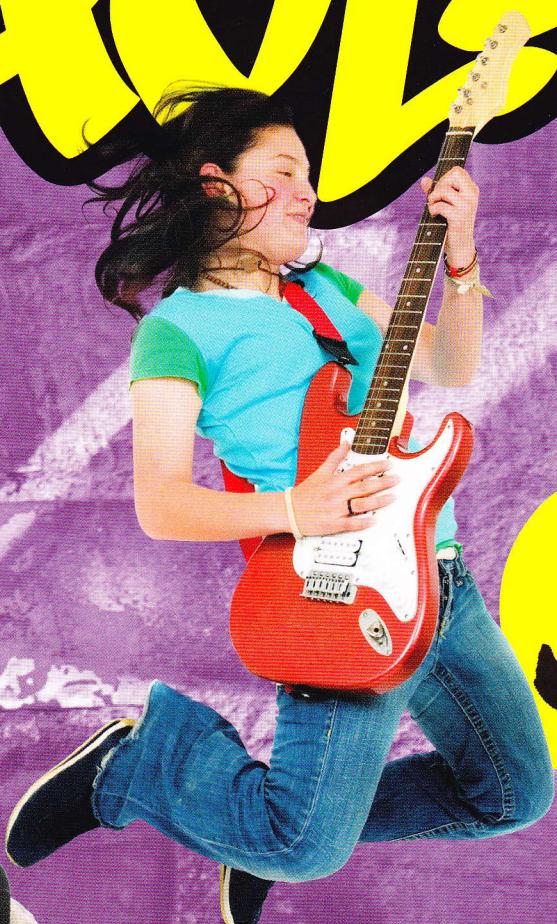
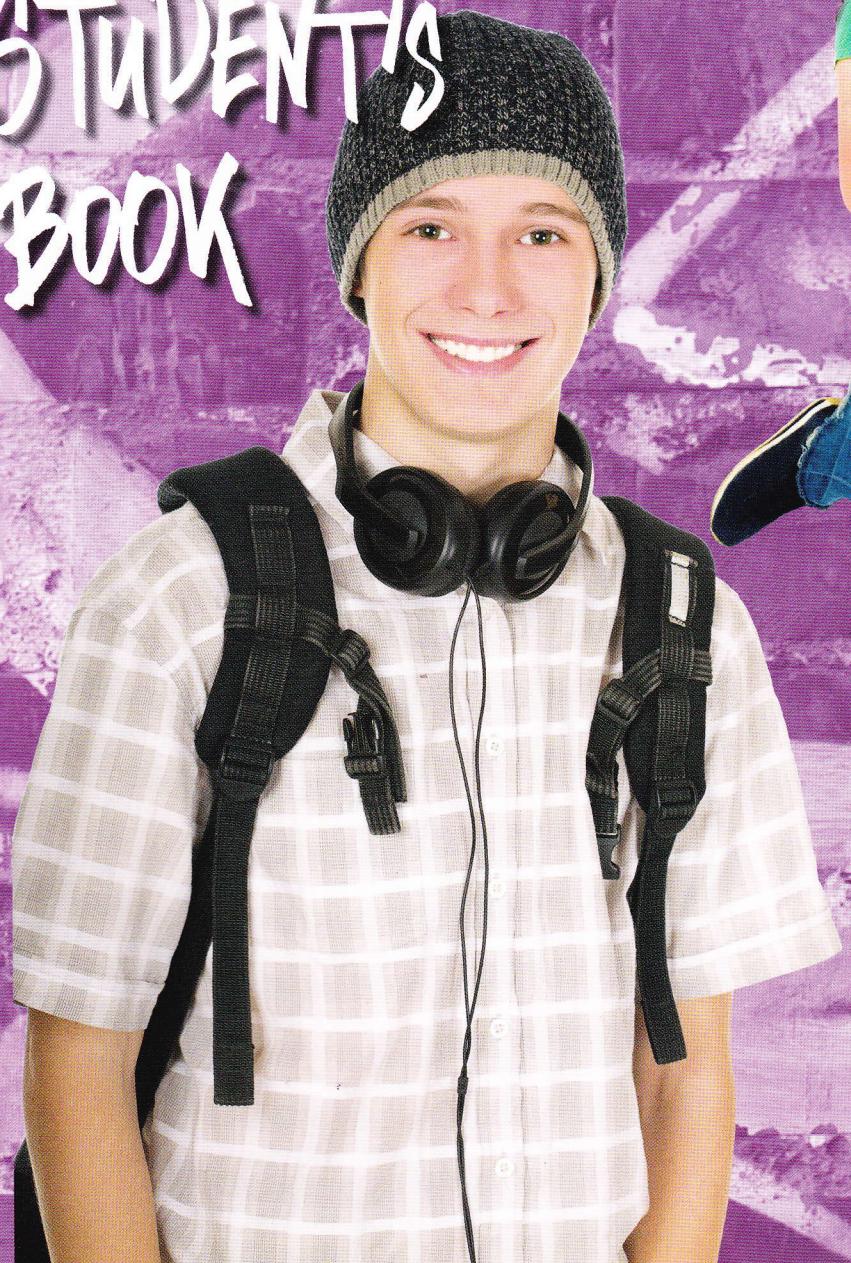


H.Q. Mitchell

Full Steam

STUDENT'S
BOOK



3

Modules

1 page 5
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Standing out

Culture page 1: Mega Museums page 29 / Song 1: Boys or Girls? page 30

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Broaden your mind**4** page 43
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Night

Culture page 3: New York City Helicopter Ride page 81 / Song 3: Gadget freak page 82

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Have a nice trip!

Vocabulary

- Conversational English
- Free-time activities
- Collocations related to sports
- Types of music
- Phrases expressing like and dislike
- Adjectives describing clothes and fashion
- Personality adjectives

- Units of measurement
- Sights and landmarks
- Hairstyles
- Conversational English
- Words easily confused
- Nouns ending in -ion, -ation, -ment
- Places in a city

Structures

- Present Simple vs Present Progressive
- Stative verbs
- Comparison of adjectives and adverbs
- Some / Any / No / Every and their compounds
- Past Simple
- The verb used to

- Relative pronouns: who / which / that / whose
- Relative adverb: where
- Conditional Sentences Type 1
- Time Clauses (Present-Future)
- All / Both / Neither / None / Either
- Clauses of result

Functions

- Distinguishing between habitual actions and current activities
- Discussing future plans
- Making comparisons
- Discussing past habits and situations
- Expressing likes/dislikes
- Introducing oneself
- Describing personality

- Defining people, places and things
- Referring to conditions and their results
- Talking about the future
- Finding things in common
- Expressing result
- Expressing opinion
- Describing places/sights

- Talking about experiences
- Expressing preference
- Linking past and present time
- Talking about the duration of an action
- Focusing on the result of an action
- Talking about food and quantities
- Giving and following instructions
- Giving news

- Asking for confirmation
- Agreeing and disagreeing
- Talking about past experiences
- Sequencing past actions and events
- Describing feelings
- Narrating a story

- Talking on the phone
- Making requests and offers
- Asking for, giving and refusing permission
- Expressing possibility
- Expressing ability
- Expressing obligation, lack of obligation and prohibition
- Making deductions
- Understanding the features of a webpage
- Expressing opinion

- Discussing facts
- Expressing agreement/ disagreement
- Finding things in common
- Inviting and making arrangements
- Expressing purpose
- Describing festivals / celebrations / events

- Asking for confirmation and expressing surprise
- Understanding instructions
- Asking for and giving advice
- Talking about imaginary situations
- Making wishes
- Understanding dictionary entries
- Expressing enthusiasm

- Reporting
- Narrating events and experiences
- Discussing cultural differences
- Asking for information

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CONTENTS

Reading

- An Internet Forum: *Extreme sports*
- A magazine page: *Musical youth*
- A magazine article: *Jeans*

Listening

- A telephone conversation between three teenagers
- A dialogue about music preferences
- A dialogue describing three people's personalities

Speaking (Pronunciation*)

- Pair work
 - Group work
 - Group survey: Do you wear...?
 - Class discussion about friendships
- * /tʃ/, /dʒ/

Writing

- A paragraph comparing two activities
 - An e-mail introducing oneself to a new e-pal
 - A paragraph about one's clothes
 - A description of a person
- Developing skills:**
- Linking words (*and, or, but, so, because*)

→ *Quiz: Famous Landmarks*
→ *magazine article: Have your say! Graffiti*
→ *magazine article: Jamie Oliver: TV chef*

- A monologue: A tour guide talking about Uluru
- Three short dialogues discussing hairstyles
- A radio programme: Beyoncé Knowles
- A dialogue about a trip to Madrid

- Pair work
 - Pair work (Information gap)
 - Questionnaire
- * /s/, /z/, /ʃ/

- A postcard
 - A paragraph about graffiti
 - A description of a place
- Developing skills:**
- Using a variety of adjectives

→ *Three advertisements for summer camps*
→ *magazine article: English around the world*
→ *magazine recipe: Crunchy Chocolate Surprise*

- A dialogue about a summer camp
- A TV cooking programme
- A dialogue about something that happened at school

- Class discussion
 - Pair work
 - Survey: Learning English!
- * /əʊ/, /aʊ/

- An article about why you're learning English
 - A recipe
 - An e-mail giving news
- Developing skills:**
- Set phrases for letters and e-mails

→ *magazine article: Extraordinary plants*
→ *magazine encounters with wild animals*
→ *Two newspaper articles about natural disasters*

- A wildlife documentary
- A news report about a natural disaster
- An interview: a desert adventure

- Pair work
 - Game: How many things do you know about your partner?
 - Group work
 - Role play (reporter and eye witness)
- * Intonation of question tags

- A paragraph about an imaginary event
 - A story
- Developing skills:**
- Linking words/phrases (time, contrast, result-consequence, cause-reason)

→ *Health centre's Internet home page*
→ *article about robots*
→ *column of a magazine: Environment*

- Three voicemail messages
- A reporter at a science fair
- Four monologues about television

- Pair work
 - Game: Guess the invention
 - Class discussion
- * /e/, /ɪ/

- A paragraph expressing opinion
 - A short description of an invention
 - An essay discussing the advantages and disadvantages of watching TV
- Developing skills:**
- Linking words/phrases (to list points, to express contrast)
 - Writing in a formal style

→ *magazine page: The sky above*
→ *extract from the novel: The Canterville Ghost*
→ *magazine review: Feeling sleepy?*

- A dialogue about constellations
- A radio play: *The Canterville Ghost* (continued)
- Four monologues describing dreams
- Three short dialogues about New Year's Eve

- Pair work
 - Pair work (Information gap)
 - Group work
 - Class discussion
- * Stressed syllables

- An e-mail inviting, giving information and making arrangements
 - A short story based on a picture
 - A short description of a dream
 - A description of an event
- Developing skills:**
- Planning paragraphs

→ *comic strip about a theft*
→ *Quiz: How far would you go for your BFF?*
→ *magazine article about Sams Sans Frontieres*

- A dialogue following an instruction manual
- A dialogue between two friends about a problem
- A TV report on Red Nose Day
- Three short exchanges

- Group work: The alibi game
 - Pair work
 - Class discussion
- * Pronunciation of *gh* (/f/ or silent)

- A letter asking for advice
 - A letter giving advice
 - An e-mail based on prompts
- Developing skills:**
- Expanding notes

→ *magazine article: And you call that a holiday?*
→ *magazine about a holiday that went wrong*
→ *magazine article: Travel cultural differences*

- A dialogue about a holiday
- Four monologues about holiday experiences
- A man calling a travel agency

- Pair work
 - Pair work (Interview)
 - Role play (travel agent and customer)
- * Stress and meaning

- An account of a true event
 - A formal letter asking for information
- Developing skills:**
- Distinguishing between formal and informal language
 - Using indirect questions
 - Editing one's writing

T

Teen trends



Discuss:

- What are the most popular free-time activities in your country?
- Do you like following new trends in music and fashion?

Where can you find the following in this module? Go through the module and find the pictures.



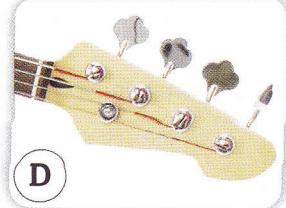
A



B



C



D



E

In this module you will...

- learn to talk about the present and past
- learn to talk about past habits
- learn to make plans and future arrangements
- learn to make comparisons
- talk about what you like and dislike
- learn to write an e-mail introducing yourself
- learn to describe clothes
- discuss sports, music and fashion
- describe people's personality
- talk about friends and friendship
- learn to link your ideas with *and*, *but*, *so*, *because* and *or*
- learn to write a description of a person



1a

Let's meet up



ICT - information and communications technology

1

Read

Track # 2

A. Discuss.

- Do you talk with your friends on the phone a lot?
- What do you talk about?
- Do you think having a mobile helps you make plans when going out?



Bill Hello, Stu!

Stu Hi, how's it going?

Bill Fine.

Stu Do you want to do something? Maybe come round my house or...

Bill Sorry, I'm a bit busy with my ICT project at the moment.

Stu I finished mine yesterday. What are you doing tonight?

Bill Nothing much, why?

Stu Let's go to the cinema.

Bill Sure, why not? Let's ring Liv and Amy and ask them to come along.

Stu I can't get hold of them.

Bill What do you mean?

Stu Well, I think Amy's phone is broken and Liv isn't answering.

Bill That's strange. Oh well, maybe next time.

B. Look at the last picture and guess. Why do you think Bill, Stu, Amy and Liv are surprised to see each other? Listen to the dialogues and check your answers. Then read them out in groups.



Liv Hello?

Amy Hi Liv, what are you up to?

Liv I'm looking for my mobile.

Amy Now I get it. That's why you aren't answering your phone.

Liv Yeah, I can't find it. I think it's in my dad's car, but he's not home.

Amy Your phone's lost and mine is broken. What are we like?

Liv I know.

Amy Listen, do you fancy going to the cinema?

Liv That would be great.

Amy How about asking Bill and Stu to come?

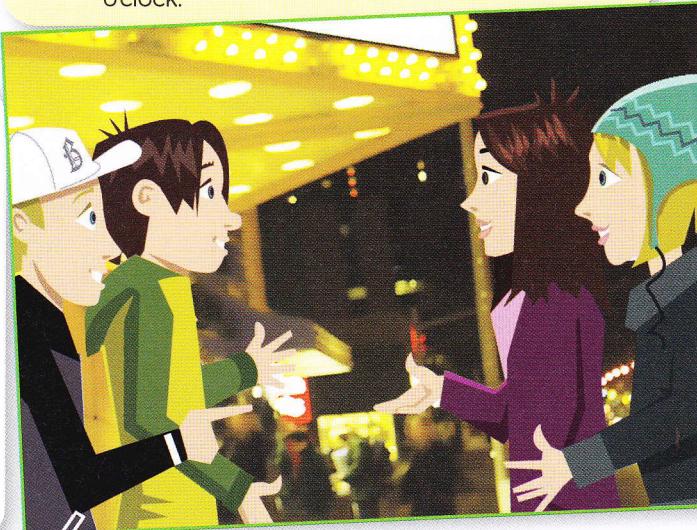
Liv I'm not sure. They rarely go to the cinema and anyway, they've got projects to do, I think.

Amy You're right. OK, let's meet there at eight o'clock.

C. Look at the expressions 1-7 from the dialogues and match them with the meanings a-g.

1. How's it going?
2. Why not?
3. come along
4. get hold of
5. What are you up to?
6. I get it.
7. What are we like?

- a. What's wrong with us?
- b. contact or find somebody
- c. What are you doing at the moment?
- d. How are you?
- e. That's a good idea.
- f. I understand.
- g. go somewhere with somebody



D. Read the dialogues again and write T for True or F for False.

1. Stu has finished his ICT project.
2. Bill doesn't want to go out later.
3. Stu tried to ring Liv.



4. Liv's phone is broken.
5. The boys don't often go to the cinema.
6. The girls tried to ring the boys.



2

Grammar

Present Simple vs Present Progressive

- When my friends **come** round my house, we usually **play** computer games. But today, we're **playing** football in the garden.
- A:** Are you **coming** with us to the stadium tomorrow? The match **starts** at 3:00.
B: No, sorry, I **don't want** to come. I **hate** football.

NOTE **STATIVE VERBS** (see, like, love, hate, want, need, understand, know, etc.) are **not** usually used in the Present Progressive.

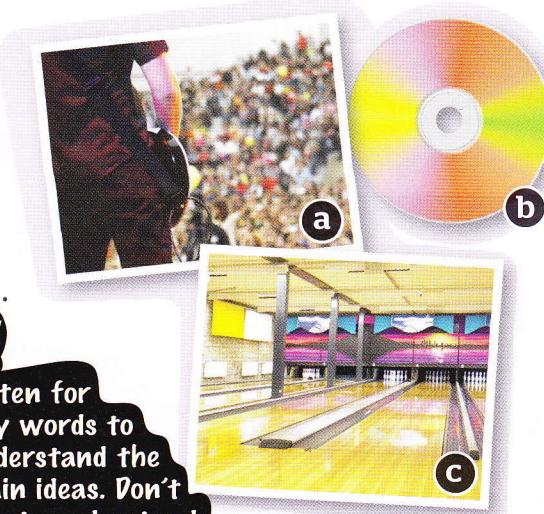


3

Listen

Track # 3

A. Listen to three people talking on the phone. What's the main topic of the conversation? Choose picture a, b or c.



Track # 4

B. Listen again and circle the correct answer.

1. Fay / Rob has got a new mobile number.
2. Fay / Rob is in a band.
3. The concert is on Friday / Saturday.
4. Fay doesn't like going to concerts / bowling.
5. Rob's band / The school band has made a CD.
6. Fay / Kim didn't want to go to the concert in the beginning.

Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. Gavin rarely _____ (use) his computer to surf the Net. He usually _____ (play) computer games. He _____ (play) a basketball game at the moment. He _____ (love) basketball.
2. **A:** Excuse me, Mr King. Can you help me with this Maths question? I _____ (not understand) it.
B: In a minute. I _____ (help) Michael now.
3. **A:** Tina and I _____ (go) shopping tomorrow. What time _____ that shoe shop on Rose Street _____ (open)?
B: At 9 o'clock. And it _____ (close) at 5:30.

4

Speak

Talk in pairs. Pretend to ring your partner and discuss your plans for today. Use the ideas given and some of the phrases in the boxes.

sports cinema party meal shopping

Do you want to...?
Do you fancy...?
How about...?
Let's...

Sure, why not?
Of course. I'd love to.
Sounds brilliant!
That would be great.
How could I say no?

Hi, how's it going?
Not bad.
What are you up to?
Nothing much.
Do you want to...?



Sorry, I have other plans.
I'm afraid I'm busy.
Maybe some other time.
No, thanks.
I'd like to come but...
I'm afraid I can't make it because...

1b

Try something new

**Track # 5****1**

Vocabulary



Match the pictures with the words. Then listen and check your answers. Have you ever tried any of these activities? Would you like to try any of them? Why/Why not?



snowboarding



karate

aerobics

jogging

mountain biking



skysurfing

athletics

pool

Track # 6**2**

Read



A. Below is an Internet forum. Listen and read. What does Ollie decide to do in the end?

EXTREME SPORTS FORUM



I want to try something new and exciting. Any ideas?

I'm a great skateboarder and I can do some brilliant tricks, but I need a change.

posted 11:22

comments

**Airdog**

posted 11:33

How about snowboarding? It's like skateboarding but on snow. It's more exciting and it's faster, too. I live in Austria and my friends and I go snowboarding every weekend. It's great fun!

**Backflipper**

posted 12:14

If that's a bit extreme for you or if there's no snow in your area, take up rollerblading instead. It doesn't sound as exciting as snowboarding but it's easy. You can learn to do cool tricks on rollerblades, too!

**Wipeout**

posted 12:45

I disagree. That's boring! Do you like water sports? I go surfing with my mates a lot and it's brilliant! It's the oldest board sport and for me the best!

**Freefaller**

posted 14:19

I agree surfing is cool. But can you imagine surfing in the sky? Try the most exciting sport of all. Go skysurfing!

**Ollie**

posted 14:35

Sounds cool but is there anything less dangerous than that?

**Airdog**

posted 15:01

I've got another idea. You can try trampboarding.

**Backflipper**

posted 15:10

????????? 😊

**Wipeout**

posted 15:14

???? 😢

**Freefaller**

posted 15:53

I've tried it. All you need is a skateboard without wheels and a trampoline. You can do all kinds of tricks in the air and it's great because with the trampoline you can jump higher.

**Ollie**

posted 16:33

Wow, now that's something I'd like to try! Thanks, guys.

3

Vocabulary

Complete the table by ticking the correct boxes.

| play | go | do | |
|------|----|----|-----------------|
| | | | team sports |
| | | | aerobics |
| | | | snowboarding |
| | | | in/for a team |
| | | | surfing |
| | | | athletics |
| | | | mountain biking |
| | | | pool |
| | | | water sports |
| | | | karate |
| | | | jogging |



B. Read again and answer the questions.

1. Why is Ollie asking for ideas?
2. How often does Airdog go snowboarding?
3. What does Airdog think of skateboarding?
4. What does Backflipper think of rollerblading?
5. What does Wipeout think is boring?
6. Which is the oldest board sport?
7. Why doesn't Ollie want to try skysurfing?
8. Who knows what trampboarding is?

4

Grammar

Comparison of adjectives and adverbs

Comparative forms

- Rollerblading is **safer** than windsurfing.
- Henry can run **faster** than Keith.
- Snowboarding is **more dangerous** than skateboarding.

Superlative forms

- Surfing is **the oldest** board sport.
- Basketball is **the most popular** sport at my school.

(not) as... as

- I can draw **as well** as my sister.
- Pool isn't **as boring** as chess.

less... than / the least...

- I think tennis is **less exciting** than baseball, but table tennis is **the least exciting** of all.



Complete the sentences with the correct form of the adjectives or adverbs in brackets.

1. This is one of the _____ (modern) buildings in the city.
2. Exercise B is _____ (difficult) than exercise A.
3. Nancy is the _____ (rude) player in the team.
4. Steve did _____ (bad) than I did in the skateboarding competition.
5. The blue backpack is _____ (little) expensive than the red one.
6. Fay doesn't get up as _____ (early) as Daniel.
7. Table tennis is _____ (easy) than tennis.

5

Speak & Write

A. Talk in pairs. What do you think about the activities below? Choose a pair of activities and compare them using the phrases and adjectives in the boxes.

I think...
I believe...
In my opinion...
I agree...
I don't know about that...
I'm not sure...
I disagree...

surfing -
skateboarding

mountain biking -
cycling

karate - aerobics

skiing -
snowboarding

safe
dangerous
exciting
boring
difficult
easy
popular
tiring

*I think surfing is
more dangerous than
skateboarding.*

*I disagree. I think that it's a
safe sport and...*

Tip!
When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. I agree, I don't know about that).

B. Choose a pair of activities from above and write a paragraph comparing them.



1

Warm-up

Discuss.

- What kind of music do you like?

hip hop jazz classical dance rock pop
heavy metal Latin traditional R&B

- Do you play a musical instrument?
- Who's your favourite singer? What's your favourite band?



2

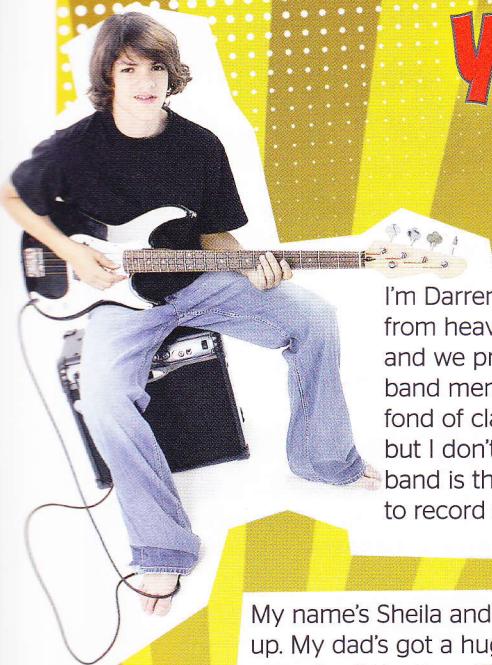
Read



Track #7

A. Look at the pictures below. What kind of music do you think these teenagers like? Listen, read and check your answers

MUSICAL youth



I'm Darren and I play bass guitar in a band. We're into everything from heavy metal to pop. Our band is called *The Crash Monkeys* and we practise every day in Russell's garage. He's one of the band members. I learnt the acoustic guitar at school and I'm fond of classical guitar music, too. I compose most of the music but I don't write the lyrics for our songs. Doing gigs with the band is the biggest thrill, and next month we're going to a studio to record some of our songs. We're very enthusiastic about it!

Darren, Manchester

Hi, I'm Carla and I'm from NYC, the home of hip hop. I'm a rapper and my stage name is C-block. I started rapping at the age of six. I'm a big fan of hip hop and I rap everywhere, at school, on the bus even in the shower. I don't want to do anything else all day. The best time is when I go to hip hop parties and perform with DJs. It's out of this world!

Carla, New York City



My name's Sheila and my dream is to become a professional DJ when I grow up. My dad's got a huge music collection and when I was young, I listened to his records all the time. Today, I find most of them old school. I still enjoy listening to a wide variety of music, but dance music with a strong beat is my favourite. Nobody has a party at my school without me as the DJ because I know how to create the right atmosphere, and get people dancing!

Sheila, Melbourne



B. Read again and write C for Carla, D for Darren or S for Sheila.

1. I practise in a lot of places.
2. I learnt a lot from one of my parents.
3. I am popular at parties.
4. I practise at a friend's house.
5. I changed my opinion about some kinds of music.
6. I love working with DJs.
7. I've studied music.
8. I'm doing some professional work next month.



3

Vocabulary

Read the sentences. Which of the phrases in bold mean *like* and which *dislike*? Use these phrases to make your own sentences.

1. Alison **is a big fan of** Coldplay. She's got all their albums.
2. Oliver **can't stand** heavy metal music. It gives him a headache.
3. Wendy **is interested in** films. She goes to the cinema every week.
4. Isabel **is fond of** chocolate. Sometimes she eats a bit too much.
5. David **finds** magazines **boring**. He rarely reads them.
6. My sister and I **are** really **into** jazz. We've got hundreds of CDs.



4

Grammar

Some / Any / No / Every and their compounds

- **Someone** must go to the supermarket. We need **some** milk.
- I haven't got **any** new magazines. Is there a newsagent's **anywhere** near here?
- There are **no** good games on this computer. So, there's **nothing** to play.
- **Every** student is coming to the party. **Everybody**'s going to be there.



Circle the correct words.

1. **A:** I'm worried about the gig tonight. **Something / Anything** is going to go wrong.
B: Don't worry. **Nobody / Nothing** will go wrong. **Everybody / Everything** loves your music.
2. **Someone / No one** wants to learn to play a musical instrument any more, because it's not trendy. **Anyone / Everyone** wants to be a DJ or a rapper.
3. **A:** I can't find my MP3 player **nowhere / anywhere**. Have you seen it?
B: I tidied up earlier and put **everything / everywhere** in that box. Have a look there.

5

Listen



Track #8

Listen to Rick talking to his sister about the music his friends like and match the people with the types of music. There are two extra types of music which you do not need to use.

| | |
|-------|-------------|
| Eddie | hip hop |
| Sandy | jazz |
| Tony | pop |
| Paula | dance |
| Aaron | rock |
| | classical |
| | heavy metal |

6

Write

A. Read the plan below. Can you think of a few more phrases for each part?

When you're writing a letter or an e-mail to a new penfriend/e-pal to introduce yourself, follow the plan below.

GREETING

- Greet the person you're writing to.
- Dear Paul,
 - Hi Kelly,

OPENING PARAGRAPH

- Give information about how you found the person's name and address. Use phrases like:
- I found your name and address in ... magazine.
 - ... gave me your name and address.

MAIN PART (2-3 paragraphs)

- Give information about yourself (name, age, nationality, appearance, family, pets, where you live, friends, school, interests/hobbies, likes/dislikes).
- Ask questions to find out about your new penfriend/e-pal.

CLOSING PARAGRAPH

- Ask the person to write back. Use phrases like:
- Waiting for your letter/e-mail.
 - That's all about me for now. Write back soon.

SIGNING OFF

- Use a signature ending and your first name below it.
- | | | |
|----------|----------------|----------------|
| • Yours, | • Bye for now, | • Best wishes, |
| Betty | Mark | Ted |

B. Imagine you saw the following advertisement in a music magazine. Write an e-mail to Greg introducing yourself. Follow the plan above.



E-PAL WANTED

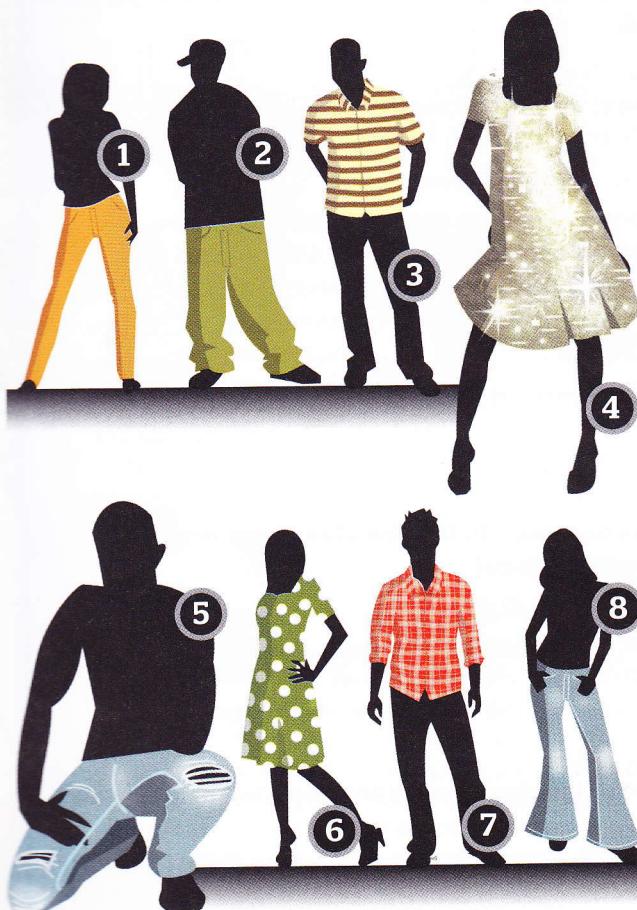
My name is Greg and I'm 15 years old. I live in London and I'm into hip hop and rapping. Please write to: greg99a@gmail.com

1d**In fashion****Track #10****1****Warm-up****Discuss.**

- What kind of clothes do you wear when you go out?
- Do you like to follow trends?
- Have you changed your style lately?

Track #9**2****Vocabulary**

Match the clothes in the pictures with the phrases below. Then listen and check your answers.



baggy trousers
flared jeans
torn jeans
checked shirt



striped shirt
sparkly dress
tight trousers
spotted dress

**4****Read**

A. What do you know about the history of jeans? Listen, read and find out more.

JEANS

Jeans are trousers made of denim and they come in all shapes, colours and sizes. Most people have at least one pair, and in the USA an average person has seven pairs.

The word *jeans* comes from the French *bleu de Gênes*, which means the blue of Genoa. This is because denim was made in Genoa and, in the 16th century, sailors used to wear baggy denim trousers.

In the 1850s, Levi Strauss, a German merchant, started selling jeans to mine workers in California. They became popular because denim is a very strong material. However, some parts, like the pockets, used to rip a lot. So, copper rivets were added to make them stronger. Jeans have changed very little since then and Levi's jeans are still sold today.

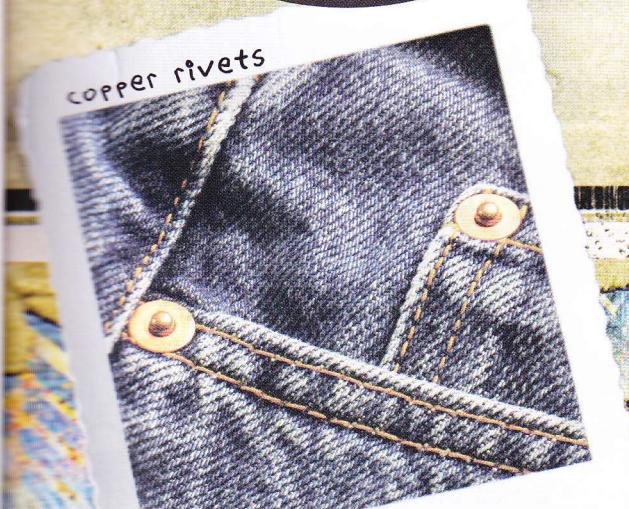
In 1955, James Dean starred in the film *Rebel without a Cause* wearing blue jeans. Teenagers wanted to copy his style and jeans became a symbol of youth in the 50s and 60s.

After that, more and more designs and styles came out; flared, torn, baggy, tight and even stonewashed jeans that looked old. Today, almost all fashion designers make their own jeans and they're very popular.

Jeans are an amazing item of clothing. They match everything and they can be casual or formal wear. Other clothes go in and out of fashion, but jeans are here to stay.

**3****Speak**

GROUP SURVEY: Do you wear...?
Go to page 113.



B. Read again and write T for True, F for False or NM for Not Mentioned.

1. Most Americans have more than one pair of jeans.
2. The sailors in Genoa used to wear tight jeans in the 16th century.
3. Levi Strauss sold jeans to German workers.
4. Levi's jeans sell more than any other jeans today.
5. Teenagers copied James Dean's style in the 1950s.
6. Stonewashed jeans are not difficult to make.
7. Fashion designers' jeans are quite expensive.

5 Grammar

Past Simple

A: What **did** you **wear** to the party last night?

B: Well, I **wanted** to wear my new dress, but I **didn't wear** it in the end. It **was** too cold, so I **wore** a pair of jeans and a jumper.

The verb **used to**

When my grandfather was young, he **didn't use to wear** trainers. He **used to wear** boots.



Complete with the Past Simple of the verbs in brackets.

1. A: _____ you _____ (use) the computer last night?
B: Yes, I _____ (send) some e-mails to my friends.
2. Yesterday, Tony _____ (go) to the cinema with his friends. They _____ (watch) a horror film but Tony _____ (not like) it. It _____ (be) a bit too scary for him.
3. Last week, Debbie _____ (buy) a pair of trousers and a striped shirt. She _____ (want) to buy a jacket too, but she _____ (not can). She _____ (not have) any more money.

6 Pronunciation

Pronunciation

Track #11

A. Listen and repeat. What's the difference between a and b?

a. French

b. fridge

Track #12

B. Listen and tick (✓) the sound you hear.

| | jeans | age | checked | teenager | match | century | imagine |
|-------------|-------|-----|---------|----------|-------|---------|---------|
| French /tʃ/ | | | | | | | |
| fridge /dʒ/ | | | | | | | |

7 Speak & Write

A. Discuss in pairs or small groups.

- ▶ What are your favourite clothes? Are they in fashion?
- ▶ Where did you get them from?
- ▶ What clothes did you use to wear when you were younger?
- ▶ Why don't you wear them any more?

2. Use the ideas from activity 7A to write a paragraph about your clothes.

1

Vocabulary

Track #13

Read the sentences below and match the words in bold with the definitions a-h. Then listen and check your answers.

- I can't talk to Rita about anything. Within minutes, she's shouting at me. She's so **quick-tempered**.
- Andy is very **bossy**. He annoys everyone by telling them what to do and what not to do.
- Karen is a **confident** person so she's never nervous about anything.
- Eric never follows other people's advice. He's very **stubborn**.
- Tommy! Don't be **selfish**. Share your things with the other kids and don't fight.
- Brenda is very **outgoing**. She loves going to parties.
- I couldn't find my mobile so a **kind** woman gave me hers to call my parents.
- I love hanging out with Lisa because she's **easy-going**. We never argue about what to do.



- friendly, enjoying meeting other people
- not changing your opinion easily
- not thinking about other people's feelings or needs
- fond of telling people what to do
- relaxed and happy without worrying or becoming angry
- helpful and friendly
- becoming angry easily and without having a good reason
- feeling sure about what you can do



Learn new words in context (in sentences describing situations). This way, it's easier to remember them.

2

Speak

CLASS DISCUSSION

Discuss the following. Use the prompts in the box.

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- What do you think an ideal friend should be like?

My friends are...

We usually get along fine; but we sometimes argue about...

I think/believe I am / am not a good friend because...

The ideal friend should be...

3

Listen

Track #14

A. Listen to a boy and girl choosing a new member for their band. Match the people with the adjectives below. There is one extra adjective which you do not need to use.

- | | | |
|----------|----|-------------------|
| 1. Erin | is | a. outgoing |
| 2. Frank | is | b. quick-tempered |
| 3. Mike | is | c. shy |
| | is | d. bossy |

Track #15

B. Listen again and write *boy* or *girl* to complete the sentences.

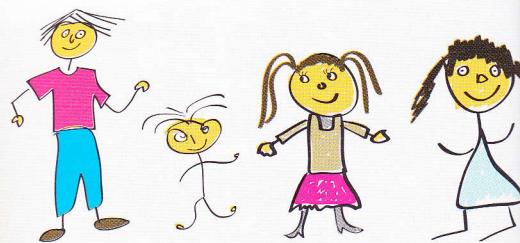
- The _____ likes Erin's clothes.
- The _____ finds Erin annoying.
- The _____ thinks Frank is too shy.
- The _____ 's brother knows Frank.
- The _____ likes Mike.

4

Speak & Write

A. Natalie has written about her new friend, Jane. Read the description and tick the topics she has mentioned.

- The qualities she likes about Jane.
- How she feels about Jane.
- The qualities she doesn't like about Jane.
- The things she does that annoy Jane.
- How she met Jane.
- Jane's interests.
- What they do together.
- What they don't do together.



B. Think about a person you've recently met. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

Who is this person?

...
What is he/she like?

...
What do you like about him/her?

...
What do you dislike about him/her?

...
What are his/her hobbies and interests?

...
What do you do together?



A new FRIENDSHIP



I met Jane two months ago when she moved next door. She's my age and we go to the same school.

Jane's got a great sense of humour so she makes me laugh all the time. She's also very kind. She's the one I turn to when I'm upset because she always tries to cheer me up. However, Jane can be annoying sometimes. The most annoying thing about her is that she's stubborn. When she makes a decision, she never changes her mind.

Jane and I spend our free time together because we have the same interests. We are both into R&B and we love singing karaoke. Jane is also good at dancing so she's going to teach me some cool dance moves.

I like hanging out with Jane because we get along well and have lots of fun together. She isn't perfect but I know I can always rely on her.

C. Read and complete with *and*, *or*, *but*, *so* or *because*.

Linking words

• **and**

Monica is confident *and* outgoing.

• **or**

We usually go to the cinema *or* hang out at the shopping centre at the weekend.

• **but**

Oliver likes hip hop *but* I don't.

• **so**

We both like basketball *so* we usually play together after school.

• **because**

I can't stand him *because* he's really selfish.

1. Karen can play the guitar _____ she can't sing very well.
2. We don't like horror films _____ we never watch any.
3. My best friend is easy-going _____ funny.
4. I don't like hanging out with Paul _____ he's quite rude.
5. Her favourite hobbies are making jewellery _____ drawing.
6. My friends and I usually watch DVDs _____ play computer games on Fridays.

D. Write a description of a person you've recently met. Use your notes from activity B and follow the plan below.

When you're writing a description of a person, organise the information according to the plan below.

INTRODUCTION

► Give some general information about the person (name, relationship to you).

MAIN PART (2 PARAGRAPHS)

1 Describe his/her personality. Mention good and bad qualities. Use phrases like:

- He/She is very / really / quite / a bit...
- He/She is the one who...
- The best/worst thing about him/her is that he/she...
- He/She is also...

2 Describe his/her hobbies/interests and what you do together.

- We're both interested in...
- His/Her favourite hobby is...
- He/She is into / fond of...

CONCLUSION

► Give your general opinion of this person.



Do not write very short sentences. Use linking words (and, or, but, so, because) to join your ideas.

Vocabulary

A. Circle the correct words.

- Those jeans are too **tight** / **baggy**. I think you should get a bigger size.
- Lisa **goes** / **does** aerobics on Mondays and Wednesdays.
- Karen's got a huge **collection** / **gig** of stamps.
- Mike **agrees** / **disagrees** with Jane, so he's trying to change her mind.
- Alice is very **kind** / **selfish**. She never thinks about other people.
- In my **style** / **opinion**, doing athletics is boring.

Score: / 6

B. Complete the sentences with prepositions.

- You can rely me for help. All you have to do is ask.
- Paola wants to take dance lessons.
- My neighbour is very fond cats. She's got ten!
- Mark and I are really snowboarding.
- Let's go cheer Olivia . She looks very upset.
- All of Helen's clothes are in fashion. I don't think she's got any that are fashion.

Score: / 6

Grammar

C. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

- Karen and I (perform) at the local theatre tomorrow.
- A:** you (fight) with your brother?
B: Yes, a lot. He's very stubborn and he (not listen) to me.
- Look! Jack (not share) his toys again. He (hate) playing with other kids.
- My younger sister often (copy) me. She (want) to be just like me.

Score: / 7

D. Complete with the correct form of the words in brackets.

- Peter is the (quick-tempered) student in the class. Nobody likes hanging out with him.
- Skateboarding is (boring) than snowboarding.
- Cycling isn't as (extreme) as mountain biking.
- Mary studied (little) than Keith for the exam, so she didn't do as (good) as he did.

Score: / 5

E. Circle the correct words.

- There are **no** / **nothing** formal clothes in this shop.
- Everyone** / **Someone** rang for you last night. I can't remember his name, though.
- I've got **anything** / **nothing** to wear. All my clothes are too small.
- Everyone** / **Everywhere** in my class listens to hip hop. We love it.
- Have you seen my mobile **somewhere** / **anywhere**?

Score: / 5

F. Complete with the Past Simple of the words in the box.

do come not rip play borrow not compose

- Victor round yesterday afternoon and we pool.
- you karate with Robert last year?
- Natalie the music for this song. I did.
- I your shirt! It was like that when I it.

Score: / 6

Communication

G. Complete the dialogue with the sentences a-e.

- That would be great.
- I can't make it.
- What are you up to?
- How's it going?
- Do you want to come along?

- Rob** Hey Tom. (1) _____
Tom Great! (2) _____
Rob Nothing much. I'm going to play basketball with Jeff. (3) _____
Tom Sure, why not? I used to play basketball every day.
Rob Yeah, I remember. Why don't you play any more?
Tom Some friends and I started a band and we're always practising. You should come and listen to us on Saturday afternoon.
Rob (4) _____ I have other plans.
Tom How about on Sunday afternoon?
Rob (5) _____

Score: / 10

TOTAL SCORE: / 45

Now I can...

- ▶ talk about the present and past
- ▶ talk about past habits
- ▶ make plans and future arrangements
- ▶ make comparisons
- ▶ talk about my likes and dislikes
- ▶ talk about sports, music and fashion
- ▶ write an e-mail introducing myself
- ▶ describe clothes
- ▶ describe people's personality and write a description of a person
- ▶ use and, but, so, because, or





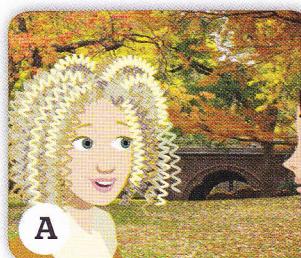
Discuss:

- ▶ What usually makes a person stand out?
- ▶ Is there anything that your town/city is famous for?

In this module you will...

- ▶ learn to define people, places and things by using relative pronouns and adverbs
- ▶ learn common units of measurement
- ▶ learn to write a postcard
- ▶ learn to talk about conditions and their results
- ▶ learn to express result
- ▶ learn to form nouns from verbs
- ▶ talk about cities and places
- ▶ learn to write a description of a place

Where can you find the following in this module?
Go through the module and find the pictures.



QUIZ

FAMOUS LANDMARKS

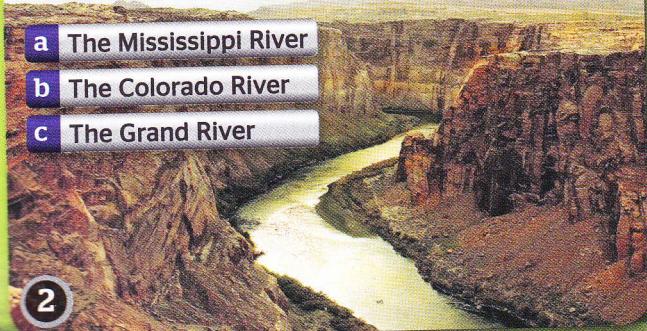
Visit Chichen Itza in Mexico and you'll see something quite amazing. It's the temple city where you can see one of the most beautiful pyramids in the world. But who built it?



1

- a The Aztecs
- b The Mayans
- c The Incas

The Grand Canyon in the USA is 446km long and 1.83km deep. It was one of the first National Parks in the country. But which river runs through it?



2

- a The Mississippi River
- b The Colorado River
- c The Grand River

Taipei 101 is a building in Taipei that really stands out because it's taller than all the other buildings in the city. But how tall is this skyscraper?



3

- a 208m
- b 508m
- c 808m

1

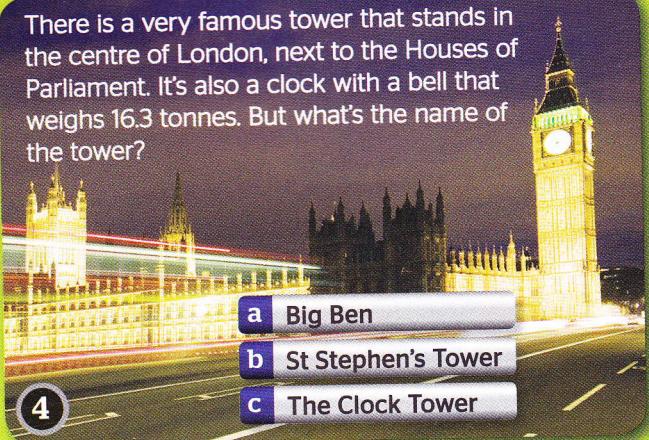
Read

A. Discuss.

- Do you know of any famous landmarks?
- Would you like to visit them?
- Are there any famous landmarks in your country?

B. Do the quiz and test your knowledge. Then check your answers with your teacher.

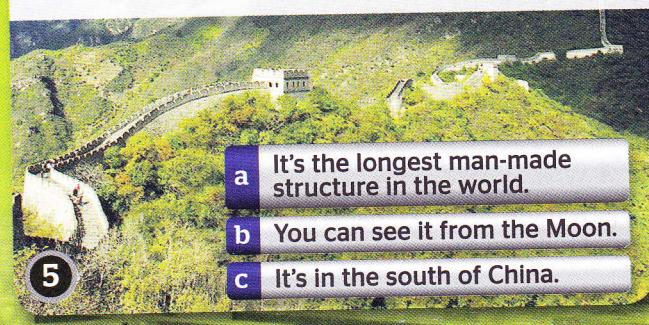
There is a very famous tower that stands in the centre of London, next to the Houses of Parliament. It's also a clock with a bell that weighs 16.3 tonnes. But what's the name of the tower?



4

- a Big Ben
- b St Stephen's Tower
- c The Clock Tower

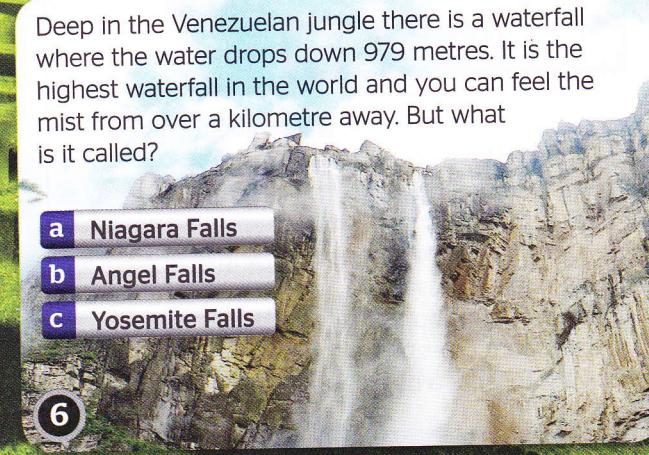
The Great Wall of China is one of the world's greatest structures. It's a 7-metre tall wall that stretches for a distance of about 9000km across China. Which of the following facts is true about the wall?



5

- a It's the longest man-made structure in the world.
- b You can see it from the Moon.
- c It's in the south of China.

Deep in the Venezuelan jungle there is a waterfall where the water drops down 979 metres. It is the highest waterfall in the world and you can feel the mist from over a kilometre away. But what is it called?



6

- a Niagara Falls
- b Angel Falls
- c Yosemite Falls

2

Vocabulary

Track #16

Listen and read. Then complete the sentences.

Units of Measurement

Length: centimetre (cm)

metre (m)

kilometre (km)

Weight: gram (g)

kilogram, kilo (kg)

tonne (t)

Liquids: millilitre (ml)

litre (l)



1. An elephant weighs around 3 _____.

2. A ruler is about 30 _____ long.

3. A can of lemonade contains 330 _____ of lemonade.

4. The distance between Madrid and Barcelona is about 600 _____.

5. A baby weighs around 3 _____ when it is born.

6. The Burj Khalifa is a building that is over 800 _____ tall.

Complete the postcard with **who**, **which**, **that**, **whose** or **where**. If they can be omitted, put them in brackets.

Hi Jules,

Greetings from Rome! I'm visiting Italy with my cousin

(1) _____ dad works in Rome. Mark's house is in an area (2) _____ all the best places to visit are. Yesterday we visited the Colosseum; that's the place (3) _____ gladiators used to fight. Tomorrow Mark's showing me all the places from that film, what's it called? Tom Hanks is the actor (4) _____ stars in it. I can't remember. The picture on the postcard is the Pantheon. It's the temple (5) _____ we visited today. Hey, what's the Italian team (6) _____ you like? Is it Lazio or Roma? Anyway, we're watching a game tomorrow night!

See you soon,

Lee

4 Listen

Track #17

Listen to a tour guide talking about Uluru and complete the facts.

Name: Uluru or Ayers (1) _____

Country: (2) _____

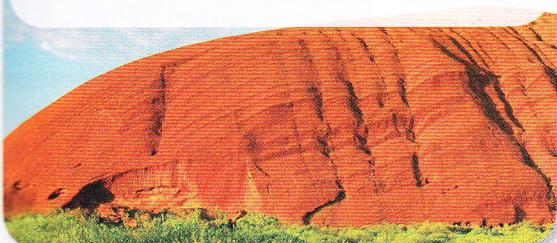
Nearest town: Alice Springs

Distance from nearest town:

(3) _____

Height: (4) _____

Visitors per year: (5) _____



5 Speak

INFORMATION GAP

Student A go to page 109.

Student B go to page 114.

6 Write

A. Read the information below and find examples of the three tenses in the postcard in activity 3.

When you're writing a postcard to someone while you're on a trip, use:

- a greeting and a signature ending (see page 11)
- relative pronouns/adverbs
- the following tenses:

PRESENT PROGRESSIVE

- Tomorrow I'm visiting the National Museum.

PRESENT SIMPLE

- The hotel organises trips to nearby sights.

PAST SIMPLE

- Yesterday, I climbed to the top of the Eiffel Tower.

B. Imagine you're on a trip. Write a postcard to a friend. Follow the advice above.

1

Vocabulary

Track #18

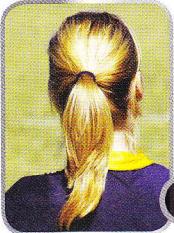
Match the pictures with the descriptions. Then listen and check your answers.



1



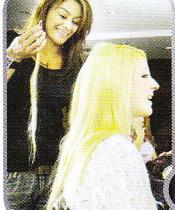
2



3



4



5



6

- a. Tina used to have short hair but now she's getting extensions.
- b. Sandy's got a bob. Her hair is fair with highlights.
- c. Diana's got permed hair.
- d. Sam's got dyed dreadlocks. They aren't very long.
- e. Tom wants his hair really short. He's getting a buzz cut.
- f. Mary's got long fair hair which she ties back in a ponytail.

2

Read

Track #19

A. Look at the pictures. What do you think is happening? Listen to the dialogues and check your answers. Then read them out in groups.



Liv Hey, Amy, where are you going?

Amy I've got an appointment at the hairdresser's. I want a totally new hairstyle.

Liv You know what? You should get a short haircut. You'll look pretty.

Bill Yeah, if you really want to stand out, get a buzz cut.

Amy Are you kidding? If I get a buzz cut, I'll look like a boy. Anyway, I know what I want.

Bill What?

Amy I'm going to get extensions and a perm.

Stu Are you serious? Will a perm suit you? Why don't you get dreadlocks or dye it?

Amy Forget it! I've already made up my mind.

Liv Well, I just hope you don't regret it.

Amy I won't. I'll see you guys as soon as I finish.

Hairdresser So, are you ready for the big change?
Amy Yes, I think so.Hairdresser OK, then. Get ready to have hair like mine.
Amy Oh, Will you turn it back to the way it is now if I don't like it?

Hairdresser Sure. But you'll have to keep the perm for at least two weeks.

B. Look at the expressions 1-6 from the dialogues and match them with the meanings a-f.

- | | |
|--------------------------|-------------------------------|
| 1. You know what? | a. No way! |
| 2. Are you kidding? | b. I agree with you. |
| 3. Forget it! | c. I've got an idea. |
| 4. make up one's mind | d. Are you joking? |
| 5. You're right there. | e. I'm playing a joke on you! |
| 6. I'm pulling your leg! | f. decide about something |

3

Grammar

Conditional Sentences Type 1

- If you **get** extensions, you **will have** beautiful long hair.
- If Tim **wants** to be on time, he **must leave** now.
- Make an appointment at the hairdresser's if you **need** a haircut.
- I **may not get** a perm if it's too expensive.

NOTE unless = if not

- Unless you drive me to school, I'll be late.
- If you **don't** drive me to school, I'll be late.



Match the two halves of the sentences.

1. You can wear this wig to the fancy-dress party

2. Ted will call us

3. I'll make up my mind which dress to buy

4. We might go mountain biking on Saturday

5. Unless Larry says sorry,

6. When Kevin sees this mess,

7. If Oliver comes round,

- a. after I try them on.
- b. I won't speak to him again.
- c. tell him to wait for me.
- d. as soon as he arrives at the airport.
- e. he'll get very angry.
- f. if you haven't got anything else.
- g. if it doesn't rain.

Time Clauses (Present - Future)

- The children **will** go to bed **after** they brush their teeth.
- Mary **will** make an appointment **before** she goes to the hairdresser's.
- When** Karen arrives, we'll order pizza.
- We'll wait here **until** John returns.
- I'll tell Robert the good news **as soon as** I see him.



4

Speak

Talk in pairs. Look at the different hairstyles in activity 1 and discuss as in the example.

If you get a buzz cut, you'll be in fashion.

If you get a bob, you'll be out of fashion.

Later...



Amy So, what do you think?

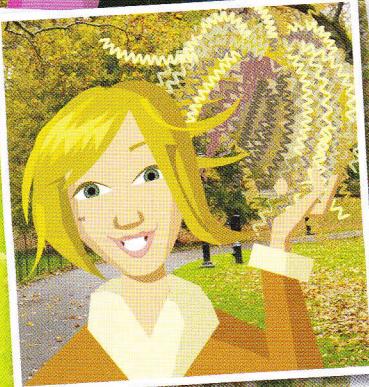
Liv I can't believe you actually did it.

Stu You look... silly.

Bill You're right there.

Amy I'm only pulling your leg! It's a wig. I just got a trim.

Liv Boy, am I glad to hear that!



C. Read the dialogues again. Find sentences to prove the following.

- Amy is bored of her hairstyle.
- Amy doesn't want to get a short haircut.
- Liv disagrees with Amy's idea.
- Amy isn't sure if a perm will suit her.
- Bill thinks Amy looks funny.
- Amy changed her mind about the extensions and the perm.

Track #19

5

Listen



Listen to three short dialogues and choose picture a, b or c.

1. What is the girl's hair like?



2. What colour does the girl decide to dye her hair?



3. Who's Tim?



6

Speak

QUESTIONNAIRE

Talk in groups of four. Go to page 113.

1

Read



Track #21

A. Discuss.

- What kind of art do you like?
- What's your opinion about graffiti?

B. Listen, read and match the people with the occupations.

Linda Baines

artist

Paul Hexter

student

Mark Talbot

city council member



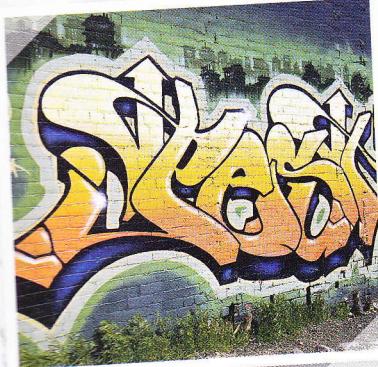
Read the text quickly to understand the main idea.

Have your say!
This week →

Graffiti

I think graffiti makes our city look ugly. I receive many letters about graffiti and all of them complain about this problem. We spend lots of money every year cleaning up the mess. This is why next month we're starting a new campaign which will provide special places for graffiti artists to work. We hope to encourage artists to stop ruining public places and at the same time give them a place to show their work.

Linda Baines



I'm really interested in graffiti and I think it's a great way for young people to express themselves. My friends and I started by designing our own tags. A boy in my class started spraying his tag all over the city, this is called 'bombing', and he got into loads of trouble with the authorities. My uncle really likes graffiti too and he let me create a 'wildstyle piece' on his garage wall with lots of complicated shapes and letters. Both my uncle and aunt liked it but neither of them could understand what it meant.

Paul Hexter (AKA Hex202)



Back in the 80s, I was into hip hop culture and especially graffiti. I stopped painting on walls when the police caught me, but I continued to make my designs and eventually I got into Art school. I began by creating traditional paintings but none of them were any good. Then I realised how graffiti was a symbol of urban culture and this helped me create some of my most successful works of art. It may sound odd but now my designs have become very popular. My latest exhibition was very successful.

Mark Talbot

2

Vocabulary

Complete with the verbs in the boxes.

explain complain react

1. We must _____ to the local council about the rubbish in the park.
2. How did the teachers _____ when they saw the graffiti on the school walls?
3. I tried to _____ why I was late, but my friends were angry and didn't want to listen.

understand realise

4. Jack doesn't speak Spanish, so he couldn't _____ what we were talking about.
5. I didn't _____ you liked graffiti so much.

allow let

6. I want to go camping with my friends, but my parents won't _____ me go.
7. They don't _____ her to stay out late.

encourage suggest

8. I _____ going to the cinema tonight.
9. We _____ all students to use the computers in the ICT room.

C. Read the text again and write T for True or F for False.

1. Both Paul and Mark got into trouble for doing graffiti.
2. Linda wants to stop people from doing graffiti.
3. 'Bombing' means to make your tag appear in lots of places.
4. Paul's uncle didn't mind him painting on his garage.
5. Mark became successful because of graffiti.
6. All of the writers have tried doing graffiti.



Read the text carefully to understand specific details.

3

Grammar

All / Both / Neither / None / Either

- All the paintings at the exhibition were of cats, but **none** of them were very good.
- **Both** Liam and Oscar have bikes, but **neither** of them ride their bikes to school.
- **A:** Do you want apple or orange juice?
B: Either. I don't mind.



Complete the sentences with **all**, **both**, **neither**, **none** or **either**.

1. _____ Picasso and Van Gogh lived in France, but _____ of them were French.
2. _____ the students at the school saw the graffiti but _____ of them complained about it.
3. _____ of the other houses in my street have a tag on it, but mine does.
4. **A:** Which dress do you want to buy, the red or the black one?
B: _____ dress. They're _____ beautiful.

Track #22

4

Pronunciation



A. Listen and repeat. What's the difference between a, b and c?

- a. symbol b. easy c. wish

B. Listen and tick (✓) the sound you hear.

| | symbol /s/ | easy /z/ | wish /ʃ/ |
|-------------|------------|----------|----------|
| reason | | | |
| exhibition | | | |
| design | | | |
| receive | | | |
| traditional | | | |
| sure | | | |
| mess | | | |
| realise | | | |

5

Speak & Write

A. Talk in pairs. Discuss the questions below.

- Is there a lot of graffiti in your town/city?
- What do you think of it?
- Do the local council and authorities do anything about it?
- What do you think they should do?

B. Write a paragraph about graffiti in your town/city.



1

Warm-up

Discuss.

- What do you know about these famous people?
- What are they famous for?



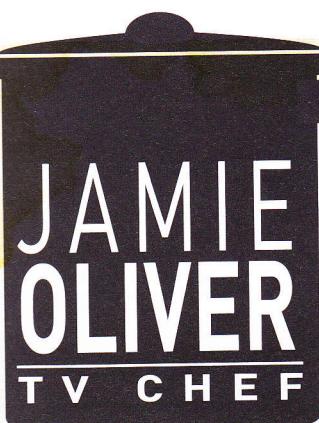
2

Read

Track #23-24

A. Listen, read and choose the best title for the text.

- a. Jamie Oliver's best recipes
- b. Jamie Oliver makes a difference
- c. Jamie Oliver: How to become a famous chef



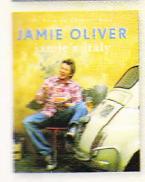
While he was growing up, Jamie Oliver's parents ran a pub in Essex, England and he used to practise cooking in the kitchen there. He enjoyed cooking so much that after he finished school, he went to Westminster Catering College, where he studied to become a chef.



In 1999, he started working in The River Café, in Fulham, London, where he was noticed by the BBC. He went on to make a TV show called *The Naked Chef*. It was such a success that he made a cookbook of the same name which became a best-seller. In the same year, he received an invitation to prepare lunch for the Prime Minister at 10 Downing Street.



Oliver became famous for his simple, healthy but delicious creations. His recipes were fresh, and the style of his cooking programme was relaxed, friendly and cool. He turned food preparation and cooking into a fun activity, instead of a boring chore.



In 2005, Oliver introduced a campaign to **improve** school dinners in the UK. He wanted to **get rid of** the junk food that they served to kids and make kids eat fresh, healthy food. It wasn't an easy **task**, but eventually the campaign was a success and students' eating habits showed great improvement.



Oliver's next campaign was to get the people of the USA to start eating healthily, and he started off with West Virginia. He wants to inform communities about how important it is to eat home-made healthy food. Hopefully, his message will **spread** across the world.



B. Look at the highlighted words/phrases in the text and choose the correct meaning a or b.

- | | |
|----------------------------|------------------------------------|
| 1. improve | 2. get rid of |
| a. think something is good | a. make something go away |
| b. make something better | b. take something to another place |
| 3. task | 4. spread |
| a. job | a. be written |
| b. recipe | b. become known |

C. Read again and answer the questions.

1. Where did Oliver first start making food?
2. Which TV station did he appear on first?
3. What was *The Naked Chef*?
4. What did he do at 10 Downing Street?
5. How did he improve TV cooking programmes?
6. Who did he help in 2005 and how?
7. What did he try to do in West Virginia?

3 Vocabulary

Use the verbs given to form nouns and complete the sentences.

NOTE: We form some nouns by adding a suffix (e.g. **-ion**, **-ation**, **-ment**) to a verb.
create > creation
invite > invitation
improve > improvement

- Are all the _____ for the party finished?
- My uncle has a huge rock CD _____.
- The teacher asked us to find some _____ about Bill Gates.
- Brian put an _____ in the newspaper to sell his motorbike.
- What time does the _____ begin?
- I give a lot of money to environmental _____.
- Writing a best-seller at the age of seventeen, was a great _____.
- I got into an _____ with my parents and now I feel terrible.

PREPARE

COLLECT

INFORM

ADVERTISE

CELEBRATE

ORGANISE

ACHIEVE

ARGUE

5 Listen

Track #25-26

A. How much do you know about Beyoncé Knowles? Try to answer the questions below. Then listen to the first half of a radio programme and check your answers.

- Which city is Beyoncé from? _____
- What year was she born in? _____
- What band did Beyoncé use to be in? _____
- What was the name of her first solo album? _____



B. Now listen to the rest of the radio programme and write T for True or F for False.

- Beyoncé was quite shy when she was a young girl.
- In the beginning, Destiny's Child had three members.
- The manager of Destiny's Child was Beyoncé's father.
- Beyoncé started acting in 2001.
- Beyoncé was married when she sang *Crazy in Love*.
- Beyoncé's mother is a fashion designer.
- Beyoncé's mother's name is Deréon.

4 Grammar

Clauses of result

so + adjective/adverb + (that)

- The film was so boring that I didn't watch the ending.*

such + (a/an) + (adjective) + noun + (that)

- It was such a boring film that I didn't watch the ending.*

Complete with **so** or **such**.

- The meal they served us was _____ delicious that we ate it immediately.
- We had _____ a good time in Paris that we want to go again.
- It was _____ a big cake that we couldn't eat it all.
- Dennis has improved _____ much at Maths that he's become one of the top students.
- You've got _____ nice boots that you don't need to buy new ones.
- My best friend can cook _____ well that I'm sure he'll become a chef.

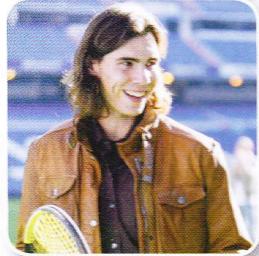
6 Speak

Talk in pairs. Think of a famous person and reasons why this person is famous. Then try to convince the class why this person is the most famous in the world.



Angelina Jolie is so successful that people all over the world know her.

Rafael Nadal is such a good tennis player that he wins almost every tournament.



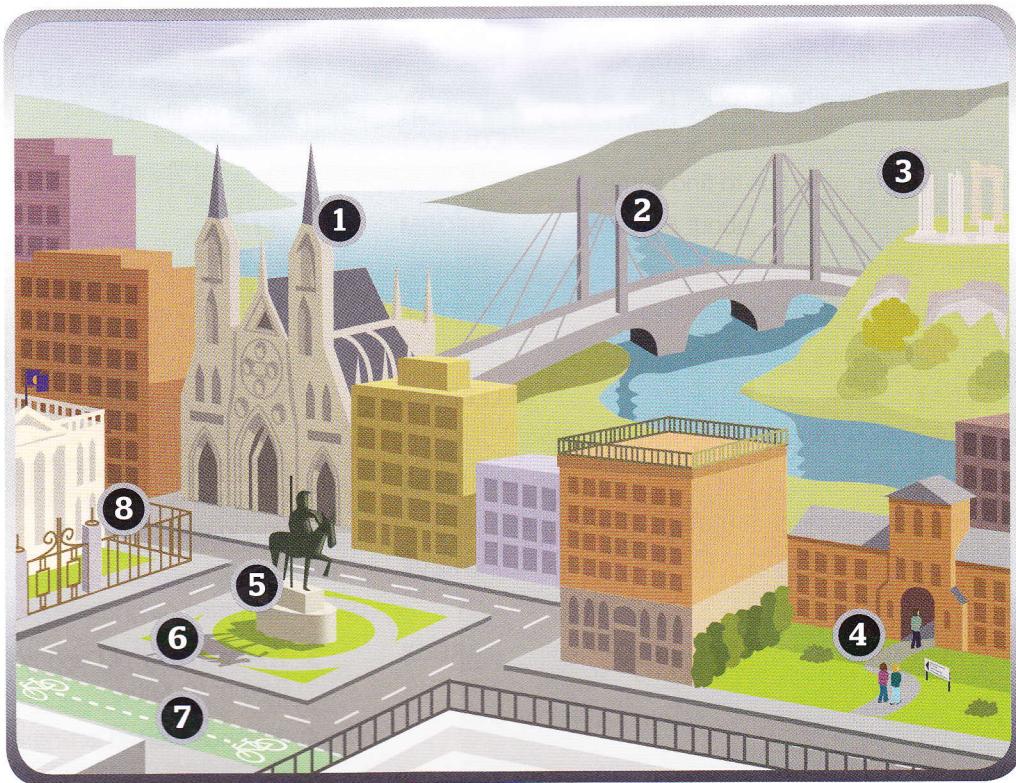
1

Vocabulary 

Track #27

Look and match the places on the map with the words. Then listen and check your answers. Which of these exist in the town/city where you live?

university
cathedral
ancient ruins
palace
square
statue
bicycle lane
bridge



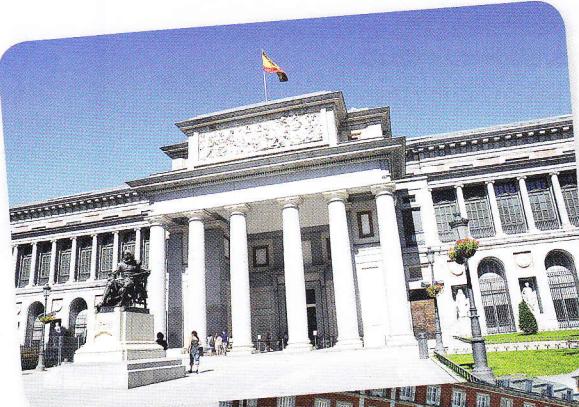
2

Listen 

Track #28-29

A. Listen to two friends talking about their trips to Madrid. Where did each of them go? Write K for Kim or R for Ricky.

Museo del Prado
Museo Reina Sofia
Cathedral Almudena
Tapas bar
Bernabéu Stadium
Faunia Nature Park



B. Listen again and write T for True or F for False.

1. Ricky travelled to Madrid last year.
2. You can see Picasso's Guernica at the Museo del Prado.
3. The Cathedral Almudena is less than 50 years old.
4. People usually stand while eating tapas.
5. Ricky is a big fan of Real Madrid.
6. Ricky isn't interested in Faunia Nature Park.



3

Speak & Write

A. Read the description. In which paragraph (1-4) does the writer:

- describe what tourists can do there?
- give his/her opinion about the place?
- describe the most important sights?
- give general information about the place?



B. Read the advice below and find adjectives in the text which are similar in meaning to the adjectives 1-5.

When writing a description, don't use the same adjectives all the time. Use a variety of adjectives. This will make your writing more lively and appealing to the reader.

fantastic

There is a **great** museum in the city centre.

amazing

It has got **great** statues from ancient times.

1. beautiful: (para. 1) _____
2. famous: (para. 2) _____
3. interesting: (para. 2) _____
4. boring: (para. 3) _____
5. amazing: (para. 1) _____
(para. 3) _____

C. Think about the most interesting place you've ever visited. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What's the name of this place?

...

Where is it?

...

What are some of the most interesting sights?

...

Do they attract many tourists?

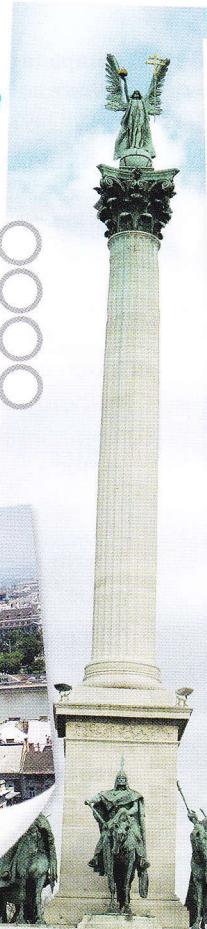
...

What can visitors do there?

...

What did you like the most?

...



WHAT A CITY!

Budapest is the capital of Hungary and one of the most impressive cities in Europe. It's divided into two parts by the River Danube: Buda and Pest. It's an attractive city and a popular holiday destination.

There are many places worth visiting. One of the most well-known is Castle Hill in Buda, with historic attractions such as the Royal Palace and lots of museums. In Pest, there's the fascinating Parliament Building, Heroes' Square and St Stephen's Basilica. Chain Bridge, the oldest and most beautiful bridge in Budapest also attracts many tourists.

This city is definitely not dull. If you want to explore it, go on a bike tour or on a cruise on the Danube. You must also walk along Andrassy Avenue where you'll find lots of cosy cafés and restaurants. Don't leave without visiting Margaret Island, which is a wonderful place for picnics. As for entertainment, there are lots of shows to choose from. And if you want to have some fun, don't miss the zoo.

You'll have an unforgettable experience in this city. You will want to visit Budapest again and again.

D. Write a description of a place you've visited and know well for a travel magazine. Use your notes from activity C and follow the plan below.

When you're writing a description of a place, think about the place carefully and write about the most important or interesting features. Organise the information according to the plan below.

INTRODUCTION

- Give some general information about the place (name, where it is, most interesting features).

MAIN PART (2 PARAGRAPHS)

- 1 Mention some of the sights but don't just list them. Try to give some information about each sight. Use phrases like:

- One of the most interesting places is...
- There's also...
- Another place worth visiting is...
- ... also attracts many tourists.
- You can also visit...
- Don't forget to visit...

- 2 Mention what visitors can do there. Use phrases like:

- | | |
|-----------------------------|----------------------------------|
| • You can... | • If you want to... |
| • Don't leave without... | • Another thing you can do is... |
| • As for entertainment, ... | • You must also... |

CONCLUSION

- Give your general opinion of this place.



Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it.

Vocabulary

A. Circle the correct words.

1. The **weight** / **height** of this building is about 600 metres.
2. Rita got a **perm** / **trim** yesterday. Now her hair is nice and curly.
3. My mother never **allows** / **lets** me to stay out after 9pm.
4. Frank has shown great **improve** / **improvement** lately.
5. Greece is a popular holiday **destination** / **entertainment**.
6. Linda **complained** / **reacted** very well to the news.
7. We had a(n) **dull** / **unforgettable** time in Thailand.
Let's go again next summer.
8. I drink one **tonne** / **litre** of water a day.

Score: / 8

B. Match.

- | | |
|-------------|-----------------------|
| 1. get into | a. someone's leg |
| 2. play | b. one's mind |
| 3. make | c. a difference |
| 4. pull | d. trouble |
| 5. make up | e. a joke on somebody |

Score: / 5

Grammar

C. Complete the sentences with **who**, **which**, **that**, **whose** or **where**. If they can be omitted, put them in brackets.

1. The cookbook _____ you bought me is great.
2. That's the hairdresser _____ dyed my hair.
3. This is the area _____ they are going to build a new college.
4. Mrs Roberts is the person _____ I want to speak to.
5. The neighbourhood _____ I live in is very quiet.
6. Mr Stevens is the man _____ dog I take for a walk every morning.

Score: / 6

D. Complete with the correct form of the verbs in brackets.

1. When we go to Egypt, we _____ (see) the Pyramids.
2. Mrs Smith _____ (call) the police if Jack _____ (do) graffiti on her garage again.
3. Unless you visit Rome, you _____ (not realise) how beautiful it is.
4. If you _____ (not attend) all your classes, you _____ (not do) well.
5. Sandra will come home soon. As soon as she _____ (realise) what has happened, she _____ (get) very angry.

Score: / 8

E. Complete the sentences with **all**, **both**, **neither**, **none** or **either**.

1. **A:** Which film do you want to watch? The horror film or the comedy?
B: _____ I don't mind.
2. This country's full of fascinating ancient ruins. _____ of them are worth seeing.
3. I don't like *Rich Café* or *Blue Café*. _____ of them are cosy.
4. Karen and Fay made beautiful paintings. _____ of them were happy when they won an award.
5. There are many skyscrapers in my city, but _____ of them are as tall as Taipei 101.

Score: / 5

F. Rewrite the sentences starting with the words given.

1. It was such a boring party that everyone left early.
The party was _____
2. The exhibition is so interesting that I want to go again.
It is _____
3. It was such a good book that I finished it in two days.
The book was _____

Score: / 3

Communication

G. Complete the dialogue with the sentences a-e.

- If we walk, we'll really see the city.
- You know what?
- Forget it.
- I've heard that they're both impressive.
- Are you serious?

Jeff Do you want to visit the palace or the national park first?

Ben Either. (1) _____

Jeff (2) _____ Let's go to the palace first. We can walk there.

Ben OK. How far is it?

Jeff About forty minutes on foot.

Ben What? (3) _____

Jeff Yeah! Don't worry! (4) _____ We'll see places that aren't mentioned in this travel book.

Ben (5) _____ I'm not walking for forty minutes.

Score: / 10

TOTAL SCORE: / 45

Now I can...

- ▶ define people, places and things
- ▶ write a postcard
- ▶ talk about conditions and their results
- ▶ express result
- ▶ form nouns from verbs
- ▶ talk about places and write a description of a place



A. Look at the pictures and the titles. What do you know or can you guess about these museums? Listen, read and check your answers. 

MEGA MUSEUMS



THE BRITISH MUSEUM, LONDON

The British Museum is a museum of human history and culture. Its collection of over seven million objects from all continents is one of the largest in the world. The museum opened in 1759 and it started off with the collection of a man called Sir Hans Sloane. In 1883, part of Sloane's collection of plants and animal bones was moved to another building to create the Natural History Museum. Until 1997, The British Museum was also the home of the British Library, which was then moved to a new building. Today in its place is the Great Court, the largest covered square in Europe. Admission is free and the museum has about 6 million visitors every year.



THE STATE HERMITAGE, ST PETERSBURG

The State Hermitage is one of the largest and oldest museums in the world. It was established in 1764 but it opened to the public in 1852. It started off with Empress Catherine II's collection of paintings and grew from there. Now, it's got a huge collection of over 3 million objects from classical art until today, but visitors are only allowed to see a small part. There are six historic buildings altogether, including the Winter Palace where the Russian Emperors used to live. Entrance to the museum is free for students and children and on the first Thursday of every month it's free for all visitors.

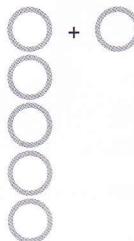


THE METROPOLITAN MUSEUM OF ART, NEW YORK

The Metropolitan Museum of Art, also known as 'The Met', is a museum located next to Central Park in the heart of the city. It opened in 1872 and it has a collection of about two million works of art from Ancient Egyptian to modern times. It's also got a large collection of costumes, photographs, musical instruments and antique weapons and armour. 'The Met' is the most visited attraction in New York City with about 5.2 million visitors every year.

B. Read again and write B for The British Museum, M for The Met or H for The State Hermitage.

1. This museum started from a personal collection.
2. This museum is the most popular in its city.
3. This museum is the oldest of the three.
4. You can't see most of this museum's collection.
5. This museum has got the most objects of the three.



SONG!

Read the song and put the lines a-d and e-h in the correct order. Then listen and check your answers.



Track # 31



Boys or Girls?

Girls or boys? Boys or girls?

Who can we trust to run the world?

a

Will girls chat the whole night?

b

Is it for girls that we should look?

c

If we need someone to cook,

d

Will boys argue and then fight?

Girls or boys? Boys or girls?

Who can we trust to run the world?

e

Who gets on with the DIY?

f

Will boys fight for fame and power?

g

Should it only be a guy,

h

Will girls ever come out of the shower?

Girls or boys? Boys or girls?

Who can we trust to run the world?

Do you agree? Are these things true?

Have a look at people around you.

3

Broaden your mind



Discuss:

- What do you think broadens a person's mind?
- How do you think learning a language helps broaden the mind?
- Do you get excited about new experiences?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- talk about experiences you have had
- learn to use appropriate tenses to link the past with the present
- talk about school experiences and language learning
- learn to write an article
- talk about food and recipes
- learn to write an e-mail giving news

1

Read 

Track # 33

A. Discuss.

- Have you ever been to a summer camp?
- If yes, what was it like? Did you enjoy it?
- If not, would you like to go to one?

- B. Look at the pictures of the three advertisements below. What do you think happens at these camps? Listen, read and check your answers.

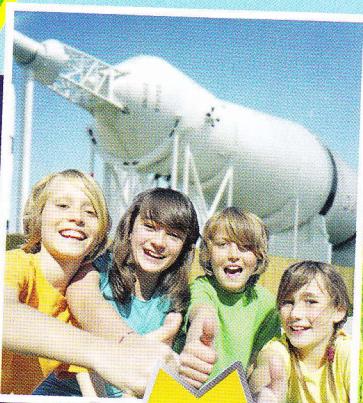
LET'S GO TO CAMP

A.

SPACE CAMP

Have you always wanted to be an astronaut? Here's your chance!

- Ages 12-15
- 6 days/5 nights
- Available all year round
- Do scientific experiments
- Design your own space station in the computer lab
- Build your own lunar robot which you can take home!
- €899 per person (Cost includes meals, housing, clothing and activities)



Complete training
SIMILAR to
a real astronaut

C.

MARTIAL ARTS CAMP

Are you one of those people who have always wanted to take up karate or taekwondo but have never had the chance? Well, this camp is for you!

- From 7am to 6pm every day during the summer holidays
- Children of all ages are welcome
- Students train for 2 hours a day and learn skills which can help protect them in dangerous situations
- Lots of other summer camp activities available
- Students need to bring a packed lunch every day
- Bus service home every day
- weekly package → €180
monthly package → €600

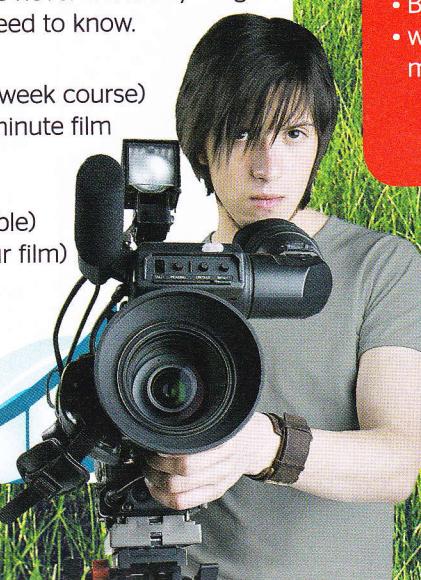


B.

Film making Camp

Have you ever thought about becoming a famous director? Why not start here? Don't worry if you've never done anything like this before. We'll teach you all you need to know.

- 1-week course for 14-17 year-olds
(Opportunity to return for a longer 3-6 week course)
- Write, produce and direct your own 3-minute film
- Screening at the end of the week
- Available during summer holidays
(NEW! winter break courses also available)
- €1500 (Price includes DVD copy of your film)
- Accommodation and meals available at an extra cost



No skills
in martial
arts
needed



2

Grammar

Present Perfect Simple

- Danny **hasn't been** to a summer camp **before**, but he **has decided** where he wants to go.
- A: **Have you ever tried** water skiing?
B: No, I **haven't** but I've **always wanted** to.
A: I've **done it twice**.

NOTE • *Thelma has gone* to camp. (She's still there.)
• *Thelma has been* to camp twice. (She has stayed at the camp twice but she isn't there now.)



C. Look at the words/phrases 1-9 from the advertisements and match them with the meanings a-i.

- out of the ordinary (title)
 - similar (ad A)
 - opportunity (ad B)
 - produce (ad B)
 - accommodation (ad B)
 - extra (ad B)
 - martial arts (ad C)
 - train (ad C)
 - monthly (ad C)
- a. practise an activity
b. make
c. fighting sports such as karate
d. a place to stay
e. unusual or different
f. the chance to do something
g. more than is expected
h. like someone or something but not exactly the same
i. lasting for a month

D. Read the advertisements again and the statements below. Which advertisement do they refer to? Write A, B or C.

- You can't sleep at the camp unless you pay extra.
- This camp lasts less than a week.
- Meals aren't offered at this camp.
- You can go to this camp any time you like.
- This camp teaches you safety tips.
- You will receive something when the camp finishes.
- Young children can go to this camp.
- This camp has the cheapest weekly cost.



Complete the sentences with the Present Perfect Simple of the verbs in the box.

be finish see not speak do go

- _____ you _____ playing that computer game yet?
- Alison isn't here. She _____ to her friend's house.
- That film is brilliant. I _____ it twice.
- My cousin _____ never _____ on a holiday to France before.
- Steven _____ to me all week. What's wrong with him?
- We _____ ten experiments so far this year. I love my Science class.

3

Listen



Track # 33

Listen to two people talking about a summer camp and complete the leaflet below.



Monday: printing or painting

Tuesday: (1) _____ or comic making

Wednesday: computer graphics

Thursday: (2) _____ making

Friday: graffiti skills

(3) _____ at the end of the week

PRICE: (4) € _____ a week

(5) _____ not provided



Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.

4

Speak

Discuss the following.

- If you could go to one of the three camps in activity 1, which one would you choose? Why?
- Do you think summer camps are a good learning experience for children?
- Is there any other camp that you'd like to go to? Which one?



Track # 34

1

Read

A. Discuss.

- What do you know about sign language?
- Do you know anyone who uses sign language?

B. Look at the first picture. What do you think happened to Amy? Listen to the dialogue and check. Then read it out in pairs.

On the train...



Amy Ouch! Not again!

Liv What happened?

Amy Four people have stepped on me so far.

Liv Big deal! We're in a crowded train.

Amy Yeah, but that guy didn't even apologise. He just made a strange gesture, like he's hungry or something.

Liv What? I doubt it.

Amy Look. He's making more gestures with that boy over there. Oh, they're communicating with sign language.

Liv I watched a documentary about deaf people and sign language yesterday. Did you know that some signs mean letters and some mean words or even phrases?

Amy I didn't know that. I wonder what he said to me. I'm really curious.

Liv We'll check on the Net when we get to my place.

Amy What do you think they're talking about now?

Liv Beats me. Now stop staring!

Amy You've been on that laptop for half an hour. Have you found anything yet?

Liv This website about sign language. It's wicked! You can find anything you want here, and there are short videos that show you how to sign. Watch this one.

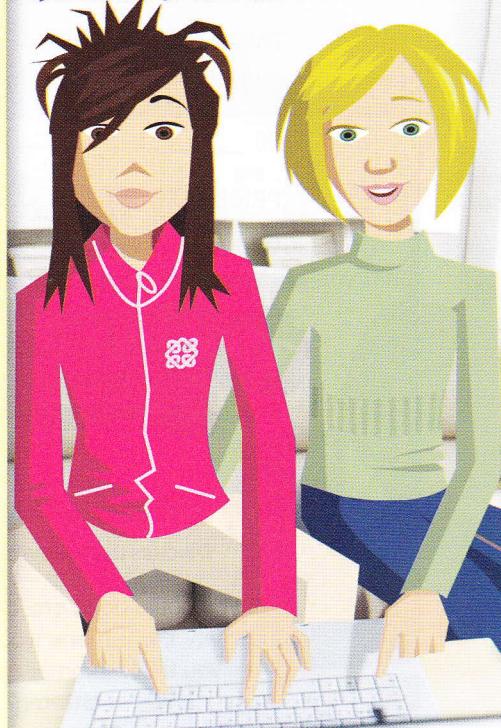
Amy That's what the boy on the train did! He made a circle on his chest with his fist. What does it mean?

Liv Sorry silly!

Amy You know what? I'd like to learn sign language. Maybe I'll have a go. They have classes at the youth club.

Liv Count me in, too. Sounds like fun!

Later at Liv's home...



C. Look at the expressions 1-6 from the dialogue and match them with the meanings a-f.

1. Big deal

a. It's excellent!

2. I doubt it.

b. It's nothing serious.

3. Beats me.

c. I don't think so.

4. It's wicked!

d. Include me.

5. I'll have a go.

e. I have no idea.

6. Count me in.

f. I'll try it.

D. Read the dialogue again and answer the questions.

1. Why is Amy annoyed with the boy?
2. What does Amy think the boy's gesture means?
3. Can the girls understand what the boys are signing?
4. What's special about the website Liv has found?
5. How can you sign Sorry?
6. How can you tell that Amy finds sign language interesting?

2

Vocabulary

Complete with the words in the boxes.

look watch notice stare

- Are you going to _____ the game tonight?
- Did you _____ what Jane was wearing?
- Maria! Don't _____ at people. It's rude.
- _____ under that bush! There's a grey cat.

talk speak say tell discuss

- How many languages does Betty _____?
- Lee has decided to _____ the problem with his parents.
- _____ me about the party. I'm curious!
- Did you _____ goodbye to Greg? He left a few minutes ago.
- Let's _____ about something else.

wonder think imagine

- I can't _____ life without mobile phones.
- I _____ you should apologise to Tony. You weren't nice to him.
- I _____ what the teacher will say about my project. I hope she likes it.

Track # 36

3

Pronunciation



A. Listen and repeat. What's the difference between a and b?

a. know b. now

B. Listen and tick (✓) the sound you hear.

| | know /əʊ/ | now /au/ |
|---------|-----------|----------|
| doubt | | |
| home | | |
| over | | |
| crowded | | |
| council | | |
| show | | |
| totally | | |
| allow | | |

4

Grammar

Present Perfect Simple vs Past Simple

A: I've heard this song many times before.

B: I heard it yesterday for the first time.



Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

- A: Where's Janice? She _____ (not come) round all week.
- B: I don't know. She _____ (go) snowboarding in France with some friends last week. Maybe she _____ (not return) yet.
- A: _____ you and Sandra (already/watch) the new James Bond film?
- B: Yes, we _____ (watch) it yesterday.
- A: _____ you (talk) to Paul last night?
- B: No, I _____ (not see) him at the party.
- We _____ (visit) many interesting sights so far.

5

Speak

Talk in pairs. Discuss the following.

- Do you like learning new things? Why/Why not?
- Have you ever taken up an interesting course?
- What was it?
- When did you take it up?
- How long did it last?
- Did you find it useful?
- Would you like to take up a sign language course? Why/Why not?



PHOTOGRAPHY
COURSE



DRAMA
COURSE



COOKERY
COURSE



COMPUTER
COURSE



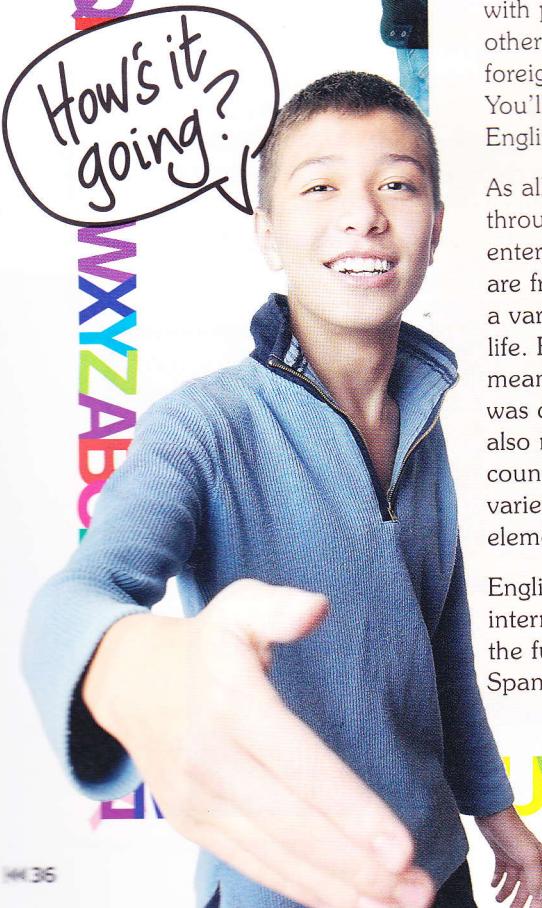
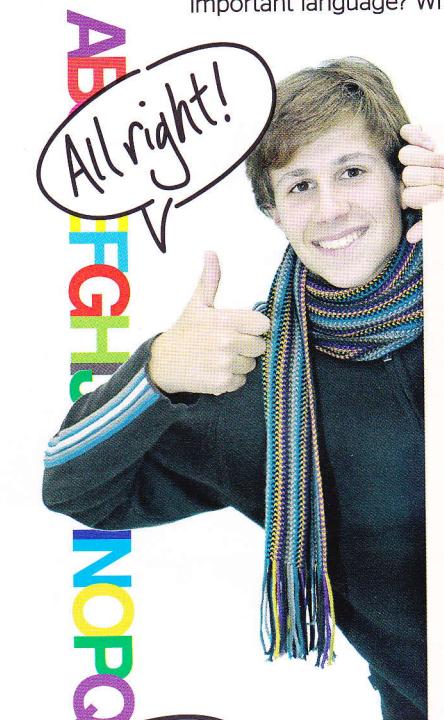
SPANISH
COURSE



Track # 37

I Read **A. Discuss.**

- What are the most popular languages that people learn in your country?
- Where can you see or hear English today?
- Do you think English is an important language? Why/Why not?

**B. Listen, read and choose the best title for the text.**

- ENGLISH: A Changing Language**
- English Throughout the Centuries**
- ENGLISH Around the World**

Have you ever wondered how many people speak English? There are about 7 billion people in the world today and $\frac{1}{4}$ of the world's population can speak English. Now that's a lot! English is the official language in the UK, the USA, Australia, New Zealand and several other countries. However, three out of every four English speakers are non-native speakers.

English is everywhere! It's the language of finance, business, science, transport, entertainment, computers, etc. For instance, a great number of songs and films are in English. Also, most sites on the web are written in English. So if you know English, you can look up almost anything and be informed about any topic.

Learning English allows you to communicate with people from all over the world. Travelling to other countries is made easier, too. If you're in a foreign country and need information, don't panic. You'll definitely come across someone who speaks English.

As all languages, English has been developing throughout the years and new words have been entering the language for a long time. These are frequently used words and they come from a variety of fields that affect our everyday life. For example, the word *threequel*, which means the third film, book, etc. of a series, was created thanks to Hollywood. There are also new forms of English spoken in some countries. One example is Singlish, which is a variety of English spoken in Singapore, with elements from other local languages.

English has become the language of international communication. But, what about the future? Who knows? It might not be English but Spanish, Chinese or another language.



There are over 1 billion webpages with information written in English.

Can you come up with a definition for these words?
vlog
screenager

What do you think Italgliss and Spanglish are?



2

Vocabulary

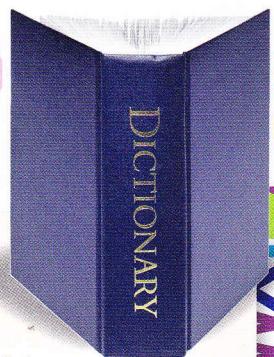
Read the sentences 1-7 below. What do the phrasal verbs in bold mean? Match them with the definitions a-g.

1. I don't know that word. Let's **look it up** in the dictionary.
2. **Look out!** You're going to fall.
3. I always **look after** my little sister when my parents are away.
4. We're really **looking forward** to going to the concert tonight.
5. Why don't you **come round** for dinner tomorrow?
6. Mark always **comes up with** the best ideas.
7. I **came across** Jane when I went to the supermarket.



- a. produce or find an answer
- b. take care of
- c. visit (usually a person's house)
- d. try to find information in a book or by using a computer
- e. meet or find something or someone by chance
- f. be careful
- g. feel excited about something that is going to happen

LMNOQRST



C. Read again and answer the questions.

1. How many people speak English around the world?
2. Are most English speakers non-native speakers?
3. How many pages are written in English on the Internet?
4. According to the text, how can English help people in their everyday lives? Name two ways.
5. What kind of words are added to the language?
6. Where do people speak Singlish?

WXYZ ABCDEFGHIJKLMNOP

3

Grammar

Present Perfect Progressive (have/has + been + verb-ing)

- I **have been learning** English for five years.
- Karen is tired because she **has been studying** all day.

Present Perfect Simple - Present Perfect Progressive

- Tom **has been sending** e-mails since 10am.
- He **has sent** ten e-mails so far.

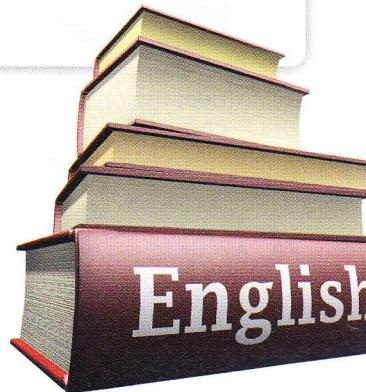
for - since

- They **have been living** in London **for eight months**.
- They **have been living** in London **since April**.
- I've had this car **since I finished** college.



Circle the correct words and complete with **for** or **since**.

1. Mr Smith **has taught** / **has been teaching** English in this school _____ 1995.
2. We **have entered** / **have been entering** competitions _____ many years, but we **haven't won** / **haven't been winning** any awards yet.
3. I **have watched** / **have been watching** TV _____ three hours.
4. Mark **has written** / **has been writing** three books _____ he moved to Paris.



4

Speak

SURVEY
Talk in pairs.
Go to page 112.

5

Write

Read the plan below. Write an article for a local magazine about why you are learning English.

When you're writing **an article about why you're learning English**, follow the plan below.

PARAGRAPH 1► **Answer the following questions:**

- How long have you been learning English?
- How old were you when you started?
- Where have you been learning English?
- How often do you have lessons?
- Do you enjoy them? Why/Why not?
- How many hours do you study a day?
- Has your English improved since last year?

PARAGRAPH 2► **Answer the following questions:**

- Why are you learning English?
- What are your future plans?

3d

A taste of culture

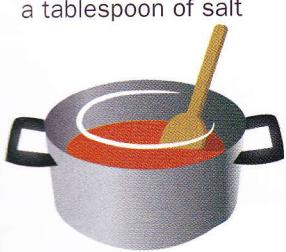
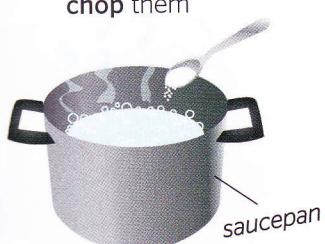
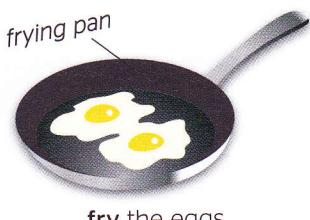
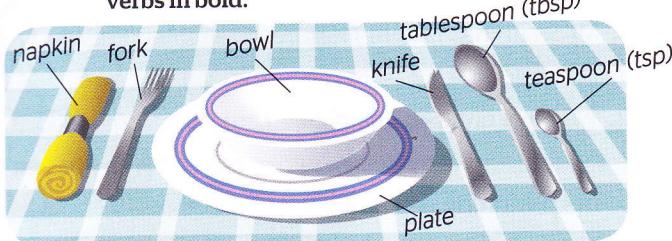
1 Warm-up

Discuss.

- What's your favourite dish? What's in it?
- Is there any kind of food that you don't like?
- What's the strangest food you've heard of? Would you try it?
- Do you like trying food from other countries?

2 Vocabulary

Listen, look and try to guess the meaning of the verbs in bold.



3

Read

A. Look at the title and the picture of the website. What do you know about churros? Listen, read and find out more.

S P



CHURROS WITH CHOCOLATE



Ingredients

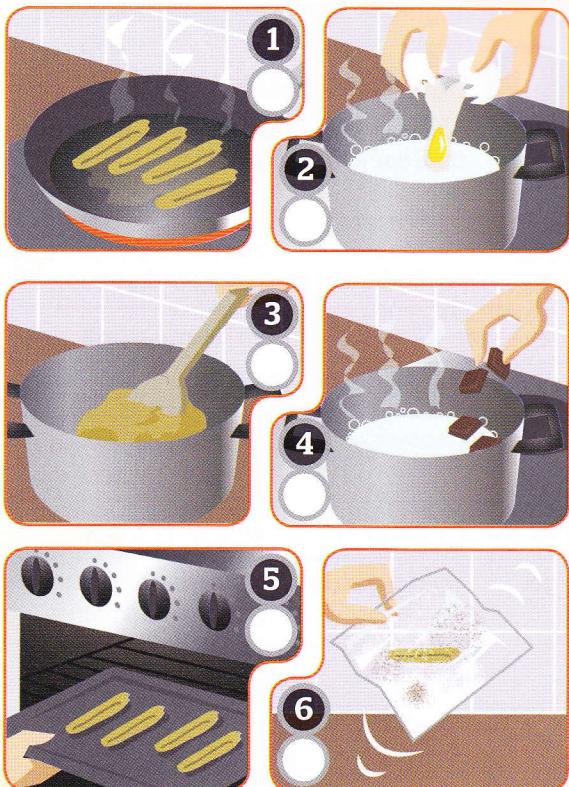
- 1 cup water
- 1/4 cup butter
- 1/4 tsp salt
- 6 tbsp sugar
- 1 cup flour
- 2 eggs and 1 egg yolk
- vegetable oil or olive oil
- 1 tsp ground cinnamon
- 200g chocolate

Procedure

Prepare the churros:

- To make the dough, heat the water, butter, salt and 2 tablespoons of sugar in a saucepan. Stir in the flour. Beat with a spoon for about a minute until the dough forms a ball. Remove from the heat.
- Add the eggs, one by one (add egg yolk last), to the dough mixture and mix until it is smooth.
- Heat vegetable or olive oil to 180°C in a deep pan. Put the dough into a cake decorating tube with a large star tip. Carefully squeeze 7-cm strips of dough into the hot oil. Fry 3 or 4 strips at a time until they turn golden brown (3-4 minutes), turning them once. Put the churros on paper towels.
- If you want, you can cover your churros with sugar and cinnamon. To do so, mix the rest of the sugar with the cinnamon

C. Read again and decide if the pictures are correct or not. Put a tick or a cross.



in a bag. While the churros are still warm, put them in the bag one by one and shake. Leave the churros on a plate to cool completely.

Prepare the chocolate:

- Heat some water in a saucepan and put a bowl over the water. Break the chocolate into small pieces and add them to the bowl. Heat until the chocolate has melted, but don't overcook it!

Enjoy!

- Dip the churros into the chocolate and enjoy or eat them plain. You can even make lots of churros and keep them in the freezer for three months.

CULTURAL TIP ▾

- In Spain, churros are usually dipped in hot chocolate. This is a typical Spanish breakfast.
- Churros in Spain are made without cinnamon mixed with sugar, but the cinnamon adds extra flavour.

Page 1 | 2



B. Read the recipe again. What do the words in bold refer to?

1. You need six of **these**. _____
2. You need **this much** sugar to make the dough. _____
3. You fry the churros for **this long**. _____
4. You put sugar and cinnamon **there**. _____
5. You mustn't overcook **this**. _____
6. You can keep churros **there** for three months. _____
7. Spanish people usually dip churros in **this** for breakfast. _____

4

Listen



Listen to a TV cooking programme and answer the questions. Choose a or b.

1. What did the chef do to the chicken first?
 - a. He boiled it.
 - b. He fried it.
2. What did the chef use for frying?
 - a. olive oil
 - b. butter
3. What did the chef do to the potatoes first?
 - a. He peeled them.
 - b. He boiled them.
4. How much salt does he add to the salad?
 - a. 1 tablespoon
 - b. 1 teaspoon

5

Speak & Write

A. Work in pairs. Create a silly sandwich and present the recipe to the class.

B. Write your recipe.



1

Vocabulary

Read the phrases below and then complete the sentences 1-5 with the correct form of the verbs. Sometimes more than one answer is possible.

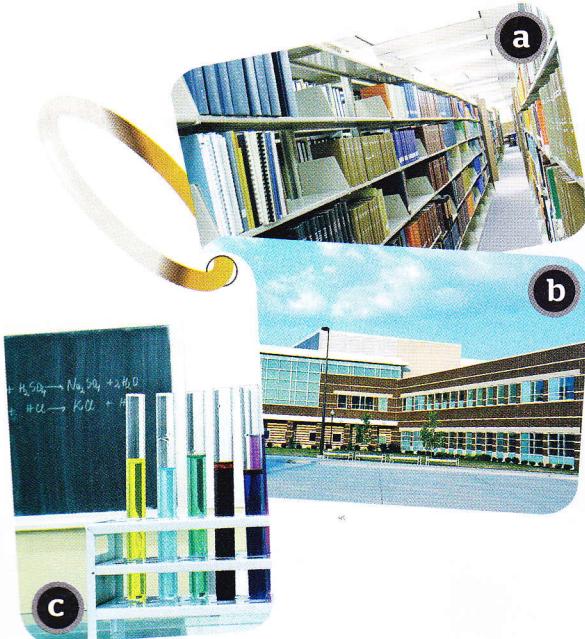
| | |
|--------------------------|--|
| attend | a class / a lesson / a course / school |
| revise for | an exam / a test |
| sit (for) / take | an exam / a test |
| miss | an exam / a test / a class / a lesson / school |
| do well in / pass / fail | an exam / a test |
| get | exam results / good or bad marks |

2

Listen



A. Listen to two students talking about something that happened at school. Where did it take place?



B. Listen again and write T for True or F for False.

1. Simon doesn't usually have Science lessons with Mr Jackson.
2. Simon saw all of the experiment.
3. Jane didn't hear the loud noise.
4. Two things caught fire during the experiment.
5. Mr Jackson didn't get hurt in the accident.
6. Simon put out the fire.



1. Wendy _____ her driving test yesterday and now she wants to buy a car.
2. I fell asleep while I was studying and I _____ my French lesson.
3. Sorry, I can't go out tonight. I have to _____ for my Maths exam.
4. Kelly _____ the Physics exam and she has to _____ it again tomorrow. She hopes to _____ good results this time.
5. Charlie and Mike _____ the same school but they aren't classmates.

3

Speak

Look at the pictures below and discuss the questions.



- ▶ What do you think has happened?
- ▶ How does the boy/girl feel?
- ▶ How does the teacher feel?
- ▶ How do you think the boy/girl will react?
- ▶ Has this ever happened to you?
- ▶ How did you react?
- ▶ What did your parents/teacher say?



- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise just continue speaking.
- If you can't remember a word, don't stop. Try to use other words.

4

Speak & Write

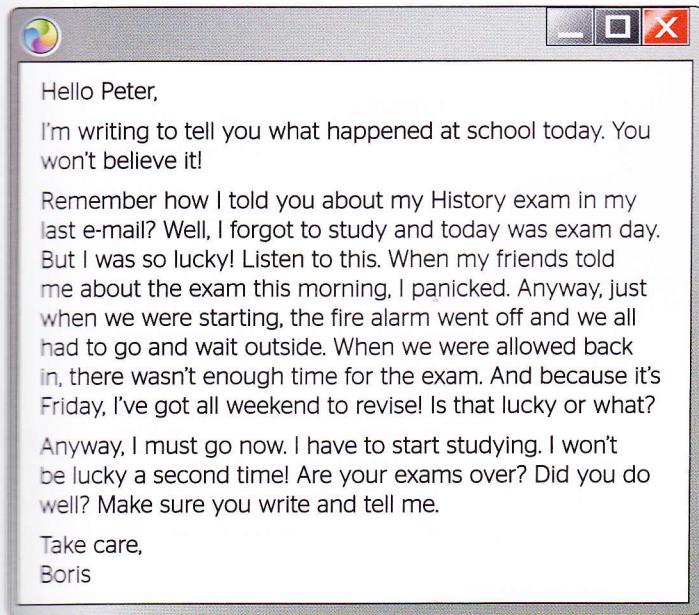
A. Read the e-mail and answer the following questions.

1. Who is writing the e-mail?
2. Why is he writing?
3. What is the relationship between the two boys?
4. What is the purpose of each paragraph? Match the phrases a-c with the paragraphs.

a. **ending the e-mail and asking for news**

b. **giving news**

c. **reason for writing**



B. Think about something that happened at school recently. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

When did this happen?

...
Was it during a lesson? Which lesson?

...
What exactly happened?

...
How did you feel?

...
How did you react?

...
How did your teacher/classmates/parents react?

...
What happened in the end?

When you're writing a letter or an e-mail giving news, follow the plan below.

GREETING

► **Greet the person you're writing to.**

- Dear Harry, • Hi Kirsty, • Hello Jerry,

OPENING PARAGRAPH

► **Begin your letter/e-mail and say why you're writing. Use phrases like:**

- How's life?
- How have you been?
- How are things? I hope everything's OK.
- Sorry I haven't written for so long, but...
- It was great to hear from you again.
- I'm writing to tell you...
- Guess what! I have some exciting news to tell you.
- You won't believe what happened to me.
- _____
- _____

MAIN PART

► **Give your news. Use phrases like:**

- I've never seen... before...
- It was so... that...
- The good news is...
- I've also got some bad news...
- _____

CLOSING PARAGRAPH

► **State anything you want to emphasise, ask for news and end your letter/e-mail. Use phrases like:**

- I must go now.
- Write back soon.
- Waiting for your letter/e-mail/reply.
- Make sure you write and tell me all your news.
- What about you? Do you still...?
- How's everybody?
- Say hello to...
- _____
- _____
- _____

SIGNING OFF

► **Use a signature ending and your first name below that.**

- Take care, • Keep in touch,
Mark Anna
- Hugs and kisses, • Speak to you soon,
Susan Christopher

D. Write an e-mail to a friend who lives in another town to give him/her your latest news. If you like, you can write about something that happened at school today. Follow the plan above.

When writing a letter or an e-mail giving news:

- use expressions (e.g. **well, of course, anyway, you know, you see, actually**)
- use exclamations (e.g. **You won't believe it!**)
- use direct questions (e.g. **What about you?**)

C. Read the plan and the phrases 1-6 below. In which part do they belong? Write the phrases in the plan.

1. Thanks for your letter/e-mail.
2. Well, that's all for now.
3. Anyway, enough about me. What have you been up to lately?
4. I haven't heard from you for ages.
5. I'm looking forward to hearing from you.
6. Well, here's the latest.

3

Round-up

Vocabulary

A. Circle the correct words.

1. Does the tour **include** / **produce** a visit to an art gallery?
2. When Dan grows up, he wants to become a(n) **robot** / **astronaut**.
3. The **official** / **foreign** language of France is French.
4. There's no need to **panic** / **affect**. Everything is going to be OK.
5. There's not enough soup in the **plate** / **bowl**.
6. I need the **frying pan** / **saucepans** to boil water for the pasta.
7. **Roast** / **Melt** the chicken for 45 minutes.
8. I think you should **communicate** / **apologise** to Sally for being rude.

Score: / 8

B. Complete the sentences with prepositions.

1. **A:** We're going camping next weekend. Do you want to come?
2. **B:** Of course. Count me in.
3. I'm really looking forward to meeting your cousins from Canada.
4. I need to revise for my History exam.
5. Robert came up with the best idea.
6. Look out! You almost hit that car. You're a horrible driver.
7. Jack didn't do well in his Geography test.
8. Make sure you keep in touch when you move to Amsterdam.
9. I was tidying my wardrobe when I came up 20 euros.

Score: / 8

Grammar

C. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. Larry fell (fall) asleep an hour ago.
2. **A:** Did Rita and Tom direct (direct) a film before?
3. **B:** Yes. They directed (direct) a film last year.
4. **A:** Did you discuss (discuss) the problem with Jane yesterday?
5. **B:** No, I haven't seen (not see) her since the day we visited (visit) her.
6. Debbie hasn't dyed (never/dye) her hair red, but she wants to try it.

Score: / 8

D. Complete with the Present Perfect Simple or the Present Perfect Progressive of the verbs in brackets.

1. Helen and Fay haven't looked after (look after) the children all day.
2. Andy has missed (miss) three English lessons so far.
3. That man has been staring (stare) at you since we walked into the room. Do you know him?
4. Lisa has been working (work) on a painting for the past month, but she hasn't shown (not show) it to anyone yet.
5. We haven't attended (not attend) this course for long. We started last week.

Score: / 6

E. Circle the correct words.

1. Nancy's been looking for you **since** / **for** yesterday morning.
2. Frank and Sam met three years **ago** / **before** at a baseball game.
3. I've **never** / **ever** failed an exam in my life.
4. Mike and I have been friends **for** / **since** five years.
5. Ben hasn't returned **already** / **yet**. He's still in Italy.

Score: / 5

Communication

F. Complete the dialogue with the sentences a-e.

- a. I doubt it.
- b. What have you been up to lately?
- c. Big deal!
- d. I just can't wait till it's over.
- e. How's life?

A: Hey, Tim. (1)

B: Not bad. (2)

A: I've been training every day. The whole team is really nervous because the first match is coming up.

B: (3) Your team is the best. You guys will probably win first place this year, again.

A: (4) I don't think we're ready this time.

B: Come on now.

A: (5)

B: That's not like you.

Score: / 10

TOTAL SCORE: / 45

Now I can...

- ▶ use appropriate tenses to link the past with the present
- ▶ talk about my experiences
- ▶ talk about why I'm learning English
- ▶ talk about food and recipes
- ▶ write an article
- ▶ write an e-mail giving news



4

The power of nature



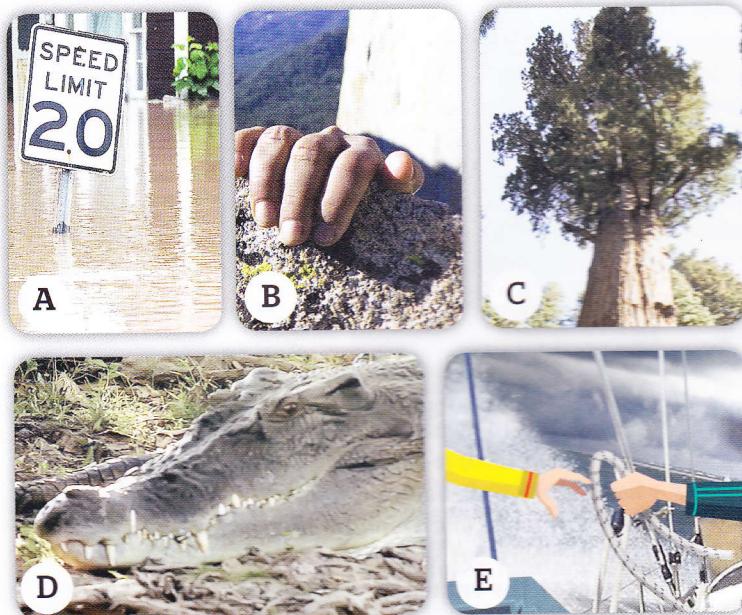
Discuss:

- ⦿ Have you ever experienced extreme weather conditions?
- ⦿ Do you like watching nature documentaries? Have you ever learnt anything interesting?

In this module you will...

- ⦿ talk about nature
- ⦿ learn to use question tags
- ⦿ talk about the weather and natural disasters
- ⦿ learn to narrate past events
- ⦿ learn to distinguish between the Past Simple and the Past Progressive
- ⦿ learn to use the Past Perfect
- ⦿ learn to describe your feelings
- ⦿ learn to write a story

Where can you find the following in this module?
Go through the module and find the pictures.





A. Read the four facts below. One of them isn't true.

Can you guess which one it is? Then listen, read and check your answers.

1. A plant that grows so fast you can see it grow.
2. A tree that holds over 100,000 litres of water.
3. A plant with square leaves that tastes like coffee.
4. A plant that traps and eats small animals.

Extraordinary plants

There are over 350,000 species of plants on Earth. You can find them living almost everywhere and they grow in all shapes and sizes.

Baobab

These strange-looking trees are found in Africa and Australia and most live for thousands of years. The baobab has an **enormous** trunk which is swollen and full of water. It can be 7-11 metres wide and some can hold up to 120,000 litres. The tree stores the water so it can **survive** during the difficult dry season. In Western Australia during the 1890s, the police used a hollow baobab tree as a prison when taking prisoners to the town of Derby.



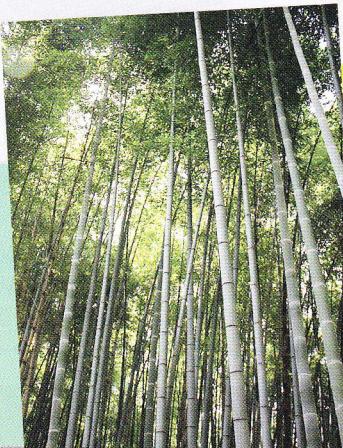
Pitcher Plant

Pitcher plants are very colourful, meat-eating plants with a 'pitcher' full of liquid. They are also called *monkey cups* because sometimes monkeys use them to drink water. Insects are attracted to the plant's nectar and they slip down the sides of the pitcher into the sticky liquid. There is no way to **escape**, so they drown and are 'eaten'. A species in Borneo has a large pitcher that can hold 3.5 litres of liquid, and sometimes even rats or lizards get **trapped** in there.



Bamboo

Bamboo grows in many different **climates**, from cold mountains to hot tropical forests. It can grow up to 30m tall. But bamboo isn't a tree, it's actually the largest member of the grass family. Bamboo is very useful because it's used as building material and food as well as for making furniture, paper, medicine or even musical instruments. Bamboo also holds the **record** for being the fastest growing plant. It can grow 90cm in one day, so if you're walking through a bamboo forest, stop for a while and watch. You'll be surprised!



B. Look at the highlighted words in the text and try to guess what they mean.



Try to guess the meaning of unknown words. Use the following strategies:

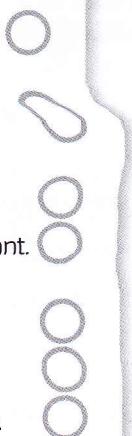
- Read the words before and after the unknown word and think of the context.
- Try to figure out what part of speech (verb, noun, etc.) the unknown word is.
- See if the unknown word is similar to other words in English or in your own language.

C. Match the highlighted words with the definitions 1-6 below.

1. the typical weather in an area: _____
2. huge: _____
3. caught in a place that you can't get out of: _____
4. the highest or lowest level that someone or something has ever reached: _____
5. get away: _____
6. continue to live: _____

D. Read again and write T for True or F for False.

1. Baobabs grow in dry countries.
2. In Australia, they made a prison using wood from a baobab tree.
3. Sometimes monkeys use pitcher plants as cups.
4. Insects can't get out of a pitcher plant.
5. Rats and lizards are the only animals that eat pitcher plants.
6. Bamboo can't grow without heat.
7. Many things are made of bamboo.

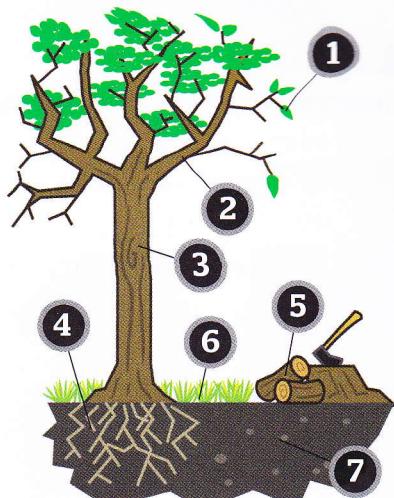


2

Vocabulary

Track # 3

Match the words below with the items in the picture. Then listen and check your answers.



trunk
branch
leaf
roots
grass
wood
soil



3

Grammar

Prepositions of Time

at on in during before after till/until
for since by the time ago ...etc.

- We started planting trees **after** breakfast.
- We're leaving **on** 30th March.

Prepositions of Place

at on in under behind in front of next to
opposite between near over ...etc.

- We sat **on** the grass **under** the tree.
- Put the plant **between** the window and the armchair.

Prepositions of Movement

to towards up down into out of through
across along from around off over past ...etc.

- A dog was coming **towards** me, so I turned **around** and ran!
- The rat ran **across** the garden and **into** the house.

Circle the correct words.

1. **On / In** the morning, I looked **into / out of** the window and saw snow everywhere. I couldn't open the door because there was so much snow **next to / behind** it.
2. Kevin moved **to / in** Canada **in / on** 1998. He lives **in / on** a big house **in / to** a nice town. He doesn't live far **from / to** his work and he usually walks **to / for** his office every day.
3. A: What were you doing **at / since** 10 o'clock last night?
B: I was **in / at** my cousin's house **during / till** midnight. Sorry, did you call? She lives just **in front of / opposite** us, so I didn't take my mobile.

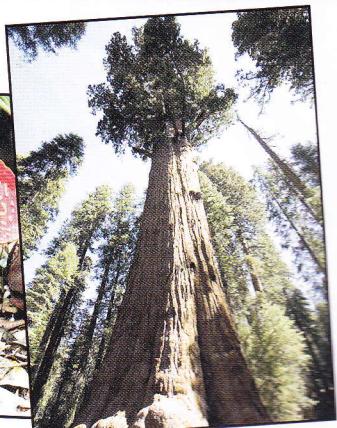
4

Listen

Track # 4

A. Listen and answer. Where does the extract come from?

- a news programme
- a wildlife documentary
- a radio play



B. Listen again and tick the correct boxes.

| | Rafflesia | General Sherman | Both | Neither |
|----------------------------------|-----------|-----------------|------|---------|
| 1. It was named after a person. | | | | |
| 2. It is dangerous for humans. | | | | |
| 3. It smells very bad. | | | | |
| 4. It is a record breaker. | | | | |
| 5. It will live for a long time. | | | | |

5

Speak

A. Work in pairs. Make up a plant and give it a wild name. Describe what it looks like and what makes it different from any ordinary plant.

B. Present your plant to the class. Vote for the most interesting one.

1

Read 

Track # 6

A. Look at the picture. What do you think will happen to Bill? Listen to the dialogue and find out. Then read it out in groups.



B. Look at the expressions 1-5 from the dialogue and match them with the meanings a-e.

1. head back
2. hand me
3. give me a hand
4. a close shave
5. mess around

- a. a situation where you almost have an accident
- b. help me
- c. return to a place
- d. behave in a silly way
- e. give something to me

Liv Where has your uncle gone, Bill?
 Bill He's down below, isn't he? Why?
 Liv Well, the waves are getting quite big and look over there!
 Bill Oh, no! That looks like a bad storm. Uncle Jack!
 Liv Did you see that?
 Stu Yep and there's the thunder.
 Liv Uh-oh!
 Jack What's up? Are you feeling seasick again, Liv?
 Liv Not anymore, I feel much better now, but...
 Bill Look at those clouds. The weather is changing, isn't it?
 Jack Yeah, the temperature has dropped. Come on, let's head back, shall we? You're all wearing life jackets, aren't you?
 All Yes.
 Jack Good. You all remember what to do on deck, don't you?
 All Yeah!
 Bill Hey Stu, come and see this. I think I saw a dolphin.
 Stu Not now, Bill. Hand me that rope, please.
 Bill There it is again!
 Jack Hold on tight everyone. The wind is changing.
 Stu Come on Bill, give me a hand!
 Bill Yeah, yeah... Woah! Heeeeelp!
 Stu Bill! Grab this rope!
 Amy Quick thinking, Stu. Well done.
 Bill Phew! That was a close shave.
 Amy You didn't hurt anything, did you?
 Bill No, I'm fine.
 Stu Good, now stop messing around and help me!
 Jack Stu's right. Sailing can be dangerous, especially in a storm.
 Bill Sorry, Stu.

C. Read again and put the sentences in the correct order. Write 1-6.

- a. Stu stops Bill from falling in the water.
- b. A clap of thunder is heard.
- c. Bill's uncle decides it's best to go home.
- d. Bill sees something in the water.
- e. Bill apologises to Stu.
- f. Liv and Bill see a storm coming.

2

Vocabulary 

Track # 7

Listen, read and try to guess the meaning of the words in bold.

Sunday, 20th May

Last weekend's hiking trip was ruined by the weather. The sun was **shining** on Saturday morning when we started off, but as we got further up the mountain, the temperature dropped to about three **degrees** and the wind started **blowing** really hard. We could see huge black clouds in the sky. Then we saw some **lightning** and heard thunder. A storm was coming, so we headed back immediately.



The temperature didn't **rise** again until we were near the bottom of the mountain. It rained for the rest of the day and the next day, it was so **foggy** that we couldn't see a thing. Maybe we'll have better luck next time.



3

Grammar

Question tags

- You **went** sailing yesterday, **didn't** you?
- It **isn't** raining outside, **is** it?
- You **have been** to Scotland, **haven't** you?
- Tina **won't** wear her black jumper, **will** she?
- There's a bus stop on this street, **isn't** there?

NOTE

- Let's go camping, **shall** we?
- Give me a hand, **will** you?
- I'm good at tennis, **aren't** I?

Complete the sentences with the correct question tag.

1. Joanna goes to the gym on Fridays, _____?
2. Let's look at the weather forecast before we leave, _____?
3. Dave hasn't got dark hair, _____?
4. Eva bought you that watch, _____?
5. You didn't hear thunder, _____?
6. Stop messing around, _____?
7. United are winning this match, _____?

4

Pronunciation 

A. Listen and repeat. In which sentence is the speaker not sure about something and wants to confirm it? In which sentence is the speaker sure and expects the listener to agree?

- It usually rains in April, doesn't it? 
- It usually rains in April, doesn't it? 

Track # 8 - #9

- B. Listen and repeat. Is the intonation rising  or falling ?
1. You don't like Jennifer, do you?
 2. We haven't got a game on Saturday, have we?
 3. Your cousin lives in Manchester, doesn't he?
 4. The temperature isn't going to rise this weekend, is it?
 5. This is a really ugly dress, isn't it?
 6. Chris gets seasick easily, doesn't he?

5

Speak

GAME: How many things do you know about your partner?
Talk in pairs.

You hate cold weather, don't you?
That's right. / Wrong, I actually like it.
Your mother's name is Kimberly, isn't it?





A. Discuss.

- What do you think is the most dangerous animal?
- Have you ever been attacked or chased by an animal?
- If you have, how did you feel?

B. Look at the pictures and the title. What do you think the people's experiences with these animals are? Listen, read and check your answers.



I LiveD to tell the tale...

Real-life stories of people who got a bit too close to wild animals.



Our village is near the River Ganges and tigers have always lived close by without disturbing anyone. But climate change means they have to find new sources of food. As a result, one of the villagers was killed last year while he was collecting honey in the forest. However, tigers very rarely come close to villages, so I couldn't believe my eyes when I saw one last month. It appeared suddenly as I was walking to my hut. I started running but it didn't chase me. I hid inside and held my breath. Then I heard it scratching at my door. I was terrified! Fortunately, after a while, a group of villagers managed to scare the beast away.

Ramesh, India

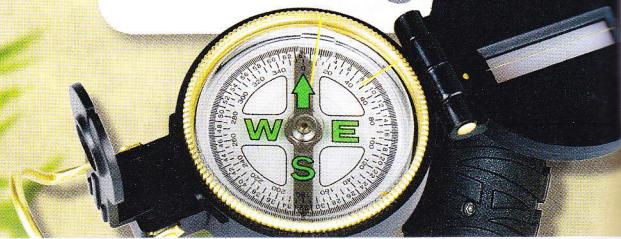


Last year I went to Australia with my brother and we had the silly idea of walking in the bush. He was looking for a good place to take a photo while I was walking by a river. At some point, I stood on a log, well I thought it was a log. It turned out to be a crocodile's tail. It span round and snapped its jaws at me, and luckily missed my leg. I don't know how but I managed to find the courage to run. Now, I've always thought crocodiles were slow. Well, I was wrong. With the croc snapping at my ankles, I climbed a nearby tree. After a while, it got bored and went back to the river. As soon as my brother returned, I told him about my adventure. All he said was 'Did you get a photo of it?'

Sophie, UK

C. Read again and write R for Ramesh, S for Sophie or N for Neither.

1. The animal didn't try to attack me.
2. I scared the animal away.
3. I live in a dangerous place.
4. The animal chased me.
5. I got injured during the experience.
6. I disturbed the animal by accident.
7. I didn't need help to get rid of the animal.



2 Vocabulary

A. Match the words/phrases in the two columns.

- | | |
|------------------|--------------------|
| 1. suddenly | a. in the end |
| 2. fortunately | b. unluckily |
| 3. unfortunately | c. to my surprise |
| 4. amazingly | d. luckily |
| 5. then | e. all of a sudden |
| 6. finally | f. after that |

B. Circle the correct words.

1. My dad had a car accident yesterday, but **suddenly / fortunately** he didn't get injured.
2. I was swimming when **suddenly / then** I felt something bite me on the leg.
3. Dave bought a very expensive camera, but **unfortunately / all of a sudden** he lost it.
4. We were walking in the forest when we saw a bear. **In the end / To our surprise**, it didn't even look at us. It disappeared seconds later.

TIP! When you learn new words, it's a good idea to learn any synonyms and/or opposites.

3 Grammar

Past Simple - Past Progressive

Time clauses (when, while, as, as soon as)

- Ruth **was watching** TV while John **was fixing** the hoover.
- Mr and Mrs Phillips **were sleeping** when the fire **started**.
- As we **were walking** through the park, we **found** a baby bird.
- As soon as Diane **noticed** the dog behind her, she **started** running.



Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.

1. When Sue arrived at Tony's house, his friends listened to loud music.
2. While my parents were sitting in the garden, a dog jumped over the fence.
3. As I tried to take a photo of the birds, a cat came along and scared them away.
4. As soon as we realised it was Edna's birthday, we rang her.
5. Oliver was fishing while his children were swimming in the river.

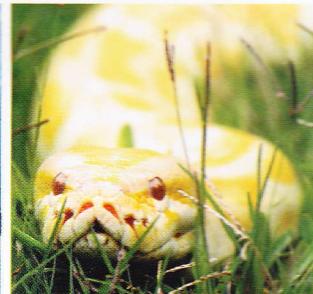
4 Speak

Work in groups of three. Imagine each of you took one of the photographs below. In turns, tell the story of what happened when you took the picture. Answer some of the questions below. You can use the prompts given.

- Where were you?
- What were you doing?
- Who were you with?
- What did you do after the picture was taken?



• boat • fishing • attack



• picnic • grass • bite



• Canada • hungry • hut

TIP!

Before you speak, make sure you understand the task and how you should use the prompts.

5 Write

A. Read the information below and find examples of the tenses, time linkers and expressions/phrases in the texts on page 48.

When you're narrating events, use:

• **the Past Simple and the Past Progressive**

• **time linkers:**

when, while, as, as soon as, before, after that, after a while, during, later, soon, then, in the beginning, finally, etc.

• **expressions/phrases like:**

- All of a sudden / Suddenly, ...
- (Un)fortunately, ...
- To my surprise, ...
- (Un)luckily, ...
- I couldn't believe my eyes!
- I held my breath!
- It was so/such ... that ...

B. Choose one of the pictures in activity 4 and write what happened to you. Follow the advice above.

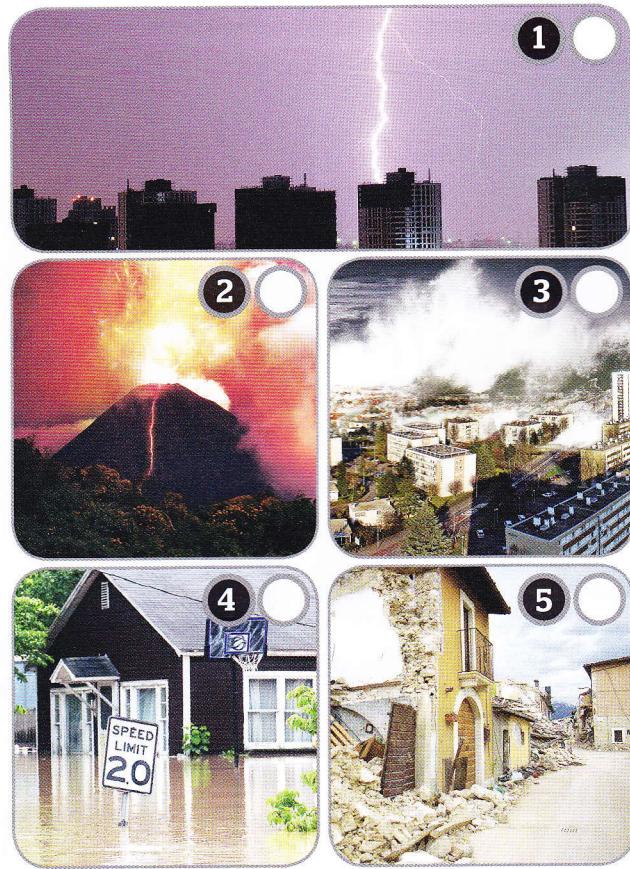
1

Vocabulary



Track # 11

A. Read and match the sentences with the pictures. Listen and check your answers. Then try to guess the meaning of the words in bold.



- Many buildings **collapsed** because of the earthquake. Lots of people are **trapped** and rescue teams are trying to get them out of the **rubble**.
- It was the worst tsunami that has ever **occurred** in this area. The huge wave caused serious **damage**. It even **destroyed** the hospital and the injured have nowhere to go.
- There was so much rain that the whole area was **flooded**. Some families lost everything in the flood and were left **homeless**.
- A fire **broke out** after the building was hit by lightning. Everyone has **evacuated** the building but firefighters are still trying to put out the fire.
- Before the volcano in our town **erupted**, **smoke** was coming out of the top of the mountain for days.

Tip!

When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.

B. Have you ever heard of any major natural disaster? What happened?

2

Read

Track # 12

A. Look at the headlines of the two news articles and guess what natural disasters took place. Listen, read and check your answers.

Monday, 27 December 2004

Killer wave

Yesterday, the biggest earthquake in more than forty years occurred deep under the Indian Ocean. As a result, massive tsunamis followed with waves of up to 30 metres high, causing serious damage and deaths. Over ten countries were hit, but Indonesia, India, Sri Lanka and Thailand were hit the hardest. Tens of thousands of people have lost their lives, but the exact number is still unknown. Thousands are injured, thousands are missing and hundreds of thousands are now homeless.

Some people still can't believe how they survived such a natural disaster. A survivor from Phuket, Thailand said, 'A Science teacher who was here on holiday warned us that a tsunami was coming. Thanks to him, by the time the wave arrived, we had evacuated the beach and had moved to higher ground.' Unfortunately, others weren't as lucky.

Wednesday, 13 January 2010

HAITI
Hit by massive quake

Haiti's capital, Port-au-Prince, is in urgent need of help after yesterday's earthquake which completely destroyed the city. The 7.0-magnitude earthquake hit near the capital at 16:53 local time and it is the worst in 200 years. Nearly all the buildings have collapsed and thousands of residents and tourists are trapped under the rubble. By nightfall, survivors had rescued many people, but they had also found many lifeless bodies. Today, rescue teams from all over the world are arriving and will try to save as many people as they can.

'The problem is not only the trapped people,' said a local official. 'There are thousands of injured who are dying because there aren't enough doctors or medical supplies.'

3

Grammar

Past Perfect Simple (had + past participle)

- Paul **had left** the office **by** 7 o'clock yesterday.
- By the time Alice returned home, Ted **had prepared** dinner.



Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

- After Rita _____ (finish) her homework, she _____ (go) to the cinema with her friends.
- _____ Danny _____ (come) back from school when you _____ (get) home?
- By the time the firefighters _____ (arrive), the building _____ (collapse).
- The authorities _____ (warn) the people about the volcano before it _____ (erupt).
- Angie _____ (not wake up) by 8 o'clock yesterday morning.

B. Read the news articles again and answer the questions.

- When did the earthquake under the Indian Ocean occur?
- What caused the tsunamis?
- Which countries were affected the most by the 2004 disaster?
- How did some people in Phuket manage to get away from the tsunami?
- Where did the earthquake in Haiti hit?
- What did some of the survivors do?
- What problem does the local official want to point out?

4

Listen

Track # 13

A. Listen to a live news report and tick the events that happened.

river overflowed
roads flooded
bridges collapsed
helicopter crashed
hospital collapsed



B. Listen again and write T for True or F for False.

- It's been raining for more than a day.
- Blackford has flooded in the past.
- Local authorities didn't have time to warn the residents.
- Rescue teams can't use cars.
- A few people died when old buildings collapsed.
- The woman swam to a rescue boat.

5

Speak

ROLE PLAY

Talk in pairs. Look at the pictures below.

Student A: Imagine that you are a reporter. Interview Student B about a fire that broke out at a restaurant while he/she was there. Use some of the prompts below.

What / happen?

When / fire / break out?

Where / you / be?

What / you / doing?

Anybody / injure?

Anybody / trap?

Who / put out / fire?

Who / rescue / people?

What / happen / building?

What / you / do?

How / you / feel?



Student B: Imagine that you were in a restaurant and that the kitchen caught fire. Student A is a reporter. Tell him/her what happened. Use some of the words in the box.

| | | | | |
|-----------|-------------|-----------|----------|---------|
| smoke | fire | break out | chef | waiters |
| injured | burn | trapped | scared | panic |
| in danger | be on fire | destroy | collapse | |
| ambulance | firefighter | evacuate | | |
| rescue | put out | | | |



1

Vocabulary

A. Read the sentences below. What's the difference between the adjectives in bold?

The film we watched yesterday was **really boring**.
We were all so **bored**.

B. Circle the correct words.

1. Our trip to Madrid was an **amazed** / **amazing** experience.
2. I had a terrible dream last night. It was really **frightened** / **frightening**.
3. Andrew was **shocked** / **shocking** when he heard the news.
4. The children were **exhausted** / **exhausting** after the long trip.
5. Yesterday's match was **disappointed** / **disappointing**.
Our team played horribly.
6. Jack was **surprised** / **surprising** when he saw Sally at the skatepark.

2

Listen



Track # 15

A. You will hear a radio interview with Peter Minter, a billionaire who had an adventure in the desert. Before you listen, look at the picture and guess which of the words below will be mentioned. Then listen and check your answers.



camel engine faint oasis thirsty
crash bird fly snake land



Before you listen, try to predict what the speakers are going to talk about.

B. Listen again and put the sentences in the correct order. Write 1-8.

- a. Peter landed the plane.
- b. Peter walked in the desert.
- c. Peter flew away in a helicopter.
- d. Peter got very thirsty.



- e. Peter fainted.
- f. Peter saw a bird.
- g. Peter tried to call for help.
- h. Peter found an oasis.



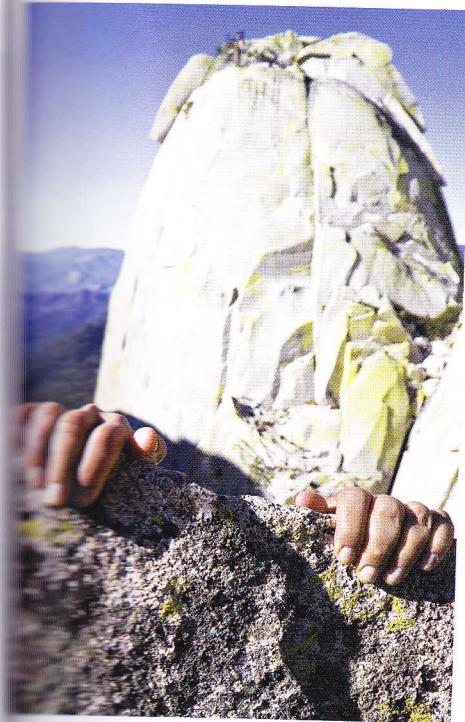
Track # 15-16

Henry's Hunch

Last summer Henry and his twin brother, Sam, decided to go camping in the mountains with their friends. One morning, Sam got up earlier than the rest of the boys, so he went for a walk in the woods while they were still sleeping.

Suddenly, Henry woke up and shouted 'Sam's in trouble!'. He looked very frightened. In the beginning, the other boys thought that he had had a nightmare. However, when they saw that Sam wasn't around, they got worried. They began calling his name, but there was no answer. Henry told the boys to follow him and they did. They kept walking till, to everyone's surprise, they heard Sam crying for help. Henry was so scared that he started running faster and faster until he reached the edge of a cliff. He couldn't believe his eyes! Sam was hanging off the edge.

Fortunately, Henry found his twin just in time. He pulled his brother up and hugged him. He was so relieved. Sam asked Henry, 'How did you know I was in danger?', but Henry didn't know what to say. He had just felt it.



B. Read the plan below.

When you're writing a **story**, try to narrate events according to the plan below. Don't forget to use Past Tenses (Past Simple, Past Progressive, Past Perfect).

INTRODUCTION

- Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).

MAIN PART

- Mention what happened, what the character(s) saw, heard, did, said, etc. and how they felt. Use:
 - linking words/phrases to join your ideas

Time: when, while, as, as soon as, before, after that, after a while, till/until, during, later, soon, then, at that moment, in the beginning, finally, by the time, immediately

Contrast: but, however

Result - Consequence: so...that, such...that, so, for this reason, as a result

Cause - Reason: because, because of+noun

- expressions/phrases to make your story more interesting

- All of a sudden / Suddenly...
- (Un)fortunately / (Un)luckily...
- To my surprise...
- I couldn't believe my eyes!
- I held my breath!
- Without thinking...

- adjectives to describe how the main character(s) felt (frightened, shocked, upset, relieved, excited, etc.)

CONCLUSION

- Describe what happened in the end and make a short comment.

C. Join the pairs of sentences 1-5 using the linking words/phrases in the box. More than one answer may be correct.

so as soon as while so... that because
but when by the time as

1. I heard a loud noise. I ran outside.

2. We were exploring the cave. We found an old coin.

3. The train left. Lisa arrived at the station.

4. The boys broke the neighbour's window. They're in big trouble.

5. Amanda was exhausted. She stopped hiking.

D. TELL A STORY.

Talk in groups. Go to page 111.

E. Look at the pictures and the prompts on page 111 and write the story. Follow the plan on the left.



Present the events in your story in a logical order.

Vocabulary

A. Circle the correct words.

- The car was completely **destroyed** / **attacked** in the crash, but luckily everyone **rescued** / **survived**.
- We were **shocked** / **shocking** when we heard that a fire had **broken** / **put** out in our neighbourhood.
- Can you bring some **trunk** / **wood** over here? I want to light a fire. I think the **degree** / **temperature** is dropping.
- The earthquake was very strong and **as a result** / **as well as** lots of buildings **drowned** / **collapsed**.
- Jake got on the motorbike behind his father and **held** / **handed** on tight.
- We were walking quietly through the forest, trying not to **warn** / **disturb** the birds. Suddenly, Vicky made noise and **scared** / **flew** them away.
- When I went rock climbing last week, I nearly fell off a **cliff** / **an edge**. It was a **frightened** / **frightening** experience.

Score: / 13

Grammar

B. Complete with question tags.

- The house by the river flooded, _____?
- Wear a life jacket, _____?
- Let's explore the woods, _____?
- Kate doesn't get seasick, _____?
- The kids won't go out in the storm, _____?

Score: / 5

C. Complete with the Past Simple or the Past Progressive of the verbs in brackets.

- As Kelly _____ (clean) the bird cage, her parrot _____ (escape).
- The prisoner _____ (hide) in the woods when the police _____ (find) him.
- While I _____ (sit) on a branch in a tree, it _____ (break) and I _____ (fall). Luckily, I _____ (not break) anything.
- As soon as Mrs Mackenzie _____ (see) the snake in the classroom, she _____ (faint).

Score: / 10

D. Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

- By the time the volcano _____ (erupt), everyone _____ (evacuate) the town.
- We _____ (realise) that we _____ (not have) any money on us after we _____ (leave) the house.

3. Yesterday, Kevin _____ (go) to the zoo.

He _____ (not be) there before.

4. It was quite a long flight. By the time the plane _____ (land), we _____ (watch) three films.

Score: / 9

E. Choose a, b or c.

- If you walk _____ the lake, you'll see a beautiful castle on a hill.
 - down
 - towards
 - across
- My brother kept waking up _____ the night. He was having nightmares.
 - at
 - since
 - during
- Oh my! I think there's an animal _____ that bush! Run!
 - behind
 - between
 - over
- We had to stop the car because smoke was coming _____ the engine.
 - out of
 - through
 - off
- The hikers waited _____ the storm ended and then continued.
 - for
 - after
 - till

Score: / 5

Communication

F. Complete the dialogue with the sentences a-f. There are two extra sentences which you will not need to use.

- I dropped it by accident.
- That was a close shave.
- I couldn't believe my eyes!
- Give me a hand.
- You're just in time.
- So, no messing around.

Jim Hey, Simon! (1) _____

Simon Sure. What's in here?

Jim Glasses. (2) _____

Simon OK. I'll be very careful. It's heavy.

Jim I know, so... Look out!

Simon Sorry! (3) _____

Jim I don't believe it! I told you! Let's open the box and check...

Simon Is anything broken?

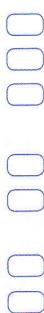
Jim No, they're all fine. (4) _____ These are my mum's favourite glasses.

Score: / 8

TOTAL SCORE: / 50

Now I can...

- ▶ narrate past events
- ▶ describe feelings
- ▶ use question tags
- ▶ understand the difference between the Past Simple and the Past Progressive
- ▶ use the Past Perfect Simple
- ▶ talk about nature, the weather and natural disasters
- ▶ write a story





Food around the world

ENCHILADAS

The *enchilada* is one of the most popular dishes in Mexico. To make *enchiladas* Mexicans use tortillas, a kind of flat bread. Inside they put meat, cheese, sour cream, vegetables and of course hot chilli peppers!

On top of this delicious dish, Mexicans add *salsa*, which means sauce in Spanish. Some of the most common sauces are: *salsa verde* (a green sauce with green chilli peppers), *suizas* (a sauce with milk) and *mole* (a traditional recipe with dried red peppers, nuts and chocolate).

Most traditional Hungarian dishes are famous for their spicy flavour, because Hungarians love to use paprika when cooking. One of Hungary's most popular dishes is *goulash*. It includes a variety of ingredients, like beef, potatoes, tomatoes and onions. This soup has a very special taste, because of the spices and herbs that are used to make it, like paprika and caraway seeds. *Goulash* is perfect for a cold night!

GOULASH

Scotland's most famous dish is *haggis*. It looks like a large round sausage and it consists of parts of a sheep cooked in its stomach, along with vegetables, herbs and spices. Scottish people love *haggis*, and you can find it in restaurants in Scotland and around the world. Every January, Scottish people celebrate the birthday of the famous Scottish poet, Robert Burns, by eating *haggis*. There is even a sport called *haggis hurling*, in which players try to throw a *haggis* as far as they can!

Miso is a Japanese food made by cooking rice, soya beans and salt together for a long time until they are very soft. The result is a thick paste or spread. This is added as an ingredient to many Japanese dishes, but mostly in *miso* soups. These soups contain other ingredients too, like fish or mushrooms, depending where they are made in Japan. Japanese people drink the soup from the bowl and eat the other ingredients with chopsticks. This kind of soup is very light and full of vitamins, so it's very good for you.

MISO

1. What is a tortilla?
2. What is *salsa verde*?
3. What's *haggis* made from?
4. Who was Robert Burns?
5. What happens at *haggis hurling* contests?
6. What is *goulash* made of?
7. When is the best time to eat *goulash*?
8. How do you make *miso*?
9. How do the Japanese eat *miso* soup?

SONGZ

Read the song and choose the correct words.
Then listen and check your answers.



Track # 18



Feel the flow

H₂O feel the flow, splish, splash, splosh and here we go!

On and on the water runs
Do you know from where it comes?
From the seven (1) **seas / oceans** to what fills your sink
The (2) **snow / rain** and the clouds and the stuff you drink.

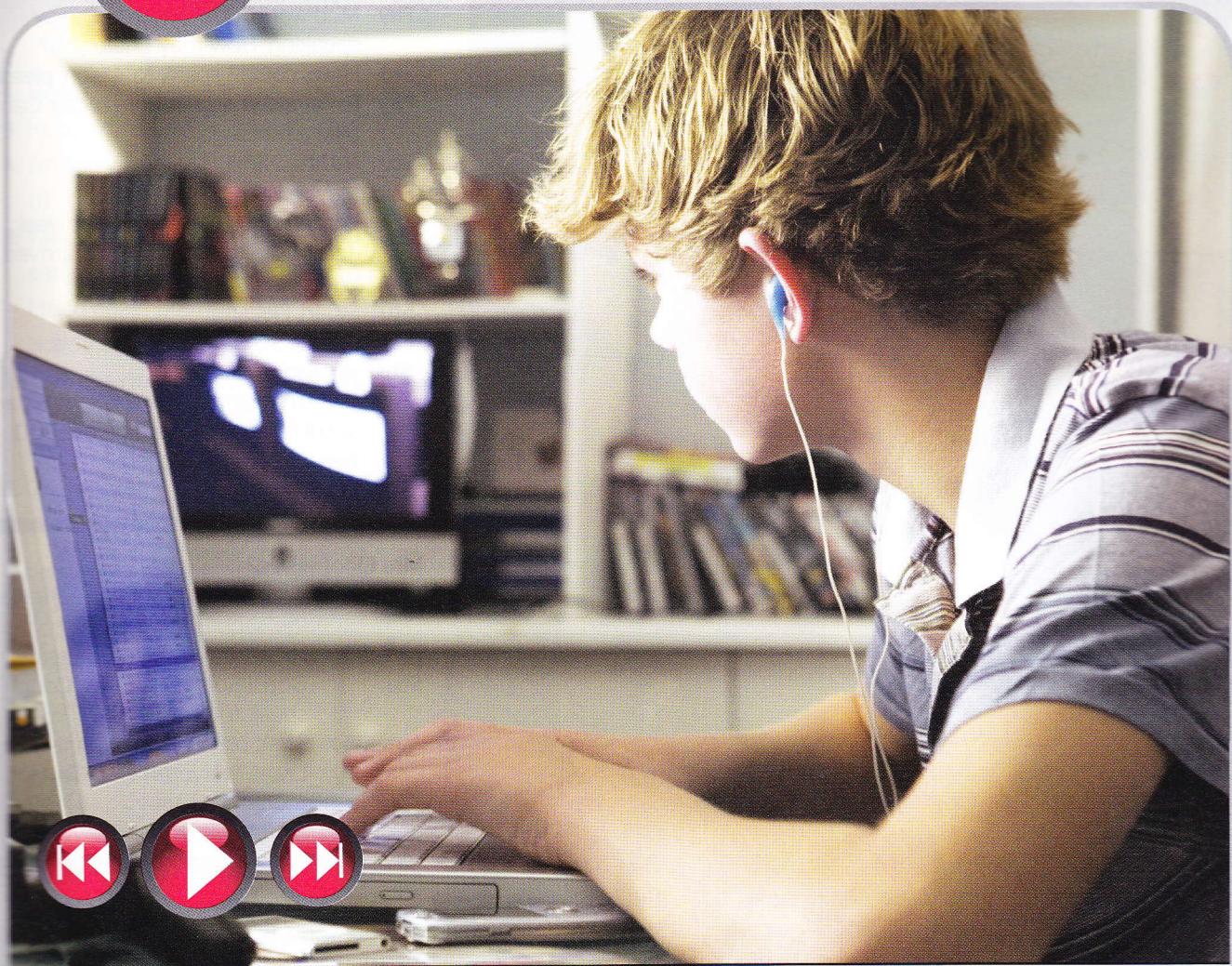
H₂O feel the flow, splish, splash, splosh and here we go!

Plip and plip the water drips
As it (3) **goes / continues** on its trip
From the kettle's steam to all that rain
Just (4) **remember / think** it's all the same.

H₂O feel the flow, splish, splash, splosh and here we go!

Round and round the water flows
Keep in mind just where it goes.
We need to find a (5) **good / better** solution
To stop the world's (6) **air / water** pollution.





Discuss:

- What gadgets and machines exist now that your parents didn't use to have?
- What do you think life will be like in the future?

In this module you will...

- learn language related to phone calls
- learn to make requests and offer to help
- learn to ask for, give and refuse permission
- learn to express possibility and ability
- learn to express obligation, lack of obligation and prohibition
- learn to make deductions
- learn to use the Passive Voice
- talk about various aspects of modern life (fitness, technology, environmental problems)
- learn about the features of a website
- talk about the advantages and disadvantages of something
- learn to express your opinion
- learn to write an essay

Where can you find the following in this module?
Go through the module and find the pictures.



1

Read 

A. Look at the pictures. Why do you think Stu is ringing the people? Listen to the dialogues and check. Then read them out in groups.



B. Look at the expressions 1-5 from the third dialogue and match them with their meanings a-e.

1. go for
2. come in handy
3. be in a hurry
4. give somebody a lift
5. pick somebody up

- a. collect, often by car, somebody that is waiting for you
- b. choose
- c. be useful
- d. take somebody to a place by car for free
- e. need or want to do something more quickly than usual

Fay Mobiworld, good afternoon. Fay speaking. How may I help you?
Stu Hello, could I speak to Alison, please?
Fay I'm afraid she's not here today. Can I take a message?
Stu No, it's OK.
Fay Maybe I can help.
Stu I ordered a smartphone last week, and I'd like to know if it has arrived.
Fay What's your name?
Stu Stuart Fielding.
Fay Let me see... Ah, yes. Here it is.
Stu Wicked!
Fay If you're planning to collect it today, you'll have to be here before 5:30, because we close then.
Stu No problem.

Mrs Elliot Hello?
Stu Amy! Do you want to come to the shops with me?
Mrs Elliot Hi Stu, it's Amy's mum here. Oops! Sorry Mrs Elliot. Could I speak to Amy?
Mrs Elliot She's playing table tennis with Liv at the youth club. Try her mobile.
Stu No, it's OK. Thanks anyway.

Bill Stu! How's it going?
Stu Fine. Fancy going to Mobiworld, Bill?
Bill To get your new smartphone?
Stu Yeah, it's just...
Bill Did you go for the 16gb or the 32gb?
Stu 32gb. But...
Bill That'll come in handy. And you've got Wi-Fi at home, so with all that memory, you can download...
Stu Listen Bill, I'm in a hurry. If you want to come along, we need to leave now so we can catch the bus. The shop closes at...
Bill We don't have to take the bus. My dad is going down to the shops. He can give us a lift. Dad! Will you take Stu and me to the shops?... He says OK.
Stu Brilliant.
Bill We'll pick you up in five minutes.
Stu OK.

C. Read again and answer the questions.

1. Who helped Stu at Mobiworld last week?
2. Does Fay manage to help Stu out in the end?
3. Why does Stu have to be at the shop before 5:30?
4. What is Amy's surname?
5. Why can't Stu speak to Amy?
6. What does Mrs Elliot tell Stu to do?
7. How many gigabytes of memory has Stu's new smartphone got?
8. How are Stu and Bill going to get to the shops?

2

Vocabulary



Complete using the words in the box. Then listen and check your answers.

engaged call back wrong hung message pick dial returning

1.

A: Hello?

B: Hi, could I speak to John, please?

A: I'm sorry, he's just gone out. Do you want to leave a

(1) _____?

B: Well, it's strange. I gave him a (2) _____ earlier on his mobile and he just (3) _____ up. I tried again but he didn't (4) _____ up. Now, it's (5) _____.

A: Yeah, his mobile's got a problem. He's taking it back to the shop now. Why don't you call (6) _____ in an hour or so?

B: OK, thanks.

2.

A: Hello?

B: Could I speak to Kate?

A: Kate who?

B: Kate Robson. She rang me this morning and now I'm (7) _____ her call.

A: I think you have the (8) _____ number. What number did you want to (9) _____?

B: 020 7622 3489.

A: Well, this is 020 7622 4489.

B: Oh, I'm so sorry.

A: No problem.

3

Grammar

can / could / may / will / would

- **Can / Could / May** I help you?
- **Can / Could / May** I use the phone?
- **Can / Could / May** I have some water?
- **Can / Could / Will / Would** you take out the rubbish?

must / have to / need (to) / can't

- I **must / have to** be home by six o'clock.
- I **need to** make a phone call.
- You **mustn't / can't** walk on the grass. Look at the sign!
- You **don't have to / don't need to / needn't** cook tonight. We're going out.

NOTE To express obligation in the past, we use **had to**.

To express obligation in the future, we use **will have to**.



Circle the correct words.

1. A: Your printer is broken. You'll **have to / must** take it back to the shop.
B: Oh no. **Could / May** you take it for me? I'm very busy today.
A: No, sorry, I can't. But you **don't have / needn't** to take it today. You can go at the weekend.
2. A: **Would / May** I borrow your mobile? I want to take a picture.
B: You **mustn't / don't need to** use my phone. I have my camera with me.
A: Great. I want both of us in it. Excuse me, **may / could** you take a picture of us?
C: Sure.
3. A: I **mustn't / don't have to** forget to give Sandy a call later. She rang me earlier but I **must / had to** hang up because there was someone at the door.
B: Call her now.
A: No, I can't. I **need / must** tidy up my room quickly before mum gets home. **Will / May** you help me?



4

Listen



Mrs White's children left messages on her voicemail. Listen and complete the sentences.

1. Today is _____.
2. Mrs White doesn't need to give _____ a lift home.
3. Sam doesn't need to borrow _____ any more.
4. Sam thinks _____ took his _____ this morning.
5. Sam's MP3 player _____ and doesn't work.
6. Julie asks for _____.
7. Julie offers to do _____ for a whole month.

5

Speak

Talk in pairs.

Student A: Imagine you are ringing Student B to talk about something, but he/she isn't picking up his/her mobile. Leave a voicemail message and wait for him/her to return your call.

Student B: When Student A rings you, listen to him/her as he/she leaves a voicemail message. Then ring Student A and discuss the message he/she left.



1

Read



A. Discuss.

- Do you work out? How? / Where?
- Do you know any computer games that help people keep fit?

B. Scan the website quickly and answer the questions.

1. What is the website about?
2. Where do you click if you want to find out more about the centre's facilities?
3. Where do you click if you want to become a member?
4. Where do you click if you want to write an e-mail to GO4IT?
5. What information do members of GO4IT need to give to log in?



MEMBER LOG IN

USERNAME:

PASSWORD:

LOG IN

HOME

NEWS

MEMBERSHIP

CONTACT US

HISTORY
The GO4IT centre was opened in 2003 by Jake Lewis. He was a PE teacher for 15 years and he wanted to use his experience to help kids more. [Read more](#)

PHILOSOPHY
It's simple. The best way to get teenagers to exercise is to make working out fun. 'I used to see a lot of overweight kids who needed a good workout and I thought there must be some way to get them into the gym,' says Jake Lewis. 'So, I brought exercise and technology together, and GO4IT was born.' [Read more](#)

WHAT WE OFFER
We have all the standard equipment you find in a gym, but we also have 'gaming machines'. So, instead of just riding an exercise bike or running on a treadmill, you can race your friends through a jungle. Or have a dance competition on our dance arcade games. Try it! You just might like it and stick to it. All games are up-to-date and loads of fun! [Read more](#)

FACILITIES
We have free Wi-Fi, a study centre and a café serving tasty, healthy food and fruit juices. [Read more](#)

NEW CENTRES
We are opening three new centres in the city later this year. So, soon you will be able to find a fitness centre near you. [Read more](#)

€109 Membership Fee
(includes free session with a personal trainer)

1 month €50
6 months €250

MEMBERS' COMMENTS:

'I used to be really unfit. But since I joined GO4IT, I love working out. I've also joined an athletics club where I run the 400m. My coach wants me to run in next month's local championship. Who knows? I might even win a medal. And it's all because of GO4IT.'

Vicky Bradshaw, aged 16

'I started going to GO4IT just for the gaming machines, but now I love all the equipment there. I've become really energetic and I can't get enough.'

Paul Peters, aged 15




2

Vocabulary

Circle the correct words.

- Robert is **practising / working out** at the gym again. He wants to lose weight.
- My brother is **practising / working out** for his guitar exams these days.
- Jeffrey couldn't take **part / place** in the race because he has broken his leg.
- The swimming finals are taking **part / place** in Brighton this year.
- Kathy always **wins / beats** me at chess because she's a better player.
- The school basketball team **won / beat** yesterday's game.
- All the **champions / athletes** in the 800m final were from Africa.
- Lewis Hamilton is the youngest Formula One World **Champion / Athlete**.
- Usain Bolt won three gold **prizes / medals** in the 2008 Olympics.
- My brother won first **prize / medal** in the art competition.



3

Grammar

can / could / be able to

- I **can / am able to** use a computer very well.
- Nancy **couldn't / wasn't able to** finish her project last night.
- If you start training now, you **will be able to** take part in the tennis tournament.

could / may / might

- I saw Erin at the gym half an hour ago. She **could / may / might** still be there.

must / can't

- Andrew has been working out all day. He **must** be really tired.
- Eddie had lunch about an hour ago. He **can't** be hungry.



Circle the correct words.

- Fay **couldn't / wasn't able** find her keys, so she got in through an open window.
- Robert **must / can't** have a cat. He hates cats.
- If you start taking Spanish lessons, you **will be able to / can** speak Spanish in a few months.
- Andy **must / can't** be out. His car isn't in the garage.
- I'm not feeling very well, so I **may / may not** come to the party.
- Tina **might / must** beat Danny at tennis if she continues to play well.

4

Speak & Write

A. Talk in pairs. Which is better, running outside in the park or running at home on a treadmill? Discuss and give your opinion. Think about the ideas given.

- the people you meet
- how interesting the activity is
- the time of day it can be done
- the weather conditions
- the cost



B. Read the information below and write a paragraph expressing your opinion about the issue above.

When you're writing a paragraph expressing your opinion, use phrases like:

- In my opinion,...
- I (definitely) think,...
- I don't think,...
- In my view,...
- I believe,...
- There are a lot of good/bad things about...

C. Now listen, read and write T for True, F for False or NM for Not Mentioned.

- A teacher opened the first GO4IT fitness centre.
- Jake Lewis wanted to find a fun way for teenagers to exercise.
- You can't find traditional gym equipment at GO4IT.
- There's a place where you can do your homework at GO4IT.
- The new GO4IT fitness centres will be bigger and better.
- If you join GO4IT, the first session is free.
- GO4IT helped Vicky Bradshaw become a better athlete.
- Paul Peters doesn't enjoy the gaming machines any more.





1

Warm-up

Discuss.

- Would you like to have a robot at home?
- How would it help you or your parents?

2

Read 

A. Before you read the text, can you guess which of the following topics will be mentioned? Then listen, read and check your answers.

| | |
|-----------------|------------------|
| science fiction | household chores |
| music | sports |
| health | work |
| | films |
| | computers |

ROBOTS

Robots have been around for many years. They do jobs that are boring or too dangerous for humans. But robot technology is just at its beginning. We have lots more to see during the 21st century.

Traditionally, people have thought that robots are machines that look like humans. However, most of the world's robots look very different. About 3.5 million **domestic** robots exist in various shapes and sizes. They can hoover, mow the lawn or do other chores around the house. Also about 1 million **industrial** robots are found worldwide. These large machines are used to perform accurate tasks very quickly in factories. There are also telerobots that are controlled from a distance and are used by doctors in surgery, and by the police and military to disarm bombs safely. Japan is the robot capital of the world with 30% of the world's robots.

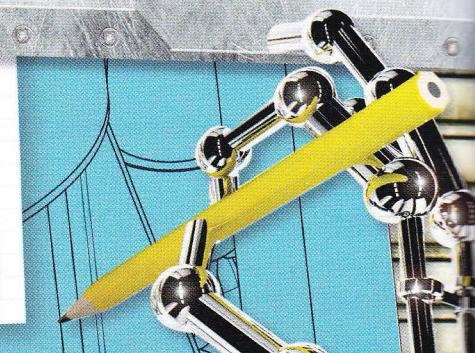
Robots have appeared in many books and films. In fact, the word robot was first used by the Czech writer Karel Čapek in his 1920 play *Rossum's Universal Robots*. *Robota* in Czech means 'forced labour'. Many stories with robots were also written by the writer Isaac Asimov, who invented the 'Three Laws of Robotics'. A popular **fictional** robot of recent times is Wall-E, the small robot that was built to clean up the Earth after humans had left the planet.

Robots are becoming more and more **intelligent** and scientists predict they will create a robot brain soon. But will there come a time when robots are more intelligent than humans?



THREE LAWS OF ROBOTICS

1. A ROBOT MAY NOT HARM HUMANS
2. A ROBOT MUST OBEY HUMANS, UNLESS THIS GOES AGAINST LAW 1
3. A ROBOT MUST PROTECT ITSELF, UNLESS THIS GOES AGAINST LAWS 1 AND 2



B. Look at the highlighted words in the text and choose the correct meaning a or b.

- | | |
|-------------------------------|-----------------------------------|
| 1. domestic | 3. fictional |
| a. to do with the home | a. not real |
| b. to do with work | b. not correct |
| 2. industrial | 4. intelligent |
| a. to do with making products | a. good at designing and building |
| b. to do with technology | b. good at thinking and learning |

C. Read again and answer the questions.

1. What are robots used for?
2. What kind of household jobs are done by robots?
3. How do the police use telerobots?
4. Why is Japan called the robot capital of the world?
5. Where did the word *robot* first appear?
6. How do scientists expect robots to change in the future?

3 Vocabulary

Match the verbs in the box with the groups of nouns.

make

1. _____ a machine
 the telephone

build

2. _____ electricity
 oranges
 cars

produce

3. _____ a cake
 a film
 cars

invent

4. _____ an island
 oil

discover

5. _____ an airport
 a tunnel
 a machine

5 Listen

Listen

A. Look at the three robot inventions from a science fair and answer the questions below. Then listen to a reporter interviewing the winners and check your answers.

- What do you think the robots do?
- Which do you think won 1st, 2nd and 3rd prize?



4 Grammar

Passive Voice (Present Simple - Past Simple)

| | ACTIVE VOICE | PASSIVE VOICE |
|----------------|---|--|
| Present Simple | Brazil produces a lot of coffee. | A lot of coffee is produced in Brazil. |
| Past Simple | John Logie Baird invented the television in 1923. | The television was invented by John Logie Baird in 1923. |

Complete with the Present Simple Passive or the Past Simple Passive of the verbs in brackets.

1. These laptops _____ (sell) all over the world.
2. _____ English _____ (speak) in New Zealand?
3. These houses _____ (build) three years ago.
4. The Mona Lisa _____ (not paint) by Michelangelo but by Leonardo Da Vinci.
5. Breakfast _____ (not serve) after ten o'clock at this hotel.
6. Who _____ America _____ (discover) by?
7. Steve is having a party next Saturday but we _____ (not invite).

B. Listen again and complete the sentences.

1. Robo-dog picks up _____ and _____ and brings them to you.
2. Robo-dog finds you because it can _____ where you are.
3. DJ-bot plays music and _____, too.
4. DJ-bot has got a _____ that is used to suggest songs.
5. Susan is making a robot that will _____.
6. Aqua-bot has got two _____.
7. Humans haven't explored _____ % of the world's oceans yet.



Try to predict what kind of information is missing. When completing, make sure that your answers make sense with the rest of the sentence.

6

Speak & Write

A. GAME: Guess the invention

Talk in pairs.

Student A go to page 109.

Student B go to page 115.

B. Choose two of the inventions from activity A and write sentences about them. Then think of another invention, find some information about it and write a few sentences.



1

Warm-up

Discuss.

- What kind of environmental problems exist in the area where you live?
- What do you do to protect the environment?

2

Read

A. Read and match the questions with the answers. Then listen and check your answers.

Q&A ENVIRONMENT

1. We've just had the coldest winter in 30 years where I live. Does this mean global warming doesn't exist?

Robin Locksley, Nottingham



2. What is a carbon footprint?

Marian Fitzwalter, Leaford



3. I'd like to get an electric car but they're really expensive. Is it worth it?

Will Scarlett, Sherwood



B. Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings 1-6 below.

1. make smaller or less: _____
2. any material that produces heat or power when burnt: _____
3. actions done for a particular purpose e.g. a law: _____
4. filled with electricity: _____
5. a period of ten years: _____
6. happening in or affecting the whole world: _____

Actually, the price isn't that high. Also, they cost less to run and you don't have to pay road tax. However, they can only go 60km/h and they need to be charged regularly, so long journeys are difficult. Also, they aren't completely 'green', because they run on electricity, and producing electricity creates carbon dioxide. You could try a hybrid car which can use normal fuel or electricity.

a.

b.

c.

We burn oil, gas and coal to get energy, like electricity. But this fills the atmosphere with carbon dioxide, one of the greenhouse gases that causes global warming. Your carbon footprint is the amount of carbon dioxide that you produce. Measures have been taken by governments, but everyone should try to reduce their carbon footprint, by turning off lights, driving less, recycling, etc. There are many websites where your carbon footprint can be calculated and you can also find tips on how it can be reduced.

Don't be fooled! This is a single event in one country. We should always look at the bigger picture and think globally. Alaska and Canada are 5-10°C warmer than average for this time of year. And in Australia, the last ten years have been the hottest decade since records began. Remember, the weather is not the same as climate.

C. Read again and write T for True or F for False.

1. Electric cars are perfect for long journeys.
2. Driving an electric car doesn't harm the environment at all.
3. If you have a large carbon footprint, you're harming the environment.
4. Creating more carbon dioxide helps the environment.
5. The temperature in Alaska has been 5-10°C this year.
6. Australia has been having very hot summers.

3

Grammar

Passive Voice (Present Perfect Simple - Future 'will' - Future 'going to' - modal verbs)

| | ACTIVE VOICE | PASSIVE VOICE |
|---|---|---|
| Present Perfect Simple | • Factories have polluted many rivers. | • Many rivers have been polluted by factories. |
| Future 'will' | • They will plant more trees in the park. | • More trees will be planted in the park. |
| Future 'going to' | • They are going to give an electric car to the winner. | • An electric car is going to be given to the winner. |
| Modal verbs (can, could, may, might, must, should, have to, etc.) | • People can reduce carbon dioxide. • They should recycle more newspapers. | • Carbon dioxide can be reduced . • More newspapers should be recycled . |



Rewrite the sentences using the Passive Voice.
Start with the words given.

1. The government will take more measures to protect the forests.

More measures _____

2. People shouldn't throw rubbish in the street.

Rubbish _____

3. The mayor has discussed the problem with different environmental organisations.

The problem _____

4. We must do something to save the planet.

Something _____

4

Pronunciation



A. Listen and repeat. What's the difference between a and b?

- a. website b. destroy

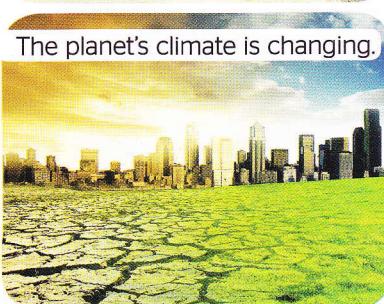
B. Listen and tick (✓) the sound you hear.

| | website /e/ | destroy /ɪ/ |
|-----------|-------------|-------------|
| erupt | | |
| protect | | |
| decade | | |
| reduce | | |
| behave | | |
| metal | | |
| receive | | |
| regularly | | |

5

Speak

Talk in pairs. Discuss the problems below and say what should/can/must be done. Use the ideas in the box.



*There's too much air pollution in cities.
What do you think should be done?*

I think people should be encouraged to...

- cars / use / less
- glass / paper / metal / recycle
- money / give / environmental organisations
- factories / move away / from cities
- cars / not allow / in city centres
- people / encourage / buy / electric cars
- carbon footprints / reduce
- environment / protect / by governments
- people / encourage / protect / environment
- more measures / take / by governments



1

Vocabulary

A. Read the examples below. What's the difference between **useful** and **useless**?

This book is very **useful**. I learnt a lot about cooking from it.
My new mobile phone is **useless**. It never works when I need it.

NOTE: A lot of adjectives are formed by adding a suffix (-ful, -less) to a verb or noun. The suffix -less means *without*.

B. Complete with the correct form of the words in capitals.

1. Eating junk food every day is _____ to your health. **HARM**
2. I was in London and I couldn't speak English. I felt _____. **HELP**
3. Tony is a very _____ driver. He's had many accidents. **CARE**
4. Linda looked _____ in her new blue dress. **BEAUTY**
5. Don't be afraid of the dog. It's _____. **HARM**
6. Alice was very _____. Thanks to her I finished my project on time. **HELP**

2

Speak & Listen

A. Read the statements a-e below and discuss. Do you agree with them?
Why/Why not? Give reasons using the phrases in the box.

- Television has got more advantages than disadvantages.
- Television is a cheap form of entertainment.
- Some people are influenced by what they see.
- Television keeps people informed.
- Children become less active because of television.

*In my opinion, television ... because...
I agree. / I disagree. I think that...*

educational programmes
low quality programmes
show live events
commercials
waste time
communicate less
can get addicted
too much violence
sit in front of the screen
(not) suitable for all
not everything is true
a variety of channels and programmes



B. Listen to four people talking about television and match the names with one of the statements a-e above. There is one extra statement which you do not need to use.

Kathy

Ben

John

Carla



3

Speak & Write

A. What are the advantages and disadvantages of having a mobile phone? Discuss.

B. Read the essay below and compare the ideas to your answers. Then answer the questions.

the Advantages and Disadvantages of MOBILE PHONES

Nowadays a great number of people use mobile phones. Some cannot imagine living without them, while others believe that we should avoid using them.

Having a mobile phone has many advantages. Firstly, you carry it everywhere so communication is easy, even in emergency situations. What is more, you can use your mobile to take or exchange pictures, listen to music, play games, surf the Internet, download ringtones and so on.

On the other hand, there are also many disadvantages. To begin with, mobiles can be harmful to our health when used a lot. In addition, children, teenagers and even adults can get addicted to them. This can cause many problems. For example, lessons are interrupted at school or car accidents are caused.

To sum up, mobile phones have both advantages and disadvantages. Personally, I believe it is a very useful gadget. However, people should use it wisely.

C. Read the plan below.

When you're writing an essay discussing advantages and disadvantages, organise your ideas according to the plan below. Write in a formal style. Do not use short forms or abbreviations.

INTRODUCTION

○ Introduce the subject of the essay and both sides of the topic.

MAIN PART (2 PARAGRAPHS)

○ Present the advantages in one paragraph and the disadvantages in another paragraph. Cover both sides of the topic equally. Use linking words/phrases:

To list points: firstly, first of all, to begin with, secondly, also, in addition, what is more, finally, lastly, etc.

To express contrast: however, on the one hand, on the other hand, etc.

CONCLUSION

○ Make a general statement. Use phrases like:

In conclusion...

To sum up...

○ State your opinion if you want to. Use phrases like:

In my opinion...

Personally, I believe...

I definitely think...

In my view...

D. The phrases in bold are written in an informal style. Rewrite them in a formal style.

1. **Oh, and something else,** computers can help people organise their work so they can work faster.

2. **But** staring at a screen for long hours can be very harmful to the eyes.

3. **Now thinking about all these things,** I believe that computers are useful.

1. Does the writer state his/her opinion in the first paragraph?
2. What is the purpose of the second and third paragraph?
3. Which words/phrases does the writer use to list/add points? Underline them.
4. In which paragraph does the writer state his/her general opinion?
5. Which words/phrases are used to state this opinion? Underline them.
6. Does the writer write in a formal or in an informal style?

E. Write an essay discussing the advantages and disadvantages of watching TV. Use the ideas in activity 2 and follow the plan above.



Before you start, choose a few advantages and disadvantages (the ones you have the most to say about) and make some notes. Avoid discussing too many ideas in your essay.



Vocabulary

A. Circle the correct words.

1. Phil must be **addicted** / **harmful** to computer games.
He plays all day.
2. Before you use your new mobile, it should be **filled** / **charged** for at least 7 hours.
3. Do you know who **discovered** / **invented** the washing machine?
4. I think you should keep that box. It might come in **handy** / **suitable**.
5. Can you **pick** / **take** me up from the station?
6. Jill is more **intelligent** / **up-to-date** than her sister. I think she'll become a scientist.
7. The government must take more **measures** / **laws** to stop pollution.
8. Is the monthly **facility** / **fee** at the gym more than €40?
9. All the products in this shop are of good **advantage** / **quality**.

Score: / 9

B. Match.

- | | |
|------------|--------------|
| 1. leave | a. the phone |
| 2. catch | b. time |
| 3. keep | c. a message |
| 4. waste | d. fit |
| 5. mow | e. the bus |
| 6. pick up | f. the lawn |

Score: / 6

Grammar

C. Circle the correct words.

1. You **have to** / **don't have to** feed the dog. I've already done it.
2. Henry **wasn't able to** / **won't be able to** take part in the race next week. He's sprained his ankle.
3. **Would** / **Could** you like me to give you a call later?
4. We **must** / **might** be hungry during our hiking trip, so let's take some sandwiches with us.
5. You **mustn't** / **needn't** leave the door open. Look at the sign.
6. **May** / **Would** I speak to John, please?

Score: / 6

D. Complete with **must** or **can't**.

1. Brian _____ like working out a lot. He goes to the gym every day, even weekends.
2. That _____ be Roy's mobile. His is silver, not black.
3. Diane _____ know my password. I've never told it to anyone.
4. A: I called Kate but she hung up.
B: She _____ be upset because you lied to her.

Score: / 4

E. Circle the correct words.

1. Millions of people **will watch** / **will be watched** the championship tomorrow.
2. These cars **produce** / **are produced** in Germany.
3. The athlete **gave** / **was given** a gold medal.
4. My brother **downloads** / **is downloaded** music from his laptop.
5. Something **must do** / **must be done** to save the planet
6. The beach **is going to clean** / **is going to be cleaned** tomorrow.

Score: / 6

F. Change the sentences from the Active to the Passive Voice.

1. The residents of Hillwood planted 1000 trees in the park.
2. They should reduce commercials on TV.
3. The government will build a new hospital.
4. They haven't collected the rubbish yet.

Score: / 8

Communication

G. Match.

- | | |
|---|--|
| 1. Could I speak to Mr Jones, please? | a. Well, I just can't get enough. |
| 2. I'm in a hurry and I missed the bus. | b. He wasn't able to. |
| 3. You're always on that treadmill! | c. Sorry, you have the wrong number. |
| 4. Jack said he won't lie to us again. | d. I might. |
| 5. Did Danny fix the television? | e. I can give you a lift. |
| 6. Are you going to change your ringtone? | f. Don't be fooled! He's always making promises. |

Score: / 6

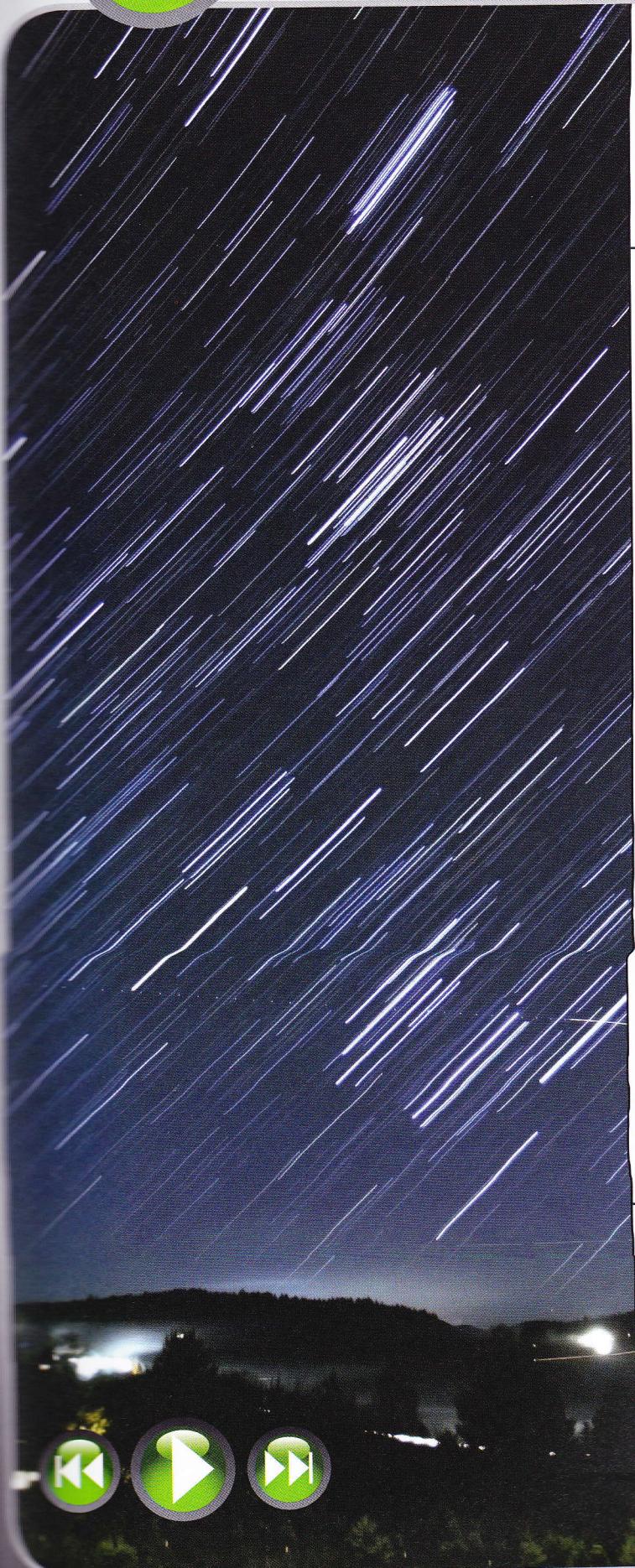
TOTAL SCORE: / 45

Now I can...

- use language related to phone calls
- make requests and offer to help
- ask for, give and refuse permission
- express possibility and ability
- express obligation, lack of obligation and prohibition
- make deductions
- use the Passive Voice
- talk about various aspects of modern life including fitness, technology, environmental problems
- talk about the advantages and disadvantages of something
- express my opinion
- write an essay

6

Night



Discuss:

- ▶ What things remind you of the night?
- ▶ Do you like going out at night?
Why?/Why not?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- ▶ discuss scientific facts
- ▶ learn to invite and make arrangements
- ▶ learn to write an e-mail of invitation
- ▶ learn to express agreement/disagreement
- ▶ learn to express purpose
- ▶ talk about dreams
- ▶ talk and write about a festival/celebration/ event

1

Read



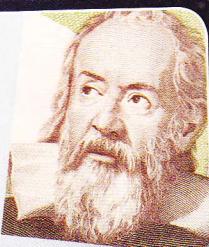
A. Before you read, try to answer the questions below. Then listen, read and check your answers.

1. In which century did astronomers prove that the Earth was not the centre of the universe?
2. How long does it take light from the Sun to reach the Earth?
3. What is a shooting star?
4. Where does the Moon get its light from?

THE SKY AT NIGHT

Did you know...?

a) By 1610 the Italian astronomer, Galileo Galilei, had built a telescope that was strong enough to see Jupiter. Near the planet he noticed some stars, but these stars changed position every night. He discovered that they were actually moons travelling around Jupiter. This proved that the Earth was not the centre of the universe, and this changed astronomy and science forever.



b) On a clear night, you can see about 2500 stars. During the day, the only star you can see is the Sun. The light from the Sun takes eight minutes to get to the Earth. So, when we look at the Sun we can see what it looked like 8 minutes ago. The light from some stars takes thousands, even millions of years to reach the Earth. In fact, they might not even exist any more, but you can still see their bright light. So, looking at the night sky, means looking back into history.

c) A shooting star has nothing to do with a star. These amazing streaks of light you can sometimes see in the night sky are caused by dust and tiny bits of rock called meteoroids. They fall into the Earth's atmosphere and burn up, producing light.

d) The Moon goes through a lunar cycle from new moon to full moon, and back to new moon in 29.53 days, or almost a month. We can see the Moon because sunlight reflects from its surface. But when the Earth goes between the Sun and the Moon, it blocks the light and the Moon appears to be a dark reddish colour. This is called a lunar eclipse.

B. Read again. Find words that match the meanings below.

1. a piece of equipment that you can look through to make things that are far away appear nearer (para. a): _____
2. to use facts to show that something is true (para. a): _____
3. shining strongly (para. b): _____
4. very small in size (para. c): _____
5. the top or outside of something (para. d): _____

C. Read again and write T for True, F for False or NM for Not Mentioned.

1. Galileo discovered Jupiter's moons.
2. You can't see any stars during the day.
3. Some of the stars that we see in the night sky might not exist any more.
4. 2500 meteoroids enter the Earth's atmosphere every year.
5. Shooting stars can be dangerous to the Earth.
6. The time between a new moon and a full moon is 29.53 days.
7. You can still see the Moon during a lunar eclipse.
8. A lunar eclipse happens once every year.



2

Grammar

The article 'the'

- There's a new shopping centre in my neighbourhood. *The shopping centre's got four floors.*
- The Earth looks beautiful from the Moon.*
- The Rocky Mountains are in the USA. The highest peak is Mount Elbert.*
- The Volga runs through central Russia.*



Complete the sentences with *the* or *-*.

- _____ River Nile is one of _____ longest in _____ world.
- Jeff goes to _____ work early in _____ morning.
- I buy _____ *Teen Matters* every Saturday.
- Tom went to _____ Paris and visited _____ Eiffel Tower.
- Everybody knows that we can't live without _____ food and _____ water for long.
- _____ Lake Superior is to _____ north-east of _____ Minnesota.
- Robert plays _____ guitar very well.

3

Pronunciation



A. Listen and repeat. How many syllables are stressed in each word?

- a. organise b. organisation

B. Read the following words. Underline the stressed syllable or syllables in each word. Then listen and check your answers.

| | |
|--------------|-------------|
| universe | information |
| telescope | competition |
| disadvantage | astronomer |
| disappear | discover |
| temperature | |



4

Listen



A. A constellation is a group of stars which forms a shape in the sky and has a name. What do you think the constellations below show? Listen and check your answers.



1.

- a. a hunter
b. a god



2.

- a. a snake
b. a scorpion

B. Listen again and choose a, b or c.

- The most famous story of Orion comes from...
 - Babylonia.
 - Greece.
 - Egypt.
- The dad learnt the story from...
 - his grandmother.
 - the girl.
 - the girl's grandmother.
- Orion didn't kill all the animals because...
 - he wasn't strong enough.
 - something stopped him.
 - he didn't want to.
- The goddess Gaia decided to put...
 - Orion in the sky.
 - the scorpion in the sky.
 - both of them in the sky.
- In the night sky...
 - Orion and Scorpius appear ready to fight.
 - Orion sometimes doesn't appear because he's hiding from Scorpius.
 - you can never see Orion and Scorpius together.

Tip!
Don't be in a hurry to answer a question immediately. Listen carefully till the end and check all the options before your final decision.

5

Speak

INFORMATION GAP

Talk in pairs.

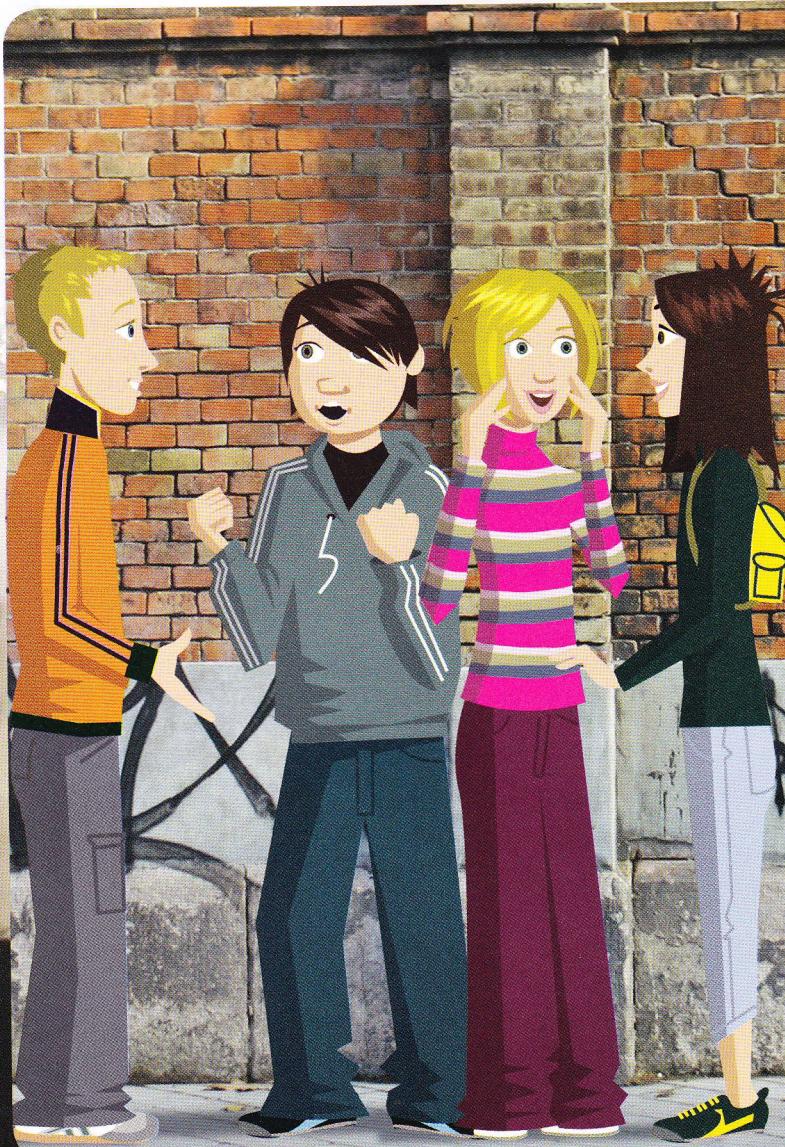
Student A go to page 110.

Student B go to page 115.

1 Warm-up

Discuss.

- Do you like going out with your friends?
- How would you describe a successful night out?
- What arrangements do you have to make before you go to a concert?



B. Read the dialogue again. Find expressions/phrases that match the ones below.

1. There are no tickets left _____
2. I believe _____
3. I agree completely _____
4. I don't believe it _____
5. I spoke to someone for a short time _____
6. It's been arranged _____
7. Disappoint _____

2 Read

A. Look at the picture. Why do you think Bill, Liv, Amy and Stu are excited? Listen to the dialogue and check your answers. Then read it out in groups.

- Liv Where's Bill?
 Stu He's on his way. He says he's arranged something very special.
 Amy I wonder what. By the way, did you hear about the Urban Hawks? They're playing in town next month.
 Stu I know. I'm definitely going.
 Amy So am I.
 Liv I am too. Why don't we all go together?
 Stu Sure! We should get tickets before the concert's sold out. Have they announced the venue yet?
 Amy No, but it's probably the football stadium. Miss Bla Bla is supporting them, you know.
 Liv I don't really like her.
 Stu Neither do I.
 Amy I don't either. I reckon our band is better than her.
 Stu You can say that again. Hey, did you know Bill's cousin went to university with Chris Morris?
 Liv The lead singer of Urban Hawks? Wow! He's so cool! Do you think it's possible to get his autograph?
 Stu Ask Bill. Here he comes now. Hey, you look happy.
 Bill I've got some news. You know the Urban Hawks are coming to town.
 Amy Yeah, we were just talking about them.
 Bill Well, guess who's going to be supporting them?
 Liv Miss Bla Bla, we know.
 Bill Actually, there will be a second supporting act. A band called something like, I don't know... Full Blast!
 Amy Get out of here!
 Bill Yep. I had a word with Chris Morris and it's all sorted. So, let's start rehearsing. We don't want to let our fans down!

C. Read again and find sentences to prove the following.

1. Bill has a surprise for the others.
2. Amy wants to go to the Urban Hawks concert.
3. The venue of the concert isn't known yet.
4. Amy doesn't like Miss Bla Bla.
5. Liv likes the lead singer.
6. More than one band will appear at the Urban Hawks concert.
7. Bill talked to the lead singer of the Urban Hawks.

3

Vocabulary

A. Match the expressions 1-6 with the definitions a-f.

- | | |
|--------------------------|--|
| 1. lose one's way | a. be able to get around a place |
| 2. be on one's way | b. going to a place |
| 3. by the way | c. become or get lost |
| 4. know one's way around | d. stop someone from moving or doing something |
| 5. be in one's way | e. the opposite situation |
| 6. the other way round | f. now that I think of it |

B. Complete the sentences below.

1. Can you move your car? It's _____ my way.
2. Could you tell me where the post office is? I don't _____ my way around.
3. A: I'm _____ my way to the café.
Do you want to join me?
B: No, thanks. Oh, _____ the way,
if you see Gary, tell him to call me.
4. Lisa didn't give David the DVD. It was the _____ way round.
5. Why are you late? Did you _____ your way again?

5

Speak

Talk in groups of three. Choose from the ideas given or your own and discuss as in the example.

- listen to classical music
- go to rock concerts
- buy hip hop CDs
- see favourite band live
- ask for an autograph

I don't really listen to classical music.

*Neither do I. It's boring.
I don't either...*

6

Speak & Write

A. Talk in pairs. Go to page 112.

B. Read the plan below. Can you think of some more phrases for each part?

When you're writing an informal letter or e-mail of invitation, follow the plan below.

GREETING

OPENING PARAGRAPH

► Begin your letter/e-mail and say why you're writing. Use phrases like:

- I'm writing to invite you to...
- Would you like to come to...?

MAIN PART

► Give all the necessary information/details (place, date, time, cost, activities, etc.)

► Make your suggestions or any arrangements. Use phrases like:

- Why don't we go/meet...?
- How about...?
- I think it would be a good idea to...
- What do you think about...?

CLOSING PARAGRAPH

► State anything you want to emphasise and end your letter/e-mail. Use phrases like:

- Please, don't say no.
- I hope you can make it.
- If you decide to come, let me know soon.
- Waiting for your reply.
- I'm looking forward to..., so don't let me down.

SIGNING OFF

C. Look at the poster.
Imagine you're organising a night out and you've decided to go to the concert. Write an e-mail to a friend:

- inviting him/her to come along
- giving the necessary information (venue, price)
- making arrangements (when to go, where to get tickets, where to meet).

Follow the plan above.

URBAN HAWKS
LIVE IN CONCERT AT
THE MADISON ARENA
Tickets at Madison Arena box office or online
at madisonarena.com

**SUPPORTING ACTS
MISS BLA BLA & FULL BLAST!
APRIL 22nd-23rd-24th**



4

Grammar

so / neither / too / either

- A: I want to go to the concert.
B: **So** do I.
C: I do **too**.
- A: I've never been to a hip hop concert before.
B: **Neither** have I.
C: I haven't **either**.

7

8

Complete using **so**, **neither**, **too**, **either** and an auxiliary verb.

1. A: I play the guitar in a band.
B: I _____.
2. A: My brother has been to New York.
B: _____ mine.
3. A: Sam got the lead singer's autograph.
B: _____ Karen.
4. A: Wayne never loses his way.
B: Donna _____.
5. A: I can't see anything from here.
B: _____ I.

1

Warm-up

Discuss.

- What sort of things scare you?
- Do you believe in ghosts? Why?/Why not?

2

Read

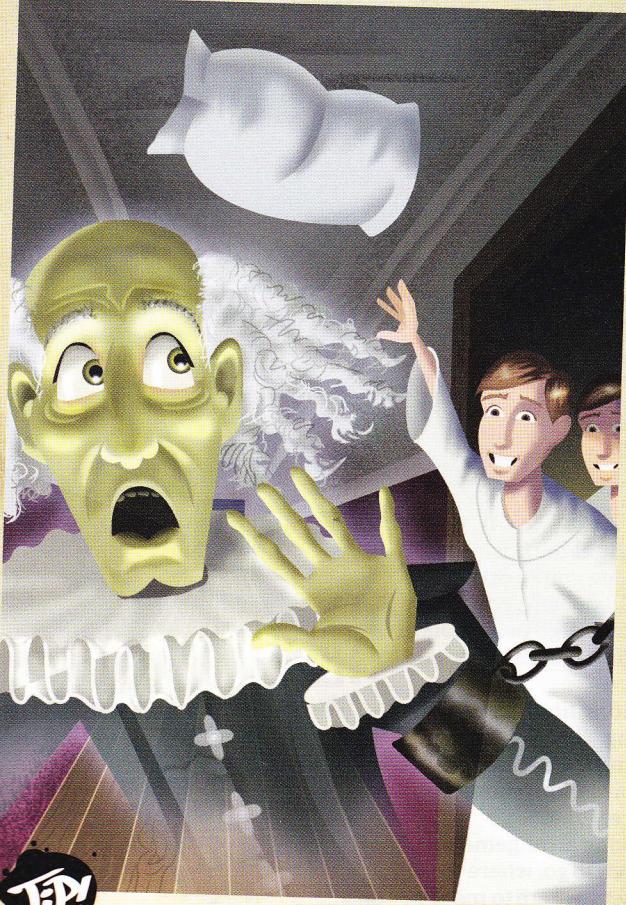
A. Read the title and the summary and look at the picture accompanying the extract. Can you guess what the extract is about?

The Canterville Ghost

Oscar Wilde

When the American ambassador, Mr Otis, decided to buy Canterville Chase, Lord Canterville warned him that the house was haunted. Mr Otis didn't believe in ghosts and agreed to buy it anyway. So, Mr and Mrs Otis, their oldest son Washington, their daughter Virginia and their two twin boys moved into Canterville Chase. None of them were afraid but something mysterious kept happening. There was a bloodstain on the library floor. Washington cleaned it every evening but it reappeared every morning. 'It must be the ghost,' said Washington.

The Canterville Ghost



Tip!

- Read the whole text first and then the sentences given.
- Pay special attention to the vocabulary, pronouns (e.g. it, they, this) and words/phrases which link sentences (e.g. however, later) both in the text and in the sentences given.

B. Read the text. Five sentences are missing. Complete the blanks 1-5 with the sentences a-e below. Then listen and check your answers.

- Otherwise we won't be able to sleep.
- There were heavy chains around his wrists and ankles.
- The ghost reached his small secret room and sat down.
- Some time later, Mr Otis was woken up by a strange noise in the corridor outside his room.
- But just as he approached the top of the stairs, a door opened.

Oscar Wilde

On the fourth night, the family was asleep by half past eleven. [1] It sounded like metal clanking and it was coming closer. He got up, put on his slippers calmly and went to his drawer to take out a bottle. He opened the door and stood face-to-face with an old man who looked terrible. He had dirty, long, grey hair and red eyes. He was wearing old-fashioned clothes which were torn and dirty. [2]

'My dear sir,' said Mr Otis. 'You really need to oil those chains. Would you put some of this on them? [3]' Mr Otis left the bottle on a small table, closed his bedroom door and went to bed.

The ghost couldn't believe it! He hadn't succeeded! For a moment he just stood there staring at the door. Then filled with anger, he smashed the bottle on the floor, turned and ran down the corridor. [4] Two children appeared and a pillow flew past his head. The ghost disappeared through the wall and the house became peaceful once again.

[5] In his three hundred years of haunting, he had never been so insulted. During his successful career, he had terrified people with his skeleton, frightened others by making mysterious noises and even scared people to death by appearing suddenly. 'These dreadful modern Americans can't treat me like this,' he thought. And he spent the rest of the night planning to take revenge.

3

Grammar

Full infinitive (to+base form of verb)

- Max went out **to get** a newspaper.
- I've decided **to have** a barbecue on Sunday.
- Delia was happy **to give** Samantha a lift home.
- It's easy **to draw** a camel. Let me show you.
- This coffee is too hot **to drink**.
- Mary isn't old enough **to drive**.

Bare infinitive (base form of verb without to)

- You shouldn't **insult** other people!
- My mum doesn't let me **stay** out late.
- The police officer made the men **get** out of the car.

NOTE Steffie helped me **do/to do** my homework.



Circle the correct words.

- I'm not strong enough **open** / **to open** this drawer. Could you **help** / **to help** me?
- They were surprised **see** / **to see** Darren playing volleyball.
- My sister lost my MP3 player, so I made her **go** / **to go** to the shop **buy** / **to buy** a new one.
- I had planned **take** / **to take** my cousin to the funfair, but he wasn't old enough **go** / **to go** on any of the rides.
- You must **try** / **to try** Andrea's lemon cake. It's delicious!
- I want **use** / **to use** the computer **check** / **to check** the weather in Chicago.



4

Listen



A. You will hear a radio play of the continuation of the story on page 74. Before you listen, look at the items below which are mentioned in the story. Can you guess what will happen next? Listen and compare your answers.



gun



suit of armour



medicine



B. Listen again and write T for True or F for False.

- Mr Otis saw the ghost painting the bloodstain.
- The bloodstain changes colour every day.
- The ghost appeared again on Sunday before the family went to bed.
- The ghost slipped and fell on a suit of armour.
- The ghost hurt his knee.
- The ghost tried some medicine but he didn't like it.
- The ghost managed to scare one member of the Otis family.
- Mrs Otis helped the ghost get better.

C. Read again and answer the questions.

- Why did Mr Otis get out of bed?
 - To stop an annoying noise.
 - To scare the ghost away.
 - To ask the ghost why he was making noise.
- What does *them* in para. 2 line 2 refer to?
 - Mr Otis' family.
 - The chains.
 - The ghost's wrists and ankles.
- How did the ghost feel when Mr Otis gave him some oil?
 - Terrified
 - Annoyed
 - Peaceful
- What is true about the ghost?
 - He threw the bottle on the floor and when the twins attacked him, he disappeared.
 - He decided to leave the house because he had failed to scare the family.
 - He didn't want to scare the boys so he went to his room.
- What did the ghost do all night?
 - He cried because he knew his career was over.
 - He thought about what to do to scare the family.
 - He tried to turn himself into a skeleton.

5

Speak & Write

The picture below is from one of the following chapters of the story on page 74. What do you think happened? Discuss and then write this part of the story by answering the questions below.



- What were the twins doing that evening?
- When did the ghost appear?
- What did the ghost look like?
- What did the ghost do?
- What did the twins do?
- How did the ghost feel?
- How did the twins feel?
- What happened in the end?

1 Warm-up

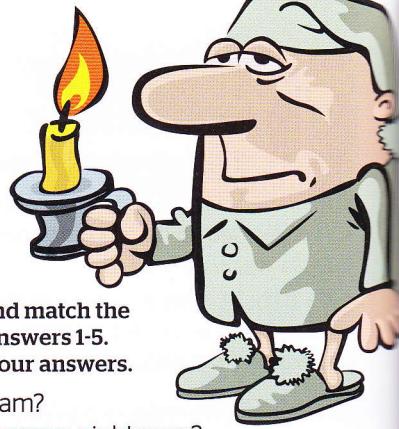
Discuss.

- Do you enjoy sleeping?
- How many hours do you sleep every night?
- Do you often wake up feeling tired?
- Do you remember your dreams?

2 Read

A. Read the interview and match the questions a-e with the answers 1-5. Then listen and check your answers.

- Does everybody dream?
- What is the most common nightmare?
- How important is sleep?
- How much sleep should we get?
- What happens if we don't get enough sleep?



Feeling sleepy?



This week's topic in
Health Matters is Sleep.
We interviewed top expert
Dr Caroline Webber.



1

Sleep is food for the brain. People aren't usually aware of it, but it is necessary for a healthy life. It refreshes the body and the mind. About one third of your life is spent asleep, that means in your lifetime you will sleep for about 25 years.

2

It depends, but most people don't get enough. You should get used to sleeping the same amount every night. Avoid sleeping less during the week and trying to catch up at the weekend. This will make you feel more tired. Eight hours a night is probably the best for most people. However, according to recent studies, teenagers need at least 9.5 hours of sleep. In fact, some schools are considering starting lessons later to help with this.

3

Lack of sleep is unhealthy, even dangerous. It leads to lack of concentration and harms your memory. Also, teenagers are more likely to develop acne. And remember, a brain hungry for sleep won't stay awake forever. It will fall asleep even when you don't expect it, perhaps when you're behind the wheel.

4

All human beings spend about 2100 days dreaming in their lifetime. Some dreams are scary and some don't make any sense. Until the age of three, babies only dream about other people, and from that age they have lots more nightmares than adults until the age of 7-8. Even blind people dream. People who are born blind don't see images but they dream with the senses of sound, smell and touch as well as with emotion.

5

Research shows that most people have dreamt about being chased. However, drowning and being trapped are also high on the list. We dream about lots of horrible things, but luckily within 5 minutes of waking up, half of the dream is forgotten and within 10 minutes, 90% is gone.

3

Grammar

-ing form

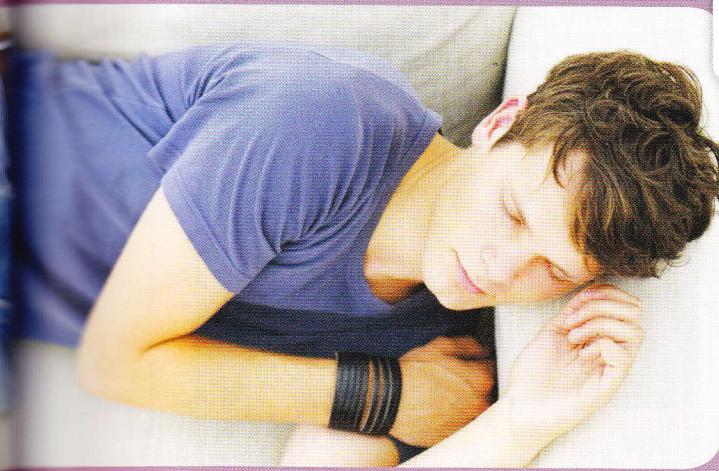
- **Exercising** is good for your health.
- I went to bed after **watching** the news.
- Dave loves **staying** up late, but he hates **waking** up early.
- I don't feel like **going** out for dinner. How about **ordering** Chinese?

NOTE • Wayne stopped **drinking** coffee.
(= He doesn't drink coffee any more.)

• Wayne stopped **to drink** coffee.
(= He stopped the action he was doing to drink some coffee.)

• I remember **sending** that letter.
(= refers to an action which happened in the past.)

• Remember to **send** that letter today.
(= don't forget to do something)



B. Read again and answer the questions.

1. How much time do people usually sleep in a lifetime?
2. Why isn't it a good idea to sleep more at weekends?
3. Why are schools thinking of starting lessons later than they do?
4. How is lack of sleep bad for us?
5. When do children have more nightmares than adults?
6. How do blind people dream?
7. How long does it usually take a person to forget most of his/her dream?

C. Look at the phrases/expressions 1-5 from the text and match them with the meanings a-e.

- | | |
|---------------------|--|
| 1. be aware of | a. driving a car |
| 2. get used to | b. spend time doing something you should have done |
| 3. catch up | c. have a meaning that you can understand easily |
| 4. behind the wheel | d. make a habit of |
| 5. make sense | e. know or realise something |

Complete with the infinitive or -ing form of the verbs in brackets.

1. A: I've decided _____ (buy) a new bed. Would you like _____ (help) me choose?
2. B: Sure. I don't mind _____ (come) with you.
3. A: You know, my mum makes me _____ (tidy) my room every Saturday.
- B: I can't stand _____ (do) housework.
3. Emma enjoys _____ (make) cakes so yesterday she stopped at the supermarket _____ (get) the ingredients _____ (make) one. She spent an hour _____ (drive) around the car park, but she couldn't _____ (find) a parking space, so she went home.

4

Listen



A. Listen to four people describing their dreams. Who had a nightmare?

B. Listen again and match the statements with the people.

- | | |
|--------|--|
| Sonia | I wanted to find out what happened in the end. |
| Harry | My dream didn't make any sense. |
| Isabel | I could do something people can't do. |
| Tony | I know why I had this dream. |

5

Speak & Write

A. Talk in pairs. Think of a dream you've recently had and describe it to your partner. Answer the questions below to help you.

- Where were you?
- Who were you with?
- What was happening?
- How did you feel?
- Did you want the dream to continue or end?
- Have you had this dream before?



Tip! When talking to another person, listen carefully and show interest or surprise by using phrases like **Really?**, **Did you?**, etc.

B. Write a short description of your dream.

1

Vocabulary

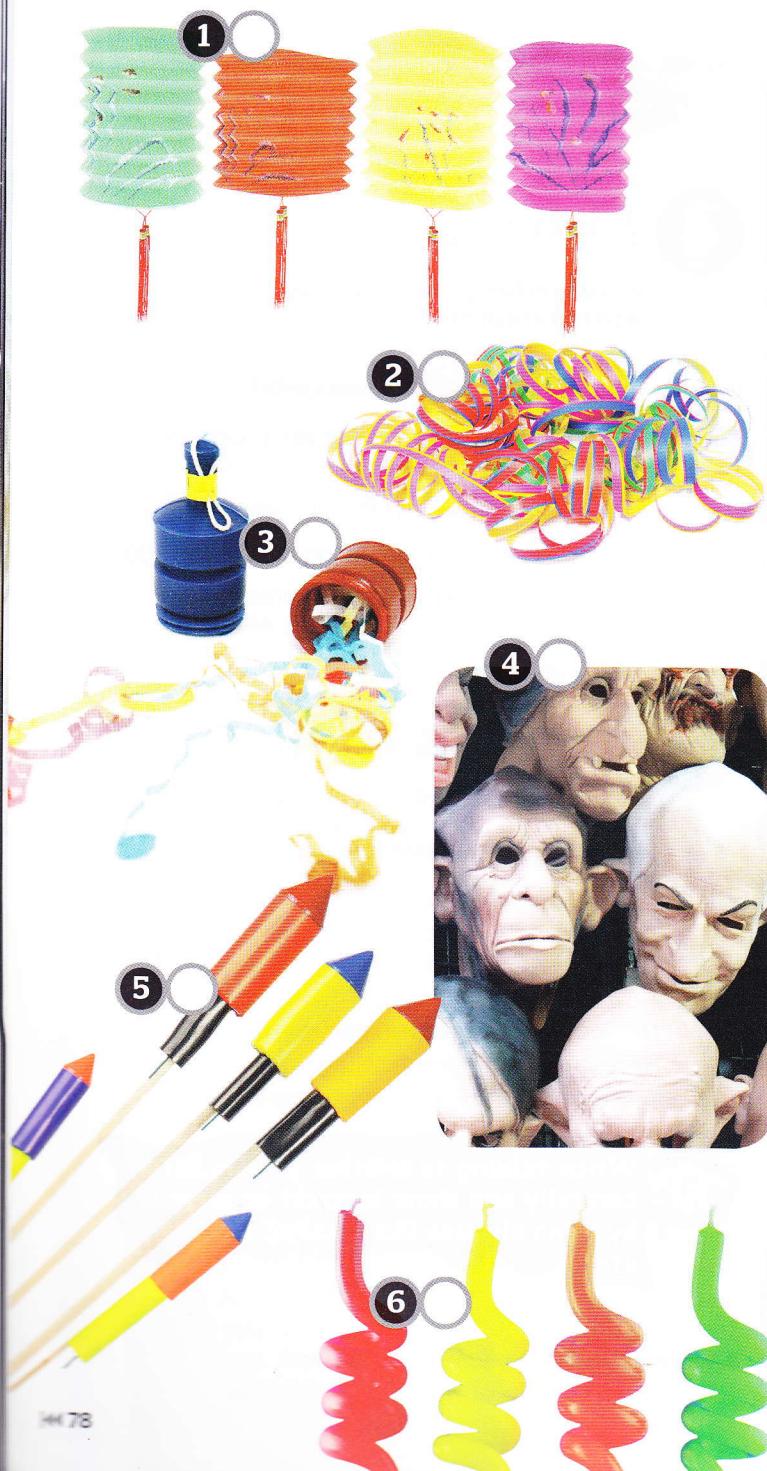


A. Discuss.

- What are the most popular celebrations/festivals/events in your country/town?
- When do they take place?

B. Match the pictures with the words. Then listen and check your answers. Which of these do you use during popular celebrations?

- | | |
|--------------|------------------|
| a. fireworks | d. streamers |
| b. lanterns | e. masks |
| c. candles | f. party poppers |



2

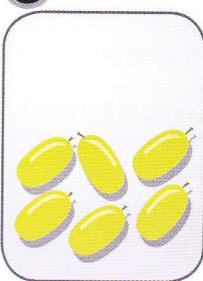
Listen



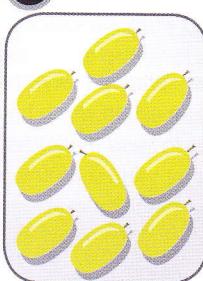
Listen to three dialogues and answer the questions. Choose picture a, b or c.

1. How many grapes do people in Spain eat at midnight on New Year's Eve?

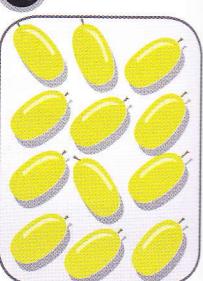
a



b



c



2. What happens in Sydney at 9 o'clock on New Year's Eve?

a



b

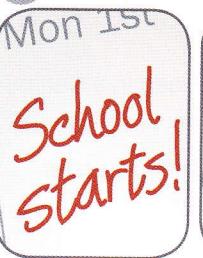


c



3. What starts right after New Year's in Brazil?

a



b



c



3

Speak & Write

A. Read the text and complete the fact file.



Moon Festival

The Moon Festival is an important annual Chinese celebration that dates back 3000 years. It falls on the 15th day of the eighth lunar month, in the middle of autumn.

During the day, people buy brightly coloured lanterns and prepare food for the occasion. When the full Moon rises, they put candles into their lanterns and everyone gathers in the streets to admire the lively parades and beautiful decorations. There are traditional lion dances and loud music.

After the parade people spend a pleasant evening looking at the full Moon. They also tell stories, read poems and sing songs about the Moon. But most importantly, people eat delicious moon cakes. They are round, like the Moon, they can be sweet or savoury and they are decorated with detailed designs.

The Moon Festival is a wonderful celebration and it's a great time for families to get together and have fun. But even if family members can't be together, they can still eat moon cakes and share the same moon wherever they are.



B. Copy and complete the fact file from activity A with information about a celebration/festival/event you know about. Then talk in pairs.

Where does it take place?

...

When does it take place?

...

How long does it last for?

...

What happens before/during/after the event?

...

What do people buy/eat/do?

C. Read the plan below and then decide which paragraph the sentences 1-4 should be in. Write I for Introduction, M for Main Part or C for Conclusion.

When you're writing a description of an event, organise the information according to the plan below.

INTRODUCTION

► Give some general information about the event:

- name
- when and where it takes place
- who takes part in it (could also be included in the main part)
- what people celebrate (could also be included in the main part)

MAIN PART

► Mention what preparations people make, what people eat, do, etc.

CONCLUSION

► Give your opinion of this event or make a general comment.

1. Every Year, on the fourth Thursday of November, Thanksgiving is celebrated in the USA.

2. Families and friends get together and have a big dinner. It's a tradition to eat turkey and pumpkin pie on this special day.

3. It's great spending time with your family and friends on this day. After all, they're what we are most thankful for.

4. Thanksgiving Day parades take place in various cities. People either go and see them with their loved ones or they watch them on TV.

Moon Festival

Place: _____

Date: _____

Lasts for: _____

Activities: What to buy _____

What to eat _____

Where to go _____

What to see _____

What else to do _____

D. Write a description of a celebration/festival/event you know about. Use your notes from activity B and follow the plan above.

Tip: Plan your paragraphs carefully. Group relevant information together and put it in the same paragraph.

Vocabulary

A. Circle the correct words.

- The band will play at ten different **venues** / **positions** on their summer tour.
- What you're saying doesn't **take** / **make** any sense.
- As you **arrange** / **approach** the park, you'll see the museum on your right.
- I don't think the mayor is **aware** / **awake** of the problem yet.
- Did you see the **whole** / **full** Moon? It's very **bright** / **lively**.
- John is a **common** / **possible** English name. You hear it everywhere.

Score: / 7

B. Complete with prepositions.

- I hope Mary doesn't let me _____ this time. I can never rely on her.
- I'm _____ my way to the supermarket. Do you need anything?
- My eyes are red from lack _____ sleep. I've been having terrible nightmares.
- Lee can't get used _____ waking up early.
- _____ the way, did you hear about the car accident that happened down the road?
- We can't go to the football match. It's sold _____.

Score: / 6

Grammar

C. Complete the sentences with **the** or **-**.

- Last week my parents went to _____ Egypt and visited _____ Pyramids. Next month they're thinking of going skiing in _____ Alps.
- A:** Did you see _____ fireworks last night?
B: Yes, I love _____ fireworks!
- _____ people say that _____ Chinese language is difficult to learn, but I want to try.
- My brother finished _____ university in 2008.
- A:** When are you moving to _____ south of England?
B: In _____ June.

Score: / 10

D. Complete with the correct form of the verbs in brackets.

- Dave was exhausted so he stopped _____ (study) and went to bed.
- We may _____ (go) to the school on Saturday morning _____ (rehearse) for the play.
- Greg wants _____ (become) an astronomer. That's why he's thinking of _____ (buy) a telescope.

- I was surprised _____ (see) Tina in a costume. I thought she hated _____ (dress up) at fancy-dress parties.
- Ted never has enough time _____ (do) any housework but he can _____ (spend) hours _____ (play) computer games.
- A:** My sister won't let me _____ (use) her MP3 player. She's so annoying!
B: How about _____ (borrow) mine?

Score: / 12

Communication

E. Choose a, b or c.

- A:** Kelly and Harry both love watching parades.
B: _____
a. I do too. **b.** So have I. **c.** I don't either.
- A:** My dad can speak Spanish.
B: _____
a. Mine can't either. **b.** Neither can mine. **c.** So can mine.
- A:** I have never seen an eclipse.
B: _____
a. I have too. **b.** I haven't either. **c.** Neither did I.
- A:** I didn't manage to finish my project.
B: _____
a. I did too. **b.** I haven't either. **c.** Neither did I.
- A:** Jill won't ask for an autograph.
B: _____ He's too shy.
a. Neither will Ray. **b.** Ray will too. **c.** So will Ray.

Score: / 5

F. Match.

- Could I have a word with you?
a. Get out of here! Show it to me.
b. Yep. It's all sorted.
c. Sure. What's up?
d. You can say that again!
e. I had nothing to do with it.

Score: / 5

TOTAL SCORE: / 45

Now I can...

- discuss scientific facts
- invite and make arrangements
- write an e-mail of invitation
- express agreement and disagreement
- express purpose
- talk about dreams I've had
- talk and write about a festival/celebration/event

A. Look at the pictures below. Do you know the names of any of these sights? Listen, read and check your answers.

Hi! Welcome to the New York City At Night Tour. I'm Tim, your guide, and your pilot tonight is Ian. It's almost midnight now, but it's a beautiful clear night so, from our position, you will be able to have a great view of the Big Apple, or as most of us know it, New York City.



The tour starts here at New York's famous landmark, the Statue of Liberty. The statue dates back to the 1880s, when it was given to the USA by the French. Lady Liberty stands on an island and raises her torch 93 metres into the air. We're going to fly around the statue a few times, then leave her behind and head towards Manhattan.

You can't really see because it's dark, but Manhattan is an island in the middle of the Hudson River. Now, we are flying over Brooklyn Bridge. It's just one of the many bridges in New York City. Millions of people travel across them every day to get to downtown Manhattan.



Flying over the city of New York, there's one thing you will see a lot of, and that's skyscrapers. There's the Chrysler Building with its beautiful lights. And down there is the Empire State Building. It looks small from up here, but don't be fooled. It was the first building to have more than 100 floors and the height at the 102nd floor is 381m.

NEW YORK CITY

Helicopter Ride!



Next, there's a place that some people call 'the centre of the world', Times Square, right in the heart of Manhattan. Of course, this city is also a great place to go shopping, so take a walk down 5th Avenue or visit Macy's at 34th Street and Broadway. It has been called the world's largest department store. It's a bit late to go shopping now, but don't worry, there's always something to do in New York City. After all, it is 'the city that never sleeps'.

B. Read again and write T for True, F for False or NM for Not Mentioned.

1. The Big Apple is another name for New York City.
2. The Statue of Liberty was built in the 18th century.
3. The Statue of Liberty was a gift from France.
4. Brooklyn Bridge is used more than any other in New York City.
5. The Chrysler Building has more than 100 floors.
6. Macy's is a department store on 5th Avenue.

SONG 3

Read the song and choose the correct words.

Then listen and check your answers.



Gadget freak



I've got so many (1) **gadgets / mobiles**

I don't know what to do!

I've got a new (2) **MP3 / computer** and a DVD player, too.

I can watch films with friends and surf the (3) **SMS / Net**

Don't tell me you haven't got any of these gadgets yet!

I'm a gadget freak

I can't get enough

There's so much I can do

I just love this stuff!

I've got the latest (4) **mobile / phone**

And a great MP3

And on my bedroom wall I've got a huge flat screen (5) **TV / poster!**

I can listen to songs and send (6) **MMS / e-mails**

gadget@freak.com is my address!



7

Challenge



Discuss:

- How do you feel when you manage to do something difficult?
- Do you enjoy a challenge?
- What's the most difficult thing you've ever done?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- learn to ask different kinds of questions
- learn to give and follow instructions
- learn to ask for and give advice
- write a letter asking for advice
- write a letter giving advice
- talk about imaginary situations
- learn to express wishes
- learn to read dictionary entries
- learn to write an e-mail based on prompts



7a

Solving crimes

1

Warm-up

Discuss.

- Have you ever read a crime story or watched a detective film?
- What happened in the end? Did the police catch the criminals?
- Did you like it? Why/Why not?

2

Vocabulary

A. Complete the sentences with the correct form of the verbs. Then listen and check your answers.



rob



shoplift



arrest

1. The police caught the man who _____ the bank last week.
2. The police _____ two people last night but they are not the bank robbers.
3. This morning a police officer arrested an old man who was _____ at the local supermarket.

B. Look at the words in the box and put them in the correct group. Then listen and check your answers.

| | | |
|----------|------------|---------------|
| robbery | thief | shoplifter |
| burglary | burglar | pickpocketing |
| robber | pickpocket | shoplifting |
| | | theft |

| CRIME | CRIMINAL |
|---------|----------|
| robbery | robber |
| | |

3

Read

A. Below is a comic strip. Listen, read and choose the best title a, b or c.

- Thieves at the Art Gallery
- A Clever Hiding Place
- The Mysterious Painting

Gary Bloom, the famous artist, was very excited about his exhibition. However, just before the opening, someone stole one of his paintings which was worth over one million euros. The owner of the gallery needed help, so he called his old friend, Inspector Thomas Bishop to investigate.





B. Read again and answer the questions.

1. When was the painting stolen?
2. How much was the painting worth?
3. What's the relationship between Alan Jones and Inspector Bishop?
4. How many people were in the gallery at the time of the theft?
5. When did Harry Knight start working at the gallery?
6. Why didn't Inspector Bishop want to interview anyone?
7. What did they find in the hoover?
8. How did Inspector Bishop find out who the thief was?

4

Grammar

Subject - Object questions

- A: Who **saw** the robber?
B: An old man (saw the robber).
- A: Who **did** you **see** at the park?
B: (I saw) Mary and Bill.



Write questions. The words in bold are the answers.

1. A: What _____?
B: James bought a **poster** from the shop.
2. A: Who _____?
B: **My uncle and aunt** sent me this postcard.
3. A: Which _____?
B: I took **the red** pen.
4. A: Who _____?
B: The police caught a **dangerous criminal** last night.

Negative questions

- A: **Haven't** we met before?
B: Yes, we have, at Laura's party.
- A: Why **didn't** you tidy your room?
B: I was busy.

Match.

1. Didn't they arrest the burglars last night?
 2. Isn't the Inspector doing anything to catch the thief?
 3. Don't you want to watch a detective film?
 4. Haven't the police found the missing painting yet?
- a. No, no one knows where it is.
b. OK, I haven't seen one for a long time.
c. Well, he's interviewing people.
d. Yes, two police officers caught them.

5

Speak

THE ALIBI GAME

Talk in groups of four. One member of the group is a detective who is investigating a crime that happened at 10 o'clock last night. He/She must ask the other members of the group questions. The other members must try to think of a good alibi. Then the detective reports the alibis to the class to decide who has the best one.

- Where were you at 10 o'clock last night?
Who were you with?
What were you doing?
What did you...?



1

Warm-up

Discuss.

- Do you like making or fixing things?
- How good are you at DIY?

2

Read

A. Look at the picture. What do you think Bill and Stu are making? Listen to the dialogue and find out. Then read it out in groups.



Stu Put it down over there.

Liv Need any help, guys?

Bill I think we can manage by ourselves.

Liv OK.

Stu Actually, can you turn that music off? I can't hear myself think.

Liv I'll turn the volume down a bit.

Bill Can you turn the light on? We need more light in here.

Liv Do it yourself. I'm reading my magazine.

Stu OK, I'll do it.

Bill Right, let's read the instructions.

Stu I can't be bothered. How difficult can it be to put together a bedside table?

Bill You're right. It's a piece of cake. You just join these bits of wood together.

Stu OK, here are the screws.

Liv Boys, I think you're missing something.

Stu Leave it to us, Liv.

Bill Yeah, you just read your silly magazine.

Liv Whatever you say.

Bill This can't be right. There are four holes on the top.

Stu It's probably upside down. Let's turn it over.

Bill Isn't it supposed to move around?

Stu Don't push it like that. You'll scratch it!

Liv Maybe those holes are where you attach the wheels.

Stu She has a point.

Bill Wheels? What wheels?

Liv Take a look in the box.

Bill Thanks Liv. How did you know it needed wheels?

Liv Because I'm clever.... And there's an advert for it here, in my silly magazine.

B. Read the dialogue again. Find expressions/phrases that match with the ones below.

1. on our own _____
2. I can't think because of the noise _____
3. I don't want to spend time doing it _____
4. It's very easy _____
5. Her idea is right _____

C. Read again and find sentences that prove the following.

1. Stu and Bill believe they don't need Liv's help.
2. Liv is listening to loud music.
3. Liv doesn't want to turn on the light.
4. The boys decide not to use the instructions.
5. The boys aren't sure of what they're doing.
6. Stu and Bill hadn't noticed the wheels in the box.
7. Liv could see a picture of the bedside table all along.

3

Vocabulary

Complete the sentences with the correct form of the phrasal verbs in the box. Then listen and check your answers.

turn on turn over turn up turn off turn into turn down turn out

1. The car went out of control and _____ three times before it stopped in the middle of the road.
2. My dad wants to _____ the garage _____ a gym.
3. Could you _____ the TV _____? I'd like to see the weather forecast for tomorrow.
4. Quick, _____ the volume! I want to hear that news story.
5. Don't forget to _____ the printer before you leave.
6. _____ that awful music _____! It's too loud.
7. The day _____ to be warmer than we had expected.



4

Grammar

| PERSONAL PRONOUNS | | REFLEXIVE PRONOUNS |
|-------------------|--------|--------------------|
| SUBJECT | OBJECT | |
| I | me | myself |
| you | you | yourself |
| he | him | himself |
| she | her | herself |
| it | it | itself |
| we | us | ourselves |
| you | you | yourselves |
| they | them | themselves |

• *I hurt myself.*

• *They made it (by) themselves.*

Complete the sentences with the correct reflexive pronouns.

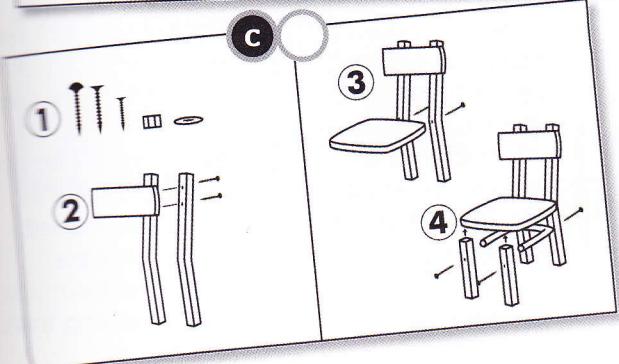
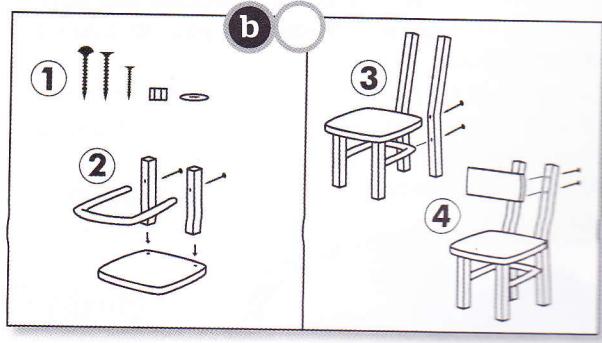
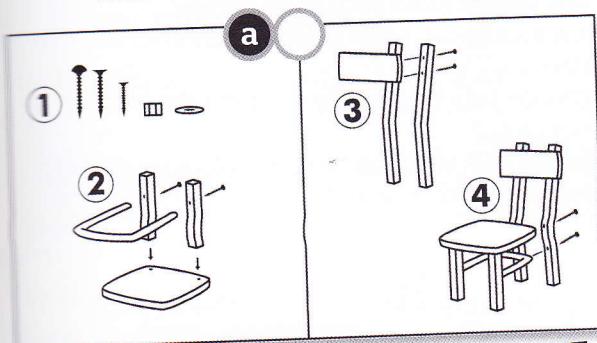
1. The saucepan was very hot and Susan burnt _____.
2. We finished the project by _____.
3. I bought _____ a nice pair of shoes yesterday.
4. My dad usually fixes the car by _____.
5. Did you do that all by _____, kids?
Well done!
6. Are you talking to _____ again? People will think you're crazy!

5

Listen



Listen to a man and a woman talking while making a chair and choose the correct instruction manual.



6 Speak

Talk in pairs about something you've made.

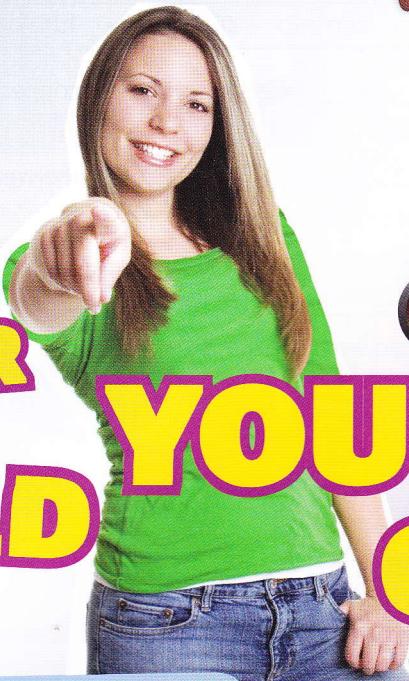
- Describe it
- Describe how you made it
- Say how it turned out

1 Warm-up

Discuss.

- Do you think you are a good friend? Why?
- Do you ever argue with your friends? What about?

HOW FAR WOULD YOU GO?



2 Read

Do the quiz.
Then discuss
the results.

For
your
B F
est friend

1 It's Sunday evening and you have planned to see your favourite band in concert. What would you do if your BF rang and said he/she needed help revising for an exam?

- a. I'd explain about the concert and promise to help next time.
- b. I'd give my ticket to someone else and go and help my BF.
- c. I'd pretend to be ill and go to the concert.

2 Someone you can't stand has invited you and your BF to a party. If your BF wanted to go, what would you do?

- a. I'd find an excuse not to go.
- b. I'd go anyway, and pretend to have a good time.
- c. I'd suggest going somewhere else and treat my BF.

3 You have been saving to buy a netbook and now have €300. What would you do if your BF asked to borrow €300?

- a. I'd say no, but try to help him/her find the money.
- b. I'd lend him/her the money and tell him/her she can always count on me.
- c. I'd tell him/her to borrow the money from someone else.

4 You and your BF both want to play in the school basketball team. If there was one place left, how would you deal with the situation?

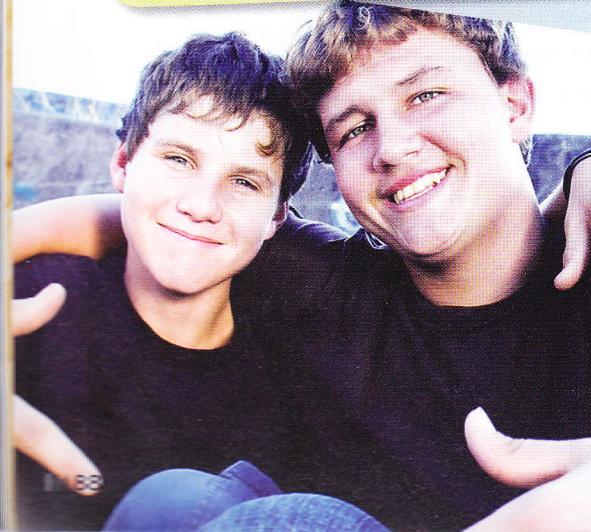
- a. I'd discuss with my BF about how unfair it is for either of us to compete.
- b. I'd let my BF play on the team.
- c. I'd fight for the place. May the best player win!

5 Your BF borrowed your brother's game console and broke it. What would you do?

- a. I'd tell my brother that the dog broke it.
- b. I wouldn't blame my BF. I'd take the blame myself for breaking it.
- c. I'd say 'It's not my fault' and tell my brother who broke it.

6 Your BF thinks his/her new haircut looks great, but you think it looks ridiculous. Do you...

- a. say it looks OK, but you preferred his/her previous haircut?
- b. change your hair, too, so you can both look ridiculous?
- c. tell your BF to change it ASAP before you start making fun of him/her?



Mostly a's

You give enough time and energy to your BF, but you don't let him/her walk all over you. This balance means your BF can rely on you but he/she won't ask you to do too much. Keep it up, and you'll have a great relationship.

Mostly b's

You're the type of person who doesn't mind putting other people first. It feels good to help people out, but remember: you are important too. To have a healthy relationship you need a balance and you must both do things for each other.

Mostly c's

You think your BF is great but you don't like making too much effort for him/her. Sometimes you need to listen to other people's likes and dislikes and not only think about yourself. If you control the relationship too much, it won't last long, that's for sure.

3 Grammar

Conditional Sentences Type 2

- If Ted **had** a motorbike, he **would ride** it to school every day.
- If I **lived** by the beach, I **could go** swimming every day.

NOTE We use **If I were you**, to give advice or to express an opinion.

• If I were you, I **wouldn't listen** to my friends.

Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 2.

1. If my best friend _____ (lie) to me, I _____ (feel) really bad.
2. If I _____ (be) you, I _____ (not go) out tonight. You look ill.
3. I _____ (try) to save money if I _____ (want) to go on holiday with my friends.
4. My sister _____ (scream) if she _____ (see) an insect in her bed.

4 Listen

Headphones

A. Listen to two friends talking. What is Emma's problem?

B. Listen again and tick the things Emma decides to do.

1. pretend she never borrowed the shirt
2. blame someone else
3. tell Rachel what really happened
4. give Rachel one of her shirts
5. buy a new shirt
6. treat Rachel to the cinema



Tip!

While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

5 Speak

Talk in pairs. Go to page 110.

6 Write

A. Read the plans. Can you think of some more phrases for each part of the letters?

When you're writing a letter to a friend asking for or giving advice, follow the plans below.

GREETING

OPENING PARAGRAPH

Begin your letter and say why you're writing. Use phrases like:

ASKING FOR ADVICE

- I've got a problem and I'd like your advice.
- I hope you can help me with a problem.
- I need your advice because I'm in trouble.

GIVING ADVICE

- I was sorry to hear that you've got problems.
- I hope the following advice will help you.
- I've thought about your problem quite a lot and I've come up with the following solution.

MAIN PART

ASKING FOR ADVICE

Explain the problem and how you feel and ask for advice. Use phrases like:

- What should I do?
- I feel helpless and don't know what to do.
- If you were me, what would you do?
- What do you suggest?
- How should I deal with the situation?

GIVING ADVICE

Give your advice and make suggestions. Use phrases like:

- I think you should / shouldn't...
- If I were you, I'd...
- I believe it would be a good idea to...
- One thing you can do is...
- How/What about...?

CLOSING PARAGRAPH

State anything you want to emphasise and end your letter. Use phrases like:

ASKING FOR ADVICE

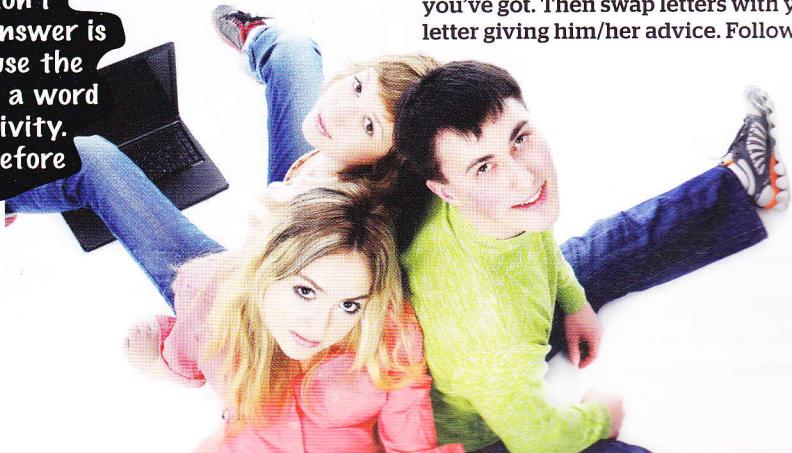
- I hope I haven't troubled you too much.
- Let me know what you think as soon as possible. I'm counting on you.
- I look forward to hearing from you.

GIVING ADVICE

- I hope everything goes well.
- Let me know how everything goes.
- There's no need to panic.
- Everything will be just fine.

SIGNING OFF

B. Write a letter to a friend asking for advice on a problem you've got. Then swap letters with your partner and write a letter giving him/her advice. Follow the plans above.



1

Warm-up

Discuss.

- Do you know of any charities or organisations that help people?
- How do they help?
- Would you like to be a volunteer for a charity? Why/Why not?


**MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS**

Médecins Sans Frontières (MSF), is an international volunteer organisation which offers medical help in times of emergency, like epidemics, and after natural disasters. MSF is a non-governmental organisation and relies on donations and fundraising events to raise money.

In 1971 a small group of French doctors were working in Nigeria. They believed that all people had a right to medical care, and MSF was born. In 1999, MSF won the Nobel Peace Prize. Today, it has over 26,000 doctors and nurses helping people in over 70 countries.

MSF volunteers travel all over the world, even to places they've never heard of, to help people in need. They provide help to many countries that don't have enough doctors or money to care for ill people. Apart from that, they inform people about health dangers and educate them on how to deal with health problems.

B. Read again and answer the questions.

1. Where does MSF get money from?
2. Who started MSF?
3. What happened in 1999?
4. What does MSF do apart from providing medical care?
5. Who is Doug Willis?
6. Where has Dr Doug Willis seen civil wars?
7. Why can't Dr Doug Willis and his colleagues help all the people who are in need?

2

Read

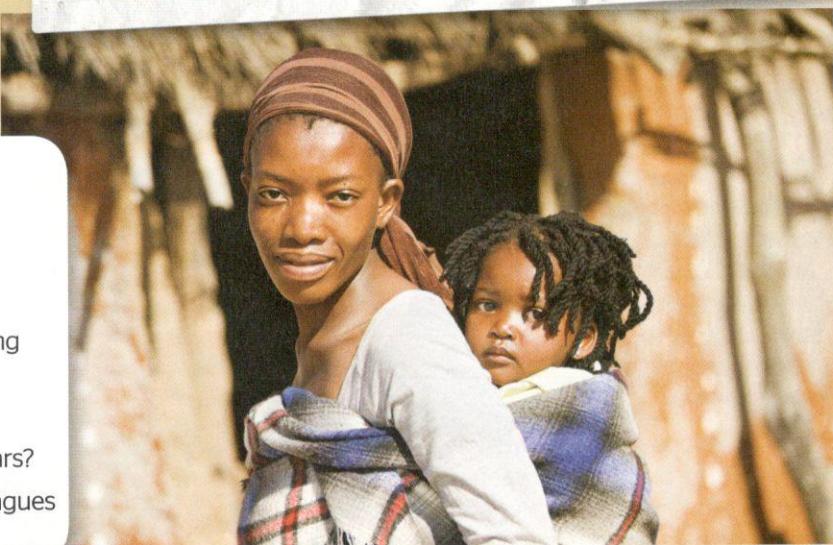
A.19

A. Look at the title of the text. What do you think *Médecins Sans Frontières* does to help people? Listen, read and find out.



I've been a volunteer for thirteen years. I've travelled to many parts of the world but I've spent most of my time in Africa. The situation in many countries there is very bad and some are in the middle of brutal civil wars. Sometimes we're shocked by the events. I wish there weren't any wars. There are lots of communities that need our help. It's a tough job but we try to do our best. We treat patients with illnesses or injuries, but there are just too many. I wish we could help everyone. It's extremely hard work but in the end, I think it's worth the effort. You know, it amazes me how strong people are and how they can still go around with smiles on their faces.

Dr Doug Willis, MSF volunteer



3

Vocabulary

A. Match the words 1-6 from the text with the dictionary entries a-f.

- | | | | |
|--------------------|-----------------------|---------------------|-----------------------|
| 1. donation | <input type="radio"/> | 4. treat | <input type="radio"/> |
| 2. educate | <input type="radio"/> | 5. patient | <input type="radio"/> |
| 3. tough | <input type="radio"/> | 6. extremely | <input type="radio"/> |

- a. verb to give medical care to a person, an illness or an injury
 b. adv. to a very high degree, very much
 c. noun [C] sth, especially money, that is given to charity organisations
 d. noun [C] a person who is getting medical treatment
 e. verb to teach sb about sth or how to do sth
 f. adj. very difficult



Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentences.

B. Look up the words below in a dictionary.

border **epidemic** **raise** **volunteer** **war**

5

Listen

A. Have you ever heard of Red Nose Day? What do people do on that day? Listen to a TV reporter and check your answers.

B. Listen again and complete the sentences.

- Geoff is wearing a _____ and a _____.
- The school has raised about _____.
- Steve Wilkins is trying to break the record for _____ in one day.
- The school has made a _____ in the shape of _____.
- _____ is going to cut the cake.

6

Pronunciation

A. Listen and repeat. What's the difference between the *gh* in words a and b?

- a. **tough** b. **through**

B. Listen and circle the words which contain *gh* as /f/.

right enough daughter
 weight laugh cough bought
 neighbour straight

7

Speak & Write

A. Discuss how you wish to make the world a better place. Use the topics and the ideas given.



I wish people planted more trees.



B. Write a few sentences about how you wish to make the world a better place.

Read the situations and write sentences using *wish*.

1. Tanya is going to the cinema tonight. I really want to go but I have loads of homework.

I wish I _____.

2. It's really cold and I haven't got my jacket.

I wish I _____.

3. I want to drive a car, but you have to be over seventeen. I'm fifteen.

I wish I _____.

1

Speak

Discuss.

- Have you ever taken part in a competition? What was it?
- Read the posters below. Which competition would you like to take part in? Why?

SONG CONTEST
Are you a rapper?

If you are over 18 and can rap, enter our contest!

Victory Stadium
11 March

The judges and audience will choose the best contestant, and he/she will make his/her first CD!

SKATEBOARDING COMPETITION!

Bring your skateboard and do your tricks! Competitors must be at least 16 years old.

BELLVIEW PARK
1st April

Spectators welcome

PRIZES First place: trip to California
Second place: €400
Third place: skateboard

Chess Championship

Show us your best game!
Beat your opponent and enter the final!

Bridgemount Secondary School

9 September

Finals:
27 September



2

Listen



Listen and answer the questions.
Choose a, b or c.

1. Why is Harry ringing?
 - To ask for something.
 - To invite Neal to enter a tournament.
 - To wish Neal good luck.
2. What's happening on the 18th?
 - The competition begins.
 - There's an awards ceremony.
 - The competition ends.
3. What does the announcement say?
 - Competitors must enter the main hall.
 - Judges must go to the main hall.
 - Spectators must stay in the main hall.

3

Speak & Write

A. Below is part of an e-mail Peter has sent to his friend Tony. Read it and look at the notes Tony has made. Match Tony's notes with the points a-c which show what he should include in his reply to Peter.

Wow!
Great!

Send me details

I've got some great news. I won first prize in the photography competition! And do you want to know what the prize was? €500! Not bad, huh? Now I'm thinking of entering another competition which is taking place in two months. The topic is adventure and I'm not really sure what kind of pictures to take. Any ideas? Try...

- ask for something
- make a suggestion
- express enthusiasm

B. Now read the e-mail that Tony has written to Peter and underline the sentences that correspond to his notes.



Hi Peter,

Congratulations! That's wonderful news. I wasn't at all surprised to hear that you won first prize. You take beautiful pictures.

By the way, what are you thinking of doing with the €500? Buy a new camera for your hobby or do something else? Anyway, about that other competition you're going to enter, can you send me some details? I'd like to know exactly when and where it's taking place because I'm thinking of entering, too. Yes, I've improved quite a bit so I want to see if I can win anything. As for the topic of adventure, here's my idea. Why don't you take pictures of people doing different extreme sports, like bungee jumping or hang-gliding? Wouldn't that be nice and adventurous?

I'll let you know if I come up with anything else. Write back soon.

Take care,

Tony

C. Read the information in the box, the situations 1-4 and the notes made. In pairs, discuss how you would reply. Then write down your ideas.

When you're writing an e-mail based on prompts, don't just copy the notes. Try to rephrase them and add any comments and/or information that is relevant.

1. I won first place in the skateboarding competition.

Everyone was thrilled with my tricks!

teach me please!

2. Guess what! My school football team has made it to the finals!

great!

3. I want to do something special on my

birthday this year. Any ideas?

I think...

4. We had a wonderful time in Brazil. You should

tell your parents to organise a trip there.

send photos

D. Imagine that you have received the e-mail below from a friend. Read your friend's e-mail and the notes you have made and write a reply using all your notes.

I just wanted to let you know that I've been asked to be the DJ at an event which is taking place at my local youth club. I'm a bit nervous though. What kind of music do you think I should play? Lots of people are going to be there, however, not only teenagers, so I'm not quite sure. Any ideas? *Fantastic!*

Why don't you come, too? I'd feel much better if you were there for me. I'm sure you'll have a good time. *I think...*

sure!/send details

Write back soon!



Don't forget to use appropriate expressions to begin and end your e-mail and to divide your e-mail into paragraphs.

Vocabulary

A. Circle the correct words.

- Did the police catch the **theft** / **thief**?
- We need to find a **solution** / **donation** to this problem immediately.
- Can you please turn **down** / **off** the TV a bit?
- After the basketball game, some of the **audience** / **spectators** ran onto the court.
- I want to become a(n) **opponent** / **volunteer** and help people in need.
- Please don't wear that dress to the party. You look **ridiculous** / **obvious**!

Score: / 6

B. Complete with the correct form of the words in capitals.

- Fortunately, the _____ was arrested before he escaped. **ROB**
- My cat died after a long _____. **ILL**
- There were more than 300 _____ at the stadium. **COMPETE**
- For those of you who are more _____, there are activities like bungee jumping to try. **ADVENTURE**
- Two _____ have taken place in my neighbourhood this week. **BURGLAR**

Score: / 5

Grammar

C. Write questions. The words in bold are the answers.

- A: _____?
B: The screws fell on the floor.
- A: _____?
B: Mark won the song contest.
- A: _____?
B: Oliver beat Lenny at chess.
- A: _____?
B: The burglar stole a painting.
- A: _____?
B: The man tried on the brown shoes.

Score: / 5

D. Circle the correct words.

- Jack pushed **me** / **myself** and I fell down, but luckily I didn't hurt **me** / **myself**.
- Diane won't lie. You can always count on **her** / **herself** to tell you the truth.
- Ted and I were thirsty so we treated **us** / **ourselves** to some apple juice.
- My cousin, Susan, is twenty years old and lives by **her** / **herself**.
- Greg didn't break the window, Mum, so don't blame **him** / **himself**.
- Have you ever stayed at home by **yourself** / **yourselves**, children?

Score: / 7

E. Complete with the correct form of the verbs in brackets.

- If I had a lot of money, I _____ (make) a donation.
- Would you become a detective if you _____ (like) crime?
- Mandy _____ (buy) a car if she _____ (know) how to drive.
- If I _____ (be) you, I _____ (apologise) to my parents.
- If I _____ (not know) how to put this chair together, I _____ (read) the instructions.

Score: / 8

F. Read the situations below and write sentences using **wish**.

- I've got a terrible hairstyle and people make fun of me.

- The fundraising event is on Saturday. I'd love to go but I can't.

- I want to enter the competition but I'm not old enough.

Score: / 6

Communication

G. Complete the dialogue with the sentences a-f. There are two extra sentences which you will not need to use.

- It's a piece of cake.
- Why aren't you painting the living room?
- Whatever you say.
- Haven't you started yet?
- No need.
- I can't be bothered.

Kerry Gavin, what are you doing?

Gavin I'm watching TV.

Kerry (1) _____

Gavin Well...

Kerry Well what?

Gavin (2) _____

Kerry But you promised.

Gavin Well, I haven't got enough money to buy the paint.

Kerry (3) _____ I bought it yesterday. It's in the basement. So, what do you think? If you get started now, you'll finish by dinner time.

Gavin (4) _____

Score: / 8

TOTAL SCORE: / 45

Now I can...

- ▶ ask different kinds of questions
- ▶ give and follow instructions
- ▶ ask for and give advice
- ▶ write a letter asking for or giving advice
- ▶ talk about imaginary situations
- ▶ express wishes
- ▶ look up words in a dictionary
- ▶ write an e-mail based on prompts



1 Warm-up

Look at the types of holiday below and discuss.

- What does each of these types of holiday involve?
- What kind of holiday do you usually go on?
- Which of these have you never been on but would like to try? Why?

camping holiday

holiday by the seaside

skiing trip

guided city tour

backpacking holiday

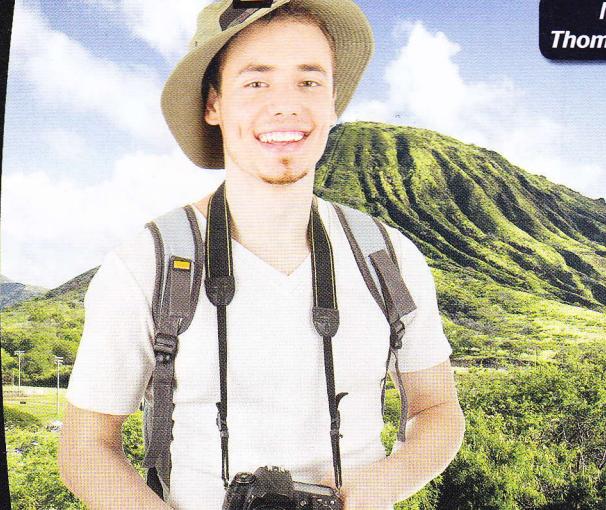
cruise

safari

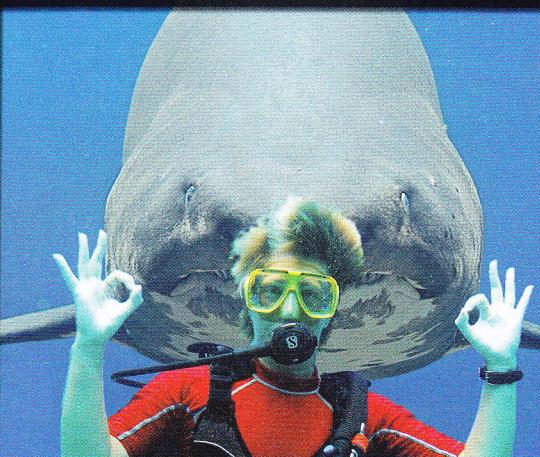
A. Look at the pictures. What do you think the people like doing during their holidays? Listen, read and check your answers.

And you call that a holiday?

Not everyone enjoys a relaxing holiday around a pool getting a tan. Andy Thomas interviews two people who have a different view on what a holiday is.



Oliver Mason looks like any other teacher and makes a good impression in his smart shirt and tie. But he has an unusual burning passion for volcanoes. Whenever he has some free time, he travels to a new volcano to explore. He told me he found them fascinating and that he had travelled the globe visiting them. His favourite location is Mauna Loa in Hawaii, where the biggest active volcano in the world is. 'Active volcanoes are much more interesting. Also, there are many activities you can do at volcanoes. I've just come back from an unforgettable trip to Nicaragua where I went volcano surfing down the side of a volcano!' said Oliver. That's pretty dangerous, even with safety equipment. He showed me his scars and told me that I'd love volcano surfing if I tried it, but I replied that it wasn't for me.



I was looking forward to chatting with Erica Reid because, like me, she is an experienced scuba diver. But in the end, there was a big difference between us. You see, I wasn't very keen on the company she kept underwater. She told me that she loved interacting with the marine life. Every summer she books a holiday somewhere in the world just to swim in different marine environments. She's swum with humpback whales in the Antarctic and black tip reef sharks in the Bahamas. She told me her most enjoyable trip had been to Mexico where she had swum with whale sharks. 'They are the largest fish in the world, but they aren't dangerous,' Erica said. Personally, I'd prefer not to find out. For her next trip she has made the decision to travel to Darwin, Australia, where she's going to swim with crocodiles. Send us a postcard, Erica!

B. Read again and complete the summaries about the two people.

Oliver Mason is a (1) _____ who is really interested in (2) _____. His favourite one is still (3) _____ and it's the (4) _____ in the world. It's in (5) _____. Apart from exploring, Oliver likes doing different (6) _____. When he was in (7) _____, he tried volcano (8) _____.

Erica Reid loves (9) _____ and she's very experienced. She spends her (10) _____ holidays in places where she can swim in (11) _____. When she was in (12) _____, she swam with (13) _____, which are the (14) _____ fish in the world. She has recently made plans to visit (15) _____ and swim with (16) _____.

1 Warm-up

Look at the types of holiday below and discuss.

- What does each of these types of holiday involve?
- What kind of holiday do you usually go on?
- Which of these have you never been on but would like to try? Why?

camping holiday

holiday by the seaside

skiing trip

guided city tour

backpacking holiday

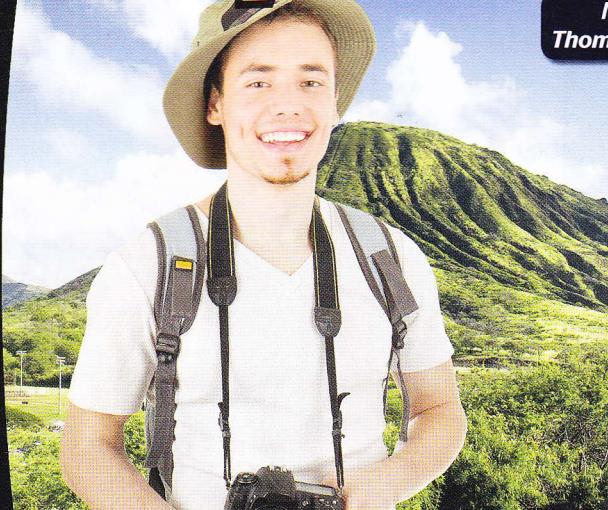
cruise

safari

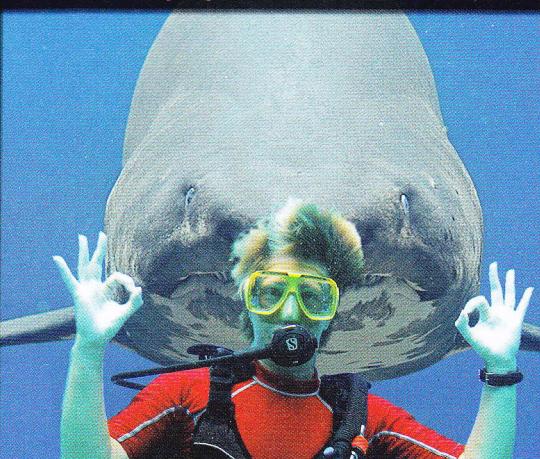
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3

Grammar

Reported Speech (Statements)

DIRECT SPEECH

'I visited Tenerife last summer,' Paul said to May.

REPORTED SPEECH

Paul told May (that) he had visited Tenerife the previous summer.

Tenses, modal verbs, time expressions, etc. usually change as follows:

| DIRECT SPEECH | REPORTED SPEECH |
|-----------------|-----------------|
| Present | → Past |
| Past | → Past Perfect |
| Present Perfect | → Past Perfect |
| will | → would |
| can | → could |
| may | → might |
| must | → had to |

| DIRECT SPEECH | REPORTED SPEECH |
|---------------|----------------------|
| this | → that |
| today | → that day |
| yesterday | → the previous day |
| last week | → the week before |
| tomorrow | → the next day |
| next year | → the following year |

NOTE

DIRECT SPEECH

'I'm calling from Acapulco,' says Julie.

REPORTED SPEECH

Julie says (that) she is calling from Acapulco.



Rewrite the sentences using Reported Speech.

1. 'I hate travelling by plane.' Eileen said.

Eileen said that she _____

2. 'I'll book my flight to Morocco tomorrow,' David said.

David said that he _____

3. 'Lily can't go to the match today,' Mr Adams said.

Mr Adams told me that Lily _____

4. 'I have been to Barcelona three times,' William said.

William said that he _____

4

Listen

A. Listen to two people talking about Rita's holiday. What kind of holiday did she go on?

B. Listen again and write T for True or F for False.

1. Rita had never been to Africa before.
2. Rita spent a long time waiting around.
3. Rita borrowed Jim's camera.
4. Rita was scared of the animals.
5. An elephant tried to get into Rita's tent.
6. Rita wants to go on the same type of holiday again.



5

Speak

Talk in pairs. Interview your partner about his/her last holiday. Note down his/her answers. Then report them to the class.

Where did you travel to on your last holiday?

Who did you go with?

What did you do there?

Did you have fun?

Will you go again?

What are your plans for next summer?

Maria said she had travelled to Italy the previous summer.

C. Complete the sentences with the correct form of the words in capitals. All the missing words are in the text.

1. I might go to Canada next year but I haven't made a _____ yet. **DECIDE**

2. Please wear a helmet. It's for your own _____.
SAFE

3. I got the _____ that she didn't like my chocolate cake. **IMPRESS**

4. We spent an _____ weekend by the sea. **ENJOY**

5. Thomas and Jenny spent a _____ evening watching DVDs. **RELAX**

6. Travelling to Peru was an _____ experience. **FORGET**

7. What's the _____ between a backpacking and a camping holiday? **DIFFERENT**

1

Read

A. Discuss.

- Have you ever spent time on a farm?
- Would you like to? Why?/Why not?

B. Look at the picture. What do you think happened to Liv? Listen to the dialogue and check your answers. Then read it out in groups.



Amy You know what? I thought this agritourism would be a boring way to spend my time.

Bill Me too. But actually it's a good laugh.

Amy Yeah.

Stu Come on you two, we can't waste our time chatting. There's work to be done.

Bill But Farmer Ted told us to take a break.

Stu Did he? OK, let's take some pictures since we've got some time to kill.

Amy But we're not all here.

Bill Where is Liv by the way?

Stu Here she comes now. What happened to you?

Liv Why don't you ask Bill?

Amy Did you do this, Bill?

Bill Don't talk nonsense. Of course I didn't. What are you talking about, Liv?

Stu What's that smell?

Liv OK, this is what happened. Farmer Ted told me to clean out the cowshed. So, I went to get a bucket and a spade from the shed. Then I saw Bill passing by. Remember, Bill?

Bill Yes, you asked me to tell you where the cowshed was.

Liv And you told me it was next to the farmhouse.

Bill It is... isn't it?

Liv No, that's Thunderbolt's stable.

Amy Thunderbolt? The horse? Farmer Ted told us to steer clear of him. He's a wild one.

Liv I know, I know. I opened the door and it was quite dark but I started cleaning anyway. The next thing I knew, something kicked me and I fell over.

Amy Into some mud?

Liv I wish it was mud, Amy.

Amy Ewwww! That's disgusting!

Stu So, that's what the smell is.

C. Look at the phrases 1-5 from the dialogue and match them with the meanings a-e.

- | | |
|--------------------------|-----------------------------|
| 1. It's a good laugh | a. All of a sudden |
| 2. Don't talk nonsense | b. That's horrible |
| 3. Steer clear | c. It's fun |
| 4. The next thing I knew | d. Avoid |
| 5. That's disgusting! | e. Stop saying silly things |

D. Read again and answer the questions.

1. What kind of holiday are Bill, Liv, Amy and Stu on?
2. Who didn't think they would enjoy the holiday?
3. Why aren't Bill, Amy and Stu working at the moment?
4. What did Farmer Ted tell Liv to do?
5. Why is Liv angry with Bill?
6. What is next to the farmhouse?
7. What did Farmer Ted warn the kids about?
8. Why did Liv fall over?

2 Vocabulary

Listen. What do the expressions in bold mean? Match them with the definitions a-h.

1. My dad **spends his free time** making model planes.
2. Stop **wasting your time** playing computer games! Do something useful.
3. You've got until the weekend to finish the project, so **take your time**.
4. Arnold is really busy, but he's going to try and **make time** to have a coffee with Fiona.
5. My mum always **gives me a hard time** when I don't finish my homework.
6. My favourite music is hip hop, but I also listen to rock **from time to time**.
7. We have **some time to kill** before lunch, so let's go for a walk.
8. Don't forget to wear your helmet **at all times**.



- a. always
- b. find the time to do something
- c. sometimes
- d. pass the time
- e. make someone's life difficult
- f. don't hurry
- g. not use your time wisely
- h. have nothing to do



3 Grammar

Reported Speech (Commands, Requests)

DIRECT SPEECH

"Use the bucket to wash the car! Don't make a mess!" my dad said.

"Josy, please turn the music down," Georgia said.

REPORTED SPEECH

My dad told me to use the bucket to wash the car and not to make a mess.

Georgia asked Josy to turn the music down.



Rewrite the sentences using Reported Speech and the verbs given.

1. 'Help me feed the horses, please,' the farmer said to Darren.
ask _____
2. 'Don't give me a hard time,' my sister said.
tell _____
3. 'Please clean the mud off your shoes,' Harriet said to Dan.
ask _____
4. 'Don't move,' the police officer said to the bank robber.
order _____

4 Speak & Write

A. Imagine that you are Liv from the dialogue on page 98. Describe to the class what happened to you and how you felt.

B. Read the plan below.

When you're writing **an account of a true event**, remember to use the first person singular or plural (I, We).

INTRODUCTION

Give some information about the setting of the event (when and where it happened, who you were with, etc.)

MAIN PART

Describe what happened. Remember to use Past Tenses, linking words/phrases and expressions (see p. 53).

CONCLUSION

Describe how the event ended and make a short comment on your experience.

C. Think of something that has happened to you or imagine you're Liv. Complete the notes below, making up any information you need.

INTRODUCTION

When did it happen? _____

Where did it happen? _____

Who were you with? _____

CONCLUSION

What happened in the end? _____

How did you feel? _____

D. Write an account of a true event or imagine you're Liv and write what happened. Use your notes from activity C and follow the plan on the left.

1

Warm-up

Discuss.

- Which of the following do you think would ruin a holiday?
- Can you think of anything else?



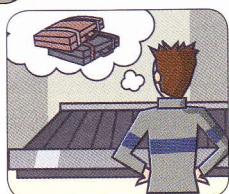
missing a flight



waiting for a delayed train



forgetting your passport



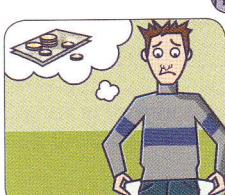
losing your suitcases



car breaking down



getting sunburnt



running out of money



packing the wrong clothes

2

Read

A. Read the blog Jason Partridge has written about a holiday that went wrong. Five sentences are missing. Complete the blanks 1-5 with the sentences a-e below. Then listen and check your answers.

- Of course, there were many dissatisfied passengers.
- Secondly, the ship looked a lot less luxurious than it did in the brochure.
- We finally left port, but things didn't improve.
- But they told him that all the cabins were full and that it was impossible for them to do anything.
- So she called reception and asked them what the problem was.

subject: **A nightmare mini holiday**
by: **Jason Partridge**

date: 14th August

location: Home



Well, I thought this would be the best holiday, but unfortunately, I've just come back from the shortest cruise ever! From the moment my parents and I arrived at the port we knew it wasn't going to be our dream holiday.

The first thing I noticed was that most of the people boarding the ship weren't my age. [1] But the real shock came when we were shown to our cabin. It was tiny, the beds were uncomfortable and it had no windows! So, my dad went to reception and asked if we could pay extra for a better one. [2]

Then things got worse. It was time for the ship to sail when there was an announcement that there would be a two-hour delay. [3] The crew asked us all to be patient, stay on board and enjoy our lunch. But the service was terrible! They were so disorganised it took us an hour to have lunch and it was completely tasteless. After that, we went back to the cabin. My mum wanted to have a shower but there was no water. [4] They said something about having trouble with the water supply and that they were doing their best to fix it.

[5] We hardly got any sleep that night and the next day, when the ship made its first stop, we got off along with most of the other passengers and we never went back. As I'm writing this, my dad is writing a letter of complaint to the travel agency asking for our money back.

Vocabulary

Form the opposites of the words in the box and complete the table. Then listen and check your answers.

happy ~~like~~ polite agree possible comfortable pleasant organised healthy appear
 patient ~~successful~~ satisfied

| un + adjective | dis + verb or adjective | im + adjective |
|----------------|-------------------------|----------------|
| unhappy | dislike | impolite |
| | | |
| | | |
| | | |

NOTE: The opposites of many English words are formed by adding a negative prefix (un-, dis-, im-, etc.) to the words.

4

Grammar

Reported Speech (Questions)

DIRECT SPEECH

'When will we arrive?' Jimmy asked his dad.

'Do you want to have lunch in the cabin?' Kelly asked Ray.

REPORTED SPEECH

Jimmy asked his dad when they would arrive.

Kelly asked Ray if/whether he wanted to have lunch in the cabin.

Rewrite the questions using Reported Speech.

- 'Have you ever been on a cruise before?' Lionel asked me.
Lionel asked me _____
- 'How long is the ship?' Stephen asked the captain.
Stephen asked the captain _____
- 'What will you put in your suitcase?' my brother wanted to know.
My brother wanted to know _____
- 'Did you lose your passport?' Carla asked George.
Carla asked George _____
- 'Can you fix the car by yourself?' Mrs Grey asked Toby.
Mrs Grey asked Toby _____

5

Listen

Listen to four people talking about their holiday experiences and match them with the statements. There is one extra statement which you do not need to use.

Andrew

I missed part of my holiday.

Ruth

I forgot to bring something.

Shaun

I was dissatisfied with the service.

Emily

I almost ran out of money.

I got sunburnt badly.

6

Speak

Talk in pairs. Tell your partner about a bad holiday experience you've had.

8d Going abroad

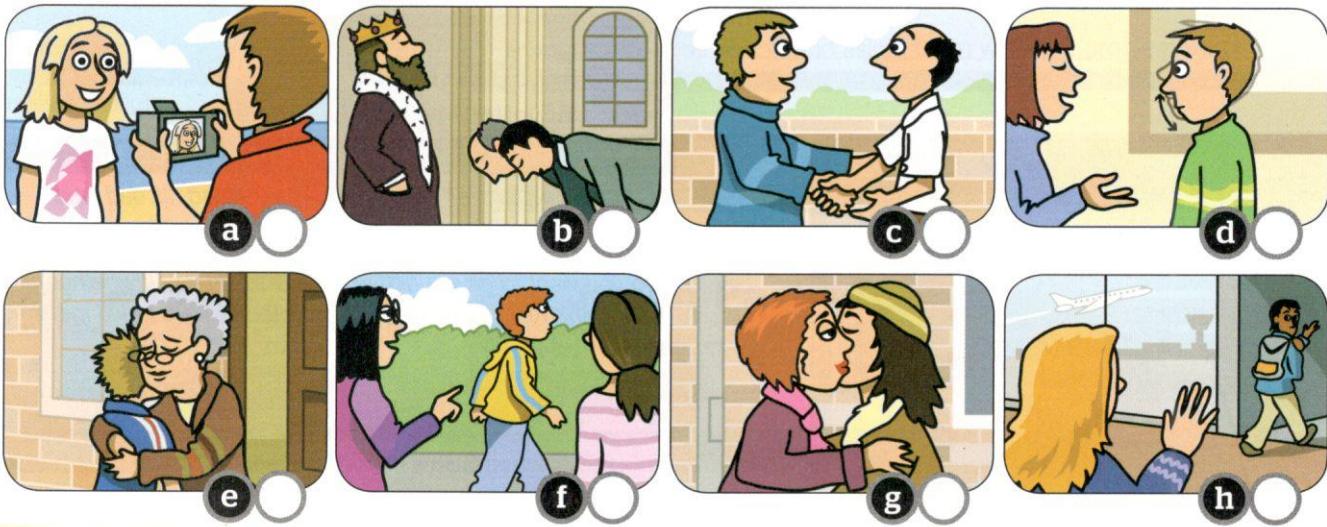


1 Vocabulary

Listen. What do the verbs in bold mean? Match them with the pictures a-h.

1. Dorothy **waved** goodbye to Gordon.
2. My grandmother **hugs** me whenever she sees me.
3. Do people in your country **shake hands** when they greet each other?
4. Maria met Carla at the bus stop and they **kissed** each other on the cheek.

5. Harry **nodded** to show that he agreed with Violet.
6. The king entered the room and everyone **bowed**.
7. 'There's Ben,' said Janet and **pointed** to a boy who was walking past.
8. 'Smile! I want to take your picture.'



2 Read

A. Below are some travel tips. Listen and read. Then read the statements 1-5 and say where the people travelled to.

TRAVEL TIPS:

CULTURAL DIFFERENCES

Before you travel to a foreign country, it is a good idea to learn a few things about the customs and gestures of the people. These may be very different from yours and if you are not familiar with them, you might make a fool of yourself or even get into trouble!

THE UK

In many European countries greeting by hugging or kissing on the cheeks is very common. But only very good friends hug or kiss in the UK, and British men rarely hug or kiss at all. Also, loud behaviour is considered very rude and British people never push in to get to the front of a queue.

THE NETHERLANDS

In most parts of Europe and in some Latin American countries, moving your finger in a circle around your ear is like telling someone they're out of their mind. In the Netherlands, this gesture means something completely different. Dutch people use it to say, 'You've got a phone call.'

CHINA

Greeting in China is usually a slight nod and a bow. Also, it is polite to offer a gift to a Chinese host when you visit them. However, hosts will often refuse the gift many times before accepting it.

PERU

Raising your eyebrows in most countries is a sign of surprise. But in Peru it means 'money' or 'pay me'. So, if someone from Peru owes you money, remember to raise your eyebrows.

INDIA

Be careful when you want to point at something in India, because it is impolite to use your finger. You should either signal to something using your chin, or even better, your whole hand. Also, when you're visiting a temple, always remove your shoes. And if you offend someone, the best way to say sorry is to tap the person on the shoulder, then tap your forehead.

3

Pronunciation

A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.

Jack tapped me on the shoulder.

(Jack, not his brother or anybody else)

Jack tapped me on the **shoulder**.

(He tapped me on the shoulder, not somewhere else)

B. Listen and repeat. Underline the stressed word in the questions 1-3 and choose the correct answer.

1. Does Robert speak Spanish?

- a. No, Lisa speaks Spanish.
- b. No, Robert speaks Italian.

2. Did Mr Lee shake hands with you?

- a. No, Mr Davis shook hands with me.
- b. No, Mr Lee shook hands with Tom.

3. Are you going to London on Sunday?

- a. No, my sister is going to London on Sunday.
- b. No, I'm going to London on Saturday.

1

AS SOON AS I WALKED INTO THE TEMPLE, A MAN STARTED SHOUTING AT ME AND POINTING AT MY FEET.

2

WHEN I ARRIVED, I GAVE HIM A PRESENT, BUT HE DIDN'T WANT IT. I HAD TO OFFER IT AGAIN AND AGAIN UNTIL HE FINALLY TOOK IT.

3

IT WAS MY FIRST MONTH THERE AND I DIDN'T WANT TO BUMP INTO THIS PERSON BECAUSE I OWE HER MONEY. BUT WHEN I DID, SHE JUST LOOKED REALLY SURPRISED. VERY STRANGE.

4

I WAS ON THE OTHER SIDE OF A CROWDED ROOM AND THE PERSON I WAS STAYING WITH MADE A GESTURE AS IF TO SAY I WAS CRAZY. I COULDN'T UNDERSTAND WHY HE WAS MAKING FUN OF ME!

5

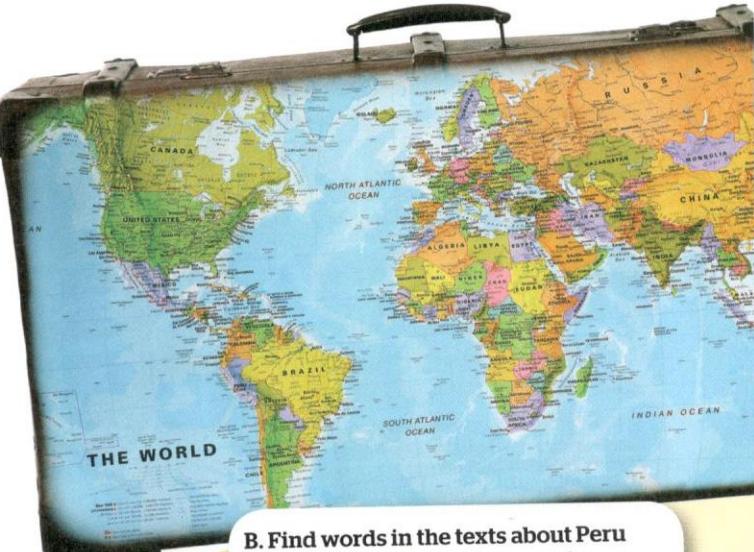
WHEN I MET MY HOST, I KISSED HIM THREE TIMES ON THE CHEEK. HE LOOKED VERY SHOCKED, BUT THAT'S HOW PEOPLE GREET IN POLAND.

4

Speak

Talk in pairs. Discuss which gestures you often use with your family, friends, teacher and strangers.

When I meet my friends, I usually...



B. Find words in the texts about Peru and India that match the meanings below.

1. move something to a higher position _____

2. the part of your face above your eyes _____

3. have to give money to someone because you borrowed it _____

4. make people understand by sending a message or sign _____

5. the part of your face under your mouth _____

6. to be rude and unpleasant to somebody _____

7. to hit quickly and lightly with the fingers _____

C. Read again and write T for True, F for False or NM for Not Mentioned.

1. People in the UK never hug and kiss when they greet each other.
2. Pushing in front of someone in a queue in the UK will make them very angry.
3. There are many gestures to show someone they've got a phone call in Latin America.
4. Chinese people will only accept certain types of gifts.
5. There is a Peruvian facial expression which tells someone they owe money.
6. Never point at something with your whole hand in India.
7. Tapping an Indian person on the shoulder will offend him/her.



1

Warm-up

Look at the advertisement below and discuss.

- If you were interested in this holiday, what else would you like to know?
- How would you contact this travel agency?

WINTER BREAKS

ENJOY THE SCENERY OF THE ALPS AND THE EXCITEMENT OF A SKI HOLIDAY!

Available all winter!

Unbelievable prices!

Beginner slopes and experienced ski instructors available

Special offers for groups!

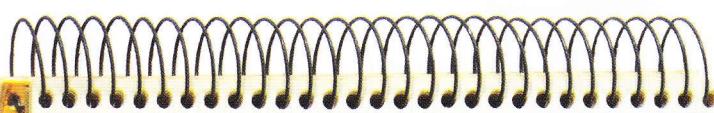
Five amazing resorts!
The choice is yours!

Write to:
Snowworld Travel Agency
34 Parson Road,
Lincoln,
LN2 7HD

2

Listen

Listen to a man calling Snowworld Travel Agency for some information and complete his notes.



Ski trip info

- Weekend price: _____ per person
- Special offer: Group of 11: _____ cheaper
- Resorts in _____, _____ and Switzerland
- Lesson with instructor: lasts _____ costs _____

3

Speak & Write

A. Below is a letter Matthew Fox sent to Snowworld Travel Agency. Read it and answer the questions. When it is possible, underline parts of the letter to justify your answers.

1. Is Matthew writing to someone he knows?
2. Where did he find the advertisement?
3. Why is he writing this letter?
4. How many questions does he ask?
5. Which words/phrases does he use to list his questions?
6. Does he use short forms?
7. What features make this letter formal?

112 Bingham Street
Lincoln
LN4 4RL

12 December 2010

Snowworld Travel Agency
34 Parson Road,
Lincoln,
LN2 7HD

Dear Sir/Madam,

I saw your advertisement in a local newspaper. I am writing to ask for more information about winter breaks.

Firstly, would you please tell me if there is a minimum number of people required to get the group special offer? I would like to come with friends, but I do not know the exact number yet. Also, could you tell me during which months the ski holidays are available? We are thinking of coming at the end of February or the beginning of March. Furthermore, do you provide ski equipment or do I have to hire and pay extra? This is my first time skiing so I do not have the equipment. Lastly, could you let me know what facilities are available at each of the resorts?

I would like to thank you in advance for your time and assistance. I look forward to hearing from you.

Yours faithfully,

Matthew Fox

Matthew Fox

B. Read the information below. Then read the direct questions 1-4 and form indirect questions.

In formal letters, try not to use direct questions too often. It is more polite to use indirect questions. Indirect questions begin with phrases like:

Can / Could / Would you tell me...?
Can / Could / Would you inform me...?
Can / Could / Would you let me know...?
Do you know...?

| DIRECT QUESTIONS | INDIRECT QUESTIONS |
|--------------------------|--|
| • Where is the hotel? | • Do you know where the hotel is? |
| • Is breakfast included? | • Could you tell me if/whether breakfast is included? |

In indirect questions, the word order is the same as in affirmative sentences and the tenses do not change.

1. How much does it cost?

Would you please inform me _____?

2. Is there an indoor swimming pool?

Do you know _____?

3. Do all rooms have air-conditioning?

Can you tell me _____?

4. What type of extreme sports will I be able to do there?

Could you let me know _____?

C. Read the plan below.

When you're writing a formal letter asking for information, follow the plan below. Remember to write in a formal style and do not use short forms or abbreviations.

GREETING

- Dear Sir/Madam,
- Dear Mr/Mrs/Miss/Ms + surname,

OPENING PARAGRAPH

Begin by saying where you saw the advertisement and why you're writing. Use phrases like:

- I saw your advertisement in... and I was interested in...
- I am writing to ask for more information about...
- I would like some information about...

MAIN PART

Ask for information in a formal and polite way.

Remember to use:

• linking words/phrases to list your questions:

firstly, first of all, to begin with, secondly, furthermore, also, in addition, what is more, apart from that, finally, lastly, etc.

• indirect questions

CLOSING PARAGRAPH

End by thanking and mentioning that you'd like a reply as soon as possible.

- I would like to thank you in advance.
- Thank you for your time and assistance.
- I look forward to hearing from you.
- Please send me a reply with any information as soon as possible.

SIGNING OFF

• Use a formal signature ending.

- Yours faithfully, (when you don't know the name of the person you are writing to)
- Yours sincerely, (when you know the name of the person you are writing to)

• Sign underneath and write your full name below your signature.

D. Below are parts of a formal letter. Not all the words/phrases are appropriate. Rewrite them in an appropriate style.

1. Dear Mr Frank Jones,

2. I saw your ad in a mag
and I'd like some info.

3. Oh, and lastly, send me
some photos, OK?

4. Write back soon.

Yours,

Brenda Dale

E. ROLE PLAY

Go to page 114.



F. Look at the advertisement on page 114 and write a letter to Tomkins Travel Agency to ask for information about the holiday. Follow the plan in activity C.

Don't forget to revise your drafts and edit your writing. Check punctuation, capital letters, spelling, word order, grammar, vocabulary, linking words, set phrases, as well as the layout of the letter (date, addresses, block paragraphs) and the style (formal language, appropriate greetings and signature endings, etc.).

8

Round-up

Vocabulary

A. Complete with the correct form of the words in capitals.

- What's that _____ smell? **PLEASANT**
- Don't you know it's _____ to stare at other people? **POLITE**
- Some people think this book is boring, but I _____. **AGREE**
- Tidy up your desk! You can be so _____. sometimes. **ORGANISE**
- This chair is _____. Can I sit on the sofa? **COMFORTABLE**

Score: / 5

B. Circle the correct words.

- Billy and I had a(n) **luxurious** / **enjoyable** walk by the sea.
- I hate **wasting** / **taking** my time standing in queues.
- We were an hour late so we **delayed** / **missed** our flight.
- Carolyn **greeted** / **waved** goodbye and boarded the ship.
- I was sunbathing almost every day, so I got a nice **tie** / **tan**.
- Darren left his sunglasses in the **cabin** / **brochure**, so he went to get them.
- Greg might win the song contest. I think he made a good **impression** / **announcement** on the judges.

Score: / 7

Grammar

C. Rewrite the sentences using Reported Speech.

- 'I can't find my suitcase,' Emma said to us.
Emma told us _____
- 'Where did you go on holiday, Fred?' Gina asked.
Gina asked Fred _____
- 'Henry has never been backpacking,' Isabel said.
Isabel told us _____
- 'Don't forget your passport!' John told Karen.
John told Karen _____
- 'Are your parents travelling to Paris next weekend?' my cousin asked.
My cousin wanted to know _____
- 'Stay in your cabin, please,' the crew member said.
The crew member asked me _____

Score: / 12

D. Choose a, b or c.

- The police officer told us _____ our bags.
 - open
 - to not open
 - to open

- Lee told me he was going to play tennis _____.
 - the following
 - yesterday
 - the previous day
- Excuse me, could you tell me _____ the ski instructor is?
 - who
 - if
 - whether
- Mike asked me when _____ him his DVD back.
 - will I give
 - would I give
 - I would give
- He asked us _____ we had our passports with us.
 - where
 - whether
 - did

Score: / 5

E. Read the direct questions and form indirect questions.

- Is that slope dangerous?
Do you know _____?
- What time does the travel agency close?
Could you tell me _____?
- Was the service good?
Can _____?
- Where will I find souvenirs?
Do you _____?

Score: / 8

Communication

F. Complete the dialogue with the phrases a-g. There are three extra phrases which you do not need to use.

- It's a good laugh.
- Well, I like to paint from time to time.
- That's disgusting.
- So, take your time.
- Don't talk nonsense.
- No, I'd make a fool of myself.
- Take a break.

Penny Are you painting a picture, Olga?

Olga Yes, but it's not very good.

Penny (1) _____ It's great.

Olga Do you think so?

Penny Yes, I didn't know you were an artist.

Olga (2) _____

Penny You should have your own exhibition.

Olga (3) _____

Penny Don't be silly. Actually, there's a competition at the Town Hall every year. You should enter.

Olga But I haven't finished this painting yet.

Penny The competition isn't until the summer. (4) _____

Score: / 8

TOTAL SCORE: / 45

Now I can...

- report what other people have said
- give an account of a true event
- talk about different types of holiday
- talk about misfortunes
- talk about cultural differences
- write a formal letter asking for information



ALL ABOARD!



The Trans-Siberian Railway is a network of railways and has the longest continuous railway line in the world. It is 10,000km long and covers one third of the globe.

By the end of the 19th century, it was clear that Russia needed a transport route from the west, where Moscow is, to the eastern area of Russia known as Siberia. It was Alexander III, the Russian Tsar, who decided to build a railway line. Work began in 1891 and after Alexander's death, his son, Nicholas II, took over.

Today the line is the most important transport link within the country. It is used by Russians but also by foreign tourists. There are a number of routes to choose from. The most popular route is the **Trans-Siberian Line** which runs from the capital, Moscow, to Vladivostock, a seaport on the Pacific Ocean. The second route is the **Trans-Manchurian Line** which runs from Moscow to Beijing, the capital of China. The third route, the **Trans-Mongolian**, goes from Moscow to Beijing through Mongolia. And the fourth route, known as the **Baikal Amur Mainline**, runs further to the north and reaches the Pacific.

Travellers usually travel from west to east. However, it is possible to go in the opposite direction. It takes about a

week to complete the Trans-Siberian journey. There are many stops along the way, which last from a few minutes to half an hour. Travellers can arrange to stay in many of the Russian cities and towns along the way. One of the most interesting sights is Lake Baikal - the deepest and oldest freshwater lake on Earth.

Some Trans-Siberian trains are actually hotels on wheels. For those who have money to spend, there's the Trans-Siberian Express with its luxurious, air-conditioned, first-class sleeping cars, a restaurant car which serves three meals a day and a shower car with towels and bath robes. In each sleeping car, there are two attendants who serve tea and coffee free of charge throughout the journey and make the beds.

One of the most enjoyable things about this journey is simply sitting back and watching the scenery. However, most travellers also find that getting to know people from around the world makes this journey an unforgettable experience.

1. Why was the Trans-Siberian Railway built?
2. Which Tsar saw the Trans-Siberian Railway finished?
3. Who travels on the Trans-Siberian Railway?
4. Where does the Trans-Manchurian line end?
5. Which direction do most people travel in?
6. How long is the longest stop?
7. What is special about the Trans-Siberian Express?
8. What do attendants on the Trans-Siberian Express do?

SONG+

Complete the song with the words in the box.
Then listen and check your answers. 

I'm sorry



three sad wish hang smile head back pick



I try to call but you (1) _____ up.

When I ring back, you don't (2) _____ up.

I didn't mean the words I said

I still hear them in my (3) _____.

It's been (4) _____ days and still no sign.

I'd like to know if you are fine.

I didn't want to make you (5) _____

Just call me (6) _____ and I'll be glad.

Sorry, sorry, sorry, I'm so sorry.

You're the only friend I've had.

You made me (7) _____ when I was sad.

I (8) _____ you were here right now

Can we be friends again somehow?



Pair work activities

**2a****Student A**

A. Read the text about the Palace of Culture and Science and answer Student B's questions.



Palace of Culture and Science

The Palace of Culture and Science is the tallest building in Warsaw, Poland. It is 231 metres tall and the view from the top is amazing. In fact, from 1955 to 1957 it was the tallest building in Europe. In the year 2000, four clock faces were added making it the second tallest clock tower in the world. The building has got 42 floors and today it is used for offices.

B. Student B has got information about Lake Titicaca. Use the prompts below to ask him/her questions.

- ▶ where / Lake Titicaca?
- ▶ how / high / above sea level?
- ▶ how / deep?
- ▶ what / Titicaca / mean?
- ▶ why / have / this name?

Where is Lake Titicaca?

**5c****Student A**

A. Look at the information in the table below and answer Student B's questions so that he/she can guess the inventions. Use the Passive Voice.

| | MADE OF | INVENTED BY | INVENTED IN | USED TO |
|-----------|-----------------------|---------------------------|-------------|------------------------------|
| TELEPHONE | metal, plastic | Alexander Graham Bell | 1876 | communicate with people |
| LIFT | metal, glass, plastic | Elisha Otis | 1852 | go up and down in a building |
| PLANE | metal | Wilbur and Orville Wright | 1903 | fly |

What's it made of?

It's made of...

Who was it...?

It was...

When was it...?

It was...

What's it used for?

It's used to...

B. Ask Student B questions. Complete the table below and try to guess what the inventions are.

| MADE OF | INVENTED BY | INVENTED IN | USED TO | |
|---------|-------------|-------------|---------|---|
| | | | | ? |
| | | | | ? |
| | | | | ? |

Pair work activities

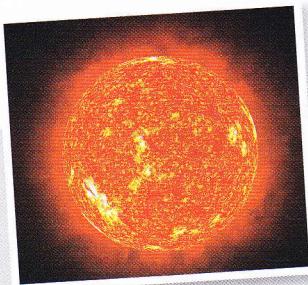
**6a**

Student A

A. Ask Student B questions about the Moon and complete the table below.

| The Moon | |
|--|--|
| How / old? | |
| What / average distance from the Earth? | |
| How many times / smaller than the Earth? | |
| What / surface temperature? | |

B. Read the text below about the Sun and answer Student B's questions.



The Sun is about four and a half billion years old. It's the nearest star to the Earth. This is why we can see it so big and bright even though on average it's about 150 million km away from the Earth. Also, the Sun is much bigger than the Earth. Its diameter is 1,390,000km, so it's about 109 times bigger. The Sun's average surface temperature is a lot higher than the Earth's. It's 5700°C, while the Earth's is 20°C.

7c

Problem Solving

STUDENT A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice. Use some of the expressions given. Then swap roles.

Your best friend copies your homework all the time.

Your best friend is very upset because you forgot his/her birthday.

Your best friend pretended to be ill to miss school. Now, he/she is asking you to lie to his/her parents.

Your best friend borrows things all the time, and never gives them back.

Your best friend's sister hangs out with the two of you all the time, and you think she's annoying.

Your best friend made his/her own T-shirt, and thinks it's really cool. You think it looks ridiculous.



The problem is...

I've got a problem with...

I feel...

Can you please give me some advice?

What should I do?

What would you do if you were me?

STUDENT B

Listen to Student A's problem and give him/her advice. Use some of the expressions given. Then swap roles.

I think you should/shouldn't...

If I were you, I'd...

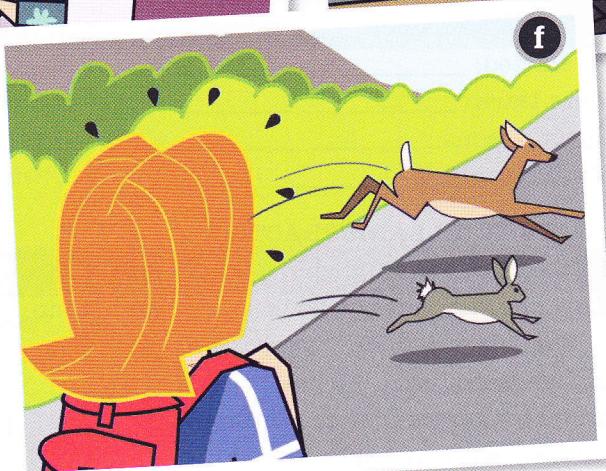
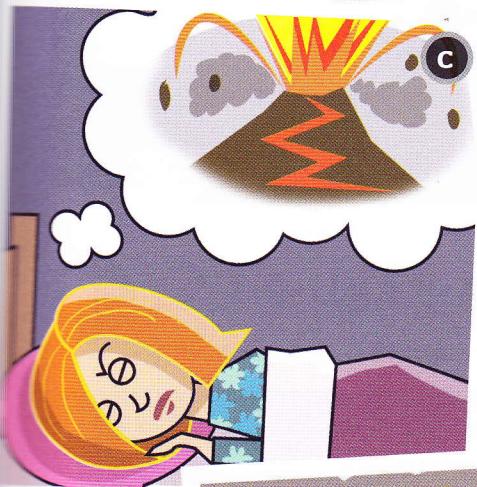
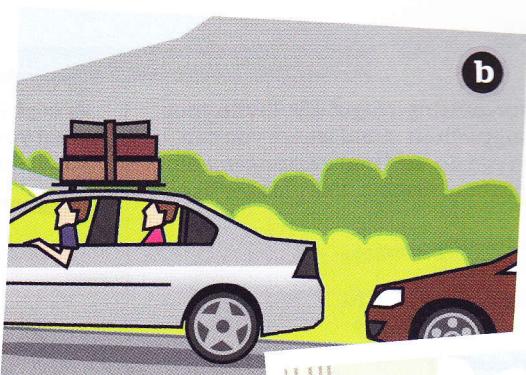
It would be a good idea to...

Don't worry, we'll think of something.

Everything will be fine.

4e Story

A. Work in groups of three. Look at the pictures a-f which show what happened to Mary. The pictures are mixed up. Put them in order and make up a story using the prompts given. Then think of an interesting ending.



- It was a hot summer night...
- As soon as...
- However, ...
- While she was...
- So, she ran to...

- Luckily...
- The residents immediately...
- Minutes later...
- Fortunately/Unfortunately...

have / dream volcano erupt
 scared family / not believe
 animals behave / strangely run away
 town hall inform / Mayor
 appear / on TV warn residents
 evacuate relieved

B. Tell your story to the class and listen to the other groups' stories. Use the prompts given when narrating your story.

Pair work activities

6b Inviting

STUDENT A

Imagine you're organising a night out. Invite your partner, make suggestions about where you can go and what you can do, and make arrangements about when and where to meet. Use phrases like:

Would you like to come/go to...?
How about coming/going...?
We can/could...
Let's...

STUDENT B

Accept Student A's invitation. Discuss where you can go and what you can do and make arrangements about when and where to meet. Use phrases like:

I'd love to come. Thanks.
Sounds like fun. Sure. Why not?
I don't really like... Why don't we...?
What do you think about...?
No, let's not... Let's...

3c Survey

STUDENT A

Imagine you are a reporter for a local magazine. Interview Student B using the prompts below to complete the form.

- ▶ What / name?
- ▶ How old / be?
- ▶ How long / learn English?
- ▶ How old / when start?
- ▶ Where / learn English?
- ▶ How often / have lessons?
- ▶ How many / hours / study?
- ▶ Do you watch...?
- ...
- ▶ Why / learn / English?
- ...

STUDENT B

Student A is a reporter for a local magazine and wants to interview you. Answer his/her questions.

Survey: Learning English!

GENERAL INFORMATION

name: _____

age: _____

learning English for/since: _____

age when started: _____

place where learn: _____

frequency of lessons: _____

hours of studying: _____

OTHER WAYS YOU LEARN/PRACTISE

- watch TV or films in English: yes no
- read English magazines or books: yes no
- listen / English songs: yes no
- use English websites: yes no
- play computer games that are in English: yes no
- communicate with an English-speaking penfriend/e-pal: yes no

REASONS WHY YOU ARE LEARNING

- meet people: yes no
- travel: yes no
- study abroad: yes no
- work abroad: yes no
- other: _____

1d Group Survey

A. Work in groups of four. Ask each other questions and complete the table below.

Do you...?

| | Student 1 | Student 2 | Student 3 | YOU |
|---|--|-----------|-----------|-----|
| wear / torn jeans |  | | | |
| like / baggy trousers |  | | | |
| like / checked, striped, spotted T-shirts |  | | | |
| wear / formal clothes |  | | | |
| create / own / clothes |  | | | |
| like / sparkly trainers |  | | | |

*Do you wear torn jeans?
Yes, I do. / No, I don't.*



B. Report your answers to the class.

*Everyone in my group likes ...
Two students wear...*



2b Questionnaire

A. Work in groups of four. Interview each other and complete the questionnaire below.

| | Student 1 | Student 2 | Student 3 | YOU |
|---------------------|-----------|-----------|-----------|-----|
| Have you ever...? | | | | |
| dye / hair? colour? | | | | |
| have / bob? | | | | |
| have / highlights? | | | | |
| have / perm? | | | | |
| Would you ever...? | | | | |
| dye / hair? colour? | | | | |
| get / buzz cut? | | | | |
| get / dreadlocks? | | | | |
| get / extensions? | | | | |



B. Report your answers to the class.

*Most people in my group have never dyed their hair...
Only one person has...*



Pair work activities



8e ROLE PLAY

Look at the holiday advertisement.

STUDENT A

You work for Tomkins Travel Agency and know all about the holiday breaks at Margarita Island. Answer Student B's questions.

STUDENT B

You are interested in the holiday so you call Student A to ask for information. Ask about the following using Indirect questions.

- ▶ cost for 1 week?
- ▶ any special offers in August?
- ▶ which sports?
- ▶ minimum age for sports?

Tomkins Travel Agency.

Hello. I'm calling to ask for some information about summer breaks at...

Of course. How may I help you?

Could you tell me...?

Summer Breaks
AT MARGARITA ISLAND, VENEZUELA

Unbelievable prices!

Lots of amazing resorts near the beach: Playa El Yaque!

Extreme water sports available

Come to this beautiful Caribbean island and enjoy the excitement of a summer holiday!

Write to: Tomkins Travel Agency, 37 Cresswell Street, Newcastle, NE7 4JB

2a Student B

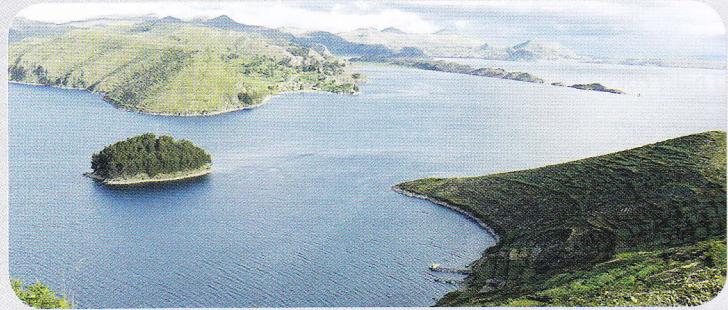
A. Student A has got information about the Palace of Culture and Science. Use the prompts below to ask him/her questions.

- ▶ where / Palace of Culture and Science?
- ▶ how / tall?
- ▶ when / used to be / tallest building / in Europe?
- ▶ how many / floors?
- ▶ what / building / use for?

Where is the Palace of Culture and Science?

B. Read the text about Lake Titicaca and answer Student A's questions.

Lake Titicaca



Lake Titicaca lies between Peru and Bolivia and it is the second largest lake in South America. It is high in the Andes mountain range and at 3810m, it is one of the highest lakes in the world. It is 281m deep at its deepest point and the maximum length is 190km. The name Titicaca comes from the Quechua and Aymara languages. 'Titi' means puma and 'caca' means rock, 'puma rock'. The name probably comes from the fact that the lake is shaped like a puma which is hunting.

5c

Student B

A. Ask Student A questions. Complete the table below and try to guess what the inventions are.

| MADE OF | INVENTED BY | INVENTED IN | USED TO | |
|---------|-------------|-------------|---------|---|
| | | | | ? |
| | | | | ? |
| | | | | ? |

What's it made of?
It's made of ...
Who was it...?
It was...
When was it...?
It was...
What's it used for?
It's used to...

B. Look at the information in the table below and answer Student A's questions so that he/she can guess the inventions. Use the Passive Voice.

| | MADE OF | INVENTED BY | INVENTED IN | USED TO |
|---|----------------|-------------------------|-------------|--------------------------|
|  AIR CONDITIONER | metal, plastic | Willis Haviland Carrier | 1902 | keep a room cool or warm |
|  ANSWERING MACHINE | metal, plastic | Benjamin Thornton | 1935 | record phone messages |
|  DISHWASHER | metal, plastic | Josephine Cochrane | 1886 | wash dishes |

6a

Student B

A. Read the text below about the Moon and answer Student A's questions.

Scientists have found that the Moon is about four and a half billion years old. It's got an average distance of 390,000km from the Earth. The Moon's diameter is 3476km and it's about four times smaller than the Earth. During the day the temperature on the Moon's surface can reach 123°C, while at night it can become -233°C.



B. Ask Student A questions about the Sun and complete the table below.

| The Sun | |
|---|--|
| How / old? | |
| What / average distance from the Earth? | |
| How many times / bigger than the Earth? | |
| What / surface temperature? | |