

PREVIEW

UNITS 5-6

COMMUNICATIVE AIMS LEARNING HOW TO ...

- 1 Talk about future arrangements
- 2 Describe a sequence of events
- 3 Order a meal in a restaurant
- 4 Give directions
- 5 Talk about recent events
- 6 Talk about experiences
- 7 Say what's wrong with something

TOPICS AND VOCABULARY

- Food
- Satellite navigation
- Prepositions of direction
- Luggage and clothes
- Dictionary words
- Animals
- Transport
- Town facilities
- Famous landmarks

- 1 Match the communicative aims (1-7) with the pictures (A-G).
- 2 Put the words into categories.

Animals

Landmarks

Directions

monkey
castle
left
palace
map
horse
tiger
tower
south
lion
right
sheep
mountain

turn
cow
cathedral
monument
north



A



B

Have you ever been on a high-speed train?



C

- 3 Write three more words for each of these categories.

Dictionary words

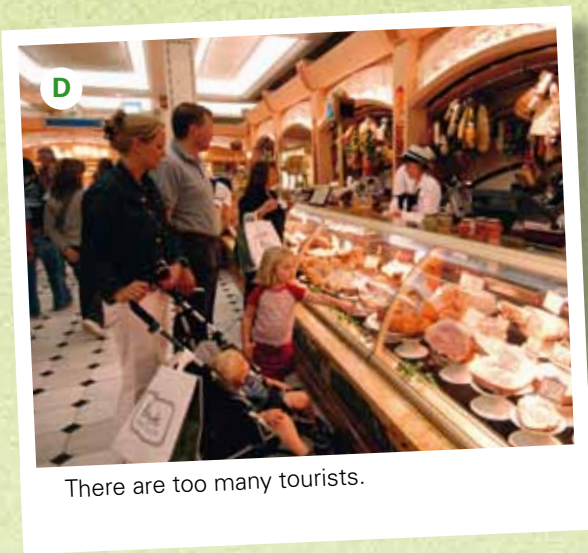
noun _____

Drinks

juice _____

Adjectives meaning fantastic

wonderful _____



D

There are too many tourists.



E

She's just told me.



F

When you get off the bus, cross the road.

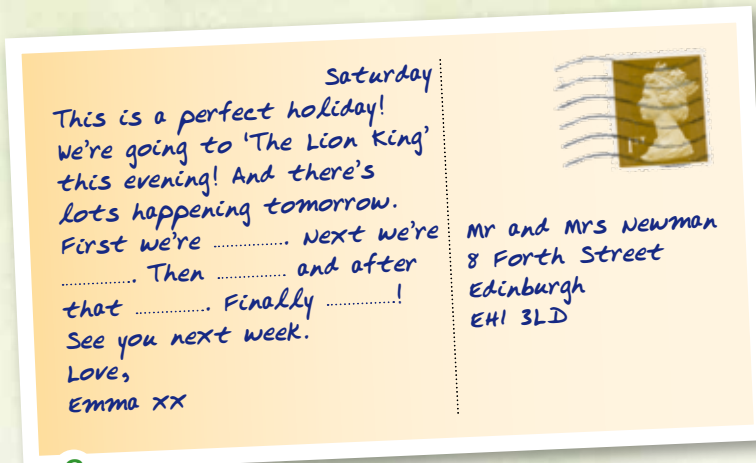
5 Do the Holiday Questionnaire with three other students.

HOLIDAY QUESTIONNAIRE

- When did you go on holiday this year or last year?
 - For how long?
 - Was it in your country or abroad?
 - Did you stay in one place or travel around?
 - Did you camp, or stay with family or friends, or stay in a hotel?
- How many different ways did you travel during the holiday?
 - Did you take a bus, train or plane?
 - Did you walk or cycle?
 - Did you travel by car, taxi or motorbike?
 - Did you go on a motorboat, or sail?
- What food did you eat on holiday? What kinds of ...
 - meat and fish? vegetables?
 - fruit? bread and cakes?



What interesting or surprising things did you find out? Tell another group.



G

4 Listen to extracts 1-3 from Units 5 and 6. Match them with A-C below.

- A An email about a holiday
- B A description of a famous place
- C An announcement about arrangements

Believe it or not!

Tomatoes and cucumbers are over 90% water.
Meat and cheese are 40-60% water.
Even bread can be 35% water.
And about 60% of your body is water!

1 What's happening tomorrow?

Talking about future arrangements
Describing a sequence of events
Present continuous: future
Sequencing adverbs




1 OPENER

Look at the timetable for Saturday and match the photos A–D with four of the events.

What's happening on Saturday?

- 8.30am** Leave the hotel and walk to the South Bank.
- 10am** Go for a ride on the London Eye.
- 11am** Take a boat trip down the Thames.
- 1.15pm** Have lunch in Pizza Paradise restaurant.
- 2.30pm** Take the underground to South Kensington.
- 3pm** Visit the Science Museum with Steve: Jay, Emma, Ramón.
- Visit the Natural History Museum with Carrie: Kristin, Alexey, Leyla.
- 5.30pm** Return to the hotel.
- 6.45pm** Leave for the Lyceum theatre: *The Lion King*.

2 LISTENING

-  **0.00** Listen to Steve and look at the timetable. Note down three changes to the arrangements for Saturday.

3 AFTER LISTENING

Answer the questions.

- 1 What time are the group leaving the hotel on Saturday morning?
- 2 When are they going for a ride on the London Eye?
- 3 Where are they having lunch?
- 4 Who is taking them to the Science Museum?
- 5 Which museum is Leyla going to?
- 6 Is Alexey going to the Science Museum?
- 7 How long are they spending at the museums?
- 8 When are they leaving for the theatre?

Your response Which do you think is the best event of the day?

4 SPEAKING

Ask and answer questions about what's happening tomorrow.

Are they going for a ride on the London Eye tomorrow morning? Yes, they are

Are they leaving the hotel at half past eight? No, they aren't. They're leaving at ...

5 LISTENING

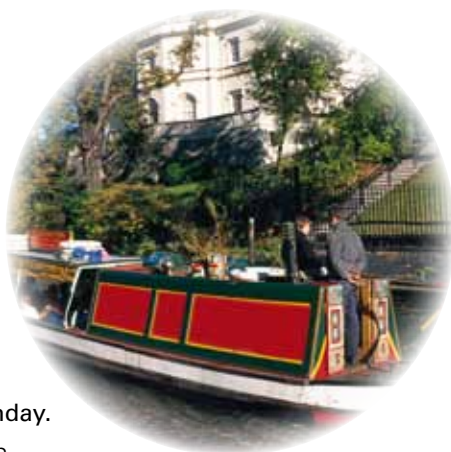
0.00 Steve is talking about arrangements for Sunday. Listen and number A–E in the right order.

- A Have lunch in Camden Market.
- B Visit London Zoo.
- C Take a canal boat trip.
- D Go shopping in Camden Market.
- E Walk along Regent's Canal.

Now complete the timetable.

What's happening on Sunday?

10am	Visit London Zoo
Midday	
12.30pm	
2pm	
4–4.45pm	



6 SPEAKING

Ask and answer questions about Sunday.

- A When are they visiting London Zoo?
- B At ten o'clock on Sunday morning.
- A How long are they staying there?
- B For two hours.

Now tell each other what the group are doing on Sunday, using *first, next, then, after that, finally*.

Extension Tell each other about your arrangements for next Saturday and Sunday.

7 WRITING

Complete Emma's postcard to her parents.

Saturday

This is a perfect holiday! We're going to 'The Lion King' this evening! And there's lots happening tomorrow. First we're Next we're Then and after that Finally! See you next week.

Love,
Emma XX

Mr and Mrs Newman
8 Forth Street
Edinburgh
EH1 3LD

8 PRONUNCIATION

0.00 Listen and repeat.

/ŋ/ -ing	/n/ in
rang	ran
sung	sun
thing	thin
wing	win
going	go in

Now listen and write the words you hear.

9 WRITING

What's happening in your town/region/country this weekend? Think about concerts, sports events and famous people, and make notes under these headings.

Who/What? Where? When?

Now write sentences.

Arsenal are playing Manchester United at the Emirates Stadium at three o'clock on Saturday.

Extension Plan a day out in your town/city for a group of tourists. Choose interesting places and events, and write a timetable.

LANGUAGE WORKOUT

Complete.

Present continuous: future

Steve is taking people to the Science Museum.
We're _____ to the hotel at 5.30pm.
They aren't _____ lunch at the hotel.

What time _____ they _____ lunch?
Who _____ them to the Science Museum?
How long _____ they _____ at the museums?

Sequencing adverbs

First they're visiting London Zoo.
Next ... Then ...
After that, ... Finally ...

► Answers and Practice
Language File page 117

Could I borrow some money?

Ordering a meal in a restaurant
some and any How much/many?
 Countable and uncountable nouns
can/could for requests

1 OPENER

What toppings can you have on a pizza? Make a list and compare it with the menu.

2 READING

Look at the menu and complete the conversation with the names of the pizzas.

Emma, Jay and Kristin are in Pizza Paradise.

EMMA Let's choose something to eat. I'm starving!

WAITER Are you ready to order?

EMMA Yes, could I have a 1 pizza, please?

JAY What's that?

EMMA It's a pizza with cheese, tomatoes, olives and garlic.

JAY Oh, could I have that too? But I don't want any olives.

KRISTIN Have you got any pizzas with mushrooms?

WAITER There's a 2 pizza – with cheese, tomatoes, mushrooms, ham ...

KRISTIN No, I don't want any meat. I'm vegetarian.

WAITER Then why don't you have a 3 pizza? It's got mushrooms and there isn't any meat in it.

KRISTIN OK, I'll have that. And I'd like some garlic bread, please.

WAITER And what would you like to drink?

KRISTIN A cola, please.

WAITER How many colas?

EMMA Two.

JAY And can I have a glass of water, please?

WAITER Certainly – coming right up.

JAY Emma ... how much money have you got?

EMMA About £25. Why?

JAY Because I haven't got any. Could I borrow some?

EMMA Honestly, you're hopeless!



4 VOCABULARY

Make a word map for food. Use words from the pizza menu and add other words you know or find in a dictionary.



0.00 Now listen and check.

3 AFTER READING

Complete the sentences.

- We know that Emma is very hungry because she says '_____.'
- Jay doesn't want any _____ on his pizza.
- Kristin wants _____ on her pizza.
- Kristin doesn't want any meat because she's _____.
- Kristin also orders some _____.
- How many colas do they order? _____
- How much money has Emma got? _____
- Jay wants to borrow some _____.

Your response Which pizza would you like to order from the menu? Why?

Extension Play *Food and Drink Tennis*. Say 'countable' or 'uncountable'.

Water.

Uncountable.

One point!

PIZZAS

ORIGINAL	Cheese, tomatoes	£7.50
MEDITERRANEAN	Cheese, tomatoes, olives, garlic	£7.75
TROPICAL	Cheese, ham, pineapple	£7.50
FOUR SEASONS	Cheese, tomatoes, mushrooms, ham, olives	£8.00
SURPRISE	Cheese, tomatoes, spinach, a fried egg	£7.75
COUNTRY	Cheese, onions, peppers, mushrooms	£7.50
	Garlic Bread	£1.50



5 PRONUNCIATION

Write these words under *good* or *food*.

choose cook could fruit group
juice look through took would

/ʊ/ good | /u:/ food

0.00 Now listen and check. Repeat the words.

6 ROLE PLAY

Act out a conversation between two customers and a waiter in Pizza Paradise. You can use the phrases in the boxes.

- A Are you ready to order? What would you like to eat?
- B Can I have a Tropical pizza, please?
- C What's a Tropical pizza?

Waiter
Are you ready to order?
What would you like to eat/drink?
It's a pizza with _____.
How much/many _____ do you want?
Certainly.

Customers
What's _____?
Can/Could I have a/some _____, please?
I'd like a/some _____, please.
I don't want any _____.
Have you got any _____?

7 WRITING

Write out the conversation between the customers and the waiter in Pizza Paradise. Use the phrases in the boxes in exercise 6 to help you.

Extension Write your ideal restaurant menu. Then exchange menus with another student. Take turns to be the waiter and the customer in each other's restaurant.

LANGUAGE WORKOUT

Complete.

some and any

- I'd like **some** garlic bread.
- Could I borrow _____ money?
- I don't want **any** olives/meat.
- Have you got _____ pizzas with mushrooms?

We use *some* and *any* with both plural and uncountable nouns.
We use _____ in affirmative sentences, and in requests and questions when we want/expect the answer 'yes'.
We use _____ in negative sentences and neutral questions.

How much/many?

- How _____ money have you got?
- How _____ colas?
- We use *How* _____ with uncountable nouns.
- We use *How* _____ with plural countable nouns.

Countable nouns

- a tomato tomatoes
- an olive olives

Uncountable nouns

- ~~x~~ money some water~~x~~

► Answers and Practice

Language File page 000

3 How do they do it?

Giving directions

Object pronouns


Verb + indirect and direct object

1 OPENER

What do you know about satnavs?
Why do people use them?



2 READING

 0.00 Read the article. How do satnavs work out their position?

3 AFTER READING

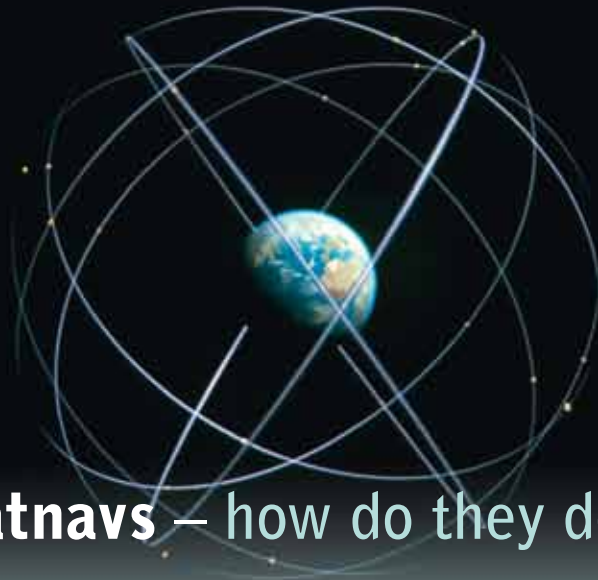
True or false? Correct the false sentences.

- 1 Satnavs use satellites like explorers used the stars.
- 2 The GPS satellites have clocks which tell the exact time.
- 3 A satnav can calculate its position from one satellite's signals.
- 4 A satnav checks its position very frequently.
- 5 A man who followed satnav directions drove off a cliff.
- 6 A taxi-driver drove into a river because he didn't listen to his satnav.

Now look at these sentences from the text. Who or what do the words in *italics* refer to?

- 1 They used the stars to show *them* their position.
- 2 Drivers can use satnavs to tell *them* their route.
- 3 But the satnav user needs to give *it* accurate information.
- 4 The satnav told *me* to keep going.

Your response Imagine you are in a world without mobile phones, the Internet or GPS. How do you communicate and find your way around?



Satnavs – how do they do it?

Satellite navigation systems – satnavs for short – are wonderful inventions. They tell you where you are, and they give you directions. But how do they do it?

When early explorers sailed round the world, they used the stars to show them their position. Now drivers can use satnavs to tell them their route in exactly the same way. The only difference is that satnavs use artificial stars – satellites.

There are more than 20 satellites in the Global Positioning System (GPS). The GPS satellites are about 20,000 kilometres above the Earth. They have atomic clocks which tell the time to an accuracy of one second in 300,000 years.

The satnav compares the positions of three or four satellites and works out exactly where it is. It does this several times a second and is usually accurate to 20 metres anywhere in the world. But the satnav user needs to give it accurate information. Drivers sometimes get lost and end up in the wrong street, the wrong town, or even the wrong country.

And there are stories of extremely lucky escapes. A man using a satnav found himself on the edge of a cliff and a young woman drove onto a railway line in front of a train. A taxi-driver followed satnav directions into a river and carried on driving until his taxi got stuck in the mud. He explained: 'The satnav told me to keep going, so that's what I did.'



4 LISTENING

0.00 Look at the London map and find Covent Garden underground station. Then listen to the directions and follow the route on the map. Where do you get to?



Not quite final a/w

5 VOCABULARY

0.00 Listen again and complete the directions with prepositions from the Word Bank.

When you come 1 the underground, turn right 2 James Street and then turn left. Walk 3 Floral Street 4 Bow Street and turn right. Go straight on 5 Bow Street and Wellington Street. Walk 6 the London Transport Museum, go 7 Exeter Street, and it's on the right. It isn't far.

Word Bank Prepositions of direction

► Language File page 119

6 SPEAKING

0.00 Look at the map. You are outside the Theatre Museum. Ask and answer the question, putting sentences A–D in the correct order. Then listen and check.

Excuse me, can you help me – how do I get to the National Gallery?

- A It's a big building on the right. You can't miss it!
- B Walk down to the Strand and turn right.
- C Walk through the market and turn left into Southampton Street.
- D Go straight on and when you get to Trafalgar Square, turn right.

Now point at places on the map to show where you are, decide where you want to go, and ask each other for directions. Use the Word Bank to help you.

Excuse me, can you tell me the way to the post office?

Extension Use the map to give each other directions to mystery destinations.

7 PRONUNCIATION

Write these words under *walk*, *stop*, or *go*.

across along clock fall four lost
more post road show talk told

/ɔ:/ walk	/ɒ/ stop	/əʊ/ go
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0.00 Now listen and check. Repeat the words.

8 WRITING

Write directions from your school to your home.

Turn left outside the school and walk to the bus stop. Catch a bus to When you get off the bus, cross the road. I live in the fourth street on the right.

Now read out your directions. Don't say the name of your street. Can other students guess where you live?

LANGUAGE WORKOUT

Complete.

Object pronouns		Verb + indirect and direct object
Singular	Plural	
me	us	Can you tell me the way?
_____	you	... they give you directions.
him, her, it	_____	... show them their position.

► **Answers and Practice**
Language File page 118

4 Integrated Skills


Suggestions and advice



1 OPENER

What do you pack when you go on holiday? Make a list and compare with another student.

READING


- 2  0.00 Read *Welcome to TopTeenTravel!* and match five of these topics with paragraphs 1–5.

Travel light Keep in touch
 Make a list Think small
 Enjoy long journeys
 Buy new clothes
 Don't take too much

- 3 Find the highlighted words in the text which mean:

- 1 pullover
- 2 books
- 3 suggestions
- 4 cloth made from artificial material
- 5 travelling cheaply as a tourist
- 6 does not let water through
- 7 extremely large
- 8 small rucksack for use in the day
- 9 rucksack
- 10 (group of) things

LISTENING

- 4  0.00 Steve is telling Leyla and Ramón about his planned round-the-world trip. Listen to the first part of their conversation and number the countries in the order Steve is visiting them.

Australia Brazil Chile
 New Zealand Peru Singapore

Welcome to TopTeenTravel!

Thank you very much for choosing TopTeenTravel for your African adventure holiday – we know you're going to have a great time with us! Here are our favourite travel **tips** to help you get ready for the trip.

- 1 You know that there won't be room in the minibus for a big suitcase or **backpack**. Also remember that you're flying to Africa, so a **massive** backpack isn't a good idea.
- 2 How much should you take with you? Put everything you want to take on your bed – remember you'll be away for six weeks. Then look at your things and choose only a third of them! Check that all your **stuff** fits in your bag.
- 3 And it's not just a question of how many things you take. Choose clothes which are light and easy to wash and dry. So go for a **polyester** T-shirt, not a cotton one, lightweight trousers instead of jeans, and a fleece, not a wool **sweater**. Forget your raincoat and pack a **waterproof** jacket – it's much lighter.
- 4 You'll often travel for 10 to 12 hours a day. It's a good idea to have some things in your **daypack** to help you pass the time – your MP3 player, **paperbacks** or some playing cards.
- 5 And last but not least, don't forget your mobile – you'll want to tell your family and friends how the trip is going.

See you soon on our adventure holiday! And happy **backpacking!**

The TopTeenTravel Team



LEARNER INDEPENDENCE

8 What does 'knowing' a word mean? Which of these answers do you agree with? Compare with another student.

- Being able to understand it.
- Remembering it when I need it.
- Being able to pronounce it correctly.
- Being able to spell it properly.
- Knowing how to use it grammatically.
- Knowing which other words I can use it with.

9 Dictionaries use abbreviations to give you information about words. Match these abbreviations with their meanings below.

abbrev adj adv aux
C pl sb sing sth U

Word Bank
Dictionary words

countable singular abbreviation
adverb plural something
auxiliary verb (like *be*) adjective
uncountable somebody

Compare these abbreviations with your own dictionary.

10 **0.00** **Phrasebook:** Find these useful expressions in Unit 5. Then listen and repeat.

What's happening on Sunday?
I'm starving!
Are you ready to order?
I'll have that.
What would you like to drink?
Certainly, coming right up.
Honestly, you're hopeless!
It isn't far.
Excuse me, can you help me?
You can't miss it!
Last but not least ...

Now match these replies with the four questions in the box.

- a Yes, can I have a pizza, please?
- b We're staying at home.
- c Yes, of course. What's the problem?
- d A glass of milk, please.

5 **0.00** Listen to the second part of the conversation and check your answers. Then tick (✓) the things Steve is taking with him.

cotton T-shirts jeans raincoat rucksack shirts
suit swimming trunks tie umbrella wool sweater

6 SPEAKING

Read *Welcome to TopTeenTravel!* again and look at the things that Steve is taking with him. Then role play a conversation between Steve and either Leyla or Ramón. You can use the phrases in the box.

Leyla/Ramón

Steve

Ask Steve what he is taking on his trip.	Reply.
Make a suggestion.	Ask why.
Explain. Ask what else he is taking.	Reply.
Make a suggestion and explain.	Agree.

Making suggestions and giving advice

Do you think that's a good idea?
Can I make a suggestion?
Maybe you should ...
Why don't you ...?
What about ...?
It's a good idea to ...

7 WRITING

Write the dialogue between Leyla or Ramón and Steve which you practised in the role play.

OR Write an email giving advice to a friend who is going backpacking.



LANGUAGE LINKS



This is a warning on a packet. Do you recognise some words in the different languages?

CAUTION

Keep out of the reach of children.

PRÉCAUTION

Conserver hors de la portée des enfants.

VORSICHT

Darf nicht in die Hände von Kindern gelangen.

PRECAUCIÓN

Manténgase fuera del alcance de los niños.

ATTENZIONE

Tenere fuori dalla portata dei bambini.

Look at packets and bottles in your home. Find more words that you recognise in other languages.

Puzzle

Read and find the word.

My first is in *theatre* and *school* and *shop*
 My second is in *go* and it's also in *stop*
 My third is in *left* but it isn't in *right*
 My fourth is in *evening* and it's also in *night*
 My fifth is in both *food* and *drink*
 My sixth is in *hear* and *say* but not *think*
 My last is at the end of *day*
 And my whole is free time – let's go away!

Choose a word from this unit and make up a similar puzzle.

SKETCH The Restaurant

0.00 Read and listen.

WOMAN A table for two, please.

WAITRESS Certainly, madam. This way please.

The man and woman sit down. A waiter comes over.

MAN Can we see the menu, please?

WAITER Yes, of course sir. But this table's no good. Much too small.

The waiter takes the table away and brings another, larger, table.

MAN Now, can we see the menu, please?

WAITER Of course, sir. Here you are.

The waiter leaves and the waitress comes over.

WAITRESS Are you ready to order?

MAN Yes, please. I'd like steak and chips.

WOMAN And I'd like some fish, please.

WAITRESS I'm afraid there isn't any steak or fish.

MAN Well, what is there then?

WAITRESS Just our special pizza, sir.

WOMAN Never mind, we'll have two special pizzas, please.

WAITRESS Two special pizzas coming right up!

WAITER Here we are. Be careful – they're very hot.

He puts the pizzas on the table and leaves. The waitress comes over.

WAITRESS Oh dear, I'm sorry. You've got the wrong knives and forks.

The waitress takes away the knives and forks. She does not come back.

MAN Well, I'm not waiting any longer. I'm eating with my fingers.

The waiter comes over and feels the plates.

WAITER Oh dear. I'm sorry. The pizzas are too cold now.

The waiter takes away the pizzas. The waitress returns with knives and forks.

MAN Thank you, but where are our pizzas?

WAITRESS I don't know, sir. They were here a minute ago.

The waitress leaves and the waiter returns, but without the pizzas.

WOMAN Excuse me. Where are our pizzas?

WAITER I'm sorry, madam, but the restaurant is closed now!

The man and woman leave. The waitress comes in with two hot pizzas and the waiter and waitress sit down to eat.

Now act out the sketch in groups of four.

Limerick

0.00 Read and listen.

There was a young woman called Ida
 who found in her soup a huge spider.
 Said the waiter, 'Don't shout
 and wave it about!
 So now the spider's inside her.'



REVISION

LESSON 1 Look at the timetable on page 62 and write sentences about what the group are doing on Saturday:

in the morning at lunchtime
in the afternoon in the evening

In the morning, they're going for a ride on the London Eye.

LESSON 2 Look at the conversation on page 64 and at the Pizza Paradise menu. Write a similar conversation between the waiter and Ramón and Alexey. Ramón likes spinach, and Alexey doesn't want any tomatoes or peppers on his pizza.



Waiter: Are you ready to order?

Ramón: Yes, could I have a ...?

LESSON 3 Look at exercise 5 on page 67, and write directions for someone who wants to go from the National Gallery to the London Transport Museum.

Walk across Trafalgar Square and turn left into the Strand.

LESSON 4 Look again at pages 68–69 and make lists of items under these headings:

Luggage *rucksack*
Clothes *T-shirt*

EXTENSION

LESSON 1 Make lists of words for places in a town under these headings.

Places to visit	Performance	Shopping	Food and drink
<i>museum</i>	<i>theatre</i>	<i>market</i>	<i>restaurant</i>



LESSON 2 Look at the word map you made in exercise 4 on page 64, and add at least ten more words to the map. You can also add more categories, such as FISH AND SEAFOOD. Use a dictionary to help you.

LESSON 3 You are outside your school. Write short conversations where you give directions to a tourist who is looking for:

- a place for lunch.
- the nearest hotel.

Tourist: Excuse me, can you help me? I'm looking for a place for lunch.

LESSON 4 Imagine you are going on a round-the-world trip. Write an email to a friend explaining where you are going and what you are taking. Begin like this:



Great news! I'm going on a round-the-world trip. I'm leaving on ...

YOUR CHOICE!

SUGGESTIONS

- Work in a small group.
- Think of a problem situation, for example:
You're lost in a big city. Stuck in a lift.
Afraid of heights. Always late.
- Take turns to tell the rest of the group about the problem and give each other advice.
Maybe you should ... Why don't you ...?
What about ...?


I NEVER TRAVEL WITHOUT IT

- Work in a small group.
- Think of an item which you always take with you when you travel. Don't say what it is!
- In turn, mime using or wearing the item to the rest of the group. They ask Yes/No questions to find out what your essential item is.
- Finally, explain why you think your item is essential.

1 OPENER

How much do you know about teenagers in Britain? Try our Teenage Life Quiz!

2 READING

 **0.00** Read *Girls* and find the answers to these questions.

Who ...

- 1 doesn't enjoy being 15?
- 2 has a boyfriend?
- 3 plays two instruments?
- 4 knows people who are worried about how they look?
- 5 thinks designer clothes are too expensive?
- 6 wants more independence?
- 7 enjoys dancing?
- 8 likes movies?

Teenage Life Quiz

1	How many British teenagers want to be famous when they're older? Over ...	A 10%	B 30%	C 50%
2	What percentage of teenagers say they are very happy?	A 20%	B 40%	C 60%
3	What percentage of teenagers think it is important to wear designer clothes? The answer for the total population is 20%	A 20%	B 40%	C 80%
4	What percentage of teenagers eat a healthy diet?	A 30%	B 50%	C 70%
5	How many hours a week do teenagers spend online?	A 10	B 20	C 30
6	In 1821 just under half the population were under 20. How about today? Just under ...	A a quarter.	B half.	C two thirds.

What do you think the answers to the quiz are for teenagers in your country?



Girls



Naomi

I quite like being 15. I love shopping and going to the cinema. And I often watch DVDs with friends, because there isn't much to do in this town for people of our age. Computers? I mainly use my computer for homework and revising for exams, and chatting on the Internet. But I know a guy – he's my boyfriend, actually – and he spends hours playing computer games, they're really addictive.

Isabel

Some girls want to look like models, so they go on diets when they don't need to and get much too thin. And I have friends who spend loads of money on designer clothes, even boys. They buy expensive jeans and trainers and stuff. It's a waste of money, really. And others get upset because they can't afford the latest fashions. I just make my own clothes – I'd like to be a fashion designer.



Alice



I hate being 15, I really do. I get on OK with my parents, but they still treat me like a kid and try to organise my life. It's not that they don't trust me, but they definitely worry too much. I can go to gigs or parties at the weekend but they always want me home early – my friends can stay out much later than me. I can't wait to have more freedom and responsibility.

Josie

I listen to music in my free time – I really love it – and I play the violin and the guitar. I like classical music best, actually. Some people think it's rubbish, but I think it's really cool. Of course, when you go to clubs or the disco it's all hip-hop, rap and R&B, and that's fine, too. Anyway, you can't dance to classical music, and I love dancing.



3 VOCABULARY

Match the words with their definitions.

- 1 kid
 - 2 upset
 - 3 cool
 - 4 addictive
 - 5 rubbish
 - 6 guy
-
- a difficult to stop
 - b great
 - c man or boy
 - d terrible
 - e child
 - f worried and unhappy

4 MINI-PROJECT *Teenage Life*

Are the things that Naomi, Isabel, Josie and Alice say also true about life for teenage girls in your country? Discuss the similarities and differences with another student.

Naomi says there isn't much to do in her town. But in our town ...

Now work together to write about teenage life for girls and/or boys in your country. Read your work carefully and correct any mistakes. Then compare your *Teenage Life* report with other students.