

Grammar

Defining relative clauses

- 1 Circle the correct option(s) to complete the sentences. Two options may be correct.

- 1 That is the café *where / who* she wrote her books.
- 2 My uncle is the person *that / who* gave me the idea.
- 3 That record is the one *which / that* I listened to every day.
- 4 Saturday is the day *when / where* I relax at home.
- 5 That's the piano *that / -* I learned to play on.

- 2 Rewrite the sentences using a relative clause. You may need to change some pronouns and articles.

- 1 Sofia is a soccer player. She inspired me to play.
Sofia is the _____.
- 2 This is the book. It helped me to make my videos!
This is the _____.
- 3 Charing is a village. Sam met his wife there.
Charing is the _____.
- 4 These are the plates. My dad got them in Spain.
These are the _____.
- 5 Koh Kong is an island. I grew up there.
Koh Kong is the _____.

Pronunciation

Understanding different accents

- 1 Look at the list of accents. Have you ever heard speakers of English with these accents? Circle the accents you have heard before.

Arabic	Brazilian	Chinese
English	French	Russian

- 2  Listen to one person from each of the countries in Exercise 1 say the sentence below. Notice the differences between the accents.

I go for a walk when I need inspiration.

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: PRONUNCIATION

Listening to different accents

Nearly 2 billion people speak English. About 80 percent of these people speak English as a second language. It's important to practice listening to different accents. Some good places to hear different accents are:

- English-language learning podcasts
- online videos with subtitles or transcripts
- TV shows and movies.

Listen to an audio track from this book or the Student's Book again and answer the questions.

- 1 Are there any accents from this audio track that you need more practice with?
- 2 How do you plan to practice understanding these accents? Check (✓) one idea you plan to try.
 - ☐ podcasts
 - ☐ online videos
 - ☐ TV shows
 - ☐ movies
- 3 Research online. Write the name of the website, podcast, TV show, or movie that you plan to use to practice.

Listening

- 1 Match the inspirational quotes below (a-c) with their meanings (1-3).

- 1 People want more than they need. _____
- 2 Find happiness by enjoying life. _____
- 3 You can learn anything. _____

a

"If you want to be happy, be."

Leo Tolstoy

b

"There are no limits to learning."

Cristiano Ronaldo

c

"We need much less than we think we do."

Maya Angelou

- 2 **6-72** You are going to listen to three people talking about how they feel about inspirational quotes. Circle the words you think they will use. Then listen and check.

- | | |
|---------|-------------|
| a love | d terrible |
| b hate | e positive |
| c silly | f happiness |

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: LISTENING

Matching names to sentences in exams

When you do a listening test and you need to match names with sentences, follow these steps:

- 1 Read the sentences and underline the important words.
- 2 Often the speaker will not use exactly the same important words as the sentence. Try to find words with the same or similar meanings, e.g., *prefer = like, ideas = opinions*.
- 3 Listen and try to hear which speaker says the information in the sentences. Write the first letter of the speaker's name.
- 4 Listen again and check your answer. Write the speaker's name.

Follow the steps in the box for Exercise 3 below. Did the tips help you? How?

- 3 **6-72** Listen again. Which speaker are these sentences about: speaker 1, speaker 2, or speaker 3? Write S1, S2, or S3.

- 1 They prefer to read their friends' ideas more than inspirational quotes. _____
- 2 They have an inspirational quote on their wall. _____
- 3 They have a book of inspirational quotes. _____
- 4 They send inspirational quotes to friends and read them every day. _____
- 5 They think inspirational quotes are often wrong. _____
- 6 They think inspirational quotes might help them with their business. _____