Unsire and the second s

LEVEL B1+





Student's Book

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Express Publishing

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Grammar	Listening	Speaking	Writing
 present tenses already, just, yet, (n)ever stative verbs 	 identifying people relation to others 	 requesting help making & accepting apologies describing people introducing oneself & others social expressions expressing admiration 	 a paragraph about a neighbor of yours a paragraph about your frient an informal letter giving new an article about stereotypes related to your country
 modals I (must, have to, should, ought to, mustn't) will - going to time words future tenses 	importance of trees forests	making suggestions agreeing & disagreeing expressing interest	 an article about wildlife habitats in your country a letter to a friend about you plans to help the environment a letter asking for information
24 C			
 past tenses used to - would adverbs of time & movement 	announcements holiday problems guided tours	 describing pictures booking a guided tour asking for information expressing dissatisfaction 	 an article about your worst holiday experience a letter to a friend of yours from a holiday hotel a paragraph about your holid habits when you were young a story (1st-person narrative)
reported speech (statements, questions, commands) say-tell, reporting verbs	telephone etiquette ICT courses	making polite requeststelephone etiquettedescribing pictures	Dos & Don'ts when dining o an e-mail about school life a for-&-against essay
comparatives & superlatives defining & non- defining relative clauses	• The Day of the Dead	 inviting & accepting or refusing an invitation making decisions exclamations 	 an article about a mythical creature an e-mail describing a dream a paragraph describing a festival a story (3rd-person narrative an advert for a town walk
quantifiers articles adverbs reflexive pronouns question tags echo tags	film reviewInternet safety	 expressing viewpoints asking about a problem/offering help recommending a film/game etc computer problems 	 a review of a film instructions on how to send text message a questionnaire a letter to a friend, reviewing music CD
conditionals wishes clauses of purpose	guessing jobsexpressing regretspreparing for interview	 talking about ambitions agreeing/disagreeing with opinions expressing regrets describing pictures 	 an article interviewing a pers an e-mail about a dream job an e-mail expressing regret a letter of application
the passive causative form clauses of result each - every - either - neither	 tips for staying safe reporting emergencies 	 discussing safety giving an eye-witness account warning others expressing annoyance & calming sb down 	 Dos & Don'ts on how to define yourself a leaflet about safety an article providing solutions problems
modals II: possibility, probability, certainty (may - might - must - can't - could) making deductions/ assumptions	 factfile precautions for avalanche extreme weather conditions 	 expressing possibility making assumptions/deductions describing pictures 	a factfile about an insect an e-mail about a natural disaster an e-mail invitation to a festi an article about a winter eve
infinitive/-ing form prepositions of place	a sports survey gym membership	asking for/giving directionsavoiding direct answersexpressing facts	a calendar for festivalsan e-mail giving advicea survey report

Our world

Module 1

Units 1-2





- express admiration
- make suggestions &
- express interest



- present tenses
- stative verbs
- modal verbs (must, have to, should/ought to, mustn't)
- the future
- idioms related to animals, plants
- forming adjectives, nouns
- phrasal verbs with after, out

Find the unit and page number(s) for

Find the page numbers for pictures 1-5.

- signs
- a quiz
- a cartoon strip

Look at Module 1

- a noticeboard
- a leaflet about wildlife
- an advertisement

➤ Write ...

- a short paragraph about your neighbour
- a short paragraph about your friend
- an informal letter giving news
- a short article about stereotypes related to your country
- a short article about wildlife habitats in your
- a leaflet advertising an Environment Day your group is organising
- a short letter to a friend about what you are going to do to help protect the environment
- a letter asking for information
- a list of pesticides available in your local supermarket and their uses

Listen, read and talk about ...

- how to be a good neighbour
- personality & appearance
- relation to others
- wildlife
- flora & rainforests
- pesticides

Learn how to ...

- apologise & accept apologies
- request help
- describe people
- introduce yourself & others

Culture Clip: Do you really know the British?

Curricular Cut (Science): Pesticides

Eco-friends: 3Rs

1a Neighbours



Lead-in

1 What does a good or bad neighbour do? Look at the pictures and say.

A good neighbour waters your plants when you are away.

- Think of your neighbours. How do the actions in the pictures make you feel: angry? annoyed? embarrassed? thankful? grateful?
 - A: I get very angry when my neighbours play loud music late at night.
 - B: Me too. I'm also annoyed when my neighbour does DIY at night. He makes so much noise.

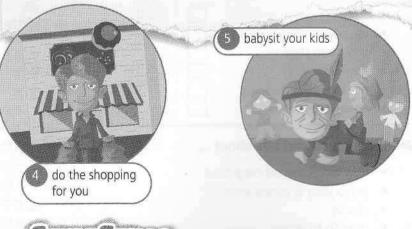
Reading & Listening

a. Read the title of the text and look at the pictures again.
 What is the text about? Read through and check.



don't know about 1), but the way 1 feel about my neighbours depends on the time of year and even the time of day. I'll tell you why.

am a keen gardener but 2) my next-door neighbour has a large dog that loves digging. Every autumn 1 plant bulbs and every spring 1 look 3) to a wonderful display of tulips, daffodils and snowdrops. I'm always disappointed and it really gets me down. I'm sure my neighbour's dog digs the bulbs up and they're 4) given a chance to grow. I haven't



STUDYSKILLS

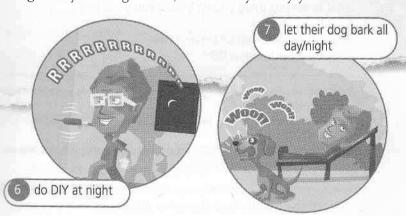
Completing a multiple choice cloze

Read the whole text to get an idea about the topic and general meaning. Read again carefully. Read a complete sentence before deciding on your choice of answer. Once you finish, read the whole text again, with the answers, to see if it makes sense.

b. Read the text and choose the correct word for each space. Listen and check. In groups, explain the words/ phrases in bold. Mime or draw their meaning. actually seen him do it, 5) I give him the benefit of the doubt. However, the same dog also does me a favour, because if he sees birds trying to eat any seeds I plant, he chases them away immediately. It's because of him that I have such a lovely vegetable patch. So you can see 6) sometimes 1 love him and at other times I hate him.

Then there's my other neighbour 7) the street. She's a lovely lady who waters my plants when I'm away and generally keeps an eye on things 8) me. Her three teenage children, on the other hand, are another story. They often sit on my garden wall in the evenings with their friends. They usually have chips and soft drinks and they stay there for hours, chatting cheerfully and laughing. It drives me crazy. They make a lot of noise and always leave their empty drink cans and chip papers 9), which really gets on my nerves! 1 have to go out the next morning and clear away their rubbish. But what can I do? I need to keep on good terms with them because their mother is so good to me.

Co, love them or hate them, unless you want to move 10) it's best to do what I do. You should try to get along with your neighbours, even if they annoy you at times.



1	A	me	В	you	С	us	D	them
2	A	accidentally	В	luckily	C	badly	D	unfortunately
3	A	ahead	В	behind	С	forward	D	around
4	A	never	В	often	С	usually	D	always
5	A	although	В	so	С	then	D	but
6	Α	when	В	where	С	what	D	why
7	Α	across	В	over	С	round	D	opposite
8	A	to	В	for	С	with	D	and
9	A	after	В	off	С	out	D	behind
10	A	home	В	house	С	address	D	flat

Speaking

Work in pairs. Use the article to act out a dialogue between the author and her neighbour about her neighbour's children.



Everyday English (apologising)

Work in pairs. You have been a 5 bad neighbour. Use the language in the table to apologise. Your partner accepts your apology.

- Sorry!
- I'm really/very/so/sorry about/for ...
- I'd like to apologise/say sorry for ...
- I'm sorry. I didn't mean to ...
- I (do) apologise (for) ...

Accepting an apology

- Don't worry about it.
- Not at all.
- That's (quite) all right/OK.
- It doesn't matter (at all).
- Forget (about) it.
 - A: I'm very sorry about the noise last night. I hope it didn't wake you up.
 - B: That's all right. I wasn't at home.
- Think of ten words you have learnt in this lesson. In pairs, make sentences using them.



Portfolio: Write a short paragraph about a neighbour of yours (40-60 words). Write:

- name & general impression
- what you like about him/her
- what you don't like & reasons
- sum up your opinion

Vocabulary practice

Personality

1 a. Match the personality names (1-10) to the kind of behaviour they refer to (a-j). Are there any similar names in your language?

1 a scatterbrain

2 a lazybones

3 a chatterbox

4 a nosey parker

5 a killjoy

6 a smart alec

7 a silly billy

8 a high flier

9 a workaholic

10 a troublemaker

- a curious, likes to know other people's business
- **b** ambitious, achieves success easily
- c very hardworking, loves to work
- d causes problems between people
- e forgetful, disorganised
- f doesn't like to be active
- g boring, doesn't like to have fun
- h can't stop talking
- i behaves in a childish way, isn't sensible
- j thinks they are very clever
- Work in pairs. Choose names for some of your family, friends and neighbours and give reasons.
- A: My brother John is a chatterbox.
- B: Why do you say that?
- A: Because he can't stop talking.

Reading

2 a. What type of person are you? Do the quiz, check your score and then compare answers with your partner.

WHAT DOES YOUR BEDROOM SAY AROUT YOU?

1 What is the first thing someone notices when they walk into your bedroom?

A the posters

B the furniture

C the mess

2 What do you keep in your drawers?

A souvenirs and knick-knacks

B neatly organised essential items

- C magazines and sweet wrappers
- 3) Where is your favourite item of clothing right now?

A in the wash

B clean and hanging in the wardrobe

C I'm wearing it.

What do you usually head straight for when you go into your room?

A my CD player

B my desk

C my bed

5 What do you do if your mum tells you your room is messy?

A tell her to stay out of my room

B tidy up

C hide everything under my bed

6 What is the last thing you do before you go to bed?

A write in my diary

B put out what I need for the next day

C listen to my favourite CD

Mostly As: You are creative and thoughtful. You like to express yourself through art, music, writing or sport.

Mostly Bs: You are sensible as well as ambitious. You know what you want and you always plan ahead.

Mostly Cs: You are easy-going and joyful and take each day as it comes. You are honest and caring but value your privacy.

b. Match the highlighted character adjectives in the quiz to the definitions below. Use them to describe your friends.

1 develop original ideas,

imaginative

2 not do childish, silly things

3 want to be successful

4 not get easily annoyed

5 be helpful

6 not tell lies

7 be very happy

- 8 not upset others easily
- A: What is John like?
- B: He's very sensible. He doesn't do childish, silly things.

Word formation (adjectives from verbs & nouns)

3 Use your dictionaries to complete the sentences (1-6) with the adjectives derived from the words in bold.

We can form adjectives from verbs and nouns by using the following endings: -ful, -ic, -ive, -ible, -ious, -less, -ish, -y, -ing

1	John is very He never
	remembers where his things are. (FORGET)
2	Luke is I think
	he'll become a painter. (CREATE)
3	He's very He wants
	to become rich and famous. (AMBITION)
4	Ann's She always
	loses her things. (CARE)
5	Don't be Think of
	others first. (SELF)
6	He's very He tells
	the best jokes. (FUN)

Chores

Speaking

- Work in pairs. Use the table to find out which chores your partner does and how often.
- do the washing-up
- tidy your room
- clear the table
- polish the furniture/the floors take out the rubbish
- change the sheets
- clean the bathroom
- clean walls/windows/ the oven/ the bathroom
- mop the floor
- set the table
- feed the pet
- vacuum the carpets
- dust the furniture
- put away clothes
- clean out the fridge
- every day/morning/week/month/etc
- once/twice/three times a day/week/month/etc
- daily/weekly/monthly
 - A: How often do you do the washing-up?
 - B: Once or twice a week. And you?
 - A: I don't. My mum does it.

Everyday English

Requesting help

Work in pairs. Use the phrases in the language box to act out dialogues as in the example. Use the activities in Ex. 4.

Requesting help	Agreeing/Refusing
 Can/Could you 	Sure. No problem!
(please)?	Sure. That's fine.
Do you mind (+ -ing)	Yes, of course.
?	• I'm sorry, but
Do you think you	• I'd like to, but
could?	• I'm afraid I can't. I

- A: Do you mind setting the table?
- B: I'm sorry, but I must vacuum the carpets.

Phrasal verbs

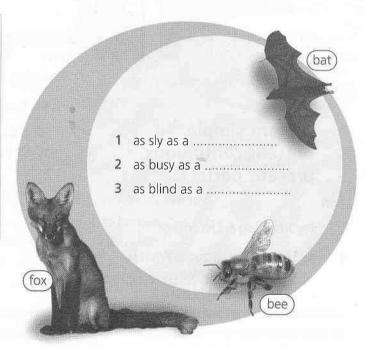
Complete the sentences with the correct verb form. Choose a phrasal verb and draw a picture of it.



- 1 Ann after her mum. She looks and behaves just like her. (resemble)
- 2 The policeman after the thief and caught him. (pursue)
- 3 My dad after my baby brother when Mum's at work. (take care of)

Animal similes

Use the words to complete the phrases. Which similes best describe your family/friends? Tell your partner. Give reasons.



My grandfather is as blind as a bat. He can't see anything without his glasses.

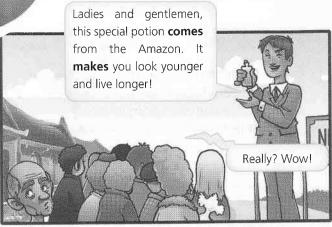
Spend two or three minutes revising what you 8 have learnt in this lesson. Close your books and tell your partner.

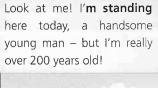


Portfolio: Write a short paragraph about your friend (40-60 words). Write:

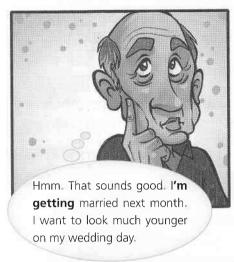
- name what he/she is like, giving reasons
- your feelings about him/her

Grammar in use













► Speaking Fill in do, go or

Present simple, present continuous, present perfect

Grammar Reference

Reading & Listening

- 1 a. Look at the cartoon. What is the man selling? What is special about it? Listen and read to find out.
 - b. Look at the verb forms in bold in the cartoon. Find examples of:
 - a permanent state
 - an action happening at or around the time of speaking
 - a habit or routine
 - · a fixed future arrangement
 - an action which started in the past and continues to the present

What tense is used in each case?

2 Fill in *do*, *go* or *have*. Then use the question words to find out about your partner's daily routine and free-time activities.

1) breakfast/lunch/dinner 2) out for a	meal
3) the washing-up 4) for a walk 5)	to
bed 6) shopping 7) out with friends 8)	******
the shopping 9) homework 10) house	work
11) jogging 12) for a swim 13) to v	vork/
school 14) to the cinema 15) a shower/a bath	1

- How often ...?
- Where ...?
- How ...?

- When ...?
- What time ...?
- A: How often do you go out for a meal?
- B: Once a week.
- Read the example. Which tense is used for: timetables? future arrangements? Use the notes to act out short exchanges.



- A: What time does the film start?
- B: It starts at 9:00, so we are meeting at 8:00.

Already/Just/Yet/Ever/Never

4 Think of your day. What have you *already/just/not yet* done? Tell your partner.

l'**ve already had** lunch. I **haven't done** my homework **yet.** I'**ve just had** a coffee.

- a. Work in pairs. Use the phrases to find out what your partner has (never) done before.
 - play the trumpet
 make a snowman
 - ride a horse speak to a famous person
 - go to India drive a car eat caviar
 - A: Have you ever played the trumpet?
 - B: No, I haven't. / Yes, I have.
 - b. Tell the class about your partner.

John has **never** driven a car.

Present perfect continuous

Grammar Reference

- 6 Read the sentences and answer the questions.
 - She has been working for him for a long time. She has been working for him since 1992.
 - 1 How do we form the present perfect continuous?
 - 2 How do we use for/since?
 - 3 Which question do the sentences answer?
- 7 Use the verbs to write true sentences about yourself and your family. Use *since* or *for*.
 - study work play live

I've been studying French for two years/since 2004.

Stative verbs

Grammar Reference

8 Read the theory box. Explain the meaning of both sentences in each pair. Make sentences of your own.

Stative verbs describe a state rather than an action (e.g. *like, love, hate, want, need, forget, remember, know, suppose*). They do not usually have continuous forms. Some stative verbs do have continuous forms but there is a difference in meaning.

- 1 a Linda looks unhappy.
 - b Linda is looking for her necklace.
- 2 a Tina's silk scarf feels very soft.
 - b Tina is feeling unwell today.
- 3 a Tom has his own flat.
 - **b** Tom **is having** a shower now.

- 4 a I think The Lord of the Rings is fantastic.
 - b I'm thinking of buying The Lord of the Rings.
- 5 a This cake tastes delicious.
 - b She's tasting the soup to see if it's spicy.
- **9** Put the verbs in brackets into the present simple/continuous or present perfect simple/continuous.

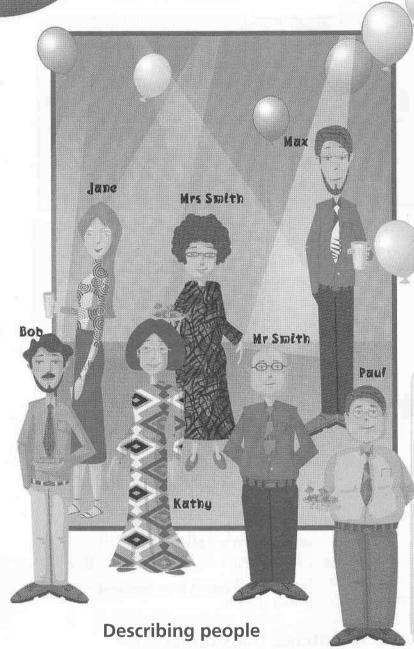
1	A:		(you/see)
		Mary recently?	

- B: No, (not/talk) to her since last month.
- - B: It(smell) strange.
 I think it(go off).
- 3 A: Where (you/go)?
- 4 A: You (look) tired.
 - B: Yes. I (work) since 9 o'clock this morning.
- 5 A: Where(Tony/live)?
- 6 A:(you/come) to Ann's party tonight?

Sentence transformations

(leave) at 10:30.

- The sentences below are about chores. Complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 I hate doing the washing-up.
 I don't the washing-up.
 - 2 Take out the rubbish, please.
 Could yourubbish?
 - 3 She dusts the furniture every two weeks.
 She dusts the furniture month.
 - 4 It's a week since I last tidied my room.
 - 1 my room for a week.
- 11 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them.



Speaking

a. Look at the picture. Who:

has got: curly/wavy/straight/short/long/

brown/fair hair?

a moustache/a beard/glasses?

plump/thin/slim? is:

short/tall/of average height?

hald?

in their early/late thirties/twenties/teens?

middle-aged/old?

b. Choose a person in the picture and describe him/her to your partner.

Max is tall and slim with short brown hair. He's in his early thirties. He's got glasses and a beard.

Introducing ourselves/others

▶ Reading

- Which of the following phrases do we use to introduce: ourselves? others?
 - 1 Hello there!
 - 2 We haven't met before, have we?
 - 3 Jane, meet Bob.
 - 4 Pleased to meet you.
 - **5** Mr Smith, may I introduce Jane Sharp?
 - 6 I don't believe we've met before. I'm Bob Grant.
 - 7 How do you do?
 - 8 Hi I'm Max.
 - 9 Mr Smith, I'd like you to meet Paul Brown.
- Complete the conversation with sentences from Ex. 2. Listen and check.

Jane: Hi, Max! This is a great party, isn't it?

Max: Hello there! Yes, it is. a We work together at Smith's. Bob, this is Jane, my next-door neighbour.

Jane: b , Bob.

Bob: Nice to meet you too, Jane.

Max: Oh! I don't believe it! There's our boss and his wife standing over there.

Bob: Oh no! He's coming over. I'll see you later.

Mr Smith: Good evening, Max.

Max: Hello. c Jane, this is my boss, Mr Smith.

Mr Smith: d

Jane: Pleased to meet you.

Read again. What are the relationships between these people?

Mr Smith and Mrs Smith husband and wife

Jane and Max

strangers

Max and Bob

neighbours

Bob and Mr Smith

co-workers

Jane and Mr Smith

employer and employee

Portfolio: Work in groups. You are at a party. Use the phrases in Ex. 2 to introduce the people. Record yourselves.



Play in teams. Take turns describing a person in the class (height, build, hair, eyes, etc). The other team try to guess who the person is.

Relationships

► Listening

5 a. Listen and match the people to the character adjective and then to their relationship to Jean. There are some words you don't need.

People	Character	Relationship
Tom	talkative	co-worker
Tina	funny \	brother
Jane	energetic \	cousin
David	likeable	classmate
	mean	best friend
	friendly	\ neighbour

- b. Work in pairs. Write down the names of three people you know. Exchange papers and find out about each person.
- A: Who's Sarah?
- B: She's my best friend.
- A: What does she look like?
- B: She is tall and slim, with long black hair and green eyes.
- A: What is she like?
- B: She's funny, friendly and talkative.

► Listening

- 6 Listen, choose the correct picture for each question and put a tick (✓) in the box.
 - 1 Which one is David?

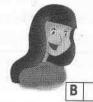






2 Which one is Kim?



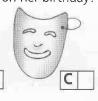




3 What is Ann going to do on her birthday?







Social expressions

- 7 Match the exchanges. Listen and check.
 - 1 Good night.
- 2 Have a nice weekend.
- 3 How're things?
- Bye. I'm off to school now.
- Let me buy you lunch.
- 6 Sorry I'm late.

- a Just fine, thanks.
- b Take care. Have a nice day.
- c Sleep well.
- d No, no. It's my turn.
- e Never mind. You're here now.
- f Thanks. The same to you.

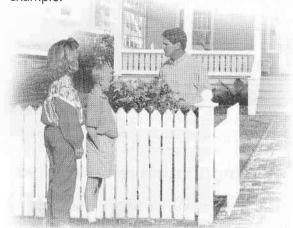
STUDYSKILLS

Improving pronunciation

Focus on stress and intonation. This helps you sound more natural.

Expressing admiration

- 8 Listen to the sentences. Listen again and repeat.
 - What beautiful eyes!
 - What a lovely scarf!
 - How funny he is!
- This is a lovely party, isn't it?
- This is just great!
- **9** Look at the picture. In pairs, discuss it as in the example.



- A: Where do you think the picture was taken?
- B: It was probably taken ...
- A: What can you see in the picture?
- B: I can see ...
- A: What are the people doing?
- B: They seem to be ...
- A: Do you get on with your neighbours? etc
- 10 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

Getting started

1 Do you write letters to your friends/penfriends? How often? What do you write to each other about? Ask and answer in pairs.

Looking closer

Anna is an exchange student in the UK. Read her letter to her friend and put the paragraphs in the correct order.

Dear Penny,

My host family are wonderful! Mr Brown is really funny. He's always telling us jokes. Mrs Brown is great, too. She's a fantastic cook and keeps making me cakes and lots of other lovely things! Their daughter Cindy is our age. She's really cool. We often go shopping together. Last, but not least, there's Andy, Cindy's fourteen-year-old brother. He is quite shy and likes playing football.

b Anyway, got to go now – I've got an English exam tomorrow. Keep in touch!

c I really like going to school here! The teachers are very helpful. It's great fun learning another language! My classmates are all really friendly, especially Sally. She helps me out and is very kind. Charlie is the class clown. He's always getting into trouble for making everyone laugh!

d How are things going? Just dropping you a line to tell you about life here in York.

Love,

Anna

Read the letter and find examples of short forms, phrasal verbs and everyday vocabulary.

Opening/Closing remarks

- 4 Mark the phrases in the following list as *OR* (opening remarks) or *CR* (closing remarks).
 - Write back soon and tell me your news.
 - Sorry I haven't been in touch for a while.
 - Hi! What's up?
 - Hi! Guess what?
 - I'm writing to let you know that ...
 - Can't wait to see you.
 - Well, that's all from me.
 - Bye for now.
 - Got to go now.

STUDYSKILLS

Understanding rubrics

To plan your piece of writing, read the rubric carefully and underline the key words. Key words indicate: the type of writing, the target reader, who you are, the writing style, the reason for writing and the topics you are going to write about. These will help you decide what you will write.

Your turn

- Read the rubric and underline the key words. What information do they give you?
 - You have recently moved to another town.

 This is part of a letter you received from a friend.

Hope you like the new area. What are your neighbours like? Have you made any new friends? What about your new classmates? Write back soon.

Jenny

Now write a letter answering your friend's questions (100-120 words).

6 Portfolio: Answer the questions in the plan, then write your letter (100-120 words).



Dear + (your friend's first name)

Introduction

(Para 1) How are you going to greet your friend? Why are you writing the letter?

Main Body

(Paras 2-3) What are your new neighbours like?
What new friends have you made?
What are they like?
What are your classmates like?

Conclusion

(Para 4) What are your closing remarks? How will you sign off?



Culture (1

Do you really know the British?



The most common picture depicting a typical Englishman is a man wearing a bowler hat 2) reading *The Times* newspaper. However, bowler hats are rarely seen in England nowadays!



The British sense of humour is very **subtle**. A lot of people find it hard to understand our jokes. This is probably the reason 3) we have a **reputation** for being very sarcastic. However, our sense of humour allows us to make fun of ourselves and see life in a **comical light**.

We are very polite! We say "Please" and "Thank you" a lot. We even thank the bus driver for the ride when we get off the bus! A lot of people think it is extreme,

4) politeness is

4) politeness is an important part of our daily lives!





Reading & Listening

- 1 Which of the following adjectives would you associate with the British? Why? Discuss it in pairs.
 - reserved loud old-fashioned organised
 - cold eccentric sensitive tolerant
 - punctual sarcastic polite
- 2 a. Look at the title of the text. What do you expect it to be about? Read and check.
 - b. Read and complete the gaps (1-5). Listen and check. Then explain the words in bold.
- 3 Say three things you remember from the text.

Speaking

- 4 Which of the adjectives in Ex. 1 do you associate with the people in your country? Discuss it in pairs.
- Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.
- 6 Project: Work in groups. Think of some stereotypes related to the people in your country. Write a short article for an international student magazine. Illustrate it with pictures.

2a Call of the wild

Lead-in

1 Listen and read the song. How is it related to the title of the unit and the pictures?

Listen, everybody, to the call of the wild
Calling every adult, and calling every child
Calling out for help, for a way to survive
Calling out for freedom, and trying to stay alive

- **2** Discuss each picture, using the notes below:
 - type of animal: mammal, reptile, amphibian, etc
 - natural habitat: land – jungle, forest, woodlands, prairie, mountains, etc water – pond, river, lake, wetlands, ocean, etc
 - endangered by:
 hunting/fishing for food, for its fur/etc, as pets, etc
 habitat changes fires, cutting down trees, pollution,
 building houses/roads/fences, etc

Chimpanzees are mammals that live in forests. They are endangered because their habitat is destroyed when the forests they live in are cut down. People also hunt them for food or to sell as pets.

Reading

a. Look at the title of the text and the headings. What do you think you are going to read about? Listen, read and check.

STUDYSKILLS

Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each section helps you understand the author's purpose.

b. In pairs, find the main idea in each paragraph.What is the author's purpose in writing?

Look at the sentences (1-10) about wildlife and habitats. Read the text carefully and mark each sentence as *T* (true) or *F* (false). Then explain the meanings of the words in bold. In pairs, think of another title for the text.

- 1 Britain has a wide variety of wildlife.
- 2 All animals need a lot of space to live in.

- **3** Wildlife habitats are only found in the countryside.
- 4 Pond habitats are smaller than woodland habitats.
- **5** Half of all British wildlife is in danger of disappearing.
- 6 There aren't any places left for animals to live in
- 7 Many animals' habitats are no longer the same.
- **8** There are fewer ponds these days because of man.
- 9 It's too late to save animals from extinction.
- **10** Making a pond in your garden can help wildlife.

Speaking

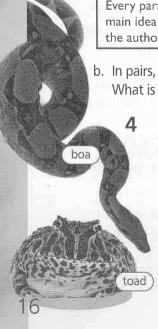
Imagine you work for the Environment Agency.
Use the headings in the text to talk about
British wildlife and habitats.

Listening

- You are going to listen to someone talking about endangered species. Listen and write Yes or No next to each sentence.
 - 1 There are around 12,000 endangered species today.
 - 2 The Red Data List gives details of endangered wildlife.
 - 3 Many plants are also endangered because of humans.
 - 4 The European bison is endangered because of hunters.
 - 5 The red wolf is endangered because man has cut down the trees.
- 7 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.



Portfolio: Work in groups. Collect information about two wildlife habitats in your country and the animals that live there. Write a short article about them (50-80 words) for a teen magazine. Write: where they are, what lives there, your opinion. Decorate your article with pictures.





bald eagle

chimpanzee

brown hare

spotted dolphin

Bengal tige

bison

What is wildlife?

'Wildlife' means all the plants, animals and other living things found **in the wild.** These can be mammals such as **squirrels**, reptiles like the sand **lizard**, fish, insects, and **tiny** little animals that you can't see easily.

What are habitats?

Habitats are the places where plants and animals live. They are all around us – on the land, in the water, in the city and in the countryside. Habitats can be large, like **woodlands** and **farmlands**, or small, like **ponds** and **hedgerows**. Some animals live in really tiny places, like the space between **sand grains**!

What is happening?

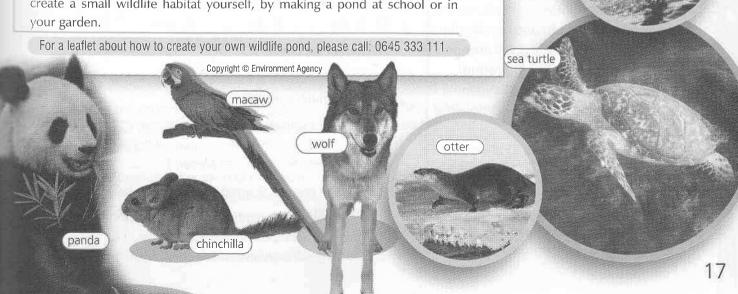
In the UK alone, there are about 37,000 different species of animals and 65,000 different species of plants. Sadly, though, over the last 100 years more than 170 plant and animal species have completely disappeared.

Today, about 15% of all British wildlife is still **at risk**, especially animals such as the otter and the brown hare. Unless we do something to help, things will only get worse.

The main reason why some types of plants and animals are becoming **endangered species** is that their habitats are lost or have changed. Animals like **moths**, birds and **bats** have lost their homes as people have cut down the hedgerows they live in. Also, a lot of ponds are **no longer** suitable for the animals and plants to live in because they are polluted, or people have filled them in.

What can we do?

We need to save many species of endangered British wildlife from extinction before it is too late. You can help by supporting environmental groups like the Environment Agency that are working to protect our rare wildlife and habitats from the danger of disappearing forever. You can even create a small wildlife habitat yourself, by making a pond at school or in your garden.



Look at the picture. In pairs, say:

- where the picture was taken
- what you can see
- what the people are doing
- what they are wearing/feeling

Listening

a. You are going to listen to somebody talking about why trees are important. Listen and choose the correct words.

THEES ME limes orderne

- reduce 1) warmth/heating and cooling costs
- protect us from ultraviolet radiation
- reduce 2) wind/air and soil erosion
- remove CO₂ from the 3) ground/ atmosphere and release oxygen
- provide shelter and 4) food/housing for plants and animals
- reduce noise, dust and 5) air/water pollution
 - b. Use the notes above to give a short talk on why trees are important.

How to make a Wildlife Pond

You 1) make a wildlife pond in your garden guite easily, whether you live in the country or in the city.

When?

The best time 2) year to do it is in November. Then the pond will be 3) by the spring.

Where?

Where you put the pond is 4) important. First, it needs to be on level ground¹. Secondly, it 5) to be somewhere that is quite sunny but also with some shade2.

What with?

The pond needs to have a lining³ 6) that the water stays in. You can buy a flexible pond liner from a garden centre. You also need to put

7) soft under the lining so it doesn't tear⁴. You can use old newspapers if you like.

Now what?

Dig the hole for the pond. You can make it the size and shape that you want but it has to be at 8) two feet deep in the middle and shallow⁵ around the edges. Clear away all the stones, put in the newspapers and the pond liner and add the water.

What about the wildlife?

9) two weeks you can add pond plants in and around the pond. As 10) the animals, most of them will turn up⁶ on their own – not at once, but over time.

² protection from sunlight ⁴ pull apart, get a hole ⁶ appear	¹ earth	³ layer of plastic	⁵ not deep	
	² protection from sunlight	⁴ pull apart, get a hole	⁶ appear	

Reading

- a. Read the title of the text above and the headings. In pairs, try to answer the questions. Read and check.
 - b. Complete the text with the correct word for each space. Listen and check.

1	Α	can	В	could	C	may	D	might
2	Α	in	В	at	C	of	D	to
3	Α	ready	В	available	C	complete	D	arranged
4	Α	very	В	too	C	much	D	many
5	Α	must	В	can	C	has	D	should
6	Α	because	В	SO	C	to	D	for
7	Α	nothing	В	anything	C	everything	D	something
8	Α	most	В	least	C	best	D	worst
9	Α	When	В	Later	C	Before	D	After
10	Δ	for	R	far	\mathcal{C}	with	D	to

Taking action

a. Use the verbs to complete the phrases: plant, start, recycle, adopt, raise, send, use.

1a campaign to protect the environment; 2
money; 3 trees; 4 rubbish; 5 letters
to local papers; 6 an animal; 7 public transport

- b. Work in groups. Suggest ways you can help protect the environment.
- A: I think we should plant some trees.
- B: That's a good idea. We can also ...

Social issues

Speaking

110

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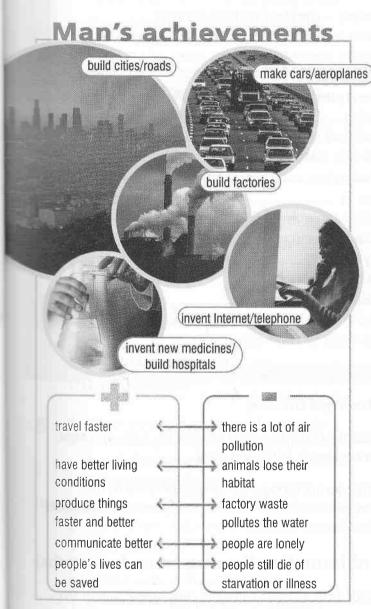
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ers

ort

5 Look at the pictures. Use the ideas to discuss technology and modern life.



- A: Man has made cars and aeroplanes, so we can travel faster.
- B: That's true ... but on the other hand, there is a lot of air pollution.

Prepositional phrases

- Underline the correct preposition in bold. Check in your dictionaries. Make sentences using the phrases in italics.
 - 1 A lot of animals are *at/in risk of* extinction.
 - 2 We must *protect* habitats *of/from* disappearing.
 - 3 You can help save animals of/from extinction.
 - 4 Chinchillas are at/in danger of extinction.
 - 5 'Wildlife' means animals living at/in the wild.

Similes

Match the pairs of words, then use the phrases to complete the sentences. Are there similar expressions in your language?



- 1 Jane has got a lovely suntan she's
- 2 I went to bed late last night, but I feel this morning.
- 4 Snow White has skin as white as snow and lips

Phrasal verbs

8 Complete the sentences with the correct tense/ form of the phrasal verbs.



- 1 Unless we do something soon, many species will out, (become extinct)
- 2 | can't out what type of insect this picture shows. (see/understand)
- 3 If we don't start protecting wildlife habitats, many animals will out of places to live. (have no more)
- 4 Tom is out he's been digging a hole for a pond all morning. (exhausted)
- 5 Paul Sterry has out a book of beautiful wildlife photographs. (published)
- **9** Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.



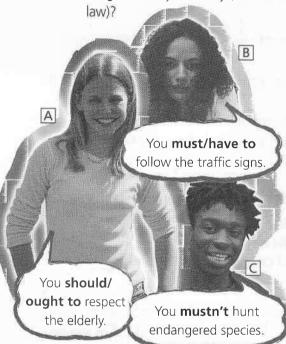
Portfolio: Work in groups. Prepare a leaflet advertising an *Environment Day* your group is organising. List the activities you are going to do.

Grammar in use

Modal verbs - "must"/
"have to", "should"/
"ought to", "mustn't"

Grammar Reference

- 1 Read the speech bubbles. Which of the modals in bold express:
 - prohibition (it's wrong/against the law)?
 - advice/suggestion (it's the right thing to do)?
 - obligation/duty/necessity (it's the



► Speaking

2 Look at the signs below. Make full sentences using must/have to, mustn't or should to explain what they mean.



1 People mustn't ride their bikes on the public footpath.

Advice For The Public



You 1)	treat	the	countryside	as	you	would
treat your home.						

- Protect plants and animals and take your litter home
 You 5) drop litter it is dangerous to wildlife and can spread diseases.
- Keep dogs under close control
 By law, you 6) keep your dog on a short lead near farm animals.
- Consider other people
 You 7) show respect for local people. Drive slowly and don't block gateways with your car.

► Reading & Listening

- Read the text above and complete the gaps with *must*, *mustn't* or *should*. Listen and check.
- 4 Imagine you are taking a school class on a trip to the countryside. Tell the students what they must/mustn't/should/shouldn't do.

Word formation (forming nouns from verbs)

Use your dictionaries to complete each sentence with the noun derived from the word in bold.

We can form nouns from verbs by using the following suffixes:
-ion (prevent-prevention), -ation (converse-conversation), -sion
(explode-explosion), -tion (suggest-suggestion)

- 1 There is a meeting on elephant next week. (CONSERVE)
- 2 We've got a huge of paintings by this artist. (COLLECT)
- 3 You can ask questions at the of the programme. (CONCLUDE)
- 4 The zoo announced that there will be ain staff because of financial difficulties. (REDUCE)

"Will"/"Going to"



- Match sentences 1-3 to what they express: a future plan/intention, a prediction based on what we see, a prediction based on what we think/believe.
 - 1 Look at those dark clouds! It's going to rain.
 - 2 I'm going to join Greenpeace this year.
 - 3 I think he will succeed.
- 7 a. Peter's class have made some decisions to help the environment. Ask and answer.
 - 1 join an environmental group ()
 - 2 make a pond at school (/)
 - 3 go on a school trip to the countryside (x)
 - 4 take part in a clean-up campaign ()
 - 5 buy wildlife posters (X)
 - 6 visit a wildlife park (✔)
 - A: Are they going to join an environmental group?
 - B: Yes, they are. Do you think they will ...
 - b. What are you going to do to help protect the environment? Discuss.

Future continuous, future perfect



Grammar Reference

- 8 a. Which verb form expresses: a previously arranged action? an action in progress at a certain time in the future? an action finished before a certain future time?
 - 1 This time next week I'll be travelling to Spain.
 - 2 This time next week I'll have finished my project.
 - 3 I'll be seeing Ann tonight.
 - b. Put the verbs in the correct tense.

 - 2 A: Aren't you meeting Bob?
 - 3 A: When's your Science test?

his

he

- B: This time tomorrow I (sit) it.
- - B: I'd love to but I can't.
- **9** What will you be doing: at 6 o'clock tomorrow afternoon? at 8:30 Sunday evening? What will you have done by the time you are 30?

Time words & the future



Grammar Reference

10 a. Read the examples. What tense do we use after time words (when, until, before, as soon as, after, etc) to refer to the future?

He'<u>ll come</u> as soon as he <u>finishes</u> work. I'<u>ll leave</u> when she <u>gets</u> here. (time word) BUT: When <u>will</u> she <u>get</u> here? (question word)

- b. Put the verbs in brackets into the present simple or future.
- 1 Can I see Ann before she(leave)?
- 2 We (wait) until vou're readv.
- 3 She (meet) Dave before she goes home.
- 4 What will he do after he(finish) school?
- 5 What does she want to be when she (grow up)?

Sentence transformations

- 11 Complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 Without breeding programmes, many animal species may disappear.
 - Without breeding programmes, many animal species out.
 - Why don't we take the children to the zoo?

 We the children to the zoo.
 - 3 My intention is to help the environment.

 I'm help the environment.

 - 5 The law says you must keep your dog on a short lead near farm animals.
 - By law, to keep your dog on a short lead near farm animals.
- 12 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them.



Portfolio: Use your answers in Ex. 7b to write a short letter to your friend about what you are going to do to help protect the environment.

Look at the picture.
Listen to the sounds.
Imagine you are exploring this area. What can you see/hear/smell/touch/taste/feel?

► Intonation

2 Listen and repeat. Which words are stressed? Which sentences express: criticism? apology?

> Don't you just love it here? What are you doing? What's wrong with that? Pick up your rubbish! Sorry – I didn't think of that. That's no excuse. Well, I suppose you're right.

▶ Reading

- The sentences above are from the dialogue. What do you think the dialogue is about? Listen, read and check.
- 4 Read the dialogue again and complete the sentences.
 - 1 Matt likes forests because ...
 - 2 John wants ...
 - 3 Matt gets angry with John because ...
 - 4 John can't find
 - 5 Matt persuades John to

- Matt: Don't you just love it here? Forest as far as you can see, fresh air, silence ...
- John: Yes, it's great. I'm getting hungry, though, so let's take a snack break.
- Matt: All right but not for long. We've still got plenty to see!
- John: OK.
- Matt: What are you doing?
- John: Throwing my rubbish away. What's wrong with that?
- Matt: Pick up your rubbish! We were just admiring nature, and you decide to drop litter in the forest!
- John: Sorry I didn't think of that. Anyway, it's not like there's a rubbish bin here!
- Matt: That's no excuse. You're polluting the forest! Animals live here. People camp here. They deserve a clean environment.
- John: Well, I suppose you're right. I'll pick it up.
- Matt: That's more like it!

Making suggestions & agreeing

- In pairs, use the language in the table, the ideas listed and your own ideas to act out conversations as in the examples.
 - help save forests / use less paper / plant new trees
 - cut down on rubbish / recycle paper, plastic and glass / reuse plastic bags
 - protect wildlife / join an environmental group / create a wildlife habitat in our gardens
 - save energy / use solar power / use energy-efficient light bulbs
 - A: Let's help save our forests by using less paper.
 - B: That's a good idea! We could also plant new trees.
 - A: Good thinking.

11/1/2	Making suggestions	Agreeing
•	Let's	OK. Why not?
•	Why don't you/we?	• That's a(n) excellent/good idea!
•	How about (+ ing)?	Good thinking.
٠	Why not (+ inf)?	• (What a) good/great idea!

- Look at the picture. Use the questions to 6 discuss it in pairs.
 - 1 Where / picture taken? (In a...)
 - 2 What / you / see? (I can ...)
 - 3 How / people / feel? (They ...)
 - 4 Why / they / do this? (Because ...)
 - 5 How / you / help / environment? (1...)

STUDYSKILLS

Listening for specific information

Before you listen, read the questions and try to guess each answer. Listen the first time and check your guesses. Check each answer again carefully when you listen for the second time.

Listenina

- You will hear someone talking about forests. Read the guestions. Can you guess the correct answer? Listen, and put a tick (/) in the correct box for each question.
 - 1 Why does David think forests are important?
 - They support 60% of the world's wildlife.
 - В They provide jobs.
 - C They help keep the climate in balance.
 - 2 Why do some companies do research on forest plants?
 - to find new products
 - to find different kinds of food
 - to discover new medicines
 - 3 In some parts of the world, forests provide the local people with
 - most of the food they eat.
 - В wood to make all their furniture.
 - the only way to heat their houses.
 - 4 Most of the wood taken from forests
 - is used for paper.
 - is burned as fuel.
 - is cut down for timber.
 - 5 What harms forests the most?
 - forest fires
 - human actions
 - climate change
 - 6 What does David say we can do to save forests?

 - C choose wood products from trees you

plant trees and recycle paper buy less recycled paper grow yourself



Expressing interest

Speaking

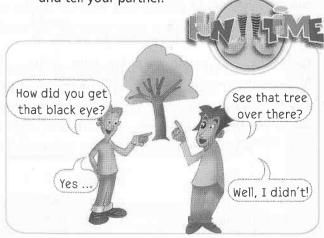
- Read the example. Look at the facts and the language box. In pairs, act out dialogues as in the example. You can also use ideas from Ex. 7.
 - A: Scientists have identified more than 2,000 species of fish in the Amazon Basin.
 - B: Is that so?



- 1/5 of the world's fresh water is in the Amazon Basin.
- Only 200,000 Indians live there nowadays.
- More then 20% of the world's oxygen is produced there.

Really! Is that so? How interesting! I never knew that!

Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.



Getting started

1 Read the advert below. What is it about? What information does it give?

How long / last?

What time / start?



Saudey 3rd September

For more information and an entry form, write to: John Baxter, 77 Shelley Road, Lancaster LA1 5PH

How much / cost?

When / closing date / entries?

If you wanted to join in the activity, what further information would you like to have? In pairs, make complete questions from the notes in blue.

Let's look closer

Read and complete the letter with the phrases (a-f). What is each paragraph about? How does this letter differ from the one on p. 14?

Dear Mr Baxter,

advertisement in the Evening Reporter. I am interested in taking part in the nature walk and I would like some further information about it.

2), does it cost anything to take part or is it free? I would also like to find out what time the walk starts, as well as how long it lasts.

whether I need to wear special clothing or bring anything with me. 4), will refreshments be provided or do I have to bring my own? 5), could you tell me when the closing date for entries is?

Thank you in advance for your help.

6) to hearing from you.

Yours sincerely, Jane Lipman

Jane Lipman

a To begin with

d Finally

b I look forwardc I am writing

e For example

f In addition

Direct/Indirect questions

a. Read the questions below. How does word order differ in direct and indirect questions?

Where is Tom? (direct)

Do you know where Tom is? (indirect)

b. Use the expressions in the box to change the direct questions to indirect questions.

Can/Could you (please) tell me/let me know ...?

I would like to/be interested to know/find out ...

1 What time does it start?

2 How much does it cost?

3 Do I need any special equipment?

4 How long does the nature walk last?

c. Find all the questions in the letter. Which ones are direct, and which are indirect?

Your turn

4 Portfolio: Read the rubric, answer the questions, then write your letter (100-150 words).

You saw this poster on your school noticeboard and you would like some more information. Write a letter using the notes you made.



If so, contact: Brian Jones, 65 Church Road, Bigley BI6 7PL Do I need special clothes/ equipment?



will we

do?

Dear Mr/Mrs/Miss + (the surname of the person)

Introduction What are your opening remarks?

(Para 1) Why are you writing?

Main Body What information do you want?

(Paras 2-3) What questions will you ask?

Conclusion What are your closing remarks? (Para 4)

Yours sincerely + (your full name)



► Reading & Listening

- 1 Look at the picture and the title.
 Think of five questions about the subject. Does the text answer them? Read and check.
- 2 Read the text and mark the sentences *T* (true) or *F* (false). Then explain the words in bold.
 - 1 Pesticides are chemicals.
 - 2 Pesticides harm crops.
 - 3 Pesticides protect wildlife.
 - 4 Pesticides are dangerous.
- Read again. What do the highlighted words refer to?
- In pairs, fill in the gaps with the numbers below. Listen and check.
 - 37 500 400 31,000

Did you know?

- 1) tonnes of pesticides are sprayed on UK land each year.
- 2) pesticides have been banned in the UK.

Speaking

5 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

Project

Go to a supermarket near you and make a list of all the pesticides. What is each used for?

Pasticides

What are pesticides?

A 'pest' is any living thing that **harms** crop growth, carries **disease** or causes damage. Some methods of pest **control** are natural, but other methods use chemicals called pesticides. Fly spray, rat **poison** and similar things you may use in everyday life are all pesticides.

Why do we need pesticides?

Farmers use pesticides to protect crops from insects, diseases and **weeds** while they are growing. They also prevent rats and mice, flies and other insects from **contaminating** foods when they are stored.

Pesticides help us control ants and **cockroaches** in our homes and destroy **mites** and **ticks**. Pesticides in wood and wool make our furniture and clothes last longer.

Why are people concerned about the use of pesticides?

Pesticides can be useful, but they can also harm people, wildlife and the environment. This is why there are strict controls over their sale and use.

Many people **object** to their use because pesticides can contaminate our drinking water and cause health problems.

Some of the most commonly used pesticides are **toxic** to animals and humans and large amounts make us ill. They can give us headaches and stomach ache, damage our skin, hair and nails, and lead to weight loss. Experts believe that some of them can even cause **cancer**.

Self-Assessment Module



Vocabulary & Grammar

1	Fil	l in the missing word.
	1	Cutting trees can destroy anima
	2	habitats. Her brother loves to work. He is a
	3	Tony keeps a(n) on things when I'm away
	4	
	5	Richard after his father. Both have got black hair and blue eyes.
	6	Can you out the rubbish?
	7	Please do me a
		when I'm away.
	8	This awful music drives me
	9	They've been studying English last May
	10	He's always as as a bee.
		(10 marks)
2	Ci	rcle the correct item.
	1	We can a wildlife habitat by making a
		pond.
		A recycle B fill in C create
	2	Youlet your dog bark all night. A don't have to B shouldn't C must
	3	A lot of people are still dying of
		A erosion B habitat C starvation
	4	Cindy tries to get with her neighbours A along B clear C after
	5	Her sister is very She writes poems.
		A sensible B creative C organised
	6	Could you please do the washing
		tonight?
		A up B out C off
	7	A lot of animals are in of extinction.
		A illness B danger C risk
	Q	He has cleared the table.
		A already B since C yet
	9	Many plants and animals are species.
		A natural B wildlife C endangered
	10	Why don't we send a letter to the newspapers?
		A fresh B local C public

Use of English

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

1	Heather Black has published a book about
	endangered species.
	Heather Black
	out a book about endangered species.

2 It's against the law to drop litter on the pavement.

Youlitter on the pavement.

3 Could you change the sheets?

Do you the sheets?

4 Our neighbour takes care of my baby sister whenever my parents are at work.

Our neighbour my baby sister whenever my parents are at work.

5 Can you describe Peter to me?
Can you tell me what?

(10 marks)

4 Complete the sentences with the correct word derived from the words in bold.

1	You must be very	when you
	drive.	CARE
2	Ann is a very person.	IMAGINE
3	We must save endangered animals	from
	******************************	EXTINCT
4	Mr Harris is very;	he doesn't
	do childish or silly things.	SENSE

(8 marks)

Communication

(10 marks)

а	What's he like?	d	That's an excellent
b	Don't worry about it.		idea!
C	Could you tidy your	е	Pleased to meet yo
	room, please?		

1	A:	Why don't you join an environmental group?
	B:	
		We haven't met before, have we? I'm Judy

B:

3	A:	
	>	
	VI	
	6	your book.
	D	
		(10 marks)
Li	stening	
and saf	d her friend, Tom, about a school t ari park. Decide if each sentence is incorrect. If it is correct, tick (✔) YE	rip to a correct
		Yes No
Cla	aire and her classmates are	
pay	ying for the trip.	
	• (1)	
	are is looking forward to the trip.	
		(12 marks)
W	riting	
		from your
ab Is of the the	out you? Which person do you it a family member, a teacher, yours? What do they look like? Wey like? What good or bad they do?	admire? a friend What are
	4 5 Li and saff or nor Clather Two go Ton his Clather The about the the the the the the the the the th	

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Reading

8 Read and choose the correct word for each space.



More than 50% of people 1)the world live in cities. The 2) of people living in cities is 3) bigger every year. In Europe and the USA, 80% of people live in cities.

People move to cities to:

- 4) a job
- be near doctors and hospitals
- go to school 5) university
- be near shops, cinemas, restaurants and sports facilities

When a lot of people live in cities there are problems:

- People 6) a lot of rubbish.
- Cars and factories pollute the air.
- People clear wild areas to build cities, so plants and animals 8) their habitats.

1	A at	В	in	C	on
2	A number	В	rest	C	part
3	A making	В	getting	C	rising
4	A look	В	search	C	find
5	A or	В	but	C	else
6	A raise	В	do	C	create
7	A less	В	few	C	many
8	A lose	В	miss	C	spend
9	A also	В	and	C	but
10	A clean	В	public	C	local
				1	20 marks

Now I can ...

(20 marks)

- describe people's appearance & character
- talk and write about the environment
- write a letter to a friend describing people
- write a letter asking for information



(Total = 100 marks)



Reading & Listening

- a. Look at the title and read the introduction. What do you think the article is about?
 - b. In pairs, think of one thing you can reduce, one you can reuse and one you can recycle. Listen and read the text. Does it mention any of your ideas?
- Read the statements and mark them T (true) or F (false). Then explain the words/phrases in bold.
 - 1 Taking the bus helps reduce pollution.
 - 2 Using rechargeable batteries helps the environment by reducing waste.
 - 3 Always use plastic bags when you go shopping.
 - 4 Reuse glass, aluminium, etc instead of recycling.
 - 5 You can't recycle mobile phones.

Speaking

- Close your book and tell your partner three ways of helping the environment.
- What are the people doing wrong? What should they do?



A: Bill is wasting paper.

B: He can save paper if he sets ...

Reduce, Reuse, Recycle

HELPING THE ENVIRONMENT DOESN'T REALLY REQUIRE MUCH EFFORT. LET THE '3 Rs' BE YOUR GUIDE ...

RFDUCF

Every time we turn on the tap or the light switch, we're wasting valuable resources! Here's how to reduce your use of these resources:

Electricity:

- Use energy-efficient products.
- Turn off lights and electrical appliances when you're not using them.

Paper, etc:

♦ Buy in bulk – this helps avoid excess packaging.

Use public transport – this helps reduce air pollution.

Use water efficiently – don't leave taps running when you aren't using them.

REUSE

By reusing materials we can cut down on the amount of rubbish we have to get rid of.

- Share books, magazines and newspapers.
- Give away old items you don't need (such as clothes, CDs, games, DVDs, etc) to charity.
- Use rechargeable batteries.
- Use canvas or cloth bags when you go shopping instead of plastic ones.
- Set the printer to print on both sides of a sheet of paper.

RECYCLE

In a lifetime, the average person throws away 600 times their weight in waste! We can reduce our waste output by recycling. As well as glass, aluminium, plastic and paper, you can also recycle:

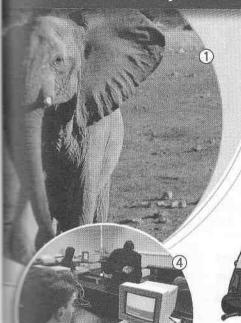
- Mobile phones & computers
- Motor oil
- Fluorescent light bulbs
- Printer ink cartridges
- Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

Project

Portfolio: In groups, collect information and prepare a threeminute speech about the '3 Rs'. Record yourselves.

Holidays & schooldays Module 2

Units 3-4







express dissatisfaction & ask for details

- talk on the phone
- make polite requests
- describe pictures

- Before you start ...
 - What makes a good neighbour?
 - What do you do to help protect the environment?
- Look at Module 2

Find the page numbers for pictures 1-5.

- Find the unit and page number(s) for
 - accommodation symbols tour advertisements

 - a street sign
 - a cartoon strip
 - a literature extract
- Listen, read and talk about ...
 - transport
 - accommodation
 - holidays & holiday problems
 - feelings
 - good manners
 - education & school activities
- Learn how to ...
 - book a guided tour

Practise ...

- past tenses
- used to would
- reported speech
- reporting verbs/modal verbs
- idioms related to holidays, education
- forming adjectives with negative meaning, nouns from verbs
- phrasal verbs with off, down

- a short article for a magazine about your worst holiday experience
- a letter to a friend from a holiday hotel
- a short paragraph describing some of the things you used to do on holiday when you were younger
- a story (1st person narrative)
- a leaflet on how a visitor to your country should behave while dining out
- an e-mail to a pen-friend about your school
- a for and against essay

Culture Clip: Butlin's Holiday Camps

Curricular Cut (Literature): Pygmalion

Eco-friends: Carnivorous Plants

3a Take a break

WISH YOU WERENT HERES

Have you had a holiday where something or everything went wrong? Everyone wants to have a good time when they go on holiday, and it can be very upsetting when the dream holiday that you've **saved up** for and **looked forward to** all year **turns into** your worst nightmare. Here are some bad experiences and problems from readers' holidays.





ou can just imagine the scene. We had just finished a lovely picnic in a remote mountain forest in central France. Relaxed and happy, we made our way back to the road where we had left our car, only to discover that we had lost the keys! It was getting dark and there wasn't a soul around. I don't think we had ever felt so **terrified!** None of our mobile phones had any **reception** so we just had to wait.

Eventually, hours later, we heard the sound of a car coming along the road. Amazingly, the car was the same model as ours and we **waved frantically** for the driver to stop. He tried his key in the **boot lock** and magically, it opened, **revealing** the keys. They must have slipped out of my pocket. I can't tell you how **relieved** we felt! (Katy Banks)

e were going on holiday to San Diego, USA. We'd booked the holiday online six months earlier and I hadn't bothered to check our passports. I'd just assumed everything was OK. So you can imagine my surprise when we were told at the check-in desk that we couldn't fly because our son's passport was out of date. My wife and daughter checked in and off they went. Nick and I rushed home, got his birth certificate and tried to get a new passport.



There was a huge **queue** at the Passport Office, so I pushed to the front and cried, "My family's gone on holiday and my son urgently needs a new passport!" Within an hour we had his passport. We rushed to the airport, but they told us we were too late and the next flight was at 5 am. At this point I **lost my temper**. We spent the rest of the day **wandering** around the duty free. We finally arrived at our **destination** twenty hours later, exhausted but **relieved** that we could start our holiday. (Nigel Barker)



hen we arrived at the **resort**, we were very happy. The hotel was nice and the staff were polite and friendly. The beach looked fantastic, too — lovely white sand and **not a soul in sight**. Then we found out why. As we were walking along the beach we **noticed** a sign **warning** people against swimming in this area. There was a nasty smell to go with it. We had to spend the entire holiday round the hotel pool instead of swimming in the sea. We were very disappointed. (Bob & Steve)

Sometimes things go wrong through no fault of your own, but some problems can be avoided altogether.

Simple things like wearing a high factor sun cream or checking the expiry date on a passport could save a lot of time and inconvenience.

Other things should go without saying, such as booking your holiday through a **reputable** travel company and **taking out** travel insurance.

If you want to know how to avoid common travel problems and how to stay healthy on your holidays, visit www.travel-advice.net/

www.lonelyplanet.com/health/.

You'll also find money-saving ideas and advice on planning your next trip.

Next week: What can go wrong when you are buying a car.

Lead-in

- Listen to the music and the sounds.

 Answer the questions.
 - 1 Where are you? (on a tropical island, in the mountains, in a forest, by a pool, in a country cottage)
 - 2 What are you doing? (sunbathing, swimming, relaxing, jumping off the diving board, camping, etc)
 - 3 Are you alone or with company? (family, friends)
 - 4 What is the weather like? (boiling hot, freezing cold, warm and sunny, chilly, etc)
 - 5 How are you feeling? (happy, relaxed, tired, peaceful, stressed, disappointed, etc)

Reading

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2 Read the last sentence of each text. What are the texts about? What could go wrong while on holiday? Listen, read and check.

STUDYSKING

Four-option multiple choice

Read the text carefully. Identify the topic, the general idea of the text, and the reason it has been written. This will help you answer the questions. Read the text again, then answer the questions one at a time. Check your choice against the text.

- Read the article. Choose the best answer A, B, C or D for questions 1-5. Give reasons.
 - 1 What is the main purpose of the article?
 - A to describe some common travel problems
 - B to give readers the chance to talk about what happened to them on holiday
 - C to advise us how to avoid holiday problems
 - D to make fun of people's travel problems
 - 2 What does Katy say about her holiday?
 - A It was great, apart from one incident.
 - B She did not enjoy it at all.
 - C She wished it was like their other holidays.
 - D It was a new experience.
 - 3 What would a reader learn about Nigel from the text?
 - A He loses his temper easily.
 - B He likes doing things at the last minute.
 - C He cries when things don't go his way.
 - D He always stays calm in an emergency.

- 4 When talking about their holiday problem, Bob and Steve say that
 - A it was their fault.
 - B it could happen to anyone.
 - C it ruined the holiday.
 - D it took them a long time to recover.
- **5** Which of the following is the best description of Charles Hope?
 - A a writer for a weekly magazine
 - B a journalist who only writes about bad news
 - C an advice columnist
 - D a magazine editor
- 4 a. Explain the words/phrases in bold. Which of them are phrasal verbs?
 - b. Complete the sentences with phrases from the text.
 - 1 We were excited about going to Madrid. We had been it all year.
 - 2 The beach was *empty*. There was
 - 3 Your passport has expired. It's
 - 4 | was very angry. |

Listening & Speaking

- 5 (a.) Listen and match the speakers (1-4) to the problems they had while on holiday.
 - a sunburn
 - **b** delayed flight
 - c flat tyre
 - d food poisoning
 - e dirty beach/hotel
 - f small room
- **g** lost or stolen passport/credit card/luggage
- h the weather
- i customs problems
- b. Have you ever had any of these problems on holiday? What happened? Tell your partner.

Last summer we decided to spend our holidays in a friend's country cottage. As we were driving to the village we got a flat tyre. It took us two hours to fix it before we could continue.



Project: Think of your worst holiday experience.
Write a short article for a magazine (80-100 words). Write: • where you went • who with
• weather • when it happened • what happened

Transport

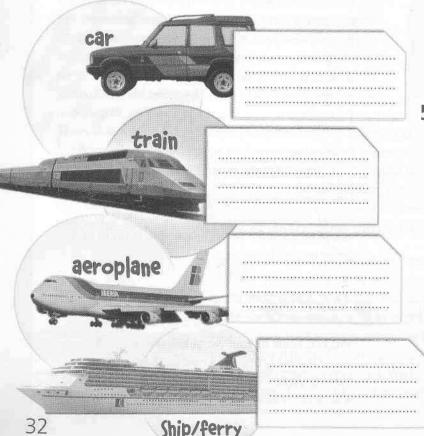
- 1 Read the sentences. What means of transport is each person referring to? Which is your favourite means of transport on holiday?
 - a I'll meet you on deck in five minutes.
 - **b** Come on! It's boarding now at gate 25, If we don't hurry, we'll miss it!
 - c Shall I give you a lift to the office?
 - d Excuse me. Is this the right platform for the 2:15 to London?
 - e Put on the helmet, hold on tight and let's go.

Listening

2 Listen to the announcements and match them to the forms of transport above. Which words helped you decide?

Announcement 2
Announcement 3

- 3 a. Match the words in the list to the means of transport. Compare with a partner. Can you add any more words?
- cabin carriage landing buffet car seatbelt
- platform check-in boot port station
- rush hour cruise road map flight
- takeoff boarding pass compartment deck



- b. Complete the following sentences with words and phrases from Ex. 3a.
- 1 We had too much luggage to fit in theso we put some of it on the back seat.
- 2 It was very windy and the plane made a very bumpy
- 3 The police stopped me because I wasn't wearing my
- 4 We enjoyed ourimmensely, thanks to the fantastic crew, who made sure the passengers had a good time.
- 5 As we came into the we were amazed at how many other ships were already anchored there.
- **6** Our journey took ages because our train stopped at every along the way!
- c. Make sentences of your own for five of the other words in Ex. 3a.
- 4 Fill in: by, on, along, towards or off.
 - 1 They walked the platform, looking for their carriage.
 - 2 We took the bus to the beach, but the children went foot.
 - 3 Most people prefer to travel plane.
 - 4 As soon as they got the ship, they were surrounded by locals trying to sell them souvenirs.
 - **5** We moved slowly the rear of the plane, looking for our seats.

Phrasal verbs

Complete the sentences with verbs in the correct form/tense, then explain the phrasal verbs. Choose one and draw a picture to illustrate its meaning.



- 1 As soon as the taxi arrived, theyoff for the airport.
- 2 Some tour reps try to off tourists by charging too much for organised tours.
- 3 My brother me off at the airport in plenty of time for my flight.
- 4 The whole family Tom off at the harbour when he went on his 2-month cruise.
- 5 On the way home, the coach off in London so we could do some shopping.

6 I'm always a bit nervous until the plane has off and is in the air.

Idioms

- 6 Match the idioms to their meanings, then use them to complete the sentences. Are there similar expressions in your language?
 - 1 hustle and bustle
 - 2 pick and choose
 - 3 scrimp and save
 - 4 safe and sound
 - 5 now and again
- a spend very little in order to save for sth
- b choose selectively
- c unharmed
- d busy, noisy activity
- e occasionally
- 1 Jane was relieved when Paul returned from his trip
- 2 They couldn't wait to get away from the of the city and have some peace and quiet for a while.
- 3 Lisa likes to have a weekend away every

- 4 Harry is so rich he can from the most exotic holiday destinations.
- 5 If we book this holiday, we'll have to for the next few months to afford it.

Accommodation

7 a. In pairs, match the symbols to their meanings.





- swimming pool
 health club/gym
 telephone
- 4 parking
- 5 TV

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- 6 room service
- wheelchair access/disabled facilities
- 8 air conditioning
- 9 restaurant
- 10 hairdryer
- 11 conference facilities

Speaking

- b. Which facilities/services are most important to you when you go on holiday? Discuss.
- A: To me, a swimming pool is important because I like to sunbathe by the pool when I'm on holiday.
- B: I agree. Air conditioning is important to me because I want my room to be cool. etc

Reading

a. Look at the title and the picture. What type of accommodation does the text describe? What facilities do you think the place offers? Read and check.

Grange Hotel

Station Square Grange-over-Sands, Cumbria

hether you are looking for a rural retreat or a city break, Grange Hotel gives you the best of both worlds. It is in the heart of the beautiful English countryside, but still only five miles outside the city.

Our pleasant and friendly staff will do everything to make your stay magical and memorable, whether it is for one night or a fortnight. Our service is second to none.

We offer comfortable and stylish rooms as well as a wide range of facilities, including an excellent restaurant, a swimming pool and a fully-equipped gym for you to enjoy during your stay. All our rooms have air conditioning, telephone, hairdryer and TV. The hotel also offers ample parking, conference facilities, room service and a laundry service.

Book online at <u>www.grange-hotel.co.uk</u> or call 01539 533666

- b. Read the text again and answer the questions.
- 1 Where is the hotel?
- 2 What facilities does each room have?
- 3 What other facilities are there in the hotel?
- 4 How can you book a room?



Project: You are on holiday at the Grange Hotel. Write a letter to a friend of yours. (70-80 words) Include:

- where you are
 where you are staying
- what facilities it has got (e.g. restaurant, room service, etc)
 staff/service
- · how you like it

Past simple, past continuous, past perfect and past perfect continuous

Grammar Reference

► Reading

Read the text and say what tense each verb in bold is. Look at the Grammar Reference section. and say how each tense is used.

t was time for a holiday! I 1) had been working hard for months and 2) had decided to spend two weeks in a 5-star hotel in the Bahamas. I had booked really early, so I was able to get a great deal. Maybe I would be mixing with the rich and famous! As soon as I 3) approached the reception desk and announced my name, there was a flurry of activity. Before I knew what 4) was happening, the manager had ordered a porter to grab my bags and show me to the penthouse suite. A large basket of fruit and goodies 5) was sitting on a table, and an invitation to join the manager of the hotel for a complimentary dinner was lying on a silver platter.

I had never stayed in such a luxurious hotel before and I thought to myself, "How kind and helpful the staff are!" | 6) gave the porter a big tip, unpacked my bags and headed to the bathroom for a long, hot shower. Imagine my shock when, a few minutes after I returned to my bedroom, the porter returned and asked me nervously to pack my bags and leave the

A quick call to the manager cleared up the whole mystery. It seemed that I had the same name as a famous writer and the manager had mistaken me for her! They were very apologetic, but it wasn't long before I was in the regular room I had actually booked!



- Put the verbs in brackets into the correct past tense to complete the short dialogues.
 - 1 A: How (be) your holiday in Spain? B: Great, thanks. I (have) a
 - fantastic time.

2	Α:	What(you/do
		when the phone (ring)
	B:	I (wash) my hai
		and I (not hear) it
3	A:	Tony (surf) the Net when
		he(find) a great deal or
		a trip to Paris
	B:	I know, but by the time he
		(tell) me about it I
		(already/ book) my holiday to Berlin.
4	A:	How (you/miss) your flight?
	B:	We (shop) in the
		duty free shop and we
		(not/hear) the announcement
5	A:	(you/stay) in a
		hotel during your holiday?
	B:	No. We (rent) ar
		apartment for two weeks.
6	Α:	Why was Steve so angry?
	B:	I guess it was because he
		(wait) for three hours before
		his flight was announced.
7	A:	Jane(look) exhausted
		when I saw her.
	B:	She(not/sleep) at all
		She (wait) all night
		long for her family to arrive.

- Make as many sentences as you can.
 - 1 drive / an hour
- a start raining
- 2 buy / souvenirs
- **b** ferry / arrive
- 3 wait / all morning
- c lose my passport
- 4 lie on / beach
- d get / flat tyre
- sleep / in tent

- e someone / steal / purse
- I had been driving for an hour when I got a flat tyre.
- Use the time adverbs to make sentences about yourself.
 - yesterday
 by the time
 two weeks ago
 - while
 last year
 for hours yesterday
 - for ten years all day yesterday last summer
 - yet already before

A car bumped into the back of us yesterday.



In teams, continue the story. Try to use a variety of past tenses.

We were all looking forward to our holiday.

Read the text below. Listen to the sounds and continue the narration.

It had been bright and sunny all morning and we were having fun on our boat trip around the island. Then the weather changed, all of a sudden, and things quickly took a turn for the worse.

Used to/ Would

Grammar Reference

6 a. Read the theory. In which sentences can you write would instead of used to?

Would and used to can be used to talk about past habits. As a child, I used to/would go to the seaside every year. (also I went)

Used to can also be used to talk about past states. I used to love it, but now I prefer sightseeing holidays.

(NOT: I would love it.)

it

- Fill in used to and/or would where possible. Compare answers with your partner.

- **3** We go fishing every morning on holiday.
- 4 When I was younger, Istay with my cousins every summer.
- **5** He hate going to museums when we were on holiday.
- **6** When we went to Spain I go swimming every day.
- 7 I have a pet cat when I was four.

Speaking

7 a. Look at the pictures. What did/didn't Sharon use to do on holiday when she was six?



b. What about you? Mime the activities. Your partner tells the class.

Sentence transformations

- 8 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

 - 2 We pitched our tent and then started a camp fire.

 After we our tent, we started a campfire.
 - 3 It rained every day for the whole of the camping holiday. It didn't for the whole of the camping holiday.
 - 4 As a child, I went camping with my family every summer.
 As a child, I go camping with my family every summer.
- **9** Think of the grammar structures you have learnt in this lesson. Close your books and tell a partner. Give examples.



Project: Write a short paragraph describing some of the things you used to do on holiday when you were younger.

Listening & Speaking skills

1 Listen to the sound effects and number them in the order you hear them. Which are related to wind, and which are related to rain? What are these words in your language?

blow	drizzle	
pour	swirl	

2 Look at the picture. How does it make you feel?

worried • annoyed • confused • frustratedscared • relaxed

Have you ever experienced such weather while on holiday? What did you do?

Tell your partner.



Describing pictures

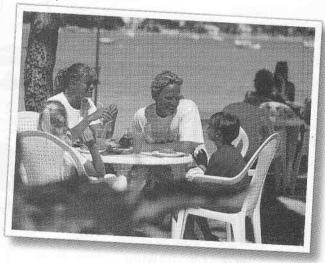
When describing pictures, describe the people and activities as fully as possible. Imagine you are describing the picture to a person who can't see it, so be as detailed as possible.

a. Look at the picture. Use the ideas to describe it to your partner. Your partner doesn't look at it.



- people? place? time of day? weather?
- activities? clothes? colours? feelings?
- b. Now your partner looks at the picture and tells you how well you described it.

c. Swap roles and do the same with the picture below.



Listening

4 Listen and fill in the missing information in the numbered spaces. Listen again and read to check.

Victoria Bus Company

•	Operates 1)	. bus services
	and city sightseeing tours.	

Sightseeing buses provide commentarie	
in 2) languages.	
In 3) tours are only	
available at weekends.	

	There are fours every 4)	
	minutes from 9 am to 5)	

0	Each tour	lasts	for	6)	
	hours.				

0	Cost: Adults: 7)		
	Children under		
	8) : £1		

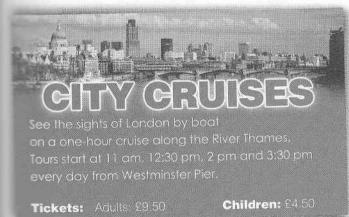


Booking a guided tour

▶ Reading

- a. Look at the questions below from a dialogue between a tourist and a ticket seller. Who would ask each question? Write T for tourist or TS for ticket seller.
 - How long does it last?
 - When would you like to go?
 - Can I help you?
 - Is there a tour at 3 o clock?
 - How many people are you booking for?

- b. Complete the dialogue with the questions from Ex. 5a. Listen and read to check.
- A: Good morning. 1)
- B: Yes I'd like to book some tickets for the city tour, please.
- A: Certainly. 2)
- B: Just two adults my friend and myself.
- B: Actually, we want to go this afternoon. 4)
- A: No, but there's one at 3:15.
- B: That will be fine. 5)
- A: An hour. Here are your tickets. That's £10, please.
- B: Here you are.
- A: Thank you. Enjoy the tour!
- You have seen these advertisements. In pairs, take the roles of a tourist and a ticket seller and act out dialogues similar to the one in Ex. 5b.



Historic York

Take an hour-long walking tour of the best-preserved medieval city in the UK and learn all about its history and architecture.

Times: 10 am, 12 pm, 2 pm Monday to Friday Tickets: Adults £5 Children: £3

Word formation (adjectives with negative meaning)

7 Read the table. Form negative adjectives for the words (1-5). Check in your dictionaries. Make sentences using them. We use the following prefixes to form negative adjectives: un- (able-unable), in- (consistent-inconsistent), mis- (treated-mistreated), over- (crowded-overcrowded), dis- (organised-disorganised)

- 1 friendly 2 comfortable 3 convenient
- 4 informed 5 populated

Speaking

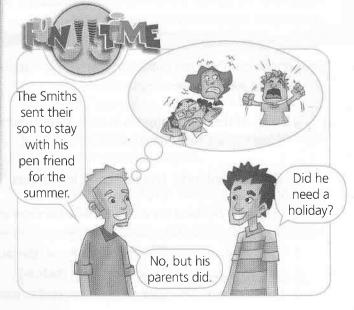
- 8 Use the useful language in the box and the notes below to act out exchanges in pairs, as in the example.
 - room ... small / view not very good
 - hotel staff ... rude / unfriendly
 - coach trip ... long / uncomfortable
 - hotel ... old-fashioned / dirty
 - sightseeing tour ... expensive / only lasted 30 minutes
 - camping holiday ... weather awful / campsite crowded

Expressing dissatisfaction

- I wasn't satisfied/happy with ...
- I didn't like/want
- The ... was not what I had in mind.
- The ... was not good enough.

Asking for details

- What was the problem?
- What was wrong with it/them?
- What do you mean?
- A: I wasn't satisfied with my room.
- B: Why? What was the problem?
- A: It was too small, etc.
- **9** Think of what you have learnt in this lesson. Close your books and tell a partner.



Getting started

1 What's your favourite kind of story – *romance, adventure, a funny incident,* etc?

Looking closer

2 Read the title. What do you think the story is about? Read and put the paragraphs into the correct order. Listen and check.

ri Scare At first she just looked at us curiously. Then, a few minutes later, she climbed out of the pool and started to move towards the jeep. As she came closer and closer, Saliki quietly ordered us back into the jeep. I had just put my foot on the first step of the jeep when I felt myself slipping. The next thing I knew, I was flat on my back staring at the sky. While two people frantically dragged me into the jeep, Saliki slammed his foot down on the accelerator. Soon the angry elephant was far behind us. Sitting in the jeep, I couldn't stop thinking about how lucky I had been. I was extremely grateful to the members of my group, and we were all really thankful to Saliki for being such an expert guide. After all, he was the one who had saved the day. When I first woke up in the strange room, I couldn't think where I was. Slowly, as I listened to the sounds of many different kinds of birds singing and smelt the exotic fragrances of flowers coming in through my window, I realised I was in Africa! It was really true - this was the beginning of my safari adventure. After getting dressed, I went to meet the others in my group. We had a delicious breakfast and then joined our guide, Saliki, beside his jeep. As soon as he had given us some instructions about going on safari, we climbed into the vehicle and set off. We had not driven very far when Saliki slowed the jeep so that we could watch a herd of elephants bathing in a muddy pool. The whole group laughed as the bigger elephants sprayed the backs of the younger members of the herd. Suddenly, however, one

- 3 List the events in the order they happened. Retell the story, giving it a different ending.
- 4 a. Look at the words/phrases in bold. Which: link similar ideas? show time? show cause/effect?

of the biggest elephants turned towards us.

- b. Link the sentences. Use the words in brackets.
- 1 I got to my room. I started to unpack. (as soon as)
- 2 I changed my clothes. I went for a night out. (then)
- 3 I was excited. It was my first visit to Rome. (because)
- 4 I packed my suitcase. I ordered a taxi. (before)
- 5 I realised I didn't have my passport. I started to panic. (when)

Look at the picture and write a short paragraph to set the scene (i.e. where/when the story took place, who the characters were and what happened).



Your turn

- Read the rubric, underline the key words, then plan your story. Use the points below.
 - The school magazine is having a short story competition.
 - The story should be entitled: A holiday where everything went wrong. (100-120 words)

Before you start writing, think about: Theme: What will your story be about? Main Character: Who are you? What are you like?

Setting: Where does your story take place? (in space, in Italy, in your garden, in an imaginary place?) What is the weather like?

Problem: What is the problem you face? Do other characters help you solve it? What do you do to solve the problem? **Resolution:** What happens in the end? How do you feel?

7 Portfolio: Use the plan below to write your story.



Introduction (Para 1)

set the scene

Main Body (Paras 2 & 3)

events in order they happened – climax event

Conclusion (Para 4) end the story – feelings



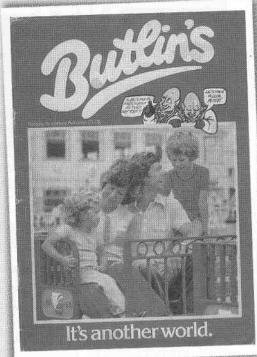
Holiday Camps

Can you imagine spending your holiday on a campsite with 9,000 other people, being woken up at 7:30 every morning with "Good morning, campers!" from a loudspeaker? Sounds awful, doesn't it? Well, it's how many British people used to spend their summer holidays in the 1950s and 60s. Campers stayed not in tents but in comfortable chalets at different seaside locations around the UK. The biggest and most popular ones were run by Billy Butlin.

Butlin's holiday camps were exciting places for all the family. There were all sorts of activities, including games, talent shows and competitions. Every camp had its own miniature railway to ride on. There were swimming pools, adventure playgrounds, and theatre shows to suit people of all ages. There were also babysitters so parents could go out for the evening.

One unusual feature was that there weren't any restaurants! Campers used to eat in large dining halls at set times, and if they didn't get there on time, they didn't get any food! This was one reason why there were loudspeakers everywhere – to remind people of meal times!

However, times changed, and by the early 1980s a lot of the camps were closed. Cheap package holidays abroad gained popularity and holiday camps went out of fashion. Today, three Butlin's resorts remain in the UK. These days, guests stay in spacious apartments and luxury hotels, eat at a wide range of restaurants, attend concerts, pantomimes and the latest movies, or have fun at water parks and funfairs. One thing hasn't changed, though – they still offer inexpensive family holidays.



► Reading & Listening

1?

- 1 (a. Listen to the announcement. What type of holiday does it suggest?
 - b. Look at the title and the holiday brochure. What could someone do at these camps? Listen, read and check.
- 2 Read the text and answer the questions.
 - 1 Where did the British use to go on holiday?
 - 2 What could someone do at Butlin's camps?
 - 3 Where did the campers eat?
 - 4 Why did holiday camps go out of fashion?
 - 5 Are there any Butlin's camps today?
 - 6 What can guests do there nowadays?

3 Find words/phrases in the text that mean: small, terrible, variety, amusement park, dated, fixed, cosy, survive, roomy.

Speaking

- Work in groups. Use the text to prepare a oneminute radio advert about Butlin's camps. Record yourselves.
- a. Are/Were there holiday camps like these in your country? Discuss.
 - b. What would your ideal holiday camp be like? Tell your partner. Think about: *location, accommodation, entertainment, activities, food and dining facilities.*

My ideal holiday camp would be ... It would have ... There would be ... It would be ...

4a Live & learn

Mind your Manners!

Do you ever speak with your mouth full of food? Do you forget to cover your mouth with your hand when you sneeze? If you are guilty of these 'crimes', then perhaps you should enrol on an Etiquette and Social Skills course. This is not just an **ordinary** course. It's a course in manners. You will have lessons in good manners and how to behave in **social situations**.

The person who teaches these lessons is Maggie O'Farrill at the Petite Protocol School, and her students are aged between six and twelve years old. She thinks this is the best time to teach kids. "At this age they are very easy," O'Farrill says. "When they get older, it's harder for them to **break bad habits**. Children at this age want to be polite. You can see that they're trying."

Maggie **instructs** the children to speak properly on the phone and walk correctly, as well as telling them about **basic** table manners. These classes have become popular because parents want **well-behaved** children but they are too busy to teach manners at home.

So, what do the children actually think of this course? The classes have **proven** to be popular with most of the children, and their teachers at school have **noticed** that the youngsters are **treating** each other with more respect. They also feel the **skills** they have learnt will be useful to them in the future. Danny, aged nine, **commented**, "If I get invited to the White House, I know I won't **spill** anything on the President."

Maggie O'Farrill herself believes that such skills can be **life-changing**. "We'll have children **growing up** who **value** manners. Maybe we'll see a change in direction for the better in society." That, however, **remains** to be seen. Only time will tell.









Lead-in

1 Look at the pictures. What is someone doing in each picture: yawning without covering their mouth with their hand? putting their feet on the table? laughing at sb? talking behind sb's back? talking loudly on the phone? sneezing without covering their mouth? talking with their mouth full? What do all these actions have in common?

Reading & Listening

a. Look at the title of the article. How is it related to the pictures? What do you think you are going to read about? Listen, read and check.

- b. Read the text again and, for questions 1-5, choose the best answer, A, B, C or D.
- 1 What is the writer's main purpose in writing the text?
 - A to talk about pupils' bad habits
 - B to try to change society
 - C to encourage children to respect each other
 - D to discuss a way to improve children's manners
- 2 Maggie O'Farrill thinks you should
 - A teach manners when children are still young.
 - **B** give lessons on manners to teachers.
 - C show parents how to teach their children.
 - D instruct parents to be less busy.
- 3 What would a reader learn about Maggie O'Farrill from the text?
 - A She cannot teach Maths.
 - B She knows how to be polite.
 - C She can only teach six-year-olds.
 - D She studies at the Petite Protocol School
- 4 Pupils enjoy these classes because
 - A they can meet the President.
 - B they learn about the future.
 - C they are helpful for their future lives.
 - D they learn not to spill things on people.
- 5 Which of the following is the best description of the Petite Protocol School?

This is the only school of its kind in the world.

It is a school for children who have broken the law.

It is a regular school with extra courses for young pupils.

Parents like it and rely on it to help them bring up their children.

- Match the words in the two columns. Use the phrases to make sentences of your own.
 - 1 take/have
- a good manners
- 2 break
- **b** lessons
- 3 teach
- **c** with respect
- 4 treat sb
- d bad habits
- 4 Complete each sentence with the correct preposition. Check in the text.

 - 2 John is speaking the phone
 - 3 Ann isn't at work. She's home.
 - 4 What do you think his ideas?
 - 5 She's very popular her classmates.
 - 6 You should treat older people respect.
 - 7 What we learn at school will be useful the future.
 - 8 Be careful not to spill coffee your dress.
- **5** Explain the words in bold. Choose two or three and draw or mime their meaning.



Divide the class into teams. A student from team A mimes something that is bad manners. Team B tries to guess what it is.

Team A S1: (mimes speaking with mouth full)

Team B S1: You shouldn't speak with your mouth full

of food.

Team A S1: Sorry.

Speaking

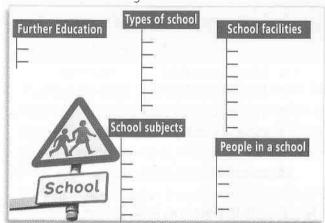
Work in groups. One of you is Ms O'Farrill, who is speaking to two parents about the school. Talk about what pupils are taught.

Writing

Portfolio: You have been asked to make a leaflet on how a visitor to your country should behave while dining out. Divide the leaflet into two sections, with Dos and Don'ts – that is, one for good table manners and one for bad. Work in pairs and decorate your leaflet with photographs or your own drawings.

Education

- 1 Complete the lists with these words. Add words of your own. Compare answers with a partner.
 - French head teacher Maths primary Art
 - secondary Geography high nursery
 - Music headmaster pupil Science library
 - state private lab playing fields university
 - classroom playground canteen gym
 - librarian college



Speaking

- 2 Discuss the questions with your partner. Use words from the lists in Ex. 1.
 - 1 What type of school do you attend? Is it single-sex or co-educational?
 - 2 Which is your favourite/least favourite school subject?
 - 3 How many days a week do you attend school? What time do classes start/finish?
 - 4 What facilities does your school have?
 - 5 Which years are compulsory? When can you leave school?
 - 6 Are you planning any further studies?
 - 7 Have you ever been blamed for sth you didn't do? Has anyone ever threatened you at school? When? Why? What happened?

Listening

3 Listen to Slava talking about his school life and make notes using the questions in Ex. 2. Compare your school life to Slava's.

School activities

4 a. Match the verbs to the nouns to make phrases related to things you do at school, as in the example.

1	do —	a	an exam/a test
2	get	_ b	your homework
3	take/pass/mess	c	lessons
	up/fail/retake/have	d	on a course
4	have	u	
5	study	е	English/Maths/Musi
6	enrol	f	high/low marks
7	pay	g	attention in class

b. Use verbs to complete the sentences.

	DO you	attention in class:
2	He M	usic lessons on Mondays
3	Steve	his homework now
4	Joan is	a test tomorrow.
5	She decided to	on a cookery course

- Underline the correct word. Check in your dictionaries. Explain the rest of the words.
 - 1 Tony is at university studying for a (qualification/certificate/diploma/degree) in English Literature.
 - 2 Owen got six GCSE (passes/grades/marks/ results) in his exams.
 - 3 A (headmaster/teacher/tutor/professor) comes every Thursday to help me with Maths.
 - 4 There were over 250 students at Dr Appleton's (lecture/lesson/seminar/class) on the Minoans.
 - 5 I'm doing a 6-month business (curriculum/course/programme/schedule) at college.
 - 6 Brian is a (pupil/student/learner/schoolboy) at Oxford University.
 - 7 He (graduated/left/dropped out/applied) from Leeds University with a degree in History.
 - 8 I have to hand in my thesis next week. The (close, deadline, end, term) is Wednesday.

Idioms

- 6 Complete the sentences with the correct idiom.
 - live and learn learn one's lesson
 - learn sth by heart read sb like a book
 - 1 Claire the poem for the test.
 - 2 Tom was ill after eating too much. He won't do it again he!
 - 3 After being married for twenty-five years, I can my husband
 - 4 I didn't know our teacher had eight children. Well, you!

Phrasal verbs

7 Fill in the correct verb form then explain the phrasal verbs.



- 1 Philip felt that he had the team down when he missed the penalty.
- 2 Ann down and started crying as she couldn't answer any of the questions!
- 3 The students...... down the main points of the lecture.
- 4 Vicky's grades havedown.
- 5 After dinner she...... down to do her homework.

Reading

- 8 a. Look at texts 1-4. What type are they?
 - b. Read the texts. What does each mean? Circle the correct letter, A, B or C.

Joey,

Your Drama teacher called. This evening's rehearsal for next Wednesday's school play will be at 8pm, not 7pm. Don't forget to bring your costume because it will be a full dress rehearsal.

See you later,

Mike

- A The rehearsal is next Wednesday.
- **B** Joey must have his costume with him next Wednesday.
- C The rehearsal this evening is going to be later than planned.

Te: Diana
From: Debbie

Hi, Diana -

Just a quick note to remind you to bring your Chemistry notes from last week with you to school tomorrow so that I can copy them. I was sick and missed both Tuesday's and Thursday's lessons, and I need to catch up before the exam next Friday.

Thanks a lot!

Debbie

- A Debbie wants the Chemistry notes by Thursday.
- B Debbie missed more than one lesson.
- C The Chemistry exam is on Tuesday.

Students who do not attend class must bring a note from their parents explaining reason for absence.

NO EXCEPTIONS!

- A All students must present a note if they miss a class.
- B Parents must come to school to explain their children's absence.
- C Students can't attend class if they haven't got a note.

Got some free time after school?

Why not join the Photography Club?

Field trips to exhibitions

Great club events

Learn about photography from the experts.

ALL FOR JUST £10 PER MONTH!

You don't even need a camera as we can supply you with one. To join, contact Hugh on 3914723

- A The Photography Club meets on weekdays.
- **B** You must have a camera in order to join the Photography Club.
- C Joining the Photography Club is free.

Word formation (nouns from verbs/nouns)

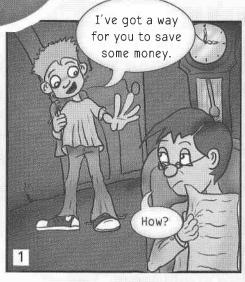
9 a. Read the theory. Are there similar structures in your language?

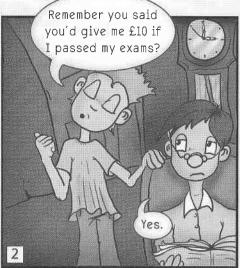
We can use the following suffixes to form nouns from verbs: -er (*drive-driver*), -or (*act-actor*) or other nouns: -ian (*library-librarian*), -ist (*art-artist*)

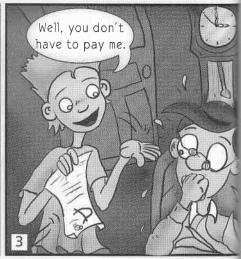
- b. Now write the nouns for the following. Check in your dictionaries. Use them in sentences of your own.
 - dance collect comedy piano examine
 - operate music organise perform
- 10 Think of ten words/phrases related to education you have learnt in this lesson. Make sentences using them. Tell your partner.



Project: Use your answers in Ex. 2 to send an e-mail to your English pen-friend about your school life. Start with: *Dear...*, You asked me about my school life.







Reported statements

Grammar Reference

a. Read the table and answer the questions.

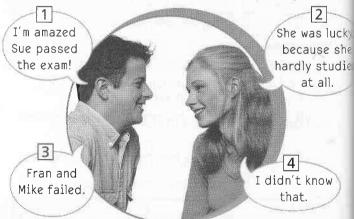
Direct Speech	Reported Speech
"I'm ten," said Ann.	Ann said (that) she was ten.
"I'm studying hard," Kim said to Pete.	Kim told Pete (that) she was studying hard.
"I've done my essay," said Ben.	Ben said (that) he had done his essay.
"I passed the exam," said Rose.	Rose said (that) she had passed the exam.
"I was doing my homework," Sean said to Bill.	Sean told Bill (that) he had been doing his homework.
"I'll lend you my book," said Jim.	Jim said (that) he would lend me his book.

- 1 Which verbs do we use to report someone's words? Which verb do we use, in both direct and reported speech, when the person spoken to is not mentioned?
- 2 How do tenses change?
- 3 How do pronouns / possessives change?
- 4 Are there similar structures in your language?

▶ Reading

- b. Read the joke. Which speaker uses reported speech? What were the person's actual words?
- Choose what the speaker actually said.
 - 1 The teacher told Simon his marks were good.
 - a "Your marks are good."
 - b "Your marks were good."
 - 2 He said he had seen John at school.
 - a "I'll see John at school."
 - b "I saw John at school."

- 3 Ian said they would meet me after school.
 - a "I'll meet you after school."
 - b "We will meet you after school."
- 4 Pam said that she had been studying in the library the previous afternoon.
 - a "I was studying in the library yesterday afternoon."
 - b "I have been studying in the library this afternoon."
- **3** Put Nick and Linda's comments into *reported speech*, using *said* or *told* as the reporting verb.

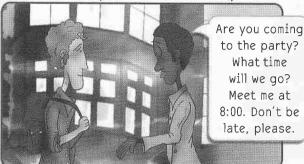


4 Turn the statements into reported speech.

- 1 "I don't want to go to school today," said Jimmy.
- 2 "When you finish your homework, you can play outside," Kate said to her son.
- 3 "I haven't finished my project yet," said Jane.
- 4 "Tom finished school last month and he's looking for a job," Paul said to Lisa.
- **5** "Tony was doing his homework yesterday afternoon at 4:00." Andy told Fran.
- **6** "I will try to help you with your maths," Jack said to me.

Reported questions/commands/ requests

a. Dan meets Frank. Look at Frank's sentences. Is each one a question, command or request?



b. Now Dan is talking to his friend. Read how he reports Frank's words, and answer the questions (1-3).



Frank asked me if/whether I was going to the party. He asked me what time we would go. He asked/told me to meet him at 8:00. He asked/told me not to be late.

- 1 Which verb is used to report questions?
- 2 Which words are used to introduce a reported question when there is no question word?
- 3 How do we report a positive/negative command/request? Which verbs can we use to report a command/request?

Reporting verbs



Grammar Reference

- 6 Look at the Grammar Reference section. Choose a verb to report the statements.
 - promised
 suggested
 explained
 denied
 - "Let's go to the concert," Philip said to Ann.
 - 2 "I didn't take your pencil case!" Kathy shouted.
 - 3 "I'll bring it back tomorrow. Really!" Alex said.
 - 4 "lan can't play football today, because he has detention," Sam said.
 - 5 "I'll help you study," he said.

ck

6 "Let's go to the library," he said.

Report the sentences.

- "How are you?" Tom asked Jane.
- "Can you lend me £5?" Bob asked Linda.
- "What was the exam like?" Julia asked Sam.
- 4 "Can I use your ruler?" he asked me.
- 5 "What's your favourite subject?" she asked me.
- "Give me your dictionary, please," she said to me.
- 7 "Don't eat in the classroom!" the teacher said to us.
- 8 "Stop arguing! I'm tired," she told Ann.
- 9 "You should make a plan before you start writing your essay," Tom said to lan.

Reporting modal verbs



Grammar Reference

Look at the table. Then turn the following sentences into reported speech.

will/would → would, may → might, must → must/had to, $can \rightarrow could$ (present)/would be able to (future) Would, could, used to, mustn't, should, might and ought to do not change.

- 1 "You must study harder," she said to me.
- 2 "David can help you later," she said to me.
- 3 "We'll go on an excursion," the teacher said.
- 4 "We can come tomorrow," Ann said.
- "You shouldn't lie to her," he said to Bill.
- "He can speak French fluently," she said.

Sentence transformations

- Here are some sentences about school. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 "Let's study together," Emma said to me. Emma together.
 - 2 "Do you enjoy the lessons?" Molly said to me. Molly I enjoyed the lessons.
 - 3 "Where's your homework?" the teacher asked John.

The teacher	30	his	homeworl
was.			

4 "I failed the exam," she said.

She said she the exam.

5 "Give your reports to your parents to sign," the headmaster said to us.

The headmaster askedour reports to our parents to sign.

Telephone etiquette

Reading

1 Read the dialogue below. What is it about? Complete the telephone conversation with the sentences A-H. Listen and check.

A:	Good morning. Parklands Primary School. How can I help you?
В:	1)
A:	Who is speaking, please?
B:	2)
A:	One moment, Mrs Watson. I'll just call the staff room.
B:	3)
A:	I'm afraid Miss Gibson isn't there right now. Would you like
	to leave a message?
B:	4)
A:	
B:	5)

- A Thank you.
- B Yes, please. Could you tell her that Alison has a toothache and won't be able to go on the school trip today?
- C No, thank you. I'll call back later.
- D Hello may I speak to Miss Gibson, please?
- E Thank you. I hope Alison will be better tomorrow. Bye.
- F Can you take a message, please?
- G It's Moira Watson, Alison Watson's mother.
- H Thanks. I'd appreciate it.



2 a. Look at the sentences in the table. Which could you hear in a telephone conversation between: *two friends? a secretary and a customer?*

177	Speaker A	ini	Speaker B
•	How can I help you?	•	May I speak to ,
	Who's speaking, please?		please?
•	I'm afraid is out of	•	lt's
	the office right now.	•	Could I leave a
	I will put you through.		message?
•	Hi, Pat speaking.	•	Hi. It's Can I talk to
	Sorry, he's out.	•	Can you tell him to call
			me when he's back?

- b. Listen to three short telephone exchanges. Which one is formal? In which one does someone leave a message?
- Portfolio: In pairs, use expressions from Exs. 1& 2 to act out these telephone conversations.
 - phone your music teacher to ask if you can change the time of your piano lesson
 - phone your class teacher to say you are ill and are not coming to school today
 - phone your friend to invite him out

Polite requests

4 a. Complete the phrases with: help, give, lend, hand in, borrow, hand out, write

1	to	sb's dictionary
2	to	sb money
3	to	sb with a school project
4	to	sb a lift to school
5	to	your homework
6	to	on the blackboard
7	to	photocopies/tests

b. Use the useful language in the table and the phrases in Ex. 4a to act out exchanges.

Requests	Agreeing	Disgreeing
• Could/Can you	• Yes, of	• Actually, I
, please?	course.	• Sorry, but
• Would you?	• Yes, certainly.	• I'm afraid
 Do/Would you 	• All right.	• I'm sorry, but
minding?	• OK.	ا can't
		• No, I can't

- A: Could I please borrow your dictionary?
- B: Yes, of course.

► Listening

- You are going to hear two friends talking about a course they are taking at school. For each question, circle the correct letter, A, B or C.
 - 1 Mary is on her way
 - A to her ICT class.
 - B back to her house.
 - C to meet Tom.
 - 2 Mary and Tom are in
 - A their second year of ICT.
 - **B** the same ICT class.
 - C different ICT classes.
 - 3 In the beginning, Mary didn't think she would
 - A enjoy her assignment.
 - B like her new ICT teacher.
 - **C** be interested in her ICT class.
 - 4 For her assignment, she has to
 - A make sure her information is correct.
 - **B** correct the information she finds.
 - C be more careful with her planning.
 - 5 Tom's assignment is all about
 - A pricing things.
 - B buying refreshments.
 - C using excellent maths skills.
 - 6 Tom told Mary that his teacher
 - A gave him £25 for his project.
 - **B** is going to give the money for the party.
 - C has made the students a promise.

Describing pictures

► Speaking

6 a. Look at the picture below. Use the phrases to discuss it in pairs.



Α

Where / picture taken?

What / you see?

What / happening?

How / people feel?

В

In/At ... I can see ...

The ... has ... / A ... is

I think they

b. Now describe this picture. Another pair assesses your performance.



STUDYSKILLS

Improving speaking skills

Express your opinion, giving reasons, and ask questions to elicit your partner's views. All good speakers are good listeners, too. Listen to your partner. This will help you understand what he/she thinks about the topic.

- **7** a. In pairs, discuss the following:
 - Do you use a computer to do your homework?
 - Do you enjoy ICT (Information & Communication Technology)?
 - What do you think of online learning?
 - b. Assess another pair's performance. Think about:
 - grammar and vocabulary
 - pronunciation
 - interactive communication
- 8 Think of ten new phrases you have learnt in this lesson. Close your book and tell each other.



Getting started

1 In pairs, think of reasons for and against studying online.

Looking closer

- a. Read the essay and compare your reasons with those in the text.
 - b. Which paragraph: states the topic? presents the arguments for? presents the argument against? concludes and gives the writer's opinion?

Linkers

- In for and against essays we use sophisticated words to link ideas. Replace the words in bold in the essay in Ex. 2 with the following:
 - Finally To conclude In addition although
 - To start with On the other hand Lastly
 - As a result To sum up Furthermore Firstly
 - What is more Consequently However

STUDYSKILLS

Topic sentences

Begin each paragraph of the main body with a topic sentence which introduces or summarises the main idea of the paragraph. This should be followed by supporting sentences which give details and examples to develop and support this idea.

- **4** a. Underline the topic sentences in the essay. Suggest alternative ones.
 - b. Match the topic sentences to the supporting sentences.
 - 1 Even very young children should sit exams.
 - Final grades should depend entirely on exam results.
 - a They get used to the idea, and it is good practice because they learn the correct way to prepare for exams.
 - **b** First of all, students are aware from the very beginning how important the results will be for their future. In addition, teachers have a standard method for grading students.

The PROS and CONS of Studying Online

Online learning is becoming more popular today as more people have access to computers and the Internet. Indeed, there are those who believe that computers will replace classrooms in the near future.

lt is true that there are a number of advantages to learning online. **One**, you can study whenever you choose and you can find a wealth of information on the Internet. **And**, lessons do not last for a limited length of time. **So**, teachers can answer any questions you may have in greater detail.

But, there are a number of disadvantages. **To begin**, online students cannot share and discuss ideas in the way they do in a classroom. **Also**, the equipment needed is expensive and information on the Internet is not always accurate. **Finally**, working on your own requires a lot of self-discipline which young children in particular do not have.

In conclusion, I believe that **even if** learning online has some advantages, the disadvantages outweigh them. In my opinion, children will always learn best when they are in a classroom with a real live teacher.

Your turn

- **5** Read the rubric and the table. Think of topic sentences and supporting sentences for each point.
 - Your teacher has asked you to write an essay for and against wearing uniforms at school. Write your essay (100-160 words).

Pros

- encourage discipline, students concentrate better
- help identify intruders in the school
- help students resist peer pressure to buy trendy clothes

Cons

- are useless outside the school
- limit freedom of expression
- 6 Answer the questions in the plan, then write your essay (100-160 words).



Introduction (Para 1)

What is the topic?

Main Body (Paras 2 & 3)

What are the pros cons?

What are the reasons to support them?

Conclusion (Para 4)

What is your opinion?

Reading

- a. Look at the text. What type is it: a novel, a play, a cartoon strip?
 - b. Who wrote it? What is it about? Read the biography and check.



George Bernard
Shaw (1856-1950)
was born in
Dublin, Ireland,
to poor parents.
In 1876, he moved
to London. While
there, he became
deeply involved in
politics and
worked as a

theatre critic. In 1892, he wrote his first play, *Widowers' Houses*. He went on to write many more plays.

Pygmalion (1913) is the story of Professor Henry Higgins, a professor of phonetics who makes a bet that he can turn a common flower girl, Eliza Doolittle, into a lady in six months. He succeeds, and becomes quite fond of Eliza, but she eventually leaves him to marry the upper class Freddy Eynsford-Hill.

- 2 a. Look at the extract. How many people take part in this scene?
 - Read the first exchange. Who do you think the young woman is? What does she want? Listen and read to find out.
- Read again. Who uses formal, polite language? Who uses slang? How could Eliza express herself in a formal, polite style?
 - ▶ Speaking
- 4 In groups, take roles and read out the extract.
 - Listening
- What do you think happens next? In groups, continue the scene. Listen and check.



MRS PEARCE. [returning] This is the young woman, sir. HIGGINS. Why, this is the girl I jotted down last night. She's no use. [To the girl] Be off with you. I don't want you. THE FLOWER GIRL. Don't you be so saucy. You ain't heard

what I come for yet. Did you tell him I come in a taxi?

MRS PEARCE. Nonsense, girl! What do you think a
gentleman like Mr Higgins cares what you came in?

THE FLOWER GIRL. I ain't come here to ask for any compliment; and if my money's not good enough I can go elsewhere.

HIGGINS. Good enough for what?

THE FLOWER GIRL. Good enough for ye-oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for 'em, too.

HIGGINS. WELL!!! What do you expect me to say to you? THE FLOWER GIRL. Well, if you was a gentleman, you might ask me to sit down, I think. Don't I tell you I'm bringing you business?

HIGGINS. Pickering, shall we ask this baggage to sit down or shall we throw her out of the window?

THE FLOWER GIRL. I won't be called a baggage when I've offered to pay like any lady.

PICKERING. [gently] What is it you want, my girl?

THE FLOWER GIRL. I want to be a lady in a flower shop instead of selling at the corner of Tottenham Court Road. But they won't take me unless I can talk more gentle. He said he could teach me. Well, here I am ready to pay him – not asking any favour – and he treats me as if I was dirt.

MRS PEARCE. How can you be such a foolish ignorant girl as to think you could afford to pay Mr Higgins?

THE FLOWER GIRL. Why shouldn't I? I know what lessons cost as well as you do; and I'm ready to pay.

HIGGINS. How much?

THE FLOWER GIRL. Now you're talking!

HIGGINS. Sit down.

MRS PEARCE. Sit down, girl. Do as you're told.

THE FLOWER GIRL. Ah-ah-ah-ow-ow-oo! No!

PICKERING. Won't you sit down?

THE FLOWER GIRL. Don't mind if I do.

HIGGINS. What's your name?

THE FLOWER GIRL. Liza Doolittle.

Self-Assessment Module



Vocabulary & Grammar

- **1** Fill in the missing word.

 - 2 He won't make that mistake again. He's learnt his
 - 3 He liked the poem so much he learnt it by
 - 4 Penny has such bad She's always talking with her mouth full.
 - 5 Sandra down in tears when she heard the bad news.
 - 6 He to hate swimming when he was young.
 - 7 Robert likes on the Net in his free time.
 - 8 Can you Jim off at the station on your way into town?
 - 9 Make sure you have checked the expiry on your passport before you go on holiday.
 - 10 The beach was empty with not a soul in

(10 marks)

Circle the correct item.

- 1 History is an interesting to study.
 - A class B lesson C subject
- 2 Children should learn to manners.
 - A grow B value C break
- 3 He from Leeds University last year.
 - A graduated B applied C studied
- 4 Ann never her temper.
 - A misses B forgets C loses
- 5 He doesn't have the right to become a pilot.
 - A charms
- **B** skills
- C gifts
- 6 We hard all year so we needed a holiday.
 - A had been working
- B worked
- C have been working
- **7** Dan in the countryside when he got a flat tyre.
 - A was driving B drove C had driven
- 8 You must wear your when you are driving.
 - A seatbelt
- **B** boot
- C road map

- 9 You talk in the library. It is not allowed!
 - A ought to B can C mustn't
- **10** Gerald and Pat to the South of France three times now.
 - A have been B went C were going

(10 marks)

Use of English

- 3 Complete the second sentence so that it means the same as the first. Use up to three words.
 - 1 "I don't know how to use a computer" she said.
 - She said that she how to use a computer.
 - 2 "I'll see you soon, Mary," Anne said.
 Anne told Mary shesoon.
 - 3 She asked Bob when he would be ready. "When ready, Bob?" she asked.
 - 4 "Don't forget to bring a coat!"

 He told me to bring a coat.
 - 5 "Are you leaving now?" he asked.

 He asked if then.

(10 marks)

- 4 Complete the sentences with the correct word derived from the words in bold.
 - 1 She will be a great one day. PIANO
 - 2 Pay to what he says. ATTEND
 - 3 My brother is so he can never find a thing! ORGANISED
 - 4 That dog looks very! Keep away from it! FRIENDLY

(8 marks)

Communication

- **5** Complete the exchanges.
 - a Would you like to leave a message?
 - **b** Could I speak to the manager, please?
 - c Of course not.
 - d Why? What was the problem?
 - e Yes. I'm not satisfied with your service.

	1	A:	******	
		B: One moment, I'll see if she's in,		
	2	A:		
		B: It's all right. I'll call again this afte	rnoon.	
	3	A: Would you mind opening the do	or?	
		В: «менятимимимимимимимимимимимимимимимимимимим		
	4	A: Is there a problem, sir?		
		B: ************************************		
	5	A: I didn't enjoy the meal very much	۱!	
		B: ************************************	******	*****
			(10 m	arks)
	L	istening		
				1.00
6		You will hear a conversation betw		
		nd her friend, James, about the sur		
		ne new school year. Decide if each sorrect or incorrect. If it is correct, tie		
		it is not correct, tick (🗸) NO.	LK (V)	ILJ.
	"	Te is not contect, tick (V) No.		
			YES	NO
	1	Sally is sorry that the summer		
		holiday has finished.		
	2	Monday is not a good day for		
		James.		
	3	Miss Counter teaches Geography.		
	4	James thinks Mr Shaw is a good		
		Maths teacher.		
	5	James and Sally are not good		
	,	at foreign languages.		
	6	Sally has arranged to study		
	U	Spanish this year		
		Spanish and year.	(13	
			(12 m	arks)
	V	Vriting		
7	Th	his is a magazine advert for a short	story	
/		ompetition.	Story	
\\/	a are	re looking for short stories about yo	our bo	liday
		ences good or bad! Where di		
What was it like there? What happened? Ho				- :
		s turn out? Was your holiday a d		
	_	mare?		
		t writing now and you may see you	ır nam	ne in
	40	t tribing now and you may see you	ai iluli	- III : I

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print next month!

You've decided to enter the competition. Write your own short story about a holiday experience (100-120 words).

(20 marks)

Reading

8 Read the article and mark the statements T (true) or F (false).

TRAVEL GUIDE

South Africa

outh Africa is one of the most beautiful countries in the world and a favourite destination for many travellers. From Kruger National Park to the Kalahari Desert, South Africa provides a great introduction to Africa, but it has more to offer than stunning landscapes.

If you visit South Africa, make sure you stop off in Cape Town. There is so much to see and do, you'll never get bored. There's always something happening in this exciting city, and it has great shops, too. The more adventurous can take a trip up Table Mountain or take a boat trip to see great white sharks and seals. Cape Town has something for everybody.

South Africa is a place that everyone should visit at least once in their lifetime! Book now for a holiday you will never forget.

1 South Africa is not very popular with tourists.

2 The Kalahari Desert is in Cape Town.

3 There is not much going on in Cape Town.

4 You can see some big, scary fish there.

5 The author recommends that everyone should go to South Africa.

(20 marks) (Total = 100 marks)

Now I can ..

- talk and write about transport
- talk and write about holidays and holiday problems.
- talk and write about good manners and education
- write a short story
- express dissatisfaction/ask for details
- make polite requests

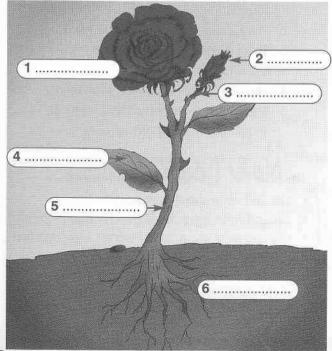
...in English



Carnivorous Plants

Speaking

- **1** a. Name some unusual plants in your country. Where do they live?
 - b. Label the diagram of the plant with the words below. What are these words in your language?
 - leaf flower stem roots bud stalk



Reading & Listening

- **2** a. How do plants usually feed themselves? Read the first paragraph of the text and check your answers.
 - b. Read the text and complete each gap with the correct word derived from the word in brackets. Listen and check.
- 3 Explain the underlined words. Ask and answer comprehension questions based on the text.

Project

Portfolio: Choose a habitat (a woodland, a river bank, a grassland) in your neighbourhood and do a plant study. Identify the species of plants you find there, and find out as much as you can about them. Make a poster, and either stick on photographs of them or draw them, then write a short paragraph about them. Give a short presentation to your class. Record yourself.

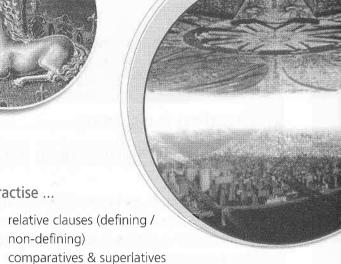
Let's have fun

Module 3

Units 5-6







Before you start

- Have you ever had a bad experience while on holiday? Tell the class.
- What is a typical school day like?

Look at Module 3

Find the page numbers for pictures 1-5.

Find the unit and page number(s) for

- an advert about a ghostly tour
- instructions on how to use a gadget
- a pie chart
- a book cover

Write ...

Practise ...

non-defining)

exclamations articles quantifiers

reflexive pronouns

phrasal verbs with over, in

adverbs

- a short article about a mythical creature from your country
- an e-mail to your pen-friend about a scary dream you had
- a short paragraph about a festival in your country
- a 3rd-person narrative
- an advert for a walk tourists can take in your
- a short review of a film you have seen
- instructions on how to send a text message
- a paragraph about how teens in your country communicate with friends
- a letter to a friend reviewing a CD

Listen, read and talk about ...

- mythical creatures
- moods & feelings
- body language
- types of films
- entertainment
- gadgets
- the Internet

Learn how to ...

- invite people & accept / refuse
- ask about a problem & offer help
- recommend something

Culture Clip: The Ghost Hunt of York

Curricular Cut (Literature): The War of the Worlds

Eco-friends: Grow your own

5a Weird & wonderful

Lead-in

- 1 Listen to the music and the sounds. How do the sounds make you feel?
- 2 Look at the pictures. How are they related to the title of the unit? Which time period do you associate them with: *the past, present* or *future*?

Reading & Listening

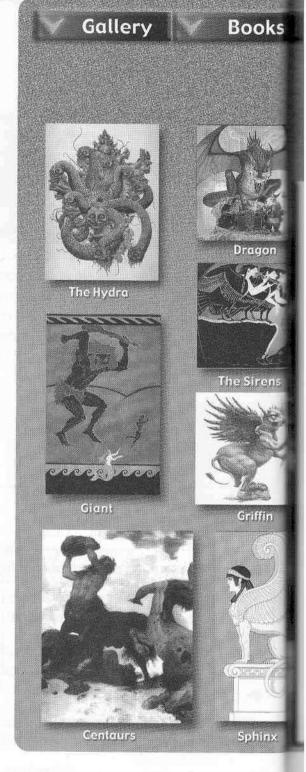
- Work in groups. What do you know about these creatures? Which had:
 - a long spiky tail? a long neck? big claws? a glossy coat?
 - the body of a bird? a horn on its forehead? only one eye?
 - the body of a lion? an eagle's head and pointed ears? the body and legs of a horse? nine heads? large, strong wings?

What was each known for? Listen, read and check.

- 4 Read the text and decide if the sentences below are *T* (true) or *F* (false). What is the writer's reason for writing the text?
 - 1 This website was designed for people who are interested in myths and legends.
 - 2 Dragons belonged to powerful magicians.
 - 3 There is only one famous Sphinx, the one from Thebes.
 - 4 The Sirens attracted sailors with their beautiful voices.
 - 5 People believed unicorns could heal the sick.
 - 6 The Hydra had six heads.
 - 7 All giants were mean and nasty.
 - 8 Griffins often protected collections of valuable things.

.....

- 9 Centaurs had human bodies and horses' heads.
- 10 All the creatures in the text come from Greek myths.
- Match the underlined words in the text with the following meanings.
 - 1 killing 2 numerous 3 unforgettable 4 tempted 5 shiny
 - 6 sticking out 7 huge 8 bravery 9 protect 10 guide
- **6** Replace the phrases in bold with words/phrases from the text.
 - 1 Midas was unaffected by any poison.
 - 2 The Egyptians believed that the pharaohs were gods and never died.
 - 3 Ancient Greeks were scared of the Hydra.
 - 4 The Sphinx was hated because it would kill those who didn't answer its **puzzling question**.



- 5 The Hydra had nine heads, each of which was connected to a long neck.
- 6 The Ancient Greeks had a lot of old, popular stories about mythical creatures.

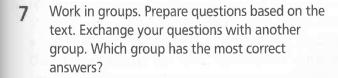
Games

Forum

MYTHICAL CREATURES

Unicorn

- A *Dragons* can be found in <u>countless</u> stories around the world. The stories usually involve the <u>slaying</u> of the dragon by a hero. Dragons are symbols of evil, magic and power, perhaps because they often <u>guard</u> a treasure in a cave. Typically described as monstrous, lizard-like creatures that can breathe fire, have big claws, wings and a long spiky tail, it's no wonder they are storybook favourites. **READ MORE>>**
- **B** The Sphinx is a mysterious creature from Egypt and Greece. It had the body, legs and tail of a lion, a human head (sometimes male, sometimes female) and large, strong wings. The most famous sphinx from Greek legends was in Thebes. It asked travellers a riddle. Those who could answer the riddle were allowed to pass and those who could not were killed. **READ MORE>>**
- The Sirens come from Greek mythology. They were very attractive creatures who were half woman and half bird, with wings and claws. They lived on an island between Italy and Sicily, and their beautiful voices and haunting songs lured sailors to their deaths by making them <a href="https://steath.org/steath
- D Unicorns were magical mythical creatures that looked like horses. They first appeared in ancient myths from Mesopotamia, China and India. They were strong, wild and fierce, with glossy white coats, blue eyes and a horn projecting from their foreheads. People believed that if they drank from a unicorn's horn they would be immune to all poisons. READ MORE>>
- **E** The Hydra was a huge snake-like monster with nine heads. Each head was attached to a long neck, and if one was cut off, two would grow back in its place. They feature in Greek and African mythology. **READ MORE>>**
- **F** Giants were huge human-like creatures that appeared mainly in European folklore. They were tall, fat and ugly, and some had only one eye. They were feared and hated because of their cruelty, stupidity and fondness for eating people, although friendly giants were not completely unheard of. **READ MORE>>**
- G Griffins were gigantic mythical creatures from the Middle East and the Mediterranean. They had a lion's body and an eagle's head and wings, with pointed ears like a horse. With the speed and sight of an eagle and the strength and courage of a lion, griffins often protected vast treasures. READ MORE>>
- H *Centaurs*, from Greek mythology, were half horse and half man. They were human from the waist up, with the body and legs of a horse. There were two races: the first were wild and violent creatures that lived in the mountains and the forests; the other were gentle, wise and intellectual. **READ MORE>>**



Speaking

8 What mythical creatures come from your country? Are there any famous stories about them? What did they look like? Discuss it in groups.



Portfolio: Write a short article about any mythical creature from your country (60-80 words). Include:

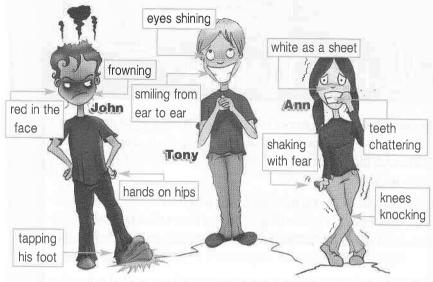
- what it looked like
 where it lived
- what it did

Decorate your project with pictures.

Moods & feelings

Speaking

a. Look at the pictures. Who's: happy and excited? angry and impatient? frightened and shocked? Use the words/phrases to describe the people.



John stood with hands on hips, tapping his foot impatiently ...

- b. What gestures and facial expressions do people in your country use when they are scared, shocked, angry, excited, etc?
- 2 a. Circle the odd word out. Check in your dictionary.
 - petrified, sleepy, scared
- 4 exhausted, sad, tired
- pleased, afraid, terrified
- shy, surprised, shocked
- ecstatic, happy, bored
- b. Use adjectives from Ex. 2a, and the ideas below, to act out exchanges as in the example.
- 1 watch a horror film
- 5 see a snake in the garden
- hear good news
- witness a bank robbery
- 3 find a mouse in the kitchen
- have my tooth taken out
- almost crash my bike
- have a bad dream spend all night studying
- A: I watched a horror film last Friday.
- B: Were you scared?
- A: Scared? I was petrified!

STUDYSKILLS

Onomatopoeia

Onomatopoeic words are words that sound like the noise they describe (e.g. hiss, pop, etc). Use of such words makes descriptions more vivid.

Match the nouns to the verbs, then listen and check. Which make you feel: peaceful? scared? warm and cosv?

1	birds
---	-------

crackles

2 leaves

howls

3 wind c rustle

4 chains 5 fire

d creak rattle

6 thunder

rumbles

floorboards

sing

- Complete the sentences with one of the phrases below. Explain them in your language.
 - fight to the death live in fear of
 - scared to death of
 - frighten the life out of

1	I'm	snakes!
	The dog next door	

- me every time I leave the house.
- 3 I would to protect my family.
- 4 Villagers near the forestattacks from wolves.

Prepositional phrases

- 5 Fill in: of, at, from, in or with.
 - 1 She trembled fear as the giant came closer and closer.
 - 2 He finally managed to escape the dragon's cave.
 - 3 You'd be really surprised how many people thought unicorns were real.
 - 4 They say that the monster died a broken heart.
 - 5 He gasped horror at the sight of the snake.

Idioms

- 6 a. Match the idioms (1-5) to the definitions (a-e).
 - They killed the dragon in cold blood.

- Trying to get information from him is like getting blood out of a stone!
- My family means more to me than friends.

 After all, blood is thicker than water.
- He **sweated blood** to set up the company.
- 5 Cruelty to animals makes my blood boil.
- a work extremely hard
- b family relationships are the most important
- c very difficult
- d in a cruel, unfeeling, violent way
- e make someone very angry
- b. Now make up sentences using the idioms. *He committed the crime in cold blood.*

Reading

a. Read the title.
What could it mean?
Read the text to find out.



SPEAK without saying a word

A new student walks up to you slowly, smiles, and says, "Excuse me – where's the lab?" Do you think they're desperate to find the lab? Think about it. They're smiling openly and approaching slowly with their head that are only trying to get to know you.

Body language is the quiet, secret language which is the most powerful language of all. According to experts, our non-verbal language communicates about 50% of what we really mean. The tone and speed of our voice account for 38%, while words themselves contribute only 7%. Non-verbal signals also have five times the impact of verbal signals.

Non-verbal communication is familiar to us from birth. A baby doesn't talk, but it smiles or cries to express itself. Our bodies send out messages constantly, and we don't always realise that we are communicating a lot more than we say. We understand what someone's gestures and body position indicate, and we send out our own messages, too – but we rarely stop to think about how we do it. Rubbing our eyes, clearing our throat, tapping our toes, scratching our nose, opening our arms or keeping our legs crossed all send out strong messages.

It is important to be aware of our own body language, as well as to understand what other people's body language means, so we can assess and react to them effectively. After all, actions speak louder than words.

- b. Answer the questions. Then say three things you remember from the text.
- 1 What is body language?
- 2 How do we use body language?
- 3 Why is it important to understand body language?
- 4 What examples of body language are mentioned in the text?

Phrasal verbs

Use the phrasal verbs to complete the sentences. Choose one and draw a picture to illustrate its meaning.



- 1 It took her quite a long time tothe shock. (recover from)
- 2 He to the side of the road to see where the light was coming from. (stop)
- 3 He the card to Ann. (pass)
- 4 I don't know what me, but I started shaking like a leaf! (suddenly happen to)
- 5 He the company when his uncle died. (get control of)

Words often confused

- Underline the correct word.
 - 1 The smoke raised/rose high into the air.
 - 2 The boy's wild behaviour is a serious problem. Nobody can **control/check** him.
 - 3 He remembers/reminds me of my uncle.
 - 4 The dog lay/laid down near the fire.

Listening

10 You will hear Tom and Helen talking about a dream. Where was Helen in her dream? What happened? How did she feel?



Portfolio: Write an e-mail to your pen-friend about a scary dream that you had (80-100 words). Include: where you were (in the dream), what happened, how you felt and why.

here was a **0)** time in the past when the people of Britain celebrated the end of summer and the beginning of winter on

All Hallow's Eve, which is 1) 31st October. In

2) days, they thought that bad things always came with the long dark winter nights, 3) they built fires which

they danced around. They also performed rituals to keep 4) evil.

There were many people who believed that there were ghosts everywhere in winter. Villagers, whose beliefs were very simple, thought that if they wore scary costumes and masks 5) they left their homes after dark, the spooks and monsters that roamed around 6) night would not recognise them. They also left bowls of food outside their houses for these invisible ghouls,

thinking this would stop 7) from trying to get in. Today, the British continue to celebrate this festival, which is now called Halloween, on 31st October. They do this by 8) up, wearing masks and putting candles inside lanterns made 9) pumpkins. They leave the lanterns outside to frighten 10) witches and ghosts, just as people in the past did, but today it is just for fun.

Relative clauses

Grammar Reference

Reading & Listening

- 1 a. Think of three questions you want to ask about Halloween. Read the text and see if you can answer them.
 - b. Choose the correct word, A, B, C or D, to complete the gaps (1-10). Listen and check.

Speaking

- 2 Complete the sentences about yourself. Which of the underlined words are used for: *people? things? animals? places? time?* Find examples in the text.
 - 1 I don't like stories which/that
 - 2 I'd never go to a place where ...
 - 3 I like someone who/that ...
 - 4 I once met a man whose/that ...
 - 5 It was this time last year when ...
- a. Read the examples, then mark sentences 1-6 as *D* (defining) or *ND* (non-defining).

Tony, <u>who loves scary movies</u>, has a huge collection of DVDs. (non-defining relative clause)

People <u>who don't eat meat</u> are called vegetarians. (defining relative clause)

D age C period 0 A years B) time D to C at B on 1 A in those C previous D B these 2 A late then C next B so A after D gu C out B down A back D when C while B soon 5 A after D on C to B at Α in 6 D these C them B those A they dressing A covering B putting C wearing from C of B by A with

allowee

- 1 They give necessary information.
- 2 They are not put between commas.

C of

D out

3 They give extra information.

B away

- 4 They cannot be omitted.
- 5 They can be omitted.

10 A for

- 6 They are put between commas.
- b. Fill in the relative pronouns. Is each relative clause defining or non-defining? Use commas where necessary.
- 1 My cousin Lisa is the sort of girl loves dressing up.
- **2** Jim loves telling stories says he saw a ghost.
- 3 The book he is reading is about dragons.
- 4 That's the boy sister is an actress.
- 5 This is the shop you can buy good clothes.
- **6** On our last holiday we went to Spain we made a lot of new friends.
- **7** My sister is studying at Cambridge is a famous university.
- 8 The costume you're wearing is great.

c. Which of the sentences in Ex. 3b can be written without the relative pronoun?

Comparatives & superlatives



Grammar Reference

a. Look at the pictures and the examples. How do we form the comparative/superlative?

Lisa





<u>Lisa</u> has got short hair but Sue's got <u>shorter</u> hair than Lisa. Joy has got the <u>longest</u> hair of all.

b. Compare the three girls.

	Lisa	Sue	Joy
careful	1	11	111
sing well	11	111	1
funny	1	111	11
helpful	111	1	11
old	/	11	111
tall	11	1	111

Sue is more careful than Lisa, but Joy is the most careful.

- Read the examples. Use the structures to complete the exchanges.
 - It's getting colder and colder as the days go by.
 - Jack is twice as clever as his brother.
 - The earlier we leave, the earlier we'll arrive.
 - He isn't as tall as his sister.
 - 1 A: What do you think of Ann?
 - 2 A: It looks like summer is here already.
 - 3 A: I wish I was (slim) you.
 - B: Don't be silly. You've got a lovely figure!
 - 4 A: What's your hurry?
 - B: The (fast) we pack, the (fast) we can leave.

Word formation (adjectives ending in -ful/-less)

Adjectives ending in -ful show that the person/thing described has that quality. *a beautiful girl (indicates beauty)*Adjectives ending in -less show that the person/thing described doesn't have that quality. *a fearless boy (not having fear)*

6	Read the theory, then fill in the correct form of
	the words in brackets.

1 Brad Pitt is a(succe	s) actor
------------------------	----------

- 2 His advice was extremely (help).
- 3 He was so shocked at the film that he was(speech).

Sentence transformations

- 7 Complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 The Dracula costume was better than the ladybird costume.
 - The ladybird costume wasn't the Dracula costume.
 - 2 John, whose sister is Ann, was the winner. It was Ann's was the winner.
 - 3 Mike arrived at the party before John.

 Mike arrived at the party John.

 - 5 Her hat was nicer than the others!
 Her hat wasall!

Speaking

8 In pairs, talk about a festival in your country. Talk about: the name of the festival, what you do to celebrate, the reason for the celebration. Use relative pronouns and adjectives.



Project: Now write a short paragraph (60-80 words) about this festival.

► Reading

1 Listen to the music. Imagine you are at a spooky Halloween party. Describe the scene. Think about: where it is, when it is, who is there and what is happening.

I'm at my friend's house in the garden. It's midnight. etc

a. Read the first and the last exchanges in the dialogue. What do you think Kim is going to do on Saturday? Listen and check.

John:	Hi, Kim. I haven't seen you for ages. How
	are you?

Kim: I'm fine, thanks. I moved house recently so I've been very busy.

John: Sounds as if you need a rest! Listen, I'm having a Halloween party on Saturday night. Would you like to come?

Kim: It's very good of you to ask me, but I'm too busy. I still have a lot to do in the house.

John: Oh, come on! Everybody needs a break now and then.

Kim: Yes, you're right. To tell you the truth, I am getting a bit fed up with it all! OK. I'd love to. What time?

John: How about 7? We can chat a bit before the party starts at 8.

Kim: Sounds great! I can't wait.

John: Great! I'll see you on Saturday, then

Kim: I wouldn't miss it for the world!

- b. Read the dialogue and answer the questions.
- 1 Why hasn't John seen Kim for a while?
- 2 What does John invite Kim to?
- 3 Why does Kim refuse the invitation?
- 4 Why does Kim change her mind?
- 5 What time will the party start?

Invitations

a. Read the table. Work in pairs. Use the phrases in the table to act out a dialogue like the one in Ex. 2a, giving it a different ending.

Inviting	Accepting	Declining
• (How)	Thank you.	• No, I'd rather
Would you	That will be	not.
like to	(very) nice.	• (I'm sorry but) I
(+inf)?	• I'd be glad to	can't because
What/How	(+inf)	I'm (+ -ing form)
about (+	• With	 Sounds good,
-ing form)?	pleasure.	but (+clause)
Do come to	I'd like/love to.	Unfortunately I
974.8	• I wouldn't	can't (+inf)
 Please come 	miss it for	• I'm afraid I
to	the world.	can't.

- b. Act out dialogues for the following situations.
 - Invite a friend to a fancy dress party at your place. Your friend accepts.
 - Decline an invitation to dinner but invite the person to a festival instead.
 - Invite a friend to the cinema with you. Your friend declines.

Making decisions

4 a. A friend of yours is having a Halloween party and has asked you to help with the decorations. Look at the pictures and decide which three things are the most appropriate.



witch's hat

cake

Roleplay

- b. In pairs, use your ideas in Ex. 4a to act out the dialogue below.
- A: I think we should have some , because they're traditional at Halloween.
- B: Yes, I agree. I don't think we need or they aren't really appropriate, are they?
- A: No, not really. What about some?
- B: Good idea. How about?
- A: Hm maybe not for Halloween.
- B: Perhaps you're right. We definitely need, though.
- A: That's true. I think that's enough.
- B: OK. We're agreed, then we'll have, , and Let's get started!

Exclamations

- a. Listen and underline the stressed words.
 - What awful weather! What scary costumes!
 - What a spooky house! It's such a scary film!
 - It's so frightening! It's so spooky in here!
 - How cold it is in here!
 - b. How do we form exclamations? Are there similar expressions in your language?
- Now look at the pictures and make exclamations with what, how, such, so.



► Listening

- 7 a. You will hear a conversation between two friends about a Mexican festival. Read through the sentences (1-6) and underline the key words.
 - (b.) Listen and tick (/) Yes if the sentence is correct or No if it is incorrect.

DÍA DE LOS

MUERTOS

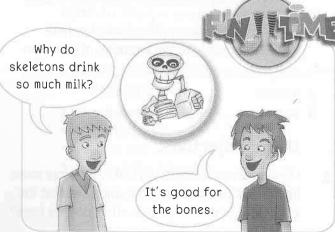
Day of the Dead in Oaxaca



Yes No

- 1 Tom spent his holiday in Oaxaca.
- 2 The festival is celebrated throughout Mexico.
- 3 The festival lasts for two days.
- 4 People wear costumes.
- 5 Mexicans find the festival depressing.
- 6 In the end, Julia wants to go to the festival.

8 Think of five phrases you have learnt in this lesson. Close your books and tell a partner.



5e

Swimming with SHARKS

We've all heard about people swimming with dolphins, but what about sharks? Well, that's what Oliver did last year in Australia! He had always dreamt of going to the Great Barrier Reef and it was exactly as he had imagined it — clear blue water and thousands of exotic fish. One day, as he was walking along the beach, he saw a sign advertising trips to dive with sharks. This was his kind of diving!

The next day he walked excitedly to the harbour, and soon he was on his way out to sea. Suddenly the captain switched off the engine. Some sharks had been spotted swimming near the boat. He put on his wetsuit and stepped carefully inside the cage that would take him underwater and protect him from any attack. Sinking through shark-infested waters, trapped in a cage, is not everyone's idea of fun, but Oliver was absolutely thrilled! He

waited impatiently for the sharks to appear, and sure enough, within minutes, five huge Great Whites cautiously approached the cage and started circling it. They were so close he could see their sharp white teeth. Oliver had never realised how beautiful these animals were and how gracefully they moved. Suddenly, one of them crashed against the cage, knocking him over. Picking himself up, he saw the door of the cage lying open, the lock broken!

He knew he had to make it back up to the boat. He swam out of the cage and grabbed the rope that connected the cage to the boat overhead. But instead of attacking him, the sharks swam slowly around him as he was climbing up the rope.

He reached the boat in safety, aware that this had been the most amazing experience of his life. Can you guess what he did the very next day?

Getting started

1 Read the title and listen to the sounds. What do you think the story is about? Listen, read and check.

Looking closer

STUDYSKILLS

Beginning/Ending a story

An interesting beginning catches the reader's attention and a good ending makes him feel satisfied. You can start/end a story by:

using direct speech

"I told you not to go there," John said angrily.

asking a rhetorical question

Who would go into an abandoned house alone?

addressing the reader directly

Have you ever come face to face with a crocodile?

- 2 a. Read the story. Which technique(s) does the writer use to start/end his story?
 - b. In pairs, suggest another beginning/ending.
- 3 Complete the phrases with adverbs from the text. Use these phrases in sentences of your own.

1	walked	**********	4		. approached
2	stepped	*************	5	moved .	2000 - 100 · · · · · · · · · · · · · · · · · ·
				swam	

Using adjectives

4 Using a variety of adjectives makes the story more interesting. Find and circle the adjectives that the writer uses in the story. What effect do they have?

- 5 Replace the underlined adjectives in the text below with alternatives from the list.
 - happy terrible pleasant huge
 - fresh
 peaceful

It was a 1) <u>nice</u> summer's day and Tom was out walking his dog in the 2) <u>nice</u>, <u>quiet</u> countryside. Tom felt 3) <u>good</u> to be in the 4) <u>good</u> air. Just then, something 5) <u>bad</u> happened. A 6) <u>big</u> man jumped out of the bushes and grabbed Tom's dog.

Your turn

- 6 Look at the rubric and answer the questions in the plan. Then write your story (100-150 words).
 - A teen magazine wants its readers to send in stories that begin with: "It was a dark and stormy night. John was on his way home."



Introduction (Para 1)

When/Where does the story take place? Who is/are the main character(s)?

Main Body (Paras 2-4)

What happens? What are the events in order?

Conclusion (Para 5)

What happens in the end? How do(es) the character(s) feel?

the of YORK

Tou'll laugh, you'll scream, you may even cry - but you'll definitely have fun on the Ghost Hunt of York. It's an hour-and-a-half-long tour of the most haunted places in and around the city centre of York. Whatever the weather, your guide will appear at 7:30 pm, formally dressed in his traditional Victorian coat and top hat, ready to lead you through the maze of streets that make up this medieval city. Ringing his death bell, he will take you on a walking tour of the darker side of the city and tell you its fascinating ghost stories. As well as telling you the spookiest ghost stories you've ever heard, your host will give you an interesting and hilarious history lesson, with a laugh a minute. **Highly entertaining** as well as frightening, the tour will take you on

an emotional journey that includes practical jokes, optical illusions and audience participation. The tour concludes with a visit to Caesar's Restaurant, where customers may find more body parts on their plates than they ordered! Believe me when I say it may well be the best fun you'll have in ages! Still not sure? Then read these comments from some satisfied customers:

"A fabulously entertaining tour which all of us enjoyed immensely."

The O'Sullivan Family (Portsmouth)

"What a laugh! Looking forward to going again! Thanks. You made my night." Alison Hunt (Cambridge)

"The ghost hunt was wonderful – entertaining and informative. I will definitely return for more ghosthunting next year!"

Jill Durhanu (California)







7:30 pm
EVERY NIGHT
SHAMBLES, YORK
Adults £5 Boils &
Ghouls* – £3
No need to book
* boys & girls

Reading & listening

ed

ed

to

rks

he

ds)

- 1 Look at the photos. What do you think is happening? Why is the man dressed in this way? Listen, read and find out.
- Read the text and complete the summary, then explain the words/phrases in bold.

Speaking

Work in pairs. Try to persuade your partner to go on the Ghost Hunt of York.

Writing

Portfolio: Work in groups. Find information about a walk that tourists can take in a town in your country. Make notes under the following headings and then create your own advertisement.

- where/when it takes place
- how long it takes
- what the tour includes
- how much the tickets are

6a State-of-the-art

1

3



- 1 Listen to the music and the sounds. Describe the scene. Where are you? What are you doing? What is happening? How do you feel?
- Which is your favourite type of film?
 - historical science-fiction action comedy
 - romance horror drama war thriller
 - cartoon western detective

What do the films in the pictures have in common?

Reading

- 3 a. Read the title of the text and look at the pictures. What is the text about? Listen and read to check.
 - b. Read the text and, for each question, choose the correct answer, A, B, C or D.
- 1 What is the writer's main purpose in writing the text?
 - A to describe his favourite films
 - B to say what he likes about different films
 - C to talk about his career in the film business
 - D to explain the history of special effects
- 2 What would a reader learn about filmmakers from the text?
 - A They want to fly.
 - B They are invading the Earth.
 - C They will destroy freedom across the universe.
 - D They want us to believe the impossible.
- 3 What does the writer say about his family?
 - A He wanted to zap them with a ray gun.
 - B They were his first audience.

C They liked dressing up like soldiers.

2

- D They thought his choice of career was funny.
- 4 What does the writer say about his working life?
 - A He enjoyed working on 2001: A Space Odyssey.
 - B He didn't enjoy working on Star Wars.
 - C He enjoyed working on the Indiana Jones films.
 - D He enjoyed working on *The Lord of the Rings* trilogy.
- 5 What might the writer say about special effects in films?
 - A They're not as good as they used to be.
 - B They've helped to make some great films.
 - C They're more important than a good story.
 - D They can't get any better than they are now.
- 4 Complete the sentences with the underlined words in the text.

- 1 Happiness is a wonderful
- 2 I like action films where lots of stuff gets
- 3 A lot of science-fiction films are about aliens Earth.
- 4 This film is about a tyrant and his on the planet Mars.
- 5 They arrived and into the party, which was quite boring until they got there.
- 6 Computer generated images have for years, but they get better all the time.
- 7 Astronomers still don't know a lot about our
- 8 the hero walks off into the sunset.

Dick Summers:

Special Effects

SUPERVISOR

A long time ago in a galaxy far, far away ... people used to believe whatever they saw with their own eyes. But do you really believe a man can fly? Do you believe aliens are invading Earth or that an evil empire will destroy freedom across the waverse? For the makers of films like Superman, independence Day and Star Wars, their mission is to make you believe and that's when they come to someone like me.

Over the years, I've travelled through time, <u>breathed life</u> back into dinosaurs and <u>blown up</u> entire planets. Today, I work at Industrial Light & Magic, but my interest in special effects goes back to my childhood. I remember seeing the alien in *The War Of The Worlds* **zap** some soldiers with a ray gun and I thought in myself, "I want to do that." My father had a home movie camera and I filmed my brother pretending to be a soldier. Then I filmed some fireworks exploding. My mum went crazy when she saw it, but my dad thought it was really funny and

that was all the **encouragement** I needed. I finally got into the film business in the 70s. Stanley Kubrick had amazed everybody with his beautiful film 2001: A Space Odyssey and I found myself working on a similar film for a young guy called George Lucas. He kept talking about robots, or swords made out of light, and superfast spaceships, and I kept saying, "Sure, George, but how are we going to make it?" Well, in the end we found a way and Star Wars was a **massive** blockbuster. We made two more Star Wars films, and I had a great time working on the Indiana Jones movies, but then along came Jurassic Park in 1993 and that changed everything.

Computer animation had been around for a long time, but now we could make any kind of creature we wanted. Suddenly, it seemed like every film had to have CGI (computer generated imaging) and I think some people forgot that films still need imagination. I enjoy films like *The Lord of the Rings* trilogy because they've got drama and emotion as well as great special effects, but my kids like computer animated films like *Shrek*. Sometimes I try to imagine what kind of films they'll be watching when they're older, but then I look back at how far we've already come. Who could have dreamed any of this would really happen?

5 Match the words in bold to their synonyms.

1 support

3 liberty

5 reflect

2 shoot

ns

er

nuc

ito

4 huge

6 task

- Read the sentences. Which is about a: CD? film? game? concert? play? Use the underlined words to talk about your favourite CD, film, etc.
 - 1 With an excellent <u>cast</u>, gripping <u>plot</u> and lots of <u>special effects</u>, this is sure to be a <u>box office hit</u>!
 - 2 The title <u>track</u> is the best, but the whole <u>album</u> is worth a listen, and some <u>tunes</u> may even have you <u>singing</u> along.
 - 3 Despite the simple <u>plot</u> and dull <u>graphics</u>, this <u>fantasy adventure</u> is engaging, quite difficult and lots of fun.
 - 4 The <u>cast</u> played to a full house on <u>opening night</u> and the <u>audience</u> loved their performance.
 - 5 The packed <u>stadium rocked</u> and the <u>band</u> gave a fantastic <u>live performance</u> of <u>songs</u> from throughout their long career.

Speaking

7 In pairs, think of questions, then act out an interview between Dick Summers and a journalist, based on the information in the text.

Listening

8 Listen and complete the film review.

Title: 1)

Directed by: Brian 2)

Starring: Tim 3) as Dave Douglas.

Robert Downey Jr gives a 4)

performance as Dr Kozak.

An exciting film for 5)

Writing

Portfolio: Write a short review of a film you have seen recently (50-60 words). You should include:

• title • actors/director • plot • your opinion

6 b

Entertainment

- **1** a. In pairs, list as many places as you can think of where people go for entertainment.
 - b. Complete the word(s) to match each definition.

 Are any of these words in your list?
 - 1 You go here to watch a film. c ______
 - 2 You can meet your friends here for a coffee.
 - 3 You can ride on a roller coaster here.
 - t____p___
 - 4 You go here to watch a play. t ______
 - 5 You go here to watch a musical performance.
 - c _____ h ____ 6 You can see paintings here.
 - a ____ g ______
 - 7 You can go ten-pin bowling here.
 - b_____ a____
 - 8 You go here to watch an opera.o ___ _ h __ _ _
 - c. In pairs, talk about which of these places you can find in the area where you live.
 - A: There's a cinema and lots of cafés in my area.
 - B: There are some cafés in my area too, but there's no theatre.
- Pill in: audience, subtitles, DVD, dubbed, band, performance, downloaded, track, album, applause, songs, crowd, films, website, horror.
 - **1** A: I don't like watching films if the language has been I prefer to read
 - B: Really? I don't watch many foreign
 - 2 A: There was a huge round of from the at the end of the
 - B: Yeah. The went wild!
 - 3 A: This song is my favourite on the whole
 - B: Yeah. They're my favourite, too.
 - 4 A: I rented a really good last night called *Shawn of the Dead*.
 - B: That sounds like a film. Was it?
 - A: No actually, it was a comedy.
 - 5 A: I some great onto my iPod last night.
 - B: Really? Tell me the name of theso I can see if there's anything I might like.

- 3 Fill in: sequel, trilogy, special effects, blockbuster, computer animated, plot, box office. Check in your dictionaries.
 - 1 The Star Wars films were hugehits.
 - 2 Three films make up a3 A continues the story of a previous film.
 - 4 make films more exciting.
 - **5** *Shrek* is a film.
 - 6 This film is sure to be a summer
 - 7 The was boring and predictable.
- 4 Fill in: stars, filmed, directed, features, is set.
 - 1 Most of the *Star Wars* films were in a studio.
 - 2 Tom Cruise in a lot of action films.
 - 3 The film in outer space.
 - 4 The film is by Steven Spielberg.
 - 5 *Shrek* a green ogre voiced by Mike Myers.

Gadgets

Speaking

a. Look at the items. Which ones have you got?



Use the verbs to complete the phrases.
 Then rank the objects in Ex. 5a in order of importance to you. Compare answers with a partner.

organiser (PDA)

MP3 player

- send (x2) listen (x2) record play
- take store watch call
- 1 friends
- 2 text messages

3	the latest games
4	to your favourite tunes
5	e-mails
6	addresses, birthdays, etc
7	films
8	pictures
9	to music, news, talk shows, etc
10	TV programmes
A:	To me, the mobile phone is the most important of a

- because I can call my friends or send text messages.
- B: To me, the games console is the most important of all, because I can play the latest games.

Reading

a. Read the instructions and number them in the correct order. Which gadget from Ex. 5a are they for?

chapter 2: Using the remote control

- press power on/off (6) to switch on use the direction buttons to highlight the menu item you want, then press enter
- press previous 🖎 or next 🕮 to skip a scene before or after the one you are watching
- press eject (a) to open the disc tray; insert a disc; press eject again to close the tray
- wait until the onscreen menu appears
- press pause (1) to stop the movie briefly; press play 🕒 to continue watching from that point
- after watching, press stop (1) to stop the movie, and press power on/off (6) to switch off
 - b. In pairs, use the instructions to act out a dialogue about how to use the gadget.
 - A: I don't know how to use this. What do I do?
 - B: Well, first push the on/off button to switch it on.
 - A: This one? OK. It's on. What now? etc
- Match the adjectives to the phrases, then find the odd word out, as in the example.
 - scary
 - 2 funny

 - 3 complex
 - boring
 - gripping
- a cartoon, phone, joke, film
- b plot, character, game, crowd
- c thriller, adventure, drama, album
- d book, film, song, cinema
- ride, film, song, book

Prepositional phrases

- Fill in: on or in. 8
 - 1 Is there anything worth watching on TV tonight? I'm the mood for a thriller.
 - 2 I saw X-Men III at the cinema last night and I was the edge of my seat!
 - 3 I need to charge my mobile phone. Where can I plug the charger?
 - 4 I tune to this radio station every day.

Phrasal verbs

Complete the sentences with the correct verb form, then explain the phrasal verbs in bold.



- 1 It's really late and I'm tired. I think I'll in.
- 2 I don't feel like going to the cinema I'm going to in.
- 3 OK. I in. How do you work this digital camera?
- 4 After the concert we found a B&B to us in for the night.
- 5 Please don't in when I'm talking.
- 6 We got to the station just as the train in.
- 7 My part-time job at the cinema only in about £100 a week.

laioms

- Fill in a word from the list below, then explain the idioms in bold. Are there similar idioms in your language?
 - whale Dutch leg storm
 - 1 We had a of a time at the party.
 - 2 Sam paid an arm and a for his new laptop.
 - 3 Mobile phones have taken the world by
 - 4 When I go out with Paul, we always go
 - that is, we each pay half the bill.



Project: Write a text giving instructions on how to send a text message on your mobile phone.

Articles



► Reading & Listening

1 a. Read the text and complete the gaps with *a*, *an* or *the* where necessary. Listen and check. How are articles used in your language?

TOKYO



Japanese culture is having 1) enormous impact on 2) rest of the world, especially in 3) areas of film, food, music and fashion. In 4) Tokyo you can find cutting-edge fashion, experimental music and 5) really funky, trendy youth scene. 6) streets of Shibuya are 7) city's most popular area for youth culture. Teenagers here are hip kids with all 8) latest gadgets. 9) Japanese teenage girls spend their money on 10) hottest trends in clothes and music, and 11) teenage boys invest in 12) latest computer games and 13) technology. Some young



- b. Answer the questions.
- 1 Which is the most popular teenage spot in Tokyo?
- 2 What do Japanese teens spend their money on?
- 3 What about teenagers in your town? In pairs, compare them with Japanese teens.

Quantifiers



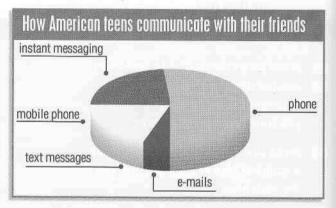
Grammar Reference

- 2 a. Which of these words go with countable/ uncountable nouns? What are these words used for? List them from the least to the most.
 - 1 several few all many a few
 - 2 some little a lot of a little every
 - 3 each not any/no
 - b. Underline the correct word. Give reasons and make sentences with the other words.
 - 1 A: Each/Every of us has a mobile phone.
 - B: Yes, but few/some people aren't so fortunate.

- 2 A: A lot of/A few my friends don't like going to the cinema.
 - B: Well, **much/many** people prefer to watch DVDs at home.
- 3 A: Little/Few adults know how to use the Internet.
 - B: I disagree. I think there are only a few/a little who don't.
- **4** A: **All/Several** my family uses SMS. How about yours?
 - B: Some/Not any of us do, but my dad still hasn't got a clue.

Speaking

3 Use the information in the pie chart to make sentences. Use *most*, *a few*, *some*, *several*, *a lot of*.



Most American teenagers choose the phone when they want to communicate with friends.

Adverbs



Grammar Reference

4 a. Read the theory. Give examples of your own. Are there similar structures in your language?

Adverbs describe how, how often, where, when and to what degree something happens.

John walks quickly. (How does he walk? – manner)

The film has almost finished. (To what degree? – degree)

He often catches the bus to work. (How often? – frequency)

Isaw him yesterday. (When? – time)

He was working in the garden. (Where? – place)

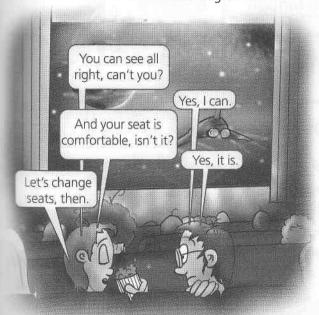
- b. Put the words in order to make complete sentences. What type of adverb is each?
- 1 DVDs / all afternoon / we / watched
- 2 waited / Bob / for the taxi / by the door
- 3 slowly / chewed / Jane / her food
- 4 disappointing / the film / rather / was
- 5 to the cinema / goes / with her brother / usually / she

Question tags



Grammar Reference

5 Read the cartoon. Do the question forms ask for information or confirmation/agreement?



▶ Listening

Complete the question tags. Listen and tick. Listen again and repeat.

		(sure)	(not sure)
1	That's not a new jacket,?	1	
2	You'll write to me,?		
3	I'm dressed smartly enough,	18	
	?	5	
4	We've been invited,?		
5	He left an hour ago,?		
6	You've got enough,?	124	

Echo tags



Grammar Reference

7 a. Listen and read the examples. Are there similar structures in your language?

He left. He did, didn't he? (confirmation) He left. Did he? (surprise) He didn't come. He didn't, did he? (confirmation) He didn't come. He didn't? (surprise)

- b. Respond to the following.
- 1 It's 7 o'clock already. (surprise)
- 2 Maria's her sister. (confirmation)
- 3 He is still at work. (surprise)
- 4 It's a very funny film. (confirmation)
- 5 I haven't seen that film (surprise)

Reflexive pronouns



Grammar Reference

- Match the examples to the uses (a-c).
 - 1 He cut himself.
 - 2 She went by herself.
 - 3 I don't believe it myself, but some people do.
 - a the subject and the object are the same
 - b to emphasise the subject
 - c (with a preposition) = 'without anyone else'
- 9 Complete the sentences with reflexive pronouns.

1 A: Who are you going to the cinema with?	1	A:	Who	are you	going	to the	cinema	with?
--	---	----	-----	---------	-------	--------	--------	-------

- B: I'm going by
- 3 A: Can I get you a drink?
 - B: No, thanks. I'll get one
- 4 A: Has Jenny got a new mobile phone?
 - B: Yes, but she didn't pay for it
- **5** A: Who is arranging the party?
 - B: We are doing everything

Sentence transformations

- 10 Here are some sentences about technology.

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

 - 2 Not many people can write computer programs. There are a who cannot write computer programs.
 - 3 I'm sure a mobile phone can't be that expensive! A mobile phone can't cost that it?



Portfolio: Prepare a simple questionnaire about how teens in your country prefer to communicate with their friends. Collect the completed questionnaire, prepare a pie chart, then write a short paragraph analysing the facts.

Do you like talking on the phone? Yes - No

Listening & Speaking skills

The Internet

- 1 a. Look at the logos. Which is: a search engine? a shopping site? a travel site? an online auction site? an encyclopaedia? a film site?
 - b. Do you know these websites? Which are your favourite websites?

1 IMOD Earth Engest Man Database*	Expedia.com
amazon.com	eb V
⁵ WikipediA	6 Google

Which of the following are: e-mail addresses? website addresses?

- 1 www.ebay.co.uk
- 2 www.google.com
- 3 ben.freeman@freemail.co.uk
- 4 jenster_85@registeredsite.com
- 5 www.channel5/competition.net.au

How do we say each of these?

Read the addresses aloud, then listen and check.

Listening

You will hear a conversation between two friends about the Internet. Listen and decide if each sentence is correct or incorrect, and tick (✓) box A for Yes or B for No.

		Α	В
		Yes	No
1	Sarah thinks that Andy		
	spends too much time		
	online.		
2	At first, Sarah		
	understands why Andy		
	likes the Internet.		
3	Sarah thinks the Internet		
	is safe.		
4	Andy thinks Sarah has		
	a pessimistic attitude.		
5	Andy is confident about		
	the safety measures		
	he has taken.		
6	Sarah thinks Andy is		
	responsible when he		
	uses the Internet.		

Expressing viewpoints

Speaking

4 Look at the pictures and the headlines. In pairs, talk about the Internet. Discuss:

what you use the Internet for & how often
how useful you find it
Internet safety



Asking about a problem & offering help

5 a. Match the verbs to the nouns.

Computer problems

1deletea computer2can't checkb software3can't connect toc a file4can't installd the server/Internet5corrupte e-mails6crashf a disk

b. In pairs, use the problems in Ex. 5a and the useful language to act out exchanges, as in the example.

Asking about a problem	Offering help
• What's wrong?	• Let me/Do you want me to
What's the matter?	have a look at it?
• What's the problem?	• Can I help?
• What's up?	Perhaps I can help.

- A: What's wrong?
- B: I deleted a file by mistake.
- A: Perhaps I can help.

Reading

- a. Read these sentences from a dialogue. What do you think the dialogue is about?
 - Glad I could help.
 - You're practically glued to that computer screen.
 - Maybe you can help me.
 - Why don't you try again?
 - That's done the trick.
 - What am I doing wrong?
 - b. Complete the dialogue with the sentences from Ex. 6a. Listen and check.
 - A: Hi, John. How's it going?
 - B: Oh, hello, Kim. I didn't see you there.
 - A: Yes, I know. 1)
 - B: Actually, I've got a problem. 2)
 - A: Sure, What's up?
 - B: I'm trying to check my e-mail but I can't get into it. It says to check my user ID and password, but I did that. 3)
 - A: 4)

 These things are usually case sensitive, you know. Forgetting a capital letter can mess it up.

 - A: No problem. 6)
 - c. Act out your own dialogues, using the ideas below.
 - screen frozen / tried everything / restart the computer usually works
 - deleted a file by accident / can't find it / look in the recycle bin – you can usually restore it from there

Word formation (verbs from adjectives)

7 Read the rule, then form verbs from the adjectives to complete the sentences.

We use the prefix **en-** or the suffix **-en** to form verbs from adjectives to give the meaning **make**. – Make sure you **enable** the firewall on your computer. We had to widen the doorway to get the new equipment in the room.

1 Digital photography makes it easy for people to their own pictures. (large)

- 2 Computers have definitely the time it takes to do a lot of repetitive tasks. (short)
- 3 One problem with using computers is that it can your eyes. (weak)
- 4 Run your anti-virus program regularly to that your computer is kept clean. (sure)
- 5 Many people who use the Internet say it hastheir horizons. (broad)

Recommending

- Read the exchanges. In pairs, act out similar exchanges, using the ideas below and the expressions in the language box.
 - 1 A: What do you think of this new video game?
 - B: It's excellent! You should definitely buy it.
 - 2 A: What is that new computer shop like?
 - B: It's not very good. I wouldn't bother going there if I were you.
 - 3 A: Have you been to the new spa in Bath?
 - B: Yes it's fantastic! Don't miss the chance to go there!

Positive recommendation

- It's great/fantastic/ excellent/wonderful/etc!
- If I were you, I'd buy one/go there/try it/etc.
- Don't miss it/the chance to go there/see it/etc!
- You should definitely buy one/go/try it/etc.
- It's well worth a look/etc.
- It's a must have/see!

Shakespeare. I thought you

were dead.

Negative commendation

- It's terrible/awful/ disappointing/etc.
- I wouldn't buy one/go there/try it if I were you.
- Don't bother!
- I wouldn't bother (going there/etc) if I were you.
- It's not worth it/the money/a look/visit/etc.
- new shopping centre *****
- Nightmare CD *
- latest Harry Potter film *****

• Batman DVD ***

Did you write this play yourself?

Well, I'm glad to meet you, William

• Batman DVD ***

Every line of it.

Getting started

1 What's your favourite type of music? Who's your favourite singer? Tell your partner.

Let's look closer

2 a. Read the letter. Which paragraph mentions: the writer's reasons for liking the CD? a recommendation? name of CD? information about CD?

Dear Julie,

Hil How are you?

Sorry I haven't been in touch for a while but I've been really busy. Anyway, I've finally got some free time, so I thought I'd drop you a line and tell you about a great new CD I've bought. I listen to it all the time and I know it's just the sort of thing you like, tool

The CD is called 'Escape' and it's by Enrique Iglesias, one of the best-selling Spanish artists in the world. It's a brilliant CD with thirteen tracks to enjoy.

It's an album filled with many different types of songs, from upbeat pop tunes to romantic ballads. My favourite song is 'Here'. It's a beautiful slow song and Enrique's voice is full of emotion as he sings it. The title track 'Escape' is great, too. It will have you singing and dancing in no time with its catchy tune and rich sound.

I think the album has something that will appeal to everyone. You should add this CD to your collection. I'm sure you'll like it. Anyway, I'd better go now. Write soon. Love.

Ann

- b. Read the letter again. What does Ann like about the CD?
- **3** Think of your favourite film/book/CD. Use the following phrases to talk about them.

Background

- The film/story is set in
- This book is about ...
- This CD was recorded

Descriptions

- The plot is excellent/interesting.
- It has amazing sound effects.
- The lyrics are great.
- The special effects are excellent/superb.
- The cast is superb/amazing/fantastic.
- The sound is rich.
- It's got catchy tunes.
- The singer's powerful voice makes this CD one of his best.

General comments/opinion

- Don't miss it.
- It's well worth seeing/playing.
- You really must see/read/listen to it.

Your turn

- **4** a. Read the rubric and the information in the box. Then answer the questions in the plan.
 - This is part of a letter you received from an English pen friend.

In your next letter, please tell me all about your favourite CD. Why do you like it? What songs has it got?

Write a letter answering your pen friend's questions.



Introduction

(Para 1) Greetings – reason for writing

Main Body

(Para 2) What facts should you include? (e.g. name, type, etc)

(Para 3) What does the CD contain? (tracks, comments on artist's performance)

(Para 4) Why do you like it?

Closing Remarks

(Para 5) What is your recommendation? closing remarks

b. Write your letter (120-180 words). You can use the letter in Ex. 2 as a model.

H G Wells (1866-1946) was British writer and was one the first authors to write bout time travel, space light and alien invasion. He



was most famous for his science-fiction movels, including *The Time Machine* (1895) and *The Invisible Man* (1897). In The War of the Worlds (1898), Martians their advanced technology to invade Earth in huge machines, equipped with heat rays and chemical weapons, to attack humans.

Reading & Listening

- 1 Look at the book cover. What kind of novels do you think H G Wells wrote? Read the biographical information above to find out.
- Listen to the sounds and match them to the words/ phrases below. What do you think is happening? Listen and read to find out.
 - beating noise
 - hissing of an engine
 - metallic hammering
 whistling
 - violent hooting
 thudding
- 3 Read the extract and answer the questions.
 - 1 Where is the narrator?
 - 2 What was the handling machine like?
 - 3 What did it make?
 - 4 Who operated the digging machine?
- Read again. What do the underlined words refer to? Explain the words in bold.
- What did the handling machine look like? List the words used by the author. Use your list to describe the machine to your partner.

The War of the Worlds

"The fifth cylinder," I whispered, "the fifth ship from Mars, has struck this house and buried us under the ruins!"



Outside there began a metallic hammering, then a violent hooting, and then a hissing like the hissing of an engine. <u>These</u> noises continued occasionally, and increased as time wore on. Soon a thudding that made everything about us shake began and continued. The cylinder was already opened in the centre of the pit, and on the far edge of the pit, one of the great fighting-machines, left empty by its occupant, stood stiff and tall against the evening sky. At first I hardly noticed the pit and the cylinder because of the extraordinary glittering mechanism I saw, and because of the strange creatures that were crawling slowly and painfully across the ground near it.

The mechanism certainly held my attention first. <u>It</u> was one of those complicated frameworks that we now call handling-machines, and the study of which has already helped our **scientific advancement enormously**. It looked like a sort of metallic spider with five **jointed**, **agile** legs, and with an extraordinary number of jointed **levers**, **bars**, and reaching and clutching **tentacles** about its body.

Its movements were so **complex** and perfect that at first I did not see it as a machine, in spite of its metallic **gleam**. The fighting-machines were **coordinated** and **animated** to an extraordinary level, but nothing to compare with this.

When I looked again, the busy machine had already put together several of the pieces of apparatus it had taken out of the cylinder into a shape remarkably similar to its own; and down on the left a busy little digging machine had come into view, letting off jets of green vapour and working its way round the pit. This was what had caused the regular beating noise, and the rhythmic shocks. It whistled as it worked. So far as I could see, the thing was working without direction from a Martian at all.

- 6 Discuss which of the adjectives below best describe the narrator's feelings.
 - amazed surprised shocked scared
 - sad tense relaxed disappointed

Give reasons.

Speaking

7 Imagine you were there. How would you feel? What would you do? Tell your partner.

Self-Assessment Module



Vocabulary & Grammar

Fill in the gaps with the correct word.

- 1 Such rude behaviour makes my boil. 2 Are you OK? You look as as a sheet.
- 3 This MP3 player up to 1,000 songs.
- 4 I'm scared to of cockroaches.
- 5 He must be happy he's smiling from to ear.
- 6 The band gave a great live of their most famous songs.
- 7 He took the company after his father died.
- 8 He does like-fiction stories.
- 9 Dragons are mythical that can breathe fire.
- 10 He sent me a text asking me to meet him at 6:00.

(10 marks)

Circle the correct item.

- 1 She trembled fear as the giant approached her.
 - A with B of
- 2 John over to the side of the road to have a rest
 - A handed B came C pulled

- 3 I tune to Radio 2 every morning.

 - A on B in
- 4 We met a girl father was a diver.
 - A which
- B that
- **C** whose
- 5 teenagers know how to use the Net.
 - A Each B Every
- 6 Avril is the singer in the world!
 - A best
- B better
- C worse
- 7 Listen to the birds in the trees.
 - A creaking
- **B** howling
- C singing
- 8 She taught how to use a computer.
 - A herself
- **B** himself
- C myself
- 9 The broke into applause at the end.
 - A cast
- B band
- **C** audience
- 10 He me of my uncle.
 - A looks
- **B** reminds
- C remembers

(10 marks)

Use of English

- Complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 The Christmas party was better than the Halloween party.
 - The Halloween party wasn't the Christmas party.
 - 2 Ann's fairy costume won a prize.
 - Ann was the girl won a prize.
 - 3 She arrived before Tony.
 - Tony arrivedher.
 - Most young people have mobile phones. There are who don't have mobile phones.
 - He said no one helped him fix it, but I don't believe him.
 - He said he fixed but I don't believe him.

(10 marks)

- Fill in the correct word derived from the word in bold.
 - 1 Jane is a very girl. She always makes time for others. HELP
 - 2 There are many fish in the **BEAUTY** aquarium.
 - 3 I was left by the shocking news!
 - **SPEECH**
 - 4 The kitten never stops running around. It's very
 - 5 My dog looks scary, but he's really!

HARM

(10 marks)

Communication

- Complete the exchanges.
 - a I wouldn't miss it for the world!
 - b What's wrong?
 - c It's not worth the money.
 - d Would you like to come to my party on Saturday?
 - I'm really scared of heights!

1	A:	
	B:	I deleted a file by mistake.
2	A:	Please come to my party.
	B:	
3	Α:	What do you think of this
		jacket?
	B:	
4	A:	
	B:	There's nothing to worry
		about.
5	Α:	***************************************

	B:	Sounds good, but I'm away
		that weekend.
		(40

Listening

You will hear a girl inviting a friend to a Halloween party. Fill out the details on the invitation below.

PA		NA.
TIN	ME ENGLE	
TO:	0) Tom	
FROM:	1)	1
DATE:	2) October	ı
PLACE:	3)	ı
ADDRESS:	7, 4)	1
TIME:	5)	1

(10 marks)

Writing

Write a short review of your favourite film (100-120 words). Include the title, actors/director, the plot and your opinion.

(20 marks)

Reading

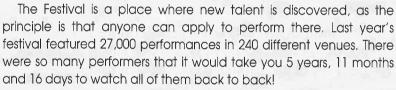
8 Read the text and answer the questions.

The Edinburgh Festival

If you are ever in Scotland in September, you should pay a visit to the Edinburgh Festival. It is a huge celebration of culture, where you can see comedy shows, musical performances, plays and much more.

The first Edinburgh Festival took place in 1947. It was seen as a way to re-unite Europe through culture, after World War II. The festival was so successful that it attracted more performers than there

was room for. After nearly 60 years, the festival is still going strong and growing bigger every year.



With over 1.35 million tickets sold last year, it is certainly the place to be. For more information about this year's festival, go to http://www.edfringe.com.

- 1 Where does the Festival take place?
- 2 What type of acts can you see there?
- 3 How long has the Festival been running?
- 4 What was the purpose of the first Festival?
- 5 How many tickets were sold last year?

(20 marks)

(Total = 100 marks)

Now I can ...

- talk and write about mythical creatures
- talk & write about festivals
- invite & accept/refuse
- write a 3rd-person narrative
- talk & write about a film I've seen/a CD I like
- talk & write about how teens communicate
- ask about a problem & offer help
- recommend sth









Grow Your Own

1 How many of the fruits and vegetables in the pictures can you name? What are they called in your language? Do you grow any of them in your garden/on your balcony?

Reading

- **2** a. Look at the title of the text. What do you think it is about?
 - b. Read through the text once quickly. How many of the fruits and vegetables in the pictures are mentioned?
- **3** Read the text again and choose the correct word, A, B, C or D, to complete each gap. Listen and check.

1	Α	as	В	of	C	than	D	trom
2	Α	whereas	В	because	C	but	D	althoug
3	Α	for	В	on	C	in	D	to
4	Α	a lot of	В	much	C	many	D	lots
5	Α	should	В	could	C	would	D	had
6	Α	brought up	В	developed	C	made	D	grown
7	Α	pair	В	couple	C	two	D	duo
8	Α	sure	В	confirmed	C	definite	D	positive
9	Α	after	В	off	C	from	D	away
10	Α	little	В	few	C	some	D	lot

- 4 Find synonyms in the text for the words below.
 - complete plant (v) kinds routinely work (n)

Listening

a. You are going to hear someone talking about how to make your own compost.
 Listen and put the steps in the right order.

Α	Fill	it with	kitchen	and	garder
	wa	iste.			

- B Wait 2-3 months and then mix it up.
- Buy compost bin.
- D Add some soil.
- Put compost on garden.
- F Put bin on an earth surface.
- b. Listen again. What can you use to make compost?

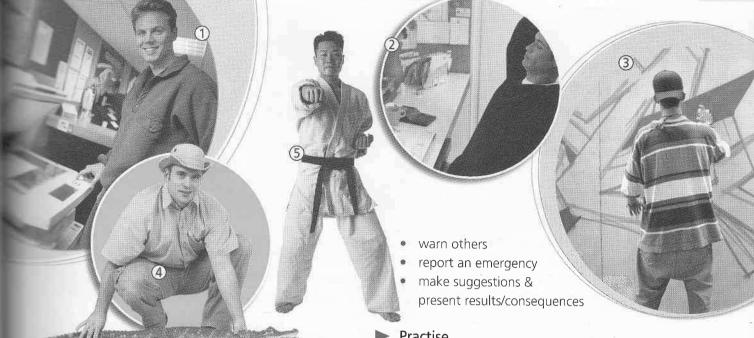
▶ Project

Work in groups. Grow your own fruit, vegetable or herb in a plant pot. Report back to the class on its progress.

Busy people

Module 4

Units 7-8



Before you start

- Think of two festivals in your country. Describe them to the class. Which do you like most?
- Which is your favourite film? Describe its plot to the class.

Look at Module 4

Find the page numbers for pictures 1-5.

Find the unit and page number(s) for

- a cartoon strip about an accident
- a letter of application
- newspaper headlines
- a job advert

Listen, read and talk about ...

- jobs, job skills & qualities
- clothes at work
- self defence & how to stay safe
- types of crime
- the importance of having rules

Learn how to ...

- talk about ambitions
- agree/disagree with opinions
- give an eye-witness account
- express annoyance & calm sb down

Practise ...

- conditionals
- wishes
- clauses of purpose/result
- the passive
- causative form
- every, each, either, neither
- idioms related to work, crime
- formation of adjectives from verbs
- phrasal verbs with through, away

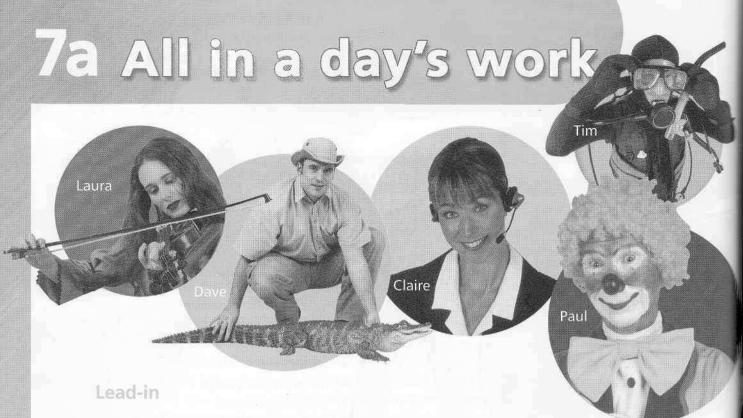
Write ...

- an article interviewing a person about their job
- a short e-mail to your English pen-friend about your dream job
- an e-mail to a friend of yours about some things you regret having done
- a letter of application
- an article about a popular tourist attraction in your country where you can see people in special uniforms
- a list of Dos and Don'ts on how to defend yourself
- an essay providing solutions to problems

Culture Clip: The Ravenmaster

Curricular Cut (Citizenship): Following the rules

Eco-friends: Hydro-Logical



- **a.** Write down as many jobs as you can think of in one minute.
 - b. Listen to the sounds. What job does each remind you of? Are these jobs in your list?
- a. Look at the pictures. What does the person in each picture do for a living?

I think Laura's a ...

- b. Fill in: work, get, wear, do. Use the phrases to make sentences about the people in the pictures.
- 1a good salary
- 2 from home
- 3long hours/shifts/weekends
- 4 a suit/a uniform to the office
- 5a lot of travelling
- c. What about your family members? What do they do? Use the phrases to talk about them in pairs.
- A: My dad works as ... He works long hours, but he doesn't mind as he likes his job a lot. What about yours?
- B: My ...

Reading

a. Read the title, the introduction and the questions in the text. What do you expect the article to be about? Listen, read and check.

- b. Read the text and mark the sentences Y (Yes), N (No) or DS (doesn't say).
- 1 Angela started diving when she finished school.
- 2 Angela has passed two diving exams.
- **3** It is important for Angela to earn a good salary.
- 4 Angela is adventurous and determined.
- 5 It helps to have other skills as well as diving skills.
- 6 Angela works on her own.
- 7 Coral reefs are in danger.
- 8 We can't do much to help protect the coral reefs.
- 9 Angela often gets homesick.
- **10** Angela has had no difficulties with her groups so far.
- c. What do we learn about coral reefs from the text?
- ▲ Complete the sentences with words from the text.
 - 1 You need to study to get q..... before becoming a doctor.
 - 2 After university, I t..... to become a teacher.
 - **3** Kindness and patience are necessary q...... if you want to be a nurse.
 - **4** Typing and filing are essential s...... for secretaries.
 - 5 It took him a while to a..... to the new work environment.

Gracking Careers

Ever dreamed about having a job on a tropical island like one of the Virgin Islands? Then why not consider working as a diving instructor? Not only can you help people learn this fascinating sport, but you can also help educate people about the environment ... Meet Angela Webb and discover how you can make your hobby your career!

Angela, is it hard to become an instructor? What
 Sications do vou need?

are determined and you really want to succeed, mong's possible! But, yes, it takes a lot of time to the relevant experience and qualifications. Through SAC (British Sub-Aqua Club), I first trained as a Diver and then went on to do my Instructor cation. If you are really ambitious, you can even

A kind of personality do you need to have to do this to be of work? What qualities?

I would say a sense of leadership is important.

Also, determination and an adventurous spirit helps! But, obviously, you have to be good at working with people in a team, and fairly organised. But then there are also skills you need to acquire, like knowing how to use computers or how to

What facts can you tell us about coral reefs?

speak other languages.

As much as a quarter of

life lives there – did you know that? So, it's imperative that we look after them. Unfortunately, as you probably know, they are in jeopardy due to man's activity. They're being destroyed a lot faster than the time it took for them to be formed. Did you know that coral reefs take thousands of years to grow? Even if the conditions are perfect, they only grow about two centimetres a year.

That is amazing. Really makes you respect them. So what can we do to ensure the survival of coral reefs? When diving, be careful not to touch the coral, either with your body or your equipment. Also, we have to be extremely careful in the boat, so we don't drop anchor on a reef. Certainly, no rubbish should ever be dumped there, for obvious reasons. And, naturally, you shouldn't even think about taking some coral home as a souvenir!

Is there anything you don't like about the job you do? Of course it's difficult being away from your family and friends for long periods, and it takes time to adapt to the new culture you are living in. But after a while you find that you have a new home and a new set of friends, and there is no time to get homesick as there are so many new things to discover. The other main concern is the safety aspect – it can be daunting to think that you are responsible for the safety of all the people you instruct. Luckily, everyone under my instruction has escaped unharmed – touch wood!

- **5** Match the underlined words to their synonyms.
 - frightening feeling take care of move on
 - danger thrown away get ideal

What part of speech is each?

Listening

6 Listen to someone talking about his job. Why does he like it? What negative points does he mention? What job do you think he does?

Speaking

- 7 Make notes under the headings, then tell the class about what it is like being a diving instructor.
 - qualifications
 personal qualities
 pros/cons



Project: Interview a person about his/her job. Use the headings in Ex. 7 to prepare your questions. Interview the person, then write a short article (60-80 words) about him/her, similar to the one about Angela.

Jobs

8

a. Match the words to form compound nouns.

> 1 bus instructor 2 bank agent b 3 web clerk 4 security programmer travel driver factory quard 7 ski worker

> > computer

b. Choose two jobs from Ex. 1a. Use these phrases to make as many true sentences about each job as possible.

designer

work: shifts / from nine to five / six days a week / overtime / in an office / in a factory / from home / with your hands / behind a desk / with a computer / outside

be: your own boss / self-employed / well-paid / poorly-paid / underpaid / overworked / successful

the work is: boring / creative / stressful / interesting / repetitive / challenging / satisfying

I'm not sure, but I think bus drivers work shifts. They are rather poorly paid. I guess their job is boring, because they drive the same route all day.

Speaking

What about you? What job would you love/hate to do? Why?

> I could never be a ... because I wouldn't like working shifts. I'd prefer to be ...

Job skills & qualities

- In pairs, use the notes to talk about what skills/qualities each job requires, as in the example.
 - teacher architect lawyer
 - tour guide librarian songwriter
 - office worker vet secretary

Needs to have ... good computer / organisational skills; a good telephone manner; a driving licence / university degree

Must be good at ... foreign languages, ICT, maths, music, etc; working alone / as part of a team; explaining things

Should be ... careful, creative, dedicated, hard-working, honest, patient, polite, reliable

Must be interested in ... helping others, reading, working with children / animals / etc

A teacher needs to have a university degree, and must be good at explaining things. They should be dedicated and patient, and interested in helping others.

Reading

Read the descriptions of six personality types. Which type(s) are most/least like you? Which of the jobs would you like to do? Does this match the personality type you think is most like yours?

Risk-taker: You like to Conventional: You



be in charge. You focus on goals and like to reach your target. You opportunities and take them. You want to be

rich and successful. stockbroker, pilot, business manager



like to see things through to the end and you pay attention to detail. You like order.

routine and structure. secretary, cashier, accountant

Investigative: You're

very

curious



and enjoy problem solving. You like to know how

things

work and to test out your ideas.

scientist, doctor, astronomer, detective

Creative: You're a



bit of a dreamer, but you can express yourself and you like to find

different ways of doing this. artist, photographer, musician

Practical: You like to



get things done and don't like wasting time. You are good with your hands

and like to spend time outdoors. policeman, carpenter, farmer, electrician, mechanic

Caring: You like



being with people and working as part of a team. You are a good

listener and like helping people with their problems. teacher, nurse, social worker

5	Fill in: payslip, applied, dismissed, unemployed,	3 Tom is brilliant at making any subject
	vacancy, resign, promotion, retired.	(comprehend) to small children.
	1 A. Dava van Garada islam 12	4 Being a teacher is always (interest
	1 A: Have you found a job yet?	because every day is different.
	B: I to join the army, but I	5 Now he has finished university, Lee is a
	haven't heard anything yet.	(qualify) architect.
	2 At Is your brother still?	Idioms
	B: No. There was a at the	
	local factory, so he's working there now.	9 Choose the correct word in the second sentence
	A: Have you heard? Jones from Sales was	to complete the idioms in bold, whose meaning
	B: No. He justearly so he	is given in the first sentence. Are there similar
	can spend more time with his family.	idioms in your language?
	4 A: I can't believe I didn't get that	1 Laura believed they would ask her to leave.
	B: You should and look for another job.	She thought she would get the bag/sack .
	5 A: How's your new job going, Sam?	2 This factory operates all day and all night.
	B: It's great. I can't wait to get my first	This factory operates (a)round the clock/hours
	Fill in: for, as or in. Check in your dictionaries.	3 Bill stopped working and went home at 6 pm.
	m. check in your dictionalies.	At 6 pm, Bill called/named it a day.
	1 I'd like to apply the post.	4 Henry was asked to leave his last job.
	2 I have worked a singer since 1995.	Henry got fired/shot from his last job.
	3 How long have you worked Accounts?	
	4 Fill this application form.	Phrasal verbs
	Complete the content of the the convert would	10 Complete the sentences look carry
M	Complete the sentences with the correct word.	with the correct work form
	Check in your dictionaries. Make sentences using the rest of the words.	Choose a phrasal verb and
	asing the rest of the words.	draw a picture of it.
	1 I haven't had a salary/wages/pay rise for four	
	years.	1 Can you me to Mr Smith
	2 Until he earns/gains/wins more experience,	please? (connect by phone)
	there's no chance of him getting a better job.	2 John's working on a difficult project but I'n
	3 Sarah is a teacher by job/career/profession.	sure he can it (complete
	4 Eve wants to make herself a(n) occupation/	successfully)
	career/employment in the music industry.	3 Their plans for opening a new branch
	5 Jack works for a sales business/industry/	due to lack of money. (failed)
	company	4 Sue a painful time when she go
	Wend France Man (C.)	fired. (experienced)
	Word formation (forming	5 Why don't you the local paper
	adjectives from verbs)	for a vacancy? (look at quickly)
8	Read the theory, then complete the sentences	CAME
	with the correct adjective derived from the	C Poorte



verbs in bold.

-ng (please - pleasing).

an artist.

we can form adjectives from verbs with the suffixes: -able (imagine - imaginable), -ible (sense - sensible),

we (impress - impressive), -ed (please - pleased) and

1 You have to be (create) to be

2 Sam can't find a(suit) job.

Work in pairs. Make up a story including the phrasal verbs. The class votes for the best story.



Project: Write a short e-mail to your English pen friend about your dream job. Say: what it is, why it's your dream job, how it matches your personality type.

Conditionals



- Reading
- 1 a. Read the joke. What tenses are used after if? Complete the table using sentences from the text.

If you weren't always late, I wouldn't mind so much. You promised to be on time, didn't you? When you break your promises, I get angry.
And I promised to punish you ...



promise.

Don't be late again. If you aren't back by 9:00, you'll be in trouble.

It's 10 o'clock, Ben. You're late again!



My watch stopped. If it hadn't stopped, I would have been on time.



That's OK, Dad – I won't get angry if you break your promise, too!

Helen is quite unhappy. Read her thoughts, then rewrite the sentences using the second conditional.
 I don't have enough qualifications to find a better job.

I don't earn enough money to buy a flat.

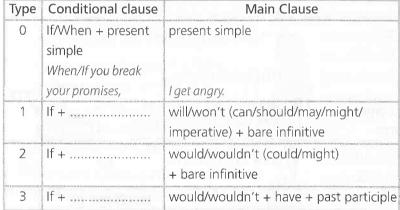
I feel tired because I go to bed late every night.

I don't have any friends, so I feel lonely.

If I had more qualifications, I could find a better job.

Speaking

- **5** Work in groups. What would you do if you ...
 - were Prime Minister for a day?
 - had a lot of money? saw a mouse
 - got lost in the jungle?
 - failed your exams?
- Work in pairs. What would have happened if you ...
 - had woken up late this morning?
 - had lost your pocket money?
 - hadn't done your homework?
 - had been born in another country?
 - had won £1 million?



- b. Which type refers to: an unlikely situation in the present? a real or probable situation in the present/future? an imaginary situation contrary to facts in the past? a general truth?
- Work in pairs. How do these sentences differ in meaning? Check in the Grammar Reference.

If he does this project well, he'll get promoted.

Unless he does this project well, he won't get promoted.

When he does this project well, he'll get promoted.

- 3 Complete the sentences. Which type of conditionals is each one?
 - 1 When she (finish) school, she (look) for a job.
 - 2 Unless Tom (be) determined, he (not/be) successful.
 - 3 If you (enjoy) your job, you (be) lucky.
 - 4 When you (see) Mr Smith, (tell) him to come immediately.

5 When you (mix) red and white, you (get) pink,

- Start with a true statement about your day yesterday, then say what could have happened if you had done something different.
 - S1: I woke up at 8 am yesterday.
 - S2: What would have happened if you hadn't woken up at 8 am?
 - S3: I would have missed the school bus. etc

Clauses of purpose

- **8** a. Read the examples.
 - (to)-infinitive He called to say he'd be late.
 - in order to, so as to (more formal) They are working overtime in order to meet their deadline.
 - so that I'll give you his number so that you can call him.
 - for + noun phrase He wrote the article for money.
 - with a view to + -ing She got a degree in design with a view to becoming a stylist.
 - b. Join the sentences, using the words in brackets.
 - 1 He is studying English. He wants to travel abroad. (so as to)
 - 2 Mark is saving hard. He wants to buy a car. (so that)
 - 3 The company is interviewing now. They want to hire new staff. (with a view to)
 - 4 She got a mortgage from the bank. She wants to buy a house. (in order to)
 - 5 Everyone stopped working at one o'clock. They wanted lunch. (for)

Wishes

Grammar Reference

- a. Read the sentences. Which is: a wish about the present/future? a wish/regret about the past?
 What words are used to introduce wishes?
 What tenses are used after these words?
 - I wish I had applied for the job
 - If only you weren't working late today.
 - I wish I could be a rock star.
 - If only I had won that singing contest.
- b. Read Greg's thoughts and write sentences, as in the example.

I didn't get the job.
I wish/If only I had
got the job.

I didn't know that company was hiring new staff, so I didn't apply.

- The job I have now is very tiring.
 - 4 My salary is low.

I can't have

the career I want.

- 10 Work in pairs. Say two things that you wish you could do/be, and two things you regret (not) having done.
 - A: I wish I had taken my friend's advice.

 If I had taken my friend's advice, I wouldn't have ...
 - B: I wish I were more patient.

 If I was more patient, my friends ...

Listening

11 Listen to Mary. What does she regret? What would have happened if she had made a different choice?

Sentence transformations

- Here are some sentences about the music industry. Complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 Deirdre doesn't earn enough money.

 Deirdre wishes more money.
 - 2 You need a lot of experience to get the job.
 Unless experienced, you won't get the job.
 - 3 Mel worked all night on the music video.

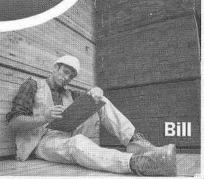
 Mel spent on the music video.
 - **4** John is a stylist for a rock star.

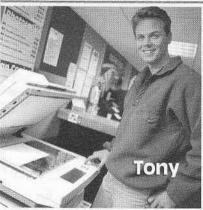
 John works for a rock star.
 - 5 She works Monday to Friday from 9 to 5. She has a Monday to Friday.



Portfolio: Think of some things you regret having done. Write an e-mail to a friend of yours, explaining the situation and what would have happened if you had acted differently.

Listening & Speaking skills









- 1 a. Look at the pictures. Who wears a uniform, a hard hat, an overall, a blouse, a suit, jeans, boots, casual clothes to work? What do these people do for a living?
 - b. What clothes do you think are suitable to wear for a job interview as a: part-time shop assistant? waiter at a café? secretary?

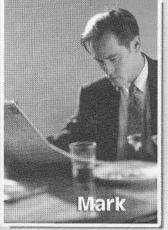
STUDYSKILLS

Listening for specific information

Read the statements and underline key words. This will help you understand the general content of the listening. Listen carefully. Try to listen for synonyms or rephrasing.

► Listening

- **2** a. Read statements 1-5. What might the dialogue be about?
 - b. Listen and mark the statements below as *T* (true) or *F* (false). Were your guesses correct?
 - 1 Claire has an interview this morning.
 - 2 Lynn thinks Claire should wear a smart suit for her interview.
 - 3 At first, Claire thinks she doesn't have to dress nicely for the interview.
 - 4 Claire usually wears a lot of make-up.
 - **5** Lynn thinks Claire may get the job.





Getting a job

Reading

- **3** a. Look at the questions. What is the dialogue about? Read through and check.
 - A How many hours will you be working?
 - B What do you have to wear?
 - C How much money will you get?
 - **D** Did you meet any of the people you'll be working with?
 - E How did the interview go?
 - Read again and complete the dialogue.
 Compare answers with a partner. Listen and check.
- A: Hi, Betty! 1 E
- B: I got the job! I start on Saturday!
- A: Congratulations! 2
- B: Sixteen hours a week, weekends only, and the pay is pretty $good \mathfrak{L}5$ an hour plus tips.
- A: Yeah. Not bad. 3
- B: A uniform. It's a blue T-shirt, a red skirt and a white apron. They've provided me with two, so I always have a clean one to wear when the other is in the wash.
- A: Smart thinking! 4
- B: A few. They were really friendly. My duties will be quite easy, too basically, just taking customers' orders, serving food and drinks and clearing away. I think I'm going to like it.
- A: Good for you.
 - c. Which of the sentences below best summarises the dialogue?
 - Looking for a job Getting a job
 - Applying for a job

Work in pairs. Imagine you have got a part-time job. Use the ideas below to tell your partner all about it. Use the dialogue in Ex. 3 as a model.

weekends off	work weekends/late nights
wear what I like	wear a uniform/suit
the money's great	the pay's terrible
epful/friendly	unhelpful/unfriendly
co-workers	co-workers
easy/few duties	lots of duties, hard/dirty work

Talking about ambitions

➤ Speaking

5 a. Listen to some students talking about their ambitions. What does each person want to be?

Mary Tom Helen

b. In pairs, use the language box to talk about your ambitions.

	Questions	Replies
• V	Vhat are your plans	I'd like to be
f	or the future?	• I want to become
• V	Vhat do you want to	I hope to get
b	e when you grow	I would like/love to be
L	p/leave school/finish	
у	our course/etc?	• I wish I could be
• V	Vhat do you want to	My hope is to
С	lo for a living?	100
• V	Vhat is your ideal job?	

Describing pictures

- 6 a. Work in pairs. Look at the picture. Describe it to your partner. Talk about:
 - where the people are what they are wearing
 - what they are doing
 how they feel



- b. Evaluate your partner's performance in terms of:
 - accurate description grammar fluency

Swap roles. Look at the picture and describe it to your partner. Your partner evaluates your performance.

Agreeing/disagreeing with opinions

7 Work in pairs. Study the table and the examples. Then discuss what you think the best job in the world is.

Asking about agreem	ent & disagreement
Don't you agree	• Don't you think?
that?	• I think, don't you?
Expressing agreement	Expressing
	disagreement
I (quite) agree.	You are wrong (there).
That's right/correct.	• I don't agree.
Exactly/Certainly.	• That's not right.
I think/believe so.	 Certainly not.
You are right (there).	• I don't think so.
 Yes/Of course, 	Not really.

- A: I think a teacher has a great job. He works with kids and shares knowledge.
- B: I don't really think so. He has to spend a lot of time preparing for his lessons or marking essays. etc
- 8 Think of what you have learnt in this lesson. Close your books and tell a partner.



Getting started

- What information do you think you should include in a letter of application? Choose from the list. Compare answers with your partner.
 - Work experience Hobbies
 - What you are doing now Personal qualities
 - Job title applying for Salary you would like to get
 - How much you want the job
 - Where/When you saw it advertised
 - Qualifications
 Family status
- 2 Which of the following greetings and salutations are appropriate for a letter of application? Why?
 - 1 Dear Sir/Madam, Yours faithfully,
- 3 Dear Mr Carver, Yours sincerely,
- 2 Dear Sally Brown, Love.
- 4 Dear Mr Davis, Yours,

Let's look closer

- Read the letter and complete the paragraph plan.
 - age/qualifications
 reason for writing
 - closing remarks
 experience/personality

Dear Mr Savage,

- pol am writing to apply for the position of part-time shop assistant at Cobweb Records as advertised in The Evening Post yesterday.
- 2 I am an eighteen-year-old student. I am currently studying Music at Preston College.
- 3 I have some experience as I worked in a department store last summer. I am very friendly and polite, which I believe are dealing with necessary qualities for customers. I am also hardworking and don't mind working shifts.
- 4 I hope you will consider me for the job. I would be happy to attend an interview. I look forward to hearing from you soon.

yours sincerely, Simon Smith

Simon Smith

1,43	
Para 1	***************************************
Para 2	***************************************
Para 3	***************************************
Para 4	######################################

Formal style

- Work in pairs. Which of the following characterise the style of the letter in Ex. 3? Give examples.
 - personal, chatty
 polite
 everyday language
 - short forms full forms formal phrasal verbs
- Find formal expressions in the letter that match the informal ones below. Compare with your partner.

Informal	Formal
I want to apply for	I am writing to apply for
that I saw an ad for in	
Right now, I'm studying	
Think about me for the job.	
I can't wait to hear from you.	***************************************

Your turn

- Portfolio: Underline the key words in the rubric, then answer the questions in the plan. Use your answers to write your letter (100-150 words).
 - You saw this advertisement in The Citizen newspaper last Monday. Write a letter of application.

Part-time waitress to work weekends at Streets café.

- Some experience required
- Good rates of payLively personality an asset

Apply in writing to Mr Field, PO Box 64



Who will you address your letter to?

Introduction (Para 1)

What position are you applying for? Where and when did you see it advertised?

Main Body (Para 2 & 3)

What are you doing at the moment? What is your work experience? What relevant personal qualities do you have?

Conclusion (Para 4)

What are your closing remarks? How will you sign off?

Eulture (7

Unusual Jobs

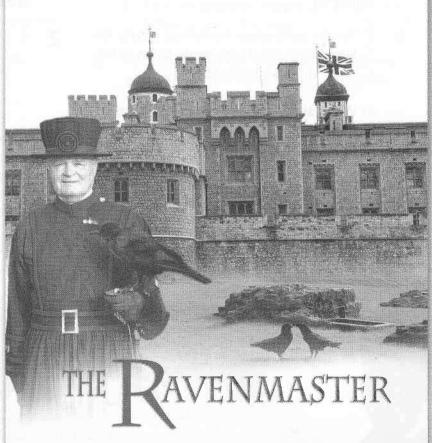
Listening & Reading

- Look at the pictures and the title of the text. What do you think a 'ravenmaster' does? Read to find out.
- a. Read the text and match the sentences (A-E) to the gaps (1-4). There is one extra sentence that you do not need to use. Compare answers with a partner. Listen and check.
 - A The birds' wings are clipped so they can't fly away.
 - B This is no easy task.
 - C At around 5:30 in the afternoon, he feeds the birds again.
 - D This responsibility falls to the Ravenmaster.
 - E The ravens eat a diet of raw meat, boiled eggs and bird biscuits soaked in blood.
 - b. Explain the words in bold.
- In pairs, ask and answer comprehension questions about the Ravenmaster based on the information given in the text.
 - A: Where does the Ravenmaster work?
 - B: At the Tower of London.
 - A: What does he do?
 - B: He ... etc

Speaking

Work in pairs. Take the roles of a ravenmaster and a reporter. Use the information in the text to act out an interview.

Project: Write a short article about a popular tourist atraction in your country where you can see people in special uniforms. Write: where the place is, what you can see there, what the duties of the people are



Legend has it that if the ravens ever leave the Tower of London, it will crumble and disaster will fall upon England. It is for this reason that there are always at least six ravens in permanent residence at the Tower.

Of course, someone has to look after the ravens and make sure that they are fed and kept in good health. 1

He is one of the Yeomen Warders, also known as Beefeaters, that work at the Tower of London, but his **sole** responsibility is to care for the birds.

In the morning, he has to get up at as early as 5 am to let the birds out of their cages, give them water and prepare their breakfast.

After he has cleaned out the cages, the rest of his day is spent guarding various parts of the Tower, guiding visitors and answering their questions. However, he also keeps a careful eye on the birds throughout the day.

At the end of the day he puts the birds to bed. He puts them back in their cages and locks them up for the night around 9 pm.

The Ravenmaster needs to be dependable, responsible and dedicated. After all, it's not just the **welfare** of the birds he has to think about – according to the **legend**, the **fate** of the nation rests on his shoulders, too!

Staying safe

Lead-in

- a. You are coming back home from a party. It's late and the streets are empty. Listen to the music and describe the scene.
 - b. Which of the following best describes your thoughts?
 - 1 I'd better hurry!
 - 2 It's a lovely night!
 - 3 I should have asked for a lift!
 - 4 | like it now so peaceful and quiet!
 - 5 What if someone appears from nowhere?
 - Are those footsteps I can hear?
 - 7 Who's that behind that column?
 - 8 I should have joined that self-defence class.

Reading

- a. Look at the title of the article and the following phrases from the text. What do you expect to read about? Discuss in pairs.
 - late at night, jumps out, performs fancy moves. drives away unharmed, grabs her, pulls her off balance, avoid a potential attack, use common sense, well-lit areas, aware of your surroundings, make yourself a target, best defence, walk away, fight back, self-defence class, escape an attacker's grasp
 - b. Listen, read and check.

class, and runs lives to fight another

icture the scene: a young woman is walking to her car in a multistorey car park late at night. Suddenly, a man jumps out at her from behind a column. She performs some fancy moves, kicks him where it hurts and while he's on the floor she jumps into her car and drives away unharmed.

Well, that's how they do it in films. Unfortunately, the reality might be something quite different. When the girl tries to kick the bad guy, he grabs her and pulls her off balance and now she's on the floor, defenceless, with nowhere to run.

This little scenario should serve to teach you three very important things: real life is nothing like in films; never walk alone at night, whether you are a man or a woman; and, most importantly, use your brain and not your body to defend yourself against an attacker.

Staying safe is all about not putting yourself in a potentially dangerous situation. Avoid a potential attack before it happens by using your common sense. This means don't go out alone at night, stay in well-lit areas, make sure someone always knows where you are, be aware of your surroundings at all times, walk with confidence and carry a mobile phone with you at all times. Basically, don't make yourself a target. Attackers look for people who are vulnerable.

If you do find yourself in a dangerous situation where you are being threatened, try and diffuse it. That is, try not to make the situation worse by getting angry or trying to fight. The best defence is to remove yourself completely from the situation. Calmly walk away if you can, but if you feel you have to run away, then that's what you should do, as fast as you can.

If all else fails and physical force is your only choice, then you must fight back. However, the only way to do this effectively is to use the moves you have learnt in a self-defence class. A good self-defence instructor will teach you how to escape an attacker's grasp and how to disable or distract him long enough for you to escape.

Ask at your local police station, community centre or YMCA centre for details of your nearest class.

- Read the text again, then answer questions 1-5. Compare answers with a partner. Give reasons for your choices.
 - 1 What is the writer's purpose in writing the text?
 - A to describe something that happened
 - B to say why people are attacked
 - C to teach people how to fight
 - D to explain how to defend yourself
 - 2 What would a reader learn about films from the text?
 - A They don't give a realistic message about self defence.
 - B They can make some people very violent.
 - C They can be a useful way to learn about self defence.
 - D You shouldn't watch them on your own.
 - 3 What does the writer say about attackers?
 - A They like to attack people with mobile phones.
 - B They prefer to attack confident people.
 - C They are aware of their surroundings.
 - **D** They look for easy targets.
 - 4 What does the writer say about physical force?
 - A You should use it only if you are very angry.
 - B You should use it as fast as you can.
 - C You must always fight back.
 - D You should learn how to use it beforehand.
 - 5 Which of the following is the best description of the writer?
 - A Someone who watches too many violent films.
- B Someone who is trying to make people safer.
- Someone who is learning how to fight criminals.
- D Someone who is worried about the causes of crime.
- Replace the words/phrases in bold with the underlined words/phrases in the text.
 - 1 The best self defence is to make sure you aren't in a weak, unsafe position.
 - 2 Luckily the driver was not hurt.
 - 3 She was lying on the floor, unable to protect herself.
 - 4 You don't need expert knowledge in this situation just use your practical judgement.

- 5 Try to avoid being a victim. Never walk alone.
- 6 He claims listening to music doesn't take his attention away from studying.
- 7 There are **possible** problems which we need to take care of immediately.
- 5 Underline the correct word. Compare answers with your partner. Check in your dictionaries.
 - 1 He tried to **grab/remove** her car keys, but she started screaming.
 - 2 The prisoner tried to avoid/escape from prison.
 - 3 We shouldn't leave children lonely/alone at home late at night.
 - 4 What you said harmed/hurt her feelings.
 - 5 Things are difficult in true/real life.

Speaking

- You are a safety instructor. Read the text again, make notes under the headings, then give the class a short talk about self defence.
 - how to avoid an attack
 - what to do if involved in a dangerous situation
 - what to do if being attacked

Listening

7 Listen and complete the tips for staying safe.

STAY SAFE!

- Leave a 2) where you can be contacted.
- Never talk to 3)
- Shout loudly and try to get away from someone if they try to 4) you go with them.
- If you ever get lost in 5), ask a
 police officer, a shop assistant or a woman with
 a child for help.

Writing

Portfolio: Use the text in Ex. 7, as well as your own ideas, to prepare a list of Dos and Don'ts on how to defend yourself.

Watch out!

There have been a number of incidents in the town centre lately involving purse snatching and muggings. For this reason Moreton Police are warning people to be careful this Bank Holiday weekend and to watch out for thieves and pickpockets. Police advise shoppers especially to take a few simple precautions to ensure they don't become victims of theft.

- Never leave your bag unattended on the back of shopping trolleys or on pushchairs.
- Always make sure that your bags are securely fastened.
- If your bag has a strap, wear it across your body with the openings facing inwards, and hold it close to your body.
- Never put your bag on the floor to look at anything on the shelves or when trying on clothing in changing rooms.
- Only keep items in your bag that you need, and leave other valuables in a safe place at home.

- If you do not have a bag, hold your purse/ wallet close to your body or carry it in a concealed front pocket.
- Keep your cash card separate from your cheque book.
- Always remain aware of what is going on around you.

Report any incidents to the police straight away and cancel any stolen bank and credit cards immediately. If you have any information about anyone involved in crime, call CRIMESTOPPERS on 0800 555 111.

Street crime

Reading & Listening

- **1** a. Read the title and the introduction. What is the purpose of the text? Listen, read and check.
 - b. Answer the questions.
 - 1 Where do people sometimes leave their bags?
 - 2 What should you carry in your bag?
 - 3 How should you carry your purse/wallet?
 - 4 What should you do if your valuables are stolen?
- a. Look at the table. Which of these words appear in the text in Ex. 1a?

Crime	Criminal	Verb
burglary	burglar	burgle (sb's house)
mugging	mugger	mug sb
robbery	robber	rob (a bank)
theft	thief	steal sth
kidnapping	kidnapper	kidnap sb
shoplifting	shoplifter	steal from a shop
pickpocketing	pickpocket	steal sb's purse

b. Give definitions for the criminals in the table. What are these words in your language?

A burglar is someone who burgles someone's home.

3 Read the newspaper headlines. What crime is each one about?

GUNMAN FLEES WITH CASH FROM BANK

RECORD NUMBER OF CARS STOLEN

WOMAN HURT DURING BREAK-IN

PENSIONER MUGGED FOR £13.50

Law-breakers

- **4** a. Which of the people in the list are law-breakers? Decide in pairs. Check in your dictionaries.
 - thief security guard pickpocket judge
 - victim burglar juror mugger witness
 - bank robber barrister detective offender
 - b. Complete the exchanges with words from the list. Which of the people in Ex. 4a is each exchange between?

attempt, verdict, escape, court, innocent, break into, caught, found guilty, crime, sentenced, weapon, got away with, accused

1	A:	You have been	of	the
		Do you have anything	to	say
		before you are?		
	B:	The is wrong! I am		!

B:	Alright! You've
	me – but I almost
A:	Take your time and tell the
	where you saw the on the night
	of 3rd June.
B:	I saw him the house
	next door. He just forced open a window

5 Use the phrases to complete the sentences.

• press charges • minor offence

and climbed in.

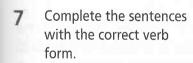
3

- armed robbery crime scene break the law
- 1 We should never
- 2 The police decided not to and gave the man a warning instead.
- 3 The bank staff have special training in how to deal with an
- 4 Trespassing is a
- 5 The police put barriers around theto keep the public and the press back.

Prepositional phrases

- 6 Fill in: *before*, *in*, *of*, *with*, *to*, *under*. Check in your dictionaries.
 - 1 The man was charged shoplifting.
 - 2 She has to appear court next week.
 - 3 The thieves were brought the judge.
 - 4 They accused her theft.
 - **5** The pickpocket was taken to the station handcuffs.
 - 6 She was sentenced twenty years in prison.
 - 7 The mugger was placed arrest.

Phrasal verbs



ay

ur

eir



- 1 Crime in the city is away tourists. (deterring)
- 2 Criminals deserve to have their freedomaway from them. (removed)
- 3 Tanya has away from home three times. (left)
- 4 The bank robbers away with £400,000. (escape)

Idioms

- **8** a. Use the idioms to complete the sentences.
 - to take sth down a slap on the wrist
 - to catch someone red-handed
 - off the record

Check in your dictionaries. Are there similar idioms in your language?

- 1 The store detective the girl as she hid the CD in her bag.
- 2 The police officer the names and addresses of the witnesses.
- 3 The police told him this time he would only get but next time he wouldn't be so lucky.
- 4 Tom agreed to tell the police everything as long as it was
- b. Complete the joke with the correct idiom from Ex. 8a.



Speaking

- In pairs, talk about how you can avoid danger when out with your friends at night. Use the ideas to help you.
 - Take care on public transport
 Stay with a group of friends
 Don't use a cash machine unless necessary
 Walk in well-lit areas
 Don't accept lifts from strangers
 Keep your bag fastened
 - Share a taxi with friends Don't walk and talk on your mobile



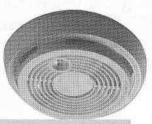
Portfolio: Imagine you are a teacher about to take your students on an educational trip to London. Prepare a leaflet explaining what they have to/mustn't do to be safe on the streets.

The passive



Grammar Reference

1 Look at the sentences below. Which sentence emphasises what happened to a subject, rather than what a subject did?



by James yesterday

subject	verb		object
James	installed	a smok	ke alarm yesterday
		Passive	
subje	ect	verb	agent

Speaking

A smoke alarm was installed

James wants to make his house safe. Read his notes below. Then, in pairs, ask and answer questions using the passive, as in the example.

To do List

- Put up high fence around garden fencing coming next week
- install burglar alarm
 being installed today
- fit locks on doors and windows
 ✓ fitted yesterday
- install security light will do tomorrow
- fit smoke alarms✓ did this morning

A: Has a high fence been put up around the garden?B: No. The fence will be put up next week.

4 Use *with* or *by* to complete the following sentences.

with + instrument/material/ingredient
The window was cut with a special tool.

by + agent Tim's house was burgled by a professional.

- 1 The burglar alarm was installed a security firm.
- 2 His home is fitted a high-tech security system.
- 3 The house was painted special antigraffiti paint.
- 4 The burglar was caught red-handedthe police.
- 5 The child was pulled out through a window the firefighters.

Reading

a. Read and find an example of the passive voice. Then put the underlined sentences into the passive.

Cameras all around you

According to a report out today, the UK has more closed circuit television cameras than any other country. This means that, in some areas, there is a good chance you'll be caught on camera about 10 times a day.

The report claims that <u>CCTV cameras in public</u> <u>places protect people and prevent crime</u>, as they help identify and catch criminals. It also claims that

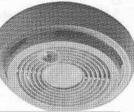
Partitula Lank in English newspapers and time five headlines. While the headlines out as full sentences, using the passive where possible.

The passive



Grammar Reference

1 Look at the sentences below. Which sentence emphasises what happened to a subject, rather than what a subject did?



subject	verb	object
James	installed	a smoke alarm yesterday

Speaking

James wants to make his house safe. Read his notes below. Then, in pairs, ask and answer questions using the passive, as in the example.

A smoke alarm was installed by James vesterday

To do List

- Put up high fence around garden fencing coming next week
- install burglar alarm
 being installed today
- fit locks on doors and windows
 Itted yesterday
- install security light will do tomorrow
- fit smoke alarms

 ✓ did this morning

A: Has a high fence been put up around the garden? B: No. The fence will be put up next week.

- 3 In pairs, expand these headlines into full sentences using the correct passive tense.
- 1 CCTV CAMERAS TO BE INSTALLED IN MORE AREAS
 - 2 MAN CHARGED WITH 30 BURGLARIES
- 3 SURVEY SHOWS ONLY I IN 3 HOUSES HAVE SMOKE ALARMS
 - 4 NEIGHBOURHOOD WATCH SCHEME A SUCCESS

5 700 KILLED IN HOUSE FIRES EVERY YEAR 4 Use *with* or *by* to complete the following sentences.

with + instrument/material/ingredient

The window was cut with a special tool.

by + agent Tim's house was burgled by a professional.

- 1 The burglar alarm was installed a security firm.
- 2 His home is fitted a high-tech security system.
- **3** The house was painted special antigraffiti paint.
- 4 The burglar was caught red-handedthe police.
- 5 The child was pulled out through a window the firefighters.

Reading

5 a. Read and find an example of the passive voice. Then put the underlined sentences into the passive.

Cameras all around

According to a report out today, the UK has more closed circuit television cameras than any other country. This means that, in some areas, there is a good chance you'll be caught on camera about 10 times a day.

The report claims that <u>CCTV</u> cameras in <u>public</u> places protect people and prevent crime, as they help identify and catch criminals. It also claims that research has shown that <u>putting CCTV</u> in <u>car parks</u> has reduced car crime and <u>vandalism</u>, and that more cameras on the streets may help to reduce street crime.

Opponents of CCTV, however, claim that the cameras are an invasion of privacy and a threat to personal freedom. Government officials deny this and say that the cameras offer people a feeling of security, and that only those people who are doing something wrong need to worry.

b. Read again. What are the pros/cons of having CCTV cameras installed, according to the report?

Causative form



Grammar Reference

6 Read the sentences. Which one suggests that someone else does something for us?



 Ben is installing a burglar alarm.



 Ben is having a burglar alarm installed.

7 Change the sentences into the causative form.

- 1 I am going to insure my valuables.
- 2 A locksmith changes Maggie's locks regularly.
- 3 A handwriting expert will check the document for the police.
- 4 Tim uses a security firm to guard his office.
- 5 A thief has stolen Brian's car.

Clauses of result

to



Grammar Reference

- **8** a. Complete the gaps with **so** or **such**. Check in the Grammar Reference.
 - 1 The thief was quick that no one saw him.
 - 2 There is a lot of crime in this area that we are thinking of moving.
 - 3 My brother is naughty that he gets into trouble all the time.
 - 4 There have been many burglaries in our area lately that we have bought a burglar alarm.
 - 5 It was a sad story that we cried in the end.
 - 6 He was driving fast that he didn't manage to stop in time.
 - b. Link the sentences using As a result, Therefore, Consequently, For this/that reason.
 - 1 CCTV cameras have been installed in the city centre. The amount of street crime has reduced.
 - 2 More houses have smoke alarms these days. Many lives have been saved.
 - 3 Prisons are overcrowded. Criminals are serving less time in jail.

- **4** He was caught with the stolen jewellery. The police arrested him.
- 5 No witness came forward. The police could not press charges.

Every/each/either/neither



Grammar Reference

- **9** Fill in: *every*, *each*, *either* or *neither*. Check in the Grammar Reference.
 - 1 We can go by car or by bus I don't mind which.
 - 2 of the witnesses said the same thing.
 - 3 town has a police station.
 - 4 The man demanded that he shouldbe charged or set free.
 - 5 of the two suspects admitted to the crime.

Sentence transformations

- 10 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 The police arrested the burglar and took him to the station.

The burglar and taken to the station.

- **2** The security firm fitted a burglar alarm at Paul's house.
 - Paul alarm fitted at his house by security firm.
- 3 Ian insured his valuables for £1 million,
 - lan had for £1 million.
- 4 Burglars broke into Mark's house while he was away for the weekend.
 - Mark's house while he was away for the weekend.
- 5 Lynn had a security system installed in her home. A security systemLynn's home.
- 11 Think of the grammar structures you have learnt in this lesson. Make sentences using them. Tell a partner.



Portfolio: Look in English newspapers and find five headlines. Write the headlines out as full sentences, using the passive where possible.

Listening & Speaking skills

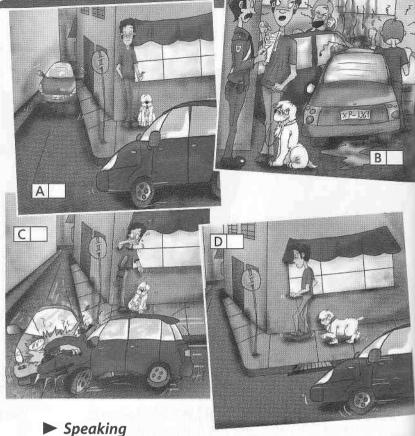
Giving an eye-witness account

▶ Reading

- Try to put the pictures in the order the events happened. How are they related to the dialogue below? Read the first exchange and check.
- Read the dialogue and choose the correct response (a-e) to complete each gap. Listen and check.
 - A: Hello, sir. I'm Sergeant Smith. Please tell me what happened.
 - B:
 - A: Where were you?

 - A: Can you describe what happened?
 - B: The red Ford car was at the junction, and just as it pulled out, the green Ibiza came out of nowhere very fast and they ran into each other.
 - A: I see. So you would say the second vehicle was travelling at high speed?
 - 3 B:
 - A: OK. Can I take your name and address, please?
 - 4 B:
 - Would you agree to be called as a witness at a later date?
 - 5 B:
 - a Yes, of course.
 - b I was walking my dog on Old Road.
 - c Well. There was a terrible road accident, as you can see.
 - d Definitely! At least 50 miles an
 - e Yes. It's Karl Price, 9 Bull Lane, Princeton.

Were your guesses in Ex. 1 correct?



Portfolio: Work in pairs. Imagine the driver of the red car is giving his/her statement to the police officer. Take roles and act out the dialogue. Use the dialogue in Ex. 2 as a model. Record yourselves.

Everyday English

Expressing annoyance & calming someone down

- Read the example, then use the points below and the language in the table to act out similar exchanges in pairs. You can use your own ideas.
 - The amount of traffic on the roads
 - People who drive too close
 - Car alarms going off at night
 - Drivers who play music so loud it's deafening

- I'm sick and tired of
- I'm fed up with ...
- I won't tolerate ... any more
- I've had enough of
- I'm absolutely furious about ...
- I've had it with ...
- · Calm down.
- Take it easy.
- Relax
- Simmer down.
- Keep your hair on.
- Don't get so worked up.
- A: I'm sick and tired of the amount of traffic on the roads.
- B: Calm down.

Warning others

Speaking

- Use the useful language in the table to act out exchanges like the example below.
 - A: Don't park there. You'll get a ticket.
 - B: Yes, I suppose you're right.

ing a warning
're right.
ess so.
od thinking.
t's true.
I suppose you're
t.

- 1 try to stop a burglar by yourself / may get hurt
- 2 when you cross the road / get knocked down
- 3 be out alone late at night / it is dangerous
- 4 leave your car unlocked / get stolen
- 5 exceed the speed limit / pay a fine

Reporting an emergency

Listening

Please come guickly.

- a. What number do you call in your country when you need the emergency services? In what circumstances would you call them?
 - b. Listen and tick (✓) the expressions you hear.What emergency is the caller reporting?

	· · ·	
•	Are you or anyone else in any	
	immediate danger?	
•	Thank you for your help, Officer.	
•	A patrol car is on its way to you now.	F
•	Help, help!	
•	Please state the nature of the	
	emergency.	
0	Emergency services. Which service	
	do you require?	
	Please state your name and address	

Speaking

clearly.

c. Work in pairs. You have witnessed a road accident. Use the phrases in Ex. 6b, as well as your own ideas, to report it to the emergency services.

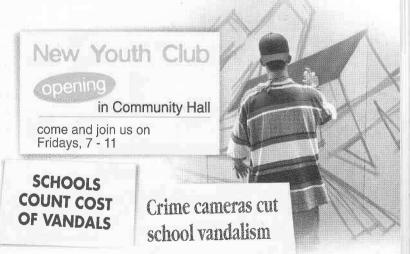
▶ Listening

You will hear a conversation between a boy and a girl about vandalism at school. Look at the sentences below and decide if each sentence is correct or incorrect. If it is correct, put a tick (/) in the box under A for YES. If it is not correct, put a tick (/) in the box under B for NO.

		Α	В
1	Rob is decorating the wall with ink.		
2	Stacey likes graffiti.		
3	Rob enjoys drawing graffiti.		
4	Stacey is worried that Rob might		
	get punished.		
5	Rob has thought about the	23	
	damage he is causing.	H.	
6	The Headmaster does not think		
	vandalism is a serious issue.		
7	Rob may join a new club.		

Debating

- 8 Look at the pictures, the headlines and the poster and discuss the following in pairs. Talk about:
 - whether or not graffiti is desirable or attractive in any way
 - how the community can work together to stop vandalism
 - how young people can spend their time more effectively



- A: I think graffiti is awful. Although it can be colourful and artistic, I think it is generally a bad thing.
- B: Yes, I agree with you. It is a crime for young people to do it it makes our neighbourhood look really ugly. etc

Getting started

1 You've read the following in a local magazine. What solutions can you suggest? Discuss it in pairs.

More and more teens these days are victims of bullying. Please write in with your suggestions on how to avoid being bullied at school.

Let's look closer

- a. Read the article. Which paragraph(s): state the problem? summarise the writer's opinion? contain the writer's suggestions and possible results/consequences?
 - b. Were any of your ideas in Ex. 1 mentioned in the article?
- 3 Underline the topic sentences in the main body paragraphs. Can you suggest alternative ones?
- **4** a. Read the table. Which of these phrases has the writer used in his article?

Making suggestions

- A useful suggestion would be ...
- Another suggestion/way to ... is/would be to ...
- It would be a good idea to .a.
- It would help if you/we ... etc

Presenting results/consequences

- This would/could ... In this way, ...
- If ..., then ... As a result, ... By doing this, we/you/etc would ...
 - b. Choose any of your ideas in Ex. 1. Write a topic sentence. Then write supporting sentences. Use the language in Ex. 4a.

Safe Schooling

By Martin Raby

Nowadays more teens than ever before either bully or are bullied at school. Bullies hurt their victims in different ways – physically, psychologically and verbally. It can happen to anyone and may be as a result of many things, such as appearance, social standing or even friendship groups. What can we do, then, to make school a safer and happier place for young people?

First, if you are a victim of bullying, it would be a good idea to talk to an adult you can trust. With their help, you can avoid dangerous situations. Remember – you do not have to suffer alone.

It would also help if you spent as much time as possible in the company of friends. By doing this, you avoid giving the bully the opportunity to pick on you. You have a far greater chance of being able to ignore or stand up to bullies if you are with a group of people.

Another suggestion is to join your school's antiviolence programme, if one exists. Alternatively, you could start one in your school to combat the problem. In this way, you will be able to help not only yourself, but others who may be in a similar situation.

There are many ways to put a stop to bullying. It should not be tolerated under any circumstances. Speak out and make our schools safer!

Your turn

- 5 a. Read the rubric and underline the key words.
 - You see the following on the Letters to the Editor page in your local newspaper. 'Local schools are being broken into and vandalised in the evenings and at weekends by gangs of youths. What can we do to stop this from happening? Write in with your suggestions.'
 - b. Work in pairs. Use three of the solutions below and write a topic sentence for each main body paragraph. Then decide on their results and consequences.
 - CCTV cameras regular patrols
 - facilities for teens to spend their free time e.g. youth centres
 - punishment to fit crime e.g. repair the damage
 - c. **Portfolio:** Use the plan and your answers in Ex. 5b to write your article. Swap papers and check your partner's article.



Introduction

(Para 1) What is the problem?

Main Body

(Paras 2-4) What are your suggestions/possible results?

Conclusion

(Para 5) How would you summarise your opinion?

FOLLOWING THE RULES

When people are playing a game, they need to follow the rules. If they don't, the game becomes disorganised and unfair, and it stops being fun. If a student ignores a rule against talking in class, the other students can't concentrate. Drivers who don't follow traffic laws can cause serious accidents.

Most things we do are governed by rules. These may be unwritten, like the 'rules' of social politeness, or official laws passed by parliament and backed up by the legal system. Punishment for breaking the rule may vary from being criticised to being put in prison.

But all rules and laws have the same purpose - to make it clear what most people agree is right or wrong, and what happens if someone breaks the rule. They are designed to ensure fairness, safety and respect for other people's rights, and in this way they help us work, play and live together peacefully.

- Think of yourself at home/school. What rules do you have to follow in each place? Who makes the rules? What happens if you break a rule?
- Imagine the following situations. How would you feel, and why? What would you do? Discuss in groups.
 - 1 You're playing a game, and one of the other players keeps cheating.
 - 2 You're standing in a queue, waiting your turn, when someone pushes in front of you.
 - 3 You see someone riding away on your new bike.
 - 4 The pedestrian light is green, you cross the road, and a driver who has ignored the red light nearly hits you.
 - 5 Someone starts shouting at you and pushing you because you have a different skin colour/ religion/etc.
 - 1 A: I would be annoyed, because the point is to see who is the best player, and cheating spoils the
 - B: I agree. I would tell them to follow the rules, and if they didn't I would probably stop playing.
 - C: Yes, it's against the rules to cheat.
- In pairs, try to explain the meaning of these expressions. Use your dictionary to help you.
 - as a rule the golden rule
 - above the law the law of the jungle
 - to take the law into your own hands

If there were no rules and everyone was free to do whatever they wanted, most people would probably behave selfishly. We need rules to help us get along together and show respect for each other.

Having rules doesn't stop people breaking them. We will always need referees and penalties, policemen and prisons. But most of us are basically honest, and knowing the rules means that we usually try to follow them. One reason we this is to avoid punishment. but strongest argument for following the rules is, quite simply, that it makes the world a better place for all of us.

CURRICULAR CU DESCRIPTION OF MM 0

Reading & Listening

- Why do we need rules, and what would happen if we didn't have them? Discuss it in groups, then listen to and read the text quickly to see if it agrees with the points you mentioned.
- Read the text again and decide if each sentence below is T (true) or F (false), according to what the text says. Then explain the words in bold.
 - 1 A game isn't fun if players break the rules.
 - 2 There are rules about most things we do.
 - 3 Anyone who breaks a rule may go to prison.
 - 4 There are different kinds of rules and laws, but they all have something in common.
 - 5 Rules don't mention punishment.
 - 6 Rules and laws are made to improve our lives.
 - 7 Rules stop people behaving selfishly.
 - 8 Good laws make punishment unnecessary.
 - Most people try to follow the rules.
 - 10 The main reason we should follow the rules is to avoid being punished.

Project

Work in groups. Decide on a set of rules for your English class, then write a document to be displayed on the class notice board. Explain:

- what you want the rules to achieve (e.g. teach respect for others, encourage learning habits, etc)
- what students (and teacher) must/mustn't do
- what happens if a rule is broken

Self-Assessment Module



Vocabulary & Grammar

- Fill in the gaps with the correct word.
 - 1 You've her feelings with your impolite comments.
 - 2 He was found of murder.
 - 3 As he was away from home for over a year, he got very
 - 4 We should after coral reefs.
 - 5 The police caught them-handed.
 - 6 Use your sense, will you?
 - 7 The police will charges against him.
 - 8 Breaking someone's window is a offence
 - 9 He doesn't work for anyone. He's self-......
 - 10 My father works very hours. We don't see much of him.

(10 marks)

Circle the correct item.

- 1 of the suspects admitted to the burglary.
 - **A** Either
- **B** Any
- C Neither
- 2 Coral reefs are in due to man's activity.
 - A risk
- B jeopardy
- 3 They caught the burglar and placed him arrest.
 - A before
- B with
- C under
- 4 It takes a long time to to a new work environment.
 - A organise
- **B** adapt
- C succeed
- 5 The mugger was taken to the police station handcuffs.
 - A in
- B of
- 6 Attackers look for people who are
 - A common B vulnerable C unharmed
- 7 Don't say that! You mighther feelings.
 - A hurt
- B ache
- C harm
- 8 There are a lot of ways to avoid a(n) attack.
 - A alone B unharmed C potential
- 9 The attacker tried to her car keys.
 - A grab
- B remove C harm

10 She is a teacher by

A job

- B career
- profession

(10 marks)

Use of English

- Complete the second sentence so that it means the same as the first. Use no more than four words.
 - 1 George is a presenter on a cable TV channel. George works on a cable TV channel.
 - 2 I should have applied for the post.
 - I wish I for the post.
 - 3 The police caught the bank robber and arrested him. The bank robber and arrested
 - by the police.
 - 4 They fitted an alarm system in our house. Our house with an alarm system.
 - 5 Pat insured her car for \$15,000.

Pat had for \$15,000.

(10 marks)

- Fill in the correct word derived from the word in bold.
 - 1 You have to be very to become a fashion designer. **CREATE**
 - 2 Penny was really that Jane came to **PLEASE**
 - 3 The film was not for young children.

SUIT

- 4 James passed his exams and is now a lawyer. QUALIFY
- 5 You can trust Pete; he is a very boy.

SENSE

(10 marks)

Communication

- Complete the exchanges.
 - a Good thinking.
 - **b** I don't agree.
 - c What are your future plans?
 - d How many hours will you be working?
 - I would love to be an actor.

1	Α:	
	B:	I want to become a doctor.
2	Α:	If I were you, I wouldn't leave the car
		unlocked.
	B:	
3	A:	
	B:	Sixteen hours a week.
4	Α:	I think teachers get paid too much money.
	B:	
5	A:	What do you want to do when you grow up?
	B:	***************************************

Listening

You will hear two friends talking about what jobs they want to do. Match the person (1-5) to the profession/career (A-F).

1 Susie

Songwriter

2 Paul

В Teacher

3 Lily

Vet D DJ

4 Carol

Ε Florist

5 Matthew

Lawyer

(10 marks)

(10 marks)

Writing

This is an advertisement for a job in your local newspaper.

WANTED:

Dedicated & hard-working teenager (16+) for well-paid shift work at a summer adventure camp.

Must be able to work both alone or as part of a team, have good communication skills and enjoy helping others.

If you are interested, apply in writing to Derek Green, Fun Camps, 100 Park Lane, Brighton BH1 2AE

Write a letter applying for the job. Make sure you include any experience and skills you have. (100 - 120 words)

(20 marks)

Reading

- Read the job adverts. Which job requires you to ... 8
 - 1 work different hours each week?
 - 2 have several years' experience?
 - 3 travel a lot?
 - 4 work some weekends?
 - 5 have the ability to communicate with others?

JOB OPPORTUNITIES

TV channel in Central London needs a new member of staff. Your responsibilities will include answering the phone, meeting and greeting clients and helping whoever is in need. You must have a friendly personality and excellent communication skills. The work will involve some late nights and weekend work. No experience necessary - training will be given. Please call Tim on 020 789 3311 for an interview.

Starting Salary: £12,000

An exciting position has opened up in our design department. We are looking for a recent graduate with a degree in graphic design. The job is challenging and you need to be very creative. You will work shifts: one week 9-5; the second week 11-7. For more information call 0141 555 8675

Salary: £12 per hour

Qualified journalist needed to work on a travel magazine. The ideal candidate should have at least 3 years' experience and love travelling. You will be sent on assignments all around the world and be writing articles and travel guides. Please e-mail your CV and a sample of your work to radiantnet@peepo.com

Salary is negotiable

(20 marks)

(Total = 100 marks)

Now I can ...

- talk and write about people's jobs and safety
- express my wishes and regrets
- write a letter of application
- give an eye-witness account
- write an essay providing solutions to problems



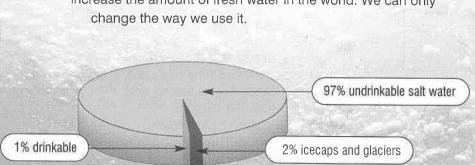


是被对于的-Logical

e may take it for granted, but water is the most important resource on Earth. It covers 80% of the Earth's surface and it's the only substance that can be found naturally in three forms: solid, liquid and gas. Water also makes up 66% of the human body and without it we can't live for more than a week.

Although water is the most common **substance** on Earth, we should use it carefully because only 1% is drinkable and 1/3 of all the people in the world can't get enough clean water. Today, we use 3 times more water than in 1950, and people in rich countries use 10 times more than those in poor ones. So where does it all go? Well, a single **dripping** tap can waste up to 7,600 litres of water in a year and a **leaking** toilet can waste about 260 litres in a day.

At home, we can help by fixing broken taps and toilets. Having showers instead of baths could save about 300 litres of water a week. We should also avoid using **chemicals** that pollute the water supply, because we can't increase the amount of fresh water in the world. We can only change the way we use it.



Reading & Listening

- **1** a. Look at the title and the pictures. What do you think the article is about?
 - b. In pairs, think of five things we use water for. Listen and read the text. Does it mention any of your ideas?
- **2** a. Read the text again and mark the statements *T* (true) or *F* (false).
 - 1 66% of the Earth's water is drinkable.
 - 2 Humans can live for seven days without water.
 - 3 People use 1/3 of the water on Earth.
 - 4 Having baths instead of showers wastes water.
 - 5 We can't increase the water supply.

b. Explain the words in bold.

Speaking

- 3 Close your book and tell your partner two ways to save water.
- Think of ten words you have learnt in this text. In pairs, make sentences using them.

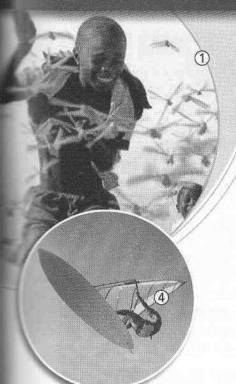
Project

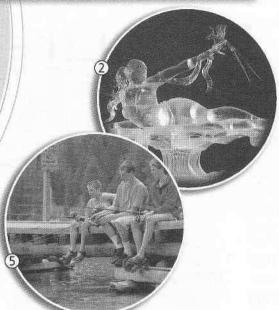
How much do you know about water? Work in groups. Collect information about water, then prepare a quiz for your classmates.

In action

Module 5

Units 9-10







Before you start

- What's your favourite: film? CD? Talk about them.
- How can you protect yourself from possible attackers?

Look at Module 5

Find the page numbers for pictures 1-5,

Find the unit and page number(s) for

- newspaper headlines
- a gym floor plan
- a questionnaire

Listen, read and talk about ...

- animals & animal sounds
- the weather & extreme weather conditions
- food/drinks & cooking methods
- sports & sports places
- body image

Learn how to ...

- talk about the weather
- express probability/possibility
- describe pictures
- ask for & give directions
- avoid direct answers

Practise ...

- modals (may, must, could)
- making assumptions/deductions
- (to-) infinitive, -ing form
- · idioms related to weather, ball
- phrasal verbs with up, on
- word formation of compound nouns

➤ Write/Make ...

- a short factfile about an insect of your choice
- an e-mail about a natural disaster
- a short text about a seasonal or weatherrelated festival
- an informal e-mail invitation
- an article about a winter event
- a festival food calendar
- an e-mail to your penfriend giving advice about how to improve their body image
- a survey report
- a *Did you know?* article about the human heart muscles

Culture Clip: Ice Art - Alaska

Curricular Cut (Biology): Muscles

Eco-friends: Sources of energy

Forces of nature

Nature

Killer Bees

You can find killer bees in North and South America, but originally they came

from southern Africa. They are called killer bees because they attack anyone who comes near their hive, and over 1,000 people have died this way in the last 50 years. They become angry easily and are not scared of people. They can even chase their victims for up to half a mile. They only sting once. Female bees die after stinging, but during an attack hundreds and thousands of bees sting at once.

Locusts Locusts can be up to 15 cm long and travel alone or in groups. When the population grows, they become more social and fly long distances to different countries. They can travel 200 km a day to find food. Swarms develop when the locusts crowd together in large numbers. When heavy rains are followed by a drought, locusts swarm to find food and become aggressive. A swarm of locusts can eat as much food as 2,500 hungry people!



Jellyfish

It is quite common to see massive swarms of jellyfish around the coast of Britain, because

warm sea currents and strong winds push the jellyfish to shore. They usually disappear when the weather changes again. However, people should avoid touching them, turning them over or playing with them, because their sting is dangerous for anyone allergic to them. The moon jellyfish is the UK's most common species and they grow up to 40cm in size.

Crickets

Cricket swarms are not uncommon, because when they travel in large groups they have a

better survival rate. About 50 percent of them die when they split up compared to when they don't. However, swarms can be a <u>nuisance</u>, especially for farmers, because they damage their crops. Many crickets are nocturnal and they make a chirping noise by rubbing their wings together. However, the colder it gets, the slower crickets chirp.

When the weather starts to warm up, people usually start to see flies around. However, milder weather due to climate change has led to an explosion in the fly population in recent years. Flies transmit around 40 serious diseases and carry the main types of food poisoning germs. Flies often swarm before it rains.

Lead-in

- a. Match the animals to the sounds. Compare answers with a partner, then listen and check.
 - 1 snakes bleat/hiss
 - 2 cats squeak/miaow
 - 3 canaries twitter/moo
 - 4 doves woof/coo

 - 5 lions quack/roar

- 6 wolves oink/howl
- 7 bees buzz/tweet
- 8 horses neigh/grunt
- 9 bulls hoot/moo
- 10 crickets chirp/cluck

What are these sounds in your language?

b. Which of these are insects? Which insects can you see in the pictures in the article?

Reading & Listening

- 2 Look at the title, the headings and the pictures. What do you think the text is about? Listen, read and check.
- 3 Look at the sentences below, then read the text again to decide if each sentence is true or false. If it is true, tick (✓) column A. If it is false, tick (✓) column B.

1	Killer bees come from North America.		
2	Killer bees can sting people many times.		
3	Heavy rains cause locusts to swarm.		
4	Locusts can travel from country to country.		
5	Weather conditions affect jellyfish movement.	Т	
6	Jellyfish swarms happen a lot in the UK.		
7	Swarms of crickets are uncommon.	L	
8	The hotter it gets, the faster crickets chirp.		
9	Flies can make us ill.		
10	Flies die when temperatures rise.		

- 4. Use the underlined words in the text to complete these sentences. Then explain the words in bold in the text.
 - I would get ill if I ate peanuts because I am them.
 My brother gets on my nerves he's such a
 In some parts of Africa a can last for years.
 Swarms of locusts can cause problems for farmers.
 - 5 Some farmers still harvest their by hand.
 - 6 Mosquitoes malaria to humans.
- 5 Match the nouns to the animals.

1	a swarm	5 a colony	a of monkeys	е	of whales
2	a school	6 a pride	b of sheep	f	of dogs
3	a flock	7 a pack	c of lions	g	of ants
4	a herd	8 a troop	d of bees	h	of cows
					•
1 .	2	3 4	5 6 7		. 8

- 6 Which animals sting and which bite? Check in your dictionary.
 - dog bee wasp mosquito squirrel jellyfish fly
 - spider snake scorpion ant

Words often confused

7 Complete the gaps with the following words: *shore*, *coast*, *seaside*, *beach*. Check in your dictionaries.

- 1 I love to listen to the gentle sound of the waves breaking on the
- 2 I like to walk along thecollecting seashells in the summer.
- 3 He often spends his summer holidays at the
- 4 They have a summer house on the of Spain.

Speaking

- **8** Read the text again and in pairs, ask and answer comprehension questions.
 - A: Where can you find killer bees?
 - B: In North and South America.

Listening

You will hear someone talking about locusts. Listen and fill in the fact file.



- Family: grasshopper
- Lifespan: 1) months
- Diet: cereals and other crops
- Habitat: 2), semi-dry areas
- Size: 3) cm, weight: 4) g
- Colour: brown, 5) or yellow
- Young called: 6)
- 10 Think of ten new words you've learnt in this lesson. Make sentences using them. Tell your partner.



Project: Write a short fact file about an insect of your choice. Use the headings in the fact file in Ex. 9 as a model.

The weather

1 Look at the mind map. Use the words to complete the text.



downpour storm torrential rain shower flood drizzle



sleet hail snowfall snowdrifts blizzard



sunshine heatwave blazing sun

-e- sun

breeze gale hurricane/tornado



... You won't believe what the weather has been like! The forecast promised glorious 1) s....., so we expected a 2) h...... but on the first day it started to 3) d....., then dark clouds filled the sky and there was a terrible 4) d...... It was pretty depressing. We had to stay indoors. The wind was blowing a 5) g....., too. At least it's not 6) s..... or 7) s...... Hopefully, it'll get better before we have to come home.

- **2** a. Use the verbs in the correct form to complete the sentences.
 - blow drizzle howl freeze pour shine
 - 1 I hate it when it I never know whether to take my umbrella or not because the rain is so light.
 - Don't go out today without boots and a raincoatit's down.
 - 3 Brrr. You'll outside in this weather. It's -5°C.
 - 4 The sun is Let's go to the beach!
 - 5 It was so windy he was nearly over.
 - 6 Can you hear the wind through the trees? It sounds very spooky.

Listening

- b. Now listen to the sounds and the music. What is the weather like? Draw a picture of the scene. Describe your picture to the class.
- 3 Complete the words and phrases with the words in the list, then put them in the correct gaps in the sentences (1-7).
 - flake drop stone gust bolt flash ray

a	a of	d	a snow
	lightning	е	a of sunshine
b	a of wind	f	a rain

g a hail

- 1 A of wind blew off his hat.
- 2 After the storm a of sunshine broke through the clouds.
- 3 Suddenly, a loud shook the building.
- **4** A is a ball of ice.

a thunder

- 5 A large fell on my head, and I dashed indoors just in time before the storm.
- 6 A of lightning lit up the sky.
- 7 A is like an ice crystal.

Extreme weather

- **4.** Which of these conditions were the people below caught in: *blizzard, hailstorm, heatwave, thunderstorm, tornado, pouring rain?* What do you think happened afterwards?
 - 1 We got completely wet through.
 - 2 I couldn't see where I was going and the snow was at least a metre deep.
 - 3 We were all sweating terribly. I wished it would rain to cool us down.
 - **4** A lot of buildings were damaged and some trees had been ripped out of the ground.
 - 5 It was scary and noisy as the hail was battering the roof of our car.
 - 6 We were frightened, cold and wet.

Natural disasters

Reading

Look at the headlines. What disaster is each about? Have you heard about any similar events in the news recently? Where and when did it take place? What happened? Talk in pairs.

Thousands made homeless by floods



3 Skier killed in avalanche

(4) Florida issues hurricane warning

Java volcano due to erupt



6 DROUGHT HITS KENYA

7 New Isunami warning system in Pacific

Temperature

Speaking

- a. Put the words in order from the highest to 6 the lowest temperature.
 - chilly cold freezing hot mild
 - scorching warm cool
 - b. Think of your country. What is the temperature in various regions at different times of the year? Tell the class.

During the winter, it's very cold. In the north, it's usually freezing and it often snows. Springtime is generally mild. In the south it is quite warm but in the north it stays rather cool until summer. etc

Prepositional phrases

- Underline the correct word in each sentence. 7
 - 1 Tornadoes destroy everything in/on their path.
 - 2 In parts of Eastern Europe in winter, travellers should beware on/of getting caught in a blizzard.
 - 3 People in the UK often complain of/about the
 - 4 Hailstorms caused a lot of damage in/to houses in the area.
 - 5 People had to deal with/at a long power cut after the storm.
 - 6 She is frightened of/about thunderstorms.

Idioms & fixed phrases

- Read the sentences (1-8). Circle the right word 8 to complete the idioms.
 - 1 Richard is such a dreamer. He's got his head in the clouds / fog.
 - 2 Marcie is not very well. She's feeling under the weather / temperature
 - 3 It was a silly argument just a storm / blizzard in a teacup.
 - 4 Things were going so well for him, but then when it rains, it pours / drizzles.
 - 5 Greg told everyone Jane's exciting news before she did, and stole her thunder/storm.
 - 6 Donna puts some money aside every month and saves it for a rainy/sunny day.
 - 7 When he got his degree, he was so happy, he was on cloud / sun nine.
 - 8 He's in perfectly good health. He's as right as snow / rain.

Phrasal verbs

(stop for holidays) turn draw (appear) (stop a vehicle) hold hospitality) (delay) do

break

(fasten)

put

(offer

Look at the phrasal verbs and then complete the sentences with the correct verb forms.

> 1 Sarah can't wait for school to up for the summer holidays.

- 2 My uncle's house was flooded so we him and his family up until the damage was repaired.
- 3 Sorry we're late. We were up by the bad weather.
- 4 I was waiting a long time in the rain before the bus up.
- 5 It's freezing outside don't go out without up your jacket!
- 6 As the wedding car up outside my house, the sun appeared from behind a cloud.



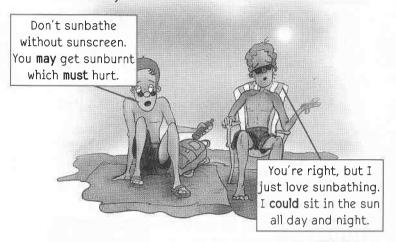
Project: Imagine you experienced one of the natural disasters in Ex. 5. Write an e-mail to your English pen-friend describing your experience.

Modals (possibility/ probability/certainty)



Grammar Reference

1 Read the cartoon. Which of the modal verbs in bold expresses: *probability/possibility? certainty? ability?*



- 2 Circle the correct modal. What does each express? Check in the Grammar Reference.
 - 1 A: They say it should / might rain today.
 - B: You must / have to be joking!
 - 2 A: You're wet through. You must / can be freezing!
 - B: Yes. Could / Would I have a towel please?
 - 3 A: The weather may / must get worse.
 - B: You can't / mustn't have heard the forecast then it said sunshine.
 - 4 A: Be careful! The wind must / might blow your umbrella inside out.
 - B: Thanks, but it **should / can** have died down a bit by now.
 - 5 A: Tom's plane can't / must have taken off.
 All flights are cancelled due to the weather.
 - B: Yes. He **should / must** be stuck at the airport.
 - 6 A: Being caught in a tornado might / must be terrifying.
 - B: Yes. They may / can destroy whole towns.
 - 7 A: The storm **should / can** have passed by now
 - B: Yes. You can't / must be right.
- Rewrite the phrases in bold, using an appropriate modal and making any other necessary changes.
 - 1 There's a chance it'll rain later.
 - 2 I'm certain it's scary living in an earthquake zone.

- 3 I bet the weather forecast is on in a minute.
- 4 It's likely that we'll have a very hot summer this year.
- 5 I'm sure Tom didn't drive to work, because his car is in the drive, covered with snow.

Listening

4 a. You will hear someone talking about a natural disaster. Listen and tick (✓) the correct column in the table.

	MUST	CANT	MAY/ CAN
AVALANCHE			
 happen anytime 		13.	
 start with weight of one skier 	TEE		
 be easy to survive 			
SKIER/CLIMBER			
be mad not to take			
basic rescue equipment			
 be carried along at 			
100 mph			
• survive if near surface		4 - 61 - 45	
• survive after 45 min			

b. Now use the table to make full sentences.

Making deduction	ons/
assumptions	Grammar Reference

5 Match the sentences to the meanings.

1] That's his coat. He must have forgotten it.
2	Alan hates cold weather. He can't/couldn't
	have gone skiing.
3	Bill might not know about the bad
	weather warning.

- Tom can't have been clearing snow off the driveway all morning! It's still covered!
- a It's possible that he doesn't.
- **b** I'm sure he did.
- c I'm certain that he didn't.
- d I'm sure that he wasn't.
- 6 Read the sentences (1-6) and choose the correct word(s) in bold.
 - 1 You must/could have been relieved to get home before the storm hit.

- 2 A hurricane may/can't have hit Florida. There was nothing on the news about it.
- 3 Be careful! You could/should hit someone in the eye with your umbrella!
- 4 Oh no! Marty must/can't have been waiting for the bus in the rain all this time!
- 5 Alex may not/shouldn't have heard the hurricane warning.
- 6 Gloria must/may have forgotten to put sun cream on! She's sunburnt all over!
- 7 Rewrite the sentences using past forms of modal verbs.
 - 1 I don't think they left for Mexico. They may not have left for Mexico.
 - 2 I'm sure she lost her way.
 - 3 Perhaps he is feeling ill.
 - 4 I don't think he will be seeing us tomorrow.
 - 5 I'm sure she wasn't at home.
 - 6 Perhaps she lost the way.

Speaking

8 Look at the pictures. Make as many deductions as possible.



► Reading

9 Complete the text with the correct word derived from the words in bold.



Sapporo is the capital of Hokkaido, the most	
1)island of Japan.	NORTH
In February every year, a 2) number	GROW
of visitors come to its snow festival.	
Last year, about two million people came to see the	
hundreds of 3) snow statues and	BEAUTY
4)ice sculptures that the festival is	IMPRESS
famous for. The town's ambition to hold	
one of Japan's 5) winter events	BIG
each year is made possible because it gets five metres	
of snow every winter.	
The festival is now an 6) event that	NATIONAL
includes a snow sculpture 7)	COMPETE
in which teams from all around the world take	
part. These sculptures are massive, and past entries	
include 8) buildings, people and	FAME
cartoon characters.	
As well as the contest, there is a wide 9)	VARY
of 10) and fun activities on offer.	ENTERTAIN

Sentence transformations

- 10 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 There is a chance that he will arrive tonight.

 Hetonight.
 - 2 I'm sure Gary hasn't flown to Detroit; the weather's too bad.
 Gary to Detroit; the weather's too bad.
 - 3 He's soaking wet I'm sure he has been walking in the rain. He's soaking wet – he walking in the rain.

 - 5 I'm sure he didn't catch the 8 o'clock plane.

 He missed the 8 o'clock plane.



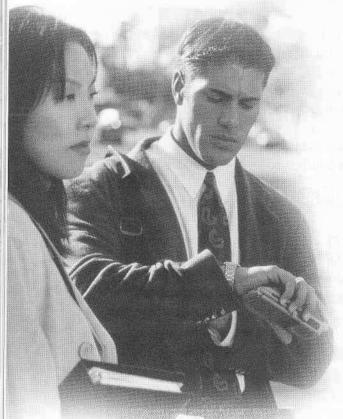
Project: Write a short paragraph (50-60 words) about a seasonal or weather-related festival. Include:

- When/where it takes place What activities/food/etc there are
- How long it lasts

Listening & Speaking skills

► Reading & Listening

1 Look at the picture. Where are the people? What could they be waiting for? Do they feel relaxed or impatient? Why?



- 2 a. The dialogue is related to the picture. What might the people be talking about? Read and check.
 - A: Excuse me. Have you been waiting long for the bus?
 - B: 1
 - A: It must be late because of the bad weather.
 - B: I hope it comes soon, or I may miss an important meeting.
 - A: 2
 - B: Me too. It wasn't this cold yesterday, was it?
 - A: No and the forecast for the weekend is sunshine.
 - B: 3
 - A: That's a relief.
 - B: At least we don't live in the north. It must be really cold there now.
 - A: **4**
 - B: It's about time!

- b. Complete the dialogue with sentences a-d. Compare answers with a partner. Listen and check.
- a Yes. We're in luck. Here's the bus.
- b I think we both might be late for work and I'm freezing!
- c Yes. It should have been here 10 minutes ago.
- d Good. This can't last for more than a couple of days, then.

STUDYSKILLS

Acting out a dialogue

Making up dialogues and acting them out helps you build your conversational skills and become more creative. Try to use as much new vocabulary as you can to reinforce what you have learnt.

 Portfolio: Take roles and act out the dialogue in pairs. Give it a different ending. Record yourselves.

Expressing probability/ possibility

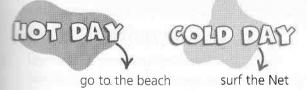
- a. Read the exchanges and underline the words/phrases that express probability or possibility.
 - A: What's the weather like today?
 - B: It's fine at the moment, but it might rain this afternoon.
 - A: Take your coat with you.
 - B: Why? The weather's fine.
 - A: It may be sunny now, but it could get cold later.
 - A: It can be very cold in the winter in Russia.
 - B: Yes, especially in the east.
 - A: It should have stopped raining by now.
 Take a look outside, will you?
 - B: Yes, it has, just like the forecast said it would.
 - b. Find statements in the dialogue that express probability/possibility.
 - c. In pairs, act out your own exchanges similar to the example, using *can't* and *must*.
 - A: You can't be cold. It's 22 degrees!
 - B: Well, I am, so I must be coming down with something.

▶ Listening

a. You are going to hear someone talking about extreme weather conditions in different places around the world. Read through the sentences (1-6) and underline the key words.

A special	ACCEPTATE OF THE STATE OF THE S	Α	В
		Yes	No
1	Only scientists live in the coldest place in the world.		
2	The coldest place in the world	1.5	
7041	is a village in Siberia.	_	
3	The hottest place in the world		
	is in South America.		
4	El Azizia is in the Sahara Desert.		
5	It almost never stops raining in		
	'the land of the clouds'.		
6	The windiest place in the world		
	is in the USA.		

- b. Listen and mark each sentence as correct or incorrect. If it is correct, put a tick () in the box under A for YES. If it is incorrect, put a tick () in the box under B for NO.
- What do you do in hot/cold weather? Make spidergrams. Compare answers with a partner.

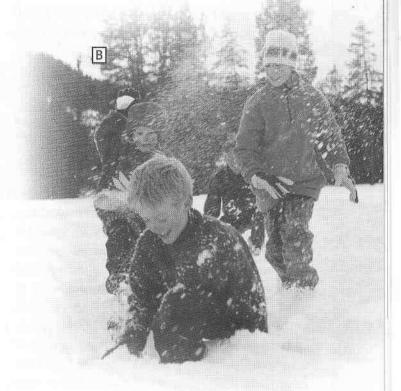


Describing pictures

Speaking

a. Look at picture A and describe it to your partner. Make speculations. Use *must*, *can't*, *may*.

- b. Listen to someone describing the same picture and evaluate them in terms of grammar, vocabulary and accuracy. How similar is their description to your partner's?
- c. Now, look at picture B and describe it to your partner. Make speculations about it.



- 7 In pairs, discuss how the weather affects your free-time activities.
- 8 Think of what you have learnt in this lesson. Close your books and tell a partner.



Getting started

- 1 a. Have you ever sent/received an e-mail invitation? Who from/to? What about?
 - b. What could you invite your friend to in writing?

A birthday party. etc

- **2** How would you start/end a letter to: a friend? your teacher? someone you've never met? Choose from the greetings below.
 - Hi (+ first name) Love, (+ first name)

Dear Mr/Mrs (+ surname)

 Dear Sir/Madam Yours faithfully, (+ full name) Best regards (+ full name)

- Which of these phrases would be appropriate in an informal e-mail invitation? Decide in pairs. Which can you use to start/end your e-mail?
 - I am writing to complain about ...
 - Hi! How are you?
 - Thanks for your letter
 - I look forward to hearing from you.
 - Can't wait to hear from you.
 - Write back soon!
- In pairs, rewrite the following sentences in an informal style. Check with another pair.
 - 1 I request the pleasure of your company at the Spring Ball.
 - 2 Please advise me without delay.
 - 3 I look forward to meeting you.
 - 4 Thank you for your co-operation.
 - 5 I hope my letter finds you in good health.

Let's look closer

- 5 a. Read the rubric, then read the e-mail and match the paragraphs to the headings.
 - You are going to a winter festival at Niagara
 Falls. Write an e-mail to a friend telling him/her
 about the festival and inviting him/her to go
 with you.
 - a Description of festival
 - **b** Opening remarks
 - c Request for response and final remarks
 - d Invitation to festival

To:
Subject:
Dear Sue,
1 Hi. How's it going? I hope you and your family
are well. Thanks for your last e-mail. It was great to hear
all your news.
2 Guess what? I'm going to a festival at Niagara
Falls, Canada, next month. How would you like to go
with me? It would be great to go together.
3 It's called the Winter Festival of Lights and it
runs from 4 November to 2 January. It has huge
animated light displays and fantastic themed night
parades that include popular Disney characters. There
is also a musical stage show called Winter Wishes,
firework displays, concerts, ballet performances, art
and craft shows and much, much more. We're
leaving on 3 December and staying for a week until
the 10th. The total cost will be \$700, including
flights, accommodation and meals.
4 Please say you'll come. Let me know as soon as
you can so we can make the arrangements. Hope to
hear from you soon.
Love,
Marcy

 Suggest a different beginning/ending for the e-mail.

Your turn

- 6 Underline the key words in the rubric. Use the plan to make notes. Then write your e-mail.
 - Write an e-mail to a friend telling him/her about a seasonal festival in your country and inviting him/her to come with you (100-150 words).



Dear (+ your friend's first name)

Introduction

(Para 1) Ask how he/she is. Thank your friend for their last e-mail.

Main Body

(Para 2) Mention the festival.
Invite your friend to come with you.

(Para 3) Describe the festival (date – activities – travel details).

Conclusion

(Para 4) Encourage your friend to come.

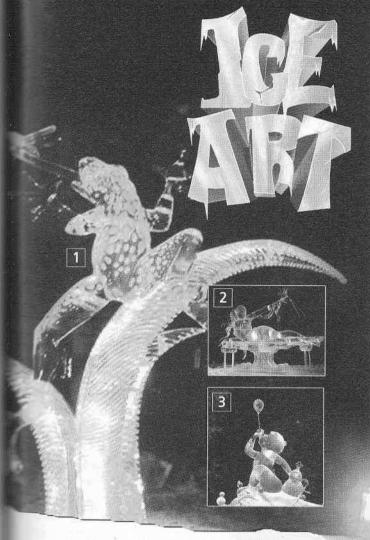
Ask for a speedy reply.

Love,

(your name)

Culture





Reading & Listening

Look at the pictures and describe what you see. Then, in pairs, talk about where, when, why and with what you think the sculptures were made.

- 2 a. Read the title and the first sentence of each paragraph. Predict the content, then listen, read and check.
 - b. Read the text and mark the statements as T (true) or F (false). Listen and check.
 - 1 Ice Alaska encourages friendships with people from other countries.
 - 2 It started as something quite different.
 - 3 Some local people know how to sculpt
 - It turned into a competition in 1988.
 - It is not a festival children can enjoy.

Ice Alaska is an amazing event that takes place in Fairbanks, Alaska. It brings the town to life in February and March every year. It is a wonderful event that promotes art, culture, education, international friendship and winter tourism through ice.

It was all started in 1934 by Kay Huffman and Clara Murray West. They used to organise the Fairbanks Winter Carnival, with activities such as parades and dog races. After four years, this became the Ice Carnival and Dog Derby, and artists would carve thrones from ice for the carnival gueen and king. Each year these thrones became more complex and this was the start of the town's ice sculpting tradition

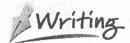
In 1988 the festival was revived. Teams of ice sculptors came from China and Chicago to create sculptures for the Winter Carnival. They taught local people how to sculpt ice. An exhibition followed, and in 1990 the first competition was held. A team from France won first prize. Today, up to 75 teams from around the world compete in Ice Alaska every year.

Visitors can watch the artists at work and see all the finished sculptures in a fantastic light display. Children can have fun, too, in the Kids' Park, which offers a wide range of activities, including rides, slides, mazes and trains. This is definitely an event that is not to be missed! Find out more at www.icealaska.com

Read the text again and explain the words in bold.

Speaking

Make notes under the headings and use them to talk about the festival. • Time & place • Reason for festival • How it began • The competition • What visitors can see & do



Project: Think of a popular winter festival/event in your country. Does it attract people from all over the world or is it just a local event? Do children participate in this festival? Write an article about it. Use the headings from Ex. 4.

10a Festive time

Lead-in

- a. In one minute, list as many festivals as you can think of. Compare answers with your partner. When does each happen?
 - b. Choose a festival from Ex. 1 and use the phrases below to describe it to your partner. You can also use your own ideas.
 - enjoy special dinner send cards & chocolates
 - light bonfires have barbecues
 - cook a special meal throw parties
 - watch colourful parades have a picnic
 - get dressed up in multi-coloured costumes
 - dress up in scary outfits let off fireworks
 - exchange gifts/greetings pull crackers
 - visit friends and relatives dance to the music

We celebrate New Year's Eve on 31 December. We visit friends and relatives and cook a special meal. We exchange gifts. When the clock strikes midnight we exchange greetings. Some people even let off fireworks.

Listen to the music. Imagine yourself in the scene. Where are you? What are you doing? What can you see, feel, hear and taste? Use phrases from Ex. 1b to describe the scene.

Reading & Listening

- a. Look at the pictures. Which festivals do they show? Listen and read to see if your guesses were correct. Which foods are associated with each festival?
 - b. Read the text again and mark the sentences T (true) or F (false). Compare answers with a partner.
 - 1 Robert Burns is remembered on January 25th.
 - 2 Valentine's Day is celebrated in a few places.
 - 3 Poor people in Italy make a special soup in May.
 - 4 There are a variety of midsummer celebrations.
 - 5 Americans eat outdoors on Independence Day.
 - 6 Only people from the Caribbean go to the Notting Hill Carnival.
 - 7 Guy Fawkes' Night is only celebrated in the UK.
 - 8 Scottish people like to have very long parties at the end of the year.
- In pairs, ask and answer comprehension questions based on the text.

- In pairs, think of a short caption for each picture.
- Complete the sentences with one of the underlined words/phrases in the text. Then explain the words in bold.
 - 1 They had chicken wings as a starter, and roast lamb as the

 - 3 They kept a minute's silence in of those who were lost in the war.
 - 4 The turkey is with minced meat, onions and nutmeg.
 - 5 They baked some potatoes in the of the fire.
- Underline the correct word. Compare answers with a partner. Check in your dictionaries.
 - 1 I don't like smoked/pickled salmon.
 - 2 He hates bitter/oily chocolate.
 - 3 Can I have a bottle of still/bubbly water, please?
 - 4 Chilli peppers are too hot/spicy for me.
 - 5 Can you please **chop/grate** some cheese?
 - 6 How about vanilla ice cream for dessert/starter?
 - 7 This cake is delicious. Can I have the prescription/recipe please?
- Work in pairs. Discuss the foods and the cooking methods as in the example.



- baked roast • boiled • fried
- grilled raw
- mashed steamed
- scrambled



- potatoes
- fish
- chicken
- vegetables
- rice lamb
- A: How do you like your eggs?
- B: I like them boiled. What about you?
- A: I like them scrambled.

Festive Food Calendar

Food and festivals go hand in hand, and there are hundreds of festivals around the world throughout the year. We have chosen a few of the more well-known ones and arranged them by month so that, if you want to, you can have a go at cooking some of the

traditional dishes and specialities for each festival.



JANUARY - MARCH

On 25 January, Scotland celebrates the memory of its most famous poet, Robert Burns. Scottish people enjoy a special dinner in which the main course is a dish called haggis. This is a sheep's stomach which is stuffed with meat, onions and oatmeal.

In many counties around the world, Valentine's Day is celebrated on 14 February. People send each other cards, chocolates and heart-shaped biscuits. Couples go out for a **romantic** meal at a restaurant.

APRIL - JUNE

May is the month when the people of Teramo, Italy, celebrate Sagra delle Virtù. They prepare minestrone, a kind of thick soup made with a large number of winter and fresh spring vegetables. As part

of the festival, much of the soup is traditionally served to the poor.

Midsummer is celebrated on 24 June in many countries in many different ways. In Finland and Sweden, people make garlands with flowers, light big bonfires, dance traditional dances and eat lots of smoked and pickled fish.

JULY - SEPTEMBER

Independence Day is a big celebration in the United States, and it takes place on 4 July. Across the country, there are firework displays and people enjoy barbecues and picnics. Popular foods include hamburgers, hot dogs, sandwiches, potato salad, **baked** beans and corn on the cob.

Started by the large Caribbean population who live there, the Notting Hill Carnival has become a huge international street festival which takes place in London, England, at the end of August every year. Thousands of people line the streets

to watch the colourful parade, dancing to the rhythm of funky Caribbean music. There are many **stalls** selling a range of **exotic** foods from all parts of the world.



On the very last day of October, people in the UK, Canada and the USA celebrate Halloween. They dress up in scary **outfits** and have parties where they eat toffee apples and a wide variety of sweets and biscuits. Bonfire Night, also called Guy Fawkes' Night, is a celebration that is **unique** to the UK. It is celebrated on 5 November, when people light huge bonfires and let off fireworks. They eat potatoes baked in the ashes of the fire, cinder toffee and a sticky cake called parkin.

31 December is New Year's Eve and the people in Scotland celebrate Hogmanay. Parties last well into the early hours of the following day, with people eating traditional Scottish food such as shortbread and Dundee

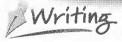
cake as well as enjoying a traditional roast dinner.

roast dinner.

Perhaps you know of some traditional dishes that we haven't mentioned or you might have some interesting recipes you'd like to share. If so, we'd like to hear from you. Please write to our usual address.

Speaking

9 In groups, list festivals in your country and the dates they take place on. Use your list to present them to the class.

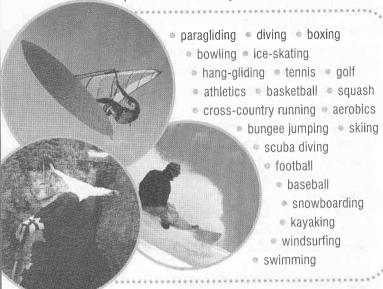


Portfolio: Work in groups. Prepare a calendar for festivals in your country. Use the text in Ex. 3b as a model.

10b

Sports

1 a. Group the sports in the list under the headings: water sports; indoor sports; outdoor sports; extreme sports. Which of these sports can you see in the pictures? Which is your favourite?



b. Which verbs do we use with each sport: *go, play* or *do?* Complete the table.

(CO)	skiing,
rey_	football,
CO	athletics,

Listening

2 a. Listen and complete the chart. Use the verbs from the table in Ex. 1b to talk about what sports the students do.

PARTICIPATION IN SPORTS AT MILLFIELD HIGH SCHOOL					
1)	boys (25%)	girls (17%)			
swimming	boys (2))	girls (85%)			
athletics	boys (70%)	girls (3))			
4)	boys (83%)	girls (6%)			
aerobics	boys (5%)	girls (72%)			
cross-country running	boys (5))	girls (19%)			
6)	boys (76%)	girls (2%)			

25% of the boys at Millfield High School play basketball.

b. Which of these sports are popular with students in your class?

a. Match the sport to the place and the equipment.

sport	place	equipment
tennis	course	ball
football	Court	skates
boxing	pitch	racquet
golf	rink	gloves
ice-skating	ring	clubs

- b. Now ask and answer, as in the example.
- A: Where do you play tennis?
- B: On a tennis court.
- A: What do you need to play?
- B: A racquet. etc
- 4 Complete each sentence with the correct form of one of the verbs in the list.
 - throw score serve catch miss win
 - 1 A: Tom's a great tennis player, isn't he?
 - B: Yes, he is. He so well no one can beat him.
 - 2 A: My team just a goal!
 - B: Great! Perhaps they'll win the match.
 - 3 A: I'll throw the ball and youit.
 - B: OK.
 - 4 A: Do you know who the match last night?
 - B: Yes Manchester United, 2-1
 - 5 A: Let me take the penalty.
 - B: OK but whatever you do, don't!
 - 6 A: Is this your ball?
 - B: Yes it is. Can you it to me, please?
- 5 Underline the correct word to complete the sentences. Check in your dictionaries. Make sentences using the rest of the words.
 - 1 There were over 10,000 audiences/viewers/ spectators at the final.
 - 2 John won first position/place/point in the competition.
 - 3 Owen takes part in the tennis contest/event/ tournament every year.
 - 4 The sports day was opened by Daley Thompson, a former Olympic gold medal winner/champion/defender.
 - 5 He plays for his local football group/society/team.

6 a. Read the examples and complete the table.

Boxing is popular **although** it is dangerous. **In spite of** being dangerous, boxing is popular. **Despite** being dangerous, boxing is popular.

***************************************	+ clause
	+ -ing form / noun

- b. Use the adjectives to make true sentences about different sports.
- dangerous fun exciting tiring
- expensive boring challenging thrilling

Idioms

- 7 a. Match the idioms (1-5) to the meanings (a-e).
 - 1 Let's **get the ball rolling** and start the meeting.
 - 2 Come on! Let's go out tonight and have a ball!
 - 3 I've just started learning French instead of Spanish and it's a whole new ball game for me.
 - 4 Dad won't play ball and give me a loan.
 - 5 The ball is in your court now you must decide what to do.
 - a have a great time
 - b the next step is up to you
 - c a completely different situation
 - d be co-operative
 - e begin a process
 - b. Are there similar phrases in your language?

Phrasal verbs

8 Replace the words in bold with a phrasal verb from the spidergram, in the correct form.



- 1 Hard training caused muscle strain in his leg.
- 2 The athlete **continued** running despite his injury.
- 3 Nick **got** dressed in his football kit and went to play.
- 4 John played cricket while his dad watched.

Reading & Listening

a. Read the title and the subheadings. What is the writer's purpose? Read through and check. b. Read again and complete the gaps. Listen and check.



Body image and self confidence - Body image means how we feel 0) about our physical appearance. Images of beautiful people in advertisements can make us anxious about the way we look. This pressure often affects teenagers in particular, and 1) can be difficult to enjoy life when you don't feel good about yourself.

Only an image - Remember that most of us will never have perfect bodies! The images that surround us are created to sell things, 2) we buy the products to be as beautiful and 'happy' as the models in the advertisements. However, most real people enjoy the company of a real person 3) than an attractive but unreal creation.

Value yourself - Concentrate on your good qualities, not the things you can't change. This will **4)** you enjoy other aspects of growing **5)**, such as having friendships and facing challenges.

Take action - Change **6)** way you see and think about yourself. Decide what you can realistically change about your appearance. You can't change your height or shoe size, but you might want **7)** be fitter. Once you've decided, set realistic goals and keep track of your progress.

Be good to yourself - 8) you feel good, you're more likely to think and act positively. Make a list of things you like about yourself and give yourself at 9) three compliments every day. And the next 10) someone compliments you, believe it and say "Thank you!" Be grateful for all the things that make you great!

Speaking

10 Work in groups. Use the text in Ex. 9 to try to persuade your friends to have a better image of themselves.



Portfolio: Use ideas from the text in Ex. 9, as well as your own ideas, to write an e-mail to your English pen-friend giving them advice about how to improve their body image.

HealthyLifestyles

Would you like to have a healthy lifestyle? Try the following.



- Avoid eating sugary snacks.
- Have a balanced diet eating healthily is important and you'll feel better.
- Spend an hour exercising every day if you want to stay in good shape.
- Remember to allow some time for socialising and relaxation.

- Eat between meals.
- Drink any fizzy drinks.
- Stay up late at night
- Let others influence your choice.
- Make the mistake of thinking being first is everything.

infinitive/-ing forms



Reading

- Look at the Grammar Reference section and complete the rules with infinitive (with/without to) or -ing form. Find examples in the texts above.
 - 1 preposition +
 - 2 like/love/hate/enjoy etc +
 - 3 would like/would love etc +
 - 4 can, will, must etc +
 - 5 wait, can't wait, remember etc +
 - 6 let, make +
 - 7 look forward to, don't mind, can't stand, avoid etc +
- Look at the Grammar Reference section. Fill in the gaps with the verbs in brackets in the correct form. Give reasons.
 - 1 A: I want (start) an aerobics class.
 - B: Really? Can I(join) you?
 - 2 A: John must (take) more exercise.
 - B: That's true. He'll(lose) weight.
 - 3 A: They aren't allowed (take) part in the games.
 - B: What a shame! They should (complain) to the committee.
 - 4 A: Let's(go) swimming.
 - B: I can't. I must (buy) a new costume!
 - 5 A: I enjoy (go) to football games.
 - B: Really? I can't stand people (shout).
 - 6 A: It's raining. There's no point in (leave) now.
 - B: How about (order) a pizza, then?

- 7 A: Ann can't wait (quit) her job! B: I know. She's planning (move) to London and start a Master's degree. 8 A: Will you let me (play) in the park? B: I'm afraid it's too late (go) out on
- a. Read the following pairs of sentences. In pairs, discuss how they differ in meaning.
 - 1 a He has stopped eating junk food. (finish)
 - b He stopped to have a drink. (temporarily)
 - 2 a She forgot to lock the door.

vour own.

- b I'll never forget visiting Moscow.
- 3 a He remembered meeting her three years ago.
 - b He remembered to pay the phone bill.
- 4 a Try cooking with olive oil. It'll taste better.
 - b He tried to jump over the fence, but he couldn't.
- 5 a I used to eat chocolate all the time when I was younger.
 - b I'm used to eating lunch at 1:30 pm.
- b. Put the verbs in brackets into the correct form.
- 1 A: I'll never forget (travel) across Italy. B: Yes, but you forgot (send) me a postcard.
- 2 A: Why don't you try (take) an aspirin?
 - B: I've had one already. I'll try (relax) a bit, if I can.
- 3 A: Let's stop (eat) something.
 - B: Again? You should stop (eat) so much!

- 4 A: He used to (walk) to work before he got a car.
 - B: I hate driving. I'm used to(take) the train.
- 5 A: Did you remember (tell) John about the party?
 - B: Yes, but I don't remember (invite) Ann.

Speaking

Think of your lifestyle. Complete the sentences 4 so they are true for you.

1	I avoid	

- 2 | used to
- 3 Istopped
- 4 | must
- 5 I've always wanted
- 6 I'm used to
- 7 I try 8 I'm looking forward to
- Look at the table, then rewrite the sentences using the verb in brackets in the correct form.

	infinitive	-ing form
Present	(to) play	playing
Present continuous	(to) be playing	_
Perfect	(to) have played	having played
Perfect continuous	(to) have been playing	2

- 1 She has lost a lot of weight. (seem) She seems to have lost a lot of weight.
- 2 He is playing well. (appear)
- 3 Mike plays golf on Saturdays. (enjoy)
- 4 They usually win home matches (tend)
- 5 He is sorry he has missed so many training sessions this season. (regret)
- 6 She says she has been swimming for an hour. (claim)
- Read the examples. Use the structures to express your preferences. Then complete the exchanges using similar structures.

I'd prefer to go out. I prefer (playing) rugby to (playing) golf. I'd rather play rugby than (play) golf. I'd better leave you alone.

- 1 A: I like tennis more than squash.
 - B: Really? I prefer

- 2 A: I think we should cut down on fats.
 - B: We'd better
- 3 A: Let's go to the stadium.
 - B: I'd prefer



Look at the picture. In teams, take turns adding a sentence to the story, using these verbs:



- decide
 look forward to
 try
 manage
- start notice be afraid continue
- have difficulty in stop see be happy

Team A S1: Last weekend we decided to go fishing.

Team B S1: It was a lovely day and ...

Word formation

We can form compound nouns with: noun + noun car park; noun + adverb passer-by; adverb + noun onlooker; gerund + noun swimming pool

Match the words to form compound nouns, then use them in sentences.



game by up stick iuice

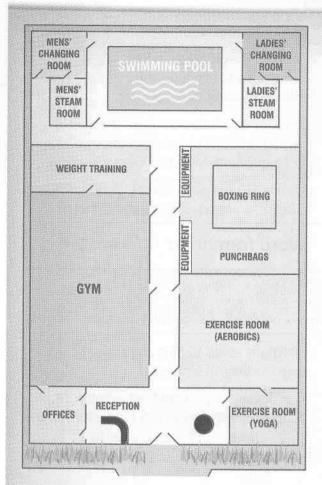
Sentence transformations

- Here are some sentences about swimming. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
 - 1 John likes swimming more than running. John prefersrunning.
 - 2 It's too cold to swim in the sea. It isn't to swim in the sea.
 - 3 You should join a swimming club. Why don't a swimming club?
 - 4 I can't remember the last time I went swimming. I haven't for a long time.
 - 5 It looks like he's a good swimmer. He seems good swimmer.
- Think of the grammar structures you have learnt in this lesson. Make sentences using them. Tell a partner.

Listening & Speaking skills

► Listening

You will hear a fitness advisor talking to a group of people who are thinking about becoming members of a gym. Listen and fill in the missing information.



City Gym dla LLalling

Fitness Advisors

The office is 1) the main desk in the reception area.

Mours

The gym is open from 10 am to 2)every day.

Facilities

Indoor heated swimming pool, 3)rooms, exercise rooms, fully-equipped gym, 4)ring.

Equipment

Boxing gloves and exercise mats provided free of charge.

Classes

Yoga and aerobics classes cost 5) f..... per hour and swimming lessons cost £10 per hour as part of a 6)lesson course.

Asking for/Giving directions

2 a. Look at the floor plan of City Gym in Ex. 1. What sports can you do there?

You can do aerobics at City Gym.

b. Use the useful language in the table to ask for and give directions, as in the example.

Asking for directions

• Excuse me, where's the ... ?

- Could you please tell me where ...
- Can you tell me how to find/get to ... ?

Giving directions

- It's/They're next to/opposite/behind/ in front of, to the left/right of ...
- Turn left/right ...
- A: Excuse me. Where are the changing rooms?
- B: They're next to the swimming pool.

► Reading

- a. Jane was at the gym yesterday. Listen and say what happened to her.
 - **b.** Read the first exchange in the dialogue on p. 119 and see if your guesses were correct.
 - c. What do you think the trainer will advise her to do? Listen, read and check.
 - d. Read the dialogue again and correct the statements (1-3).
- 1 Jane was doing aerobics at home.
- 2 Jane has damaged her muscle.
- 3 The trainer tells Jane to exercise more.

Trainer: Hi, Jane. Why are you limping?

Jane: I've hurt my leg. It's really painful.

Trainer: How did it happen?

Jane: I was in the aerobics class when I suddenly

felt a sharp pain.

Trainer: Oh dear. Let's have a look, shall we?

Jane: Ouch! That really hurts!

Trainer: Hmm. I'd say you've probably damaged your

tendon. You should see your doctor. You might need some painkillers, and you'd better

rest. No more aerobics for you for a while!

- 4 Portfolio: You injured yourself in the gym. Using the notes below, take roles and act out a dialogue similar to the one in Ex. 3. Record yourselves.
 - walking stiffly hurt my back lifting weights probably pulled a muscle – might need a muscle relaxant
 - holding your wrist hurt my hand punching the punchbag – might have broken a bone – probably need an x-ray

Avoiding direct answers

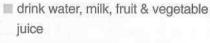
5 a. Look at the poster. What should someone do to have a healthy lifestyle?

CUT DOWN ON



- coffee, tea, fizzy drinks, oils, fats, sweets, junk food
- watching TV, playing video games

D(a)



- go cycling/swimming/running/ dancing/skiing
- eat dairy products (e.g. cheese, yoghurt), poultry, fish, beans, vegetables (cabbage, lettuce, etc), fruit (pears, watermelon, etc) bread, cereal, rice, pasta
- play volleyball/basketball/football/ tennis, walk, ride your bike, take the stairs

b. Use the table below and ideas from Ex. 5a to find out about your partner. Your partner tries to avoid giving a direct answer.

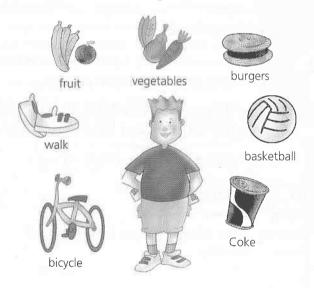
Asking	Avoiding direct answers
Are you ?	Not really.
• Do you ?	Er not exactly.
 How often do 	• I suppose.
you ?	Sometimes.
	Not that often, I guess.

A: Do you eat plenty of fruit and vegetables?

B: Er ... not that often, I guess.

Speaking

A friend of yours wants to lose some weight. Talk in pairs about the changes your friend needs to make, then decide which are the most important things he/she should do.



A: I think he/she should cut down on junk food.

B: I agree. He/She should eat more vegetables and fruit.

7 Think of six phrases you have learnt in this lesson. Make sentences using them.



Getting started

Below is part of a questionnaire that was given to 500 pupils at Greenhill School. Complete the guestionnaire for yourself. Compare answers with a partner.

How healthy are your eating habits?

- 1 What do you usually have for lunch?
 - A a meal in the school canteen
 - **B** snacks from the vending machines
 - C a packed lunch from home
- 2 What do you prefer to eat?
 - A a sandwich
- B a cooked lunch C a packet of crisps
- 3 What do you usually drink?
 - A water
- B fizzy drinks
- C fruit juice
- 4 How many fizzy drinks do you drink a day?
 - A none
- B one
- C more than one

Looking closer

- a. How do you think the writer used the information she 2 collected? Look at the report and say.
 - b. Read the report and choose the correct subheadings to complete the gaps. What is the writer's recommendation?
 - Introduction Conclusion Food Drinks

To: Mr Little, PSHE Class From: Elizabeth Snow, Year 7

Subject: Eating habits of pupils at Greenhill School

Date: 11th May

Α

The aim of this report is to present the results of a survey in which 500 pupils were questioned about their eating habits.

The majority of pupils prefer unhealthy snacks and junk food from the vending machines to the hot meals served in the school's canteen. Three out of five prefer to have chocolate bars, crisps and other snacks instead of a cooked lunch.

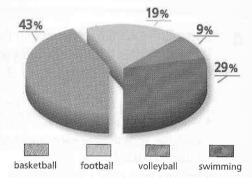
C

Fizzy drinks are popular among pupils. Fifty per cent of the pupils asked admitted having more than one fizzy drink per day. Only twelve per cent drink water or fruit juice.

To sum up, a large number of pupils prefer to have junk food and fizzy drinks instead of healthier cooked meals. I recommend that the School Board take action to make unhealthy options less available to pupils. They should also promote school dinners and healthy food.

Expressing facts

- Look at the pie chart. Use the phrases below to express the facts in the pie chart.
- the majority of those questioned say ...
- a minority of those questioned prefer ...
- a small/large/high number of students/ people etc choose ...
- ten/fifty/etc per cent of people interviewed prefer ...



The majority of students prefer playing ball games ...

Your-turn

- Portfolio: Read the rubric and underline the key words. Prepare a simple questionnaire. Give it to your classmates to complete. Use their answers and the plan to write your report.
 - Your teacher has asked you to write a report about the sports and extracurricular activities your classmates take part in. Write your report describing what they do in their free time (100-150 words).



Introduction (Para 1)

What is the aim of the report?

Main Body (Paras 2-3)

What are the results of the survey? (Write them under appropriate headings.)

Conclusion (Para 4)

How could you summarise the results of the survey? What are your suggestions/recommendations?

MUSS (=)53

Except for thinking, everything we do depends on our muscles, 1) we realise it or not. Without muscles we 2) be able to sit, move, talk, write, read, breathe or even digest our food.

A muscle is a bundle of elastic tissue which contracts (in 3)
words, it becomes shorter and thicker) when it receives a signal from our nerves or hormones. There are three kinds of muscle: skeletal muscle, smooth muscle and cardiac muscle.

Skeletal muscles are also called voluntary muscles, because we 4) control their movement when we want to. These muscles vary greatly in size and strength, from the small muscles around our eyes to the large, strong muscles of our thighs. They are attached 5) the bones of our skeleton, and each muscle can move a part of the body in a certain direction. Even quite simple actions, 6) as kicking a ball or smiling, may involve several muscle groups working together.

Smooth muscles are found in most of the body's **internal organs**. For example, smooth muscles in our stomach and **intestine** move food through our digestive system. Tiny muscles in our eyes **7**) the pupil bigger or smaller in response to light. All smooth muscles contract and relax automatically, **8**) our thinking about it, and so they are called involuntary muscles.

The third group, cardiac muscle, is found only in the walls of the heart. These muscles contract and relax automatically in a powerful, regular rhythm to **pump** blood **9**) our body. Our heart beats an average of about 70 times a minute, every **10**) minute of our lives, without ever resting.

Reading & Listening

- What kind of muscle do we use when we move, twist, dance, walk, run, lift weights, etc? Read through and check.
- 2 Read the text and, for each gap, choose the correct word, A, B, C or D. Compare answers with your partner. Listen and check.
- 3 Explain the words in bold. Then, in pairs, ask and answer questions based on the text.

Speaking

Make notes under the headings.
Use your notes to give a short
presentation about muscles to
the class. • why we need muscles
• what muscles are made of • what
types of muscles there are • what
each type can do

1	A unless	B whether	C either	D or
2	A weren't	B couldn't	C wouldn't	D mustn't
3	A other	B new	C different	D or
4	A have	B need	C are	D can
5	A with	B at	C to	D on
6	A like	B so	C same	D such
7	A do	B make	C have	D get
8	A without	B except	C in spite	D beside
9	A across	B between	C around	D over
10	A one	B single	C solitary	D lone

Project

In groups, collect information about the human heart muscles. Prepare a *Did you know?* article for the school magazine. Write a short paragraph explaining what the heart does and how, then list interesting facts.

Self-Assessment Module 5

Vocabulary & Grammar

	W	ocabalary & Grammar
1	Fil	ll in the gaps with the correct word.
	1 2 3 4 5 6 7	We had roast lamb for the
		weather.
	10	We're looking to our holiday.
		(10 marks)
	Ci	rcle the correct item.
	CI	
	1	Listen to the lions
	2	They danced till the hours.
		A early B later C soon
	3	A Grated B Mashed C Grilled
	4	In the summer he spends every day at the
		A beach B coast C shore
	5	There were over 5,000 at the match.
		A audiences B spectators C viewers
	6	Sorry we were late. We wereup by the
		bad weather.
	-7	A put B drawn C held
	1	Take your coat – it's a bit outside. A scorching B chilly C freezing
	Q	We have a new football at our school.
	9.	A pitch B court C rink
	9	Ken really loves salmon.
		A oily B smoked C bitter
	10	Could you please some cheese? A chop B boil C grate

Use of English

3	Complete the second sentence so that it means									
	the	same	as	the	first.	Use	no	more	than	four
	WOI	rds.								

1	Why don't you join the gym?		
	If I were you, the gym.		
2	It's too cold to go to the beach.		
	It isn't to go to the beach.		
3	I like playing cricket more than football.		
	I prefer football.		
4	It seems like he's good at tennis.		
	He must tennis player.		
5	I haven't been jogging for ages.		
	It's a long timejogging.		
	(10 marks)		

4. Fill in the correct word derived from the word in bold.

1	A clown provided the	at the
	child's birthday party.	ENTERTAIN
2	The parade at the Notting Hill	Carnival wa
	lively and	COLOUR
3	On Sundays, families in Britain sit	down to ea
	a roast dinner.	TRADITION
4	Guy Fawkes' Night is a popular .	
	in the UK.	CELEBRATE
5	Boxing is a sport sport	People ofter
	2 3 4	 2 The parade at the Notting Hill lively and

(10 marks)

DANGER

Communication

5 Complete the exchanges.

get hurt.

- a There is going to be a heatwave!
- **b** Er... not exactly.
- c It's next to the changing rooms.
- d Have you been waiting long?
- e What's the weather like today?

	1	A: B: Yes – about twenty minutes	
	2	A:	
		B: It's fine at the moment.	
	3	A: Excuse me, where's the swir	mming pool?
		B:	
	4	A: Are you eating plenty of hea	althy food?
	_	B:	
	5	A: What's the weather fore weekend?	ecast for the
		B:	
			(10 marks)
	Li	istening	
6	do	You will hear a conversation be octor and his patient. Decide if of true or false, and put a tick (🗸) ox.	each sentence
			True False
	1	Lisa is very sick.	
	2	Lisa doesn't eat many fruit	
		and vegetables.	
	3	She doesn't exercise much.	
	4	She is in the swimming team.	
	5	The doctor gives her some	
		medicine.	
	١٨	Vriting	(10 marks)
7		nis is an e-mail from your friend eling herself.	, who is not
	Hi	i Patty,	
		ow are you? I haven't been feel	ing so great
		ately. I have hardly any energy	and sleep a
		ot more than usual.	sht ubish is
		have also put on a bit of weign eally depressing. My clothes are	
		ight I'll need to buy some new o	
		elp me!	
		ove,	
	St	ue	
	A STATE OF THE PARTY OF THE PAR		

Write a reply to your friend giving her advice and tips on how she can look and feel healthier. (100-120 words)

(20 marks)

Reading

8 Read the article and fill in the gaps with the word that fits best.



**GET ACTIVE!

2) bus one stop earlier or taking the stairs instead of the lift,

**CUT IT OUT!

Stop sitting in 3) of the TV and playing computer games all night. Try to look at exercise as fun! Not only will you get fit, but it is also a good opportunity to meet up with your friends and 4) a good time.

**EXERCISE REGULARLY

You should try to exercise 3-5 times a week 5) around 30 minutes a time. You can go dancing, do aerobics or even 6) bungee-jumping!

**DUMP THE JUNK

Love juicy burgers but have no idea what broccoli is? Eating junk food once in a while won't do you much harm, but eating it all the time will have a bad effect 7) your health, now and 8) the future.

** YOU ARE WHAT YOU EAT

You must try **9**) eat a 'balanced' diet – this is a diet that includes a combination **10**) several different food types. It should include grains and pulses, fresh fruit and vegetables, meat, dairy products and fats and oils.

(20 marks)

(Total = 100 marks)

Now I can ...

- talk and write about festivals
- talk about sports & sports places
- express probability/possibility
- ask for & give directions
- avoid direct answers
- write an informal e-mail invitation
- write a survey report

..in English



Speaking

- **1** a. Look at the energy sources in the box. Which are: *renewable*? *non-renewable*?
 - coal gas geothermal
 - hydroelectric nuclear oil
 - solar wave wind
 - b. Which energy sources do you think are kind to the environment, and which damage the environment?
 Discuss it in pairs.

Reading & Listening

- Listen and read the text to check if your answers were correct. Which form of energy from Ex. 1a is not mentioned?
- 3 a. Read the text again and complete the sentences in your own words.
 - 1 Burning fossil fuels releases ...
 - 2 Known oil and gas reserves will disappear in ...
 - 3 Renewable energy sources never ...
 - 4 The sun's energy can ...
 - 5 Hot springs can ...
 - 6 We should try to
 - b. Explain the words in bold.

Project

Make a solar hot dog cooker at home.

You will need: a long, narrow cardboard box; masking tape; tin foil; stiff cardboard; a piece of wire; and, of course, a hot dog sausage.

SOURCES of ENERGY

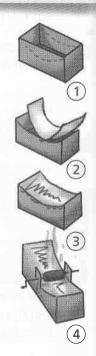
In the 21st century, our need for energy is greater than it has ever been. **Fossil fuels** like coal, oil and gas were formed millions of years ago, and when power stations burn them to create electricity, they release harmful gases into the atmosphere. There may be enough coal to last for a few hundred years, but known oil and gas reserves will run out in less than 50 years - and then what will we do?

Many scientists suggest turning to *renewable energy*, which means sources of energy that will never run out. It can be produced using the wind, the sun, waves or hot springs. The wind can turn large **turbines** to produce electricity, while energy from the sun can be collected in **panels** and stored in **batteries**. The movement of the sea can also be changed into electrical energy by using wave machines and, in parts of the world where there is volcanic activity, hot springs can produce geothermal energy. Unlike nuclear power, these are safe sources of energy that don't pollute the environment.

Our **dependence** on fossil fuels has to end soon. Let's hope that by the time all the reserves are gone, there will be enough alternative sources of efficient energy available. In the meantime, why don't we try to reduce the amount of energy that we use?

Instructions:

- 1 Cut a curve into each long side of the box. (Fig. 1)
- 2 Cut out a piece of cardboard that will fit into the curve in the box and stick it on using masking tape. (Fig. 2)
- 3 Glue a piece of tin foil to the top piece of cardboard, shiny side out. Don't wrinkle the tin foil. (Fig. 3)
- **4** Attach a piece of cardboard with a hole punched in it to each side of the box. Put your hot dog sausage on the wire and stick the wire through the two holes. (Fig. 4)
- 5 The sun's heat energy will be directed onto the point where the hot dog is and will cook it!



Special Delays



Summer Summer Stice

Reading & Listening

- 1 What is the summer solstice? What date does it fall on?
- 2 Look at the statements and decide if they are true or false.
 - 1 The summer solstice is the shortest day of the year.
 - 2 In Sweden, girls put birch twigs under their pillows.
 - 3 At Stonehenge, people don't sleep the night before the summer solstice.
 - 4 In some parts of Estonia, they burn houses.
 - 5 In Poland, girls throw flowers into the sea.
- 3 Listen and read to check your answers.
- 4 Match the pictures (1-4) to the countries mentioned in the text.
- **5** Explain the words in bold.

Speaking

Is the summer solstice celebrated in your country? If it is, in what way is it celebrated? Tell the class.

A United Kingdom

The area around the famous 4,000-year-old monument of Stonehenge comes alive on the morning of the summer solstice, as thousands of people come to watch the sun rise over Salisbury Plain. People dance around the standing stones all night until the light of the rising sun touches the monument's stones, then loud cheers ring out.

B Sweden

In Sweden, the summer solstice is an important festival. In the north, during the summer months, the sun does not set at all! There is daylight 24 hours a day! At Midsummer, many people leave their city dwellings to go into the countryside and commune with nature. They light bonfires and there is lots of singing and dancing around a **midsummer pole**. People decorate their homes with flowers and **birch branches**. Girls go to the fields to **gather** seven different kinds of wild flowers and grasses. They believe that if they sleep with these **tucked** under their pillow, they will dream of their future husband.

Poland

In Poland, especially in the Eastern Pomeranian and Kashubian regions of northern Poland, Midsummer is celebrated on June 23rd. People dress like dangerous sea pirates, and girls throw **wreaths** made of flowers into the Baltic Sea. The Midsummer Day celebration starts at about 8 pm and lasts all night until sunrise.

Estonia

Estonians celebrate "Jaaniõhtu" ("John's Night" in English) with **bonfires** on the eve of the summer solstice. On the islands of Saaremaa and Hiiumaa, old fishing boats may be burnt. On Jaaniõhtu, Estonians all around the country will gather with their families, or at larger events, to celebrate this important day with singing and dancing as Estonians have done for centuries. The celebrations that **accompany** Jaaniõhtu are the largest and most important of the year.

Project – Build your own Stonehenge

Read the instructions and explain the words in bold. Follow the instructions and make an astronomical calendar, based on a small-scale copy of Stonehenge.

You Will need

- · a centre pole for a reference point
- 15 metres of rope
- · 20-30 marker stones or sticks
- · a compass

What to do

- Find a location near your house with **unobstructed** views of the eastern and western horizons. If you can find one with a 360° horizon view, all the better.
- 2 Place the reference pole at the centre point of a circle and place your compass on top of it.
- 3 Find due north and, using the **rope**, place a stone **marker** or stick 15 metres north of the centre.
- 4 Repeat the process for east, south and west.
- Again using the rope, place marker stones every few metres around the **perimeter** of your circle. The centre of the circle now becomes your fixed reference point, and the westward-facing perimeter is where you'll be placing the sunset markers.
- 6 On solstice day, mark the point of sunset with a stick. Tag the stick with the date.
- 7 Repeat the process every seven days. You will see that the sun sets at a slightly different point every time. It 'walks' back and forth along the western horizon between the Tropics of Capricorn and Cancer. When you have finished (in a year's time) you will have a working astronomical calendar!

Father's

Father's Day, Father's Day,
it is almost here.

It's the time when we say,
"Thank you, Father dear."

Father's Day, Father's Day,
it is almost here.

Hugs and kisses to my dad—
I love you,

Father dear!

- 1 Read the title and the poem.
 When do you celebrate
 Father's Day in your country?
 When do people celebrate
 Father's Day in other
 countries? Use the information
 in the table below to act out
 exchanges, as in the example.
 - Father's Day around the world
- USA, UK, Canada and most parts of the world – third Sunday in June
- Australia, New Zealand first Sunday in September
- Spain, Belgium 19 March
- Sweden second Sunday in November
 - A: When do they celebrate Father's Day in the UK?
 - B: On the third Sunday in June.

2 How much do you know about the history of Father's Day? Where and when did it start? Who started it? Why? Listen and read to check.

is generally agreed that an American lady named Sonora Louise Smart Dodd first had the idea of a "Father's Day" celebration. Her mother had died when she was young, and so her father had to bring up Sonora and her five brothers and sisters on his own. Because he was such a good father, Sonora wanted to find a way to honour him and thank him for what he had done.

She found the way in 1909, while listening to a sermon for Mother's Day. She thought there should be a similar celebration to honour people like her own father. She found that local leaders supported her idea, and the very first Father's Day was celebrated in Spokane, Washington, on 19 June 1910. It is said that she chose the date because June was the month in which her father had been born.

The idea for celebrating Father's Day did not catch on very quickly. Although President Woodrow Wilson gave his approval by celebrating Father's

Day privately with his family in 1916, people seemed to lose interest in the idea. However, President Calvin Coolidge gave his support in 1924, when he recommended that Father's Day should become an official national holiday. Unfortunately, many years passed before anything more was done to make this official.

The next important step towards official recognition came just over forty years later, when President Lyndon Johnson announced in 1966 that Father's Day would be an official national holiday, setting the date as the third Sunday in June. Even so, the holiday was not officially recognised until 1972, when President Richard Nixon signed the law that made Father's Day a permanent holiday to be celebrated every year on the third Sunday in June.

Remember! Whatever you do to celebrate Father's Day, never forget one thing. It is not enough to be nice to your father on this day alone. Show love and respect to both your parents every day of the year.

3 Complete the time line with information from the text:



1909 – Sonora Dodd gets the idea for Father's Day while listening to a Mother's Day sermon.

- 4 Read the text again and decide whether the statements below are true (T) or false (F).
 - 1 Sonora's father had to bring up six children.
 - 2 At first, Sonora did not find anybody who liked her idea.
 - 3 People were slow to start celebrating Father's Day.

• presents (e.g. handmade or bought card, clothes, etc)

- 4 Father's Day became a national holiday in 1924.
- 5 Father's Day is now celebrated in the US on the same day every year.

Project

In pairs, decide what you could do to celebrate Father's Day. Think about:

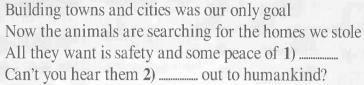
- ... pandy decide what you could do to celebrate rather 3 bay. While about.
 - activities (e.g. surprise party, eating out, etc)

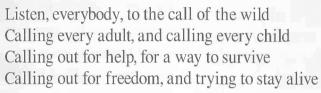
Greatest Father Award

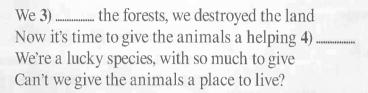
& Songsheet 1



CALL OF THE WILD



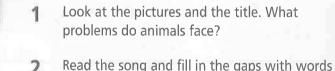






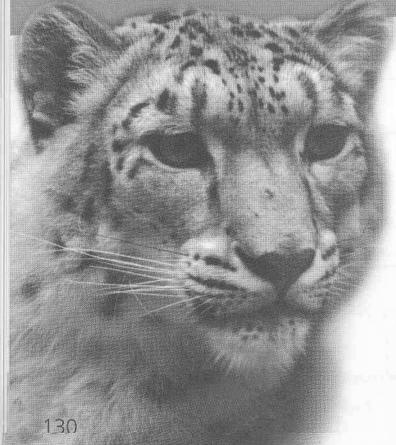






from the list. Listen and check.

- cut down mind hand
- save calling fear
- 3 How does the singer feel about animals? What message does the song carry?
- 4 **Project:** Work in groups. Collect information about what problems animals face and what we can do to help them survive. Present it to the class.
- In pairs, discuss the following sayings. What do they mean? Are there similar sayings in your language?
 - Actions speak louder than words.
 - Prevention is better than cure.





- 1 Look at the pictures. How are they related to the title of the song? Read the chorus (in italics) and check.
- 2 Read and listen. What is the singer's attitude towards life?
- Which adjectives best describe the way the singer feels? Give reasons.
 - positive optimistic patient stressed
 - bored
- 4 In pairs, discuss whether you agree or disagree with the singer.
- In pairs, discuss the following sayings. What do they mean? Are there similar sayings in your language?
 - Patience is a virtue.
 - Nothing ventured, nothing gained.
 - Love makes the world go round.

LEARN

From the day our lives begin
We start to learn in many ways
We look around and take things in
And precious lessons fill our days

The road through life is very long
And lessons wait at every turn
We're sometimes right, we're sometimes wrong
That's the way we live and learn

Watching others lets us know What to do and what to say We change slowly as we grow Learning lessons every day

Everything we ever do
Brings a chance to learn great things
We're always learning something new
With the lessons each day brings







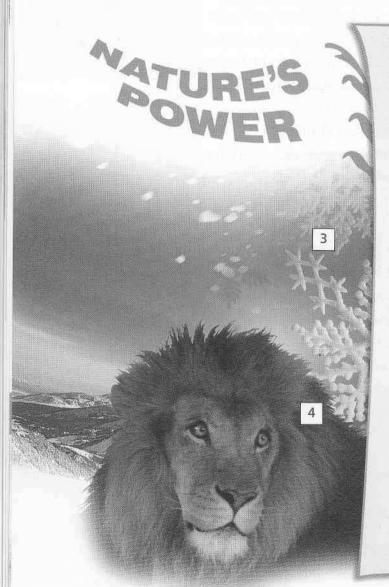




& Songsheet 3

1 Look at the pictures. How do they make you feel?

2



how respect for every creature
Care for nature's every feature
Nature will look after you
If you look after nature, too

Every sunset, every snowflake
Every storm and every earthquake
Every raindrop, every flower
Is a sign of nature's power

Every noisy roll of thunder Shows the power we are under Lightning strikes and hailstones fall Nature's power controls it all

From roaring lion to purring cat From cooing dove to squeaking bat Nature gives life to them all To every creature, great and small

- These phrases appear in the song. What do you think the song is about? Listen, read and check.
 - show respect care for nature look after nature
 - nature's power lightning strikes roaring lion gives life
- 3 Label the pictures with words from the poem.
- 4 Why should we respect nature, according to the singer?
- In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?
 - There's no smoke without fire.
 - Lightning never strikes in the same place twice.



MAKE YOUR DREAMS COME TRUE

We make our own luck in life
If we work hard, we succeed
Find your greatest qualities
Follow where your dreams may lead

We all have a special skill
Something great that we can do
When you know your greatest strengths
You can make your dreams come true

It is hard to reach the top
It takes drive and it takes zeal
Find your passion, search your soul
Find your dream and make it real

You can be a great success

Make your talents work for you

You've got style and you've got flair
A great life is in store for you

- 1 Read the title. Discuss how you can "make your dreams come true".
- 2 Listen and read. Are there any of your ideas from Ex. 1 in the song?
- What advice would you give to a 16year-old about how to have a great life? Discuss in pairs.
- In pairs, discuss the following sayings.
 What do they mean? Are there similar sayings in your language?
- Make hay while the sun shines.
- If a job is worth doing, it's worth doing well.
- Failure teaches success.
- Easier said than done.
- The end justifies the means.
- The first step is the hardest.



- 1 Look at the pictures. How are they related to the title of the song? Listen, read and check.
- a. Read the song. What does someone have to do, according to the singer, to "be the best"?
 - b. Do you agree with the singer? Discuss in pairs.
- **3** Do you have a healthy lifestyle? Tell your partner.
- In pairs, discuss the following sayings.
 What do they mean? Do you agree
 with them? Are there similar sayings in
 your language?
- Early to bed and early to rise, makes a man healthy, wealthy and wise.
 - · Where there's a will, there's a way.

Be BEST

Treat your body with respect

And it will look after you

When you live a healthy life

There is nothing you can't do

The greatest thing that you can do Is make sure you live healthily Look after yourself every day

Be the best that you can be

Exercise, watch what you eat
And get plenty of sleep at night
Your body has to last a lifetime
So you need to treat it right

Give yourself what you deserve Stay in shape and you'll go far By working out and keeping fit You can be a superstar

Unit 1

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



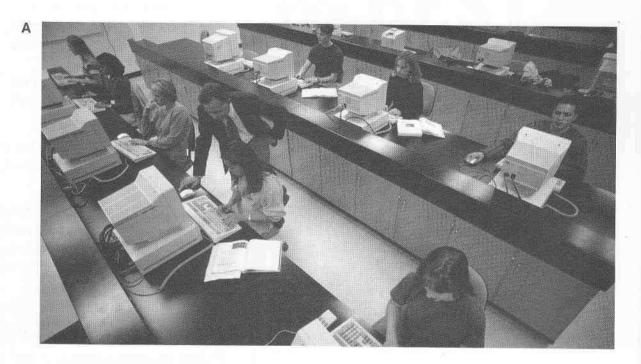
В



• Your pictures show people doing things at home. Now talk together about the things you like/don't like doing at home.

Unit 4

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?





• Your pictures show people studying. Now talk together about the role of computers in education.

Unit 6

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

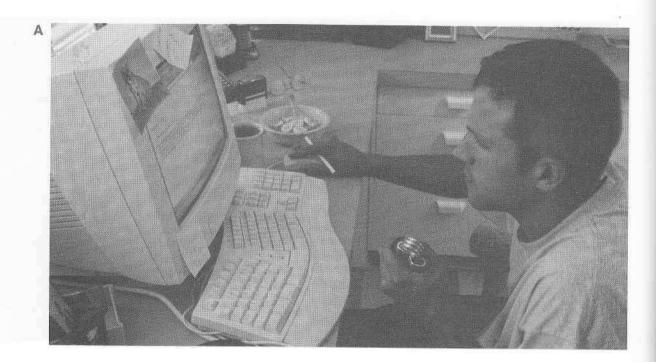




• Your pictures show people communicating in different ways. Now talk together about the ways you like/don't like to communicate with your friends.

Unit 7

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

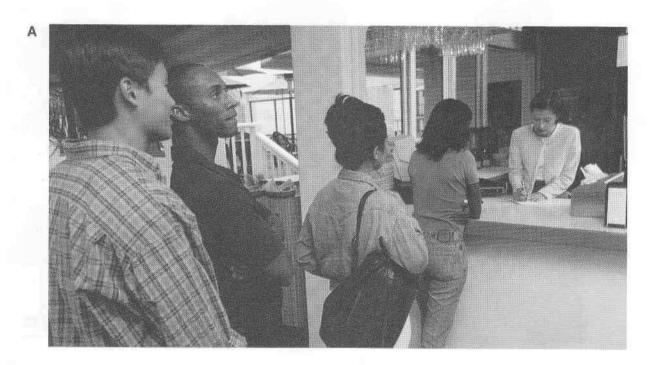




• Your pictures show people working in different places. Now talk together about a job you would like to do and a job you would not like to do.

Unit 10

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?



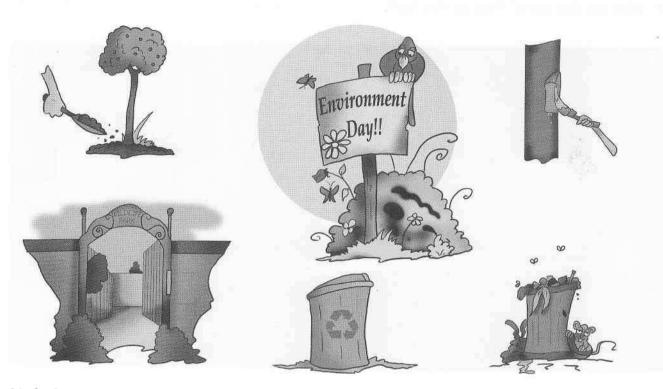


• Your pictures show people eating, or about to eat, in different places. Now talk together about places you go to when you want to eat out.

Pairwork Activities Visual Materials – Making Decisions

Unit 2

• You are planning activities for Environment Day. Talk together about the various things you can do to celebrate the day, and then decide which activities are the most suitable.



Unit 3

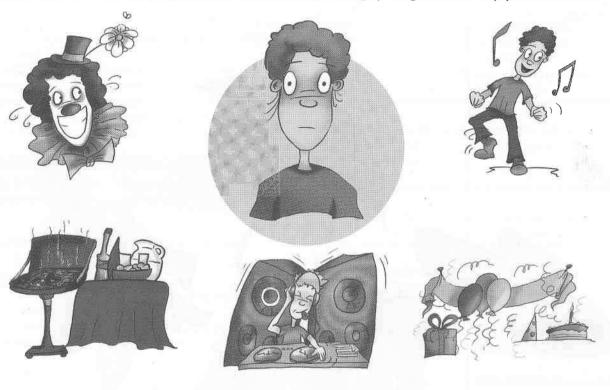
• You are planning to go on holiday with your friend. Talk together about the various things you can do on your holiday, and then decide which things you will enjoy most.



Pairwork Activities Visual Materials – Making Decisions

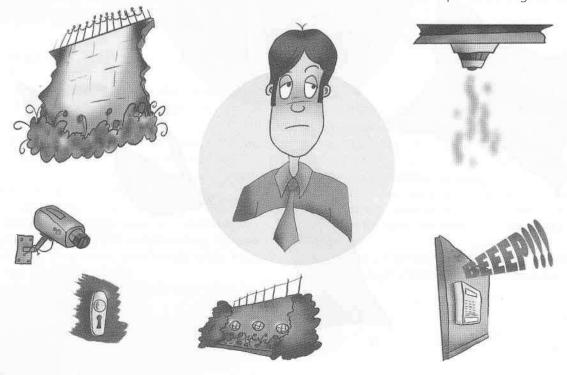
Unit 5

• You are planning to have a party to celebrate the end of the school year. Talk together about the things you need for the party, and then decide which things your guests will enjoy most.



Unit 8

• A friend of yours wants to know what to do to make his house safer. Talk together about the things your friend can do to make his house safer, and then decide which are the most important things to do.



Pairwork Activities Visual Materials – Making Decisions

Unit 9

• You are planning to spend a summer's day in the countryside. The weather is going to be changeable. Talk together about the things you can take with you, and then decide which are the most important to take.



Grammar Reference

Unit 1

Present Simple and Present Continuous

We use the present simple for:

- facts and permanent states. Rebecca lives in Australia.
- general truths and laws of nature. Leaves fall in autumn.
- habits and routines (with always, usually, etc). She visits her hairdresser's every month.
- timetables and programmes (in the future). The bus leaves at 7 o'clock in the morning.
- sporting commentaries, reviews and narrations. Cinderella goes to the ball, and meets the prince.
- feelings and emotions. I like Paul. He is a nice boy.

The time expressions we use with the present simple are: usually, often, always, every day/week/month/year, etc. in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.

We use the present continuous (to be + verb -ing):

- for actions taking place at or around the moment of speaking. *Jackie is watching a film*.
- for temporary situations. We are travelling around Europe this month.
- for fixed arrangements in the near future, *I am meeting* a friend at the shopping centre this afternoon.
- for currently changing and developing situations. The earth is getting warmer and warmer.
- with adverbs such as always to express anger or irritation at a repeated action. She is always complaining about everything.

The time expressions we use with the present continuous are: now, at the moment, at present, these days, nowadays, still, today, tonight, etc.

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (see, hear, smell, taste, feel, look, sound, seem, appear, etc). The perfume smells nice.
- verbs of perception (know, believe, understand, realise, remember, forget, etc). *I understand how you feel*.
- verbs which express feelings and emotions (like, love, hate, prefer, detest, desire, want, etc). I hate exercising.
- some other verbs (be, contain, include, belong, fit, need, matter, cost, own, want, owe, weigh, wish, have, keep, etc) *This car belongs to me*.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK I think he's lying. (= believe)	I am thinking about cutting my hair. (= am considering)
HAVE She has a beautiful, large house. (= own, possess)	I am having a nice time. (= am experiencing) He is having a bath. (= is taking) We are having breakfast. (= are eating)
SEE I can see that you've decorated your flat. (= it is visible) I see what he means. (= understand)	I'm seeing my boss after my lunch break. (= am meeting)
TASTE The fish tastes salty. (= it is, has the flavour of)	Jane is tasting the sauce to see if it has enough pepper. (= is testing)
SMELL This rubbish smells awful. (= has the aroma)	She is smelling the perfume. (= is sniffing)
APPEAR They appear to be bored. (= seems to)	She is appearing on stage for the first time. (= is performing)
FIT The dress doesn't fit her. (= it's too tight)	Michael is fitting some new shelves on the walls. (= is attaching)

Note:

 The verbs look (when we refer to somebody's appearance), feel (experience a particular emotion), hurt and ache can be used in simple or continuous tenses with no difference in meaning.

My arm hurts. = My arm is hurting.

Present Perfect

We use the present perfect (have + past participle) for:

- an action that happened at an unstated time in the past. The emphasis is on the action: the time when it occurred is unimportant or unknown. I have painted the room. Peter has written two books.
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as be, have, like, know, etc. I have had this car for five years.
- a recently completed action. I 've washed the dishes.
- personal experiences or changes. She has put on weight.

The time expressions we use with the present perfect are: for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), etc.

Present Perfect Continuous

We use the present perfect continuous (have + been + verb -ing):

- to put emphasis on the duration of an action which started in the past and continues up to the present. I have been studying all afternoon.
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already with the result visible in the present. He's covered in mud because he has been working on the farm all day.
- to express anger, irritation or annoyance. She has been using my bike without my permission.
- for repeated actions in the past continuing to the present. She looks tired because she has been waking up really early lately.

The time expressions we use with the present perfect continuous are: for, since, how long, all day/morning/month/etc, lately, recently

Note: with the verbs live, work, teach and feel we can use the present perfect or the present perfect continuous with no difference in meaning. He has worked/has been working in this company for seven years.

Unit 2

Modals

Modals can/could, may/might, must/have to, ought to, shall/should, will/would:

- don't take -s, -ing or -ed suffixes
- are followed by the bare infinitive
- come before the subject in questions and are followed by **not** in negations
- don't have tenses in the normal sense. When followed by a bare present infinitive, they refer to an uncompleted action or state (i.e. present or future); when followed by the bare perfect infinitive, they refer to a completed action or state.

Obligation/Duty/Necessity

Must: a) Expresses duty, strong obligation to do sth or that sth is essential. We generally use must when the speaker has decided that sth is necessary. I must correct these essays today.
b) Must is also used to give strong advice. You must pay attention to your teacher.

Have to: Expresses strong necessity/obligation. We usually use have to when somebody other than the speaker has

decided that sth is necessary. The teacher told us that we have to study all the chapters for the exam.

Note: Must and have to have different meanings in questions. Do I have to go to the wedding? (Is it necessary for me ...?) Must you play your trumpet so loudly? (Do you insist that I ...?)

Should/Ought to: Expresses weak obligation/duty. These are less emphatic than must/have to. We should change the bathroom curtains soon.

Need: It is necessary to. Need I wake up early tomorrow?

Note: Need can be used as a modal verb or as a main verb with no change in meaning. Need I dress well for this party?/Do I need to dress ...?

Absence of necessity

Needn't/Don't have to/Don't need to + present infinitive: It isn't necessary to do sth (in the present/future). You don't need to wash the dishes. I have a washing machine.

Prohibition

Mustn't/Can't: It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. You mustn't/can't touch anything in the museum.

Ability/Permission

Can: expresses ability in the present. He can play the piano really well.

Could: expresses ability in the past. He could swim very fast when he was a child.

Can/Could/May/Might ...?: we use the structures to ask permission to do something. Could and may are more polite than can. Might is formal.

Can I stay for lunch? (informal)

Could/May/Might I close the window? (formal)

We can/could ... /Shall we ...?: to make suggestions We can/could go to a nice restaurant this evening.

Future Tenses

Future Simple

We use the future simple (will + bare infinitive) for:

- decisions made at the moment of speaking. I'm tired. I'll go to bed.
- predictions about the future, based on what we think, believe or imagine, using the verbs think, believe, expect, etc; the expressions be sure, be afraid, etc; and the adverbs probably, certainly, perhaps, etc. I'm sure he will call soon.
- promises, threats, warnings, requests, hopes and offers.
 Will you help me tidy the room?
- actions, events, situations which will definitely happen in the future and which we can't control. Jenny will be 5 years old next week.

Be going to

We use be going to:

- for plans, intentions or ambitions for the future. She's going to become a dancer when she grows up.
- actions we have already decided to do in the near future. Paul is going to visit his aunt this weekend.
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. Look out! That branch is going to fall onto the road.

The time expressions we use with the future simple and be going to are: tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month, etc.

Future Continuous

We use the future continuous (will be + verb -ing):

- for actions which will be in progress at a stated future time. This time next week, I'll be exploring Egypt.
- for actions which will definitely happen in the future as the result of a routine or arrangement. I will be travelling with my company next week.
- when we ask politely about someone's plans for the near future. Will you be finishing your phone call soon?

Future Perfect

 We use the future perfect (will have + past particle) for actions that will have finished before a certain time in the future. I will have graduated by the end of this year.

The time expressions we use with the future perfect are: before, by, by then, by the time, until/till (only in negative sentences)

Future Perfect Continuous

We use the future perfect continuous (will have been + verb -ing) to emphasise the duration of an action up to a stated time in the future. The future perfect continuous is used with: by ... for. By the end of the month, I will have been playing professional tennis for three years.

Time clauses when talking about the future:

When we use words and expressions such as while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time, etc to introduce time clauses, we use the present simple or present perfect, NOT future forms.

By the time we reach the station we will have missed the train. (NOT: By the time we will get there ...)

We also use the present simple and present perfect, NOT future forms, after words and expressions such as unless, if, suppose/supposing, in case, etc. Take some water with you in case you get thirsty. (NOT: ... in case you will get thirsty.)

We use future forms with:

- when, when it is used as a question word. When will you be going skiing?
- if/whether after expressions which show uncertainty/ ignorance etc, such as I don't know, I doubt, I wonder, I'm not sure, etc. I doubt whether she will come to work today.

Unit 3

Past Tenses

Past Simple

We use the past simple:

- for an action that occurred at a definite time (stated or implied) in the past, He finished his project at 11 o'clock.
- for actions that happened immediately after one another in the past. She woke up and opened the window.
- for habits or states which are now finished. *Mary played* in music concerts when she was a child.
 - Note that **used to/would** can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we use with the past simple are: yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc ago, in 1999, etc.

Past Continuous

We use the past continuous

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (the shorter action). I was watching TV when the doorbell rang.
- for two or more simultaneous actions in the past. I was tidying my room while my sister was cooking a meal.
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. At 9 o'clock yesterday morning I was driving to work.
- to describe the atmosphere, setting etc and to give background information to a story. The wind was blowing and the dogs were barking. Somebody was knocking on the door.

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (-ing form) and leaving out the verb to be. She was cooking a meal, she was listening to the radio. = She was cooking a meal and listening to the radio.

The time expressions we use with the past continuous are: while, when, as, all morning/evening/day/week, etc.

Past Perfect

We use the past perfect (had + past participle):

- for an action which finished before another past action or before a stated time in the past. Jenny had eaten her lunch by 2 o'clock.
- for an action which finished in the past, and whose result was visible at a later point in the past. He had broken his leg and a week later it was still hurting.
- for a general situation in the past. Everything had seemed normal at first.

The time expressions we use with the past perfect are: before, after, already, just, for, since, till/until, when, by the time, never, etc.

Past Perfect Continuous

We use the past perfect continuous:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. I had been watching TV for an hour when I remembered I had forgotten to call my friend.
- for an action which lasted for some time in the past and whose result was visible in the past. She had been painting her room and her clothes were covered in paint.

The time expressions we use with the past perfect continuous are: for, since, how long, before, until, etc.

Used to/Would

We use used to/would (always/often/etc) + bare infinitive to refer to past habits or repeated actions. She used to/would go to the cinema once a week when she was a teenager.

In such cases **used to/would** can be replaced by the past simple with no change in meaning. When I lived in the country, I worked/used to work on a farm.

But for an action that happened at a definite time in the past we use the **past simple**, not **used to**. I bought a new computer yesterday. (NOT: <u>Hused to buy a new computer yesterday</u>.)

We also use *used to* to talk about past facts or situations which are no longer true. *I used to enjoy swimming. Now I prefer jogging.*

Unit 4

Reported Speech - Statements

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb (*say*, *tell*, *suggest*, *etc*).

. He said (that) he would post his letters today.

Say - Tell

- say + no personal object. She said she was bored.
- say + to + personal object. He said to me (that) he was really surprised.
- tell + personal object. She told me (that) she was going out.

Expressions used with say, tell and ask.

Say	hello, good morning/afternoon etc, something/ nothing, so, a prayer, a few words, no more, for certain/sure, etc
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody sth, someone's fortune, etc
Ask	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
 - Susan said, "I'm meeting my cousin after work." Suzan said (that) **she** was meeting **her** cousin after work.
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech:

Lucy said, "I haven't booked a ticket yet."

Reported speech: Lucy said (that) she hasn't/hadn't booked a

ticket yet.

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple "The train arrives at 5 o'clock."	e → Past Simple He said (that) the train arrived at 5 o'clock.
Present Continuou	s → Past Continuous
"I am watching a football match."	He said (that) he was watching a football match.
Present Perfec	t → Past Perfect
"I have made a pie."	He said (that) he had made a pie.
Past Simple → Past S	Simple or Past Perfect
"I bought a new sofa."	She said (that) she bought/had bought a new sofa.

Direct speech	Reported speech	
	Continuous or Past Perfect inuous She said that she was/had been washing the dishes.	
Future	(will) → would	
"I will go to the bank tomorrow."	She said that she would go to the bank the next day.	

 Certain words and time expressions change according to the meaning as follows:

now → then, immediately
today → that day
yesterday → the day before, the previous day
tomorrow → the next/following day
this week → that week
last week → the week before, the previous week
next week → the week after, the following week

 $\begin{array}{cccc} \mathsf{ago} & \to & \mathsf{earlier} \\ \mathsf{here} & \to & \mathsf{there} \\ \mathsf{come} & \to & \mathsf{go} \\ \mathsf{bring} & \to & \mathsf{take} \end{array}$

 The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.

Dad **always says**: "You mustn't **spend** all your money."

Dad **always says** (that) you mustn't **spend** all your money.

 The verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature.

The teacher said, "A tomato is a fruit."
The teacher said (that) a tomato is/was a fruit.

Reported Questions

- Reported questions are usually introduced with the verbs ask, inquire, wonder or the expression want to know.
- When a direct question begins with a question word (who, where, how, when, what, etc), the reported question is introduced with the same question word. "How old are you?" (direct question)

She asked me how old I was. (reported question)

 When a direct question begins with an auxiliary (be, do, have), or a modal verb (can, may, etc), then the reported question is introduced with if or whether.

"Have you finished yet?" (direct question)

She asked me if/whether I had finished yet. (reported question)

In reported questions, the verb is in the affirmative. The
question mark and words/expressions, such as please,
well, oh, etc are omitted. The verb tenses, pronouns
and time expressions change as in statements.

"Can you tell me when the shops close, please?" (direct question)

She asked me if I could tell her when the shops closed. (reported question)

Reported Orders

To report orders in reported speech, we use the introductory verbs order or tell + sb + (not) to - infinitive.

"Stop!" (direct order)

He ordered them to stop. (reported order)

"Get out!" (direct order)

She told us to get out. (reported order)

Introductory verb	Direct speech	Reported speech
+ to infinitive		
agree	"Yes, I'll lend you £25."	He agreed to lend me £25.
claim	"I'm working on a top secret	She claimed to be working of
Cidiiii	project."	a top secret project.
demand	"I want to be served	He demanded to be served
acmana	immediately."	immediately.
offer	"Would you like me to help	She offered to help me with
Offici	you with your essay?"	my essav.
promise	"I promise I'll do this for you."	He promised to do that for m
refuse	"No, I won't do what they	
rerase	want."	He refused to do what they wanted.
threaten	"Be quiet or I'll punish you."	
tilleateri	be quiet of thi putilish you.	He threatened to punish us we weren't quiet.
+ sb +		we weren't galet.
to-infinitive		
advise	"You should exercise more."	He advised me to exercise
		more.
allow	"You can watch the film on	He allowed me to watch the
	TV."	film on TV.
ask	"Can you do me a favour?"	He asked me to do him a
		favour.
beg	"Please, please, help me."	She begged me to help her.
command	"Put the gun down,"	He commanded her to put th
	, at the gain donna	gun down,
encourage	"You should talk to her about	He encouraged me to talk to
	this."	her about that.
forbid	"You cannot listen to your	He forbade me to listen to m
TOTOTO	music at this time of night."	music at that time of night.
invite	"Will you come to my birthday	
ITIVICE	party?"	She invited me to go to her
order		birthday party.
order	"Do thirty push ups at once!"	He ordered me to do thirty
remind	"Don't forget to call manufact	push ups immediately.
remind	"Don't forget to call me when	He reminded me to call him
warn	you get home."	when I got home
Walli	"Be careful, don't believe	He warned me not to believe
	what she says."	what she says
+ -ing form	## ## To # ##	
accuse sb of	"He stole my bag _i "	She accused him of stealing h
admit (ta)	West duamental "	bag.
admit (to)	"Yes, I dropped the vase."	He admitted to dropping/
) na alamina C	, , , , , , , , , , , , , , , , , , ,	having dropped the vase.
apologise for	"I'm sorry I am late."	She apologised for being lat
boast about/ of	"I'm an excellent actor."	He boasted of being an
		excellent actor.
complain (to sb)	"I feel very tired."	She complained (to me) of
of/about		feeling very tired.
deny	"I didn't tell her your secret!"	He denied telling/having tol
		her my secret.
nsist on	"I am going to give you a lift	He insisted on giving me a li
	home."	home.
suggest	"Why don't we play table	He suggested playing table
	tennis tomorrow?"	tennis the next day.
+ that clause		
explain	"It is quicker to take the train	He explained that it was
	because the traffic is heavy."	quicker to take the train
		because the traffic was heav
nform sb	"The flight has been	She informed us that the
	cancelled due to bad	flight had been cancelled du
	weather conditions."	to bad weather conditions.
		Juan mediate Conditions

Unit 5

Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. He is **older than** me. He's **the oldest** person in the room.

Formation of comparatives and superlatives from adjectives and adverbs:

- with one-syllable adjectives, we add -(e)r to form the comparative and -(e)st to form the superlative. nice - nicer - nicest
 - Note: for one syllable adjectives ending in a vowel + a consonant, we double the consonant. fit fitter fittest
- with two-syllable adjectives ending in -ly, -y, -w, we also add -er / -est. shallow shallower shallowest

 Note: for adjectives ending in a consonant + y, we replace the -y with an -i. pretty prettier prettiest
- with other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with more/most.
 - interesting more interesting most interesting
- with adverbs that have the same form as their adjectives, we add -er/-est. fast faster fastest
- two-syllable or compound adverbs take more/most.
 quietly more quietly most quietly
 Note: clever, common, cruel, friendly, gentle,

pleasant, polite, shallow, simple, stupid, quiet can form their comparatives and superlatives either with -er/-est or with more/most

• Irregular forms:

good – better – best / bad – worse – worst / much – more – most / little – less – least / far – farther/further – farthest/furthest / many/lots/a lot of – more – most

Types of comparisons:

- as + adjective + as (to show that two people or things are similar in some way) In negative sentences we use not as/so ... as. This dress is as pretty as that one.
- less + adjective + than (expresses the difference between two people or things) The opposite is more ... than. The film is less interesting than the book.
- the least + adjective + of/in (compares one person or thing to two or more people or things in the same group) The opposite is the most ... of/in. It was the least expensive place I've ever visited.
- much/a lot/far/a little/a bit/slightly + comparative (expresses the degree of difference between two people or things) John is slightly taller than Anthony.
- comparative and comparative (to show that something is increasing or decreasing) Every day I'm feelilng better and better with this medicine.
- the + comparative ... , the + comparative (shows that two things change together, or that one thing depends

- on another thing). The more you eat, the fatter you get.
- by far + the + superlative (emphasises the difference between one person or thing and two or more people or things in the same group). Jackie is by far the best player in her team.

Relative Clauses

Relative clauses are introduced with either a relative pronoun or a relative adverb.

Relative pronouns

We use:

- i. who(m)/that to refer to people.
- ii. which/that to refer to things.
- iii. whose with people, animals and objects to show possession (instead of a possessive adjective).
- Who, which and that can be omitted when they are the object of the relative clause. That's the vase (which) I am going to buy.
- Whom can be used instead of who when it is the object of the relative clause. Whom is always used instead of who or that after a preposition. That's the person to whom I was talking to a few minutes ago.
- Who, which and that are not omitted when they are the subject of a relative clause. The man who drives that car is very rich.
- Whose is never omitted. That's the woman whose daughter is a lawyer.

Relative adverbs

We use:

- when/that to refer to a time (and can be omitted)
 That was the time (when/that) I lived in California.
- ii. where to refer to a place. The shop where I bought your present is very near your home.
- iii. why to give a reason, usually after the word reason (why can be omitted). She was sick. That's the reason (why) she didn't come to work.

Defining and Non-Defining Relative Clauses

An identifying relative clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with who, which, that, whose, where, when or the reason (why). The man who bought our car lives next door.

A non-identifying relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with who, whom, which, whose, where or when. The woman, who was ninety years old, walked very slowly.

That cannot be used to introduce a Non-defining relative clause.

Unit 6

The indefinite article a/an

We use a/an:

- with nouns when referring to an unspecified thing. *Jack has got a cat. The cat is black and white.*
- with singular countable nouns when we want to say what somebody/something is or what someone's job is. It is a kangaroo. Susan is a doctor.
- in certain expressions when we want to show how often we do something. I jog in the park three times a week.

We use a:

 before singular countable nouns which begin with a consonant sound (a horse, a unicorn).

We use an:

 before singular countable nouns which begin with a vowel sound (an apple, an hourglass).

We don't use a/an:

- with uncountable or plural nouns. In these cases, we use some instead of a/an. I want some butter and some bananas.
- before an adjective if it is not followed by a noun.
 However, if the adjective is followed by a noun, we use
 a if the adjective begins with a consonant sound and an
 if the adjective begins with a vowel sound.

It is a thriller. It is a horrible thriller.

This is **an** interesting fim.

The definite article the

We use the:

- with nouns when talking about something specific or something that has already been mentioned. Susan has got a dog. The dog is a dalmatian.
- with nouns that are unique (the sky, the moon, etc).
- with names of newspapers (the Daily Mail), cinemas (the Village), theatres (the Bristol Old Vic), museums/art galleries (the Metropolitan), ships (the Queen Mary II), organisations (the Red Cross).
- with the names of rivers (the Danube), groups of islands (the Bahamas), mountain ranges (the Rocky mountains), deserts (the Kalahari), oceans (the Pacific), canals (the Coral canal), countries when they include words such as States, Kingdom, Republic (the UK), names or nouns with of (the Houses of Parliament), in geographical terms such as the North pole/Arctic/Amazon, the South of England, the North/East/South/West.
- with the names of musical instruments and dances (the violin, the tango).
- with the names of families (the Smiths) and nationalities ending in -sh, -ch or -ese (the Spanish). Other nationalities can be used with or without the (the Swedes/Swedes).
- with titles (the King, the Prime Minister) BUT not with titles including a proper name (King George).

- with adjectives/adverbs in the superlative form (the worst holiday I've been on) BUT when most is followed by a noun, it doesn't take the Most children start school at 8:15 am.
- with the words day, morning, afternoon and evening. She went to the cinema in the evening.
 - BUT: at night, at noon, at midnight, by day/night
- with historical periods/events (the French Revolution, the Iron Age). BUT: World War II
- with the words **only**, **last** and **first** (used as adjectives). He is **the** only one who doesn't agree.
- with the words station, cinema, theatre, library, shop, coast, sea(side), beach, country(side), city, jungle, world, ground, weather. How about going to the beach?

We do not use the:

- with uncountable and plural nouns when talking about something in general. Snakes can be dangerous. Computers are easy to use.
- with proper nouns. Susan is a doctor.
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. I want to play golf on Sunday.
- with languages, unless they are followed by the word language. Bob speaks Spanish, Italian and German fluently.
 BUT: The English language is spoken in many parts of the world.
- with the names of countries which don't include the word State, Kingdom or Republic. England, Greece, France. BUT there are some exceptions: the Netherlands, the Gambia, the Vatican.
- with the names of streets (Prince's Street, Market Street).
 BUT: the M8, the A12, squares (Victoria Square), bridges (Tower Bridge)
 BUT: the Maidenhead Railway Bridge, parks (Hyde Park), railway stations (Victoria, King's Cross), mountains (Mount Olympus), individual islands (Cyprus), lakes (Lake Bola) and continents (Europe).
- with possessive adjectives or the possessive case. That is his dog.
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them (Marks & Spencer's, Costa Cafe).
- with the words bed, hospital, college, court, prison, school, university when we refer to the purpose for which they exist. I went to bed because I was tired. BUT: I carried the blankets to the bed. (specific)
- with the word work (= place of work). I got stuck in traffic, I am on my way to work.
- with the words home, mother, father, etc when we talk about our own home/parents.
- with by + means of transport (bus/ferry/train/car etc). I travelled to Rome by car.
- with the names of illnesses. She's got hay fever. BUT: flu/the flu, measles/the measles, mumps/the mumps

Countable – Uncountable Nouns

 Countable nouns are those that can be counted (one flower, two flowers, etc). Uncountable nouns are those that cannot be counted (butter, salt, etc). Uncountable nouns take a singular verb and are not used with a/an.

Groups of uncountable nouns include:

- mass nouns (coffee, flour, water, etc)
- subjects of study (Biology, French, Geometry, etc)
- sports (basketball, golf, tennis)
- languages (French, German, Italian)
- diseases (cancer, measles, hayfever)
- natural phenomena (fog, sunshine, wind)
- collective nouns (money, furniture, luggage)
- certain other nouns (fame, happiness, boredom)

Some/Any/No

Some, **any** and **no** are used with uncountable nouns and plural countable nouns. *some water, some potatoes*.

- Some and its compounds (somebody, someone, something, somewhere, etc) are normally used in affirmative sentences. There is some milk in the fridge.
- Some and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request. Do you want something to drink?
- Any and its compounds (anyone, anything, etc) are usually used in interrogative sentences. Is there anything left to do? Not any is used in negative sentences. There isn't any salt in this food. Any and its compounds can also be used with negative words such as without, never, rarely. I can't do anything without my computer.
- When any and its compounds are used in affirmative sentences there is a difference in meaning. You can take anything you like from the fridge. (it doesn't matter what) Anyone can be a member of this group. (it doesn't matter who)
- No and its compounds can be used instead of not any in negative sentences. Jack didn't say anything. (= He said nothing) There isn't anybody at home. (= There is nobody at home)

Note: We use a singular verb with compounds of **some**, **any** and **no**. *Is there something wrong?*

Every/Each

Each and every are used with singular countable nouns. We normally use each when we refer to several people or things and every when we refer to all people or things. The acrobat was holding two balls in each hand. Every person on the street turned and stared.

The pronouns everyone, everybody, everything and the adverb everywhere are used in affirmative, interrogative and negative sentences, and are followed by a singular verb. We normally use every when we are thinking of people or things together, in a group, to mean all, everyone etc. Every person in the theater clapped at the end of the play. (= all together). Whereas we normally use each

- when we are thinking of people or things separately, one at a time. He made a speech where he thanked each person who helped him (= one at a time).
- We use **every** to show how often something happens. *The bus passes every 15 minutes*.
- We use every, but not each, with words and expressions such as almost, nearly, practically, and without exception. She eats three bars of chocolate practically every day.

A few/Few - A little/Little

A few and few are used with plural countable nouns. A little and little are used with uncountable nouns.

- A few means not many, but enough. I have a few apples to make apple pie. I'll make it now. Few means hardly any, almost none and can be used with very for emphasis. There were few people at the party, so it wasn't a success.
- A little means not much, but enough. I have a little food left from yesterday. I'll eat that today for lunch.
- Little means hardly any, almost none and can be used with very for emphasis. I put very little sugar in the cake. It isn't sweet enough.

A lot of/lots of – much – many

- A lot of/lots of are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The of is omitted when a lot/lots are not followed by a noun. Were there a lot/lots of people at the meeting? Yes, there were lots.
- Much and many are usually used in negative or interrogative sentences, Much is used with uncountable nouns and many is used with plural countable nouns. There are not many flowers in the winter. I don't have much time

Adverbs

- Adverbs usually describe verbs, adjectives, other adverbs or sentences.
- An adverb can be one word (quickly) or a phrase (in the morning). Adverbs can describe manner (how), place (where), time (when), frequency (how often), degree (to what extent), etc.

Formation of adverbs

- a. We usually form an adverb by adding -ly to the adjective extreme-extremely
 - BUT: elderly, cowardly, friendly, likely, deadly, lively, silly, ugly, lovely, etc are adjectives. We use the words way/manner to form their adverbs. Susan seemed very friendly yesterday. She behaved in a very friendly manner/way.
- b. Adjectives ending in **-le** drop the **e** and take **-y**. simple-simply
- c. Adjectives ending in consonant + y drop the y and take -ily. pretty-prettily
- d. Adjectives ending in -I take -ly. practical-practically

 Some adverbs have the same form as adjectives such as: hard, fast, free, high, low, deep, early, late, long, near, straight, right, wrong, Also hourly, daily, weekly, monthly and yearly.

She works hard. (adverb)/She is a hard worker. (adjective)

 The adverbs below have two forms, each with a different meaning: She dived deep into the water. (= a long way down)

I am deeply impressed. (= very)

You can use thee swimming pool free. (= without payment) The dog was running around the garden freely. (= without limit or restriction)

I had to reach high to reach the shelf. (= at/to a high level) Your help is highly appreciated. (= very much)

She went to bed late. (= not early)

I haven't seen Mary **lately**. (= recently)

I think history is the subject I like most. (= superlative of much)

I am mostly worried about your health. (= mainly)

My school is **near** my home. (= close)

I nearly fainted when I heard the news. (= almost)

I think she's a **pretty** nice person. (= rather)

Jane always dresses prettily. (= in a pretty way)

He worked hard to pass his exams. (= with a lot of effort)

I hardly know anyone in my new neighbourhood. (= almost no one)

Note: *hardly* has a negative meaning and is often used with: any, anything, anyone anywhere and ever.

Order of adverbs

 Adverbs usually go after verbs but before adjectives, other adverbs and participles.

He paints beautifully. (manner)

The book was totally boring. (degree)

 Sometimes adverbs go before the main verb, eg. the adverbs of frequency (often, always, etc.). However, adverbs of frequency are placed after the verb to be and after auxiliary verbs.

Jack is rarely at school on time.

I have never visited Australia.

She always watches TV at night.

 When there are two or more adverbs in the same sentence, they usually come in the following order: manner – place – time

The girl was quietly studying in the library all afternoon.

 If there is a verb of movement (go, come, leave, etc) in the sentence, then the adverbs come in the following order: place – manner – time

Ben goes to work by car in the morning.

 Adverbs of place and time can go at the end of the sentence.

I'll see you next week. (time)

Question Tags

 Question tags are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement or, if there isn't an auxiliary in the statement, they take do/does (present simple) or did (past simple). After affirmative statements we use a negative interrogative tag and after negative statements we use a positive interrogative tag.

She plays in the team, doesn't she? He didn't win the race, did he?

Note:

- Let's has the tag shall we? Let's watch a film, shall we?
- Let me/him has the tag will you/won't you? You'll let me borrow your car, won't you?
- I have (possess) has the tag haven't I? BUT I have (used idiomatically) has the tag don't I? He has a car, hasn't he? He had a nice time, didn't he?
- This/That is has the tag isn't it? This is a good book, isn't it?
- I am has the tag aren't I? I am right, aren't I?
- A negative imperative has the question tag will you? Don't leave the door unlocked, will you?

Reflexive Pronouns

I – myself

you – yourself

he – himself

she - herself

it - itself

we – ourselves

you – yourselves

they - themselves

We use reflexive pronouns:

- with verbs such as behave, burn, cut, enjoy, hurt, introduce, kill, look at, teach, etc., or with propositions when the subject and the object of the verb are the same person.
 - I (subject) burnt myself (object) when I accidentally touched the iron.
- with the preposition by when we mean alone/without company or without help (on one's own).

She spent her weekend by herself/on her own.

He managed to lift the furniture by himself/on his own.

- in the following expressions: enjoy yourself (have a good time), behave yourself (be good), help yourself (you are welcome to take something if you want).
- to emphasize the subject or the object of a sentence.

 I myself wrote this essay. (I wrote this essay, nobody else wrote it)

Daisy met Mick Jagger himself. (She met Mick Jagger, not somebody else.)

Note:

1 We do not normally use reflexive pronouns with the verbs *concentrate*, *feel*, *meet* and *relax*.

You need to relax. (NOT: You need to relax yourself.)

2 Reflexive pronouns are used with the verbs *dress*, *wash* and *shave* when we want to show that someone did something with a lot of effort.

Although she is only three years old, she managed to **dress** herself.

Each other means one another.

- a They looked at themselves in the mirror.
- b They looked at each other and started laughing,

Unit 7

Conditionals: type 0/1

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditional we can use **when** instead of **if**.

If-clause	Main Clause
If/when + present simple →	present simple
If/When you touch fire, you burn your.	self.

Type 1 conditionals are used to express a real or very probable situation in the present or future.

Main Clause
future simple, imperative, can/ must/may/etc + bare infinitive

When the hypothesis comes before the main clause, we separate the two parts with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: With type 1 conditionals we can use **unless** + **affirmative verb** (= if + negative verb). She will not forgive him unless he apologises to her.

Conditionals: Types 2 and 3

 Conditionals Type 2 (unreal present) are used to express imaginary situations which are contrary to facts in the present, and, therefore, are unlikely to happen in the present or the future. We can use either were or was for 1st and 3rd person singular in the if-clause. We can also use the structure If I were you, ... to give advice.

If-clause	Main Clause
If + past simple/ past continuous	would/could/might + bare present infinitive
about. If Richard was playing tode scoring.	would know what they were talking ay, we would have a better chance o
If I were you, I would apolo	aise to her (advice)

 Conditionals Type 3 (unreal past) are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause	Main Clause
If + past perfect/ past perfect continu	would/could/might + µous → bare perfect infinitive
If I had taken a taxi, I would If it hadn't been raining excursion.	d have been there in time. today, we would have gone on ar

Wishes

• We can use wish /if only to express a wish.

Verb Tense		Use	
+ past simple/ past continuous	I wish I could help. (but I can't). If only he was leaving tomorrow. (but he's not)	To say that we would like something to be different about a present situation.	
+ past perfect	I wish I had accepted his invitation (but I didn't). If only I had told him the truth.	something which	
+ subject + would + bare inf.	I wish you wouldn't complain all the time. If only the bus would come.	to express: a polite imperative.a desire for a situation or person's behaviour to change.	

Note: • If only is used in exactly the same way as wish, but it is more emphatic or more dramatic.

• We can use were instead of was after wish and if only. I wish I were/was on holiday now.

Unit 8

The Passive

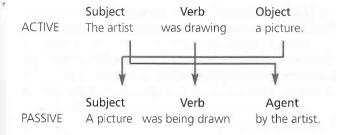
We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive. (*live* does not have a passive form).

We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context. The bike is being fixed. (It's unimportant who is doing it.) The post has been delivered. (It's obvious that the postman delivered it.)
- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. Ancient statues have been discovered.
- when we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. Ten soldiers were killed in the war. The washing up hasn't been done.

Changing from the active to the passive:

- the **object** of the active sentence becomes the **subject** in the passive sentence
- the active verb remains in the same tense, but changes into a passive form
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



 Only transitive verbs (verbs that take an object) can be changed into the passive. Active: Susan jogs in the park (intransitive verb) no passive form: The park is jogged by Susan.

Note: Some transitive verbs (have, exist, seem, fit, suit, resemble, lack etc) cannot be changed into the passive. Jack resembles his father. NOT: His father is resembled by Jack.

- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. Barry got hit by a car when he was playing in the street. (Instead of was hit ...)
- By + the agent is used to say who or what carries out an action. with + instrument/material/ingredient is used to say what the agent used. The meal was made by Mario. It was made with lots of fresh ingredients.
- The agent can be omitted when the subject is they, he, someone/ somebody, people, one, etc. Somebody has broken the window. The window has been broken.
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. This book was written by Virginia Woolf.
- With verbs which can take two objects, such as bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc, we can form two different passive sentences.

 Susan told Mary the truth by Susan (passive more usual)

Mary was told the truth by Susan. (passive, more usual) The truth was told to Mary by Susan. (passive, less usual)

- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. The bee stung him on the cheek. He was stung on the cheek by the bee.
- The verbs hear, help, see, and make are followed by the bare infinitive in the active but by the to-infinitive in the passive. Jack's father made him finish his homework. Jack was made to finish his homework.
- Let becomes be allowed to in the passive. My mum let me go to the cinema. I was allowed to go to the cinema.
- To ask questions in the passive we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. Have they announced the news yet? Has the news been announced yet?
- When we want to find out who or what performed an action, the passive question form is Who/What ... by? What was this accident caused by?

Causative Form

We use have + object + past participle to say that we have arranged for someone to do something for us.
 The past participle has a passive meaning. Susan had her hair cut. (She didn't cut it herself.)

- Questions and negations of the verb have are formed with do/does (present simple) or did (past simple). Did you have your flat painted last week?
- We also use have something done to talk about an unpleasant experience that somebody had. Last night Karen had her bag stolen. (= Her bag was stolen.)
- We can use the verb get instead of have in informal conversation. I am getting some new curtains made.
 Note: the word order is very important. Fiona had her car washed and Fiona had washed her car have very different meanings. In the first case, Fiona arranged for someone else to wash the car, whereas in the second case she washed the car herself.

	Regular active form	Causative form
Present Simple	He cleans the windows.	He has the windows cleaned .
Present Continuous	He is cleaning the windows.	He is having the windows cleaned .
Past Simple	He cleaned the windows.	He had the windows cleaned .
Past Continuous	He was cleaning the windows.	He was having the windows cleaned.
Future Simple	She will clean the windows.	He will have the windows cleaned .
Future Continuous	He will be cleaning the windows.	He will be having the windows cleaned.
Present Perfect	He has cleaned the windows.	He has had the windows cleaned .
Present Perfect Continuous	He has been cleaning the windows.	He has been having the windows cleaned.
Past Perfect	He had cleaned the windows.	He had had the windows cleaned.
Past Perfect Continuous	He had been cleaning the windows.	He had been having the windows cleaned.
Infinitive	He should clean the windows.	He should have the windows cleaned .
ing form	It's worth cleaning the windows.	It's worth having the windows cleaned .

Every/Each/Either/Neither

- Every is used with singular countable nouns. It refers to a group of people or things and means all, everyone, everything, etc.
 - Every citizen has a birth certificate. (All citizens have birth certificates.)
- Each is used with singular countable nouns. It refers to the members of a group separately.
 - Each member of the basket ball team has to practise hard everyday. (Each person separately.)
- Every one and each (one) can be followed by of.

 He bought two shirts but he realized that each one was too small for him.

A lot of new members joined the school club and I liked **every one** of them.

• Either refers to two people, things or groups and is followed by a singular countable noun. However, the Either of + plural noun phrase structure can be followed by either a singular or plural verb.

Either shirt is nice. Either of the shirts is/are nice.

- We can use **not** ... **either (of)** instead of **neither (of)**. **Either** can also be used at the end of a negative sentence. "I have never visited Japan." "I have never visited Japan either."
- Neither refers to two people, things or groups and has
 a negative meaning. It is followed by a singular
 countable noun. However the Neither of + plural noun
 phrase structure can be followed by either a singular or
 plural verb in the affirmative.

Neither dress I tried on was suitable for the wedding. **Neither** of them have been invited to the party.

Neither ... **nor/Either** ... **or** are followed by either a singular or plural verb. *Neither Susan nor Mary is/are going on holiday this year.*

Unit 9

Logical Assumptions/Deductions

Must: Sure/Certain that sth is true.

Must is used in affirmative sentences and expresses positive logical beliefs. You've passed all your exams, so you must be delighted!

Can't/couldn't: Certain that sth is not true/real.

Can't and couldn't are used in negations and express negative logical assumptions. Susan can't be at home yet. She doesn't finish work until 7.

Possibility

Can + present infinitive: General possibility, sth is theoretically possible. Not used for a specific situation. You can choose anything you like from the buffet.

Could/May/Might + present infinitive: It is possible/ likely, perhaps. Used to show sth is possible in a specific situation. You may find what you want at the supermarket.

Note: We can use **can/could/might** in questions **BUT NOT may.** Do you think you **could** buy me some milk?

Unit 10

Infinitive

The **to-infinitive** is used:

- to express purpose. Wendy went to the library to get a book.
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). They hope to complete the project soon
- after would like, would prefer, would love, etc to express a specific preference. I would love to watch the play.

- after adjectives which describe feelings/emotions (happy, sad, glad, etc); express willingness/unwillingness (willing, eager, reluctant etc); refer to a person's character (clever, kind etc) and the adjectives lucky and fortunate. I was glad to see that you're safe.
 - Note: With adjectives that refer to character we can also use an impersonal construction. It was nice of you to aive me advice.
- after too/enough. It's hot enough to swim in the sea.
- to talk about an unexpected event usually with only. I rushed to phone him only to find that he was out.
- with it + be + adjective/noun. It was difficult to answer the question.
- after be + first/second/next/last etc. She was the third person to wish me "Happy Birthday".
- after verbs and expressions, such as ask, learn, explain, decide, find out, want, want to know etc when they are followed by a question word. I couldn't decide where to go on holiday.

Note: why is followed by subject + verb, NOT an infinitive. I realized why I didn't pass my exam.

• in the expressions to tell you the truth, to be honest, to sum up, to begin with etc. To be honest | didn't think | would win the race.

Note: If two **to-infinitives** are linked by **and** or **or** the **to** of the second infinitive can be omitted. *I want to go to the cinema and watch a good film*.

The infinitive without to is used:

- after modal verbs. Rebecca can run very fast.
- after the verbs let, make, see, hear, and feel. They made him fill out a lot of forms. BUT: we use the to-infinitive after be made, be heard, be seen etc (passive form). He was seen to enter the building.

Note: When see, hear and watch are followed by an -ing form there is no change in the passive. I heard Susan talking on the phone. Susan was heard talking on the phone.

- after had better and would rather. We had better take the train because the traffic is very bad at the moment.
- help can be followed by either the to-infinitive or the infinitive without to. She helped me (to) choose the carpet for the living room.

-ing form

The **-ing form** is used:

- as a noun. Dancing is great fun.
- after certain verbs: admit, appreciate, avoid, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practise, consider, prevent. Would you consider entering the contest?
- after love, like, enjoy, prefer, dislike, hate to express general preference. *Kate loves cooking.* BUT: for a specific preference (would like/ would prefer/would love) we use a to-infinitive.
- after expressions such as be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble etc. What's the use of taking your car when you can use the bus?

- after spend, waste, or lose (time, money, etc). He wasted time talking on the phone when he should have been working.
- after the preposition to with verbs and expressions such as look forward to, be used to, in addition to, object to, prefer (doing sth to sth else). She prefers walking to running.
- after other prepositions. *I am thinking* **of spending** *a month in China for the summer.*
- after the verbs hear, listen to, notice, see, watch, and feel to describe an incomplete action. I saw Jenny playing tennis. (I didn't watch her until the end of the game.)

BUT: we use the infinitive without to with hear, listen to, notice, see, watch, and feel to describe the complete action. I saw Robin catch a fish. (I saw him lifting it out of the sea.)

Difference in meaning between the *to-infinitive* and *-ing form*

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- forget + to-infinitive = not remember He forgot to bring his lunch-box with him.
 forget + -ing form = not recall – I'll never forget meeting you for the first time.
- remember+ to infinitive = not forget I must remember to buy some milk.
 remember + -ing form = recall - I remember seeing that person somewhere else but I don't know where.
- mean + to-infinitive = intend to I didn't mean to hurt you. Sorry!
 mean + -ing form = involve - This journey means

driving for long hours.

- regret + to-infinitive = be sorry to (normally used in the present simple with verbs such as say, tell, inform) I regret to inform you that your flight has been delayed.
 regret + -ing form = feel sorry about I regret lying to my best friend.
- try + to-infinitive = do one's best, attempt She tried
 to walk but her leg hurt her.
 try + sing form = do something as an experiment

try + -ing form = do something as an experiment – How about trying this new shampoo? It's great!

 stop + to-infinitive = stop temporarily in order to do something else – As I was walking I stopped to tie my shoelaces.

stop + -ing form = finish doing something – *I stopped going to ballet classes when I was ten.*

American English-British English Guide

American English	British English	American English	British English
A		P	
account	bill/account	pants/trousers	trousers
airplane	aeroplane	pantyhose/nylons	tights
nyplace/anywhere	anywhere	parking lot	car park
partment	flat	pavement	road surface
	ride	pedestrian crossing	
		(potato) chips	zebra crossing
pathrobe	drossing goven		crisps
pathtub	dressing gown	public school	state school
ill	bath	purse	handbag
	banknote		
pillion=thousand million	billion=million million	R	
ousy (phone)	engaged (phone)	railroad	railway
		rest room	toilet/cloakroom
ab	taxi	S	
all/phone	ring up/phone	sales clerk/sales girl	shop assistant
an	tin	schedule	timetable
andy	sweets	shorts (underwear)	pants
heck	bill (restaurant)	sidewalk	
loset	wardrobe		pavement
onnect (telephone)		stand in line	queue
ookie	put through	store, shop	shop
	biscuit	subway	underground
orn	sweetcorn, maize		
razy	mad	Т	
		truck	lorry, van
		two weeks	fortnight/two weeks
desk clerk	receptionist		gird evvo weeks
lessert	pudding/dessert/sweet	V	
lowntown	(city) centre	vacation	holiday(s)
Irapes	curtains	vacuum (v.)	Holludy(S)
drugstore/pharmacy	chemist's (shop)		hoover
luplex	chemist's (shop)	vacuum cleaner	hoover
inhiev	semi-detached	vest	waistcoat
		W	
ggplant	aubergine	with or without (milk/cream in	black or white
levator	lift	coffee)	
		Υ	
all	autumn	yard	garden
aucet	tap	,	garaen
irst floor, second floor, etc.	ground floor, first floor, etc.	Z	
lashlight	torch		(nunn nunnin 1 // 1//)
rench fries	chips	(pronounced, "zee")	(pronounced, "zed")
ront desk (hotel)		zero	nought
ioni desk (notel)	reception	zip code	postcode
arbage/trash	rubbish	Grammar	
arbage can	dustbin/bin	<u> </u>	
as	petrol	He <u>just went</u> out./	Ho has just gons and
as station	petrol station/garage	Ho has just gone and	He <u>has just gone</u> out.
rade	class/year	He <u>has just gone</u> out.	
		10 11 11 11 11 11	
		Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
ntermission	interval		
ntersection	crossroads	<u>Do you have</u> a car?/	Have you got a car?
ICCIDECTION	CrOSSIDauS	Have you got a car?	
		Spolling	
nitor	caretaker/porter	<u>Spelling</u>	
•		aluminum	aluminium
erosene	paraffin	analyze	analyse
		center	centre
		check	cheque
awyer/attorney	solicitor	color	colour
ne		honor	honour
-	queue	jewelry	
ost and found	lost property		jewellery
		practice(n,v)	practice(n)
L., T			practise(v)
ail	post	program	programme
ake a reservation	book	realīze	realise
otorcycle	motorbike/motorcycle	tire	tyre
iovie	film	trave(l)ler	traveller
ovie house/theater	cinema		Gavener
one nouse theater	Спена		
		Expressions with preposi	tions and narticles
		EVPLESSIONS MITH DIEDOZI	cions and particles
ews-stand	newsagent		
		different <u>from/than</u>	different from/to
		live on X street	live in X street
ffice (doctor's/dentist's)	surgery	on a team	in a team
		<u>911</u> 0 100111	nia ccuill

on the weekend Monday through Friday at the weekend Monday to Friday

office (doctor's/dentist's) one-way (ticket) overalls

surgery single (ticket)

dungarees

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	
bring	brought	brought	read	· ·	put
build	built	built		read	read
burn			ride	rode	ridden
	burnt (burned)	burnt (burned)	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	
drink	drank				shot
drive		drunk	show	showed	shown
	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	
forgive	forgave	forgiven	stand	stood	sprung
freeze	froze	frozen			stood
get			steal	stole	stolen
1704	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
nang	hung (hanged)	hung (hanged)	swear	swore	sworn
nave	had	had	sweep	swept	swept
near	heard	heard	swim	swam	swum
nide	hid	hidden	take	took	taken
nit	hit	hit	teach	taught	taught
nold	held	held	tear	tore	torn
nurt	hurt	hurt	tell	told	told
кеер	kept	kept	think	thought	
know	knew	known	throw		thought
				threw	thrown
ay	laid	laid	understand	understood	understood
ead	led	led	wake	woke	woken
earn	learnt (learned)	learnt (learned)	wear	wore	worn
eave	left	left	win	won	won
end	lent	lent	write	wrote	written
et	let	let			

Unit 1a

annoyed (adj) /ənəɪd/ babysit (v) /beibisit/ bark (v) /bg:rk/ benefit (n) /benifit/ bulb (n) /bʌlb/ chance (n) /t[a:ns/ chase (v) /t[eis/ chat (v) /t[æt/ cheerfully (adv) /t[19rfoli/ clear away (phr v) /klier ewei/ daffodil (n) /dæfədil/ depend (v) /dipend/ dig (v) /dig/ /brtnicqeaib/ (jbs) bernioqqasib display (n) /displei/ do sb a favour (phr) doubt (n) /daut/ drive sb crazy (phr) embarrassed (adj) /ımbærəst/ feed (v) /fi;d/ gardener (n) /ga:rdənər/ get along (phr v) /get əlɒŋ/ grateful (adj) /greitfol/ grow (v) /grou/ keen (adj) /ki:n/ keep an eye on (phr) keep on good terms (phr) neighbour (n) /neibər/ plant (v) /pla:nt/ seed (n) /si:d/ snowdrop (n) /snovdrpp/ thankful (adj) /0æŋkfʊl/

Unit 1b

tulip (n) /tju:lip/

achieve (v) /ətʃiːv/ active (adj) /æktrv/ ambitious (adj) /æmbi[əs/ bat (n) /bæt/ bee (n) /bi:/ behave (v) /biheiv/ blind (adj) /blaind/ careless (adj) /keərləs/ caring (adj) /keərɪŋ/ cause (v) /ko:z/ chatterbox (n) /t[ætərboks/ childish (adj) /t[aɪldɪ[/ creative (adj) /krieitiv/ curious (adj) /kj<u>və</u>riəs/ develop (v) /divelap/ disorganised (adj) /diso:rgenaizd/ dust (v) /dnst/ easy-going (adj) /i:zi govin/ forgetful (adj) /fərgetful/

funny (adj) /f^ni/ hardworking (adj) /ha:rdw3:rkm/ helpful (adj) /helpful/ high flier (n) /har flarer/ honest (adj) /pnist/ imaginative (adj) /imædʒinətiv/ joyful (adj) /dʒɔɪfʊl/ killjoy (n) /kıldʒɔɪ/ lazybones (n) /leɪziboʊnz/ /gam/ (v) gom nosey parker (n) /noσzi pα:rkər/ notice (v) /nootis/ polish (v) /ppls[/ privacy (n) /privəsi/ pursue (v) /pərsju:/ resemble (v) /rızemb^əl/ scatterbrain (n) /skætərbrein/ selfish (adj) /selft[/ sensible (adi) /sensible/ silly billy (n) /sıli bıli/ sly (adj) /slai/ smart alec (n) /smart ælık/ success (n) /səkses/ successful (adj) /səksesful/ take care of (phr) thoughtful (iba) /00:tfol/ troublemaker (n) /trnb^almeikar/ vacuum (v) /vækju:m/ workaholic (n) /ws:rkəhplik/

Unit 1c

caviar (n) /kæviɑːr/
cost (v) /kɒst/
expensive (adj) /ikspensiv/
handsome (adj) /hænsəm/
honestly (adv) /ɒnistli/
kid (v) /kɪd/
necklace (n) /neklis/
performance (n) /pərforməns/
potion (n) /poʊʃən/
secret (n) /sikrit/
snowman (n) /snoʊmən/
sound (v) /saʊnd/
tour (n) /tʊər/
trumpet (n) /trʌmpit/

Unit 1d

bald (adj) /boild/ beard (n) /bierd/ classmate (n) /klasmeit/ co-worker (n) /koo warker/ curly (adj) /karli/ employee (n) /imploii/ employer (n) /imploier/ energetic (adj) /enerdzetik/ fair (adj) /feer/ friendly (adj) /frendli/

husband (n) /hxzbənd/ in one's early teens (phr) introduce (v) /intrədju:s/ likeable (adi) /laɪkəbəl/ lovely (adj) /lnvli/ mean (adj) /mi:n/ middle-aged (adj) /midel eidad/ moustache (n) /məsta:[/ never mind (phr) of average height (phr) plump (adj) /plnmp/ slim (adi) /slim/ straight (adj) /streit/ stranger (n) /streind3ə^r/ take care (phr) talkative (adj) /to:kətiv/ wavy (adj) /weivi/ wife (n) /waif/

Unit 1e

age (n) /eidʒ/
cook (n) /kʊk/
drop sb a line (phr)
exchange student (n)
/ikstʃeindʒ stjudent/
host (n) /hoʊst/
keep in touch (phr)
shy (adj) /ʃai/

Culture Clip 1

bowler hat (n) /boʊlər hæt/ depict (v) /dipikt/ double-decker bus (n) /dabel dekər bas/ eccentric (adj) /iksentrik/ emotion (n) /imov[en/ extreme (adj) /ikstri:m/ get off (phr v) /get pf/ /important (adj) /impo:rtant/ in a comical light (phr) mind (n) /maind/ old-fashioned (adj) /oold fæ[and/ part (n) /pa:rt/ polite (adj) /pəlaɪt/ politeness (n) /pəlaitnəs/ probably (adv) /probabli/ punctual (adj) /pʌŋktʃuəl/ reputation (n) /repjoteijan/ reserved (adj) /rız<u>a:</u>rvd/ sarcastic (adj) /sa:rkæstik/ sense of humour (phr) sensitive (adi) /sensitiv/ stiff (adj) /stif/ subtle (adj) /snt^al/ thank (v) /θæŋk/ tolerant (adj) /tplerent/

Unit 2a

amphibian (n) /æmfibien/ at risk (phr) \left| bald eagle (n) /bo:ld i:gel/ Bengal tiger (n) /bengo: l taiger/ bison (n) /baisen/ boa (n) /boga/ brown hare (n) /braun heer/ chimpanzee (n) /t[impænzi:/ chinchilla (n) /tʃɪntʃɪlə/ completely (adv) /kəmpli:tli/ countryside (n) /kantrisaid/ cut down (phr v) /knt daon/ danger (n) /deindʒər/ disappear (v) /disəpiə^r/ endangered (adj) /indeind3ərd/ environmental group (n)

/invaierenmentel gruip/ extinction (n) /ikstink(an/ farmland (n) /fq:rmlænd/ fence (n) /fens/ forest (n) /fprist/ fur (n) /fa:r/ grain (n) /grein/ hedgerow (n) /hedzrov/ hunt (v) /hʌnt/ hunter (n) /hʌntər/ insect (n) /insekt/ jungle (n) /d3^ng⁹l/ lake (n) /leɪk/ land (n) /lænd/ leaflet (n) /li:flət/ lizard (n) /lizərd/ macaw (n) /məko:/ mammal (n) /mæmel/ moth (n) /mpθ/ natural habitat (n) /nætʃərəl hæbitæt/

ocean (n) /oʊʃən/ otter (n) /ptər/ panda (n) /pændə/ polluted (adj) /pəlu:tɪd/ pollution (n) /pəlu:[9n/ pond (n) /ppnd/ prairie (n) /preeri/ rare (adj) /reər/ reptile (n) /reptail/ sand (n) /sænd/ sea turtle (n) /si: t3:rtal/ species (n) /spi:[ız/ spotted dolphin (n) /spottd dplfin/ squirrel (n) /skwirəl/ tiny (adj) /taɪni/ toad (n) /toʊd/ variety (n) /vərauti/

wetlands (n) /wetlændz/

fox (n) /fpks/

wild (n) /walld/ wildlife (n) /walldlaf/ wolf (n) /wolf/ woodlands (n) /wodlændz/

Unit 2b

add (v) /æd/ adopt (v) /ədppt/ atmosphere (n) /ætməsfiər/ campaign (n) /kæmpein/ communicate (v) /kəmiu:nıkeıt/ cool (v) /ku:l/ edge (n) /edz/ erosion (n) /iroʊʒ^อn/ exhausted (adj) /igzo:stid/ factory waste (n) /fæktri weist/ flexible (adj) /fleksib⁹l/ ground (n) /gravnd/ heat (v) /hi:t/ hole (n) /hoʊl/ illness (n) /Ilnəs/ invent (v) /invent/ level (n) /level/ liner (n) /laınər/ living conditions (n) /livin kəndı[anz/ lonely (adj) /loonli/ medicine (n) /medsen/ oxygen (n) /pksidzen/ protect (v) /prətekt/ provide (v) /prəvaid/ public transport (n) /phblik trænspo:rt/ radiation (n) /reidiei[an/ raise (v) /reiz/ recycle (v) /ri.saik^el/ reduce (v) /rɪdju:s/ release (v) /rɪli:s/ remove (v) /rimu:v/ rubbish (n) /rnbi[/ shade (n) /[eid/ shallow (adj) /[æloʊ/ shelter (n) /[eltər/ size (n) /saiz/ soft (adj) /spft/ /lice/ (n) lios starvation (n) /sta:rveisan/ stone (n) /stoon/ tear (v) /teər/ turn up (phr v) /t3: n Ap/ ultraviolet (adj) /nltravaialat/

Unit 2c

advice (n) /ædv<u>ai</u>s/ collect (v) /kəl<u>e</u>kt/ conclude (v) /kənkl<u>u</u>:d/

/θm¹<u>c</u>w/ (n) drmnaw

conserve (v) /kənsa:rv/ consider (v) /kənsıdə^r/ crop (n) /krpp/ decrease (v) /dıkri:s/ disease (n) /dızi:z/ drop (v) /drpp/ field (n) /fi:ld/ gateway (n) /geitwei/ hedge (n) /hed3/ improve (v) /impru:v/ increase (v) /Inkri:s/ lead (n) /led/ litter (n) /litər/ machinery (n) /mə[i:nəri/ property (n) /properti/ public (n) /pnblik/ respect (v) /rispekt/ safe (adi) /seif/ sign (n) /saın/ spread (v) /spred/ stray (adj) /strei/ weather forecast (n) /weðər fo:rka:st/

Unit 2d

admire (v) /ədmaıər/ bin (n) /bin/ camp (v) /kæmp/ climate (n) /klaımət/ create (v) /krieit/ deserve (v) /dız3:rv/ energy (n) /enərdʒi/ excuse (n) /ɪkskju:s/ fresh (adj) /freʃ/ nature (n) /neɪtʃər/ pick up (phr v) /pik Ap/ save (v) /seiv/ silence (n) /saɪləns/ snack (n) /snæk/ solar power (n) /souler pauer/ suppose (v) /səpoʊz/ throw (v) /0roʊ/

Unit 2e

advertisement (n)
/ædvɜːˈfɪsmənt/
entry (n) /entri/
last (v) /lɑːst/
refreshements (n) /rɪfreʃmənts/
volunteer (n) /vɒləntiər/

Curricular Cut 2

cancer (n) /kænsə^r/
chemicals (n) /kemik^alz/
cockroach (n) /kpkroʊtʃ/
commonly (adv) /kpmənli/
concerned (adj) /kənsɜːfnd/

contaminate (v) /kəntæmineit/ fly (n) /flai/ headache (n) /hedeik/ loss (n) /lps/ mite (n) /mart/ object (v) /əbdzekt/ pesticide (n) /pestisaid/ hoison (n) /poizen/ prevent (v) /privent/ rat (n) /ræt/ skin (n) /skin/ spray (n/v) /sprei/ stomach ache (n) /stʌmək eik/ tick (n) /tik/ toxic (adj) /tpksik/ useful (adj) /ju:sfol/ weed (n) /wi:d/

Eco-friends 1

appliances (n) /əplaiənsiz/

average (adj) /ævərɪdʒ/ bulk (n) /balk/ cartridge (n) /ka:rtrid3/ charity (n) /t/ærıti/ cut down on (phr v) /knt daon efficiently (adv) /ɪfɪ[entli/ electricity (n) /ilektrisiti/ excess (n) /ikses/ fluorescent (adj) /flʊəresənt/ fuel (n) /flu:əl/ get rid of (phr) light switch (n) /lart swit[/ material (n) /mətiəriəl/ output (n) /autput/ print (v) /print/ printer (n) /printə^r/ product (n) /prpd^kt/ rechargeable (adj) /ritjardzəbəl/ resources (n) /rizo:rsiz/ sheet (n) /ʃiːt/ tap (n) /tæp/ turn off (phr v) /ta:rn pf/ turn on (phr v) /ta;rn pn/ valuable (adj) /væljuəbəl/ waste (v) /weist/

Unit 3a

assume (v) /əsjum/
birth certificate (n) /bɜːrθ
sərtɪfikət/
book (v) /bʊk/
check-in desk (n) /tʃek ın desk/
destination (n) /destɪneɪʃən/
discover (v) /dɪskʌvər/
experience (n) /ɪkspɪəriəns/
expiry date (n) /ɪkspɪaəri deɪt/

factor (n) /fæktə^r/ frantically (adv) /fræntikli/ go wrong (phr) imagine (v) /ımædzın/ inconvenience (n) /inkenvi:niens/ look forward to (phr v) /lok fo:rward ta/ lose one's temper (phr) nasty (adi) /na:sti/ nightmare (n) /naitmeər/ not a soul in sight (phr) queue (n) /kju:/ reception (n) /risep[an/ relaxed (adj) /rɪlækst/ relieved (adj) /rɪliːvd/ remote (adi) /rimout/ reputable (adj) /repjotabal/ resort (n) /rizo:rt/ reveal (v) /rīvi:l/ rush (v) /rn[/ scene (n) /si:n/ staff (n) /sta:f/ terrified (adj) /terrifard/ travel insurance (n) /trævel in[verens/ urgently (adv) /3:rdzantli/ wander (v) /wpndə^r/ warn (v) /wo:rn/ wave (v) /weiv/

Unit 3b

air conditioning (n) /eer kəndi[ənin/ amazed (adj) /əmeizd/ boarding pass (n) /bo:rdin pa:s/ boot (n) /bu:t/ buffet car (n) /b^fei ka:r/ carriage (n) /kærıdʒ/ comfortable (adj) /knmftəbəl/ compartment (n) /kəmpa:rtmənt/ conference (n) /kpnfrens/ crew (n) /kru:/ cruise (n) /kru:z/ deck (n) /dek/ disabled facilities (n) /diseibald fəsilitiz/ drop off (phr v) /drpp pf/ facilities (n) /fəsilitiz/ flight (n) /flart/ health club (n) /helθ klʌb/ hustle and bustle (phr) luggage (n) /lʌgɪdʒ/ magical (adj) /mædʒıkəl/ memorable (adj) /memərəbəl/ now and again (phr)

passenger (n) /pæsindʒə^r/ pick and choose (phr) platform (n) /plætfo:rm/ port (n) /po:rt/ retreat (n) /rɪtri:t/ rip off (phr v) /rip pf/ road map (n) /rood mæp/ room service (n) /ru:m sa:rvis/ rural (adj) /roərəl/ rush hour (n) /rn{ aver/ safe and sound (phr) scrimp and save (phr) seatbelt (n) /si:tbelt/ set off (phr v) /set pf/ stop off (phr v) /stop pf/ take off (phr v) /telk pf/ wave off (phr v) /weiv pf/ wheelchair access (n) /hwi:It[eər ækses/

Unit 3c

announce (v) /ənaons/ announcement (n) /ənaʊnsmənt/ approach (v) /əproʊt[/ campsite (n) /kæmpsaɪt/ complimentary (adj) /kpmplimentari/ duty free shop (n) /djuti fri: [pp/ grab (v) /græb/ head (v) /hed/ luxurious (adj) /lngzveries/ mystery (n) /mistəri/ penthouse suite (n) /penthaos swi:t/ porter (n) /po:rtər/ rent (v) /rent/ scuba diving (n) /sku:bə daɪvɪn/ seashell (n) /si:[el/ tour guide (n) /tʊər gaɪd/ unpack (v) /nnpæk/

Unit 3d

adult (n) /ædʌlt/
architecture (n) /œ'kɪtektʃə'/
available (adj) /əveləbəl/
blow (v) /bloʊ/
coach trip (n) /koʊtʃ trip/
commentary (n) /kɒməntri/
confused (adj) /kənfjuzd/
drizzle (v) /drizəl/
frustrated (adj) /frʌstreitid/
guided tour (n) /gaɪdid tʊə'/
hotel staff (n) /hoʊtel stæf/
howl (v) /haʊl/
medieval (adj) /mediivəl/
pour (v) /poʊt/

scared (adj) /sk<u>eə</u>rd/ sightseeing tour (n) /s<u>ar</u>tsi:m t<u>və</u>r/ swirl (v) /sw<u>3:</u>rl/ worried (adj) /wʌrid/

Unit 3e

adventure (n) /ædventʃər/
curiously (adv) /kjʊeriəsli/
drag (v) /dræg/
exotic (adj) /lgzptik/
extremely (adv) /ikstriːmli/
fragrance (n) /freɪgrəns/
herd (n) /hɜː'd/
incident (n) /ɪnsɪdənt/
romance (n) /rəmæns/
slam (v) /slæm/
stare (v) /steər/

Culture Clip 3

amusement park (n) /əmjuzmənt pa:rk/ attend (v) /ətend/ camper (n) /kæmpə^r/ chalet (n) /[æleɪ/ cosy (adj) /koʊzi/ feature (n) /fi:t[ə^r/ gain (v) /gein/ location (n) /loʊkeɪ[an/ loudspeaker (n) /laʊdspiːkər/ package holidays (n) /pækıdz hplideiz/ playground (n) /pleigraond/ popularity (n) /pppjolæriti/ remind (v) /rimaind/ roomy (adj) /ru:mi/ survive (v) /sərvaɪv/ tent (n) /tent/ theatre show (n) /0i:0tor [00/ unusual (adj) /nju:ʒuəl/ water park (n) /wo:tər pa:rk/

Unit 4a

basic (adj) /beisik/
break bad habits (phr)
break the law (phr)
bring up (phr v) /brin \(\text{Ap} \)
comment (v) /kpment/
crime (n) /kraim/
encourage (v) /inkaridz/
grow up (phr v) /grov \(\text{Ap} \)
guilty (adj) /gilti/
instruct (v) /instrakt/
life-changing (adj) /laif
tjeindzin/
manner (n) /mæner/
ordinary (adj) /ordinri/

prove (v) /pruːv/
rely (v) /rɪlaɪ/
remain (v) /rɪmein/
respect (n) /rɪspekt/
skill (n) /skil/
sneeze (v) /sniːz/
social situation (n) /soʊʃəl
sɪtʃueɪʃən/
society (n) /səsaɪɪti/
spill (v) /spil/
treat (v) /triːt/
value (v) /væljuː/
well-behaved (adj) /well
biheɪvd/
yawn (v) /jɔːn/

Unit 4b

absence (n) /æbsens/ apply (v) /əplai/ art (n) /a:rt/ blame (v) /bleim/ break down (phr v) /breik daon/ canteen (n) /kænti:n/ catch up (phr v) /kæt[np/ certificate (n) /sərtıfıkət/ co-educational (adj) /koʊ edzokei[ənəl/ college (n) /kplid3/ compulsory (adj) /kəmpʌlsəri/ costume (n) /kpstju:m/ course (n) /ko:rs/ deadline (n) /dedlain/ degree (n) /digri:/ diploma (n) /diploume/ drop out (phr v) /drop aut/ enrol (v) /inroʊl/ event (n) /ivent/ exception (n) /iksep[an/ exhibition (n) /eksibi[an/ go down (phr v) /goo daon/ graduate (v) /grædzueit/ gym (n) /dʒim/ head teacher (n) /hed ti:t[ə^r/ headmaster (n) /hedma:stər/ /n<u>ic</u>zb/ (v) nioj lab (n) /læb/ lecture (n) /lekt[ər/ let down (phr v) /let daon/ librarian (n) /laɪbreəriən/ library (n) /laıbrəri/ nursery (n) /na:rsəri/ playing field (n) /pleun fild/ present (v) /prizent/ primary (adj) /praimeri/ private (adj) /praivit/ professor (n) /prefeser/

qualification (n) /kwplifikel[an/rehearsal (n) /riha:rsal/ rehearsal (n) /riha:rsal/ schedule (n) /sedju:l/ science (n) /salans/ secondary (adj) /sekandri/ seminar (n) /seminar/ settle down (phr v) /setal dawn/ state (adj) /stelt/ take down (phr v) /telk dawn/ term (n) /ta:rm/ threaten (v) /aretan/ tutor (n) /tjutar/ university (n) /juniva:rsiti/

Unit 4c

argue (v) /ɑːrgju:/
detention (n) /dɪtenʃən/
essay (n) /esəi/
go on an excursion (phr)
hardly (adv) /hɑːrdli/
look for (phr v) /lʊk fər/
lucky (adj) /lʌki/
project (n) /prɒdʒekt/
sign (v) /saɪn/

Unit 4d

appreciate (v) /əpri_fiet/
assignment (n) /əsainmənt/
borrow (v) /bproʊ/
give sb a lift (phr)
hand in (phr v) /hænd ɪn/
hand out (phr v) /hænd aʊt/
have a toothache (phr)
leave a message (phr)
lend (v) /lend/
make a promise (phr)
postpone (v) /poʊspoʊn/
staff room (n) /staff ru:m/

Unit 4e

advantage (n) /ædva:ntidʒ/ choose (v) /tʃuːz/ concentrate (v) /kpnsantreit/ deal with (phr v) /diːl wið/ disadvantage (n)

/disədva:ntidz/
discipline (n) /disiplin/
identify (v) /aidentifai/
main (adj) /mein/
miss out (phr v) /mis aut/
outweigh (v) /autwei/
peer pressure (n) /pier prefer/
peers (n) /pierz/
resist (v) /rizist/
share (v) /feer/
trendy (adj) /trendi/

Curricular Cut 4

afford (v) /əford/
baggage (n) /bægidʒ/
cartoon strip (n) /kɑːftuːn strip/
common (adj) /kɒmən/
compliment (n) /kɒmplimənt/
foolish (adj) /fuːliʃ/
ignorant (adj) /ignərənt/
jot down (phr v) /dʒɒt daʊn/
nonsense (n) /nɒnsəns/
novel (n) /nɒvəl/
politics (n) /pɒlitiks/
saucy (adj) /sɔːsi/
theatre critic (n) /θiətər kritik/

Eco-friends 2

adapt (v) /ədæpt/ alive (adi) /əlaɪv/ bud (n) /bAd/ carnivorous (adi) /kg:rnivərəs/ come up with (phr v) /knm np digest (v) /daɪdzest/ escape (v) /iskeip/ hang (v) /hæn/ hollow (adj) /hplov/ leaf (n) /li:f/ mineral (n) /minərəl/ nutrient (n) /nju:trient/ root (n) /ru:t/ slippery (adj) /sliperi/ stem (n) /stem/ sticky (adj) /stiki/ trap (n) /træp/

Unit 5a

ancient (adj) /ein[ent/ attach (v) /ətætʃ/ attract (v) /ətrækt/ attractive (adj) /ətræktıv/ cave (n) /keiv/ claw (n) /klo:/ coat (n) /koʊt/ countless (adj) /kauntles/ creature (n) /kri:tʃə^r/ evil (n) /i:val/ fear (v) /fiər/ fierce (adi) /fiərs/ forehead (n) /fprid/ giant (n) /daajent/ glossy (adj) /glosi/ guard (v) /ga:rd/ heal (v) /hi:l/ hero (n) /hieroʊ/ horn (n) /ho:rn/ /letr':cmı/ (jbs) latrommi immune (adj) /ımju:n/

intellectual (adj) /intilekt[uəl/ legend (n) /ledzend/ lure (v) /ljʊər/ magic (n) /mædʒık/ magician (n) /mədʒɪ[ən/ mean (adj) /mi:n/ monstrous (adi) /mpnstres/ mysterious (adj) /mistieries/ myth (n) /mιθ/ nasty (adj) /na:sti/ numerous (adj) /nju:mərəs/ pointed (adj) /pointid/ power (n) /paʊər/ powerful (adj) /pavərful/ project (v) /prədzekt/ riddle (n) /rıd^əl/ sailor (n) /seɪlə^r/ slaying (n) /slein/ speed (n) /spi.d/ spiky (adj) /sparki/ steer (v) /stiər/ symbol (n) /simb^el/ tail (n) /teil/ treasure (n) /treʒər/ unforgettable (adj) /nnfəraetəbəl/ unicorn (n) /ju:nɪko:rn/ vast (adj) /va:st/ waist (n) /weist/

Unit 5b

wing (n) /wm/

wise (adj) /waiz/

angry (adi) /ængri/ blood is thicker than water (phr) chain (n) /t[eɪn/ check (v) /t(ek/ control (v) /kəntroul/ crackle (v) /kræk^el/ creak (v) /kriːk/ ecstatic (adi) /ekstætik/ excited (adj) /iksaitid/ floorboard (n) /flo:rbo:rd/ frightened (adj) /fraitand/ frown (v) /fraon/ gasp (v) /ga:sp/ get blood out of a stone (phr) howl (v) /haʊl/ impatient (adj) /impei[ent/ in cold blood (phr) knock (v) /npk/ lay (v) /lei/ make one's blood boil (phr) monster (n) /mpnstər/ petrified (adj) /petrifaid/ rattle (v) /ræt^əl/

rumble (v) /rnmb^əl/

rustle (v) /rʌsəl/ shake (v) /ʃeɪk/ shocked (adj) /ʃeʌkt/ sleepy (adj) /sliːpi/ surprised (adj) /sərpraɪzd/ sweat blood (phr) tap (v) /tæp/ terrified (adj) /terɪfaɪd/ thunder (n) /θʌndər/ tremble (v) /trembəl/ violence (n) /vaɪələns/ witness (v) /wɪtnəs/

Unit 5c

belief (n) /bɪliːf/ build a fire (phr) celebrate (v) /selibreit/ dragon (n) /drægən/ festival (n) /festival/ figure (n) /figər/ lantern (n) /læntərn/ mask (n) /ma:sk/ oversleep (v) /oovərsli:p/ prize (n) /praiz/ pumpkin (n) /pampkin/ recognise (v) /rekəgnaiz/ ritual (n) /rɪt[ʊəl/ roam (v) /room/ scary (adj) /skeəri/ vegetarian (n) /vedzıteəriən/ villager (n) /vɪlɪdʒər/ witch (n) /wɪ̯tʃ/

Unit 5d

change one's mind (phr) decline (v) /diklain/ fed up with (phr) graveyard (n) /greivja:rd/ refuse (v) /rifju:z/ skeleton (n) /skeliten/ skull (n) /skal/ spooky (adj) /spu:ki/

Unit 5e

chilled (adj) /tʃsld/
coach (n) /koʊtʃ/
complain (v) /kəmplein/
cottage (n) /kɒtɪdʒ/
deserted (adj) /dɪzɜːrtɪd/
desperately (adv) /despərətli/
distance (n) /distəns/
grumpily (adv) /grʌmpili/
head (v) /hed/
miserably (adv) /mɪzərəbəli/
moor (n) /mʊər/
patiently (adv) /peiʃəntli/
pointless (adj) /pointləs/

scream (v) /skr<u>i:</u>m/ shepherd (n) /<u>sp</u>pe^rd/ spot (v) /sppt/

Culture Clip 5

audience (n) /oːdiens/
definitely (adv) /definitli/
emotional (adj) /imoʊʃənəl/
entertaining (adj) /entərteɪnɪŋ/
fascinating (adj) /fræsinetiŋ/
frightening (adj) /frætənɪŋ/
haunted (adj) /hoːntɪd/
have fun (phr)
include (v) /inkluːd/
joke (n) /dʒoʊk/
journey (n) /dʒəːri/
maze (n) /meɪz/
participation (n) /pɑːrtɪsɪpeɪʃən/
practical (adj) /præktɪkəl/
traditional (adj) /trədɪʃənəl/

Unit 6a

action (n) /æksən/ alien (n) /eɪliən/ animation (n) /ænımeı[an/ blockbuster (n) /blokbaster/ blow up (phr v) /blov Ap/ box office (n) /bpks pfis/ breathe life (phr) cartoon (n) /ka:rtu:n/ comedy (n) /kpmedi/ describe (v) /diskraib/ destroy (v) /distroi/ detective (adj) /ditektiv/ drama (n) /dra:mə/ dream (v) /dri:m/ empire (n) /empaiər/ encouragement (n)

/ink_rid3ment/ entire (adj) /intaiər/ film (v) /film/ freedom (n) /fri:dəm/ galaxy (n) /gæleksi/ happiness (n) /hæpines/ historical (adj) /historik^el/ horror (n) /hprə^r/ imagination (n) /imædʒinei[an/ invade (v) /inv<u>ei</u>d/ liberty (n) /lıbərti/ massive (adj) /mæsiv/ mission (n) /mi[an/ planet (n) /plænit/ plot (n) /plpt/ reflect (v) /rɪfl<u>e</u>kt/ romance (n) /rəmæns/ science fiction (n) /saiens

fık∫^ən/

Word List

sequel (n) /sikwəl/ spaceship (n) /speisʃip/ special effects (n) /speʃəl ifekts/ star (v) /staːr/ sunset (n) /sʌnset/ superfast (adj) /suːpərfaːst/ sword (n) /sɔːrd/ thriller (n) /ðrɪlər/ trilogy (n) /trɪlədʒi/ universe (n) /juːnivɜːrs/ war (n) /wɔːr/ western (n) /westərn/

Unit 6b

album (n) /ælbem/ applause (n) /əplo:z/ band (n) /bænd/ be in the mood (phr) bowling (n) /boolin/ bring in (phr v) /brin in/ button (n) /bntan/ cast (n) /ka:stl/ complex (adj) /kpmpleks/ crowd (n) /kraod/ cut in (phr v) /knt in/ digital camera (n) /didʒital kæmre/ direction (n) /darrek(9n/ download (v) /daunloud/ dub (v) /dnb/ DVD player (n) /di: vi: di: pleiə^r/ eject (v) /id3ekt/ enter (v) /entər/ fantasy (n) /fæntəzi/ gadget (n) /gædʒɪt/ games console (n) /geimz kensoul/ give in (phr v) /giv in/ go Dutch (phr) gripping (adj) /gripin/

handheld organiser (n) /hændhəld o:rgənaizər/ have a whale of time (phr) highlight (v) /harlart/ hit (n) /hɪt/ insert (v) /ins<u>a:</u>rt/ item (n) /artəm/ laptop (n) /læptop/ live (adj) /laɪv/ menu (n) /menju:/ mobile phone (n) /movbail foon/ MP3 player (n) /em pi: θri: pleiər/ musical performance (n) /mju:zık^el pə^rfo:rməns/ on the edge of one's seat (phr) ovation (n) /oʊvejfən/
packed (adj) /pækt/
pause (v) /poz/
pay an arm and a leg (phr)
plug in (phr v) /plag in/
press (v) /pres/
pull in (phr v) /pol in/
radio (n) /rejdioʊ/
roller coaster (n) /roʊlər
koʊstər/

scenery (n) /si:nəri/ stadium (n) /steidiem/ stay in (phr v) /st<u>er</u> in/ subtitle (n) /s^btaitel/ switch off (phr v) /swit[pf/ switch on (phr v) /swit(pn/ take in (phr v) /teik in/ take the world by storm (phr) track (n) /træk/ tray (n) /tr<u>eı</u>/ tune (n) /tju:n/ tune in (phr v) /tju:n in/ turn in (phr v) /ta:fn in/ video recorder (n) /vidioo riko:rdər/ website (n) /websart/

Unit 6c

arrange (v) /ər<u>ei</u>ndʒ/ confirmation (n) /k<u>o</u>nfə^rm<u>ei</u>ʃ⁹n/ culture (n) /k<u>ʌ</u>ltʃə^r/

culture (n) /kʌltʃər/ design (v) /dızaın/ enormous (adj) /inɔː̞rməs/ experimental (adj)

/iksperimentel/
fashion (n) /fæʃen/
fortunate (adj) /fæʃtʃʊnit/
funky (adj) /fanki/
have not got a clue (phr)
impact (n) /impækt/
invest (v) /invest/
popular (adj) /popjʊler/
program (v) /proʊgræm/
smartly (adv) /smærtli/
spot (n) /spot/
technology (n) /teknoledsi/
teenager (n) /tineidser/
trend (n) /trend/
youth (n) /jæθ/

Unit 6d

attitude (n) /ættju:d/ auction site (n) /oːkʃan saɪt/ check (v) /tʃek/ computer screen (n) /kampju:tar skri:n/

connect (v) /kənekt/ corrupt (v) /kərʌpt/ crash (v) /kræ[/ delete (v) /dɪliːt/ disk (n) /disk/ encyclopaedia (n) /ınsaıkləpi:diə/ file (n) /faɪl/ film site (n) /film sait/ glue (v) /glu:/ install (v) /insto:l/ measure (n) /meʒər/ network (n) /netws:rk/ online (adj/adv) /pnlain/ password (n) /pa:swa:rd/ pessimistic (adj) /pesimistik/ recycle bin (n) /risaikal bi:n/ responsible (adj) /risponsibel/ restart (v) /ri:sta:rt/ restore (v) /risto:r/ safe (adj) /seif/ safety (n) /seifti/ search engine (n) /sa:rtf endzin/ server (n) /sa;rvər/ shopping site (n) / spin sait/ social (adj) /sov[al/ software (n) /spftweər/ spam (n) /spæm/ strike (v) /straik/ travel site (n) /trævel sait/ user (n) /ju:zə^r/ virus (n) /vaiərəs/

confident (adj) /kpnfident/

Unit 6e

action-packed (adj) /æk[an pækt/ challenging (adj) /t[ælindʒin/ collect (v) /kəlekt/ crystal (n) /krist^əl/ dark (adj) /da:rk/ difficulty (n) /dɪfɪkəlti/ dreadful (adj) /dredfol/ graphics (n) /græfiks/ hilarious (adj) /hɪleəriəs/ imaginative (adj) /imædzinətiv/ level (n) /level/ lyrics (n) /liriks/ object (n) /pbd3ikt/ past (n) /pa:st/ predictable (adj) /pridiktəbəl/ price (n) /prais/ quality (n) /kwpliti/ single (adj) /sing⁹l/ sort (n) /so:rt/ sound (n) /saond/ storyline (n) /sto:rilain/

stunning (adj) /stɪʌnɪŋ/ superb (adj) /suːpɜːrb/ type (n) /taɪp/ uncover (v) /ʌnkʌvər/ unlock (v) /ʌnlɒk/ version (n) /vɜːrʃən/ video game (n) /vɪdioʊ geɪm/

Curricular Cut 6

advancement (n)
/ædvænsment/
agile (adj) /ædʒail/
animated (adj) /ænimeitid/
apparatus (n) /æpereites/
attack (v) /etæk/
author (n) /oðer/
complicated (adj) /komplikeitid/
cylinder (n) /silinder/
enormously (adv) /inormesli/
equipped (adj) /ikwipt/
extraordinary (adj)

/ikstro:rdenri/ framework (n) /freimws:rk/ hammering (n) /hæmərıŋ/ hissing (n) /hism/ hooting (n) /hu:tm/ invasion (n) /inver3en/ machine (n) /məʃi:n/ mechanism (n) /mekənizəm/ metallic (adj) /mətælık/ occasionally (adv) /əkeizənli/ occupant (n) /pkjopent/ pit (n) /pit/ ruins (n) /ruːɪnz/ scientific (adj) /saientifik/ similar (adj) /sımılə^r/ tentacle (n) /tentakal/ thudding (n) /0xdin/ vapour (n) /veipər/ violent (adj) /vaiələnt/ whisper (v) /hwispər/ whistle (v) /hwisel/

Eco-friends 3

absolute (adj) /æbsəlut/
aubergine (n) /oʊbəˈʒiːn/
balcony (n) /bælkəni/
bean (n) /biːn/
beetroot (n) /biːtrut/
beginner (n) /biginər/
compost (n) /kɒmpost/
effort (n) /efəˈt/
healthy (adj) /helləi/
herb (n) /hɜːrb/
labour (n) /leɪbər/
lettuce (n) /leɪts/
patience (n) /peɪ[əns/

pea (n) /pi/ pepper (n) /peper/ pot (n) /pot/ spring onion (n) /sprin _njen/ strawberry (n) /stro.bri/ sunlight (n) /s_nlait/ taste (v) /teist/ tomato (n) /temo.tov/

Unit 7a

acquire (v) /əkwarər/

adventurous (adj) /ædvent(ərəs/ anchor (n) /ænkər/ aspect (n) /æspekt/ career (n) /kərɪər/ concern (n) /kənsa:rn/ condition (n) /kəndı[an/ coral reef (n) /kprəl ri:f/ daunting (adj) /do:ntin/ determination (n) /dɪtɜ:rmɪneɪ[an/ determined (adj) /dits:rmind/ diver (n) /daɪvər/ diving (n) /daivin/ dump (v) /dnmp/ earn (v) /3:rn/ educate (v) /edzokeit/ ensure (v) /in[ʊər/ equipment (n) /ikwipment/ gain (v) /gein/ homesick (adj) /hovmsik/ imperative (adj) /imperativ/ in jeopardy (phr) instructor (n) /instraktər/ journalist (n) /d33:rnəlist/ leadership (n) /lidər[ip/ marine life (n) /məri:n laɪf/ obviously (adv) /pbviəsli/ perfect (adj) /ps:rfikt/ personality (n) /pa:rsənæliti/ progress (v) /pragres/ relevant (adj) /relevent/ responsibility (n) /rɪsppnsɪbɪlɪti/ rewarding (adj) /rɪwoːrdɪŋ/ salary (n) /sæləri/ shift (n) /[ɪft/ souvenir (n) /su:vəniər/ spirit (n) /spirit/ suit (n) /su:t/ tempt (v) /tempt/ touch wood (phr) train (v) /trein/ unharmed (adj) /nha:rmd/ wages (n) /weidziz/ wear (v) /weər/

Unit 7b

accountant (n) /əkaontənt/ application form (n) /æplikeisen fo:rm/ apply (v) /əplai/ architect (n) /a:rkitekt/ (a)round the clock (phr) artist (n) /a:rtist/ astronomer (n) /əstronəmər/ bank clerk (n) /bænk kla:rk/ bus driver (n) /bas draiver/ business (n) /biznis/ call it a day (phr) caring (adj) /keərɪn/ carpenter (n) /ka:rpintər/ carry through (phr v) /kæri θru:/ cashier (n) /kæ[jə^r/ company (n) /k/mpeni/ computer programmer (n) /kəmpju:tər proogræmər/ conventional (adj) /kənvenʃən^əl/ dedicated (adj) /dedikeitid/ detail (n) /diteil/ detective (n) /ditektiv/ dismiss (v) /dismis/ dreamer (n) /dri:mə^r/ driving licence (n) /draiving laisens/ electrician (n) /IlektrI[an/ /tnemiclqmi/ (n) /tnemiclqmi express (v) /ikspres/ factory worker (n) /fæktri wa:rkər/ fall through (phr v) /fo:I θru:/ farmer (n) /fa:rmər/ focus (v) /fookəs/ get fired (phr) get the sack (phr) go through (phr v) /goσ θru:/ goal (n) /goul/ hardworking (adj) /ha:rdwa:rkin/ industry (n) /indəstri/ interesting (adj) /intrestin/ investigative (adj) /investigativ/ lawyer (n) /lajər/ listener (n) /lisnə^r/ look through (phr v) /lσk θru:/ manager (n) /mænɪdʒər/ mechanic (n) /mɪkænɪk/ nurse (n) /na:rs/ occupation (n) /pkjopel[an/

office worker (n) /pfis w3:rkər/

overworked (adj) /ovvərwa:rkt/

opportunity (n) /ppartju:n:ti/

pay attention (phr) payslip (n) /peislip/ photographer (n) /fətpgrəfər/ pilot (n) /pailet/ policeman (n) /pəli:smən/ poorly-paid (adj) /pvorli peid/ profession (n) /prəfe[an/ promotion (n) /prəmoʊ[ən/ put through (phr v) /pσt θru:/ reach (v) /ri:t[/ reliable (adj) /rılaıəbəl/ repetitive (adj) /ripetitiv/ resign (v) /rızaın/ retire (v) /rıtaıər/ risk-taker (n) /risk teikər/ satisfying (adj) /sætisfaim/ scientist (n) /saiəntist/ secretary (n) /sekretri/ security guard (n) /sıkjʊərıti ga:rd/ self-employed (adj) /self /biclqmi ski instructor (n) /ski: instr<u>v</u>ktə^r/ social worker (n) /sou[a] wa:rkər/ songwriter (n) /spnraiter/ stockbroker (n) /stpkbrowker/ stressful (adj) /stresful/ structure (n) /strnktʃər/ target (n) /ta:rgit/ travel agent (n) /trævel eidzent/ underpaid (adj) /ndərpeid/ unemployed (adj) /nımploid/ university degree (n) /ju:niva:rsiti digri:/ vacancy (n) /veikənsi/ vet (n) /vet/ web designer (n) /web dizainər/ well-paid (adj) /wel peid/

Unit 7c

abroad (adv) /əbroːd/
be in trouble (phr)
be on time (phr)
break one's promise (phr)
hire (v) /haɪər/
interview (v) /intərvju:/
keep one's promise (phr)
mortgage (n) /moːrgɪdʒ/
pocket money (n) /pɒkɪt mʌni/
save (v) /seɪv/
stylist (n) /staɪlɪst/
tiring (adj) /taɪərɪŋ/

Unit 7d

apron (n) /eiprən/
basically (adv) /beisikli/
blouse (n) /blaoz/
boot (n) /but/
casual (adj) /kæʒuəl/
clear away (phr v) /klier əwei/
congratulations (n)
/kəngrætʃoleiʃənz/
customer (n) /kʌstəmər/
do for a living (phr)

customer (n) /kʌstəmər/
do for a living (phr)
jeans (n) /dʒiːnz/
order (n) /o̞rdər/
overall (n) /oʊvəroːl/
part-time (adj) /po̞rt taɪm/
shop assistant (n) /ʃoɒ
əsɪstənt/
waiter (n) /weɪtər/

advertise (v) /ædvərtaiz/

Unit 7e

asset (n) /æset/
chatty (adj) /tʃæti/
currently (adv) /kʌrəntli/
department store (n)
 /dɪpɑːˈtmənt stoːr/
family status (n) /fæmɪli steɪtəs/
I don't mind (phr)
job title (n) /dʒɒb taɪtəl/
lively (adj) /laɪvli/
personal qualities (n)
 /pɜːrsənəl kwɒlɪtiz/
position (n) /pəzɪʃən/
work experience (n) /wɜːrk

Culture Clip 7

ıkspiəriəns/

Beefeater (n) /bi:fi:tər/ boiled (adj) /boild/ cage (n) /keidʒ/ care (v) /keər/ clip (v) /klip/ crumble (v) /kramb^əl/ dependable (adj) /dipendəbəl/ diet (n) /daıət/ disaster (n) /dıza:stər/ fall upon (phr v) /fo: | eppn/ fate (n) /feit/ guard (v) /ga:rd/ guide (v) /gaɪd/ health (n) /helθ/ keep an eye on (phr) legend (n) /led3end/ lock up (phr v) /lpk Ap/ look after (phr v) /lok a:ftər/ make sure (phr) meat (n) /mi:t/

nation (n) /net[]on/
permanent (adj) /pɜːrmənənt/
prepare (v) /prɪpeər/
ravenmaster (n) /reɪvonmɑ:stər/
raw (adj) /rɔː/
residence (n) /rezidəns/
rest on sb's shoulder (phr)
soaked (adj) /soʊkt/
sole (adj) /soʊl/
task (n) /tɑːsk/
visitor (n) /vɪzɪtər/
welfare (n) /welfeər/

Unit 8a

attacker (n) /ətækər/ /bicve/ (v) biovs aware (adj) /əweər/ balance (n) /bæləns/ brain (n) /brein/ column (n) /kplam/ common sense (n) /kpmən sens/ community centre (n) /kəmju:nıti sentər/ confidence (n) /kpnfidens/ criminal (n) /kriminel/ defenceless (adj) /drfensles/ defend (v) /difend/ diffuse (v) /dɪfju:z/ distract (v) /distrækt/ escape (v) /iskeip/ fight (v) /fart/ force (n) /fo:rs/ grab (v) /græb/ grasp (v) /grasp/ hurt (v) /h3:rt/ instinct (n) /instinkt/ kick (v) /kik/ multi-storey (adj) /mnlti sto:ri/ physical (adj) /fizikal/ police station (n) /pəli:s sterfən/ potential (adj) /pəten[al/ potentially (adv) /pəten[ali/ remove (v) /rimu:v/ scenario (n) /sına:rioʊ/ self defence (n) /self difens/ stranger (n) /streindzər/ victim (n) /viktim/ vulnerable (adj) /vʌlnərəbəl/ weak (adj) /wi:k/ well-lit (adj) /wel Iit/

Unit 8b

a slap on the wrist (phr) accuse (v) /əkj<u>u:</u>z/ attempt (v) /ət<u>e</u>mpt/ barrister (n) /bærɪstə^r/

break into (phr v) /breik into/ break the law (phr) burglar (n) /b3:rglər/ burglary (n) /bs:rgləri/ burgle (v) /b3:rg9I/ cancel (v) /kæns^əl/ cash card (n) /kæ[ka:rd/ catch sb red-handed (phr) changing room (n) /tfeindsin ru:m/ cheque book (n) /t[ek bok/ conceal (v) /kənsi:l/ court (n) /ko:rt/ credit card (n) /kredit ka:rd/ crime (n) /kraım/ crime scene (n) /kraım si:n/ drive away (phr v) /draiv əwei/ fasten (v) /fa:sen/ get away (phr v) /get əwei/ guilty (adj) /gɪlti/ immediately (adv) /ımiːdıətli/ incident (n) /insident/ innocent (adj) /inəsənt/ involve (v) /Invplv/ judge (n) /dzndz/ juror (n) /dʒʊərər/ kidnapper (n) /kıdnæpə^r/ kidnapping (n) /kidnæpin/ minor offence (n) /mainər efens/ mug (v) /mxg/ mugger (n) /mngər/ mugging (n) /mxgin/ off the record (phr) offender (n) /əfendə^r/ pickpocket (n) /pikppkit/ pickpocketing (n) /pikppkitin/ precaution (n) /priko:[9n/ press charges (phr) purse (n) /pa:rs/ pushchair (n) /pustleer/ rob (v) /rpb/ robber (n) /rpbər/ robbery (n) /rpbəri/ run away (phr v) /rnn əwei/ sentence (v) /sentəns/ separate (adj) /sepərət/ shoplifter (n) /ʃɒplɪftər/ shoplifting (n) /[ppliftin/ shopper (n) /[ppər/ snatching (n) /snæt[iŋ/ steal (v) /sti:l/ strap (n) /stræp/ superstitious (adj) /surpərstifəs/ take away (phr v) /teik əwei/

take sth down (phr v) /teik

daon/

theft (n) /0eft/

thief (n) /θif/
trolley (n) /trpli/
try on (phr v) /trai pn/
unattended (adj) /netendid/
valuables (n) /væljuəbəlz/
verdict (n) /vɜːrdikt/
wallet (n) /wplit/
warn (v) /wʊːrn/
weapon (n) /wepən/

Unit 8c

admit (v) /ædmit/ arrest (v) /ərest/ burglar alarm (n) /b3:rglər əla:rm/ circuit (n) /sa:rkit/ claim (v) /kleim/ demand (v) /dima:nd/ deny (v) /dinai/ expert (n) /eksps:rt/ fence (n) /fens/ firefighter (n) /faiərfaitər/ fit (v) /fit/ government official (n) /gavərnmənt əfijəl/ handwriting (n) /hændraitin/ install (v) /insto:l/ insure (v) /in[ʊər/ jail (n) /dzeil/ lock (n) /lpk/ naughty (adj) /no:ti/ opponent (n) /əpoʊnənt/ overcrowded (adi) /oʊvərkraʊdid/ prevent (v) /privent/ put up (phr v) /pot Ap/ reduce (v) /rɪdju:s/ report (n) /ripo:rt/ research (n) /risa:rt[/ security light (n) /sıkjoorıti laıt/ security system (n) /sıkjʊərıti sistem/ set free (phr) smoke alarm (n) /smook əl<u>a:</u>rm/ survey (n) /s<u>a:</u>rvei/ suspect (n) /saspekt/

Unit 8d

be in an immediate danger (phr) deafening (adj) /defenin/ desirable (adj) /dizalerebel/ emergency (n) /ima:rdzensi/ exceed (v) /iksid/ eye-witness (n) /ai witnes/

vandalism (n) /vændəlızəm/

fine (n) /fain/
go off (phr v) /goʊ pf/
issue (n) /ɪsjuː/
junction (n) /dʒʌŋkʃən/
knock down (phr v) /npk
daʊn/
patrol car (n) /pətroʊl kɑːf/
require (v) /rɪkwaɪəf/
road accident (n) /roʊd
æksɪdənt/
traffic (n) /træfik/
travel at high speed (phr)
vehicle (n) /viɪkəl/

Unit 8e

appearance (n) /əpiərəns/
bully (v) /bʊli/
circumstance (n)
/sɜːˈkəmstæns/
combat (v) /kəmbæt/
exist (v) /igzist/
friendship (n) /frendʃip/
gang (n) /gæŋ/
physically (adv) /fizikəli/
psychologically (adv)
/saikəlɒdʒikəli/
stand up (phr v) /stænd ʌs
suffer (v) /sʌfə//

/salkəlbdʒikəli/ stand up (phr v) /stænd np/ suffer (v) /snfər/ suggestion (n) /sədʒestʃən/ tolerate (v) /tpləreit/ trust (v) /trnst/ vandalise (v) /vændəlaiz/ verbally (adv) /vɜːfbəli/

Curricular Cut 8

back up (phr v) /bæk Ap/ concentrate (v) /kpnsentreit/ criticise (v) /krıtısaız/ design (v) /dızaın/ disorganised (adj) /disa:rgenaizd/ fairness (n) /feərnəs/ ianore (v) /jano:r/ legal system (n) /li:gel sistem/ official law (n) /əfɪ[a] lo:/ parliament (n) /pa: lement/ pedestrian (n) /pidestrian/ penalty (n) /penalti/ punishment (n) /pnns/ment/ put in prison (phr) referee (n) /refəri:/ religion (n) /rɪlɪdʒən/ right (n) /rait/ rule (n) /ru:l/ selfishly (adv) /selfisli/ unfair (adj) /nfeə^r/

Eco-friends 4

chemicals (n) /kemikalz/drinkable (adj) /drinkable/drip/ drip (v) /drip/ Earth (n) /a:re/glacier (n) /glæsiar/leak (v) /liːk/liquid (adj) /likwid/salt (n) /saːlt/solid (adj) /splid/surface (n) /serfis/take it for granted (phr)

Unit 9a

affect (v) /əfekt/ aggressive (adj) /əgresiv/ allergic (adj) /əls:rdʒɪk/ beach (n) /bi:t[/ bleat (v) /bli:t/ buzz (v) /bnz/ chase (v) /tJeis/ chirp (v) /t(3:rp/ cluck (v) /klnk/ coast (n) /koʊst/ colony (n) /kplani/ coo (v) /ku:/ cricket (n) /krikit/ crowd together (phr) drought (n) /draot/ explosion (n) /iksplou3en/ female (adj) /firmel/ flock (n) /flpk/ fly (n) /flai/ food poisoning (n) /fu:d poizenin/ germ (n) /d33:rm/ grunt (v) /grnnt/ herd (n) /ha:rd/ hiss (v) /his/ hive (n) /haɪv/ howl (v) /haul/ jellyfish (n) /dzelift[/ lifespan (n) /laɪfspæn/ locust (n) /loʊkəst/ malaria (n) /məleəriə/ massive (adj) /mæsɪv/ miaow (v) /miao/ mild (adj) /maild/ moo (v) /mu:/ mosquito (n) /mpskiitov/ neigh (v) /nei/ nuisance (n) /nju:s^ans/ /Anic/ (v) Anio originally (adv) /ərɪdʒɪnəli/ pack (n) /pæk/ population (n) /pppjvleifen/ pride (n) /praid/

quack (v) /kwæk/ rate (n) /reit/ roar (v) /ro:r/ rub (v) /rnb/ school (n) /sku:l/ sea current (n) /si: knrent/ seaside (n) /si:said/ shore (n) /<u>[ɔ:</u>r/ snort (v) /sno:rt/ squeak (v) /skwi:k/ sting (v) /stin/ survival (n) /sərvarvəl/ /m/cws/ (n) /swo:rm/ transmit (v) /trænzmit/ troop (n) /tru:p/ tweet (v) /twi:t/ twitter (v) /twiter/ woof (v) /wof/

Unit 9b

a flash of lightning (phr) a gust of wind (phr) a ray of sunshine (phr) a storm in a teacup (phr) as right as rain (phr) avalanche (n) /ævəla:nt[/ be on cloud nine (phr) blazing (adj) /bleizin/ blizzard (n) /blizərd/ break up (phr v) /breik Ap/ breeze (n) /bri:z/ chilly (adj) /t[ɪli/ cool (adj) /ku:l/ do up (phr v) /du: Ap/ downpour (n) /daunpo:r/ draw up (phr v) /dro: vp/ drizzle (n/v) /driz^al/ earthquake (n) /<u>3:</u>rθkweik/ erupt (v) /irʌpt/ feel under the weather (phr) flood (n) /flnd/ freeze (v) /friz/ gale (n) /geil/ get one's head in the clouds (phr) glorious (adj) /glo:ries/ hail (n) /heɪl/ hailstone (n) /heilstoon/ hailstorm (n) /heilsto:rm/ heatwave (n) /hi:tweiv/ hold up (phr v) /hoold Ap/ homeless (adj) /houmles/ hopefully (adv) /hoopfoli/ hurricane (n) /h^rikən/ mild (adj) /maild/

natural disaster (n) /nætʃərəl

diza:stər/

pour (v) /po:^r/ put up (phr v) /pot Ap/ raindrop (n) /reindrop/ save it for a rainy day (phr) scorching (adj) /skartʃm/ shine (v) /[aɪn/ shower (n) /javə^r/ sleet (n) /sli:t/ snowdrift (n) /snoodrift/ snowfall (n) /snoofo:1/ snowflake (n) /snoofleik/ steal sb's thunder (phr) storm (n) /sto:rm/ sunshine (n) /snfain/ thunderbolt (n) /θʌndərboʊlt/ thunderstorm (n)

/θ<u>Λ</u>ndəˈstɔːˈm/ tornado (n) /tɔːˈn<u>eɪ</u>doʊ/ torrential (adj) /tər<u>e</u>nʃəl/ turn up (phr v) /t<u>ɜː</u>ˈn <u>Λ</u>p/ warm (adj) /w<u>ɔ</u>ːˈm/ when it rains it pours (phr)

Unit 9c

carry along (phr v) /kæri əlpŋ/ cartoon character (n) /kg:rtu:n kæriktə^r/ competition (n) /kpmpitifen/ desert (n) /dezərt/ entertainment (n) /entərteinmənt/ impressive (adj) /impresiv/ international (adj) /intərnæ[ənəl/ on offer (phr) rescue equipment (n) /reskju: ikwipment/ sculpture (n) /sknlpt[ər/ statue (n) /stæt[u:/ sunburnt (adj) /sʌnbɜːrnt/ weight (n) /weit/

Unit 9d

especially (adv) /ɪspejəli/ miss (v) /mɪs/ relief (n) /rɪliɪ̞f/ surf the net (phr)

Unit 9e

accommodation (n)
/ekomedelfen/
arrangement (n) /ereindsment/
craft (n) /kraft/
display (n) /displei/
flight (n) /flait/
huge (adj) /hjuids/
meal (n) /mil/

parade (n) /pər<u>ei</u>d/ pleasure (n) /pl<u>e</u>ʒə^r/ request (v) /rikw<u>e</u>st/ stage (n) /st<u>ei</u>dʒ/

Culture Clip 9

artist (n) /ɑːftist/
carve (v) /kɑːfv/
compete (v) /kəmpiːt/
exhibition (n) /eksibɪʃən/
maze (n) /meɪz/
organise (v) /ɔːrgənaiz/
prize (n) /praɪz/
promote (v) /prəmoʊt/
race (n) /reɪs/
revive (v) /rɪvaɪv/
sculptor (n) /skʌlptəf/
slide (n) /slaɪd/
throne (n) /broʊn/
tourism (n) /tʊərɪzəm/
tradition (n) /trədɪʃən/

Unit 10a

ash (n) /æ[/ baked (adj) /beikt/ bitter (adj) /bitər/ hoiled (adj) /boild/ bonfire (n) /bpnfaiər/ bubbly (adj) /bnbli/ colourful (adj) /knlərful/ cracker (n) /krækər/ dessert (n) /diz3:rt/ dress up (phr v) /dres Ap/ enjoy (v) /ındʒɔi/ exchange (v) /ikst[eind3/ exotic (adj) /ıgzptık/ firework (n) /faiərws:rk/ fried (adj) /fraid/ garland (n) /ga:rlend/ gift (n) /gift/ grate (v) /greit/ grilled (adj) /grild/ have a picnic (phr) let off (phr v) /let pf/ light (v) /laɪt/ main course (n) /mein ko:rs/ mashed (adj) /mæʃt/ melt (v) /melt/ memory (n) /meməri/ oatmeal (n) /outmi:// /ilic/ (jbs) ylio outfit (n) /aotfit/ pickled (adj) /pik^eld/ raw (adj) /r<u>o:</u>/ recipe (n) /resipi/ rhythm (n) /riðəm/ roast (adj) /roʊst/

romantic (adj) /roʊmæntik/ scrambled (adj) /skræmbeld/ silence (n) /sailens/ smoked (adj) /smoʊkt/ speciality (n) /speʃiæliti/ spicy (adj) /spaɪsi/ stall (n) /stʊːl/ starter (n) /stɑrter/ steamed (adj) /stimd/ still (adj) /stɪl/ stuffed (adj) /stʌft/ turkey (n) /tɜrki/ unique (adj) /jurnik/

a whole new ball game (phr)

Unit 10b

aerobics (n) /eəroʊbɪks/ anxious (adj) /æŋk[əs/ athletics (n) /æθletiks/ audience (n) /o:diens/ baseball (n) /beisbo:l/ body image (n) /bpdi imid3/ bowling (n) /boulin/ boxing (n) /bpksm/ bring on (phr v) /brin pn/ bungee jumping (n) /bʌndʒi dzvmbin/ carry on (phr v) /kæri pn/ champion (n) /t[æmpiən/ club (n) /klnb/ compliment (n) /kpmpliment/ contest (n) /kpntest/ course (n) /ko:rs/ court (n) /ko:rt/ creation (n) /kriei[9n/ cross-country running (n) /krps kantri ranın/ defender (n) /difendə^r/ diving (n) /darvin/ event (n) /ivent/ get the ball rolling (phr) glove (n) /ql/v/ golf (n) /golf/ grateful (adj) /greitfol/ group (n) /gru:p/ hang gliding (n) /hæŋg glaidiŋ/ have a ball (phr) height (n) /hart/ ice-skating (n) /ais skeitin/ kayaking (n) /kaiækin/ keep track (phr) look on (phr v) /lok pn/ miss (v) /mis/ paragliding (n) /pærəglaidin/ pitch (n) /pit[/

/tnicq/ (n) tnioq position (n) /pəzı[an/ put on (phr v) /pot pn/ racquet (n) /rækit/ realistically (adv) /ri:əlistikəli/ ring (n) /rin/ rink (n) /rɪŋk/ score (v) /sko:r/ scuba diving (n) /sku:bə daıvın/ serve (v) /sa:rv/ size (n) /saiz/ skates (n) /skeits/ skiing (n) /ski:in/ snowboarding (n) /snoʊbɔ:rdɪŋ/ society (n) /səsanti/ spectator (n) /spekt<u>er</u>tə^r/ squash (n) /skwp[/ surround (v) /səraond/ swimming (n) /swimin/ team (n) /ti:m/ the ball is in the court (phr) throw (v) /θrog/ tournament (n) /tvornament/ viewer (n) /viu:ə^r/ win (v) /win/ windsurfing (n) /winds3:rfin/ winner (n) /wɪnər/

Unit 10c

allow (v) /əlaʊ/ ball game (n) /bo:l geim/ choice (n) /tjois/ committee (n) /kəmiti/ fizzy drinks (n) /fizi drinks/ fruit juice (n) /fru:t dzu:s/ influence (v) /influens/ passer by (n) /paser bai/ quit (v) /kwit/ relaxation (n) /ri:læksei[en/ runner up (n) /rner np/ snack (n) /snæk/ socialise (v) /sov[əlaɪz/ sports centre (n) /spo:rts sentər/ stay in good shape (phr) stay up (phr v) /stel np/ sugary (adj) /[σgəri/ walking stick (n) /wo:kin stik/

Unit 10d

advisor (n) /ædvaɪzəf/
bone (n) /boʊn/
cut down on (phr v) /kʌt daʊn
pn/
dairy (adj) /deəri/
fitness (n) /fɪtnəs/
free of charge (phr)

fully-equipped (adj) /f<u>v</u>li ikwipt/ gym (n) /dʒim/ junk food (n) /dznjk fu:d/ limp (v) /limp/ mat (n) /mæt/ muscle (n) /mnsel/ pain (n) /pein/ painful (adj) /peinful/ painkiller (n) /peinkilər/ poultry (n) /poultri/ punch (v) /pʌnt[/ punchbag (n) /pntsbæg/ reception (n) /risep[an/ sharp (adj) /<u>[α:</u>rp/ steam (n) /sti:m/ stiffly (adv) /stifli/ swimming pool (n) /swimin pu:I/ tendon (n) /tenden/ wrist (n) /rist/ yoga (n) /joʊgə/

Unit 10e

eating habits (n) /iting hæbits/majority (n) /mədʒpriti/minority (n) /minpriti/option (n) /pp[an/packed lunch (n) /pækt lʌntl/question (v) /kwest[an/recommend (v) /rekəmend/school canteen (n) /skuːlkæntiːn/vending machine (n) /vending məʃiːn/

Curricular Cut 10

automatically (adv)
/otemætikli/
beat (v) /bit/
blood (n) /blod/
breathe (v) /brito/
bundle (n) /bondol/
cardiac (adj) /kardiæk/
certain (adj) /sarton/
contract (v) /kontrækt/
digest (v) /daidsest/
digestive system (n)

/daidgestiv sistem/
direction (n) /dairekfen/
elastic (adj) /ilæstik/
heart (n) /hæ'ft/
hormone (n) /hæ'fmoʊn/
internal (adj) /inta'rnel/
intestine (n) /intestin/
involuntary (adj) /invɒlentri/
movement (n) /mu:vment/

nerve (n) /nɜːrv/
organ (n) /oːrgən/
pump (v) /pʌmp/
signal (n) /signəl/
skeletal (adj) /skelitəl/
skeleton (n) /skelitən/
smooth (adj) /smuːð/
strength (n) /strengh/
thigh (n) /θaɪ/
tissue (n) /tɪʃuː/
twist (v) /twist/
voluntary (adj) /vɒləntri/

Eco-friends 5

alternative (adj) /ɔ:ltɜːˈrnətɪv/ amount (n) /əmaʊnt/ battery (n) /bætəri/ cardboard (n) /kɑːˈdbɔːˈd/ coal (n) /koʊl/ dependence (n) /dɪpendəns/ efficient (adj) /ifɪʃənt/ environment (n)

/invalerenment/
fossic fuel (n) /fpsel fjutel/
gas (n) /gæs/
geothermal energy (n)
/dʒieθa:rmel enerdʒi/
hot spring (n) /hpt sprin/
hydroelectric (adj)

/haidrovilekrik/ nuclear (adj) /nju:kliə^r/ /Irc\ (n) lio panel (n) /pæn^el/ pollute (v) /pəlu:t/ power (n) /pavər/ produce (v) /prədju:s/ renewable (adj) /rɪnju:əbəl/ run out (phr v) /ran aut/ scientist (n) /saiəntist/ solar (n) /soʊlər/ source (n) /so:rs/ suggest (v) /sədʒest/ turbine (n) /ts:rbain/ volcanic activity (n) /vplkænik æktıvıti/

wave (n) /weiv/ wind (n) /wind/ wire (n) /waiər/

place (n) /pleis/

play ball (phr)

Upstream

LEVEL B1+

Upstream Level B1+ is a modular secondary-level course for learners of the English language at CEF B1+ level. The series combines active English learning with a variety of lively topics presented in themed units.

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