

Upstream

ELEMENTARY A2



Student's Book

Virginia Evans-Jenny Dooley



Express Publishing

Published by Express Publishing

Liberty House, New Greenham Park, Newbury,
Berkshire RG19 6HW
Tel: (0044) 1635 817 363
Fax: (0044) 1635 817 463
e-mail: inquiries@expresspublishing.co.uk
<http://www.expresspublishing.co.uk>

© Virginia Evans & Jenny Dooley 2006

Design and Illustration © Express Publishing, 2006

Colour Illustrations: Stone, Chris, Terry Wilson © Express Publishing, 2006

Music Compositions & Arrangement by Taz © Express Publishing, 2006

First published 2006
Fifth impression 2008

Made in EU

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ISBN 978-1-84466-572-3

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Meryl Philips (Editor in Chief), Julie Rich (senior editor); Nina Peters (editorial assistant); Alex Barton (senior production controller) and the Express Publishing design team; and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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past simple; wh-questions; used to	<ul style="list-style-type: none"> • completing information about a concert • matching people to rooms • Pronunciation: "e" 	asking/giving personal information; talking about past experiences; talking about past habits	<ul style="list-style-type: none"> • a short biography • a history quiz • a poster about life in the past • a descriptive article about a visit to a museum
present perfect; present perfect vs past simple	<ul style="list-style-type: none"> • matching people to activities • multiple choice questions • Intonation: reacting to bad news 	discussing your holiday to Mexico; reacting to bad news; catching up on news	<ul style="list-style-type: none"> • an Internet holiday advert • a cruise advert • a homepage about festivals • a letter from a holiday resort
comparatives/superlatives; the definite article ("the"); plurals	<ul style="list-style-type: none"> • note taking • matching people to activities • Pronunciation: homophones 	asking/giving/refusing permission; expressing intonation; giving advice	<ul style="list-style-type: none"> • a weather forecast • a poster about geographical features in your country • a poster about a missing pet • a letter of advice
past continuous vs past simple; reflexive pronouns; mustn't–can; past perfect; linkers	<ul style="list-style-type: none"> • note taking • predicting content • Pronunciation: /ʌ/ 	narrating past experiences; discussing a bad day; giving news & reacting	<ul style="list-style-type: none"> • diary entries • a leaflet • a news report • a story
conditionals type 0 & 1; must, mustn't; need, needn't; should, shouldn't	<ul style="list-style-type: none"> • note taking • Intonation: conditional sentences 	talking about health problems; asking for medicine	<ul style="list-style-type: none"> • a cartoon strip • rules • letters asking for & giving advice • an article making suggestions
countable – uncountable nouns; quantifiers; containers; going to vs will	<ul style="list-style-type: none"> • note taking • matching people to shops • Pronunciation: /l/-/li/; /s/-/tʃ/ 	ordering food at a takeaway; making a shopping list; buying things	<ul style="list-style-type: none"> • a restaurant advert • a note • comments for a message board • a restaurant review
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reported speech (statements, questions, commands); relatives	<ul style="list-style-type: none"> • note taking • predicting content • Pronunciation: /h/ 	an interview about extraterrestrial creatures; exchanging opinions; narrating a story	<ul style="list-style-type: none"> • a short story • a cartoon strip • a summary • a story

Moments in life

Module 1 (Units 1 & 2)

▶ Look at Module 1

- Find the page numbers for pictures 1-5.

▶ Find the unit and page number(s) for

- a biography
- a job advertisement
- a song
- diary entries
- a history quiz
- an email

In this Module you will ...

▶ listen, read and talk about ...

- jobs & personal qualities
- daily & free-time activities
- famous people of the past & their achievements
- nationalities
- feelings
- houses & furniture

▶ learn how to ...

- describe people's jobs
- talk about your daily routine
- make & respond to requests
- ask for/give personal information
- make/respond to suggestions
- talk about past experiences

▶ practise ...

- present simple & adverbs of frequency
- present continuous
- present continuous (future meaning) & *going to*
- past simple
- *used to*

▶ do a project about ...

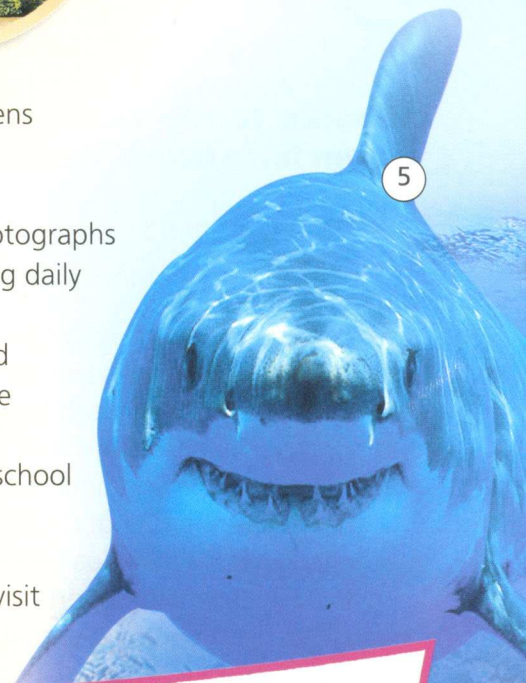
- jobs in your country
- a history quiz



- life in the past
- Tudor kings & queens

▶ write ...

- descriptions of photographs of your family doing daily activities
- an email to a friend about what you are doing this summer
- an article about a school in your country
- a short biography
- an article about a visit to a museum




Culture Clip: School of the Air

Literature Corner: Charlie & the Chocolate Factory
(The Oompa-Loompa Song)

Across the Curriculum: (History) Life in Tudor Times

Reading

- 1  Read the title, the introduction and the questions in the text. What is the text about? Listen, read and check.
- 2 a. Read the text. What do these numbers refer to? • 15 • 350 • 10 • 12
- b. Mark the statements *R* (right), *W* (wrong) or *DS* (doesn't say). Then, explain the words in bold.
- 1 Daniel sometimes works indoors.
 - 2 Shark scientists usually get an excellent salary.
 - 3 Sharks eat other sea creatures.
 - 4 People often kill sharks for fun.
 - 5 Shark scientists can find a job easily.



Sink your teeth into this!

Sharks terrify most of us, but Daniel Weaver, shark scientist, swims with them for a living! We asked him some questions about his curious career.

So Daniel, what's it like to be a shark scientist?

Well, it's an extremely rewarding job. I often travel to faraway places like South Africa and Fiji to study sharks. We **attach tags** to them and follow them by **satellite**. Then, I analyse the **data** and discover new and amazing things about the sharks. It's very exciting! On the other hand, a shark scientist sometimes does boring desk work, such as writing reports. Also, shark scientists don't usually get paid a lot.

What qualities do you need to become a shark scientist?

Shark scientists need to be **intelligent** and **physically fit**. They enjoy working outdoors and they

have to be **calm** and **patient**. They also have to be quite **brave**!

So do you think it's a dangerous job?

Well, sharks have up to 15 **rows** of sharp teeth, extremely strong **jaws** and excellent **senses**. They also swim very fast! However, sharks rarely attack humans. There are over 350 species of sharks in the world and only about 10 are dangerous to us. In fact, dogs kill more people every year than sharks do! Humans kill over 12 million sharks a year for food and sport!

How do you become a shark scientist?

A shark scientist usually studies **Marine Science** or **Zoology** at university. It's also good to get some work experience in an **aquarium**. It's not an easy job, but sharks are beautiful, fascinating creatures. In my opinion, I have the best job in the world!

Speaking

- 3 Make notes under the questions in the text. Use them to give a summary of the text.

Vocabulary

► Jobs

- 4 Which of the adjectives below can describe the job of a *shark scientist, doctor, teacher, detective, porter*? Tell the class. Give reasons.

- interesting • exciting • dangerous
- stressful • boring • relaxing • difficult
- demanding • tiring • rewarding

I think a shark scientist's job is interesting because they travel to faraway places.

Pronunciation (word stress)

- 5  Listen and underline the stressed syllables. Listen again and repeat.

- bank clerk • waiter • lawyer • bus driver
- security guard • shop assistant • writer
- hairdresser • bodyguard • mechanic • nurse
- journalist • pilot • secretary • receptionist
- firefighter • graphic designer • teacher

- 6 Which qualities are necessary for each job?

- intelligent • brave • physically fit • calm
- reliable • friendly • patient • polite
- creative • imaginative • skilful • caring

A bank clerk needs to be reliable, polite and patient.

- 7 Use the phrases below to tell your partner three facts about one of the jobs in Ex. 5. Your partner has to guess the job.

TRAVEL A LOT **work part-time**

GET GOOD SALARIES **WORK OUTDOORS**

work shifts

use a computer

work indoors **work long hours**

work 9 to 5

start early in the morning **wear a uniform**

work with their hands

- A: *They usually work 9 to 5. They use a computer. They don't work outdoors.*
 B: *Are they secretaries?*
 A: *Yes, they are.*


Exploring Grammar

► Present Simple

Grammar Reference

- 8 a. Which tense do we use to express **routines/habits – permanent states**? Find examples in the text.
- b. In pairs, ask and answer questions about the text.
- A: *Does a shark scientist travel a lot?*
 B: *Yes, he/she does.*

Listening

- 9  Look at the job advert and predict what kind of answer you expect for each gap (1-5). Listen and fill in the gaps.

Science teacher

Hollingsworth Secondary School,

Colchester, 0 Essex

Qualified teacher required to teach science to pupils from year 7 to 1 .

The school is well-known for its motivated pupils, highly-qualified staff and excellent 2 .

Permanent 3 -time position.

Available from September or 4 .

For an application form and further details call

5 129458.

Writing (a leaflet)

- 10 **Portfolio:** Imagine you are producing a leaflet to help local students choose a career. Write a short description of five jobs. Add pictures and titles. Present your leaflet to the class.

Firefighters work shifts. Their job is dangerous and difficult and they don't get good salaries. However, it is a rewarding job as they save people's lives. They have to be physically fit, calm and brave.

1b

Round the clock

Vocabulary

► Daily activities

Routines

Do you ... ?

- get up early on weekdays
- have (a big) breakfast/lunch/dinner
- catch the bus to school/work
- go to bed late
- do homework
- work out in the gym



Free time

Do you ... ?

- read newspapers/magazines/books
- go to the zoo
- listen to music
- play sports
- meet friends
- watch DVDs
- go jogging

Chores

Do you ... ?

- vacuum the floor
- make the beds
- mow the lawn
- walk the dog
- take out the rubbish
- iron the clothes
- do the shopping
- do the washing-up
- dust the furniture

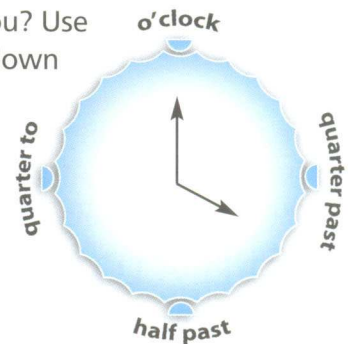
- 1 Which of the activities above do you *rarely/often/sometimes/usually/always* do? Which do you do *every day/morning/afternoon? once/twice a week? at weekends?*

I always get up early on weekdays. I catch the bus to school every morning. I meet my friends once a week.

- 2 Listen to the sound and say four things you normally do after you hear it. Compare your answers with your partner's.

- 3 What is a typical day for you? Use the time phrases to write down your daily routine. In pairs, compare your lists.

A: What time do you get up?
 B: At 7 o'clock. And you?
 A: Well, I get up at half past seven. etc



Listening & Reading

- 4 Listen and repeat. The sentences are from a dialogue between two friends. What do you think the dialogue is about?
- Long time no see! • I'd love to catch up. • Never mind.
 - Are you free tonight? • What about Friday evening?
 - Friday's no good for me. • Oh, what a shame!
 - What are you doing now? • Are you kidding?
 - Let's meet now then!

5 Complete the dialogue. For spaces 1-5, choose the correct sentences (A-H). Listen and check.

Laura: Hi, Sally – it's Laura!

Sally: 1)

Laura: Well, things are really busy but I'm fine. Listen, I'd love to catch up. Are you free tonight?

Sally: 2)

Laura: Erm ... no, Friday's no good for me. I always play tennis then.

Sally: 3)

Laura: Me too ... Hey, what are you doing now?

Sally: 4)

Laura: Are you kidding? Me too!

Sally: 5)

Laura: Great! See you in ten minutes at the Circus Café!

A Erm ... Well, I don't want to go to bed late. I get up really early on weekdays. What about Friday evening?

B I don't think so. Are you free on Monday?

C Never mind. We can meet some other time.

D I'm just doing a bit of shopping in town.

E I'm doing my homework.

F Well, let's meet now then!

G Laura! Long time no see! How are you?

H Oh, what a shame! I'd love to see you.

Speaking

6 Work in pairs. Call your friend to find out how he/she is and arrange to meet. Use the sentences in Ex. 4 to act out your dialogue.

Exploring Grammar

► Present Simple vs Present Continuous

Grammar Reference

7 Which tense expresses: *a habit/routine? actions happening now/temporary situations?* Find examples in the dialogue.

- 1 She goes to work by car every weekday.
- 2 He's cooking pasta now.
- 3 He's living with Ann until he finds a flat.

8 Choose one picture from those on p. 8. Describe it to your partner. Make one mistake. Your partner corrects it.

It's 7:00 in the morning. They are having lunch. They look happy. etc

9 Listen and underline the correct sound. Ask and answer.

- 1 Bob: water plants/vacuum carpet
- 2 Mary: play tennis/play the guitar
- 3 Susan: cut the grass/ride a motorbike
- 4 Tim & Ann: listen to music/watch TV

A: Is Bob watering the plants?

B: No, he isn't. He's vacuuming the carpet.

10 Use the following to make sentences: *now, every, on Mondays, at the moment, on Sunday evenings, usually, never.*

GAME

Imagine a crazy zoo. What are the animals doing? Play in teams.

Team A S1: *The zebras are talking on the phone.*

Everyday English

► Requests

11 In pairs, use the table below to make exchanges. Use phrases from **Chores** p. 8.

Making Requests	Responding
• Can you please ...?	• Yes, of course.
• Could you ...?	• Sorry, I can't. I'm ...
• Would you mind (verb + -ing) ...?	• No problem. I'm ...
	• I'm afraid not. I'm ...

A: *Can you please take out the rubbish?*

B: *Yes, of course.*

Writing

12 **Portfolio:** Find pictures of you/your family doing some activities. Write a short description of each. Write: • *who they are* • *where they are* • *what they are doing* • *how often they do the activity*

Vocabulary

▶ Weekend activities



going camping



relaxing at home



going swimming



cooking for friends



renting DVDs



going to the cinema



visiting relatives



eating out



having a barbecue



going dancing

Study skills

Categorising vocabulary

Sorting new words into different categories can help you remember them better.

- 1 In pairs, sort the activities into the categories below. Think of more free-time activities to add.

indoors

renting DVDs

outdoors

Reading

- 2 a. Look at the title of the quiz. What does it mean? Which of the following adjectives best describe *a party animal/a home bird*?

• outgoing • sociable • quiet • popular
• shy • friendly

- b. What type of person are you? Do the quiz to find out. Explain the words in bold.

Quiz

Are You a Party Animal or a Home Bird?

- A classmate is having a party on Saturday. What are you going to do?
 - You're going to stay in. There's a great film on TV!
 - You're going to go, but you're not crazy about the idea.
 - You're **definitely** going to go. You can't wait!
- You're going to a **wedding reception** and you don't know many people. How do you feel?
 - Horrible. You really don't want to go.
 - A bit nervous, but you're going to try to be sociable.
 - Great! You love meeting new people!
- Your parents are going away this weekend. What are you going to do?
 - You're going to rent DVDs and relax at home.
 - A few close friends are coming over and you're having a barbecue in the garden.
 - You're going dancing with friends.
- Your friend calls to invite you out for coffee but you're **comfortable** on the sofa and a little bit tired. What are you going to do?
 - You're not moving. You really don't want to go out!
 - You're going to invite your friend over. You can have a coffee at home!
 - You're going! The night is young.

Your Score

Mostly As: Just because you like staying in, it doesn't mean you can't have **company**. Share your sofa with friends some time or go out for a **cosy** meal!

Mostly Bs: You are friendly and popular, but sometimes you just want to stay at home. Good for you! You don't always have to go out to have a good time!

Mostly Cs: You're the **life and soul of the party** and everyone's best friend. Just be careful not to tire yourself out. Why not relax at home once in a while or invite friends over to your house?

Exploring Grammar

► Present Continuous – going to

Grammar Reference

- 3 Look at the verb forms in the sentences below. Which one describes: **a fixed arrangement?** **an intention/plan?** Find examples of each use in the quiz.

I'm saving money because I'm going to buy a new car next year.

I've got the train tickets. We're leaving at 10 o'clock on Monday morning.

- 4 Fiona has made some notes about next week. In pairs, ask and answer questions, as in the example.

A: Is Fiona playing tennis with Paul on Monday at 6 pm?

B: No, she isn't. She's playing tennis with Paul at 7 pm.

- 5 Tell your partner your fixed arrangements and plans for **next weekend**, **in the summer**, **next month**.

I'm visiting some relatives next weekend.

I'm going to spend the summer in England.

Everyday English

► Making suggestions

- 6 Use phrases from the box to complete the exchanges. Listen and check.

Making suggestions	Responding
<ul style="list-style-type: none"> • Why don't we ...? • What about ... +ing? • Would you like to ...? • Let's ... • Shall we ...? 	<ul style="list-style-type: none"> • That's a good idea. • Sure, I'd love to! • Why not?
	<ul style="list-style-type: none"> • Sorry, I can't. • I'm afraid I can't. • I'd love to but ...

- 1 A: Why don't we go to the cinema?
B: I'd to.
- 2 A: having a picnic?
B: I'd rather not.

Speaking

- 7 **Portfolio:** Use the prompts below to act out dialogues similar to the ones in Ex. 6. Record yourselves.

- suggest watching a DVD
- your brother suggests going out to eat/turn down his suggestion/explain you are tired/suggest cooking at home

Listening

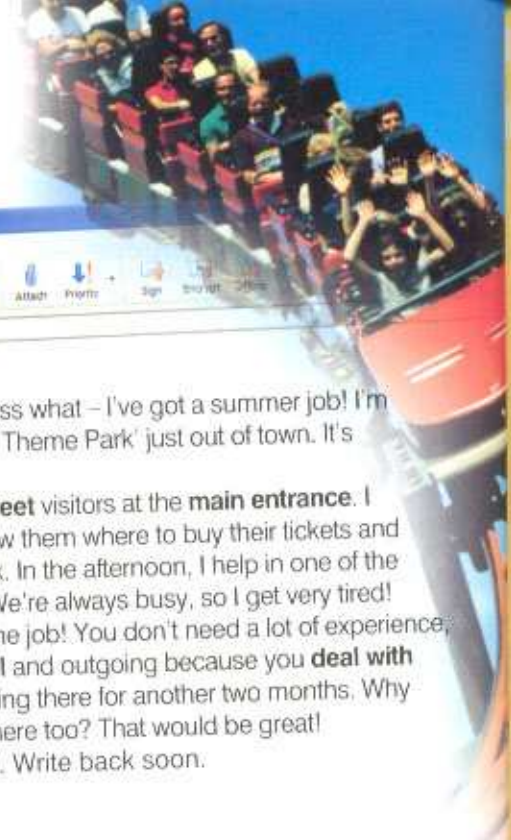
- 8 Listen and match the people to what they are doing this weekend.

People	Activities
1 Simon	A visiting relatives
2 Andrew	B going on a picnic
3 Chloe	C cooking for friends
4 Helen	D relaxing at home
5 Danny	E having a barbecue
	F going to the cinema
	G going camping

Writing

- 9 **Portfolio:** What are your fixed arrangements for next week? Write sentences, then tell the class.

On Monday, I'm going out with my friends.



Getting Started

- How often do you send emails? To whom? Why?

Let's look closer

- Read the rubric.

This is part of an email from Samantha to her friend, Grace.

Well, that's my news! How about you? Write and tell me what you're doing this summer! Are you just relaxing or have you got a job?

What is Grace doing this summer? Read the first paragraph to find out.

- Read the email and match the paragraphs (1-4) to the descriptions (A-D). Then, explain the words in bold.

- A closing remarks/ask friend to write back
- B opening remarks/reason for writing
- C job description
- D job qualities/other comments

Opening/Closing remarks

- Mark the sentences **O** (opening remarks) or **C** (closing remarks).

- How are things?
- See you soon.
- Have to go now.
- It's been ages, hasn't it?

Which opening/closing remarks does Grace use?

Hi, Samantha!

- Great to hear from you. Guess what - I've got a summer job! I'm working at 'Magic Mountain Theme Park' just out of town. It's amazing!
- In the mornings, I usually **greet** visitors at the **main entrance**. I answer their questions, show them where to buy their tickets and give them a map of the park. In the afternoon, I help in one of the gift shops inside the park. We're always busy, so I get very tired!
- So far**, I'm really enjoying the job! You don't need a lot of experience, but you have to be **cheerful** and outgoing because you **deal with** people every day. I'm working there for another two months. Why don't you **apply for** a job there too? That would be great!
- Anyway, that's all for now. Write back soon.

Love,
Grace

Study skills

Brainstorming

Before you start writing, brainstorm for ideas. Write down everything that comes to mind. This will help you decide what you are going to write about.

Writing (an email to a friend)

- Read the rubric.

So what are you doing this summer? Are you on holiday or doing something else? Write back soon.

- Portfolio:** Use the plan below to organise your ideas into paragraphs. Write your email (50-100 words).

Plan

Paragraph 1

greetings, where you are, what you are doing

Paragraph 2

your daily routine

Paragraph 3

your feelings, invite friend to join you

Paragraph 4

ask friend to write back

COMEDY ZONE

Man: What are you doing?

Boy: I'm writing a letter to my sister.

Man: But you can't write.

Boy: So what? She can't read!

Culture Clip

1

Listening

- 1 a. Look at the pictures. What do you think the School of the Air is?
- b. In one minute, list as many words as possible related to school. Listen to the text and tick the words on your list that you hear.



Reading

- 2 Read the text and complete the sentences. Use up to three words.
- 1 Students in Australia attend the School of the Air because their families live far ...
 - 2 The children of this school have their lessons over ...
 - 3 The children belong to a class, but they study ...
 - 4 Each lesson lasts ...
 - 5 Students send their homework ...
 - 6 The teacher usually meets the students

Speaking

- 3 Close your books and say six things you remember about the School of the Air.

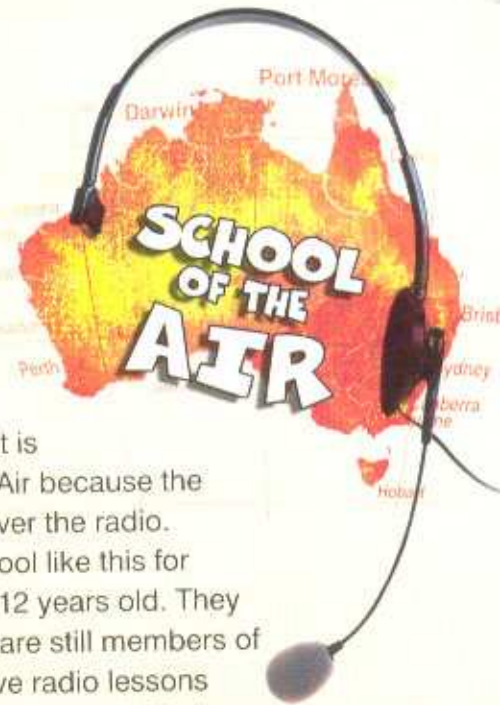
In Australia, many families live a long way from a town, so the nearest school is often very far away.

For this reason, many children attend a very different kind of school. It is called the School of the Air because the students have lessons over the radio.

Most areas have a school like this for children between 4 and 12 years old. They study at home, but they are still members of a class. The children have radio lessons with their class three times a week. Each lesson is about 30 minutes. Students also have a 10-minute private lesson with their teacher once a week.

The school provides the radio, books, videos and other resources. The children send their work to the teacher once a week. The teachers prepare the lessons and the children's parents help them to do their work at home. Teachers and students also communicate by phone, fax and email and the teacher visits children at home at least once a year.

The School of the Air may sound like a strange idea. For the isolated students of Australia it's the only way to learn.



Writing (an article)

- 4 **Portfolio:** Find information about a school in your country that is different from typical schools and write a short description of it for your school magazine. Write:

- how the school is different from other schools
- how many days a week/hours a day students attend
- what subjects they study

The Master



Ludwig van Beethoven was born in 1770 in Bonn, Germany. He was the eldest of three boys. His father and grandfather were musicians.

Ludwig started learning the violin and piano **at a very early age**. In 1783 he published his first composition. He was only 13. In 1787 he travelled to Vienna to study under Mozart, but returned to Bonn because his mother was dying. After her death he moved to Vienna. He never returned to his hometown. In 1795 he gave his first public performance as a pianist. It was a success. In the late 1790s, Beethoven began to **lose his hearing** and by 1819 he was **completely** deaf. It was during this period that he wrote some of his most famous

compositions like *Moonlight* (1801), *Eroica* (1804), *Pastoral* (1808) and *Emperor* (1809). After he became deaf, he continued to **compose** great music which was joyful and optimistic. In his later years, he was lonely and depressed and didn't write much.

Although he **fell in love** several times, he never married. Beethoven died on March 26, 1827 in Vienna after he caught pneumonia. More than 10,000 people came to his funeral.

Beethoven was the first composer who used music to express **deep feelings** and ideas, such as his belief in **freedom** and **heroism**. Even today he is, for many people, the greatest composer ever.

Listening & Reading

- Listen to three pieces of music by Beethoven. What images come to mind? How do you think Beethoven felt when he wrote each of them? Choose from the following.

 - calm • lonely • pessimistic • cheerful
 - depressed • angry • sad • confused
 - joyful • optimistic • upset • excited
 - heroic
- (a.) Think of three questions you would like to ask about Beethoven. Listen and read. Can you answer them now?

b. Read again and complete the sentences. Then, explain the words in bold.

 - Beethoven brothers.
 - He could play
 - He was only 13 when
 - It wasn't until 1819 that he

- He never or had children.
- He strongly believed

Speaking

- Say three things you remember about Beethoven.

Vocabulary

► Famous people & nationalities

- a. Look at the pictures. Who was:

 - an astronaut? • a writer? • a scientist?
 - a politician? • a painter? • an actress?
 - a singer? • an explorer?

Can you think of other famous people in these categories?

- What nationality was each person?

Christopher Columbus was Italian.



Christopher Columbus

Genoa, Italy
(1451-1506)



Yuri Gagarin

Smolensk, Russia USSR
(1934-1968)



Virginia Woolf

London, UK
(1882-1941)



Pablo Picasso

Malaga, Spain
(1881-1973)



Audrey Hepburn

Brussels, Belgium
(1929-1993)



Abraham Lincoln

Hardin County,
Kentucky, USA
(1809-1865)



Thomas Edison

Milan, Ohio, USA
(1847-1931)

Everyday English

▶ Asking for/Giving personal information

- 5 In pairs, ask and answer questions about these famous people, as in the example.



Ella Fitzgerald

Newport News,
Virginia, USA
(1917-1996)

- A: Who was Ella Fitzgerald?
B: She was a famous singer.
A: Where was she born?
B: In Newport News, USA.
A: When was she born?
B: She was born in 1917.
A: When did she die?
B: She died in 1996.

Exploring Grammar

▶ Past simple (regular & irregular verbs)

Grammar Reference

- 6 a. Find the past simple form of verbs 1-15 from the text. Which are regular/irregular? How is the past simple formed?

1 be was 2 start 3 publish 4 travel 5 return
6 give 7 begin 8 write 9 become 10 continue
11 fall 12 marry 13 die 14 catch 15 come

- b. Read the theory. Find examples in the text. Which is in the negative form?

We use the past simple for:

- an action which happened at a specific time in the past
- actions which are related to people no longer alive.

- 7 Use the dates to tell your partner about Beethoven.

1770	1783	1787	1795	1801	1804
A: Beethoven was born in 1770.				1809	1819
B: In 1783 he...				1827	

Pronunciation ("e" pronounced or silent)

- 8 Listen and underline the words where the letter "e" is pronounced. Listen and repeat.
liked, wanted, hated, walked, looked, moved

Listening

- 9 Listen and complete the poster.

WINTER CONCERT

On 5th 1 at 2 pm

Forest Road, Loughborough

The Loughborough Orchestra performs

Beethoven's Piano Concerto No. 3

and Sibelius's Symphony No. 3.

Conductor: Peter 4

Soloist: Tom 5



Writing (a biography)

- 10 Portfolio: Write a short biography about a famous person in your country. Write:

- date and place of birth
- important events
- personal life
- famous works
- beliefs
- date and place of death



Vocabulary

► Medieval battles

Study skills

Using a dictionary

When you look up a word in a dictionary, you can see if it is a verb, a noun, an adjective etc by looking at the symbols next to the word (N, V, ADJ etc).

- 1 Look up the following words in a dictionary. Which are: *nouns*? *verbs*? *both*? Which are names of weapons? Use them to describe the picture.

- horses • ride • wear • flag
- army • soldier • knight • hold
- sword • battle • axe • shield
- armour • helmet • attack
- fight • spear

Listening

- 2 a. Listen and repeat.

- How was your weekend?
- Well, nothing special.
- Oh, I had a great time!
- I watched a re-enactment of the battle!
- You're kidding!
- What was it like?
- Oh, you've got to see it!
- Didn't you know that?

- b. The sentences in Ex. 2a are from the dialogue in Ex. 3. What do you think the dialogue is about? How do you think it is related to the picture? Listen, read and check.

Reading

- 3 a. Read and complete the facts about the Battle of Hastings.

Danny: Hi, John. How was your weekend?

John: Well, nothing special. I just relaxed at home. What about you?

Danny: Oh, I had a great time!

John: Really? Where did you go?

Danny: I went to Hastings – you know, where the famous Battle of Hastings took place in 1066.

John: Oh, yes – that's the only date I remember from my History class! So what did you do there?

Danny: I watched a re-enactment of the battle!

John: You're kidding! What was it like?

Danny: Oh, you've got to see it! It was amazing! The two armies put up a real fight! You know, knights in medieval armour, with swords, spears, axes...

John: Wow! Did you take any photos of them?

Danny: Oh, I took loads of photos! We also spoke to some of the soldiers.

John: So, who won the battle?

Danny: The Normans, of course! Didn't you know that?

John: I told you. History wasn't my favourite subject!

The Battle of Hastings

Where: Hastings, Sussex, southeast coast of England

When: 14th October, 1)

What happened: The 2) fought against the Saxons and took control of England.

Special events: An annual re-enactment of the 3), and a festival including music, art, sports and exhibitions.

- b. Use the information in the box to tell the class about the battle.

The Battle of Hastings took place in Sussex.

Exploring Grammar

▶ Past simple/wh-questions Grammar Reference

- 4 Look at the examples. Which question asks about the subject/object of the sentence? How is each question formed? Find examples in the quiz below.

	subject	verb	object
Who did you call?	I	called	Mary.
Who called Mary?	John	called	Mary.

GAME

Play in two teams. Toss a coin to move (heads: 1 square – tails: 2 squares). Pairs from each team take turns to ask and answer using the past simple, but only your teacher must hear you. If you make a mistake with the past simple or give a wrong answer, move one square back.

Everyday English

▶ Talking about a past experience

- 5 Use the language below to make short exchanges, as in the example.

Asking	Responding
• How was your (weekend/summer/holiday etc)?	• It was great/fantastic/amazing/boring etc.
• How did you spend (your weekend etc)?	• I had a great time.
• What did you do (at the weekend/during summer etc)?	• Nothing special.
	• I went/visited/saw/met etc.

A: *How was your weekend?*

B: *Oh, it was fantastic! I went to the seaside with friends. What about you? What did you do?*

A: *Nothing special. I stayed at home.*

Speaking

- 6 **Portfolio:** Imagine you attended a celebration of a historic event or any other event in your country. Use the phrases in Ex. 2a. Act out a dialogue similar to the one in Ex. 3. Think about: *where, when, what happened, events that took place.* Record your dialogues.

Writing *(a history quiz)*

- 7 In pairs, do some research and make your own history quiz. Exchange your quiz with another pair.

START

<p>1 Who (win) the battle of Waterloo in 1815?</p> <p>a Napoleon Bonaparte b The Duke of Wellington</p>	<p>2 When World War II (begin)?</p> <p>a 1939 b 1914</p>	<p>3 Which English queen (rule) from 1837 to 1901?</p> <p>a Elizabeth b Victoria</p>	<p>4 Who (be) the first president of the United States (1789 - 1797)?</p> <p>a George Washington b Abraham Lincoln</p>
<p>8 In what year America (gain) its independence?</p> <p>a 1492 b 1776</p>	<p>7 How many years the Vietnam War (last)?</p> <p>a 21 years b 10 years</p>	<p>6 In which city the Russians (build) a wall in 1961?</p> <p>a Berlin b Munich</p>	<p>5 Where the US forces (drop) the first atomic bomb on 6th August, 1945?</p> <p>a Hiroshima b Nagasaki</p>
<p>9 How President JF Kennedy (die)?</p> <p>a He (have) a car accident. b Somebody (shoot) him.</p>	<p>10 Which European country Julius Caesar (invade) in 55 BC?</p> <p>a Switzerland b Britain</p>	<p>11 Which country Adolf Hitler (come) from?</p> <p>a Austria b Germany</p>	<p>12 Who (conquer) most of the known world from 336 BC to 323 BC?</p> <p>a Attila the Hun b Alexander the Great</p>

FINISH

Vocabulary

► Houses

- 1 Add two more words to the spidergram. What type of house do you live in?



- 2 Match the opposites. Which adjectives best describe your house?

- | | |
|--------------|---------------|
| 1 modern | a expensive |
| 2 cheap | b spacious |
| 3 small | c decorated |
| 4 attractive | d traditional |
| 5 plain | e ugly |

- 3 List the words under the headings. Use them to talk about your house.

ROOMS	Features: Indoor/Outdoor	Furniture/ Appliances/Other
--------------	-------------------------------------	--

- attic • living room • kitchen
- garden • rug • floor • fence
- pillows • windows • porch
- balcony • cushions • hall
- fireplace • brick walls • lamp
- bedroom • dining room
- four-poster beds • cupboard
- chest of drawers • carpet
- wardrobe • mirror • fridge
- cooker • towels • shower
- staircase • garage • chimney

Reading

- 4 a. Look at the headings and the pictures. What are the texts about? Which country are these houses in?

- b. In pairs, make a list of ten words related to *houses* you expect to read in the texts. Read and check.

Victorian houses

The early Victorians liked large houses with plenty of decoration. Later in the Victorian period, houses were simple **0)** and plain. Wealthy people used to live **1)** large



detached houses with lots of rooms and expensive furniture. Servants used to live **2)** the top floor of the house

or the attic. The exterior of the house **3)** a work of art with a steep tiled roof, tall chimney pots and large bay windows **4)** stained glass. Sometimes, they had a front porch and steps up to the front door. Working people used to live in terraced brick houses with a simple exterior. Those houses were small, with two to four rooms. **5)** was no electricity, no water and no toilet.

Elizabethan houses

Elizabethan manor houses often had an E-shape to show respect for **6)** queen. They had brick walls with strong wooden frames. The houses were



spacious and comfortable with a large hall, a dining room and **7)** bedrooms. The furniture

was big and elaborate and four-poster beds were very popular. Many people used to have servants. **8)** used to live in rooms in the attic.

- 5 Choose the correct word to complete the gaps. Listen and check. Explain the words in bold.

- | | | | |
|---|--------|--------------|-----------|
| 0 | A but | B and | C too |
| 1 | A in | B at | C into |
| 2 | A on | B in | C at |
| 3 | A were | B had | C was |
| 4 | A with | B for | C and |
| 5 | A It | B There | C This |
| 6 | A some | B a | C the |
| 7 | A each | B the | C several |
| 8 | A They | B The | C These |

Speaking

- 6 Underline the words in the texts related to houses. Put them under the headings below, then use them to describe the houses in the pictures to the class.

- exterior
- interior
- special features

Exploring Grammar

► Used to vs past simple



- 7 Look at the examples below. Which talk(s) about:

- a past state or habit that doesn't happen any more?
- an action/event that happened at a specific time in the past?

People **used to travel/travelled** by coach then. (*but now they don't - they use cars*)

They **didn't use to have/didn't have** running water or electricity. (*but now they do*)

BUT

John **went** to the 'Victorian Experience' museum last weekend. (*NOT: John used to go...*)

Find examples of past states/habits in the texts.

- 8 Use the prompts to make sentences about life 100 years ago. Use **used to/didn't use to**.

- children play in the streets/not watch TV
- people write letters/not send emails
- people travel by ship/not travel by plane
- poor people not do any sport/work long hours

- 5 people read a lot/not go to cinema

Children used to play in the streets. They didn't use to watch TV.

- 9 Work in pairs. Use these ideas as well as your own to find out what your partner used to do when he/she was six.

- fight with other children
- do a lot of sport
- watch a lot of TV
- play in the street
- go to bed early
- help in the kitchen

A: *Did you use to fight with other children when you were six?*

B: *No, I didn't. Did you ...*

- 10 Bring some old family photos to class. Show them to your classmates and say how your grandparents were different.

Study skills

Listening to identify key information

Read the list. Think of words related to each item. While listening, focus on words related to those in the list. This will help you do the task.

Listening

- 11 Listen to the conversation and match the people to where they are.

People	Rooms
1 <input type="checkbox"/> Paul	A bedroom
2 <input type="checkbox"/> Erica	B living room
3 <input type="checkbox"/> Claire	C kitchen
4 <input type="checkbox"/> Martin	D garden
5 <input type="checkbox"/> Greg	E bathroom
	F dining room
	G garage
	H attic

Writing

- 12 Portfolio: How did people use to live in your country 100 years ago? Find pictures and write a short description of each. Write about: **clothes, facilities, work, entertainment, transport**. Present your poster to the class.

Getting Started

- 1 When was the last time you went to a museum? Which of the following did you see?

- bronze statues • steam engines • old buildings
- silver plates • ancient coins/vases • historical costumes
- antique furniture • models of buildings, ships or vehicles
- gold rings • old-fashioned shops • oil paintings
- silver jewellery • colourful tapestries

Let's look closer

- 2 Underline the key words in the rubric. Answer the questions.

CONTEXT You went on a school visit to a museum last week. Now, your teacher has asked you to write a short article for your school magazine describing the visit.

- 1 What are you going to write?
- 2 What tenses will you use?
- 3 What phrases related to museums can you think of?



BEAMISH OPEN AIR MUSEUM

by Steve Miller

▶ Last week's class visit took us to Durham, in the North of England. It also took us back two hundred years into the past.

▶ Beamish covers 125 hectares and has two amazing 'little worlds' from the past – a market town, railway station, farm and coal-mining village, all from 1913, and a manor house and railway from 1825. Visitors can explore each area, watching people acting out the typical daily life of the time. The people's clothes, vehicles, buildings and furniture are all from the period.

▶ First we walked around the town, with its old-fashioned shops, offices and houses. The friendly museum staff, wearing historical costumes, were happy to answer our questions. We had a quick lunch at the picnic site, then we went on a genuine 1910 tram to beautiful Pockerley Manor. The experience was fascinating, as we had the chance to see what it was like to live in those times.

▶ We had a wonderful time at Beamish. It's a great place for a day out and I'm not surprised it won the title of Britain's Best Museum in 2005.

- 3 What is each paragraph about?

- when/where • what you did/saw • feelings • description

Study skills

Using descriptive language

When narrating an experience, use lots of adjectives. They make your writing more interesting to the reader.

- 4 What adjectives does the writer use to describe what he saw at the museum?
- 5 Use the adjectives in the list to replace the words in bold.
 - spectacular • ancient
 - awful • friendly
 - 1 The view was **good**.
 - 2 The staff were very **nice**.
 - 3 There were a lot of **old** buildings there.
 - 4 The weather was **bad**.

Writing (an article about a visit to a museum)

- 6 Think of your last visit to a museum. Make notes under the headings in the plan. Use them to tell the class about your visit.

Plan

Introduction (Para 1)

when/where you went

Main Body (Paras 2-3)

◆ *what the place is like*

◆ *what you did there*

Conclusion (Para 4)

your feelings/comments

- 7 Use your answers in Ex. 6 to write an article for the school magazine.

COMEDY ZONE

I want to know why your History mark is so bad.

It's not my fault. The teacher asks me about things which happened before I was born.



CHARLIE & THE CHOCOLATE FACTORY



Reading & Listening

- 1 Look at the picture. Describe the people. Who are they? Read the text below and find out.

Roald Dahl (1916 - 1990) was born in Wales in the UK. He started his writing career as an author of short stories for adults. Then, in 1961, he wrote a story called *James and the Giant Peach* for his own children. It became a best seller. Several other best sellers followed, including *Charlie and the Chocolate Factory*. The book is about a strange man, Mr Wonka, and his mysterious chocolate factory, where he makes amazing, magical sweets. His workers are Oompa-Loompas – doll-sized people with long hair, who love dancing and making up songs.

- 2 Read the first four lines of the song and look at the picture. What is "the set" (line 2)? What problem might parents have if they "take the set away"? What do you think the Oompa-Loompas will suggest? Read quickly and check.
- 3 a. Read the song and choose the correct word for each gap. Listen and check.
- b. Match the highlighted words to their meanings: *put in, messed, happy, continue*.
- 4 a. Look at the words in bold. Who or what is the writer referring to?
- b. Why do you think Dahl wrote this song?

The Oompa-Loompa SONG

"All right!" you'll cry. "All right!" you'll say,
 "But if we take the set away,
 What shall **0** we do to entertain
 Our darling children? Please explain!"
 We'll answer **1** by asking you,
 "What used the darling **ones** to **2**?
 How used they keep themselves **contented**,
3 this monster was invented?"
 Have you forgotten? Don't you **4**?
 We'll say it very loud and slow:
THEY USED TO READ! They'd **READ** and **READ**,
 And **READ** and **READ**, and then **proceed**
 To **READ** and **READ** and **READ** some more.
 Books **cluttered** up the nursery floor!
 And in the bedroom, by the bed,
 More books were waiting to be read!
 Oh, books, what books **they** used to know,
 Those children living long **5**!
 So please, oh please, we beg, we pray,
 Go throw your TV set away,
 And in **its** place you can install
 A lovely bookshelf on the wall!

- | | | |
|---------------|----------|---------|
| 0 A we | B us | C our |
| 1 A the | B these | C this |
| 2 A have | B do | C be |
| 3 A After | B Before | C While |
| 4 A know | B knew | C knows |
| 5 A before | B until | C ago |

Speaking

- 5 **Portfolio:** Take the roles of an Oompa-Loompa and a parent. Use the song to act out your dialogue. Record yourselves.

Self-Assessment

MODULE 1

Vocabulary

1 Circle the correct answer.

- 1 A travels a lot.
A shop assistant B pilot C waiter
- 2 Fire fighters need to be
A patient B creative C brave
- 3 always wear a uniform.
A Nurses B Graphic designers
C Gardeners
- 4 She enjoys her job although it is
A stressful B exciting
C rewarding
- 5 He work early in the morning.
A likes B uses C starts
- 6 He doesn't like his job; he finds it
A rewarding B exciting C boring
- 7 Receptionists must be very
A physically fit B polite
C imaginative
- 8 Mechanics work with their
A hands B feet C family
- 9 Nurses normally work
A part time B hours C shifts
- 10 Writers must be
A creative B polite C friendly

(10 marks)

2 Underline the correct word.

- 1 Could you please iron/mow the lawn?
- 2 Paul, could you make/do your bed, please?
- 3 Mum dusts/vacuums the carpets every day.
- 4 John lives in a brand new apartment in the city centre. It's really modern/traditional.
- 5 He can't afford to buy such a(n) expensive/cheap car.
- 6 They usually have/go barbecues on Sunday afternoons.
- 7 She often cooks/visits for friends.
- 8 How about having/eating out? There's a new restaurant down the street.
- 9 Do you often go/visit your relatives?
- 10 They often play/go camping in the summer.

(10 marks)

3 Decide if the following are R (rooms), FA (furniture/appliances) or F (features indoor/outdoor).

- | | | | |
|---------------|------|-------------|------|
| 1 wardrobe | .... | 6 fridge | .... |
| 2 dining room | .... | 7 staircase | .... |
| 3 pillows | .... | 8 fence | .... |
| 4 kitchen | .... | 9 lamp | .... |
| 5 fireplace | .... | 10 garden | .... |

(10 marks)

Reading

4 Read the text and mark the sentences R (right), W (wrong) or DS (doesn't say).

VISIT JORVIK THE VIKING CITY

- Discover what life was really like for the Vikings over 1000 years ago.
- Visit a real Viking street and see the shops and houses that once stood there.
- Learn about what the Vikings ate, how they worked and what made them ill.
- Find out how the Vikings made their clothes, shoes, jewellery and try them on for yourself at the 'Fearsome Craftsmen' exhibition.
- Buy souvenirs at the JORVIK shop.

Entrance: £7.20 Adults,
£5.10 Children,
£6.10 Seniors & Students

Open every day except 25th December
Address: JORVIK, Coppergate, York



- 1 Vikings lived in Normandy.
- 2 You can learn all about the life of Vikings.
- 3 You can dress up as a Viking.
- 4 Children don't pay.
- 5 The Jorvik centre is open every day.

(10 marks)

Grammar

5 Put the verbs into the *present simple*, *present continuous* or *be going to*.

- 1 He (cook) dinner at the moment.
- 2 Pete (play) tennis every Friday.
- 3 Sally (write) a novel this year.
- 4 Now that John has the money he (buy) a new car.
- 5 Mary (move) into her new house this Tuesday.
- 6 Pauline (have) a birthday party this Saturday.
- 7 (they/go) to the park every Sunday?
- 8 We (visit) Ann this Sunday.
- 9 Jack (play) chess every afternoon.
- 10 (Ann/work) late tonight?

(20 marks)

Communication

6 Complete the exchanges.

- a I'd love to
 - b It was fantastic
 - c Nothing special
 - d Why don't we ...
 - e ... I can't
- 1 A: go swimming today?
B: That's a good idea!
 - 2 A: Would you mind coming to the doctor's with me?
B: Sorry, I'm working late
 - 3 A: Let's go out for dinner.
B: Sure,
 - 4 A: How was the rock concert?
B: I had a great time.
 - 5 A: What did you do at the weekend?
B:

(15 marks)

Listening

7 Listen and fill in the gaps.

The _____ **BRIT School** 

Name: The Brit School for Performing 1) and Technology.

Start age: 2)

Leaving age: 3)

Special features: - Dancing, 4), singing and music lessons.
- Students don't wear 5)

Exams taken: GCSEs & 'A' Levels

(15 marks)

Writing (an email)

8 You went on a school trip last Friday. Write an email to your friend. Write:

- where you went
- when you went
- what you did/saw there (50-80 words)

(10 marks)

(Total = 100 marks)


NOW I can...

- talk about jobs & job qualities
- talk/write about daily routine/free-time activities
- talk about famous people
- talk/write about life in the past & past experiences
- write an email about my summer plans
- write an article about a visit to a museum

... in English!



Listening

- 1  Look at the street scene from Tudor times (1485-1603 in England). Describe the houses and the people. What do you think their lives were like? Listen and check.

Reading

- 2 Read the text and put the headings (A-D) in the correct spaces (1-4). Then explain the words in bold.
 - A Eating habits
 - B Housing
 - C Entertainment
 - D Work
- 3 Read again and find: **two jobs, six foods, six sports.**

Speaking

- 4 Make notes under the headings *the rich* and *the poor*. Use your notes to tell a partner the differences between the two.

Project: Who were the six Tudor kings and queens? Collect information under the headings, then present them to the class.

- name • born/died • ruled England (dates) • what famous for

Life in Tudor Times

The six **powerful** Tudor kings and queens **ruled** England from 1485-1603. The most famous king was Henry VIII, who married six times and **beheaded** two of his wives! It was one of the most exciting times in British history, but whether you were rich or poor, life could be very difficult.

1)
Rich tudors lived in fine houses with many rooms and big windows. Poor country people lived in small wooden houses with **mud** floors. In the towns, the streets were **narrow, gloomy** and **crowded**, which made it easy for **criminals** to **steal** from shops and people.

2)
Wealthy people and **noblemen** **owned** land or even helped the King or Queen to rule the country. Most people, however, were poor and worked in the countryside. **Slightly** richer people worked as **craftsmen** or **merchants** in the towns. Tudor shops had picture signs outside to show people what they sold, as many people could not read.

3)
In Tudor times, rich people often held huge **banquets** where they ate far too much! They had quite an unhealthy diet as they ate lots of very **salty** meat from the animals they owned or **hunted**. They also ate very little fruit, vegetables, milk, butter and eggs as they thought these foods were only **suitable** for poor people to eat!

4)
It was the **law** that every man had to practise **archery** every Sunday morning! Rich people liked to **fence** and play tennis while **ordinary** people played games like **bowls**, hockey and football or went to the theatre. William Shakespeare lived in Tudor times. His plays are still **performed** today all over the world!

In a world of our own

Module 2 (Units 3 & 4)

▶ Before you start

- What do your parents do for a living?
- What do you enjoy doing in your free time?
- What's a typical Monday like for you?
- Name some historical people from your country. What are they famous for?

▶ Look at Module 2

- Find the page numbers for pictures 1-5.
- ▶ Find the unit and page number(s) for
 - a weather forecast
 - a homepage about festivals
 - a holiday advert

In this Module you will ...

▶ read, listen and talk about ...

- holiday activities
- means of transport
- festivals & celebrations
- festive activities
- weather & feelings
- geographical features
- animals

▶ learn how to ...

- describe a trip
- book a holiday
- react to bad news
- catch up on news
- request – give/refuse permission
- express surprise
- give/accept/refuse advice
- choose a pet

▶ practise ...

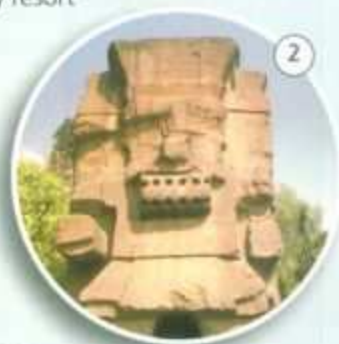
- the present perfect
- present perfect vs past simple
- comparatives/superlatives
- pronouncing homophones

▶ do a project about ...

- signs/notices related to means of transport
- the weather in your country
- geographical features in your country
- a poster about a missing pet
- a place in your country
- a mountain range in your country
- endangered animals in your country

▶ write

- a holiday advert
- a homepage about festivals you have attended
- a letter from a holiday resort
- a letter of advice



Culture Clip: What's on in Orlando, Florida?

Curricular Cut: (Geography) The Himalayas

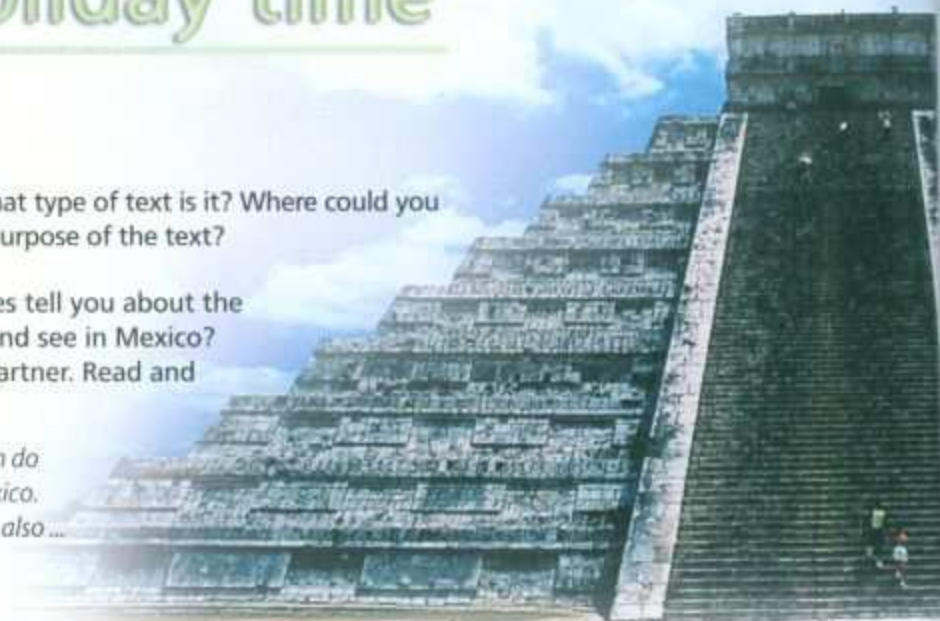
Across the Curriculum: (Citizenship) WWF for a living planet

Reading

- 1 Look at the text. What type of text is it? Where could you see it? What is the purpose of the text?
- 2 What do the pictures tell you about the things you can do and see in Mexico? Discuss with your partner. Read and listen to check.

A: It looks like you can do watersports in Mexico.

B: So it does. You can also ...



@ Mexico

Help/FAQs

Search

13-DAY Mexican Adventure Tour

Have you ever wanted to hike through a **jungle**, go cliff diving or climb a pyramid? Have you always dreamed of swimming with dolphins and relaxing on white sandy beaches?

If you haven't lived your dream holiday yet, here's your **chance** to do all these things and more!

Mexico City, Guadalajara, Acapulco, Oaxaca, Cancun, Chichen Itza

Accommodation: Stay in luxurious 5-star hotels – single or double rooms and **suites** available.

Sports activities: Try a wide **range** of water sports – water-skiing, snorkelling, windsurfing, white water rafting or jet skiing. Play golf, tennis or go horse riding. Take a hike through the jungle or try something more relaxing like **deep-sea fishing**.

Entertainment: Go to beach barbecues, and night clubs. Take part in **cultural** events with traditional costumes and dances. Eat quality food at a variety of restaurants and try delicious local dishes.

Other activities: Visit museums and galleries. Buy **handmade** souvenirs. Take a tour of **ancient ruins** and **temples** and climb the pyramid at Chichen Itza. Walk along narrow, **cobbled** streets. See the famous cliff divers diving from 45m and even try it yourself! Relax on white sandy beaches and swim with the dolphins.

Total cost: Single room: £2,500
Double room: £3,500
Suite: £5,200

Prices include: Flight, hotels, meals and tour and transport costs.

Contact: Consort Travel,
52, Hadley Street, Swansea
email: consorttravel.co.uk



3 Read the text and circle the correct answer.

- The weather is good in Mexico.
A Right B Wrong C Doesn't say
- The tour lasts for almost two weeks.
A Right B Wrong C Doesn't say
- They offer a lot of different water sports.
A Right B Wrong C Doesn't say
- A room for two people costs £5,200.
A Right B Wrong C Doesn't say
- The price includes breakfast only.
A Right B Wrong C Doesn't say
- The tour leaves from Swansea.
A Right B Wrong C Doesn't say

4 Explain the highlighted words. Then give three reasons why someone should visit Mexico.

Vocabulary

► Holidays

5 a. Match the verbs to the nouns and make sentences.

- | | | |
|---------|---|--------------------------|
| 1 relax | a | in a hotel/at a campsite |
| 2 visit | b | watersports |
| 3 play | c | on the beach/by the pool |
| 4 stay | d | a tour |
| 5 buy | e | museums/galleries |
| 6 take | f | tennis/golf |
| 7 try | g | souvenirs |
| 8 swim | h | the sights |
| 9 do | i | local dishes |
| 10 see | j | in the sea/pool |

We enjoy relaxing on sandy beaches.

Study skills

Adjective-noun collocations

Learn nouns with the adjectives they go with. This helps you build up your vocabulary.

b. Find one more adjective in the text for each noun.

- expensive, family, hotels
- delicious, spicy, food
- white, clean, beaches
- bright, colourful, costumes
- busy, cobbled, streets

c. Use the phrases in Exs 5a and b to tell your partner about your last holiday.

Last year we spent our holiday in a luxurious hotel.

Speaking

6 You have just returned from Mexico. Use the text to tell your partner about your trip.

- where you went/how you got there
- how long you went for
- what you did and saw during your stay

Exploring Grammar

► Present Perfect

Grammar Reference

7 a. Read the rule and the examples. Find examples in the text.

We use the present perfect to talk about a period of time which continues from the past until now.
She has visited Mexico City twice.
She hasn't travelled abroad.

b. In pairs, use the phrases to ask and answer.

- you/ride/a camel?
A: *Have you ever ridden a camel?*
B: *Yes, I have./No, I haven't.*
- your parents/travel abroad?
- you/try/paella?
- your family/go camping?
- you/do/bungee jumping?

Listening

8 Listen to Bill talking to a friend. What has each person done?

People

- | | | |
|---|---|------|
| 1 | □ | Tony |
| 2 | □ | Lucy |
| 3 | □ | Jane |
| 4 | □ | Paul |
| 5 | □ | Pat |

Activities

- | | |
|---|---------------------|
| A | white water rafting |
| B | snorkelling |
| C | windsurfing |
| D | jet skiing |
| E | horseriding |
| F | fishing |
| G | water skiing |
| H | cliff diving |

Writing (a holiday advert)

9 Portfolio: Imagine you work for a travel agent's. Write an internet advert for a 13-day tour in your country. Use the advert on p. 26 as a model.



Vocabulary

► Transport

- 1 a. Look at the notices (1-5). Which means of transport do they match?
- b. Which means of transport do you enjoy/not enjoy using while on holiday? Tell your partner. Give reasons.
- fast • cheap • expensive
 - comfortable • enjoyable
 - safe • convenient • slow
 - tiring • boring

I enjoy travelling by plane. It's fast. I don't like travelling by coach. It's tiring.

- 2 Which of the following have you done? Ask and answer, as in the example.
- travel on a cruise ship • fly on a plane
 - take the wrong bus/ train
 - ride a motorbike/bike • hire a car
 - use the underground

A: *Have you ever travelled on a cruise ship?*

B: *No, I haven't. Have you ...?*

Listening & Reading

- 3 The sentences below are from the following dialogue. Where does the dialogue take place: **with a travel agent?** **on a cruise ship?** What are the people talking about? Listen, read and check.
- How may I help you?
 - Well ... when would you like to go?
 - Was that the Mediterranean or the Caribbean cruise?
 - Prices start from £450 per person if you share a cabin.

A: Good morning – Sunrise Travel. How may I help you?

B: Hi! I've just seen an advert for a cruise in the newspaper and I'd like to find out more about it.

A: Certainly. Was that the Mediterranean or the Caribbean cruise?

B: Actually, I can't remember now! Which one would you recommend?

A: Well ... when would you like to go?

B: Erm ... early summer if possible.

A: Right, well, there's a Mediterranean cruise departing on 11th June for eight nights.

B: OK. How much does that one cost?

A: Prices start from £450 per person if you share a twin cabin.

B: That sounds great. I'll discuss it with my wife and get back to you tomorrow morning.

A: Certainly, sir. Goodbye.

- 4 Read again and mark the sentences 1 - 4 **T** (true) or **F** (false). Correct the false statements.

- The man read the advert in a magazine.
- The man knows exactly what he wants.
- The man wants to go on holiday.
- The man is married.

Speaking

- 5 **Portfolio:** You've seen this advert in a newspaper. Call the travel agent's and act out a dialogue similar to the one in Ex. 3. Use sentences from Ex. 3. Record yourselves.

Virgin Islands **7 nights**
(cruise only)

Cruise

Departure: Miami, Florida
5th/15th/25th June/July/
August

Price: From **£329**
per person

For more details call Sun Search Travel: 222 222 22

Exploring Grammar

► Present Perfect

Grammar Reference

- 6 Match the adverbs in bold to the meaning: *at no time, a short time ago, at any time, until now, before now.*

- She has **already** booked the tickets.
- He has **just** posted the letters.
- They haven't been to Moscow **yet**.
- She has **never** travelled by train.
- Have you **ever** tried paella?

- 7 Complete the exchanges.

- A: (you/ever/be) on a package holiday?
B: No, (never/be) on one.
- A: Don't forget to book tickets.
B: I (already/do) that.
- A: Is the bus here?
B: Yes, it (just/arrive).
- A: Where's Tom?
B: He (not/come in/yet).

- 8 Fill in **for** or **since**, then make sentences.

- years and years; 2 last summer;
- 1998; 4 ages; 5 I was four;
- Christmas; 7 three months

- 9 Liz and Bob are going on holiday. Look at their list. In pairs, ask and answer.

- pick up tickets ✓
- buy rolls of film ✗
- pack suitcases ✓
- cancel milk delivery ✗

A: *Have they...?*

B: *Yes, they've already.../No, they haven't... yet.*

Listening

- 10 Listen to the dialogues and tick (✓) the correct answer (A, B or C).

- 1 What time did the train leave?



A



B



C

- 2 What has happened?



A



B



C

- 3 What has the woman lost?



A



B



C

Intonation

► Reacting to bad news

- 11 Listen and repeat. What do you think has just happened to each person:
find/fly in soup, see/spider in bathroom, fail/exam, miss/bus.

- 1 Yuck! 2 No! 3 Tut! 4 Aaaa!

- 1 He has just found a fly in his soup.

Writing (a cruise advert)

- 12 **Portfolio:** Write a short advert about a cruise. Use the one in Ex. 5 as a model.

Reading

Study skills

Predicting content

The title, subheadings, pictures and layout of a text can help you predict what information to look for.

- Look at the text, the title, the subheadings and the pictures. What type of text is it? What do you think it is about?
 - How are the pictures related to the title of the unit? Which country is each from? Read through and check.

- Read again and complete the gaps (1-8). Listen and check. Explain the words in bold.

- Which adjectives does Philip use to describe the:
 - weather
 - caber-tossing contest
 - Scottish dish
 - costumes
 - street parade
 - Using your dictionaries, suggest opposites for each adjective.

Speaking

- What activities does Philip mention for each festival? Make a list. Use your list to talk about these festivals.



Philip's Homepage

I've been to lots of countries and have had a great time. **Take a look.**

Want to know more about me? Click on **Philip.**

Tulip Festival

I've never seen **0)** so many flowers in my life as I saw at the Tulip Festival in Ottawa, Canada in 2001. The weather was beautiful and sunny! The festival **lasted 1)** three days and I got the chance to see many bands performing **live**. I **voted** for the best tulip garden and I even made a **flower arrangement** myself!

Highland Games

I've just returned **2)** beautiful Scotland, where I had an **incredible** time at the Highland Games, **3)** traditional Scottish **contest** of athletics, dancing and music. I loved the sound of **bagpipes** and I enjoyed the exciting **tossing the caber** contest. I bought a **tartan kilt** and I even tasted haggis, a famous traditional Scottish dish! Despite the terrible things I've heard about **4)** , I found it pretty tasty!

Balloon Festival

The first time I went on a balloon ride in my life was **5)** 2003, during the Balloon Festival in New York! Soon after the **launch**, the sky changed into a colourful **canvas** as hot air balloons of all shapes **6)** sizes **rose** into the air.

Paekche Festival

I attended the Paekche Festival while I was in Korea in 2002. People wore the most **impressive** costumes I've **7)** seen and there was a **spectacular** street parade. I took many pictures and I even **performed** the Korean fan dance, a **tradition** people **8)** kept **alive** for years!



Vocabulary

► Festive activities

- 5 a. Match the words in the columns. Which of the five festivals do the phrases describe? Make sentences.
- | | |
|-------------|-------------------------------------|
| 1 let off | a colourful costumes |
| 2 eat | b around the Maypole/in the streets |
| 3 wear | c as witches/ghosts etc |
| 4 put up | d traditional songs |
| 5 make | e fireworks |
| 6 dance | f decorations |
| 7 sing | g gifts |
| 8 watch | h wreaths/pumpkin lanterns |
| 9 exchange | i parades |
| 10 dress up | j stuffed turkey |



Halloween is on October 31st. Children dress up as witches and ghosts and make pumpkin lanterns.

- b. In pairs, think of other festivals/celebrations that you know. What customs are related to them?

Exploring Grammar

► Present Perfect vs Past Simple

Grammar Reference

- 6 Compare the sentences. Which tense is used for an action that happened:

- at an unstated time in the past?
- at a definite time in the past? (stated or implied)

We've **put up** the decorations. (When? We don't know.)

She **finished** an hour ago. (When? An hour ago.)

Was the weather good when you **were** on holiday?

(When? When you were on holiday. – time is stated)

- 7 Put the verbs in brackets into the present perfect or the past simple.

- 1 A: Is Ann here?
B: No, she (already/leave).
- 2 A: (Tony/arrive/yet)?
B: I'm afraid not. His plane (not/land) because of bad weather.
- 3 A: (you/try) haggis?
B: Yes, I (eat) haggis when I (be) in Scotland last month. It was delicious.
- 4 A: (you/ever/travel) abroad?
B: Yes, I (go) to Spain last year. It (be) great.
- 5 A: Oh! He (cut) himself!
B: Really? How (he/do) that?

- 8 Use the adverbs of time to make sentences.

- yet • ago • since • yesterday • last month
- for • never • in 2004 • already • just
- last summer • ever

Everyday English

• Catching up on news

- 9 Read the language box. Imagine you attended one of the festivals on Philip's homepage. You are back now. Use the language to tell your partner: **where you were, what you did, what you saw, if you liked it**

A	B
• Where have you been?	• I've been to/in ...
• ... I haven't seen you for ages!	• I've been really busy for (a few days/weeks etc)
• It's been a long time!	• I haven't been around for a while.

A: *Where have you been?*

B: *I've been to the Balloon Festival in New York.*

Writing (a homepage)

- 10 **Portfolio:** Think of festivals you have attended in your country. Make your own homepage. Write:

- name of festival • where it happens
- when you were there • what you did/saw

Use Philip's homepage as a model.

Getting started

- 1 Do you send letters while on holiday? Who to? What do you write about?

Let's look closer

- 2 Underline the key words in the rubric. Answer the questions.

You are on holiday. Write a letter to a friend at home. Write about the place you are staying at and what you have seen and done.

- Who are you writing the letter to?
 - How can you start/end your letter?
 - What should you write about?
- 3 Read the letter and correct the underlined mistakes.

Dear Mel,

- hi - how are you? I'm on holiday in Hawaii and I thought I'd drop you a line to tell you al about it.
- We're stay in a lovely little hotel by the sea. Right now, I'm on the beach with Matt. Mum and Dad has gone shopping, but we were too tired to go.
- Hawaii is a wonderful place. Weve done all sorts of exciting things. Yesterday, we climbed to the top of Mount Haleakala. The view was spectacular, but Matt is a bit frightened! I've bought some great souvenirs, too!
- Well, that's all for now. see you soon.
Love,
Jane

- 4 Which paragraph is about:

- what you have done so far – past activities
- name of place – reason for writing
- closing remarks
- where you are staying – who with – what you are doing now

Study skills

Brainstorming vocabulary

Spidergrams can help you brainstorm words related to the topic and to organise your ideas before writing.

- 5 Imagine you are on holiday. Think of words related to the topic and complete the spidergram.



- 6 **Portfolio:** Use your answers in the spidergram to write a letter to your friend (50-80 words). You can use the letter in Ex. 3 as a model.

COMEDY ZONE

All rooms which overlook the sea are €25 extra.



How much does it cost if I promise not to look?

GAME

Imagine you were on holiday. Mime what you did. Your partner tells the class.

Culture Clip

3

Reading & Listening

- 1 Read the introduction and look at the pictures. What do you think you can do in these three places? Read, listen and check.
- 2 a. Read again and find:
 - 1 something young children will enjoy seeing.
 - 2 something you can give food to.
 - 3 a person you can talk to.
 - 4 something you can put your hands on.
 - 5 somewhere you can eat.

What's on in Orlando Florida?

The coolest place to visit this summer!

With its year-round sunshine and magnificent collection of exciting theme parks, restaurants, water parks and museums, Orlando, Florida, has something for everyone!

Take a look at just a few of the wonderful attractions on offer!

Kennedy Space Center

Take a **journey** into space at the Kennedy Space Center. Here you can touch a **meteorite** from Mars and meet an astronaut.

Watch a 3D space film on a **giant** screen at the Imax theatre and **experience** the **thrill** of a space flight. Don't forget to put your name on the list for a future space **mission**!

Guided bus tours of the space center leave from the **entrance** every 15 minutes from 10 am to 3:45 pm.



Space Port

Walt Disney World

Enter a **magical** world full of fun for the whole family at Walt Disney World.

Enjoy the exciting new **rides**, shows and **attractions** in the Magic Kingdom. Go on an African **safari** in Disney's Animal Kingdom Park. Don't miss the amazing **fireworks display** at the Epcot Center. The kids will love it!



Enchanted Castle

SeaWorld

Come and see what's happening at Orlando's SeaWorld Adventure Park! Watch the underwater circus at the Nautilus theater. Enjoy a meal in the underwater restaurant, then feed the dolphins in Dolphin Cove. At SeaWorld, you can meet Shamu, the famous killer whale and even count the teeth of a shark!



Killer Whale

Speaking

- 3 Make notes of what you can see and do in each place. Use your notes to give a short summary of the text to the class. Which of the attractions above would you like to visit the most? Why? Explain the words in bold.

Writing (a brochure)

- 4 **Portfolio:** In groups, make a similar brochure for a place in your country and present it to the class. Write: *recommendation, where the place is, what the visitor can see/do there*

Vocabulary

► Weather & Seasons

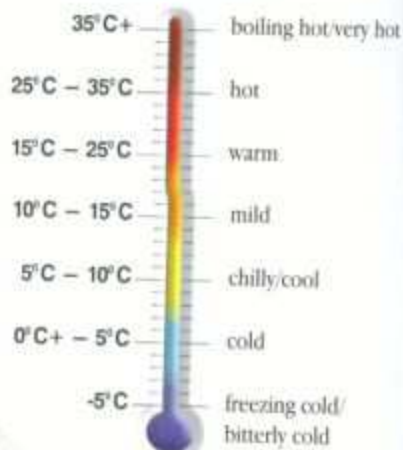
- 1 a. Match the words to the symbols in the pictures, then make sentences.
- snowy • sunny • rainy (wet) • foggy • cloudy
 - windy

It's sunny in Prague today.

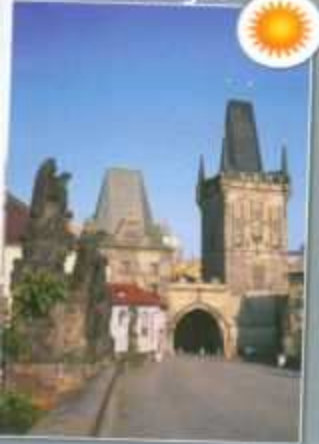
- b. Which of the adjectives in Ex. 1a go with adjectives describing temperature?

hot and sunny

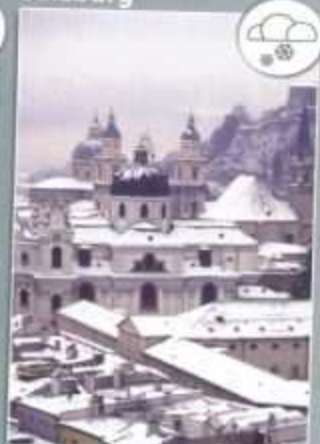
TEMPERATURE



Prague



Salzburg



Hong Kong



Dublin



London



Florence

- c. In pairs, ask and answer about weather conditions in your country. Talk about:

- today • yesterday • summer • spring
- winter • autumn

A: *What's the weather like today?*

B: *It's warm and sunny. What was ...*

- 2 a. What kind of weather do you like/dislike? How does each kind of weather make you feel: *happy, sad, relaxed, stressed, scared, cheerful, depressed*?

A: *I like rainy weather. It makes me feel relaxed. What about you?*

B: *I don't like rainy weather. It makes me feel sad.*

- b. Listen to the music extract. What images come to mind? What season is it? What is the weather like? How do you feel? Draw a picture and describe it to the class.

Reading

- 3 Which countries/cities can you see on the map of Britain? Which are in the *north, south, east, west*?

Scotland is in the north of Britain.

- 4 Which place(s) expect(s) ... ?

- a heavy rain c strong winds
- b storms d light winds

Listen, read and check.

- 5 Explain the highlighted words. What are *max, min* and *temp* short for?

Speaking

- 6 Look at the symbols on the map. What will the weather be like in each city today? Tell the class.

In London it will be sunny at first, but cloudy later.

Weather Forecast

Today's Outlook



London and South East England: Sunny spells in the morning, cool and cloudy later. A light south-westerly wind by late afternoon. *Max temp 10-13°C (50-56°F)*. Tonight, light winds. *Min temp 7-9°C (44-48°F)*.

South West England and Wales: A windy day with spells of light rain for most of the morning. Strong winds during the afternoon and possible storms by early evening. *Max temp 8-10°C (46-50°F)*. Tonight, strong winds. *Min temp 6-8°C (42-46°F)*.

North East England: Early sunshine will give way to clouds and rain for most of the day. *Max temp 9-11°C (48-*

52°F). Tonight, heavy rain. *Min temp 5-7°C (40-44°F)*.

North West England: A few sunny spells during the morning, but becoming cloudy by early afternoon with rain until late evening. *Max temp 7-9°C (46-50°F)*. Tonight, rain. *Min temp 4-6°C (38-42°F)*.

Scotland: Cloudy and wet. Heavy rain throughout the day. *Max temp 5-7°C (40-44°F)*. Tonight, storms. *Min temp 4-6°C (38-42°F)*.

Northern Ireland: A dull, wet day with heavy rain and thick cloud. *Max temp 9-11°C (48-52°F)*. Tonight, showers. *Min temp 6-8°C (42-46°F)*.

- 1 David a go to the beach
 2 Kathy b watch video
 3 Steve c go skiing
 4 Joe d listen to music
 5 Emily e play table tennis
 f go fishing
 g play football
 h go on a bike ride

b. What do you do in *hot/warm/cool/cold/good/bad* weather?

I usually go to the beach when the weather is hot.

Everyday English

▶ Requesting Permission

- 8 Read the table. Then, use ideas from Ex. 7 and your own to act out exchanges.

Requesting Permission

- Can/Could I/we ...

Giving Permission

- Sure.; Certainly.; Of course!

Refusing permission

- I'm sorry but ...; I'm afraid you can't.

A: *It's hot today. Can we go to the beach?*

B: *Certainly.*

Pronunciation

(homophones)

- 9 Listen and mark if the words in each pair sound the same (✓) or slightly different (X). Listen again and repeat.

- 1 weather whether
 2 warm arm
 3 see sea
 4 wear where

Writing (a weather forecast)

- 10 Portfolio: Write a weather forecast for two cities in your country. You can use the text in Ex. 6 as a model.

Listening

- 7 a Listen and match the people to the activities.



Vocabulary

► Geographical features

- 1 Find the places in the picture.
- desert • river • mountain • lake • forest
 - valley • waterfall • sea • beach

GAME

Imagine yourself in one of these places. Describe what you can see and/or hear. Your partner guesses the place.

- A: *There are a lot of trees and plants here. I can hear birds singing.*
 B: *Are you in a forest?*

Reading

- 2 Look at the title and the headings in the text. Can you guess which places the text is about? Read and check.
- 3 a. Read and fill in the missing words. Listen and check. Explain the words in bold.
- b. Underline all the names of places in the text. Which take **the**: *countries, continents, rivers, mountains, oceans, lakes*?

Record-Breaking Geography

Smallest continent

Australia is the smallest continent (0) in the world, but one of the largest countries on Earth. It covers an area of 7,614,500 km² and lies between the Pacific (1) Indian Oceans.

Largest island

Greenland lies in (2) North Atlantic Ocean and is the world's largest island. It has an area of around 2,175,600 km².

Highest mountain

Mount Everest, or "Goddess Mother of the World", is the highest mountain in the world. It (3) actually 8,850 m high and is in Tibet. It was named after Sir George Everest, (4) British surveyor.

Largest ocean

The largest ocean in the world is the Pacific Ocean. (5) has a total area of 165,250,000 km² and an average depth of 4,280 m.

Longest river

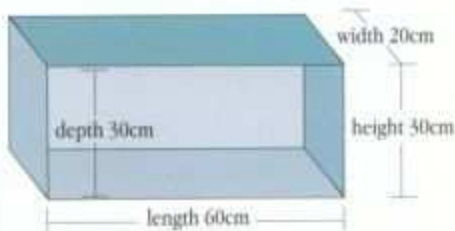
There is some disagreement about which river is (6) longest – the Amazon or the Nile – as it is hard to know where each river begins and where each ends. At (7) longest points, the Amazon is about 6,400 km and the Nile is 6,650 km.

Deepest lake

Lake Baikal (8) Russia is the world's deepest lake. It is 1,741 m deep and holds about one-fifth of the world's fresh water supply.

- 4 a. Look at the picture. Use the adjectives to ask and answer.

• long • deep • wide • high



A: How long is the box?

B: It's 60 cm.

- b. Which of these words can you find in the text? What can we measure?

Speaking

- 5 Close your books and say five facts you can remember from the text.

Exploring Grammar

► Comparatives/Superlatives

Grammar Reference

- 6 Read the sentences. Which form do we use to compare:

- two people, places, things etc?
- more than two people, places, things etc?

The Eiffel Tower is **taller than** the Leaning Tower of Pisa.

The Empire State Building is **the tallest of** the three.

- 7 Complete the table. How do we form the comparative and superlative of: *short adjectives (one syllable)? longer adjectives (two or more syllables)?* Are there any changes in spelling? Which adjectives are irregular?

Adjective	Comparative	Superlative
high	higher (than)	the highest (of)
small	smaller (than)	.....
big	bigger (than)	.....
far	farther	the farthest (of)
long	longer (than)	.....
large	larger (than)	.....
expensive	more expensive (than)	the most expensive (of)
much/many	more (than)	the most (of)
good	better (than)	.....
bad	worse (than)	the worst (of)

- 8 Make sentences. Use the comparative or superlative form.

- 1 Australia/small continent/in the world
Australia is the smallest continent in the world.
- 2 Asia/large/Europe
- 3 China/large/population/world
- 4 weather in Spain/good/weather in England
- 5 Paris/popular/tourist destination/Europe
- 6 Antarctica/cold & windy/Arctic
- 7 Pacific Ocean/deep/Atlantic Ocean

- 9 Make four true sentences comparing yourself to members of your family.

I'm the youngest in my family.

- 10 Work in pairs. Think of three cities in your country. Make sentences comparing them. Think about: • weather • shops • hotels • noise • people • cinemas • size • lifestyle

Adjectives
• stressful • boring • difficult
• expensive • quiet • small • cheap
• big • cold • noisy • friendly • large

It's colder in ... than ... is the coldest of all.

► Intonation (Expressing surprise)

- 11 a. Listen and repeat.

- Is it really? • I had no idea!
- I didn't know that! • Really?
- Wow! That's amazing!

- b. Use the phrases and ideas from Ex. 8 to act out short exchanges.

A: Did you know that Australia is the smallest continent in the world?

B: Is it really?

Writing (a poster about geographical features in your country)

- 12 Portfolio: Find pictures and interesting facts about your country's geographical features. Think about: **longest river, highest mountain, etc.** Make a poster and present it to the class. Use the text in Ex. 3 as a model.



Vocabulary

► Animals

- 1 a. Listen and circle the animals you hear. Say the plurals. Which are irregular?
- goose • fox • tortoise • deer • peacock
 - elephant • snake • goat • sheep • owl
 - zebra • rhino • parrot • lizard • alligator
 - eagle • goldfish • stork • kangaroo • rabbit
 - dolphin • wolf • tiger • giraffe • camel
 - polar bear • hamster • pigeon • monkey
- b. Which of these animals normally live: *in deserts; on mountains; in the sea; in rivers; in polar regions; in tropical forests; on farms?*

- 2 What animals can you see on the zoo map? Which has: *a mane; wings; a long tail; a horn; a short beak; a long neck; whiskers; short legs; claws; paws; fins and flippers?*

- 3 Choose an animal from Ex. 1a. Your partner asks you five yes-no questions to find out what it is.

A: *Has it got a long neck?* B: *No, it hasn't.* etc

Listening & Reading

- 4 a. These sentences are from the following dialogue. What is the dialogue about? Where does it happen? Listen, read and check.
- b. Explain the words in bold.

Looking for something in particular, sir?
It's his birthday, you see.
How about a dog?
I guess you've got a point there.
Let's have a look.
I think I'll have that one.
Excellent choice, sir.

- A: Hello. Looking for something in particular, sir?
C: Actually, yes. I want a pet for my son. It's his birthday, you see.
A: How old is he?
C: He's 8 this **coming** Sunday. Maybe a dog is a good idea.
A: Well, dogs are playful but they need a lot of care and this is maybe too much **responsibility** for an eight-year-old.
C: I see.
A: What about a rabbit?
C: A rabbit? Don't they smell a lot?
A: Well, you do need to **clean out** the cage **regularly**. But they don't need walks, and they aren't as noisy as dogs.
C: That's true. I see you've got some tortoises over there. They're easy to take care of, aren't they?
A: Tortoises are much easier than rabbits or dogs. They don't do very much.
C: I guess you've got a point there.
A: What you need is a pet that is friendly and playful but doesn't **take up** too much time.
C: What about a kitten, then?
A: Kittens are sweet and easy to **look after**. We have some over there. Let's have a look.
C: That one's cute. I think I'll have that one.
A: Excellent choice, sir, and perfect for a young boy.



Entrance

- c. Read again and find four pets. What are the pros and cons of having each as a pet? List them, then tell your partner.

Exploring Grammar

► Comparative structures

Grammar Reference

- 5 Read the theory. Use the adjectives to compare animals from the picture.

- much + comparative form of the adjective
*Dogs are **much friendlier** than cats.*
- as + adjective + as
*This dog is **as friendly as** that one.*

- friendly • playful • noisy • smart • cute • short
- beautiful • funny • clean • heavy • long • tall

*Elephants are **much heavier** than rhinos.*

► Question Words

Grammar Reference

- 6 Circle the correct question words. Can you answer the questions?

- 1 Where / What do kangaroos live?
- 2 What / Which do they eat?
- 3 How long / How much do they usually live?
- 4 How many / How much legs have they got?
- 5 How fast do they run?

- 7 Ask your partner questions about his/her favourite animal.

Everyday English

► Giving advice

- 8 Your friend wants to buy a pet. He has asked for help. Use the table to:

- reject your friend's suggestion
- advise your friend to get a different pet instead
- explain why your suggestion is better

Giving advice	Accepting
<ul style="list-style-type: none"> • How about (verb + ing) ...? • Why don't you (inf) ...? • Have you thought of (verb + ing) ...? 	<ul style="list-style-type: none"> • Great idea! • I think you're right.
	Rejecting
	<ul style="list-style-type: none"> • I'm not sure ... • I don't think it's such a good idea ...

Listening

- 9 Listen and complete.

MISSING

Lost: Mitzi the cat

Age: 0) 3 years old

Description: Grey and 1), with a long 2) tail, one black paw and green 3)

Went missing on: 4), near Church St.

Please call: 5)



Writing (a poster)

- 10 **Portfolio:** Imagine your pet is missing. Design a poster to let people know about it.

Getting Started

- 1 Think of the last time you gave someone a piece of advice. What was it about? What did you say? Why?

Let's look closer

- 2 Read the rubric. What's Carol's problem? What kind of things does Lisa have to think about before giving advice? Think about: • **type of animal** • **cost** • **space** • **care**. Read and check.

Carol has written to her friend Lisa. This is part of the letter:

Our new flat is great – not big, but enough for the three of us. Now, I'm thinking of buying a pet. Any idea what I should choose?

- 3 Read Lisa's letter and fill in the gaps with the phrases giving advice below.

• You should • Why don't you • How about

Dear Carol,

▶ Hi! How are you? I think it's a really good idea to get a pet. Here's what I suggest.

▶ 1) get a small pet, **because** you live in a flat and you don't have a lot of space. 2) getting a cat? They're great pets to have in flats, **as** they don't need to go out for walks. 3) get a cat from a rescue centre? **That way** you can help an animal and get a cheap pet at the same time.

▶ Well, I must go now. I hope I have helped. Let me know what you decide.

Best wishes,

Lisa

- 4 a. Which paragraph contains Lisa's advice? What are the reasons for each piece of advice?
- b. Does Lisa use the words in bold to give advice or reasons for her advice?

Writing (a letter of advice)

- 5 This is part of a letter you received from a friend. Underline the key words. What information do they give us about:

- reason(s) for writing
- who you are writing to
- what you need to write

... I'm writing to ask for your advice. My aunt Sophie gave me a puppy for my birthday. The problem is I don't know how to take care of him ... Since you have got one, can you tell me what to do?

- 6 Match each piece of advice to a suitable reason. Make full sentences using phrases for giving advice.

ADVICE		REASON
1 take him to the vet	as since because	a dogs love to chew things
2 take him for regular walks		b needs different injections/regular check-ups
3 buy toys		c exercise is really important for dogs

You should take him to the vet, as he needs different injections and regular check-ups.

- 7 **Portfolio:** Use your answers in Ex. 6 and the plan to write your letter of advice (80-100 words).

Plan

Paragraph 1

greet friend & explain reason for writing

Paragraph 2

your advice & reasons

Paragraph 3

ask friend to write back and tell you if your advice helped



Reading & Listening

- 1 How are mountains formed?
Read text A to find out.

A How Are Mountains Formed?

The ground we stand on is called the Earth's crust. When there is a strong push under that crust, continents hit each other, fold upwards and form mountains.

- 2 a. Think of three questions you want to ask about the Himalayas. Read, listen and see if you can answer them.
- b. What do the following numbers refer to? 14 – 200 – 27,000 – 2,400 – 20 – 8,000
- 3 Read again and find the:
- continent the Himalayas are in.
 - five countries the Himalayas cross.
 - names of four animals.
 - capital city of Nepal.

Study skills

Understanding new words

To understand the meaning of words you don't know, check if the rest of the sentence can help you.

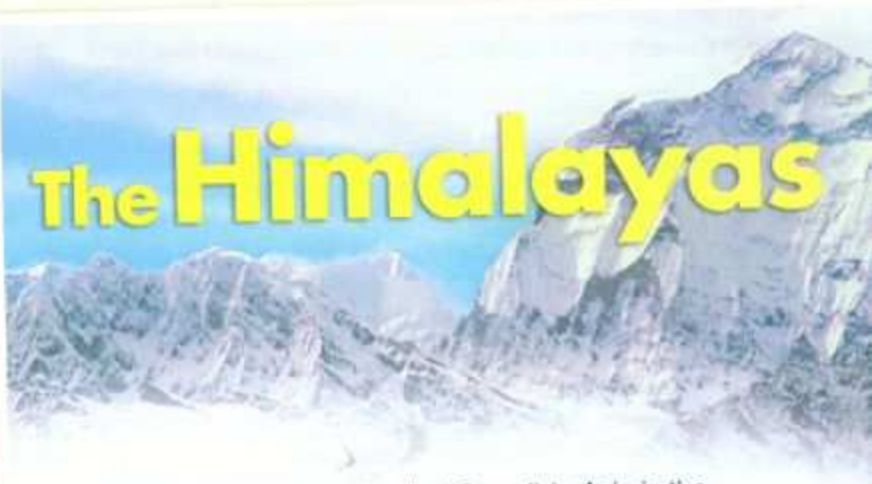
- 4 Explain the words in bold.

Speaking

- 5 Close your books. What can you remember from the text?

Writing (a short text)

- 6 **Portfolio:** Find out about a mountain range in your continent. Write a short text about it. Write: **where it is, length/height, people/wildlife**



The Himalayas (or 'Land of Snow') in Asia is the highest **mountain range** in the world! It is 12,400 km long and 200 km wide. It **crosses** Northeastern Pakistan, Northern India, Southern China (Tibet), Nepal and Bhutan. Ten of the world's 14 highest mountains, including Mount Everest, are part of the Himalayas and are all over 8,000 metres high.

Extreme weather conditions, high altitudes and **rocky ground** make life very difficult for people who live in the Himalayas. These people use simple hand tools and oxen to grow just enough food to live. Many animals and plants cannot **survive** there. Some, however, have **adapted** to the **harsh** environment. Among them are the mountain goat, with its thick warm coat and strong hooves, the red panda, the snow leopard and the yak.

Like other mountain areas, the Himalayas **attract** many tourists. In 1964, only 20 hikers visited Kathmandu, the capital of Nepal. In 2000, there were 27,000! This tourism provides income for locals, but it also causes many problems as tourists destroy mountain **paths** and leave **tons of rubbish** behind.

¹2,400 = two thousand four hundred

²8,000 = eight thousand

Self-Assessment

MODULE 2

Vocabulary

1 Complete the sentences.

- 1 It's b_____ hot today. It's 35°C.
- 2 They stayed in a five-star h_____.
- 3 Do you like white-water r_____?
- 4 I love sunbathing on clean s_____ beaches.
- 5 Camels live in d_____.
- 6 Cats have got long w_____ on their face.
- 7 Children d_____ up as witches during Halloween.
- 8 Dolphins have got f_____ and fins.
- 9 There's a wide r_____ of water sports to choose from.
- 10 It's f_____ cold outside. Turn on the central heating, please.

(10 marks)

2 Circle the odd word out.

- 1 expensive, family, cobbled hotels
- 2 busy, crowded, spicy streets
- 3 comfortable, fast, credit train
- 4 foggy, strong, windy weather
- 5 colourful, cultural, bright costumes

(10 marks)

3 Underline the correct word.

- 1 Have you ever flown/ridden in a plane?
- 2 We enjoy trying twin/local dishes.
- 3 The festival took/lasted for three days.
- 4 People let/put off fireworks on that day.
- 5 There are heavy/strong winds today.

(10 marks)

Grammar

4 Circle the correct item.

- 1 The Amazon is one of the longest rivers _____ the world.
A at B on C in
- 2 George is _____ than Nick.
A tallest B tall C taller

3 Have you ever _____ to Portugal?

A been B went C going

4 Have you booked the tickets _____ ?

A yet B still C just

5 You don't need to wash up. I've _____ done it.

A still B already C yet

6 _____ you tried any local dishes?

A Are B Have C Did

7 We've lived in Spain _____ May.

A since B yet C for

8 Paul _____ dinner last night.

A cooked B cooking C cooks

9 John is the _____ in his class at school.

A older B old C oldest

10 He isn't as _____ as his brother.

A thinnest B thinner C thin

11 Tortoises are _____ smaller than giraffes.

A much B many C more

12 Greenland is the largest island _____ the world.

A of B on C in

(12 marks)

5 Put the verbs in brackets into the correct tense.

- 1 John _____ (not/arrive) yet.
- 2 Ann _____ (not/come) yesterday.
- 3 _____ (you/ever/travel) on a ship?
- 4 They _____ (not leave/yet).
- 5 John is upset because he _____ (lose) his passport.

(10 marks)

Communication


6 Complete the exchanges.

- a There's a fly in your soup.
- b I've been away on holiday.
- c What's the weather like today?
- d Mum, can I go to Sarah's after school?
- e I had no idea.
- f Oh, no!

- A: Mark. It's been ages. Where have you been?
B:
- A: Simon lost his credit card.
B: That's terrible.
- A: Did you know Mark left yesterday?
B: He didn't tell me.
- A:
B: Yes, of course you can.
- A:
B: It's hot and sunny.

(10 marks)

Listening

- 7  Listen to a conversation at a travel agency and complete the gaps (1-5).

Sun Holidays

Holiday destination:

0) Prague

Dates: 20th-24th

1)

Airlines: 2) Airways

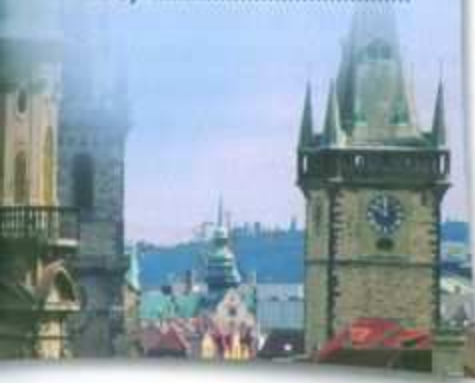
Hotel: Prague 3)

Price (per person): 4) £

(including accommodation & fares)

Customer's names:

Mr & Mrs 5)



(10 marks)

Reading

- 8 Read and choose the correct word for each space.

Dear Julie

Greetings 1) Ibiza. It's very hot and I'm getting a nice suntan. There's lots more to do here 2) just sunbathing though. I've tried windsurfing, water-skiing and snorkelling, 3) I haven't been on a jet ski yet.

The nightlife here 4) fantastic, too. I've 5) been to a beach barbecue and quite a few nightclubs. I've also 6) at some great restaurants and tasted some delicious local dishes. I haven't bought any souvenirs 7) , but I've seen some nice things I want to buy.

Well that's all for now. See 8) when I get back.

Love, Emma



Miss Julie Carlton
22 Bradshaw Lane
Brindley-on-Sea
Essex
EX1 5PM

- | | | |
|-------------|---------|---------|
| 1 A in | B on | C from |
| 2 A of | B than | C but |
| 3 A but | B and | C after |
| 4 A has | B is | C can |
| 5 A already | B yet | C just |
| 6 A ate | B eaten | C eat |
| 7 A still | B just | C yet |
| 8 A you | B your | C yours |

(16 marks)

Writing (a postcard)

- 9 Imagine you are on holiday. Send your friend a postcard. Write: where you are, where you are staying, what you've done so far. (40 - 50 words)

(12 marks)

(Total = 100 marks)

NOW I can...

- talk and write about holidays, transport and festivals
- describe weather conditions
- talk about geographical features
- talk and write about animals and their habitats
- catch up on news
- ask/give/refuse permission

... in English!



White Rhino



Siberian Tiger



Giant Panda

Reading & Listening

- Look at the pictures of wild animals. Can you guess what they have in common? What do they have in common? What kind of problems might they face? Think about: *habitats, pollution, people, food.*
- Read the introduction. What is the leaflet about? What do you expect to read under each heading? Listen, read and check.
 - What does the text say about: *giant pandas, black rhinos, wildlife products, illegal wildlife trade, whaling*? Explain the words in bold.

Speaking

- Use the headings in the text to make a short speech to the class about ways you can help to protect wildlife.

Project: Use books and/or websites to find information and pictures about an endangered animal of your choice. Make information leaflets and display them in class.



Loggerhead Turtle



for a **living planet**®

The **WWF** was **founded** in 1961 as the **World Wildlife Fund** and operates in over 100 countries.

Today, many **species** of turtle **face extinction**, Giant Pandas have lost half their **habitat**, 90% of tigers disappeared in the 20th Century and black rhinos are one of the most **endangered** mammals on earth.

Our Global Species Programme **aims** to protect endangered and **threatened** species around the world, but we can't do it without your help!

So What Can You Do?

Think before you buy

Don't buy products made from plants or **wildlife** before you know if they are endangered or even **illegal** e.g. tortoise **shell** or **ivory** souvenirs; animal furs or exotic flowers and plants.

Report wildlife crimes

Let the police or an animal protection organisation in your country know if you **spot** any illegal **wildlife trade** or any other **suspicious** activities related to wildlife.

Go whale watching

Whaling, fishing, pollution and climate change all endanger whales. Take a trip with whale watchers and encourage whale and dolphin **conservation**!

Make a donation

Make a **financial donation** to the WWF or to another **respected** conservation organisation.

► Before you start

- Where did you go on holiday last year? What did you do?
- What's the weather like in your country today?
- Which is your favourite animal? Why? Describe it.
- Which was the last festival you attended? Talk about it.

► Look at Module 3

- Find the page numbers for pictures 1-5.

► Find the unit and page number(s) for

- diary entries
- a news report
- a weekly advice column
- newspaper headlines
- a joke

In this Module you will ...

► read, listen and talk about ...

- disasters
- accidents
- bad days
- illnesses
- medical professions & workplaces
- healthy/unhealthy lifestyles
- micro-organisms on your body

► learn how to ...

- narrate past experiences
- give news & react
- ask for medicine at the chemist's
- advise on health matters

► practise ...

- past continuous vs past simple
- reflexive pronouns
- past perfect
- linkers (*when, while, as, and*)
- modals (*mustn't, should, can, need*)
- pronunciation of: /Λ/

► do a project about ...

- safety at home
- an event which happened in your country
- health rules

► write ...

- diary entries
- a news report
- a story
- a cartoon strip
- letters asking for and giving medical advice
- an article making suggestions



Culture Clip: The Great Plague

Curricular Cuts: (Science) Micro-organisms on your body

Across the Curriculum: (Geography) Volcanoes

Vocabulary

► Disasters

- 1 Which picture shows: *an earthquake, a fire, a hurricane, a flood, a volcanic eruption*? Which are: *natural disasters? caused by man?*
- 2 Use the words to describe the pictures.
- road/flood • lava/erupt • flames/spread
 - building/collapse • strong winds/blow

In picture A flames are spreading.

In picture B a building has collapsed.

Reading

- 3 a. Look at the texts. What type are they? Read the first sentence in each entry. What natural disaster are they about? Read through and check.

Study skills

Multiple Choice Cloze

Read the text quickly to get the general idea. Read again, one sentence at a time. Look at the choices for each gap. Focus on the words before and after each gap. They will help you decide on the correct word. Read the completed text to make sure it makes sense.

- b. Read again and choose the best word (A, B or C) for each gap (1-8). Listen and check.

- | | | | |
|---|-----------|------------|-----------|
| 1 | A heard | B hear | C hears |
| 2 | A many | B lots | C some |
| 3 | A onto | B from | C to |
| 4 | A finding | B find | C finds |
| 5 | A spend | B spending | C spent |
| 6 | A many | B much | C more |
| 7 | A after | B but | C so |
| 8 | A still | B yet | C already |

- c. Which words describe Chloe and Clare's feelings? Why were they feeling that way? Explain the words in bold.

4th March

What a nightmare of a day! I was walking home from work at 6 o'clock. Suddenly, I 1) a **terrible noise**. It **sounded like** 2) of people were jumping up and down on a wooden floor. Then, I realised that the **pavement** was wobbling. Trees were **swaying** and windows were **smashing** 3) the street. People were running. It was **terrifying**!

I got home and found Clare, my **roommate**, outside the building. She looked very **shocked** and she was **shaking**. She was too **scared** to go into our apartment in case the shaking started again, so we went to the park to 4) a safe place to sit.

5th March

There were more **tremors** last night so we 5) the night in the park! People were walking around and talking all night, so I didn't really sleep. The Red Cross was giving out hot soup and **blankets** as it was cold. We are going to wait a few 6) hours and then go home and check the apartment.

6th March

The tremors finally stopped. 7) we went home. There isn't too much **damage**. Our bathroom window is broken and some of our **ornaments** have **smashed**. The earthquake damaged quite a few houses in our area very badly. We were quite lucky, I suppose. Clare is 8) worried, though. She wants to stay awake tonight, just in case, but I'm so tired I could sleep for a week!



C



D



E

Exploring Grammar

Past Continuous vs Past Simple

Grammar Reference

- 4 Read the rules. Find examples in the diary.

We use the **past continuous** for:

- an action happening in the past when another past action interrupted it. *He was sleeping when the fire started.*
- the setting or background information to a story. *It was raining and the wind was blowing.*
- two actions happening at the same time in the past. *She was sleeping while he was watching TV.*

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

- 1 It (rain) heavily as Lisa (drive) to the station.
- 2 I (come) back from work late that afternoon. It (snow) and the streets (be) empty.
- 3 The forest fire (burn) all night. Firefighters (try) to put it out while farmers (move) their sheep to a safer place.
- 4 The hurricane (get) stronger so people (leave) their homes.
- 5 We (watch) TV last night. Suddenly, the lights (go out).

Speaking

- 6 List all the events in the order they happened in the diary. Imagine you are Clare. Narrate the event from her point of view.

It was early evening and I was having dinner, when suddenly ...

Listening

- 7 You will hear a radio programme about safety during floods. Read the leaflet and guess the missing words. Listen and complete it.

Flood Can you face it?

Follow these simple rules and be safe

Do

- Turn off (0) **gas** and electricity.
- Move (1) and valuables to safety.
- Leave the building and get to a higher (2)

Don't

- Return to a building before you are certain it is (3)
- Walk around in (4) that is higher than your ankles.
- Drive through closed roads and (5) areas.

Remember

- **STAY CALM!** Call the Flood helpline 0844 223 6698 for assistance during a flood.

Pronunciation (/ʌ/)

- 8 Listen and repeat.

blood, flood, love, brother, mother, other, enough, rough, tough, money, some

Writing (diary entries)

- 9 **Portfolio:** Imagine you've experienced a flood. Use the information from Ex. 7 to write two short diary entries. Write:
- when it happened
 - what happened
 - what you did
 - how you felt

Vocabulary

▶ Parts of the body & accidents

- 1 a. Name as many parts of the body as you can remember.
- b. What happened to each person? Use the prompts to make sentences.
- cut finger • twist ankle
 - scald hand • hurt back
 - graze knee • break tooth



Ann cut her finger while she was chopping a carrot.

- 2 Have you ever had a similar accident? How did it happen? Tell your partner.

Listening & Reading

- 3 The sentences are from the following dialogue between two friends. What is the dialogue about? Listen, read and check.
- You look awful! • Are you alright? • What happened?
 - That must have really hurt! • You can say that again!
 - Oh, you poor thing. • And, as if that wasn't enough, ...

Amy: Mike! You look awful! Are you alright?

Mike: No, I'm not. I've had the worst day of my life. I was trying to do some work around the house and everything went wrong.

Amy: Why? What happened?

Mike: Well, first of all, I was cleaning the upstairs windows when the **ladder slipped** and I fell and **hurt my back**.

Amy: Oh no! That must have really hurt!

Mike: You can say that again! Then, I was **hanging** a picture on the living room wall when I **hit** my finger with the **hammer**.

Amy: Oh no!

Mike: Exactly. And as if that wasn't enough, I was making myself a cup of tea when I **spilt** boiling water over my hand and scalded myself.

Amy: Oh, you poor thing. You have been **in the wars**. Tell you what – why don't you come round to my house for dinner. It might make you feel better.

Mike: That's a great idea. I don't think I should risk cooking with the day I'm having.

- 4 Read and answer the questions. In pairs, think of a title for the dialogue. Then explain the words in bold.

- 1 Why is Mike miserable?
- 2 Where did the accidents happen?
- 3 How did Mike scald his hand?
- 4 What does Amy offer to do?

- 5 What do you think happened to Mike when he went to Amy's? Listen and mark the sentences **T** (True) or **F** (False).

- 1 Mike fell down a step at Amy's house.
- 2 Mike hurt his hand on the door.
- 3 Mike spilt a drink over Amy.

Speaking

- 6 **Portfolio:** Imagine you had a bad day like Mike. Take roles and act out a similar dialogue. Use the phrases in Ex. 3. Record yourselves.

Exploring Grammar

▶ Past Continuous/Past Simple
when – while

Grammar Reference

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

- 1 Tim (play) football when he (fall) and hurt his leg.
- 2 Simon was working on his computer while James (talk) on the phone.
- 3 Frank (write) a report when his boss (call) him.
- 4 Sandra (watch) TV when her mum (get) home.
- 5 It (rain) and lightning (flash) in the sky as Lisa was driving to the station.
- 6 The children (do) their homework when the lights (go) out.

- 8 Complete the sentences. Use *when* or *while*.

- 1 He was walking down the street
- 2 He was waiting for the bus
- 3 She was cleaning
- 4 They were driving

GAME

Choose a leader. He/She says what happened to him/her yesterday evening. In teams, ask four questions each to guess the reason.

Leader: I cut my finger yesterday.

Team A S1: Were you cutting bread?

Leader: No, I wasn't. etc

▶ Reflexive pronouns

Grammar Reference

- 9 Read the rules. How do we form reflexive pronouns? Find examples in the dialogue.

We use reflexive pronouns when:

- the subject and the object are the same
She cut herself.
- with a preposition meaning 'without help'
He painted the room by himself. (=on his own)
- to emphasise the subject
I made the cake myself.

- 10 Complete the sentences. Use reflexive pronouns.

- 1 Jill has hurt
- 2 They cleaned the house by
- 3 She scalded while frying fish.
- 4 Have some cake. I made it
- 5 He fixed the roof

▶ *mustn't* – *can*

Grammar Reference

- 11 a. Read the rules.

We use **mustn't** to express prohibition.

You mustn't touch these wires. (it's forbidden)

We use **can** to express possibility.

They can electrocute themselves. (it's possible)

- b. Look at the pictures. Use the phrases to say how these are dangerous for children.

- cut • scald • poison • electrocute
- start a fire



A: Children *mustn't* play with scissors. They *can* cut themselves.

B: That's true. They *can* also hurt others.

▶ Writing (a leaflet)

- 12 **Portfolio:** Prepare a leaflet on how to make a house safe for children. Use ideas from Ex. 11b as well as your own.

5c

News flash!

Vocabulary

► Accidents & disasters

- 1 a. Which newspaper headlines match the pictures?



1 **FIVE DEAD IN FACTORY BLAST**

2 **MULTI-CAR CRASH HORROR**

3 **GIRL MISTAKES WEED KILLER FOR COLA**

4 **PENSIONER PERISHES IN FIRE**

5 **OIL SLICK DISASTER**

6 **50 KILLED as trains collide**

7 **BOY (10) MISSING IN LAKE**

8 **100s FEARED DEAD AFTER PLANE HITS APARTMENT BLOCK**

- b. Which type of accident does each headline match? Which words helped you decide?

- poisoning • explosion • road accident
- drowning • plane crash • rail accident
- fire • environmental disaster

Everyday English

► Giving news & reacting

- 2 Use the headlines in Ex. 1 and the language in the box to make exchanges as in the example.

Giving Bad News	Reacting to bad news
• You won't believe what happened!	Oh no! / Oh dear! / Really? / That's terrible!
• Did you hear? / Have you heard?	/ How sad! / How awful!
• Look at this!	

A: *Did you hear? Five people died in a factory blast yesterday.*

B: *That's terrible.*

Reading

- 3 Look at the title of the article. In what context do you expect to find the words/phrases below? Listen, read and check.

- emergency landing • crew members
- freak storm • bolt of lightning
- hit plane • make contact with
- air traffic control • pour with rain
- crash • landed • passengers

- 4 a. Read and put the events in the order they happened.

A	Plane flew into a freak storm
B	Onboard computer crashed
C	Pilot landed plane in a field
D	Pilot couldn't contact air traffic control
E	Bolt of lightning hit plane

- b. Explain the words in bold, then suggest opposites for the highlighted words.

"I'M NOT A HERO," says pilot

The pilot of the Midlands Airways 747, who made an emergency landing outside Frankfurt yesterday afternoon, **insists** that he's not a hero. However, he saved the lives of 4 crew members and 94 passengers.

"I just did what I had to do," says pilot Russell Armstrong. "The plane was **experiencing** problems because we had flown into a freak storm. The **onboard computer** had crashed and we couldn't make contact with **air traffic control**. It was pouring with rain and it was very **dark**. Suddenly, a **huge** bolt of **lightning** hit the plane. I was **terrified** that the plane would crash." Armstrong decided to make an emergency landing. He **eventually** landed the plane in a field outside Frankfurt.

"It was the first time I've had to make an emergency landing, and I'm just **glad** I got everyone to **safety**," Russell says. "I don't want **praise**, though. I was just doing my job." The passengers of Midland Airways flight MA 234 took a **different** view, however. "I don't **care** what anyone says," **said** passenger Irene Kent. "Russell Armstrong is a hero."

Speaking

- 5 Use the notes in Ex. 4a to make a short summary of the article. In pairs, think of another title.

Exploring Grammar

Past Perfect

Grammar Reference

- 6 a. Read the rules. Find examples in the article.

We use the past perfect for an action which happened before another action in the past. *He had left when Ann came. (First he left, then Ann came.)*

- b. In which sentence did the people NOT meet John?

- A When we arrived, John left.
B When we arrived, John had left.

- 7 Arrange the words to form full sentences using the *past perfect*.

- 1 he/get wet/leave umbrella at home
He got wet because he had left his umbrella at home.
2 she/be late for work/miss bus

- 3 they/oversleep/not set alarm
4 he/feel sad/his friends/forget his birthday
5 I/can't open door/lose keys
6 she/fail exam/not study enough
7 they/can't afford/go out/spend all money

Listening

- 8 Explain the emergency services a-f. Match them to the symbols at the bottom of the leaflet. Which emergency services operate in your country? What number(s) do you dial?
- a mountain rescue d ambulance
b coast guard e police
c fire service f cave rescue
- 9 You will hear some instructions about what to do in an emergency. Listen and fill in the gaps.

In an emergency, call

999

- ① Lift the telephone handset and dial 999.
You may also use as an alternative to 999.
- ② Tell the operator which of the following emergency services you want.
- fire • coastguard •
 - mountain rescue • ambulance • cave rescue
- ③ Wait for the operator to you to the emergency service.
- ④ Tell the emergency service:
- where the trouble is;
 - what the trouble is;
 - where you are; and
 - the of the phone you are using.

Never make a call.

You risk the lives of others who really need help.



Writing (a news report)

- 10 Portfolio: Choose newspaper headline from Ex. 1 and write a short news report about it. Write: • when/where it happened • details • what happened in the end • feelings

Getting Started

- 1 What could make a day unforgettable? Think about: **an unexpected visit, an accident** etc. How could someone feel in each situation: **surprised, embarrassed, relieved, happy, shocked**?

Let's look closer

- 2 Look at the underlined phrases and answer the questions.

A teen magazine has asked its readers to send in stories entitled "What a day!" Write your story for the competition. (100 - 120 words)

- | | |
|-----------------------------------|------------------------------------|
| 1 What are you going to write? | 3 Who could the main character be? |
| 2 What could your story be about? | 4 Which tense(s) will you use? |

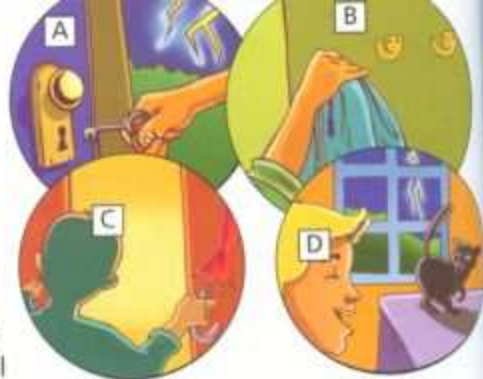
- 3 a. Read the story and put the paragraphs in the correct order. Then explain the words in bold.

- A** The two girls were very frightened. They jumped out of bed and ran onto the **landing**. **Flames** were slowly climbing up the stairs. The air was hot and thick with smoke. "You wake Mum and Dad," said Kate. "I have to call the fire brigade."
- B** As soon as the fire was finally out, one of the fire fighters came over to Kate and Lucy. "You were very **brave**," he said. "You acted very quickly. Well done!" Everybody smiled. They were relieved that the **nightmare was over**.
- C** It was a cool night and Kate was lying awake in bed. Her sister, Lucy, was sleeping **peacefully** on the other side of the room. She had come home late and was tired. Kate didn't know what had woken her up, but she felt that something was wrong.
- D** When the fire brigade arrived, the whole family were standing by an upstairs window. The fire fighters climbed up a ladder and carried them down to safety. Then, they put out the fire with long **hoses**.
- E** Suddenly, she smelt a strange burning smell. She sat up in bed. "Lucy!" she said. "What is it?" Lucy asked, as she opened her eyes. "Can you smell smoke?" asked Kate. Lucy **sniffed** the air. "Yes," she said. "Oh no! The house is on fire!"

- b. Read again and underline:

- words/phrases which describe the weather
- adjectives which describe feelings
- words which link actions/events
- words/phrases which describe the atmosphere

- 4 Which paragraph tells us: *when and where the story happened? what the weather was like? what happened before the climax event? what the climax event was? what happened in the end? who the main characters are?*



Writing (a story)

- 5 Look at the pictures and listen to the sounds. Can you guess what the story is about? Think about:

- main characters
- time/place
- events in order
- climax event
- feelings

- 6 Join the sentences. Use **when, as, and, while**.

- It was dark and stormy. Toby arrived home from work.
- Toby laughed. He saw his neighbour's cat on the kitchen table.
- He was taking his coat off. He heard a strange noise.
- He picked up his umbrella. He slowly opened the kitchen door.

Study skills

Sequence of events

Before you start writing, decide on the main character(s), setting & time and what events you will include. Write the events in the order they happened. This helps the reader understand the story more easily.

- 7 **Portfolio:** Use your answers in Exs 5 & 6 to write your story for the magazine (100-120 words). Follow the plan.

Plan

Introduction (Para 1)

set the scene (who, when, where, what)

Main Body (Paras 2 - 4)

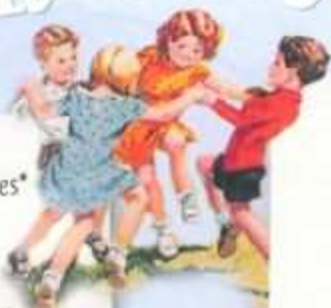
events in the order they happened

Conclusion (Para 5)

what happened in the end, your feelings

Ring a ring o' roses
A pocket full of posies*
Ah-tishoo, ah-tishoo
We all fall down.

*small bunches of flowers



The Great Plague



Reading

- 1 Read the poem. How could it be related to the title and the pictures? Listen and read to find out.
- 2 Read the article. What do these numbers refer to? 1665 – 100,000 – 12 – 7,000 – 1666
- 3 Read the text and replace the words in bold in sentences with words from the text.
 - 1 British children enjoy playing it.
 - 2 It is about the Great Plague in London.
 - 3 People put **them** in their pockets.
 - 4 Many left London because of it.
 - 5 **They** were the reason for the disease.
 - 6 He designed streets in London.
- 4 Read again and explain the words in bold. In pairs, give each paragraph a title.

Speaking

- 5 Say three things you remember from the text.

Writing (a short text)

- 6 **Portfolio:** Think of an event which happened in your country in the distant past e.g. fire, earthquake, flood etc. Collect information and write a short text about it. Write: **where, what happened, when it happened, what happened in detail, what happened in the end.** Present your article to the class.

In England, many children enjoy playing the game of Ring a ring o' roses. They stand in a circle and then **skip** around, singing the song until the last line, when they all fall down. Where does this song come from?

Many people believe that the song is about the Great Plague of London, in 1665, when about 100,000 people died from a mysterious **disease**. The roses refer to the **rosy rash** which was the first **sign** that someone had the disease. To hide the smell of the **plague**, people filled their pockets with flowers and this is the meaning behind the second line. Later, **sufferers** of the disease would **cough** and **sneeze**, making an "Ah-tishoo!" sound, before the end finally came and they fell down dead.

The first **recorded** case of the plague was on April 12, 1665, but by July of that year it had spread through London. By September, 7,000 people were dying every week and many chose to leave London. A small number of doctors stayed to **fight** the plague, but nobody knew that **rats** were carrying the disease around the city's dirty streets.

The plague continued in London until September, 1666, when the Great Fire of London burned down many of the streets where the rats lived. Afterwards, Sir Christopher Wren **designed** clean streets for London and the plague didn't return. London **survived** both disasters and today only the words of a children's song **remind** us of the **deadly** disease.

COMEDY zone

Television causes violence.

Because every time I switch it on, my Dad starts shouting at me.

Why do you say that?



Mystic Jane & Genius Joe

1



What's the matter, Jane?
You don't look very well.

No, I feel awful! I've
got a splitting
headache.

Oh dear. I'm sorry, Jane.
But wait! We can try out
my new invention.

And what's that?

2



It's a machine that cures
headaches. If you put your
head in here for 1 minute, the
headache goes!

3



Oh, no! Now I've got measles!
Enough of your silly inventions!

What are you
doing?

4



I'm preparing a magic potion.
It works great for measles!

Wow! The spots
have disappeared!

Yes, but now I've
got a terrible
stomach ache! I'll
use my magic
wand. Stomach
ache, go away!

5



Are you all right?

I think I've got
a temperature!

7



What's this?
Another invention?

Here, take this.

Try it! If it doesn't
work, I'll call a doctor.

8



How are you
feeling, Jane?

Great! Thanks, Joe.
That invention works
wonders! What is it?

9



It's called ... an aspirin!
Sometimes simple cures
work best!

Vocabulary

► Health problems

- 1 Look at the cartoon strip. What is special about Jane and Joe? Which of the following health problems does Jane mention?

- toothache • a splitting headache
- stomach ache • a sore throat • earache
- a cold • measles • a cough
- a temperature

- 2 What do you do when you have any of the problems in Ex. 1?

- take medicine/antibiotics/painkillers
- see a dentist • have a cough sweet
- take an aspirin • take some vitamin C
- call/see a doctor • stay in bed

When I have toothache, I see a dentist.

Reading

- 3 Which cure works the best for Jane? Listen and read to find out. Read again and find words/phrases which mean:

- really bad (x3) • stupid • vanish (x3)
- is excellent (x2)

Everyday English

► Talking about health problems

- 4 Imagine you have some of the problems in Ex. 1. Use the table to act out dialogues as in the example.

Asking about health	Complaining
<ul style="list-style-type: none"> • What's wrong? • What's the matter? • Are you all right? 	<ul style="list-style-type: none"> • I'm not feeling well. • I've got (a) (terrible/ really bad) ...
Sympathising & giving advice	Responding
<ul style="list-style-type: none"> • You poor thing./ Oh no!/Oh dear! • Why don't you ...? 	<ul style="list-style-type: none"> • That's a good idea. • I think I will. • Maybe I should.

- A: *What's the matter?*
 B: *I'm not feeling well. I've got a splitting headache.*
 A: *Oh dear! Why don't you take a painkiller?*
 B: *I think I will.*

Exploring Grammar

► Conditionals Types 0 & 1

Grammar Reference

- 5 How are **conditionals Types 0 & 1** formed? Which word introduces the hypothesis? Find examples in the cartoon strip.

- 1 If the temperature of water reaches 100°C, it boils. (*type 0 – law of nature/general truth*)
- 2 If Alex eats too many sweets, he will get stomach ache. (*type 1 – future possibility*)

- 6 Put the verbs in brackets into the correct tense. What type of conditional is each sentence?

- 1 If you (not/stay) at home, you (get) worse.
- 2 If I (have) a headache, I (take) an aspirin.
- 3 Water (turn) to ice if the temperature (drop) below 0°C.
- 4 You (catch) a cold if you (not/wear) your jacket.
- 5 If you (boil) water, it (evaporate).
- 6 All metals (expand) if you (heat) them.

- 7 Complete the sentences. Use: **open, call, melt, tell, do.**

- 1 If his temperature doesn't drop, we
- 2 If I need anything, I
- 3 If you turn the switch, the door
- 4 If I have time,
- 5 If you leave butter in the sun, it

GAME

Play in teams. Take turns to continue the story.
 Team A S1: *If John wakes up early, ...*

Speaking

- 8 **Portfolio:** Work in pairs. This time it's Joe who isn't feeling well. Use phrases from Ex. 4 to act out a dialogue similar to the one on p. 54. Record yourselves.

Writing (a cartoon strip)

- 9 **Portfolio:** Write your dialogue as a cartoon strip.

6b

Doctor, Doctor



chemist



ophthalmologist



dentist



doctor



surgeon



optician

Vocabulary

► Medical professions

1 Who do you need to see if you:

- have a toothache? • need an operation?
- need glasses? • have an eye infection?
- have a bad tooth? • have tired eyes?
- have pneumonia? • have a cough?

If you have a toothache, you need to see a dentist.

2 Where do the people in the pictures work? Who can write *prescriptions*?

- surgery • hospital • chemist's • lab
- clinic • optician's

A chemist works in a chemist's or a lab.

Listening & Reading

3 The following sentences are taken from two dialogues, a and b. Where do they take place?

- A Thank you. Oh, and something else.
 B How often can I use them?
 C Could I have something for sunburn, please? My back is really burnt.
 D What do you have for tired eyes?

 E Oh, no. I hate the drill!
 F What's that?
 G Well, I've got toothache.
 H Oh, OK. As long as it's not a needle. I hate needles.

4 a. Use the sentences A-H to complete the dialogues. Listen and check.

Study skills

Completing a dialogue

Read the sentences. Read through the dialogue once. Read carefully before and after each gap before you choose an answer. Some answers may fit with what comes before the gap, but not with what follows. When you complete the dialogue, read it through to see if it makes sense.

- a A: Good morning. How can I help you?
 B: 1)
 A: I suggest you use this skin cream. You apply it twice a day.
 B: 2)
 A: Yes, madam?
 B: 3)
 A: Try some of these eye drops. They're excellent!
 B: 4)
 A: Whenever your eyes are sore. But you mustn't use them more than three times a day.
 B: OK, thank you.

 b A: Hello, Judy. Come and sit down. What's the problem?
 B: 5)
 A: OK, let me have a look. Open wide.
 B: 6)
 A: It's just a mirror. See? You needn't be afraid.
 B: 7)
 A: Hmm ... I'm afraid you need to have a filling. We must do it now before it gets worse.
 B: 8)
 A: Don't worry. You won't feel a thing!

b. What is each person's problem? What do the chemist and dentist advise?

Everyday English

► At the chemist's

- 5 **Portfolio:** Imagine you have some of the problems below. In pairs, take the roles of the customer and the chemist. Use the language and the phrases to act out a dialogue.

- sunburn/skin cream • insect bites/ointment
- cough/cough syrup • cold/vitamin C tablets

Asking for medicine

Suggesting

- | | |
|--|--|
| <ul style="list-style-type: none"> • What do you suggest/have for ...? • Could/Can I have something for ...? | <ul style="list-style-type: none"> • Try some ... • I suggest ... • You should ... • You can try ... |
|--|--|

Exploring Grammar

► **must(n't) – need(n't)**

Grammar Reference

- 6 Read the rules. Find examples in the dialogues.

We use **must** to express:

- strong advice *You **must** brush your teeth after meals. (I strongly advise you to do)*
- necessity *You **must** take one tablet three times a day for five days. (it's necessary that you do it)*

We use **mustn't** to express:

- strong advice *You've got a temperature. You **mustn't** go out. (I strongly advise you not to do)*
- prohibition *You **mustn't** enter this area. (it's forbidden)*

We use **need/needn't** to express:

- necessity/lack of necessity *We **need** to be there on time. (it's necessary) You **needn't** worry. Everything will be fine. (it isn't necessary)*

- 7 Ann has pneumonia. Imagine you are a doctor. Use the prompts to tell her what she **must/mustn't** do.

- drink lots of fluids
- forget your medicine
- get plenty of rest
- go to work • eat well • go out



- 8 Match the notices to their meanings. What do the other two notices mean?

- | | |
|----------------------------------|------------------------------------|
| A DOCTOR ON CALL | 1 You must not drive fast here. |
| B SLOW! CHILDREN CROSSING | 2 You must come back later. |
| C Back in 10 minutes | 3 You must not park your car here. |
| D Flu Vaccinations Now Available | 4 You must not smoke here. |
| E AMBULANCES ONLY | |
| F NO SMOKING | |

- 9 Fill in with **need to** or **needn't**.

- 1 You worry about me. I'm fine.
- 2 Let's go! We be at the airport before 10:00.
- 3 I make a phone call. It's an emergency.
- 4 You go to the doctor. It's just a cold.

Listening

- 10 You will hear some information about dental health. Listen and fill in the gaps.



HOW TO KEEP YOUR TEETH & GUMS HEALTHY

- Brush your teeth after every *meal* or at least a day.
- Brush for at least minutes.
- Avoid and sugary drinks.
- Eat lots of fresh and vegetables.
- Visit your dentist every months for a check-up.

Writing (rules)

- 11 Use your answers in Ex. 7 to write a set of five rules about what you **must/mustn't** do when you have pneumonia.

You must drink lots of fluids.

Healthy Lifestyles

Do you?

- eat a balanced diet
- sit around/at a desk all day
- get enough sleep
- take plenty of exercise
- skip meals
- eat lots of fatty foods/fast food
- get stressed out
- drink plenty of water
- stay up late
- walk
- drink a lot of caffeine
- eat lots of fruit/vegetables
- exercise regularly



You asked Andrew...

Weekly advice column
for all your health concerns

Andrew's Advice

Dear Andrew,
I'm really overweight! I've **cut out** breakfast and all fatty foods, but I just can't seem to lose weight. I'm desperate – please help!
Hungry & Miserable, Coventry

Dear Andrew,
I'm always stressed out! I work long hours and find it hard to relax when I get home. What can I do?
Stressed, Brighton

Dear Andrew,
I sit at a desk all day, but I always seem to feel tired! Any suggestions?
Sleepy, Cardiff

- A Don't despair! First of all, you should always eat breakfast! Imagine you're a car. If your 'fuel tank' is empty, it doesn't go anywhere! Also, if you skip meals, you often eat more later and **put on** weight. You should eat a balanced diet and take plenty of exercise. That's the best way to lose weight!
- B Try going for a quick swim in the morning or walking to work. When you exercise, your heart beats faster and your blood carries more oxygen to your brain. This gives you more energy and helps you to think more clearly! Also, do you get enough sleep? Remember, most people need 7-8 hours of sleep to **function** well the next day!
- C Take it easy! There's more to life than work you know! Why not **take up** a new sport or hobby to get out of the house? You could join a gym! If you exercise regularly, your body **cop**es with stress much better. Also, try not to drink too much coffee and tea. If you drink a lot of caffeine, it increases anxiety.

Reading

Vocabulary

► Lifestyles

- 1 Have you got a healthy lifestyle? In pairs, ask and answer questions from the magazine extract to find out.

- 2 a. Read the letters Andrew received. What is each person's problem? What advice might he give?
- b. Match Andrew's answers **A, B** or **C** to the correct letter. Listen and check. What advice does he give?
- c. Match the words in bold with a synonym below.
- manages • start • work • stopped eating • gain

- 3 Look at the text again. What happens if/when ...

- you skip breakfast?
- you exercise regularly?
- you drink a lot of caffeine?

Exploring Grammar

▶ should/shouldn't

Grammar Reference

- 4 Read the rules. Find examples in the text.

We use **should/shouldn't** to give advice.
You should avoid fatty foods. (it's the right thing to do)
You shouldn't eat too many sweets. (it's not the right thing to do)

- 5 Make sentences using **should** and **shouldn't**.

What would you say to a friend who ...

- 1 eats too many sweets?
- 2 has got a bad cold?
- 3 gets stressed too easily?
- 4 is overweight?
- 5 doesn't exercise at all?
- 6 has a headache?

You shouldn't eat so many sweets.

Speaking

- 6 Imagine you are one of the three people in the text. Work in pairs. State your problem. Your partner advises you what to do.

Intonation (conditional sentences)

- 7 Listen and repeat.

- 1 If you eat less, you'll lose weight.
- 2 If I see Ann, I'll tell her.
- 3 If you exercise, you'll feel better.

- 8 Answer the following questions about yourself. Then, tell your partner.

What do you do if you ...

- 1 can't get to sleep?
- 2 feel hungry and there's no food at home?
- 3 are tired, but have to study/work?
- 4 put on weight?
- 5 have a headache?

A: *If I can't get to sleep, I watch TV.*

B: *Really? I read a book./Me too.*

Listening

- 9 You will hear four short conversations. For questions 1-4, put a tick (✓) in the box under the right answer.

- 1 What is John doing now?



A



B



C

- 2 What is Kate having?



A



B



C

- 3 When is the exam?



A



B



C

- 4 What's wrong with Ann?



A



B



C

Writing (letters asking for & giving advice)

- 10 Portfolio: Write a letter to the 'Ask Andrew' advice column. Exchange letters with a partner and write a suitable reply.

Getting Started

- 1 Read the opinions about studying for exams. Which ones do you agree with?

You'll definitely avoid stress if you just leave all your studying until the last minute.

You should cut out all fun activities when studying for exams.

Relaxation and a healthy diet are important at exam time.

Studying in a library is better than studying at home.

Planning your studying well is the best way to avoid exam stress.

Let's look closer

- 2 a. Look at the title of the article. Which of the suggestions in Ex.1 do you think the writer will include? Read and check.
- b. Fill in the gaps (1-8) with an appropriate word. Think of another title for the article.

So you want to avoid exam stress?

It's exam time again, but how do you cope? Leave your studying until the last minute and then cut out everything you enjoy and study all the time, right? Wrong! All you need is to be sensible 1) organise your time.

First of all, you need 2) begin studying early. If you just revise 3) night before, you'll definitely get stressed! Just draw up a study plan and stick to it. **In this way**, you'll make sure you complete everything on time. You will also be much calmer and a lot more relaxed.

Secondly, you should eat well and get enough sleep. 4) you have plenty of energy and your mind is rested, you will be able to think more clearly. **Also**, don't forget you need to find time to relax and 5) fun! Take the dog for a walk, **for example**, or have a quick snack with friends. This 6) help to clear the mind.

All in all, what you 7) is to plan your time carefully. **If you do this**, exam stress 8) be no problem.

- 3 a. Which paragraph(s): make suggestions and give reasons/examples? gets the reader's attention and presents the main idea? summarises the writer's ideas?

- b. Look at the highlighted linking words/phrases. Which list points? adds a point? introduces reasons/ results? introduces an example?

Writing (an article making suggestions)

- 4 Underline the key words in the rubric below. Then, match the suggestions (1-3) to the reasons (a-c). Make complete sentences.

Your teacher has asked you to write an article for your school magazine making suggestions about how to lose weight. Write your article (100-120 words).

- | | |
|---|--------------------------|
| 1 | eat a variety of foods |
| 2 | not miss meals |
| 3 | take up a sport you like |

- a body/burn/calories more slowly/can put on weight
b if/exercise regularly/lose weight
c if/only eat salads/not have energy/get through the day

You should eat a variety of foods. If you do this, ...

- 5 **Portfolio:** Use your answers in Ex. 4 to write your article (80-100 words). Follow the plan.

Plan

Introduction (Para 1)

present the topic

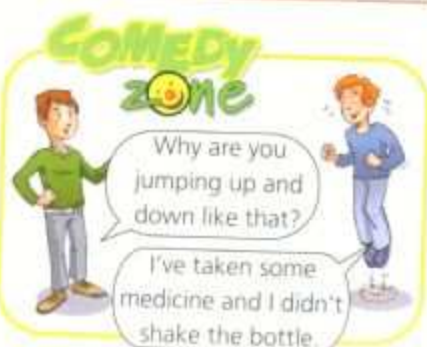
Main Body (Paras 2 - 3)

◆ *first suggestion and reasons/ examples*

◆ *second suggestion and reasons/ examples*

Conclusion (Para 4)

summarise your suggestions



Micro-organisms on Your Body!



Head & Hair

Between 60) and 12 million people worldwide get them every year and it doesn't **matter** if their hair is dirty 1) clean! **Lice** can't jump or fly, so you can only get them by touching heads or **sharing** a brush with someone who has lice. They can **survive** for 30 days 2) your head and lay up to 8 eggs a day! Yuck!



Mouth & Teeth

There are more **bacteria, fungi** and **viruses** in your mouth 3) the **entire** world's population! Most of them are **harmless**, apart from streptococcus bacteria. These **feed on** the sugar on your teeth and produce **plaque** that **destroys** 4)



Pores & Eyelashes

What's for dinner? You are! This little guy, the 'follicle mite', **dines on** dirt and fat in the **pores** on your face, and on 5) eyelashes! Gross!



Skin & Nails

The **itchy** condition called 'Athlete's Foot' doesn't just affect athletes. Anyone can get this microscopic fungus 6) eats old **skin cells** and grows in hot, **sweaty** places like **smelly** socks and shoes! Ugh!

Listening & Speaking

1 Look at the pictures. What do you think they show? How are they related to human bodies? Read through to find out.

2 Read and complete the missing words. Listen and check. Explain the words in bold.

3 Match the quotes to the problems in the text.

A "Last night when I was taking my socks off, I noticed that my toenails were a strange colour."

B "When I brushed my hair this morning, I noticed that there were little black spots on my hairbrush."

C "After I brushed my teeth this morning, one of them started to really hurt!"

Speaking

4 **Portfolio:** Make notes about each micro-organism. Use your notes to tell the class about them. Record yourselves.

Self-Assessment

MODULE 3

Vocabulary

1 Fill in the correct word.

- flames • eruption • twisted • scalded
- temperature • earthquake • ambulance
- burnt • antibiotics • flooded

- 1 They knew it was a(n) when the ground began to shake.
- 2 Mark fell off the ladder and his ankle.
- 3 She her finger while she was ironing.
- 4 Did you hear about the volcanic in Tahiti? A whole village was destroyed.
- 5 I feel so hot. I must have a very high
- 6 The doctor gave me to clear up an infection.
- 7 The spread so quickly that the whole forest burned down in minutes.
- 8 Quick! Call a(n) Mike's hurt his back.
- 9 He spilt boiling water over himself and his leg.
- 10 It rained so hard the whole village

(10 marks)

2 Who do you visit if you ...

- doctor • dentist • ophthalmologist
- surgeon • optician • chemist

- 1 ... break a tooth?
- 2 ... need glasses?
- 3 ... need to pick up some pills?
- 4 ... need an operation?
- 5 ... have a fever?
- 6 ... have an eye infection?

(6 marks)

Grammar

3 Underline the correct item.

- 1 You needn't/mustn't wash the dishes. I'll do it later.
- 2 You mustn't/needn't make any noise after 11pm.

- 3 I didn't see Jamie. He had left/left before we arrived.
- 4 They went/had gone to Disneyland last week.
- 5 The sun was shining/shine all week.
- 6 He was washing the car when it started/had started to rain.
- 7 If you heat water, it will boil/boils.
- 8 You need/must take short breaks every hour when you work on a computer.
- 9 Gerry was working in the garden while Jane and Penny had cooked/were cooking lunch.
- 10 Laura couldn't get into the house as she lost/had lost her keys.
- 11 He decorated the flat himself/herself.
- 12 If you study hard, you pass/will pass your exams this time.
- 13 I made/was making dinner when the phone rang.
- 14 If he will win/wins the lottery, he'll go on a round-the-world trip.
- 15 If he eats lots of junk food, he puts on/will put on weight.

(30 marks)

Communication

4 Complete the exchanges.

- a What's wrong?
b Oh, you poor thing.
c That's terrible!
d What do you suggest I take for a cold?
e I think I will.
- 1 A: Did you hear? There was a train crash yesterday.
B:
- 2 A:
B: I've got a really bad headache.
- 3 A: I'm not feeling very well.
B:
- 4 A: If you have a temperature, take an aspirin.
B:
- 5 A:
B: Try some of these vitamin C tablets.

(10 marks)

Reading

- 5 Read the text and choose the best word (A, B or C) for each gap.

Antibiotics

What are antibiotics?

Antibiotics are important medicines as 1) help fight infections caused by bacteria. However, bacteria 2) ways to resist antibiotics, so that they no longer work. The more we use antibiotics, the less effective they become, so we 3) use them carefully.

How to use antibiotics carefully.

Basically, don't take them 4) you don't need them. If you have a virus antibiotics won't work. Since viruses cause all colds and most sore throats and coughs you should ask 5) chemist for advice rather than take antibiotics.

When are antibiotics the answer?

Your doctor 6) prescribe antibiotics when you need them, for example, for pneumonia. Remember, if you only 7) antibiotics when necessary, they are more likely to work when you really need 8)



- | | | | |
|---|----------|---------|---------|
| 1 | A they | B their | C them |
| 2 | A found | B find | C finds |
| 3 | A should | B need | C can |
| 4 | A while | B but | C if |
| 5 | A you | B your | C yours |
| 6 | A need | B will | C must |
| 7 | A used | B using | C use |
| 8 | A they | B it | C them |

(16 marks)

Listening

- 6 You will hear four short conversations. For questions 1-4, put a tick (✓) under the right answer.

- 1 What time is the man's appointment?



- 2 How many people were injured?

8 **17** **20**

- A B C

- 3 What happened to Pete?



- A B C

- 4 How was John travelling?



- A B C

(8 marks)

Writing (a short story)

- 7 Write a short story for the school magazine entitled 'A bad day'. (100 - 120 words)

(20 marks)

(Total = 100 marks)

NOW I can...

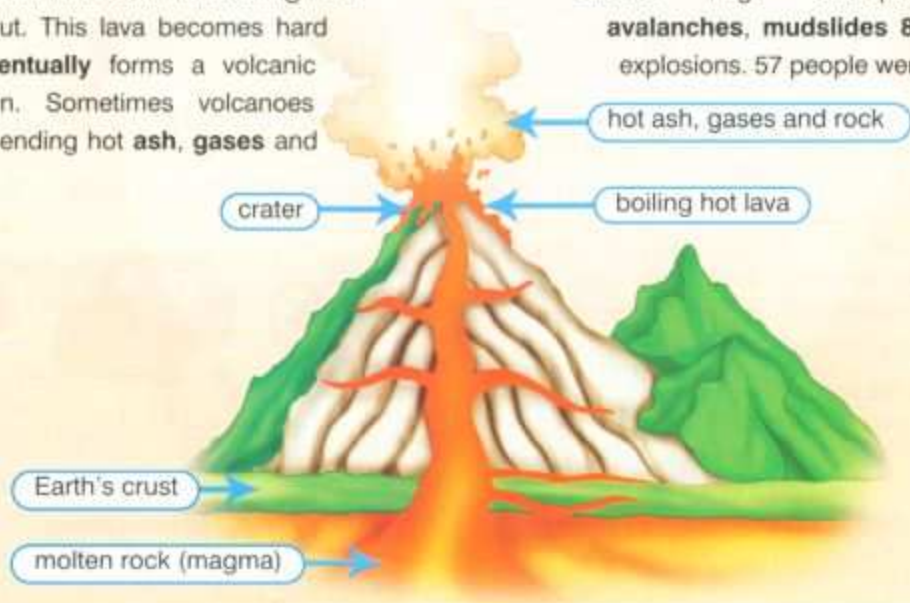
- talk and write about disasters & accidents
- narrate past experiences
- give news & react
- ask for medicine at the chemist's
- describe healthy/unhealthy lifestyles
- write a story

... in English!

Volcanoes

There are more **1)** 500 **active** volcanoes in the world, but what exactly is a volcano? Well, under the Earth's crust there **2)** a deep **layer** of **molten** rock called magma. As this magma boils, like water in a pot, **3)** sometimes pushes up through a weak spot in the crust and boiling lava **flows** out. This lava becomes hard and **eventually** forms a volcanic mountain. Sometimes volcanoes **erupt**, sending hot **ash**, **gases** and

rocks flying into **4)** air. When these fall back down, **5)** often fall back into a circle and form a large hole in the middle called a crater. An erupting volcano **6)** cause great problems. When Mount St Helens in Washington, USA, erupted **7)** 1980, for example, it caused large earthquakes, **massive avalanches**, **mudslides** **8)** huge explosions. 57 people were killed.



Listening & Reading

- 1 What is a volcano? How do you think it erupts? Look at the diagram and discuss with a partner. Read and check.
- 2 Read again and complete the gaps (1-8). Listen and check. Then, explain the words in bold.

Speaking

- 3 Use the diagram to talk to the class about volcanoes.

Project: Put the instructions in the correct order and make your own volcano.

Make Your Own Volcano!

You will need: a large tray, some old newspaper, some sand or clay, a glass jar, 3 tablespoons of baking soda, red food colouring, half a glass of water, a glass of vinegar.

Instructions:

- ▶ Add the vinegar and stand back!
- ▶ The chemical reaction makes the red liquid bubble up and flow down the sides of your volcano, just like a real one!
- ▶ Put the baking soda in the jar and add the food colouring and water.
- ▶ Put the newspaper on the tray. Put the jar in the centre and build sand/clay around it to make a volcano shape.

► Before you start

- Have you ever experienced a natural disaster? Talk about it.
- Think of a bad day you had. Tell the class what happened.
- Have you got a healthy/unhealthy lifestyle? Talk about it.
- Name some everyday health problems. What do you usually do for each?

► Look at Module 4

- Find the page numbers for pictures 1-5:
- Find the unit and page number(s) for
 - a takeaway menu
 - a restaurant advert
 - a restaurant review
 - a gym advert
 - film reviews

In this Module you will ...

► read, listen and talk about ...

- food & drink
- shops & products
- shopping habits
- money
- hobbies & personalities
- sports & equipment
- types of entertainment

► learn how to ...

- order food from a takeaway
- decide on clothes
- buy things
- recommend a restaurant
- express agreement – disagreement
- talk about entertainment & feelings

► practise ...

- countable – uncountable nouns
- quantifiers & containers

- mustn't – don't have to
- going to – will
- infinitive, -ing form
- -ing/-ed participles
- pronunciation of /t/ –/t/, /tʃ/ –/s/; stressed syllables

► do a project about ...

- a restaurant advert
- a poster for a sports centre

► write/make/do ...

- a restaurant advert
- a note
- comments for a message board
- a restaurant review
- a text about a national dish
- your profile for a contest
- reviews
- an email recommending a film
- a diary entry



2 **SERVICE NOT INCLUDED**



Culture Clip: National Dishes

Curricular Cuts: (Literature) The Prisoner of Zenda

Across the Curriculum: (PSHE) Budgeting



APPETIZERS

- Spring rolls £3.50
- Chicken wings £4.25
- Mussels in Black Bean Sauce £4.25
- Tuna salad £4.25
- Chicken salad £3.20

SOUPS

- Chicken & Sweet Corn soup £2.50
- Hot & Sour soup £2.50
- Vegetable Bean soup £2.20

MAIN COURSES

- Sweet & Sour Chicken £4.80
- Sliced Beef & French Fries £6.60
- Roast Duck £8.50
- Fresh Lobster with Ginger £7.00
- Egg fried Rice £2.00
- Steak and Onions £5.00
- Steak & Baked potato £5.20

SNACKS

- Cheeseburger & French Fries £2.10
- Tuna Sandwich £1.50
- Grilled Sandwich & French Fries £2.60

DESSERTS

- Chocolate cake £4.00
- Cherry pie £3.75
- Fresh fruit salad £3.50
- Ice cream £2.90
- Pancakes £3.70
- Toffee Apple £2.50

DRINKS

- Mineral water £1.50
- Cans (Coke, Diet Coke, Fanta) £0.60

All prices include VAT at 17.5%

TAKEAWAY MENU

RESTAURANT QUALITY
TAKEAWAY PRICES

Laura's



0173 3033 3333
40, BROADWAY, BEDFORD

DELIVERY TIMES:
7 DAYS A WEEK
4:30 PM - MIDNIGHT

Vocabulary

► Food & drink

- Look at the menu. What are these dishes/desserts in your language? Have you tried any? Which do you eat with a **knife & fork**, **spoon**, **your fingers**?
- How can you cook: • potatoes • chicken • fish • rice • steak • eggs • beef • beans • pie
1 roasted; 2 grilled; 3 cooked; 4 baked; 5 boiled; 6 fried
Potatoes can be roasted, grilled, baked, boiled or fried.
How do you usually eat them in your country?

Everyday English

► Ordering food from takeaway

- Work in pairs. Imagine you have got guests at home. Order a takeaway. Use the menu above and the language below.

A

Hello! Laura's takeaway!
Can I help you?
What would you like?
Would you like anything else?
(address and telephone number?)
(name?)
Thank you.

B

I'd like to order ...
Can I have/I'd like to have ...
Yes, please. I'd also like ...
No, that's all, thanks.
(give address/telephone number)
(give name)

A All-you-can-eat lunchtime buffet £7.50

B Self-Service

C CHILDREN UNDER 11 EAT HALF PRICE!

D SERVICE NOT INCLUDED

E Closed Sunday evenings

F All-day breakfast

G Free tea & coffee refills

Reading

- 4 Look at the notices. Where can you see them? *restaurant, hamburger bar, takeaway, canteen, hotel dining room, coffee shop*
- 5 Which notice (A-G) means this (1-5)?
- 12-year-olds pay full price for their meal.
 - This offer is not valid in the evening.
 - The price doesn't include a tip.
 - You can order this any time you like.
 - Have another hot drink without extra charge.

Exploring Grammar

▶ Countable/Uncountable nouns – Quantifiers

Grammar Reference

- 6 Read the rules. Mark the nouns **C** (countable) or **U** (uncountable).

Countable nouns are those nouns we can count: *one egg, two eggs*. Uncountable nouns are those we cannot count: *some salt* NOT: *one salt, two salts*

- 1 biscuit **C**; 2 milk; 3 rice
 4 tomato; 5 shrimp; 6 tea
 7 chicken; 8 sandwich; 9 melon
 10 water; 11 onion; 12 flour

Some uncountable nouns can be made countable if we use these words. • bag • bunch • tub • box • loaf • tin • jar • carton. Use them to fill in the phrases 1-8.

- 1 a of sugar; 2 a of bread;
 3 a of flowers; 4 a of butter;
 5 a of sardines; 6 a of honey;
 7 a of chocolates; 8 a of milk

8 Match the examples to the rules.

We use **some** in the affirmative with uncountable and countable nouns in the plural and in requests.

We use **any** in the negative and interrogative.

We use **a few** with countable nouns.

We use **a little** with uncountable nouns.

- 1 *Can I have some strawberries, please?*
- 2 *There isn't any sugar left.*
- 3 *Have you got any tomatoes?*
- 4 *Would you like some ice cream?*
- 5 *I need a few peppers. (= a small number)*
- 6 *I'd like a little cheese. (= a small amount)*

9 Fill in **some**, **any**, **a few** or **a little**. In pairs, write your shopping list.

- A: We need to do 1) shopping.
 B: Yes, we haven't got 2) potatoes and we need 3) peppers, too.
 A: We've got milk, but we haven't got 4) biscuits left. Can you buy 5)?
 B: OK. How much bread have we got?
 A: Just 6) You'd better buy 7)
 B: I think I'll get 8) tomatoes, too.
 A: Good idea and we need 9) olive oil. There's only 10) left.
 B: Do we need 11) eggs?
 A: No, we've got 12)
 B: OK. I think that's everything.

Listening

10 Listen and complete the gaps 1-5.

The Roebuck Inn
 54 GARSTANG ROAD INGLE
A la carte restaurant



◆ Veal Dishes ◆ Steak Dishes
 ◆ Chicken Dishes ◆ Fresh 1) Specials
 Dinner served 2) to 11pm.
 Mon - 3)
 Traditional Roast lunch served Sundays 4)
 to 2 pm. Vegetarian 5) available.
For reservations please call: 0995 659200

Writing (a restaurant advert)

- 11 Portfolio: Imagine you own a restaurant. Prepare an advert for it.

Vocabulary

► Shops & products

- 1 a. Which of the shops can you see in the pictures?
- chemist's • bookshop
 - greengrocer's • boutique
 - baker's • butcher's
 - toy shop • florist's • grocer's
 - stationer's • delicatessen
 - fishmonger's • newsagent's
 - jeweller's • electrical shop

- b. Circle the odd word, then make sentences.

- 1 envelopes, pencils, notebooks, T-shirts
- 2 dictionaries, books, pens, encyclopaedias
- 3 steak, carrots, minced meat, chops
- 4 bananas, pears, bread, oranges
- 5 aspirin, CDs, toothbrushes, plasters
- 6 cheese, cauliflowers, cucumbers, celery
- 7 skirts, T-shirts, bananas, jeans
- 8 dolls, teddy bears, model cars, beef

We can buy envelopes, pencils and notebooks at the stationer's.

- 2 List the nouns under the headings. Which of them do you wear: **at school/work/parties**? What are you wearing now?

clothes

accessories

- dress • sunglasses • hat • trousers • coat
- skirt • dungarees • jacket • cap • tie
- gloves • anorak • T-shirt • shorts • top
- jeans • jumper • ring • cap • bracelet
- earrings • raincoat • handbag • suit • uniform

Listening & Reading

- 3 a. Read the first two exchanges in the dialogue and try to answer the questions.
- 1 Where are Liz and Ann?
 - 2 What are they going to do?

Listen and read to check.



Liz: Hi, Ann! What are you doing?

Ann: Oh, hi, Liz! It's my sister's birthday this Friday and I want to buy her a present.

Liz: So, what are you going to get her?

Ann: I think I'll buy her a skirt.

Liz: A skirt! That's a nice idea. What about this one? I'm sure it'll look good on her.

Ann: It's nice, but she won't like the colour. She prefers blue.

Liz: I'll ask the assistant. Excuse me, have you got this skirt in blue?

Assistant: Yes, we have. What size would you like?

Ann: Medium, please.

Assistant: Here you are.

Ann: Thanks. It's nice and not very expensive, but what if it doesn't fit her?

Liz: I'm sure she can exchange it. Anyway, I'm the same size. I'll try it on.

Ann: OK. The fitting room is over there.

.....

Liz: I was right about this skirt. It's just perfect.

Ann: I'll buy it, then.

Liz: We'd better hurry up. The shop is going to close soon.

Ann: You're right. It's almost 8:00. Let's buy it and then we can go for a snack.

Liz: Great idea. Treat's on me!

- b. Read again and complete the sentences. Use up to four words. Explain the words in bold.

1 Liz and Ann are at

2 Ann wants to buy a present for

- 3 Ann's sister and Liz are the same
- 4 Ann decides to buy
- 5 Liz and Ann are going for

Speaking

- 4 Work in pairs. You are in a department store shopping for clothes. Use words from Ex. 2 to act out a similar dialogue to the one in Ex. 3.

Exploring Grammar

▶ going to - will

Grammar Reference

- 5 Read the note. Which form expresses:

- A an on-the-spot decision?
 - B a future plan/intention?
 - C a prediction of a future event based on what we think or believe will happen?
 - D a prediction based on what we see or know?
 - E a threat or a promise?
- Find examples in the dialogue in Ex. 3.

Tony,
I'm going to go shopping for an hour. Jack thinks he'll be late so don't worry. Please turn on the heating. They say it's going to be cold later. I'll put the coffee on for you now so just help yourself. I promise I won't be long!
Jane

- 6 Fill in *will* or *going to*.

- 1 A: What would you like for dessert?
B: I have the fruit salad, please.
- 2 A: How are you celebrating Jim's birthday?
B: We have dinner at Tony's.
- 3 A: We haven't got any eggs.
B: I go and get some.
- 4 A: Did you book a table for Tuesday?
B: Sorry, I didn't. I do it now.
- 5 A: Have you decided to have a party?
B: Yes, we invite lots of people.
- 6 A: Why have you bought all these things?
B: I make a cake.



- 7 Look at the pictures. What are the people going to do? • eat pizza • try on blouse • buy car • make a photocopy

Listening

- 8 Listen and match the people to the shops.

Ann
Mark
Pat
Laura
Steve

toy shop
butcher's
supermarket
bookshop
chemist's
florist's
delicatessen
newsagent's

GAME

Play in teams. Say the name of a shop. The other team say two things they can buy there.

Team A S1: newsagent's

Team B S1: magazines, newspapers etc

Writing (a note)

- 9 Portfolio: Write a note to a family member. In your note:

- say where you are going – when you'll be back
- explain that you want to buy a present – sister has got birthday party
- ask him/her to lay table – explain a friend is visiting you tonight

Address www.retailtherapy.co.uk

100s OF BARGAINS!

health & beauty
clothing & footwear
jewellery & accessories
home & garden
toys & games
electrical goods

Click here!



Vocabulary

► Shopping & money

- 1 Match the Internet pictures of goods to the categories. Can you think of other goods for each category? Discuss in pairs.

If you want a scarf, you need to click on jewellery and accessories.

- 2 What do you spend your money on? Choose from the pictures and discuss.

A: *I usually spend my money on ... How about you?*

B: *Well, I only get £5 a week pocket money, so ...*

- 3 Fill in the correct form of: **win, borrow, lend, earn, spend, save, cash and change.** Use your dictionaries to help you.

- John £250 on the lottery.
- You can traveller's cheques at a bank.
- Jim £20 from Steve and he hasn't paid him back yet.
- You must never your credit card to anyone.

- He £800 a month.
- You can money into different currencies at an exchange bureau.
- I've already this week's pocket money. Can you lend me £10?
- Tom is up to buy a new bike.

- 4 Underline the correct word.

- Kevin earns a good **pay/salary**.
- He always pays by **credit card/cash**.
- Mark's dad gives him an **allowance/money** of £3.50 a week.
- Tom gets paid his **cash/wages** every Friday.
- Can you **put/credit** this to my account please?

Reading


- 5 a. Look at the title of the text. What does it mean? What do you think the text is about? Listen, read and check.
- b. For questions 1-4, choose the best answer, A, B or C. Explain the words in bold.

Study skills

Choosing the best answer

Read the text once to get the general idea. Read each question then scan the text to find the part that refers to that question. Look for synonyms or rephrasing. This will help you choose the right answer.

Shop 'til you drop!



Elton John spent £40 million in 20 months while Imelda Marcos, former first lady of the Philippines, **wasted** her country's money on jewellery and 3,000 pairs of shoes!

However, it's not just the rich and famous who like to 'shop 'til they drop'. We live in a 'spend-happy' **society**. Whether we earn a little or a lot, we sometimes spend money we don't have and **regret** our **purchases** the next day. Does this mean we have a problem? Well, not necessarily. A true **shopaholic** shops because they simply can't stop.

What about you? Can you save, or do you **reach for** your credit card and **blow** your salary on things you don't need when you're **feeling a bit down**?

"My bank account is always empty. Sometimes, I even borrow money or **get into debt** to buy new things. My cupboards are full of clothes I've never worn."

Claudia, Lancaster

"I hardly ever walk out of a shop without a **receipt** in my hands. Jumpers, jeans, shirts, handbags, chocolate – you name it, I'll buy it! My **finances** are a mess!"

Susan, Stafford

"I know people who buy 10 CDs at a time or 5 shirts, perhaps in **slightly** different colours or styles. I even read about a man who bought 55 cameras! I enjoy shopping, but I think it's important to **stay in control**."

Samuel, Warrington

[Click here to add a comment](#)

- According to the writer, shopaholics
 - have got lots of money.
 - spend a lot on shopping.
 - like jewellery and shoes.
- Why does Claudia sometimes borrow money?
 - Because she wants to put it in her bank account
 - Because she needs it to pay for her shopping
 - Because she hasn't got enough clothes

- When Susan goes shopping
 - she always buys clothes and sweets.
 - she never throws her receipts away.
 - she rarely leaves a shop without something new.
- Samuel thinks that
 - you should be sensible when you go shopping.
 - it's OK to buy lots of the same thing at one time.
 - people who go shopping are out of control.

Speaking

- Portfolio:** In pairs, act out an interview between a journalist and either Claudia, Susan or Samuel. Use information from the text. Record your interview.

Everyday English

▶ Buying things

- Use the pictures to act out dialogues as in the example.

A: How much are these pens, please?
B: They're 50p each. How many would you like?
A: I'll take six, please.
B: How would you like to pay?
A: In cash. Here you are.
B: Thank you. Here's your receipt and your change.



pens
50p each



mugs
£1.99 each



notebooks
£1.50 each

Writing *(comments for a message board)*

- Portfolio:** Write your own comment for the message board in Ex. 5. Use the other comments as models.

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Links

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chess set



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ring



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toy soldier



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Discman



scarf



sunglasses



shoes



toiletries

Vocabulary

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- b. For questions 1-4, choose the best answer (A, B or C). Explain the words in bold.

Culture Clip

7

Listening & Reading

- 1 Look at the pictures of two traditional dishes in Britain. Which of the following ingredients do people use for each? Listen and read to check.

• potatoes • sheep's heart • sheep's stomach
• oatmeal • lamb • liver • carrots • leeks
• lungs • meat • vegetables

- 2 Read the text and mark the statements **T** (true) or **F** (false). Then explain the words in bold.

- 1 Most people like haggis.
- 2 Scottish people usually eat haggis at special celebrations.
- 3 You can cook haggis in different ways.
- 4 You can use various kinds of meat to make Irish stew.
- 5 Irish stew takes quite a long time to make.

Speaking

- 3 Use the ingredients in Ex. 1 to talk about the dishes.
- 4 What are the most popular foods/dishes in your country/region? How do you make them? Tell the class.

Writing

- 5 **Portfolio:** Write a short text about a traditional dish in your country. Write: • name • ingredients • how to cook it • when you eat it

Pronunciation (N-/N/, N/-/s/)

- 6 Listen and number the words in the order you hear them. Listen again and repeat.

- | | | |
|---------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> eats | <input type="checkbox"/> each | <input type="checkbox"/> it's |
| <input type="checkbox"/> peach | <input type="checkbox"/> peas | <input type="checkbox"/> piece |
| <input type="checkbox"/> cheese | <input type="checkbox"/> she's | <input type="checkbox"/> sees |
| <input type="checkbox"/> juice | <input type="checkbox"/> choose | <input type="checkbox"/> shoes |

GREAT NATIONAL DISHES



Haggis

is a delicious dish that you can only find in Scotland. Many people don't even want to try it when they hear what **ingredients** it has in it! It

contains sheep's heart, lungs and liver, which you mix with oatmeal then put into a sheep's stomach and **boil** for about three hours! The Scots traditionally eat it on special occasions and it is an important part of Scottish **culture**. The Scottish poet Robert Burns even wrote a poem about it called *Address to the Haggis*.

Irish stew

is the most famous Irish dish. Wherever you are in Ireland, you are sure to find a restaurant that serves its own Irish stew **recipe**. Irish stew always has meat, potatoes and vegetables in it and usually includes carrots and leeks. The meat is **typically** lamb, but you could use **beef** or **rabbit** instead. The ingredients cook together slowly in a **large pot**. Irish stew is a delicious meal.





mountaineering



playing music



fishing



cycling



skydiving



gardening



kick boxing

Vocabulary

► Hobbies & personalities

- 1 Look at the pictures. What kind of people usually enjoy these hobbies? Tell your partner.

- adventurous
- imaginative • active
- quiet • artistic • creative
- daring

I think that daring people usually do sports like skydiving and mountaineering.

Listening

- 2 a. Listen to some people talking about their hobbies and circle the adjective they think best describes their hobby. What are the hobbies?
- 1 boring, stressful, relaxing
 - 2 weird, dangerous, exciting
 - 3 cheap, easy, tiring
- b. Which of the activities in the pictures have you tried/would you like to try? Use the adjectives in Ex. 2a to discuss.

A: *Have you ever tried skydiving?*

B: *No, I haven't. It looks dangerous.*

Reading

- 3 Read the title of the article. What do you think the article is about? Listen and read to find out.

Study skills

Reading for specific information

Underline the key words in the questions. Read the text and try to find sentences and phrases that match the underlined key words. The matching sentences are usually paraphrased.

- 4 a. Which of the contestants **G** (Greg), **S** (Sonia) or **R** (Richard):
- 1 likes trying things they've never done before?
 - 2 is a little bit anxious about taking part in the show?
 - 3 doesn't find it difficult to live without luxuries?
 - 4 enjoys being in the countryside?
 - 5 is a very sociable person?
- b. Explain the words/phrases in bold. How does each person feel?

16 survivors

desert island

39 days

GREG, AGED 24, LAWYER

SURVIVOR QUOTE: I really enjoy experiencing new things. In my spare time I love doing extreme sports, especially bungee jumping and sky-diving. I also love any kind of martial arts! Generally, I can't stand spending time alone – I prefer being with others, so I'm really looking forward to meeting the other survivors!

LUXURY ITEM: A PAIR OF TRAINERS



SONIA, AGED 33, MUSICIAN

SURVIVOR QUOTE: I think this will be one of the greatest opportunities of my life! I love being away from the city! I also enjoy playing jazz music, ballet dancing and painting watercolours. I can't help feeling a bit nervous, but I'm also excited at the same time!

LUXURY ITEM: SKETCH BOOK



RICHARD, AGED 65, RETIRED TEACHER

SURVIVOR QUOTE: I've done a lot in my life, but now I want to try something completely different! I enjoy doing outdoor activities like gardening, hiking and fishing. I don't mind living without home comforts, so I can't wait to get out to the island and see what challenges are ahead!

LUXURY ITEM: FISHING ROD



Exploring Grammar

► Infinitive/
-ing forms

Grammar Reference



- 5 a. Which sentence contains:
a) an -ing form, b) a bare infinitive, c) a to-infinitive.
- Frank loves collecting shells.
 - He'd love to get a real one.
 - She can't decide what to do.
- b. Look at the highlighted words in the text. Which verb form follows them?
- 6 Put the verbs in brackets into the correct form.
- He wants (buy) a car.
 - I'll (call) you soon.
 - I can't stand (walk) in the rain.
 - We can't wait (see) Ann again.
 - Tom likes (make) models in his spare time.

- 7 Complete the sentences about yourself.

1 I enjoy ...; 2 I'm looking forward to ...; 3 I'd love ...;
4 I can't stand ...; 5 I can ...; 6 I prefer ...; 7 I'll ...

Everyday English

► Expressing agreement-disagreement

- 8 Read the table. In pairs, discuss your hobbies.

Stating preferences	Agreeing/Disagreeing
• I love cycling	• So do I. It's relaxing. • I don't. It's tiring.
• I don't like fishing	• Nor do I. It's boring. • I do. I find it relaxing.

Speaking

- 9 Work in pairs. You are a TV presenter. Use the information in the text to interview one of the contestants in the text.

Writing (your own profile for a contest)

- 10 Portfolio: Imagine you want to take part in "Survival UK". Write a short text about yourself. Include: **name, age, job, hobbies/likes, feelings towards game** and **a luxury item**.

Join us now

ALL AGES AND ABILITIES WELCOME

SPORTS CENTRE
Waverley

weight training



water polo



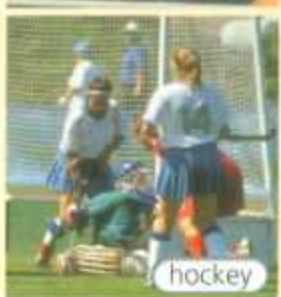
swimming



table tennis



boxing



hockey

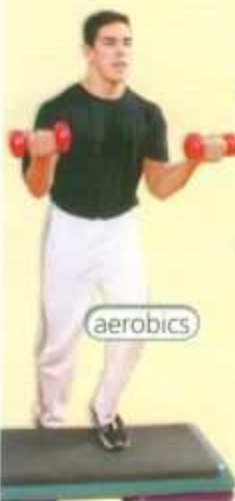


badminton

Are you interested in taking up a sport?
Do you want to make friends and keep fit?

- ✓ fully equipped weight room
- ✓ boxing ring ✓ hockey field
- ✓ badminton court ✓ two football pitches
- ✓ basketball court ✓ aerobics classes
- ✓ fitness programmes
- ✓ swimming pool ✓ skating rink

Telephone 01253-891742
for further information



aerobics

Vocabulary

► Sports & Sports places

- 1 a. Which of the sports in the poster are: **team sports**? **dangerous sports**? **outdoor sports**? **indoor sports**? What are these sports in your language? What sports do you do?
- b. Write the correct word.
- You can play golf there. c _____
 - You can play basketball there. c _____
 - You can swim there. p _____
 - You can play football and cricket on this. p _____
 - You can box there. r _____

► Sports equipment

- 2 In pairs, ask and answer.



goggles



bats & ball



gloves



bat & ball



ice-skates



weights



racket

shuttlecock



hoop

A: What are the goggles for?

B: They are for swimming.

Reading

Match the notices (A-H) to the sentences (1-5).

A Swimming pool
Open Daily
Adults £2.80
Children £0.80

B NO CHILDREN UNDER 8

C Deposit Membership Cards at Reception on arrival

D LOCKERS OPTIONAL

E MEMBERS ONLY

F NO FOOD OR DRINK AT ANY TIME

G USE OF MOBILES IS PROHIBITED

H NO PETS

- You **mustn't** eat or drink in the sports areas.
- Children below the age of 8 **mustn't** swim there.
- You **don't have to** rent a locker.
- Only members can use the facilities.
- You must leave your card at the front desk.

Exploring Grammar

► **mustn't – don't have to**

Grammar Reference

4 a. Read the theory.

We use **mustn't** to express prohibition.
*You **mustn't** wear boots inside the clubhouse. (You aren't allowed to. It's forbidden.)*

We use **don't have to** to say that it isn't necessary to do something.
*You **don't have to** use the lockers. (It's not necessary.)*

b. Use the phrases to say what you **mustn't/don't have to** do at a swimming pool.

- run near the pool
- dive in the shallow end
- leave children unattended
- wear goggles
- swim after a meal
- bring your own hairdryer
- join a swimming class
- use all the facilities

5 What **mustn't you/don't you have to** do at school? Tell the class.

*We **mustn't** use our mobile phones during lessons.
We **don't have to** wear our school uniform on school trips.*

Speaking

6 You are a swimming instructor. Use the phrases in Ex. 4b to tell newcomers what the rules are at the pool.

GAME

Play in pairs. Think of a sport and its equipment. Tell your partner one piece of equipment you are using or wearing. Add more information until your partner guesses the sport.

A: *I'm wearing a helmet.*

B: *You're going to play cricket.*

A: *No. I'm wearing skates, too.*

Listening

7 Listen to Sam talking to his friend Jake about a visit to a sports club. Match the people (1-5) with the sports (A-G).

- | | |
|-----------------------------------|-------------------|
| <input type="checkbox"/> 1 Paul | A weight training |
| <input type="checkbox"/> 2 Greg | B table tennis |
| <input type="checkbox"/> 3 Hannah | C water aerobics |
| <input type="checkbox"/> 4 Susan | D tennis |
| <input type="checkbox"/> 5 Mike | E boxing |
| | F badminton |
| | G hockey |

Writing (a poster)

8 Portfolio: Your school has decided to start a sports centre. Prepare a poster to advertise it. Include: **name of centre, sports activities it offers, telephone number**. Use the poster on p. 76 as a model.



Comedy

Vocabulary

► Entertainment

Classic

- 1 a.) Listen to three musical extracts. Which type of film does each go with? What types of film are the posters advertising?

- b. What's your favourite type of film? Discuss in pairs.

- dramatic • exciting • fun
- boring • frightening
- scary • depressing
- thrilling • relaxing

A: *What kinds of film do you like?*

B: *I really enjoy science fiction.*

A: *Really? Why's that?*

B: *I think they're exciting. How about you?*

A: *I think science fiction films are boring. I prefer comedy films.*

Western

Horror

Cartoon

Science Fiction

Action/Adventure

- 2 Circle the odd word out. In pairs, think of two more words for each type of entertainment.

TV:	news, chat show, sitcom, stage, documentary
Radio:	DJ, station, camera, programme
Cinema:	cast, plot, quiz show, director
Theatre:	play, film, stage, box office
Opera:	orchestra, conductor, performance, series
Ballet:	dancer, musician, script, costumes
Concert:	singer, spot lights, sound effects, plot

Thriller

Romance

Musical

Drama

Listening & Reading

- 3 The sentences below are from the following dialogue between two friends. What is the dialogue about? Read through and check.

- A No, I'm not in the mood for comedy.
 B I'm not sure. Have you anything in mind?
 C Isn't the concert sold out?
 D Come off it! Isn't there anything else on?
 E Ballet? That sounds a bit boring.
 F What's that?
 G You bet! When does it start?

Jim: Hi, Bill. Fancy doing something tonight?

Bill: 1)

Jim: What about the Comedy Night at Murphy's?

Bill: 2)

Jim: OK, then. Do you like ballet? There's *Swan Lake* on. It should be quite good.

Bill: 3)

Jim: Let's go to the cinema, then. There's a good thriller on.

Bill: 4)

Jim: What about the U2 concert? It's going to be the best gig of the year.

Bill: 5)

Jim: Yes, but I've got a surprise for you.

Bill: 6)

Jim: My brother gave me two tickets for tonight's show. Interested in coming?

Bill: 7)

Jim: At 8 pm. It's 5:30 now, so we'd better hurry.

- 4 Read and complete the dialogue. Listen and check.

Speaking

- 5 Work in pairs. Look at the reviews. Use sentences from Ex. 3 to decide where to go.

Chicago Observer ★★★★★☆

Star Wars is just thrilling. Full of action and great special effects. You won't be disappointed. Science fiction at its best.

The Times ★★★★★☆

The Phantom of the Opera is just amazing. A great musical with excellent acting and dazzling costumes. You'll be thrilled. Don't miss it.

London Herald ★★★★★★

Swan Lake was superb. The lead dancers were amazing and the orchestra was wonderful. Simply perfect.

Exploring Grammar

▶ -ing/-ed participles

Grammar Reference

- 6 a. Read the theory box. Look at the adjectives in bold in the reviews in Ex. 5. What does each describe?

-ing participles describe what something/someone is like. *The film was **exciting**.* (How was it? *Exciting*.)

-ed participles describe a person's feelings. *They were **excited** by the performance.* (How did they feel? *Excited*.)

- b. Underline the correct adjectives.

- I was **surprised/surprising** to see you at the concert last night, Sam! I didn't know you were **interesting/interested** in jazz music.
- I didn't like the play at all. It was so **bored/boring**!
- That museum we went to at the weekend was **fascinated/fascinating**. You have to go!
- We were a bit **disappointed/disappointing** with that new musical.
- Ann wanted to go out dancing last night, but she felt **tiring/tired**.
- I don't think you'll like that new movie. It's really **frightening/frightened**!

Everyday English

▶ Talking about evenings out

- 7 Work in pairs. Think of the last performance/film/concert you went to. Use words from Exs. 1 & 2 and the phrases in the box to act out exchanges.

Asking	Responding
<ul style="list-style-type: none"> What was (name of performance/the film, musical, play etc?) ... like? What did you think of ...? Did you like/enjoy ...? 	<ul style="list-style-type: none"> It was amazing/fantastic/wonderful/magical etc. I loved it!/I really liked it. You really have to go I didn't really enjoy it. It was boring/awful/terrible etc.

A: *What was the film like last night?*

B: *Oh, it was wonderful! You really have to go!*

Listening

- 8 You will hear someone buying tickets at the cinema box office. Listen and choose the correct answer A, B or C.
- The name of the movie is *Space*
A 3T00 B 3001 C 3010
 - What time does the film start?
A 7 o'clock B 9 o'clock C 11 o'clock
 - How old is Joey?
A 18 B 19 C 20
 - How much do the tickets cost?
A £3 B £6 C £12

Pronunciation (stressed syllables)

- 9 Listen and underline the stressed syllable. Listen again and repeat.
- dra-ma → dra-ma-tic
 - co-me-dy → co-me-dian
 - hi-sto-ry → hi-sto-ri-cal
 - ar-tist → ar-tis-tic

Writing (a review)

- 10 Portfolio: Think of three performances (ballet, concert, theatrical, etc) you have seen and write short reviews of them.

Getting Started

- 1 What's your favourite type of entertainment? Why? What's the last performance you attended? Did you like it?

Let's look closer

- 2 a. Underline the key words in the rubric.

You went to the theatre/cinema last Saturday evening. Send an email to your friend. In your email:

- describe what you saw/short plot
- comment on performance/film (acting, costumes, music, special effects etc)
- recommend it to your friend

Read the email. Has Sophie covered all the points in the rubric?

Hi Jayne!

1 How are you? I just thought I'd write to tell you about the last musical I saw, *Starlight Express*. Lucy and I went to see it last night and **we both loved it!**

2 I usually don't like musicals, **but this one was absolutely brilliant!** The plot was quite straightforward, about a racing competition between three types of trains, but the costumes were **really colourful** and the music was **fabulous**. **The best thing of all**, though, was the choreography. All the performers were on roller skates. They were amazing. They moved very fast and yet not even one of them fell over!

The whole thing **was really exciting!** You should go and see it. It's a great show.

3 Anyway, I have to go now. My brother is coming for dinner tonight, so I'd better hurry. See you soon.

Lots of love
Sophie

- b. Which paragraph contains:

- closing remarks
- opening remarks – name – type of performance – when you saw it
- plot – comments on performance – recommendation (acting/music/costumes)

- 3 a. Read again. What adjectives does Sophie use to describe the: *performance*, *plot*, *costumes*, *music*, *performers*

- b. Use the adjectives below to replace the ones in bold in sentences 1-4.

• amazing • wonderful • terrific • fabulous

- The show was **nice**.
- Jennifer Lopez was **good** in her role as waitress.
- The special effects were **good**.
- The costumes clothes were **nice**.

- 4 Imagine Sophie didn't like the performance. Use the words/phrases below to replace the parts of the email in bold.

• and this one was no exception • extremely dull
• we both hated it • the worst thing of all
• was really disappointing • terrible

Writing (an email recommending a film)

- 5 a. Think of the last film you saw. Make notes under the headings.
- name/type of film • plot • actors
 - music • special effects • recommendation
- b. **Portfolio:** Use your notes to write an email to your friend about it (60-80 words). Follow the plan.

Plan

Paragraph 1

greet friend, write name & type of film/when you saw it/who with

Paragraph 2

write about plot, costumes, music, actors etc

Paragraph 3

end email – ask friend to write back





Anthony Hope (1863-1933)

Anthony Hope Hawkins was born in London, England. He became a lawyer in 1887 and wrote stories in his spare time. After the success of his most famous novel, *The Prisoner of Zenda* (1894), he became a full-time writer. He became Sir Anthony Hope Hawkins in 1918.

The Prisoner of Zenda is a romantic adventure set in Ruritania – an imaginary kingdom somewhere in Central Europe – about 150 years ago. Rudolf Rassendyll, a rich young Englishman, has travelled to Ruritania to see the coronation of his distant relative, King Rudolf V. When the ‘cousins’ meet, they see they are almost identical. Then, the King is kidnapped, and Rudolf Rassendyll risks his life by pretending to be his cousin.

- 1 Look at the picture. What is strange about the two men? What do you think is the connection between them and the castle? Read the author's notes to find out.
- 2 Read the first sentence in each paragraph. How many people are there? Who are they? Who is telling the story? What is the extract about? Listen, read and say.
- 3 Replace the pronouns below with the correct name. Then explain the words in bold in the passage.
 - 1 He was behind a tree.
 - 2 He bowed to the King.
 - 3 They looked almost the same.
 - 4 He explained who Rudolf was.
 - 5 They were cousins.

Speaking

- 4 List the main points in the extract. Use your list to give a summary of the extract.

Writing (a diary entry)

- 5 Project: Write Rudolf's diary entry for the day he met the King.

The Prisoner of Zenda



At that moment, a loud voice called from the wood: “Fritz, Fritz!

Where are you, man?”

“It's the King!” Fritz said **nervously**, and Colonel Sapt laughed softly again.

Then a young man **appeared** from behind a tree and stood next to us. As I looked at him, I cried out, **astonished**, and he too saw me and **stepped back** in surprise. **Apart from** the fact that he was a little shorter than me, the King of Ruritania might have been Rudolf Rassendyll, and I might have been Rudolf, the King.

For an **instant** we stood without moving, **staring** at each other. Then I took my hat off and **bowed**. The King asked in a **puzzled** voice: “Colonel ... Fritz ... who is this gentleman?”

I was about to answer, but Colonel Sapt began to talk to his Majesty quietly. As he listened, the King looked at me a few times. I looked at him, too, long and carefully, and I noticed some differences between us. The King's face was slightly fatter than mine, and his mouth was softer. But, **despite** these things, the **likeness** was amazing.

Sapt stopped speaking, and the King still **frowned**. Then the corners of his mouth began to move, his nose came down (as mine does when I laugh), his eyes **twinkled**, and suddenly he burst into loud laughter, which rang through the woods and showed what a happy person he was.

“Well met, cousin!” he cried. He **slapped** me on the back, still laughing. “You must forgive me if I was surprised. It's like **seeing double**, eh, Fritz?”

Self-Assessment

MODULE 4

Vocabulary

1 Fill in the correct word.

- 1 How much do you get as p..... money?
- 2 Never lend your c..... card to anyone.
- 3 He e..... €1000 a month.
- 4 I want to try this skirt on. Where's the f..... room?
- 5 What s..... are you? Medium.
- 6 What would you like as a m..... course?
- 7 Can I please have a l..... of bread?
- 8 Basketball is a t..... sport.
- 9 I'm not in the m..... for comedy.
- 10 I really enjoy s..... fiction films.

(10 marks)

2 Fill in: *packet, carton, tin, tub, box.*

- 1 a of tuna
- 2 a of orange juice
- 3 a of butter
- 4 a of tea bags
- 5 a of spaghetti

(5 marks)

3 Where would you buy the following:

- | | |
|--------------|--------|
| 1 newspapers | n..... |
| 2 tomatoes | g..... |
| 3 sausages | b..... |
| 4 plasters | c..... |
| 5 earrings | j..... |

(5 marks)

4 Circle the odd word out.

- 1 shuttlecock, helmet, racket, shrimp
- 2 thrilled, roasted, grilled, fried
- 3 comedy, action, boxing, drama
- 4 ice cream, apple pie, starter, cake
- 5 salary, wages, pay, bargain

(5 marks)

5 Fill in: *some, any, a few, a little, much, many.*

- 1 A: Are there eggs in the fridge?
B: Yes, there are just left.
- 2 A: How sugar have we got?
B: There's only left in the cupboard.
- 3 A: Jim, I need peppers.
B: How do you need?
- 4 A: Would you like more milk?
B: Yes please. Just

(8 marks)

6 Fill in the gaps with either *will/'m going to.*

- 1 I be a scientist when I'm older.
- 2 It's freezing in here. I shut the window.
- 3 I travel to France next month. Here's my ticket.
- 4 I be back as soon as the meeting is over.
- 5 I've already decided. I buy a new car.

(10 marks)

7 Put the verbs in brackets into the correct form (*to*)-*inf* or *-ing* form.

- 1 You need (*exercise*) more if I want to lose weight.
- 2 My brother really enjoys (*watch*) horror films.
- 3 Tim decided (*spend*) all his savings on a new computer.
- 4 You must (*return*) the video by Tuesday, or you will have to pay a fine.
- 5 I can't stand people (*tell*) me lies.
- 6 Let's (*eat*) at the Italian restaurant near my house.

(12 marks)

Everyday English

8 Complete the exchanges.

- a It was amazing. I loved it.
 b How much are these apples, please?
 c Nor do I. It's really boring.
 d In cash.
 e Bonzo's takeaway. How can I help you?
- 1 A: I really don't like ballet dancing.
 B:
- 2 A: What did you think of that new comedy show last night?
 B:
- 3 A:
 B: I'd like two cheeseburgers, French fries and two cans of coke, please.
- 4 A:
 B: They are 20p each.
- 5 A: How would you like to pay?
 B:

(10 marks)

Reading

9 Read and match the notices (A-H) to the sentences (1-6).

A SHOP ASSISTANT WANTED
APPLY WITHIN

B BUY 2 GET 1 FREE!

C ALL T-SHIRTS 50% OFF

D CASH ONLY

E STAFF ONLY

F OPENING HOURS
Mon - Fri:
9 am - 6 pm

G LAST DAY OF SALE

H 3 Course Lunch
£7.99

- 1 We don't accept credit cards.
 2 We are closed on Saturdays and Sundays.
 3 Things will cost more tomorrow.
 4 You can buy something half price.

- 5 We need someone to work for us.
 6 Get more than you paid for.

(12 marks)

Listening

10 Listen to Tony talking to a friend about an activity week. What did each person do?

- | | |
|--|-------------------|
| <input type="checkbox"/> 0 H Tony | A ball games |
| <input type="checkbox"/> 1 Lucy | B water polo |
| <input type="checkbox"/> 2 Will | C ice skating |
| <input type="checkbox"/> 3 Catherine | D tennis |
| <input type="checkbox"/> 4 Paul | E mountain biking |
| <input type="checkbox"/> 5 Helen | F kick boxing |
| | G climbing |
| | H boxing |

(10 marks)

Writing (a fast food review)

11 You work for a magazine. You have been asked to write a review about a new fast food restaurant which opened in your area. Write your review. (80-100 words)

(13 marks)

(Total = 100 marks)

NOW I can...

- talk and write about food, drinks, shops & products
- order food at a takeaway
- talk and write about hobbies, sports & equipment
- buy things at a shop
- express agreement-disagreement
- talk and write about types of entertainment
- recommend a restaurant/a film

... in English!

Reading

- 1 Read the dictionary entry. Do you ever budget or keep a record of how much you spend? How do you do this? Discuss in pairs.
- 3 a. Read Ian's record of his income and expenditure last week. Which of the items in his expenditure column are **wants** and which are **needs**?

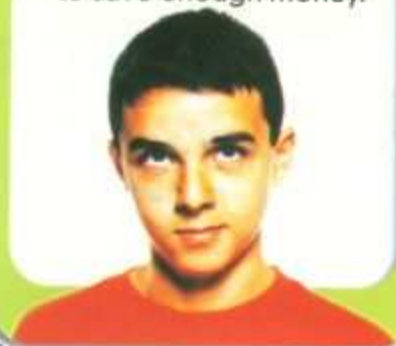
budget (v) – to plan the money you spend (expenditure) according to how much money you have (income)

- 2 Read the case study. In pairs, discuss how you are the same/different to Ian, then explain the highlighted words.

Case Study

– Ian, age 16, student

Ian is a **generous** person who likes to buy gifts and **treat** his friends and family. He is a bit **disorganised** and usually **throws away** or loses **receipts**. He has a Saturday job, but he only works a few hours and it doesn't pay very well. He sometimes **borrow**s money from his parents or friends and forgets to pay them back. He wants to buy a laptop computer, but he never seems to be able to save enough money.



Sun June 1st – Sat June 7th

Income	
allowance	20.00
Saturday job	16.00
birthday money from Grandma	20.00
Expenditure	
takeaway lunches (x5)	10.00
gift for sister designer T-shirt	8.50
CDs (x2)	20.00
shampoo & toothpaste	16.00
bus pass	3.75
	6.00

- b. Subtract Ian's total expenditure from his total income. Has he spent more money than he's got? Where do you think the extra money came from?

Speaking

- 4 In pairs, look at Ian's income and expenditure record and the information in the case study. Then suggest how he could budget better (e.g. *cut back on his spending, work more hours, etc.*).

A: I think Ian should cut back on his spending.

B: I agree. He doesn't need to buy takeaway lunches so often. He could eat at home or take sandwiches.

Project: Write a record of your income and expenditure for the last week. How does yours compare to Ian's?

▶ Before you start

- What's your favourite hobby/sport? Why?
- What's your favourite type of entertainment?
- Which was the last film you watched? Talk about it.
- How often do you eat out? Where?
- How often do you go shopping? Where?

▶ Look at Module 5

- Find the page numbers for pictures 1-5.

▶ Find the unit and page number(s) for

- magazine advertisements
- a museum advertisement
- a shuttle
- a fairy
- a constellation

In this Module you will ...

▶ read, listen and talk about ...

- gadgets
- inventors & inventions
- computers & their uses
- space
- extra terrestrials
- unexplained mysteries
- the supernatural
- environmental issues

▶ learn how to ...

- describe objects
- offer help
- exchange opinions
- summarise a text
- start/end a story

▶ practise ...

- order of adjectives
- the passive
- question tags
- reported speech (statements, questions, commands)

- relative pronouns
- intonation of question tags
- pronunciation of: /h/

▶ do a project about ...

- a gadget you want to sell
- inventions
- constellations

▶ write ...

- a short note
- a for and against essay
- an article about a museum in your country
- a short story about UFOs
- a cartoon strip
- a summary
- a story
- a poem



Culture Clip: International Spy Museum Washington DC

Curricular Cuts: (Science) Stars

Across the Curriculum: (Literature) The Flowers

Magic Singalong Microphone

1

Inflatable Portable Speakers

2

Voice-Activated Remote Control

3

Walkie Talkie Watches

4

Vocabulary

► Gadgets

- 1 Match the words to the gadgets, then make sentences, as in the example.

- green • transparent • lightweight grey stand
- long • slim • plastic • buttons • black straps
- display screen • black/grey face covers

The Magic Singalong Microphone is long and slim with buttons.

- 2 Which of the following can each gadget do? In pairs, match the uses (a-d) to the gadgets (1-4). Then make sentences, as in the example.

- a store songs and help you to sing along
- b help you operate your TV, DVD player and video
- c let you enjoy music wherever you are
- d allow you to keep in touch without others hearing your conversation

The Magic Singalong Microphone stores songs and helps you to sing along.

Reading

- 3 Read the title and the subheadings in the text. Where could you read it? How is it related to pictures 1-4? Listen, read and check.

Objects of Desire

A Sing Along

If you think you've got what it takes to be a pop singer, but need a little more practice, then the Magic Singalong Microphone is perfect for you! There are around 500 classic songs **stored** inside this long, slim microphone, which **plugs into** your TV or stereo. Simply use the buttons to type in the number of the song you want and then sing along. You can **adjust** volume, tempo and key and **view** the lyrics on your TV screen.

Cost: £ 320
Call: 0195 322 2299

B Music Everywhere

You can take these fabulous plastic speakers anywhere you go. **They** fit neatly into a backpack, beach bag or briefcase. Want to share a song with friends on a picnic or at the beach? Just **blow them up** and plug **them** into your Walkman, laptop or MP3 player. You can enjoy great music wherever you are. Transparent green with lightweight grey stand. **Require** six AA batteries (not included).

Cost: £ 35
Call: 0870 066 6333

- 4 a. Answer questions 1-5, then explain the words in bold.

Which gadget(s):

- can be used anywhere?
- work with your TV?
- does not need batteries?
- comes with batteries?
- is operated with buttons?

1	
2	
3	
4	
5	

- b. What do the highlighted words refer to?

Speaking

- 5 Portfolio: Imagine you advertise gadgets 1-4 on the TV. Use the information from the text and the pictures to present them to the viewers. Record yourself.

C Spy Time

Do you dream of starring in a James Bond movie? Now you can really look the part with the first ever Walkie Talkie Watch. These are real watches which have hidden microphones and earpieces so that no one else can listen to your conversation! With clear **reception** and a **range** of up to 250 feet, **they** are a great way to keep in touch. The watches have black straps and come with a choice of black or grey face covers. Batteries not included.

Cost: £ 320
Call: 01299 444 9883

D Machine Master

Now you can change the channel or volume on your TV without touching the remote! **This** new **voice-activated** remote control uses your voice to **operate** your video, DVD player or TV. **It** recognises up to 50 commands from four or five different people, so it's perfect for families. The remote has a liquid crystal display screen and comes with **its** own stand. Takes four AA batteries (included).

Cost: £ 30
Call: 0872 244 0282

Exploring Grammar

► Order of Adjectives

Grammar Reference

- 6 Read the theory. Find all the adjectives in the text. What type is each?

- Adjectives describe nouns (*a black watch*).
- Opinion adjectives go before fact adjectives.
- We rarely use more than three adjectives to describe a noun. We put them in this order.

	Opinion			Fact			
	size	age	shape	colour	origin	material	noun
nice	big	old	square	black	French	wooden	table

- 7 Put the adjectives in the correct order.

- 1 a grey/square/metallic object
- 2 a plastic/round/yellow ball
- 3 a rectangular/old/Italian box
- 4 a small/green/modern vase

GAME

Play in teams. Bring gadgets or objects from home. Use adjectives to describe them.

Team A S1: It's a round plastic object with numbers on it.
Team B S1: Is it a clock?

Listening

- 8 Listen and complete gaps 1-5.

FAULTY ITEM:	CD player
DESCRIPTION OF FAULT:	1)
MODEL NO:	ST 2)
CUSTOMER NAME:	Peter 3)
ADDRESS:	9, 4) Road, Orpington.
CONTACT PHONE NO:	5) 07816

Writing (an advert)

- 9 Portfolio: Write an advertisement for a gadget you want to sell. Write about:
- name • use • description • price
 - phone number



Zeppelin



cornflakes



quartz clock



Post-it notes



vacuum cleaner



Scotch tape



pop-up toaster



safety razor



microwave



Walkman



computer

Quiz

How much do you know about them?

- 1900 The Zeppelin was invented by
A Count Ferdinand von Zeppelin B The Wright brothers
- 1901 The safety razor was invented by
A Tom Wilkinson B King Camp Gillette
- In the same year, the vacuum cleaner was patented by
A Arthur Bosch B Hubert Booth
- 1906 Cornflakes were invented by
A William Kellogg B Mr John Bread
- 1919 The pop-up toaster was invented by
A Charles Strite B Tom Pepper
- 1927 The first quartz clock was developed by
A Jim Quartz B Warren Morrison
- 1930 Scotch tape was patented by
A Paul Scotch B Richard G. Drew
- 1942 The first electronic computer was built by
A John Atanasoff & Clifford Berry B John Baird
- 1946 The microwave oven was invented by
A Samuel Koff B Percy Spencer
- 1974 The post-it note was invented by
A Arthur Fry B Juliet Blanco
- 1979 The first Walkman was launched by
A Philips B Sony

Vocabulary

► Inventions & uses


- 1 Look at the pictures. What is each used for?
- fly in • shave • eat • listen • clean
 - write • toast • cook • store information
 - stick • wake up

We (can) eat cornflakes for breakfast.

Reading

- 2 Look at the text. What information do you expect to read? Read through and check.

Listening

- 3  Take the quiz. Listen and check if your answers were correct.

Speaking

- 4 Close your books and try to remember three facts from the text.

Exploring Grammar

▶ The passive

Grammar Reference

5 Read the theory. Find examples in the quiz.

Active Voice	Passive Voice
<ul style="list-style-type: none"> They make cars in Japan. Alexander Fleming discovered penicillin in 1928. 	<ul style="list-style-type: none"> Cars are made in Japan. Penicillin was discovered in 1928 by Alexander Fleming.

We use the passive

- when the action is more important than the person who did it.

To change an active sentence into the passive:

- the object of the active sentence becomes the subject of the passive sentence
- the active verb changes into a passive form (be + past participle)
- the subject of the active sentence becomes the agent of the passive sentence.

6 Write passive sentences as in the example.

- The first aeroplane/build/the Wright brothers
The first aeroplane was built by the Wright brothers.
- Dynamite/invent/Alfred Nobel
- The CD invent/James T Russell
- Cameras/use/take pictures
- X-rays /use /doctors to look at broken bones

7 a. Read the table and then make sentences.

by + agent (person)
with + instrument/ingredient

1 Bolognese sauce	cover	fresh tomatoes.
2 A lot of tea	enjoy	millions of people.
3 His bedroom wall	drink	a saw.
4 Wood	make	pictures.
5 Adventure stories	cut	English people.

b. Ask and answer, as in the examples.

- A: *What is Bolognese sauce made with?*
B: *It is made with fresh tomatoes.*

Speaking

8 Work in pairs. Use the information in the quiz to ask and answer.

- A: *Who was the Zeppelin invented by?*
B: *It was invented by Count Ferdinand von Zeppelin.*

Listening

9 a. You are going to listen to a conversation between two people. Look at the statements (1-4). What are the people talking about?

b. Listen and for questions 1-4, choose A, B, or C.

- Stephanie's new book is about
A travel.
B inventions.
C cooking.
- George Crum was
A a customer in a restaurant.
B a waiter in a restaurant.
C a chef in a restaurant.
- What new food is Stephanie talking about?
A crisps
B French fries
C potatoes
- The invention took place in
A 1853.
B 1850.
C 1835.

Writing (short fact files)

10 Portfolio: Write about three inventions. Describe when they were invented, what they are made of and what they are used for. Use pictures to decorate your project.

Vocabulary

► Computers

1 a. Label the parts of the computer.

- monitor • speakers • keyboard • mouse • tower
- scanner • modem • printer



b. Now use the words to complete the text.

The most important parts of a computer are the 1), which powers your computer, the 2), which you use to type, and the 3), which lets you see what you are doing. You will also need a 4) to print documents, a 5) to click on icons and a 6) to connect to the Internet. If you want sound, you need to buy some 7), too. A 8) can be useful to scan documents and photos into your computer.

2 Tick the ways you use computers. Compare with your partner.

- | | | | |
|----------------------|-------|-----------------------|-------|
| • play games | ..... | • do homework | ..... |
| • do online shopping | ..... | • surf the net | ..... |
| • send emails | ..... | • collect information | ..... |
| • type/print letters | ..... | • chat online | ..... |
| • store pictures | ..... | • play music | ..... |

A: I usually use my computer to surf the net and do shopping. What about you?

B: I prefer to use my computer to send emails and chat with my friends.

Listening & Reading

3 a. Listen and repeat.

What's wrong, Steve?
 What seems to be the problem?
 Of course I did!
 OK, OK. I was only asking.
 Right then, let's see.
 What?
 Don't tell me it's crashed.
 Don't worry.
 Actually, I don't think I did.
 There's no point saying that now, is there?

- b. The sentences are related to the dialogue and the picture on p. 91. What do you think the problem is? Listen and read to find out.

Study skills

Using interjections

To sound more natural when speaking use interjections, i.e. short exclamations to express your feelings. *Ouch!* (pain), *-Ah!* *-Eh?* *-Hey* *-Dear me!*

4 a. Read the dialogue. What interjections can you find in it?

- b. Write the correct word from the dialogue.

1 You do this when you switch off the computer and switch it back on again.
 r_____

2 A group of files stored together on a computer.
 f_____

3 Keep a file or document on the hard disc until the next time you need it. s_____

- c. Read out the dialogue in pairs.



Steve: Ah!

Mark: What's wrong, Steve?

Steve: This computer is driving me crazy!

Mark: Well, maybe I can help you. There isn't much I don't know about computers!

Steve: OK then – take a seat ...

Mark: Right. What seems to be the problem?

Steve: Well, I've finally finished this document, but I just can't get it to print.

Mark: I bet you didn't switch the printer on, did you?

Steve: Of course I did! I'm not that stupid!

Mark: OK, OK, I was only asking. Right then, let's see. If you just click on the 'start' icon, go into the 'printers' folder, check the settings ... oops!

Steve: What?

Mark: Well the monitor's gone all funny.

Steve: Mark! Don't tell me it's crashed! That report took me all morning to write!

Mark: Don't worry. We'll restart it. You saved the document, didn't you?

Steve: Erm ... actually I don't think I did.

Mark: Oh, Steve! You should save your work every few minutes!

Steve: Well, there's no point saying that now, is there?

Exploring Grammar

▶ Question Tags

Grammar Reference

- 5 a. Read the sentences. How do we form question tags? Find examples in the dialogue.

You switched on the computer, didn't you?

You haven't finished yet, have you?

- b. Listen to the questions. Which one shows that:

- a the speaker is almost sure that the statement is true and does not expect an answer?
b the speaker is not sure and expects an answer?

▶ Intonation

- 6 Complete the question tags. Listen and tick (✓). Listen again and repeat.

	(not sure)	(sure)
1 She lives next door to you,?		
2 He hasn't got a new job,?		
3 They were late for class again,?		
4 You didn't tell anyone,?		
5 He left yesterday,?		

Everyday English

▶ Offering help

- 7 Use the language box and the phrases to act out exchanges, as in the example.

- print that photograph
- type your essay
- scan this document
- wash the dishes
- walk the dog
- make the dinner

Offering	Accepting
<ul style="list-style-type: none"> • Can I help you to ...? • Can I/Would you like me to ...? • Do you need a hand (with + verb + ing) • Shall I ... for you? 	<ul style="list-style-type: none"> • Yes, please / Sure, why not! • Thanks – that's really kind of you.
	Refusing
	<ul style="list-style-type: none"> • It's OK – I'm fine, thanks./I think I can manage.

A: *Would you like me to print that photograph?*

B: *Thanks – that's really kind of you.*

Writing (a note)

- 8 Portfolio: Your computer has crashed. You take it to be fixed. Leave a note for your friend. In your note say: **where you are, why you are there, when you are coming back.**

Getting Started

- 1 Do you use a computer at school/work/home? How important do you think computers are in our lives? Discuss in groups.

Let's look closer

- 2 a. Underline the key words in the rubric below. What are you going to write? Who is going to read it?

A computer magazine has asked readers to write an article discussing the advantages and disadvantages of using computers at work. Write your article.

- b. Think of two reasons for and two reasons against using computers at work. Compare your answers with the reasons given in the article.

▶ Isaac Asimov, a science fiction writer, once said, "I do not fear computers. I fear the lack of them." These days, most people cannot work without a computer. However, is it true that the use of computers is always beneficial?

▶ Without doubt, there are several advantages to using computers at work. First of all, they help people to work faster. For example, word-processing is much faster than writing by hand and can help you avoid spelling and grammar mistakes. Moreover, employees can organise their work better with a computer. They can save their work and organise their files into folders so that they can find what they need easily.

▶ However, using computers at work also has some disadvantages. One disadvantage is that it is not safe to store all your work on a computer. Documents can get lost if the computer crashes or breaks down. Also, people are losing their jobs as computers replace people at work.

▶ To sum up, using computers can be both advantageous and disadvantageous. Despite the problems, however, I believe that they are an important tool at work and we should try to make the best of them.

- 3 Which paragraph presents: the disadvantages with reasons/examples?; the writer's opinion?; the advantages with reasons/examples?; the topic?

Study skills

Starting paragraphs

When writing an essay, start the main body paragraphs with a topic sentence i.e. a sentence which gives the main idea or summarises the paragraph. This helps the reader to follow your essay better.

- 4 a. Find the topic sentences. Replace them with other appropriate ones.



- b. Which sentences give reasons and examples for each topic?

- 5 Replace the underlined linking words in the text with the following: *to begin with, in addition, furthermore, on the other hand, in spite of, for instance, in conclusion, because*.

Writing (a for and against essay)

- 6 Underline the key words in the rubric, then match the arguments (1-4) to the reasons (A-D). Which are pros/cons?

Your teacher has asked you to write a short article for the school magazine discussing the pros and cons of school children using computers. Write your article for the magazine (100-120 words).

- 1 can learn more
2 can be unhealthy
3 waste their time
4 develop skills which they will use later in life
- A most jobs involve using a computer
B play games or surf on the Net instead of studying
C damage children's eyes, cause headaches
D use the Net to obtain information

- 7 Portfolio: Use your answers to Ex. 6 to write your article. Follow the plan.

Plan

Introduction (Para 1)
state the problem

Main Body (Paras 2 - 3)

- ◆ advantages with reasons/examples
- ◆ disadvantages with reasons/examples

Conclusion (Para 4)

summarise your opinion

Culture Clip

Listening & Reading

- 1 Listen to the music. What images come to mind?
- 2 Read the title and the introduction to the article. How are the pictures related to it? Read the article to find out.



- 3 Fill in the gaps (1-8) with a suitable word. Listen and check. Then, explain the words in bold.

Speaking

- 4 Make notes under the headings. Use your notes to give a summary of the text.
 - name • location • what to see • its mission
 - tickets • opening hours • phone number

Writing (an article)

- 5 Portfolio: Think of a special museum in your country. Make notes under the headings of Ex. 4. Use your notes to write an article about it for the school magazine.

COMEDY ZONE



What are you laughing at, son?

Look, Mum – no hands.



INTERNATIONAL

SPY MUSEUM WASHINGTON DC

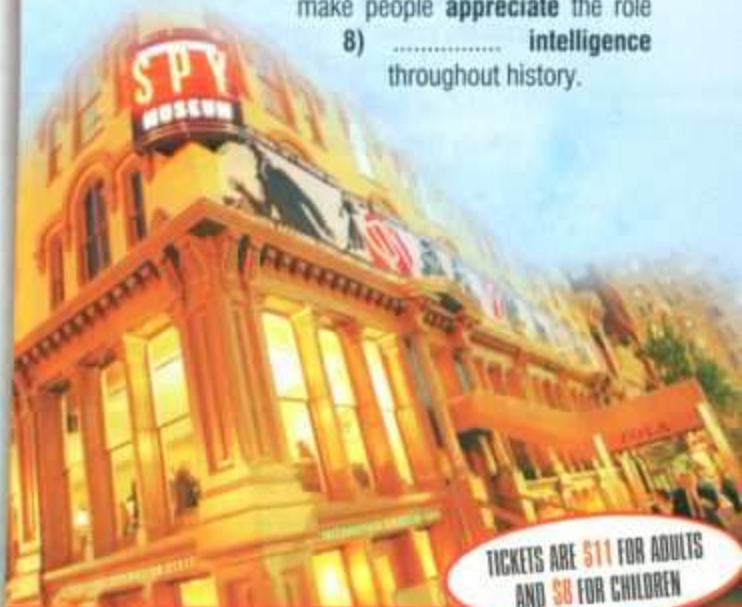
Have you ever watched a James Bond movie and wondered what gadgets spies really use?

Well, a lipstick gun, 1) umbrella with **poison** in its tip and a pipe pistol are just some of the gadgets **on display** at the world's first International Spy Museum.

The museum has the largest collection of gadgets used by men and women in 2) most secret espionage missions in world history.

There's a solar powered **tree stump** listening device 3) spies left in the woods to listen to the **enemy**. You will also learn how pigeons had cameras **attached to** 4) to take photos of **battlefields** during World War I.

As well 5) looking at the gadgets, you will find out about 6) history of spying from **ancient times** 7) the present day. The **mission** of the museum is to **educate** the public about **espionage** in an interesting way and make people **appreciate** the role 8) **intelligence** throughout history.



TICKETS ARE \$11 FOR ADULTS AND \$8 FOR CHILDREN

The Washington International Spy Museum is open daily from 10am to 8pm

For more information, please call: (202) 393-7798



We are not alone ... or are we?

UFOs, alien **abductions**, lost time ... It might sound like the latest series of the X-Files, but many people believe that these things really exist!

We asked Jack Smith, a top UFO **researcher**, what makes him believe that we're not alone. 'Well,' he told us, 'just **picture** the scene ... I am riding my bike home one evening with my sister when suddenly a strange bright light appears in the sky in front of us. I think it's a star until it starts to change colour and move up and down and from side to side. I'm afraid, but then I feel **strangely** calm. After a few minutes, it **disappears** behind the hills and my sister and I ride home as fast as we can.'

Vocabulary

► Space & sightings

- 1 Read the title and listen to the music. How does it make you feel? What images come to mind?

- 2 Which of the following can you see in the pictures?

- stars • a comet • the moon
- the Earth • the Sun • planets
- a satellite • our solar system
- an alien • a space shuttle
- a UFO

Reading

- 3 a. Read the title of the article. What do you think the article is about? Read the first and the last paragraph to check.
- b. Listen and read. For questions 1-7 choose the best answer A, B or C.

- 1 The X-files TV series deals with unexplained mysteries.
A Right B Wrong C Doesn't say
- 2 Jack Smith believes in UFOs.
A Right B Wrong C Doesn't say
- 3 Jack Smith has talked to aliens.
A Right B Wrong C Doesn't say
- 4 Not many people have made contact with aliens.
A Right B Wrong C Doesn't say
- 5 UFOs never leave traces behind them.
A Right B Wrong C Doesn't say
- 6 The Sun is the only star in our solar system.
A Right B Wrong C Doesn't say
- 7 People have seen aliens among us.
A Right B Wrong C Doesn't say

- 4 Explain the words in bold. What does Mr Smith believe about UFOs? Do you agree with his opinion?

Speaking

- 5 Work in pairs. Imagine you are a TV presenter. Use the information from the article to act out an interview between you and Jack Smith.



5



6

Astronauts, pilots, scientists, even presidents have had similar **experiences**. Some **witnesses** have even found **debris** and **burn marks** on the **ground** from **UFO crashes**. One **UFO society**, however, collected a list of 70,000 **sightings** from all over the world and found explanations for 80% of them: **comets**, **meteors**, **bright planets** like Venus, aircraft lights or even birds, anything but UFOs! But what about the other 20%? 'Well, there are thousands of **solar systems**, or planets that go around a central star like our sun,' Jack told us. 'If the right **conditions** exist on just one of these planets, it is possible that life exists there. Personally, I'm **convinced** that aliens are here and that they walk **among us!**'

There is just one problem with this. So far no one has ever found any real aliens. So, is there a logical explanation for UFO and alien sightings, or is the truth still out there? You decide!

- 7 a. Fill in **said** or **told** and then put the verbs in the correct tense.

- 1 She that she (work) in a UFO research centre.
- 2 They us the spaceship (be) from a planet millions of miles away from Earth.
- 3 He that he (be) interested in astronomy.
- 4 I him that I (not/believe) Martin's story about seeing a UFO.

- b. Rewrite the second paragraph of the article in reported speech. Start like this:

He told us that he was riding his bike home one evening...

Exploring Grammar

▶ Reported speech

Grammar Reference

- 6 Read the theory then look at the sentences in the table. How do the tense forms and pronouns change in reported speech?

- Direct speech is the exact words someone said.

"I am afraid of UFOs," he said.

- Reported speech is the exact meaning of what someone said, but not the exact words.

He said (that) he was afraid of UFOs.

- We use "told" + personal pronoun, noun or name.

He told us it was moving.

- We use "said to" + personal pronoun, noun or name.

She "said to" Steve (that) she was tired.

- We use said without a personal pronoun, noun or name.

He "said" (that) he liked the story.

Listening

- 8 Listen and fill in gaps 1-5.



Ground floor:

- 0) **photographs** of UFOs
- stories & 1) of sightings

First floor:

- collection of objects found near sightings
- Dr Charles Marshall, 2) investigator
- 3) shop and cafeteria

Price of guidebooks: 4) \$.....

Exhibition center closes at: 5)

Writing (a short story)

- 9 Listen to the sounds. Then use the words/phrases to write a short story entitled **Visitors from outer space**.

- quiet night • scared • talked • shocked
- spaceship land • ride bike • took off



Do that... you believe

- 1 houses can really be haunted?
- 2 dreams sometimes have meanings?
- 3 horoscopes can predict our future?
- 4 crop circles are made by UFOs?
- 5 ghosts exist?
- 6 monsters really exist?
- 7 witches can cast real spells?
- 8 fairies exist?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Your Score:

0-2 Yes

What a skeptic! Try opening your mind a little more!

3-5 Yes

So you're pretty normal! You know there's some strange stuff out there, but you don't believe everything you hear.

6-8 Yes

Wow, you're a true believer! Aren't you taking things a bit far?

Vocabulary

► The supernatural

- 1 a. Listen to the music and look at the pictures. What images come to mind?
- b. Which picture shows: **a monster, a haunted house, a crop circle, a ghost, a fairy, a witch?** Do you believe in these things? Do the quiz to find out.

Listening & Reading

- 2 The sentences (1-8) below are from the following dialogue between two friends. Read them and try to answer the questions (A-C).
- A Where do you think they were?
- B What was strange about the place?
- C Why did they decide to leave?

- 1 I don't think coming here was such a good idea.
- 2 This place gives me the creeps.
- 3 You know there are no such things as ghosts.
- 4 What do you mean they disappeared?
- 5 I don't believe it.
- 6 I wonder what's behind this door.
- 7 What on earth was that?
- 8 Let's get out of here.

🔊 Listen to check.

- 3 a. Read the dialogue and replace the words in bold (1-5) with words from the dialogue.
- 1 People believe it is **haunted**.
- 2 He was **kidnapped**.
- 3 **They** disappeared suddenly.
- 4 **She** feels scared.
- 5 He can't open it.

Angie: James, I really don't think coming here was such a good idea. This place gives me the creeps.

James: Oh come on! Surely you don't believe those people who say this house is haunted, do you? You know there are no such things as ghosts!

Angie: I know, but it's so cold and dark in here. And just listen to that wind **howling** outside.

James: Who lived here anyway?

Angie: This is the house which belonged to that rich old couple, you know, Mr and Mrs Fairbanks.

James: Aren't they the couple whose baby was **kidnapped**?

Angie: That's right. But the strange thing is that a week after the Fairbanks lost their son, they disappeared and no one has seen them since.

James: What do you mean they disappeared? They probably just moved away.

Angie: Well, no one saw them leaving and all their **belongings** are still here. No one else has lived here for over fifty years! There are people who say that sometimes they can hear the sound of a baby crying coming from inside the house.

James: I don't believe it! Hey look! I **wonder** what's behind this door.

Voice: LEAVE US ALONE. GET OUT OF OUR HOUSE.

James: Ahhhh!!!! What on earth was that? Come on Angie, let's get out of here!

- b. Explain the words/phrases in bold. In pairs read out the dialogue.

Speaking

- 4 What happened to James and Angie? In pairs, continue their dialogue.

Exploring Grammar

▶ Relative pronouns



Grammar Reference

- 5 Read the examples. Which relative pronoun do we use **for people only?** **for things or animals?** **to show possession?**

- 1 Ann is the woman **who/which** believes in witches.

- 2 That's the man **whose/which** father studies unexplained mysteries.
3 This is the house **which/who** people believe is haunted.

Find examples in the dialogue.

- 6 a. Fill in **who** or **whose**.

- 1 That's the man dog bit me.
2 He is the one wrote the note.
3 Sally is the girl brother saw a ghost.
4 The girl is singing is Lyn.
5 Bill is the one father is a Ufologist.

- b. Use **who** or **which** to make sentences, as in the example.

- 1 fortune teller/predict our future
A fortune teller is someone who predicts our future.
2 spaceship/astronauts travel in
3 flying saucer/aliens use to travel in
4 bats/animals/only come out at night
5 ufologist/study UFOs

- 7 Match the parts to make complete sentences.

1 John is the boy		a is sitting in front of you is my aunt.
2 That's the cat	which	b I just bought is for my dad's birthday.
3 The woman	who	c John gave me.
4 That's the present	whose	d sister I know well.
		e always follows me home.

GAME

Think of a person, object, etc. In teams, make sentences using relative pronouns. The other team guesses who/what you are talking about.

Team A S1: It's someone who works in a school.

Team B S1: Teacher. etc

Writing (a cartoon strip)

- 8 **Portfolio:** Write the dialogue in Ex. 3 as a cartoon strip. Give your cartoon strip a different ending.



A
depletion of oil, gas,
water, coal, metals,
minerals



B
climate change



C
genetic engineering



D
deforestation

Where there's a will there's a way ...

Our planet is in big trouble – creatures are **dying out**, the sea and the air are **filthy**, more and more airports, cities and roads **1)** covering our land and we only **have ourselves to blame** – So what are you going to do? You can add to the problem or start being part of the solution. Got some questions? We've got some answers ... the rest is up to you!

How can we cut down on rubbish?

Recycle, recycle, recycle! Don't throw away plastic bottles, glass jars, newspapers, cardboard boxes and cans. They can all **2)** used again. Take a few moments to **separate** your rubbish and take it **3)** your nearest recycling centre. No recycling centre **nearby**? Don't **hesitate**. Start a campaign!

How can we solve the problem of pollution?

Pick up people who work at the same place **4)** you and fill up those empty seats in your car! **Better still**, use public transport instead. Or why not walk or cycle to school or work? It's free, good exercise and doesn't **harm** the environment **5)** all!

How can we stop harmful genetic engineering?

We all know what genetic engineering **6)** doing to our food and to wildlife! Always buy **organic** products! Want to go a step further? Join a local group that **campaigns** to stop genetic engineering. You'll be surprised what a difference you can make!

How can we save the earth's natural resources?

Water means life! Take showers instead of baths and use less water **7)** you wash dishes or wash the car or water the plants. Don't waste electricity either. Switch lights off when you leave a room and use **low-energy bulbs**!

Got the message? Then let's work together to make a difference! Our planet is full of beauty and life, but only **WE** have **8)** power to save it.



E
overpopulation



F
wars



G
pollution



H
animals dying out

Vocabulary

► Environmental issues

1 Look at the pictures. What problem does each sentence match?

- We are cutting down too many trees.
- We are poisoning the water, air and land.
- Some say there are too many people on earth.
- Changing the genes of plants, animals, or people is dangerous.

- It is getting hotter and hotter and it's all our fault.
- Countries spend billions on weapons.
- Animals are losing their habitats.
- We are using up our natural resources.

Reading

- 2 Look at the title of the article and the questions. What's the text about? Read and check.

- 3 Fill in the missing words (1-8). Listen and check. Then explain the words in bold.

Everyday English

▶ Exchanging Opinions


- 4 Read the table. Use the text in Ex. 2 to discuss what we can do to protect our environment.

Giving Opinions	Replying to opinions
<ul style="list-style-type: none"> In my opinion ... I (strongly) believe/think (that) ... The idea that ... is totally right/simply wrong There's this idea that ... As I see it ... 	<ul style="list-style-type: none"> That's true./That's right. I agree. Definitely. You're (dead) right. You've got a point there.
	<ul style="list-style-type: none"> I see what you mean, but ... I suppose you are right, but ...

A: I strongly believe that we can cut down on rubbish. We can all recycle.

B: That's true. Everything can be recycled.

Listening

- 5  Look at the advert. What is it about? Listen and fill in gaps 1-5.



Paws for Thought!


Help us to help the environment!

Donate: old 0) computer equipment
mobile 1)

We 2) them to raise funds for
homeless 3)

Drop-off point: 705, Milner 4)
Greensboro 336 - 574 - 5)

Pronunciation (/h/)

- 6  Listen and circle the words where *h* is pronounced. Listen again and repeat.

hurt, heart, hour, honest, ghost, exhaust,
whole, perhaps, exhibition

Exploring Grammar

▶ Reported Questions

Grammar Reference

- 7 a. Read the examples and the rules. What changes happen?

Where is Josh?

She asked where Josh was.

Are you OK?

She asked if/whether I was OK.

When we report a yes/no-question we use *if/whether*. When we report a *wh*-question, we use the same question word.

b. Report the sentences.

- Can you give me a lift home?
- Why are you throwing this away?
- What's wrong?
- Do you like it?

▶ Reported Commands

Grammar Reference

- 8 a. Read the examples. How do we report positive/negative commands?

Stand up!

He told me to stand up.

Don't sit down!

He told me not to sit down.

- b. Find commands in the text in Ex. 2. Report them to the class.

Study skills

Summarising a text

To write a summary:

- read the text to understand the main topic
- underline or highlight main ideas
- list the points you need under headings.
- write short sentences which include the main ideas of the text. Use your own words.

Writing (a summary)

- 9 Portfolio: Write a short summary of the text on p. 98.

Getting Started

- 1 Think of something scary or unexpected that has happened to you or someone you know. What happened? How did you/that person feel?

Let's look closer

- 2 a. Read the first paragraph of the story. Who are the main characters? When and where did the story take place?
- b. What do you think might happen next? Listen to the sounds and say. Read through to check your answers.



Beginnings – Endings

- 5 Look at the pictures. Write a beginning/ending to a story.

Study skills

Starting/Ending stories

To start a story use your senses to set the scene and describe the weather, atmosphere, surroundings or people's actions to create mystery. To end a story describe people's feelings.

Writing (a story)

- 6 **Portfolio:** Read the rubric. Think of a plot line for the story. Write your story. Follow the plan.

- A magazine has asked its readers to write a story for the magazine's annual short story competition.
- The story should end with: "Who would believe me?" (120-180 words)

Plan

Introduction (Para 1)

set the scene (who, when, where, what, weather)

Main Body (Paras 2 - 3)

events in the order they happened

Conclusion (Para 4)

what happened in the end/feelings

Afraid not!

It was a **bitterly** cold, **wintery** evening and Katie and Lucy were driving home over the hills. (1) ... Suddenly, they drove into **dense fog**. 'Let's try to carry on a bit. Remember that spooky story our friends told us about the ghost of the man who died in a car accident out here?'

Before long, they could hardly see where they were going. (2) ... They had driven **headlong** into a tree! 'Oh no!' cried Lucy. As the girls were thinking about what to do, Lucy **spotted** something in the **distance**. 'Katie!' she cried. 'Look at that strange light over there in the fog! It's getting closer! What if it's the ghost!' Both girls screamed and **covered** their eyes with their hands.

Suddenly, there was a gentle **knock** on the window. (3) ... When they looked up, they saw a tall, kind-looking man carrying a **torch**. 'Don't be afraid!' he called through the window. 'I was just out walking my dog. I saw that you had stopped and **wondered** what had happened.'

The man took out his mobile phone and called the garage for help. (4) ... The man was perfectly **human**! They would be home in no time!

- 3 Complete the gaps (1-4) with the sentences (A-D). Listen and check. Explain the words/ phrases in bold.
- A Suddenly, the car hit something hard and stopped.
B The girls screamed again!
C They had just spent a lovely weekend in the country with their friends and were chatting together happily.
D Katie and Lucy looked at each other and breathed a huge sigh of relief.
- 4 List the events in the order they happened to tell a summary of the story.



Reading & Listening

- How much do you know about stars? Try to answer the questions. Listen and check.
 - What are constellations?
 - Why do stars shine so brightly?
 - Why do constellations appear to change position?
 - Which star is closest to the Earth?
 - What are stars made up of?

- Read the text and match the questions (A-E) above to the paragraphs (1-5). Were your answers in Ex.1 correct? Explain the words in bold.

- Replace the words in bold with words from the text.

- They are hot clouds of gas.
- They give out their own light.
- It is the nearest star to Earth.
- There are billions of stars there.
- They orbit round stars.
- They are groups of stars.
- It looks like a hunter.
- It seems to move towards the west.

Speaking

- Use the questions in Ex. 1 to give the class a short summary of the text.

Writing

- Project:** Collect information about various constellations. Write their names and a few sentences about them. Present your project to the class.

Stars

the Milky Way

nebula – the birth of a star



Orion

- Over millions of years, hot clouds of gas called nebulae grow until they explode and form huge, **blazing** balls of fire. This is how stars are born. Our own sun is a star. Eventually, like all stars, it will **run out of fuel** and die. Don't worry though – this won't happen for another 4 billion years!
- Stars are **sources** of light. This is the reason they shine so brightly in the sky. The moon, planets and comets also shine, but they don't **give out** their own light. They just **reflect** it from the sun.
- Stars are very, very far away. In fact, when their light reaches our eyes, we sometimes see them as they were thousands of years ago! Our sun is the nearest star to Earth, but it is still about 150 million km away! It is part of the Milky Way **galaxy**, a white **band** of stars that **stretches** across the night sky. There are more than 100 billion stars in the Milky Way and many of them, like our sun, have planets that **orbit** around them.
- Constellations are groups of stars. If you draw lines between them (and use lots of imagination!) they sometimes look like objects, animals or people. The ancient Greeks thought that Orion looked like a giant **hunter** with a **sword attached** to his belt!
- As the earth moves around the sun, we see the constellations in different positions in the sky at different times of the year. In the same way, the whole sky seems to move towards the west as the earth **rotates** on its **axis** throughout the night.

Self-Assessment

MODULE 5

Vocabulary

1 Circle the correct item.

- 1 An icon should show on the screen when you press 'play' on the ipod.
A display B stand C face
- 2 your rubbish before you take it to the recycling centre.
A Hesitate B Separate C Move
- 3 Use your to click on the icons.
A tower B keyboard C mouse
- 4 Pollution the environment.
A blames B harms C stops
- 5 The ghost smiled at us, then it
A disappeared B burnt C lost
- 6 She often shops
A display B remote C online
- 7 Fish are out.
A dying B separating C helping
- 8 The vacuum cleaner was by H. Booth.
A developed B launched C invented
- 9 This house me the creeps.
A gives B makes C does
- 10 It was cold for a spring evening.
A wintry B pleasantly C bitterly

(10 marks)

2 Underline the correct word.

- 1 You can store/attach 500 songs on this ipod.
- 2 You can use your voice to operate/turn your video with this new remote control.
- 3 The speakers require/play six AA batteries.
- 4 Do you watch/surf the Net?
- 5 If you are using a computer, you should save/send your work every few minutes.
- 6 Do you believe witches can predict/cast real spells?
- 7 I'm convinced/skeptic he was lying.
- 8 In order to understand, you must picture/draw the scene.
- 9 Animals are losing their climate/habitat.
- 10 Can horoscopes predict/tell the future?

(10 marks)

3 Write the missing word.

- 1 She often visits f..... tellers to find out what the future holds.
- 2 I'm too scared to go in this house. It's h.....
- 3 We must save Earth's n..... resources.
- 4 G..... engineering is harmful to wildlife.
- 5 Why don't you j..... a local group?
- 6 If we work together we can m..... a difference.

(6 marks)

Reading

4 Read the article about a young inventor and fill in the missing words 1-8.

"Hands off my lunch!" says young inventor

It's no fun when people keep stealing your lunch, but what can (0) you do? Most kids have faced (1) problem, at least once, but Nic James decided to go one step further. The 12-year-old school boy (2) New Zealand invented a special lunchbox alarm to catch the thieves red handed!

Nic put a small siren and a radio transmitter into his drink carton (3) placed the carton inside his lunchbox. (4) anyone opens the lunchbox, the siren goes off and gives the thief a

nasty shock. Nic also carries a small radio (5) him, so he can hear the alarm wherever he is!

Nic (6) awarded a prize in the "Bright Sparks" competition for inventors last year. He has been on TV and radio shows in his home country as well as (7) Britain and the US.

Nic hasn't let fame go to his head, and he is keen to keep on inventing. He is already working on (8) invention for next year's competition. What will he think of next?

(16 marks)

Grammar

5 Choose the correct answer.

- 1 Computers are in factories.
A make B made C making
- 2 This sauce is made mushrooms.
A for B with C by

- 3 You turned off the lights, ?
A did you B didn't you
C won't you
- 4 You have been to Spain, ?
A haven't you B have you
C you have
- 5 He he was convinced that there were aliens here.
A says B told C said
- 6 Mary us that John was ill.
A tell B told C said
- 7 Jim is the man saw the UFO.
A which B whose C who
- 8 That's the cake Ann made by herself.
A which B who C whose
- 9 John asked Claire where their children
A was B are C were
- 10 Bill told me wait for him.
A to not B not to C to don't


(20 marks)

Communication

- 6 Complete the exchanges.
- a You're dead right!
b Sure – why not?
c I strongly believe
d That's really kind of you.
e It's OK. I'm fine, thanks.
- 1 A: that aliens don't exist!
B: I agree.
- 2 A: We should stop cutting down trees.
B:
- 3 A: Can I help you with those bags?
B: Thanks.
- 4 A: Do you need a hand with the shopping?
B:
- 5 A: Would you like me to pick you up tomorrow?
B:

(10 marks)

Listening

- 7  Listen to a radio interview with a NASA scientist. For questions 1-5 choose the correct answer (A, B or C).
- 1 The first NASA space flight took place in
A 1958. B 1961. C 1972.
- 2 Which planet did NASA make a map of using radar?
A Venus B Saturn C Jupiter
- 3 The Voyager crafts are now in
A the sun's orbit. B our solar system.
C outer space.
- 4 What will we see on Mars by 2019?
A a human being B footprints
C a spacecraft
- 5 James likes to study space from
A a rocket. B other planets.
C Earth.

(10 marks)

Writing (a short story)

- 8 Write a short story for the school magazine. Your story ends with:
"It was the happiest day of my life."

(18 marks)

(Total = 100 marks)

NOW I can...

- describe objects
- talk and write about inventions & inventors
- talk and write about unexplained mysteries
- talk and write about computers & their uses
- talk about environmental issues
- exchange opinions
- offer help
- write a for and against essay
- write a story.

... in English!

Reading & Listening

- 1 Look at the pictures. What do you think Robert Louis Stephenson usually wrote about? Read the first text and check.



Robert Louis Stevenson (1850-1894)

Robert Louis Stevenson was born in Edinburgh, Scotland, in 1850. He loved to travel all over the world and often used the places he visited as settings for his novels.

Some of his best-known books are *Treasure Island* (1883), the adventure tale *Kidnapped* (1886) and *The Strange Case of Dr Jekyll and Mr Hyde* (1886). He was also famous for *A Child's Garden of Verses* (1885), a beautiful collection of poems. The poems are about pirates and sailing ships, distant stars, the seaside, imaginary friends, fairies and many other things that delight the imagination of little boys and girls.

- 2 Listen and read the poem. Which picture illustrates it?
- 3 Read again and answer the questions (1-3).
 - 1 What are the fairies in the poem like?
 - 2 Where do they live?
 - 3 What do we learn about the author in the poem?
- 4 Find the words in the poem that rhyme e.g. *nurse*, *purse*. Which have similar spellings and which don't?

Project: Use these words to write a short poem. Choose appropriate music and recite it to the class.

trees – bees sun – fun
fairies – cherries boys – toys

The Flowers

All the names I know from nurse¹:
Gardener's garters, Shepherd's purse,
Bachelor's buttons, Lady's smock,
And the Lady Hollyhock.

Fairy places, fairy things,
Fairy woods where the wild bee wings²,
Tiny trees for tiny dames³ –
These must all be fairy names!

Tiny woods below whose boughs⁴
Shady fairies weave a house;
Tiny tree-tops, rose or thyme⁵,
Where the braver fairies climb!

Fair⁶ are grown-up people's trees,
But the fairest woods are these:
Where, if I were not so tall,
I should live for good and all.

- 1 my nanny
- 2 flies
- 3 women
- 4 tree branches
- 5 herbs
- 6 beautiful

Special Days



Earth Day



Reading & Listening

- 1 Why is the Earth important to us? Think of some reasons and complete the spidergram.
- 2  How much do you know about Earth Day? Take the quiz! Listen and check your answers.
 - 1 Earth Day is on of April.
A 22nd B 23rd C 24th
 - 2 Gaylord created Earth Day.
A Pearson B Nelson C Johnson
 - 3 The first Earth Day was held in
A 1950 B 1960 C 1970
 - 4 Earth Day is celebrated
A in the USA B in the UK
C all over the world

- 3 Read the text and complete the sentences in your own words. Then, explain the words in bold.
 - 1 The Senator got the idea about Earth Day because
 - 2 The first thing Senator Nelson did was
 - 3 Some of the problems that the Earth faces are
 - 4 On Earth Day people
- 4 Think of appropriate headings for each paragraph.

Speaking

- 5 Give a short speech about Earth Day to the class. Explain: **how and when it started, what people do on that day and why it is important to celebrate such a day.**

1 Did you know that our planet has a special day? Every year, on the 22nd of April, we celebrate Earth Day. On this day, we **remind** ourselves and others how precious the Earth is and how important it is to **look after** it.

2 Earth Day was the idea of American Senator Gaylord Nelson. The Senator was a sensitive man who couldn't **bear** watching our planet **suffer**. Rivers and seas were getting dirty, many of our plants and animals were becoming **extinct** and not many people knew. Therefore, he decided to **take action** and create a special day to remind everyone that we need to take care Earth.

3 The Senator started by writing letters to colleges, to inform students and teachers about his **campaign**. He also wrote an article for Scholastic Magazines presenting his idea about the special day he was planning. He hoped that young people around the country would **react positively**. Fortunately, they did!

4 **As a result**, on April 22, 1970, 20 million people across America celebrated the first Earth Day. People all over the country **made promises** to **respect** and look after the environment. Since then, Earth Day has been celebrated all over the planet.

5 Today, on Earth Day people organise **fund-raising events**, such as concerts, contests, parades, festivals, tree-planting excursions and clean-up campaigns. Children design and make objects at school, such as bird feeders and Earth Day **wreaths** and all of us promise to try to turn every day into Earth Day!

Project: Milk Carton Bird Feeder

- 6 Now it's your turn to make something special for Earth Day! Follow the instructions and make a bird feeder to hang outside.



You will need:

- an empty milk or juice carton
- strong string
- scissors
- 2 sticks or wooden rods
- bird seeds

What to do:

- 1 Wash and dry the carton.
- 2 Cut a square hole in each side.
- 3 Make smaller holes below each square.
- 4 Push your sticks or rods through the small holes.
- 5 Fill the bottom of the carton with bird seeds.
- 6 Tie your feeder to a tree branch with string.



Mother's Day



Reading & Listening

1 Look at the card and the poem. Who are they for? Why? When do you celebrate this day in your country?

2 Listen to the music. What images of your mother come to mind?

3 What do you do on Mother's Day? Match the words, then discuss.

- | | |
|-----------------|-------------------------|
| 1 buy/give/send | a time with her |
| 2 take | b a card/a gift/flowers |
| 3 bake | c the chores |
| 4 cook | d her out to lunch |
| 5 do | e a cake |
| 6 spend | f a meal |

A: On Mother's Day, I give my mum a card. What about you?

B: I usually ...

M ... is for the **million** things she gave me
O ... means **only** that she's growing old
T ... is for the **tears** she shed to save me
H ... is for her **heart** of purest gold
E ... is for her **eyes**, with love light shining
R ... means **right** and right she'll always be.

4 a. Where do you think Mother's Day started? Skim through the text and check.

b. Read the text and choose the correct answers. Justify your answers. Listen and check. Explain the words in bold.

Speaking

5 In pairs, ask and answer questions about Mother's Day.

A: When did Mother's Day start?

B: It started ...

6 **Portfolio:** Use the letters in the word *Mother* to make a poem about your own mother. Use the one in Ex. 1 as an example.

'Eat your food!', 'Be careful!', 'Don't be late!' are some phrases mothers are famous 1)! But it's not only advice and orders that they give. Mothers offer us **unlimited** love and **support** throughout our lives. To thank them for what they do for us every day, we **honour** them 2) Mother's Day, every year! Most countries celebrate Mother's Day on the second Sunday of May, while others have their Mother's Day at different 3) throughout the year.

The **custom** of honouring mothers 4) a special day probably started in Ancient Greece. Back then, the people **paid tribute to** Rhea, the Mother of the Gods, each spring. In the 1600s, another type of Mother's Day appeared. It was celebrated in England on the fourth Sunday during Lent and it 5) called 'Mothering Sunday'. On Mothering Sunday, the **servants** 6) used to live with their employers were encouraged to return home and honour their mothers. It was traditional for them to bring 7) special cake along to celebrate the occasion.

Today, people 8) over the world do special things to **please** their mothers on this day. They send them cards, give them flowers and chocolates and take them out to lunch. Little children make special gifts for 9) mothers and sometimes they even do the chores around the house to let their mothers 10) a relaxing day!

- | | | | |
|-----------|-----------|----------|----------|
| 1 A for | B about | C to | D at |
| 2 A in | B on | C at | D during |
| 3 A hours | B moments | C days | D times |
| 4 A on | B in | C of | D at |
| 5 A was | B does | C has | D are |
| 6 A which | B where | C when | D who |
| 7 A some | B an | C a | D any |
| 8 A from | B all | C around | D of |
| 9 A they | B their | C the | D them |
| 10 A make | B have | C do | D see |



- 7 Make a photo frame from a CD case as a gift for your mother!



Project: Make a photo frame

You will need:

- an empty CD case
- scissors, glue & sticky-tape
- a piece of cardboard or gift wrap
- bits and pieces to decorate the frame (see suggestions below)
- a photo for framing

Instructions

- Open your CD case and take out the piece of plastic which holds the CD.
- Cut your photo a bit smaller than the case and stick it into the back of the case with sticky-tape.
- Cut a piece of cardboard or gift wrap to fit the frame and stick it behind the photo.
- Decorate your frame using: ribbon, glitter, colourful buttons, shells, stickers, painted pasta pieces or anything else you can think of!
- Open the case to stand it up. Your photo frame is ready!

Songsheet 1

- 1 Look at the pictures and the title. What is the song about? Read and check.
- 2 In pairs, fill in the missing words. Listen and check.
- 3 How important is it to relax? Discuss in pairs.
- 4 Do you have a busy lifestyle with lots of stress? What do you do to relax?
- 5 Would you rather have more time or more money?
- 6 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

*Make hay while the sun shines.
There's no time like the present.*



Chill Out

In this busy world, there's so much
1) do
But you need time to have fun, too.
Take a break and just chill out
That's what life is 2) about

Chill out, relax, make time for you
Think of things 3) want to do
Do something that makes you smile
Forget your troubles for 4) while

We're all so busy, we work all day
We 5) have much time to play
But don't forget, you need to rest
And do 6) things that you like best



Songsheet 2

- 1 Look at the pictures. How are they related to the title of the song? What do you expect to hear? Read and check.
- 2  Read the song and fill in the gaps with words from the list. Listen and check.
 - far • land • new • see
 - faces • things
- 3 How does the singer feel about travelling?
- 4 Why do people travel? What can we learn by travelling? Discuss in pairs.
- 5 What place(s) do you hope to visit some day? Why?
- 6 Match the beginnings (A) to the endings (B) to form English sayings, then explain what they mean. Are there similar sayings in your language?

See the World

I want to go to exciting places
 To try new things and see new 1)
 To travel over 2) and sea
 Come and see the world with me

Let's book now, let's go today
Let's travel to countries 3) away
The world is out there, so bright and 4)
I want to see the world with you

So many places we've never been
 So many 5) we've never seen
 The world is waiting, can't you 6)
 Come and see the world with me

(A)

Travel ...

A rolling stone ...

(B)

... gathers no moss.

... broadens the mind.



Songsheet 3

- 1 Look at the pictures. Which picture (1-7) best matches the phrases/words (A-D)?
A strong wind B hot lava C huge earthquake D thunderstorm

Nature's Power



1

Have you heard a strong wind blow?
Have you seen hot lava flow?
When we see these things we know
We're seeing nature's power



2

*Every day, and every hour
Nature shows us all its power
We can't fight it, we're too small
Nature's power controls us all*



3

Have you felt a huge earthquake?
Have you felt a building shake?
Has a thunderstorm kept you awake?
Then you've felt nature's power



4




5



6



7

- 2  Read and listen. Which disasters in the pictures does the song mention?
- 3 How does the singer feel about nature? Why does she believe that "we can't fight it"?
- 4 What do you think you would do in a disaster (e.g. panic, help other people, etc.)?

- 5 How do you feel about nature? Does its power scare you?
- 6 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

*Nature goes her own way.
All's well that ends well.
Every cloud has a silver lining.*

Songsheet 4

- 1 Look at the pictures. How are they related to the title of the song? Read the chorus and check.
- 2  Read and listen. What sports does the singer like doing?
- 3 Which adjective best describes the singer? Discuss in pairs.
 - active • bored • joyful • stressed
- 4 Do you agree with the singer? How do you feel about watching TV/reading/etc? Discuss in pairs.
- 5 What sports do you do? How do they make you feel?
- 6 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

*A healthy mind in a healthy body.
Action is the enemy of thought.*

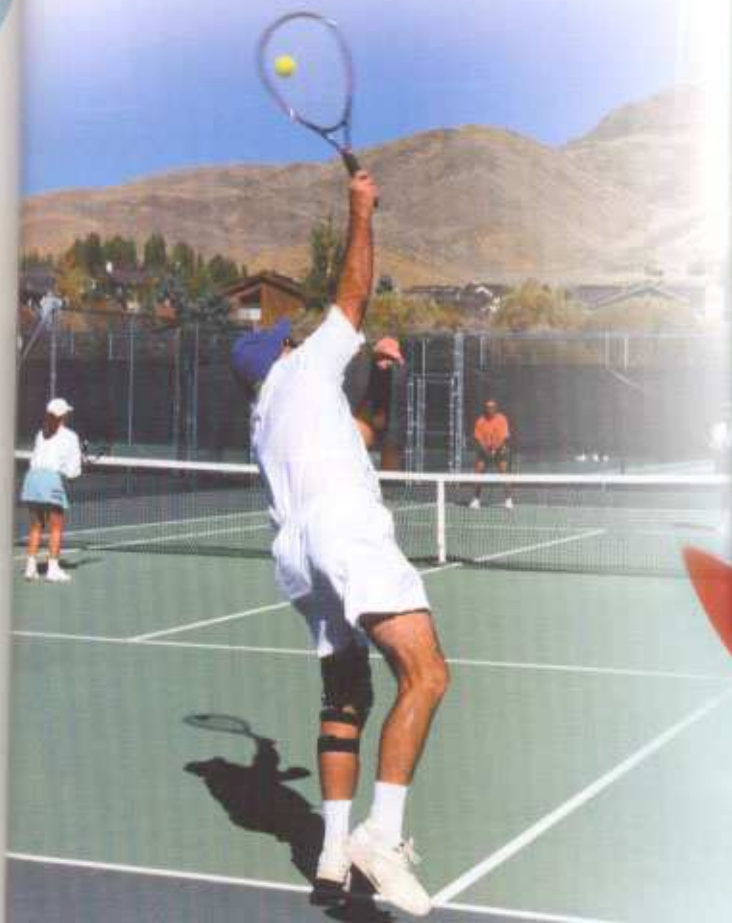


Action


Some people like to stay at home
They sit and watch TV
But I can't stand to sit around
That's not the life for me

*I need action every day
There's no sport that I can't play
I love action, I can't stop
Action takes me to the top*

I love to skate, I love to swim
I'm crazy about sport
I love to work out in the gym
or on the tennis court



Songsheet 5

- 1 Look at the pictures. How do they make you feel?
- 2  These phrases are from the song. What do you think they refer to in the song? Listen, read and check.
 - believe in magic
 - it's all around
 - hear the magic call
 - something out there
 - we don't know
 - a great mystery
- 3 Which of these is the best title for the song? Decide in pairs. Give reasons.

STRONGER THAN US What's Out There

SCARY CREATURES

- 4 How does the singer feel about the supernatural? How do you feel about it? Why?
- 5 Why do many people feel afraid of the unknown?
- 6 Do you believe there are lots of things in the universe that we can't explain? Give examples.

Do you believe in magic?
I'm sure it's all around
The world is full of magic
Just waiting to be found

*And if you close your eyes
You can hear the magic call
'Cause there's something out there
Something greater than us all*

There's so much that we don't know
So much that we can't see
So many things that happen
Are still a great mystery



Pairwork Activities

Visual Materials

set 1

STUDENT A

1A

Belgrave High School Staff



Name:	Mr E Ross
Department:	Geography
Title:	Teacher
Hours:	8:30 am - 4:30 pm
Days:	Mon - Fri
Staff Code:	864065

2A

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3A



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4A



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5A

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Pairwork Activities

Visual Materials

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2B



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Directed and produced by Michael Pallid.

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3B

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Memorial Hospital
Ohio, USA

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ADDRESS: 12 Manson St DATE: 25/08

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5B



Recycling Day

Don't throw away our future.
Learn to respect the environment.

Date: 21 Nov. (Sun)
Time: 10 am - 3 pm
Activities: games, lucky draws,
exchange of used or second-hand items
Meeting place: 12, Preston St

Pairwork Activities

Prompt Cards

set 1

STUDENT B

1B

Staff

- name?
- what/job?
- where/work?
- when/work?
- what/staff code?

2B

Holidays

- where/holiday?
- how much/cost?
- how many days/Masai Mara?
- how many nights/camping?
- who/contact?

3B

Book

- title?
- what about?
- who for?
- pages/how many?
- how much?

4B

Advertisement

- name of boutique?
- what special?
- when new stock/arrive?
- address?
- telephone number?

5B

Advertisement

- what?
- why different?
- extras?
- how much?
- software included?

1A

Restaurant

- what kind of meal?
- what/name/restaurant?
- when/open?
- how much/meal/cost?
- what/telephone number?

2A

TV Programme

- which/TV channel?
- when/on?
- who/presenter?
- who/direct?
- what animals/see?

3A

Prescription

- doctor's name?
- where/work?
- patient's name?
- patient's age?
- how often/take medicine?

4A

Club

- name of club?
- who/join?
- why/join?
- who/contact?
- telephone number?

5A

Recycling Day

- what about?
- day?
- what time?
- what/do?
- where/meeting place?

Word Perfect

&

Grammar Check

1 Activities

1 Use the phrases to complete the spidergrams. Add one more phrase to each category.

- do the shopping • have a barbecue • watch DVDs • take the rubbish out • go dancing
- catch the bus • read newspapers • go jogging • mow the lawn • iron the clothes
- dust the furniture • do homework • meet friends • play sports • visit relatives • have breakfast



2 Houses

1 Play the game in pairs or teams. Place a counter on START. Take turns to throw a dice and say the word shown or described in the circle. If you can't find the word, go back two steps. The one who gets to FINISH first is the winner.



3 Holiday Time

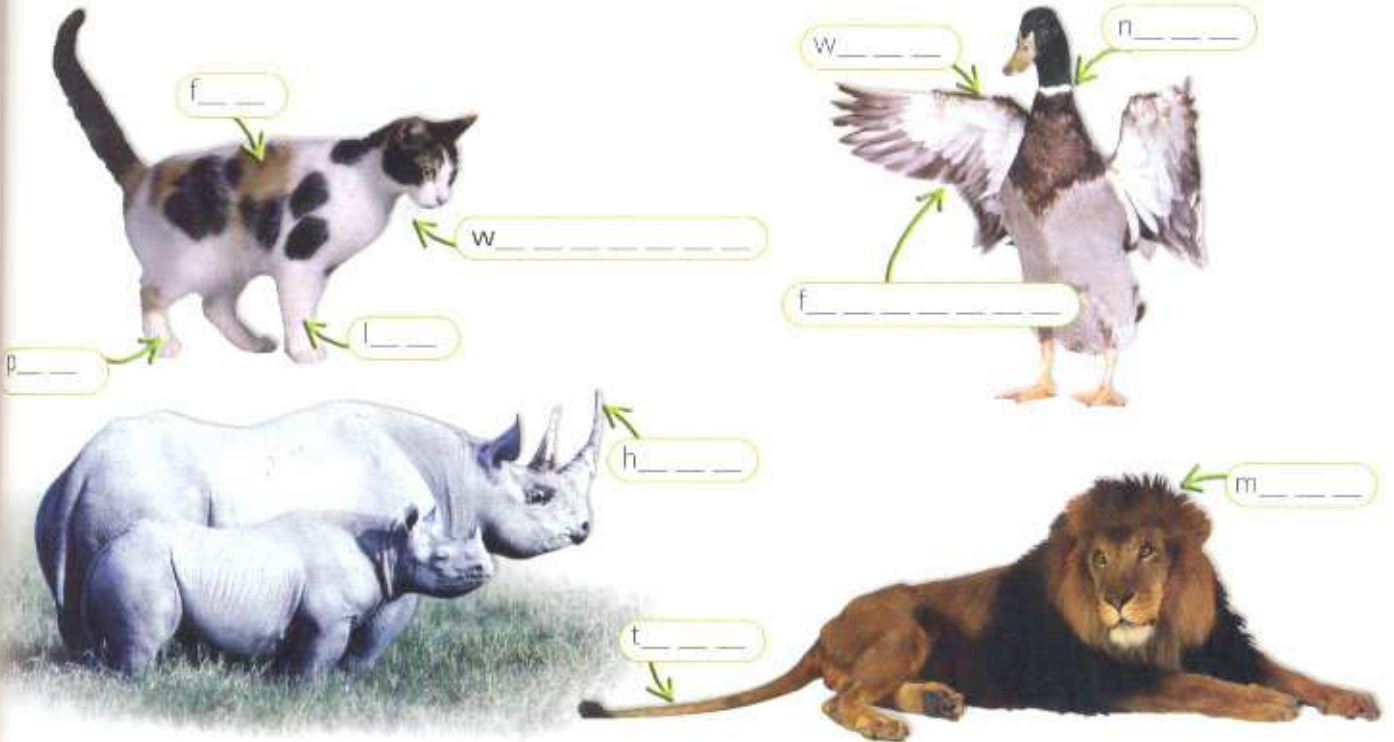
1 Cross the odd word out. Match the adjectives to the nouns.

- | | |
|--------------------------------------|------------|
| 1 sandy, clean, expensive | a streets |
| 2 spicy, colourful, delicious | b hotels |
| 3 5-star, single, double | c beaches |
| 4 cobbled, narrow, bright | d view |
| 5 famous, traditional, impressive | e food |
| 6 luxurious, family, handmade | f rooms |
| 7 twin, enjoyable, expensive | g costumes |
| 8 incredible, spectacular, colourful | h cruise |

1 2 3 4 5 6 7 8

4 Animals

1 a. Label the parts of the body.



b. Write two animals that live:

- | | |
|--------------------|----------------------|
| 1 in deserts | 3 in the sea |
| 2 on farms | 4 on mountains |

Word Perfect

5 Accidents & Disasters

1 Complete the phrases.

- emergency • air-traffic • deadly • survive • spill • scald • twist • environmental • plane
- rail • freak • crew

- | | | | | | |
|---------|---------------|---------|----------|----------|------------|
| 1 | boiling water | 5 | an ankle | 9 | members |
| 2 | your hand | 6 | crash | 10 | control |
| 3 | disaster | 7 | landing | 11 | disease |
| 4 | accident | 8 | storm | 12 | a disaster |

2 Underline the correct word. Make sentences using the phrases.

- | | | | |
|-------------|---------------|-------------|-------------|
| 1 flames | spread/blow | 4 trees | sway/smash |
| 2 buildings | land/collapse | 5 lightning | flash/graze |
| 3 streets | erupt/flood | | |

6 Illnesses

1 Use the words to complete the spidergrams. Add one more word to each.

- toothache • surgeon • ophthalmologist • headache • optician • measles • earache
- stomach ache • chemist • sore throat • dentist



7 Food & Drinks

1 Use the words to complete the spidergrams.

- butter • potato • onion • cream • water • beef • orange juice • apple • cheese • salmon
- strawberry • chicken • tomato • cake • lettuce • tuna • apple pie • melon



8 Time out

1 Complete the spidergrams. Add one more word to each category.

- romance • hockey • horror • rink • cartoon • cycling • action • mountaineering • thriller
- comedy • skating • court • skydiving • racket • goggles • bats • kick boxing • hoop • skates
- field • shuttlecock • pitch • pool



9 Technology

1 Use the words to complete the phrases.

- keep • remote • display • restart • switch • save • click on • organise • chat • surf • crashes
- adjust • batteries • require

- the printer on
- an icon
- the computer
- the volume
- online
- in touch
- included

- a document
- the Net
- control
- screen
- batteries
- files into folders
- computer

10 Environmental Issues

1 Match the words. Use them in sentences of your own.

- depletion of
- climate
- genetic
- organic
- separate
- recycling
- start
- harm
- low-energy
- make

- a campaign
- oil
- change
- engineering
- bulbs
- products
- a difference
- rubbish
- centre
- the environment

Grammar Check

Unit 1

► Present Simple - Present Continuous

1 Fill in: *do, does, don't, doesn't*.

- A: Peter go to university?
B: Yes, he
- A: Ann play the violin?
B: No, she
- A: they live in Cracow?
B: Yes, they
- A: you like football?
B: No, I
- A: Nancy and Sue speak French?
B: No, they

2 Put the words in the correct order.

- Tom/staying/is/these/with/some/days/
friends.
.....
- are/now/you/cooking?
.....
- Sandy/is/not/out/coming/with/tonight/us.
.....
- he/what/is/now/eating?
.....
- Tina/getting/next/week/is/married.
.....

3 Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: Where's Sally?
B: In the living room. She
..... (watch) TV.
- A: What time
(you/take) the bus in the morning?
B: 8 o'clock.
- A: What (you/do) now?
B: I (clean) my room.
- A: How often (you/do)
the laundry?
B: Once a week.
- A: Tom and Pat (be) very busy.
B: Yes. They (work)
hard these days.
- A: Wow! Karen (look) great!
B: Yes. That dress really
(suit) her.

► Adverbs of frequency

4 Ask your partner questions to find out how often he/she does things.

- play tennis • go shopping • eat out
- watch DVDs • cook • meet friends
- tidy your room • wash the dishes

A: *How often do you play tennis?*

B: *I never play tennis.*

► Present Continuous (future meaning) - going to

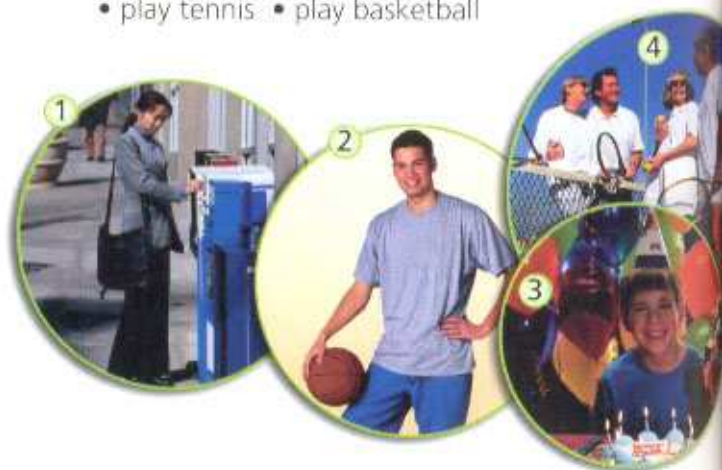
5 Read Betty's diary. In pairs, ask and answer questions, as in the example.

	TUESDAY	FRIDAY
10:00 am	Spanish class	
1:00 pm	dentist	piano lesson
4:00 pm		tennis with Cathy
6:00 pm	rock concert	
8:00 pm		dinner with John

- attend/Spanish/class/Friday?
A: *Is Betty attending Spanish class on Friday?*
B: *No, she isn't. She's attending Spanish class on Tuesday at 10:00 am.*
- have/piano/lesson/Tuesday?
- see/dentist/Friday?
- play/tennis/Cathy/Tuesday?
- go to/rock concert/Friday?
- have dinner/John/Tuesday?

6 What is going to happen? Make sentences.

- buy a newspaper • blow out the candles
- play tennis • play basketball



Unit 2

► Past Simple

- 1 a. Look at the list of chores Tracey had to do yesterday. In pairs, ask and answer, as in the example.



A: Did Tracey do the laundry?

B: No, she didn't.

- b. Now write what Tracey did/didn't do.

- 1 Tracey cooked dinner,
- 2 Tracey didn't

- 2 Put the verbs in brackets in the *past simple*.

- 1 A: What (you/do) last weekend?
B: Not much. I (spend) most of the weekend sleeping.
- 2 A: Where (you/go) on holiday last summer?
B: We (travel) through Europe.
- 3 A: (you/make) the biscuits yourself?
B: No, my aunt (bring) them.
- 4 A: What a lovely shirt! (it/cost) a lot?
B: No! I (get) it during the sales.
- 5 A: (you/go) to the match yesterday?
B: Yes. We (have) a great time.

- 6 A: Where (you/be) last night?
B: I (go) out with Larry.
- 7 A: Ann (not/come) to the party yesterday.
B: I know. She (be) in Madrid on a business trip.
- 8 A: When (you/learn) to swim?
B: My father (teach) me when I was four.

► Used to

- 3 What did you use to do/didn't you use to do during your summer holidays when you were ten years old? Make sentences, as in the example. You can use your own ideas.

- go to the beach
- get up early
- watch videos
- go water-skiing
- go bowling
- go swimming
- sleep late
- play video games
- go shopping
- play tennis

I used to go to the beach every day.

► Question words

- 4 Fill in the correct question word.

- 1 A: is she?
B: She's my sister.
- 2 A: are you going?
B: To the shopping centre.
- 3 A: can I get you?
B: A glass of water, please.
- 4 A: dress do you like, the white one or the black one?
B: The white one.
- 5 A: hat is this?
B: It's Jack's.
- 6 A: did she leave work early?
B: Because she had to go to the dentist.
- 7 A: is my wallet?
B: On your desk.
- 8 A: is your favourite actor?
B: Tom Cruise.
- 9 A: do you need?
B: A pencil and some paper.
- 10 A: did Mark go to Germany?
B: In 1999.

Grammar Check

Unit 3

► Present Perfect

1 Work in pairs. Complete the questions using the verbs from the list, then answer them.

- be • sing • meet • ride • travel • sprain
- plant • fall

- 1 A: *Have you ever been to Rome?*
B: *Yes, I have. / No, I haven't.*
- 2 A: a motorcycle?
B:
- 3 A: a tree?
B:
- 4 A: by plane?
B:
- 5 A: a politician?
B:
- 6 A: off a bicycle?
B:
- 7 A: in a choir?
B:
- 8 A: your ankle?
B:

2 Underline the correct item.

- 1 Why hasn't she arrived **just/yet**?
- 2 Lisa has lived in the United States **for/since** she was three.
- 3 He has lived in Brussels **for/since** 2000.
- 4 Has she finished doing the washing up **just/yet**?
- 5 They have known each other **for/since** they were children.
- 6 The pilot has **just/yet** landed the helicopter.
- 7 He hasn't been to the gym **for/since** a whole month.
- 8 Come on, the film has **just/yet** started.
- 9 We have **already/yet** had lunch.
- 10 She hasn't bought the theatre tickets **already/yet**.

3 Put the verbs in brackets into the correct form of the *present perfect*.

- 1 A: Hello. Can I speak to Mr Philips?
B: I'm afraid he
(**just/leave**) the office.
- 2 A: The new Italian restaurant is wonderful.
B: Really? I (**not/try**) it yet.
- 3 A: Would you like some tea?
B: We
(**already/have**) two cups this morning.
- 4 A: Why are you watching TV?
B: Because we
(**already/finish**) our homework.
- 5 A: Let's go and check out the new shopping centre.
B: I (**be**) there twice. It's nothing special.
- 6 A: Would you like to come over?
B: I am still waiting for the electrician. He
(**not/come**) yet.

4 Put the verbs in brackets into the *past simple* or the *present perfect*.

- 1 A: (you/enjoy) the film yesterday?
B: Yes, it was very interesting.
- 2 A: Does John still work at National Bank?
B: Yes, he (**work**) there for ten years.
- 3 A: When
(**Columbus/discover**) America?
B: In 1492.
- 4 A: (you/invite) your friends?
B: Yes, I (**send**) them invitations last week.
- 5 A: (you/type) the report yet?
B: Yes, I (**finish**) it half an hour ago.
- 6 A: What (you/have) for dinner yesterday?
B: Beans on toast. It
(**taste**) great.
- 7 A: How long (she/live) here?
B: She (**move**) here two years ago.

Unit 4

► Comparatives

1 Circle the correct item.

- 1 Bill works longer hours **from** / **than** Ann.
- 2 She's the **more** / **most** intelligent student in the class.
- 3 Camping holidays aren't **as comfortable** / **more comfortable** as staying in a hotel.
- 4 The train journey is **least** / **less** tiring than the bus journey.
- 5 He's the **better** / **best** athlete of all.
- 6 London is the **most** / **more** expensive city in England.

2 Put the adjectives in brackets into the *comparative* or *superlative* form.

- 1 The blue whale is the (large) mammal in the world.
- 2 Sally's hair is (long) than Beatrice's.
- 3 There are (many) lakes in Canada than in the UK.
- 4 That's the (bad) film I've ever seen!
- 5 I think Chemistry is (interesting) than biology.
- 6 This car is (expensive) than that one.

3 Complete the questions and then answer them.

- 1 Who is (good) student in your class?
- 2 Who is (funny) person in your family?
- 3 What is (difficult) subject at school?
- 4 When is (cold) time of the year in your country?
- 5 What is (exciting) sport you play?

4 Work in teams. Make true sentences comparing each set of pictures. Each correct sentence gets 1 point. The team with the most points is the winner.



A bicycle is slower than a train.

5 Make four true sentences comparing yourself to members of your family.

I'm the youngest in my family.

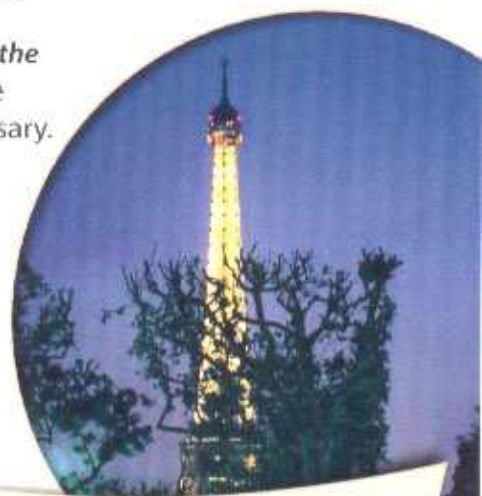
► Plurals

6 Write the plurals.

- | | |
|----------|-----------|
| 1 desk | 7 woman |
| 2 mouse | 8 sheep |
| 3 party | 9 knife |
| 4 carrot | 10 baby |
| 5 bush | 11 torch |
| 6 fox | 12 tomato |

► The

7 Fill in *the* where necessary.



- 1) France is 2) largest country in 3) Western Europe.
 4) Paris is the capital of 5) France. In 6) winter people go skiing at 7) Mont Blanc. In 8) summer people go camping in 9) Pyrenees and swimming at the beautiful beaches on 10) Mediterranean and 11) Atlantic coasts. 12) most famous landmark in France is 13) Eiffel Tower. 14) Loire is the country's longest river.

Unit 5

► Past Continuous

1 Fill in the *past continuous*, as in the example.

- 1 My brother *was studying* (study) in his room all day yesterday.
- 2 He (get) ready to go out when the doorbell rang.
- 3 We saw a bad accident as we (drive) to the airport.
- 4 Sally (dance) when she fell and hurt her leg.
- 5 Why (you/talk) all through your Spanish lesson yesterday?
- 6 Tom (walk) through the woods when he heard a dog barking.
- 7 Karen (cook) dinner when her husband came home.
- 8 (you/watch) TV at 7:00 yesterday evening?
- 9 Helen (surf) the Net while Tom (watch) TV.
- 10 He (paint) the garage door when it started shaking.

2 Use the *past continuous* to say what you were doing...

- 1 at 9 o'clock last night.
- 2 at 10 o'clock yesterday morning.
- 3 two hours ago.
- 4 at 8:00 yesterday evening.
- 5 last Sunday evening.
- 6 this time last year.

3 What happened to the people? Make sentences.

- 1 Helen/walk/park/dog/attack
Helen was walking in the park when a dog attacked her.
- 2 John/make/tea/drop/kettle
- 3 Samantha/look/out/window/see/Tom
- 4 Derek/play/football/hurt/leg
- 5 Arthur/watch/match/electricity/go off
- 6 Mary/have/bath/doorbell/ring

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

- 1 I *was watching* (watch) a film when the telephone (ring).
- 2 Jane (drive) to school when she (get) a flat tyre.
- 3 Sue (bake) a cake while the children (play) football.
- 4 Rachel (break) a glass while she (wash) the dishes.
- 5 William (help) his brother with his homework while his mum (dust) the furniture.

► Reflexive pronouns

5 Complete the dialogues using the correct *reflexive pronoun*.

- 1 A: Do you need any help?
B: No, thanks. I can do it by
- 2 A: Did you paint Alex's room?
B: No, he painted it by
- 3 A: The kids are having fun.
B: Yes, I think they are enjoying
- 4 A: Who painted your house for you?
B: No one. We painted it
- 5 A: Did Mum iron this shirt for you?
B: No, I did it

6 Use the verbs in the list and the correct reflexive pronouns to complete the sentences.

- behave • enjoy • poured • teach • hurt
- switch • serve

- 1 James *hurt himself* when he fell off the ladder.
- 2 The students in my class always
- 3 We breakfast at the hostel this morning.
- 4 Karen to play the piano.
- 5 I at the party last night.
- 6 The iron will off if it's not used for 15 minutes.
- 7 They were very thirsty after the game, so they a cold drink.

Unit 6

► Modals

1 Mark is going hiking. Look at the notes and make sentences using *must/mustn't*, as in the example.

- take a sleeping bag ✓
- bring a water bottle ✓
- wear hiking boots ✓
- climb rocks near waterfalls ✗
- carry a compass ✓

You must take a sleeping bag.

2 Use the prompts below to say what you *should/shouldn't* do in case of fire.

In Case Of Fire — If You Are Home Alone

If you are sleeping and wake to find smoke in the room:

- don't panic
- get out of bed
- stay low and close to the floor
- put your hand near the door to see if it's hot
- go to the nearest exit
- use the stairs, don't use the lift
- don't go back into your house/flat
- use a neighbour's phone to call for help

If you wake to find smoke in the room, you shouldn't panic. You should get out of bed.

3 Underline the correct item.

- A: **Must/Can** I feed the animals at the zoo?
B: No, you **needn't/mustn't**. It's not allowed.
- A: I have a cold.
B: I think you **can/should** stay in bed.
- A: Shall I cook dinner tonight?
B: No, you **don't have to/mustn't**. We can go out to eat.
- A: Excuse me, I'm looking for the post office.
B: I'm afraid I **can't/mustn't** help you. I don't live around here.
- A: My back hurts.
B: Then you **need to/mustn't** lift those heavy boxes.

- A: You **must/can** pay the bills today!
B: I know. I promise I won't forget.
- A: **Can/Must** I go to the party tonight, Mum?
B: No. I'm afraid you **can't/shouldn't**.
- A: You **needn't/mustn't** buy anything for the party. I got everything we need.
B: Really?

4 Make sentences using *must/mustn't*.



1 *You must turn left.*

► Conditionals Types 0/1

5 Put the verbs in brackets into the right tense, as in the example.

- If you *know* the answer, *raise* your hand. (know/raise)
- If he to Paris, he the Eiffel Tower. (go/visit)
- If you water in the freezer, it ice. (put/become)
- If you up early, you late for school. (get/not be)
- The children to the cinema unless they themselves. (not go/ behave)
- If I my keys, I very upset. (not find/be)
- Tom his shirt if he that tree. (tear/climb)
- If I hard, I the project on time. (work/finish)
- If you food out, it bad. (leave/go)
- Sam to London unless I for his ticket. (not go/pay)

Unit 7

► Countable – Uncountable nouns

- 1 Put the nouns in the correct box. Then, add two more nouns to each category.
- milk • honey • lemon • pear • flour
 - butter • sugar • strawberry • egg
 - onion • bread • water • melon • orange

Countable	Uncountable
.....	<i>milk</i>
.....
.....
.....
.....

► Quantifiers

- 2 Underline the correct item.
- 1 Are you thirsty? There is some/any juice in the fridge.
 - 2 We've got a lot of/a little onions, so you don't have to bring any.
 - 3 I've got a little/a few time so I can go shopping.
 - 4 There are a few/a little biscuits in the box.
 - 5 I can't make an apple pie. I haven't got any/some apples.
 - 6 If you're hungry, there's some/a few soup left.
 - 7 We haven't got much/any potatoes, so we can't make a shepherd's pie.
 - 8 There's a lot of/a few coffee in the cupboard, but no tea at all.
 - 9 Would you like some/many salt on your chips?
 - 10 If you want to make a cake, you'll need much/a few more eggs.
 - 11 Don't buy any apples or oranges as we've got a lot of/a little fruit in the fridge.
 - 12 We haven't got many/much milk left. Can you get some from the shop?
 - 13 There are a little/a few pasta dishes on the menu, but not many.

► be going to – will

- 3 Fill in the correct form (*be going to* or *will*) of the verbs in brackets.
- 1 A: Why have you bought flour?
B: I (make) some bread rolls.
 - 2 A: Did you invite Tommy to your party?
B: I forgot. I (call) him now.
 - 3 A: Don't forget to write.
B: I (keep) in touch, I promise.
 - 4 A: It's too warm in here.
B: Is it? I (turn) on the air-conditioning.
 - 5 A: Are these your golf clubs?
B: Yes. I (play) golf this weekend.
 - 6 A: I'm thirsty.
B: Me too. I (get) us something to drink.
 - 7 A: Watch out! That car (hit) us.
B: Oh! I didn't even see it coming.
 - 8 A: The phone is ringing.
B: I (answer) it.
 - 9 A: I'm feeling quite hungry now.
B: OK. I (order) a pizza.
 - 10 A: What are your plans for this summer?
B: I (travel) abroad.
- 4 Make spontaneous decisions. Use *I'll* or *I won't*, as in the example.
- 1 It's really hot today.
I'll go to the beach.
 - 2 It's Saturday night.
.....
 - 3 You see someone trying to steal a car.
.....
 - 4 You're very hungry.
.....
 - 5 Your parents are away for the weekend.
.....

Unit 8

► -ing form – (to-)infinitive

1 Complete the sentences, as in the example.

- Anna hates doing sports.
Anna can't stand *doing sports*.
- Janet would rather go to the theatre.
Janet would prefer
- Kim hates doing chores.
Kim can't stand
- Riding his new motorbike makes John happy.
John loves
- It's not his fault that he's bad at Maths.
He can't help
- Clare is happy to help her brother.
Clare doesn't mind
- They can't wait to see the new baby.
They are looking forward to

2 Put the verbs in brackets into the correct form, as in the example.

- She couldn't help *laughing* (laugh) when the clown fell into the water. It was so funny!
- They can't stand (work) together!
- He agreed (drive) his sister to the supermarket.
- My father never lets me (borrow) the car!
- We decided (move) to a different town.
- I'd like (go) to the bank early in the morning.
- It will (rain) this afternoon.
- I'm looking forward to (see) them again after so many years.
- Louise doesn't mind (take) the bus to work every day.
- My grandma wants me (help) her in the garden.
- Tom would love (visit) Venice.
- It's not Sally's fault. Tony made her (do) it.

3 Write about yourself.

- I like
- I don't mind
- I'm good at
- I enjoy
- I'm interested in
- I can't stand

4 Circle the correct item.

- We decided our money on a new sports car.
A spending B to spend C spend
- She often to music when she does the housework.
A to listen B listens C listening
- I would like here for the rest of the afternoon.
A staying B to stay C stay
- They can't stand football.
A playing B play C to play
- My grandmother advised me eight hours' sleep a night.
A getting B to get C get
- Young people should and see the world.
A travelling B to travel C travel
- I'm too old about those things any more!
A to worry B worrying C worry
- My mother was happy my bags for me.
A to pack B packing C pack
- It is dangerous those trees. They are very old and might break.
A to climb B climbing C climb
- Is she looking forward the party?
A having B to having C to have

Unit 9

► Order of adjectives

1 It's your birthday and your friends have bought you gifts. Describe them by putting the adjectives in the right order, as in the example.

- 1 a(n) crystal/expensive/small vase
an expensive small crystal vase
- 2 a(n) Indian/expensive/silver bracelet
- 3 a woollen/warm/brown jumper
- 4 a white/cute/small cat
- 5 a black/silk/long dress
- 6 a colourful/square/leather handbag
- 7 a(n) antique/porcelain/lovely lamp
- 8 a(n) beautiful/Impressionist/large painting

► The passive

2 Write sentences, as in the example.

- 1 maple syrup/make/Canada
Maple syrup is made in Canada.
- 2 the yen/use/Japan
- 3 lunch/serve/1 o'clock
- 4 the ring/make/silver
- 5 the Parthenon/visit/millions of tourists every year
- 6 the Crown Jewels/keep/Tower of London

3 Put the verbs in brackets in the passive.

- 1 The first mobile phone
(make) in the 1960s.
- 2 Penicillin (discover)
by Sir Alexander Fleming.
- 3 The thermometer
(invent) by Galileo Galilei.
- 4 The World Wide Web
(develop) by Tim Berners-Lee.
- 5 Hitchcock's film *Vertigo*
(release) in 1958.
- 6 The first aeroplane (fly)
in 1903.
- 7 The Eiffel Tower (design)
by Gustave Eiffel.
- 8 The Alhambra (found)
by Mohammed II.

4 Ask and answer, as in the example.

- 1 The 'Scream'/paint/Edvard Munch
A: *Who was 'The Scream' painted by?*
B: *It was painted by Edvard Munch.*
- 2 the telephone/invent/Alexander Graham Bell
- 3 "1984"/write/George Orwell
- 4 the earliest motorcycle/develop/Sylvester Howard Roper
- 5 Big Ben/design/Edmund Beckett
- 6 Colosseum/build/Emperor Vespasian
- 7 hot-air balloon/develop/Montgolfier brothers
- 8 'Ode to Joy'/compose/Ludwig van Beethoven
- 9 'ET'/direct/Steven Spielberg
- 10 the Statue of Liberty/design/Frederic-Auguste Bartholdi

► Question tags

5 Underline the correct question tag.

- 1 Marianne never eats meat, does she/doesn't she?
- 2 They had a nice house by the beach, didn't they/did they?
- 3 Terence works at the university, doesn't he/does he?
- 4 You play basketball, don't you/do you?
- 5 You called her, didn't you/did you?
- 6 Patrick always watches television, doesn't he/does he?
- 7 Diana doesn't like Chinese food, doesn't she/does she?

6 Fill in the correct question tag.

- 1 Will is very ambitious,?
- 2 Clara speaks French,?
- 3 You are coming,?
- 4 Your parents will be there,?
- 5 It isn't too early,?
- 6 She is very sensitive,?
- 7 Mark lives in Oslo,?
- 8 You are coming back,?
- 9 Jane broke the window,?
- 10 Peter can't go to the concert,?

Unit 10

► Relatives

1 Fill in **who**, **which** or **whose**.

- This is the guitar player..... played for that famous rock band.
- Isn't this the jumper..... Christine gave you for your birthday?
- This is the teacher..... helps me with my Maths homework after school.
- Isn't this the film..... we saw last month?
- That's the flat..... they sold last year.
- That's the woman..... daughter is my dance teacher.
- That's the car..... I used to own.
- This is the man..... car was stolen yesterday.

2 Circle the correct pronouns.

- Salvador Dali was a famous painter **who** / **which** lived in Spain.
- Levi Strauss was the man **who** / **which** invented blue jeans.
- This is the dress **who** / **which** I wore at my friend's wedding.
- Do you know anything about the man **who** / **which** he was speaking to yesterday?
- Johnny Depp is the actor **who** / **which** starred in the *Pirates of the Caribbean*.
- This is the new Indian restaurant **who** / **which** opened last week.
- My friend **who** / **which** lives in Austria is a nurse.

► Reported speech

3 Underline the correct answer.

- Linda said **me/to me** she was going to the hospital.
- Chris told **me/to me** that he was volunteering in Sudan this summer.
- I can't **say/tell** you Sandra's secret.
- "I've got a terrible headache," she **said/told**.
- Our teacher **said/told** good morning when she walked into the classroom.

4 Report what Lyn said.

Speech bubbles around the woman:

- I don't like garlic.
- I'll have steak for dinner.
- My grandma has three cats.
- We're going to Barcelona on Friday.
- I want to buy a new car.
- We went skiing last weekend.
- I love chocolate.
- I've never been to Moscow.

5 Report John's questions.

- Have you travelled abroad?
.....
- Who is your favourite actor?
.....
- Have you got any pets?
.....
- Can you drive?
.....
- Where do you live?
.....
- When did you move here?
.....

6 Mr and Mrs Anderson are going away for a week. Read the list of instructions they gave their daughter, and turn them into reported speech.

- pay the telephone bill ✓
- water the plants ✓
- cut the grass ✗
- call your grandmother to wish her a happy birthday ✓
- iron clothes ✗
- buy groceries ✓

They told her to pay the telephone bill.

Unit 1

Present Simple vs Present Continuous

We use the present simple for:

- facts and permanent states. *John works as a dentist.*
- general truths and laws of nature. *Water freezes at 0°C.*
- habits and routines (with **always**, **usually**, etc.). *He usually walks to work.*
- timetables and programmes (in the future). *The performance starts at 6:30 pm.*

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. *Ann is having a shower now.*
- temporary situations. *They are painting the fence.*
- fixed arrangements in the near future. *He's eating out tonight.*
- currently changing and developing situations. *The Earth is getting hotter and hotter.*

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 they do not usually have a continuous tense. These verbs are:

- verbs of the senses (**appear**, **feel**, **hear**, **look**, **see**, **seem**, **smell**, **sound**, **taste**, etc.). *She looks tired.*
- verbs of perception (**believe**, **forget**, **know**, **realise**, **remember**, **understand**, etc.). *I don't know where Pat is.*
- verbs which express feelings and emotions (**desire**, **detest**, **enjoy**, **hate**, **like**, **love**, **prefer**, **want**, etc.). *Ann enjoys eating out.*
- and some other verbs (**be**, **belong**, **contain**, **cost**, **fit**, **have**, **include**, **keep**, **matter**, **need**, **owe**, **own**, **want**, **weigh**, **wish**, etc.). *What do you want?*

Adverbs of Frequency

These include: **always**, **frequently**, **often**, **once**, **twice**, **sometimes**, **never**, **usually**, **ever**, **hardly ever**, **rarely**, **occasionally**, etc.

- Adverbs of frequency are normally placed before the main verb. *He always walks to work.*
She sometimes goes jogging.
- However, adverbs of frequency are placed after the verb **to be** and after auxiliary verbs. *Susan is always on time for work.*
They have always wanted to go on a cruise.

Present Continuous vs Be Going To

We use the present continuous for:

- definite arrangements for the future. *We're flying to Moscow tomorrow.*
(We've bought our tickets.)

We use **be going to** for:

- plans, intentions or ambitions for the future. *She's going to be a teacher when she finishes university.*
- actions we have already decided to do in the near future. *He is going to spend his holiday in Spain this year.*
- predictions based on what we can see or what we know, especially when there is evidence now that something will happen later. *It's cloudy; it's going to rain tonight.*

The time expressions we use with future forms (**be going to**, **present continuous**) are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month, etc.*

Unit 2

Past Simple

We use the past simple for:

- an action that occurred at a definite time (stated or implied) in the past. *They left an hour ago.*

- actions that happened in the past, one immediately after the other. *He took his briefcase and left.*
- habits or states which are now finished. *She worked as a secretary when she was younger.*

ago (= back in time from now) is used with the past simple.

He called an hour ago.

The time expressions we use with the past simple are: *yesterday, then, when, ... days/hours/minutes etc ago, last night/week/month/year/Sunday/June etc, in 1980, etc.*

Wh-questions

Wh-questions begin with a question word, such as: **who**, **what**, **where**, **when**, etc. We always put the auxiliary or modal verb before the subject.

question word + auxiliary/modal + subject

For:

- **people:** who/whose
"Who did you see?" "Tony."
"Whose is that car?" "It's Ann's."
- **things:** what/which
"What do you need?" "A pencil."
"Which dress does Mary like?" "The blue one."
- **place:** where
"Where did Lynn go?" "To the post office."
- **time:** when/how long/how often
"When did he leave?" "An hour ago."
"How long have they known each other?" "Two years."
"How often does she go to the cinema?" "Twice a month."
- **quantity/number:** how much/how many
"How much sugar do you need?" "A bag."
"How many notebooks did you buy?" "Five."
- **manner:** how
"How did you go to Rome?" "By car."
- **reason:** why
"Why was he upset?" "Because he failed his exam."
- **age:** how old
"How old is your mum?" "Fifty."
- **distance:** how far
"How far is it to the bank?" "About ten minutes' walk."

Used to vs Past Simple

We use **used to** + bare infinitive to refer to past habits or states. *He used to swim a lot when he was younger.*

In such cases **used to** can be replaced by the past simple with no change in meaning. *When Ann was young she spent/used to spend her summer holidays with her parents.*

However, for an action that happened at a definite time in the past we use the past simple, not **used to**. *He walked to work yesterday. (NOT: He used to walk to work yesterday.)*

We also use **used to** to talk about past facts or generalisations, which are no longer true. *He used to live in Lisbon. Now he lives in Munich.*

Unit 3

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; when it occurred is unimportant or unknown. *I have tidied the room. She has been to Poland twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see Unit 1 above), such as: **be**, **have**, **like**, **know**, etc. *We have known her for two years.*
- a recently completed action. *I have (just/already) sent all the emails.*
- personal experiences or changes. *She has lost five kilos.*

The time adverbs we use with the present perfect include:

already is used in statements and questions (to suggest surprise).

I have already met her. Have you done the shopping already?

yet is used with the present perfect in questions and negatives. *Have you bought the tickets yet? Bill hasn't come yet.*

Other time expressions we use with the present perfect are: *always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negatives), etc.*

Present Perfect vs Past Simple

- We use the **present perfect** for an action which **started in the past and continues to the present**. *He has been in Lisbon for ten years.* (He went to Lisbon ten years ago and he is still there.)
- We use the **past simple** for an action which **started and finished in the past**. *She was in Lisbon for ten years.* (She went to Lisbon ten years ago but she left. She isn't in Lisbon any more.)

Unit 4

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. After superlatives we use **in** with places.

She is older than me. She's the tallest person in the room.

BUT: *This is the happiest day of my life.*

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. *tall – taller – tallest*
Note: For one-syllable adjectives ending in a vowel + a consonant, we double the consonant. *big – bigger – biggest*
- With two-syllable adjectives ending in a consonant + y, we replace the -y with an -i and add **-er/-est**. *tasty – tastier – tastiest*
- With other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.
careful – more careful – most careful
interesting – more interesting – most interesting
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**. *clever – cleverer / more clever – cleverest / most clever*
- With adverbs that have the same form as their adjectives (**hard, fast, free, early, late, high, low, deep, long, near, right, wrong, straight**) we add **-er/-est**. *hard – harder – hardest*
- Two-syllable or compound adverbs take **more/most**.
quickly – more quickly – most quickly
- Irregular forms:**
good – better – best, bad – worse – worst, much – more – most, many/lots – more – most, little – less – least, far – farther/further – farthest/furthest

Comparative structures:

- as + adjective + as** to show that two people or things are similar in some way. In negative sentences we use **not as/so ... as**. *The black skirt is as beautiful as the blue one. The yellow car is not as fast as the red one.*
- less + adjective + than** expresses the difference between two people or things. The opposite is **more ... than**. *Cats are less friendly than dogs. Peter is more pleasant than Paul.*
- much + comparative** expresses the degree of difference between two people or things. *Ann is much taller than Sue.*

Question words

(See wh-questions in Unit 2.)

The definite article (the)

We use **the** with:

- nouns when talking about something specific. *Bill owns a car and a motorbike. The car is blue and the motorbike is red.*
- nouns that are unique (**the sun, the Earth, etc**).
- the names of newspapers (**the Guardian**), cinemas (**the Rex**), theatres (**the Empire**), museums/art galleries (**the Louvre**), ships (**the Titanic**), organisations (**the United Nations**).
- the names of rivers (**the Thames**), groups of islands (**the Bahamas**), mountain ranges (**the Alps**), deserts (**the Sahara**), oceans (**the Atlantic**), canals (**the Panama canal**), countries when they include words such as States, Kingdom, Republic (**the United States of America**), names or nouns with **of** (**the Houses of Parliament**), and in geographical terms such as **the Antarctic/Arctic/equator, the North of Germany, the North/East/South/West**.
- the names of musical instruments and dances (**the guitar, the salsa**).
- the names of families (**the Jones**) and nationalities ending in **-sh, -ch** or **-ese** (**the Chinese**). Other nationalities can be used with or without **the** (**the Egyptians/Egyptians**).

- titles (**the Ambassador, the President**) **but** not with titles including a proper name (*Prince Charles*).
- adjectives/adverbs in the superlative form (**the best film I have ever seen**) **but** when **most** is followed by a noun instead of an adjective it doesn't take **the**. *Most people enjoy going to the theatre.*
- the words **day, morning, afternoon** and **evening**. *It was early in the morning and the sun was starting to rise.*
BUT: *at night, at noon, at midnight, by day/night*
- historical periods/events (**the last Ice Age, the Vietnam War**).
BUT: *World War II*
- station, cinema, theatre, library, shop, coast, sea(side), beach, city, country(side), jungle, world, ground, weather. *They went to the cinema.***

We do NOT use **the** with:

- uncountable and plural nouns when talking about something in general. *Coffee is a very popular drink.*
- proper nouns. *Bob is my cousin.*
- the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *They are leaving on Sunday.*
- languages unless they are followed by the word **language**. *Mary speaks Italian, French and English fluently.* **BUT:** *The French language is spoken in Belgium.*
- the names of countries which don't include the word **State, Kingdom** or **Republic** (*Germany, India, China*) **but** there are some exceptions (**the Netherlands, the Gambia, the Vatican**).
- the names of streets (*Bond Street, Penny Lane* **BUT:** *the M7, the A43*), squares (*Trafalgar Square*), bridges (*London Bridge* **BUT:** *the Golden Gate Bridge*), parks (*Hyde Park*), railway stations (*Euston, King's Cross*), mountains (*Mount Everest*), individual islands (*Sicily*), lakes (*Lake Baikal*) and continents (*Europe*).
- possessive adjectives or the possessive case. *That is her car.*
- the names of restaurants, shops, banks, hotels, etc which are named after the people who started them (*Harrods, Tony's Restaurant*).
- the word **work** (= place/act of work). *I start work at 9 o'clock.*
- the words **home, mother, father**, etc when we talk about our own home/parents. *We'll meet at home.*
- by + means of transport** (*by bus/ferry/train/car etc*). *We travelled to Athens by train.*
- the names of illnesses. *She's got pneumonia.*
BUT: *flu/the flu, measles/the measles, mumps/the mumps.*

Unit 5

Past Continuous

We use the **past continuous** (**was/were + verb -ing**):

- 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 (shorter action). *We were having dinner when the bell rang.*
- for two or more simultaneous actions in the past. *They were watching TV while Steve was preparing lunch.*
- 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 7 o'clock last night he was having a piano lesson.*
- to describe the atmosphere, setting, etc and to give background information to a story. *It was raining and the wind was howling.*

The time expressions we use with the past continuous are: *while, when, as, all morning/evening/day/week etc.*

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 **burn, cut, enjoy, hurt**, etc or with prepositions when the subject and the object of the verb are the same person./ *(subject) cut myself (object) accidentally when I was cooking.*
- with the preposition **by** when we mean alone/without company or without help. *She went shopping by herself. He cooked the meat by himself.*
- in the following expressions: **enjoy yourself, help yourself, behave yourself.** *We enjoyed ourselves very much at our country house. Help yourself to some cake. They promised to behave themselves.*

- with the verbs **dress**, **wash** and **shave** when we want to show that someone did something with a lot of effort. *Although he is only four years old, he managed to **dress himself**.*

Past Perfect

We use the past perfect (had + past participle) for:

- an action which happened before another past action or before a stated time in the past. *Bill **had finished** cooking by 6 o'clock.*
- an action which finished in the past and whose result was visible at a later point in the past. *He **had sprained** his ankle a few days earlier and it was still hurting.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

Units 5-6

Modals

Modals (*can/could, must, should, need to*):

- 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 normal bare 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 expresses duty/strong obligation to do sth, shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *I **must** remember to send him a card.*

Need to expresses necessity. *You **need to be** here by 10:00 am. You **needn't** worry about her. She's fine.*

Had to is the past form of both **must** and **have to**.

Permission/Prohibition

Can is used to ask for/give permission.

*Can I borrow your bicycle, please? Yes, of course you **can**.*

Mustn't/Can't is used to express that: it is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You **mustn't/can't** eat in here.*

Possibility

Can + present infinitive is used to express general/theoretical possibility. It isn't usually used for a specific situation. *For starters, we **can have** chicken wings.*

Ability/Inability

Can expresses ability in the present/future. *I **can** speak Italian.*

Could expresses general, repeated ability in the past. *I **could** write when I was five.*

Couldn't may be used to express any kind of inability in the past, repeated or specific. *I **couldn't** speak Polish when I was two.*

Advice

Should/Shouldn't is used to give advice. *You **should** be more patient. You **shouldn't** be that hard on him.*

Unit 6

Conditionals types 0 & 1

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditionals we can use **when** instead of **if**.

If-clause	Main Clause
If/When + present simple	→ present simple
<i>If/When you heat water,</i>	<i>it boils.</i>

Type 1 conditionals are used to express a real or very probable situation in the present or future.

If-clause	Main Clause
If + present simple	→ future simple, imperative, can/must/may etc + bare infinitive
<i>If he comes late,</i>	<i>he will be in trouble.</i>

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). *He won't be able to do it **unless** we help him. (= If we do not help him, he won't be able to do it.)*

Unit 7

Countable – Uncountable Nouns

- Countable** nouns are those that can be counted (*one egg, two eggs*, etc).
- Uncountable** nouns are those that cannot be counted (*milk, sugar*, etc). Uncountable nouns take a singular verb and are not used with *a/an*.

Groups of uncountable nouns include:

- mass nouns (*water, bread, wine*, etc).
- sports (*football, basketball*, etc).
- natural phenomena (*rain, snow*, etc).
- collective nouns (*money, furniture, luggage*, etc).
- certain other nouns (*accommodation, luck*, etc).

Quantifiers

Some/Any

Some and **any** are used with uncountable nouns and plural countable nouns. *some milk, some tomatoes*

- Some** is normally used in affirmative sentences. *There is **some** honey in the jar.*
- Some** is also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request. *Would you like **some** coffee?*
- Any** is usually used in interrogative sentences. *Have we got **any** sugar?* **Not any** is used in negative sentences. *There isn't **any** milk left.*

A few – A little

A few is used with plural countable nouns. **A little** is used with uncountable nouns.

- A few** means 'not many, but enough'. *We have **a few** eggs. We can make an omelette.*
- A little** means 'not much, but enough'. *There is **a little** tea left. Would you like another cup?*

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** is not followed by a noun. *There are **a lot/lots** of apples in the fridge. I can make an apple pie. "Have we got any oranges?" "Yes, we've got **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 aren't **many** strawberries left. We haven't got **much** coffee.*
- How much** and **how many** are used in questions and negations.
How much + uncountable noun → amount
How many + countable noun → number
*How **much** sugar do you take?*
*How **many** biscuits do you want?*

Be going to

We use **be going to** for:

- future plans and intentions. *He's **going to study** at Cambridge University. (He's planning to...)*
- predictions based on what we see or know. *The boy is **going to fall** off his bike. (He can't ride straight.)*
- things that we are sure about or we have already decided to do in the near future. *They are **going to paint** the house this weekend. (It has been decided.)*

Will

We use the future simple (will + bare infinitive) for:

- decisions made at the moment of speaking. *It's hot in here. I'll open a window.*
- 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 think he'll succeed.*
- 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. *Laura will be six years old in March.*

Time Clauses 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 about the future, they are followed by the **present simple** or **present perfect**, but NOT future forms.

By the time we reach the station the bus will have left.

(NOT: *By the time we will reach the station...*)

We DO use future forms with:

- **when** - when it is used as a question word. *When will you see Ann?*
BUT: *I don't know when he finishes.* (NOT: *will finish*)
- **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'm not sure if he will come.*

Unit 8

Infinitive

The **to-infinitive** is used:

- to express purpose. *She went to the supermarket to buy milk and eggs.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *They plan to move house.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I would prefer to stay in tonight.*
- after adjectives which describe feelings/emotions (**happy, glad, sad**, etc), express willingness/unwillingness (**eager, reluctant, willing**, etc) or refer to a person's character (**clever, kind**, etc) and the adjectives **lucky and fortunate**. *I was very glad to hear that he got promoted.*
- after **too/enough**. *It isn't warm enough to sit in the garden.*
- in the expressions to tell you the truth, to be honest, to sum up, to begin with, etc. *To be honest, I don't believe what he said.*

The **infinitive without to** (also called **bare infinitive**) is used:

- after modal verbs. *She can sing well.*
- after the verbs **let, make, see, hear and feel**. *They made her tell them the truth.* BUT: We use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *She was made to tell them the truth.*
- after **had better** and **would rather**. *We had better hurry or we'll miss the bus.*
- **Help** can be followed by either the **to-infinitive** or the **infinitive without to**. *She helped me (to) finish my essay.*

-ing form

The **-ing form** is used:

- as a noun. *Swimming is very good for your health.*
- after certain verbs: **admit, appreciate, avoid, consider, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practise, prevent**. *Do you mind closing the window?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *She enjoys going out.* BUT: For a specific preference (would like/would prefer/would love) we use **to-infinitive**. *I would love to see you.*
- 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. *I can't stand people telling lies.*
- after **spend, waste or lose** (time, money, etc). *They spent their money buying souvenirs.*
- 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 driving to work.*
- after other prepositions. *He was thinking of buying a new car.*

Mustn't – Don't Have To

- We use **mustn't** to express prohibition. *You mustn't park here.* (You aren't allowed to; it's against the law.)
- We use **don't have to** to express lack of necessity. *You don't have to dust the furniture; I have already done it.* (It's not necessary.)

-ing/-ed participles

We use **-ing participles** to describe what something/someone was like. *The costumes were amazing.* (What were the costumes like? Amazing.)

We use **-ed participles** to describe how someone feels/felt. *We were amazed at the costumes.* (How did we feel? Amazed.)

Preference

To express **general preference** we use:

- **prefer + noun/-ing + to + noun/-ing**
I prefer meat to chicken. I prefer swimming to jogging.
- **prefer + to-infinitive + rather than + bare infinitive**
I prefer to cook rather than eat out.

To express **specific preference** we use:

- **would prefer + to-infinitive (rather than + bare infinitive)**
I'd prefer to watch TV (rather than go out).
- **would prefer + noun (rather than + noun)**
- *Would you like a cup of tea? - I'd prefer coffee, thanks.*
- **would rather + bare infinitive (than + bare infinitive)**
I'd rather go shopping than stay at home.

Too/Enough

We use **too + adjective/adverb (for sb/sth) + to-infinitive** to show that something is more than is wanted/permitted etc.

She is too young to drive. (She isn't allowed to drive.)

We use **(not) + adjective/adverb + enough (for sb/sth) + to-infinitive** to show that something is (not) as much as is wanted/necessary etc.

She isn't old enough to drive. (She isn't allowed to drive.)

Enough follows an adjective/adverb, but it is placed before a noun.

They didn't have enough money to buy all they wanted.

Unit 9

Adjectives

- **Adjectives** describe nouns (*a big house*). They have the same form in the singular and plural. *a small car – small cars*
- Adjectives go before nouns. *a beautiful village*. They can also be used alone after the verb **to be** and after verbs such as: **look, smell, sound, feel, taste**, etc. *Mary is young. You look tired.*
- There are two kinds of adjectives: **opinion adjectives** (*beautiful, good*, etc.), which show what a person thinks of somebody or something, and **fact adjectives** (*long, strong, young*, etc.), which give us factual information about age, size, colour, etc.

Order of adjectives

- Opinion adjectives go before fact adjectives. *a beautiful summer dress*
- When there are two or more fact adjectives in a sentence, they usually go in the following order:

	Size	Age	Shape	Colour	Origin	Material	
a	small	old	square	blue	Thai	silk	scarf

- We do not usually have a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most. *a large Chinese porcelain vase*

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:

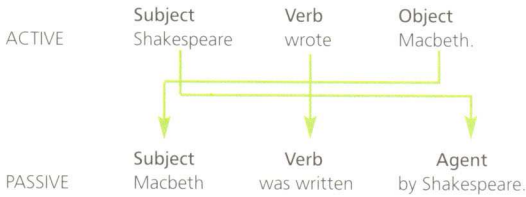
- when the person or people who do the action are unknown, unimportant or obvious from the context. *Her bag was stolen.* (We don't

know who stole it.) The bike **is being repaired**. (It's unimportant who is repairing it.) The robbers **were arrested**. (It's obvious that the police arrested them.)

- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, adverts, instructions, processes, etc. *The conference **was held** on April 12th.*
- 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. *Four people **were killed** in the car crash.*

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:** *Jack lives on the second floor* (intransitive verb). **No passive form:** *The second floor is lived on by Jack.*
Note: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *Mike has a red bicycle.* **NOT:** *A red bicycle is had by Mike.*
- 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 sauce was made **by** Ann. It was made **with** tomatoes and garlic.*
- 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 novel was written **by** Oscar Wilde.*
- 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.
Bill gave the letter to Sam. (active)
Sam was given the letter by Bill. (passive, more common)
The letter was given to Sam by Bill. (passive, less common)
- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active, but by the to-infinitive in the passive. *She **made** her clean her room. She **was made to** clean her room.*
- Let** becomes **be allowed to** in the passive. *The teacher **let** the children play in the playground. The children **were allowed to** play in the playground.*
- 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 opened the new gym yet? **Has** the new gym **been opened** (by them) yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?** *Who was the play directed by?*

Question Tags

Use

Question tags are short questions at the end of statements. We use them, mainly in speech, to invite the listener to agree with us (when we are sure about what we are saying) or to correct us (when we are not sure).

Form

- We **form** a question tag with the **auxiliary verb** or **modal** of the main clause and the **appropriate subject pronoun**.
*He's kind, **isn't he?***
*You've got a car, **haven't you?***
*He can speak German, **can't he?***
- When the auxiliary verb in the main clause is **affirmative**, the **question tag is negative**.
*She **has told** everyone, **hasn't she?***
- When the sentence is **negative**, the question tag is **affirmative**.
*He **didn't** open the car, **did he?***
- When the sentence contains a word with a negative meaning, like **never, hardly, seldom** or **rarely**, the question tag is **affirmative**.
*You **never** watch TV, **do you?***

- When the verb of the sentence is in the **present simple**, we form the **question tag** with the auxiliary verb **do/does** and the **subject pronoun**. When the verb is in the **past simple**, we form the **question tag** with the auxiliary verb **did** and the **subject pronoun**.
*Cats **don't like** water, **do they?** They **won** the trophy, **didn't they?***

Unit 10

Reported Speech

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (*say, tell, etc*).
*He said (that) he **didn't** know what to do.*

Say – Tell

- say + no personal object** – *She said she was very tired.*
- say + to + personal object** – *She said to us she was very tired.*
- tell + personal object** – *She told us she was very tired.*

Expressions used with **say** and **tell**.

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 so, someone's fortune, etc.

Reported Statements

- In reported statements, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Peter said, "I'm exhausted." (direct statement)
*Peter said (that) **he** was exhausted.* (reported statement)

The tenses can either change or remain the same in reported speech.

Direct speech: *Bill said, "I still work there."*

Reported speech: *Bill said (that) he still works/worked there.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple → Past Simple	
<i>"My bus leaves at 5 o'clock."</i>	<i>She said (that) her bus left at 5 o'clock.</i>
Present Continuous → Past Continuous	
<i>"I am playing squash this afternoon."</i>	<i>She said (that) she was playing squash that afternoon.</i>
Present Perfect → Past Perfect	
<i>"I have made the beds."</i>	<i>She said (that) she had made the beds.</i>
Past Simple → Past Simple or Past Perfect	
<i>"I left early."</i>	<i>She said (that) she left/had left early.</i>

- 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
ago	→	before
here	→	there
come	→	go
bring	→	take
- The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.
*Dad **has said**, "Tea is ready."* *Dad **has said** (that) tea is ready.*
- 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, "The Eiffel Tower **is** in France."*
*The teacher said (that) the Eiffel Tower **is/was** in France.*

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative Pronouns

We use:

- i. **who/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. *He's the man (who is) buying my car.*
- **Who, which** or **that** cannot be omitted when they are the subject of the relative clause. *The man **who** owns that car is Spanish.*
- **Whose** is never omitted. *That's the woman **whose** son is a pianist.*

Defining and Non-Defining Relative Clauses

A defining relative clause gives necessary information essential to the meaning of the main clause. It is not put between commas and is introduced with **who, which, that, whose, where, when** or **the reason (why)**.

*The coat **which** she bought last month doesn't fit her.*

A non-defining relative clause gives extra information and is not essential to the meaning of the main clause. It is put between commas and is introduced with **who, whom, which, whose, where** or **when**.

*Orlando Bloom, **who** has starred in many films, is her favourite actor.*

Reported Questions

- Reported questions are usually introduced with the verb **ask**.
- When the direct question begins with a question word (**who, where, how, when, what**, etc), the reported question is introduced with the same question word.

***Where's** the post office, please? (direct question)*

*He asked me **where** the post office was. (reported question)*

- When the 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**.

*He asked, "**Is** John here?" (direct question)*

*He asked me **if/whether** John was there. (reported question)*

Reported Commands

To report commands, we use the introductory verbs **ask** or **tell + sb + (not) to-infinitive**.

Be quiet! (direct order)

*He asked us **to be quiet**. (reported order)*

Don't talk! (direct order)

*He told us **not to talk**. (reported order)*

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence. *This is a digital pen.*
- for days of the week, months and public holidays.
Monday, August, Carnival
- for names of people and places. *My friend's name is Steve and he's from York, England.*
- for people's titles. *Mr and Mrs Smith; Dr Baker; Professor Jones; etc.*
- for nationalities and languages. *They are French. She's fluent in German and Russian.*

Note: The personal pronoun **I** is always a capital letter. *Bill and I are going out tonight.*

Full Stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation. *We're having a great time. I wish you were here.*

Comma (,)

A comma is used:

- to separate words in a list. *We need butter, milk, sugar and flour.*
- to separate a non-defining relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Anya, who is a doctor, lives in Moscow.
- after certain linking words/phrases (e.g. *in addition to this, moreover, for example, however, in conclusion*, etc). *Moreover, Mrs Smith is a very reliable person.*
- when if-clauses begin sentences. *If you need help, call me.*
Note: No comma is used, however, when the if-clause follows the main clause. *Call me if you need me.*
- to separate question tags from the rest of the sentence.
Mrs Stevens is your neighbour, isn't she?

Question Mark (?)

A question mark is used:

- to end a direct question. *Where are you going?*

Exclamation Mark (!)

An exclamation mark is used:

- to end an exclamatory sentence, i.e. a sentence showing admiration, surprise, joy, anger, etc. *What great news!*

Quotation Marks (' ' or " ")

Quotation marks are used:

- in direct speech to report the exact words someone said. *"What's your telephone number?" he asked him.*

Colon (:)

A colon is used:

- to introduce a list. *There were three of them in the meeting: John, Steve and Peter.*

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence. *The most popular magazines (i.e. Newsweek, Focus, etc) can be found almost anywhere in this country.*

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been omitted. *I'm (= I am) fine. These were fashionable in the '80s.*
- before or after the possessive -s to show ownership or the relationship between people.
Nick's bag, my brother's car (singular noun + 's)
my parents' house (plural noun + ')
women's dresses (irregular plural + 's)

American English–British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers panty/hose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	evening gown bath banknote billion=million million engaged (phone)	R railroad restroom	railway toilet/cloakroom
C cab call/phone can candy check closet connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S salesclerk/salesperson schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v) vacuum cleaner vest	holiday(s) hoover (v) hoover (n) waistcoat
F fall/autumn faucet first floor, second floor, etc. flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc. torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, 'zee') zero zip code	(pronounced, 'zed') nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went</u> out. He <u>has just gone</u> out.	He <u>has just gone</u> out.
L lawyer/attorney line lost and found	lawyer/solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
M mail make a reservation motorcycle movie movie theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car? <u>Have you got</u> a car?	<u>Have you got</u> a car?
N newsstand	newsagent's	Spelling	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check (n) color honor jewelry practice (n, v) program realize tire travel(l)er	aluminium analyse centre cheque (n) colour honour jewellery practice (n) practise (v) programme realise tyre traveller
		Expressions with prepositions and particles	
		different <u>from</u> /than live <u>on</u> X Street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from</u> /to live <u>in</u> X Street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	borne(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt (burned)	burnt (burned)	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprung	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung (hanged)	hung (hanged)	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt (learned)	learnt (learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			

UNIT 1a

analyse (v) /ænalaiz/
 application form (n)
 /æplikaʃn fɔ:m/
 aquarium (n) /əkwɪəriəm/
 attach (v) /ətætʃ/
 attack (v) /ətæk/
 bank clerk (n) /bæŋk klerk/
 bodyguard (n) /bɒdɪɡɑ:d/
 brave (adj) /breɪv/
 caring (adj) /keərɪŋ/
 creative (adj) /kri:ətɪv/
 creature (n) /kri:tʃə/
 curious (adj) /kjʊəriəs/
 data (n) /deɪtə/
 demanding (adj) /dɪmɑ:ndɪŋ/
 graphic designer (n) /græfɪk
 dɪzajni:
 highly-qualified (adj) /haɪli
 kwɒlɪfaɪd/
 human (n) /hju:mən/
 imaginative (adj)
 /ɪmædʒɪnətɪv/
 intelligent (adj) /ɪntelɪdʒənt/
 jaw (n) /dʒɔ:/
 journalist (n) /dʒɜ:nəlɪst/
 marine science (n) /mərɪn
 saɪəns/
 mechanic (n) /mɪkænik/
 patient (adj) /peɪʃənt/
 physically fit (adj) /fɪzɪkəli fɪt/
 receptionist (n) /rɪsɪpʃənɪst/
 reliable (adj) /rɪlaɪəbəl/
 rewarding (adj) /rɪwɔ:dɪŋ/
 row (n) /rəʊ/
 satellite (n) /sætəlaɪt/
 security guard (n) /sɪkjʊərɪ
 ɡɑ:d/
 sense (n) /sens/
 skilful (adj) /skɪlfʊl/
 tag (n) /tæg/
 terrify (v) /terɪfaɪ/
 tiring (adj) /taɪərɪŋ/
 uniform (n) /ju:nɪfɔ:m/
 waiter (n) /weɪtə/
 work shift (n) /wɜ:k ʃɪft/

UNIT 1b

Are you kidding? (phr)
 catch up (phr v) /kætʃ ʌp/
 dust (v) /dʌst/
 iron (v) /aɪə/n/
 lawn (n) /lɔ:n/
 long time no see (phr)
 make the bed (phr)
 mow (v) /məʊ/
 never mind (phr)

rubbish (n) /rʌbɪʃ/
 take out (phr v) /teɪk aʊt/
 vacuum (v) /vækjʊm/
 washing-up (n) /wɒʃɪŋ ʌp/
 what a shame (phr)
 work out (phr v) /wɜ:k aʊt/

UNIT 1c

close (adj) /kloʊs/
 company (n) /kʌmpəni/
 cosy (adj) /kəʊzi/
 definitely (adv) /defɪnɪtli/
 life and soul of (phr)
 nervous (adj) /nɜ:ʃəs/
 share (v) /ʃeə/
 sociable (adj) /səʊʃəbəl/
 tire myself out (phr v) /taɪə
 aʊt/
 wedding reception (n) /wedɪŋ
 rɪsɪpʃən/

UNIT 1d

apply for (v) /əplai fɔ:/
 cheerful (adj) /tʃi:fʊl/
 deal with (phr v) /di:l wɪð/
 entrance (n) /entrəns/
 greet (v) /gri:t/
 main (adj) /meɪn/

Culture Clip 1

attend (v) /ətend/
 communicate (v) /kəmju:nikeɪt/
 isolated (adj) /aɪsəleɪtɪd/
 private (adj) /praɪvət/
 provide (v) /prəvaɪd/
 resource (n) /rɪzɔ:s/

UNIT 2a

astronaut (n) /æstrənɔ:t/
 biography (n) /baɪɒɡrəfi/
 completely (adv) /kəmplɪtli/
 compose (v) /kəmˈpəʊz/
 confused (adj) /kənˈfju:zd/
 deep feelings (n) /di:p fi:liŋz/
 depressed (adj) /dɪprest/
 early age (n) /ɜ:li eɪdʒ/
 excited (adj) /ɪksaɪtɪd/
 explorer (n) /ɪksplɔ:ə/
 fall in (phr v) /fɔ:l ɪn/
 heroic (adj) /hɪrəʊɪk/
 heroism (n) /hɪrəʊɪzəm/
 lose my hearing (phr)
 musician (n) /mju:ziʃn/
 optimistic (adj) /ɒptɪmɪstɪk/
 pessimistic (adj) /pɛsɪmɪstɪk/
 politician (n) /pɒlɪtɪʃn/

scientist (n) /saɪəntɪst/
 upset (adj) /ʌpset/

UNIT 2b

annual (adj) /ænjʊəl/
 armour (n) /ɑ:ˈmɑ:/
 army (n) /ɑ:mi/
 attack (v) /ətæk/
 axe (n) /æks/
 battle (n) /bætl/
 fight (v) /faɪt/
 flag (n) /flæg/
 have a great time (phr)
 helmet (n) /helmt/
 knight (n) /naɪt/
 medieval (adj) /medɪəvl/
 re-enactment (n) /ri:
 ɪnæktmənt/
 ride (v) /raɪd/
 shield (n) /ʃɪld/
 soldier (n) /səʊldɪə/
 sword (n) /sɔ:d/
 weapon (n) /wepən/
 wear (v) /weə/

UNIT 2c

a work of art (phr)
 attic (n) /ættɪk/
 attractive (adj) /ətɹæktɪv/
 brick wall (n) /brɪk wɔ:l/
 bungalow (n) /bʌŋɡələʊ/
 castle (n) /kɑ:sl/
 cheap (adj) /tʃi:p/
 chimney (n) /tʃɪmni/
 chest of drawers (phr)
 comfortable (adj) /kʌmfɪtəbəl/
 cottage (n) /kɒtɪdʒ/
 cushion (n) /kʊʃn/
 decorated (adj) /de:kəreɪtɪd/
 detached (adj) /dɪtætʃt/
 expensive (adj) /ɪkspensɪv/
 exterior (n) /ɪkstiəriə/
 fence (n) /fens/
 fireplace (n) /faɪəˈpleɪs/
 four-poster bed (n) /fɔ:
 pəʊstəˈbed/
 interior (n) /ɪntəriə/
 lamp (n) /læmp/
 manor (n) /mænə/
 mansion (n) /mænjən/
 modern (adj) /mɒdən/
 pillow (n) /pɪləʊ/
 plain (adj) /pleɪn/
 plenty (adj) /plenti/
 porch (n) /pɔ:tʃ/
 respect (n) /rɪspekt/
 rug (n) /rʌɡ/

semi-detached (adj) /semi
 dɪtætʃt/
 servant (n) /sɜ:vənt/
 spacious (adj) /speɪʃəs/
 special feature (n) /speʃl fi:tʃə/
 staircase (n) /steɪkɪs/
 steep (adj) /sti:p/
 studio (n) /stju:diəʊ/
 terraced (adj) /terɪst/
 tiled (adj) /taɪld/
 towel (n) /taʊəl/
 town house (n) /taʊn haʊs/
 traditional (adj) /trədiʃənəl/
 wealthy (adj) /welθi/

UNIT 2d

ancient coin (n) /ænjənt kɔɪn/
 antique furniture (n) /æntɪk
 fɜ:nɪtʃə/
 awful (adj) /ɔ:fʊl/
 bronze statue (n) /brɒnz
 stætʃu:
 coal-mining village (n) /kəʊl
 maɪnɪŋ vɪlɪdʒ/
 colourful tapestry (n) /kɔləfʊl
 tæpɪstri/
 genuine (adj) /dʒenjuɪn/
 gold ring (n) /ɡəʊld rɪŋ/
 hectare (n) /hekteə/
 historical costume (n)
 /ɪstɔ:rikl kɒstjʊm/
 interior (n) /ɪntəriə/
 jewellery (n) /dʒu:əlri/
 models of buildings (phr)
 museum (n) /mju:ziəm/
 oil painting (n) /ɔɪ peɪntɪŋ/
 old-fashioned shop (n) /əʊld
 fæʃnd ʃɒp/
 railway station (n) /reɪlweɪ
 steɪʃn/
 silver plate (n) /sɪlvəˈpleɪt/
 special feature (n) /speʃl
 fi:tʃə/
 spectacular (adj)
 /spekʔækjələ/
 steam engine (n) /sti:m
 endʒɪn/
 terrible (adj) /terɪbəl/
 vehicle (n) /vɪkəl/

Literature Corner 2

beg (v) /beg/
 best seller (n) /best seɪlə/
 clutter up (phr v) /klʌtə ʌp/
 contented (adj) /kɒntentɪd/
 doll-sized (adj) /dɒl saɪzd/
 install (v) /ɪnstɔ:l/

invent (v) /ɪnvent/
 messed (adj) /mesd/
 nursery (n) /nɜːsəri/
 proceed (v) /prəˈsiːd/
 put in (phr v) /pʊt ɪn/

Across the Curriculum 1

archery (n) /ɑːtʃəri/
 banquet (n) /bæŋkwɪt/
 behead (v) /biˈhed/
 bowls (n) /boʊlz/
 countryside (n) /kʌntrisaɪd/
 craftsman (n) /krɑːftsmən/
 criminal (n) /krɪmɪnəl/
 crowded (adj) /kraʊdɪd/
 famous (adj) /feɪməs/
 fence (v) /fens/
 gloomy (adj) /gluːmi/
 huge (adj) /hjuːdʒ/
 hunt (v) /hʌnt/
 king (n) /kɪŋ/
 law (n) /lɔː/
 merchant (n) /mɜːtʃənt/
 mud (n) /mʌd/
 narrow (adj) /næroʊ/
 nobleman (n) /nɒbəlˈmæn/
 ordinary (adj) /ɔːdnəri/
 own (v) /əʊn/
 perform (v) /pəˈfɔːm/
 powerful (adj) /paʊəfʊl/
 queen (n) /kwiːn/
 rule (v) /ruːl/
 salty (adj) /sɔːlti/
 steal (v) /stiːl/
 suitable (adj) /suːtəbəl/
 unhealthy (adj) /ʌnhelθi/
 wealthy (adj) /weɪlθi/
 wooden house (n) /wʊdən haʊs/

Unit 3a

accommodation (n) /əkəmədeɪʃən/
 adventure (n) /ædvenʃə/
 ancient ruins (n) /eɪnʃənt ruːnz/
 available (adj) /əvəleɪbəl/
 bungee jumping (n) /bʌndʒɪ dʒʌmpɪŋ/
 campsite (n) /kæmpsaɪt/
 chance (n) /tʃɑːns/
 cliff diving (n) /klɪf daɪvɪŋ/
 climb (v) /klaɪm/
 cobbled (adj) /kɒbld/
 cultural (adj) /kʌltʃərəl/
 deep-sea fishing (n) /diːp siː fiʃɪŋ/

delicious (adj) /dɪlɪʃəs/
 handmade (adj) /hændmeɪd/
 hike (v) /haɪk/
 jet skiing (n) /dʒet skiŋ/
 jungle (n) /dʒʌŋɡl/
 luxurious (adj) /lʌɡʒʊəriəs/
 pyramid (n) /pɪrəˈmɪd/
 relax (v) /rɪlæks/
 sandy (adj) /sændi/
 sight (n) /saɪt/
 snorkeling (n) /snɔːkɪŋ/
 souvenir (n) /suːvənəɪ/
 spicy (adj) /spaɪsi/
 suite (n) /swiːt/
 take a hike (phr)
 temple (n) /tempəl/
 water-skiing (n) /wɔːtə skiŋ/
 white-water rafting (n) /ˈwaɪt wɔːtə rɑːftɪŋ/
 wide-range (n) /waɪd reɪndʒ/
 windsurfing (n) /wɪndzɜːfɪŋ/

Unit 3b

advert (n) /ædvɜːt/
 arrival (n) /əraɪvəl/
 cabin (n) /kæbɪn/
 cancel (v) /kænsəl/
 comfortable (adj) /kɒmfətəbəl/
 convenient (adj) /kɒnvɪniənt/
 credit card (n) /kredɪt kɑːd/
 cruise ship (n) /kruːz ʃɪp/
 deck (n) /dek/
 delivery (n) /dɪlɪvəri/
 departure (n) /dɪpɑːtʃə/
 enjoyable (adj) /ɪndʒəjəbəl/
 fasten your seat belt (phr)
 film roll (n) /fɪlm rɒl/
 hire (v) /haɪə/
 intonation (n) /ɪntəneɪʃən/
 luggage (n) /lʌdʒɪdʒ/
 mind the gap (phr)
 miss (v) /mɪs/
 pack (v) /pæk/
 package holiday (n) /pækɪdʒ hɒlɪdeɪ/
 paella (n) /pæleɪ/
 pick up (phr v) /pɪk ʌp/
 recommend (v) /rekəˈmend/
 safe (adj) /seɪ/
 stand clear of the doors (phr)
 the underground (n) /ðə ʌndeˈgraʊnd/
 tiring (adj) /taɪərɪŋ/
 transport (n) /trænspɔːt/
 travel agent (n) /trævəl eɪdʒənt/

Unit 3c

arrangement (n) /əˈrændʒmənt/
 attend (v) /ətend/
 bagpipes (n) /bægpaps/
 band (n) /bænd/
 caber-throwing contest (n) /kæbə θrəʊɪŋ kɒntest/
 canvas (n) /kænvəs/
 celebrate (v) /selɪbreɪt/
 contest (n) /kɒntest/
 decoration (n) /dekəreɪʃən/
 dress up (phr v) /dres ʌp/
 exchange (v) /ɪksʃeɪndʒ/
 exciting (adj) /ɪksaɪtɪŋ/
 festival (n) /festɪvəl/
 firework (n) /faɪəˈwɜːk/
 ghost (n) /ɡəʊst/
 impressive (adj) /ɪmˈpresɪv/
 incredible (adj) /ɪnkredɪbəl/
 keep alive (phr)
 land (v) /lənd/
 last (v) /lɑːst/
 launch (v) /lɔːntʃ/
 let off (phr v) /let ɒf/
 live (adv) /laɪv/
 maypole (n) /meɪpəʊl/
 parade (n) /pəˈreɪd/
 perform (v) /pəˈfɔːm/
 pumpkin lantern (n) /pʌmpkɪn lɑːntə/n/
 put up (phr v) /pʊt ʌp/
 rise (v) /raɪz/
 spectacular (adj) /spektækjələ/
 stuffed turkey (n) /stʌft tɜːki/
 tartan kilt (n) /tɑːtən kɪlt/
 tasty (adj) /teɪsti/
 tradition (n) /trədiʃən/
 tulip (n) /tjuːlɪp/
 vote (v) /voʊt/
 witch (n) /wɪtʃ/
 wreath (n) /rɪθ/

Unit 3d

activity (n) /ækɪvɪti/
 beach (n) /biːtʃ/
 drop a line (phr)
 entertainment (n) /entəˈteɪnmənt/
 frightened (adj) /fraɪtnd/
 go shopping (phr)
 hotel (n) /həʊtel/
 mime (v) /maɪm/
 postcard (n) /pəʊstkɑːd/
 self-catering apartment (n) /self keɪtərɪŋ ɑːpɑːtmənt/
 view (n) /vjuː/

Culture Clip 3

astronaut (n) /æstrənɔːt/
 attraction (n) /əˈtrækʃən/
 collection (n) /kəleɪʃən/
 cool (adj) /kuːl/
 count (v) /kaʊnt/
 cove (n) /kəʊv/
 display (v) /dɪspleɪ/
 feed (v) /fiːd/
 giant (adj) /dʒaɪənt/
 guided bus tour (n) /ɡaɪdɪd bʌs təʊə/
 journey (n) /dʒɜːni/
 killer whale (n) /kɪlə ˈweɪl/
 kingdom (n) /kɪŋdəm/
 magical (adj) /mædʒɪkəl/
 magnificent (adj) /mæɡnɪfɪsənt/
 meteorite (n) /miˈtiəriət/
 safari (n) /səˈfaɪəri/
 screen (n) /skriːn/
 shark (n) /ʃɑːk/
 space mission (n) /speɪs mɪʃən/
 space port (n) /speɪs pɔːt/
 space flight (n) /speɪs flaɪt/
 sunshine (n) /sʌnʃaɪn/
 theme park (n) /θiːm pɑːk/
 thrill (n) /θrɪl/
 underwater circus (n) /ʌndeˈwɔːtə sɜːkəs/
 water park (n) /wɔːtə pɑːk/
 year-round (adj) /jɪə raʊnd/

UNIT 4a

bitterly cold (phr)
 boiling hot (phr)
 cheerful (adj) /tʃiːfəl/
 chilly (adj) /tʃɪli/
 cloudy (adj) /klaʊdi/
 come rain or shine (phr)
 depressed (adj) /dɪprest/
 dull (adj) /dʌl/
 east (n) /iːst/
 foggy (adj) /fɒɡi/
 freezing cold (phr)
 give away to (phr)
 light wind (n) /laɪt wɪnd/
 max (abbreviation for maximum)
 mild (adj) /maɪld/
 min (abbreviation for minimum)
 north (n) /nɔːθ/
 permission (n) /pəˈmɪʃən/
 rainy (adj) /reɪni/
 scared (adj) /skeəd/
 shower (v) /ʃəʊə/

snowy (adj) /snoʊ/

south (n) /saʊθ/

south-westerly (adj) /saʊθ
westə'li/

spell (n) /spel/

storm (n) /sto:ɹm/

stressed (adj) /strest/

strong wind (n) /strɔŋ wɪnd/

sunny (adj) /sʌni/

temp (abbreviation for
temperature)

temperature (n) /temprətʃə/

thick cloud (n) /θɪk klaʊd/

weather forecast (n) /weðə'
fɔ:kəst/

weather report (n) /weðə'
rɪpɔ:t/

west (n) /west/

wet (adj) /wet/

windy (adj) /wɪndi/

UNIT 4b

area (n) /eəriə/

average (n) /ævərɪdʒ/

beach (n) /bi:tʃ/

boring (adj) /bɔ:riŋ/

continent (n) /kɒntɪnənt/

deep (adj) /di:p/

depth (n) /depθ/

desert (n) /dezə't/

disagreement (n)
/disə'grɪmənt/

forest (n) /fɒrɪst/

friendly (adj) /frendli/

height (n) /haɪt/

high (adj) /haɪ/

hold (v) /həʊld/

lake (n) /leɪk/

length (n) /leŋθ/

lie (v) /laɪ/

long (adj) /lɒŋ/

measure (v) /meʒə/

mountain (n) /maʊntɪn/

name after (phr v) /neɪm
ɑ:ftə/

noise (n) /noɪz/

ocean (n) /oʊʃn/

point (n) /pɔɪnt/

quiet (adj) /kwaɪət/

river (n) /rɪvə/

sea (n) /si:/

size (n) /saɪz/

surveyor (n) /saɪ'veɪə/

total (adj) /toʊtəl/

valley (n) /vælɪ/

water supply (n) /wɔ:tə'
səplai/

waterfall (n) /wɔ:tə'fɔ:l/

wide (adj) /waɪd/

width (n) /wɪðθ/

wonder (n) /wʌndə/

UNIT 4c

argument (n) /ɑ:'gju:mənt/

assure (v) /ə'ʃʊə/

beak (n) /beɪk/

claw (n) /klaʊ/

deer (n) /di:ə/

eagle (n) /i'gɔ:l/

entrance (n) /entrəns/

fin (n) /fɪn/

flipper (n) /flɪpə/

fox (n) /fɒks/

funny (adj) /fʌni/

giraffe (n) /dʒɪ'rɑ:f/

goat (n) /gəʊt/

goldfish (n) /gəʊldfɪʃ/

goose (n) /gʊ:s/

hamster (n) /hæmstə/

heavy (adj) /hevi/

horn (n) /hɔ:n/

kangaroo (n) /kæŋ'gə:rʊ/

kitten (n) /kɪt'n/

lizard (n) /lɪzəd/

mane (n) /meɪn/

missing (adj) /mɪsɪŋ/

monkey (n) /mɒŋki/

neck (n) /nek/

owl (n) /aʊl/

parrot (n) /pærət/

paw (n) /pɔ:/

peacock (n) /pɪkəp/

pigeon (n) /pɪdʒɪn/

playful (adj) /pleɪfʊl/

polar region (n) /pəʊlə'
rɪdʒ'n/

propose (v) /prə'pəʊz/

rabbit (n) /ræbɪt/

regret (v) /rɪ'gret/

sheep (n) /ʃi:p/

smart (adj) /smɑ:t/

smell (n) /smel/

snake (n) /sneɪk/

stork (n) /stɔ:k/

tail (n) /teɪl/

take care of (phr)

tiger (n) /tɪgə/

tortoise (n) /tɔ:'tɔ:s/

whisker (n) /'wɪskə/

wing (n) /wɪŋ/

wolf (n) /wɒlf/

UNIT 4d

adapt (v) /ədæpt/

attract (v) /ət'rækt/

capital (n) /kæpɪtəl/

care (n) /keə/

cause (v) /kɔ:z/

cross (n) /krɒs/

form (n) /fɔ:m/

grow (v) /grəʊ/

harsh environment (n) /hɑ:ʃ
ɪnvaɪənmənt/

hiker (n) /haɪkə/

ox (n) /ɒks/

range (n) /rɛndʒ/

rocky ground (n) /rɒki
graʊnd/

rubbish (n) /rʌbɪʃ/

space (n) /speɪs/

ton (n) /tʌn/

Curricular Cuts 4

adapt (v) /ədæpt/

altitude (n) /æltɪtju:d/

coat (n) /kəʊt/

continent (n) /kɒntɪnənt/

crust (n) /krʌst/

harsh (adj) /hɑ:ʃ/

hoof (n) /hu:f/

income (n) /ɪnkʌm/

leopard (n) /leɪpəd/

mountain range (n) /maʊntɪn
rɛndʒ/

ox (n) /ɒks/

panda (n) /pændə/

path (n) /pɑ:θ/

tectonic plate (n) /tektɒnɪk
plet/

yak (n) /jæk/

Across the Curriculum 2

aim (v) /eɪm/

animal fur (n) /ænɪməl fɜ:/

climate (n) /klaɪmət/

conservation (n) /kɒnsə'veɪʃn/

crime (n) /kraɪm/

disappear (v) /dɪsə'piə/

donation (n) /dəʊneɪʃn/

encourage (v) /ɪn'kʌrɪdʒ/

endangered (adj) /ɪndendʒəd/

extinction (n) /ɪkstɪŋkʃn/

face (v) /feɪs/

found (v) /faʊnd/

fund (n) /fʌnd/

global (adj) /gləʊbəl/

habitat (n) /hæbɪtæt/

illegal (adj) /ɪlɪ'gəl/

ivory (n) /aɪvəri/

leaflet (n) /li:fli:t/

mammal (n) /mæmə'l/

pollution (n) /pələ'ʃn/

protect (v) /prə'tekt/

rotate (v) /rɪleɪt/

respected (adj) /rɪspektɪd/

rhino (n) /raɪnoʊ/

shell (n) /ʃel/

species (n) /spi:ʃi:z/

spot (v) /spɒt/

suspicious (adj) /səs'pi:ʃəs/

threatened (adj) /θret'nd/

tortoise (n) /tɔ:'tɔ:s/

trade (n) /treɪd/

turtle (n) /tɜ:'tl/

whale watcher (n) /'weɪ
wɒtʃə/

whaling (n) /'weɪlɪŋ/

wildlife (n) /waɪldlaɪf/

UNIT 5a

a few more hours (phr)

all night (phr)

ankle (n) /æŋkəl/

apartment (n) /əpɑ:'tɪmənt/

area (n) /eəriə/

assistance (n) /ə'sɪstəns/

attack (n) /ə'tæk/

background (n) /bækgraʊnd/

badly (adv) /bædli/

bathroom window (n)
/bɑ:θrʊm wɪndəʊ/

be certain (phr)

be safe (phr)

blanket (n) /blæŋkɪt/

blow (v) /bləʊ/

broken (adj) /brəʊkən/

building (n) /bɪldɪŋ/

burn (v) /bɜ:n/

cal (v) /kɔ:l/

cause (v) /kɔ:z/

check (v) /tʃek/

closed road (n) /kloʊzd roʊd/

cold (adj) /kəʊld/

collapse (v) /kəlæps/

come back (phr v) /kʌm bæk/

damage (n) /dæmɪdʒ/

diary (n) /daɪəri/

disaster (n) /dɪzɑ:stə/

drive (v) /draɪv/

drive through (phr v) /draɪv
θru:/

during (prep) /dʒʊərɪŋ/

earthquake (n) /ɜ:'θkwek/

electricity (n) /ɪlek'trɪsɪti/

empty (adj) /empti/

erupt (v) /ɪ'rʌpt/

face (v) /feɪs/

farmer (n) /fɑːmə/;
 find (v) /faɪnd/;
 fire (n) /faɪə/;
 firefighter (n) /faɪə'faɪtə/;
 flame (n) /fleɪm/;
 flood (n) /flʌd/;
 follow the rules (phr)
 forest fire (n) /fɒrɪst faɪə/;
 gas (n) /gæs/;
 give out (phr v) /gɪv aʊt/;
 go home (phr)
 go out (phr v) /gəʊ aʊt/;
 guess (v) /ges/;
 have dinner (phr)
 hear (v) /hɪə/;
 helpline (n) /helplʌn/;
 hot soup (n) /hɒt sʊp/;
 hurricane (n) /hʌrɪkən/;
 in case (phr)
 interrupt (v) /ɪntə'rʌpt/;
 jumping up and down (phr)
 lava (n) /lɑːvə/;
 leaflet (n) /liːflət/;
 leave (v) /li:v/;
 lucky (adj) /lʌki/;
 move (v) /mu:v/;
 move to safety (phr)
 narrate (v) /nə'reɪt/;
 natural disaster (n) /nætʃərəl
 dɪzɑːstə/;
 nature (n) /neɪtʃə/;
 nightmare (n) /naɪtmɛə/;
 ornament (n) /ɔː'nəmənt/;
 park (n) /pɑːk/;
 pavement (n) /peɪvmənt/;
 point of view (phr)
 put out (phr v) /pʊt aʊt/;
 rain (v) /reɪn/;
 realise (v) /rɪə'lɪaɪz/;
 return (v) /rɪ'tɜːn/;
 roommate (n) /ruːmmeɪt/;
 safe place (n) /seɪf pleɪs/;
 safety (n) /seɪfti/;
 scared (adj) /skeəd/;
 setting (n) /setɪŋ/;
 shake (v) /ʃeɪk/;
 shaking (adj) /ʃeɪkɪŋ/;
 sheep (n) /ʃi:p/;
 shocked (adj) /ʃɒkt/;
 smash (v) /smæʃ/;
 snow (v) /snəʊ/;
 sound (v) /saʊnd/;
 spend the night (phr)
 spread (v) /spreɪd/;
 start (v) /stɑːt/;
 stay awake (phr)
 stay calm (phr)
 strong wind (n) /strɒŋ wɪnd/

suddenly (adv) /sʌd'nli/;
 suppose (v) /sə'pəʊz/;
 sway (v) /sweɪ/;
 talk (v) /tɔːk/;
 terrible noise (n) /terɪbəl nɔɪz/;
 terrifying (adj) /terɪfaɪŋ/;
 The Red Cross (n) /ðə red
 krɒs/;
 though (adv) /ðəʊ/;
 tree (n) /tri:/;
 tremor (n) /tremə/;
 try (v) /traɪ/;
 turn off (phr v) /tɜːn ɒf/;
 valuables (n) /væljuəb'ls/;
 volcanic eruption (n)
 /vɒlkænɪk ɪrʌpʃ'n/;
 wait (v) /weɪt/;
 walk around (phr v) /wɔːk
 əraʊnd/;
 watch (v) /wɒtʃ/;
 window (n) /wɪndəʊ/;
 wobble (v) /wɒbəl/;
 wooden floor (n) /wʊd'n flɔː/;
 worry (v) /wɒri/

UNIT 5b

accident (n) /æksɪdɪnt/;
 alright (adj) /aɪraɪt/;
 awful (adj) /ɔːfʊl/;
 be in the wars (phr)
 boiling water (n) /bɔɪlɪŋ
 wɔːtə/;
 boss (n) /bɒs/;
 break a tooth (phr)
 burn (v) /bɜːn/;
 chlorine (n) /klɔːrɪn/;
 chop (v) /tʃɒp/;
 clean (v) /kliːn/;
 come round (phr v) /kʌm
 raʊnd/;
 computer (n) /kəm'pijuːtə/;
 cooker (n) /kʊkə/;
 cut a finger (phr)
 do homework (phr)
 drive (v) /draɪv/;
 electrocute (v) /ɪlekt'rɒkjʊt/;
 exactly (adv) /ɪg'zæktli/;
 fall (v) /fɔːl/;
 fall down (phr v) /fɔːl daʊn/;
 fish (n) /fɪʃ/;
 fix (v) /fɪks/;
 flash (v) /flæʃ/;
 fry (v) /fraɪ/;
 go out (phr v) /gəʊ aʊt/;
 go wrong (phr)
 graze a knee (phr)
 hammer (n) /hæmə/;
 hang a picture (phr)

hit (v) /hɪt/;
 hurt (v) /hɜːt/;
 hurt my back (phr)
 iron (n) /aɪə'n/;
 knife (n) /naɪf/;
 ladder (n) /lædə/;
 leader (n) /liːdə/;
 leg (n) /leg/;
 light (n) /laɪt/;
 lightning (n) /laɪtnɪŋ/;
 living room (n) /lɪvɪŋ ru:m/;
 make myself a cup of tea
 (phr)
 matches (n) /mætʃɪz/;
 medicine (n) /meds'n/;
 miserable (adj) /mɪzərəb'əl/;
 mum (n) /mʌm/;
 offer (v) /ɒfə/;
 part of the body (phr)
 phone (n) /fəʊn/;
 play (v) /pleɪ/;
 poison (v) /pɔɪz'n/;
 poor thing (phr)
 risk (v) /rɪsk/;
 scald a hand (phr)
 scissors (n) /sɪzə'z/;
 similar (adj) /sɪmɪlə/;
 slip (v) /slɪp/;
 socket (n) /sɒkɪt/;
 spill (v) /spɪl/;
 spill a drink (phr)
 start (v) /stɑːt/;
 station (n) /steɪʃ'n/;
 step (n) /step/;
 talk (v) /tɔːk/;
 tell you what (phr)
 twist an ankle (phr)
 upstairs window (n) /ʌpsteə'z
 wɪndəʊ/;
 wait for the bus (phr)
 walk down the street (phr)
 wall (n) /wɔːl/;
 wire (n) /waɪə/;
 work (v) /wɜːk/

UNIT 5c

accident (n) /æksɪdɪnt/;
 afford (v) /ə'fɔːd/;
 air traffic control (n) /eə
 træfɪk kənt'rɒl/;
 apartment block (n)
 /ə'pɑːtmənt blɒk/;
 arrive (v) /ə'raɪv/;
 blast (n) /blɒst/;
 bolt of lightning (phr)
 care (v) /keə/;
 collide (v) /kəlaɪd/;
 crash (v) /kræʃ/

crew member (n) /kruː
 mɛmbə/;
 dark (adj) /dɑːk/;
 dead (adj) /ded/;
 decide (v) /dɪsaɪd/;
 death (n) /deθ/;
 different (adj) /dɪfrənt/;
 emergency landing (n)
 /ɪmə'ɜːdʒənsi lændɪŋ/;
 experience (v) /ɪks'pɪəriəns/;
 factory (n) /fæktəri/;
 fail an exam (phr)
 field (n) /fi:ld/;
 fly (v) /flaɪ/;
 forget (v) /fə'get/;
 freak storm (n) /fri:k stɔːm/;
 glad (adj) /glæd/;
 headline (n) /hedlaɪn/;
 hero (n) /hɪərəʊ/;
 hit (v) /hɪt/;
 horror (n) /hɒrə/;
 however (adv) /həʊevə/;
 huge (adj) /hjuːdʒ/;
 insist (v) /ɪnsɪst/;
 kill (v) /kɪl/;
 lake (n) /leɪk/;
 land (v) /lænd/;
 lose (v) /luːz/;
 make contact with (phr)
 miss the bus (phr)
 missing (adj) /mɪsɪŋ/;
 mistake (v) /mɪsteɪk/;
 news flash (n) /njuːz flæʃ/;
 oil slick (n) /ɔɪ sɪk/;
 onboard computer (n)
 /ɒnbɔːd kəm'pijuːtə/;
 oversleep (v) /oʊvə'sli:p/;
 passenger (n) /pæ'sɛndʒə/;
 pensioner (n) /penʃənə/;
 perish (v) /perɪʃ/;
 pilot (n) /paɪlət/;
 plane (n) /pleɪn/;
 pour with rain (phr)
 praise (v) /preɪz/;
 relieved (adj) /rɪ'lɪvɪd/;
 route (n) /ruːt/;
 sad (adj) /sæd/;
 safety (n) /seɪfti/;
 set the alarm (phr)
 spend money (phr)
 terrible (adj) /terɪbəl/;
 terrify (v) /terɪfaɪ/;
 train (n) /treɪn/;
 view (n) /vjuː/;
 weedkiller (n) /wiːdkɪlə/;
 wet (adj) /wet/;
 witness (v) /wɪtnəs/;
 wreck (n) /rek/

UNIT 5d

act (v) /ækt/
 atmosphere (n) /ætməsfiə/
 awake (adj) /əwek/
 be on fire (phr)
 brave (adj) /breɪv/
 breezy (adj) /bri:zi/
 burning (adj) /bɜ:niŋ/
 carry (v) /kæri/
 climax event (n) /klaɪmæks
 ɪvent/
 climb up (phr v) /klaɪm ʌp/
 coat (n) /kəʊt/
 come over (phr v) /kʌm
 ɒvə/
 cool (adj) /ku:l/
 dark (adj) /dɑ:k/
 embarrassed (adj) /ɪmbeərəst/
 entitle (v) /ɪntaɪtʌl/
 finally (adv) /faɪnəli/
 fire brigade (n) /faɪə ˈbrɪɡeɪd/
 flame (n) /fleɪm/
 frightened (adj) /ˈfraɪtənd/
 hall (n) /hɔ:l/
 hose (n) /həʊz/
 jump out (phr v) /dʒʌmp aʊt/
 kitchen door (n) /kɪtʃɪn ˈdɔ:/
 ladder (n) /lædə/
 landing (n) /lændɪŋ/
 lie in bed (phr)
 link (v) /lɪŋk/
 main character (n) /meɪn
 kærɪktə/
 neighbour (n) /neɪbə/
 nightmare (n) /naɪtmɛə/
 peacefully (adv) /pi:sfəli/
 pick up (phr v) /pɪk ʌp/
 put out (phr v) /pʊt aʊt/
 quickly (adv) /kwɪkli/
 reader (n) /ri:də/
 relieved (adj) /rɪlɪvd/
 remember (v) /rɪˈmembə/
 shocked (adj) /ʃɒkt/
 side (n) /saɪd/
 sit up (phr v) /sɪt ʌp/
 slowly (adv) /sləʊli/
 smell (v) /smel/
 smoke (n) /smʊk/
 sniff (v) /snɪf/
 stairs (n) /steɪz/
 stand by (phr v) /stænd baɪ/
 stormy (adj) /stɔ:mi/
 surprised (adj) /səˈpraɪzd/
 take off (phr v) /teɪk ɒf/
 teen magazine (n) /ti:n
 mæɡəzi:n/
 thick (adj) /θɪk/

tired (adj) /taɪəd/
 unexpected visit (n)
 /ʌnɪkspektɪd vɪzɪt/
 upstairs (adj) /ʌpsteɪz/
 wake (v) /weɪk/
 weather (n) /weðə/
 well done (phr)

Culture Clip 5

afterwards (adv) /ɑ:ftəˈweɪədz/
 blame (v) /bleɪm/
 burn down (phr v) /bɜ:n
 daʊn/
 choose (v) /tʃu:z/
 circle (n) /sɜ:kʌl/
 clean (adj) /kli:n/
 continue (v) /kənˈtɪnju/
 cough (v) /kɒf/
 deadly disease (n) /dedli
 dɪzɪz/
 design (v) /dɪzain/
 dirty (adj) /dɜ:ti/
 disease (n) /dɪzɪz/
 doctor (n) /ˈdɒktə/
 enjoy (v) /ɪnˈdʒɔɪ/
 fall down (phr v) /fɔ:l daʊn/
 fight (v) /faɪt/
 fill (v) /fɪl/
 flower (n) /flaʊə/
 hide (v) /haɪd/
 later (adv) /leɪtə/
 meaning (n) /mi:nɪŋ/
 mysterious (adj) /mɪstɪəriəs/
 plague (n) /pleɪɡ/
 play a game (phr)
 pocket (n) /pɒkɪt/
 poem (n) /pəʊm/
 posy (n) /ˈpɒzi/
 rat (n) /ræt/
 recorded case (n) /rɪkɔ:ˈdɪd
 keɪs/
 refer (v) /rɪfə/
 remind (v) /rɪˈmaɪnd/
 return (v) /rɪˈtɜ:n/
 ring (v) /rɪŋ/
 rose (n) /rəʊz/
 rosy rash (n) /ˈrəʊzi ræʃ/
 sign (n) /saɪn/
 skip around (phr v) /skɪp
 əraʊnd/
 smell (n) /smel/
 sneeze (v) /sni:z/
 song line (n) /sɒŋ laɪn/
 spread (v) /spred/
 stand (v) /stænd/
 sufferer (n) /sʌfərə/
 survive (v) /səˈvaɪv/

UNIT 6a

act out (phr v) /ækt aʊt/
 alright (adj) /əˈlaɪt/
 antibiotic (n) /æntɪbaɪɒtɪk/
 aspirin (n) /æspɪrɪn/
 awful (adj) /ɔ:fl/
 boil (v) /bɔɪ/
 cartoon strip (n) /kɑ:ˈtu:n ˈstri:p/
 catch a cold (phr)
 cold (n) /kəʊld/
 cough (n) /kɒf/
 cure (v) /kjʊə/
 dentist (n) /dentɪst/
 disappear (v) /dɪsəˈpiə/
 drop (v) /drɒp/
 earache (n) /ɛəreɪk/
 evaporate (v) /ɪvəˈpeɪrət/
 expand (v) /ɪkˈspænd/
 feel well (phr)
 fever (n) /fi:və/
 future possibility (n) /ˈfju:tʃə
 pɒsɪbɪlɪti/
 general truth (n) /dʒenərəl
 tru:θ/
 genius (n) /dʒɪniəs/
 health problem (n) /helθ
 ˈprɒbləm/
 heat (v) /hi:t/
 hypothesis (n) /həˈpɒθəsɪs/
 introduce (v) /ɪnˈtrɒdju:s/
 invention (n) /ɪnvenʃən/
 law of nature (phr)
 magic potion (n) /mædʒɪk
 pɒʃən/
 magic wand (n) /mædʒɪk
 wɒnd/
 measles (n) /mi:zʰlɪz/
 medicine (n) /medɪsɪn/
 melt (v) /melt/
 mystic (n) /mɪstɪk/
 painkiller (n) /ˈpeɪnkɪlə/
 poor thing (phr)
 prepare (v) /ˈpreɪpeə/
 reach (v) /ri:tʃ/
 really bad (phr)
 silly (adj) /sɪli/
 sore throat (n) /sɔ: θrəʊt/
 spitting headache (n) /ˈspɪtɪŋ
 hedək/
 spot (n) /spɒt/
 stay in bed (phr)
 stomach ache (n) /stəmək ˈeɪk/
 suck a lozenge (phr)
 switch (n) /swɪtʃ/
 temperature (n) /ˈtemprətʃə/
 terrible (adj) /ˈterɪbəl/
 toothache (n) /tu:θeɪk/
 try out (phr v) /traɪ aʊt/

vitamin (n) /vɪtəmɪn/
 What's the matter? (phr)
 What's wrong? (phr)
 work wonders (phr)

UNIT 6b

airport (n) /eəˈpɔ:rt/
 ambulance (n) /æmˈbjʊləns/
 apply (v) /əplai/
 area (n) /eəriə/
 available (adj) /əveɪləbəl/
 avoid (v) /əvɔɪd/
 bad tooth (n) /bæd tu:θ/
 brush (v) /brʌʃ/
 check-up (n) /tʃek ʌp/
 chemist (n) /kemɪst/
 clinic (n) /kλɪnɪk/
 come back (phr v) /kʌm bæk/
 cough syrup (n) /kɒf ˈsɪrʌp/
 crossing (n) /krɒsɪŋ/
 customer (n) /kʌstəmə/
 dental health (n) /dentl helθ/
 dentist (n) /dentɪst/
 doctor (n) /ˈdɒktə/
 don't worry (phr)
 drill (n) /drɪl/
 emergency (n) /ɪmɜ:ˈdʒɛnsɪ/
 enter (v) /enta/
 express (v) /ɪkspres/
 eye drops (n) /aɪ ˈdrɒps/
 eye infection (n) /aɪ ɪnˈfekʃən/
 filling (n) /fɪlɪŋ/
 flu vaccination (n) /flu
 væksɪneɪʃən/
 forbidden (adj) /fɔ:ˈbɪdən/
 fresh (adj) /fref/
 get worse (phr)
 gum (n) /ɡʌm/
 healthy (adj) /helθi/
 hospital (n) /hɒspɪtl/
 information (n) /ɪnfəˈmeɪʃən/
 insect bite (n) /ɪnsekt baɪt/
 lab (n) /læb/
 lack (n) /læk/
 lens shop (n) /lenz ʃɒp/
 mean (n) /mi:n/
 meaning (n) /mi:nɪŋ/
 medical profession (n)
 /medɪkəl ˈprɒfeʃən/
 mirror (n) /mɪrə/
 necessary (adj) /nesəsəri/
 necessity (n) /nesəsɪti/
 needle (n) /ni:dl/
 ointment (n) /ɒɪntmənt/
 open wide (phr)
 operation (n) /ɒpəreɪʃən/
 ophthalmologist (n)
 /ɒfθəlmɒlədʒɪst/

optician (n) /'ɒptɪʃən/
 park (v) /pɑːk/
 pharmacy (n) /fɑː'mɑːsi/
 phone call (n) /fəʊn kɔːl/
 pneumonia (n) /njuː'məʊniə/
 prescription (n) /prɪskrɪpʃən/
 problem (n) /'prɒbləm/
 prohibition (n) /prəʊ'biʃən/
 retail (n) /riːteɪl/
 rule (n) /ruːl/
 sign (n) /saɪn/
 skin cream (n) /skɪn kriːm/
 smoke (v) /sməʊk/
 sore (adj) /sɔːr/
 strong advice (n) /strɒŋ
 ædvaɪs/
 sugary drink (n) /'ʊɡəri drɪŋk/
 suggest (v) /sə'dʒest/
 sunburn (n) /sʌnbɜːn/
 surgeon (n) /sɜː'dʒɪn/
 surgery (n) /sɜː'dʒəri/
 tablet (n) /tæblət/
 tired (adj) /tʰaɪəd/
 use (v) /juːz/
 vegetable (n) /vedʒtə'bl̩/
 visit (v) /vɪzɪt/

UNIT 6c

advice column (n) /ædvaɪs
 kɒləm/
 alternative (n) /ɔːl'tə'nətv/
 ambulance (n) /æm'bjuːləns/
 anxiety (n) /æŋ'zaiəti/
 avoid (v) /ə'vɔɪd/
 balanced diet (n) /'bælənst
 daɪət/
 beat (v) /biːt/
 blood (n) /blʌd/
 brain (n) /breɪn/
 breakfast (n) /brekfəst/
 caffeine (n) /kæf'iːn/
 carry (v) /kæri/
 cave rescue (n) /keɪv reskjʊ/
 clearly (adv) /kliə'li/
 coast guard (n) /kəʊst gɑːd/
 cope (v) /kəʊp/
 cut out (phr v) /kʌt aʊt/
 despair (v) /dɪs'peə/
 desperate (adj) /dɪs'perət/
 dial (v) /daɪəl/
 easily (adv) /iːzɪli/
 emergency service (n)
 /ɪ'mɜːdʒənsɪ sɜː'vɪs/
 empty (adj) /empti/
 energy (n) /eneɪ'dʒi/
 exam (n) /ɪgzæm/
 exercise (v) /ek'saɪsɪz/
 extract (n) /ek'strækt/

fast food (n) /fɑːst fuːd/
 fatty food (n) /fæti fuːd/
 feel sick (phr)
 feel tired (phr)
 fire service (n) /faɪə sɜː'vɪs/
 fruit (n) /fruːt/
 fuel tank (n) /fjuːl tæŋk/
 function (v) /fʌŋkʃən/
 gain (v) /geɪn/
 get stressed out (phr)
 gym (n) /dʒɪm/
 handset (n) /hændset/
 health concern (n) /helθ
 kən'sɜːn/
 heart (n) /hɑːt/
 hobby (n) /hɒbi/
 hungry (adj) /hʌŋgri/
 important (adj) /ɪm'pɔːtnt/
 increase (v) /ɪnkrɪs/
 instruction (n) /ɪn'strʌkʃən/
 join (v) /dʒɔɪn/
 leaflet (n) /liːflət/
 lifestyle (n) /laɪf'staɪl/
 lose weight (phr)
 manage (v) /mænɪdʒ/
 meeting (n) /miːtɪŋ/
 miserable (adj) /mɪzə'rəbəl/
 mountain rescue (n) /maʊntən
 reskjʊ/
 new (adj) /njuː/
 operate (v) /ɒpəreɪt/
 operator (n) /ɒpəreɪtə/
 overweight (adj) /'əʊvə'weɪt/
 oxygen (n) /'ɒksɪdʒən/
 police (n) /pə'lɪs/
 put on weight (phr)
 regularly (adv) /regjʊlə'li/
 relax (v) /rɪ'læks/
 risk (v) /rɪsk/
 sit around (phr v) /sɪt ə'raʊnd/
 skip (v) /skɪp/
 sleepy (adj) /slɪpi/
 sport (n) /spɔːt/
 state (v) /steɪt/
 stay up (phr v) /steɪ ʌp/
 stress (n) /stres/
 suggestion (n) /sə'dʒestʃən/
 take exercise (phr)
 take up (phr v) /teɪk ʌp/
 trouble (n) /trʌbəl/
 wait (v) /weɪt/

UNIT 6d

agree (v) /ə'ɡri/
 appropriate (adj) /ə'prɒpɪət/
 article (n) /ɑː'tɪkəl/
 attention (n) /ə'tenʃən/
 begin (v) /bɪɡɪn/

bottle (n) /bɒtl̩/
 burn (v) /bɜːn/
 calm (adj) /kɑːm/
 calorie (n) /kæləri/
 carefully (adv) /keə'fʊli/
 clear (v) /kliə/
 clearly (adv) /kliə'li/
 complete (v) /kəm'pliːt/
 definitely (adv) /defɪnɪtli/
 draw up (phr v) /drou ʌp/
 enjoy (v) /ɪn'dʒɔɪ/
 exam stress (n) /ɪgzæm stres/
 exam time (n) /ɪgzæm taɪm/
 fun activity (n) /fʌn æktɪvɪti/
 get through (phr v) /get θruː/
 have fun (phr)
 include (v) /ɪn'klʊd/
 jump up and down (phr)
 look closer (phr)
 main idea (n) /meɪn aɪdɪə/
 make sure (phr)
 mind (n) /maɪnd/
 organise (v) /ɔː'ɡənəɪz/
 plan (v) /plæn/
 relaxation (n) /rɪ'læksəʃən/
 relaxed (adj) /rɪ'læksɪd/
 rested (adj) /restɪd/
 revise (v) /rɪvaɪz/
 salad (n) /sæləd/
 sensible (adj) /sensɪbəl/
 shake (v) /ʃeɪk/
 slowly (adv) /sləʊli/
 stick (v) /stɪk/
 study plan (n) /stʌdi plæn/
 variety (n) /və'raɪti/
 wrong (adj) /rɒŋ/

Curricular Cuts 6

affect (v) /ə'fekt/
 athlete (n) /æθlɪt/
 bacteria (n) /bæktəriə/
 black spot (n) /blæk spɒt/
 clean (adj) /kliːn/
 destroy (v) /dɪ'strɔɪ/
 dine (v) /daɪn/
 dirt (n) /dɜːt/
 dirty (adj) /dɜːti/
 entire (adj) /ɪn'taɪə/
 eyelash (n) /aɪləʃ/
 fat (n) /fæt/
 feed (v) /fiːd/
 follicle mite (n) /fɒlkəl maɪt/
 fungus (n) /fʌŋɡəs/
 gross (adj) /grəʊs/
 grow (v) /grəʊ/
 hairbrush (n) /heə'brʌʃ/
 harmless (adj) /hɑː'mləs/
 human body (n) /hjuːmən bɒdi/

hurt (v) /hɜːt/
 itchy condition (n) /ɪtʃi
 kən'dɪʃən/
 lay (v) /leɪ/
 louse (n) /laʊs/
 matter (v) /mætə/
 micro-organism (n) /maɪkrə
 ɔː'ɡənɪzəm/
 microscopic (adj)
 /maɪkrə'skɒpɪk/
 nail (n) /neɪl/
 notice (v) /nəʊtɪs/
 plaque (n) /plæk/
 pore (n) /pɔːr/
 produce (v) /prə'djuːs/
 science (n) /saɪəns/
 share (v) /ʃeə/
 skin (n) /skɪn/
 skin cell (n) /skɪn sel/
 smelly (adj) /smeli/
 strange (adj) /streɪndʒ/
 streptococcus (n)
 /strep'təkəkəs/
 survive (v) /sə'vaɪv/
 sweaty (adj) /sweti/
 take off (phr v) /teɪk ɒf/
 toenail (n) /tuːneɪl/
 touch (v) /tʌtʃ/
 virus (n) /vaɪərəs/
 world population (n) /wɜːld
 pɒpjəleɪʃən/
 worldwide (adv) /wɜːldwaɪd/

Across the Curriculum 3

active (adj) /æktɪv/
 ash (n) /æʃ/
 avalanche (n) /ævələntʃ/
 boil (v) /bɔɪl/
 bubble up (phr v) /bʌbəl ʌp/
 chemical reaction (n) /kɛmɪkəl
 rɪækʃən/
 clay (n) /kleɪ/
 cone (n) /kəʊn/
 crust (n) /krʌst/
 earthquake (n) /ɜːθkweɪk/
 erupt (v) /ɪ'rʌpt/
 explosion (n) /ɪkspləʊʒən/
 flow (v) /fləʊ/
 gas (n) /ɡæs/
 layer (n) /leɪə/
 liquid (n) /lɪkwɪd/
 massive (adj) /mæsɪv/
 molten rock (n) /mɒltən rɒk/
 mudslide (n) /mʌdslaɪd/
 oot (n) /pɒt/
 push up (phr v) /puʃ ʌp/
 sand (n) /sænd/

shape (n) /ʃeɪp/
 tray (n) /treɪ/
 volcanic mountain (n)
 /vɒlkeɪnɪk maʊntɪn/
 volcano (n) /vɒlkeɪnoʊ/

UNIT 7a

advert (n) /ædvaɪt/
 baked (adj) /beɪkt/
 bean (n) /bi:n/
 beef (n) /bi:f/
 biscuit (n) /bɪskɪt/
 boiled (adj) /bɔɪld/
 buffet (n) /bʌfət/
 bunch (n) /bʌntʃ/
 can (n) /kæn/
 canteen (n) /kænti:n/
 carton (n) /kɑ:ʔn/
 charge (n) /tʃɑ:ʒ/
 cheeseburger (n) /tʃi:zba:ʒə/
 client (n) /klaɪənt/
 coffee shop (n) /kɒfi ʃɒp/
 cooked (adj) /kʉkt/
 delivery (n) /dɪlɪvəri/
 dessert (n) /dɪzə:ʔ/
 dish (n) /dɪʃ/
 duck (n) /dʌk/
 fast food (n) /fɑ:st fu:ð/
 flour (n) /flaʊə/
 fork (n) /fɔ:k/
 french fries (n) /frentʃ fraɪz/
 fried (adj) /fraɪd/
 ginger (n) /dʒɪndʒə/
 grilled (adj) /grɪld/
 honey (n) /hʌni/
 hotel dining room (n) /hɒtel
 daɪnɪŋ ru:m/
 ice cream (n) /aɪs kri:m/
 jar (n) /dʒɑ:ʔ/
 knife (n) /naɪf/
 loaf (n) /ləʊf/
 lobster (n) /lɒbstə/
 lunch (n) /lʌntʃ/
 lunchtime (n) /lʌntʃtaɪm/
 main course (n) /meɪn kɔ:s/
 meal (n) /mi:l/
 melon (n) /melən/
 menu (n) /menju/
 mineral water (n) /mɪnərəl
 wɔ:tə/
 mussel (n) /mʌsəl/
 onion (n) /ʌnʃən/
 order (v) /ɔ:ədə/
 pancake (n) /pænkətk/
 pepper (n) /pepə/
 pie (n) /paɪ/
 price (n) /praɪs/
 quality (n) /kwɒləti/

refill (n) /rɪfɪl/
 roast (adj) /rəʊst/
 sandwich (n) /sænwɪdʒ/
 sardine (n) /sɑ:ˈdɪn/
 sauce (n) /sɔ:s/
 self-service (n) /self sɜ:ˈvɪs/
 serve (v) /sɜ:v/
 shrimp (n) /ʃrɪmp/
 snack (n) /snæk/
 soup (n) /su:p/
 sour (adj) /saʊə/
 spoon (n) /spu:n/
 spring roll (n) /sprɪŋ rʉʊl/
 starter (n) /stɑ:tə/
 steak (n) /steɪk/
 sweet corn (n) /swi:t kɔ:n/
 takeaway (n) /teɪkəweɪ/
 tin (n) /tɪn/
 tip (n) /tɪp/
 toffee (n) /tɒfi/
 toothpaste (n) /tu:θpeɪst/
 tub (n) /tʌb/
 tuna (n) /tju:nə/
 valid (adj) /vælɪd/
 veal (n) /vi:l/
 vegetable (n) /vedʒtəbəl/
 wing (n) /wɪŋ/

UNIT 7b

accessory (n) /æksesəri/
 an on-the-spot decision (phr)
 ənɒn-thə-spɒt dɪsɪʒən
 anorak (n) /əˈnɒrək/
 assistant (n) /əˈsɪstənt/
 baker's (n) /beɪkə:z/
 boutique (n) /bu:tɪk/
 bracelet (n) /brɛslɪt/
 butcher's (n) /bʉtʃə:z/
 cap (n) /kæp/
 cauliflower (n) /kɒlɪflaʊə/
 celery (n) /seləri/
 central heating (n) /sentrəl
 heɪtɪŋ/
 chemist's (n) /kemɪsts/
 chop (n) /tʃɒp/
 cloth (n) /klɒθ/
 cucumber (n) /kju:kʌmbə/
 delicatessen (n) /delɪkətəsən/
 dictionary (n) /dɪkʃənri/
 dungarees (n) /dʌŋgəri:z/
 earring (n) /ɛərɪŋ/
 electronic shop (n) /elektrɒnɪk
 ʃɒp/
 encyclopaedia (n)
 /ɪnsaɪklepi:diə/
 envelope (n) /envəloʊp/
 exchange (v) /ɪksʃeɪndʒ/
 fishmonger's (n) /fɪʃmʌŋgə:z/
 fitting room (n) /fɪtɪŋ ru:m/

florist's (n) /flɒrɪsts/
 future plan (n) /fju:tʃə plæn/
 glove (n) /glʉv/
 grocer's (n) /grəʊsə:z/
 intention (n) /ɪntenʃən/
 jeweller's (n) /dʒu:ələ:z/
 jumper (n) /dʒʌmpə/
 minced meat (n) /mɪnɪst mi:t/
 newsagent's (n)
 /nju:zæɪdʒənts/
 newspaper (n) /nju:spəpeɪ/
 notebook (n) /nəʉtbʉk/
 novel (n) /nɒvəl/
 pear (n) /peə/
 photocopy (n) /fəʉtəʉkɒpi/
 plaster (n) /plɑ:stə/
 point out (phr v) /pɔɪnt aʉt/
 prediction (n) /prɪdɪkʃən/
 product (n) /prɒdʌkt/
 raincoat (n) /reɪnkəʉt/
 ring (n) /rɪŋ/
 sandal (n) /sændəl/
 stationer's (n) /steɪʃənə:z/
 suit (n) /su:t/
 sunglasses (n) /sʌŋgləzɪz/
 toothbrush (n) /tu:θbrʌʃ/
 top (n) /tɒp/
 toy shop (n) /tɔɪ ʃɒp/
 trousers (n) /traʉzə:z/
 T-shirt (n) /ti ʃɑ:t/
 turn on (phr v) /tɜ:n ɒn/
 uniform (n) /ju:nɪfɔ:m/

UNIT 7c

beauty (n) /bjʉti/
 blow (v) /bləʉ/
 borrow (v) /bɒrɒ/
 cash (n) /kæʃ/
 cash (v) /kæʃ/
 change (v) /tʃeɪndʒ/
 clothing (n) /kloʉðɪŋ/
 cosmetics (n) /kɒzmetɪks/
 credit (n) /kredɪt/
 currency (n) /kʉrənsɪ/
 earn (v) /ɜ:n/
 electrical goods (n) /ɪlektɪk
 gʉdz/
 exchange bureau (n)
 /ɪksʃeɪndʒ bjʉrəʉ/
 famous (adj) /feɪməs/
 feel a bit down (phr)
 fi:l ə bɪt daʉn
 finance (n) /faɪnæns/
 footwear (n) /fəʉtweə/
 get into debt (phr)
 get ɪntə det
 health (n) /helθ/
 jewellery (n) /dʒu:əlri/
 lend (v) /lend/
 lottery (n) /lətəri/

mug (n) /mʉg/
 purchase (n) /pɜ:ʃtʃɪs/
 reach (v) /ri:tʃ/
 receipt (n) /rɪsɪt/
 regret (v) /ɪŋɡret/
 salary (n) /sæləri/
 save (v) /seɪv/
 shop till you drop (phr)
 ʃɒp tɪl ju: drɒp
 shopaholic (adj) /ʃɒpəhɒlɪk/
 slightly (adv) /slaɪtli/
 spend (v) /spend/
 spend happy society (phr)
 spend ˈhæpi saɪəti
 stay in control (phr)
 steɪ ɪn kɒntrɒl
 throw (v) /θrəʉ/
 toiletries (n) /tɔɪlətri:z/
 wage (n) /weɪdʒ/
 waste (v) /weɪst/
 win (v) /wɪn/

UNIT 7d

atmosphere (n) /ætˈmɒsfiə/
 cosy (adj) /kəʉzi/
 delicious (adj) /dɪlɪʃəs/
 fast (adj) /fɑ:st/
 ingredient (n) /ɪŋɡrɪdɪənt/
 location (n) /ləʉkeɪʃən/
 polite (adj) /pəleɪt/
 price (n) /praɪs/
 reasonable (adj) /ri:zənəbəl/
 recommendation (n)
 /rekəməndeɪʃən/
 service (n) /sɜ:vɪs/
 spicy (adj) /spaɪsi/
 staff (n) /stɑ:f/
 tasty (adj) /teɪsti/
 tempting (adj) /temptɪŋ/

Culture Clip 7

culture (n) /kʉltʃə/
 haggis (n) /hæɡɪs/
 lamb (n) /læm/
 leek (n) /li:k/
 liver (n) /lɪvə/
 lung (n) /lʌŋ/
 oatmeal (n) /əʉtmɪl/
 occasion (n) /əˈkeɪʒən/
 pot (n) /pɒt/
 stew (n) /stju:/

UNIT 8a

active (adj) /æktɪv/
 adventurous (adj)
 /ədventʃərəs/
 ahead (adv) /əhed/
 anxious (adj) /æŋkʃəs/
 artistic (adj) /ɑ:ˈtɪstɪk/
 boring (adj) /bɒrɪŋ/

challenge (n) /tʃælɪndʒ/
 comfort (n) /kʌmfə't/ /t/
 contestant (n) /kɒntestənt/
 creative (adj) /kri'eɪtɪv/
 exciting (adj) /ɪksaɪtɪŋ/
 extreme sport (n) /ɪkstri:m
 spɔ:t/
 fascinating (adj) /fæsɪneɪtɪŋ/
 fishing (n) /fɪʃɪŋ/
 gardening (n) /gɑ:dnɪŋ/
 get out (phr v) /get aʊt/
 hobby (n) /hɒbi/
 imaginative (adj)
 /ɪmædʒɪnətɪv/
 island (n) /aɪlənd/
 item (n) /aɪtəm/
 kick boxing (n) /kɪk bɒksɪŋ/
 lawyer (n) /lɔ:ə/
 looking forward (phr)
 luxury (n) /lʌkʃəri/
 martial arts (n) /mɑ:tl'ɑ:ts/
 mountain biking (n) /maʊntɪn
 baɪkɪŋ/
 opportunity (n) /ɒpə'tju:nɪti/
 outdoor activity (n) /aʊtdɔ:ə
 æktɪvɪti/
 paraphrase (v) /pærə'freɪz/
 personality (n) /pɜ:sənælɪti/
 quote (n) /kwəʊt/
 retired (adj) /rɪtaɪə'd/
 risk-taking (adj) /rɪsk teɪkɪŋ/
 rock climbing (n) /rɒk klɑɪmɪŋ/
 sketchbook (n) /sketʃbʊk/
 skydiving (n) /skaɪdaɪvɪŋ/
 sociable (adj) /səʊʃəbəl/
 spare time (n) /speə taɪm/
 survival (n) /sə'vaɪvəl/
 survivor (n) /sə'vaɪvə/
 take part (phr)
 tiring (adj) /taɪərɪŋ/
 unusual (adj) /ʌnju:ʒuəl/
 watercolour (n) /wɔ:tə'kɒlə/

UNIT 8b

aerobics (n) /eəroʊbɪks/
 badminton court (n)
 /bædmɪntən kɔ:t/
 bat (n) /bæt/
 boxing ring (n) /bɒksɪŋ rɪŋ/
 clubhouse (n) /klʌbhaʊs/
 deposit (n) /dɪpɒzɪt/
 dive in the shallow end (phr)
 equipment (n) /ɪkwɪpmənt/
 equipped (adj) /ɪkwɪpt/
 fitness programme (n) /fɪtnəs
 prɒɡræm/
 goggles (n) /gɒɡ'gʌz/

helmet (n) /helmt/
 hoop (n) /hu:p/
 indoor sport (n) /ɪndə' spɔ:t/
 keep fit (phr)
 locker (n) /lɒkə/
 member (n) /membə/
 membership (n) /membə'sɪp/
 mobile (n) /məʊbaɪl/
 obligation (n) /ɒblɪgeɪʃn/
 optional (adj) /ɒpʃənəl/
 outdoor sport (n) /aʊtdɔ:ə
 spɔ:t/
 paddle (n) /pædəl/
 permission (n) /pə'mɪʃn/
 prohibit (v) /prə'hɪbɪt/
 prohibition (n) /prə'ɒbɪʃn/
 racket (n) /rækɪt/
 shuttlecock (n) /ʃʌt'lkɒk/
 skates (n) /skeɪts/
 skating ring (n) /skeɪtɪŋ rɪŋ/
 swimming cap (n) /swɪmɪŋ
 kæp/
 swimming pool (n) /swɪmɪŋ
 pul/
 take up (phr v) /teɪk ʌp/
 team (n) /ti:m/
 unattended (adj) /ʌnətendɪd/
 weight (n) /weɪt/
 workout (n) /wɜ:k'aʊt/

UNIT 8c

action (n) /ækʃn/
 adventure (n) /ədventʃə/
 audience (n) /ɔ:diəns/
 box office (n) /bɒks əfɪs/
 cartoon (n) /kɑ:tu:n/
 cast (n) /kɑ:st/
 channel (n) /tʃæ'nəl/
 chat show (n) /tʃæt ʃəʊ/
 classic (n) /klæsɪk/
 come off (phr v) /kʌm ɒf/
 comedy (n) /kɒmədi/
 conductor (n) /kɒndʌktə/
 dazzling (adj) /dæzəlɪŋ/
 depressing (adj) /dɪpreɪsɪŋ/
 director (n) /daɪrektə/
 dj (n) /abbreviation for disc
 jockey/
 documentary (n) /dɒkjʊmentri/
 drama (n) /dræmə/
 entertainment (n)
 /entə'teɪnmənt/
 frightening (adj) /fraɪtənɪŋ/
 horror (n) /hɒrə/
 musical (n) /mju:zɪkəl/
 musician (n) /mju:zɪ'n/
 orchestra (n) /ɔ:kɪstre/

performance (n) /pə'fɔ:məns/
 plot (n) /plɒt/
 quiz show (n) /kwɪz ʃəʊ/
 romance (n) /rɒməns/
 scary (adj) /skeəri/
 science fiction (n) /saɪəns
 fɪkʃn/
 script (n) /skrɪpt/
 sell out (phr v) /sel aʊt/
 sitcom (n) /sɪtkɒm/
 sound effect (n) /saʊnd efekt/
 spotlight (n) /spɒtlaɪt/
 stage (n) /steɪdʒ/
 station (n) /steɪʃn/
 stunning (adj) /stʌnɪŋ/
 superb (adj) /su:pə'b/
 thriller (n) /θrɪlə/
 thrilling (adj) /θrɪlɪŋ/
 western (n) /westən/
 What's on? (phr)

UNIT 8d

absolutely (adv) /æbsəlu:tli/
 brilliant (adj) /brɪljənt/
 choreography (n) /kɔ:riɒgrəfi/
 disgusting (adj) /dɪsgəstɪŋ/
 dull (adj) /dʌl/
 exception (n) /ɪksepʃn/
 fabulous (adj) /fæbjʊləs/
 performance (n) /pə'fɔ:məns/
 roller skates (n) /rɒlə' skeɪts/
 straightforward (adj)
 /streɪtfo'weɪd/
 terrific (adj) /tə'rfɪk/

Literature Corner 8

adventure (n) /ədventʃə/
 astonished (adj) /əstə'nɪʃt/
 barrister (n) /bærɪstə/
 bow (v) /bəʊ/
 clap (v) /klæp/
 coronation (n) /kɔ:reɪʃn/
 cry out (phr v) /kraɪ aʊt/
 despite (prep) /dɪspəɪt/
 fictitious (adj) /fɪktɪʃəs/
 firm (adj) /fɜ:m/
 fits of laughter (phr)
 frowned (adj) /fraʊnd/
 full-time (adj) /fʊl taɪm/
 government (n) /gʌvə'nmənt/
 gradually (adv) /grædʒʊəli/
 growl (n) /graʊl/
 identical (adj) /aɪdentɪkəl/
 inch (n) /ɪntʃ/
 instant (n) /ɪnstənt/
 joyful soul (n) /dʒɔɪfʊl səʊl/
 jump out (phr v) /dʒʌmp aʊt/

kidnap (v) /kɪdnæp/
 likeness (n) /laɪknes/
 narrate (v) /nə'reɪt/
 pretend (v) /prɪtend/
 prisoner (n) /prɪzənə/
 respectfully (adv) /rɪspektfʊli/
 see double (phr)
 step back (phr v) /step bæk/
 step up (phr v) /step ʌp/
 striking (adj) /straɪkɪŋ/
 stubborn (adj) /stʌbə'n/
 take aback (phr v) /teɪk əbæk/
 trunk (n) /trʌŋk/
 twinkled (adj) /twɪŋkld/

Across the Curriculum 4

a bit (phr)
 allowance (n) /ə'ləʊəns/
 borrow (v) /bɒrɒ/
 budget (n) /bʌdʒɪt/
 calculate (v) /kælkjəleɪt/
 designer (n) /dɪzəɪnə/
 disorganised (adj)
 /dɪsɔ:ɡənaɪzd/
 exceed (v) /ɪk'si:d/
 expenditure (n) /ɪkspendɪtʃə/
 generous (adj) /dʒenərəs/
 income (n) /ɪnkʌm/
 laptop computer (n) /læptɒp
 kəmputə/
 pay back (phr v) /peɪ bæk/
 receipt (n) /rɪsɪt/
 spending (n) /spendɪŋ/
 treat (v) /tri:t/

UNIT 9a

adjust (v) /ədʒʌst/
 advertise (v) /ədve'taɪz/
 allow (v) /ə'ləʊ/
 anywhere (adv) /eni'weə/
 backpack (n) /bækpæk/
 battery (n) /bætəri/
 beach (n) /bi:tʃ/
 beach bag (n) /bi:tʃ bæɡ/
 blow sth up (phr v) /bləʊ ʌp/
 briefcase (n) /brɪfkeɪs/
 button (n) /bʌt'n/
 change (v) /tʃeɪndʒ/
 channel (n) /tʃæ'nəl/
 choice (n) /tʃɔ:s/
 classic song (n) /klæsɪk sɒŋ/
 clear reception (n) /klɪə
 rɪsepʃn/
 command (n) /kə'mænd/
 contact (n) /kɒntækt/
 conversation (n) /kɒnvə'seɪʃn/
 cost (n) /kɒst/

customer (n) /kʌstəmə/
 description (n) /dɪskrɪpʃən/
 desire (n) /dɪzəɪ/
 display screen (n) /dɪspleɪ
 skrɪn/
 dream (v) /dri:m/
 DVD player (n) /di:vi:di:
 pleɪ/
 ear piece (n) /əʔ pi:ʃ/
 everywhere (adv) /evri'weə/
 fabulous (adj) /fæbjʊləs/
 face cover (n) /feɪs kʌvə/
 fault (n) /fɔ:lt/
 faulty (adj) /fɔ:lti/
 feet (n) /fi:t/
 fit (v) /fɪt/
 gadget (n) /gædʒɪt/
 have got what it takes (phr)
 hear (v) /heə/
 help (v) /help/
 hidden (adj) /hɪd'n/
 include (v) /ɪnklʊd/
 inflatable (adj) /ɪnflətəbəl/
 keep in touch (phr)
 key (n) /ki/
 laptop (n) /læptɒp/
 lightweight (adj) /laɪtweɪt/
 liquid crystal (n) /lɪkwɪd kristəl/
 long (adj) /lɒŋ/
 look the part (phr)
 lyrics (n) /lɪŋks/
 magic (adj) /mædʒɪk/
 metallic (adj) /mætəllɪk/
 model (n) /mɒd'l/
 modern (adj) /mɒd'n/
 motion-actuated (adj)
 /mooʃ'n æktɪveɪtəd/
 movie (n) /mu:vi/
 MP3 player (n) /em pi: θri:
 pleɪ/
 neatly (adv) /ni:tli/
 object (n) /ɒbdʒɪkt/
 operate (v) /ɒpəreɪt/
 perfect (adj) /pə'fɪkt/
 phone number (n) /fəʊn
 namba/
 picnic (n) /pɪknɪk/
 plastic (adj) /plæstɪk/
 plug in (phr v) /plʌg ɪn/
 pop singer (n) /pɒp sɪŋə/
 portable (adj) /pɔ:'təbəl/
 practice (n) /præktɪs/
 price (n) /praɪs/
 range (n) /reɪndʒ/
 recognise (v) /rekəgnaɪz/
 rectangular (adj)
 /rektæŋgələ/
 remote control (n) /rɪmoot
 kəntrɒl/
 require (v) /rɪkwaɪə/
 share (v) /ʃeə/
 sing along (phr v) /sɪŋ əlɒŋ/
 sing-along mic (n) /sɪŋəlɒŋ
 maɪk/
 slim (adj) /slɪm/
 speakers (n) /spɪkəz/
 soy (n) /spɔɪ/
 stand (n) /stænd/
 star (v) /stɑ:z/
 stereo (n) /stɛrɪo/
 store (v) /stɔ:z/
 strap (n) /stræp/
 tempo (n) /tempo/
 touch (v) /tʌt/
 transparent (adj)
 /træns'pærənt/
 TV (n) /ti vi/
 TV screen (n) /ti vi:skrɪn/
 type in (phr v) /taɪp ɪn/
 vase (n) /vɑ:z/
 video (n) /vɪdɪo/
 view (v) /vju:
 voice message (n) /vɔɪs
 mesɪdʒ/
 volume (n) /vɒljʊm/
 walkie-talkie (n) /wɒki tɒki/
 watch (n) /wɒtʃ/
 wherever (conj) /'weəveə/
 wooden (adj) /wɒd'n/

UNIT 9b

aeroplane (n) /eə'reɪplən/
 agent (n) /eɪdʒənt/
 Bolognese sauce (n) /bɒləneɪz
 sɔ:s/
 bone (n) /boʊn/
 brain (n) /breɪn/
 breakfast (n) /brekfəst/
 build (v) /bɪld/
 camera (n) /kæmərə/
 chef (n) /ʃef/
 cook (v) /kɒk/
 cooking (n) /kʊkɪŋ/
 cornflakes (n) /kɔ:'nflɛks/
 Count (n) /kaʊnt/
 cover (v) /kʌvə/
 crisps (n) /krɪspz/
 customer (n) /kʌstəmə/
 design (v) /dɪzəɪn/
 develop (v) /dɪ'veləp/
 direct (v) /daɪ'rekt/
 discover (v) /dɪskə'veɪ/
 dynamite (n) /daɪnəmaɪt/
 eat (v) /i:t/

electronic computer (n)
 /ɪlektroʊnɪk kəm'pjʊtə/
 French fries (n) /frentʃ 'fraɪz/
 fresh (adj) /frefʃ/
 ingredient (n) /ɪn'grɪdɪənt/
 instrument (n) /ɪnstrə'ment/
 invent (v) /ɪnvent/
 invention (n) /ɪnvenʃ'n/
 inventor (n) /ɪnven'tə/
 launch (v) /lɔ:ntʃ/
 listen (v) /lɪs'n/
 material (n) /mə'tɪəriəl/
 microwave oven (n)
 /maɪkroʊweɪv əv'n/
 mobile phone (n) /mɒbəl
 fəʊn/
 pair of jeans (phr)
 patent (v) /peɪ'tnt/
 penicillin (n) /penɪ'sɪlɪn/
 picture (n) /pɪktʃə/
 pop-up toaster (n) /pɒp ʌp
 tu:stə/
 post-it note (n) /pəʊst ɪt
 noʊt/
 potato (n) /pə'teɪtə/
 quartz clock (n) /kwɔ:ʃ klək/
 restaurant (n) /restərɒnt/
 safety razor (n) /seɪfɪ reɪzə/
 scotch tape (n) /skɒtʃ teɪp/
 shave (v) /ʃeɪv/
 smart (adj) /smɑ:t/
 stick (v) /stɪk/
 store (v) /stɔ:z/
 take pictures (phr)
 toast (v) /tu:st/
 tomato (n) /tə'mɑ:tə/
 use (v) /u:z/
 vacuum (v) /vækjʊm/
 vacuum cleaner (n) /vækjʊm
 klɪnə/
 waiter (n) /weɪtə/
 wake up (phr v) /weɪk ʌp/
 Walkman (n) /wɒkmen/
 write (v) /raɪt/
 X-ray (n) /eks reɪ/
 Zeppelin (n) /zep'plɪn/

UNIT 9c

actually (adv) /æktʃʊəli/
 cable (n) /keɪbəl/
 chat online (phr)
 clever dogs (phr)
 click on (phr v) /klɪk ɒn/
 connect (v) /kənekt/
 crash (v) /kræʃ/
 do online shopping (phr)
 document (n) /dɒkjʊmənt/
 drive sb crazy (phr)

email (n) /ɪmeɪl/
 essay (n) /eseɪ/
 file (n) /faɪl/
 folder (n) /fəʊldə/
 go funny (phr)
 group (n) /grʊp/
 hard disk (n) /hɑ:d dɪsk/
 icon (n) /aɪkɒn/
 keyboard (n) /kɪ'bɔ:d/
 letter (n) /letə/
 make the dinner (phr)
 modem (n) /mɒdəm/
 monitor (n) /mɒnɪtə/
 mouse (n) /maʊs/
 need a hand (phr)
 part (n) /pɑ:t/
 photo (n) /fəʊtə/
 power (v) /paʊə/
 print (n) /prɪnt/
 print (v) /prɪnt/
 printer (n) /prɪntə/
 report (n) /rɪpɔ:t/
 restart (v) /rɪ'stɑ:t/
 save (v) /seɪv/
 scan (v) /skæn/
 scanner (n) /skænə/
 screen (n) /skrɪn/
 seem (v) /si:m/
 settings (n) /setɪŋz/
 sound (n) /saʊnd/
 speakers (n) /spɪkəz/
 store (v) /stɔ:z/
 store a picture (phr)
 stupid (adj) /stju:pɪd/
 surf the Net (phr)
 switch off (phr v) /swɪtʃ ɒf/
 switch on (phr v) /swɪtʃ ɒn/
 take a seat (phr)
 the Internet (n) /ði ɪntə'net/
 there is no use (phr)
 tower (n) /taʊə/
 type (v) /taɪp/
 useful (adj) /ju:sfəl/
 walk the dog (phr)

UNIT 9d

advantage (n) /ædvəntɪdʒ/
 against (prep) /əgeɪnst/
 all in all (phr)
 article (n) /ɑ:tɪkəl/
 as (conj) /əz/
 avoid (v) /əvɔɪd/
 because (conj) /bɪkɔ:z/
 break down (phr v) /breɪk
 daʊn/
 cause (v) /kɔ:z/
 damage (v) /dæmɪdʒ/

despite (prep) /dɪspaɪt/
 develop (v) /dɪveləp/
 disadvantage (n) /dɪsədʒvɑntɪdʒ/
 doubt (n) /daʊt/
 employee (n) /ɪmˈplɔɪzi/
 fear (v) /fɪə/
 first of all (phr)
 for (prep) /fɔː/
 for example (phr)
 for instance (phr)
 furthermore (adv) /fɜːðə'mɔː/
 grammar mistake (n) /græmə'mɪstəki/
 headache (n) /hedəki/
 however (adv) /haʊəvə/
 important (adj) /ɪmˈpɔːtnt/
 in addition (phr)
 in conclusion (phr)
 in spite of (prep) /ɪn spaɪt əv/
 instead of (prep) /ɪnstəd əv/
 involve (v) /ɪnvɒlv/
 lack (n) /læk/
 make the most of sth (phr)
 moreover (adv) /mɔːroʊvə/
 on the other hand (phr)
 opinion (n) /əˈpɪnɪən/
 organise (v) /ɔːɡənaɪz/
 positive effects (n) /pɒzɪtɪv'ɪfektz/
 replace (v) /rɪpleɪs/
 school magazine (n) /skul'mæɡəzɪn/
 several (adj) /sevrəl/
 skill (n) /skɪl/
 spelling mistake (n) /speɪlɪŋ'mɪstəki/
 to begin with (phr)
 to sum up (phr)
 tool (n) /tuːl/
 topic sentence (n) /tɒpɪk'sentəns/
 unhealthy (adj) /ʌnhelθi/
 waste (v) /weɪst/
 word-processing (n) /wɜːd'prɒsɪsɪŋ/
 working people (n) /wɜːkɪŋ'piːpl/
 write by hand (phr)

Culture Clip 9

adult (n) /ædʌlt/
 ancient times (n) /eɪnʃənt'taɪmz/
 appreciate (v) /əpreɪʃɪət/
 attach (v) /ə'tætʃ/
 battlefield (n) /bætlə'fi:ld/
 collection (n) /kəlektʃən/

daily (adv) /deɪli/
 educate (v) /edʒəkeɪt/
 enemy (n) /enəmi/
 espionage (n) /espɪənsɪʒ/
 espionage mission (n) /espɪənsɪʒ'mɪʃən/
 find out (phr v) /faɪnd aʊt/
 intelligence (n) /ɪntelɪdʒəns/
 international (adj) /ɪntə'næʃənəl/
 lipstick gun (n) /lɪpstɪk'ɡʌn/
 listening device (n) /lɪs'nɪŋ'dɪvaɪs/
 location (n) /ləʊkeɪʃən/
 mission (n) /mɪʃən/
 on display (phr)
 opening hours (n) /əʊpənɪŋ'aʊəz/
 phone number (n) /fəʊn'nʌmbə/
 pigeon (n) /pɪdʒən/
 pipe pistol (n) /paɪp'pɪstl/
 present (adj) /preznt/
 public (n) /pʌblɪk/
 role (n) /rəʊl/
 secret (adj) /sɪkɪt/
 solar powered (adj) /səʊlə'paʊəd/
 spy museum (n) /spaɪ'mju:ziəm/
 ticket (n) /tɪkɪt/
 tip (n) /tɪp/
 tree stump (n) /tri'stʌmp/
 wonder (v) /wʌndə/
 woods (n) /wʊdz/

UNIT 10a

abduction (n) /æbdʌkʃən/
 aircraft light (n) /eɪ'krɑ:ft'laɪt/
 alien (adj) /eɪliən/
 alone (adj) /ə'ləʊn/
 appear (v) /əpiə/
 astronaut (n) /æstrənɔ:t/
 astronomy (n) /æstrənəmi/
 burn mark (n) /bɜːn'mɑ:k/
 calm (adj) /kɑ:m/
 central (adj) /sentrəl/
 collection (n) /kəlektʃən/
 comet (n) /kɒmɪt/
 condition (n) /kən'dɪʃən/
 convinced (adj) /kən'vɪnst/
 crash (n) /kræʃ/
 deal (v) /di:l/
 debris (n) /deɪbrɪ/
 disappear (v) /dɪsəpiə/
 earth (n) /ɜːθ/
 exhibition (n) /eksɪbɪʃən/
 exist (v) /ɪgzɪst/

explanation (n) /ekspləneɪʃən/
 from side to side (phr)
 go around (phr v) /ɡəʊ'araʊnd/
 ground (n) /graʊnd/
 guidebook (n) /ɡaɪdbʊk/
 hill (n) /hɪl/
 interested (adj) /ɪntrɪstɪd/
 investigator (n) /ɪnvestɪgeɪtə/
 land (v) /lænd/
 latest series (n) /leɪtɪst'sɪəri:z/
 logical (adj) /lədʒɪkəl/
 make contact with (phr)
 meteor (n) /mi:tɪə/
 moon (n) /mu:n/
 move down (phr v) /mu:v'daʊn/
 move up (phr v) /mu:v'ʌp/
 object (n) /ɒbdʒɪkt/
 outer space (n) /aʊtə'speɪs/
 picture (v) /pɪktʃə/
 pilot (n) /paɪlət/
 planet (n) /plænɪt/
 president (n) /prezɪdnt/
 quiet night (n) /kwaɪət'naɪt/
 real (adj) /ri:l/
 research centre (n) /rɪsə:tʃ'sentə/
 researcher (n) /rɪsə:tʃə/
 satellite (n) /sætələt/
 scared (adj) /skeəd/
 scene (n) /si:n/
 scientist (n) /saɪəntɪst/
 shocked (adj) /ʃɒkt/
 sighting (n) /saɪtɪŋ/
 similar experience (n) /sɪmɪlə'ɪkspɪəriəns/
 sky (n) /skaɪ/
 society (n) /səsaɪti/
 solar system (n) /səʊlə'sɪstəm/
 space (n) /speɪs/
 space shuttle (n) /speɪs'ʃʌtl/
 spaceship (n) /speɪsʃɪp/
 star (n) /stɑː/
 strangely (adv) /streɪndʒli/
 sun (n) /sʌn/
 take off (phr v) /teɪk'ɒf/
 trace (n) /treɪs/
 truth (n) /tru:θ/
 UFO (n) /ju: ef'əʊ/
 unexplained mystery (n) /ʌnɪk'spləɪnd'mɪstəri/
 visitor (n) /vɪzɪtə/
 witness (n) /wɪtnəs/

UNIT 10b

bad feeling (n) /bæd'fi:lɪŋ/
 bat (n) /bæt/
 believer (n) /bɪli:və/
 bite (v) /baɪt/
 cast a spell (phr)
 claim (v) /kleɪm/
 come to mind (phr)
 crop circle (n) /krɒp'sɜ:kəl/
 dark (adj) /dɑ:k/
 disbelief (n) /dɪsbɪlɪf/
 dream (n) /dri:m/
 empty (adj) /empti/
 fairy (n) /feəri/
 flying saucer (n) /flaɪɪŋ'səʊsə/
 fortune teller (n) /fɔː'tju:n'teɪlə/
 future (n) /'fju:tʃə/
 get out of (phr v) /get aʊt əv/
 ghost (n) /ɡəʊst/
 give sb the creeps (phr)
 good idea (n) /ɡʊd'aɪdɪə/
 haunted (adj) /haʊntɪd/
 horoscope (n) /hɒrəskəʊp/
 howl (v) /haʊl/
 jammed (adj) /dʒæmɪd/
 kick in (phr v) /kɪk'ɪn/
 meaning (n) /mi:nɪŋ/
 monster (n) /mɒnstə/
 open-minded (adj) /əʊpən'maɪndɪd/
 owner (n) /əʊnə/
 possession (n) /pəzəʃən/
 predict (v) /prɪdɪkt/
 rubbish (n) /rʌbɪʃ/
 sceptic (n) /skeptɪk/
 strange stuff (n) /streɪndʒ'stʌf/
 supernatural (n) /sʊpə'nætʃərəl/
 surely (adv) /ʃʊəli/
 ufologist (n) /ju:fələdʒɪst/
 vanish into thin air (phr)
 what on earth (phr)
 wind (n) /wɪnd/
 wise (adj) /waɪz/
 witch (n) /wɪtʃ/

UNIT 10c

beauty (n) /bju:ti/
 blame (v) /bleɪm/
 campaign (n) /kæmpən/
 can (n) /kæn/
 cardboard box (n) /kɑːdbɔːd'bɒks/
 climate (n) /klaɪmət/
 coal (n) /kəʊl/

command (n) /kə'mænd/

cover (v) /kʌvə/

creature (n) /kri:tʃə/

cut down (phr v) /kʌt daʊn/

deforestation (n) /di:fɔrsteɪʃən/

depletion (n) /dipli:tʃən/

destroyed (adj) /distrɔɪd/

die out (phr v) /daɪ aʊt/

donate (v) /doʊneɪt/

drop-off point (n) /drɒp ɒf poɪnt/

electricity (n) /ilektrɪsɪti/

empty seat (n) /empti si:t/

environment (n) /ɪnvaɪənmənt/

environmental issue (n) /ɪnvaɪənməntlɪ 'ɪʃu:/

equipment (n) /ɪkwɪpmənt/

fault (n) /fɔ:lt/

fill up (phr v) /fɪl ʌp/

filthy (adj) /fɪlθi/

fishing net (n) /fɪʃɪŋ net/

gas (n) /gæs/

gene (n) /dʒi:n/

genetic engineering (n) /dʒi:netɪk ɛndʒɪnɪərɪŋ/

get rid of (phr)

get the message (phr)

give sb a lift (phr)

glass jar (n) /glɑ:s dʒɑ:/

habitat (n) /hæbɪtæt/

harm (v) /hɑ:m/

harmful (adj) /hɑ:mfʊl/

hesitate (v) /hezɪteɪt/

homeless (adj) /həʊmləs/

hunter (n) /hʌntə/

local group (n) /ləʊkəl grʊp/

low-energy bulb (n) /ləʊ ɛnə'dʒɪ bʌlb/

make a difference (phr)

metal (n) /metl/

mineral water (n) /mɪnərəl wɔ:tə/

natural resources (n) /nætʃərəl rɪzɔ:sɪz/

nearby (adv) /nɪə'baɪ/

oil (n) /ɔɪl/

organic product (n) /ɔ:gənɪk prɒdʌkt/

overpopulation (n) /ˌoʊvə'pɒpjələʃən/

paw (n) /pɔ:/

pick up (phr v) /pɪk ʌp/

poison (v) /pɔɪzən/

pollution (n) /pɒljʊʃən/

power (n) /paʊə/

public transport (n) /pʌblɪk trænspɔ:t/

raise funds (phr)

recycle (v) /rɪ'saɪkl/

recycling centre (n) /rɪ'saɪklɪŋ sentə/

save (v) /seɪv/

separate (v) /seperət/

sit down (phr v) /sɪt daʊn/

stand up (phr v) /stænd ʌp/

summarise (v) /sʌməraɪz/

surprised (adj) /sə'praɪzd/

switch off (phr v) /swɪtʃ ɒf/

take a shower (phr)

thought (n) /θɔ:t/

threat (n) /θret/

throw away (phr v) /θrəʊ əweɪ/

trouble (n) /trʌbəl/

war (n) /wɔ:/

weapon (n) /wepən/

where there's a will there's a way (phr)

wildlife (n) /waɪldlaɪf/

UNIT 10d

action (n) /ækʃən/

annual (adj) /ænjʊəl/

atmosphere (n) /æt'mɔsfiə/

believe (v) /bɪli:v/

bitterly cold (phr)

breathe a sigh of relief (phr)

car accident (n) /kɑ: æksɪdənt/

carry on (phr v) /kæri ɒn/

chat (v) /tʃæt/

competition (n) /kɒmpɪtɪʃən/

country (n) /kʌntri/

cover (v) /kʌvə/

dense fog (n) /dens fɒg/

distance (n) /dɪstəns/

garage (n) /gæərɑ:ʒ/

happily (adv) /hæpɪli/

headlong (adv) /hedlɒŋ/

huge (adj) /hju:dʒ/

human (adj) /hju:mən/

immediately (adv) /ɪmɪdiətli/

kind-looking (adj) /kaɪndlʊkɪŋ/

loud knock (n) /ləʊd nɒk/

lovely weekend (n) /lʌvli wɪkənd/

main character (n) /meɪn kærɪktə/

mermaid (n) /mɜ:məɪd/

mobile phone (n) /məʊbaɪl fəʊn/

mystery (n) /mɪstəri/

perfectly (adv) /pɜ:fɪktli/

scream (v) /skri:m/

short story (n) /ʃɔ:t stɔ:ri/

spend (v) /spend/

spooky story (n) /spu:ki stɔ:ri/

spot (v) /spɒt/

surprised (adj) /sə'praɪzd/

surroundings (n) /səraʊndɪŋz/

take place (phr)

torch (n) /tɔ:tʃ/

weather (n) /weðə/

wintery evening (n) /wɪntri ɪvɪŋ/

wonder (v) /wʌndə/

Curricular Cuts 10

ancient (adj) /eɪnʃənt/

astronomy (n) /ə'strɒnəmi/

attached (adj) /ətætʃt/

axis (n) /æksɪs/

band (n) /bænd/

belt (n) /belt/

blazing (adj) /bleɪzɪŋ/

constellation (n) /kɒnstələ'eɪʃən/

die (v) /daɪ/

different (adj) /dɪfrənt/

eventually (adv) /ɪventʃuəli/

explode (v) /ɪkspləʊd/

form (v) /fɔ:m/

fuel (n) /fjuəl/

galaxy (n) /gæləksi/

give out (phr v) /gɪv aʊt/

group (n) /grʊp/

happen (v) /hæpən/

hot cloud (n) /hɒt klaʊd/

imagination (n) /ɪmædʒɪnəʃən/

look like (phr)

nebula (n) /nebjələ/

reach (v) /ri:tʃ/

reason (n) /ri:zən/

reflect (v) /rɪflekt/

rotate (v) /rəʊteɪt/

run out (phr v) /rʌn aʊt/

same (adj) /seɪm/

shine (v) /ʃaɪn/

source (n) /sɔ:s/

star (n) /stɑ:/

stretch (v) /stretʃ/

sword (n) /sɔ:d/

whole (adj) /həʊl/

Across the Curriculum 5

bachelor (n) /bætʃələ/

bee (n) /bi:/

best known (adj) /best nəʊn/

button (n) /bʌtən/

cherry (n) /tʃeri/

delight (v) /dɪlaɪt/

distant (adj) /dɪstənt/

fairy (adj) /feəri/

fly (n) /flaɪ/

garter (n) /gɑ:tə/

grown-up (n) /grəʊn ʌp/

herb (n) /hɜ:b/

imaginary (adj) /ɪmædʒɪnəri/

imagination (n) /ɪmædʒɪnəʃən/

pirate (n) /paɪrət/

purse (n) /pɜ:s/

rhyme (v) /raɪm/

sailing ship (n) /seɪlɪŋ ʃɪp/

seaside (n) /si:saɪd/

shady (adj) /ʃeɪdɪ/

shepherd (n) /ʃepərd/

smock (n) /smɒk/

tiny (adj) /taɪni/

tree branch (n) /tri brɑ:ntʃ/

weave (v) /wi:v/

Upstream

ELEMENTARY A2

Upstream Elementary A2 is a modular secondary-level course for learners of the English language at CEF A2 level. The series combines active English learning with a variety of lively topics presented in themed units.

Key Features

- theme-based units from a wide variety of authentic sources in five modules
- a variety of cross-cultural topics
- systematic development of all four language skills through realistic, challenging tasks which encourage the learner's personal engagement
- lexical exercises practising and activating all essential vocabulary as well as a Word Perfect section
- a variety of authentic stimulating reading and listening tasks
- a wide range of speaking activities
- realistic, stimulating dialogues featuring people in everyday situations
- grammar sections covering all major grammatical areas plus a Grammar Reference and a Grammar Check section
- composition analysis and practice in various types of writing with full models
- study skills tips promoting students' autonomy
- Everyday English sections
- Cultural, Curricular and Literature sections
- songs, games and prompt cards (Pairwork Activities)

Components

Student's Book
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