

2

Community news

Is there a community newspaper in your area?
What kind of information do community newspapers have in them?
Who works on a community paper and what do they do?



What you will do

This unit is about meeting people. These are the skills you will practise. Which are the most useful for you? Tick the boxes.

Listening and speaking

Skill

- Talk about people's lives and things they did in the past
- Meet and greet people
- Apologise and give reasons
- Describe people

Skill code

Lr/E2.2a, 2b, 2c, 2d; Sc/E2.2c, 2d, 3a, 3b
Lr/E2.1d, 6b; Sd/E2.1a; Sc/E2.1a
Sc/E2.3d
Sc/E2.2f, 3f

Reading and writing

Skill

- Write about things that happened in the past
- Write about people and their lives
- Read texts about people and their lives

Skill code

Ww/E2.1b; Rw/E2.3a, 4a
Wt/E2.1a; Ws/E2.1a
Rw/E2.2a, 1b; Rt/E2.1a, 4a; Rs/E2.1b

Project work

At the end of this unit you will choose a winner for a community competition.

A typical day

Activity A • Talking about routines

Cristina Marcos works part-time for *Stoke News*, a community newspaper in Coventry. She helps in the office and writes articles.

This is what Cristina usually does before she goes to work. Write the verbs under the pictures.



a wake up, get up b c

Activity B • Listening: everyday verbs



1 Which words go with these verbs? Listen to Cristina and write the words you hear.

<p style="color: blue;">up</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p style="color: blue;">breakfast</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p style="color: blue;">a shower</p> <p>.....</p> <p>.....</p> <p>.....</p>



2 Listen again. How does Cristina usually go to work?

Activity C • Speaking: asking about routines

Work in pairs. Ask and answer questions about Cristina's routine.

What time does Cristina get up?

She gets up at 7 o'clock.

Remember

Present simple

- Add -s to the verb with *he* and *she*.
She gets up at 7 o'clock.
- Make a question with **does** for *he*, *she* and *it*.
*What time **does** Cristina leave the house?*

Talking about the past

Activity A • Reading: a really bad day

Cristina had a bad day yesterday. Read about her day. Why was Cristina late for work? What other thing went wrong?



Cristina's day started well. She got up at the usual time at 7 o'clock. She made breakfast for her children and they had breakfast together. The children left the house at 8 o'clock to go to school.

At 8:15 Cristina left the house as usual. Then everything went wrong. First her car didn't start, so she took the bus to work. The traffic was terrible. The bus didn't move for more than half an hour. She decided to get off and walk.

Cristina finally arrived at work at 10 o'clock. First she replied to some e-mails and made some phone calls. Then she started to write an article. Suddenly her computer crashed and she lost all her work. She was very upset, so she decided to go out for a very long lunch.

Activity B • Language: talking about the past

1 Work in pairs. Read the story again and answer the questions.

- a Underline the verbs with regular endings in the past.
- b Circle the verbs with irregular endings in the past.
- c How do you make the past for regular verbs?
- d How do you make a negative?

2 Complete the table your teacher will give you.



3 When you add *-ed* to the verb, you make one of three sounds. Listen and tick the sound you hear – 1, 2 or 3.

	1 [d]	2 [t]	3 [id]
arrived	✓		
finished			
started			
crashed			

	1 [d]	2 [t]	3 [id]
changed			
phone			
worked			
decided			



4 Work in pairs. Take turns to tell Cristina's story.

Asking about the past

Activity A • Listening: asking what happened

1 At lunch time Cristina phoned her friend, Emma. She told her about her terrible morning.

These are the questions Emma asked Cristina. Listen to the conversation. In which order did she ask the questions?



How did you get to work?

Yes, everything.

Did you wake up late?

Yes, I was. I didn't get to the office until ten.

Were you very late?

I took the bus, but it was really slow.

Did you lose all your work?

No, I got up early.

2 Now match Emma's questions and Cristina's answers.

Activity B • Language: asking about the past

1 Work in pairs. Look at the questions in Activity A again.

a How do you make a question in the past simple?

b How do you make a question with *was/were*?

2 Work in pairs. Ask and answer questions about Cristina's bad morning. Use some of the verbs in your verb table.

What time did she get up?

At 7 o'clock.

Activity C • Speaking: asking about the past

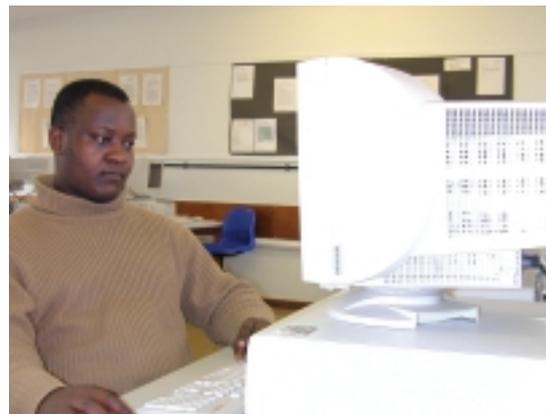
1 Make a list of interesting things you did last year, or things you did at the weekend.

2 Work in pairs. Think of some questions to ask about your partner's list. Then have a conversation.

An interview

Activity A • Listening to a youth worker

Kashka Morgan is a youth worker. He works for the Junction, a centre for young people. He runs activities and also plans special events to help them raise money. Cristina is interviewing Kashka for the newspaper.



- 1 Listen to the interview and answer the questions.
 - a Where is Kashka from?
 - b How many jobs did he have before his job with the Junction?
 - c Why did he decide to become a youth worker?
- 2 Listen again. Complete the missing dates and events in Kashka's life.

1992 left High Oak School

1992-93

- worked as a mechanic in a garage

- did a course in youth work

2000

started to raise money for the Junction

Activity B • Writing about your life

- 1 Complete these sentences about Kashka's life. Use Cristina's notes to help you.
 - a Kashka Morgan left High Oak school in 1992 and got a job in a shop. He worked there for
 - b He as a mechanic in a garage in 1993. He there for four years. Then in 1997 he at the local college.
 - c He finished in 2000 and
- 2 Make some notes about important events in your life. Then write three or four sentences. Use the sentences in Activity A to help you.

Remember

- *in + years*
I left college in 1992.
- *for + number of years*
I was there for three years.

A story about a local hero

Activity A • Reading a newspaper article

- 1 Read the article that Cristina wrote for *Stoke News*. It tells you about some things Kashka did to raise money for the Junction.
 - a How many events did he take part in?
 - b How much money did he raise between 2001 and last year?

Local hero saves youth centre

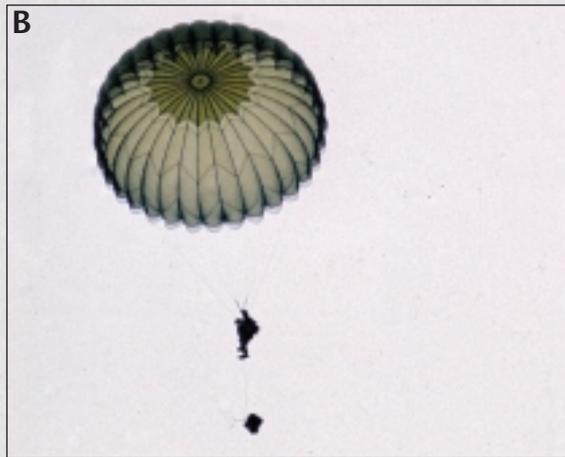
When Kashka Morgan was 21 he changed his life completely. He left his job as a car mechanic because he wanted to be a youth worker. He did a course in youth work at City College. In 2000 he finished the course and got a job at the Junction, a local centre for young people.

In 2001 The Junction had serious money problems and Kashka decided to raise some money.

In June 2001 he took part in a sponsored cycle race and raised over £500.



The following year he took part in the London Marathon and raised another £500. And last year? On 31st December Kashka jumped out of a plane over Claxton Airfield. He raised £2000.

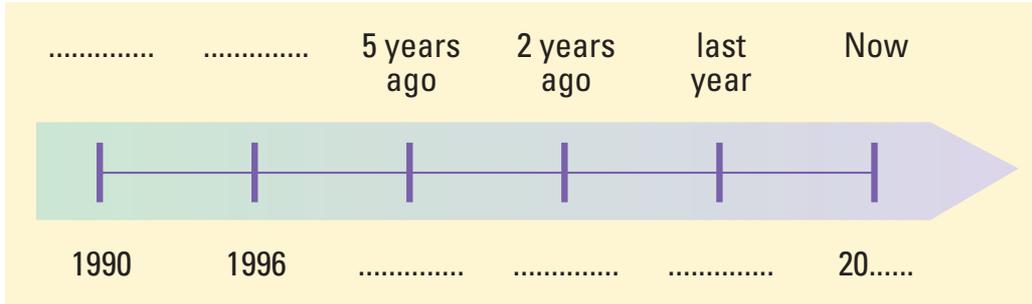


What can he do this year? Send your ideas to Kashka Morgan at the Junction.

- 2 These are some photos for the article. Match the photos and the events. Write the year or the month under the photo.

Activity B • Language: ... years ago

1 Complete the time line with dates and time markers.



2 When did these events in Kasha's life happen? Write sentences with *ago*.

- a started to work for the Junction
- b took part in a sponsored cycle race
- c took part in the London Marathon
- d jumped out of a plane

3 Work in pairs. Make a list of four or five important events in your life. Give your list to your partner. Take turns to ask and answer questions about the events.

When did you ...?



When were you ...?



In



... years ago.



Activity C • Speaking: discussing what to do

Work in pairs. What could Kasha do to help the Junction this year?

Think of two things he could do to raise money.

He could ... or he could



Spelling

Activity A • Spelling rules: *-ed* endings for past tense

When you form the past for regular verbs, you add *-ed*.

Example *want* → *wanted*

However, sometimes the spelling changes.

start	arrive	study	stop	talk	travel	live	try	carry
watch	work	continue	marry	plan	chat	close		

1 Work in pairs. Look at the past tense spelling rules. Find examples in the box above for each rule.

Rule 1

For most verbs you just add *-ed*, e.g. *start* → *started*.

Add other examples from the box.

started

Rule 2

For verbs ending in *e*, you just add *-d*.

Add other examples from the box.

arrived

Rule 3

For verbs ending in a consonant followed by *y*, you change the *y* to *i* and add *-ed*.

Add other examples from the box.

studied

Rule 4

For verbs that end in a vowel and a single consonant, you **double** the consonant.

Add other examples from the box.

stopped

2 Write the past tense for these regular verbs.

visit **visited**..... return drop

worry change apply

Greeting and introducing people

Activity A • Listening: introducing a new colleague

Amit Singh is a new volunteer at the newspaper. It is his first day at work and Cristina introduces him to some of the other people who work there as volunteers or paid workers.

- 1 Listen. Who does Amit meet for the first time? Tick the boxes.



Cristina



Terry



Liz

- 2 These are some phrases from the conversations. Listen again and number the phrases in the order in which you hear them.

Then write A (Amit), C (Cristina), L (Liz) or T (Terry).

Hello. Nice to meet you, Amit.

Nice to see you again.

Amit, would you like a coffee?

Nice to see you again.
How are you? 1 C

- 3 Choose a reply for each of the phrases in task 2.

a Nice to see you too.

c I'm fine, thanks. 1

b Yes, please.

d Nice to meet you too.

- 4 Listen again and check your answers.

5 Work in pairs. Practise the phrases and replies with the correct intonation.

- 6 Listen to conversation 2 again. What information does Cristina give when she introduces Amit to Terry? What does she say?

Activity B • Speaking: introducing people

Work in groups of three. Take turns to introduce each other.

A: *This is ...*

B: *Hello. Nice to meet you.*

C: *Nice to meet you too.*

Remember

- When you introduce someone, give the person's name and say a little about them.

This is Cristina Marcos. She writes for Stoke News.

Understanding notes and messages

Activity A • Understanding the purpose of a short text

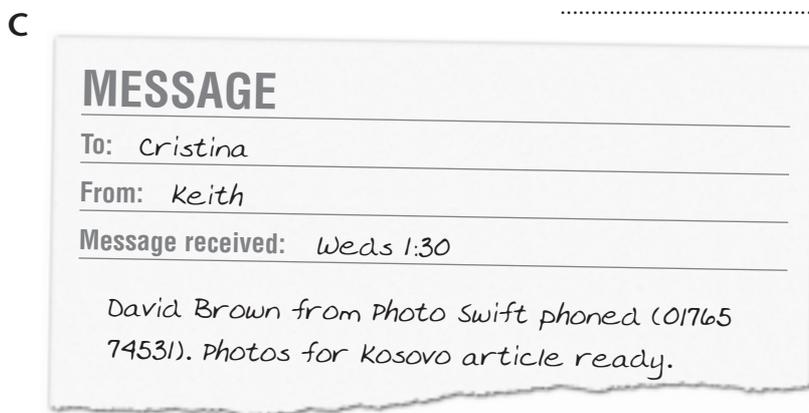
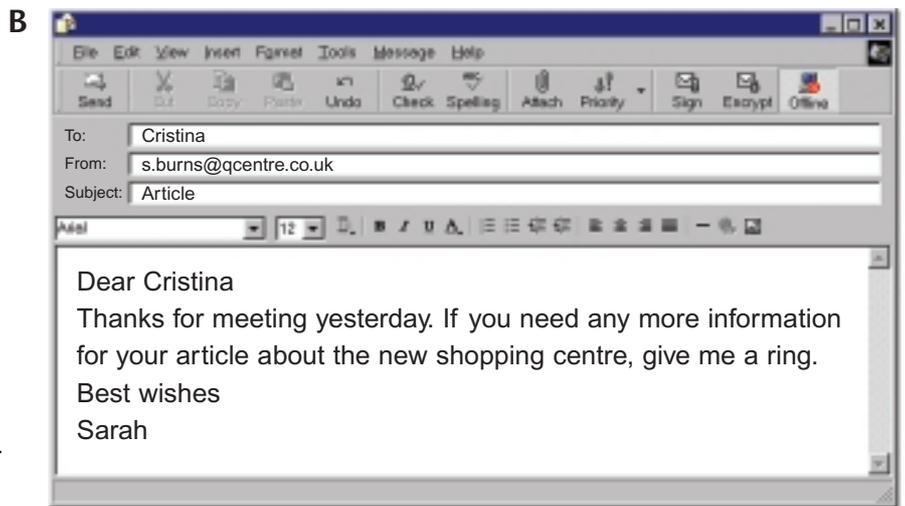
1 Look at these different notes and messages for Cristina and answer the questions.

Which one is giving her information?

 C

Which one is asking her to do something?

Which one is offering help?



2 What are they? Write the correct word under each document.

- phone message
- e-mail
- note

Activity B • Speaking: deciding what to do next

Work in pairs. What can Cristina do to deal with each message?

Activity C • Reading an apology

Liz lives near Cristina. Cristina usually gives her a lift home but yesterday she didn't. Liz is out at lunch so Cristina left this note on her desk. Read the note. Why couldn't Cristina take Liz home?

Hi Liz

I'm sorry I couldn't give you a lift home yesterday.

I had a meeting in the centre of town and it finished very late.

See you later as usual.

Cristina

Activity D • Writing an apology

- 1 Complete the missing words in these apologies.
 - a I'm sorry I meet you for lunch.
 - b Toby couldn't come to class.
- 2 Look at this sentence.

I couldn't meet you for lunch because I was very busy in the office.

Now write sentences for these situations.

- a You couldn't attend the interview. You were ill.

.....

- b Your son couldn't come to school. He went to the dentist.

.....

- 3 Choose one of the situations and write a note.
 - You didn't go to class yesterday. Write a note to your tutor.
 - Your son or daughter didn't go to school yesterday. Write a note to the teacher.
 - You normally meet your friend for a coffee on Fridays, but this week you didn't.

Remember

- The past of *can* is *could*.
I **can't** come today.
I **couldn't** come yesterday.

Describing people

Activity A • Listening: describing people

After work Amit meets his friend, Simone. She wants to know about his colleagues at *Stoke News*.



- 1 Work in pairs. Look at the photo of Keith and answer the questions.
 - a What kind of person do you think he is?
 - b How old do you think he is?
 - c What's his hair like?



- 2 Listen to Amit talking about Keith. Is his description the same as yours?
- 3 Complete the missing words in Amit's description

He's He's quite He's about He's He's got and

Activity B • Words for describing people

- 1 These words and phrases are useful for describing people. Check the meaning of the words you don't know in your dictionary. Then put them in the correct part of the table.

Personality	Age	Size	Hair	Other information
nice funny	about 50	tall	grey	beard

bald brown slim fair in her 30s helpful in his early 60s
 in his late 20s kind lively blond long moustache
 short (x2) dark small quiet serious wears glasses

- 2 Add any other words you know.

Activity C • Speaking: describing someone you know

These are two other people Amit works with at *Stoke News*.



Cristina – Colombia



Terry – Jamaica

- 1 Work in pairs. Choose one of the people. Look at the picture and make notes.

Nationality:
Personality:
Age:
Hair:
Other information:

- 2 Take turns to describe the person to your partner.



- 3 Now listen to Amit describing Cristina and Terry. What does he say about them?

- 4 Think of somebody in your family or a friend. How can you describe them?

- 5 Work in pairs. Ask your partner to describe their person. Use these questions.

What's he/she like?

How old is he/she?

What's does he/she look like?

Remember

- You use adjectives to describe people.

*My daughter's got **fair** hair.
She's very **tall** for her age.
She's very **serious** and **hard-working**.*

- It's more polite to say
*She **isn't** very tall.* not ~~She's short.~~
*She's **slim**.* not ~~She's thin.~~



‘Community Hero’ competition!

Who do you know who does a lot for the community?

Send entries to:
Cristina Marcos,
Stoke News,



Each year *Stoke News* has a ‘Community Hero’ competition. The winner gets £500 to help a local charity. This year there are three entries. Only one person can win.

Work in groups of three and choose the winner.

Activity A ● Read about the people

Your teacher will give you some information about one of the three people in the competition. Read the information. Check any words you don’t know in a dictionary.

Activity B ● Ask for and give information about the people

Work together. Your teacher will give you a table. Ask and answer questions to complete the table. Your teacher will tell you what to do.

Activity C ● Your choice

Write a statement for *Stoke News* saying who your ‘Community Hero’ is. Give your reasons.

..... is my ‘Community Hero’ because

.....

.....

.....

.....



Check it

Activity A • Using the past tense

Read this text. It is about Cristina's life before she started to work for *Stoke News*.

Put the verbs in brackets () in the past tense.



I **was** (be) born in Colombia. When I **finished** (finish) school I ¹..... (get) a job as a secretary in a company in Bogotá, but I ²..... (not enjoy) the job. I ³..... (be) very interested in politics and local issues, so I ⁴..... (leave) the company and ⁵..... (start) a course in journalism. The course ⁶..... (be) very good but I ⁷..... (not finish) it because I ⁸..... (marry) an English man. Twelve years ago we ⁹..... (come) to England, to Birmingham.

I ¹⁰..... (be) very lucky and I ¹¹..... (get) a part-time job as a secretary on a local newspaper. They ¹²..... (not pay) me much, but I ¹³..... (like) the job and the people. In 1999 we ¹⁴..... (move) to Coventry because of my husband's job. After six months I ¹⁵..... (see) an advertisement for my job at *Stoke News*. At first I ¹⁶..... (work) as a volunteer, but now I have a permanent job and work 20 hours a week.

Activity B • Asking about the past

Look at the questions and answers about Cristina's life. Then complete the missing words.

Questions

- a Where her first job?
- b she her course in journalism?
- c When she to the UK?
- d she her job in Birmingham?
- e the job in Birmingham full-time?
- f Why they to Coventry?

Answers

- In a company in Bogotá.
- No, she didn't.
- Twelve years ago.
- Yes, she did.
- No, it wasn't.
- Her husband got a new job.



Mini-projects

Activity A ● Do a survey

Do a survey of your class or your friends. Find out what they did at the weekend.

- 1 Prepare a questionnaire.
- 2 Ask 4–6 people your questions.
- 3 Report the results to the class.



Activity B ● Find out about a famous person

- 1 Choose a famous person who isn't alive now.
- 2 Find out about his or her life. You can look in an encyclopedia or on the Internet.
- 3 Prepare some notes about the person.
- 4 Work in pairs. Tell your partner about the person.



Activity C ● Write about your week

- 1 Keep a diary for a week.
- 2 Use your diary to write a summary of what you did during the week.

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....

.....

I need more practice with

.....

.....

Date



Audio scripts

Page 2 A typical day

Activity B

Cristina: I usually get up before the children at 7 o'clock. I have a shower and I get dressed. Then I go downstairs and make breakfast.

My daughter usually makes the beds before she comes down for breakfast.

We always have breakfast together, but I only have coffee.

Before the children leave the house I make sandwiches for them to take to school. Then, after the children leave for school, I get ready for work. I usually drive to work but sometimes I take the bus.

Page 3 Talking about the past

Activity B

arrived, finished, started, crashed, changed, phoned, worked, decided

Page 4 Asking about the past

Activity A

Emma: Hello.
Cristina: Oh, hi, Emma. I just wanted to talk to someone. I'm so fed up. I'm having a terrible day!
Emma: Heh! What's wrong?
Cristina: Well, I got to work really late.
Emma: That's not like you. Did you wake up late?
Cristina: No, I got up early. I got the children ready for school and made their sandwiches. Everything was fine, but then I had a problem with the car. It didn't start again. I really must get another one.
Emma: Oh, no! How did you get to work?
Cristina: I took the bus, but it was really slow. The traffic was terrible.
Emma: Were you very late?
Cristina: Yes, I was. I didn't get to the office until ten.
Emma: Well, that's OK. You can stay a bit later this afternoon.

Cristina: Yes, but that's not all, Emma. My computer crashed.

Emma: Oh, no! Did you lose all your work?

Cristina: Yes, everything.

Emma: Poor you. I hope you have a better afternoon.

Cristina: So do I. Thanks for listening. I'll talk to you soon.

Emma: No problem! Bye!

Page 5 An interview

Activity A

Cristina: Hello, Mr Morgan. I'm Cristina Marcos from *Stoke News*. I'm here to interview you.
Kashka: Great. And do call me Kashka.
Cristina: OK. Kashka – that's an interesting name. Where does it come from?
Kashka: Well, I'm from Nigeria. My mother gave me the name. It means friendly.
Cristina: Oh, that is a good name! So when did you come to England?
Kashka: A long time ago. My parents moved here when I was five.
Cristina: So you were at school here?
Kashka: That's right. I was at High Oak, and I left in 1992. I didn't have any qualifications so I got a job in a local shop.
Cristina: How long did you work there?
Kashka: Just for a year. It was really boring work, so I didn't stay long.
Cristina: What did you do next?
Kashka: I got an apprenticeship as a mechanic in a local garage.
Cristina: That was in 1993?
Kashka: Yes. I worked at the garage for four years, but I always knew it wasn't the right job for me. I really wanted to work with young people. I come from a big family and I love being with young people.
Cristina: So is that when you decided to become a youth worker?
Kashka: Yes, that's right. I did a course in youth work at City College.
Cristina: When was that?
Kashka: In 1997. I was at college for three years, and then I started my job at the Junction in 2000.



Cristina: And do you enjoy the work?
Kashka: Yes, it's great, but it was difficult at the beginning.
Cristina: Really?
Kashka: Yes. The Junction had big money problems and in 2001 it nearly closed. That's when I started to think of ways to raise money for the centre.
Cristina: What kind of things did you do?
Kashka: Lots of different things. The first thing I did was in 2001. I ...

Page 9 Greeting and introducing people

Activity A

Conversation 1

Cristina: Hello, Amit. Nice to see you again. How are you?
Amit: I'm fine, thanks.
Cristina: Good. Come and meet the others. I think most people are here today ...
Amit: Great.

Conversation 2

Cristina: Terry, this is Amit. It's his first day. Terry's another volunteer.
Terry: Hello. Nice to meet you, Amit.
Amit: Nice to meet you too. So what do you do, Terry?
Terry: I find out about local events in the area and then write about them for the newspaper.

Conversation 3

Cristina: Amit, did you meet our designer, Liz?
Amit: Yes, we met when I came in to see Keith last week. Nice to see you again.
Liz: Nice to see you too, Amit. So are you starting today?
Amit: Yes, but I'm just here for the morning.
Liz: Right.

Cristina: Amit, would you like a coffee?
Amit: Yes, please.
Cristina: Milk and sugar?
Amit: Yes, milk and two sugars, please.

Pages 12 and 13 Describing people

Activity A

Part 1

Simone: Tell me about the people.
Amit: Well, there's Keith. He's my boss. He seems OK.
Simone: Yeah, but what's he like?
Amit: He's Scottish. He's quite funny – always making jokes. I think he'll be easy to work for.
Simone: Yeah, sounds OK. What does he look like?
Amit: Well, he's about 50. He's very tall. He's got grey hair, and he's got a beard.

Activity C

Simone: So what about the others? What are they like?
Amit: Well, there's Cristina. I think she's from Colombia.
Simone: Is she nice?
Amit: Yes, very friendly. I like her a lot.
Simone: How old is she?
Amit: I'm not sure, in her late 30s, I think. She's not very tall. She's got dark hair and she wears glasses.
Simone: Anybody else?
Amit: Well, there's Terry. He's another volunteer. He's from Jamaica. He's very quiet. He doesn't say much. Cristina says he's very hard-working. He's only part-time, but he's often in the office very late.
Simone: Really! So what does he look like?
Amit: Well I think he's in his early 60s. He's a big guy. I think he does a lot of sport.



Answers

Page 2 A typical day

Activity A

Possible answers:

- b make (breakfast), have (breakfast), eat, drink
- c get ready, put on (your coat), leave (the house)

Activity B1

get up, get dressed, get ready
make breakfast, make the beds, make sandwiches
have a shower, have breakfast, have coffee

Activity B2

She usually goes to work by car.

Page 3 Talking about the past

Activity A

Her car didn't start, so she took the bus. The traffic was terrible.
Her computer crashed (stopped working) and she lost all her work.

Activity B1

a, b Cristina's day started well. She got up at the usual time at 7 o'clock. She made breakfast for her children and they had breakfast together. The children left the house at 8 o'clock to go to school.

At 8:15 she left the house as usual. Then everything went wrong. First her car didn't start, so she took the bus to work. The traffic was terrible. The bus didn't move for more than half an hour. She decided to get off and walk.

Cristina finally arrived at work at 10 o'clock. First she replied to some e-mails and made some phone calls. Then she started to write an article. Suddenly her computer crashed and she lost all her work. She was very upset, so she decided to go out for a very long lunch.

Note: *didn't start* and *didn't move* are negatives in the past simple.

- c You add *-ed*
- d You use *didn't* + verb

Activity B3

finished – 2 [t]
started – 3 [id]
crashed – 2 [t]
changed – 1 [d]
phoned – 1 [d]
worked – 2 [t]
decided – 3 [id]

Page 4 Asking about the past

Activity A1/2

- 1 Did you wake up late? No, I got up early.
- 2 How did you get to work? I took the bus, but it was really slow.
- 3 Were you very late? Yes, I was. I didn't get to the office until ten.
- 4 Did you lose all your work? Yes, everything.

Activity B1

- a *did* + subject + verb OR question word + *did* + subject + verb
- b *was/were* + subject OR question word + *was/were* + subject

Page 5 An interview

Activity A1

- a Nigeria
- b Two – he worked in a shop and then as a mechanic in a garage
- c He likes young people

Activity A2

Possible answers:

1992	left High Oak School
1992–93	worked in a shop
1993–97	worked as a mechanic in a garage
1997–2000	did a course in youth work
2000	started/got his job at the Junction
2001	started to raise money for the Junction



Activity B1

Possible answers:

- a Kashka Morgan left High Oak School in 1992 and got a job in a shop. He worked there for a/one year.
- b He got a job/started work as a mechanic in a garage in 1993. He worked there for four years. Then in 1997 he started a course in youth work at the local college.
- c He finished his course in 2000 and started/got his job at the Junction.

Pages 6 and 7 A story about a local hero

Activity A1

- a Three events – he took part in a sponsored cycle race, took part in the London Marathon and jumped out of a plane
- b £3000 (£500 in 2001, £500 in 2002, £2000 last year)

Activity A2

First picture – B, 2002

Second picture – C, last year

Third picture – A, 2001

Activity B2

- a He started to work for the Junction ... years ago.
- b He took part in a sponsored cycle race ... years ago.
- c He took part in the London Marathon ... years ago.
- d He jumped out of a plane ... years ago.

Page 8 Spelling

Activity A1

Rule 1 – started, talked, watched, worked

Rule 2 – arrived, lived, continued, closed

Rule 3 – studied, tried, carried, married

Rule 4 – stopped, travelled, planned, chatted

Activity A2

visited, worried, returned, changed, dropped, applied

Page 9 Greeting and introducing people

Activity A1

Terry

Activity A2/3

- 1 C Nice to see to you again. How are you? – c
- 2 T Hello. Nice to meet you, Amit. – d
- 3 A Nice to see you again. – a
- 4 C Amit, would you like a coffee? – b

Activity A6

She tells Terry that Amit is new, and she tells Amit that Terry is another volunteer.

Terry, this is Amit. It's his first day.

Terry's another volunteer.

Pages 10 and 11 Understanding notes and messages

Activity A1

Asking her to do something – A

Offering help – B

Activity A2

A – note

B – e-mail

C – phone message

Activity C

She had a meeting in the centre of town and it finished late.

Activity D1

- a I'm sorry I could not/couldn't meet you for lunch.
- b I'm sorry Toby couldn't come to class.

Activity D2

- a I could not/couldn't attend the interview because I was ill.
- b My son could not/couldn't come to school because he went to the dentist.



Pages 12 and 13 Describing people

Activity A3

He's **Scottish**. He's quite **funny**. He's about **50**. He's **very tall**. He's got **grey hair** and a **beard**.

Activity B1

Personality – nice, funny, helpful, kind, lively, quiet, serious

Age – about 50, in her 30s, in his early 60s, in his late 20s

Size – tall, slim, short, small

Hair – grey, bald, brown, blond, fair, long, short, dark

Other information – beard, moustache, wears glasses

Activity C3

Cristina – She's from Colombia. She's very friendly. She's in her late 30s. She's not very tall. She's got dark hair and she wears glasses.

Terry – He's from Jamaica. He's very quiet. He's hardworking. He's part-time, but he's often in the office late. He's in his early 60s. He's big.

Page 15 Check it

Activity A

- 1 got
- 2 did not/didn't enjoy
- 3 was
- 4 left
- 5 started
- 6 was
- 7 did not/didn't finish
- 8 married
- 9 came
- 10 was
- 11 got
- 12 did not/didn't pay
- 13 liked
- 14 moved
- 15 saw
- 16 worked

Activity B

- a Where **was** her first job?
- b **Did** she **finish** her course in journalism?
- c When **did** she **come/move** to the UK?
- d **Did** she **like/enjoy** her job in Birmingham?
- e **Was** the job in Birmingham full-time?
- f Why **did** they **move/come** to Coventry?