

Upstream

PRE-INTERMEDIATE B1



Student's Book

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Express Publishing

Contents

Topics

Vocabulary

Reading

UNIT 1 Heroes and Villains (pp. 6-15)

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antonyms; adjectives with prepositions

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- Beauty is in the eye of the beholder (m/c cloze)
- Literature Corner: *Scandal in Bohemia* by Conan Doyle (T/F)

UNIT 2 Lifestyles (pp. 16-25)

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- lifestyles
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UNIT 10 Fast Forward (pp. 112-121)

- technology
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teenagers & technology; gadgets; education & technology; means of communication; text messages; processes; science; faults
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- All About Britain's Teenagers (multiple choice)
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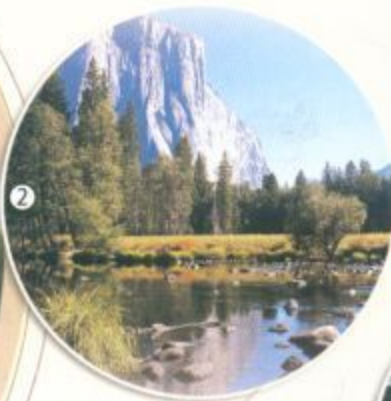
American English-British English Guide (p. 152)

Grammar	Listening	Speaking	Writing
present simple/continuous; stative verbs; adverbs of frequency; question words Phrasal verbs: <i>GET</i>	<ul style="list-style-type: none"> - multiple choice - multiple matching (missing sentences) 	describing fictional characters; making choices; socialising; describing people <i>intonation – expressing surprise & concern</i>	<ul style="list-style-type: none"> - a letter giving advice <i>Portfolio: description of a hero/villain; classified ad; e-mail to a friend</i>
comparatives and superlatives; -ing/infinitive forms; specific/general preferences Phrasal verbs: <i>PUT</i>	<ul style="list-style-type: none"> - listening for detailed meaning - multiple matching (missing sentences) 	introducing oneself; expressing likes/dislikes; asking for/giving directions; talking about jobs; expressing preferences; (role-play) a job interview; describing pictures <i>intonation – stressed syllables</i>	<ul style="list-style-type: none"> - a letter of application <i>Portfolio: article about where you live; description of neighbourhood; questions for a quiz</i>
present perfect simple/continuous; clauses of purpose Phrasal verbs: <i>RUN</i>	<ul style="list-style-type: none"> - completing missing information - multiple choice 	improving one's town/city; a short talk from notes; describing pictures; reacting to news; acting out a dialogue; (role-play) at Customs	<ul style="list-style-type: none"> - notes <i>Portfolio: poster about the environment; article about a zoo; letter to a friend</i>
present/past participles; past simple/continuous; linkers; the definite/indefinite article; used to/would Phrasal verbs: <i>COME</i>	<ul style="list-style-type: none"> - multiple matching - listening for specific information - completing missing information 	narrating experiences; expressing feelings; checking in; complaining/apologising; giving travel information; expressing disapproval; describing pictures <i>intonation – expressing annoyance</i>	<ul style="list-style-type: none"> - a story <i>Portfolio: holiday advertisement; weather forecast; factfile about your country</i>
modal verbs; making assumptions/requests; too/enough; order of adjectives Phrasal verbs: <i>LOOK</i>	<ul style="list-style-type: none"> - listening for specific information - listening for gist - multiple choice - multiple matching 	asking about prices; calming down; describing objects; offering/accepting gifts; asking for/buying things; (role-play) salesperson/customer <i>intonation – losing patience</i>	<ul style="list-style-type: none"> - a report assessing good & bad points <i>Portfolio: description of the best place to shop; page for a clothes catalogue; poster of school/work rules</i>
future forms; future continuous; question tags Phrasal verbs: <i>BREAK</i>	<ul style="list-style-type: none"> - listening for gist - listening for specific information - intonation 	a short talk from notes; describing celebrations & customs; making arrangements; inviting; congratulating & thanking <i>intonation in question tags</i>	<ul style="list-style-type: none"> - postcard <i>Portfolio: article about a traditional wedding; greetings cards; e-mail to a friend</i>
countables/uncountables; quantifiers; indefinite pronouns; past perfect simple/continuous Phrasal verbs: <i>GIVE</i>	<ul style="list-style-type: none"> - multiple choice - listening for specific information - multiple matching - to take notes 	discussing food preferences/tastes; (role-play) eating out/ordering a meal; comparing table manners; describing pictures; <i>intonation – stressed syllables</i>	<ul style="list-style-type: none"> - a story <i>Portfolio: description of an unusual restaurant; recipe for a local dish; shopping list</i>
the passive; <i>with/by</i> ; conditionals: type 0, 1; <i>if/unless</i> ; linkers (result, addition, contrast, etc) Phrasal verbs: <i>BRING</i>	<ul style="list-style-type: none"> - listening for detailed meaning - multiple choice - multiple matching - listening for specific sounds 	discussing sports; negotiating; describing pictures; expressing opinions; asking about/describing health; sympathising – giving advice; acting out dialogues <i>intonation – hesitating</i>	<ul style="list-style-type: none"> - a pros and cons essay <i>Portfolio: postcard to a friend; short communicative message; sports quiz</i>
conditionals: type 2, 3; wishes; relative clauses; <i>so/neither</i> Phrasal verbs: <i>TURN</i>	<ul style="list-style-type: none"> - listening for detailed meaning - multiple matching - completing missing information 	discussing entertainment; suggesting/(dis)agreeing; talking about a book/TV programmes; (role-play) booking tickets; expressing preferences; describing paintings; acting out dialogues	<ul style="list-style-type: none"> - an informal letter reviewing a film <i>Portfolio: review for a school event; TV guide; interview with a graffiti artist</i>
clauses of concession; <i>all/most/some/none</i> ; reported speech; indirect questions; causative form Phrasal verbs: <i>TAKE</i>	<ul style="list-style-type: none"> - multiple matching - to fill in gaps - listening for detailed meaning 	discussing technology; short talk from notes; conducting a survey; talking about pros & cons; describing pictures; (role-play) requesting action/giving an account of an event <i>intonation in questions</i>	<ul style="list-style-type: none"> - a letter of complaint <i>Portfolio: article about teenagers in your country; text message to a friend; questions for a science quiz</i>

People of the World

Module 1

Units 1-2



- express likes/dislikes/ preferences
- ask for/give directions
- act out a job interview

► Practise ...

- the present simple/ continuous
- adverbs of frequency
- question words
- comparative/superlative forms
- -ing/infinitive forms
- pronunciation
- intonation (expressing surprise & concern in stressed syllables)
- phrasal verbs: *get, put*

► Write ...

- a short paragraph about your favourite hero(ine) or villain
- a classified ad
- an e-mail to a friend
- an informal letter of advice
- a short article about yourself and where you live
- a short description of your neighbourhood
- a short quiz about the capital city of your country
- a letter of application

► Look at Module 1

- Find the page numbers for pictures 1-5.

► Find the unit and page number(s) for

- classified ads ☐
- an e-mail ☐
- jokes ☐
- a town map ☐
- signs ☐
- a quiz ☐
- a CV ☐

► Listen, read and talk about ...

- character & appearance
- habits/routines/lifestyles
- places & geographical features
- signs
- jobs/workplaces/job qualities

► Learn how to ...

- describe people
- talk about personal qualities
- socialise
- make choices

Culture Clips: Celebration - Dream Town USA

Literature Corner: Scandal in Bohemia

Curricular Cuts (History): Elizabeth I

1a Heroes and Villains

Lead-in

- 1 a. Which of the characters in the pictures are heroes/heroines and which are villains?

b. Who has got ...

- curly brown hair
- pointed ears
- a long white beard
- a black moustache
- a magic mirror
- a sharp metal hook instead of a hand
- a magic staff
- a broad-brimmed hat
- shiny black hair and rosy cheeks

Frodo Baggins has got curly brown hair.

Listening

- 2 a. In pairs, decide which of these adjectives best describe each character in the pictures.

mischievous & daring	<i>Peter Pan</i>	vain & cold-hearted	.....
cunning &		polite & considerate	.....
dangerous	.....	evil & greedy	.....
kind & caring	.....	brave & honest	.....

A: Who do you think is mischievous and daring?

B: I'd say Peter Pan.

- b. Listen and check. Which extra character is described?

Reading

- 3 Look at the pictures and the title of the article. What does the title mean?



Frodo Baggins

Saruman

Characters Larger than life

In any book, cartoon or film we all love to see the heroes **defeat** the villains, save the world, win the girl and live happily ever after. But just between you and me, don't we feel a little bit sorry for the villains as well?

- 5 Saruman, from *The Lord of the Rings*, is an **all-time** favourite villain, the type of villain I like. He is a tall wizard with a long
10 white beard and cold dark eyes. He wears a long white robe and carries a magic staff. **Once** he was a good wizard but the **power** of a magic ring has made him evil and greedy and now he wants
15 to **rule** the world. Only Frodo, the small **ring bearer**, can stop him.

- Frodo Baggins, a Hobbit, is small, brave and honest, with bright eyes, curly brown hair and very large hairy feet! His
20 **mission** is to take the magic ring to Mordor where it will be destroyed. He travels with some friends and together they have to face many dangers. Gandalf a **wise wizard**, protects them
25 and shows them the way.

Another of my favourite heroes is Peter Pan, a mischievous, daring boy with pointed ears who can fly and never grows older. Peter and his friends, the

Lost Boys, have a dangerous enemy 30 called Captain Hook.

With his black moustache, **cruel** **laugh** and a sharp metal hook instead of a hand, the cunning Captain Hook is a perfect villain. He always wears a broad-
35 brimmed hat and fine clothes. He lives with a **band** of pirates on his ship, the *Jolly Roger*, making plans to **kidnap** the Lost Boys and **capture** the boy he hates.

Not all villains are men. The Wicked Queen in *Snow White* is one of the most cold-hearted villains ever. Beautiful but vain, the queen asks her mirror every day, "Mirror, mirror on the wall, who is the **fairest** of them all?" The answer
45 always pleases her, until one day the mirror replies that kind and caring Snow White is even prettier than her. The jealous queen is so angry that she **dresses up** as an old woman and gives
50 Snow White a **poisoned** apple.

Whether heroes or villains, these are the characters I admire the most. I love to watch the heroes fight the villains and **eventually see good win over evil**. I also
55 can't help feeling for the villains and their weaknesses; I just love to hate them! These stories are timeless and the characters are definitely larger than life.

STUDY SKILLS

Reading effectively

Read the text once quickly. This will help you understand what type it is, the author's purpose and its general content. Read the questions and the answers. Read the text again carefully and find the part of the text each question refers to. The information may be phrased in different words.

- 4 Read the text and for each question (1-4) choose the best answer A, B, C or D. Then, explain the highlighted words.
- 1 What is the writer's main purpose in writing the text?
 - A to describe how heroes catch villains
 - B to describe some well-known heroes and villains
 - C to tell some well-known cartoon stories
 - D to tell some well-known fairy tales
- 2 What does the writer say about Saruman?
 - A He was not always evil.
 - B He is the writer's favourite character.
 - C Frodo wants to destroy him.
 - D He has lost a valuable ring.
- 3 Which of the statements is true of Captain Hook?
 - A He works on his own.
 - B He has a partner called Jolly Roger.
 - C He has a black beard.
 - D He takes care of his appearance.
- 4 What is the writer's opinion of villains?
 - A They are more important than the heroes.
 - B He likes them more than the heroes.
 - C He is happy to see them lose.
 - D They are just as important as the heroes.
- 5 Listen and read. Say a few words about the stories and suggest another title for the text.

Speaking

- 6 Tell the class about your favourite film or TV hero(ine)/villain. Talk about:
 - the character's name • where he/she appears
 - character • appearance • what happens in the story

Writing

Portfolio: Use your answers from Ex. 6 to write a short paragraph for a teen magazine about your favourite hero/heroine or villain. Use the second and third paragraphs of the text as a model. Start like this:

... , from ... , is my favourite He/She's

1a

Captain Hook

Peter Pan

The Wicked Queen

Snow White

Character

▶ Reading

- 1 a. What type of texts are A and B?
What do you think they are about?
- b. Read the texts. Which advert:
- wants actors to advertise something?
 - asks people to apply by post?
 - only wants three people?
 - wants only male actors?
- c. Underline the character adjectives in the adverts. Use them to answer the questions.

What do we call a person who ...

- has good manners?
- likes to hurt or upset people?
- shows understanding of other people's needs?
- is very proud of their looks?
- expects good things to happen?
- cares only about himself/herself?
- doesn't get upset or angry?
- gives more than is usual?

STUDY SKILLS

Remembering New Words:
Opposites

Learn words in pairs of opposites.
This will help you remember them more easily.

- 2 Match the adjectives to their opposites. What prefixes do we use to form negative adjectives?

polite	dishonest
patient	impolite
honest	impatient
sensitive	insensitive
friendly	unfriendly
caring	unselfish
selfish	uncaring

Actors wanted for new film 'Bad Guys'.

Location: Brooklyn **Audition date:** 14th September

A



Send pictures and CVs to:

**Michael Glover,
Chimera Filmworks
Inc. PO Box 304,
Brooklyn, New York**

Characters:

- ☆ **Sean** - 25-30, dark complexion, tall, medium build, good looking, cruel and greedy
- ☆ **Stacy** - 30-36, pale complexion, medium height, slim, average looks, vain and selfish
- ☆ **Laura** - 26-32, fair complexion, short, average build, pretty, optimistic, caring, sensitive and honest

B



CASTING CALL
FOR TV COMMERCIAL

Location: Creative Edge Studios, Los Angeles **Seeking:** Three male actors

- **Jack:** handsome, blond hair, blue eyes, aged 18-23; friendly, patient, polite.
- **Buddy:** good-looking, dark curly hair, moustache, in early twenties; friendly, generous, easy-going.
- **Delivery Guy:** tall, strong build, in late twenties; impatient, bossy, rude.

Also seeking: male and female extras, aged 16-18.

Actual shooting date is Sunday, 28th September.

Please call Dawn Reed with any questions 703-478-0880

▶ Speaking

- 3 In pairs, use character adjectives to talk about people you know.

A: Have you met our new neighbour?

B: No, I haven't. What's he like?

A: He's very friendly and polite!

Appearance

- 4 Which words in the adverts (A & B) describe appearance/height/build?
- 5 Circle the odd words out. Justify your answers.

1 crooked, straight, almond-shaped, long **nose**

2 bright, blonde, green, dark **eyes**

3 well-built, spiky, curly, wavy, short **hair**

4 round, shoulder-length, oval, pretty **face**

1 The odd word out is 'almond-shaped' because this describes somebody's eyes.



▶ Listening

- 6 Who is who? Look at the picture, listen and write the names: Alex, Chris, Joanna, Laura and Sam for people 1-5. What does each person look like?

- 3 He is very friendly with/of my parents.
- 4 She's afraid for/of dogs.
- 5 Pat is jealous of/at her sister.
- 6 He is kind to/with his parents.
- 7 Ann is patient of/with children.
- 8 Pete is rude to/at his friends.

GAME

Think of a person from the picture above. In teams, try to guess who this person is. Each team can ask five yes/no questions.

Team A S1: Is it a man?

Leader: Yes.

Team B S1: Has he got curly hair?

Writing

Portfolio: The TV studio you work at as a secretary is looking for two actors for a new TV series. Write an advert (30-50 words), stating:

- what the advert is for
- location & audition date
- age & appearance of each character
- what types of character you want the actors to play
- contact name & phone number

Use advert A in Ex. 1 as a model.

Adjectives with prepositions

- 7 Underline the correct preposition. Use the adjectives to tell your partner about people you know.

- 1 John is good at/on languages.
- 2 She is very good on/to her patients.

Present simple & present continuous

Grammar Reference

1 Read Ann's e-mail and find examples of:

- a fixed future arrangement
- an action happening around the time of speaking
- a timetable
- a permanent state
- a temporary situation
- a habit/routine
- an action happening now

2 a. Put the verbs in brackets into the present simple or present continuous.

- A: (you/do) anything interesting this weekend?
B: No, I (study) for my Biology exam.
- A: Why (you/be) in such a rush?
B: Because (my train/leave) in ten minutes.
- A: What (James/do)?
B: (he/work) at the Natural History Museum in the city centre.
- A: (you/like) your flat?
B: Not really. Actually, I (look) for a new one at the moment.
- A: Nina (look) nervous.
B: She is. She (see) the dentist this afternoon.
- A: (he/want) to go to the theatre this evening?
B: He can't. He (have) an important business appointment.
- A: Why (not/Anna/come) to work these days? Is she ill?
B: No, she's on leave. She (get) married next week.
- A: How much (the brain/weight)?
B: About 2% of your total body weight, and (it/use) 20% of your body's energy.

b. Can you find any stative verbs in Ex. 2a?

From: AnnB

To: Emily

Subject: Hi!

Dear Emily,

Thanks for your e-mail. It's always great to hear from you. As for me, I'm really busy. College life **is** very exciting, but there's so much to do. I **get up** at 8 o'clock on weekdays because lectures **start at** 9:30. I spend most of my afternoons in the library as I'm **taking** six different courses this term and there's lots of reading to do! At the weekend I **do** some part-time waitressing. So, as you can see, I'm **working** very hard these days. But it's not all work and no play. Tonight I'm **having** dinner with some classmates. I can't wait!

I'd better finish here because Sarah, my flatmate, **is calling** me to come and help her. Come and visit me soon!

Ann

Adverbs of frequency

Grammar Reference

3 Ask and answer as in the example to find out about your partner's habits.

How often...

- get up before 6 am?
- play computer games?
- watch TV?
- be on time for work/school?
- listen to classical music?
- read the newspaper?
- go to the theatre?
- go out with your friends?

always
usually
often
sometimes
rarely
seldom
never

A: How often do you get up before 6 am?

B: I never get up before 6 am. I usually get up at about 7:30.

► Listening

4 a. Listen and match the people to what they are doing. There is one extra picture.



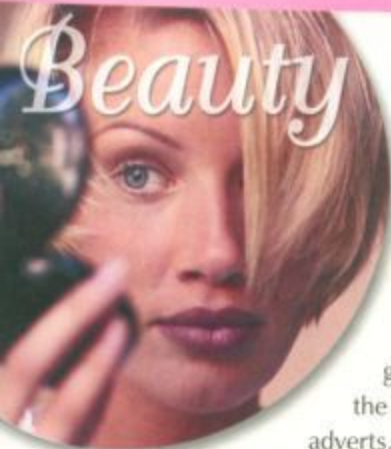
- George
- Paul and Steve
- Kate and Jill
- Simon
- Miranda

b. In pairs ask and answer as in the example.

A: Is George talking on the phone?

B: No, he isn't. He's ...

Beauty is in the eye of the beholder



How do you react when you 1) at yourself in the mirror? Do you smile
2) do you feel like crying? Does the idea of wearing summer clothes
3) you panic, or does it excite you?

Body image has become a 4) important issue in our society. 5) young women and teenage girls, in particular, are greatly influenced 6) the images they see in adverts, films and magazines.

They go on dangerous crash diets 7) they want to look like the super-thin supermodels and movie stars they see and read about. But we don't 8) to copy our favourite celebrities. Thin is not always beautiful. People come in 9) shapes and sizes – that's 10) makes each person interesting. So, next time you look in the mirror, remember that you are special.

- | | | | | |
|----|---------|---------|-----------|-----------|
| 1 | A watch | B look | C see | D view |
| 2 | A and | B but | C or | D so |
| 3 | A feel | B get | C do | D make |
| 4 | A so | B main | C such | D very |
| 5 | A Many | B Much | C More | D Some of |
| 6 | A by | B with | C from | D about |
| 7 | A so | B that | C because | D and |
| 8 | A must | B need | C should | D ought |
| 9 | A every | B each | C all | D some |
| 10 | A what | B which | C why | D that |

STUDY SKILLS

Completing a text (gap-filling)

Read the title and the text quickly to get the gist. Read the text again, one sentence at a time, focusing on the words before and after each gap. Look at the four options and choose the word that fits best. Read the completed text again to make sure that it makes sense.

► Reading

a. What do you think the title of the text means?

b. Read the text. Which of the following is a better alternative to the title?

- 1 Health is better than wealth.
- 2 Feel good about yourself.

c. Read and choose the correct word for each space (1-10). Compare your answers with your partner's. Listen and check.

Question words

In pairs, ask each other questions about your lifestyles. Use:

• what • where • when • who • how often

A: What time do you get up?

B: At 7:30.

Sentence transformations

7 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Can you describe Peter to me?
Can you tell me like?
- 2 Peter takes after his father.
Peter looks
- 3 What is Peter's job?
What do?
- 4 Peter is always late for work.
Peter on time for work.

Phrasal verbs

8 Explain the phrasal verbs in your language. Then, complete the sentences.



- 1 John has to get early in the morning.
- 2 He can't get the shock of being in the car accident.
- 3 How do you get with your neighbours?
- 4 She's happy because she's her old job

Writing

Portfolio: Look at Ex. 1 again. Imagine you are Emily. Send an e-mail in reply to Ann. Write about:

- your daily routine • any plans for the weekend
- what you are doing these days

Personal qualities

- 1 What should a good leader be like? Circle three qualities below which you think are important. Compare your choices with your partner's.

• honest • fair • popular
• patient • sensitive • friendly
• determined • quick-thinking
• calm • humorous

A: I think a good leader should be honest, calm and determined, don't you?

B: Yes, those are important qualities. But I think he should also be fair.

▶ Listening

STUDY SKILLS

Listening for specific information

Read the questions and possible answers. Underline the key words. Listen carefully. Try to listen for synonyms or rephrasing. The questions follow the order of the information on the recording.

- 2 a. You will hear an interview with a psychologist. Read through the questions and underline the key words. Can you think of synonyms?

b. Listen and put a tick (✓) in the correct box. Do you agree with Dr Graaf?

- 1 Dr Graaf believes that all good leaders have
- A ☐ special personal qualities.
- B ☐ team spirit.
- C ☐ a great sense of humour.
- 2 Dr Graaf says that leaders have to
- A ☐ try to be more popular.
- B ☐ make difficult decisions.
- C ☐ please everybody.

- 3 What does Dr Graaf say about bosses?

A ☐ They sometimes make bad choices.

B ☐ They are sometimes in a panic.

C ☐ They are not always liked.

- 4 Dr Graaf says that to be an effective leader, you must be

A ☐ determined.

B ☐ like a superhero.

C ☐ respected and trusted.

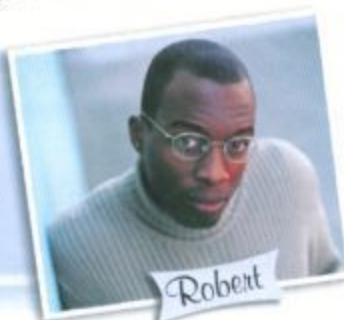
Making choices

- 3 You want to open your own restaurant and you are looking for a partner. Which of the two people would you choose, and why? Discuss in pairs and make your decision.

easy-going
patient
reliable
sensible

but

shy
a bit lazy
stubborn



Robert



Sarah

friendly
cheerful
honest
ambitious

but

gets upset easily
forgetful
a bit impatient

A: Well, I think I'd choose ... because ...

B: I'm not so sure. He/She is/gets ... and he/she can also be rather ...

A: What about ...? He/She's ..., etc.



Expressing surprise and concern

► Intonation

- 4 Listen and repeat. Translate these sentences into your language.

- 1 *What's the matter?*
- 2 *You're joking!*
- 3 *What's wrong?*
- 4 *You can't be serious!*

► Reading

- 5 You are going to listen to a conversation. Read the first two exchanges in the dialogue below and guess the answers to the questions.

- 1 Where are Judy and Stan?
- 2 What do you think their relationship is?
- 3 Who is upset?

- 6 Read and complete the dialogue with sentences from Ex. 4. Listen and check. Which of the people a, b or c is Stan's neighbour? Take roles and act out a similar dialogue.

Judy: Hi, Stan. You look upset. **A**

Stan: Oh, come in, Judy. I'm a bit fed up.

Judy: Why? **B**

Stan: Well, it's my neighbour. He keeps complaining about my music. He says I play it too loud and he comes round nearly every day to tell me to turn it down.

Judy: **C**

Stan: I'm afraid not.

Judy: How loud do you play your music?

Stan: Not that loud. I'll show you.

Judy: Stan, turn it down!

Stan: Why? What's up?

Judy: Well, is your neighbour tall with short curly brown hair, a beard and a moustache?

Stan: Yes, he looks exactly like that. Why?

Judy: Because someone who looks a lot like that is walking towards your front door right now!

Stan: **D** Here we go again.



Socialising

- 8 a. Read the table and complete the exchanges.

Speaker A	Speaker B
Hello! What a nice surprise!	Hi! Nice to see you!
Hi, there. How are you?	Not bad. How about you?
Hi there. How are you doing?	Pretty good, thanks.
See you tomorrow!	Goodbye!
Bless you!	Thanks!
Thank you very much indeed!	Don't mention it.
Hello. You must be ...	Yes. It's a pleasure to meet you ...
I haven't seen you for ages!	Hi! You haven't changed a bit!

A:!
B: Thanks! I've got a terrible cold.

A: Hi!!
B: Hi! You haven't changed a bit.

A: Thank you very much for looking after my dog.
B:

b. In pairs, use the table above to act out exchanges in which you:

- greet a friend you haven't seen for a long time
- say goodbye to your colleagues when leaving the office
- greet a friend you bump into on the street
- meet someone you have heard about for the first time
- thank a friend for a special gift

- 7 In pairs, guess what happens next. Listen and check.

Getting started

- 1 Read the extracts from three teenagers' e-mails. Who is: lonely? desperate? shy?

"I've put on such a lot of weight recently and I just don't know what to do. I've tried all sorts of diets, but nothing seems to help."
Sally

"I've just moved to a new school and everything's different. I haven't got any friends here and I feel like I don't fit in."
Danny

"When I'm with a group of people, I just sit there in silence. I'm always too afraid to say anything in case I make a fool of myself."
Tom

Sally is desperate because she ...

- 2 Use the phrases below to give advice to Sally, Danny and Tom.

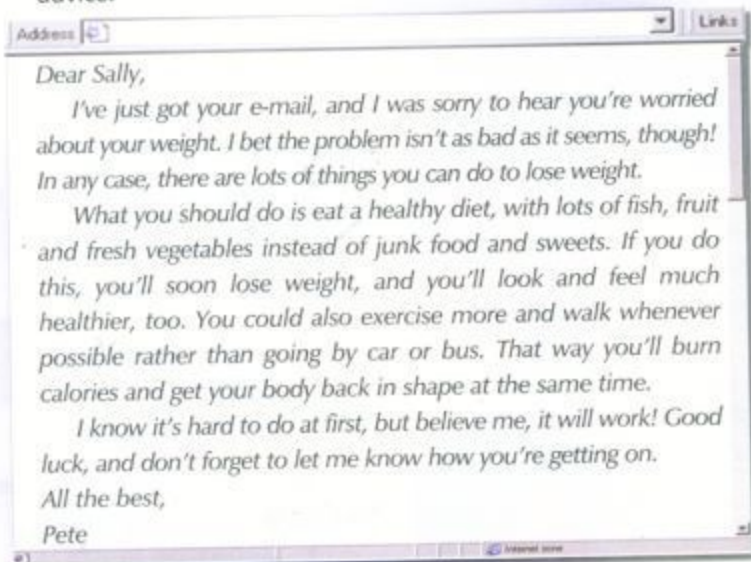
Giving advice	Justification
<ul style="list-style-type: none"> It would be a good idea to ... The best thing to do is ... What you should do is ... Why don't you ...? You could also ... 	<ul style="list-style-type: none"> This/That way ... This would mean that ... Then, (you ...) ... If you do this, ... By doing this, ...

A: What you should do is stop eating sweets and chocolate. That way ...

B: That's right, Sally. You could also ...

Let's look closer

- 3 Read the e-mail. Underline the phrases Pete uses to give his advice.



- 4 Which of the following are opening/closing remarks for an informal letter of advice?

- | | |
|-----------------------------------|---|
| 1 Here's what you can do. | 4 I was sorry to hear about your problem. |
| 2 I hope everything goes well. | 5 I hope I've been of some help. |
| 3 I'm so sorry you feel this way. | 6 Let me know what happens. |

Your turn

STUDY SKILLS

Brainstorming for ideas

Before writing, underline the key words, then brainstorm for ideas. Write your ideas down, then choose the most important ones. This helps you organise your writing.

- 5 a. Read the rubric and brainstorm for ideas to give as much advice as possible. Make notes in your notebook.
- This is part of a letter you got from an English pen friend.
- I feel very lonely in my new neighbourhood. I have no friends and I'm really depressed. Any advice?*
- Write your letter to your friend.
- b. Answer the questions in the plan, then write your letter (80-100 words).

Plan

Dear + (your friend's first name),

Opening Remarks (Para 1) – express sympathy; offer help

Main Body (Para 2) – give your advice, explain the results

Closing Remarks (Para 3) – end the letter

Take care,/Yours,/etc
(your first name)

AMAZING FACTS!

A person's height almost doubles in the first 2-3 years of life, but it takes another 15 years to double again!



► Reading & Listening

- Who was Arthur Conan Doyle? Which famous detective did he create? Read the first text and check.
- Read the first paragraph of the main text. Who do you think the person outside the door is?
Listen and read to find out.
- Read the rest of the text and mark statements 1-6 T (True) or F (False). Then, explain the words in bold.

- The visitor is wearing expensive clothes.
- The visitor's mouth and chin are hidden by a mask.
- The visitor says he is Count von Kramm.
- The visitor is unsure whether to trust Watson.
- Holmes does not know why the visitor has come.
- Holmes realises the visitor is the King when he takes off the mask.

► Speaking

- Read lines 5-15 again and, in pairs, group all the words used to describe the king under the headings:

- physical appearance • clothes
- facial features • character

Use the prompts to describe the King of Bohemia to your partner.



Arthur Conan Doyle (1859-1930)

This well known Scottish author was the **creator** of the famous **fictional** detective, Sherlock Holmes, and his loyal friend, Dr Watson. Although Doyle wrote many other pieces, including historical novels, political essays and plays, we will always remember him for his Sherlock Holmes' **mysteries**.

In *Scandal in Bohemia*, the King of Bohemia hires Sherlock Holmes to help find some letters and a photograph that might be used by a woman, Irene Adler, to **blackmail** the King and **ruin** his **reputation**.

Scandal in Bohemia

A slow and heavy step, which had been heard upon the stairs and in the corridor, **paused** immediately outside the door. Then there was a loud knock on the door.

"Come in!" said Holmes.

A very tall man entered, with the **chest** and **limbs** of a Hercules. His dress was rich with a richness which would, in England, be considered **bad taste**. He was wearing a **double-breasted** coat with **fur-trimmed** collar and cuffs, over which he wore a deep blue **cloak** lined with **flame-coloured** silk. His boots, which went **halfway** up his legs, were also **trimmed** with fur, completing his appearance of **barbaric** richness. He had a thick moustache and a straight **chin** suggesting strong **determination**, but a black mask hid the **upper** part of his face. He was carrying a hat in one hand, while his other hand was **raised**, as if he had just finished **straightening** his mask. 5 10 15

"Please take a seat," said Holmes. "This is my friend and colleague, Dr Watson. Whom have I the honour to address?"

"You may address me as Count von Kramm, a Bohemian **aristocrat**. I hope your friend is a man I can trust. If not, I prefer to speak to you alone," said our strange visitor. 20

"You can say anything in front of this man that you can say to me," Holmes replied. The Count **nodded** and continued. "You will excuse the mask; my employer wishes my true **identity** to **remain** a secret."

"If your **majesty** would like to tell us your problem," Holmes **remarked**, "I will be happy to **advise** you." 25

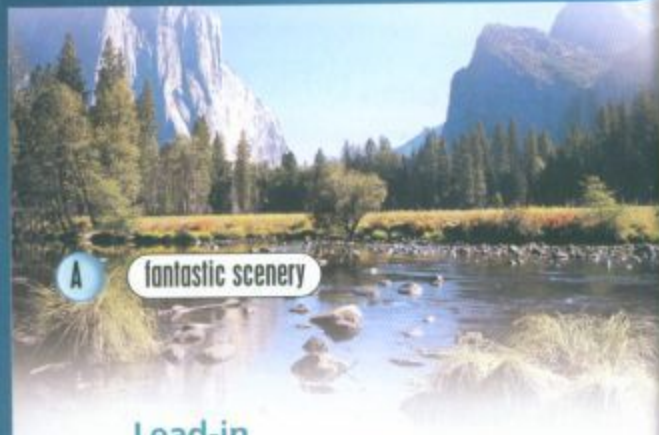
The Count **sprang** from his chair, **paced** nervously up and down the room, then **took off** the mask and threw it on the floor.

"You are right!" he cried. "I am the King. Why should I try to hide it?"

"Why, indeed?" said Holmes. "I knew, even before you spoke, that you were the Grand Duke of Cassel-Felstein and the King of Bohemia." 30

2a Lifestyles

A CITY SLICKER OR A COUNTRY LOVER?



A fantastic scenery

Lead-in

- 1 Introduce yourself to the class. Talk about:

- your name • where you come from
- where you live • home • family • job

My name's ... and I'm ... years old. I come from ... but I live in I've got ... (brothers/sisters) ... I am a ...

- 2 Use the prompts to describe the pictures (A-E) to your partner.

- A clear lake, high mountains, trees, clean air
- B busy motorway, a lot of cars, exhaust fumes, air pollution
- C bus stop, well-dressed passengers in a queue, wait to get on bus
- D a variety of expensive shops, shoppers, modern escalators
- E cosy house, pretty garden, lots of flowers and bushes

Picture A shows fantastic scenery. I can see a clear lake and high mountains. There are trees by the side of the lake and the air is fresh and clean.



"Hi! My name is Stephen and I live in a tiny flat in Brixton, south-west London. I chose to live here because there is never a dull moment in a city like London. I'm an art student and the hustle and bustle of so many people in one area is the inspiration for a lot of my painting. Another advantage of city life is having everything you need so close at hand. Living beside the Tube station means I don't need a car to get around, which saves me money. Also, there are shopping centres, art galleries and museums everywhere.

Of course, London, like any large city, has its problems, too. Londoners don't chat on the Tube or the bus and there is much less community spirit than in the country, where my parents live. In fact, they don't understand how I can put up with the constant noise and pollution, and traffic congestion. However, I see that as a small price to pay. I'm in my element here in the heart of this fine city. As a famous poet once said, 'He who is tired of London is tired of life.'"

Listening

- 3 Listen and say where each person lives. What reasons do they give for liking where they live?

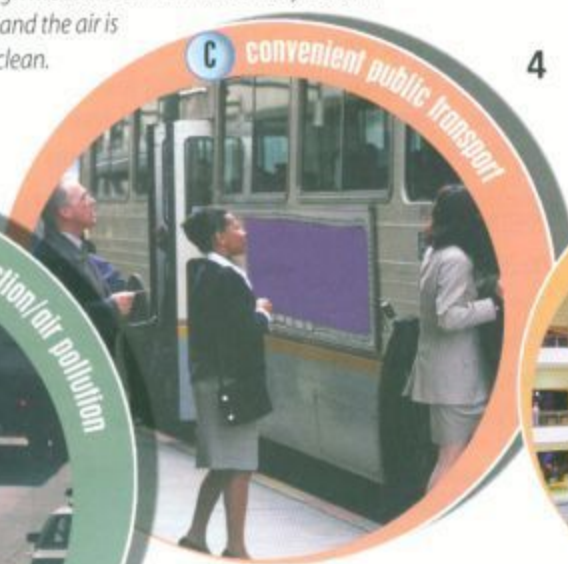
Bill – Anne – John & Mary

Reading

- 4 Look at the title of the article and the introduction. What is the article about? Listen and check.



B traffic congestion/air pollution



C convenient public transport



D large shopping centre

A sleepy village surrounded by woods and rivers might suit some people, but others prefer the bright lights and fast pace of the big city. 'Down Town' spoke to Stephen and Marianna to get both sides of the story.



"Hello – or 'G'day', as we say down under. My name is Marianna and I live in New South Wales, Australia, on a **huge** ranch called The Rain River Land. It's a beautiful area with fantastic scenery. I live here with my husband Joe and our two children, Patrick, 11, and Abby, 8.

We have lived on this ranch for several years and love our **healthy** lifestyle. We have 70,000 hectares of land, so the children have lots of space to run around and enjoy the peace and quiet. The air is clean and **fresh** and we produce a lot of our own food so we are sure that what we eat is fresh. There's lots of hard work to do running a ranch, but we don't mind.

Of course, there are some negative aspects to life out here. There are often **droughts** in Australia, and sometimes we can't grow any **crops** for months. We feel **isolated** sometimes, too, especially since the nearest neighbours are almost 100km away. Another problem is that many things are not as easily available as in the city. There are no **local** facilities such as schools, supermarkets and shops, and if we are ill we have to call the flying doctor.

Although life here can be difficult, we wouldn't change it for the world."

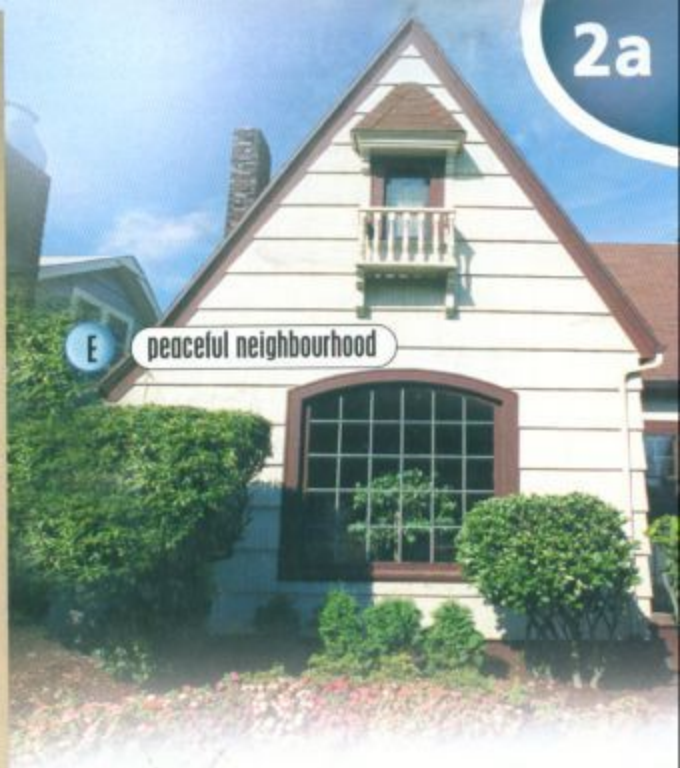
STUDY SKILLS

Reading for specific information

Read the statements and underline the key words. Read the text to get the gist. Read again carefully. Look for synonyms/opposites or words/phrases with similar/different meanings to the key words in the statements.

- 5 Read the article and mark the statements (1-8) True (T) or False (F). Then, explain the words/phrases in bold.

- 1 Stephen is a professional painter.
- 2 Stephen thinks using public transport is cheaper than travelling by car.
- 3 Stephen's parents don't like the noise of London.
- 4 Stephen is tired of living in London.



- 5 Marianna and her family have lived on the ranch for most of their lives.
- 6 Life on a ranch has some disadvantages.
- 7 Marianna doesn't have any neighbours close by.
- 8 Marianna wishes her life was different.

Speaking

• Expressing likes/dislikes

- 6 Read the article and list the pros and cons of living in the country/city. Use your notes and the expressions in the table to tell the class where you prefer living.

Expressing likes	• I love; I like; I really enjoy
Expressing dislikes	• I just hate; I don't like ... at all; I can't stand
Being neutral	• I don't mind; I'm not really sure; It's difficult to say

S1: I like living in the city because ...

S2: I just hate living in ...

Writing

Portfolio: Write a short article for a teen magazine about yourself and the place you live in (50-60 words). Write:

- full name
- job/studies/habits
- name of the place you live in
- reasons why you (don't) like it

Places

STUDY SKILLS

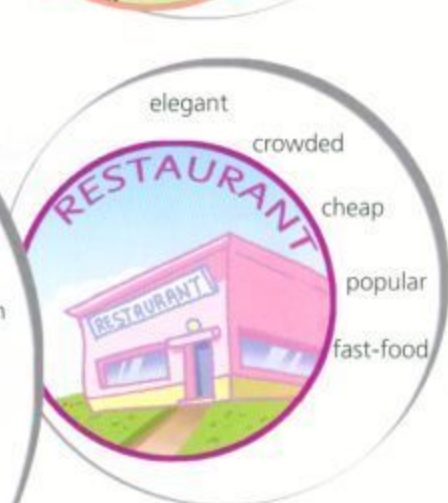
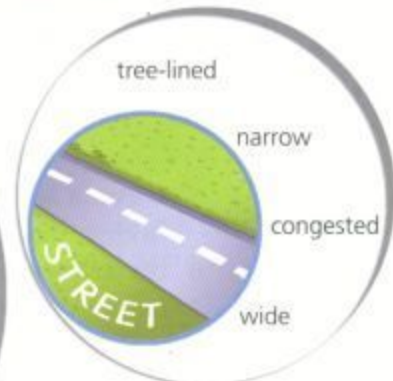
Learning new words: adjective-noun phrases

Learn nouns with the adjectives they go with. This will help you remember them and use them correctly.

- 1 Study the phrases. Can you think of any more adjectives? Use as many phrases as possible to talk about where a) you live and b) a friend lives.

I live in ... It's ... with ... There is/are ...

... lives in ... It's ... with ... There is/are ...



Signs

► Reading

- 2 Where might you see signs 1-3? What does each mean? Circle the correct explanation A, B or C.



- A You mustn't let your dog run free.
B You can't have dogs in this area.
C Only dogs can guide you in this area.



- A Please help protect the bull.
B Be careful, a bull has escaped.
C The bull here may be dangerous.



- A Someone bought this table.
B You may sit at this table.
C You can't sit at this table; it's booked.

- 3 Find the opposites of the adjectives in **bold**. In pairs, act out exchanges as in the example.

busy street; **expensive** shop;
dirty beach; **small** town

A: What a **busy** street!

B: Yes, it isn't very **quiet**, is it?

Asking for/Giving directions

- 4 Work in pairs. Choose a building on the map on p. 19. Describe its position. Your partner finds the building.

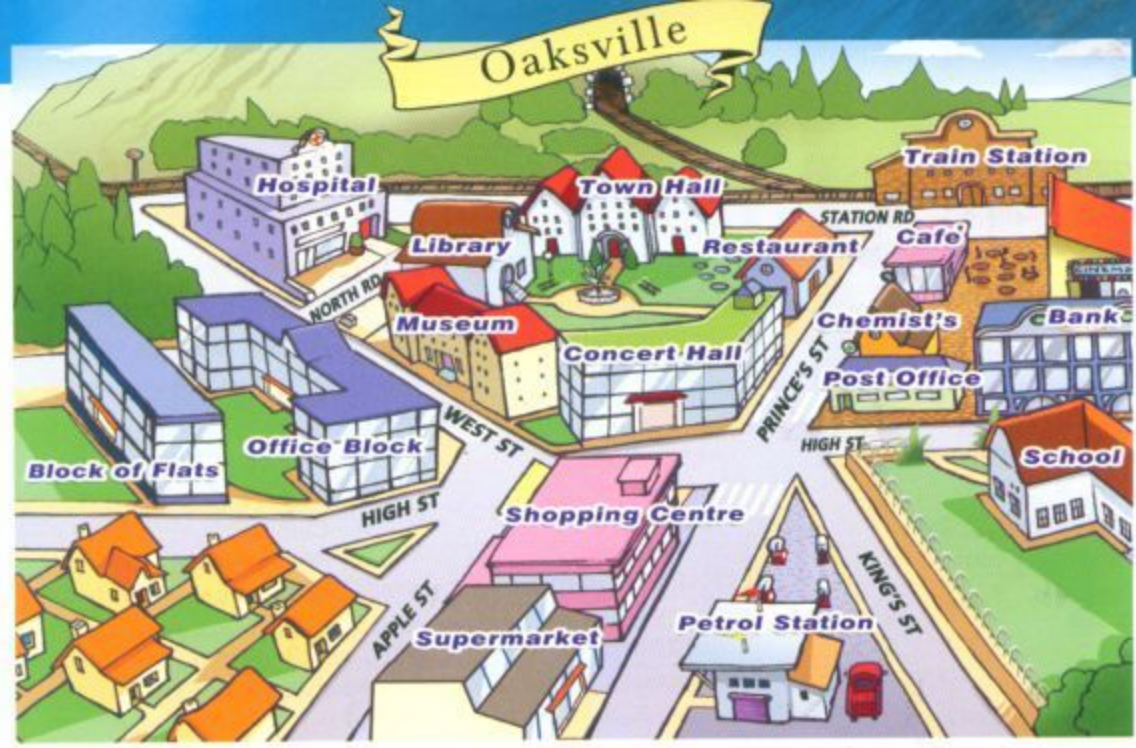
• next to • on the corner • between
• opposite • in front of • behind
• to the left/right of

A: It's **opposite** the hospital.

B: It's the ...

► Listening

- 5 Listen to the directions a local gives to a visitor in Oakville. Mark the route on the map.



► **Speaking**

- 6 **Portfolio:** Work in pairs. Starting from the train station, ask for and give directions to the bank, the museum, etc. You can record your dialogue and keep it in your *Language Portfolio*.

Asking for directions	Giving directions
Excuse me, could you tell me the way to ...?	Of course / Sure. Take the first/second turning on your left/right ... / Turn into ...
Excuse me, How do I get to ...?	Just cross / go up / down this road/ street and ...
Do you know where ... is?	It's to the left of/right of / opposite / next to ... / Go past the ...

A: Excuse me, could you tell me the way to ...?
B: Sure! Just cross ...

Jobs & Workplaces

- 7 Look at the map. Where does each person work? In pairs think of more jobs and their workplaces.

Secretary Librarian
Security guard Dentist
Waiter Teacher Traffic Warden
Bank clerk Journalist
Nurse Sales assistant

A secretary works in an office.

Job qualities

- 8 Match the qualities below to the jobs in Ex. 7.

- sincere • friendly • patient • honest • caring
- calm • cheerful • responsible • careful
- organised • practical • polite

A traffic warden needs to be responsible, practical and polite.

- 9 Which job suits you? In pairs, ask and answer.

A: Do you think you'd be a good teacher?
B: I think so. I'm quite patient and caring. / Not really. I'm not patient enough.

GAME

Play in teams. Who could say this? In teams, guess the job.

Team A S1: Are you ready to order, sir?
Team B S1: A waiter.

Writing

Portfolio: Draw a map of your neighbourhood, then write a short description (30-50 words) and present it to the class. Write about:

- buildings • streets • shops • facilities

My neighbourhood is ... There are ... The streets are ...
There is a chemist opposite ... and/but there is(n't) ...

Comparatives and superlatives

Grammar Reference

▶ Reading & Listening

- 1 a. Read the title and subheadings of the quiz. What is it about?
- b. Do the quiz. Listen and check your answers.
- 2 Circle the comparative and superlative forms in the quiz. Then, complete the table.

Tourist Attractions

- 1 Which is the most popular tourist attraction in London?
- A the British Museum
B Buckingham Palace
C the Tower of London
- 2 What is the tallest landmark in London?
- A Big Ben
B the London Eye
C the Houses of Parliament

Shopping

- 3 How many shops are there in London?
- A more than 50,000
B more than 20,000
C more than 30,000

Britain's Capital

- 4 Which is the busiest shopping street in London?

A Regent Street
B Oxford Street
C Piccadilly

- 5 Which is the most expensive shopping district in London?

A Camden
B Knightsbridge
C Chelsea

Transport

- 6 The London Underground is the in the world.

A fastest
B busiest
C oldest

REGULAR	COMPARATIVE	SUPERLATIVE
Adjective		
old	older than	the
busy	busier than	the
tall	taller than	the
fast	faster than	the
popular	more popular than	the
expensive	more expensive than	the
Adverb		
late	later	the latest
early	earlier	the earliest
carefully	more carefully	the most carefully
IRREGULAR		
good/well	better than	the best
bad/badly	worse than	the worst
little	less than	the least
much/many	.....	the most

- as ... as is used to compare two people/things, etc., that are equal in some way. *Rome is as expensive as Paris.*

- 3 How are comparatives and superlatives formed? Are the rules the same in your language?

- 4 Choose three adjectives from the table in Ex. in their comparative or superlative form and make sentences about the place you live in.

The Town Hall is the oldest building in my town.

▶ Speaking

- 5 a. Use the adjectives to compare the countries.
• long • high • big • small • low • short

	UK	IRELAND	USA
SIZE (sq km)	244,820	70,284	9,629,091
POPULATION	60,094,648	3,924,140	290,342,554
MOUNTAIN	Ben Nevis (1,343 m)	Carrauntoohill (1,041 m)	Mt McKinley (6,194 m)
RIVER	The Severn (290 km)	The Shannon (370 km)	The Mississippi (3,780 km)

A: Is the UK smaller than Ireland?

B: No! The UK is bigger than Ireland, but not as big as the USA.

A: Yes, the USA is the biggest of all.

- b. Make a similar table for your country. Compare it to the UK and the USA.

STUDY SKILLS

Learning Grammar Structures

When you learn an English grammar structure, you can compare it to the grammar equivalent in your language. This will help you learn the new structure more easily.

-ing/infinite forms

Grammar Reference



- 6 Read the text. Underline the -ing forms and circle the infinitive forms. Which form do we use:

- 1 after adjectives with prepositions?
- 2 after modal verbs?
- 3 after verbs of preference (e.g. like, love, etc)?
- 4 to show purpose?

Jane never liked working in an office. She gave up her job to train as a gardener. She discovered that she was very good at gardening and could make anything grow. What she loves most is being outdoors in the fresh air, and she never gets tired of working with plants.

- 7 Put the verbs in brackets into the correct form.

- 1 A: I am planning (move) to the country.
B: Really? Won't you (be) bored there?
- 2 A: Would you like (come) to New York with me?
B: That would be great. I need (get) a visa first, though.
- 3 A: There is nothing I enjoy more than (walk) in the countryside.
B: Me too. I hate (live) in the city.
- 4 A: Do you mind (travel) all the way to work every day?
B: Well, it takes me two hours (drive) to work, but I don't mind at all.

- 8 Complete the sentences about yourself, using -ing/infinite forms.

- 1 I can't stand
- 2 I hate
- 3 I could
- 4 I'm tired of
- 5 I've decided

Sentence transformations

- 9 Complete the second sentence so that it means the same as the first, using no more than three words. What grammar structures are tested?

- 1 It's better to avoid travelling during the rush-hour.
It's not a good idea during the rush-hour.
- 2 There are only a few parks in this city.
There are not in this city.
- 3 LA is one of the most expensive cities in the world.
Very few cities in the world are LA.
- 4 He prefers London to York.
He likes London York.

Phrasal verbs

- 10 Explain the phrasal verbs with 'put'. Use appropriate ones to replace the verbs in bold. Choose one and draw a picture.



- 1 The firefighters managed to extinguish the fire.
- 2 Can you connect me to Mr Smith, please?
- 3 He has gained 10 kilos since he moved here.
- 4 They postponed moving house until May.

Adjectives with prepositions

- 11 Fill in: **with, to, from, of, for**. Use the adjectives in bold to make sentences about the place you live in.

- 1 New York is very different Los Angeles.
- 2 The square is crowded people.
- 3 London is famous its nightlife.
- 4 The town centre is full cheap restaurants.
- 5 Are you familiar this area?
- 6 This town is familiar me. I used to live here.



Portfolio: Collect information to write a short quiz about the capital city of your country (35-50 words).

Comparing places

- 1 a. You are going to listen to two friends talking about Budapest. Before you listen, look at sentences 1-6 and, in pairs, try to guess whether they are true or false.

	True	False
1 The best way to travel around is by car.	<input type="checkbox"/>	<input type="checkbox"/>
2 Traffic can be very heavy.	<input type="checkbox"/>	<input type="checkbox"/>
3 You can buy lovely gifts.	<input type="checkbox"/>	<input type="checkbox"/>
4 Eating out doesn't cost much.	<input type="checkbox"/>	<input type="checkbox"/>
5 Public transport is not expensive.	<input type="checkbox"/>	<input type="checkbox"/>
6 Summers are cool.	<input type="checkbox"/>	<input type="checkbox"/>

- see a film/go dancing
- play golf/play football
- eat Chinese food/eat Indian food
- have dinner with.../have an early night
- go to a football match/go to a rugby match
- eat out/get a take-away

A: Do you fancy seeing a film tonight?
B: Not really. I'd rather go dancing.

- b. Study the table. Then, use the headings to talk about your preferences.

Entertainment Food

General Preference

- I prefer + noun + to + noun →
I prefer vegetarian food to meat.
- I prefer + (-ing form) + to + (-ing form) → *I prefer walking to driving.*
- I prefer + full infinitive + rather than + bare infinitive →
I prefer to play tennis rather than play golf.

Means of Transport Sports

I prefer going out with my friends to playing computer games.

Intonation

- 4 Match the words, then listen and underline the stressed syllables.

A
local
traffic
community
public
city

B
transport
spirit
centre
facilities
congestion

Listening

- b. Listen and tick (✓) the sentences as True or False. Were your guesses correct?
- 2 Listen again and make notes about Budapest under the headings below. Make similar notes about the place you live in. Compare the two places.

• traffic • shopping • restaurants • public transport • weather

Traffic in Budapest is as heavy as in my town.

Expressing preferences

- 3 a. In pairs, use the table and the prompts to form dialogues as in the example. You can use your own ideas.

Asking about specific preference

- Do you want + full infinitive ...
Do you want to go to the theatre?
- Do you fancy + -ing form ...?
Do you fancy eating out?
- Would you like + full infinitive ...
Would you like to go to a party tonight?

Expressing specific preference

- I'd prefer + full infinitive/ noun
I'd prefer to watch a film.
- I'd rather + bare infinitive (+ than + bare infinitive)
I'd rather order take-away (than eat out).

Job interviews

► Reading

5 Who might say the sentences (1-5) below: an employer or a prospective employee?

- 1 Please have a seat.
- 2 I've got a degree in British History.
- 3 Did you have any trouble finding us?
- 4 What work experience have you had?
- 5 Could you tell me what your qualifications are?

6 a. Complete the interview with sentences from Ex. 5. Listen and check.



A: Good afternoon, Ms Harris. **a** ☐

B: No, not at all.

A: **b** ☐

B: Thank you.

A: I understand you are applying for the position of Tour Guide.

B: Yes, that's right.

A: **c** ☐

B: Certainly. **d** ☐ Oh, and I speak four languages.

A: I see. **e** ☐

B: I worked for two years as a tour guide at the Tower of London, and as a clerk in the Tourist Information Centre at Victoria Station for three years.

STUDY SKILLS

Role-playing

Role-play is effective if you use your imagination. Think of the situation, the setting, who you are, how you feel, what gestures you might use, etc.

► Speaking

7 **Portfolio:** Look at the job advert. Take roles and act out a job interview. Use the dialogue in Ex. 6 as a model. Record your dialogues.

WANTED: Experienced Head Chef for well-known French restaurant.
The right person must have NVQ Level 3, speak fluent French and have at least 2 years' experience preparing French food. 40-hour week, including weekends. Excellent pay.
To arrange an interview, call 01743 281978.

Describing pictures

8 a. Look at the picture and complete the text.

This picture shows a businessman. He is

- 1) the driver's seat
- 2) a car. He must be
- 3) his way to work because he is wearing a suit and a tie. He is driving
- 4) shaving while he is looking
- 5) the mirror. He must be late
- 6) he looks stressed.



b. Now look at the picture in Ex. 6 and describe it to your partner. Think about:

- where they are
- what they are wearing
- what they are doing
- how they feel



b. Do you think Ms Harris will get the job? Why (not)? Listen and find out.

c. Take roles and act out the dialogue. You can change the ending.

Getting started

- 1 What information do you think we should include in a letter of application for a job? Think about: *age, qualifications, etc.*

- 2 a. Which beginnings/endings would be appropriate?

A
Dear Sir/Madam,
Yours faithfully,

B
Dear Tom,
Best wishes,

C
Dear Mr Smith,
Yours sincerely,

- b. What is the difference between A and C?

Let's look closer

- 3 Read the rubric, then read the letter and match the paragraphs to the headings.

- A Age/Qualifications C Reason for writing
B Availability D Experience/Personality

- You are looking for a part-time job. You saw an ad asking for a part-time sales assistant and you want to apply for the job. Write your letter.

Dear Sir/Madam,

1 I would like to apply for the position of Part-time Sales Assistant which I saw advertised in the Guardian.

2 I am a seventeen-year-old student. I have ten GCSEs including Maths and English. At the moment I am studying for my 'A' Levels.

3 I have no actual work experience. However, I would enjoy working with the public as I like meeting people. I am friendly and polite as well as responsible and hard working so I think I am suitable for the post.

4 I hope you will consider me for the position. I am able to attend an interview at any time.

Yours faithfully,

Deborah Riley

Deborah Riley

Your turn

- 4 a. Read the rubric. Imagine you are a DJ. Fill in the CV with your personal information.

- You saw this advertisement in *The Weekly News* and you want to apply for the position.

DJ WANTED for busy Latin American club.
Experience necessary. Must have a pleasant personality. Knowledge of Spanish preferred. Would suit a young, energetic person.
Contact: Mr Wade, PO Box 1287

CURRICULUM VITAE

PERSONAL DETAILS

Name/Surname:

Address: Tel.:

Date of birth: Nationality:

EDUCATION

Qualifications:

Languages:

WORK EXPERIENCE (*most recent first*)

PERSONAL QUALITIES

.....

- b. Which of the following are opening/closing remarks?

- 1 I am writing to apply for the post advertised in ...
- 2 I look forward to hearing from you in due time.
- 3 I would be happy to attend an interview at any time convenient to you.
- 4 I am writing with regard to your advertisement in ...

- 5 Answer the questions in the plan. Use your answers and your CV to write the letter of application in Ex. 4a (80-100 words).

Plan

- Who will you address your letter to?

Introduction (Para 1) reason for writing? for what position? where was it advertised?

Main Body (Paras 2-3) age? qualifications? current job? previous experience? personal qualities?

Conclusion (Para 4) closing remarks?

- How will you sign off?





Celebration - Dream Town USA

Close your eyes and imagine the perfect town, with pretty houses and tree-lined streets **0)** *around* a clear blue lake. Now, open your eyes and head **1)** the town of Celebration in Florida, USA, **2)** the Walt Disney Company has, once again, turned a dream into reality.

3) houses in Celebration have garages at the back, so the streets are clear of parked cars. Fences are low and backyards are small **4)** people can talk to their neighbours. Children play happily in the parks and playgrounds. Parents let them go off by themselves without **5)** their safety. The town's facilities, **6)** include a school, medical centre, fitness centre, bank and post office, combine modern technology with the traditional style of a small 1950s town.

If you can't put up with life in the fast lane, take a break and **7)** a visit to Celebration. Who knows – you might even decide to **8)** !

▶ Reading & Listening

1 Look at the title and the pictures. What is *Celebration*? Where is it?

2 How are these words and phrases related to the text? Read and check.

- pretty houses
- tree-lined streets
- clear blue lake
- small backyards
- parks
- playgrounds
- medical centre
- fitness centre
- bank
- post office

There are pretty houses in Celebration.

3 Read the text again and choose the best answer A, B, C or D.

- | | | | |
|-----------------------|----------------|------------------|-------------------|
| 0 A around | B on | C at | D about |
| 1 A at | B over | C for | D in |
| 2 A what | B there | C that | D where |
| 3 A All the | B Both of | C Each and every | D The most |
| 4 A that makes | B as urges | C so that | D such as |
| 5 A caring for | B looking into | C worrying about | D protecting from |
| 6 A who | B these | C which | D whose |
| 7 A have | B give | C do | D pay |
| 8 A remain | B live | C leave | D stay |

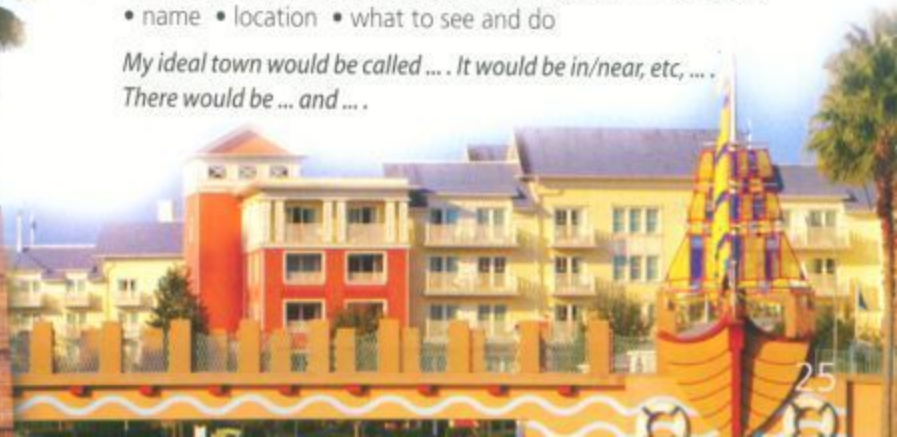
4 Listen and read to answer the questions 1-3.

- 1** Why should someone visit Celebration?
- 2** What do you think the writer's aim is?
- 3** Where might you see such a text?

▶ Speaking

- ◆ Is there a town like *Celebration* in your country? Describe it.
- ◆ Talk to your partner about your ideal town. Think about:
 - name • location • what to see and do

My ideal town would be called ... It would be in/near, etc, ...
There would be ... and ...



Vocabulary & Grammar

1 Fill in the missing word.

- What does Paul look ?
- Bob always tells the truth. He's
- To get to the bank, take the first turning your left.
- Ken is He never gets angry or upset.
- What time the TV programme start?
- She likes the hustle and of London.
- Sarah and Jane aren't getting lately. They argue all the time.
- We hate city life. We can't put with the noise.
- London is more expensive Athens.
- That was worst film ever.

(10 marks)

2 Circle the correct item.

- Harry works as a traffic
A assistant B warden C director
- Jenny has curly blonde hair and cheeks.
A pointed B rosy C bright
- Teachers need to be with their students.
A confident B responsible C patient
- Jane likes eating at restaurants.
A elegant B terraced C corner
- "Where does he from?" "England."
A come B get C is
- James always thinks of others. He's very
A careful B friendly C caring
- Tony has good manners. He is very
A caring B patient C polite
- I don't fancy going out. I'd rather in.
A stay B staying C to stay
- Ian doesn't mind long hours.
A to work B work C working
- Mark's car is as as Anne's.
A older B old C oldest

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- Tom takes after his grandfather.
Tom his grandfather.
- Jane is gaining weight.
Jane on weight.
- No place in the world is as beautiful as this.
This is place in the world.
- I never forget to visit my aunt on Saturdays.
On Saturdays I always visit my aunt.
- I prefer travelling by train to travelling by bus.
I prefer by train rather than travel by bus.

(10 marks)

4 Fill in the correct preposition.

- I'm not familiar this area. I've never been here before.
- She is jealous her sister because she lives on a huge ranch in Australia.
- The city is crowded tourists.
- Pat is very patient her students.

(8 marks)

Communication

5 Complete the exchanges.

- Thank you.
 - I'd rather order pizza.
 - Bless you!
 - Hi, there. How are you?
 - Take the first turning on your right.
- A: Excuse me – how do I get to the bank?
B:
 - A: Do you fancy eating out tonight?
B:
 - A:
B: Not bad. How are you?
 - A:
B: Thanks!
 - A:
B: Don't mention it.

(10 marks)

Listening

6 You will hear a radio programme about Barcelona. For each question, put a tick (✓) in the correct box.

1 Visitors to Barcelona should not go

- A ☐ in the middle of summer.
B ☐ when there is a festival on.
C ☐ in winter.

2 The best way to get around the city is

- A ☐ on a moped.
B ☐ by taxi.
C ☐ on the Metro.

3 Barcelona is

- A ☐ a city with modern and old features.
B ☐ a completely modern city.
C ☐ a very old city.

4 What does the speaker say about La Rambla?

- A ☐ It is full of cars.
B ☐ It is Barcelona's best-known street.
C ☐ It is a famous food market.

5 What can you see in Maremagnum?

- A ☐ a cathedral
B ☐ a bird market
C ☐ lots of shops and cafés

6 The Sagrada Família cathedral

- A ☐ doesn't take long to visit.
B ☐ is not completed.
C ☐ is difficult to climb up.

(12 marks)

Reading

7 Read and choose the correct word for each space.

Get the picture?

How 1) do you go to the hairdresser's with a new hairstyle in 2) but then lose your nerve because you aren't sure what it will 3) like? Don't you wish you could try out new hairstyles before you decide 4) one you want? Well, with today's computer software you can choose 5) over 200 hairstyles in a 6) minutes and see how they look on you – without touching a single hair! All you need is a digital picture of yourself. The software is easy to 7) and you can see both the front-view and the side-view of the hairstyles. Try them out on screen and see which one you like 8) It's the 9) way to see if a hairstyle really 10) you, before the scissors go to work.

- | | | | |
|-------------|-----------|----------|----------|
| 1 A usually | B rarely | C seldom | D often |
| 2 A head | B mind | C hand | D eye |
| 3 A seem | B feel | C look | D appear |
| 4 A this | B a | C that | D which |
| 5 A from | B of | C for | D off |
| 6 A some | B lot | C few | D little |
| 7 A use | B make | C see | D try |
| 8 A best | B much | C well | D very |
| 9 A easily | B easiest | C easier | D ease |
| 10 A fits | B matches | C suits | D goes |

(20 marks)

Writing

8 You have moved to a new neighbourhood. Write a letter to an English-speaking friend, saying:

- what there is to see and do there.
- what you like/dislike about it.
- how different it is from your old neighbourhood.

(20 marks)

(Total = 100 marks)


Now I can...

- introduce myself
- talk about
 - character & appearance
 - habits/routines/lifestyles
 - jobs/workplaces/job qualities
- express my likes/dislikes/preferences
- ask for/give directions
- act out a job interview
- write
 - a short paragraph about my favourite hero(ine) or villain
 - a classified ad
 - an e-mail to a friend
 - an informal letter of advice
 - a short article about myself and where I live
 - a short description of my neighbourhood
 - a letter of application

...in English

A

- 1 a. What do you know about Elizabeth I?
- b. Look at portraits A and B. Describe them.

- 2  Listen and read. Number the portraits in the order you hear them.

- 3 Read and list the symbols in the portraits. Explain what they symbolise. Then explain the words in bold.



- 4 Which of the following adjectives best describe Elizabeth in each painting?
• strong • innocent • demanding • ambitious • determined

Fact File

1533 – Elizabeth born to Henry VIII's second wife

1554 – Elizabeth imprisoned by her half sister, Mary

1558 – Mary dies, Elizabeth becomes Queen

1588 – English navy **defeats** the Spanish Armada

1603 – Elizabeth dies, James I becomes King

1

Elizabeth's Portraits

Elizabeth had many enemies and it was not safe for her to travel around the country. She chose, instead, to use portraits to show herself to her people. It was essential that the portraits showed an image of her that would impress her subjects.

'The Coronation Portrait'

This portrait shows Elizabeth just after the coronation. The picture shows her as a young, beautiful, innocent girl with pink cheeks and long hair. Her rich gold gown, jewels and fur show her **wealth**. She is also wearing the crown and holding the Orb and Sceptre to show her royal **authority**. The message of the picture is that although she is young and beautiful, she has the power to rule the country.

'The Armada Portrait'

This portrait celebrates the victory of England over the Spanish Armada. In the painting Elizabeth's right hand rests on a globe. This symbolises that England is a global power. On her right there is a crown. The pictures behind her show the English navy in bright sunshine, and ships of the Spanish Armada being destroyed in a storm.

B



- 5 **Project:** Do some research using the Internet, school textbooks, encyclopaedias, etc, then draw Elizabeth's family tree. Present it to the class.

The Blue Planet

Module 2

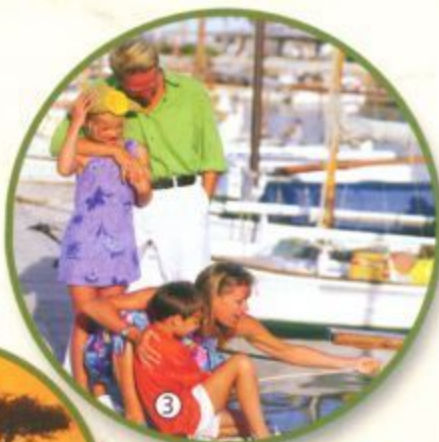
Units 3-4



①



②



③



④



⑤

► Before you start ...

Who's your best friend? What does he/she look like? What is he/she like?

► Look at Module 2

- Where are pictures 1-5 taken from?

► Find the unit and page number(s) for

- banners ☐
- holiday advertisements ☐
- a poster ☐
- diary entries ☐
- newspaper headlines ☐
- an extract from a novel ☐

► Listen, read and talk about ...

- environmental issues
- animals & adoption schemes
- illegal imports
- types of holidays & means of transport
- holiday experiences
- climate/the weather
- packing tips

► Learn how to ...

- give a short talk
- express surprise
- express your feelings
- check in at a hotel
- complain & apologise
- give travel information
- express (dis)approval/annoyance/surprise
- react to news

► Practise ...

- the present perfect
- the present perfect continuous
- clauses of purpose
- the past simple/continuous
- linkers (*but, because, when, and, so, then, as*)
- the definite/indefinite article
- *used to/would*
- present/past participles
- intonation (expressing annoyance)
- phrasal verbs: *run, come*

► Write / Make...

- an environmental poster
- an article about a zoo
- a letter to a penfriend
- a holiday advertisement
- a note
- a weather forecast
- a short factfile about your country
- a story

Culture Clips: RRS Ernest Shackleton

Literature Corner: Gulliver's Travels

Curricular Cuts (Geography): The World's Climates

3a Earth Calling

Lead-in

- 1 a. How much/many of the following does your town/city have? Tell the class.

- traffic • smoke from factories
- homeless people • recycling centres
- trees/plants • stray animals
- dirty parks/rivers/beaches/streets
- bottle banks • clean-up campaigns
- bins • wildlife parks

too much/many, (not) enough,
quite a few/lot, no, any

*There is too much traffic in my town.
There aren't enough bins in the streets.*

- b. Which three things would you change to improve the place you live in? Tell your partner.

- I'd like to see more/less/fewer ... • It would be good if there was/were ... • There should/shouldn't be ...
- I'd make sure that ...

Reading

STUDY SKILLS

Focusing on layout

Before you read a text, look at its layout (headings, pictures, etc). The layout of a text can often help you guess what it is about before you begin to read. This will help you understand the text more easily.

- 2 a. Look at the text. What type of text is it? Why was it written? What do the title and the quotation mean? What do you expect to read?

- b. Read the text and complete the sentences. Explain the highlighted words.

- 1 Roots help plants to be
- 2 Although shoots appear tiny and weak, they
- 3 started *Roots & Shoots* in



The Earth in OUR HANDS

ROOTS AND SHOOTS PROGRAMME

"Hundreds of thousands of roots and shoots, hundreds of thousands of young people around the world, can break through walls. We CAN change the world."

*Dr Jane Goodall
(environmentalist, humanitarian and biologist)*

- 4 The programme includes activities such as

- 5 To take part in the programme you need to be

Speaking

- 3 a. Listen and read the text. Make notes under the following headings.

- who founded it and when • what it is
- how many members it has • who can join

- b. Work in pairs. Use your notes to talk about the *Roots & Shoots* programme.

How do plants grow?

In nature, the roots of a plant grow **underground** and cover a large area. This way they keep the plant strong and healthy. Shoots are young plants that have **come up** through the earth to find the sunlight that they need to **survive**. Shoots may seem small and **fragile**, but they can break open brick walls. Their strength is quite amazing.

What is Roots and Shoots?

Inspired by her belief that every individual can make a difference, Dr Jane Goodall decided in 1991 to form a young people's environmental group of 16 local schoolchildren in East Africa. Its name was *Roots and Shoots* and the members

organised recycling programmes and cleaned up local parks, rivers and beaches. They also helped old people and the **homeless** in their neighbourhood as well as protecting the **natural habitat** of local animals. Today, *Roots and Shoots* has over 3,000 groups in more than 68 countries **worldwide** which are actively involved in Dr Jane Goodall's projects.

How can you become a member of Roots and Shoots?

Any young person, between preschool and university, can join the *Roots and Shoots* programme. If you want to start your own *Roots and Shoots* group, simply find other young people in your neighbourhood who want to **participate**, and an **adult** to be the group leader. Then, contact the Jane Goodall Institute for a membership form.

Jane Goodall's *Roots and Shoots* programme is **living proof** that if we want to make our world a better place for everyone, we just need to work together.

Join Roots and Shoots now!

<http://www.janegoodall.org>

Listening

- 4 You will hear someone talking about membership of the Jane Goodall Institute. Listen and fill in the missing information.

Writing

Portfolio: In groups, make a poster to submit to *Roots and Shoots*' annual competition for the best environmental poster.

Become a Member of the Jane Goodall Institute

We work on projects such as recycling rubbish, cleaning parks and
(1) _____, and helping the elderly.

To become a member, fill out the registration form on the
(2) _____

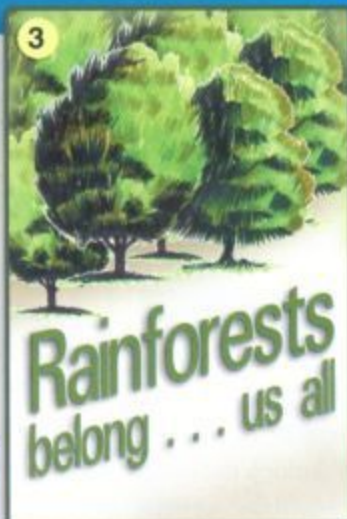
ANNUAL MEMBERSHIP

- ☐ Student/Senior \$ 20.00 ☐ Individual \$ 35.00
☐ (3) _____ \$ 50.00 ☐ Other \$ _____ (please fill in amount)
☐ Roots & Shoots \$ (4) _____ (per group)
☐ Roots & Shoots \$ (5) _____ (international group)
☐ Renewing your Membership? (tick if yes) ☐

Environmental issues

1 Fill in: from, to, about.

1 **PREVENT**
your neighbourhood
... becoming a rubbish tip



2 **THINK** ...
the air you breathe.



2 a. Match the slogans in Ex. 1 to the problems below.

rubbish
air pollution
deforestation
endangered species

b. Work in pairs. Match the sets of verbs to the problems in Ex. 2a. Then discuss as in the example.

- cut down – plant →
- throw away – recycle →
- hunt – adopt →
- destroy – protect →

A: I think deforestation is an important issue today.

B: It is, indeed. Instead of cutting down trees, we should plant new ones.

Preservation

▶ Listening

3 a. You will hear a person talking about what we can do to protect our environment. Before you listen, read the notes and try to guess the missing words.

b. Listen and fill in the gaps (1-6). Which title best matches this speech?

a We Can Make a Difference b Help Save Animals

At home

- Recycle everything you can.
- Grow some of your own food.
- Plant 1) and bushes in your garden.

Transport

- Ride your bike or 2) instead of driving.
- Use public transport.
- Drive sensibly: don't waste petrol.

At work

- Print things on 3) paper.
- Print or copy on both sides of the paper.
- Use the 4) instead of the lift.

Shopping

- Don't buy food which is wrapped in 5)
- Buy locally grown food and products.
- Don't buy products which come from 6) animals.

▶ Speaking

4 Use the notes in Ex. 3 and the table below to give a short talk about what we can do to help preserve our environment.

Introducing	• I'd like to talk about ... • I'd like to present ... • Today's subject is ... • I'm going to talk about ...
Listing	• First / Secondly / Third, ... then ... • Also, ... • Finally ...
Concluding	• To sum up, ... • In brief, ... • In conclusion, ... • Finally ...

I'd like to talk about how we can help preserve our environment. So here's a list of things we can all do. First, ...

Animals

- 5 a. List the animals below under these categories: *mammal, bird or reptile*. Which can you see in the pictures on p. 33?

• goose • sheep • tiger
• cobra • parrot • hen
• monkey • giraffe • dog
• polar bear • deer • cat
• whale • jaguar • goat
• crocodile • python
• horse • leopard
• panda • donkey
• peacock • orangutan

- b. Which of the animals above are: *domestic? wild?*

▶ Reading

- 6 Read the title and think of questions you might want to ask about the zoo. Listen and read to check if you can answer them.

- 7 a. Read the text and choose the best answer (A-D) for each space (1-10). Then explain the highlighted words.

STUDY SKILLS

True Friends

Look out for words that look or sound similar to words in your language (i.e. true friends). They help you understand the text.

- b. Are there any words in the text that look/sound similar in your language?

▶ Speaking

- 8 a. Make notes, then give your partner two reasons why people should visit the Henry Doorly Zoo.

No ordinary zoo

How would you like to visit a rainforest, **explore** the bottom of an ocean and still be home **0)** *in* time for dinner? Well, if you live in Omaha, USA, you can! The Henry Doorly Zoo in Omaha is like no **1)** zoo. There are **2)** of wild and endangered animals here but they live in an environment exactly **3)** their own.

The zoo includes the world's largest **indoor** rainforest, known **4)** the *Lied Jungle*. You can **cross** rope bridges, walk through caves and **admire** wonderful waterfalls. Leopards and pythons move through the **bushes**, monkeys jump from tree to tree and birds **5)** above your head. The zoo is home **6)** many species including bears, giraffes, deer, jaguars, and pumas.

Next **7)** the Lied Jungle is the *Kingdom of the Seas Aquarium*. Here you can see penguins **sliding off** ice cliffs **8)** the cold water below. **9)** a walk along the 25-metre glass tunnel which runs through a big **tank**, with a wide variety of fish swimming around you.

The zoo is open **10)** day of the year **except** Thanksgiving, Christmas and New Year's Day.

For detailed information visit the Henry Doorly Zoo website <http://www.omahazoo.com>

0	A on	B in	C at	D for
1	A such	B every	C any	D other
2	A much	B more	C many	D lots
3	A like	B as	C same	D to
4	A as	B like	C such	D for
5	A move	B cross	C fly	D pass
6	A for	B of	C to	D in
7	A in	B to	C by	D with
8	A under	B in	C into	D on
9	A Do	B Go	C Make	D Take
10	A most	B all	C every	D each

- b. Imagine you are at the Henry Doorly Zoo. In pairs, act out a dialogue about what you can see, what you are doing and how you feel.

Writing

Portfolio: Collect information about a zoo in your country. Write an article for your school magazine (50-80 words). Write:

- the name of the zoo • where it is • what you can see there
- your recommendation



Present perfect

Grammar Reference

► Reading & Listening

- What is the text on the right: a directory? a poster? a sign?
- Scan the text. What do these figures refer to: 10%? 2,000? 0.3°C – 0.7°C? 80%?
- Listen and read. In pairs, ask and answer comprehension questions.
 - Underline the present perfect verb forms. How is the present perfect formed?

Yet/Already - For/Since

- The students of Southsea School are planning a clean-up day. In pairs, ask and answer questions.

Things to be done:

- invite other schools to take part ✓
- organise people into groups ✗
- advertise the event on the radio ✓
- buy equipment (gloves, rubbish bags) ✗
- hand out leaflets ✓
- make posters ✗

A: Have they invited other schools to take part?

B: Yes, they've **already** done that. Have they organised people into groups?

A: No, they haven't done that yet.

- Use the prompts to make sentences about yourself.

- be • visit • travel • talk • phone
- meet • change • speak • write

FOR...

- three days • five months
- a year • a long time

SINCE...

- last week • August • 2001
- I was seven

I've been a member of WWF for a year.

HAVE YOU EVER THOUGHT ABOUT IT?



THE BAD NEWS:

- Up to now, we have destroyed 10% of the Amazon rainforest.
- Some 2,000 species of Pacific Island birds have become extinct.
- Any waste paper you threw away six months ago has only just broken down.
- Average temperatures have risen between 0.3°C and 0.7°C.



THE GOOD NEWS:

- Bald eagle populations have increased in the last 15 years.
- Access to clean water for people in the Third World has increased to 80% since the 1970s.
- The ozone layer has started to heal.

Never/Ever

- Tell your partner three things you have never done.
I've never adopted an animal.

► Speaking

- Use the prompts and your own ideas to ask and answer.

- go to a zoo?
- look after a sick animal?
- watch a wildlife documentary?
- win a competition?

A: Have you ever been to a zoo?

A: When was that?

- when/be/on holiday
- last summer/year/month
- last Sunday/Monday, etc
- while/be/at school, etc

B: Yes, I have.

B: Last summer.

GAME

Choose a leader. He/She says how (s)he feels. In teams guess why. Each team can ask three questions.

upset happy excited
thrilled sad angry

Leader: I'm happy.

Team A S1: Have you passed your exams?

Leader: No, I haven't.

Present perfect continuous

Grammar Reference

- 7 a. Underline the verb forms in the speech bubbles. Find an example of an action which continued for some time in the past with results visible in the present.



- b. Use the verbs *work, run, paint, fix, play, fight* to ask questions.

- Pat's out of breath.
Has she been playing basketball?
- Bill's face is covered in paint.
- Ann's tired.
- Timmy's clothes are dirty.
- Bob has got a black eye.
- Steve's hands are covered in oil.

- 8 a. Read the sentences. Find examples of an action which started in the past and continues up to the present with emphasis on the duration.

*He has been typing letters since 9 am.
She has been living here for four years.
He has been typing letters all day.*

- b. Use the verbs and the time words to make sentences about yourself. Use the present perfect continuous.

• learn • study • write
• watch • play • live

• for • since • all day

I've been learning English for three years.

Clauses of purpose

Grammar Reference

- 9 a. Read the examples. How is purpose expressed?

- We can adopt an animal **so that** it can have proper care.
- We should join an environmental group **to/in order to/so as to** help protect endangered species.
- We took the cat to the vet **for** a vaccination.

- b. Expand the sentences, using clauses of purpose.

- government / pass laws / factories causing pollution / pay / heavy fines. *The government must pass laws so that factories causing pollution will pay heavy fines.*
- we / adopt / an endangered animal / help / protect / wildlife
- they / write to / WWF / ask for / information about / voluntary work
- they / give out free tickets / everyone / go / concert
- they / start / campaign / raise money

Sentence transformations

- 10 Complete the second sentence so that it means the same as the first, using no more than three words.

- I last went to London Zoo when I was ten years old.
I haven't been to London Zoo ten years old.
- Michael started working as a zookeeper in 1998.
Michael as a zookeeper since 1998.
- I think you should adopt an animal.
Why adopt an animal?
- I prefer lions to hippos.
I like lions hippos.

Phrasal verbs

- 11 Explain the phrasal verbs, then complete the sentences. Choose three phrasal verbs and draw pictures to illustrate them.



- We Mary while we were in the zoo.
- We have sugar. Can you buy some?
- We almost a deer while we were driving.
- Most cars unleaded petrol nowadays.

Writing

Portfolio: You have taken part in a special 'Plant a tree' day. Write a letter to your English pen-pal telling him/her all about it. In your letter you should:

- say when and where the event took place.
- say how you liked it.
- ask if he/she has taken part in a similar event.

Protecting animals

- 1 a. Why would you adopt an animal? Number the reasons in order of importance (1-5). Compare your list to your partner's.
- ☐ a to learn more about that animal
 - ☐ b to help pay for its food and daily care
 - ☐ c to get free gifts
 - ☐ d to help pay for any medical attention it needs
 - ☐ e to make it feel good

▶ Listening

- b. Listen to an interview about an animal adoption scheme and put a tick (✓) in the correct box.

- 1 What was the reason for starting the animal adoption scheme?
 - A ☐ The zoo didn't have enough money.
 - B ☐ The zoo wasn't in good working order.
 - C ☐ The zoo couldn't keep the animals.
- 2 The animal adoption scheme
 - A ☐ hasn't been successful.
 - B ☐ was started quite recently.
 - C ☐ needs over 100 applicants.
- 3 The £30 adoption fee
 - A ☐ pays for most of the animal's food and medicine.
 - B ☐ pays for all of the animal's food and medicine.
 - C ☐ is all spent on the animals.
- 4 The radio presenter thinks that
 - A ☐ the scheme costs too much money.
 - B ☐ the animals aren't worth £30.
 - C ☐ £30 is a reasonable price.
- 5 If you adopt an animal, every month you get
 - A ☐ a free T-shirt.
 - B ☐ an adoption certificate.
 - C ☐ information about the animal.
- 6 If you want to adopt an animal,
 - A ☐ you must go to the zoo.
 - B ☐ you must fill out a form.
 - C ☐ you must call the radio station.

- c. Would you ever consider adopting an animal? Why (not)? Tell the class.

Describing pictures

- 2 Look at picture A and complete the sentences.



In this photograph there is a
 The photograph was probably taken at a
 The woman is wearing
 Next to her there is
 She is trying to
 I think the seal is
 The woman could be
 I think she likes

- 3 a. Describe picture B to your partner. Talk about
 • people • place • activities • people's feelings



- b. Look at picture B again and answer the questions.

- 1 How do the people in the picture feel towards the dolphins? Why do you think so?
- 2 Are you in favour of or against zoos? Why?

Illegal imports

▶ Reading

- 4 Look at these signs. What items are travellers not allowed to bring into Britain/the EU?
e.g. ivory



PASSENGERS IN POSSESSION OF PROHIBITED FOODS RISK UP TO SEVEN YEARS' IMPRISONMENT AND/OR A HEAVY FINE

- 5 a. Read these sentences. Who might say them and in what situation?
- *Can you open your suitcases, please?*
 - *Anything to declare?*
 - *What's this, sir?*
 - *Do you have anything else like this?*
 - *Please come with me.*
- b. Listen and read. What illegal items did the man have?
- c. Take roles and act out the dialogue.

A: Anything to declare?
B: No. I don't think so.
A: I see. Can you open your suitcases, please?
B: Yes, of course.
A: What's this, sir?
B: It's an ivory chess set. It's a gift for my uncle.
A: Don't you know it's illegal to bring products made of ivory into Britain?
B: No, I didn't know that.
A: It's against the law to bring any products made from endangered animals into the country. Do you have anything else like this?
B: Er ... well, yes – I bought a snakeskin belt for my daughter and a crocodile skin purse for my mother.
A: I see. Please come with me, sir.

- 6 In pairs, guess what happens next. Listen to the rest of the dialogue and check.

- 7 **Portfolio:** Imagine you are at Customs, coming back from a holiday. In pairs, take roles and act out a dialogue between yourself and the Customs officer. Record your dialogue.

STUDY SKILLS

Intonation

Listen to the speaker's intonation and mark the stressed syllables. Practise pronunciation and stress. Record yourself to see if you sound natural.

Reacting to news

▶ Intonation

- 8 Listen and repeat. Record yourself and check your intonation.

Positive

- Wow! • At last!
- How fantastic • How wonderful!
- That's great (news)! • Really?
- Well done! / Way to go!

Negative

- How terrible! • What a shame!
- That's shocking! • That's awful!
- That's too bad! • Oh, no!

- 9 In pairs, use expressions from Ex. 8 to react to the news about the headlines.



- A: It says here that a fire has destroyed a huge area of rainforest in the Amazon!
B: That's sad!

Getting started

- 1 Read the theory box, then read the note and complete the blanks. Find examples of omitted words.

Notes are messages we write in various situations (to remind, inform, thank, apologise, etc). They must be short and provide all the information needed without being chatty. We usually omit words such as **personal pronouns** (I, you, etc), **articles** (a/an, the, etc), **auxiliaries** (am, have, etc) and **greetings** like Dear, Yours, etc. We can use the imperative, informal linkers (e.g. so instead of therefore), participles, and abbreviations.

use short informal opening and closing remarks

Hi Sue,
OK to borrow old trainers for 'clean up day' tomorrow? Meeting Bob at 9 am outside park so don't be late.
See you tonight,
Amanda
P.S. no time to buy rubbish bags - could you?

use imperatives

Let's look closer

- 2 Read the notes below and find examples of informal greetings/endings; omitted personal pronouns, articles and auxiliaries; imperatives, and participles.

1 JESS!!!

Letter from Greenpeace arrived this morning. Put it on your desk. Should reply ASAP.
xxx Sandra

- 2 Just a quick note to let you know about the wildlife documentary.

Filming next week at Currumbin Sanctuary. Please phone them for details, e.g. exact date, time, address, etc. Give me a call when you find out.

Thanks a million.

Jack

PTO for contact name and number

- 3 Good morning Fred.

Had to call the vet - panda's sick again. Clean out monkeys' cages and bath the elephants. Done everything else.

See you at 6,

George

PS Vet said he would be here at 10am.

- 3 Match the highlighted abbreviations in the notes above to their meanings (1-5).

1 please turn over (the page)

2 and so on

3 for example

4 I've just remembered something

5 as soon as possible

- 4 Make sentences 1-8 shorter.

- I would like to thank you for your help.
- It's a great idea.
- You should come and visit us.
- I will see you soon.
- I am leaving for Rome, therefore I can't be at the meeting.
- John was not feeling well so he went home.
- Can you tell me where it is?
- Bob is coming at 9:00. Please try not to be late.

Your turn

- 5 Read the rubric, underline the key words and answer the questions in the plan. Then, write your note (35-45 words).

A colleague has invited you to take part in a 'clean-up the beach' day. Write a note and:

- agree to help
- ask for more information (e.g. date, time and place)
- find out what you need to bring with you.

Plan

- Who is the note to? How will you start?
- What points/information do you have to include?
- Is there anything else to say?
- How will you end the note?

AMAZING FACTS!

Recycling just one glass bottle saves enough energy to light a 100 watt bulb for four hours.





► Reading & Listening

RRS Ernest Shackleton

- What can you see in the pictures? What do you think the RRS Ernest Shackleton is?
- What type of text is this? What is the purpose of such texts? Read the text quickly to find which birds/animals are mentioned.
 - Read again and answer questions 1-4. Then, explain the highlighted words.
- Why are they in the Antarctic?
 - to spend Christmas there
 - to do research on the wildlife
 - to save the penguins and whales
 - to carry out some experiments
- What was their most memorable Christmas experience?
 - looking at the icebergs
 - singing Christmas carols to the penguins
 - seeing the blue whales
 - having 24 hours of sunshine
- Why were some of the crew disappointed?
 - They were far from the station.
 - They didn't have any Christmas presents.
 - They couldn't reach their presents.
 - They couldn't enjoy the games.
- Which of the following is the best title for the text?
 - Visiting the Antarctic
 - The Behaviour of Penguins
 - An Antarctic Christmas Holiday
 - Memories from a Scientific Expedition
- Listen and read, then ask and answer comprehension questions.

S1: How long have they been at sea?

S2: Two months. Where are they ...?

► Speaking

- What endangered animals are there in your country? Are there organisations that look after them?



23rd December We have almost reached the Antarctic after two months at sea. Although it is summer here and there are 24 hours of sunshine, it's still freezing and there are huge icebergs everywhere. One of our tasks while we are here, is to check the numbers, movement, and feeding behaviour of the penguin colonies. We do this by capturing them and putting electronic tags on them. We have to be very careful so that no penguin is hurt.

24th December Today we sang Christmas carols to our new friends. They clapped their flippers to show they liked the singing. We also saw a family of blue whales - they must have heard our singing. What an amazing sight! The whale calves swam alongside their mothers. It was a touching scene and one we shall never forget.

25th December Happy Christmas! The crew traditionally exchange presents on these trips. Some of them were disappointed, though, because their presents were underneath food supplies and other equipment. We had expected to reach the Antarctic research station earlier but recent bad weather has delayed us. Anyway, Christmas dinner was delicious. We had roast turkey and Christmas pudding.

26th December Today we played games on the deck such as sticking our heads in buckets of freezing water. Thinking about it now, this was crazy and dangerous! Soon, we are going to reach our base station. Then we can start our research on the penguins. After we have done that, we can begin our albatross project. Checking the weight of albatross chicks is the job of Juan, a biologist from the University of Barcelona.



4a Travellers' Tales

Lead-in

- 1 a. Tell the class as many types of holidays (*package holiday, beach holiday, sailing*, etc) as you can in one minute.
- b. Look at the adverts on p. 41. What types of holidays do they advertise?

Listening

- 2  Listen to a radio advert. What types of holidays are advertised?

Reading

STUDY SKILLS

Reading for specific information (multiple matching)

Underline the key words in the descriptions and questions. Read the text(s) and try to find sentences/phrases that match the underlined key words. The matching sentences/phrases are usually rephrased.

- 3 The people in pictures 1-4 live in the USA and are all trying to choose a holiday.
 - Read the texts and underline the key words.
 - Then, read the adverts and underline anything that matches up with what the people want.
 - In pairs, decide which of the holidays (A-F) is the most suitable for the people (1-4).

Danny and Lisa have been married for ten years and are planning a special holiday. They both like exotic places and wildlife photography. They are looking for an unforgettable holiday full of surprises.

1



Eric wants to go somewhere special to celebrate his 50th birthday this year. He is interested in ancient history. He would like to go abroad, but he is terrified of flying!

2



- 4 Listen and read. Explain the words in bold. Then, in pairs, ask and answer comprehension questions.

A: How many nights is the holiday in St Petersburg?

B: Three. Where ...?

Speaking

- 5 a. Match the verbs to the prompts.
enjoy, see, stay in, visit, go on, experience

- luxurious hotels • local cuisine
- beachfront hotels • tropical rainforests
- guided tours • traditional food
- stunning wildlife • famous landmarks
- great museums • white-water rafting
- rare birds • rich history

- b. Look at the adverts on p. 41. Which holiday would you choose to go on? Use the phrases in Ex. 5a to discuss in pairs.

A: The African safari seems the most exciting to me because you can see stunning wildlife. What about you?

B: I'd go for ...

Writing

Portfolio: Write your own holiday advertisement for an interesting place in your country. Write:

- name of place • type of holiday • length of stay
- activities • prices • contact number

3

Nick is 26 and he likes his holidays to be action-packed. He's very fit and active and loves the outdoors. He dreams of visiting exotic locations.



Julia is a busy architect and has to be back at work within a week. She's looking for a glamorous, well-organised holiday with the chance to see some beautiful architecture.

4



Looking for the IDEAL getaway?

Sightseeing in St Petersburg A



Three nights at the luxurious Astoria hotel. Russian culture and **professionally** guided tours. Don't miss the chance to visit this city's most famous **landmarks** and some of the world's greatest museums.

\$1,460
per person (all inclusive)

Mediterranean Fun B

The Coral Beach Resort in Marbella, Spain offers relaxing 2-week **breaks** for all the family. **Beachfront** hotels with swimming pools, cafés, restaurants, watersports **facilities** and great nightlife! Sun and fun for everyone!

Adults \$2,500
Children \$1,600
(14 nights, incl. flights)



Amazon Adventure C

Would you enjoy camping and **trekking** in tropical rainforests? How about the **thrill** and **excitement** of white-water rafting? If you are looking for action and **adventure**, this is definitely the holiday for you!

\$1,700 per person
(6 days incl. flights)



Natural Poland D

Babiogorski National Park offers a dramatic **setting** for a fantastic holiday for the less **adventurous**! Family-style **accommodation**. **Bird-watching enthusiasts** won't be disappointed – there are about 120 species of birds here and **early risers** are sure to **catch a glimpse** of something **unusual**.

\$1,170 per person
(7 nights all inclusive)



African Safari E

Fabulous 12-day jeep safari in Kenya. See Africa's **stunning** wildlife in its **spectacular** **natural habitat**. Get a taste of real African **culture** with its **traditional** food, and enjoy the **incredible** sunsets.

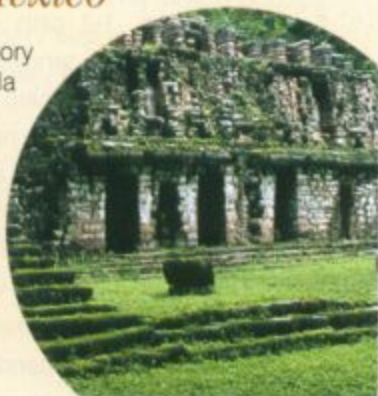
\$6,130 per person
(incl. flights)



Historical Mexico F

Experience the rich history of the Yucatan Peninsula **in style** aboard the Expreso Maya Luxury Train. Visit Chichen Itza and the Adivino Pyramid on this 5-day, **once-in-a-lifetime** trip.

\$1,250 per person



Try these holiday suggestions from
Vesta Travel Co. Tel: 0626-555-0708

Packing



- 1 Look at the items in the pictures. Which would you put in your suitcase? shoulder bag?

▶ Reading

- 2 Do you think you pack smartly? Listen and read to find out.
- 3 Read again. Which of the items in the pictures are mentioned in the text?

How to Pack Smartly

- 1 Take comfortable, easy-to-clean clothes. Don't take too much – for a week you should take 2-3 shirts and pairs of trousers, 1-2 pairs of shoes (hiking boots for a walking holiday and sandals for a beach holiday), a jacket or a jumper, a swimming costume and lots of underwear.
- 2 Don't forget the necessities. Take toothpaste, sunscreen, insect repellent and a small first-aid kit.
- 3 Put your shoes in plastic bags inside your suitcase so they don't dirty your clothes.
- 4 Keep your passport with you at all times.
- 5 Do not carry any sharp objects such as penknives, nailfiles or scissors in your hand luggage. Put them in your suitcase.
- 6 Put any breakable items such as cameras or binoculars in your hand luggage.

Weather

- 4 What is the weather like in your country in each season? Tell the class.

spring summer
autumn winter

- warm • hot • dry • cold • mild
- rainy • snowy • cool • windy
- sunny • wet • foggy

Talking about the weather

- it's usually ... , but ...
- (e.g. summer) is (often usually) ...
- it's / it isn't often very (e.g. dry) in ...
- it rarely (e.g. snows) ... in ...

Autumn in my country is always wet and foggy but spring is usually mild.

▶ Listening

- 5 Listen to the weather forecast for Mexico City for tomorrow. What is the weather going to be like?

Means of transport

- 6 Fill in: **catch, drive, miss, get, take** or **ride** in the correct form.

- He got held up in traffic, and as a result he his plane!
- He the 8 o'clock train to Liverpool and met Steve there.
- He his bike to school when he was a child.
- He always his wife to work.
- He the Tube as it was faster than driving.
- He helped the old lady on the bus.

Prepositional phrases

- 7 a. Fill in: **on, in** or **by**.

- travel bike/motorcycle/ bus/car/taxi/ boat/lorry/plane
- go foot
- travel a bus/plane/ train/ coach/ ship/boat
- get a taxi/car/helicopter

- b. Where do you usually go on holiday? How do you travel? Tell your partner.

*I usually spend my holidays abroad.
I never travel by plane.*

Present/Past participles

- 8 a. Study the table.

- We use **-ed participles** to describe how we feel.

I felt excited when we landed in Rome.

- We use **-ing participles** to describe what something/somebody is like.

Flying to Madrid was exciting.

- b. Use appropriate participles and the prompts to talk about travel experiences. Think about:

trip, flight, service/hotel, local people, museums, nightlife, etc

amused – amusing
excited – exciting
satisfied – satisfying
bored – boring

interested – interesting
fascinated – fascinating
thrilled – thrilling
disappointed – disappointing

A: How was ...?/What was the ... like?

B: It was ...

A: How did you feel about ...?

B: I felt ...

Expressing feelings

STUDY SKILLS

Intonation

Use suitable intonation to show your feelings. This helps the listener to understand you better.



- book / holiday
- someone / steal my purse
- hotel / overcharge me
- find out / no running water
- finish / packing suitcases
- airline find / my missing luggage
- get / best room in hotel
- lose / passport

A: You look excited.

B: I am. I've booked my holiday!

A: That's good/great.

A: What's wrong? You look upset.

B: I am. Someone's just stolen my purse.

A: Oh dear. / I'm sorry.

Writing

Portfolio: Listen to the weather forecast in Ex. 5 again. Then, write a short weather forecast for your city for tomorrow.

Past simple and past continuous

Grammar Reference

- 1 Read the text. Identify the tenses (1-8). Find examples of:

We 1) **reached** the hotel at 11:30 last night. It 2) **was raining** heavily at the time and we were tired, so we 3) **checked in** and 4) **went** straight to our room. It was past midnight. My sister 5) **was having** a shower while I 6) **was unpacking** my suitcase. I 7) **was putting** my clothes in the wardrobe, when suddenly, I 8) **heard** someone trying to unlock our door.

- a actions which happened immediately one after the other in the past
- b an action which happened in the past
- c an action which was in progress at a stated time in the past
- d an action which was in progress when another action interrupted it
- e two simultaneous actions in the past which were in progress.

- 2 Put the verbs in brackets into the *past simple* or *past continuous*.

- A: Where 1) (you/ be) at 5 o'clock yesterday?
- B: I 2) (cook) dinner while Tony 3) (work) in the garden.
- A: When 4) (you/see) Sue?
- B: While I 5) (wait) at the bus stop yesterday morning.
- A: What 6) (happen) to Rob?
- B: He 7) (crash) his car while he 8) (drive) to work.

Linkers

Grammar Reference

- 3 Join the columns.

- | | | |
|--|---------|---|
| 1 It was a really busy year for Tim | but | a he felt a bit anxious about missing his flight. |
| 2 On the big day, he got up very early | because | b he was looking forward to his holiday in Malta. |
| 3 He packed his suitcase, had breakfast and | when | c when he was about to check in, he realised he didn't have his passport. |
| 4 He reached the airport 2 hours before his flight | and | d he reached home. Would he be able to find it? |
| 5 There was plenty of time before he would board the plane | so | e he heard the phone ring. |
| 6 His heart was beating fast | then | f he drove to the airport. |
| 7 He was opening the front door | as | g he decided to drive home and get the passport. |

Speaking

- 4 Talk about a bad experience you had while on holiday.

- | A | | B |
|------------------|---|------------------------|
| where? | → | • name of place |
| how / get there? | → | • means of transport |
| how long? | → | • days/weeks |
| who with? | → | • friends/family/alone |
| what / like? | → | • OK, but ... |
| what happened? | → | • problem |
| what did you do? | → | • explain |

- 5 Use the prompts to make sentences about yourself.

- yesterday • last month • in 2000 • last Monday
• two days ago • so • when • while • then

GAME

Play in pairs. You narrate a story, your partner mimes it. The class votes for the best story and mime.

*I was walking down the street when I slipped on a banana skin.
(partner pretends to be walking, then slipping.)*

Definite/Indefinite articles

Grammar Reference

► Reading

- 6 a. Skim the text. Does it give personal or factual information?
- b. Read the text and fill in **a**, **an** or **the** where necessary. How do we use articles?
- c. Listen and read, then tell your partner as many things about Argentina as you can remember.



Argentina is 1) second largest country in 2) South America. 3) Atlantic Ocean lies east of Argentina. 4) country is bordered by Bolivia, Brazil, Chile, Paraguay and Uruguay. 5) Buenos Aires is 6) capital. It lies along 7) Rio de la Plata, which means 'silver river'. The official language is 8) Spanish. In 1816 Argentina became 9) independent country.

Land: Argentina is shaped a lot like 10) long triangle. It is wide in 11) north and narrow in 12) south. 13) Andes Mountains run all the way down Argentina's long western border.

Products: 14) country produces beef, corn and wheat.

People: Argentina has 15) population of 35 million people. About 16) third of them live in Buenos Aires.

Used to/would

Grammar Reference

- 7 Which sentence expresses: a *past habit*? a *past state*? Where can we use **would**?

- I used to live in the country when I was young.
- In summer they used to hire a boat and go fishing.

► Listening

- 8 a. Kate is talking about her summer holidays when she was six. Listen and tick (✓) the things she used to do. Then make sentences.

- ☐ go bird-watching
- ☐ lie on beach
- ☐ go swimming
- ☐ have picnics on the beach
- ☐ make sandcastles
- ☐ hike

Kate *used to/would go bird-watching* with her father.

- b. In pairs, ask and answer.

A: Did you use to go bird-watching when you were six?

B: No, I didn't. I used to/would ...

Sentence transformations

- 9 Complete the second sentence so that it means the same as the first, using the word in bold.

- We haven't stayed at a hotel for years. **since**
It's years at a hotel.
- There were two swimming pools at the hotel. **had**
The swimming pools.
- John had an accident on his way to the office. **had**
John was on his way to the office an accident.
- The hotel room was too small for Tom's family. **enough**
The hotel room wasn't Tom's family.

Phrasal verbs

- 10 Explain the phrasal verbs, then fill in the correct particles.



- While in Prague, he came some great shops.
- His last book came last month.
- Don't call – just come at about 10:00.
- She came a fortune when her aunt died.

Writing

Portfolio: Write a short factfile about your country like the one in Ex. 6.

Checking in

► Reading

1 Where are the people in the picture? What are they doing?

2 Which of these sentences may be said by a receptionist?

- 1 *How may I help you?*
- 2 *I'm afraid I can't find the booking.*
- 3 *I demand to see the manager.*
- 4 *Just a moment, sir.*
- 5 *You mean there's absolutely nowhere to stay?*

3 a. Read the dialogue and complete sentences 1-5. Then read out the dialogue in pairs.

- 1 The dialogue is between Mr and
- 2 There's no room for the Martins.
- 3 A travel agent made two months ago.
- 4 There are no vacancies in the hotel because
- 5 Mr Martin is very

b. What do you think happened next? Listen and check. In pairs, think of a different ending.



A: Good evening, sir. How may I help you?

B: My name is Peter Martin. My wife and I have a reservation for a double room for tonight.

A: Just a moment, sir. I'm afraid I can't find the booking, sir. When did you reserve the room?

B: It was booked through my travel agent two months ago.

A: I'm afraid there's no record of a booking and the hotel is completely full. There's a festival on in the town and there are no rooms available anywhere.

B: You mean there's absolutely nowhere to stay? What are we going to do?

A: Well, I could try ringing around a few other places, but I don't think there's much hope.

B: Look here! My wife and I have been travelling all day. We're exhausted. I demand to speak to the manager!

Complaining and apologising

4 a. Listen and read. Underline the phrases which suggest apology.

- A: I'd like to complain about the TV. It's not working.
B: I'm so sorry, sir. I'll get someone to see to it immediately.
- A: Excuse me, I think you gave me the wrong change.
B: Oh dear. I do apologise, sir.

b. **Portfolio:** Work in pairs. Imagine you are at a hotel and you are having some problems. Use the table and your own ideas to act out similar exchanges. Record your dialogues.

Complaining	Apologising
<ul style="list-style-type: none"> I'd like to complain about ... Excuse me, but ... 	<ul style="list-style-type: none"> I'm so/terribly sorry (for) I (do) apologise for

- room not clean
- room service slow

- no hot water
- no towels

FUN TIME



Giving travel information

► Listening

- 5 a. You are going to listen to a holiday rep talking to some new guests at their hotel. What might she tell them?
- b. Listen and fill in the missing information.

STUDY SKILLS

Predicting

Before you listen, think about the topic. Predict words/phrases related to the topic. This improves your listening comprehension.

Name: Jane Clarkson
Company: Sun Tours

Meals

Breakfast: 7:30-9:30am – in 1)-ground floor
Lunch: 12:00-2:00pm restaurant – 2) floor
packed lunches available – order 3) day before
Dinner: 7:30-9:30pm restaurant – variety of 4) dishes

Pool

Opening hours: 7am - 5)pm
Sunbeds available
Snack bar - 6) and snacks

- 6 Imagine you are a holiday rep. Tell the guests how they can spend the day. Talk about:

- meals • day trips available • shopping • beaches
- evening entertainment • where to go for help/advice

Expressing (dis)approval

- 7 Imagine you are filling in a hotel assessment form. In pairs, use the spidergram and the useful language to ask and answer, as in the example.



Asking	Expressing (dis)approval
<ul style="list-style-type: none"> • What do you think of ...? • How do you find ...? • How is ...? 	<ul style="list-style-type: none"> • It's fine/excellent. • It's (not) good/very good (indeed). • It's poor/disappointing/awful.

A: What do you think of the room service?

B: Oh, it's very good indeed. Don't you think so?

Expressing annoyance

► Intonation

- 8 Listen and repeat. In pairs, make up short exchanges.

- 1 How dare you speak to me like that?
- 2 What are you talking about?
- 3 This is outrageous!
- 4 You're joking!
- 5 You're kidding!

A: I insist that you leave now.

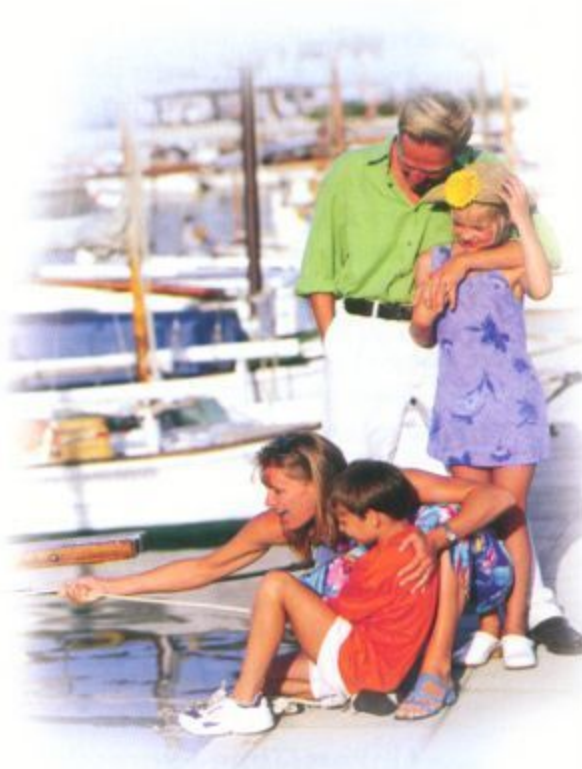
B: How dare you speak to me like that?

Describing a picture

- 9 a. Portfolio: Describe the picture to your partner. Think about:

- where the people are
- what they are wearing
- what they are doing
- why they are there
- how they feel

Record your monologue.



- b. What is your favourite type of holiday? Why? Tell your partner.

Getting started

- 1 What can a story be about (*adventure, mystery*, etc)? What tenses can you mostly use?

Let's look closer

- 2 a. Read the rubric. What can your story be about?

- A local magazine has asked its readers to send in short stories with the title 'A Trip to Remember'. The best story wins a two-week holiday to Thailand.

- b. Listen to the sounds. Can you guess the story? Read and check.



It was very windy **when** I set off for the airport last Monday morning. The sky was full of dark clouds **and** soon it started raining heavily. What a great way to start a holiday!

While I was driving to the airport, the storm got worse. Suddenly, a huge flash of lightning struck a tree. It came crashing down just metres in front of my car. The fallen tree completely blocked the road, **so** I was stuck. I tried to call the emergency services on my mobile, **but** the line was dead.

I was positive that I'd miss my plane, **so** I turned on the radio and tried to get used to the idea. Soon there was a loud knock at the window. To my surprise it was a young man in leather clothes, "Need a ride?" he said. My plane was leaving in an hour **so** I didn't think twice. I grabbed my bags, climbed carefully onto the motorcycle **and** shouted urgently, "To the airport please!"

It was my first time on a motorcycle **so** I was terrified. The young man drove so fast that I kept my eyes tightly shut all the way. Suddenly, the motorcycle came to a halt. "We're here!" he said. I looked at my watch **and** saw that I was just in time for my flight. The young man wished me a nice trip, **then** quickly sped away.

As soon as my plane took off, I breathed a huge sigh of relief. I could now relax and enjoy my holiday.

- 3 Read the story and put the events in the order they happened.

- | | |
|-----------------------------------|------------------------------------|
| I turned on the radio. | Lightning struck a tree. |
| He drove me to the airport. | A man knocked at the window. |
| 1 I set off for the airport. | A tree blocked the road. |
| The plane took off. | |

Linkers/Time Expressions

- 4 Which of the words in bold: – *join similar ideas?* – *refer to time?* – *join contrasting ideas?* – *show consequence?* Use them to make sentences of your own.

Adjectives & adverbs

- 5 Underline the adjectives in the story. Replace them with synonyms.
- 6 Complete the phrases 1-6 with the adverbs used in the story. How are they formed? Make sentences using the phrases (1-6).
- 1 blocked
 - 2 climbed
 - 3 shouted
 - 4 drove
 - 5 shut
 - 6 sped away

Your turn

- 7 Underline the key words in the rubric. Answer the questions in the plan, then, write your story.
- A travellers' magazine has asked its readers to send in short stories entitled: "The Most Exciting Holiday of My Life" (80-100 words)

STUDY SKILLS

Sequence of events

When writing a story, present the events in the order they happened. This helps readers follow the story easily.

Plan

Introduction

- (Para 1) *When/Where did the story happen?*
Who was/were the main characters?

Main Body

- (Paras 2-3) *What happened? (events in sequence and the climax event)*

Conclusion

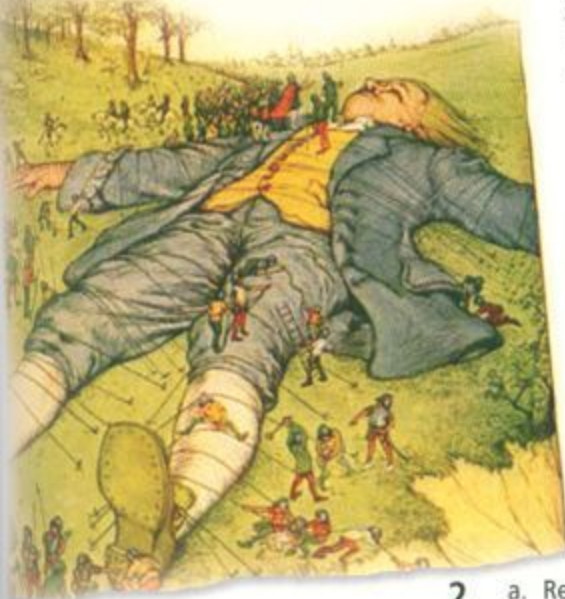
- (Para 4) *What happened in the end?*
How did you feel?

AMAZING FACTS!

In English, all continents have names that start and finish with the same letter (Africa, America, Asia, Australia, Europe).

Jonathan Swift (1667-1745) was Dean of St Patrick's Cathedral, Dublin, but he is better remembered today as one of the finest **satirists** in the English language.

His works include *A Tale of a Tub* (1704) and *A Modest Proposal* (1729), but *Gulliver's Travels* (1726) is Swift's **masterpiece**. In this satire, Swift makes fun of politics and some of the important people of his time. In each of its four parts the hero, Lemuel Gulliver, goes on a **voyage**, but he ends up **shipwrecked** on a strange island. In Part One, Gulliver is **thrown into** the sea during a storm. He reaches **dry land** in Lilliput where he meets the **tiny** Lilliputians.



GULLIVER'S TRAVELS

On 5th November, which was the beginning of summer in those parts, the **seamen** suddenly saw a **rock** close to the ship; but the wind was so strong that we were pushed onto it. Six of the **crew**, including myself, let down the boat into the sea and tried to get away from the ship and the rock. **1** In about half an hour the boat was **overturned** by a sudden strong wind from the **north**. What happened to the men in the boat, as well as those who **escaped** on the rock, or were left in the ship, I cannot say; but I imagine they were all lost.

2 I often let my legs drop, and could not feel the bottom; but when I was able to **struggle** no more, I found myself in **shallow waters**; and by this time the **storm** was much calmer. I walked for **nearly** a mile before I got to the shore, which I guessed was at about eight o'clock in the evening. I then walked on for another half a mile, but could not find any sign of houses or people. I was extremely tired, and with the **heat** of the weather I needed to sleep.

3 I slept better than I remembered ever having done in my life, and when I awoke, it was just daylight. I tried to get up, but was not able to for, as I was laid on my back, I found my arms and legs were strongly **fastened** on each side to the ground; and my hair, which was long and thick, tied down in the same way. I could only look upwards; the sun began to grow hot, and the light **hurt** my eyes. **4** In a little time I felt something **alive** moving on my left leg, which, moving **gently** forward over my **chest**, came almost up to my **chin**; looking downwards as much as I could, I **realised** it was a **human creature** not six inches high, with a **bow and arrow** in his hands.

► Reading & Listening

1 What do you know about *Gulliver's Travels*? Read the information on the left, then answer these questions.

- What kind of novel is *Gulliver's Travels*?
- How many parts has it got?
- Who is the main character?

2 a. Read the extract and match the sentences (A-E) to the gaps (1-4). There is one extra sentence which does not match any gap. Then, explain the words in bold.

- As for me, I swam, and was pushed forward by the wind and tide.
- I lay down on the grass, which was very short and soft.
- We rowed about nine miles, till we were able to row no more.
- Puzzled, I tried to discover what this strange sound might be.
- I heard noise around me; but in the position I was in, I could see nothing but the sky.

b. Listen and read. In pairs, ask and answer comprehension questions.

3 What do you think will happen next? In pairs, make up a dialogue between Gulliver and the Lilliputian standing on his chest. Listen and see if your guesses were correct.

Vocabulary & Grammar

1 Fill in the missing word.

- Rio de la Plata is a river in Argentina.
- round and see me whenever you like.
- He joined the club in to learn to play tennis.
- How long have you working here?
- Have you been to France?
- While shopping, I came a nice vase.
- He got up early in to avoid the traffic.
- He was sleeping the phone rang.
- We went on a guided of the museum.
- She ran Mrs Smith outside the bank.

(10 marks)

2 Circle the correct item.

- We managed to catch a of the president of the company as she was leaving.
A look B sight C glimpse
- Snakes and crocodiles are
A mammals B reptiles C species
- This part of the country has a hot dry
A climate B weather C temperature
- Many species of animals have become
A hunted B dead C extinct
- As a child, he love watching cartoons.
A am used to B used to C would
- Spain is by Portugal and France.
A edged B joined C bordered
- He ran a friend of his on his way to work.
A into B out of C over
- He usually the train to work.
A rides B travels C takes
- She was very when she heard the bad news.
A exhausted B fed up C upset
- We our holiday a month ago.
A saved B reserved C booked

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- It's been six months since I saw Jack.
I haven't six months.
- When I was at university, I spent most of my time studying.
I spend most of my time studying when I was at university.
- This is the first time I have been to Spain.
I to Spain before.
- I moved to London ten years ago.
I in London for ten years.
- Mary is still doing her homework.
Mary doing her homework yet.

(10 marks)

4 Fill in the correct preposition.

- That book belongs me.
- Bob loves working animals.
- It is not too late to save many animals extinction.
- Our car broke down so we went the rest of the way foot.

(8 marks)

Communication

5 Complete the exchanges.

- Anything to declare?
 - Excuse me – this isn't what I ordered.
 - How dare you speak to me like that?
 - Really? That's great news!
 - It's very good.
- A: The council has opened a recycling centre.
B:
 - A:
B: I'm sorry, sir. I'll change it immediately.
 - A: Go away!
B:
 - A:
B: No. I don't think so.
 - A: What do you think of the sports centre?
B:

(10 marks)

Listening

- 6 You will hear a radio interview about a beached whale. For each question, put a tick (✓) in the correct box.

1 Mr Ian Saunders

- A ☐ is the interviewer.
 B ☐ works in the area.
 C ☐ is the person who found the whale.

2 Why was the whale on the beach?

- A ☐ because it wanted to sunbathe
 B ☐ because it was too heavy to swim out to sea
 C ☐ because a wave had carried it onto the shore

3 The whale is

- A ☐ under 4 years old.
 B ☐ a young female humpback whale.
 C ☐ a fast swimmer.

4 Who is Jake Henner?

- A ☐ a teacher
 B ☐ a vet
 C ☐ an employee at the Wildlife Protection Agency

5 What did Jake Henner do until help arrived?

- A ☐ He kept the whale cool and dry.
 B ☐ He tried to move the whale back into the sea.
 C ☐ He made sure the whale was wet.

6 The blow hole of a whale needs to be

- A ☐ wet and uncovered.
 B ☐ dry and uncovered.
 C ☐ dry and covered.

(12 marks)

Reading

- 7 Read the holiday brochure and decide if each statement (1-5) is True (T) or False (F).

Yukon Adventure Holidays

Looking for the perfect place for a holiday?
 Then come to the Yukon, in north-western Canada, where we have package holidays to please everyone.

From October to March you can choose one of our 'winter wonderland' holidays. These include skiing, snowmobiling and dogsledding. From March to August we have organised hiking or mountain climbing activities, as well as canoeing or white water rafting down some of the most beautiful rivers in the Yukon Valley. All of our adventure package holidays include guides and instructors to help you enjoy activities you have never tried before. Accommodation ranges from four-star hotels to log cabins or camping grounds.

For more information check out our website: www.yukonholidays.com or call us toll free at 1-800-YUKON.

- 1 Package holidays are available all year round.
 2 You can travel by dogsled in July.
 3 You can do watersports in the Yukon.
 4 You can only stay at campsites.
 5 Phone calls to the company are free of charge.

(20 marks)

Writing

- 8 Your teacher has asked you to write a short story with the title: *A holiday I'll never forget*. Write about: where/when the holiday was, who you were with, what happened, what happened in the end and how you felt.

(20 marks)

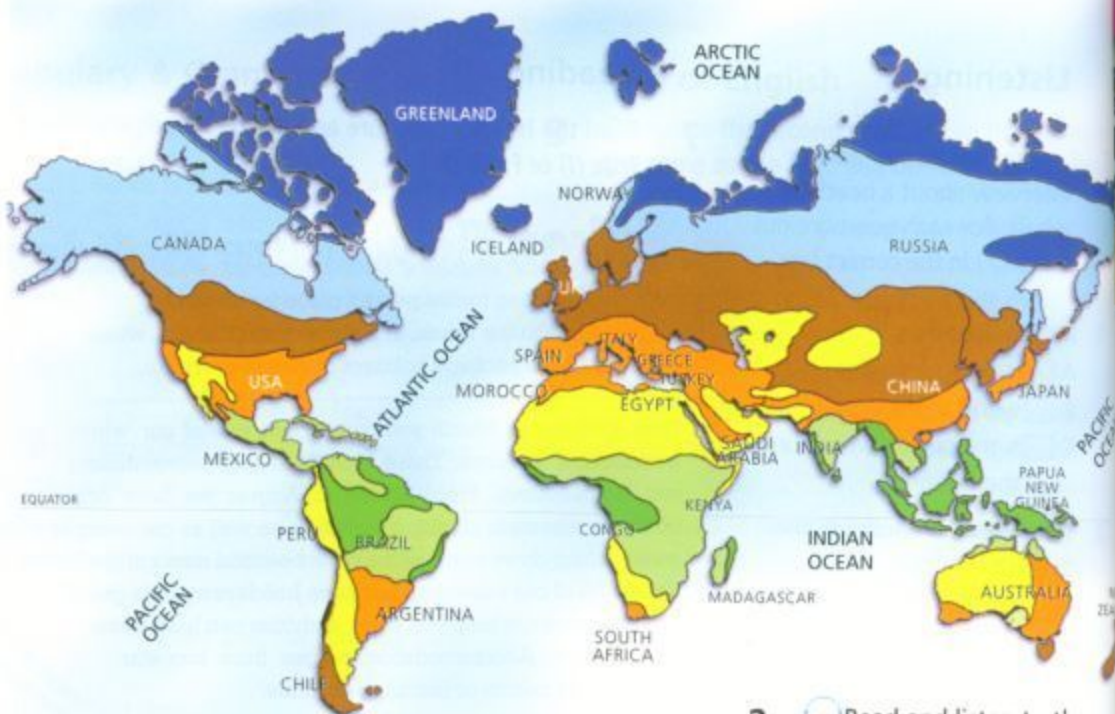
(Total = 100 marks)

Now I can...

- talk about
 - environmental issues
 - types of holidays & means of transport
 - the climate/weather
 - my holiday experiences
- express
 - my feelings
 - (dis)approval, annoyance & surprise
- complain & apologise
- write
 - an article about a zoo
 - notes
 - a letter to a penfriend
 - a weather forecast
 - a holiday advertisement
 - a short factfile about my country
 - a story

...in English

2



- 1 Look at the map and the text. How are they related?
How many climate zones are there?

- 2 Read and listen to the text and mark the statements True (T) or False (F). Then explain the words in bold.

The World's Climates

- A** **Equatorial:** At or near the **equator**. No change in seasons. Hot and wet all year round. High **temperatures** and regular **rainfall** in all months.
- B** **Tropical:** Two seasons, wet and dry. High temperatures and lots of rain during the wet season.
- C** **Desert:** Very hot during the day, but at night the temperature **drops** to about 0°C. Very little rainfall. Warm and dry winds.
- D** **Mediterranean:** Hot, dry summers and **mild**, rainy winters. Some rain in the summer in the **form** of **thunderstorms**.
- E** **Temperate:** Mild summers and **cool** winters. It rains all year round. It can often be **cloudy** and **foggy**.
- F** **Subarctic:** Short, cool summers and very long, cold winters. Some rain during the summer. Snow is **common** during autumn and winter.
- G** **Tundra:** Temperature does not often **rise** above 0°C. **Freezing** even in the summer. Long, **bitterly** cold winters. Below the surface the **ground remains frozen** all year round.

- 1 It rains all year round at the equator.
- 2 It's always hot in the desert.
- 3 Winters in subarctic areas are shorter than summers.
- 4 It is extremely cold in the tundra regions.

- 3 In pairs, talk about the climate in various countries marked on the map.

A: What's the climate like in Italy?

B: Italy has a Mediterranean climate, so it's hot and dry in summer.

A: Yes, and it rains in winter.

- 4 **Project – Portfolio:** What is the climate like in your country? Collect information from an atlas, encyclopaedias, the Internet etc, then write a short text about it.

Moments in Life

Module 3

Units 5-6



► Before you start ...

- Have you ever been to a zoo? Describe your visit.
- How did you spend your holiday last year? Talk about it.

► Look at Module 3

- Where are pictures 1-5 taken from?

► Find the unit and page number(s) for

- a poem ☐
- notices on shop windows ☐
- a report ☐
- a page from a clothing catalogue ☐
- greetings cards ☐
- a formal invitation card ☐
- a diary entry ☐
- a cartoon strip ☐

► Listen, read and talk about ...

- shops and products
- clothes and prices
- objects
- celebrations and customs

► Learn how to ...

- buy second-hand things
- ask about prices
- make requests
- express impatience
- calm someone down
- offer and accept gifts
- express your feelings
- congratulate and thank
- make arrangements
- invite, accept and refuse invitations

► Practise ...

- modals (*have to, must, can/can't, mustn't, may, had to, was able to, could*)
- making assumptions (*must, can't, may*)
- *too / enough*
- order of adjectives
- *will, going to*, the present simple after time words, the future continuous
- question tags
- intonation (losing patience/calming someone down/in question tags)
- phrasal verbs: *look, break*

► Write / Make ...

- a short paragraph about the perfect place to pick up bargains in your country
- a page for a clothing catalogue
- a poster of Dos and Don'ts for your school/work place
- a report assessing the good and bad points of a department store
- an article about a traditional wedding in your country
- greetings cards
- an e-mail to a friend to invite him/her to a dinner party
- a postcard

Culture Clips: Styles of Homes in the USA;
Bizarre Annual Events in the UK

Curricular Cuts (Maths)

5a On Offer

Lead-in

- 1 Where can you buy the items in the pictures? What else can you buy from these shops? Tell your partner.

- department store • charity shop
- electrical store • antique shop
- second-hand shop

You can buy a camera at a(n) ...

- 2 Why do you think people go to second-hand shops? Use the prompts to discuss in pairs.

- pick up bargains • variety of items
- antiques • help people in need
- great/unusual/rare/cheap items

A: I believe people go to second-hand shops because they can pick up bargains. What do you think?

B: I agree. You can also find ...

Reading

- 3 Look at the title and the subheadings of the text. What do you expect to read?

- 4 a. Read the text and for each question (1-5) choose the best answer A, B, C or D.

- b. Listen and read, then explain the highlighted words.



camera

golf bag

fan

- This text was written mainly to explain
 - why second-hand items are great bargains.
 - how second-hand sales raise money for charity.
 - where you can go to buy second-hand things.
 - which items second-hand shops specialise in.
- What does the writer say about car boot sales?
 - You probably wouldn't want the things on sale there.
 - They are a fun way to spend a holiday weekend.
 - Schools hold them to exchange toys and games.
 - A wide range of things may be found on sale there.
- The writer says that second-hand shops
 - often sell only one particular type of thing.
 - always sell things that have been carefully checked.
 - are usually surprisingly good.
 - never give you a refund after you buy something.
- What does the writer say about charity shops and bazaars?
 - They are good places for poor, homeless people to shop.
 - They are good because shopping there helps poor people.
 - They sell things that are worth almost nothing.
 - They give second-hand items to people in poor countries.
- Which of the following might the writer agree with?

A

First decide what you want to buy, then find the place that specialises in it.

B

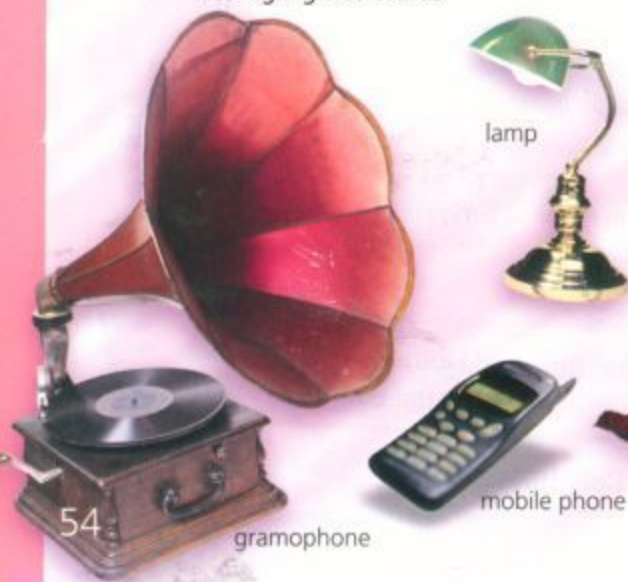
City centres offer the best second-hand shopping.

C

Second-hand shopping takes a bit longer, but it's worth it.

D

Do your second-hand shopping at weekends, Christmas and on Bank Holidays.



lamp

mobile phone

gramophone



carpet

Checking out second-hand city



Do you love to go shopping, but seem to spend all your hard-earned cash on just one or two items? If so, why not consider hunting around for cheaper, second-hand options? With a little time and patience, it's possible to find some great bargains. Take a look at the shopping alternatives we've come up with which are not only lighter on your pocket, but also lots of fun!

Car Boot Sales

People bring unwanted things that they dig out of their attics and garages to a car boot sale. There, in a large car park or on a school playing field, they sell them or swap them with other traders for something else. Anything from children's toys to sports equipment can turn up at these sales, which are usually held at weekends or on Bank Holidays.

Second-Hand Shops

Good second-hand shops can be full of surprises and are often the perfect place to pick up a bargain! Many specialise in certain items such as rare books, designer

clothes and antique furniture. Always check things carefully before you buy them as it may be difficult to exchange them or get a refund later.

Charity Shops

People donate used clothes, shoes, toys and other miscellaneous items to charity shops where you can usually buy them for next to nothing! The money often goes to help people who are hungry, homeless or who live in poor developing countries.

Christmas Bazaars

These are wonderful places to buy handmade gifts, Christmas decorations and second-hand items. The beauty of these bazaars is that all the money raised usually goes to charity, so you can shop till you drop knowing that it's all for a good cause! The only problem is they are only held in December!

So, next time you're in the mood to shop, instead of using your credit card, head for 'second-hand city'. You won't be disappointed!

Listening

- 5 Listen to the dialogue and answer the questions.

Salesperson

Customer

Good morning. ... help you? → Yes, I'm interested in ...
There you are. ... good condition. → How much ...?
... worth £... but I'll let you ... for £... → OK, I'll take it.

- Where does it take place?
- Who are the speakers?
- What does the man want to do?
- What is the final price?

- 7 Are there any shops/events similar to the ones mentioned in the text in your area? Tell the class. Talk about:
name - place - goods - when open/held

Speaking

- 6 Work in pairs. Imagine you are at a second-hand shop. Take roles and act out similar dialogues to the one in Ex. 5. Use the prompts.

Writing

Portfolio: Use your answers from Ex. 7 to write a short paragraph about the perfect place to pick up bargains in your town (40-60 words).

... is a great place to ... There you can find ... It is open/held ...

Shops and products

► Reading

- 1 a. Match the notices (A-G) to the appropriate shops (1-12). Which words helped you decide? What else can you buy in each shop (1-12)?
- b. Which of these shops can you find in your neighbourhood?

A **GREAT SAVINGS**
ON OFFICE EQUIPMENT
everything under **£3**

B **Half Price!**
Deluxe Swiss Chocolates
£2.99

C **Don't miss it!**
TV Sale
24-inch TVs
20% OFF

D **Special Offer!**
fresh cream cakes
only 65p each
offer ends soon

E **40% OFF**
Quality 2-seater sofas
now only **£299**
order now while stocks last!

F **LOOK!**
5 kg potatoes £2
1 kg tomatoes 60p

G Major reductions on
selection of elegant
designer watches
original price **£325**
now **£199**

- | | | |
|---|--|--|
| 1 <input type="checkbox"/> fishmonger's | 5 <input type="checkbox"/> greengrocer's | 9 <input type="checkbox"/> jeweller's |
| 2 <input type="checkbox"/> electrical store | 6 <input type="checkbox"/> dry cleaner's | 10 <input type="checkbox"/> baker's |
| 3 <input type="checkbox"/> confectioner's | 7 <input type="checkbox"/> stationer's | 11 <input type="checkbox"/> newsagent's |
| 4 <input type="checkbox"/> butcher's | 8 <input type="checkbox"/> chemist's | 12 <input type="checkbox"/> furniture shop |

Asking about prices

► Speaking

- 2 Look at the prices on notices A-G. In pairs, ask and answer.
£1 = one pound 50p = fifty pence £1.50 = one (pound) fifty

A: Look! They've got tomatoes on special offer at the greengrocer's.
B: Really? How much are they?
A: They're only 60p a kilo.
B: That's a bargain!

Prepositional Phrases

- 3 Fill in: **by**, **for**, **on** or **in**. Then, use the completed phrases to make sentences about your shopping habits.
- 1 Could I pay cheque as I have no cash with me?
 - 2 That's new stock but there are some items sale.
 - 3 I wonder if this house is sale.
 - 4 We bought our fridge credit.
 - 5 You won't believe it; Tim paid for his car cash.

Clothes

- 4 In pairs, think of as many clothes and accessories as possible.

STUDY SKILLS

Remembering new words

Try to learn vocabulary in groups of words. Making connections between words helps you learn new words easier.

- 5 a. Read the clothes catalogue on p. 57 and list words under the headings below.
- clothes
 - materials
 - accessories
- b. Which of these items would you buy for: a beach party? a wedding? a job interview? a skiing holiday?

For a beach party, I'd buy a pair of sandals, ...

SUMMER SALE

Unbeatable value for the whole family!

5b

All Under € 50,00

Selection of elegant silver dress rings

Designer sunglasses
Choose from a wide range of styles and sizes

€ 41,00

Women's black leather high-heeled shoes
Sizes 3-8

€ 12,50 → € 28,00

Men's black leather lace-up shoes
Sizes 7-11

€ 20,50

Men's quality white cotton shirts & ties
Sizes: M/L/XL

€ 5,00

woollen gloves
Selection of colours

€ 27,60

Unisex red & white sports jacket with free baseball cap

€ 46,75

Sizes: S/M/L/XL
Cotton/acrylic mix
Machine washable

FREE baseball cap

Unisex full-length waterproof nylon anorak
Yellow/black or red/black
Sizes: S/M/L

€ 14,00

Men's suits
Wool & polyester mix
Sizes: L/XL
Black/grey/navy blue
Dry clean only

€ 98,50

Men's swimming trunks
All colours and sizes in stock

€ 9,00

Boys' baggy-style denim jeans
Boys' cotton shirts
Sizes: S/M/L/XL
Selection of colours

€ 24,50

Women's rubber beach sandals
All sizes
Selection of colours

€ 3,00

Unisex T-shirts
Sizes: S/M/L/XL
Selection of colours and designs

€ 5,00

Men's shorts
Sizes: S/M/L/XL
Black/navy blue/red

€ 9,00

GAME

Play in teams. Describe a piece of clothing. Take turns to guess what the piece of clothing is.

Leader: They're woollen and we wear them to keep our hands warm.

Team A S1: Gloves.

6 Match the opposites, then, in pairs, ask and answer.

plain	short	old-fashioned	casual
long	bright	formal	loose/baggy
dull	fancy	tight	trendy

A: Well, what do you think of this dress?

B: It's a bit too plain. Why don't you try something fancier?

7 Underline the correct word. You can use your dictionaries.

- The shoes match/suit your dress.
- Can I try/wear this dress on?
- This dress fits/suits you perfectly.
- Blue really goes with/suits you.

▶ Listening

8 Match the exchanges, then listen and check. Where might you hear them?

- ☐ Where's the menswear department?
- ☐ Could I try these sandals on, please?
- ☐ Can I try this on?
- ☐ How much is this shirt?
- ☐ I think you've overcharged me for these sunglasses.

- Of course. The fitting rooms are over there.
- It's £15, down from £20.
- Certainly. What size?
- Really? Could I check your receipt, please?
- It's on the third floor, sir.

Writing

Portfolio: Find pictures of clothes and accessories and make a page for a clothes catalogue like the one in Ex. 5. Present it to the class.

Modals (present forms)

Grammar Reference

- 1 Match the modals (1-4) to their uses (a-d).

In England ...

- most school children **have to** wear a school uniform.
- you **don't have to** tip taxi drivers.
- you **can't/mustn't** drive a car until you are 17.
- you **can** drive for a year with an international licence.

- a ☐ expresses obligation
 b ☐ gives permission
 c ☐ expresses prohibition
 d ☐ expresses absence of necessity

- 2 Complete the sentences about your country using the appropriate modal.

In my country ...

- you drive on the left.
- you smoke in public places.
- drivers wear their seatbelts.
- you vote when you are 16 years old.
- diners leave a tip in restaurants.
- you be 18 to obtain a credit card.
- children under 16 work.

▶ Listening

- 3 Listen to someone talking about his job and tick (✓) the correct column. What is his job? Make full sentences.

	MUST/ HAVE TO	CAN'T	DON'T HAVE TO
Be polite and cheerful	✓		
Wear expensive clothes			
Take short breaks			
Eat or drink at work			
Work overtime			

A ... *has to be polite and cheerful.*

- 4 Tell your partner three things that you (don't) have to do at work/home/school, etc.

I have to water the plants and take the rubbish out, but don't have to help with the shopping.

▶ Reading

- 5 a. Where would you see the signs (1-3)? What does each sign mean? Read and choose the best answer (A-C).

- A If you buy two, you can have another one free.
 B If you buy two, you can have one of them free.
 C If you buy two, then another one, you may get them all free.



- A You can only try on three items.
 B You mustn't try on more than three items at a time.
 C You cannot buy more than three items.



- A If you touch these items, they may break.
 B You may hurt yourself if you touch these items.
 C You mustn't touch these items.



- b. Underline the modals in the correct answers. What do they express?

Modals (past forms)

Grammar Reference

- 6 Read the sentences (1-4) and complete the past forms.

- She **could** swim when she was 5 years old. (*ability in the past—repeated action*)
- Jim played well, but in the end Tony **was able to** beat him. (*ability to do sth in one particular situation in the past—single action*)
- She left her credit card at home so she **couldn't** **wasn't able to** do her shopping. (*inability in the past*)
- He **couldn't** come yesterday. He **had to** work late. (*he decided to do so*)

Present	Past
have to / must	→
can	→
be able to	→

7 Tell your partner:

- something you had to/didn't have to do yesterday
- something you could/couldn't do when you were six
- something you were able to do in one particular situation

Making assumptions

Grammar Reference

8 Look at the picture and read the sentences. Which one talks about something that:

- is impossible? • is possible?
- we are quite sure about?
- was possible in the past?



They **must be** tourists on holiday.
 They **may/might be** sisters.
 They **can't be** shopping for winter clothes.
 They **may/might have been** shopping all day.

9 Look at the pictures and make assumptions.



- 1 He **must be** worried. OR
 He **can't be** feeling relaxed. OR
 He **might have had** some bad news.

Making requests

10 Study the examples. In pairs, act out exchanges for each situation (1-5).

- Can you call me later? (informal)
- Could you call Mr Jones for me, (please)? (formal)
- May I have a glass of water, (please)? (very formal)

Positive Responses: Sure / Of course / Certainly.

Negative Responses: I'm sorry, but I can't. /
I'm afraid not.

1 You want to borrow your friend's pencil.

A: *Can I borrow your pencil?*B: *Sure.*

2 You call a department store and ask to be connected to the menswear department.

3 You want your mum to make you a sandwich.

4 You want your boss to give you Friday off work.

5 You want your friend to give you a lift to work tomorrow.

Too / Enough

Grammar Reference

11 Fill in the gaps with **too** or **enough**.

- This skirt is long; you can't wear it without shortening it first!
- I can wear this coat; it's long to cover my skirt.

12 Answer the questions.

- 1 A: That sofa over there is great! Why don't we buy it? (**expensive**)
 B: Well, I'm afraid it's *too expensive*.
- 2 A: What do you think of these shoes for the trip? (**comfortable**)
 B: Yes, they look
- 3 A: Come with me to the flea market. (**crowded**)
 B: Thanks, but it's
- 4 A: I don't understand this instruction manual. (**easy**)
 B: Let me try. It looks to me.

Phrasal verbs

13 Explain the phrasal verbs, then complete the sentences.



- 1 I'm a long black dress.
- 2 I always for pickpockets.
- 3 My holiday starts next week. I am really it.
- 4 Could you my dog while I'm away?

Writing

Portfolio: Make a poster of ten Dos and Don'ts for school/work.

DOs: *I have to be at work at 7:30.*

Losing patience

► Intonation

- 1 Listen and underline the stressed syllables (1-8). Listen again and repeat.

- 1 Come on!
- 2 For goodness' sake!
- 3 Finally, we'll be off soon.
- 4 Oh no, not again!
- 5 Don't be long.
- 6 What is it now?
- 7 That's it!
- 8 I've had enough!

► Reading

- 2 a. Look at the picture and the first exchange in the dialogue. Where do you think the people might be? Who seems to be rather impatient?

- b. Read the dialogue and complete the sentences.

- 1 Jim doesn't like
- 2 Ann can't make up her mind about
- 3 Ann finally chooses
- 4 Jim decides to take
- 5 The security guard asks to

Calming down

- 3 Underline the phrases Ann uses to calm Jim down. Match them to these explanations.

- 1 wait a bit (x3)
- 2 don't lose your temper
- 3 almost finished

- 4 Listen to the dialogue. Then, take roles and act out a similar dialogue.

- 5 In pairs, discuss what you think will happen next. Listen and check.

Describing objects

- 6 a. Look at the pictures. Use words from the table to describe items 1-5.
- b. Bring various objects to class and describe them.

Jim: Come on, Ann! Can't we go now? You know I hate shopping.

Ann: Just a minute, Jim - I can't decide which cardigan to get. I think I'll get the red one. No, wait a minute - maybe the black one suits me better.

Jim: For goodness' sake, make up your mind so we can leave.

Ann: OK, don't get upset. I'll take the black one. Could you put the red one back for me, please?

Jim: Finally, we'll be off soon.

Ann: Hold on a second. Maybe the red one will look better. Could you bring it back?

Jim: Oh no, not again! Here, take it. I'll put the other one away. I'm taking the rest of our shopping and waiting for you in the car. Don't be long!

Ann: Nearly done! Oh, dear. Jim?

Jim: What is it now?

S G: Excuse me, sir, may I check your shopping bags, please?

Opinion: nice, beautiful, pretty, ugly, terrible, etc

Size/Weight: large, small, heavy, long, etc

Age: old, antique, modern, old-fashioned, etc

Shape: round, triangular, oval, square, rectangular, etc

Pattern: floral, striped, checked, plain, polka-dot, etc

Colour: yellow, red, blue, green, white, black, etc

Material: metal, straw, leather, silk, cotton, plastic, wooden, clay, etc

- 1 It's a square black plastic suitcase with wheels.



► Listening

STUDY SKILLS

Choosing the right picture

Read the questions. Look at the pictures and think of words you expect to hear. This makes it easier for you to identify the correct one while listening.

- 7 Look at the pictures and think of words related to each. Listen and tick (✓) the correct picture.

- 1 Which is the best watch for Peter?

A ☐B ☐C ☐

- 2 What did the woman order online?

A ☐B ☐C ☐

- 3 Which bag do they decide to buy for their daughter?

A ☐B ☐C ☐

- 4 Which ball do they need for the game?

A ☐B ☐C ☐

- 5 Which jacket does the man try on?

A ☐B ☐C ☐

- 8 Work in pairs. Imagine you have lost your suitcase on a train. Make a list of what was in it. Describe the suitcase and the items to the clerk at the lost property office.

A: What exactly is your suitcase like, Mrs Turner?

B: Well, it's a large black leather one with wheels. ...

Offering and accepting gifts

- 9 Match the souvenirs (A-D) to the country (1-4) they come from, then make sentences.

1 ☐ Russia

2 ☒ Japan

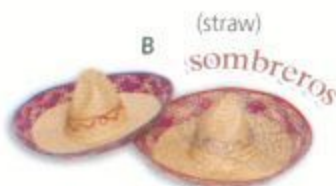
3 ☐ Mexico

4 ☐ Greece



(silk)

This is a silk kimono from Japan.



(straw)



(wooden)



(clay)

- 10 Use the language below and the prompts in Ex. 9 to make dialogues as in the example. You can also use your own ideas.

Offering a gift	Accepting a gift
<ul style="list-style-type: none"> I bought this for you from ... Here – this is for you! I hope you like this ... I was on holiday in ... and brought you a ... I know you love ... and so I bought you ... 	<ul style="list-style-type: none"> How lovely! Thank you so much! That's very kind/thoughtful of you. That's great! Thank you! Wow! What a fantastic/wonderful present! You shouldn't have! I've always wanted one of these.

A: Here – this is for you. It's a silk kimono from Japan.

B: Wow! What a wonderful present! Thank you so much!

Why are you wearing only one glove? Did you lose the other one?

No, I found this one!

Getting started

- 1 Which of the following are true when we write a report? Look at the report in Ex. 2 and answer.
- The style of writing is informal.
 - The person who is going to read it is a person in authority.
 - We write our points under subheadings.

Let's look closer

- 2 a. Underline the key words in the rubric. Who is the report for? What is its purpose?
- A new shopping centre has opened in your town and the editor of the local newspaper you work for has asked you to write a report assessing its good and bad points. Write your report, describing the shopping centre and what it has to offer.
- b. Read the report and fill in the subheadings below.
- Shops • Conclusion • Facilities • Introduction

To: Mr B Fox
 From: Frank Watts
 Subject: Sutton Shopping Centre
 Date: 14th March

A
 The aim of this report is to describe Sutton Shopping Centre and assess its good and bad points.

B
 Sutton Shopping Centre is centrally located with plenty of parking. **However**, the car park fees are quite expensive. **What is more**, there are escalators and lifts to the upper levels. There are also a lot of fast food restaurants and cafés with seating for 250 people. **Yet**, the area is often dirty and untidy and this is also true of the toilets.

C
 There are over 200 different shops inside the Sutton Shopping Centre. There is a variety of large well-known chain stores and smaller shops and boutiques. **However**, most of the shops are rather expensive.

D
 To sum up, Sutton Shopping Centre offers a wide range of facilities and a variety of shops in a good location. **Although** it could be cleaner, cheaper and better organised, I think it is a good place to go shopping.

Linkers

- 3 a. Look at the linkers in bold. Which add more points to the same topic? Which make contrasting points?

- b. Expand the prompts into full sentences.

- staff: friendly – helpful
- coffee shop: spacious – dirty
- restaurant: comfortable – variety of dishes
- products: of high quality – expensive

The staff are very friendly. What is more, they are very helpful.

Your turn

- 4 Underline the key words in the rubric. Answer the questions in the plan, then write your report.
- The editor of the newspaper you work for has asked you to write a report assessing the good and bad points of a new department store in your area. Write your report describing the store's facilities/services and departments.

Plan

Introduction (Para 1)

Why are you writing the report?

Main Body (Paras 2 & 3)

- ♦ *What are the facilities/services like?* (restaurant/café, toilets, car park, staff, etc)
- ♦ *What are the departments like?* (size, variety of products, prices, quality, etc)

Conclusion (Para 4)

Would you recommend it?

AMAZING FACTS!

After the Chinese discovered how to make silk, they kept it secret for 2,000 years.

Styles of Homes in the USA

► Reading & Listening

- 1 Look at the pictures. Which house would you buy? Why?
- 2 In one minute, list as many words as possible related to houses.
- 3 Look at the pictures. Which show(s):
 - small window panes
 - wooden shutters
 - a steep, uneven roof
 - a wide porch
 - long rows of windows
 - a symmetrical shape
 - room(s) in the attic
 - a central doorway
 - a slate roof
- 4 Look at the pictures and try to answer the questions (1-3). Read and check.

Which style of house ...

- 1 is the smallest?
- 2 is an original American style?
- 3 is often made of wood?

Explain the words in bold.

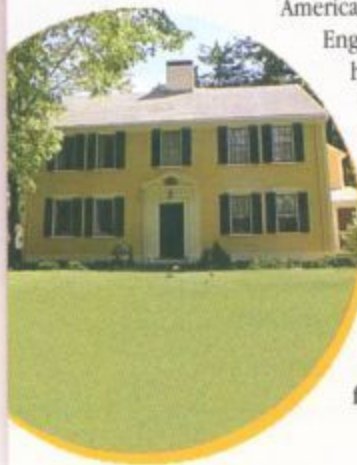
► Speaking

- 5 Read again and list all the features of the three houses. Work in pairs. Imagine you live in one of them. Use your notes to describe it to your partner.

- 6 **Project Portfolio:** What style of house is the most popular in your country? Write a short description of the style. Write about its:

- history
- building materials
- interior/exterior
- features

A Colonial style



The Colonial style started in the early 18th century, when America was still a British **colony**, and **copied** English houses of that time. **Typical** Colonial houses have a simple, **symmetrical** rectangular shape. The living room, dining room and kitchen are on the first floor, and the bedrooms and bathrooms are on the second floor. There is a central doorway with two windows on each **side** of the first floor, and a **row** of five windows on the second floor. Colonial houses are usually built of wood or **brick**, with wooden **shutters** and a large **frame** around the front door.

B Cotswold Cottage style

The Cotswold Cottage style first became popular in the U.S.A. during the 1920s and 30s. It copies **traditional** cottages built in the Cotswold area of England since the 14th century. They are small with **stone** or **brick** walls, low doors and small window panes. The **steep, uneven** roof is usually **slate**. There are two or three rooms downstairs and one or two rooms upstairs. These rooms have **sloping** walls because they are in the **attic**.




C Prairie style




The Prairie style was **developed** by America's most famous **architect**, Frank Lloyd Wright, in the early 1900s. These large houses have strong **horizontal** lines, with long rows of windows and quite **flat** roofs that **stick out** from the walls. There is usually a wide **porch** with a flat roof, too. They are often made of stone.

6a Happy Days!

Lead-in

- 1  Close your eyes and listen to the music. What images come to mind? What can you see, smell and hear? Describe the place and your feelings to your partner.
- 2 What can you see in the pictures? What is the theme that links them?

Listening

- 3  Listen to this extract from an Irish poem. Which event is it related to? Is it modern or traditional? Give reasons.

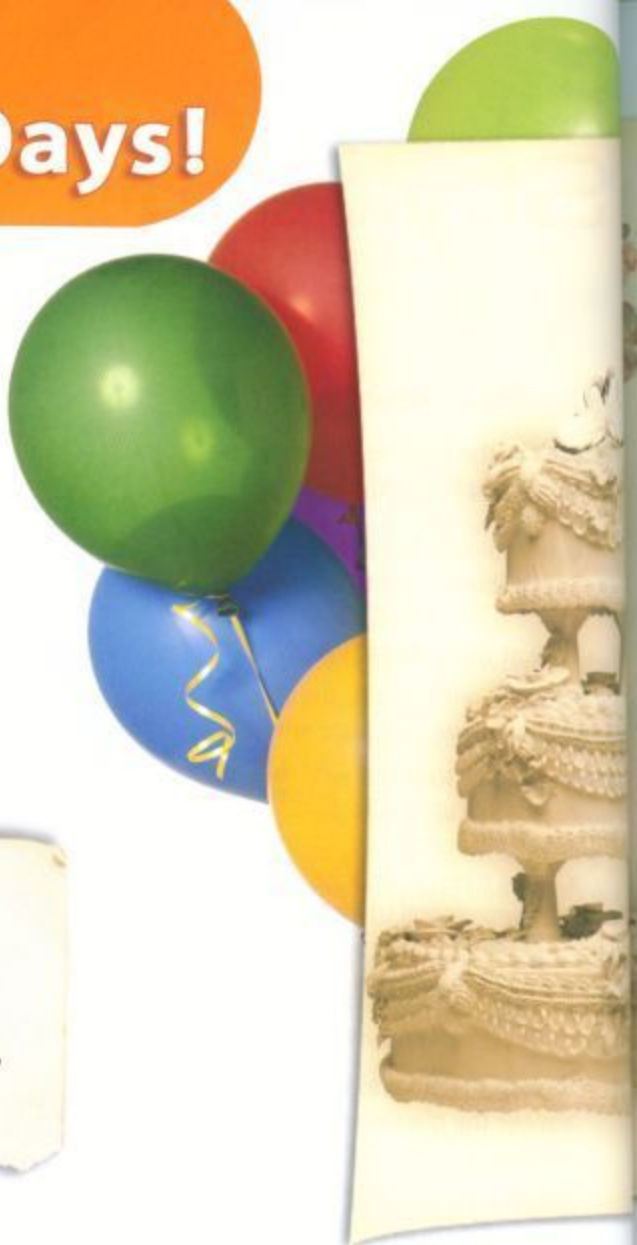
*Marry when the year is new,
always loving, kind and true.
When February birds do **mate**,
you may **wed**, nor **dread** your **fate**.
If you **wed** when March winds blow,
joy and **sorrow** both you'll know.*

- a. Read the extract. Which month is suggested but not mentioned? Which is/are the best month(s) to marry in?
- b. Match the words in bold to their meanings.

- luck/fortune
- get married
- sadness
- be afraid of
- couple

Reading

- 4
 - a. Read the title and subheadings of the article. How might the article be related to the poem you heard?
 - b. Think of three questions you would like to ask about a traditional Irish wedding. Listen and read to check if the text answers your questions.
- 5
 - a. Read the text and mark the statements True (T) or False (F).
 - 1 Irish couples don't follow ancient customs.
 - 2 The groom couldn't go to the bride's house before the wedding.
 - 3 Irish brides don't carry expensive bouquets.
 - 4 In the past the wedding cake was homemade.
 - 5 It is unlucky for Irish brides to wear green.



A Traditional Irish Wedding

"Marry in April if you can, joy for maiden and for man"

So says one Irish wedding tradition which, like many others, has its roots in ancient history, folklore and interesting superstitions! Even in these modern times, many couples try to include ancient customs in their wedding, in the hope that it will bring them luck and happiness. Here are some of the traditions that Irish people follow on their wedding day.

A treat for the groom

In the past, the groom was invited to the bride's house just before the wedding and a goose was cooked in his honour. Many Irish people believe that showing such generosity to the groom will make sure that he won't change his mind about the wedding at the last minute!

Bride, be beautiful!

A traditional Irish bride doesn't spend a fortune on bouquets of exotic flowers. Instead, she usually wears a wreath of wild flowers in her hair, freshly picked on the morning of her wedding. She carries more wild flowers in her hands, as well as 'magic' handkerchief and a horseshoe for luck. Part of the bride's wedding dress is usually used to make the christening robe for the first-born child.

The icing on the cake

In the old days, an older female member of the family would take great pride in producing a traditional three-tier fruitcake for the reception. Nowadays, however, most Irish couples visit their local baker and order a cake which is decorated with Irish themes such as swans or fairies. According to tradition, the couple save the top layer of the cake. They often store it in a tin and use it as the christening cake for their first baby.

Fairies and luck

Whether you believe in them or not, Ireland is traditionally the home of fairies, who are said to love beautiful things – especially brides! For this reason, Irish wisdom advises brides never to wear green on their wedding day or to dance with both feet off the ground, as both of these things will tempt the fairies to carry them off forever!



STUDY SKILLS

Understanding new words

While reading do not use your dictionary each time you come across an unfamiliar word. Read the whole sentence. This will help you guess the meaning from the context.

Speaking

b. Explain the highlighted words. Which meanings can you guess from the context?

6 In pairs, list the wedding traditions in Ireland and in your country under the headings below. How similar are they?

- groom • bride • wedding cake • reception
- other traditions

Writing

Portfolio: An international magazine for English language students has asked you to write a short article describing a traditional wedding in your country (50-60 words). Write your article. Use your answers from Ex. 6 to help you.



Celebrations and customs

- 1 Listen to the music. Which celebration (A-E) does it match? Which of these events do you celebrate in your country? When?

- 2 a. Match the lists of customs (1-5) to the festivals (A-E). Can you think of more customs?

- 1 ☐ children make pumpkin lanterns ... wear strange costumes ... scare friends ... trick or treat
- 2 ☐ buy new clothes ... pray in mosques ... children receive money as gift ... visit friends and neighbours ... have fairs ... eat special cake
- 3 ☐ pull crackers ... hang up stockings ... sing carols ... decorate tree ... exchange gifts
- 4 ☐ dress up ... watch street parade ... dance ... throw streamers
- 5 ☐ watch fireworks ... sing songs ... go to parties ... wait until midnight ... exchange greetings

- b. Choose a celebration and describe it to your partner.

Halloween is celebrated on October 31st. Children make pumpkin lanterns and wear strange costumes to scare their friends. They go from house to house and play 'trick or treat'.

A Carnival (spring)

B New Year's Eve (December 31st)

C Christmas (December)

D Eid Al-Fitr (after Ramadan)

E Halloween (October)

GAME

Play in pairs. One describes a celebration, the other mimes the activities. The best mime wins.

Feelings

► Listening

- 3 a. Listen to the descriptions and match them to the events. Which words helped you decide? Listen again. What can you see, hear and feel? How does each person feel? Why?

A

May Day

B

INDEPENDENCE DAY

C

Bridal Shower

- b. Are there similar events in your country? How do you celebrate them? Talk about:

• time of year • place • reason • activities

Congratulating & thanking

- 4 Work in pairs. Use the table and the prompts to act out dialogues as in the example.

Congratulating	Thanking
<ul style="list-style-type: none"> • Congratulations! • That's great! • Well done! • That's fantastic! 	<ul style="list-style-type: none"> • Thanks (a lot). • You're too kind. • Thank you very much.

A: I got a job!
B: That's great.

A: Thanks. I'm really excited!

- get a job
- win the match
- pass my driving test
- get married
- have a new baby brother
- graduate from college
- get a promotion

excited
pleased
relieved
satisfied
thrilled
fascinated

► Speaking

STUDY SKILLS

Recording yourselves

Record yourselves when you do a pairwork activity. This will help you evaluate your performance in terms of grammar, syntax, vocabulary, fluency and intonation.

- 5 Portfolio: Imagine you have attended one of the events listed. In pairs, use the adjectives below to discuss how you liked/disliked it.

an engagement party

a rock festival

a fancy dress party

a dinner party

a play

a retirement party



Positive

- fantastic • exciting • interesting
- thrilling • spectacular • amusing
- fun • entertaining • superb



Negative

- boring • crowded • tiring • dull
- disappointing • terrible • unpleasant

Record yourselves, then evaluate your performance.

A: Tony's engagement party was fantastic. I really enjoyed it.

B: Well, I found it rather tiring. It went on for so long!

Greetings Cards

► Reading

- 6 a. Look at the short texts. What are they? Where could you read them?

- b. Match the texts to the occasions/events.

- Christmas • New Year • accident
- birthday • wedding • retirement
- graduation • new born baby • anniversary



Writing

Portfolio: Write greetings cards for the following situations:

- Your sister has just had a baby.
- Your best friend is in hospital.
- Your brother has graduated from college.
- It's your nephew's birthday next week.
- Your friend has just got engaged.
- Your colleague is about to retire.

▶ Reading & Listening

1 LAST MONDAY, JOHN FOUND A PENGUIN IN THE PARK AND TOOK HIM TO THE POLICE STATION.

2 Officer, I found this penguin in the park. What shall I do with him?

3 Take him to the zoo.
OK, I will do that.

4 THE NEXT DAY...
I thought I told you to take the penguin to the zoo.

5 Yes, I took him to the zoo yesterday...

6 and tomorrow I'm going to take him to a fancy dress party

7 Oh dear!

tonight I'm taking him to a rock concert ...

Future forms

Grammar Reference

- 1 a. Look at the pictures and guess the story. Why is the police officer surprised? Listen and read to find out.
- b. Underline the future forms in the cartoon strip. Find examples of a future intention, a fixed arrangement, an on-the-spot decision.
- 2 Fill in: *be going to* or *will*.
- A: We're running out of time.
B: Don't worry. I help you.
 - A: Are you coming home for dinner?
B: I don't think so. I probably be late tonight.
 - A: I'm worried about my exam next week.
B: Don't worry, Ann. You pass.
 - A: Look at the clouds! It rain.
B: Don't worry. I've got my umbrella with me.
 - A: Why are you wearing those old clothes?
B: I paint the fence.

3 Choose the correct verb form. Give reasons.

- Be good or you won't go/aren't going out.
- Guess what! Ann gets/is getting married!
- The concert starts/is going to start at 9 o'clock.
- That's a lovely dress! I'm buying/I'll buy it.
- Tina is travelling/travels to Rome on Monday.
- She will have/is going to have a baby in May.
- The train reaches/is reaching York at 7:15pm.
- Are you coming/Do you come to the party?

▶ Speaking

- 4 What are your plans for this Sunday?
Ask and answer in pairs.

A: What are you going to do this Sunday?
B: I'm going to go on a trip.

How?

Where?

What?

How long?

Who/with?

GAME

In teams, try to guess what the leader is going to do. Each team can ask two questions.

Leader: I'm making a cake.

Team A S1: Are you going to have a party? etc.

Present Simple or will?

5 Complete the sentences.

- I'll call you when
- After we finish shopping,
- We'll let you know as soon as
- Don't tell anyone before
- We while he
- I don't know when he

From: Frank **To:** Graham & Fiona
Subject: Dinner Party

Dear Graham and Fiona,
 I'm having a dinner party on Sunday (next Sunday, 19th June – not today!) from around 8. Do come.
 Best wishes,
 Frank

A

Hi Frank

John called. He's booked tickets for Wed. 15th 7:30 – Rex Cinema. Call him for details.

Tony

B

Future continuous

Grammar Reference

6 Match the verb form in bold to the meaning.

- the person will be in the middle of doing sth at a certain time in the future
- the person makes a prediction

This time next week, I'll **be travelling** to Tahiti!

Mr Frank Parker

is cordially invited to attend

The Annual Business Awards Ceremony

to be held at
 Hatfield Business Centre
 8 pm, Friday 17th June

RSVP: Mr S Hill

C

Dear Frank,
 I'm having a fancy dress party!

Place: 27, Millford Lane

Time: 7:30,
 Saturday 18th June

Hope you can make it!

Yours,

Tim

D

► Reading

7 a. Name the types of messages (A-E). Imagine it's Sunday 12th June. What will Frank be doing:

- tomorrow evening? • at 7:15 next Saturday?
- tomorrow afternoon at 3:00pm?
- at 8:00pm next Wednesday evening?
- at 11:00am tomorrow?
- at 9:00pm next Sunday?
- next Friday evening at 8:30?

Use the verbs: *attend, fly, discuss, watch, go, have dinner.*

- What will you be doing at the same times next week?

Sentence transformations

8 Complete the second sentence so that it means the same as the first. Use up to three words.

- Why don't you hire a costume?
 You a costume.
- It's too cold to have the party by the pool.
 It isn't have the party by the pool.
- There are still some invitations to send.
 We all the invitations yet.
- She probably won't make it to the party.
 I don't think she to the party.

JUNE

MONDAY	10:30	plane leaves for Madrid
13	2:30 - 5:30	meeting with Mr Jones
	7:30 - 9:00	business dinner with Mr Jones

E

Phrasal verbs

9 Explain the phrasal verbs, then fill in the correct particles.



- John and Lyn broke their engagement.
- Greg broke prison a week ago.
- Thieves broke her house and stole all her jewellery.
- His car broke so he had to walk to work.

Writing

Portfolio: Send a short e-mail to your friend inviting him/her to a barbecue. Write:

- date • place • time • what to wear

You can use text A in Ex. 7 as a model.

Making arrangements

1 Read the invitation and answer the questions.

- Who sent the invitation?
- What is the invitation for?
- Where will the party be held?
- What time does the party start/end?
- What should you do if you can't go?

▶ Reading

2 Read the first exchanges. What is Mark's and Joyce's relationship to Elizabeth?

Mark: Hi, Joyce! How are things? Found a job yet?

Joyce: Give me a break, Mark – your sister and I have only just graduated! Has she started job hunting?

Mark: Not yet. Speaking of which, you're coming to her graduation party, aren't you?

Joyce: I just got the invitation in the post this morning. Sounds like it's going to be quite posh!

Mark: Well, you know what our mother's like. She always has to do things in style, doesn't she?

Joyce: So Elizabeth says. Who else will be there?

Mark: Some other students from your course ... our neighbours ... a few relatives ... some of our parents' friends.

Joyce: Oh, so there'll be a good mix of ages. How formal will it be, Mark? I mean, there won't be a fancy sit-down meal, will there?

Mark: No, no. The caterers are doing a sort of buffet.

Joyce: OK. I can't wait!

Mark: See you there, then!

3 Listen and read. Underline the phrases which give us the following information:

- Joyce still hasn't got a job.
- Joyce is looking forward to Elizabeth's party.
- There will be young and old people at the party.
- Elizabeth's mum won't cook the food for the party herself.

Read the dialogue aloud in pairs.

4 Portfolio: Work in pairs. Imagine you are having a party. Invite your friend. Give details about it (*place, date, food, etc.*). Record your dialogue.

▶ Intonation (in question tags)

Grammar Reference

5 a. Underline the question tags in Ex. 2. How do we form them?

b. Fill in the appropriate tag. Listen and tick. Listen again and repeat.

- Let's dance,?
- They had a party,?
- This is your costume,?
- Don't forget to tell Sue,?
- Call her,?
- He has put on weight,?
- You'll pick me up,?
- They've invited you,?
- We can't do that,?
- She left early,?

sure	not sure
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



You are coming to my party on Saturday, Anne, aren't you?

Yes, of course. What's the address?

42, Apple Street. Just push the bell with your elbow.

Why with my elbow?

Well, you won't be empty-handed, will you?

Giving gifts

► Listening

- 6 a. You will hear part of a radio programme about giving gifts in other countries. Read questions 1-5 and predict the correct answer, **Yes** or **No**. Listen and check.
- | | Yes | No |
|---|--------------------------|--------------------------|
| 1 In Japan, it's impolite to give money as a gift. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The Japanese like to receive gifts which are colourfully wrapped. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The Chinese never open a gift as soon as they receive it. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 People in South America think highly of leather gifts. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 When visiting a British home, you don't need to take a gift. | <input type="checkbox"/> | <input type="checkbox"/> |
- b. Are there any special customs about giving gifts in your country? What are they? Tell the class.

Describing a picture

STUDY SKILLS

Describing pictures

Avoid describing pictures in too much detail. It makes your description unimaginative and uninteresting. e.g. *Don't say, "There is a spoon on the plate."*

- 7 a. Work in pairs. Describe the picture to your partner. Think about:
- where the people are
 - what they are wearing/doing
 - how they feel
- Evaluate your partner's description.

- b. How do you celebrate this occasion?



Inviting

- 8 Listen to the exchanges. How formal or informal is each one? Who accepts the invitation?
- A: *Would you like to come to our party tonight?*
B: *Thanks! I'd love to.*
 - A: *It's our son's wedding next Saturday, and we'd love it if you could be there.*
B: *Oh dear! I'm afraid I'll be away that weekend – but do give my very best wishes to the happy couple.*
- 9 Look at the expressions in the box. Which are formal / informal? In pairs, act out dialogues for situations 1-4.

INVITING/SUGGESTING	ACCEPTING/REFUSING
• How would you like to ...?	• Thanks! I'd love / like to.
• Do you want to ...?	• That sounds great.
• I'd / We'd be delighted if you could ...	• I'd love/be delighted to.
• What / How about ...?	• I'd love to but I can't.
• Let's ... / Shall we ...?	• I'm (terribly) sorry, but ...
• Why don't we ...?	• I'm afraid I can't.

- Ask a friend from work/school if they want to join you for lunch.
- Invite your boss to the office staff's Christmas dinner party.
- Ask your mum to go to a concert with you.
- Invite your school teacher to your graduation party.

Verbs with prepositions

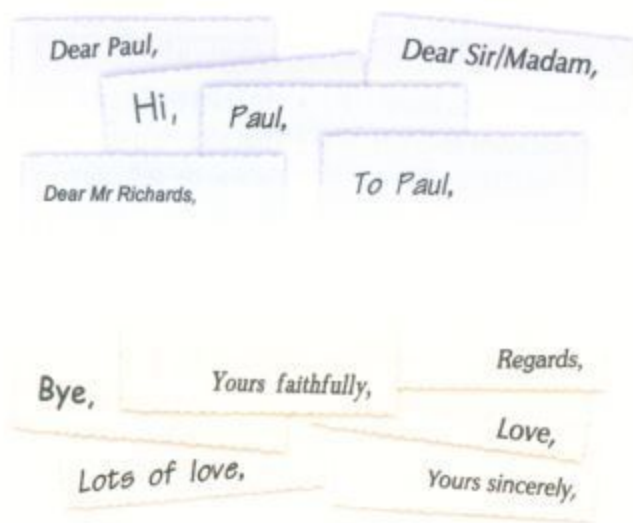
- 10 Fill in: **to**, **on**, **in**, **with**, **of**. Use the verbs in bold and the prepositions to make sentences of your own.
- We congratulated them the birth of their son.
 - She succeeded passing her exams.
 - She agreed help me with the preparations.
 - She agreed Tony about having a party by the pool.
 - She insists having the reception at the hotel.
 - I'm thinking going to the festival next week.

Getting started

- 1 How often do you send postcards? Who to? When? Why?

Let's look closer

- 2 Read the rubric, underline the key words and answer the questions.
- Imagine you are on holiday in a city. Write a postcard to a friend. Write about:
 - where you are staying • what there is to see and do there • what you think of the place
 - 1 What will the postcard be about?
 - 2 Which beginnings/endings can you use? Circle.



- 3 Read the postcard and answer the questions.

Dear Lucy,
Greetings from Rio!
I'm having a nice time. I'm staying at a good hotel. The food is nice and there's lots to do. The shops are good with nice souvenirs. It's Carnival time here. There are lots of nice parades in the streets. Street bands play nice music with guitars and drums. Everyone is dancing, singing and throwing streamers. It's a pity you aren't here. See you soon!
Take care,
Jane
XOXOX

Lucy Palmer
87 Princess Street
Manchester
M16 2NG
UNITED KINGDOM

- 1 Where do we write the person's address?
2 What does XOXOX mean?

- 4 Jane uses the same two adjectives to describe everything. Find and circle them. Replace them with others from the list.

• amazing • lovely • great • fantastic
• delicious • wonderful • attractive

Your turn

STUDY SKILLS

Interpreting rubrics

Make sure you include all the points in the rubric. The rubric gives us information about the situation, who we are writing to and what we should write about.

- 5 a. Read the rubric. What information does it give you about: who you are, who you are writing to, what you should write about?
- You are spending New Year with some friends. Write a postcard to your English pen friend. Write about:
 - where you are staying • what you think of the place • how people celebrate the event
- b. Answer the questions in the plan, then write your postcard (40-55 words).

Plan

Dear

- Which city are you in?
- Where are you staying? (house, flat, etc)
- Do you like the place? (shops, food, sights, etc)
- How do people celebrate New Year there? (decorations, parties, etc)


Love,
.....

AMAZING FACTS!

It is estimated that about 90% of American children go out 'trick-or-treating' for Halloween.

► Reading & Listening

1 Look at the title. How often and in which country do these events take place?

2  Look at the photos and the subheadings. Think of one question you would like to ask about each event. Listen and read to see if the texts answer your questions.

3 Read and answer the questions. Then explain the words/phrases in bold.

In which festival(s):

- 1 can you eat the prize?
- 2 is money collected to help people?
- 3 is speed important?
- 4 do the participants act?
- 5 do the people wear strange clothes?

► Speaking

4 Work in pairs. Imagine you are at one of these events. Phone your friend and give your impressions.

5 Make notes under the headings about a bizarre event in your country, then describe it to your partner.

- name • place • date
- activities

Bizarre Annual Events in the UK



A The Bognor Birdman Competition

takes place in Bognor Regis in May.

Competitors build strange homemade flying machines or wear unusual costumes and try to 'fly' off the **pier**. The person who flies the furthest wins a large **cash prize**.

Many of the fliers take part to raise money for **charity**. As many as 40,000 **spectators** watch this competition every year.

B The Cooper's Hill Cheese Rolling Competition

is held in Gloucester every year in May.

Contestants stand at the top of a very **steep** hill. A huge cheese is **rolled down**, and the contestants have to **chase** it down the hill. Nobody ever manages to catch the cheese, but the person who gets to the bottom first is the winner, and keeps the cheese as a prize!



C Up-Helly-Aa

is held every year on the last Tuesday of January in the Shetland Isles. Up to 1000 people dressed as Vikings and holding **flaming torches** pull a Viking galley through the streets. When they reach a certain place, they throw their torches into the **galley** and burn it. Then, they **put on** short funny plays in local halls. The festival is very popular with locals and tourists **alike**.

D The Peel Dip

takes place every New Year's Day on the Isle of Man. About 200 people jump into the **freezing** waters of the Irish Sea to raise money for charity. The **dip** attracts people of all ages. All the swimmers get a medal and a **certificate**.



Vocabulary & Grammar

1 Fill in the missing word.

- Don't forget to stop at the and buy some fresh bread.
- I prefer plain shoes rather than ones.
- Liz is married next Saturday.
- Would you to come to the party?
- You don't to wash the dishes. I washed them earlier.
- This suit is expensive for me to buy.
- That shirt you perfectly.
- He insists having a reception by the pool.
- You can look new words in the dictionary.
- Could I these shoes on?

(10 marks)

2 Circle the correct item.

- At Christmas we crackers.
A blow B watch C pull
- That bag your shoes. You should buy it.
A suits B matches C fits
- This time tomorrow, I to Rome.
A will fly B be flying C will be flying
- They decided to break their engagement.
A up B down C off
- "I've just passed my driving test." "....."
A Well done! B Get well soon!
C Good luck!
- I didn't think much the parade.
A in B on C of
- He is sleeping. He be tired.
A can't B must C needs
- He to work late yesterday.
A had B needed C must
- That dress is on special
A offer B discount C sale
- Ted will look the dog while we're away.
A forward B after C up

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- It is not necessary for you to work overtime today.
You to work overtime today.
- He probably won't go away this weekend.
I don't think he away this weekend.
- I can't wait to see Mary next month.
I am seeing Mary next month.
- Jim is too young to get a driving licence.
Jim isn't get a driving licence.
- I think you should buy a new pair of trainers.
Why buy a new pair of trainers?

(10 marks)

4 Fill in the correct preposition.

- He paid for his shopping cash.
- She succeeded passing her driving test.
- He decided to pay cheque.
- Mark buys everything credit.
- They congratulated me my success.

(10 marks)

Communication

5 Complete the exchanges.

- Certainly. One moment, please.
- I bought this for you.
- How about going to the cinema tonight?
- Could I try on this dress, please?
- Well done!

- A:?
B: That's very kind of you.
- A: Could you put me through to Mr Smith, please?
B:
- A: Guess what - I passed all my exams!
B:
- A:
B: Of course. The fitting rooms are here.
- A:
B: I'm afraid I can't.

(10 marks)

Listening

- 6 You will hear two people talking about a wedding they have been invited to attend. Fill in the missing information in the numbered spaces (1-6).

Mr & Mrs (1) would like the pleasure of your company at the wedding of their daughter, (2) to Mr Paul Smith on Saturday, (3) June at St Mary's Church at (4) am and afterwards at a reception at the (5) Hotel. RSVP no later than 30th (6)

(12 marks)

Reading

- 7 Read the text and mark the statements (1-6) as true (T) or false (F).

BUY, BUY, BUY...

Do you go shopping whenever you feel depressed? Do you spend too much money on things you don't really need, lose control and then go into debt? If you answered 'yes' to these questions, you may be a shopaholic!

'Shopaholism' is uncontrolled shopping in order to feel better about yourself. Just like some people go on holidays to sunny countries or eat chocolate to feel better, others simply go on shopping sprees. But shopaholics usually come home with bags and bags of items, most of which will never be used, and an empty bank account.

So, what can you do about the problem?

- Always pay in cash. Never take your credit cards with you when you go shopping – or better still, destroy them altogether.
- Make a shopping list before you leave the house and stick to it.
- Work out a monthly budget, so you know what you can spend.
- Take only enough money with you to pay for the absolute essentials.
- Avoid ordering goods from catalogues, and don't watch shopping channels on TV.
- If you see something you feel you must have, ask the shop to keep it for you and go back again a few days later. If you still want it, buy it.

Just follow these simple steps and you should never lose control of your purse or your budget again!

- 1 Shopaholics always buy more than they need.
- 2 Shopaholics shop to make themselves feel happy.
- 3 If you shop a lot, it is best to leave your cash at home.
- 4 Buying only what you need helps you control your shopping.
- 5 Shopaholics should not watch TV.
- 6 You should be sure you really need something before you buy it.

(18 marks)

Writing

- 8 You ordered a shirt and a pair of trousers from a catalogue. When your order arrived, you realised that the shirt had no buttons, and when you tried on the trousers, the zip broke. Write a letter of complaint, stating that you are returning the clothing and asking for a full refund.

(20 marks)

(Total = 100 marks)

Now I can...

- talk about
 - clothes & prices
 - shops & products
 - celebrations & customs
- make requests & arrangements
- invite, accept & refuse invitations
- write/make
 - a poster of Dos & Don'ts for your school/workplace
 - a report assessing good & bad points of a department store
 - an article about a traditional wedding in my country
 - greetings cards
 - an e-mail to a friend inviting him/her to a dinner party
 - a postcard

...in English



2 kilos of steak
1 bottle of Coke
400g of cheese



1 jar of coffee
1 kg of sugar
1 tub of margarine
1 packet of biscuits



1 tube of toothpaste
2 kilos of apples
400g of cheese

- 1 Explain the key in your language.
- 2 **Problem:** Look at the price list and the three people's shopping lists. How much will each person's shopping cost?

e.g. Ian

Answer

$$£7.99 \times 2 = £15.98$$

$$£15.98 + £1.27 + £1.99 = £19.24$$

- 3 Answer the questions.

- 1 Whose shopping bill is the highest/lowest?
- 2 How much change will Pam get from £10?
- 3 Which notes and coins does Sue need in order to give the exact amount?
A £5, £1, 50p, 2p, 2p
B £2, £2, £1, 20p, 20p, 10p, 2p, 2p
- 4 Which three items on the price list cost exactly £4.50 in total?

Key

- + plus
 - minus
 X times/multiplied by
 ÷ divided by
 = equals

ADDITION
 SUBTRACTION
 MULTIPLICATION
 DIVISION

Price List

cheddar cheese	£1.99	(400g)
sugar	65p	per kilo
beef steak	£7.99	per kilo
toothpaste	£1.86	
Coke	£1.27	(2 litres)
biscuits	£1.19	
coffee	£3.09	
margarine	£1.29	
apples	£1.69	(2kg bag)

- 4 A shoe shop has increased its prices by 4%. Look at the old prices and work out the new ones.

Find 1% of the price. Then multiply by 4 and add this to the price. Give the answer to the nearest whole number.

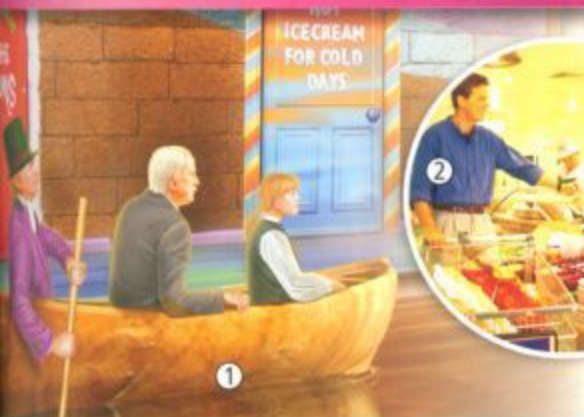
e.g. 1% of £30.00 = £0.30

$$£0.30 \times 4 = £1.20$$

$$£1.20 + £30.00 = £31.20$$



- 5 **Project:** Write a shopping list of the things you/your family usually buy each week. Go to the supermarket and write the prices next to each item. Compare your list with your classmates. See whose is the most expensive weekly bill.



► Before you start ...

- What is your favourite shopping centre? What can you find there?
- What is your favourite celebration? How do you celebrate it?

► Look at Module 4

- Where are pictures 1-5 taken from?

► Find the unit and page number(s) for

- restaurant reviews ☐
- a recipe ☐
- a shopping list ☐
- a plan of a sports club ☐
- a memo ☐
- a sports quiz ☐
- a reminder ☐

► Listen, read and talk about ...

- restaurant etiquette and table manners
- supermarket shopping
- cooking methods and tastes
- cutlery, crockery and appliances
- sports and sports qualities
- sports injuries
- sports places
- the pros and cons of a sport

► Learn how to ...

- express likes/dislikes related to food
- order a meal
- negotiate
- express opinions about sports

- sympathise and give advice
- describe health problems
- express hesitation

► Practise ...

- countable/uncountable nouns
- quantifiers (*some, any, much, many, a lot of, a little, a few, no*)
- *some, any, no, every + body/thing/where*
- the past perfect
- the passive
- conditionals: Type 0, 1
- linkers (of result, addition, contrast, conclusion)
- intonation (stressed syllables/hesitation)
- phrasal verbs: *give, bring*

► Write / Make ...

- a short review about an unusual restaurant
- a recipe for a local dish
- a shopping list
- a story
- a postcard
- a message
- a sports quiz
- a pros and cons essay about a sport

Literature Corner: Down the Chocolate River;
The Olympic Anthem

Curricular Cuts (Science): A Balanced Diet

7a Eating out!

Lead-in

STUDY SKILLS

Remember new words

Put new words into sentences. This helps you remember them. You can look at the examples in your dictionary to get ideas.

- 1 How are these words related to restaurants? Make sentences.

- waiter • menu • dessert
- chef • bill • tip • napkin
- soft drinks • linen tablecloth
- side dish • four-course meal
- servings • seafood dishes
- main course • starter

A waiter serves customers in a restaurant.

- 2 Match the adjectives to the nouns.

- | | |
|---|-------------------|
| a fast, slow, poor, excellent | decor |
| b high, low, reasonable | food |
| c modern, luxurious, simple, unusual | SERVICE |
| d tasty, spicy, plain, tasteless, traditional | prices |
| e relaxed, romantic, friendly, formal | atmosphere |

Listening

- 3 Listen to some people talking about restaurants they have been to. Who is(n't) satisfied? Why (not)?

LYN PAUL JULIE & BILL

Reading

- 4 The people (1-4) are trying to decide which restaurant to eat at. Read the descriptions and underline the key words. Read the reviews (A-F) and decide which restaurant would be best for each. Which words helped you decide? Underline them.

1 Dave is a student at university, so he doesn't have much money. He isn't keen on foreign food, and he prefers a variety of plain but tasty dishes. When he eats out, good company is more important than the surroundings.



2 Sandra loves French and Italian food. She can't afford to eat out very often, so she likes to go to places that offer good value for money and have interesting decor.

3 Nina and her husband always try to find somewhere fun to go for dinner. They usually choose places where the food is interesting but plain and where the children won't get bored.



4 Mr and Mrs Finch are looking for somewhere special to celebrate their 25th wedding anniversary. They prefer elegant restaurants and they would love to eat at a place where famous people often go.



- 5 a. Listen and read. Match the pictures (1-6) to the restaurant reviews (A-F).
b. Explain the words in bold. In pairs, ask and answer comprehension questions.

A: *Where's a good place to go for seafood in Toronto?*
B: *Captain John's Harbour Boat Restaurant.*

Speaking

- 6 Imagine you are in Toronto. Which restaurant would you like to visit? Tell your partner. Use phrases from Ex. 2.

Writing

Portfolio: Think of an unusual restaurant in your town and write a short review of it (40-50 words). Write about the:

- location • decor • food • prices • atmosphere

A Taste of

7a



Toronto

*Bob Green reviews
a selection of some unusual places to eat
in Canada's largest city.*

A. Mr Greenjeans

Situated in the Toronto Eaton Centre, a modern shopping mall, Mr Greenjeans offers good food at reasonable prices in a relaxed and friendly atmosphere. Make sure you're really hungry, though, because the **servings** are huge! Salads are served in **flowerpots**, milkshakes come in **jugs** and to finish one of the **'mammoth'** burgers you need a mammoth **appetite!** If you do manage to **save room** for dessert, try A Dish Called Wanda – it includes nine **scoops** of ice cream!

B. Rainforest Café

For those of us who can't get to the real rainforest, Yorkdale shopping centre has the next best thing. The Rainforest Café's tropical menu offers such tasty **dishes** as the Jungle Safari Soup, Planet Earth Pasta and the Rain Forest Burger at very reasonable prices. The unusual decor includes **waterfalls**, huge **aquariums** and live parrots. The sound effects include all sorts of animal calls, and every half an hour there is a huge tropical **thunderstorm**.

C. The Old Spaghetti Factory

Imagine a huge **warehouse** with high ceilings, **gas lamps** and **stained glass** windows. Add an old streetcar and a working **carousel** that's over 100 years old, and you've got the Old Spaghetti Factory on The Esplanade. The service is great and the menu includes traditional pasta dishes such as spaghetti Bolognese and lasagne. Salad or soup, freshly **baked** bread, ice cream and **bottomless** cups of tea, coffee and soft drinks are all **included** in the unbelievably low price of the main courses, which **range** from \$8.99 to \$14.99.

D. Captain John's Harbour Boat Restaurant

In Toronto harbour there is a beautiful ship, over 300 feet long with five **decks**. This is Captain John's Harbour Boat Restaurant. In this quiet, romantic atmosphere you can enjoy the **gentle rocking** of the boat as you taste some of the best seafood dishes in the city. The prices are a bit expensive but definitely worth it.

E. Sassafras

One of the most popular but expensive places to eat is Sassafras in Yorkville. It offers delicious French and Californian **cuisine** in beautiful surroundings. Many **celebrities** choose to eat in the Garden Room, where there are statues, trees **growing** through the floor, a **fountain** and a 40-foot-high glass roof. So, for that once-in-a-lifetime occasion, come to Sassafras and **dine** in the sun or under the stars while listening to **lively jazz** music.

F. 360:The Restaurant at the Tower

Located in the CN Tower, the tallest tower in the world, the restaurant offers the best **view** of Toronto and Lake Ontario. 300 metres above the ground, it slowly **revolves** so that the view outside the windows is **constantly** changing. If you are looking for excellent service, reasonable prices and fine dining in a formal atmosphere, come to 360 – you'll feel on top of the world.

Supermarket shopping

- 1 a. List two things you usually buy from each supermarket section below.



- b. In pairs, ask and answer questions.

A: Excuse me, I need to buy some apples. Where can I find them?

B: In the Fruit and Vegetables section. That's in aisle 3.

► Reading & Listening

- 2 a. What type of text can you see below? Where might you find it?
- b. Explain the verbs in the list. Use them to complete the gaps. Listen and check.
- pour • sprinkle • cook • put • simmer • add
 - fry • chop • drain

- c. Read the text. What do the following abbreviations mean?

- 2 tbsps • 2 tsps • 250 g
- 8 mins

GAME

Read the recipe aloud. Your partner mimes the actions. The best mime wins.



Ingredients

For the sauce

2 medium onions
5 small mushrooms
2-3 tbsps of olive oil
3 chopped tomatoes
1/4 litre of water
2 tsps dried basil
2 tsps dried oregano
a pinch of salt and pepper

For the pasta

250 g pasta
2 litres of boiling water
salt

some grated
Parmesan cheese
for topping

- **Make the tomato sauce:**

1) the onions and 2) them gently in a little olive oil with the mushrooms. 3) the chopped tomatoes, basil, oregano, salt and pepper. 4) the sauce for about 20-25 mins.

- **Make the spaghetti:**

5) the pasta into boiling, salted water and 6) for about 8 mins. When cooked, 7) the water and place the pasta on a warm plate. 8) the sauce over the pasta. 9) some cheese on top and serve.

serves 4

Cooking methods

- 3 How do you like to eat the food in the pictures? Ask and answer.

- fried • baked • boiled
- grilled • roasted • scrambled
- mashed • steamed



A: How do you like your eggs – boiled or fried?

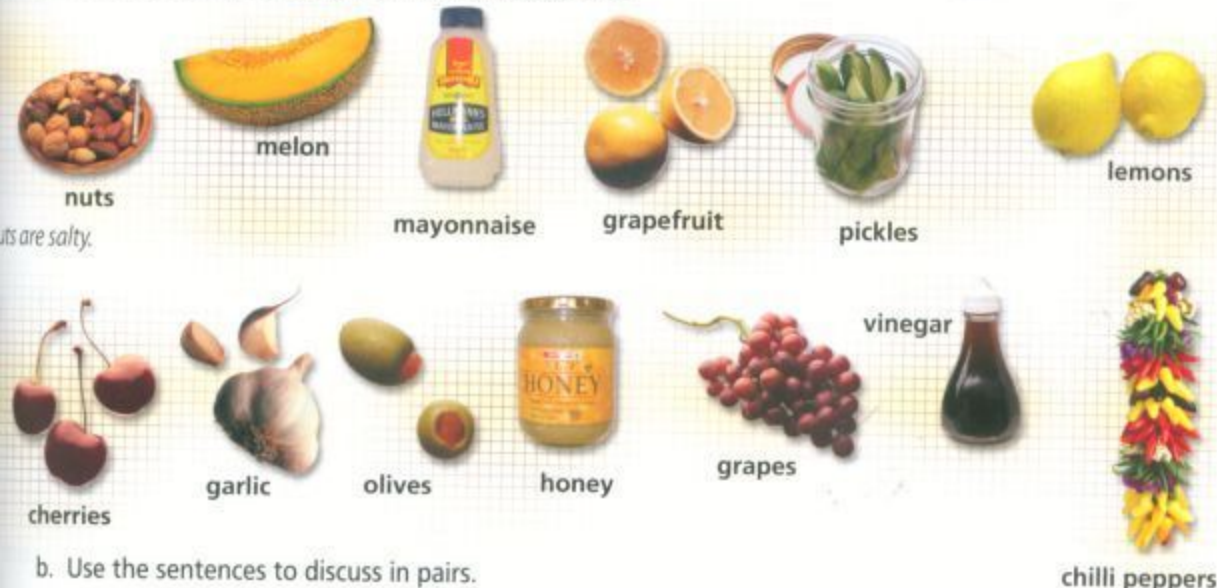
B: Actually, I prefer them scrambled.

Tastes

Speaking

- spicy • bitter • sour • sweet • creamy
- salty • juicy • hot • strong

4 a. What do the food items in the pictures taste like?



b. Use the sentences to discuss in pairs.

<ul style="list-style-type: none"> • It's/They're very tasty. • It's/They're delicious! • I can't get enough of it/them! • I love it/them. • It's/They're so nice. 	<ul style="list-style-type: none"> • It/They taste(s) awful. • It's/They're disgusting. • I can't stand it/them. • It's/They're too ... • It's/They're rather/ a bit ...



beef sausages

crisps

A: Do you like nuts?

B: Not really. They're too salty for me. And you?

A: Oh, I can't get enough of them! / I don't like them.

Cutlery, crockery & appliances

Mark the items **CU** (for cutlery), **CR** (for crockery) or **A** (for appliance). Make sentences.

- 1 plate **CR** 2 blender **A** 3 teaspoon **CU**
 4 mug 5 jug 6 saucer 7 toaster
 8 serving dish 9 soup bowl 10 glass
 11 tablespoon 12 kettle
 13 dessert fork 14 carving knife

We use a plate to serve food on.

Quantities of food

6 Match the words, then ask and answer in pairs.

bar	A	yoghurt
cup		nuts
handful	of	chocolate
pot		coffee
B		
tin		garlic
pinch		spaghetti
packet	of	cheese
jar		tomatoes
clove		salt
slice		olives

A: How much chocolate do we need?

B: One bar will be enough. / Just one bar.

Writing

Portfolio: A cookery magazine has asked you to write the recipe for a typical dish from your country (50-60 words). You can use the recipe in Ex. 2 as a model.

Countable and uncountable nouns

Grammar Reference

- 1 Put the words in the box under the correct heading.

Countable: *pea*, ...

Uncountable: *popcorn*, ...

- popcorn • pea • onion • peach
- lobster • cereal • water • bread
- yoghurt • salmon • meat • salt
- spring onions • cauliflower • wine
- ketchup • lettuce • cheese
- mustard • cabbage • celery

- 2 Circle the uncountable nouns then make sentences using them.

news, money, furniture, apple, children, information, hair, banana, luggage, house, advice, pear, milk, pasta, time, photo, rice, traffic

Quantifiers

Grammar Reference

- 3 Fill in: **some, any, much, many, (a) little, (a) few, a lot, no**, then complete the table. Make sentences for each use.

- 1 How pasta do you need?
- 2 There's yoghurt left! We must buy some.
- 3 We need of onions in order to make this dish.
- 4 How pears do we need?
- 5 Is there cheese left? Yes, there's quite
- 6 We have very tomatoes left, I'm afraid.
- 7 There are only cherries left. Shall we buy some?
- 8 There is only olive oil left. We must buy
- 9 Don't put too salt in the water.
- 10 Would you like tea?

	Countable	Uncountable	Positive Sentences	Negative Sentences	Interrogative Sentences
some	✓	✓	✓		✓
any					
much					
many					
a lot of					
(a) few					
(a) little					
no					

▶ Listening

- 4 a. Mrs Turner asked her husband to buy some things from the supermarket. Look at the list then listen. What did Mr Turner get wrong?



- b. Read the sentences (1-6). Listen again. Why is Mrs Turner annoyed with her husband? Complete the sentences with: **any, no, too little, too few, too much, too many**.

- 1 There aren't green peppers.
- 2 He bought bananas.
- 3 There is sugar.
- 4 There is cauliflower.
- 5 He got eggs.
- 6 He bought milk.

- 5 Use **some/any/no/every + body/thing/where** to fill in the gaps.

- 1 A: Let's go quiet and relaxing to eat.
B: What about that little bistro on the riverside?
- 2 A: Did you book a table for tomorrow?
B: I called the restaurant but answered. I'll try later.
- 3 A: Did you enjoy your meal, sir?
B: was fine, thank you.
- 4 A: Do you know who comes from Japan?
B: I do, actually. There is a Japanese boy in my English class.
- 5 A: Could you get me some butter from the supermarket?
B: Sure. Is there else you'd like?

► Reading

6 Look at the title and the picture.

- 1 Where do you think the story takes place?
- 2 Who might the main characters be?
- 3 Why could it be a meal to remember?

Read and check your answers.

Past perfect (continuous)

Grammar Reference

7 Read the text and find examples of an action which happened in the past before another past action.

8 Complete the sentences using the past perfect.

- 1 We started eating after
- 2 She didn't come with us because
- 3 By the time we reached the restaurant
- 4 There was no more cheese as

The past perfect continuous is the past equivalent of the present perfect continuous.

9 Compare the examples. Which expresses a visible result in the present/past? Which emphasises duration in the present/past?

- 1 a She's still at the bus stop. She has been waiting for an hour for the bus to come.
b She had been waiting for an hour before the bus came.
- 2 a Her eyes are red because she has been crying.
b Her eyes were red because she had been crying.

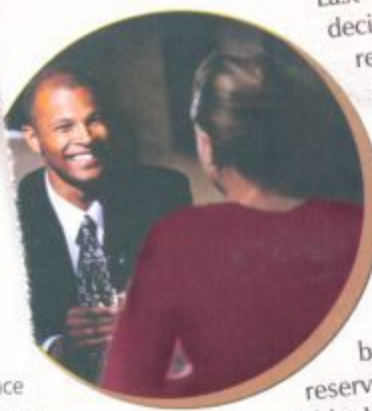
10 Make full sentences using the past perfect continuous and the past simple.

- 1 She/wait/half an hour/before/they/take/order
- 2 She/be tired/because/she/cook/all morning
- 3 He/drive/long time/when/realise/he/be lost
- 4 The boys/be/out of breath/because/they/play football/all afternoon
- 5 He/be exhausted/because/he type/letters/since morning

Sentence transformations

11 Use the word in bold to complete the second sentence so that it means the same as the first. Use no more than three words.

A meal to remember



Last Friday evening we decided to try out a new restaurant which had recently opened in the centre of town. It was raining quite heavily, but luckily we managed to find a parking space right outside the restaurant. The restaurant was quite busy, but we had made a reservation, so the waitress took us straight to our table. We had a wonderful meal – the service was excellent and the food was delicious. After we had finished our meal, we asked for the bill. It was then that I realised I had left my wallet in the car. My wife stayed in the restaurant and I went outside to get my wallet. Imagine my surprise when I saw that my car was gone!

- 1 There are only a few apples left. many
There apples left.
- 2 Jane washed the dishes and then went to bed. after
Jane went to bed
washed the dishes.
- 3 I was surprised at how good the food was. expected
I the food to be so good.
- 4 We have run out of cheese. any
There cheese left.

Phrasal verbs

12 Explain the phrasal verbs, then fill in the correct particle in each of the sentences.

- 1 The fridge is giving a terrible smell.
- 2 He promised not to give my secret.
- 3 I must give chocolate to lose weight.
- 4 John gave Sam the money he owed him.



Writing

Portfolio: Write your shopping list for a typical week. Compare your list with your partner.

Eating out

- 1 Look at the advertisements. How are they related? Where might you see them?

A

Peter's



"Dining in Style"

Twilight Dinner Special

5:00 pm – 7:00 pm

\$20.00 + tax + tip

Great food, wonderful service, relaxed atmosphere

Lunch 12 pm – 2:30 pm Monday-Friday

Dinner 7 pm – 10 pm Monday-Sunday

– Live Music every Friday –

Catering available for functions off premises

328 Main St • Eastchester, NY • (914) 961-5577

★ Open 7 days a week ★ Parking

B

11:00 am to 11:30 pm
(closed Monday)502 Apple Road
Eastchester, NY 10709

914-961-5656



"The Best Beef in Town"

C



The Blue Moon

70 Park Road, Eastchester, New York
Phone: 914-961-2525 Fax: 914-961-2526

Lunch and Dinner Daily

LIVE Music Every Friday & Saturday Night

KARAOKE Night every Wednesday with DJ Mark
Karaoke Contest – Cash Prizes

PARTY ROOMS AVAILABLE FOR ALL OCCASIONS

- 2 Which place(s) (A-C) ...

- 1 specialises in one kind of meat?
- 2 is open six days a week?
- 3 have performances by singers and musicians?
- 4 has a weekly competition?
- 5 will provide food for a party at your home?

- 3 Work in pairs. Imagine you want to eat out. Choose an advert (A-C) and ask and answer questions about it. Use the prompts:

- which/restaurant?
- where/be?
- what/be/like?
- when/be/open?
- book/table?

Verbs with prepositions

- 4 Fill in: *with, for, to, of, about* then make sentences related to food.

- 1 begin; 2 complain; 3 consist;
4 wait; 5 apologise sb sth

How about mushroom soup to begin with?

Table manners

- 5 a. You will hear someone talking about good table manners in Russian restaurants. Listen and choose the correct answers.
- 1 Don't eat too much of the first course as
 - A there will be many courses to follow.
 - B you are expected to eat very little.
 - C all the courses will be delicious.
 - 2 In the restaurant, it's not polite to
 - A put your hands on the table.
 - B sit in the corner of the room.
 - C keep your coat on.
 - 3 You should get the waiter's attention by
 - A calling.
 - B waving.
 - C looking at him.
 - 4 The first toast of the evening should be made by
 - A the host.
 - B the honoured guest.
 - C a lady.
 - 5 When someone asks you for a knife, you should
 - A put it in their hand.
 - B place it on the table.
 - C hold it in your hand.
- b. In pairs, compare table manners in your country with table manners in Russia.

Pronunciation (stressed syllables)

- 6 Listen and underline the stressed syllables. Say the sentences in full.

- 1 Still or sparkling? 2 Ready to order? 3 Help yourself.
- 4 Rare, medium or well done? 5 Milk and sugar?

Ordering a meal

- 7 a. Read the first few lines of the dialogue. Where are Tony and Julia?
- b. Listen and read. Look at the menu and underline what each person orders. How much will they pay in total?

Waiter: Good evening. Are you ready to order, sir?
 Tony: I think so. Julia, what would you like?
 Julia: I'll have the chef's salad, please, followed by the baked salmon and egg pie.
 Waiter: And for you, sir?
 Tony: I'd like the mushroom soup, please. And for the main course, I'll have the pasta.
 Waiter: Fine. And for dessert?
 Julia: Chocolate pudding for me, please. Tony?
 Tony: I'll have the fruit salad.
 Waiter: And would you like anything to drink?
 Tony: Yes – mineral water for Julia and a cola for me, please.
 Waiter: Thank you, sir.



Dinner Menu

Starters

* Mushroom soup	.....	\$4.95
* Chef's salad	.....	\$4.65
* Seafood cocktail	.....	\$6.30
* Cream cheese tart	.....	\$5.45

Main Courses

* Roast lamb with steamed vegetables	.....	\$11.65
* Pasta with fresh tomato sauce	.....	\$9.85
* Spicy grilled chicken with fried potatoes	..	\$11.65
* Baked salmon and egg pie	.....	\$11.65

Desserts

* Tropical fruit salad	.....	\$4.85
* Chocolate pudding	.....	\$4.65
* Strawberry and vanilla ice cream	.....	\$3.45

* Fresh fruit juice	\$1.25	* Soft Drinks	\$1.60
* Mineral water	\$0.75	* Tea or coffee	\$1.60

- 8 **Portfolio:** Imagine you are at the same restaurant. In groups of three, take roles and act out similar dialogues. Use the dinner menu. Record your dialogues.

STUDY SKILLS

Describing pictures effectively

When you describe a picture, use adjectives. This makes your description more interesting.

Describing pictures

- 9 a. Look at Picture A, then read the text and underline the adjectives. What makes the description interesting?

In this picture there are two smartly dressed people sitting at a table in a restaurant. They may be celebrating something, or they may be colleagues having dinner together. They are talking to a waiter. He looks helpful. There are lots of dishes on the table. The food looks delicious. The restaurant has a stylish decor. It looks quite expensive to me. The people seem to be enjoying their meal.



- b. Describe Picture B to your partner. Think about:

- people & clothes
- place
- reason for being there
- activities
- people's feelings

Use adjectives.



Getting started

- 1 *When setting the scene of a story, we need to decide on the characters, the place, the time and the action.* Look at the picture, read the beginning and answer the questions.



It was a lovely sunny afternoon. Bill and Ann were having a picnic in the park with their dog, Snowy. They felt very relaxed. "It's so good to get out of the house for a change", said Ann.

- 1 Who are the main characters in the story?
- 2 Where are they?
- 3 What are they doing?
- 4 When does the story take place?
- 5 What is the weather like?

- 2 *We can end a story by referring to the characters' feelings.* Read the ending. How do the characters feel in the end?

Bill and Ann put their picnic blanket on the living room floor and sat down. They were relieved to be out of the rain and glad that their food was still dry. "Perhaps being in the house isn't so bad after all," said Bill.

Let's look closer

- 3 Read the title and think of a beginning and an ending. Then, read the story and put the paragraphs into the correct order. How does Martin feel in the end?

An Unexpected Surprise!

- ☐ A Extremely disappointed, he went into the living room and sat on the sofa. Imagine his surprise when, picking up the TV remote control, he saw a little note stuck to it, saying: "Now that I have your attention ... Happy Anniversary! Meet me at Les Quatres Saisons at 8.30pm for a special dinner." He had just enough time to make it!
- ☐ B Martin opened the front door slowly. All was quiet. "Good, she's not here yet," he thought. He went straight into the kitchen and put down the heavy bags of shopping.
- ☐ C Busily chopping, slicing and frying, Martin finally got everything ready. He felt proud and excited. However, by 7 o'clock there was still no sign of Fiona. Later, looking at the clock, Martin saw it was almost 8 and finally lost his temper. "At least I can watch the news", he thought.
- ☐ D He pulled out the recipe he had found on the Internet. It had seemed quite difficult, but the lady at the supermarket had explained everything to him. "Fiona will love the surprise anniversary dinner," he thought. His wife always prepared the meals but tonight was going to be different!

- 4 Which of the following has the writer used to make the story more interesting? In pairs, find and underline examples of:

- variety of adjectives/adverbs
- present participles (-ing) / past participles (-ed)
- characters' exact words (direct speech)

Your turn

Study Skills

Organising ideas into paragraphs

When you write a story, organise your ideas into paragraphs. This helps you to create a logical structure and guides your reader through your story.

- 5 Look at the rubric and answer the questions in the plan. Then write your story (100-120 words).

- Your English teacher has asked you to write a story with the title: A Dinner Party.

Plan

Introduction (Para 1)

How will you start your story?
Who are the main characters?
Where are they? When does the story take place?

Main Body (Paras 2-3)

What happens first? What happens next? What's the climax event?

Conclusion (Para 4)

What happens in the end?
How do the characters feel?

AMAZING FACTS!

An egg that is fresh will sink in water, but a stale one won't.

► Reading & Listening

- 1 What is strange about the picture?
Read the text below and say who the people are.

*Roald Dahl (1916-1990) was a popular British author who first became a successful writer of short stories for adults. Then he began writing books for children and one of his best known is **Charlie and the Chocolate Factory**.*

Charlie lives next to Mr Wonka's mysterious chocolate factory which nobody has ever been inside. Then five lucky children win a ticket to visit the factory. Charlie is one of them. Each child can take an adult with them, so Charlie goes with his Grandpa Joe.

- 2 Read the signs on the doors. What is behind each door? Listen and read to find out.

- 3 Read the extract and explain the highlighted words. The writer plays with the words 'look round'. How does he use them?

► Speaking

- 4 In pairs, think of another room for Mr Wonka's chocolate factory. What is in the room?

Down the Chocolate River

A **steamy mist** was rising up from the great warm chocolate river. "Look, Grandpa!" cried Charlie. "There's a door in the wall!" It was set into the wall of the **tunnel** just above the level of the river. STOREROOM No 54, it said. ALL THE CREAMS – DAIRY CREAM, WHIPPED CREAM, VIOLET CREAM, COFFEE CREAM, PINEAPPLE CREAM, VANILLA CREAM AND HAIR CREAM.

The boat stopped. Mr Wonka stepped out. The children and their parents all **scrambled** after him. Grandpa Joe and Charlie were half running and half walking to **keep up with** Mr Wonka, but they were able to read what it said on the doors as they hurried by.

HOT ICE CREAM FOR COLD DAYS, it said on the next door. "Extremely useful in the winter," said Mr Wonka, **rushing on**. "Hot ice cream warms you up **no end** in freezing weather. I also make hot ice cubes for putting in hot drinks. Hot ice cubes make hot drinks hotter."

COWS THAT GIVE CHOCOLATE MILK, it said on the next door. "Ah, my pretty little cows!" cried Mr Wonka. "How I love those cows!"

On the next door, it said, SQUARE SWEETS THAT LOOK ROUND. "Wait!" cried Mr Wonka. "I am very proud of my square sweets that look round. Let's take a **peek**."

The top half of the door was made of glass. Grandpa Joe lifted Charlie up so that he could get a better **view**, and looking in, Charlie saw a long table, and on the table there were **rows** and rows of small white square-shaped sweets. Each of them had a funny little pink face painted on one side.

"There you are!" cried Mr Wonka. "Square sweets that look round!"

"They don't look round to me," said Mike Teavee.

"They look square," said Veruca Salt. "They look completely square."

"But they are square," said Mr Wonka. "I never said they weren't."

"You said they were round!" said Veruca Salt.

"I never said anything of the sort," said Mr Wonka.

"But they **don't** look round!" said Veruca. "They look square!"

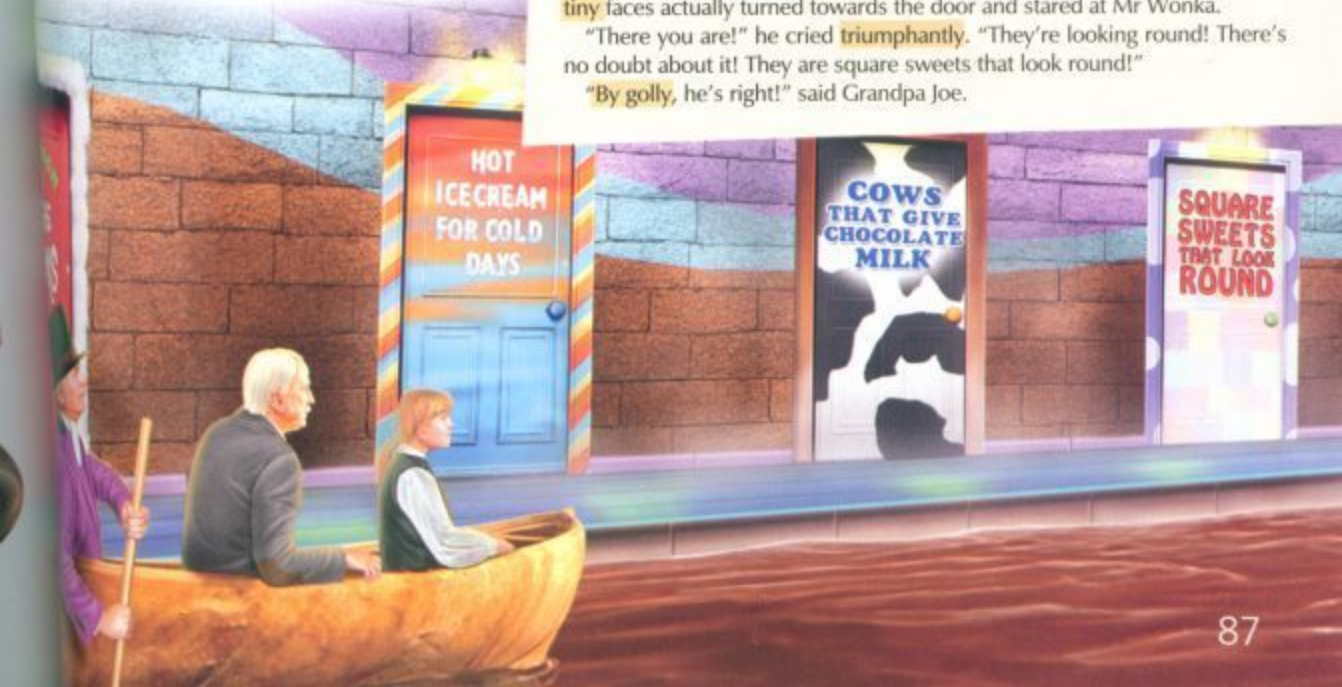
"They look round," insisted Mr Wonka.

"They most certainly don't look round!" cried Veruca Salt.

Mr Wonka took a key from his pocket, and unlocked the door, and **flung** it open ... and suddenly, at the sound of the door opening, all the rows of little square sweets looked quickly round to see who was coming in. The **tiny** faces actually turned towards the door and stared at Mr Wonka.

"There you are!" he cried **triumphantly**. "They're looking round! There's no doubt about it! They are square sweets that look round!"

"By golly, he's right!" said Grandpa Joe.



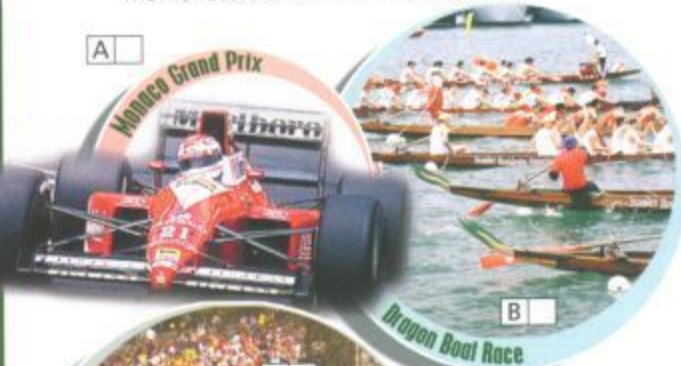
8a Fit for Life

Lead-in

- 1 Match the races to the countries they are held in. Is there a famous race in your country?

The Monaco Grand Prix is held in Monaco.

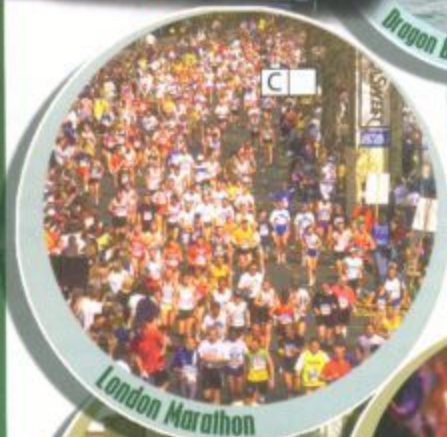
A



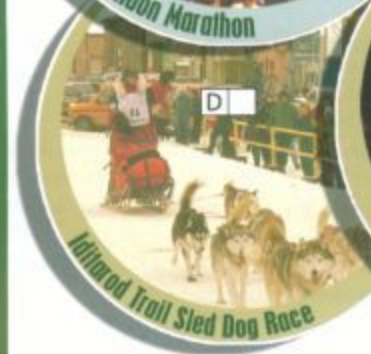
B



C

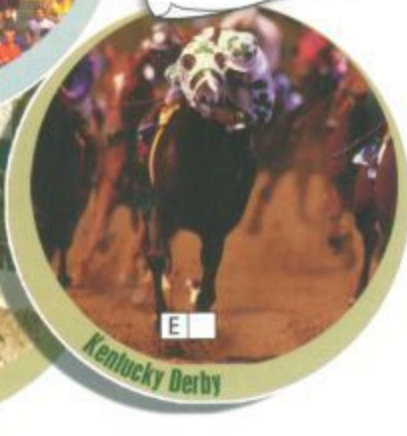


D



- 1 the USA (2)
- 2 the UK
- 3 China
- 4 Monaco

E



Listening

- 2 Listen to some friends taking part in a sport. Can you guess the sport? How do they feel?

Reading

- 3 a. Look at the title and the pictures. What do you think the article is about?
- b. Read the introduction and conclusion to the article. What qualities do you think you need to take part in this race? Use the prompts to discuss.

to be

strong/fit/brave/well-trained/
disciplined/competitive/fast/
organised/careful/patient/
determined

to have

stamina/
a sense of direction/
lots of determination/
a sense of adventure

A: In my opinion, you probably need to be very fit and strong to take part in this race. What do you think?

B: I agree. You also need to have a sense of adventure.

STUDY SKILLS

Reading: Self-assessment

After you read, think about how difficult the text was for you. Think about: unknown words, style, grammar structures, and the reading task.

- 4 Read the article and mark each statement (T) True or (F) False. Then, explain the highlighted words. How difficult was the text for you?

- 1 The Iditarod Trail Sled Dog Race is famous all over the world.
- 2 Only people from Alaska may enter the race.
- 3 The rules say how far each sled should run every day.
- 4 Mushers must have determination and be well-organised.
- 5 Dog sleds are still more popular than snowmobiles in Alaska.
- 6 The race has saved a part of the traditional way of life in Alaska.
- 7 The race follows the same route every year.
- 8 The race is named after a village in the area.

Speaking

- 5 Listen and read, then list three reasons why the Iditarod is difficult to complete. In pairs, discuss whether or not you would take part in such a race, giving reasons.

Writing

Portfolio: Imagine you are in Iditarod to watch the race. Send a postcard to your friend. Include:

- information about the race (mushers, dogs, route)
- what the weather is like
- how you feel

The Last Great Race

The dogs and drivers (mushers) line up for the start of the race. You can feel the excitement in the air. The dogs paw the ground anxious to be off, while the mushers make last-minute preparations for the long trek ahead. The onlookers cheer and encourage them. This sled race is known internationally to be one of the longest and toughest sled races in the world. It's the Iditarod Trail Sled Dog Race in Alaska, USA. It has become very popular over the years with over 65 teams taking part from Alaska as well as many other countries.

The Mushers

The musher is the person who drives the sled and guides the dogs. Each musher must decide how many miles to run every day, what to eat on the trail and the best places to stop and rest. A good musher has to be disciplined and really want to win this race.

The Dogs

The perfect sled dog is the Alaskan Husky with its thick fur and strong legs. Each dog must be healthy, so vets examine them carefully before the race begins. These dogs were originally used to transport goods and mail all over Alaska. However, when people started using snowmobiles, travelling by sled became less popular. This traditional form of transport seemed to be dying out until the Iditarod Race was started in 1973.

The Route

The race goes from Anchorage to Nome on the west coast. It passes through more than twenty towns on its way there. The route is extremely challenging, crossing icy rivers and lakes, mountains and valleys. It varies slightly, depending on the year. In odd-numbered years the route goes south after Ophir to include the village of Iditarod, while in even-numbered years it goes north through Ruby and Galena.

Do you love a challenge? Can you cope with bad weather conditions? Can you travel over snow and ice for many hours?

Do you like dogs? If you answered yes to these questions, then this race is for you! Get your snow boots on and head for Alaska!

Try this!

In pairs, prepare and act out an interview with a musher. Record yourselves.

Sports

► Listening

- 1 a. Listen to the sounds. Which sports do they match?
Number the pictures in the order you hear them.



basketball



cricket



baseball



ice-hockey



boxing



bowling



skateboarding



rugby

- b. Which of these are *team sports (T)* and which are *individual sports (I)*? Which sport(s) do you play?

- 2 a. Study the tip then complete the dialogue.

We use: **'play'** with most ball games (e.g. *football*); **'go'** with most sports ending in 'ing' (e.g. *swimming*); **'do'** with other sporting activities and martial arts (e.g. *athletics, gymnastics, aerobics, karate, boxing*).

A: Do you play any sports, Bob?

B: Yes, I volleyball. How about you?

A: Well, I've never volleyball, but I gymnastics and I sometimes windsurfing.

B: Windsurfing? That sounds like fun! Have you ever skiing?

A: No, I haven't – but I'd like to try.

B: So would I! Why don't we skiing this weekend?

A: That's a great idea!

► Speaking

- b. Choose sports from Ex. 1a and act out similar dialogues in pairs.

Sport injuries

- 3 a. Match the collocations. Have you ever had any of these problems while playing sports?

to pull	an ankle
to break	a muscle
to twist	a leg
to sprain	a wrist

- b. Read the dialogue. In pairs, use the prompts in Ex. 3a to act out similar dialogues.

A: What's the matter?

B: I pulled a muscle in my (leg/neck/back, etc).

A: Really? How?

B: While I was playing football.

Adjectives with prepositions

- 4 Complete the sentences with *of*, *with*, *in* or *to*. Then use these phrases to make sentences related to sports you enjoy.

1 The hockey coach was **dissatisfied** his team's performance.

2 I was **proud** my team when they won the championship.

3 The rules of American football appear to be **similar** the rules of rugby.

4 Be **careful** the dog.

5 The captain got **angry** the referee for not giving a penalty.

6 Mary never gets nervous before a big match. She is **experienced** playing in front of huge crowds.

Sports places

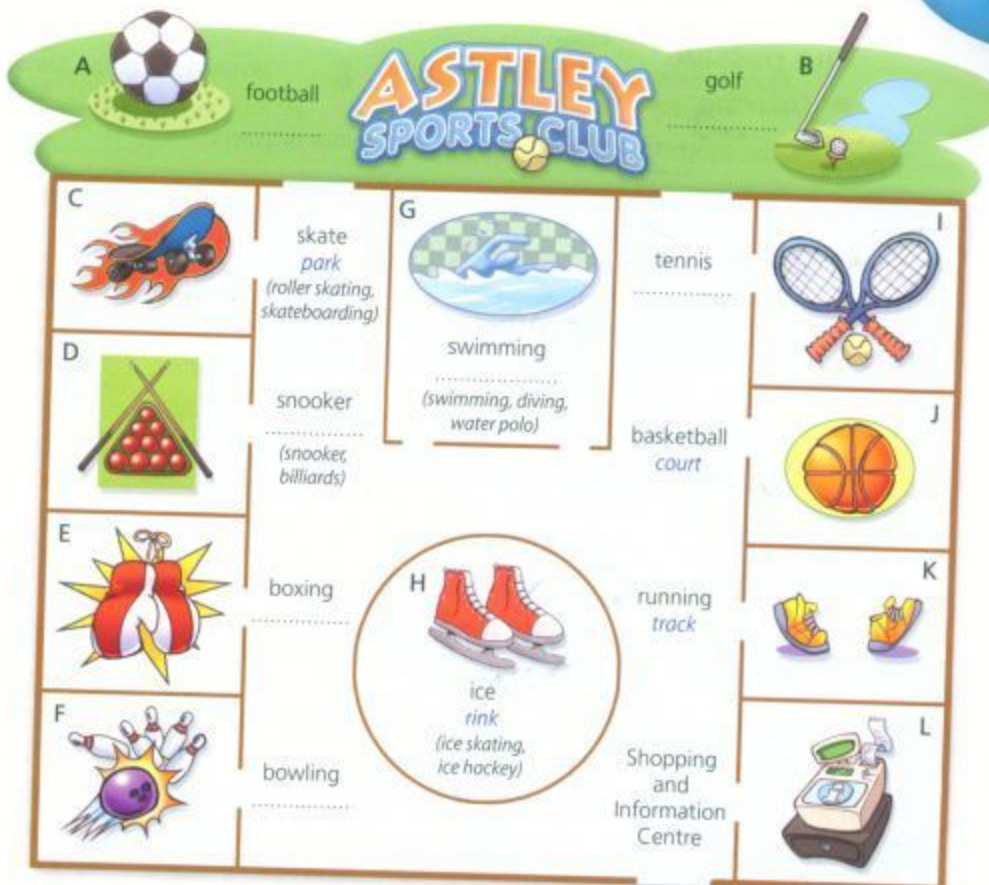
- 5 a. Complete the map of Astley Sports Club with words from the list.

• ring • pool • hall
• alley • course
• pitch • court

- b. In pairs, ask and answer, as in the example.

A: Can you go skateboarding at the Astley Sports Club?

B: Yes. It's got a great/huge skate park.



Messages

▶ Reading

- 6 a. What type of text (1-3) is each? Where could you see them?
b. Read and choose the correct explanation (A-C).

1
To: All club members
From: The management

There is no hot water after 9:45pm, so don't use the showers after that unless you want a cold one!

- A Members cannot use the showers after 9:45pm.
B Members can have a hot shower after 9:45pm.
C Members can only have a cold shower after 9:45pm.

- A Only children up to ten years old can swim here.
B Only ten children at a time can swim here.
C Only children between 6 and 10 years old can swim here.

2
THIS POOL IS FOR CHILDREN UNDER 10 ONLY

3
John - your karate class will be on Monday evening this week instead of Tuesday, but back to normal next week.

John's karate class ...

- A will be on a Tuesday for the next two weeks.
B will be on Mondays from now on.
C will be on a different day this week.

Writing

Portfolio: Use the reminder to write a short message to Carol about the changes in her tennis lessons. Use text 3 in Ex. 6 as a model.

Must remember to tell Carol
TUE 6:30 - lesson **CANCELLED**
FRI 5:30 - 6:30 instead
Just for this week!

The passive

▶ Listening Grammar Reference

- 1 a. Do the sports quiz, then listen and check your answers.

Are you a true sports fan?

- If you hear the umpire call "love-forty", which sport is **being played**?
A basketball B football C tennis
- Which country **was** the 2002 Football World Cup **won** by?
A England B Brazil C France
- Which country **has been awarded** the highest number of medals throughout the history of the Olympics?
A the USA B Germany C China
- In athletics, what do we call the long distance race which is **run** over 26.2 miles (42.1 km)?
A a marathon B a decathlon C a pentathlon
- In which sport **must** a lifejacket **be worn** at each training session?
A swimming B water polo C canoeing

- b. Say what the passive verb forms in bold are.

- 2 Fill in the missing passive or active forms. How do we form the passive? When do we use it?

Active	Passive
• They hold the Olympics every four years.	• The Olympics 1) every four years.
• They are installing new equipment in the gym.	• New equipment 2) in the gym.
• The mayor 3) the new gym.	• The new gym will be opened by the mayor.
• TV producers 4) this sport on TV before.	• This sport has not been broadcast on TV before.
• The organisers cancelled the competition.	• The competition 5) by the organisers.
• A reporter was interviewing Ronaldo in his home.	• Ronaldo 6) by a reporter in his home.
• You 7) those old trainers.	• Those old trainers should be thrown out .

▶ Reading

- 3 Match the texts (1-5) to the places you could read them (A-E). Expand the texts into full sentences using the passive.

1

**KEEP OUT
OF REACH
OF CHILDREN**

2

**TODAY'S MATCH
POSTPONED
DUE TO
BAD WEATHER**

3

**NO DOGS
ALLOWED
ON PITCH**

4

**REFRESHMENTS
INCLUDED
IN TICKET
PRICE**

5

**ALL FORMS
TO BE RECEIVED
BEFORE
31st MAY**

- A on a poster
B on a bottle of medicine
C on a noticeboard
D on a sign
E on an application form

- 1 B *Medicine must be kept out of reach of children.*

- 4 Fill in **with** or **by**.

- His wall was covered pictures of basketball stars.
- The race was won a 20-year-old driver.
- The athlete's wound was cleaned some surgical spirit.
- The plan to build a new stadium was rejected the Town Council.
- The team's uniforms were made a local company.

5 Complete these rules of karate, using the passive.

- 1 Competitors into groups based on age, height/weight, gender or level. (**may/divide**)
- 2 The traditional karate uniform by all competitors during training and tournaments. (**must/wear**)
- 3 In tournaments, scores only by official judges. (**can/give**)
- 4 If a competitor is careless and injures an opponent, they (**could/disqualify**)

Conditionals: type 0, 1

Grammar Reference

- 6 a. Read the sentences. Which refers to: a general truth? a probable situation in the future?

A
If water freezes, it turns into ice.

B
If it stops snowing, we'll go skiing.

- b. Complete the rules.

Type	Condition	Main Clause
0	If/When +	present simple
1	If + present simple,	imperative OR <i>can</i> , <i>will</i> , <i>may</i> , etc + bare infinitive

- 7 Expand the sentences. What type is each?

1 heat ice / melt; 2 not exercise regularly / put on weight; 3 miss the train / take a taxi; 4 buy a sports car/ pay higher insurance; 5 heat metal / expand; 6 rain / not go out; 7 iron get wet / rust

- 1 If/When you heat ice, it melts. (Type 0)

GAME

Choose a leader. Imagine he/she will give a ticket to Hawaii to the person who makes the funniest promise. In teams make a funny promise. The winner is the one who makes the funniest promise.

Team A S1: If you give me a ticket to Hawaii, I'll juggle three ice cream cones.

8 Complete the conditional sentences.

- 1 Don't wait for me if
- 2 If we leave now,
- 3 If you feel sick,
- 4 She won't join us if
- 5 If you study,

9 Study the examples. Then, rewrite the sentences using **if** and **unless**.

unless = if not

- 1 Train regularly or else you won't be ready in May.
If you don't train regularly, you won't be ready in May.
Unless you train regularly, you won't be ready in May.
- 2 Listen to the coach or you won't know what to do.
- 3 You need to be a member to be able to exercise in the gym.
- 4 We'd better hurry or we'll miss the start of the match.
- 5 You must register to be able to enter the race.

Sentence transformations

10 Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 He can't see without his glasses.
He can't see his glasses.
- 2 Wear your helmet or else you'll get injured.
You won't get injured your helmet.
- 3 She'll be late if she doesn't leave now.
She won't get there in time now.

Phrasal verbs

11 Explain the phrasal verbs, then fill in the correct particles.



- 1 The publisher brought a book on football.
- 2 It took the coach several minutes to bring the unconscious player
- 3 This song brings childhood memories.
- 4 She brought her children by herself.

Writing

Portfolio: Use the quiz in Ex. 1 as a model to write your own sports quiz. Use the passive.

Doing sports

- 1 a. Look at the picture. Listen to the sounds. What images come to mind?



- b. Which of these statements about sailing do you agree with? Give reasons.

There's nothing more relaxing than being out on the water.

It's quite dangerous, specially when there's a storm or the weather gets rough.

▶ Listening

- 2 Listen to the conversation between Jim and Melanie about sailing. Then decide if the statements (1-6) are correct or incorrect. Tick the box Yes or No.

	Yes	No
1 Melanie paid a lot of money to go sailing.	<input type="checkbox"/>	<input type="checkbox"/>
2 Jim doesn't feel well when he's on boats.	<input type="checkbox"/>	<input type="checkbox"/>
3 Melanie finds sailing relaxing.	<input type="checkbox"/>	<input type="checkbox"/>
4 Jim would be scared of bad weather if he was on a boat.	<input type="checkbox"/>	<input type="checkbox"/>
5 Melanie liked sleeping on the boat.	<input type="checkbox"/>	<input type="checkbox"/>
6 Jim decides to go sailing.	<input type="checkbox"/>	<input type="checkbox"/>

Negotiating

- 3 You want to go to a sporting event (e.g. a football match) this Saturday with your friend.
- invite him/her to come with you
 - turn down his/her other suggestion (e.g. to a tennis match)
 - suggest a compromise (e.g. go bowling instead)

Describing pictures

- 4 a. Describe the picture to your partner. Think about:
- where the people are
 - what they are wearing
 - what they are doing
 - how they feel



STUDY SKILLS

Supporting your opinion

When answering questions always support your opinions with reasons or examples. Use linkers such as *because*, *since*, *as*, etc.

- b. Look at the picture again and answer the questions. Use the phrases in the box.

Expressing opinions

- In my opinion/view ...
- I don't think that ...
- I feel ...
- I strongly believe ...
- I think ...
- I'd say .../I wouldn't say ...

- How dangerous is this sport? Why (not)?
- Why do some people choose to do dangerous sports?
- Would you do a sport like this? Why (not)?

At the doctor's

► Reading

- 5 a. Look at the first column of the dialogue. Who might ask these kinds of questions? To whom might they be speaking? Where are the people?
- b. Complete the dialogue by matching responses A-D to the spaces (1-4). Listen and check. In pairs, read the dialogue aloud.

D: Hello, Mr Harris. What seems to be the matter?

P: 1)

D: How long has it been bothering you?

P: 2)

D: Do you have any history of this kind of trouble?

P: 3)

D: I see. Are you taking any medication at the moment?

P: 4)

D: OK, let's have a look at you. Could you please take off your shirt?

A No – just an aspirin from time to time to kill the pain.

B Good morning. I have a terrible backache.

C No, this is the first time. Actually, it all started after a game of tennis.

D Well ... about a couple of days.

- c. What do you think Mr Harris' problem is? What will the doctor ask him to do? Discuss in pairs. Listen and check.

Sympathising – Giving advice

- 6 a. Read this short dialogue. Which phrases are used to: give advice? express sympathy? ask about health? describe health problems?

A: What's the matter?

B: I've got a really sore throat.

A: Oh dear. Perhaps you should see a doctor.

Asking about health	Describing health problems
<ul style="list-style-type: none"> Are you all right? You don't look well. What's wrong? Is something wrong? What's the matter? 	<ul style="list-style-type: none"> My ... is / are a bit sore. My ... (really) hurts / aches. I've got a ...
Sympathising	Giving advice
<ul style="list-style-type: none"> Oh dear. Oh (no), that's awful. I'm sorry to hear that. That's terrible. 	<ul style="list-style-type: none"> You should ... You ought to ... Why don't you ... If I were you, I'd ...

- b. In pairs, use the prompts below and the table to act out similar dialogues.

• headache • toothache
• back hurts • leg aches

• rest • hot bath • aspirin
• dentist

Hesitating

► Intonation

- 7 a. Listen and repeat.

1 A: Do you have a healthy diet?

B: Um ... I guess so.

2 A: Are you good at tennis?

B: You could say that.

3 A: Do you like water sports?

B: Er, sort of.

4 A: Would you agree that swimming can be dangerous?

B: In a way, yes.

- b. Portfolio: In pairs, make up similar short exchanges to find out about your partner's preferences on the following: eating habits, sports, dangerous sports. Use the table. Record yourselves.

Hesitation

- Um / Er / Well, ... • I suppose / I guess (so).
• You could say that. • Sort of / Kind of.
• Not really / exactly. • In a way.



Getting started

- 1 Read the speech bubbles. What topic are they about? Which is a positive/negative comment?

A

Horse riding is a great form of exercise.

B

There is a danger of falling while horse riding.

Let's look closer

- 2 Read the rubric and underline the key words. What information do they tell you about the: – target reader? – type of writing?
- Your teacher has asked you to write an essay discussing the pros and cons of horse riding.
- 3 Read the essay. What is each paragraph about?

Horse riding is a popular activity with many people. Before taking it up as a hobby, though, there are certain pros and cons to be considered.

There are a number of advantages to taking up horse riding. **To begin with**, it is an enjoyable activity which one can do by oneself or with others. **Also**, it is a good form of exercise which can help you get fit.

On the other hand, there are some disadvantages to horse riding. **To start with**, it is rather expensive **because** lessons and equipment cost a lot. **In addition**, it can be rather dangerous as a rider can suffer serious injuries if they fall off the horse.

On the whole, although horse riding is expensive and quite dangerous, I believe it is great fun and good exercise. It might be dangerous but, if you can afford it, the experience is unique.

Topic/Supporting sentences

A **topic sentence** is the first sentence of a paragraph and contains the main idea or topic of the paragraph. The **supporting sentences** further develop this main idea.

- 4 Read the essay again and underline the topic sentences. What are the supporting sentences?

Linkers

- 5 Replace the linkers in bold in the text with words below.

Listing: Firstly, To begin/start with

Adding points: What is more, also, In addition, etc

Introducing Results/Examples: As a result, Therefore, Consequently, For this reason, because, As

Showing Contrast: Yet, However, But, Although

Conclude: To sum up, On the whole, All in all

STUDY SKILLS

Formulating your opinion

Brainstorm for arguments. Put them into two columns: pros and cons. This will help you explain your arguments and formulate your opinion.

Your turn

- 6 a. Read the rubric, underline the key words and think of other *for* and *against* points.
- Your teacher has asked you to write an essay discussing the advantages and disadvantages of going sailing. Write your essay.

For	Against
• a fun activity	• need to learn from an expert
• keeps you fit	• need expensive equipment

- b. Answer the questions in the plan, then write your essay (100-120 words).

Plan

Introduction (Para 1)

How can you state the topic?

Main Body (Paras 2 & 3)

What pros/cons can you think of? How can you support them?

Conclusion (Para 4)

What is your opinion?

AMAZING FACTS!

The first Olympic Games (776 BC at Olympia) consisted of only one event, a 210-yard sprint known as the stadion.


► Reading & Listening

- How are the pictures related to the title? What do the rings on the flag stand for?
- Do you know who wrote the Olympic Anthem? Why do you think it was written? Read the text and check.
 - What happened in 1893, 1896, 1958? Read the text again and find out.

3 Read the extract from the Olympic Anthem and match the words to their synonyms.

immortal	come down
antiquity	living forever/everlasting
descend	ancient times
shed	pour

► Speaking

-  Listen to the Olympic Anthem. How does it make you feel (proud/patriotic/cheerful/positive/optimistic/inspired)?

It makes me feel ...

- Project Portfolio:** Write a short poem about the Olympic Games.

The Olympic Anthem



The Olympic Anthem is played at the opening and closing ceremony of the Olympic Games. It has a long and interesting history, just like the Games themselves. It started out as the poem 'Ancient Immortal Spirit', written in 1893 by Kostis Palamas a famous Greek poet. In 1896, it was set to music by the famous Greek composer, Spyros Samaras. It was played at the first modern Olympic Games in Athens in 1896. Since then it has been translated into many languages and for many years different anthems were played at the Olympics. Then in 1958, the International Olympic Committee decided to adopt it as the official Olympic anthem, and it has been played at every Olympic Games ever since.

The Olympic Anthem

*Immortal Spirit of antiquity,
Father of the true, beautiful, and good,
Descend, appear, shed over us 'Thy' light
Upon this ground and under this sky*

**Thy = your*



Vocabulary & Grammar

1 Fill in the missing word.

- I pulled a in my leg while playing football yesterday.
- You can find fresh strawberries in the and vegetables section, madam.
- Can you buy me a of olives?
- Let's skateboarding this afternoon, shall we?
- I'm afraid there are eggs left.
- If I were you, I would give smoking.
- By the time we arrived, most of the food been eaten.
- His book will be brought next month.
- These vegetables have not cooked properly.
- The walls are covered nice paintings.

(10 marks)

2 Circle the correct item.

- The new chef has brought lots of changes at the restaurant.
A up B back C about
- Who's the player who interviewed over there?
A is being B is C should have
- Kelly has been aerobics for years.
A playing B doing C going
- How many of garlic should I use?
A cubes B pinches C cloves
- At the end of the meal we asked for the
A bill B menu C tip
- He doesn't take sugar in his coffee.
A a lot B much C many
- The milk is giving a terrible smell.
A out B away C off
- I'm afraid I won't be able to come to football practice because I've my ankle.
A headed B pulled C twisted
- Kevin isn't fond of dishes; he doesn't even like salt and pepper on his food.
A creamy B spicy C juicy

- This salad tastes even better when you some fresh herbs on top.
A chop B pour C sprinkle

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- You cannot play this sport without a ball.
This sport without a ball.
- Remember to book a table for Saturday.
Don't a table for Saturday.
- I was surprised at how delicious the meal was.
I hadn't to be so delicious.
- That fish smells awful.
That fish is an awful smell.
- Unless you get more rest, you won't feel better.
If you more rest, you won't feel better.

(10 marks)

Communication

4 Complete the exchanges.

- Would you like still or sparkling?
 - Er, I suppose so.
 - Of course – help yourself.
 - I've got a terrible headache.
 - Why don't you see a doctor?
 - Sure. Milk and sugar?
- A:
B: Why don't you take an aspirin?
 - A: A bottle of mineral water, please.
B:
 - A: Have you been playing golf long?
B:
 - A: I've got a sore throat.
B:
 - A: May I have a bit more of that cake?
B:
 - A: I'd like a cup of coffee, please.
B:

(12 marks)

Listening

5 You will hear a radio review of a restaurant. For each question, put a tick (✓) in the correct box.

- The Italian restaurant has
 - ☐ moved to the centre of the city.
 - ☐ only just opened.
 - ☐ changed its decor.
- The restaurant is different from others because
 - ☐ it is spacious.
 - ☐ the atmosphere is very formal.
 - ☐ it has an unusual name.
- All the food at Angelo's
 - ☐ looks beautiful.
 - ☐ tastes good.
 - ☐ is served with pasta.
- What does the presenter say about the starters?
 - ☐ They are all very light.
 - ☐ There is a wide variety.
 - ☐ You can choose between hot or cold soup.
- What does the presenter say about the desserts?
 - ☐ They are all delicious.
 - ☐ They are all homemade.
 - ☐ They aren't as good as the coffee.
- The presenter recommends Angelo's
 - ☐ for romantic dinners only.
 - ☐ mainly for its pasta.
 - ☐ for anyone who wants a good meal.

(18 marks)

Reading

6 Read and choose the correct word for each space.

Tai Chi Chuan

A Slow Dance for Health

There are 0) *few* forms of exercise so popular with 1) the young and old as Tai Chi Chuan, which was developed over 700 years 2) as a method of self-defence for monks. Because 3) its smooth, gentle movements it looks 4) a slow, graceful dance. As Tai Chi requires 5) of concentration, it has also 6) described as 'moving meditation'. It is based 7) the Taoist belief that good health results from a balanced *chi*, 8) life force. All movements of Tai Chi 9) practised to balance the body's *chi*. People around the world consider it an art as 10) as a relaxing form of exercise for people of all ages and fitness levels.

- | | | | |
|------------|--------------|----------|-----------|
| 0 A some | B few | C little | D many |
| 1 A and | B either | C both | D neither |
| 2 A before | B back | C past | D ago |
| 3 A in | B to | C of | D that |
| 4 A after | B as | C like | D for |
| 5 A much | B lots | C enough | D bit |
| 6 A be | B being | C is | D been |
| 7 A on | B in | C at | D of |
| 8 A to | B or | C either | D in |
| 9 A will | B are | C had | D was |
| 10 A that | B much | C far | D well |

(20 marks)

Now I can...

- talk about
 - restaurants & table manners
 - cooking methods & tastes
 - sports & sports qualities
- express my likes/dislikes related to food
- sympathise with someone & give advice
- order a meal
- write
 - a short review of a restaurant
 - a recipe
 - a shopping list
 - a story
 - a postcard/a note
 - a sports quiz
 - a pros & cons essay

Writing

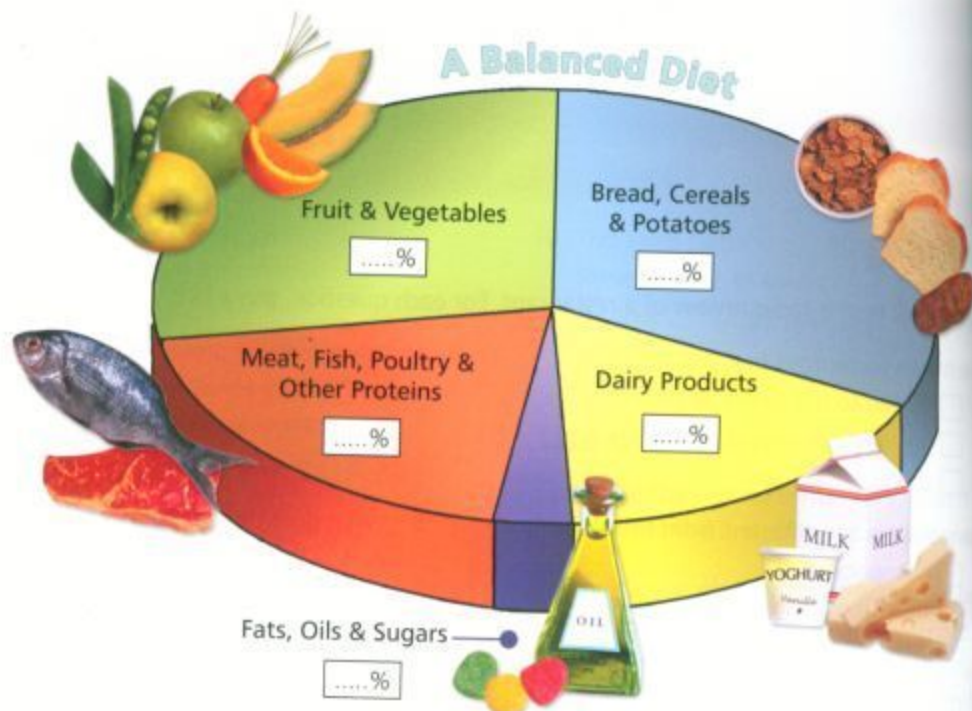
7 You are planning a dinner party. Write an e-mail to your friend, Daniel, inviting him to the party (40-60 words). You should include details about:

- the date, time, place of party
- who else will be there
- how he should dress

(20 marks)

(Total = 100 marks)

...in English



- Look at the diagram and name food/drinks for each group. What percentage of a balanced diet should each food group be? Fill in: 3, 17, 20, 28, 32.
- Listen and read, then answer questions 1-5. Explain the words in bold.

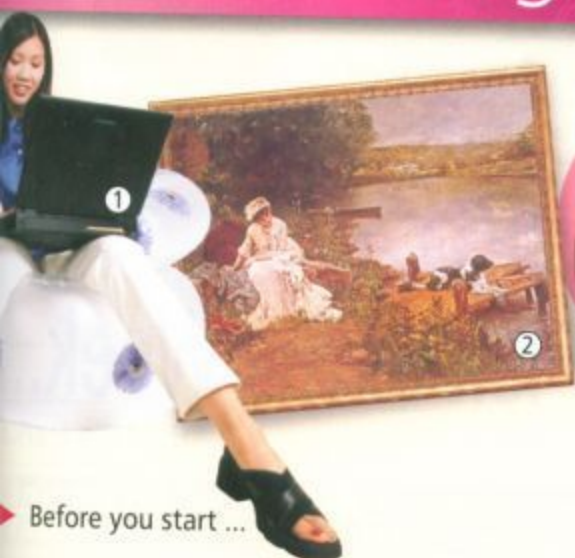
The food we eat should give us what we need to grow, be active and stay healthy. We need **protein** for growth and repair of muscle, skin etc. We need **carbohydrates** and fats for energy. We need **vitamins**, **minerals** and **fatty acids** for the **chemical reactions** that take place in body processes. Each food group gives us something of what we need each day so it is important to make sure we have a balanced diet with the right **amounts** of various foods from all five food groups. The table below shows what each food group provides. The servings **vary** depending on such things as the age, gender and lifestyle of the individual.

FOOD GROUP	PROVIDES MAINLY ...	ESTIMATED NUMBER OF SERVINGS DAILY (1 serving = e.g.)	REMARKS
bread, cereals & potatoes	carbohydrates*; calcium, iron B vitamins	6-11 (1 slice bread; 1/2 cup cooked rice/pasta; small baked potato)	eat some of these with every meal
fruit & vegetables	vitamin C* vitamins A, B, C; calcium, iron	2-4 (1 apple/banana/etc; 3/4 cup fruit juice) 3-5 (1 cup salad greens; 1/2 cup other vegetables)	eat a wide variety of different types
meat, fish & other proteins	protein*; iron; B vitamins (esp. B12)	2-3 (70-80 g cooked chicken; 1 egg; 1/2 cup cooked dried beans)	2+ servings of fish a week; no fatty meat
dairy products	protein*; calcium*; vitamins A, B2	2-3 (1 cup low-fat milk/yoghurt; 40 g hard cheese)	eat low-fat products
fats, oils & sugars	fatty acids*; vitamins A, D, E, K* carbohydrates	— (we need <u>some</u> fat in our diet, but we should eat only very small amounts from this group)	olive oil is the healthiest source of fat

* = is a/the main source of this

[Food & Nutrition Board of the National Academy of Sciences]

- Why is it important to have a balanced diet?
 - How many servings of fruit and vegetables should we eat a day?
 - How much fish should we eat a week?
 - Which group is the main source of calcium?
 - Which group should be part of every meal?
- 3 Project:** Write down everything you eat in one day and assess your diet. Do you have a balanced diet?



► Before you start ...

- How often do you eat out? Where? Describe the place. How would you recommend it?
- What is your favourite sport? How do you play it? Do you think sport is good for young people? Give reasons.

► Look at Module 5

- Where are pictures 1-5 taken from?

► Find the unit and page number(s) for

- a magazine review section ☐
- a TV guide ☐
- a cartoon strip ☐
- a classified ad ☐
- text messages ☐
- a science quiz ☐

► Listen, read and talk about ...

- free time activities
- films, books, newspapers and TV
- TV jobs
- theatre
- paintings
- technology in education
- gadgets, computers and processes
- means of communication

Learn how to ...

- make suggestions/agree and disagree
- comment on films and actors
- express regrets

- book tickets
- describe paintings
- discuss the pros and cons of sth
- describe problems and request action

► Practise ...

- *so/neither-all, most, some, none*
- conditionals: type 2, 3
- wishes
- relatives/relative clauses
- clauses of concession
- reported speech
- indirect questions
- the causative form
- intonation in questions
- phrasal verbs: *turn, take*

► Write ...

- a review of a school event
- a TV guide
- an interview with a graffiti artist
- a letter to a friend reviewing a film
- a short article about teenagers in your country
- a text message
- a science quiz
- a letter of complaint



Culture Clips: Comic Relief – Red Noses Fight Poverty;
The Education System of the UK & the USA

Curricular Cuts (Art & Design): Styles of Painting

9a Going out!

Lead-in

- 1 a. What indoor/outdoor weekend activities do you do?

I usually go to the cinema with my friends.

- b. Use the language below to discuss which activities you find *exciting, boring, interesting, entertaining*, etc.

I find (e.g. listening to classical music boring)	✓ So do I. ✗ Do you? I don't!
I don't find (e.g. going to the cinema exciting)	✓ Neither do I. ✗ Don't you? I do!

Reading

- 2 a. Look at the text. Where could you read it? What is its purpose?

- b. Look at the posters and the subtitles. What types of entertainment are mentioned?

- 3 a. The people in pictures 1-4 are all trying to decide what to do this Saturday. Read the short texts about each person and underline the key words.

- b. Read the reviews (A-F) and decide which form of entertainment you think each of the people would choose. Then explain the words in bold.

Listening

- 4 Listen to two people discussing where to go this weekend. Where do they decide to go? Why?

Elizabeth says, "I go out to have fun. A lot of laughs, a good meal, going dancing – that's my idea of a good time!"

1



Pick of the Week...

By Julia Parker

A Theme night: Murder Mystery Dinner Theatre

Dates/Times: Every week, Thurs–Sun, 7:00 pm

Location: Charing Cross Thistle Hotel, The Strand, WC2

Admission: £49 (including three-course dinner)

For an evening of dining and entertainment, **head for** the Charing Cross Thistle Hotel. Enjoy a great dinner while watching a **live** comedy thriller, or play the role of detective and help the actors **solve** the **mystery**. Good food and a good laugh **guaranteed**.

B Cultural Events: Union Dance

Dates/Times: Thurs–Sat 8:00 pm

Location: Stratford Circus, Theatre Square, E15

Admission: £9 adults, £5 children and seniors

Experience an evening of **multicultural** music and **movement** at the Stratford Circus. The Union Dance **troupe** is **performing** *Urban Classics II*, a mixture of break-dancing, ballet and **martial arts**, to a **cultural** mix of hip hop, jazz and **traditional** African and Indian music.

C Cinema: BFi London IMAX

Dates/Times: Every week, 12:30 am – 8:30 pm

Location: 1 Charlie Chaplin Walk, South Bank, SE1

Admission: £7.90 adults, £4.95 children



Interested in films? Then don't **miss the chance** to watch the latest 3D **releases** on the UK's largest cinema screen. The BFi London IMAX is a **state-of-the-art** cinema with a 20-metre screen and **digital surround sound**! Now showing: *Bugs*, *Ghosts of the Abyss* and more!

Melissa loves going to the theatre, and she particularly enjoys comedies. She also likes eating at nice restaurants.

Ann loves music and dance. She is especially fond of shows that combine modern and ethnic sounds. "Nothing too serious, though," she says. "I prefer light, amusing entertainment."

Frank is an art student, and he is interested in images of all kinds and photography. Being a student, he has very little money to spend on entertainment.

Art Exhibition: Tate Modern

Dates/Times: Mon–Thur, Sun, 10 am–6 pm. Fri & Sat, 10 am–10 pm
Location: 25 Bankside, Holland Street, SE1
Admission: Free

Don't miss the *Sigmar Polke: History of Everything* exhibition at the Tate Modern. Polke is famous for using a variety of different **materials** and **techniques** to create interesting **images**. His **impressive** works include paintings, drawings and photographs. An amazing exhibition – not just for art lovers.

Comedy nights: Jongleurs Comedy Club

Dates/Times: Every Friday & Saturday night, 7 pm
Location: Camden Lock, Chalk Farm Road, NW1
Admission: £15

Non-stop laughter and a great night out, Jongleurs Comedy Club is the place to be. Enjoy a meal during the highly entertaining show, then dance the night away at the disco. You're guaranteed a laugh a minute, so come and join in the

F Musical: Anything Goes

Dates/Times: Mon–Sat, 7:30 pm
Location: Theatre Royal, Drury Lane, WC2
Admission: £20 balcony, £35 circle, £45 stalls



Trevor Nunn's award-winning production of the classic Cole Porter musical *Anything Goes* is a singing and dancing sensation. John Barrowman and Sally Ann Triplett give brilliant **performances** in this wonderfully entertaining musical comedy.

Speaking

- 5 Work in pairs. Highlight the special features in each review. Take roles and discuss where to go this Saturday. Use the table below.

Suggesting	Agreeing
<ul style="list-style-type: none"> Let's ... Shall we ...? We could ... What/How about ...? Why don't we ...? Do you fancy ...? Would you like to see ...? 	<ul style="list-style-type: none"> Great idea! That would be great. Why not? (That's a) good idea.
	Disagreeing
	<ul style="list-style-type: none"> I don't really like ... I'm not in the mood. I'd love to but ...

A: Do you fancy going out to dinner?

B: That would be great! Where should we go?

A: We could go ...

Writing

Portfolio: Your school is putting on a special event (play, concert, etc). Write a review. Include:

- dates/times • location
- price of admission
- short description of the event

You can use the reviews in Ex. 3b as models.

Films, books & newspapers

1 Look at the pictures. What types of films do you think they are? Choose from the list.

• romance • cartoon • historical drama • horror • science fiction • musical • comedy • action



Monsters, Inc.

SCREENING: 13:30



Bean

SCREENING: 15:45



Gladiator

SCREENING: 17:50



The Matrix Reloaded

SCREENING: 20:00

2 In pairs, think of a film you have both seen. Use the expressions and your own ideas to discuss it.

Films

- It was excellent/great/fantastic/superb/moving/touching/fascinating/hilarious, etc.
- I was/wasn't impressed/thrilled by it.
- It was disappointing/awful/unoriginal.

Actors

- She's/He's good/amazing/great/brilliant.
- I (don't) really like him/her.
- She's/He's awful/dreadful.

A: Have you seen *Gladiator*?

B: Yes. It was a superb film.

A: What do you think of Russell Crowe?

B: He's amazing. I really like him.

Prepositional phrases

at the end: in the last part of sth

in the end: finally, at last

at the beginning: in the first part of sth

in the beginning: originally

3 Fill in: *at* or *in*.

- the end of the film everyone felt very moved.
- He wanted to call the police but the end he decided not to.
- the beginning of the story, Harry Potter doesn't know he is a wizard.
- Harry goes to Hogwarts school. the beginning things are very strange to him but he soon settles in.

STUDY SKILLS

Reading widely

Reading outside class will increase your vocabulary and improve the level of your English. You can read books, newspapers and magazines or browse the Net.

4 What do you like to read? When do you usually read? How much of it is in English?

- thrillers • poetry • science fiction • comics
- newspapers • reviews • world news
- adventure/short/detective/historical stories
- romance/humorous novels • biographies

I like short stories best. I usually read at the weekends. I sometimes read English short stories.

5 Talk about a book you read recently. Think of the:

- title • author's name • type of book
- main characters • plot

Harry Potter by JK Rowling is an adventure story. The main characters are

6 Underline the correct word in each sentence.

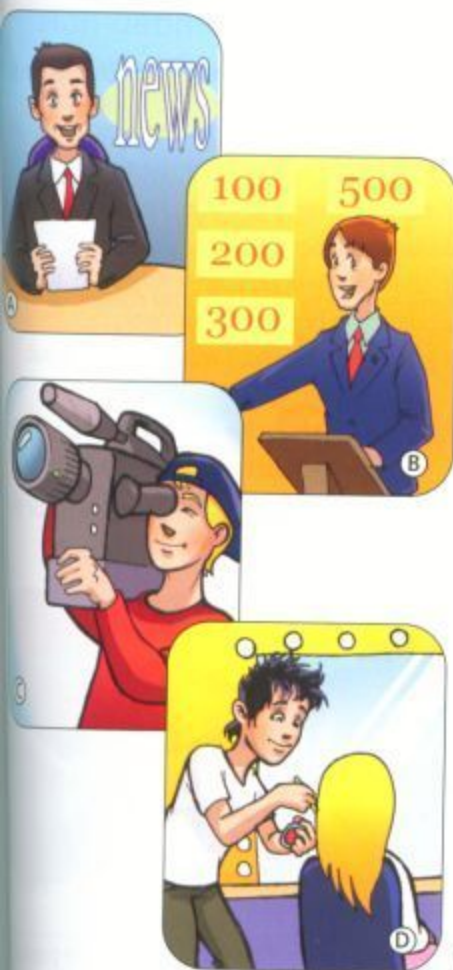
- Do you enjoy going to the movies/films?
- Holly Marie Combs stars/plays in *Charmed*.
- This is my favourite radio channel/station.
- The location/setting of the book is in 19th century England.
- The film is so popular there are three screenings/showings every night.

TV

▶ Listening

- 7 a. Which of the TV-related professions below can you see in the pictures (A-D)?

reporter newsreader
quizmaster makeup artist
weather forecaster cameraman



Who works:

- behind the scenes?
- in front of the camera?

- b. Listen and match the speakers (1-5) to the jobs in Ex. 7a. Which words helped you decide?

Speaker 1 Speaker 4
Speaker 2 Speaker 5
Speaker 3

▶ Reading

- 8 a. Look at the extract. Where is it taken from? Read and say what the types of programmes are. Choose from the list.
- sports • drama series • quiz show • chat show
 - reality show • sitcom (situation comedy) • news report
 - soap opera • documentary • movie

Thursday 12th May

CHANNEL 4

- 6:00 *Friends* Joey and Chandler leave baby Ben on a bus in this laugh-a-minute episode.
- 6:30 *Big Brother* Watch them sweat as they wait to see who's been voted out of the house.
- 7:00 *Channel Four News*
- 7:30 *Speed Machines* The history of speed and the titanic battle in the 1920s and '30s to break the land speed record.
- 8:30 *Who wants to be a millionaire?* Once again, contestants test their knowledge and compete for the grand prize of £1,000,000.
- 9:00 *ER* In this week's dramatic episode, a fire fills the emergency room at County General and Lewis has to give some bad news to a young cancer patient.
- 10:00 *The Firm* Thriller about corruption in a top law firm, starring Tom Cruise.

- b. Which programme(s) can someone watch if they:

- 1 want to keep up with what is happening around the world?
- 2 like comedies?
- 3 enjoy films?

▶ Speaking

- 9 Use the TV guide in Ex. 8 and the prompts below to talk in pairs.

- Is there a (good) ... (film / comedy / quiz show, etc) on TV tonight?
- What's on Channel 4 ... (at 7:30 / after the news, etc)?
- When is that ... (chat show / documentary, etc) on?

A: Is there a good comedy on TV tonight?

B: Let's see. There's *Friends* on Channel 4 at 6 o'clock - that's a sitcom.

▶ Writing

Portfolio: Write a TV guide for a few hours' viewing on one or two local channels. Use the TV guide in Ex. 8 as a model.

Conditionals: type 2 & 3

Grammar Reference



- 1 Which are the conditional sentences in the picture strip? Do they describe:
- an imaginary situation in the present/ future?
 - an unreal situation in the past?

Complete the rule.

Type 2 If + , → would +

- 2 What would you do if:

- you had £1 million?
- you wanted to change your image?
- you wanted to be a pop star?
- you wanted to find a job?

If I won £1,000,000, I'd buy a big house.

- 3 Read the sentence, then complete the rule. What sort of situation do conditionals type 3 describe?

If you had studied, you would have passed the exam.
Now you have to resit it.

Type 3 If + , → would/could/might +

- 4 Complete the sentences.

- If I had known it was your birthday,
- If you had called me earlier,
- If Joe hadn't studied for his test,
- If I had seen you,
- If Jane had left on time,
- If I hadn't overslept,
- If you had lent me the money,
- If Ian had caught the bus,

- 5 Correct the mistakes. Justify your corrections.

- If he got a job, he will move to a bigger house.
- If I were you, I will tell her the truth.
- If he had read the book, he might to have understood the play.
- If she has had enough money on her, she would have bought the jumper.
- If I hadn't been tired, I would has gone out.

Wishes

Grammar Reference

- 6 a. Study the examples. Which is a wish for the present? a regret for the past?



Complete the table.

I wish/If only + tense. (wish for the present)
I wish/If only + tense. (regret for the past)

- b. Use the prompts to make sentences.

- I've lost my keys.
- I didn't have any help.
- I didn't bring my camera.
- I don't know how to drive.
- I ate too much chocolate – I feel sick now.
- I didn't start earlier.
- I don't have enough time.
- It's raining again.
- I have to work tomorrow.
- I can't afford to go on holiday.

I wish I hadn't lost my keys.

Relative clauses

Grammar Reference

- 7 a. Fill in: *which, where, who* or *whose*. Which of these words can be omitted in the defining relative clauses?

Defining

- a I like films are about aliens.
b Tom Cruise is the actor I admire most.
c The man I wanted to see was on holiday.

Non-defining

- d Bob, father is a pianist, is an actor.
e York, she lives, is a quiet city.
f Tom, was born in Wales, moved to Lisbon.
g Monaco, is visited by a lot of film stars, is very expensive.

- b. Which relative clauses can be omitted without changing the meaning of the sentences?

- 8 Use appropriate relatives to join the sentences.

- Paul loves swimming. He is 80 years old.
- Chicago* is a great film. I saw it last night on TV.
- Venice is in Italy. It attracts many tourists.
- Ann is my colleague. We saw her yesterday.
- The painting is worth £10,000. It was painted in 1875.

- 9 Match the columns to make complete sentences.

That's...	Josh,	who	came out last week.
	the film	whose	they stayed last year.
	the Hilton,	which	lives next door to us.
	my friend	where	sister is a lawyer.

That's Josh, who lives next door to us.

Phrasal verbs



- 10 Explain the phrasal verbs, then complete the sentences (1-4) with the correct particles.

- Please turn the TV. I want to read.
- Don't worry – everything will turn fine.
- John turned at the very last minute.
- Please turn the music. It's too loud.

GAME

Play in teams. One team makes sentences about objects, people's jobs or places. The other team tries to guess the answer.

Team A S1: *This is a place where we listen to live music.*

Team B S1: *It's a concert hall.*

Reading & Listening

- 11 Read the title. What do you think of graffiti? Read the text and fill in the gaps 1-10 with one word. Listen and check.



Graffiti began in the 1960s in New York City 0) someone started writing his signature or 'tag' on as many surfaces 1) he could. Other young people copied him and soon there were designs and paintings 2) walls everywhere. Graffiti also takes the form of slogans 3) put across the artists' opinions about certain social and political issues.

Graffiti is something you either love 4) hate. Some people feel that graffiti makes a city ugly. On the other hand, there are people 5) believe it is a form of artistic expression, and graffiti may even 6) found on display in famous art galleries.

Graffiti is actually illegal and some countries try to deal with the problem 7) not allowing people under the 8) of 18 to buy spray paints. In other countries, the authorities provide special walls 9) people can practise graffiti. Whichever way you look 10) it, graffiti is a popular form of expression.

Writing

Portfolio: Write an interview with a graffiti artist based on the text above.

Going to the theatre

- 1 Match the collocations. What topic are they related to? Make sentences using them.



performance	circle
running	performance
upper	times
15-minute	interval
matinee	time

► Listening

- 2 You will hear a recorded message. Read and try to guess what the missing words might be. Listen and complete. Were your guesses correct?

Theatre Royal Haymarket

Currently showing

When Harry Met Sally 1) Luke Perry and Alyson Hannigan

Performance Times

Mon-Sat 8:00 pm; matinees 2) & Sat 3 pm
Running Time 2 hrs 3) mins

Seating Prices

Stalls £40; Royal Circle 4) £ and £37.50;
Upper Circle £26 and £19; Gallery 5) £

School Tickets

£15 for groups of 6) or more valid for Mon/Tues evenings and Wed matinee only

Booking tickets

► Reading

- 3 a. Read the first three lines of the dialogue. What are the speakers talking about?
- b. In which context do you expect to find these words in the dialogue? Listen and read to check.
- showing • fully-booked • credit card
 - box office • tickets • screenings

- A: UCI booking line. Can I help you?
- B: Hello ... yes ... I'd like to book two tickets for the new James Bond film, please.
- A: Certainly. When for? There are screenings at 5:30 pm, 8 pm and 10:30 pm every day.
- B: In that case, I think the 5:30 one on Friday please.
- A: I'll just check. ... Sorry – that showing is fully booked. Would you like me to try the later one?
- B: Er ... yes, please. If you could.
- A: Yes, there are seats available for the 8 o'clock showing. Can I take your name and credit card number, please?
- B: Darren Brown. It's 5747 8259 6398 0102.
- A: Thank you. You can collect your tickets from the box office any time from 5 pm today until ten minutes before the start of the film on Friday.
- B: Thank you.
- A: You're welcome. Goodbye.

- 4 Read and find phrases/sentences in the dialogue which mean:

- What can I do for you?
- What date and time?
- Let me see.
- If you don't mind.

- 5 **Portfolio:** Work in pairs. Imagine that you want to book tickets for a film. Take the roles of customer and cashier and act out the dialogue. Think about the:

- title of the film • performance times
- number of tickets • prices • credit card number

Record your dialogue.





Describing paintings

- 6 a. Look at the painting and complete the text.

In this painting I 1) see a young man sitting 2) a rock by the sea. He is wearing blue-green trousers and a shirt, and he has a green cap 3) his head. He is staring out to sea. I think he is unhappy 4) there is nobody with him. In the background I can see the beach, some houses, a few trees, and mountains. It's hard to see clearly, but it looks as if 5) are some people walking 6) the shore. The artist has used bright, sunny colours but the painting makes me 7) a little sad.

STUDY SKILLS

Describing paintings

When describing paintings you need to give the important details. Talk about the main subject, the setting, the colours and the background. Also, describe your feelings towards the painting. Use present tenses.

- b. Describe the painting. Think about:

- main subject • setting • colours • background
- your feelings



Expressing preferences

- 7 Look at the magazine extract. What is it advertising? In pairs, ask and answer comprehension questions.

► Intonation (sentence stress)

- 8 a. Listen and underline the stressed syllables.

A: What would you like to do this weekend?

B: I'd really like to go to the Rocking Rollers concert.

- b. In pairs, use the phrases in the table to act out similar exchanges.

Asking	Expressing preferences
• What would you like ...?	• I'd (really) like/love to
• Would you like to ...?	• I'd rather ...
• What are we going to ...?	• That sounds good to me.
• What do you think we should ...?	• I think we should ...
	• If it were up to me, I'd ...

Don't miss out!

The Rocking Rollers Live!

Hanley Stadium

Friday 14th – Sunday 16th, 8 pm

Shakespeare's Hamlet

Hanley Royal Theatre

Thursday 13th – Monday 17th July, 7:30 pm

Starring John Thatcher and Caroline Kingsley

Come to the Circus!

Hanley Arena

Friday 21st July, 2 pm - 7 pm

Annual Hanley Rock Festival

3 nights of great music in Hanley Park

Thursday 13th Saturday 15th July, 7 pm till midnight

The Pinks

Gary Glamour

The Swinging Sisters... and many more!!!

The Rocking

LIVE



Getting started

- 1 Fill in: *acting, cast, plot, action packed, miss, must, effects, highly, computer animated*. What types of texts are these? Where could you read them?

A *Finding Nemo* is a brilliant 1) film from Disney and Pixar. Watch Marlin, a clownfish, on an adventure to find his son, Nemo, after he is taken by a diver. A funny and touching film with a great 2) Don't 3) it!

B *The Return of the King* is the final part in *The Lord of the Rings* trilogy. Frodo and Sam are on their way to Mount Doom to destroy the ring. An incredible film with an all-star 4) and great special 5) This is a(n) 6) see!

C Russell Crowe stars in *Gladiator* as a Roman general who is betrayed and becomes a gladiator to get revenge. A(n) 7) film with incredible battle scenes and amazing 8) 9) recommended.

- 4 How does the writer recommend the film? Suggest other phrases to recommend the film.

Your turn

- 5 a. Underline the key words in the rubric. How does this rubric differ from the rubric in Ex. 3?

• This is part of a letter from your friend.

In your last letter, you said you like going to the cinema. What was the last film you saw? Was it good? Did you like it? Write and tell me about it.

Write a letter in reply (80-100 words).

- b. Answer the questions in the plan, then write your letter.

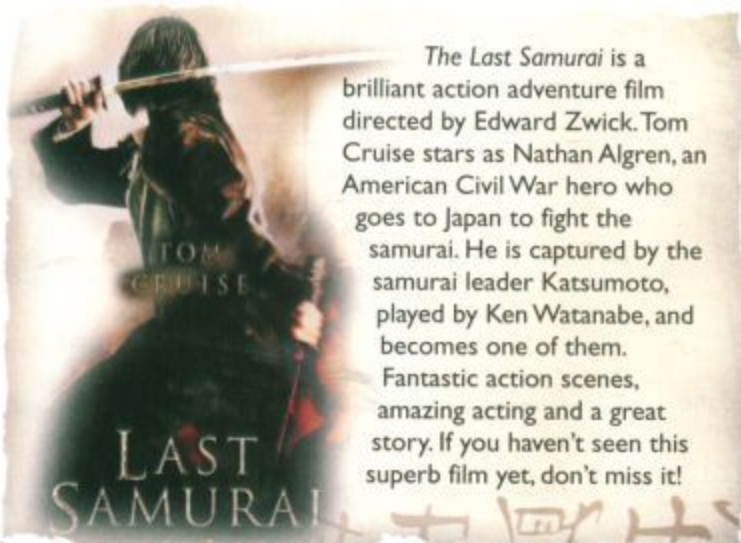
- 2 Which phrases does the writer use to recommend these films?

Let's look closer

- 3 Read the rubric, then read the review. What information does the writer give for points 1-4?

- | | |
|----------------------|----------------|
| 1 title/type of film | 3 setting |
| 2 cast/characters | 4 plot summary |

• Write a short review of a must see film for a local magazine.



The Last Samurai is a brilliant action adventure film directed by Edward Zwick. Tom Cruise stars as Nathan Algren, an American Civil War hero who goes to Japan to fight the samurai. He is captured by the samurai leader Katsumoto, played by Ken Watanabe, and becomes one of them. Fantastic action scenes, amazing acting and a great story. If you haven't seen this superb film yet, don't miss it!

Plan

Dear + your friend's first name,
Introduction (Para 1)

How will you greet your friend?
Why are you writing to him/her?

Main Body (Para 2)

- What details will you give (e.g. title, type of film, actors' names, main characters, plot summary)?
- What did you like most? How did you feel? Would you recommend it?

Conclusion (Para 3)

How can you end your letter?
Yours, + your first name

AMAZING FACTS!

Leonardo da Vinci never signed or dated his most famous painting, the Mona Lisa.



COMIC
RELIEF

RED NOSES FIGHT POVERTY

Take a minute and ask yourself: What do **charity** and comedy have in common?

Nothing? Well, *Comic Relief* will certainly **disagree** with you.

Set up by a group of comedians, *Comic Relief* is a charity that uses **laughter** to **raise** money from the general **public** and help **fight poverty** in the UK and Africa. It began with a few **live** comedy events that were **broadcast** on BBC 1 on Christmas Day 1985, in response to the **famine** in Ethiopia. Since then, they have managed to raise about £300 million!

Comic Relief is best known as the organisation behind Red Nose Day, the biggest **fundraising** event in the UK. On Red Nose Day, held every two years, people **throughout** Britain put on a red plastic nose and do the **craziest** things they can think of – all to raise money for those in **need**. Eating jelly with **chopsticks**, cutting the grass with a pair of **scissors** and eating **grapes** while wearing boxing gloves are just a few of the things people have done. The event includes **moving** documentary films and extraordinary comedy by some of the best British comedians, broadcast on national TV.

Over the years, many **celebrities** have taken part, each in their own special way. 'Mr Bean', Robbie Williams, and Victoria and David Beckham are only some of the famous people who have **offered** their time and **talent** in an event that **unites** the whole nation in trying to help other people and have fun at the same time!



► Reading & Listening

- 1 What are the people in the pictures wearing? Why do you think they are doing this? Listen and read to find out.
- 2 Read the text and complete the summary, then explain the words in bold.


Comic Relief is a(n) 1) It started in the UK on 2) So far they have raised 3) Every 2 years the British celebrate 4) On this day people wear 5) and do silly things. The money raised helps people in 6)

► Speaking

- 3 Work in pairs. Imagine that one of you is a reporter and the other is involved in Comic Relief. Act out an interview about:
 - the aim of the organisation
 - how it started
 - the special events it involves
 - who supports it
- 4 **Project Portfolio:** Imagine your school is planning a charity event similar to Red Nose Day. List ten things you could do to raise money (e.g. run a marathon, climb a mountain, shave your head, etc). You can make a poster as well.


10a Fast Forward

Lead-in

- 1 Are these statements true (T) or false (F) about teenagers in your country? Decide in pairs.
 - 1 Most of them have got mobile phones.
 - 2 None of them owns a video camera.
 - 3 Some of them can use a computer.
 - 4 Only a few wear designer clothes.
 - 5 Most of them change their hairstyle frequently.
 - 6 The majority of them listen to hip-hop.
 - 7 Only a few talk in chat rooms.
 - 8 Most of them leave school to work.
- 2  Read the list of different kinds of music, then listen and number them in the order you hear them.

reggae ☐ hip hop ☐ garage ☐ rock ☐
nu-metal ☐ jazz ☐ techno ☐ rap ☐
classic ☐ country ☐ pop ☐ disco ☐

Listening

- 3  Listen and match the speakers (1-4) to the gadgets (A-D). Which words helped you decide?

<input type="checkbox"/> A digital camera	<input type="checkbox"/> C computer
<input type="checkbox"/> B mobile phone	<input type="checkbox"/> D portable stereo
- 4 Which of the objects in the pictures on p. 113 do you use for: – fun? – work? – study? Tell your partner.
I use my computer for study because I can find lots of information on the Net for school projects.

All About Britain's Teenagers

School

British teenagers can leave school at sixteen after taking their GCSE exams. They study for exams in as many as ten subjects, so they have to work pretty hard! Today's teens spend more time doing their homework than any teenagers in the past, studying for 2½ – 3 hours every evening.

Free Time

It's not all work, of course. What do British teenagers do to have fun? They love watching TV, going out, meeting friends in Internet cafés and listening to music. **Researchers** found that 99% of teenagers **questioned** in a **survey** said their favourite activity was watching TV, while 98% also liked listening to music. Some teens like UK garage music, but others prefer to listen to hip-hop or nu-metal on their portable stereos, personal stereos and CD players. 89% spend most of their free time online, e-mailing their 'mates' or making new friends in their favourite chat rooms.

Technology

As well as the Internet, teenagers in Britain use their computers to play games and do their homework. They also love their mobile phones, and spend hours **texting** their friends and **chatting**. Today, phones are getting smaller and lighter and you can do a lot more with them than just talk. Text messaging has taken over as the coolest and trendiest way to **socialise**. More than 90% of 12- to 16-year-olds have a mobile, and

experts say that this trend stops teens from spending their cash on sweets and cigarettes. The latest **craze**, mobile phones with built-in video cameras, is taking the country **by storm**, as are digital cameras with which you can take photos that can be sent over the Internet.

Fashion

At school, almost all British teenagers have to wear a school uniform. However, in their free time they can wear whatever they like, and what they like is **designer labels**. In fact, 40% of British teens say that they think it is important to have the latest **designer gear**. Nike, Diesel and Paul Smith are the top favourites, but looking good doesn't come cheap in Britain, and many teenagers think nothing of spending over £100 on one item of clothing.





computer

personal CD
playerpersonal
stereo

TV

mobile
video phonedigital
camera

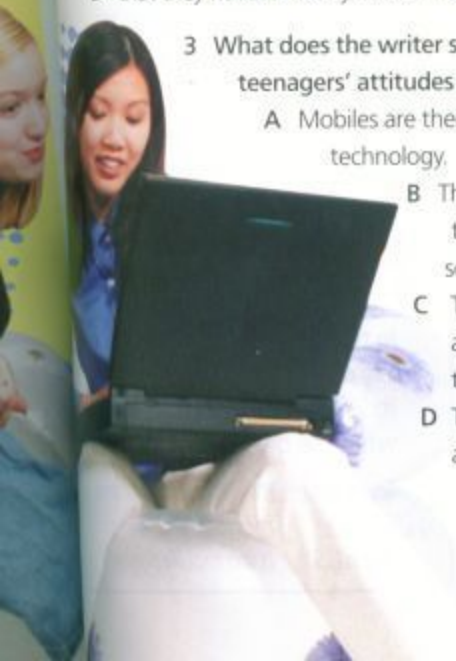
STUDY SKILLS

Predicting content

The title and the subheadings in an article help you predict what the article is about.

Reading

- 5 Read the title of the article and the subheadings. What is the article about? How are the objects in the pictures related to the text? Listen and read to check.
- 6 a. Read the article and choose the correct answer, A, B, C or D, for questions 1-4.
 - 1 What is the writer's main purpose in writing the text?
 - A to describe the social life of British teenagers
 - B to give statistical facts about British teenagers
 - C to describe preferences and trends among British teenagers
 - D to complain about teenagers in Britain
 - 2 What would a reader learn about communication between British teenagers?
 - A that technology plays an important role in it
 - B that they prefer to communicate face to face
 - C that it is unimportant to most of them
 - D that they have difficulty in communicating
 - 3 What does the writer suggest about British teenagers' attitudes to technology?
 - A Mobiles are their favourite items of technology.
 - B They only use technology to play games and socialise.
 - C They are enthusiastic about new trends in technology.
 - D They see technology as cool and fashionable.



- 4 Which of the following best describes today's British teenagers?

- A **All they can think about is going out and having fun.**
- B They spend more time playing with computers than doing their homework.
- C **They don't meet up with friends any more - they just call, text or e-mail them.**
- D **They seem to have more fun, but in fact they work harder than previous generations of teenagers.**

- b. Explain the words in bold. In pairs, think of alternative subheadings.

Speaking

- 7 Make notes about British teenagers under each of the subheadings in the text. In pairs, make similar notes about teenagers in your country. Use your notes to compare teenagers in Britain to teenagers in your country.

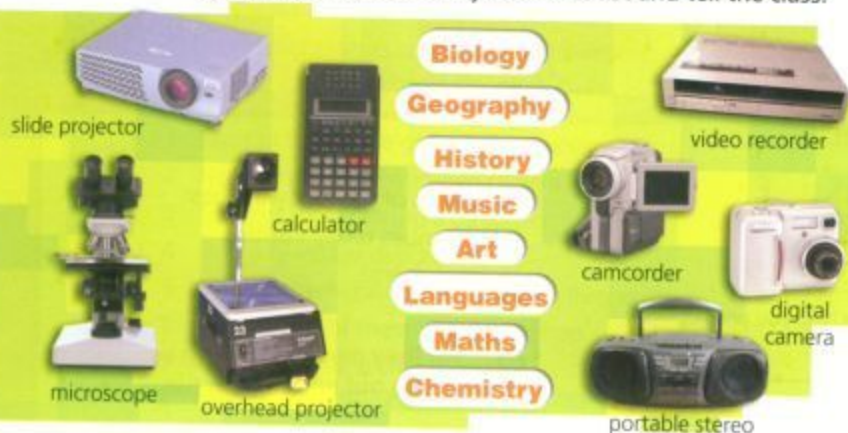
British teenagers can leave school at 16, whereas in my country they can leave school...

Writing

Portfolio: Use your notes from Ex. 7 to write a short article about teenagers in your country.

Technology in education

- 1 a. Which of these objects can be used in a classroom? What for? Choose from the subjects in the list and tell the class.



- watch documentaries, foreign language films, etc
- do sums
- record & listen
- examine cells
- film scientific experiments
- listen to music
- show drawings & charts
- take pictures
- show slides of ancient sites
- record performances

A video recorder can be used in Geography lessons to watch documentaries about various countries.

- b. Which of these do/did you use at school? Do/Did you enjoy the lessons? Why (not)?

Gadgets

STUDY SKILLS

Revising compound nouns

To revise compound nouns, write all the nouns separately on pieces of paper. Mix up the pieces and try to match the halves. This will help you remember them.

- 2 a. Match the words. Which of these can you see in the pictures?



CD

remote

answering

video

pocket

calculator

machine

camera

player

control



- b. Conduct a survey of your class and say which items *all*, *most*, *some* or *none* of you use regularly, occasionally, rarely.

all/most/some + verb in plural
none + verb in singular

All of us use mobile phones regularly.
None of us uses a walkie talkie.

Means of communication

- 3 Do you use any of the means of communication below? Use the prompts and the useful language to make sentences about their pros and cons.

mobile phone

letter fax machine

e-mail

Pros

- quick
- cheap
- convenient
- personal
- reliable

Cons

- expensive
- slow
- unreliable
- impersonal
- inconvenient

Concession

- Although + clause
- Despite + -ing
- In spite of + -ing
- While + clause, ...
- ... However, ...
- ... On the other hand ...

Although a mobile phone is convenient, it can be quite expensive.

GAME

In teams, think of a device and say one or two sentences about it. The other team(s) try to guess what the device is.

Team A S1: It's possible to send a message with it.

Team B S1: Is it a mobile phone?

Computers

▶ Reading

- 4 In one minute, write down as many words as possible related to computers. Compare with your partner.



- 5 a. Look at the text. What type of text is it? Where would you find it?

As new – desktop PC, Pentium 4 processor, 128 MB memory and 60 GB hard drive. Includes modem (56 kbps), mouse, keyboard and 17" colour monitor. Comes with Windows '98 software and is set up for internet access. Excellent condition, €599.

Call 0345 234 0044 (leave message)

- b. Listen and read to answer the questions.

- What is the writer's purpose?
- What is for sale? How much does it cost? What is included?
- How can the person be contacted?
- What do MB, GB and kbps stand for?

Fill in the correct verb/noun related to computers. Then complete the sentences.

Action	Opposite	Noun
turn / switch on	.....	.....
turn up	.....	.....
plug in	unplug	.....
log on	.....	.....
.....	delete	a computer file

- It's better to your computer when you are not using it.
- Oh no! I forgot to those new files, and now I've lost the information.
- the volume, please. It's too loud.

- You need a password to to the system.
- No wonder it's not working. Look, it's not

Processes

▶ Listening

- 7 What type is the text below? What verb form is used in such texts? Listen and fill in the gaps (1-4).

How to send a text message

- Press 'Menu'.
- Scroll to 'Messages' and 1) 'Select'.
- Scroll to 'Write Messages' and press 'Select'.
- Use your keypad to 2) in your message.
- Press 'Options'.
- 3) 'Send' and press 'OK'.
- 4) your friend's phone number and press 'OK' to send.

- 8 Read the text messages (A-D). Use the list of abbreviations to 'translate' them.



- A SUP MB? RU OK? Y RNT U AT SCHOOL? CU L8R
- B TVM 4 YR TXT. I 12 CU TOM 2. TTYL
- C DO U 12 GO 2 CINEMA L8R OR GO 4 COFFEE?
- D PLS TELL BOSS IM GNG 2B L8 4 TDYS MEETING

CU = see you	TTYL = Talk to you later
L8(R) = late(r)	TXT = (send a) text message
M8 = mate (i.e. friend)	U = you
PLS = please	Y = why
R(NT)U = are(n't) you ...?	12 = want to
SUP = What's up?	2 = to, too
TDY = today	4 = for
TVM = thanks very much	GNG = going
TOM = tomorrow	2B = to be

Writing

Portfolio: Write a text message to an English friend using abbreviations. Exchange your message with a partner and 'translate' it.

Reported speech

Grammar Reference

Statements

- 1 a. Where could you read this text? Is it formal or informal?

Parents of pupils at Sandleigh School said yesterday that they were very angry and were planning a protest march because the Local Education Authority had not yet kept its promise to improve computer facilities at the school. "They announced that they would spend £1.2m on new equipment last year," said parents' spokesperson, Angela Sullivan. She claimed that, in fact, spending for the previous year had been less than £6,000. Mrs Sullivan added that parents could not accept the LEA's excuse ...

- b. Use the information from the text in Ex. 1a to complete the table. How have the verb tenses changed?

Direct Speech	Reported Speech
Present Simple "We are very angry."	Past Simple Parents said that they 1) very angry.
Present Continuous "We are planning a protest march."	Past Continuous They said they 2) a protest march.
Present Perfect "The LEA has not yet kept its promise."	Past Perfect They said the LEA 3) its promise.
Past Simple "Spending for last year was less than £6,000."	She claimed that spending for the previous year 4) less than £6,000.
will "We will spend £1.2m."	would They announced that they 5) £1.2m.
can "We cannot accept the LEA's excuse."	could They said they 6) the LEA's excuse.

- 2 Fill in: *told/said/asked*. How do we use these verbs in direct/reported speech?

- 1 "How can I get to the Arts Hall?" he me.

- 2 He us he would leave on Monday.
3 He to Mary that Ann had left.
4 He that he was going to be late.

- 3 Report what each speaker said.

- 1 I'm thinking of buying a computer.
2 I haven't heard from him since May.
3 I don't know what John is doing.
4 You can use my computer if you like.
5 He lost all his files.
6 I'll tell Ann I saw you.
7 Where is my mobile phone?

Orders

- 4 a. Study the examples. How do we form reported orders? Complete the rule.

Switch it on.

Don't touch it!

He told me to switch it on. He told me not to touch it.

positive imperative → to-infinitive

negative imperative →

- b. Work in groups of three. Give and report orders.

Questions

- 5 Study the examples and mark the sentences (1-4) as T (true) or F (false).

Direct	Reported
"What can I do?"	He asked me what he could do.
"Are you OK?"	He asked me if I was OK.

- 1 Reported questions can be introduced with 'asked'.
2 Reported questions end with a question mark.
3 We use *if* to introduce a reported *wh*-question.
4 A reported question is never in the interrogative.

- 6 Report the questions. What object is the speaker asking questions about?

- 1 Where do the batteries go?
2 Are the headphones included in the price?
3 Does it come with a carrying case?
4 Why is the model so expensive?

Indirect questions

Grammar Reference

► Reading & Listening

- 7 a. In pairs, ask and answer the quiz questions (1-5). Use the table below. What do you notice about the subject-verb order?

A: Do you know/Can you tell me what the normal temperature of human blood is?

B: I'm not sure, but I think it's ...

Expressing ignorance

- I don't know.
- I haven't a clue.
- I haven't the faintest idea.

Expressing uncertainty

- I'm not sure, but I think ...
- I think it might be ...

- b. Listen and check your answers.

Causative form

Grammar Reference

- 8 Study the examples and answer the questions.



Ted is repairing his car.



Ted is having his car repaired.

- How do the sentences differ in meaning?
- What changes have been made to the verb forms?

- 9 Change the following sentences into the causative form.

- I repaired the TV.
I had the TV repaired.
- I'll paint my car red.
- I am installing air conditioning in my flat.
- I am going to fix my CD player.
- I have fixed the microwave oven.

Sentence transformations

- 10 Complete the second sentence so that it means the same as the first. Use up to three words.

- "What will happen if I mix them?" he asked.
He asked if he mixed them.

Science quiz

- What is the normal temperature of human blood?
A 36.7° C B 42.2° C C 28.4° C
- What do we measure using a seismograph?
A a hurricane B a tidal wave C an earthquake
- What is the force that attracts objects called?
A density B gravity C capacity
- Which of these inventions was the first to be successfully built and tested?
A the submarine B the helicopter C the parachute
- How heavy is the average adult human brain?
A 1 kg B 1.5 kg C 2.5 kg

- Where is the lab exactly?
Can you tell me where exactly?
- Someone stole their test results last night.
Their test results last night.
- Do you know why they did the experiment?
Why the experiment?

STUDY SKILLS

Learning words through pictures

It's easier to learn new words by associating them with pictures. When you learn a new phrasal verb, draw a little sketch beside it in your notebook.

Phrasal verbs

- 11 Explain the phrasal verbs, then use them to complete the gaps. Choose a phrasal verb and draw a picture of it.



- The plane at 9:00 and arrived at Gatwick at 12:45.
- Her parents Ann to dinner.
- John decided to golf as a hobby.
- He his mum. They have the same dark eyes.
- It was so hot I had to my shirt.

Writing

Portfolio: Collect information (from the Internet, encyclopaedias, etc), then write your own science quiz. Use the quiz in Ex. 7a as a model.

Pros and cons

- 1 Which of these points concerning the Internet are pros and which are cons? Can you think of others?

research wide range of subjects	don't know who you are talking to in chatrooms	spend less time face to face with friends
information not always accurate	develop computer skills	find information quickly and easily
keep in touch with friends cheaply	make new friends from other countries	PC can get a virus

► Listening

- 2 You will hear part of a dialogue about the pros and cons of Internet cafés. Read through the sentences and underline the key words. Then, listen and tick (✓) if each sentence is correct (Yes) or incorrect (No).

	A	B
	Yes	No
1 Jean thinks it is better for children to play outside.	<input type="checkbox"/>	<input type="checkbox"/>
2 Kathy thinks that computers damage children's eyesight.	<input type="checkbox"/>	<input type="checkbox"/>
3 Kathy thinks Internet cafés are not healthy.	<input type="checkbox"/>	<input type="checkbox"/>
4 Jean believes that Internet cafés help students research their school subjects.	<input type="checkbox"/>	<input type="checkbox"/>
5 Kathy thinks that children might find unsuitable information on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>
6 Jean thinks Internet cafés are boring.	<input type="checkbox"/>	<input type="checkbox"/>

Describing pictures

STUDY SKILLS

Speaking effectively

If you feel you have made a mistake while speaking, don't worry. What matters is getting the message across.

- 3 How are the pictures related? Describe them. Talk about:

- the people
- the places
- the activities
- your feelings



Prepositional phrases

- 4 Fill in: *between, for, with, about, of or on*. Use the phrases to make sentences of your own.
- 1 These days there is a great demand mobile phones.
 - 2 Simon sometimes has difficulty his Maths homework.
 - 3 If it is a choice seeing my friends or surfing the Net, I would rather see my friends.
 - 4 Mr Peters is an expert computer systems – he can fix any problem.
 - 5 We had a discussion the Internet in class today.
 - 6 Do you know the difference a portable stereo and a personal stereo?
 - 7 One disadvantage mobile phones is that people can call you at inconvenient times.
 - 8 Sam and David set up a connection their two computers so that they could share files.

► Intonation in questions

- 5 Listen and repeat. In pairs, suggest what another speaker might say in reply.
- 1 Who is it?
 - 2 Wendy speaking – how may I help you?
 - 3 Can you ring back later?
 - 4 Will you hold?
 - 5 Would you like to leave a message?

Requesting action

► Reading

- 6 a. Look at the left hand column of the dialogue. Who do you think is speaking? To whom? Where are they?

- b. Complete the dialogue, then listen and check. In pairs, read the dialogue aloud.

A: How can I help you, sir?

B: 1)

A: And what is the problem exactly?

B: 2)

A: Well, I'll have to send it away to have it looked at properly.

B: 3)

A: Midday on Monday.

B: 4)

A: You're welcome, sir.

a The flash doesn't work at all. Could you have a look at it, please?

b That's fine. Thank you very much.

c I see. When can I have it back?

d I've got a problem with my camera.

- 7 a. Match the problems (1-6) to the objects (a-f).

a ☐ camera

c ☐ CD player

e ☐ car

b ☐ mobile

d ☐ PC

f ☐ TV

- 1 picture – blurred
2 engine – overheating
3 CDs – jumping
4 buttons – not responding
5 lens – broken
6 screen – flickering

- b. **Portfolio:** Imagine you have one of the objects (a-f) above but it is not working properly. In pairs, take the roles of a customer and a shop assistant and act out dialogues. Use the table below. You can use Ex. 6b as a model. Record your dialogues.

Describing problems/ requesting action	Responding
<ul style="list-style-type: none"> I've got a problem with this ... I think there's something wrong with the ... The ... doesn't work / is out of order. 	<ul style="list-style-type: none"> What's the problem (exactly)? It needs looking at / checking / repairing. We'll have to send it away to have it looked at.
Expressing thanks	Responding to thanks
<ul style="list-style-type: none"> Thank you (very much). That's (really) very kind of you, thank you. 	<ul style="list-style-type: none"> My pleasure, sir / madam. You're welcome (sir / madam). Don't mention it.

- 8 Your camera broke on a trip. Now you're back home. Tell your friend:

- how it happened
- where you took it to be fixed
- what happened in the end

Giving an account of an event



There are all sorts of new gadgets on cars these days but they don't impress me. I'm waiting for someone to invent a windscreen wiper that won't hold parking tickets.



Getting started

- Have you ever bought a faulty item? What was wrong with it? What did you do?
 - Imagine you have bought one of these items. Use the language to complain.
 - portable stereo – sound badly distorted
 - fax machine – line doesn't receive calls
 - pocket calculator – display doesn't work
 - DVD player – disc tray gets stuck

Complaining	Responding
<ul style="list-style-type: none">The ... I bought is faultyI'd like to return this ... because ...	<ul style="list-style-type: none">Oh, I'm (really) sorry.I'm sorry about that.

A: *I'd like to return this portable stereo. The sound is badly distorted.*

B: *Oh, I'm really sorry.*

Let's look closer

- Read the rubric, then read the letter. Which paragraph includes:
 - important facts about your purchase?
 - details about what the problem is?
 - information on how they can contact you?
 - what you want to be done about the problem?
 - the reason why you are writing?

You bought a camera online. When you received it, you realised that the flash didn't work. Write a letter to the company and:

- state when/how you bought it
- describe the problem
- ask for a replacement

Dear Sir/Madam,

1 I am writing to complain about a camera which I bought online from your company.

2 On 20th October, I ordered a Nikon 140 ED camera from your website. Unfortunately, the camera seems to be faulty. When I tried to use it, the automatic flash did not work. As a result, when I had my film developed, the photographs were all too dark.

3 I would appreciate it if you could exchange it for another camera. I have enclosed copies of my invoice and guarantee. I look forward to your reply. Please contact me on 389 253582, Monday to Friday, 9:00 - 5:00.

Yours faithfully,

Jane Jenkins
Jane Jenkins

Opening/Closing remarks

- Which sentences are opening/closing remarks? Is the language more / less formal than the language in Ex. 1b?
 - I am writing to express my dissatisfaction with ...
 - I hope you will replace ...
 - I feel I must complain about ...
 - I feel I am entitled to a refund/replacement.

Your turn

- Read the rubric and answer the questions in the plan. Then write your letter (100-120 words).
 - You recently bought a DVD player online which does not recognise your DVD discs.
 - Write a letter to the company. In your letter, you should:
 - state when/where/how you bought it
 - explain what the problem is
 - ask for a refund

Plan

Dear Sir/Madam,

Opening Remarks

(Para 1) *Why are you writing the letter?*

Main Body

(Para 2) *What did you buy? When/How/Where? What is the problem?*

Closing Remarks

(Para 3) *What do you want to be done?*

What is your contact number/address?

Yours faithfully;

(your full name)

STUDY SKILLS

Checking your writing

Always check your piece of writing before handing it in. Check the grammar, spelling, punctuation. This helps you minimise your mistakes.

AMAZING FACTS!

The first fax process was patented in 1843 by Alexander Brain but fax machines only went into service in 1964.



The Education System of the UK and the USA

USA

There is no single educational system in the USA – instead, each of the 50 **states** has its own system.

In most states, however, children go to school from about the age of six until at least age sixteen. Each year of school is called a 'grade', and in order to **graduate**, all American students must successfully complete 12th Grade.

In a **typical** case, a student **attends** seven years of primary education, which is often **divided** into four years of Elementary school (Grades 1-4) and three years of Middle school (Grades 5-7). This is followed by secondary school, **split** into Junior High (Grades 8-9) and Senior High (Grades 10-12).

After finishing Senior High, graduating students receive the High School Diploma. If they choose to, they can then go on to higher education at college or university.

UK

In the UK, all children must go to school from age five to age sixteen. They go to primary school for seven years and secondary school for five years.

Primary school may be divided into Infant school (three years) and Junior school (four years). There are different kinds of secondary school, but all pupils follow the same **national curriculum** that **leads to** GCSE (General Certificate of Secondary Education) **qualifications**.

After age 16, British students can choose to leave school, or – if their GCSE **results** are good enough – they can go on to attend Sixth Form for a **further** two years.

At the end of this time, they sit 'A' (Advanced) Level exams to qualify for entry to college or university.



▶ Reading & Listening

1 Which of the tables in Ex. 2 do you think represents: a) the British education system, b) the American system? Listen and read to check your answers.

2 Read the text and fill in the missing words/ages in the tables. Then explain the words in bold in the text.

Age	School	Level
6-9	.....	.....
10-12	Middle	PRIMARY
13-....	Junior High	.....
....-17	Senior High	.....
	H..... S..... D.....	.....
17+	college/university	.....

Age	School	Level
....-7	Infant	.....
8-11	.....	.....
12-16	High	SECONDARY
GENERAL CERTIFICATE OF SECONDARY EDUCATION		
17-18	.....	FURTHER
	Advanced Level	.....
18+	.....	HIGHER

▶ Speaking

3 Make a similar table about the education system in your country. In what ways is it similar/different to the education systems in the UK and the USA? Discuss in groups.

Vocabulary & Grammar

1 Fill in the missing word.

- If you told me earlier, I could have booked tickets for the play tonight.
- I think I'll turn my mobile phone – I don't feel like talking to anyone right now.
- Please Mary that I'll be late today.
- it was expensive, Sheila bought the mobile phone.
- BBC 1 is my favourite TV
- I wish I passed my exams.
- I'm not in the to go out tonight.
- Kevin has taken a lot of responsibility in his new job as manager.
- Could you copy that file onto a disc and give it to me later?
- I didn't know you'd air conditioning installed. (10 marks)

2 Circle the correct item.

- There's an interesting programme on Channel 4 tonight – it's a about marine life.
A thriller B documentary C performance
- Could you please turn the volume? I'd like to listen to the news.
A up B on C out
- Make sure you save all your files before you
A unplug B log off C pull out
- The Corrs, new record has just come out, are performing in town tonight.
A who B whose C which
- EastEnders is my favourite soap
A series B drama C opera
- The teacher asked Joe if he knew what
A the answer was B was the answer C is the answer
- More and more people use personal to store information.
A agendas B organisers C calculators
- Let's go to the 8 o'clock of the film.
A showing B booking C show

- A lot of teenagers like wearing labels.
A designer B school C survey

- It's a good book, but the is hard to follow.
A plot B setting C cast

(10 marks)

Use of English

3 Complete the second sentence so that it means the same as the first. Use up to three words.

- You'd better study for the test.
If I would study for the test.
- "Don't worry about the spotlights", said the cameraman to the actress.
The cameraman told the actress about the spotlights.
- Rembrandt was a master of art. He lived and worked in Holland.
Rembrandt, a master of art, lived and worked in Holland.
- Can you tell me how I should use this?
How use this?
- A famous artist is going to paint Nick's portrait.
Nick is going portrait painted by a famous artist. (10 marks)

4 Fill in the correct preposition.

- What's the difference these two cameras?
- Tom is an expert computers.
- There is a huge demand the latest PS2 game.
- The book was a bit boring the beginning but then it got better.
- I'm having difficulties my computer.
Can you help me?
- I like films where everything turns out well the end. (12 marks)

Communication

5 Complete the exchanges.

- I'd love to go to the cinema.
- Fancy going out to dinner?
- Two tickets for the 8 o'clock screening, please.
- I haven't got a clue.
- There's something wrong with this calculator.

- 1 A: Do you know the temperature on Mars?
B:
- 2 A:
B: What is the problem exactly?
- 3 A:
B: That would be great!
- 4 A: What would you like to do tonight?
B:
- 5 A:
B: Sorry – that one is fully booked.

(10 marks)

Listening

- 6 You will hear part of a conversation between two boys, Jim and Pete, about forming a rock band. For each question, put a tick (✓) in the correct box.

- 1 Jim wanted Matthew to join their band because
 - A ☐ he is an experienced songwriter.
 - B ☐ he works as a part-time musician on Saturdays.
 - C ☐ he can play more than one instrument.
- 2 Choosing a lead singer is difficult because both Grace and Charlie
 - A ☐ sing really well.
 - B ☐ refuse to sing backing vocals.
 - C ☐ are equally experienced as singers.
- 3 The band will get together this weekend to
 - A ☐ arrange a rehearsal.
 - B ☐ choose between Grace and Charlie.
 - C ☐ practise a new song.
- 4 Jim's mother will allow the band to practise in the garage if
 - A ☐ they stop before 10 o'clock.
 - B ☐ the neighbours also agree.
 - C ☐ they close the windows after 10 o'clock.

(8 marks)

Writing

- 7 Your school magazine has asked its readers to write a review of their favourite book. Write your review, briefly describing the plot and saying why you like it.

(20 marks)

Reading

- 8 Read and choose the correct word for each space.

DAEDALUS AND ICARUS

Who was the first man to fly? 0) *According* to a Greek myth, it was a craftsman and inventor called Daedalus. The story describes 1) Daedalus and his son, Icarus, flew away from King Minos' prison 2) the island of Crete. Using wax and feathers, Daedalus made wings for 3) and Icarus which looked exactly 4) a bird's. Before they set 5) , Daedalus 6) his son not to fly 7) close to the sun, but Icarus did not 8) his father's advice. The sun melted the wax in his wings 9) Icarus fell into the sea and 10)

- | | | | | |
|----|-----------|--------------------|--------------|------------|
| 0 | A Similar | B According | C Next | D Related |
| 1 | A that | B as | C if | D how |
| 2 | A on | B in | C at | D of |
| 3 | A him | B he | C himself | D them |
| 4 | A as | B at | C after | D like |
| 5 | A off | B to | C away | D on |
| 6 | A told | B reported | C said | D made |
| 7 | A enough | B so | C too | D much |
| 8 | A do | B take | C listen | D pay |
| 9 | A but | B although | C because | D and |
| 10 | A killed | B had killed | C was killed | D did kill |

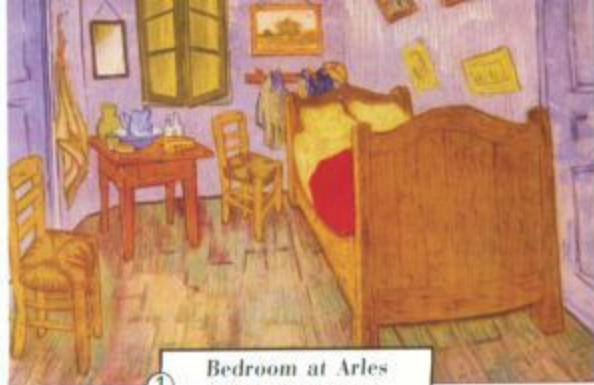
(20 marks)

(Total = 100 marks)

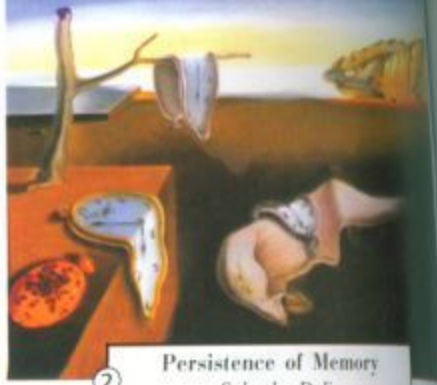
Now I can...

- talk about
 - my free time activities
 - my favourite film, book, TV series
 - gadgets, computers & processes
- make suggestions/agree & disagree
- book tickets
- describe
 - paintings
 - problems & request action
- write
 - a review of a school play
 - a TV guide
 - a letter to a friend reviewing a film
 - a text message
 - a letter of complaint

...in English



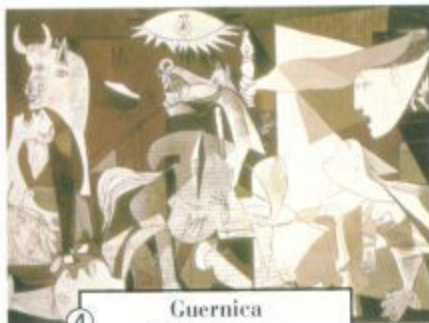
1 *Bedroom at Arles*
Vincent Van Gogh



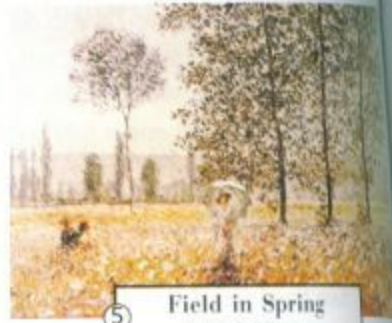
2 *Persistence of Memory*
Salvador Dali



3 *Dancer Bowing*
Edgar Degas



4 *Guernica*
Pablo Picasso



5 *Field in Spring*
Claude Monet

- 1 Which painting do you like best? Why? Do you find any of them strange or unusual?
- 2 Read and listen to the texts (A-D). What style is each painting?

STYLES OF PAINTING

Cubism

Period: 1907 - 1914

Artists: Pablo Picasso, Georges Braque

Cubism was introduced in the early 1900s. The Cubists tried to create a new way of seeing the world through their art. They chose basic, **geometrical** shapes such as cubes, cones and **cylinders**. They used dull colours such as browns or greys to **represent** the way we see **images** in our **mind's eye** rather than in **reality**.

A

Impressionism

Period: 1867 - 1886

Artists: Pierre Auguste Renoir, Edgar Degas, Claude Monet. Impressionism began in France in the mid 1800s. The Impressionists often painted **outdoors** as they wanted to show **daylight**. Their works are **characterised by** short quick brushstrokes of light colours such as blues, reds and purples. When **viewed up close**, they can look **messy** and unreal. If you step back, the colours are **blended** by the eye and the **subject** becomes clear.

B

Post-Impressionism

Period: Late 1880s - 1900

Artists: Paul Gauguin, Paul Cezanne, Vincent Van Gogh. Post-Impressionism was **inspired** by Impressionism and **emphasises** colour. The artists in this group used thick brushstrokes and lines to express their feelings in their paintings. They preferred bright, bold colours, **especially** yellows and purples.

C

Surrealism

Period: 1920s - 1950

Artists: Salvador Dali, Rene Magritte

Surrealism started in France in the 1920s. Surrealists painted whatever they had dreamt about or **imagined**. Their paintings were very unusual and often showed everyday objects in a strange or **unexpected** way. They preferred bright, primary colours such as blues, reds and greens.

D

- 3 Read the texts again and ask and answer comprehension questions. Then, explain the words in bold.
- 4 **Project:** Find paintings (from the Internet, encyclopaedias, etc) which represent each of the four styles of painting discussed above. Present them to the class.