot of New Yorkers _____ (travel) to work.
 - b firemen _____ (try) to rescue the people from the buildings.
 - c terrorists _____ (hijack) four planes.
- 3 When Princess Diana died in 1997,
 - a most British people _____ (cry).
 - b she _____ (run away) from photographers.
 - c she and Prince Charles _____ (be) divorced for a year.

LANGUAGE CHOICE 9

Grammar Alive Excuses and explanations

- 10 1.21 Listen to the dialogues and answer the questions.

Dialogue 1:

- 1 Where was Fiona going?
- 2 Why did the underground close?
- 3 Was Fiona in danger?

Dialogue 2:

- 4 Where was Mark going?
- 5 What caused the problem on the bus?
- 6 Why were the police called?
- 7 Why was Mark late?

- 11 Work in pairs. Use the cues to make dialogues.

A: *Why didn't you eat anything?*

B: *I wasn't hungry. I had eaten a big lunch.*

A starts

- 1 You didn't eat anything.
- 2 You didn't laugh.
- 3 The teacher shouted at you.
- 4 You walked home.

B answers

- 1 I / not hungry / eat big lunch
- 2 I / hear the joke before
- 3 She / angry / I / not do my homework
- 4 Someone / steal my bike

B starts

- 5 You didn't go to the cinema with us.
- 6 You didn't come to the school dance.
- 7 You missed the concert.
- 8 Your parents didn't believe in your story.

A answers

- 5 I / already see the film
- 6 I / have an argument with my boyfriend
- 7 I / not get the ticket
- 8 I / lie to them before

- 12 Use the notes to prepare explanations of why you did not go to a friend's birthday party. Use the Past Simple, Past Continuous and Past Perfect.

I was going to your party when I realised that I had left your present at home. I walked back home and I slipped and broke my arm.

- 1 go to your party - realise - leave your present at home - walk back home - slipped and break my arm
- 2 in the shopping mall, look for a present for you - police arrest a man - he robbed a bank the day before - police interview all shoppers - home at midnight
- 3 travel on the underground - someone stop the train - a group of football fans start a fight - spend two hours on the platform
- 4 jog in the park - see a girl in the lake - fall into water - jump in and save her - take a first aid course earlier in the year

- 13 Work in pairs. Ask for and give explanations.



Warm Up

- 1 **Your Culture** Work in pairs. Ask and answer the questions.
- 1 What are the national sports in *your* country?
 - 2 What are the names of some of your greatest national sporting heroes?
 - 3 What have been your country's most famous national sporting victories? Do you remember them? How did you feel? How did you celebrate?

Listening

- 2 **1.22 1.23** → **SKILLS BUILDER 1** Look at the photos (a-b). Listen and choose the main topic in the conversation.
- a South African rugby c the film *Invictus*
b South African history d Nelson Mandela
- 3 **1.22 1.23** → **SKILLS BUILDER 2** Use the strategies in the Skills Builder to listen again and choose the best answers to the questions.
- 1 The system of 'apartheid' in South Africa:
 - a was bad for white South Africans.
 - b finished after 1995.
 - c separated people of different races.
 - d was good for black South Africans.
 - 2 When did Nelson Mandela become president?
 - a 1918 b 1990 c 1994 d 1995
 - 3 Black South Africans didn't like their rugby team before the World Cup because:
 - a all the players were white.
 - b South Africa weren't very good.
 - c Pienaar was the captain.
 - d the team was a symbol of apartheid.
 - 4 White South Africans changed their attitudes to the 'new' South Africa because:
 - a the team sang the old national anthem.
 - b Mandela appeared in the team jersey.
 - c the team had five non-white players.
 - d Mandela spoke to the crowd.
 - 5 What happened in the final?
 - a It was a 12-12 draw.
 - b New Zealand played badly.
 - c South Africa won in the end.
 - d South Africa won easily.
 - 6 The most important result of the game was that:
 - a South Africans became more united.
 - b the crowd went wild.
 - c Pienaar got the trophy.
 - d there were big celebrations.



- 4 **1.24 Vocabulary** Look at the Word Builder. Match the sentences (1-8) from the dialogue with the people they are about (a-e). Then listen to the sentences and check your answers.

a Francois Pienaar b South Africans c the crowd
d Nelson Mandela e the South African team

Word Builder Multi-part verbs (1)

- 1 He **came out** of prison in 1990. *d*
- 2 They **met up**.
- 3 They **got on** well.
- 4 He **went out** to speak to the players.
- 5 They **stood up** and cheered.
- 6 Everyone **joined in**.
- 7 They **kicked off**.
- 8 They **got together** and celebrated.

LANGUAGE CHOICE 10: VOCABULARY PRACTICE

Reading

- 5 Read the newspaper interview. What is it about?
- 6 **Vocabulary** → **SKILLS BUILDER 14** Use the strategies in the Skills Builder to match the words in **red** with the meanings (a-e):
- a to stand on the road and ask car drivers to take you somewhere b stressful c all of
d something becomes very important and urgent
e with no contact with other people
- 7 Read the interview again. Are the sentences true (T) or false (F)?
- 1 South Africa were the favourites to win. *F*
 - 2 Francois felt nervous before the game.
 - 3 He hasn't got strong memories of the game.
 - 4 The game brought all South Africans together.
 - 5 Francois was very grateful to Nelson Mandela.
 - 6 The car driver was amazed to see them.