

## 1

# Getting to know you

<b>Speaking</b>	Getting to know you
<b>Vocabulary</b>	Describing people; Collocations
<b>Grammar</b>	Conditionals
<b>Reading</b>	Culture shock
<b>Listening</b>	Meeting new people

### Workbook contents

<b>Reading</b>	Putting paragraphs into gaps
<b>Vocabulary</b>	Collocations
<b>Grammar</b>	Conditionals
<b>Writing</b>	An essay

## Student's book pages 10–13

Throughout the Teacher's Book, guidance is given relating to the length of lesson: **SV** (short version) and **LV** (long version). The **SV** gives an indication of what can be cut out of the lesson if time is short or which parts could be set for homework. The **LV** gives suggestions on what could be developed and provides extension activities where appropriate.

### Lesson planning

<b>SV</b>	Conditionals exercises 3 and 4 could be set for homework.
<b>LV</b>	See extension activities in the Speaking and Vocabulary sections.

## Speaking

Introduce Unit 1 by asking students questions such as the following.

- Which English-speaking country do you know the most about?
- Are you curious about other countries and cultures?
- To what extent is learning about countries and their cultures part of learning a language?

Generate a class discussion using these questions and establish that in order to appreciate a language fully, some knowledge of the culture of the country where it is spoken can be an advantage. However, do not spend too much time on the discussion at this point as it is important to move on to the questions in the Student's Book and establish a lively pace.

- 1 The aim of this Speaking section is to allow students to begin talking about themselves, and to introduce themselves to each other. It allows students to talk to the group about their own experiences and opinions, which is similar to what they will do in Part 1 of the Advanced Speaking test.

Put students in pairs to discuss the first question. If necessary, explain that if you *get to know* someone, then it means that you spend enough time with that person to become familiar with him or her. You can also *get to know* a place or a thing.

- 2 Ask the students to read the questions individually and to decide which questions might be useful in finding out about someone they don't already know. Encourage students to discuss their opinions in pairs and to guess what kind of information each question would elicit. At this point, do not ask students to answer the questions.
- 3 Ask students to work with a different partner. They take turns to ask five of the questions from Exercise 2. Encourage them to give full answers, not short, simple ones.

### Teaching extra

In the Speaking test, if candidates give answers which are too short, the examiner will often encourage the candidate to give a fuller answer by asking *Why?* or *Why not?* For example:

**Examiner:** Do you prefer to work or study on your own, or with other people?

**Candidate:** With other people.

**Examiner:** Why?

If you notice your students giving rather short, simple answers when doing pair work, encourage the student listening to ask *Why?* or *Why not?* to develop the conversation more.

### Extension activity

If you would like to give students more speaking practice, write these questions on the board and ask the class to discuss three or four of them.

- 1 Were you named after anyone?
- 2 Do you like your handwriting?
- 3 What was the last thing you ate?
- 4 What's your favourite smell?
- 5 Who was the last person you talked to on the phone?
- 6 What was the last film you watched?

- 4 Focus students on the photos and elicit answers from the whole class, asking students to say something interesting about who the people might be, and what kind of people they are.

## Vocabulary

- 1 In Part 2 of the Advanced Speaking test, candidates are asked to compare two photos, and to describe and speculate upon what they see. In many cases, the photos will feature people. This section features words to describe people's personalities.

Ask students to work alone to complete the sentences. Point out that there may be more than one possible answer. If necessary, explain the meaning of *pretensions* (when you try to be better or more knowledgeable than you really are).

When they have finished, ask students to compare their answers in pairs, before giving feedback to the whole class.

### Suggested answers

- 1 conscientious
- 2 competent / knowledgeable
- 3 decisive
- 4 courageous
- 5 down-to-earth
- 6 outgoing
- 7 unconventional
- 8 narrow-minded
- 9 persuasive
- 10 competent / knowledgeable

### Teaching extra

Begin to teach students the value of paying attention to context and collocation, which are useful in many parts of the Advanced exam.

For example, we can say that a decision is *brave* or *courageous* but it would be highly unconventional to say a *knowledgeable* or *competent decision* (these adjectives are used to talk about people). We would never say a *decisive decision*.

There are only a few words in this exercise which can collocate with *speech*: *unconventional*, *competent*, *knowledgeable* and *persuasive*. The last adjective, *persuasive* would seem to be the most likely if the person making the speech is making a request for money (*the need for more funding*).

Similarly, the only word which collocates with *attitude* in this exercise is *narrow-minded*, a negative adjective which would fit with the context of *small communities*.

- 2 **1.01** Point out that it is useful, when learning new words, to record how they are pronounced. In longer words (e.g. *conscientious*, *knowledgeable*, *persuasive*) this includes knowing which syllable is normally stressed.

Play the recording and ask students to mark the main stress in each word.

### Answers

conscientious	down-to-earth
narrow-minded	outgoing
courageous	decisive
unconventional	knowledgeable
competent	persuasive

### Extension activity

Play the recording again and stop after each word. Ask students to repeat each word, paying attention to the main stress in each one.

- 3 Ask students to work in pairs to discuss the people in the photos. Encourage them to use adjectives from Exercise 1. When they have finished, get feedback from the whole class.

### Extension activity

The Exam spot draws attention to the fact that speculating about photos is a common feature in Part 2 of the Advanced Speaking exam.

Elicit other phrases which could be used when speculating, and write them on the board. For example:

*He/She could be ...*

*Perhaps ...*

*He/She might be ...*

*I'd say that he/she is ...*

*He/She looks as if he/she is ...*

*I suppose he/she could be ...*

## Conditionals

The Grammar folder at the back of the Student's Book provides explanations and further examples. The grammar here is covered on page 162.

- 1 Read out the two examples. Ask students to comment on the grammatical differences, and what each sentence means.

### Answers

*If she's an international lawyer, then she needs to be very knowledgeable in her job.*

This sentence is an example of the Zero conditional. We can form this kind of sentence by using present simple verbs in both clauses. It is used to talk about things which are generally true.

*What would be your ideal way to spend a weekend?*

This sentence is an example of the Second conditional. We can form this kind of sentence by using *would* in one clause, and past simple verbs in the other. It is used to talk about hypothetical situations – to imagine and speculate about things which probably won't happen.

- 2 Ask students to complete the rest of the table.

### Answers

Type	if clause	main clause	Use for ...
zero	present simple/continuous	present simple/continuous	common states or events
first	present simple/continuous	<i>will / to be / going to / present simple or continuous</i>	possible states or events
second	past simple/continuous	<i>would + infinitive without to</i>	hypothetical or very unlikely situations
third	past perfect	<i>would have + past participle</i>	the past and say that now it is impossible to do anything about it

- 3 This exercise introduces some of the more advanced forms of conditionals.

### Possible answers

- 1 If you experience any problems, I'll be available to help.
- 2 If it hadn't been for Jane, the manager would have got the wrong impression of me and my work.
- 3 If it makes the situation easier, I'll keep my real opinion to myself.

- 4 Ask students to work on their own and then check their answers with a partner.

### Answers

- 1 If so
- 2 otherwise
- 3 Given
- 4 unless
- 5 Provided

## Corpus spot



Corpus spots throughout the book highlight some of the typical errors that students at this level make in the exam.

Go through the Corpus spot with students. As in other Corpus spots in this book, this language area has been identified in the Cambridge English Corpus as an area in which learners often need extra practice. The Corpus is a collection of over 1 billion words of data, and it includes the Cambridge Learner Corpus developed in collaboration with Cambridge English Language Assessment, and shows the real mistakes candidates have made in their exams. The mistakes the authors focus on are typical of learners at C1/C2 level and that is why the course provides further practice in using these features of the language accurately.

## Reading

- 1 This exercise encourages cross-cultural awareness. Ask students to discuss the questions with a partner. Ask them to make notes of the main points of their discussion so that they can report back to the rest of the class when they have finished.

- 2 Ask students to read the extract and then answer the questions.

### Answers

- 1 Some cultural differences are easy to see; they are 'on the surface'. This is the *tip of the iceberg*. However, below the surface are many deeper differences, beliefs and attitudes, which are more difficult to understand. This is the larger part of the 'iceberg' which is under the surface.
- 2 Find out as much as you can before going, and then try to make contact with real people.
- 3 Ask students to discuss the questions in small groups. It can be dangerous to make sweeping statements about a nationality, as every nation is made up of a wide range of individuals. General statements will probably be untrue for at least some of the people. If the characteristics are negative, it may be offensive to voice them.

## Vocabulary

Go through the Vocabulary spot, which explains what collocation is.

- 1 Ask students to comment on what parts of speech (i.e. nouns, verbs, adjectives or adverbs) each collocation is made from.

### Answers

*culture shock* = noun–noun  
*make a decision* = verb–noun  
*incredibly exciting* = adverb–adjective  
*acceptable behaviour* = adjective–noun

- 2 Ask students to work in pairs and find some more examples of collocations in the text.

### Suggested answers

- 1 (gain) insight, experience, confidence
- 2 way of life, ways of behaving, in a very natural way
- 3 sense of humour, self-deprecating humour
- 4 made the decision, make friends
- 5 deeply held (values and beliefs)

- 3 Ask students to work with a partner or in small groups to discuss the question. Give students two minutes to discuss what types of personality are more likely to be affected by culture shock. Encourage students first to list personality types, then to compare them and say how they might be affected. Then, give students an extra minute to decide and agree on which personality type might be most affected.

### Teaching extra

Encourage students to notice and record collocations when they read or listen to a new text. Knowing about collocations is an important skill in the Advanced Reading and Use of English test.

## Listening

Go through the information in the Exam spot. This task is different from the actual exam, as here students can do each matching task separately. Also, in the exam, candidates do not match speakers to photos, but match the speakers to two sets of eight criteria.

- 1 **102** Ask students to look at the photos of places and as a class, speculate about where these places might be and what it would be like to live there. Go through the instructions. Play the recording and ask students to match the speakers to the photos.

### Answers

1 D 2 E 3 B 4 A 5 C

### Recording script

**Speaker 1:** We went to this incredible place, a place which has one of the largest mosques in the whole of North Africa. We went in and then some boys came and they wanted to show us around. Well, we weren't so sure, but they did anyway. After that, they asked us to come to a carpet museum, and they said, really, you have to see – it's wonderful, there are old Tunisian carpets. So we decided to go with them. And guess what! The museum turned out to be a carpet shop, owned by the father of one of the boys. And of course, he wanted to sell us a carpet. We actually didn't want to buy one because we didn't have enough space in our backpacks, but finally he managed to persuade us to buy one. So my friend, yeah, she bought one. To thank us for that, the boys guided us around the town and we ended up going down these really narrow alleyways, and we had no idea where we were because this whole city was like a maze. Then we came to a house and we realised it was the house of one of the boys and we were invited in by his family and we had tea, coffee, nice biscuits, and it was a really, really good experience.

**Speaker 2:** My story is actually a bit bizarre. I was going to Florida and during the flight I had to go to the bathroom. And in front of me there was a woman, she was about, maybe 50, who went into the bathroom, but she didn't lock the door, it was still on the er, ... it wasn't completely locked. And I thought that maybe I should knock on the door and tell her that her door wasn't completely closed, but I didn't. And I also had a funny feeling that this wouldn't turn out well. And I was right because a little later the door flew open and there she was, and she gave out a loud shriek and me and the rest of the line just stood there in disbelief, totally in shock.

**Speaker 3:** Four years ago I was in Indonesia. First, I went to Sumatra and er, there I met a man who wanted to show us his village. So we went off with him. The village was very small, perhaps 500 inhabitants, maybe less. They had these houses, wooden houses, with the roof shaped like a boat. And it was very special because the people there had never seen tourists before. So they acted like, yeah, they treated us like very special people, which we aren't, of course. They were a bit shy at first but then somehow we managed to communicate, and what I realised is that people, good people, are the same perhaps the world over.

**Speaker 4:** Well, it was supposed to be a weekend trip with the rowing club. It was in the middle of winter. When we got there we couldn't even get out on the water, it was way too cold and we were in this big, er, shed, the size of a football pitch. There was no heating, the water was coming through the roof. The whole time it was windy and terrible. We went there by bike and it took us about three hours to get there, I think. And we just, you know, went on automatic pilot and went on and on and on. And in this shed we couldn't get warm and people started getting really irritable and we started fighting over stupid, stupid things, for example, who has to cook dinner, who has to do the dishes, and we were really nasty to each other. And we had to sleep all together in one corner otherwise we'd freeze to death. There were about 25 of us all huddled together, trying to sleep and hating each other.

**Speaker 5:** Whenever people talk about dolphins, they always say they're very intelligent creatures but I never really grasped the idea of how intelligent they are until recently. There's this place in Zanzibar, off Africa, where it's possible to go swimming with dolphins. When you go down to the bay, you can meet up with people you go on a boat with, and even before you've seen anything, their enjoyment really rubs off on you. They're laughing all the time and when they find some dolphins, they're really proud of themselves because they've found some dolphins and they know that you're really going to love it. What you have to do then is, you have to jump in the water, when the boat stops you jump in the water, and if you're lucky, the dolphins come straight at you, and then they dive really deep in the water so you can't see them any more. They hide themselves and then they come back. And when you see the look in their eyes, you see they're just making fun of you! And for me, that's proof of how smart dolphins really are.

- 2** Ask students to read through the topic headings. Play the recording again and ask students to match the speakers to the topics. In the exam, students have to do both tasks as they listen to the text twice.

**Answers**

**1** E   **2** C   **3** F   **4** A   **5** D

- 3** Ask students to discuss this question in small groups or as a class. If you have extra time, you could encourage students to talk about some of their own adventures.

# Exam folder 1

Student's book pages 14–15

## Paper 1 Part 1

### Multiple-choice cloze

Remind students that there is a full description of the exam on pages 7–9 of the Student's Book. The Advanced Reading and Use of English test has eight parts. The Exam folders can be studied by students on their own outside class, but notes are given below for a mini-lesson in class.

Explain that the test focus in Reading and Use of English Part 1 is vocabulary. Point out that the general area of vocabulary can be subdivided into categories such as phrasal verbs, collocations and idioms and that the exam tests a range of different vocabulary areas.

Go through the examples of the types of words and expressions which can be tested. If you have a dictionary of collocations and a dictionary of phrasal verbs, it would be useful to show them to the students at this point. Then go through the Exam information box. This gives students strategies for tackling this part of Paper 1.

- 1 Go through the task *Social-networking sites and personality*, asking students to follow all the steps in the Exam information box.

#### Answers

- 1 A (*reveal* = to show what was previously hidden)
- 2 B (*gain* collocates with *insight*)
- 3 D (*research* needs the dependent preposition *into*)
- 4 B (*rich* collocates with *source*)
- 5 C (*complex* is used when we talk about things with many parts, such as a *network*)
- 6 A (*solely* = not involving anything else)
- 7 C (*consistent* needs the dependent preposition *with*)
- 8 B (*find* collocates with *evidence*)

## 2

# Living life to the full

<b>Speaking</b>	Doing new things
<b>Writing</b>	Informal letters/emails
<b>Grammar</b>	Dependent prepositions
<b>Vocabulary</b>	Multiple meanings
<b>Listening</b>	Note taking
<b>Speaking</b>	Developing what you want to say
<b>Workbook contents</b>	
<b>Writing</b>	Informal letters/emails
<b>Listening</b>	Multiple choice
<b>Grammar</b>	Dependent prepositions

## Student's book pages 16–19

<b>Lesson planning</b>	
<b>SV</b>	Dependent prepositions, exercises 1 or 2 could be set for homework.
<b>LV</b>	See extension activities in the Reading and Listening sections.

## Speaking

- 1 Before students discuss the questions, ask the class to explain the meaning of the phrase *living life to the full*. Possible explanations include: not wasting time; making the most of opportunities; taking advantage of situations to do as much as you can.

Ask students to work with a partner to discuss questions 1–4, which introduce the topic of the unit. Leave time for a class round-up of the students' discussions.

- 2 Focus students on the email. Encourage them to speculate on who the writer and reader are, as well as the tone of the language used. Ask students to give examples of the language to support their opinion.

### Answers

- 1 Ms Bryant seems to be in charge of running tennis courses. Amanda is writing to ask about what the course includes, and whether certain equipment is available.
- 2 The email is written in a formal tone (*Dear ...; in which you confirm; I apologise for the delay in replying; I very much look forward to ...; Yours sincerely.*)

## Teaching extra

Point out to students that we are more likely to use formal language when we are writing to someone we don't know well, or have never communicated with before. If the relationship becomes closer over time, we usually develop a more informal tone. Therefore, formal language has much to do with the 'distance' between two people: the greater the distance, the more formal the tone.

The formality of language does not necessarily depend on whether we are writing a letter or an email. Both emails and letters can be very formal or highly informal. What matters most is how close the reader and the writer are to each other.

## Writing

Go through the information in the Exam spot. Explain that if you know who the intended reader is, it should be clear which style, formal or informal, is suitable for the letter. It is also important that the purpose for writing is clear to the reader.

- 1 The aim of this question is to raise awareness about the reasons for writing informal letters or emails. Ask the students to read the email quickly and answer the questions. Elicit the answers from the whole class.

### Suggested answers

- 1 beginnings: *To whom it may concern, For the attention of;* endings: *Yours faithfully, ...; Regards ...; Best wishes ...*
- 2 The vocabulary does not resemble spoken English, and is much more formal. For example, *I apologise for* rather than *I'm sorry for*; *I am delighted* rather than *I'm happy*.
- 3 Contractions are used less in formal English. Using contractions would give the letter a tone which would resemble spoken English.
- 4 In formal styles, there is less 'personal' language. For example, less use of the word 'I', and more use of passive forms. There are fewer phrasal verbs used. Ideas are expressed more indirectly, for example *Can I assume that ...* rather than *Will you give me ...?*
- 5 Paragraph 1: Thanking for the previous email.  
Paragraph 2: Explaining a delay.  
Paragraph 3: Expressing pleasure at taking part in the course.  
Paragraph 4: Introducing the questions.  
Paragraph 5: Asking about equipment.

- 2 The aim of this question is to raise awareness about the differences between informal and formal language. Ask the students to read the email quickly and answer the question. Elicit the answer from the whole class.

#### Suggested answers

The email is currently too informal. It is bad style to write like this to someone you don't know well.

- 3 Students do the exercise alone before comparing their answers in pairs.

#### Answers

- As part of my Management course ...
- The course covers such subjects as ...
- Customer care is an area that particularly interests me.
- I hope to be able to develop my understanding of ...
- I have some experience of working as a waitress.

- 4 Exercise 4 is very similar to the type of question candidates could find in the Advanced Writing test (Paper 2). Here, the points to be included in the reply are very clearly indicated with bullet points. The number of words required in the examination is between 220 and 260, so it is important that students are able to write to this length. Students could work with a partner, in small groups, as a class with you writing up their sentences on the board, or the question could be set as homework, depending on how much guidance your students need.

## Dependent prepositions

The grammar here is covered on page 162 of the Grammar folder.

### Teaching extra

Explain that many verbs in English take an object, and these verbs take the structure *verb + preposition + object*. This preposition is called a *dependent preposition* and always goes before the object. For example, we say *thank you for the email*, not *thank you the email*.

- 1 Go through the extracts with students. Encourage students to find other dependent prepositions in Amanda's email.

#### Answers

Thank you for your email in which you confirm my place on the Tennis coaching course starting 5<sup>th</sup> July.

I apologise for the delay in replying but I have been sitting my final exams in Sports Psychology at university. As soon as my results are available, I will forward them to you. I am sure I will be able to draw on the knowledge that I have acquired at university during my coaching course.

I am delighted that I have been assigned to the group specialising in coaching 11–18 year olds as this is the age range I am particularly interested in. I believe in the importance of encouraging participation in sports especially for teenagers because this is a period in their lives when they opt for what I consider to be life choices. If a person engages in sport as a young person, they are more likely to continue to lead a healthy life in adulthood.

I wonder if I could ask a couple of questions. Is breakfast included in the fee we pay for campus accommodation?

Can I assume that as you have asked me to bring two tennis rackets and my sports kit, I will be provided with any extra equipment necessary for the course, such as a tennis ball cannon?

I very much look forward to taking part in the course.

- 2 Students complete the sentences, and then check their answers in pairs.

#### Answers

- 1 on 2 in 3 for 4 to 5 to 6 in 7 in  
 8 with 9 in 10 in

Go through the Corpus spot with students. As in other Corpus spots in this book, this language area has been identified in the Cambridge Learner Corpus as an area in which learners often need extra practice.

#### Answers

- She is recovering **from** a bad illness.
- I'm doing research **into** children's behaviour.
- I like reading, so I have very good background knowledge **of** history and geography.
- I wish I could travel back **in** time.
- We put a lot of effort **into** organising the party.
- I have the pleasure **of** inviting you to our presentation in July.

## Reading

- 1 Give students one minute to skim the article. Point out that skimming new texts is a useful way to check what it is about, and how it is organised. Skimming does not mean reading each line of a text in detail, but just looking over the whole text to get a first impression. Ask students not to focus on the gaps at this point.

#### Suggested answers

The internet helps us get information quickly, and enables us to keep in contact with more people in more places.

However, many people are spending more time in front of a screen, and may feel lonely as a result. Also, we are spending more time working than doing other things.



- 2 Point out that although there are 16 gaps in this task, there will only be 8 gaps in the exam. Ask students to focus on the gaps and to decide which verb each gap goes with. Students complete each gap with a preposition.

#### Answers

1 on 2 with 3 in 4 to 5 in / among 6 for  
 7 to 8 for 9 in 10 of 11 to 12 between  
 13 with 14 with 15 from 16 for

### Extension activity

Encourage students to read in English. They could read either graded readers or authentic texts such as novels, magazines or online articles. Students can then use these sources for extension activities such as the one above.

- 3 These questions round off this section by personalising the topic for students. Get feedback from the whole class once students have finished their discussion.

## Vocabulary

Go through the Vocabulary spot, which explains what is meant by multiple meanings. Point out that an awareness of this can help students to build up a richer vocabulary. Encourage them to check for multiple meanings when they look up words in a dictionary.

- 1 If your students find this exercise difficult, you could give them the first letter of the missing word and/or the number of letters in the missing word.

#### Answers

1 in 2 By 3 at 4 on 5 by 6 for

## Listening

- 1 The aim of this task is to provide a model of authentic speech similar in topic to Part 1 of the Speaking test (Paper 4). Encourage speculation about the two students' lives based on the photos.
- 2 **1.03** Ask students to work with a partner; one should listen to Yolanda's answers and the other to Martin's. Play the first part of the recording. When they have finished making notes, students exchange information. Encourage them to write key words, not full sentences. Accept any correct details. The aim is for students to see that answers are usually developed. Point out that it will not be possible to write down everything students hear, so notes will be sufficient.

### Recording script

**Yolanda:** Hi, I'm Yolanda. I'm from Spain.

**Martin:** Hi, nice to meet you. I'm originally from Germany, but I live in France now because my dad works there.

**Yolanda:** Wow, that's interesting. I've lived about 50 kilometres north of Madrid all my life.

**Martin:** Your English is pretty good.

**Yolanda:** Thanks, that's what I'm studying at the moment. I studied Russian for a while but I found it very difficult and gave up.

**Martin:** I did French and Italian at school and then I learnt a little bit of Spanish when I went on holiday in Spain.

#### Answers

##### Yolanda

##### Where are you from?

Spain, 50km north of Madrid

##### What languages have they studied?

Russian, difficult – gave up

##### Martin

##### Where are you from?

Germany, now lives in France

##### What languages have they studied?

French and Italian  
 Spanish when he went to Spain on holiday

- 3 **1.04** Play the next part of the recording and ask students to take notes.

#### Yolanda

##### hobbies

- concerts and cinema
- not much time for hobbies
- likes thrillers/suspense because you can get lost in a good plot

##### future hopes

- travel to Australia
- recommended by a friend – good lifestyle, can do sporty things

##### living or working abroad permanently

- not sure, likes living in Spain because of the weather in summer, relaxed lifestyle

##### earliest memories of school

- school report, opened it instead of parents, parents pleased with report

**Martin  
hobbies**

- watching DVDs
- wants to take up karate
- invites friend round and watch DVDs together
- doesn't go to cinema – too expensive, there isn't one nearby
- karate trains the body and the mind

**future hopes and dreams**

- finish studies, get a job, have a family, job in large multi-national so that he can travel

**living or working abroad permanently**

- yes, northern Europeans live to work, people in Mediterranean countries work to live

**earliest memories of school**

- a maths task
- wasn't doing task, others went to watch TV, then he completed the task quickly – made him a good student

**Recording script**

**Martin:** What do you do in your spare time?

**Yolanda:** Mm. My hobby is going to concerts and going to the cinema. I know it's not much but I don't really have a lot of time for hobbies. Do you like going to the cinema?

**Martin:** Well, I don't go to the cinema that often, partly because it's quite expensive and partly because there isn't one close to where I live. But what I like doing is getting a DVD and then inviting friends round to watch it with me. What sort of films do you like watching?

**Yolanda:** I like thrillers, suspense, that kind of thing. I like it when you get totally involved with a good plot. What else do you do in your free time?

**Martin:** I've just taken up karate because I think it trains both your body and your mind.

**Yolanda:** I think that's a good aim. What other aims have you got for the future?

**Martin:** Well for the short-term future I'm going to finish my studies and then the idea is to get a job in a large multinational company where I'll have the opportunity to travel for my job. I sometimes wonder if that doesn't match my other more long-term ambition, which is to settle down and have a family. Would you like to travel?

**Yolanda:** Absolutely, I'd love to go to Australia because I have a friend who went on holiday there and she said the lifestyle is great. People are really into sport and the climate's perfect for lots of outdoor things. But I don't know how I'd feel about living or working abroad permanently. Could you do that?

**Martin:** Yeah, I can see myself ending up in a foreign country for a long time. But I think in England, Germany and all of northern Europe, people like, work all the time, and people, especially in Mediterranean countries, people work to live and we live to work and we need to get back to that same kind of philosophy that they have.

**Yolanda:** I don't know if I could live abroad permanently and I must admit I like living in Spain with its warm, sunny summers. And I think you're right, the people are more relaxed. Like you say, you can get stressed out if you're studying or working, but then when you've finished, you know, you've got a good few hours of sunshine left and you can go outside. I remember when I was at primary school, I loved going home to play in the garden in summer.

**Martin:** Wow, you've got a good memory if you can remember being at primary school. What's your earliest memory of school?

**Yolanda:** My earliest memory is when I was in primary school, and every term you got a report to take home. And I remember the teacher saying, whatever you do, you must not open this report, it must go home to your parents. And I remember I was dying to open it but I was scared of disobeying the teacher. Anyway, when I gave it to my parents, they were pleased because it was a good report.

**Martin:** Actually, I think my earliest memory is in primary school as well. And I was supposed to be doing this maths task but I was being lazy and couldn't be bothered to start it. And everyone else had gone off to watch this TV programme that we were allowed to watch once a week. And the teacher said, you've got to stay here and finish this. And I thought, right then, and I did the maths problem in about 10 seconds. And I remember thinking, I should have just done my work in the first place. Perhaps realising that at an early age turned me into a good student!

**4 Ask students this question to round off the activity.**