

Meredith Levy Diana Goodey

Messages

Teacher's Book

2



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1

Getting started

STEP 1

Revision:

be
There is/are
can/can't
have/has got
verbs: *live, eat, etc.*

Communicative tasks:

Talking about facts
Writing facts about the class

1 Reading *What do you know?*

BACKGROUND

Chimpanzees have been taught to communicate using up to 240 hand signs from American Sign Language, a visual language for the deaf.

The Big Apple is a name for New York. Its origin is uncertain, but it was probably first used, referring to New York, in the saying 'There are lots of apples on the tree, but there's only one big apple.'

Little Italy, Chinatown and El Barrio are all districts of Manhattan. The population of El Barrio (also known as Spanish Harlem) is mainly from Latin America and Puerto Rico.

Although coffee is also very popular, tea is still the favourite hot drink in Britain. People usually drink it with milk and sometimes also with sugar.

The tree known as **General Sherman** is the largest of the giant sequoias in California's Sequoia National Park. It is named after a military commander in the American Civil War.

- a
- Focus on each photo in turn and ask students what they can see. Activate as much vocabulary as possible, writing words on the board as students suggest them. You can prompt them with questions, for example: *Where is it? What is it?* However, don't teach new words from the texts at this stage.
 - You may want to explain that the *Manchester Evening Gazette* is the name of a local newspaper.

- Remind students of the question *What does ... mean?* and elicit possible replies: *I think it's ... I don't know. Let's ask the teacher. Let's look at the dictionary.*
 - Set the time limit. Ask students to read the texts themselves and pick out unknown words. In pairs, students find out what they mean. Encourage them to guess meanings wherever possible by looking at the context and referring to the photos.
 - Drill the pronunciation of new words and check understanding by inviting students to ask each other: *What does ... mean?*
 - Make sure that students say the numbers correctly. You could revise further by writing other numbers on the board for the students to say.
- b
- Ask students to match the sentence parts. They can do this individually or in pairs.

Answers

- 2 e People in Britain drink a lot of tea.
3 g There are cheetahs in Africa and Asia.
4 i Owls have got powerful eyes.
5 h The red-kneed tarantula lives in Mexico.
6 d Penguins can't fly.
7 j 'General Sherman' is a very tall tree.
8 b In New York you can hear Spanish, Italian and Chinese.
9 f Matt Long hasn't got a mobile phone.
10 a Chimpanzees can understand sign language.

2 Grammar revision *Verbs*

- Remind students of the difference between singular and plural forms, and elicit the full form of *There's, can't* and *haven't*.
- Students work individually to complete the sentences, then check with the whole class.
- If fuller revision of the verb forms is needed, there are grammar tables and examples in the Module 1 Review at the end of Unit 2.

Answers

- 2 eat 3 have got, can't 4 There's 5 have got
6 is 7 are 8 There are 9 has got, lives

As you check the answers, you can follow up with further questions, preparing for work on question forms in Step 3. For example:

- 1 *Are there any owls in (your country)?*
- 2 *Do you often eat pizza?*
- 3 *Can penguins swim?*
- 4 *What language do they speak in El Barrio?*
- 5 *How many legs have they got? (etc.)*

3 Reading and speaking *Facts and opinions*

- a
- Read out the sentences and ask the questions.
 - Refer back to the texts in Exercise 1. Ask students which text expresses opinions (*the letter in the newspaper*). Compare this with the other texts (*the purpose is to present information*). Draw attention to the personal approach of the letter and the language used for opinions (*I want, I think, I don't think*).
 - Invite students to read out and comment on some of the facts in the first five texts.

Answers

The first sentence is a fact. The second sentence is an opinion.

- b
- Students can work individually or in pairs or small groups to complete the sentences with factual information.
 - Choose different students to say their sentences to the class. Encourage others to comment: *Yes, that's right/true. No, I don't think that's right/true. I think ...*

Example answers

- 2 There are ... million people in our country.
- 3 We eat a lot of rice and pasta.
- 4 Bats can't see very well.
- 5 Chicago is an American city.

- c
- Invite students to make other factual statements to the class.

Ask pairs or groups to write some true and some false sentences. They read out their sentences to the others in the class, who have to decide which are true and which are false.

4 Speaking and writing *Facts about us*

- Look at the examples. Ask students to substitute different information to make these sentences true about their class.
- Elicit some other ideas for the information they could provide. For example:

- *There are ... girls/boys in the class.*
- *We have English classes in Room ...*
- *Our classroom/teacher is / has got ...*
- *We ...*

- Students write their own sentences giving factual information.
- If there isn't enough time for students to design a poster in class, you could ask them to complete it for homework, adding illustrations as they choose. Display the posters in the classroom and allow time for students to read each other's work.



Vocabulary:

Expressing opinions

Adjectives for opinions

Communicative tasks: Understanding, asking for and expressing opinions

1 Key vocabulary *Expressing opinions*

- a
- Ask students to look at the photos. If they have studied *Messages 1*, ask them to say what they remember about the six young people. For example: They live in Exeter. Sadie is Joe's sister. Lisa is Sadie's best friend. Ben is in their class at school. Jack lives next door to Sadie and Joe. Mel is the singer in Joe's band. If they are new to the course, identify Ben and make it clear that the other five people are his friends.
 - Read out Ben's words, or get a student to read them, and use the picture to demonstrate the meaning of *giant* (note that this word can be used as a noun or an adjective).
 - Check that students understand the question *What do you think of it?* and ask them to repeat it. Give special attention to the intonation (only *What* and *think* are stressed) and to the /ə/ sound of the unstressed *do* and *of*.
 - Read out the five opinions on Ben's artwork. Discuss whether they are positive, negative or somewhere in the middle, and ask students for their ideas about which photo(s) could match each opinion. Don't correct or confirm their answers at this stage.
- b
-  Play the recording. Students listen and write the correct names.
 -  Play the recording again. Pause after each sentence and ask students to repeat.
 - Point out that *I don't like it very much* is negative but not strongly negative. Similarly, *It's OK* (or *It's not bad*) is positive but not enthusiastic.
 - Explain that we can use either *I don't know* or *I'm not sure* when we haven't got a definite opinion.

Tapescript/Answers

- 1 JOE: It's a bit strange. I don't like it very much.
ANSWER: That's Joe.
- 2 SADIE: I don't agree. I really like it. I think it's funny.
ANSWER: That's Sadie.

- 3 JACK: I don't think it's funny. I think it's stupid!
- ANSWER: That's Jack.
- 4 MEL: I don't know. It's OK, I suppose.
- ANSWER: That's Mel.
- 5 LISA: I think it's great. I love it.
- ANSWER: That's Lisa.

- c ● Remind students of the verb *agree* (*with someone*) and the use of *don't/doesn't* for the negative form of the present simple. Ask students to complete the explanations.

Answers the same; different

- d ● Students read the sentences and write the missing names.

Answers 2 Jack 3 Lisa 4 Mel

- Focus on the information in the Remember! box. Emphasise the use of *I don't think ...* for negative opinions.

2 Vocabulary revision *Adjectives*

- Read out the list of adjectives (including the examples in the lists) and ask students to repeat.
- Working in pairs or individually, students complete the lists.
- You may want to add other adjectives for students to write in the lists, for example: *lovely, wonderful, fabulous, terrible, horrible*.
- You can test comprehension by inviting different students to call out an adjective from the lists. The rest of the students put on an appropriate face to express the feeling and turn their thumbs up (for a positive opinion) or down (for a negative one).

Answers

- 1 interesting, beautiful, exciting, brilliant, nice, good, fantastic
- 2 awful, silly, boring

-  Pattern drill: TRP, page 11 (Unit 1, Step 2).

3 Speaking

BACKGROUND

Beyoncé Knowles (born in 1981 in Houston, Texas) has had success with the group Destiny's Child, and also as a solo artist.

- a ● Ask the class: *Look at Ben's chicken. What do you think of it?* and elicit a few different answers.
- Say the model dialogue line by line and ask students to repeat.

- In pairs, students ask and answer about their own opinions. You can ask them to form new pairs and repeat the exercise with different partners.

- b ● Ask the class to repeat the model dialogue about Beyoncé.
- Use your face (and the thumbs up/down gesture if appropriate) to elicit other possible answers, for example: *I think she's awful. I don't like her. / I think she's fantastic. I really like her.*
 - Invite two or three students to give their own opinions about Beyoncé (or about another singer who is likely to provoke strong views). Then choose a subject to ask about – for example, a famous man, a famous woman, a song, a football team and elicit replies. Make sure that students make correct use of the object pronouns *him, her, it* and *them*.
 - In pairs, students choose their own subjects to ask about. Encourage them to respond to their partner's opinion as in 3a: *I (don't) agree. I think he's/she's/it's/they're ...*. Walk around the class, giving help where necessary.
 - Choose some students to ask and answer across the class. Invite others to agree or disagree with the replies.


4 Listening and speaking *It's a bit strange*

BACKGROUND


Wassily Kandinsky (1866–1944) was a Russian painter who played a key role in the development of abstract art. His early paintings were inspired by music, his later ones were very geometric and balanced compositions. His painting in photo 1 is called 'Yellow, Red, Blue'.

Phillip King was born in Tunisia in 1934 and arrived in England in 1945. He studied at Cambridge University and then studied sculpture at St Martin's School of Art. He has had many one-man exhibitions and is President of the British Royal Academy of Art. His sculpture in photo 2 is called 'Sun, Bird, Worm, House'.

Richard Niman was born in London and has been an artist for over 40 years. He says that his art is inspired by his boyhood fantasies that he shared with his younger brother. His sculpture installation in photo 3 is called 'Head(s) in the Clouds'.

- a ● Look at the photos with the class. Introduce or revise the words *painting, poster* and *sculpture*.
- Tell students that they are going to hear Jack and Lisa talking about the artworks in the photos.
 -  Play the recording. Students listen to get a general idea of whether the speakers agree.

Answer No, they haven't.

- b ● Ask students to make two columns and copy the example. Explain that for each picture they need to write one adjective used by Jack and one by Lisa.
-  Play the recording again. Pause after each conversation and give students time to write the adjectives.

Answers

- Jack Lisa*
 2 silly great
 3 funny stupid

Tapescript

- 1 LISA: What do you think of that painting, Jack?
 It's by Wassily Kandinsky.
 JACK: Urm ... it's a bit strange.
 LISA: Yes, I agree, but it's interesting.
- 2 JACK: What's that?
 LISA: It's called *Sun, Bird, Worm, House*.
 JACK: I think it's silly.
 LISA: I don't agree. I love it! I think it's great.
- 3 JACK: Look at that. I like it. I think it's really funny.
 LISA: I don't think it's funny. I think it's stupid.

- c ● For each of the artworks in turn, ask: *What do you think of it?* Invite a range of replies.
- If possible, broaden the discussion so that students say as much as they can about the pictures. Encourage them to identify images and to say what they can about shapes and colours. Help them with new vocabulary if necessary.

5 Speaking and writing An opinion poll

- Explain the meaning of *opinion poll*.
- Ask students to suggest a famous person or TV programme as the subject for an opinion poll. Make sure that this subject is familiar to everyone in the class. Tell students that when they are voting on this subject they should raise their hands only once.
- Ask two students to come to the front to carry out the poll. Call for opinion adjectives to describe the subject. The first student writes them in a list on the board. Then, as he/she reads out each adjective, the second student counts the number of votes from the class. The first student writes up the totals on the board.
- Students work individually to make a labelled pie chart of the results and to write sentences as in the examples.


Grammar:

like followed by noun or verb + *-ing*
 revision of question forms

Vocabulary: Interests and activities**Communicative tasks:**

Talking about likes and dislikes
 Asking for and giving personal information

1 Key vocabulary Interests and activities

- a ● Give students a few minutes to complete the matching exercise. They should be familiar with most of the words in this list.
-  Play the recording. Students listen and check their answers, and then repeat the words.

Answers

- | | |
|----------------------|-------------------|
| 1 using the Internet | 5 computer games |
| 2 athletics | 6 meeting friends |
| 3 swimming | 7 going shopping |
| 4 going out | 8 astronomy |
| | 9 horror films |

- b ● Look at the examples with the class. Remind students that the verb *like* can be followed by either a noun or an *-ing* verb form. Focus on the nouns in the first sentence and elicit alternative expressions with verb + *-ing* (*I like doing athletics, I like playing computer games*).
- Choose students to say things they like and don't like, using expressions from 1a.
- Focus on the information in the Remember! box. Point out that other verbs of liking (for example, *enjoy* and *hate*) follow the same pattern as *like*.
- It is also possible to use *like* followed by *to* + infinitive instead of the *-ing* form (for example, *I like to swim*). This is especially common in American English. However, we suggest you don't mention this to students at this stage, unless they ask.
- c ● Revise more vocabulary by inviting students to talk about other activities that they like/enjoy. Examples could include:
- *(playing) football/tennis/basketball/cards*
 - *playing the guitar, listening to music*
 - *going to the theatre / the gym / a sports club*
 - *(doing) gymnastics/judo*
 - *skiing, running, dancing, painting, riding a bike, writing emails*

Practise the vocabulary *like + -ing* with a 'chain' activity. Student A makes a sentence about something that he/she likes doing. Student B reports on A's statement and adds his/her own sentence about something that he/she doesn't like doing. The 'chain' continues, alternating between positive and negative sentences. For example:

A: *I like using the Internet.*

B: *Sofia likes using the Internet. I don't like watching horror films.*

C: *David doesn't like watching horror films. I like ...*

- 📷 Pattern drill: TRP, page 11 (Unit 1, Step 3).

2 Reading and speaking *About Matt*

- a
- Remind students that Matt is the writer of the letter about mobile phones on page 6 in the Student's Book.
 - Read out the questions or choose students to do so. Elicit possible replies that Matt could give.
 - Draw attention to the use of *do* in present simple questions. Compare this with the inversion of subject and verb in questions with *can* and *is*.
 - Ask students to read the text themselves.
 - Students use the information to answer the questions. They could do this individually or in pairs.
- b
- Before students listen to the dialogue, make it clear that Matt's replies in the recording are not the only way of answering the questions. If students have expressed the same information in different words, that's fine.
 - 📷 Play the recording. If students have slightly different answers, invite them to read out their own versions. Check that they have responded appropriately to the questions.
 - Students practise the dialogue in pairs.

Tapescript/Answers

- INTERVIEWER: Where do you live, Matt?
- MATT: I live in Manchester.
- INT: Do you like football?
- MATT: Yes, I do.
- INT: Have you got any other interests?
- MATT: My main interests are astronomy and athletics.
- INT: Can you run fast?
- MATT: Yes. I can run a hundred metres in 13 seconds.
- INT: What's your favourite food?
- MATT: Pasta.
- INT: What sort of TV programmes do you like?
- MATT: I enjoy watching programmes about animals and I like horror films too.
- INT: Is there anything you don't like?
- MATT: Yes! I really hate mobile phones!

3 Writing

- Look at the examples with the class. Point out that students should write questions asking for information about their new friend's life. Make it clear that there are several possible questions that they could make. Ask for some different suggestions for question 2 (for example, *Can you ride a bike? Can you swim?*).
- If you feel that students need help with the question forms, go through the other topics and elicit one or two example questions for each one.

Example answers

- 3 Have you got any brothers and sisters?
- 4 Have you got a dog?
- 5 Do you like football?
- 6 What are your favourite subjects?

4 Speaking *Interview a classmate*

- In pairs, students ask and answer. Walk around the class, giving help where necessary.

CHAPTER 1 *Wild Flowers*

Where's Mr Roberts?

Wild Flowers is the first of two stories, each of six chapters. There is a chapter in each unit, but you can begin the story whenever you feel it is most appropriate. For example, the narrative in *Wild Flowers* is told in the past simple and you may want to delay starting the story until students have revised past simple forms in Units 3 and 4. Alternatively, you could start earlier and use the story as a way of previewing the past simple.

- Tell students that this is the first chapter of a continuing story. Explain that *wild flowers* are flowers that grow naturally, without being planted or cultivated by human beings.
- Look at the picture with the class. Ask: *Where are they? (At school, in a classroom.)* Point out Tom, the main character. Ask students to say how he is feeling (*upset, unhappy*) and to suggest what they think could be happening. Elicit or explain the meaning of *accent, clever* and *head teacher*. Point out that *head teacher* is often shortened to *head*.
- 📷 Read out the chapter (or play the recording if you prefer) while students follow in their books.
- 📷 Read out the first half of the chapter again (or play the recording if you prefer) while students follow in their books. Ask question 1 and elicit ideas from the class. You can direct them by asking more specific questions, for example:

- *Is Tom popular with the students? (Yes.) Why? (Because they think he's funny.)*
- *What does he think of school? (He thinks it's boring.)*
- *Does he enjoy history? (No.)*
- *What subject does he enjoy? (Science.)*

- Ask question 2. Refer again to the pictures and ask students to identify Neesha and Miss Kay.
- For the second half of the chapter, you could choose students to take the parts of Tom, Neesha and Miss Kay and ask them to read out the text as a dialogue. A third student can read the pieces of narration, or you could do this yourself.
- Ask question 3. Follow up by asking students to suggest reasons why Mr Roberts doesn't work at the school any more. Why is this a problem for Tom? Is there anything that he can do in this situation?
- If you wish, you can ask students to write answers to questions 1–3.

Example answers

- 1 The main character is Tom. He's a student. He's usually bored at school and he doesn't like history. He's popular with other students because he's funny, but most teachers don't think he's funny. He really likes science because he thinks Mr Roberts is a great teacher.
- 2 Neesha is Tom's best friend. Mr Roberts is his science teacher. Miss Kay is the head teacher.
- 3 Because Mr Roberts isn't there. He doesn't work at the school any more.

OPTION

Ask students to practise the two dialogues in groups of four (Tom, the history teacher, Miss Kay and Neesha), leaving out the narration. Encourage them to say the lines as expressively as they can and to use their faces to show the characters' feelings.

You could choose a group to perform the dialogues for the class. Encourage the others to add class reactions (laughter at Tom's accent, expressions of surprise/dismay at the news about Mr Roberts).

Extra exercises

The Extra exercises can be used flexibly as consolidation, either during or at the end of the unit. The teaching notes explain how they can be exploited in class, but they can also be given as homework, depending on time available.

- 1 ● Before students write, check that they remember the meaning of the words *basketball*, *bat*, *ear*, *wild* and *dive*.

Answers 2 b 3 c 4 b 5 b 6 c

- 2 ● Students could work in pairs to discuss the sentences and complete the names of the animals.

Answers

2 penguin 3 spider 4 chimpanzee
5 cheetah 6 owl

3

- After checking the answers, ask for examples of other expressions using the same verbs, for example, *play the piano*, *read a book*, *go skiing*, *meet my sister*, *use a computer*, *watch television*.

Answers 2 e 3 a 4 f 5 c 6 b

4

- Look at the example and make sure the task is clear. If necessary, go through the questions orally with the class before they write.
- You could allow students to compare answers with a partner before you check with the whole class.

Answers

2 Have, f 3 Do, d 4 Where, a 5 What's, b 6 What, e

5

- Emphasise that there are four different people giving their opinions in this conversation. Advise students to look carefully at the other sentences from each speaker before they choose the replies.
- Test understanding by asking: *Who likes the book? Who hates it? Who isn't sure?*

Answers 2 f 3 a 4 c 5 e 6 b

6

- Ask students to work on the translations in pairs or small groups, and then discuss with the whole class.

Extra reading

Life and Culture I live in New York

BACKGROUND

New York, America's largest city, has attracted a tremendous diversity of cultures. Huge waves of immigration from the late 1900s until the 1920s brought many thousands of people from Europe, especially Ireland, Germany, Italy and Eastern Europe (in particular Poland). Migration continues today, with a rapid increase in numbers from Hispanic countries and Asia. Over 47 per cent of New Yorkers speak a language other than English at home.

Greenwich Village is in the lower part of Manhattan, with Washington Square at its centre. Especially in the 1940s and '50s, it was a place of avant-garde artists, musicians and writers, but its character has changed with rising property prices.

The **Museum of Modern Art** is on West 53 Street. Other famous New York galleries include the Guggenheim Museum and the Metropolitan Museum of Art.

Central Park is a huge green area in the heart of Manhattan. As well as rollerblading and swimming, people use the park for jogging, cycling, skating and horse riding, and they hold concerts and sporting events there.

Broadway, a long avenue stretching the length of Manhattan, has given its name to the theatre area around Times Square. The theatres here are particularly famous for big musical productions.

Lead in

- Ask students where New York is and establish that it's on the east coast of the USA. If you have a map, show the location of the city.
- Ask the first question about New York and brainstorm with the class.
- Focus on the photos and ask if students can give any information about these parts of New York. Practise the pronunciation of *Greenwich* /'ɡrɛnɪʃ/ and *Broadway* /'brɔːdweɪ/.
- If students have friends or relatives in the USA, invite them to tell the class about these people. If possible, use your map to locate the places where they live.

Task

- Give students time to read the text themselves.
- Read out each paragraph and explain or elicit the meaning of new words (for example, *grade*, *sculptor*, *gallery*, *Poland*).
- Explain that *apartment* is the word for *flat*, *subway* is the word for *underground* and *mom* is the word for *mum* in US English. Point out the spelling of *theatre* in US English (= *theater*). Draw attention to the use of *have* in 'I have an aunt' and explain that *have* is normally used rather than *have got* to show possession in American English.
- Students re-read the text themselves and find the things in the list.
- Ask some other questions to test comprehension, for example:
 - *What's Tiffany's surname? (Morton.)*
 - *How old is she? (14.)*
 - *Which of her relatives comes from South America? (Her aunt and uncle.)*
 - *What nationality were her great-grandparents? (Irish.)*
 - *Does Tiffany go the theatre in New York? (Yes, she does.)*
 - *Does she think New York is dangerous? (No, she doesn't.)*

Answers

- 1 Greenwich Village or Broadway
- 2 Poland, Italy, Puerto Rico, Brazil
- 3 Art, rollerblading, swimming, going to the theatre
- 4 Sculptor, art teacher
- 5 Rollerblading, swimming
- 6 Eight million

OPTION

- 1 You could take this opportunity to teach other common words used in American English. Ask students to match the following:

<u>American English</u>	<u>British English</u>
-------------------------	------------------------

- | | |
|-------------|-------------|
| 1 sidewalk | a shop |
| 2 elevator | b sweets |
| 3 cab | c pavement |
| 4 store | d chemist's |
| 5 drugstore | e lift |
| 6 candy | f taxi |

- 2 You might like to draw attention to some differences in the pronunciation of American English, for example:

	<u>American</u>	<u>British</u>
new	/nuː/	/njuː/
aunt	/ænt/	/ɑːnt/
after	/'æftər/	/'ɑːftə/
interested	/'ɪntərəstəd/	/'ɪntərəstɪd/
kilometre	/kə'lɒmətər/	/'kɪləmɪtə/