

# ENTERPRISE 2

C O U R S E B O O K

Elementary

Virginia Evans - Jenny Dooley



**Express Publishing**

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<p>talking about a school timetable; talking about people's daily routines Pronunciation: silent letters</p>	agreeing - disagreeing ( <i>so/neither/nor</i> )	Project - letter to a new pen-friend; article about someone's lifestyle and how it has changed
<p>talking about shopping facilities in a place; talking about a big department store Pronunciation: /h/</p>	describing lost property; asking about prices; polite requests & offers	Project - letter to a lost property office; article about shopping facilities in a place
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<p>recent changes; taking notes Pronunciation: /id/</p>	asking for & giving permission	Project - letter to a friend (recent news); profile of a famous person
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<p>taking messages/notes Intonation in question tags</p>	expressing reactions; making comments	Project - Internet messages; article - pros & cons of the Internet for children

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# Introduction

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

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

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

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

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

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

- **Pronunciation activities** help students to recognise sounds and reproduce them correctly. Intonation is regularly modelled and practised in numerous dialogues throughout each unit. All pronunciation exercises are on the cassettes accompanying the coursebook.
- **Communication sections** provide varied practice involving meaningful exchanges which resemble real-life communication, and include language functions (i.e. accepting, refusing etc.), the standard expressions associated with communicative situations (i.e. welcoming people, asking about prices, etc.), and sociolinguistic features such as the polite expressions appropriate to "friendly" or formal social contexts.
- **Writing sections** provide more extensive practice and consolidation of new language items. Writing tasks are thoroughly prepared beforehand, following guided practice of the language to be used, and based on the model provided by the initial reading text. Additionally, a listening activity ingeniously provides the information and plan to be followed, ensuring systematic, controlled development of writing skills. All writing activities are based on realistic types and styles of writing task, such as letters, descriptions, stories, articles and so on.
- **Revision Units** after every fourth unit reinforce the students' understanding of the topics, vocabulary and structures presented in the previous units. The revision material has been designed to help students learn new language in the context of what they have already mastered, rather than in isolation.
- **Three entertaining adventure stories** in a 'comic strip' format, presented in two episodes each, invite students to read for enjoyment and provide invaluable consolidation by means of an alternative approach.

The course is accompanied by:

- a) an easy-to-use **Teacher's Book** with full answers to the exercises in the Student's Book, useful suggestions for presenting and conducting the exercises, and tests (each in two different versions);
- b) **Class cassettes** or **CDs** containing all listening activities, and **Student's cassettes** or **CDs**;
- c) **Enterprise 2 Elementary Workbook** in which students can revise, consolidate and extend their language learning through a variety of engaging tasks.
- d) **Enterprise 2 Test Booklet** containing nine write-in tests, a Mid-term test and an Exit test, which aim to assess students' progress throughout the course.

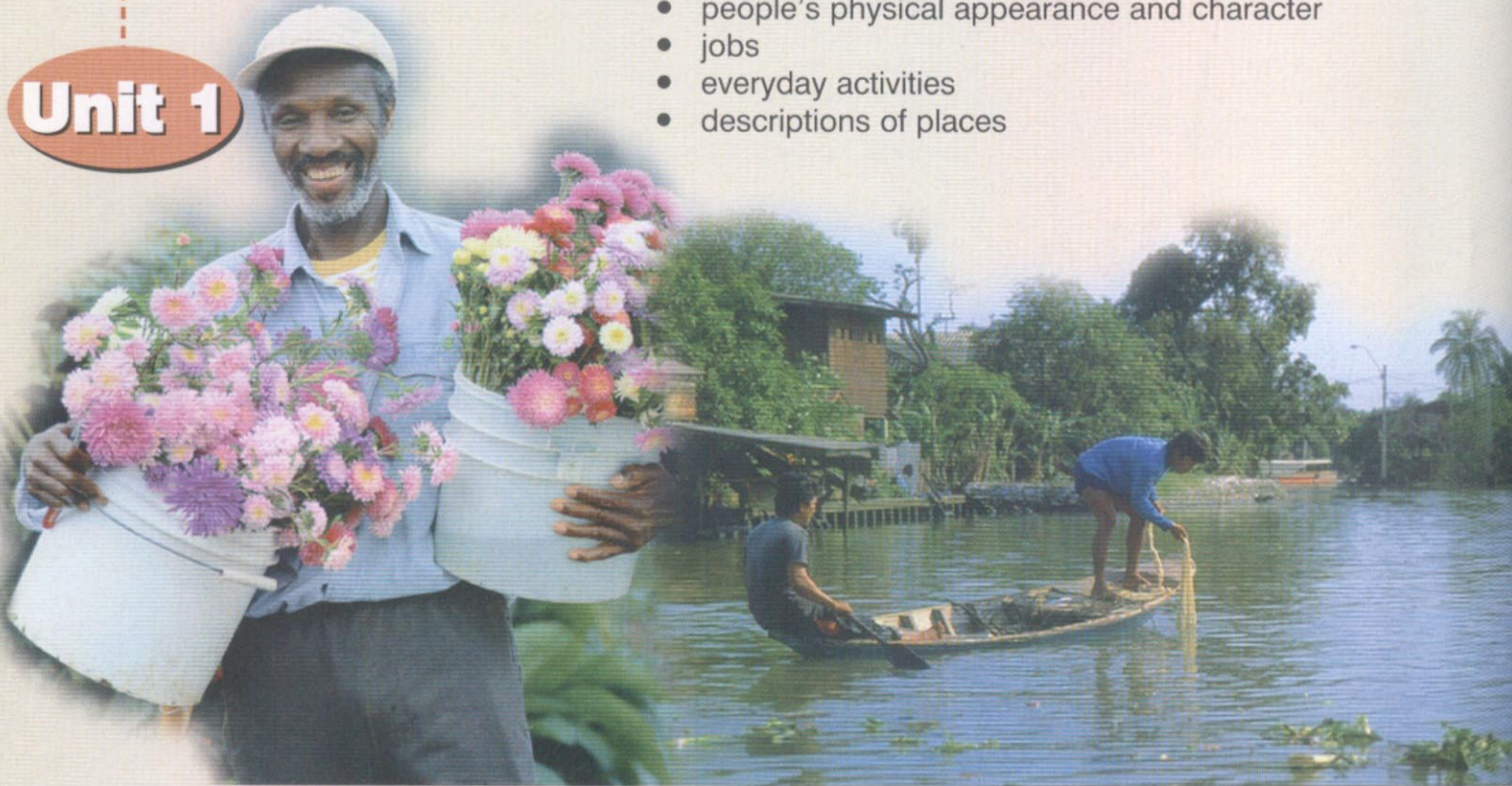
# Lifestyles

◀ Read, listen, talk and write about...

## People around the World

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

### Unit 1



## Night and Day

- daily routines
- school subjects

### Unit 2



# Module 1

Units 1 - 4

## Learn how to ...

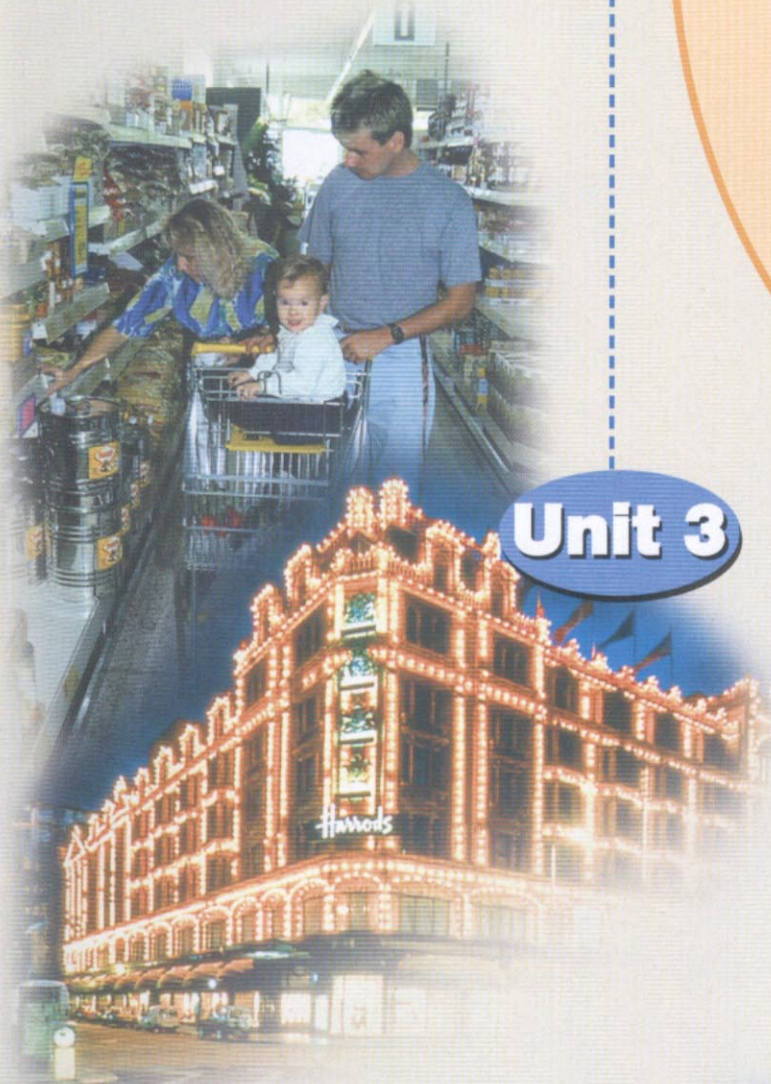
- welcome people
- agree & disagree
- describe lost property
- ask about prices
- make polite requests & offers
- report events (as a witness)
- tell the time

## Practise ...

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

- shops and shopping
- objects & shapes

Shop till  
you Drop!



Unit 3

Days to  
Remember

Unit 4

- feelings and reactions



# UNIT 1

## People around the World

### Lead-in

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

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

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

<p>SA: Where is Lee from?          SB: She's from Tokyo, Japan.          SA: How old is she?          SB: She's ...</p>	<p>SA: What does she look like?          SB: She's ....          SA: What's her job?          SB: She's ...</p>
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#### 3 Describe each person as in the example.

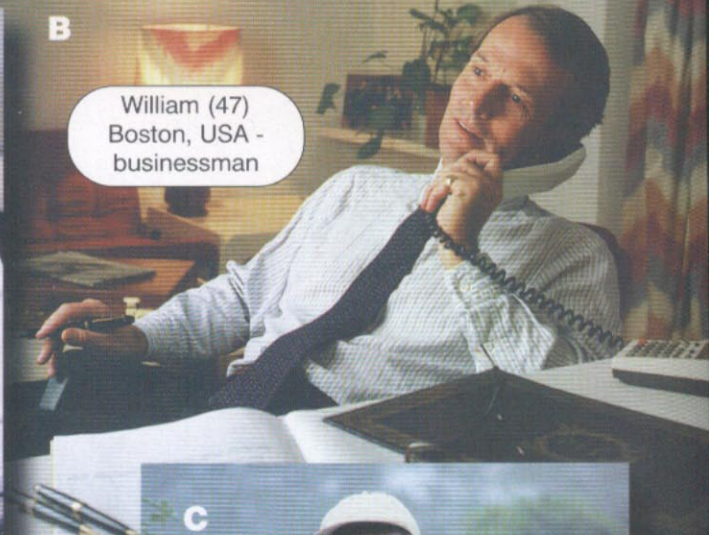
*Lee is from Tokyo, Japan. She's in her mid-twenties. She is slim, with long straight dark hair. She's pretty, with full lips and a friendly smile. She's a manicurist.*

#### 4 Match the activities to pictures A - D.

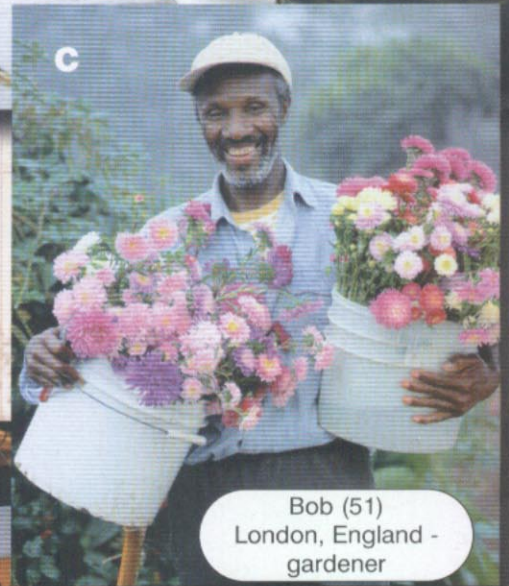
- 1 He's carrying flowers. ....
- 2 She's polishing somebody's nails. ....
- 3 He's making a bouquet of flowers. ....
- 4 He's talking on the phone. ....



A  
Lee (25)  
Tokyo, Japan - manicurist



B  
William (47)  
Boston, USA - businessman



C  
Bob (51)  
London, England - gardener



D  
Pierre (38)  
Paris, France - florist

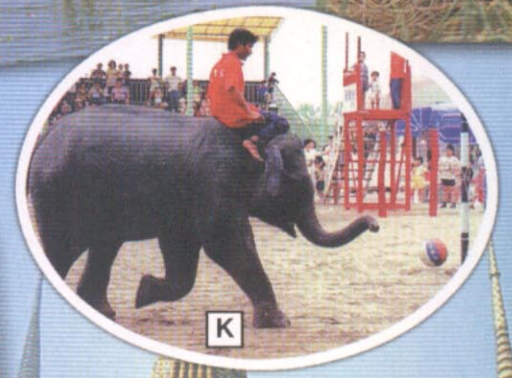
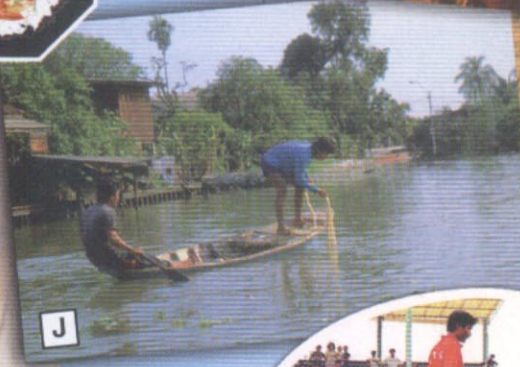
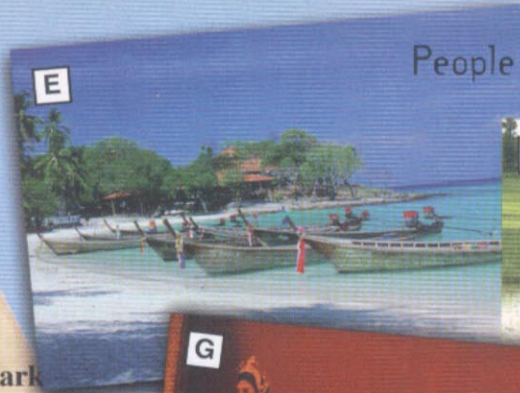
#### 5 Pictures E - L are from Thailand. Look at them and try to guess which word or phrase completes each sentence correctly. Underline the answer you choose.

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



6 Match the activities to the pictures.

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



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

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

Reading

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

- 1 Where is Thailand? | 6 What do the people do?
- 2 What do Thais look like? | 7 What do they love eating?
- 3 What are they like? | 8 What do they do in their free time?
- 4 Where do they live?
- 5 What do their villages consist of?

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

Hello, People of Thailand!

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

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

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

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

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

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

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



## Language Development

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

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

- 1 a(n) ..... culture
- 2 a(n) ..... climate
- 3 ..... beaches
- 4 ..... temples
- 5 a(n) ..... destination
- 6 ..... features
- 7 ..... people
- 8 ..... wills
- 9 ..... houses
- 10 ..... history

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

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

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

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

### • Speaking

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

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

12 Choose words from the table and describe your classmates.

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

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

- |   |   |
|---|---|
| <p>S1: Is it a male?<br/>L: Yes, he is.<br/>S2: Is he ...?<br/>L: No, he isn't.</p> | <p>S3: Has he got ...?<br/>L: Yes, he has.<br/>S4: Is it ...?<br/>L: Yes, you're right, it is ...</p> |
|---|---|

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

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

*Tom is very honest. He never tells lies.*

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

YOUR FAVOURITE COLOUR & YOUR CHARACTER

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

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

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

### • Speaking

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

• Reading & Listening

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

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

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

- Food .....
- Location/Accommodation .....
- People (Looks/Character) .....
- Plans .....
- Weather/Sights/Activities .....
- Recommendation .....

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

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

*smoked, thick, fantastic, quiet, historic, spectacular*

- a ..... time
- a ..... hotel
- a ..... view
- ..... snow
- ..... waters
- ..... salmon



Royal Hotel



The harbour at Bergen



Fjords

Dear Mum and Dad,

- I'm so happy to be here in Bergen for our holidays. I'm having a fantastic time and I just love this part of Norway. Lee and I are staying at the historic Royal Hotel. At the moment we are having a cup of hot chocolate and enjoying the spectacular view of the harbour.
- The weather is cold, and perfect for skiing. The seven mountains around the city are covered in thick snow. The famous fjords are **stunning**. In these quiet waters you can sail **past** mountains, **waterfalls** and fields. We spend most of our days hiking in the mountains with our Norwegian friends, Erik and Katerina.
- Norwegians really love **the outdoors**. They're very friendly and kind to us. I think they're really good-looking. Most of them **tend to be** tall, with fair hair and light blue eyes.
- The food is delicious. Norwegians like eating fish and seafood, especially salmon, **shrimps**, **lobster** and **caviar**. I just love eating fresh bread and smoked salmon for lunch.
- Next week we're going to Oslo. I can't wait to visit the Outdoor Folk Museum. Lee is not so keen, but I'm **looking forward** to it. Our flight is leaving from Oslo next Friday, so I hope you'll **receive** this before we get home!
- I think you should come here next year. I'm sure you would love it!  
See you soon.

Love,  
Susan

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

SA: *Where is Susan?*  
SB: *In Bergen, Norway.*

SA: *Where are they staying?*  
SB: *At the historic Royal Hotel.*

• Writing (Project)

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

• Grammar: Present Simple - Present Continuous

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

- |  |   |
|--|---|
| 1 I'm <b>having</b> a fantastic time.                        | a habits/routines/ repeated actions               |
| 2 We <b>spend</b> our days hiking in the mountains.          | b permanent states                                |
| 3 Norwegians really <b>love</b> the outdoors.                | c actions happening at the time of speaking       |
| 4 Next week we're <b>going</b> to Oslo.                      | d fixed arrangements in the near future           |
| 5 At the moment we <b>are having</b> a cup of hot chocolate. | e actions happening around the moment of speaking |

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

*Most people in my country live in cities.*

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

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



Ann, England, married, secretary - types letters



Glen, Australia, single, mechanic - fixes cars



Marie, France, divorced, doctor - treats sick people



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

SA: Where does Ann live?  
SB: She lives in England.  
SA: Is she married?  
SB: Yes, she is.  
SA: What does she do?  
SB: She's a secretary.

SA: What does she do at work?  
SB: She types letters.  
SA: What is she doing now?  
SB: She's reading a magazine.

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

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

A	B
How old ...	... eyes have you got?
How tall ...	... are you?
What type of ...	... your hair like?
What colour ...	... glasses/a beard/freckles, etc?
What is ...	... are you?
Have you got ...	... build are you?

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

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

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

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

• Vocabulary Revision Game

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

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

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

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

• **Communication: Welcoming People**

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

- a** welcoming a new teacher to a school  
 **b** welcoming a friend to a party

- 1** A: Hi, John! Come on in! Oh, by the way, this is Carol. Carol, do you know John?  
 C: No. Nice to meet you, John.  
 J: Hello, Carol. Nice to meet you, too.
- 2** S: Hello there! I'm Susan Lloyd. You must be Don Brown. Welcome to St Mary's!  
 D: Thanks. Um, I'm sorry, I didn't catch your name.  
 S: Susan, Susan Lloyd.  
 D: Hi, Susan. I'm glad to meet you.

**Pronunciation**

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

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

**Writing** (an article about a country and its people)

When we write an article about a **country and its people**, we can divide our article into six paragraphs. In the **first paragraph**, we include the **name of the country**, its **location** and its **features**. In the **second paragraph**, we write **what the people look like** and we describe their **character**. In the **third paragraph**, we write about where **the people live** and **what work they do**. In the **fourth paragraph**, we write about **what they eat**. In the **fifth paragraph**, we write about **what they do in their free time**.

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

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

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

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

**Plan**

**Introduction**  
 Para 1: name of country, location, features

**Main Body**  
 Para 2: people's looks & character  
 Para 3: where people live, what they do  
 Para 4: people's favourite foods  
 Para 5: people's free-time activities

**Conclusion**  
 Para 6: comments about the country

**Words of Wisdom**

Read this sentence. What does it mean?

- Honesty is the best policy.

# UNIT 2



## Night and Day

### Lead-in

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

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

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

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

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

- 1 ... do every day.
- 2 ... do every weekend.
- 3 ... don't like doing.
- 4 ... hate doing.
- 5 ... don't mind doing.
- 6 ... like doing.

3 a) Look at the pictures and the title of the article. What is the Milky Way?

b) Which picture shows: a space shuttle in orbit  ; a 'space walk'  ; a satellite  ; astronauts working with each other  ; the crew aboard a spaceship  ?

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

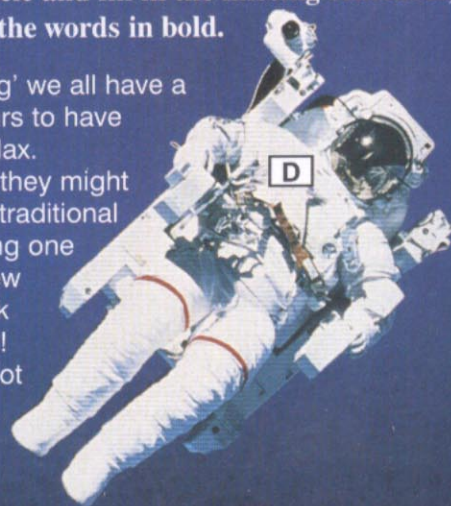
4 Listen and tick the word(s) you hear.

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

### Reading

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

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



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

- Speaker 1            a ballet dancer
- Speaker 2            a taxi driver
- Speaker 3            a housewife
- Speaker 3            a secretary

• **Writing (Project)**

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

17 **Correct the sentences below.**

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

• **Grammar: Past Simple - 'used to'**

**Use**

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

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

appear	was	learn	started
travel	sang	receive	had
be	lived	start	learnt
live	travelled	change	enjoyed
sing	went	have	changed
go	appeared	enjoy	received

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

read a newspaper	last Monday?
watch TV	last night?
play tennis	last weekend?
visit your grandparents	yesterday?
go swimming	a week ago?
ring a friend	this morning?

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

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

<b>THEN</b>	<b>NOW</b>
-------------	------------

hair: long, .....

eyes: contact lenses

clothes: smart .....

habits: not smoke any more

• **Communication: Agreeing - Disagreeing**

**So - Neither/Nor**

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

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

- 1 A: I always drive to work.  
B: ..... do I.
  - 2 A: I never play video games in my free time.  
B: ..... do I.
  - 3 A: I never make my bed in the morning.  
B: Oh, really? I .....
  - 4 A: I often go fishing at weekends.  
B: I ..... I hate going fishing.
- walk to school
  - visit friends after school
  - go to the gym in my free time
  - do the housework at weekends

• Reading & Listening

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

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

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

## From Rags to Riches

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

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

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

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



• Speaking

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

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

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

• Vocabulary Revision Game

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

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



## NIGHT AND DAY AROUND THE MILKY WAY

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

### Good Morning!

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

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

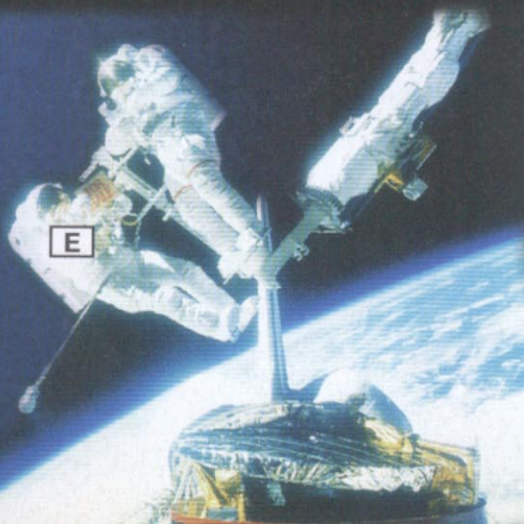
### Let's get busy!

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

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

### Astronauts need to rest, too!

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



## Language Development

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

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

- |                 |            |            |        |
|-----------------|------------|------------|--------|
| 1 a .....       | shuttle    | 6 .....    | e-mail |
| 2 a .....       | day        | 7 a .....  | sponge |
| 3 a .....       | of hours   | 8 to ..... | photos |
| 4 a .....       | space walk | 9 a .....  | break  |
| 5 to help ..... |            | 10 a ..... | song   |

### 7 Underline the correct word(s) in bold.

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

### 8 Fill in: crew, audience, fans, viewers.

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

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

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

### • Speaking

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

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

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

• Grammar: Present Simple

Use

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

10 Write the verbs in the third person singular.

- |                      |                       |
|----------------------|-----------------------|
| 1 I go - he .....    | 6 I finish - he ..... |
| 2 I watch - he ..... | 7 I make - he .....   |
| 3 I play - he .....  | 8 I leave - he .....  |
| 4 I read - he .....  | 9 I do - he .....     |
| 5 I have - he .....  | 10 I brush - he ..... |

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

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

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

• Grammar: Adverbs of Frequency

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

*often, occasionally, sometimes, usually, rarely*



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

- make your bed in the morning
- do the washing-up
- play basketball on Mondays
- visit relatives at weekends
- watch the evening news on TV
- brush your teeth before going to bed

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

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

SA: *What time does Tom have Maths?*

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

SA: *Where does he have Maths?*

SB: *In classroom ...*

- b) What about you? Write your own timetable for Mondays, then tell your partner about it.

*I have History from 9:10 till 10:00 in classroom A2, then ...*

• Communication

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

A: 1) ..... is your office from your house?

B: It's 40 kilometres.

A: Really? 2) ..... do you get there?

B: I usually go by bus.

A: 3) ..... does it take to get there?

B: It takes nearly an hour. It's quite slow, but I don't mind.

- your school; 4 kilometres; by bike; about 10 minutes; good exercise and I enjoy it
- the supermarket; 15 kilometres; by car; 20 minutes; quite fast because the roads are usually quiet
- the seaside; 40 kilometres; by train; 30 minutes; quick, so I often go at weekends
- the park; 2 kilometres; on foot; 20 minutes; a pleasant walk, so I go every day

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



- 1 (they/wear sandals) *They used to wear sandals.*
- 2 (they/ride motorbikes) .....
- 3 (they/listen to Walkmans) .....
- 4 (men/wear suits) .....
- 5 (women/wear bracelets) .....
- 6 (they/have mobile phones) .....

## Pronunciation

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

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

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

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

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

SA: *Did Bill use to live in a large house?*

SB: *No, he didn't. He used to live in a flat.*

THEN	NOW
<b>HOME</b>	
a f..... in the middle of Bristol	a large h..... with a garden in the countryside
<b>APPEARANCE</b>	
long hair, quite p....., blue j.....	slim, handsome, s..... hair, expensive s.....
<b>EATING HABITS</b>	
hamburgers, c.....	f....., salads, orange juice
<b>FREE-TIME ACTIVITIES</b>	
football, c....., rock concerts	parties, nightclubs, t.....

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

### Plan

#### Introduction

Para 1: Bill Newton is Britain's most successful film star. However, things were not always easy for the boy from Bristol.

#### Main Body

Para 2: past lifestyle  
Para 3: present lifestyle

#### Conclusion

Para 4: Bill's life has changed a lot since those days in Bristol. "I enjoy my success and hope it will continue for many years to come," he says.

## Words of Wisdom

Read these sentences. What do they mean?

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

# UNIT 3



A .....



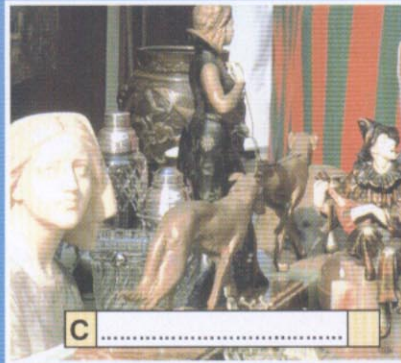
B .....

## Shop till you Drop!

### Lead-in

- 1 Choose words from the list to label the pictures.

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



C .....



D .....



E .....



F .....

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

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

*You can buy apples at a greengrocer's.*

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

#### requests

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

#### answers

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


*SA: Can I have some apples, please?*

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



G .....

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

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

## Reading

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

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

### EXOTIC SHOPPING IN PARIS

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

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

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

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

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

- S1: *Where can you find antique shops?*  
 S2: *On Bonaparte and Jacob Streets. Which is Paris' largest department store?*  
 S3: *Galleries Lafayette. What can you buy there?*

## Language Development

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

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

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

8 Fill in the synonyms from the list.

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

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

9 Fill in the correct words from the list.

*line, offer, suit, buy, miss*

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

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

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

### • Speaking

- Suggest another title for the article.
- Read the text again and take notes under the following headings. Then, talk about shopping in Paris.
  - name of city – location
  - best shops – where they are – things to buy
  - opening hours – sales
  - recommendation

• Grammar: Adjectives

**Order of Adjectives**

- Adjectives describe nouns. They have the same form in the singular and plural. *e.g. a blue dress - two blue dresses*
- There are two types of adjectives.

**Opinion adjectives** *beautiful, great, expensive, etc* describe what we think of someone or something.

**Fact adjectives** *short, long, red, etc* describe what someone or something really is.

Opinion adjectives go before fact adjectives.

*She's wearing a beautiful red dress.*

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

**Fact Adjectives**

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

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

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

12 Number the adjectives in the correct order.

- 1 a **brown** (2.) **wooden** (3.) **beautiful** (1.) box with a brass lock *a beautiful brown wooden box with ...*
- 2 a **cotton** (...) **large** (...) **grey** (...) shirt with a white collar
- 3 a **heavy** (...) **metal** (...) **black** (...) saucepan with brown handles
- 4 a **silk** (...) **blue** (...) **nice** (...) scarf with yellow stars on it

13 Describe the objects, as in the example.

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

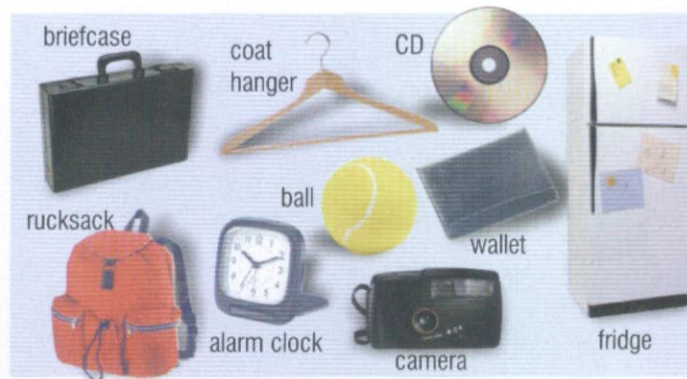


14 a) Match the shapes (a - d) to the adjectives.

*triangular ....., round ....., rectangular ....., square .....*



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



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

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

• Communication: Describing Lost Property

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

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

- wallet: *money, photos, driving licence, phonecard*
- suitcase: *clothes, shoes, camera, a bottle of perfume*
- rucksack: *notebooks, wallet, identity card, four books*

• Writing (Project)

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

• Reading & Listening

17 Listen and underline the correct item in bold.

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

18 a) Read the article and fill in the headings.

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

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

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

*busy, over, took, run, survive, security, heart, Food*

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

20 Correct the false statements, as in the example.

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

# "All Things, for All People, Everywhere"

a .....

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

b .....

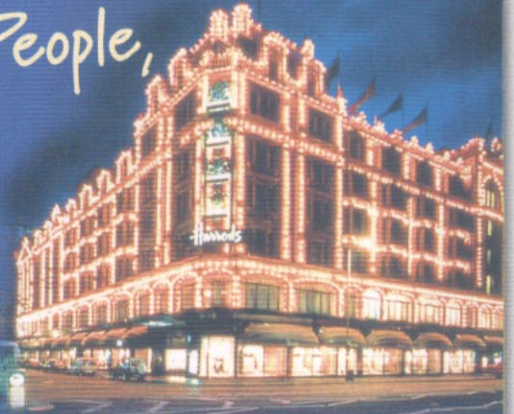
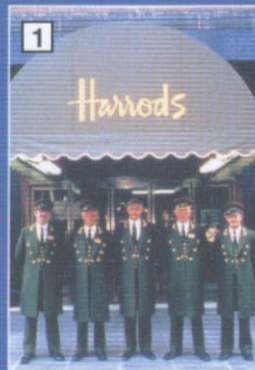
In the beginning, though, Harrods was just a small grocer's shop. It was opened in 1849 and run by Charles Henry Harrod. His son took over and added medicines and perfumes, as well as fruit, flowers, sweets and a van delivery service.

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

c .....

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

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



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



and the biggest hair and beauty salon in Europe.

d .....

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



e .....

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

- 3 In 1983, Harrods opened a branch in Korea.
- 4 Harrods has got 3,000 departments.
- 5 There are nine bars and restaurants in the store.

• Speaking

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

• Grammar: Making Comparisons

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

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

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

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



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

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

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

• Communication a) Asking about Prices

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

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

b) Polite Requests and Offers

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

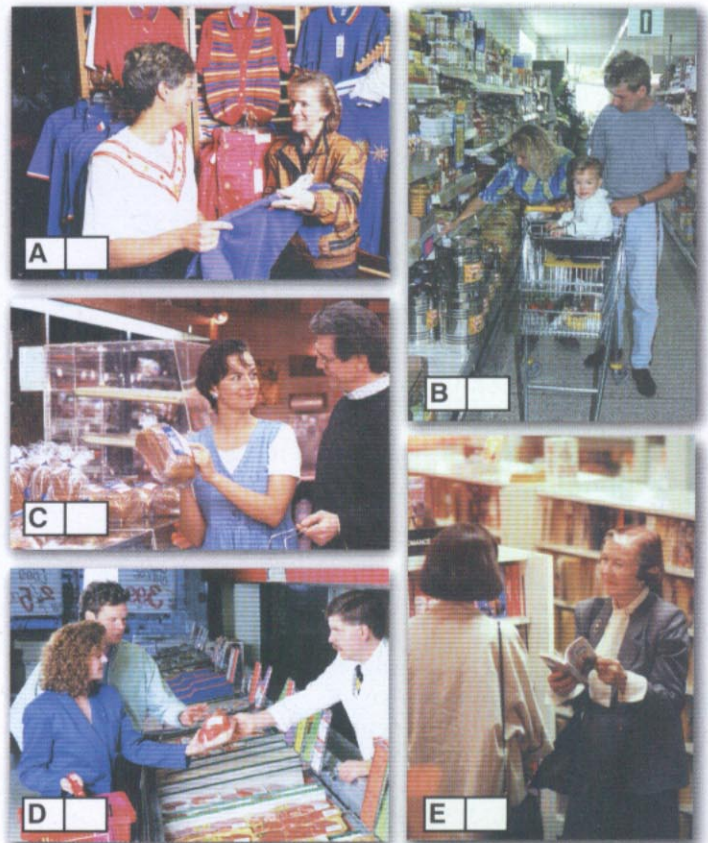
- *Could I have the pills in this prescription, please?*
- *Certainly. What would you like in it?*
- *Here you are.*
- *Can you deliver it?*

1 A: I'd like to order a bouquet of flowers, please.  
 B: .....  
 A: Roses, please, and perhaps some lilies. ....  
 B: Yes, if it's local.

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

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

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



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




## • Vocabulary Revision Game

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

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

## Pronunciation

**28**  Listen and repeat.

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

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

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


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

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

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

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

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

**29**  Listen and answer the questions.

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

**30 a)** In pairs, read out the dialogue.

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



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

### Plan

#### Introduction

Para 1: name of city, types of shops in general

#### Main Body

Para 2: names of best shops, where they are, what you can buy there

Para 3: opening hours & sales time(s)

#### Conclusion

Para 4: recommendation

## Words of Wisdom

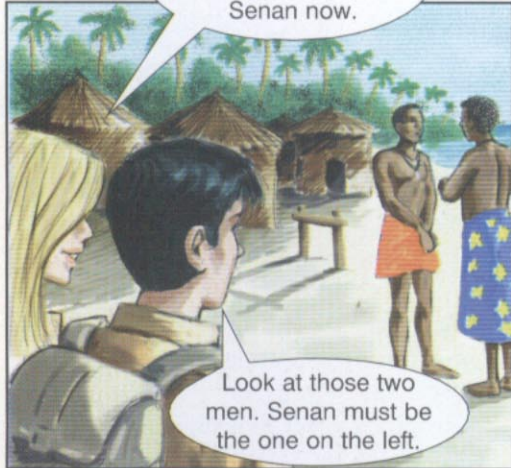
Read these sentences. What do they mean?

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

# The Shark Caller

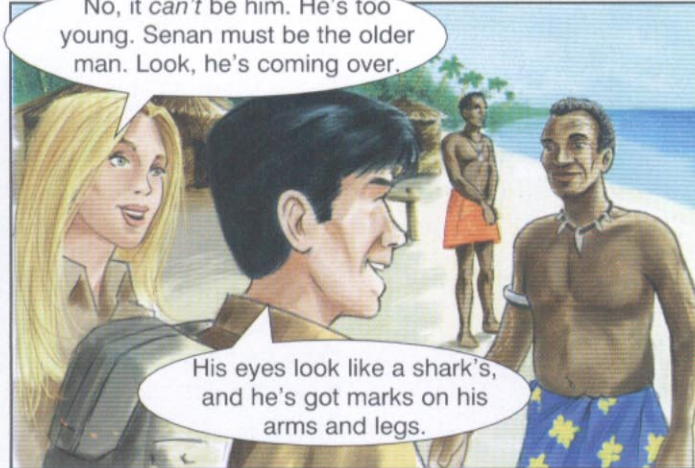
Mike, the editor of *The Morning Sun*, has sent Sandra and David to the village of Kontu in the South Pacific. They are going to investigate the story of a man, Senan, who has the power to call sharks.

So, *this* is the village of Kontu. Let's find Senan now.



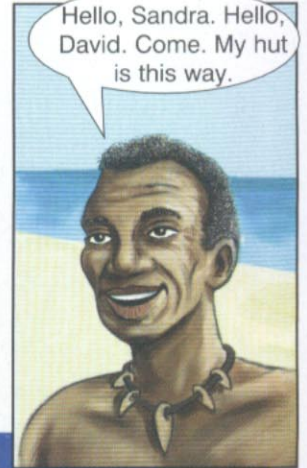
Look at those two men. Senan must be the one on the left.

No, it *can't* be him. He's too young. Senan must be the older man. Look, he's coming over.

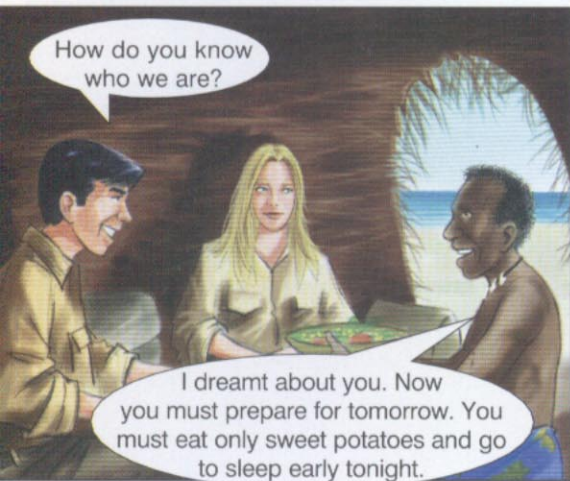


His eyes look like a shark's, and he's got marks on his arms and legs.

Hello, Sandra. Hello, David. Come. My hut is this way.

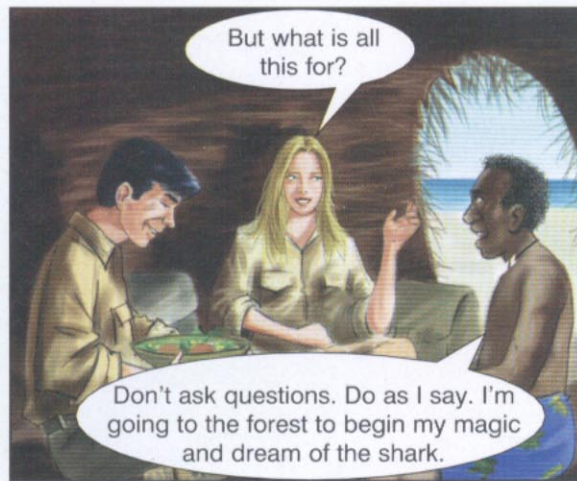


How do you know who we are?



I dreamt about you. Now you must prepare for tomorrow. You must eat only sweet potatoes and go to sleep early tonight.

But what is all this for?

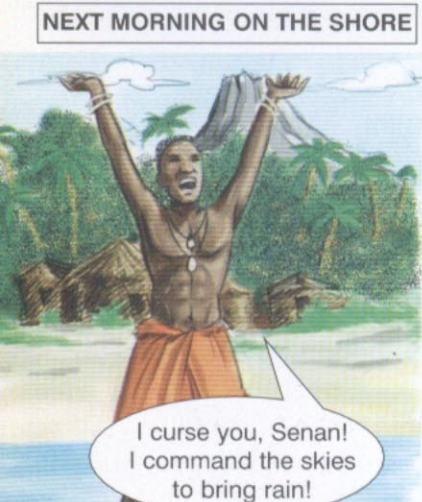


Don't ask questions. Do as I say. I'm going to the forest to begin my magic and dream of the shark.

Heeya, Heeya ...

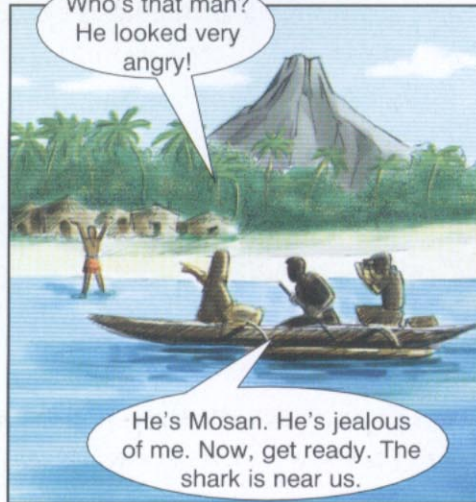


## NEXT MORNING ON THE SHORE



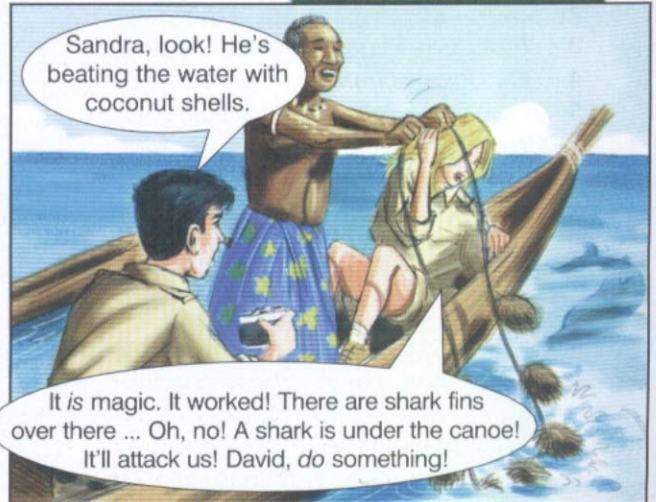
I curse you, Senan! I command the skies to bring rain!

Who's that man? He looked very angry!



He's Mosan. He's jealous of me. Now, get ready. The shark is near us.

Sandra, look! He's beating the water with coconut shells.




It is magic. It worked! There are shark fins over there ... Oh, no! A shark is under the canoe! It'll attack us! David, *do* something!

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

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

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

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

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

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

**4** Read the episode and answer the questions.

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

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

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

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

**Expressing Certainty**

- We use **must + infinitive without to** to say that something is logically true.  
*This **must be** her bag. Her purse is inside it.*  
 (= I'm sure the bag is hers.)
- We use **can't + infinitive without to** to say that something is logically untrue.  
*The Rover **can't be** his. He's got a Lancia.*  
 (= I'm sure the Rover isn't his.)

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



coconut - pineapple



speedboat - canoe

*It must be a coconut. It can't be a pineapple.*




potato - doughnut



dolphin - shark

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

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

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

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

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

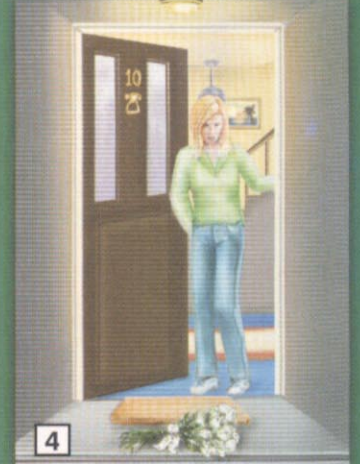
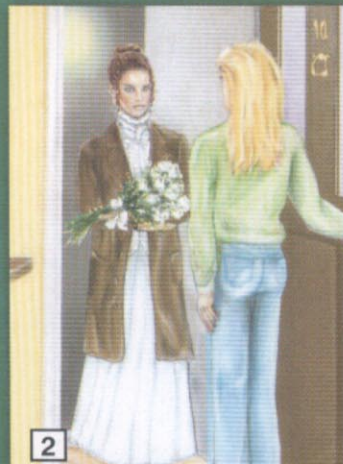
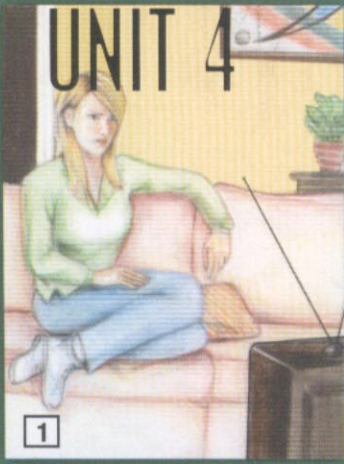
**Will**

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

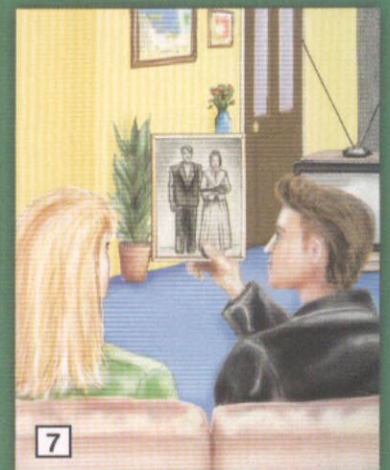
**9** What do you think will happen in the next episode? Make predictions with *will*, as in the example.

*I think the shark **will** attack them.*

# UNIT 4



## Days to Remember



### Lead-in

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

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

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

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

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

### Reading

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

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

# The Wedding Anniversary

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

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

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

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

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

"Perhaps I have," she said **jokingly**. She showed James the flowers, and told him about the strange woman. James laughed, then went upstairs to change his clothes. **3**  As he was going past the guest room, he heard the sound of a clock ticking. "It sounds like the clock my grandparents had when I was a child," James thought, "but that stopped working twenty years ago." He went into the room and turned on the light. His grandparents were no longer alive, but many of their things were still there. James looked around and saw his grandparents' clock. It was ticking loudly and it showed the correct time.

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

"I know who the young woman was," he said **softly**, showing Janice the photograph. **4**

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



## Language Development

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

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

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

### 7 Underline the correct word in bold.

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

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

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

### • Speaking

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

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

### • Grammar: Adjectives - Adverbs

#### Use

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

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

### 5 Read the story again and correct the statements.

- Janice was reading a book when the doorbell rang. *She wasn't reading a book. She was watching TV.*
- The young woman was wearing a short white dress. *(long)*
- The young woman at the door was holding a clock. *(bouquet)*
- Janice was sleeping when James came back home. *(sitting)*

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

*huge, exhausted, relieved, tiny, terrified*

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

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

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

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

*brightly, carefully, heavily, loudly, sweetly, violently*

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

*It was raining heavily as John was going back home.*

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

*fantastic, interesting, difficult, terrible, expensive, short*

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

• Speaking

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

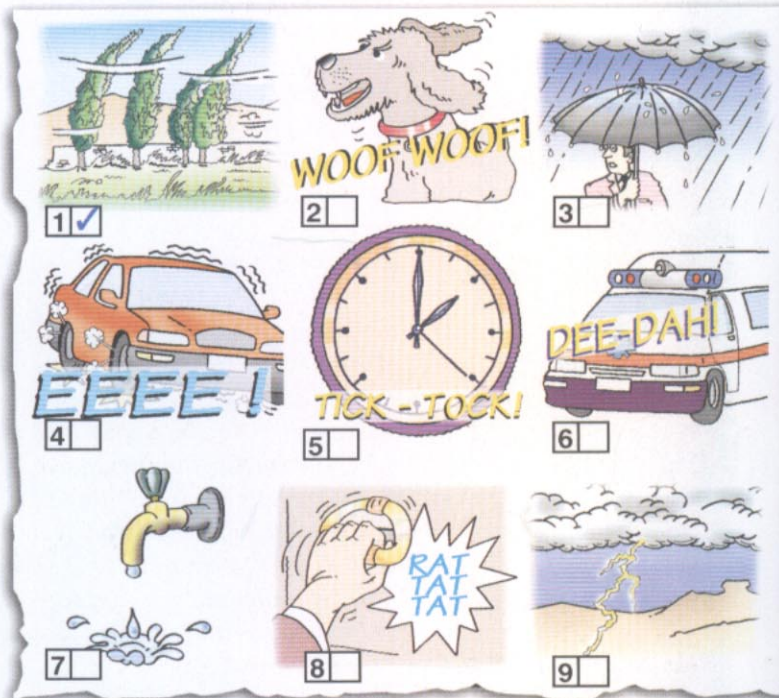
A: How was **your holiday**?  
 B: It was **fantastic/boring**.  
 A: **Was the weather good**?  
 B: Yes, **it was**./No, **it wasn't. It was awful**.

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

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

*I could hear the wind howling.  
 I couldn't hear a tap dripping.*

- |                          |                                      |
|--------------------------|--------------------------------------|
| a a dog barking ..2...   | g someone knocking on the door ..... |
| b a clock ticking .....  | h thunder rumbling .....             |
| c a tap dripping .....   | i car brakes screeching .....        |
| d a siren wailing .....  |                                      |
| e rain falling .....     |                                      |
| f the wind howling ..... |                                      |



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

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

**16** Listen and match the speakers to how they feel.

- |           |            |
|-----------|------------|
| Speaker 1 | a thrilled |
| Speaker 2 | b puzzled  |
| Speaker 3 | c sad      |
| Speaker 4 | d scared   |

• Grammar: Past Continuous

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

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

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

**Form**

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

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

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

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

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

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

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

At 6 am last Monday I was getting dressed.  
At the same time last Sunday I was sleeping.

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



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

**Beginnings - Endings**

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

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

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

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

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

• Writing (Project)

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

# Up, Up and Away!

## • Reading & Listening



A



B



C



D

As soon as Fay woke up, she knew this birthday was going to be very special. It was a sunny morning and a gentle breeze **1)** ..... in through the window. "A perfect day for a balloon ride!" Fay said excitedly to herself. Half an hour later, her friend Bob **picked her up** in his car. For her birthday present, Bob, a pilot, **2)** ..... Fay for a **ride** in a hot-air balloon.

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

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

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

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

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

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

At that moment a fire engine appeared. Its siren **4)** ..... and its red lights **5)** ..... **brightly**.

Two firefighters jumped out and, five minutes later, Fay and Bob **6)** ..... safely on the ground. "We're safe at last!" Fay cried.

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

**21** Look at the pictures. Which shows:

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

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

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

b) Correct the sentences, as in the example.

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

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

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

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

## • Speaking

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

**24** Complete the sentences.

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



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

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

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

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

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

• **Communication: A Witness' Report**

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

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

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

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

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

A: What 5) ..... (you/do)?

B: I 6) ..... (cut) the grass.

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

• **Vocabulary Revision Game**

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

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

**Pronunciation**

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

- I was here at six o'clock.  
 not somewhere else     not at seven o'clock
- A young woman was standing at the door.  
 not an old woman     not a young man
- They were both very sad.  
 not just one of them     they weren't happy
- He was cooking in the kitchen.  
 he wasn't eating     not in the bedroom
- This is my grandmother.  
 not someone else's     not my mother

**Writing (a story)**

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

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

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

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

- ..... Two fishermen pulled the canoe to safety.
- ...1... Mark & Dan got into the canoe.
- ..... They stopped to have some coffee.
- ..... They thanked the fishermen.
- ..... They got back into the canoe.
- ...5... They saw a waterfall.
- ..... They saw a kingfisher.



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

**Plan**

**Introduction**

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

**Main Body**

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

**Conclusion**

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

**Words of Wisdom**

Read these sentences. What do they mean?

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

# Module Self-Assessment 1 (Units 1 - 4)

## • Vocabulary

### 1 Underline the correct item in bold.

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

(10 marks)

### 2 Fill in the correct word.

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

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

(10 marks)

### 3 Fill in the gaps with prepositions from the list.

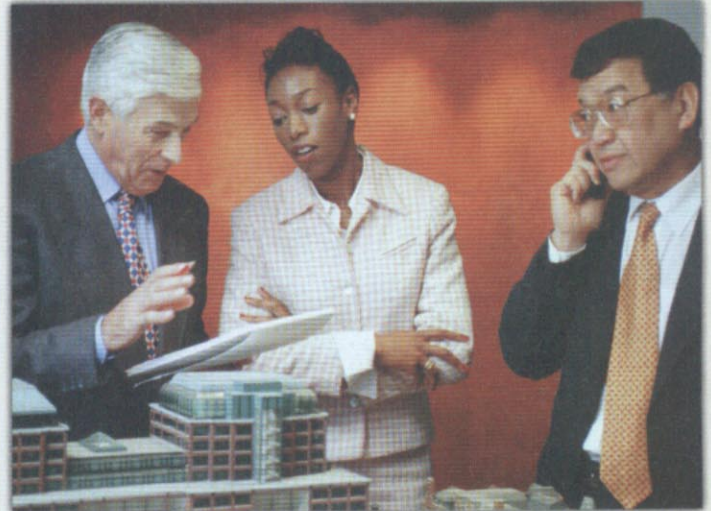
*to, of, in, for, till, from*

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

(8 marks)

## • Grammar

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



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

(10 marks)

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

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

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

(10 marks)

**6 Number the adjectives in the correct order.**

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

(5 marks)

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

*short, long, bad, expensive, young*

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

(5 marks)

**• Communication: Buying Things**

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

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

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

(5 marks)

**Reading**

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

a It 1) ..... (be) a dull Sunday morning and a cold wind 2) ..... (blow) down the empty High Street. Tom Ridley 3) ..... (walk) to the newsagent's to buy his Sunday paper when he 4) ..... (hear) a strange noise. Tom 5) ..... (stop) and 6) ..... (look) up and down the street, then he 7) ..... (realise) that the noise 8) ..... (come) from behind the heavy iron door of the museum.

b After the police 9) ..... (arrest) the robbers, the owner of the museum 10) ..... (turn) towards Tom. "Please accept this with my thanks," she 11) ..... (say), and 12) ..... (hand) Tom a cheque for £500. Tom 13) ..... (look) at the cheque and 14) ..... (smile) happily. "You're very, very welcome," he 15) ..... (reply).

(15 marks)

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

(8 marks)

**Writing**

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

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



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

(14 marks)

TOTAL: 100 marks

# The Way We Are

◀ Read, listen, talk and write about...

## Planning Ahead

### Unit 5



- job qualities
- plans
- holidays



## Food, Glorious Food

### Unit 6

- food
- drinks
- service at restaurants
- containers

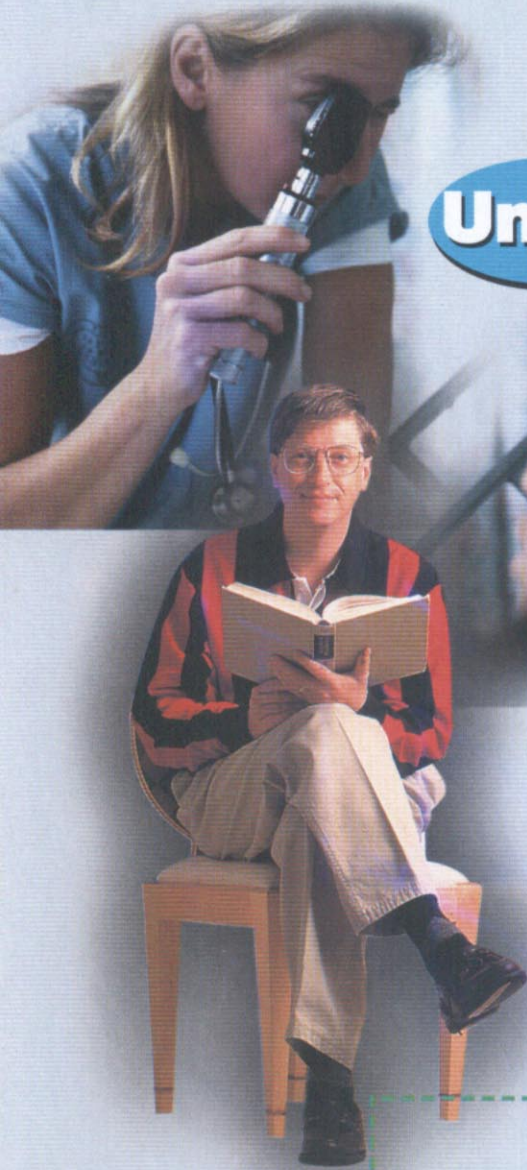


# Module 2

Units 5 - 8

## Profiles

### Unit 7



- health
- illness
- accidents
- changes in lifestyle

### Learn how to ...

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

### Practise ...

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

## A Brush with Danger

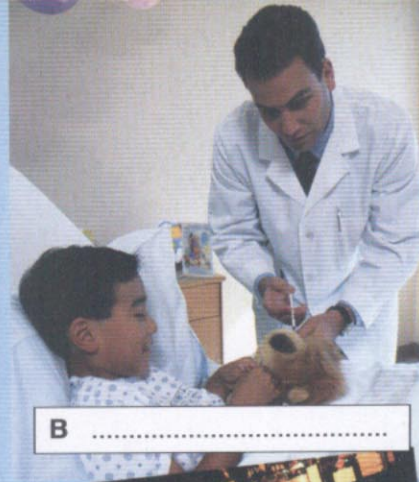
### Unit 8

- experiences
- preparations
- feelings





A .....



B .....



C .....

# Planning Ahead

## Lead-in



D .....



E .....

- a) Label each picture with the correct job in the list.  
*gardener, stuntman, firefighter, barman, doctor, builder*

b) Can you think of any other jobs?

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

a I've always wanted to help sick people, so I'm going to be a .....

b I want to save lives, so I'm going to be a .....

c I like meeting people and socialising, so I'm going to be a .....

d I enjoy doing dangerous things, so I'm going to be a .....

e I love looking after plants, so I'm going to be a .....

f I don't mind working hard, so I'm going to be a .....

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

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

*Gardeners have to be patient, imaginative and careful.*

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

SA: Which job would you most like to do?

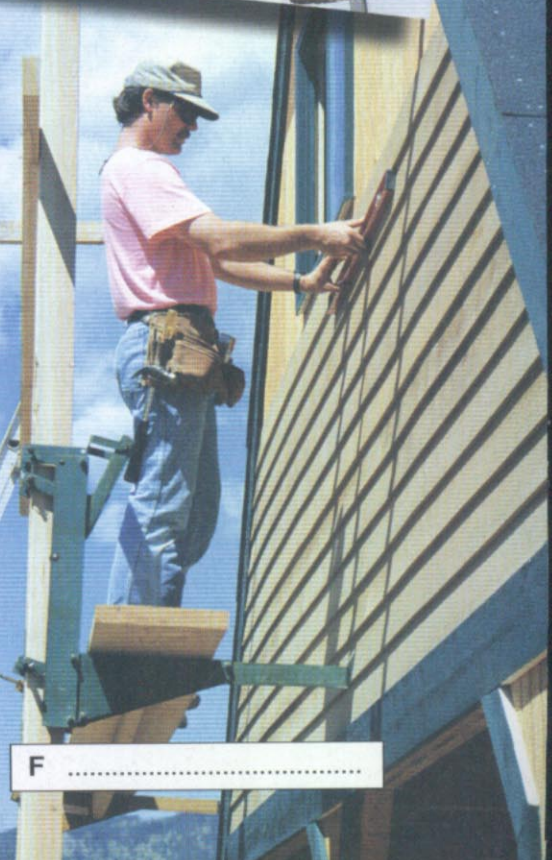
SB: I'd like to work as a doctor, because I like helping sick people.

Which job would you most like to do?

SA: I'd like to ...

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

Ito	doctor	wants to save lives
Roberto	firefighter	likes helping sick people
Natasha	barman	likes meeting people



F .....

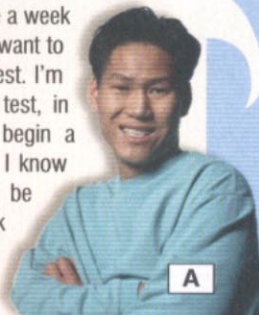
## Reading

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

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

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

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



**A**

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

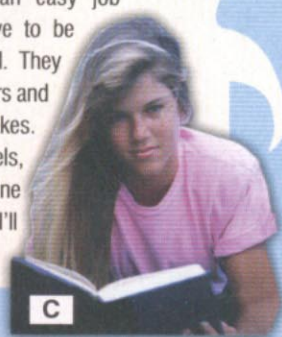
"I want to work as a barman because I like meeting people. A good barman has to be friendly and patient. This won't be a problem for me, as I love socialising and I never get angry. I recently finished a bartending course in Rome and I'm very excited at the moment, as I'm getting a full-time job in my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



**B**

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

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



**C**

## Language Development

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

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

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

**8** Underline the correct word.

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

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

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

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

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

### • Speaking

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

*Ambition - Reason - Job Qualities - Plans/Fixed Arrangements*

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

- |             |  |                                  |
|-------------|--|----------------------------------|
| doctor      |  | travel a lot                     |
| taxi driver |  | work long hours                  |
| policeman   |  | work outdoors                    |
| pilot       |  | wear a uniform                   |
| farmer      |  | wake up very early               |
| builder     |  | work in the evenings/at weekends |
|             |  | has to / doesn't have to         |

*A doctor has to work long hours.*

*A doctor doesn't have to travel a lot.*

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

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

• Grammar: Future

12 Study the examples, and complete the rules.



Look at him!  
He's going to fall!



I'll take these, please.



I think the weather will  
get warmer soon.



I'm going to buy a hat.

be going to - will

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

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



She's going to move house.



She's moving house on  
Tuesday.

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

- walk home
- drive home
- go shopping
- have a snack
- visit friends
- listen to music
- do your homework
- watch a film
- clean your house
- get some exercise

15 Complete the predictions, using the verbs in the list.  
take, buy, paint, feed, win, sell



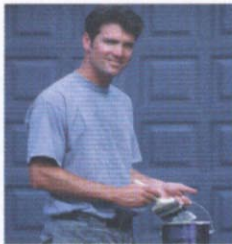
1 He *is going to win* the race.



2 She ..... the house.



3 She ..... a necklace.



4 He ..... the door.



5 They ..... the ducks.



6 She ..... some pictures.

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

- A: What are your plans for the summer?  
B: We ..... (go) to Jamaica.  
A: Wow! When ..... (you/leave)?  
B: On 28th July.

• Christmas - Switzerland - 20th December

- A: It's very cloudy today.  
B: Yes. It's ..... (rain).

• cold - snow

- A: Which extra subjects are you going to study next year?  
B: I'm not sure yet, but I think I ..... (do) music and dance.

• languages - Spanish and Russian

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

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

SA: Is Robin going to travel abroad this summer?  
SB: No, he isn't. He isn't going to travel abroad.

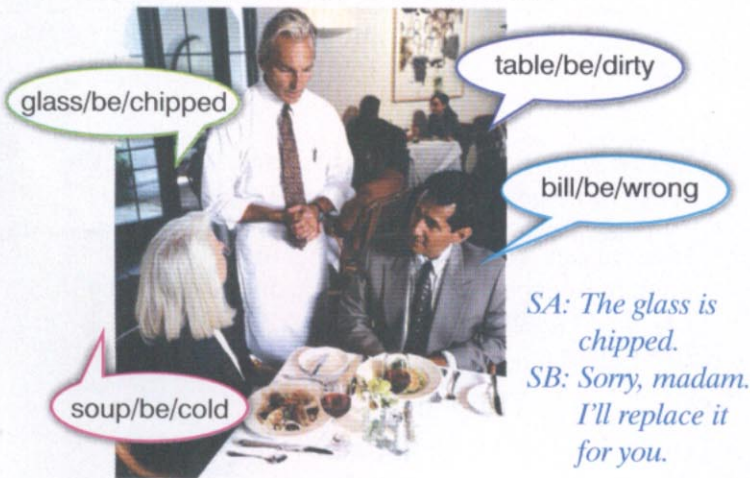


• Writing (Project)

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

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

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



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

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

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

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

• Reading & Listening

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

### DISCOVER SRI LANKA

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

**Price Includes:**

- Return Flight from Heathrow
- 10 nights in 5-star accommodation
- 10 breakfasts, lunches and dinners
- Daily sightseeing tours with experienced local guide

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

b) Listen and fill in the missing words.

Dear Sir/Madam,

1 I am 1) ..... regarding your advertisement in The Broadmoor Weekly on 20th April. I am very interested in visiting Sri Lanka and 2) ..... be grateful if you could answer a 3) ..... questions.

2 Your advertisement states that the price includes a return flight 4) ..... Heathrow. Will the flight leave in the morning, afternoon or evening? The advertisement also mentions that the price includes ten nights in five-star accommodation. Will I have my own room, or will I 5) ..... to share? In addition, regarding the meals that the price includes, will vegetarian dishes be available? Finally, what sights will we visit on the daily sightseeing tours? Will there be time to go 6) .....? Also, will the guide speak English?

3 Thank you for your help. I look 7) ..... to hearing from you.

Yours faithfully,  
Darren Barnet

c) Read the letter and answer the questions.

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

• Grammar: Conditionals Type 1

22 Study the examples, then complete the rule.

**Use**

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

Form: ..... + present simple ..... + infinitive without to

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

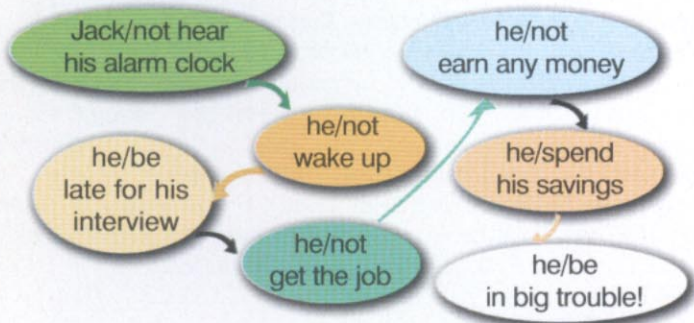
23 Match the prompts in A to the ones in B. Then, act out dialogues in pairs, as in the example.

A	B
1 haven't got any money	a go on a picnic
2 car breaks down	b visit Buckingham Palace
3 a sunny day tomorrow	c phone for help
4 get hungry	d borrow some
5 go to London	e make a sandwich

SA: What will you do if you haven't got any money?  
 SB: If I haven't got any money, I'll borrow some.

• Speaking

24 Follow the arrows and make sentences.



S1: If Jack doesn't hear his alarm clock, he won't wake up.  
 S2: If he doesn't wake up, ...

25 Complete the sentences.

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

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

**When - If**

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

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

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

• Communication: a) Making Appointments

27 Read the dialogue and fill in *will*, *'m afraid*, *'d like*, *could* or *would*, then listen and check. Finally, use the prompts below to make similar dialogues.

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

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

**b) Reminding and Reassuring People**

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

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

**• Vocabulary Revision Game**

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

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

**Pronunciation**

**30** Listen and repeat the sentences.

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

**Writing** (a letter asking for information)

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

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

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

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

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

## 4-DAY WHITEWATER RAFTING TRIP

**ON THE COLORADO RIVER FOR ONLY \$259!**

(21st - 24th JUNE)

**PRICE INCLUDES:**

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

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



**Plan**

- Dear Sir/Madam,  
 Para 1: explain why you are writing  
 Para 2: ask your questions  
 Para 3: closing remarks

Yours faithfully,  
 (your full name)

**Words of Wisdom**

Read these sentences. What do they mean?

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

# UNIT 6



melon



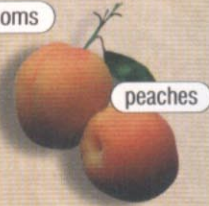
cucumber



watermelon



mushrooms



peaches



freshly-squeezed carrot juice



lettuce



fried chicken



lamb & mashed potatoes



wholemeal bread



apple juice



fried egg, sausages, French toast



grilled chicken, Basmati rice, brussels sprouts, carrots



fruit salad



steak, jacket potato, broccoli



spaghetti bolognese, garlic bread



chocolate cake



doughnut



bacon & cheese sandwich



nuts



bread rolls



yoghurt



prawns



green beans



peas



mussels




olive oil & vinegar



club sandwich, chips

## Food, Glorious Food

### Lead-in

- 1 Look at the pictures of food and drinks. Which are: *healthy, low-fat foods; fatty foods; junk food?*
- 2 What food & drink would be suitable for: *a vegetarian; somebody who is on a diet?*
- 3 a) What do you usually eat and drink: *at work/ school; on a picnic; at a fast-food restaurant; at an expensive restaurant?*  
b) Do you often: *eat junk food; have a snack between meals?*  
c) Do you worry about how healthy your diet is? *Are you a fussy eater?*
- d) Which foods: *contain a lot of calories; contain protein; are rich in vitamins?*
- 4  Listen and match the stars to the things they like to eat or drink.
 

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

## Reading

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

### What Do The Stars Eat?



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

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

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

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

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

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

- 3 Who likes junk food?  
 A Eddie Murphy  
 B Demi Moore  
 C Susan Tate  
 D Bill Murray
- 4 Cooking for the stars is ...  
 A boring.  
 B difficult.  
 C easy.  
 D scary.
- 5 Caterers on film sets should ...  
 A be fussy eaters.  
 B prepare only healthy food.  
 C change their jobs often.  
 D fix food the way each star likes it.

## Language Development

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

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

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

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

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

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

*constantly, fatty, wondered about, insists on*

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

### • Speaking

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

- dieters
- junk-food lovers
- fussy eaters

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

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

- |   |  |
|---|--|
| 1 Vegetarians don't eat ...<br>A junk food.<br>B vegetables.<br>C meat.<br>D healthy foods. | 2 Most actresses don't eat ...<br>A low-fat foods.<br>B sandwiches.<br>C fatty foods.<br>D steamed vegetables. |
|---|--|

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

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

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

*Eggs, chicken, mushrooms and bacon can be fried.*

10 **Underline the odd word out.**



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

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

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

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

• **Grammar: Countable/Uncountable Nouns**

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

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

SA: *Would you like some bacon?*

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

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

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

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

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

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

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

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

• Speaking

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

• Grammar: Should/Shouldn't

**Giving Advice**

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

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

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

*You should wash your dishcloths and hand towels regularly.*

• Writing (Project)

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

• Communication: a) Polite Requests & Offers

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



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

b) Making, Accepting and Refusing Offers

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

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

- soup - chicken/onion

- 2 A: 1) ..... a hot dog, Steve?  
B: No, thanks. I'm not very hungry.  
A: 2) ..... a salad, then?  
B: No, thanks. Just a Diet Coke, please.

- a hamburger - a piece of apple pie - some coffee

## • Reading & Listening

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

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

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

**18** a) Mr Harris visited Monty's fast-food restaurant to write a report about its good and bad points. Read his report and fill in the missing headings from the list.

Food & Prices  
Atmosphere  
Introduction  
Conclusion  
Service

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



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

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

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

## • Speaking

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

- good points
- bad points
- suggestions



• Vocabulary Revision Game

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

*eating habits, fussy eaters, on a diet, count calories, seeds, carton, junk food, a few, spicy, look smart, dishes, bread rolls, helpful staff, hot dishes, lower the prices, customers, freshly-squeezed carrot juice, steamed rice, low-calorie foods, vegetarian, comfortable seating*

Pronunciation

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

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

b) Listen and repeat the sentences.

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

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

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

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

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

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

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

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

Plan

Introduction

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

Main Body

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

Conclusion

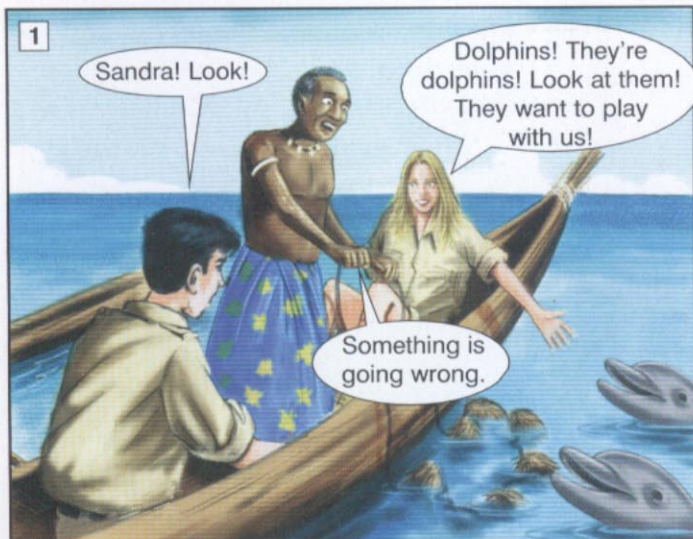
overall impression and suggestions

Words of Wisdom

Read these sentences. What do they mean?

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

# The Shark Caller

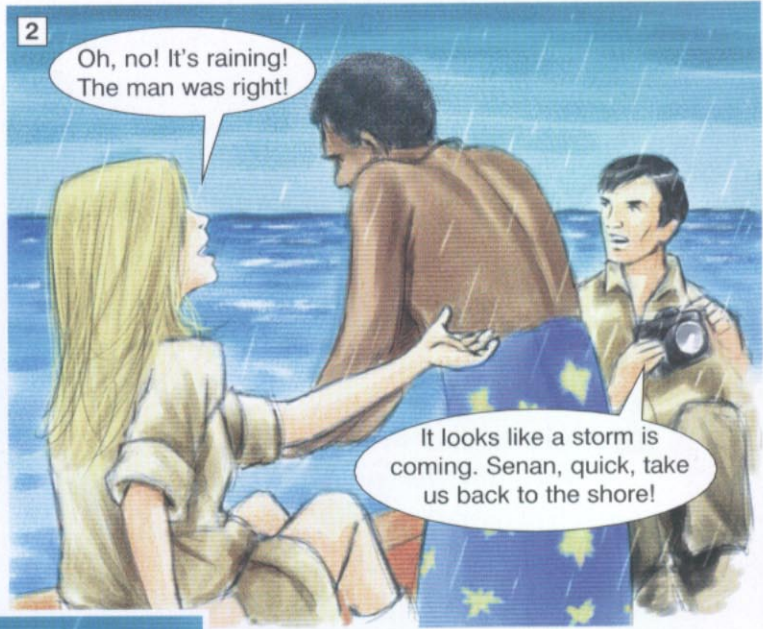


1

Sandra! Look!

Dolphins! They're dolphins! Look at them! They want to play with us!

Something is going wrong.



2

Oh, no! It's raining! The man was right!

It looks like a storm is coming. Senan, quick, take us back to the shore!



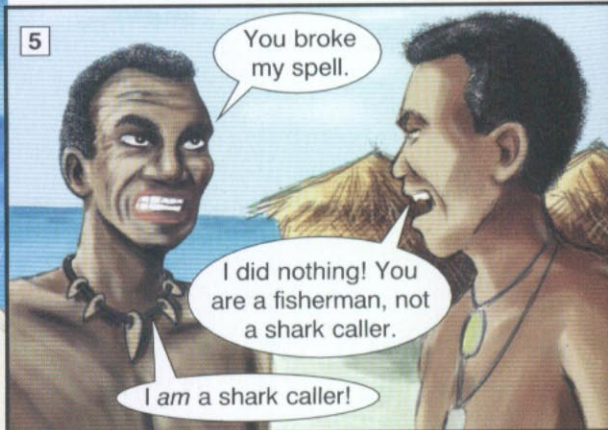
3

I can't. I can't move my arms! Someone has cast a spell on me.

4

David, we'll drown! Do something!

Give me the paddle.

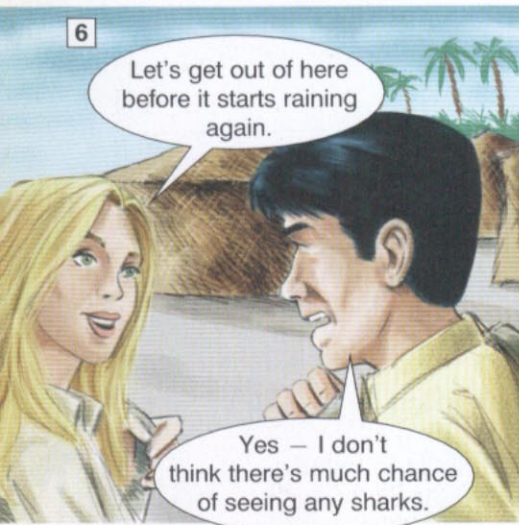


5

You broke my spell.

I did nothing! You are a fisherman, not a shark caller.

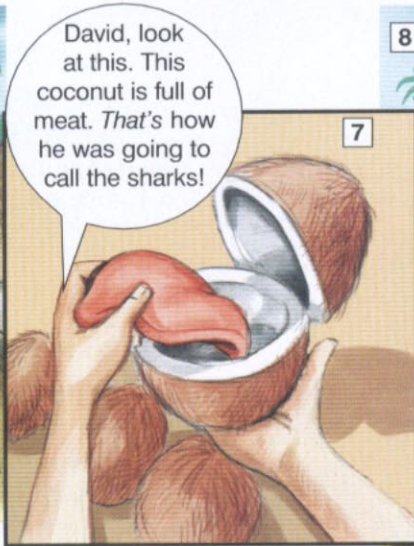
I am a shark caller!



6

Let's get out of here before it starts raining again.

Yes - I don't think there's much chance of seeing any sharks.



7

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



8

Well, that was certainly very interesting!

I suppose I could make sharks appear with the meat, too. What do you think?


I'm sure you could!

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

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

**2** Look at the pictures again. Who is:

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

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

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

**4** Read the episode and answer the questions.

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

• Grammar: Conditionals Type 0

**if ... + present ... + present**

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

*if you heat water, it boils.*

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

*if/when sharks smell meat, they get ... excited.*

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



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

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

**Time Words**

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

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

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

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

*Please tell me when Paul comes. (time word)*

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

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

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

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

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

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

## Profiles


### Lead-in

- 1 a) **Underline the correct word in bold.**
- 'Doctors Without Frontiers' provides emergency health **care/attention**.
  - A *patient* is a person who is **ill/healthy**.
  - A *routine medical problem* is a **major/common** health problem.
  - If you *treat* patients, you try to **cure/repair** them.
  - A *decade* is **100 years/10 years**.
  - If you *improve* something, you **make it better/worse**.

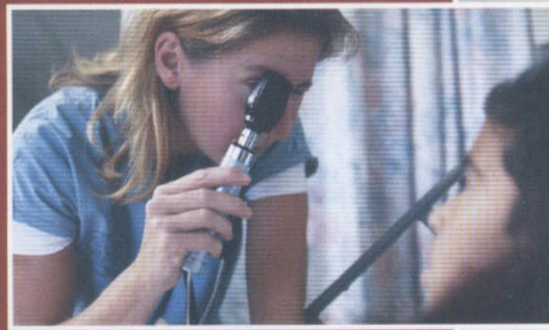
b) **Where should you go if you have these problems — to a hospital, your GP, a dentist, or a chemist?**

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

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

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

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



### Reading

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

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

### Working with the Sick

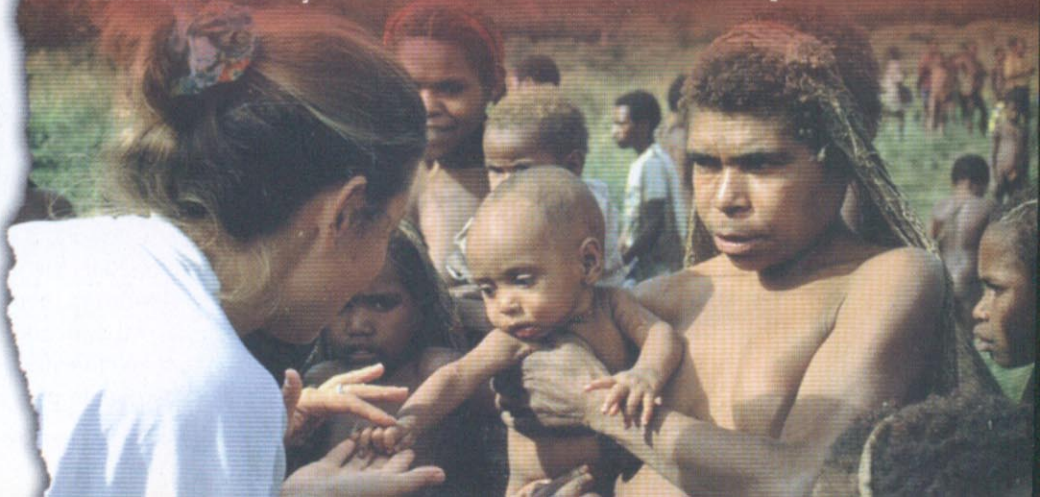
34-year-old Dianne Grey was a successful doctor in the south of England, but for the last eight months she has been living in Angola, working for an **organisation** called *Doctors Without Frontiers* that provides emergency health care in several African countries.

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

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

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

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



# Language Development

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

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

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

## 5 Fill in the correct word.

fighting, organisation, training, GP

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

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

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

## • Speaking

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

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

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

### Use

We use the **present perfect**:

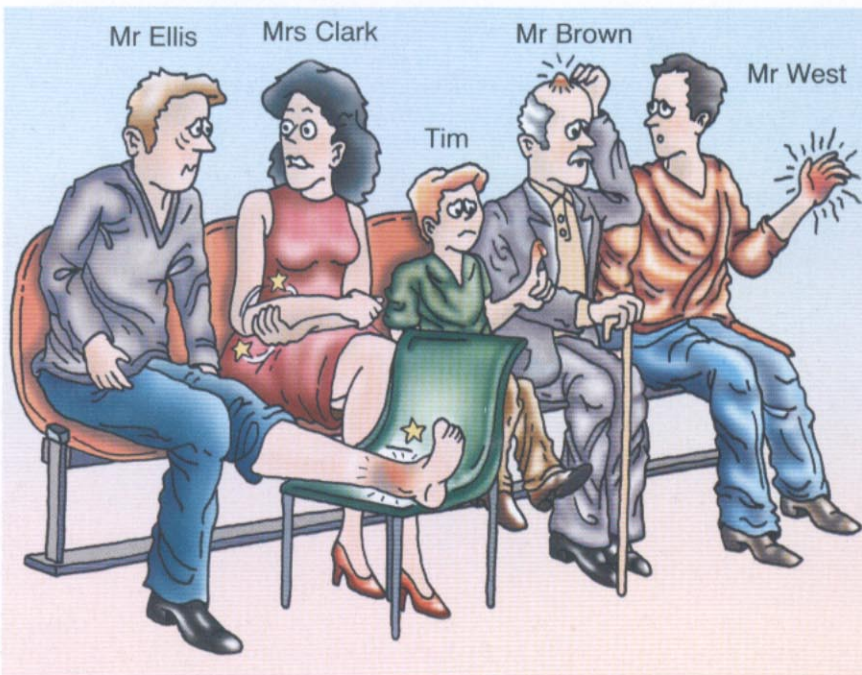
- to talk about an action which started in the past and continues up to the present.  
*Dianne has been in Angola for the last eight months.*
- to talk about a recent action whose result is visible in the present.  
*I've broken my leg, so I can't walk.*
- to talk about an **experience**.  
*Have you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

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

## 7 Fill in the past participle of the following verbs.

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

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



- |   |                  |
|---|------------------|
| twist ankle ..... <i>Mr Ellis</i> ..... | break arm .....  |
| burn hand .....                         | cut finger ..... |
| hit head .....                          |                  |

Nurse: *What's the problem, Mr Ellis?*  
Patient: *I've twisted my ankle.*

• **Communication: Talking about Illnesses**

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

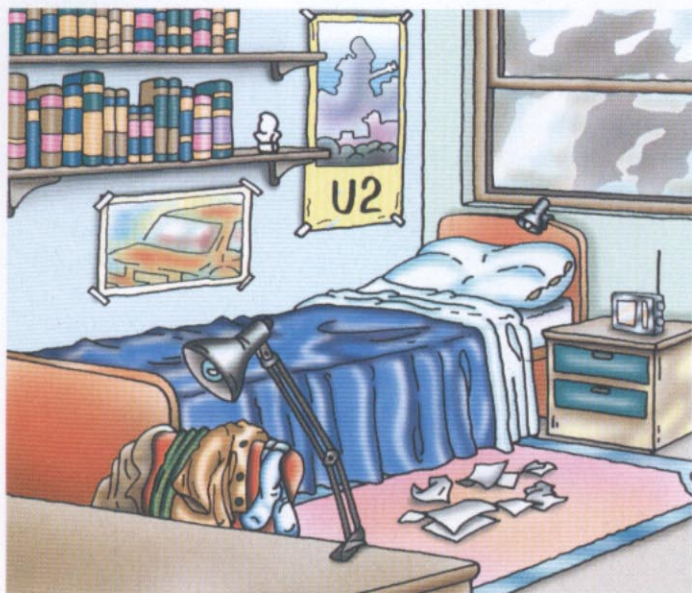
A: What's the matter, Steve?  
 B: I've got a headache.  
 A: Why don't you take an aspirin, then?

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

**Just - Already - Yet**

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

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



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

He has **already** made his bed.

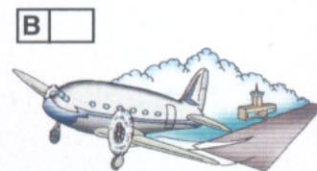
11 Complete the sentences about what you have or haven't done today.

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

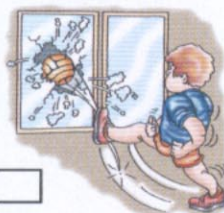
12 Listen to the noises and number the events in the order you hear them. Then, use the prompts to make sentences about what has just happened in each picture.



he/fall/in the water



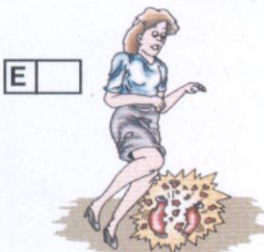
plane/take off



he/break/window



he/hit/finger



she/drop/vase



car/crash/into the parking meter

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

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

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

• **Writing (Project)**

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

### Present Perfect Simple vs Past Simple

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

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

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

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

#### 15 Fill in *did*, *have* or *has*.

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

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

#### Use

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

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

#### 17 Look at the pictures and match the people to the prompts. What has each person been doing? Make sentences, as in the example.



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

*1 She has been walking all morning.*

### For - Since

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

#### 18 Fill in *for* or *since*.

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

#### 19 Complete the sentences below about yourself.

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

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

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

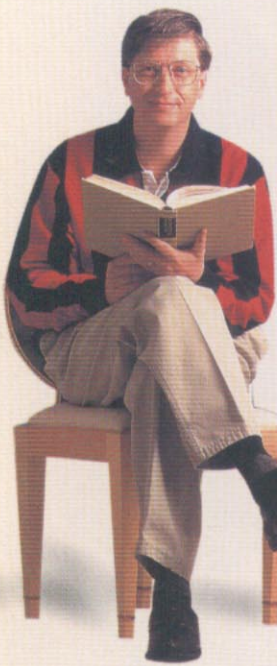
- A: How long/you/study/French? B: Seven years.
- A: How long/you/live/in Hollywood? B: Last August.
- A: How long/you/drive/racing cars? B: 1982.
- A: How long/you/wait/here? B: a few minutes
- A: How long/you/read/that book? B: last month
- A: How long/you/sunbathe? B: two hours

• Reading & Listening

21 Who is Bill Gates? Look at the picture and describe him.

22 a) Read the article and match the paragraphs to the headings, then explain the words in bold.

Character/Likes/Plans ..... Introduction .....  
 Early Life ..... Later Life .....



# Bill Gates

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

2 His full name is William Henry Gates III, and he was born on 28th October, 1955, in Seattle, USA. At school, Bill soon showed that he was very intelligent, and especially good at Maths and Science. His parents decided to send him to Lakeside, the **private school** where he first began to use

computers. 13-year-old Bill Gates and his schoolfriend Paul Allen were soon spending all their time writing programs and learning about computers instead of doing their schoolwork!

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

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

b) Read the article again and answer the questions.

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

23 Listen and complete the table.

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

• Speaking

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

• Communication: Asking For & Giving Permission

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

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

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

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

watch TV - tidy your bedroom



• Vocabulary Revision Game

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

*train local people, treat patients, medical equipment, improve conditions, feel useful, health care, good career, business success, retire, continue to grow, normal personal life, start a business, huge amounts of money, wealth, mixed feelings*

Pronunciation

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

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

Writing (a profile of a famous person)

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

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

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

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

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

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

**Plan**

**Introduction**  
Para 1: introduce the person

**Main Body**  
Para 2: early life  
Para 3: later life

**Conclusion**  
Para 4: character, likes, plans

Words of Wisdom

Read these sentences. What do they mean?

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

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

**A** Introduction:

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

**C** Later Life:

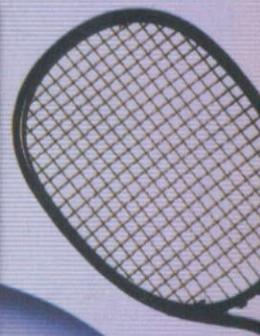
- became European Champion for players under 18 in .....
- won the Wimbledon doubles title in ..... at the age of 15.
- won all four Grand Slam doubles titles in .....

**B** Early Life:

- born in Kosice, Czechoslovakia, on 30th September, .....
- started playing tennis at the age of three
- parents divorced, her mother remarried in .....
- moved to Switzerland with mother and stepfather, has lived there ever since.

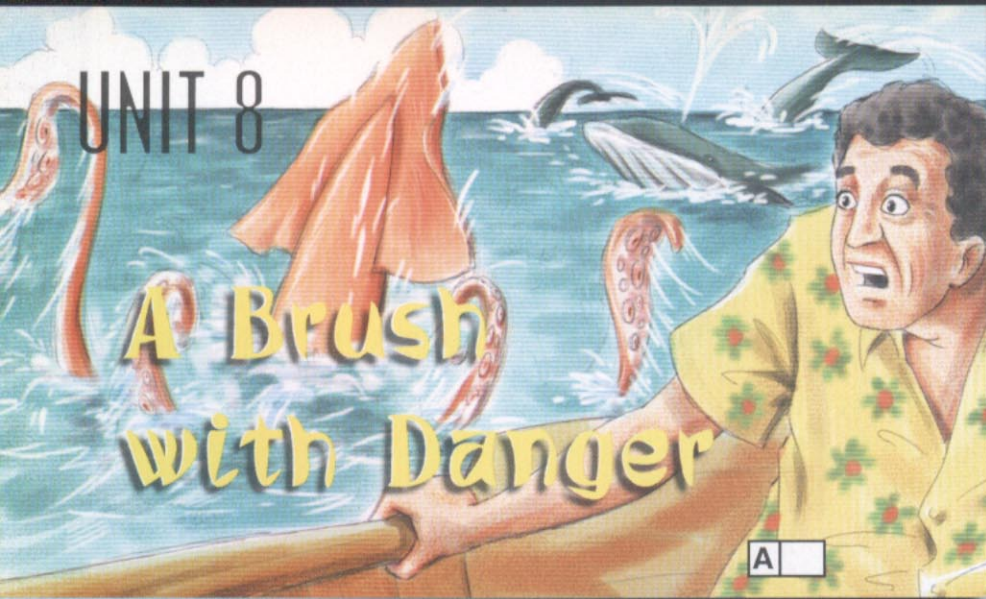
**D**

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

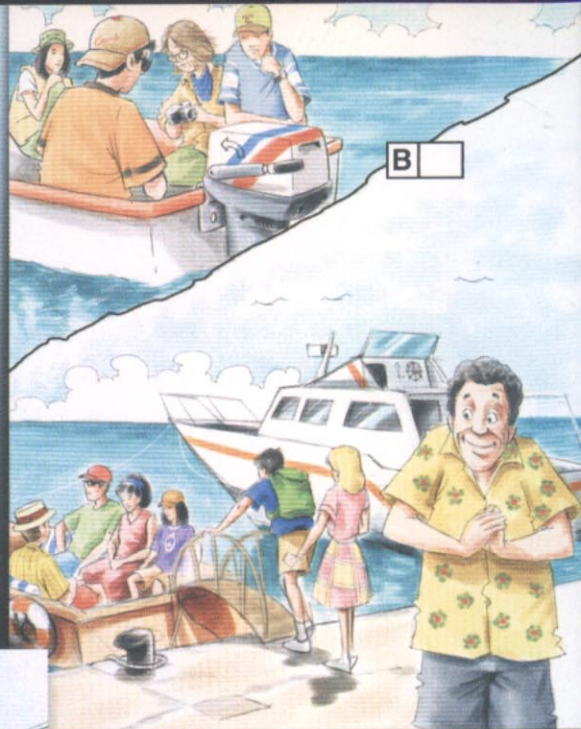


# UNIT 8

## A Brush with Danger



A

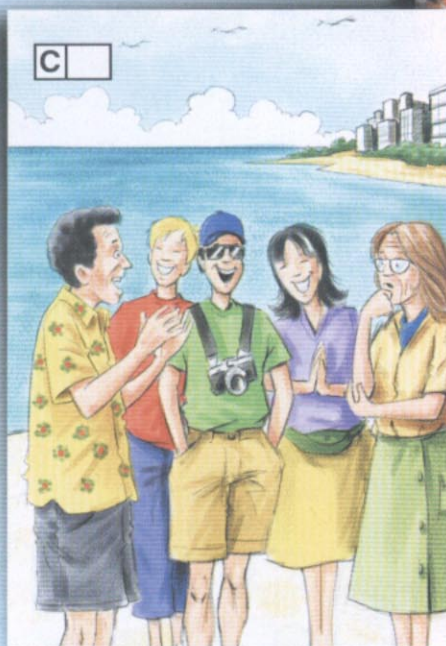


B

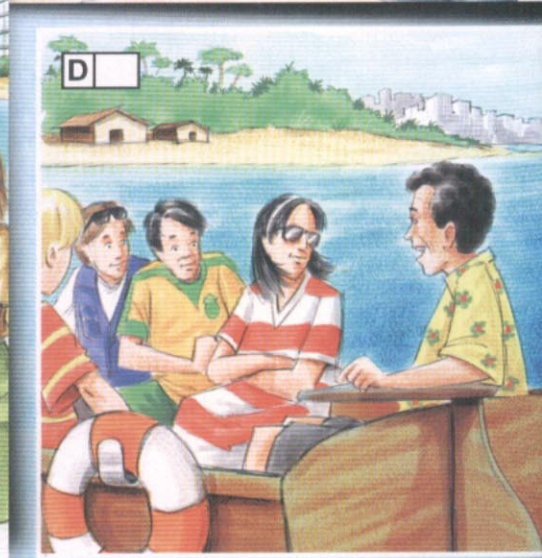
### Lead-in

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

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



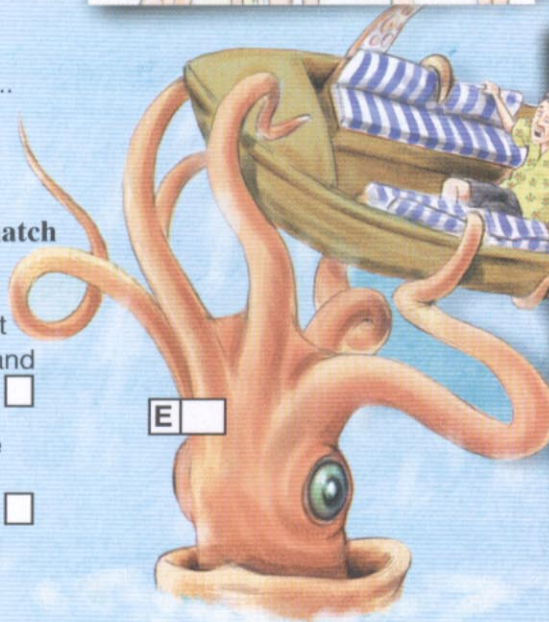
C



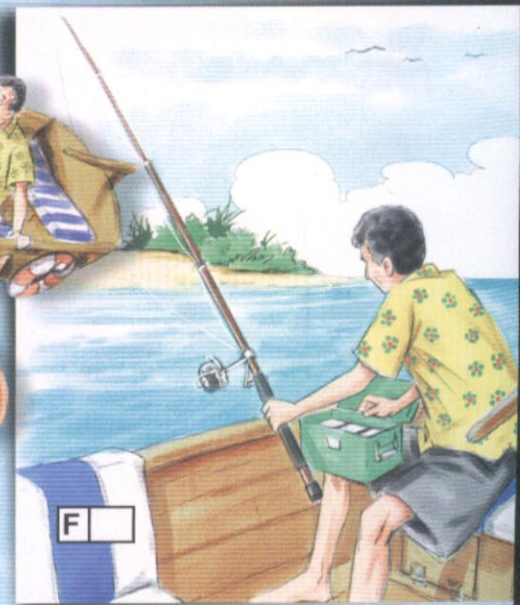
D

2 Find the three pictures that match the sentences below.

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



E



F

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

## Reading

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

### The Giant Squid

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

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

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

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

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

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

- At the beginning of the story, Jim ...
  - believed in sea monsters.
  - had seen lots of sea monsters.
  - didn't think the sea monster was real.
- What scared the giant squid away?
  - a school of dolphins
  - some whales
  - a sea monster
- How did the tourists feel when they heard Jim's story?
  - amused
  - scared
  - angry
- What happened to Jim's business after he saw the squid?
  - The scientists bought it.
  - It improved.
  - He lost it.

## Language Development

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

*school, popular, sea, fishing, guided*

- ..... tours
- a ..... monster
- a ..... rod
- a ..... of whales
- a ..... attraction

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

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

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

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

### • Speaking

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

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

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

**8** Study the example and complete the rule.

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

**Form/Use**

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

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

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

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

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

- We use the past perfect simple to talk about a past action which happened before another past action.

*He called Jane after he had finished dinner. (First he finished dinner, then he called Jane.)*

- The past perfect simple is the past equivalent of the present perfect simple.

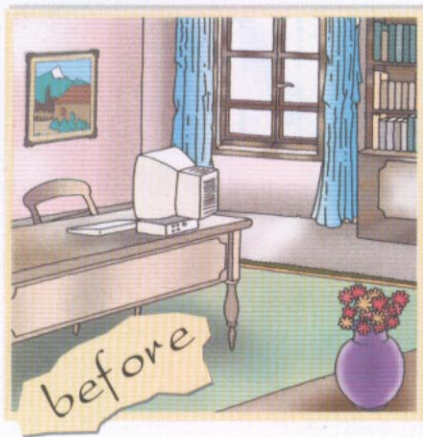
*He has never travelled abroad. (present perfect simple)*

*He had never travelled abroad. (past perfect simple)*

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

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

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



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

• **Writing (Project)**

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

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

- 1 do the laundry
- 2 do the ironing
- 3 mop the kitchen floor
- 4 do the washing-up
- 5 clean the bathroom
- 6 vacuum the dining room
- 7 polish the silver
- 8 dust the living room
- 9 clean the windows
- 10 sweep the garden path

*SA: Had she done the laundry?*

*SB: No, she hadn't.*

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

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

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

**A**

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

**B**

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

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

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

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



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



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

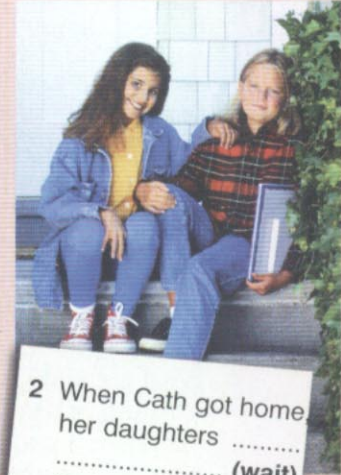
**Past Continuous vs Past Perfect Simple**

We use the **past continuous** for an action which was in progress at a specific time in the past.  
 We use the **past perfect** for an action which **had finished** in the past before another action happened.

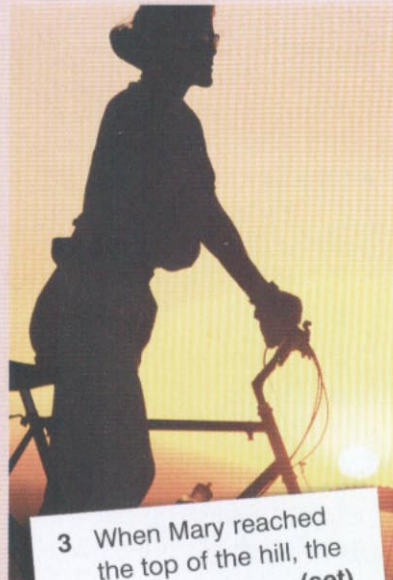
**16** Look at the pictures, then put the verbs in brackets into the correct tense.



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



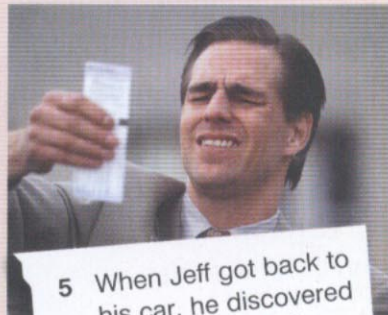
2 When Cath got home her daughters .....  
 ..... **(wait)** for her on the steps.



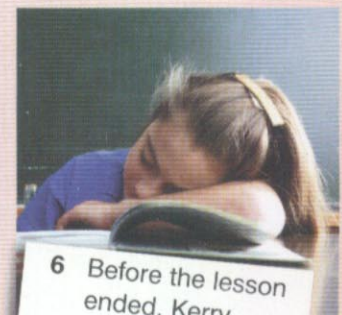
3 When Mary reached the top of the hill, the sun ..... **(set)**.



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



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



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

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

*I had done my shopping before I had lunch yesterday.*

### • Reading & Listening

**18** Read the questions and circle the correct answers.

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

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

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

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

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

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

### • Speaking

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



## A Narrow Escape

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

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

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

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

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

• Communication: Apologising

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

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

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

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

• Vocabulary Revision Game

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

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

Pronunciation

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

	/ɔ:/	/ɒ/		/ɔ:/	/ɒ/
saw			lost		
was			your		
more			on		
got			watch		
want			course		
walk			floor		

b) Listen and repeat.

- I saw your watch. It was on the floor.
- I haven't got it any more. I lost it.
- We want to walk, of course.

Writing (a story)

When we write a story narrating a frightening experience we can divide our composition into five paragraphs.

In the **first paragraph**, we set the scene. We write about **who was involved in the story, when and where it happened**, and **what** happened first. We continue in the **second, third and fourth paragraphs**, writing the events in the order they happened. In the **last paragraph**, we write **what happened in the end** and how the people in the story felt.

We normally use **past tenses** in such pieces of writing.

25 Read the notes and try to put them in order, then listen and check. Finally, talk about the climbers' experience.

**A**

- snow block entrance to cave
- trapped in cave
- freezing cold - scared
- radio for help

**B**

- Bob & Ian
- steep, dangerous mountain
- experienced climbers
- stop and rest in small cave

**C**

- make instant soup
- light small stove
- rumbling noise
- snow and ice fall

**D**

- three hours later rescuers arrive
- take six hours to dig them out
- rescuers explain: small avalanche

**E**

- helicopter take them to Rescue Centre
- rescuers ask: "Give up climbing?"
- Ian: "No - but not go in caves!"

26 Your teacher has asked you to write a composition entitled 'Trapped in the Snow' (120-150 words). Use the information in Ex. 25, as well as the plan below, to write your story.

**Plan**

**Introduction**  
 Para 1: set the scene (who-when-where-what)

**Main Body**  
 Paras 2-4: develop the story (events before the main event/the main event itself)

**Conclusion**  
 Para 5: end the story

Words of Wisdom

Read these sentences. What do they mean?

- Hasty climbers have sudden falls.
- Any port in a storm.
- It's easy to be wise after the event.

# Module Self-Assessment 2 (Units 5 - 8)

## • Vocabulary

### 1 Underline the correct word.

- 1 She was so **deep/anxious** in thought that she didn't hear me knock on the door.
- 2 All the waiters in the restaurant were wearing clean **costumes/uniforms**.
- 3 Pizzas and hamburgers are types of **junk/low-fat** food.
- 4 When John **benefits/retires**, he is planning to travel around the world.
- 5 Doctors help **ill/sick** people.
- 6 Carol is on a **strict/serious** diet.
- 7 The new manager worked hard to **improve/provide** working conditions in the hotel.
- 8 Dianne has **treated/trained** thousands of patients in Angola.
- 9 Suddenly the boat began **lifting/rocking** from side to side.
- 10 There was no one on the beach. It was **deserted/crowded**.
- 11 This hospital has high **experiences/standards** of health care.
- 12 Jim noticed dark clouds which had **gathered/covered** overhead.

(12 marks)

### 2 Fill in the correct word from the list.

*poached, pass, full-time, sore, vegetarian, constantly, guided, local, decade, shook*

- 1 Tim goes to the ..... gym twice a week.
- 2 ..... eggs have fewer calories than fried eggs.
- 3 In a ....., computers will be even more advanced.
- 4 Jenny is getting a ..... job as a nurse next week.
- 5 I hope I'll ..... the history test.
- 6 My brother has got a ..... throat at the moment.
- 7 George ..... causes problems at school.
- 8 Kay went on a ..... tour of London last weekend.
- 9 I ..... the actor's hand when I met him.
- 10 This restaurant only serves ..... dishes.

(10 marks)

### 3 Fill in the missing preposition from the list.

*about, on, for, in, as, at*

- 1 They suddenly noticed a light ..... the distance.
- 2 They work ..... Greenpeace.
- 3 My uncle works ..... a teacher at my school.

- 4 Everyone laughed except ..... Jonathan.
- 5 Don't worry ..... it. Things will get better.
- 6 He complained to the manager ..... the bad service.
- 7 ..... the moment I'm studying to become a doctor.
- 8 Teresa is ..... a diet.

(8 marks)

## • Grammar

### 4 Put the verbs in brackets into the past simple or the past perfect simple.



- 1 The chef ..... (**prepare**) the food by the time the guests ..... (**arrive**).
- 2 When I ..... (**come**) home, I saw that she ..... (**already/do**) the shopping.
- 3 The war ..... (**end**) when Jim ..... (**begin**) his job in Chile.
- 4 She ..... (**just/enter**) her house when the earthquake ..... (**start**).
- 5 He ..... (**just/put**) the phone down when it ..... (**ring**) again.

(5 marks)

### 5 Underline the correct word(s).

- 1 There are **a few/much** sweets in the tin.
- 2 Have we got **a little/any** books about computers?
- 3 There are **some/any** people waiting for the doctor.
- 4 How **much/many** patients has the doctor treated this morning?
- 5 There's only **a little/much** milk left in the fridge.
- 6 I have been here **for/since** 1998.
- 7 How **much/many** ham do you need?
- 8 He has **yet/already** done his homework.
- 9 There aren't **any/much** eggs left.
- 10 There aren't **many/much** crisps in this packet.



- 11 She hasn't washed the car **just/yet**.
- 12 He hasn't smoked **since/for** years.
- 13 She washed the dishes **after/until** her guests had left.
- 14 I've **yet/just** finished packing.
- 15 They didn't move house **until/by the time** they had had their first baby.

(15 marks)

**6 Fill in the gaps with will or am going to.**

- 1 A: I'm thirsty.  
B: I ..... bring you some orange juice.
- 2 A: Would you like to come with us?  
B: Sorry, I can't. I ..... play tennis with Jack.
- 3 A: Did you buy any milk?  
B: Sorry, I forgot. I ..... buy some later.
- 4 A: What are your plans for the summer?  
B: I ..... work at a café.
- 5 A: Have you decided when to go on holiday?  
B: Yes, I ..... leave next Monday.

(5 marks)

**7 Put the verbs in brackets into the correct tense.**

- 1 If I ..... (**see**) Tom, I'll tell him to call you.
- 2 What ..... (**you/do**) if you win the competition?
- 3 If he ..... (**fail**) the test, he'll be in trouble.
- 4 She ..... (**help**) us if she has enough time.
- 5 When she ..... (**come**) back, she'll tell us all the details.

(5 marks)

**• Communication**

**8 Complete the dialogues with phrases from the list.**

*would you, could I, I'm afraid*

- a A: Good morning. **1)** ..... see Mr Harris, please?  
B: **2)** ..... not. He's in a meeting.  
**3)** ..... like to make an appointment?  
A: Yes, please.

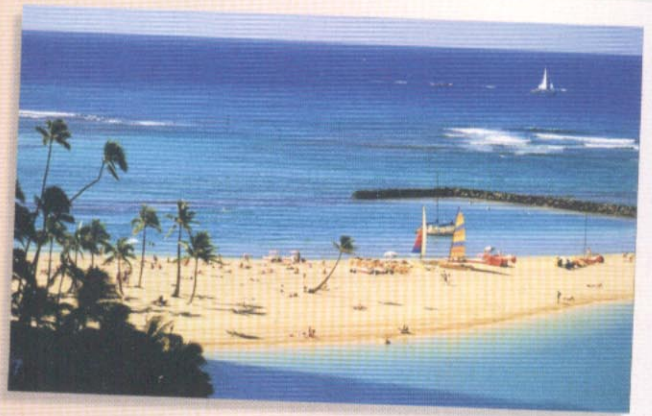
*do you, how much, can I*

- b A: **1)** ..... help you?  
B: Yes. Can I have a club sandwich, please?  
A: Certainly. **2)** ..... want anything to drink?  
B: A Diet Coke, please.  
A: Anything else?  
B: No thanks. **3)** ..... is that?  
A: That's £3.20.

(6 marks)

**• Reading**

**9 Read the letter and answer the questions.**



Dear Ann,

Thanks a lot for your letter. You're going to have a great summer, it seems. Your plans sound fantastic.

I've got a lot of plans for the summer, too. Firstly, I'm going to relax for a while because I'm very tired, then I'm going to have some fun! I'm going on holiday with my friend in June. We're going to spend two weeks in exotic Hawaii! When we come back, I'm going to join my local drama group because, as you know, I want to become an actress one day. I'll let you know when the first performance is, so you can come and watch. At the end of the summer, I'm going to visit my sister in LA. She's getting married on 29th August. Isn't that fantastic?

Well, that's all for now. I'll send you a postcard from Hawaii. Have a great summer!

Best wishes,  
Nicola

Para 1

Para 2

Para 3

- 1 Who is the letter from?
- 2 Who is the letter to?
- 3 How does the letter begin?
- 4 How does the letter end?
- 5 What are Nicola's plans for the summer?
- 6 Match the headings to the paragraphs.

**Plans** ..... **Greeting** .....  
**Conclusion** .....

(12 marks)

**Writing**

- 10 Write a letter to your friend about your summer plans (100 - 150 words). Use the letter in Ex. 9 as a model.**

(22 marks)

TOTAL: 100 marks

# Man's Works

◀ Read, listen, talk and write about...

## A World of Wonders

### Unit 9

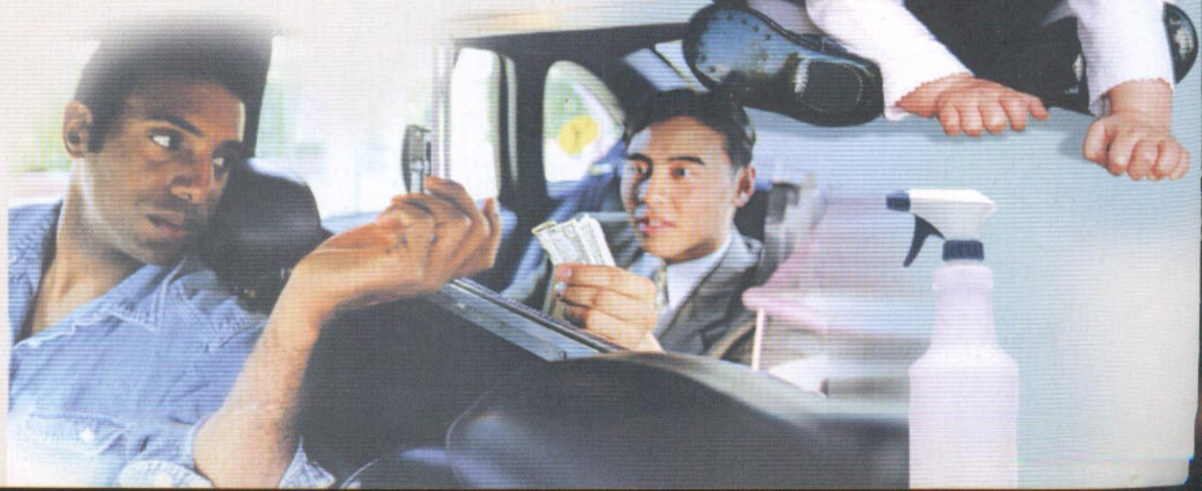


- landmarks
- museums
- inventors

## Stick to the Rules!

### Unit 10

- safety leaflets
- warnings
- rules



# Module 3

Units 9 - 12

## Learn how to ...

- ask for information
- agree positively & negatively
- suggest solutions to problems
- ask for & make suggestions

## Practise ...

- the passive
- too/enough
- the imperative
- might/could/have to/had to/must(n't)
- can/be allowed to
- conditionals type 2
- relatives
- some/any/no

- the environment
- pollution
- the rainforest
- endangered species

## Our Precious Planet



### Unit 11

## Holidays with a Difference



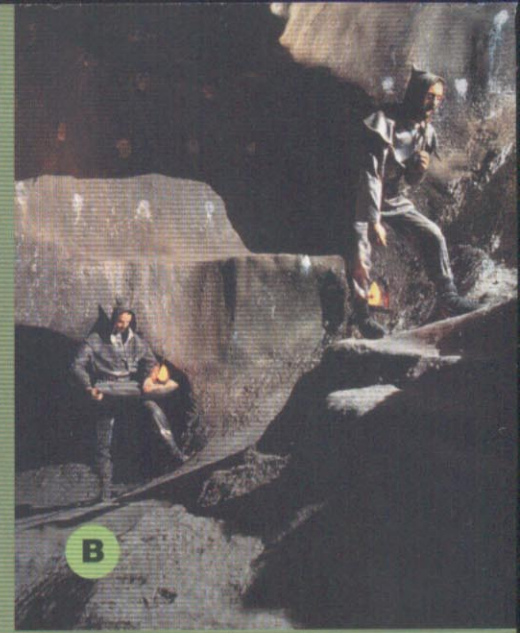
### Unit 12

- holiday resorts
- activities
- the weather
- jobs

# UNIT 9



**A**



**B**

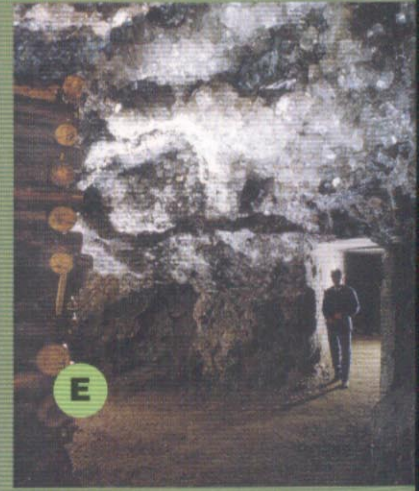
## A World of Wonders



**C**



**D**



**E**

### Lead-in

#### 1 Choose the correct answers.

- 1 A **salt mine** is a place 
  - a where salt is dug out from below the surface of the ground.
  - b under a house where salt is kept.
- 2 A **chamber** is 
  - a a big flat.
  - b a big room.
- 3 A **chapel** is 
  - a a small tunnel.
  - b a small church.
- 4 A **well** is a hole in the ground from which we get 
  - a water.
  - b salt.
- 5 A **miner** is someone who works underground 
  - a to construct chapels.
  - b to get salt, coal, gold, etc.
- 6 People who are **deeply religious** 
  - a only work in mines.
  - b believe strongly in a god or gods.

#### 2 Pictures A - E show parts of the Wieliczka Salt Mine in Cracow, Poland. Which picture shows:

- 1 statues carved from rock salt?
- 2 an underground lake?
- 3 a cave with huge salt crystals?
- 4 miners carrying salt up to the surface?
- 5 a chapel with beautiful carvings?

.....  
 .....  
 .....  
 .....  
 .....

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

- 1 Near Cracow, in northern Poland, is the Wieliczka Salt Mine.
- 2 A king called the Blessed Kinga threw her ring into a salt mine.
- 3 The salt used to be dug out by hand.
- 4 A chapel was destroyed by fire in 1769.
- 5 A special attraction is the Chapel of the Blessed Kinga.

.....  
 .....  
 .....  
 .....  
 .....

## Reading

- 4 Read the article and match the sentences (A - C) to the gaps (1 - 3), then explain the words in bold. Finally, answer questions 1 - 7.

- A The walls and floor of the chapel, as well as the lovely statues it contains, have been carved from rock salt.  
 B There are also 250 kilometres of tunnels and underground caves with huge salt crystals in strange shapes.  
 C The salt used to be dug out by hand, and until 1620 it was carried up to the surface by the miners.

## A Hidden World of Wonders

Near Cracow, in southern Poland, is the Wieliczka Salt Mine. Not much can be seen above the surface, but visitors are taken down into a **hidden** world of **natural** and **man-made wonders**.

According to a 700-year-old **legend**, a princess called the Blessed Kinga threw her ring into a salt mine at Marmaros in Hungary. While travelling from Marmaros to Cracow, she stopped at Wieliczka and her **servants** were told to dig a well. Instead of water, salt was discovered – and in the first **lump** of salt which was taken out, Kinga's ring was found!

The legend is just a story – but it is true that for over seven centuries salt has been mined from the **rock** below the town of Wieliczka. **1** After that date, horses were used to carry the salt out, but the work was still very dangerous and many miners were killed or injured. The **constant** danger made the miners deeply religious and chapels were constructed underground where **church services** were held. After a chapel **was destroyed** by fire in 1697, miners were not allowed to take **wooden** statues into the mine, so they began to carve **sculptures** from rock salt.

Nowadays visitors are shown how salt was mined long ago, and can see the enormous chambers which have been dug out of the **solid rock**. They can also see pretty green lakes, and chapels with beautiful carvings. **2** A special **attraction** is the Chapel of the Blessed Kinga, which was made by the miners themselves in a chamber 100 metres underground. **3**

You will be amazed by these unforgettable **sights**, which should definitely not be missed by any visitor to the Cracow area.

- Where is the Wieliczka Salt Mine?
- According to legend, what happened when Kinga's servants dug a well at Wieliczka?
- How was salt removed from the mine before 1620?
- How did the constant danger affect the miners?
- Why did the miners start to carve sculptures from the rock salt?
- Where is the Chapel of the Blessed Kinga?
- What can you see in the underground caves?

## Language Development

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

*dig, church, deeply, hidden, salt, solid, special, carve, lump, unforgettable*

- |           |           |            |            |
|-----------|-----------|------------|------------|
| 1 a ..... | world     | 6 .....    | crystals   |
| 2 .....   | religious | 7 a .....  | attraction |
| 3 .....   | services  | 8 to ..... | sculptures |
| 4 .....   | rock      | 9 to ..... | a well     |
| 5 a ..... | of salt   | 10 .....   | sights     |

- 6 Fill in the opposites from the list.

*ugly, safe, bored, ordinary, man-made, tiny*

- |                     |                     |
|---------------------|---------------------|
| 1 natural ≠ .....   | 4 beautiful ≠ ..... |
| 2 dangerous ≠ ..... | 5 strange ≠ .....   |
| 3 enormous ≠ .....  | 6 amazed ≠ .....    |

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

- 1 ..... southern Poland; 2 ..... the surface; 3 to travel ..... Marmaros ..... Cracow; 4 to stop ..... Wieliczka; 5 to carve sth ..... rock salt; 6 ..... over seven centuries; 7 she threw her ring ..... a salt mine

### • Speaking

Look at the headings below and match the words/phrases in the list to the appropriate heading. Then, talk about the Wieliczka Salt Mine.

**Place/Location - Legend - History of the Place - Things to See/Do - Recommendation**

*threw her ring, sights, near Cracow, chapels, dig a well, Poland, Blessed Kinga, Wieliczka Salt Mine, horses were used to carry salt out, enormous chambers, missing ring was found, miners were killed or injured, chapel was destroyed by fire, caves with huge salt crystals, carve sculptures from rock salt, will be amazed, tunnels*

• Grammar: Passive (be + past participle)

- 8 a) Study the examples and the rules.  
b) Which sentences in the passive do not include an agent? Why?

Active	Passive
They <b>take</b> visitors down into a hidden world.	Visitors <b>are taken</b> down into a hidden world.
The miners <b>carried</b> salt up to the surface.	Salt <b>was carried</b> up to the surface by the miners.
They <b>have mined</b> salt there for over 700 years.	Salt <b>has been mined</b> there for over 700 years.
These unforgettable sights <b>will amaze</b> you.	You <b>will be amazed</b> by these unforgettable sights.

Form/Use

- To form the passive, we use the appropriate tense of the verb **to be** + **the past participle** of the main verb.
- We use the passive when **the action** is more important than **the agent** (*the person or thing doing the action*). **Salt was discovered.** (*We are more interested in the action than the person who did it.*)

Changing from Active into Passive

The object of an active verb becomes the subject of a passive verb. The subject of an active verb becomes the agent of a passive verb. We usually introduce the agent with **by**.

	(subject)	(verb)	(object)
Active:	<i>Fire</i>	<i>destroyed</i>	<i>a chapel in 1697.</i>
	(subject)	(verb)	(agent)
Passive:	<i>A chapel</i>	<i>was destroyed</i>	<i>by fire in 1697.</i>

- 9 a) Read the text on p. 63 again and underline the verbs in the passive, then complete the table.

Present Simple	Past Simple	Present Perfect	will/can/should
<i>are taken,</i>	<i>were told,</i>	<i>has been mined,</i>	<i>can be seen,</i>
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

- b) Choose five of the passive verbs in the table and make sentences with them.

- 10 Fill in the missing active or passive forms.

Active	Passive
1 Pollution <b>has</b> badly <b>damaged</b> the Sphinx.	The Sphinx ..... badly ..... by pollution.
2 Visitors <b>should not touch</b> the exhibits.	The exhibits ..... by visitors.
3 The ancient Egyptians ..... the Pyramids.	The Pyramids <b>were built</b> by the ancient Egyptians.
4 Millions of tourists <b>will visit</b> the Louvre this year.	The Louvre ..... by millions of tourists this year.
5 Gustave Eiffel <b>designed</b> a huge iron tower for Paris.	A huge iron tower ..... for Paris by Gustave Eiffel.
6 You <b>can see</b> the Great Wall of China from space.	The Great Wall of China ..... from space.
7 Tourists sometimes ..... Tower Bridge with London Bridge.	Tower Bridge <b>is</b> sometimes <b>confused</b> with London Bridge by tourists.
8 The Romans <b>completed</b> the Colosseum in 82 AD.	The Colosseum ..... by the Romans in 82 AD.
9 People <b>admire</b> Prague for its lovely buildings.	Prague ..... for its lovely buildings.
10 Millions of people ..... the Leaning Tower of Pisa.	The Leaning Tower of Pisa <b>has been photographed</b> by millions of people.

- II In pairs, ask and answer questions using the prompts, as in the example.

SA: *What are these shoes made of?*

SB: *They're made of leather.*

SA: *Where were they made?*

SB: *They were made in Italy.*

*What is this ring made of?*

- |                                |                             |
|--------------------------------|-----------------------------|
| • shoes - leather - Italy      | • shirt - silk - China      |
| • ring - gold - France         | • skirts - cotton - England |
| • watch - silver - Switzerland | • toy - plastic - Japan     |
| • jacket - wool - Spain        | • desks - wood - Germany    |

**12** a) Choose the correct item, then listen and check.

- 1 America was discovered by ...
  - a Christopher Columbus in 1492.
  - b Louis Lumière in 1492.
- 2 The telephone was invented by ...
  - a Samuel Colt in 1786.
  - b Alexander Graham Bell in 1876.
- 3 The *Mona Lisa* was painted by ...
  - a Paul Gauguin in 1698.
  - b Leonardo da Vinci in 1506.
- 4 The Parthenon was built by ...
  - a the ancient Greeks in the 5th century BC.
  - b the ancient Egyptians in the 3rd century BC.
- 5 *Romeo and Juliet* was written by ...
  - a William Wordsworth in 1695.
  - b William Shakespeare in 1595.
- 6 *The Blue Danube* was composed by ...
  - a Richard Strauss in 1876.
  - b Johann Strauss in 1867.

b) In pairs, ask and answer questions using the passive voice, as in the example.

SA: *Who was America discovered by?*  
 SB: *It was discovered by Christopher Columbus.*  
 SA: *When was it discovered?*  
 SB: *It was discovered in 1492.*  
*Who was the telephone invented by?*

**13** Put the verbs into the correct passive tense, then use the prompts (a-e) to ask and answer questions in pairs.

The Louvre is the national museum and art gallery of France. In 1546, work on the Louvre 1) ..... (start) by King Francis I. The Louvre 2) ..... (use) as a royal palace until 1682. It 3) ..... (open) to the public as a museum and art gallery in 1793.

Today many of the world's most famous paintings 4) ..... (keep) in the Louvre, as well as sculptures, jewellery and other forms of art. It 5) ..... (visit) by millions of people every year.

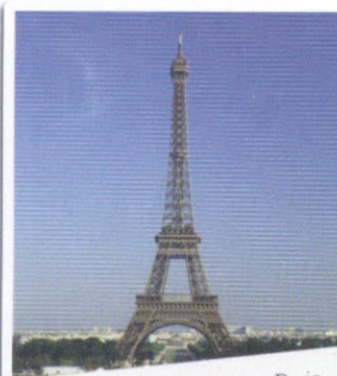
SA: *When was work on the Louvre started?*  
 SB: *Work on the Louvre was started in 1546.*

- a When / work / the Louvre / start?
- b What / it / use as / until 1682?
- c When / the Louvre / open / to the public?
- d What / keep / in the Louvre?
- e How many people / it / visit / every year?

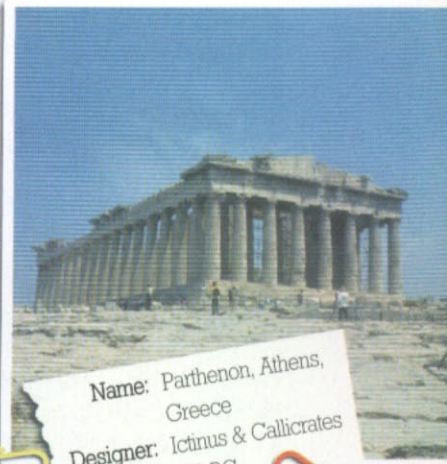
**14** Complete each sentence using the word in bold, as in the example.

- 1 Steven Spielberg directed the film 'ET'. **by**  
 'ET' *was directed by* Steven Spielberg.
- 2 The Russians launched Sputnik 1 in 1957. **was**  
 Sputnik 1 ..... in 1957.
- 3 Millions of tourists visit London every year. **visited**  
 London ..... every year.
- 4 They must repair the chapel immediately. **repaired**  
 The chapel ..... immediately.
- 5 The Queen will open the new gallery on Friday. **be**  
 The new gallery ..... on Friday.
- 6 They have redecorated the museum. **been**  
 The museum .....
- 7 Fleming didn't invent the TV. **invented**  
 The TV ..... Fleming.

**15** In pairs, ask and answer questions, then talk about each place, as in the example.



Name: Eiffel Tower, Paris, France  
 Designer: Gustave Eiffel  
 Completed: 1889  
 Material: iron  
 Built as: memorial to the French Revolution



Name: Parthenon, Athens, Greece  
 Designer: Ictinus & Callicrates  
 Completed: 432 BC  
 Material: marble  
 Built as: temple of goddess Athena

SA: *Where is the Eiffel Tower located?*  
 SB: *It is located in Paris, France. Who was it designed by?*  
 SA: *It was designed by Gustave Eiffel. When was it completed?*  
 SB: *It was completed in 1889. What is it made of?*  
 SA: *It is made of iron. Why was it built?*  
 SB: *It was built as a memorial to the French Revolution.*

*The Eiffel Tower is located in Paris, in France. It was designed by Gustave Eiffel and it was completed in 1889. It is made of iron. It was built as a memorial to the French Revolution.*

### • Writing (Project)

Use the information and the pictures in the Photo File section to write descriptions of the two landmarks.

### • Reading & Listening

#### 16 Circle the correct answers.

- At a gallery you can see ...  
a works of art    b shops
- The **opening of a gallery** is ...  
a the hours a gallery is open to members of the public  
b the first day a gallery can be visited by the public
- Admission** is ...  
a money paid by visitors to enter a place  
b money offered to a museum by the rich
- The **members of a Museum Society** are ...  
a museum staff  
b people who help the museum

#### 17 Read the questions, then listen and circle the correct answers.

- When is the opening of Shelby Museum's new Whittaker Gallery?  
a 8th March at 6 pm  
b 18th March at 6 pm
- Who will open the gallery?  
a the Mayor of Shelby  
b Mrs Whittaker
- Which collection will be on display in the gallery?  
a the Indian    b the Oriental
- What are the opening hours at the museum?  
a 9 am to 6 pm daily  
b 9 am to 6:30 pm daily
- What do they charge for admission for adults?  
a £1.00    b £2.50
- What are visitors not allowed to take into the museum?  
a cameras    b food

#### 18 Read the newspaper article and fill in the gaps with the verbs in brackets, using the passive.

### NEW GALLERY FOR SHELBY MUSEUM

Members of the public **1)** .....  
..... **(invite)** to the opening of Shelby Museum's new Whittaker Gallery next Wednesday, 18th March, at 6 pm. The gallery, on the top floor of the museum, **2)** .....  
..... **(complete)** in February, and **3)** .....  
**(will/open)** by the Mayor of Shelby. The gallery **4)** .....  
**(build)** to display the Oriental Collection, which **5)** .....

**(give)** to Shelby Museum by Mrs Whittaker in 1998. The collection **6)** ..... **(have/reorganise)**, and many paintings and statues **7)** .....  
**(have not/show)** to the public before. Opening hours at the museum are from 9 am to 6 pm daily. Admission is £2.50 for adults and £1.00 for children. Members of the Shelby Museum Society **8)** ..... **(admit)** free of charge. Please note that cameras **9)** .....  
**(not/allow)** inside the museum.

### • Speaking

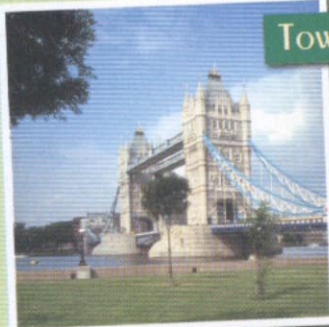
Take notes under these headings, then use your notes to talk about the opening of the Whittaker Gallery.

opening day - to be opened by - reason it was built  
the collection - opening hours - admission

### • Communication: Asking for Information

#### 19 Fill in the missing words, then listen and check. In pairs, act out a similar dialogue about the Tower of London.

- A: Shelby Museum Information Desk. Can I **1)** ..... you?  
B: Yes, please. Could you **2)** ..... me what the museum's opening hours are?  
A: Certainly. Opening hours are from 9 am to 6 pm daily.  
B: Can I **3)** ..... photographs of the collection?  
A: I'm **4)** ..... not, madam. Cameras are not allowed inside the museum.  
B: I see. Oh, and one more thing – how much does it **5)** ..... to get in?  
A: Admission is £2.50 for adults and £1.00 for children. Members of the Shelby Museum Society are admitted free of charge.



### TOWER OF LONDON INFORMATION DESK

Opening hours: Monday - Saturday  
9 am - 6 pm  
- cameras allowed  
admission: adults £10.50  
children £6.90



**20** Put the verbs in brackets into the correct passive tense, then match the paragraphs to these headings.

- Recommendation  Name/Location/Description   
 Historical Facts  Things to see/do there

- 1** The Little Mermaid **1**) ..... (**locate**) in the Langelinie harbour of Copenhagen and is the national symbol of Denmark. It is a small statue of a mermaid sitting on a rock. Like a real mermaid, she is half human, half fish.  
**2** The statue **2**) ..... (**inspire**) by a fairy tale by the famous Danish writer Hans Christian Andersen. It **3**) ..... (**order**) by Carl Jacobsen, of the famous Carlsberg Brewery, after he attended a performance of The Little Mermaid by the Royal Danish Ballet Company. The statue **4**) ..... (**make**) by Edvard Eriksen and **5**) ..... (**put up**) at Langelinie on 23rd August, 1913. Sadly, it **6**) ..... (**damage**) many times since then.  
**3** The Little Mermaid **7**) ..... (**visit**) by more than a million people every year. It **8**) ..... (**can/see**) quite easily from the Langelinie Harbour. Tourists can also enjoy the wonderful harbour view and buy postcards, T-shirts and other souvenirs at the harbour.  
**4** You will be amazed by this delightful statue, which **9**) ..... (**should not/miss**) by any visitor to the Copenhagen area.

• **Vocabulary Revision Game**

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

*opening, display, admission, free of charge, was discovered, chapels, were killed, deeply religious, was destroyed, should not be missed, beautiful carvings, was inspired, harbour view, salt was mined*

**Pronunciation**

**22** Listen and underline the word stressed, then repeat the sentences.

- |                          |                        |
|--------------------------|------------------------|
| 1 What was it made of?   | 4 Where were they put? |
| 2 Who was it written by? | 5 When was it built?   |
| 3 How was it discovered? | 6 Why was it chosen?   |

**Writing** (an article about a famous landmark)

When we write an article about a famous landmark we can divide it into four paragraphs. In the **first paragraph**, we write the **name** of the place, **where** it is and **what it looks like**. In the **second paragraph**, we write about the **historical facts** of the landmark. In the **third paragraph**, we write about **what visitors can see or do** there. In the **last paragraph**, we **recommend** a visit to the landmark. We normally use **present** tenses to describe the landmark and **past** tenses to write about the historical facts. In this type of writing, the **passive** is used when the action is more important than the agent.

**23** Listen and cross out the inappropriate words, then talk about the Statue of Liberty.

**Name/Place/Description**

- Statue of Liberty in New York
- huge statue of woman holding tablet in left hand and **light/torch** in right hand
- seven points of her **crown/hat** represent the seven oceans and continents of world

**Historical Facts**

- designed by Frédéric-Auguste Bartholdi
- was started in 1876 – was finished in 1884
- made of copper with **steel/iron** supports
- gift to Americans from **Finns/French** to celebrate the 100th anniversary of American Declaration of Independence
- statue was made in sections: **June/July** 1885 put into 214 boxes and shipped to New York - reassembled in four **weeks/months**
- declared national monument in 1924

**Things to see/do there**

- climb 354 steps to reach the crown, admire the view from 25 **balconies/windows**
- visit the Statue of Liberty exhibit (museum objects, photographs, prints, videos)

**Recommendation**

- amazed by statue - not to be missed

**24** Use the notes in Ex. 23, and the plan below, to write an article about the Statue of Liberty for a travel magazine (120 - 180 words). You can use the article in Ex. 20 as a model.

**Plan**

**Introduction**

Para 1: name, place, description

**Main Body**

Para 2: historical facts

Para 3: what visitors can see/do there

**Conclusion**

Para 4: recommendation

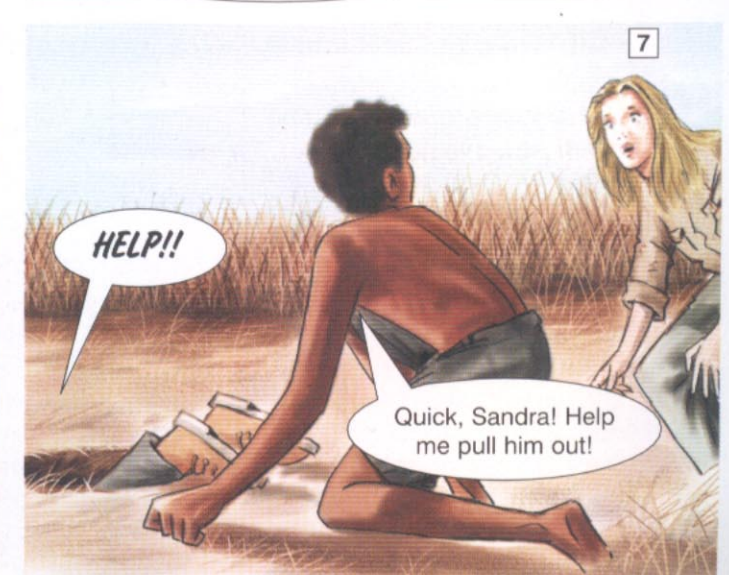
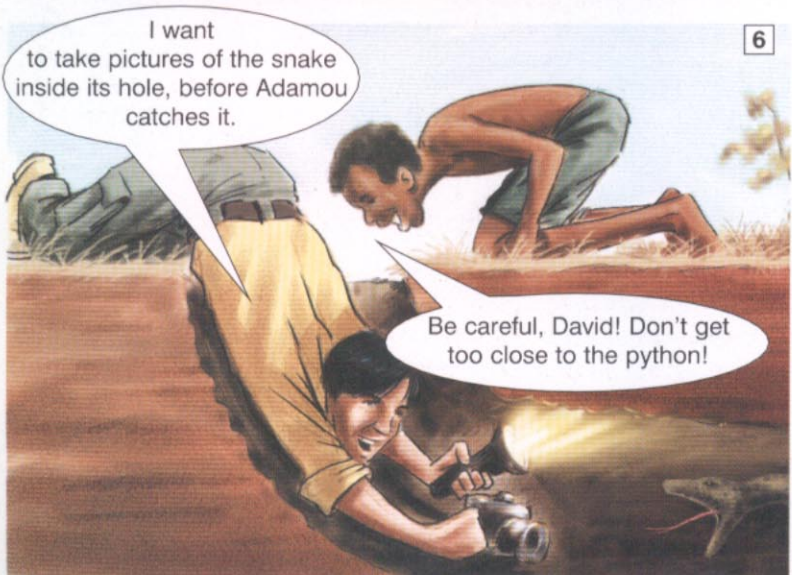
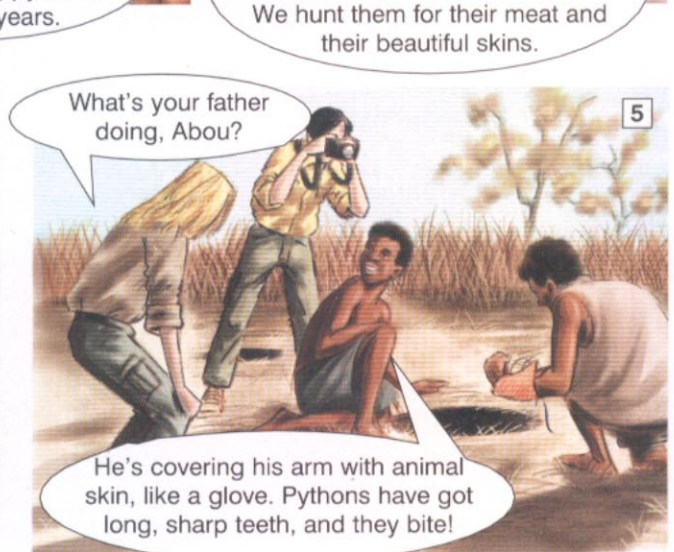
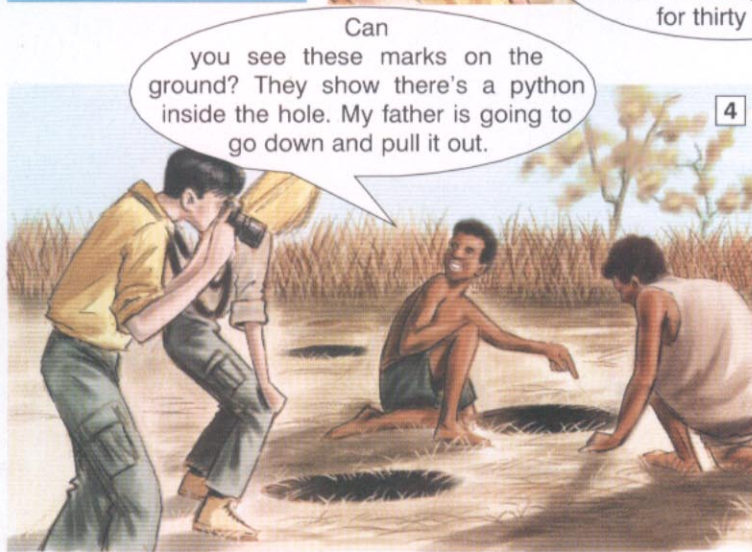
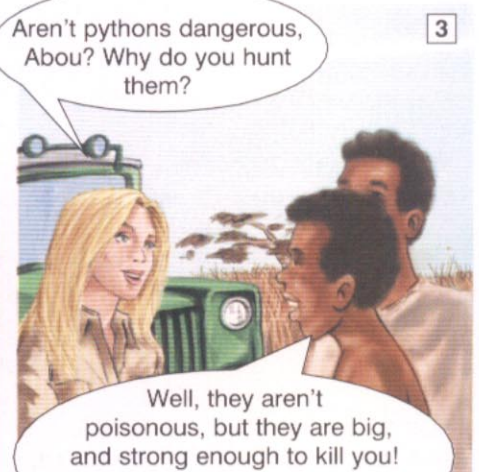
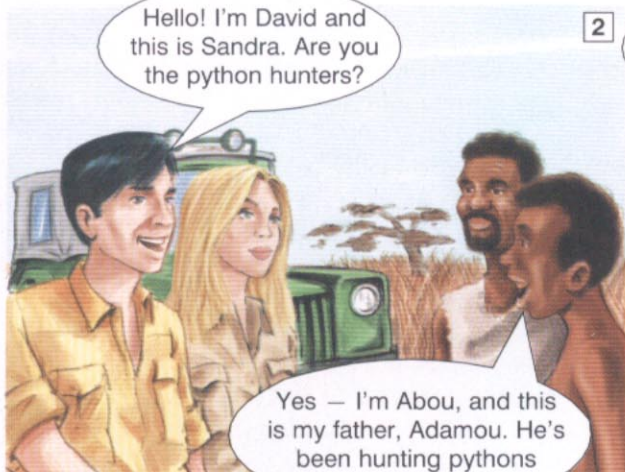
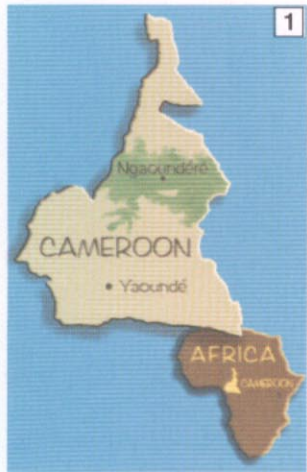
**Words of Wisdom**

Read this sentence. What does it mean?

If you want a thing done well, do it yourself.

# The Python Hunt

Sandra and David are in Cameroon, West Africa, to write about a python hunter.



Hello! I'm David and this is Sandra. Are you the python hunters?

Aren't pythons dangerous, Abou? Why do you hunt them?

Yes — I'm Abou, and this is my father, Adamou. He's been hunting pythons for thirty years.

Well, they aren't poisonous, but they are big, and strong enough to kill you! We hunt them for their meat and their beautiful skins.

Can you see these marks on the ground? They show there's a python inside the hole. My father is going to go down and pull it out.

What's your father doing, Abou?

He's covering his arm with animal skin, like a glove. Pythons have got long, sharp teeth, and they bite!

I want to take pictures of the snake inside its hole, before Adamou catches it.

Be careful, David! Don't get too close to the python!

HELP!!

Quick, Sandra! Help me pull him out!

**1** Look at the pictures on p. 68, read the sentences and circle the correct answer.

- 1 Where is Cameroon?  
a in America      b in Africa
- 2 What is a python?  
a a big snake      b a big mouse
- 3 Where do pythons live?  
a inside trees  
b inside holes in the ground
- 4 What is the man covering his arm with in picture 5?  
a his jacket      b animal skin
- 5 What is David holding in picture 6?  
a his camera & a torch  
b his camera & a lighter

**2** 🗣️ Who said the following?  
Listen and write *S* for Sandra, *D* for David or *A* for Abou.

- 1 "Why do you hunt them?" .....
- 2 "They show there's a python inside the hole." .....
- 3 "I want to take pictures of the snake." .....
- 4 "Quick, Sandra! Help me pull him out!" .....

**3** Read the episode on p. 68 and answer the questions.

- 1 How long has Adamou been hunting pythons?
- 2 Why do they hunt pythons?
- 3 What do the marks on the ground show?
- 4 How do they catch pythons?

**4** Read the episode again and underline the adjectives which are used to describe pythons. Then, use them to talk about pythons.

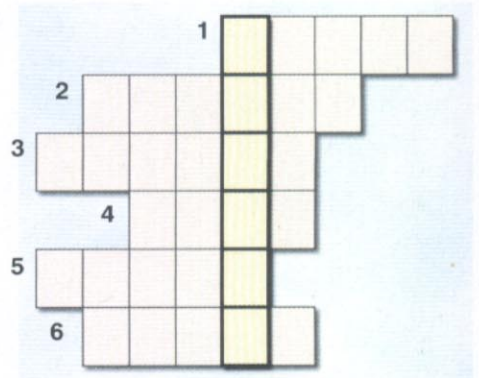
**5** Fill in the opposites from the list, then make sentences using them.

*ugly, harmless, weak, blunt*

- 1 strong ≠ .....
- 2 beautiful ≠ .....
- 3 sharp ≠ .....
- 4 dangerous ≠ .....

**6** Complete the puzzle to find Adamou's job.

- 1 Pythons live inside .....
- 2 There are marks on the ..... that show where the python is.
- 3 Pythons are ..... enough to kill people.
- 4 Pythons have got long teeth and they .....
- 5 Adamou covers his arm with animal skin, like a ....
- 6 Pythons' teeth are very .....



### too - enough

- We use **too** before adjectives or adverbs. It has a negative meaning. *Don't get too close to the python.*
- We use **enough** after adjectives or adverbs. It has a positive meaning. *Pythons are strong enough to kill you.*

**7** Fill in *enough* or *too*.

- 1 It's ..... cold to play in the garden.
- 2 He isn't old ..... to drive a car.
- 3 She is tall ..... to reach the top shelf.
- 4 It's ..... dark in here for me to read.
- 5 These bags are ..... heavy for me to carry.

**8** Fill in the missing words, then say how we use these pronouns and adjectives.

<b>Subject Pronouns:</b>	I, you, he, she, it, we, you, they
<b>Object Pronouns:</b>	me, you, him, ....., it, us, you, .....
<b>Possessive Adjectives:</b>	my, ....., his, her, ....., our, your, their
<b>Possessive Pronouns:</b>	mine, yours, ....., hers, —, ours, yours, .....

**9** Underline the correct word, then say what kind of pronoun or adjective each one is.

- 1 **He/Him** wanted to take pictures of the snake inside **it/its** hole.
- 2 Look at **them/their!** **They/Them** are flying.
- 3 He's covering **him/his** arm with animal skin.
- 4 Please help **me/my** pull **her/hers** out!
- 5 **Our/Ours** house is in the suburbs.
- 6 Ask **their/them** to help **you/your** do the exercise.

**10** 🗣️ Listen and follow the episode on p. 68, then read out the episode. What do you think will happen to David?

## Stick to the Rules!

### Lead-in


1 The pictures show causes of accidents that children might have at home. Match them to the results in the list, then make sentences, as in the examples.

#### Results

- fall and hurt themselves
- drink them and poison themselves
- get an electric shock
- burn themselves
- scald themselves
- cut themselves
- fall in and drown

*Don't let children play near stairs. They might fall and hurt themselves.*

*Never let children play with cleaning products. They could drink them and poison themselves.*

2  Read the statements, then listen and complete the missing words.

- 1 K \_ \_ \_ all cleaning products in a safe place.
- 2 P \_ \_ knives away after use.
- 3 Never a \_ \_ \_ \_ your children to play with pots and pans on the stove.
- 4 Make sure you c \_ \_ \_ \_ electrical sockets when they are not in use.
- 5 Never I \_ \_ your children play with matches.
- 6 F \_ \_ safety gates at the top and bottom of the stairs.
- 7 P \_ \_ a fence around any ponds or pools in your garden.

A hot water

B swimming pool

C stairs

D electrical sockets

E knife

F matches

G cleaning products

### Reading

3 a) Read the leaflet, then circle the correct answers to these questions.

- 1 Who is the leaflet for?  
a Parents with young children    b New home owners
- 2 What does the leaflet give advice about?  
a Keeping your home clean    b Preventing accidents
- 3 What does the leaflet advise readers to do?  
a Make sure children don't play with dangerous objects.  
b Teach children to follow rules about safety.

b) Use the information in the leaflet to ask and answer questions in pairs, as in the example.

*SA: Why should we keep all cleaning products in a safe place?*

*SB: Because children might drink them and poison themselves.*

## Is Your Home A Safe Place For Your Kids?

Every year, thousands of children are injured in accidents in the home – accidents that could be prevented. Read this leaflet and make sure that similar accidents don't happen to your children.

- Keep all cleaning products in a safe place. Your children might drink them and poison themselves.
- Always put knives and other sharp objects away after use. Your children could cut themselves.
- Never allow your children to play with pots and pans on the stove. They could scald themselves.
- Make sure you cover electrical sockets when they are not in use. Your children could give themselves an electric shock.
  - Never let your children play with matches. They might start a fire and burn themselves.
  - Fit safety gates at the top and bottom of the stairs. Your children could fall and hurt themselves.
  - Put a fence around any ponds or pools in your garden. Your children might fall in and drown.



### Language Development

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

*electrical, cleaning, fire, gates, sharp, shock*

- |         |          |                       |
|---------|----------|-----------------------|
| 1 ..... | products | 4 an electric .....   |
| 2 ..... | objects  | 5 to start a(n) ..... |
| 3 ..... | sockets  | 6 safety .....        |

5 Fill in the correct word from the list below.

*burn, cut, drown, hurt, scald, poison*

- 1 The little boy ..... himself with the sharp knife.
- 2 Don't put your hand in hot water! You'll ..... yourself!
- 3 That isn't orange juice! Don't drink it! You might ..... yourself.
- 4 Kim fell over and ..... herself yesterday.
- 5 Don't touch the fire! You'll ..... yourself!
- 6 Don't go near the water! You might fall in and ..... !

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

- 1 injured ..... accidents; 2 happen ..... sb; 3 keep sth ..... a safe place; 4 put sth ..... after use; 5 ..... the stove; 6 to be .... use; 7 play ..... sth; 8 ..... the top/ bottom ..... the stairs; 9 put a fence ..... sth

#### • Speaking

Cover the leaflet in Ex. 3, then use the pictures on p. 70 to talk about the warnings and possible dangers.

#### • Grammar: Imperative

##### Use

We use the **imperative** to tell people what to do/not to do.  
*Put a fence around any ponds in your garden.*  
*Don't let your children play with matches.*

7 Read the leaflet again and underline all the imperative forms.

#### • Grammar: Reflexive Pronouns

##### Use

We use reflexive pronouns when the subject and the object of the verb refer to the same person or thing.  
*They might cut themselves.*

8 a) Fill in the missing pronouns from the list.  
*myself, themselves, himself, yourselves, herself*

subject pronouns	reflexive pronouns
I	.....
you	yourself
he	.....
she	.....
it	itself
we	ourselves
you	.....
they	.....

b) Fill in the correct reflexive pronoun, then act out the dialogues in pairs.

- |                           |                         |
|---------------------------|-------------------------|
| 1 A: Can I use the knife? | 4 A: Did they like the  |
| B: No. You'll cut .....   | party?                  |
| 2 A: What has he done?    | B: Yes, they enjoyed    |
| B: He's hurt .....        | .....                   |
| 3 A: What's wrong?        | 5 A: Why is she crying? |
| B: I've cut .....         | B: She's burnt .....    |

• Grammar: Might/Could

Use

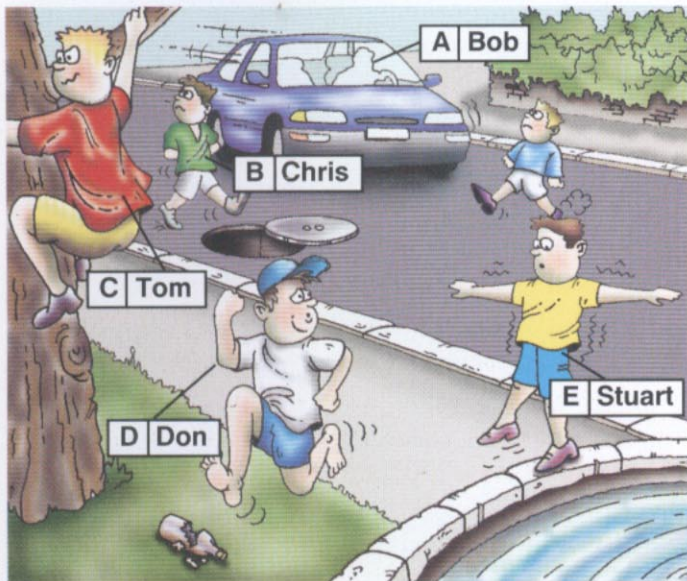
We use **might** or **could** to say that it is possible that something will happen.

*Stay away from the dog. It might/could bite you.*

9 Match the prompts to the people in the picture, then say what might/could happen.

- 1  hit/child
- 2  fall out of/tree
- 3  cut/foot
- 4  fall into/hole
- 5  fall into/pond/drown

*Bob might hit the child.*



10 Match the warnings to the results, then ask and answer questions in pairs, as in the example.

FIRE PRECAUTIONS

Warnings

- 1 play with burning candles (X)
- 2 smoke in bed (X)
- 3 be careful when cooking with hot oil (✓)
- 4 fit a smoke alarm (✓)
- 5 have a fire extinguisher in your house (✓)

Results

- a  you/stop a small fire
- b  it/warn you of a fire in your house
- c  you/start a fire
- d  you/fall asleep and set the house on fire
- e  it/catch fire

SA: *Never play with burning candles.*

SB: *Why?*

SA: *You might start a fire.*

• Writing (Project)

Use the information from Ex. 10 to write a leaflet about fire precautions. Use the leaflet in Ex. 3 as a model. Use *always, never, make sure, etc.*

• Grammar: Have to/don't have to - Must/mustn't

Use

- We use **have to** to express necessity.  
*You have to buy a ticket before getting on the train.*
- We use **do not have to** to say that it is not necessary for something to happen.  
*You don't have to help me wash the car. (... but you can if you want to.)*
- We can use **must/mustn't** to express very strong advice.  
*You must stay away from the boats. (It's very important that you stay away from the boats.)*  
*You mustn't go near the rocks. (It's very important that you don't go near the rocks.)*
- We also use **mustn't** to express prohibition.  
*You mustn't steal from other people. (It's illegal.)*

II a) Anne goes to a boarding school in England. Chris goes to high school in America. Read the prompts, then listen and put a tick (✓) or a cross (X) in each column. Finally, write sentences as in the example.

*Chris has to get up early to catch the school bus.*

Who has to ...	Chris	Anne
get up early to catch the school bus?	✓	X
wear a school uniform?		
stay in the school grounds at lunchtime?		
go to lessons on Saturday mornings?		
clean the classroom?		

b) What about you? Ask and answer questions in pairs, as in the example.

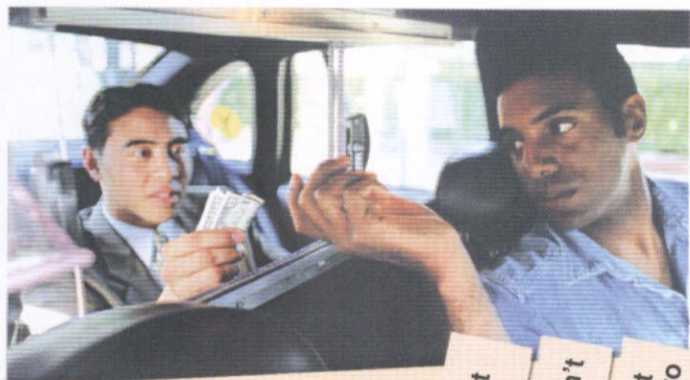
SA: *Do you have to get up early to catch the school bus?*

SB: *No, I don't. Do you have to wear a school uniform?*

12 Using information from the leaflet on p. 71, make sentences giving advice to parents. Use **must/mustn't**, as in the example.

*You must keep all cleaning products in a safe place.*

**B** What rules do taxi drivers in your country have to follow? Tick (✓) the correct column next to each prompt, then use the information in the table to talk about taxi drivers in your country.



TAXI DRIVERS ...	must	mustn't	don't have to
wear a uniform			
switch the meter on			
drive carefully			
be rude to passengers			
carry more than four passengers			
have a mobile phone with them			

*In my country, taxi drivers don't have to wear a uniform.*

• Grammar: Can – Be allowed to

Use

- We use **can** to ask for or give permission, and **can't** to refuse permission.

*"Can I go out?" "Of course you can."  
I'm afraid you can't enter this room.*

- We use **be allowed to** to ask for, give or refuse permission. The permission, however, does not depend on the speaker. Compare the examples:

*Can I play in the garden?  
(Will you allow me to play in the garden?)  
Am I allowed to use the telephone?  
(What is the rule?)*

**14** In pairs, use the prompts to act out short dialogues, as in the example.

*SA: Can I park my car here?  
SB: No, I'm afraid not. You aren't allowed to park here. You have to park somewhere else.*

- ... I park my car here? (*park somewhere else*)
- ... my child come into the hospital? (*leave him outside*)
- ... we take photographs in the museum? (*leave your cameras in the cloakroom*)
- ... we eat in here? (*eat your food outside*)
- ... I wear shorts in this restaurant? (*wear a suit and tie*)
- ... I use this telephone? (*use the public phone outside*)

• Grammar: Had to/didn't have to – Could/couldn't

Use

- Had to** and **didn't have to** are the past forms of **have to** and **don't have to**.

*When my father was a boy, he had to wear shorts to school.  
Children didn't have to learn about computers at school twenty years ago.*

- Could** and **couldn't** are the past forms of **can** and **can't**.

*I could go to parties when I was 17, but I couldn't go on my own; I had to go with my brother.*

**B** Mrs Smith is telling her granddaughter about her parents' dinner parties when she and her sister were children. Listen and tick (✓) the correct column. Finally, ask and answer questions in pairs, using *Did they have to...?/Could they ...?* as in the example.

*SA: Did they have to wear their best clothes?*

*SB: Yes, they did. They had to wear their best clothes.*

	could	couldn't	had to	didn't have to
wear best clothes				
play piano for guests before dinner				
cook				
sit at same table as adults				
put elbows on table				
drink wine like adults				
go to bed early				
sit in living room with adults after dinner				

• Reading & Listening

16 Listen to three news reports (A - C) and match them to the accidents (1 - 3).

Accident	News Report
1 a fall from a cliff	<input type="checkbox"/>
2 an accident while skiing	<input type="checkbox"/>
3 an accident in a park	<input type="checkbox"/>

17 a) Match the headlines (1-3) to the signs (A-C).

- 1 CHILD SAVED FROM DROWNING IN POND
- 2 BRITISH SKIER TRAPPED IN SNOW
- 3 VISIT TO BEACH ENDS IN FALL ONTO ROCKS

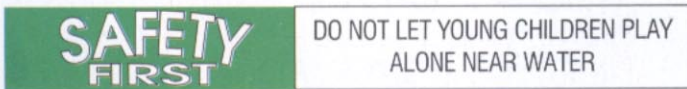
A



B



C



b) Match the words/phrases to the headlines (1 - 3) above, then try to explain what each word/phrase means.

*edge of pond, climb, main slopes, ski resort, drowned, mountain rescue team, swim, cliffs, Coastguard*

18 a) Read the three news reports and fill in the correct headlines from Ex. 17a, then explain the words in bold.

- A .....
- 1 Six-year-old Pamela Kinsey nearly drowned in a pond in Carlton Park, Coddleton, yesterday afternoon.
  - 2 The accident **occurred** at 3:30 pm as Pamela and her nine-year-old brother were playing at the edge of the pond. When his sister fell into the pond, Kyle, who cannot swim, ran to get help. He was afraid she would drown. Fortunately, the **park warden** managed to **save** little Pamela.
  - 3 **Since** the accident, Coddleton Council has **put up** a high **fence** around the pond. **Local police** are **warning** parents not to let young children play alone near water.

B .....  
42-year-old Marcus Hirst was injured when he fell onto rocks on a beach near Dover yesterday morning.

Mr Hirst was on a day trip to the beach with his wife and two young children when he decided to climb the cliffs in search of birds' eggs. He fell from a **height** of about twelve metres onto the rocks below. His wife called the **ambulance service** on her **mobile phone** and Mr Hirst was taken to hospital in a Coastguard helicopter. He had a broken leg and arm, but **suffered** no other injuries.

Since the accident, the Coastguard has put up signs on the beach warning people not to climb the cliffs.

C .....

Robert Blakewell, a twenty-year-old student from Sussex, was trapped in a deep **snowdrift** in the French Alps on Tuesday.

Robert was on holiday with some college friends at an Albertville ski resort when he decided to go skiing alone and away from the main slopes of the resort. His friends **contacted the authorities** when Robert failed to return that evening. A mountain rescue team managed to find Robert and take him to the nearest hospital.

After the accident, the Mountain Rescue Service **released a statement to the press**, asking skiers not to ski on unmarked slopes.

b) Read the news reports again and answer the questions. Put A, B or C in each box.

Which report(s) mention(s) someone who ...

- was involved in an accident yesterday?  1  2
- went somewhere alone?  3
- was injured when he/she was on holiday?  4
- was playing when the accident happened?  5
- was in or near water?  6  7

c) Look at news report A. Which paragraph describes the event in detail? Which paragraph gives a summary of the event? Which paragraph is about the action taken?

• Speaking

Read news reports B and C again, and make notes for each under the headings below. Then, use your notes to talk about each of the accidents.


- Who? What? Where? When?
- Details of the Event
- Action Taken



- 19 What would you say to:  
*a young child playing near a pond?*  
*a teenager going skiing?*  
*a man going bird-watching near a beach?*  
 Give advice, as in the example, using *must* or *mustn't*.

*You mustn't play near the pond.*

• **Communication: Positive/Negative Agreement**

- 20  Listen and repeat, then use the prompts to act out similar dialogues in pairs.

A: Tomorrow, I have to wash the car.

B: So do I, but I don't have to do the gardening tomorrow.

A: Neither do I.


wash the car, do the gardening, fix the fence, paint the living room, clean the house, tidy the garage

• **Vocabulary Revision Game**


- 21 In teams, make sentences using words/phrases from the list. Each correct sentence gets one point.

*put up signs, cleaning products, climb the cliffs, drown, play alone, was trapped, coastguard, release a statement, electric shock, sharp objects*

## Pronunciation

- 22  a) We don't always use the 'strong form' of *must/mustn't* in sentences. Listen and repeat.

'strong form':	... but in some sentences:
<i>must</i> / mʌst /	You <u>must</u> do your best. / məs / You <u>must</u> always try hard. / məst /
<i>mustn't</i> / mʌsnt /	You <u>mustn't</u> go. / mʌsn /

-  b) Listen and tick the sentences with the 'strong form'. Listen again and repeat.


- You must wear boots to go skiing. ....
- Yes, you must. ....
- You must have a licence to drive a car. ....
- No, you mustn't. ....
- You mustn't speak during the exam. ....
- You mustn't enter this room. ....

## Writing (a news report)

When we write a news report we can divide it into three paragraphs. In the **first paragraph**, we write a **short summary** of the event. We write about **who** was involved, **what** happened, and **where** and **when** it happened.

In the **second paragraph**, we write a **detailed description** of what happened. In the **last paragraph** we write **what action has been taken**.

We normally use **past tenses** in this type of writing. We always give our report an eye-catching **title**.

- 23  Listen to the news report and answer the questions.

- |                          |                        |
|--------------------------|------------------------|
| 1 How old is Ms Jenkins? | 4 What attacked her?   |
| 2 What's her job?        | 5 Who saved her?       |
| 3 Where was she injured? | 6 Where was she taken? |

- 24 Read the notes. In pairs, ask and answer questions using *who*, *where*, *when* and *what*, as in the example.

- 35-year-old British photographer, Carolyn Jenkins
- on safari in South Africa last week
- 2 guides and 3 students from the University of Kent
- approach lion in jeep
- leave jeep to take pictures - get close - lion attack
- guides scare the lion away - take her to hospital
- South African Tourist Board - warn tourists not to approach wild animals while on safari

SA: *Who is Carolyn Jenkins?*

SB: *A 35-year-old British photographer.*

- 25 Use the notes from Ex. 24, as well as the plan below, to write a news report about Carolyn Jenkins. Use the texts in Ex. 18 as models.

**Plan** SAVED FROM LION'S JAWS

**Introduction**

Para 1: who/what/where/when

**Main Body**

Para 2: detailed description of the event

**Conclusion**

Para 3: action taken

## Words of Wisdom

Read these sentences. What do they mean?

- It is best to be on the safe side.
- Better safe than sorry.
- Once bitten, twice shy.

# UNIT 11

## Our Precious Planet

### Lead-in

- 1 Look at the pictures. Which picture shows: car fumes ; public transport ; a rainforest ; a person planting a tree ; a hunter ; wildlife ?
- 2 a) What is acid rain? Tick (✓).  
 light rain   
 rain with chemicals from factories
- b) What can cause acid rain? Tick (✓).  
 rainforests ? pollution ? animals ?
- 3 a) Which of the following are endangered species? Tick (✓).  
 tigers  lions  dogs  seals  rhinos
- b) Why do we call them 'endangered' species?

- 2 Match the problems to the causes, then make sentences using the passive, as in the example. Can you think of any other causes of these problems?

Problems	Causes
endangered species/kill	cars
air pollution/cause	hunters
rainforests/destroy	logging companies

*Endangered species are killed by hunters.*

- 3 The list below includes possible solutions to the problems mentioned above. Use the phrases to make sentences, as in the examples.

*use bicycles, plant new trees, drive electric cars, use less paper, create special parks for animals, teach hunters it's wrong to kill animals*



6



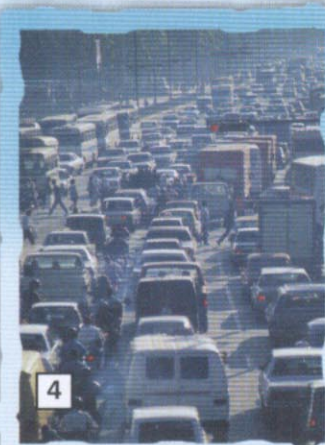
1



2



3



4



5

*If we used bicycles, we would have less air pollution.  
 If we planted new trees, rainforests wouldn't disappear.  
 If we created special parks for animals, they wouldn't be in danger.*

- 4 Match the speakers to what each one would do if he/she was leader of his/her country. Write **R** for Roberta, **M** for Maria or **J** for James.

- 1 stop logging companies from destroying the rainforest .....
- 2 not allow hunters to kill endangered species .....
- 3 ban cars .....
- 4 create special parks .....
- 5 improve public transport .....
- 6 make logging companies plant new trees .....

# Reading

5 Read what each person says and answer the questions, then explain the words in bold.

If I were **leader** of my country, I would **ban** cars because they cause too much **air pollution**. I hate it when I'm riding my bike in the street and I can **hardly** breathe because of the traffic fumes. It makes me feel really ill. Air pollution causes acid rain, too, which kills trees and plants. I would also improve public transport. People wouldn't need to use their cars so much then. I think people should walk more often, or use a bicycle, like me! If they did, our cities would be **healthier** places to live in.

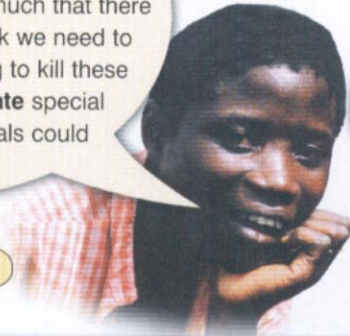
3 Maria - Brazil



1 Roberta - Italy

If I were the leader of my country, I wouldn't allow hunters to kill endangered species. Did you know that animals such as tigers and rhinos have been **hunted** so much that there will soon be **none** left? I think we need to teach hunters that it's wrong to kill these animals. I would also **create** special parks where these animals could live **safely**.

2 James - Kenya



If I were the leader of my country, I would stop logging companies from destroying the rainforest. It's terrible the way that animals and **rare** plants die when the trees disappear. Don't these companies know that they're not just destroying the trees and the wildlife? They could destroy us all! Trees **produce oxygen**, which is one of our most **basic needs**. One answer to the problem is to make the logging companies plant new trees. If they did that, it could save the rainforest and give all of us cleaner air to **breathe**.

- 1 Why can Roberta hardly breathe when she's riding her bike?
- 2 What does acid rain kill?
- 3 What would happen if public transport were better?

- 4 What will happen if hunters continue to kill endangered species?
- 5 What happens when trees disappear?
- 6 What do trees produce? Why is it important to us?

## Language Development

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

*basic, rare, ban, acid, logging, safely, plant, air, cleaner, species, public, traffic*

- 1 to ..... cars
- 2 ..... pollution
- 3 ..... fumes
- 4 ..... rain
- 5 ..... transport
- 6 ..... companies
- 7 ..... plants
- 8 to ..... trees
- 9 ..... air
- 10 endangered .....
- 11 ..... needs
- 12 to live .....

7 Fill in the correct word from the list.

*created, breathe, improve, destroys, causes, hunt*

- 1 Having more buses would ..... public transport in cities.
- 2 Heavy traffic ..... a lot of air pollution.

- 3 If we ..... more parks in our cities, they would be nicer places to live in.
- 4 It's so polluted I can't ..... properly.
- 5 Many people ..... endangered species for their fur.
- 6 Acid rain ..... plants.

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

- 1 because ..... sth; 2 to live ..... a city; 3 to stop sb ..... doing sth; 4 an answer ..... the problem

### • Speaking

Read the texts in Ex. 5 again and make notes under the following headings for each person. Use your notes to talk about each child's opinion.

*Measures - Reasons - Results*

• Grammar: Conditionals Type 2

9 Study the sentences below and answer the questions which follow.

- a) "When I am the leader of my country, I will ban cars."
- b) "If I were the leader of my country, I would ban cars."

- 1 Which sentence was spoken by a child, and which by a politician?
- 2 Which sentence is about a real or very likely situation in the future?
- 3 Which sentence is about an unreal or highly unlikely situation in the present or future?
- 4 How do the two sentences differ in form?

**If ... + past simple + ...  
would/could/might + bare infinitive**

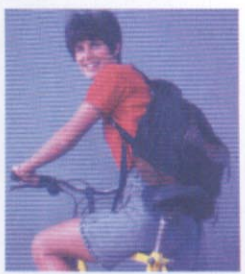
- We use **conditionals type 2** to talk about unreal or highly unlikely situations in the present or future.

NOTE: We can use **were** in all persons (after I/he/she/it).

*If I were the leader of my country, I would not allow hunters to kill endangered species.*

10 Read the short texts in Ex. 5 and underline all sentences which include conditionals type 2.

11 Make sentences using the prompts, as in the example.



1 we all use bicycles → there not be so much air pollution  
*If we all used bicycles, there wouldn't be so much air pollution.*



2 there be more bins in towns and cities → there not be so much litter on our streets  
.....  
.....  
.....



3 we not pollute lakes and rivers → we have clean drinking water  
.....  
.....  
.....



4 we recycle all of our waste → rubbish not pollute environment  
.....  
.....  
.....

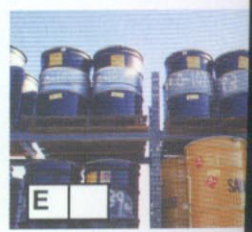


5 we stop cutting down rainforests → fewer plants and animals die  
.....  
.....  
.....

12 Put the verbs in brackets into the correct form.

- 1 If you ..... (take) your bicycle, you would get there faster.
- 2 If he lived in the countryside, he ..... (be) happier.
- 3 If we ..... (ask) her, I'm sure she would stop doing that.
- 4 If people ..... (not/drop) litter on beaches, our beaches would be much cleaner.
- 5 If you ..... (go) there by bus, you would get there more quickly.
- 6 If people ..... (stop) using aerosols, it would help the environment.
- 7 If hunters stopped killing so many tigers, they ..... (not/be) an endangered species.
- 8 If Veronica ..... (walk) to work, she wouldn't be so unfit.
- 9 If people ..... (not/use) so much paper, there would be more rainforests.
- 10 If people shared their cars, there ..... (be) fewer cars on the roads.

B You will hear four people talking about environmental problems and solutions. Match the speakers (1-4) to the pictures (A-D). There is one extra picture that you do not need.



## • Writing (Project)

Write a short paragraph about what you would do to protect the environment if you were the leader of your country. Use the texts in Ex. 5 as models.

## • Reading & Listening

- 14 a) Look at picture A. What is the girl doing? What other things do we use water for in our daily lives?
- b) Look at picture B. Is the water clean? Who/What do you think is polluting it?
- c) From the list below, tick (✓) the three most important things we can do to save our planet's water supplies, then make sentences as in the example.

*We can save the water from our baths and use it for the garden.*

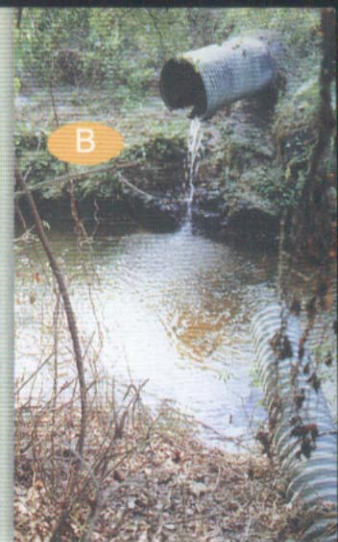
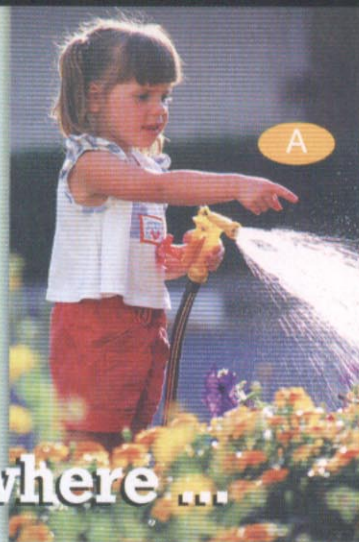
- 1 save water from our baths and use it for the garden
- 2 pass laws to stop factories from wasting and polluting water
- 3 recycle water
- 4 stop factories from pouring chemicals into lakes and rivers
- 5 repair leaking pipes

## 15 Listen and correct the words in bold.

- 1 We all need water — not just for our **gardens** and factories, but to survive.
- 2 The **problem** begins at home.
- 3 Governments can help by passing laws to stop **animals** from wasting and polluting water.
- 4 Many cities have successfully **wasted** water by repairing pipes.

- 16 a) Read the article and circle the correct answer for items 1 to 4.
- b) What is the problem discussed? Which paragraphs include the writer's suggestions? What are these suggestions? What results/examples does the writer use to support his suggestions?

# Water, Water Everywhere ...



1 Imagine a world with no drinking water, and no water to wash or cook with. It's hard to imagine this, because we use water every day without even thinking about it. Yet there are terrible water shortages all over the world. In parts of Africa and China, for example, many people don't even have clean water to drink. In fact, over half of the people in the world have to live with water shortages every day. We all need water — not just for our homes and factories, but to survive. Fortunately, there are things that we can all do to save water.

2 The solution begins at home. We can save the water from our baths and use it for the garden, instead of wasting hundreds of litres of clean water on our lawns and plants. This would help to save many litres of water everyday, especially in the summer.

3 Governments can help by passing laws to stop factories from wasting and polluting water. If factories recycled water and stopped pouring chemicals into our lakes and rivers, there would be a lot more clean water around.

4 Governments could also stop water companies from wasting millions of litres of water because of leaking pipes. Many cities have successfully saved water by repairing pipes.

5 All in all, there are many things we can do to save our planet's disappearing water supplies. The time has come to start understanding the value of water, before a world without clean water becomes a terrible reality.

- |   |  |
|---|--|
| <p>1 The writer says that in many parts of the world people ...</p> <ol style="list-style-type: none"> <li>a don't have water at all.</li> <li>b don't have any clean water.</li> <li>c have too much water.</li> </ol> <p>2 The writer suggests that we should ...</p> <ol style="list-style-type: none"> <li>a use more water at home.</li> <li>b stop using water at home.</li> <li>c stop using so much water at home.</li> </ol> | <p>3 There would be more clean water around if factories ...</p> <ol style="list-style-type: none"> <li>a produced more water.</li> <li>b used the same water several times.</li> <li>c only used water from rivers and lakes.</li> </ol> <p>4 Water companies can help ...</p> <ol style="list-style-type: none"> <li>a by fixing pipes.</li> <li>b by giving us more water.</li> <li>c by making people pay a lot more.</li> </ol> |
|---|--|

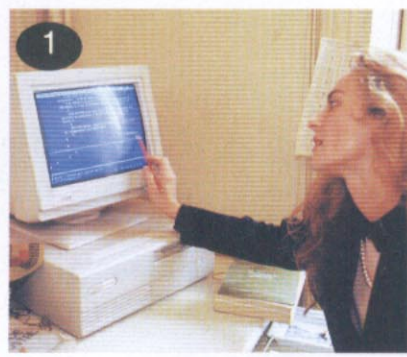
## • Speaking

Read the article in Ex. 16 again and make notes under the headings below, then talk about what we can do to save water.

*Suggestions - Results/Examples*

**17** Read the questions and choose the answer you agree most with. Are your answers mostly *a*, *b* or *c*? See the key to find out how green you are.

**18** Look at the pictures, then use the words in the list below to ask and answer questions in pairs, as in the example.  
*play, use, buy, get, go, spend, travel, visit*



... a computer



... an aeroplane



... lots of money

SA: What would you do if you had a computer?  
SB: If I had a computer, I would play computer games and I would use the Internet. What about you?  
SA: If I had a computer, ...

**19** GAME: Look at this sequence of sentences, then use the prompts below to act out similar hypotheses.

- S1: *If I were very rich, I would go on holiday.*
- S2: *If I went on holiday, I'd go to London.*
- S3: *If I went to London, I'd visit Buckingham Palace.*
- S4: *If I visited Buckingham Palace, I would meet the Queen.*
- S5: *If I met the Queen ...*

- If I won £1,000,000 ...
- If I met my favourite film star ...
- If I got lost in the mountains ...

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

SA: What would you do if you found a spider in your bed?  
SB: If I found a spider in my bed, I'd scream.

- 1 find a spider in your bed
- 2 see a UFO
- 3 be able to travel back in time
- 4 accidentally bump somebody's car while parking
- 5 lose your best friend's favourite jacket
- 6 be shipwrecked on a desert island

## How Green Are You?

- 1 If you had a lot of old newspapers and empty bottles, would you ...
  - a leave them on the pavement?
  - b put them in a rubbish bin?
  - c recycle them?
- 2 If somebody offered to give you one of the following as a gift, which would you choose?
  - a a big, fast car
  - b a motorbike
  - c a bicycle
- 3 If you were in the middle of a city and wanted to go somewhere one or two kilometres away, would you ...
  - a take a taxi?
  - b take a bus?
  - c walk/cycle?
- 4 If you had a picnic on the beach, what would you do with your rubbish? Would you ...
  - a leave your rubbish on the beach?
  - b put your rubbish in the first bin you found?
  - c take your rubbish home?
- 5 If you had £1,000 to spend, would you ...
  - a buy a fur coat?
  - b go on a safari?
  - c adopt a dolphin?

**mostly a's:** You're not very green, are you? Please look after our world before it's too late!

**mostly b's:** You're trying to be more green, but you don't always get it right. Learn more about the environment and think before you act.

**mostly c's:** Well done! You're really green! We need more people like you to help us save our environment!

• **Communication: Giving Advice**

21 Listen and fill in the missing words. Listen again and repeat.

- 1 A: I can't lose weight.  
B: If ....., I would try to eat fewer cakes and sweets.
- 2 A: I feel very tired after work.  
B: You ..... work fewer hours.
- 3 A: I can't stand driving in that heavy traffic every morning.  
B: You ..... start cycling to work.

• **Vocabulary Revision Game**

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

*water shortages, leader, ban cars, hunt, endangered species, plant trees, save, survive, waste water, repair pipes, water supplies, destroy, pollute*

**Pronunciation**

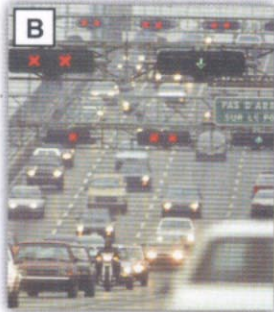
23 Listen and underline the unstressed syllables with the sound /ə/ in them. Listen again and repeat.

com-p-a-ny an-swer e-ven in-for-ma-tion  
let-ter pol-lu-tion ma-chine A-me-ri-ca

**Writing** (an article suggesting solutions to problems)

When we write an **article suggesting solutions to problems** we can divide it into **five** paragraphs. In the **first paragraph** we state the **problem**. In the **next paragraphs** (2, 3 and 4) we write our suggested solutions to the problem. We write each suggestion with results/examples in a separate paragraph. In the **last paragraph** we **summarise our opinion**. We normally use **present tenses** and **conditionals type 2** in such articles.

24 a) Look at the pictures. Listen, then say which picture is not mentioned.  
b) Read the suggestions and match them to the results, then make sentences, as in the example.



suggestions	results
put bins on every street corner have more trees/green areas improve public transport people use bicycles people recycle things create more parks	people have more oxygen not be so much rubbish everywhere people not drop litter in streets people leave cars at home children be able to play safely cities be less polluted

*If the authorities put rubbish bins on every street corner, people wouldn't drop litter in the streets.*

25 Your school magazine has asked its readers to send in articles answering the question: *How can we make our cities more environmentally friendly?* Write your article (120 - 180 words) using the plan below and ideas from Ex. 24. Use the text in Ex. 16 as a model.

**Plan**

**Introduction**  
Para 1: state the problem

**Main Body**  
Para 2: suggestion 1 + result/example  
Para 3: suggestion 2 + result/example  
Para 4: suggestion 3 + result/example

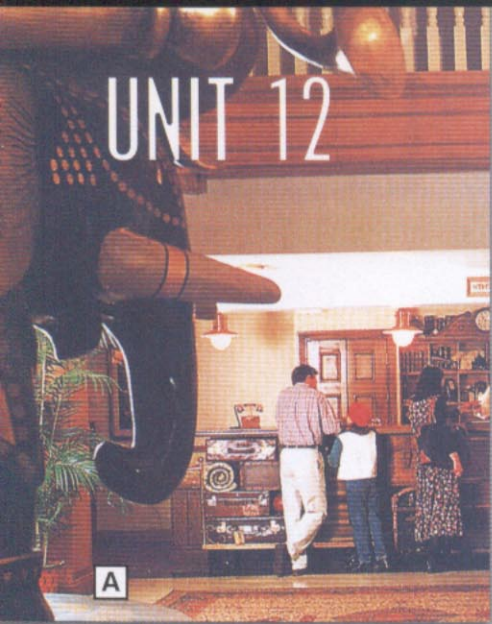
**Conclusion**  
Para 5: summarise your opinion

**Words of Wisdom**

Read the sentences below. What do they mean?

- If every person swept their own doorstep, the city would soon be clean.
- It is never too late to mend.

# UNIT 12



A



B



C

## Holidays with a Difference

### Lead-in

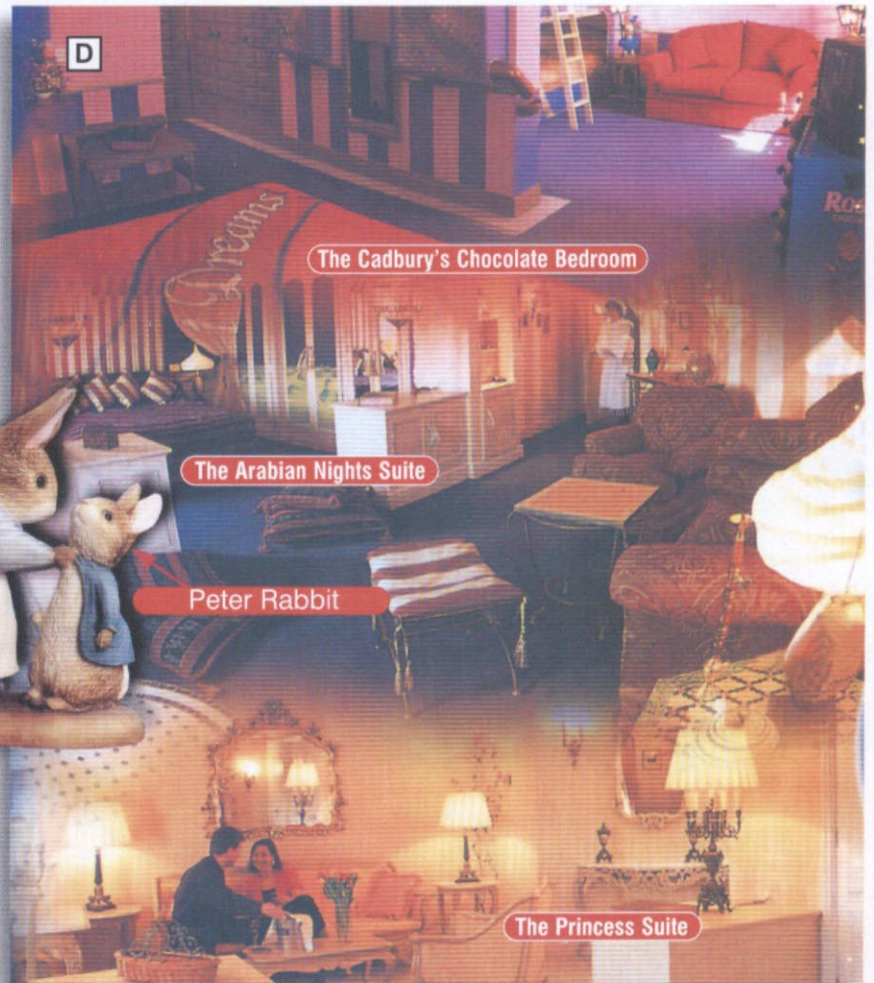
- 1 The Alton Towers Hotel is a famous hotel in England. Look at the pictures. Which shows:  
 a flying machine ; a reception desk made of piles of antique luggage ; themed rooms and suites ; a luxurious restaurant ?

2 Circle the correct answers.

- 1 A **guest** is someone who ...  
 a works at a hotel.  
 b is staying at a hotel.
- 2 When you **book** a hotel room ...  
 a you pay for it.  
 b you reserve it.
- 3 A **baby-listening facility** ...  
 a helps you listen to your baby while it is sleeping in another room.  
 b looks after your baby while you are swimming.

3 Listen and tick (✓) what you can find at the Alton Towers Hotel.

- |                         |                 |
|-------------------------|-----------------|
| a a gym                 | d tennis courts |
| b a reception desk      | e a pool        |
| c themed rooms & suites | f a theatre     |
|                         | g two bars      |
|                         | h a cinema      |



### Reading

- 4 a) Read the article about the Alton Towers Hotel and explain the words in bold.  
 b) What themed rooms and suites are there in the hotel?



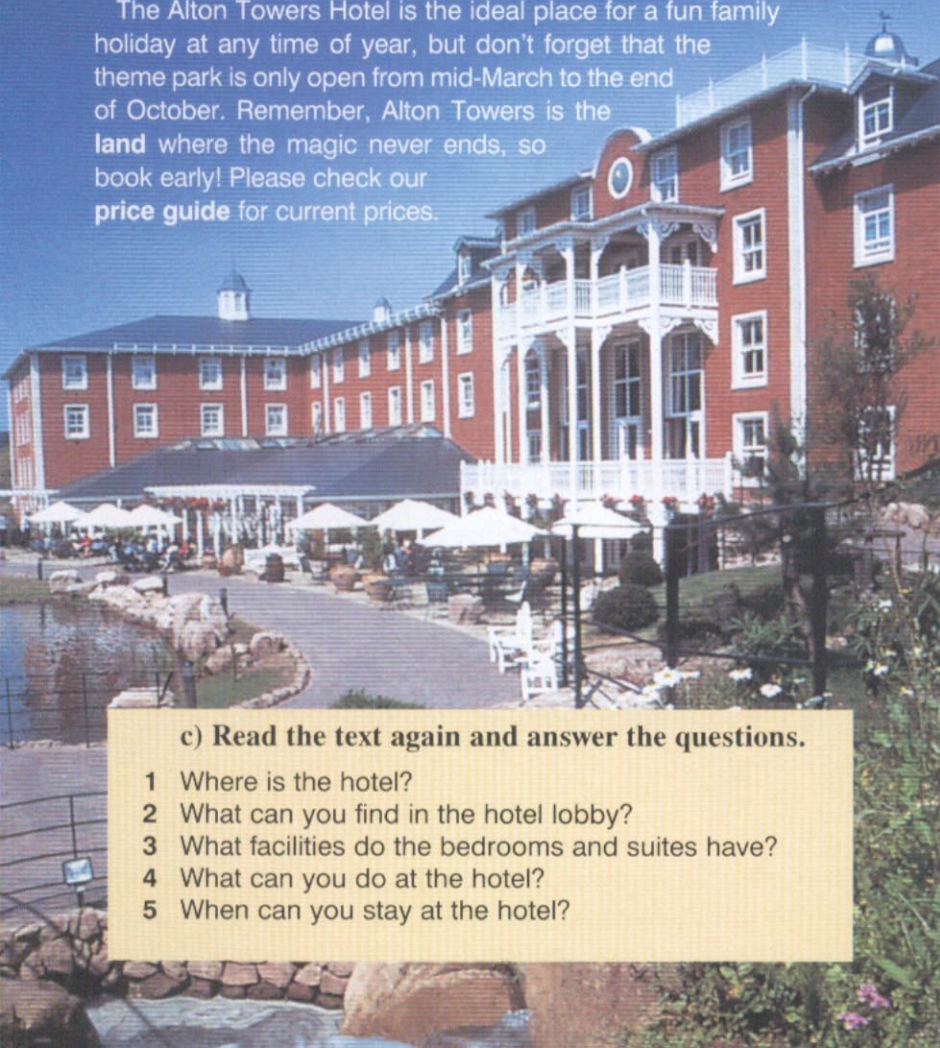
## Alton Towers – Where the Magic Never Ends!

The Alton Towers Hotel is **set** in the **heart** of Staffordshire's scenic countryside in the north-west of England. It is only minutes away from Britain's most magical **theme park**, Alton Towers. Like the park, the hotel offers guests the chance to **experience** a delightful holiday full of fun and surprises.

The first thing you'll **notice** when you enter the hotel is the **extraordinary** reception desk, which is made of piles of antique luggage, and a flying machine which **stretches** up to the ceiling! The hotel also offers an amazing range of themed rooms and suites. These **include** The Peter Rabbit Bedrooms, the Garden Rooms, the Explorer Room, the Cadbury's Chocolate Bedroom, the Coca-Cola Fizzy Factory Room, and the Arabian Nights Suite, which is possibly the most romantic hotel suite in the world. All the bedrooms and suites have a bathroom, tea- and coffee-making facilities, satellite TV and a baby-listening facility.

You'll never get bored at the Alton Towers Hotel, even during rainy or cold weather! After a **thrilling** day at the park, you can **relax** in the pool at the Pirate's Lagoon. Kids can join Pirate Bill's Club, which is a great **opportunity** to make new friends while taking part in games, drawing, **face-painting** and lots more, with Pirate Bill himself! The Secret Garden Restaurant offers delicious dishes from around the world, while the hotel's two bars, the Dragon Bar and the Captain's Bar, are both ideal places to relax with a coffee or a cocktail in the evening.

The Alton Towers Hotel is the ideal place for a fun family holiday at any time of year, but don't forget that the theme park is only open from mid-March to the end of October. Remember, Alton Towers is the **land** where the magic never ends, so book early! Please check our **price guide** for current prices.



### c) Read the text again and answer the questions.

- 1 Where is the hotel?
- 2 What can you find in the hotel lobby?
- 3 What facilities do the bedrooms and suites have?
- 4 What can you do at the hotel?
- 5 When can you stay at the hotel?

## Language Development

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

*theme, price, rainy, hotel, ideal, family, satellite, current, flying, reception*

- |                   |                   |
|-------------------|-------------------|
| 1 a ..... park    | 6 ..... TV        |
| 2 a ..... desk    | 7 an ..... place  |
| 3 a ..... machine | 8 a ..... holiday |
| 4 ..... weather   | 9 a ..... guide   |
| 5 a ..... suite   | 10 ..... prices   |

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

- 1 set ..... the heart ..... Staffordshire;
- 2 ..... the north-west ..... England;
- 3 minutes ..... Alton Towers;
- 4 full ..... fun; 5 stretches ..... the ceiling; 6 a range ..... rooms and suites; 7 the most romantic hotel suite ..... the world; 8 to relax ..... the pool; 9 the ideal place ..... a holiday ..... any time ..... year

### 7 Fill in the correct verb from the list.

*book, joined, made, offers, gets*

- 1 Tim often ..... bored at home during the school holidays.
- 2 Rachel and Brian ..... the sailing club last summer.
- 3 I ..... a lot of new friends at the camp.
- 4 You should ..... a room at the hotel before you go.
- 5 This bar ..... a wide selection of cocktails.

### • Speaking

Read the text in Ex. 4 again, then make notes under these headings. Use your notes to talk about the Alton Towers Hotel.

- Name/Location/Why special
- Description
- What you can do there
- Recommendation

**Describing Location**

- We use these phrases to describe the location of a place: is situated/located, etc in the east/west/south-east, etc of ... on the north/south/south-west, etc coast of ... in the heart/centre of ...

8 Look at the cities on the map and correct the statements, then talk about the location of each city.



- 1 Milan is situated in the south-east of Italy.  
*Milan isn't situated in the south-east of Italy. It's in the north of Italy.*
- 2 Florence is situated in the south of Italy.
- 3 Venice is located on the west coast of Italy.
- 4 Rome is situated in the north of Italy.
- 5 Naples is on the east coast of Italy.

9 a) Match the symbols to the weather adjectives.

cloudy, windy, sunny, stormy, snowy, rainy



1 ..... 2 ..... 3 .....



4 ..... 5 ..... 6 .....

b) Read the weather report, then listen and correct the two mistakes. Which map does the weather report match?

There will be mixed weather conditions all over the country today. Starting in the north, there will be quite a lot of rain, while the east coast can expect a cloudy day. The south of the country will be sunny, but the west can expect thunderstorms.

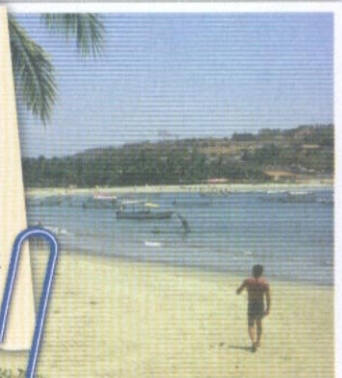


c) Look at the other map of England and write a weather report describing the weather conditions shown.

10 Read the two postcards, then match the words in bold to their opposites in the list: terrible, stressful, boring, freezing cold, disgusting, dreadful, wet, unsuitable, ordinary, plain

Dear Jan,  
We're having a **1) relaxing** holiday here in Mexico. Our room at the hotel is **2) ideal** for Jeff, the kids and me, and it's very close to the beach. The weather is **3) boiling hot** and the food is very **4) spicy** — we love it! We've visited some **5) interesting** places and I hope to see lots more. You must visit this country soon!

Love,  
Karen



Dear Paul,  
We're having a **6) fantastic** time here in the Alton Towers Hotel. We're staying in a **7) wonderful** room — the Explorer Room. The restaurant serves **8) delicious** food. The weather has been warm and **9) dry**. There are some **10) extraordinary** attractions at the theme park. It's definitely worth a visit!

Best wishes,  
George



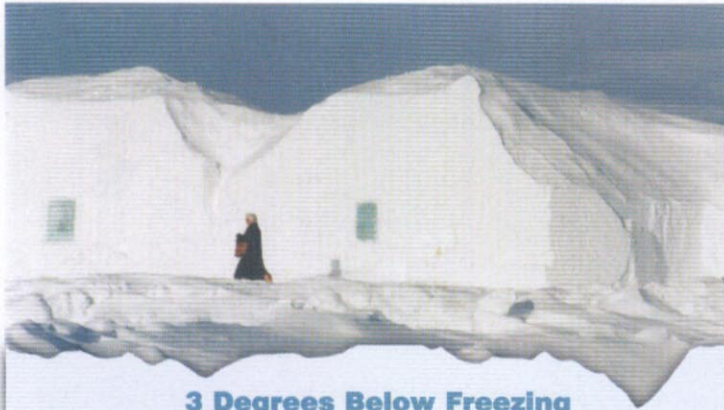
• **Writing (Project)**

Use the pictures in the Photo File section to help you write two postcards. Write **where you are** and **where you are staying**, what the **weather/food** is like and your **recommendation**. Use the postcards in Ex. 10 as models.

• Reading & Listening

**11** Look at the picture and try to answer the questions, then listen and check your answers.

- 1 What can you see in the picture?  
**a** a hotel in the desert      **b** a hotel made of ice
- 2 What can you find in the hotel?  
**a** a sauna      **c** a theatre      **e** a cinema  
**b** a chapel      **d** a bar      **f** a swimming pool
- 3 What can you do inside the hotel?  
**a** have a meal      **d** sleep in a sleeping bag  
**b** meet a model      **e** play ice hockey  
**c** watch TV      **f** dance all night
- 4 What outdoor activities are there?  
**a** dog-sledding      **c** yachting      **e** ice-fishing  
**b** skiing      **d** rafting



3 Degrees Below Freezing

**1** Looking for an exciting winter **getaway**? Then try the Ice Hotel in northern Sweden and spend a few days in a giant **igloo**. 2,000 tonnes of ice and 30,000 tonnes of snow are needed to build the Ice Hotel every year. When the **thermometer** hits **3 degrees below freezing**, the building of the hotel starts.

**2** The hotel has rooms for over 100 guests, as well as an ice sauna, a cinema, the Ice Chapel and the world-famous Absolut Ice Bar. The temperature inside the hotel is minus 3 degrees Celsius, but that seems warm when you compare it to the temperature outside, which can fall below minus 30 degrees Celsius.

**3** Before bedtime, have a meal **prepared** by **master chefs**, then visit the Absolut Ice Bar, where you might just meet your favourite model or actor, or enjoy a **crystal-clear view** of the **starry** Arctic sky. When it's time for bed, don't worry about keeping warm. The Ice Hotel provides guests with warm **sleeping bags** to sleep in. Guests wake up to a hot drink, after which they can enjoy an early morning sauna and a tasty breakfast.

**4** The Arctic is the perfect place for **outdoor activities** such as **dog-sledding**, ice-fishing and skiing. If you haven't got skis, the **staff** at **reception** will provide you with everything you need.

**5** A visit to the Ice Hotel is an **unforgettable experience** and the perfect way to **liven up** your winter. Don't miss this chance of a lifetime!

**12** Read the article and match the headings to the paragraphs, then explain the words in bold.

- A Description .....
- B Recommendation .....
- C Name/Location/Why special .....
- D Indoor activities .....
- E Outdoor activities .....

• Speaking

Take notes under the headings in Ex. 12, then talk about the Ice Hotel.

• Grammar: Who - Where - Which

**13** Study the examples, then say when we use *who*, *where* and *which*.

- I spoke to a policeman. He was very helpful.  
I spoke to a policeman **who** was very helpful.
- I went to Spain. I met my husband there.  
I went to Spain **where** I met my husband.
- A CD player is a machine. It plays music.  
A CD player is a machine **which** plays music.

**14** Match the jobs to the job descriptions, then make sentences with *who*, as in the example.

1 barman	a cook food
2 porter	b serve meals
3 chef	c serve drinks
4 maid	d welcome guests
5 waiter	e carry luggage
6 receptionist	f clean rooms

*A barman is someone who serves drinks.*

**15** Barry and Sandra went to London last summer. Listen and match the places they visited to what they did in each place. Finally, make sentences with *where*, as in the example.

- 1 The Barbican Theatre      a see Nelson's Column
- 2 Trafalgar Square      b see *Romeo and Juliet*
- 3 The National Gallery      c watch a football match
- 4 The Savoy Hotel      d admire the paintings
- 5 Highbury Stadium      e have afternoon tea

*They went to the Barbican Theatre, where they saw Romeo and Juliet.*

**16** Match the objects to their uses, then make sentences, as in the examples.

*open doors, show the time, open bottles, keep food cool, show the way, play music, clean teeth*



*A bottle-opener is something which opens bottles.*

**17** Listen to the following people talking about their holiday plans, and complete the notes in the table below. Then, use your notes to talk about what they are going to do, as in the example.

NAME	WHERE TO GO	WEATHER	CLOTHES	THINGS TO DO
John	1) .....	freezing 2) ..... & lots of snow	lots of 3) ..... clothes	go 4) ..... ....., skiing & fishing
Sally	Jamaica	boiling 5) .....	shorts, T-shirts & swimsuit	6) ..... on the beach, go scuba diving & sailing
Sue & Clive	Orkney Islands, Scotland	7) ..... but changeable	clothes for all types of weather	visit historic sites, go to 8) ..... go hiking

*John is going to Alaska. The weather will be freezing cold, so he's taking lots of warm clothes. He is planning to go climbing, skiing and fishing during his holiday.*

**• Speaking**

In pairs, ask and answer the questions below about your last holiday.

- Where did you go? Who did you go with?
- How long did you stay there?
- Where exactly did you stay? What were the facilities like?
- What was the weather/food like?
- What things did you do?

**• Communication: Making & Responding to Suggestions**

**18** Listen and fill in the missing words. Then, in pairs, act out dialogues using the prompts.

1 A: 1) ..... we do this weekend?  
B: 2) ..... we drive up to the mountains?  
A: Hmm. I'm not really in the mood for that. Have you got any other ideas?  
B: 3) ..... go sailing.  
A: Yes. That's a great idea!

- go dog-sledding, go skiing, go swimming, go to the seaside

2 A: 1) ..... go to the beach tomorrow?  
B: I'd love to, but I can't. I'm working.  
A: 2) ..... going on Sunday, then?  
B: Yes, that would be fine.

- play football, go to the cinema, go for a picnic, go cycling, go out for a meal

**• Vocabulary Revision Game**

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

*hotel lobby, stretches, current prices, book early, is located, winter getaway, crystal-clear view, below freezing, starry sky, unforgettable experience, make new friends, outdoor activities, in the north of, keep warm, liven up*

**Pronunciation**

**20** Match the words which rhyme, then listen and check. Listen again and repeat.

sea	him	coast	start
guest	three	heart	hot
gym	pretty	fun	most
city	go	yacht	well
snow	west	hotel	one

## Writing (an article describing holiday accommodation)

When we write an article describing holiday accommodation (e.g. a hotel, a campsite etc.) we can divide it into **four** paragraphs.

In the **first paragraph**, we write the **name** and **location** of the place and why it is **special**.

In the **second paragraph**, we describe the place (e.g. restaurant, rooms, bars, etc.) In the **third paragraph**, we write what people can do there (e.g. have a meal, have a drink, go skiing, go rafting, go fishing, etc.) In the **last paragraph**, we **recommend** the place and say when is the **best time to go**.

We normally use **present** tenses in this type of writing.

### Questions

- 1 What is the name of the campsite?
- 2 Where is it located?
- 3 Why is it special?
- 4 What can you find at the campsite?
- 5 What can you do at the campsite?
- 6 What outdoor activities are available locally?
- 7 When can you stay at the campsite?
- 8 What words are used to recommend the campsite?

- 21** Look at the advertisement for the Golden Beach Campsite and answer the questions. Then, use the information in the advertisement to talk about the campsite.

## THE GOLDEN BEACH CAMPSITE SEA, SUN & LOTS OF FUN!

- 5 miles from Brighton
- clean, attractive campsite
- 100s of caravans to rent
- 100s of tent sites available
- caravans - for up to 6 people, modern kitchen, shower, toilet, TV, electricity, hot & cold running water
- heated bathrooms on the campsite

### NEVER A DULL MOMENT!

- heated outdoor swimming pool
- games room - play pool/darts/table tennis
- excellent children's play area
- Golden Beach Restaurant (breakfast/lunch/dinner)
- Dunes Bar

### LOCAL OUTDOOR ACTIVITIES

- hiking, horse riding, cycling

### THE IDEAL PLACE FOR A MEMORABLE FAMILY HOLIDAY!

Open from the beginning of May to the end of September.  
Please book in advance. Ask campsite staff for current prices.  
Tel.: (0273) 350729



- 22** Use the information from the leaflet in Ex. 21, and the plan below, to write an article about the Golden Beach Campsite (120 - 180 words). You can use the text in Ex. 4 as a model.

### Plan

#### Introduction

Para 1: name and location of the place, why it is special

#### Main Body

Para 2: description

Para 3: what you can do there

#### Conclusion

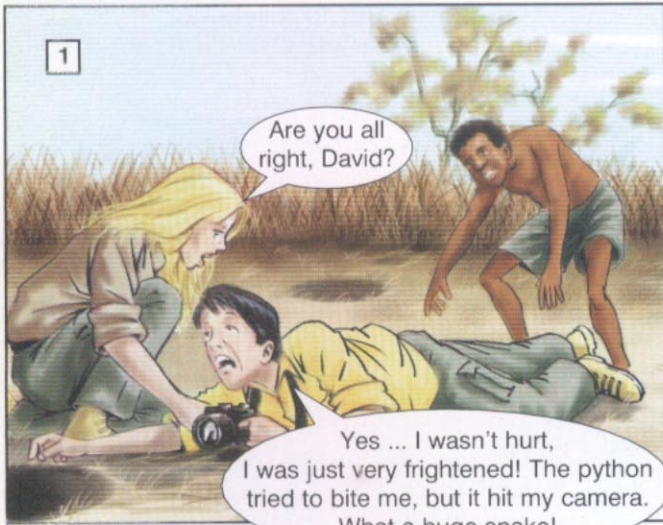
Para 4: recommendation, best time to go

## Words of Wisdom

Read these sentences. What do they mean?

- Go abroad and you'll hear news of home.
- The more you get, the more you want.
- The best things in life are free.

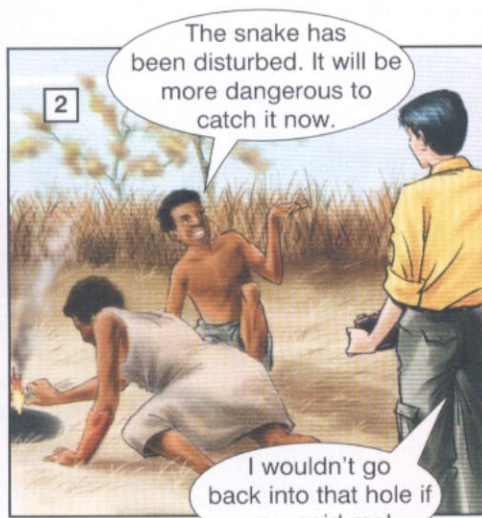
# The Python Hunt



1

Are you all right, David?

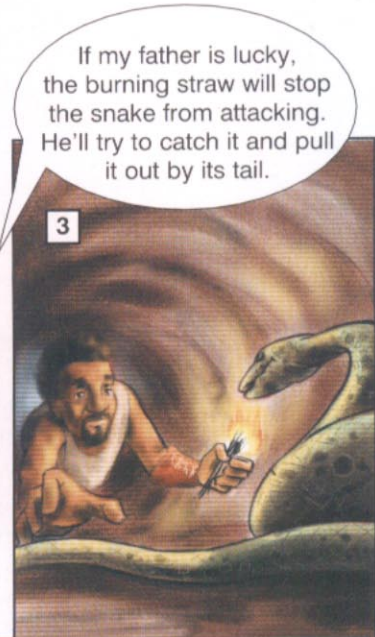
Yes ... I wasn't hurt, I was just very frightened! The python tried to bite me, but it hit my camera. What a huge snake!



2

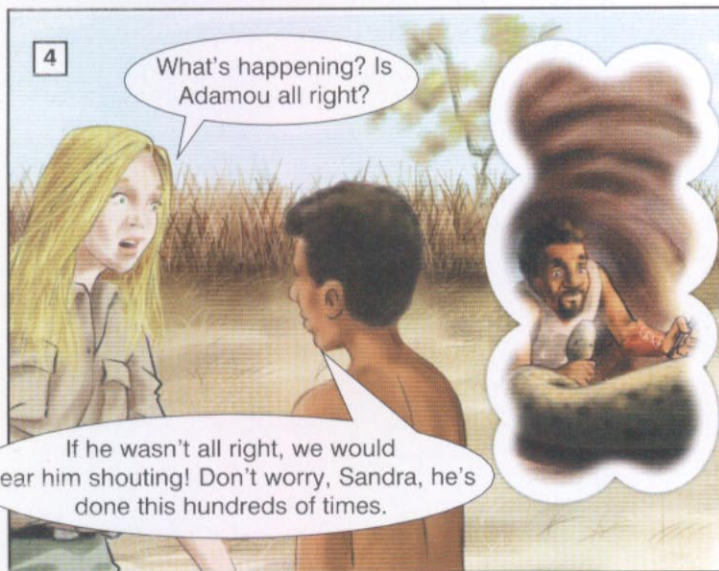
The snake has been disturbed. It will be more dangerous to catch it now.

I wouldn't go back into that hole if you paid me!



3

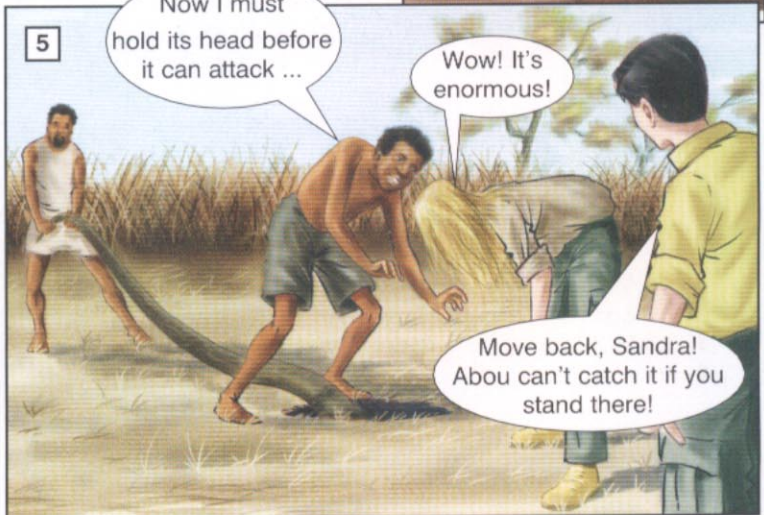
If my father is lucky, the burning straw will stop the snake from attacking. He'll try to catch it and pull it out by its tail.



4

What's happening? Is Adamou all right?

If he wasn't all right, we would hear him shouting! Don't worry, Sandra, he's done this hundreds of times.



5

Now I must hold its head before it can attack ...

Wow! It's enormous!

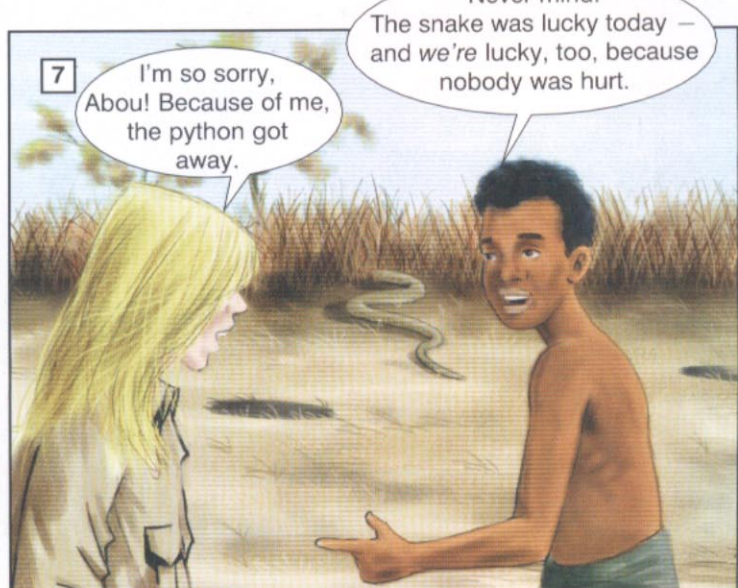
Move back, Sandra! Abou can't catch it if you stand there!



6

Oh, no!

Look out!



7

I'm so sorry, Abou! Because of me, the python got away.

Never mind. The snake was lucky today – and we're lucky, too, because nobody was hurt.

**1** Look at the pictures on p. 88 and answer the questions.

- 1 How does David feel in picture 1?  
A frightened      B tired
- 2 What is Adamou holding in his hand in picture 3?  
A some burning straw    B matches
- 3 What is Abou waiting to catch in picture 5?  
A the python's tail  
B the python's head

**2** Read the sentences, then listen to the episode and write **D** for David, **S** for Sandra, or **A** for Abou.

- 1 "I wouldn't go back into that hole if you paid me!" .....
- 2 "Is Adamou all right?" .....
- 3 "Move back, Sandra!" .....
- 4 "The snake was lucky today." .....

**3** Read the episode, then correct the wrong statements.

- 1 The python tried to hit David.  
*The python tried to bite David.*
- 2 Adamou will try to pull the python out by its head.
- 3 Adamou has never done this before.
- 4 The python got away because of David.
- 5 The snake was unlucky today.

**4** Read the episode again and find two sentences using conditionals type 1, and another two using conditionals type 2.

• Grammar: some - any - no

**5** Complete the table.

	things	people	places
some	something	.....	somewhere
any	.....	anyone	anywhere
no	nothing	no one	.....

**Use**

- We use **some** and its compounds in positive statements.  
*There is someone in the garden.*
- We use **any** and its compounds in negative sentences and questions.  
*Is there anything in the fridge? There isn't anything left.*
- We use **no** and its compounds instead of **not any**.  
*There is no one in the room. (= There isn't anyone in the room.)*

**6** Underline the correct word.

- 1 Do you have **any/no** money with you?
- 2 I want to buy my mum **something/nothing** special for her birthday.
- 3 There wasn't **no/any** milk left in the supermarket.
- 4 I want to go **anywhere/somewhere** exciting for my holidays.
- 5 Sheila didn't know **no one/anyone** at the party.
- 6 I need to buy **some/something** biscuits for tea.
- 7 I'm hungry, but there is **something/nothing** for me to eat.
- 8 Julie doesn't go **anywhere/somewhere** without her umbrella.
- 9 There is **someone/anyone** at the door.
- 10 **Nothing/No one** knows what caused the accident.

**7** Listen to the episode again, then read it out. Next, read the sentences and put them in the correct order. Use them to retell the story.

- David gets into the hole to take pictures.
- Adamou pulls the python's tail out of the hole.
- David and Sandra meet the python hunters.
- Adamou covers his hand and arm with animal skin.
- The python hunters show David and Sandra the holes pythons live in.
- Abou pulls David out of the hole.
- The snake escapes.
- Adamou gets into the hole.

**8** Read the text and fill in these words: *eats, catch, lives, sleep, spends, squeezes*

Pythons are large snakes. They are found in south-east Asia, Australia and Africa. Some species of pythons can reach a length of 33 feet. The African rock python is found north of the Sahara and is usually about 32 feet long. It 1) ..... in holes under the ground and 2) ..... rats, monkeys and even young antelopes. It isn't poisonous. It 3) ..... the day in its hole and hunts at night. It grabs its prey in its teeth and slowly 4) ..... it with its body until it suffocates. During the dry period, between November and March, the snakes lay their eggs or 5) ..... for winter. They usually lay a hundred or more eggs, which the female python takes care of for two or three months. This is when the python hunters 6) ..... them. It is not a safe job, because pythons are very dangerous when they protect their eggs.



# Module Self-Assessment 3 (Units 9 - 12)

## • Vocabulary

### 1 Underline the correct item.

- The salt was carried up to the **underground/surface** by the miners.
- Don't touch the wire or else you'll give yourself an electric **burn/shock**.
- Cleaning **products/goods** should be kept away from children.
- Traffic **acids/fumes** pollute the air in cities.
- The building was **destroyed/carved** by fire.
- Oxygen is one of our most **basic/public** needs.
- If I were the leader of my country, I would **produce/improve** living conditions.
- Check the price guide for **thrilling/current** prices.
- They **joined/met** the golf club last August.
- We asked for information at the **meeting/reception** desk.
- Acid/Current** rain can damage buildings.
- It's very important to help animals live **safely/deeply**.

(10 marks)

### 2 Fill in the correct word:

*rare, species, public, boiling, mobile, outdoor, book, admission, opening, drowning*

- The weather here is ..... hot.
- Dog-sledding and skiing are ..... activities.
- A lot of ..... plants die when we destroy the rainforest.
- ..... transport is cheap and convenient in this city.
- The lifeguard saved the child from .....
- ..... your holiday now and prepare for the most exciting experience of your life.
- ..... to the museum is free of charge.
- The ..... of the new gallery will be on Tuesday 3rd March.
- There are several ..... of birds in the rainforest.
- You can use a ..... phone wherever you go.

(10 marks)

### 3 Fill in the missing preposition:

*for, to, by, in, of, with*

- Don't let children play ..... knives.
- There is no answer ..... the problem.
- The party was full ..... fun and surprises.
- Three people were injured ..... the accident.
- The hotel is ..... the heart of Kent.
- Jamaica is the ideal place ..... a holiday.
- Enjoy your drink and relax ..... the pool.
- Cover electrical sockets when they are not ..... use.

(8 marks)

## • Grammar

### 4 Underline the correct word.



- Shop assistants **must/can** be polite to customers.
- I'm afraid you **can't/don't have to** park here.
- You **have to/mustn't** smoke in the hospital.
- I **have to/can** wake up early tomorrow, because my flight leaves at 9 am.
- You **mustn't/don't have to** be rude to your teacher.

(5 marks)

### 5 Match the questions to the answers.

A

B

- |  |  |
|--|--|
| 1 Do I have to clean the windows?              | a Of course, you can.                  |
| 2 Can I go now?                                | b No, you aren't, I'm afraid.          |
| 3 Did you have to wear a uniform then?         | c No, you don't. I did them yesterday. |
| 4 Am I allowed to keep a pet in my hotel room? | d No, you mustn't.                     |
| 5 Can I swim near the rocks?                   | e Yes, I did.                          |

- 1 ..... 2 ..... 3 ..... 4 ..... 5 .....

(5 marks)

### 6 Rewrite the sentences in the passive.

- We **must fit** safety gates at the top and bottom of these stairs.  
.....
- The Russians **launched** Sputnik 1 in 1957.  
.....
- The hotel **offers** excellent service.  
.....
- Many people **have visited** the museum so far.  
.....
- Hitchcock **directed** *The Birds*.  
.....
- The Mayor **will open** the museum this Friday.  
.....

(12 marks)



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

- 1 If everyone put their rubbish in the bin, we .....  
..... **(have)** cleaner streets.
- 2 If there ..... **(be)** more lifeguards, there  
would be fewer swimming accidents.
- 3 If you ..... **(ride)** your bicycle to work,  
you would get more exercise.
- 4 If I had the money, I ..... **(visit)** Paris.
- 5 If I ..... **(go)** on a safari, I would hope  
to see a lot of wild animals.
- 6 If the city improved public transport, fewer people  
..... **(use)** their cars.

(6 marks)

**8 Fill in who, which or where.**

- 1 This is the place ..... I first met Sally.
- 2 An alarm clock is something ..... wakes you up.
- 3 This is the place ..... we keep the tools.
- 4 The police still haven't found the man .....  
robbed the bank.
- 5 Sheila is the girl ..... found my dog.
- 6 A fridge is something ..... keeps food fresh.

(6 marks)

**• Communication**

**9 Complete the dialogues with phrases from the list.**

*Can I help, What shall we, I'd love to, If I were you*

1 A: ..... do this Saturday?  
B: How about going fishing?  
A: Oh no! Not again.

2 A: I can't run fast.  
B: ....., I'd stop smoking.

3 A: Museum of Natural History Information Desk.  
..... you?  
B: Yes, please. Could you tell me when the museum  
is open?  
A: Certainly. From 9:00 to 6:00 daily.

4 A: Let's go skiing, shall we?  
B: ....., but I can't. I've promised to  
go out with Pam.

(8 marks)

**• Reading**

**10 Read the news report and put the verbs into the correct tense, then match the paragraphs to the headings.**

**9-YEAR-OLD INJURED IN HOUSE FIRE**

- 1 Nine-year-old James Wilson was injured in a house fire in Manchester last Monday.
- 2 The fire 1) ..... **(start)** when James was at home with his brother, Tom, aged sixteen. James had found a box of matches and 2) ..... **(try)** to light some candles when he set fire to the living-room curtains. The fire 3) ..... **(spread)** quickly through the house. Tom Wilson 4) ..... **(hear)** his brother's screams and rushed bravely through the flames to save him. They 5) ..... **(escape)** through a downstairs window. A neighbour called the fire brigade while an ambulance 6) ..... **(take)** the two boys to hospital. They suffered mild burns.
- 3 Since the accident, the fire brigade 7) ..... **(start)** a campaign warning parents to keep matches out of reach of children.

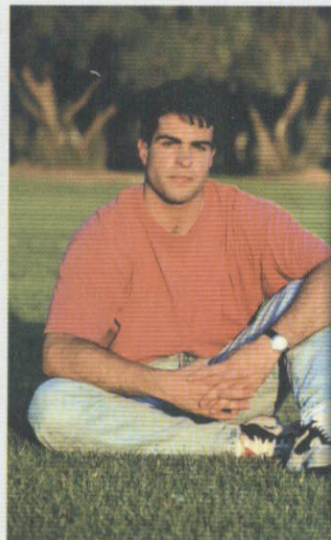
*detailed description of the event ..... ,  
summary of the event ..... , action taken .....*

(10 marks)

**Writing**

**11 Write a news report about Thomas Brown using the notes below (50 - 100 words). Use the text in Ex. 10 as a model.**

(20 marks)



**Narrow Escape**

- 24 year-old British student Thomas Brown
- nearly drowned while swimming yesterday
- on holiday — four friends
- go swimming after eating
- got cramp, began to drown
- friends help him reach the beach
- tourist call ambulance — take to hospital
- doctors' press release — do not swim after eating

TOTAL: 100 marks

# Leisure & Fun

◀ Read, listen, talk and write about...

## Join in the fun!

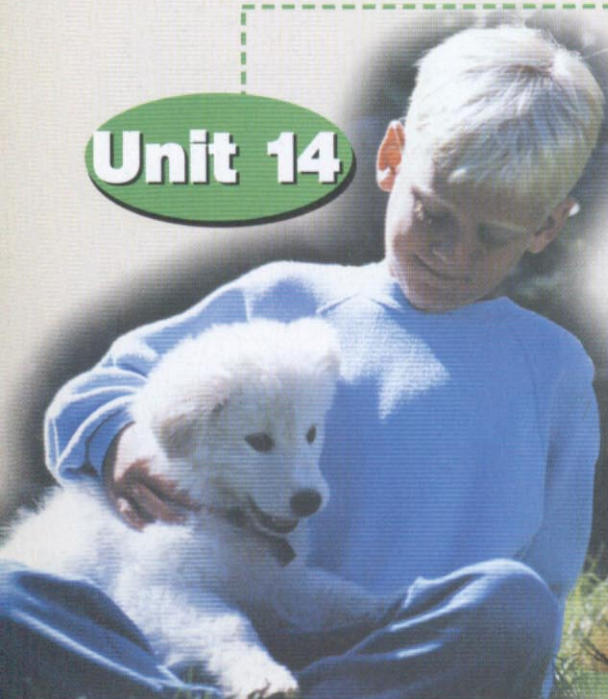
**Unit 13**



- festivals
- clothes
- feelings/comments

## Live and Let Live

**Unit 14**



- wild animals
- pets



# Module 4

Units 13 - 15

Learn how to ...

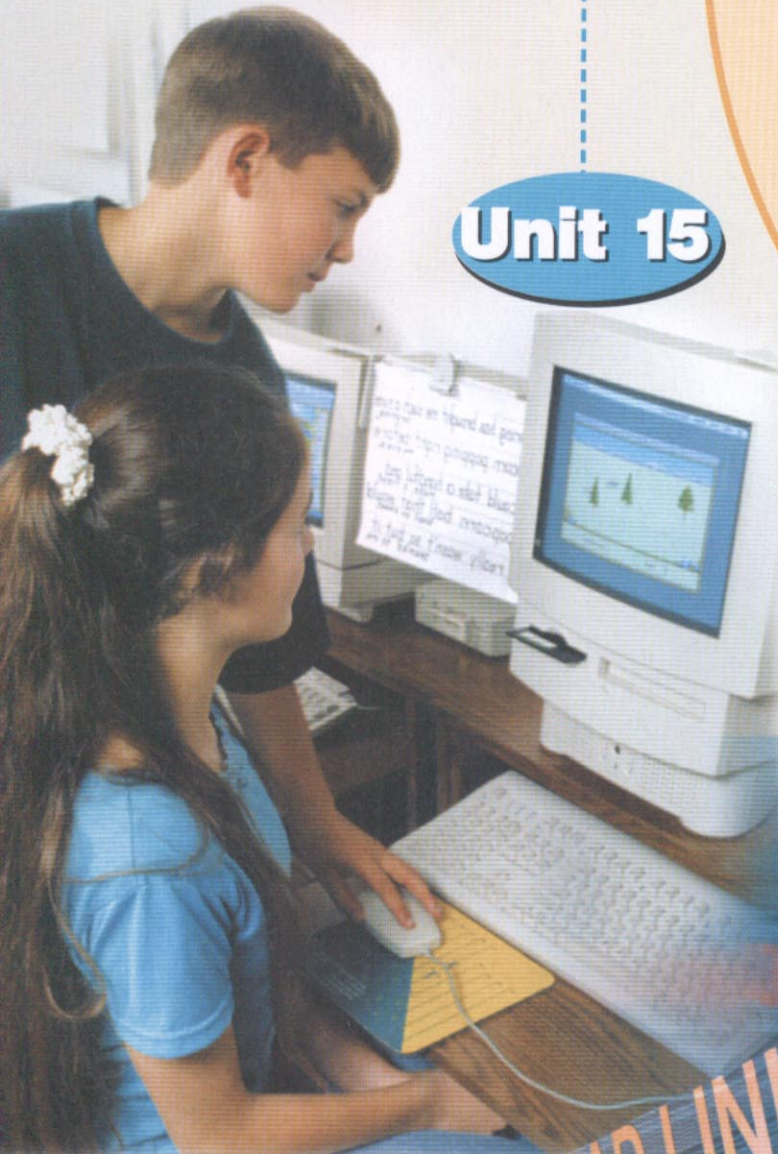
- give directions
- express likes/dislikes
- arrange to meet someone
- express reactions
- make comments

Practise ...

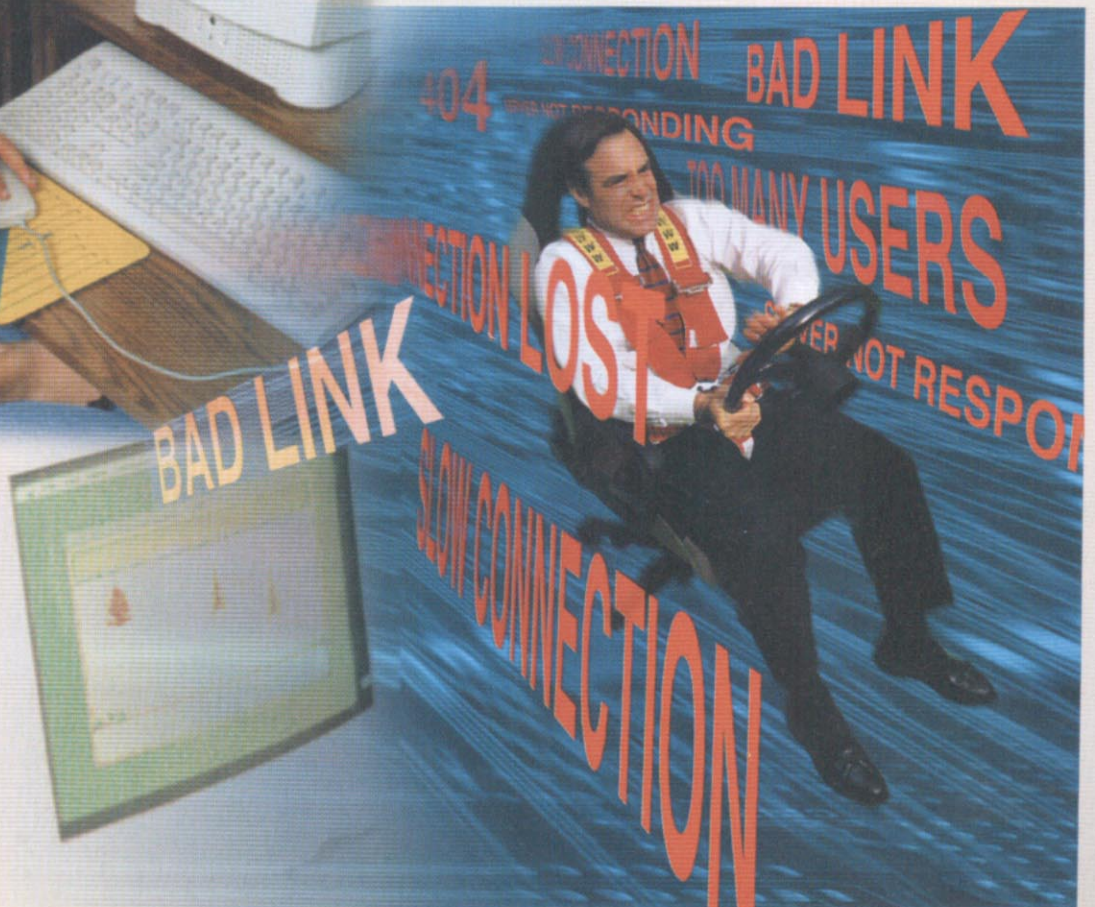
- infinitive/-ing form
- say/tell
- reported statements
- reported questions
- question tags
- exclamations
- reported orders/instructions

Surf  
the Net!

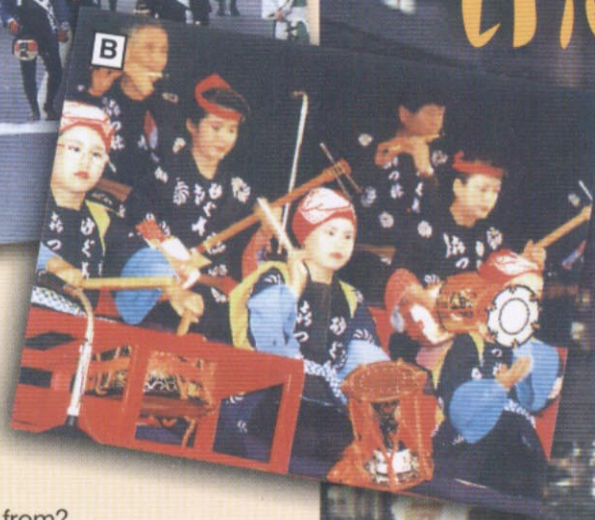
Unit 15



- technology
- computers
- the Internet



# UNIT 13



## Join in the Fun!

### Lead-in

1 Look at the pictures and tick (✓) the correct boxes.

- 1 Which country are the pictures from?  
 Japan                       England
- 2 What do they show?  
 a food festival                       a kite festival
- 3 What are the people in picture B wearing?  
 suits ; embroidered costumes ; gloves ;  
 scarves ?
- 4 Which picture shows:
- |                           | A                        | B                        | C                        | D                        |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| people banging drums;     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a colourful kite;         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| brightly-coloured floats; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| people waving flags?      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2 Do people fly kites in your country? If so, when, and for what reason?

3 Listen and underline the correct answer.

- 1 Every year, between 3rd and 5th **March/May**, the local people fly colourful kites.
- 2 It all started about **430/340** years ago.
- 3 Everywhere I went I could **smell/try** cakes and sweets cooking.
- 4 I noticed that every **group/team** had different costumes.
- 5 They wore **strings/scarves** around their heads.
- 6 The atmosphere was **terrible/fantastic**.
- 7 It made me feel **sad/happy** to think that I would leave for Tokyo the next day.



## Reading

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

- 1 What happened in Hamamatsu about 430 years ago?
- 2 What preparations for the festival does the writer mention?
- 3 What is the aim of the kite battles?
- 4 What do the kite teams wear?
- 5 What other things do people do while the kites are flying?
- 6 What did the writer do on the last evening?
- 7 How did the writer feel at the end of the festival?

### The Kite Battles

I'll never forget my visit to the Japanese city of Hamamatsu. I decided to go at the beginning of May, when the local people have their kite festival. Every year, between 3rd and 5th May, the local people fly colourful kites to bring their children good health, **strength** and **courage**. On the way there I read a little about the history of the Hamamatsu Kite Festival. Apparently, it all started about 430 years ago, when the **lord** of the **region** sent a **huge** kite into the sky with his child's name on it.

When I arrived there, a few days before the beginning of the festival, I was amazed at the **preparations** involved. Some people were making **enormous** kites, while others were busy decorating brightly-coloured floats. Everywhere I went I could smell cakes and sweets cooking, ready for the big festival. I couldn't wait to try them!

On the first day of the festival, the sky was filled with huge, colourful kites. I was so excited that I couldn't take my eyes off the sky. "The **aim** of the battle," explained an old man, "is not to win a prize, but for the teams to show off their skills by knocking the other teams' kites out of the sky." He also told me that each team was flying a kite for a family who had recently had their first child. I **noticed** that every team had different costumes, which were embroidered with **elaborate designs** to match the ones on their kites. They wore scarves around their heads and they had to wear gloves to protect their hands from the kite **strings**. The kite **teams** were mostly men, but hundreds of women and children had come to watch the **event**. The atmosphere was fantastic, and all around me people kept waving flags, banging drums, playing trumpets and blowing whistles. At the same time, the teams were **furiously tugging** their **opponents'** kites to the ground. I couldn't help admiring them for putting on such a **stunning show**.

On the last evening of the festival, I really enjoyed walking around the city centre and watching the floats. People had put an incredible amount of work into making them and they were really beautiful. It made me feel sad to think that I would leave for Tokyo the next day, but I knew that the **memories** of the kite festival would stay with me forever.



## Language Development

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

*bang, city, stunning, brightly-coloured, fly, blow, elaborate, play, local, win, kite, bring, wave*

- |            |             |              |          |
|------------|-------------|--------------|----------|
| 1 .....    | people      | 7 .....      | strings  |
| 2 to ..... | good health | 8 to .....   | flags    |
| 3 .....    | floats      | 9 to .....   | drums    |
| 4 to ..... | a prize     | 10 to .....  | trumpets |
| 5 to ..... | a kite      | 11 to .....  | whistles |
| 6 .....    | designs     | 12 a .....   | show     |
|            |             | 13 the ..... | centre   |

### 6 Fill in the gaps with the verbs in the list.

*protected, decorate, explained, matched, admired*

- 1 We ..... our living room when we have parties.
- 2 The design on his tie ..... the one on his socks.
- 3 Everyone ..... Gill for her excellent acting in the play.
- 4 The workers wore boots which ..... their feet.
- 5 "This gift will bring you good luck," the woman .....

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

- 1 a visit ..... (a place); 2 ..... the beginning ..... May; 3 ..... the way there; 4 amazed ..... sth; 5 ready ..... sth; 6 to fill sth ..... sth else; 7 embroidered ..... designs; 8 to protect sth ..... sth else; 9 ..... the same time; 10 to leave ..... (a place)

### • Speaking

Read the text in Ex. 4 again and make notes under these headings. Then, use your notes to talk about the kite festival.

- Name of Celebration; When; Where; Reason
- Preparations Before the Celebration
- Activities During the Celebration
- Writer's Feelings

8 The people in the pictures are going to a fancy-dress party. Look at them and say what they are going as (tourist, waitress, detective, pilot, gangster, schoolgirl) and what they are wearing, as in the example.



A is going to the fancy-dress party as a waitress. She's wearing a blue uniform with an apron, black tights and flat black shoes.

9 Fill in the correct adjectives from the lists, then act out the dialogues in pairs.

boring - terrible - disgusting

- 1 A: Did you enjoy the party last night?  
 B: No, I didn't. It was .....  
 A: Really? What about the food?  
 B: It was ....., and the people were really .....

delicious - brilliant - interesting

- 2 A: How was the party?  
 B: It was ..... Actually, it was the best party I've ever been to.  
 A: What about the food?  
 B: It was ....., and the people were really ..... I'm sorry you couldn't make it.

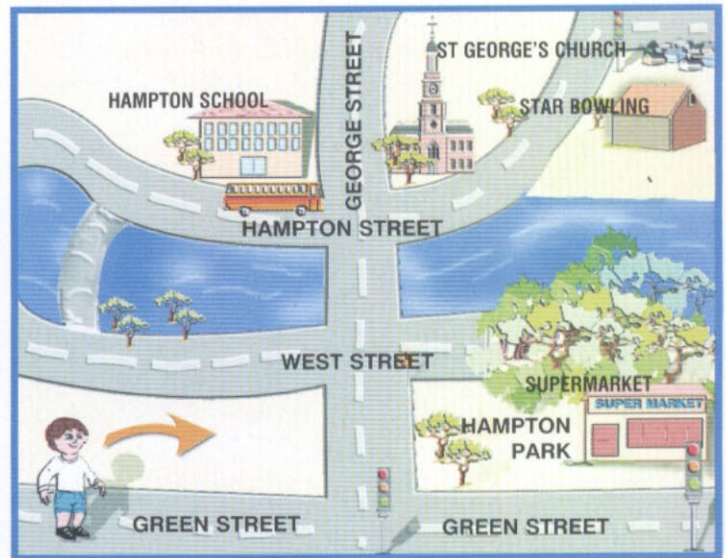
• Communication: Giving Directions

10 Listen and complete the dialogue. Then, in pairs, act out similar dialogues giving directions

- from the supermarket to Hampton School;
- from Star Bowling to the supermarket.

Use the expressions below.

go down/along .... turn left/right  
 take the first/second, etc turning on the/your left/right



- A: Excuse me. Is there a bowling alley near here?  
 B: Yes, there is. It's 1) ..... Hampton Street.  
 A: How do I get there?  
 B: Go 2) ..... this street and turn 3) ..... at the traffic lights. Then, take the second turning on the 4) ..... into Hampton Street. The bowling alley is about 100 metres down the street 5) ..... your right.

11 Listen and tick (✓) the things which are going to happen at Jane's party, then make sentences about her party, as in the example.

- |                          |                           |
|--------------------------|---------------------------|
| 1 they/have a buffet     | 5 father/make a speech    |
| 2 Jane's mum/bake a cake | 6 they/play party games   |
| 3 they/go bowling        | 7 they/dance              |
| 4 Jane/blow out candles  | 8 magician/perform tricks |

They are going to have a buffet.

• Writing (Project)

Use the information in Ex. 11 to complete Jane's letter in the Photo File section.

## • Reading & Listening

- 12 a) Look at the pictures and label them with words from the list. Where would you like to take your friends on your birthday?

rock concert, cinema, funfair, restaurant, theatre



- b) Which is your favourite kind of entertainment?  
c) Have you ever been to a rock concert? If you have, what was it like?

### B Read the sentences and circle the correct items.

- An **all-day event** is an event which ...  
a lasts seven days. b lasts a whole day.
- If you **give somebody a hand**, you ...  
a move them. b help them.
- A **stage** is a platform ...  
a in a train station. b in a theatre/hall, etc.
- If you **clap**, you ...  
a hit your hands together. b bang your feet on the ground.
- If you **lean over**, you ...  
a bend your body towards sb/sth. b move away from sb/sth.
- A **band** is ...  
a a group of actors. b a group of musicians.
- A **lead singer** is ...  
a the main singer in a band. b a person who sings loud music.

### 14 Listen and answer the questions.

- What is the writer's favourite group?
- What time did the concert start?
- What was Eddie Easton holding?
- How did the writer feel after the concert?

### B Read the article and match the paragraphs to the headings, then explain the words in bold.

Writer's Feelings ..... Before the Concert .....  
During the Concert ..... Place/Date of Concert .....

#### Unforgettable Moments

- Have you ever been to a rock concert? I went to one last Saturday at Pinecrest, a **public park** near Bath, and it was fantastic. It was an all-day event with six different bands, including The Runners, my favourite group.
- It was only nine o'clock in the morning when I got there, so I watched as they **set up** the speakers for the **sound system**. One of the men working there even asked me to help, so I ran over and gave him a hand.
- The concert started at eleven o'clock, and since I had helped earlier I was allowed to sit at the **edge** of the stage. I was almost close enough to touch the **performers**. The best part of the concert for me was when The Runners appeared. I couldn't believe it when Eddie Easton, The Runners' lead singer, walked out holding his silver guitar. I felt very excited to be so close to my favourite singer. Everyone started clapping. Eddie stopped right in front of me, leaned over, and told me to enjoy the show. Then he started singing all of his **hits**. We all joined in with him and danced to the music. The rest of the concert was wonderful, and everybody had a great time.
- Walking home, I felt exhausted, but also **delighted** that I had had the chance to see my favourite band and talk to Eddie in front of five thousand people.

## • Speaking

Read the article again and make notes under the headings in Ex. 15. Then, talk about the writer's experience at the rock concert.

### 16 Listen to Jeff and Cathy, then say where they decide to go and why.



• Grammar: Infinitive - Gerund (-ing form)

17 Study the examples. Which sentences include: to -infinitive; -ing form; infinitive without to?

- 1 While I was in Japan, I decided **to go** to the famous Hamamatsu Kite Festival.
- 2 They wanted **to join** in the fun.
- 3 I will definitely **go** there again.
- 4 I enjoyed **walking** around the city centre.
- 5 I couldn't help **admiring** the view.
- 6 It made me **feel** sad.

18 Look at the table, then read sentences 1 - 10 and put the verbs in brackets into the correct form.

+ to -infinitive	-ing form	infinitive without to
decide	love	make
want	like	let
would like	hate	can
would love	don't mind	must
begin	look forward to	may
stop ( <i>stop briefly to do sth else</i> )	enjoy	could
remember ( <i>not forget</i> )	couldn't help	will
refuse	can't stand	would
agree	stop ( <i>finish, give up</i> )	
expect	remember ( <i>recall</i> )	
forget ( <i>not remember</i> )	forget ( <i>not recall</i> )	

- 1 Oh no! I forgot ..... (**send**) Aunt Mary a birthday card.
- 2 The clowns made the children ..... (**laugh**) with their tricks.
- 3 They enjoyed ..... (**watch**) the parades during the festival.
- 4 She can't stand ..... (**listen**) to rock music.
- 5 Will Dad let us ..... (**go**) to the party?
- 6 I like ..... (**play**) tricks on people on April Fools' Day.
- 7 I would like ..... (**go**) to the Hamamatsu Kite Festival.
- 8 Josh wants ..... (**buy**) his mother some flowers for Mother's Day.
- 9 We decided ..... (**stay up**) and watch the firework display.
- 10 I'm really looking forward to ..... (**go**) to Bill's birthday party.

19 Use phrases from the list, together with the prompts below, to act out dialogues in pairs, as in the example.

*watch parades, dance to traditional music, watch firework displays, wear fancy-dress costumes, listen to loud music, go to parties, stay up all night, fly kites, send cards, give presents, play party games, visit exhibitions, listen to rock music, eat traditional food, sing traditional songs, celebrate with friends*

love ♥♥♥	don't mind 0	don't like ✕
enjoy ♥♥		can't stand ✕✕
like ♥		hate ✕✕✕

SA: *Do you like watching parades?*  
 SB: *Yes, I do. Actually, I love watching parades. Do you like dancing to traditional music?*  
 SA: *No, I don't. I can't stand dancing to traditional music!*

20 Read the short texts and replace the adjectives in bold with similar ones from each list.

*playful, annual, generous, happy, amusing*

A

At the **1) yearly** Hobby Horse Pageant in Cracow, Poland, we followed the procession of men dressed up as Tartar warriors as they moved slowly towards the Market Square. On his way, the leader of the procession collected money and rewarded **2) kind** donors with a **3) friendly** punch on the arm. He also stopped a few times to perform **4) funny** dances for the hundreds of **5) smiling** spectators.




*exciting, delicious, noisy, grateful, exhausted*

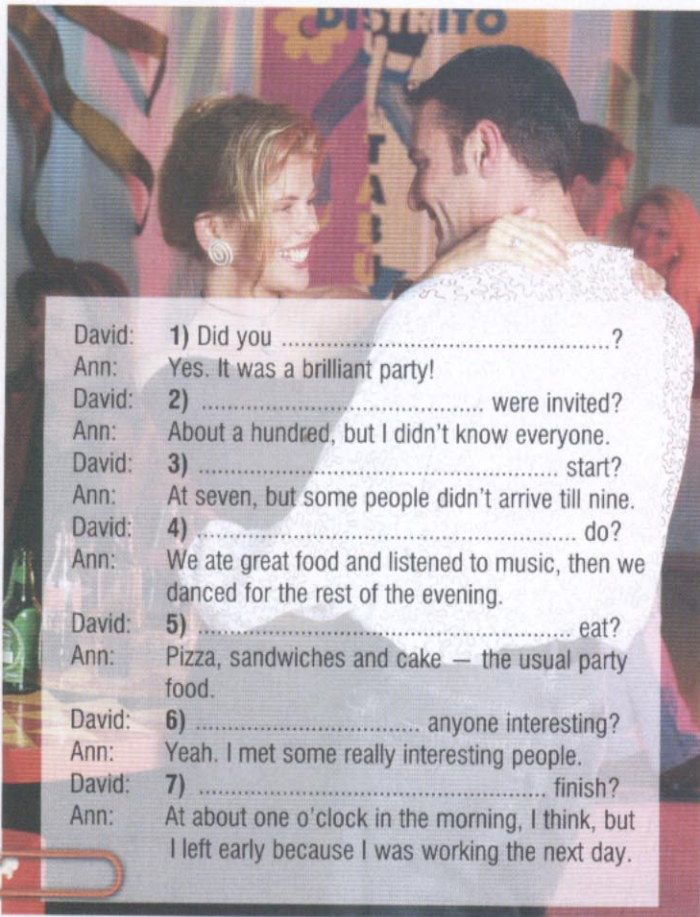
B

My parents organised a party for my tenth birthday. It was great fun. My mother had cooked lots of **1) tasty** food and we played some **2) thrilling** party games. My friends and I were a bit **3) loud**, but my parents didn't mind. At the end of the party I felt **4) tired**, but I was also very **5) thankful** that my parents had put on such a great party for me.





- 21**  *Ann went to a party.* Look at Ann's answers and complete David's questions, then listen and check. Finally, act out the dialogue in pairs.




- David: 1) Did you ..... ?  
 Ann: Yes. It was a brilliant party!  
 David: 2) ..... were invited?  
 Ann: About a hundred, but I didn't know everyone.  
 David: 3) ..... start?  
 Ann: At seven, but some people didn't arrive till nine.  
 David: 4) ..... do?  
 Ann: We ate great food and listened to music, then we danced for the rest of the evening.  
 David: 5) ..... eat?  
 Ann: Pizza, sandwiches and cake — the usual party food.  
 David: 6) ..... anyone interesting?  
 Ann: Yeah. I met some really interesting people.  
 David: 7) ..... finish?  
 Ann: At about one o'clock in the morning, I think, but I left early because I was working the next day.

### • Vocabulary Revision Game

- 22** In teams, make sentences using the words/phrases below. Each correct sentence gets one point.

*blow whistles, wear scarves, couldn't help admiring, was amazed at, embroidered with, wave flags, stunning show, gave him a hand, joined in with, annually*

### Pronunciation

- 23**  Listen and underline the stressed syllable, as in the example. Listen again and repeat.

pho-to-graph	→	pho- <u>to</u> -gra-pher
mu-sic	→	mu-si- <u>ci</u> an
Ja-pan	→	Ja- <u>pa</u> -nese
pre-pare	→	pre- <u>pa</u> -ra-tion
hi-sto-ry	→	hi-sto- <u>ri</u> an
ce-le-brate	→	ce-le- <u>bra</u> -tion

### Writing (an article about a celebration/event you attended)

When we write an **article about a celebration/event we attended**, we can divide it into four paragraphs.

In the **first paragraph**, we write **what** celebration/event we attended and **where** and **when** it took place (place, date/time).

In the **second paragraph**, we write about the **preparations** before the celebration/event (e.g. costumes, food, etc.)

In the **third paragraph**, we write **what happened during the celebration/event**.

In the **last paragraph**, we write **how we felt**.

We normally use **past tenses** in such pieces of writing.

- 24** Your teacher has asked you to write a composition about the last birthday party you had (100 - 150 words). First, answer the questions, then use your answers to write your composition.

- 1 What kind of party did you have?
- 2 Where and when did it happen?
- 3 What preparations did you make before the party?
- 4 What happened during the party?
- 5 How did you feel at the end of the party?



### Plan

#### Introduction

Para 1: place, date/time of the party

#### Main Body

Para 2: preparations before the party

Para 3: activities during the party

#### Conclusion

Para 4: your feelings

### Words of Wisdom

Read the sentence. What does it mean?

- Old habits die hard.

# UNIT 14

# Live and Let Live

## Lead-in

1 a) Look at the poster and match each animal (A-F) to a name from the list (1-10).

b) Which animal:

- has got two horns?  C
- can copy people's voices?
- is a freshwater reptile which breeds once a year?
- has got fins and sharp teeth?
- has got stripes?
- eats bamboo?

2 a) Listen to the sounds and match them to the animals below.

1 tiger	parrot	horse
whale	polar bear	gorilla
wolf	elephant	chicken

b) Which of these animals are not endangered species?

3 Match the endangered animals to the reasons why they are facing extinction, then listen and check.

### FACING EXTINCTION

#### ANIMALS

- rhinos
- green-cheeked parrots
- alligator snapping turtles

#### REASONS

- sold as pets, but difficult to breed
- killed for their meat
- hunted for their horns

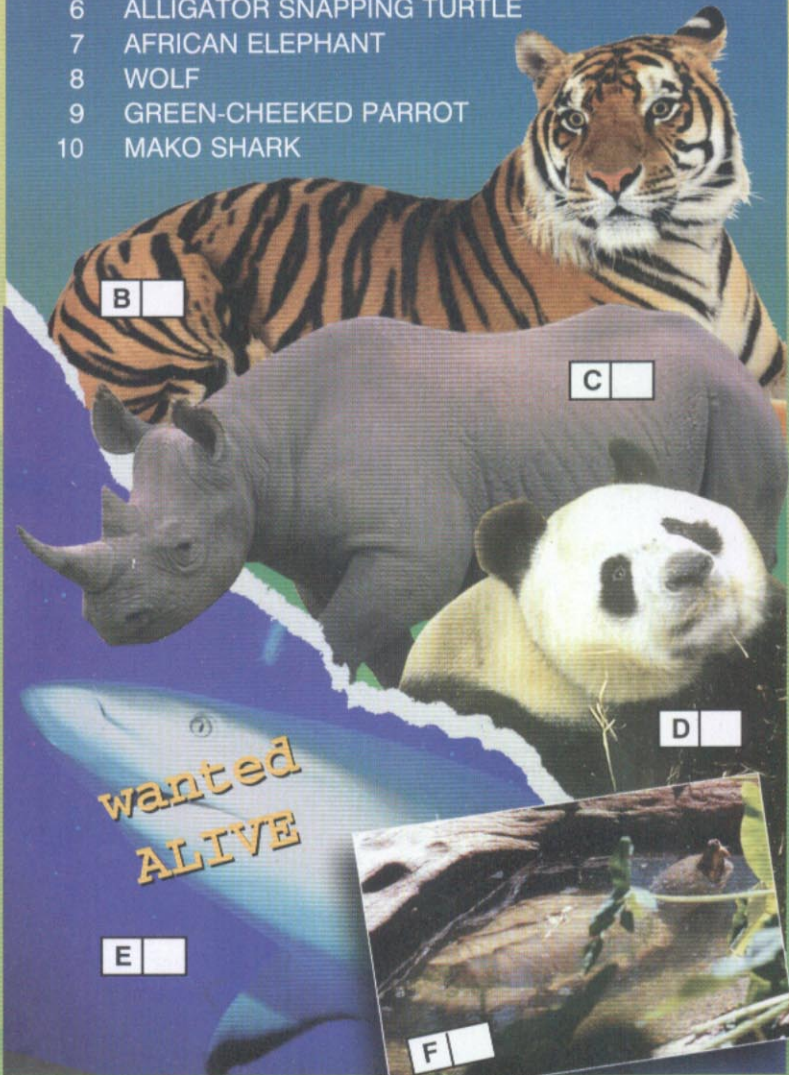
# The Top 10 Most Wanted



A

**ACT NOW!**

- 1 RHINO
- 2 GIANT PANDA
- 3 TIGER
- 4 GORILLA
- 5 BLUE WHALE
- 6 ALLIGATOR SNAPPING TURTLE
- 7 AFRICAN ELEPHANT
- 8 WOLF
- 9 GREEN-CHEEKED PARROT
- 10 MAKO SHARK



wanted  
**ALIVE**

E

F

## Reading

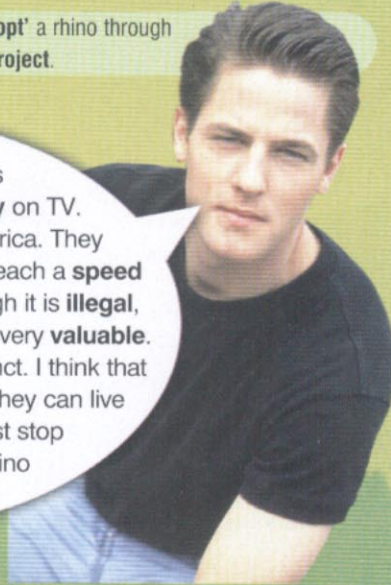
4 Read what the people say and answer the questions below. Then, explain the words in bold.

- 1 Where do rhinos live?
- 2 What should be done to protect them?
- 3 Where are green-cheeked parrots found?
- 4 Why do people value them as pets?
- 5 How is alligator snapping-turtle meat used?
- 6 How often do alligator snapping turtles breed?

# ANIMALS IN DANGER

The World Wildlife Fund needs people to **act** now to help save the ten most endangered species in the world.

John Hewett, aged 26, is planning to **'adopt'** a rhino through a special rhino **protection project**.



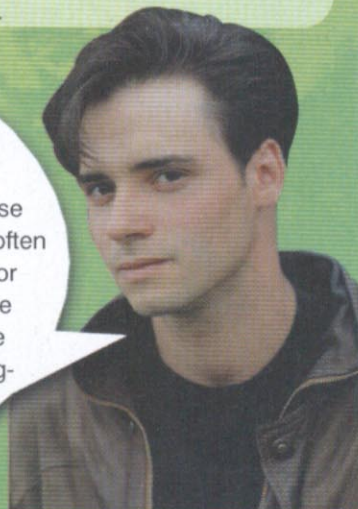
I found out about the dangers rhinos face through a **nature documentary** on TV. Rhinos live in eastern and southern Africa. They weigh from three to five tonnes and can reach a **speed** of around 45 kilometres per hour. Although it is **illegal**, hunters kill them for their horns, which are very **valuable**. Now they are in danger of **becoming** extinct. I think that rhinos should be bred in **captivity** until they can live safely **in the wild**, and people must stop buying **products** made from rhino horn!

Mae Lin, aged 23, wants to save the green-cheeked parrot.



I first learnt about green-cheeked parrots at school. They are usually found in Mexico and are really good at copying people's voices. In the last twenty years, many have been smuggled across the **border** to the USA, to be sold as pets. People **value** them as pets because they are attractive and have **amusing personalities**. Green-cheeked parrots are difficult to breed, so the species is slowly **dying out**. In my opinion, people should only buy parrots which have been bred in captivity. Then the green-cheeked parrot could be left in the wild, where it would have a better **chance of survival**.

Lee Barker, aged 34, works for the WWF and is worried about the alligator snapping turtle.



Here at WWF, we're trying to save this species of turtle, which is the largest freshwater turtle in North America. In fact, it is facing extinction because it's killed for its meat. Snapping-turtle meat is often used in soups or sold in restaurants. Alligator snapping turtles only breed once a year. We believe that if people stopped buying these turtles as pets and stopped eating snapping-turtle soup, the turtles would have a chance to breed and survive.

## Language Development

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

*freshwater, become, species, buy, nature, amusing, chance, endangered, face, rhino, protection*

- 1 an ..... species
- 2 a ..... project
- 3 a ..... documentary
- 4 ..... horn
- 5 to ..... extinct
- 6 ..... personalities
- 7 a ..... of survival
- 8 to ..... extinction
- 9 a ..... turtle
- 10 this ..... of turtle
- 11 to ..... products

**6** Fill in the correct adverbs from the list, then make sentences using the completed phrases.

*usually, often, safely, once, slowly*

- 1 they live .....
- 2 they are ..... found
- 3 it is ..... dying out
- 4 it is ..... used
- 5 ..... a year

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

- 1 ..... danger of sth; 2 kill sth ..... sth;
- 3 ..... captivity; 4 ..... the wild;
- 5 made ..... rhino horn; 6 smuggled ..... the border; 7 ..... my opinion;
- 8 to be worried ..... sth

### • Speaking


Read the article again and make notes under the headings for each animal.

- where found
- why facing extinction
- suggested solutions

Use your notes to talk about the three endangered species.


• Grammar: Reported Statements

8 a) Study the examples, then answer the questions.



Direct Speech	Reported Speech
I <b>want</b> to help.	She <b>says</b> (that) she <b>wants</b> to help.
What tense is the verb in bold?	<ul style="list-style-type: none"> <li>• Which is the reporting verb? What tense is it in?</li> <li>• Are the tenses in reported speech the same as in direct speech?</li> <li>• How has the pronoun <b>I</b> changed in reported speech?</li> <li>• Why is <b>that</b> in brackets?</li> </ul>

b) Now study these examples and answer the questions.



Direct Speech	Reported Speech
I <b>wanted</b> to help.	She <b>said</b> (that) she <b>wanted</b> to help.
What tense is the verb in bold?	<ul style="list-style-type: none"> <li>• Which is the reporting verb? What tense is it in?</li> <li>• Are the tenses in reported speech the same as in direct speech?</li> <li>• How has the pronoun <b>I</b> changed in reported speech?</li> <li>• Why is <b>that</b> in brackets?</li> </ul>

Changes in Tenses in Reported Speech

When the reporting verb is in the present tense, the verb tenses from direct speech do not change in reported speech. When the reporting verb is in the past tense, the verb tenses in direct speech change in reported speech.

9 Study the table and say how the verb tenses usually change when we change direct speech into reported speech.

Direct Speech	Reported Speech
1 "She <b>is</b> wrong," he said.	He said (that) she <b>was</b> wrong.
2 "It's <b>raining</b> heavily," she said.	She said (that) it <b>was raining</b> heavily.
3 "He <b>has gone</b> to New York," they said.	They said (that) he <b>had gone</b> to New York.
4 "She <b>left</b> early," said Frank.	Frank said (that) she <b>had left</b> early.
5 "I'll <b>join</b> the action group," she said.	She said (that) she <b>would join</b> the action group.

Say - Tell

We use **say** and **tell** both in direct and reported speech. We use **say** with or without a personal pronoun. We use **to** after **say** when there is a personal pronoun. We always use **tell** with a personal pronoun. We never use **to** with **tell**.

*"It's raining heavily," he said.  
He said (that) it was raining heavily.  
He said to me (that) it was raining heavily. (less common)  
He told us (that) it was raining heavily.*

10 Fill in said or told.

- 1 He ..... us that there are only 1,000 giant pandas left in China.
- 2 "Soon there will be no gorillas left," he .....
- 3 She ..... me that she was right.
- 4 He ..... that he'd never seen a panda before.
- 5 Billy ..... to me, "I'm going to the zoo tomorrow."
- 6 "I can't help you," she ..... me.

11 Rewrite the sentences in reported speech.

- 1 "It's the best trip I've ever been on," Sally said.  
.....  
.....
- 2 "I'll never forget it," John said to me.  
.....  
.....
- 3 "I've found my camera," Scott said.  
.....  
.....
- 4 "I didn't enjoy the film very much," Bob said.  
.....  
.....
- 5 "It's boiling hot outside," Jean said.  
.....  
.....
- 6 "It's getting colder and colder," Ann told us.  
.....  
.....

12 a) Study the rule and the example.

**Reporting General Truths**

When we report something which is **always true** the verb tense is the **same** as in direct speech.

**Direct Speech**

Green-cheeked parrots **live** in Mexico.

**Reported Speech**

He said that green-cheeked parrots **live** in Mexico.

b) Rewrite the sentences in reported speech and explain how they are formed.

- 1 "Racoons are grey with a striped tail," she said.  
.....
- 2 "Grey squirrels have got long, bushy tails," he said.  
.....
- 3 "Hedgehogs sleep during the winter," she said.  
.....
- 4 "Male deer grow antlers every year," he told us.  
.....

• **Grammar: Reported Questions**

13 Study the examples and the rules.  
How do reported *wh*-questions differ from reported *Yes/No* questions?

**Direct Speech**

Where do you live?

Have you got a pet?

**Reported Speech**

She asked (me) **where** I lived.

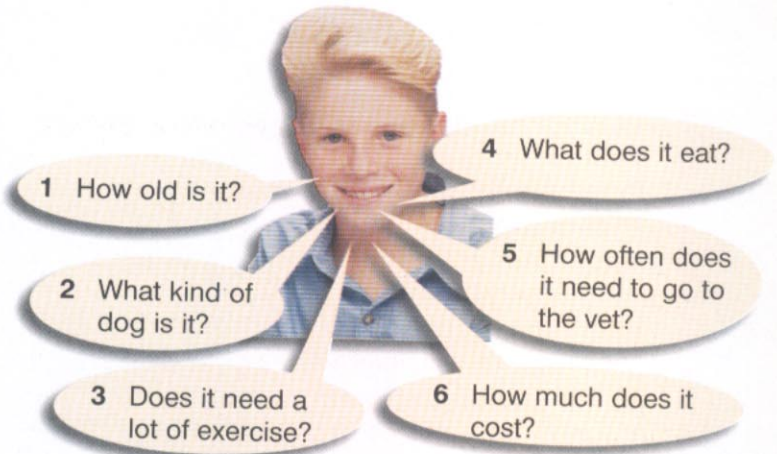
She asked (me) **if** I had a pet.

**Reported Questions**

**Wh-questions:** In reported speech the word order is: ask/etc + **wh-** + **subject** + **verb**

**Yes/No questions:** In reported speech the word order is: ask/etc + **if** + **subject** + **verb**

14 Greg is interested in buying a dog. Last Friday he saw a dog in a pet shop, and he asked the shop owner some questions. Report his questions.



15 Rewrite the sentences in reported speech.

- 1 "I'm thinking of adopting a dolphin," Steve said.  
.....
- 2 "How often do you go there?" Sheila asked Jim.  
.....
- 3 "Can I join the club?" Claire asked Jeff.  
.....
- 4 "It was his birthday on 6th May," Mary said.  
.....
- 5 "I've fed the chickens," Tommy said.  
.....

• **Communication: Arranging to Meet Somebody**

16 Listen and fill in the missing words, then use the prompts to act out similar dialogues.

- A: Do you want to come to the 1) ..... on Saturday? It'll be fun.  
B: OK. What time?  
A: Well, not later than 2) .....  
B: Fine. I'll meet you at the 3) ..... at ten o'clock, then.  
A: Promise you'll be on 4) .....?  
B: Yes, I promise!

- aquarium - six thirty - entrance - six
- Natural History Museum - twelve - information desk - eleven thirty
- circus - seven - bus stop - six thirty

• **Writing (Project)**

Use the notes in the Photo File section to write two short articles about the jaguar and the African elephant.

## • Reading and Listening

### 17 Read the sentences and circle the correct answer.

- A **wonderful companion** is a person/animal that ...
  - you always enjoy being with.
  - works with you.
- A dog **wags its tail** by ...
  - holding it straight out and not moving it.
  - moving it quickly from side to side.
- A person or animal that is **loyal** will ...
  - always be your friend, in good times or bad times.
  - try to trick you or hurt you.
- The elderly** are ...
  - sick people.
  - old people.
- The blind** are people who ...
  - can't talk.
  - can't see.

### 18 Read the statements and tick (✓) the ones you agree with. Then, make sentences using *I (don't) think ...*, as in the example.

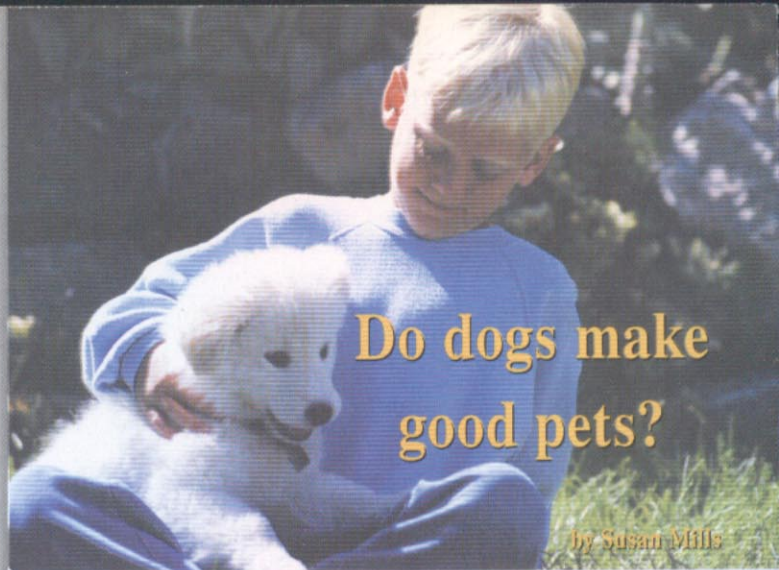
- Dogs make wonderful companions.
- Dogs are shy animals.
- Dogs are extremely loyal to their owners.
- Dogs are good company for the elderly and for children.
- Dogs are easy to train as watchdogs.
- Dogs can't be taught all sorts of tricks.
- Dogs need a lot of attention.
- Dogs don't need to be taken for regular visits to the vet.
- Dogs can be tiring.

*I think dogs make perfect companions.*

*I don't think dogs are shy animals.*

### 19 Read the article and answer the questions.

- What is the writer's personal opinion about dogs as house pets?
  - In which paragraph does she state her opinion?
  - What words/phrases does she use to express her opinion?
- In which two paragraphs does the writer support her opinion?
  - How does each paragraph start?
  - What points does she mention?
- Which paragraph mentions the opposing point of view?
  - How does this paragraph start?
- Which of the words in bold...
  - list points?
  - express contrast?
  - summarise what has been mentioned before?



## Do dogs make good pets?

by Susan Mills

- You've decided to add a pet to your family – but what pet is right? **I think** that the person who said that a dog is “man's best friend” is absolutely right. In my opinion, dogs make perfect house pets.
- First of all**, dogs make wonderful companions. They always show their happiness as soon as their owner walks through the door, by wagging their tail and jumping up and down excitedly. They are playful and extremely loyal to their owners, so they are good company for the elderly and for children.
- Furthermore**, trained dogs are useful to their owners. They are easy to train as watchdogs to guard your house and family, making you feel safe and secure. They can also be trained as guide dogs for the blind. They can be taught all sorts of tricks – even to collect the morning newspaper!
- On the other hand**, dogs need a lot of attention. They need to be fed and brushed, and taken for their daily walk or regular visit to the vet. **However**, this is a small price to pay in exchange for their friendship and loyalty.
- All in all**, although having a dog can be tiring, **I believe** that they are the best pets. Spending a little time with your dog every day will certainly win you a “best friend” for life.

### 20 Listen and mark the sentences as T (true) or F (false). Then, listen again and correct the false statements, as in the example.

- Dogs make bad house pets. *F*  
*Dogs make perfect house pets.*
- They never show their happiness.
- They are playful.
- They are difficult to train as watchdogs.
- Dogs don't need any attention.
- Having a dog can be tiring.

## • Speaking

Read the article again and take notes under these headings, then talk about dogs as pets.

- writer's opinion - writer's viewpoint & reasons
- opposing viewpoint & reasons

## • Vocabulary Revision Game

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

nature documentary, amusing personalities, smuggled across the border, face extinction, in captivity, wag its tail, a small price to pay, safe and secure, in danger of, chance of survival

## Pronunciation

- 22 Listen and tick how the speaker sounds. Listen again and repeat.

- 1 Oh, no! Not again!  
 scared     angry
- 2 Oh, no! Not again!  
 bored     puzzled
- 3 Really? That's nice!  
 pleased     shocked
- 4 Really? That's nice!  
 excited     sarcastic
- 5 What's the matter?  
 sad     annoyed
- 6 What's the matter?  
 worried     angry

## Writing (an opinion article)

When we write an **opinion article**, we can divide it into five paragraphs.

In the **first paragraph**, we introduce the topic and clearly **state our opinion**. We use: *In my opinion, I believe, etc.* We can use **rhetorical questions** to introduce the topic (e.g. *Why do people think that only dogs and cats make good pets?*).

In the **second and third paragraphs**, we give **our viewpoints** and **reasons**. We list our viewpoints with *firstly, furthermore, also, etc.*

In the **fourth paragraph**, we give the **opposing viewpoint** and **reasons**. We can start with: *On the other hand, However, etc.*

In the **last paragraph**, we **state our opinion again** using different words.

We normally use **present tenses** in such pieces of writing.

- 23 Match the viewpoints to the reasons, then listen and check. Which points support the opinion that rabbits are good house pets? What reasons are given? Which is the opposing view? What reasons are given? Use the notes and the words in the list to talk about rabbits as house pets.

*first, furthermore/also/moreover, on the other hand*

### "Rabbits are good house pets." Do you agree?

Viewpoints	Reasons
<p>1 <input type="checkbox"/> Rabbits are friendly animals.</p> <p>2 <input type="checkbox"/> Rabbits don't make noise or a mess.</p> <p>3 <input type="checkbox"/> Rabbits can cause problems.</p>	<p>a They are quiet. It's easy to train them to use a litter tray. They soon learn not to bite or scratch.</p> <p>b They like chewing things and digging holes. They can hurt you if they're scared.</p> <p>c They enjoy being with people. They've got interesting personalities. They love playing. They are great fun to watch.</p>



*First, rabbits are friendly animals. They enjoy being with people and they've got interesting personalities. Moreover, they love playing and ...*

- 24 You have been asked to write an article for a magazine about whether rabbits are good house pets. Use the information from Ex. 23, as well as the plan below, to write an article giving your opinion (150 - 180 words). Use the article in Ex. 19 as a model.

### Plan

**Introduction**  
 Para 1: state your opinion

**Main Body**  
 Paras 2, 3: your viewpoints & reasons  
 Para 4: opposing viewpoint & reasons

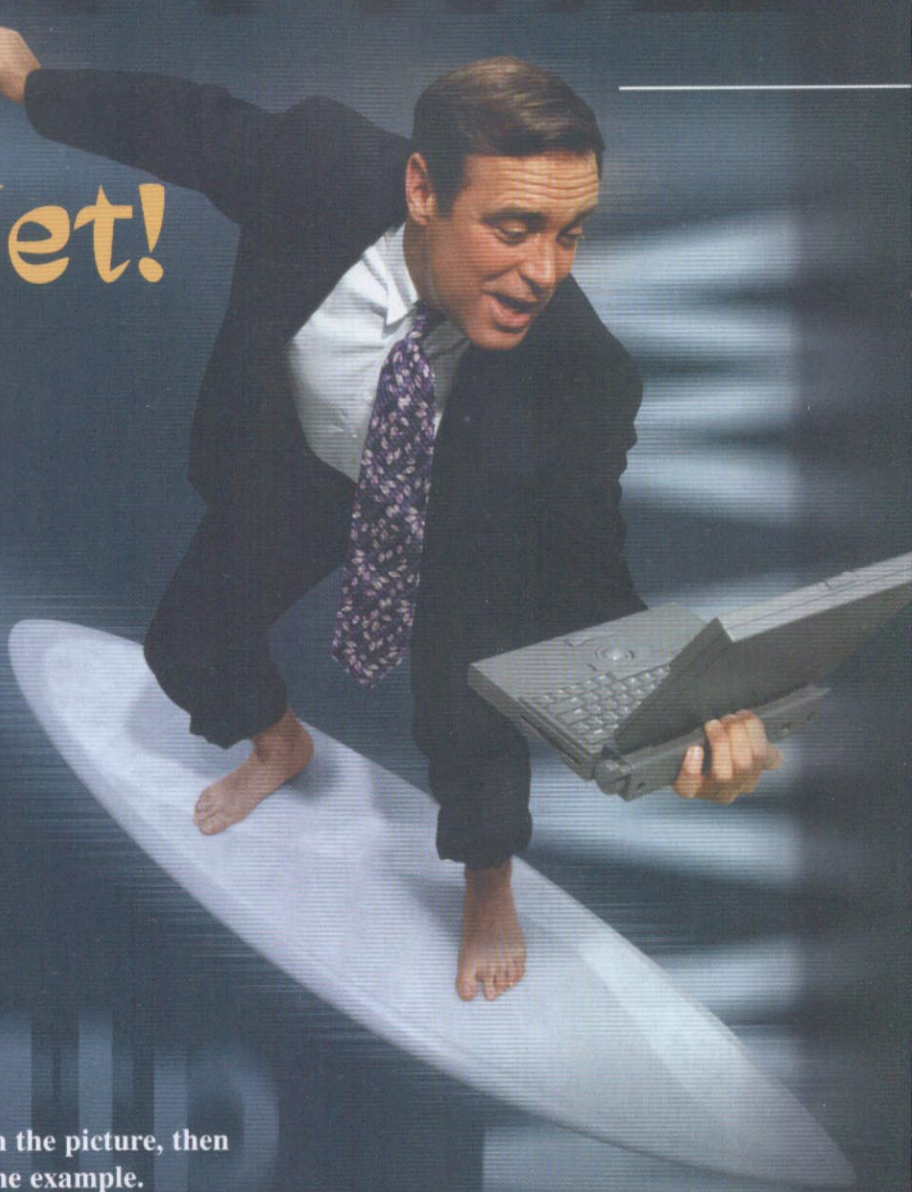
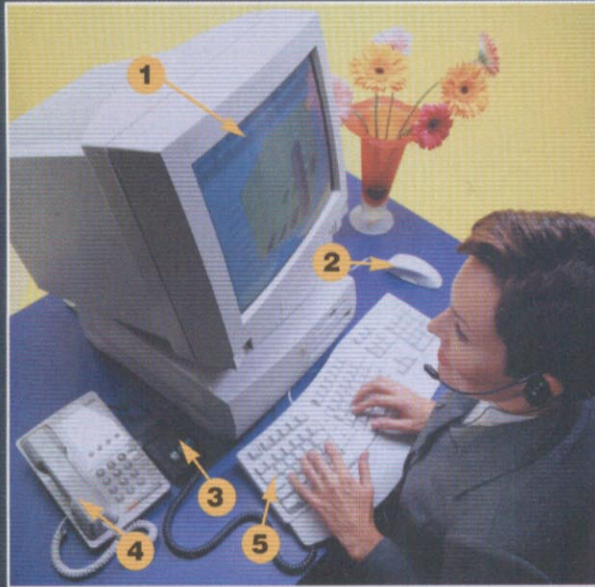
**Conclusion**  
 Para 5: restate your opinion

## Words of Wisdom

Read these sentences. What do they mean?

- Don't keep a dog and bark yourself.
- He who rides a tiger is afraid to dismount.

## Surf the Net!



### Lead-in

- 1 Match these words to the numbers (1-5) in the picture, then ask and answer questions in pairs, as in the example.

phone  modem  computer screen  keyboard  mouse

SA: Number 3 is a keyboard, isn't it?

SB: No, it isn't. It's a modem. Number 2 is a mouse, isn't it?

SA: Yes, it is.

- 2 Match the words/phrases (1-6) to the definitions (a-f).

1 the Internet	a moving from one document or web site to another, to find information
2 the Web	b copying information from a web site to your own computer
3 a web site	c a network of computers all over the world, joined by phone lines, satellite or cable
4 surfing the net	d a system linking millions of documents stored on Internet computers around the world
5 e-mail	e the place on the Internet where a company/organisation/etc stores its documents
6 downloading	f electronic messages sent to someone over the Internet

- 3 a) Listen and mark the statements as T (true) or F (false).

- 1 The Internet was started in 1990.  F
- 2 The Internet links computers.
- 3 To visit a web site, you simply enter the telephone number.
- 4 The main use of the Internet is to find mistakes.
- 5 Using the Internet is getting more expensive.

- b) Listen again and correct the false statements, as in the example.

*The Internet wasn't started in 1990. It was started in 1968.*



## Reading

- 4 Read the information leaflet about the Internet, and match the questions (a-f) to the numbered spaces (1-6), as in the example. Then, explain the words in bold.

### The Internet: FAQs

(Frequently Asked Questions)

The Internet is **without doubt** one of the most important **inventions** in history. It was started in 1968 by the US government, but at first it was used **mainly** by scientists. Since 1990, when the World Wide Web was **created**, it has changed the world, and its uses **are growing** every day.

1 (a) ... **What exactly is the Internet?** .....

The Internet is a network (several networks, in fact) of millions of computers around the world, **connected** by phone lines, satellite or cable, so that all the computers on the net can **exchange** information with each other.

2 .....

Not quite. The Internet links *computers*, and the World Wide Web is a system which links the *information* stored inside these computers.

3 .....

A company or organisation stores its information in electronic documents on one of the Internet computers, somewhere in the world. This computer **space** — the company's web site — has an address, in the same way that every telephone has a number. To visit a web site, you simply **enter the address**. Your computer is connected to the web site, a document is downloaded, and a page appears on your computer screen.

4 .....

When you visit a web site looking for information, some words on the page may be **underlined**, showing that there is more information about the **subject** in another document. If you **click** on one of these words, the Web **automatically** connects your computer to a new document or web site, even if this is stored thousands of kilometres away. You're **surfing the net!**

5 .....

The main use of the Internet is to find information — for your schoolwork or job, or just to find out more about your hobbies, sports or **current events**. You can also use the Internet to read newspapers and magazines, play games, plan your holiday or buy things from your favourite shop. E-mail makes it possible to send electronic messages anywhere in the world in seconds, and you can use the Internet to 'chat' with people and make new friends.

6 .....

If you don't already use the Internet, all you need to get started is a computer, a modem and a phone line. Using the Internet is getting cheaper and easier all the time.

Are you ready to surf the net? There's a whole exciting Internet world out there waiting for you!

- a What exactly is the Internet?  
 b What do I need in order to use the Internet?  
 c How do I "surf the net"?  
 d That's the same thing as the Web, isn't it?  
 e What can I use the Internet for?  
 f What is a web site, and how do I visit one?

## Language Development

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

*web, surf, exchange, computer, change, get, electronic, enter, current, phone, important*

- |            |             |             |
|------------|-------------|-------------|
| 1 .....    | inventions  | 7 to .....  |
| 2 to ..... | the world   | the address |
| 3 .....    | lines       | 8 a .....   |
| 4 to ..... | information | 9 to .....  |
| 5 .....    | documents   | 10 .....    |
| 6 a .....  | site        | 11 to ..... |

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

1 ..... doubt; 2 exchange information ..... each other; 3 ..... the world; 4 appear ..... the screen; 5 ..... the page; 6 information ..... sth; 7 to click ..... sth; 8 waiting ..... sb; 9 stored ..... a computer; 10 find out ..... sth

### • Speaking

Read the text again, then use the notes below to talk about the Internet.

<b>Internet =</b>	<i>network of computers around the world</i>
<b>You need:</b>	<i>computer, modem and phone line</i>
<b>To surf the net, you:</b>	<i>enter a web site address, connected to the web site, download document, page appears on screen, click on underlined words, connected to new documents/web sites</i>
<b>You can use it to:</b>	<i>find information for schoolwork/job/hobbies/sports/current events, read newspapers/magazines, play games, plan holidays, buy things, send electronic messages (e-mail), 'chat' with people, make new friends</i>

• Grammar: Reported Instructions

7 Study the rule and the examples, then say how reported instructions differ from reported questions.

**Reported Instructions**

To report instructions we use:  
ask/tell + direct object + (not) + to - infinitive

Direct Speech	Reported Speech
Check the manual, please.	He asked me to <b>check</b> the manual.
Don't touch the wire, please.	He told me <b>not to touch</b> the wire.

8 Last Monday Jeff had his fifth lesson on how to use the Internet. His instructor gave him some tips. Put the tips into reported speech.

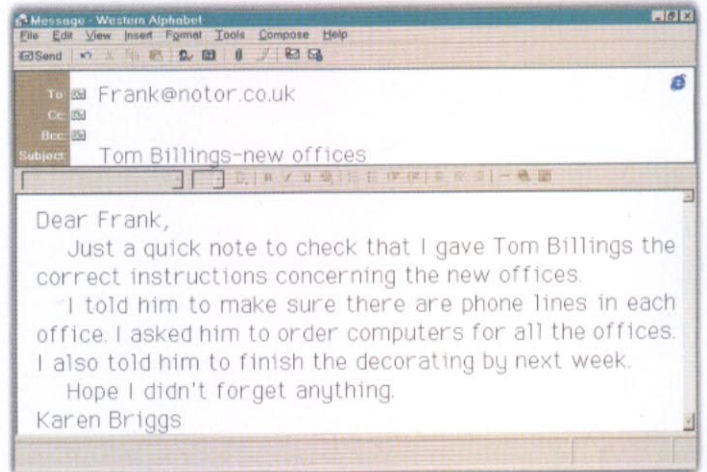
- 1 Be polite and informative.
- 2 Look at lists of FAQs.
- 3 Get to know how the system works.
- 4 Do not use capital letters inappropriately.
- 5 Do not send inappropriate e-mail.
- 6 Don't give personal information to 'chat friends'.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

9 Rewrite the sentences in reported speech, as in the example.

- 1 "Who sent the e-mail message?" Sally asked John.  
*Sally asked John who had sent the e-mail message.*
- 2 "He has called twice," she said.  
.....
- 3 "Where does he live?" Sue asked.  
.....
- 4 "I'll see you on Monday," Bob said to Lyn.  
.....
- 5 "He missed the bus," Claire said.  
.....
- 6 "I can't help you," Karen said to Mary.  
.....

10 Read the e-mail message and answer the questions. Then, turn the reported instructions into direct speech.



- 1 Who sent the message?
- 2 What is it about?
- 3 Are the layout and style the same as for a letter?

• Writing (Project)

Phil Crawley gave Janet Black these instructions.

- Collect all the documents and leave them with the receptionist.
- Don't send the cheque to the Crown Street Office yet.
- Call Mr Robson to arrange a meeting for next Friday.

Now he is sending an e-mail to Kim Phelps to check that the instructions were correct. Complete his message to Kim in the Photo File section.

## • Reading & Listening

### 11 Do you use the Internet? If not, would you like to? Which of these things do you (or would you like to) use the Internet for?

<i>finding information</i>	<i>on-line shopping</i>
<i>playing games</i>	<i>sending e-mail</i>
<i>joining chat groups</i>	<i>joining newsgroups</i>

### 12 Read the list of points about the Internet and mark them A (advantage) or D (disadvantage). Then, act out short dialogues in pairs, as in the example.

- ..... 1 Web pages with photographs, music and video make downloading slow and boring.
- ..... 2 The latest information is available to you at any time, quickly and easily.
- ..... 3 On-line shopping can save you time and money.
- ..... 4 With so much information, finding what you want can take hours.
- ..... 5 You can share your hobbies and special interests with newsgroups and chat groups.
- ..... 6 There is too much advertising instead of real information.
- ..... 7 You can make new friends in chat groups.
- ..... 8 Making 'chat friends' is not the same as actually meeting people.
- ..... 9 You can send mail fast and cheaply.

SA: *One of the disadvantages of using the Internet is that web pages with photographs, music and video make downloading slow and boring.*

SB: *I agree, but on the other hand, the latest information is available to you at any time, quickly and easily.*

### B a) Read the article and fill in the gaps with words and phrases from the list.

*but, Finally, Firstly, For example, However, In conclusion, Also, What is more, On the other hand*

**b) Listen and check your answers.**

**c) Read the article again and answer the questions, then explain the words in bold.**

- Which paragraph is about the advantages of using the Internet?
- Which paragraph is about the disadvantages of using the Internet?
- In which paragraph does the writer sum up the pros and cons? How does this paragraph start?
- Which paragraph introduces the topic?
- Is the article for or against using the Internet?

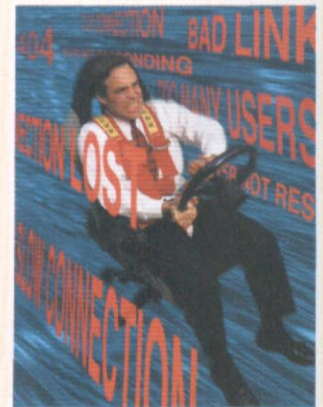
## THE PROS AND CONS OF USING THE INTERNET

1 ▶ Advertisements for the Internet promise you a world of information, **entertainment**, on-line shopping and e-mail services. (1) ..... , the real world of the Internet may not be as perfect as the advertisements **suggest**.

2 ▶ Using the Internet offers many advantages. (2) ..... , all of the latest information is available to you, in your home, at any hour of the day or night. It is much faster and easier to surf the net **in search of** information from all over the world than to travel to **libraries in dozens** of countries. (3) ..... , on-line shopping makes it possible to search through **catalogues** to find exactly what you want at the best price, saving both time and money. By joining a newsgroup or chat group, you can share your hobbies and special interests, and perhaps make friends all over the world. (4) ..... , e-mail is popular because it is faster than sending a letter and cheaper than a telephone conversation.

3 ▶ (5) ..... , the Internet has several disadvantages. (6) ..... , with so much information available, finding what you want can take you hours. **Multimedia** web pages with photographs, music and video are attractive, (7) ..... they make downloading slow and boring. (8) ..... , there is too much advertising instead of real information. As for Internet **friendships**, sitting at home in front of a computer making 'chat friends' is not the same as actually meeting people.

4 ▶ (9) ..... , the Internet **obviously** has both good and bad points. Fortunately, the system is improving all the time, and any problems which still **exist** can **be solved**. **Whether we like it or not**, the Internet is here to stay, so we have to make the best possible use of it.



## • Speaking

Read the article in Ex. 13 again and make notes about the **Pros and Cons** of using the Internet. Then, use your notes to talk about the topic.

• Grammar: Exclamations



**Exclamations** using “*How + adjective !*” or “*What a(n) + noun !*” are **comments** about sth which has happened, or **reactions** to sb’s news/appearance, etc. They show that we are very happy/upset/surprised, etc.

- How surprising! How unlucky! How strange!  
How wonderful! How awful!  
What a surprise! What a shame/pity!  
What a beautiful dress! What an awful day!*

14 Choose the best response to each statement.

- I’m afraid I can’t come to your party on Saturday.  
a) What a pity!                      b) How disgusting!
- Guess what – I passed my exams!  
a) What a nuisance!                b) How wonderful!
- Look at what I’ve just bought!  
a) What a beautiful dress!        b) How terrible!
- Bill broke his arm last week.  
a) How wonderful!                  b) How awful!
- I brought you some flowers.  
a) What a surprise!                b) What a shame!

• Communication: Reactions & Comments

15 a) Complete the dialogues with *How* or *What a*, then listen and check your answers.

- A: Guess what my parents gave me for my birthday – a computer!  
B: Really? ..... nice present!  
A: Yes – and I’ve already started using the Internet!  
B: ..... exciting!
- A: Guess who I saw yesterday! Julie!  
B: Really? ..... surprise!  
A: She’s back in London. We had dinner together last night.  
B: ..... wonderful!

b) Listen again and repeat.

• Grammar: Question Tags

16 Read the examples, then cross out the inappropriate words in bold in the rules.

*Tony likes working on a computer, doesn’t he?  
Sheila isn’t a computer operator, is she?*

Form

- Question tags are short questions at the **beginning/end** of statements.
- They are formed with the auxiliary verb from the main sentence and the appropriate subject **pronoun/adjective**. When there is no auxiliary verb in the main sentence, we use *do(n’t)* or *does(n’t)* in the question tag for the present simple, and *did(n’t)* for the past simple.
- A positive statement takes a **positive/negative** question tag. A negative statement takes a **positive/negative** question tag.

Pronunciation

Intonation

When we are sure of the answer, our voice goes down in the question tag (↘).

When we are not sure of the answer, our voice goes up in the question tag (↗).

17 a) Listen and tick (✓) each sentence as ↘ (sure) or ↗ (not sure).

- You’re from France, aren’t you?
- You will be here tomorrow, won’t you?
- I’ve made a mistake, haven’t I?
- You don’t know my name, do you?
- He has got a sister, hasn’t he?
- This information isn’t right, is it?

↘	↗
✓	

b) Listen again and repeat.

18 Fill in the correct question tag.

- You’ve used the Internet before, .....?
- I can’t use e-mail without an address, .....?
- My modem isn’t working, .....?
- He doesn’t like this CD, .....?
- YHM means you have mail, .....?
- The personal e-mail name comes before the @ sign, .....?
- The keyboard was broken, .....?
- You won’t use the computer, .....?

**19 GAME:** Ask and answer questions in pairs, as in the example.

SA: You are ..... , aren't you?  
 SB: Yes/No, .....  
 SA: You come from ..... , don't you?  
 SB: Yes/No, .....  
 SA: You like/don't like ..... , don't you?/do you?  
 SB: Yes/No, .....  
 SA: You've got ..... , haven't you?  
 SB: Yes/No, .....

• **Vocabulary Revision Game**

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

*surf the net, e-mail address, exist, join a newsgroup, visit a web site, 'chat' friends, download a document, save time, in search of, current events, without doubt, can be solved*

**Writing** (a for-and-against essay)

When we write a **for-and-against essay** we can divide it into four paragraphs.

In the **first paragraph**, we **state the topic**.

In the **second paragraph** we write the **points for**, explaining each point. In the **third paragraph** we write the **points against**, in the same way.

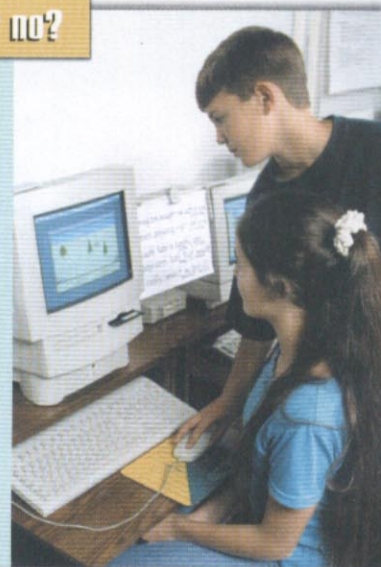
In the **fourth paragraph**, we **sum up** the topic and **give our opinion**.

We use **present tenses** in such pieces of writing. We can also use words such as: **also, however, on the other hand, firstly**, etc to list our points.

**21** a) *Should children use the Internet?* Read the points (1-6) and mark them as P (pros) or C (cons). Then, listen and check your answers.

**Children on the Net: yes or no?**

- 1 The net is part of our world, so children need to use it. ....
- 2 Many use it for playing games, not for learning. ....
- 3 They learn about other countries and cultures. ....
- 4 They can meet people from all over the world. ....
- 5 Some web sites are not suitable for children. ....
- 6 They can make friends in faraway places. ....



b) Read the topic sentences. Which: *states the topic and main viewpoints* ; *introduces points for* ; *introduces points against* ; *sums up the topic and gives an opinion*  ?

- 1 On the other hand, some people are against letting children surf the net on their own.
- 2 The Internet is a great learning tool for children, but what about the problems and dangers if children are allowed to surf the net on their own?
- 3 Many people are in favour of children using the Internet.
- 4 The Internet offers many advantages, but children should be supervised when they're using it, and parents must teach them how to use it properly.

c) Use the points for and against, and the topic sentences above, to talk about the pros and cons of the Internet for children.

**22** Use the information from Ex. 21 and the plan below to write a for-and-against essay (120-180 words) about whether children should use the Internet. Use the text in Ex. 13 as a model.

**Plan**

**Introduction**

Para 1: state the topic

**Main Body**

Para 2: points for children using the Internet

Para 3: points against children using the Internet

**Conclusion**

Para 4: sum up the advantages & disadvantages

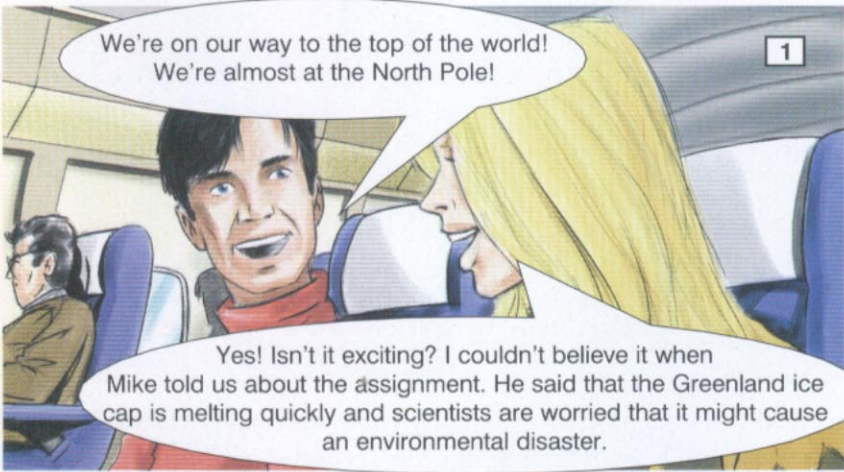
**Words of Wisdom**

Read the sentence. What does it mean?

- A little knowledge is a dangerous thing.

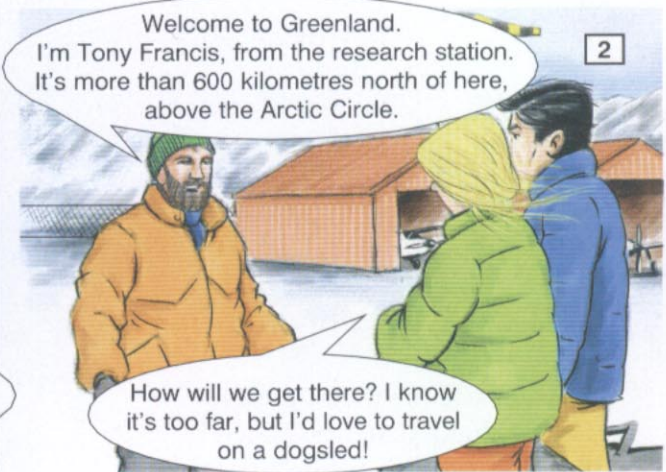
# On Top of the World

Sandra and David are going to the Arctic Circle to write an article about Greenland's glaciers.



We're on our way to the top of the world! We're almost at the North Pole!

Yes! Isn't it exciting? I couldn't believe it when Mike told us about the assignment. He said that the Greenland ice cap is melting quickly and scientists are worried that it might cause an environmental disaster.



Welcome to Greenland. I'm Tony Francis, from the research station. It's more than 600 kilometres north of here, above the Arctic Circle.

How will we get there? I know it's too far, but I'd love to travel on a dogsled!



Sorry to disappoint you, Sandra — we're travelling by plane. There it is! We'd better leave because it's getting late.

Will we reach the research station before it gets dark?



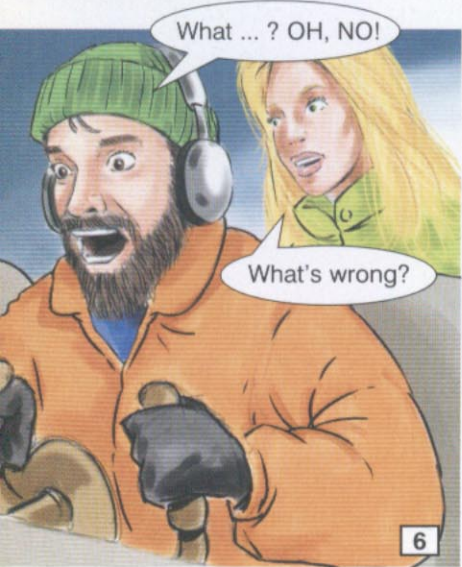
Don't worry, David — above the Arctic Circle the sun doesn't set in summer. We're going to the land of the midnight sun!



LATER ...

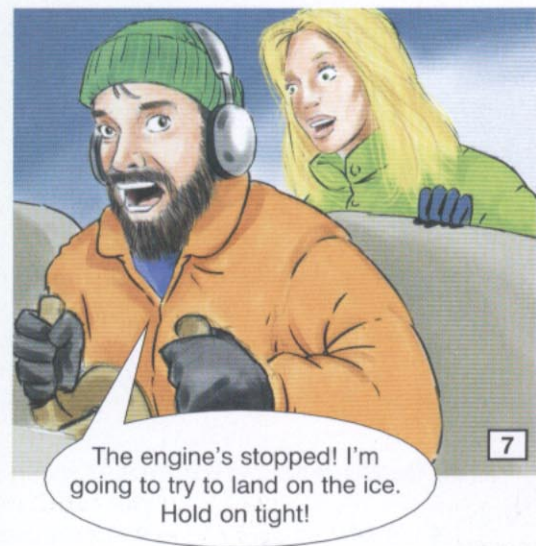
Wow! Look at the view! There's nothing but ice and snow down there, as far as the eye can see!

We'll be there in about half an hour.

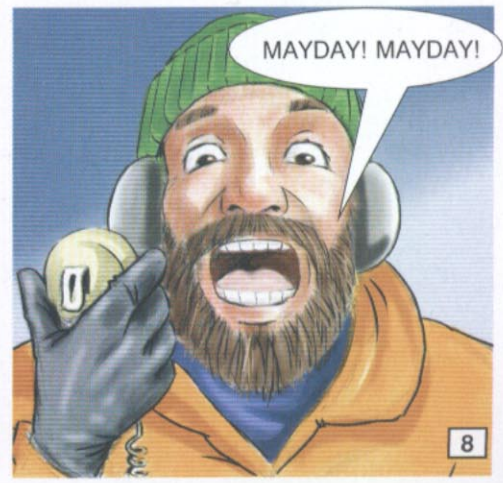


What ... ? OH, NO!

What's wrong?



The engine's stopped! I'm going to try to land on the ice. Hold on tight!



MAYDAY! MAYDAY!

**1 Underline the correct words in bold.**

- 1 The Arctic Circle is an area which surrounds the **North/South** Pole.
- 2 If you put a piece of ice in a warm place, it will **boil/melt**.
- 3 An oil spill is a type of **environmental/historical** disaster.
- 4 An ice cap is a thick layer of **sand and soil/ice and snow** which covers an area of land the whole year round.
- 5 If a pilot is having problems while flying a plane, he or she calls "**Mayday/SOS!**" over the radio.

**2 Choose the correct answer.**

- 1 A **glacier** is something .....  
 a like a volcano      b like a big frozen river
- 2 A **research station** is a place where .....  
 a people do tests and experiments  
 b people can catch a train
- 3 A **dogsled** is .....  
 a a vehicle pulled by dogs  
 b a small plane

**3 Listen to the episode and mark the sentences as T (true) or F (false).**

- 1 "The Greenland ice cap is melting slowly." .....
- 2 "We're going to the land of the midnight sun!" .....
- 3 "There's nothing but grass and fields down there." .....
- 4 "I'm going to try to land on the mountain." .....

**4 Read the episode and answer the questions.**

- 1 What is melting quickly?
- 2 Why are scientists worried?
- 3 How would Sandra love to travel?
- 4 What happens above the Arctic Circle in summer?
- 5 Why does Tony decide to try to land on the ice?

**5 Fill in the opposites from the list, then use them to make sentences.**

*exciting, rise, slowly, freeze*

- |                   |                  |
|-------------------|------------------|
| 1 quickly ≠ ..... | 3 boring ≠ ..... |
| 2 set ≠ .....     | 4 melt ≠ .....   |

**6 Look at pictures 2, 3 and 6 and find three questions. Rewrite them in reported speech.**

**7 Fill in said or told.**

- 1 Sandra ..... that the sun doesn't set there in the summer.
- 2 Mike ..... them about the ice cap.
- 3 Tony ..... Sandra that the engine had stopped.
- 4 "Hold on tight!" ..... Tony.
- 5 He ..... he was going to try to land on the ice.

**8 Listen to the episode, then take roles and read it aloud.**

**9 Read the paragraph and fill in a, an or the where necessary. Then, say where we use a, an or the.**

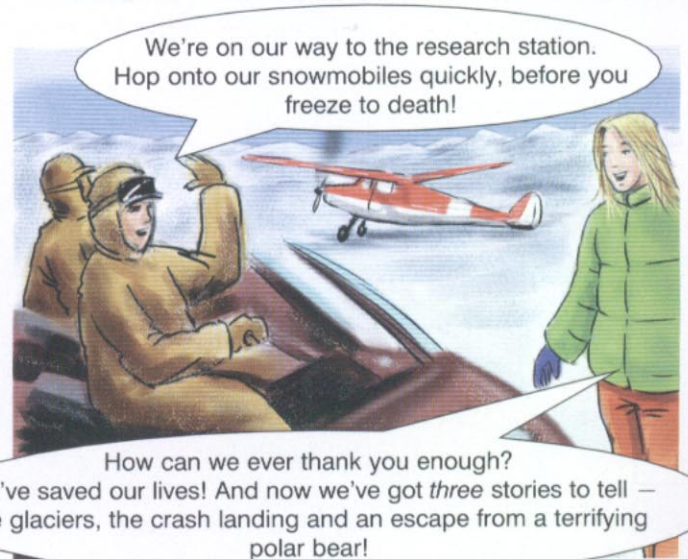
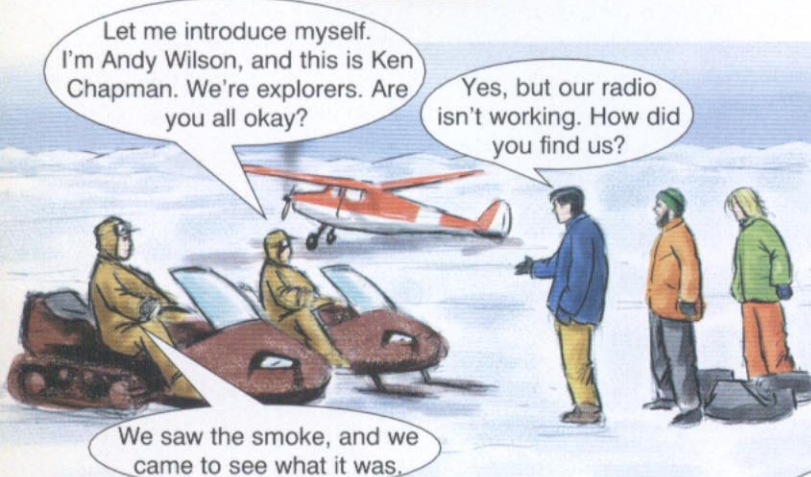
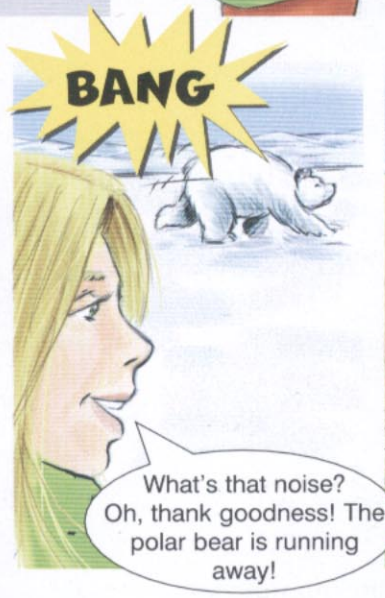
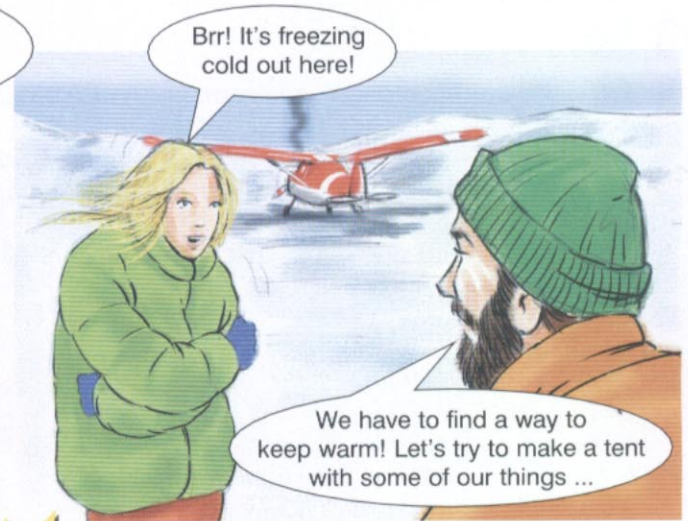
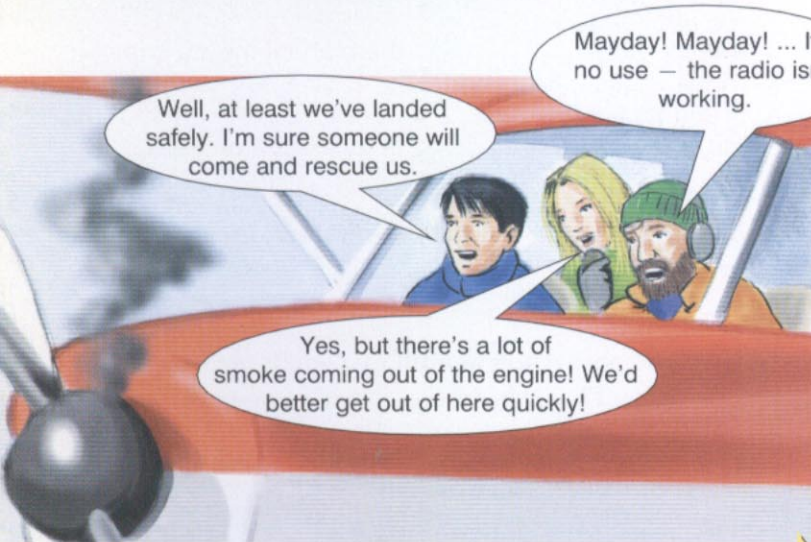


Sandra and 1) ..... David are excited because they are going to 2) ..... Arctic Circle. They are going to see 3) ..... Greenland ice cap because it is melting quickly and may cause 4) ..... environmental disaster. Sandra would like to travel on 5) ..... dogsled, but instead they are going to travel by 6) ..... plane. They are going to 7) ..... research station. It is late, but this isn't a problem because 8) ..... sun doesn't set in 9) ..... summer there. When 10) ..... engine stops, 11) ..... Tony decides to land on 12) ..... ice. He calls out "MAYDAY" over the radio.

**10 Look at the pictures and describe Sandra, David and Tony.**

**11 What do you think will happen to Sandra, David and Tony?**


# On Top of the World





**1** Look at the pictures on p. 112, then read the questions and circle the correct answer.


- 1 What is coming out of the engine?  
a fire                                      b smoke
- 2 What is the weather like?  
a warm and sunny      b freezing cold
- 3 What is about to attack Sandra?  
a an Arctic fox              b a polar bear
- 4 Who saves Sandra?  
a two explorers              b three explorers
- 5 What are they riding?  
a dogsleds                      b snowmobiles

**2**  Listen to the episode and correct the words in bold.

- 1 "There's a lot of **water** coming out of the engine!" .....
- 2 "We have to find a way to keep **hot!**" .....
- 3 "Yes, but our **TV** isn't working." .....
- 4 "We're on our way to the research **stop.**" .....

**3** Read the episode and answer the questions.

- 1 Why should Tony, Sandra and David get out of the plane quickly?
- 2 What does the polar bear look like?
- 3 What scares the polar bear away?
- 4 How do the explorers find Tony, Sandra and David?
- 5 How will they all go to the research station?

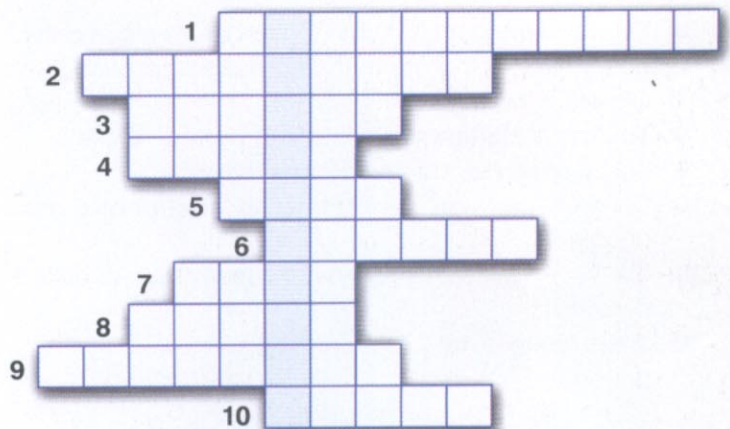
**4**  Listen to the episode, then take roles and read it out.

**5** Read the list of events from both episodes of the story and put them in the correct order, then retell the story.

- They land on the ice.
- They hop onto the snowmobiles.
- Two explorers scare the bear away.
- They start making a tent.
- The plane's engine stops.
- A polar bear comes close.
- Sandra and David meet Tony.
- They leave with the explorers.
- They get out of the plane.
- They take off in the plane.

**6** Fill in the answers to find out what scared the polar bear away.

- 1 The two men are riding .....
- 2 The two men are .....
- 3 The plane's ..... stops.
- 4 Sandra hears a loud ..... as she is looking at the bear.
- 5 Tony says they need to make a ..... to keep warm.
- 6 Tony calls out ..... on the radio.
- 7 A polar ..... scares Sandra.
- 8 ..... comes out of the engine.
- 9 There are ..... in Greenland.
- 10 The ..... stops working.



**7** Read the text and put the verbs into the correct tense, either in the active or the passive.

Greenland, called Kallaalit Nunaat in the Inuit language, is the largest island in the world and the closest piece of land to the North Pole. Much of it is above the Arctic Circle, where the sun **1** ..... (not/set) at all during the summer.



Greenland **2** ..... (discover) by Erik the Red, a Viking from Iceland, in 982 AD. He **3** ..... (call) it "Greenland" in order to make other people want to go there.

Greenland **4** ..... (have) a very cold climate, with heavy snowstorms and winter temperatures as low as minus 35°C. Even in summer, the temperature in the north only **5** ..... (reach) 3 - 4°C.

Greenland **6** ..... (have) almost no trees or grass, and very few species of animals can be found there, although seals and whales are common in the seas around the island.

An enormous ice cap **7** ..... (cover) nearly 85% of the island. In some places, the sheet of ice is more than 3 kilometres thick. Melting ice forms glaciers around the edges of the ice cap. In recent years, however, scientists **8** ..... (notice) that the glaciers **9** ..... (melt) much faster than expected. If the melting **10** ..... (continue) so quickly, it could cause the level of the world's oceans to rise, and produce a global environmental disaster.

## • Vocabulary

### 1 Underline the correct word in bold.

- Dogs make wonderful **colleagues/companions** for children and the elderly.
- Elephant tusks are extremely **valuable/valueless**.
- Rex started **collecting/wagging** his tail happily when he saw his owner.
- To visit a web site you simply **exchange/enter** the address.
- A man on a float **banged/blew** his whistle and everyone started dancing.
- You can **connect/store** information inside a computer.
- Rhinos are facing **captivity/extinction** because they are killed for their horns.
- You can **train/learn** elephants to perform tricks.
- We all must help to **value/save** rhinos.
- Children can use the Internet to **chat/phone** with people.
- It's very difficult to **survive/breed** green-cheeked parrots.
- There were a lot of people **wearing/waving** flags during the parade.

(12 marks)

### 2 Fill in the correct word/phrase.

*hunt, download, hand, smuggle, surf, extinct, guard, species, in exchange for, elaborate*

- The men at the Hamamatsu Kite Festival wore beautiful costumes with ..... designs.
- It is illegal to ..... endangered animals like tigers for their skins.
- Nowadays, most children know how to ..... the net.
- The WWF works hard to prevent endangered animals becoming .....
- One of the reasons dogs make great pets is that they can be trained to ..... your house.
- If you find any information on the net about dolphins, can you ..... it for me, please?
- Many ..... of fish and seabirds were harmed by the oil spill.
- If you like, I can give you a ..... with your homework.
- The man was caught trying to ..... a box of elephant tusks into the country.
- We were given food and accommodation ..... helping to clean up the oil-covered beaches.

(10 marks)

### 3 Fill in the correct preposition from the list.

*for, in, with, on, from, at, without, about*

- The festival is held ..... the beginning of August every year.
- He put on a hat to protect himself ..... the sun.
- Scientists are worried ..... the destruction of the rainforest.
- The memories of the Rio carnival will stay ..... me forever.
- Computers are ..... doubt a very useful invention.
- Elephants should live and breed ..... the wild.
- Josh was amazed ..... the beauty of the place.
- Bob's message appeared ..... the screen.
- ..... my opinion, we should all help protect our planet.
- Are you ready ..... the first question?

(10 marks)

## • Grammar

### 4 Rewrite the sentences in reported speech.



- "Seals are in danger of extinction," said the WWF representative.  
.....
- "I was delighted to see such a rare animal," said Tom.  
.....
- "You can help us with our campaign," she said.  
.....
- "Can you help me find something on the Internet, please?" Jo asked me.  
.....
- "We went on a trip to the zoo," said the children.  
.....
- "I have never been taught how to use a computer," said Mr Brown.  
.....
- "I've read lots of magazine articles about shopping on the Internet," said Jane.  
.....
- "It is a bad idea to give personal information to 'chat friends'," he said.  
.....

(16 marks)

**5 Put the verbs in brackets into the correct form: -ing form, to -infinitive, or infinitive without to.**

- 1 My children love ..... (play) games on the computer.
- 2 Our world would ..... (be) a cleaner place if we all recycled our waste.
- 3 I would like ..... (go) to the Rio carnival.
- 4 We couldn't help ..... (laugh) at the clown's tricks.
- 5 Will you remember ..... (buy) some balloons and streamers on your way home?
- 6 My friends and I decided ..... (adopt) a rhino.
- 7 Can you ..... (tell) me how to get to the bowling alley, please?
- 8 Don't forget ..... (send) your grandmother a birthday card.

(8 marks)

**6 Fill in the correct question tags.**

- 1 You will come to the wedding reception, .....?
- 2 He doesn't like the circus very much, .....?
- 3 He's been working on the computer all night, .....?
- 4 You are going to buy a computer, .....?
- 5 It isn't very cold today, .....?

(5 marks)

**7 Fill in *What a(n)* or *How*.**

- 1 A: These animals are almost extinct, you know.  
B: ..... terrible!
- 2 A: She was very sad that she didn't win a prize for her costume.  
B: Oh, dear! ..... shame!
- 3 A: He thought he was going to fail his exams but he passed them all.  
B: ..... nice surprise!
- 4 A: I got a phone call from Debbie last night. She's getting married.  
B: ..... wonderful! She must be very happy.
- 5 A: Somebody stole Susie's brand new computer.  
B: ..... awful!
- 6 A: Look at that jumper. It's horrible!  
B: Yes. .... awful colour!

(6 marks)

**• Communication**

**8 Complete the dialogues with phrases from the list.**

*go down this street and turn right, how sweet of him, what a pleasant surprise, what time*

- 1 A: Guess what — John sent me a birthday card!  
B: .....

- 2 A: Excuse me. Where's the post office, please?  
B: .....

The post office is on your left next to the bank.

- 3 A: Do you want to come to Jane's party on Saturday?  
B: Yes, sure. ....?

A: Is eight o'clock okay?

- 4 A: Guess who called yesterday — Mary!  
B: Really? .....

(8 marks)

**• Reading**

**9 Read the letter and match the paragraphs to the headings.**

Dear Tina,

1 How are you? Remember I told you that we were going to China on holiday? Well, we had a lovely time. We were there for the Spring Festival, the oldest and most important festival in China, celebrating the New Year.

2 Before the festival, everyone cleaned their house, decorated the walls with pictures, and hung banners beside the front door for good luck. A lot of food was also prepared for the occasion.

3 On New Year's Eve, everyone made sure their house was brightly lit and everyone stayed up very late, eating a large family dinner and setting off firecrackers. The next day, people visited neighbours, relatives and friends and ate dumplings with sweet and savoury fillings. It was beautiful because all the houses were decorated with colourful lanterns.

4 It was such a wonderful time to be in China. We really enjoyed ourselves. You should try to go there for the Spring Festival next year.

5 Please write soon.

Love,  
Jean

preparations before the celebration ....., feelings ....., greeting ....., activities during the celebration ....., conclusion .....

(10 marks)

**Writing**

**10 Write a letter to your friend describing a festival you have recently attended. Use the letter in Ex. 9 as a model.**

(15 marks)

TOTAL: 100 marks

# Grammar Reference

## UNIT 1

### PRESENT SIMPLE

Affirmative		Interrogative	
I work	you work	he works	she works
it works	we work	you work	they work
		Do I work?	Do you work?
		Does he work?	Does she work?
		Does it work?	Do we work?
		Do you work?	Do you work?
		Do they work?	
Negative			
Long form		Short form	
I <b>do not</b> work	you <b>do not</b> work	he <b>does not</b> work	she <b>does not</b> work
it <b>does not</b> work	we <b>do not</b> work	you <b>do not</b> work	they <b>do not</b> work
I <b>don't</b> work	you <b>don't</b> work	he <b>doesn't</b> work	she <b>doesn't</b> work
it <b>doesn't</b> work	we <b>don't</b> work	you <b>don't</b> work	they <b>don't</b> work

### Form

- We form the present simple with the subject (noun or personal pronoun) and the verb.

#### Affirmative

- The third person singular takes **-s** or **-es** in the affirmative.

#### Negative

- We use **subject + don't + main verb** in all persons in the negative except the third person singular. We use **subject + doesn't + main verb** in this person.

*I don't play, he doesn't play.*

#### Interrogative

- We use **do + subject + verb** in all persons except for the third person singular. We use **does + subject + verb** in this person.

*Do you like football? Does he like tennis?*

### Spelling: 3rd person singular affirmative

- Most verbs take **-s** in the third person singular.  
*I work - he works*
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.  
*I go - he goes*
- Verbs ending in a **consonant + y** drop **-y** and take **-ies**.  
*I fly - he flies*
- Verbs ending in a **vowel + y** take **-s**. *I play - he plays*

### Pronunciation

**-s** or **-es** in the third person singular is pronounced:

- /s/** with verbs ending in **/f/, /k/, /p/** or **/t/** sounds.  
*he sits*
- /tʃ/** with verbs ending in **/s/, /ʃ/, /tʃ/, /dʒ/** or **/z/** sounds.  
*he watches*
- /z/** with verbs ending in **all other sounds**.  
*he plays*

### Use

We use the present simple for:

- daily routines, repeated actions** or **habits**.  
*I get up at seven every day.*
- permanent states**.  
*I live in London.*

**Time expressions** used with **present simple**: *every hour/day/week/month/summer/year* etc, *usually, always, every morning/evening/afternoon/night, in the morning/afternoon/evening/night, at night* etc.

### Short Answers

Do you...?	Yes, I do./Yes, we do. No, I don't./No, we don't.
Does he/she/it...?	Yes, he/she/it does. No, he/she/it doesn't.
Do they ...?	Yes, they do. No, they don't.

In short answers we use **"Yes"** or **"No"** the subject pronoun and **do/don't** or **does/doesn't**.

## PRESENT CONTINUOUS (to be + verb -ing)

Affirmative	Interrogative	Negative
I'm playing	Am I playing?	I'm not playing
you're playing	Are you playing?	you aren't playing
he's playing	Is he playing?	he isn't playing
she's playing	Is she playing?	she isn't playing
it's playing	Is it playing?	it isn't playing
we're playing	Are we playing?	we aren't playing
you're playing	Are you playing?	you aren't playing
they're playing	Are they playing?	they aren't playing

## Form

We form the present continuous with the verb "to be" and add **-ing** to the base form of the main verb.

## Use

- We use the present continuous for: **actions happening now, at the moment of speaking.**  
*I'm playing tennis now.*
- **actions happening around the time of speaking.**  
*We're looking for a flat at the moment.*
- **fixed arrangements in the near future.**  
*I'm seeing John tomorrow.*

**Time expressions** used with the present continuous:  
*now, at the moment, at present.*

## Short Answers

Are you ...?	Yes, I am./Yes, we are. No, I'm not./No, we aren't.
Is he ...? Is she ...? Is it ...?	Yes, he/she/it is. No, he/she/it isn't.
Are they ...?	Yes, they are. No, they aren't.

In short answers we use "Yes" or "No", the **subject pronoun** and the verb "to be" in the correct form. We do not repeat the main verb with the -ing.

## UNIT 2

## ADVERBS OF FREQUENCY

## Adverbs of Frequency

Adverbs of frequency, **always, often, never, rarely, sometimes**, usually come **before** the **main verb**, but **after** the **auxiliary verb** (do, does etc) and the verb **to be**. They tell us how often something happens.

*I **never** get up early on Sundays.*

*He **rarely** goes to the zoo. (= not often)*

*She **sometimes** has a sandwich for lunch.*

*Do you **often** walk to work?*

*Mum is **usually** home by four.*

*He is **always** late for work.*

## PAST SIMPLE

## Past Simple: regular verbs

Affirmative	Interrogative	Negative
I worked	Did I work?	I didn't work
you worked	Did you work?	you didn't work
he worked	Did he work?	he didn't work
she worked	Did she work?	she didn't work
it worked	Did it work?	it didn't work
we worked	Did we work?	we didn't work
you worked	Did you work?	you didn't work
they worked	Did they work?	they didn't work

## Form

- We form the affirmative of most regular verbs by adding **-ed** to the verb. *I work - I worked*
- Other verbs have irregular affirmative forms.  
*I see - I **saw*** (see list of irregular verbs on p. 128)
- We form the negative of past simple with **didn't + base form of the verb.**  
*I **didn't work** yesterday, I **didn't see** Tom yesterday.*
- We form the interrogative of past simple with **Did + personal subject pronoun + base form of the verb.**  
***Did he work** yesterday? **Did you see** Tom yesterday?*
- We form positive short answers with **did** and negative short answers with **didn't.**  
*Did you call me? **Yes, I did.***  
*Did he tell you? **No, he didn't.***

Spelling

- We add **-d** to verbs ending in **-e**. *I live - I lived*
- Verbs ending in **consonant + y** drop the **-y** and add **-ied**. *I try - I tried*
- Verbs ending in one **stressed vowel** between two consonants double the last consonant and take **-ed**. *I stop - I stopped*

Use

- We use the **past simple** for actions which **happened in the past and won't happen again**.  
*He graduated from high school in 1998. (When did he graduate? In 1998.)*
- We also use the **past simple** for actions which **happened at a specific time in the past**.  
*He visited his grandparents last Sunday. (When? Last Sunday.)*

**Time expressions** used with the **past simple**: **yesterday, last night/morning/evening** etc, **two weeks/a month etc ago, in 1964** etc.

Short Answers

Did I/you/he etc work ...?   
 Yes, I/you/he etc **did**.  
 No, I/you/he etc **didn't**.

USED TO

We use **used to + infinitive** to refer to past habits or states which don't exist any more. In such cases we can also use the past simple.

*I used to work/worked as a cleaner at the local hospital (but I don't any more).*

*I didn't use to wear glasses.*

*Did you use to have long hair?*

UNIT 3

ORDER OF ADJECTIVES

Order of Adjectives

- Adjectives describe nouns. They go before nouns. They have the same form in the singular and plural. (*a blue car - two blue cars*)
- There are two types of adjectives: **Opinion adjectives** (*beautiful, great, expensive* etc) which show what we think of someone or something and **fact adjectives** (*short, long, red* etc) which show what someone or something really is. Opinion adjectives go before fact adjectives. *She's wearing an expensive long dress.*
- When there are two or more fact adjectives in a sentence, they usually go in the following order:

Fact adjectives

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

*It's an expensive, short, black, leather jacket.*

MAKING COMPARISONS

	adjective	comparative	superlative
<b>one - syllable adjectives</b>	cheap large big	cheaper larger bigger	<b>the</b> cheapest <b>the</b> largest <b>the</b> biggest
<b>-y adjectives</b>	noisy	noisier	<b>the</b> noisiest
<b>adjectives with two or more syllables</b>	expensive	more expensive	<b>the</b> most expensive
<b>irregular adjectives</b>	good bad much many little	better worse more less	<b>the</b> best <b>the</b> worst <b>the</b> most <b>the</b> least

## Form

- One-syllable adjectives add **-(e)r/-(e)st** to form their comparative and superlative forms.  
*cheap - cheaper (than) - the cheapest (of/in), large - larger (than) - the largest (of/in)*
- Two-syllable adjectives ending in **-ly, -y, -w** also add **-er/ -est**. *heavy - heavier (than) - the heaviest (of/in)*
- Adjectives of two or more syllables take **more/most**.  
*expensive - more expensive (than) - the most expensive (of/in)*
- Adverbs having the same form as their adjectives add **-er/ -est**. *fast - faster (than) - the fastest (of/in)*
- Two-syllable or compound adverbs take **more/most**.  
*quickly - more quickly (than) - the most quickly (of/in)*

## Spelling

- **One-syllable** adjectives ending in a vowel + a consonant double the consonant. *fat - fatter (than) - the fattest (of/in)*
- **Two-syllable** adjectives ending in a consonant + y replace -y with -ie. *noisy - noisier (than) - the noisiest (of/in)*

## Use

- We use **the comparative form** to compare **two** people, things, places etc. We usually use **than** with comparative adjectives.  
*The city is noisier than the country.*
- We use **the superlative form** to compare one person or thing with more than one person or thing in the same group. We use **the ... of/in** with superlative adjectives.  
*The giraffe is the tallest animal of all.*  
*He is the shortest student in the class.*
- We can also use **(not) as + adjective + as** to say that two people, places or things are/are not similar.  
*My brother is as tall as my father.*
- We use **much + comparative form**.  
*An elephant is much heavier than a mouse.*

## UNIT 4

## PAST CONTINUOUS

## Form

We form the past continuous with **was/were** (past tense of the verb "to be") and add -ing to the base form of the main verb.

<b>Affirmative:</b>	I was eating, you were eating, he was eating etc
<b>Negative:</b>	I wasn't eating, you weren't eating, he wasn't eating etc
<b>Interrogative:</b>	Was I eating?, Were you eating?, Was he eating? etc
<b>Short answers:</b>	Yes, I/he/she/it was. Yes, you/we/they were. No, I/he/she/it wasn't. No, you/we/they weren't.

## Use

We use the **past continuous** for:

- two or more actions **happening at the same time in the past**.  
*John was cutting the grass while Jenny was planting flowers.*
- an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action that interrupted it. (shorter action).  
*She was having a bath when the phone rang.*
- an action **in progress at a stated time in the past**.  
*James was sleeping at 9 o'clock last night.*
- **background information in a story**.  
*The wind was blowing when Jane left work last Friday.*

## ADVERBS

Adverbs usually describe verbs. *He drives fast.*

## Form

- We usually form adverbs by adding **-ly** to the adjective.  
*careful - carefully*
- When the adjective ends with a **consonant + y**, we drop -y and add **-ily** to form the adverb. *lucky - luckily*
- Some adverbs have the same form as their adjectives.  
*hard → hard, fast → fast, early → early*

**Note:** *good → well*

## UNIT 5

## WILL

Affirmative		Interrogative
Long form	Short form	
I will leave	I'll leave	Will I leave?
you will leave	you'll leave	Will you leave?
he will leave	he'll leave	Will he leave?
she will leave	she'll leave	Will she leave?
it will leave	it'll leave	Will it leave?
we will leave	we'll leave	Will we leave?
you will leave	you'll leave	Will you leave?
they will leave	they'll leave	Will they leave?

Negative	
Long form	Short form
I will not leave	I won't leave
you will not leave	you won't leave
he will not leave	he won't leave
she will not leave	she won't leave
it will not leave	it won't leave
we will not leave	we won't leave
you will not leave	you won't leave
they will not leave	they won't leave

Short answers    Yes, < /you/he etc **will**.  
                          No, < /you/he etc **won't**.

## Form

- We form the future simple with **will** and the base form of the verb.  
*He **will go** to the park. They **will go** to the beach.*
- We form questions by putting **will** before the subject pronoun.  
***Will he** go to the park? **Will they** go to the beach?*
- We form negations by putting **not** after **will**.  
*He **will not/won't** go to the park.  
They **will not/won't** go to the beach.*

## Use

We use **will**:

- to make predictions based on what we believe or think. We usually use **will** with **I think, I believe, I expect, probably**.  
*There **will be** rain in Paris tomorrow.*
- to make on-the-spot decisions.  
*A: The phone is ringing.  
B: I'll answer it.*

**Time expressions** used with the future simple: **tomorrow, soon, next week/month/etc, the day after tomorrow** etc.

## BE GOING TO

## Talking about plans and intentions

<b>Affirmative:</b>	I <b>am</b> /You <b>are</b> /He <b>is</b> etc <b>going to</b> buy a car.
<b>Negative:</b>	I'm <b>not</b> /You <b>aren't</b> /He <b>isn't</b> etc <b>going to</b> buy a car.
<b>Interrogative:</b>	<b>Am I/Are you/Is</b> he etc <b>going to</b> buy a car?
<b>Short answers:</b>	Yes, I <b>am</b> /you <b>are</b> /he <b>is</b> etc. No, I'm <b>not</b> /you <b>aren't</b> /he <b>isn't</b> etc.

## Form

- We form the affirmative with the verb **to be** (is, am, are), **going to** and the base form of the verb.  
*He **is going to** visit his friends.*
- We form questions by putting the verb **to be** before the subject pronoun.  
***Is he** going to visit his friends?*
- We form negations by putting **not** after the verb **to be**.  
*He **is not/isn't** going to visit his friends.*

## Use

We use **be going to**:

- for **plans** and **intentions**.  
*I **am going to** join a gym next week.*
- for **predictions** based on what we see or we know.  
*Look at the dark clouds! It's **going to** rain.*



## PRESENT CONTINUOUS

We can use the present continuous for actions we **have already arranged to do in the near future**. (fixed arrangements)  
*I **am flying** to Madrid tomorrow.*

## CONDITIONAL 1

We use the first conditional to talk about real or very probable situations in the present or future.

**If + present simple, will + bare infinitive**

*If you don't eat, you **will be** hungry.  
If I study hard, I'll do well in the test.*

## WHEN - IF

We use **when** to show that something will certainly happen.  
***When** Tom comes, I'll cook dinner.*

We use **if** when we are not certain that something will happen.  
***If** Tom comes, I'll cook dinner.*

## UNIT 6

### SOME/ANY

- We use **some** in the **affirmative** with uncountable nouns or countable nouns in the plural.  
*I want **some** milk and **some** biscuits.*
- We also use **some** for offers or requests.  
*Would you like **some** cake? (offer)  
Can I have **some** water, please? (request)*
- We use **any** in **negations** and **questions**.  
*I haven't got **any** strawberries.  
Have you got **any** oranges?*

### MUCH/MANY

We use **much** and **many** in questions and negations. **Many** goes before plural countable nouns. **Much** goes before uncountable nouns.

*Is there **much** milk in the fridge?  
There **isn't** much tea left.  
Have you got **many** friends?  
I **haven't** got many friends.*

## A FEW/A LITTLE

- We use **a few** (= not many; some) with countable nouns.  
*I want **a few** biscuits.*
- We use **a little** (= not much; some) with uncountable nouns.  
*I want **a little** milk.*

## GIVING ADVICE

- We use **should** to say what the right/best thing to do is.  
*You **should** take regular exercise. (= It's a good idea.)*
- We use **shouldn't** to say what isn't the right/best thing to do.  
*You **shouldn't** throw rubbish in the street. (= It isn't a good idea.)*

## UNIT 7

### PRESENT PERFECT

#### Regular Verb

Affirmative		Interrogative
Long form	Short form	
I have worked	I've worked	Have I worked?
you have worked	you've worked	Have you worked?
he has worked	he's worked	Has he worked?
she has worked	she's worked	Has she worked?
it has worked	it's worked	Has it worked?
we have worked	we've worked	Have we worked?
you have worked	you've worked	Have you worked?
they have worked	they've worked	Have they worked?

Negative	
Long form	Short form
I have not worked	I haven't worked
you have not worked	you haven't worked
he has not worked	he hasn't worked
she has not worked	she hasn't worked
it has not worked	it hasn't worked
we have not worked	we haven't worked
you have not worked	you haven't worked
they have not worked	they haven't worked

Irregular Verb

Affirmative		Interrogative
Long form	Short form	
I have bought	I've bought	Have I bought?
you have bought	you've bought	Have you bought?
he has bought	he's bought	Has he bought?
she has bought	she's bought	Has she bought?
it has bought	it's bought	Has it bought?
we have bought	we've bought	Have we bought?
you have bought	you've bought	Have you bought?
they have bought	they've bought	Have they bought?

Negative	
Long form	Short form
I have not bought	I haven't bought
you have not bought	you haven't bought
he has not bought	he hasn't bought
she has not bought	she hasn't bought
it has not bought	it hasn't bought
we have not bought	we haven't bought
you have not bought	you haven't bought
they have not bought	they haven't bought

Form

- We form the present perfect with the auxiliary verb **have/has** and the past participle of the main verb.
- We usually form the past participle of regular verbs by adding **-ed** to the verb.  
*watch - watched*  
Other verbs have irregular forms.  
*buy - bought*
- We form questions by putting **have/has** before the subject pronoun.  
**Has he washed the car?**  
**Have they travelled by plane?**
- We form negations by putting **not** between have/has and the past participle.  
**He has not/hasn't washed the car.**  
**They have not/haven't travelled by plane.**

Use

- We use the **present perfect** to talk about an action which **started in the past** and **continues to the present**.  
*John **has lived** in Paris for the last three years.*
- We also use the present perfect to talk about a **past action with a visible result in the present**.  
*I've **broken** my arm. (I can't write).*
- We can use the present perfect to refer to an **experience**.  
**Have you ever been to Paris?**
- We can also use the present perfect for an action which happened at an unstated time in the past. The action is more important than the time.  
*I've **been** to New York three times so far.*

Time expressions used with the present perfect: **just, already, yet, for, since, ever, never, etc.**

EVER/NEVER

- We use **ever** in questions and statements.  
*Have you **ever** visited Prague? Prague is the best city I've **ever** visited.*
- We use **never** in statements.  
*I've **never** visited America. (=I haven't visited America.)*

YET/ALREADY

- We use **already** in positive statements and questions.  
*Have you done the washing-up **already**?  
Yes, I have. I've **already** done it.*
- We use **yet** in questions and negatives.  
*Have you done the ironing **yet**?  
**No, I haven't. I haven't done the ironing yet.***

JUST

We use **just** in statements to show that an action finished only a few minutes earlier.  
*Have you finished your homework **yet**?  
Yes, I've **just** finished it.*

FOR/SINCE

- We use **for** to express duration.  
*I've worked here **for** seven years.*
- We use **since** to state a starting point.  
*I've worked here **since** 1992.*

## PRESENT PERFECT vs PAST SIMPLE

- We use the **present perfect** for an action which **started in the past and continues to the present**.

*He **has called** twice so far.*

- We use the **past simple** for an action which **started and finished in the past**.

*He **called** yesterday.*

## PRESENT PERFECT CONTINUOUS

Affirmative	Interrogative
I've been reading you've been reading he's been reading she's been reading it's been reading we've been reading you've been reading they've been reading	Have I been reading? Have you been reading? Has he been reading? Has she been reading? Has it been reading? Have we been reading? Have you been reading? Have they been reading?
Negative	Short answers
I haven't been reading you haven't been reading he hasn't been reading she hasn't been reading it hasn't been reading we haven't been reading you haven't been reading they haven't been reading	Yes, < I/you/we/they <b>have</b> . he/she/it <b>has</b> . No, < I/you/we/they <b>haven't</b> . he/she/it <b>hasn't</b> .

## Form

- We form the present perfect continuous with the auxiliary verb **have/has**, the past participle of the verb to be (**been**) and the main verb with the **-ing** form.  
*He **has been watching** TV for an hour.*
- We form questions by putting **have/has** before the subject.  
***Have you been working** here long?*
- We form negations by putting **not** between **have/has** and **been**.  
*They **have not/haven't been studying** for a long time.*  
*She **has not/hasn't been living** here long.*

## Use

- We use the **present perfect continuous** to talk about an action which **started in the past and continues to the present** giving **emphasis to duration**.  
*He **has been going** to Jamaica for his holidays since 1993.*
- We also use the **present perfect continuous** to talk about a past action which has lasted and whose **result** is visible in the **present**.  
*I'm tired because I've **been studying** for my exam.*

## UNIT 8

## PAST PERFECT SIMPLE

Affirmative	Interrogative
I had started you had started he had started she had started it had started we had started you had started they had started	Had I started? Had you started? Had he started? Had she started? Had it started? Had we started? Had you started? Had they started?
Negative	Short answers
I hadn't started you hadn't started he hadn't started she hadn't started it hadn't started we hadn't started you hadn't started they hadn't started	Yes, I/you/he etc <b>had</b> . No, I/you/he etc <b>hadn't</b> .

## Form

- We form the past perfect simple with **had** and the **past participle** of the main verb.
- We form questions by putting **had** before the subject.
- We form negations by putting **not** after **had**.

## Use

We use the **past perfect simple** for a past action which happened in the past **before** another past action.  
*He **watched** TV **after** he **had finished** his homework.*  
*(First, he finished his homework, then he watched TV.)*

**Time expressions** used with the **past perfect simple**: *before, after, just, already* etc.

**PAST CONTINUOUS/PAST PERFECT/PAST SIMPLE**

- We use the **past continuous** for an action which was in progress in the past.  
*He was walking in the street when it started raining.*
- We use the **past perfect** for an action which had finished before another action happened.  
*He had entered his house when it started raining.*
- We use the past simple for an action which happened at a specific time in the past.  
*He woke up early yesterday.*

**UNIT 9**

**THE PASSIVE (to be + past participle)**

**Form**

We form the passive with the verb **to be** and the past participle of the main verb.

Active	Passive
He <b>washes</b> the car.	The car <b>is washed</b> .
He <b>washed</b> the car.	The car <b>was washed</b> .
He <b>has washed</b> the car.	The car <b>has been washed</b> .
He <b>will wash</b> the car.	The car <b>will be washed</b> .

**Use**

- We use the passive when we want to show that the action of the verb is more important than the person who carries out the action.  
*The bank robber was caught yesterday. (The action is more important than the person who caught the bank robber.)*

**CHANGING FROM ACTIVE INTO PASSIVE**

active	subject	verb	object
	Kim	baked	a cake.
passive	subject	verb	agent
	A cake	was baked	by Kim.

- a) The object of the active sentence becomes the subject in the passive sentence.
- b) The active verb changes into a passive form.
- c) The subject of the active sentence becomes the agent.

Study the following table:

	active	passive
present simple	She <b>cleans</b> the house.	The house <b>is cleaned</b> .
past simple	She <b>cleaned</b> the house.	The house <b>was cleaned</b> .
present perfect simple	She <b>has cleaned</b> the house.	The house <b>has been cleaned</b> .
future simple	She <b>will clean</b> the house.	The house <b>will be cleaned</b> .
modal	She <b>must clean</b> the house.	The house <b>must be cleaned</b> .

- We form questions by putting the verb **to be** before the subject.  
*Was the car made in Japan?*
- The **agent** (the person who carries out the action) is introduced with **by** and is mentioned only when the identity of the agent **is important** or **needs to be stated**.  
*The telephone was invented by Alexander Graham Bell. (The identity of the agent is important.)*
- The agent is not mentioned when:
  - a) it is unknown.  
*Don's van was damaged in the car park. (We don't know who damaged Don's van.)*
  - b) it is unimportant.  
*Spaghetti is eaten in Italy. (The agent is unimportant.)*
  - c) it is obvious from the context.  
*The mail has been delivered. (It is obvious who did it – the postman.)*

**UNIT 10**

**IMPERATIVE**

We use the imperative to tell people what to do/not to do.  
**Put** a gate at the top and bottom of your stairs.  
**Don't let** your children near the stove.

## MIGHT/COULD

We use **might** or **could** to say that something is likely to happen.

Stay away from the cat. It **might/could** scratch you.

## HAVE TO/DON'T HAVE TO - MUST/MUSTN'T

- We use **have to** to express necessity.  
*You **have to** buy a ticket before entering the theatre.*
- We use **do not have to** to say that it is not necessary for something to happen.  
*You **don't have to** help me with the washing-up. (... but you can if you want to.)*
- We can also use **must/mustn't** to express very strong advice.  
*You **must** stay away from those dogs. (It's very important that you stay away from those dogs.)*  
*You **mustn't** go near the water. (It's very important that you don't go near the water.)*
- We also use **mustn't** to express prohibition.  
*You **mustn't** drink and drive. (It's illegal.)*

## CAN - BE ALLOWED TO

- We use **can** to **ask for** or **give permission**.  
***Can** I go out? You **can** go now.*
- We use **can't** to refuse permission.  
*I'm afraid you **can't** go to the party.*
- We use **be allowed to** to ask for, give or refuse permission. The permission, however, does not depend on the speaker.

Compare the examples:

**Can** I watch TV? (Will you allow me to watch TV?)

**Am I allowed** to keep a pet in my room? (What is the rule?)

## UNIT 11

### TYPE 2 CONDITIONALS

- Type 2 conditionals express an imaginary or improbable situation which is unlikely to happen in the present or future.  
They are formed as follows:

### If + past simple ... would + bare infinitive

*If I **had** the time, I **would learn** how to paint. (I don't have the time now, so it is unlikely that I will learn how to paint. Improbable situation)*

- We can use **were** instead of **was** for all persons.  
*If **Julie was/were** here, she **would help** us with our homework.*
- We also use **if I were you ...** to give advice.  
*If I **were you**, I **would stop** smoking.*

## UNIT 12

### WHO/WHICH/WHERE

- We use the relative pronoun **who** instead of subject pronouns (I, you, he, etc) to refer to people.  
*I met a woman **who** was a teacher.*
- We use the relative pronoun **which** to refer to things.  
*This is the pen **which** I found yesterday.*
- We use the relative adverb **where** to refer to places.  
*I went to Lisbon **where** I met some friends.*

### SOME/ANY/NO + COMPOUNDS

Affirmative			
Determiners	Pronouns		Adverbs
	people	things	places
some	someone/ somebody	something	somewhere

Interrogative			
Determiners	Pronouns		Adverbs
	people	things	places
any	anyone/ anybody	anything	anywhere

Negative			
Determiners	Pronouns		Adverbs
	people	things	places
no/not any	no one/ not anyone/ nobody/ not anybody	nothing/ not anything	nowhere/ not anywhere

- **Some** is used before plural nouns and countable/uncountable nouns.

*I need **some** oranges. She wanted **some** information.*

**Some** and **its compounds** (someone, something, etc) are normally used in affirmative sentences. They can also be used in questions to make an offer, a request or when we expect a positive answer.

*There's **someone** on the phone for you.*

*Would you like **something** to drink? (offer)*

*Can I have **something** to read? (request)*

*Is there **someone** in the living room? (I expect there is.)*

**but:** *Is there **anyone** in the living room? (I'm asking in general.)*

- **Any** is used before plural countable nouns and uncountable nouns.

*Are there **any** apples in the fridge? Is there **any** milk left?*

**Any** and **its compounds** (anyone, anything, etc) are normally used in questions.

*Is there **anyone** at home?*

They can also be used in positive sentences meaning "It doesn't matter how/what/when/where/which/who".

*You can ask me **anything** you want.*

**Any** and **its compounds** can be used after **if** in a positive sentence.

*If **anyone** calls, tell them I'm not home.*

- **No/not any** can be used before plural countable nouns and uncountable nouns.

*There are **no** magazines on the table.*

*There's **no** orange juice in the fridge.*

**No/not any** and **their compounds** (no one/not anyone, nothing/not anything, etc) are used in negations.

*There's **no one** at the door. (=There **isn't anyone** at the door.)*

**Any** and **its compounds** are used with negative words (hardly, never, without, seldom, rarely, etc.)

*He **rarely** goes **anywhere**. (not: He rarely goes nowhere.)*

- We use a singular verb with compounds of **some**, **any** and **no**.

*Someone **is** looking for you.*

*There **is** no one in the room.*

## UNIT 13

### INFINITIVE - ING FORM

- We use **to -infinitive** after these verbs: decide, want, would like, would love, etc.  
*I'd **love to go out**.*
- We use **-ing form** after these verbs: love, like, hate, don't mind, etc.  
*I **love dancing**.*
- We use **infinitive without to** after modal verbs (might, can, etc) and the verbs let and make.  
*He **let me use his pen**.*

## UNIT 14

### DIRECT - REPORTED SPEECH

- Direct speech is exactly what someone says.  
*"I'll go to York," Jim said.*
- Reported speech is the exact meaning of what someone said but not the exact words.  
*Jim said (that) he would go to York.*

### SAY - TELL

- We use **say** with or without a personal pronoun. We use **to** after **say** when there is a personal pronoun.  
*"I can't help you," Tim **said to me**.*  
*He **said** that he would be on time.*
- We use **tell** with a personal object pronoun. We never use **to** after tell.  
*He **told me** that Sue had left.*  
*"Sue has left," he **told me**.*

### CHANGES IN REPORTED SPEECH

- When the reporting verb (say, tell etc) is in the present simple tense, the verb tenses do not change in reported speech.  
*"He is wrong," she **says**. (direct)*  
*She **says** he is wrong. (reported)*
- When the reporting verb is in the past tense, the verb tenses change in reported speech.  
*"He is wrong," she **said**. (direct)*  
*She **said** he **was** wrong. (reported)*

**Tenses change as follows:**

Present Simple → Past Simple

*"I like it," he said. → He said he **liked** it.*

Present Continuous → Past Continuous

*"I'm going out," he said. → He said he **was going out**.*

Past Simple → Past Perfect

*"We met in 1998," he said. → He said they **had met** in 1998.*

Past Continuous → Past Perfect Continuous

*"Tom was eating pizza," he said. → He said Tom **had been eating** pizza.*

Present Perfect → Past Perfect

*"I've known her," he said. → He said he **had known** her.*

Will → Would

*"I'll tell her," he said. → He said he **would tell** her.*

Can → Could

*"I can do it," he said. → He said he **could** do it.***Personal pronouns and possessive adjectives** change according to context.*"I saw you," she said to George. → She said to George that **she** had seen **him**.***REPORTED QUESTIONS**Reported questions are introduced with **ask**, **want to know** etc. We use affirmative word order and the question mark becomes a full stop. Inverted commas are omitted.

To report a question we use:

- **ask + question word** (who, where, when etc) when the direct question begins with a question word.  
*"What's his name?" She asked. → She **asked what** his name was.*
- **ask + if/whether** when the direct question begins with an auxiliary verb.  
*"Can you help me?" she asked. → She asked **if** I could help her.*

**UNIT 15****REPORTED ORDERS/INSTRUCTIONS**To report orders or instructions we use **ask**, **order** etc followed by a to-infinitive.*"Go out!" he said to me. → He ordered me **to go out**.**"Don't go!" he said to me. → He asked me **not to go**.***EXCLAMATIONS**Exclamations are words or sentences used to express admiration, surprise etc. To form exclamatory sentences we can use **how**, **what** (a/an) etc. Exclamatory sentences take an exclamation mark (!) at the end.

- We use **how + adjective/adverb**  
*How nice! How carefully she drives!*
- We use **what + a/an (+adjective) + singular countable noun**  
***What a nice day!** **What an exciting trip!***
- We use **what (+adjective) + uncountable/plural nouns**  
***What colourful pictures!** **What awful weather!***

**QUESTION TAGS**

- Question tags are short questions at the end of statements. We form them with the auxiliary verb from the main sentence and the appropriate subject pronoun. *He is tall, **isn't he?***
- When the verb of the sentence is in the present simple, we use do/does in the question tag.  
*He **lives** in Manchester, **doesn't he?***
- When the verb of the sentence is in the past simple, we use **did** in the question tag. *He **left**, **didn't he?***
- A **positive** statement takes a **negative** question tag.  
*He **is** from Spain, **isn't he?***
- A **negative** statement takes a **positive** question tag.  
*He **isn't** from France, **is he?***

**INTONATION**

- When we are sure of the answer, the voice goes down in the question tag. (↘)  
*She works at a bank, doesn't she? (sure)*
- When we are not sure of the answer, the voice goes up in the question tag. (↗)  
*She's got a sister, hasn't she?*

**A/AN - THE**We use **a/an** to talk about something for the first time.We use **the** to talk about something we have mentioned before. *There's **a** car outside. **The** car belongs to Mr Jones.*We also use **the** before:

- names of river (*the Amazon River*), seas (*the Black Sea*), oceans (*the Pacific*) and mountain ranges (*the Alps*).
- nationalities (*the English*), names of families (*the Browns*).

We don't use **the** before:

- proper names (*Jane, Rome*), names of countries (*Britain*), names of meals (*lunch*) or names of sports/games (*tennis*).

# Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
1 be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
5 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 /ri:d/	read /red/	read /red/
10 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
15 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
20 deal	dealt	dealt	sew	sewed	sewn (sewed)
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
25 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)
30 fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung (hanged)	hung (hanged)	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt (learned)	learnt (learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			



Unit 1

advise  
bald  
be located  
beard  
betray  
bouquet  
brave  
broad shoulders  
bungalow  
by the way  
catch your name  
caviar  
consist  
culture  
curly  
dark complexion  
delicate features  
divorced  
dwelling  
energetic  
especially  
fascinating  
feature  
full lips  
generous  
guidebook  
handsome  
harbour  
hiking  
holiday destination  
in common  
in his early fifties etc  
include  
jewel  
kind  
law  
lazy  
lobster  
look forward to  
look like  
medium build  
middle-aged  
mosque  
moustache  
noodles  
overweight  
past  
plain  
plant crops  
plump  
polish  
popular  
proud of  
receive  
salmon  
seafood

shrimp  
sights  
single  
skin  
slim  
smoked  
spectacular  
spicy  
straight  
strong will  
stunning  
temple  
tend to  
the outdoors  
throughout  
traditional  
treat  
ugly  
view  
village  
warm-hearted  
waterfall  
wavy  
well known  
well-built  
whatever  
wooden  
wrinkles

Unit 2

aboard  
admire  
break  
bright  
brightly coloured  
choir  
closely  
constantly  
contact lens  
cover  
cramped  
crew  
do the housework  
do the ironing  
do the washing up  
don't mind  
e-mail  
elegant  
from rags to riches  
hire  
in shape  
involve  
lead the life  
lecture  
message  
office  
on a diet

perform  
persuade  
privacy  
project  
promising career  
razor  
relative  
ripped jeans  
satellite  
second-hand shop  
slow  
smart  
space shuttle in orbit  
space walk  
spaceship  
sponge  
success  
take over  
task  
terraced house  
The Milky Way  
to make ends meet  
typical  
wet

Unit 3

a pair of  
abroad  
add  
alone  
antique shop  
bakery  
bank  
bank  
bank account  
bargain  
belt  
big sale  
bombing  
bookshop  
bookstall  
boot  
boutique  
branch  
butcher's  
canvas  
cardigan  
cash  
caviar  
celebrated  
chairman  
chemist's  
collection  
collector  
confectioner's  
cotton  
credit card

customer  
deliver  
department store  
designer fashion house  
doorman  
driving licence  
employ  
exotic  
fascinating  
fire  
fire brigade  
florist's  
flower stall  
furniture  
glove  
gold  
goods  
greengrocer's  
hair & beauty salon  
hairspray  
hand in  
high quality  
I'm afraid  
identity card  
jeans  
jeweller's  
jumper  
lace shop  
lamb chop  
leather  
leggings  
lining  
local  
lost property  
management  
medicine  
metal  
motto  
necklace  
newsagent's  
nurse  
nylon  
offer  
official supplier  
opening hours  
painkiller  
paradise  
phonecard  
pill  
plastic  
pocket  
post office  
praline  
prescription  
price  
quality  
rare  
recommendation

## Word List

rectangular  
 request  
 round  
 security personnel  
 service  
 shopper  
 shorts  
 silk  
 silver  
 sock  
 spread  
 square  
 staff  
 style  
 suit  
 supermarket  
 survive  
 sweatshirt  
 tablecloth  
 tablet  
 taste  
 the heart and soul  
 the Royal Family  
 tie  
 tights  
 tracksuit  
 trainers  
 travel agent's  
 triangular  
 van delivery service  
 velvet  
 war  
 wide range  
 wooden  
 woollen

### Story 1 - Episode 1

arm  
 attack  
 beat  
 coconut shell  
 command  
 curse  
 doughnut  
 editor  
 forest  
 hut  
 investigate  
 leg  
 magic  
 mark  
 pineapple  
 power  
 prediction  
 shark fin  
 shore  
 speedboat

the South Pacific

### Unit 4

alive  
 anxiously  
 attempt  
 backwards  
 bark  
 blow  
 branch  
 brightly  
 cancel  
 car brakes  
 cheerfully  
 compartment  
 crime story  
 dining room  
 disappearance  
 doormat  
 drip  
 face  
 fairy tale  
 familiar  
 fisherman  
 flash of lightning  
 garage  
 gasp in amazement  
 ghost story  
 ground  
 guest room  
 hall  
 have in mind  
 horror story  
 hot-air balloon  
 howl  
 humorous  
 kingfisher  
 land  
 lap  
 love story  
 mysterious  
 notice  
 past  
 pick up  
 pool  
 puzzled  
 race  
 reply  
 ride  
 rise  
 rumble  
 sadly  
 science fiction story  
 screech  
 shake  
 siren  
 softly

stare  
 sweetly  
 taxi service  
 thunder  
 turn on  
 violently  
 wail  
 wedding anniversary  
 What's the matter?  
 worried

### Unit 5

accommodation  
 advertisement  
 alarm clock  
 ambition  
 appointment  
 available  
 bartending course  
 be in trouble  
 bottom  
 brave  
 break down  
 builder  
 careful  
 caring  
 chip  
 closing remarks  
 cloudy  
 contact  
 course  
 daily  
 doorbell  
 driving lesson  
 entrance test  
 equipment  
 exercise  
 experienced  
 feed  
 finger  
 firefighter  
 flight of stairs  
 formal  
 gardener  
 graduation  
 grateful  
 guide  
 gym  
 hang on  
 hardworking  
 hurry up  
 ill  
 imaginative  
 in addition  
 include  
 long hours  
 look after

mention  
 own  
 pack  
 patient  
 price  
 race  
 rafting  
 reassure  
 \*regarding *respecto a / consi-*  
 regularly *derando?*  
 reservation  
 return flight  
 save lives  
 savings  
 share  
 socialise  
 strong  
 stuntman  
 training course  
 transportation  
 twice  
 uniform  
 vegetarian dishes  
 waiter  
 waterproof clothing  
 win  
 work out  
 Yours faithfully

### Unit 6

apricot  
 assess  
 atmosphere  
 bake  
 bar  
 bill  
 boil  
 brussels sprout  
 cabbage  
 calorie  
 carton  
 cashier  
 caterer  
 cereal  
 change  
 chef  
 complain about  
 constantly  
 container  
 cooking utensil  
 cover  
 crisp  
 customer  
 dairy products  
 date  
 demand  
 dessert

dishcloth  
dry  
eating habits  
experience  
film set  
filming  
fix  
French toast  
freshly-squeezed  
fried chicken  
furnishings  
fussy eater  
ham  
honey  
improve  
improvement  
insist on  
jacket potato  
jam  
jar  
junk food  
lamb  
low-fat  
lower  
main course  
menu  
no-smoking policy  
onion  
oven  
overall  
pan  
pasta  
poached egg  
poultry  
prefer  
protein  
quality  
rubbish bin  
salmon  
sausage  
seating  
seed  
service  
shell  
sit  
slice  
smart  
snack  
soap  
spicy  
staff  
starter  
steamed  
success  
surface  
towel  
tracksuit  
training

trout  
try  
turkey  
varied  
veal  
vegetable  
vegetarian  
vitamin  
waiter  
wholemeal  
wonder  
worry about  
wound

**Story 1 - Episode 2**

cast a spell on  
chance  
curse  
drown  
have an argument  
paddle  
storm  
suppose  
tail

**Unit 7**

ambitious  
amount  
area  
army  
bang  
best-selling  
billionaire  
bone  
burn  
career ahead of  
chickenpox  
chores  
cold  
common  
condition  
cough  
crack  
decade  
dentist  
do the dusting  
earache  
emergency  
employee  
experience  
fence  
fight  
generous  
GP  
grow  
hang

headache  
health care  
health care worker  
hit  
hospital waiting room  
illness  
keen on  
lay  
leading  
local people  
meaningful  
measles  
medical problem  
medicine  
mend  
mixed feelings  
mumps  
operating program  
organisation  
parking meter  
patient  
private school  
provide  
puzzle  
racehorse  
remove  
retire  
routine  
run  
scratch  
software  
sore throat  
sprain  
stepfather  
stomach ache  
sunbathe  
take off  
the flu  
toothache  
train  
treat  
twist  
wardrobe  
wealth

**Unit 8**

avalanche  
benefit  
block  
boat engine  
bookcase  
cast  
cave  
chest  
chin  
coast  
colleague

come round  
curl  
deep in thought  
desperately  
destroy  
distance  
do the laundry  
drop  
dry  
entrance  
except for  
exist  
fall asleep  
fishing line  
fishing rod  
garden path  
grab  
guided tour  
horror  
hurricane  
in silent thanks  
In the end  
incident  
instant soup  
jewellery  
let go  
lift  
mild  
monster  
mop  
narrow escape  
overhead  
parking ticket  
polish  
quicksand  
radio  
reach  
rock  
rumbling  
safe  
sand  
scare away  
scenery  
school of whales  
scientist  
serve  
set off  
shake  
shell  
silver  
sink  
slow down  
smash  
spot  
squid  
steep  
step  
stove

## Word List

sweep  
tentacle  
tide  
tourist attraction  
traffic warden  
vacuum  
waist  
water's edge

### Unit 9

according to  
admire  
admission  
adult  
agent  
anniversary  
art  
attend  
attraction  
be allowed to  
below  
carve  
carving  
cave  
chamber  
chapel  
charge  
church service  
coal  
complete  
compose  
confuse  
constant  
construct  
contain  
continent  
copper  
crown  
damage  
declare  
deeply religious  
definitely  
design  
destroy  
dig out  
direct  
discover  
enormous  
exhibit  
free of charge  
French Revolution  
goddess  
gold  
ground  
harbour  
hidden  
hole

human  
Information Desk  
inspire  
invent  
iron tower  
jewellery  
lake  
landmark  
launch  
leather  
legend  
locate  
lump  
man-made  
marble  
Mayor  
member  
memorial  
miner  
national  
ocean  
on display  
opening  
order  
Oriental  
performance  
point  
pollution  
put up  
reassemble  
recommendation  
repair  
rock  
rock salt  
royal palace  
salt crystal  
salt mine  
sculpture  
servant  
ship  
solid  
staff  
statue  
steel  
symbol  
tablet  
temple  
the Great Wall of China  
the Leaning Tower of Pisa  
the public  
the Sphinx  
top floor  
torch  
touch  
toy  
tunnel  
underground

unforgettable  
view  
well  
wonder  
work of art

### Story 2 - Episode 1

bite  
hunter  
lighter  
meat  
poisonous  
pull  
python  
sharp  
skin  
suburb

### Unit 10

accident  
approach  
best  
bird-watching  
boarding school  
boots  
bottom  
burn  
burning  
candle  
cause  
cliff  
cloakroom  
clothes  
Coastguard  
contact  
cut  
elbow  
electric shock  
eye-catching  
fall  
fence  
fire extinguisher  
fire precaution  
fit  
granddaughter  
guide  
height  
high school  
hot  
hurt  
in search of  
in use  
injure  
leaflet  
licence  
meter  
mobile phone

necessity  
news report  
occur  
oil  
on my own  
pan  
park warden  
passenger  
poison  
pond  
pool  
pot  
prevent  
put up  
release  
rescue team  
result  
rule  
safety  
safety gate  
save  
scald  
school grounds  
sign  
similar  
since  
ski resort  
slope  
smoke alarm  
snowdrift  
statement  
stove  
suffer  
suit  
switch on  
the authorities  
the press  
unmarked  
warning

### Unit 11

accidentally  
acid rain  
act  
adopt  
aerosol  
all in all  
ban  
basic  
bin  
breathe  
bump into/hit  
car fumes  
chemicals  
create  
cut down  
cycle

desert  
 disappear  
 drop  
 endangered species  
 environment  
 environmentally friendly  
 especially  
 factory  
 fur  
 fur coat  
 get lost  
 government  
 green  
 hardly  
 heavy traffic  
 hunt  
 hunter  
 imagine  
 improve  
 in danger  
 lawn  
 leader  
 leak  
 light  
 litre  
 litter  
 logging company  
 look after  
 measure  
 need  
 none  
 oxygen  
 pass law  
 pavement  
 pipe  
 plant  
 pollution  
 pour  
 produce  
 public transport  
 rainforest  
 rare  
 reality  
 reason  
 recycle  
 repair  
 river  
 rubbish  
 safely  
 save  
 scream  
 share  
 shipwrecked  
 spider  
 suggestion  
 support  
 survive  
 traffic fumes

UFO  
 unfit  
 value  
 waste  
 water shortage  
 water supply  
 wildlife  
 world

Unit 12

antique  
 baby-listening facility  
 bedtime  
 below freezing  
 book  
 campsite  
 caravan  
 changeable  
 cocktail  
 crystal-clear  
 current  
 cycling  
 darts  
 degree  
 desert  
 dog-sledding  
 dreadful  
 dull  
 east  
 experience  
 extraordinary  
 face-painting  
 flying machine  
 getaway  
 guest  
 heated  
 hotel lobby  
 ice  
 ice-fishing  
 ideal  
 igloo  
 in advance  
 in the mood for  
 in the heart of  
 land  
 liven up  
 luggage  
 luxurious  
 map  
 master chef  
 memorable  
 minus  
 mixed  
 model  
 north  
 notice  
 opportunity

ordinary  
 outdoor activity  
 pile  
 plain  
 price guide  
 range  
 reception desk  
 reserve  
 running water  
 sailing  
 sauna  
 scuba diving  
 selection  
 set  
 site  
 sleeping bag  
 south  
 starry  
 stressful  
 stretch  
 suite  
 swimsuit  
 temperature  
 tennis court  
 theme park  
 themed  
 thermometer  
 thrilling  
 thunderstorm  
 ton  
 weather conditions  
 weather report  
 west

Story 2 - Episode 2

attack  
 bite  
 catch  
 disturb  
 encounter  
 escape  
 face-to-face  
 get away  
 grab  
 lay eggs  
 never mind  
 prey  
 squeeze  
 straw  
 suffocate

Unit 13

acting  
 aim  
 all-day event  
 amount of

apparently  
 April Fools' Day  
 atmosphere  
 band  
 bang  
 battle  
 be dressed up as  
 birthday party  
 blow a whistle  
 blow out  
 bowling alley  
 buffet  
 can't stand  
 celebration  
 clap  
 colourful  
 costume  
 couldn't help  
 courage  
 delighted  
 design  
 disgusting  
 donor  
 drum  
 edge  
 elaborate  
 embroidered  
 enormous  
 event  
 exhibition  
 explain  
 fancy-dress party  
 filled with  
 firework display  
 flag  
 float  
 forever  
 furiously  
 give somebody a hand  
 glove  
 group  
 health  
 hit  
 incredible  
 join in with  
 kite  
 knock out  
 label  
 lead singer  
 lean over  
 lord  
 loud  
 magician  
 make a speech  
 match  
 memory  
 opponent  
 parade

## Word List

perform  
platform  
play tricks on  
preparation  
prize  
procession  
protect  
punch  
put on  
region  
reward  
run over  
scarf  
set up  
show  
show off  
skill  
sky  
sock  
sound system  
speaker  
spectator  
stage  
stay up  
strength  
string  
stunning  
take my eyes off  
Tartar warrior  
team  
thankful  
traffic lights  
trick  
tug  
wave  
yearly

### Unit 14

adopt  
all in all  
amusing  
antler  
aquarium  
attention  
bamboo  
become extinct  
bite  
border  
breed  
bushy  
captivity  
chance  
chew  
companion  
company  
contrast  
copy

deer  
die out  
dig  
endangered species  
entrance  
extinction  
face  
fin  
first of all  
freshwater  
furthermore  
guide dog  
hedgehog  
hole  
horn  
house pet  
however  
illegal  
in exchange for  
litter tray  
loyal  
loyal to  
make a mess  
male  
moreover  
nature documentary  
on the other hand  
opposing  
owner  
personality  
point of view  
product  
project  
raccoon  
regular  
reptile  
rhetorical question  
sarcastic  
save  
secure  
smuggle  
species  
speed  
squirrel  
stripe  
support  
survival  
the blind  
the elderly  
the wild  
train  
turtle  
valuable  
value  
vet  
wag  
watchdog

weigh  
whale  
wolf

### Unit 15

actually  
available  
but  
cable  
chat  
chat group  
computer screen  
connect  
create  
current event  
document  
doubt  
download  
dozen  
enter  
entertainment  
exchange  
exist  
faraway  
for example  
grow  
however  
in conclusion  
in search of  
interest  
Internet  
invention  
keyboard  
library  
mainly  
message  
modem  
mouse  
multimedia  
newsgroup  
nuisance  
obviously  
on-line shopping  
promise  
service  
share  
solve  
space  
store information  
subject  
suggest  
surf the net  
surprise  
underline  
what a pity  
what a shame

what is more  
whether  
World Wide Web

### Story 3 - Episode 1

as far as  
assignment  
disaster  
dogsled  
engine  
glacier  
hold on  
icecap  
land  
mayday  
melt  
midnight sun  
research station  
set  
tight

### Story 3 - Episode 2

crash landing  
escape  
explorer  
freeze to death  
hop  
introduce  
land  
noisemaker  
polar bear  
rescue  
run away  
safely  
smoke  
snowmobile  
tent  
thank goodness



# UNIT 1



Spain is one of the most popular tourist destinations in the south-west of Europe. It is famous for its beaches, bullfights and festivals.

Spaniards are famous for their beauty. They have Mediterranean features, which means that they .....

.....  
.....

In Spain, most people live .....

.....  
.....

The Spanish love to eat .....

.....  
.....

In their free time, Spaniards love .....

.....  
.....

Spain is a fantastic country to visit. Its warm climate and passionate people make it a great place for a holiday.

# UNIT 2

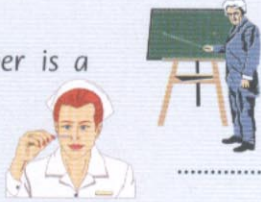
18th July.....

Dear Tony,

My name is Steve Evans. I am fifteen years old and I live in Blackpool, England.

There are four of us in our family: my parents Bill and Karen, my sister Gina, aged twelve, and me.

My father is a ..... He works in a primary school. My mother



is a ..... at the local hospital. We live in a big



..... with a lovely garden, about half an hour from the city centre.

My school is about ..... from our house. I always go by



..... It usually takes ..... and it's good exercise.



I usually leave home at ..... and get to school at



..... Lessons finish at ..... When I get back



home, I have a snack and then ..... After that we have



dinner, then I ..... At the weekends, we often go to the



..... by ..... It takes nearly an



..... to get there, because there are traffic jams sometimes, so it can

be very slow. We don't mind, though.

Well, that's all about me. Please write back soon and tell me about yourself.

Best wishes,

Steve





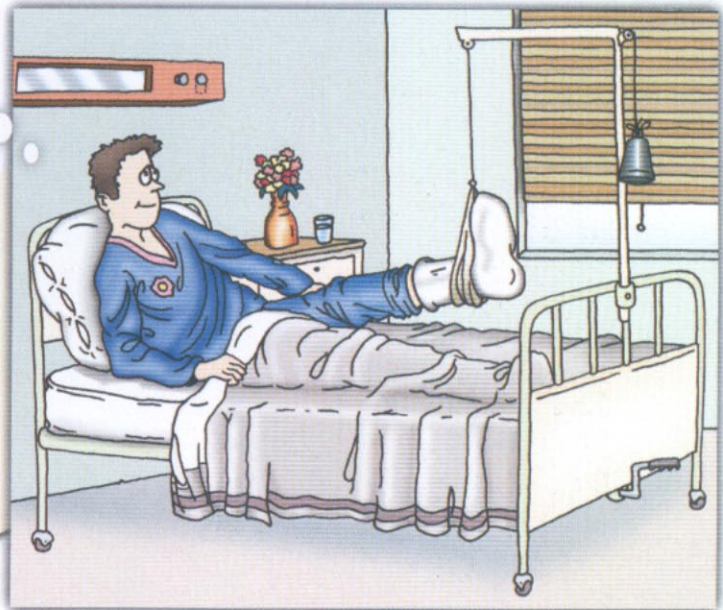
## UNIT 4



- Jack - experienced skier - alone on Swiss ski slope
- suddenly - one of his skis hit something hard - Jack fly in air
- try to stand up - break leg - not able to walk
- sun start to set - Jack begin feel frightened

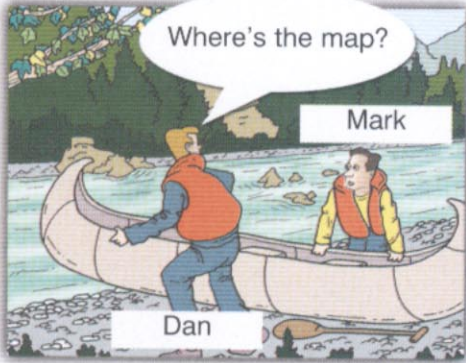


- Jack in hospital - leg in plaster
- lucky be alive
- think about huge Saint Bernard dog - find him
- Jack smile himself - "Thanks to the dog I didn't freeze to death."





# The Waterfall



One morning Dan and Mark pushed their canoe .....

.....

.....

.....

.....

.....



Later, they stopped to have a cup of hot coffee. ....

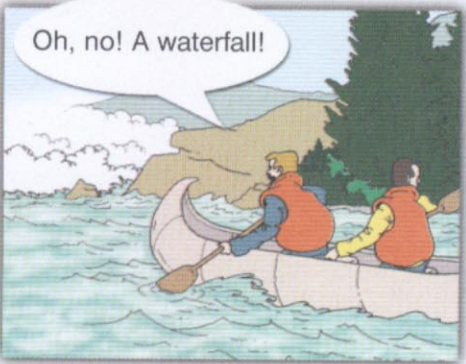
.....

.....

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.....



A short while later they decided to turn around. "Oh, no! ...

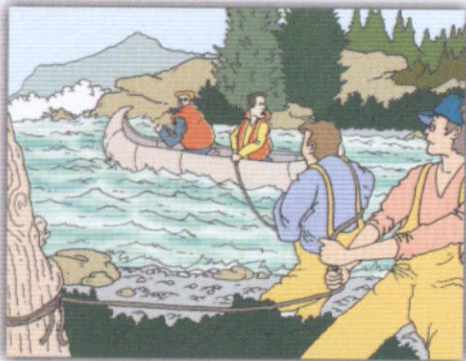
.....

.....

.....

.....

.....



"Here! Catch!" someone shouted. Two fishermen .....

.....

.....

.....

.....

.....



# UNIT 5

6th May.....

Dear Nick,

Many thanks for your letter. It was great to hear from you. I was glad to hear that you are going on holiday to Toronto.

Unfortunately I can't join you. I can't afford a holiday this year because I want to save some money. I'm 1) ..... work as .....



in an Italian restaurant instead. I'm also 2) ..... take .....

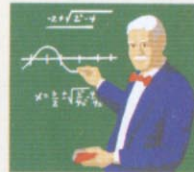


..... because I'm 3) ..... buy .....

..... before lessons at university start.



I'm 4) ..... study .....



too, because I want to

do well at university. I'm 5) ..... join .....



as well, because I've put on weight and I want to get fit.

Well, that's all for now. Enjoy yourself and do send me a postcard from Toronto.

Best wishes,

Robin



# UNIT 6

- they are full of sugar and are bad for your teeth
- they will keep you awake at night
- they keep your skin clear
- they are bad for your health
- it will keep your body healthy

**Use:** a lot of, too much, too many, don't etc



.....

.....

.....

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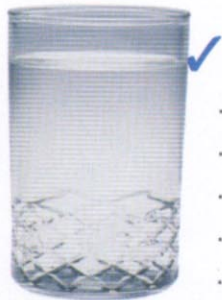
.....

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# UNIT 7

6th May.....

Dear Karen,

I'm sorry I haven't written for so long, but as you can imagine, I've been very busy since we moved into our new house. It's a lovely house, but we still have a lot of work to do!

We 1) ..... (already/paint)



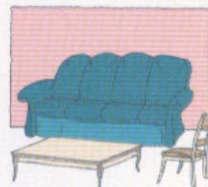
the walls and we 2) ..... (hang) the



3) ..... We 4) ..... (repair) the back door

and we 5) ..... (also/lay) the carpets, but

we 6) ..... (not/buy) all the



7) ..... yet. We 8) ..... (put up) shelves in the

kitchen, too. Unfortunately, we 9) ..... (not/tidy) the



10) ..... yet, but we 11) .....

..... (mend) the

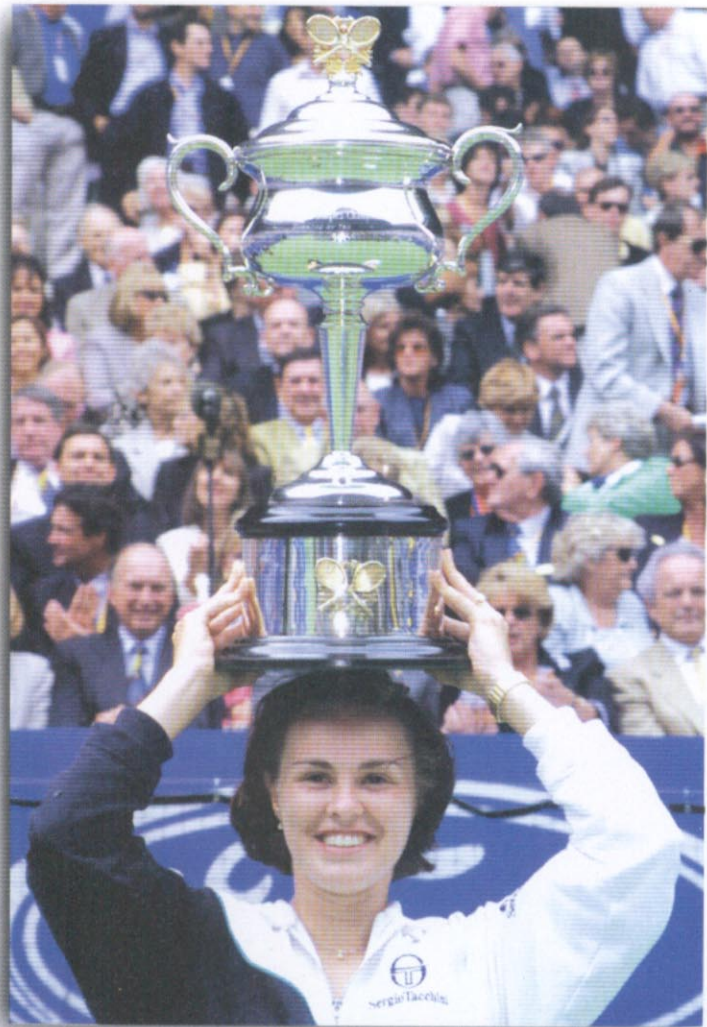


12) .....

I'm sure you'll love the house when you see it! We wanted to have a housewarming party, but at the moment everything is still in such a mess. I just hope it won't take too long to clear up the mess! Do come and visit us when you've got time.

Love,

Jill



# Martina Hingis

Martina Hingis is one of the greatest tennis players .....

.....  
.....  
.....

Martina was born in Kosice, Czechoslovakia

.....  
.....  
.....  
.....

In 1994 she became European Champion for players under 18. ....

.....  
.....  
.....  
.....  
.....  
.....  
.....

Martina doesn't have a lot of time for a social life. She is determined and .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

# UNIT 8


2nd August, .....

Dear Sue,

How are you? I hope you got my postcard from Portugal. I had a very relaxing time there and felt great when I arrived back in the UK.



However, all that was spoilt when I came 1)  .....


there 2) ..... (be) a burglary. What a mess! The burglars 3) .....

(break) the 4)  .....

..... (open) the 6)  .....


7) ..... (also/smash) my favourite vase and pulled most of my

8)  ..... out of the 9)  .....

10) ..... (throw) my 11)  .....

onto the floor and broken it. It was awful.

As I'm sure you can imagine, I was very shocked at the time. I'm feeling better now, though.

I'm having a burglar alarm installed soon, and the 12)  .....

can get my jewellery back.

Well, I hope everything is okay with you. Do drop me a line when you have time.

Love,

Sheila







UNIT 13



11th April, .....

Dear Heidi,

How are you? I'm writing to invite you to my birthday party on 6th May at .....



at the Alpine Hotel. I hope you will be able to come.

We are going to have a ..... and my mother's going to .....



..... After I've blown .....



....., my father is going to .....



..... Then, we are going to .....

..... and .....



have a ..... to perform some tricks, but then we decided not to.

I suppose you will come ....., so here are the directions



from the bus stop. Walk past the church and .....



into Grey Street. Walk to the end of the road and take the first turning on your

..... into Apple Street. The Alpine Hotel is about 50 metres down the



street, opposite the post office.

I really hope you can make it. Write soon and let me know if you can come.

Lots of love,

Jane





