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ChangeUp!

INTERMEDIATE

Student's Book



Change Up! Intermediate

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Dear Student,

Why 'Change Up'?

When you set off on in a car, you start in first gear, then concentrate on shifting into second gear as you gradually pick up speed. Your objective, however, is to change up until you are in top gear, so that you can cruise along smoothly and easily. This is exactly what we hope this book will help you do with the English language: change up from a stage in your learning process in which you are, maybe, struggling with the basics of the language, to a stage in which you can use it confidently and independently.

How your book will help you do this

By making sure you Experience, Discover and Communicate! For a start, the book presents you with numerous samples of real-life English, both written and spoken, for you to 'experience'. You will also take an active part in discovering how the English language 'behaves' and come across a wide range of vocabulary. Finally you will be helped and encouraged to use the language you have 'experienced' and 'discovered' in order to communicate facts, opinions and feelings while interacting with others.

What you will find in the Units

EXPERIENCE A and B

The central theme of the book is that of *change*, and its many facets, and each Unit contains two inputs based on a related Unit theme. The written input consists of various types of texts - such as leaflets, stories, newspaper articles - while the spoken input consists of samples of English used in a variety of contexts - such as conversations, radio broadcasts, talk shows. This is when you 'dive into' the language and concentrate on understanding and relating to content.

DISCOVER Grammar, Vocabulary, Spoken English, Spoken Grammar, Written English

The samples of real-life English provide you with material for making discoveries about: grammatical rules, appropriate use of vocabulary, the characteristics of spoken English and the particular grammatical behaviour of the language in speech, the norms which are typical of written English.

COMMUNICATE - Pair Work, Group Work, Writing, Presenting, Listening

You put everything into practice by taking part in communicative activities - individually and in pairs or groups - which give you the opportunity to exchange information and express yourself, both in writing and orally.

HOW TO...

Here, through reading and listening to amusing dialogues, you will find and practise using that useful language which helps you achieve practical goals in everyday situations - such as asking for information and apologising to people.

ENGLISH AROUND US

This is where you learn about some of the customs and attitudes of people who live in countries where English is spoken, and compare what you find out with your own experience of life.

"What do I have to do?", you may ask

If you really want to learn English - either because you think it will be useful in your future career, or because it will help you come into contact with people and with what is happening out there in the world, or simply because you like languages - your approach is of vital importance. Take an active part in your own learning process and be responsible for reaching your goals. You are ultimately in charge of what and how much you learn! So get as much as you can out of the book, but remember to put as much in, both in self-study and in your classroom environment. As authors, we hope you will find the themes we have chosen for you interesting and the learning activities stimulating and involving.

"They always say time changes things, but you actually have to change them yourself." (Andy Warhol)

Good luck! And enjoy yourself!

Shirley and Michael

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Getting to know your book

Structure

Change Up!
Student's Book
contains **9 Units**
divided into
3 Topics.

**At the end of each
Topic you will find:**

- **Towards Certification**, a section containing FCE Cambridge ESOL style activities, adapted to Intermediate level.
- **Self Evaluation**, a worksheet which encourages you to reflect upon your progress and what you can do to improve your learning.

At the back of the book there are:

- **The Inward Eye**, a literature section with extracts from works of literature connected to the themes of some of the units.
- **Grammar Reference**, a complete *grammar summary* with tables and rules for the grammar topics in each unit.
- **In the appendix**, a **list of the most common irregular verbs, phonetic symbols, punctuation**, a table with differences between **common words in British English and American English**.



Help boxes for the activities in each unit:

DEDUCTIONS

The **Deductions** box offers information to help you discover the main grammar topics in the Experience texts and scripts.

USEFUL EXPRESSIONS

The **Useful Expressions** box contains example phrases to help you carry out the Communicate activities.

SUGGESTIONS

The **Suggestions** box contains ideas for the Communicate activities.

LEARNING TIPS

The **Learning Tips** box contains advice and tips to help you organise and improve your learning.

FUNCTIONS

The **Functions** box, in the *How to...* section, contains a list of the main expressions you can use for the communicative functions presented in each of these sections.

USEFUL VOCABULARY

The **Useful Vocabulary** box, in the *How to...* section, contains an extensive list of words and expressions which you can use to carry out the activities in this section.

Icons and links:

→ GR p. 148-450

Links to the **Grammar Reference** section which contains detailed notes on the grammar topic covered in the course.

***2**

The asterisk beside the number of an activity is a reference to a suggestion or useful piece of information which can be found at the bottom of the page.

Read the note before doing the activity.

C stands for Class CD,
your teacher's CDs.

S stands for Student's CD,
your CDs.

⊙ C 1.01 - S 1.01

The number before the full stop
indicates either CD1 or CD2.

The number after the
full stop indicates the
track number.

**If you prefer to listen to the audio files on your MP3
player, you can download the tracks from the
Change Up! website.**

Want to do more to improve your English?

www.changeuponline.com The *Change Up!* website with MP3 audio files, extra files with interesting materials and information about the *Change Up!* course.

TOPIC

A

Customs

→ Unit 1 Everyday Activities

Experience A

Get The Most Out Of Your Day!

Experience B

Take The Pressure Off!

How to...

...ask For Information

English Around Us

The Sunday Lunch

→ Unit 2 Appearance

Experience A

The Ever-Changing World Of Fashion

Experience B

Uniforms: Pros and Cons?

How to...

...describe

English Around Us

Improve Your Appearance!

→ Unit 3 Celebrations

Experience A

A Day To Honour The Nation

Experience B

Seeing The New Year In

How to...

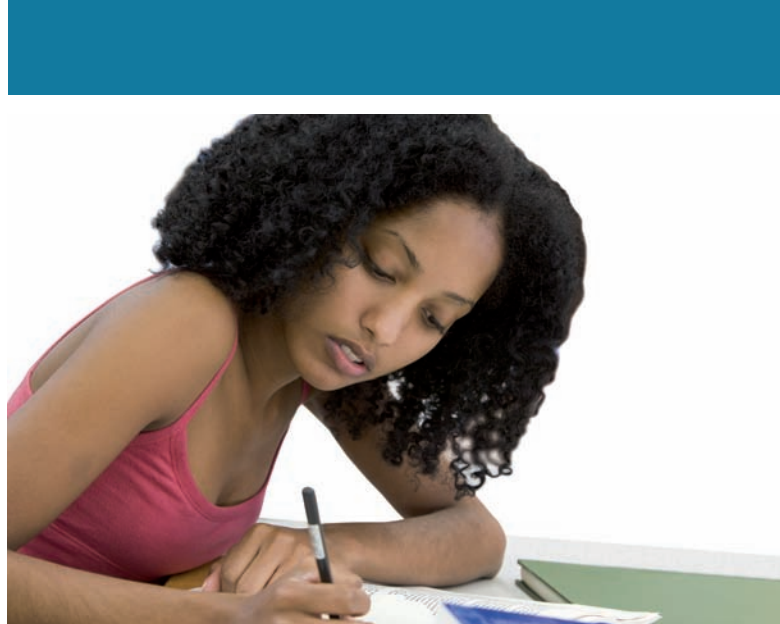
...persuade

English Around Us

Say It With A Card!

Towards Certification

Self Evaluation



Everyday Activities

EXPERIENCE A

lead-in:

Do you have difficulty getting up in the morning?
When the alarm clock goes off, do you groan and put your head under the covers or do you get out of bed immediately?

Get The Most Out Of Your Day!



- 1 **C 1.01 - S 1.01** Read about the strategies four students use for getting up in the morning. Match the strategies with explanations A-D. Then listen and check.



- 1 ☒ Brian's strategy:
"When I get up I take a deep breath and do some stretching exercises..."



- 2 ☐ Jane's strategy:
"When I wake up, I try to think of everything in life that I'm grateful for..."



- 3 ☐ Darren's strategy:
"I always go to bed at the same time..."



- 4 ☐ Sue's strategy:
"I never put my alarm clock near my bed..."

- A** "...so I don't need an alarm clock. My body gets used to a certain rhythm and I wake up naturally."
B "...because in this way I have to get out of bed to turn it off."
C "...because it helps my circulation and releases any tension accumulated during the night."
D "...so that I feel positive about everything and look forward to getting up and starting the day."

- 2 How do you deal with a stressful day? Read and tick [✓] the strategies.

- | | |
|--|--|
| A <input type="checkbox"/> do some exercise | E <input type="checkbox"/> get up early and revise |
| B <input type="checkbox"/> make a 'to do' list for the next day | F <input type="checkbox"/> go out with friends the night before |
| C <input type="checkbox"/> eat well | G <input type="checkbox"/> look at something beautiful |
| D <input type="checkbox"/> smile at people | H <input type="checkbox"/> get things ready for the next day |

3  C 1.02 - S 1.02 Listen and read. Then match the strategies in activity 2 to these other four students.

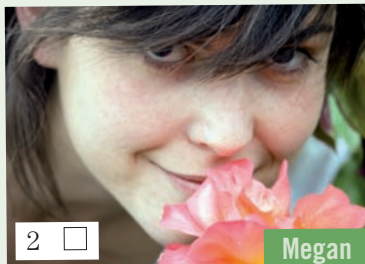
Students' Strategies



1  ☐

Sharon

I usually plan my day the night before, putting together all the stuff I need for the following day. Then, I make a list of all the things I need to do. In this way I don't get stressed. I know how my day is organised and I have everything ready. On the days that I don't do this ... um ... I almost always forget one or two things and that really gets me down.



2 ☐

Megan

I always try to find the time to stop and look at the beauty of something ... uh ... a tree, a flower, the sky, so that I don't get so irritated about the little, unimportant things in life. I know there are things that are more important. I always manage to do this because I'm fascinated by nature and enjoy observing it.



3 ☐

Josh

I usually try to spend the day being positive and getting enthusiastic, smiling at people as much as possible and trying to be helpful. If ... er ... you're positive, you attract positive people. It's not always easy, however, because there are a lot of stressful moments during the day and times when you have to really make an effort to keep in the right frame of mind.



4 ☐

Oliver

I think it is always important to exercise regularly and to eat well, because if you get fit, you have more energy and you can often do more things. I don't always have time to prepare good meals ... er ... but there are two or three people in my family who cook, so I always find something to eat that is good for me.

4 Now answer the questions.

- Which of the students uses a strategy that involves
 - making sure you are well physically?
 - relating to the natural world?
 - being methodical?
 - relating to other people?
- Which of the strategies do you **never** use?
- Do you have any other strategies of your own?

DISCOVER

Vocabulary



*5 Read the students' strategies in activity 3 again and underline the expressions with *get* + adjective.

6 Put these adjectives into the appropriate sentences.

bored cold depressed excited hungry mad

- When I'm at home with nothing to do, I usually get _____.
- When I think of the holidays, I get _____ thinking of all the things I can do.
- It's difficult to go on a diet because I always get _____ between meals.
- When my sister goes in my bedroom, I get _____.
- I don't like watching sad films because I get _____.
- I must go and eat my dinner now before it gets _____.

* activity 5: *get*, here, means *become* – *get stressed* means *become stressed*

COMMUNICATE

Pair Work

- 7** Compare your experiences.
One of you is Student A, the other is Student B.
- Student A**, think of three situations in which you get irritated during a typical day
- Student B**, think of three situations in which you get enthusiastic during a typical day


USEFUL EXPRESSIONS

...I have to wait for the bus.
...the weekend is near.
...I have to go shopping for food.
...my favourite song is played on the radio.

DISCOVER

Spoken English

- 8** You have heard all of these words in activity 1 on p. 10. Say each word, decide how many syllables it has and circle the correct number.
- | | | | | | |
|---------------|---|----------|---|---|-----------|
| 1 alarm | 1 | 2 | 3 | 4 | syllables |
| 2 tension | 1 | 2 | 3 | 4 | syllables |
| 3 releases | 1 | 2 | 3 | 4 | syllables |
| 4 positive | 1 | 2 | 3 | 4 | syllables |
| 5 circulation | 1 | 2 | 3 | 4 | syllables |
| 6 exercises | 1 | 2 | 3 | 4 | syllables |

- 9**  **C 1.03** Listen to the words and underline the vowel or vowels in the syllable which is stressed, then practise saying the words correctly.

LEARNING TIP

- When you record new vocabulary, remember to also indicate where the stress is in the word.

Spoken Grammar

- 10** Read the scripts on p. 11 and find three different 'sounds' the students make when they are pausing to think of what to say.
Are there any equivalent 'sounds' in your language?

DISCOVER

Grammar

(Present Simple and adverbs of frequency)

- 11** Look at the statements below, then cross out the incorrect options in the Deductions box.
- I always go to bed at the same time.*
I never put my alarm clock near my bed.
I usually try to spend the day being positive.
It is always important to exercise regularly.
If you get fit, you have more energy and you can often do more things.

always usually frequently
often sometimes occasionally
rarely seldom hardly ever never

DEDUCTIONS

- a** All / ~~Three~~ of the statements contain an adverb.
- b** The statements describe *a habitual action / an action which takes place only once.*
- c** The adverbs in the statements describe *how frequently / where* the action takes place.
- d** This type of adverb normally goes *before / after* the verb.
- e** When the verb is *be* or a modal verb (e.g. *can*), the adverb goes after the *verb / subject*.


→ GR p. 138

- 12** Now put the jumbled up words in these sentences into the correct order.

- rings – alarm – The – clock – always – 7.00 – at
- happy – wake – usually – up – I – when – I'm
- seldom – breakfast – I – have – big – a
- by – go – bus – hardly ever – I – school – to
- late – sometimes – because – bus – the – is – That's
- morning – often – can – on – Sundays – sleep – all – I

COMMUNICATE

Listening

- 13**  **C 1.04** Listen to Mick answering questions about his daily routine and fill in the blanks.

Mick wakes up at six o'clock. From 7.00 to 8.00 he usually _____ or _____.

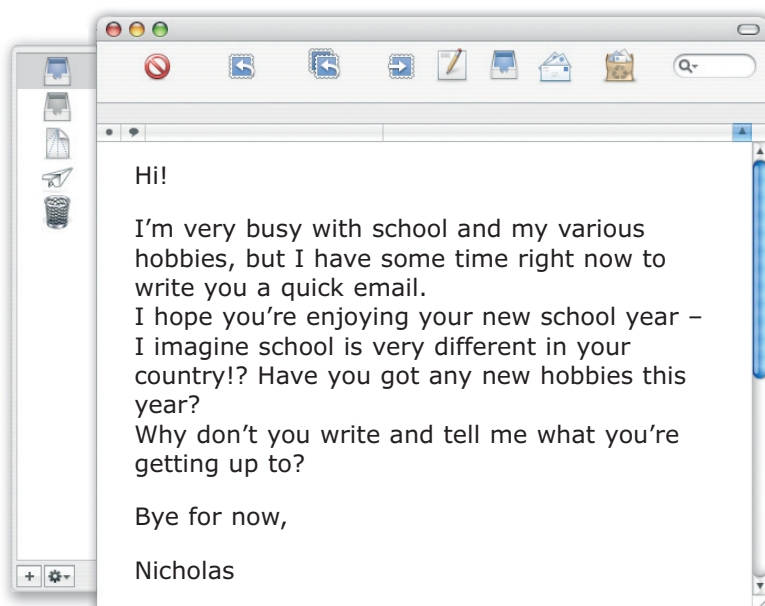
At 8.00 he _____. The journey from his home to school takes _____.

School is from _____ to _____. If he has no homework, at about seven in the evening he _____ but he usually goes to bed at _____ during the week.

COMMUNICATE

Writing

- 14** Reply to this email from a friend who lives in Britain and describe your typical weekday.

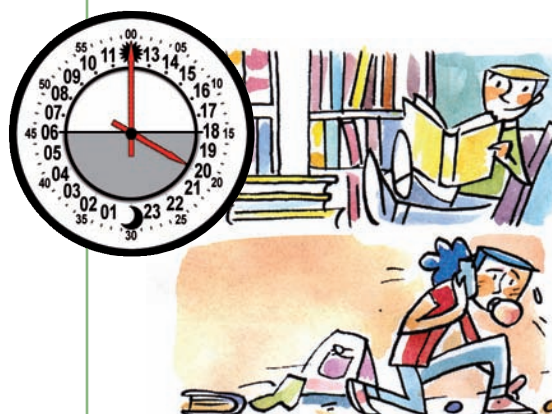
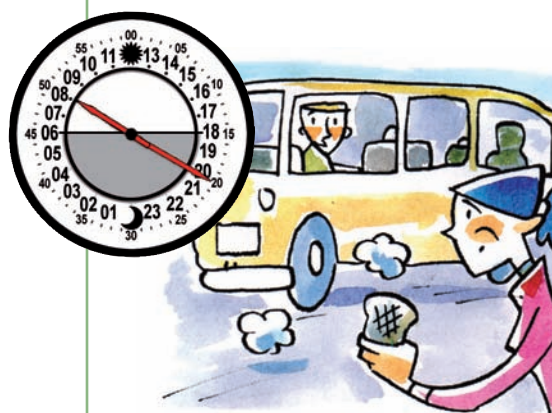
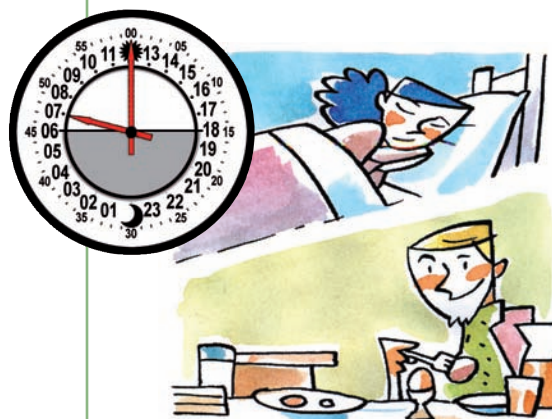


COMMUNICATE

Pair Work

- 15** Each of you choose to be one of the people in activity 3 on p. 11 and do the following. Choose different people!
- introduce yourselves to each other
 - find out about each other's strategy for dealing with a stressful day and why it works

Two different strategies...



EXPERIENCE B

lead-in:

After a busy day, how do you like to relax and spend your free time? Do you like to do something energetic or something relaxing?

- 1 Read the four leaflets advertising leisure activities and decide which activity is best for you.
- 2 Read the leaflets again and find the following information.
 - 1 Which leisure activity is available for beginners?
 - 2 In which leisure activity is there an age restriction?
 - 3 For which leisure activities do you have to be selected?
 - 4 Which leisure activity requires you to work very hard?
 - 5 Which leisure activities offer financial incentives?
 - 6 Which leisure activity is conducted entirely on the Internet?

DISCOVER

Vocabulary

- 3 Look at the words in bold in the leaflets. They all regard qualities needed to carry out a certain task with success.

Decide which are adjectives and which are nouns.

- | | |
|-------------------|------------------|
| 1 ambitious | <u>adjective</u> |
| 2 confident | _____ |
| 3 energy | _____ |
| 4 patience | _____ |
| 5 professionalism | _____ |
| 6 creative | _____ |
| 7 motivated | _____ |

- 4 Now put the words into the correct place in the table, then complete the table with the missing adjectives and nouns.

Leaflet	Noun	Adjective
Lead Singer Wanted	<u>ambition</u>	<u>ambitious</u>
Join Our Squash Club	_____	_____
Computer Buff	_____	_____
Hilary Close Film School	_____	_____

Take The Pressure Off!

A



'Flyover' is a London based band that performs indie pop. The band is looking for a new lead singer in his 20s. We need someone with a strong voice, someone who is good at interacting with the audience. Practice will be at least twice a week and it will be intense. Don't bring along any equipment, just a killer work ethic! Applicants must have an **ambitious** outlook and be **confident**.

B



JOIN OUR SQUASH CLUB

Do you want to get fit and meet new friends at the same time? Offload some of that **energy** and come and join our friendly squash club at the Vauxhall Leisure Centre.

Not very good at sports?

Don't worry, we welcome all levels and have a starter course just for your needs.

Come and see us at our club night every Tuesday evening where you can meet other members of the club. Why not have a go?

If you are still in doubt, the first month's membership is completely free of charge.

Computer Buff

C



- Sign up for one of our online computer courses.
- Do you use the computer regularly but are finding it difficult to keep up with the ever-changing world of technology?
- Do you know how to use the latest software?
- We will assist you in dealing with the new technology.
- Our courses give you the flexibility to do the course when you want and for as long as you need. Each student has a personal online tutor who will guide you through each level step by step with **patience** and **professionalism**.

D

Hilary Close
Film School

Join our team of future film makers; be creative and make a film that says something about your life.

Do you want to know how to write a screenplay or make a storyboard, or do you want to develop your camera techniques? Then this is the place to enrol.

We are looking for **motivated** people!

Our school has 20 years of experience in the field and our teachers are all professionals in the film industry.

Don't wait any longer, apply now while there are still places free. All applicants will be taken into consideration and the first ten successful entrants will be given a 10% discount.

COMMUNICATE

Pair Work

- 5 Talk about what qualities are needed or not needed to get the most out of the following hobbies.

PAINTING

DOING PUZZLES

SWIMMING

DRAMA

USEFUL EXPRESSIONS

You need / don't need (to be / to have)...

You have to be / to have...

It's important / essential to be / to have...

It's not necessary to be / to have

a bit / very... (+ adj.)

a little bit of / a lot of... (+ noun)

SUGGESTIONS

dedicated / dedication

determined / determination

enthusiastic / enthusiasm

imaginative / imagination

intelligent / intelligence

intuitive / intuition

precise / precision

sensitive / sensitivity

LEARNING TIPS

- Take advantage of every opportunity to practise speaking in English.
- When you do Pair Work, do not concentrate too much on your mistakes, but focus on communicating your ideas.
- Prepare what you want to say mentally, if you like, or make a few notes – but then, put your pen down and launch yourself into the conversation.