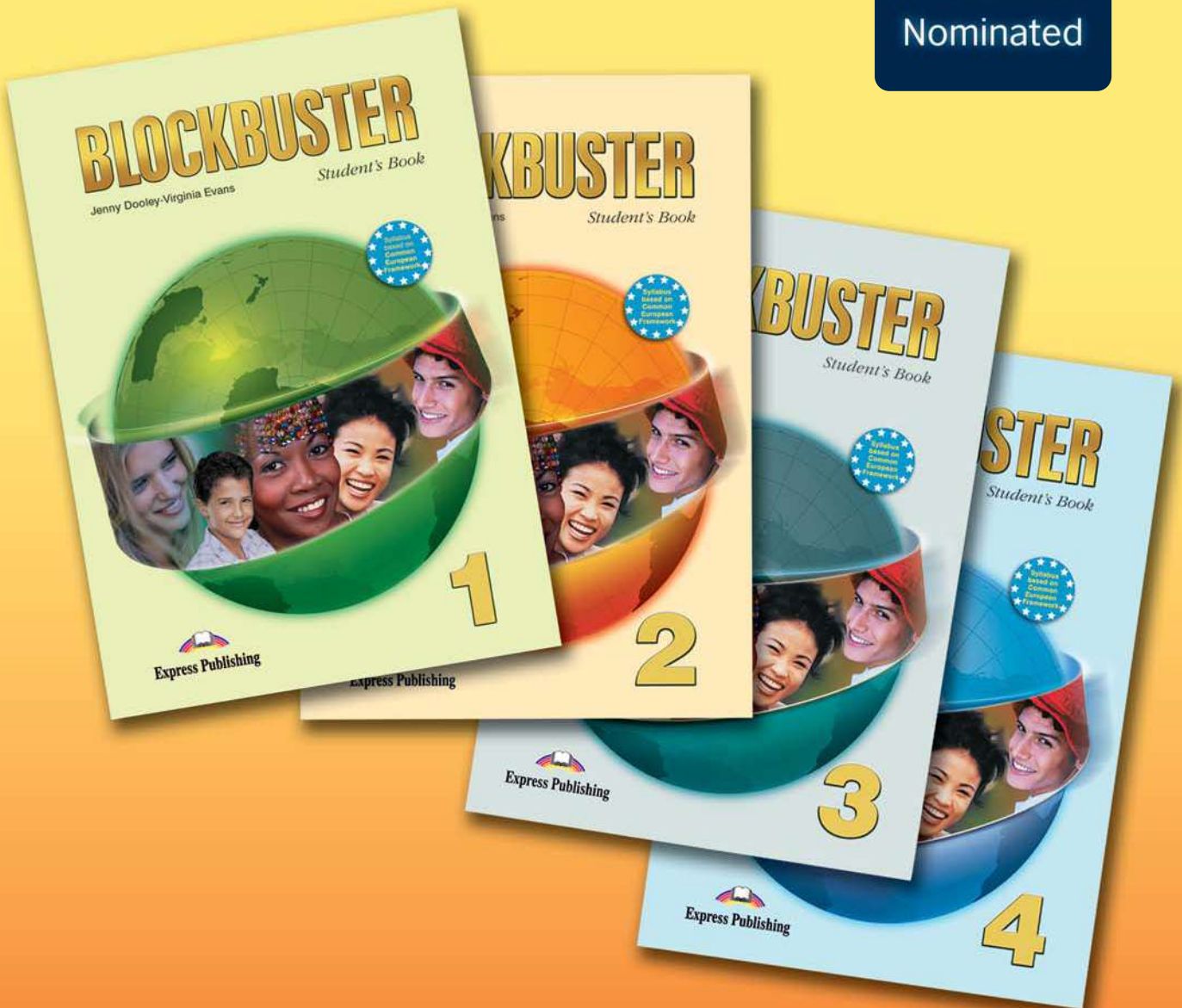
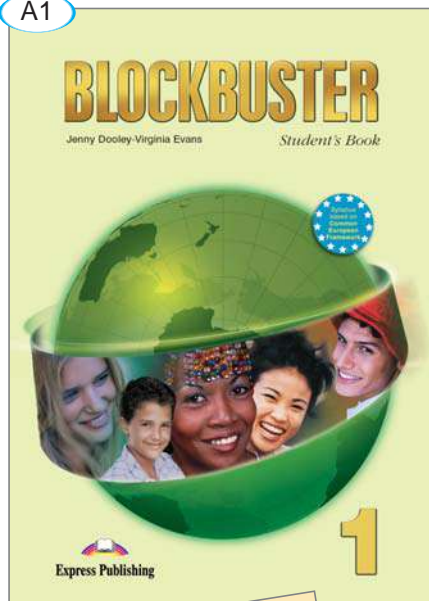


BLOCKBUSTER



Express Publishing

A1



Blockbuster 1 - 4



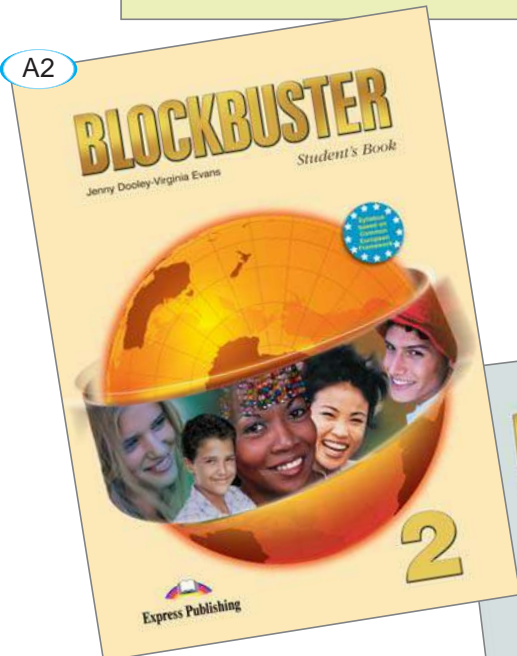
Blockbuster is designed for learners studying English at beginner to intermediate level. The series follows the principles of the Common European Framework of Reference and combines active English learning with a variety of lively topics presented in themed modules.



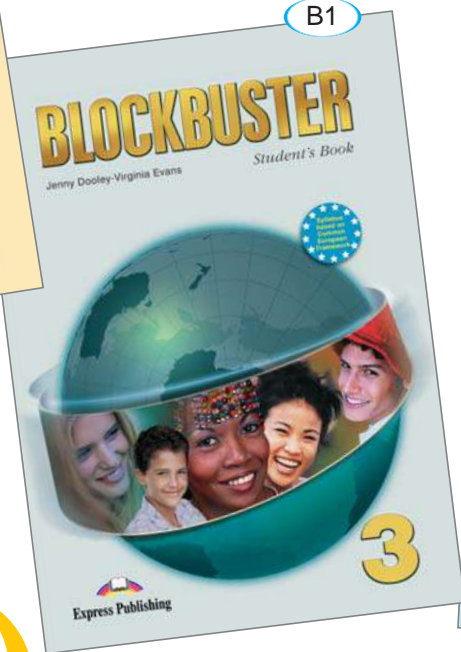
Key Features

- theme-based units in modules
- a varied range of reading texts from authentic contemporary sources with exercises which encourage learners to read extensively as well as intensively
- realistic stimulating dialogues featuring people in everyday situations
- exploring grammar sections covering grammatical areas appropriate for each level plus a Grammar Reference Section
- a wide range of speaking activities
- pronunciation and intonation sections
- study skills and tips to help learners become autonomous
- cartoon strips, jokes and songs
- Culture Corner and Curricular Cuts sections at the end of each module
- pairwork activities
- self-check sections at the end of each module
- fully interactive CD-ROMs/DVD-ROMs

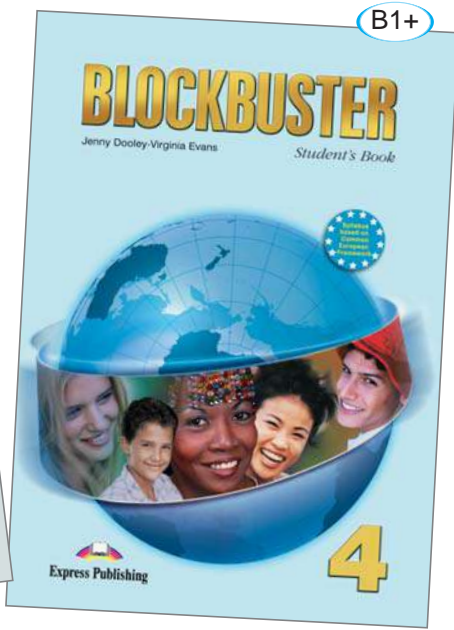
A2



B1



B1+



Fully interactive DVD-ROMs offer students the option to practise material in British English or American English.

- A Workbook with a complete Grammar Book helps students to further exploit vocabulary and grammar structures presented in the course.
- Blockbuster 1 - 4 Grammar Books are also available

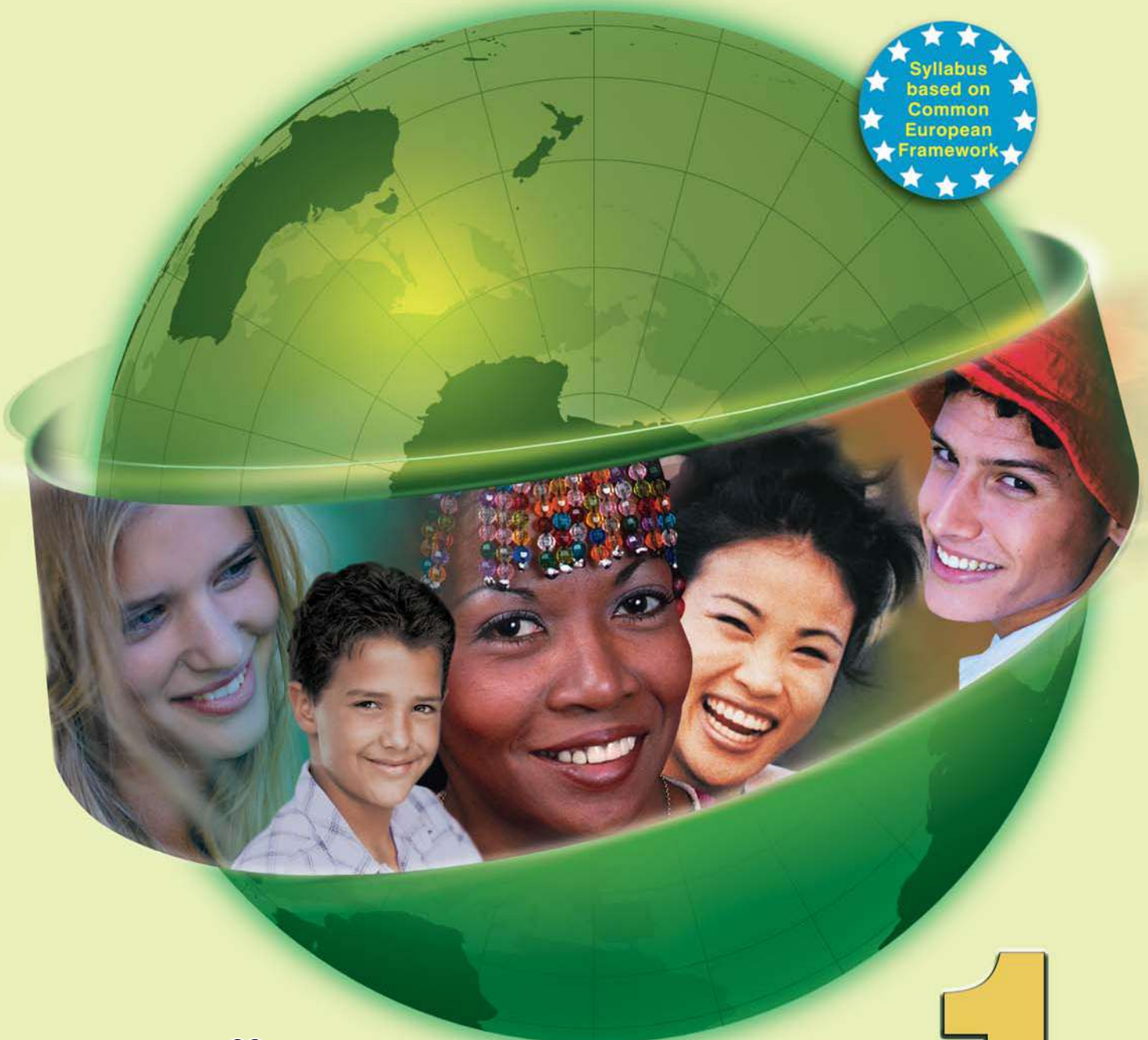
Web Companion

Visit <http://www.expresspublishing.co.uk/elt/blockbuster> for free resources and Portfolio activities.

BLOCKBUSTER

Jenny Dooley-Virginia Evans

Student's Book



Express Publishing

1

Contents

		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING
MODULE 1 (pp. 6-19)	1 Hello! (pp. 6-7)	names		dialogues	introducing yourself/ others	
	2 Letters, Colours & Numbers (pp. 8-9)	alphabet, colours, school objects, numbers (1-20)	What questions	for numbers & spelling, a song	spell words, count from 1-20 identify objects	
	3 What's this? (pp. 10-11)	everyday objects	a-an, subject pronouns, the verb to 'be' affirmative	a short text about a person	identify objects	a short text about yourself
	4 Meet my pet! (pp. 12-13)	pets	how/what/which questions	people & pets, choose the correct picture, /i/, /ɪ/	introductions, greetings, asking about age	a short text about you and your pet
	5 Meet my family! (pp. 14-15)	family members		a letter	present your family, capital letters	a letter to a friend about your family
Culture Corner 1: Famous Sports People: David Beckham (p. 16), Curricular Cuts 1: (Art) Colours (p. 17), Self-Check 1 (pp. 18-19)						
MODULE 2 (pp. 22-35)	6 What's your job? (pp. 22-23)	jobs		dialogues	talk about people & jobs, remember new words	
	7 Where are you from? (pp. 24-25)	countries & nationalities, numbers (21-1000)		dialogue, choosing the correct picture	present yourself, ask about people,	a celebrity poster
	8 Nice people, nice places (pp. 26-27)	countries, neighbourhoods	'to be' (negative & interrogative), there is/are	song, specific words	describe your neighbourhood	
	9 Greetings from ... (pp. 28-29)	attractions in big cities	adjectives	postcards, /s/, /ʃ/	greetings, saying goodbye	a postcard
	10 My town (pp. 30-31)	sights/places in towns		a short descriptive text about Montreal	describe a town, keep notes while listening	a short article about a city
Culture Corner 2: Capital Cities (p. 32), Curricular Cuts 2: (Geography) European Capitals (p. 33), Self-Check 2 (pp. 34-35)						
MODULE 3 (pp. 38-51)	11 Welcome! (pp. 38-39)	furniture		dialogues, True/ False statements	describe rooms	a paragraph about your living room
	12 My house (pp. 40-41)	rooms, household objects	prepositions of place	dialogue, renting a room	position of objects, remember new words	label rooms in your house
	13 What have you got? (pp. 42-43)	possessions	have got, this/that – these/those, plurals, possessives/poss. case	tick what people have/haven't got	objects near/far from you, spelling rules for plurals	a short paragraph about things in your bedroom
	14 Home, sweet home! (pp. 44-45)	types of houses, ordinal numbers (1st-10th) floors		match pictures, /s/, /z/, /z/ plurals, song	addresses	
	15 My home, my castle (pp. 46-47)	houses	adjectives	a letter, house advert	renting a house, remembering adjectives	a letter to a pen friend about your house
Culture Corner 3: Famous Buildings (p. 48), Curricular Cuts 3: (Art & Design) Perfect Palaces (p. 49), Self-Check 3 (pp. 50-51)						
MODULE 4 (pp. 54-67)	16 Working with animals (pp. 54-55)	jobs related to animals		dialogues, find differences	describing pictures	
	17 Animal magic (pp. 56-57)	parts of animals, what animals can do	can	dialogue, make true sentences	describing animals, acting out dialogues	describing animals and what they can do
	18 Actions (pp. 58-59)	verbs	can, present simple affirmative	text about a person, /s/, /z/, /ɪz/	talking about abilities	a short text about a family member
	19 At work (pp. 60-61)	jobs	prepositions of time (at, in)	<i>A Life with Dolphins</i>	telling the time, understanding the topic	sentences about activities you do
	20 Wild animals (pp. 62-63)	wild animals		<i>The Timber Wolf</i> , song, gap filling	present wild animals	a short text about the tiger
Culture Corner 4: Safari Park (p. 64), Curricular Cuts 4: (Science) Animals (p. 65), Self-Check 4 (pp. 66-67)						
MODULE 5 (pp. 70-83)	21 Day in, day out (pp. 70-71)	everyday activities		dialogues, find differences	your daily routine, remember new words	sentences about your daily routine
	22 My Week (pp. 72-73)	days of the week, habits	adverbs of frequency	dialogue, song	people's routine, using a dictionary	your weekly routine
	23 All year round (pp. 74-75)	months, seasons, activities related to seasons	present simple, negative/interrogative, prepositions of time		family habits, join sentences (and/ but)	a paragraph about your favourite season
	24 Free time! (pp. 76-77)	free time activities	opposites	holiday ads, correct sentences, /ʌ/	talking about free-time activities, reading for specific information	an advertisement about a holiday place
	25 People I love (pp. 78-79)	people's appearance & character		<i>Ben Affleck</i>	describing family members/friends, predicting content	an article about a famous person
Culture Corner 5: Springtime in the UK (p. 80), Curricular Cuts 5: (Literature) Spring (p. 81), Self-Check 5 (pp. 82-83)						

	VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING	
MODULE 6 (pp. 86-99)	26 How much is it? (pp. 86-87)	supermarket sections/items		matching dialogues to pictures	buying fruit, learning new words	a poster of fruits
	27 What's for lunch? (pp. 88-89)	food & drinks, places to eat		dialogue (order food), /θ/, /ð/	ordering food, remembering new words	a menu
	28 Let's do our shopping (pp. 90-91)	food items	countable/ uncountable nouns, a/an/some/ any, how much/many	a shopping list	making a shopping list	a shopping list
	29 I ♥ shopping (pp. 92-93)	shops & products	prepositions of place	<i>The Body Shop</i> , song	asking for & giving directions	shops in your neighbourhood
	30 Let's cook! (pp. 94-95)	verbs used in recipes	the imperative	<i>Anna's German Pancakes</i>	interpreting pictures	a recipe
	Culture Corner 6: Eating in England (p. 96), Curricular Cuts 6: (Food technology) Ingredients in Recipes (p. 97), Self-Check 6 (pp. 98-99)					
MODULE 7 (pp. 102-115)	31 Are you having fun? (pp 102-103)	holiday activities		dialogues, choose correct word	describing holidays, understanding new words	
	32 On Sale! (pp 104-105)	clothes & prices, materials, sizes	too – enough	dialogue (choosing a shirt), write the correct floor	asking about prices/ materials, finding similar phrases	descriptions of people's clothes
	33 What are you doing now? (pp. 106-107)	activities	present continuous vs present simple	a postcard, predict content, /ŋ/	finding differences in pictures	a postcard
	34 What's the weather like? (pp. 108-109)	weather		communicative texts, reading for detailed meaning, song	talking about clothes & weather, choosing the right picture	an e-mail
	35 Shopping for clothes (pp. 110-111)	places to buy clothes	most – some – a few	<i>The clothes make the man</i>	expressing likes/ dislikes, doing a class survey, writing final draft	an article about teenagers' taste in clothes
	Culture Corner 7: The Climate in Sydney (p. 112), Curricular Cuts 7: (Science) Snow (p. 113), Self-Check 7 (pp. 114-115)					
MODULE 8 (pp. 116-131)	36 On Holiday! (pp 118-119)	holiday accommodation, signs	must(n't)/can't	dialogues, register at campsite	describe holiday accommodation	short advert about a campsite
	37 Holiday Plans (pp 120-121)	holiday activities	going to	an advertisement	holiday plans	sentences about holiday plans
	38 On board! (pp. 122-123)	means of transport	comparative forms	short descriptive texts, explain route	compare two places, give a guided tour	short text about a historic city
	39 Let's Celebrate! (pp. 124-125)	festivals, celebrations	present continuous vs going to	travel agency adverts, complete missing information	make arrangements	an advert for a celebration
	40 How about ...? (pp. 126-127)	parties		letter/card of invitation, song	make invitations, accept-refuse, /r/, silent /r/	an informal letter of invitation
	Culture Corner 8: Art in Modern Buildings (p. 128), Curricular Cuts 8: (Science) The Solar System (p. 129), Self-Check 8 (pp. 130-131)					
MODULE 9 (pp. 132-147)	41 Fame and Pride (pp 134-135)	famous people, dates from the past	to be (past tense)	dialogues	ask about past activities	poster of famous people
	42 Great Tragedies (pp 136-137)	disasters	past simple (regular verbs)	<i>The Great Fire of London</i> , song	ask personal information, -ed ending	five sentences about what you did yesterday
	43 Those who changed the world (pp. 138-139)	biographies	past simple (irregular verbs)	<i>Abraham Lincoln</i> , sequence of events, match, speak	make up a story, talk about the past	a biography
	44 Great Civilisations (pp. 140-141)	ancient civilisations	had-could, question words	<i>The Inca Civilisation</i> , multiple choice	give factual information	an article about an ancient civilisation
	45 Days to remember (pp. 142-143)	experiences & memories	superlative forms	narrative, sequence of events	likes-dislikes, compare more than two places, people, etc	a story
	Culture Corner 9: Ancient Art (p. 144), Curricular Cuts 9: (History) The History of the Alphabet (p. 145), Self-Check 9 (pp. 146-147)					

Christmas Around the World! (pp. 148-149), It's Carnival Time! (pp. 150-151), Happy Easter (pp. 152-153), Pairwork Activities (pp. 154-162), Grammar Reference Section (pp. 163-174), Word List (pp. 175-184), Key Self-Check Sections (pp. 185-189)

Work and Play

◆ Before you start ...

- What is your favourite animal?
- What does it look like?
- What can it do?

◆ Look at Module 5

- Where are the pictures (1-5) from? Say the Unit number.

◆ Find the page number(s) for

- | | |
|---------------------------|----------------------|
| a famous actress | <input type="text"/> |
| poems | <input type="text"/> |
| a person's weekly routine | <input type="text"/> |
| flowers | <input type="text"/> |
| a dictionary entry | <input type="text"/> |

◆ Listen, read and talk about ...

- everyday activities
- daily routines
- days of the week
- months of the year
- seasons
- seasonal activities
- free time activities
- holidays
- people's appearances/characters

◆ Learn how to ...

- talk about daily routines and free time activities
- tell the days/months/seasons
- describe people's appearances and characteristics



MODULE 5

Units 21 - 25

◆ Practise ...

- present simple
- adverbs of frequency
- prepositions of time
- pronunciation of /ʌ/

◆ Write ...

- your daily routine
- your weekly routine
- about your favourite season
- an advertisement about a holiday place
- an article about a famous actress



Culture Corner: Springtime in the UK

Curricular Cuts: Spring



21 Day in, day out

Vocabulary

Everyday Activities

1 a) Match the pictures (1-9) to the activities (a-i).

- | | |
|--------------------------|------------------------------------|
| a read the paper | f walk to work/school |
| b go to the gym | g go water-skiing |
| c cook lunch | h sleep late |
| d brush your teeth | i catch a train to work/
school |
| e go to an Internet café | |

Study Skills

Remembering new words

Try to make sentences using new words. This helps you remember them. Look for examples in your dictionary.

- b) Which of these do/don't you do every day? *I read the paper every day.*
I don't go to the gym every day.

Listening

2 a) Listen and repeat. Can you explain these sentences in your language?

- What time do you start work?
- What time is it?
- At half past eight.
- I'm late for school!
- You're right.

b) Read the sentences, then close your books and try to remember as many as possible.

Reading

3 a) Read the dialogues and complete the sentences (1-3).

- 1 Claire gets up at
- 2 Claire starts work at
- 3 Mary goes to the gym on

b) Explain the highlighted words in your language.



4  Listen and read the dialogues. Find four differences.

A Tom: What do you usually do in the morning, Claire?

Claire: Well, I get up at 7:00 and I have breakfast.

Tom: Do you catch the train to work?

Claire: No, I don't. I always walk to work.

Tom: What time do you start work?

Claire: At half past eight.

B Mary: What time is it, Ann?

Ann: It's eight o'clock.

Mary: Oh, no! I'm late for school!

Ann: You don't go to school today, Mary. It's Saturday.

Mary: You're right. I usually go to the gym on Saturdays.

5 In pairs, read the dialogues aloud.

Speaking

6 Look at Ex. 2. In pairs, say what the other speaker says.

7 Look at the pictures. Ask and answer, as in the example.

S1: Do you read the paper every day?

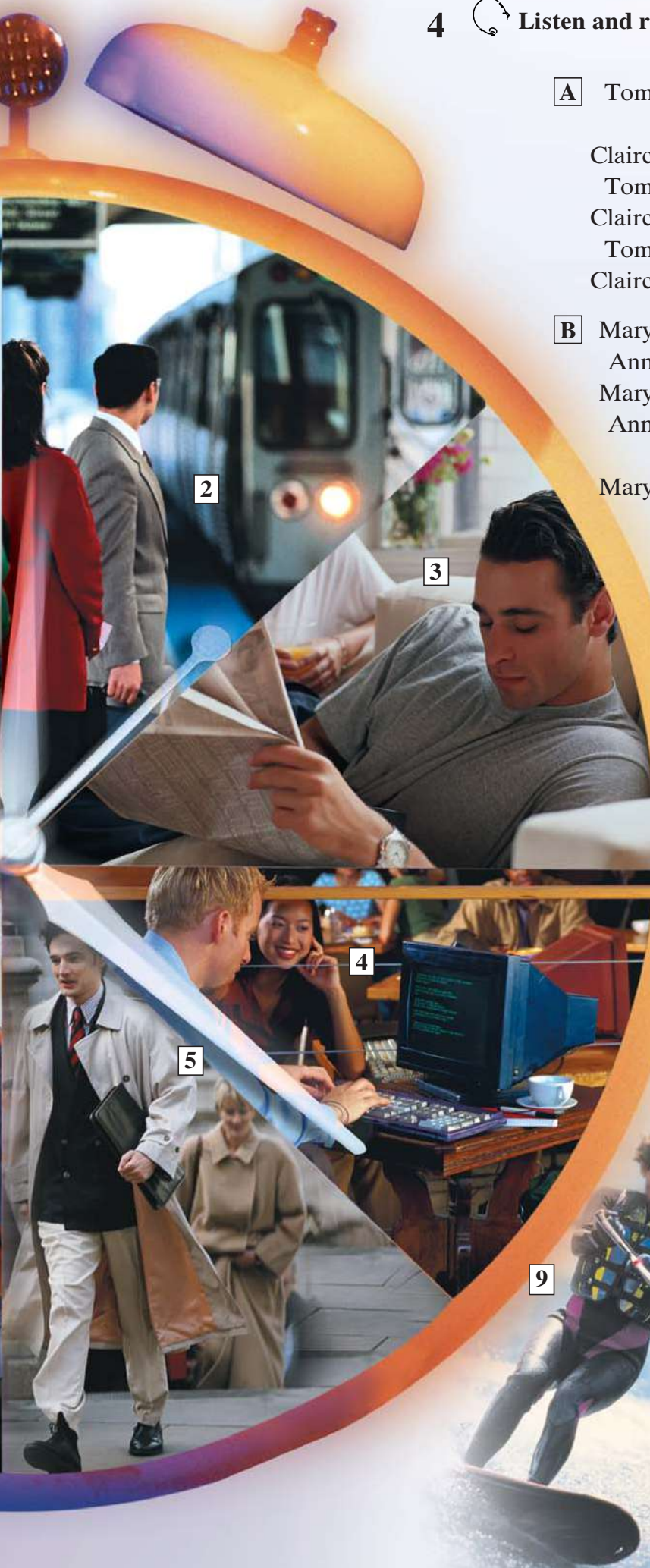
S2: Yes, I do. Do you go to the gym every day?

S3: No, I don't. Do you ... etc

Writing

8 **Portfolio:** Write five sentences about your daily routine.

I get up at 7:30 every day.



22 My Week

Vocabulary

Days of the week

- 1  a) Listen and repeat. Translate into your language.



b) Now answer the questions.

- 1 What day is it today?
- 2 What day is it tomorrow?
- 3 What days are at the weekend?

Speaking

- 2 a) Look and say what Paul does each day.



On Monday, Paul plays football.

- b) Tell your partner what you do each day.

On Monday, I have a piano lesson.

Reading

- 3 a) Sue and Steve are friends. What does Sue do on Sundays? Guess. Listen and read and check your answers.

Sue: Do you usually sleep late on Sundays, Steve?

Steve: No, I don't. Sometimes I get up early and go for a walk. How about you, Sue?

Sue: I get up early every day in the week, so on Sundays I always stay in bed until lunchtime.

Steve: You lazy thing!

- b) What time do you get up on Sundays?

Grammar

Exploring Grammar Adverbs of Frequency

- 4 Study the examples. Do we use adverbs of frequency before or after the verb in English? Find examples in Ex. 3.

He always sleeps late.
She usually has lunch at 1:00.
They sometimes go water-skiing.
I often play basketball.
He never plays basketball.

5 Put in the correct order.

- 1 eat / they / usually / at / lunch / 1 o'clock
- 2 TV / morning / Martha / watches / never / the / in
- 3 on / goes / always / he / swimming / Fridays
- 4 late / Philip / works / often

Listening

- 6 a) Linda is talking to her friend about what she does at weekends. Read sentences 1-5 and try to guess the correct answers.

b) Listen and choose the correct answer: A, B or C.

- 1 At weekends, Linda
 - A never goes out.
 - B always goes out.
 - C sometimes stays in.
- 2 On Saturday mornings, she usually
 - A meets friends.
 - B goes shopping.
 - C goes to the gym.
- 3 Linda meets her friends at
 - A a hotel.
 - B home.
 - C the café in town.
- 4 How often does Linda go for a walk?
 - A every day
 - B very often
 - C every Sunday morning
- 5 Linda goes to the cinema on ...
 - A Saturday evenings.
 - B Sunday evenings.
 - C Monday mornings.

Study Skills

Using a dictionary

A dictionary entry can show:

- how a word is pronounced
- what part of speech it is
- how we can use it in a sentence
- a simple explanation
- an example sentence

usually /ju:ʒʊəli/ adv: adv
before v, generally, normally
He usually gets up at 6 o'clock everyday.

Songtime!

- 7 Look up the highlighted words in the song in your dictionary. What part of speech are they? Which ones have got a direct opposite?
- 8 a) Read the title. What could the song be about? Listen and read and check.

b) Read and write the person's routine. Compare it with your routine.

Busy

On Mondays, I play football
On Tuesdays, I meet friends
On Wednesdays, I play basketball
The fun just **never** ends

*I'm **always** very busy
I've got lots of things to do
From Monday through to Friday
And at the weekends too*

On Thursdays, I go shopping
And buy the things I like
On Fridays, I go swimming
And I **often** ride my bike

On Saturdays, I watch TV
And stay up very **late**
On Sundays, I have lots of fun
The weekends are **just** great.

Writing

- 9 **Portfolio:** Write your weekly routine.

23 All year round

Vocabulary

Months & Seasons

- 1 a) Listen and repeat.
Say the months of each season.



- b) Which is your favourite season?

Reading

- 2 a) Read the title. What is the text about? Which of the words/phrases do you expect to read?

- school • beach • go skiing
- watch TV • ride bike • snow

Listen or read and check.

I ♥ winter

Winter is great in Colorado. It's very cold but when it starts to snow, everything looks beautiful. Sometimes it starts to snow in September. I go skiing as often as I can. It's so much fun. Some of my friends go ice-skating but not me.
Peter, USA

- b) Read again. What is Peter's favourite activity?

- 3 What do you *usually/never/always/often/sometimes* do in summer/spring/winter/autumn? Choose from the pictures.



In summer, I usually go swimming. I never fly a kite.

Grammar

Prepositions of Time

- We use **on** for days, dates and parts of a day (*on Monday, on 12th March, on Friday morning*).
- We use **in** for months and seasons (*in July, in summer*).

- 4 Fill in *on* or *in*, as in the example.

- 1 Mark's birthday is *on* 3rd March.
- 2 Al's birthday is August.
- 3 Mike always drives to work Mondays.
- 4 I go ice-skating winter.
- 5 Bill goes shopping Saturday mornings.

GAME

Your teacher says names of days, dates, months, etc. The class, in teams, say the correct preposition: *in, on, at*. Each correct answer gets 1 point. The team with the most points is the winner.

Teacher: Monday.

Team A S1: on Monday

Teacher: Correct! Team A gets 1 point.
the weekend

Team B S1: at the weekend etc

Present Simple (negative & interrogative) Exploring Grammar

- 5 How do we form the negative and interrogative of the present simple? Look at the table and say.

NEGATIVE

I/you/we/they **don't** } know/like/go/etc
he/she/it **doesn't** }

INTERROGATIVE

Do I/you } know/like/go/etc?
Does he/she/it }

SHORT ANSWERS

Yes, { I/you/we/they **do**.
he/she/it **does**. No, { I/you/we/they **don't**.
he/she/it **doesn't**.

- 6 Fill in *does, is* or *has*.

A: 1) your brother play football?
B: Yes, he 2) He 3) in the school team.
A: Really? 4) he got a favourite team?
B: Of course he 5) His favourite team 6) Manchester United.
A: 7) he go and watch them play?
B: No, but he watches them on TV.

- 7 In pairs, ask and answer.

1 you play basketball?
A: Do you play basketball?
B: Yes, I do./No, I don't.
2 you walk to school/work?
3 your father go to the gym?
4 you get up early?
5 your mother work?
6 you go swimming in summer?

- 8 Join the sentences. Use *and* or *but*.

1 Pat / play tennis (✓) - basketball (✗)
Pat plays tennis but she doesn't play basketball.
2 Lyn / like reading (✓) - swimming (✓)
Lyn likes reading and swimming.
3 Tim & Bob ride a bike (✓) - a horse (✗)
4 Rosa go to the cinema (✓) - theatre (✗)
5 Tony speak English (✓) - Spanish (✓)

Speaking

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

- live in a flat?
- like pop music?
- play computer games?
- catch a bus to school/work?
- dance well?
- get up early on Sundays?
- meet your friends every day?

A: Do you live in a flat?

B: Yes, I do. What about you?

A: I don't. I live in a house. Do you ... etc

Writing


- 10 Portfolio: Which is your favourite season? Write a short paragraph about it. Write: • name of season
• activities you/your friends do

24 Free time!

Speaking

- 1 How do you spend your summer holidays? Where do you go? Who with? Tell the class.

Listening

- 2  Listen and correct the sentences.
 - 1 You can go to a Park Centre only in the summer.
 - 2 Backpacker's Bus Tours offer tours in Europe only.
 - 3 Tomson Tours are very expensive.

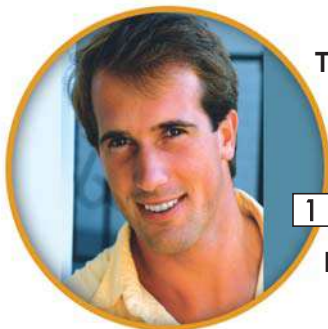
Study Skills

Looking for specific information

Underline key words in the descriptions, questions etc. Read the text(s) and try to find sentences, phrases etc that match the underlined key words. The matching sentences, phrases etc are usually paraphrased.

Reading

- 3 a) Read description No 1 below and the advertisements (A-C). Use the underlined parts to find the best holiday for Trevor.



Trevor is a teacher. He likes to meet new people and see new places. Trevor gets six weeks' holiday in the summer. In his free time he goes swimming and he reads.

1

Mr and Mrs Brown and their children like lots of different sports and activities. They usually take their holidays in spring, but they don't go abroad.



2

b) Read description No 2 and underline the key words. What is the best holiday for the Browns?

c) Now, explain the words in bold in your language.

- 4 Read again and write the opposite adjectives.

- 1 boring places ≠ places
- 2 old friends ≠ friends
- 3 expensive holidays ≠ holidays
- 4 old fashioned hotels ≠ hotels
- 5 dirty hotels ≠ hotels

Royal Park Centre

Come to a Park Centre near you this year. We have a **wide range** of sports, activities and fun things to do for all the family all year round. Why fly **overseas** when you can have a great holiday here at a Park Centre?

Call 0800-2170356 for more **information**.

Everyday English

Talking about free-time activities

5  a) Listen and repeat.

A: What do you do in your free time, Mrs Jones?

B: I usually read a good book or watch TV. What about you?

A: I go swimming!

b) Work in pairs. You are a famous person. Your partner asks you about your free-time activities.

A: What do you do in your free time, Brad?

B: I go fishing or horse riding.



Pronunciation /ʌ/

6  Listen and repeat.

brother – does – love –
mother – money

*My brother doesn't have
much money.*

*My mother loves the
countryside.*

Writing (project)

7 **Portfolio:** Write a short advertisement about a holiday place.

A



B

Backpacker's Bus Tours

Join a Backpacker's Bus Tour and spend 4-6 weeks this summer in new and interesting places. We offer tours through Europe, the USA and Australia, with the chance to make new friends along the way.



Visit our website at
www.backpackers/bustours.com

C

Tomson Tours offer cheap holidays with sun, sand, sea and fun for all the family. Why not visit Spain, Italy, Greece or Turkey and stay in one of our clean, modern hotels? We have lots of activities to offer, too.

Call 01882-762100 now!

 Tomson Tours

25 People I love

Skills Work

Vocabulary

Appearance

1 Read and explain the words in your language.



fat/plump



slim

Build



short

tall

Listening

2 a) Listen and choose the correct words in bold.

1) tall/short and slim – short brown hair – 2) **brown/blue** eyes – beard and moustache



John



Maggie

quite 3) **short/slim** – 4) **grey/black** hair – green eyes – glasses

quite short and 5) **slim/fat** – 6) **short/curly** black hair – 7) **brown/green** eyes



Bill



Cindy

quite tall but a bit 8) **slim/plump** – 9) **long/short** blonde hair – 10) **blue/green** eyes

b) Choose a person and describe him/her to your partner.

John is tall and slim. He's got ... hair, ... eyes and a ... and ...

Character

3 Match the words (1-4) to their meanings (a-d), then make sentences.

- | | |
|----------|---------------------------------|
| 1 kind | a always tells the truth |
| 2 clever | b is quick to understand things |
| 3 funny | c wants to help other people |
| 4 honest | d can make people laugh |

A kind person wants to help other people.

Speaking

4 In pairs, talk about members of your family or friends, as in the example.

A: *What does your mother look like?*

B: *She's tall and slim with blonde hair and blue eyes.*

A: *And what's she like?*

B: *She's kind. She always wants to help people.*

Study Skills

Predicting

The first sentence of each paragraph (topic sentence) usually tells you what a paragraph is about. This helps you predict what the text is about.

Reading

5 a) Look at the title of the article and read the first sentence of each paragraph. Which paragraph ...

- 1 is about Ben's free-time activities?
- 2 tells us the person's name, job, nationality, year of birth and where they live?
- 3 is about the writer's feelings?
- 4 is about Ben's appearance and character?

b) Read again and say five true sentences about Ben Affleck.

Famous People

Ben Affleck

by Sylvie

- 1 Ben Affleck is a famous American actor and writer. Ben was born in 1972 and he lives in California.
- 2 Ben is a handsome man. He has got short brown hair and brown eyes. He is clever and funny, and he makes friends easily.
- 3 Ben hasn't got much free time. When he has, though, he likes riding his motorbike, taking photographs and surfing the Net.
- 4 Ben Affleck is great. He's an excellent actor and a wonderful person.



Writing

6 Use the information in the plan to talk about Holly Marie Combs.

Plan

Para 1 Name:

Holly Marie Combs

Nationality:

American

Job: *actress*

Born in: *1973*

Lives in: *Los Angeles*

Para 2 Appearance: *beautiful, long black hair, brown eyes*

Character: *kind and honest – never lies to people*

Para 3 Free-time activities: *goes horse riding, gardening, plays with her cats*

Para 4 *What do you think of her?*



7 Portfolio: Write an article about Holly Marie Combs for your school magazine. You can use the article in Ex. 5 as a model.

Holly Marie Combs is ...

Holly is a ...

In her free time, she likes ...

Holly is wonderful. She is a great actress – one of Hollywood's best.

Now

I can...

- talk and write about daily routines and free-time activities/my favourite season
- tell the days/months/seasons
- describe people's appearances & character
- write an advert about a holiday place
- write an article about a famous person

Springtime in the UK

1 Look at the pictures. Where do these flowers grow? What time of the year do they grow?



2 Listen and read. Match the names of the flowers to the pictures.

1 daffodils

2 hellebores

3 snowdrops

4 bluebells

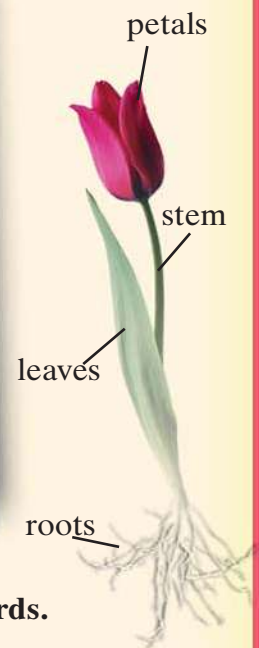
The first sign of spring in the UK is when flowers appear. There are lots of different kinds but the most well-known ones are daffodils, snowdrops, bluebells and hellebores.

Wild daffodils have delicate yellow petals. You can see them in fields. Daffodils are the national emblem of Wales.

Snowdrops are white. They are one of the early spring flowers. You can see them between January and March.

Bluebells are blue and they look like bells. They flower in the woods before the leaves on the trees come out.

Green hellebores are rare and unusual. They have green flowers but no petals. They appear between February and April in England and Wales. They are poisonous, but we use their roots in medicines.



3 Read the text and choose the best title. Then, explain the highlighted words.

(A) Spring activities

(B) British spring flowers

(C) Enjoy a spring walk

4 Read again and find:

- 1 the names of four months
- 2 three parts of a plant
- 3 four colours
- 4 two parts of the countryside

Make a
POSTER

5 **Project:** Stick pictures of flowers or flowers in your country on a piece of cardboard. Write their names in English.

Curricular Cuts

Spring

5
Literature

1 a) What is spring like in your country? What activities do you do in spring? What images does it bring to your mind?

b) Which of these words can you see in the pictures?

- bud • bird • bee • green leaves
- smile • grass

2 Listen and read to answer the questions.

- 1 Why does Steve love spring?
- 2 How does spring make Pedro feel?
- 3 How does Anna know spring is here?



A

I love the spring.
Because every day
There's something new
That is here to stay.
Another bud opens
Another bird flies
Another flower grows
What a treat for my eyes.
Steve



B

Spring

Spring makes the world a happy place
You see a smile on every face.
Flowers come out and birds arrive,
Oh, isn't it great to be alive?
Pedro

3 **Portfolio:** In groups of three, write a poem about spring. Draw or stick pictures to decorate it. Use these words:

- bee • tree • river

C

Spring is here
You can smell it
in the air.
On the trees
Leaves are green.
The grass is out
Bees fly around.
Anna

Spring is here



Self-Check 5

Vocabulary

1 Make sentences, as in the example.



0 David does the shopping on Mondays.

(Score: $\frac{\quad}{10}$)

2 Complete the months.

- | | | |
|---------|----------|---------|
| 1 | 2 | March |
| 3 | May | June |
| 4 | August | 5 |
| 6 | November | 7 |

(Score: $\frac{\quad}{7}$)

3 Circle the odd word out.

- 1 read, cook, walk, school
- 2 winter, summer, Sunday, spring
- 3 short, gym, tall, slim
- 4 kind, plump, clever, funny

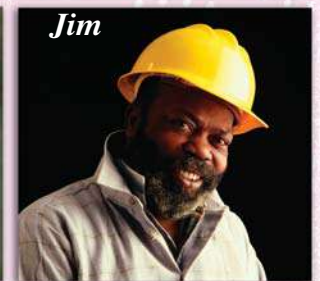
(Score: $\frac{\quad}{8}$)

4 Put the days in the right order.

Saturday Friday
Tuesday Monday Sunday
Thursday Wednesday

(Score: $\frac{\quad}{7}$)

5 Look at the pictures and answer the questions.



- 1 Who has got a moustache?
- 2 Who has got a beard and moustache?
- 3 Who has got long black hair?
- 4 Who has got curly blonde hair?

(Score: $\frac{\quad}{8}$)

6 Make a sentence for each word/phrase.

- | | |
|-----------------------------|----------------|
| 0 late | 3 gym |
| <i>I'm late for school.</i> | 4 on Saturdays |
| 1 at the weekend | 5 summer |
| 2 hair | 6 tall |
| | 7 free time |

(Score: $\frac{\quad}{14}$)

7 Look at the picture. Make sentences as in the example.



- | | |
|---|--------------------|
| 0 long hair? | 4 slim? |
| <i>Sandra and Liz have got long hair.</i> | 5 grey hair? |
| 1 curly hair? | 6 very tall? |
| 2 glasses? | 7 short wavy hair? |
| 3 plump? | 8 brown hair? |

(Score: $\frac{\quad}{16}$)

Grammar

8 Write ten sentences about yourself. Use the adverbs of frequency.

always often usually never sometimes

(Score: $\frac{\quad}{10}$)

9 Complete *do, does, don't or doesn't*.

- A: you and Peter like chocolate?
B: Yes, I do, but Peter
- A: Anne live in Lisbon?
B: No, she
- A: Paul and Mark go to school?
B: No, they
- A: you and Sarah go out every weekend?
B: Well, I do, but Sarah
- A: they cook dinner every day?
B: No, they

(Score: $\frac{\quad}{10}$)

Speaking

10 Answer about yourself.

- What's your favourite day? Why?
- What's your favourite season? Why?
- What do you do at the weekend?
- What time do you get up on Mondays?
- What month is it now?

(Score: $\frac{\quad}{10}$)



Smile!

How do you want your hair cut, Steve?
Like Dad's - leave a hole on top.



My score
Good OK
Not good

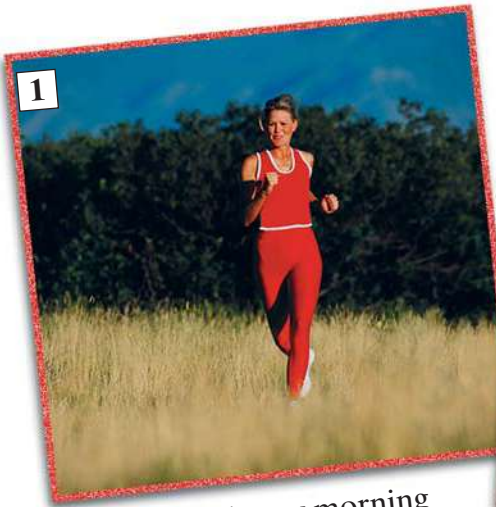
pairwork activity

In pairs, do the activity. Student A looks at page 156. Student B looks at page 160. Ask questions to complete the table.

21 Day in, day out

WORKBOOK sample pages

1 Use the prompts to write sentences.



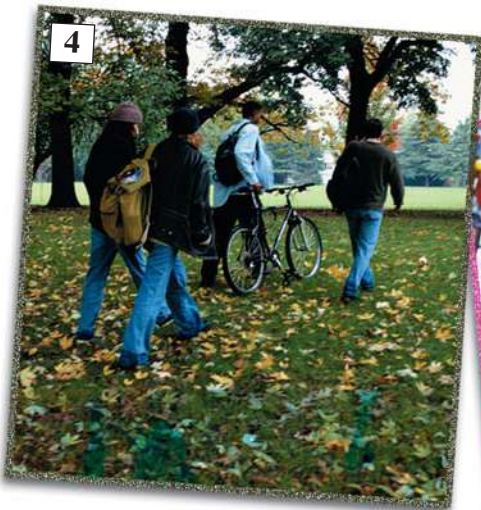
1 go jogging/every morning



2 play tennis/every Friday



3 go to work/by bus



4 go to the park/every Sunday



5 like/going shopping/every Saturday



6 go swimming/every weekend

1 She goes jogging every morning.

2 Complete, using the correct verb. Then write true sentences about yourself and your family.

- brush • walk • go (x2) • sleep • cook • read • have

1 to the gym

2 lunch

3 to school/work

4 late

5 the paper

6 to an Internet café

7 your teeth

8 breakfast

1 Write the days of the week. Then, answer the questions.

- What day is the 15th of April? 6th? 26th? 7th? 30th? 11th? 17th?
- It's Tuesday. What day is it tomorrow?
- It's Sunday. What's the day after tomorrow?
- It's Friday. What day is it in three days?



Grammar

Present Simple

2 Complete the text using the correct form of the present simple of the verbs in brackets.

This is Peter. He **1** (**be**) eleven years old. He **2** (**live**) in London. His mother and father **3** (**be**) from Germany so Peter **4** (**speak**) English and German. He **5** (**not/have got**) a sister but he's got two brothers. He **6** (**want**) to be a doctor like his father.

Peter **7** (**like**) all sports but his favourite sport is swimming. He **8** (**go**) swimming every day from 7 till 9 in the evening. In his free time he **9** (**play**) tennis and **10** (**meet**) his friends. Peter **11** (**not/like**) computer games but he likes watching TV. On Sunday evenings he **12** (**watch**) a video with his brothers or with his friends.



Listening

3 Listen to Sarah and Joan talking about different activities. What does each person do? For questions 1-6, write a letter A-H next to each person. You will hear the conversation twice.

- 1 Joan D
- 2 Ann
- 3 David
- 4 Pete
- 5 Paul
- 6 Sarah

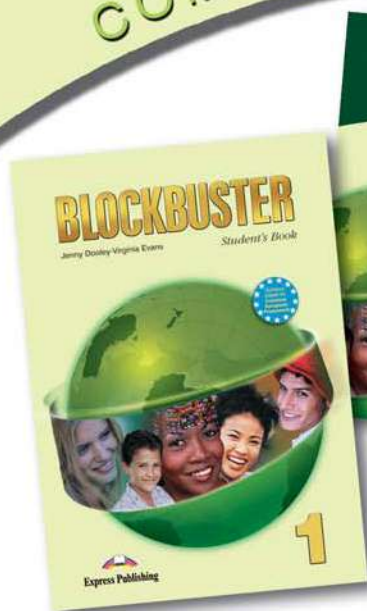
- A plays football
- B watches a video
- C plays basketball
- D has a piano lesson
- E goes swimming
- F goes to the theatre
- G has a French lesson
- H goes to the gym

BLOCKBUSTER 1

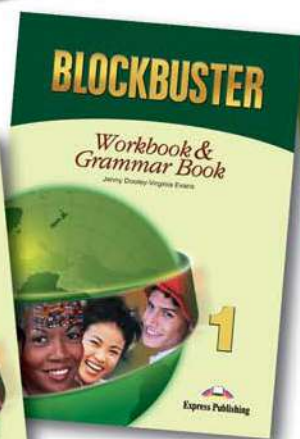
Blockbuster 1 is designed for learners studying English at Beginner level. The course follows the principles of the Common European Framework of Reference, Level A1 (Basic User).



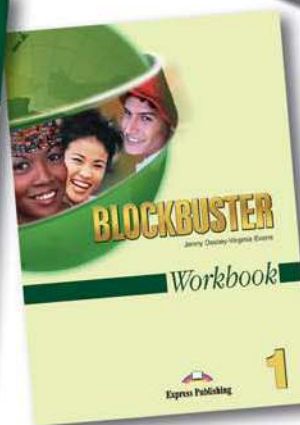
COMPONENTS



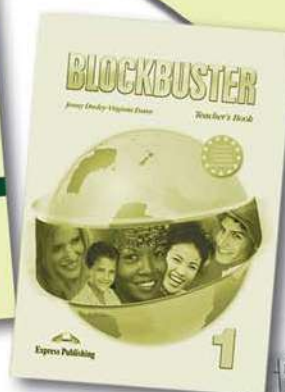
Student's Book



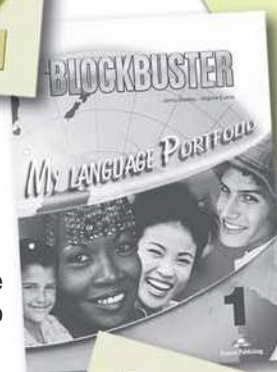
Workbook & Grammar Book with Grammar Reference in English



Workbook



Teacher's Book



My Language Portfolio



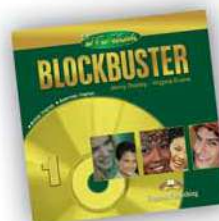
Class CDs



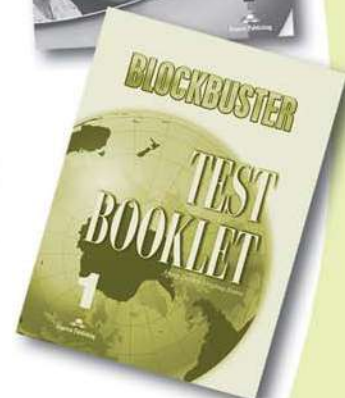
Student's CD



CD-ROM



DVD-ROM



Test Booklet

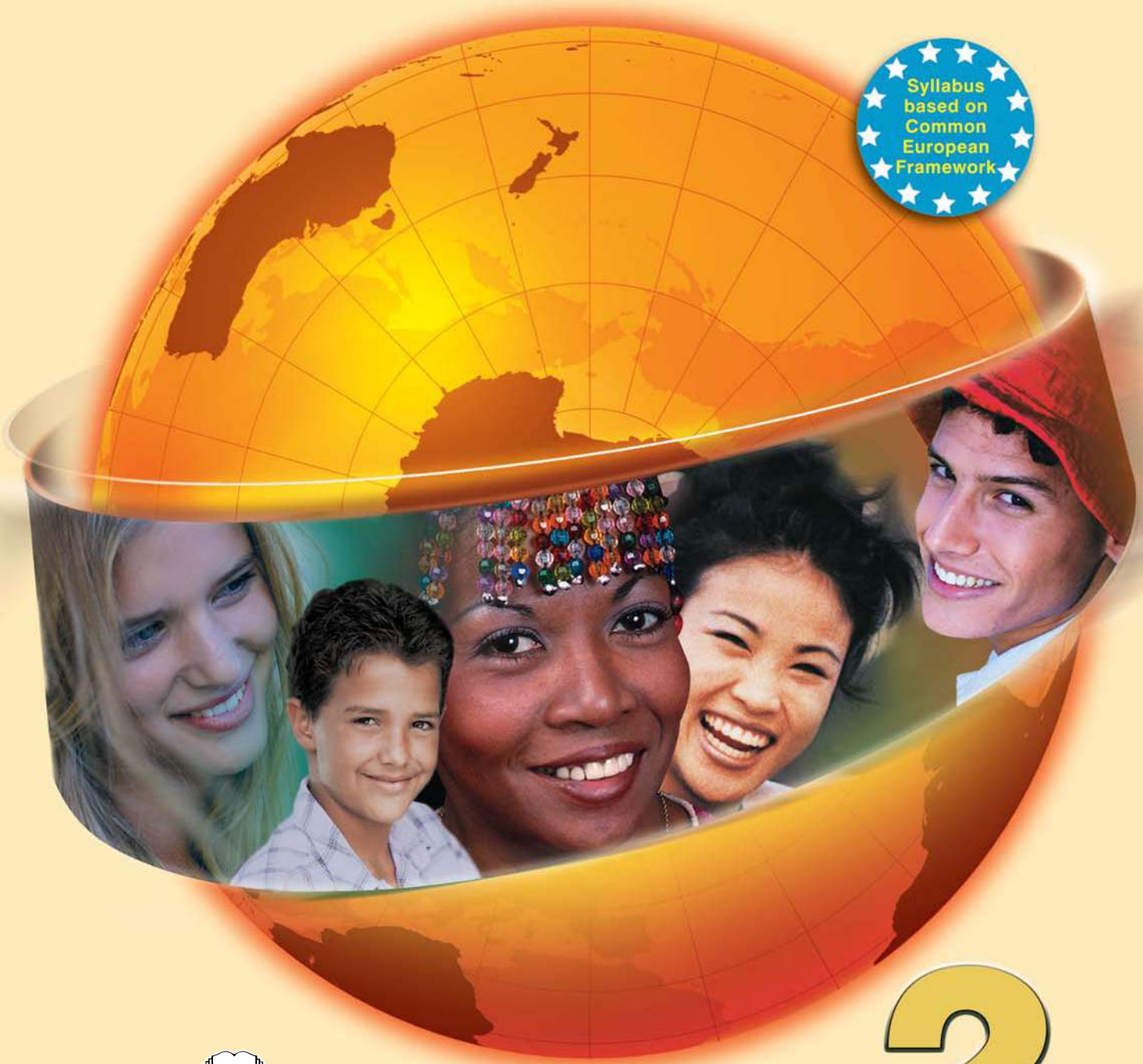


Express Publishing

BLOCKBUSTER

Jenny Dooley-Virginia Evans

Student's Book



Express Publishing

2

Contents

		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING
INTRO UNITS (pp. 4-7)	S1 Meeting People (pp. 4-5)	country & nationalities	<i>to be</i>	bulletin board messages	greetings & introductions	a personal information form
	S2 My Personal Things (pp. 6-7)	possessions	possessive adjectives/ pronouns; plurals; prepositions of place; <i>have got</i>	dialogue; telephone order	describe location of objects	a short paragraph about things in your room
MODULE 1 (pp. 9-22) People	1 Stay in or go out? (pp. 10-11)	free-time activities		dialogue: Introduce people	likes – dislikes	survey
	2 What do you do for a living? (pp. 12-13)	jobs	present simple	<i>You and your Job</i> (message board)	talk about jobs	short messages
	3 A sense of style (pp. 14-15)	clothes & accessories; colours	present continuous	<i>A Passion for Fashion</i> (quiz)	future plans; describe clothes	a short description about people's clothes
	4 Family activities (pp. 16-17)	family members	present simple vs present continuous	<i>The Baker Family</i> (web page)	talk about family activities	your family web page
	5 Everyday activities (pp. 18-19)	daily routine, everyday activities	adverbs of frequency	<i>A day in the life of ...</i> (article); song	your daily routine; paragraph planning	an article about a person's daily routine
Culture Corner 1: Teenagers at Work (p. 20), Curricular Cuts 1: (Art & Design) Self Portraits (p. 21) Self Check 1 (p. 22)						
MODULE 2 (pp. 23-36) All around us	6 My house (pp. 24-25)	houses & special features		dialogue	describe your house; learn new words	a poster of typical houses in your country
	7 Where is ...? (pp. 26-27)	places in cities	the imperative	<i>N.Y. The city that never sleeps</i> (article)	ask for/give directions; match people to places	a map & short text about your town
	8 Our world (pp. 28-29)	continents & countries	comparative - superlative	<i>A World of Difference</i> (quiz)	compare cities	a quiz about towns in your country
	9 On the map (pp. 30-31)	map reading; weather	<i>a lot - a bit - much - very</i>	<i>Destination Mexico</i> (factfile)	describe location	a factfile about your country
	10 My home, my castle (pp. 32-33)	adjectives	adjectives	email to a friend; song	describe your house	an email to a friend
Culture Corner 2: Carlsbad Caverns National Park New Mexico (p. 34), Curricular Cuts 2: (Geology) Caves (p. 35) Self Check 2 (p. 36)						
MODULE 3 (pp. 37-50) It was fun	11 It was great (pp. 38-39)	places in town	<i>was/were</i>	dialogue; festival advert	talk about past experiences	a short diary entry
	12 Could you ...? (pp. 40-41)	famous people biodata	<i>can-could</i> (ability)	<i>Did you know that?</i> (article)	talk about things you can('t)/ could(n't) do	a short text about a famous person
	13 It really happened (pp. 42-43)	events	past simple (regular/irregular verbs)	almanac entry for the 1960s	talk about the past; narrate events	an almanac entry for the '80s
	14 Fun ideas (pp. 44-45)	games & toys	relative pronouns	<i>Unrecognised Pioneers</i> (article)	verify facts; complete an order form	design a toy & describe it
	15 It all began ...! (pp. 46-47)	music	-ing/-ed participles	<i>Yesterday – The story of the Beatles</i> (article); song	express feelings/surprise (intonation)	an article about a singer/band
Culture Corner 3: History of names (p. 48), Curricular Cuts 3: (History) The Vikings (p. 49) Self Check 3 (p. 50)						
MODULE 4 (pp. 51-64) Life Experiences	16 What were you doing? (pp. 52-53)	past activities in progress	past continuous	dialogue	past activities	a paragraph about your day yesterday
	17 It happened to me (pp. 54-55)	natural disasters	past continuous	extracts from articles	talk about past experiences	a short account of an experience
	18 In the news (pp. 56-57)	accidents & injuries	past continuous vs past simple	news report; intonation in exclamations	express surprise/ sympathy	a news report
	19 I used to ... (pp. 58-59)	past habits; past states	used to, past simple	<i>Childhood memories</i> (article)	your childhood memories	a short text about childhood memories
	20 Storytime (pp. 60-61)	verbs	adverbs of manner; subject/object questions	story; song	narrate events	a story
Culture Corner 4: Emergency Services in the UK (p. 62), Curricular Cuts 4: (Citizenship) People who help us (p. 63) Self Check 4 (p. 64)						

		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING
MODULE 5 (pp. 65-78) What will be, will be	21 My Lucky Day (pp. 66-67)	future world	will	a comic strip	reassurance/surprise/concern	an ending to a comic strip
	22 What will happen? (pp. 68-69)	star signs; character adjectives	negative prefixes; will	horoscopes	make predictions	next week's horoscope
	23 Progress (pp. 70-71)	technology	will, be going to	Greener cars for a Greener future (interview)	complete advert	a short paragraph about a car of the future
	24 Witty or Silly Inventions? (pp. 72-73)	inventions	conditional type 1	Attention Inventors (advertisement)	state opinions	a future product poster
	25 Future Life (pp. 74-75)	opinions		A Better Tomorrow? (essay); song	give opinions; paragraph planning; conclusion	opinion essay
Culture Corner 5: Arizona Science Center (p. 76), Curricular Cuts 5: (Science) Why is the sky blue? (p. 77) Self Check 5 (p. 78)						
MODULE 6 (pp. 79-92) Travel Cities	26 Cities (pp. 80-81)	places in a city	a/an, the	dialogue; Welcome to Vienna (article)	make suggestions	a homepage about a city in your country
	27 Fun in the city (pp. 82-83)	landmarks & activities	present perfect	letter to a friend	activities in big cities	letter to a friend from a holiday resort
	28 What a city needs (pp. 84-85)	city facilities	present perfect (yet, already, just, since, for)	email to a friend	socialise/catch up with news	an email about changes in the place you live in
	29 Eating out in the city (pp. 86-87)	places to eat, dishes	present perfect vs past simple	Eating in Silence (restaurant review)	express tastes; discuss last visit to restaurant	restaurant review
	30 Greetings from ... (pp. 88-89)	holiday places; types of holiday; weather; means of transport		postcard; match people & activities; song	opening/closing remarks in postcards; talk about the weather	a postcard from a holiday resort
Culture Corner 6: A Fairy Tale British House (p. 90), Curricular Cuts 6: (Geography) Investigating a river (p. 91) Self Check 6 (p. 92)						
MODULE 7 (pp. 93-106) Safety first	31 Health matters (pp. 94-95)	health problems and advice	reflexive pronouns	dialogue	express sympathy/advice	a joke
	32 Rules & Regulations (pp. 96-97)	notices	must(n't), (don't) have to	signs & notices	express opinion & prioritise	an advert for a campsite
	33 Eco-friendly (pp. 98-99)	objects & materials; the environment	countable/uncountable nouns; quantifiers	Think 'Green' (article)	give advice (should-shouldn't)	an eco-friendly poster
	34 Home safety (pp. 100-101)	dangerous objects	clauses of purpose	Safe as houses (article)	ask for/give/refuse permission	a poster of safety rules
	35 Problem Solved (pp. 102-103)	teenagers' problems	should(n't)	letter giving advice; song	ask for/give advice	a letter of advice
Culture Corner 7: UK laws for teenagers (p. 104), Curricular Cuts 7: (Science) Germs (p. 105) Self Check 7 (p. 106)						
MODULE 8 (pp. 107-120) Characters	36 Music all around (pp. 108-109)	music & feelings	too - rather - quite	dialogue	make/grant/refuse requests	a comic strip
	37 I'm the fun twin! (pp. 110-111)	habits	-ing form, (to) infinitive, reported speech (say/tell)	Chalk and Cheese (article)	state preferences	a paragraph about your favourite activities
	38 Mind your manners (pp. 112-113)	good manners	question tags	Are you polite? (quiz)	pay and receive compliments	a message
	39 Types of intelligence (pp. 114-115)	ways of learning	some - any - no - every & compounds	What is your main intelligence? (article)	intonation in apologies/excuses	a poster
	40 Films & Characters (pp. 116-117)	films; character adjectives	the passive (present & past simple)	I, robot (film review); song	recommend	a film review
Culture Corner 8: Are you a survivor? (p. 118), Curricular Cuts 8: (Music) Music & Mood (p. 119) Self Check 8 (pp. 120)						

Optional Units: A Very Scary Holiday (pp. 122-123), It's Maine-ly about a Festival (pp. 124-125)
Pairwork Activities (pp. 126-129)
Irregular Verbs (p. 130)
Grammar Reference Section (pp. 131-142)
Word List (pp. 143-150)
American English – British English Guide (p. 151)
Key Self Check Sections (p. 152)

BLOCKBUSTER

British English
American English

Jenny Dooley - Virginia Evans

CD-ROM



Express Publishing

2

DVD-ROM

BLOCKBUSTER

Jenny Dooley - Virginia Evans

• British English • American English

2



Express Publishing

Life Experiences

MODULE 4

Units 16 - 20

◆ Before you start ...

- Where were you last weekend? How did you like it?
- Which is your favourite band? Talk about them.
- What's your favourite toy/game?

◆ Look at Module 4

- Where are the pictures 1-5 from? Say the page number.

◆ Find the page number(s) for

newspaper headlines	<input type="text"/>
a news report	<input type="text"/>
some famous people	<input type="text"/>
a story in pictures	<input type="text"/>

◆ Listen, read and talk about ...

- what you were doing yesterday
- natural disasters
- accidents and injuries
- childhood memories

◆ Learn how to ...

- describe past experiences
- talk about natural disasters
- react to good or bad news
- express surprise and sympathy
- talk about accidents and disasters

◆ Practise ...

- past continuous
- past simple – past continuous
- *used to* – past simple
- subject/object questions
- adverbs of manner

◆ Write ...

- about what you/your family were doing yesterday
- a magazine article about a natural disaster
- a short news report
- a text about your childhood memories
- a short story

Culture Corner: Emergency Services in the UK

Curricular Cuts: (Citizenship) People who help us



16 What were you doing?

Vocabulary

Activities in progress

- 1 Look at the pictures. In pairs, discuss what the people were doing yesterday at 6 pm.

A: What were Jack and his dad doing at 6 pm yesterday?

B: They were working on the computer.

Listening

- 2 Listen and repeat. These are expressions from a dialogue between two friends. Group them into expressions of *complaint* and *sympathy*.

- Don't ask! • It was a nightmare!
- Oh, no! • Oh dear!
- That's bad. • It gets worse!

- 3 Look at the drawings and the phrases above. What do you think the dialogue is about? Listen and check.



1 Jack & his dad work on the computer

2 Roberta make a salad

Reading

- 4 a) Read the dialogue and find two things that went wrong for Sandy. How did she feel? Then explain the words in bold.

Penny: Oh, Sandy, you're back! How was your day?

Sandy: Don't ask! It was a **nightmare**!

Penny: Oh dear! What happened?

Sandy: Well, at about 10 o'clock this morning I was **doing the shopping** at the new supermarket in the high street.

Penny: Oh yes? What's it like? It's **enormous**, I heard.

Sandy: It is, but I'm not going there again.

Penny: Why?

Sandy: To start with, I wasn't looking where I was going and I **knocked over** a whole **display** of cakes with my **trolley**.

Penny: Oh, no! Did anyone see you?

Sandy: Two shop assistants were filling the shelves **nearby**. When they saw me, they rushed to help, but one of them **slipped** and fell down.

Penny: That's bad.

Sandy: Well, it gets worse! I was waiting to pay at the **checkout** when I realised I didn't have my **purse**. I had to put all my shopping back.

Penny: You poor thing! Was everyone looking at you?

Sandy: Yes, they were all looking and laughing at me. I was so **embarrassed**.

Penny: What a day!

- b) Which sentences best describe the drawings?



3 Peter
skateboard



4 Tim & Zoe
play video games



5 Alice
walk her dog



6 Ann
do homework

Exploring Grammar

Past continuous

- 5 Read the examples and match them to the rules. Find more examples in the dialogue. Use them to say what happened to Sandy.

At about 7 o'clock **she was making** a salad.
Ann was **doing** her homework while Jack was **working** on the computer.
She was **walking** the dog when it started raining.

We use the past continuous to talk about

- a an action happening in the past when another action interrupted it.
- b an action in progress at a certain time in the past.
- c two or more actions which were happening simultaneously in the past.

Form: **personal pronoun + was/were + verb -ing** (*I was walking, you were walking, etc*)

- 6 What were they doing at 6 o'clock yesterday evening? Use the prompts to ask and answer.

Joe
ride a motorbike (X)/fly a helicopter (✓)

Ann & Tom
drive home (X)/have a snack (✓)

Mary

play the piano (X)/play the violin (✓)

Peter

read a comic (X)/walk the dog (✓)

Bob & Liz

Listen to music (X)/watch TV (✓)

A: Was Mary playing the piano?

B: No, she wasn't. She was playing the violin.

Speaking

- 7 What were you / your friends / your parents / etc doing yesterday at 8:00 am / 10:00 am / 1:30 pm / 10:00 pm? You can use the activities in the pictures (1-6) and your own ideas.

A: What were you doing at 8:00 am yesterday?

B: I was having breakfast. What were you doing?

A: I was having a shower.

- 8 **Portfolio:** Think of a day that everything went wrong. Take roles and act out a dialogue similar to the one in Ex. 4. Use phrases from Ex. 2. Record your dialogue.

Writing

- 9 **Portfolio:** What were you / your family doing yesterday at 7:00 am, 3:00 pm, 8:00 pm? Write a short paragraph.

17 It happened to me!

Vocabulary

Natural disasters

1 What are these disasters (A-F) called in your language? Listen to the sounds. Which pictures do they match? How do they make you feel?

2 Which of the words/phrases below are related to a *hurricane*/an *earthquake*? Act out these events, without using words.

- deep rumbling noise • buildings/rocking
- objects/flying • wind/howling
- people/shaking • ground/shaking

Reading

3 a) The sentences below are taken from texts A and B on p. 55. What could the texts be about? Listen and read to check.

- A 1 The wind was howling and the sky was dark.
2 A tree flew right past me.
- B 1 As we were running the tremor was getting worse.
2 The buildings were rocking from side to side.

Study Skills

Reading for detailed understanding

Read the texts quickly. This will help you understand what type they are, their general content and the author's purpose. Read the statements, then read again carefully and find the part of the texts that each statement refers to. The information may be phrased in different words.

b) Read the texts and decide whether the statements (1-4) are *Right* (A) or *Wrong* (B). If there is not enough information choose *Doesn't say* (C). Then, explain the words in bold.

- 1 A tree hit John Lewis as he was running.
A Right B Wrong C Doesn't say
- 2 The weather in Dade County was very bad on August 24th.
A Right B Wrong C Doesn't say
- 3 Mrs Johnson was shopping at the time of the earthquake.
A Right B Wrong C Doesn't say
- 4 Mrs Johnson's friend couldn't run fast.
- 54 A Right B Wrong C Doesn't say



A “I will never forget what happened on August 24th. It was a dreadful day for everyone in Dade County. The wind was **howling** and the sky was black. Objects were **flying** all around me as I was trying to find a safe place. As I was **running** towards an **underground shelter**, a tree flew right past me. Inside, some people were **hugging** each other while others were **crying** and **shaking**. It was **unbelievable!**”

John Lewis (45), Miami, Florida

B “It was about 11:30 am and I was **shopping** with my friend. Suddenly, there was a deep **rumbling** noise and then I felt that the ground was **shaking** so I **grabbed** my friend’s hand. She was **trembling**. I told her to run. As we were running the **tremor** was getting worse. The buildings were **rocking** from side to side and the roads were **cracking**. I was so scared I thought we weren’t going to **survive!** Everybody was **screaming** and crying. It was terrible!”

Vera Johnson (38), Paso Robles, California

c) Give the articles a title.

Exploring Grammar

Past continuous

4 Match the underlined tense forms in the texts to their uses. Find more examples.

- a** two or more actions happening at the same time in the past
- b** actions giving background information
- c** actions happening at a specific time in the past

- d** an action happening in the past when another action interrupted it
- e** gradual development of an action in the past

5 Put the verbs in brackets in the past continuous.

- 1** A: So what (you/do) at the time of the earthquake?
B: Don’t ask! We (shelter) under the table while the whole house (rock).
- 2** A: (you/watch) TV yesterday at 6:00?
B: No, I (work) in the garden while Ann and Bob (paint) the fence.
- 3** A: What (they/do) at this time yesterday?
B: They..... (get) ready to go out.

Listening

6 Listen to two eye-witness accounts. Which natural disaster is each one about?

Speaking

- 7** Use the phrases in Ex. 2 to say what happened to John and Vera.
- 8** Work in pairs. Imagine you experienced each of the disasters in pictures A-E. Act out short exchanges.

Writing

9 *Portfolio:* Imagine you were an eye-witness to one of the natural disasters A-F. Write your account for the local magazine. Write:

- when it happened
- where you were
- how people were feeling
- what you were doing
- what was happening
- who was with you

18 In the news

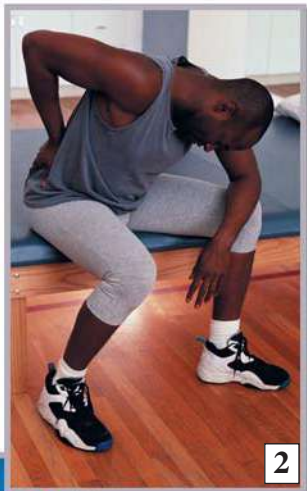
Vocabulary

Accidents & injuries

- 1 What happened to each of these people yesterday? Match the pictures (1-5) to the prompts (a-e), then make sentences, as in the example.



1



2



3



4



5

- a Paul/hurt/back/exercise
 b Cathy/cut/foot/play/garden
 c Sam/fall off/bike/cycle/next to/beach
 d Janet/sprain/ankle/play/football
 e James/slip/walk down/street

1 e James slipped while he was walking down the street.

Reading

- 2 Look at the title of the newspaper article. In which context do you expect to find the following words? Listen and read to check.
- escaped unhurt • falling 25 feet • balcony
 - lying on the ground • started crying • balcony railings
 - scratches • completely unhurt
- 3 a) Complete the text. Choose the best word (A, B, or C) for each space.

Child Falls 25 Feet – Unhurt

A two-year-old child 1) *in* Germany escaped unhurt after falling 25 feet from the 2) floor of a house in Dusseldorf yesterday.

Eva Klein, 28, 3) visiting a friend with her son Peter when he fell.

“The children were playing on the balcony” 4) explained. “I heard a noise and ran outside, but Peter was gone. I 5) down and saw him lying on the

ground. I thought he was dead.”

But 6) Peter started crying and she realised there was hope.

Staff at nearby Solingen Hospital were amazed to find that besides a 7) scratches he was completely unhurt.

Police are now 8) to find out how Peter could have fallen off the balcony in the first place. They believe he may have slipped through the balcony railings.

- | | | |
|------------|-----------|----------|
| 1 A in | B on | C at |
| 2 A wooden | B second | C next |
| 3 A is | B was | C has |
| 4 A she | B her | C hers |
| 5 A saw | B watched | C looked |
| 6 A then | B after | C also |
| 7 A few | B little | C lot |
| 8 A tried | B trying | C try |

- b) List the events in the order they happened. Imagine you were there when Peter had the accident. Use your list to tell the story.

Exploring Grammar

Past simple – Past continuous

4 Study the example. What tenses do we use:

- to talk about an action that was in progress in the past?
- to talk about a past action which interrupted another past action which was in progress?

She was visiting a friend with her son, Peter, when he fell.

Find more examples in the text.

5 Join the sentences. Use *when* or *while*.

- | | |
|---------------------------------|---------------------------------|
| 1 I was walking down the street | a they were going to work. |
| 2 Sue had an accident | b the telephone rang? |
| 3 John and Lisa crashed the car | c you were cooking dinner? |
| 4 Did you burn your finger | d I slipped and broke my ankle. |
| 5 Were you sleeping | e she was cycling home. |

when
while

Listening

6 a) You are going to hear someone reporting a crash. Look at the picture and the prompts and guess the story.

- helicopter crash • sunbathe • swim • warm afternoon
- fly • engine roar • start falling • clear sky
- people gather • rescue pilot/passengers

b) Now listen and check your guesses.



Everyday English

Intonation in exclamations

7 Listen and repeat.

Positive

- Wow!
- That's great!
- Really?
- How wonderful!

Negative

- How terrible!
- Oh dear!
- That's awful!
- Oh no!
- That's shocking!

Expressing surprise/sympathy

8 In pairs, use expressions from the box in Ex. 7 to react to the news headlines.



A: It says here that a dog saved a 5-year-old girl.

B: That's great!

Writing

9 Portfolio: Use the prompts in Ex. 6 to write a news report like the one on p. 56. Write:

- who – when – where – what
- events in detail (how it happened)
- action taken

19 I used to ...

Vocabulary

Past habits

- 1 Which of these did/didn't you use to do when you were eight years old?

When I was eight I used to take ballet lessons. I didn't use to play chess.

take ballet lessons



go rock climbing



play football



play ice hockey



go scuba diving



ride a motorbike



wrestle



play chess



shoot films



Reading

- 2 a) Look at the text and the pictures. Do you recognise these people? What are they famous for?
b) Which of the activities in Ex. 1 do you think each person used to do when he/she was younger? Listen and read to check.

Childhood memories



A Steven Spielberg was born in Ohio, USA. As a child he used to shoot short films about flying saucers. That's how his career started. The **director** of such **scary** films as *Poltergeist*, *Jaws* and *Jurassic Park*, used to be scared of just about everything. Today he is still scared of flying and going in



B Tom Cruise was born in New Jersey, USA. When Tom Cruise was fourteen he wanted to become a **priest**. He also used to **wrestle** on his high school team and only **took up** acting when he injured his knee. Now, his hobbies are skydiving, scuba diving and flying his **stunt** plane.



C Nicole Kidman was born in Honolulu, Hawaii. The Kidmans used to live in the USA before they **moved** to Australia. When Nicole was young, she used to take ballet classes because she wanted to be a ballerina.



D Although Keanu Reeves has a Hawaiian name, he was born in Lebanon and he **grew up** in Canada. At school he used to play ice hockey and his **nickname** was "The Wall". Today he enjoys riding his motorbike.

- 3 a) Read the text, then replace the pronouns in bold in sentences 1-5 with the appropriate names.

- 1 **He** directed the film, *Jaws*.
- 2 **He** spent his childhood in Canada.
- 3 His friends used to call **him** "The Wall".
- 4 **He** wanted to be a wrestler.
- 5 **Her** family left the USA to go to Australia.

b) Read again and find the names of:

- four countries • an island
- three films • four free-time activities

Then, explain the words in bold.

Exploring Grammar

'Used to' - Past simple

4 a) Match the examples to the rules.

She used to play/played with her dolls when she was six. (She doesn't play with her dolls any more.)

*They **bought** a house by the sea last year. (NOT: ... they ~~used to buy~~ a house.)*

We use or to talk about past states and habits.

We use to talk about an action which happened at a specific time in the past.

b) Find examples of *used to* in the text. Where could you also use past simple?

5 Use the prompts to ask and answer questions about Sally.



Then

- have long hair
- wear casual clothes
- wear glasses
- walk to school
- be a bit overweight
- live in Woodstock

Now

- have short hair
- wear formal clothes
- wear contact lenses
- drive to work
- be slim
- live in Toronto

A: Did Sally use to have short hair then?

B: No, she didn't. She used to have long hair.

Listening

6 You will hear three short conversations. For questions 1-3, put a tick (✓) under the right picture.

1 What used to be Mary's favourite toy?



A



B



C

2 Where did Tony use to spend Saturday mornings?



A



B



C

3 What did Ann use to have for breakfast when she was seven?



A



B



C

Speaking

7 Close your book, then say what each person in Ex. 2 used to do when they were younger.

8 In pairs, interview each other about your childhood. Use the prompts below as well as your own ideas. Then tell the class. Talk about:

- favourite toy/game
- where you spent your holidays
- hobbies/free-time activities
- ambitions


Writing

9 **Portfolio:** Use your answers in Ex. 8 to write a short text about yourself when you were a child. Write about what you used/didn't use to do then.

20 Storytime

Skills Work

Listening

- 1  Look at the pictures and, in pairs, try to put them into the correct order. Can you guess the story? Listen and check.



Reading

- 2 a) Read the story. Which is the best title for it?
- 1 A wonderful day
 - 2 A forest walk
 - 3 A day to remember

1 It was a beautiful winter morning and everything was **covered** in snow. Karen and Fiona were walking **slowly** through the forest on their way to the **frozen** lake. They were both very excited because they loved skating.

2 When they **reached** the lake, the girls put on their skates and walked **carefully** onto the **ice**. "See! I told you it was safe!" Karen said to Fiona. "I don't know," Fiona said in a scared voice. "What if we **fall through** the ice?" "Don't be silly!" Karen laughed **loudly** as she skated towards the **middle** of the lake.

3 Suddenly, Karen heard a loud crack. She looked down and saw that the ice was breaking. "Fiona! Help!" Karen screamed in **terror**. Fiona skated **quickly** over to Karen, grabbed her hand and pulled her to safety.

4 An hour later, the two friends were sitting in front of a **roaring** fire, **sipping** hot chocolate. Karen looked at Fiona and said **softly**, "You saved my life!" "That's what friends are for," Fiona replied and hugged her. It was a day to remember.

- b) Work in pairs. Which sentences best describe each picture (A-D)? Then, explain the words in bold.

- 3 Which paragraph tells us:

- when and where the story happened?
- who the main characters were?
- what the climax event was?
- what the weather was like?
- what happened in the end?

Speaking

- 4 List the events in the story in the order they happened. Use your list to retell the story to the class. Can you think of another ending?

Exploring Grammar

Subject/Object questions

- 5 a) Compare the examples. Which question asks for the subject/object? In which question is the verb form not in the interrogative?

Who went to the cinema?

Sally went to the cinema.

What did she see? She saw E.T.

- b) In pairs, ask and answer subject/object questions based on the story. Use:

- who
- what
- when
- where

Adverbs of manner

- 6 Look at the highlighted adverbs in the story.
- How do we usually form adverbs?
 - What do these adverbs tell us?
 - how something happens
 - how often something happens
 - Where do we usually place adverbs of manner?
 - before the main verb
 - after the main verb
- 7 Use the phrases to make sentences.
- ran quickly
 - spoke loudly
 - walked slowly
 - shouted angrily
 - sang happily
 - smiled proudly

Study Skills

Sequence of events

Before you write a story, decide on the main character(s) and the events. Write the events in the order they happened. This helps the reader understand the story more easily.

Writing

- 8 The picture shows the beginning of a story. Look at it and answer the questions.

- Where were they?
- What time of year was it?
- What was the weather like?
- What was happening?

Come on, Sparky!

- 9 Listen to the sounds. Can you guess what happened next?
- 10 Use your answers from Exs. 8 and 9 to write a story for the school magazine competition, entitled: *A Lucky Escape* (100-120 words). Use the plan below.

PLAN

Introduction (Para 1) *set the scene (who, when, where, what)*

Main Body (Paras 2 & 3) *events leading to the main event, main event*

Conclusion (Para 3) *end story, your feelings*

Songtime!

- 11 a) Look at the title of the song. In pairs, write six words you expect to find in the song. Listen and read to check.
- b) Read the song. How does the singer feel? Why?

Stormy Weather

I was walking along
On my way to your place
With my hands in my pockets
And the wind in my face
Then all of a sudden
It started to rain
And the wind started blowing
Like a hurricane

*But I didn't run and I didn't hide
I didn't try to get inside
I didn't even feel the storm
The thought of you kept me dry and warm*

The rain was falling
It was flooding the street
I was soaking wet
From my head to my feet
The wind was howling
What a scary sound
The sky was dark
And there was no one around

Now I can...

- talk/write about accidents & natural disasters
- talk/write about what I used to do when I was younger
- narrate past experiences
- react to good/bad news
- express my surprise
- write a short story

in English

Emergency Services in the UK

1 Look at the title and introduction to the text below, then answer the questions.

- a What do you think its purpose is: *to give information/to advertise something?*
- b Where do you think you could read it: *on a noticeboard/in a phone book?*
- c Who do you think the target reader is: *the public/special groups of people?*

2 Read or listen to the text and answer the questions (1-4). Then, explain the highlighted words.

Study Skills

Reading outside the classroom

Reading a variety of English texts from different sources will help improve your reading skills.

WHEN IT'S AN EMERGENCY

Here are some useful numbers you may need for help and advice on health, house or safety matters.

24-HOUR A&E DEPARTMENTS

Accident and emergency departments at local hospitals will treat **serious injuries** and sudden illness.

If it is not an emergency, then **contact** your doctor or call NHS Direct (see entry, below)

DOCTORS & DENTISTS

In an emergency, you can usually call the **local surgery** for a **recorded message** explaining how to contact the doctor or dentist **on duty**.

LOCAL POLICE STATIONS

Dial 999 or 112 only in an emergency where there is danger to life or a **crime** is in progress.

FIRE BRIGADES

Local fire officers can provide helpful advice about fire safety. For **details** of your Local Fire Safety Office, call **Enquiries** at the main HQ on (020) 7587 4718

HOUSEHOLD EMERGENCIES

If you have a problem with your electricity, gas or water **supply** which needs **immediate** attention, call one of these 24-hour helplines.

ELECTRICITY

☎ 0800 783 8838

GAS

☎ 0800 111999

WATER

☎ 0845 920 0800

NHS DIRECT

For immediate and confidential health advice and information, 24 hours a day, seven days a week, call NHS Direct

☎ 0845 46 47

www.nhsdirect.nhs.uk

If you need to contact the police, fire brigade, ambulance service or coastguard in an emergency

DIAL 999 or 112

Which number should you call if:

- 1 you have a minor health problem?
- 2 you see someone trying to break into a house?
- 3 you see a house on fire?
- 4 there is a power cut in your house?

3 **Project:** Write a short text giving information, including telephone numbers, about the emergency services in your country.

Curricular Cuts

People who help us

4
Citizenship



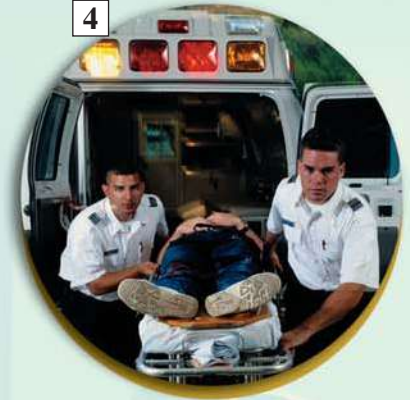
1



2



3



4

1 a) Match the pictures to the jobs below.

- paramedic • firefighter
- police officer • lollipop lady

b) What are these jobs called in your language?

2 How do these people help us? Use the prompts to make sentences. Use your own ideas as well.

- help/cross busy road – teach/ road safety
- take people/hospital – give/ first aid
- put out fires – rescue people
- stop crime – protect people

Police officers stop crime and protect people.

3 Read the title of the text. Think of two questions you have about the police service in the UK. Listen and read and see if you can answer them.

4 Read the text and explain the words in bold. In pairs, ask and answer *wh-* questions based on the text.

A: *Who's the head of each police force in the UK?*

B: *The Chief Constable. Who is ...*



The POLICE SERVICE in the UNITED KINGDOM

The United Kingdom doesn't have one police force. Instead, there are 50 different forces around the country.

At the head of each force is the **Chief Constable** (or, in London, the Commissioner). Police constables, under the **supervision** of **sergeants** and inspectors, do the general police work, such as **patrolling** the streets, answering calls and so on. The police station is their **base**.

Entry to the police force is open to men and women over the age of 18½ who are **physically fit** and have good **eyesight**. Every police officer does two years of police college courses and **on-the-job** training.

Police constables wear a uniform and a helmet and, unlike in many other countries, they do not carry a gun.

Detectives, who **investigate crimes**, wear **plain clothes**.

5 **Project:** What about the police force in your country? Talk about:

- organisation (head of force, structure, base) • duties
- entry & requirements • years of training • uniform



Self Check 4

1 Choose the correct word.

- Sophie managed to pull her to **safety/checkout**.
- We sat in front of a **howling/roaring** fire.
- Tom Cruise **took up/grew up** acting while at school.
- The boy managed to escape **unhurt/safe**.
- The ground started **shaking/rumbling**.
- They laughed **strongly/loudly** at the joke.
- The buildings were **shaking/rocking** from side to side.
- Grab/Knock** my hand and I'll pull you out.

(Points: $\frac{\quad}{8 \times 2}$ 16)

2 Match the words to form phrases.

hurt	my ankle	shoot	in horror
sprain	of cakes	balcony	noise
hear	my back	rumbling	railings
display	a noise	scream	films

(Points: $\frac{\quad}{8 \times 2}$ 16)

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

- At 7 o'clock yesterday evening Josh (**do**) the shopping while Ann (**cook**) dinner.
- They (**watch**) TV when it (**start**) raining.
- The wind (**howl**) and the sky (**get**) darker and darker.
- It (**rain**) hard so she (**take**) a taxi back home.
- While John (**walk**) in the park, someone (**try**) to rob him.

(Points: $\frac{\quad}{5 \times 4}$ 20)

4 Write the question about the underlined word(s) of each answer.

- A: ?
B: Ann and Liz went to the forest.
- A: ?
B: Frank saw an accident.
- A: ?
B: An earthquake happened last week.
- A: ?
B: They flew to Madrid.

(Points: $\frac{\quad}{4 \times 4}$ 16)

5 What did(n't) Mary use to do when she was ten? Use the prompts.

- ride a bicycle ✓
- send emails ✗
- go to the theatre ✓
- take ballet lessons ✗

(Points: $\frac{\quad}{4 \times 3}$ 12)

6 Match the numbers (1-4) to the letters (a-d).

- I lost my wallet.
- They managed to rescue the pilot.
- 100 people died in the earthquake.
- How was your day?

- That's great!
- Don't ask!
- That's too bad!
- That's shocking!

(Points: $\frac{\quad}{4 \times 5}$ 20)

My total score

Great Good

Try harder



Smile!

How did you burn both ears?

I was ironing when the phone rang, and I answered the iron by mistake.



But you burnt them both.

As soon as I put the phone down, it rang again.

Pairwork Activities

Visual Materials

Student A

1A

SPIRIT Dance club
 Ticket €3.50
Live Music
 Dancing Contests and lots more
 for young people 13-16 yrs old
 Every Friday
 8:00-11:00 pm
 56 Apple Street

5A

Win €1,000
Young Inventors
Competition
 Are you **under 18**?
 Are you **an inventor**?
 Then this could be the
 start of something big!
Send us your invention
 Last call: 23 September,
 T:203-230-0000, 46 Apple Street, Haundey

2A

FOR SALE
 €575,000
Modern four-bedroom house in the centre of Canterbury
 Beautiful family house, five minutes from the centre of Canterbury
 • Bright, spacious living room
 • Dining room
 • Kitchen
 • Four bedrooms
 • Two bathrooms
 • Large garden
Contact
 Telephone: 0945 061 2061
 email: modernhomes@sales.com

6A

Pacific Travel
 Enjoy **Hawaii**
 and be a child again
 • 10 days
 • 5-star hotel
 • watersports
 • horse riding
 • tennis and lots more
 \$3,000 per person (all inclusive)
 children under 4 \$1,000

Pairwork Activities

Visual Materials

Student B

1B

Dance Club

- name?
- when / open?
- what / do?
- ticket / cost?
- where?

5B

Young Inventors

- what advert / about?
- prize? / ?
- what age / to take part?
- competition / last day?
- where / send invention?

2B

House for Sale

- where?
- cost?
- number / rooms?
- garden?
- telephone number?

6B

Enjoy Hawaii

- how long / holiday?
- where / stay?
- sports?
- cost?
- special price / children?

A Very SCARY Holiday

1 How much do you know about Halloween? Do the quiz to find out. Check your answers.

2 a) How did Halloween start? When? Listen and read to find out.

Q U I Z



- On what day is Halloween celebrated?
 - December 25
 - April 1
 - October 31
- The word comes from medieval England's All Hallow's
 - Eve
 - time
 - month
- and black are colours associated with Halloween.
 - Red
 - Orange
 - Blue
- People carve into jack-o'-lanterns.
 - melons
 - watermelons
 - pumpkins
- Children go from door to door and say "..... !"
 - Treat or trick
 - Trick or treat
 - Trick or beat



2	A	4	C
1	C	3	B
		5	B

THE STORY OF HALLOWEEN

Everyone loves Halloween, but do you ever wonder what it really means?



2,000 years ago, the Celts lived in the area which is now Ireland, the United Kingdom and northern France. They used to grow their own food and they considered **harvest** time to be the end of the year. Every year, they celebrated New Year's Eve on October 31st with a festival called 'Samhain'. The Celts dressed in animal heads and **skins** for this

b) Read the article and correct the sentences (1-5). Then, explain the words in bold.

- The Celts lived in Iceland.
- They celebrated New Year's Eve on November 14th.
- Their festival was called Feralia.
- The Druids were ghosts.
- Pomona Day was a Celtic festival.

c) In pairs, ask and answer questions based on the text.

festival, and their **priests**, the Druids, built huge bonfires which the Celts **gathered** around to burn **crops** as **sacrifices** to their ancient gods. October 31st marked the end of summer and the beginning of winter and the Celts believed that on that night, the **ghosts** of the dead returned to Earth. The Celts thought that the ghosts helped the Druids to **predict** the future.

In about 43 AD, after the Romans conquered the Celts, two Roman festivals, Feralia (when Romans remembered their dead) and Pomona Day (when the Romans honoured their goddess of fruits and gardens), were combined with the Celtic Samhain festival. Later, in the 7th century, when Christianity **reached** the land of the Celts, the Pope made November 1st All Saint's Day. This was a time for people to **honour** saints and **martyrs**. This celebration was also called All Hallows or Halloween. The night before it became known as All Hallows' Eve, which later changed to Halloween.

Today, people celebrate Halloween with black cats and magic from Samhain, apples and **harvest** from Pomona Day and ghosts and **skeletons** from All Saint's Day. It's a thrilling mixture of fun and **fear**!



3 *Project: Let's carve a jack-o'-lantern.*

Carving the perfect jack-o'-lantern

Material

- a pumpkin
- a large sharp knife
- a spoon
- a small knife
- a permanent marker
- a candle

- 1 Put the pumpkin on the table.
- 2 Cut the top off the pumpkin with the knife.
- 3 Use a spoon. Scoop out the insides.
- 4 Draw the eyes, nose and mouth with the marker.
- 5 Cut out the face with the small knife.
- 6 Put a candle inside and light it.
- 7 Put the top back on.
- 8 Take the jack-o'-lantern and put it outside on your porch until Halloween is over.



16 What were you doing?

Vocabulary

WORKBOOK
sample pages

1 Fill in the correct word from the list:

- nightmare • enormous
- display • trolley
- knocked over • slipped
- checkout • embarrassed

- 1 A: How was the play last night?
B: It was terrible! I
..... on stage and fell over!
A: Oh, no! I bet you were really

- 2 A: I'm going to get a
..... for the shopping.
B: Do you mind if I don't come with you?
I want to look at the CDs.
A: OK. I'll meet you at the

- 3 A: How did your job interview go yesterday?
B: It was terrible! I was nervous and I
..... my cup of coffee!
I don't think I got the job!
A: Wow! What a
..... !

- 4 A: Did you see that
..... of flowers in the shop window?
B: Yes, it was !

Grammar

Past Continuous

2 The following people were at home at 5:00 pm yesterday afternoon. What were they doing? In pairs, ask and answer questions. Use the verbs:

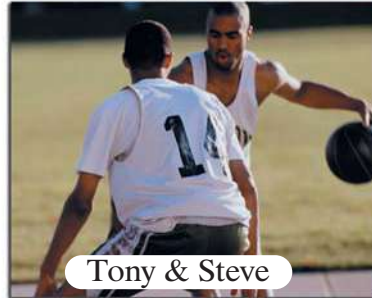
- play • cook • read • do



Robert



Lisa



Tony & Steve



Jessie & Rick

- 1 Robert / play video games
A: Was Robert playing video games?
B: No, he wasn't. He was playing the piano.
- 2 Tony and Steve / do homework
- 3 Lisa / write a letter
- 4 Jessie and Rick / listen to music

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

- 1 at 10 o'clock yesterday evening?
A: What were you doing at 10 o'clock yesterday evening?
B: I was watching TV.
- 2 at two o'clock this morning?
- 3 two hours ago?
- 4 at half past eight yesterday morning?
- 5 at 10 pm last Sunday?
- 6 this time last year?
- 7 when it started raining?
- 8 at lunchtime yesterday?

Everyday English

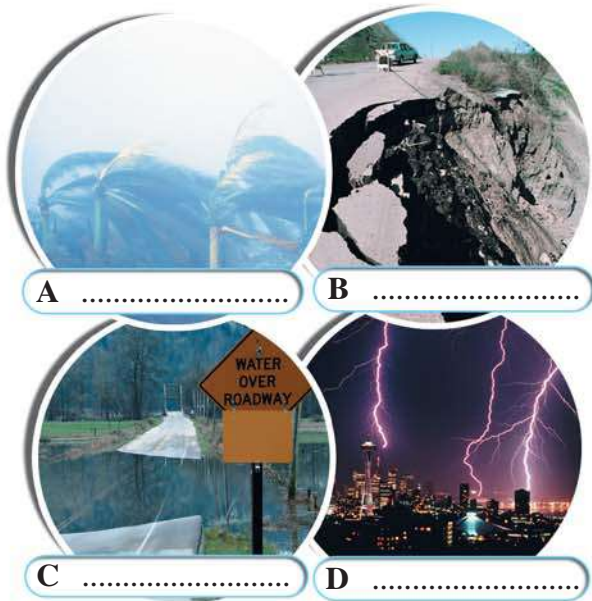
Expressing complaint & sympathy

4 Circle the correct response.

- 1 A: I lost my wallet.
B: a It was a nightmare.
b That's too bad.
- 2 A: I feel tired.
B: a You poor thing!
b What a morning!
- 3 A: How was your day?
B: a It gets worse.
b Don't ask!
- 4 A: I studied for the test all night and I still failed!
B: a What's it like?
b Oh, dear!

Vocabulary

1 Label the pictures.



2 Fill in the correct word.

- shake • unbelievable
- howling • shelter • crack
- rumbling • grabbed
- trembled • survive • rocking

- 1 There was a loud sound and then the wind blew the roof off the house!
- 2 People were running to try and find from the rain.
- 3 During the earthquake the side of the building started to
- 4 The wind was so strong that the car was from side to side.
- 5 The man the child's hand and pulled her back from the edge of the cliff.
- 6 As the hurricane passed over our house, the furniture started to
- 7 The force of the flood moved cars and animals. It was
- 8 Last night the wind was so loudly, I couldn't sleep.

- 9 The storm completely destroyed the village. The villagers were lucky to
- 10 The children when they heard the thunder.

Grammar

Past Continuous

- 3 *The people at Shoreham Insurance Company were at work yesterday morning when an earthquake struck. Look at the pictures. In pairs, ask and answer questions, as in the example.*

- send fax • have meeting • talk on the phone
- look at report • work on computer



- 1 **A:** What was Bill doing? **B:** He was looking at a report.

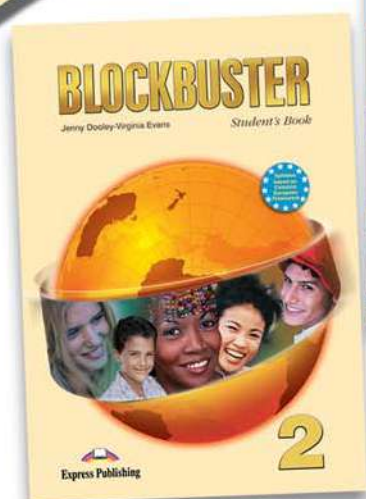
4 Put the verbs in brackets into the past continuous.

It was 7:00 pm and I 1) (drive) back home. I 2) (sing) along to the music on the radio. Black clouds 3) (gather) in the sky and a storm 4) (come). Before I knew it, I was in the middle of the storm. I 5) (not/drive) very fast but suddenly I lost control of the car. I tried to stop but it 6) (move) on its own! Before I realised what 7) (happen), I crashed into a wall. Luckily another car 8) (pass) the other way so it stopped and took me to hospital. I was amazed I wasn't seriously hurt.

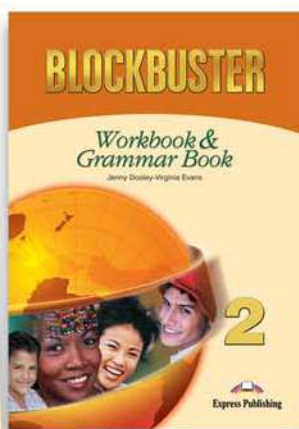
BLOCKBUSTER 2

Blockbuster 2 is designed for learners studying English at Elementary level. The course follows the principles of the Common European Framework of Reference, Level A2 (Basic User).

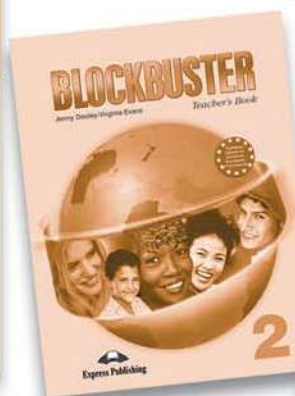
COMPONENTS



Student's Book



Workbook
& Grammar Book



Teacher's Book



My Language
Portfolio



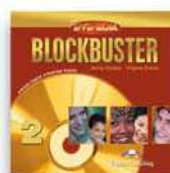
Class CDs



Student's CD



CD-ROM



DVD-ROM



Test Booklet & CD
(also available on CD-ROM)

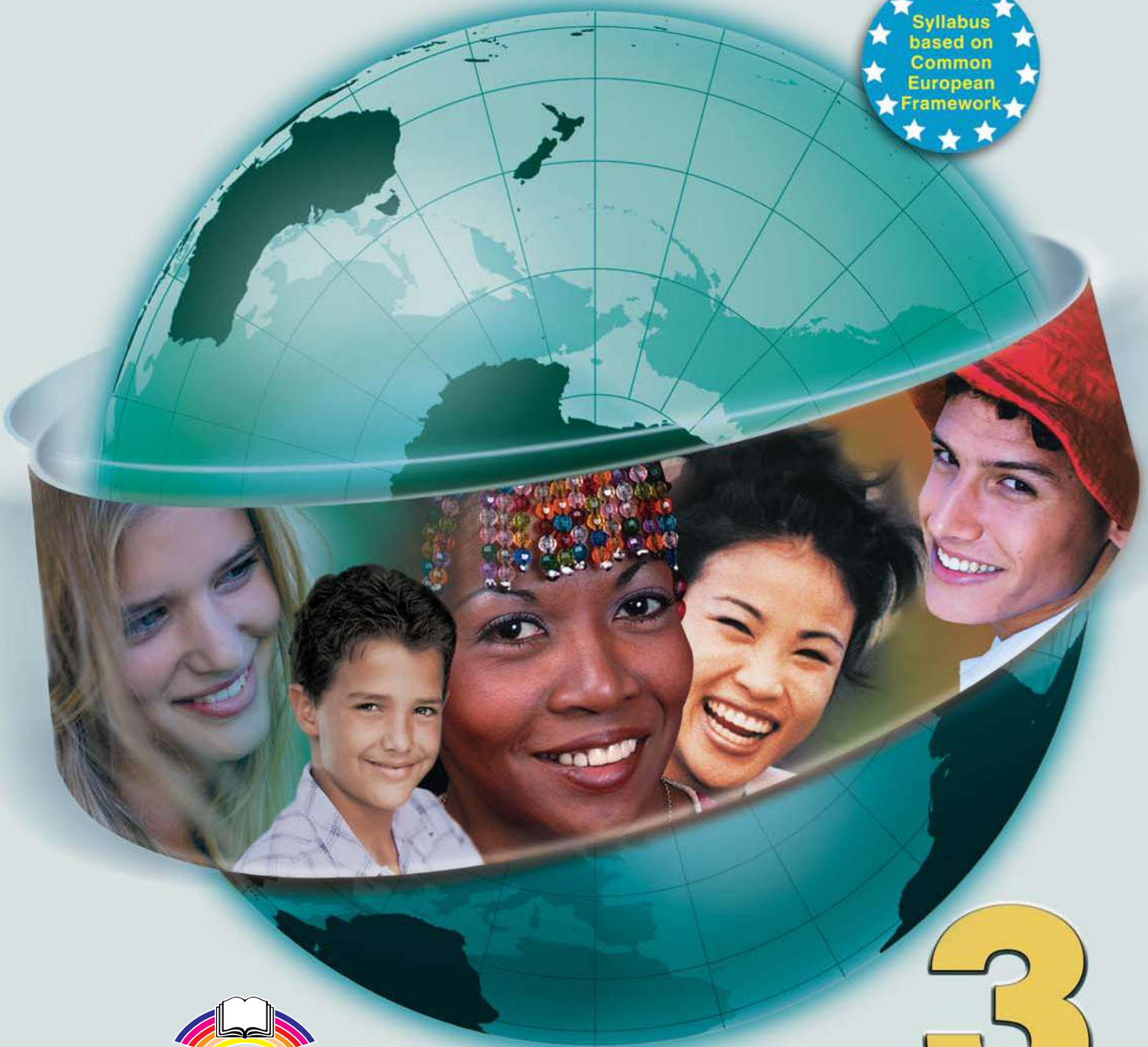
Web Companion

Visit <http://www.expresspublishing.co.uk/elt/blockbuster> for free resources and Portfolio activities.

BLOCKBUSTER

Jenny Dooley-Virginia Evans

Student's Book



Express Publishing

3

Contents

		VOCABULARY	GRAMMAR	READING	LISTENING	NOTIONS/ FUNCTIONS	WRITING
MODULE 1 (pp. 5-18) The way we live	1 Messy or tidy? (pp. 6-7)	personal belongings	so – such; phrasal verbs: <i>take</i>	dialogue	listening for gist	express annoyance	short description of your room
	2 Fun time (pp. 8-9)	leisure activities; hobbies	present simple; adverbs of frequency	email to a friend	multiple matching	habits & routines; express likes/dislikes	email to a friend about your hobbies/free time
	3 Chores! (pp. 10-11)	household chores	present continuous; stative verbs	<i>Helping hands</i> (advertisement)	listening for specific information	make suggestions – agree/disagree	chart showing your chores for next week
	4 Lifestyles (pp. 12-13)	teenagers' lifestyles	present continuous vs present simple	<i>Being 14</i> (interview)	listening for specific information	talk about lifestyles	interview
	5 Heroes & Villains (pp. 14-15)	character adjectives & appearance	forming adjectives; linking similar/opposing ideas	<i>Simply the Best</i> (article)	listening for gist	talk about character & appearance; join sentences	summary of a text
	Culture Corner 1: <i>Time Off!</i> (p. 16)		Curricular Cuts 1: (Literature) <i>Robinson Crusoe</i> (p. 17)			Self Check 1 (p. 18)	
MODULE 2 (pp. 19-32) Crime doesn't pay	6 Clumsy crooks! (pp. 20-21)	crimes & criminals	past simple	dialogue (reporting news); witness statement	listening for detail; intonation of stressed words	express interest	eyewitness statement
	7 Crime fighters (pp. 22-23)	people who help us	past continuous	<i>Anything can happen ... while on duty</i> (article)	listening for specific information	narrate a personal experience	short narrative article
	8 In search of truth (pp. 24-25)	detective stories	past simple vs past continuous	detective story (comic strip)	listening & writing down information	interrogate sb	comic strip
	9 On the Beat (pp. 26-27)	police equipment	<i>used to/would</i>	<i>Bobbies on the Beat</i> (article)	multiple matching	express doubt & certainty	strange laws
	10 Things are not always as they seem! (pp. 28-29)		phrasal verbs: <i>break</i> ; linkers	<i>Almost a Crime</i> (story)	listening to identify time sequence	set the scene	story
Culture Corner 2: <i>Fighting Animal Cruelty: The RSPCA</i> (p. 30)		Curricular Cuts 2: (Citizenship) <i>Neighbourhood Watch</i> (p. 31)			Self Check 2 (p. 32)		
MODULE 3 (pp. 33-46) Changing world	11 What's in store for me? (pp. 34-35)	predictions; star signs; changes in life	<i>will</i> ; time words	dialogue (predictions about the future)	listening for specific information	make predictions	weekly horoscope
	12 Friends in danger (pp. 36-37)	endangered animals, animal categories	<i>will vs going to</i> ; forming abstract nouns from verbs	<i>Your Voice - Animal Welfare</i> (article); signs	multiple matching	discuss ways to protect endangered species	poster about ways to protect endangered species
	13 Take action now! (pp. 38-39)	environment; global warming	Type 0 & 1 conditionals phrasal verbs: <i>turn</i>	global warming (web page)	listening & writing down information	summarise a text	advert inviting students to plant trees
	14 Technology on your side (pp. 40-41)	gadgets & their uses	Type 2 conditionals	gadgets (advertisements)	listening for specific information	talk about imaginary situations; persuade sb to buy sth	advert for a gadget
	15 A word of advice (pp. 42-43)	teenage problems	<i>should/shouldn't</i>	email giving advice	listening for specific information	ask for/give advice	email giving advice
Culture Corner 3: <i>Seeds of Hope</i> (p. 44)		Curricular Cuts 3: (Science) <i>Disappearing Habitats</i> (p. 45)			Self Check 3 (p. 46)		
MODULE 4 (pp. 47-60) Out & about	16 Follow the country code (pp. 48-49)	rules of the countryside	<i>must/mustn't</i> ; phrasal verbs: <i>pick</i>	dialogue	listening for specific information	reprimand sb – make excuses/apologise	poster of road signs
	17 Travel tips (pp. 50-51)	travel	<i>should(n't) - must(n't)</i>	forum questions: Tokyo	listening to identify key information	give travel advice	forum giving tips for travellers
	18 Summer schools (pp. 52-53)	school subjects	<i>(don't) need to/ (don't) have to/ can't</i>	<i>Churchill House Summer School</i> (article)	multiple matching	ask for/give/refuse permission; school rules	dos & don'ts at a summer camp
	19 Going x-treme! (pp. 54-55)	extreme sports & equipment	comparative - superlative; word formation: <i>-ed/-ing</i> adjectives	<i>Would you dare to ... ?</i> (jigsaw reading)	listening for specific information	compare extreme sports	paragraph about a sport
	20 Activity holidays (pp. 56-57)	types of holidays	<i>should/need</i>	email giving instructions	listening to identify key information	suggest & give reasons – agree/disagree	email giving instructions
Culture Corner 4: <i>The Rules of Behaviour</i> (p. 58)		Curricular Cuts 4: (History) <i>What did Victorians do for fun?</i> (p. 59)			Self Check 4 (p. 60)		

		VOCABULARY	GRAMMAR	READING	LISTENING	NOTIONS/ FUNCTIONS	WRITING
MODULE 5 (pp. 61-74) Money, money ...	21 Shop till you drop (pp. 62-63)	clothes/patterns		dialogue - shopping for clothes	listening for specific information	at the till	comic strip
	22 On sale (pp. 64-65)	department stores & products	order of adjectives	notices	listening for specific information	describe objects	letter to a hotel about sth you left there
	23 Cash or card? (pp. 66-67)	methods of payment	the passive (1)	<i>Quiz time</i>	listening for detail		quiz
	24 All under one roof (pp. 68-69)	types of shops & products	the passive (2); phrasal verbs: <i>come</i>	<i>Getaways: West Edmonton Mall</i> (article)	listening for detail	recommend a place	descriptive article about a shopping centre
	25 Not good enough (pp. 70-71)	faulty products & shoppers' complaints	word formation: negative adjectives	an email of complaint	multiple matching	make complaints/request action & responding	email of complaint
Culture Corner 5: Flea Markets: Camden Lock Market (p. 72) Curricular Cuts 5: Maths (p. 73) Self Check 5 (p. 74)							
MODULE 6 (pp. 75-88) Festive time	26 Places to eat (pp. 76-77)	places to eat; food preferences	<i>prefer/would prefer – like/would like</i>	dialogue (ordering food)	listening & writing down information	specific/general preference	comic strip
	27 Carnival Time (pp. 78-79)	food & celebrations	countable/ uncountable nouns; <i>some/any/a lot of/a few/(a) little</i>	<i>Shrove Tuesday</i> (article)	multiple matching	describe celebrations	postcard
	28 Happy moments (pp. 80-81)	celebrations	present perfect	email	note taking	invite - accept/ refuse invitations	email
	29 Great entertainers (pp. 82-83)	entertainers	word formation: nouns / adjs from verbs; relatives phrasal verbs:	<i>give People to Remember</i> (article)	multiple choice		biography
	30 Over the moon (pp. 84-85)	theme park attractions	present perfect vs past simple/ linking words	<i>Birthday Surprise</i> (story)	multiple matching	express surprise/ amazement	story
Culture Corner 6: Annual Festivals: Independence Day (p. 86) Curricular Cuts 6: (History) Remembrance Day (p. 87) Self Check 6 (p. 88)							
MODULE 7 (pp. 89-102) Getting it across	31 Leave a message (pp. 90-91)	means of communication	<i>say/tell</i>	dialogues (on the phone)	listening to identify key information	talk about preferred means of communication	greeting message
	32 SEND ME A TXT! (pp. 92-93)	mobile phones	reported speech (statements)	SMS texts		check/clarify points	SMS message
	33 Are you online? (pp. 94-95)	feelings; teenage concerns	reported speech (questions); forming abstract nouns from verbs	instant messenger	listening for specific information	describe negative feelings	instant messenger conversation
	34 Breaking the code (pp. 96-97)	parts of the body	reported speech (commands); phrasal verbs: <i>look</i>	<i>Bubble Talk</i> (article)	listening and writing down key information	give instructions for divers	secret message
	35 In touch with the world (pp. 98-99)	TV & the Media	linking words	TV (opinion essay)	listening for detail	give reasons	opinion essay
Culture Corner 7: Say it with a Puff: Smoke Signals (p. 100) Curricular Cuts 7: (Science) Sound and hearing (p. 101) Self Check 7 (p. 102)							
MODULE 8 (pp. 103-116) Supernatural	36 The truth is out there (pp. 104-105)	UFOs	question tags	comic strip	intonation in question tags		story
	37 Superstitions (pp. 106-107)	sports & equipment	causative form	<i>Playing it safe</i> (quiz)	listening for specific information	ask about knowledge	quiz
	38 Mysteries (pp. 108-109)	supernatural creatures	past perfect	<i>Ghosts of Hollywood</i> (article)	listening to identify key information	write comprehension questions	article about superstitions
	39 Friend or foe? (pp. 110-111)	character traits	<i>make - let</i> ; word formation: verb opposites	Vote of the Week (web page)	listening for specific information	describe personality	web page
	40 Spooky Tales (pp. 112-113)	ghosts	phrasal verbs: <i>make</i>	ghost story	listening for specific information		story
Culture Corner 8: Folklore: The Selkie Folk (p. 114) Curricular Cuts 8: (Literature) Dracula (p. 115) Self Check 8 (p. 116)							

Special Days (pp. 117-121)
Pairwork Activities (pp. 122-125)
Song Sheets (pp. 126-129)

Irregular Verbs (p. 130)
Grammar Reference section (pp. 131-139)
Appendix 1 (p. 139)

American English – British English Guide (p. 140)
Word List (pp. 141-151)
Key to Self Check sections (p. 152)

BLOCKBUSTER

British English

Jenny Dooley - Virginia Evans

CD-ROM 1



Express Publishing

3

DVD-ROM

BLOCKBUSTER

Jenny Dooley - Virginia Evans

• British English • American English

3



Express Publishing

Changing World

MODULE 3

Units 11 - 15

◆ Before you start ...

- Name some types of criminals.
- What's your favourite detective story? Narrate it to the class.
- What do you know about Bobbies in England?

◆ Look at Module 3

- Where are the pictures (1-5) from? Say the page number.

◆ Find the page number(s) for

- a newspaper article
- a board game
- a web page
- signs
- an email

◆ Listen, read and talk about ...

- your future
- endangered animals
- global warming
- electronic gadgets
- teenage problems

◆ Learn how to ...

- express (un)certainty
- make predictions
- talk about plans/intentions
- discuss hypothetical situations
- ask for/give advice

◆ Practise ...

- *will*
- *will vs going to*
- Conditionals type 0, 1 & 2
- word formation: abstract nouns from verbs
- phrasal verbs: *turn*

◆ Write/Make ...

- a horoscope
- a poster
- an advert
- a letter of advice

Culture Corner: Seeds of hope – The Royal Botanic Gardens

Curricular Cuts: (Science) Disappearing Habitats



11 What's in store for me?

Vocabulary

Predictions

- 1 What does the title mean? How are the pictures related to the title? What is the unit about?

have a big house and a family

be famous

travel around the world

Listening

Making predictions

- 2 a) Listen and underline the stressed words. Which sentences express predictions?

- I'll get married.
- I think you'll make an excellent architect.
- I hope so!
- I don't think I will.
- Probably not.
- I'm sure I'll be a famous rock star.

b) All the sentences in Ex. 2a are from the dialogue between two friends in Ex. 3. What do you think they are talking about? Listen, read and check.

become a rock singer

have lots of money

Reading

- 3 a) Read the dialogue. What are Ann's and Tina's predictions? Underline the sentences which are related to the pictures.

b) Explain the words in bold.

Ann: It's so great lying here on the beach with nothing to worry about.

Tina: Yeah, it's lovely but will it always be like this?

Ann: I don't know. Do you ever **think about** the future?

Tina: Sometimes. It's fun to **picture** myself in 15 years' time!

Ann: So, would you like a family?

Tina: Oh yes! **As soon as I get a job**, I'll get married and have two children. I don't know yet what I'll be **though**, maybe an architect or something ...

Ann: I think you'll make an excellent architect. You're very good at drawing.

Tina: I hope so! I'd love to be an architect. What about you?

Ann: I'm sure I'll be a famous rock star.

Tina: A rock star? I thought you wanted to be a photographer!

Ann: Well, I've changed my mind. **When I release my first CD**, my life will change. I'll travel around the world giving concerts and **signing autographs**.

Tina: So, will you have children?

Ann: I don't think I will. They certainly wouldn't like travelling around all the time.

Tina: Probably not. There's only one problem. You can't sing very well!

Ann: I'll take lessons and I'll find a very good **manager**. That's how you become a singer nowadays.

Tina: Don't **give up** the idea of photography, just in case ...

Ann: What do you mean?

Exploring Grammar

Will

4 Match the sentences (1-4) to their meanings (a-b). Find more examples in the dialogue.

- 1 I think **they'll** wait for us.
- 2 She'll certainly win the song contest.
- 3 I expect we'll **find** him in the hotel.
- 4 He **will** probably **find** a good job.

- a prediction of future events (based on what we think, guess or believe will happen)
- b certainty (it's certain that sth will happen)

5 In pairs, discuss what you think your partner will become. Use the reasons below, as well as your own ideas.

- love visiting new places • be good at acting • have a great voice • like children
- care about others • like cars/plants/animals/flowers/cooking • can work well with your hands

A: I think you'll be a rock star because you have a great voice.

B: Possibly. I think you'll ... because ...

Time words & future events

6 a) Look at the highlighted phrases in the dialogue and complete the box. What tense do we use after time words?

as soon as/when + but
 I'm sure/I think/I expect +
Compare: I'll go out **when I finish.** (time word)
When will he come back? (question words)

b) Complete the sentences.

- 1 I'll see you as soon as
- 2 Do you know when
- 3 He'll type the report before.....
- 4 I'll call you when.....

Speaking

7 What's in store for you? In pairs, act out a dialogue similar to the one in Ex. 3. Use phrases from Exs. 2a & 5.

Everyday English

Making predictions/Responding

8 Read the language box, then the example. Use the prompts to act out similar exchanges.

Future predictions

- I expect I will ... I'm certain I will ...

Responding

Certainty	Uncertainty
<ul style="list-style-type: none"> • I believe/think so. • I'm sure I will. • I suppose/believe so. 	<ul style="list-style-type: none"> • I'm not that sure. • Perhaps./I wonder. • I don't think so.

- she/get well soon • he/pass his exams
- she/get a job • we/graduate this year
- they/move house soon

A: I expect she will get well soon.

B: I think so./I don't think so.

Listening

9 You are going to hear two friends talking about horoscopes. Read the statements (1-5), listen and choose A, B or C.

- 1 The horoscope is for this
A year. B month. C week.
- 2 Leos will be healthier if they're over
A 40 years old. B 50 years old.
C 60 years old.
- 3 How many friends will Leos make?
A one B lots C none
- 4 The weekly horoscope costs
A £1. B £5. C £3.
- 5 The astrologer's surname is
A Sheiva. B Shieva. C Sheiav.

Writing (a weekly horoscope)

10 Write an imaginary weekly horoscope for your friend. Write predictions under the following headings:

- work • family • health • friends

12 Friends in danger



Tomato Frog



Loggerhead Sea Turtle



Frigate Bird



Tiger Beetle



Yellow-eyed Penguin



American Crocodile



Gorilla



Seahorse



Siberian Tiger

Vocabulary

Endangered Animals

- 1 The animals in the pictures are endangered species. Which category does each belong to?

- mammals • birds
- amphibians • fish
- insects • reptiles

Study Skills

Reading effectively

Read through the text once, quickly. This will help you understand the general content and the author's purpose.

Reading

- 2 a) Look at the text. Is it an article or a leaflet? Who is it written for? What is the writer's purpose? Read through and check.
- b) Read the text and complete the gaps (1-10). Listen and check. Then explain the words in bold.

NEWCASTLE SECONDARY SCHOOL

Thursday, 18th May

YOUR VOICE

ANIMAL WELFARE - Take Action!!

by Ashley Baker

Your Voice, the school newspaper that gives you 0) *your* say, is going to get involved in supporting **wildlife protection** as well, and you will have the opportunity to be part 1) that. We hope that, as a school, you 2) all join in the campaign to save nature and help out as much 3) possible.

On Monday 22nd May, we are 4) to visit Oak Tree Park to adopt an animal on behalf of the school. You will get the chance to see the animals in their **natural environment** and then we will all decide which animal to choose. There are lots of other things that you can do 5), including mountain biking, horse riding and canoeing for those of you 6) want a bit of exercise. A word of warning, though! Remember that you have to 7) careful around the animals. There is a leaflet which will give you 8) idea of what to avoid.

Mr Abbey, an expert on **endangered species**, is going to give us a talk on what we can all do to **make a difference** to the environment. It will take place at the café at 2pm – don't be late! We really need you to support this, because *Your Voice* newspaper is going to organise events 9) activities over the next few weeks and we hope we 10) **count on** you!

- c) List the activities people can do at Oak Tree Park. Then tell the class.

3 The children came across the following signs (A-E) in Oak Tree Park. Match the meanings (1-3) to the signs.

1 Don't get out of your car.

2 Use the rubbish bins provided.

3 Stay away from animals.

A

DO NOT LITTER

ANIMALS MAY BITE

C

DRIVE SLOWLY

D

JOGGING NOT ALLOWED

STAY IN YOUR VEHICLE

E

STAY IN YOUR VEHICLE

Exploring Grammar

Will vs Going to

- 4 Read the sentences in the box below. Which verb form expresses:
- a future plan/intention?
 - a prediction based on what we think, imagine or guess?
 - a promise?
 - an on-the-spot decision?
 - a prediction based on what we see/know?

- *I'm sure they **will** be on time.*
- *It's hot. I'll **open** the window.*
- *On Monday 22nd, we are **going to** visit the park.*
- *Look at those black clouds. It's **going to** rain.*
- *I promise I **won't** be late.*

Find examples of these uses in the text.

- 5 Fill in *will* or *be going to*.
- I promise I be there as soon as I can.
 - Be careful! You drop the dishes.
 - You're wet. I fetch you a blanket.
 - I think he attend the meeting.
 - My grandparents live in Wales, but I visit them during the holidays.

Listening

6 a) Look at the list of animals (A-H). Which one do you like most? Why?

b) Listen to Amy talking to her sister Sarah about the class' plan to adopt an animal. Which animal does each child want to adopt?

Name	Animal
1 Jeff	A polar bear B tiger
2 Shane	C fox D deer
3 Lara	E leopard F parrot
4 Patrick	G monkey H eagle
5 Nadine	

Speaking

- 7 What are you going to do to help endangered species? Decide in groups. Then tell the class your intentions.
- plant trees for nesting animals
 - join environment groups
 - write letters about threatened species to newspapers/magazines
 - ring up radio phone-in shows to express your concerns
 - learn more about adopting endangered species
 - make posters

Word formation (abstract nouns from verbs)

We can add *-y*, *-ion*, *-al* to form abstract nouns from verbs.

enter – entry, intent – intention, refuse – refusal

8 Fill in the nouns. Make sentences using them.

- | | |
|---------------------------------|-------------------|
| 1 deliver – ... <i>delivery</i> | 5 exhibit – |
| 2 discover – | 6 act – |
| 3 collect – | 7 survive – |
| 4 protect – | 8 arrive – |

Writing

(a poster)

- 9 Prepare a poster on what your class is going to do to help protect endangered species. Stick on pictures. Start like this:
- Is there still time? Yes, there is. So we're going to ... Join us today.*

13 Take action now!

Vocabulary

Environment

- 1 a) Read the dictionary entry. How are the pictures (A-C) related to it?

There were few sights as beautiful as the calm

global warming noun [U]
a gradual increase in world temperatures caused by polluting gases such as carbon dioxide which are collecting in the air around the Earth and preventing heat escaping into space

... from few sights as beautiful as the calm



- b) Look at the pictures (D-F). What will happen if global warming continues?

Reading

- 2 a) Look at the web page below. Who is it for? What is it about?

- b) Read the questions. What do you think the answers are? Listen, read and check.

GLOBAL Warming

links

games

test your knowledge

What do the experts think about global warming?
Nobody really knows for sure how fast the planet is heating up. **Experts** do know, however, that if we don't do something about it, the problem will continue to get worse.

What causes global warming?
Scientists **blame** fossil fuels for global warming. You see, when you burn gas or oil, they produce greenhouse gases. Then, when these greenhouse gases are trapped in the atmosphere, they **prevent** heat escaping into space and they make the earth warmer. Deforestation (**cutting down trees**) adds to the problem.

Is anybody doing anything about global warming?
Slowing down global warming is a very difficult **task** and it seems that people can't agree on what to do. Some people think that if governments make **laws** about it, that will help. Others **believe** that it should be up to each person or company to decide what to do.

What will happen if global warming continues?
Again, the answer is, 'Nobody really knows for sure.' However, people who study the earth's **climate** can make guesses. They believe that if the earth keeps getting warmer, the sea level might rise, animals may **become extinct**, and there may be more storms and floods.

What can I do about global warming?
It's simple! If you use less **energy**, you'll help slow down global warming. If you want to use less energy:

- **turn off** lights when you leave a room
- use air conditioners **wisely**
- take shorter **showers**
- don't leave the TV on when you go out

3 Read the text again. Are sentences 1-5 *Right* (A) or *Wrong* (B)? If there isn't enough information, choose *Doesn't Say* (C). Explain the words in bold.

- Scientists are not concerned about global warming.
A Right B Wrong C Doesn't Say
- Gas and oil are fossil fuels.
A Right B Wrong C Doesn't Say
- Governments are thinking about making laws to stop global warming.
A Right B Wrong C Doesn't Say
- Global warming might have negative results.
A Right B Wrong C Doesn't Say
- A lot of people help to slow down global warming.
A Right B Wrong C Doesn't Say

4 Use the questions in the text to summarise it.

Exploring Grammar

Conditionals: Type 0 & 1

5 a) Complete the rules. Find more examples in the text. What is each conditional used for?

When you **burn** oil, it **produces** greenhouse gases.

Type 0: If/When + → simple present
Use: sth that happens as a result of sth else (general truth, law of nature)

If governments **make** laws about it, that **will help**.
Unless you **work** hard, you'll **lose** your post.

Type 1: If + → imperative/...../
can/may etc + bare infinitive
Use: real possibility in the present/future

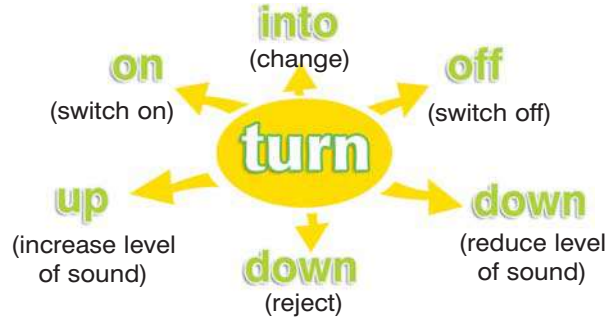
b) Fill in the sentences with the appropriate form of the verb in brackets.

- Fewer fish **will die** (die), if we stop polluting the sea.
- When you drive your car, you (produce) greenhouse gases.
- If you (keep) your neighbourhood clean, you will help to stop pollution.

- If you (put) ice in water, it (float).
- I'll do it if I (can).

Phrasal verbs

6 Look at the spidergram. Which phrasal verbs have opposite meanings? Use them to complete the sentences (1-4).



- Turn all the systems so we can see how they work.
- It's too bright in here. Turn the lights a bit, please.
- Turn the gas before you leave.
- Turn the radio! I can't hear the song.

Prepositions

7 Look at Appendix 1 and fill in: *about*, *for*, *of* or *on*. Use the phrases to make sentences about the environment.

- 1 take care; 2 blame sb sth; 3 punish sb; 4 think sth; 5 agree sth

Listening

8 Listen to Mrs Woods talking about Recycling Day and fill in the gaps.

RECYCLING DAY

Let's make a difference

Date:	1) Saturday March
Time:	9 am – 2) pm
Location:	Maple Avenue 3) centre
Bring:	glass, old 4) , aluminium
Call:	5) 3.....

Writing

(an advertisement)

9 Make an advertisement inviting students to plant trees in the local park. Use the poster in Ex. 8 as a model.

14 Technology on your side

Vocabulary

Gadgets

1 Match the gadgets (1-5) to the functions (A-E).

- A send live video pictures
- B send pictures
- C keep your schedule
- D store music files
- E play movies



2 a) Look at the subheadings in the text. Can you think of the uses for each gadget? Read through and check.

GADGETS

Mobile Phone

Show them where you are! This light, **elegant** phone has a special self-portrait feature **1)** **allows** you to send great photos of yourself in **2)** **instant**. Its camcorder will record important moments so you can **share** them with friends. Also MMS, emails and two-colour **display**.

Digital Music Player

Carry your music collection everywhere you go and have your favourite hits at your **fingertips**. Listen to up to 12 hours of music wherever you are – walking to school, **3)** the bus, in the car, at the gym. The **digital** music player **4)** you to **store files** (up to 5,000 songs) and even play games.

Portable DVD Player

Long trips in the back of the car or on the train would be a fun experience if you were watching movies. With this new **portable** DVD player, you can **5)** back and enjoy your favourite movies – on the move! Comes **6)** power **adaptor**, **rechargeable battery**, headphones and **remote control**.

Handheld Organiser

If you had one of these, your life would be **7)** **easier**. Stay organised and entertained with this handheld organiser. Keep your **schedule**, **look up** phone numbers, **store** photos of your family and friends. **Transfer** files and **back up** to your Mac or Windows computer. Play games or listen to your MP3 files whenever you feel like **8)**

b) In pairs, fill in the gaps (1-8) with A, B or C. Listen and check, then explain the words in bold.

- | | | |
|-------------|-----------|------------|
| 1 A who | B that | C what |
| 2 A the | B a | C an |
| 3 A on | B in | C at |
| 4 A allow | B allowed | C allows |
| 5 A sits | B seat | C sit |
| 6 A from | B with | C at |
| 7 A more | B much | C most |
| 8 A relaxed | B relax | C relaxing |

Reading

Study Skills

Improving reading skills

Read magazines, leaflets, brochures, adverts, etc in English. This helps you improve your vocabulary and your English in general.

3 Say one thing you remember from the text about each gadget.

Exploring Grammar

Conditionals: Type 2

4 a) Look at the underlined sentence in the text in Ex. 2 and complete the rule.

If + → would/could/might etc.
+ bare infinitive

We use Type 2 conditionals to talk about an imaginary situation in the present/future, especially when we give advice.

b) Complete the exchanges, using the correct verb form.

- 1 A: I wish I could see my family when I chat with them on the Internet.
B: If you (install) a web camera, you could see them while you chat.
- 2 A: I keep forgetting my appointments.
B: If you (buy) a handheld organiser, you could store all your appointments.
- 3 A: I'm tired of carrying all my CDs around with me.
B: You wouldn't have to carry them with you if you (own) an iPod.

4 A: If I (have) a portable DVD player, I'd watch movies when I am travelling.

B: So would I.

5 A: I think I'll buy a camcorder.

B: If I (be) you, I would buy a mobile phone with a built-in camcorder.

5 Fill in the correct verb forms. Use:

- study • take • be • call • have

- 1 If public transport free, fewer people would use their cars.
- 2 Which car would you buy if you enough money?
- 3 If I were you, I more exercise.
- 4 If he had time, he you.
- 5 If she more, she would pass the exams.

Speaking

6 Use the adverts in Ex. 2 to persuade your partner to buy one of the products. Use Type 2 conditionals.

If you bought a handheld organiser, you could carry your photos with you.

Writing

(an advert)

7 Find a picture of a gadget you find useful and write an advert about it. Use the adverts in Ex. 2a as a model.

Game

Play in pairs. Use an object you have with you (e.g. rubber) as a counter for the board game below. Throw the dice and move your counter. (e.g. if you get a 3, move your piece 3 squares in the direction of the arrows). Make a sentence using a Type 2 Conditional and the prompt on the square you are on. Whoever makes a wrong sentence, misses a turn.



15 A word of advice

Skills work

Vocabulary

Teenage problems

1 Which of the following best describe teenagers' behaviour in your country?

Teenagers ...

- get annoyed easily
- worry about how they look
- argue with adults
- don't obey rules & regulations
- lose their temper
- get bored easily
- are untidy
- haven't got enough money
- have bad study habits
- are often moody
- have problems with friends

2 Look at the web page below and read the messages. What is each teenager's problem?

Got a problem?
Tell your story on TeenHelpNet. Other teens have been through the same stuff before. They can tell you what worked and what didn't.

Got some answers?
Check out the message board, then click on a name to read the whole story. Send a reply and pass on your advice. We're all here to help each other.

MESSAGE BOARD

loony, 16
I want to stay out late but my parents won't let me.

dido, 17
I'd like to go on holiday with my friends this summer but I can't really afford it.

star, 15
There's always so much homework to do and I never have any free time.

spooky, 16
My parents want me to become a dentist but I want to be a social worker.

Everyday English

Asking for and giving advice

3 Read the language box below. Imagine you have one of the problems described in Ex. 2. In pairs, use the prompts to discuss possible solutions, as in the example.

SOLUTIONS

- get a part-time job
- borrow some money from your parents
- ask to stay out later only at weekends
- explain to your parents that your job is a decision that affects *you*
- make a study plan
- ask friends how they manage to have free time

Asking for advice

- What should I do?
- What do you think I should do?
- What would you do (if you were me)?


Giving advice

- You should ...
- If I were you, I'd ...
- Why don't you ...?
- The best thing to do is ...

A: *I want to stay out late but my parents won't let me. What should I do?*

B: *Why don't you ask to stay out later only at weekends, and stay in during the week?*

Listening

- 4  The email gives advice to one of the teenagers in Ex. 2. Which one? What advice does he give? Listen and say.

Reading

- 5 a) Read the Study Skills box, then read the pairs of sentences/phrases (1-7). Mark each one as *F* (formal) or *I* (informal).

Study Skills

Deciding on style

Before you start writing, think of your target reader. This will determine what style to use: formal (*advanced vocabulary, formal linking words, full forms*) or informal (*everyday vocabulary, colloquial expressions, short forms*)

- 1 Dear Ms Kallan / Dear Sally
- 2 Sorry to hear that / I was upset to hear your news
- 3 Don't worry too much / You need not be too worried
- 4 I am confident that the situation can be improved / I'm sure things aren't that bad
- 5 Why don't you / In my opinion, you should
- 6 I hope my advice will be of some assistance to you / I hope my advice helps
- 7 Yours faithfully / All the best

- b) Look at the email. Is it formal or informal? Give reasons.

- 6 a) What advice does Mark give? What paragraph is it in?

- b) Match each of the phrases/sentences in bold in the email to one of the functions below.

- 1 shows a result
- 2 expresses sympathy
- 3 is a closing remark
- 4 offers advice

Writing

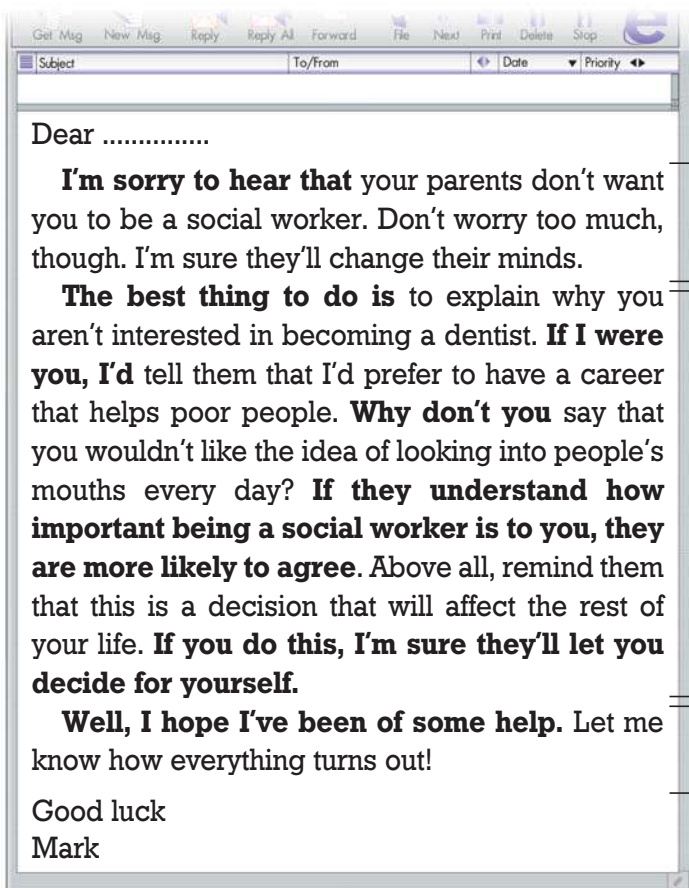
(an email giving advice)

- 7 Write an email to one of the other troubled teenagers in Ex. 2 (80-100 words). Use the expressions in Ex. 3 and the plan in Ex. 5.

Now I can...

- make predictions
- talk about my future plans
- talk about endangered species and ways to protect them
- talk about global warming
- discuss hypothetical situations
- express certainty/uncertainty
- ask for/give advice
- write a weekly horoscope for my friend
- write a poster of what my class is going to do to help protect endangered species
- write a poster inviting students to plant trees in the local park
- write an advert for a gadget
- write a letter of advice

in English



Dear

I'm sorry to hear that your parents don't want you to be a social worker. Don't worry too much, though. I'm sure they'll change their minds.

The best thing to do is to explain why you aren't interested in becoming a dentist. **If I were you, I'd** tell them that I'd prefer to have a career that helps poor people. **Why don't you** say that you wouldn't like the idea of looking into people's mouths every day? **If they understand how important being a social worker is to you, they are more likely to agree.** Above all, remind them that this is a decision that will affect the rest of your life. **If you do this, I'm sure they'll let you decide for yourself.**

Well, I hope I've been of some help. Let me know how everything turns out!

Good luck
Mark

opening remarks

advice & reasons

closing remarks

Seeds of Hope

1 Look at the pictures. Which of these plants grow in your country? What are they called in your language?



maple tree



palm tree



waterlily



orchid



sunflower

2 Look at the title and the pictures. What is the text about? Listen, read and check.

3 Read the text and explain the words in bold. In pairs, ask and answer comprehension questions.

A: *When did botanists at Kew Gardens start collecting unusual plants?*

B: *In the 18th century.*

4 Read again and highlight the important information. Use this information to tell the class about the Royal Botanic Gardens. Record yourselves.

5 **Project:** Think of a conservation project in your country protecting animals or plants. Collect information, then write an article for a brochure about it. Write:

- name/location
- what its aims are for
- what one can see there
- telephone number

THE ROYAL BOTANIC GARDENS

Kew Gardens

Since the 18th century, **botanists** at Kew Gardens have collected hundreds of **rare** or unusual plants and trees from all over the world. The gardens cover 120 hectares along the River Thames in London's south-west **suburbs**.

Visitors can see an amazing **variety** of plants, trees and flowers – in fact, it is still the world's largest collection. There are beautiful woodland and riverside walks, 26 different types of gardens and six greenhouses which provide controlled **environments** for plants from other parts of the world. There are also museums, libraries and even an art gallery.

Special **features** include the Palm House (*pictured below*) with its enormous palm trees, and Evolution House, which has a series of displays showing the **evolution** of plant life on earth.

The Royal Botanic Gardens is more than just a tourist attraction, though. Experts at Kew carry out important scientific research, run special education programmes, and help **conservation** projects world-wide.



A visit to the Royal Botanic Gardens is a unique experience.

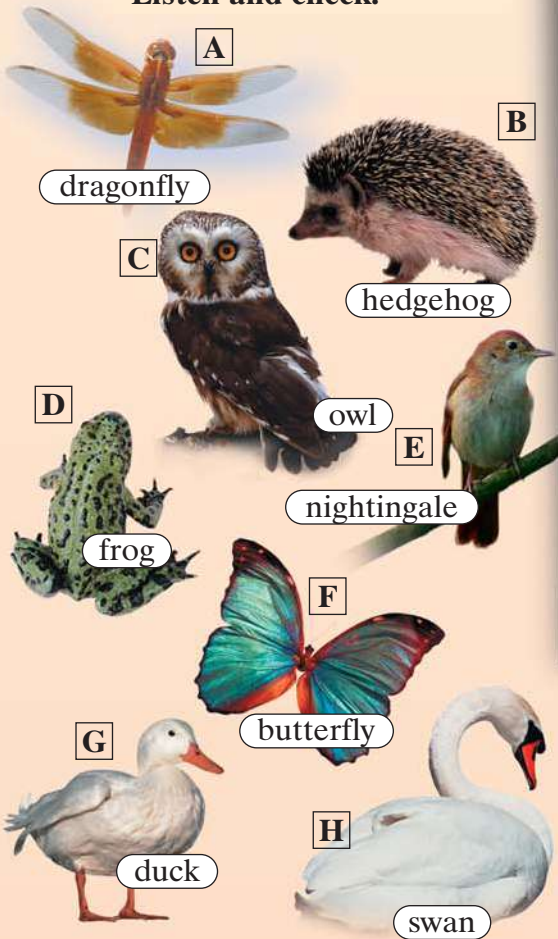
Don't miss it!

Curricular Cuts

Disappearing Habitats



- 1 Do you know what a *habitat* is? Which language does this word come from?
- 2 Look at the pictures below. In which habitat(s) (1-3) do the animals (A-H) live? Listen and check.



- b) Read again and complete the missing words (1-8). Listen and check. What can we do to help protect natural habitats?

All around the world, there are many natural habitats that are 1) danger of disappearing. 2) a habitat becomes endangered, the plants and animals that make their homes there are also endangered. People destroy wild places everywhere. Why? Simply 3) there are too many of us! We need room for houses, clean water and large areas for building factories. Sounds **selfish**, doesn't it? It does, but 4) are ways you can help. Firstly, find out if there are any organisations in your area that try 5) protect natural habitats and get involved. Or, if you really don't have enough time to join one 6) these organisations, why not **donate** some money to help them with 7) **cause**? Finally, you could write a letter to your **mayor** or **MP** protesting that a natural habitat in 8) area is endangered and needs protection. You can even start a **petition**, get all your friends and neighbours to sign it and then give it to your **local council**. Don't forget – we can all do something to help.

- 3 a) A lot of habitats are disappearing. Can you think of any reasons why this is happening? Is there a solution? Read and check.

- 4 Explain the words in bold. Make sentences using them.
- 5 **Project:** Collect information about natural habitats in your country. Prepare a presentation for the class. Talk about:
 - location
 - animals/plants that live there
 - importance
 - how to help protect them.

Use slides if possible. Videotape yourselves.



Self Check 3

1 Underline the correct word.

- I think the government should make **laws/customs** to protect wildlife.
- You can **store/put** music files on your iPod.
- My grandfather gets **annoyed/untidy** easily when the children are noisy.
- Welfare/Wildlife** in the area could suffer from the long, cold winter.
- We should all **obey/count** the law.
- Seahorses are an endangered **gases/species**.
- Turn the lights **on/off** before you leave.
- We need to take care **on/of** the Earth.
- See fish in their **natural/public** environment.
- It comes with remote **control/battery**.

(Points: $\frac{\quad}{10 \times 2}$ 20)

2 Fill in will or going to.

- A: I don't understand this exercise.
B: Wait a minute! I help you.
- A: I hear you have six weeks' holiday.
B: Yes - I spend some time with my family.
- A: Can I have a glass of water, please?
B: Sure. I get you one.
- A: Gosh! Look how dark the sky is.
B: Yes, I think it rain.
- A: What are his plans for next month?
B: I think he travel abroad.

(Points: $\frac{\quad}{5 \times 4}$ 20)

3 Put the verbs in brackets into the correct tense.

- If people (**use**) their cars less, there would be fewer traffic jams.
- If I were you, I (**eat**) organic food more often.
- When you (**burn**) waste, it causes air pollution.
- If you (**recycle**) paper, you will help a lot.
- If everyone drove an electric car, cities (**be**) less polluted.

(Points: $\frac{\quad}{5 \times 5}$ 25)

4 Fill in: for, about or on.

- They argue everything.
- He punished me lying.
- He agreed moving house.
- Don't blame me that.
- Hey! What are you thinking

(Points: $\frac{\quad}{5 \times 3}$ 15)

5 Underline the correct word/phrase.

- A: I'll never finish this on time.
B: If **I were/are** you, I would ask for more time.
- A: Please come to the party.
B: **I expect/Perhaps!**
- A: What will she do now?
B: I **suppose/wonder** she will leave.
- A: What do you think I should do?
B: **You will/Why don't you** ask?
- A: Do you think Brendan will come?
B: **I think so/think.**

(Points: $\frac{\quad}{5 \times 4}$ 20)

My total score

Great Good Try harder



Smile!

Why are zebras black and white?



Because if they were black and yellow, you'd mistake them for a bee.



Module 3

1 Read the first line of the song. In what context do you expect to find these words/phrases?

- know for sure • feel certain • alright
- exciting • bright • great things
- dreams • come true • predict
- wait and see

Listen, read and check.

Who knows what the future holds?
 Who knows what's in store?
 What will happen in my life?
 No one knows for sure

*But I feel certain, deep inside
 That things will be alright
 My life will be exciting
 And my future will be bright
 I'm sure life will be wonderful
 No matter what I do
 Great things are going to happen
 And my dreams will all come true*

We can never really know
 How things are going to be
 We can't predict the future
 We just have to wait and see

- 2 a) Read again. Is the singer optimistic or pessimistic?
 b) In pairs, think of a suitable title for the song.

PROVERBS

3 Explain the proverbs. Are there similar ones in your language?

- While there's life, there's hope.
- Variety is the spice of life.

Module 4

1 How are the pictures related to the title of the song?

2 In what context do you expect to find these words/phrases.

- litter • walk or run • pick • grow
- wild flowers • feed animals • care

Listen, read and check.



Countryside

Take care of the countryside
 No matter where you roam
 You can have a picnic there
 But take your litter home
 Be careful where you walk or run
 Be careful where you play
 The countryside is beautiful
 So help it stay that way

*Always keep the country code
 It isn't hard to do
 Make sure that other people
 Can enjoy the country too*

Leave things as you find them
 Wherever you may go
 Never pick wild flowers,
 Be kind and let them grow
 Please don't feed the animals
 Please keep dogs on a lead
 A little thought, a little care
 That's really all you need



3 Which phrases in the song best describe the picture?

PROVERBS

4 Explain the proverbs. Are there similar ones in your language?

- April showers bring May flowers.
- Beauty is only skin deep.

May Day

- 1 Look at the pictures. How are they related to the title of the text?
- 2 a) Read the first sentence of each paragraph. What information does the text contain? Read through and check.

Celebration of Flowers

May Day is the day when we celebrate the end of winter and the arrival of Spring. It's a time of new life, with new leaves on the trees and wildflowers growing in the **woods** and **fields**.

Since **ancient** times, people all over Europe have held festivals on 1 May. **1)** In Roman times, the beginning of May was a **feast** in honour of Flora, the **goddess** of plants and flowers. In **mediaeval** England, it was a special holiday. Every village **put up** a maypole, and people walked through the streets carrying **garlands** of flowers and branches cut from trees.

Slowly, the old May Day **customs died out** in Britain, except for a few villages in different parts of the country. **2)** Many people, especially children, go into the countryside and pick flowers to make **garlands**. Other May Day customs include the following:

- Children dance around the **maypole**, a tall pole that is decorated with flowers and has different coloured **ribbons** tied to the top. Each dancer holds a ribbon, and they all dance in a circle. **3)**
- The **May Queen** is chosen from the pretty young girls in the village. She wears a dress like a bride's, and carries a basket of flowers or wears a garland of flowers as a crown.
- **Morris dancers** dressed in white, with bells tied to their legs, dance in teams of six or eight men, waving coloured handkerchiefs or banging short sticks together.
- Children fill **May baskets** with flowers and hang the basket on someone's door as a gift of love and friendship.



b) Read the text and fill in the missing sentences a-c. Listen and check your answers.

- a But nowadays some of the customs are becoming popular again.
- b More than 5,000 years ago the Celts of Gaul, Ireland and Wales celebrated the feast of Beltane, for the start of summer.
- c The ribbons weave a coloured pattern around the pole – unless the dancers make a mistake!

c) Explain the words in bold. Then, label the pictures on p. 118.

- 3 a) How do the British celebrate May Day? List all the activities. Use your notes to tell the class.
- b) Is there the same or a similar celebration in your country? How do you celebrate it? Make notes, then tell the class.

DID you Know?

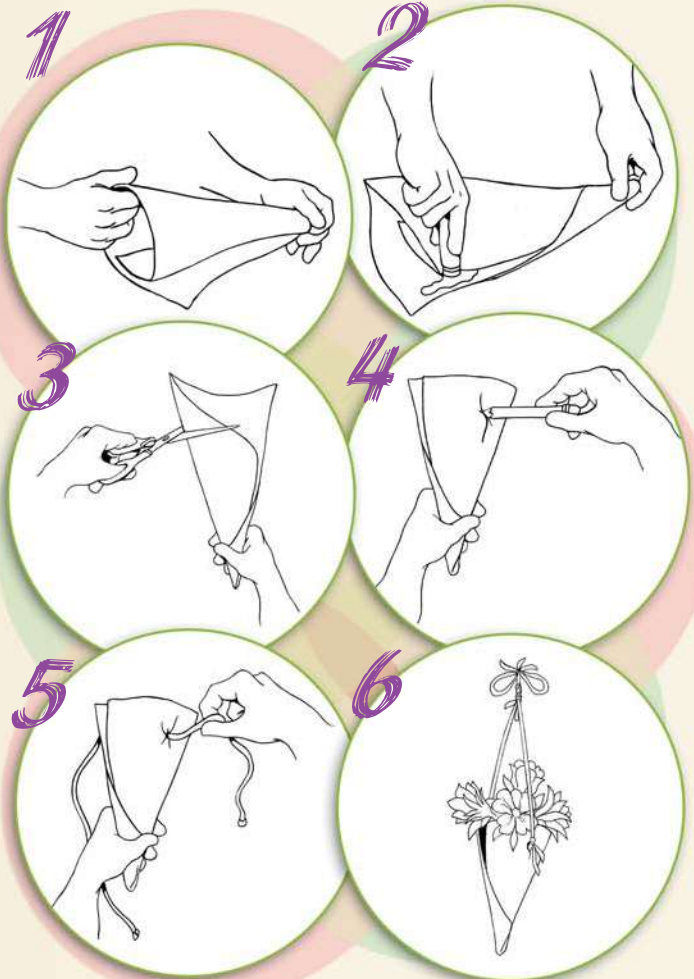
Children in Britain and other parts of Europe make May baskets and hang them on a neighbour's door as a gift of love and friendship.



4 Project: Make a May Day Basket.

May Day Basket

- paper
- glue
- ribbons
- scissors
- hole punch
- flowers, herbs



- Fold paper into a cone and glue it to keep the shape.
- Cut top of cone.
- Punch two holes on opposite sides of cone, 5 cm from the top edge.
- Thread ribbon through holes to create a basket handle. Knot ribbon so that it can't slip through the holes.
- Fill your basket with flowers, herbs, petals, etc.

11 What's in store for me?

Vocabulary

1 a) Fill in the correct word.

- autographs • design • manager
- picture • famous • Oscar



I can just 1) myself in ten years. I'll be a very 2) singer and will have to sign 3) everywhere I go. I'll have the best 4) who will get me interviews on TV and radio and I'll appear in concerts all around the world. I'll write all my own songs and 5) my own album covers too. I think I'll also play some roles in movies and I might even get an 6)

Grammar

Will

2 Use the prompts to make predictions about the future.

- 22nd century/be/trees
In the 22nd century, there won't be any trees.
- ten years/I/be/rich/famous
.....
- all books/be/in electronic form/soon
.....
- fifty years/planet's/temperature/be higher
.....
- people/live on other planets/100 years' time
.....
- robots/do/housework/in 10 years' time
.....

3 What will your future be like? Make sentences about yourself. Think about:

- job • family • house • car • money
- holidays

When I'm older, I'll be a famous writer.

4 Complete the sentences.

- I'll send you a postcard when
- Do you know when he ?
- I'll do it as soon as
- I'll tidy my room before
- I'll invite her to the party when

5 Put the verbs in brackets in the present simple or future simple.

- He'll phone Ann when he (go) home.
- When you (see) Tony, you won't recognise him.
- Don't hurry. I (wait) until you are ready.
- A: When (Bob/call)?
B: As soon as his plane (land) in Munich.
- I (meet) Lyn when she arrives.

Everyday English

Speculating

6 Circle the correct response.

- A: I think you'll get the job.
B: a I'm not that sure.
b I expect.
- A: I wonder if Barry will pass his exams.
B: a I don't.
b I'm sure he will.
- A: I expect he will invite us to the party.
B: a I suppose he will.
b I certainly will.
- A: Is Laura coming?
B: a I don't think so.
b I believe.
- A: I'm certain our team will win.
B: a I'm sure I will.
b Perhaps. I hope so.

Vocabulary

1 Which category does each animal in the pictures belong to? Add an animal to each category.

- mammals • birds • amphibians
- insects • reptiles

1 Snakes and crocodiles are reptiles.

- 2
- 3
- 4
- 5

2 Find the names of twelve animals in the word puzzle.

B	T	E	A	G	L	E	W	D	T
U	U	X	S	R	I	P	R	O	T
L	R	I	S	F	O	X	Y	L	B
L	T	I	T	Z	N	O	A	P	E
P	L	D	I	M	N	V	Q	H	K
V	E	N	G	E	N	C	E	I	S
N	O	P	E	N	G	U	I	N	D
B	E	A	R	I	T	A	L	L	E
J	C	R	O	C	O	D	I	L	E
F	A	P	S	W	U	P	N	M	R

Grammar

Will vs going to

3 Fill in will or going to.

- 1 A: It's too hot.
B: I (open) the window.
- 2 A: Try not to be late.
B: Don't worry. I promise I (be) back before nine.
- 3 A: Why are you wearing these gloves?
B: I (plant) some flowers in the garden.
- 4 A: Let's go swimming.
B: Great idea. I (get) my things.
- 5 A: Your room is a mess.
B: I know. I (tidy) it later.



6 A: Why is the oven on?

B: Because I (make) a cake.

7 A: I've got a terrible headache.

B: I (bring) you an aspirin.

8 A: There are black clouds in the sky.

B: It (rain) this evening.

Listening

4 Listen and fill in the missing information.



Summer Opening Times

Monday ~ Saturday

9:30 am ~ 1) pm

Sunday 2) am ~ 6 pm

Ticket Prices

Adults 3) €.....

Students €10.50

Children €8.50

Last admission one 4) before closing

For more information:

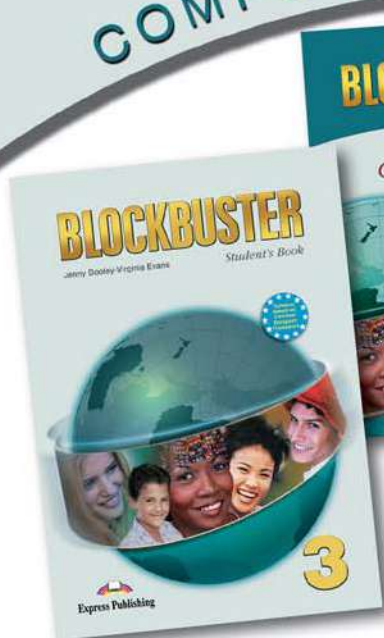
Call 5) 01-..... or email

info@dublinozoo.ie

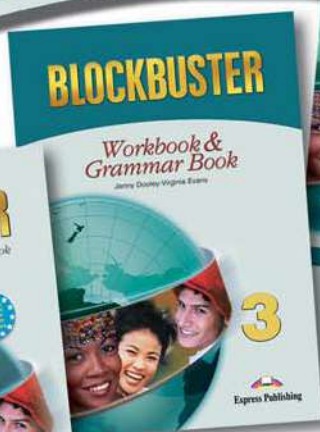
BLOCKBUSTER 3

Blockbuster 3 is designed for learners studying English at Pre-Intermediate level. The course follows the principles of the Common European Framework of Reference, Level B1.

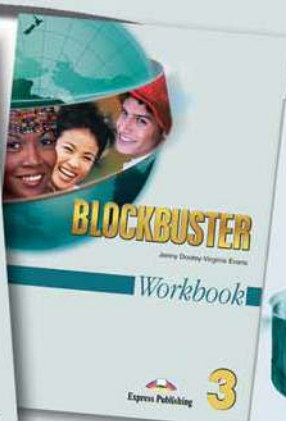
COMPONENTS



Student's Book



Workbook & Grammar Book



Workbook



Teacher's Book



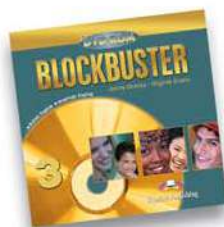
My Language Portfolio



Class CDs



Student's CD



DVD-ROM



CD-ROM



Test Booklet & CD
(also available on CD-ROM)

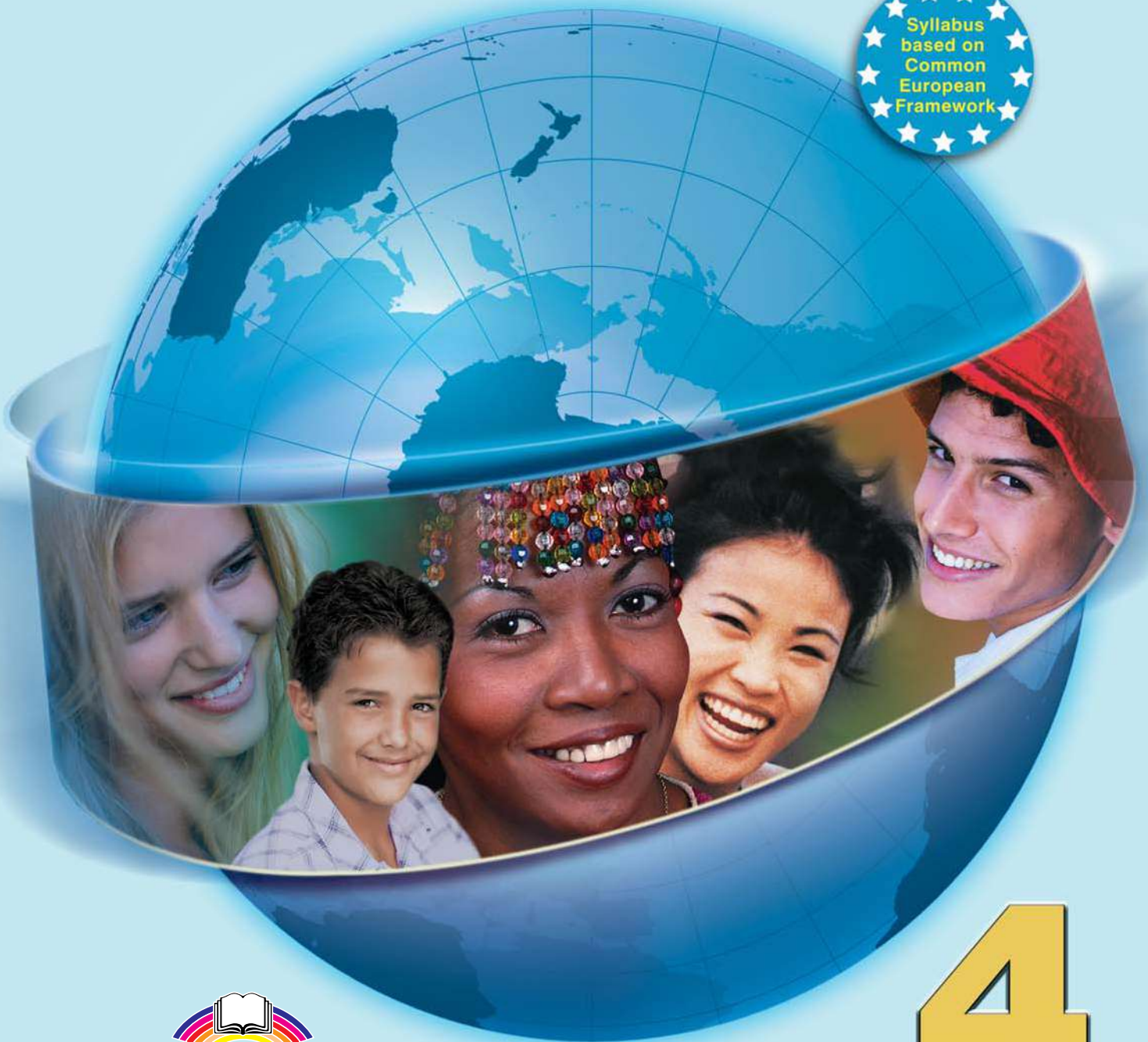
Web Companion

Visit <http://www.expresspublishing.co.uk/elt/blockbuster> for free resources and Portfolio activities.

BLOCKBUSTER

Jenny Dooley-Virginia Evans

Student's Book



Express Publishing

4

Contents

		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING/PROJECTS
MODULE 1 (pp. 5-18) Lifestyles	1 My style (pp. 6-7)	fashion		<i>Teen fashion tribes</i> (article)	discuss favourite clothes	a paragraph about your partner's favourite clothes
	2 What are you hooked on? (pp. 8-9)	favourite things	stative verbs, present simple/continuous, relatives, relative clauses	<i>What do teenagers like?</i> (magazine interview)	interview	an interview about partner's favourite things
	3 Free-time fun (pp. 10-11)	weekend activities		weekend plans (dialogue)	likes-dislikes, preferences, asking for information	weekend plans
	4 Family bonds (pp. 12-13)	family values	forming adjectives phrasal verbs: <i>turn</i>	Who's your inspiration? (article)	family relations	article - the person you admire most
	5 Think Green (pp. 14-15)	neighbourhoods	adverbs	<i>Clean & Green weekend</i> (article)	improve your neighbourhood	a letter to a friend What do you do to keep your neighbourhood clean & green?
		Culture Corner 1: <i>Teenage Cool Spots</i> (p. 16) Curricular Cuts 1: (Citizenship) <i>It's your choice</i> (p. 17) Self Check 1 (p. 18)				
MODULE 2 (pp. 19-32) Transport	6 Air Travel (pp. 20-21)	airports		<i>Flying high</i> (stories)	express sympathy, a travel experience	a bad travel experience of yours
	7 All alone (pp. 22-23)	types of boats	past tenses	<i>Taking on the world</i> (article)	get the main idea	a summary
	8 Getting around (pp. 24-25)	means of transport	forming adjectives with negative meaning	buying a ticket (dialogue)	describe pictures, express opinions, express annoyance	a dialogue expressing opinion about favourite means of transport
	9 Experiences (pp. 26-27)	verb-adverb phrases, feelings	gradable-non gradable adjectives	a story	predict content	a story
	10 Think Green (pp. 28-29)	green ways to travel	phrasal verbs: <i>put</i>	job adverts	a speech on eco-friendly transport	a leaflet about eco-friendly transport
		Culture Corner 2: <i>Getting around London</i> (p. 30) Curricular Cuts 2: (Geography) <i>Local Traffic</i> (p. 31) Self Check 2 (p. 32)				
MODULE 3 (pp. 33-46) All in a day's work	11 Alternative Careers (pp. 34-35)	Jobs & qualities		<i>Dream Jobs</i> (article)	interview	an article about a person's job
	12 The Sweet Smell of Success (pp. 36-37)	famous people	Present Perfect Simple/Continuous, Past Simple, would-used to	<i>Making the best of a bad job!</i> (quiz)	discuss past habits & routines	an article about grandparents' past habits
	13 It's for you... (pp. 38-39)	communication	phrasal verbs: <i>hang</i>	cancel an appointment (dialogue)	telephone language, completing a CV	a CV
	14 Job hunting (pp. 40-41)	personal qualities & qualifications	forming compound adjectives	letter of application	formal-informal style	a letter of application
	15 Think Green (pp. 42-43)	Green jobs	(to) -inf/-ing form	<i>Learn, Earn & Make a difference</i> (article)	choosing a job	describing feelings about the environment
		Culture Corner 3: <i>Off work</i> (p. 44) Curricular Cuts 3: (Literature) <i>A Christmas Carol</i> (p. 45) Self Check 3 (p. 46)				
MODULE 4 (pp. 47-60) Relaxation	16 Colour therapy (pp. 48-49)	mood & colours		<i>Colour your mood!</i> (article)	decorate your ideal house	a leaflet advising on colours
	17 Healthy living (pp. 50-51)	healthy habits, exercise	future tenses	<i>Healthy living week</i> (school advert)	healthy/unhealthy habits	future actions
	18 Letting off steam (pp. 52-53)	stress		relieving stress (dialogue)	persuade/make excuses/give in	a dialogue giving advice on stress
	19 A word of advice (pp. 54-55)	stressful situations	time words, phrasal verbs: <i>break</i>	an e-mail giving advice	teenage problems give advice – accept/refuse	an e-mail giving advice
	20 Think Green (pp. 56-57)	forests	forming verbs with -en-	<i>Welcome to Beechwood Forest</i> (article)	a speech why to respect the forest	forests in your country
		Culture Corner 4: <i>Fun Day Out</i> (p. 58) Curricular Cuts 4: (PSHE) <i>Believe in yourself</i> (p. 59) Self Check 4 (p. 60)				

		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING/PROJECTS
MODULE 5 (pp. 61-74) Spending	21 I'm broke! (pp. 62-63)	money	forming verbs with <i>over-</i> , <i>under-</i>	<i>The great holiday overspend</i> (article)	holiday problems	tips on how to manage a holiday budget
	22 Art fit to eat! (pp. 64-65)	food & drinks	the passive quantifiers	<i>Fruity Beauties</i> (article)	offer food & drink	a recipe
	23 Retail therapy (pp. 66-67)	shops & products	phrasal verbs: <i>pay</i>	buy shoes (dialogue), decide on clothes	pay compliments, choose a present	a dialogue based on a picture
	24 Super presents (pp. 68-69)	shop sections, materials, patterns	order of adjectives	an informal letter thanking for a present	describe objects	a thank-you letter
	25 Think Green (pp. 70-71)	packaging	comparatives – superlatives	The EU Eco-label (article)	compare places	eco-labels
Culture Corner 5: <i>With Compliments</i> (p. 72)		Curricular Cuts 5: (Media Studies) <i>Marketing tricks</i> (p. 73) Self Check 5 (p. 74)				

MODULE 6 (pp. 75-88) Ages & Stages	26 Milestones (pp. 76-77)	stages in life, celebrations	forming abstract nouns	<i>Rites of passage</i> (article)	changes in life	an article on how you celebrate an event
	27 The generation gap (pp. 78-79)	family relations	modal verbs, making deductions	<i>Troubled waters – how can they be bridged?</i> (article)	discuss the generation gap	a text expressing opinion about generation gap
	28 Hey, good-looking! (pp. 80-81)	appearance	phrasal verbs: <i>go</i>	problems with appearance, plastic surgery	complain about appearance/reassure	an e-mail reassuring a friend about appearance
	29 Messages (pp. 82-83)	types of messages		short messages	invite – accept/decline	an e-mail thanking a friend after a party
	30 Think Green (pp. 84-85)	homes	clauses of purpose	<i>Green Houses</i> (article)	describe ideal homes	design of an environmentally friendly house
Culture Corner 6: <i>Special Days</i> (p. 86)		Curricular Cuts 6: (PSHE) <i>Coping with change</i> (p. 87) Self Check 6 (p. 88)				

MODULE 7 (pp. 89-102) Travel	31 Sunshine & Showers (pp. 90-91)	weather		<i>And now for the weather ...</i> (article)	ask about the weather	an e-mail about weather in your country
	32 Holiday gadgets (pp. 92-93)	electronic gadgets	reported speech	<i>Don't forget your gadget!</i> (article)	favourite gadgets	a short text about your favourite gadget
	33 It really hurts (pp. 94-95)	illnesses & injuries	causative form	discussing an injury (dialogue)	ask about sb's health	a card about an accident you had
	34 Taking your pick (pp. 96-97)	types of holiday	linkers, forming compound nouns	<i>Are package holidays the best type of holiday?</i> (essay)	pros & cons of camping holidays	a for & against essay about camping holidays
	35 Think Green (pp. 98-99)	endangered animals	phrasal verbs: <i>make</i>	<i>In Search of the Real King Kong</i> (story)		an e-mail about a trip you made
Culture Corner 7: <i>Northern Ireland</i> (p. 100)		Curricular Cuts 7: (Geography) <i>Up in the clouds</i> (p. 101) Self Check 7 (p. 102)				

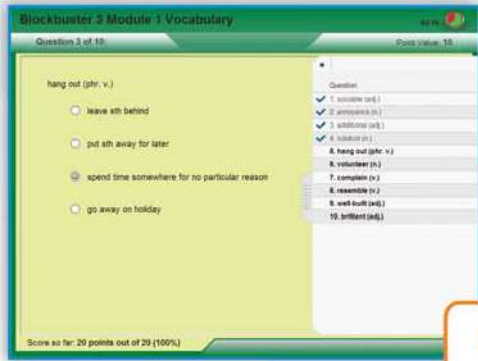
MODULE 8 (pp. 103-116) The Mind	36 Brain power (pp. 104-105)	the mind		<i>Artificial intelligence</i> (article)	express possibility	a paragraph about the future of AI
	37 Memory matters (pp. 106-107)	memory	conditionals, wishes	<i>In living memory</i> (article)	express wishes/regrets	a list of your biggest regrets/wishes
	38 Seeing is believing (pp. 108-109)	imagination	phrasal verbs: <i>give</i> forming nouns from verbs	optical illusions (dialogue)	speculating	sentences speculating on pictures
	39 It was a nightmare! (pp. 110-111)	dreams	sequence of events	<i>My worst nightmare</i> (story)	retell a story	a story about a scary dream you had
	40 Think Green (pp. 112-113)	sounds & noise		<i>Decibel Madness</i> (article)	identify sounds	checking sound levels in your school
Culture Corner 8: <i>Mind Games</i> (p. 114)		Curricular Cuts 8: (Biology) <i>The Brain</i> (p. 115) Self Check 8 (p. 116)				

Special Days: *Children's Day* (pp. 118-119) *World Animal Day* (pp. 120-121)
 Pairwork Activities (pp. 122-125)
 Song Sheets (pp. 126-129)
 Irregular Verbs (p. 130)
 Grammar Reference Section (pp. 131-146)
 American English – British English Guide (p. 147)
 Word List (pp. 148-156)
 Key to Self Check Sections (pp. 157-158)



BLOCKBUSTER microsite

www.expresspublishing.co.uk/elt/blockbuster



Interactive **online tests** use a variety of question types to help students practise from home or school!

Online Tests



Web Links

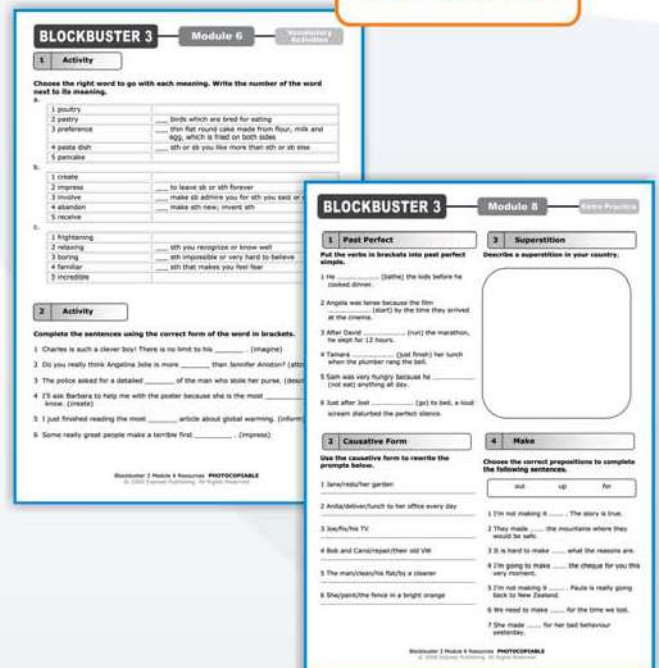
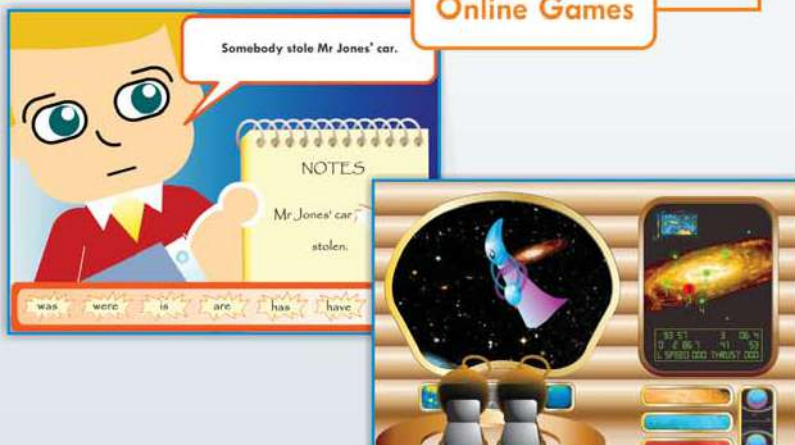
Gain access to dynamic **web links**, useful practice activities and helpful teaching resources!



Free Resources

Fun and challenging **online games** encourage students to maximize their language skills.

Online Games



Free photocopiable materials which correspond to each module provide learners with **extra vocabulary** and **grammar practice**!

Lifestyles

MODULE 1

Units 1 - 5

◆ Look at Module 1

Find the page numbers for pictures 1-4.

◆ Find the page number(s) for

- an interview
- an advert for a clothes shop
- a questionnaire
- an advertisement for a camp

◆ Listen, read and talk about ...

- fashion
- free-time activities
- what you are hooked on
- family relationships & values
- how to keep your neighbourhood clean and green

◆ Learn how to ...

- express likes/dislikes
- make suggestions
- state preferences

◆ Practise ...

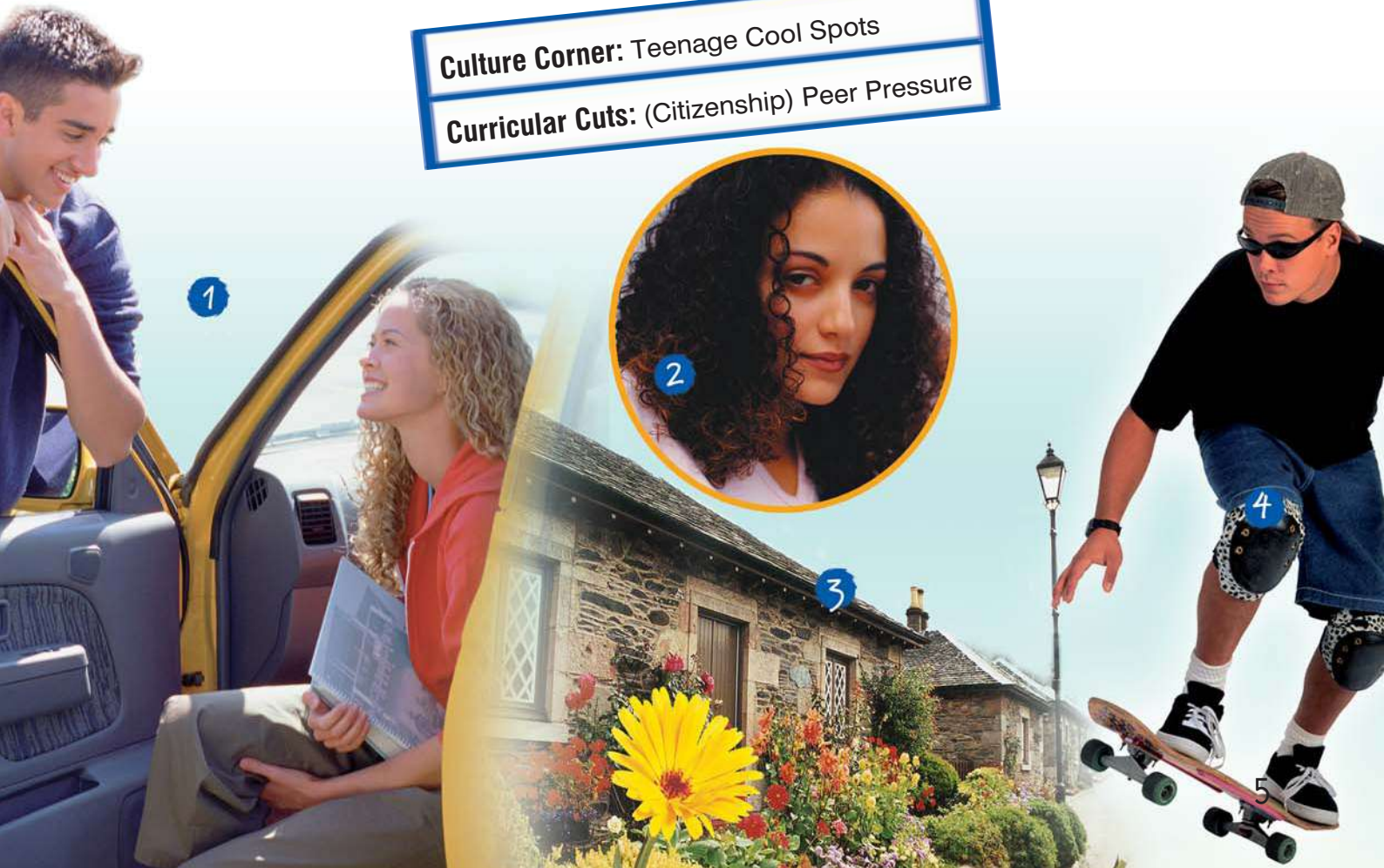
- present simple/present continuous
- relative pronouns/adverbs
- defining and non-defining relative clauses
- stative verbs
- adverbs
- phrasal verbs with *turn*
- forming adjectives

◆ Write ...

- a paragraph about what your partner likes wearing
- an interview about what your partner likes/dislikes
- a dialogue deciding what to do at the weekend
- an article describing a person who inspires you
- a letter to a friend about what you do to keep your neighbourhood clean and green

Culture Corner: Teenage Cool Spots

Curricular Cuts: (Citizenship) Peer Pressure



1 My style

Reading

1 a) Use these words and phrases and describe the pictures: *black lipstick & pale make-up, dressed in black, spooky jewellery, loose clothes, spiky hair, pierced ears, chains, wear hair loose, colourful patterns, scarf, cap.*

b) Look at the subheadings (A-E) and match them to the pictures (1-5). Listen, read and check.



1



2



3



4



5

teen

FASHION TRIBES

Are you one of those people who believe that Gothic is just an architectural style? Then it's time for you to learn more about teen fashion tribes!

All around the world, teenagers love to **express** themselves with the clothes they wear, their hairstyles, their make-up and their accessories. Trying different styles is a way of **exploring** their personality and **identity**. Besides, teenagers feel more **confident** if they are part of a group with common **interests**. Fashion tribes are examples of such groups.

Members of the same fashion tribe usually **have** more things in common than the clothes they wear. They tend to have the same hobbies, listen to the same music and have similar **attitudes** towards people and situations. So which are the most popular teen tribes?

A. Goths

Black is beautiful! Goths love it and they think it's cool to dress in black. They **dye** their hair black if their parents **allow** it and they wear **spooky** jewellery, such as **bat bracelets** and **skull necklaces**. The girls wear **pale** make-up, black lipstick and dark eye-shadow that gives their eyes a **smoky** look.

B. Skaters

Logos and brands are their **trademark**! Skaters also **adore** extremely loose clothes that look as if they are two sizes too big. Their idea of **trendy** is **baggy** trousers or shorts and **hooded tops**. Some of them have their hair **bleached**.

C. Punks

You can easily **spot** them by the colour of their hair: green, yellow, blue, pink or purple, standing up in long **spikes** on their head! The second thing you'll notice about them is their **body piercing**. They love piercing their ears, noses, eyebrows, lips and tongues and they like to **connect** them with **chains**!

D. Raggas

Raggas like to look their best and they spend a lot of money on their appearance. They **get all excited** about gold, jewellery and the latest fashions. The girls can spend hours in front of the mirror doing their hair before they go out on a Saturday night. They also love **tight** jeans and **tiny** tops. They hate **scruffy** clothes and they always look **modern**.

E. Hippies

What can you find in a hippy's wardrobe? **Beads**, **headbands**, scarves, **flared** trousers, sandals and **embroidered** bags. These flower-power teens spend very little on their clothes because they like buying them **second-hand** or shopping at **flea markets**. They like wearing their hair **loose**. They hate heavy make-up and they love clothes with embroidery and colourful **patterns**.

2 Read the text again. Which fashion tribe(s) ...

- 1 like expensive clothes and accessories?
- 2 choose clothes that are not their size?
- 3 wear clothes of only one colour?
- 4 don't spend a lot on clothes?
- 5 change the colour of their hair?
- 6 wear jewellery?

3 Match the underlined words in the text to their synonyms: link, examining, recognise, love, not tight, dirty or untidy, sharing the same characteristics/interests, used.

4 a) Explain these phrases. Use them in sentences of your own.

- in fashion • fashion tribes • fashion victim
- the latest fashion • old-fashioned • out of fashion

b) Explain the words in bold, then choose three and mime or draw their meaning.

5 In groups, tell each other five things you remember from the text.

Vocabulary

Fashion

6 Work in groups. Read the text again and complete the mind map. Check with another group.



7 Match the adjectives to their opposites. Use them to find out what clothes, accessories, shoes your partner likes to wear.

- | | | | |
|--------------|---------------|---------|----------------|
| expensive | long | trendy | baggy |
| comfortable | second-hand | scruffy | colourful |
| flat (shoes) | uncomfortable | plain | classy |
| brand new | cheap | tight | patterned |
| short (hair) | high-heeled | dull | out of fashion |

A: Do you like to wear expensive accessories?

B: Yes, I prefer expensive accessories, but I can only afford cheap ones.

Listening

8 Listen and complete the missing information.

Xtreme
FASHION FOR TEENS

BIG SALE

4th January – 1)
 Jeans from 2) £
 Tops from £5.99
 Bags from 3) £
 Open daily from 9 am to 4)

VISIT US AT OUR NEW SHOP AT
 5) Fulham High
 Street, SW6 3LQ London

Speaking

9 Work in groups of six. One of you works for a local radio station, and each of the others represents a different teen fashion tribe. Use the text to act out a radio interview for a programme about teen fashion.

10 Think of ten new words you have learnt in this lesson. Close your books and tell a partner. Then, describe the five fashion tribes.


Writing

11 Portfolio: In pairs, ask and answer questions about the clothes you each like wearing.

- What are your favourite clothes/shoes/accessories?
- Do you wear designer labels?
- What do you usually wear at school, at home, at a party, at the beach, while on holiday?

Use your partner's answers to write a paragraph about him/her.

2 What are you hooked on?

- 1  Listen and read the song. What is the singer hooked on? What are you hooked on?

I'm hooked on music, it's magical stuff,
I sing and dance and I can't get enough,
Music is powerful, music is strong,
Let's play a tune and all sing along.

Reading

- 2 Read the text and choose the correct word for each space. Listen and check.
- 3 Explain the words in bold. Mime or draw their meaning, then answer the questions in the text about yourself. Have you got the same likes/dislikes as Amy?



What are your favourite/least favourite school subjects?

Subjects like History and Drama, **1)** are all about other people, are my favourite. I can't **2)** Maths – maybe because I have it first thing on Monday mornings when I'm usually **half asleep!**

What's your favourite book/TV programme/song?

I love *Jane Eyre* by Charlotte Brontë, because I like books which are about **ordinary** people. Jane Austen is my favourite writer because all her stories end on a happy note. I know it's silly, but that's me. At the moment I'm reading *Pride and Prejudice*. I also enjoy TV programmes about people **3)** lives have changed the world, while my favourite song is *Nemo* by Nightwish.

Who is the person you admire the most?

My mum, who's also my **4)** friend, is definitely the person I admire the most. She is a doctor and she has a very **busy schedule**, but we always find time for each other. We usually go for a walk together in the evenings or relax in front of the TV and talk about our day.

What do you want to change about yourself?

Well, my hair, which is too curly, really annoys me. I'd like to **5)** straight hair!

What's your favourite place?

The park **6)** my house, where I go to relax, is my favourite place! My neighbourhood is very beautiful and it's getting **7)** all the time because they are planting more trees and flowers.

What clothes do you like?

I don't **8)** high street fashions. Casual clothes, which I can **9)** everywhere, are more my thing.

What pets do you have?

I have a dog that I absolutely adore. They say dogs are very loyal and Rex certainly is. He's ten years old and he's a Blue Heeler. He's barking right now. Can you hear him? I'm taking him for his walk soon.

Have you got any other interests?

I do **10)** work with **elderly people**. I do **stuff** like walk their dogs, do their shopping, and **mow** their lawns. It's a great feeling when you help people.

- | | | | | |
|----|--------------|-----------|------------|----------|
| 1 | A whose | B which | C who | D where |
| 2 | A help | B keep | C stand | D like |
| 3 | A whose | B which | C who | D where |
| 4 | A top | B better | C most | D best |
| 5 | A has | B had | C having | D have |
| 6 | A front | B at | C next | D near |
| 7 | A more green | B greener | C greenest | D green |
| 8 | A liking | B liked | C like | D likes |
| 9 | A wear | B put | C have | D dress |
| 10 | A volunteer | B free | C help | D assist |

Exploring Grammar

Grammar Reference

Present simple – present continuous

- 4 Look at the text. In groups, find examples of: *permanent states, general truths, habits/routines, temporary situations, fixed arrangements in the near future, actions happening now, changing situations.*
- 5 Put the verbs in brackets into the *present simple* or *present continuous*.
- A: (you/do) anything tonight?
B: I (have) dinner with Mary.
 - A: How (your dad/earn) his living?
B: He (work) at Green School. He (teach) Maths.
 - A: When (the play/start)?
B: At 6:00, so we (meet) at 5:30.
 - A: How long (it/take) you to get to work?
B: Half an hour by bus, but tomorrow Ian (give) me a lift to work.
 - A: When (you/play) tennis?
B: Every afternoon, but today it (rain).
 - A: Hurry up! We (wait) for you.
B: OK. I (come)!

Stative Verbs

- 6 Read the theory in the Grammar Reference section. Then put the verbs in the correct tense. Explain the differences in meaning.
- A: I can't make it tonight. I (see) an old friend of mine.
B: I (see). Then, can we meet tomorrow?
 - A: Why (you/smell) the cheese?
B: It (smell) a bit strange.
 - A: Ann (look) for a bigger flat.
B: Yes, it (look) as if she's going to move soon.
 - A: (you/have) the phone number of a good doctor?
B: Why? (you/have) a problem?
 - A: How (she/enjoy) her holiday?
B: She (have) the best time ever.
 - A: Why (you/taste) the soup?
B: I think it (taste) a little salty.

- 7 In two minutes, make as many true sentences about yourself as possible. Use the *present simple* or *present continuous*.

Defining – Non-defining relative clauses

- 8 a) Read the theory in the Grammar Reference section. Look at the examples and underline the relative clauses. Answer the questions.
- Mrs Smith, who lives next door, is my son's teacher.*
 - People who/that don't eat meat are called vegetarians.*
- Which is a defining relative clause?
 - Which is a non-defining relative clause?
 - Which relative clause can't be omitted because its meaning is essential to the main clause?
 - Which relative clause can be omitted without changing the meaning of the main clause?
 - Which relative pronoun is used: *to refer to people, things and animals?* *to express possession?* Give examples.
 - Which relative adverb is used: *to refer to a time?* *a place?* *to give a reason?* Give examples.

b) In pairs, find all the relative clauses in the article on p. 8. Which are defining? Which are non-defining? Give reasons.

c) Fill in the correct *relative pronoun/adverb*. Which relative clauses are defining/non-defining? Which must be put between commas?

- People drive carelessly must be punished.
- Cycling is my favourite sport is very good exercise.
- The boy sits next to you is my cousin.
- The woman lives next door is friendly.
- 2005 was the year she got married.
- That's the box we keep the magazines.
- My friend name is Rosa is from Spain.

Speaking

- 9 Use the questions in the article to interview your partner. Take notes. Tell the class.

Writing

- 10 *Portfolio*: Use your notes in Ex. 9 to write your partner's interview. Use the interview in Ex. 2 as a model.

3 Free-time fun



Study Skills

Using mind maps

Make mind maps with words/phrases. This helps you organise the information and remember it when you need to.

Vocabulary

Weekend activities

- 1** Look at the mind map above. In two minutes, add as many words/phrases as possible. Compare your answers with your partner's. Use the phrases to talk about your weekend activities.

My weekend is always fun. I usually go to the arcade with my friends and play electronic games. It's really exciting.

- 2** In pairs, use the language box and the ideas in the mind map to talk about your interests.

Asking about likes/dislikes

- How do you like ...?
- Do you like ...?
- What's your favourite ...?
- Do you enjoy ...?

Expressing likes/dislikes

- | | | |
|---------------------------|---------------------------------------|---------------------|
| 😊 | 😐 | 😞 |
| • I adore/I'm keen on ... | • I quite like ... (but I prefer ...) | • I don't like ... |
| • I enjoy/like/love ... | • I don't mind ... (but I prefer ...) | • I hate ... |
| | | • I can't stand ... |

A: Do you like reading books?

B: I quite like it. What about you?

- 3** a) Read the sentences A-F. What do you think the dialogue is about?

- A Shall we ask Rick and Susan to come along too?
- B I haven't got any plans yet.
- C Oh, I have a German lesson from 8 to 10.
- D How about going to the Lake District? It's lovely there at this time of year.
- E When are you leaving?
- F That sounds like fun. Where are you planning to go?

- b) Complete the dialogue with the correct sentences (A-F). Listen and check.

Penny: What are you going to do at the weekend, Tony?

Tony: 0) *I haven't got any plans yet.*

Penny: Well, Mark and I are going camping. Do you fancy coming along?

Tony: 1)

Penny: There's a great new campsite open at Morecambe. If the weather's good, we're going there.

Tony: 2)

Penny: That's a great idea. Let's go there.

Tony: 3)

Penny: Why not? The more the merrier!

Tony: 4)

Penny: Saturday morning, around 8 o'clock.

Tony: 5)

Penny: That's OK. We can leave after that. The Lakes aren't very far away.

Everyday English

Suggesting & stating preferences

- 4 Work in pairs. A friend of yours is planning to spend the weekend with you. Use the language box and the pictures to decide what to do.



Suggesting

- Would you like to ...?
- Why don't we ...?
- Let's ... / Shall we ...?
- How about ...?
- I think we can ...

Stating Preferences

- I'd rather (+ bare infinitive) ...
How does that sound?
- Well, I'd prefer to ... What about you?
- That's an excellent idea. We could also ...
- Sounds OK to me. We could ...

A: *Would you like to go to the beach?*

B: *Well, I'd prefer to go to a concert. What do you think?*

A: *I'd ... How about ...?*

Listening

- 5 a) Listen and repeat. The following sentences are from a dialogue between a girl and the Summer Fun Camp secretary. What is the dialogue about?

- How can I help you?
- Can you tell me what's on near the end of August?
- How much does that cost?
- That sounds interesting.
- How can I take part?
- Well, what about the DJ course?
- That's just what I'm looking for.
- Thanks for all your help.
- You're welcome.

b) In pairs, look at the leaflet. What kind of information is missing? Listen and complete the leaflet.

SUMMER FUN CAMP

Circus Skills Course:

from 16th to 30th 1)

Age: 11 - 16-year-olds

Cost: £3.50 per 2)

Contact: Brian Stains
(01242 347 289)

Art and Crafts:

from 23rd to 30th August

Age: 8 - 3)-year-olds

Cost: £1 per day

Contact: Lucy 4)
01242 934 542

DJ Course:

from 24th to 30th August

Age: 13 - 18-year-olds

Cost: £2 per day

Contact: James Lambert
01242 5)

Speaking

- 6 *Portfolio:* In pairs, take turns calling the Summer Fun Camp to ask about which activities are on offer this summer. Use the sentences in Ex. 5.

Writing

- 7 *Portfolio:* Work in pairs. You are discussing what to do this weekend. Write a dialogue similar to the one in Ex. 3. Make suggestions for:

- what to do
- who to invite
- where to go
- what time to leave

Act out your dialogue in front of the class. Record yourselves.

4 Family bonds

Vocabulary

Family values

- 1 Which of the following are true about you and your family? Tell your partner.
- we spend a lot of time together
 - we help each other
 - we are close to each other
 - we don't communicate
 - I can express myself freely
 - we share secrets
 - we put pressure on each other
 - we are able to cope with stress
 - we work together to solve problems
 - they help me believe in myself
 - we have a lot of rules
 - we make decisions together
 - we criticise each other

I really like spending time with my family. I also like the fact that we are close to each other.

- 2 How would you describe your family? Tell your partner. Give reasons.

- close • funny • strict
- supportive • warm

We're very close to each other. We share our secrets and we work together to solve our problems.

Reading

- 3 a) Read the title and the introduction to the text. What is the article about? Listen, read and check.
- b) Read the article carefully and mark the sentences 1-6 *T* (true) or *F* (false). Then explain the words in bold.

- 1 Mike's uncle is very easy-going.
- 2 Bethany's grandfather makes her feel sad.

Who's



YOUR inspiration

Some teens turn to pop singers or actors for their inspiration, but many find their inspiration much closer to home. In this month's writing competition **TEENS TODAY** tell us which member of their family inspires them.



4th
Mike, 16
 My uncle Tony is my inspiration. He's very successful because he's very **determined** and **hardworking**.



3rd
Bethany, 18
 I admire my grandfather. He makes me laugh when I'm feeling sad and tells me to enjoy my life. We are very close and we **share secrets**.



2nd
Cindy, 15
 My inspiration is my mum. Sometimes we **fight and argue**, but I know she only wants **the best** for me. She's always there for me.



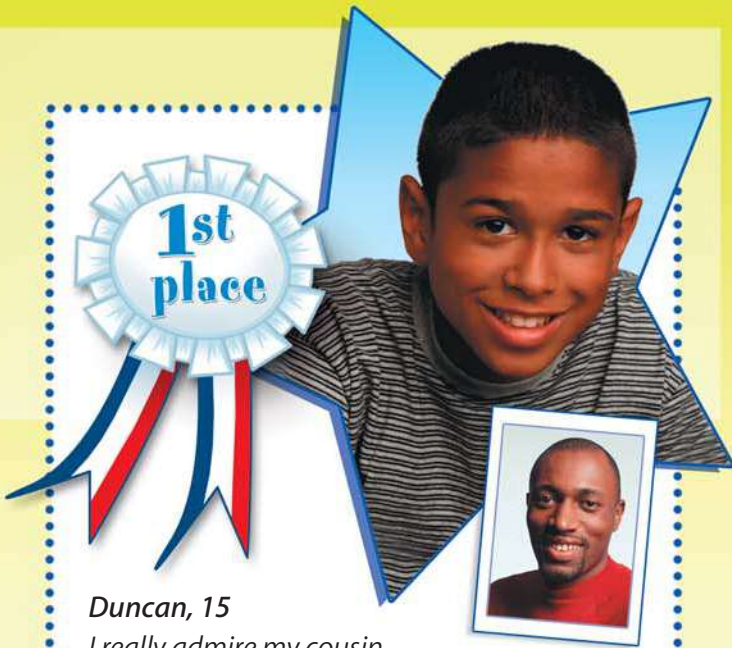
- 3 Cindy doesn't always get on well with her mother.
- 4 Duncan doesn't often see his cousin.
- 5 Jerome is married.
- 6 Jerome is hardworking.

- 4 List the adjectives in the text which describe character. In pairs, suggest synonyms. Use your dictionaries.

Speaking

- 5 In pairs, ask and answer questions about the people in the text.

A: How old is Mike?
 B: He's 16.



Duncan, 15

*I really admire my cousin, Jerome. He's older than me, but he's lots of fun to be with. He's **easy-going** and **friendly** and we always have a great time together. He lives in the same town and he often visits our house with his wife, Salina, and their baby daughter, Naomi.*

*Jerome works really hard for his family and he's a very **responsible** person. He says that family **comes first** and I feel I can always **turn to** him when I've got a problem. He tries to help me with my homework, too, but he's not very good at Maths!*

Jerome is my inspiration because he never puts pressure on me and he lets me express myself freely. He's not perfect, but I'm proud to know him. Jerome believes I can do anything in my life and he helps me believe in myself.

Word formation (adjectives)

6 Read the theory box. Fill in the correct form of the words in brackets (1-5).

- Common endings for **adjectives formed from nouns** are: **-ful** (joy-joyful), **-ous** (danger-dangerous), **-ish** (self-selfish), **-y** (dirt-dirty), **-al** (education-educational), **-able** (peace-peaceable)
- Common endings for **adjectives formed from verbs** are: **-ive** (impress-impressive), **-ative** (inform-informative), **-able** (depend-dependable)

- 1 Tony is a (success) lawyer.
- 2 He exercises a lot so he is (health).
- 3 His ideas are always (origin).

- 4 My aunt is a very (attract) woman.
- 5 Anna is very (fashion). She always keeps up with the latest trends.

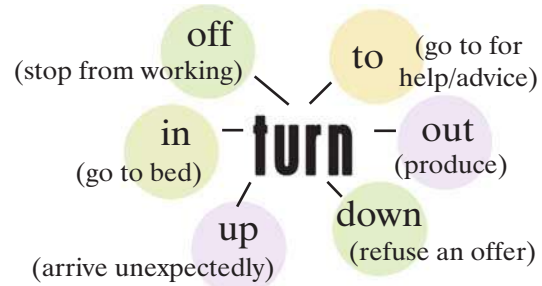
Words often confused

7 Choose the correct word. Make a sentence with the incorrect one.

- 1 He is so **sensitive/sensible** to criticism.
- 2 She feels **nervous/hurt** about the exam next week.
- 3 He's a very **quiet/quite** person.
- 4 She is very **sympathetic/kind** to the problems of her students.
- 5 They are **hard/hardly** workers.

Phrasal verbs

8 Look at the spidergram. Use the phrasal verbs to complete the sentences.



- 1 I my parents when I'm in trouble.
- 2 The film was over when she finally
- 3 Can you please the air conditioning?
- 4 She his marriage proposal.
- 5 I'm very tired. I'd better
- 6 The factory 400 bicycles a day.

Writing (a descriptive article)

9 **Portfolio:** Read and underline the key words. Answer the questions in the plan. Write your article.

A teen magazine has asked its readers to send in articles about the person who inspires them. Describe his/her appearance and character, and explain why you admire him/her. Write your article (100-120 words).

PLAN

Introduction (Para 1)

Who inspires you? What does he/she look like?

Main Body (Para 2)

As a character, what is he/she like? What do you do together?

Conclusion (Para 3)

Why do you admire him/her?



Vocabulary


Neighbourhoods

- 1 Which adjectives best describe your neighbourhood? What is it like? Think about: *shops, parks, houses, transportation system, streets, car parks, playgrounds, sports centres, bus stops.*

quiet & peaceful ≠ noisy
 modern ≠ old-fashioned
 unusual ≠ ordinary
 safe ≠ dangerous
 clean ≠ dirty
 relaxing ≠ stressful

My neighbourhood is ...

There are ... but there isn't ...

- 2  Listen to the music and the sounds. Imagine you are in your neighbourhood in the afternoon. What is happening? Use the words/phrases below as well as those in Ex. 1 to describe the scene.

- walk • wait at the bus stop • shout
- children play • mow the lawn
- water the plants • dog bark
- do the shopping • sit on the balcony

My neighbourhood is quiet at this time.

Some children are playing in the street ...

Reading

- 3 Read the title and the introduction. What is the text about?

Study Skills

Completing a gapped text

Read the title and the text quickly to get the gist. Read again, focusing on the words before and after each gap. Look at the four options and choose the word that fits best. Read the completed text again to make sure it makes sense.

Clean & Green WEEKEND

Want to know what you can do to help make your **neighbourhood** a better place to live? Why not **1)** part in the 'Clean & Green Weekend' organised by the Fiveways Community Centre next month?



- 4 a) Read the text and choose the correct word for each space. Compare answers with a partner.

- | | | | |
|-----------|---------|----------|----------|
| 1 A have | B be | C act | D take |
| 2 A which | B who | C who's | D whose |
| 3 A sharp | B exact | C clock | D time |
| 4 A from | B in | C to | D of |
| 5 A what | B that | C which | D it |
| 6 A know | B have | C bring | D of |
| 7 A leave | B let | C drop | D carry |
| 8 A take | B make | C get | D be |
| 9 A way | B means | C manner | D method |
| 10 A do | B form | C add | D make |

-  b) Listen and check. Explain the words in bold.

Prepositions

- 5 Fill in: *with, of, at, in, to*. Check in your dictionaries. Make sentences using the phrases.

- 1 He's afraid spiders. 2 They were amazed the view. 3 He was angry Pat. 4 She's ashamed her son's manners. 5 I'm bad Maths. 6 They arrived the village an hour ago. 7 Do you believe ghosts? 8 This book belongs John.

Saturday 21st April

PARK LIFE

Do you like going for a **stroll** in the park with your friends? If so, why not take the opportunity to come for a walk with us and tidy up as you go? To add some fun, there's a prize for the person **2)** collects the most rubbish! Meet us at the south entrance to Milton Park at 9am **3)** if you want to join in.

WAR ON GRAFFITI

Some people think graffiti is cool. Well, it's not! The best way to stop buildings from becoming totally covered **4)** **ugly** graffiti is to **get rid of** it as soon as possible. And that's exactly **5)** we are going to do. We are **repainting** the Community Centre from 1pm onwards. You don't have to **6)** any **equipment** – just remember to wear some old clothes!

Sunday 22nd April

SOMETHING OLD, SOMETHING NEW

Fed up with your clothes? Just got a new computer? Well, don't **7)** your old things out in the street for someone else to collect. Why not bring them along to our big garage sale? You never know – someone else might be able to **8)** use of the things you don't need any more! The sale starts at 9am at the Fiveways Community Centre.

THE AIR THAT YOU BREATHE!

A great **9)** to make the air we breathe cleaner is by planting lots of trees! It's a well-known fact that trees slowly **filter** a lot of **pollutants** from the air. So come and help us plant some new ones in Milton Park at 2pm.

*So, what do you think? Why not get **involved** and help your neighbourhood? You can **10)** new friends and help protect the environment at the same time. See you there!*

Ways to keep your neighbourhood 'clean & green' every day

- Always clean up after your dog.
- Never throw litter in the street.
- Always put your chewing gum in the bin.
- Always use public transport.
- Don't play your music too loudly.

*For more information on the
'Clean and Green' weekend,
call Carol on 020 7881 1212*

Exploring Grammar

Adverbs

- 6** a) Read the rules in the Grammar Reference section. Find adverbs of *manner, place, degree, frequency, time* in the text.
- b) Form complete sentences.
- 1 She/almost/to the park/every afternoon/goes
 - 2 John/in his office/is/working
 - 3 He/really/the piano/well/plays
 - 4 They/to the arcade/often/at weekends/go
 - 5 It/is/now/heavily/raining
- 7** Make sentences. Use *every, well, badly, slowly, rarely, outside, today, often, in the street, regularly, very, quite, never, sometimes*.

The bus comes every 10 minutes.

Speaking

- 8** How can you make your neighbourhood a better place to live? Tell the class.

Writing (a letter)

- 9** *Portfolio:* Write a letter to a friend of yours. In your letter, write what you and your friends *usually, always, never* do to keep your neighbourhood clean and green.

Now I can...

- talk and write about fashion styles
- talk about my favourite free-time activities
- talk and write about my likes/dislikes
- express suggestions/state preferences
- write an article describing a person
- describe my friends/family

Teenage Cool Spots

I ♥ Weekends

How do teenagers spend their free time?
Where do they go? **Teens Now** met some
teenagers. Let's see what they say.



NEW YORK

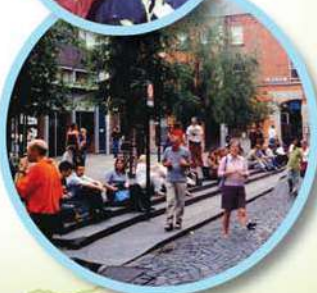
"I'm not really into mainstream fashion, so the East Village is where I hang out at the weekends. I just love the alternative shops down there. You can always find **3)** really different and totally cool. There are some fantastic coffee shops there, too. My favourite is *alt.coffee*, an Internet café. Some of the shops are expensive, **4)** we just spend time window shopping. In Tompkins Square Park there's a basketball court and we play there sometimes."

Jane, 16

DUBLIN

"I love hanging out in the Temple Bar area. I go there every Saturday afternoon **1)** my friends. Normally, we either have a look around the shops for new clothes **2)** check out the record shops for some music. Then we either go for a coffee or hang around the Central Bank Plaza. We're all into skateboarding and we can show off our skills there."

Sean, 17



- 1** Read the title of the text. In pairs, discuss why you love weekends.

A: *I love weekends because I meet my friends and we go out together.*

B: *Me too. We usually go window shopping or play basketball.*

- 2** a) Read the text and see if your reasons match any of the teenagers'.

b) Read the article again and fill in the missing words. Listen and check.

- 3** Match the underlined words in the text with their meanings.

- interested in
- try to impress
- special abilities
- typical, normal
- different from the usual
- completely
- stay somewhere without a particular purpose

- 4** Work in pairs. Write down four questions based on the text. Exchange papers and answer your partner's questions.

- 5** *Project:* What do teenagers in your country do at the weekend? Where do they go? Who with? Tell the class, then write a short article. Illustrate your work with photos.

Curricular Cuts

It's your Choice!



Dear TeenLine,

The friends I hang out with are a rough crowd with bad behaviour - bullying other kids, missing school, writing graffiti, breaking windows, even shoplifting.

I'm not into this and I don't feel comfortable about it, but I go along with it because I don't want to lose my friends. What should I do?

Worried (15)



Dear Worried,

It's natural that you want to fit in with people your own age by doing what they do. It's called '**peer pressure**'. But don't let peer pressure make you **ignore** your own feelings.

If you know something's wrong, you shouldn't do it. After all, if you don't **respect** yourself, you won't get any respect from other people, **including** your friends.

So, try to believe in yourself and have the **self-confidence** to **stand up** for what you know is right. Do this, and your friends may start **copying** what *you* do for a change. If they're too **immature** to see things your way, then their opinion really isn't worth much, is it? You're sure to meet new friends who **appreciate** you for who you really are - and that's the best kind of friendship there is.

1 Look at the first letter. Who is it to/from? What is the problem? Listen and read to find out.

2 Listen and read the second letter and answer the questions (1-5). Read again and explain the words in bold.

- 1 What is peer pressure?
- 2 Why should we respect ourselves?
- 3 What should you do when you know that something is not right?
- 4 In what way can you influence others if you are self-confident?
- 5 Who is a real friend?

3 Are you the kind of person who is easily affected by peer pressure? Do the questionnaire and find out.

PEER PRESSURE

How often do you ...	Never	Rarely	Often
1 ... hurt or upset someone in order to go along with the crowd?			
2 ... do something that makes you feel bad about yourself just because other people want you to do it?			
3 ... do something that you know is dangerous just because other people want you to do it?			
4 ... damage other people's property for fun with your friends?			
5 ... lie to your parents because that's what your friends want you to do?			
6 ... help a classmate to cheat in a test at school because they ask you?			

Mostly 'Never': Well done! You have the self-confidence to trust your own judgement.

Mostly 'Rarely': You sometimes disappoint yourself, but you understand your own thoughts and feelings. Stay true to yourself.

Mostly 'Often': Remember that real friends respect your choices even when they don't agree with you.

4 Add three more questions to the questionnaire and give it to your classmates to answer. Present your findings to the class.

Self Check 1

1 Match the opposites.

- | | | | |
|----------------------------|-------------|---|----------------|
| <input type="checkbox"/> 1 | baggy | a | uncomfortable |
| <input type="checkbox"/> 2 | long | b | out of fashion |
| <input type="checkbox"/> 3 | trendy | c | plain |
| <input type="checkbox"/> 4 | patterned | d | short |
| <input type="checkbox"/> 5 | comfortable | e | tight |

(Score: $\frac{\quad}{10}$)

2 Circle the odd word out.

- 1 earrings – cap – necklace – ring
- 2 trainers – coat – shirt – trousers
- 3 arcade – theme park – funfair – neighbourhood
- 4 easy-going – kind – friendly – nervous
- 5 noisy – polluted – crowded – upset

(Score: $\frac{\quad}{10}$)

3 Complete the sentences with: *classy, long, schedule, share, copy, comes, peaceful, patterns, flea, clean.*

- 1 My neighbourhood is quiet and
- 2 You look very in your new suit.
- 3 She often goes shopping at markets.
- 4 Ann wears her hair and loose.
- 5 He doesn't like clothes with colourful
- 6 She has a very busy every day.
- 7 I can't stand people who don't up after their dogs.
- 8 Sue and I are very close and we secrets.
- 9 For Peter, family first.
- 10 Teenagers often what their friends do.

(Score: $\frac{\quad}{20}$)

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

- 1 David (work) for a big telecommunications company.
- 2 What time (you/finish) school every day?
- 3 Pete (sleep) now.
- 4 This noise (drive) me mad!
- 5 Penny always (study) really hard.
- 6 What time (the train/leave)?

- 7 (you/go) anywhere tonight?
- 8 What (you/do) for a living?
- 9 John (see) his dentist later today.
- 10 I (not/think) you are right.

(Score: $\frac{\quad}{20}$)

5 Choose the correct word.

- 1 Mrs Smith, **who/whose** son is at university, is a teacher.
- 2 I always turn **up/to** my best friend for advice.
- 3 That's the mobile phone **whose/which** my sister wants to buy.
- 4 He spends a lot of money **on/in** clothes.
- 5 John, **who/which** is studying Law, is very hard-working.

(Score: $\frac{\quad}{20}$)

6 Choose the correct response.

- 1 What are you doing this weekend?
- 2 Thanks for all your help.
- 3 Where are you planning to go?
- 4 What time are you leaving?
- 5 How much does that cost?

- a Saturday morning at 8 o'clock.
- b Two pounds a day.
- c I haven't got any plans yet.
- d To that new campsite by the lake.
- e You're welcome.

(Score: $\frac{\quad}{20}$)

My score
Great Good Try harder



Smile!

Why are you wearing one glove, Sue?

Well, the weather forecast said that it won't rain today, but on the other hand, it'll be cold.





WORKBOOK
sample pages

Vocabulary

1 Circle the correct word.

- For my parents, family first.
A stands B comes C gets
- Even though they have busy schedules, my parents find ways to time together.
A spend B waste C make
- He finds it hard to with his older brother.
A express B communicate
C chat
- She turns to her best friend, Anna, to help her her problems.
A make B advise C solve
- My parents try not to extra pressure on me during my exams.
A put B take C turn
- Although they decisions together, they don't always agree on things.
A make B try C fix
- My sisters and I may fight and but we love each other.
A argue B express C talk
- Michael can't with the stress of exams.
A hope B cope C read
- Alice is very to her sister.
A responsible B easy-going
C close
- He all his secrets with his brother.
A shares B expresses
C criticises
- It's important to in yourself if you want to succeed in life.
A enjoy B cope C believe
- You shouldn't other people's work.
A criticise B decide C inspire

Word Formation

2 Complete the gaps with an adjective derived from the words in brackets.

- He has a very (support) family. They are always there for him.
- Bill is an (adventure) person. He likes travelling to different countries and doing unusual things.
- My cousin likes to meet new people. He is (friend) and sociable.
- We enjoy going to our parents' house for dinner. It's always very (peace).
- She likes wearing trendy clothes. She's very (fashion).
- I can't stand people who are (self) and who always think about themselves.
- You need to be (ambition) if you want a successful career.
- Mr Hams is a well-known and (success) businessman.
- It was very (sense) of her to leave early.
- She's the most (impress) person we've ever met.

Phrasal Verbs

3 Complete the sentences below using the phrasal verbs in the list.

- turn off • turn to • turn in • turn up
- turn down • turn out

- When she has a problem, she always her best friend for advice.
- Don't forget to the light before you go to sleep.
- Everyone was surprised when Gary at the party.
- The factory in Germany thousands of brand new cars every year.
- I'd better It's late and I'm half asleep!
- Kelly had to the offer to go out to dinner because she was busy.
- For assistance, we one of the countries most well-known surgeons, Dr Stevenson.
- You must be crazy to all this money!

5 Think Green

1 Complete the poster with the words in the list: live, clean up, leave, throw, cover, plant, collect, protect.

KEEP YOUR NEIGHBOURHOOD CLEAN

- Don't **1)** litter in the street.
- **2)** after your pet.
- Don't **3)** walls with graffiti.
- Help us **4)** trees.
- **5)** rubbish and throw it in the bins.
- Never **6)** your old things in the street. Recycle them.

Help make your neighbourhood a better place to **7)** and **8)** the environment.

2 Fill in the words in the list: ordinary, quiet, stressful, modern, relaxing, dangerous, polluted

- 1 Get off the road, it's !
- 2 The environment is because of fumes from cars and factories.
- 3 My neighbourhood is quite Nothing unusual ever happens.
- 4 We live in a(n) apartment. It's brand new with the latest technology.
- 5 It is very at my grandmother's village. There is no noise at all, just the birds singing!
- 6 Living in the city can be but you find ways to relax.
- 7 I think that listening to music is very

3 a) Match the adjectives to their opposites. Use five of them to write sentences about your neighbourhood.

- | | |
|----------|---------------|
| ugly | old-fashioned |
| safe | dirty |
| clean | beautiful |
| modern | noisy |
| peaceful | dangerous |

- 1
- 2
- 3
- 4
- 5

Reading

4 Read the text and choose the correct word A, B, C or D to complete each gap.

Re-think, Recycle, Be Responsible:

the three Rs to a better environment

Did you know there are some simple things you can do everyday to improve the environment you live in? It's as easy as R, R & R!

- Re-think your behaviour **0)** home, at school and with your friends.
- Recycle material **1)** as glass, aluminium and paper.
- Be responsible. Always do the **2)** thing and others will follow your lead!

Here are some handy tips:

Take a cloth shopping bag **3)** you when you buy groceries instead of using plastic bags from the supermarket.

Ask for your favourite soft drink in a glass bottle or aluminium can. Don't forget to **4)** it in the right recycling bin when you're finished.

Instead of **5)** the car to go to football practice, why don't you go there on foot? That **6)**, you don't pollute the air we breathe.

Water is precious. You can save water by **7)** the way you do little things around the house such as turning **8)** the tap when you brush your teeth.

Never throw litter on the street. Imagine what would **9)** if we all threw our used bus tickets **10)** the ground.

- | | | | |
|----------------------|------------|---------------------------------------|----------|
| 0 A in | B on | <input checked="" type="radio"/> C at | D from |
| 1 A such | B for | C off | D to |
| 2 A exact | B good | C right | D best |
| 3 A also | B for | C by | D with |
| 4 A carry | B empty | C take | D throw |
| 5 A taking | B moving | C having | D riding |
| 6 A way | B form | C part | D action |
| 7 A switching | B changing | C altering | D fixing |
| 8 A off | B in | C on | D down |
| 9 A happen | B cause | C change | D be |
| 10 A off | B in | C on | D down |

4 Fill in the gaps below with the present simple or present continuous form of the verbs in the list, as in the example.

- know • like • start • want • wave • take
- walk • write • hope • stay • be (x2)
- have(x2) • buy • make

Dear Sally,

I **1) hope** you are well. I got your letter, and I **2)** so very happy that you passed all your exams. Well done!

Let me tell you my news. We **3)** a wonderful time in France. The weather is beautiful. Jamie and I **4)** to the beach early every morning, while Mum and Dad **5)** in the apartment until after breakfast. I think they **6)** reading more than swimming!

It is Jamie's birthday this week, and I **7)** him a book. Dad **8)** us out for a special meal, but Jamie doesn't **9)** that yet. It's a very expensive restaurant, and I **10)** sure he will enjoy it.

I **11)** this letter in a café. The wind always **12)** it very difficult to do it on the beach. Right now, Jamie **13)** to me from near the sea. It looks like he **14)** to go swimming. Anyway, I must go. I hope that you **15)** a fun time until university **16)** next month.

All the best,
Samantha

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

- 1 A: (you/work) this afternoon?
B: No, I (go) shopping. (you/want) to come?
- 2 A: What (your dad/do)?
B: He (work) in a computer company. He (design) microchips.
- 3 A: When (you/play) basketball?
B: Usually after school, but today I (see) a play at the theatre.
- 4 A: What (your brother/do) this weekend?
B: He (repaint) his living room. He (not/like) the colour, so he (change) it.
- 5 A: Jane (fly) to Barcelona tonight.
B: I know. I (go) with her, too.
- 6 A: How long (it/take) you to get to the gym?
B: Ten minutes by car, but tomorrow I (walk) there.
- 7 A: Danny and Mark (rely) on their parents for money these days.
B: Yes, but it's only until they (find) a job.
- 8 A: (Frank/eat) meat?
B: He (do/sometimes), but he usually (prefer) fish.
- 9 A: When (be) the train for Middleton?
B: The next one (leave) at 10 o'clock.
- 10 A: What (you/do) right now?
B: I (play) with my new computer game.
- 11 A: (you/swim) tomorrow?
B: Yes, I (go) with my sister.
- 12 A: Why (you/sit) outside?
B: I (wait) for my mum to pick me up.
- 13 A: Your dad (be) really good at painting.
B: Yeah, he (paint) a fantastic picture at the moment.
- 14 A: What (you/do) this evening?
B: I (visit) a friend in hospital.
- 15 A: When (you/prepare) dinner?
B: I (do) it every evening after work.

Module 1

Defining – Non Defining relative clauses

6 Fill in the gaps with the correct relative pronoun or adverb.

- 1 Linda, works in the school library, is my cousin.
- 2 1993 was the year he started university.
- 3 That's the park we go cycling on Sundays.
- 4 Athens, is the capital of Greece, is one of the most famous cities in the world.
- 5 Animals eat meat are called 'carnivores'.
- 6 The car is outside our house is Bob's.
- 7 That's the woman husband is an architect.

7 Join the sentences using relative pronouns and adverbs.

- 1 That's the town. I was born there.
.....
.....
- 2 Nathan is 45 years old. He works at our company.
.....
.....
- 3 This is the church. We got married there.
.....
.....
- 4 Martin has gone to France. His father is a painter.
.....
.....

8 Fill in who, which, whom, whose, when, where or why. Say whether they can be omitted or not.

- 1 A: Is this the shop **which** you told me about last week? (It can be omitted.)
B: No, it's in the next street.
- 2 A: Who was that man waved to us?
B: He's the man house I bought.
- 3 A: What are you doing about the staff for your new shop?
B: I have taken on the woman I interviewed last week.

- 4 A: Have you seen the book I'm reading?
B: Yes, it's in the bookcase you left it.
- 5 A: My aunt is such a nice person.
B: Yes, I'll never forget I first met her.
- 6 A: The film you recommended was violent.
B: Yes, but I did warn you.
- 7 A: The sand on the beach is so hot.
B: That's you should wear your sandals.
- 8 A: Who's that girl?
B: She comes from the small village is at the top of the mountain.

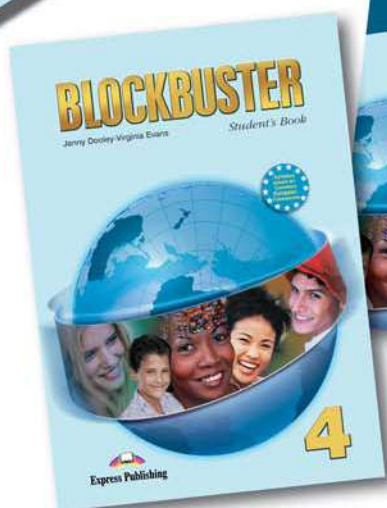
9 Correct the mistakes and say whether the correct sentence has a defining or non-defining relative clause, as in the example.

- 1 The skirt, that my friend gave me, is far too small.
The skirt that my friend gave me is far too small. D
- 2 The song, that's playing on the radio, is an old favourite of mine.
.....
- 3 That's the café, where I first saw Trisha.
.....
- 4 The human heart which pumps blood around the body is made of muscle.
.....
- 5 The cinema, that is near my house, is showing some old Hitchcock films.
.....
- 6 My mum who is a policewoman works long hours.
.....
- 7 Mount Everest which is the highest mountain on earth is very difficult to climb.
.....
- 8 It's beautiful and sunny today which is why I'm so happy.
.....

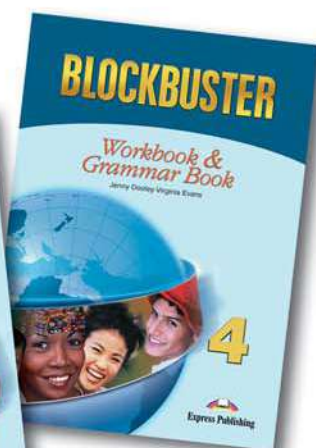
BLOCKBUSTER 4

Blockbuster 4 is designed for learners studying English at Intermediate level. The course follows the principles of the Common European Framework of Reference, Level B1+.

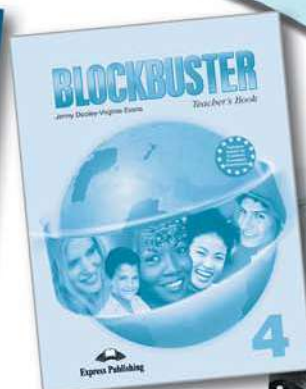
COMPONENTS



Student's Book



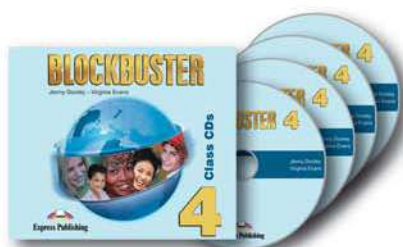
Workbook & Grammar Book



Teacher's Book



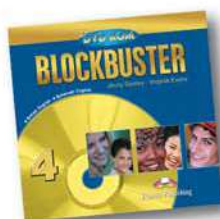
My Language Portfolio



Class CDs



Student's CD



DVD-ROM



Test Booklet & CD
(also available on CD-ROM)

Web Companion

Visit <http://www.expresspublishing.co.uk/elt/blockbuster> for free resources and Portfolio activities.



Express Publishing

UNITED KINGDOM

Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW

Tel.: (0044) 1635 817 363 - Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk

<http://www.expresspublishing.co.uk>