

# Upstream

PRE-INTERMEDIATE B1



**Student's Book**

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Express Publishing

# Contents

## Topics

## Vocabulary

## Reading

Module 1

### UNIT 1 Heroes and Villains (pp. 6-15)

- people (character & appearance)

character adjectives; appearance; personal qualities  
*antonyms; adjectives with prepositions*

- Characters Larger than Life (multiple choice)
- Beauty is in the eye of the beholder (m/c cloze)
- Literature Corner: *Scandal in Bohemia* by Conan Doyle (T/F)

### UNIT 2 Lifestyles (pp. 16-25)

- jobs & places
- lifestyles
- the city & country

city life/country life; jobs & job qualities; describing places; parts of a town; commuting  
*antonyms; adjectives with prepositions; adj-n phrases*

- A City Slicker or a Country Lover? (T/F)
- signs (multiple choice)
- Culture Clip: Celebration: dream town USA (m/c cloze)

### Self-Assessment Module 1 (pp. 26-27) – Curricular Cuts 1 (p. 28) – (History) Elizabeth's Portraits

### UNIT 3 Earth Calling (pp. 30-39)

- the environment
- endangered species

environmental problems & solutions; endangered animals & protected species

- The Earth in our hands (T/F)
- No ordinary zoo (m/c cloze)
- *RRS Ernest Shackleton* Captain's Log (multiple choice)

### UNIT 4 Travellers' Tales (pp. 40-49)

- holidays
- climate/weather
- transport

types of holidays, sites & resorts; climate & weather; holiday equipment; means of transport  
*prepositional phrases*

- Looking for the ideal getaway? (multiple matching – short texts)
- Literature Corner: *Gulliver's Travels* by Jonathan Swift (multiple matching – missing sentences)

### Self-Assessment Module 2 (pp. 50-51) – Curricular Cuts 2 (p. 52) – (Geography) The World's Climates

### UNIT 5 On Offer (pp. 54-63)

- shops and shopping
- clothes/accessories

types of shops & shopping; products; clothes; describing objects; gifts; homes  
*prepositional phrases; antonyms*

- Checking out second-hand city (multiple choice)
- signs & notices (multiple choice)
- Culture Clip: Styles of Homes (multiple matching)

### UNIT 6 Happy Days! (pp. 64-73)

- celebrations
- festivals & events

traditional celebrations & customs; festive activities; feelings; greetings cards  
*verbs with prepositions*

- A Traditional Irish Wedding (T/F)
- Culture Clip: Bizarre Annual Events in the UK (multiple matching)

### Self-Assessment Module 3 (pp. 74-75) – Curricular Cuts 3 (p. 76) – Maths

### UNIT 7 Eating out! (pp. 78-87)

- places to eat
- food and drinks

restaurant-related words; the supermarket; recipes & cooking methods; tastes; cutlery, crockery & appliances; quantities; menus  
*verbs with prepositions*

- A Taste of Toronto (multiple matching – short texts)
- Literature Corner: *Charlie & the Chocolate Factory* by Roald Dahl (comprehension questions)

### UNIT 8 Fit for Life (pp. 88-97)

- sports
- accidents and injuries

types of sports; sport injuries; places & equipment; personal qualities  
*adjectives with prepositions*

- The Last Great Race (T/F)
- messages (multiple choice)
- signs (multiple matching)
- Literature Corner: *The Olympic Anthem* (reading for specific information)

### Self-Assessment Module 4 (pp. 98-99) – Curricular Cuts 4 (p.100) – (Science) A Balanced Diet

### UNIT 9 Going out! (pp. 102-111)

- entertainment
- the arts
- charity

types of entertainment; cinema & films; reviews; books & newspapers; TV jobs/programmes; theatre; charity  
*prepositional phrases; regrets*

- Pick of the Week (multiple matching – short texts)
- Graffiti – Is it Art? (open cloze)
- Culture Corner: Comic Relief (completing a summary)

### UNIT 10 Fast Forward (pp. 112-121)

- technology
- education

teenagers & technology; gadgets; education & technology; means of communication; text messages; processes; science; faults  
*prepositional phrases; compound nouns; antonyms*

- All About Britain's Teenagers (multiple choice)
- Culture Corner: The Education System of the UK & the USA (completing missing information in tables)

### Self-Assessment Module 5 (pp. 122-123) – Curricular Cuts 5 (p. 124) – (Art & Design) Styles of painting

Songsheets 1-5 (pp. 125-130)  
Irregular Verbs (p. 131)

Grammar Reference Section (pp. 132-141)  
Word List (pp. 142-151)

American English-British English Guide (p.152)

Module 2

Module 3

Module 4

Module 5

## Grammar

## Listening

## Speaking

## Writing

present simple/  
continuous; stative verbs;  
adverbs of frequency;  
question words  
Phrasal verbs: *GET*

- multiple choice
- multiple matching (missing sentences)

describing fictional characters;  
making choices; socialising;  
describing people  
*intonation – expressing surprise & concern*

- a letter giving advice  
*Portfolio: description of a hero/villain; classified ad; e-mail to a friend*

comparatives and  
superlatives; -ing/  
infinitive forms;  
specific/general  
preferences  
Phrasal verbs: *PUT*

- listening for detailed meaning
- multiple matching (missing sentences)

introducing oneself; expressing  
likes/dislikes; asking for/giving  
directions; talking about jobs;  
expressing preferences; (role-play) a  
job interview; describing pictures  
*intonation – stressed syllables*

- a letter of application  
*Portfolio: article about where you live; description of neighbourhood; questions for a quiz*

present perfect simple/  
continuous; clauses of  
purpose  
Phrasal verbs: *RUN*

- completing missing information
- multiple choice

improving one's town/city; a short  
talk from notes; describing pictures;  
reacting to news; acting out a  
dialogue; (role-play) at Customs

- notes  
*Portfolio: poster about the environment; article about a zoo; letter to a friend*

present/past participles;  
past simple/continuous;  
linkers; the definite/  
indefinite article; used  
to/would  
Phrasal verbs: *COME*

- multiple matching
- listening for specific information
- completing missing information

narrating experiences; expressing  
feelings; checking in; complaining/  
apologising; giving travel  
information; expressing  
disapproval; describing pictures  
*intonation – expressing annoyance*

- a story  
*Portfolio: holiday advertisement; weather forecast; factfile about your country*

modal verbs; making  
assumptions/requests;  
too/enough; order of  
adjectives  
Phrasal verbs: *LOOK*

- listening for specific information
- listening for gist
- multiple choice
- multiple matching

asking about prices; calming down;  
describing objects;  
offering/accepting gifts; asking  
for/buying things; (role-play)  
salesperson/customer  
*intonation – losing patience*

- a report assessing good & bad points  
*Portfolio: description of the best place to shop; page for a clothes catalogue; poster of school/work rules*

future forms; future  
continuous; question  
tags

- listening for gist
- listening for specific information
- intonation

a short talk from notes; describing  
celebrations & customs; making  
arrangements; inviting;  
congratulating & thanking  
*intonation in question tags*

- postcard  
*Portfolio: article about a traditional wedding; greetings cards; e-mail to a friend*

Phrasal verbs: *BREAK*

countables/uncountables;  
quantifiers; indefinite  
pronouns; past perfect  
simple/ continuous  
Phrasal verbs: *GIVE*

- multiple choice
- listening for specific information
- multiple matching
- to take notes

discussing food preferences/tastes;  
(role-play) eating out/ordering a  
meal; comparing table manners;  
describing pictures;  
*intonation – stressed syllables*

- a story  
*Portfolio: description of an unusual restaurant; recipe for a local dish; shopping list*

the passive; *with/by*;  
conditionals: type 0, 1;  
*if/unless*; linkers (result,  
addition, contrast, etc)  
Phrasal verbs: *BRING*

- listening for detailed meaning
- multiple choice
- multiple matching
- listening for specific sounds

discussing sports; negotiating;  
describing pictures; expressing  
opinions; asking about/describing  
health; sympathising – giving  
advice; acting out dialogues  
*intonation – hesitating*

- a pros and cons essay  
*Portfolio: postcard to a friend; short communicative message; sports quiz*

conditionals: type 2, 3;  
wishes; relative clauses;  
*so/neither*  
Phrasal verbs: *TURN*

- listening for detailed meaning
- multiple matching
- completing missing information

discussing entertainment;  
suggesting/(dis)agreeing; talking  
about a book/TV programmes;  
(role-play) booking tickets;  
expressing preferences; describing  
paintings; acting out dialogues

- an informal letter reviewing a film  
*Portfolio: review for a school event; TV guide; interview with a graffiti artist*

clauses of concession; *all/most/some/none*; reported  
speech; indirect  
questions; causative form  
Phrasal verbs: *TAKE*

- multiple matching
- to fill in gaps
- listening for detailed meaning

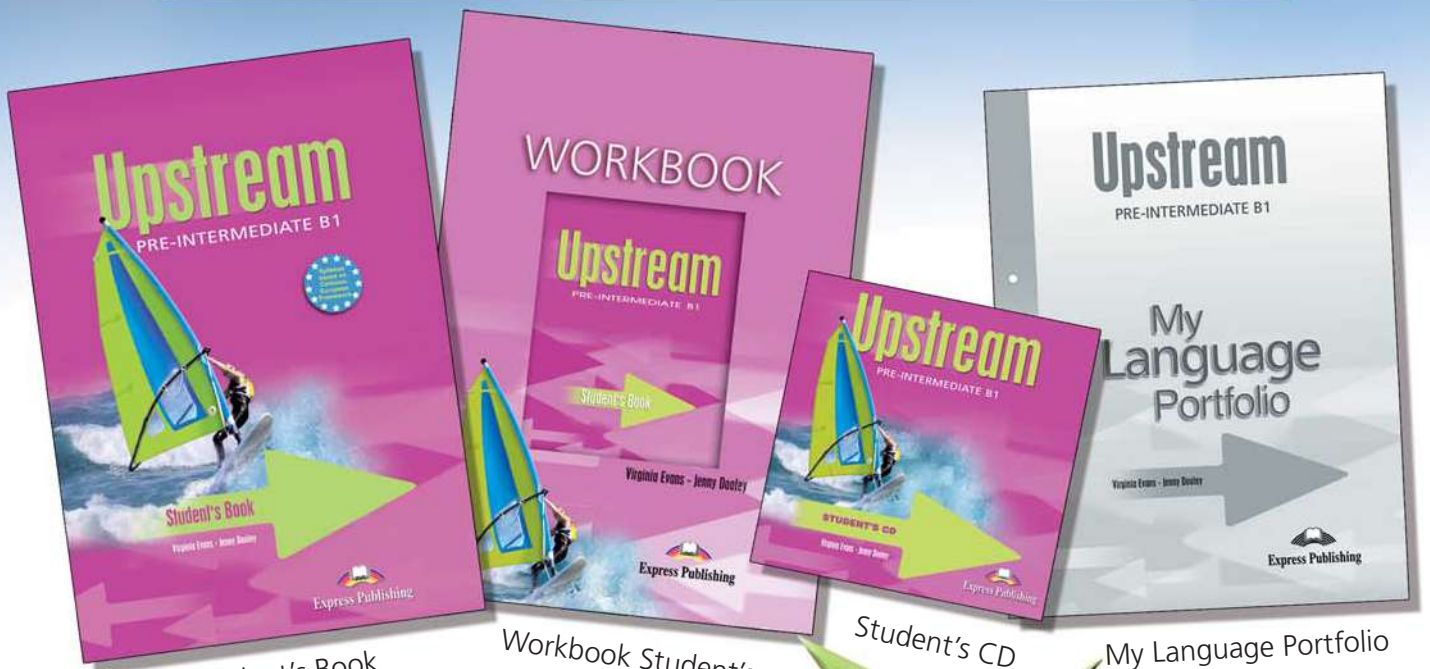
discussing technology; short talk  
from notes; conducting a survey;  
talking about pros & cons;  
describing pictures; (role-play)  
requesting action/giving an account  
of an event  
*intonation in questions*

- a letter of complaint  
*Portfolio: article about teenagers in your country; text message to a friend; questions for a science quiz*

# Upstream



**Upstream Pre-Intermediate B1** is a modular secondary-level course for learners of the English language at CEF B1 level. The series combines active English learning with a variety of lively topics presented in themed units.



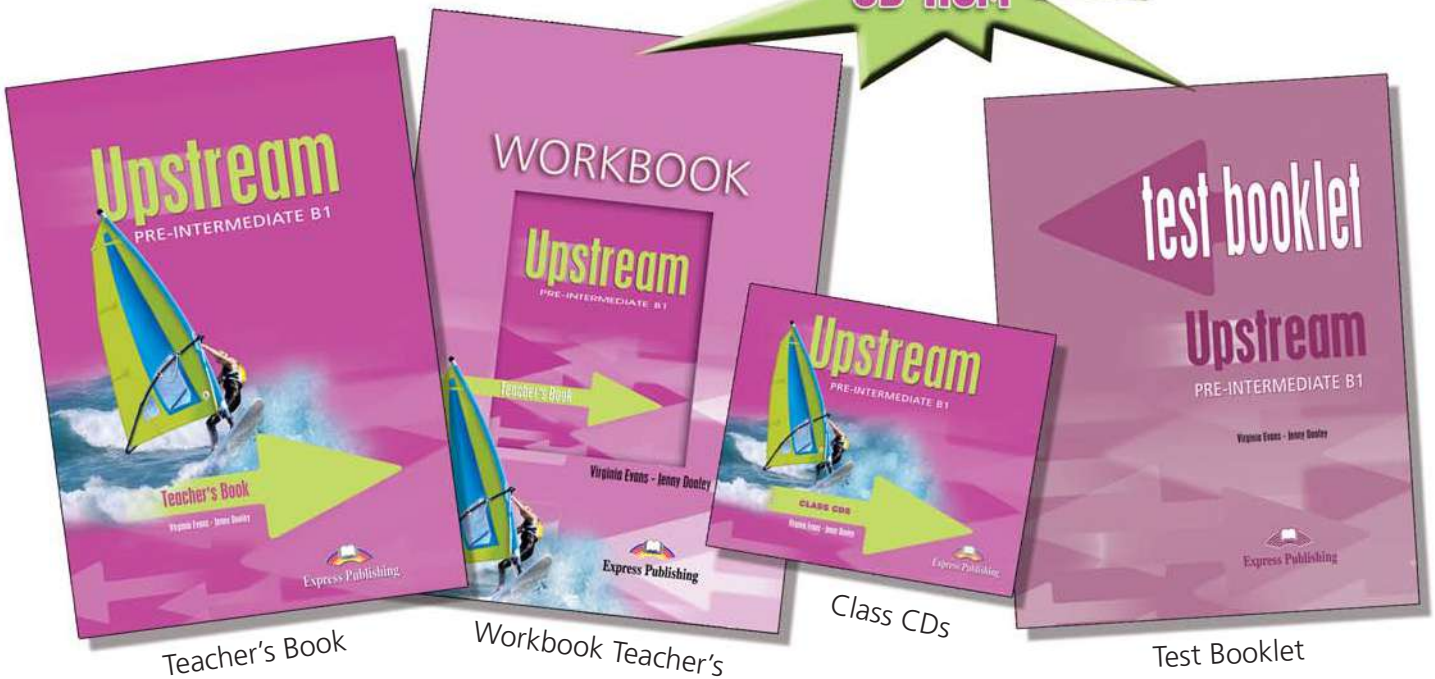
Student's Book

Workbook Student's

Student's CD

My Language Portfolio

**CD-ROM**



Teacher's Book

Workbook Teacher's

Class CDs

Test Booklet

# People of the World Module 1

Units 1-2



- express likes/dislikes/preferences
- ask for/give directions
- act out a job interview

► **Practise ...**

- the present simple/ continuous
- adverbs of frequency
- question words
- comparative/superlative forms
- -ing/infinitive forms
- pronunciation
- intonation (expressing surprise & concern in stressed syllables)
- phrasal verbs: *get, put*

► **Write ...**

- a short paragraph about your favourite hero(ine) or villain
- a classified ad
- an e-mail to a friend
- an informal letter of advice
- a short article about yourself and where you live
- a short description of your neighbourhood
- a short quiz about the capital city of your country
- a letter of application

► **Look at Module 1**

- Find the page numbers for pictures 1-5.

► **Find the unit and page number(s) for**

- classified ads
- an e-mail
- jokes
- a town map
- signs
- a quiz
- a CV

► **Listen, read and talk about ...**

- character & appearance
- habits/routines/lifestyles
- places & geographical features
- signs
- jobs/workplaces/job qualities

► **Learn how to ...**

- describe people
- talk about personal qualities
- socialise
- make choices

**Culture Clips:** Celebration - Dream Town USA

**Literature Corner:** Scandal in Bohemia

**Curricular Cuts (History):** Elizabeth I

# 1a Heroes and Villains

## Lead-in

- 1 a. Which of the characters in the pictures are heroes/heroines and which are villains?
- b. Who has got ...
- curly brown hair
  - pointed ears
  - a long white beard
  - a black moustache
  - a magic mirror
  - a sharp metal hook instead of a hand
  - a magic staff
  - a broad-brimmed hat
  - shiny black hair and rosy cheeks

*Frodo Baggins has got curly brown hair.*

## Listening

- 2 a. In pairs, decide which of these adjectives best describe each character in the pictures.

mischievous & daring	<i>Peter Pan</i>	vain & cold-hearted	.....
cunning &		polite & considerate	.....
dangerous	.....	evil & greedy	.....
kind & caring	.....	brave & honest	.....

A: *Who do you think is mischievous and daring?*

B: *I'd say Peter Pan.*

- b. Listen and check. Which extra character is described?

## Reading

- 3 Look at the pictures and the title of the article. What does the title mean?



Frodo Baggins

Saruman

## Characters Larger than life

In any book, cartoon or film we all love to see the heroes **defeat** the villains, save the world, win the girl and live happily ever after. But just between you and me, don't we feel a little bit sorry for the villains as well?

Saruman, from *The Lord of the Rings*, is an **all-time** favourite villain, the type of villain I like. He is a tall wizard with a long white beard and cold dark eyes. He wears a long white robe and carries a magic staff. **Once** he was a good wizard but the **power** of a magic ring has made him evil and greedy and now he wants to **rule** the world. Only Frodo, the small **ring bearer**, can stop him.

Frodo Baggins, a Hobbit, is small, brave and honest, with bright eyes, curly brown hair and very large hairy feet! His **mission** is to take the magic ring to Mordor where it will be destroyed. He travels with some friends and together they have to face many dangers. Gandalf a **wise wizard**, protects them and shows them the way.

Another of my favourite heroes is Peter Pan, a mischievous, daring boy with pointed ears who can fly and never grows older. Peter and his friends, the

Lost Boys, have a dangerous enemy 30 called Captain Hook.

With his black moustache, **cruel laugh** and a sharp metal hook instead of a hand, the cunning Captain Hook is a perfect villain. He always wears a broad-brimmed hat and fine clothes. He lives with a **band** of pirates on his ship, the *Jolly Roger*, making plans to **kidnap** the Lost Boys and **capture** the boy he hates. 35

Not all villains are men. The Wicked Queen in *Snow White* is one of the most cold-hearted villains ever. Beautiful but vain, the queen asks her mirror every day, "Mirror, mirror on the wall, who is the **fairest** of them all?" The answer 40 always pleases her, until one day the mirror replies that kind and caring Snow White is even prettier than her. The jealous queen is so angry that she **dresses up** as an old woman and gives 45 Snow White a **poisoned** apple.

Whether heroes or villains, these are the characters I admire the most. I love to watch the heroes fight the villains and eventually see **good win over evil**. I also 55 **can't help feeling** for the villains and their weaknesses; I just love to hate them! These stories are timeless and the characters are definitely larger than life.

## STUDY SKILLS

### Reading effectively

Read the text once quickly. This will help you understand what type it is, the author's purpose and its general content. Read the questions and the answers. Read the text again carefully and find the part of the text each question refers to. The information may be phrased in different words.

- 4 Read the text and for each question (1-4) choose the best answer A, B, C or D. Then, explain the highlighted words.
- What is the writer's main purpose in writing the text?
    - to describe how heroes catch villains
    - to describe some well-known heroes and villains
    - to tell some well-known cartoon stories
    - to tell some well-known fairy tales
  - What does the writer say about Saruman?
    - He was not always evil.
    - He is the writer's favourite character.
    - Frodo wants to destroy him.
    - He has lost a valuable ring.
  - Which of the statements is true of Captain Hook?
    - He works on his own.
    - He has a partner called Jolly Roger.
    - He has a black beard.
    - He takes care of his appearance.
  - What is the writer's opinion of villains?
    - They are more important than the heroes.
    - He likes them more than the heroes.
    - He is happy to see them lose.
    - They are just as important as the heroes.
- 5 Listen and read. Say a few words about the stories and suggest another title for the text.

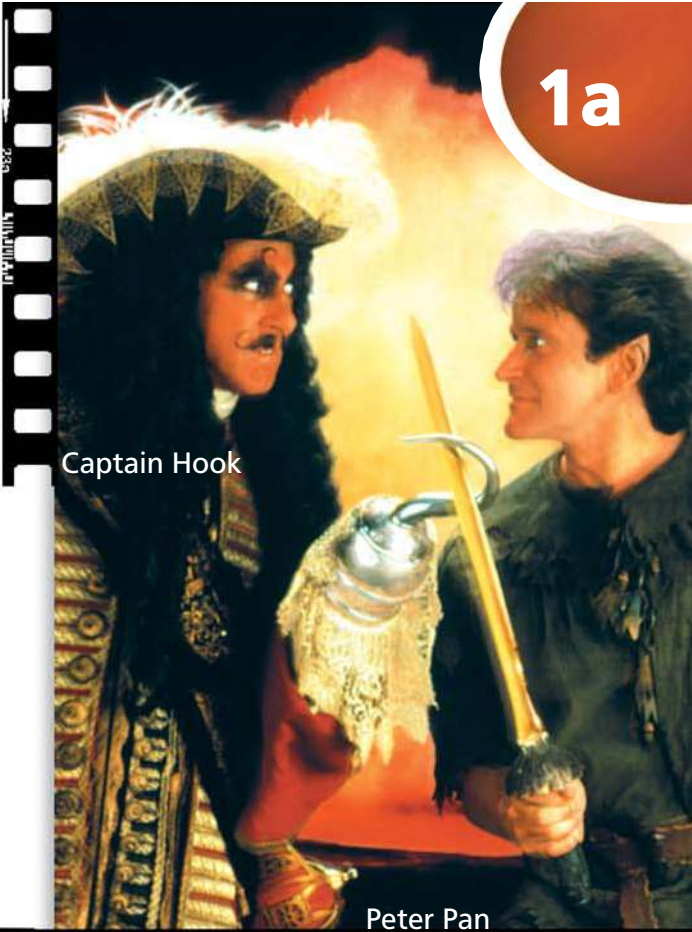
### Speaking

- 6 Tell the class about your favourite film or TV hero(ine)/villain. Talk about:
- the character's name
  - where he/she appears
  - character
  - appearance
  - what happens in the story

### Writing

**Portfolio:** Use your answers from Ex. 6 to write a short paragraph for a teen magazine about your favourite hero/heroine or villain. Use the second and third paragraphs of the text as a model. Start like this:

..., from ..., is my favourite ... . He/She's ...



Captain Hook

Peter Pan



The Wicked Queen



Snow White

**Character**

▶ **Reading**

- 1 a. What type of texts are A and B? What do you think they are about?
- b. Read the texts. Which advert:
- wants actors to advertise something?
  - asks people to apply by post?
  - only wants three people?
  - wants only male actors?
- c. Underline the character adjectives in the adverts. Use them to answer the questions.

What do we call a person who ...

- has good manners?
- likes to hurt or upset people?
- shows understanding of other people's needs?
- is very proud of their looks?
- expects good things to happen?
- cares only about himself/herself?
- doesn't get upset or angry?
- gives more than is usual?

**STUDY SKILLS**

**Remembering New Words: Opposites**

Learn words in pairs of opposites. This will help you remember them more easily.

- 2 Match the adjectives to their opposites. What prefixes do we use to form negative adjectives?

polite	—	dishonest
patient	—	impolite
honest		impatient
sensitive		insensitive
friendly		unfriendly
caring		unselfish
selfish		uncaring

**Actors wanted for new film 'Bad Guys'.**

**Location:** Brooklyn **Audition date:** 14th September

A



**Send pictures and CVs to:**

**Michael Glover,  
Chimera Filmworks  
Inc. PO Box 304,  
Brooklyn, New York**

**Characters:**

- ☆ **Sean** - 25-30, dark complexion, tall, medium build, good looking, cruel and greedy
- ☆ **Stacy** - 30-36, pale complexion, medium height, slim, average looks, vain and selfish
- ☆ **Laura** - 26-32, fair complexion, short, average build, pretty, optimistic, caring, sensitive and honest

B



**CASTING CALL**  
FOR TV COMMERCIAL

**Location:** Creative Edge Studios, Los Angeles **Seeking:** Three male actors

- **Jack:** handsome, blond hair, blue eyes, aged 18-23; friendly, patient, polite.
- **Buddy:** good-looking, dark curly hair, moustache, in early twenties; friendly, generous, easy-going.
- **Delivery Guy:** tall, strong build, in late twenties; impatient, bossy, rude.

**Also seeking:** male and female extras, aged 16-18.

**Actual shooting date is Sunday, 28th September.**

**Please call Dawn Reed with any questions 703-478-0880**

▶ **Speaking**

- 3 In pairs, use character adjectives to talk about people you know.

A: *Have you met our new neighbour?*

B: *No, I haven't. What's he like?*

A: *He's very friendly and polite!*

**Appearance**

- 4 Which words in the adverts (A & B) describe appearance/height/build?

- 5 Circle the odd words out. Justify your answers.

1 crooked, straight, almond-shaped, long **nose**

2 bright, blonde, green, dark **eyes**

3 well-built, spiky, curly, wavy, short **hair**

4 round, shoulder-length, oval, pretty **face**

- 1 The odd word out is 'almond-shaped' because this describes somebody's eyes.





▶ **Listening**

6 Who is who? Look at the picture, listen and write the names: *Alex, Chris, Joanna, Laura* and *Sam* for people 1-5. What does each person look like?

- 3 He is very friendly with/of my parents.
- 4 She's afraid for/of dogs.
- 5 Pat is jealous of/at her sister.
- 6 He is kind to/with his parents.
- 7 Ann is patient of/with children.
- 8 Pete is rude to/at his friends.

**GAME**

Think of a person from the picture above. In teams, try to guess who this person is. Each team can ask five yes/no questions.

Team A S1: *Is it a man?*  
 Leader: *Yes.*  
 Team B S1: *Has he got curly hair?*

**Adjectives with prepositions**

7 Underline the correct preposition. Use the adjectives to tell your partner about people you know.

- 1 John is good at/on languages.
- 2 She is very good on/to her patients.

**Writing**

**Portfolio:** The TV studio you work at as a secretary is looking for two actors for a new TV series. Write an advert (30-50 words), stating:

- what the advert is for
- location & audition date
- age & appearance of each character
- what types of character you want the actors to play
- contact name & phone number

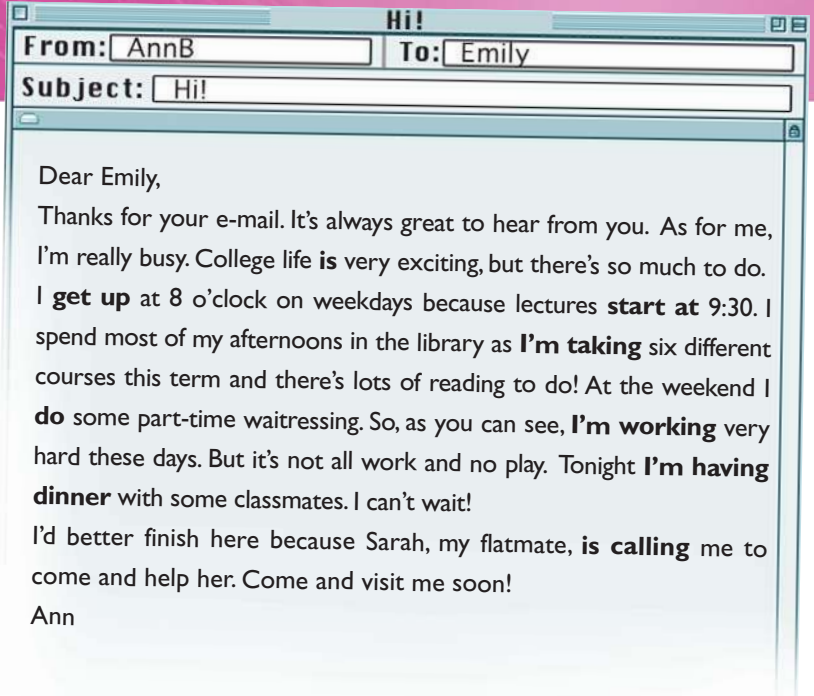
Use advert A in Ex. 1 as a model.

**Present simple & present continuous**

Grammar Reference

**1** Read Ann's e-mail and find examples of:

- a a fixed future arrangement
- b an action happening around the time of speaking
- c a timetable
- d a permanent state
- e a temporary situation
- f a habit/routine
- g an action happening now



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

- 1 A: ..... (you/do) anything interesting this weekend?  
B: No, I ..... (study) for my Biology exam.
- 2 A: Why ..... (you/be) in such a rush?  
B: Because ..... (my train/leave) in ten minutes.
- 3 A: What ..... (James/do)?  
B: ..... (he/work) at the Natural History Museum in the city centre.
- 4 A: ..... (you/like) your flat?  
B: Not really. Actually, I ..... (look) for a new one at the moment.
- 5 A: Nina ..... (look) nervous.  
B: She is. She ..... (see) the dentist this afternoon.
- 6 A: ..... (he/want) to go to the theatre this evening?  
B: He can't. He ..... (have) an important business appointment.
- 7 A: Why ..... (not/Anna/come) to work these days? Is she ill?  
B: No, she's on leave. She ..... (get) married next week.
- 8 A: How much ..... (the brain/weigh)?  
B: About 2% of your total body weight, and ..... (it/use) 20% of your body's energy.

b. Can you find any stative verbs in Ex. 2a?

**Adverbs of frequency**

Grammar Reference

**3** Ask and answer as in the example to find out about your partner's habits.

**How often...**

- get up before 6 am?
- play computer games?
- watch TV?
- be on time for work/school?
- listen to classical music?
- read the newspaper?
- go to the theatre?
- go out with your friends?

- always
- usually
- often
- sometimes
- rarely
- seldom
- never

A: *How often do you get up before 6 am?*

B: *I never get up before 6 am. I usually get up at about 7:30.*

**▶ Listening**

**4** a. Listen and match the people to what they are doing. There is one extra picture.



- A George
- B Paul and Steve
- C Kate and Jill
- D Simon
- E Miranda

b. In pairs ask and answer as in the example.

A: *Is George talking on the phone?*

B: *No, he isn't. He's ...*



# Beauty is in the eye of the beholder

How do you react when you **1)** ..... at yourself in the mirror? Do you smile **2)** ..... do you feel like crying? Does the idea of wearing summer clothes **3)** ..... you panic, or does it excite you?

Body image has become a **4)** ..... important issue in our society. **5)** ..... young women and teenage girls, in particular, are greatly influenced **6)** ..... the images they see in adverts, films and magazines.

They go on dangerous crash diets **7)** ..... they want to look like the super-thin supermodels and movie stars they see and read about. But we don't **8)** ..... to copy our favourite celebrities. Thin is not always beautiful. People come in **9)** ..... shapes and sizes – that's **10)** ..... makes each person interesting. So, next time you look in the mirror, remember that you are special.

1	A watch	B look	C see	D view
2	A and	B but	C or	D so
3	A feel	B get	C do	D make
4	A so	B main	C such	D very
5	A Many	B Much	C More	D Some of
6	A by	B with	C from	D about
7	A so	B that	C because	D and
8	A must	B need	C should	D ought
9	A every	B each	C all	D some
10	A what	B which	C why	D that

## STUDY SKILLS

### Completing a text (gap-filling)

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

### ► Reading

- 5 a. What do you think the title of the text means?  
 b. Read the text. Which of the following is a better alternative to the title?
- 1 Health is better than wealth.
  - 2 Feel good about yourself.

- c. Read and choose the correct word for each space (1-10). Compare your answers with your partner's. Listen and check.

### Question words

- 6 In pairs, ask each other questions about your lifestyles. Use:  
 • what • where • when • who • how often

A: *What time do you get up?*  
 B: *At 7:30.*

## Sentence transformations

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

- 1 Can you describe Peter to me?  
 Can you tell me ..... like?
- 2 Peter takes after his father.  
 Peter looks .....
- 3 What is Peter's job?  
 What .....do?
- 4 Peter is always late for work.  
 Peter ..... on time for work.

## Phrasal verbs



- 8 Explain the phrasal verbs in your language. Then, complete the sentences.
- 1 John has to get ..... early in the morning.
  - 2 He can't get ..... the shock of being in the car accident.
  - 3 How do you get ..... with your neighbours?
  - 4 She's happy because she's ..... her old job .....

## Writing

**Portfolio:** Look at Ex. 1 again. Imagine you are Emily. Send an e-mail in reply to Ann. Write about:

- your daily routine
- any plans for the weekend
- what you are doing these days

**Personal qualities**

1 What should a good leader be like? Circle three qualities below which you think are important. Compare your choices with your partner's.

- honest • fair • popular
- patient • sensitive • friendly
- determined • quick-thinking
- calm • humorous

A: *I think a good leader should be honest, calm and determined, don't you?*

B: *Yes, those are important qualities. But I think he should also be fair.*

► **Listening**

**STUDY SKILLS**

**Listening for specific information**

Read the questions and possible answers. Underline the key words. Listen carefully. Try to listen for synonyms or rephrasing. The questions follow the order of the information on the recording.

2 a. You will hear an interview with a psychologist. Read through the questions and underline the key words. Can you think of synonyms?

b. Listen and put a tick (✓) in the correct box. Do you agree with Dr Graaf?

1 Dr Graaf believes that all good leaders have

- A  special personal qualities.
- B  team spirit.
- C  a great sense of humour.

2 Dr Graaf says that leaders have to

- A  try to be more popular.
- B  make difficult decisions.
- C  please everybody.

3 What does Dr Graaf say about bosses?

- A  They sometimes make bad choices.
- B  They are sometimes in a panic.
- C  They are not always liked.

4 Dr Graaf says that to be an effective leader, you must be

- A  determined.
- B  like a superhero.
- C  respected and trusted.

**Making choices**

3 You want to open your own restaurant and you are looking for a partner. Which of the two people would you choose, and why? Discuss in pairs and make your decision.



Robert

easy-going  
patient  
reliable  
sensible

**but**

shy  
a bit lazy  
stubborn



Sarah

friendly  
cheerful  
honest  
ambitious

**but**

gets upset easily  
forgetful  
a bit impatient

A: *Well, I think I'd choose ... because ...*

B: *I'm not so sure. He/She is/gets ... and he/she can also be rather ...*

A: *What about ...? He/She's ..., etc.*



**FUN TIME**

## Expressing surprise and concern

### ► Intonation

4 Listen and repeat. Translate these sentences into your language.

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 <i>What's the matter?</i> | 3 <i>What's wrong?</i>         |
| 2 <i>You're joking!</i>     | 4 <i>You can't be serious!</i> |

### ► Reading

5 You are going to listen to a conversation. Read the first two exchanges in the dialogue below and guess the answers to the questions.

- Where are Judy and Stan?
- What do you think their relationship is?
- Who is upset?

6 Read and complete the dialogue with sentences from Ex. 4. Listen and check. Which of the people a, b or c is Stan's neighbour? Take roles and act out a similar dialogue.

Judy: Hi, Stan. You look upset.

Stan: Oh, come in, Judy. I'm a bit fed up.

Judy: Why?

Stan: Well, it's my neighbour. He keeps complaining about my music. He says I play it too loud and he comes round nearly every day to tell me to turn it down.

Judy:

Stan: I'm afraid not.

Judy: How loud do you play your music?

Stan: Not that loud. I'll show you.

Judy: Stan, turn it down!

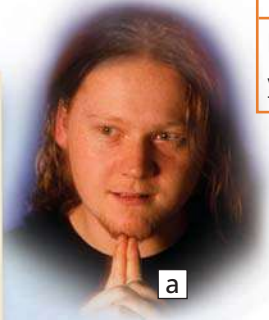
Stan: Why? What's up?

Judy: Well, is your neighbour tall with short curly brown hair, a beard and a moustache?

Stan: Yes, he looks exactly like that. Why?

Judy: Because someone who looks a lot like that is walking towards your front door right now!

Stan:   Here we go again.



## Socialising

8 a. Read the table and complete the exchanges.

Speaker A	Speaker B
Hello! What a nice surprise!	Hi! Nice to see you!
Hi, there. How are you?	Not bad. How about you?
Hi there. How are you doing?	Pretty good, thanks.
See you tomorrow!	Goodbye!
Bless you!	Thanks!
Thank you very much indeed!	Don't mention it.
Hello. You must be ...	Yes. It's a pleasure to meet you ...
I haven't seen you for ages!	Hi! You haven't changed a bit!

- A: .....!
- B: Thanks! I've got a terrible cold.
- A: Hi! .....!
- B: Hi! You haven't changed a bit.
- A: Thank you very much for looking after my dog.
- B: .....

b. In pairs, use the table above to act out exchanges in which you:

- greet a friend you haven't seen for a long time
- say goodbye to your colleagues when leaving the office
- greet a friend you bump into on the street
- meet someone you have heard about for the first time
- thank a friend for a special gift

7 In pairs, guess what happens next. Listen and check.

## Getting started

- 1 Read the extracts from three teenagers' e-mails. Who is: lonely? desperate? shy?

"I've put on such a lot of weight recently and I just don't know what to do. I've tried all sorts of diets, but nothing

*Sally is desperate because she ...*

"I've just moved to a new school and everything's different. I haven't got any friends here and I feel like I don't fit in."  
Danny

"When I'm with a group of people, I just sit there in silence. I'm always too afraid to say anything in case I make a fool of myself."  
Tom

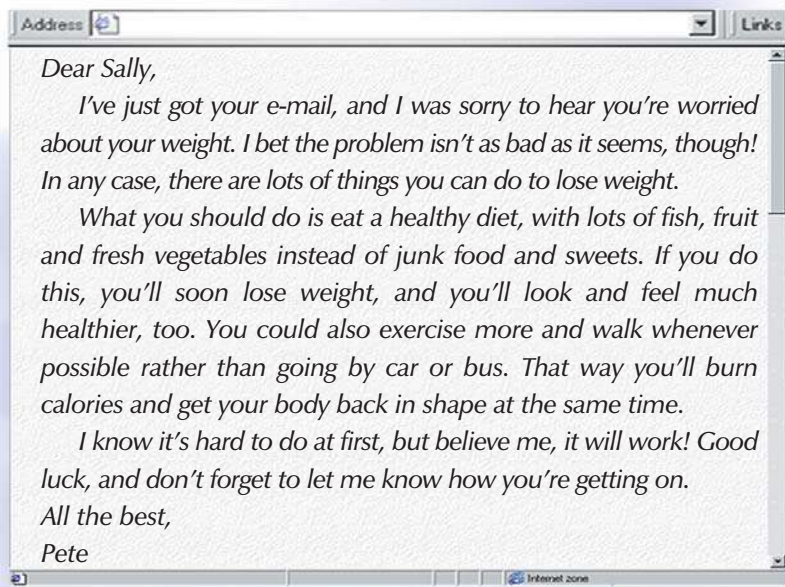
- 2 Use the phrases below to give advice to Sally, Danny and Tom.

Giving advice	Justification
<ul style="list-style-type: none"> <li>It would be a good idea to ...</li> <li>The best thing to do is ...</li> <li>What you should do is ...</li> <li>Why don't you ...?</li> <li>You could also ...</li> </ul>	<ul style="list-style-type: none"> <li>This/That way ...</li> <li>This would mean that ...</li> <li>Then, (you ...) ...</li> <li>If you do this, ...</li> <li>By doing this, ...</li> </ul>

A: *What you should do is stop eating sweets and chocolate. That way ...*  
B: *That's right, Sally. You could also ...*

## Let's look closer

- 3 Read the e-mail. Underline the phrases Pete uses to give his advice.



- 4 Which of the following are opening/closing remarks for an informal letter of advice?

- |                                   |   |
|-----------------------------------|---|
| 1 Here's what you can do.         | 4 I was sorry to hear about your problem. |
| 2 I hope everything goes well.    | 5 I hope I've been of some help.          |
| 3 I'm so sorry you feel this way. | 6 Let me know what happens.               |

## Your turn

### STUDY SKILLS

#### Brainstorming for ideas

Before writing, underline the key words, then brainstorm for ideas. Write your ideas down, then choose the most important ones. This helps you organise your writing.

- 5 a. Read the rubric and brainstorm for ideas to give as much advice as possible. Make notes in your notebook.

● This is part of a letter you got from an English pen friend.

I feel very lonely in my new neighbourhood. I have no friends and I'm really depressed. Any advice?

Write your letter to your friend.

- b. Answer the questions in the plan, then write your letter (80-100 words).

## Plan

Dear + (your friend's first name),

**Opening Remarks (Para 1)** – express sympathy, offer help

**Main Body (Para 2)** – give your advice, explain the results

**Closing Remarks (Para 3)** – end the letter

Take care,/Yours,/etc  
(your first name)

### AMAZING FACTS!

A person's height almost doubles in the first 2-3 years of life, but it takes another 15 years to double again!



## ► Reading & Listening

- 1 Who was Arthur Conan Doyle? Which famous detective did he create? Read the first text and check.
- 2 Read the first paragraph of the main text. Who do you think the person outside the door is?  
🔊 Listen and read to find out.
- 3 Read the rest of the text and mark statements 1-6 **T**(True) or **F**(False). Then, explain the words in bold.
  - 1 The visitor is wearing expensive clothes. ....
  - 2 The visitor's mouth and chin are hidden by a mask. ....
  - 3 The visitor says he is Count von Kramm. ....
  - 4 The visitor is unsure whether to trust Watson. ....
  - 5 Holmes does not know why the visitor has come. ....
  - 6 Holmes realises the visitor is the King when he takes off the mask. ....

## ► Speaking

- 4 Read lines 5-15 again and, in pairs, group all the words used to describe the king under the headings:
  - physical appearance • clothes
  - facial features • character

Use the prompts to describe the King of Bohemia to your partner.



### Arthur Conan Doyle (1859-1930)

This well known Scottish author was the **creator** of the famous **fictional** detective, Sherlock Holmes, and his loyal friend, Dr Watson. Although Doyle wrote many other pieces, including historical novels, political essays and plays, we will always remember him for his Sherlock Holmes' **mysteries**.

In *Scandal in Bohemia*, the King of Bohemia hires Sherlock Holmes to help find some letters and a photograph that might be used by a woman, Irene Adler, to **blackmail** the King and **ruin** his **reputation**.

## Scandal in Bohemia

A slow and heavy step, which had been heard upon the stairs and in the corridor, **paused** immediately outside the door. Then there was a loud knock on the door.

"Come in!" said Holmes.

A very tall man entered, with the **chest** and **limbs** of a Hercules. His dress was rich with a richness which would, in England, be considered **bad taste**. He was wearing a **double-breasted coat** with **fur-trimmed collar** and **cuffs**, over which he wore a deep blue **cloak lined** with **flame-coloured** silk. His boots, which went **halfway** up his legs, were also **trimmed** with fur, completing his appearance of **barbaric** richness. He had a thick moustache and a straight **chin** suggesting strong **determination**, but a black mask hid the **upper** part of his face. He was carrying a hat in one hand, while his other hand was **raised**, as if he had just finished **straightening** his mask. 15

"Please take a seat," said Holmes. "This is my friend and colleague, Dr Watson. Whom have I the honour to address?"

"You may address me as Count von Kramm, a Bohemian **aristocrat**. I hope your friend is a man I can trust. If not, I prefer to speak to you alone," said our strange visitor. 20

"You can say anything in front of this man that you can say to me," Holmes replied. The Count **nodded** and continued. "You will excuse the mask; my employer wishes my true **identity** to **remain** a secret."

"If your **majesty** would like to tell us your problem," Holmes **remarked**, "I will be happy to **advise** you." 25

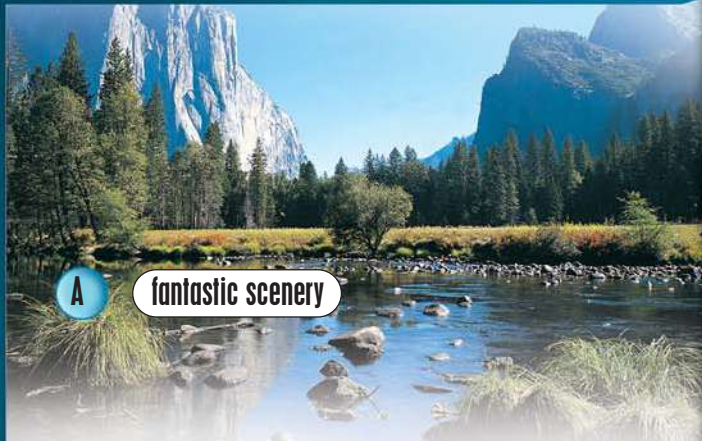
The Count **sprang** from his chair, **paced** nervously up and down the room, then **took off** the mask and threw it on the floor.

"You are right!" he cried. "I am the King. Why should I try to hide it?"

"Why, indeed?" said Holmes. "I knew, even before you spoke, that you were the Grand Duke of Cassel-Felstein and the King of Bohemia." 30

# 2a Lifestyles

## A CITY SLICKER OR A COUNTRY LOVER?



**A** fantastic scenery

### Lead-in

1 Introduce yourself to the class. Talk about:

- your name • where you come from
- where you live • home • family • job

*My name's ... and I'm ... years old. I come from ... but I live in ... I've got ... (brothers/sisters) ... I am a ...*

2 Use the prompts to describe the pictures (A-E) to your partner.

- A clear lake, high mountains, trees, clean air
- B busy motorway, a lot of cars, exhaust fumes, air pollution
- C bus stop, well-dressed passengers in a queue, wait to get on bus
- D a variety of expensive shops, shoppers, modern escalators
- E cosy house, pretty garden, lots of flowers and bushes

*Picture A shows fantastic scenery. I can see a clear lake and high mountains. There are trees by the side of the lake and the air is fresh and clean.*



“Hi! My name is Stephen and I live in a tiny flat in Brixton, south-west London. I chose to live here because there is never a dull moment in a city like London. I’m an art student and the hustle and bustle of so many people in one area is the inspiration for a lot of my

painting. Another advantage of city life is having everything you need so close at hand. Living beside the Tube station means I don’t need a car to get around, which saves me money. Also, there are shopping centres, art galleries and museums everywhere.

Of course, London, like any large city, has its problems, too. Londoners don’t chat on the Tube or the bus and there is much less community spirit than in the country, where my parents live. In fact, they don’t understand how I can put up with the constant noise and pollution, and traffic congestion. However, I see that as a small price to pay. I’m in my element here in the heart of this fine city. As a famous poet once said, ‘He who is tired of London is tired of life.’”

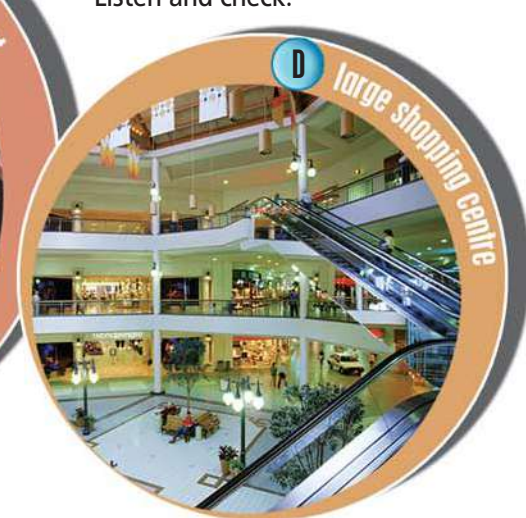
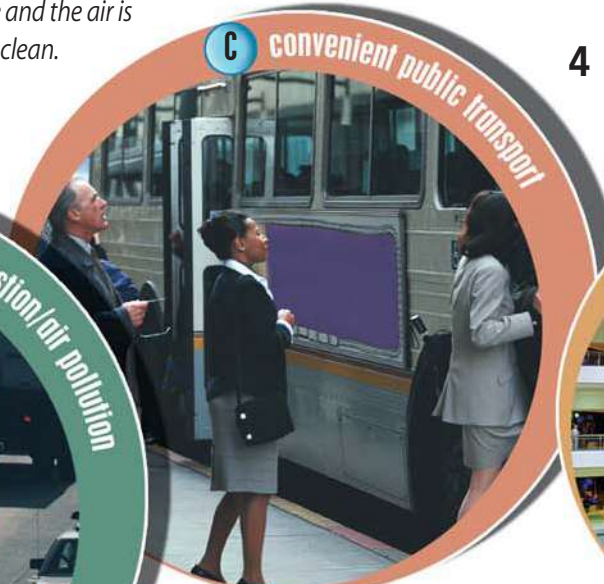
### Listening

3 Listen and say where each person lives. What reasons do they give for liking where they live?

Bill – Anne – John & Mary

### Reading

4 Look at the title of the article and the introduction. What is the article about? Listen and check.





A sleepy village surrounded by woods and rivers might suit some people, but others prefer the bright lights and fast pace of the big city. 'Down Town' spoke to Stephen and Marianna to get both sides of the story.



"Hello – or 'G'day', as we say **down under**. My name is Marianna and I live in New South Wales, Australia, on a **huge** ranch called The Rain River Land. It's a beautiful area with fantastic scenery. I live here with my husband Joe and our two children, Patrick, 11, and Abby, 8.

We have lived on this **ranch** for several years and love our **healthy** lifestyle. We have 70,000 hectares of land, so the children have lots of space to run around and enjoy the peace and quiet. The air is clean and **fresh** and we produce a lot of our own food so we are sure that what we eat is fresh. There's lots of hard work to do running a ranch, but we don't mind.

Of course, there are some negative aspects to life out here. There are often **droughts** in Australia, and sometimes we can't grow any **crops** for months. We feel **isolated** sometimes, too, especially since the nearest neighbours are almost 100km away. Another problem is that many things are not as easily available as in the city. There are no **local facilities** such as schools, supermarkets and shops, and if we are ill we have to call the flying doctor.

Although life here can be difficult, we wouldn't change it for the world."

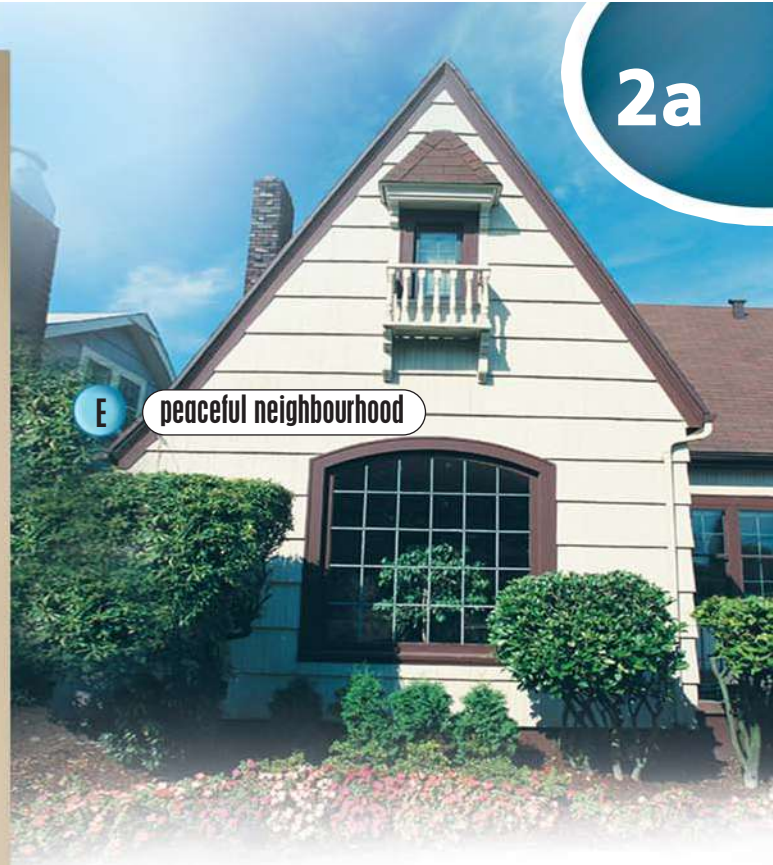
## STUDY SKILLS

### Reading for specific information

Read the statements and underline the key words. Read the text to get the gist. Read again carefully. Look for synonyms/opposites or words/phrases with similar/different meanings to the key words in the statements.

5 Read the article and mark the statements (1-8) True (**T**) or False (**F**). Then, explain the words/phrases in bold.

- 1 Stephen is a professional painter.
- 2 Stephen thinks using public transport is cheaper than travelling by car.
- 3 Stephen's parents don't like the noise of London.
- 4 Stephen is tired of living in London.



### E peaceful neighbourhood

- 5 Marianna and her family have lived on the ranch for most of their lives.
- 6 Life on a ranch has some disadvantages.
- 7 Marianna doesn't have any neighbours close by.
- 8 Marianna wishes her life was different.

## Speaking

### • Expressing likes/dislikes

6 Read the article and list the pros and cons of living in the country/city. Use your notes and the expressions in the table to tell the class where you prefer living.

Expressing likes	• I love; I like; I really enjoy
Expressing dislikes	• I just hate; I don't like ... at all; I can't stand
Being neutral	• I don't mind; I'm not really sure; It's difficult to say

S1: *I like living in the city because ...*

S2: *I just hate living in ...*



**Portfolio:** Write a short article for a teen magazine about yourself and the place you live in (50-60 words). Write:

- full name
- job/studies/habits
- name of the place you live in
- reasons why you (don't) like it

Places

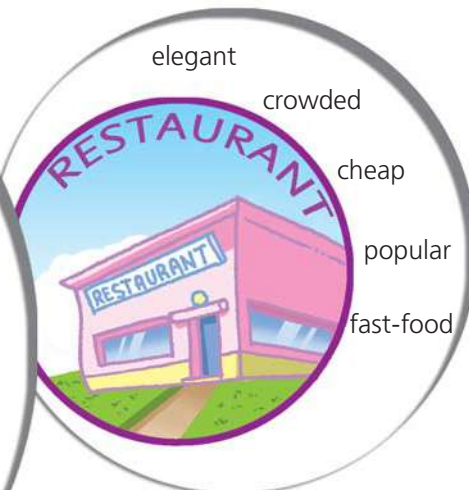
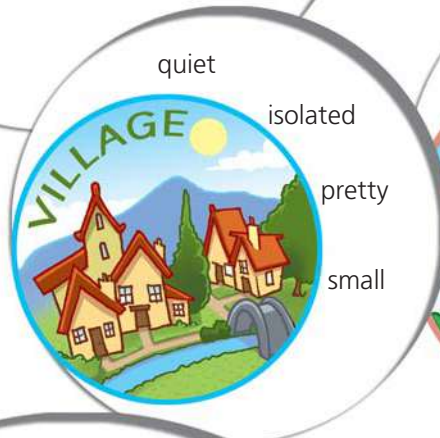
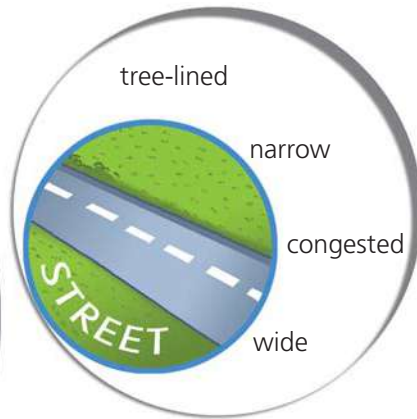
**STUDY SKILLS**

**Learning new words: adjective-noun phrases**

Learn nouns with the adjectives they go with. This will help you remember them and use them correctly.

- 1 Study the phrases. Can you think of any more adjectives? Use as many phrases as possible to talk about where a) you live and b) a friend lives.

*I live in ... It's ... with ... There is/are ...  
... lives in ... It's ... with ... There is/are ...*



Signs

▶ Reading

- 2 Where might you see signs 1-3? What does each mean? Circle the correct explanation A, B or C.



- A You mustn't let your dog run free.  
B You can't have dogs in this area.  
C Only dogs can guide you in this area.



- A Please help protect the bull.  
B Be careful, a bull has escaped.  
C The bull here may be dangerous.



- A Someone bought this table.  
B You may sit at this table.  
C You can't sit at this table; it's booked.

- 3 Find the opposites of the adjectives in bold. In pairs, act out exchanges as in the example.

busy street; **expensive** shop;  
dirty beach; **small** town

A: *What a **busy** street!*  
B: *Yes, it isn't very **quiet**, is it?*

**Asking for/Giving directions**

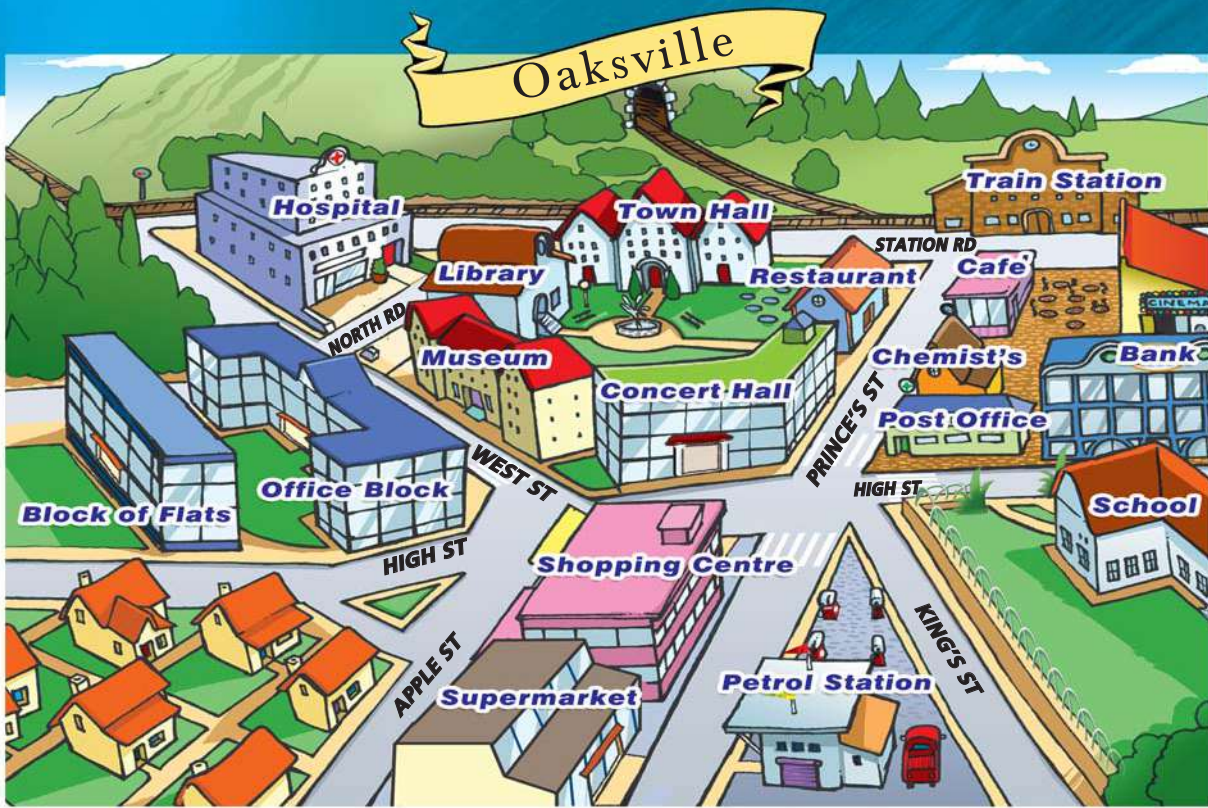
- 4 Work in pairs. Choose a building on the map on p. 19. Describe its position. Your partner finds the building.

- next to • on the corner • between
- opposite • in front of • behind
- to the left/right of

A: *It's opposite the hospital.*  
B: *It's the ...*

▶ Listening

- 5 Listen to the directions a local gives to a visitor in Oakville. Mark the route on the map.



▶ **Speaking**

**6 Portfolio:** Work in pairs. Starting from the train station, ask for and give directions to the bank, the museum, etc. You can record your dialogue and keep it in your *Language Portfolio*.

**Asking for directions**

Excuse me, could you tell me the way to ...?  
Excuse me. How do I get to ...?  
Do you know where ... is?

**Giving directions**

Of course / Sure. Take the first/second turning on your left/right ... / Turn into ...  
Just cross / go up / down this road / street and ...  
It's to the left of/right of / opposite / next to ...  
Go past the ...

A: Excuse me, could you tell me the way to ...?  
B: Sure! Just cross ...

**Jobs & Workplaces**

**7** Look at the map. Where does each person work? In pairs think of more jobs and their workplaces.

- Secretary
- Librarian
- Security guard
- Dentist
- Waiter
- Teacher
- Bank clerk
- Journalist
- Nurse
- Sales assistant
- Traffic Warden

A secretary works in an office.

**Job qualities**

**8** Match the qualities below to the jobs in Ex. 7.

- sincere • friendly • patient • honest • caring
- calm • cheerful • responsible • careful
- organised • practical • polite

A traffic warden needs to be responsible, practical and polite.

**9** Which job suits you? In pairs, ask and answer.

A: Do you think you'd be a good teacher?  
B: I think so. I'm quite patient and caring. /  
Not really. I'm not patient enough.

**GAME**

Play in teams. Who could say this? In teams, guess the job.

Team A S1: Are you ready to order, sir?  
Team B S1: A waiter.

**Writing**

**Portfolio:** Draw a map of your neighbourhood, then write a short description (30-50 words) and present it to the class. Write about:

- buildings • streets • shops • facilities

My neighbourhood is ... There are ... The streets are ...  
There is a chemist opposite ... and/but there is(n't) ...

**Comparatives and superlatives**

Grammar Reference

► **Reading & Listening**

- 1 a. Read the title and subheadings of the quiz. What is it about?  
 b. Do the quiz. Listen and check your answers.
- 2 Circle the comparative and superlative forms in the quiz. Then, complete the table.

**QuizTime**

**Britain's Capital**

**Tourist Attractions**

- 1 Which is the most popular tourist attraction in London?  
 A the British Museum  
 B Buckingham Palace  
 C the Tower of London
- 2 What is the tallest landmark in London?  
 A Big Ben  
 B the London Eye  
 C the Houses of Parliament
- 3 How many shops are there in London?  
 A more than 50,000  
 B more than 20,000  
 C more than 30,000
- 4 Which is the busiest shopping street in London?  
 A Regent Street  
 B Oxford Street  
 C Piccadilly
- 5 Which is the most expensive shopping district in London?  
 A Camden  
 B Knightsbridge  
 C Chelsea

**Shopping**

**Transport**

- 3 How many shops are there in London?  
 A more than 50,000  
 B more than 20,000  
 C more than 30,000
- 6 The London Underground is the ..... in the world.  
 A fastest  
 B busiest  
 C oldest

REGULAR	COMPARATIVE	SUPERLATIVE
<b>Adjective</b>		
old	older than	the .....
busy	busier than	the .....
tall	taller than	the .....
fast	faster than	the .....
popular	more popular than	the .....
expensive	more expensive than	the .....
<b>Adverb</b>		
late	later	the latest
early	earlier	the earliest
carefully	more carefully	the most carefully
<b>IRREGULAR</b>		
good/well	better than	the best
bad/badly	worse than	the worst
little	less than	the least
much/many	.....	the most

• as ... as is used to compare two people/things, etc, that are equal in some way. *Rome is as expensive as Paris.*

- 3 How are comparatives and superlatives formed? Are the rules the same in your language?
- 4 Choose three adjectives from the table in Ex. 2 in their comparative or superlative form and make sentences about the place you live in.  
  
*The Town Hall is the oldest building in my town.*

► **Speaking**

- 5 a. Use the adjectives to compare the countries.  
 • long • high • big • small • low • short

	 UK	 IRELAND	 USA
SIZE (sq km)	244,820	70,284	9,629,091
POPULATION	60,094,648	3,924,140	290,342,554
MOUNTAIN	Ben Nevis (1,343 m)	Carrauntoohill (1,041 m)	Mt McKinley (6,194 m)
RIVER	The Severn (290 km)	The Shannon (370 km)	The Mississippi (3,780 km)

- A: *Is the UK smaller than Ireland?*  
 B: *No! The UK is bigger than Ireland, but not as big as the USA.*  
 A: *Yes, the USA is the biggest of all.*

- b. Make a similar table for your country. Compare it to the UK and the USA.

**STUDY SKILLS**

**Learning Grammar Structures**

When you learn an English grammar structure, you can compare it to the grammar equivalent in your language. This will help you learn the new structure more easily.

## -ing/infinite forms

Grammar Reference



6 Read the text. Underline the -ing forms and circle the infinitive forms. Which form do we use:

- 1 after adjectives with prepositions?
- 2 after modal verbs?
- 3 after verbs of preference (e.g. like, love, etc)?
- 4 to show purpose?

Jane never liked working in an office. She gave up her job to train as a gardener. She discovered that she was very good at gardening and could make anything grow. What she loves most is being outdoors in the fresh air, and she never gets tired of working with plants.

7 Put the verbs in brackets into the correct form.

- 1 A: I am planning ..... (move) to the country.  
B: Really? Won't you ..... (be) bored there?
- 2 A: Would you like ..... (come) to New York with me?  
B: That would be great. I need ..... (get) a visa first, though.
- 3 A: There is nothing I enjoy more than ..... (walk) in the countryside.  
B: Me too. I hate ..... (live) in the city.
- 4 A: Do you mind ..... (travel) all the way to work every day?  
B: Well, it takes me two hours ..... (drive) to work, but I don't mind at all.

8 Complete the sentences about yourself, using-ing/infinite forms.

- 1 I can't stand .....
- 2 I hate .....
- 3 I could .....
- 4 I'm tired of .....
- 5 I've decided .....

## Sentence transformations

9 Complete the second sentence so that it means the same as the first, using no more than three words. What grammar structures are tested?

- 1 It's better to avoid travelling during the rush-hour.  
It's not a good idea ..... during the rush-hour.
- 2 There are only a few parks in this city.  
There are not ..... in this city.
- 3 LA is one of the most expensive cities in the world.  
Very few cities in the world are ..... LA.
- 4 He prefers London to York.  
He likes London ..... York.

## Phrasal verbs

10 Explain the phrasal verbs with 'put'. Use appropriate ones to replace the verbs in bold. Choose one and draw a picture.



- 1 The firefighters managed to **extinguish** the fire.
- 2 Can you **connect me** to Mr Smith, please?
- 3 He has **gained** 10 kilos since he moved here.
- 4 They **postponed** moving house until May.

## Adjectives with prepositions

11 Fill in: **with, to, from, of, for**. Use the adjectives in bold to make sentences about the place you live in.

- 1 New York is very **different** ..... Los Angeles.
- 2 The square is **crowded** ..... people.
- 3 London is **famous** ..... its nightlife.
- 4 The town centre is **full** ..... cheap restaurants.
- 5 Are you **familiar** ..... this area?
- 6 This town is **familiar** ..... me. I used to live here.



**Portfolio:** Collect information to write a short quiz about the capital city of your country (35-50 words).

Comparing places

- 1 a. You are going to listen to two friends talking about Budapest. Before you listen, look at sentences 1-6 and, in pairs, try to guess whether they are true or false.

		True	False
1	The best way to travel around is by car.	<input type="checkbox"/>	<input type="checkbox"/>
2	Traffic can be very heavy.	<input type="checkbox"/>	<input type="checkbox"/>
3	You can buy lovely gifts.	<input type="checkbox"/>	<input type="checkbox"/>
4	Eating out doesn't cost much.	<input type="checkbox"/>	<input type="checkbox"/>
5	Public transport is not expensive.	<input type="checkbox"/>	<input type="checkbox"/>
6	Summers are cool.	<input type="checkbox"/>	<input type="checkbox"/>



▶ Listening

- b. Listen and tick (✓) the sentences as True or False. Were your guesses correct?
- 2 Listen again and make notes about Budapest under the headings below. Make similar notes about the place you live in. Compare the two places.
- traffic • shopping • restaurants • public transport • weather

Traffic in Budapest is as heavy as in my town.

Expressing preferences

- 3 a. In pairs, use the table and the prompts to form dialogues as in the example. You can use your own ideas.

Asking about specific preference	Expressing specific preference
<ul style="list-style-type: none"> <li>• Do you want + full infinitive ... <i>Do you want to go to the theatre?</i></li> <li>• Do you fancy + -ing form ...? <i>Do you fancy eating out?</i></li> <li>• Would you like + full infinitive ... <i>Would you like to go to a party tonight?</i></li> </ul>	<ul style="list-style-type: none"> <li>• I'd prefer + full infinitive/ noun <i>I'd prefer to watch a film.</i></li> <li>• I'd rather + bare infinitive (+ than + bare infinitive) <i>I'd rather order take-away (than eat out).</i></li> </ul>

- see a film/go dancing
- play golf/play football
- eat Chinese food/eat Indian food
- have dinner with.../have an early night
- go to a football match/go to a rugby match
- eat out/get a take-away

A: *Do you fancy seeing a film tonight?*  
B: *Not really. I'd rather go dancing.*

- b. Study the table. Then, use the headings to talk about your preferences.

Entertainment Food

General Preference

- I prefer + noun + to + noun → *I prefer vegetarian food to meat.*
- I prefer + (-ing form) + to + (-ing form) → *I prefer walking to driving.*
- I prefer + full infinitive + rather than + bare infinitive → *I prefer to play tennis rather than play golf.*

Means of Transport Sports

*I prefer going out with my friends to playing computer games.*

▶ Intonation

- 4 Match the words, then listen and underline the stressed syllables.

A	B
local	transport
traffic	spirit
community	centre
public	facilities
city	congestion

## Job interviews

### ▶ Reading

5 Who might say the sentences (1-5) below: an employer or a prospective employee?

- 1 *Please have a seat.*
- 2 *I've got a degree in British History.*
- 3 *Did you have any trouble finding us?*
- 4 *What work experience have you had?*
- 5 *Could you tell me what your qualifications are?*

6 a. Complete the interview with sentences from Ex. 5. Listen and check.



A: Good afternoon, Ms Harris. **a**

B: No, not at all.

A: **b**

B: Thank you.

A: I understand you are applying for the position of Tour Guide.

B: Yes, that's right.

A: **c**

B: Certainly. **d**  Oh, and I speak four languages.

A: I see. **e**

B: I worked for two years as a tour guide at the Tower of London, and as a clerk in the Tourist Information Centre at Victoria Station for three years.

b. Do you think Ms Harris will get the job? Why (not)? Listen and find out.

c. Take roles and act out the dialogue. You can change the ending.

## STUDY SKILLS

### Role-playing

Role-play is effective if you use your imagination. Think of the situation, the setting, who you are, how you feel, what gestures you might use, etc.

### ▶ Speaking

7 **Portfolio:** Look at the job advert. Take roles and act out a job interview. Use the dialogue in Ex. 6 as a model. Record your dialogues.

**WANTED: Experienced Head Chef for well-known French restaurant.**

The right person must have NVQ Level 3, speak fluent French and have at least 2 years' experience preparing French food. 40-hour week, including weekends. Excellent pay.

To arrange an interview, call 01743 281978.

## Describing pictures

8 a. Look at the picture and complete the text.

This picture shows a businessman. He is

- 1) ..... the driver's seat
- 2) ..... a car. He must be
- 3) ..... his way to work because he is wearing a suit and a tie. He is driving
- 4) ..... shaving while he is looking
- 5) ..... the mirror. He must be late
- 6) ..... he looks stressed.



b. Now look at the picture in Ex. 6 and describe it to your partner. Think about:

- where they are
- what they are wearing
- what they are doing
- how they feel



**Getting started**

- 1 What information do you think we should include in a letter of application for a job? Think about: *age, qualifications, etc.*
- 2 a. Which beginnings/endings would be appropriate?

<p><b>A</b> Dear Sir/Madam, Yours faithfully,</p>	<p><b>B</b> Dear Tom, Best wishes,</p>	<p><b>C</b> Dear Mr Smith, Yours sincerely,</p>
---	--	---

- b. What is the difference between A and C?

**Let's look closer**

- 3 Read the rubric, then read the letter and match the paragraphs to the headings.

- |                      |                          |
|----------------------|--------------------------|
| A Age/Qualifications | C Reason for writing     |
| B Availability       | D Experience/Personality |

- You are looking for a part-time job. You saw an ad asking for a part-time sales assistant and you want to apply for the job. Write your letter.

Dear Sir/Madam,

- 1 I would like to apply for the position of Part-time Sales Assistant which I saw advertised in the Guardian.
- 2 I am a seventeen-year-old student. I have ten GCSEs including Maths and English. At the moment I am studying for my 'A' Levels.
- 3 I have no actual work experience. However, I would enjoy working with the public as I like meeting people. I am friendly and polite as well as responsible and hard working so I think I am suitable for the post.
- 4 I hope you will consider me for the position. I am able to attend an interview at any time.

Yours faithfully,  
*Deborah Riley*  
Deborah Riley

**Your turn**

- 4 a. Read the rubric. Imagine you are a DJ. Fill in the CV with your personal information.
  - You saw this advertisement in *The Weekly News* and you want to apply for the position.

**DJ WANTED** for busy Latin American club. Experience necessary. Must have a pleasant personality. Knowledge of Spanish preferred. Would suit a young, energetic person.  
Contact: Mr Wade, PO Box 1287

**CURRICULUM VITAE**

**PERSONAL DETAILS**

Name/Surname: .....  
Address: ..... Tel.: .....  
Date of birth: ..... Nationality: .....

**EDUCATION**

Qualifications: .....  
Languages: .....

**WORK EXPERIENCE** (*most recent first*)

.....

**PERSONAL QUALITIES**

.....

- b. Which of the following are opening/closing remarks?

- 1 I am writing to apply for the post advertised in ...
- 2 I look forward to hearing from you in due time.
- 3 I would be happy to attend an interview at any time convenient to you.
- 4 I am writing with regard to your advertisement in ...

- 5 Answer the questions in the plan. Use your answers and your CV to write the letter of application in Ex. 4a (80-100 words).

*Plan*

- Who will you address your letter to?
- Introduction (Para 1)** *reason for writing? for what position? where was it advertised?*
- Main Body (Paras 2-3)** *age? qualifications? current job? previous experience? personal qualities?*
- Conclusion (Para 4)** *closing remarks?*
- How will you sign off?







## Celebration - Dream Town USA

Close your eyes and imagine the perfect town, with pretty houses and tree-lined streets **0) around** a clear blue lake. Now, open your eyes and head **1) .....** the town of Celebration in Florida, USA, **2) .....** the Walt Disney Company has, once again, turned a dream into reality.

**3) .....** houses in Celebration have garages at the back, so the streets are clear of parked cars. Fences are low and backyards are small **4) .....** people can talk to their neighbours. Children play happily in the parks and playgrounds. Parents let them go off by themselves without **5) .....** their safety. The town's facilities, **6) .....** include a school, medical centre, fitness centre, bank and post office, combine modern technology with the traditional style of a small 1950s town.

If you can't put up with life in the fast lane, take a break and **7) .....** a visit to Celebration. Who knows – you might even decide to **8) .....** !

### ► Reading & Listening

**1** Look at the title and the pictures. What is *Celebration*? Where is it?

**2** How are these words and phrases related to the text? Read and check.

- pretty houses
- tree-lined streets
- clear blue lake
- small backyards
- parks
- playgrounds
- medical centre
- fitness centre
- bank
- post office

*There are pretty houses in Celebration.*

**3** Read the text again and choose the best answer A, B, C or D .

- |                              |                       |                         |                          |
|------------------------------|-----------------------|-------------------------|--------------------------|
| <b>0</b> <b>A</b> around     | <b>B</b> on           | <b>C</b> at             | <b>D</b> about           |
| <b>1</b> <b>A</b> at         | <b>B</b> over         | <b>C</b> for            | <b>D</b> in              |
| <b>2</b> <b>A</b> what       | <b>B</b> there        | <b>C</b> that           | <b>D</b> where           |
| <b>3</b> <b>A</b> All the    | <b>B</b> Both of      | <b>C</b> Each and every | <b>D</b> The most        |
| <b>4</b> <b>A</b> that makes | <b>B</b> as urges     | <b>C</b> so that        | <b>D</b> such as         |
| <b>5</b> <b>A</b> caring for | <b>B</b> looking into | <b>C</b> worrying about | <b>D</b> protecting from |
| <b>6</b> <b>A</b> who        | <b>B</b> these        | <b>C</b> which          | <b>D</b> whose           |
| <b>7</b> <b>A</b> have       | <b>B</b> give         | <b>C</b> do             | <b>D</b> pay             |
| <b>8</b> <b>A</b> remain     | <b>B</b> live         | <b>C</b> leave          | <b>D</b> stay            |

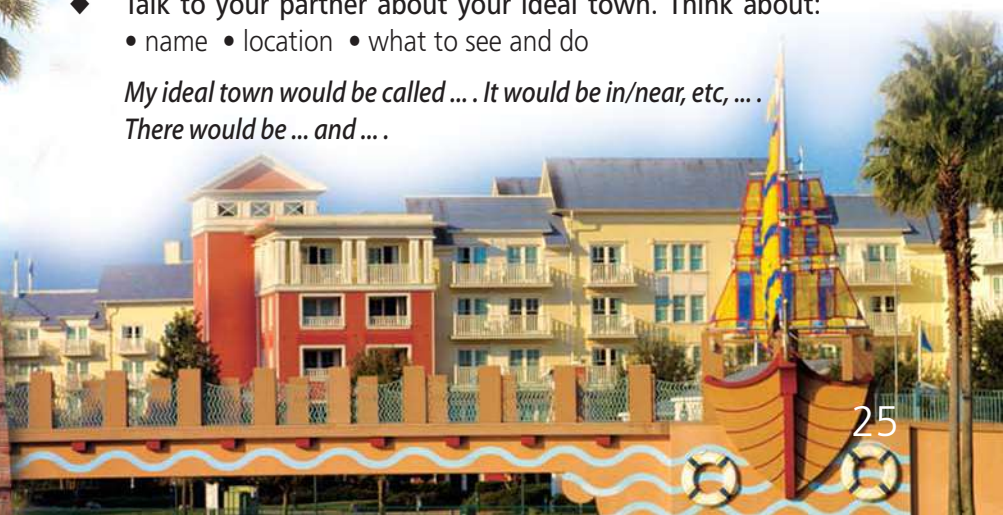
**4** Listen and read to answer the questions 1-3.

- 1** Why should someone visit Celebration?
- 2** What do you think the writer's aim is?
- 3** Where might you see such a text?

### ► Speaking

- ◆ Is there a town like *Celebration* in your country? Describe it.
- ◆ Talk to your partner about your ideal town. Think about:
  - name
  - location
  - what to see and do

*My ideal town would be called ... . It would be in/near, etc, ... .  
There would be ... and ... .*



## Vocabulary & Grammar

### 1 Fill in the missing word.

- 1 What does Paul look ..... ?
- 2 Bob always tells the truth. He's .....
- 3 To get to the bank, take the first turning ..... your left.
- 4 Ken is ..... He never gets angry or upset.
- 5 What time ..... the TV programme start?
- 6 She likes the hustle and ..... of London.
- 7 Sarah and Jane aren't getting ..... lately. They argue all the time.
- 8 We hate city life. We can't put ..... with the noise.
- 9 London is more expensive ..... Athens.
- 10 That was ..... worst film ever.

(10 marks)

### 2 Circle the correct item.

- 1 Harry works as a traffic .....  
A assistant B warden C director
- 2 Jenny has curly blonde hair and ..... cheeks.  
A pointed B rosy C bright
- 3 Teachers need to be ..... with their students.  
A confident B responsible C patient
- 4 Jane likes eating at ..... restaurants.  
A elegant B terraced C corner
- 5 "Where does he ..... from?" "England."  
A come B get C is
- 6 James always thinks of others. He's very .....  
A careful B friendly C caring
- 7 Tony has good manners. He is very .....  
A caring B patient C polite
- 8 I don't fancy going out. I'd rather ..... in.  
A stay B staying C to stay
- 9 Ian doesn't mind ..... long hours.  
A to work B work C working
- 10 Mark's car is as ..... as Anne's.  
A older B old C oldest

(10 marks)

## Use of English

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

- 1 Tom takes after his grandfather.  
Tom ..... his grandfather.
- 2 Jane is gaining weight.  
Jane ..... on weight.
- 3 No place in the world is as beautiful as this.  
This is ..... place in the world.
- 4 I never forget to visit my aunt on Saturdays.  
On Saturdays I always ..... visit my aunt.
- 5 I prefer travelling by train to travelling by bus.  
I prefer ..... by train rather than travel by bus.

(10 marks)

### 4 Fill in the correct preposition.

- 1 I'm not familiar ..... this area. I've never been here before.
- 2 She is jealous ..... her sister because she lives on a huge ranch in Australia.
- 3 The city is crowded ..... tourists.
- 4 Pat is very patient ..... her students.

(8 marks)

## Communication

### 5 Complete the exchanges.

- a Thank you.
  - b I'd rather order pizza.
  - c Bless you!
  - d Hi, there. How are you?
  - e Take the first turning on your right.
- 1 A: Excuse me – how do I get to the bank?  
B: .....
  - 2 A: Do you fancy eating out tonight?  
B: .....
  - 3 A: .....  
B: Not bad. How are you?
  - 4 A: .....  
B: Thanks!
  - 5 A: .....  
B: Don't mention it.

(10 marks)

## Listening

6  You will hear a radio programme about Barcelona. For each question, put a tick (✓) in the correct box.

- |  |  |
|--|--|
| <p>1 Visitors to Barcelona should not go</p> <p>A <input type="checkbox"/> in the middle of summer.</p> <p>B <input type="checkbox"/> when there is a festival on.</p> <p>C <input type="checkbox"/> in winter.</p> <p>2 The best way to get around the city is</p> <p>A <input type="checkbox"/> on a moped.</p> <p>B <input type="checkbox"/> by taxi.</p> <p>C <input type="checkbox"/> on the Metro.</p> <p>3 Barcelona is</p> <p>A <input type="checkbox"/> a city with modern and old features.</p> <p>B <input type="checkbox"/> a completely modern city.</p> <p>C <input type="checkbox"/> a very old city.</p> | <p>4 What does the speaker say about La Rambla?</p> <p>A <input type="checkbox"/> It is full of cars.</p> <p>B <input type="checkbox"/> It is Barcelona's best-known street.</p> <p>C <input type="checkbox"/> It is a famous food market.</p> <p>5 What can you see in Maremagnum?</p> <p>A <input type="checkbox"/> a cathedral</p> <p>B <input type="checkbox"/> a bird market</p> <p>C <input type="checkbox"/> lots of shops and cafés</p> <p>6 The Sagrada Família cathedral</p> <p>A <input type="checkbox"/> doesn't take long to visit.</p> <p>B <input type="checkbox"/> is not completed.</p> <p>C <input type="checkbox"/> is difficult to climb up.</p> |
|--|--|

(12 marks)

## Reading

7 Read and choose the correct word for each space.

**Get the picture?** How 1) .... do you go to the hairdresser's with a new hairstyle in 2) .... but then lose your nerve because you aren't sure what it will 3) .... like? Don't you wish you could try out new hairstyles before you decide 4) .... one you want? Well, with today's computer software you can choose 5) .... over 200 hairstyles in a 6) .... minutes and see how they look on you – without touching a single hair! All you need is a digital picture of yourself. The software is easy to 7) .... and you can see both the front-view and the side-view of the hairstyles. Try them out on screen and see which one you like 8) .... It's the 9) .... way to see if a hairstyle really 10) .... you, before the scissors go to work.

- |             |           |          |          |
|-------------|-----------|----------|----------|
| 1 A usually | B rarely  | C seldom | D often  |
| 2 A head    | B mind    | C hand   | D eye    |
| 3 A seem    | B feel    | C look   | D appear |
| 4 A this    | B a       | C that   | D which  |
| 5 A from    | B of      | C for    | D off    |
| 6 A some    | B lot     | C few    | D little |
| 7 A use     | B make    | C see    | D try    |
| 8 A best    | B much    | C well   | D very   |
| 9 A easily  | B easiest | C easier | D ease   |
| 10 A fits   | B matches | C suits  | D goes   |

(20 marks)

## Writing

8 You have moved to a new neighbourhood. Write a letter to an English-speaking friend, saying:

- what there is to see and do there.
- what you like/dislike about it.
- how different it is from your old neighbourhood.


(20 marks)

(Total = 100 marks)

## Now I can...

- introduce myself
- talk about
  - character & appearance
  - habits/routines/lifestyles
  - jobs/workplaces/job qualities
- express my likes/dislikes/preferences
- ask for/give directions
- act out a job interview
- write
  - a short paragraph about my favourite hero(ine) or villain
  - a classified ad
  - an e-mail to a friend
  - an informal letter of advice
  - a short article about myself and where I live
  - a short description of my neighbourhood
  - a letter of application

...in English

- 1** a. What do you know about Elizabeth I?  
b. Look at portraits A and B. Describe them.
- 2**  Listen and read. Number the portraits in the order you hear them.
- 3** Read and list the symbols in the portraits. Explain what they symbolise. Then explain the words in **bold**.
- 4** Which of the following adjectives best describe Elizabeth in each painting?  
• strong • innocent • demanding • ambitious • determined



### Fact File

**1533** – Elizabeth born to Henry VIII's second wife

**1554** – Elizabeth **imprisoned** by her half sister, Mary

**1558** – Mary dies, Elizabeth becomes Queen

**1588** – English navy **defeats** the Spanish Armada

**1603** – Elizabeth dies, James I becomes King

## Elizabeth's Portraits

*Elizabeth had many enemies and it was not safe for her to travel around the country. She chose, instead, to use portraits to show herself to her people. It was essential that the portraits showed an image of her that would impress her subjects.*

### 'The Coronation Portrait'

This portrait shows Elizabeth just after the **coronation**. The picture shows her as a young, beautiful, innocent girl with pink cheeks and long hair. Her rich gold gown, jewels and fur show her **wealth**. She is also wearing the **crown** and holding the **Orb and Sceptre** to show her royal **authority**. The message of the picture is that although she is young and beautiful, she has the **power** to **rule** the country.

### 'The Armada Portrait'

This portrait celebrates the victory of England over the Spanish Armada. In the painting Elizabeth's right hand rests on a **globe**. This symbolises that England is a **global** power. On her right there is a **crown**. The pictures behind her show the English navy in bright sunshine, and ships of the Spanish Armada being destroyed in a storm.

**B**



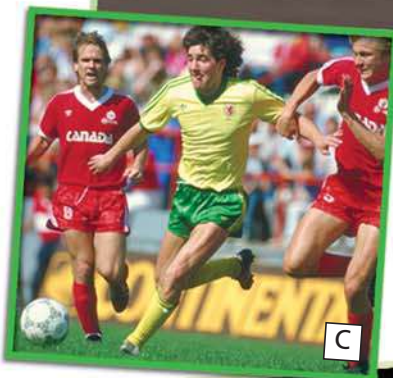
- 5** **Project:** Do some research using the Internet, school textbooks, encyclopaedias, etc, then draw Elizabeth's family tree. Present it to the class.



# Songsheet 4

1 In pairs, read the phrases and decide which sport (A-D) they refer to. Which words helped you decide?

- the first kick
- to win the match
- to work as a team
- singing fans
- on the pitch
- hear the whistle blow



- 2 a. Read the first two lines of the song. What sport is being described? Listen and check.
- b. Who do you think is narrating the events? Why? Underline the parts of the song that helped you decide.

## Score another GO-O-OAL

The teams are on the pitch, the game is just beginning  
We're ready for this match, our hearts are set on winning  
The first kick of the ball, the crowds have started cheering  
We hear the words they call, it's our names that we're hearing

*Score another goal, we've got to keep on winning  
Hear the whistle blow – all our fans are singing  
We're the champions now*

With minutes left to go, it looks like we can do it  
The fans are going wild, as if they always knew it  
This is like a dream, the greatest victory ever  
Working as a team, we won the match together

3 a. Read the song and find three verbs related to sound.

b. Read again and find phrases which mean:


- 1 we want to win
- 2 be thrilled
- 3 it can't be true

4 In pairs, take roles and make up a short interview with a famous football player who has just finished playing in the final match of the World Cup. Discuss:


- feelings • reactions • regrets • any self-criticism
- wishes for the future etc.

# 6a Happy Days!

## Lead-in

- 1  Close your eyes and listen to the music. What images come to mind? What can you see, smell and hear? Describe the place and your feelings to your partner.
- 2 What can you see in the pictures? What is the theme that links them?

## Listening

- 3  a. Listen to this extract from an Irish poem. Which event is it related to? Is it modern or traditional? Give reasons.

*Marry when the year is new,  
always loving, kind and true.  
When February birds do **mate**,  
you may **wed**, nor **dread** your **fate**.  
If you wed when March winds blow,  
joy and **sorrow** both you'll know.*

- b. Read the extract. Which month is suggested but not mentioned? Which is/are the best month(s) to marry in?

- c. Match the words in bold to their meanings.

- luck/fortune
- get married
- sadness
- be afraid of
- couple



## Reading

- 4
  - a. Read the title and subheadings of the article. How might the article be related to the poem you heard?
  - b. Think of three questions you would like to ask about a traditional Irish wedding. Listen and read to check if the text answers your questions.
- 5
  - a. Read the text and mark the statements True (T) or False (F).
    - 1 Irish couples don't follow ancient customs. ....
    - 2 The groom couldn't go to the bride's house before the wedding. ....
    - 3 Irish brides don't carry expensive bouquets. ....
    - 4 In the past the wedding cake was homemade. ....
    - 5 It is unlucky for Irish brides to wear green. ....

# A Traditional Irish Wedding

"Marry in April if you can, joy for maiden and for man"

So says one Irish wedding tradition which, like many others, has its **roots** in ancient history, **folklore** and interesting **superstitions**! Even in these modern times, many couples try to include **ancient customs** in their wedding, in the hope that it will bring them luck and happiness. Here are some of the traditions that Irish people follow on their wedding day.

## A treat for the groom

In the past, the **groom** was invited to the bride's house just before the wedding and a **goose** was cooked **in his honour**. Many Irish people believe that showing such **generosity** to the groom will make sure that he won't **change his mind** about the wedding at the last minute!

## Bride, be beautiful!

A traditional Irish bride doesn't spend a fortune on **bouquets** of exotic flowers. Instead, she usually wears a **wreath** of wild flowers in her hair, freshly picked on the morning of her wedding. She carries more wild flowers in her hands, as well as a 'magic' **handkerchief** and a **horseshoe** for luck. Part of the bride's wedding dress is usually used to make the christening robe for the first-born child.

## The icing on the cake

In the old days, an older female member of the family would take great pride in producing a traditional **three-tier** fruitcake for the **reception**. Nowadays, however, most Irish couples visit their **local baker** and order a cake which is decorated with Irish **themes** such as **swans** or **fairies**. According to tradition, the couple save the top layer of the cake. They often **store** it in a tin and use it as the christening cake for their first baby.

## Fairies and luck

Whether you believe in them or not, Ireland is traditionally the home of fairies, who are said to love beautiful things – especially brides! For this reason, Irish **wisdom** advises brides never to wear green on their wedding day or to dance with both feet off the ground, as both of these things will **tempt** the fairies to **carry them off** forever!



## STUDY SKILLS

### Understanding new words

While reading do not use your dictionary each time you come across an unfamiliar word. Read the whole sentence. This will help you guess the meaning from the context.

### Speaking

- b. Explain the highlighted words. Which meanings can you guess from the context?
- 6 In pairs, list the wedding traditions in Ireland and in your country under the headings below. How similar are they?
- groom • bride • wedding cake • reception
  - other traditions

## Writing

**Portfolio:** An international magazine for English language students has asked you to write a short article describing a traditional wedding in your country (50-60 words). Write your article. Use your answers from Ex. 6 to help you.



# Upstream

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