

ENTERPRISE 2

C O U R S E B O O K

Elementary

Virginia Evans - Jenny Dooley



Express Publishing

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| LISTENING & SPEAKING | COMMUNICATION | WRITING |
|--|---|---|
| talking about members of your family; describing people's character/appearance Pronunciation: similar sounds | welcoming people | Project - letter to a friend (describing a holiday resort); article about a country and its people |
| talking about a school timetable; talking about people's daily routines Pronunciation: silent letters | agreeing - disagreeing (so/neither/nor) | Project - letter to a new pen-friend; article about someone's lifestyle and how it has changed |
| talking about shopping facilities in a place; talking about a big department store Pronunciation: / h / | describing lost property; asking about prices; polite requests & offers | Project - letter to a lost property office; article about shopping facilities in a place |
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| sequence of events; Pronunciation: / ɔ / - / ɒ / | apologising | Project - letter to a friend (an unlucky experience); story |
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Introduction

Enterprise 2 Elementary is a complete course for students studying English at elementary level. It provides them with extensive, systematic and well-integrated practice in the productive and receptive skills necessary for successful communication in both oral and written forms of the language.

The course embodies a multi-syllabus approach and a wide variety of presentation methodology. Traditional emphasis on systematic learning of grammar and vocabulary is balanced with practice in communicative language use, the methodical development of linguistic sub-skills, and attention to details of spelling and pronunciation. Graded, structured material which facilitates learning is balanced with more authentic, unsimplified material which encourages language acquisition. Controlled practice leads from the initial learning of language items to genuinely communicative and creative activities.

The course consists of fifteen units in four modules and a variety of supplementary material, including a workbook. In total, *Enterprise 2 Elementary* may be covered in 70-75 teaching hours.

Each module ensures coverage of a core of common, useful language related to topics of general interest with which students need to be familiar. The units follow the same basic structure, outlined below:

- **Lead-in sections** draw on the students' knowledge of the given topic while previewing the new items of vocabulary and grammar to be learnt in the unit. The section ends with a listening activity, requiring students to listen to a recording of the reading text and complete a task, such as checking information, multiple matching and so on. This prepares students for the reading text which follows, by familiarising them with the gist of the passage.
- **Reading sections** consist of 200- to 350-word texts on factual topics, reflecting authentic types and styles of writing. These texts allow students to develop sub-skills such as reading for gist or for specific information, and present new vocabulary in a meaningful context.
- **Language Development sections** formally present new vocabulary and grammar items, and practise them in a stimulating and balanced variety of tasks. These include listening and speaking activities to ensure the integrated development of skills, and incorporate the teaching of notions such as sequence, purpose and so on.
- **Vocabulary sections** practise and extend the vocabulary introduced in the reading text, through various types of exercises. A particular feature of the book is the teaching of collocations, helping students to remember vocabulary items as parts of set expressions.
- **Grammar sections** present grammar items clearly and concisely, and reinforce students' understanding of these through grammar exercises. A range of activities then provide controlled practice leading to free use of the grammar items in genuine language tasks.
- **Reading and Listening sections** deal with meaningful texts

on authentic, cross-cultural topics. These texts exploit the intrinsic interest of the subject matter as well as providing relatively unsimplified language to cater for language acquisition. The listening tasks improve students' listening skills while preparing them for the reading tasks, which involve such skills as scanning for information, selecting relevant sections of texts and so on.

- **Pronunciation** activities help students to recognise sounds and reproduce them correctly. Intonation is regularly modelled and practised in numerous dialogues throughout each unit. All pronunciation exercises are on the cassettes accompanying the coursebook.
 - **Communication sections** provide varied practice involving meaningful exchanges which resemble real-life communication, and include language functions (i.e. accepting, refusing etc.), the standard expressions associated with communicative situations (i.e. welcoming people, asking about prices, etc.), and sociolinguistic features such as the polite expressions appropriate to "friendly" or formal social contexts.
 - **Writing sections** provide more extensive practice and consolidation of new language items. Writing tasks are thoroughly prepared beforehand, following guided practice of the language to be used, and based on the model provided by the initial reading text. Additionally, a listening activity ingeniously provides the information and plan to be followed, ensuring systematic, controlled development of writing skills. All writing activities are based on realistic types and styles of writing task, such as letters, descriptions, stories, articles and so on.
 - **Revision Units** after every fourth unit reinforce the students' understanding of the topics, vocabulary and structures presented in the previous units. The revision material has been designed to help students learn new language in the context of what they have already mastered, rather than in isolation.
 - **Three entertaining adventure stories** in a 'comic strip' format, presented in two episodes each, invite students to read for enjoyment and provide invaluable consolidation by means of an alternative approach.
- The course is accompanied by:
- a) an easy-to-use **Teacher's Book** with full answers to the exercises in the Student's Book, useful suggestions for presenting and conducting the exercises, and tests (each in two different versions);
 - b) **Class cassettes or CDs** containing all listening activities, and **Student's cassettes or CDs**;
 - c) **Enterprise 2 Elementary Workbook** in which students can revise, consolidate and extend their language learning through a variety of engaging tasks.
 - d) **Enterprise 2 Test Booklet** containing nine write-in tests, a Mid-term test and an Exit test, which aim to assess students' progress throughout the course.

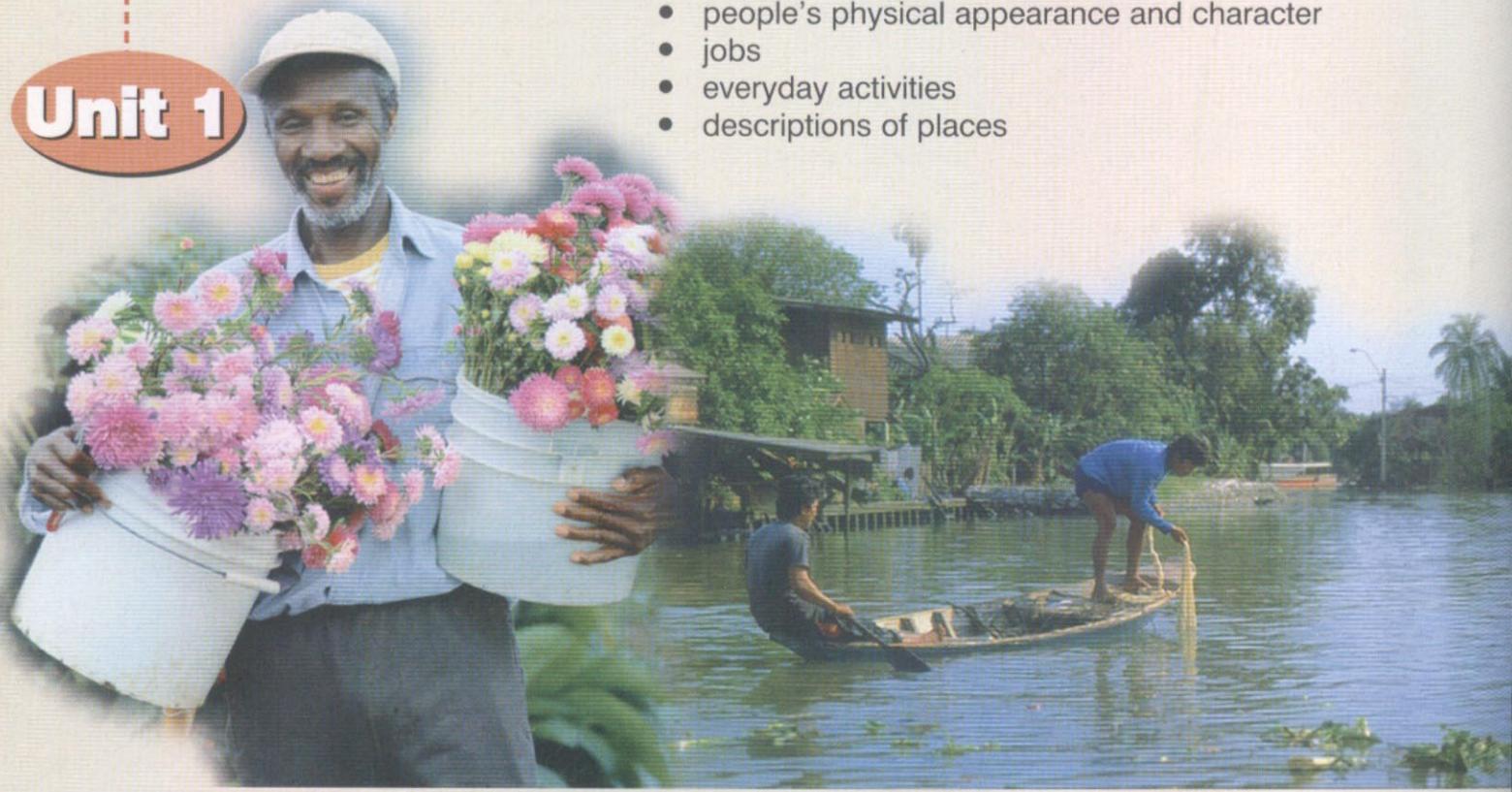
Lifestyles

Read, listen, talk and write about...

People around the World

Unit 1

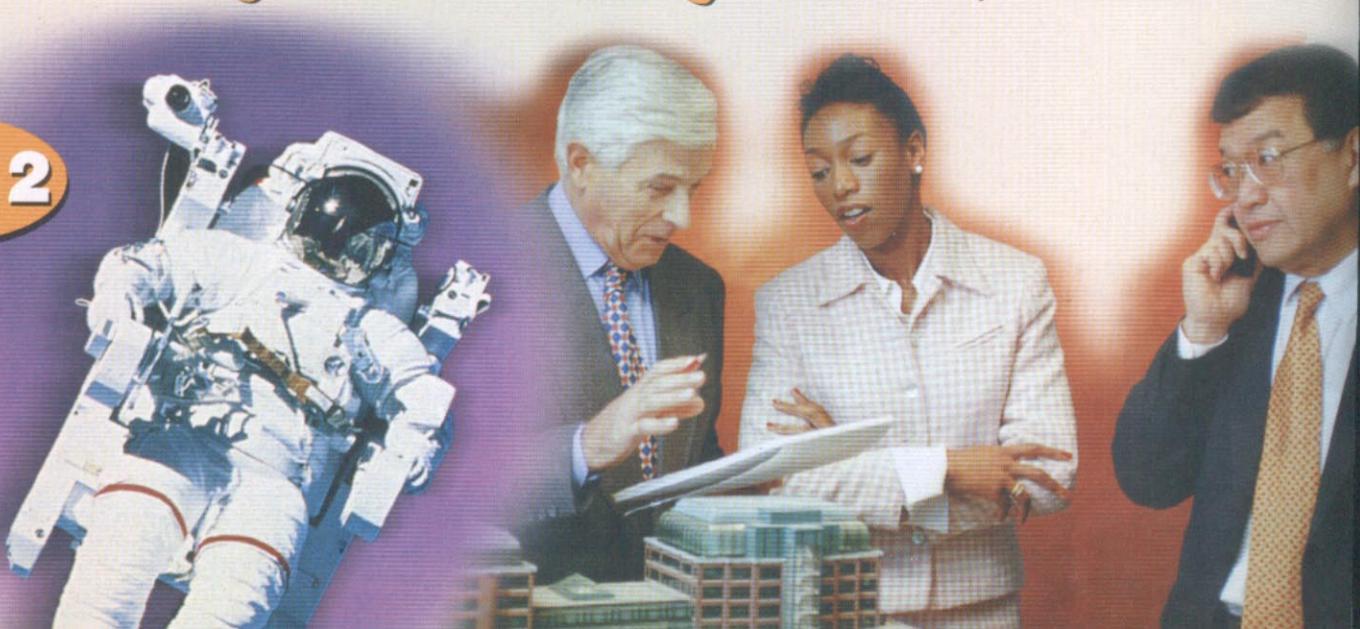
- people's physical appearance and character
- jobs
- everyday activities
- descriptions of places



Night and Day

Unit 2

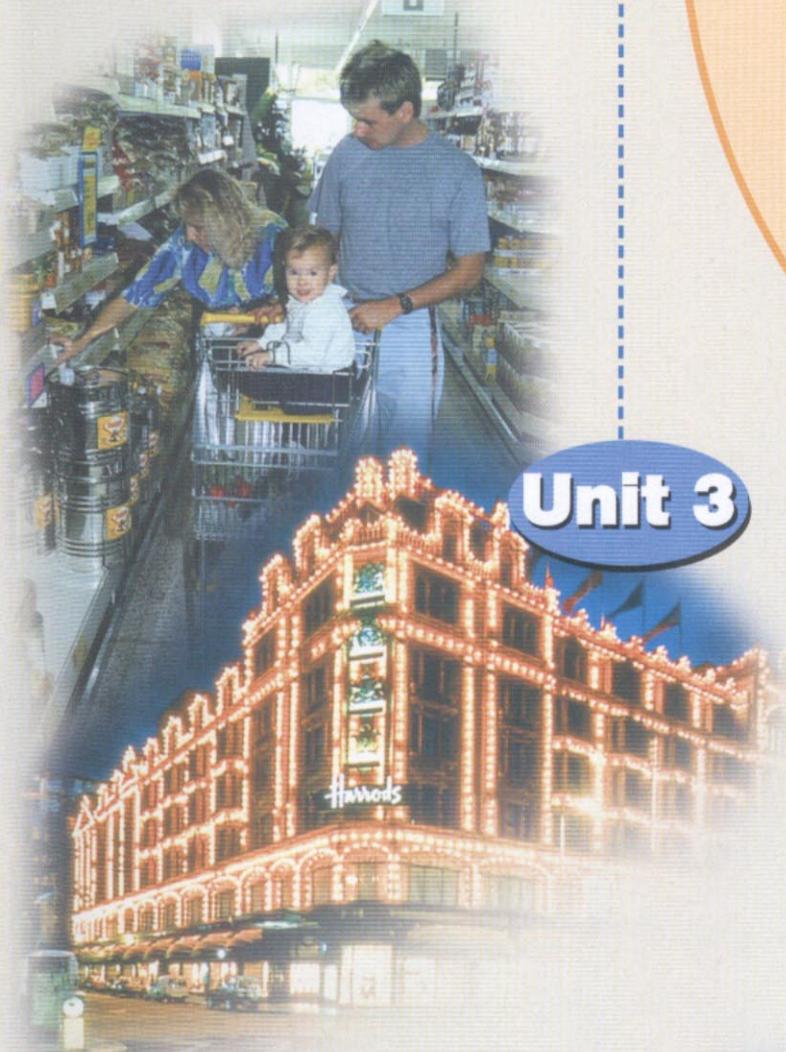
- daily routines
- school subjects



Module 1

Units 1 - 4

Shop till you Drop!



Unit 3

Days to Remember

Unit 4

- feelings and reactions

Learn how to ...

- welcome people
- agree & disagree
- describe lost property
- ask about prices
- make polite requests & offers
- report events (as a witness)
- tell the time

Practise ...

- present simple/continuous
- adverbs of frequency
- past simple/used to/ past continuous
- adjectives/adverbs/comparisons
- must/can't/will (certainty)

- shops and shopping
- objects & shapes



UNIT 1

People around the World

Lead-in

1 Match the descriptions to the people in pictures A - D.

- 1 He's tall and overweight. He's going bald.
- 2 He is in his early fifties. He is tall and slim and has got a grey beard and a moustache.
- 3 He's got a dark complexion and a few wrinkles.
- 4 She's slim with long straight dark hair.
- 5 He is in his late forties and of medium build.
- 6 She is pretty, with full lips and a friendly smile.

2 In pairs, ask and answer questions about each person, as in the example.

SA: Where is Lee from?

*SB: She's from Tokyo,
Japan.*

SA: How old is she?

SB: She's ...

*SA: What does she
look like?*

SB: She's

SA: What's her job?

SB: She's ...

3 Describe each person as in the example.

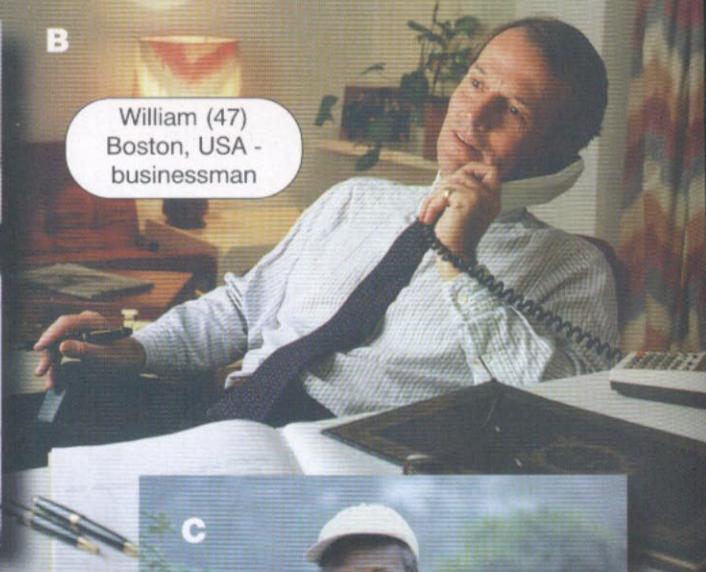
*Lee is from Tokyo, Japan. She's in her mid-twenties.
She is slim, with long straight dark hair. She's pretty,
with full lips and a friendly smile. She's a manicurist.*

4 Match the activities to pictures A - D.

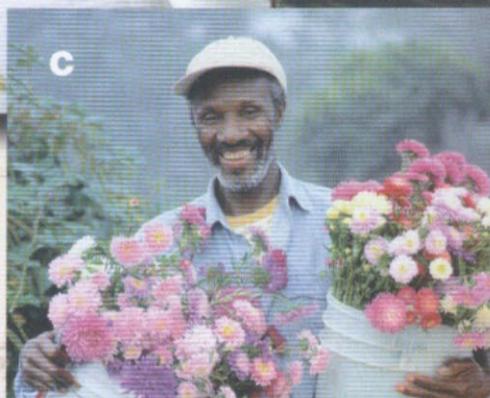
- 1 He's carrying flowers.
- 2 She's polishing somebody's nails.
- 3 He's making a bouquet of flowers.
- 4 He's talking on the phone.



Lee (25)
Tokyo, Japan -
manicurist



William (47)
Boston, USA -
businessman



Bob (51)
London, England -
gardener



Pierre (38)
Paris, France -
florist

5 Pictures E - L are from Thailand. Look at them and try to guess which word or phrase completes each sentence correctly. Underline the answer you choose.

- 1 Thailand is located in **Asia/America**.
- 2 People in Thailand are usually **short/very tall**.
- 3 Thais like eating seafood and **rice/spaghetti**.
- 4 Thais enjoy going to **traditional dance shows/the opera**.
- 5 Picture L shows a **temple/mosque**.
- 6 Most people in Thailand live in **villages/cities**.

6 Match the activities to the pictures.

- 1 They are catching fish.
- 2 They are playing elephant football.
- 3 They are working in the fields.
- 4 They are doing a traditional dance.
- 5 She is planting crops.

7 Read statements 1 - 5, then listen and mark them as T (true) or F (false).

- 1 People call Thailand 'the jewel of south-east Europe'.
- 2 The Thais are friendly people.
- 3 Most people in Thailand live in cities.
- 4 Family life is not very important in Thailand.
- 5 Thai people love to enjoy themselves.

Reading

8 a) Read the article and answer the questions, then explain the words in bold.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Where is Thailand? 2 What do Thais look like? 3 What are they like? 4 Where do they live? 5 What do their villages consist of? | <ol style="list-style-type: none"> 6 What do the people do? 7 What do they love eating? 8 What do they do in their free time? |
|--|--|

b) Read the text again and underline the phrases which best describe pictures E - K.

Hello, People of Thailand!

Whatever country we come from, whatever colour our skin is, we all have one thing in common: we are all people of the world.

Thailand is a beautiful country with a rich culture, just south of China. People call it 'the jewel of south-east Asia' for a good reason. Its tropical climate, white sandy beaches and ancient temples make it a perfect **holiday destination**. What makes it really special, though, is its people.

Thai people are good-looking. They are short with **delicate features**. They have got black hair, dark eyes and light brown skin. The Thais are friendly people who are well known for being **generous** and **kind**. "We are a happy people who have **strong wills** and are especially **proud** of our history," says Kasem from Bangkok.

Most people in Thailand live in villages. A typical Thai village consists of wooden houses, a school and a Buddhist temple. Most of the people in the villages are farmers and fishermen. The men usually work in the fields or catch fish in the rivers, and the women plant the crops.

Family life is very important in Thailand, and families often eat together. Thai food is very **spicy** and includes curries, fish, seafood, soups and **noodles**. "We eat rice with our meals and use a lot of strong spices in our cooking," explains Kasem.

Thai people love to enjoy themselves. **Popular** free-time activities include Thai boxing and watching **traditional** dance shows. Thais also celebrate many festivals throughout the year. "My favourite holiday is Surin, in November, when we always have elephant football matches," says Kasem.

Thailand is a wonderful country. Its **fascinating** sights, rich cultural history and warm-hearted people make it unique.



Language Development

9 Fill in the words from the list, then make sentences using the completed phrases.

ancient, cultural, delicate, friendly, holiday, rich, sandy, strong, tropical, wooden

- 1 a(n) **rich** culture
- 2 a(n) **tropical** climate
- 3 **sandy** beaches
- 4 **ancient** temples
- 5 a(n) **holiday** destination
- 6 **delicate** features
- 7 **friendly** people
- 8 **strong** wills
- 9 **wooden** houses
- 10 **cultural** history

10 Fill in: well known, typical, celebrate, generous, spicy, includes.

- 1 The Japanese are **well known** for their hospitality.
- 2 Ann's **generous** nature makes her very special to everyone.
- 3 A **typical** Italian meal consists of pasta, meat and salad.
- 4 Indian people like **spice** curries.
- 5 The guidebook **includes** information on hotels and trains.
- 6 The Spanish **celebrate** a lot of festivals every year.

11 Fill in the correct preposition, then make sentences using the completed phrases.

- 1 to have sth **in** common; 2 to be proud **of** sb/sth; 3 to live **in** a village; 4 to consist **of** ... sth; 5 to be well known **for** sth

Speaking

Read the article in Ex. 8 again and take notes under these headings. Then, look at your notes and talk about Thailand and its people.

- Place, Location, Features
- People (Looks, Character)
- Dwellings
- Jobs
- Food
- Free-time Activities

12 Choose words from the table and describe your classmates.

| | |
|----------------------------|--|
| general appearance: | handsome, good-looking, pretty, attractive, beautiful, plain, ugly |
| age: | young, middle-aged, old, in his early/mid-/late thirties |
| height: | tall, short, of medium height |
| build: | fat, plump, well-built, slim, thin, of medium build |
| eyes: | green, blue, grey, big, small |
| hair: | short, long, wavy, curly, straight, fair, light/dark brown |
| other features: | beard, moustache, glasses, broad shoulders, full lips, friendly smile, dark/light complexion, bald, wrinkles, freckles |

13 GAME: Choose one of your classmates. The rest of the class ask questions to find out who the person is, as in the example.

S1: Is it a male?

L: Yes, he is.

S2: Is he ...?

L: No, he isn't.

S3: Has he got ...?

L: Yes, he has.

S4: Is it ...?

L: Yes, you're right, it is ...

14 Match the adjectives to the reasons, then use them to describe people you know well, as in the example.

| | |
|-------------|--|
| honest | never stop talking |
| jealous | not say a lot |
| talkative | feel angry about not having what others have |
| shy | talk to everybody |
| mean | never betray friends |
| loyal | able to think of new ideas |
| imaginative | never tell lies |
| sociable | hate spending money |

Tom is very honest. He never tells lies.



a) Listen and cross out the adjective which does not match the colour.

| YOUR FAVOURITE COLOUR & YOUR CHARACTER | |
|--|------------------------------|
| red | brave, energetic, happy |
| blue | kind, calm, mean |
| green | jealous, sociable, lazy |
| black | mean, happy, dishonest |
| purple | imaginative, loyal, shy |
| yellow | funny, serious, warm-hearted |
| white | honest, sociable, lazy |

b) Ask your friend what his/her favourite colour is, then use the table on the left to talk about his/her character, as in the example.

Susan's favourite colour is ... which means she is probably ... and

Speaking

- How many people are there in your family?
- What does each person look like? What is each person like?

• Reading & Listening

16 Read the questions and circle the correct item. Then, listen and check your answers.

- 1 Where's Susan?
A France **B Norway**
- 2 Where are she and Lee staying?
***A** at a hotel B in a flat
- 3 How do they spend most of their days?
***A** hiking in the mountains
B going to museums
- 4 What are Norwegians like?
A shy and honest **B friendly and kind**
- 5 What do Norwegians like eating?
A pasta **B fish**
- 6 Where are Susan and Lee going next week?
A Paris **B Oslo**



Dear Mum and Dad,

1 I'm so happy to be here in Bergen for our holidays. I'm having a fantastic time and I just love this part of Norway. Lee and I are staying at the historic Royal Hotel. At the moment we are having a cup of hot chocolate and enjoying the spectacular view of the harbour.

2 The weather is cold, and perfect for skiing. The seven mountains around the city are covered in thick snow. The famous fjords are stunning. In these quiet waters you can sail past mountains, waterfalls and fields. We spend most of our days hiking in the mountains with our Norwegian friends, Erik and Katerina.

3 Norwegians really love the outdoors. They're very friendly and kind to us. I think they're really good-looking. Most of them tend to be tall, with fair hair and light blue eyes.

4 The food is delicious. Norwegians like eating fish and seafood, especially salmon, shrimps, lobster and caviar. I just love eating fresh bread and smoked salmon for lunch.

5 Next week we're going to Oslo. I can't wait to visit the Outdoor Folk Museum. Lee is not so keen, but I'm looking forward to it. Our flight is leaving from Oslo next Friday, so I hope you'll receive this before we get home!

6 I think you should come here next year. I'm sure you would love it!
See you soon.

Love,
Susan

17 Read the letter and match the headings to the paragraphs.

| | |
|---------------------------|----------------|
| Food | 4 |
| Location/Accommodation | 1 |
| People (Looks/Character) | 3 |
| Plans | 5 |
| Weather/Sights/Activities | 2 |
| Recommendation | 6 |

18 Underline the phrases in the letter which best describe the pictures, then explain the words in bold.

19 Fill in the correct word from the list, then make sentences using them.

smoked, thick, fantastic,
quiet, historic, spectacular

- 1 a **fantastic** time
- 2 a **historic** hotel
- 3 a **spectacular** view
- 4 **thick** snow
- 5 **quiet** waters
- 6 **smoked** salmon

20 In pairs, ask and answer questions based on the letter, as in the example.

SA: Where is Susan?

SB: In Bergen, Norway.

SA: Where are they staying?

SB: At the historic Royal Hotel.

• Writing (Project)

Imagine you are at a holiday resort. Write a letter to your pen-friend about the location of the place, your accommodation, the weather, the sights, your activities, the people there, the food and your plans. End the letter by recommending the place to your pen-friend. Use the letter above as a model.

• Grammar: Present Simple - Present Continuous

21 Name the tenses of the verbs in bold (1 - 5), then match them to their uses (a - e).

- 1 I'm **having** a fantastic time.
- 2 We **spend** our days hiking in the mountains.
- 3 Norwegians really **love** the outdoors.
- 4 Next week we're **going** to Oslo.
- 5 At the moment we **are having** a cup of hot chocolate.

- a habits/routines/repeated actions
- b permanent states
- c actions happening at the time of speaking
- d fixed arrangements in the near future
- e actions happening around the moment of speaking

22 Make sentences about your country, using the present simple, as in the example.

Most people in my country live in cities.

23 Read Susan's letter on p. 9, underline all present continuous forms, then explain their uses.

24 In pairs, use the prompts to ask and answer questions about each person, as in the example.



Ann, England, married, secretary - types letters



Glen, Australia, single, mechanic - fixes cars



Marie, France, divorced, doctor - treats sick people



Hans, Germany, married, lawyer - advises people about the law

SA: Where does Ann live?

SB: She lives in England.

SA: Is she married?

SB: Yes, she is.

SA: What does she do?

SB: She's a secretary.

SA: What does she do at work?

SB: She types letters.

SA: What is she doing now?

SB: She's reading a magazine.

25 Match the items in column A to those in column B. In pairs, ask each other questions. Then, write a short paragraph about your partner.

SA: How old are you? SB: I'm twelve years old.

- A**
- How old ...
 - How tall ...
 - What type of ...
 - What colour ...
 - What is ...
 - Have you got ...

- B**
- ... eyes have you got?
 - ... are you?
 - ... your hair like?
 - ... glasses/a beard/freckles, etc?
 - ... are you?
 - ... build are you?

26 Put the verbs in brackets into the present simple or present continuous.

- A: Excuse me. I 1) **am looking for** (look for) Mr Harris.
 B: He's upstairs. I 2) **am going** (go) there myself.
 A: Oh really? Can I come with you?
 B: Of course. 3) **Do you work** (you/work) here?
 A: Yes. I 4) **work** (work) in the Sales Department. How about you?
 B: I 5) **am** (be) Mr Harris' secretary, Susan Blair.
 A: Tony Miller. Nice to meet you.
 B: Nice to meet you, too.
 A: 6) **Are you doing** (you/do) anything later?
 We could go for a coffee after work.
 B: I usually 7) **leave** (leave) work at four, but today I 8) **stay** (stay) late because we 9) **have** (have) an important meeting and Mr Harris 10) **need** (need) me. Sorry — some other time, perhaps.

27 Choose the correct reply. Listen and check your answers, then act out the dialogues in pairs.

- | | |
|---------------------|-----------------------------------|
| 1 A: Hello, John! | B: a Fine, thanks. b Hi! |
| 2 A: How are you? | B: a That's okay. b Fine, thanks. |
| 3 A: Goodbye! | B: a See you later! b Sleep well! |
| 4 A: Here you are. | B: a Good. b Thanks very much. |
| 5 A: Oh, I'm sorry! | B: a That's okay. b Thank you. |
| 6 A: Goodnight! | B: a How are you? b Sleep well! |

• Vocabulary Revision Game

28 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

overweight, friendly smile, well known for, mean, wrinkles, look like, free time, celebrate, stunning, proud of, plant the crops, sociable, full lips, soon, tend to be, the outdoors, hiking, look forward to

29 Fill in *am*, *is*, *are*, *do*, *does* or *isn't*, then listen and check your answers. Name the tenses of the verbs (1 - 19), then explain their uses.

- A: So, Rosa, where 1) **do** you from?
 B: I 2) **am** from Lisbon.
 A: Ah, Lisbon! That 3) **is** a beautiful city.
 So, what 4) **do** you do, Rosa?
 B: I 5) **am** an actress.
 A: And what 6) **are** you doing here in the UK?
 B: I 7) **am** working. I work with the Royal Theatre Company, and this year we 8) **are** touring Britain.
 A: Tell me, Rosa, what 9) **do** you think of this country?
 B: Well, London 10) **is** like Lisbon at all! I 11) **do** not like the food very much and the sun 12) **is** not shine very often, but the people 13) **are** great, and I love shopping here!
 A: And what 14) **are** you doing today?
 B: I 15) **am** seeing my friends this evening. We 16) **are** going to the theatre.
 A: 17) **Do** you travel to other countries, too?
 B: Yes, we 18) **do** Next year we 19) **are** travelling to Canada. I can't wait!

• Communication: Welcoming People

30 Listen to the dialogues and match them to the situations in the list below. Then, in pairs, act out the dialogues.

- a 2) welcoming a new teacher to a school
 b 1) welcoming a friend to a party

1 A: Hi, John! Come on in! Oh, by the way, this is Carol. Carol, do you know John?
 C: No. Nice to meet you, John.
 J: Hello, Carol. Nice to meet you, too.

2 S: Hello there! I'm Susan Lloyd. You must be Don Brown. Welcome to St Mary's!
 D: Thanks. Um, I'm sorry, I didn't catch your name.
 S: Susan, Susan Lloyd.
 D: Hi, Susan. I'm glad to meet you.

Pronunciation

31 Listen and circle the odd word out. Listen again and repeat.

- | | |
|---------------------------|-------------------------|
| 1 where wear <u>we're</u> | 4 know no <u>now</u> |
| 2 she sea see | 5 been <u>bin</u> bean |
| 3 hair hear here | 6 dear deer <u>dare</u> |

Writing

(an article about a country and its people)

When we write an article about a **country and its people**, we can divide our article into six paragraphs.

In the **first paragraph**, we include the **name of the country**, its **location** and its **features**. In the **second paragraph**, we write **what the people look like** and we describe their **character**. In the **third paragraph**, we write about where the people **live** and **what work they do**. In the **fourth paragraph**, we write about **what they eat**. In the **fifth paragraph**, we write about **what they do in their free time**.

In the last paragraph we write a few words about the country. We normally use the **present simple**.

32 Read the notes, then listen and cross out the words you don't hear. Finally, use the notes to talk about the Spanish.

- Looks:** black hair, brown eyes, not very tall
Character: lively, friendly, sociable, lazy
Dwellings: in cities in small flats, bungalows
Jobs: work in offices, fields, shops, factories
Food: seafood, noodles, omelettes
Free-time going to cafés and clubs, going out for dinner
Activities:

33 Use the information from Ex. 32, and the plan below, to complete the article in the Photo File section about Spain and its people for a travel magazine (100 - 150 words). Use the text in Ex. 8 as a model.

Plan
Introduction
 Para 1: name of country, location, features
Main Body
 Para 2: people's looks & character
 Para 3: where people live, what they do
 Para 4: people's favourite foods
 Para 5: people's free-time activities
Conclusion
 Para 6: comments about the country

Words of Wisdom

Read this sentence. What does it mean?

- Honesty is the best policy.

UNIT 2



Night and Day

Lead-in

1 a) Fill in the gaps with the verbs in the list.

meet, play, watch, listen to, have, do, ride, wash, go, read

- | | | |
|----|-----------|---|
| 1 | play | video games, tennis, cards |
| 2 | ride | a bicycle, a motorbike |
| 3 | go | shopping, dancing, fishing, to bed |
| 4 | read | a book, a magazine, a newspaper |
| 5 | meet | friends |
| 6 | watch | a film, the news on TV |
| 7 | have | dinner, a shower, coffee, a lesson, breakfast |
| 8 | listen to | music, the radio |
| 9 | wash | the dishes, the car, my clothes, my face |
| 10 | do | my homework, the washing-up, the ironing, the housework |

b) Can you think of more nouns to go with the verbs above?

2 Use phrases from Ex. 1a and say two things you

1 ... do every day. I wash my face every day

I do housework every weekend 2 ... do every weekend.

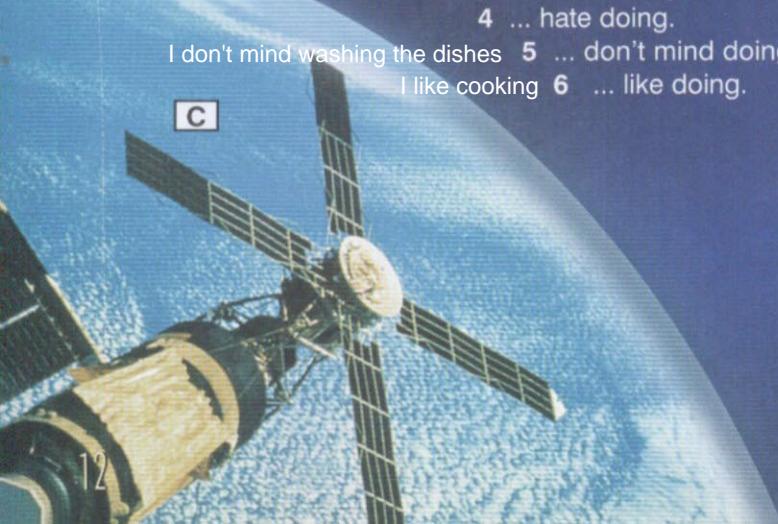
I don't like doing the ironing 3 ... don't like doing.

4 ... hate doing.

I don't mind washing the dishes 5 ... don't mind doing.

I like cooking 6 ... like doing.

C



3 a) Look at the pictures and the title of the article.

What is the Milky Way?

b) Which picture shows: a space shuttle in orbit A ;

a 'space walk' D ; a satellite C ; astronauts working with each other E ; the crew aboard a spaceship B ?

c) What do astronauts do every day while in orbit?

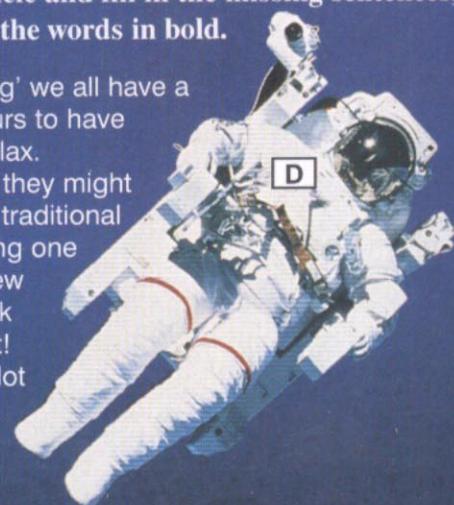
4 Listen and tick the word(s) you hear.

- 1 Mission Control wakes the crew up with music at exactly 7:41 6:41 pm CST.
- 2 Washing isn't easy difficult in space.
- 3 Each day there are also **two six-hour** **six two-hour** space walks.
- 4 Sometimes we sit by the window and admire the **Earth** **moon** and the stars.

Reading

5 Read the article and fill in the missing sentences, then explain the words in bold.

- a) In the 'evening' we all have a couple of hours to have dinner and relax.
- b) For example, they might wake up to a traditional Japanese song one day, and a new American rock song the next!
- c) They need a lot of energy, so they eat a lot of food.



16 Listen and match the speakers to their jobs. Whose daily routine is *not* described?

| | | |
|---------|-----------|----------------------------|
| George | Speaker 1 | a ballet dancer |
| Barbara | Speaker 2 | a taxi driver |
| Natasha | Speaker 3 | a housewife a secretary |

• Writing (Project)

Look at the Photo File section and complete Steve's letter to his new pen-friend.

17 Correct the sentences below.

- 1 What time ~~does~~ you start work? do.....
- 2 I ~~drink coffee never~~ in the evenings. never drink coffee
- 3 I ~~cook dinner at the moment~~. am cooking
- 4 I ~~am not having~~ much free time. don't have
- 5 How often ~~are~~ you do the ironing? do.....

• Grammar: Past Simple - 'used to'

Use

- We use **used to** or the **past simple** to describe past habits and states which don't happen/exist any more.
*I worked/used to work as a cleaner. (past habit)
I didn't have/didn't use to have long hair. (state)*
- We use the **past simple** for an action which happened at a specific time in the past.
We went to the beach last Saturday.
NOT: *We used to go to the beach last Saturday.*

18 Match the present simple forms to the past simple forms. How do we form the past simple?

| | |
|--------|-----------|
| appear | was |
| travel | sang |
| be | lived |
| live | travelled |
| sing | went |
| go | appeared |

| | |
|---------|----------|
| learned | started |
| receive | had |
| start | learnt |
| change | enjoyed |
| have | changed |
| enjoy | received |

19 In pairs, ask and answer questions using the prompts below, as in the example.

read a newspaper
watch TV
play tennis
visit your grandparents
go swimming
ring a friend

last Monday?
last night?
last weekend?
yesterday?
a week ago?
this morning?

SA: Did you read a newspaper last Monday?
SB: No, I didn't. I went swimming.

Did you watch TV last night? No, I didn't. I played tennis.
Did you play tennis last weekend? No, I didn't. I visited my grandparents.
Did you visit your grandparents yesterday? No, I didn't. I went swimming.

20 The picture shows what Pauline used to be like five years ago. Listen and fill in the missing words, then make sentences, as in the example.

THEN



NOW

hair: long, brown.....
eyes: contact lenses
clothes: smart suits.....
habits: not smoke any more

Pauline used to have short orange hair, but now she's got long brown hair.

Pauline used to wear glasses, but now she wears contact lenses.

Pauline used to wear brightly coloured T-shirts and ripped jeans, but now she wears smart suits. Pauline used to smoke, but now she doesn't smoke any more

• Communication: Agreeing - Disagreeing

So - Neither/Nor

- We use **so + auxiliary verb + subject** to agree with an affirmative statement.
*A: I always walk to work.
B: So do I.*
- We use **neither/nor + auxiliary verb + subject** to agree with a negative statement.
*A: I don't have cereal for breakfast.
B: Neither/Nor do I.*
- We use **subject + auxiliary verb** to disagree with what someone says.
*A: I never drink coffee. | A: I often go to the cinema.
B: Oh, really? I do. | B: I don't.*

21 Fill in the missing words, then listen and check. Then, in pairs, act out similar dialogues using the prompts below.

- 1 A: I always drive to work.
B: So do I.
 - 2 A: I never play video games in my free time.
B: Neither do I.
 - 3 A: I never make my bed in the morning.
B: Oh, really? I do.
 - 4 A: I often go fishing at weekends.
B: I don't I hate going fishing.
- walk to school
 - go to the gym in my free time
 - visit friends after school
 - do the housework at weekends

Did you go swimming a week ago? No, I didn't. I rang a friend.
Did you ring a friend this morning? No, I didn't. I watched TV.

• Reading & Listening

22 Read the sentences, then listen and mark them as T (true) or F (false).

- | | |
|--|---------|
| 1 "Eight years ago I lived in a big terraced house." | |
| 2 "I used to work as a cleaner at the local hospital." | + |
| 3 "I didn't use to go to clubs." | |
| 4 Today Liza lives in a large block of flats. | - |
| 5 She looks very elegant in her chic designer clothes. | + |
| 6 She enjoys going to the cinema. | |

23 Read the article and number the paragraphs in the correct order, then explain the words in bold.

From Rags to Riches

A 2 However, life used to be very different for this **bright** young star from Liverpool. "Eight years ago," says Liza, "I lived in a small **terraced house** with my parents and three brothers. It was very **cramped!** We didn't have a lot of money, so I used to work as a cleaner at the local hospital to **make ends meet**. I used to buy my clothes from second-hand shops. I was quite plump back then, because I liked eating chips and chocolate. In my free time I used to sing in the college **choir** or go for walks on the beach. I didn't use to go to clubs because they were very expensive. I used to listen to the radio a lot, though. I learnt all the words to every pop song and people **hired** me to sing at parties. My friends liked my voice a lot, so they **persuaded** me to send a cassette to a record company. That's how it all started for me. Three weeks later, I received a phone call from the company and my life changed completely."

B Liza's lifestyle has changed a lot since those days in Liverpool. "I think I'm very lucky to **lead the life** I do today. It's not easy, though, because I don't have the **privacy** that I used to have. Still, I have a lovely family and a very **promising career**. What else could I ask for?" she says.

C 1 Liza Smythe is a successful British singer. Her smiling face appears on the covers of international magazines, and every year she travels to many different parts of the world to **perform concerts** for millions of fans.

D 3 Today, Liza lives in a large house with a big garden just outside London with her husband and young daughter. She is much slimmer now, and looks very **elegant** in her chic designer clothes. She is **constantly on a diet** and goes to the gym every day to keep her body **in shape**. In her free time she enjoys going to the theatre or to parties.



• Speaking

Read the article again and take notes under the headings **THEN** and **NOW**. Then, talk about Liza's *home, work, appearance, eating habits and free-time activities*.

24 Read the dialogue and put the verbs in brackets into the correct tense. Then, in pairs, act out similar dialogues about yourselves.

- J: Hi! I'm John.
 T: Hello! I'm Tony, Tony Badero.
 J: Where 1) **do you come**
 (you/come) from?
 T: I 2) **come** (come) from Italy.
 J: What 3) **do you study** (you/study)?
 T: Medicine. I 4) **want** (want) to become a doctor.
 J: Where 5) **do you study** (you/study)?
 T: At Glasgow University, in Scotland.
 J: 6) **do you go**
 (you/go) to lectures every day?
 T: Yes. They 7) **start** (start) at 9:30 and 8) **finish** (finish) at 2:30.
 J: How 9) **do you travel**
 (you/travel) to and from university?
 T: By bus.
 J: What 10) **are you doing**
 (you/do) this evening?
 T: I 11) **am studying** (study) for a test, then I 12) **meet** (meet) some friends. We 13) **are going** (go) to a new club in town.

• Vocabulary Revision Game

25 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

in orbit, space walks, short break, crew, aboard a space shuttle, admire, receive a phone call, look elegant, cramped, have privacy, in shape, make ends meet, promising career, take over for the night, persuade, perform concerts, terraced house

NIGHT AND DAY AROUND THE MILKY WAY

"Every day aboard a space shuttle is different in many ways, but you're always busy up there!" said crew member Leroy Chiao when we asked him to tell us about a typical day on a mission in orbit.

Good Morning!

Every 'morning', Mission Control wakes the crew up with music at exactly 6:41pm CST (Central Standard Time – that's the same time that people in Chicago use). The pieces of music are always different. **1 b** After that, they have a couple of hours to wash, have breakfast and get the 'morning' messages from Mission Control.

Washing isn't easy in space, and it's impossible to have a shower, so the crew wash themselves with a **wet sponge**. Shaving is also a difficult **task** up there, so the men have to use special 'space' razors.

Let's get busy!

At around 8:45 pm CST, the crew starts work. Most of the time they work on **projects involving** satellites and the shuttle itself. They also take photos of their **activities** and the **view** from the shuttle to send home. Each day there are also two six-hour space walks. "We have between eight and ten minutes to do each task," says Leroy, "so we have to work very **closely** and help each other." The crew take a short **break** for lunch during the 'afternoon'.

2 c According to NASA, the crew's special meals are "tasty and very good for them". After lunch, they go back to work until around 8:45 am CST.

Astronauts need to rest, too!

"Fortunately, it's not all work and no play aboard the space shuttle," says Leroy. **3 a** Most of us read and send our personal e-mail in this free time, but we also like to read books or listen to music. Sometimes we sit by the window and **admire** the Earth and the stars." After that, at exactly 10:41 am CST, it's time for the crew to go to bed, while Mission Control and the shuttle's computers **take over** for the 'night'.

The morning.

The crew of the space shuttle wakes up with music exactly 6:41 pm CST. Then they have a couple of hours to wash, have breakfast. Then the crew starts work at around 8:45pm CST. They take photos of their activities and the view from the shuttle. Then it sends home. Each day there are two six-hours space walks.

The afternoon.

They have a nutritious lunch to do difficult work in orbit.

The evening

After work in orbit, the crew have a free time. They read books, write and send personal e-mail to their relatives, listen to music or sit by the window and admire the Earth and stars.



Language Development

- 6** Fill in the words from the list, then make sentences using the completed phrases.

space, six-hour, take, typical, short, couple, personal, each other, rock, wet

- | | |
|---------------------------------------|------------------------------------|
| 1 a ... space shuttle | 6 ... personal e-mail |
| 2 a ... typical day | 7 a ... wet sponge |
| 3 a ... couple of hours | 8 to ... take photos |
| 4 a ... two space walk | 9 a ... short break |
| 5 to help ... each other | 10 a ... rock song |

- 7** Underline the correct word(s) in bold.

- Josh plays different **parts/pieces** of music on his morning radio show.
- Washing is a difficult **work/task** up in space.
- Our department usually works on several different **projects/works** at the same time.
- Grandpa spends hours **admiring/looking** the view from his bedroom window.
- We work during the day, then the night staff **take up/take over** for the night.

- 8** Fill in: crew, audience, fans, viewers.

- The**crew**..... of the ship welcomed the passengers aboard.
- The ...**fans**..... started shouting when Manchester United scored a goal.
- The ...**audience**... clapped loudly when the play ended.
- Baywatch* is a TV series watched by millions of**viewers**..... around the world.

- 9** Fill in the correct preposition, then make sentences using the completed phrases.

- 1 ...**in**.... orbit; 2 ...**on**.... a mission; 3 wake sb ...**up**....;
- 4 work ...**on**.... projects; 5 go back**to**.... work;
- 6 sit**by**..... the window; 7 according**to**..... NASA;
- 8 take over**for**..... the night

• Speaking

Read the article again and take notes about the astronauts' daily routine under these headings:

- the 'morning'
- the 'afternoon'
- the 'evening'

Use your notes to talk about a typical day in the life of an astronaut aboard a space shuttle.

• Grammar: Present Simple

Use

We use the **present simple** to talk about **daily routines and habits**. e.g. **He goes to work by bus.**

10 Write the verbs in the third person singular.

- | | |
|-------------------------------|----------------------------------|
| 1 I go - he ... goes | 6 I finish - he ... finishes |
| 2 I watch - he ... watches | 7 I make - he ... makes |
| 3 I play - he ... plays | 8 I leave - he ... leaves |
| 4 I read - he ... reads | 9 I do - he ... does |
| 5 I have - he ... has | 10 I brush - he ... brushes.. |

- 11** a) Listen and fill in what John does at the following times. Can you guess his job?
 b) Look at the table and talk about John's daily routine, as in the example.

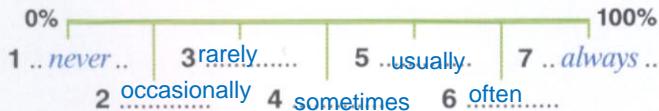
| | |
|----------|---------------------------------------|
| 5:00 am | wake up, have shower |
| 6:00 am | have 1) ... a breakfast |
| 6:45 am | 2) ...leave..... the house, catch bus |
| 8:30 am | start work |
| 1:30 pm | 3)have..... lunch |
| 4:30 pm | 4) ...finish..... work, take bus home |
| 6:15 pm | get home |
| 8:15 pm | have dinner, then go out/read a book |
| 11:00 pm | go to bed |

John wakes up at 5:00 am and has a shower ...

• Grammar: Adverbs of Frequency

12 List the adverbs of frequency, then say where we usually place such adverbs in a sentence.

often, occasionally, sometimes, usually, rarely



13 Use adverbs of frequency to say how often you do the following activities:

- make your bed in the morning **always**
- do the washing-up **always**
- play basketball on Mondays **never**
- visit relatives at weekends **often**
- watch the evening news on TV **rarely**
- brush your teeth before going to bed **always**

- 14** a) Listen and fill in the missing information, then ask and answer questions in pairs, as in the example.

| MONDAY | |
|---------------|---|
| 9:10 - 10:00 | Maths (Classroom <input type="checkbox"/>) |
| 10:10 - 11:00 | Geography (Classroom <input type="checkbox"/>) |
| 11:00 - 11:30 | BREAK |
| 11:30 - 12:20 | Chemistry (the Science Lab) |
| 12:20 - 1:30 | LUNCH (the school cafeteria) |
| 1:30 - 2:20 | History (Classroom <input type="checkbox"/>) |
| 2:30 - 3:20 | Art (Classroom <input type="checkbox"/>) |

SA: What time does Tom have Maths?

SB: He has Maths from 9:10 till 10:00.

SA: Where does he have Maths?

SB: In classroom ...

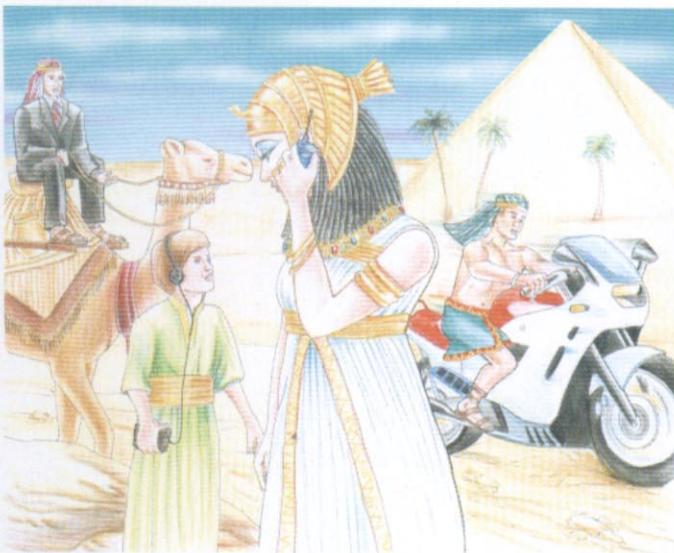
- b) What about you? Write your own timetable for Mondays, then tell your partner about it.
I have History from 9:10 till 10:00 in classroom A2, then ...

• Communication

- 15** Fill in **how**, **how long** or **how far**, then listen and check. Finally, in pairs, use the prompts below to act out similar dialogues.

- A: 1) How far..... is your office from your house?
 B: It's 40 kilometres.
 A: Really? 2) How..... do you get there?
 B: I usually go by bus.
 A: 3) How long..... does it take to get there?
 B: It takes nearly an hour. It's quite slow, but I don't mind.
- your school; 4 kilometres; by bike; about 10 minutes; good exercise and I enjoy it
 - the supermarket; 15 kilometres; by car; 20 minutes; quite fast because the roads are usually quiet
 - the seaside; 40 kilometres; by train; 30 minutes; quick, so I often go at weekends
 - the park; 2 kilometres; on foot; 20 minutes; a pleasant walk, so I go every day

- 26** The picture shows life in ancient Egypt. Spot four mistakes in it, then use the prompts to make sentences, as in the example.



- 1 (they/wear sandals) *They used to wear sandals.*
- 2 (they/ride motorbikes) *They didn't use to ride motorbikes.*
- 3 (they/listen to Walkmans) *They didn't use to listen to Walkmans.*
- 4 (men/wear suits) *Men didn't use to wear suits.*
- 5 (women/wear bracelets) *Women used to wear bracelets.*
- 6 (they/have mobile phones) *They didn't use to have mobile phones.*

Pronunciation

- 27** Listen and underline the silent letters. Listen again and repeat.

know - listen - write - often
talk - walk - hour - comb

Writing (an article about someone's lifestyle and how it has changed)

When we write an article about **someone's lifestyle and how it has changed**, we can divide it into four paragraphs. In the **first paragraph**, we write his/her full name, where he/she **comes from** and what he/she **does for a living**. In the **second paragraph**, we write how his/her life **used to be** years ago. We write about his/her **home**, **appearance**, **eating habits** and **free-time activities**. In the **third paragraph**, we write about his/her **lifestyle nowadays**. In the **last paragraph**, we write how he/she **feels** about these changes. We use **used to** or the **past simple** to talk about the person's past habits, and **present tenses** to talk about his/her lifestyle nowadays.

- 28** Listen and complete the notes in the table, then, in pairs, ask and answer questions about Bill Newton, as in the example.

SA: *Did Bill use to live in a large house?*
SB: *No, he didn't. He used to live in a flat.*

| THEN | NOW |
|---|---|
| HOME | |
| a flat..... in the middle of Bristol | a large h.ouse..... with a garden in the countryside |
| APPEARANCE | |
| long hair, quite plump..... , blue jeans..... | slim, handsome, s.hort..... hair, expensive s.uits..... |
| EATING HABITS | |
| hamburgers, c.offee..... | f.ood , salads, orange juice |
| FREE-TIME ACTIVITIES | |
| football, c.inema..... , rock concerts | parties, nightclubs, theater..... |

- 29** You have been asked to write a magazine article about Bill Newton. Use the information from Ex. 28, and the plan below, to write your article (100 - 150 words). Use the text in Ex. 23 as a model.

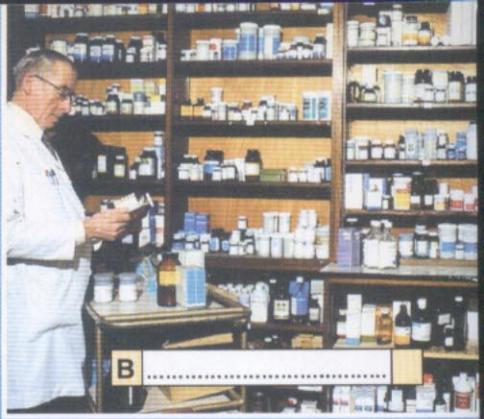
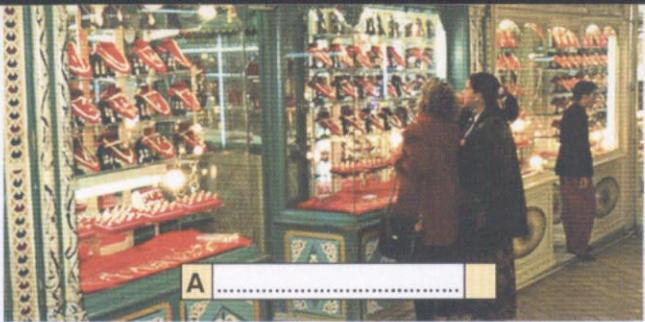
"I grew up in a poor area." -said Bill. We lived in a flat in the middle of Bristol. All neighbours are big familys, so a lot of children .. place. I remember it was noisile on the streeet. I think attractive Plan teenager. I used to have long hair, quite plumb, blue jeans. I used to eat hamburgers, drink a lot of coffee too. At the weekends Introduction I used to play football in the park, at the night we Paragraphe 1: Bill Newton is Britain's most successful film star. However, things were not always easy for the boy from Bristol. used to go the cinema or the rock concerts. Now days, Bill lives in a large house with a garden in the countryside. He is slim, handsome with short hair and wears expensive suits by famous designers. He Paragraphe 2: past lifestyle has got diet. He usually eats fruits, Paragraphe 3: present lifestyle salads. He goes to the gym every morning and drinks orange juice for breakfast. When he isn't working. This days he prefers parties at night clubs and theater Conclusion Paragraphe 4: Bill's life has changed a lot since those days in Bristol. "I enjoy my success and hope it will continue for many years to come," he says.

Words of Wisdom

Read these sentences. What do they mean?

- He lives long who lives well.
- As you make your bed, so you must lie upon it.

UNIT 3

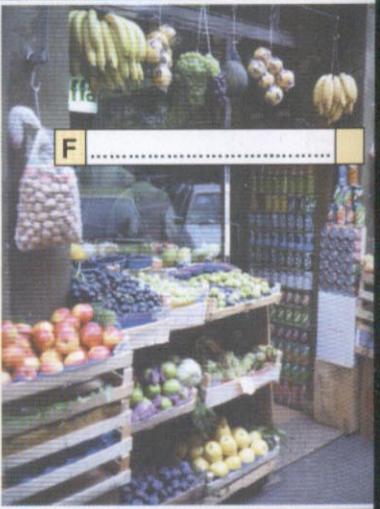
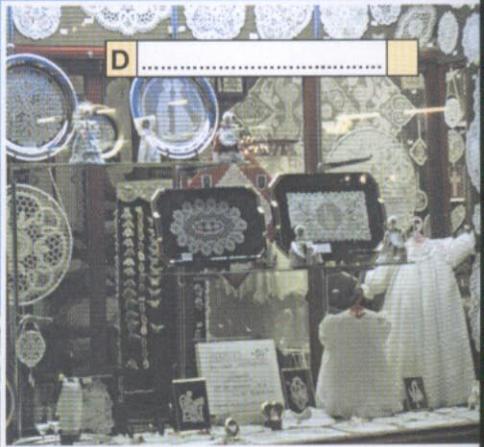


Shop till you Drop!

Lead-in

1 Choose words from the list to label the pictures.

- | | |
|----------------|------------------------|
| lace shop | travel agent's |
| confectioner's | supermarket |
| bookstall | antique shop |
| bookshop | boutique |
| butcher's | jeweller's |
| bakery | department store |
| post office | flower stall |
| newsagent's | florist's |
| greengrocer's | hair & beauty salon |
| chemist's | designer fashion house |



2 Where can you buy these things? What else can you buy in each place in Ex. 1?

apples, a plane ticket, old clocks, a book, a pair of trousers, a packet of painkillers, a diamond ring, lilies, an armchair, grapes, pralines, a bottle of perfume, lamb chops, lace tablecloths, a leather suitcase, stamps, a woollen skirt, a leather jacket, hairspray, a bouquet of roses, a washing machine, a magazine, sugar, a gold necklace, a loaf of bread

You can buy apples at a greengrocer's.

3 In pairs, use the phrases below and words from Ex. 2 to act out dialogues, as in the example.

requests

- Can I have ... , please?
Could I have ... , please?
Have you got any ... ?
I'd like ... , please.

answers

- Yes, of course.
Here you are.
I'm afraid we haven't got any left.

SA: Can I have some apples, please?

SB: I'm afraid we haven't got any left.

4 Look at the title of the article below. What do you think the article is about?

5 Look at the pictures on p. 18, then listen and tick (✓) the three places the speaker mentions.

Reading

6 a) Read the article and match the headings to the correct paragraphs.

- | | |
|------------------|----------------------------------|
| A Recommendation | C A Shopper's Paradise |
| B Opening Hours | D Places to Go and Things to Buy |

Exotic Shopping In Paris

1 Paris, the capital of France, is a shopper's paradise, with plenty of large department stores as well as thousands of delightful smaller shops.

2 Antique lovers can find fantastic furniture in the small antique shops on Bonaparte and Jacob Streets, and collectors can find rare books on the bookstalls lining the banks of the River Seine. There are also some great department stores which sell everything from perfume to furniture. Galleries Lafayette, Paris' largest department store on Boulevard Haussmann, offers a great variety of high quality woollen skirts, leather jackets and designer clothes. The Marais is a group of little streets with some of the trendiest boutiques. There you can buy fashionable clothes, shoes and jewellery. For shoppers with big bank accounts, there is a wide range of jewellers' and designer fashion houses along the Rue de Rivoli, such as Cartier, Chanel, Nina Ricci and Christian Dior.

3 Shops in Paris are usually open from eight or ten in the morning till about seven in the evening, from Monday to Saturday. The big sales come after Christmas and before the autumn collections.

4 Don't miss the chance to go shopping in Paris. There is always something to suit everyone's pocket and taste.



b) Ask and answer questions based on the text, as in the example.

S1: *Where can you find antique shops?*

S2: *On Bonaparte and Jacob Streets. Which is Paris' largest department store?*

S3: *Galleries Lafayette. What can you buy there?*

Language Development

7 Fill in the words from the list, then make sentences using the completed phrases.

fashion, rare, designer, shopper's, high, bank, woollen, autumn, department, antique

| | |
|-----------------------|----------------------|
| 1 a(n) paradise | 6 skirts |
| 2 lovers | 7 clothes |
| 3 books | 8 accounts |
| 4 a(n) store | 9 houses |
| 5 quality | 10 collections |

8 Fill in the synonyms from the list.

chance, trendy, plenty of, a wide range of, fantastic

| | |
|------------------------------|-----------------------|
| 1 fashionable = | 4 opportunity = |
| 2 a great variety of = | 5 a lot of = |
| 3 wonderful = | |

9 Fill in the correct words from the list.

line, offer, suit, buy, miss

- 1 You can cheap clothes during the big sales.
- 2 Flower stalls the banks of the river.
- 3 At Galleries Lafayette, shoppers can always find something to their taste and pocket.
- 4 Don't the chance to visit the big department stores.
- 5 The large department stores a great variety of products.

10 Fill in the correct prepositions, then make sentences using the completed phrases.

1 Bonaparte Street; 2 the bookstalls; 3 the banks the River Seine; 4 eight the morning seven the evening

• Speaking

a) Suggest another title for the article.

b) Read the text again and take notes under the following headings. Then, talk about shopping in Paris.

- name of city – location
- best shops – where they are – things to buy
- opening hours – sales
- recommendation

• Grammar: Adjectives

Order of Adjectives

- Adjectives describe nouns. They have the same form in the singular and plural. e.g. **a blue dress - two blue dresses**
 - There are two types of adjectives.
- Opinion adjectives** **beautiful, great, expensive, etc** describe what we think of someone or something.
- Fact adjectives** **short, long, red, etc** describe what someone or something really is.
- Opinion adjectives go before fact adjectives.

She's wearing a beautiful red dress.

- When there are two or more fact adjectives in a sentence, they usually go in the following order:

Fact Adjectives

- size:** small, big, short, long, etc
weight: heavy, light, etc
shape: triangular, round, rectangular, square, etc
colour: dark/light blue, yellow, pink, cream, red, purple, etc
material: cotton, leather, silk, plastic, woollen, nylon, metal, gold, silver, velvet, wooden, canvas, etc

It's a beautiful, long, light blue, silk skirt.

11 Read the article in Ex. 6 and find three fact adjectives and three opinion adjectives.

12 Number the adjectives in the correct order.

- a brown (2.) wooden (3.) beautiful (...) box with a brass lock *a beautiful brown wooden box with ...*
- a cotton (...) large (...) grey (...) shirt with a white collar
- a heavy (...) metal (...) black (...) saucepan with brown handles
- a silk (...) blue (...) nice (...) scarf with yellow stars on it

13 Describe the objects, as in the example.

It's a grey plastic suitcase with stickers on it.



14 a) Match the shapes (a - d) to the adjectives.

triangular , round , rectangular , square

a

b

c

d

b) Find the objects that match descriptions 1 - 3, then describe the other objects.



- It's a small triangular brown object. It's made of wood and metal. We hang clothes on it.
- It's a small round yellow object. It's made of wool and rubber. We play tennis with it.
- It's a small rectangular black object. It's made of leather. We keep our money in it.

15 GAME: Write short descriptions of objects. Read them aloud and let the class guess what objects you are describing.

• Communication: Describing Lost Property

16 Listen and repeat. Then, in pairs, use the prompts to act out similar dialogues.

- A: Excuse me. I've lost my briefcase. Has anybody handed it in?
B: What does it look like?
A: It's a black leather briefcase with a brown handle.
B: What's it got in it?
A: My purse, some credit cards and my passport.
B: Where and when did you lose it?
A: At the airport, yesterday evening.
B: Is this it?
A: Oh, yes! Thank you very much!

wallet: money, photos, driving licence, phonecard

suitcase: clothes, shoes, camera, a bottle of perfume

rucksack: notebooks, wallet, identity card, four books

• Writing (Project)

Read the letter in the Photo File section and say which object is described. Then, choose one of the other objects and write a letter to the lost property office.

• Reading & Listening

7

Listen and underline the correct item in bold.

- 1 Harrods is a shop in **Kensington/Knightsbridge**.
- 2 The Chairman of Harrods is **Charles Henry Harrod/Mohamed Al Fayed**.
- 3 Harrods has survived **3 wars/a fire and two bombings**.
- 4 Harrods employs over **4,000/6,000** staff.
- 5 **The Toy Departments/the Food Halls** are the heart and soul of Harrods.
- 6 The sales are in **March and July/January and July**.

18

a) Read the article and fill in the headings.

- History of the Store
- The Sales
- Location & Management
- Recommendation
- Departments & Services

b) Underline the phrases which best describe pictures 1 - 3, then explain the words in bold.

19

Fill in the words from the list, then make sentences using the completed phrases. *busy, over, took, run, survive, security, heart, Food*

- 1 to a shop
- 2 his son over
- 3 the years
- 4 to a fire
- 5 personnel
- 6 the Halls
- 7 the and soul of
- 8 months

20

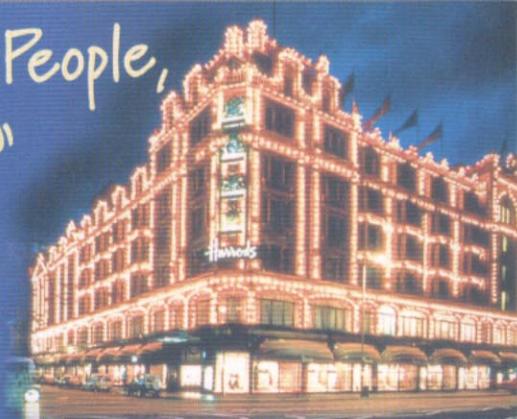
Correct the false statements, as in the example.

- 1 Harrods is in Paris. *It isn't in Paris. It's in London.*
- 2 In the beginning, Harrods was a big bakery.

"All Things, for All People, Everywhere"

a

"Enter a Different World", it says on the **doormat**, and this is what you do when you visit Harrods in Knightsbridge, London. Harrods is "the world's most **celebrated** store", says **Chairman** Mr Mohamed Al Fayed.



sells everything from clothes to caviar. The Food Halls are still the heart and soul of Harrods. In addition to the nineteen bars and restaurants in the store, there is a bank, a travel agent's, a dry cleaner's

b

In the beginning, though, Harrods was just a small grocer's shop. It was opened in 1849 and run by Charles Henry Harrod. His son took over and added **medicines** and **perfumes**, as well as fruit, flowers, sweets and a **van delivery service**.

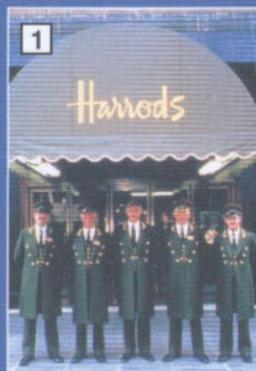
Over the years, Harrods has survived a fire, two World Wars and even two **bombings**. In 1983, Harrods moved **abroad** and opened a branch in Japan and later others in Hong Kong, Singapore and Taiwan, as well as airport shops in most major European cities.



and the biggest hair and beauty salon in Europe.

c

Today, around 35,000 people visit Harrods every day. It has got 300 departments **spread** over seven floors and **employs** over 4,000 **staff**. It also has eight doormen, known as 'Green Men', as well as its own **fire brigade, security personnel**, doctors and **nurses**.



Harrods is the **official supplier** of **certain goods** to the Royal Family, and

January and July are very **busy** months for Harrods because they are sale times. Over 300,000 **customers** visit the store on the first day alone. Many people sleep outside the store all night to be first in when the doors open on the first day.



d

"All things, for all people, everywhere" is the store's **motto**. The Harrods name means the best of British **quality**, service and style. All in all, Harrods is a **fascinating** place to visit.

- 3 In 1983, Harrods opened a branch in Korea.

- 4 Harrods has got 3,000 departments.

- 5 There are nine bars and restaurants in the store.

• Speaking

- a) Take notes under the headings in Ex. 18a, then tell the class about Harrods.
- b) Tell the class about a big department store in your country.

• Grammar: Making Comparisons

21 Complete the table, then say how we form the comparative and superlative forms of adjectives.

| Comparative | | Superlative |
|-------------|---------------------|--------------------|
| big | | the biggest |
| short | | the shortest |
| beautiful | | the most beautiful |
| large | | the largest |
| expensive | more expensive than | |
| long | | |
| bad | worse than | |
| good | | the best |
| little | | the least |

22 In pairs, use the following expressions to compare the things in the pictures, as in the example.

much cheaper, the most expensive, less expensive, not as nice as, longer than, the shortest, the same price as, shorter than, not as long as, much more beautiful



The purple skirt is *much cheaper* than the brown skirt.

23 Explain the words in the list. Which of them can we use with *a pair of*?

boots, belt, tights, jeans, tracksuit, leggings, gloves, shorts, trainers, cardigan, socks, shoes, tie, sweatshirt, jumper, coat, shirt, skirt, scarf, jacket

• Communication a) Asking about Prices

24 Listen to the dialogue, then act out similar dialogues in pairs, using words from Ex. 23.

- A: Excuse me — how much is *this pair of boots*?
- B: *These boots? They're £60.*
- A: Do you take credit cards?
- B: I'm afraid not.
- A: That's okay. I'll pay cash, then.

b) Polite Requests and Offers

25 Complete the dialogues with the sentences in the list, then listen and check. In which shops could you hear these dialogues?

- Could I have the pills in this prescription, please?
- Certainly. What would you like in it?
- Here you are.
- Can you deliver it?

1 A: I'd like to order a bouquet of flowers, please.

B:
A: Roses, please, and perhaps some lilies.
.....
B: Yes, if it's local.

2 A: ?

B: Certainly. That will be £5, please.
A:
B: Thank you. Remember to take the tablets twice a day after meals.

26 a) Name the shops in the pictures and say what you can buy in each.

b) Listen and match the dialogues to the shops in the pictures.



c) In pairs, choose two of the shops in the pictures and act out a suitable dialogue for each shop.

• Vocabulary Revision Game

27 In teams, use the words below to make sentences. Each correct sentence gets one point.

shopper, plenty of, furniture, sell, suit, rare books, buy, collectors, such as, everywhere, fire brigade, chairman, medicines, security personnel, offer, survive, fascinating place, customers, high quality, autumn collections

Pronunciation

28 Listen and repeat.

- hat - have - hot - hear
- Who hit her?
- I haven't heard from Henry for ages.
- Harriet has got a hundred hats.
- He hasn't had a holiday for years.
- Harry hates hot dogs.

Writing (an article about the shopping facilities in a city)

When we write an article about the shopping facilities in a big city, we can divide it into **four** paragraphs.

In the **first paragraph**, we state the **name of the city** and the **types of shops** you can find there.

In the **second paragraph**, we state the **names** of the best **shops**, **where they are** and **what we can buy** there.

In the **third paragraph**, we state the **opening hours** and the **sales times**.

In the **last paragraph**, we recommend the place to shoppers.

We normally use the **present simple** in such articles. We give the article an interesting **title** to attract the reader's attention.

29 Listen and answer the questions.

- 1 Which city are the speakers in?
- 2 What shops can you find there?
- 3 What can you buy at these shops?
- 4 What are the opening hours?
- 5 When do the sales take place?
- 6 How does Lisa recommend the place to Alice?

30 a) In pairs, read out the dialogue.

- A: Mm, that was wonderful coffee. Oh, it's so nice to be here in Brussels with you, Lisa – and I can't wait to go shopping!
- L: Ah, you've come to the right place, then! Boutiques, confectioner's, lace shops, antique shops, enormous department stores – you can shop till you drop, my dear.
- A: That's great! Where shall we go first?
- L: Well, the Sablon District is full of antique shops. You must visit Dewindt, on Lebeaustraat. It's got some lovely antiques.
- A: Oh, Lisa! Aren't you coming with me?
- L: I can't, I'm afraid, but I'll meet you at three, outside Inno Brussels on rue Neuve. It's Brussels' most famous department store, and you can buy everything from clothes to jewellery there.
- A: Ooh, that sounds exciting! And what about souvenirs? Brussels is famous for chocolate and lace, isn't it?
- L: Yes, it is, and Leonidas on Boterstraat has the most delicious pralines in the world. We can also go to F. Rubbrecht in the Grand-Place. We'll find the best lace there.
- A: Will we have enough time? The shops are open from nine to six, aren't they?
- L: That's right, but it's Friday today. Shops are open until 8:00 pm on Fridays. And there are sales every January and July, so ...
- A: The sales are on now? That's great! I can find some bargains!
- L: Of course you can. Didn't I tell you? Brussels really is the best place for shoppers!

b) You have been asked to write an article for a travel magazine about the shopping facilities in Brussels. Use the text in Ex. 6 as a model and the dialogue in Ex. 30a to write your article. (100 - 150 words).

| | |
|---|---|
|  | <p>Plan</p> <p>Introduction</p> <p>Para 1: name of city, types of shops in general</p> <p>Main Body</p> <p>Para 2: names of best shops, where they are, what you can buy there</p> <p>Para 3: opening hours & sales time(s)</p> <p>Conclusion</p> <p>Para 4: recommendation</p> |
|---|---|

Words of Wisdom

Read these sentences. What do they mean?

- In good times people *want to* advertise, in bad times they *have to*.
- Money makes the world go round.

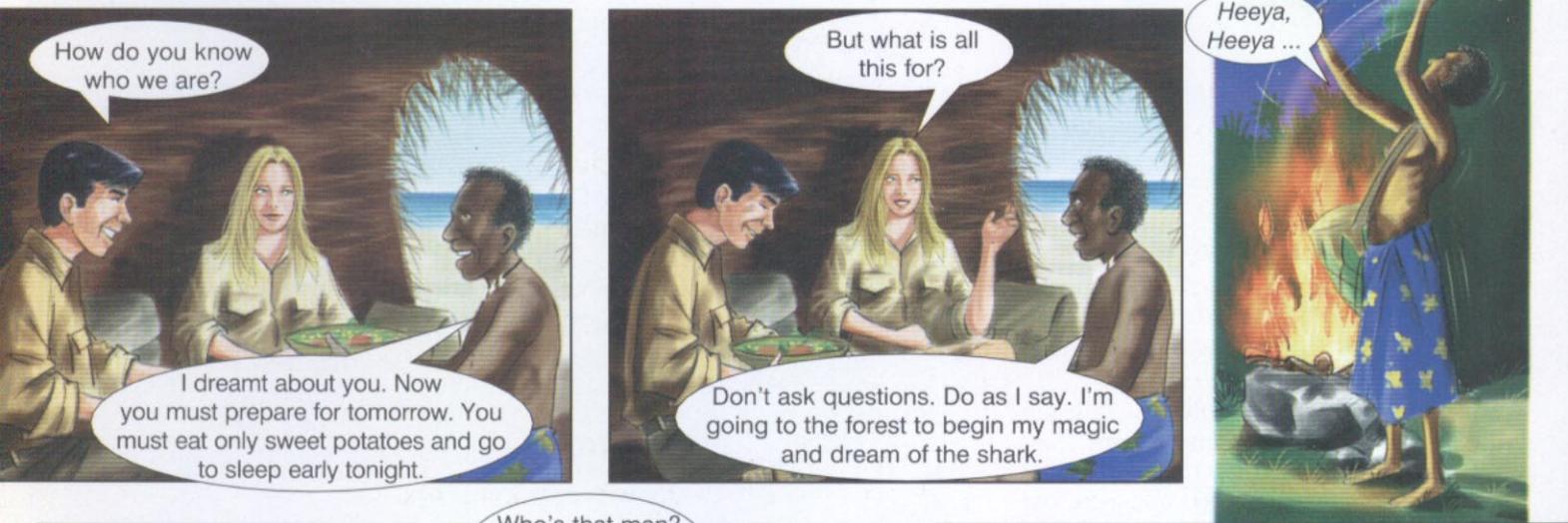
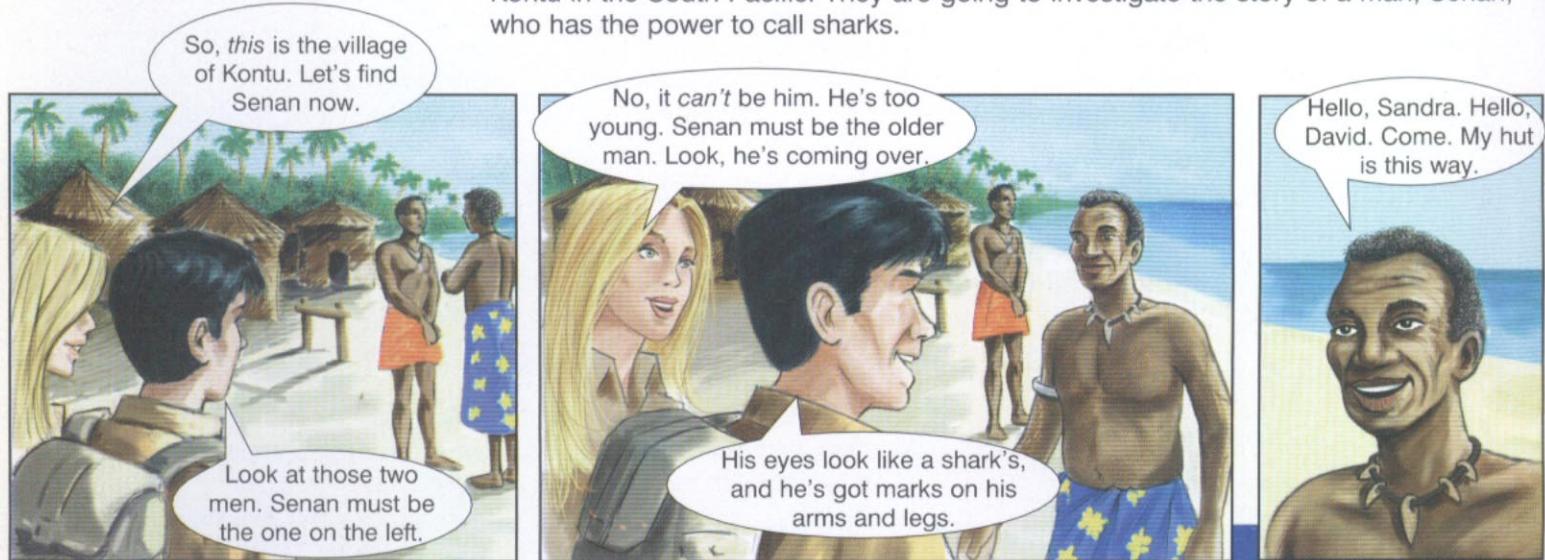


Episode 1

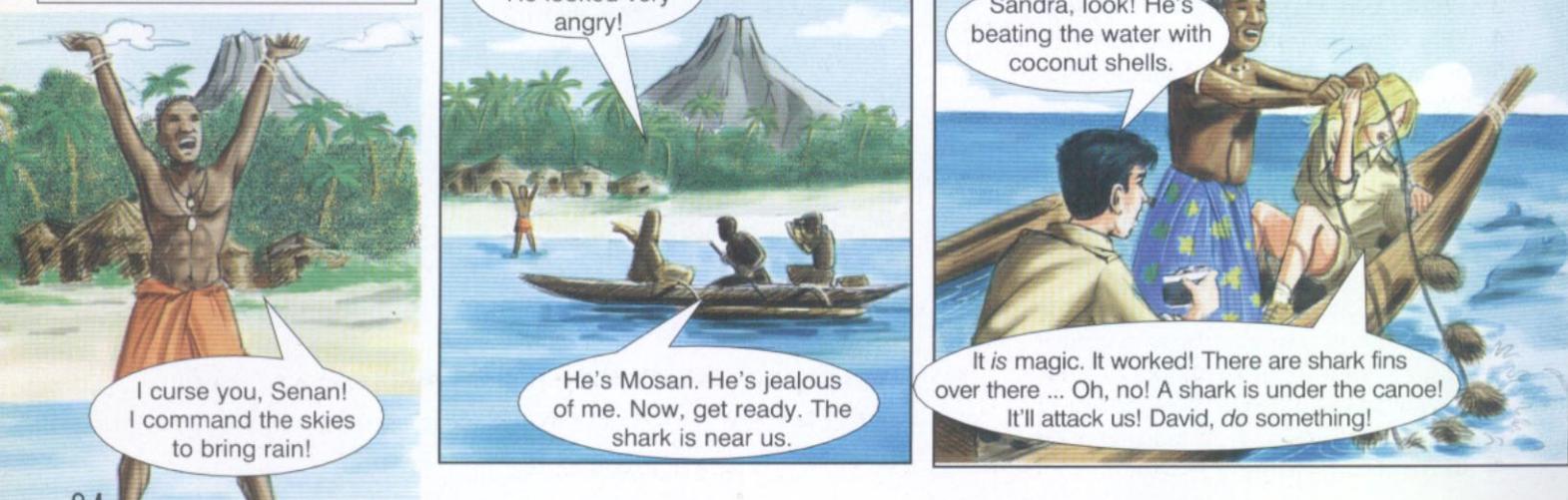
The Curse

The Shark Caller

Mike, the editor of *The Morning Sun*, has sent Sandra and David to the village of Kontu in the South Pacific. They are going to investigate the story of a man, Senan, who has the power to call sharks.



NEXT MORNING ON THE SHORE



1 Look at the pictures, then read the sentences and circle the correct item.

- 1 David and Sandra are in
a village by the sea
b a city c a big town
- 2 They are looking for
a boy b man c woman
- 3 The man takes them to his
a hut b flat c cottage
- 4 The man gives them a bowl of
a soup b milk c sweet potatoes
- 5 The man beats the water with coconut
a shells b balls c stones

2 Look at the pictures, then answer the questions. Write S for Sandra, D for David or Se for Senan.

- 1 Who's got long fair hair?
- 2 Who's got a dark complexion?
- 3 Who's got green eyes?
- 4 Who's got short straight black hair?
- 5 Who's got wrinkles?

3 Listen and write S for Sandra, D for David or Se for Senan.

- 1 No, it can't be him.
- 2 He's got marks on his arms.
- 3 You must prepare for tomorrow.
- 4 But what is all this for?
- 5 There are shark fins over there.

4 Read the episode and answer the questions.

- 1 Where exactly are David and Sandra?
- 2 How does Senan know who they are?
- 3 What does Senan ask them to do?
- 4 Why does Senan go to the forest?
- 5 What does Sandra say is under the canoe?

5 Fill in the words from the list, then make sentences using the completed phrases.

ask, call, coconut, get, go, look, sweet, shark

- | | |
|----------------------|------------------|
| 1 to sharks | 5 to angry |
| 2 potatoes | 6 to ready |
| 3 to to sleep | 7 shells |
| 4 to questions | 8 fins |

Expressing Certainty

- We use **must + infinitive without to** to say that something is logically true.

*This must be her bag. Her purse is inside it.
(= I'm sure the bag is hers.)*

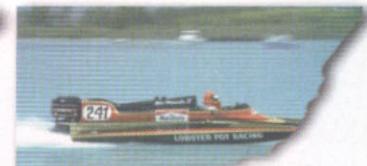
- We use **can't + infinitive without to** to say that something is logically untrue.

*The Rover can't be his. He's got a Lancia.
(= I'm sure the Rover isn't his.)*

6 Look at the pictures and the prompts, then make sentences with **must** or **can't**, as in the example.



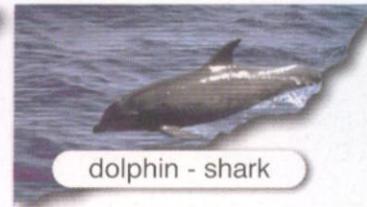
coconut - pineapple



speedboat - canoe



potato - doughnut



dolphin - shark

7 Fill in **must** or **can't**.

- 1 They look the same. They be twins.
- 2 He's got black hair. He be from Norway.
- 3 This car be Susan's. She hasn't got one.
- 4 Julie is an excellent student. She study hard.
- 5 This CD be his. He doesn't like classical music.

8 a) Put the events into the correct order, then listen and check your answers. Finally, tell the story.

- Mosan curses Senan.
- Senan takes them to his hut.
- Senan goes to the forest to begin his magic.
- Senan beats the water with coconut shells.
- Sandra and David reach the village of Kontu.
- Senan gives them sweet potatoes to eat.
- Sharks appear.

b) Listen again, then take roles and act out the episode.

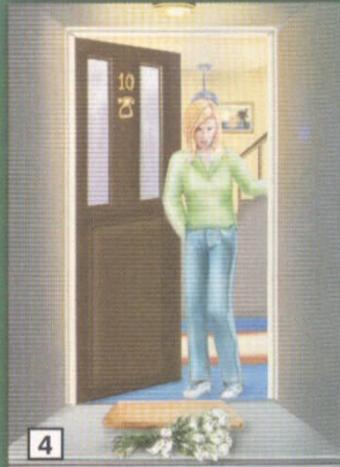
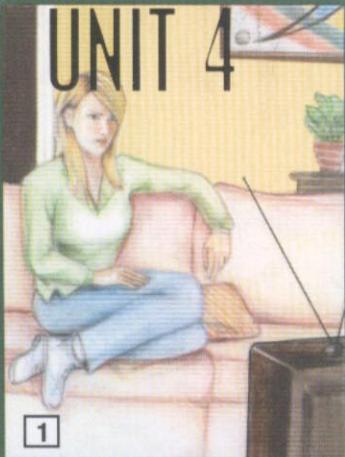
Will

We use **will + infinitive without to** to make predictions based on what we believe or think. We usually use **will** with **I think**, **I expect**, **probably** etc. *I think it will rain today.*

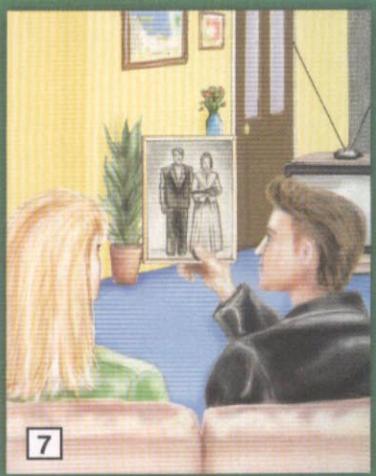
9 What do you think will happen in the next episode? Make predictions with **will**, as in the example.

I think the shark will attack them.

UNIT 4



Days to Remember



Lead-in

- 1 Match the sentences (a - g) to the pictures (1 - 7). Then, read out the events in the correct order. Can you guess who the young woman was?

- a [2] Janice saw a young woman standing at the door.
- b [4] The woman's flowers were lying on the doormat.
- c [7] James showed Janice the photograph.
- d [1] Janice was watching TV.
- e [5] When James got home, she was still sitting on the stairs with the flowers on her lap.
- f [3] Janice went to the telephone and asked the local taxi service to collect the young woman.
- g [6] James noticed an old photograph.

- 2 Guess the type of story. Is it a *humorous story*, a *science fiction story*, a *crime story*, a *horror story*, a *love story*, a *ghost story* or a *fairy tale*?

Who are the characters in the story? What do you think it is about? Describe what you can see in the pictures.

- 3 Listen to the story and check if your guesses were correct.

Reading

- 4 Read the story and match the sentences (A - D) to the numbered spaces (1 - 4) in the story, then explain the words in bold.

- A Janice couldn't see her anywhere, so she picked up the flowers, went inside and phoned the taxi service again to cancel the call.
- B Janice looked at it and gasped in amazement.
- C Instead of her husband, though, Janice saw a young woman standing there.
- D Then James noticed an old photograph next to the clock.

The Wedding Anniversary

It was half past ten at night and Janice was **alone** in the house, waiting for her husband to come home. It was raining **heavily** outside and the wind was **blowing**. She was watching TV when the doorbell rang. "James has lost his keys again," she thought as she opened the door.

1 C She was wearing a long white dress under her coat, and she was holding a bouquet of pretty flowers.

"Excuse me," the young woman said **sweetly**. "Would it be all right if I used your phone to call for a taxi?"

"Oh, yes, of course," Janice **replied**. "I'll call one for you now." She went to the telephone, asked the **local taxi service** to **collect** the young woman, and returned to the front door. The young woman wasn't there, but her flowers were lying on the doormat. **2 D**

She sat down on the stairs, **puzzled** by the young woman's mysterious disappearance. There was something familiar about the woman, but Janice couldn't think what it was. When James got home half an hour later, she was still sitting on the stairs with the flowers on her **lap**. "What's the matter?" he asked. "You look as if you've seen a **ghost**."

"Perhaps I have," she said **jokingly**. She showed James the flowers, and told him about the strange woman. James laughed, then went upstairs to change his clothes. As he was going past the guest room, he heard the sound of a clock ticking. "It sounds like the clock my grandparents had when I was a child," James thought, "but that stopped working twenty years ago." He went into the room and turned on the light. His grandparents were no longer alive, but many of their things were still there. James looked around and saw his grandparents' clock. It was ticking loudly and it showed the correct time.

3 D It was a picture of a young couple on their wedding day, with "15th April, 1910" written on the photograph. James took the picture and went downstairs.

"I know who the young woman was," he said **softly**, showing Janice the photograph. **4 B** The bride was wearing the same white dress as the young woman, and the flowers she was holding in the photograph were just like the ones Janice had. "My grandmother died before I met you, didn't she?" James said. "Well, that's her in the photograph — and today is 15th April. It's her **wedding anniversary**."



5 Read the story again and correct the statements.

- 1 Janice was reading a book when the doorbell rang.

She wasn't reading a book. She was watching TV.

- 2 The young woman was wearing a short white dress.

(long)

- 3 The young woman at the door was holding a clock.

(bouquet)

- 4 Janice was sleeping when James came back home.

(sitting)

Language Development

6 Fill in the words from the list, then make sentences using the completed phrases.

anniversary, taxi, change, ticking, sounds, bouquet, gasp, front, wedding

- | | |
|--------------------------|-----------------|
| 1 it like | 6 a clock |
| 2 the door | 7 day |
| 3 a local service | 8 to in |
| 4 a(n) of flowers | 9 amazement |
| 5 to one's clothes | wedding |

7 Underline the correct word in bold.

- 1 Tom was **alone/lonely** in the shop when the robbers walked in.
- 2 All the boy's toys were **laying/lying** on the floor.
- 3 As it was raining heavily, they **changed/cancelled** their trip.
- 4 Your watch does not show the correct **time/hour**.
- 5 "She looks very **known/familiar** to me," Josh said.

8 Fill in the correct preposition, then make sentences using the completed phrases.

- 1 night; 2 waiting her husband;
- 3 to call a taxi; 4 to tell sb sb/sth;
- 5 to sit the stairs; 6 to turn the light; 7 sb's wedding day

• Speaking

Use words/phrases from the list, and the pictures on p. 26, to help you retell the story.

watching TV, doorbell rang, young woman, long white dress, bouquet of flowers, called for a taxi, woman wasn't there, doormat, cancelled the call, puzzled, sat on the stairs, ghost, guest room, clock ticking, old photograph, wedding day, gasped in amazement, same white dress, 15th April, wedding anniversary

• Grammar: Adjectives - Adverbs

Use

Adjectives describe nouns. Adverbs usually describe verbs or other adverbs.

*She was holding a bouquet of pretty flowers.
"Excuse me," the young woman said sweetly.*

9 Replace the adjectives in bold with similar ones from the list.

huge, exhausted, relieved, tiny, terrified

Sam heard the fireman knock on the window. He was **frightened**, but he knew he had to get out. The flames were **big** and he was very hot. Slowly, he moved towards the window. It was **small** and Sam didn't know if he could get through. He managed after many attempts and when he reached the ground he felt very **glad**. He suddenly realised that he was **tired**. All he wanted to do was to sleep.

10 Fill in the correct adverb, then say how we form adverbs.

| | |
|----------------|----------------|
| sudden ➔ | pretty ➔ |
| loud ➔ | hard ➔ |
| final ➔ | fast ➔ |
| gentle ➔ | good ➔ |

11 Fill in the correct adverb from the list, then make sentences using the verb and adverb together.

brightly, carefully, heavily, loudly, sweetly, violently

- | | |
|------------------|------------------|
| 1 to rain | 4 to climb |
| 2 to sing | 5 to shout |
| 3 to shine | 6 to shake |

It was raining heavily as John was going back home.

12 Fill in the opposites, then make sentences using them.

fantastic, interesting, difficult, terrible, expensive, short

- | | |
|-----------------|------------------|
| 1 good ≠ | 4 boring ≠ |
| 2 cheap ≠ | 5 long ≠ |
| 3 easy ≠ | 6 awful ≠ |

• Speaking

B Read the dialogue. Then, act out similar dialogues in pairs using the prompts below.

A: How was your holiday?
B: It was **fantastic/boring**.
A: Was the weather good?
B: Yes, it **was**./No, it **wasn't**. It was **awful**.

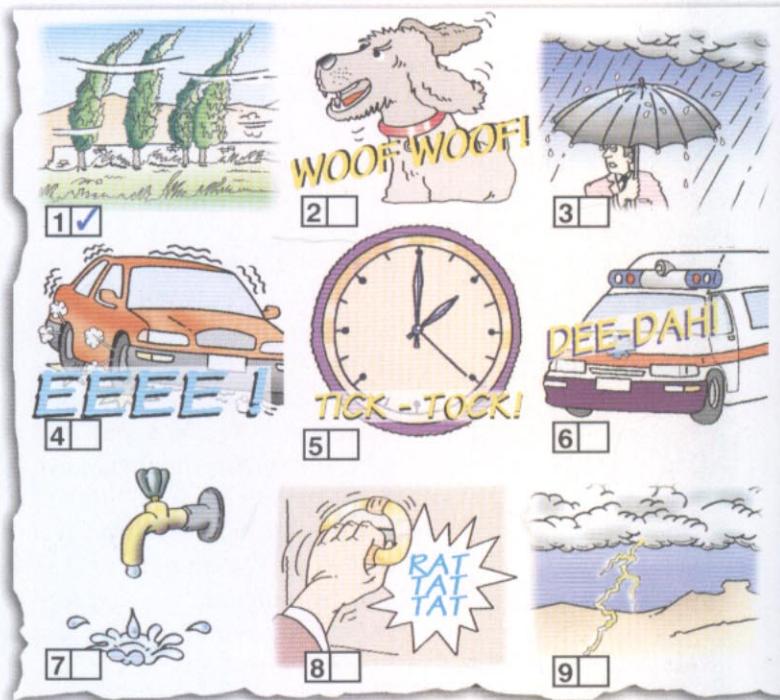
- the concert/fantastic - the tickets/cheap?
- your Maths exam/awful - the questions/difficult?
- the play/boring - the actors/good?
- the lecture/long - the lecturer/interesting?

14 Match items a - i to the pictures (1 - 9), then listen and tick (✓) the sounds you hear. Finally, say which sounds you *could* hear and which you *couldn't*, as in the example.

I could hear the wind howling.

I couldn't hear a tap dripping.

- | | | | |
|--------------------|-------|--------------------------------|-------|
| a a dog barking | | g someone knocking on the door | |
| b a clock ticking | | h thunder rumbling | |
| c a tap dripping | | i car brakes screeching | |
| d a siren wailing | | | |
| e rain falling | | | |
| f the wind howling | | | |



15 Use words from the list to say how each person feels: *thrilled, anxious, nervous, sad, puzzled, amazed*

- | | |
|--|-----------------------|
| 1 "Oh! The view from here is fantastic! " | ... <i>amazed</i> ... |
| 2 "Who on earth can he be?" | |
| 3 "This is the best party I've ever had!" | |
| 4 "It's already 8:20. I must hurry!" | |
| 5 "That woman over there keeps looking at me. What does she want?" | |
| 6 "I'm so sorry about your father." | |

16 Listen and match the speakers to how they feel.

- Speaker 1
Speaker 2
Speaker 3
Speaker 4

- a** thrilled
b puzzled
c sad
d scared

• Grammar: Past Continuous

17 Study the sentences, then match the verbs in bold to their uses.

- 1** It was half past ten at night and Janice **was waiting** for her husband to come home.
- 2** She **was watching** TV when the doorbell rang.
- 3** She **was wearing** a long white dress and she **was holding** a bouquet of flowers.
- 4** It **was raining** heavily outside.

- a two or more actions happening at the same time in the past
- b background information in a story
- c action interrupted by another shorter action in the past
- d action in progress at a stated time in the past

Form

- We form the past continuous with **was/were** (past tense of the verb *to be*) and the **present participle** of the main verb (*verb + ing*).

Affirmative: I/he/she/it **was eating**
we/you/they **were eating**

Negative: I/he/she/it **wasn't eating**
we/you/they **weren't eating**

Interrogative: **Was** I/he/she/it **eating?**
Were we/you/they **eating?**

Short Answers: Yes I/he/she/it **was.**
No, he/she/it **wasn't.**
Yes, we/you/they **were.**
No, we/you/they **weren't.**

18 What were you doing at these times - last Monday? - last Sunday?

| | | |
|---------|---------|----------|
| 6 am | 11 am | 7 pm |
| 8:30 am | 3:30 pm | 10:30 pm |

At 6 am last Monday I was getting dressed.

At the same time last Sunday I was sleeping.

- 19** These people were in the garden last Sunday at midday. Look at the pictures and correct the sentences.



- 1** Paul was hanging out the washing.
Paul wasn't hanging out the washing.
He was painting the door.
- 2** Ann was eating an apple.
- 3** Sue was watering the flowers.
- 4** Jane and Mary were cutting the grass.
- 5** Bob was painting the door.

Beginnings - Endings

- At the **beginning** of a story, we say **where** and **when** the story takes place, **who** the people are, and **what** happened first.
- At the **end** of a story, we write **what happened in the end** and **how the people felt**.

20 Put the verbs into the correct tense, then answer the questions.

a Laura 1) (stare) through the train window at the cold, snowy fields. It 2) (be) Christmas Eve and she 3) (travel) home from Newcastle to spend some time with her parents for the first time in months. Suddenly an elderly gentleman 4) (enter) her compartment. He 5) (wear) a black coat and he 6) (carry) a briefcase. He 7) (sit) opposite Laura, 8) (open) his briefcase, 9) (take) out an envelope and 10) (give) it to Laura. ...

b ... Laura 11) (get) off the train, carefully 12) (put) the envelope in her bag and 13) (walk) towards the car which 14) (wait) for her. "What shall I do?" she 15) (think) sadly.

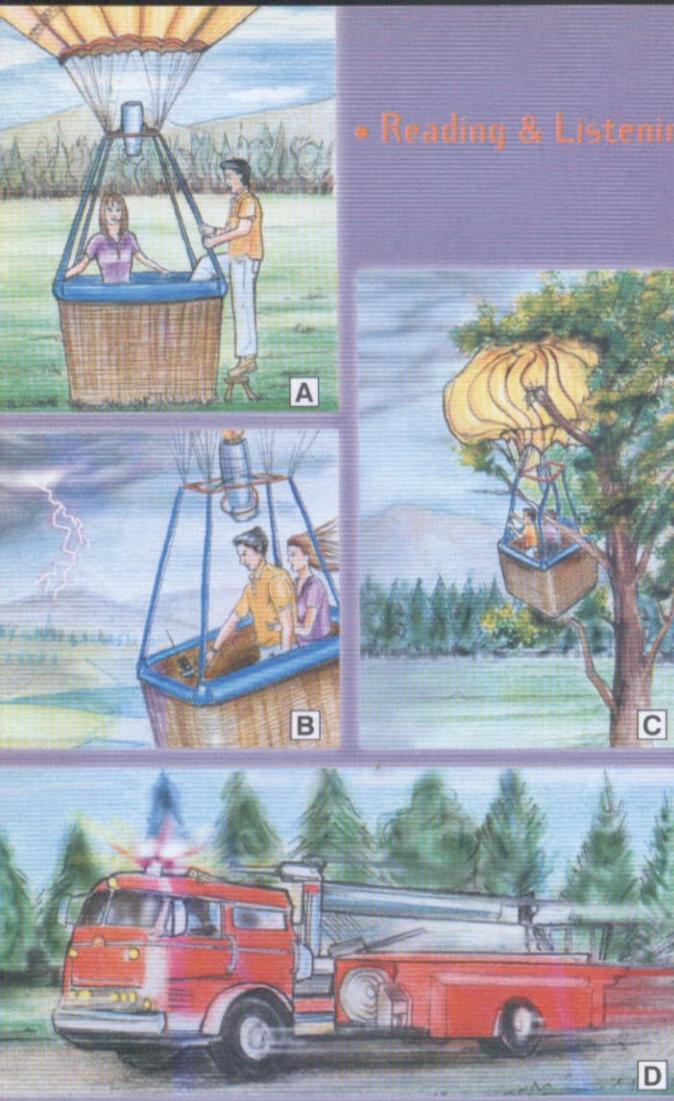
- 1 Where was Laura?
2 What was she doing?
3 When did the story take place?
- 4 Who are the people involved in the story?
5 What happened first?
6 How did Laura feel in the end?

• Writing (Project)

Look at the pictures and the prompts in the Photo File section and write a beginning and an ending for the story. Use the extracts in Ex. 20 as a model.

Up, Up and Away!

• Reading & Listening



21 Look at the pictures. Which shows:

- a hot-air balloon hanging from a tree branch?
- someone reaching for a radio?
- someone climbing into a hot-air balloon basket?
- a bright flash of lightning?
- a fire engine?

22 a) Read the story and fill in the numbered gaps with verbs from the list. Then, explain the words in bold.

were standing, were hanging, was blowing,
were flashing, was taking, was wailing

b) Correct the sentences, as in the example.

- 1 Bob picked Fay up in his taxi. *Bob didn't pick her up in his taxi. He picked her up in his car.*
- 2 Fay hit her leg.
- 3 The balloon shook gently from side to side.
- 4 They were hanging from a roof.
- 5 A police car appeared.

c) Read the story again and underline the phrases which describe sounds.

As soon as Fay woke up, she knew this birthday was going to be very special. It was a sunny morning and a gentle breeze 1)

..... in through the window. "A perfect day for a balloon ride!" Fay said excitedly to herself. Half an hour later, her friend Bob picked her up in his car. For her birthday present, Bob, a pilot, 2)

..... Fay for a ride in a hot-air balloon.

Fay was thrilled when she saw the huge, bright yellow hot-air balloon. Bob made sure that everything was okay, then they climbed carefully into the basket. Moments later, the balloon began to rise slowly into the air. "This is fantastic!" she shouted cheerfully to Bob.

"Happy Birthday!" I'm glad you like your present!" he replied.

Suddenly, the smile disappeared from Bob's face. Dark clouds were racing towards them and, before he could say anything, there was a loud rumble of thunder. The balloon shook violently from side to side. "Oh, no!" screamed Fay. "We're going to die!" Just as Bob was

reaching for the radio, there was a bright flash of lightning. Fay fell backwards and hit her head, and everything went black.

When Fay opened her eyes, she saw Bob's worried face in front of her. "Are you alright?" he asked anxiously. "The balloon went down," he explained, "but fortunately we've landed in a tree. I've already radioed for help." Fay looked over the side of the basket and realised that they 3)

..... from a branch. "Don't worry," said Bob calmly. "It'll hold us."

At that moment a fire engine appeared. Its siren 4)

..... and its red lights 5)

..... brightly. Two firefighters jumped out and, five minutes later, Fay and Bob 6)

..... safely on the ground. "We're safe at last!" Fay cried.

"Fay, I'm sorry," replied Bob. "It wasn't quite what I had in mind, but I'm sure you won't forget this birthday!"

23 Listen to the story and number the sentences in the correct order.

- ..8.. A fire engine appeared.
- Bob picked Fay up in his car.
- The balloon landed in a tree.
- .1.. Fay woke up.
- Bob radioed for help.
- Firefighters helped Bob & Fay to the ground.
- They climbed into the basket of the balloon.
- ..5.. Fay hit her head.
- The balloon shook violently from side to side.

• Speaking

Close your books and try to give a summary of the story.

24 Complete the sentences.

- 1 I was walking down the street yesterday when
- 2 As I was leaving the shop,
- 3 I was lying on the beach when
- 4 While I was eating my dinner last night,
- 5 Jenny was typing a letter while

25 GAME: What was Tim doing? Choose one of the places in the list and decide what Tim was doing there. In teams, the class asks questions to find out what Tim was doing there. The one who guesses correctly becomes the new leader.

kitchen, library, pool, bathroom, dining room, garden, living room, hall, bedroom, study, balcony, garage

L: Tim was in the kitchen at 3 o'clock yesterday.
What was he doing there?

Team A S1: Was he cooking? L: No, he wasn't.

Team B S1: Was he eating? L: Yes, he was.

• Communication: A Witness' Report

26 Put the verbs in the past simple or past continuous, then listen and check. In pairs, act out similar dialogues using the prompts.

A: So, Mr Jeffries, what exactly 1) (happen) yesterday?

B: There 2) (be) a robbery in my neighbourhood.

A: Where 3) (you/be) at the time?

B: I 4) (be) in my garden.

A: What 5) (you/do)?

B: I 6) (cut) the grass.

- a burglary next door - in my bedroom - sleep
- a robbery at the bank - outside the bank - talk to the security guard

• Vocabulary Revision Game

27 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

cancel the call, familiar, no longer alive, tick loudly, pick her up, shook violently, radioed for help, was hanging from, had in mind, rise, turned on

Pronunciation

28 Listen and underline the stressed word, then tick the correct meaning. Listen again and repeat.

1 I was here at six o'clock.

not somewhere else not at seven o'clock

2 A young woman was standing at the door.

not an old woman not a young man

3 They were both very sad.

not just one of them they weren't happy

4 He was cooking in the kitchen.

he wasn't eating not in the bedroom

5 This is my grandmother.

not someone else's not my mother

Writing (a story)

When we write a **story**, we first decide on a plot line (a series of events that lead up to the main event). We can divide our story into four paragraphs.

In the **first paragraph** we say when and where the story happened, who the people in the story are and **what happened first**. In the **second** and **third paragraphs** we write what happened before the main event, then describe the main event. We usually write the events in the order they happened. In the **last paragraph** we describe **what happened in the end** and **how the people felt**.

We can use someone's **actual words** (direct speech) as well as a **variety of adjectives and adverbs** to make our story more interesting. We normally use the **past simple** and **past continuous** in such pieces of writing.

29 Listen and put the events in the correct order. Then, use the list to retell the story.

..... Two fishermen pulled the canoe to safety.

..... 1 Mark & Dan got into the canoe.

..... They stopped to have some coffee.

..... They thanked the fishermen.

..... They got back into the canoe.

..... 5 They saw a waterfall.

..... They saw a kingfisher.



30 Use the list of events in Ex. 29, the pictures in the Photo File section, and the plan below, to write a story entitled *The Waterfall* for your teacher (120 - 180 words).

Plan

Introduction

Para 1: start the story (who, when, where, what)

Main Body

Paras 2-3: develop the story (events before the main event, the main event itself)

Conclusion

Para 4: end the story (what happened in the end, how people felt)

Words of Wisdom

Read these sentences. What do they mean?

- One story is good till another is told.
- A tale never loses in the telling.

Module Self-Assessment 1 (Units 1 - 4)

• Vocabulary

1 Underline the correct item in bold.

- 1 Thai people have strong **wills/features**.
- 2 Mission Control wakes the **crew/audience** up at 6:41 pm CST.
- 3 Liza's friends **persuaded/hired** her to send a cassette to a record company.
- 4 Harrods **employs/spreads** over 4,000 staff.
- 5 Leave me **alone/lonely**, please.
- 6 James will **pick/take** me up in his car.
- 7 A gentle breeze was **wailing/blowing** in through the window.
- 8 That wasn't what I **held/had** in mind.
- 9 George is very **lazy/mean**. He doesn't like working.
- 10 He's got a dark **build/complexion**.

(10 marks)

2 Fill in the correct word.

tropical, ancient, celebrate, short, destination, projects, accounts, anniversary, couple, friendly

- 1 The Thais many festivals throughout the year.
- 2 Only people with big bank can shop here, as it is very expensive.
- 3 Fiji has got a climate and beautiful beaches.
- 4 The astronauts work on involving satellites.
- 5 Hawaii is a popular holiday
- 6 I met some very people at the party.
- 7 We visited several temples in India.
- 8 We have a break for lunch at 1:30 pm.
- 9 It is my parents' wedding today. They got married in 1972.
- 10 Tim often sleeps for a of hours in the afternoon.

(10 marks)

3 Fill in the gaps with prepositions from the list.

to, of, in, for, till, from

- 1 Can you call a taxi, please?
- 2 Bob and Marie have lots of things common.
- 3 The village consists a few houses and a church.
- 4 Mary is proud her daughter.
- 5 Shops are open 8 am 4 pm.
- 6 According John, Chris broke the vase.
- 7 He was waiting a taxi when I saw him.
- 8 At 8 pm, the night staff take over the night.

(8 marks)

• Grammar

4 Put the verbs in brackets into the present simple or the present continuous.



- 1 They (work) on an important project at the moment.
- 2 I (see) Tom tomorrow after work.
- 3 This shop (sell) rare books.
- 4 Sue (know) a lot about computers.
- 5 A lot of tourists (visit) London at this time of year.
- 6 The space shuttle (take off) this afternoon. We can watch it on TV.
- 7 It (cost) a lot of money to fly to Australia.
- 8 I don't want to go out because it (rain).
- 9 Sharon (come) to my house for dinner tonight.
- 10 He (drive) to work every day.

(10 marks)

5 Put the verbs in brackets into the past simple or the past continuous.

- 1 It was cold on Sunday night, so we (light) a fire.
- 2 I met Ann while I (do) the shopping.
- 3 The sun (shine) when John woke up that morning.
- 4 He (read) a book when the lights went out.
- 5 They (clean) the house when he called.
- 6 She (break) the computer when she tried to move it.

- 7 (you/watch) that film on TV last night?
 8 Steve (help) me with my homework last night.
 9 The man (wear) an expensive suit and had a beard and moustache.
 10 She (play) the piano when the doorbell rang.
- (10 marks)

6 Number the adjectives in the correct order.

- 1 I can't find my **triangular** (...) **gold** (...) **small** (...) earrings.
 2 She's wearing a **woollen** (...) **pink** (...) **pretty** (...) jumper.
 3 He bought a pair of **leather** (...) **brown** (...) **expensive** (...) shoes.
 4 She was wearing a **black** (...) **nice** (...) **velvet** (...) dress.
 5 I lost my **plastic** (...) **blue** (...) **small** (...) bag yesterday.
- (5 marks)

7 Complete the sentences with adjectives from the list, in comparative or superlative form.

short, long, bad, expensive, young

- 1 A: John is taller than Jim.
 B: No, he isn't. He's
 2 A: This was the cheapest T-shirt in the shop.
 B: No, it wasn't. It was!
 3 A: The red skirt is the shortest of all.
 B: You must be joking. It's!
 4 A: Bob is older than you.
 B: Of course he isn't. He's!
 5 A: What do you think of Jonson's new book?
 B: I thought it was even than his last book!
- (5 marks)

• Communication: Buying Things

8 Match the questions (1 - 5) to the replies (a - e).

- 1 I'm sorry – what did you say your name was?
 2 How do you usually get to work?
 3 Where were you at the time of the robbery?
 4 What flowers would you like in your bouquet?
 5 Would you like to pay by credit card?

- a I was in the shop next door to the bank.
 b No, thank you. I'd rather pay cash.
 c Brian, Brian Clarke.
 d I usually go by train.
 e Some carnations, please, and perhaps some roses.
- (5 marks)

Reading

9 Read the beginning (a) and ending (b) of a story, and put the verbs in brackets into the past simple or past continuous, then answer the questions.

- a It 1) (be) a dull Sunday morning and a cold wind 2) (blow) down the empty High Street. Tom Ridley 3) (walk) to the newsagent's to buy his Sunday paper when he 4) (hear) a strange noise. Tom 5) (stop) and 6) (look) up and down the street, then he 7) (realise) that the noise 8) (come) from behind the heavy iron door of the museum.
- b After the police 9) (arrest) the robbers, the owner of the museum 10) (turn) towards Tom. "Please accept this with my thanks," she 11) (say), and 12) (hand) Tom a cheque for £500. Tom 13) (look) at the cheque and 14) (smile) happily. "You're very, very welcome," he 15) (reply).

(15 marks)

- 1 Where and when does the story take place?
 2 Who is the main character in the story?
 3 What was Tom doing?
 4 What happened?
 5 What did Tom realise?
- 6 What happened in the end?
 7 How did Tom feel in the end?
 8 Can you think of a title for this story?

(8 marks)

Writing

10 The pictures below show the beginning and ending of a story. Use the prompts to help you write a beginning and ending.

Friday afternoon - Mr Yang - chairman of Sunyang Industries - have staff meeting - try - save the company - anxious - secretary - Miss Wong say - "I think I have the solution."



Mr Yang - walk in - front door - smile - carry - bouquet of flowers - "You did it! You saved the company!" Miss Wong - smile - "That's all right. It's all in a day's work."

(14 marks)

TOTAL: 100 marks

The Way We Are

Read, listen, talk and write about...

Planning Ahead

Unit 5



- job qualities
- plans
- holidays

Food, Glorious Food

Unit 6

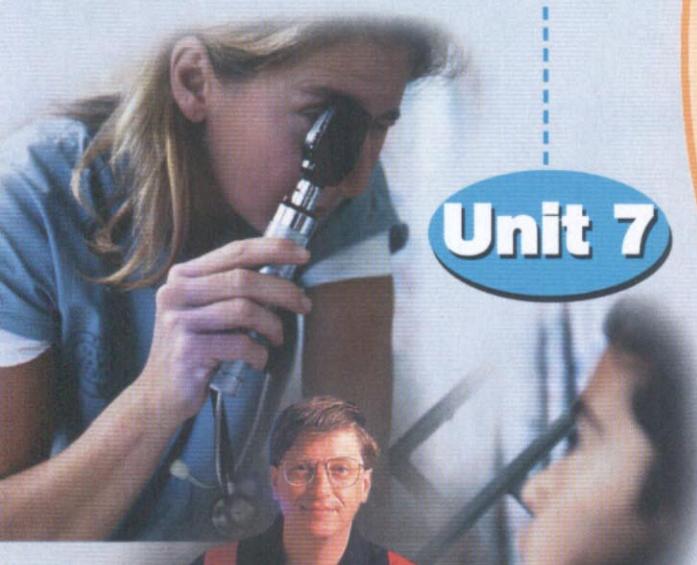
- food
- drinks
- service at restaurants
- containers



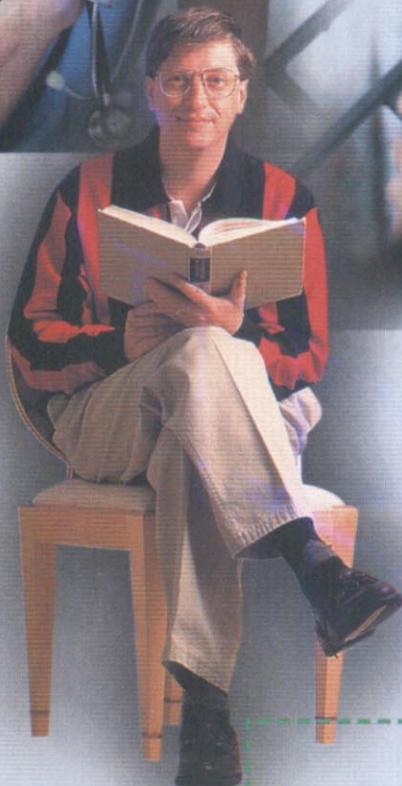
Module 2

Units 5 - 8

Profiles



Unit 7



- health
- illness
- accidents
- changes in lifestyle

Learn how to ...

- make appointments
- remind & reassure people
- make polite requests & offers
- accept & refuse
- ask for & give permission
- apologise

Practise ...

- will/going to/present continuous
- conditionals types 0/1
- a/an/some/any
- much/many-a few/a little
- should (advice)
- present perfect simple/continuous
- past perfect simple vs past simple

Unit 8

- experiences
- preparations
- feelings

A Brush with Danger



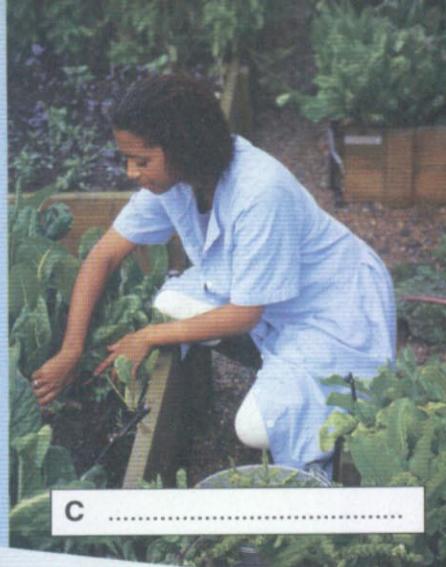
UNIT 5



A



B



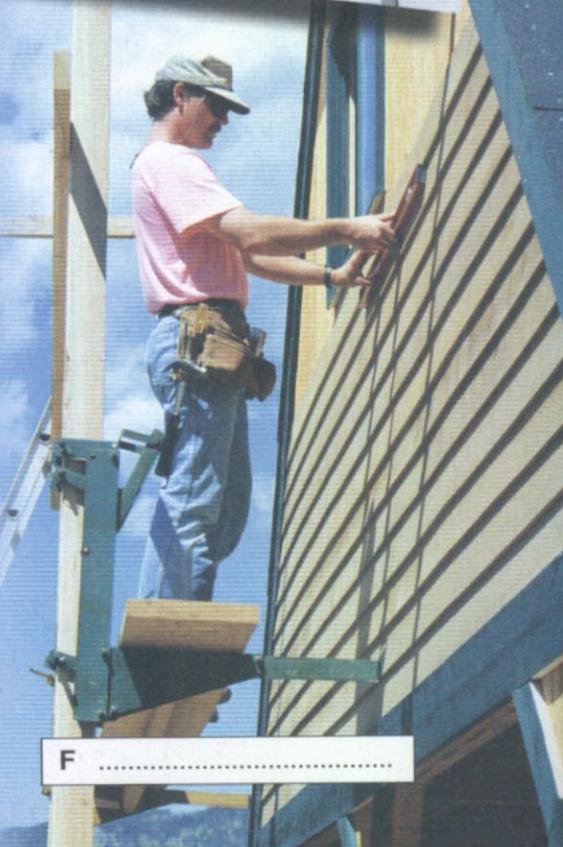
C



D



E



F

Planning Ahead

Lead-in

- 1** a) Label each picture with the correct job in the list.

gardener, stuntman, firefighter, barman, doctor, builder

- b) Can you think of any other jobs?

- 2** Fill in the job from the list in Ex. 1a.

- a I've always wanted to help sick people, so I'm going to be a
- b I want to save lives, so I'm going to be a
- c I like meeting people and socialising, so I'm going to be a
- d I enjoy doing dangerous things, so I'm going to be a
- e I love looking after plants, so I'm going to be a
- f I don't mind working hard, so I'm going to be a

- 3** Choose adjectives from the list to make sentences about the jobs in Ex. 1a as in the example.

brave, patient, imaginative, strong, friendly,
hardworking, caring, careful

Gardeners have to be patient, imaginative and careful.

- 4** In pairs, ask and answer questions, as in the example.

SA: Which job would you most like to do?

SB: I'd like to work as a doctor, because I like helping sick people.

Which job would you most like to do?

SA: I'd like to ...

- 5** You are going to hear three people talking about their plans for the future. Listen and match the people to the job they want to do and the reason why.

Ito
Roberto
Natasha

doctor
firefighter
barman

wants to save lives
likes helping sick people
likes meeting people

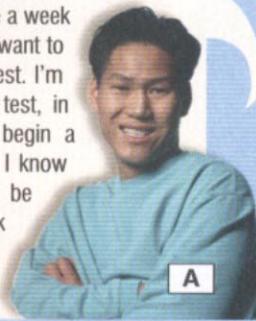
Reading

6 You are going to read about the ambitions of three young people. For questions 1-6, choose from the people (A-C). Who...

- is still at school? **1** **2**
- is going to study Medicine? **3**
- exercises regularly? **4**
- has just completed a course? **5**
- has already arranged a job for next summer? **6**

Ito Oshima is a schoolboy from Japan.
He is 17 years old.

"I've always wanted to be a firefighter because I want to save lives. Firefighters have to be brave and strong, as their work is often dangerous. I work out twice a week at the local gym because I want to be ready for the entrance test. I'm sure I'll pass it. After the test, in September, I'm going to begin a firefighting training course. I know the course isn't going to be easy, but I'm going to work really hard. I hope I'll pass it, so wish me luck!"



A

Roberto Fellini is a 21-year-old from Italy.

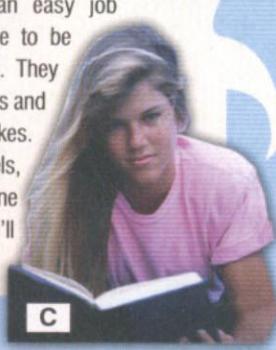
"I want to work as a barman because I like meeting people. A good barman has to be friendly and patient. This won't be a problem for me, as I love socialising and I never get angry. I recently finished a bartending course in Rome and I'm very excited at the moment, as I'm getting a full-time job in my uncle's bar next summer."



B

Natasha Wilkins is a 16-year-old schoolgirl from Scotland.

"I'd like to work as a doctor because I like helping sick people. It's not an easy job though, as doctors have to be hardworking and careful. They often work very long hours and they can't make mistakes. When I finish my A levels, I'm going to study Medicine at university. I just hope I'll be a good doctor."



C

Language Development

7 Fill in the words from the list, then make sentences using the completed phrases.

complete, training, local, save, wish, meet, get, full-time, entrance, long

- | | |
|---------------------|-----------------------|
| 1 to lives | 6 to people |
| 2 the gym | 7 to angry |
| 3 a(n) test | 8 a(n) job |
| 4 a(n) course | 9 to work hours |
| 5 me luck | 10 to a course |

8 Underline the correct word.

- 1 He **took**/**passed** the test because he worked hard.
- 2 Gill is **learning**/**studying** Architecture at university.
- 3 He does good **job**/**work**.
- 4 Doctors look after **sick**/**ill** people.

9 Fill in **make** or **do**, then make sentences using the completed phrases.

- | | |
|---------------------------|----------------------------|
| 1 to mistakes | 6 to a cup of coffee |
| 2 to a phone call | 7 to a noise |
| 3 to my homework | 8 to the shopping |
| 4 to the beds | 9 to the ironing |
| 5 to the washing-up | 10 to my best |

10 Fill in the correct prepositions, then make sentences using the completed phrases.

- 1 to be ready a test; 2 September; 3 to work a barman; 4 Rome; 5 the moment; 6 to get a job my uncle's bar; 7 to study Medicine university

• Speaking

Read the texts again and take notes under these headings, then talk about each person.

Ambition - Reason - Job Qualities - Plans/Fixed Arrangements

11 a) Make as many sentences as possible using the prompts.

doctor
taxi driver
policeman
pilot
farmer
builder

has to
doesn't have to

travel a lot
work long hours
work outdoors
wear a uniform
wake up very early
work in the evenings/at weekends

A doctor has to work long hours.

A doctor doesn't have to travel a lot.

b) Which of the jobs above would you not like to do? Why?

I wouldn't like to work as a pilot because I don't like travelling a lot.

• Grammar: Future

12 Study the examples, and complete the rules.



*Look at him!
He's going to fall!*



I'll take these, please.



*I think the weather will
get warmer soon.*



I'm going to buy a hat.

be going to - will

- We use to talk about **future plans** and **intentions**. We also use to make **predictions** based on **what we can see**.
- We use for **on-the-spot decisions**. We also use to make **predictions** based on **what we think or imagine**.

13 Compare the examples. Which sentence expresses a future plan? Which sentence expresses a fixed arrangement?



She's going to move house.



*She's moving house on
Tuesday.*

14 Use the list of prompts below to make sentences about what you *are* and *aren't going to do* after you finish work/school today.

- walk home
- drive home
- go shopping
- have a snack
- visit friends

- listen to music
- do your homework
- watch a film
- clean your house
- get some exercise

15 Complete the predictions, using the verbs in the list.

take, buy, paint, feed, win, sell



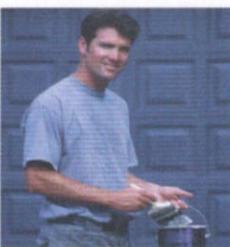
- 1 He *is going to win* the race.



- 2 She the house.



- 3 She a necklace.



- 4 He the door.



- 5 They the ducks.



- 6 She some pictures.

16 Put the verbs in brackets into the correct future form. Then, in pairs, use the prompts to act out similar dialogues.

- A: What are your plans for the summer?
B: We (go) to Jamaica.
A: Wow! When (you/leave)?
B: On 28th July.
- Christmas - Switzerland - 20th December
- 2 A: It's very cloudy today.
B: Yes. It's (rain).
- cold - snow
- 3 A: Which extra subjects are you going to study next year?
B: I'm not sure yet, but I think I (do) music and dance.
- languages - Spanish and Russian

17 Look at the notes, then listen and tick (✓) what Robin is going to do in the summer. Finally, ask and answer questions in pairs, as in the example.

- | | | | |
|--------------------|--------------------------|------------------------|--------------------------|
| 1 travel abroad | <input type="checkbox"/> | 5 take driving lessons | <input type="checkbox"/> |
| 2 work as a waiter | <input type="checkbox"/> | 6 move house | <input type="checkbox"/> |
| 3 start rafting | <input type="checkbox"/> | 7 study Maths | <input type="checkbox"/> |
| 4 buy a car | <input type="checkbox"/> | 8 join a gym | <input type="checkbox"/> |

SA: Is Robin going to travel abroad this summer?

SB: No, he isn't. He isn't going to travel abroad.

• Writing (Project)

Look at the Photo File section and complete the letter Robin sent to his friend.

- 18** Use the prompts to act out dialogues, as in the example.

correct it, replace it, heat it up, clean it



- 19** Underline the correct words in bold in the dialogue below.

- A: Great party, Pam! By the way, what **1) are you going to/will you** do after graduation?
 P: **2) I'm going to/I will** travel around Australia for a year. Actually, **3) I'm picking up/I will pick up** my ticket tomorrow. I can't wait! What about you?
 A: I'm not sure. Maybe **4) I'm going to/I'll** work for my father for a while, but after that, I don't know. Hang on, let me get a drink ...
 P: **5) I'm going to/I'll** get you one. What would you like?
 A: **6) I'm going to/I'll** have a glass of Coke, please.
 P: Okay. Oh, was that the doorbell? Tim, **7) are you going to/will** you open the door, please?
 T: Sure.
 P: Thanks. **8) I'm going to/I'll** bring you your Coke.

- 20** Complete the short dialogues below with **will**, **won't**, **is going to** or **am going to**.

- 1 A: Your appointment is at nine tomorrow morning.
B: Don't worry. I be late.
- 2 A: I'm hungry.
B: I make an omelette for you.
- 3 A: Your shirt is dirty.
B: I know. I wash it later.
- 4 A: Why is Steve wearing his shorts?
B: He play football with Bill.
- 5 A: Did you post those letters this morning?
B: Oh, I forgot! I post them tomorrow.

• Reading & Listening

- 21** a) Read the advertisement below, then use the prompts to make questions.

DISCOVER SRI LANKA

A TEN-DAY TOUR OF SRI LANKA FOR ONLY £800!
(11TH SEPTEMBER → 21ST SEPTEMBER)

| | |
|---|--|
| Price Includes: <ul style="list-style-type: none"> - Return Flight from Heathrow - 10 nights in 5-star accommodation - 10 breakfasts, lunches and dinners - Daily sightseeing tours with experienced local guide | <i>leave in morning, afternoon or evening?</i> |
| <ul style="list-style-type: none"> - own room, or share? | <i>vegetarian dishes available?</i> |
| <ul style="list-style-type: none"> - speak English? | <i>what sights? time for shopping?</i> |

For further information or reservations,
call World Travel Co. at (0181) 4978214
29 South Street, London

- b) Listen and fill in the missing words.**

Dear Sir/Madam,

- 1 I am 1) regarding your advertisement in The Broadmoor Weekly on 20th April. I am very interested in visiting Sri Lanka and 2) be grateful if you could answer a 3) questions.
- 2 Your advertisement states that the price includes a return flight 4) Heathrow. Will the flight leave in the morning, afternoon or evening? The advertisement also mentions that the price includes ten nights in five-star accommodation. Will I have my own room, or will I 5) to share? In addition, regarding the meals that the price includes, will vegetarian dishes be available? Finally, what sights will we visit on the daily sightseeing tours? Will there be time to go 6)? Also, will the guide speak English?
- 3 Thank you for your help. I look 7) to hearing from you.

Yours faithfully,
Darren Barnet

- c) Read the letter and answer the questions.**

- 1 Has the writer included all points mentioned in the prompts?
- 2 How does the writer start the letter?
- 3 How does the writer finish it?
- 4 Is the letter formal or informal? How can you tell?
- 5 How many paragraphs are there?
- 6 Which heading matches each paragraph?
closing remarks - questions - reason for writing

• Grammar: Conditionals Type 1

22 Study the examples, then complete the rule.

Use

*If you don't hurry up, you will miss the bus.
If I have enough money, I'll move to a bigger house.*

Form: + present simple + infinitive without to

- We use conditionals type 1 to talk about real or very probable situations in the present or future.

23 Match the prompts in A to the ones in B. Then, act out dialogues in pairs, as in the example.

A

- haven't got any money
- car breaks down
- a sunny day tomorrow
- get hungry
- go to London

B

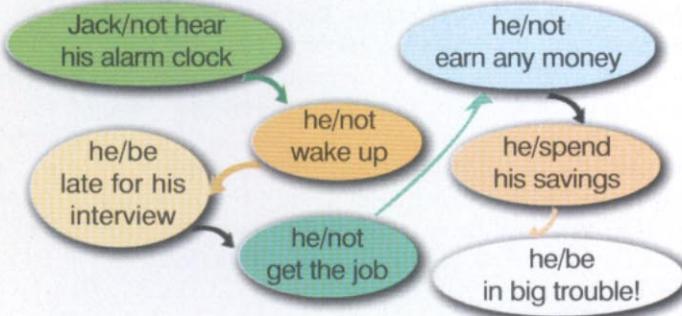
- go on a picnic
- visit Buckingham Palace
- phone for help
- borrow some
- make a sandwich

S1: What will you do if you haven't got any money?

S2: If I haven't got any money, I'll borrow some.

• Speaking

24 Follow the arrows and make sentences.



S1: If Jack doesn't hear his alarm clock, he won't wake up.

S2: If he doesn't wake up, ...

25 Complete the sentences.

- If Jackie studies hard,
- If you don't hurry,
- If I win £10,000,
- If they go to Paris,
- If Bill eats all the chocolates,
- If it stops raining,

- If I work late tonight,
- If you do the shopping,

When - If

- We use **when** to show that something will certainly happen.
When I go into town, I'll buy you a newspaper.
- We use **if** when we are not certain that something will happen.
If I go into town, I'll buy you a newspaper.

26 Fill in *if* or *when* where necessary, and put the verbs in brackets into the correct form.

- Now, about Saturday. I'm going to catch the 7:15 train, so I expect I'll reach the station at around 8:45. I 1) *'ll call* (call) you 2) I 3) (**get**) there.
- Okay, but 4) I 5) (**not/be**) at home, I 6) (**be**) on my way.
- Great. Now, where exactly shall I meet you?
- Ah, yes. 7) you 8) (**get off**) the train, you 9) (**see**) a flight of stairs. Go down the stairs, and 10) you 11) (**reach**) the bottom, you 12) (**be**) on Farmer Street. There's a café there called Café Rouge. You can wait outside. But 13) it 14) (**be**) wet, I 15) (**meet**) you inside.
- Right. See you on Saturday.
- Yes. See you then.

• Communication: a) Making Appointments

27 Read the dialogue and fill in *will*, '*'m afraid*', '*'d like*', *could* or *would*, then listen and check.

Finally, use the prompts below to make similar dialogues.

- Monday morning — 9:30 - 11:45
- Friday afternoon 4:30 - 5:00
- Wednesday evening 6:00 - 6:30

- Good morning. I 1) to see Dr Franks, please.
- I 2) you 3) have to make an appointment. He's very busy at the moment. Let me see — 4) tomorrow morning at 11:15 be all right for you?
- 5) you make it a bit later?
- Certainly. Is 1:30 better?
- Yes, that's fine. Thank you very much.
- You're welcome.

b) Reminding and Reassuring People

28 Complete the dialogue below using *will* or *won't*, then listen and check your answers.

- A: Remember, it's chilly where you're going, so pack some warm clothes.
 J: I know, Mum, I 1)
 A: And the roads might be icy, so please don't drive too fast.
 J: Don't worry, Mum, I 2)
 A: Don't forget to lock everything before you leave.
 J: I 3)
 A: Do you promise to call me when you get there?
 J: Yes, Mum, I 4) , I promise, but stop worrying! I'm going to have a great time!

• Vocabulary Revision Game

29 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

save lives, local gym, love socialising, full-time job, work long hours, training course, grateful, five-star accommodation, share, return flight, look forward to, sightseeing tours, mention, available

Pronunciation

30 Listen and repeat the sentences.

- | | |
|-----------------------------------|-----------------------------|
| 1 I'll see you then. | 4 We'll tell them tomorrow. |
| 2 She'll be back soon. | 5 You'll cut your finger. |
| 3 He'll meet us outside the shop. | 6 They'll lose their way. |

Writing (a letter asking for information)

When we write a **formal letter** asking for information we can divide it into three paragraphs.

We **start** the letter with **Dear Sir/Madam**.

- In the **first paragraph**, we mention the **reason** why we are writing the letter.
- In the **second paragraph**, we **ask questions** about the information we need.
- In the **last paragraph**, we usually say we **hope to hear from the person soon**.

We **end** our letter with **Yours faithfully**, and **our full name**.

31 Read the advertisement, then use the notes and the paragraph plan below, to write a letter to the Colorado Outdoor Club asking for information about the trip (120 - 180 words). Use the letter in Ex. 21b as a model.

4-DAY WHITEWATER RAFTING TRIP
ON THE COLORADO RIVER FOR ONLY \$259!
(21st - 24th JUNE)

PRICE INCLUDES:

- **RAFTING EQUIPMENT** — waterproof clothing?
- **FOOD & CAMPING EQUIPMENT** — sleeping bags?
- **PROFESSIONAL GUIDES** — How many per group?
- **TRANSPORTATION TO & FROM THE RIVER FROM DENVER** — journey - how long?

FOR MORE INFORMATION, CONTACT:
 THE COLORADO OUTDOOR CLUB
 12 DAVIS STREET
 DENVER, COLORADO
 TEL.: (405) 978-1792



Plan

Dear Sir/Madam,

Para 1: explain why you are writing

Para 2: ask your questions

Para 3: closing remarks

Yours faithfully,
 (your full name)

Words of Wisdom

Read these sentences. What do they mean?

- Second thoughts are better.
- Tomorrow is another day.
- Time flies when you're having fun.
- Time and tide wait for no man.

UNIT 6



Lead-in

1 Look at the pictures of food and drinks. Which are: *healthy, low-fat foods; fatty foods; junk food?*

2 What food & drink would be suitable for: *a vegetarian; somebody who is on a diet?*

- 3
- What do you usually eat and drink: *at work/ school; on a picnic; at a fast-food restaurant; at an expensive restaurant?*
 - Do you often: *eat junk food; have a snack between meals?*
 - Do you worry about how healthy your diet is? *Are you a fussy eater?*

d) Which foods: *contain a lot of calories; contain protein; are rich in vitamins?*

4 Listen and match the stars to the things they like to eat or drink.

- | | |
|-------------------|------------------------------|
| 1 Demi Moore | a bacon sandwiches |
| 2 Helen Hunt | b fried chicken |
| 3 Eddie Murphy | c watermelon (without seeds) |
| 4 Whoopi Goldberg | d turkey sandwiches |
| 5 Bill Murray | e carrot juice |
| 6 Mickey Rourke | f poached eggs |

Reading

5 Read the article and for questions 1 - 5, choose the best answer, A, B, C or D. Then, explain the words in bold.

What Do The Stars Eat?



Film stars are everyone's favourite subject. People love to talk about what they're wearing, who they're **dating**, and how much money they make. But have you ever **wondered about** what they eat?

Chefs and caterers on film sets have the answers. "Every actor has different **eating habits**," says chef John Sharp. "Some stars love meat, while others are strict vegetarians who don't eat meat, eggs, or fish. Some stars love junk food, while others are **constantly on a diet** and eat only healthy foods."

Ninety-nine per cent of the time, actresses are on a diet and **insist on** eating only low-fat foods. During the **filming** of *Now and Then*, Demi Moore ate nothing but Basmati rice, **steamed** baby spinach, green beans with lemon, and turkey sandwiches on wholemeal bread. During the filming of *Twister*, Helen Hunt only ate low-calorie foods, including poached eggs, dry toast, and steamed brown rice with vegetables.

Other stars love to eat junk food, and never count calories during their meals. Eddie Murphy's favourite food is Kentucky Fried Chicken. Whoopi Goldberg doesn't **worry about** how healthy her diet is, and loves fatty bacon sandwiches with lettuce, mayonnaise and lots of butter.

One thing for sure is that cooking for the stars is never easy, because they are often fussy eaters. "They want food **fixed** exactly the way they like it and always have something to **complain about**," says caterer Susan Tate. Bill Murray won't eat watermelon with seeds in it, and Mickey Rourke insists on freshly-squeezed carrot juice twice a day, but he won't drink it if it **sits** for more than six minutes.

Cooking for the stars is hard work, but few of these caterers ever think about changing jobs. "I love my work," says Susan Tate. "Where else can I see what Michelle Pfeiffer eats for breakfast or what Al Pacino has for a **snack**?"

1 Vegetarians don't eat ...

- A junk food.
- B vegetables.
- C meat.
- D healthy foods.

2 Most actresses don't eat ...

- A low-fat foods.
- B sandwiches.
- C fatty foods.
- D steamed vegetables.

3 Who likes junk food?

- A Eddie Murphy
- B Demi Moore
- C Susan Tate
- D Bill Murray

4 Cooking for the stars is ...

- A boring.
- B difficult.
- C easy.
- D scary.

5 Caterers on film sets should ...

- A be fussy eaters.
- B prepare only healthy food.
- C change their jobs often.
- D fix food the way each star likes it.

Language Development

6 Fill in the words from the list, then make sentences using the completed phrases.

dry, foods, eating, junk, freshly-squeezed, calories, poached, steamed, strict

- | | | | |
|---|------------------|---|-------------------|
| 1 | habits | 6 | toast |
| 2 | brown rice | 7 | to count |
| 3 | food | 8 | |
| 4 | low-fat | | carrot juice |
| 5 | eggs | 9 | vegetarians |

7 Fill in the correct preposition, then make sentences using the completed phrases.

1 film sets; 2 a diet; 3 ninety-nine per cent the time; 4 to insist sth; 5 to worry sth; 6 to cook sb; 7 to complain sth; 8 to think sth

8 Replace the words in bold with the correct word from the list.

constantly, fatty, wondered about, insists on

- 1 Have you ever **asked yourself** how much damage junk food can do to your body?
- 2 Top models are **continuously** on a diet to stay slim.
- 3 Dad always **demands** a cup of hot milk before bedtime.
- 4 Dieters shouldn't eat **fattening** foods.

• Speaking

Read the article again, and make notes about the stars and their eating habits under these headings:

- **dieters**
- **junk-food lovers**
- **fussy eaters**

Then, use your notes to talk about what the stars like to eat. Start like this:

Some actors only eat low-fat foods. For example, Demi Moore enjoys Basmati rice ...

9 a) Fill in: *bake, boil, poach, steam, fry.*

- 1 You can an egg by cooking it in boiling water without its shell.
- 2 You can an egg by cooking it in boiling water with its shell.
- 3 To vegetables, cook them in a covered container over boiling water.
- 4 To chicken, cook it in a pan of hot oil.
- 5 To bread, cook it in the oven for about forty minutes.

b) Name some foods which can be fried, poached, baked, boiled or steamed.

Eggs, chicken, mushrooms and bacon can be fried.

10 Underline the odd word out.



- 1 a **bar** of chocolate, soap, bread
- 2 a **carton** of orange juice, bacon, milk
- 3 a **slice** of bread, ham, butter, cake
- 4 a **cup** of coffee, meat, tea, hot chocolate
- 5 a **bowl** of salad, cake, soup, cereal
- 6 a **glass** of milk, wine, beer, cheese, Coke
- 7 a **bottle** of Coke, beef, water, lemonade
- 8 a **jar** of honey, jam, potatoes, mustard
- 9 a **bag** of flour, sugar, ketchup, crisps
- 10 a **box** of vinegar, chocolates, biscuits

11 Put the foods in the list under the correct headings. Can you add more foods to the list?

vegetables - dairy products - fish - seafood - meat - fruit - poultry

broccoli, watermelon, chicken, turkey, salmon, trout, peaches, cheese, butter, yoghurt, beef, peas, lamb, eggs, cabbage, cucumber, brussels sprouts, lettuce, prawns, mussels, veal, apricots, strawberries

• Grammar: Countable/Uncountable Nouns

12 Which of the words in the list go with: *a; an; some?*
Which are countable? Which are uncountable? In pairs, act out short dialogues, as in the example.

apple, sweets, hamburger, pasta, orange juice, chips, tea, banana, coffee, milk, chocolates, apricot, eggs, jacket potato, hot dog, grapes, biscuit, peach, bacon

*SA: Would you like **some bacon**?*

*SB: Yes, please. And can I have **some chips**, too?*

*SA: Of course. Do you want **a peach**?*

*SB: No, thanks. I'd rather have **an apple**.*

some - any - many - much - a few - a little

- We use **some** in affirmative sentences with uncountable nouns and plural countable nouns.
*There is **some spinach** left.*
*There are **some carrots** in the fridge.*
- We use **any** in questions and negations with uncountable nouns and plural countable nouns.
*Are there **any biscuits**? Yes, but there isn't **any milk**.*
*Is there **any salt**? Yes, but there aren't **any potatoes**.*
- We use **many** with countable nouns in questions and negations.
*How **many eggs** are there?*
*There aren't **many rolls** left.*
- We use **much** with uncountable nouns in questions and negations.
*How **much butter** is there?*
*There isn't **much sugar** left.*
- We use **a few** with countable nouns and **a little** with uncountable nouns.
*There are **a few eggs** in the bowl. (some; not many)*
*There is **a little coffee** in the pot. (some; not much)*

13 Fill in *some, any, much, many, a few or a little*. Then, act out similar dialogues using the prompts below.

- Spanish omelette: eggs, onions, cheese, milk, ham
- pizza: mushrooms, tomatoes, ham, butter, cheese

- A: Have we got what we need for the cheeseburgers?
- B: Let me see. Well, there are 1) burgers, but there aren't 2) rolls at all.
- A: How 3) rolls do you need?
- B: Just 4) I need 5) cheese, too.
- A: How 6) cheese is there in the fridge?
- B: Not 7) , but I only need 8)
- A: Is there 9) ketchup left?
- B: Only 10) , but we don't need much, so don't buy 11) We haven't got 12) mustard at all, though.
- A: I'll buy 13) , then.

• Speaking

- What is your favourite dish? What do you need to make it?
- What do you like eating for: breakfast; lunch; dinner?

• Grammar: Should/Shouldn't

Giving Advice

- We use **should/shouldn't** to give advice — i.e. to say it would be a good/bad idea for someone to do sth.
You should drink a lot of water daily.
 (= It's a good idea.)
You shouldn't drink too much coffee.
 (= It isn't a good idea.)

- 14 Listen and write Yes or No next to each sentence. Then, use the sentences to give your partner advice on kitchen hygiene using **should** or **shouldn't**.

- | | |
|--|-------|
| 1 Wash your dishcloths and hand towels regularly. | |
| 2 Empty the rubbish bins regularly. | |
| 3 Dry your hands on your clothes. | |
| 4 Clean your work surfaces and cooking utensils regularly. | |
| 5 Wash your hands before cooking. | |
| 6 Let your pets sit on your work surfaces. | |
| 7 Cover any wounds when you are preparing food. | |

You should wash your dishcloths and hand towels regularly.

• Writing (Project)

Use the prompts and the pictures in the Photo File section to write a leaflet about healthy eating.

• Communication: a) Polite Requests & Offers

- 15 Listen to the short exchanges. Which of them take place in: *a fast-food restaurant?*
an expensive restaurant?



- 1 A: Are you ready to order, madam?
 B: Yes. I'll have the mushroom soup as a starter, and the grilled trout for the main course.
- 2 A: Can I help you?
 B: Yes. Can I have a cheeseburger, please?
- 3 A: Would you like to see the wine list?
 B: No, thank you. I'll just have a glass of the house red, please.
- 4 A: Do you want anything to drink?
 B: Yes — a Diet Coke, please.
- 5 A: Anything else?
 B: No, thanks. How much is that?
- 6 A: Was everything all right?
 B: Yes, thank you. Could I have the bill, please?

b) Making, Accepting and Refusing Offers

- 16 Listen and fill in the missing phrases. Then, use the prompts to act out similar dialogues.

- | | |
|---|----------------------------|
| 1 A: 1) | something to eat? |
| B: Yes, please. I'm starving. | |
| A: Well, we've got sandwiches. Would you prefer tuna or cheese? | |
| B: 2) | a cheese sandwich, please. |
- soup - chicken/onion

- | | |
|--|-------------------|
| 2 A: 1) | a hot dog, Steve? |
| B: No, thanks. I'm not very hungry. | |
| A: 2) | a salad, then? |
| B: No, thanks. Just a Diet Coke, please. | |
- a hamburger - a piece of apple pie - some coffee

• Reading & Listening

T What should a good fast-food restaurant have? Put a tick (✓) for the good points, and a cross (✗) for the bad points. Then, choose the points you think are most important and talk about them, as in the example.

Firstly, a good fast-food restaurant should have ... Secondly, it should have ... Thirdly, it should have ... However, a good fast-food restaurant should definitely not have ...

- a varied menu
- a large salad bar
- fast service
- dirty toilets
- delicious food
- a wide choice of vegetarian dishes
- high prices
- helpful, friendly staff
- smart uniforms
- slow service
- good music
- clean tables
- rude waiters
- comfortable seating
- a no-smoking policy

18 a) *Mr Harris visited Monty's fast-food restaurant to write a report about its good and bad points.*

Read his report and fill in the missing headings from the list.

Food & Prices

Atmosphere

Introduction

Conclusion

Service

- b) *What good/bad points does Mr Harris mention in his report? What solutions does he suggest? Which modal verb does he use for his suggestions?*



- 1 The purpose of this report is to assess the new Monty's fast-food restaurant in Chester, which I visited on 28th June.
- 2 There is a varied menu at Monty's which includes a fantastic salad bar, a wide choice of vegetarian dishes and five types of delicious hamburgers. I tried the Mexican Sizzler — a spicy hamburger with chilli sauce in a soft, white bread roll. It was very tasty. However, it was rather cold. I also thought that Monty's was a bit too expensive.
- 3 The Monty's staff were helpful, friendly and polite during my visit. They looked very smart in their clean uniforms. Unfortunately, the service was rather slow and one of the cashiers gave me the wrong change.
- 4 The friendly staff, good music, clean tables, and comfortable seating all helped to give Monty's an excellent atmosphere. The new no-smoking policy is also a good idea, and it made my meal at Monty's a very pleasurable experience.
- 5 The new Monty's restaurant in Chester is, on the whole, a great success. However, I think that the manager should make a few improvements. Firstly, he should make sure that all hot dishes are hot when they go out to customers. Secondly, he should lower the prices, as they are too high for a fast-food restaurant. Finally, he should improve staff training, so that the staff work faster and make fewer mistakes.

19 Read the sentences, then listen and write T (for true) or F (for false).

- 1 There is a varied menu at Monty's.
- 2 Monty's was a bit too cheap.
- 3 The Monty's staff were helpful, friendly and polite.
- 4 The new no-smoking policy is also a bad idea.
- 5 The manager should make no improvements.

• Speaking

Read the report in Ex. 18 again and make notes under these headings. Then, use your notes to talk about Monty's.

- good points
- bad points
- suggestions

• Vocabulary Revision Game

- 20** In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.
- eating habits, fussy eaters, on a diet, count calories, seeds, carton, junk food, a few, spicy, look smart, dishes, bread rolls, helpful staff, hot dishes, lower the prices, customers, freshly-squeezed carrot juice, steamed rice, low-calorie foods, vegetarian, comfortable seating*

Pronunciation

- 21** a) Listen and write which sound you hear each time: *like* or *'d like*.

| | | | | | |
|---|-----------------|---|-------|---|-------|
| 1 | ' <i>d like</i> | 3 | | 5 | |
| 2 | | 4 | | 6 | |

- b) Listen and repeat the sentences.

- 1 I'd like some fresh orange juice, please.
- 2 I like eating vegetables.
- 3 We'd like to have dinner at Monty's.
- 4 We like eating low-fat foods.
- 5 They like healthy foods.
- 6 They'd like to have a pizza for lunch.

Writing (a report about the good and bad points of a place)

When we write a **report about the good and bad points of a place** such as a restaurant, a campsite, a hotel, etc, we can divide it into three parts:

- the **introduction**, where we state the purpose of our report;
- the **main body**, where we talk about the good and bad points with examples. We write each piece of information under subheadings.
- the **conclusion**, where we give our overall impression and make our suggestions.

We can use **present tenses** or **past tenses** for this kind of report.

| | Good Points | Bad Points & Suggestions |
|---------------|---|--|
| Food & Prices | <ul style="list-style-type: none"> • menu varied/boring great pasta dishes & interesting desserts/starters • not cheap/expensive | <ul style="list-style-type: none"> • wine tasted like vinegar/beer — check quality of wines |
| Service: | <ul style="list-style-type: none"> • staff polite & helpful • service very slow/fast | <ul style="list-style-type: none"> • one waiter was wearing jeans/a tracksuit — get staff a proper uniform |
| Atmosphere: | <ul style="list-style-type: none"> • soft/loud music, beautiful furnishings, clean tables, friendly staff | <ul style="list-style-type: none"> • very noisy/smoky — start a no-smoking policy |

- 23** Use the information in the table above and the plan below, to write a report about the good and bad points of Romano's (150 - 200 words). Use the beginning given and the text in Ex. 18 as a model.

Plan

Introduction

The purpose of this report is to assess the new Romano's family restaurant in Norwich, which I visited on 27th January.

Main Body

- Food & Prices
(good and bad points with examples)
- Service
(good and bad points with examples)
- Atmosphere
(good and bad points with examples)

Conclusion

overall impression and suggestions

Words of Wisdom

Read these sentences. What do they mean?

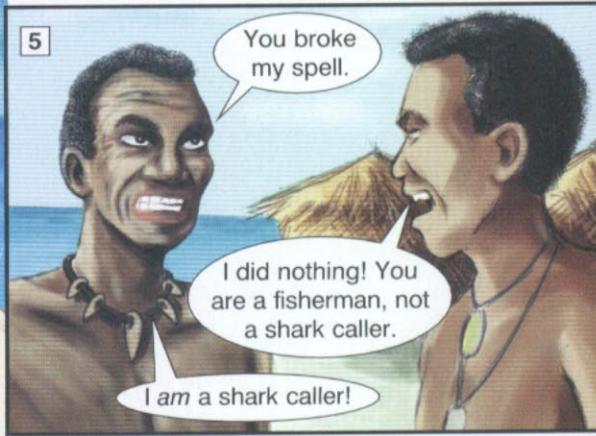
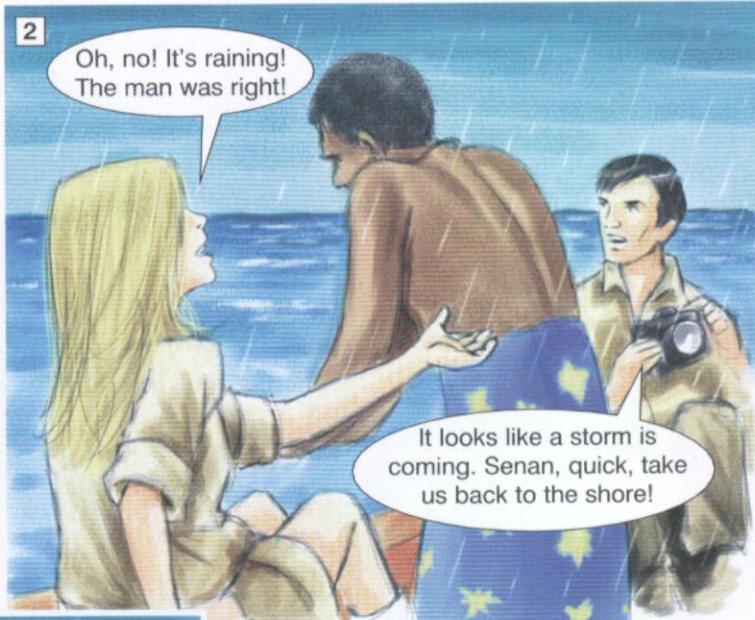
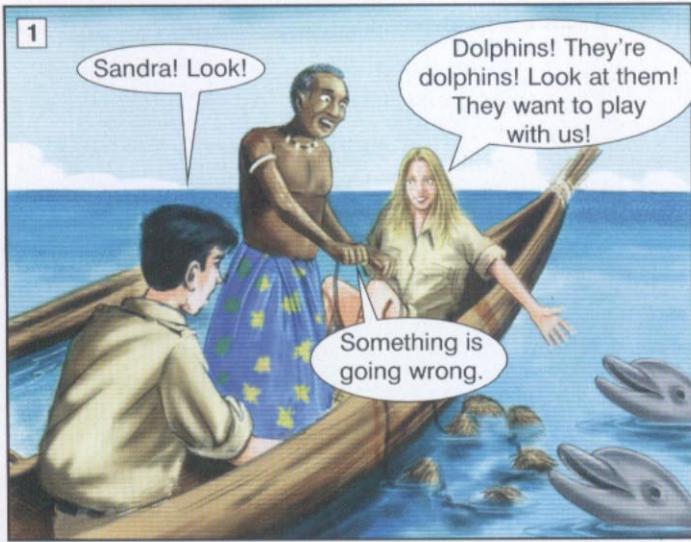
- Half a loaf is better than no bread.
- Hunger is the best sauce.

- 22** Listen and underline the correct information in the table, then use the table to talk about Romano's.

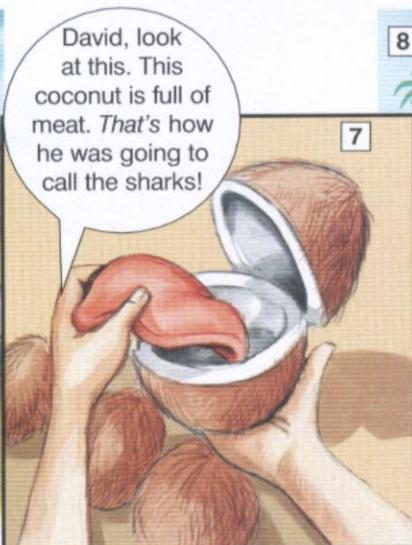
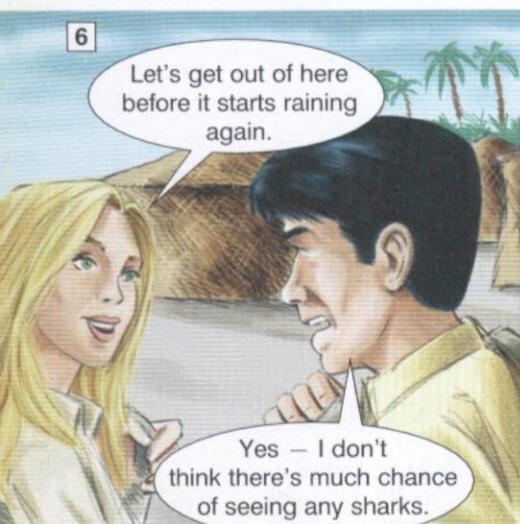
... Episode 2

Bad Magic

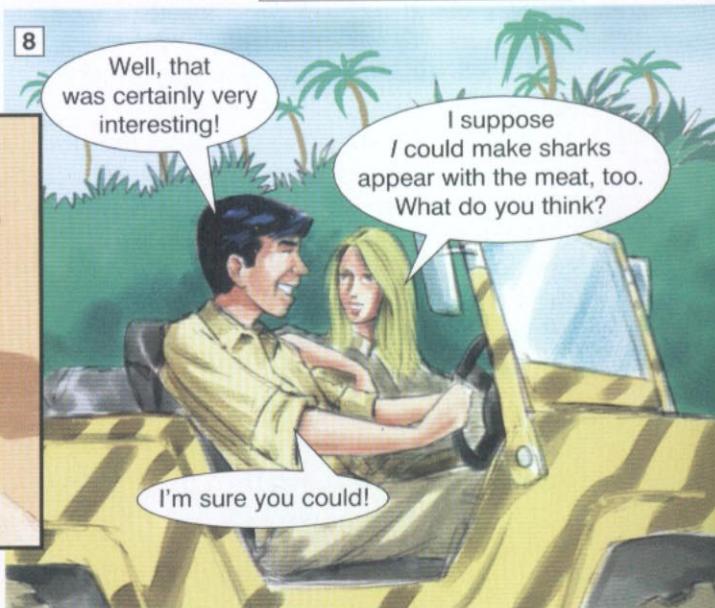
The Shark Caller



BACK ON THE SHORE ...



David, look at this. This coconut is full of meat. That's how he was going to call the sharks!



1 Look at the pictures on p. 46 and answer the questions.

- 1 What can you see near the canoe in picture 1?
A dolphins B sharks
- 2 What is the weather like in picture 2?
A sunny B rainy
- 3 Who is Senan arguing with in picture 5?
A David B Mosan
- 4 What is inside the coconuts?
A bread B meat

2 Look at the pictures again. Who is:

- a puzzled? (picture 1)
- b scared? (picture 4)
- c very angry? (picture 5)
- d amused? (picture 8) &

3 Listen to the episode. Who says the following? Write **D** for David, **S** for Sandra, **Se** for Senan, or **M** for Mosan.

- 1 "Something is going wrong."
- 2 "It looks like a storm is coming."
- 3 "Someone has cast a spell on me."
- 4 "David, we'll drown!"
- 5 "I did nothing!"
- 6 "That's how he was going to call the sharks!"

4 Read the episode and answer the questions.

- 1 Why can't Senan move his arms?
- 2 What does David ask Sandra to give him?
- 3 Why is Senan angry with Mosan?
- 4 What did Senan put in the coconuts?

• Grammar: Conditionals Type 0

if ... + present ... + present

We can use conditionals Type 0 to talk about something which always happens as a result of something else.

If you heat water, it boils.

We can use **when** instead of **if** in conditionals Type 0.

If/When sharks smell meat, they get ... excited.

5 Expand the notes into full sentences, as in the example.

- | | | | |
|---|--|---|---|
|  |  |  |  |
| 1 | 2 | 3 | 4 |
| my dog/hear/ the doorbell, it/bark | press/this button, camera/ take a picture | you/put/money in the machine, it/give/you a ticket | you/mix/red and yellow, you/ get/orange |

If/When my dog hears the doorbell, it barks.

Time Words

We do not use **will** after the time words **before**, **after**, **while**, **until**, **if** and **when**; we use the **present simple** instead.

Let's go before it starts raining. (NOT: ... **before it will start** ...)

However **when** can be used with **will** if it is a question word.

I don't know when Paul will come. (question word)

Please tell me when Paul comes. (time word)

6 Put the verbs into the present simple or the future simple.

- 1 Give me the paddle before we (**drown**)!
- 2 If you (**not/do**) something quickly, we'll be in trouble.
- 3 When (**the sharks/appear**)?
- 4 My dog gets annoyed if you (**pull**) his tail.
- 5 We'll talk to Mike about it when we (**go**) back to England.
- 6 I won't do anything until everything (**be**) ready.

7 a) Read the episode again and find three verbs in the present continuous and three verbs in the past simple.

b) Listen and follow the episode on p. 46, then act it out.

8 Read the summary of the two episodes and underline the correct linking words.

Sandra and David went to meet Senan 1) **because/when** they wanted to write an article about a shark caller. Senan asked them to eat sweet potatoes 2) **but/and** to go to bed early. The next morning, 3) **as/until** they were leaving the beach, they saw a man, Mosan. He was very angry with Senan 4) **when/and** cursed him. 5) **If/When** Sandra, David and Senan were in the canoe, Senan started beating the water with coconut shells. Some fins appeared. Sandra thought they were sharks, 6) **and/but** they were dolphins. Senan was surprised 7) **while/because** his magic didn't work. Suddenly, it started raining 8) **and/but** David asked Senan to take them back to the shore. Senan couldn't move his arms, 9) **so/if** David asked Sandra to give him the paddle. 10) **If/When** they were back on the shore, Mosan and Senan had an argument. David and Sandra decided to leave the village. 11) **Before/After** they left the village, Sandra found some meat in one of Senan's coconuts.

Profiles

Lead-in

1 a) Underline the correct word in bold.

- 1 'Doctors Without Frontiers' provides emergency health **care/attention**.
- 2 A **patient** is a person who is **ill/healthy**.
- 3 A **routine medical problem** is a **major/common** health problem.
- 4 If you **treat** patients, you try to **cure/repair** them.
- 5 A **decade** is **100 years/10 years**.
- 6 If you **improve** something, you **make it better/worse**.

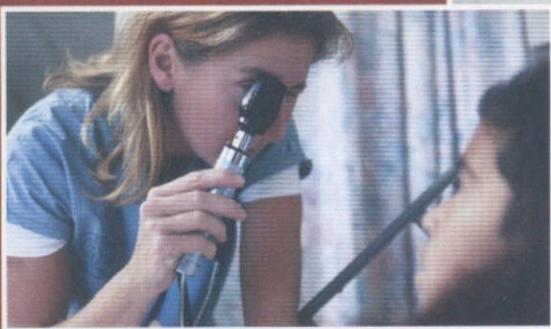
b) Where should you go if you have these problems — to a hospital, your GP, a dentist, or a chemist?

- a headache • a cold • toothache
- the flu • a deep cut on your finger
- a serious burn • a sore throat
- earache • a tropical disease
- a broken bone • a serious illness
- stomach ache

If you have a **headache**, you should go to a **chemist**.

2 Read the statements, then listen and mark them as T (true) or F (false).

- 1 34-year-old Dianne Grey was a successful actress.
- 2 She began to find her job rather boring.
- 3 "I was treating patients with routine medical problems."
- 4 Various armies have been fighting each other in the area for days.
- 5 She will be leaving Angola next year.



Reading

3 Read the text and answer the questions, then explain the words in bold.

- 1 Where has Dianne Grey been living for the last eight months?
- 2 Why did she go to Africa?
- 3 What has 'Doctors Without Frontiers' been doing for people in Angola since 1986?
- 4 How did Dianne feel when she first went to Angola?
- 5 How does she feel now about her experience in Angola?



Working with the Sick

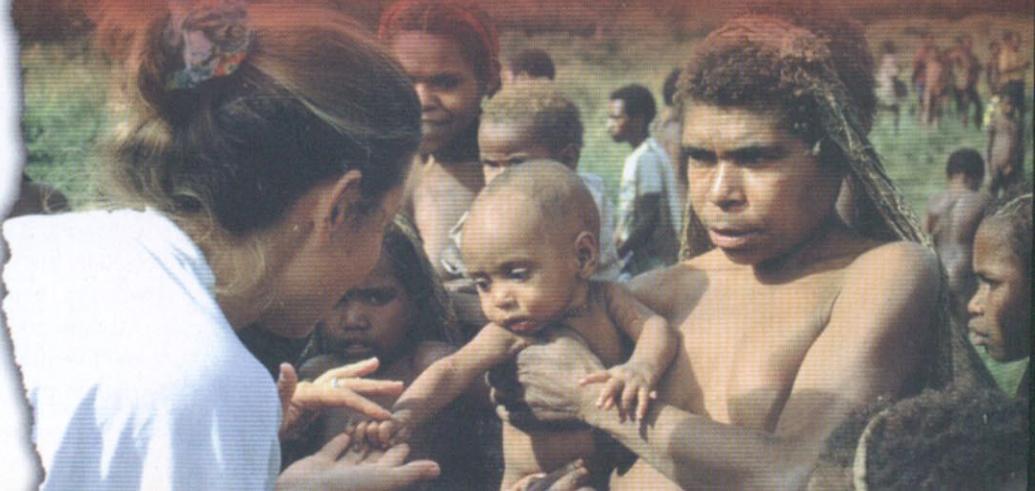
34-year-old Dianne Grey was a successful doctor in the south of England, but for the last eight months she has been living in Angola, working for an **organisation** called *Doctors Without Frontiers* that provides emergency health care in several African countries.

Dianne was a GP in Horsham, Surrey. She had a good **career** ahead of her and a comfortable life, but she began to find her job rather boring. She says, "I was treating patients with routine medical problems — colds, sore throats and so on — and I felt a need to do something more important."

The organisation she works for has been sending medical teams and **equipment** to Angola since 1986. Various **armies** have been fighting each other in the area for decades, and standards of health care have grown worse and worse. Outside the cities there aren't enough hospitals, clinics, doctors or nurses, and many diseases have become a major problem.

At first Dianne was shocked, but she has been working hard to improve conditions there. During her time in Angola, she has treated thousands of patients and has been **training local people** as health care workers.

"Working here has been a very **meaningful experience**," she says. "I have never felt so useful before. It's so great to know that we have been helping people who really need it." She will be leaving Angola next month, but she has already decided to return to Africa as soon as possible.



Language Development

- 4** Fill in the correct words from the list, then make sentences using the completed phrases.

rather, medical, major, successful, improve, sore, standards, treat, meaningful, workers

- 1 doctor
- 2 boring
- 3 throats
- 4 teams
- 5 of health care
- 6 a problem
- 7 to conditions
- 8 to patients
- 9 health care
- 10 a experience

- 5** Fill in the correct word.

fighting, organisation, training, GP

- 1 Greenpeace is a(n) that helps the environment.
- 2 A(n) is a doctor who treats all types of illnesses.
- 3 Claire is to become a nurse.
- 4 The armies of the two countries have been each other for over three years.

- 6** Fill in the correct preposition, then make sentences using the completed phrases.

- 1 the south England;
- 2 the last eight months; 3 to live Angola; 4 she had a good career of her; 5 to work an organisation; 6 the area; 7 first; 8 to return a place

• Speaking

Read the article in Ex. 3 again and make notes under the following headings, then talk about Dianne Grey.

- Before she went to Angola ...
- Since she went to Angola ...

• Grammar: Present Perfect (have/has + past participle)

Use

We use the **present perfect**:

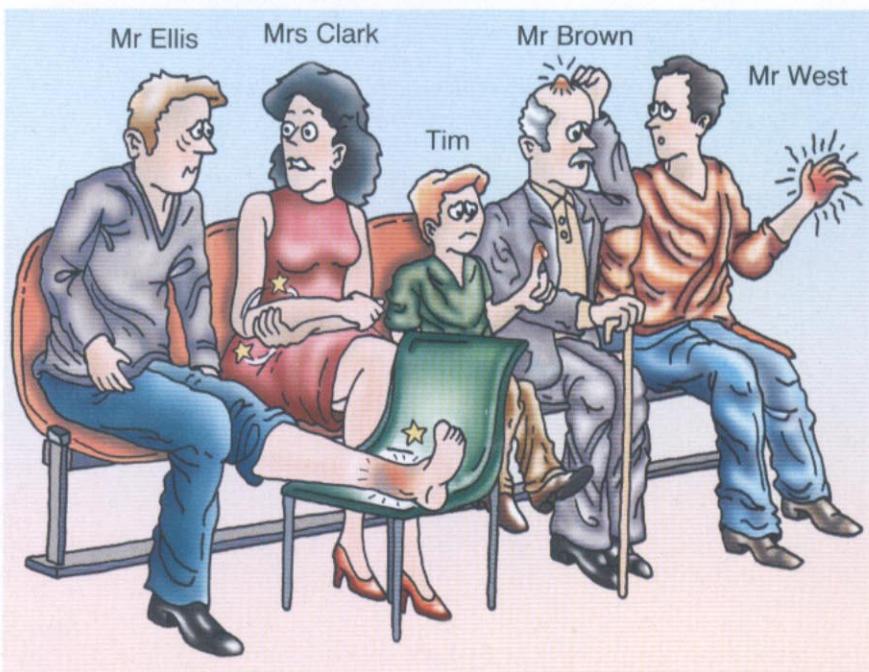
- to talk about an action which started in the past and continues up to the present.
Dianne has been in Angola for the last eight months.
- to talk about a recent action whose result is visible in the present.
I've broken my leg, so I can't walk.
- to talk about an **experience**.
Have you ever been to Angola?
- to talk about an action which happened at an unstated time in the past. The action is more important than the time.
He's been to the dentist's four times.

Time expressions used with the present perfect: just, already, yet, for, since, recently, lately, so far, ever, etc.

- 7** Fill in the past participle of the following verbs.

- | | | |
|---------------|-----------------|----------------|
| 1 break | 5 bang | 9 sprain |
| 2 twist | 6 scratch | 10 hurt |
| 3 burn | 7 crack | 11 cure |
| 4 cut | 8 treat | 12 hit |

- 8** Match the people in the hospital waiting room to the prompts, then act out dialogues in pairs, as in the example.



twist ankle *Mr Ellis*.....

burn hand *.....*

hit head *.....*

break arm

cut finger

Nurse: What's the problem, Mr Ellis?

Patient: I've twisted my ankle.

• Communication: Talking about Illnesses

9 Listen and repeat. Then, in pairs, use the prompts to act out similar dialogues.

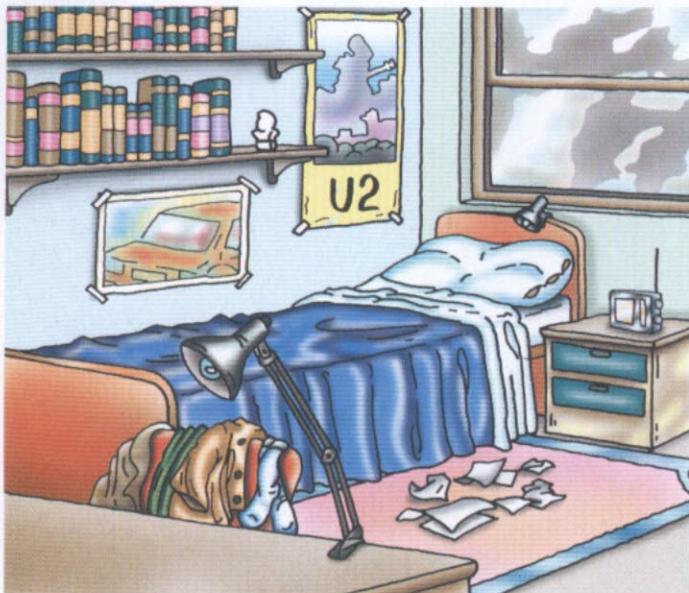
- A: What's the matter, Steve?
B: I've got a headache.
A: Why don't you take an aspirin, then?

- toothache - see the dentist
- a stomach ache - stop eating chocolates
- a cough - take some cough medicine
- the flu - go to bed

Just · Already · Yet

- We use **already** or **just** in positive statements.
I've already booked my flight.
I've just broken the vase.
- We use **yet** in questions and negations.
Have you done the shopping yet?
She hasn't phoned her mother yet.

10 Read Danny's list of chores and look at the picture, then tick (✓) what he has already done and put a cross (✗) against what he hasn't done yet. Finally, make sentences as in the example.



- | | | | |
|------------------------|--------------------------|----------------------------|--------------------------|
| • make bed | <input type="checkbox"/> | • hang clothes in wardrobe | <input type="checkbox"/> |
| • clean window | <input type="checkbox"/> | • remove dirty cups | <input type="checkbox"/> |
| • put books on shelves | <input type="checkbox"/> | • pick papers up off floor | <input type="checkbox"/> |

He has already made his bed.

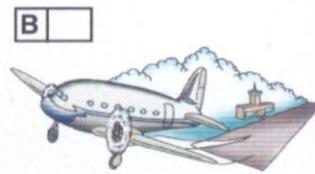
11 Complete the sentences about what you have or haven't done today.

- I've already
I yet.
I today.
I've just

12 Listen to the noises and number the events in the order you hear them. Then, use the prompts to make sentences about what has *just* happened in each picture.



he/fall/in the water



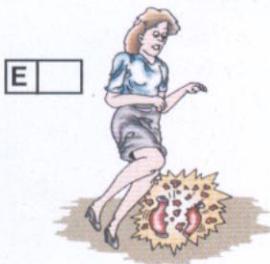
plane/take off



he/break/window



he/hit/finger



she/drop/vase



car/crash/into the parking meter

B Joanne and her husband have recently moved into a new house. Listen and tick (✓) what they've done so far.

- | | | | |
|------------------------|--------------------------|-------------------------|--------------------------|
| • paint the walls | <input type="checkbox"/> | • buy all the furniture | <input type="checkbox"/> |
| • hang the curtains | <input type="checkbox"/> | • put up shelves | <input type="checkbox"/> |
| • lay the carpets | <input type="checkbox"/> | • tidy the garden | <input type="checkbox"/> |
| • repair the back door | <input type="checkbox"/> | • mend the fence | <input type="checkbox"/> |

Now make sentences about what they've already done, and what they haven't done yet.

• Writing (Project)

Look at the Photo File section and complete the letter Joanne sent to her friend.

Present Perfect Simple vs Past Simple

- We use the **present perfect simple** for an action which happened at an unstated time in the past or which started in the past and continues to the present.
*I have been to Angola. (When? We don't know.)
He has been ill for a week. (He was ill last week and he still is.)*
- We use the **past simple** for a completed past action which happened at a stated or known time.
He wrote his third novel in 1998. (When? In 1998.)

14 In pairs, use the prompts below to act out similar dialogues, as in the examples.

have measles/break a bone/cut yourself badly/ have mumps/have chickenpox/burn yourself badly

- SA: Have you ever had measles?
SB: Yes, I have.
SA: When?
SB: I had measles when I was five.
- SA: Have you ever broken a bone?
SB: No, I haven't.

15 Fill in did, have or has.

- you enjoy the concert?
- you finished your homework?
- Tracy write this by herself?
- anybody seen my coat?
- you ever been on TV?
- Gordon take the dog out this morning?
- George left me the keys?
- I lock the front door?

• Grammar: Present Perfect Continuous (have/has been + verb -ing)

Use

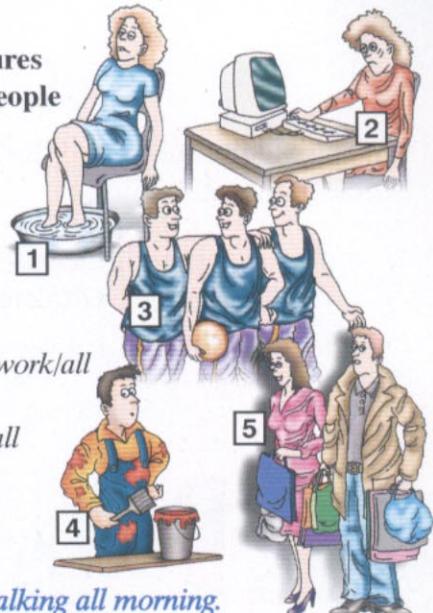
- We use the **present perfect continuous** to talk about an action which **started in the past** and **continues to the present** to give **emphasis to duration**. *The organisation **has been sending medical teams and equipment to Angola since 1986**.*
- We also use the **present perfect continuous** to talk about a completed past action which has **visible results in the present**.
I'm dirty because I've been working in the garden.

16 Read the article in Ex. 3 again and find the present perfect forms—simple or continuous.

17 Look at the pictures and match the people to the prompts.

What has each person been doing? Make sentences, as in the example.

- shop/all day
- work/all night
- walk/all morning
- paint/all day
- play basketball/all afternoon



1 She has been walking all morning.

For - Since

- We use **for** to express duration.
*I've been living here **for twenty years**.*
- We use **since** to state a starting point.
*He has been studying English **since 1997**.*

18 Fill in for or since.

- I've been designing clothes six months.
- My aunt has been a teacher 1972.
- I haven't played football I was a child.
- Chris has been talking on the telephone ages!
- Karen hasn't smoked a cigarette last year.
- We haven't seen old Mrs Brent three days.
- John's had that bike twelve years.
- I can't believe it! It's been raining last Sunday!

19 Complete the sentences below about yourself.

- I've been living here for
- I've been studying English since
- I've been for/since

20 In pairs, use the prompts to ask and answer questions, as in the example.

SA: *How long have you been studying French?*
SB: *I've been studying French for seven years.*

- A: How long/you/study/French? B: Seven years.
- A: How long/you/live/in Hollywood? B: Last August.
- A: How long/you/drive/racing cars? B: 1982.
- A: How long/you/wait/her? B: a few minutes
- A: How long/you/read/that book? B: last month
- A: How long/you/sunbathe? B: two hours

• **Reading & Listening**

- 21** Who is Bill Gates? Look at the picture and describe him.
- 22** a) Read the article and match the paragraphs to the headings, then explain the words in bold.

Character/Likes/Plans Introduction
Early Life Later Life

Bill Gates

Everyone has heard of Bill Gates, one of the richest and most successful people in the world. Microsoft, the business he started with a friend in 1975, has become the world's largest computer software company, and Gates was the world's youngest **billionaire** at the age of 31.

His full name is William Henry Gates III, and he was born on 28th October, 1955, in Seattle, USA. At school, Bill soon showed that he was very intelligent, and especially good at Maths and Science. His parents decided to send him to Lakeside, the **private school** where he first began to use computers. 13-year-old Bill Gates and his schoolfriend Paul Allen were soon spending all their time writing programs and learning about computers instead of doing their schoolwork!

After finishing school in 1973, Bill went to Harvard, America's most famous university. The next year, he and Paul Allen wrote an **operating program** for the Altair, one of the world's first microcomputers. The two friends started Microsoft in 1975, and Gates left Harvard. Before long, Microsoft was a major business success. Since then, the company has continued to grow, producing most of the world's leading PC software. One reason for his success is that Gates has always been very ambitious and hardworking. This has not left him much time for a normal personal life, but in 1994 he married Melinda French, a Microsoft employee, and in 1995 he wrote a best-selling book, *The Road Ahead*.

Bill has **mixed feelings** about spending so much time **running** Microsoft. "There are a lot of **experiences** I haven't had, but I do like my job," he says. When he does find time to relax, he likes puzzles, golf and reading about science. For such a rich person, his life is simple, and he spends little on himself and his family. When it comes to helping others, though, Gates is very **generous**. He has already given huge amounts of money to charity, and says that he plans to give away almost all of his **wealth** when he **retires**.

- b)** Read the article again and answer the questions.

- 1 Who is Bill Gates?
- 2 What have he and Paul Allen done together?
- 3 Why has Gates been so successful?
- 4 What does he do in his free time?
- 5 What does he plan to do with all his money?

- 23** Listen and complete the table.

| | |
|-------------|---|
| Full Name: | William Henry Gates III |
| Born: | 28 October, in Seattle, USA |
| Early Life: | <ul style="list-style-type: none"> • very intelligent, especially good at Maths and Science • parents sent him to Lakeside, a private school • finished school in |
| Later Life: | <ul style="list-style-type: none"> • went to Harvard • started Microsoft in 1975 (with Paul Allen), left Harvard • married Melinda French in • wrote <i>The Road Ahead</i> in |
| Character: | ambitious, hardworking, generous |
| Likes: | puzzles, golf, reading about science |
| Plans: | to give away almost all of his wealth |

• **Speaking**

Use the information in Ex. 23 to talk about Bill Gates.

• **Communication: Asking For & Giving Permission**

- 24** Read the two dialogues below and fill in the correct form of the verbs in bold. Listen and check your answers. Then, in pairs, act out similar dialogues using the prompts below.

- 1 A: Can I go out with my friends?
B: (**you/do**) your homework yet?
A: Yes, I (**already/do**) it.
B: (**you/take**) the dog for a walk?
A: Yes, I have.
B: Well, you (**do**) everything, so you can go out.

go to the cinema - do the dusting - wash the car

- 2 A: Is it alright if I play on my computer?
B: (**you/wash**) the dishes yet?
A: No, I haven't, but I'll wash them later.
B: Sorry – wash the dishes first, and *then* you can play on your computer.

watch TV - tidy your bedroom

• Vocabulary Revision Game

25 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.
train local people, treat patients, medical equipment, improve conditions, feel useful, health care, good career, business success, retire, continue to grow, normal personal life, start a business, huge amounts of money, wealth, mixed feelings

Pronunciation

26 Listen and tick the words which end with the sound /ɪd/. Listen again and repeat.

| | | | | | |
|---------|--------------------------|--------|--------------------------|-----------|--------------------------|
| liked | <input type="checkbox"/> | lived | <input type="checkbox"/> | decided | <input type="checkbox"/> |
| wanted | <input type="checkbox"/> | worked | <input type="checkbox"/> | succeeded | <input type="checkbox"/> |
| treated | <input type="checkbox"/> | helped | <input type="checkbox"/> | walked | <input type="checkbox"/> |

Writing (a profile of a famous person)

When we write a **profile of a famous person** we usually divide it into four paragraphs.

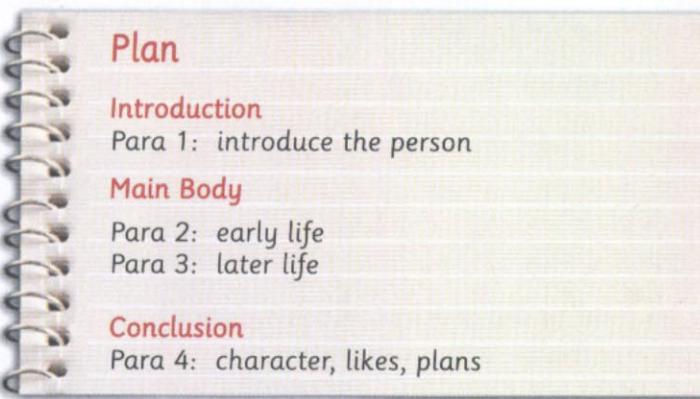
In the **first paragraph**, we write **who the person is** and **why he/she is important**.

In the **second paragraph**, we write about **the person's early life** (i.e. when and where he/she was born, his/her childhood, the school he/she attended, etc.).

In the **third paragraph**, we write about **the person's later life**, (i.e. his/her career and important events in his/her life, in chronological order).

In the **last paragraph**, we write about **the person's character, likes and plans**.

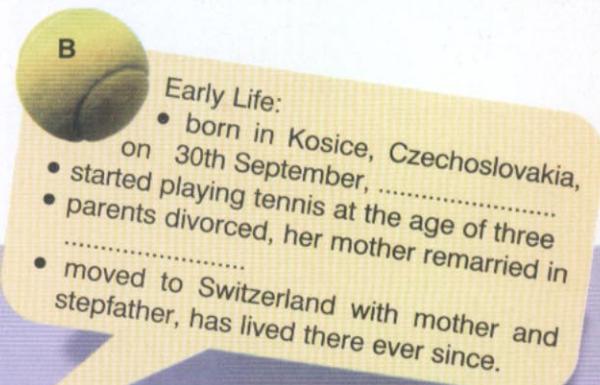
28 Your teacher has asked you to write a profile of a famous sportsperson for the school magazine. Use the plan below, the information in Ex. 27, and the picture in the Photo File section, to write a profile of Martina Hingis (120 - 180 words). Use the text in Ex. 22 as a model.



Words of Wisdom

Read these sentences. What do they mean?

- Experience is the best teacher.
- Every man is the architect of his own fortune.



27 Listen and complete the notes, then talk about Martina.

A

Introduction:

- Martina Hingis
- one of the greatest tennis players in the history of women's tennis

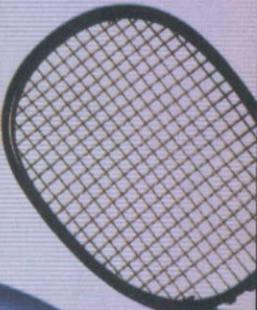
C

Later Life:

- became European Champion for players under 18 in
- won the Wimbledon doubles title in, at the age of 15.
- won all four Grand Slam doubles titles in

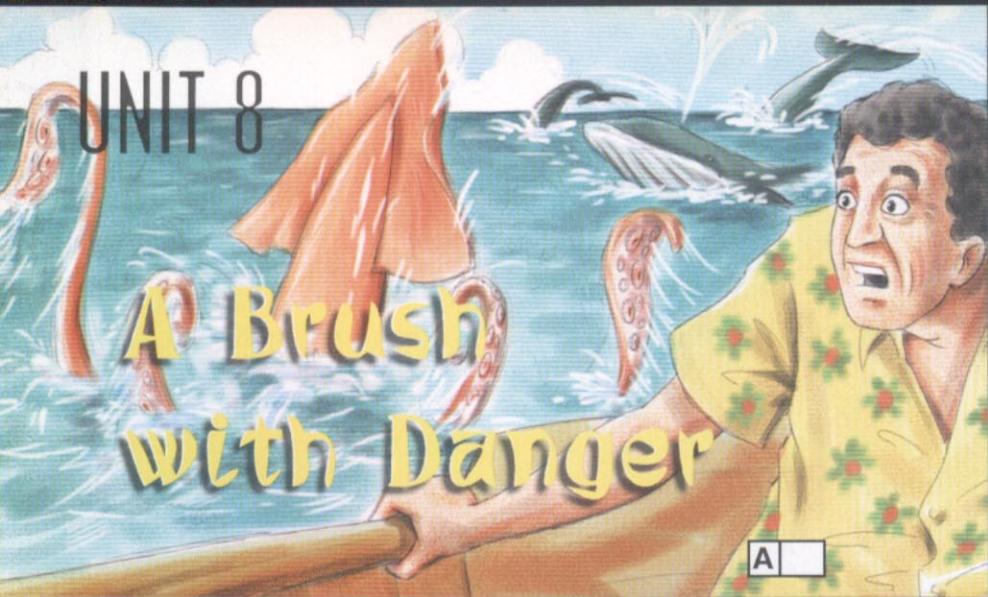
D

| CHARACTER | LIKES | PLANS |
|---|---|--|
| determined, hardworking, keen on all sports | horse riding, skiing, going to art galleries, theatre, cinema | When she retires from tennis, she'd like to keep |

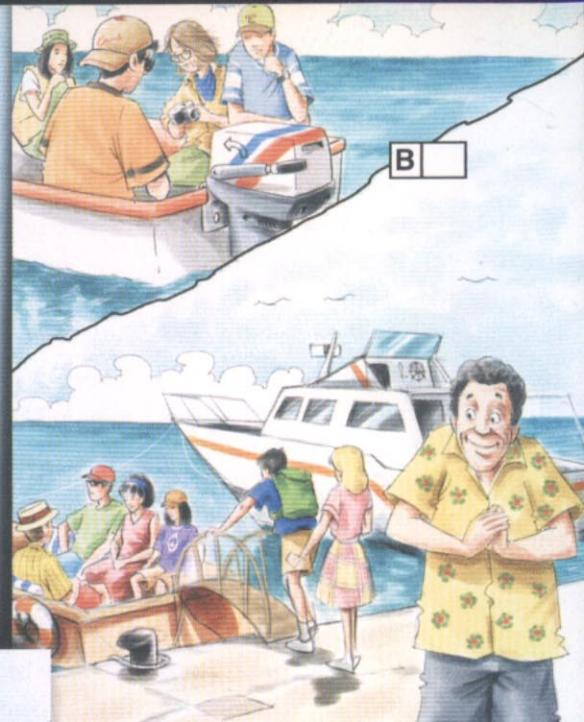


UNIT 8

A Brush with Danger



A

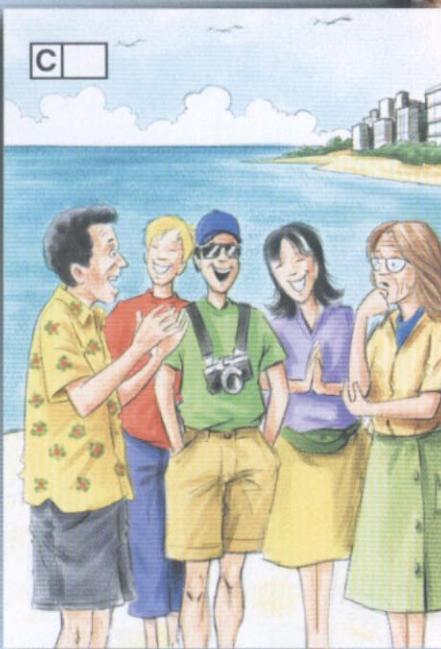


B

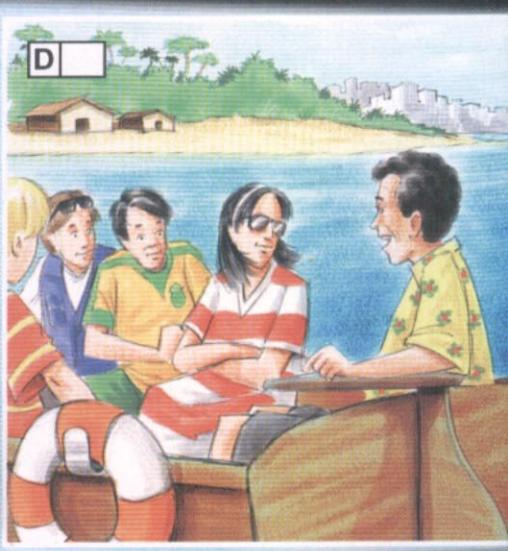
Lead-in

- 1 Look at the pictures, then read the sentences and circle the correct item.

- 1 In picture A there is a squid and ...
 - a a school of whales.
 - b a school of dolphins.
- 2 The people in picture C are ...
 - a on the beach.
 - b in the sea.
- 3 The tourists in picture D are ...
 - a fishing.
 - b going on a guided tour of the island.
- 4 In picture E the giant squid is lifting the boat out of the water with its ...
 - a fingers.
 - b tentacles.
- 5 In picture F the man is holding ...
 - a a fishing rod.
 - b a camera.



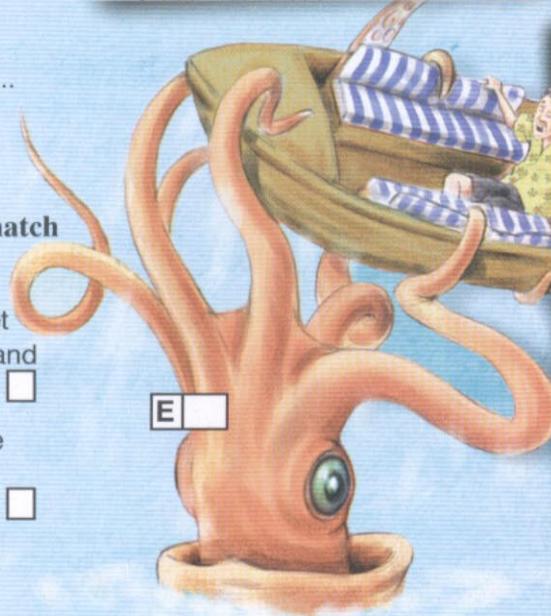
C



D

- 2 Find the three pictures that match the sentences below.

- 1 He stopped at his favourite quiet spot on the other side of the island and prepared his fishing rod.
- 2 When he reached the beach, he told the tourists what had happened.
- 3 The team of scientists searched for the giant squid for two months ... Jim's guided tours became the most popular tourist attraction on the island.



E



F

- 3 Listen to the story and number the pictures in the correct order.

Reading

- 4** Read the story and choose the correct answers (a, b or c) to questions 1 - 4, then explain the words in bold.

The Giant Squid

"Kaikoura is New Zealand's most beautiful island," Jim Banning said to the latest group of tourists. "You can often see whales here, too, swimming near the **shore**." Jim was a fisherman, but during the summer he gave guided tours of the island. He used to tell the tourists exciting stories about a sea monster which lived off the coast of New Zealand. Of course, he had never seen it himself and didn't really believe it **existed**. Still, tourists enjoyed the story, and Jim hoped this would help to improve business.

Leaving the tourists on the beach to take some photographs and have lunch, Jim **set off** to do some fishing on his own for an hour. He stopped at his favourite quiet spot on the other side of the island and prepared his fishing rod. He was happy to be alone for a while.

He had just **cast** his **fishing line** into the water when the boat began **rocking** from side to side. Jim was surprised, then frightened. Suddenly, giant tentacles **curled** around the sides of the boat and **lifted** it out of the water. "Help! A giant squid! Somebody help me!" Jim started screaming, but there was no one around.

Suddenly, a school of whales appeared in the **distance**. The squid let go of the boat and quickly disappeared. Jim couldn't believe what had happened. He looked at the water, then quickly started the boat engine.

When he **reached** the beach, he told the tourists what had happened. Everybody started laughing, **except for** a middle aged woman. "You've just met Architeuthis, the giant squid!" she said. She explained that she was a **scientist** who had spent most of her life in search of this squid. She was waiting for her **colleagues** to arrive. "Did you take any photographs?" she asked excitedly. "Of course not!" said Jim. "Who would take pictures at a time like that? I'm just glad I'm alive to tell the story."

The team of scientists searched for the giant squid for two months, but they found nothing. **In the end**, the only one who had **benefitted** from this was Jim. His guided tours **became** the most popular attraction on the island.

- 1 At the beginning of the story, Jim ...
 - a believed in sea monsters.
 - b had seen lots of sea monsters.
 - c didn't think the sea monster was real.

- 2 What scared the giant squid away?
 - a a school of dolphins
 - b some whales
 - c a sea monster

- 3 How did the tourists feel when they heard Jim's story?
 - a amused
 - b scared
 - c angry

- 4 What happened to Jim's business after he saw the squid?
 - a The scientists bought it.
 - b It improved.
 - c He lost it.

Language Development

- 5** Fill in the words from the list, then make sentences using the completed phrases.

school, popular, sea, fishing, guided

- 1 tours
- 2 a monster
- 3 a rod
- 4 a of whales
- 5 a attraction

- 6** Fill in: *set off, colleagues, shore, spot.*

- 1 There were a lot of small boats near the
- 2 The photographer to take pictures of the scenery.
- 3 They chose a quiet for their picnic.
- 4 I'm Dr Stuart and these are my

- 7** Fill in the correct preposition, then make sentences using the completed phrases.

- 1 to stop a place; 2 to rock side side; 3 the distance;
- 4 except sb; 5 search sth; 6 to search sth;
- 7 the end (= finally); 8 an island; 9 to benefit sth

• Speaking

Put the events below in the correct order. Then, use the list of events, and the pictures on p. 54, to help you retell the story.

- Jim went fishing.
- Jim told the tourists about the incident.
1. Jim left the tourists on the beach.
- A giant squid lifted the boat out of the water.
- Jim's guided tours became the island's most popular attraction.
- A school of whales appeared.
- The scientist and her colleagues didn't find anything.
- The giant squid let go of the boat.

• Grammar: Past Perfect Simple (had + past participle)

8 Study the example and complete the rule.

When he reached the beach, he told the tourists what had happened.

Form/Use

- We form the **past perfect simple** with + the **participle** of the main verb.

Affirmative: I/you/he/she/it/we/you/they **had eaten**.

Negative: I/you/he/she/it/we/you/they **had not/ hadn't eaten**.

Interrogative: **Had** I/you/he/she/it/we/you/they **eaten**?

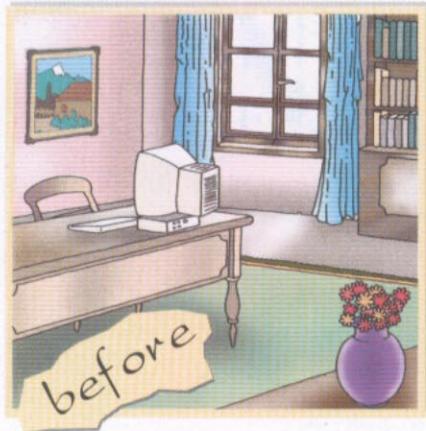
Short answers: Yes, I **had**./No, I **hadn't**. etc.

- We use the past perfect simple to talk about a past action which happened before another past action.
He called Jane after he had finished dinner. (First he finished dinner, then he called Jane.)
- The past perfect simple is the past equivalent of the present perfect simple.
*He has never travelled abroad. (present perfect simple)
He had never travelled abroad. (past perfect simple)*

Time expressions used with the past perfect: already, by the time, never, as soon as, just, after, when, before etc.

9 Read the story in Ex. 4 again and find the past perfect simple forms.

10 Sheila went on holiday last month. When she returned, she discovered that burglars had broken into her home. Look at the pictures, then complete the sentences, as in the example.



- The burglars **had broken** (**break**) the window in the study.
- They (**open**) the safe.
- They (**steal**) the jewellery from inside the safe.
- They (**smash**) her favourite vase.
- They (**pull**) most of her books out of the bookcase.
- They (**throw**) her computer onto the floor.

• Writing (Project)

Look at the Photo File section and complete the letter Sheila sent to her friend.

- 11 Read the list of chores for the cleaner, then listen and tick (✓) those which she had done when Mary came home from work. Then, in pairs, ask and answer questions, as in the example.

- | | |
|--------------------------|--------------------------|
| 1 do the laundry | <input type="checkbox"/> |
| 2 do the ironing | <input type="checkbox"/> |
| 3 mop the kitchen floor | <input type="checkbox"/> |
| 4 do the washing-up | <input type="checkbox"/> |
| 5 clean the bathroom | <input type="checkbox"/> |
| 6 vacuum the dining room | <input type="checkbox"/> |
| 7 polish the silver | <input type="checkbox"/> |
| 8 dust the living room | <input type="checkbox"/> |
| 9 clean the windows | <input type="checkbox"/> |
| 10 sweep the garden path | <input type="checkbox"/> |

SA: Had she done the laundry?

SB: No, she hadn't.

12 Put the verbs in brackets into the past simple or the past perfect simple.

- I (**just/finish**) the cleaning when Bill (**come**) round for a cup of coffee.
- She (**never/eat**) Thai food before she (**go**) to Thailand.
- After Peter (**have**) a bath, he (**read**) his paper.
- They (**spend**) all their money before they (**come**) back from their holidays.
- We (**see**) the film before we (**watch**) the play.

13 Match the items in column A to those in column B, then say which action happened first.

A

Tracy served dinner ...
After the film had ended ...
She had read the book several times ...
When they arrived at the theatre ...
Paula had already finished tidying her room ...

B

Colin left the cinema.
after all her guests had arrived.
the play had already started.
by the time her mother came home from work.
before she understood it.

14 Join the sentences using the word(s) in brackets and the past perfect simple, as in the example.

- 1 Jim cast his fishing line into the water. His boat began rocking from side to side. (**just, when**)
Jim had just cast his fishing line into the water when his boat began rocking from side to side.
- 2 We played Monopoly. We finished dinner. (**after**)
- 3 Ann got into the shower. The doorbell rang. (**just, when**)
- 4 I didn't go to sleep. I finished the book. (**until**)
- 5 Kirsty spoke to George several times. He asked her out to dinner. (**before**)
- 6 The train left. We arrived at the station. (**already, by the time**)
- 7 I prepared the meal. My guests called to say they couldn't come. (**already, when**)
- 8 Paula went to bed. Her guests left. (**as soon as**)

15 Look at the pictures and compare the two sentences. Which sentence includes a finished action? Which includes an action in progress?



A They **were cooking** dinner at 7 o'clock yesterday.



B They **had cooked** dinner before their guests arrived.

Past Continuous vs Past Perfect Simple

We use the **past continuous** for an action which was in progress at a specific time in the past.

We use the **past perfect** for an action which **had finished** in the past before another action happened.

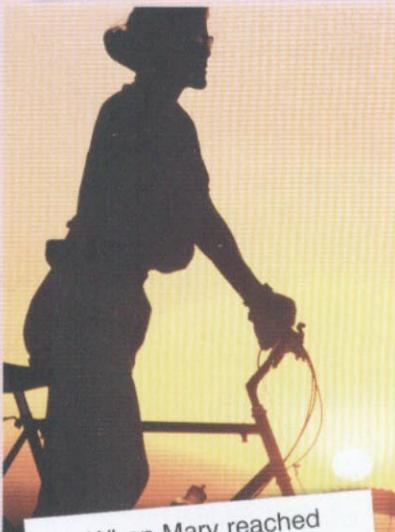
16 Look at the pictures, then put the verbs in brackets into the correct tense.



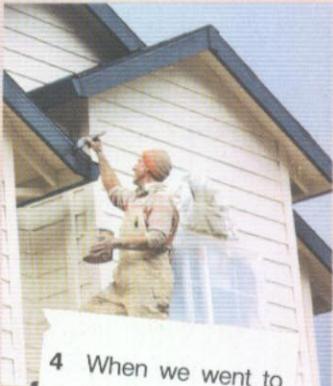
- 1 When we returned, we found the hurricane (destroy) our house.



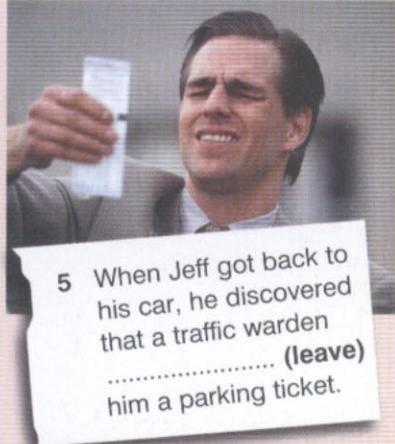
- 2 When Cath got home, her daughters (wait) for her on the steps.



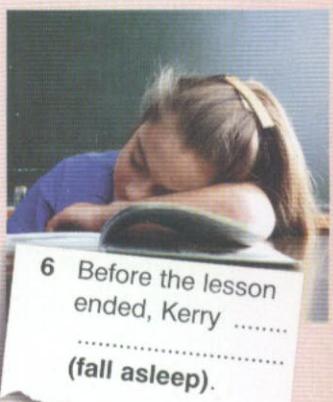
- 3 When Mary reached the top of the hill, the sun (set).



- 4 When we went to see the new house, the painters (paint) the outside.



- 5 When Jeff got back to his car, he discovered that a traffic warden (leave) him a parking ticket.



- 6 Before the lesson ended, Kerry (fall asleep).

17 Write three things you **had done** before you **had lunch** yesterday, and three things you **hadn't done**.

I had done my shopping before I had lunch yesterday.

• Reading & Listening

18 Read the questions and circle the correct answers.

- 1 What is a **deserted beach**?
 - a an empty beach
 - b a crowded beach
- 2 What does **sink** mean?
 - a to move slowly upwards
 - b to move slowly downwards
- 3 What happens when the tide comes in?
 - a the sea moves up the beach
 - b the sea moves down the beach
- 4 What is **quicksand**?
 - a deep wet sand you sink into as you try to walk on it
 - b sand that moves very fast

19 Look at the pictures. How does Ted feel in each one? Underline the correct adjectives.

- | | | |
|------------|-------------|--------------|
| Picture 1: | a excited | b sad |
| Picture 3: | a terrified | b upset |
| Picture 4: | a angry | b frightened |
| Picture 5: | a relieved | b anxious |

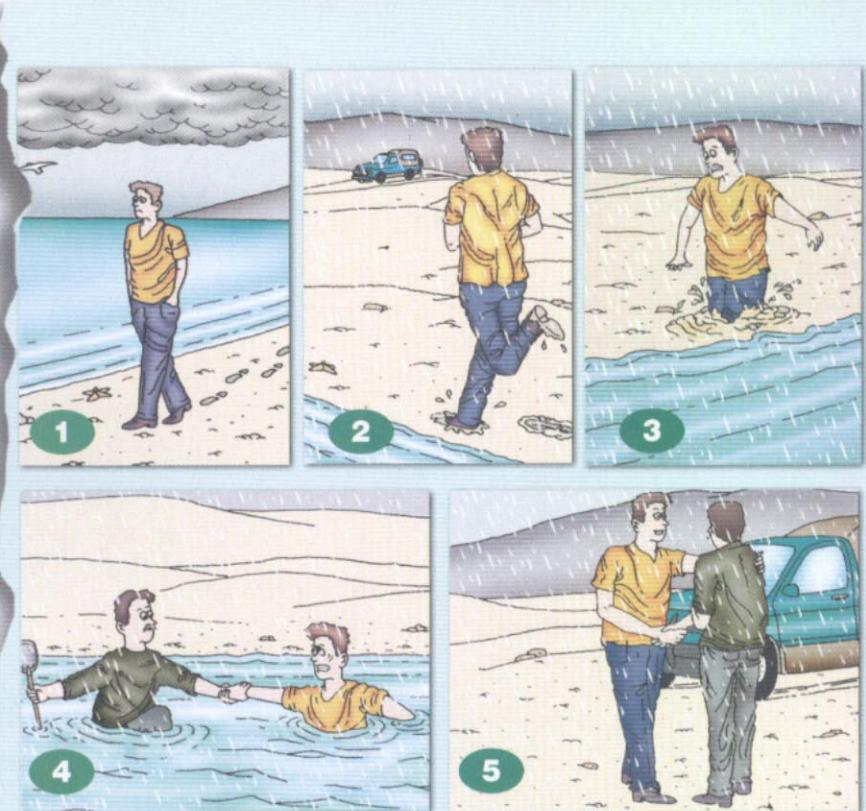
20 Read the story and put the paragraphs in the correct order, then explain the words in bold.

21 Read the list of events below, then listen and put the events in the correct order.

- It started raining.
- Steve pulled Ted out of the quicksand.
- Ted started sinking into the quicksand.
- 1** ... Ted was walking along the beach.
- Steve heard Ted's cries.
- Ted shouted for help.

• Speaking

Use the pictures (1-5) and the list of events in Ex. 21 to help you retell the story.



A Narrow Escape

A The soft dry sand of the beach **slowed** him **down**, so he started running on the hard sand at the **water's edge**. Before he had gone fifty metres, though, he suddenly felt himself sinking into the sand. Within seconds, he had sunk in up to his **waist**. He realised to his **horror** that he had **stepped** into quicksand. When he tried to move, the sand pulled him deeper – and the tide was coming in! The water soon covered his **chest**, and continued to rise. "Help!" he shouted **desperately**. "Help! I'm going to **drown**!"

B Walking to the far end of the beach, Ted was so **deep in thought** that he didn't notice the dark clouds which had **gathered overhead**. When the first heavy **drops** of rain began to fall, he looked up in surprise and hurried back towards his car.

C After what had happened, Ted realised that losing a job wasn't the worst thing that could happen to someone. He was glad to be **alive**, and felt sure that everything would be all right in the end.

D The early evening air was cool and **mild** as Ted Wilson walked along the **almost-deserted** beach. He wanted to be completely alone to think about his problems. Since he had lost his job, his life seemed to be full of problems.

E Steve MacDonald was looking for **shells** at the other end of the beach when he heard Ted's cries. By the time Steve reached him, the water was up to Ted's **chin** and he was in real danger. Steve **grabbed** his arms, pulled him out of the quicksand and helped him to safety. Ted was so **relieved** to have escaped that he couldn't say a word. He **shook Steve's hand**, again and again, **in silent thanks**.

• Communication: Apologising

22 Listen and fill in the missing words. Then, use the prompts to act out similar dialogues in pairs.

- 1 A: I'm so 1) I didn't meet you for lunch. I was really tired.
 B: Never mind. That's all right.
 • come to your wedding/ill
 • make it to your party/out of town

- 2 A: Sorry I 2) phone you last night. I was too busy.
 B: That's okay. It doesn't 3)
 • wash your shirt/too tired
 • take the dog out/exhausted

- 3 A: I'm afraid I can't help you with the dishes. I haven't finished my homework yet.
 B: Don't 4) about it.
 • go to the supermarket/my work
 • help you wash the car/cooking

• Vocabulary Revision Game

23 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

guided tours, deep in thought, drown, except for, colleagues, deserted beach, rocking from side to side, alive, tide, benefit from, to his horror, grab, sink, help him to safety, shook his hand

Pronunciation

24 a) Listen and tick the sound you hear. Listen again and repeat.

| | /ɔ:/ | /ɒ/ |
|------|------|-----|
| saw | | |
| was | | |
| more | | |
| got | | |
| want | | |
| walk | | |

| | /ɔ:/ | /ɒ/ |
|--------|------|-----|
| lost | | |
| your | | |
| on | | |
| watch | | |
| course | | |
| floor | | |

b) Listen and repeat.

- I saw your watch. It was on the floor.
- I haven't got it any more. I lost it.
- We want to walk, of course.

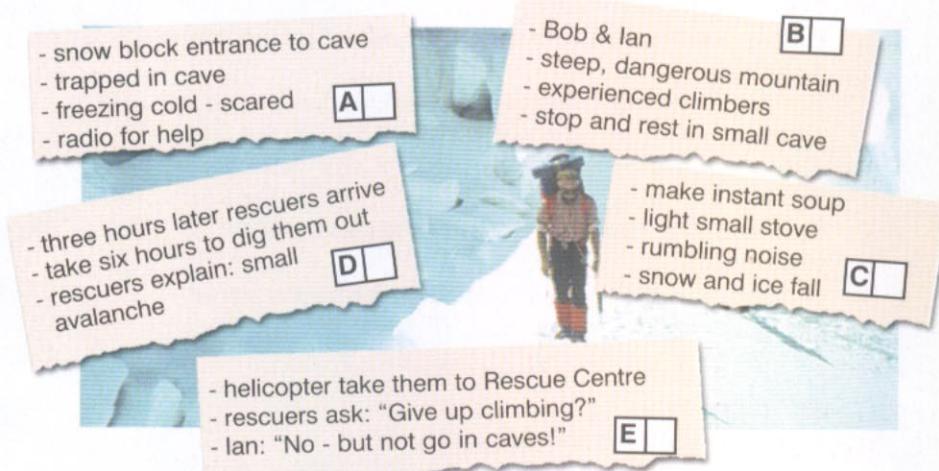
Writing (a story)

When we write a **story narrating a frightening experience** we can divide our composition into five paragraphs.

In the **first paragraph**, we set the scene. We write about **who was involved in the story, when and where it happened**, and **what happened first**. We continue in the **second, third and fourth paragraphs**, writing the events in the order they happened. In the **last paragraph**, we write **what happened in the end** and how the people in the story **felt**.

We normally use **past tenses** in such pieces of writing.

25 Read the notes and try to put them in order, then listen and check. Finally, talk about the climbers' experience.



26 Your teacher has asked you to write a composition entitled '*Trapped in the Snow*' (120-150 words). Use the information in Ex. 25, as well as the plan below, to write your story.

Plan

Introduction

Para 1: set the scene (who-when-where-what)

Main Body

Paras 2-4: develop the story (events before the main event/the main event itself)

Conclusion

Para 5: end the story

Words of Wisdom

Read these sentences. What do they mean?

- Hasty climbers have sudden falls.
- Any port in a storm.
- It's easy to be wise after the event.

Module Self-Assessment 2 (Units 5 - 8)

• Vocabulary

1 Underline the correct word.

- 1 She was so **deep/anxious** in thought that she didn't hear me knock on the door.
- 2 All the waiters in the restaurant were wearing clean **costumes/uniforms**.
- 3 Pizzas and hamburgers are types of **junk/low-fat** food.
- 4 When John **benefits/retires**, he is planning to travel around the world.
- 5 Doctors help **ill/sick** people.
- 6 Carol is on a **strict/serious** diet.
- 7 The new manager worked hard to **improve/provide** working conditions in the hotel.
- 8 Dianne has **treated/trained** thousands of patients in Angola.
- 9 Suddenly the boat began **lifting/rocking** from side to side.
- 10 There was no one on the beach. It was **deserted/crowded**.
- 11 This hospital has high **experiences/standards** of health care.
- 12 Jim noticed dark clouds which had **gathered/covered** overhead.

(12 marks)

2 Fill in the correct word from the list.

poached, pass, full-time, sore, vegetarian, constantly, guided, local, decade, shook

- 1 Tim goes to the gym twice a week.
- 2 eggs have fewer calories than fried eggs.
- 3 In a, computers will be even more advanced.
- 4 Jenny is getting a job as a nurse next week.
- 5 I hope I'll the history test.
- 6 My brother has got a throat at the moment.
- 7 George causes problems at school.
- 8 Kay went on a tour of London last weekend.
- 9 I the actor's hand when I met him.
- 10 This restaurant only serves dishes.

(10 marks)

3 Fill in the missing preposition from the list.

about, on, for, in, as, at

- 1 They suddenly noticed a light the distance.
- 2 They work Greenpeace.
- 3 My uncle works a teacher at my school.

- 4 Everyone laughed except Jonathan.
- 5 Don't worry it. Things will get better.
- 6 He complained to the manager the bad service.
- 7 the moment I'm studying to become a doctor.
- 8 Teresa is a diet.

(8 marks)

• Grammar

4 Put the verbs in brackets into the past simple or the past perfect simple.



- 1 The chef (prepare) the food by the time the guests (arrive).
- 2 When I (come) home, I saw that she (already/do) the shopping.
- 3 The war (end) when Jim (begin) his job in Chile.
- 4 She (just/enter) her house when the earthquake (start).
- 5 He (just/put) the phone down when it (ring) again.

(5 marks)

5 Underline the correct word(s).

- 1 There are **a few/much** sweets in the tin.
- 2 Have we got **a little/any** books about computers?
- 3 There are **some/any** people waiting for the doctor.
- 4 How **much/many** patients has the doctor treated this morning?
- 5 There's only **a little/much** milk left in the fridge.
- 6 I have been here **for/since** 1998.
- 7 How **much/many** ham do you need?
- 8 He has **yet/already** done his homework.
- 9 There aren't **any/much** eggs left.
- 10 There aren't **many/much** crisps in this packet.

- 11 She hasn't washed the car **just/yet**.
 - 12 He hasn't smoked **since/for** years.
 - 13 She washed the dishes **after/until** her guests had left.
 - 14 I've **yet/just** finished packing.
 - 15 They didn't move house **until/by the time** they had had their first baby.
- (15 marks)

6 Fill in the gaps with *will* or *am going to*.

- 1 A: I'm thirsty.
B: I bring you some orange juice.
 - 2 A: Would you like to come with us?
B: Sorry, I can't. I play tennis with Jack.
 - 3 A: Did you buy any milk?
B: Sorry, I forgot. I buy some later.
 - 4 A: What are your plans for the summer?
B: I work at a café.
 - 5 A: Have you decided when to go on holiday?
B: Yes, I leave next Monday.
- (5 marks)

7 Put the verbs in brackets into the correct tense.

- 1 If I (**see**) Tom, I'll tell him to call you.
 - 2 What (**you/do**) if you win the competition?
 - 3 If he (**fail**) the test, he'll be in trouble.
 - 4 She (**help**) us if she has enough time.
 - 5 When she (**come**) back, she'll tell us all the details.
- (5 marks)

• Communication

8 Complete the dialogues with phrases from the list.

would you, could I, I'm afraid

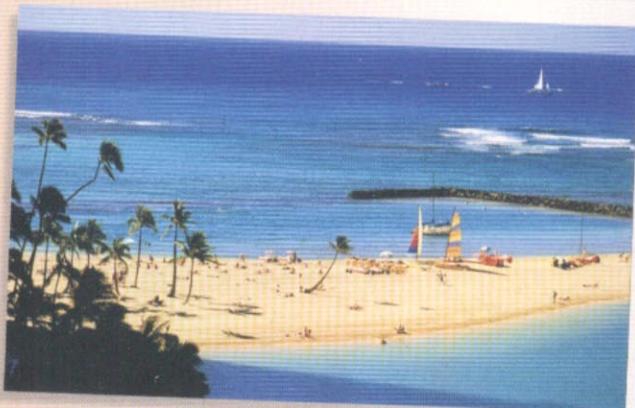
- a A: Good morning. 1) see Mr Harris, please?
B: 2) not. He's in a meeting.
3) like to make an appointment?
A: Yes, please.

do you, how much, can I

- b A: 1) help you?
B: Yes. Can I have a club sandwich, please?
A: Certainly. 2) want anything to drink?
B: A Diet Coke, please.
A: Anything else?
B: No thanks. 3) is that?
A: That's £3.20.
- (6 marks)

• Reading

9 Read the letter and answer the questions.



Dear Ann,

Thanks a lot for your letter. You're going to have a great summer, it seems. Your plans > Para 1

I've got a lot of plans for the summer, too. Firstly, I'm going to relax for a while because I'm very tired, then I'm going to have some fun! I'm going on holiday with my friend in June. We're going to spend two weeks in exotic Hawaii! When we come back, I'm going to join my local drama group because, as you know, I want to become an actress one day. I'll let you know when the first performance is, so you can come and watch. At the end of the summer, I'm going to visit my sister in LA. She's getting married on 29th August. Isn't that fantastic?

Well, that's all for now. I'll send you a postcard from Hawaii. Have a great summer! > Para 3

Best wishes,
Nicola

- 1 Who is the letter from?
- 2 Who is the letter to?
- 3 How does the letter begin?
- 4 How does the letter end?
- 5 What are Nicola's plans for the summer?
- 6 Match the headings to the paragraphs.

| | | | |
|------------|-------|----------|-------|
| Plans | | Greeting | |
| Conclusion | | | |

(12 marks)

Writing

10 Write a letter to your friend about your summer plans (100 - 150 words). Use the letter in Ex. 9 as a model.

(22 marks)

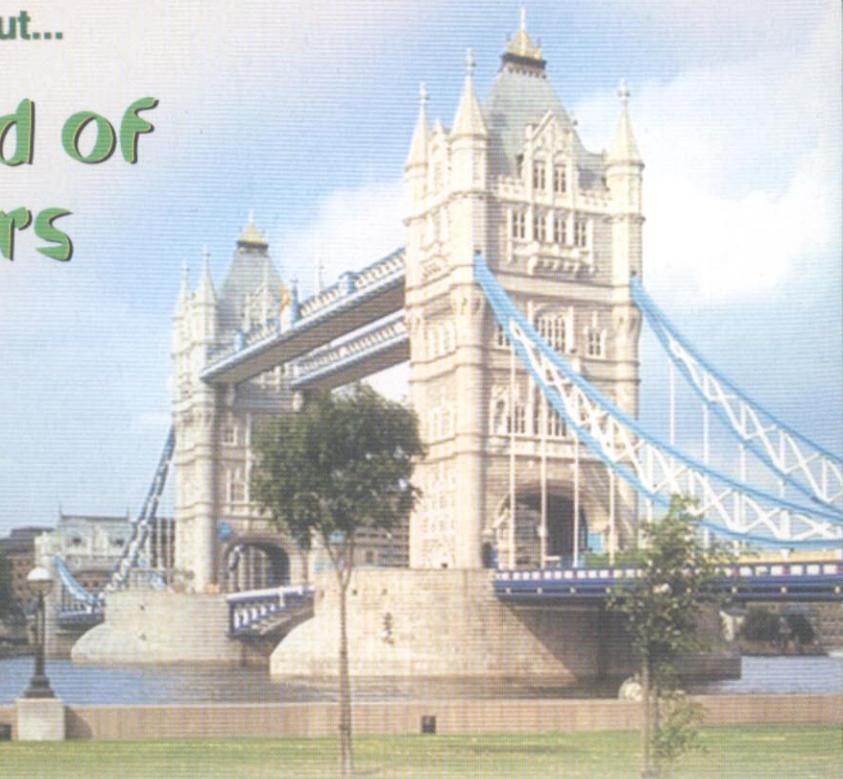
TOTAL: 100 marks

Man's Works

Read, listen, talk and write about...

A World of Wonders

Unit 9

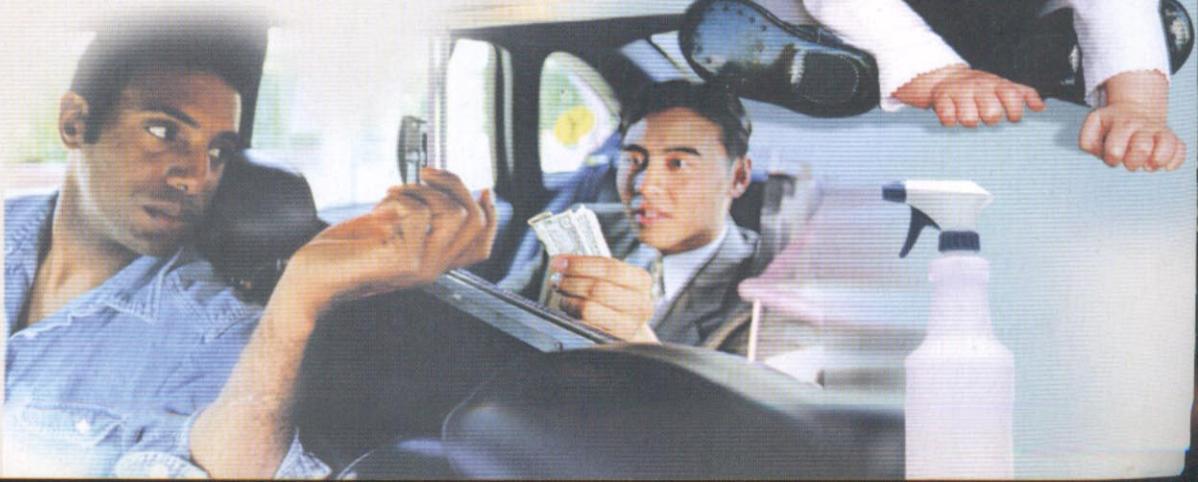


- landmarks
- museums
- inventors

Unit 10

Stick to the Rules!

- safety leaflets
- warnings
- rules

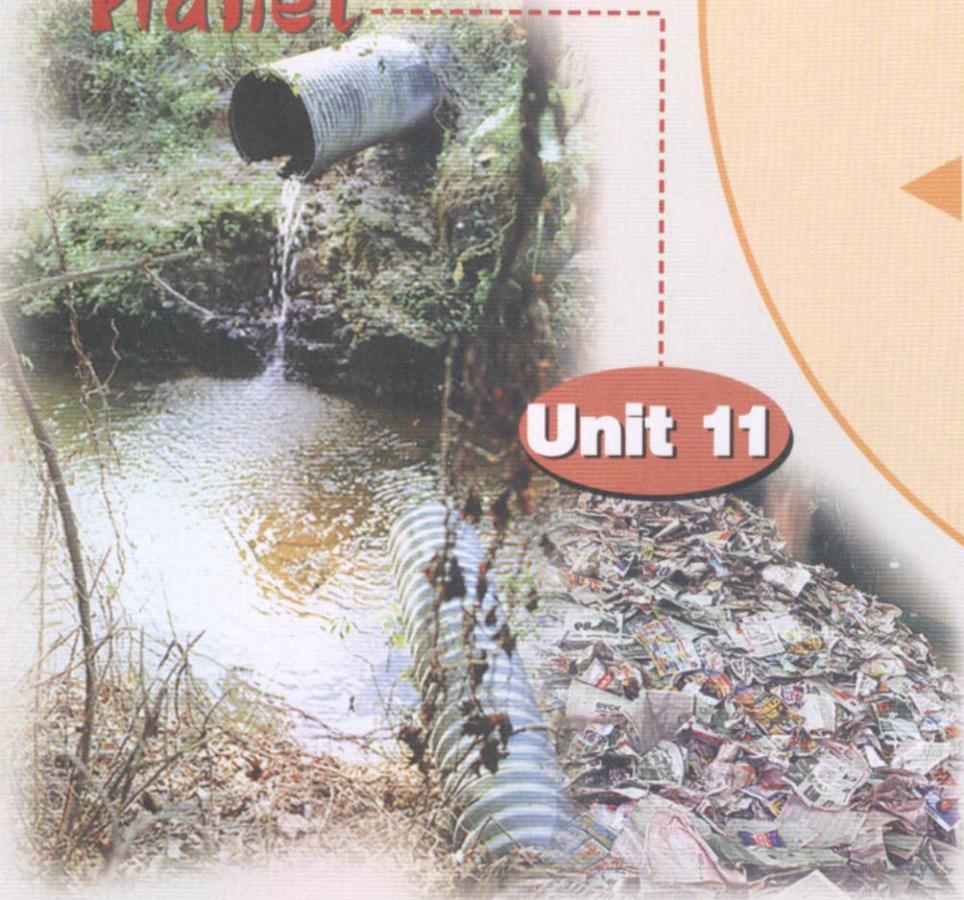


Module 3

Units 9 - 12

Our Precious Planet

Unit 11



Learn how to ...

- ask for information
- agree positively & negatively
- suggest solutions to problems
- ask for & make suggestions

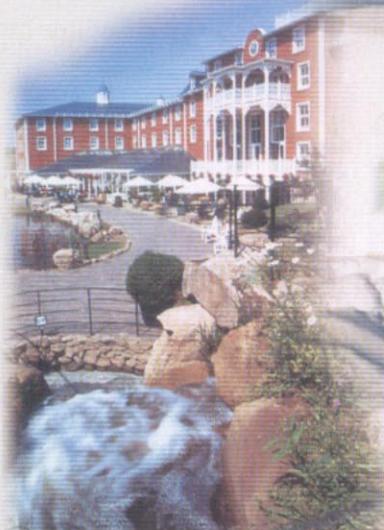
Practise ...

- the passive
- too/enough
- the imperative
- might/could/have to/had to/must(n't)
- can/be allowed to
- conditionals type 2
- relatives
- some/any/no

- the environment
- pollution
- the rainforest
- endangered species

Holidays with a Difference

Unit 12

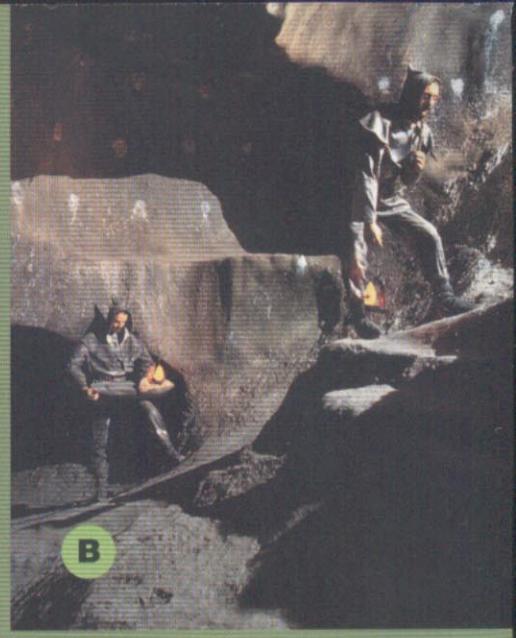


- holiday resorts
- activities
- the weather
- jobs

UNIT 9



A

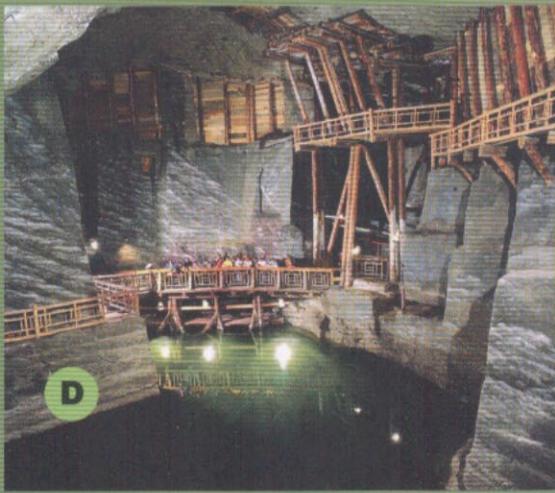


B

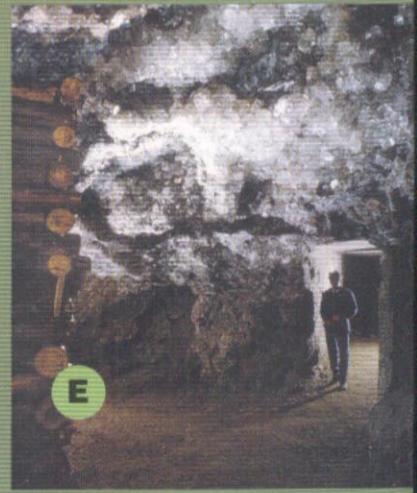
A World of Wonders



C



D



E

Lead-in

1 Choose the correct answers.

- 1 A **salt mine** is a place
 - a where salt is dug out from below the surface of the ground.
 - b under a house where salt is kept.
- 2 A **chamber** is
 - a a big flat.
 - b a big room.
- 3 A **chapel** is
 - a a small tunnel.
 - b a small church.
- 4 A **well** is a hole in the ground from which we get
 - a water.
 - b salt.
- 5 A **miner** is someone who works underground
 - a to construct chapels.
 - b to get salt, coal, gold, etc.
- 6 People who are **deeply religious**
 - a only work in mines.
 - b believe strongly in a god or gods.

2 Pictures A - E show parts of the Wieliczka Salt Mine in Cracow, Poland. Which picture shows:

- 1 statues carved from rock salt? _____
- 2 an underground lake? _____
- 3 a cave with huge salt crystals? _____
- 4 miners carrying salt up to the surface? _____
- 5 a chapel with beautiful carvings? _____

3 Read the statements, then listen and mark them as T (true) or F (false).

- 1 Near Cracow, in northern Poland, is the Wieliczka Salt Mine. _____
- 2 A king called the Blessed Kinga threw her ring into a salt mine. _____
- 3 The salt used to be dug out by hand. _____
- 4 A chapel was destroyed by fire in 1769. _____
- 5 A special attraction is the Chapel of the Blessed Kinga. _____

Reading

4 Read the article and match the sentences (A - C) to the gaps (1 - 3), then explain the words in bold. Finally, answer questions 1 - 7.

- A** The walls and floor of the chapel, as well as the lovely statues it contains, have been carved from rock salt.
- B** There are also 250 kilometres of tunnels and underground caves with huge salt crystals in strange shapes.
- C** The salt used to be dug out by hand, and until 1620 it was carried up to the surface by the miners.

A Hidden World of Wonders

Near Cracow, in southern Poland, is the Wieliczka Salt Mine. Not much can be seen above the surface, but visitors are taken down into a **hidden** world of **natural** and **man-made wonders**.

According to a 700-year-old **legend**, a princess called the Blessed Kinga threw her ring into a salt mine at Marmaros in Hungary. While travelling from Marmaros to Cracow, she stopped at Wieliczka and her **servants** were told to dig a well. Instead of water, salt was discovered – and in the first **lump** of salt which was taken out, Kinga's ring was found!

The legend is just a story – but it is true that for over seven centuries salt has been mined from the **rock** below the town of Wieliczka. **1** After that date, horses were used to carry the salt out, but the work was still very dangerous and many miners were killed or injured. The **constant** danger made the miners deeply religious and chapels were constructed underground where **church services** were held. After a chapel **was destroyed** by fire in 1697, miners were not allowed to take **wooden** statues into the mine, so they began to carve **sculptures** from rock salt.

Nowadays visitors are shown how salt was mined long ago, and can see the enormous chambers which have been dug out of the **solid** **rock**. They can also see pretty green lakes, and chapels with beautiful carvings. **2** A special **attraction** is the Chapel of the Blessed Kinga, which was made by the miners themselves in a chamber 100 metres underground. **3**

You will be amazed by these unforgettable **sights**, which should definitely not be missed by any visitor to the Cracow area.

- 1 Where is the Wieliczka Salt Mine?
- 2 According to legend, what happened when Kinga's servants dug a well at Wieliczka?
- 3 How was salt removed from the mine before 1620?
- 4 How did the constant danger affect the miners?
- 5 Why did the miners start to carve sculptures from the rock salt?
- 6 Where is the Chapel of the Blessed Kinga?
- 7 What can you see in the underground caves?

Language Development

5 Fill in the words from the list, then make sentences using the completed phrases.

dig, church, deeply, hidden, salt, solid, special, carve, lump, unforgettable

- | | |
|-------------------|-----------------------|
| 1 a world | 6 crystals |
| 2 religious | 7 a attraction |
| 3 services | 8 to sculptures |
| 4 rock | 9 to a well |
| 5 a of salt | 10 sights |

6 Fill in the opposites from the list.

ugly, safe, bored, ordinary, man-made, tiny

- | | |
|---------------------|---------------------|
| 1 natural ≠ | 4 beautiful ≠ |
| 2 dangerous ≠ | 5 strange ≠ |
| 3 enormous ≠ | 6 amazed ≠ |

7 Fill in the correct prepositions, then make sentences using the completed phrases.

- 1 southern Poland; 2 the surface; 3 to travel Marmaros Cracow; 4 to stop Wieliczka; 5 to carve sth rock salt; 6 over seven centuries; 7 she threw her ring a salt mine

• Speaking

Look at the headings below and match the words/phrases in the list to the appropriate heading. Then, talk about the Wieliczka Salt Mine.

Place/Location - Legend - History of the Place - Things to See/Do - Recommendation

threw her ring, sights, near Cracow, chapels, dig a well, Poland, Blessed Kinga, Wieliczka Salt Mine, horses were used to carry salt out, enormous chambers, missing ring was found, miners were killed or injured, chapel was destroyed by fire, caves with huge salt crystals, carve sculptures from rock salt, will be amazed, tunnels

• Grammar: Passive (be + past participle)

8 a) Study the examples and the rules.

b) Which sentences in the passive do not include an agent? Why?

| Active | Passive |
|---|--|
| They take visitors down into a hidden world. | Visitors are taken down into a hidden world. |
| The miners carried salt up to the surface. | Salt was carried up to the surface by the miners. |
| They have mined salt there for over 700 years. | Salt has been mined there for over 700 years. |
| These unforgettable sights will amaze you. | You will be amazed by these unforgettable sights. |

Form/Use

- To form the passive, we use the appropriate tense of the verb **to be + the past participle** of the main verb.
- We use the passive when **the action** is more important than **the agent** (*the person or thing doing the action*). **Salt was discovered.** (We are more interested in the action than the person who did it.)

Changing from Active into Passive

The object of an active verb becomes the subject of a passive verb. The subject of an active verb becomes the agent of a passive verb. We usually introduce the agent with **by**.

| | | | |
|----------|---------------------|------------------------------|------------------------------------|
| Active: | subject Fire | verb <i>destroyed</i> | object <i>a chapel in 1697.</i> |
| | subject A chapel | verb <i>was destroyed</i> | agent <i>by fire in 1697.</i> |
| Passive: | A chapel | was destroyed | by fire in 1697. |

b) Choose five of the passive verbs in the table and make sentences with them.

10 Fill in the missing active or passive forms.

| Active | Passive |
|--|--|
| 1 Pollution has badly damaged the Sphinx. | The Sphinx badly by pollution. |
| 2 Visitors should not touch the exhibits. | The exhibits by visitors. |
| 3 The ancient Egyptians the Pyramids. | The Pyramids were built by the ancient Egyptians. |
| 4 Millions of tourists will visit the Louvre this year. | The Louvre by millions of tourists this year. |
| 5 Gustave Eiffel designed a huge iron tower for Paris. | A huge iron tower for Paris by Gustave Eiffel. |
| 6 You can see the Great Wall of China from space. | The Great Wall of China from space. |
| 7 Tourists sometimes Tower Bridge with London Bridge. | Tower Bridge is sometimes confused with London Bridge by tourists. |
| 8 The Romans completed the Colosseum in 82 AD. | The Colosseum by the Romans in 82 AD. |
| 9 People admire Prague for its lovely buildings. | Prague for its lovely buildings. |
| 10 Millions of people the Leaning Tower of Pisa. | The Leaning Tower of Pisa has been photographed by millions of people. |

11 In pairs, ask and answer questions using the prompts, as in the example.

SA: *What are these shoes made of?*

SB: *They're made of leather.*

SA: *Where were they made?*

SB: *They were made in Italy.*

What is this ring made of?

- shoes - leather - Italy
- ring - gold - France
- watch - silver - Switzerland
- jacket - wool - Spain

- shirt - silk - China
- skirts - cotton - England
- toy - plastic - Japan
- desks - wood - Germany

12 a) Choose the correct item, then listen and check.

- 1 America was discovered by ...
 - a Christopher Columbus in 1492.
 - b Louis Lumière in 1492.
- 2 The telephone was invented by ...
 - a Samuel Colt in 1786.
 - b Alexander Graham Bell in 1876.
- 3 The *Mona Lisa* was painted by ...
 - a Paul Gauguin in 1698.
 - b Leonardo da Vinci in 1506.
- 4 The Parthenon was built by ...
 - a the ancient Greeks in the 5th century BC.
 - b the ancient Egyptians in the 3rd century BC.
- 5 *Romeo and Juliet* was written by ...
 - a William Wordsworth in 1695.
 - b William Shakespeare in 1595.
- 6 *The Blue Danube* was composed by ...
 - a Richard Strauss in 1876.
 - b Johann Strauss in 1867.

b) In pairs, ask and answer questions using the passive voice, as in the example.

SA: Who was America discovered by?

SB: It was discovered by Christopher Columbus.

SA: When was it discovered?

SB: It was discovered in 1492.

Who was the telephone invented by?

B Put the verbs into the correct passive tense, then use the prompts (a-e) to ask and answer questions in pairs.

The Louvre is the national museum and art gallery of France. In 1546, work on the Louvre 1) (start) by King Francis I. The Louvre 2) (use) as a royal palace until 1682. It 3) (open) to the public as a museum and art gallery in 1793.

Today many of the world's most famous paintings 4) (keep) in the Louvre, as well as sculptures, jewellery and other forms of art. It 5) (visit) by millions of people every year.

SA: When was work on the Louvre started?

SB: Work on the Louvre was started in 1546.

- a When / work / the Louvre / start?
- b What / it / use as /until 1682?
- c When / the Louvre / open / to the public?
- d What / keep / in the Louvre?
- e How many people / it / visit / every year?

14 Complete each sentence using the word in bold, as in the example.

- 1 Steven Spielberg directed the film '*ET*'. **by**
'*ET*' **was directed** by Steven Spielberg.
- 2 The Russians launched Sputnik 1 in 1957. **was**
Sputnik 1 in 1957.
- 3 Millions of tourists visit London every year. **visited**
London every year.
- 4 They must repair the chapel immediately. **repaired**
The chapel immediately.
- 5 The Queen will open the new gallery on Friday. **be**
The new gallery on Friday.
- 6 They have redecorated the museum. **been**
The museum
- 7 Fleming didn't invent the TV. **invented**
The TV Fleming.

C In pairs, ask and answer questions, then talk about each place, as in the example.

| | |
|--|--|
| <p>Name: Eiffel Tower, Paris, France Designer: Gustave Eiffel Completed: 1889 Material: iron Built as: memorial to the French Revolution</p> | <p>Name: Parthenon, Athens, Greece Designer: Ictinus & Callicrates Completed: 432 BC Material: marble Built as: temple of goddess Athena</p> |
|--|--|

SA: Where is the Eiffel Tower located?

SB: It is located in Paris, France. Who was it designed by?

SA: It was designed by Gustave Eiffel. When was it completed?

SB: It was completed in 1889. What is it made of?

SA: It is made of iron. Why was it built?

SB: It was built as a memorial to the French Revolution.

The Eiffel Tower is located in Paris, in France. It was designed by Gustave Eiffel and it was completed in 1889. It is made of iron. It was built as a memorial to the French Revolution.

• Writing (Project)

Use the information and the pictures in the Photo File section to write descriptions of the two landmarks.

• Reading & Listening

16 Circle the correct answers.

- 1 At a gallery you can see
 - a works of art
 - b shops
- 2 The **opening of a gallery** is
 - a the hours a gallery is open to members of the public
 - b the first day a gallery can be visited by the public
- 3 **Admission** is
 - a money paid by visitors to enter a place
 - b money offered to a museum by the rich
- 4 The **members of a Museum Society** are
 - a museum staff
 - b people who help the museum

17 Read the questions, then listen and circle the correct answers.

- 1 When is the opening of Shelby Museum's new Whittaker Gallery?
 - a 8th March at 6 pm
 - b 18th March at 6 pm
- 2 Who will open the gallery?
 - a the Mayor of Shelby
 - b Mrs Whittaker
- 3 Which collection will be on display in the gallery?
 - a the Indian
 - b the Oriental
- 4 What are the opening hours at the museum?
 - a 9 am to 6 pm daily
 - b 9 am to 6:30 pm daily
- 5 What do they charge for admission for adults?
 - a £1.00
 - b £2.50
- 6 What are visitors not allowed to take into the museum?
 - a cameras
 - b food

18 Read the newspaper article and fill in the gaps with the verbs in brackets, using the passive.

NEW GALLERY FOR SHELBY MUSEUM

Members of the public 1) (invite) to the opening of Shelby Museum's new Whittaker Gallery next Wednesday, 18th March, at 6 pm. The gallery, on the top floor of the museum, 2) (complete) in February, and 3) (will/open) by the Mayor of Shelby. The gallery 4) (build) to display the Oriental Collection, which 5)

(give) to Shelby Museum by Mrs Whittaker in 1998. The collection 6) (have/reorganise), and many paintings and statues 7) (have not/show) to the public before. Opening hours at the museum are from 9 am to 6 pm daily. Admission is £2.50 for adults and £1.00 for children. Members of the Shelby Museum Society 8) (admit) free of charge. Please note that cameras 9) (not/allow) inside the museum.

• Speaking

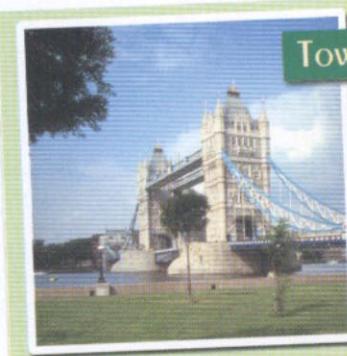
Take notes under these headings, then use your notes to talk about the opening of the Whittaker Gallery.

opening day - to be opened by - reason it was built
the collection - opening hours - admission

• Communication: Asking for Information

19 Fill in the missing words, then listen and check. In pairs, act out a similar dialogue about the Tower of London.

- A: Shelby Museum Information Desk. Can I 1) you?
 B: Yes, please. Could you 2) me what the museum's opening hours are?
 A: Certainly. Opening hours are from 9 am to 6 pm daily.
 B: Can I 3) photographs of the collection?
 A: I'm 4) not, madam. Cameras are not allowed inside the museum.
 B: I see. Oh, and one more thing – how much does it 5) to get in?
 A: Admission is £2.50 for adults and £1.00 for children. Members of the Shelby Museum Society are admitted free of charge.



TOWER OF LONDON INFORMATION DESK

Opening hours: Monday - Saturday
 9 am - 6 pm
 - cameras allowed
 admission: adults £10.50
 children £6.90

20 Put the verbs in brackets into the correct passive tense, then match the paragraphs to these headings.

Recommendation Name/Location/Description
Historical Facts Things to see/do there

► The Little Mermaid 1) (**locate**) in the Langelinie harbour of Copenhagen and is the national symbol of Denmark. It is a small statue of a mermaid sitting on a rock. Like a real mermaid, she is half human, half fish.

► The statue 2) (**inspire**) by a fairy tale by the famous Danish writer Hans Christian Andersen. It 3) (**order**) by Carl Jacobsen, of the famous Carlsberg Brewery, after he attended a performance of The Little Mermaid by the Royal Danish Ballet Company. The statue 4) (**make**) by Edvard Eriksen and 5) (**put up**) at Langelinie on 23rd August, 1913. Sadly, it 6) (**damage**) many times since then.

► The Little Mermaid 7) (**visit**) by more than a million people every year. It 8) (**can/see**) quite easily from the Langelinie Harbour. Tourists can also enjoy the wonderful harbour view and buy postcards, T-shirts and other souvenirs at the harbour.

► You will be amazed by this delightful statue, which 9) (**should not/miss**) by any visitor to the Copenhagen area.

• Vocabulary Revision Game

21 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

opening, display, admission, free of charge, was discovered, chapels, were killed, deeply religious, was destroyed, should not be missed, beautiful carvings, was inspired, harbour view, salt was mined

Pronunciation

22 Listen and underline the word stressed, then repeat the sentences.

- | | |
|--------------------------|------------------------|
| 1 What was it made of? | 4 Where were they put? |
| 2 Who was it written by? | 5 When was it built? |
| 3 How was it discovered? | 6 Why was it chosen? |

Writing (an article about a famous landmark)

When we write an article about a famous landmark we can divide it into four paragraphs. In the **first paragraph**, we write the **name** of the place, **where** it is and **what it looks like**. In the **second paragraph**, we write about the **historical facts** of the landmark. In the **third paragraph**, we write about **what visitors can see or do** there. In the **last paragraph**, we **recommend** a visit to the landmark. We normally use **present** tenses to describe the landmark and **past** tenses to write about the historical facts. In this type of writing, the **passive** is used when the action is more important than the agent.

23 Listen and cross out the inappropriate words, then talk about the Statue of Liberty.

Name/Place/Description

- Statue of Liberty in New York
- huge statue of woman holding tablet in left hand and **light/torch** in right hand
- seven points of her **crown/hat** represent the seven oceans and continents of world

Historical Facts

- designed by Frédéric-Auguste Bartholdi
- was started in 1876 – was finished in 1884
- made of copper with **steel/iron** supports
- gift to Americans from **Finns/French** to celebrate the 100th anniversary of American Declaration of Independence
- statue was made in sections: **June/July** 1885 put into 214 boxes and shipped to New York - reassembled in four **weeks/months**
- declared national monument in 1924

Things to see/do there

- climb 354 steps to reach the crown, admire the view from 25 **balconies/windows**
- visit the Statue of Liberty exhibit (museum objects, photographs, prints, videos)

Recommendation

- amazed by statue - not to be missed

24 Use the notes in Ex. 23, and the plan below, to write an article about the Statue of Liberty for a travel magazine (120 - 180 words). You can use the article in Ex. 20 as a model.

Plan

Introduction

Para 1: name, place, description

Main Body

Para 2: historical facts

Para 3: what visitors can see/do there

Conclusion

Para 4: recommendation

Words of Wisdom

Read this sentence. What does it mean?

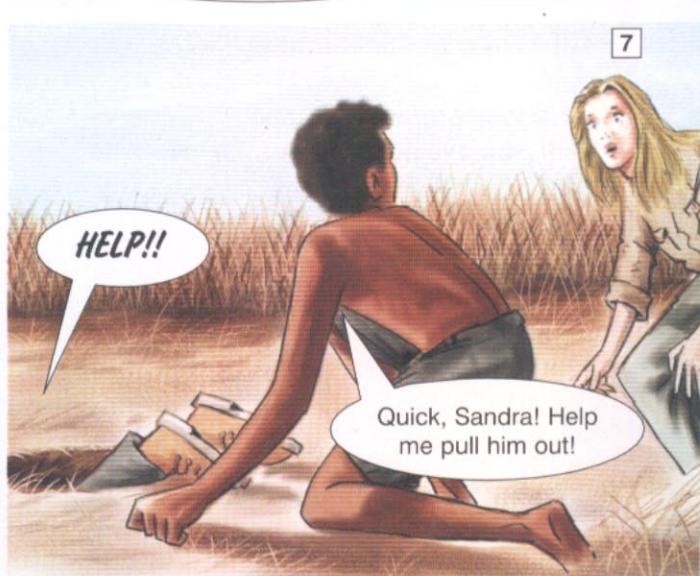
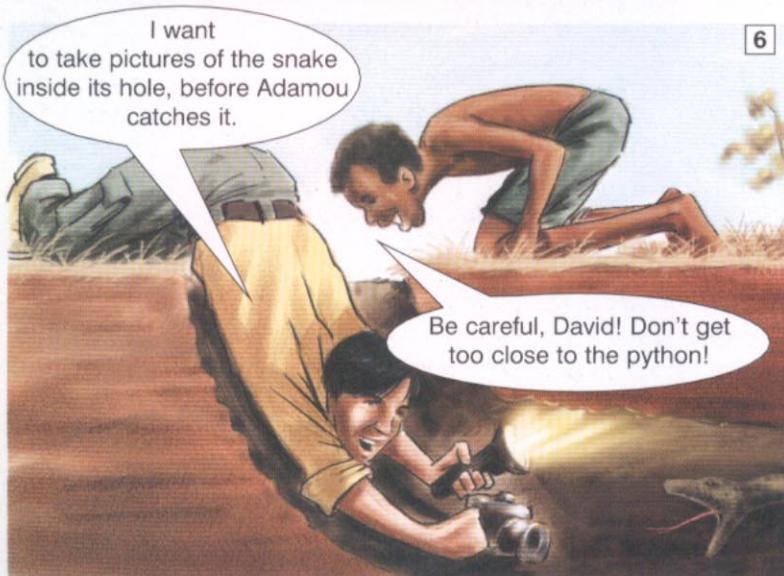
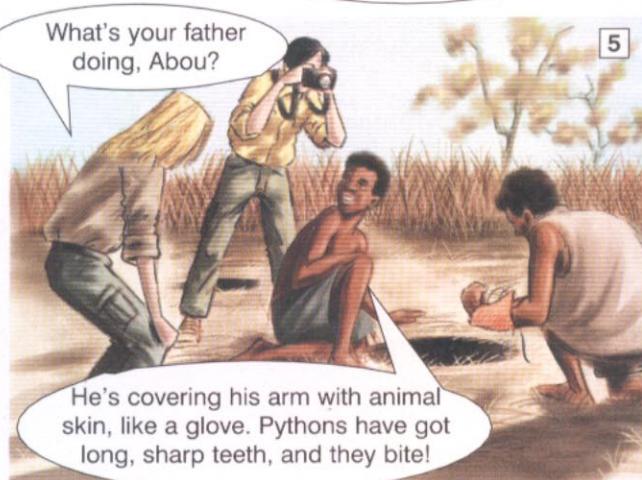
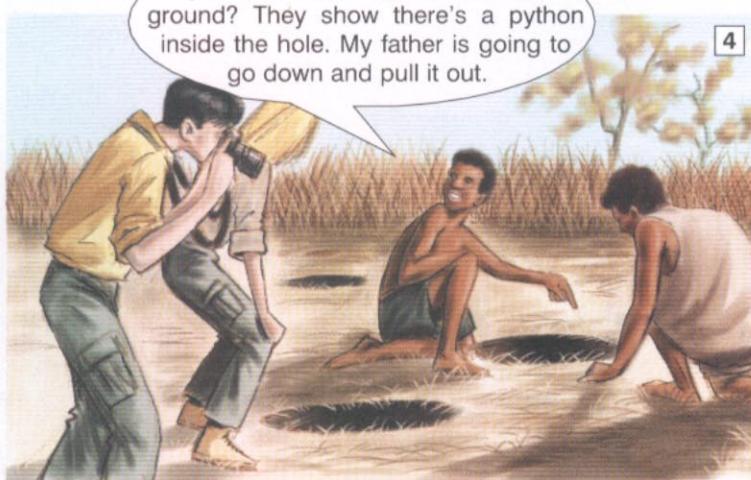
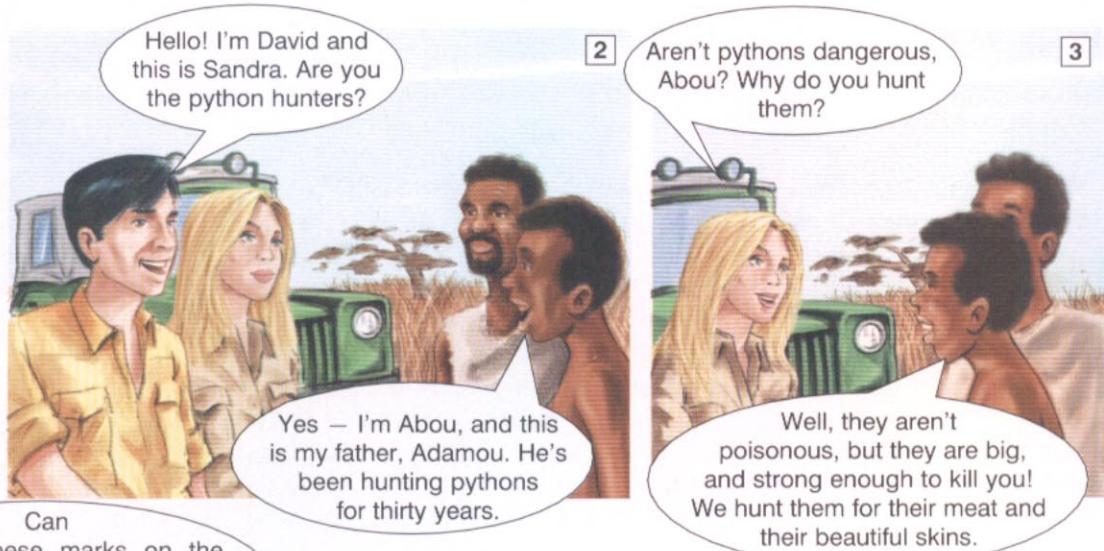
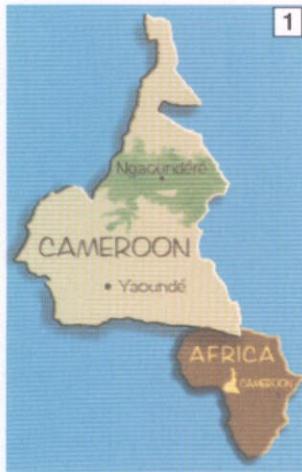
If you want a thing done well, do it yourself.

Episode 1

Do not Disturb

The Python Hunt

Sandra and David are in Cameroon, West Africa, to write about a python hunter.



1 Look at the pictures on p. 68, read the sentences and circle the correct answer.

- 1 Where is Cameroon?
a in America b in Africa
- 2 What is a python?
a a big snake b a big mouse
- 3 Where do pythons live?
a inside trees
b inside holes in the ground
- 4 What is the man covering his arm with in picture 5?
a his jacket b animal skin
- 5 What is David holding in picture 6?
a his camera & a torch
b his camera & a lighter

2 Who said the following?

Listen and write *S* for Sandra, *D* for David or *A* for Abou.

- 1 "Why do you hunt them?"
- 2 "They show there's a python inside the hole."
- 3 "I want to take pictures of the snake."
- 4 "Quick, Sandra! Help me pull him out!"

3 Read the episode on p. 68 and answer the questions.

- 1 How long has Adamou been hunting pythons?
- 2 Why do they hunt pythons?
- 3 What do the marks on the ground show?
- 4 How do they catch pythons?

4 Read the episode again and underline the adjectives which are used to describe pythons. Then, use them to talk about pythons.

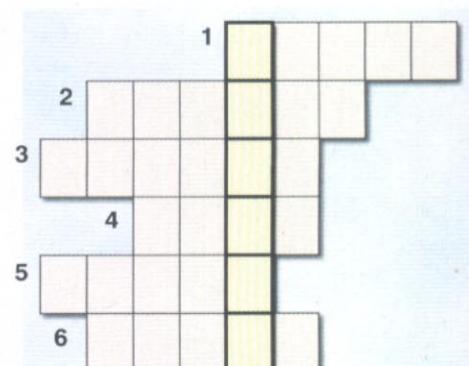
5 Fill in the opposites from the list, then make sentences using them.

ugly, harmless, weak, blunt

- 1 strong ≠
- 2 beautiful ≠
- 3 sharp ≠
- 4 dangerous ≠

6 Complete the puzzle to find Adamou's job.

- 1 Pythons live inside
- 2 There are marks on the that show where the python is.
- 3 Pythons are enough to kill people.
- 4 Pythons have got long teeth and they
- 5 Adamou covers his arm with animal skin, like a
- 6 Pythons' teeth are very



too - enough

- We use **too** before adjectives or adverbs. It has a negative meaning. *Don't get too close to the python.*
- We use **enough** after adjectives or adverbs. It has a positive meaning. *Pythons are strong enough to kill you.*

7 Fill in *enough* or *too*.

- 1 It's cold to play in the garden.
- 2 He isn't old to drive a car.
- 3 She is tall to reach the top shelf.
- 4 It's dark in here for me to read.
- 5 These bags are heavy for me to carry.

8 Fill in the missing words, then say how we use these pronouns and adjectives.

| | |
|-------------------------------|---|
| Subject Pronouns: | I, you, he, she, it, we, you, they |
| Object Pronouns: | me, you, him,, it, us, you, |
| Possessive Adjectives: | my,, his, her,, our, your, their |
| Possessive Pronouns: | mine, yours,, hers, —, ours, yours, |

9 Underline the correct word, then say what kind of pronoun or adjective each one is.

- 1 **He/Him** wanted to take pictures of the snake inside **it/its** hole.
- 2 Look at **them/their!** **They/Them** are flying.
- 3 He's covering **him/his** arm with animal skin.
- 4 Please help **me/my** pull **her/hers** out!
- 5 **Our/Ours** house is in the suburbs.
- 6 Ask **their/them** to help **you/your** do the exercise.

10 Listen and follow the episode on p. 68, then read out the episode. What do you think will happen to David?

Stick to the Rules!

Lead-in

- 1 The pictures show causes of accidents that children might have at home. Match them to the results in the list, then make sentences, as in the examples.

Results

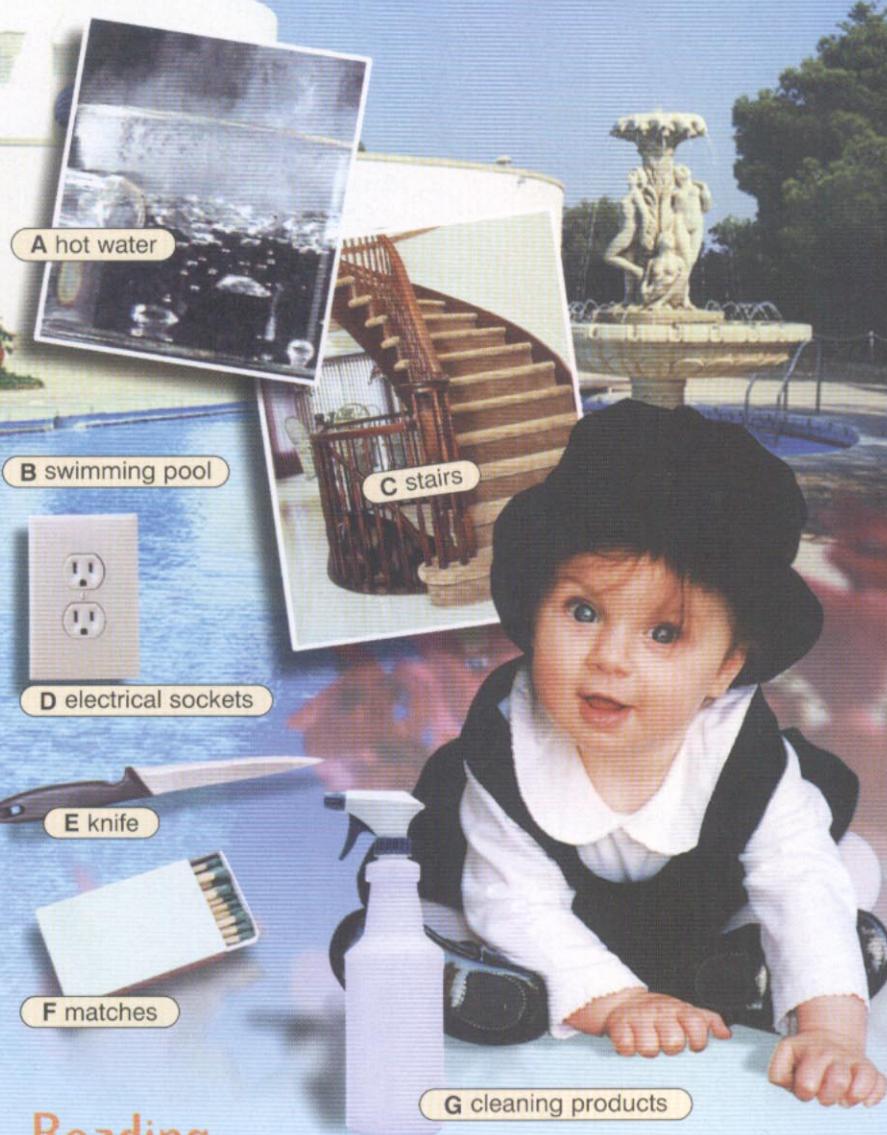
- | | |
|----------------------------------|--------------------------|
| fall and hurt themselves | <input type="checkbox"/> |
| drink them and poison themselves | <input type="checkbox"/> |
| get an electric shock | <input type="checkbox"/> |
| burn themselves | <input type="checkbox"/> |
| scald themselves | <input type="checkbox"/> |
| cut themselves | <input type="checkbox"/> |
| fall in and drown | <input type="checkbox"/> |

Don't let children play near stairs. They might fall and hurt themselves.

Never let children play with cleaning products. They could drink them and poison themselves.

- 2 Read the statements, then listen and complete the missing words.

- 1 K _ _ _ all cleaning products in a safe place.
- 2 P _ _ knives away after use.
- 3 Never a _ _ _ _ your children to play with pots and pans on the stove.
- 4 Make sure you c _ _ _ _ electrical sockets when they are not in use.
- 5 Never l _ _ your children play with matches.
- 6 F _ _ safety gates at the top and bottom of the stairs.
- 7 P _ _ a fence around any ponds or pools in your garden.



Reading

- 3 a) Read the leaflet, then circle the correct answers to these questions.

- 1 Who is the leaflet for?
 - a Parents with young children
 - b New home owners
- 2 What does the leaflet give advice about?
 - a Keeping your home clean
 - b Preventing accidents
- 3 What does the leaflet advise readers to do?
 - a Make sure children don't play with dangerous objects.
 - b Teach children to follow rules about safety.

- b) Use the information in the leaflet to ask and answer questions in pairs, as in the example.

SA: Why should we keep all cleaning products in a safe place?

SB: Because children might drink them and poison themselves.

Is Your Home A Safe Place For Your Kids?

Every year, thousands of children are injured in accidents in the home – accidents that could be prevented. Read this leaflet and make sure that similar accidents don't happen to your children.

- Keep all cleaning products in a safe place. Your children might drink them and poison themselves.
- Always put knives and other sharp objects away after use. Your children could cut themselves.
- Never allow your children to play with pots and pans on the stove. They could scald themselves.
- Make sure you cover electrical sockets when they are not in use. Your children could give themselves an electric shock.
 - Never let your children play with matches. They might start a fire and burn themselves.
 - Fit safety gates at the top and bottom of the stairs. Your children could fall and hurt themselves.
 - Put a fence around any ponds or pools in your garden. Your children might fall in and drown.



Language Development

- 4** Fill in the words from the list, then make sentences using the completed phrases.

electrical, cleaning, fire, gates, sharp, shock

| | |
|------------------|-----------------------|
| 1 products | 4 an electric |
| 2 objects | 5 to start a(n) |
| 3 sockets | 6 safety |

- 5** Fill in the correct word from the list below.

burn, cut, drown, hurt, scald, poison

- 1 The little boy himself with the sharp knife.
- 2 Don't put your hand in hot water! You'll yourself!
- 3 That isn't orange juice! Don't drink it! You might yourself.
- 4 Kim fell over and herself yesterday.
- 5 Don't touch the fire! You'll yourself!
- 6 Don't go near the water! You might fall in and !

- 6** Fill in the correct prepositions, then make sentences using the completed phrases.

1 injured accidents; 2 happen sb; 3 keep sth a safe place; 4 put sth after use; 5 the stove; 6 to be use; 7 play sth; 8 the top/bottom the stairs; 9 put a fence sth

• Speaking

Cover the leaflet in Ex. 3, then use the pictures on p. 70 to talk about the warnings and possible dangers.

• Grammar: Imperative

Use

We use the **imperative** to tell people what to do/not to do.
Put a fence around any ponds in your garden.
Don't let your children play with matches.

- 7** Read the leaflet again and underline all the imperative forms.

• Grammar: Reflexive Pronouns

Use

We use reflexive pronouns when the subject and the object of the verb refer to the same person or thing.
They might cut themselves.

- 8** a) Fill in the missing pronouns from the list.

myself, themselves, himself, yourselves, herself

| subject pronouns | reflexive pronouns |
|------------------|--------------------|
| I | |
| you | yourself |
| he | |
| she | |
| it | itself |
| we | |
| you | ourselves |
| they | |

- b) Fill in the correct reflexive pronoun, then act out the dialogues in pairs.

- | | |
|---|---|
| 1 A: Can I use the knife? B: No. You'll cut | 4 A: Did they like the party? B: Yes, they enjoyed |
| 2 A: What has he done? B: He's hurt | 5 A: Why is she crying? B: She's burnt |
| 3 A: What's wrong? B: I've cut | |

Stick to the Rules!

• Grammar: Might/Could

Use

We use **might** or **could** to say that it is possible that something will happen.

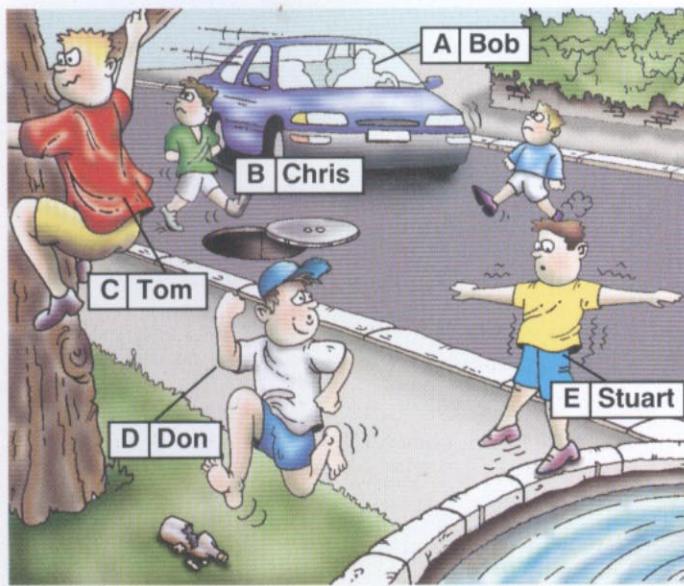
Stay away from the dog. It might/could bite you.

- 9 Match the prompts to the people in the picture, then say what might/could happen.

- 1 hit/child
2 fall out of/tree
3 cut/foot

- 4 fall into/hole
5 fall into/pond/drown

Bob might hit the child.



- 10 Match the warnings to the results, then ask and answer questions in pairs, as in the example.

FIRE PRECAUTIONS**Warnings**

- 1 play with burning candles (X)
- 2 smoke in bed (X)
- 3 be careful when cooking with hot oil (✓)
- 4 fit a smoke alarm (✓)
- 5 have a fire extinguisher in your house (✓)

Results

- | | |
|---------------------------------------|---|
| a <input type="checkbox"/> | you/stop a small fire |
| b <input type="checkbox"/> | it/warn you of a fire in your house |
| c <input checked="" type="checkbox"/> | you/start a fire |
| d <input type="checkbox"/> | you/fall asleep and set the house on fire |
| e <input type="checkbox"/> | it/catch fire |

SA: Never play with burning candles.

SB: Why?

SA: You might start a fire.

• Writing (Project)

Use the information from Ex. 10 to write a leaflet about fire precautions. Use the leaflet in Ex. 3 as a model. Use *always*, *never*, *make sure*, etc.

• Grammar: Have to/don't have to - Must/mustn't

Use

- We use **have to** to express necessity.
You have to buy a ticket before getting on the train.
- We use **do not have to** to say that it is not necessary for something to happen.
You don't have to help me wash the car. (... but you can if you want to.)
- We can use **must/mustn't** to express very strong advice.
*You must stay away from the boats. (It's very important that you stay away from the boats.)
You mustn't go near the rocks. (It's very important that you don't go near the rocks.)*
- We also use **mustn't** to express prohibition.
You mustn't steal from other people. (It's illegal.)

- 11 a) Anne goes to a boarding school in England. Chris goes to high school in America. Read the prompts, then listen and put a tick (✓) or a cross (✗) in each column. Finally, write sentences as in the example.

Chris has to get up early to catch the school bus.

| Who has to ... | Chris | Anne |
|--|-------|------|
| get up early to catch the school bus? | ✓ | ✗ |
| wear a school uniform? | | |
| stay in the school grounds at lunchtime? | | |
| go to lessons on Saturday mornings? | | |
| clean the classroom? | | |

- b) What about you? Ask and answer questions in pairs, as in the example.

*SA: Do you have to get up early to catch the school bus?
SB: No, I don't. Do you have to wear a school uniform?*

- 12 Using information from the leaflet on p. 71, make sentences giving advice to parents. Use **must/mustn't**, as in the example.

You must keep all cleaning products in a safe place.

- B** What rules do taxi drivers in your country have to follow? Tick (✓) the correct column next to each prompt, then use the information in the table to talk about taxi drivers in your country.



| TAXI DRIVERS ... | must | mustn't | don't have to |
|---------------------------------|------|---------|---------------|
| wear a uniform | | | ✓ |
| switch the meter on | | | ✓ |
| drive carefully | | | ✓ |
| be rude to passengers | | | ✓ |
| carry more than four passengers | | | ✓ |
| have a mobile phone with them | | | ✓ |

In my country, taxi drivers don't have to wear a uniform.

• Grammar: Can – Be allowed to

Use

- We use **can** to ask for or give permission, and **can't** to refuse permission.
"Can I go out?" "Of course you can."
I'm afraid you can't enter this room.
- We use **be allowed to** to ask for, give or refuse permission. The permission, however, does not depend on the speaker. Compare the examples:
Can I play in the garden?
(Will you allow me to play in the garden?)
Am I allowed to use the telephone?
(What is the rule?)

- 14** In pairs, use the prompts to act out short dialogues, as in the example.

SA: Can I park my car here?

SB: No, I'm afraid not. You aren't allowed to park here. You have to park somewhere else.

- ... I park my car here? (*park somewhere else*)
- ... my child come into the hospital? (*leave him outside*)
- ... we take photographs in the museum? (*leave your cameras in the cloakroom*)
- ... we eat in here? (*eat your food outside*)
- ... I wear shorts in this restaurant? (*wear a suit and tie*)
- ... I use this telephone? (*use the public phone outside*)

• Grammar: Had to/didn't have to – Could/couldn't

Use

- Had to** and **didn't have to** are the past forms of **have to** and **don't have to**.
When my father was a boy, he had to wear shorts to school.
Children didn't have to learn about computers at school twenty years ago.
- Could** and **couldn't** are the past forms of **can** and **can't**.
I could go to parties when I was 17, but I couldn't go on my own; I had to go with my brother.

- 15** Mrs Smith is telling her granddaughter about her parents' dinner parties when she and her sister were children. Listen and tick (✓) the correct column. Finally, ask and answer questions in pairs, using *Did they have to...?/Could they ...?* as in the example.
- SA: Did they have to wear their best clothes?*
SB: Yes, they did. They had to wear their best clothes.

| | could | couldn't | had to | didn't have to |
|---|-------|----------|--------|----------------|
| wear best clothes | | | | |
| play piano for guests before dinner | | | | |
| cook | | | | |
| sit at same table as adults | | | | |
| put elbows on table | | | | |
| drink wine like adults | | | | |
| go to bed early | | | | |
| sit in living room with adults after dinner | | | | |

Stick to the Rules!

• Reading & Listening

- 16** Listen to three news reports (A - C) and match them to the accidents (1 - 3).

Accident

- 1 a fall from a cliff
- 2 an accident while skiing
- 3 an accident in a park

News Report

| |
|--|
| |
| |
| |

- 17** a) Match the headlines (1-3) to the signs (A-C).

1 CHILD SAVED FROM DROWNING IN POND

2 BRITISH SKIER TRAPPED IN SNOW

3 VISIT TO BEACH ENDS IN FALL ONTO ROCKS

A



B



C



- b) Match the words/phrases to the headlines (1 - 3) above, then try to explain what each word/phrase means.

edge of pond, climb, main slopes, ski resort, drowned, mountain rescue team, swim, cliffs, Coastguard

- 18** a) Read the three news reports and fill in the correct headlines from Ex. 17a, then explain the words in bold.

- A** ...
- 1 Six-year-old Pamela Kinsey nearly drowned in a pond in Carlton Park, Coddleton, yesterday afternoon.
 - 2 The accident **occurred** at 3:30 pm as Pamela and her nine-year-old brother were playing at the edge of the pond. When his sister fell into the pond, Kyle, who cannot swim, ran to get help. He was afraid she would drown. Fortunately, the **park warden** managed to **save** little Pamela.
 - 3 Since the accident, Coddleton Council has **put up** a high **fence** around the pond. Local police are **warning** parents not to let young children play alone near water.

B ...

42-year-old Marcus Hirst was injured when he fell onto rocks on a beach near Dover yesterday morning.

Mr Hirst was on a day trip to the beach with his wife and two young children when he decided to climb the cliffs in search of birds' eggs. He fell from a **height** of about twelve metres onto the rocks below. His wife called the **ambulance service** on her **mobile phone** and Mr Hirst was taken to hospital in a Coastguard helicopter. He had a broken leg and arm, but **suffered** no other injuries.

Since the accident, the Coastguard has put up signs on the beach warning people not to climb the cliffs.

C ...

Robert Blakewell, a twenty-year-old student from Sussex, was trapped in a deep **snowdrift** in the French Alps on Tuesday.

Robert was on holiday with some college friends at an Albertville ski resort when he decided to go skiing alone and away from the main slopes of the resort. His friends contacted the authorities when Robert failed to return that evening. A mountain rescue team managed to find Robert and take him to the nearest hospital.

After the accident, the Mountain Rescue Service released a statement to the press, asking skiers not to ski on unmarked slopes.

- b) Read the news reports again and answer the questions. Put A, B or C in each box.

Which report(s) mention(s) someone who ...

- was involved in an accident yesterday? 2
 went somewhere alone? 3
 was injured when he/she was on holiday? 4
 was playing when the accident happened? 5
 was in or near water? 6 7

- c) Look at news report A. Which paragraph describes the event in detail? Which paragraph gives a summary of the event? Which paragraph is about the action taken?

• Speaking

Read news reports B and C again, and make notes for each under the headings below. Then, use your notes to talk about each of the accidents.

- Who? What? Where? When?
- Details of the Event
- Action Taken

19 What would you say to:

a young child playing near a pond?

a teenager going skiing?

a man going bird-watching near a beach?

Give advice, as in the example, using *must* or *mustn't*.

You mustn't play near the pond.

• **Communication: Positive/Negative Agreement**

20 Listen and repeat, then use the prompts to act out similar dialogues in pairs.

A: Tomorrow, I have to wash the car.

B: So do I, but I don't have to do the gardening tomorrow.

A: Neither do I.

wash the car, do the gardening, fix the fence, paint the living room, clean the house, tidy the garage

• **Vocabulary Revision Game**

21 In teams, make sentences using words/phrases from the list. Each correct sentence gets one point.

put up signs, cleaning products, climb the cliffs, drown, play alone, was trapped, coastguard, release a statement, electric shock, sharp objects

Pronunciation

22 a) We don't always use the 'strong form' of *must/mustn't* in sentences. Listen and repeat.

'strong form':

must / mʌst /

mustn't / mʌsn't /

... but in some sentences:

You must do your best. / mes /

You must always try hard. / məst /

You mustn't go. / mʌsn /

b) Listen and tick the sentences with the 'strong form'. Listen again and repeat.

- | | |
|--|-------|
| 1 You <u>must</u> wear boots to go skiing. | |
| 2 Yes, you <u>must</u> . | |
| 3 You <u>must</u> have a licence to drive a car. | |
| 4 No, you <u>mustn't</u> . | |
| 5 You <u>mustn't</u> speak during the exam. | |
| 6 You <u>mustn't</u> enter this room. | |

Writing (a news report)

When we write a news report we can divide it into three paragraphs. In the **first paragraph**, we write a **short summary** of the event. We write about **who** was involved, **what** happened, and **where** and **when** it happened.

In the **second paragraph**, we write a **detailed description** of what happened. In the **last paragraph** we write **what action has been taken**.

We normally use **past tenses** in this type of writing. We always give our report an eye-catching **title**.

23 Listen to the news report and answer the questions.

1 How old is Ms Jenkins?

2 What's her job?

3 Where was she injured?

4 What attacked her?

5 Who saved her?

6 Where was she taken?

24 Read the notes. In pairs, ask and answer questions using **who, where, when** and **what**, as in the example.

- 35-year-old British photographer, Carolyn Jenkins
- on safari in South Africa last week
- 2 guides and 3 students from the University of Kent
- approach lion in jeep
- leave jeep to take pictures - get close - lion attack
- guides scare the lion away - take her to hospital
- South African Tourist Board - warn tourists not to approach wild animals while on safari

SA: Who is Carolyn Jenkins?

SB: A 35-year-old British photographer.

25 Use the notes from Ex. 24, as well as the plan below, to write a news report about Carolyn Jenkins. Use the texts in Ex. 18 as models.

Plan

SAVED FROM LION'S JAWS

Introduction

Para 1: who/what/where/when

Main Body

Para 2: detailed description of the event

Conclusion

Para 3: action taken

Words of Wisdom

Read these sentences. What do they mean?

- It is best to be on the safe side.
- Better safe than sorry.
- Once bitten, twice shy.

UNIT 11

Our Precious Planet

Lead-in

- 1 Look at the pictures. Which picture shows:
 car fumes ; public transport ; a rainforest ;
 a person planting a tree ; a hunter ; wildlife ?
- 2 a) What is acid rain? Tick (✓).
 light rain
 rain with chemicals from factories
- b) What can cause acid rain? Tick (✓).
 rainforests ? pollution ? animals ?
- 3 a) Which of the following are endangered species? Tick (✓).
 tigers lions dogs seals rhinos
 b) Why do we call them 'endangered' species?

- 2 Match the problems to the causes, then make sentences using the passive, as in the example. Can you think of any other causes of these problems?

| Problems | Causes |
|-------------------------|-------------------|
| endangered species/kill | cars |
| air pollution/cause | hunters |
| rainforests/destroy | logging companies |

Endangered species are killed by hunters.

- 3 The list below includes possible solutions to the problems mentioned above. Use the phrases to make sentences, as in the examples.

use bicycles, plant new trees, drive electric cars,
 use less paper, create special parks for animals,
 teach hunters it's wrong to kill animals

6



*If we used bicycles, we would have less air pollution.
 If we planted new trees, rainforests wouldn't disappear.
 If we created special parks for animals, they wouldn't be in danger.*

- 4 Match the speakers to what each one would do if he/she was leader of his/her country. Write R for Roberta, M for Maria or J for James.

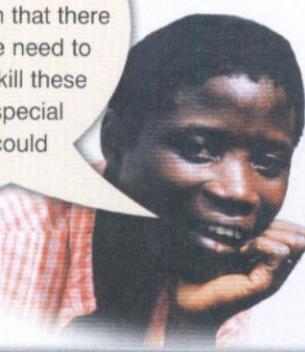
- 1 stop logging companies from destroying the rainforest
- 2 not allow hunters to kill endangered species
- 3 ban cars
- 4 create special parks
- 5 improve public transport
- 6 make logging companies plant new trees

Reading

- 5** Read what each person says and answer the questions, then explain the words in bold.

If I were the leader of my country, I wouldn't allow hunters to kill endangered species. Did you know that animals such as tigers and rhinos have been **hunted** so much that there will soon be **none** left? I think we need to teach hunters that it's wrong to kill these animals. I would also **create** special parks where these animals could live **safely**.

2 James - Kenya



1 Roberta - Italy

If I were **leader** of my country, I would **ban** cars because they cause too much **air pollution**. I hate it when I'm riding my bike in the street and I can **hardly** breathe because of the traffic fumes. It makes me feel really ill. Air pollution causes acid rain, too, which kills trees and plants. I would also improve public transport. People wouldn't need to use their cars so much then. I think people should walk more often, or use a bicycle, like me! If they did, our cities would be **healthier** places to live in.

3 Maria - Brazil



If I were the leader of my country, I would stop logging companies from destroying the rainforest. It's terrible the way that animals and **rare** plants die when the trees disappear. Don't these companies know that they're not just destroying the trees and the wildlife? They could destroy us all! Trees **produce oxygen**, which is one of our most **basic needs**. One answer to the problem is to make the logging companies plant new trees. If they did that, it could save the rainforest and give all of us cleaner air to **breathe**.

- 1 Why can Roberta hardly breathe when she's riding her bike?
2 What does acid rain kill?
3 What would happen if public transport were better?

- 4 What will happen if hunters continue to kill endangered species?
5 What happens when trees disappear?
6 What do trees produce? Why is it important to us?

Language Development

- 6** Fill in the words from the list, then make sentences using the completed phrases.

basic, rare, ban, acid, logging, safely, plant, air, cleaner, species, public, traffic

- | | |
|-------------------|---------------------|
| 1 to cars | 7 plants |
| 2 pollution | 8 to trees |
| 3 fumes | 9 air |
| 4 rain | 10 endangered |
| 5 transport | 11 needs |
| 6 companies | 12 to live |

- 7** Fill in the correct word from the list.

created, breathe, improve, destroys, causes, hunt

- 1 Having more buses would public transport in cities.
2 Heavy traffic a lot of air pollution.

- 3 If we more parks in our cities, they would be nicer places to live in.
4 It's so polluted I can't properly.
5 Many people endangered species for their fur.
6 Acid rain plants.

- 8** Fill in the correct preposition, then make sentences using the completed phrases.

- 1 because sth; 2 to live a city; 3 to stop sb doing sth; 4 an answer the problem

• Speaking

Read the texts in Ex. 5 again and make notes under the following headings for each person. Use your notes to talk about each child's opinion.

Measures - Reasons - Results

• Grammar: Conditionals Type 2

9 Study the sentences below and answer the questions which follow.

- a) "When I am the leader of my country, I will ban cars."
- b) "If I were the leader of my country, I would ban cars."
- 1 Which sentence was spoken by a child, and which by a politician?
- 2 Which sentence is about a real or very likely situation in the future?
- 3 Which sentence is about an unreal or highly unlikely situation in the present or future?
- 4 How do the two sentences differ in form?

**If ... + past simple + ...
would/could/might + bare infinitive**

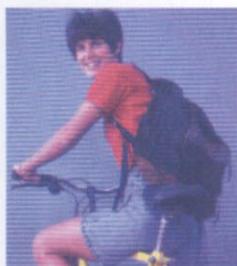
- We use **conditionals type 2** to talk about unreal or highly unlikely situations in the present or future.

NOTE: We can use **were** in all persons (after **I/he/she/it**).

If I were the leader of my country, I would not allow hunters to kill endangered species.

10 Read the short texts in Ex. 5 and underline all sentences which include conditionals type 2.

11 Make sentences using the prompts, as in the example.



- 1 we all use bicycles → there not be so much air pollution

If we all used bicycles, there wouldn't be so much air pollution.



- 2 there be more bins in towns and cities → there not be so much litter on our streets

.....
.....
.....



- 3 we not pollute lakes and rivers → we have clean drinking water

.....
.....
.....



- 4 we recycle all of our waste → rubbish not pollute environment

.....
.....
.....



- 5 we stop cutting down rainforests → fewer plants and animals die

.....
.....
.....

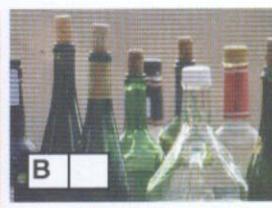
12 Put the verbs in brackets into the correct form.

- 1 If you (**take**) your bicycle, you would get there faster.
- 2 If he lived in the countryside, he (**be**) happier.
- 3 If we (**ask**) her, I'm sure she would stop doing that.
- 4 If people (**not/drop**) litter on beaches, our beaches would be much cleaner.
- 5 If you (**go**) there by bus, you would get there more quickly.
- 6 If people (**stop**) using aerosols, it would help the environment.
- 7 If hunters stopped killing so many tigers, they (**not/be**) an endangered species.
- 8 If Veronica (**walk**) to work, she wouldn't be so unfit.
- 9 If people (**not/use**) so much paper, there would be more rainforests.
- 10 If people shared their cars, there (**be**) fewer cars on the roads.

13 You will hear four people talking about environmental problems and solutions. Match the speakers (1-4) to the pictures (A-D). There is one extra picture that you do not need.



A []



B []



C []



D []



E []

• Writing (Project)

Write a short paragraph about what you would do to protect the environment if you were the leader of your country. Use the texts in Ex. 5 as models.

• Reading & Listening

- 14** a) Look at picture A. What is the girl doing? What other things do we use water for in our daily lives?
 b) Look at picture B. Is the water clean? Who/What do you think is polluting it?
 c) From the list below, tick (✓) the three most important things we can do to save our planet's water supplies, then make sentences as in the example.

We can save the water from our baths and use it for the garden.

- 1 save water from our baths and use it for the garden
- 2 pass laws to stop factories from wasting and polluting water
- 3 recycle water
- 4 stop factories from pouring chemicals into lakes and rivers
- 5 repair leaking pipes

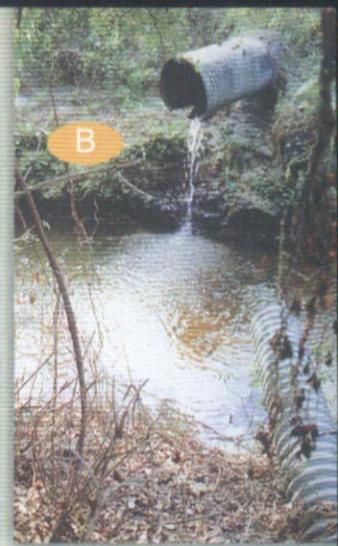
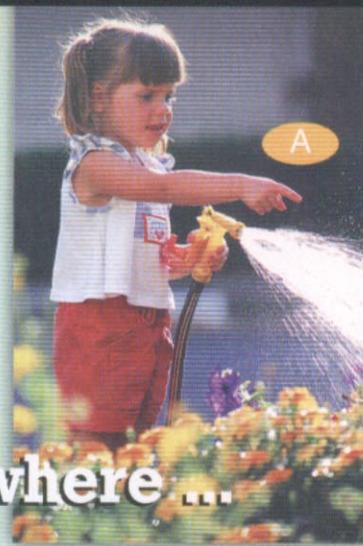
15 Listen and correct the words in bold.

- 1 We all need water — not just for our **gardens** and factories, but to survive.
- 2 The **problem** begins at home.
- 3 Governments can help by passing laws to stop **animals** from wasting and polluting water.
- 4 Many cities have successfully **wasted** water by repairing pipes.

- 16** a) Read the article and circle the correct answer for items 1 to 4.
 b) What is the problem discussed?

Which paragraphs include the writer's suggestions? What are these suggestions? What results/examples does the writer use to support his suggestions?

Water, Water Everywhere ...



1 ▶ Imagine a world with no drinking water, and no water to wash or cook with. It's hard to imagine this, because we use water every day without even thinking about it. Yet there are terrible water shortages all over the world. In parts of Africa and China, for example, many people don't even have clean water to drink. In fact, over half of the people in the world have to live with water shortages every day. We all need water — not just for our homes and factories, but to survive. Fortunately, there are things that we can all do to save water.

2 ▶ The solution begins at home. We can save the water from our baths and use it for the garden, instead of wasting hundreds of litres of clean water on our lawns and plants. This would help to save many litres of water everyday, especially in the summer.

3 ▶ Governments can help by passing laws to stop factories from wasting and polluting water. If factories recycled water and stopped pouring chemicals into our lakes and rivers, there would be a lot more clean water around.

4 ▶ Governments could also stop water companies from wasting millions of litres of water because of leaking pipes. Many cities have successfully saved water by repairing pipes.

5 ▶ All in all, there are many things we can do to save our planet's disappearing water supplies. The time has come to start understanding the value of water, before a world without clean water becomes a terrible reality.

- 1 The writer says that in many parts of the world people ...
 - a don't have water at all.
 - b don't have any clean water.
 - c have too much water.
- 2 The writer suggests that we should ...
 - a use more water at home.
 - b stop using water at home.
 - c stop using so much water at home.
- 3 There would be more clean water around if factories ...
 - a produced more water.
 - b used the same water several times.
 - c only used water from rivers and lakes.
- 4 Water companies can help ...
 - a by fixing pipes.
 - b by giving us more water.
 - c by making people pay a lot more.

• Speaking

Read the article in Ex. 16 again and make notes under the headings below, then talk about what we can do to save water.

Suggestions - Results/Examples

17 Read the questions and choose the answer you agree most with.

Are your answers mostly *a*, *b* or *c*? See the key to find out how green you are.

How Green Are You?

1 If you had a lot of old newspapers and empty bottles, would you ...

- a* leave them on the pavement?
- b* put them in a rubbish bin?
- c* recycle them?

2 If somebody offered to give you one of the following as a gift, which would you choose?

- a* a big, fast car
- b* a motorbike
- c* a bicycle

3 If you were in the middle of a city and wanted to go somewhere one or two kilometres away, would you ...

- a* take a taxi?
- b* take a bus?
- c* walk/cycle?

4 If you had a picnic on the beach, what would you do with your rubbish? Would you ...

- a* leave your rubbish on the beach?
- b* put your rubbish in the first bin you found?
- c* take your rubbish home?

5 If you had £1,000 to spend, would you ...

- a* buy a fur coat?
- b* go on a safari?
- c* adopt a dolphin?

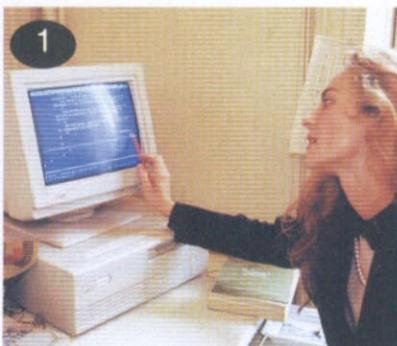
mostly a's: You're not very green, are you? Please look after our world before it's too late!

mostly b's: You're trying to be more green, but you don't always get it right. Learn more about the environment and think before you act.

mostly c's: Well done! You're really green! We need more people like you to help us save our environment!

18 Look at the pictures, then use the words in the list below to ask and answer questions in pairs, as in the example.

play, use, buy, get, go, spend, travel, visit



... a computer



... an aeroplane



... lots of money

SA: What would you do if you had a computer?

SB: If I had a computer, I would play computer games and I would use the Internet. What about you?

SA: If I had a computer, ...

19 GAME: Look at this sequence of sentences, then use the prompts below to act out similar hypotheses.

S1: If I were very rich, I would go on holiday.

S2: If I went on holiday, I'd go to London.

S3: If I went to London, I'd visit Buckingham Palace.

S4: If I visited Buckingham Palace, I would meet the Queen.

S5: If I met the Queen ...

- If I won £1,000,000 ...
- If I met my favourite film star ...
- If I got lost in the mountains ...

20 In pairs, use the prompts below to ask and answer questions, as in the example.

SA: What would you do if you found a spider in your bed?
SB: If I found a spider in my bed, I'd scream.

1 find a spider in your bed

2 see a UFO

3 be able to travel back in time

4 accidentally bump somebody's car while parking

5 lose your best friend's favourite jacket

6 be shipwrecked on a desert island

• **Communication: Giving Advice**

21 Listen and fill in the missing words. Listen again and repeat.

- 1 A: I can't lose weight.
B: If , I would try to eat fewer cakes and sweets.
- 2 A: I feel very tired after work.
B: You work fewer hours.
- 3 A: I can't stand driving in that heavy traffic every morning.
B: You start cycling to work.

• **Vocabulary Revision Game**

22 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

water shortages, leader, ban cars, hunt, endangered species, plant trees, save, survive, waste water, repair pipes, water supplies, destroy, pollute

Pronunciation

23 Listen and underline the unstressed syllables with the sound /ə/ in them. Listen again and repeat.

com-pa-ny an-swer e-ven in-for-ma-tion
let-ter pol-lu-tion ma-chine A-me-ri-ca

Writing (an article suggesting solutions to problems)

When we write an **article suggesting solutions to problems** we can divide it into **five** paragraphs. In the **first paragraph** we state the **problem**. In the **next paragraphs** (2, 3 and 4) we write our suggested solutions to the problem. We write each suggestion with results/examples in a separate paragraph. In the **last paragraph** we **summarise our opinion**. We normally use **present tenses** and **conditionals type 2** in such articles.

- 24** a) Look at the pictures. Listen, then say which picture is not mentioned.
b) Read the suggestions and match them to the results, then make sentences, as in the example.



| suggestions | results |
|---------------------------------|-----------------------------------|
| put bins on every street corner | people have more oxygen |
| have more trees/green areas | not be so much rubbish everywhere |
| improve public transport | people not drop litter in streets |
| people use bicycles | people leave cars at home |
| people recycle things | children be able to play safely |
| create more parks | cities be less polluted |

If the authorities put rubbish bins on every street corner, people wouldn't drop litter in the streets.

- 25** Your school magazine has asked its readers to send in articles answering the question: *How can we make our cities more environmentally friendly?* Write your article (120 - 180 words) using the plan below and ideas from Ex. 24. Use the text in Ex. 16 as a model.

Plan

Introduction

Para 1: state the problem

Main Body

Para 2: suggestion 1 + result/example

Para 3: suggestion 2 + result/example

Para 4: suggestion 3 + result/example

Conclusion

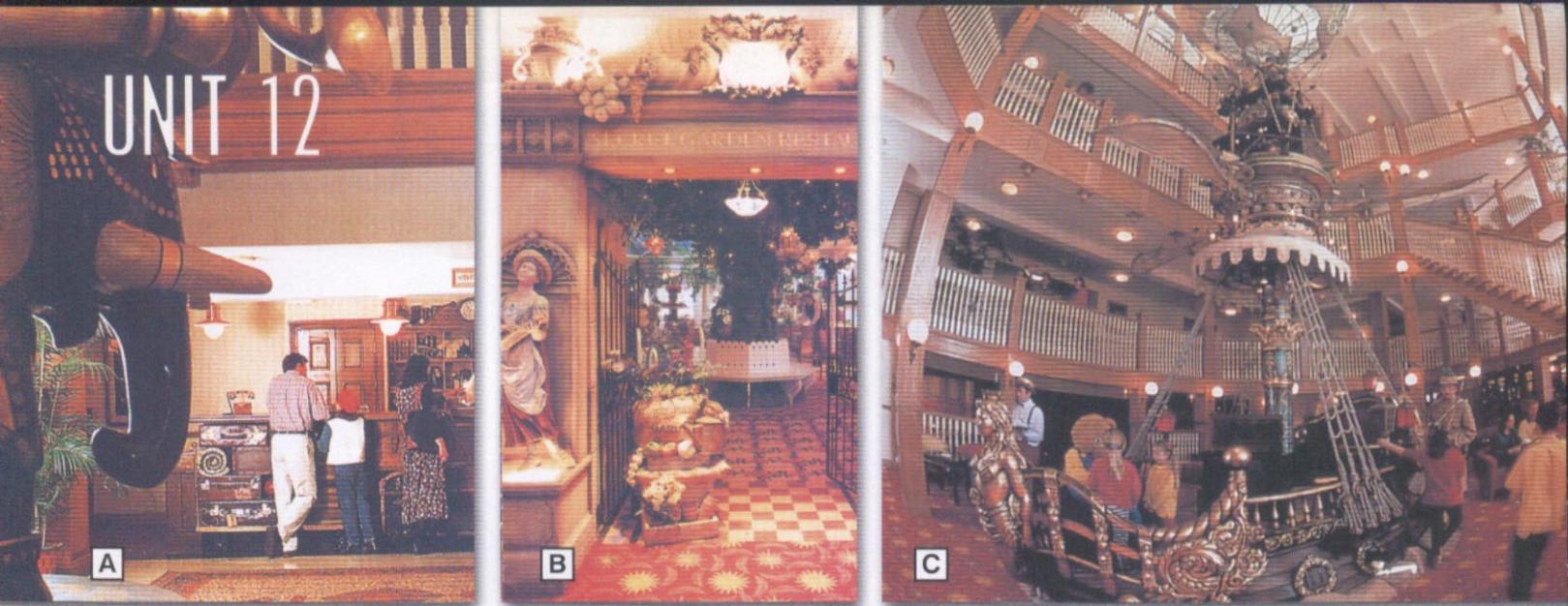
Para 5: summarise your opinion

Words of Wisdom

Read the sentences below. What do they mean?

- If every person swept their own doorstep, the city would soon be clean.
- It is never too late to mend.

UNIT 12



Holidays with a Difference

Lead-in

- 1** The Alton Towers Hotel is a famous hotel in England. Look at the pictures. Which shows:
 a flying machine ; a reception desk made of piles of antique luggage ;
 themed rooms and suites ;
 a luxurious restaurant ?

- 2** Circle the correct answers.

- 1 A **guest** is someone who ...
 a works at a hotel.
 b is staying at a hotel.
- 2 When you **book** a hotel room ...
 a you pay for it.
 b you reserve it.
- 3 A **baby-listening facility** ...
 a helps you listen to your baby while it is sleeping in another room.
 b looks after your baby while you are swimming.

- 3** Listen and tick (✓) what you can find at the Alton Towers Hotel.

- | | |
|-------------------------|-----------------|
| a a gym | d tennis courts |
| b a reception desk | e a pool |
| c themed rooms & suites | f a theatre |
| | g two bars |
| | h a cinema |



Reading

- 4** a) Read the article about the Alton Towers Hotel and explain the words in bold.
 b) What themed rooms and suites are there in the hotel?

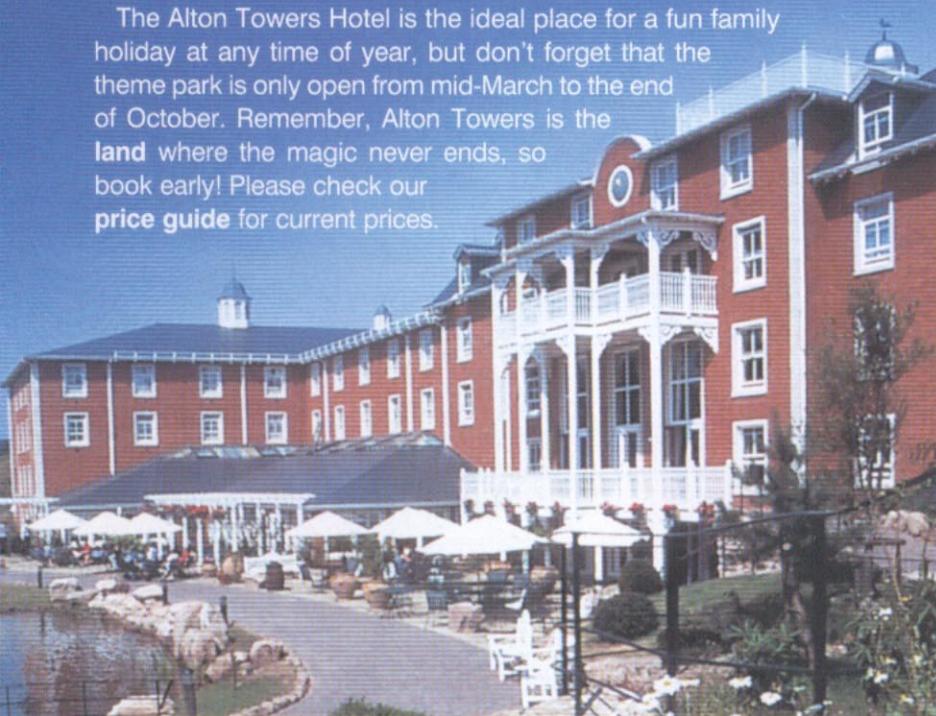
Alton Towers – Where the Magic Never Ends!

The Alton Towers Hotel is set in the heart of Staffordshire's scenic countryside in the north-west of England. It is only minutes away from Britain's most magical theme park, Alton Towers. Like the park, the hotel offers guests the chance to experience a delightful holiday full of fun and surprises.

The first thing you'll notice when you enter the hotel is the extraordinary reception desk, which is made of piles of antique luggage, and a flying machine which stretches up to the ceiling! The hotel also offers an amazing range of themed rooms and suites. These include The Peter Rabbit Bedrooms, the Garden Rooms, the Explorer Room, the Cadbury's Chocolate Bedroom, the Coca-Cola Fizzy Factory Room, and the Arabian Nights Suite, which is possibly the most romantic hotel suite in the world. All the bedrooms and suites have a bathroom, tea- and coffee-making facilities, satellite TV and a baby-listening facility.

You'll never get bored at the Alton Towers Hotel, even during rainy or cold weather! After a thrilling day at the park, you can relax in the pool at the Pirate's Lagoon. Kids can join Pirate Bill's Club, which is a great opportunity to make new friends while taking part in games, drawing, face-painting and lots more, with Pirate Bill himself! The Secret Garden Restaurant offers delicious dishes from around the world, while the hotel's two bars, the Dragon Bar and the Captain's Bar, are both ideal places to relax with a coffee or a cocktail in the evening.

The Alton Towers Hotel is the ideal place for a fun family holiday at any time of year, but don't forget that the theme park is only open from mid-March to the end of October. Remember, Alton Towers is the land where the magic never ends, so book early! Please check our price guide for current prices.



c) Read the text again and answer the questions.

- Where is the hotel?
- What can you find in the hotel lobby?
- What facilities do the bedrooms and suites have?
- What can you do at the hotel?
- When can you stay at the hotel?

Language Development

- 5** Fill in the words from the list, then make sentences using the completed phrases.

theme, price, rainy, hotel, ideal, family, satellite, current, flying, reception

| | | | |
|---|-----------------|----|-----------------|
| 1 | a park | 6 | TV |
| 2 | a desk | 7 | an place |
| 3 | a machine | 8 | a holiday |
| 4 | weather | 9 | a guide |
| 5 | a suite | 10 | prices |

- 6** Fill in the correct preposition, then make sentences using the completed phrases.

- set the heart Staffordshire;
- the north-west England;
- minutes Alton Towers;
- full fun; 5 stretches the ceiling; 6 a range rooms and suites; 7 the most romantic hotel suite the world; 8 to relax the pool;
- the ideal place a holiday any time year

- 7** Fill in the correct verb from the list. book, joined, made, offers, gets

- Tim often bored at home during the school holidays.
- Rachel and Brian the sailing club last summer.
- I a lot of new friends at the camp.
- You should a room at the hotel before you go.
- This bar a wide selection of cocktails.

• Speaking

Read the text in Ex. 4 again, then make notes under these headings. Use your notes to talk about the Alton Towers Hotel.

- Name/Location/Why special
- Description
- What you can do there
- Recommendation

Describing Location

- We use these phrases to describe the location of a place: is situated/located, etc in the east/west/south-east, etc of ... on the north/south/south-west, etc coast of ... in the heart/centre of ...

- 8** Look at the cities on the map and correct the statements, then talk about the location of each city.



- 1 Milan is situated in the south-east of Italy.
Milan isn't situated in the south-east of Italy. It's in the north of Italy.
- 2 Florence is situated in the south of Italy.
- 3 Venice is located on the west coast of Italy.
- 4 Rome is situated in the north of Italy.
- 5 Naples is on the east coast of Italy.

- 9** a) Match the symbols to the weather adjectives.

cloudy, windy, sunny, stormy, snowy, rainy



1 2 3



4 5 6

- b) Read the weather report, then listen and correct the two mistakes. Which map does the weather report match?

There will be mixed weather conditions all over the country today. Starting in the north, there will be quite a lot of rain, while the east coast can expect a cloudy day. The south of the country will be sunny, but the west can expect thunderstorms.

A



B



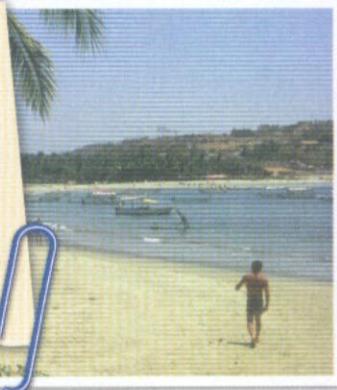
- c) Look at the other map of England and write a weather report describing the weather conditions shown.

- 10** Read the two postcards, then match the words in bold to their opposites in the list: terrible, stressful, boring, freezing cold, disgusting, dreadful, wet, unsuitable, ordinary, plain

Dear Jan,

We're having a 1) **relaxing** holiday here in Mexico. Our room at the hotel is 2) **ideal** for Jeff, the kids and me, and it's very close to the beach. The weather is 3) **boiling hot** and the food is very 4) **spicy** — we love it! We've visited some 5) **interesting** places and I hope to see lots more. You must visit this country soon!

Love,
Karen



Dear Paul,

We're having a 6) **fantastic** time here in the Alton Towers Hotel. We're staying in a 7) **wonderful** room — the Explorer Room. The restaurant serves 8) **delicious** food. There are some 9) **dry** attractions at the theme park. It's definitely worth a visit!

Best wishes,
George

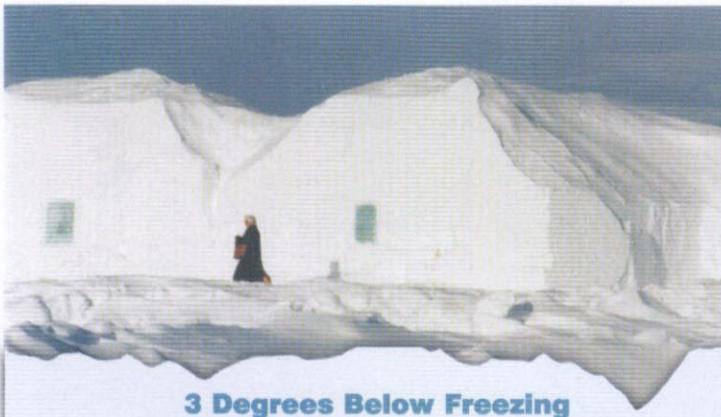
• Writing (Project)

Use the pictures in the Photo File section to help you write two postcards. Write **where you are** and **where you are staying**, what the **weather/food** is like and your **recommendation**. Use the postcards in Ex. 10 as models.

• Reading & Listening

11 Look at the picture and try to answer the questions, then listen and check your answers.

- 1 What can you see in the picture?
a a hotel in the desert b a hotel made of ice
- 2 What can you find in the hotel?
a a sauna c a theatre e a cinema
b a chapel d a bar f a swimming pool
- 3 What can you do inside the hotel?
a have a meal d sleep in a sleeping bag
b meet a model e play ice hockey
c watch TV f dance all night
- 4 What outdoor activities are there?
a dog-sledding c yachting e ice-fishing
b skiing d rafting



3 Degrees Below Freezing

1 ▶ Looking for an exciting winter **getaway**? Then try the Ice Hotel in northern Sweden and spend a few days in a giant **igloo**. 2,000 **tonnes** of ice and 30,000 tonnes of snow are needed to build the Ice Hotel every year. When the **thermometer** hits **3 degrees below freezing**, the building of the hotel starts.

2 ▶ The hotel has rooms for over 100 guests, as well as an ice sauna, a cinema, the Ice Chapel and the world-famous Absolut Ice Bar. The temperature inside the hotel is minus 3 degrees Celsius, but that seems warm when you compare it to the temperature outside, which can fall below minus 30 degrees Celsius.

3 ▶ Before bedtime, have a meal **prepared** by **master chefs**, then visit the Absolut Ice Bar, where you might just meet your favourite model or actor, or enjoy a **crystal-clear view** of the **starry Arctic sky**. When it's time for bed, don't worry about keeping warm. The Ice Hotel provides guests with warm **sleeping bags** to sleep in. Guests wake up to a hot drink, after which they can enjoy an early morning sauna and a tasty breakfast.

4 ▶ The Arctic is the perfect place for **outdoor activities** such as **dog-sledding**, ice-fishing and skiing. If you haven't got skis, the **staff** at **reception** will provide you with everything you need.

5 ▶ A visit to the Ice Hotel is an **unforgettable experience** and the perfect way to **liven up** your winter. Don't miss this chance of a lifetime!

12 Read the article and match the headings to the paragraphs, then explain the words in bold.

- | | |
|-----------------------------|-------|
| A Description | |
| B Recommendation | |
| C Name/Location/Why special | |
| D Indoor activities | |
| E Outdoor activities | |

• Speaking

Take notes under the headings in Ex. 12, then talk about the Ice Hotel.

• Grammar: Who - Where - Which

13 Study the examples, then say when we use **who**, **where** and **which**.

- I spoke to a policeman. He was very helpful.
I spoke to a policeman **who** was very helpful.
- I went to Spain. I met my husband there.
I went to Spain **where** I met my husband.
- A CD player is a machine. It plays music.
A CD player is a machine **which** plays music.

14 Match the jobs to the job descriptions, then make sentences with **who**, as in the example.

- | | |
|----------------|---|
| 1 barman | → |
| 2 porter | → |
| 3 chef | → |
| 4 maid | → |
| 5 waiter | → |
| 6 receptionist | → |

- | |
|------------------|
| a cook food |
| b serve meals |
| c serve drinks |
| d welcome guests |
| e carry luggage |
| f clean rooms |

*A barman is someone **who** serves drinks.*

15 **Barry and Sandra went to London last summer.** Listen and match the places they visited to what they did in each place. Finally, make sentences with **where**, as in the example.

- | | |
|------------------------|--------------------------|
| 1 The Barbican Theatre | a see Nelson's Column |
| 2 Trafalgar Square | b see Romeo and Juliet |
| 3 The National Gallery | c watch a football match |
| 4 The Savoy Hotel | d admire the paintings |
| 5 Highbury Stadium | e have afternoon tea |

*They went to the Barbican Theatre, **where** they saw Romeo and Juliet.*

16 Match the objects to their uses, then make sentences, as in the examples.

open doors, show the time, open bottles, keep food cool,
show the way, play music, clean teeth



A bottle-opener is something which opens bottles.

17 Listen to the following people talking about their holiday plans, and complete the notes in the table below. Then, use your notes to talk about what they are going to do, as in the example.

| NAME | WHERE TO GO | WEATHER | CLOTHES | THINGS TO DO |
|-------------|-----------------------------|--|--|---|
| John | 1) | freezing 2) & lots of snow | lots of 3) clothes | go 4), skiing & fishing |
| Sally | Jamaica | boiling 5) | shorts, T-shirts & swimsuit | 6) on the beach, go scuba diving & sailing |
| Sue & Clive | Orkney Islands, Scotland | 7) but changeable | clothes for all types of weather | visit historic sites, go to 8) go hiking |

John is going to Alaska. The weather will be freezing cold, so he's taking lots of warm clothes. He is planning to go climbing, skiing and fishing during his holiday.

• Speaking

In pairs, ask and answer the questions below about your last holiday.

- Where did you go? Who did you go with?
- How long did you stay there?
- Where exactly did you stay? What were the facilities like?
- What was the weather/food like?
- What things did you do?

• Communication: Making & Responding to Suggestions

18 Listen and fill in the missing words. Then, in pairs, act out dialogues using the prompts.

- 1 A: 1) we do this weekend?
B: 2) we drive up to the mountains?
A: Hmm. I'm not really in the mood for that. Have you got any other ideas?
B: 3) go sailing.
A: Yes. That's a great idea!

- go dog-sledding, go skiing, go swimming, go to the seaside

- 2 A: 1) go to the beach tomorrow?
B: I'd love to, but I can't. I'm working.
A: 2) going on Sunday, then?
B: Yes, that would be fine.

- play football, go to the cinema, go for a picnic, go cycling, go out for a meal

• Vocabulary Revision Game

19 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

hotel lobby, stretches, current prices, book early, is located, winter getaway, crystal-clear view, below freezing, starry sky, unforgettable experience, make new friends, outdoor activities, in the north of, keep warm, liven up

• Pronunciation

20 Match the words which rhyme, then listen and check. Listen again and repeat.

| | | | |
|-------|--------|-------|-------|
| sea | him | coast | start |
| guest | three | heart | hot |
| gym | pretty | fun | most |
| city | go | yacht | well |
| snow | west | hotel | one |

Writing (an article describing holiday accommodation)

When we write an article describing holiday accommodation (e.g. a hotel, a campsite etc.) we can divide it into **four** paragraphs.

In the **first paragraph**, we write the **name** and **location** of the place and why it is **special**.

In the **second paragraph**, we describe the place (e.g. restaurant, rooms, bars, etc.) In the **third paragraph**, we write what people can do there (e.g. have a meal, have a drink, go skiing, go rafting, go fishing, etc.) In the **last paragraph**, we **recommend** the place and say when is the **best time to go**.

We normally use **present** tenses in this type of writing.

Questions

- 1 What is the name of the campsite?
- 2 Where is it located?
- 3 Why is it special?
- 4 What can you find at the campsite?
- 5 What can you do at the campsite?
- 6 What outdoor activities are available locally?
- 7 When can you stay at the campsite?
- 8 What words are used to recommend the campsite?

21 Look at the advertisement for the Golden Beach Campsite and answer the questions. Then, use the information in the advertisement to talk about the campsite.

THE GOLDEN BEACH CAMP SITE SEA, SUN & LOTS OF FUN!

- 5 miles from Brighton
- clean, attractive campsite
- 100s of caravans to rent
- 100s of tent sites available
- caravans - for up to 6 people, modern kitchen, shower, toilet, TV, electricity, hot & cold running water
- heated bathrooms on the campsite

NEVER A DULL MOMENT!

- heated outdoor swimming pool
- games room - play pool/darts/table tennis
- excellent children's play area
- Golden Beach Restaurant (breakfast/lunch/dinner)
- Dunes Bar

LOCAL OUTDOOR ACTIVITIES

- hiking, horse riding, cycling

THE IDEAL PLACE FOR A MEMORABLE FAMILY HOLIDAY!

Open from the beginning of May to the end of September.
Please book in advance. Ask campsite staff for current prices.
Tel.: (0273) 350729



22 Use the information from the leaflet in Ex. 21, and the plan below, to write an article about the Golden Beach Campsite (120 - 180 words). You can use the text in Ex. 4 as a model.

Plan

Introduction

Para 1: name and location of the place, why it is special

Main Body

Para 2: description

Para 3: what you can do there

Conclusion

Para 4: recommendation, best time to go

Words of Wisdom

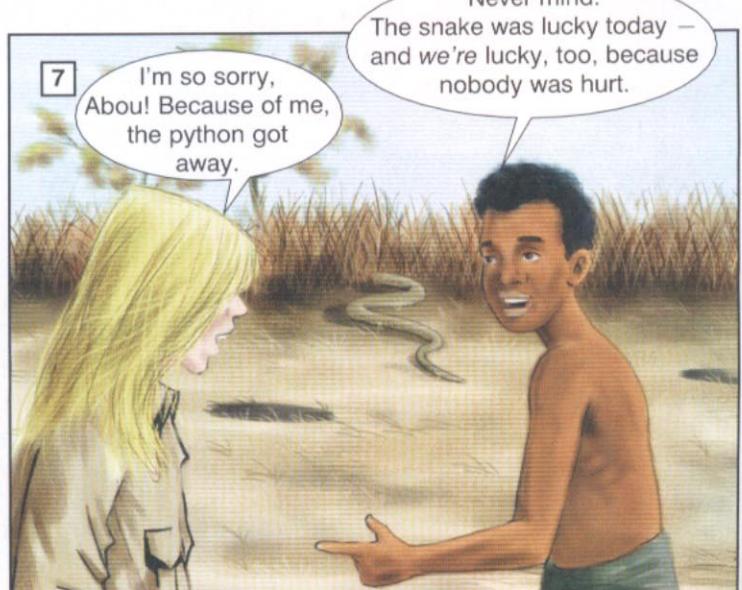
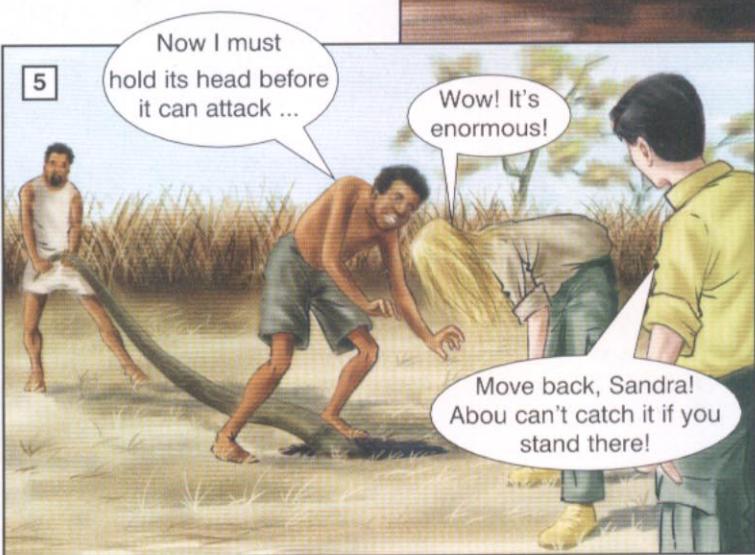
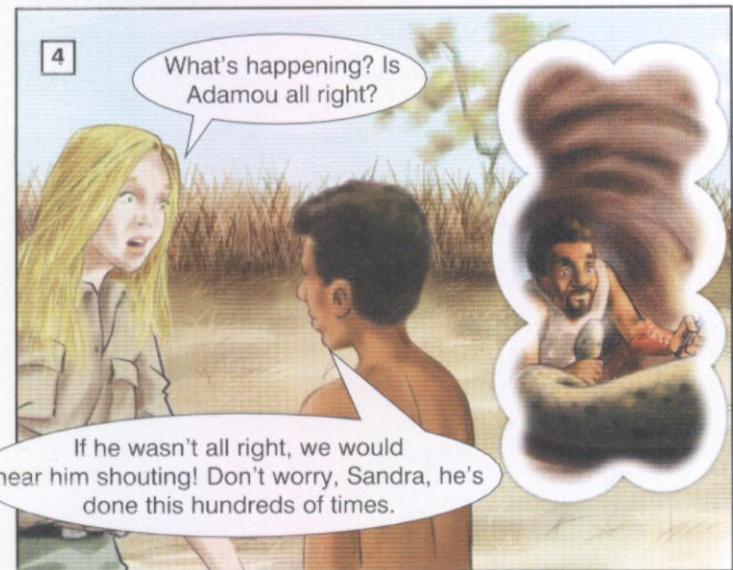
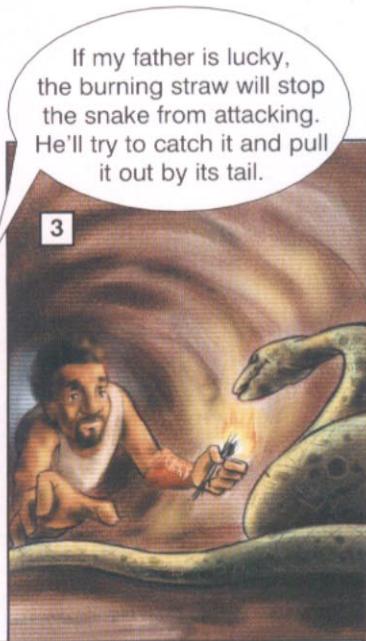
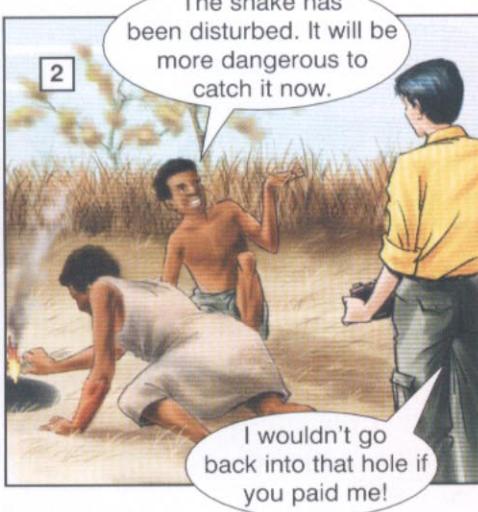
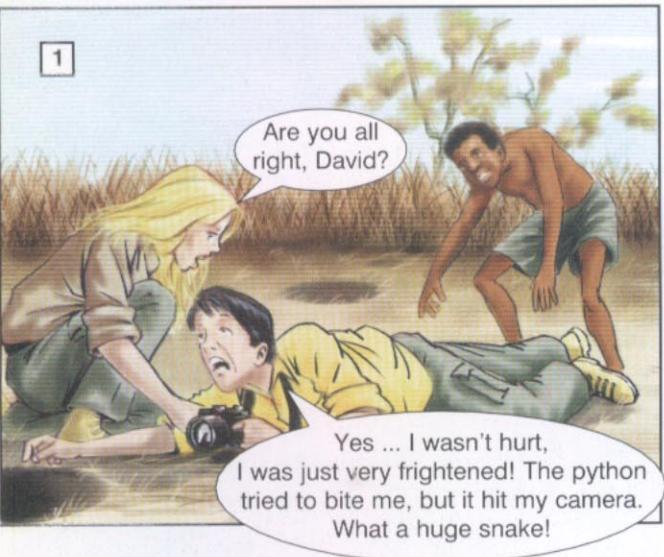
Read these sentences. What do they mean?

- Go abroad and you'll hear news of home.
- The more you get, the more you want.
- The best things in life are free.

Episode 2

Face-to-face Encounter

The Python Hunt



1 Look at the pictures on p. 88 and answer the questions.

- 1 How does David feel in picture 1?
A frightened B tired
- 2 What is Adamou holding in his hand in picture 3?
A some burning straw B matches
- 3 What is Abou waiting to catch in picture 5?
A the python's tail
B the python's head

2 Read the sentences, then listen to the episode and write **D** for David, **S** for Sandra, or **A** for Abou.

- 1 "I wouldn't go back into that hole if you paid me!"
- 2 "Is Adamou all right?"
- 3 "Move back, Sandra!"
- 4 "The snake was lucky today."

3 Read the episode, then correct the wrong statements.

- 1 The python tried to hit David.
The python tried to bite David.
- 2 Adamou will try to pull the python out by its head.
- 3 Adamou has never done this before.
- 4 The python got away because of David.
- 5 The snake was unlucky today.

4 Read the episode again and find two sentences using conditionals type 1, and another two using conditionals type 2.

• Grammar: **some - any - no**

5 Complete the table.

| | things | people | places |
|------|-----------|--------|-----------|
| some | something | | somewhere |
| any | | anyone | anywhere |
| no | nothing | no one | |

Use

- We use **some** and its compounds in positive statements.
There is someone in the garden.
- We use **any** and its compounds in negative sentences and questions.
Is there anything in the fridge? There isn't anything left.
- We use **no** and its compounds instead of **not any**.
There is no one in the room. (= There isn't anyone in the room.)

6 Underline the correct word.

- 1 Do you have **any/no** money with you?
- 2 I want to buy my mum **something/nothing** special for her birthday.
- 3 There wasn't **no/any** milk left in the supermarket.
- 4 I want to go **anywhere/somewhere** exciting for my holidays.
- 5 Sheila didn't know **no one/anyone** at the party.
- 6 I need to buy **some/something** biscuits for tea.
- 7 I'm hungry, but there is **something/nothing** for me to eat.
- 8 Julie doesn't go **anywhere/somewhere** without her umbrella.
- 9 There is **someone/anyone** at the door.
- 10 **Nothing/No one** knows what caused the accident.

7 Listen to the episode again, then read it out. Next, read the sentences and put them in the correct order. Use them to retell the story.

- David gets into the hole to take pictures.
 Adamou pulls the python's tail out of the hole.
 David and Sandra meet the python hunters.
 Adamou covers his hand and arm with animal skin.
 The python hunters show David and Sandra the holes pythons live in.
 Abou pulls David out of the hole.
 The snake escapes.
 Adamou gets into the hole.

8 Read the text and fill in these words:
eats, catch, lives, sleep, spends, squeezes

Pythons are large snakes. They are found in south-east Asia, Australia and Africa. Some species of pythons can reach a length of 33 feet. The African rock python is found north of the Sahara and is usually about 32 feet long. It 1) in holes under the ground and 2) rats, monkeys and even young antelopes. It isn't poisonous. It 3) the day in its hole and hunts at night. It grabs its prey in its teeth and slowly 4) it with its body until it suffocates. During the dry period, between November and March, the snakes lay their eggs or 5) for winter. They usually lay a hundred or more eggs, which the female python takes care of for two or three months. This is when the python hunters 6) them. It is not a safe job, because pythons are very dangerous when they protect their eggs.



Module Self-Assessment 3 (Units 9 - 12)

• Vocabulary

1 Underline the correct item.

- 1 The salt was carried up to the **underground/surface** by the miners.
- 2 Don't touch the wire or else you'll give yourself an electric **burn/shock**.
- 3 Cleaning **products/goods** should be kept away from children.
- 4 Traffic **acids/fumes** pollute the air in cities.
- 5 The building was **destroyed/carved** by fire.
- 6 Oxygen is one of our most **basic/public** needs.
- 7 If I were the leader of my country, I would **produce/improve** living conditions.
- 8 Check the price guide for **thrilling/current** prices.
- 9 They **joined/met** the golf club last August.
- 10 We asked for information at the **meeting/reception** desk.
- 11 **Acid/Current** rain can damage buildings.
- 12 It's very important to help animals live **safely/deeply**.

(10 marks)

2 Fill in the correct word:

rare, species, public, boiling, mobile, outdoor, book, admission, opening, drowning

- 1 The weather here is hot.
- 2 Dog-sledding and skiing are activities.
- 3 A lot of plants die when we destroy the rainforest.
- 4 transport is cheap and convenient in this city.
- 5 The lifeguard saved the child from
- 6 your holiday now and prepare for the most exciting experience of your life.
- 7 to the museum is free of charge.
- 8 The of the new gallery will be on Tuesday 3rd March.
- 9 There are several of birds in the rainforest.
- 10 You can use a phone wherever you go.

(10 marks)

3 Fill in the missing preposition:

for, to, by, in, of, with

- 1 Don't let children play knives.
- 2 There is no answer the problem.
- 3 The party was full fun and surprises.
- 4 Three people were injured the accident.
- 5 The hotel is the heart of Kent.
- 6 Jamaica is the ideal place a holiday.
- 7 Enjoy your drink and relax the pool.
- 8 Cover electrical sockets when they are not use.

(8 marks)

• Grammar

4 Underline the correct word.



- 1 Shop assistants **must/can** be polite to customers.
- 2 I'm afraid you **can't/don't have to** park here.
- 3 You **have to/mustn't** smoke in the hospital.
- 4 I **have to/can** wake up early tomorrow, because my flight leaves at 9 am.
- 5 You **mustn't/don't have to** be rude to your teacher.

(5 marks)

5 Match the questions to the answers.

A

- 1 Do I have to clean the windows?
- 2 Can I go now?
- 3 Did you have to wear a uniform then?
- 4 Am I allowed to keep a pet in my hotel room?
- 5 Can I swim near the rocks?

1 2 3 4 5

(5 marks)

B

- a Of course, you can.
- b No, you aren't, I'm afraid.
- c No, you don't. I did them yesterday.
- d No, you mustn't.
- e Yes, I did.

1 2 3 4 5

(5 marks)

6 Rewrite the sentences in the passive.

- 1 We **must fit** safety gates at the top and bottom of these stairs.
.....
- 2 The Russians **launched** Sputnik 1 in 1957.
.....
- 3 The hotel **offers** excellent service.
.....
- 4 Many people **have visited** the museum so far.
.....
- 5 Hitchcock **directed** *The Birds*.
.....
- 6 The Mayor **will open** the museum this Friday.
.....

(12 marks)

7 Put the verbs in brackets into the correct form.

- 1 If everyone put their rubbish in the bin, we (have) cleaner streets.
- 2 If there (be) more lifeguards, there would be fewer swimming accidents.
- 3 If you (ride) your bicycle to work, you would get more exercise.
- 4 If I had the money, I (visit) Paris.
- 5 If I (go) on a safari, I would hope to see a lot of wild animals.
- 6 If the city improved public transport, fewer people (use) their cars.

(6 marks)

8 Fill in *who*, *which* or *where*.

- 1 This is the place I first met Sally.
- 2 An alarm clock is something wakes you up.
- 3 This is the place we keep the tools.
- 4 The police still haven't found the man robbed the bank.
- 5 Sheila is the girl found my dog.
- 6 A fridge is something keeps food fresh.

(6 marks)

• Communication

9 Complete the dialogues with phrases from the list.

Can I help, What shall we, I'd love to, If I were you

- 1 A: do this Saturday?
B: How about going fishing?
A: Oh no! Not again.
- 2 A: I can't run fast.
B: , I'd stop smoking.
- 3 A: Museum of Natural History Information Desk. you?
B: Yes, please. Could you tell me when the museum is open?
A: Certainly. From 9:00 to 6:00 daily.
- 4 A: Let's go skiing, shall we?
B: , but I can't. I've promised to go out with Pam.

(8 marks)

• Reading

10 Read the news report and put the verbs into the correct tense, then match the paragraphs to the headings.

9-YEAR-OLD INJURED IN HOUSE FIRE

- 1 Nine-year-old James Wilson was injured in a house fire in Manchester last Monday.
- 2 The fire 1) (start) when James was at home with his brother, Tom, aged sixteen. James had found a box of matches and 2) (try) to light some candles when he set fire to the living-room curtains. The fire 3) (spread) quickly through the house. Tom Wilson 4) (hear) his brother's screams and rushed bravely through the flames to save him. They 5) (escape) through a downstairs window. A neighbour called the fire brigade while an ambulance 6) (take) the two boys to hospital. They suffered mild burns.
- 3 Since the accident, the fire brigade 7) (start) a campaign warning parents to keep matches out of reach of children.

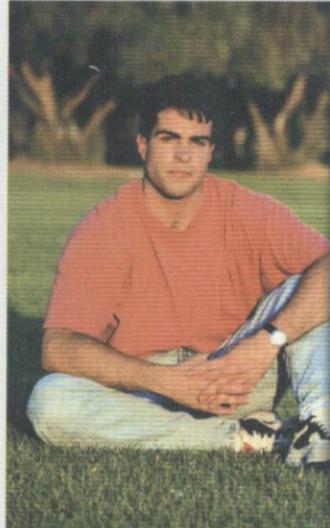
detailed description of the event ,
summary of the event , *action taken*

(10 marks)

• Writing

11 Write a news report about Thomas Brown using the notes below (50 - 100 words). Use the text in Ex. 10 as a model.

(20 marks)



Narrow Escape

- 24 year-old British student Thomas Brown
- nearly drowned while swimming yesterday
- on holiday – four friends
- go swimming after eating
- got cramp, began to drown
- friends help him reach the beach
- tourist call ambulance – take to hospital
- doctors' press release – do not swim after eating

TOTAL: 100 marks

Leisure & Fun

Read, listen, talk and write about...

Join in the fun!

Unit 13

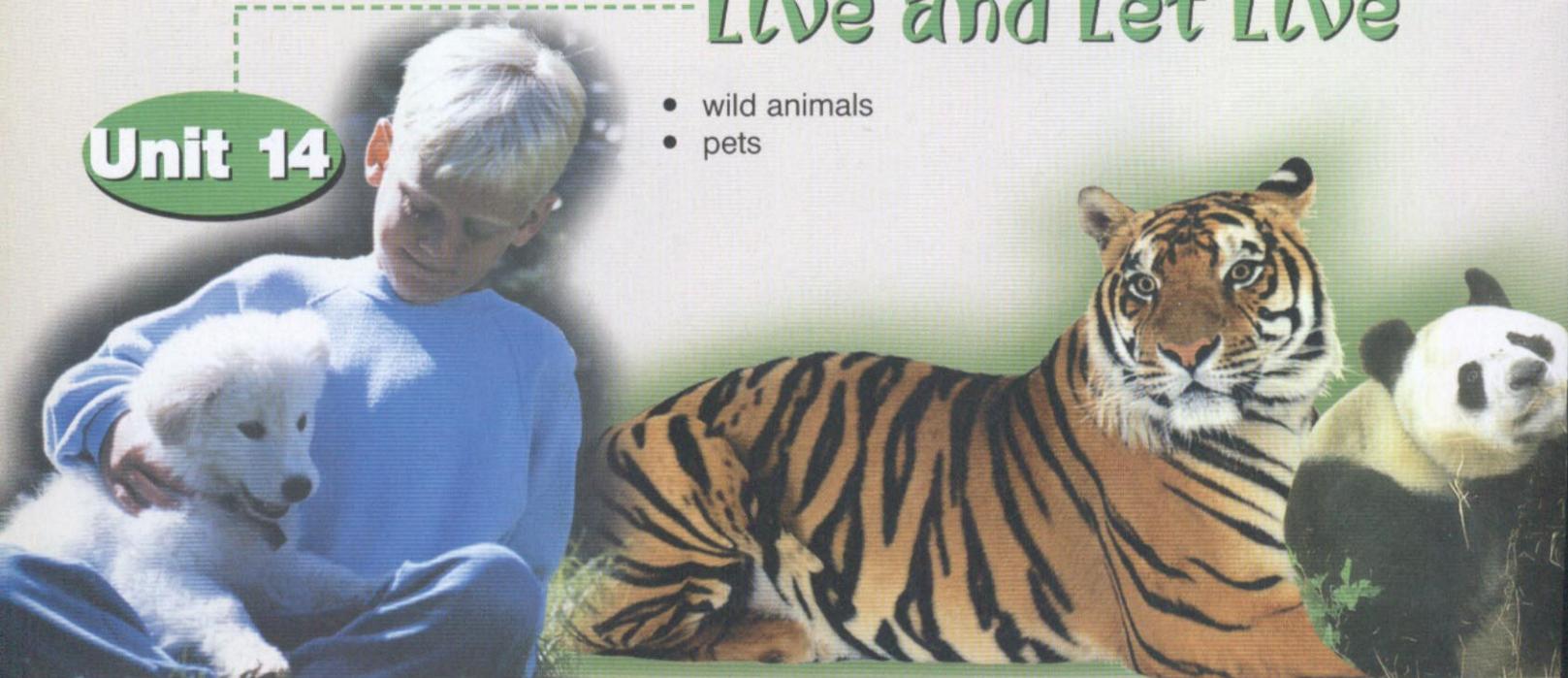


- festivals
- clothes
- feelings/comments

Live and Let Live

Unit 14

- wild animals
- pets



Module 4

Units 13 - 15

Learn how to ...

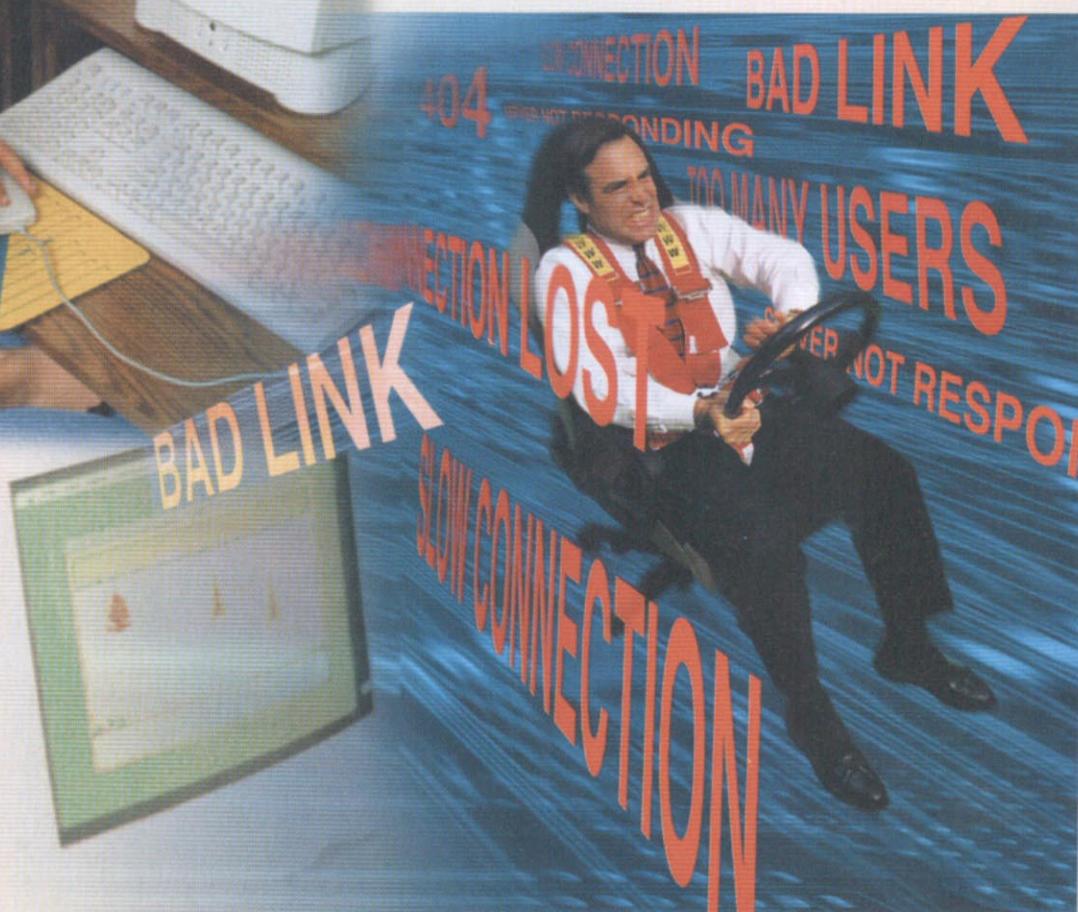
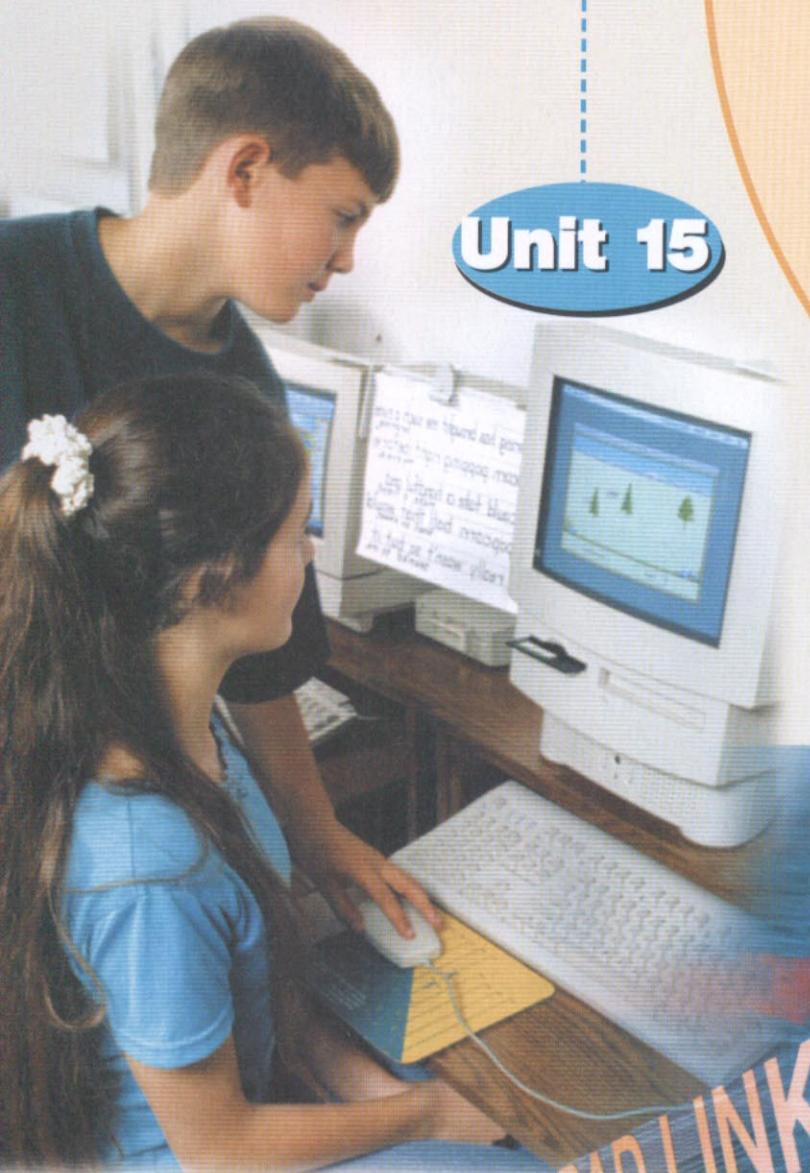
- give directions
- express likes/dislikes
- arrange to meet someone
- express reactions
- make comments

Practise ...

- infinitive/-ing form
- say/tell
- reported statements
- reported questions
- question tags
- exclamations
- reported orders/instructions

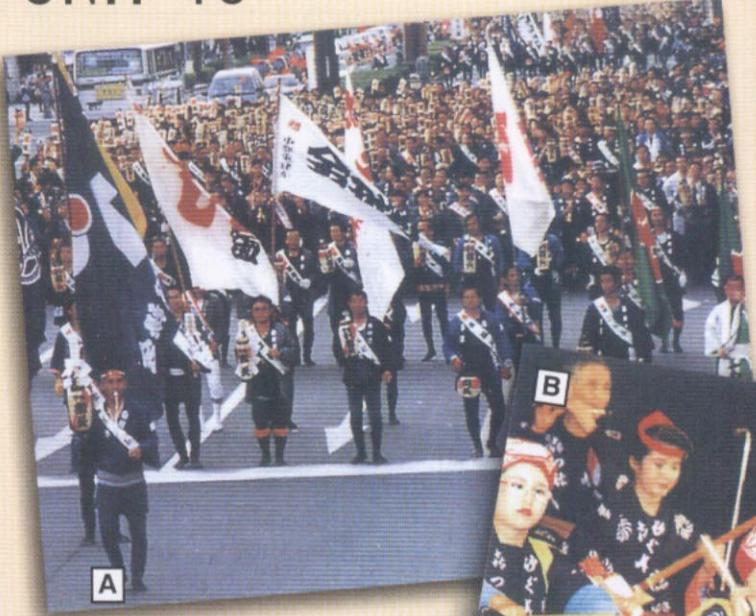
Surf the Net!

Unit 15



- technology
- computers
- the Internet

UNIT 13



Join in the Fun!

Lead-in

- 1 Look at the pictures and tick (✓) the correct boxes.

1 Which country are the pictures from?

Japan England

2 What do they show?

a food festival a kite festival

3 What are the people in picture B wearing?
suits ; embroidered costumes ; gloves ;
scarves ?

4 Which picture shows:

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| A | B | C | D |
| <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"/> |

people banging drums; a colourful kite;
a brightly-coloured float; people waving flags?

- 2 Do people fly kites in your country? If so, when, and for what reason?

- 3 Listen and underline the correct answer.

- Every year, between 3rd and 5th **March/May**, the local people fly colourful kites.
- It all started about **430/340** years ago.
- Everywhere I went I could **smell/try** cakes and sweets cooking.
- I noticed that every **group/team** had different costumes.
- They wore **strings/scarves** around their heads.
- The atmosphere was **terrible/fantastic**.
- It made me feel **sad/happy** to think that I would leave for Tokyo the next day.



Reading

4 Read the text and answer the questions, then explain the words in bold.

- What happened in Hamamatsu about 430 years ago?
- What preparations for the festival does the writer mention?
- What is the aim of the kite battles?
- What do the kite teams wear?
- What other things do people do while the kites are flying?
- What did the writer do on the last evening?
- How did the writer feel at the end of the festival?

The Kite Battles

I'll never forget my visit to the Japanese city of Hamamatsu. I decided to go at the beginning of May, when the local people have their kite festival. Every year, between 3rd and 5th May, the local people fly colourful kites to bring their children good health, **strength** and **courage**. On the way there I read a little about the history of the Hamamatsu Kite Festival. Apparently, it all started about 430 years ago, when the **lord** of the **region** sent a **huge** kite into the sky with his child's name on it.



When I arrived there, a few days before the beginning of the festival, I was amazed at the **preparations** involved. Some people were making **enormous** kites, while others were busy decorating brightly-coloured floats. Everywhere I went I could smell cakes and sweets cooking, ready for the big festival. I couldn't wait to try them!

On the first day of the festival, the sky was filled with huge, colourful kites. I was so excited that I couldn't take my eyes off the sky. "The **aim** of the battle," explained an old man, "is not to win a prize, but for the teams to show off their skills by knocking the other teams' kites out of the sky." He also told me that each team was flying a kite for a family who had recently had their first child. I **noticed** that every team had different costumes, which were embroidered with **elaborate designs** to match the ones on their kites. They wore scarves around their heads and they had to wear gloves to protect their hands from the kite **strings**. The kite **teams** were mostly men, but hundreds of women and children had come to watch the **event**. The atmosphere was fantastic, and all around me people kept waving flags, banging drums, playing trumpets and blowing whistles. At the same time, the teams were **furiously tugging** their **opponents'** kites to the ground. I couldn't help admiring them for putting on such a **stunning show**.

On the last evening of the festival, I really enjoyed walking around the city centre and watching the floats. People had put an incredible amount of work into making them and they were really beautiful. It made me feel sad to think that I would leave for Tokyo the next day, but I knew that the **memories** of the kite festival would stay with me forever.

Language Development

5 Fill in the words from the list, then make sentences using the completed phrases.

bang, city, stunning, brightly-coloured, fly, blow, elaborate, play, local, win, kite, bring, wave

- | | |
|------------------------|----------------------|
| 1 people | 7 strings |
| 2 to good health | 8 to flags |
| 3 floats | 9 to drums |
| 4 to a prize | 10 to trumpets |
| 5 to a kite | 11 to whistles |
| 6 designs | 12 a show |
| | 13 the centre |

6 Fill in the gaps with the verbs in the list.

protected, decorate, explained, matched, admired

- We our living room when we have parties.
- The design on his tie the one on his socks.
- Everyone Gill for her excellent acting in the play.
- The workers wore boots which their feet.
- "This gift will bring you good luck," the woman

7 Fill in the correct prepositions, then make sentences using the completed phrases.

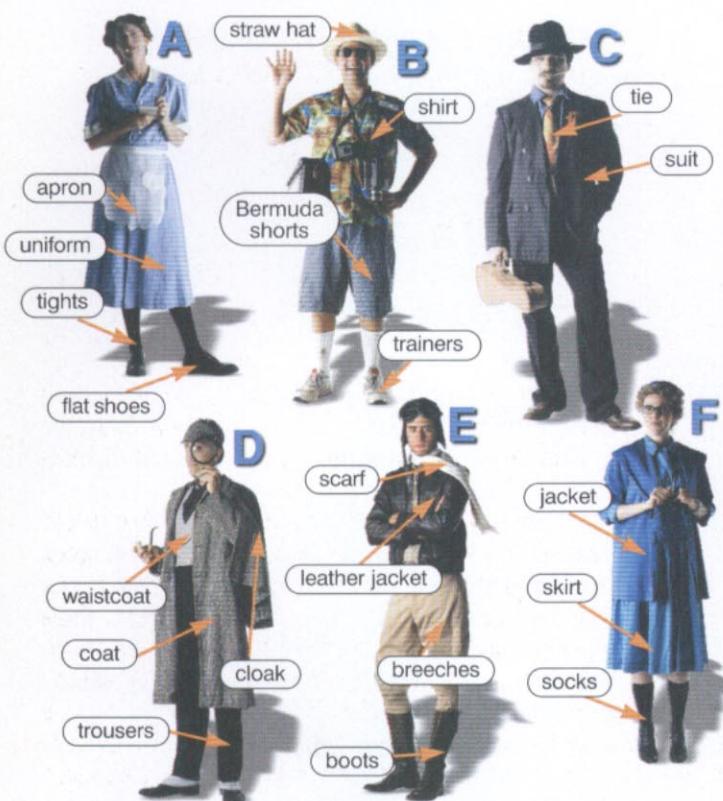
- a visit (a place); 2 the beginning May; 3 the way there; 4 amazed sth; 5 ready sth; 6 to fill sth sth else; 7 embroidered designs; 8 to protect sth sth else; 9 the same time; 10 to leave (a place)

• Speaking

Read the text in Ex. 4 again and make notes under these headings. Then, use your notes to talk about the kite festival.

- Name of Celebration; When; Where; Reason
- Preparations Before the Celebration
- Activities During the Celebration
- Writer's Feelings

- 8** The people in the pictures are going to a fancy-dress party. Look at them and say what they are going as (*tourist, waitress, detective, pilot, gangster, schoolgirl*) and what they are wearing, as in the example.



A is going to the fancy-dress party as a waitress. She's wearing a blue uniform with an apron, black tights and flat black shoes.

- 9** Fill in the correct adjectives from the lists, then act out the dialogues in pairs.

boring - terrible - disgusting

- 1 A: Did you enjoy the party last night?
B: No, I didn't. It was
A: Really? What about the food?
B: It was , and the people were really

delicious - brilliant - interesting

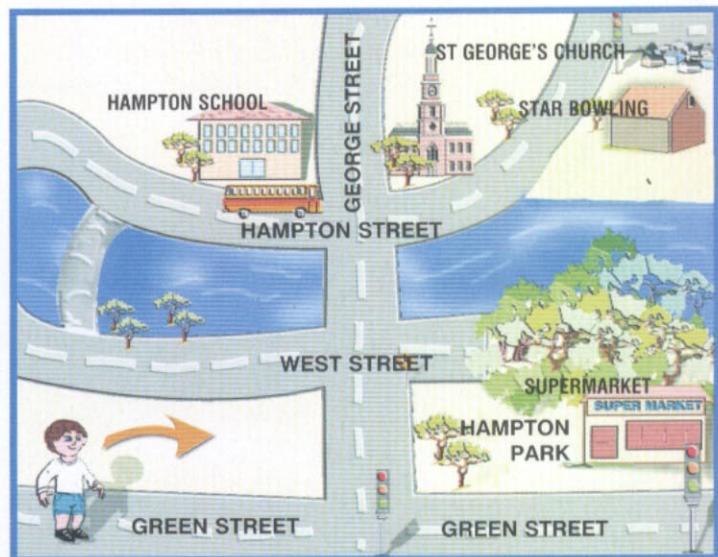
- 2 A: How was the party?
B: It was Actually, it was the best party I've ever been to.
A: What about the food?
B: It was , and the people were really I'm sorry you couldn't make it.

• Communication: Giving Directions

- 10** Listen and complete the dialogue. Then, in pairs, act out similar dialogues giving directions
• *from the supermarket to Hampton School;*
• *from Star Bowling to the supermarket.*

Use the expressions below.

go down/along turn left/right
take the first/second, etc turning on the/your left/right



- A: Excuse me. Is there a bowling alley near here?
B: Yes, there is. It's 1) Hampton Street.
A: How do I get there?
B: Go 2) this street and turn 3) at the traffic lights. Then, take the second turning on the 4) into Hampton Street. The bowling alley is about 100 metres down the street 5) your right.

- 11** Listen and tick (✓) the things which are going to happen at Jane's party, then make sentences about her party, as in the example.

- | | |
|--------------------------|---------------------------|
| 1 they/have a buffet | 5 father/make a speech |
| 2 Jane's mum/bake a cake | 6 they/play party games |
| 3 they/go bowling | 7 they/dance |
| 4 Jane/blow out candles | 8 magician/perform tricks |

They are going to have a buffet.

• Writing (Project)

Use the information in Ex. 11 to complete Jane's letter in the Photo File section.

• Reading & Listening

- 12** a) Look at the pictures and label them with words from the list. Where would you like to take your friends on your birthday?

rock concert, cinema, funfair, restaurant, theatre



- b) Which is your favourite kind of entertainment?
c) Have you ever been to a rock concert? If you have, what was it like?

B Read the sentences and circle the correct items.

- 1 An **all-day event** is an event which ...
 - a lasts seven days.
 - b lasts a whole day.
- 2 If you **give somebody a hand**, you ...
 - a move them.
 - b help them.
- 3 A **stage** is a platform ...
 - a in a train station.
 - b in a theatre/hall, etc.
- 4 If you **clap**, you ...
 - a hit your hands together.
 - b bang your feet on the ground.
- 5 If you **lean over**, you ...
 - a bend your body towards sb/sth.
 - b move away from sb/sth.
- 6 A **band** is ...
 - a a group of actors.
 - b a group of musicians.
- 7 A **lead singer** is ...
 - a the main singer in a band.
 - b a person who sings loud music.

14 Listen and answer the questions.

- 1 What is the writer's favourite group?
- 2 What time did the concert start?
- 3 What was Eddie Easton holding?
- 4 How did the writer feel after the concert?

15 Read the article and match the paragraphs to the headings, then explain the words in bold.

Writer's Feelings Before the Concert
During the Concert Place/Date of Concert

Unforgettable Moments

- 1 ▶ Have you ever been to a rock concert? I went to one last Saturday at Pinecrest, a **public park** near Bath, and it was fantastic. It was an all-day event with six different bands, including The Runners, my favourite group.
- 2 ▶ It was only nine o'clock in the morning when I got there, so I watched as they **set up** the speakers for the **sound system**. One of the men working there even asked me to help, so I ran over and gave him a hand.
- 3 ▶ The concert started at eleven o'clock, and since I had helped earlier I was allowed to sit at the **edge** of the stage. I was almost close enough to touch the **performers**. The best part of the concert for me was when The Runners appeared. I couldn't believe it when Eddie Easton, The Runners' lead singer, walked out holding his silver guitar. I felt very excited to be so close to my favourite singer. Everyone started clapping. Eddie stopped right in front of me, leaned over, and told me to enjoy the show. Then he started singing all of his **hits**. We all joined in with him and danced to the music. The rest of the concert was wonderful, and everybody had a great time.
- 4 ▶ Walking home, I felt exhausted, but also **delighted** that I had had the chance to see my favourite band and talk to Eddie in front of five thousand people.

• Speaking

Read the article again and make notes under the headings in Ex. 15. Then, talk about the writer's experience at the rock concert.

16 Listen to Jeff and Cathy, then say where they decide to go and why.



• Grammar: Infinitive - Gerund (-ing Form)

17 Study the examples. Which sentences include:
to -infinitive; -ing form; infinitive without to?

- 1 While I was in Japan, I decided **to go** to the famous Hamamatsu Kite Festival.
- 2 They wanted **to join** in the fun.
- 3 I will definitely **go** there again.
- 4 I enjoyed **walking** around the city centre.
- 5 I couldn't help **admiring** the view.
- 6 It made me **feel** sad.

18 Look at the table, then read sentences 1 - 10 and put the verbs in brackets into the correct form.

| + to -infinitive | -ing form | infinitive without to |
|---------------------------------------|---------------------------|-----------------------|
| decide | love | make |
| want | like | let |
| would like | hate | can |
| would love | don't mind | must |
| begin | look forward to | may |
| stop (stop briefly to do sth else) | enjoy | could |
| remember (not forget) | couldn't help | will |
| refuse | can't stand | would |
| agree | stop (finish, give up) | |
| expect | remember (recall) | |
| forget (not remember) | forget (not recall) | |

- 1 Oh no! I forgot (**send**) Aunt Mary a birthday card.
- 2 The clowns made the children (**laugh**) with their tricks.
- 3 They enjoyed (**watch**) the parades during the festival.
- 4 She can't stand (**listen**) to rock music.
- 5 Will Dad let us (**go**) to the party?
- 6 I like (**play**) tricks on people on April Fools' Day.
- 7 I would like (**go**) to the Hamamatsu Kite Festival.
- 8 Josh wants (**buy**) his mother some flowers for Mother's Day.
- 9 We decided (**stay up**) and watch the firework display.
- 10 I'm really looking forward to (**go**) to Bill's birthday party.

19 Use phrases from the list, together with the prompts below, to act out dialogues in pairs, as in the example.

watch parades, dance to traditional music, watch firework displays, wear fancy-dress costumes, listen to loud music, go to parties, stay up all night, fly kites, send cards, give presents, play party games, visit exhibitions, listen to rock music, eat traditional food, sing traditional songs, celebrate with friends

love ❤️❤️

enjoy ❤️❤️

like ❤️

don't mind 0

don't like ✗

can't stand ✗✗

hate ✗✗✗

SA: Do you like watching parades?

SB: Yes, I do. Actually, I love watching parades.

Do you like dancing to traditional music?

SA: No, I don't. I can't stand dancing to traditional music!

20 Read the short texts and replace the adjectives in bold with similar ones from each list.

playful, annual, generous, happy, amusing

A

At the 1) **yearly** Hobby Horse Pageant in Cracow, Poland, we followed the procession of men dressed up as Tartar warriors as they moved slowly towards the Market Square. On his way, the leader of the procession collected money and rewarded 2) **kind** donors with a 3) **friendly** punch on the arm. He also stopped a few times to perform 4) **funny** dances for the hundreds of 5) **smiling** spectators.



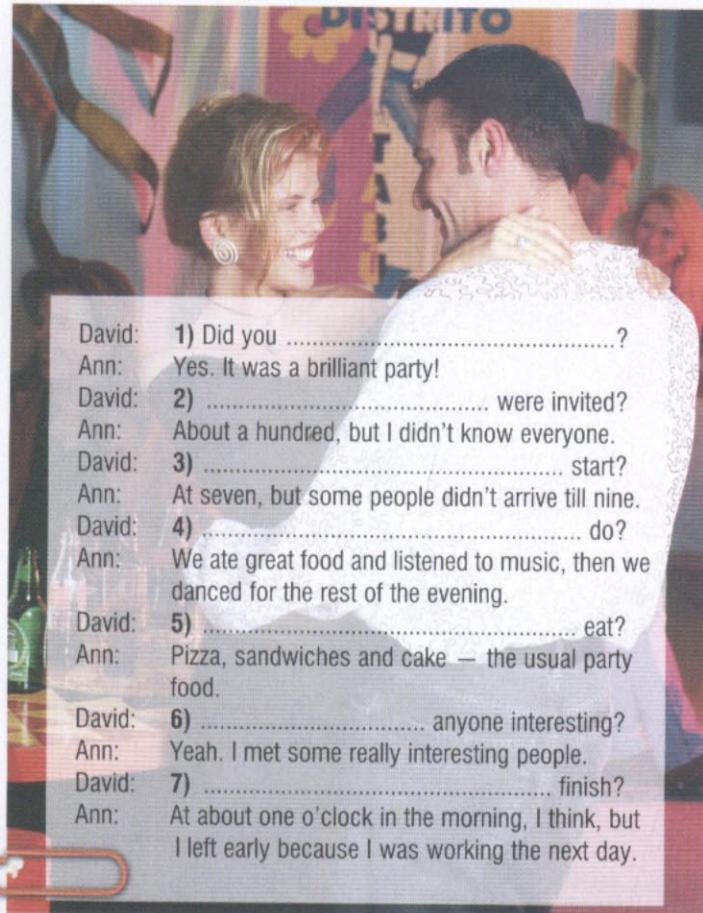
exciting, delicious, noisy, grateful, exhausted

B

My parents organised a party for my tenth birthday. It was great fun. My mother had cooked lots of 1) **tasty** food and we played some 2) **thrilling** party games. My friends and I were a bit 3) **loud**, but my parents didn't mind. At the end of the party I felt 4) **tired**, but I was also very 5) **thankful** that my parents had put on such a great party for me.



- 21** Ann went to a party. Look at Ann's answers and complete David's questions, then listen and check. Finally, act out the dialogue in pairs.



David: 1) Did you?
 Ann: Yes. It was a brilliant party!
 David: 2) were invited?
 Ann: About a hundred, but I didn't know everyone.
 David: 3) start?
 Ann: At seven, but some people didn't arrive till nine.
 David: 4) do?
 Ann: We ate great food and listened to music, then we danced for the rest of the evening.
 David: 5) eat?
 Ann: Pizza, sandwiches and cake — the usual party food.
 David: 6) anyone interesting?
 Ann: Yeah. I met some really interesting people.
 David: 7) finish?
 Ann: At about one o'clock in the morning, I think, but I left early because I was working the next day.

• Vocabulary Revision Game

- 22** In teams, make sentences using the words/phrases below. Each correct sentence gets one point.

blow whistles, wear scarves, couldn't help admiring, was amazed at, embroidered with, wave flags, stunning show, gave him a hand, joined in with, annually

Pronunciation

- 23** Listen and underline the stressed syllable, as in the example. Listen again and repeat.

| | |
|--------------|---------------------------|
| pho-to-graph | → pho <u>to</u> -gra-pher |
| mu-sic | → mu-si-cian |
| Ja-pan | → Ja-pa-nese |
| pre-pare | → pre-pa-ra-tion |
| hi-sto-ry | → hi-sto-rian |
| ce-le-brate | → ce-le-bra-tion |

Writing (an article about a celebration/event you attended)

When we write an **article about a celebration/event we attended**, we can divide it into four paragraphs.

In the **first paragraph**, we write **what** celebration/event we attended and **where** and **when** it took place (place, date/time).

In the **second paragraph**, we write about the **preparations** before the celebration/event (e.g. costumes, food, etc.)

In the **third paragraph**, we write **what happened during the celebration/event**.

In the **last paragraph**, we write **how we felt**.

We normally use **past tenses** in such pieces of writing.

- 24** Your teacher has asked you to write a composition about the last birthday party you had (100 - 150 words). First, answer the questions, then use your answers to write your composition.

- 1 What kind of party did you have?
- 2 Where and when did it happen?
- 3 What preparations did you make before the party?
- 4 What happened during the party?
- 5 How did you feel at the end of the party?



Plan

Introduction

Para 1: place, date/time of the party

Main Body

Para 2: preparations before the party

Para 3: activities during the party

Conclusion

Para 4: your feelings

Words of Wisdom

Read the sentence. What does it mean?

- Old habits die hard.

UNIT 14

Live and Let Live

Lead-in

- 1 a) Look at the poster and match each animal (A-F) to a name from the list (1-10).

b) Which animal:

- has got two horns?
- can copy people's voices?
- is a freshwater reptile which breeds once a year?
- has got fins and sharp teeth?
- has got stripes?
- eats bamboo?

C

- 2 a) Listen to the sounds and match them to the animals below.

| | | |
|---------|------------|---------|
| 1 tiger | parrot | horse |
| whale | polar bear | gorilla |
| wolf | elephant | chicken |

- b) Which of these animals are not endangered species?

- 3 Match the endangered animals to the reasons why they are facing extinction, then listen and check.

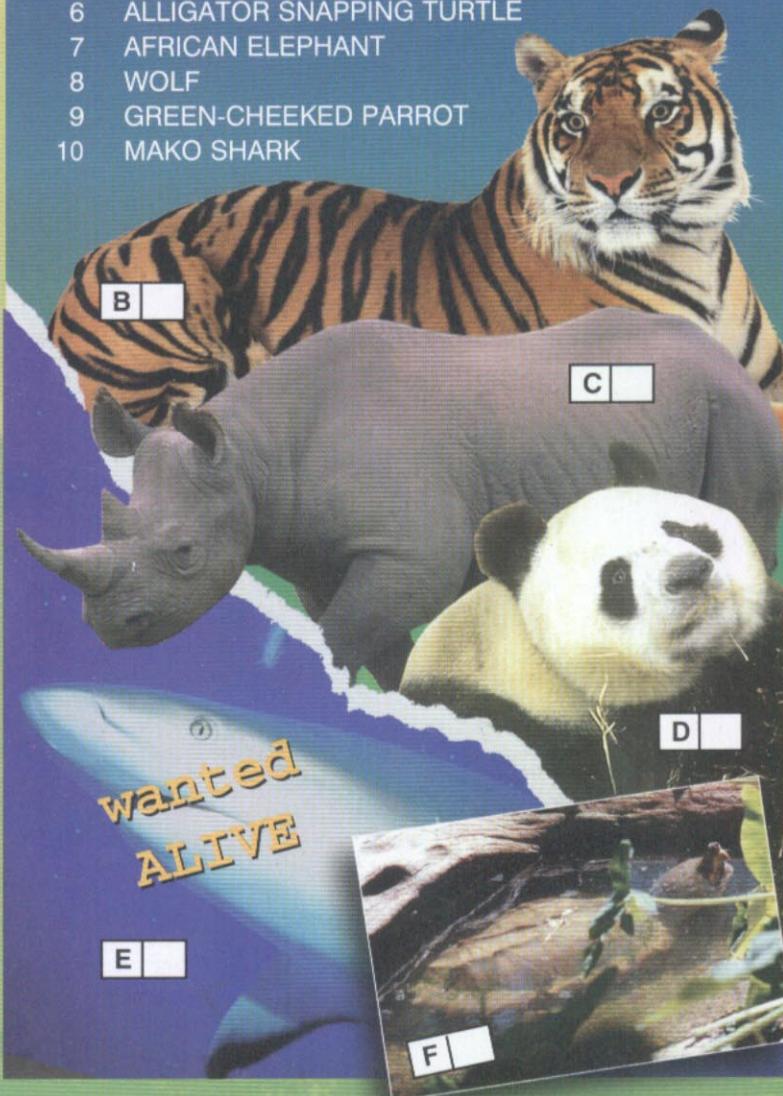
| FACING EXTINCTION | |
|------------------------------|--|
| ANIMALS | REASONS |
| • rhinos | • sold as pets, but difficult to breed |
| • green-cheeked parrots | • killed for their meat |
| • alligator snapping turtles | • hunted for their horns |

The Top 10 Most Wanted

A

- 1 RHINO
- 2 GIANT PANDA
- 3 TIGER
- 4 GORILLA
- 5 BLUE WHALE
- 6 ALLIGATOR SNAPPING TURTLE
- 7 AFRICAN ELEPHANT
- 8 WOLF
- 9 GREEN-CHEEKED PARROT
- 10 MAKO SHARK

ACT NOW!



Reading

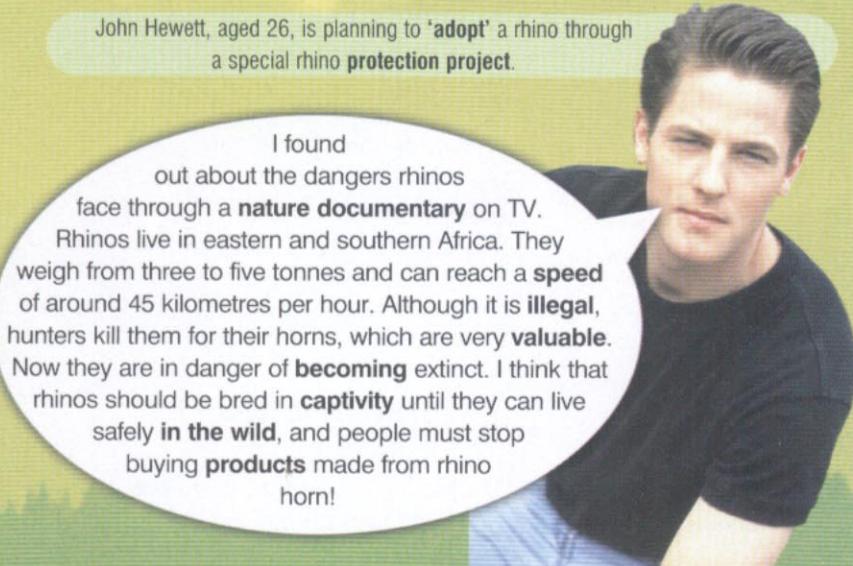
- 4 Read what the people say and answer the questions below. Then, explain the words in bold.

- 1 Where do rhinos live?
- 2 What should be done to protect them?
- 3 Where are green-cheeked parrots found?
- 4 Why do people value them as pets?
- 5 How is alligator snapping-turtle meat used?
- 6 How often do alligator snapping turtles breed?

Animals in DANGER

The World Wildlife Fund needs people to **act** now to help save the ten most endangered species in the world.

John Hewett, aged 26, is planning to 'adopt' a rhino through a special rhino protection project.



I found

out about the dangers rhinos face through a **nature documentary** on TV.

Rhinos live in eastern and southern Africa. They weigh from three to five tonnes and can reach a **speed** of around 45 kilometres per hour. Although it is **illegal**, hunters kill them for their horns, which are very **valuable**. Now they are in danger of **becoming** extinct. I think that rhinos should be bred in **captivity** until they can live safely **in the wild**, and people must stop buying **products** made from rhino horn!

Mae Lin, aged 23, wants to save the green-cheeked parrot.



I first learnt about green-cheeked parrots at school. They are usually found in Mexico and are really good at copying people's voices. In the last twenty years, many have been smuggled across the **border** to the USA, to be sold as pets. People **value** them as pets because they are attractive and have **amusing personalities**. Green-cheeked parrots are difficult to breed, so the species is slowly **dying out**. In my opinion, people should only buy parrots which have been bred in captivity. Then the green-cheeked parrot could be left in the wild, where it would have a better **chance of survival**.

Lee Barker, aged 34, works for the WWF and is worried about the alligator snapping turtle.



Here at WWF, we're trying to save this species of turtle, which is

the largest freshwater turtle in North America. In fact, it is facing extinction because it's killed for its meat. Snapping-turtle meat is often used in soups or sold in restaurants. Alligator snapping turtles only breed once a year. We believe that if people stopped buying these turtles as pets and stopped eating snapping-turtle soup, the turtles would have a chance to breed and survive.

Language Development

- 5** Fill in the words from the list, then make sentences using the completed phrases.

freshwater, become, species, buy, nature, amusing, chance, endangered, face, rhino, protection

- 1 an species
- 2 a project
- 3 a documentary
- 4 horn
- 5 to extinct
- 6 personalities
- 7 a of survival
- 8 to extinction
- 9 a turtle
- 10 this of turtle
- 11 to products

- 6** Fill in the correct adverbs from the list, then make sentences using the completed phrases.

usually, often, safely, once, slowly

- 1 they live
- 2 they are found
- 3 it is dying out
- 4 it is used
- 5 a year

- 7** Fill in the correct prepositions, then make sentences using the completed phrases.

- 1 danger of sth; 2 kill sth sth;
- 3 captivity; 4 the wild;
- 5 made rhino horn; 6 smuggled the border; 7 my opinion;
- 8 to be worried sth

• Speaking

Read the article again and make notes under the headings for each animal.

- where found
- why facing extinction
- suggested solutions

Use your notes to talk about the three endangered species.

• Grammar: Reported Statements

8 a) Study the examples, then answer the questions.

| Direct Speech | Reported Speech |
|---|--|
|  <div style="border: 1px solid black; padding: 5px; background-color: #ffffcc;"> <p>I want to help.</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #e0f2ff;"> <p>What tense is the verb in bold?</p> </div> | <p>She says (that) she wants to help.</p> <ul style="list-style-type: none"> • Which is the reporting verb? What tense is it in? • Are the tenses in reported speech the same as in direct speech? • How has the pronoun I changed in reported speech? • Why is that in brackets? |

b) Now study these examples and answer the questions.

| Direct Speech | Reported Speech |
|--|---|
|  <div style="border: 1px solid black; padding: 5px; background-color: #ffffcc;"> <p>I want to help.</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #e0f2ff;"> <p>What tense is the verb in bold?</p> </div> | <p>She said (that) she wanted to help.</p> <ul style="list-style-type: none"> • Which is the reporting verb? What tense is it in? • Are the tenses in reported speech the same as in direct speech? • How has the pronoun I changed in reported speech? • Why is that in brackets? |

Changes in Tenses in Reported Speech

When the **reporting verb** is in the **present tense**, the **verb tenses** from direct speech **do not change** in reported speech. When the **reporting verb** is in the **past tense**, the verb tenses in direct speech **change** in reported speech.

9 Study the table and say how the verb tenses usually change when we change direct speech into reported speech.

| Direct Speech | Reported Speech |
|---|---|
| <ol style="list-style-type: none"> 1 "She is wrong," he said. 2 "It's raining heavily," she said. 3 "He has gone to New York," they said. 4 "She left early," said Frank. 5 "I'll join the action group," she said. | <p>He said (that) she was wrong. She said (that) it was raining heavily. They said (that) he had gone to New York. Frank said (that) she had left early. She said (that) she would join the action group.</p> |

Say - Tell

We use **say** and **tell** both in direct and reported speech. We use **say** with or without a personal pronoun. We use **to** after **say** when there is a personal pronoun. We always use **tell** with a personal pronoun. We never use **to** with tell.

"It's raining heavily," **he said**.

He said (that) it was raining heavily.

He said to me (that) it was raining heavily.

(less common)

He told us (that) it was raining heavily.

10 Fill in **said** or **told**.

- 1 He us that there are only 1,000 giant pandas left in China.
- 2 "Soon there will be no gorillas left," he
- 3 She me that she was right.
- 4 He that he'd never seen a panda before.
- 5 Billy to me, "I'm going to the zoo tomorrow."
- 6 "I can't help you," she me.

11 Rewrite the sentences in reported speech.

- 1 "It's the best trip I've ever been on," Sally said.
.....
- 2 "I'll never forget it," John said to me.
.....
- 3 "I've found my camera," Scott said.
.....
- 4 "I didn't enjoy the film very much," Bob said.
.....
- 5 "It's boiling hot outside," Jean said.
.....
- 6 "It's getting colder and colder," Ann told us.
.....

12 a) Study the rule and the example.

Reporting General Truths

When we report something which is always true the verb tense is the same as in direct speech.

Direct Speech

Green-cheeked parrots live in Mexico.

Reported Speech

He said that green-cheeked parrots live in Mexico.

b) Rewrite the sentences in reported speech and explain how they are formed.

- 1 "Racoons are grey with a striped tail," she said.
- 2 "Grey squirrels have got long, bushy tails," he said.
- 3 "Hedgehogs sleep during the winter," she said.
- 4 "Male deer grow antlers every year," he told us.

• Grammar: Reported Questions

13 Study the examples and the rules.

How do reported wh-questions differ from reported Yes/No questions?

Direct Speech

Where do you live?

Have you got a pet?

Reported Speech

She asked (me) where I lived.

She asked (me) if I had a pet.

Reported Questions

Wh-questions: In reported speech the word order is: ask/etc + wh- + subject + verb

Yes/No questions: In reported speech the word order is: ask/etc + if + subject + verb

14 Greg is interested in buying a dog. Last Friday he saw a dog in a pet shop, and he asked the shop owner some questions. Report his questions.



1 How old is it?

2 What kind of dog is it?

3 Does it need a lot of exercise?

4 What does it eat?

5 How often does it need to go to the vet?

6 How much does it cost?

15 Rewrite the sentences in reported speech.

- 1 "I'm thinking of adopting a dolphin," Steve said.
- 2 "How often do you go there?" Sheila asked Jim.
- 3 "Can I join the club?" Claire asked Jeff.
- 4 "It was his birthday on 6th May," Mary said.
- 5 "I've fed the chickens," Tommy said.

• Communication: Arranging to Meet Somebody

16 Listen and fill in the missing words, then use the prompts to act out similar dialogues.

- A: Do you want to come to the 1) on Saturday? It'll be fun.
 B: OK. What time?
 A: Well, not later than 2)
 B: Fine. I'll meet you at the 3) at ten o'clock, then.
 A: Promise you'll be on 4)?
 B: Yes, I promise!
- aquarium - six thirty - entrance - six
 - Natural History Museum - twelve - information desk - eleven thirty
 - circus - seven - bus stop - six thirty

• Writing (Project)

Use the notes in the Photo File section to write two short articles about the jaguar and the African elephant.

• **Reading and Listening**

17 Read the sentences and circle the correct answer.

- 1 A **wonderful companion** is a person/animal that ...
 - a you always enjoy being with.
 - b works with you.
- 2 A dog **wags its tail** by ...
 - a holding it straight out and not moving it.
 - b moving it quickly from side to side.
- 3 A person or animal that is **loyal** will ...
 - a always be your friend, in good times or bad times.
 - b try to trick you or hurt you.
- 4 **The elderly** are ...
 - a sick people.
 - b old people.
- 5 **The blind** are people who ...
 - a can't talk.
 - b can't see.

18 Read the statements and tick (✓) the ones you agree with. Then, make sentences using *I (don't) think ...*, as in the example.

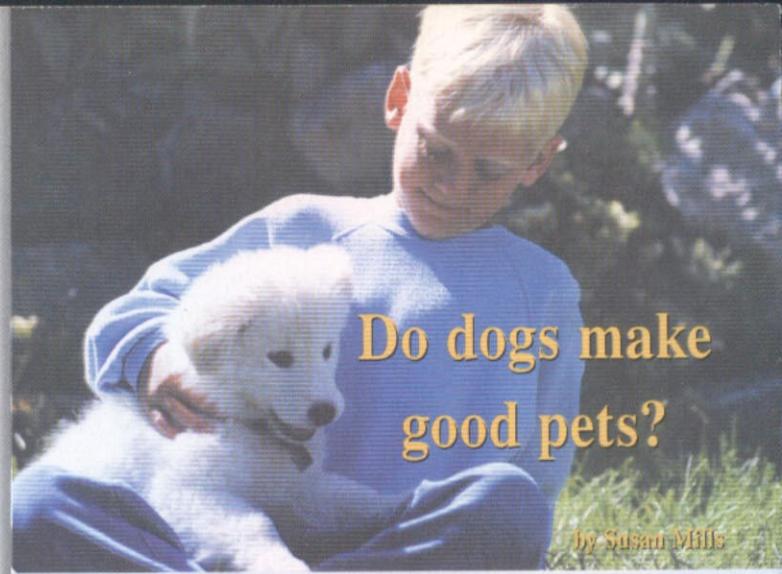
- 1 Dogs make wonderful companions.
- 2 Dogs are shy animals.
- 3 Dogs are extremely loyal to their owners.
- 4 Dogs are good company for the elderly and for children.
- 5 Dogs are easy to train as watchdogs.
- 6 Dogs can't be taught all sorts of tricks.
- 7 Dogs need a lot of attention.
- 8 Dogs don't need to be taken for regular visits to the vet.
- 9 Dogs can be tiring.

I think dogs make perfect companions.

I don't think dogs are shy animals.

19 Read the article and answer the questions.

- 1 • What is the writer's personal opinion about dogs as house pets?
• In which paragraph does she state her opinion?
• What words/phrases does she use to express her opinion?
- 2 • In which two paragraphs does the writer support her opinion?
• How does each paragraph start?
• What points does she mention?
- 3 • Which paragraph mentions the opposing point of view?
• How does this paragraph start?
- 4 Which of the words in bold...
• list points?
• express contrast?
• summarise what has been mentioned before?



Do dogs make good pets?

By Susan Mills

► You've decided to add a pet to your family — but what pet is right? I **think** that the person who said that a dog is "man's best friend" is absolutely right. In my opinion, dogs make perfect house pets.

► **First of all**, dogs make wonderful companions. They always show their happiness as soon as their owner walks through the door, by wagging their tail and jumping up and down excitedly. They are playful and extremely loyal to their owners, so they are good company for the elderly and for children.

► **Furthermore**, trained dogs are useful to their owners. They are easy to train as watchdogs to guard your house and family, making you feel safe and secure. They can also be trained as guide dogs for the blind. They can be taught all sorts of tricks — even to collect the morning newspaper!

► **On the other hand**, dogs need a lot of attention. They need to be fed and brushed, and taken for their daily walk or regular visit to the vet. **However**, this is a small price to pay in exchange for their friendship and loyalty.

► **All in all**, although having a dog can be tiring, I **believe** that they are the best pets. Spending a little time with your dog every day will certainly win you a "best friend" for life.

20 Listen and mark the sentences as T (true) or F (false). Then, listen again and correct the false statements, as in the example.

- 1 Dogs make bad house pets. *F*
Dogs make perfect house pets.
- 2 They never show their happiness.
- 3 They are playful.
- 4 They are difficult to train as watchdogs.
- 5 Dogs don't need any attention.
- 6 Having a dog can be tiring.

• **Speaking**

Read the article again and take notes under these headings, then talk about dogs as pets.

- writer's opinion - writer's viewpoint & reasons
- opposing viewpoint & reasons

• Vocabulary Revision Game

21 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

nature documentary, amusing personalities, smuggled across the border, face extinction, in captivity, wag its tail, a small price to pay, safe and secure, in danger of, chance of survival

Pronunciation

22 Listen and tick how the speaker sounds. Listen again and repeat.

- 1 Oh, no! Not again!
 scared angry
- 2 Oh, no! Not again!
 bored puzzled
- 3 Really? That's nice!
 pleased shocked
- 4 Really? That's nice!
 excited sarcastic
- 5 What's the matter?
 sad annoyed
- 6 What's the matter?
 worried angry

Writing (an opinion article)

When we write **an opinion article**, we can divide it into five paragraphs.

In the **first paragraph**, we introduce the topic and clearly **state our opinion**. We use: *In my opinion, I believe, etc.* We can use **rhetorical questions** to introduce the topic (e.g. *Why do people think that only dogs and cats make good pets?*).

In the **second and third paragraphs**, we give **our viewpoints** and **reasons**. We list our viewpoints with *firstly, furthermore, also, etc.*

In the **fourth paragraph**, we give the **opposing viewpoint** and **reasons**. We can start with: *On the other hand, However, etc.*

In the **last paragraph**, we **state our opinion again** using different words. We normally use **present tenses** in such pieces of writing.

23 Match the viewpoints to the reasons, then listen and check. Which points support the opinion that rabbits are good house pets? What reasons are given? Which is the opposing view? What reasons are given? Use the notes and the words in the list to talk about rabbits as house pets.

first, furthermore/also/Moreover, on the other hand

"Rabbits are good house pets." Do you agree?

| Viewpoints | Reasons |
|---|---|
| 1 <input type="checkbox"/> Rabbits are friendly animals. | a They are quiet. It's easy to train them to use a litter tray. They soon learn not to bite or scratch. |
| 2 <input type="checkbox"/> Rabbits don't make noise or a mess. | b They like chewing things and digging holes. They can hurt you if they're scared. |
| 3 <input type="checkbox"/> Rabbits can cause problems. | c They enjoy being with people. They've got interesting personalities. They love playing. They are great fun to watch. |



First, rabbits are friendly animals. They enjoy being with people and they've got interesting personalities. Moreover, they love playing and ...

24 You have been asked to write an article for a magazine about whether rabbits are good house pets. Use the information from Ex. 23, as well as the plan below, to write an article giving your opinion (150 - 180 words). Use the article in Ex. 19 as a model.

Plan

Introduction

Para 1: state your opinion

Main Body

Paras 2, 3: your viewpoints & reasons

Para 4: opposing viewpoint & reasons

Conclusion

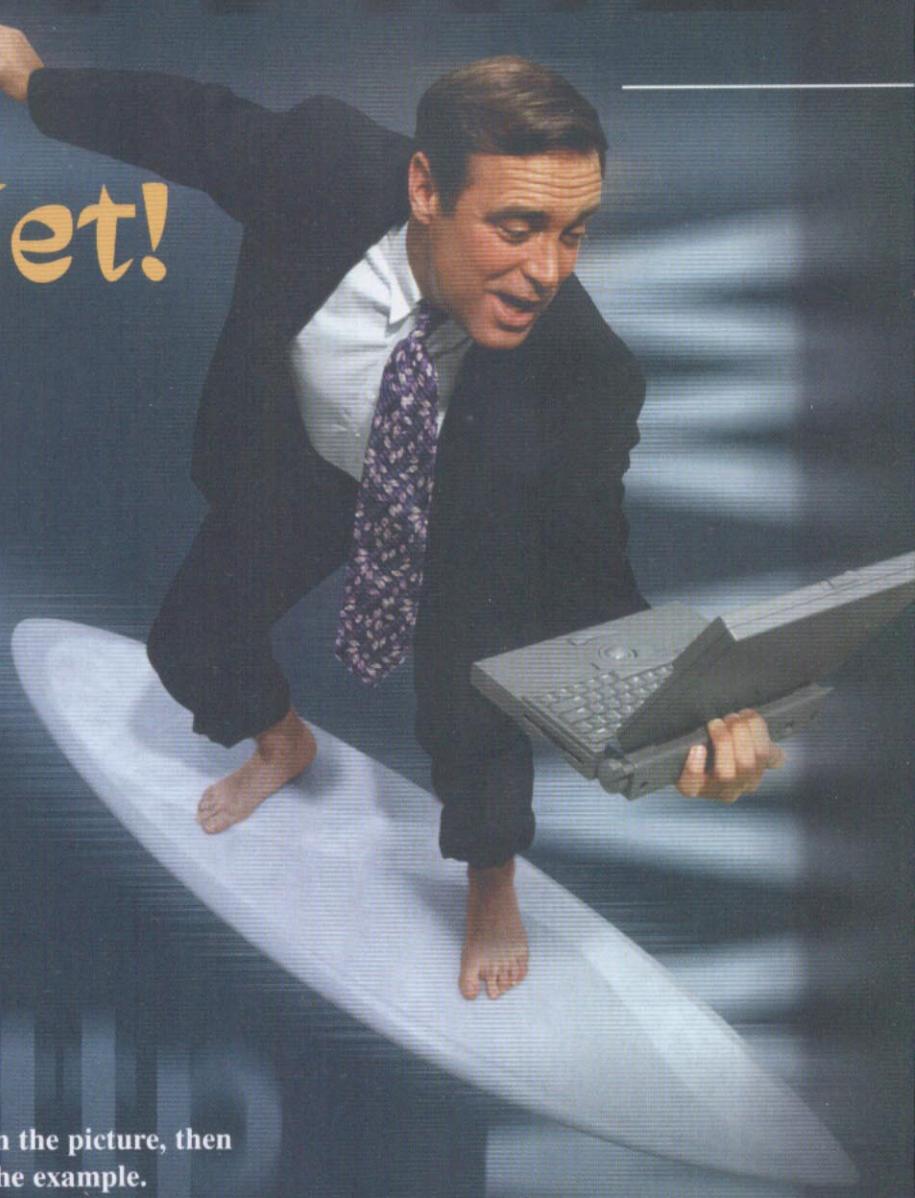
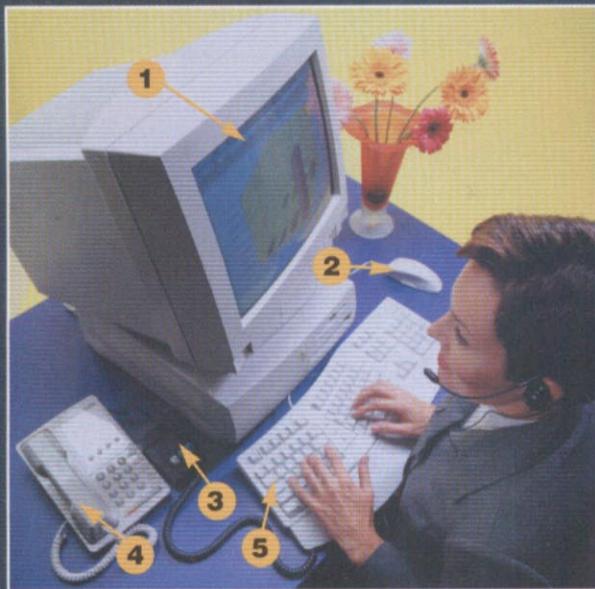
Para 5: restate your opinion

Words of Wisdom

Read these sentences. What do they mean?

- Don't keep a dog and bark yourself.
- He who rides a tiger is afraid to dismount.

Surf the Net!



Lead-in

1 Match these words to the numbers (1-5) in the picture, then ask and answer questions in pairs, as in the example.

phone modem computer screen keyboard mouse

SA: Number 3 is a keyboard, isn't it?

SB: No, it isn't. It's a modem. Number 2 is a mouse, isn't it?

SA: Yes, it is.

2 Match the words/phrases (1-6) to the definitions (a-f).

- 1 the Internet
- 2 the Web
- 3 a web site
- 4 surfing the net
- 5 e-mail
- 6 downloading

- a moving from one document or web site to another, to find information
- b copying information from a web site to your own computer
- c a network of computers all over the world, joined by phone lines, satellite or cable
- d a system linking millions of documents stored on Internet computers around the world
- e the place on the Internet where a company/organisation/etc stores its documents
- f electronic messages sent to someone over the Internet

3 a Listen and mark the statements as T (true) or F (false).

- 1 The Internet was started in 1990.
- 2 The Internet links computers.
- 3 To visit a web site, you simply enter the telephone number.
- 4 The main use of the Internet is to find mistakes.
- 5 Using the Internet is getting more expensive.

b) Listen again and correct the false statements, as in the example.

The Internet wasn't started in 1990. It was started in 1968.

Reading

- 4 Read the information leaflet about the Internet, and match the questions (a-f) to the numbered spaces (1-6), as in the example. Then, explain the words in bold.

The Internet: FAQs

(Frequently Asked Questions)

The Internet is **without doubt** one of the most important **inventions** in history. It was started in 1968 by the US government, but at first it was used **mainly** by scientists. Since 1990, when the World Wide Web was **created**, it has changed the world, and its uses **are growing** every day.

1 (a) ... **What exactly is the Internet?**

The Internet is a network (several networks, in fact) of millions of computers around the world, **connected** by phone lines, satellite or cable, so that all the computers on the net can **exchange** information with each other.

2

Not quite. The Internet links **computers**, and the World Wide Web is a system which links the **information** stored inside these computers.

3

A company or organisation stores its information in electronic documents on one of the Internet computers, somewhere in the world. This computer **space** — the company's web site — has an address, in the same way that every telephone has a number. To visit a web site, you simply **enter the address**. Your computer is connected to the web site, a document is downloaded, and a page appears on your computer screen.

4

When you visit a web site looking for information, some words on the page may be **underlined**, showing that there is more information about the **subject** in another document. If you **click** on one of these words, the Web **automatically** connects your computer to a new document or web site, even if this is stored thousands of kilometres away. You're **surfing the net**!

5

The main use of the Internet is to find information — for your schoolwork or job, or just to find out more about your hobbies, sports or **current events**. You can also use the Internet to read newspapers and magazines, play games, plan your holiday or buy things from your favourite shop. E-mail makes it possible to send electronic messages anywhere in the world in seconds, and you can use the Internet to '**chat**' with people and make new friends.

6

If you don't already use the Internet, all you need to get started is a computer, a modem and a phone line. Using the Internet is getting cheaper and easier all the time.

Are you ready to surf the net? There's a whole exciting Internet world out there waiting for you!

- a *What exactly is the Internet?*
- b *What do I need in order to use the Internet?*
- c *How do I "surf the net"?*
- d *That's the same thing as the Web, isn't it?*
- e *What can I use the Internet for?*
- f *What is a web site, and how do I visit one?*

Language Development

- 5 Fill in the words from the list, then make sentences using the completed phrases.

web, surf, exchange, computer, change, get, electronic, enter, current, phone, important

- | | |
|----------------------|------------------|
| 1 inventions | 7 to |
| 2 to the world | the address |
| 3 lines | 8 a screen |
| 4 to | 9 to |
| information | the net |
| 5 documents | 10 events |
| 6 a site | 11 to |
| started | |

- 6 Fill in the correct prepositions, then make sentences using the completed phrases.

- 1 doubt; 2 exchange information each other; 3 the world; 4 appear the screen; 5 the page; 6 information sth; 7 to click sth; 8 waiting sb; 9 stored a computer; 10 find out sth

Speaking

Read the text again, then use the notes below to talk about the Internet.

| | |
|------------------------------|---|
| Internet = | <i>network of computers around the world</i> |
| You need: | <i>computer, modem and phone line</i> |
| To surf the net, you: | <i>enter a web site address, connected to the web site, download document, page appears on screen, click on underlined words, connected to new documents/web sites</i> |
| You can use it to: | <i>find information for schoolwork/job/hobbies/sports/current events, read newspapers/magazines, play games, plan holidays, buy things, send electronic messages (e-mail), 'chat' with people, make new friends</i> |

• Grammar: Reported Instructions

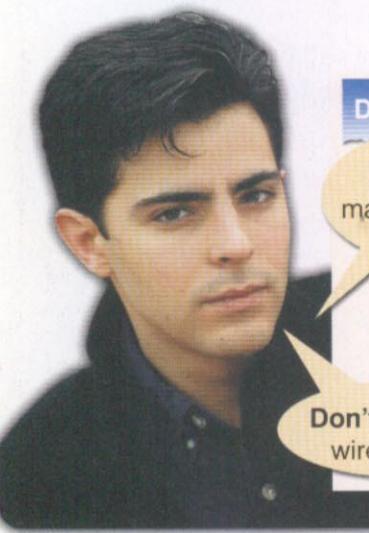
- 7 Study the rule and the examples, then say how reported instructions differ from reported questions.

Reported Instructions

To report instructions we use:

ask/tell + direct object + (not) + to - infinitive

| Direct Speech | Reported Speech |
|-------------------------------|--|
| Check the manual, please. | He asked me to check the manual. |
| Don't touch the wire, please. | He told me not to touch the wire. |



- 8 Last Monday Jeff had his fifth lesson on how to use the Internet. His instructor gave him some tips. Put the tips into reported speech.



- 1 Be polite and informative.
- 2 Look at lists of FAQs.
- 3 Get to know how the system works.
- 4 Do not use capital letters inappropriately.
- 5 Do not send inappropriate e-mail.
- 6 Don't give personal information to 'chat friends'.

- 1
- 2
- 3
- 4
- 5
- 6

- 9 Rewrite the sentences in reported speech, as in the example.

- 1 "Who sent the e-mail message?" Sally asked John.
Sally asked John who had sent the e-mail message.
- 2 "He has called twice," she said.
.....
- 3 "Where does he live?" Sue asked.
.....
- 4 "I'll see you on Monday," Bob said to Lyn.
.....
- 5 "He missed the bus," Claire said.
.....
- 6 "I can't help you," Karen said to Mary.
.....

- 10 Read the e-mail message and answer the questions. Then, turn the reported instructions into direct speech.

Message Western Alphabet

To: Frank@notor.co.uk
Subject: Tom Billings-new offices

Dear Frank,

Just a quick note to check that I gave Tom Billings the correct instructions concerning the new offices. I told him to make sure there are phone lines in each office. I asked him to order computers for all the offices. I also told him to finish the decorating by next week. Hope I didn't forget anything.

Karen Briggs

- 1 Who sent the message?
- 2 What is it about?
- 3 Are the layout and style the same as for a letter?

• Writing (Project)

Phil Crawley gave Janet Black these instructions.

Collect all the documents and leave them with the receptionist.

Don't send the cheque to the Crown Street Office yet.

Call Mr Robson to arrange a meeting for next Friday.

Now he is sending an e-mail to Kim Phelps to check that the instructions were correct. Complete his message to Kim in the Photo File section.

• Reading & Listening

11 Do you use the Internet? If not, would you like to? Which of these things do you (or would you like to) use the Internet for?

finding information
playing games
joining chat groups

on-line shopping
sending e-mail
joining newsgroups

12 Read the list of points about the Internet and mark them A (advantage) or D (disadvantage). Then, act out short dialogues in pairs, as in the example.

- 1 Web pages with photographs, music and video make downloading slow and boring.
- 2 The latest information is available to you at any time, quickly and easily.
- 3 On-line shopping can save you time and money.
- 4 With so much information, finding what you want can take hours.
- 5 You can share your hobbies and special interests with newsgroups and chat groups.
- 6 There is too much advertising instead of real information.
- 7 You can make new friends in chat groups.
- 8 Making 'chat friends' is not the same as actually meeting people.
- 9 You can send mail fast and cheaply.

SA: One of the disadvantages of using the Internet is that web pages with photographs, music and video make downloading slow and boring.

SB: I agree, but on the other hand, the latest information is available to you at any time, quickly and easily.

B a) Read the article and fill in the gaps with words and phrases from the list.

but, Finally, Firstly, For example, However, In conclusion, Also, What is more, On the other hand

■ b) Listen and check your answers.

c) Read the article again and answer the questions, then explain the words in bold.

- 1 Which paragraph is about the advantages of using the Internet?
- 2 Which paragraph is about the disadvantages of using the Internet?
- 3 In which paragraph does the writer sum up the pros and cons? How does this paragraph start?
- 4 Which paragraph introduces the topic?
- 5 Is the article for or against using the Internet?

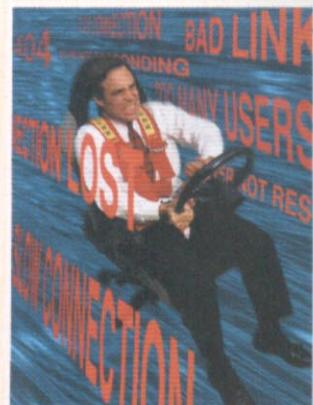
The Pros and Cons of Using the Internet

► Advertisements for the Internet promise you a world of information, **entertainment**, on-line shopping and e-mail services. (1), the real world of the Internet may not be as perfect as the advertisements **suggest**.

► Using the Internet offers many advantages. (2), all of the latest information is available to you, in your home, at any hour of the day or night. It is much faster and easier to surf the net **in search** of information from all over the world than to travel to **libraries** in **dozens** of countries. (3), on-line shopping makes it possible to search through **catalogues** to find exactly what you want at the best price, saving both time and money. By joining a newsgroup or chat group, you can share your hobbies and special interests, and perhaps make friends all over the world. (4), e-mail is popular because it is faster than sending a letter and cheaper than a telephone conversation.

► (5), the Internet has several disadvantages. (6), with so much information available, finding what you want can take you hours. **Multimedia** web pages with photographs, music and video are attractive, (7) they make downloading slow and boring. (8), there is too much advertising instead of real information. As for Internet **friendships**, sitting at home in front of a computer making 'chat friends' is not the same as actually meeting people.

► (9), the Internet **obviously** has both good and bad points. Fortunately, the system is improving all the time, and any problems which still **exist** can **be solved**. **Whether we like it or not**, the Internet is here to stay, so we have to make the best possible use of it.



• Speaking

Read the article in Ex. 13 again and make notes about the **Pros** and **Cons** of using the Internet. Then, use your notes to talk about the topic.

• Grammar: Exclamations



Exclamations using “**How + adjective !**” or “**What a(n) + noun !**” are **comments** about sth which has happened, or **reactions** to sb’s news/appearance, etc. They show that we are very happy/upset/surprised, etc.

How surprising! How unlucky! How strange!

How wonderful! How awful!

What a surprise! What a shame/pity!

What a beautiful dress! What an awful day!

14 Choose the best response to each statement.

- 1 I’m afraid I can’t come to your party on Saturday.
a) What a pity! b) How disgusting!
- 2 Guess what — I passed my exams!
a) What a nuisance! b) How wonderful!
- 3 Look at what I’ve just bought!
a) What a beautiful dress! b) How terrible!
- 4 Bill broke his arm last week.
a) How wonderful! b) How awful!
- 5 I brought you some flowers.
a) What a surprise! b) What a shame!

• Communication: Reactions & Comments

15 a) Complete the dialogues with *How* or *What a*, then listen and check your answers.

- 1 A: Guess what my parents gave me for my birthday
— a computer!
B: Really? nice present!
A: Yes — and I’ve already started using the Internet!
B: exciting!
- 2 A: Guess who I saw yesterday! Julie!
B: Really? surprise!
A: She’s back in London. We had dinner together last night.
B: wonderful!

b) Listen again and repeat.

• Grammar: Question Tags

16 Read the examples, then cross out the inappropriate words in bold in the rules.

Tony **likes** working on a computer, **doesn’t** he?
Sheila **isn’t** a computer operator, **is** she?

Form

- Question tags are short questions at the **beginning/end** of statements.
- They are formed with the auxiliary verb from the main sentence and the appropriate subject **pronoun/adjective**. When there is no auxiliary verb in the main sentence, we use *do(n’t)* or *does(n’t)* in the question tag for the present simple, and *did(n’t)* for the past simple.
- A positive statement takes a **positive/negative** question tag. A negative statement takes a **positive/negative** question tag.

Pronunciation

Intonation

When we are sure of the answer, our voice goes down in the question tag (↘).

When we are not sure of the answer, our voice goes up in the question tag (↗).

17 a) Listen and tick (✓) each sentence as ↘ (sure) or ↗ (not sure).

| | |
|---|---|
| ↖ | ↗ |
| ✓ | |
| | |
| | |
| | |
| | |
| | |
| | |

- 1 You’re from France, aren’t you?
- 2 You will be here tomorrow, won’t you?
- 3 I’ve made a mistake, haven’t I?
- 4 You don’t know my name, do you?
- 5 He has got a sister, hasn’t he?
- 6 This information isn’t right, is it?

b) Listen again and repeat.

18 Fill in the correct question tag.

- 1 You’ve used the Internet before, ?
- 2 I can’t use e-mail without an address, ?
- 3 My modem isn’t working, ?
- 4 He doesn’t like this CD, ?
- 5 YHM means you have mail, ?
- 6 The personal e-mail name comes before the @ sign, ?
- 7 The keyboard was broken, ?
- 8 You won’t use the computer, ?

19 GAME: Ask and answer questions in pairs, as in the example.

SA: You are , aren't you?

SB: Yes/No,

SA: You come from , don't you?

SB: Yes/No,

SA: You like/don't like , don't you?/do you?

SB: Yes/No,

SA: You've got , haven't you?

SB: Yes/No,

• **Vocabulary Revision Game**

20 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

surf the net, e-mail address, exist, join a newsgroup, visit a web site, 'chat' friends, download a document, save time, in search of, current events, without doubt, can be solved

Writing (a for-and-against essay)

When we write a **for-and-against essay** we can divide it into four paragraphs.

In the **first paragraph**, we state the topic.

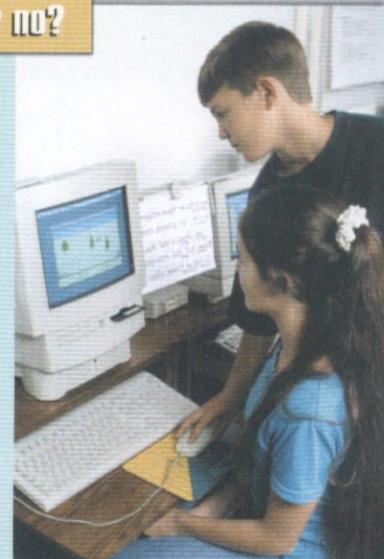
In the **second paragraph** we write the points for, explaining each point. In the **third paragraph** we write the points against, in the same way.

In the **fourth paragraph**, we sum up the topic and give our opinion.

We use **present tenses** in such pieces of writing. We can also use words such as: **also, however, on the other hand, firstly**, etc to list our points.

Children on the Net: yes or no?

- 1 The net is part of our world, so children need to use it.
- 2 Many use it for playing games, not for learning.
- 3 They learn about other countries and cultures.
- 4 They can meet people from all over the world.
- 5 Some web sites are not suitable for children.
- 6 They can make friends in faraway places.



b) Read the topic sentences. Which: *states the topic and main viewpoints* ; *introduces points for* ; *introduces points against* ; *sums up the topic and gives an opinion* ?

- 1 On the other hand, some people are against letting children surf the net on their own.
- 2 The Internet is a great learning tool for children, but what about the problems and dangers if children are allowed to surf the net on their own?
- 3 Many people are in favour of children using the Internet.
- 4 The Internet offers many advantages, but children should be supervised when they're using it, and parents must teach them how to use it properly.

c) Use the points for and against, and the topic sentences above, to talk about the pros and cons of the Internet for children.

22 Use the information from Ex. 21 and the plan below to write a for-and-against essay (120-180 words) about whether children should use the Internet. Use the text in Ex. 13 as a model.

Plan

Introduction

Para 1: state the topic

Main Body

Para 2: points for children using the Internet

Para 3: points against children using the Internet

Conclusion

Para 4: sum up the advantages & disadvantages

Words of Wisdom

Read the sentence. What does it mean?

- A little knowledge is a dangerous thing.

21 a) Should children use the Internet? Read the points (1-6) and mark them as P (pros) or C (cons). Then, listen and check your answers.

Episode 1

Above the Arctic Circle

On Top of the World

Sandra and David are going to the Arctic Circle to write an article about Greenland's glaciers.

We're on our way to the top of the world!
We're almost at the North Pole!

1

Yes! Isn't it exciting? I couldn't believe it when
Mike told us about the assignment. He said that the Greenland ice
cap is melting quickly and scientists are worried that it might cause
an environmental disaster.

Sorry to disappoint you,
Sandra – we're travelling by plane.
There it is! We'd better leave
because it's getting late.

Don't worry, David
– above the Arctic Circle the sun
doesn't set in summer.
We're going to the land of the
midnight sun!

LATER ...

Wow! Look at
the view! There's nothing
but ice and snow down
there, as far as the eye can
see!

Will we reach the research
station before it gets dark?

3

We'll be there in about
half an hour.

5

What ... ? OH, NO!

What's wrong?

The engine's stopped! I'm
going to try to land on the ice.
Hold on tight!

6

MAYDAY! MAYDAY!

7

8

1 Underline the correct words in bold.

- 1 The Arctic Circle is an area which surrounds the **North/South Pole**.
- 2 If you put a piece of ice in a warm place, it will **boil/melt**.
- 3 An oil spill is a type of **environmental/historical** disaster.
- 4 An ice cap is a thick layer of **sand and soil/ice and snow** which covers an area of land the whole year round.
- 5 If a pilot is having problems while flying a plane, he or she calls "**Mayday/SOS!**" over the radio.

2 Choose the correct answer.

- 1 A **glacier** is something
a like a volcano b like a big frozen river
- 2 A **research station** is a place where
a people do tests and experiments
b people can catch a train
- 3 A **dogsled** is
a a vehicle pulled by dogs
b a small plane

3 Listen to the episode and mark the sentences as T (true) or F (false).

- 1 "The Greenland ice cap is melting slowly."
- 2 "We're going to the land of the midnight sun!"
- 3 "There's nothing but grass and fields down there."
- 4 "I'm going to try to land on the mountain."

4 Read the episode and answer the questions.

- 1 What is melting quickly?
- 2 Why are scientists worried?
- 3 How would Sandra love to travel?
- 4 What happens above the Arctic Circle in summer?
- 5 Why does Tony decide to try to land on the ice?

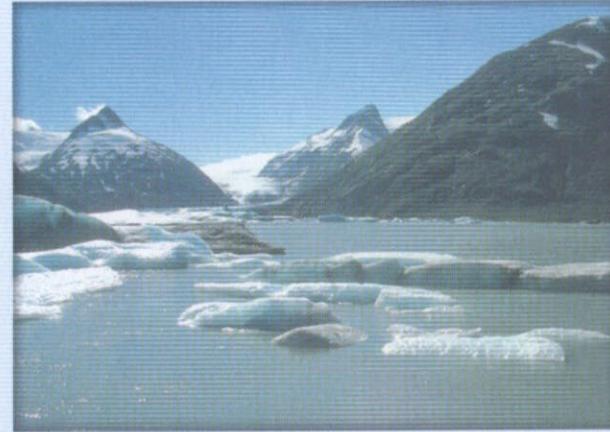
5 Fill in the opposites from the list, then use them to make sentences.

exciting, rise, slowly, freeze

- 1 quickly ≠ 3 boring ≠
- 2 set ≠ 4 melt ≠

6 Look at pictures 2, 3 and 6 and find three questions. Rewrite them in reported speech.**7** Fill in *said* or *told*.

- 1 Sandra that the sun doesn't set there in the summer.
- 2 Mike them about the ice cap.
- 3 Tony Sandra that the engine had stopped.
- 4 "Hold on tight!" Tony.
- 5 He he was going to try to land on the ice.

8 Listen to the episode, then take roles and read it aloud.**9** Read the paragraph and fill in *a, an* or *the* where necessary. Then, say where we use *a, an* or *the*.

Sandra and 1) David are excited because they are going to 2) Arctic Circle. They are going to see 3) Greenland ice cap because it is melting quickly and may cause 4) environmental disaster. Sandra would like to travel on 5) dogsled, but instead they are going to travel by 6) plane. They are going to 7) research station. It is late, but this isn't a problem because 8) sun doesn't set in 9) summer there. When 10) engine stops, 11) Tony decides to land on 12) ice. He calls out "MAYDAY" over the radio.

10 Look at the pictures and describe Sandra, David and Tony.**11** What do you think will happen to Sandra, David and Tony?

... Episode 2

The Rescue

On Top of the World



1 Look at the pictures on p. 112, then read the questions and circle the correct answer.

- 1 What is coming out of the engine?
a fire b smoke
- 2 What is the weather like?
a warm and sunny b freezing cold
- 3 What is about to attack Sandra?
a an Arctic fox b a polar bear
- 4 Who saves Sandra?
a two explorers b three explorers
- 5 What are they riding?
a dogsleds b snowmobiles

2 Listen to the episode and correct the words in bold.

- 1 "There's a lot of **water** coming out of the engine!"
- 2 "We have to find a way to keep **hot**!"
- 3 "Yes, but our **TV** isn't working."
- 4 "We're on our way to the research **stop**."

3 Read the episode and answer the questions.

- 1 Why should Tony, Sandra and David get out of the plane quickly?
- 2 What does the polar bear look like?
- 3 What scares the polar bear away?
- 4 How do the explorers find Tony, Sandra and David?
- 5 How will they all go to the research station?

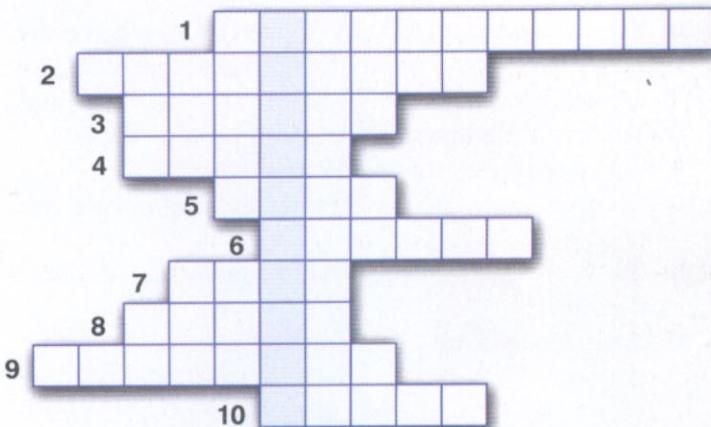
4 Listen to the episode, then take roles and read it out.

5 Read the list of events from both episodes of the story and put them in the correct order, then retell the story.

- They land on the ice.
- They hop onto the snowmobiles.
- Two explorers scare the bear away.
- They start making a tent.
- The plane's engine stops.
- A polar bear comes close.
- Sandra and David meet Tony.
- They leave with the explorers.
- They get out of the plane.
- They take off in the plane.

6 Fill in the answers to find out what scared the polar bear away.

- 1 The two men are riding
- 2 The two men are
- 3 The plane's stops.
- 4 Sandra hears a loud as she is looking at the bear.
- 5 Tony says they need to make a to keep warm.
- 6 Tony calls out on the radio.
- 7 A polar scares Sandra.
- 8 comes out of the engine.
- 9 There are in Greenland.
- 10 The stops working.



7 Read the text and put the verbs into the correct tense, either in the active or the passive.

Greenland, called Kallaalit Nunaat in the Inuit language, is the largest island in the world and the closest piece of land to the North Pole. Much of it is above the Arctic Circle, where the sun **1)** (**not/set**) at all during the summer.



Greenland **2)** (**discover**) by Erik the Red, a Viking from Iceland, in 982 AD. He **3)** (**call**) it "Greenland" in order to make other people want to go there.

Greenland **4)** (**have**) a very cold climate, with heavy snowstorms and winter temperatures as low as minus 35 °C. Even in summer, the temperature in the north only **5)** (**reach**) 3 - 4 °C.

Greenland **6)** (**have**) almost no trees or grass, and very few species of animals can be found there, although seals and whales are common in the seas around the island.

An enormous ice cap **7)** (**cover**) nearly 85% of the island. In some places, the sheet of ice is more than 3 kilometres thick. Melting ice forms glaciers around the edges of the ice cap. In recent years, however, scientists **8)** (**notice**) that the glaciers **9)** (**melt**) much faster than expected. If the melting **10)** (**continue**) so quickly, it could cause the level of the world's oceans to rise, and produce a global environmental disaster.

• Vocabulary

1 Underline the correct word in bold.

- 1 Dogs make wonderful **colleagues/companions** for children and the elderly.
- 2 Elephant tusks are extremely **valuable/valueless**.
- 3 Rex started **collecting/wagging** his tail happily when he saw his owner.
- 4 To visit a web site you simply **exchange/enter** the address.
- 5 A man on a float **banged/blew** his whistle and everyone started dancing.
- 6 You can **connect/store** information inside a computer.
- 7 Rhinos are facing **captivity/extinction** because they are killed for their horns.
- 8 You can **train/learn** elephants to perform tricks.
- 9 We all must help to **value/save** rhinos.
- 10 Children can use the Internet to **chat/phone** with people.
- 11 It's very difficult to **survive/breed** green-cheeked parrots.
- 12 There were a lot of people **wearing/waving** flags during the parade.

(12 marks)

2 Fill in the correct word/phrase.

hunt, download, hand, smuggle, surf, extinct, guard, species, in exchange for, elaborate

- 1 The men at the Hamamatsu Kite Festival wore beautiful costumes with designs.
- 2 It is illegal to endangered animals like tigers for their skins.
- 3 Nowadays, most children know how to the net.
- 4 The WWF works hard to prevent endangered animals becoming
- 5 One of the reasons dogs make great pets is that they can be trained to your house.
- 6 If you find any information on the net about dolphins, can you it for me, please?
- 7 Many of fish and seabirds were harmed by the oil spill.
- 8 If you like, I can give you a with your homework.
- 9 The man was caught trying to a box of elephant tusks into the country.
- 10 We were given food and accommodation helping to clean up the oil-covered beaches.

(10 marks)

3 Fill in the correct preposition from the list.

for, in, with, on, from, at, without, about

- 1 The festival is held the beginning of August every year.
- 2 He put on a hat to protect himself the sun.
- 3 Scientists are worried the destruction of the rainforest.
- 4 The memories of the Rio carnival will stay me forever.
- 5 Computers are doubt a very useful invention.
- 6 Elephants should live and breed the wild.
- 7 Josh was amazed the beauty of the place.
- 8 Bob's message appeared the screen.
- 9 my opinion, we should all help protect our planet.
- 10 Are you ready the first question?

(10 marks)

• Grammar

4 Rewrite the sentences in reported speech.



- 1 "Seals are in danger of extinction," said the WWF representative.
.....
- 2 "I was delighted to see such a rare animal," said Tom.
.....
- 3 "You can help us with our campaign," she said.
.....
- 4 "Can you help me find something on the Internet, please?" Jo asked me.
.....
- 5 "We went on a trip to the zoo," said the children.
.....
- 6 "I have never been taught how to use a computer," said Mr Brown.
.....
- 7 "I've read lots of magazine articles about shopping on the Internet," said Jane.
.....
- 8 "It is a bad idea to give personal information to 'chat friends'," he said.
.....

(16 marks)

5 Put the verbs in brackets into the correct form: -ing form, to -infinitive, or infinitive without to.

- 1 My children love (**play**) games on the computer.
 - 2 Our world would (**be**) a cleaner place if we all recycled our waste.
 - 3 I would like (**go**) to the Rio carnival.
 - 4 We couldn't help (**laugh**) at the clown's tricks.
 - 5 Will you remember (**buy**) some balloons and streamers on your way home?
 - 6 My friends and I decided (**adopt**) a rhino.
 - 7 Can you (**tell**) me how to get to the bowling alley, please?
 - 8 Don't forget (**send**) your grandmother a birthday card.
- (8 marks)

6 Fill in the correct question tags.

- 1 You will come to the wedding reception, ?
 - 2 He doesn't like the circus very much, ?
 - 3 He's been working on the computer all night, ?
 - 4 You are going to buy a computer, ?
 - 5 It isn't very cold today, ?
- (5 marks)

7 Fill in *What a(n)* or *How*.

- 1 A: These animals are almost extinct, you know.
B: terrible!
 - 2 A: She was very sad that she didn't win a prize for her costume.
B: Oh, dear! shame!
 - 3 A: He thought he was going to fail his exams but he passed them all.
B: nice surprise!
 - 4 A: I got a phone call from Debbie last night. She's getting married.
B: wonderful! She must be very happy.
 - 5 A: Somebody stole Susie's brand new computer.
B: awful!
 - 6 A: Look at that jumper. It's horrible!
B: Yes. awful colour!
- (6 marks)

• **Communication**

8 Complete the dialogues with phrases from the list.

go down this street and turn right, how sweet of him, what a pleasant surprise, what time

- 1 A: Guess what — John sent me a birthday card!
B:

- 2 A: Excuse me. Where's the post office, please?
B:

The post office is on your left next to the bank.

- 3 A: Do you want to come to Jane's party on Saturday?
B: Yes, sure.
A: Is eight o'clock okay?

- 4 A: Guess who called yesterday — Mary!
B: Really?

(8 marks)

• **Reading**

9 Read the letter and match the paragraphs to the headings.

Dear Tina,

1 ▶ How are you? Remember I told you that we were going to China on holiday? Well, we had a lovely time. We were there for the Spring Festival, the oldest and most important festival in China, celebrating the New Year.

2 ▶ Before the festival, everyone cleaned their house, decorated the walls with pictures, and hung banners beside the front door for good luck. A lot of food was also prepared for the occasion.

3 ▶ On New Year's Eve, everyone made sure their house was brightly lit and everyone stayed up very late, eating a large family dinner and setting off firecrackers. The next day, people visited neighbours, relatives and friends and ate dumplings with sweet and savoury fillings. It was beautiful because all the houses were decorated with colourful lanterns.

4 ▶ It was such a wonderful time to be in China. We really enjoyed ourselves. You should try to go there for the Spring Festival next year.

5 ▶ Please write soon.

Love,
Jean

preparations before the celebration , feelings , greeting , activities during the celebration , conclusion

(10 marks)

• **Writing**

- 10 Write a letter to your friend describing a festival you have recently attended. Use the letter in Ex. 9 as a model.

(15 marks)

TOTAL: 100 marks

Grammar Reference

UNIT 1

PRESENT SIMPLE

| Affirmative | Interrogative |
|--|--|
| I work you work he works she works it works we work you work they work | Do I work? Do you work? Does he work? Does she work? Does it work? Do we work? Do you work? Do they work? |
| Negative | |
| Long form | Short form |
| I do not work you do not work he does not work she does not work it does not work we do not work you do not work they do not work | I don't work you don't work he doesn't work she doesn't work it doesn't work we don't work you don't work they don't work |

Spelling: 3rd person singular affirmative

- Most verbs take **-s** in the third person singular.
I work - he works
- Verbs ending in **-ss, -sh, -ch, -x or -o** take **-es**.
I go - he goes
- Verbs ending in a **consonant + y** drop **-y** and take **-ies**.
I fly - he flies
- Verbs ending in a **vowel + y** take **-s**.
I play - he plays

Pronunciation

-s or -es in the third person singular is pronounced:

- /s/ with verbs ending in /f/, /k/, /p/ or /t/ sounds.
he sits
- /iz/ with verbs ending in /s/, /ʃ/, /tʃ/, /dʒ/ or /z/ sounds.
he watches
- /z/ with verbs ending in **all other sounds**.
he plays

Use

We use the present simple for:

- daily routines, repeated actions or habits.**
I get up at seven every day.
- permanent states.**
I live in London.

Time expressions used with **present simple**: **every hour/day/week/month/summer/year etc, usually, always, every morning/evening/afternoon/night, in the morning/afternoon/evening/night, at night** etc.

Form

- We form the present simple with the subject (noun or personal pronoun) and the verb.

Affirmative

- The third person singular takes **-s** or **-es** in the affirmative.

Negative

- We use **subject + don't + main verb** in all persons in the negative except the third person singular. We use **subject + doesn't + main verb** in this person.

I don't play, he doesn't play.

Interrogative

- We use **do + subject + verb** in all persons except for the third person singular. We use **does + subject + verb** in this person.

Do you like football? Does he like tennis?

Short Answers

Do you...?

Yes, I do./Yes, we do.

No, I don't./No, we don't.

Does he/she/it...?

Yes, he/she/it does.

No, he/she/it doesn't.

Do they ...?

Yes, they do.

No, they don't.

In short answers we use "Yes" or "No" the subject pronoun and **do/don't** or **does/doesn't**.

PRESENT CONTINUOUS (to be + verb -ing)

| Affirmative | Interrogative | Negative |
|--|--|--|
| I'm playing you're playing he's playing she's playing it's playing we're playing you're playing they're playing | Am I playing? Are you playing? Is he playing? Is she playing? Is it playing? Are we playing? Are you playing? Are they playing? | I'm not playing you aren't playing he isn't playing she isn't playing it isn't playing we aren't playing you aren't playing they aren't playing |

Form

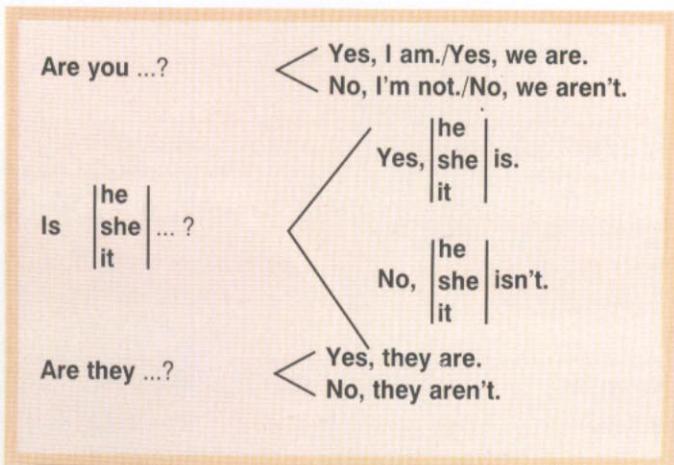
We form the present continuous with the verb "to be" and add **-ing** to the base form of the main verb.

Use

- We use the present continuous for: **actions happening now, at the moment of speaking.**
I'm playing tennis now.
- **actions happening around the time of speaking.**
We're looking for a flat at the moment.
- **fixed arrangements in the near future.**
I'm seeing John tomorrow.

Time expressions used with the **present continuous**:
now, at the moment, at present.

Short Answers



In short answers we use "**Yes**" or "**No**", the **subject pronoun** and the verb "**to be**" in the correct form. We do not repeat the main verb with the **-ing**.

UNIT 2

ADVERBS OF FREQUENCY

Adverbs of Frequency

Adverbs of frequency, **always, often, never, rarely, sometimes**, usually come **before** the **main verb**, but **after** the auxiliary verb (do, does etc) and the verb **to be**. They tell us how often something happens.

I never get up early on Sundays.

He rarely goes to the zoo. (= not often)

She sometimes has a sandwich for lunch.

Do you often walk to work?

Mum is usually home by four.

He is always late for work.

PAST SIMPLE

Past Simple: regular verbs

| Affirmative | Interrogative | Negative |
|-------------|----------------|------------------|
| I worked | Did I work? | I didn't work |
| you worked | Did you work? | you didn't work |
| he worked | Did he work? | he didn't work |
| she worked | Did she work? | she didn't work |
| it worked | Did it work? | it didn't work |
| we worked | Did we work? | we didn't work |
| you worked | Did you work? | you didn't work |
| they worked | Did they work? | they didn't work |

Form

- We form the affirmative of most regular verbs by adding **-ed** to the verb. *I work - I worked*
- Other verbs have irregular affirmative forms.
I see - I saw (see list of irregular verbs on p. 128)
- We form the negative of past simple with **didn't + base form of the verb**.
I didn't work yesterday, I didn't see Tom yesterday.
- We form the interrogative of past simple with **Did + personal subject pronoun + base form of the verb**.
Did he work yesterday? Did you see Tom yesterday?
- We form positive short answers with **did** and negative short answers with **didn't**.
*Did you call me? Yes, I did.
Did he tell you? No, he didn't.*

Spelling

- We add **-d** to verbs ending in **-e**. *I live - I lived*
- Verbs ending in **consonant + y** drop the **-y** and add **-ied**. *I try - I tried*
- Verbs ending in one **stressed vowel** between two consonants double the last consonant and take **-ed**. *I stop - I stopped*

Use

- We use the past simple for actions which **happened in the past and won't happen again**.
He graduated from high school in 1998. (When did he graduate? In 1998.)
- We also use the past simple for actions which **happened at a specific time in the past**.
He visited his grandparents last Sunday. (When? Last Sunday.)

Time expressions used with the past simple: *yesterday, last night/morning/evening etc, two weeks/a month etc ago, in 1964 etc.*

Short Answers

Did I/you/he etc work ...? < Yes, I/you/he etc did.
 No, I/you/he etc didn't.

USED TO

We use **used to + infinitive** to refer to past habits or states which don't exist any more. In such cases we can also use the past simple.

I used to work/worked as a cleaner at the local hospital (but I don't any more).

I didn't use to wear glasses.

Did you use to have long hair?

UNIT 3

ORDER OF ADJECTIVES

Order of Adjectives

- Adjectives describe nouns. They go before nouns. They have the same form in the singular and plural. (*a blue car - two blue cars*)
- There are two types of adjectives: **Opinion adjectives** (*beautiful, great, expensive etc*) which show what we think of someone or something and **fact adjectives** (*short, long, red etc*) which show what someone or something really is. Opinion adjectives go before fact adjectives. *She's wearing an expensive long dress.*
- When there are two or more fact adjectives in a sentence, they usually go in the following order:

Fact adjectives

- size:** small, big, short, long etc
weight: heavy, light etc
shape: triangular, round, rectangular, square etc
colour: dark/light blue, yellow, pink, cream, red, purple etc
material: cotton, leather, silk, plastic, woollen, nylon, metal, gold, silver, velvet, wooden, canvas etc

It's an expensive, short, black, leather jacket.

MAKING COMPARISONS

| | adjective | comparative | superlative |
|--|---------------------------------------|---------------------------------|--|
| one - syllable adjectives | cheap large big | cheaper larger bigger | the cheapest the largest the biggest |
| -y adjectives | noisy | noisier | the noisiest |
| adjectives with two or more syllables | expensive | more expensive | the most expensive |
| irregular adjectives | good bad much many little | better worse more less | the best the worst the most the least |

Form

- One-syllable adjectives add **-(e)r/-(e)st** to form their comparative and superlative forms.
cheap - cheaper (than) - the cheapest (of/in), large - larger (than) - the largest (of/in)
- Two-syllable adjectives ending in **-ly, -y, -w** also add **-er/-est**. *heavy - heavier (than) - the heaviest (of/in)*
- Adjectives of two or more syllables take **more/most**.
expensive - more expensive (than) - the most expensive (of/in)
- Adverbs having the same form as their adjectives add **-er/-est**. *fast - faster (than) - the fastest (of/in)*
- Two-syllable or compound adverbs take **more/most**.
quickly - more quickly (than) - the most quickly (of/in)

Spelling

- One-syllable** adjectives **ending in a vowel + a consonant double the consonant**. *fat - fatter (than) - the fattest (of/in)*
- Two-syllable** adjectives **ending in a consonant + y** replace **-y** with **-ie**. *noisy - noisier (than) - the noisiest (of/in)*

Use

- We use the **comparative form** to compare **two** people, things, places etc. We usually use **than** with comparative adjectives.
*The city is **noisier than** the country.*
- We use the **superlative form** to compare one person or thing with more than one person or thing in the same group. We use **the ... of/in** with superlative adjectives.
*The giraffe is **the tallest animal of all**.*
*He is **the shortest student in the class**.*
- We can also use **(not) as + adjective + as** to say that two people, places or things are/are not similar.
*My brother **is as tall as** my father.*
- We use **much + comparative form**.
*An elephant is **much heavier** than a mouse.*

UNIT 4

PAST CONTINUOUS

Form

We form the past continuous with **was/were** (past tense of the verb "to be") and add **-ing** to the base form of the main verb.

| | |
|-----------------------|--|
| Affirmative: | I was eating, you were eating, he was eating etc |
| Negative: | I wasn't eating, you weren't eating, he wasn't eating etc |
| Interrogative: | Was I eating?, Were you eating?, Was he eating? etc |
| Short answers: | Yes, I/he/she/it was. Yes, you/we/they were. No, I/he/she/it wasn't. No, you/we/they weren't. |

Use

We use the **past continuous** for:

- two or more actions **happening at the same time in the past**.
*John **was cutting** the grass while Jenny **was planting** flowers.*
- an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action that interrupted it. (shorter action).
*She **was having** a bath when the phone **rang**.*
- an action **in progress at a stated time in the past**.
*James **was sleeping** at 9 o'clock last night.*
- background information in a story**.
*The wind **was blowing** when Jane left work last Friday.*

ADVERBS

Adverbs usually describe verbs. *He drives **fast**.*

Form

- We usually form adverbs by adding **-ly** to the adjective. *careful - carefully*
- When the adjective ends with a **consonant + y**, we drop **-y** and add **-ily** to form the adverb. *lucky - luckily*
- Some adverbs have the same form as their adjectives.
hard → hard, fast → fast, early → early

Note: *good → well*

UNIT 5

WILL

| Affirmative | | Interrogative |
|-----------------|---------------|------------------|
| Long form | Short form | |
| I will leave | I'll leave | Will I leave? |
| you will leave | you'll leave | Will you leave? |
| he will leave | he'll leave | Will he leave? |
| she will leave | she'll leave | Will she leave? |
| it will leave | it'll leave | Will it leave? |
| we will leave | we'll leave | Will we leave? |
| you will leave | you'll leave | Will you leave? |
| they will leave | they'll leave | Will they leave? |

| Negative | |
|---------------------|------------------|
| Long form | Short form |
| I will not leave | I won't leave |
| you will not leave | you won't leave |
| he will not leave | he won't leave |
| she will not leave | she won't leave |
| it will not leave | it won't leave |
| we will not leave | we won't leave |
| you will not leave | you won't leave |
| they will not leave | they won't leave |

Short answers Yes,  I/you/he etc will.
No,  I/you/he etc won't.

Form

- We form the future simple with **will** and the base form of the verb.
He will go to the park. They will go to the beach.
- We form questions by putting **will** before the subject pronoun.
Will he go to the park? Will they go to the beach?
- We form negations by putting **not** after **will**.
*He will not/won't go to the park.
They will not/won't go to the beach.*

Use

We use **will**:

- to make predictions based on what we believe or think. We usually use **will** with **I think, I believe, I expect, probably**.
There will be rain in Paris tomorrow.
- to make on-the-spot decisions.
*A: The phone is ringing.
B: I'll answer it.*

Time expressions used with the **future simple: tomorrow, soon, next week/month/etc, the day after tomorrow etc.**

BE GOING TO

Talking about plans and intentions

- | | |
|----------------|--|
| Affirmative: | I am/You are/He is etc going to buy a car. |
| Negative: | I'm not/You aren't/He isn't etc going to buy a car. |
| Interrogative: | Am I/Are you/Is he etc going to buy a car? |
| Short answers: | Yes, I am/you are/he is etc. No, I'm not/you aren't/he isn't etc. |

Form

- We form the affirmative with the verb **to be** (is, am, are), **going to** and the base form of the verb.
He is going to visit his friends.
- We form questions by putting the verb **to be** before the subject pronoun.
Is he going to visit his friends?
- We form negations by putting **not** after the verb to be.
He is not/isn't going to visit his friends.

Use

We use **be going to**:

- for **plans and intentions**.
I am going to join a gym next week.
- for **predictions** based on what we see or we know.
Look at the dark clouds! It's going to rain.

PRESENT CONTINUOUS

We can use the present continuous for actions we **have already arranged to do in the near future**. (fixed arrangements)
I am flying to Madrid tomorrow.

CONDITIONAL 1

We use the first conditional to talk about real or very probable situations in the present or future.

If + present simple, will + bare infinitive

*If you don't eat, you will be hungry.
 If I study hard, I'll do well in the test.*

WHEN - IF

We use **when** to show that something will certainly happen.
When Tom comes, I'll cook dinner.

We use **if** when we are not certain that something will happen.
If Tom comes, I'll cook dinner.

UNIT 6

SOME/ANY

- We use **some** in the **affirmative** with uncountable nouns or countable nouns in the plural.
I want some milk and some biscuits.
- We also use **some** for offers or requests.
Would you like some cake? (offer)
Can I have some water, please? (request)
- We use **any** in **negations** and **questions**.
I haven't got any strawberries.
Have you got any oranges?

MUCH/MANY

We use **much** and **many** in questions and negations. **Many** goes before plural countable nouns. **Much** goes before uncountable nouns.

*Is there much milk in the fridge?
 There isn't much tea left.
 Have you got many friends?
 I haven't got many friends.*

A FEW/A LITTLE

- We use **a few** (= not many; some) with countable nouns.
I want a few biscuits.
- We use **a little** (= not much; some) with uncountable nouns.
I want a little milk.

GIVING ADVICE

- We use **should** to say what the right/best thing to do is.
You should take regular exercise. (= It's a good idea.)
- We use **shouldn't** to say what isn't the right/best thing to do.
You shouldn't throw rubbish in the street. (= It isn't a good idea.)

UNIT 7

PRESENT PERFECT

Regular Verb

| Affirmative | | Interrogative |
|---|---|---|
| Long form | Short form | |
| I have worked you have worked he has worked she has worked it has worked we have worked you have worked they have worked | I've worked you've worked he's worked she's worked it's worked we've worked you've worked they've worked | Have I worked? Have you worked? Has he worked? Has she worked? Has it worked? Have we worked? Have you worked? Have they worked? |

| Negative | |
|---|---|
| Long form | Short form |
| I have not worked you have not worked he has not worked she has not worked it has not worked we have not worked you have not worked they have not worked | I haven't worked you haven't worked he hasn't worked she hasn't worked it hasn't worked we haven't worked you haven't worked they haven't worked |

Irregular Verb

| Affirmative | | Interrogative |
|------------------|----------------|-------------------|
| Long form | Short form | |
| I have bought | I've bought | Have I bought? |
| you have bought | you've bought | Have you bought? |
| he has bought | he's bought | Has he bought? |
| she has bought | she's bought | Has she bought? |
| it has bought | it's bought | Has it bought? |
| we have bought | we've bought | Have we bought? |
| you have bought | you've bought | Have you bought? |
| they have bought | they've bought | Have they bought? |

| Negative | |
|----------------------|---------------------|
| Long form | Short form |
| I have not bought | I haven't bought |
| you have not bought | you haven't bought |
| he has not bought | he hasn't bought |
| she has not bought | she hasn't bought |
| it has not bought | it hasn't bought |
| we have not bought | we haven't bought |
| you have not bought | you haven't bought |
| they have not bought | they haven't bought |

Form

- We form the present perfect with the auxiliary verb **have/has** and the past participle of the main verb.
- We usually form the past participle of regular verbs by adding **-ed** to the verb.
watch - watched
Other verbs have irregular forms.
buy - bought
- We form questions by putting **have/has** before the subject pronoun.
Has he washed the car?
Have they travelled by plane?
- We form negations by putting **not** between have/has and the past participle.
He has not/hasn't washed the car.
They have not/haven't travelled by plane.

Use

- We use the **present perfect** to talk about an action which **started in the past and continues to the present**.
John has lived in Paris for the last three years.
- We also use the present perfect to talk about **a past action with a visible result in the present**.
I've broken my arm. (I can't write).
- We can use the present perfect to refer to an **experience**.
Have you ever been to Paris?
- We can also use the present perfect for an action which happened at an unstated time in the past. The action is more important than the time.
I've been to New York three times so far.

Time expressions used with the present perfect: **just, already, yet, for, since, ever, never, etc.**

EVER/NEVER

- We use **ever** in questions and statements.
Have you ever visited Prague? Prague is the best city I've ever visited.
- We use **never** in statements.
I've never visited America. (=I haven't visited America.)

YET/ALREADY

- We use **already** in positive statements and questions.
*Have you done the washing-up **already**?
Yes, I have. I've **already** done it.*
- We use **yet** in questions and negatives.
*Have you done the ironing **yet**?
No, I haven't. I haven't done the ironing **yet**.*

JUST

We use **just** in statements to show that an action finished only a few minutes earlier.
*Have you finished your homework **yet**?
Yes, I've **just** finished it.*

FOR/SINCE

- We use **for** to express duration.
*I've worked here **for** seven years.*
- We use **since** to state a starting point.
*I've worked here **since** 1992.*

PRESENT PERFECT vs PAST SIMPLE

- We use the **present perfect** for an action which **started in the past and continues to the present**.

He has called twice so far.

- We use the **past simple** for an action which **started and finished in the past**.

He called yesterday.

PRESENT PERFECT CONTINUOUS

| Affirmative | Interrogative |
|---|---|
| I've been reading you've been reading he's been reading she's been reading it's been reading we've been reading you've been reading they've been reading | Have I been reading? Have you been reading? Has he been reading? Has she been reading? Has it been reading? Have we been reading? Have you been reading? Have they been reading? |
| Negative | Short answers |
| I haven't been reading you haven't been reading he hasn't been reading she hasn't been reading it hasn't been reading we haven't been reading you haven't been reading they haven't been reading | Yes, < i/you/we/they have . he/she/it has . No, < i/you/we/they haven't . he/she/it hasn't . |

Form

- We form the present perfect continuous with the auxiliary verb **have/has**, the past participle of the verb to be (**been**) and the main verb with the -ing form.
He has been watching TV for an hour.
- We form questions by putting **have/has** before the subject.
Have you been working here long?
- We form negations by putting **not** between **have/has** and **been**.

They have not/haven't been studying for a long time.

She has not/hasn't been living here long.

Use

- We use the **present perfect continuous** to talk about an action which **started in the past and continues to the present giving emphasis to duration**.

He has been going to Jamaica for his holidays since 1993.

- We also use the **present perfect continuous** to talk about a past action which has lasted and whose **result** is visible in the **present**.

I'm tired because I've been studying for my exam.

UNIT 8

PAST PERFECT SIMPLE

| Affirmative | Interrogative |
|--|--|
| I had started you had started he had started she had started it had started we had started you had started they had started | Had I started? Had you started? Had he started? Had she started? Had it started? Had we started? Had you started? Had they started? |
| Negative | Short answers |
| I hadn't started you hadn't started he hadn't started she hadn't started it hadn't started we hadn't started you hadn't started they hadn't started | Yes, I/you/he etc had . No, I/you/he etc hadn't . |

Form

- We form the past perfect simple with **had** and the **past participle** of the main verb.
- We form questions by putting **had** before the subject.
- We form negations by putting **not** after **had**.

Use

We use the **past perfect simple** for a past action which happened in the past **before** another past action.

*He watched TV after he had finished his homework.
(First, he finished his homework, then he watched TV.)*

Time expressions used with the past perfect simple: *before, after, just, already* etc.

PAST CONTINUOUS/PAST PERFECT/PAST SIMPLE

- We use the **past continuous** for an action which was in progress in the past.
He was walking in the street when it started raining.
- We use the **past perfect** for an action which had finished before another action happened.
He had entered his house when it started raining.
- We use the past simple for an action which happened at a specific time in the past.
He woke up early yesterday.

UNIT 9

THE PASSIVE (to be + past participle)

Form

We form the passive with the verb **to be** and the past participle of the main verb.

| Active | Passive |
|-------------------------------|----------------------------------|
| He washes the car. | The car is washed . |
| He washed the car. | The car was washed . |
| He has washed the car. | The car has been washed . |
| He will wash the car. | The car will be washed . |

Use

- We use the passive when we want to show that the action of the verb is more important than the person who carries out the action.
*The bank robber **was caught** yesterday. (The action is more important than the person who caught the bank robber.)*

CHANGING FROM ACTIVE INTO PASSIVE

| active | subject | verb | object |
|---------|---------|-----------|---------|
| | Kim | baked | a cake. |
| passive | subject | verb | agent |
| | A cake | was baked | by Kim. |

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb changes into a passive form.
- The subject of the active sentence becomes the agent.

Study the following table:

| | active | passive |
|------------------------|-----------------------------------|-------------------------------------|
| present simple | She cleans the house. | The house is cleaned . |
| past simple | She cleaned the house. | The house was cleaned . |
| present perfect simple | She has cleaned the house. | The house has been cleaned . |
| future simple | She will clean the house. | The house will be cleaned . |
| modal | She must clean the house. | The house must be cleaned . |

- We form questions by putting the verb **to be** before the subject.
Was the car made in Japan?
- The **agent** (the person who carries out the action) is introduced with **by** and is mentioned only when the identity of the agent is **important** or **needs to be stated**.
*The telephone **was invented by Alexander Graham Bell**. (The identity of the agent is important.)*
- The agent is not mentioned when:
 - it is unknown.
*Don's van **was damaged** in the car park. (We don't know who damaged Don's van.)*
 - it is unimportant.
*Spaghetti **is eaten** in Italy. (The agent is unimportant.)*
 - it is obvious from the context.
*The mail **has been delivered**. (It is obvious who did it – the postman.)*

UNIT 10

IMPERATIVE

We use the imperative to tell people what to do/not to do.

Put a gate at the top and bottom of your stairs.

Don't let your children near the stove.

MIGHT/COULD

We use **might** or **could** to say that something is likely to happen.

*Stay away from the cat. It **might/could** scratch you.*

HAVE TO/DON'T HAVE TO - MUST/MUSTN'T

- We use **have to** to express necessity.
*You **have to** buy a ticket before entering the theatre.*
- We use **do not have to** to say that it is not necessary for something to happen.
*You **don't have to** help me with the washing-up. (... but you can if you want to.)*
- We can also use **must/mustn't** to express very strong advice.
*You **must** stay away from those dogs. (It's very important that you stay away from those dogs.)*
*You **mustn't** go near the water. (It's very important that you don't go near the water.)*
- We also use **mustn't** to express prohibition.
*You **mustn't** drink and drive. (It's illegal.)*

CAN - BE ALLOWED TO

- We use **can** to ask for or give permission.
*Can I go out? You **can** go now.*
- We use **can't** to refuse permission.
*I'm afraid you **can't** go to the party.*
- We use **be allowed to** to ask for, give or refuse permission. The permission, however, does not depend on the speaker.
Compare the examples:
Can I watch TV? (Will you allow me to watch TV?)
*Am I **allowed** to keep a pet in my room? (What is the rule?)*

UNIT 11

TYPE 2 CONDITIONALS

- Type 2 conditionals express an imaginary or improbable situation which is unlikely to happen in the present or future.
They are formed as follows:

If + past simple ... would + bare infinitive

*If I **had** the time, I **would learn** how to paint. (I don't have the time now, so it is unlikely that I will learn how to paint. Improbable situation)*

- We can use **were** instead of **was** for all persons.
*If Julie **was/were** here, she **would help us** with our homework.*
- We also use **if I were you ...** to give advice.
*If I **were you**, I **would stop smoking**.*

UNIT 12

WHO/WHICH/WHERE

- We use the relative pronoun **who** instead of subject pronouns (I, you, he, etc) to refer to people.
*I met a woman **who** was a teacher.*
- We use the relative pronoun **which** to refer to things.
*This is the pen **which** I found yesterday.*
- We use the relative adverb **where** to refer to places.
*I went to Lisbon **where** I met some friends.*

SOME/ANY/NO + COMPOUNDS

| Affirmative | | | |
|-------------|----------------------|-----------|-----------|
| Determiners | Pronouns | | Adverbs |
| some | people | things | places |
| | someone/ somebody | something | somewhere |

| Interrogative | | | |
|---------------|--------------------|----------|----------|
| Determiners | Pronouns | | Adverbs |
| any | people | things | places |
| | anyone/ anybody | anything | anywhere |

| Negative | | | |
|-------------|--|--------------------------|--------------------------|
| Determiners | Pronouns | | Adverbs |
| | people | things | places |
| no/not any | no one/ not anyone/ nobody/ not anybody | nothing/ not anything | nowhere/ not anywhere |

- **Some** is used before plural nouns and countable/uncountable nouns.

I need some oranges. She wanted some information.

Some and its compounds (someone, something, etc) are normally used in affirmative sentences. They can also be used in questions to make an offer, a request or when we expect a positive answer.

There's someone on the phone for you.

Would you like something to drink? (offer)

Can I have something to read? (request)

Is there someone in the living room? (I expect there is.)

but: *Is there anyone in the living room? (I'm asking in general.)*

- **Any** is used before plural countable nouns and uncountable nouns.

Are there any apples in the fridge? Is there any milk left?

Any and its compounds (anyone, anything, etc) are normally used in questions.

Is there anyone at home?

They can also be used in positive sentences meaning "It doesn't matter how/what/when/where/which/who".

You can ask me anything you want.

Any and its compounds can be used after **if** in a positive sentence.

If anyone calls, tell them I'm not home.

- **No/not any** can be used before plural countable nouns and uncountable nouns.

There are no magazines on the table.

There's no orange juice in the fridge.

No/not any and their compounds (no one/not anyone, nothing/not anything, etc) are used in negations.

There's no one at the door. (=There isn't anyone at the door.)

Any and its compounds are used with negative words (hardly, never, without, seldom, rarely, etc.)

He rarely goes anywhere. (not: He rarely goes nowhere.)

- We use a singular verb with compounds of **some**, **any** and **no**.

Someone is looking for you.

There is no one in the room.

UNIT 13

INFINITIVE - ING FORM

- We use **to -infinitive** after these verbs: decide, want, would like, would love, etc.
I'd love to go out.
- We use **-ing form** after these verbs: love, like, hate, don't mind, etc.
I love dancing.
- We use **infinitive without to** after modal verbs (might, can, etc) and the verbs let and make.
He let me use his pen.

UNIT 14

DIRECT - REPORTED SPEECH

- Direct speech is exactly what someone says.
"I'll go to York," Jim said.
- Reported speech is the exact meaning of what someone said but not the exact words.
Jim said (that) he would go to York.

SAY - TELL

- We use **say** with or without a personal pronoun. We use **to** after **say** when there is a personal pronoun.
"I can't help you," Tim said to me.
He said that he would be on time.
- We use **tell** with a personal object pronoun. We never use **to** after tell.
He told me that Sue had left.
"Sue has left," he told me.

CHANGES IN REPORTED SPEECH

- When the reporting verb (say, tell etc) is in the present simple tense, the verb tenses do not change in reported speech.
"He is wrong," she says. (direct)
She says he is wrong. (reported)
- When the reporting verb is in the past tense, the verb tenses change in reported speech.
"He was wrong," she said. (direct)
She said he was wrong. (reported)

Tenses change as follows:

Present Simple → Past Simple

"I like it," he said. → He said he **liked** it.

Present Continuous → Past Continuous

"I'm going out," he said. → He said he **was going** out.

Past Simple → Past Perfect

"We met in 1998," he said. → He said they **had met** in 1998.

Past Continuous → Past Perfect Continuous

"Tom was eating pizza," he said. → He said Tom **had been eating** pizza.

Present Perfect → Past Perfect

"I've known her," he said. → He said he **had known** her.

Will → Would

"I'll tell her," he said. → He said he **would tell** her.

Can → Could

"I can do it," he said. → He said he **could** do it.

Personal pronouns and possessive adjectives change according to context.

"I saw you," she said to George. → She said to George that **she had seen him**.

REPORTED QUESTIONS

Reported questions are introduced with **ask**, **want to know** etc. We use affirmative word order and the question mark becomes a full stop. Inverted commas are omitted.

To report a question we use:

- **ask + question word** (who, where, when etc) when the direct question begins with a question word.
"What's his name?" She asked. → She **asked what his name was**.
- **ask + if/whether** when the direct question begins with an auxiliary verb.
"Can you help me?" she asked. → She asked **if I could help her**.

UNIT 15

REPORTED ORDERS/INSTRUCTIONS

To report orders or instructions we use **ask**, **order** etc followed by a to-infinitive.

"Go out!" he said to me. → He ordered me **to go** out.

"Don't go!" he said to me. → He asked me **not to go**.

EXCLAMATIONS

Exclamations are words or sentences used to express admiration, surprise etc. To form exclamatory sentences we can use **how**, **what** (a/an) etc. Exclamatory sentences take an exclamation mark (!) at the end.

- We use **how + adjective/adverb**
How nice! How carefully she drives!
- We use **what + a/an (+adjective) + singular countable noun**
What a nice day! What an exciting trip!
- We use **what (+adjective) + uncountable/plural nouns**
What colourful pictures! What awful weather!

QUESTION TAGS

- Question tags are short questions at the end of statements. We form them with the auxiliary verb from the main sentence and the appropriate subject pronoun. *He is tall, isn't he?*
- When the verb of the sentence is in the present simple, we use do/does in the question tag. *He lives in Manchester, doesn't he?*
- When the verb of the sentence is in the past simple, we use did in the question tag. *He left, didn't he?*
- A positive statement takes a negative question tag. *He is from Spain, isn't he?*
- A negative statement takes a positive question tag. *He isn't from France, is he?*

INTONATION

- When we are sure of the answer, the voice goes down in the question tag. (↘)
She works at a bank, doesn't she? (sure)
- When we are not sure of the answer, the voice goes up in the question tag. (↗)
She's got a sister, hasn't she?

A/AN - THE

We use **a/an** to talk about something for the first time.

We use **the** to talk about something we have mentioned before. *There's a car outside. The car belongs to Mr Jones.*

We also use **the** before:

- names of river (*the Amazon River*), seas (*the Black Sea*), oceans (*the Pacific*) and mountain ranges (*the Alps*).
- nationalities (*the English*), names of families (*the Browns*).

We don't use **the** before:

- proper names (*Jane, Rome*), names of countries (*Britain*), names of meals (*lunch*) or names of sports /games (*tennis*).

Irregular Verbs

| Infinitive | Past | Past Participle | Infinitive | Past | Past Participle |
|------------|------------------|------------------|-------------|-----------------|-----------------|
| be | was | been | lie | lay | lain |
| bear | bore | born(e) | light | lit | lit |
| beat | beat | beaten | lose | lost | lost |
| become | became | become | make | made | made |
| begin | began | begun | mean | meant | meant |
| bite | bit | bitten | meet | met | met |
| blow | blew | blown | pay | paid | paid |
| break | broke | broken | put | put | put |
| bring | brought | brought | read /rɪ:d/ | read /red/ | read /red/ |
| build | built | built | ride | rode | ridden |
| burn | burnt (burned) | burnt (burned) | ring | rang | rung |
| burst | burst | burst | rise | rose | risen |
| buy | bought | bought | run | ran | run |
| can | could | (been able to) | say | said | said |
| catch | caught | caught | see | saw | seen |
| choose | chose | chosen | seek | sought | sought |
| come | came | come | sell | sold | sold |
| cost | cost | cost | send | sent | sent |
| cut | cut | cut | set | set | set |
| deal | dealt | dealt | sew | sewed | sewn (sewed) |
| dig | dug | dug | shake | shook | shaken |
| do | did | done | shine | shone | shone |
| dream | dreamt (dreamed) | dreamt (dreamed) | shoot | shot | shot |
| drink | drank | drunk | show | showed | shown |
| drive | drove | driven | shut | shut | shut |
| eat | ate | eaten | sing | sang | sung |
| fall | fell | fallen | sit | sat | sat |
| feed | fed | fed | sleep | slept | slept |
| feel | felt | felt | smell | smelt (smelled) | smelt (smelled) |
| fight | fought | fought | speak | spoke | spoken |
| find | found | found | spell | spelt (spelled) | spelt (spelled) |
| flee | fled | fled | spend | spent | spent |
| fly | flew | flown | split | split | split |
| forbid | forbade | forbidden | spread | spread | spread |
| forget | forgot | forgotten | spring | sprang | sprung |
| forgive | forgave | forgiven | stand | stood | stood |
| freeze | froze | frozen | steal | stole | stolen |
| get | got | got | stick | stuck | stuck |
| give | gave | given | sting | stung | stung |
| go | went | gone | stink | stank | stunk |
| grow | grew | grown | strike | struck | struck |
| hang | hung (hanged) | hung (hanged) | swear | swore | sworn |
| have | had | had | sweep | swept | swept |
| hear | heard | heard | swim | swam | swum |
| hide | hid | hidden | take | took | taken |
| hit | hit | hit | teach | taught | taught |
| hold | held | held | tear | tore | torn |
| hurt | hurt | hurt | tell | told | told |
| keep | kept | kept | think | thought | thought |
| know | knew | known | throw | threw | thrown |
| lay | laid | laid | understand | understood | understood |
| lead | led | led | wake | woke | woken |
| learn | learnt (learned) | learnt (learned) | wear | wore | worn |
| leave | left | left | win | won | won |
| lend | lent | lent | write | wrote | written |
| let | let | let | | | |

Unit 1

advise
bald
be located
beard
betray
bouquet
brave
broad shoulders
bungalow
by the way
catch your name
caviar
consist
culture
curly
dark complexion
delicate features
divorced
dwelling
energetic
especially
fascinating
feature
full lips
generous
guidebook
handsome
harbour
hiking
holiday destination
in common
in his early fifties etc
include
jewel
kind
law
lazy
lobster
look forward to
look like
medium build
middle-aged
mosque
moustache
noodles
overweight
past
plain
plant crops
plump
polish
popular
proud of
receive
salmon
seafood

shrimp
sights
single
skin
slim
smoked
spectacular
spicy
straight
strong will
stunning
temple
tend to
the outdoors
throughout
traditional
treat
ugly
view
village
warm-hearted
waterfall
wavy
well known
well-built
whatever
wooden
wrinkles

Unit 2

aboard
admire
break
bright
brightly coloured
choir
closely
constantly
contact lens
cover
cramped
crew
do the housework
do the ironing
do the washing up
don't mind
e-mail
elegant
from rags to riches
hire
in shape
involve
lead the life
lecture
message
office
on a diet

perform
persuade
privacy
project
promising career
razor
relative
ripped jeans
satellite
second-hand shop
slow
smart
space shuttle in orbit
space walk
spaceship
sponge
success
take over
task
terraced house
The Milky Way
to make ends meet
typical
wet

Unit 3

a pair of
abroad
add
alone
antique shop
bakery
bank
bank
bank account
bargain
belt
big sale
bombing
bookshop
bookstall
boot
boutique
branch
butcher's
canvas
cardigan
cash
caviar
celebrated
chairman
chemist's
collection
collector
confectioner's
cotton
credit card

customer
deliver
department store
designer fashion house
doorman
driving licence
employ
exotic
fascinating
fire
fire brigade
florist's
flower stall
furniture
glove
gold
goods
greengrocer's
hair & beauty salon
hairspray
hand in
high quality
I'm afraid
identity card
jeans
jeweller's
jumper
lace shop
lamb chop
leather
leggings
lining
local
lost property
management
medicine
metal
motto
necklace
newsagent's
nurse
nylon
offer
official supplier
opening hours
painkiller
paradise
phonecard
pill
plastic
pocket
post office
praline
prescription
price
quality
rare
recommendation

Word List

rectangular
request
round
security personnel
service
shopper
shorts
silk
silver
sock
spread
square
staff
style
suit
supermarket
survive
sweatshirt
tablecloth
tablet
taste
the heart and soul
the Royal Family
tie
tights
tracksuit
trainers
travel agent's
triangular
van delivery service
velvet
war
wide range
wooden
woollen

Story 1 - Episode 1

arm
attack
beat
coconut shell
command
curse
doughnut
editor
forest
hut
investigate
leg
magic
mark
pineapple
power
prediction
shark fin
shore
speedboat

the South Pacific
Unit 4
alive
anxiously
attempt
backwards
bark
blow
branch
brightly
cancel
car brakes
cheerfully
compartment
crime story
dining room
disappearance
doormat
drip
face
fairy tale
familiar
fisherman
flash of lightning
garage
gasp in amazement
ghost story
ground
guest room
hall
have in mind
horror story
hot-air balloon
howl
humorous
kingfisher
land
lap
love story
mysterious
notice
past
pick up
pool
puzzled
race
reply
ride
rise
rumble
sadly
science fiction story
screech
shake
siren
softly

stare
sweetly
taxi service
thunder
turn on
violently
wail
wedding anniversary
What's the matter?
worried

Unit 5

accommodation
advertisement
alarm clock
ambition
appointment
available
bartending course
be in trouble
bottom
brave
break down
builder
careful
caring
chip
closing remarks
cloudy
contact
course
daily
doorbell
driving lesson
entrance test
equipment
exercise
experienced
feed
finger
firefighter
flight of stairs
formal
gardener
graduation
grateful
guide
gym
hang on
hardworking
hurry up
ill
imaginative
in addition
include
long hours
look after

mention
own
pack
patient
price
race
rafting
reassure
regarding *respecto a/considereando q*
regularly
reservation
return flight
save lives
savings
share
socialise
strong
stuntman
training course
transportation
twice
uniform
vegetarian dishes
waiter
waterproof clothing
win
work out
Yours faithfully

Unit 6

apricot
assess
atmosphere
bake
bar
bill
boil
brussels sprout
cabbage
calorie
carton
cashier
caterer
cereal
change
chef
complain about
constantly
container
cooking utensil
cover
crisp
customer
dairy products
date
demand
dessert

dishcloth
dry
eating habits
experience
film set
filming
fix
French toast
freshly-squeezed
fried chicken
furnishings
fussy eater
ham
honey
improve
improvement
insist on
jacket potato
jam
jar
junk food
lamb
low-fat
lower
main course
menu
no-smoking policy
onion
oven
overall
pan
pasta
poached egg
poultry
prefer
protein
quality
rubbish bin
salmon
sausage
seating
seed
service
shell
sit
slice
smart
snack
soap
spicy
staff
starter
steamed
success
surface
towel
tracksuit
training

trout
try
turkey
varied
veal
vegetable
vegetarian
vitamin
waiter
wholemeal
wonder
worry about
wound

Story 1 - Episode 2
cast a spell on
chance
curse
drown
have an argument
paddle
storm
suppose
tail

Unit 7

ambitious
amount
area
army
bang
best-selling
billionaire
bone
burn
career ahead of
chickenpox
chores
cold
common
condition
cough
crack
decade
dentist
do the dusting
earache
emergency
employee
experience
fence
fight
generous
GP
grow
hang

headache
health care
health care worker
hit
hospital waiting room
illness
keen on
lay
leading
local people
meaningful
measles
medical problem
medicine
mend
mixed feelings
mumps
operating program
organisation
parking meter
patient
private school
provide
puzzle
racehorse
remove
retire
routine
run
scratch
software
sore throat
sprain
stepfather
stomach ache
sunbathe
take off
the flu
toothache
train
treat
twist
wardrobe
wealth

Unit 8

avalanche
benefit
block
boat engine
bookcase
cast
cave
chest
chin
coast
colleague

come round
curl
deep in thought
desperately
destroy
distance
do the laundry
drop
dry
entrance
except for
exist
fall asleep
fishing line
fishing rod
garden path
grab
guided tour
horror
hurricane
in silent thanks
In the end
incident
instant soup
jewellery
let go
lift
mild
monster
mop
narrow escape
overhead
parking ticket
polish
quicksand
radio
reach
rock
rumbling
safe
sand
scare away
scenery
school of whales
scientist
serve
set off
shake
shell
silver
sink
slow down
smash
spot
squid
steep
step
stove

Word List

sweep
tentacle
tide
tourist attraction
traffic warden
vacuum
waist
water's edge

Unit 9

according to
admire
admission
adult
agent
anniversary
art
attend
attraction
be allowed to
below
carve
carving
cave
chamber
chapel
charge
church service
coal
complete
compose
confuse
constant
construct
contain
continent
copper
crown
damage
declare
deeply religious
definitely
design
destroy
dig out
direct
discover
enormous
exhibit
free of charge
French Revolution
goddess
gold
ground
harbour
hidden
hole

human
Information Desk
inspire
invent
iron tower
jewellery
lake
landmark
launch
leather
legend
locate
lump
man-made
marble
Mayor
member
memorial
miner
national
ocean
on display
opening
order
Oriental
performance
point
pollution
put up
reassemble
recommendation
repair
rock
rock salt
royal palace
salt crystal
salt mine
sculpture
servant
ship
solid
staff
statue
steel
symbol
tablet
temple
the Great Wall of China
the Leaning Tower of Pisa
the public
the Sphinx
top floor
torch
touch
toy
tunnel
underground

unforgettable
view
well
wonder
work of art

bite
hunter
lighter
meat
poisonous
pull
python
sharp
skin
suburb

accident
approach
best
bird-watching
boarding school
boots
bottom
burn
burning
candle
cause
cliff
cloakroom
clothes
Coastguard
contact
cut
elbow
electric shock
eye-catching
fall
fence
fire extinguisher
fire precaution
fit
granddaughter
guide
height
high school
hot
hurt
in search of
in use
injure
leaflet
licence
meter
mobile phone

necessity
news report
occur
oil
on my own
pan
park warden
passenger
poison
pond
pool
pot
prevent
put up
release
rescue team
result
rule
safety
safety gate
save
scald
school grounds
sign
similar
since
ski resort
slope
smoke alarm
snowdrift
statement
stove
suffer
suit
switch on
the authorities
the press
unmarked
warning

accidentally
acid rain
act
adopt
aerosol
all in all
ban
basic
bin
breathe
bump into/hit
car fumes
chemicals
create
cut down
cycle

Story 2 - Episode 1

Unit 10

accident
approach
best
bird-watching
boarding school
boots
bottom
burn
burning
candle
cause
cliff
cloakroom
clothes
Coastguard
contact
cut
elbow
electric shock
eye-catching
fall
fence
fire extinguisher
fire precaution
fit
granddaughter
guide
height
high school
hot
hurt
in search of
in use
injure
leaflet
licence
meter
mobile phone

Unit 11

accidentally
acid rain
act
adopt
aerosol
all in all
ban
basic
bin
breathe
bump into/hit
car fumes
chemicals
create
cut down
cycle

desert
disappear
drop
endangered species
environment
environmentally friendly
especially
factory
fur
fur coat
get lost
government
green
hardly
heavy traffic
hunt
hunter
imagine
improve
in danger
lawn
leader
leak
light
litre
litter
logging company
look after
measure
need
none
oxygen
pass law
pavement
pipe
plant
pollution
pour
produce
public transport
rainforest
rare
reality
reason
recycle
repair
river
rubbish
safely
save
scream
share
shipwrecked
spider
suggestion
support
survive
traffic fumes

UFO
unfit
value
waste
water shortage
water supply
wildlife
world

Unit 12

antique
baby-listening facility
bedtime
below freezing
book
campsite
caravan
changeable
cocktail
crystal-clear
current
cycling
darts
degree
desert
dog-sledding
dreadful
dull
east
experience
extraordinary
face-painting
flying machine
getaway
guest
heated
hotel lobby
ice
ice-fishing
ideal
igloo
in advance
in the mood for
in the heart of
land
liven up
luggage
luxurious
map
master chef
memorable
minus
mixed
model
north
notice
opportunity

ordinary
outdoor activity
pile
plain
price guide
range
reception desk
reserve
running water
sailing
sauna
scuba diving
selection
set
site
sleeping bag
south
starry
stressful
stretch
suite
swimsuit
temperature
tennis court
theme park
themed
thermometer
thrilling
thunderstorm
ton
weather conditions
weather report
west

Story 2 - Episode 2

attack
bite
catch
disturb
encounter
escape
face-to-face
get away
grab
lay eggs
never mind
prey
squeeze
straw
suffocate

Unit 13

acting
aim
all-day event
amount of

apparently
April Fools' Day
atmosphere
band
bang
battle
be dressed up as
birthday party
blow a whistle
blow out
bowling alley
buffet
can't stand
celebration
clap
colourful
costume
couldn't help
courage
delighted
design
disgusting
donor
drum
edge
elaborate
embroidered
enormous
event
exhibition
explain
fancy-dress party
filled with
firework display
flag
float
forever
furiously
give somebody a hand
glove
group
health
hit
incredible
join in with
kite
knock out
label
lead singer
lean over
lord
loud
magician
make a speech
match
memory
opponent
parade

Word List

perform
platform
play tricks on
preparation
prize
procession
protect
punch
put on
region
reward
run over
scarf
set up
show
show off
skill
sky
sock
sound system
speaker
spectator
stage
stay up
strength
string
stunning
take my eyes off
Tartar warrior
team
thankful
traffic lights
trick
tug
wave
yearly

Unit 14

adopt
all in all
amusing
antler
aquarium
attention
bamboo
become extinct
bite
border
breed
bushy
captivity
chance
chew
companion
company
contrast
copy

deer
die out
dig
endangered species
entrance
extinction
face
fin
first of all
freshwater
furthermore
guide dog
hedgehog
hole
horn
house pet
however
illegal
in exchange for
litter tray
loyal
loyal to
make a mess
male
moreover
nature documentary
on the other hand
opposing
owner
personality
point of view
product
project
raccoon
regular
reptile
rhetorical question
sarcastic
save
secure
smuggle
species
speed
squirrel
stripe
support
survival
the blind
the elderly
the wild
train
turtle
valuable
value
vet
wag
watchdog

weigh
whale
wolf

Unit 15

actually
available
but
cable
chat
chat group
computer screen
connect
create
current event
document
doubt
download
dozen
enter
entertainment
exchange
exist
faraway
for example
grow
however
in conclusion
in search of
interest
Internet
invention
keyboard
library
mainly
message
modem
mouse
multimedia
newsgroup
nuisance
obviously
on-line shopping
promise
service
share
solve
space
store information
subject
suggest
surf the net
surprise
underline
what a pity
what a shame

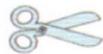
what is more
whether
World Wide Web

Story 3 - Episode 1

as far as
assignment
disaster
dogsled
engine
glacier
hold on
icecap
land
mayday
melt
midnight sun
research station
set
tight

Story 3 - Episode 2

crash landing
escape
explorer
freeze to death
hop
introduce
land
noisemaker
polar bear
rescue
run away
safely
smoke
snowmobile
tent
thank goodness



UNIT 1



Spain is one of the most popular tourist destinations in the south-west of Europe. It is famous for its beaches, bullfights and festivals.

Spaniards are famous for their beauty. They have Mediterranean features, which means that they
Spaniards are well know for their beauty and style good looks. They have .Mediterranean features, which means that they have black hair and brown eyes. They are not very tall, but as Pablo..... a made.....people in the world. They always are well dressed. The spanish although well know a punishenetavery lifly, friendly and sociable.....

In Spain, most people live in the cities in small flats. The cities are very picturesque and follewoled builders now a street and prefes squeres fallowed lovely cafes .. Most spaniards work in the offices , shops, poweracrtess

The Spanish love to eat seafood Poella includes seafood. Spanish omelette although is very popular We live to the Pull, said Pablo. Socilaizing are having a good time and very important in Spain.

In their free time, Spaniards love going to cafes and clubs.....for dinner.

Spain is a fantastic country to visit. Its warm climate and passionate people make it a great place for a holiday.



UNIT 2

18th July.....

Dear Tony,

My name is Steve Evans. I am fifteen years old and I live in Blackpool, England.

There are four of us in our family: my parents Bill and Karen, my sister Gina, aged twelve, and me.

My father is a He works in a primary school. My mother

is a at the local hospital. We live in a big



..... with a lovely garden, about half an hour from the city centre.

My school is about



..... from our house. I always go by



..... It usually takes



..... and it's good exercise.

I usually leave home at



..... and get to school at



..... Lessons finish at



..... When I get back

home, I have a snack and then

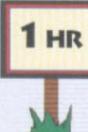


..... After that we have

dinner, then I



..... At the weekends, we often go to the



..... to get there, because there are traffic jams sometimes, so it can

be very slow. We don't mind, though.

Well, that's all about me. Please write back soon and tell me about yourself.

Best wishes,

Steve



UNIT 3

Dear Sir/Madam,

I lost my suitcase on flight DLT456 from New York to Heathrow on 5th August.

It is a large rectangular blue suitcase. It is made of plastic and it has four wheels and a blue plastic handle. It also has one side pocket.

Inside, there are some clothes, shoes and a camera. It has also got some documents in it.

If by any chance someone has handed it in to the lost property office, please contact me on (0171) 6274731 after 6 pm any day.

Yours faithfully,
Anne Brown

b Name: Martha Wilson
Telephone: 555-3617
(9 am-5 pm, Monday-Friday)

C Name: Ian Baker
Telephone: (0131) 9407321 (any time)
Item Lost: briefcase
Place/Date: 9.50 train,
London - Edinburgh
(1st March)
Description: rectangular, brown, leather,
dark brown, plastic handle
Contents: business papers, mobile phone



[a] Name: Anne Brown
Telephone: (0171) 6274731
(after 6 pm any day)

Item Lost: suitcase
Place/Date: flight DLT456, New York -
Heathrow (5th August)

Description: rectangular, plastic,
blue plastic handle, side pocket

Contents: clothes, shoes, documents,
camera



d Name: Tim Jones
Telephone: (0597) 261436
(after 5 pm, Monday to Friday)

Item Lost: travel bag

Place/Date: flight BA 1432,
Munich - Gatwick (14th November)

Description: rectangular, green, yellow, red and
blue, nylon, two side pockets with
black zips, black nylon shoulder strap,
black and blue handle

Contents: video camera in a black leather case,
wallet, clothes, souvenirs

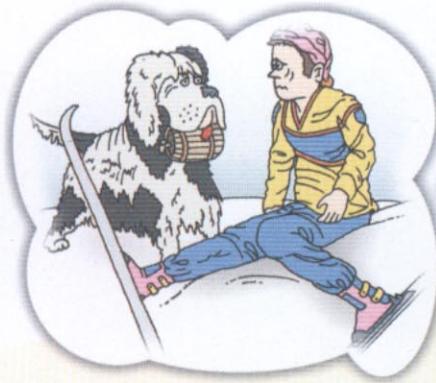
Dear Sir/Madam,



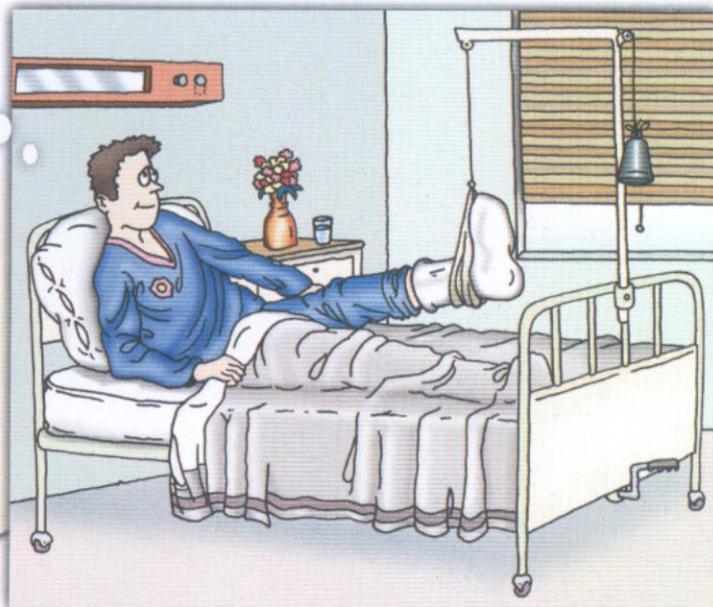
UNIT 4



- Jack - experienced skier - alone on Swiss ski slope
- suddenly - one of his skis hit something hard - Jack fly in air
- try to stand up - break leg - not able to walk
- sun start to set - Jack begin feel frightened

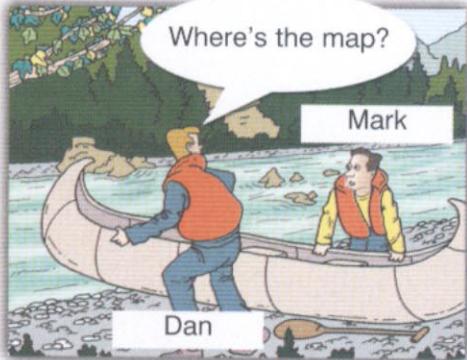


- Jack in hospital - leg in plaster
- lucky be alive
- think about huge Saint Bernard dog - find him
- Jack smile himself - "Thanks to the dog I didn't freeze to death."





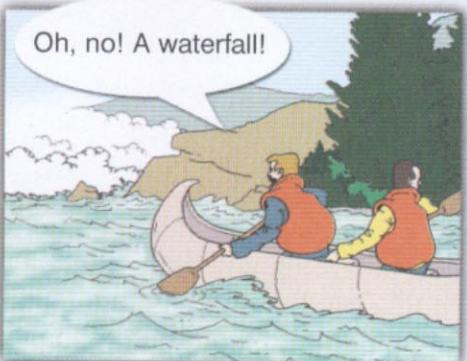
The Waterfall



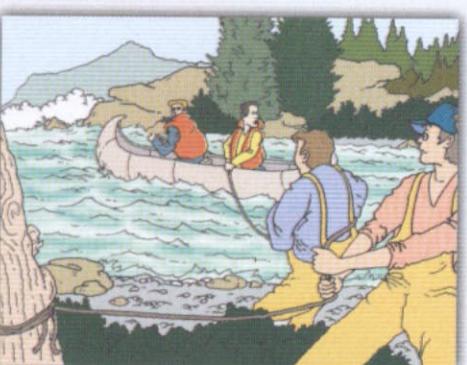
One morning Dan and Mark pushed their canoe



Later, they stopped to have a cup of hot coffee.



A short while later they decided to turn around. "Oh, no! ...



"Here! Catch!" someone shouted. Two fishermen

UNIT 5



6th May.....

Dear Nick,

Many thanks for your letter. It was great to hear from you. I was glad to hear
that you are going on holiday to Toronto.

Unfortunately I can't join you. I can't afford a holiday this year because I want

to save some money. I'm 1) work as



in an Italian restaurant instead. I'm also 2) take

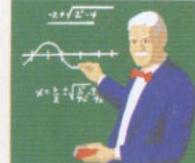


..... because I'm 3) buy

..... before lessons at university start.



I'm 4) study



too, because I want to

do well at university. I'm 5) join



as well, because I've put on weight and I want to get fit.

Well, that's all for now. Enjoy yourself and do send me a postcard from Toronto.

Best wishes,

Robin



UNIT 6

- they are full of sugar and are bad for your teeth
- they will keep you awake at night
- they keep your skin clear
- they are bad for your health
- it will keep your body healthy

Use: a lot of, too much, too many, don't etc





UNIT 7

6th May.....

Dear Karen,

I'm sorry I haven't written for so long, but as you can imagine, I've been very busy since we moved into our new house. It's a lovely house, but we still have a lot of work to do!

We 1) (already/paint)



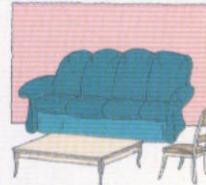
the walls and we 2) (hang) the



3) We 4) (repair) the back door

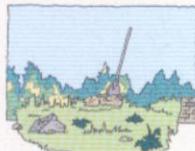
and we 5) (also/lay) the carpets, but

we 6) (not/buy) all the



7) yet. We 8) (put up) shelves in the

kitchen, too. Unfortunately, we 9) (not/tidy) the



10) yet, but we 11)



..... (mend) the 12)

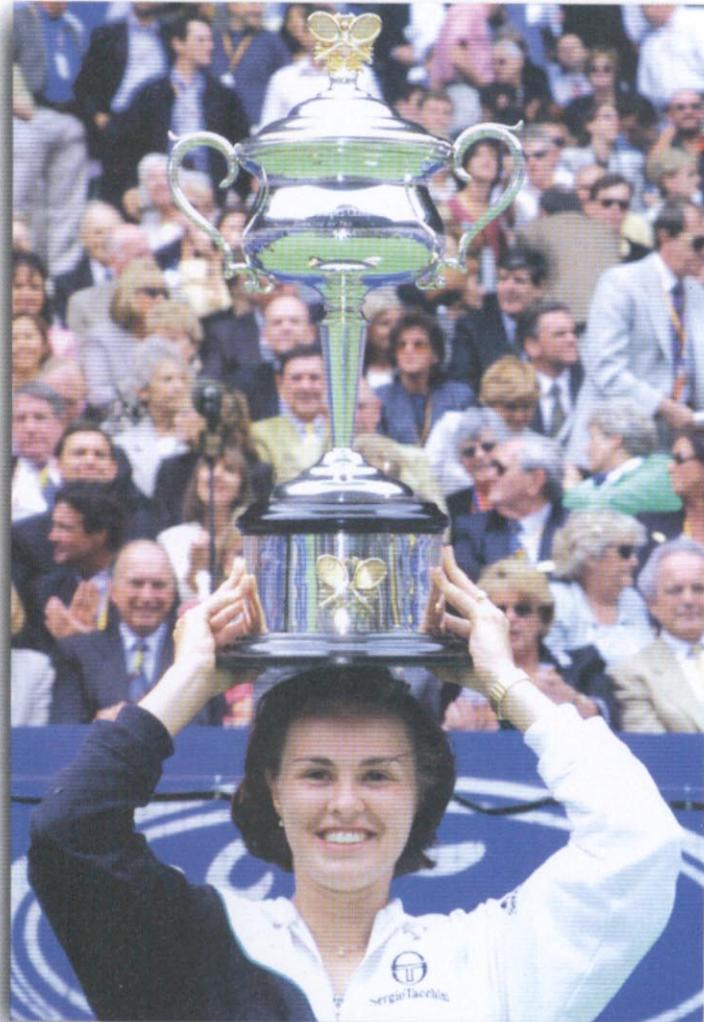
I'm sure you'll love the house when you see it! We wanted to have a housewarming party, but at the moment everything is still in such a mess. I just hope it won't take too long to clear up the mess! Do come and visit us when you've got time.

Love,

Jill



UNIT 7



Martina Hingis

Martina Hingis is one of the greatest tennis players

Martina was born in Kosice, Czechoslovakia

In 1994 she became European Champion for players under 18.

Martina doesn't have a lot of time for a social life. She is determined and



UNIT 8

2nd August,

Dear Sue,

How are you? I hope you got my postcard from Portugal. I had a very relaxing time there and felt great when I arrived back in the UK.

However, all that was spoilt when I came 1) and found there 2) (be) a burglary. What a mess! The burglars 3) (break) the 4) in my study to get into the house. They 5)



..... (open) the 6) and stolen all my jewellery. They 7) (also/smash) my favourite vase and pulled most of my 8) out of the 9) Finally they 10) (throw) my 11)



onto the floor and broken it. It was awful.

As I'm sure you can imagine, I was very shocked at the time. I'm feeling better now, though. I'm having a burglar alarm installed soon, and the 12) think they can get my jewellery back.



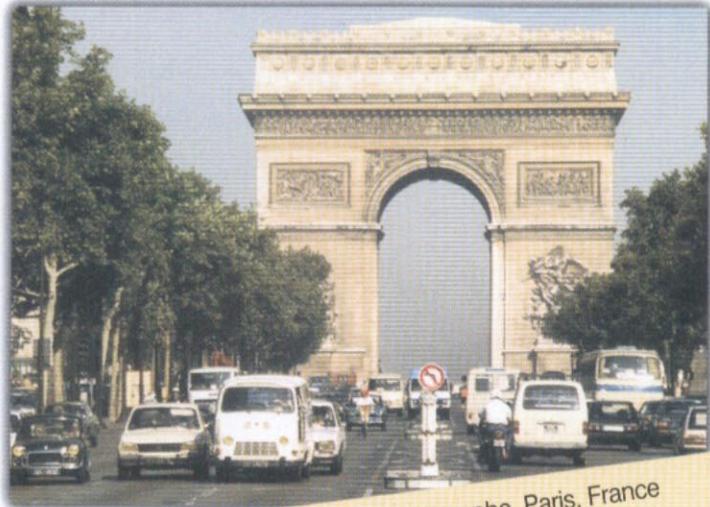
Well, I hope everything is okay with you. Do drop me a line when you have time.

Love,
Sheila

UNIT 9



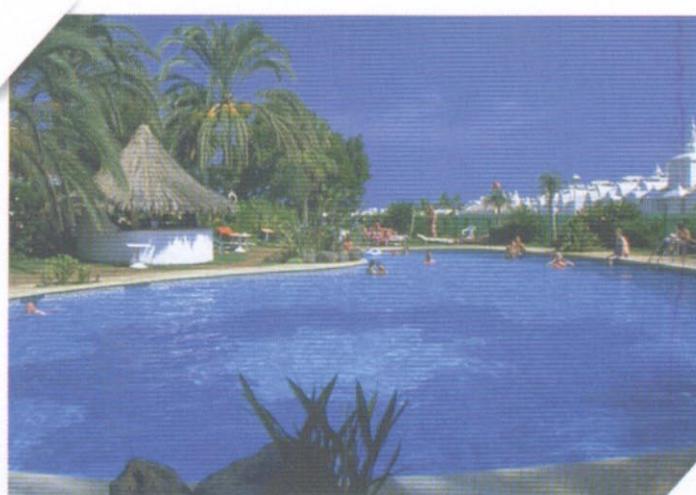
Name: Leaning Tower of Pisa, Italy
Designer: Bonnano Pisano
Completed: 14th Century
Material: white marble
Built as: belltower of Pisa Cathedral



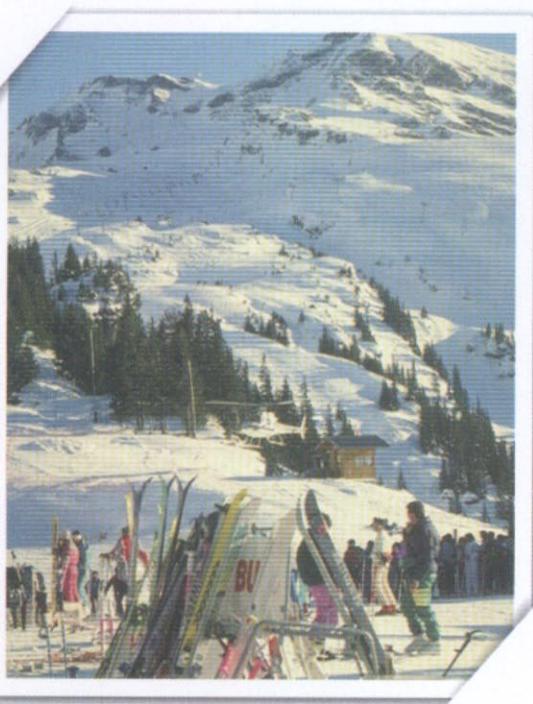
Name: Arc de Triomphe, Paris, France
Designer: Jean-François-Thérèse Chalgrin
Date: 1835
Material: stone blocks
Built as: memorial to Napoleon's victorious battles



UNIT 12



hotel - Hawaii



chalet - Switzerland

UNIT 13



11th April,

Dear Heidi,

How are you? I'm writing to invite you to my birthday party on 6th May at



at the Alpine Hotel. I hope you will be able to come.

We are going to have a



and my mother's going to



. After I've blown



, my father is going to



. Then, we are going to



and



. We were planning to

have a

to perform some tricks, but then we decided not to.

I suppose you will come



, so here are the directions



from the bus stop. Walk past the church and



into Grey Street. Walk to the end of the road and take the first turning on your

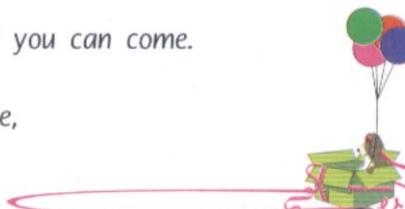
..... into Apple Street. The Alpine Hotel is about 50 metres down the

street, opposite the post office.

I really hope you can make it. Write soon and let me know if you can come.

Lots of love,

Jane



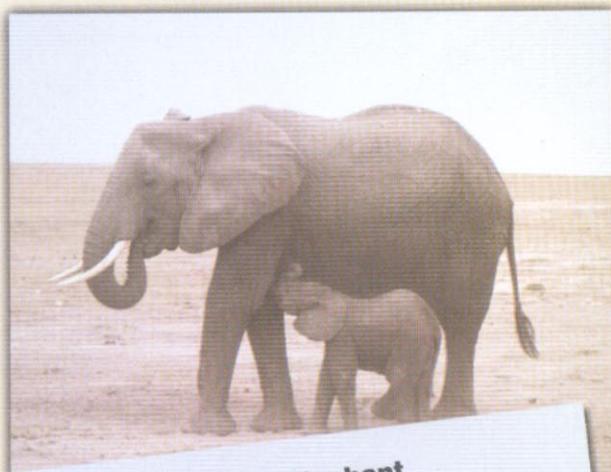


UNIT 14



Jaguar

Where found: the Amazon rainforest, S. America
Characteristics: 3rd largest cat in the world - weigh more than 300 pounds
Why endangered: hunted for its skin - natural habitat disappearing
Suggested solutions: make hunting illegal - create reserves where they can live safely



African Elephant

Where found: Africa
Characteristics: largest land animal - can weigh more than six tonnes
Why endangered: hunted for its ivory
Suggested solutions: control ivory trade - educate people about the problem



UNIT 15

Message - Western Alphabet

File Edit View Insert Format Tools Compose Help

Send        

To: Kim@notor.co.uk
Cc:
Bcc:
Subject: Robson case

Dear Kim,

Just a quick note to check that I gave Janet Black the correct instructions concerning the Robson case.

Hope I didn't forget anything.
Phil Crawley