

## Oops! There isn't any sugar.

<b>Topic</b>	Food, drinks and cooking
<b>Grammar</b>	Countable and uncountable nouns <i>Some and any</i>
<b>Vocabulary</b>	Food and drinks

**Vocabulary****1a** Do you like cooking?**b** Make a list of all the food and drink words that you know.*pizza, apple, coffee, ...***Dialogue****2** <sup>15</sup> Listen and answer.

Are the children cooking biscuits?

*It's party day at the club. The friends are organising it. They're cooking and having fun. They have got some food but there are some problems.*

Sam: Oh, no!

Zac: What's the matter, Sam?

Sam: There aren't any oranges for my fruit salad. Have we got any grapes?

Zac: Yes, we have but there isn't any sugar. Josh, what's your dish?

Josh: Well ... it's a packet of biscuits.

**3** Answer the questions.

- 1 Where are the friends? *They're in the kitchen.*
- 2 What are they doing?
- 3 When is the party?

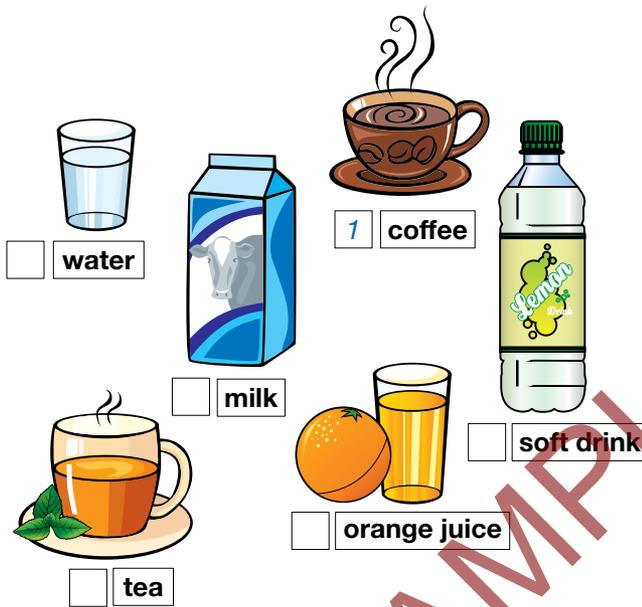
**Vocabulary: Food**

**4** <sup>16</sup> Look and match. Then listen and check. Which words are not in the photo?

___ grapes	<u>1</u> bananas	___ oranges
___ potatoes	___ biscuits	___ salt
___ cheese	___ pasta	___ eggs
___ tomatoes	___ apples	___ sugar

**Drinks**

**5a** <sup>17</sup> Read. Then listen and number.



**6** Complete the table with the words from Exercises 4 and 5a.

Countable	Uncountable
<i>carrot</i>	<i>bread</i>

**7** Write *a*, *an* or *some* before the food and drink words.

- |                    |                 |
|--------------------|-----------------|
| 1 <u>a</u> potato  | 5 _____ carrot  |
| 2 <u>some</u> milk | 6 _____ salt    |
| 3 _____ egg        | 7 _____ biscuit |
| 4 _____ eggs       | 8 _____ onion   |

**Note!**  
 There are some apples. Are there any oranges?  
 There is some salt. There isn't any sugar.

**8** Complete the blanks with *is / are* and *some / any*.

The friends want to make an orange cake for the party, but there <sup>1</sup> are <sup>2</sup> \_\_\_\_\_ problems. For example, there <sup>3</sup> \_\_\_\_\_ <sup>4</sup> \_\_\_\_\_ eggs but there <sup>5</sup> \_\_\_\_\_ <sup>6</sup> \_\_\_\_\_ oranges. There <sup>7</sup> \_\_\_\_\_ <sup>8</sup> \_\_\_\_\_ butter, but there <sup>9</sup> \_\_\_\_\_ <sup>10</sup> \_\_\_\_\_ sugar. <sup>11</sup> \_\_\_\_\_ there <sup>12</sup> \_\_\_\_\_ milk? No! Oops!

**b** <sup>18</sup> Listen to this conversation. Which drink words are not in the dialogue?

*water ...*

**Grammar**

Countable and uncountable nouns	
<b>Read and complete.</b>	
<b>Countable</b>	
a biscuit	some biscuits
an apple	_____ apples
<b>Uncountable</b>	
some cheese	_____ water

**9** Look at the photo on page 16 again. What can the friends cook for the party?

- Can they make a salad? Why / Why not?  
*Yes, because there are some tomatoes, there's ... and ...*
- Can they cook pasta? Why / Why not?
- Can they make a chocolate cake? Why / Why not?

**10** Close your book and ask your friend 4 questions about the photo. Then check the answers.

*You: Is there any sugar on the table?  
 Your friend: No, there isn't any. Are there ...?  
 You: No, / Yes, ...*

## 2.2 You must cook a meal in 20 minutes.

Topic TV  
Grammar *Must / mustn't* (rules)  
Vocabulary Types of TV programmes

### Reading

**1** Do you like watching TV? How often do you watch it? What do you usually watch?

**2**  Read and circle the correct option.

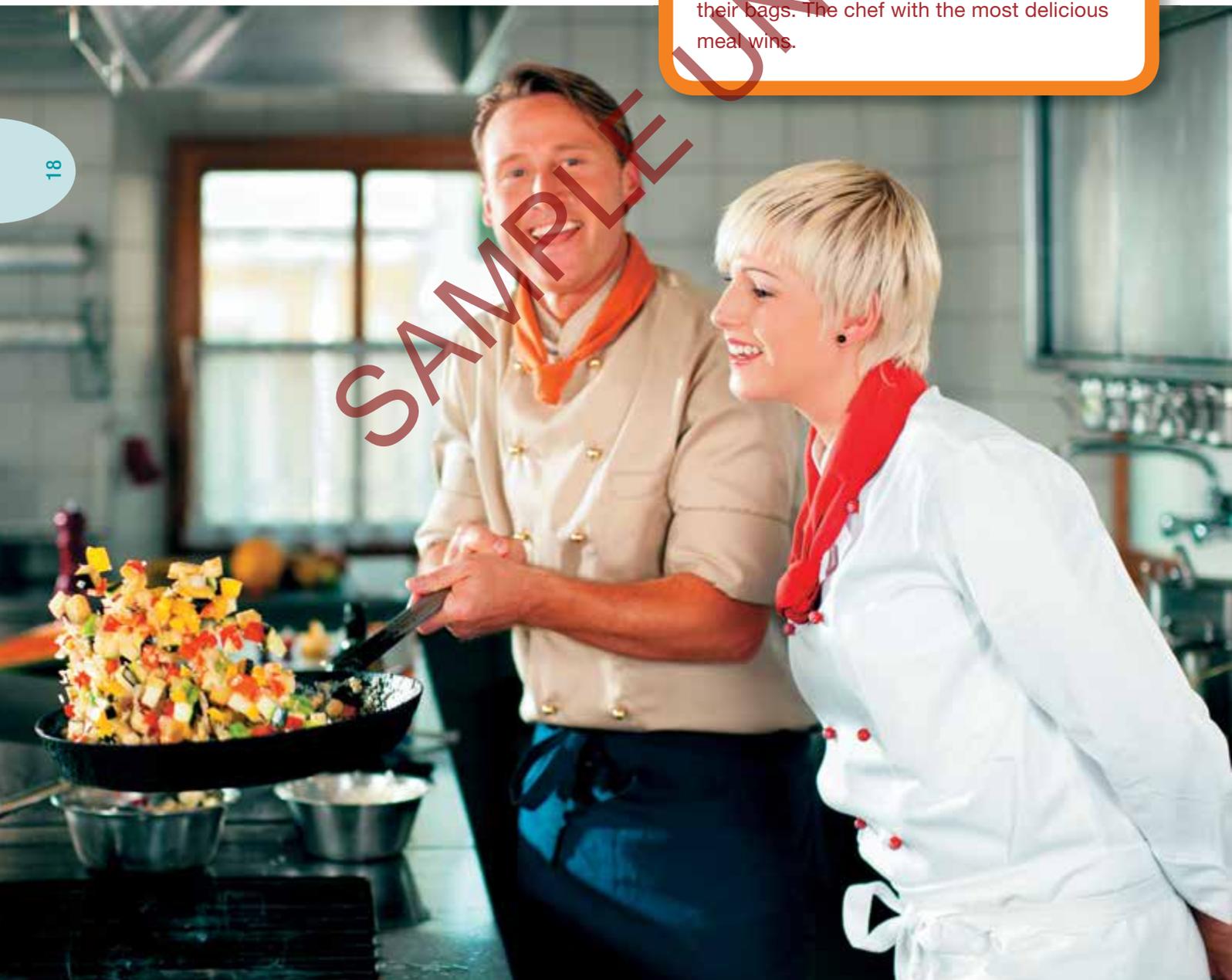
The text is about ... a) a cooking competition.  
b) a TV programme.  
c) both, a) and b).

**3** Answer the questions.

- 1 How many chefs participate in the show? *Two*.
- 2 Who brings the food?
- 3 How much money can the contestants spend?

### Ready, Steady, Cook!

People enjoy all kinds of TV programmes: quiz shows, soap operas, documentaries, etc. Cookery programmes are very popular too, and there are many of them on TV. In England, there is a very popular show called *Ready, Steady, Cook!* It's a competition between two chefs. They must bring some food in a bag but they mustn't spend much: there's a limit of £5. The two contestants must cook a delicious meal in twenty minutes and they must use only the food in their bags. The chef with the most delicious meal wins.



**Vocabulary: TV programmes**

**4** **19** Complete the blanks with words from the box. Then listen and check. Which TV programmes are not in the pictures?

- cartoon
- chat show
- comedy
- cookery programme
- documentary
- quiz show
- reality show
- soap opera
- sports programme
- the news

**1** *soap opera*



**2** *chat show*



**3** *quiz show*



**4**



**5**



**6**



**7**



**8**



**Grammar**

*Must / mustn't*

**Read and complete.**

**Affirmative**

They **must** \_\_\_\_\_ a meal in twenty minutes.

**Negative**

You \_\_\_\_\_ use extra ingredients.

**Circle the correct option.**

We use **must / mustn't** to express:

- a) permission.    b) rules.    c) ability.

**5** Complete with *must* or *mustn't*.

We have very strict rules at home. We <sup>1</sup>*must* go to bed at 10 p.m. and we <sup>2</sup>\_\_\_\_\_ watch TV in bed. We <sup>3</sup>\_\_\_\_\_ make our beds and we <sup>4</sup>\_\_\_\_\_ help with the cooking. We <sup>5</sup>\_\_\_\_\_ play with the computer in the morning and we <sup>6</sup>\_\_\_\_\_ use our parents' computer without permission.

**Speaking**

**6a** What programme types do you and your friends like / hate?

*You: Do you like watching cartoons?*

*Your friend: I prefer quiz shows but I don't mind cartoons.*

**b** Write about your friends.

*Tomás loves watching documentaries but he hates ...*

*Vicky ...*

## 2.3 Why don't we buy the pizza at Mario's?

**Topic** Dinner arrangements

**Grammar** *Why – because*

*Would like*

**Vocabulary** Tableware



20

### Dialogue

#### 1 Answer the questions.

- 1 Do you often invite friends home for dinner?
- 2 Do you cook, or buy delivery food? What do you usually eat?

#### 2 Listen to the dialogue and answer true (T), false (F) or doesn't say (DS).

Claire usually goes to Mario's.

*It's a rainy day. Claire and her friends are talking and playing video games.*

Claire: Hey, guys! It's 8 o'clock. Would you like to eat? Pizza or sandwiches?

Tom: I'd like some pizza. My favourite is Mario's.

Claire: Why do you prefer Mario's?

Tom: Because pizza is delicious there. Mario is the king of pizza!

Claire: OK. I'd like to order some soft drinks too. What do you think?

Tom: Yes, but not at Mario's. Drinks are very expensive there.

Claire: All right. Can you set the table, girls?

Susie: Sure. Where are the plates?

Claire: No, no plates, please. Only one knife, glasses and paper napkins. I don't want to wash up.

Susie: Cool!

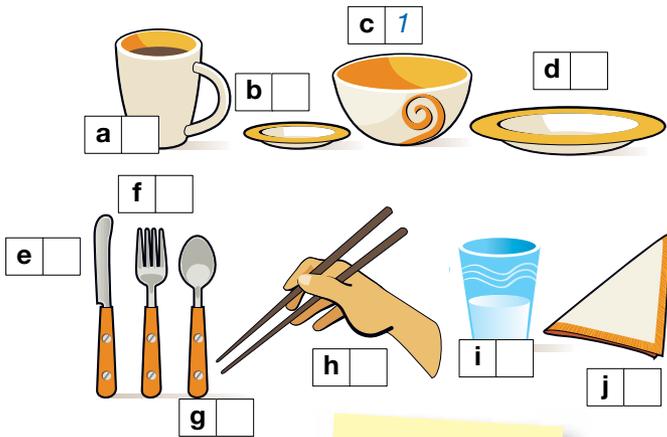
#### 3 Answer the questions.

- 1 Where are Claire and her friends?  
*They're at Claire's.*
- 2 What do they want to eat?
- 3 Do the friends want to wash up?

**Vocabulary: Tableware**

**4** <sup>21</sup> Match the pictures with the words. Then listen and check.

1 bowl	5 knife	9 saucer
2 chopsticks	6 napkin	10 spoon
3 fork	7 plate	
4 glass	8 cup	



**Note!**  
 glass – glasses  
 knife – knives

**5** Name the tableware you associate with the following food and drinks.

- 1 spaghetti: *plate, fork, knife*
- 2 coffee:
- 3 salad:

- 4 Chinese food:
- 5 meat:
- 6 lemonade:

**Note!**  
**Why** does Tom want to buy the pizza at Mario's?  
**Because** his pizza is excellent.  
**Why** are the friends at home?  
**Because** it's a rainy day.

**6** Complete with *why* or *because*.

- 1 A: Why do the friends want to eat?  
 B: \_\_\_\_\_ it's 8 o'clock p.m.
- 2 A: \_\_\_\_\_ are they putting only glasses on the table?  
 B: \_\_\_\_\_ Claire doesn't like washing up.

**7** Write the words in the correct order to make questions.

- 1 Peter: food / you / why / are / ordering / ?  
 Peter: *Why are you ordering food?*  
 Susan: Because there isn't any at home.
- 2 Pat: do / want / you / to / why / cook / ?  
 John: Because I love cooking.
- 3 Katie: making / why / a / your mother / cake / is / ?  
 Kim: Because it's my dad's birthday.

**Use your English**  
 Make offers and requests

<b>Offer</b>	<b>Request</b>
<ul style="list-style-type: none"> <li>• What would you like?</li> <li>• Would you like some coffee?</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like a sandwich, please.</li> </ul>
	<b>Accept and refuse</b>
	<ul style="list-style-type: none"> <li>• Yes, please.</li> <li>• No, thank you.</li> </ul>

**8** Practise dialogues using the prompts.

- 1 A: soup?  
 B: X  
 A: *Would you like some soup?*  
 B: *Not for me, thanks.*
- 2 A: what / like / eat?  
 B: I / like / a sandwich  
 A: *What would you like to eat?*  
 B: *I'd like a sandwich.*
- 3 A: salad?  
 B: X
- 4 A: What / like?  
 B: I / like / spaghetti
- 5 A: vegetables?  
 B: ✓
- 6 A: What / like / drink?  
 B: like / orange juice

**9** Role-play other conversations. It's dinner time and there are some friends at home.

## ENTERTAINMENT

THEATRE TODAY | 1 December, 2012

Entertainment  
around the world

Malena Solda receives the reporters from Entertainment in her dressing room at the Camarín Theatre in Buenos Aires.

**Entertainment:** Malena, this is a great show. Congratulations! You're doing a lot of things, theatre, cinema, singing, TV ...

**Malena:** Yes, it's true. I'm happy.

**Entertainment:** We know you're preparing a TV programme.

**Malena:** That's right, but I mustn't speak about it. We're 'cooking' it and it must be a surprise.

**Entertainment:** We'd like to have some info ... Please?

**Malena:** OK, but please you can only write what I say, you mustn't invent things. I don't want any strange rumours or any wrong information.

**Entertainment:** Promise! Just an idea ... some info ...

**Malena:** Mmm ... There's a lot of food in it, but it's not a cookery programme. There is some action and there are some adventures, but it's not an action series or an adventure story. There is a story but it's not a soap opera.

**Interviewer:** Is that all? Must you be so mysterious?

**Malena:** Yes, I must. And now, I must go back to work. Sorry!

**Entertainment:** Thank you very much, Malena. ♦

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## 1 Answer the questions.

- 1 Who is this woman?
- 2 What does she do?

## 2 Read this interview and choose the correct options.

- 1 This interview is probably for ...  
a) a business magazine.    b) a newspaper supplement.    c) a TV commercial.
- 2 Malena is very happy because she is ...  
a) having an interview.    b) she's on TV.    c) she has got a lot of work.
- 3 She doesn't want to talk about the TV show because ...  
a) it's not ready.    b) she thinks it's very bad.    c) she hasn't got time.

## 3 Read the comic and answer the questions.

- 1 What kind of TV programme is *Kicks*?
- 2 When is the show?
- 3 What's the name of the actor who plays Hugo?
- 4 Why must the waiter write their orders on a napkin?
- 5 What are the consequences of Hugo's irresponsibility?

# BUILD

- 4** In groups of 5, write another episode of *Kicks*, act it out and film it. Remember to divide roles: director, cameraman, actors.

## Step 1 2 3 4 Plan

- Make a list of the possible food or drink orders, problems and situations in the restaurant (confusions, quarrels, etc).

## Step 1 2 3 4 Draft

- Use your notes and write the script of your episode. Describe the setting and the actions, and write the dialogue. Remember to follow the steps suggested in the Writing notes.

## Step 1 2 3 4 Edit

- a) Is the sequence of your episode logical? Correct any mistakes you see.
- b) Give your script to another group. Ask them to read it and to make suggestions.
- c) Make any necessary changes.

## Step 1 2 3 4 Present

Film the episode and post it on your class blog. Watch all the episodes and vote for the funniest one.

## Writing notes

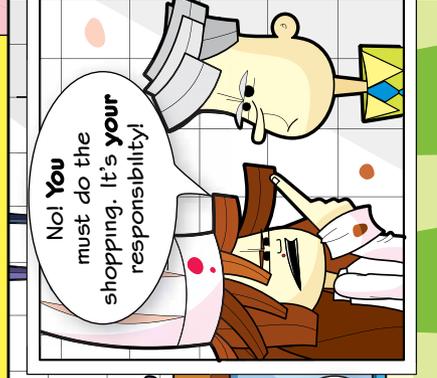
Set up the situation (who, what, where, when, why).

Respect the characters' descriptions.

Pay attention to the characters' actions and mood. Are they happy? Angry?

Relationship: are the characters friends, family, etc?

Is the action possible?

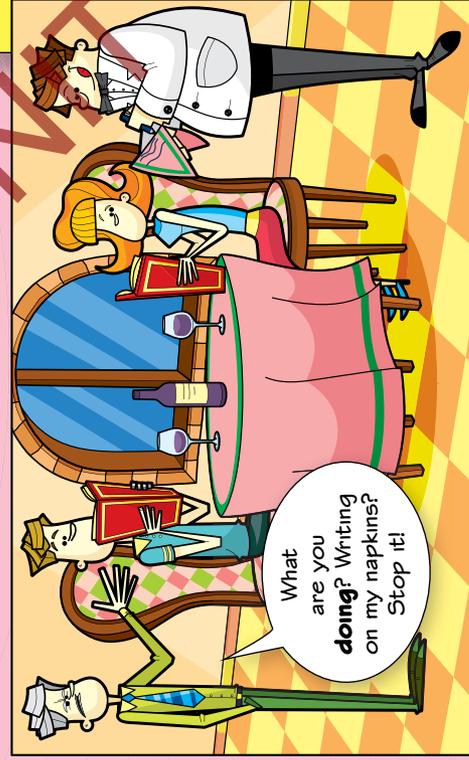


**Kicks**, with Malena Solda, Sergio Sul and Diego Méndez, is a sitcom - a comedy show with funny situations. This show runs on Wednesdays at 8 p.m. on Channel 5.

**Kicks** is the name of a crazy restaurant.

Miranda (Malena Solda) is a very 'special' cook: a little ... funny. Tommy (Diego Méndez) is her assistant, but he's got a very bad memory and can't remember the orders. Some people must write their orders on a napkin.

Sometimes, there isn't any food because Hugo (Sergio Sul), the owner, doesn't do the shopping.



# What are you going to do next?

**Topic** Music  
**Grammar** Going to future  
**Vocabulary** Types of music

## Reading

**1**  <sup>47</sup> Listen to some song extracts from three young singers. Which one do you prefer?

**2**  Read the interview with the winner of the competition *The Next Big Thing*. Where is she from?

**3** Answer true (T) or false (F).

- 1 The final of the competition was in London. **T**
- 2 Silva Hakobyan's song is a rap.
- 3 Silva wrote the song.
- 4 Silva's brother and sister are in London.
- 5 Silva is still at school.

## the next big thing

This year, more than a thousand people entered *The Next Big Thing*. The songs included pop, rap, reggae and rock. We talked to the winner, Silva Hakobyan.

**Congratulations, Silva! What are you going to do now?**

I'm going to have a short holiday here in London.

**Tell us about your song, I like.**

It's a pop song. My sister Mane wrote it.

**Are your brother and sister here in London with you?**

No, they aren't, but we're going to have a party next week when I go back to Armenia.

**What are your plans for the future?**

I'm not going to leave school yet. My sister is going to write some more songs for me and I'm going to record an album. Let's hope it's good!



## Grammar

## Going to future

## Affirmative and negative

I **am** / **am not** going to travel tomorrow.

She **is** / **isn't going** \_\_\_\_\_ write songs.

We **are** / **aren't** \_\_\_\_\_ **to** record a song.

## Questions and answers

**Is** she **going to** have a holiday?

Yes, she **is**. / No, she **isn't**.

When **are** you \_\_\_\_\_ \_\_\_\_\_ record a song?

Next month.

## Choose the correct option.

We use **going to** to express: a) a routine.  
b) an intention or plan for the future

## Future time

Tonight

Tomorrow

Next Monday / week / month, etc.

**4** Complete the text with the correct form of the verb in brackets.



## Plans for the summer

Mei-Li plays the guitar. Next summer, she <sup>1</sup>\_\_ (study) music in Seville.

She doesn't speak Spanish very well, so she <sup>2</sup>\_\_ (have) Spanish lessons too. Her parents <sup>3</sup>\_\_ (not be) there. 'I <sup>4</sup>\_\_ (not see) my parents for three months!' she says.

'I <sup>5</sup>\_\_ (live) with a Spanish family.'

**5** Order the words to make questions about Mei-Li and answer them.

1 next / Mei-Li / going / what / to / is / summer / do / ?

*What is Mei-Li going to do next summer?*

*She's going to study music.*

2 study / is / where / going / she / to / ?

3 to / parents / travel / are / her / going / too / ?

4 is / she / to / who / going / live / with / ?

## Vocabulary: Types of music

**6** <sup>48</sup> Listen and repeat.

- classical
- folk
- heavy metal
- hip-hop
- jazz
- Latin
- pop
- R & B
- rap
- reggae
- rock
- techno

## Pronunciation: /dʒ/ jazz

**7** <sup>49</sup> Listen and repeat.

- jazz
- job
- jogging
- gymnastics
- Biology
- college

## Listening

**8** <sup>50</sup> Listen to the interviews and complete the table.

Musician	Country	Kind of music
Mac	<i>Jamaica</i>	
Tariq		
Gabriela		

## Speaking

**9** Use the prompts to talk to your friend.

1 have / for dinner this evening?

*You: What are you going to have for dinner this evening?*

*Your friend: I'm going to have pizza.*

2 watch / on TV tonight?

3 wear / for the party?

## 6.2 Whose idea was that?

<b>Topic</b>	The talent show
<b>Grammar</b>	Possessive pronouns <i>Whose?</i>
<b>Vocabulary</b>	Adverbs of manner

### 1 Answer the questions.

- 1 Do you like the theatre?
- 2 Do you prepare shows at school? When?

### Dialogue

#### 2 Listen to the friends and answer.

What are the friends going to do for the talent show?

**Zac:** What are you going to do for the talent show next week?

**Josh:** We're going to perform a rap version of a scene from *Romeo and Juliet*. I'm the director.

**Zac:** A rap version of Shakespeare! Whose idea was that?

**Josh:** It was mine.

**Zac:** Great idea, Josh! Good luck!

**Josh:** Thanks. Can we start quickly, please?

**Erin:** Whose dress is this? Sam, is it yours?

**Sam:** Very funny! No, it's not. It's Polly's.

**Josh:** Don't worry about the dress.

Let's start! Sam! Sing your lines clearly and naturally. Erin, music please!

**Sam:** *'What light through yonder window breaks?'*

**Josh:** Stop, stop! Oh dear! We need to work hard this week.



**3 Answer the questions.**

- 1 Is the talent show this week?  
*No, it isn't. It's next week.*
- 2 Is Josh going to act in the talent show?
- 3 Was the rap Polly's idea?
- 4 Who wrote Romeo and Juliet?

**4**  **What are the names of Polly's character and Sam's character in the play?**

**Grammar**

Possessive pronouns	
<b>Match.</b>	
Possessive adjectives	Possessive pronouns
my	ours
your	his
his	theirs
her	mine
our	hers
their	yours
<b>Question</b>	
Whose dress is this? It's <b>mine</b> (= my dress). It's Polly's (= Polly's dress).	

**5 Circle the correct words.**

- A: Hi Brenda! Wonderful bike!  
 B: Yes, it's cool, but it's not <sup>1</sup>*my / mine*.  
 A: Not <sup>2</sup>*your / yours*? <sup>3</sup>*Who's / Whose* bike is it?  
 B: It's my brother <sup>4</sup>*Alan / Alan's*. <sup>5</sup>*My / mine* sister has got one too.  
 A: And you? Have <sup>6</sup>*you / your* got one?  
 B: No, it's not necessary. I can use <sup>7</sup>*their / theirs*.  
 A: Cool. I use <sup>8</sup>*my / mine* <sup>9</sup>*sister / sister's* too.  
<sup>10</sup>*Her / Hers* is better than <sup>11</sup>*me / mine*.

**Adverbs of manner**

**Read and complete.**

Sam's voice is clear and natural.  
 Sam can sing clearly and naturally.

Adverb = adjective + \_\_\_\_\_

**Note!**

good well      fast fast  
 hard hard      late late

**6 Complete the quiz questions below by changing the adjectives to adverbs. Then answer the questions and check your score.**

**How patient are you?**

**1 You have your favourite food for lunch.**

**Do you eat it**

- a) (fast) fast or b) (slow) slowly?

**2 It is late at night and you are happy.**

**Do you play your music**

- a) (loud) \_\_\_\_\_ or b) (quiet) \_\_\_\_\_?

**3 A student in your class asks you the same question three times.**

**Do you answer**

- a) (polite) \_\_\_\_\_ or b) (angry) \_\_\_\_\_?

**4 You are late for school and you are on your bicycle.**

**Do you ride it**

- a) (quick) \_\_\_\_\_ and (bad) \_\_\_\_\_ or  
 b) (slow) \_\_\_\_\_ and (careful) \_\_\_\_\_?

**5 You are talking to someone who doesn't speak your language very well.**

**Do you speak**

- a) (natural) \_\_\_\_\_ and (fast) \_\_\_\_\_ or  
 b) (slow) \_\_\_\_\_ and (clear) \_\_\_\_\_?

**Quiz score**  
**Mostly a)** You live a fast life. You don't like waiting!  
**Mostly b)** You live a slower life. You don't often get angry!

## 6.3 Why should you talk to Karen?

<b>Topic</b>	The Music Lab
<b>Grammar</b>	Should / shouldn't Infinitive of purpose
<b>Vocabulary</b>	Phone phrases and expressions

### MUSIC LAB

Are you doing anything special next weekend? Come and learn about music with us.

**When:**

5<sup>th</sup>- 6<sup>th</sup> October  
(10 a.m. - 4 p.m.)

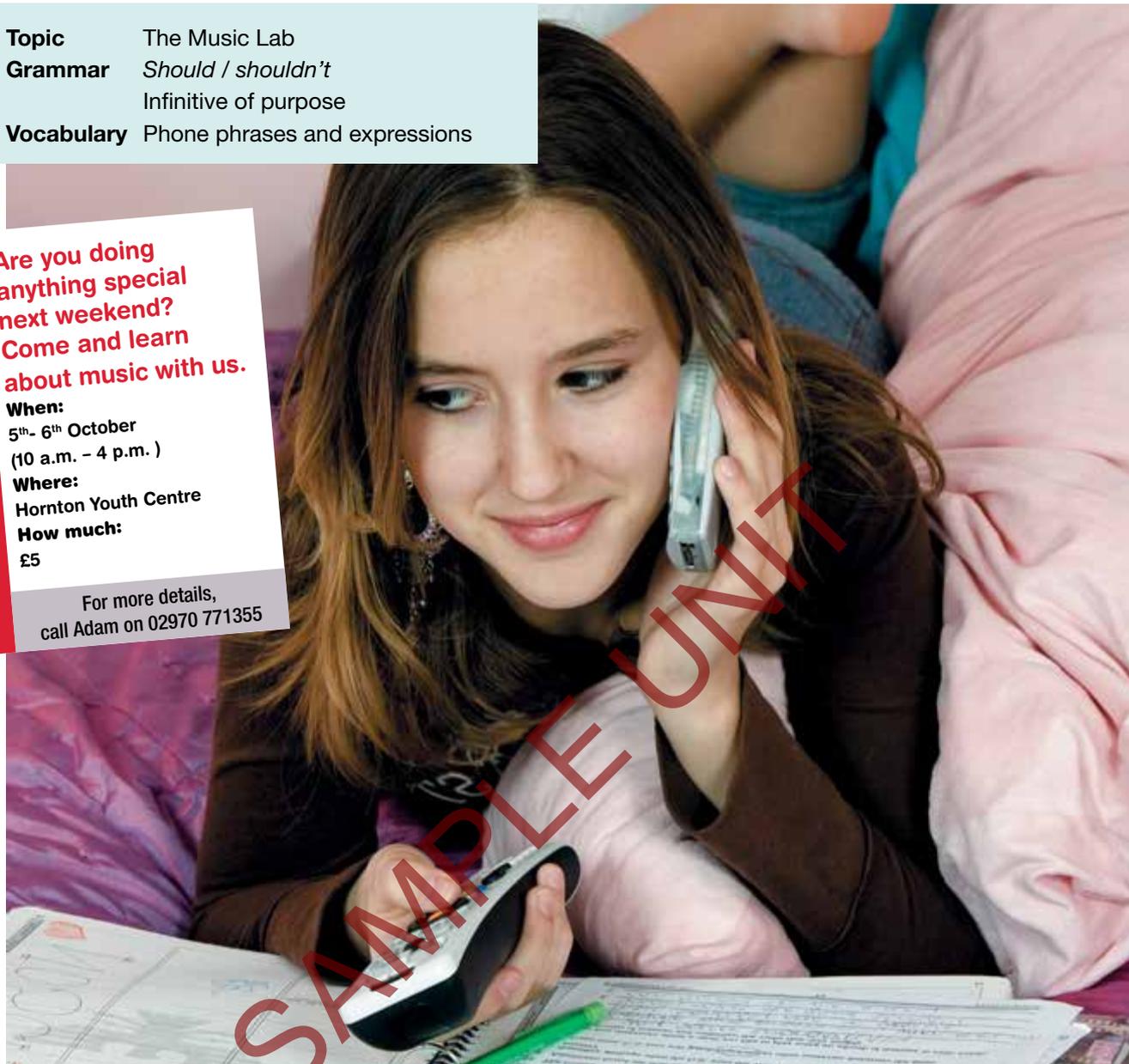
**Where:**

Hornton Youth Centre

**How much:**

£5

For more details,  
call Adam on 02970 771355



### 1 Answer the questions.

- 1 Do you like music?
- 2 Would you like to know more about music?

### Dialogue

#### 2 52 Listen and answer.

What time does the Music Lab start?

Megan: Hello.

Alex: Hello. Megan? It's Alex here.

Megan: Hi, Alex! What's up?

Alex: The Music Lab on Saturday. Are you going?

Megan: I'd like to go, but in fact ... I should stay at home to practise for the play.

Alex: Come on! Why don't you practise on Friday?

Megan: Mmm ... I should talk to Karen first.

Alex: Why should you talk to her *first*?

Megan: To cancel Saturday. We always work together.

Alex: Ah! OK, but you shouldn't wait to register.

Megan: You're right ...

### 3 Answer the questions.

- 1 Who answers the phone?
- 2 What is Alex going to do next weekend?
- 3 Does Megan want to go to the Music Lab?
- 4 Does Megan work with Karen at weekends?

## Grammar

**Should / shouldn't****Affirmative and negative**

Megan **should** talk to Karen.

They **shouldn't** wait too long.

**Questions and answers**

When **should** Megan register? Soon.

**Should** she cancel her practice?

Yes, she **should**. / No, she **shouldn't**.

**Circle the correct option.**

We use **should** to express ...

- a) an obligation. b) a good idea

**4 Look at the Music Lab ad and complete the sentences with *should* or *shouldn't*.**

- The friends should get up at 8.
- They \_\_\_\_\_ go to bed late on Friday.
- What time \_\_\_\_\_ they meet?
- \_\_\_\_\_ they meet at 9?
- They \_\_\_\_\_ be late for the bus.

**5 Ask and answer the questions. Use *should* or *shouldn't*.**

- Rachel is going to a party. What / wear?  
What should she wear ?  
She .
- The friends are bored. What / do?  
\_\_\_\_\_ ?  
They \_\_\_\_\_ .
- Tom wants to travel from Córdoba to Mendoza.  
How / travel?  
\_\_\_\_\_ ?  
He \_\_\_\_\_ .

**Infinitive of purpose****Read.**

Megan is going to stay at home **to practise** for the play.

They phoned the Lab **to ask** for information.

**Circle the correct option.**

The infinitive expresses:

- a) an objective. b) a recommendation.

**Note!**

**Why** should she cancel Saturday?

**To go** to the Music Lab.

**6 Complete the questions and answer them with the infinitive of purpose.**

- Why / Sally / buy / eggs / yesterday? (make a cake)  
*Why did Sally buy some eggs yesterday?*  
*To make a cake.*
- Why / they / go / to the club / every Saturday? (train)
- Why / we / meet / Peter / tomorrow? (plan our holidays)
- Why / the kids / run? (get to school on time)

**Use your English**  
**Make a phone call****7**  **53 Listen and repeat. Then practise the conversation in pairs. Is it formal or informal?**

Mrs Blake: Hello.

Megan: Hi, Mrs Blake. It's Megan here. Is Alex there, please?

Mrs Blake: Hi, Megan. Sorry, he isn't in.

Megan: Never mind. I can call back later. Bye!

Mrs Blake: OK. Bye!

<b>Answer the phone</b>	Hi.
<b>Say who you are</b>	Hi. It's Megan here.
<b>Ask to speak to someone</b>	Is Alex there?
<b>Respond</b>	Yes. Hold on a minute.

**8**  **Role-play similar conversations in pairs.**

A: You want to speak to Gemma. Phone her home.

B: Answer the phone. Your sister Gemma is out.



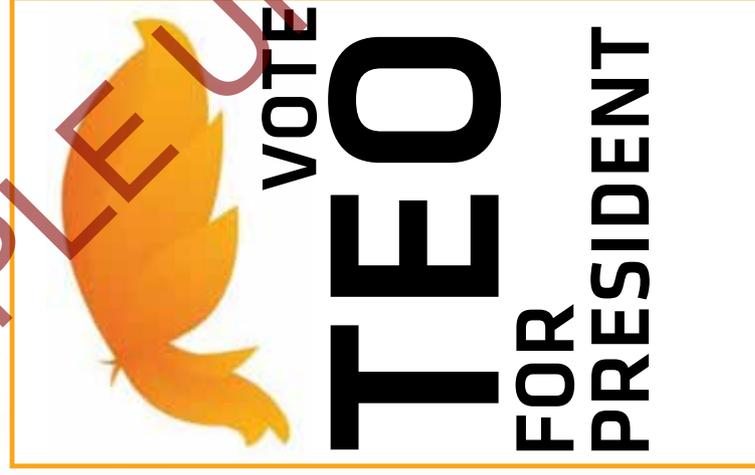
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## The International Student Centre



### STUCO at Teo's school His president speech



Hi! In August this year, we're going to have our annual student council elections, and I'm going to run for president. I lost last year, but this time I'm going to present a much better plan for the school.

First of all, I should give a little introduction about myself. I enjoy sports and I'm in sports teams. I've got all kinds of friends: older, younger, teachers and students. I'm open to suggestions and new ideas. I want to be president because I've got many plans and I can make a difference.

I think STUCO should organise fun events for all the students, and events to help people. We should create a theatre group and a music band to give shows and concerts and to collect money for our objectives. We should all participate so I'm going to have meetings to listen to all of you.

I want to work for you. Vote for me.

Teo Marinakis

**1** Read the website and choose the correct option.

- 1 This speech is ...
  - a) for teachers.
  - b) for students.
  - c) for families.
- 2 STUCO are the initials for a ...
  - a) school concert.
  - b) student council.

**2** Answer true (T), false (F) or not in the text (NT).

- 1 Teo wants to have an important role at school. \_\_\_
- 2 He was an excellent president last year. \_\_\_
- 3 He's very popular in his school. \_\_\_
- 4 Teo is a friendly person. \_\_\_
- 5 He doesn't play any sports. \_\_\_

**3** Match the paragraphs with the topics.

- |                 |             |
|-----------------|-------------|
| profile         | paragraph 1 |
| slogan          | paragraph 2 |
| plans and ideas | paragraph 3 |
| introduction    | paragraph 4 |

## WHO R U GONNA VOTE?



RACHEL ○



TEO ○

### 4 Read the discussion.

It is about ...

- a) school shows.
- b) football games.
- c) school projects.

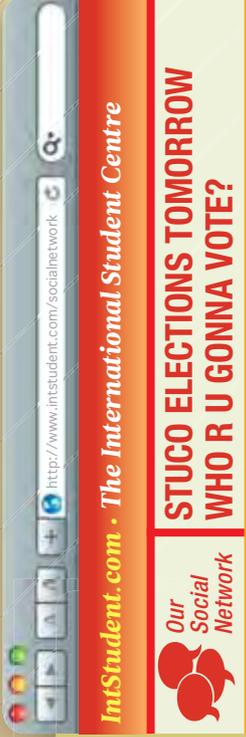
### 5 Answer the questions.

- 1 Who are the friends going to vote for?
- 2 Who's Teo's adversary?
- 3 Are all the students going to act in the show?
- 4 Does Ron like the idea of the school trip?

### Writing notes

#### Reproducing informal speech

- You gonna vote for me?  
(= Are you going to vote for me?)
- You kidding? (= Are you kidding?)
- RU (= Are you ...?)



Our Social Network



**Ron:** Hey guys! Who R U gonna vote for?

**Olivia:** Rachel. She's got a good plan.

**Ron:** Mmm ... I prefer Teo's. His plan is cool.

**Gloria:** U kidding? He lost last year because his project was so boring!

**Ron:** It was excellent. And this one's better.

**Olivia:** Rachel's gonna work hard. She also wants to prepare shows with the drama students.

**Ron:** And ...?

**Gloria:** All our friends and families are gonna buy tickets to watch the play.

**Ian:** What's she gonna do with the money?

**Olivia:** She thinks we should all participate to make decisions, but in her opinion we should use the money to go on a school trip.

**Ron:** Not a bad idea, but Teo is gonna use it to help people and to organise more events.

**Olivia:** Yes, football. :S

**Ian:** Come on! Stop it! Teo's cool.

**Gloria:** Hey! This is a democracy!

# BUILD

**6** You and your friend want to run for President and Vice-president for the sports / music / drama council of your school. Design a poster and deliver the opening speech of your campaign.

### Step 1 Plan

- To organise your speech, make a list of your personal characteristics and ideas to improve students' activities at school. Include how you plan to achieve these ideas.

### Step 2 Draft

- Write a first draft of your speech.

### Step 3 Edit

- Does your speech sound convincing? With your partner, correct any mistakes you see and make necessary changes.

### Step 4 Present

- Give your speech to the rest of the class. You can deliver it in person or film it to upload to your class blog. Then, vote for President and Vice-President of the different councils in your school.