

CLICK ON

a series of English
coursebooks at secondary level



Express Publishing

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Student's Book

Virginia Evans - Neil O'Sullivan



Express Publishing

Contents

	TOPICS	VOCABULARY	GRAMMAR	
MODULE 1	UNIT 1 Happy Birthday! (pp. 6 - 13)	introducing yourself/people; greetings	cardinal & ordinal numbers (1 - 30); names; countries; the alphabet; sports; days of the week; months	<i>to be</i> (present simple affirmative); subject pronouns; <i>a/an; whose</i>
	UNIT 2 Can I help you? (pp. 14 - 21)	jobs; nationalities; location; school	cardinal numbers (31 - 100); points of the compass; phone numbers; addresses; nationalities; jobs; school subjects	<i>there is/are; to be</i> (present simple, negative - interrogative); plurals (-s); possessive adjectives
	EPISODE 1 Robin Hood — Arrest him! (pp. 22 - 23)			
	MODULE SELF-ASSESSMENT 1 (pp. 24 - 25)			
MODULE 2	UNIT 3 Who's this? (pp. 26 - 33)	family relations	facial features; relations; character adjectives; colours; age; weight; height	<i>have got</i> ; possessive case; possessive adjectives/pronouns; plural forms (-es, -ies); irregular plurals; <i>some/any</i>
	UNIT 4 Here we are! (pp. 34 - 41)	dwellings; shops; directions	furniture/common objects; shops; rooms in a house/flat	prepositions of place; <i>can</i> ; <i>there is/are; this/that - these/those</i>
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	UNIT 8 What's the weather like? (pp. 76 - 83)	clothes; the weather; seasons; the face and body; everyday activities	weather; seasons; clothes; parts of the face and body	superlative form of adjectives present continuous; present continuous vs present simple
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MODULE 5	UNIT 9 What are your plans? (pp. 88 - 95)	future plans	leisure activities; places in a town; illnesses	<i>going to</i> (future plans; predictions) vs present continuous (fixed arrangements); <i>must/mustn't</i>
	UNIT 10 Long, long ago (pp. 98 - 109)	life in the past	animals; parts of animals' bodies; dates	<i>was/were</i> (past simple of <i>to be</i>) <i>had; could</i> past simple (regular/irregular)
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IRREGULAR VERBS
WORD LIST
PHOTO FILE SECTION
EXPLORING THE UK AND THE USA

READING	WRITING	LISTENING & SPEAKING	COMMUNICATION
Billy's Homepage (introducing yourself & others; age; favourite day and sports)	creating a personal homepage; (project) presenting people	identifying objects; introducing yourself/ others; asking about possession Pronunciation: /f/ - /s/	introductions; greetings
Learning is Fun (schools around the world)	article about your school; (project) Who's Who	listening for specific information; talking about location; presenting people; giving telephone numbers Pronunciation: /ɑ:/ - /æ/	making requests & offers; giving your telephone number; giving your name and address
Family Life (families around the world)	letter to a pen friend about you & your family; (project) profiles of famous people	picture-prompted multiple choice (identifying people); talking about famous people Pronunciation: /ð/ - /θ/	introducing family members
A Giant for a Day (Madurodam)	article describing a place (castle); (project) letter of invitation to a friend, describing your house	listening in order to position objects correctly in a picture; describing rooms & the location of objects Pronunciation: /u:/ - /ʊ/	asking for location; giving directions
Dance to the Beat (types of music in various countries)	article about your favourite film; (project) article about Patty's favourite actor	listening for specific information; talking about likes/dislikes; talking about how you spend your weekends Pronunciation: /ʌ/	making/accepting/ refusing invitations; making suggestions; expressing likes/dislikes
On the Move (unusual means of transport around the world)	a day in the life of a famous person; (project) your daily routine	talking about your daily routine; listening in order to label pictures Pronunciation: /s/ - /z/ - /ɪz/ ("s" in 3rd person singular)	describing routines
Nature's Supermarket (various natural food groups)	review of a restaurant; (project) recipe	making a shopping list; ordering food Pronunciation: /s/ - /z/ - /ɪz/ (plural forms)	buying groceries
Do you wear a uniform? (types of uniforms in various countries)	postcard to a friend from a holiday resort; (project) children's favourite seasons	asking about prices; listening for specific information; describing the differences between two pictures Pronunciation: /ŋk/ - /ŋ/	asking about prices
Holiday Destinations (advertisements)	letter of invitation to a friend; (project) letter to a friend about family plans	making predictions; listening for specific information Pronunciation: <i>must/mustn't</i>	making suggestions; strong advice
Castle Museum, York; story	story; (project) article about the Natural History Museum, London	describing a place, then and now; listening for gist; speaking from notes Pronunciation: /t/ - /d/ - /ɪd/ ("-ed" suffix)	asking for information

Work and Play

◆ Listen, read, talk and write about ...

I'd love to!

UNIT 5

- free-time activities
- hobbies
- likes/dislikes
- types of music
- musical instruments
- types of films/books



Module 3

Units 5-6

9 to 5

UNIT 6

- daily routines
- the time
- means of transport
- weekend activities
- free-time activities

◆ Learn how to ...

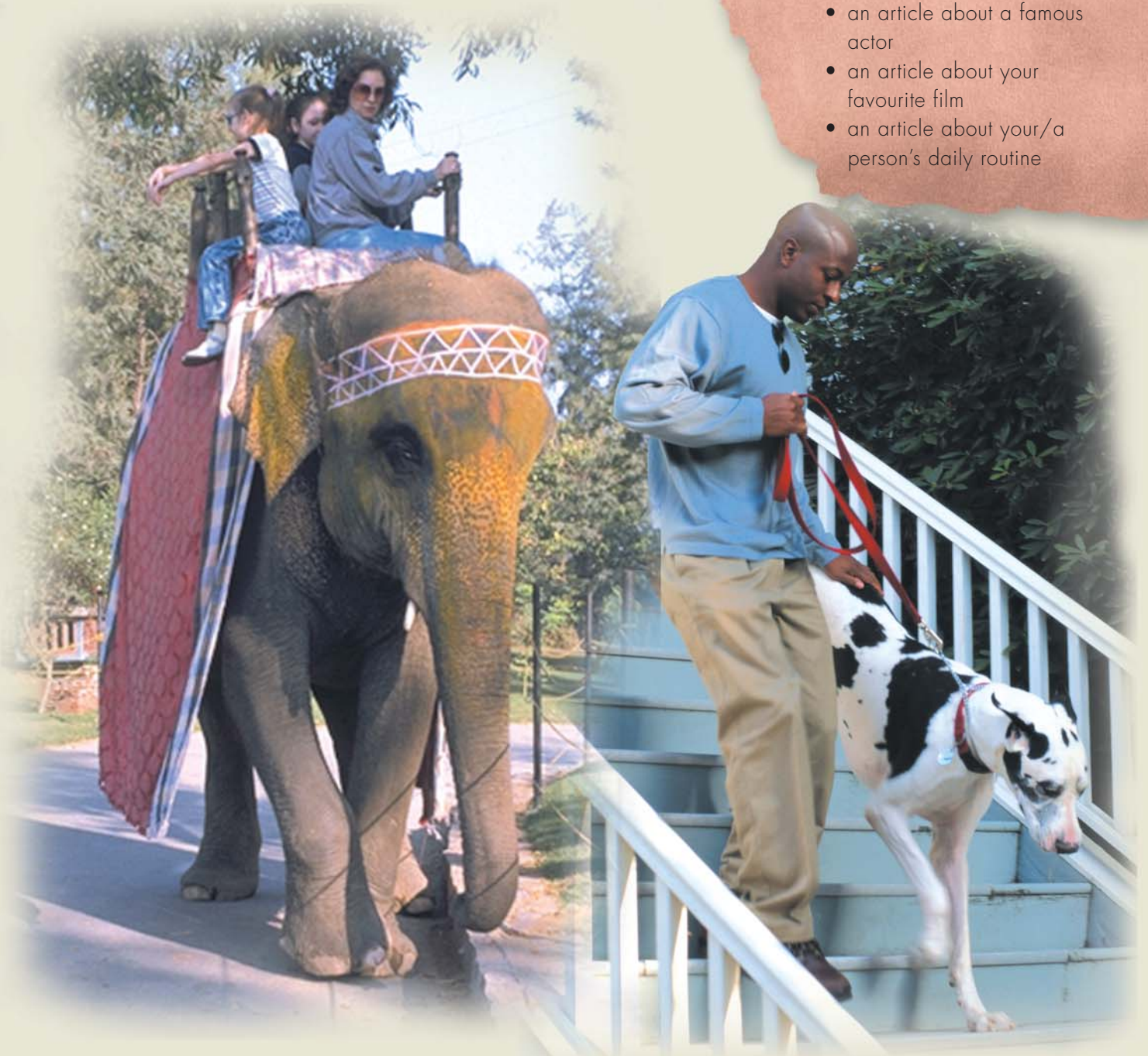
- make/accept/refuse invitations
- make suggestions
- express likes/dislikes
- describe routines

◆ Practise ...

- present simple
- object pronouns
- adverbs of frequency
- prepositions of time
- comparative form of adjectives

◆ Write ...

- an article about a famous actor
- an article about your favourite film
- an article about your/a person's daily routine



5

I'd love to!

Lead-in

- 1 Read the names of the different kinds of music, then listen and number them in the order you hear them.

rock pop
 rap classical
 jazz reggae
 techno heavy metal
 country

- 2 What is your favourite kind of music?
 What kind of music don't you like?
 Who's your favourite singer/band?

- 3 a) Look at the pictures. Which shows:
 a band ... ? a science-fiction film ... ? a comedy ... ?
 rollerblading ... ? football practice ... ?

- b) Who is the actor in picture 2? Do you think he's funny?

- 4 Listen and repeat.

- That's interesting.
- What's that?
- I hope so!
- Are you busy tonight?
- Do you fancy going to see it with me?
- I hate horror films.
- What do you think of comedies?
- That's a brilliant idea!
- Let's meet outside the cinema.
- Sort of.
- I can't stand techno!
- I'm crazy about rock.
- I think they're great!
- Would you like to go?



Listening and Reading

- 5 Listen to the dialogues and put a tick (✓) in the correct box.

- 1 John's new hobby is rollerblading football .
- 2 Adam hates horror films comedies .
- 3 The Corrs' new album is really bad good .

- 6 a) Read the dialogues and answer the questions.

- 1 Is John good at rollerblading?
 2 Is Adam busy tonight?
 3 Who's very funny?
 4 Where are the Corrs from?
 5 What does Bill think of techno music?

A Lyn: Where's John today? Is he at football practice?

Kate: No, he's got a new hobby – rollerblading.

Lyn: That's interesting. Is he any good?

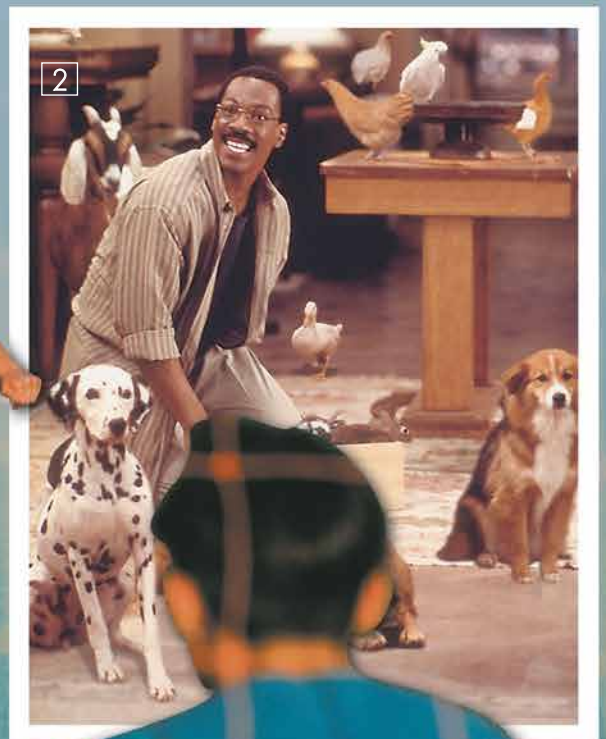
Kate: Well, he enjoys it, but he isn't very good yet.

Lyn: What's that?

Kate: That's John on his rollerblades.

Lyn: Is he okay?

Kate: I hope so!



- B** Becky: Hi, Adam. Are you busy tonight?
 Adam: No – why?
 Becky: Because there's a new horror film on at the Odeon.
 Do you fancy going to see it with me?
 Adam: No thanks! I hate horror films.
 Becky: Oh! Well, what do you think of comedies? There's
 one with Eddie Murphy in it.
 Adam: Yeah! That's a brilliant idea! I think Eddie Murphy is
 very funny.
 Becky: Great. Let's meet outside the cinema at 8 o'clock,
 then.
 Adam: OK. Bye.

4



STARGATE
SG-1

- C** Bill: Hey, I like this music. What is it?
 Ted: It's the Corrs' new album.
 Bill: It's really good.
 Ted: Yes, they're my favourite band. They're from Ireland.
 Bill: Oh – is this Celtic music, then?
 Ted: Sort of. It's a mixture of Celtic and pop music, really.
 Bill: I don't like most pop music, but this is nice.
 Ted: What do you like, then? Techno?
 Bill: No! I can't stand techno! I'm crazy about rock and
 heavy metal.
 Ted: Do you like Kiss?
 Bill: I think they're great!
 Ted: Really? Well, I've got two tickets to their concert on
 Saturday. Would you like to go?

b) In pairs, read out the dialogues.

c) Read the dialogues again and underline the phrases/
 sentences used in Ex. 4. Who says each phrase/
 sentence?

5



Vocabulary

• Cinema & TV

- 7 **Fill in:** • thriller • soap opera
 • news • westerns • comedy
 • documentary • game show
 • cartoon • science-fiction
 • horror
- 1 *Frantic* is a **thriller**.
 - 2 Dad always watches the 8 o'clock on CNN.
 - 3 *Dr Dolittle* is a great You laugh all the way through.
 - 4 *Star Wars* is a film.
 - 5 He likes cowboys and Indians, so he always watches
 - 6 *Wheel of Fortune* is a You can win great prizes on this programme.
 - 7 *The Bold and the Beautiful* is my favourite
 - 8 There is a good about elephants on TV tonight.
 - 9 *Pocahontas* is a film by Disney.
 - 10 *Dracula* is a film.

• Expressing Likes/Dislikes

- 8 **Study the table, then write three sentences about your likes and dislikes, as in the examples.**

♥♥♥	'm crazy about	brilliant
♥♥	love	great, exciting
♥	like, enjoy	nice, fun
○	don't mind	OK, not bad
X	don't like	boring
XX	can't stand	awful, horrible
XXX	hate	terrible

*I'm **crazy about** pop music. It's brilliant.*
*I **can't stand** westerns. They're horrible.*

• Free Time Activities

Speaking

- 9 **Ask and answer questions, as in the example.**



- S1: What do you think of camping?
 S2: I don't like it. I think it's boring. What do you think of windsurfing?
 S3: I like it. I think it's exciting. What do you think of?

- 10 a) **Ask your partner questions, as in the example, and complete the table. Write L (for likes) and D (for dislikes).**

SA: Do you like playing football?
 SB: Yes, I do. I love playing football.

play football	L	play the guitar	
go sailing		read books	
play hockey		go swimming	
watch comedy films		listen to rap music	
go climbing		go skiing	

- b) **Use the completed table to talk about your partner's likes and dislikes, using and, but or or.**

*Tony likes playing football, **but** he doesn't like listening to rap music.*
*Tony likes playing football **and** playing hockey.*
*Bill doesn't like playing football **or** watching comedy films.*

Grammar

• Present Simple

11 Study the tables and complete the rules.

AFFIRMATIVE		NEGATIVE	
I	like ...	I	don't like ...
you		you	
he		he	
she	likes	she	doesn't like ...
it		it	
we		we	
you	like ...	you	don't like ...
they		they	

INTERROGATIVE		SHORT ANSWERS	
Do	I you like...? <	Yes, I/you do.	No, I/you don't.
Does	he she like...? <	Yes, he/she/it does.	No, he/she/it doesn't.
Do	we you like...? <	Yes, we/you/they do.	No, we/you/they don't.
	they		

- We form the **third person singular** in the **affirmative** by adding to the main verb.
- We form the **third person singular** in the **negative** with + main verb. In **all other persons** we use + main verb.
- We form the **third person singular** in the **interrogative** with + subject pronoun + main verb. In **all other persons** we use + subject pronoun + main verb.
- We use the **present simple** for permanent states, repeated actions and daily routines.
*Ann **lives** in Italy. (permanent state)*
*She often **goes** swimming. (repeated action)*
*She **starts** school at 8:30. (daily routine)*

12 Study the tables, then say when we add -s, -ies or -es to form the third person singular.

I walk - he walks	I wash - he washes
I like - he likes	I teach - he teaches
	I dress - he dresses
I play - he plays	I box - he boxes
BUT: I fly - he flies	I go - he goes

13 Put the verbs in brackets into the present simple.

- 1 He (go) to the cinema on Sundays.
- 2 She (play) tennis on Mondays.
- 3 Paul (think) Cher is brilliant.
- 4 Mrs Harris (work) in a baker's.
- 5 Brian (hate) playing cards.
- 6 Mr Black (teach) French in our school.
- 7 She (walk) to school every day.
- 8 Bill (study) German at school.
- 9 He (enjoy) listening to pop music.
- 10 Ann (wash) her hair every evening.

Listening

14 a) Listen and fill in the form, then talk about Mark.

Art Classes

Name: Mark Sorby

Age:


Address: 15, Street, Burley.

Phone number:

Where Mark studies: College

What subjects Mark studies: English, Music and

Mark wants lessons on: Wednesdays and



Speaking

b) Ask and answer questions about Mark.

- S1: What's his name?
 S2: Mark Sorby. How old is he?
 S3: He's 17. What's his address? etc.

15 Fill in: *do, does, don't or doesn't.*

- 1 A: you enjoy country music?
B: No, I
- 2 A: Paul come from England?
B: No, he He comes from the USA.
- 3 A: Where they live?
B: In Los Angeles.
- 4 A: she work hard?
B: No, she
- 5 A: you like westerns?
B: No, I
- 6 A: he work as a teacher?
B: No, he
- 7 A: she go to school?
B: Yes, she
- 8 A: they play the guitar?
B: Yes, they, but they play the piano.
- 9 A: she collect things?
B: Yes, she She collects stamps.

Speaking

16 Ask and answer questions, as in the example.

- play tennis on Mondays
- watch TV in the evenings
- help your mother in the garden
- read in bed
- meet your friends after school
- listen to the radio
- work hard every day
- go swimming on Saturdays
- like English
- watch cartoons at weekends
- go to the park on Sundays
- go to the park on Saturdays
- tidy your bedroom on Tuesdays
- go sailing on Sundays

S1: *Do you play tennis on Mondays?*

S2: *No, I don't. Do you watch TV in the evenings?*

S3: *Yes, I do. Do you ...*

• Project

Look at the Photo File section and complete Patty's article.

• Object Pronouns

17 Study the table, then complete the dialogues.

I	→	me
you	→	you
he	→	him
she	→	her
it	→	it
we	→	us
you	→	you
they	→	them

- 1 A: Do you like Mariah Carey?
B: No, I don't like very much.
- 2 A: Where's Simon? I can't see
B: Over there. He's with Molly.
- 3 A: Is Stella with you?
B: No, she isn't with She's in the kitchen.
- 4 A: Where's my pen?
B: I can't see Ask Lori.
- 5 A: Does Tina want to come with us?
B: I don't know. Why don't you ask ?



Your teacher says the names of people, objects and animals. You replace the names with object pronouns.

e.g. T: *Look at Tony!* S1: *Look at him!*
T: *Look at Pat and Lisa!* S2: *Look at them!* etc.

• Likes & Dislikes

18 a) Read the dialogue and put the verbs in brackets into the present simple, then listen and check.

David: What 1) (you/think) of 'Coronation Street'?

Kay: Not much. I 2) (hate) soap operas.

David: Oh. What 3) (you/like) to watch?

Kay: I 4) (love) game shows. My favourite programme is 'Wheel of Fortune'. My dad 5) (hate) it, though. He only 6) (like) watching the news.

Speaking

b) In pairs, act out similar dialogues using the prompts.

- Frantic / thrillers watch / comedies (film: *Dr Dolittle*) watching westerns
- Harry's theme / Celtic music listen to / reggae music (song: *No Woman, No Cry*) listening to country music

Listening and Reading

19 a) Look at the pictures. Which are wind instruments? Which are string instruments? Which are keyboard instruments? Which are percussion instruments? Which is your favourite instrument?



b) Listen to the sounds and number the pictures in the order you hear them.

20 Listen and match the types of music to what each is about.

- reggae modern life, love & feelings
- Celtic problems people have
- country sad or funny stories

21 Read the article and explain the highlighted words, then ask five questions based on the texts.

Dance to the Beat

Music is part of our lives. It is all around us. Every country in the world has its **own** special kind of music. Each kind of music is different and tells us about the **place** it comes from and the people **who** play and listen to it.

REGGAE MUSIC

Reggae music comes from Jamaica in the Caribbean. It is called the music of the poor, because the songs are about problems people have. The **main** instrument is the electric bass. **Musicians** also play the piano, drums and the guitar. Some **famous** reggae bands are Bob Marley and The Wailers, UB40 and The Maytals.

CELTIC MUSIC

Celtic music is the **traditional** music of Celtic people; that is, people from Scotland, Ireland, Wales, Cornwall and parts of France and Spain. It can be either **slow**, to listen to, or **fast**, to **dance to**. The songs tell us **sad** or **funny** stories. Some have no words **at all**. In Celtic music you can hear violins, drums, harps and guitars. Two famous Celtic bands are Clannad and The Chieftains.

COUNTRY MUSIC

Country music is from America. It is sometimes called bluegrass, honky-tonk or mountain music. Each song tells a story about modern life, love and **feelings**. **Musicians** play the banjo, and sometimes the violin or harmonica. Famous country singers are Patsy Cline, Dolly Parton and Willie Nelson.


Speaking

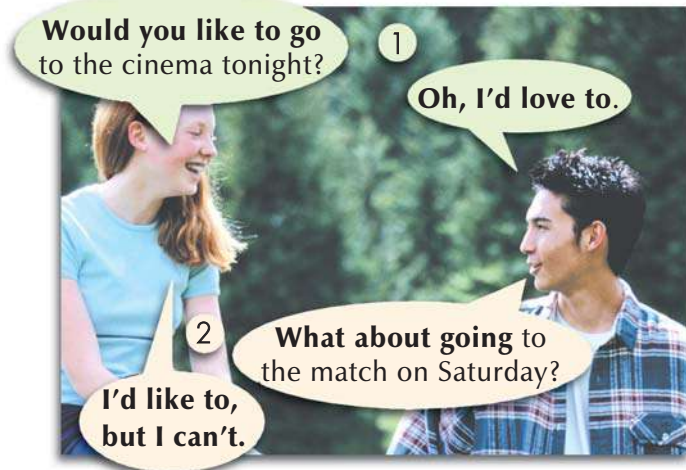
22 Read the article again and complete the table, then talk about each kind of music.

Type of music	Reggae	Celtic	Country
Country of origin			
About			
Instruments			
Famous bands/singers			

Communication

• Making Suggestions/Invitations

23  a) Listen to the dialogue. Say in which dialogue someone accepts an invitation and in which dialogue someone refuses an invitation.



b) Replace the phrases in bold with others from the list, then, in pairs, read out the dialogues.

How about going ...? That would be nice.
 Let's go ... That's a great idea!
 Do you fancy going ...? I'm afraid I'm busy.
 Why don't we go ...? Sorry, but I can't.

c) In pairs, use the prompts to make suggestions/invitations.

- go to the gym
- come to my party
- watch a film
- go to the theatre
- go to a concert
- go swimming
- play tennis
- go fishing
- listen to some music
- go to a restaurant

24 Read and circle the correct answer to complete the conversations.

- 1 A: Would you like to go out on Friday night?
 B: a Yes, I'd love to. Thanks.
 b I love it.
 c Not today.
- 2 A: How about going out tonight?
 B: a No, I don't.
 b That's fine by me.
 c We can.

- 3 A: Do you want to come to my house this evening?
 B: a I'm not interested in this.
 b No, I wouldn't.
 c I'd like to, but I can't.
- 4 A: Sam can come with us.
 B: a Yes, please.
 b It's fine.
 c Thanks. He'd like that.
- 5 A: Let's go to the park.
 B: a No, I don't.
 b I'm afraid I can't.
 c Yes, you can.
- 6 A: Let's meet outside the theatre.
 B: a That's a good idea.
 b Yes, I can.
 c We'd better meet.

Pronunciation

25  Listen and repeat.

/ʌ/ mother, brother, does, doesn't, fun, love
My mother loves Sting.
My brother doesn't like jazz.



Vocabulary Revision Games

26 Fill in the correct words from the list, then make sentences using them.

- computer • watch • brilliant • new • reggae
- main • funny • game

- 1 idea 5 band
 2 hobby 6 stories
 3 instrument 7 games
 4 the news 8 shows

27 In teams, make sentences with the words/phrases in the list.

- fancy • busy • meet • football practice
- favourite • can't stand • crazy about • hate
- brilliant • main instrument • band • slow
- actor • modern life • come from • awful
- science fiction • play • listen • singer

Writing (an article about your favourite film)

My favourite film

1 Would you like to go from zero to hero? Then watch *The Mask*! It is a fantastic comedy, romance and action film, all in one. It is an excellent film because it has got everything!

2 Stanley Ipkiss is a shy bank clerk in Edge City, USA. He is a nice person but he can't do anything right. One day, he **1)** an ancient mask. He **2)** it on his face and his whole life changes. He can move like Superman and dance like Fred Astaire. He **3)** to stop a bank robbery, but *he* gets the money! The police and the robbers are after him. The police **4)** him and **5)** him in prison, but Milo, his dog, **6)** him to get out. He **7)** to a nightclub to save Tina, the girl he **8)** a lot, from the robbers. The police arrest the robbers and Stanley becomes a hero.

3 All in all, I think *The Mask* is a great film with fantastic special effects. It's my favourite film because it's funny and exciting.

28 a) Explain these verbs, then read the article and fill in the gaps using the verbs in the correct form of the present simple.

- arrest • go • help • find • like • manage • put (2)

b) Read the article again and answer these questions.

- 1 What kind of film is *The Mask*?
- 2 Where does the story take place?
- 3 Who are the main characters?
- 4 Who is Stanley? Where does he live?
- 5 What does Stanley find?
- 6 What happens to his life after that?
- 7 What does he manage to stop?
- 8 Who's after him?
- 9 Who arrests him?
- 10 Who helps him get out of prison?
- 11 Where does he go?
- 12 What happens in the end?
- 13 Why is it the writer's favourite film? In which paragraph does he say so?

c) Match the paragraphs to the headings.

- characters/plot title/type/opinion
opinion and reason

29 a) Read the endings below. Which phrases introduce the writer's opinion? What reason does the writer give for liking each film? Which word introduces each reason?

- a In my opinion, *Zorro* is a very good film. I like it because it's full of action.
- b I believe *Independence Day* is a very thrilling film. It's my favourite because of its special effects.
- c I think *Men in Black* is a great film. I love it because it's good fun and Will Smith is fantastic.

b) Use the words/phrases below to talk about two of your favourite films.

- great • brilliant • thrilling • exciting • special effects • good fun • full of action • good actors

Speaking

30 Make notes under these headings, then talk about *The Mask*.

- title, type of film
- place, main characters, plot
- opinion

31 Write an article about your favourite film (100 - 120 words) for a school magazine, using the plan below. You can use the article in Ex. 28 as a model.

Plan

Introduction

(Para 1) title, type of film, opinion

Main Body

(Para 2) main characters, plot

Conclusion

(Para 3) restating opinion & reason

32 Read and underline the correct word.

Do you Know...?

- In Africa/America, people use bottles or pots with water inside as instruments.
- A traditional Scottish and Irish instrument is the bagpipes/harp. People play them at traditional celebrations, such as New Year.

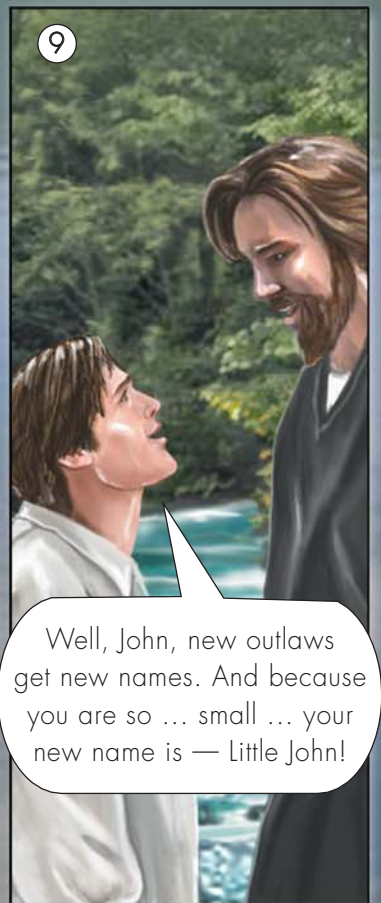
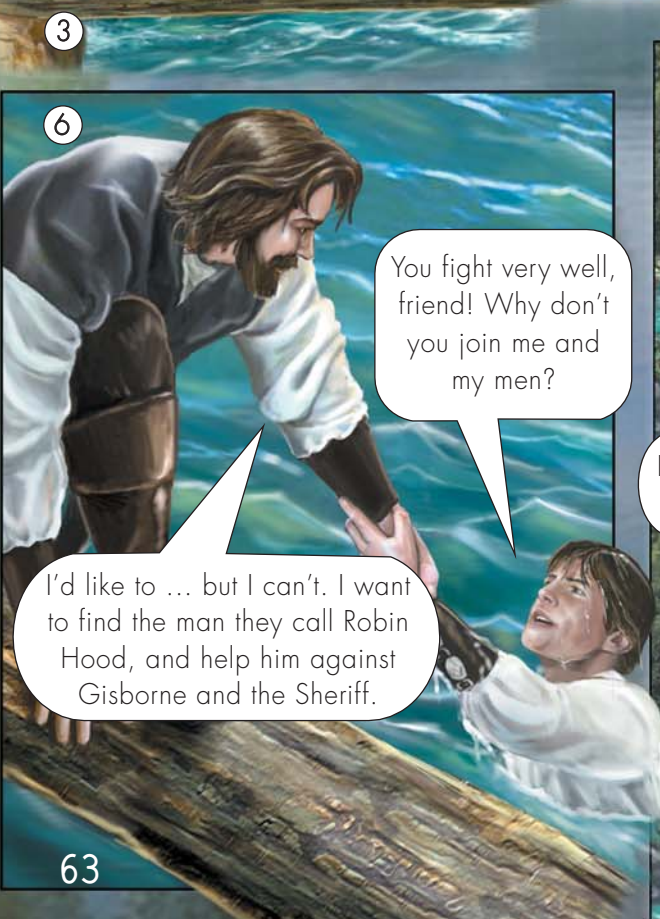
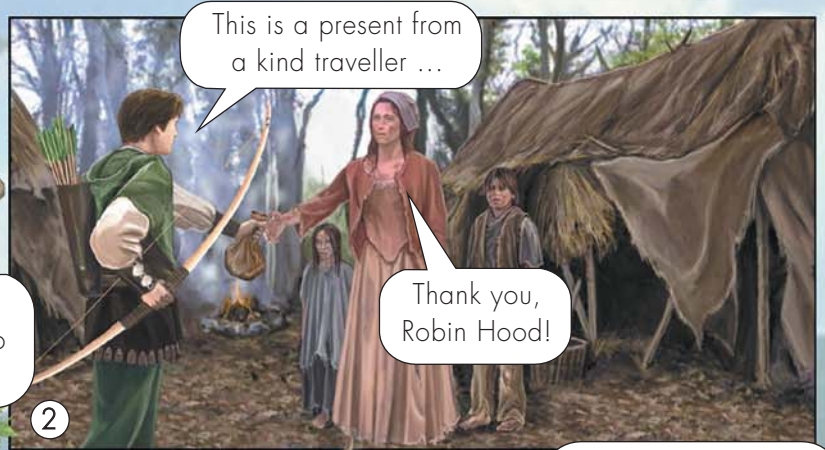


Robin Hood

EPISODE 3

Little John

Robin Hood lives in Sherwood Forest. He and his men get money from the rich and give it to the poor.



Pre-Reading Activities

1 Look at the pictures. Which show(s):

a poor family; a rich traveller riding a horse; Robin with his sword on a log across the river; a tall man with a quarterstaff; Robin with his bow; a fight

Listening and Reading Activities

2 Listen and correct the words in bold.

- 1 This is a present from a kind **tourist**.
- 2 Now it's a fair **friend**.
- 3 Your new name is **Big** John.

3 Read the episode, then read the sentences and say who the words in bold refer to.

the traveller

- 1 "Not before **you** give **us** money."
- 2 "Go back and let **me** get across."
- 3 "Why don't **you** join **me**?"
- 4 "**You** are so ... small."

4 Replace the words in bold with their opposites: *little, kind, fair, rich*.

- 1 rude traveller ≠ traveller
- 2 poor woman ≠ woman
- 3 unfair fight ≠ fight
- 4 big man ≠ man

Grammar

- Comparative forms of adjectives

5 Study the examples and complete the rule.

Robin is tall.

Little John is **taller than** Robin.

- We use the comparative form to compare **two** people, animals or things. We usually use with comparative adjectives.

6 Study the examples and complete the rules, then fill in the comparative form of the adjectives in brackets.

SHORT ADJECTIVES	tall - taller, big - bigger, heavy - heavier
LONGER ADJECTIVES	beautiful - more beautiful
IRREGULAR FORMS	good - better, bad - worse little - less, many/much - more

Form/Spelling

- With **short adjectives**, we usually add to make their comparative form.
- With **longer adjectives**, we use to make their comparative form.
- Short adjectives ending in **a vowel + a consonant** double the consonant.
- Short adjectives ending in **-y** drop **y** and add

- 1 He's got ... **more** ... money ... **than** ... me. (**much**)
- 2 Your clothes are mine. (**dirty**)
- 3 John is Jerry. (**big**)
- 4 Ann is Lyn. (**beautiful**)
- 5 This dress is that. (**expensive**)

7 Use the adjectives in the list to compare:

- i) Robin to the traveller; ii) Little John to Robin.

young, tall, short, slim, fat, long hair, old, heavy, rich, poor, fast, slow

The traveller is **older than** Robin.

8 Listen to the episode again and follow the lines, then take roles and act out the dialogue.

9 Expand the notes into full sentences.

- 1 Robin / his men rob / rich travellers / give the money / poor
- 2 One day / Robin / meet / stranger
- 3 He / be / tall / strong / than Robin
- 4 They / fight / Robin / fall in river
- 5 The stranger / help Robin / out of water
- 6 Robin / ask / him / to join / them / in forest
- 7 The stranger / say / he can't / because / want / to find / Robin Hood
- 8 Robin / welcome him / forest / introduce himself to / stranger
- 9 Then, Robin / give / him / new name
What's the stranger's new name?

Vocabulary

1 What's the time? Say each time in two ways.

4:25 **12:30** **1:00**

.....
.....

6:45 **7:15** **8:20**

.....
.....

3 marks

2 Circle the odd word out.

- 1 bus, bike, thriller, taxi
- 2 brilliant, terrible, exciting, great
- 3 windsurfing, fishing, having lectures, camping
- 4 comfortable, cheap, safe, bumpy
- 5 tennis, harmonica, harp, violin

2.5 marks

3 Fill in: *crazy, foot, stand, cartoon, soap opera*.

- 1 A: Do you like heavy metal?
B: No, I can't it.
- 2 A: Is "Dallas" a game show?
B: No, it's a
- 3 A: Do you like Ricky Martin?
B: I'm about him.
- 4 A: Which is your favourite?
B: Tom and Jerry.
- 5 A: How do you go to school?
B: On

5 marks

4 Fill in the correct word.

- instrument • passengers • comfortable
- effects

- 1 Travelling by dog-sledge is not very
- 2 Elephants learn to carry safely at a training camp.
- 3 *Star Wars* is a great science-fiction film with fantastic special
- 4 The main in reggae music is the electric bass.

4 marks

5 Fill in: *brush, catch, do, get, go, have, listen, play*. Then, use the completed phrases to talk about your daily routine.

..... up, dressed, lunch, my teeth, breakfast, shopping, the train/bus to work/school, lessons/start work, to music, computer games, my homework, dinner, to the gym, to bed

7 marks

Grammar

6 Put the verbs in brackets in the present simple.

- 1 Ann (like) reading books?
- 2 He (go) to work by bus.
- 3 Morris (study) French at school.
- 4 Mr Mortimer (teach) Art at our school.
- 5 he (walk) to work?
- 6 They (not/go) to the gym on Fridays.
- 7 What time school (start)?
- 8 He (finish) work at 5:00.
- 9 She (not/enjoy) collecting stamps.
- 10 My dog (not/eat) pizza.

10 marks

7 Put the adverbs in the correct place.

- 1 He is late for school. (never)
- 2 He catches the 8:05 train to work. (usually)
- 3 They go dancing on Saturdays. (often)
- 4 Bob cooks dinner for his family. (sometimes)

2 marks

8 Fill in the correct object pronoun.

- 1 Bob Marley is a great singer. I like a lot.
- 2 Where are the boys? I can't find
- 3 Ann is here. Would you like to talk to
- 4 Would you like to come with to the cinema?
- 5 Where's your guitar? I can't find

2.5 marks



9 Fill in: at, in or on.

..... Monday; summer;
..... night; Sunday
morning; the afternoon;
..... the weekend **3 marks**

10 Look at the table, then make sentences, as in the example.

	car	plane
safe	✓	✓✓
fast	✓	✓✓
comfortable	✓✓	✓
expensive	✓	✓✓

Cars are safe. Planes are safer than cars.

7 marks

Communication

11 Fill in the missing sentences. Then, in pairs, read out the dialogues.

- Not much • On my bike
- Once a week • I'd love to
- I'm afraid I can't

- 1 A: How often do you visit your grandparents?
B:
- 2 A: What do you think of *The Bold and the Beautiful*?
B: I hate soap operas.
- 3 A: How about having dinner together?
B: I've got a lot of work to do.
- 4 A: Would you like to go out tonight?
B: Thanks.
- 5 A: How do you go to school?
B:

5 marks

Reading

12 Read the text and put the verbs in the present simple, then ask and answer questions, as in the example.

Jean's Routine

Jean is 10 years old and 1) (live) in Cardiff with her family. Her mother 2) (work) as a nurse. Her father 3) (teach) Maths. She 4) (not/have) any brothers or sisters.

Jean 5) (go) to school every day from 9:00 to 3:30. She 6) (not/go) on the bus because the school is near her house. After school, she 7) (return) home and 8) (do) her homework. In the evenings, she 9) (play) the violin. She 10) (want) to become a violinist. Sometimes, she 11) (watch) TV or she 12) (read) a book. She 13) (not/like) playing computer games.

Jean 14) (go) to bed at about 9 o' clock in the evening.

S1: How old is Jean?

S2: She's 10 years old. Where does she live?

S3: She lives ... etc.

7 marks

13 Read the article again and tick (✓) the points mentioned in it, then make notes under these headings and talk about Jean.

name, age, where she lives, description of house, family, daily routine, weekend activities

7 marks

Writing (a short article about someone's family and daily routine)

14 Make notes about yourself under the headings, then talk about yourself. Use your notes to write a short article about your family and daily routine. Use the article in Ex. 12 as a model (50 - 80 words).

- name • age • where I live • family • daily routine

15 marks

TOTAL: 80 marks



15 Listen and fill in. Listen again and sing.

Going around

When I want to go on a trip
I always go by 1)
It takes me where I want to go
And brings me 2) again.

When we go into the 5)
We often go by bus.
There's a bus stop near our 6)
It's so easy for us!

Everybody travels
To places 3) and far
By bus or train, by boat or plane,
Bicycle or 4)

When I go to school each 7)
I like to go by 8),
And at the weekends when I'm free
I go just where I like.

My favourite actor

by Patty Jones



Full Name: Will Smith
Born in: Philadelphia, USA, 1968
Lives in: California
Appearance: tall, slim, short black curly hair, brown eyes
Character: clever, great sense of humour
Family: wife - Jada Pinkett
 sons - Willard, Jaden
Free-time activities: writing songs at home, basketball, golf
Most successful films: *Independence Day*; *Men in Black*; *Wild, Wild West*

Will Smith is my favourite actor. He was born

.....

Will is very handsome.

.....

Will has got a lovely family.

.....

In his free time, Will likes being with his family.

.....

Will's most successful films are:

.....

I like Will Smith a lot. He's a great actor and a wonderful person.





Sports & Free-time Activities

Listening



Listen and circle the correct answer.

- The most popular sport in Britain is
 A rugby C football
 B cricket D baseball
- In they mostly play cricket.
 A the USA C Ireland
 B England D Scotland
- The national sport of America is
 A baseball C rugby
 B football D softball

Reading

Read the texts and choose A, B or C, then explain the words in bold.



The most popular sport in Britain is football. Every large city has its own **professional** football team. Rugby is a fast, **rough** sport that is also very popular in Britain. The English play both rugby and football in the winter. In the summer they enjoy playing cricket.

British children are **encouraged** to take up a sport or a hobby in their free time. Popular **indoor activities** include collecting things such as model cars, **coins**, **stamps** or **stickers** of football players or pop stars. Other pastimes include **birdwatching** and **train spotting**.

Popular free-time activities for many British people are going to the cinema, theatre or a restaurant or watching TV or playing computer games.



In the USA the most popular sports are American football and baseball.

Americans play football in the winter months. Families **attend** games together or watch national games **live** on TV. The **annual championship** called the 'Superbowl' is a **national event**. Baseball, on the other hand, is a summer sport. It is also the national sport of America.

American children **collect** things like the British. Baseball cards are popular **collector's items** as are comics.

Other popular free-time activities are the same as for Britain such as being a **member** of a **club** or **society**, going to the cinema, eating out, visiting parks or museums, watching TV and **surfing the net**.

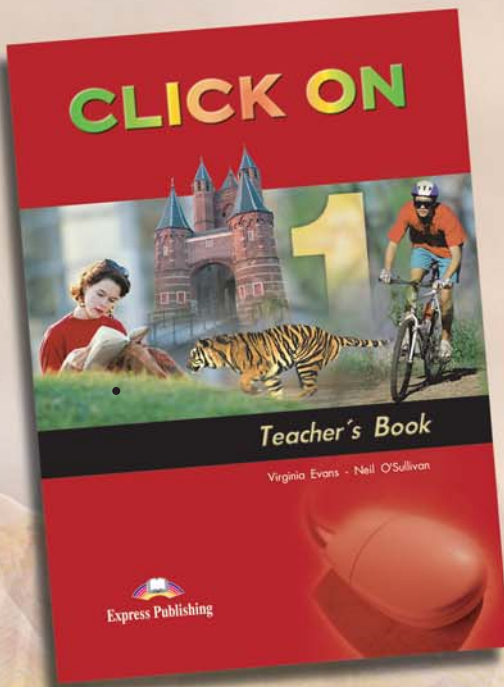
- Most British people like football.
 A Right B Wrong C Doesn't say
- Baseball is a winter sport.
 A Right B Wrong C Doesn't say
- Girls play American football.
 A Right B Wrong C Doesn't say
- Children collect things as a hobby.
 A Right B Wrong C Doesn't say

Speaking

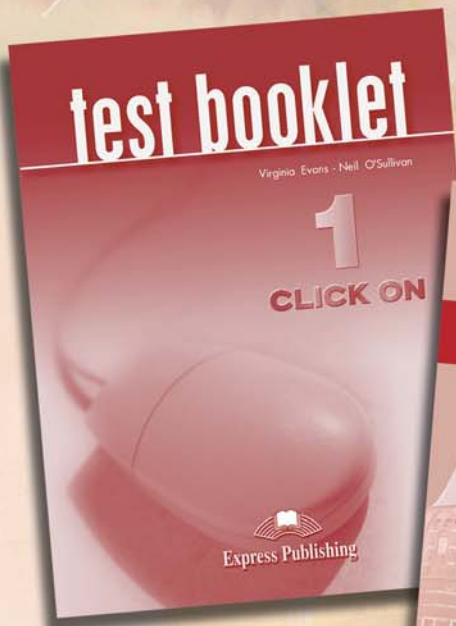
- What are the most popular sports in your country?
- Do you play any sports?
- How do children spend their free time in your country?



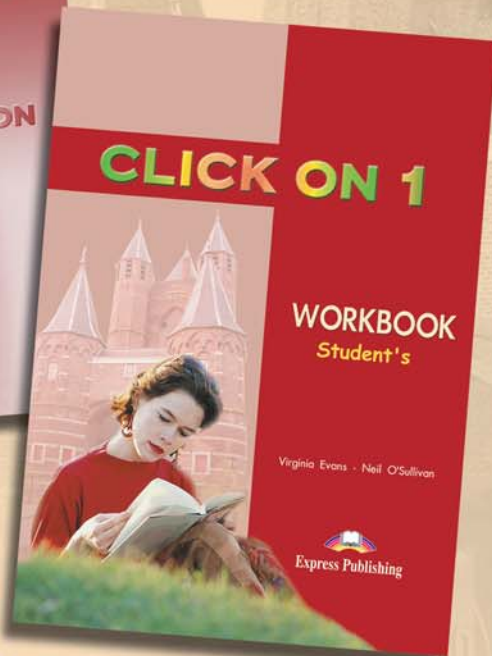
Components



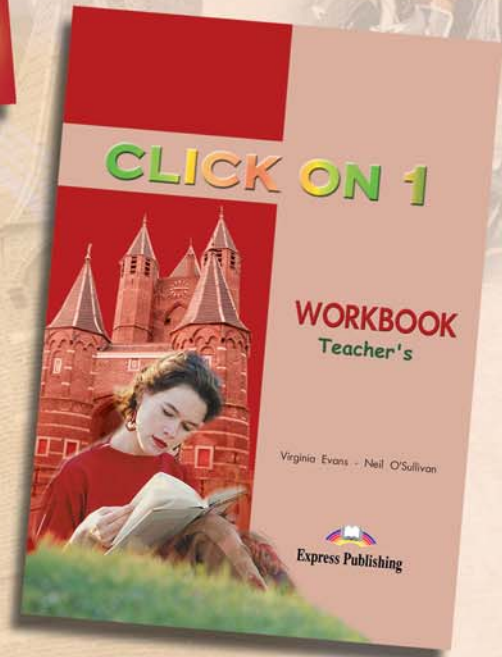
Teacher's Book
(interleaved)



Test Booklet



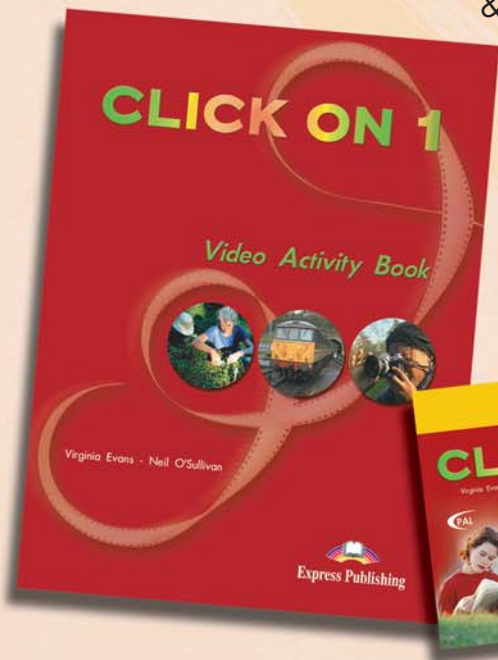
Workbook Student's
& Grammar book



Workbook Teacher's
& Grammar book



Class Audio Cds



Video Activity
Book

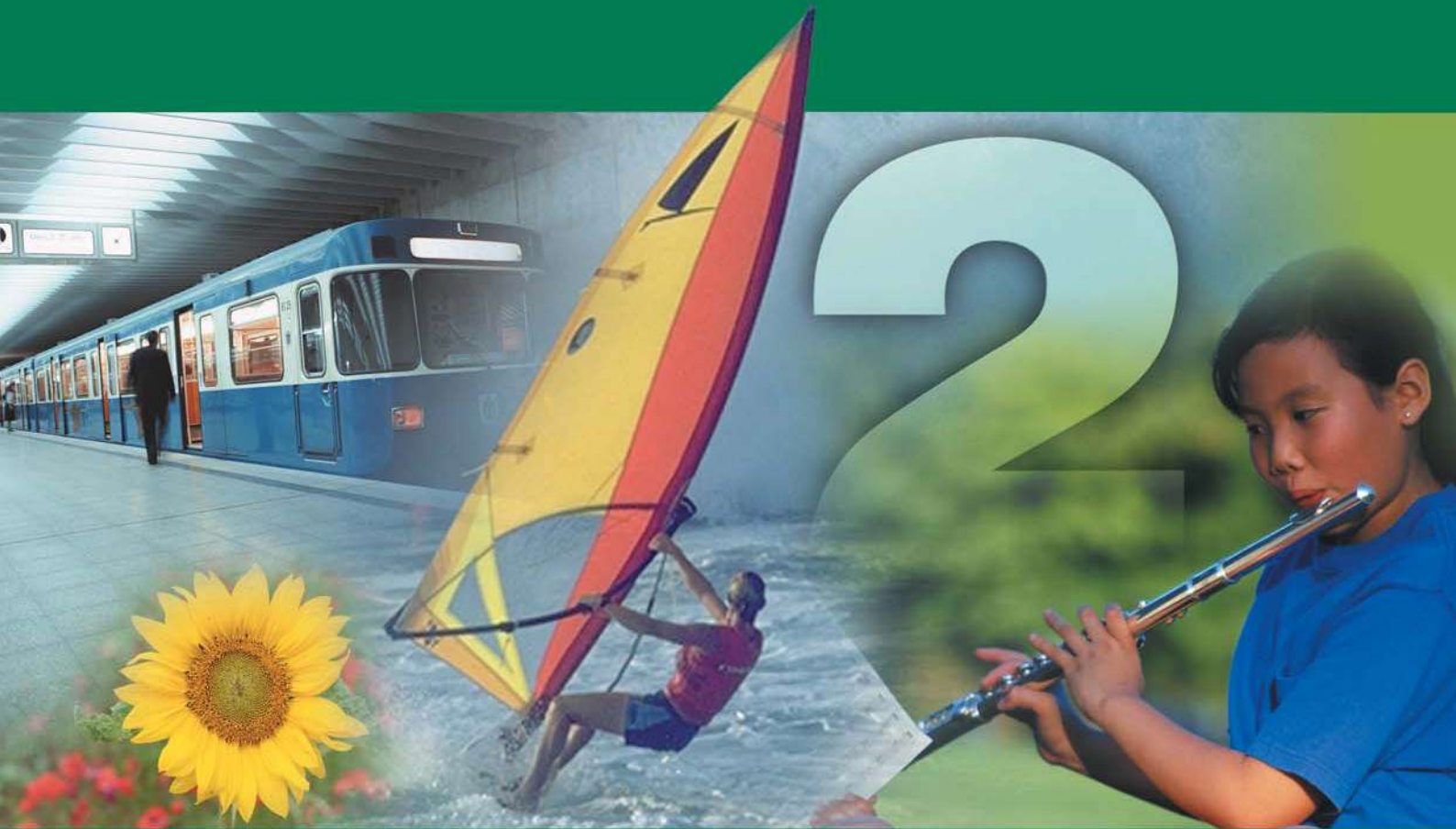


DVD



Student's
Audio Cds

CLICK ON



Student's Book

Virginia Evans - Neil O'Sullivan



Express Publishing

Contents

	TOPICS	VOCABULARY	GRAMMAR	
MODULE 1	UNIT 1 What do you do? (pp. 6 - 13)	everyday and free-time activities; jobs; nationalities	free-time activities; countries; nationalities; hobbies; interests, habits; routines; jobs; telling the time	present simple; present continuous; adverbs of frequency; prepositions of time
	UNIT 2 Then & Now (pp. 14 - 21)	lifestyles; past routines	lifestyles, changes; family members; activities; days of the week; possessions; dates	past simple (regular + irregular); <i>used to</i> ; prepositions of place (<i>at, on, in</i>)
	EPISODE 1 The Hound of the Baskervilles — A New Case for Sherlock Holmes! (pp. 22 - 23)		pronouns; possessive adjectives	
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MODULE 2	UNIT 3 Have you ever ...? (pp. 26 - 33)	describing objects; talking about injuries/illnesses; talking about activities one has (not) done	jewellery; objects; materials; colours; shapes; injuries; illnesses	present perfect; <i>never, ever, just, yet, already, since, for</i>
	UNIT 4 What a day! (pp. 34 - 41)	misfortunes; feelings; means of transport; past activities	feelings; misfortunes & accidents; means of transport; parts of the body; sounds; everyday activities	past continuous; adjectives; adverbs
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	UNIT 6 Food & Festivities (pp. 54 - 61)	food & drink; cooking; healthy eating; celebrations	food; containers; ways of cooking; drinks; places to eat; types of food; meals; festivities	countable/uncountable nouns; <i>some/any/a/an; a few/a little</i> ; plurals
	EPISODE 3 The Hound of the Baskervilles — Danger on Dartmoor (pp. 62 - 63)		making suggestions (<i>Let's, How about, etc</i>)	
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MODULE 4	UNIT 7 You'd better ... (pp. 66 - 73)	town & country environment; space; animals; films; geographical features	animals (pets, wild, extinct, parts of their bodies); planets; countryside/town; means of transport; films	comparatives/superlatives; 0 and 1st conditional; <i>You had better/You would rather</i>
	UNIT 8 What are the rules? (pp. 76 - 83)	the environment; rules; signs; safety; protection	the environment; house rules; traffic signs; school rules; safety/protection rules	relatives; <i>who/which/whose/where</i> the imperative; <i>have to/don't have to; must/mustn't; can/can't, can/could I ...?; should/shouldn't</i>
	EPISODE 4 The Hound of the Baskervilles — The Midnight Watcher (pp. 74 - 75)		<i>someone/anyone/have been/have gone</i>	
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MODULE 5	UNIT 9 Man-Made Wonders (pp. 88 - 95)	landmarks; buildings	landmarks; inventors; buildings; holidays; rooms & furniture; materials; furnishings	the passive voice (present simple - past simple); the definite article
	UNIT 10 Characters (pp. 98 - 105)	people; films/books; sports/hobbies	facial features; character adjectives; sports; types of books/films	prepositions of movement -ing form/to -inf.; <i>too/enough</i> ; linkers
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	GRAMMAR REFERENCE SECTION			
	IRREGULAR VERBS			
	WORD LIST			
	PHOTO FILE SECTION			
	GUIDE TO UK & USA CULTURE			
	AMERICAN ENGLISH-BRITISH ENGLISH GUIDE			
	RULES FOR PUNCTUATION			

READING	WRITING	LISTENING & SPEAKING	COMMUNICATION
A Real-Life Person	letter to family/friend about daily routine at summer camp (project) Julie's typical day (article)	listening for specific information; expressing preferences Pronunciation: word stress	giving personal information
The Cottingley Fairies (diary)	biography - Arthur Conan Doyle (project) writing a diary	listening for lexical items & verb phrases; talking about past habits/routines Pronunciation: /e/ silent or pronounced (-ed ending)	talking about past activities
European theme parks	article describing your favourite possession (project) letter to the lost property office	listening for specific information; picture-prompted multiple choice; talking about activities you have (not) done Pronunciation: /ɛ/ - /eə/	describing lost property
Lost in the Desert	story; (project) beginning/ending of a story	listening to position people in picture; listening for gist; talking about past activities Pronunciation: silent /t/	at the doctor's
The World of Fashion in the Year 2200	letter to a friend about your weekend plans (project) letter of complaint	filling in order forms; talking about your plans; prioritising Pronunciation: homophones	buying clothes
Food, Fun & Celebration around the World	article about a festival you attended (project) restaurant advertisement	filling in missing information; making a shopping list; ordering food; complaining about food Pronunciation: sounds often confused	ordering food & drink
US Cross-Continent Tours	opinion article (project) animal facilities	listening for lexical items; comparing town & countryside Pronunciation: contrastive stress	ordering flowers; booking a flight
The World's Great Rainforests	a letter giving advice (project) traffic signs	giving advice; talking about house rules; identifying specific information Pronunciation: letters not pronounced	asking, giving or accepting advice
A Peking Paradise	narrative article about a visit to a famous building/landmark (project) short descriptions of landmarks	talking about places; giving details; listening for specific information Pronunciation: linked sounds	asking about currency & language
Famous Faces	letter of recommendation (project) a friendly letter describing a person	describing people; talking about films you like/dislike; multiple matching; listening for gist Pronunciation: stressed syllables	expressing preferences

Lifestyles

◆ Before you start...

What's your name?

How old are you?

Where are you from?

How many members are there in your family?

Do you like English?

◆ Listen, read and talk about...

What do you do?

UNIT 1

- people's daily routines
- everyday & free-time activities
- jobs
- sports & hobbies
- countries & nationalities



Module 1

Units 1-2

Then & Now

UNIT 2

- family members
- days of the week
- possessions
- past routines/habits/activities

◆ Learn how to ...

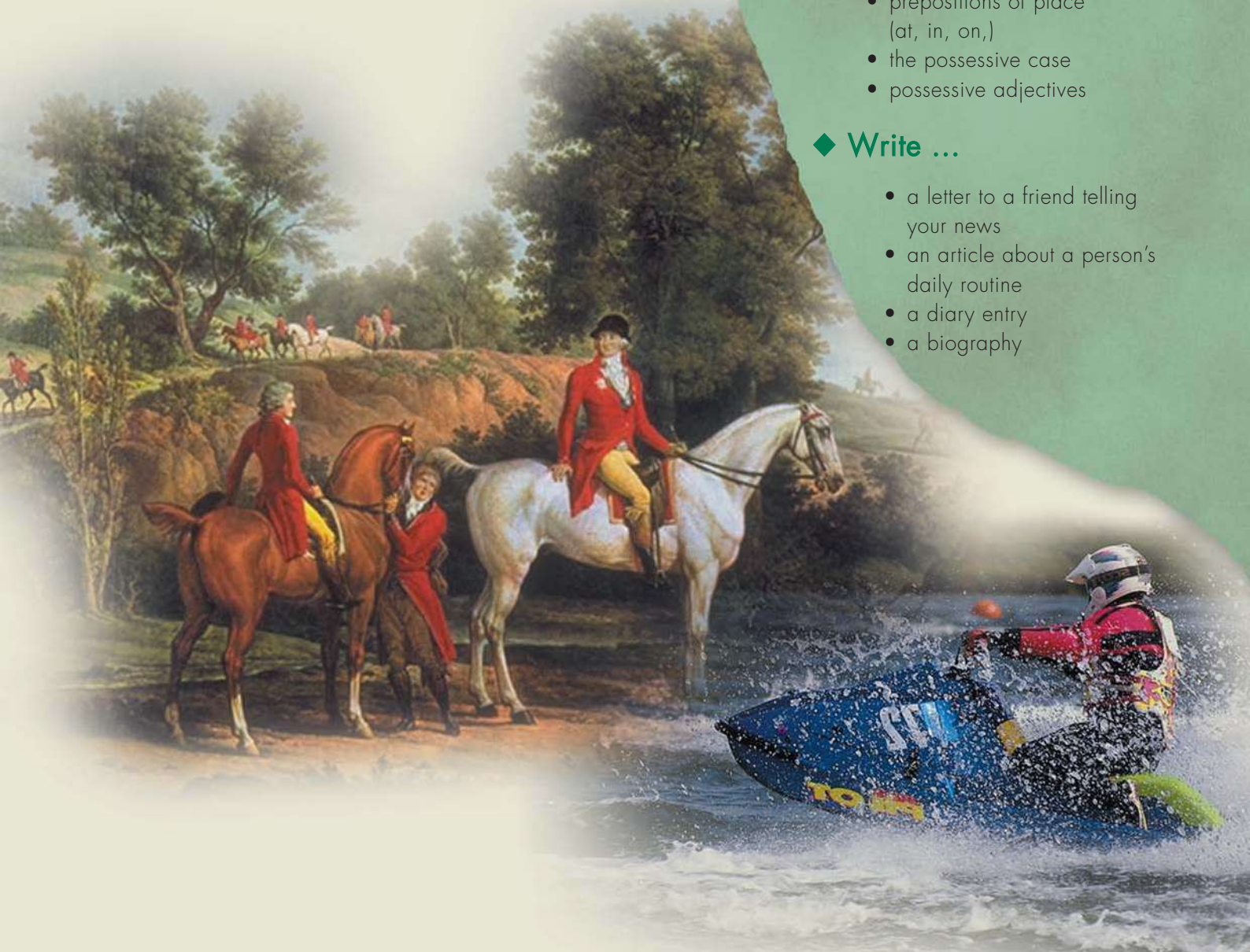
- give personal information
- tell the time
- talk about routines and free-time activities
- talk about past activities
- talk about possessions
- say dates

◆ Practise ...

- present simple
- present continuous
- adverbs of frequency
- present continuous with a future meaning
- past simple
- used to
- prepositions of place (at, in, on,)
- the possessive case
- possessive adjectives

◆ Write ...

- a letter to a friend telling your news
- an article about a person's daily routine
- a diary entry
- a biography



1

What do you do?



Lead-in

1 Listen to the sounds and tick (✓) the sentences which match. Use the sentences to describe the picture.

- 1 The birds are singing.
- 2 The children are swimming.
- 3 The ducks are quacking.
- 4 A boy is crying.
- 5 A helicopter is flying over the camp.
- 6 Someone is riding a horse.
- 7 The radio is playing.
- 8 The wind is blowing.
- 9 A dog is barking.
- 10 Children are laughing.

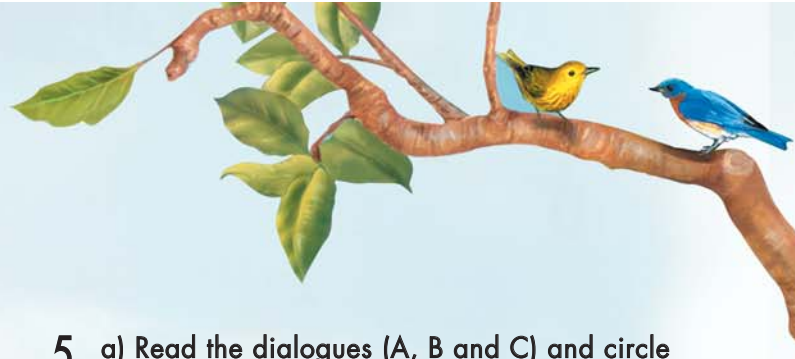
It's summer time at Kendal Camp. The birds are singing.

2 Match the people to their jobs, then use the prompts to ask and answer, as in the example.

1	<input type="checkbox"/>	Dave	a Art teacher
2	<input type="checkbox"/>	Marek	b Drama teacher
3	<input type="checkbox"/>	Anita	c driver
4	<input type="checkbox"/>	Bill	d horse riding coach

- 1 Dave - drive the camp coach - talk to a girl
A: What does Dave do?
B: He drives the camp coach.
A: What is he doing now?
B: He's talking to a girl.
- 2 Bill - teach Art - drink cola
- 3 Anita - teach Drama - eat a sandwich
- 4 Marek - teach horse riding - read a magazine





3 Listen and repeat.

- Who's that man?
- What does she do?
- Come on!
- Let's introduce ourselves.
- After you.
- How can I help you?
- It's this way.
- Don't you mind working on Saturdays?
- Fancy joining us?
- Sorry, I can't.
- Why not?
- See you then.

Listening and Reading

4 Listen and match the sentences to the people. Write L (for Laura), B (for Bill) or A (for Alan).

- 1 He's drinking cola.
- 2 She's looking for the Art room.
- 3 He's flying the camp helicopter.



5 a) Read the dialogues (A, B and C) and circle the correct answer A, B or C.

- 1 Anita is from Poland.
A Right. B Wrong. C Doesn't say.
- 2 It's Laura's first visit to the camp.
A Right. B Wrong. C Doesn't say.
- 3 Kate likes horse riding.
A Right. B Wrong. C Doesn't say.

A Sue: Who's that man?
Mary: Which one?
Sue: The one who is drinking cola.
Mary: That's Bill. He's the Art teacher.
Sue: Oh, and who's that woman with him?
Mary: That's Anita.
Sue: What does she do?
Mary: She's the Drama teacher.
Sue: Where is she from?
Mary: Brazil. Come on! Let's introduce ourselves.
Sue: Okay. After you.

B Laura: Hello. I'm Laura. Laura Newton.
Dave: Hi, Laura. My name's Dave. How can I help you?
Laura: I'm looking for the Art room.
Dave: It's this way. Come on.
Laura: Thanks.
Dave: Is it your first time here?
Laura: Yes, it is.
Dave: Are you a student at St George's?
Laura: Yes, I am, but I have a part-time job at weekends.
Dave: Really? What do you do?
Laura: I work in a supermarket.
Dave: Don't you mind working on Saturdays?
Laura: Not really.

C Steve: Hey, Kate! We're going sailing. Fancy joining us?
Kate: Sorry, I can't.
Steve: Why not?
Kate: I'm waiting for Alan.
Steve: Where is he?
Kate: He's flying the camp helicopter at the moment.
Steve: Oh, right. Are you going horse riding later?
Kate: Yes. See you then.
Steve: OK. Bye.

b) In pairs, read out the dialogues.

c) Read the dialogues and underline the phrases/sentences used in Ex. 3. Who said each phrase/sentence?

Vocabulary

- The time

6 a) Complete the sentences with the time phrases.

- o'clock • half past • (a) quarter to • (a) quarter past • twenty past • twenty to



It's It's six
six. or It's six twenty.



It's It's
..... eight. seven.
or It's seven forty. or It's seven thirty.



It's It's
..... eight. ten. or It's
or It's seven forty-five. ten fifteen.

Listening

b) Listen and fill in the missing times.

Kendal Camp - Monday
in the morning
..... - 10:15
10:45 -
in the afternoon
4:05 -
..... - 7:00

Speaking

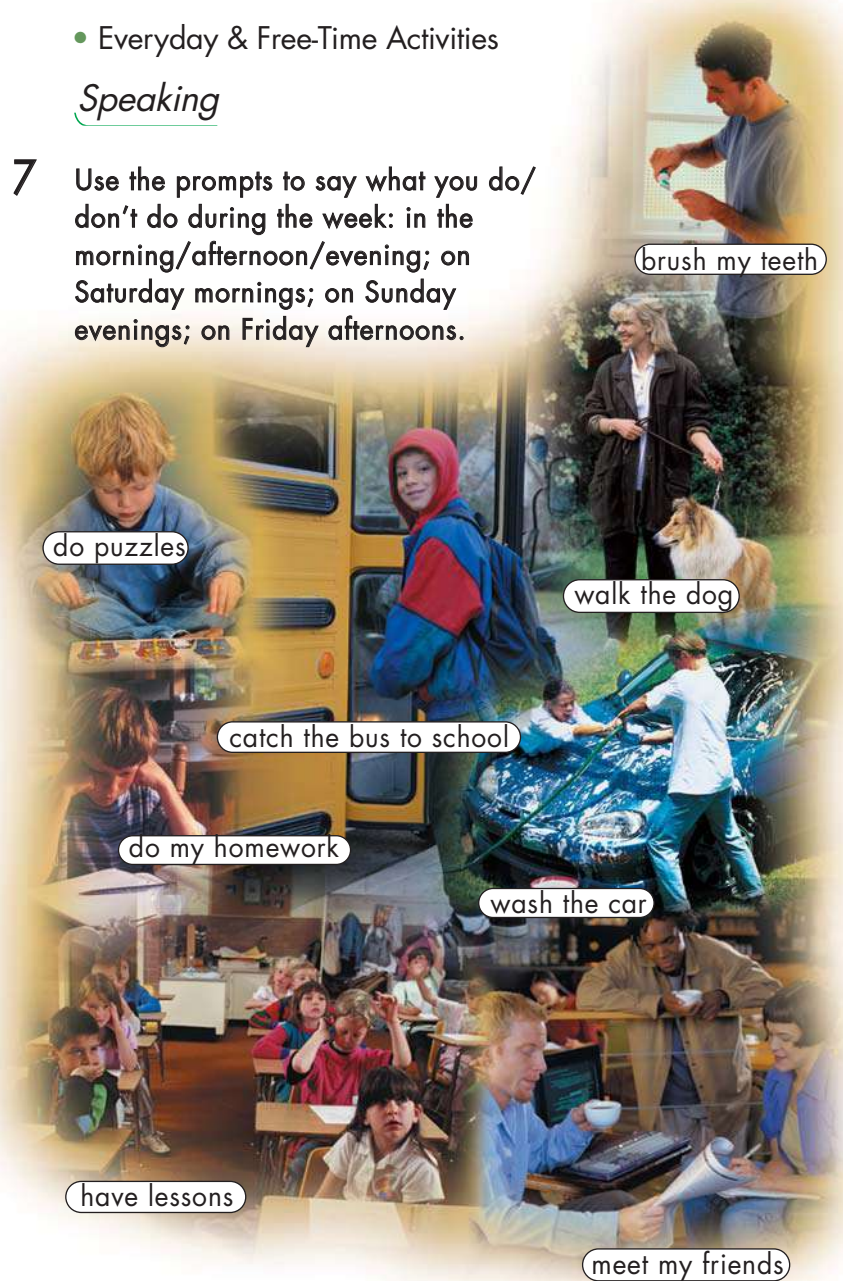
c) In pairs, ask and answer, as in the example.

- A: What time does the **sailing lesson** start?
B: It starts at **nine ten/ten past nine** in the morning.
A: What time does it finish?
B: It finishes at **ten fifteen/(a) quarter past ten**.

- Everyday & Free-Time Activities

Speaking

7 Use the prompts to say what you do/ don't do during the week: in the morning/afternoon/evening; on Saturday mornings; on Sunday evenings; on Friday afternoons.



do puzzles

brush my teeth

walk the dog

catch the bus to school

do my homework

wash the car

have lessons

meet my friends

*I catch the bus to school in the morning.
I don't walk the dog on Saturday mornings.*

- Jobs

8 Match the definitions to the words, then make sentences, as in the example.

- | | | |
|-----------------------------|-----------------------------------|--------------------|
| <input type="checkbox"/> 1 | look after sick people | A shop assistant |
| <input type="checkbox"/> 2 | type letters and answer the phone | B journalist |
| <input type="checkbox"/> 3 | serve customers | C nurse |
| <input type="checkbox"/> 4 | make wooden furniture | D carpenter |
| <input type="checkbox"/> 5 | report the news | E DJ |
| <input type="checkbox"/> 6 | design clothes | F secretary |
| <input type="checkbox"/> 7 | play records on the radio | G hairdresser |
| <input type="checkbox"/> 8 | cut hair | H fashion designer |
| <input type="checkbox"/> 9 | design buildings | I accountant |
| <input type="checkbox"/> 10 | keep financial accounts | J architect |

A - 3 A shop assistant is someone who serves customers.



climbing

cutting the grass

rollerblading

shopping

scuba diving

fishing

eating out

cycling

canoeing

surfing the net

gardening

snorkelling

ice-skating

water-skiing

cooking

reading books

- Agreeing - Disagreeing

Speaking

9 Look at the pictures, then use the prompts to talk, as in the examples.

- I like/enjoy ... • I hate ... • I don't mind ...
 - I'm good at ... • I can't stand ...
- A: I like rollerblading.
B: So do I. / Really? I don't.
- A: I can't stand fishing.
B: Neither can I. / Oh, I don't mind it.

- Project

Look at the Photo File section and complete the article about Julie's daily routine.

Grammar

- Present Simple or Continuous

10 a) Read what Sandra says and identify the tenses in bold. Which time expressions go with each tense?



Hi! I'm Sandra and I'm a secretary. I **work** for an Insurance company. Every day from 9.00 am to 5.00 pm I **talk** to customers or **work** on the computer. I **love** my job. At the moment, I'm **typing** a letter for my boss. Next week I'm **going** on holiday to the Caribbean. I'm **looking forward to it**.

b) Which tense does Sandra use to describe:

- 1 a daily routine? *present simple (work/talk)*
- 2 a permanent state?
- 3 an action happening at the moment of speaking?
- 4 a fixed arrangement in the near future?
- 5 an action happening around the moment of speaking?

Speaking

11 In pairs, use the prompts to ask and answer, as in the example.

- 1 Paula – Brazil – gardener – look after plants (♥)
- 2 Ann – England – nanny – look after children (♥♥)
- 3 Costas – Greece – security guard – protect buildings (X)
- 4 Juan & Rosa – Spain – flight attendants – serve passengers (O)
- 5 Jacek – Poland – stockbroker – buy and sell stocks and shares (♥♥)

- A: Where does Paula come from?
B: She comes from Brazil.
- A: What's her job?
B: She's a gardener.
- A: What does she do at work?
B: She looks after plants.
- A: Does she like her job?
B: Yes, she does.

Key

♥♥ love

♥ like

O not mind

X hate

1

• Adverbs of frequency

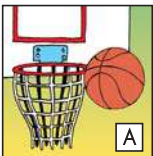
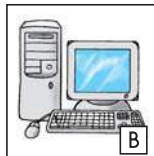
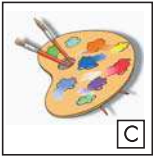
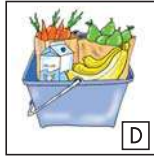
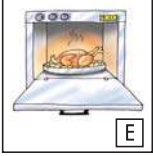
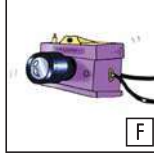


12 Put the adverbs of frequency in order, then study the examples. Use adverbs of frequency to talk about your daily routine.



I always get up at 7 o'clock in the morning.
I am sometimes late for school.

Listening

13 a) What is each person doing? Listen and write letters in the boxes, as in the example.

		Tony	<input type="checkbox"/>
		Bill	<input type="checkbox"/>
		Becky	<input type="checkbox"/>
		Kate	<input type="checkbox"/>
		Matt	<input type="checkbox"/>
		Laura	<input type="checkbox"/>

b) Ask and answer, as in the example.

A: *Is Matt reading a newspaper?*
 B: *No, he isn't. He's ...*

c) What are you doing now?
 What are your friends doing now?

14 Ask and answer, as in the example.

Irene – hairdresser (talk on the phone)
 Ron & Alice – journalists (do a crossword)
 Sheila – accountant (make a salad)
 Bob – vet (do the shopping)

A: *What does Irene do at work?*
 B: *She cuts hair.*
 A: *Is she cutting hair now?*
 B: *No, she isn't. She's ...*

15 Look at the Browns' notes, then in pairs, ask and answer questions, as in the example.



S1: *Are the Browns having a barbecue on Tuesday?*
 S2: *No, they aren't. They're visiting their parents. Are the Browns ...*

16 Put the verbs in brackets into the present simple or the present continuous. Which verbs refer to the present/future?

- We usually (go) to school on foot.
- Look at David. He (make) lunch.
- Josh (play) tennis this afternoon.
- They (fly) to Madrid next Friday.
- I (go) sailing. Fancy joining me?
- (you/want) to try rock climbing while you're here?
- He (not/like) fishing.
- Jane (look for) a new flat at the moment.



Listening & Reading

17 Look at the pictures. Which shows: someone swimming underwater; diving equipment; kayaking; someone wearing a wetsuit and a helmet

18 Listen and underline the correct word.

- In the morning, he works in a **surveying/surfing** office.
- A typical summer day for Alain starts around **8 am/7am**.
- Alain spends all morning in front of his **equipment/computer**.
- A photo shoot usually takes a **long/short** time to complete.
- Working underwater can be a bit **funny/boring** in the winter.

19 Read the interview and correct the statements 1 to 5, as in the example. Then, explain the highlighted words.

- Alain leads a normal life. *Wrong! Alain doesn't lead a normal life. He leads a double life.*
- He drives to work.
- He leaves the office at 12 am.
- Alain enjoys going skiing in his spare time.
- Alain hates working underwater.

Speaking

20 Read the article again and make notes under the following headings, then talk about Alain Pepin.

- daily routine • free-time activities
- feelings about working underwater

Alain gets up at 7 am. He has breakfast, then ...

a real-life PERSON

You could say that Alain Pepin leads a double life. In the morning he works in a surveying office, doing clerical work, but in the afternoons and at weekends he does something much more exciting — he is an **underwater stuntman**. In this week's article he tells us what a **typical** summer day in his life is like.

What time do you get up?

A typical summer day for me starts around 7 am. I have breakfast and ride my bike to work. I start work at 8 am. I spend all morning in front of my computer working until **lunchtime**.

What do you do after work?

Well, I leave the office at 1 pm and have lunch. If the weather is fine, I pack my **equipment** and **set off** to the location of the **stunt**. When I get there, I **set up** the equipment and get into the water. This is when the fun starts. I move about in and under the water in a wetsuit and helmet performing tricks. It's quite tiring though, because **each stunt is different** and takes a different length of time. A **photo shoot** usually takes a long time to complete because everything has to be perfect.

What do you do when you are not diving?

I enjoy going water-skiing, kayaking and snorkelling. I spend most of my **spare time**, however, planning, practising and **training** for my stunts.

How do you like working underwater?

I love it. It can be a bit boring in the winter, though, when the weather is cold. It is difficult to get a swimming pool all to myself so I can practise. But when I'm diving, I really enjoy it. Every time I come home after work, I feel full of **energy** and I have a great sense of achievement.

Vocabulary Practice

21 Fill in the correct word from the list, then make sentences using the completed collocations.

- financial • photo • spare • underwater
- report • sense • lead • sit • clerical
- perform • part-time

- | | |
|--------------------------------------|-----------------------------------|
| 1 to a
double life | 6 time |
| 2 a(n) stuntman | 7 to tricks |
| 3 a(n) shoot | 8 a(n) job |
| 4 to in
front of a computer | 9 a great
of achievement |
| 5 work | 10 accounts |
| | 11 to the news |

22 Fill in: *about, in, from, at, to, of, for, after.*

- 1 to work an office; 2 weekends;
3 he's Brazil; 4 to think something;
5 a lot fun; 6 a typical day his life;
7 to work nine five; 8 to stay
..... home; 9 to be full energy; 10 to
look sb (= search); 11 to wait sb;
12 to look sick people

23 Fill in the correct word.

- What is a t _____ day like in the life of a secretary? (**ordinary**)
- She works from 9am to m _____, then she has a break for lunch. (**noon**)
- Stella l _____ a normal life. (**has**)
- It takes a long time to c _____ a photo shoot. (**finish**)
- Let me i _____ myself. I'm Ralph Barren. (**present**)
- Nurses l _____ a _____ sick people. (**take care of**)

24 Vocabulary Revision Game: In teams, make sentences with the words/phrases in the list.

- seldom • introduce ourselves
- don't you mind • going sailing
- start work • a break
- full of energy • spare time
- fancy • this way
- where ... from
- meet friends • is barking
- the fun starts
- go horse riding
- quacking • wooden furniture
- I'm good at • set off

Communication

- Giving personal information

25 Listen and fill in the missing words, then use the prompts to act out similar dialogues.

- A: What's your 1)?
B: **Ricky.**
A: And your 2)?
B: **Connors.**
A: Can you 3) that, please?
B: **C - O - double N - O - R - S.**
A: What 4) are you, Ricky?
B: **I'm American.**
A: Where are you 5) in America?
B: **I'm from California.**

- Anita Eder - Austria - Vienna
- Pierre Durall - France - Dieppe
- Keiko Miaggi - Japan - Tokyo
- Velia Rabal - Spain - Barcelona
- Rosa Ferès - Brazil - Brasilia
- Fernando Lopez - Chile - Santiago

Pronunciation (word stress)

26 Listen and underline the syllable of each word where the stress is. Listen again and repeat.

- teacher - doctor - assistant - secretary - carpenter
- journal^{ist} - hairdresser - accountant - designer
- architect - stuntman - footballer - receptionist



Choose one student to be the leader. He/She chooses one of the places: at school/work/the seaside, in the bedroom/kitchen/garden/living room etc. The class, in teams, try to guess what he/she is doing now. The team which guesses correctly gets one point. Choose another student and continue the game. The team with the most points is the winner.

- e.g. *Leader: I'm in the park. What am I doing? Guess.*
Team A S1: Are you riding your bike?
Leader: No, I'm not. etc



Writing (a letter to a friend giving news)

27 Read the letter and fill in the appropriate topic sentences. There is one sentence you do not need.

- A There's so much to do here that I don't know where to begin.
 B Well, that's all for now.
 C Hi, how are you?
 D It's the end of my first week here.
 E We're all looking forward to this weekend.

Dear Angie,

1 I'm having a great time here at summer camp. The place is lovely and the weather is good.

2 In the mornings we have Art lessons or we go swimming. In the afternoons we go canoeing or horse riding. Everyone looks forward to the evenings, when we all sit together around the campfire. We usually have a barbecue, sing songs or tell stories. It's just great.

3 We've got lots of exciting plans. On Saturday we're going rafting. We're spending the whole day on the river and having a picnic lunch. Then on Sunday we're having a big party with live music and lots of food and drink. I can't wait!

4 See you in a couple of weeks.

Love,
 Ryan

28 a) Read the letter again and answer the questions.

- Who is the letter from? Who is the letter to?
- How does the letter start/finish?
- Which of the phrases can you use instead of *Love*? Tick (✓) Yours, Thanks again, Best wishes, Lots of love, Fine
- Which paragraphs are about Ryan's daily routine/ fixed arrangements? What tenses does Ryan use in these paragraphs?
- Which paragraphs include Ryan's opening/closing remarks?

b) A topic sentence starts a paragraph. It is the summary of the paragraph or an introduction to the topic of the paragraph. Replace the topic sentences in the letter with other appropriate ones.

29 Imagine you are at Sunrise summer camp. Read the advertisement, then choose activities from the advertisement to answer the questions.

SUNRISE SUMMER CAMP

California - America



morning activities: sailing, Drama classes, water-skiing



afternoon activities: swimming, playing water sports



evening activities: play games around campfire, go to theatre

This weekend: Sat: visit a ranch
 Sun: have a big party

- What do you do at the camp: in the morning? in the afternoon? in the evening?
- What are you doing this weekend?

30 Use your answers from Ex. 29 and the plan below to write a letter to a friend of yours telling him/her your news. (80 words) Use the letter in Ex. 27 as a model.

Plan

Dear (friend's first name),

Introduction

(Para 1) *opening remarks - what the place/ weather is like*

Main Body

(Para 2) *what you do every day*

(Para 3) *what you are doing this weekend*

Conclusion

(Para 4) *closing remarks*

Yours,

(your first name)

31 Fill in the correct number: 18,000, 70,000, 800.

do you know...

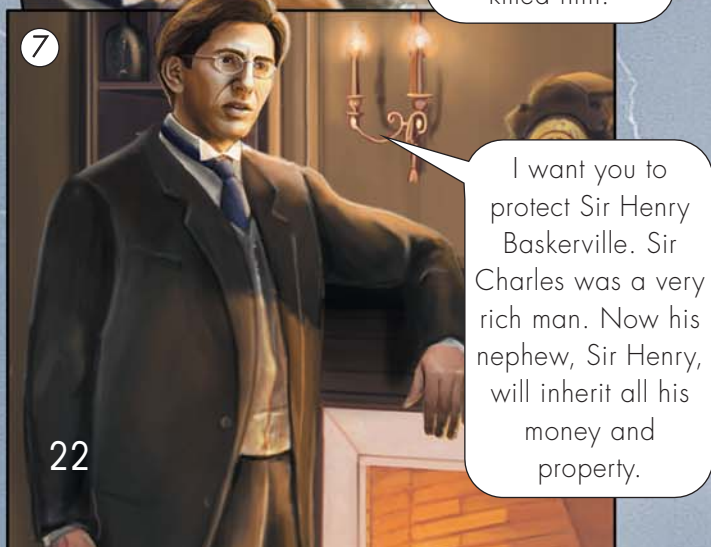
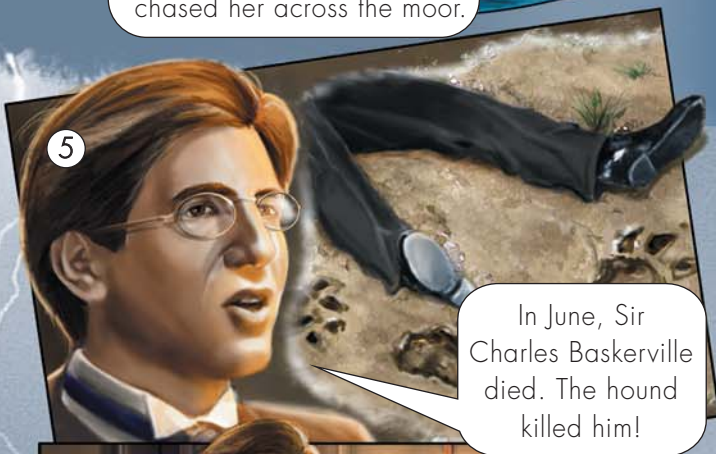
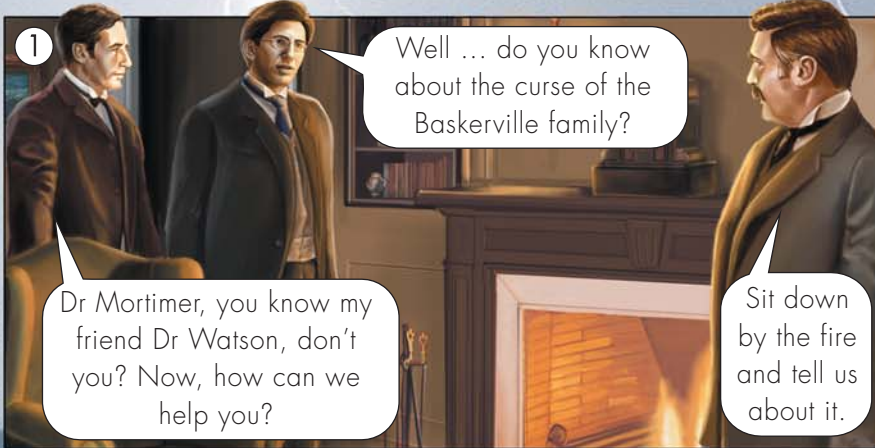
- In Britain there is one doctor for every people.
- In Afghanistan there is only one doctor for every people.
- In Ethiopia there is one doctor for every people.

EPISODE 1

The Hound of the Baskervilles

A New Case for Sherlock Holmes

A man called Dr Mortimer comes to see Sherlock Holmes, the famous London detective.

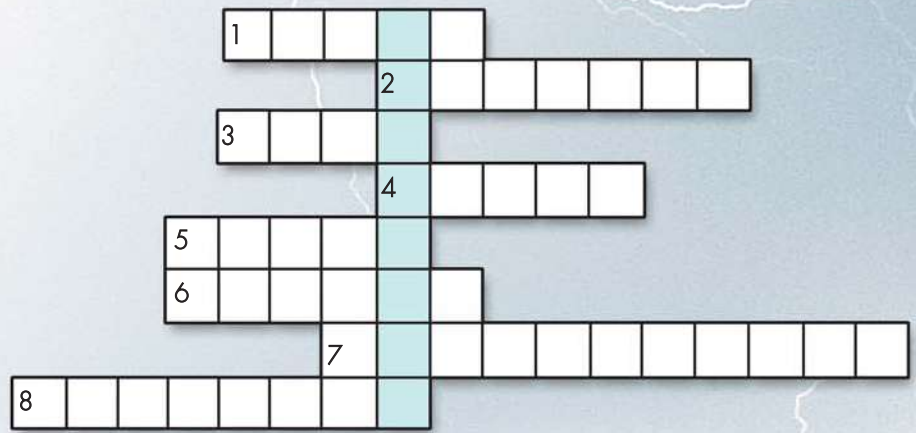


Pre-Reading Activities

1 Look at the pictures. Which show(s):

- 1 a fireplace?
- 2 a black hound with eyes of fire?
- 3 men chasing a girl across the moor?
- 4 Sherlock Holmes, the famous detective?

5 Who is in need of Holmes' protection? Do the crossword and find out. Use words from the episode.



- 1 to run after sb in order to catch them
- 2 to receive money and property from sb who is dead
- 3 large area of open grassland
- 4 dog used for hunting
- 5 supernatural power causing unpleasant things to happen to sb
- 6 famous old story
- 7 causing fear; scary
- 8 land and buildings

Listening and Reading Activities

2 Listen and write Yes or No.

- 1 Dr Watson is Holmes' friend.
- 2 Sir Hugo was a good man.
- 3 The hound killed Sir Hugo.
- 4 Sir Charles was a very poor man.

Grammar

• Pronouns & Possessive Adjectives

Subject pronouns:	I, you, he, she, it, we, you, they
Object pronouns:	me, you, him, her, it, us, you, them
Possessive adjectives:	my, your, his, her, its, our, your, their
Possessive pronouns:	mine, yours, his, hers, —, ours, yours, theirs

3 Read the episode on p. 22 and answer the questions using one to three words.

- 1 Who came to see Holmes?
- 2 Who kidnapped a girl?
- 3 What did the girl die of?
- 4 Who killed Sir Charles?
- 5 Who is Sir Charles' nephew?

4 Read the episode and underline all past forms. Which are regular? Which are irregular?

6 Read the summary and replace the words in bold with words from the table above, then identify the words.

Dr Mortimer visits Holmes in **1) Holmes'** house. Holmes introduces **2) Dr Mortimer** to **3) Holmes'** friend, Dr Watson. Dr Mortimer tells **4) Holmes and Dr Watson** that Sir Hugo Baskerville kidnapped a girl and took **5) the girl** to Baskerville Hall. **6) The girl** escaped, but Sir Hugo and **7) Sir Hugo's** friends chased **8) the girl**. The girl died of fear. **9) Sir Hugo and his friends** saw a huge black hound. **10) The huge black hound** killed Sir Hugo. Then, in June, Sir Charles Baskerville died. The hound killed **11) Sir Charles**. Dr Mortimer asks Holmes to help. He wants **12) Holmes** to protect Sir Henry Baskerville. **13) Sir Henry Baskerville** will inherit all Sir Charles' money and property. Dr Mortimer doesn't want **14) Sir Henry** to die. Holmes says that **15) Holmes** will help Sir Henry.

1 *his (poss. adj)*

7 Listen to the episode again and follow the lines. Take roles and act out the episode.

Vocabulary

1 What's the time? Say it in two ways.



(8 marks)

2 a) Fill in: *have, get, go, talk, do, catch, meet, brush, surf, walk, wash, visit*. Use the phrases to talk about what you do on Mondays.

get up; breakfast; lessons; homework; to work; a break; on the phone; friends; crosswords; teeth; the car; the bus; the net; the shopping; the dog; relatives; to bed

(10 marks)

b) What do you do in your free time? at weekends?

(7 marks)

3 Fill in the correct verb.

- 1 An architect d _____ buildings.
- 2 A secretary t _____ letters.
- 3 A journalist r _____ the news.
- 4 A shop assistant s _____ customers.
- 5 A nurse l _____ after sick people.

(5 marks)

4 Fill in: *borrow, spend, stand, alone, pocket, believe, typical, moved*.

- 1 Can you please leave me
- 2 How do you your free time?
- 3 What is a day like for a nurse?
- 4 Tom can't football. He likes cricket instead.
- 5 How much money do you get each week?
- 6 Our flat was too small so we to another.
- 7 Dad couldn't his eyes when he saw my exam results.
- 8 Can I your camera to take some photos?

(8 marks)

Grammar

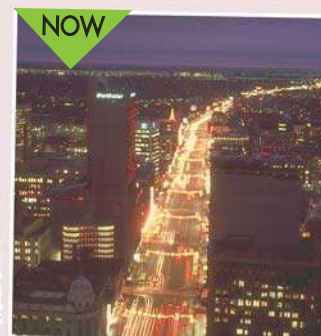
5 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 Jenny (not/wash) her hair every day.
- 2 Mr and Mrs Brown (drive) to work together in the mornings.
- 3 Jane (go) to Spain on holiday this year.
- 4 (she/use) the computer at the moment?
- 5 He (walk) to school most days.
- 6 Brian (not/work) today. It's his day off.
- 7 What (you/wear) to the party tonight, Sharon?
- 8 (you/fancy) playing tennis?

(8 marks)

6 Use the prompts to say what Winnipeg used to be like and what it is like today.

- very few cars • nice houses • huge blocks of flats
- trees • gardens • clean air • polluted air



There used to be very few cars in the streets. Today, there are a lot of cars in the streets.

(10 marks)

7 Put the verbs in brackets into the *past simple*.

- 1 A: How (be) the party last night?
B: Great. We (have) a fantastic time, thanks.
- 2 A: Tony (call) while you were out.
B: Oh. (you/take) a message?
- 3 A: Rob (travel) all over Europe last year.
B: (he/have) a good time?

- 4 A: (you/see) that film on TV last night?
B: No, I (not/watch) TV yesterday.
(8 marks)

Communication

- 8 Fill in the missing sentences. Then, in pairs, read out the dialogues.

• What do you do • What time does the lesson start
• What did you do yesterday • Have you got the time

- A: 1), please?
B: It's a quarter past ten.
• A: 2), Steve?
B: I went fishing.
• A: 3)?
B: I'm an architect.
• A: 4)?
B: At 4 o'clock.
(8 marks)

Reading

- 9 Read the article and put the paragraphs into the correct order, then answer the questions.

Always in the News

A At 4pm she's back in the office, racing to finish her article. Then her editor reads it and she makes the final changes before the newspaper goes to print. She usually finishes work at 6:30pm.

B Ann has some advice to give to young people who want to get a job like hers. "You can do anything you want to! The only thing you need is determination."

C The work is quite tough. At 8:30 every day she's in the office writing articles. Each one takes a lot of work. She makes hundreds of phone calls to find out information and most days she goes out to interview people or attend a big event.

D Ann Reynolds is a journalist. She works for a daily newspaper called the San Francisco Chronicle.

E In her free time Ann writes her own poems and books. Sometimes, she drives to the countryside.

- 1 What does Ann do?
- 2 What time does she start/finish work?
- 3 What does she do in her free time?
- 4 What advice does she give?

(8 marks)

Writing (a short article)

- 10 Use the notes to write a short article about Lynn Smith (100-120 words). Use the text in Ex. 9 as a model.

Plan

(20 marks)

Introduction

(Para 1) *Lynn Smith – DJ – Chicago Radio*

Main Body

(Para 2) *gets up 3:30 am – has a shower – goes to the studio – starts work 5:30 am – on air until 10 am – plays records – talks to listeners*

(Para 3) *finishes work 12 am – afternoons are free – usually spends time with her family – goes to parties in the evening*

(Para 4) *likes driving her car – being with her friends – playing tennis*

Conclusion

(Para 5) *Lynn loves her job – "I love radio – I have fun while I work."*

(Total: 100 marks)



- 11 Listen and fill in. Listen again and sing.

Fairies in the Wood

Many years ago, when I was very 1)
And there was lots of magic around
I went out for a 2) in the wood
And this is what I found.

On a stone by a 3) in the heart of the wood
Danced a beautiful shining light
Dancing there on a stone in the 4)
A truly wonderful sight.

I looked at the light and soon I saw
It was a 5) with golden wings
She spoke to me right there in the wood
And 6) me magical things.

I 7) in fairies right there and then
And I knew that they were good
And I knew that I could 8) forget
My magical walk in the wood.



Education

Listening

Listen and mark the sentences T (true) or F (false).

- 1 British schools start in September.
- 2 All British children finish school at 4.00 pm.
- 3 American students start school at 8.00 am every weekend.
- 4 American students don't wear school uniforms.

Reading

Read the texts and answer the questions. Write B (for Britain) or A (for America). In some sentences both B and A are correct. Then, explain the words in bold.



British children must go to school from the age of 5 to 16. Most children go to nursery school or **playschool** before they start school. Children attend primary school from age 5 to 11 and secondary or high school from age 11 to 16. Some students leave school at 16. Others stay another two years to **attend** sixth form. School **runs** from September until June or July for five days a week. School starts at 9 am and finishes at 3 pm for younger students and 4 pm for older ones. Most secondary school pupils wear a **school uniform**. Most schools have **clubs** and **societies**. Students can play sports, music or visit places of interest.



American children go to school from the age of 5 to 18, but as in Britain, many children attend nursery school first. Children attend elementary school from kindergarten to **grade** six and secondary school from grades seven to twelve.

The school year is the same as in Britain, as is the school week. The hours are **slightly** different though. American students attend school from 8:30 am to 3:30 pm. They don't have to wear school uniforms **either**. Children in America can go to summer school during the holidays to **catch up with** their work or take an extra **course**. There are also clubs and societies for students to join as in Britain.

In which country or countries ...

- 1 can children leave school at 16?
- 2 do most pupils wear a uniform?
- 3 do children have classes in the summer?
- 4 are there after-school clubs?

Speaking

- What time do children finish school in your country?
- Are there any clubs and societies for children?
- At what age can you leave school?



My Daily Routine



Julie Baker is a secretary. She has a busy daily routine. She

.....
.....

In the afternoon, she

.....
.....

In the evening, she

.....
.....

In her free time, Julie

.....
.....



at the weekend



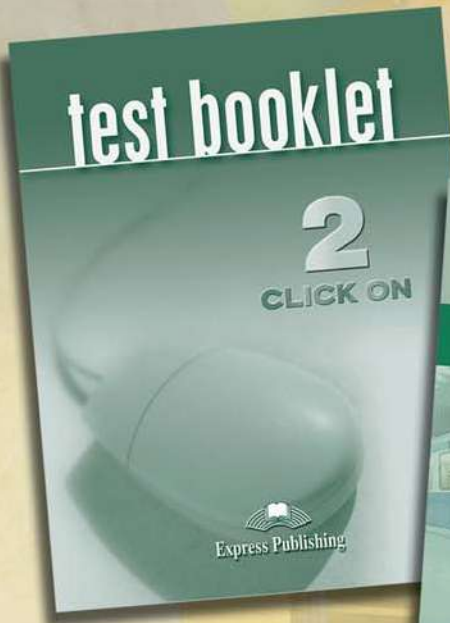
in the evening



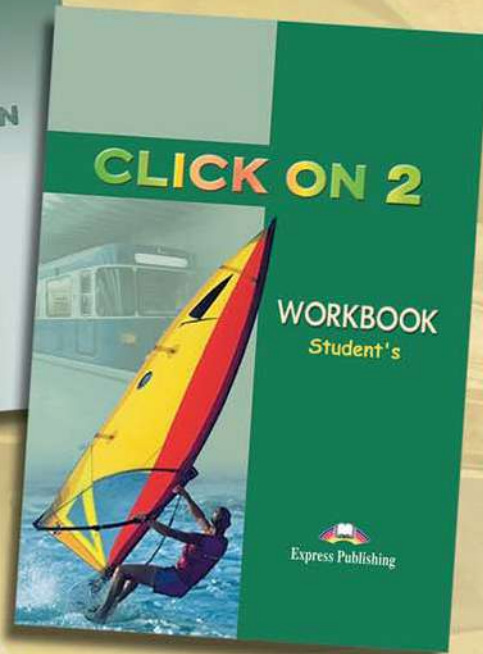
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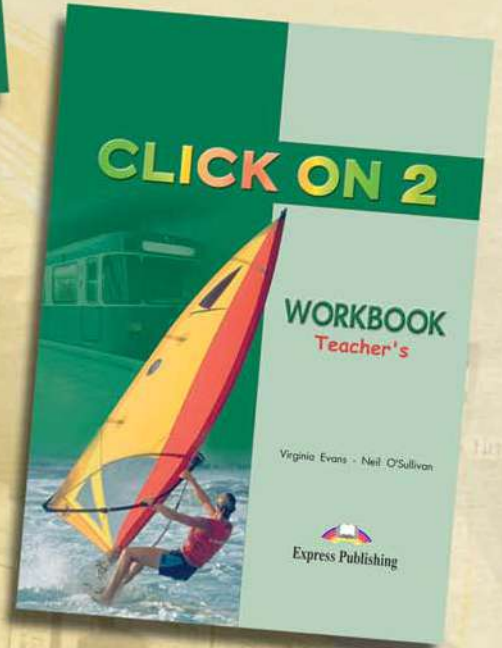
Teacher's Book
(interleaved)



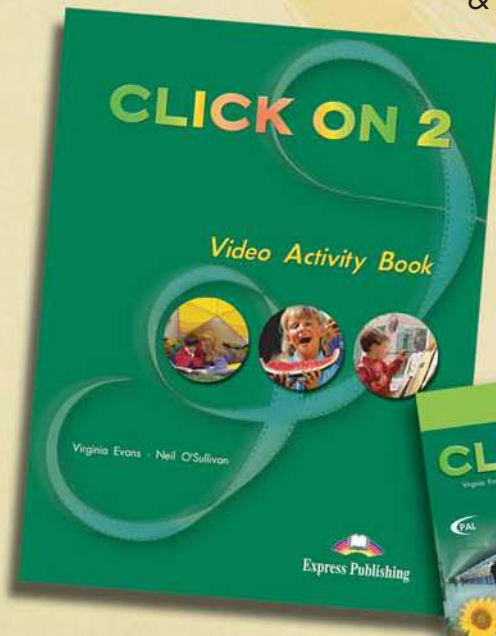
Test Booklet



Workbook Student's
& Grammar book



Workbook Teacher's
& Grammar book



Video Activity
Book



Class Audio Cds



DVD

Student's
Audio Cds



CLICK ON



Student's Book

Virginia Evans - Neil O'Sullivan



Express Publishing

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	UNIT 2 What a Story! (pp. 18 - 27)	misfortunes; disasters; experiences	misfortunes; natural & man-made disasters; feelings
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	EPISODE 9 The Adventures of Huckleberry Finn — Looking for Jim (pp. 120 - 121)		reported questions; reported orders; <i>too - enough</i> Phrasal verb: <i>TAKE</i>
	UNIT 10 Our Changing World (pp. 122 - 131)	inventions; inventors; technology; ambitions; regrets	electronic machines; scientific instruments; appliances; future plans
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WORD LIST 155			

READING	WRITING	LISTENING & SPEAKING	COMMUNICATION
It's a Dog's Life	discursive article: advantages & disadvantages of a job (project) a letter of reference	match speakers to routines; talking about people's/your routine; comparing jobs; taking notes Pron: word stress in compound nouns	register with unemployment office
Lost in the Jungle	narrative essay (project) a letter to a friend describing a nasty experience	listening for gist; talking about past activities; narrating events Pron: intonation of apologies	giving apologies
The Pride of Africa	letter of complaint (project) a letter to a friend about your recent news	listening for identifying correct picture; completing an advertisement; making decisions; talking about activities Pronunciation: silent letters	room-service
Poland - Portugal - Chile	letter to a friend about your holidays (project) a letter to a friend recommending a gym	listening for specific information; past experiences; comparing places; expressing preferences Pron: intonation in questions of choice	book a hotel room
Miracle Oil	a proposal (restaurant - supermarket) (project) an article about foods that cure	listening for specific information; making predictions; ordering from a menu Pronunciation: intonation in conditional sentences	complaining about food/service; book a table at a restaurant
Living Statues	a letter to the editor (project) a film review	filling in an advertisement; evaluating films; describing costumes; making rules Pronunciation: rising intonation in polite requests	responding to invitations
Wind Farms Get Green Light Greenhouse for the Future Zoos: The Wildlife Time Capsule	an article providing solutions to a problem (project) a letter to a friend about changes in a place	listening for lexical items; making suggestions Pronunciation: sentence stress	giving advice
OXFAM; VSO; Queen Elizabeth's Foundation for the Disabled	a transactional letter asking for information (project) a letter to the editor suggesting types of voluntary work to help people in your town	listening for gist; giving advice	register as a volunteer
Sports & Leisure Centre	an opinion essay (project) an article about your country's education system	listening for detail; filling in table; expressing likes/dislikes; talking about educational system in your country Pronunciation: stressed syllables	buying tickets for a football match
People who Changed the World	a letter of application for a part-time job (project) an article about which objects you would put in a time capsule	positioning objects; describing your ideal house Pronunciation: intonation in conditionals	<ul style="list-style-type: none"> • regrets • opposite wishes

Moments in Life

◆ Before you start...

When did you start learning English?
How many hours do you do per week?
Why do you learn English?

◆ Listen, read and talk about...

Busy Days

UNIT 1

- jobs/job qualities
- job interviews
- work routines
- everyday & free-time activities



Module 1

Units 1-2

What a story!

UNIT 2

- misfortunes
- natural disasters
- accidents
- feelings



◆ Learn how to ...

- describe scenes
- narrate an event
- talk about routines & free-time activities
- talk about past activities
- register with unemployment office
- give apologies
- making a phonecall to arrange a job interview

◆ Practise ...

- present simple
- present continuous
- adverbs of frequency
- present continuous with a future meaning
- relatives
- defining/non-defining relative clauses
- as - like
- order of adjectives
- past simple
- past continuous
- time words
- possessive adjectives/pronouns
- linkers (when, while, and, so, as, because)

◆ Phrasal verbs

- look, break, bring

◆ Write ...

- a letter of reference
- discursive article (advantages & disadvantages)
- a letter to a friend about a nasty experience
- a story

2

What a Story!

Lead-in

- 1 What do the pictures on pp. 18-19 show?
- 2 Look at the key words and say what was on last night's 9 o'clock news.
 - earthquake - building collapsed
 - robbery - robber was arrested
 - burglary - burglar broke into a house
 - plane crash - 50 people were injured
 - car crash - car crashed into a tree

There was an earthquake. A building collapsed.

- 3 a) Listen to the sounds and put the sentences in the order you hear them.

- | | | |
|---------------------------------------|---------------------------------------|---|
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> I went off. | <input type="checkbox"/> I crashed into a tree. |
| <input type="checkbox"/> | <input type="checkbox"/> He fired it. | <input type="checkbox"/> I crash-landed. |
| <input type="checkbox"/> | <input type="checkbox"/> I collapsed. | |

b) Match the pictures to the sentences. What does **it** in each sentence refer to?

3 — A *The alarm went off.*

c) Link the sentences below to the sentences in Ex. 3 using *when*.

- 1 The cashier was giving the robber the money **when the robber fired a gun.**
- 2 The ground was shaking
- 3 The driver was trying to avoid hitting the bus
- 4 The passengers were screaming
- 5 The burglar was trying to break into a house



A

Listening and Reading

4 Listen and repeat, then close your books and try to remember as many sentences as possible.

- Oh, my goodness!
- That's terrible!
- Well, that's a relief.
- What caused it?
- Thank you for your cooperation.
- Was anyone hurt?
- Well, it's all over now.
- Just in time.
- Thankfully, no.

5 Listen and complete.

- 1 The plane crashed while ...
- 2 The blue car was heading this way down the road when ...
- 3 I was waiting in the queue to pay for my groceries when ...

6 a) Read the dialogues and mark the sentences Yes or No, then explain the words in bold.

- 1 Fifty people were aboard the plane.
- 2 The witness saw the accident happen.
- 3 The driver could avoid hitting the cyclist.
- 4 The car crashed into a bus.
- 5 The robber was caught by the police.
- 6 Sarah was calm when she met Jane.

- A** Jenny: Quick, Steve! Come and listen to this news report on the radio.
 Steve: What is it? What happened?
 Jenny: A plane crashed while it was coming in to land at Heathrow.
 Steve: Oh my goodness! That's terrible! When did it happen?
 Jenny: Just now!
 Steve: Were there many people **on board**?
 Jenny: About a hundred and fifty, I think. A lot of them are in hospital now, but the **fire brigade** got everyone out.
 Steve: Well, that's a relief. What caused it?
 Jenny: Ssh... Let's listen. They're telling us now.
 Radio: For listeners just **tuning in**, a Boeing 727 ... (fade)

B Policeman: Can you tell me how the accident happened, sir?

Witness: Yes, I saw the whole thing. The blue car was heading this way down the road when the cyclist pulled out of that side road right in front of it.

Policeman: Was the car speeding?

Witness: No, but the driver had to act quickly to avoid hitting the cyclist. He **swerved** over to the other side of the road and into the path of an oncoming bus.

Policeman: I see. What happened next?

Witness: He swerved again, but he lost control of the vehicle. There was a loud **screeching** noise as he **slammed** on his brakes and then he crashed into that tree.

Policeman: Right. I don't think there'll be anything more at this point. I just need to take your full name and address for the **record**.

Witness: Okay. It's Tony Brown, 16 Bullpark Lane, Clevedon.

Policeman: That will be all for now, sir. Thank you for your **cooperation**.

Witness: You're welcome.

C John: What's wrong? You look awful.

Sarah: I just witnessed a robbery.

John: Really? What happened?

Sarah: Well, I was waiting in the **queue** to pay for **my groceries** when I saw the man in front of me pull out a gun.

John: Oh no!

Sarah: Yes. He started **waving** the gun around and shouting at the **cashier** to hand over the money. While the cashier was giving him the money, he pressed the **alarm button**. The robber fired the gun and then ran away.

John: Was anyone hurt?

Sarah: Thankfully, no, and the police arrived just in time to arrest the robber.

John: What a frightening experience!

Sarah: Oh, tell me about it. **I'm still shaking**.

John: Well, it's all over now. Sit down and I'll make you a nice cup of tea.

b) Read out the dialogues in pairs.

c) Read the dialogues again and write down the words/phrases which describe each incident.

Speaking

d) Now use the words to give a brief summary of each incident.

A plane crashed at Heathrow. It was coming in to land ...

E

Vocabulary

- Disasters and accidents

7 Underline the words in the headlines which are disasters/accidents. Which of these are natural disasters? Which are man-made?



8 a) Fill in the correct word, then match the sentences to the headlines in Ex. 7.

- crashed • derailed • drowned • blew
- shook • flames • burst • destroyed
- collapsed • tracks

- Debris from the train crash was all over the
- A woman when the River Avon burst its banks yesterday and flooded the village of Hampton-on-Avon.
- Several buildings when an earthquake struck the town yesterday afternoon.
- The coastline of Puerto Rico was last night when a hurricane swept through the area.
- Several people were injured when the train and crashed into the station.
- Ten vehicles into each other last night on the M25.
- There was a sudden explosion and the entire building burst into
- The winds were so strong that they away many roof tops.
- The ground harder and harder during the earthquake.
- Heavy rains caused the River Avon to its banks.

b) Close your books and say as many words as possible related to accidents or disasters.

Speaking

c) Imagine you have experienced/witnessed the disasters/accidents mentioned in Ex. 7?

Talk about:

- what happened
- when/where it happened
- how you felt

9 Look at the pictures. Which of these do you need in case of an earthquake? a shipwreck? a fire? Ask and answer, as in the example.



- A: What do you need in case of an earthquake?
 B: You need a whistle.
 A: Why?
 B: To attract attention.

- Feelings

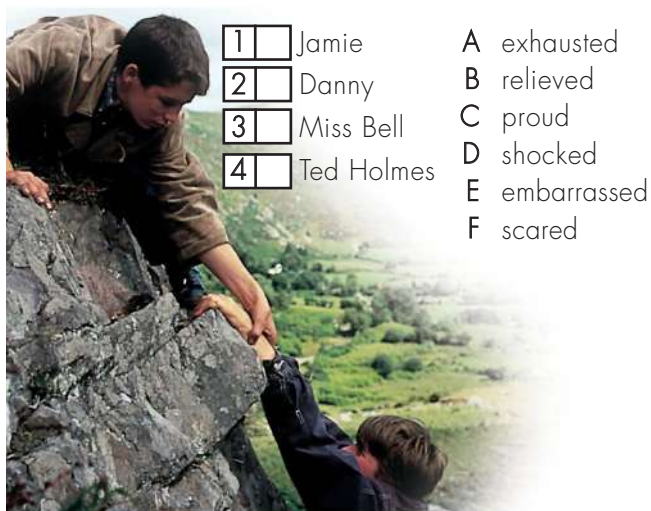
Listening

10 Listen and match. What expressions do you use in your mother tongue to express the same feelings?

When I am surprised I say ...

1	<input checked="" type="checkbox"/>	G	Phew!	A	confused
2	<input type="checkbox"/>		Yuk!	B	amazed
3	<input type="checkbox"/>		Oh!	C	surprised
4	<input type="checkbox"/>		Wow!	D	disgusted
5	<input type="checkbox"/>		Huh?	E	uninterested
6	<input type="checkbox"/>		Mm...	F	interested
7	<input type="checkbox"/>		Really?	G	relieved

11 a) Listen and match the people to the feelings.



1	Jamie	A	exhausted
2	Danny	B	relieved
3	Miss Bell	C	proud
4	Ted Holmes	D	shocked
		E	embarrassed
		F	scared

Speaking

b) Use the the adjectives in Exs. 10, 11 and the prompts below, as well as any ideas of your own, to ask and answer questions, as in the example.

- study all night • hear a strange sound late at night • my lost cat comes home • have car crash
- travel all night • have very bad news
- fall off a ladder • see earthquake on the news
- pass exams • finish all my homework
- get a promotion • slip on a banana skin
- walk down a dark street • witness a train crash
- spill coffee on my clothes at a party
- win 1st prize in a contest • run in a marathon

A: *Have you ever felt exhausted?*

B: *Yes, I have.*

A: *When was it?*

B: *When I studied all night.*

Grammar

- Past Simple - Past Continuous

12 Study the sentences and identify the tense of the verbs in bold. Then match them to their use.

- The lorry **crashed** into the tree, **overturned** and **burst** into flames. **d**
- Eva **was** still **washing** her hair at 9:15 this morning.
- Frank **was** **working** on a report when his boss **called** him into his office.

- At 7 o'clock yesterday evening Mum **was laying** the table while Jane **was polishing** the silver.
- It **was raining** heavily that September morning. Jim **was walking** quickly towards the bus-stop.

- actions happening at the same time in the past
- action happening at a certain time in the past
- action happening in the past when another action interrupted it
- actions which happened immediately one after the other in the past
- background information to a story

13 Put the verbs in brackets into the correct tense, past simple or past continuous.

- They (drive) to the airport when the car broke down.
- Can you give this to Sheila? She (leave) it in my office earlier.
- The police (arrest) the thieves last night.
- Bobby (walk) along the beach when a gust of wind (blow) his hat off.
- "I (not/understand) a single word he (say). Did you?"
- Les (clean) the windows when he (fall) off the ladder.
- Margaret (make) toast while Bob (read) the morning paper.
- The maid (break) a valuable vase while she (dust).
- He (take) his medicine, (get) into bed and (turn off) the light.
- "When (Mr Foster/die)?"
"Three years ago in a boating accident."

14 Put the time adverbs in the correct chronological order, then make true sentences about yourself using them.

- yesterday morning • two days ago
- yesterday afternoon • last week
- last summer • last night

I had dinner last night after the 9 o'clock news.

15 What were the people doing/wearing when the photograph was taken? Use the key words:

- drink • play • rollerblade • sit • walk • cross • cycle • talk • turn • read



A woman was walking her dog.

16 Make as many sentences as possible.

I was waiting for the bus when my mobile rang.
when I lost my keys.
when I met a friend of mine.

- | | |
|-------------------|--------------------------|
| 1 wait for / bus | mobile / ring |
| 2 cook lunch | lights / go out |
| 3 do / shopping | someone steal / passport |
| 4 watch / TV | slip on / banana skin |
| 5 walk / park | meet / friend of mine |
| 6 play / football | lose / keys |

17 Ask and answer questions, as in the example.

- 1 What/happen/yesterday? There be/fire
- 2 Where/be/you? I/be/the living room
- 3 What/you do? I/read/a newspaper
- 4 How/you get out? Some firefighters/help me out
- 5 You know/how/fire start? My next door neighbour/fry fish/when oil/catch fire
- 6 How/you feel? I/feel scared but relieved

A: What happened yesterday?

B: There was a fire.

• Project

Use the notes in Ex. 17 to write a letter to a friend of yours describing your experience.

Speaking

18 Use the prompts to make true sentences about yourself in the present perfect or the past simple.

- go to the hairdresser • study hard
- go to the dentist • argue with my friend
- travel abroad • buy new clothes

- this month • yesterday • last week
- this week • last year • this year
- today • last month

I didn't go to the hairdresser last week.

I have been to the hairdresser this week.

19 Join the sentences using when, while, and, so, or as/because.

- | | | |
|---|---|--|
| 1 | C | She was about to leave the office. |
| 2 | | Jeff was watering the plants. |
| 3 | | He had to go to work by taxi. |
| 4 | | She looked upset. |
| 5 | | They were about to light the barbecue. |
| 6 | | Ali didn't have enough money. |
| 7 | | The moon was shining. |
| 8 | | The little boy was singing. |
| 9 | | Rena can't babysit tonight. |

- A I lent him some.
- B He missed the train.
- C Her boss gave her a letter to type.
- D Anne was mowing the lawn.
- E She's got the flu.
- F I asked her what was wrong.
- G His father was playing the guitar.
- H It began to rain.
- I The stars were bright.

She was about to leave the office when her boss gave her a letter to type.

Communication

(apologising)

20 Listen and say how the two people are related. Listen again and fill in the missing words. Then, in pairs, use the prompts to act out similar dialogues.

A: Hi, Alex! Sorry I'm so 1)!
 B: What happened? I was worried about you.
 A: I missed the 2)
 B: Oh dear, how did you 3) here in the end?
 A: I had to walk. It took me 4) minutes!
 B: You must be tired, sit down and have a cup of 5)!
 A: Thanks! I'm exhausted!

- Janet / car break down / phone for help / take an hour to arrive
- Mark / train drivers on strike / catch two buses / take two hours longer
- Mr Jones / traffic terrible / park car and walk / take over an hour

Pronunciation

(intonation of apologies)

21 Listen and repeat.

Sorry! I'm so sorry. I'm very sorry.
 I'm sorry! Sorry about that. Look, I'm sorry. OK?

Word Formation

22 Read the table, then replace the words in bold with their opposites.

We can make adjectives negative by adding the prefixes **-dis**, **-in** or **-un**

e.g. loyal - **dis**loyal, active - **in**active,
 happy - **un**happy

Note: **-in** usually becomes **-il**, **-im** or **-ir** before letters **-l**, **-m**, **-p** and **-r**.

e.g. legal - **il**legal, mature - **im**mature,
 patient - **im**patient, regular - **ir**regular

- 1 Jenny is so **sensitive**!
- 2 Brian is a very **responsible** employee.
- 3 Anna is very **contented** with her life.

- 4 The girl's story was quite **believable**.
- 5 Meg is very **mature** for her age.
- 6 Ryan is very **loyal** to his family.
- 7 My teacher was very **pleased** with my exam results.
- 8 Paul is very **patient** with children.
- 9 He is very **kind** to his colleagues.
- 10 Our last holiday was **forgettable**.

Order of adjectives

- There are two types of adjectives: **opinion adjectives** (beautiful, nice, etc) which describe what we think of someone/something, and **fact adjectives** (small, heavy, etc) which describe what someone or something really is. Opinion adjectives come before fact adjectives.
- When there are two or more fact adjectives before a noun they usually go in the order shown below.

	opinion	size	weight	shape	colour	material	
It's a	nice	small	light	round	red	plastic	ball.

23 Write the adjectives, as in the example.

- heavy • wooden • big • brown



It's a **big, heavy, brown, wooden** chest with a metal lock.

- straw • purple • beautiful

It's a

 hat with a blue ribbon.



- black • small • rectangular • leather

It's a

 handbag with a long strap.



- cotton • multi-coloured • nice

It's a pair of

 shorts.



Listening and Reading

24 Look at the pictures and the title. Where did the story take place? What time was it? Where did the boys go? What scared them? What was strange about the tiger? Can you guess the story?

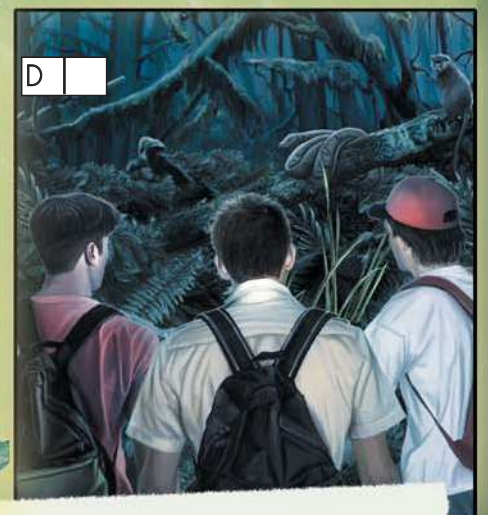
25 Listen and put the pictures in the correct order. Listen again and circle the correct item.

- The three friends were going to
 - India
 - a small village
- As it got dark, the boys
 - lost their way
 - managed to get to the village
- When they heard Abi's story the three friends felt
 - shocked
 - relieved

26 a) Read the story and fill in the sentences (A-E). There is one extra sentence that you do not need.

- We **screamed**, because we were sure it would kill us.
- The **villagers** were expecting us, but we were already four hours late.
- The 'tiger' stood up, and a young man took off the striped skin covering his head and shoulders.
- He ran towards us, pointing **desperately** at a large, dark shape moving through the trees.
- "Tiger!" he **whispered** urgently, pointing at a large, dark shape moving **silently** toward us through the trees.

b) Which is the climax event in the story?



Lost in the Jungle

The **shadows** were **growing** longer and the sky was getting dark as we walked through the **jungle**. My two friends and I felt hot and exhausted. We were heading for a **small village** in northern India. **1** **B** As the last of the daylight disappeared, we began to feel very lost and afraid.

We tried to find our way to the village, but it was hard to tell which **path** we should follow in the **darkness**. All around us, strange **creatures** made terrifying noises as they woke up and began to **hunt** for food. We hoped they wouldn't want to eat us!

Then George, who was in front, stopped suddenly in his **tracks**. **2** We **froze** in horror. George was right. We could see the black stripes and shining yellow eyes of the most dangerous animal in the jungle. We **stared** at the tiger, too scared to move.

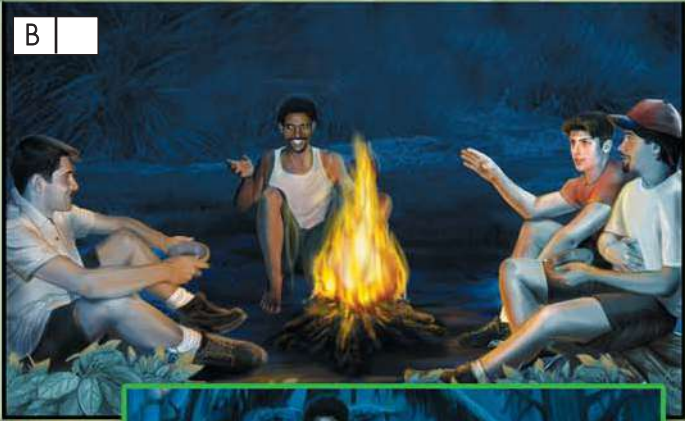
After a few seconds that felt

like hours, there was the sound of branches breaking, and the **tiger leapt** at us, **roaring** loudly. **3**

Strangely, though, the tiger stopped – and then I noticed that it had six legs, two of them human!

4 "Hello!" he said, smiling **broadly**. "I'm Abi, from the village. When you didn't arrive, we were worried, so I came to look for you," he explained. "It's traditional for us to wear the tiger skin to **greet** new guests ... and I couldn't **resist** playing a trick on you! I hope you don't mind." **Recovering** from the shock, we began to laugh with **relief**.

We followed Abi to his village, where the villagers gave us a warm welcome. After a delicious meal we sat around the fire, listening to our new friend's **fascinating** stories about the *real* tigers in the jungle. It was a great end to a day full of adventure.



TIP Read the text for gist, then read the sentences quickly. Re-read the gapped text more carefully and underline in the text words such as time markers, adverbs, names etc which will help you do the task. Finally, check the completed text with sentences filled in to see if it flows and makes sense.

- c) Explain the words in bold.
- d) Underline the adjectives in the story. Suggest opposites. How did you like the story?

27 a) Read the story again and fill in the appropriate adverbs, then make sentences using them.

- 1 to smile
- 2 to move
- 3 to whisper
- 4 to roar
- 5 to stop

b) How do we usually form adverbs? What do they describe?

28 a) Put the sentences in order, then use the pictures to tell the class the story. Use *when, then, first, after that, finally*.

- The tiger leapt at them, roaring loudly.
- They began to feel very lost and afraid.
- Suddenly George stopped. "Tiger!" he whispered.
- The boys were heading for a small village.
- They stared at the tiger, too scared to move.
- They were already four hours late.
- It was a great end to a day full of adventure.
- They noticed the tiger had six legs, two of them human.
- Recovering from the shock, they began to laugh.

b) Read the story again, then take roles and act it out.

Phrasal Verbs

29 Study the table, then fill in the correct particle.

break down	- 1) to stop working (train, car etc), 2) to lose control of feelings (in tears etc)
break into sth/break in	- to enter by force
break up	- 1) to finish school at the end of term, 2) to end a relationship
bring about	- to make sth happen
bring (a)round	- 1) to help sb regain consciousness, 2) to persuade sb to change their ideas or do sth
bring up	- 1) to raise a child (usu.), 2) to mention a subject

- 1 James Parker was brought by his grandparents.
- 2 My car broke in the middle of the road.
- 3 The Beatles broke in 1970.
- 4 I'm trying to bring her to my point of view.
- 5 Thieves broke Natlay's Bank yesterday.
- 6 Schools break in June for the summer.

Vocabulary Practice

30 Fill in the correct words, then make sentences.

- get • news • side • screeching • find
- full • witness • alarm • shining • warm
- follow • greet • fire • play

- 1 noise
- 2 to a robbery
- 3 to our way
- 4 report
- 5 button
- 6 to a path
- 7 road
- 8 name
- 9 to a guest
- 10 to a trick
- 11 to a gun
- 12 eyes
- 13 welcome
- 14 to dark

31 Fill in: from, over, for, about, in, at, of, on, into, then make sentences using the phrases.

1 board; 2 to swerve to the other side the road; 3 to lose control sth; 4 to slam his brakes; 5 to crash a tree; 6 to wait the queue; 7 to pay sth; 8 to shout sb; 9 the darkness; 10 to freeze horror; 11 to stare sth; 12 to head somewhere; 13 to recover the shock; 14 fascinating stories tigers

32 While you were abroad on holiday, you witnessed a car accident. Tell your friend:

- where and when the accident took place
- who was involved
- how it happened
- what the consequences were

33 Underline the correct word.

- Several passengers **died/killed** in the plane crash.
- Can I **borrow/lend** some money from you?
- Laura **missed/lost** the last bus so she took a taxi.
- Jimmy was really **ashamed/embarrassed** about cheating on his test.
- He is **nervous/angry** about flying, so he takes the train.

Writing (a story)

To write a story we first decide on the type of story, the plot and the main characters. Our story can be a comedy, a spy story, a thriller, an adventure story, a detective story, a fairy tale, etc.

In the **first paragraph**, we write when and where the event happened, who the people in the story were, what the weather was like and what happened first.

In the **main body**, we describe the events in the order they happened. One of the events should be the climax event. We can use *so, because, and, also* etc to join our sentences or ideas.

In the **last paragraph**, we write what happened in the end and how the people in the story felt.

We can use a variety of adjectives or adverbs to make our story more interesting. We normally use past tenses in stories.

34 Replace the words in bold with words in the list, then suggest other synonyms.

- terrible • tiny • lovely • extremely • well-behaved

- It was a **nice** May afternoon.
- The room was **small** but clean.
- The weather was **bad**.
- Emma grew into a **good** but lively child.
- They were all **very** happy.

We can start or end a story by:

- asking a rhetorical question (i.e. a question which requires no answer) e.g. *Why did we have to go through so much suffering?*
- addressing the reader directly e.g. *Are you afraid of spiders?*
- referring to moods/feelings e.g. *Ivan was cold, wet and miserable by the time he reached the finishing line.*
- using direct speech e.g. *"I can't wait to go," said Anne.*

NOTE: We can also start a story by describing a person or a place.

e.g. *"I looked at the sweet elderly lady trying to remember who she was. Her round face, white curly hair and friendly blue eyes were familiar to me."* (person)

"I parked the car, got out and locked the door. I looked at Mrs Aston's house. It was a small stone cottage with a colourful garden. I felt relaxed as I walked along the path toward the wooden front door." (place)

35 Match the beginnings and endings. Which techniques did the writer use in each extract?

A The hot Peruvian sun was burning Professor Bingham's bare head as he studied the map of the Andes. He was hot and tired but excited. He knew he was close to finding the hidden city in the mountains of Peru.

B What would you do if a tigress looked at you sadly through the bars of a cage? I couldn't forget that question as Ran, my guide, and I set off to release Tara back into the wild.

1 Breathless but excited, the Professor stood among the ruins of the ancient city. "This is it!" he said. "It wasn't just a legend after all!"

2 As Tara disappeared into the jungle, Ran and I felt relieved. Tara was going to be safe in her new home. She was back where she truly belonged at last.

36 Read the following beginning and ending, then rewrite them applying one or more of the techniques mentioned above.

Ben got up early because he had a long journey ahead of him. He was driving across the country to spend the holidays with his parents. The weather forecast said it was going to snow.

Two days later Ben arrived at his parents' house without his car or his suitcase. He was very tired. His parents were pleased to see him. Ben was happy, too.

37 A popular magazine is holding a short story competition entitled "A Storm at Sea" and you have decided to enter. Use the words in the list to make sentences which match the pictures.

- huge waves were crashing • in danger
- bolt of lightning struck the boat • sailing holiday
- black clouds were gathering • lightning flashed • sink slowly
- stand on the deck • storm • thunder rolled across the sky
- life raft • boat was rocking from side to side • were scared
- radioed for help • mast • burst into flames



A Storm at Sea



38 The last picture of the story is missing. What do you think happened in the end? Listen and check if your guesses were correct. Now draw the last picture of the story.

39 Put the sentences in order, then retell the story. Which is the climax event in the story?

- A The boat was rocking from side to side.
- B 1 Jason was standing on the deck of the boat.
- C They heard the sound of a boat.
- D A bolt of lightning struck the boat.
- E Black clouds were gathering.
- F The mast burst into flames.
- G Lightning flashed.
- H Tony radioed for help.
- I They jumped into the life raft.

40 Now write your story. Write 120-150 words. Use your answers from Exs. 37-39 as well as the plan below. You can use the story in Ex. 26 as a model.

Plan

Introduction

(Para 1) *who, when, where, what happened*

Main Body

(Para 2-3) *events in the order they happened*

Conclusion

(Para 4) *end the story, people's feelings/comments*

41 Read the sentences. What do they mean?

What's in a word?

- All good things must come to an end.
- Every picture tells a story.
- All's well that ends well.

THE ADVENTURES OF HUCKLEBERRY FINN

How It All Started



My name's Huckleberry Finn — but everyone just calls me "Huck" — and this is the story of my adventures. It all started with my best friend, Tom Sawyer ...

1

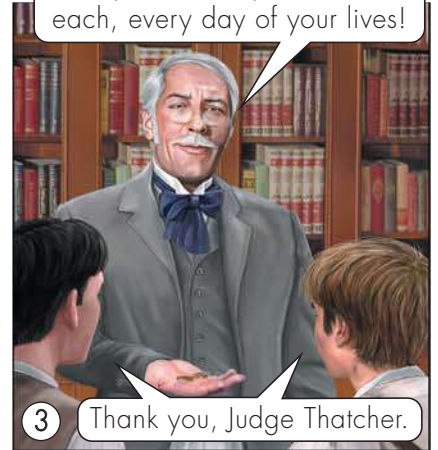
Gold coins, Tom! We're rich!



2

We can ask Judge Thatcher to look after the money for us.

Here you are, boys — a dollar each, every day of your lives!



3

Thank you, Judge Thatcher.

Widow Douglas has got something to say, Huck ...



4

... you live in the woods like a wild animal, and don't go to school ...

Huck, no one has seen your father for a year ...



5

You need a *real* home, Huck. I want you to come and live with me like my son.

A FEW MONTHS LATER ...



6

Well, Huck — how is life at the widow's?

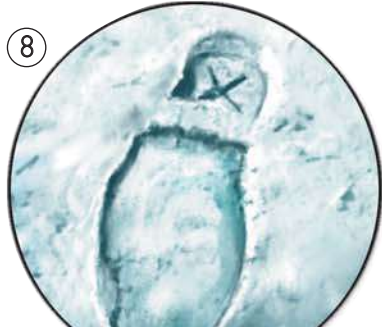
It's hard, Tom! Wearing smart clothes, going to school ... and the widow's sister, Miss Watson, makes lots of rules. I like Jim, though — he's Miss Watson's slave.



7

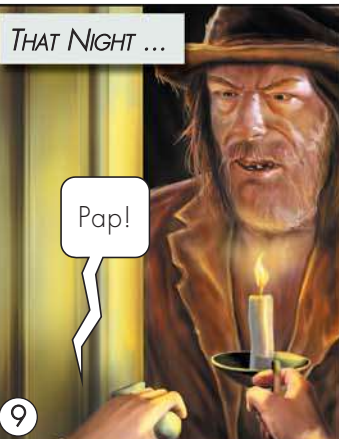
Jim, I'm scared! My pap has come back!

But Huck, everyone says that your father's dead.



8

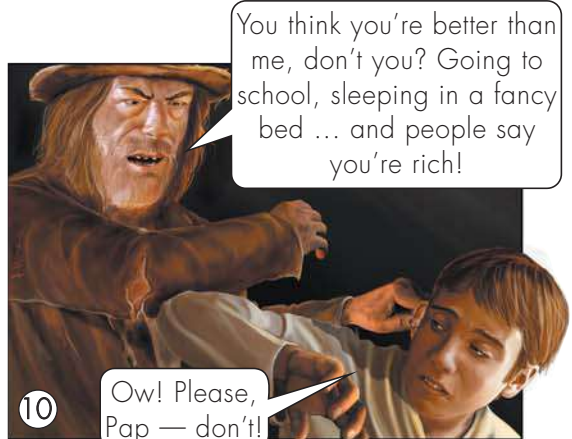
Well, everyone's wrong, then. See — that mark is from Pap's boot!



THAT NIGHT ...

Pap!

9



You think you're better than me, don't you? Going to school, sleeping in a fancy bed ... and people say you're rich!

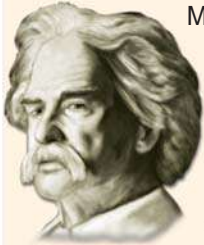
10

Ow! Please, Pap — don't!

Pre-Reading Activities

1 Fill in the gaps with words/expressions from the list.

- After the Civil War
- At the age of 20
- as
- at the time
- a year later
- before long
- like
- When



Mark Twain's real name was Samuel Langhorne Clemens. Born in 1835 in Missouri, USA, he grew up in Hannibal, a small town on the Mississippi River. **1)** his father died in 1847, Samuel left school to start work as a printer. **2)**, he began work on the Mississippi riverboats, and became a riverboat pilot.



3) began in 1861, the riverboats stopped running, and Clemens tried many different jobs. He also started writing humorous stories for various newspapers, and **4)** he was well known as a writer. He wrote his first major book in 1869, and got married **5)** He published *Tom Sawyer* in 1876 and *Huckleberry Finn* in 1884. He was still famous and very popular, both in the USA and Europe, **6)** of his death in 1910.

Huckleberry Finn is set in about 1845-1850, and begins in a small town just **7)** Hannibal. In other words, Mark Twain was writing about the time and place of his own childhood. Many of the characters and events in the story are taken from his boyhood and his life **8)** a riverboat pilot.

2 Look at the pictures. Which show(s):

- 1 Huck wearing a straw hat?
- 2 Tom and Huck at school, wearing smart clothes?
- 3 a footprint in the snow?
- 4 Huck's father, with dirty clothes and long hair?
- 5 Tom holding lots of gold coins?
- 6 a woman, wearing black because her husband is dead?
- 7 Huck walking with Miss Watson's slave, Jim?
- 8 Huck's father beating him?
- 9 Judge Thatcher's library?

Listening & Reading Activities

3 Listen and write Yes or No.

- 1 Huck's best friend is Tom Sawyer.
- 2 Huck lives with his father.
- 3 Widow Douglas wants Huck to live with her.
- 4 Everyone says Huck's father has come back.
- 5 Huck and his father are very happy to see each other.

4 Read the episode on p. 16 and answer the questions using one to three words.

- 1 How much money do Huck and Tom get every day?
- 2 Where does Huck live at the start of the story?
- 3 Who is Miss Watson?
- 4 Who is Jim?

5 Study the rules, then fill in like or as.

We use **like** to say what sb looks like.

We use **as** to say what sb is like.

*He works **like** a slave.* (He isn't a slave)

*She works **as** a nurse.* (She is a nurse)

ALSO: looks like, sounds like, feels like, be regarded as, known as

- 1 Huck started trembling a leaf when he saw Pap.
- 2 Mr Thatcher works a judge.
- 3 He is known the best writer of his time.
- 4 The boys ran the wind.
- 5 Sue looks her sister.

6 Listen to the episode again, then read it out.



Units 1 - 2

Vocabulary & Grammar

1 Fill in the correct word.

- 1 Do you think I should for this job?
- 2 Lawyers require a university
- 3 "What are you for?" "My watch."
- 4 Policemen can work night
- 5 The river its banks and flooded the area.
- 6 Are you interested in a part-time or time job?
- 7 Joan broke when she heard about the terrible accident.
- 8 The doorbell is ringing. Can you please the door?
- 9 The driver lost of the vehicle and crashed into a tree.
- 10 Mr Perkins works a teacher in our school.
- 11 John the 7:45 train to work.
- 12 The policemen interviewed everyone who the accident.
- 13 Where you when the earthquake started?
- 14 A porter is a person carries luggage.
- 15 She was walking it started raining.
- 16 Have you got experience all levels?
- 17 John is always late work.
- 18 Ben start work at 9:00 every day?
- 19 That's the man son lives in Brazil.
- 20 The police were patrol all night.
- 21 A lot of jobs, such teaching, require extensive training.
- 22 Where they go on holiday last year?
- 23 The police use dogs to down criminals.
- 24 Jane was sleeping Tony was reading.
- 25 John is working in the garden at the
- 26 It was a frightening experience. I'm still
- 27 The car burst into
- 28 The train drivers are strike.
- 29 They both gave us a welcome.
- 30 Mary couldn't her way in the dark room.

(30 marks)

2 Circle the correct item.

- 1 The train soon after it left the station.
A tracked B slammed C swerved D derailed
- 2 Steve works with beginners.
A fully-trained C experienced
B absolute D good
- 3 She left the building an hour
A last B then C before D ago
- 4 Fifty people were on when the plane crashed.
A track B air C deck D board
- 5 The boat was from side to side.
A rocking B waving C sinking D crashing
- 6 Paul never to work.
A walking B walk C is walking D walks
- 7 John froze in when he saw the tiger.
A fright B shock C horror D panic
- 8 Is Ann living in Manchester?
A then B still C yet D already
- 9 They were to see their son was OK.
A relieved B interested C exhausted D proud
- 10 She passed out but we her round.
A brought B took C looked D came

(20 marks)

Communication

3 In pairs use the prompts to act out the dialogue.

A	B
Hello! / I speak / Bob? It / be / Steve OK I / call back?	Who / call? hang on / second? Sorry / Bob/ go out Sure / you want / leave / message?
No / that / be OK / I call later Bye	Bye

(20 marks)

Reading

4 Read the story and fill in the missing sentences from the list. There is one sentence which you do not need to use.

Air Adventure

Kate felt very excited as she climbed the steps and boarded the plane. It was the first time she had ever travelled alone and she was looking forward to the adventure. 1

She found her seat and made herself comfortable. She felt a little nervous when the air hostesses told the passengers what to do in an emergency, but once the plane had taken off, she soon forgot her worries. She gazed out of the window in amazement as the English countryside grew smaller and smaller beneath her. 2 She closed her eyes and, before long, she was fast asleep.

Suddenly, a loud roaring noise woke her. She opened her eyes and looked around in panic. 3 They looked scared, but they spoke calmly to the passengers and told everyone not to be afraid. "What's happening?" Kate asked. "There's a small problem with one of the engines," replied one of the air hostesses. "It's nothing to worry about."

Nevertheless, Kate was worried. The roaring sound grew louder and louder and the plane began to rock from side to side. Some of the passengers screamed. 4 Kate fastened her seatbelt and gripped the edge of her seat tightly as the plane went down.

The plane hit the earth with a loud bump and raced along the ground. Kate saw trees and plants rush past her window. 5 Everyone was relieved that the worst was over. Kate smiled as she got onto the bus which would take her to the nearest airport. "Travelling alone really is an adventure!" she thought.

- A Then, the pilot announced that they would have to make an emergency landing.
- B She was going to visit her aunt and uncle in Spain.
- C Kate smiled and went back to sleep.
- D When the plane finally stopped, the passengers cheered.
- E Soon, the plane was high above the clouds and Kate felt relaxed and happy.
- F The air hostesses were walking down the aisle.

(15 marks)

Writing (a narrative)

5 Use the notes to write a short story entitled "A train accident" (120-180 words). Use the notes below as well as your own ideas.

Plan

Introduction

(Para 1) *early Friday afternoon – train station – Tony Smith – look forward to visiting brother in Leeds*

Main Body

(Para 2) *Tony sit – comfortable carriage – half an hour later – hear loud explosion – train stop – people cough crawl towards door*

(Para 3) *bang from outside – door break open – firefighters help people out*

Conclusion

(Para 4) *Tony shocked but happy – safe at last!*

(15 marks)

(Total = 100 marks)



Let's sing!



6 Listen and fill in. Listen again and sing.

Bad Luck Blues

I feel bad this morning
I should **1)**
in bed

I've got a frown on my face
And an ache in my head
I've got the blues
And there is nothing I
can do.

I bought a new house
It **2)**
thousands of pounds
But an earthquake
3)

My home down to the ground
I've got the blues,
And there is nothing I
can do.

I worked in the garden
Planting flowers all day
But a big bad hurricane
4) them all
away

I've got the blues
And there is nothing I
can do.

I had a new sports car
It was painted gold
But I **5)** it
into
a telephone pole
I've got the blues
And there is nothing I
can do.

I feel bad this morning
It's a mystery
Why all this bad luck
Is **6)** me
I've got the blues.
And there is nothing I
can do.

I've got the bad luck
blues
And there is nothing I
can do.

3 Home to Royalty

Listening

Listen and answer the questions.

- 1 Who was born in Edinburgh Castle?
- 2 When is the Military Tattoo, and how long does it last?
- 3 Whose holiday home was Osborne House?
- 4 What was the Swiss cottage used for?

Reading

a) Read the texts and match the headings (A-E) to the paragraphs (1-4) in each text. There is an extra heading you do not need.

- A A lot to see
- B Used by the Army
- C Home to royalty
- D Ancient traditions live on
- E A national symbol

Edinburgh Castle

1 Edinburgh Castle, situated high above the city on Castle Rock, was once the home of the kings and queens of Scotland. The 700-year-old **Crown** of Scotland is still on display there, and the Royal apartments include a tiny room where the future king of England, James I, was born in 1566.

2 The castle was the site of many battles with the English. Over the centuries it **survived** many attempts to destroy it, which is why many Scots see it as a **symbol** of their own survival.

3 Visitors to the castle will see a **military guard** at the gate, because the castle is still the **headquarters** of the army's Scottish Division. The famous Military Tattoo is also held here every August. This is a **spectacular** three-week festival of **bagpipe** and band music, **marching** and displays by Scottish **regiments**.

4 Edinburgh Castle houses exhibitions of Scottish history and a collection of **armour** and **weapons**. As well as what there is to see inside, the castle's hilltop position offers the best views of the city.

Osborne House

1 Osborne House is located on the Isle of Wight, overlooking the sea. A beautiful Italian-style **stately home**, it was the holiday home of Queen Victoria and her family.

2 Osborne House has been kept almost exactly as it was when Queen Victoria lived and died there. The rooms are full of the Queen's personal possessions, including pictures and books. Visitors can also see how the Royal Family spent their leisure time. In the grounds there is a Swiss cottage designed as a **playhouse** for the royal children, as well as beautiful gardens open to the public.

3 One of the **jewels** of Osborne House is the Durbar Room. The beautifully decorated walls and ceiling were made by Indian craftsmen. This room was where Victoria entertained **heads of state**, but it was also where her children used to perform plays for their parents.

4 Queen Victoria saw Osborne House as her home, and its **privacy** was an escape from the **formal** atmosphere of Buckingham Palace.

Today it stands as a **memorial** to Britain's much-loved and longest **reigning** queen.



- A A room for official and family occasions
- B Playground of the rich and famous
- C A holiday home
- D A private place
- E House and gardens

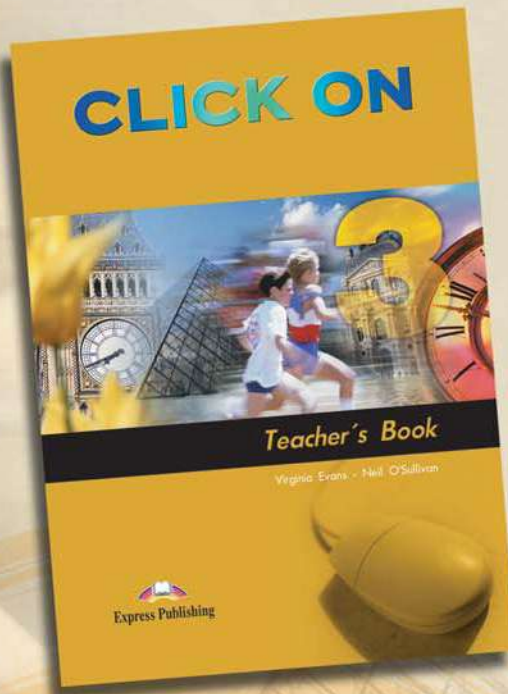
b) Use your dictionary to look up the words in bold. Then, make notes under each of the headings, and use your notes to talk about each building.

c) Read the texts again and find words similar to words in your language.

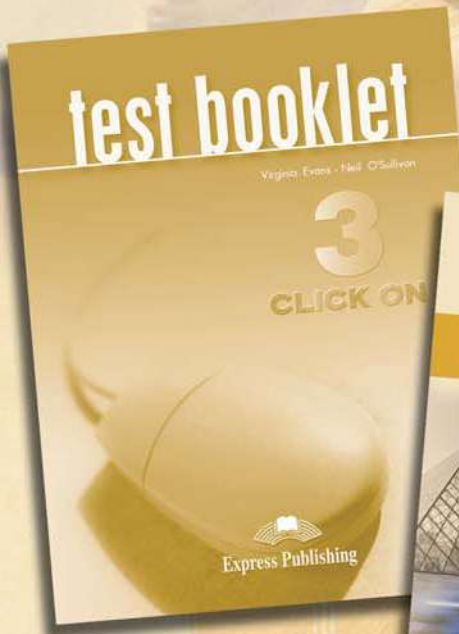
Speaking

- Which of the two buildings would you most like to visit? Why?
- Briefly describe a historic building from your country. When and why was it built? What can visitors see and do there?

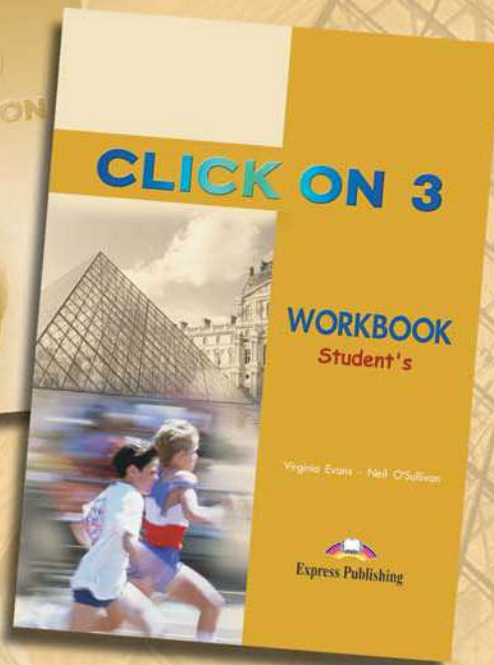
Components



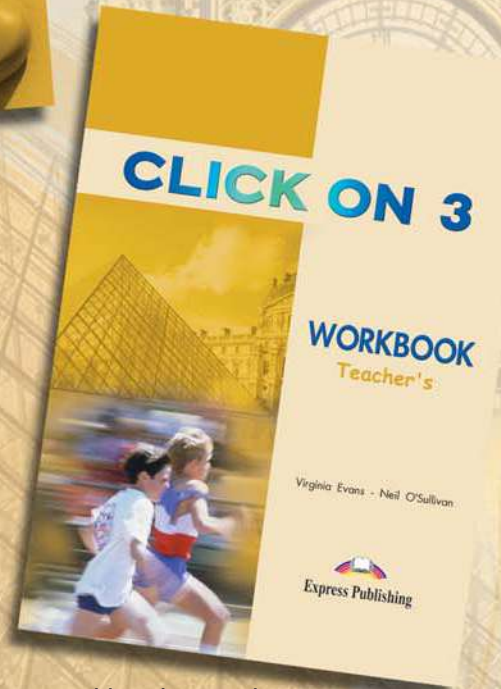
Teacher's Book
(interleaved)



Test Booklet



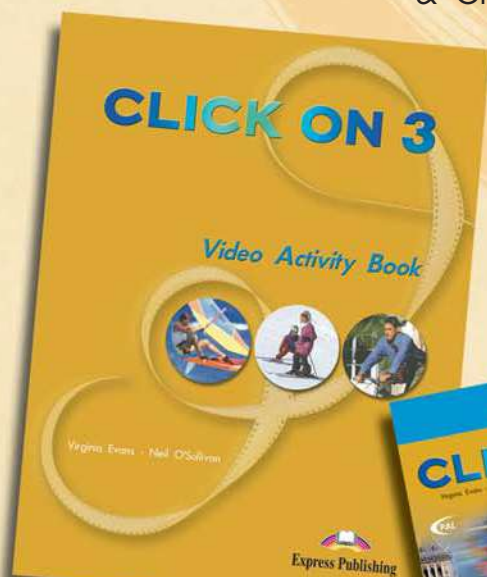
Workbook Student's
& Grammar book



Workbook Teacher's
& Grammar book



Class Audio Cds



Video Activity
Book



DVD



Student's
Audio Cds

CLICK ON



Student's Book

Virginia Evans - Neil O'Sullivan



Express Publishing

Contents

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	UNIT 2 A rolling stone gathers no moss (pp. 20 - 33)	holidays; the weather; travel	travel & holidays; the weather; holiday problems; means of transport	future tenses; conditionals Type 0 & 1; the definite article Phrasal verbs: call; check
	MODULE 1 SELF-ASSESSMENT (pp. 34 - 35)			
MODULE 2	UNIT 3 Remember days gone by (pp. 38 - 51)	milestones & memories; describing people; education	physical appearance; character; stages in life; emotions & feelings	past tenses; used to - would Phrasal verbs: bring, carry
	UNIT 4 Health is better than wealth (pp. 52 - 65)	health; feelings	health problems; medicines; feelings & experiences	modals; past & perfect modals; making deductions; question tags Phrasal verbs: come, die
	MODULE 2 SELF-ASSESSMENT (pp. 66 - 67)			
MODULE 3	UNIT 5 Be clean, be green (pp. 70 - 83)	environment; endangered species	water-environmental problems; conservation; endangered species	comparisons; too - enough; -ing form/ infinitives Phrasal verbs: do, draw
	UNIT 6 Necessity is the mother of invention (pp. 84 - 97)	technology; computers	modern inventions; describing objects; robotics	order of adjectives; the passive; relative clauses; relative pronouns/adverbs Phrasal verbs: give, go
	MODULE 3 SELF-ASSESSMENT (pp. 98 - 99)			
MODULE 4	UNIT 7 On the Market (pp. 102 - 115)	shopping; clothes	shops & goods; services & complaints; clothes & accessories	reported speech (!); causative form Phrasal verbs: fall, feel
	UNIT 8 First come, first served (pp. 116 - 129)	food & drinks; eating habits	food; methods of cooking; cooking utensils; tastes; containers	countable/uncountable nouns; quantifiers (some; any; no; a lot of; much; many; (a) little; (a) few); reported speech - special introductory verbs Phrasal verbs: get
	MODULE 4 SELF-ASSESSMENT (pp. 132 - 133)			
MODULE 5	UNIT 9 Just for the fun of it (pp. 134 - 147)	sports & leisure; activities	team sports; qualities; leisure activities; entertainment	conditionals Type 2 & 3; wishes; would rather Phrasal verbs: hit, hold
	UNIT 10 Breaking News (pp. 148 - 161)	the media; disasters	the press/newspapers; radio & television; disasters	future perfect & future perfect continuous; linking words & phrases; quantifiers (both, neither, all, none, either, each, every, neither) Phrasal verbs: keep, knock, look
	MODULE 5 SELF-ASSESSMENT (pp. 162 - 163)			
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READING	WRITING	LISTENING	SPEAKING
The Smart Way to Live (understanding text structure) Culture Clip: <i>A Traditional British Craft</i>	a letter of invitation to a friend an advertisement for a house	note taking; understanding attitude; specific information; True/False Intonation: in greetings	requesting services; reaching an agreement; greetings; introducing people; renting a house
Welcome to Mexico (multiple matching) Culture Clip: <i>Quebec, Winter Festival; Edinburgh Military Tattoo</i>	an article describing a place a promotional poster for your country an article describing a festival in your country	multiple choice; multiple matching Intonation: in short answers	buying a ticket; problem solving; making a hotel reservation; prioritising
Florence Nightingale: The Lady with the Lamp (multiple matching) extract from <i>Jane Eyre</i> by Charlotte Brontë	a narrative an article describing your country's national hero	multiple matching; True/False; Yes/No; Intonation: in echo questions	giving/responding to news; describing people; talking about recent experiences
Traditional Folk Medicine (multiple matching) Culture Clip: <i>The St John Ambulance Brigade</i>	an assessment report an article about a voluntary organisation in your country	identifying sounds; identifying speakers; multiple matching; Yes/No Intonation: in expressing emotions	expressing preferences; giving advice; making speculations; making decisions; guessing; describing symptoms
Birds in danger (gapped text) extract from <i>Moby Dick: Or the Whale</i> by Herman Melville	an article providing solutions to problems a poster about an endangered species	multiple matching; note taking; Yes/No Intonation: key word stress	asking for/expressing opinions; making suggestions
SDR-4X: King of the Dance Floor (gapped text) extract from <i>20,000 Leagues under the Sea</i> by Jules Verne	a letter of complaint an advertisement for a robot an inventor's biography	multiple matching; note-taking; True/False Intonation: stress in lists of adjectives	reporting problems; making complaints; reporting lost items
Markets around the World (multiple matching) Culture Clip: <i>A proud tradition</i>	a transactional letter applying for a job a short article describing national dress an article describing a market	multiple matching; multiple choice; True/False Intonation: in questions	making a complaint; exchanging goods; buying things
A Change For the Better? (multiple choice) extract from: <i>Coral Island</i> by R M Ballantyne	a narrative descriptive article of a visit to a place a narrative	multiple matching; listening for specific information; True/False Intonation: compound nouns	giving instructions; saying "no" politely; making recommendations
Olympic Games: A Human Success Story (understanding gist) Culture Clip: A Magnificent Tribute to Sports & Entertainment	an opinion essay a sports day project a descriptive article about a stadium	note taking; multiple matching; selection from two answers; True/False Intonation: regrets	making invitations; making suggestions; booking a ticket; expressing opinions; decision making
Media Movers and Shakers (multiple matching) <i>My Shadow</i> by R L Stevenson	a short biography a proposal report	True/False; note taking; multiple choice; Yes/No Intonation: word stress	asking for information; giving advice; making suggestions; demanding explanations

At Home & Abroad

◆ Before you start...

How long have you been studying English?
Why do you learn English?
What career will you pursue?

◆ Listen, read and talk about...

There's no place like home



UNIT 1

- houses
- rooms, furniture & appliances
- daily routines



Module 1

Units 1-2

A rolling stone gathers no moss

UNIT 2

- travel and holidays
- weather
- holiday problem
- means of transport



◆ Learn how to ...

- describe your home
- talk about your daily routine
- rent a house
- greet people
- ask people for/give directions
- introduce people
- reach an agreement
- request services
- prioritise
- make a hotel reservation
- describe experiences
- buy a ticket
- make suggestions/agree-disagree

◆ Practise ...

- present tenses
- adverbs of frequency
- stative verbs
- adverbs of time
- future tenses
- conditionals Type 0 & 1
- the definite article

◆ Phrasal verbs

- break
- build
- call
- check

◆ Write ...

- an advertisement
- a letter of invitation to a friend
- an article describing a place
- an article describing a festival



2

A rolling stone gathers no moss

Lead-in

- 1 a) What kind of holiday do you like: *a camping holiday, a cruise, a skiing holiday, a cycling holiday, a beach holiday, a caravanning holiday, a sightseeing holiday*? Why? What do you enjoy doing (e.g. horse riding, fishing, etc)?
- b) Describe the pictures A to E. What is your reaction to them?

Picture A shows a young woman skiing. She's wearing goggles, gloves, a thick jacket, warm trousers and ski boots. She's holding poles in her hands to steady herself. She looks excited. I don't like skiing. I find it dangerous.

- c) What are your plans for your next holidays? Ask and answer, as in the example.

A: *What are your plans for your summer holidays?*

B: *I'm flying to Madrid. I've already booked a room at a hotel. What about you?*

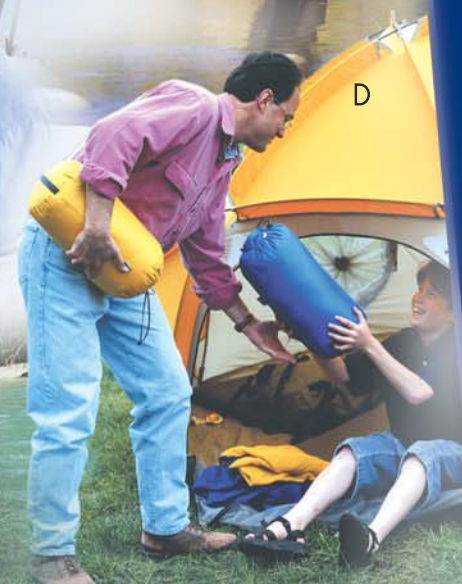
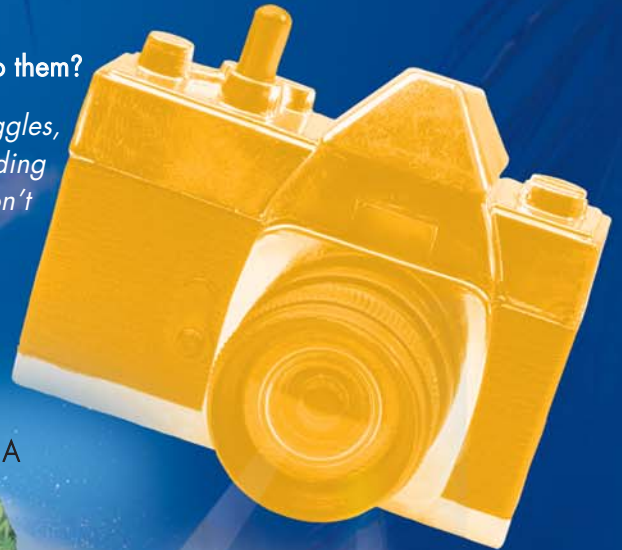
A: *Well, I'm going camping with my friends.*

- d) Look at pictures C, D and E and in pairs make up dialogues.

Listening and Reading

- 2 Listen and repeat, then close your books and try to remember as many sentences as possible.

- I'd like some information.
- What would you like to know?
- I think that's all I need.
- I'd like to make a complaint.
- What seems to be the problem?
- And another thing!
- Excuse me, could you help me, please?



3 What is the topic of each dialogue? Listen and match.

Dialogue A	1	being offered compensation
Dialogue B	2	asking for directions
Dialogue C	3	asking for details

4 a) Read the dialogues and match the statements to the people: Ken, Mrs Adams, Ralph, Luke, Helen.

- This speaker is dissatisfied.
- This speaker likes visiting places of interest.
- This speaker offers someone a free meal.
- This speaker gives someone directions.
- This speaker is impressed by something.

A Tina: Good afternoon, Ravenswood Summer Camp, Tina speaking.

Ken: Yes, hello. I'm interested in sending my 7-year-old son to your camp this summer and I'd like some information.

Tina: Certainly, sir. What would you like to know?

Ken: Well, first of all, what **facilities** are there?

Tina: Well, we have **spacious** playing fields, **stables**, cabins and much more.

Ken: That sounds great. And what kinds of activities are **available**?

Tina: Well, there is a wide **variety** of outdoor activities **such as** horse riding, fishing, and kayaking, as well as sports, crafts and even drama.

Ken: Now, could you tell me what **qualifications** the staff have?

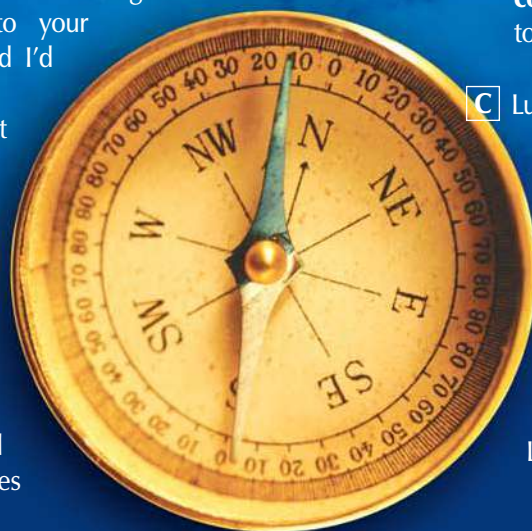
Tina: Well, all counsellors have **first aid** certificates and are qualified lifeguards.

Ken: I see. Oh, and one more thing. What about in case of an **emergency**? Is there a nurse or doctor available?

Tina: Of course. We have a nurse **on site** twenty-four hours a day.

Ken: Right, I think that's all I need. Thanks for your help.

Tina: You're welcome, sir.



B Mrs Adams: My name is Amy Adams and I'm in room 208. I'd like to make a **complaint**.

Ralph: What seems to be the problem, Mrs Adams?

Mrs Adams: Well, first of all, I **booked** a suite, but I've been given a double room.

Ralph: I do **apologise**, Mrs Adams. I'll **look into** it immediately.

Mrs Adams: And another thing, I **requested** a room with a sea view, and I'm overlooking the car park.

Ralph: I'm terribly sorry, Mrs Adams. There's obviously been a **mix up** with your booking.

Mrs Adams: Could you check and see what the problem is?

Ralph: Yes, right away. Oh dear. You have been given the wrong room. I'll have your luggage moved to a deluxe suite on the top floor. I hope you'll accept a **complimentary meal** in our restaurant to **make up** for your **inconvenience**.

C Luke: Excuse me, could you help me, please?

Helen: Yes, what seems to be the trouble?

Luke: Well, I'm trying to find the Atlantic Hotel, but I think I'm a bit **lost**.

Helen: The Atlantic Hotel? You are lost. That's on the other side of town.

Luke: Oh dear. I've been sightseeing all morning, you see, and I've walked for miles. I was sure I was in the **right** area, though.

Helen: Are you here on holiday, then?

Luke: Yes. I'm from Montreal, Canada. This is my first time in Britain.

Helen: Really? What's your name?

Luke: It's Luke.

Helen: Nice to meet you, Luke. I'm Helen. I'll tell you what. I'll walk with you to the bus stop on the corner and you can take the number 45. It stops right outside your hotel.

Luke: Oh, that would be great. My legs are really **tired** from all the sightseeing. Thanks a lot.

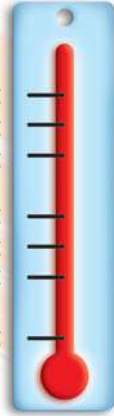
b) Read the dialogues again and explain the words in bold, then use them to make up sentences. Finally, suggest synonyms for the highlighted words.

c) In pairs, read out the dialogues.

• Weather

- 7 a) Imagine you are a weather reporter. Report tomorrow's weather for North and South America, as in the example.

KEY	
boiling hot	35°C
hot	30°C
warm	25°C
cool	15°C
chilly	10°C
cold	5°C
freezing cold	-5°C



Buenos Aires 25°C	Montreal -5°C
Bogotá 15°C	New Orleans 15°C
Chicago 5°C	New York -1°C
La Paz 10°C	Phoenix 15°C
Lima 25°C	Rio de Janeiro 30°C
Mexico City 15°C	San Francisco 10°C
Miami 25°C	Vancouver 5°C

Tomorrow, Buenos Aires will be warm and sunny, with a temperature of 22°C.

- b) In pairs, talk about what the weather will be like in your country tomorrow.

- 8 You will hear a radio discussion about weather conditions. For questions 1-7 choose the correct answer A, B or C.

- Margie Smith is
A a radio personality B a TV presenter
C a weather reporter
- Where do many British people go for their holidays?
A the South of France B Southern Europe
C Prague
- What does low humidity mean?
A summer showers B mild weather
C very little rain
- What should a visitor take to Prague?
A a thin jacket B a thick jacket
C just their shorts
- When is the best time to go to Thailand?
A during the rainy season B at this time of year
C in October
- What is the daytime temperature in Sydney?
A high twenties B mid twenties C low twenties
- What is the weather usually like in the south of England?
A mild B scattered showers C lots of sunshine

Listening

• Holiday Troubles

- 9 a) Listen to the speakers and underline the problems they had while they were on holiday. Think of three more unpleasant holiday experiences.

Ann	flight delay, travel sickness, lost luggage, stolen passport, suitcase damaged
Tony	small room, noisy, no pool, overcharged
Emily	puncture, no spare tyre, low battery, rain

- b) Talk about a bad experience you have had while on holiday. Talk about:

- where it happened
- when it happened
- what happened in detail

• Game

Chain story. In teams continue the story using words from Ex. 5 to 9. Each correct sentence wins a point. The team with the most points is the winner. *Last year I had the most unforgettable holiday of my life.*

Team A S1: *I wanted to spend my holiday on an exotic island.*

Team B S1: *I booked a ... etc.*

• Idioms and Fixed Phrases

- 10 Underline the correct word and then explain the phrases.

- Despite the teacher's best efforts, the students were all in a fog/cloud at the end of the lesson.
- Come snow/rain or shine, you can always depend on Tim to be on time.
- I'm afraid I have to cast a cloud/fog over the celebration and give you some bad news.
- This is a sad time for everyone, but if we pull together we will weather the storm/snow.
- We should be safe here. After all, thunder/lightning never strikes in the same place twice.
- It's a beautiful day! We might as well make hay while the sun shines/brightens and go to the beach for a picnic.
- The boss is furious but hasn't said anything. I'm afraid it's the calm/peace before the storm.

Grammar in Use

• Future Tenses

Grammar Reference

11 Identify the tenses in bold, then match them to their use.

- 1 Martin's plane **leaves** at 9 o'clock tomorrow morning.
- 2 When I finish school, I'm **going to** travel around the world.
- 3 Look at the sky! It's **going to** snow.
- 4 Bob **is flying** to Paris next week.
- 5 I'll **be meeting** Amanda tomorrow as usual.
- 6 One day we'll **be able to** holiday on the moon.
- 7 It's very cold. I'll **close** the window.

- a prediction based on proof in the present
- b intention
- c action which will definitely happen in the future as a result of a routine
- d definite arrangement
- e future action based on a timetable
- f future possibility
- g on-the-spot decision

12 Complete the sentences with *will* or the correct form of *going to*, as in the example.

- 1 A: The sky is very blue, isn't it?
B: Yes. It's **going to** be a beautiful day.
- 2 A: Look at that car!
B: Oh no! It crash.
- 3 A: Are you coming to the party tonight?
B: No, I can't. I visit my parents.
- 4 A: Is Tom coming with us?
B: I'm not sure. I think he go to Steve's.
- 5 A: Harry really enjoys painting, doesn't he?
B: Yes. I believe he be an artist one day.

13 a) Decide which of the following sentences expresses a request, a promise, a hope, a fear, or an offer.

- 1 I don't like heights. I always think I'll fall.
- 2 Will you help me with the packing?
- 3 Don't worry. I won't forget to post your letter.
- 4 I believe Linda will be an excellent tour guide.
- 5 Shall I help you with your luggage?

b) In pairs, write another sentence for each use.

Speaking

14 Make up two sentences about:

- your plans for today
- your ambitions
- your hopes/fears for the future

*I'm meeting Harriet this evening.
I hope I'll travel abroad one day.
I'm going to be an airline pilot.*

15 a) Study the theory box.

Grammar Reference

We use the **present simple** to talk about future events with time words such as **after, while, before, as soon as, (not) until, when**, etc. We do not use **will**.
*I'm going to play football **after** I **finish** my homework.*
(NOT: ~~after I will finish~~).

Compare:

*I'll call you **when** I'm ready. (when: time word)*
*I don't know **when** he'll finish. (when: question word)*

b) Make up as many sentences as possible using the prompts below, as in the example.

go swimming	before	be ready
have dinner	when	visit/museum
book/tickets	after	weather improve
pack/luggage	unless	get paid
show/photos	as soon as	have lunch

We won't go swimming unless the weather improves.

16 Put the verbs in brackets into the correct future form.

- 1 This time next month we (lie) on the beach.
- 2 Tina (book) the tickets this afternoon.
- 3 You'd better take your umbrella. Look at the clouds. It (rain).
- 4 I believe I (pass) my exams this year.
- 5 The plane for New York (depart) at 9:15.
- 6 As soon as he (arrive), I'll ask him to call you.



Conditionals Types 0 and 1

Grammar Reference

17 a) Use the correct form of the verbs to complete the sentences. Then, say which type of conditional it is.

• not go • give • get • tell

- If I find your key, I it to you.
- If the weather is bad, we sailing.
- If you see Joe, you him to call me?
- If you mix blue and red, you purple.

b) In which of the above sentences can you use *when* instead of *if*?

18 Use *if/when* to make up sentences, as in the example.

rain stop	I/ask him/dinner tonight
you leave now	he/finish/report
I see Pete	he/go to Disneyland Paris
you need help	report it/the police
he work late	you/be on time/school
you lose/wallet	ask Tina
Ben have enough money	we go on a picnic

If/When the rain stops, we will go on a picnic.

19 Chain Story. Students one after the other, continue the story using conditional type 1.

- S1: *If Tom works hard, he will be promoted.*
 S2: *If he is promoted, he will get a pay rise.*
 S3: *If he gets a pay rise, etc.*

20 Choose the correct answer.

- If you blue with yellow, you get green.
A will mix B mix C are mixing
- "These suitcases are heavy!"
"I you, if you like."
A am going to help B am helping
C will help
- I a party on Saturday. Would you like to come?
A am having B have C will have
- If you that plate, you'll burn yourself.
A are touching B touch C will touch
- If you don't study, you pass your exams.
A won't B aren't C will

6 If we down the rain forests, the world's climate will change.

A are cutting B will cut C cut

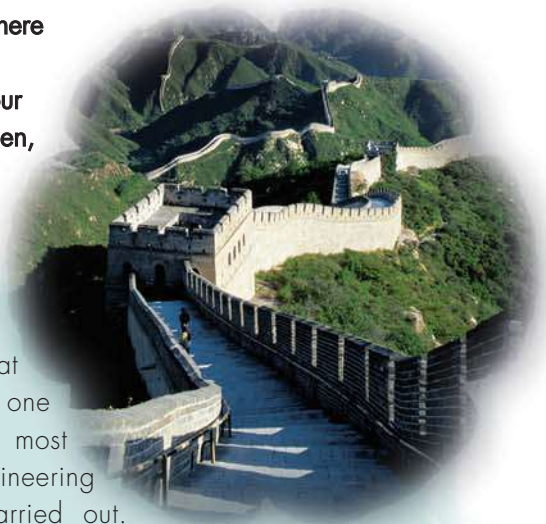
7 When we go to Paris next week, we the Louvre.

A will visit B are visiting C visit

The Definite Article

Grammar Reference

21 Fill in *the* where necessary, justifying your answers. Then, think of a suitable title for the article.



1) *The* Great Wall of China is one of 2) most impressive engineering projects ever carried out. The wall stretches for more than 3) 6,400 km, including all its branches. Some parts of it date back to 4) 4th century BC. The wall is so huge that it is said to be the only man-made structure that can be seen from 5) space. It runs from Jinwangdao, on the Bay of Po Hai, which is part of 6) Yellow Sea, in 7) East, to 8) Gaodai, a town deep in 9) central Asia. This course takes it through some amazing scenery, through 10) Mu Us Desert, along part of 11) Huang He River and alongside 12) Daban, Helan, and Quilian mountain ranges which include the majestic 13) Mount Quilian rising to 5,547 m above 14) sea level.

The wall is about nine metres high in most places and every 180 metres there are watchtowers which are about 12 metres high. The wall is made of 15) earth and stone. 16) eastern part of the wall has been faced with brick. Work on the main part of the wall was finished in about 17) 214 BC when the first emperor of 18) China, Shih Huang-ti, ordered that the wall be built to defend 19) country from invaders. The wall was widely repaired and extended during 20) Ming Dynasty between 1368 and 1644 AD. The size and age of this fantastic monument makes this an attraction that all visitors to China should definitely see.

• Key Word Transformations

22 Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.

- 1 He has arranged to meet Bill after work tomorrow afternoon.
is He
- 2 Henry is sure to be delighted with the present.
doubt There's
..... be delighted with the present.
- 3 The weatherman has forecast storms for tomorrow.
will The weather
..... tomorrow.
- 4 It is his plan to become a teacher after he leaves school.
be He
..... teacher after he leaves school.
- 5 By the end of the lesson, we were more confused than at the beginning.
fog We were
..... by the end of the lesson.
- 6 "Shall I wash the dishes for you after the meal?" he said.
offered He
..... after the meal.
- 7 If he doesn't save up enough money, he can't go on holiday.
saves He can't go on
holiday
..... enough money.
- 8 No matter what happens, I will go on holiday this year.
rain Come
..... will go on holiday this year.

• Phrasal Verbs

23 Fill in: for, back, out, in, off or up on. Then, explain the phrasal verbs in bold.

- 1 Sam wanted to **check** the travel company before he booked a holiday with them.
- 2 If the tour operator is busy, please leave a message or **call** later.
- 3 When Joanna **called** the party, everyone was disappointed.
- 4 Now that my best friend has moved away I can't **call** for a chat like I used to.
- 5 All guests are reminded to **check** before noon on the day of their departure.
- 6 The increase in delays at the airport **calls** urgent attention.
- 7 Passengers must **check** at the desk on arrival.
- 8 My sister always makes a list when she goes on holiday and then **checks** each item as she packs it.

• Word Formation

24 Fill in the correct word derived from the word in bold.



Read the title of the text to get an idea of what the text is about. Read the text once quickly. For each gap decide what the missing word is (e.g. noun, verb, adverb etc). Think of possible prefixes and suffixes. Fill in the gaps and check the spelling. Read the completed text to check if it makes sense.

AN IDEAL JOB

Are you young, **0)** **energetic** and hard working? Do you want to ski for free this winter? Would you like a **1)** job that lets you earn some money, gives you free **2)**, and is just five minutes away from the slopes? If the answer to all these questions is 'yes', then we would love to hear from you. The Silver Mountain Ranch, near Aspen, Colorado is looking for **3)** to work as waiters, kitchen staff, chambermaids and front desk staff from October to April. All our staff enjoy **4)** benefits. They receive three free buffet-style meals each day as well as a **5)** room at the ranch. Parties, barbecues and other **6)** activities are organised for staff throughout the season. Our winter staff earn an average **7)** wage of \$200 and receive a cash bonus on **8)** completing their contract. Write or phone for an **9)** form today. Send the form back to us by August 15th along with two **10)** and you could combine an excellent job with doing what you love.

ENERGY

SEASON

ACCOMMODATE

EMPLOY

EXTEND

SPACE

ENJOY

WEEK

SUCCESSFUL

APPLY

REFER

Listening and Speaking

• Means of Transport

25 You will hear four people talking about different means of transport. Listen and match the sentences (a-e) to the speakers (1-4). There is one extra sentence you do not need to use.



Read the instructions to understand what the speakers have in common. Read the list of sentences and underline the words you have to listen for. Listen for clues to match each speaker to the prompts. Remember the extracts may have distracting information. You need to listen to the whole part before you decide. Listen again and check your answers.

- a Travelling by bicycle is very economical.
- b Travelling by train is good for the environment.
- c It can be quite annoying when your bicycle has a flat tyre.
- d The buses are usually on time.
- e The underground can get very busy.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4

26 a) Look at the pictures, and describe them.

Picture 1 shows a camel in the desert.



b) In pairs, discuss which means of transport you would most like to try and why.

A: I would really enjoy travelling by monorail.

B: Really? Why?

A: To me travelling by monorail would be the quickest way to travel around the city. What about you?

B: Well, ... etc

• Making a Hotel Reservation

27 a) Listen to the dialogue. Who are the speakers?

b) Match the exchanges.

A	B
<input type="checkbox"/> 1 Good morning. Regent Hotel. How can I help you?	a Four. I will be leaving on 25th July.
<input type="checkbox"/> 2 Yes we do. Would you like a single, a double or a twin?	b Thank you.
<input type="checkbox"/> 3 How many nights would you like to stay?	c Hello. Could you tell me if you have any rooms available for tomorrow night?
<input type="checkbox"/> 4 Could you give me your name and credit card details please?	d A single, please.
<input type="checkbox"/> 5 For four nights that's £200 including breakfast.	e Of course. It's Anne Smith and my card number is 8934 7612 9034 5783. How much will it be?
<input type="checkbox"/> 6 Well, we'll see you tomorrow, then.	f That's fine.

• Intonation (short answers)

28 a) Listen, then read out the exchanges.

- 1 A: Is Jayne coming to the wedding?
B: I hope so.
- 2 A: Has the concert started yet?
B: I don't think so.
- 3 A: Is Angela coming to your birthday party?
B: I hope not.
- 5 A: Is Tony still in Bali?
B: I suppose so.

b) Use the prompts to act out dialogues.

- Harry/come/to barbecue?
- carnival/start/yes?
- Peter/come/graduation party?
- Ann/be still/Lisbon?

Listening & Reading

29 a) Look at the article. Where do you think you would read it? Think of three questions you would like to ask about Mexico.

b) Imagine you were going on holiday to Mexico. Which of the following would you like to do there? Why?

- sightseeing • relax • see rodeos
- experience the culture • shop
- meet the locals • go on excursions
- visit marketplaces • laze on beaches
- do watersports • sample local cuisines

30  Listen and match.

- | | |
|-------------------|----------------------------------|
| 1 Mexico City | a spend the day on the beach |
| 2 Puerto Vallarta | b admire cliff divers |
| 3 Guadalajara | c visit Plaza de la Constitución |
| 4 Acapulco | d see the rodeo |



Read the questions carefully and underline the key words. Scan the text for the information you need and underline relevant parts of the texts. Then try to answer the questions one by one, referring to the texts. Don't forget that some information may be rephrased.

31 a) You are going to read a travel itinerary for a trip to Mexico. For questions 1-10, choose from the places, A-D.

Which place(s) ...

- has a very long shoreline?

0	B
---	---
- is the second largest city in the country?

1	
---	--
- is located on the Pacific coast?

2	
---	--
- is the home of a special kind of music?

3	
---	--
- was built on the site of an ancient city?

4	
---	--
- is like a traditional village?

5	
---	--
- is the capital of the country?

6	
---	--
- are by the sea?

7	8
---	---
- is an hour away from the capital by plane?

9	
---	--
- is for expensive tastes?

10	
----	--

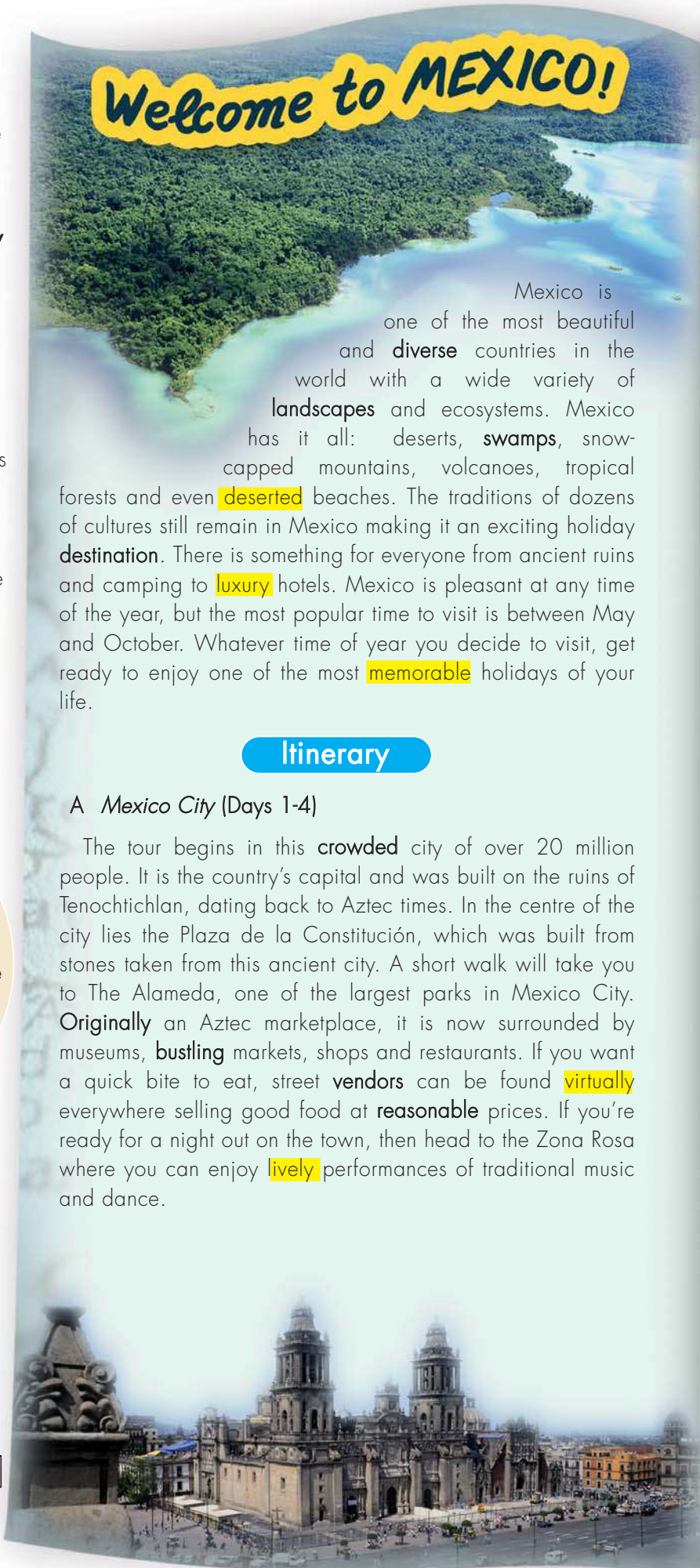
Welcome to MEXICO!

Mexico is one of the most beautiful and **diverse** countries in the world with a wide variety of **landscapes** and ecosystems. Mexico has it all: deserts, **swamps**, snow-capped mountains, volcanoes, tropical forests and even **deserted** beaches. The traditions of dozens of cultures still remain in Mexico making it an exciting holiday **destination**. There is something for everyone from ancient ruins and camping to **luxury** hotels. Mexico is pleasant at any time of the year, but the most popular time to visit is between May and October. Whatever time of year you decide to visit, get ready to enjoy one of the most **memorable** holidays of your life.

Itinerary

A Mexico City (Days 1-4)

The tour begins in this **crowded** city of over 20 million people. It is the country's capital and was built on the ruins of Tenochtichlan, dating back to Aztec times. In the centre of the city lies the Plaza de la Constitución, which was built from stones taken from this ancient city. A short walk will take you to The Alameda, one of the largest parks in Mexico City. **Originally** an Aztec marketplace, it is now surrounded by museums, **bustling** markets, shops and restaurants. If you want a quick bite to eat, street **vendors** can be found **virtually** everywhere selling good food at **reasonable** prices. If you're ready for a night out on the town, then head to the Zona Rosa where you can enjoy **lively** performances of traditional music and dance.



B Puerto Vallarta (Days 5-7)

Situated at the foot of the **imposing** Sierra Madre Mountains, romantic Puerto Vallarta is little more than an hour's flight away from the capital. You will **fall in love** with the **quaint** charm of the Mexican village atmosphere with its **cobbled** streets, fine old buildings and beautiful squares. Puerto Vallarta's white sandy beaches stretch for over a hundred miles of **unspoilt** coastline so you will certainly be able to find a peaceful spot to relax.

C Guadalajara (Days 8-10)

Guadalajara is located **in the heart** of the country and is the second largest city in Mexico. It has a rich history and has **maintained** its Spanish colonial atmosphere. Guadalajara is where 'mariachi' music, the Mexican Hat Dance, the sombrero and the Mexican rodeo originated. If you're lucky enough to be in the city during the October Festival, you will have the opportunity to see the rodeo and witness **breathhtaking** displays of horsemanship.

D Acapulco (Days 11-15)

Finally, we end our tour in fantastic Acapulco on the Pacific coast. It is **undoubtedly** the most famous of Mexico's cities and is **renowned** for its glamour and luxury. The resort stretches for ten miles around Acapulco Bay and there are numerous white beaches offering a wide variety of water sports, but many of you may prefer to **laze** on the beaches or **stroll along** the **promenade**. If a little adventure is what you're looking for, then you will **marvel** at the famous La Quebreda cliff divers who **leap** from unbelievably high cliffs into the shallow water below.

b) Read the article again and explain the words in bold, then find synonyms for the highlighted words.

Vocabulary Practice

32 Fill in the correct word from the list, then choose five phrases and make up sentences using them.

- atmosphere • vendors • memorable
- bustling • divers • snow-capped
- peaceful • shallow • coastline
- quaint • cobbled • ruins

- | | |
|------------------|-------------------|
| 1 | 6 |
| mountains | markets |
| 2 | 7 street |
| holidays | 8 |
| 3 unspoilt | 9 |
| ancient | 10 colonial |
| 5 | 11 cliff |
| spot | 12 |
| | water |

33 Fill in: *for, in, of, to, with, at, from*, then choose five phrases and make up sentences using them.

- 1 variety sth; 2 dating back; 3 built stones; 4 ready sth; 5 the foot sth; 6 to fall in love sth; 7 located the heart the country; 8 renowned; 9 to marvel sth; 10 to leap high cliffs

Follow-up

34 Use the phrases to make up sentences about Mexico. Then talk about your country.

- wide variety of landscapes
- white sandy beaches • camping
- fine old buildings • ancient ruins
- lively performances • luxury hotels
- snow-capped mountains
- deserted beaches • beautiful squares
- museums, shops and restaurants

• Project

Design a promotional poster for your country. Cut out pictures and write a short description of each place shown in each picture. Use phrases from Ex. 34 as well as your own ideas.

Writing (an article describing a place)

When we write an article describing a place, we usually write four paragraphs.

In the **first paragraph**, we give the name and location of the place and the reason for choosing it.

In the **second and third paragraphs**, we describe the main aspects of the place. We should describe what we can see and do there.

In the **fourth paragraph**, we write our comments and feelings about the place, as well as our recommendation.

We normally use present tenses to describe a place. We also use a variety of adjectives to make our article more inviting to the reader.

• Analysing the Rubric

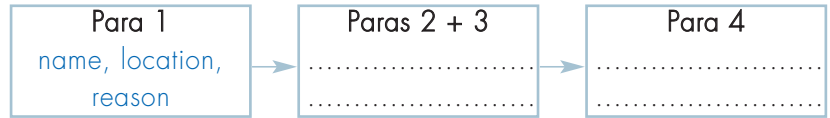
- 35** Read the rubric and underline the key words. Then, answer the questions that follow.

An international travel magazine is running a travel writing competition. The prize is a £200 travel voucher. Write an article describing a place you have visited, including things to see and do there, and explaining why you would recommend it to other readers.

- 1 What type of article should you write?
- 2 Who is going to read it?
- 3 Which of the following points must be included in your article?
 - main sights • climate
 - entertainment • population
 - bus timetable
 - museums and art galleries

• Analysing a Model Text

- 36** a) Read the article and complete the paragraph plan.



Pamukkale

Situated on the northern side of the Çürüksu River valley in the south-western part of the country, Pamukkale is one of Turkey's most **remarkable** sites. With its rich history and picturesque natural beauty, Pamukkale, is the perfect destination for those interested in the past.

Pamukkale, is one of the most **extraordinary** natural wonders you will ever see. The main attraction is an **enormous**, white cliff-face covered with water-filled pools in the shape of semi-circles. For thousands of years, these calcium-rich waters have dripped down



over the series of terraces and created a fantastic landscape of mineral trees and waterfalls, which look as if they are made out of white cotton. A stroll on the terraces or even a dip in the **lukewarm** waters of this **natural** fairyland is definitely an experience not to be missed.

For those interested in history, a visit to the **ancient**

Roman town of Hierapolis is a must. The town, which is part of Pamukkale, was founded in the 2nd century BC to take advantage of the natural springs. You can visit the **original** Roman baths, part of which is now used as a museum. Walk along the **charming** streets paved with blocks of limestone and lined with stone pillars. The **restored** outdoor theatre, with its fantastic wall paintings and marble carvings is also worth a visit.

Don't miss out on a visit to Pamukkale. With its long history and astounding natural beauty, it will certainly be **unforgettable**.

- b) Underline the topic sentences in the main body paragraphs and suggest other appropriate ones.

- c) Read the article again and replace the words in bold with appropriate synonyms.

• Joining Sentences

- 37** Use the words in brackets to join the sentences, as in the example.

- 1 Pamukkale is the perfect destination for those interested in the past and nature. It has got a rich history and picturesque natural beauty. (with)
With its rich history and picturesque natural beauty, Pamukkale is the perfect destination for those interested in the past and nature.

- 2 You should visit the ancient city. It has an incredibly wide street. **(which)**
- 3 You can visit the National Art Gallery. You can see a wonderful collection of paintings there. **(where)**
- 4 The Tate Gallery is on the banks of the River Thames in London. It houses the largest collection of British art in the world. **(situated)**
- 5 You have visited all the ancient sites. You can relax in one of the open air cafés. **(when)**
- 6 You can take a bus tour of the city centre. You can wander through the cobbled streets. **(or)**

• Vocabulary

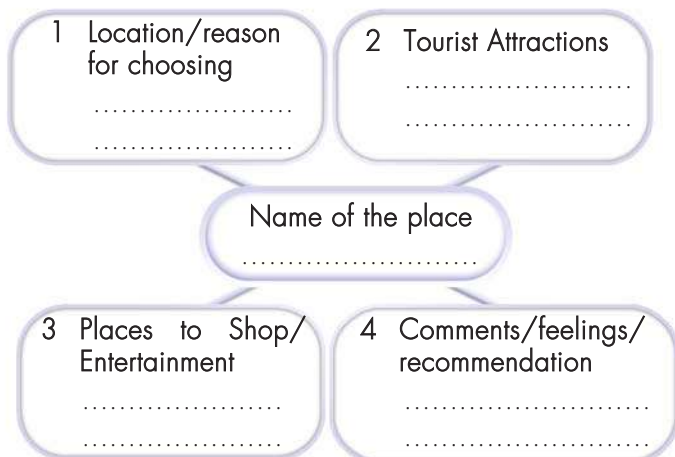
38 In pairs, write the words in the list under the correct headings. You can add ideas of your own. Then, choose any five to make up sentences.

- naval museum • shopping centre • street café
- art gallery • ancient sites • open-air theatre
- ancient monuments • colourful funfair
- street market • stone castles • souvenir shop
- expensive restaurant • fashionable boutique
- stone bridge • antique shop • marble statues
- botanical gardens • famous landmarks
- picturesque buildings • trendy shops
- amusement arcade • dance clubs

Tourist Attractions:
Places to shop:
Entertainment:

• Paragraph Planning

39 a) Decide on a town worth visiting in your local area and complete the spidergram. Then, make up sentences, as in the example.



b) Suggest appropriate topic sentences for each paragraph, as in the example. Then, think about appropriate supporting sentences.

Valparaiso is a large port city located on the coast of Chile.

• Discuss & Write

40 a) Read the rubric and underline the key words. Then, answer the questions in the plan.

A local newspaper is running a competition and has asked its readers to submit articles about a town/city worth visiting in their country. Write your article for the competition, describing the town/city and including things to see and do there.

Plan

Introduction

(Para 1) *What is the name of the town/city? Where is it located? Why have you chosen to write about it?*

Main Body

(Paras 2-3) *What is there to see? What can you visit there? What can you do?*

Conclusion

(Para 4) *What are your feelings/comments about the place? How would you recommend it to the readers?*

b) Use the plan in Ex. 40a and your answers to Exs 38 and 39 to write your article (120-180 words). You can use the article in Ex. 36a as a model.

41 Read the sentences. What do they mean?

What's in a word?

- The wise traveller leaves his heart at home.
- Travel broadens the mind.

42 In what context do you expect to find the following words/phrases in the texts?

- A • canoe races • brave teams • cross the river
• ice floes • powerful currents • dog sled race
• sleigh rides

You can watch canoe races in Quebec Winter Carnival.

- B • spectacular show • bands marching • grand finale
• traditional Scottish music • guest performers • fireworks

43 Read the texts and mark the sentences A or B, then explain the words in bold.

Which festival:

- 1 has a race on the river?
2 features traditional music and dance?
3 takes place in a castle?
4 has sculptures made of snow?
5 has a castle that is rebuilt every year?
6 ends with a single performer?

Quebec Winter Carnival

Since its beginning in 1954, the Quebec Winter Carnival has grown to become the world's biggest winter festival. From 1st to 17th of February every year, visitors come from all over the world to enjoy the more than 300 events and activities **on offer**. One of the **highlights** is the famous canoe race on the St Lawrence River. Thousands of people **gather** to watch and cheer as brave teams cross the river, **battling** their way through ice floes and powerful currents. Other popular events are the Grand Viree, a dog sled race through the streets of Old Quebec, and the International Snow Sculpture competition. Visitors can **participate** in many activities, **including** snowshoe racing, ice skating, ice fishing and sleigh rides, or visit the Ice Castle, a medieval castle that is built every year out of ice and snow. The whole city is **transformed** into a magical winter fantasy, providing both adults and children with the opportunity to **rediscover** the **wonders** of winter.

B

Edinburgh Military Tattoo

The Edinburgh Military Tattoo is one of the most spectacular shows in the world. It takes place **annually**, as it has since 1950, at Edinburgh Castle, in Scotland, at the beginning of August. Today, more than 200,000 people **attend** the festival, while millions watch it on TV. It begins late every evening, with bands from more than thirty countries **marching** across the castle's drawbridge, playing in **harmony**.

Apart from the nightly **displays** of traditional Scottish music, the Tattoo also features the best of Scottish highland dancers **wheeling** and **swirling** across the esplanade. Every year, a variety of international guest performers also appear and thrill the crowd with motorcycle **stunts**, Chinese dance and much more. For the grand finale, all 1,000 or more performers gather on the esplanade; column after column of marchers, dancers and bandmen. As the **applause** of the audience dies down, a **hush** falls as the Lone Piper begins to play the tunes that **signal** the end of the show. Fireworks burst forth into the night sky and the audience joins in a **chorus** of singing. The perfect end to a memorable event full of colour and tradition.

Speaking

44 In pairs, compare and contrast the two festivals. Which festival would you like to attend? Why?

- Project

Write a short article about a festival in your country. Write about: *its name; when and where it takes place; the reason for the celebration; how long it lasts; the main events; your feelings and/or comments*

Revision & Extension

45 a) Look at the picture and, in pairs, discuss it, as in the example.



A: Where do you think the picture was taken?
 B: At ...
 A: What can you see in the picture?
 B: I can see ...
 A: What can you do at the beach?
 B: Well, you can ...
 A: Would you like to go to a place like this for a holiday?
 B: I ... How about you?
 A: I think it would be great.

Now, describe the picture.

The picture shows a family ...

b) Look at the picture and in pairs act out similar dialogues as in Ex. 45a.

c) In pairs, talk about your favourite type of holiday.

A: I enjoy spending my holidays by the sea. I ...
 B: I agree. The seaside is ...



b) Use the prompts to act out similar dialogues.

- bus/Liverpool/Express/11:30/return/£19 /the front of the bus station

47 Match the adjectives and nouns to form collocations. Then, make up sentences, as in the example.

trendy	streets
sandy	flight
cobbled	fare
snow-capped	mountains
express	beach
phrase	book
adult	shops
spectacular	view
travel	sickness
direct	

There are a lot of **trendy shops** in Paris.

• Speaking: Problem solving

48 The pictures show various problems a traveller may face. In pairs, identify the problems and suggest ways for the people to solve them.



• Buying a Ticket

46 a) Match the exchanges.

A	B
1 Hello. How can I help you?	A Thank you.
2 Well, the Intercity leaves at 9:15.	B That sounds perfect. I'd like a ticket, please.
3 Will that be one way or return?	C Could you tell me what time the next train for Edinburgh leaves?
4 That's £42 altogether.	D Here you are.
5 The train departs from platform 6. Have a nice trip.	E One way, please. How much does it cost?

Making Suggestions: If I were ...; I would ...; Perhaps they should ...; Why don't they ...; A good idea would be ...; If they ..., then ...; They can/should ...; I think ...

Agreeing: I think you're right.; That's true.; I quite agree with you.

Disagreeing: I'm not sure I agree with you.; That's true, but ...; Do you (really) think so?; I'm afraid I can't agree with you.

A: The people in Picture A look lost. What do you think they should do?

B: Well, if I were in their position, I would ask someone for directions.

A: Yes, I think you're right. They could also ...

Vocabulary & Grammar

1 Fill in the correct word.

- Her flat is centrally
- Could you the lawn, please?
- Hi Rick. Haven't seen you for
- I'd rather not travel boat.
- Thieves into her flat and stole all her jewellery.
- It's hot in Madrid today with a temperature of 38°C.
- Where do you want to your holiday this year?
- I'll call you I reach Prague.
- The city is the heart of the country.
- Is there central in your house?

(10 marks)

2 Circle the correct item.

- A kettle is a household
A tool B furniture C appliance D gadget
- We haven't a hotel room yet.
A rented B booked C hired D reached
- The island has got some nice beaches.
A secluded B winding C rocky D narrow
- Mexico City is a(n) city with a population of over 20 million people.
A deserted B unspoilt C mixed D crowded
- Los Angeles is for its exciting nightlife.
A maintained C marvelled
B renowned D experienced
- All guests are requested to out before 12 noon.
A check B call C break D turn
- While on holiday Jim only eats the cuisine.
A public B national C topical D local
- We Ann tomorrow as usual.
A will be able to meet C will be meeting
B meet D will meet
- We haven't seen him he moved to Ankara.
A since B for C when D until
- I'll talk to him when he
A comes C will be coming
B will come D has come

(20 marks)

3 Use two to five words to complete the second sentence using the word in bold.

- Laura hasn't found a house yet.
looking Laura
..... a house.

- If he doesn't come on time, we'll leave without him.
he We'll leave without him
..... on time.
- Tony is sure to be very upset when he finds out.
doubt There's
..... very upset when he finds out.
- He's still working on the project.
finished He yet.
- It's a month since he moved to Prague.
been He
..... for a month.

(10 marks)

Listening

- 4 You will hear a customer service representative talking to a group of customers about a new electrical appliances department in a shopping complex. For questions 1 - 6 fill in the missing information.

4th floor Electrical Appliances Centre

Enquiries

Near the elevators you can find the customer service desk. You can recognize it from the red
[1] there.

Products

Different makes and coloured electrical goods like fridges and [2] are found in section 'A'. Section 'B' consists of items like toasters and electric carving knives, which are referred to as
[3] by this particular centre. If you're looking for a present, you will find useful electrical goods in [4] .

Payment

Pay in cash and receive a [5] .

Delivery

Delivery is [6] if you live within five kilometers of the shopping centre.

(12 marks)

Speaking

5 Complete the exchanges.

- A:
Mrs Smith's office is, please?
B: Yes, of course. Second door on the right.
- A: Brown Co. How?
B: Hello. I've got a problem with the pipes.
- A: I'd like to make a complaint.
B: What, Mr Harris?
- A: How?
B: That's £35 altogether.

(8 marks)

6 In pairs, compare and contrast the pictures. Where would you prefer to stay while on holiday? Why?



(10 marks)

Reading

7 Read the article and fill in the missing sentences from the list. There is one sentence that you do not need to use.

When 'Home' is to Roam

Jonathan Smith is an English gypsy. He talks to 'Lifestyle' magazine about his home.

I live in a trailer. 'Gorjias', as we call non-gypsies in our language, sometimes refer to our homes as caravans, but we prefer to use the word trailer. My horse Jezi pulls ours along. It's very important for us gypsies to have reliable horses because of all the travelling that we do over different terrains.

My trailer was built back in 1933, by my uncle. I changed the canvas roof only last year. Now it has a well-made beige roof and the beautiful wheels are painted bright red! We've had many good times in our home on wheels, but we've had some tough moments too.

I grew up in this wagon, with my brother Jess and my parents who have since passed away. Now it's just Nelly and I, but we travel with company or 'kumpania' as it's known in our language.

Of course it's not like in the old days before the war. My grandparents used to tell stories of gypsy wagon trains that were so long they stretched from one horizon to the other. They were a travelling community. There were a lot more travellers in those days, though. It's hard to make a living these days.

Although we do still travel around a lot, living in a chilly and damp climate like that of Britain, means that we're forced to stay put through the winter. Even though some of these aren't very pleasant, we make the most of our temporary home by singing and dancing and knowing that we have the freedom to move on when we please.

Our life is about being on the move, and we're not interested in owning land or having our own country. We don't care about owning or living in a house. For me, home is my trailer, home is being outside with nature. Basically 'home' is where you feel that you belong, or as Gorjias would say, 'home is where the heart is'.

- A Our 'kumpania' consists of my two sons and their families, which include our four little grandchildren.
- B You see, 'home' has more than one meaning.
- C It used to be in a bright shade of yellow, and my mother had decorated it with lovely brass bells and ribbons.
- D The children like playing outside and have a lot of fun.
- E It is then that we stop at the council-run gypsy sites.
- F She's a strong and sturdy creature, with a calm and gentle nature.
- G I wish I'd lived back then.

(15 marks)

Writing (an article describing a hotel)

8 Use the plan and the notes to write an article describing a hotel (120-180 words).

Plan

Introduction

(Para 1) *name - location - reason you chose to write about it*

Main Body

(Para 2) *description (floors - swimming pool - restaurant etc)*

(Para 3) *activities (horse riding - tennis etc)*

Conclusion

(Para 4) *recommendation*

(15 marks)

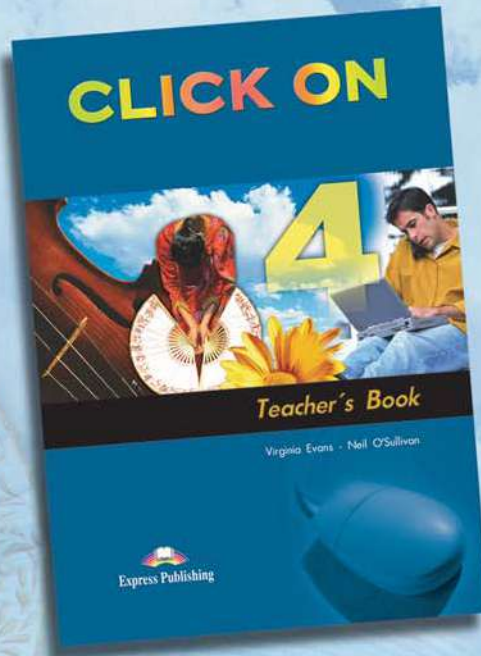
(Total = 100 marks)

Let's sing!

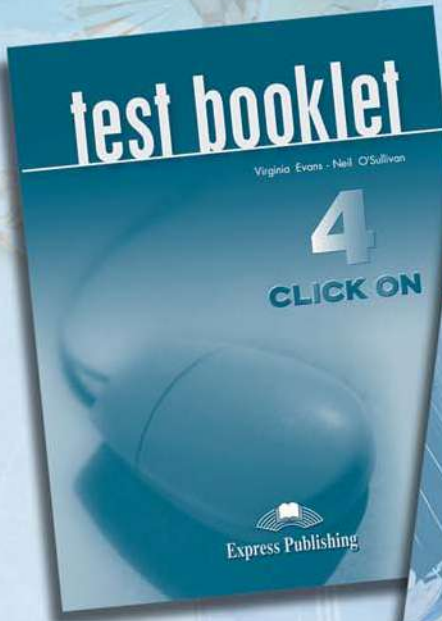
9 Listen and fill in. Listen again and sing.
Home is where the heart is

You might live in a castle Or a 1)	Traditional or modern In 5) or countryside
You might live in a windmill Or high up in a tree	A home can keep you safe And you can lock the
Some people live with 2)	6) outside Home is where the heart is ...
While others live alone But we all need a special place	It may not be luxurious But one 7) is for sure
Where we can 3) at home	Home's a place where you feel 8)
Home is where the heart is It's comforting to know When you're lost and lonely You've got somewhere to go	And cosy and secure It's important to have somewhere That you can 9)
Your worries disappear When you 4)	your own The smallest terraced house Can be a castle if it's
through your front door And all your stress and troubles Don't matter anymore	10) Home is where the heart is ...

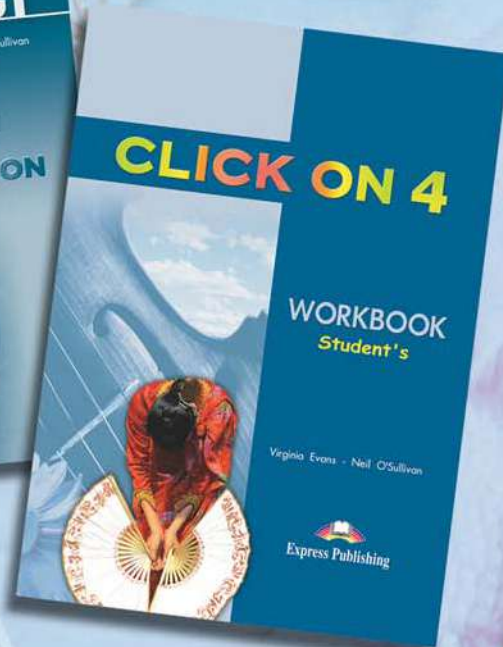
Components



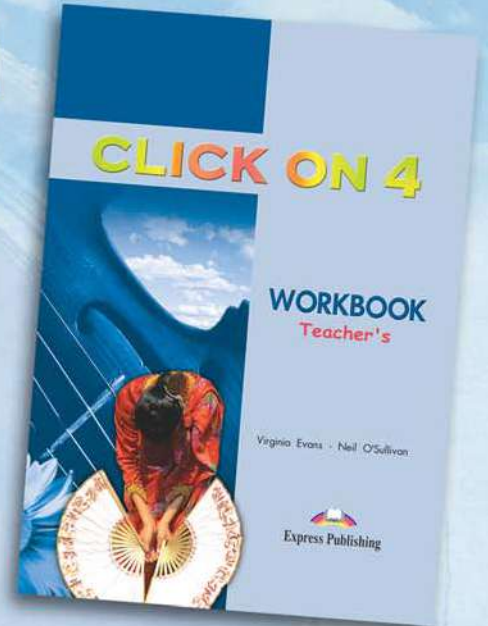
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Test Booklet



Workbook Student's & Grammar book



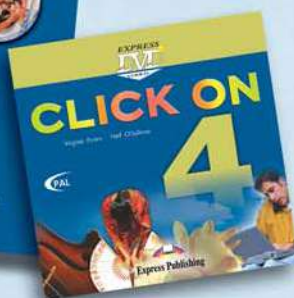
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DVD



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Tel.: (0044) 1635 817 363 Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk

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