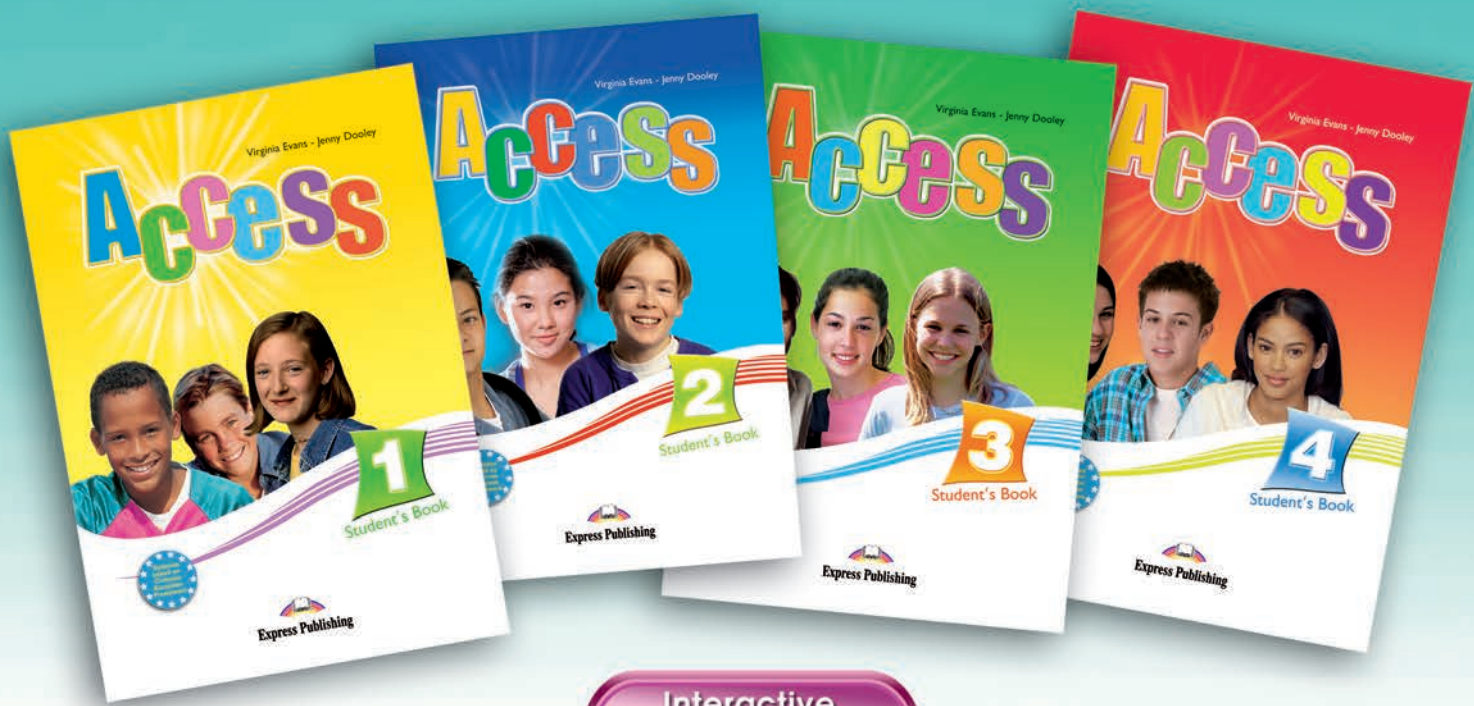


# Access



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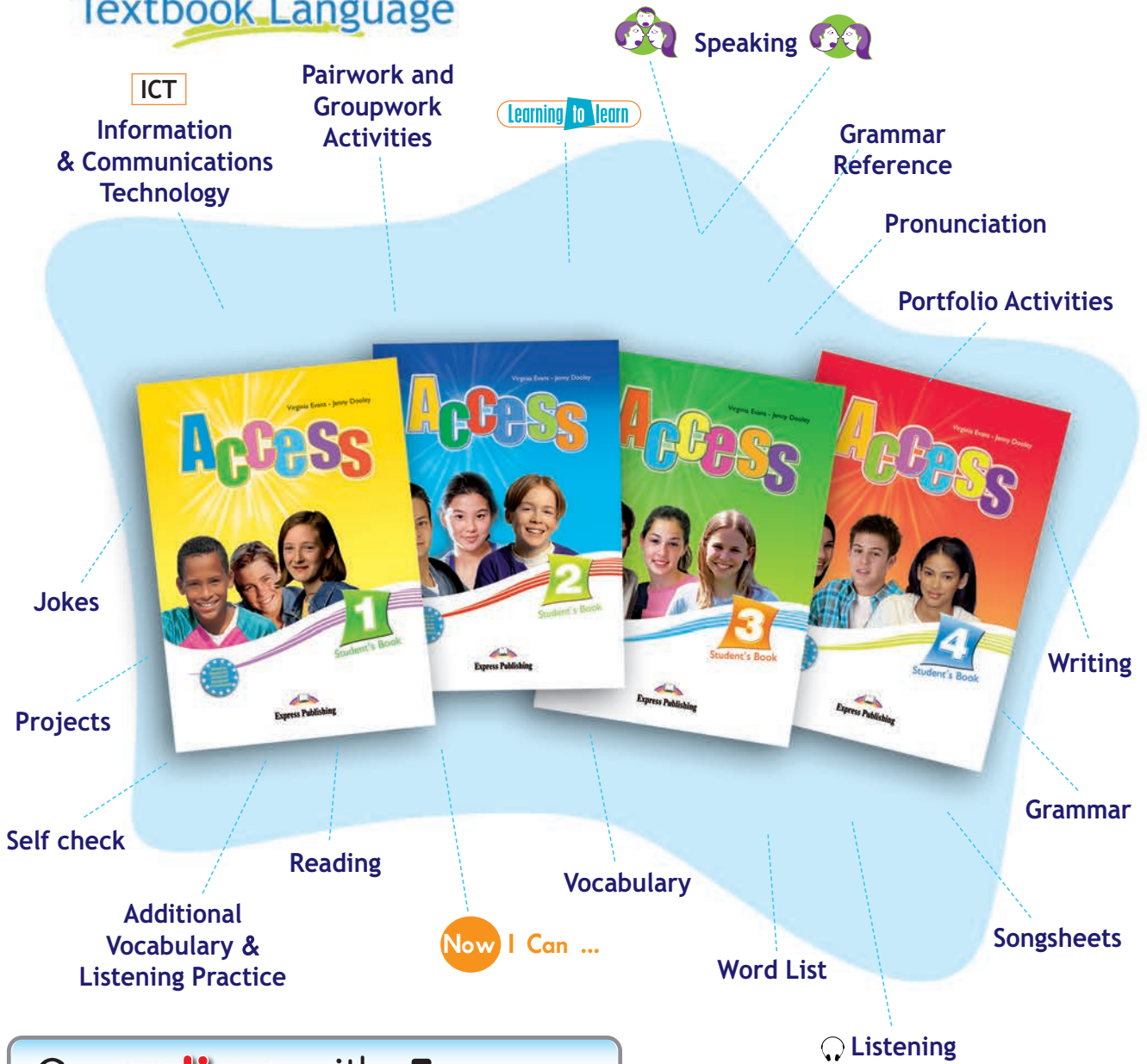
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## Textbook Language



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Virginia Evans - Jenny Dooley

# Access



1

Student's Book



**Express Publishing**

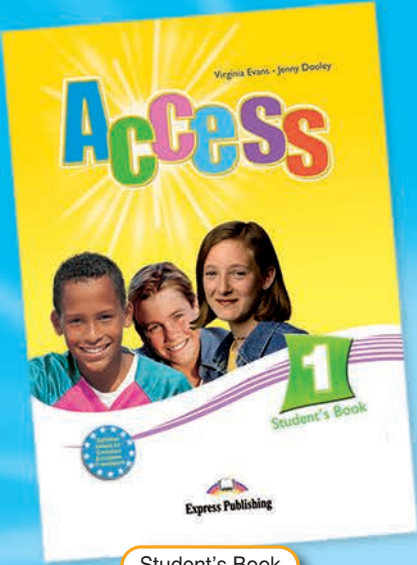
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1	<b>School days</b> pp. 7-15 Self Check 1 p. 16	<ul style="list-style-type: none"> <li>Articles <i>a/an</i></li> <li>Subject/Object pronouns</li> <li>The verb “<i>to be</i>”</li> </ul>	<ul style="list-style-type: none"> <li>School Subjects/Objects</li> <li>Days of the week</li> </ul>
2	<b>My favourites!</b> pp. 17-25 Self Check 2 p. 26	<ul style="list-style-type: none"> <li><i>have got</i></li> <li>Plurals</li> <li><i>This/these</i></li> <li><i>That/those</i></li> </ul>	<ul style="list-style-type: none"> <li>Parts of the body</li> <li>Appearance</li> <li>Personal things</li> <li>Countries &amp; nationalities</li> </ul>
3	<b>My home, my castle</b> pp. 27-35 Self Check 3 p. 36	<ul style="list-style-type: none"> <li><i>There is/There are</i></li> <li><i>some/any</i></li> <li>Possessive adjectives</li> <li>Prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>Rooms</li> <li>Ordinal numbers (1st - 20th)</li> <li>Furniture and appliances</li> </ul>
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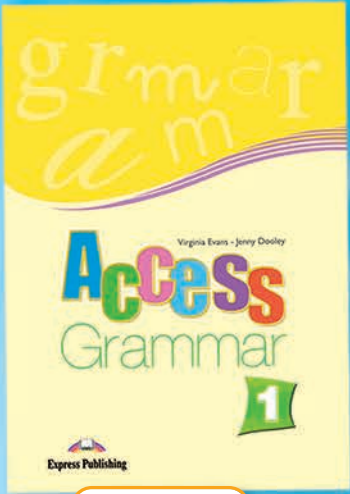


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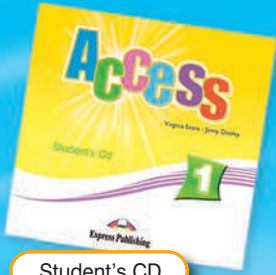
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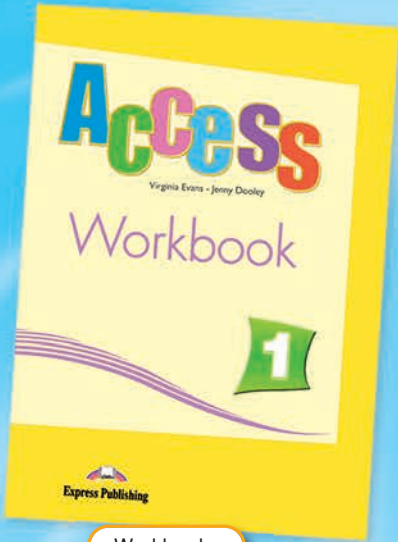
Student's Book



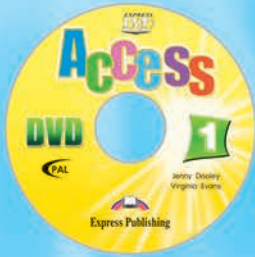
Grammar Book



Student's CD



Workbook



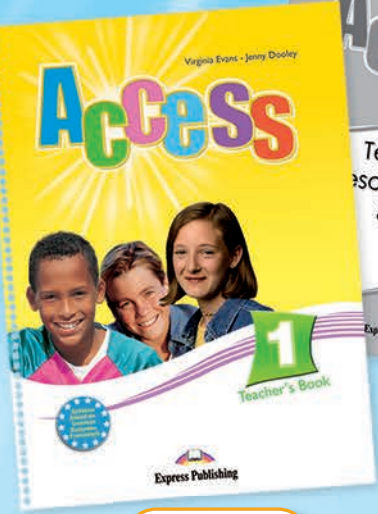
Fully animated DVD



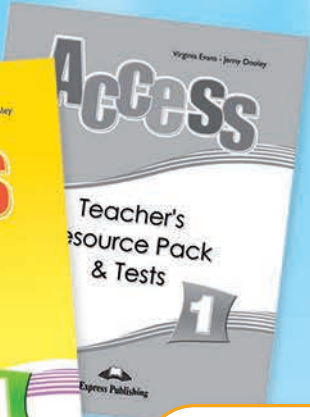
Interactive eBook



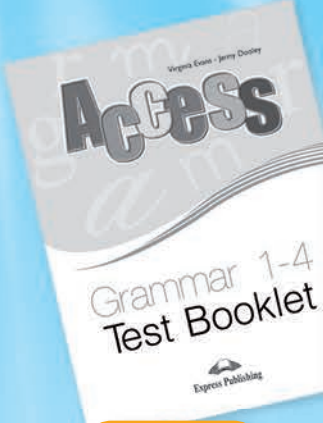
Interactive  
**Whiteboard**  
Software



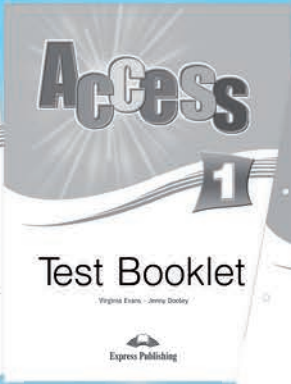
Teacher's Book  
(interleaved)



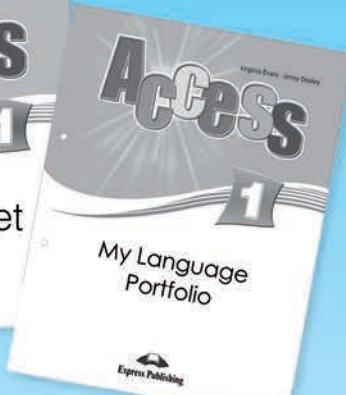
Teacher's Resource Pack  
(worksheets, Pairwork  
Activities, Games & Tests)



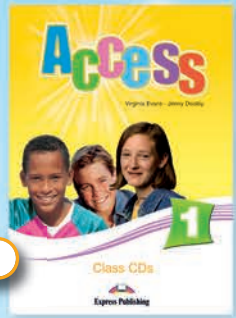
Grammar 1-4  
Test Booklet



Test Booklet



My Language Portfolio



Class CDs



# Module

# 4

## Strong ties

### ◆ What's in this module?

- your family
- your daily routine
- describing people
- *can* (ability)
- 's genitive, *whose*
- present simple
- prepositions of time
- linkers (*and, but*)

Find the page numbers for pictures 1-3.

### ◆ Find the page numbers for

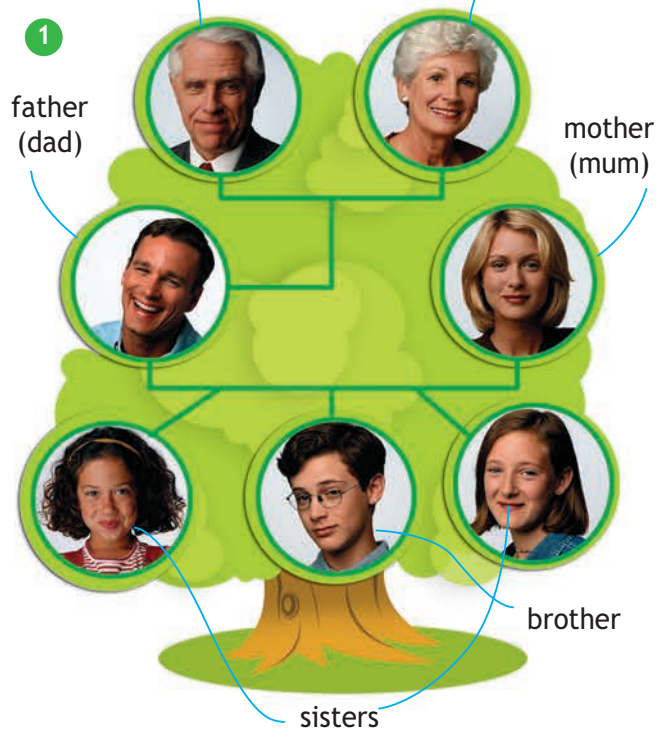
- a diary
- a poem
- a famous footballer

## Vocabulary

### • Family members

- ### ◆ Listen and repeat. What are these words in your language?

grandfather (grandpa) grandmother (grandma)



# THE SIMPSONS

2



3





## My Secret Diary

Name: Kate Green

Age: 12



My mum's name is Jane. She's 35 and a music teacher. She can play the guitar. She's very clever.

This is my dad, David. He's 42 and he's a pilot. He can speak French. He's very cool.



Tom is my brother. He's 8 and he's very naughty, but deep-down he's very caring! Playing computer games is his hobby!



Lovely cookies, children!

Helen is my grandma. She's 70 years old. She's kind and friendly. She can make biscuits, but she often burns them.

This is my grandpa. His name's Ben and he's 72. He's really funny.



Emma is my baby sister. She's sweet, but very noisy! She can't walk yet.





## Reading

1 Read Kate's diary and answer the questions.

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1 Who are the members of her family? | 3 How old are they?         |
| 2 What are their names?              | 4 What is her father like?  |
|                                      | 5 What can her mother play? |

### Learning to Learn

#### Using dictionaries

A dictionary provides us with information about the meaning, pronunciation and spelling of words. It also tells us what part of speech each word is.

**cool** /ku:l/ *adj* fashionable  
My dad's cool and trendy.

## Vocabulary


### Character

2 Use your dictionary to explain the words. What are Kate's family members like?

- |         |            |           |
|---------|------------|-----------|
| 1 cool  | 4 clever   | 7 funny   |
| 2 kind  | 5 friendly | 8 naughty |
| 3 sweet | 6 noisy    | 9 caring  |

► Her father is cool.

## Speaking

3  Talk about your family.

- A: What's your sister like?  
B: She's sweet and clever.

## Grammar see p. 111

### Can (ability)

4 Read the table. Find examples in the diary.

Affirmative	Negative
I/you/he/etc <b>can</b> speak English.	I/you/he/etc <b>can't</b> speak English.
Interrogative	Short answers
<b>Can</b> I/you/he/etc speak English?	Yes, I/you/he/etc <b>can</b> . No, I/you/he/etc <b>can't</b> .

5 Read the text on p. 38. Complete sentences 1-5 with *can* or *can't*.

- Jane ..... play the guitar.
- Emma ..... walk.
- Helen ..... make biscuits.
- David ..... speak Russian.
- Ben ..... make people laugh.

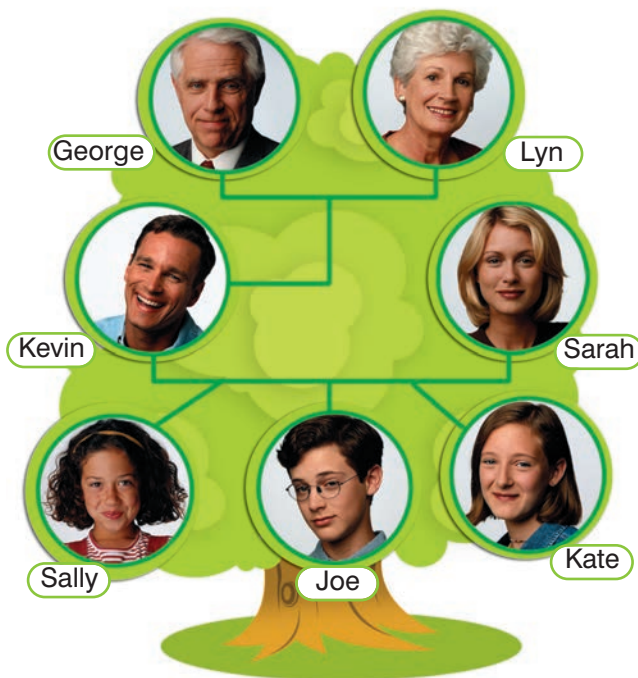
What about you? I ..... but I .....

### • Possessive ('s/s')/whose

6 Read the table. Look at Joe's family tree. Ask and answer questions.

noun singular + 's	noun plural -s + '
Bill's brother Whose brother is Tony?	the boys' ball BUT the men's car

- A: Who's Lyn? | A: Whose brother is Joe?  
B: She's Kevin's mother. | B: Kate and Sally's.



## Writing

7 Write a secret diary like the one on p. 38 about your family.

## Fact file

**Nickname:** Stevie G or Stevie Wonder


**Date of birth:** 30th May, 1980

**Place of birth:** Whiston, England

**Teams:** Liverpool FC & England

**Favourite players:** Roy Keane & Patrick Vieira

## Reading

- 1 Do you know the man in the picture? What is he famous for?
- 2  Read or listen to the text about Steven to answer the questions.
  - 1 What is Steven's nickname?
  - 2 When's his birthday?
  - 3 Who are his favourite players?
  - 4 How does he start his day?
  - 5 Who goes to watch him in every match?
  - 6 What does he do after each match?

## Steven Gerrard

"We fear no one"

### Before the match

Steven always starts his day with a big breakfast. He loves egg on toast. Before he leaves the house, he always kisses his daughters Lilly-Ella and Lexie for good luck. He always checks his football boots before he puts them on. Why? "Once the players put toothpaste in my boots," he says.

### During the match

Steven works hard. He tries his best and never gives up. His fans love him. His dad goes to every match.

### After the match

At the end of each match, Steven goes to the fans to thank them. "Our fans are the best. It's like having another man on your team," he says.



**Grammar** see p. 112

• **Present Simple (affirmative)**

**3** Read the table and the rules. Find examples in the text on p. 40.

I run fast.	We run fast.
You run fast.	You run fast.
He/She/It runs fast.	They run fast.

- repeated actions: *He plays tennis on Mondays.*
- permanent states: *He lives in Barcelona.*
- habits: *I have coffee in the morning.*

3rd person singular - spelling rules  
**verb + s** *I eat - he eats, I like - he likes*  
**verb -ss/-sh/-ch/-x/-o + es**  
*I go - he goes, I wash - she washes*  
**verb ending in a consonant y → -ies**  
*I cry - he cries*  
**BUT** *I play - he plays*

**4** Write the third person singular.

- |                   |                  |
|-------------------|------------------|
| 1 I love -        | 5 I say - .....  |
| ▶ <i>he loves</i> | 6 I work - ..... |
| 2 I leave - ..... | 7 I go - .....   |
| 3 I kiss - .....  | 8 I wash - ..... |
| 4 I put - .....   |                  |

• **Prepositions of time**

**5** Read the box. Complete phrases 1-6. Make sentences using the phrases.

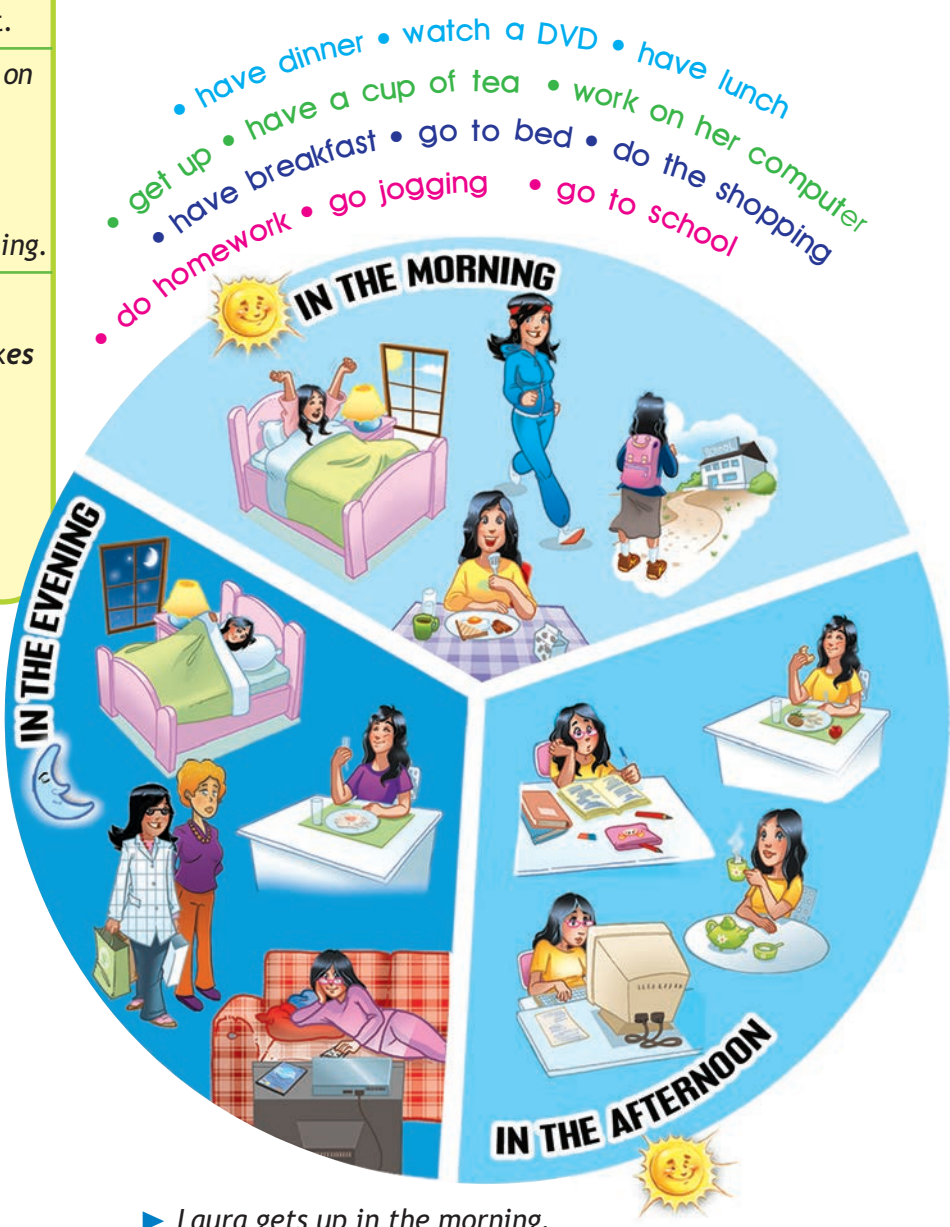
**at** + the time (*at 3 o'clock*), *at midday/noon/midnight/night*  
**in** + (*in the morning/afternoon/evening*), months (*in May*), seasons (*in the summer*)  
**on** + days (*Monday*), dates (*on 2nd August*), parts of a day (*on Friday afternoon*)

- |                     |                     |
|---------------------|---------------------|
| 1 ..... 3 o'clock   | 4 ..... midday      |
| 2 ..... the morning | 5 ..... the evening |
| 3 ..... the winter  | 6 ..... Monday      |

▶ *I do my homework at 3 o'clock.*

**Speaking**

**6** Look at the pictures. What does Laura do in the morning/afternoon/evening?



▶ *Laura gets up in the morning.*

**Writing**

**7** What's your daily routine? Write a short article for an international school magazine.

# Famous people

**TEENS' FAVOURITE!!!**



**She's the world's favourite Latin singer. She's young, she's beautiful, she's got a great voice. She's a 'Woman of Grace'.**

Shakira's full name is Shakira Isabel Mebarak Ripoll. She's from Barranquilla, Colombia, South America. Her birthday's on 2nd February. She's got four brothers and four sisters. Shakira can speak five languages. She dances and sings well. She likes painting and listening to jazz music. She doesn't like hip hop. Do you like her?

## Reading

**1** Read or listen to the text. Answer the questions about Shakira.

- 1 What's her full name?
- 2 Where is she from?
- 3 When's her birthday?
- 4 How many brothers and sisters has she got?
- 5 What can she do?
- 6 What does she like?

## Grammar see p. 112

- Present Simple (negative & interrogative)

**2** Read the table. Find examples in the text.

**Negative**  
I/you/we/they **don't** like painting.  
He/she/it **doesn't** like painting.

**Interrogative**  
**Do** I/you/we/they like painting?  
**Does** he/she/it like painting?

**Short answers**

Yes,	I/you/we/they	<b>do.</b>
No,		<b>don't.</b>
Yes,	he/she/it	<b>does.</b>
No,		<b>doesn't.</b>

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

- 1 ..... you like football? Yes, I .....
- 2 ..... your friend have a sister? No, she .....
- 3 ..... they live in Brazil? No, they .....
- 4 ..... Bob sleep a lot? Yes, he .....

## Speaking

**4** Ask and answer.

- 1 ► *Do* you play football? *Yes, I do.*
- 2 ..... your mum work? .....
- 3 ..... your friend go jogging? .....
- 4 ..... you live in a flat? .....
- 5 ..... you swim well? .....
- 6 ..... your dad get up early? .....

## Writing (an article about an actor/actress)

**5** Think of your favourite actor/actress. Answer the questions.

- 1 Where is he/she from?
- 2 When's his/her birthday?
- 3 How many brothers/sisters has he/she got?
- 4 What can he/she do?
- 5 Which are his/her most famous films?

**Portfolio:** Use your answers to write a short article about him/her for the school magazine. (40-50 words)



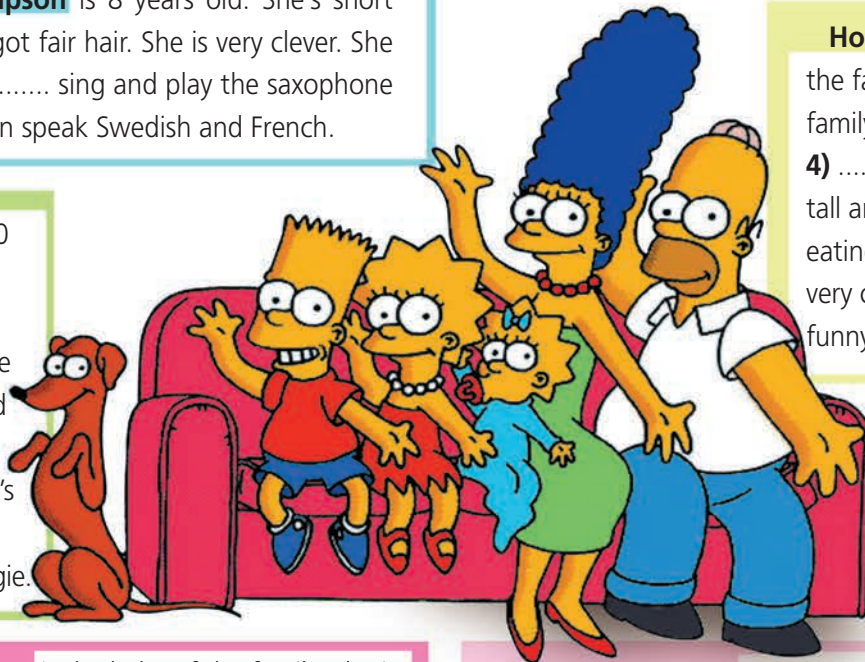
## THE SIMPSONS

## American TV Families

'The Simpsons' is a very popular TV show, not just in America 0) ► **but** all over the world. It is about a funny cartoon family from Springfield, USA.

**Lisa Simpson** is 8 years old. She's short and she's got fair hair. She is very clever. She 1) ..... sing and play the saxophone and she can speak Swedish and French.

**Bart Simpson** is 10 years old. He is short with fair hair. He is naughty and noisy. He likes comic books and skateboarding. He can speak French. He's 2) ..... two sisters, Lisa and Maggie.



**Homer Simpson** is the father of the family. He is 39 years 4) ..... and is tall and plump. He likes eating a lot. He is not very clever, but he's funny.

**Maggie Simpson** is the baby of the family. She is small and she has got fair hair. She can't walk and she can't talk. She is quiet, friendly 3) ..... very clever.

**Marge Simpson** is the mother of the family. She is 38 years old. She is tall and slim and 5) ..... hair is blue! She can cook well and she is very patient and kind. She doesn't like aeroplanes.

1 Read the theory. Then fill in *and* or *but*.

### Linkers (and, but)

- We use **and** to add something.  
*He's tall **and** thin.*
- We use **but** to show contrast.  
*He can dance **but** he can't sing.*

- 1 He's clever ..... friendly.
- 2 She's friendly ..... not very funny.
- 3 He can dance ..... sing.
- 4 She can speak French ..... she can't speak Italian.

2 Read the text and complete the missing words. Listen and check.

3 Ask and answer questions about *The Simpsons*.

- Who's ...? • How old ...? • What does ... look like?
- What is ... like?

► A: Who's Homer?

B: The father of the family. How old is he? etc

### Project

4 Work in groups. Write short descriptions about a TV family in your country.

# Who's who?



• Identifying & describing people

- 1 Listen and repeat.
  - Who is she? • What's her name?
  - How old is she? • What's she like?
- 2 Listen and read the dialogue. Find Laura in the picture.

Steve: The weather is gorgeous.  
 Janet: Yes, it is.  
 Steve: Hey, look at that girl over there. Who is she?  
 Janet: The one with the fair hair?  
 Steve: Yes. What's her name?  
 Janet: Laura. She's Bill's sister.  
 Steve: She's very beautiful. How old is she?  
 Janet: She's sixteen.  
 Steve: What's she like?  
 Janet: She's very funny. Come and meet her.

3 Say these sentences in your language.

- 1 Look at that girl over there.
- 2 The one with the fair hair?
- 3 What's she like?
- 4 Come and meet her.
- 5 How old is she?

4 **Portfolio:** Imagine you are in the school playground. Use sentences from Ex. 1 and 3 to find out about the people there. Use the dialogue in Ex. 2 as a model. Record yourselves.

## Pronunciation /s/, /z/, /ɪz/

5 Listen and tick (✓). Listen again and repeat.

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
lives				writes			
walks				teaches			
goes				relaxes			



## Literature



1 as ..... as a bee



9 as ..... as a lamb



2 as ..... as an owl



8 as ..... as a peacock



3 as ..... as a kitten

*My Family*

My mum's as busy as a bee  
 Because she looks after my family and me  
 My dad is as strong as an ox  
 Because he's got big muscles and he can box  
 My sis is as quiet as a mouse  
 Because you can hardly tell when she's in the house  
 My brother is as slow as a snail  
 But he's clever and can never fail  
 I am as stubborn as a mule  
 'cause I'm headstrong<sup>1</sup> but really cool!

<sup>1</sup> stubborn



7 as ..... as an ox



4 as ..... as a snail



5 as ..... as a mouse



6 as ..... as a mule

1 Explain these adjectives. Use them to complete similes 1-9.

- playful • proud • quiet • wise • busy
- gentle • strong • stubborn • slow

Close your books. Try to remember as many animal similes as you can.

2 Listen and read the poem. What animal similes can you find?

3 Find the rhyming words in the poem (the words that sound similar).

► bee - me

### Writing

4 Write your own poem about your family. Use animal similes. Read your poem out to the class.

My mum is as busy as a bee.  
 She's very busy with me.  
 My dad is as ... as a/an ...  
 He ... etc.

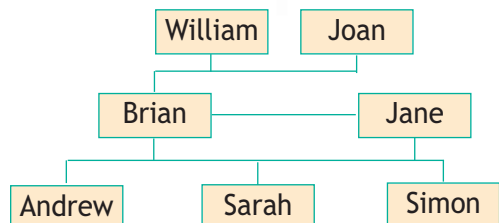
**THINK!** Complete the sentence.

My family is important to me because ...

# 4

# Self Check

1 Complete the sentences.



- Joan is Brian's .....
- Sarah is Andrew's .....
- William is Simon's .....
- Joan is Sarah's .....
- Simon is Andrew's .....

(Points:  $\frac{5 \times 2}{10}$ )

2 Fill in *clever, naughty, funny, sweet or patient*.

- My brother is very ..... and noisy.
- Ann speaks Swedish and Russian. She's .....
- My baby sister is ..... but very noisy.
- He tells great jokes. He's very .....
- Grandma never gets angry with us. She's .....

(Points:  $\frac{5 \times 2}{10}$ )

3 Fill in the gaps with *can/can't*.

- ..... Mary cook well? Yes, she .....
- ..... Bill dance? No, he .....
- ..... Sue play football? Yes, she .....
- ..... your brother speak French? Yes, he .....
- ..... Tony and Steve paint? No, they .....

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

4 Write questions and short answers, as in the example.

- 0 you / like / football (X)  
 ▶ Do you like football? No, I don't.
- she / walk / to school? (✓)
  - they / like / tennis? (✓)
  - they / live / in a flat? (X)
  - Ann / eat / meat? (X)
  - Bob / play / the guitar? (✓)

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

5 Put the verbs in brackets into the present simple.

- She ..... (get) up at 7:00.
- She ..... (not watch) a DVD in the afternoon.
- He ..... (have) a cup of tea in the evening.
- He ..... (not/go) to bed at 10:00.
- He ..... (work) on his computer in the afternoon.

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

6 Match the questions to the answers.

A	B
1 <input type="checkbox"/> What's her name?	a She's very nice.
2 <input type="checkbox"/> Where's she from?	b No, she hasn't.
3 <input type="checkbox"/> How old is she?	c Alice.
4 <input type="checkbox"/> Has she got any brothers or sisters?	d She's 13.
5 <input type="checkbox"/> What's she like?	e She's from China.

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

(My score:  $\frac{\quad}{100}$ )

## Now I Can...

- talk and write about my family
- describe people's character
- talk about what I can/can't do
- write a profile of a famous person
- write a text about my favourite TV family
- write my own poem using animal similes

## ... in English





Virginia Evans - Jenny Dooley

# Access



2

Student's Book



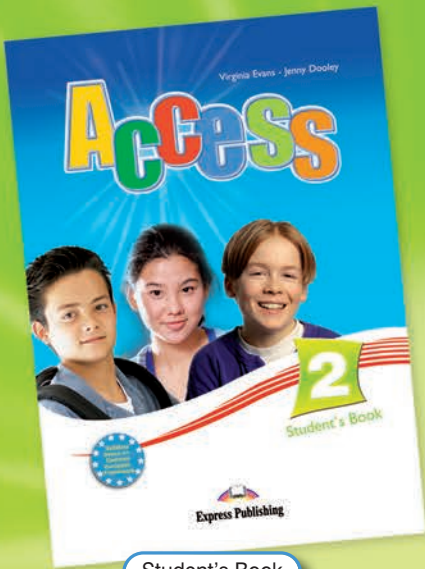
**Express Publishing**

# Contents

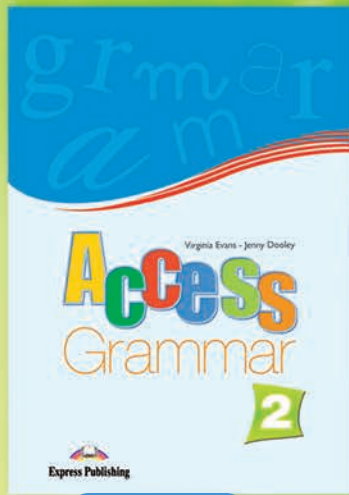
Modules		Grammar	Vocabulary
<b>0</b>	Starter Unit pp. 4-10	<ul style="list-style-type: none"> <li>• <i>there is/there are, some/any – a/an</i></li> <li>• Prepositions of place</li> <li>• Possessive adjectives/case</li> <li>• <i>be, have got</i>, question words</li> <li>• Subject/Object pronouns</li> <li>• Plurals</li> <li>• <i>this – that, these – those</i></li> <li>• Possessive pronouns, 's</li> </ul>	<ul style="list-style-type: none"> <li>• countries</li> <li>• nationalities</li> <li>• objects</li> <li>• clothes</li> <li>• home</li> <li>• family</li> <li>• numbers</li> </ul>
<b>1</b>	<b>Day after day</b> pp. 11-19 Self Check 1 p. 20	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>• daily routines/chores</li> <li>• likes/dislikes</li> <li>• free-time activities</li> <li>• days of the week/the time</li> <li>• appearance &amp; character</li> </ul>
<b>2</b>	<b>Let's celebrate!</b> pp. 21-29 Self Check 2 p. 30	<ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Present simple vs present continuous</li> <li>• Present continuous (future use)</li> </ul>	<ul style="list-style-type: none"> <li>• celebrations &amp; traditions</li> <li>• special days</li> <li>• weather</li> <li>• fruit</li> <li>• colours</li> </ul>
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<b>4</b>	<b>Unexplained mysteries</b> pp. 41-49 Self Check 4 p. 50	<ul style="list-style-type: none"> <li>• Past continuous</li> <li>• Past simple vs past continuous</li> <li>• time expressions to show sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• emotions</li> <li>• dreams</li> <li>• animals &amp; parts of the body</li> <li>• stories</li> <li>• superstitions</li> </ul>
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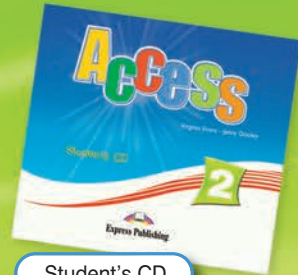
Reading & Listening	Speaking & Functions	Writing	Culture/Curricular
	<ul style="list-style-type: none"> <li>greetings &amp; introductions</li> </ul>		
<ul style="list-style-type: none"> <li>Mystery Inc – Do you know them?</li> <li>Busy bee or couch potato?</li> <li>I ♥ Sundays</li> </ul>	<ul style="list-style-type: none"> <li>phone friends</li> <li>tell the time</li> <li>Pronunciation: 3rd person singular present simple /s/, /z/, /ɪz/</li> </ul>	<ul style="list-style-type: none"> <li>your favourite cartoon character</li> <li>a typical Monday</li> <li>an article about your favourite day</li> <li>capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Teenage Life in Britain (Science)</li> <li>Time Zones of the World</li> </ul>
<ul style="list-style-type: none"> <li>postcards from holiday resorts</li> <li>a message board</li> <li>Moon Festival – China</li> </ul>	<ul style="list-style-type: none"> <li>make a speech</li> <li>invite – accept an invitation</li> <li>Pronunciation: /ʊ/, /uː/</li> </ul>	<ul style="list-style-type: none"> <li>a description of a picture of a family celebration</li> <li>festivals</li> <li>a speech</li> <li>sequence connectors</li> </ul>	<ul style="list-style-type: none"> <li>American Food Festivals</li> <li>(Art &amp; Design) Warm/ Cold colours</li> </ul>
<ul style="list-style-type: none"> <li>Superheroes</li> <li>Superman</li> <li>George Lucas</li> </ul>	<ul style="list-style-type: none"> <li>describe past activities</li> <li>describe a film you saw</li> <li>Intonation in questions</li> </ul>	<ul style="list-style-type: none"> <li>what you did/didn't do yesterday</li> <li>design a superhero</li> <li>a biography</li> </ul>	<ul style="list-style-type: none"> <li>Excalibur (History)</li> <li>Ancient Egyptian Kings</li> </ul>
<ul style="list-style-type: none"> <li>Strange Dreams</li> <li>The Flying Dutchman</li> <li>The Voice</li> </ul>	<ul style="list-style-type: none"> <li>narrate past experiences</li> <li>express emotions – respond</li> <li>Pronunciation: Homophones</li> </ul>	<ul style="list-style-type: none"> <li>a strange dream you had</li> <li>a story</li> <li>make your own myth</li> <li>time expressions</li> </ul>	<ul style="list-style-type: none"> <li>Superstitions in the UK (Literacy)</li> <li>Myths: the Minotaur</li> </ul>
<ul style="list-style-type: none"> <li>Global warming – Global changes</li> <li>Supervolcanoes</li> <li>Rubbish everywhere</li> </ul>	<ul style="list-style-type: none"> <li>make predictions</li> <li>make suggestions</li> <li>Pronunciation: 'll</li> </ul>	<ul style="list-style-type: none"> <li>predictions about life in 2100</li> <li>an opinion article</li> <li>an endangered animal</li> </ul>	<ul style="list-style-type: none"> <li>The Bald Eagle (Citizenship)</li> <li>Why should we recycle at home?</li> </ul>
<ul style="list-style-type: none"> <li>messages from holiday resorts</li> <li>adverts</li> <li>Taipei 101 mall</li> </ul>	<ul style="list-style-type: none"> <li>describe places</li> <li>describe your holiday</li> <li>Intonation: exclamations</li> </ul>	<ul style="list-style-type: none"> <li>a postcard</li> <li>how you like to travel</li> <li>an article about a building</li> <li>order of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>British landmarks (Geography)</li> <li>The Inuit</li> </ul>
<ul style="list-style-type: none"> <li>Craig's Travel Blog</li> <li>The Accidental Hero</li> <li>an email</li> </ul>	<ul style="list-style-type: none"> <li>express concern</li> <li>Pronunciation: /ʌ/, /ɒ/</li> </ul>	<ul style="list-style-type: none"> <li>email to a friend (opinion)</li> <li>what you have/haven't done this week</li> <li>an interview with a famous skater</li> <li>avoiding repetition</li> </ul>	<ul style="list-style-type: none"> <li>School sports in the UK (PSHE)</li> <li>Healthy eating</li> </ul>
<ul style="list-style-type: none"> <li>Construction</li> <li>Fashion Good Enough to Eat</li> <li>My neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>discuss what to buy</li> <li>give directions</li> <li>exchange clothes</li> <li>Pronunciation: /ɔː/, /ɜː/</li> </ul>	<ul style="list-style-type: none"> <li>describe your clothes</li> <li>an email describing your neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>Famous markets in London (PSHE)</li> <li>Alcohol</li> </ul>
<ul style="list-style-type: none"> <li>Smart people play it safe</li> <li>The WEEE Man</li> <li>Should every teen have a mobile phone?</li> </ul>	<ul style="list-style-type: none"> <li>buy electrical/electronic equipment</li> <li>Pronunciation: linking sound</li> </ul>	<ul style="list-style-type: none"> <li>school rules</li> <li>a for-and-against article</li> <li>a paragraph about a TV series</li> </ul>	<ul style="list-style-type: none"> <li>The Wonderful World of Doctor WHO (Science)</li> <li>Electricity</li> </ul>
<ul style="list-style-type: none"> <li>Jamie's picks of the week</li> <li>Jack Hanna's Animal Adventures</li> <li>My favourite band</li> </ul>	<ul style="list-style-type: none"> <li>make arrangements</li> <li>Pronunciation: /æ/, /ʌ/</li> </ul>	<ul style="list-style-type: none"> <li>your plans for the weekend</li> <li>your favourite TV programme</li> <li>an email about your favourite band</li> <li>using apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Musical Instruments: Bagpipes (Science)</li> <li>How our ears work</li> </ul>



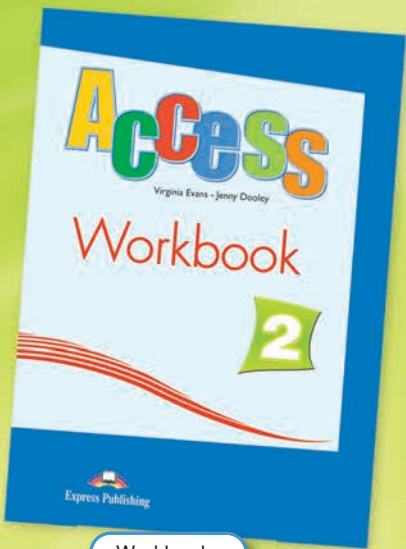
Student's Book



Grammar Book



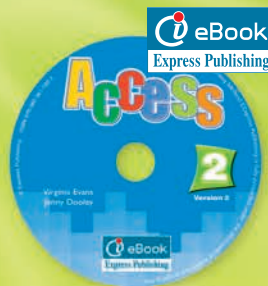
Student's CD



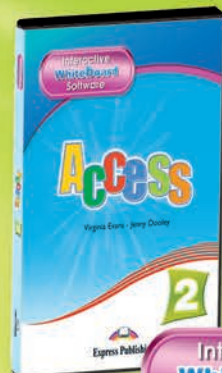
Workbook



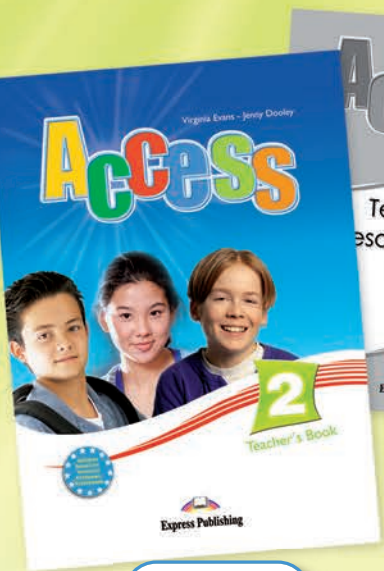
Fully animated DVD



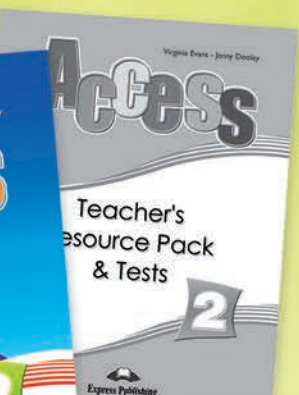
Interactive eBook



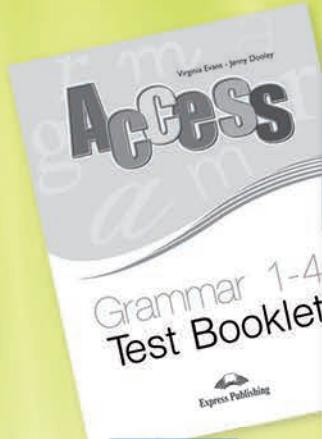
Interactive Whiteboard Software



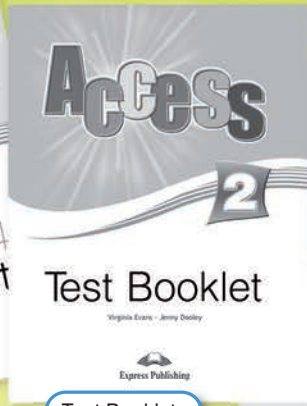
Teacher's Book (interleaved)



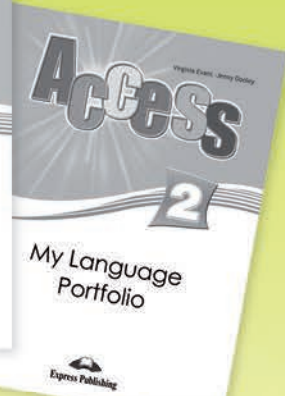
Teacher's Resource Pack (worksheets, Pairwork Activities, Games & Tests)



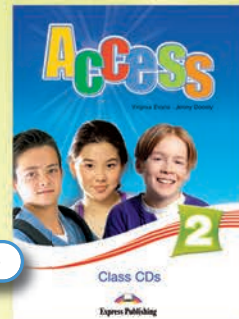
Grammar 1-4 Test Booklet



Test Booklet



My Language Portfolio



Class CDs



# Module

# 3

## Characters larger than life

### ◆ What's in this module?

- abilities
- superheroes
- famous people
- legends
- past simple
- *used to*
- linking words: *so, too, also, because*
- Kings of Egypt

### Vocabulary

#### • Abilities

### ◆ Listen and repeat. What are these words in your language?

- spin webs • stretch very far • climb walls
- see through walls • hear very well
- burst into flames • have super strength
- disappear • fight very well

Find the page numbers for pictures 1-4.

### ◆ Find the page numbers for

- ancient Egyptian kings
- a biography
- a British legend

1

Daredevil



2

Superman



3

Spider-Man



4

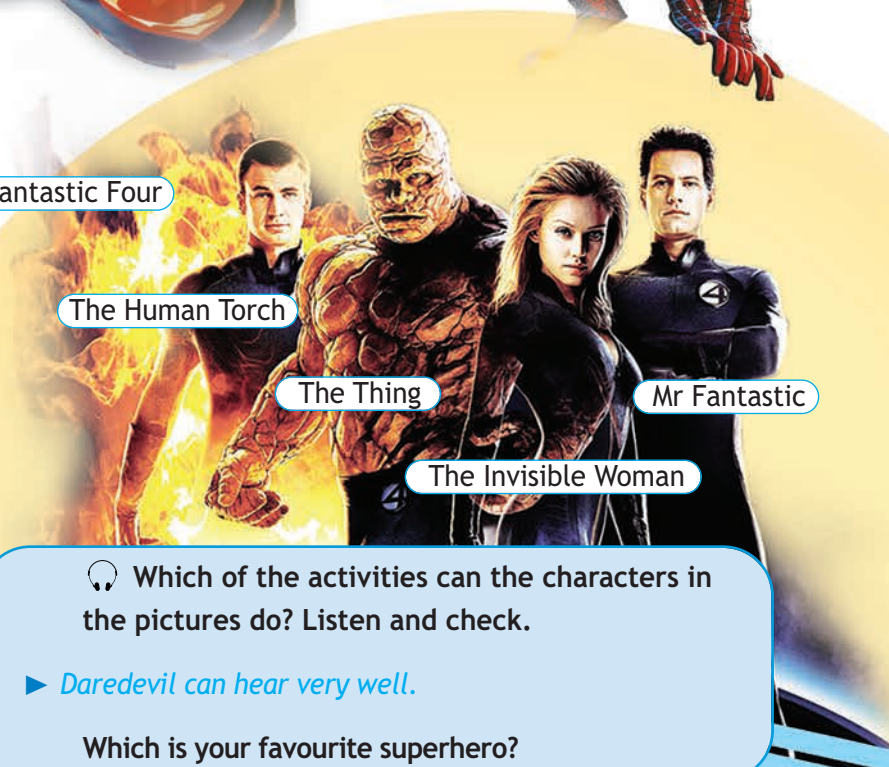
The Fantastic Four


The Human Torch

The Thing

Mr Fantastic

The Invisible Woman



 Which of the activities can the characters in the pictures do? Listen and check.

▶ *Daredevil can hear very well.*

Which is your favourite superhero?

# Superheroes



Spider-Man

## SUPERHEROES

### Reading & Speaking

- 1 Do you know the characters in the pictures? Who created them? Listen and read to find out.

What does it **take** to be a superhero? Stan Lee is maybe the best person to **answer** this question. The **creator** of Spider-Man, the X-Men, the Fantastic Four, Daredevil, Iron Man, Captain America and the Incredible Hulk, **created** his **heroes** to help people who need them.

The Incredible Hulk wasn't like the other superheroes. Most superheroes wore red and blue, this one was green and purple. Lee made the Hulk a **scientist**, Dr David Banner, who **changed into** a monster when he got **angry**.

The Hulk looked like a monster but **acted like** a hero. He didn't want to **hurt** people and he didn't talk. He was a good person but people were afraid of him. They **hunted** him and tried to **kill** him. **Still**, the Hulk wanted to help them because he knew it was the **right** thing to do. The Incredible Hulk was so popular that it **became** a **successful TV series**.



The Incredible Hulk



Daredevil



Iron Man

- 2 Read the text and mark the sentences (1-6) *T* (true) or *F* (false). Correct the false statements. Why does Stan Lee think the Hulk is a hero?

- 1 Stan Lee created the Incredible Hulk. ....
- 2 The Hulk wore red and blue. ....
- 3 The Hulk looked ugly. ....
- 4 The Hulk changed into a monster when he was afraid. ....
- 5 People didn't like the Hulk. ....
- 6 The Hulk was a TV show. ....

- 3 Explain the words in bold. Find the words in the text which mean:

Para 1: possibly, made, is needed

Para 2: turned into, beast, harm, scared of

- 4 a) Say three things you remember from the text.

b) **THINK!** What is a superhero to you? Spend three minutes writing on this topic.



## Grammar see p. 124

### • Past simple (affirmative/negative)

#### 5 Read the theory. Are there similar structures in your language?

We use the **past simple** to talk about actions that happened at a specific time in the past.

##### Regular verbs

**Affirmative** *The Hulk* **wanted** to help people.

**Negative** He **didn't want** to hurt people.

##### Irregular verbs

**Affirmative** *The Hulk* **became** a TV series.

**Negative** *The Hulk* **didn't wear** red and blue.

**Time expressions:** *yesterday, last week, a month ago, etc*

#### 6 Write the past simple of the verbs below. Which are R (regular)? Which are I (irregular)? Check in the Irregular verbs list.

- |               |             |                |
|---------------|-------------|----------------|
| 1 create .... | 6 get ....  | 11 want ....   |
| 2 be ....     | 7 look .... | 12 know ....   |
| 3 wear ....   | 8 act ....  | 13 become .... |
| 4 make ....   | 9 hunt .... |                |
| 5 change .... | 10 try .... |                |

#### 7 Complete the text with the verbs in brackets. Use the *past simple*. Which are irregular?

Stanley Martin Lieber was born in New York City in 1922. His family 1) ..... **(not/have)** any money.

After he 2) ..... **(leave)** school, he 3) ..... **(get)** a job with a publishing company, 'Timely', in the comics department. His first story 4) ..... **(be)** about Captain America in 1941. He 5) ..... **(write)** under different names such as Stan Martin, S.T. Anley but he 6) ..... **(choose)** to keep Stan Lee. 'Timely' 7) ..... **(change)** its name too, to Marvel Comics. Stan Lee 8) ..... **(continue)** to create new characters. He 9) ..... **(create)** the Fantastic Four in 1961 and 10) ..... **(follow)** them with the Hulk. A year later he 11) ..... **(present)** Spider-Man.

Daredevil 12) ..... **(appear)** in 1964. All these characters 13) ..... **(make)** Lee very successful.



#### 8 Read the text in Ex. 7 again. Correct the statements.

- Stan Lee lived in Montreal as a child.  
▶ *Stan Lee didn't live in Montreal. He lived in ...*
- His family was rich.
- He worked for DC Comics.
- He wrote about Captain America in 1940.
- He created the Fantastic Four in 1941.
- Marvel Comics published Spider-Man in 1961.

## Speaking

#### 9 Use the phrases to make sentences about you. Tell your partner.

watch TV	yesterday
go to the cinema	two days ago
play football	last week
help with housework	last Monday
meet my friends	yesterday afternoon

- ▶ *I didn't watch TV yesterday.*  
*I went to the cinema two days ago.*

## Listening

#### 10 Listen and match the people to what they did yesterday. Say what each person did.

##### People

- |   |     |       |
|---|-----|-------|
| 0 | ▶ D | Mary  |
| 1 | □   | Tim   |
| 2 | □   | Sue   |
| 3 | □   | Jane  |
| 4 | □   | Helen |
| 5 | □   | Roger |

##### Activities

- |   |                   |
|---|-------------------|
| A | play basketball   |
| B | watch a DVD       |
| C | meet friends      |
| D | walk the dog      |
| E | surf the Net      |
| F | go to the library |
| G | eat out           |
| H | read a magazine   |


## Writing

#### 11 In three minutes, write what you did/didn't do yesterday. Tell your partner.

## Reading & Speaking

1 Which of the words in the list can you use to describe Superman?

- planet • rocket ship
- bring up • grow up • shy
- reporter • make fun of
- ordinary person • red cape
- blue uniform • fly fast
- superhuman strength
- shoot lasers from his eyes

2  How is Superman related to the man below? Listen and read to find out.



Clark Kent

3 Read the text. Use words from Ex. 1 to complete the sentences. Explain the words in bold.

- 1 Superman was from the ..... Krypton.
- 2 He came to Earth in a ..... .
- 3 Some farmers ..... him ..... .
- 4 As a teenager he was very ..... .
- 5 He got a job as a ..... .
- 6 Superman wears a ..... and a ..... .
- 7 He wants to ..... people who are in danger.

## SUPERMAN



**appeared** in 1938 in DC Comics. The *Man of Steel* came to Earth from the **planet** Krypton in a rocket ship. Some farmers found the baby and **brought him up**. Clark Kent **grew up** to be a tall shy teenager with short dark hair and glasses. He moved to Metropolis and worked as a reporter for a **newspaper** and everyone **made fun of** him. But Clark isn't an **ordinary** person. Dressed in his blue uniform and red **cape** he can fly very fast, he has superhuman **strength**, he can shoot lasers from his eyes and **see through** walls. He is always there to save people from crime and danger and then he **goes back** to his **everyday** life.

4 Use the words in Ex. 1 to present Superman to the class.

► *Superman comes from the planet Krypton. He ...*

## Grammar see p. 124

- Past simple

5 Complete the table. Use *did* or *didn't*. Answer the questions.

Questions	
What 1) .....	Superman wear?
2) .....	Superman work as a teacher?
3) .....	Superman live in Metropolis?
Short answers	
Yes, I/you/he/she/etc 4) .....	
No, I/you/he/she/etc 5) .....	



**6** Complete the questions with the verbs in the box. Answer the questions. Listen and check.

- live • appear • have
- create • get • work • come



• **Used to**

**10** Read the theory. Are there similar structures in your language?

Affirmative	I, you, he, etc <b>used to</b> play football when I was young.
Negative	I, you, he, etc <b>didn't use to</b> play tennis.
Questions	<b>Did</b> I, you, he, etc <b>use to</b> play football?
We use <b>used to</b> for actions which happened regularly in the past but no longer happen.	

- 1 Where ..... *the Fantastic Four* ..... their powers from? *Earth/space*
- 2 Where ..... they .....? *New York/London*
- 3 How many brothers ..... *Susan Storm* .....? *one/two*
- 4 Where ..... *Ben Grimm* ..... as a pilot? *in the air force/for an airline*
- 5 What comics ..... they ..... in? *DC Comics/Marvel Comics*
- 6 When ..... they first ..... out in a comic book? *1951/1961*
- 7 How many superhero teams ..... *Stan Lee* .....? *about 50/ about 150*

**7** Write the questions in the correct order. Answer them.

- 1 you / watch *Superman* / did / last night?  
▶ *Did you watch Superman last night? Yes, I did./No, I didn't.*
- 2 a red uniform / wear / a / did / *Superman*?
- 3 *Superman* / appear / did / in 1937?
- 4 *Clark Kent* / did / as a photographer / work?
- 5 did / glasses / *Clark Kent* / wear?
- 6 your friend / read a comic book / did / last week?

**8** Work in pairs. Find out what your partner did last Saturday.

- What time
- What
- Where
- Did

- wake up
- do the shopping
- have lunch
- do your homework
- play video games
- chat online
- meet your friends
- go to bed

▶ A: *What time did you wake up?* B: *At 8:30.*

**9** In pairs, ask and answer questions based on the text in Ex. 3.

▶ A: *When did Superman appear?* B: *In 1938.*

**11** John is thinking about his childhood. Write sentences. Use **used to/didn't use to**.

- 1 have a dog (✓)  
▶ *He used to have a dog.*
- 2 wear shorts (✓)
- 3 play video games (X)
- 4 live in a flat (X)
- 5 have long hair (✓)
- 6 wear glasses (X)
- 7 read books (✓)
- 8 play in the streets (✓)

What **did/didn't** you use to do when you were 10? Tell your partner.

▶ *I used to play football. I didn't use to play basketball.*

## Project

**12** Work in groups. Design your own superhero. Decide where he/she lives, what he/she looks like, what he/she does, what special powers he/she has got.

Reading & Writing

1 How much do you know about George Lucas? Complete sentences 1-5. Listen, read and check. Explain the words in bold.

- 1 He was born in **California/Sacramento**.
- 2 He was a **good/bad** student.
- 3 He worked with **Quentin Tarantino/Francis Ford Coppola**.
- 4 He made *Star Wars* in **1971/1977**.
- 5 *Star Wars* earned **six/seven** Academy Awards.

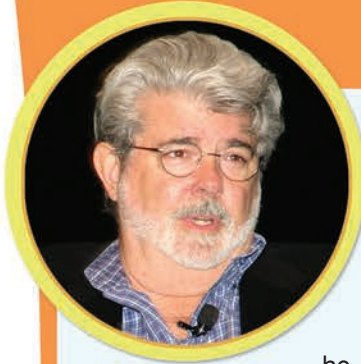
2 Read the theory. Then rewrite sentences 1-5.

Learning to Learn

**Linking words** (so, because, too, also)  
*He worked hard because he wanted to become successful.* (reason)  
*He liked the place so he decided to stay.* (result)  
*He studied hard. He won some awards too. He studied hard. He also won some awards.* (addition)

- 1 He sings well. He dances well. (too) ► *He sings well. He dances well, too.*
- 2 He didn't come. It was late. (because)
- 3 He didn't have enough money. He didn't buy the car. (so)
- 4 She couldn't sleep. It was noisy. (because)
- 5 He made *Star Wars*. He made *Indiana Jones*. (also)

George Lucas:



A LIFE MAKING FILMS

George Lucas, the famous **director**, was born in 1944 in Modesto, California. George liked **racing cars** a lot. At 18 he had a bad **car accident**, so he decided not to become a racing car driver. After college in 1966 he went to the University of Southern California film school because he wanted to become a film director. He was a very good student. He **won** some **awards**, too.

In 1968, Lucas won a **scholarship** at Warner Bros. There he **met** Francis Ford Coppola. They became friends and started working together. In 1971, he **formed** his **own** company. *Star Wars* **came out** in 1977. It **broke** all **box office records**. It also **earned** seven Academy Awards. The **rest** is **history**.



Learning to Learn

Reading years

In English we write years as four-digit numbers but we read them as two sets of two digit numbers. **1969: nineteen sixty-nine** BUT **2005: two thousand and five**

3 Read the years in the list. Then read the text and make notes to complete Lucas' timeline. Use your notes to present George Lucas to the class.

- 1944 • 1966 • 1968 • 1971 • 1977

Writing (a biography)

4 **Portfolio:** Think of a famous person. Collect information. Follow the plan to write a short biography for an international school magazine (60-80 words).

- Para 1: name, job, when/where born, studies
- Para 2: career (what he/she did & when)



## Legends

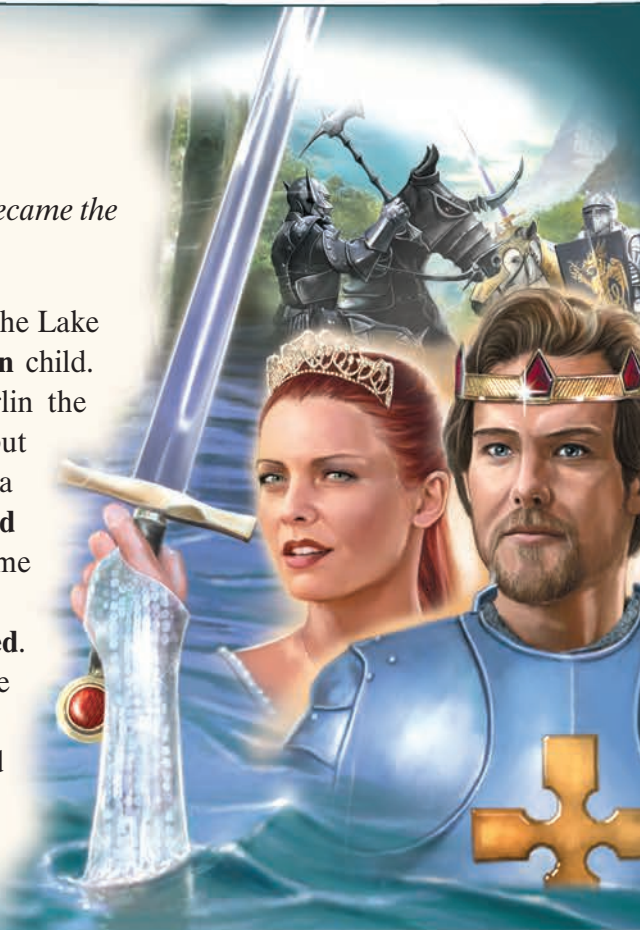
# Excalibur

A long time ago, so the story goes, a young boy called Arthur became the King of England after he **pulled** a sword out of a stone.

The sword was Excalibur. It had a lot of **power**. The Lady of the Lake gave it to King Uther but asked him to give her his **first born** child. Uther became **powerful**. When his first child was born, Merlin the **magician** came to take the baby. Uther tried to stop him but **thieves attacked** him. Before he died, he put Excalibur into a stone and asked Merlin to make his son a king. Merlin **promised** that only someone with a **pure heart** could pull it out and become the next **King** of England.

When Arthur pulled the sword out people were **surprised**. Merlin **explained** that Arthur was Uther's son and the people were happy.

Arthur was a good king. He **built** a big **castle**, Camelot, and **ruled** over England with his **knights**. He called them the Knights of the Round Table. Together they made England a strong **country**.



**1** 🎧 What do you know about King Arthur? How are these names related to him? Listen and read to find out.

- England • Excalibur • The Lady of the Lake • Uther
- Merlin • Camelot • the Knights of the Round Table

**2** Read the text. Replace the words in bold with words from Ex. 1.

1) She gave 2) it to 3) him. 4) He promised to give her his first child. 5) He took his son. When 6) he died, there was no king. The person who could pull 7) it from the stone could become the king. Arthur managed to pull 8) it out. 9) He told Arthur who his father was. Arthur became the king of 10) the country. He lived in 11) there and ruled the country with 12) them.

**3** Explain the words in bold. Then use the verbs to tell the class about the legend of King Arthur.

- pull out • give • become
- attack • die • put
- promise • explain • build
- rule • call • make

## Project

**4** 🌍 Work in groups. Are there similar legends in your country? Write a short text for an international English magazine.

# Who stars in it?

• Describing a film

**1** **THINK!** In one minute list as many types of films as possible. Which is your favourite? Why?


► *adventure, action*

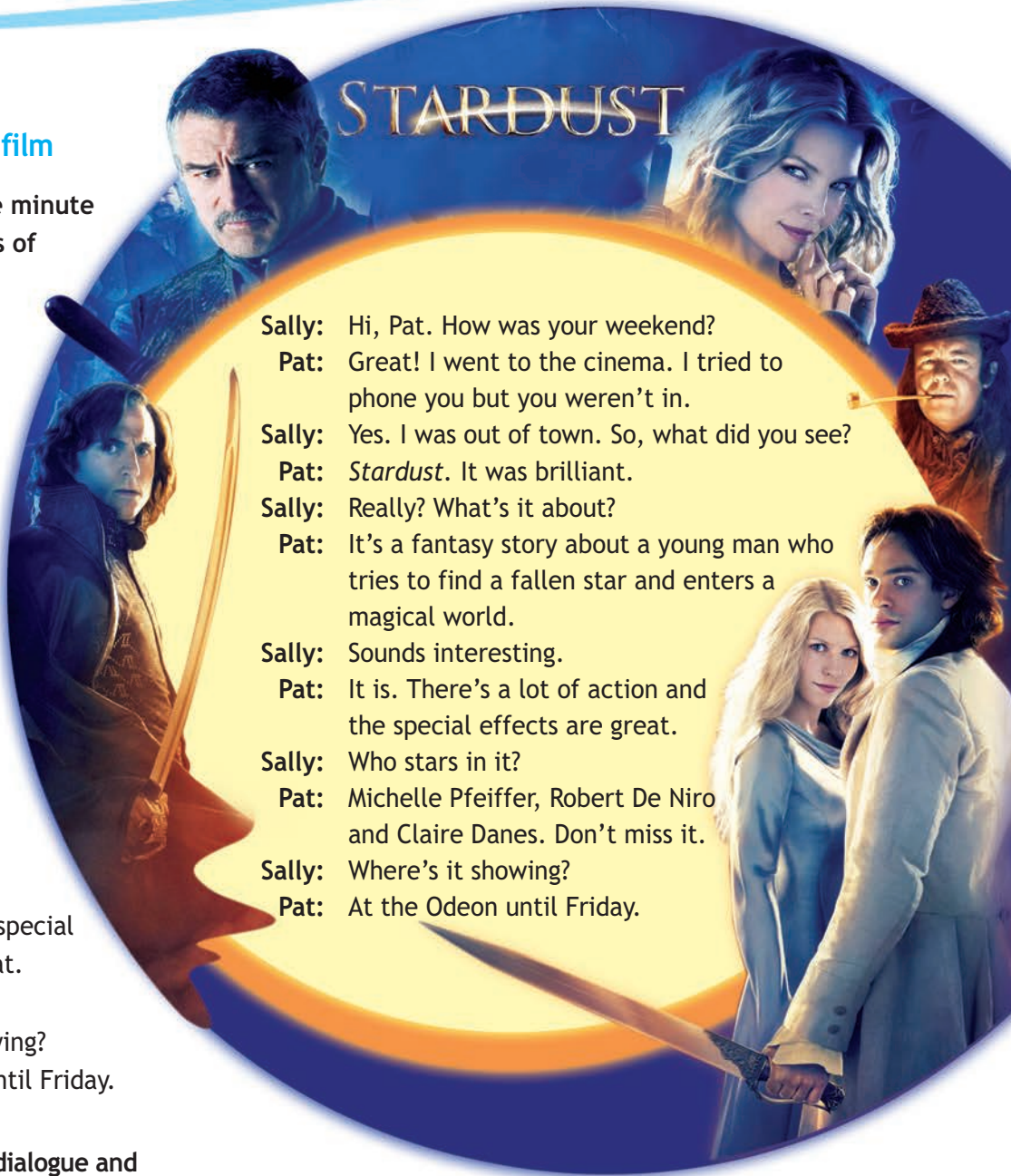
**2** Listen and repeat. Say the sentences in your language.

- What did you see?
- What's it about?
- Sounds interesting.
- There's a lot of action and the special effects are great.
- Who stars in it?
- Where's it showing?
- At the Odeon until Friday.

**3** Listen to the dialogue and answer the questions. Then, in pairs, read out the dialogue.

- 1 What film did Pat see?
- 2 What type of film is it?
- 3 Why didn't Sally go with Pat?
- 4 Did Pat enjoy the film?

**4**  **Portfolio:** You went to the cinema last weekend. Use the sentences in Ex. 2 to describe the film to your partner. Record yourselves.



**Sally:** Hi, Pat. How was your weekend?  
**Pat:** Great! I went to the cinema. I tried to phone you but you weren't in.  
**Sally:** Yes. I was out of town. So, what did you see?  
**Pat:** *Stardust*. It was brilliant.  
**Sally:** Really? What's it about?  
**Pat:** It's a fantasy story about a young man who tries to find a fallen star and enters a magical world.  
**Sally:** Sounds interesting.  
**Pat:** It is. There's a lot of action and the special effects are great.  
**Sally:** Who stars in it?  
**Pat:** Michelle Pfeiffer, Robert De Niro and Claire Danes. Don't miss it.  
**Sally:** Where's it showing?  
**Pat:** At the Odeon until Friday.

• Intonation in questions

Yes-No questions: final rising pitch	Wh-questions: final falling pitch
<i>Are you coming today?</i> ↘	<i>Where did you go?</i> ↘

**5** Listen to the theory. Listen to the questions and repeat. Is it the same in your language?

- 1 What did you see?
- 2 Did you like it?
- 3 Did he phone you?
- 4 Who stars in it?



## History

**1** 🎧 The civilisation of ancient Egypt lasted for over three thousand years. How are the people in the text related to this civilisation? Listen and read to find out.

**2** Read again and answer the questions. Explain the words in bold.

- 1 How many children did Ramses II have?
- 2 How many years was Ramses II the Great Pharaoh of Egypt?
- 3 Why is King Tutankhamen called the Boy King?
- 4 What was the curse of Tutankhamen's tomb?

**3** Complete sentences 1-4 with the verbs in the list. Use the *past simple*.

- bury • find • build • die

- 1 People ..... him in the Valley of the Kings.
- 2 Ramses II ..... temples and cities.
- 3 Tutankhamen ..... in his teens.
- 4 Howard Carter ..... Tutankhamen's tomb in 1922.

**4** Use the words to tell the class what you learnt about the people in the text.

- king • temples • monuments
- died • buried • curse
- archaeologist • tomb • reign

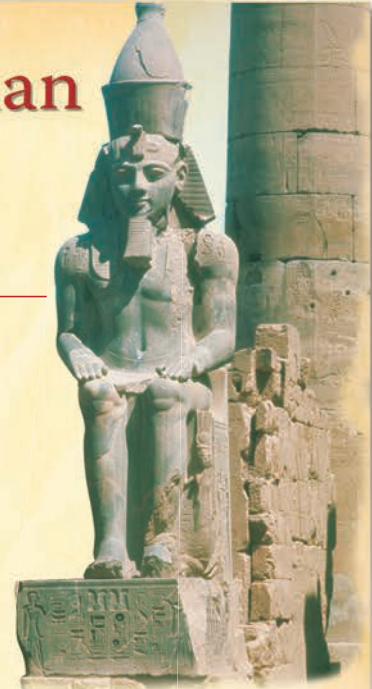
► *Ramses II was King for 67 years.*

## Ancient Egyptian Kings

### Ramses II

(1303 BC -1207 BC)

Ramses II became King when he was only 20 years old. He built **temples, monuments** and **cities**. He had 8 **royal wives** and over 100 children. He was the Great Pharaoh of Egypt for 67 years. He was 96 years old when he died. They **buried** him in the 'Valley of the Kings'.



### King Tutankhamen

(1341 BC -1323 BC)

King Tutankhamen or the 'Boy King' was only 9 years old when he became King. He didn't **reign** long. He died when he was about 18 years old. They buried him in the 'Valley of the Kings'. Howard Carter, a British **archaeologist**, found his **tomb**. A lot of archaeologists went to see the tomb. Some of them got **ill** and died. Was it a **curse**?



**5**

ICT



Do you want to find out more about ancient Egypt? In groups collect information, then present it to the class.

You can visit this website: <http://www.historyforkids.org>  
Click on: Egypt

# 3

# Self Check



## 1 Match the words.

- |    |          |
|----|----------|
| 1  | climb    |
| 2  | film     |
| 3  | royal    |
| 4  | change   |
| 5  | fight    |
| 6  | super    |
| 7  | ordinary |
| 8  | early    |
| 9  | spin     |
| 10 | burst    |

- |   |             |
|---|-------------|
| A | thirties    |
| B | person      |
| C | strength    |
| D | webs        |
| E | into flames |
| F | director    |
| G | shape       |
| H | wife        |
| I | walls       |
| J | crime       |

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

## 2 Choose the correct word.

- 1 Superman is a **popular/successful** superhero.
- 2 The series **ran/came** for five years.
- 3 People were **angry/afraid** of Hulk.
- 4 Stan Lee **appeared/created** many superheroes.
- 5 Spider-Man can **fly/climb** walls.
- 6 The Hulk **looked/changed** like a monster.
- 7 The Fantastic Four were **heroes/criminals**.
- 8 People **made/brought** fun of Clark Kent.
- 9 *Star Wars* **broke/won** all box office records.
- 10 Ramses built many **tombs/temples**.

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

## 3 Put the verbs in brackets in the *past simple*.

- 1 Superman ..... (come) from the planet Krypton.
- 2 The Hulk ..... (want) to help people.
- 3 Daredevil ..... (not/wear) a blue suit.
- 4 Spider-Man ..... (not/work) as a reporter.
- 5 David Banner ..... (change) into the Hulk when he got angry.
- 6 The film ..... (become) a big success.
- 7 Batman ..... (appear) in a TV series.
- 8 The film, *Spider-Man*, ..... (star) Toby McGuire.
- 9 Clark Kent ..... (not/work) as a scientist.
- 10 The Fantastic Four ..... (try) to live normal lives.

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

## 4 Use *used to* to complete the sentences.

- 1 He ..... play football when he was young.
- 2 ..... she ..... travel by train when she was young?
- 3 People ..... (not/send) emails 100 years ago.
- 4 They ..... (not/play) computer games 100 years ago.
- 5 Most people ..... write letters 100 years ago.

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

## 5 Complete the dialogue with: *Who stars in it?, I went to the cinema., It was fantastic!, Where's it showing?, Sounds interesting..*

- A: Hi, Joanne. How was your weekend?  
 B: 1) .....  
 A: Really? What did you do?  
 B: 2) ..... I saw a great film called *Enchanted*.  
 A: 3) ..... What's it about?  
 B: It's about fairy tale characters that come to life.  
 A: 4) .....  
 B: Susan Sarandon, Patrick Dempsey and Amy Adams.  
 A: 5) .....  
 B: At the Odeon until Friday.

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

(My score:  $\frac{\quad}{100}$ )

## Now I Can...

- talk & write about special powers, superheroes & legends
- write a short biography
- give a presentation on ancient Egypt

## ... in English





Virginia Evans ñ Jenny Dooley

# Access



3  
Student's Book

Syllabus  
based on  
Common  
European  
Framework



Express Publishing

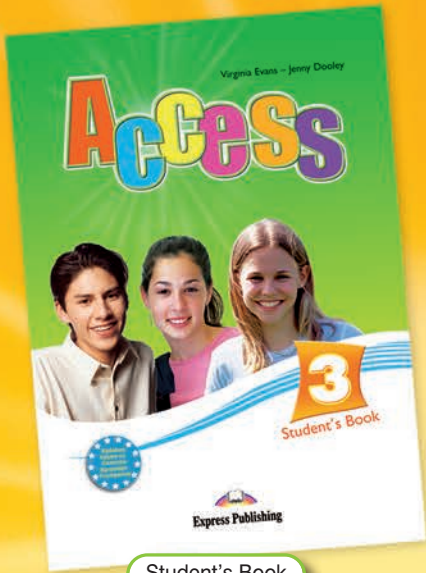
# Contents

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1	<b>Lifestyles</b> pp. 9-17  Self Check 1 p. 18	<ul style="list-style-type: none"> <li>• Present Continuous</li> <li>• Present Simple vs Present Continuous</li> <li>• Relative Clauses</li> </ul>	<ul style="list-style-type: none"> <li>• City life – Country life</li> <li>• Jobs</li> <li>• Personality adjectives</li> <li>• Word power: feel</li> </ul>
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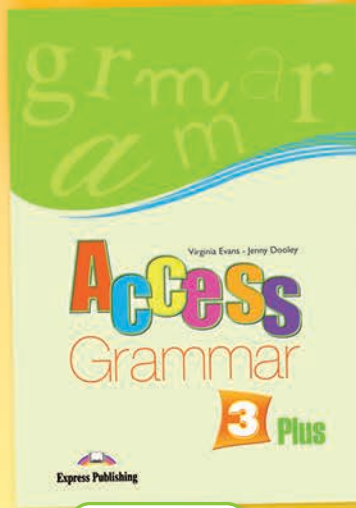


Reading & Listening	Speaking & Functions	Writing	Culture/Curricular
<ul style="list-style-type: none"> <li>A day in the life of OJ Mayo</li> </ul>	<ul style="list-style-type: none"> <li>talking about daily routines</li> <li>asking personal questions</li> </ul>	<ul style="list-style-type: none"> <li>a letter to a new pen friend about your family and your daily/weekly routine</li> </ul>	
<ul style="list-style-type: none"> <li>Sarah's Diary – Annabel's Diary</li> <li>Photography is the key to the whole world</li> <li>Being 15 ...</li> </ul>	<ul style="list-style-type: none"> <li>buying an underground ticket</li> <li>Pronunciation /ɪ/, /i:/</li> </ul>	<ul style="list-style-type: none"> <li>an email to your English pen friend</li> <li>an interview</li> <li>an article about yourself</li> <li>a text about a popular tourist attraction in your country</li> <li>a text about New Delhi, India</li> </ul>	<ul style="list-style-type: none"> <li>The Yeoman Warders</li> <li>Mexico City (Geography)</li> </ul>
<ul style="list-style-type: none"> <li>True Stories (Tsunami)</li> <li>It could happen to you!</li> <li>Experiences</li> </ul>	<ul style="list-style-type: none"> <li>narrating past events</li> <li>Pronunciation /ed/ ending (/t/, /d/, /ɪd/) – /i:/, /ə/</li> </ul>	<ul style="list-style-type: none"> <li>a holiday experience</li> <li>a sea disaster</li> <li>a story about an unusual experience</li> <li>a popular folk tale</li> </ul>	<ul style="list-style-type: none"> <li>The Gift of Storytelling</li> <li>The Canterville Ghost (Literature)</li> </ul>
<ul style="list-style-type: none"> <li>Jules' Undersea Lodge</li> <li>Edinburgh's Ghost Walks</li> <li>Greetings from California</li> </ul>	<ul style="list-style-type: none"> <li>inviting – accepting – refusing invitations</li> <li>Pronunciation /ɜ:/, /ɔ:/</li> </ul>	<ul style="list-style-type: none"> <li>a postcard from a holiday resort</li> <li>an email about your holiday</li> <li>a short article about a special place in your country</li> </ul>	<ul style="list-style-type: none"> <li>Legoland</li> <li>Safe splashing (Physical Education)</li> </ul>
<ul style="list-style-type: none"> <li>News items</li> <li>An interview</li> <li>A news report</li> </ul>	<ul style="list-style-type: none"> <li>giving/reacting to news</li> <li>choosing TV programmes</li> <li>Pronunciation /e/, /æ/, /ə/</li> </ul>	<ul style="list-style-type: none"> <li>a six-page magazine</li> <li>a news report for the school magazine</li> <li>present how radio stations work to the class</li> </ul>	<ul style="list-style-type: none"> <li>British Teenage magazines</li> <li>Turn on &amp; Tune in (Media Studies)</li> </ul>
<ul style="list-style-type: none"> <li>Digital Divide</li> <li>Are you optimistic or pessimistic about the future?</li> </ul>	<ul style="list-style-type: none"> <li>giving instructions</li> <li>expressing opinions</li> <li>agreeing/disagreeing</li> <li>Pronunciation /ɑ:/, /ʌ/</li> </ul>	<ul style="list-style-type: none"> <li>a short text about technology in the future</li> <li>an opinion article about life in the future</li> <li>predictions about the future</li> </ul>	<ul style="list-style-type: none"> <li>High-tech teens!</li> <li>Simulating Reality (ICT)</li> </ul>
<ul style="list-style-type: none"> <li>Danger on the Great Barrier Reef</li> <li>Safety in the street</li> </ul>	<ul style="list-style-type: none"> <li>expressing sympathy</li> <li>Pronunciation /ʌ/, /əʊ/</li> </ul>	<ul style="list-style-type: none"> <li>safe in the sun (a leaflet)</li> <li>an email giving advice on how to keep safe from crime</li> <li>an email giving advice on exam stress</li> </ul>	<ul style="list-style-type: none"> <li>RCMP: Royal Canadian Mounted Police</li> <li>Safe surfing (ICT)</li> </ul>
<ul style="list-style-type: none"> <li>The Art of Transformation</li> <li>Life's Turns</li> </ul>	<ul style="list-style-type: none"> <li>applying for a job</li> <li>expressing certainty/possibility</li> <li>Pronunciation /e/, /æ/</li> </ul>	<ul style="list-style-type: none"> <li>a short biography</li> <li>a letter of application</li> </ul>	<ul style="list-style-type: none"> <li>Traditions: The Haka Dance</li> <li>Children in Victorian times (History)</li> </ul>
<ul style="list-style-type: none"> <li>Protected</li> <li>The Earthship – The Perfect Green Home</li> <li>essay on the pros and cons of keeping animals in zoos</li> </ul>	<ul style="list-style-type: none"> <li>donating money</li> <li>Pronunciation /aɪ/, /aɪə/</li> </ul>	<ul style="list-style-type: none"> <li>an essay discussing the advantages &amp; disadvantages of keeping wild animals as pets</li> <li>a short text about the Great Sphinx</li> </ul>	<ul style="list-style-type: none"> <li>Scotland's natural world!</li> <li>Acid rain (Science)</li> </ul>
<ul style="list-style-type: none"> <li>Choices ... you make them</li> <li>The right food for the right mood</li> <li>letter of invitation</li> </ul>	<ul style="list-style-type: none"> <li>offering presents</li> <li>expressing thanks</li> <li>Pronunciation /s/, /z/</li> </ul>	<ul style="list-style-type: none"> <li>your eating habits</li> <li>a letter of invitation</li> <li>a quiz on idioms/sayings about food</li> </ul>	<ul style="list-style-type: none"> <li>Let's talk food!</li> <li>The food chain (Science)</li> </ul>
<ul style="list-style-type: none"> <li>Snowbiking – Parkour – Kitesurfing</li> <li>The Crystal Quest</li> </ul>	<ul style="list-style-type: none"> <li>giving directions</li> <li>buying tickets at the cinema</li> <li>Pronunciation /ɜ:/, /oʊ/</li> </ul>	<ul style="list-style-type: none"> <li>a quiz about the Olympic Games</li> <li>a CD review</li> </ul>	<ul style="list-style-type: none"> <li>Glastonbury Festival</li> <li>Does this sound familiar? (Music)</li> </ul>

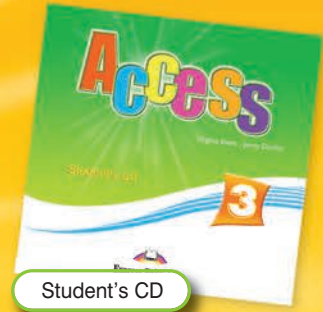
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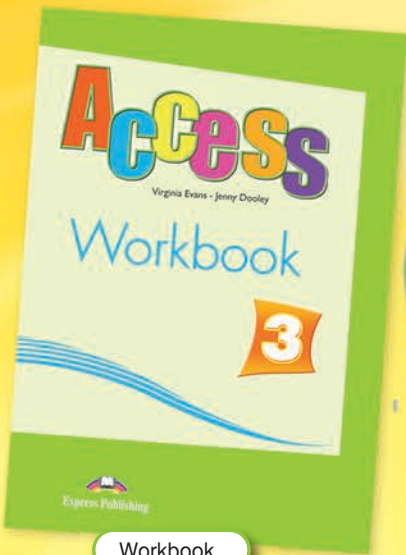
Student's Book



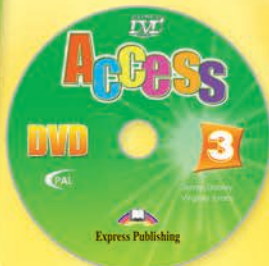
Grammar Book



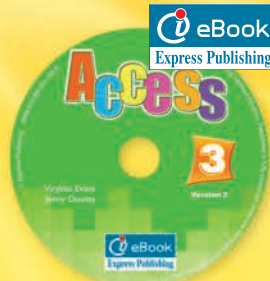
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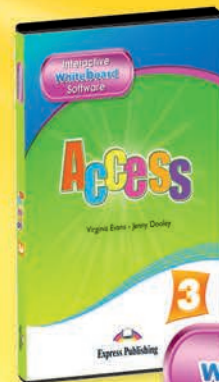
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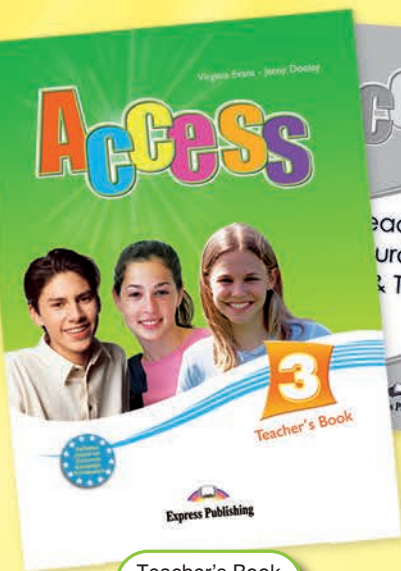
Fully animated DVD



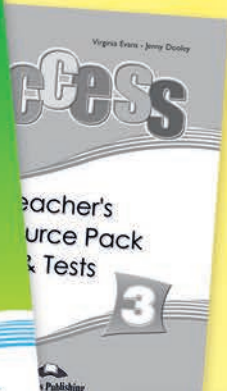
Interactive eBook



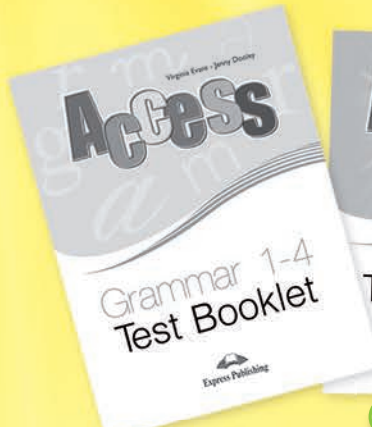
Interactive  
**Whiteboard**  
Software



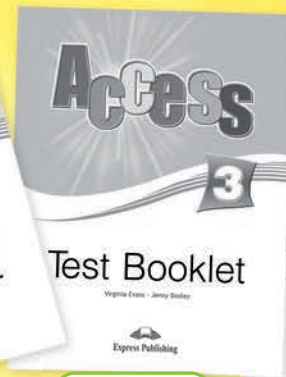
Teacher's Book  
(interleaved)



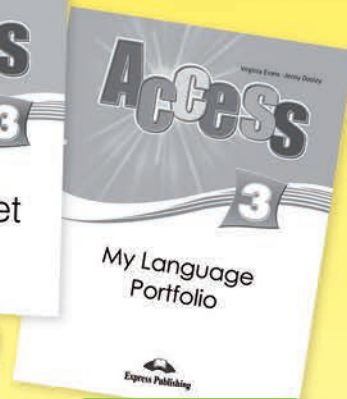
Teacher's Resource Pack  
(worksheets, Pairwork  
Activities, Games & Tests)



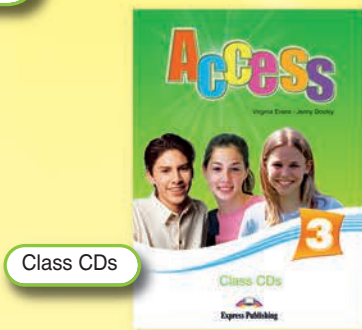
Grammar 1-4  
Test Booklet



Test Booklet



My Language Portfolio



Class CDs



## Narrow escapes!

### ◆ What's in this module?

- people's experiences & feelings
- natural phenomena
- past simple
- forming adverbs from adjectives
- time words
- sequence of events
- stories

Which of the pictures (1-8) can you find in Module 2?

### ◆ Find the page numbers for

- an extract from a novel
- a quote

## Vocabulary

### • Feelings

- ◆  Match the pictures to the words below. Listen and check.

- surprised • relieved • tired • bored • terrified
- worried • calm • excited

What are these words in your language? When was the last time you felt this way?

- *The last time I felt surprised was when my parents bought me a cat as a pet for my birthday.*



# Experiences

## TRUE STORIES

The morning of 26th December was warm and sunny on Phi Phi Don Island in Thailand. The sunshine was a welcome change from the **wet**, rainy weather in London. After breakfast we went to the beach. My parents decided to sunbathe and I ran straight into the crystal clear water. Nothing could **prepare** me for what **was about** to happen.

Suddenly, I heard a loud roar. The water under my feet disappeared. I heard people screaming and **pointing at** the sea. "What's going on?" I wondered as I turned to see a massive wave coming towards me. "Mark, run!" I heard my mum shout before the huge wave **swallowed** me. I was under the water. I tried to breathe and reach the surface but the force of the water just pushed me down. Then, out of nowhere a hand grabbed me and pulled me up. I gasped for air and looked around. I was in a **palm tree** with a Thai man. I could see people in the distance running in panic.

I **felt like** crying but I was too shocked to even do that. The only thing I could do was to sit and watch, **unable to move**. The hours passed slowly. Suddenly, the Thai man started shouting and pointing to a helicopter. The pilot saw us and came to **rescue** us. Half an hour later we were safe in the hills. There were a lot of people there. I felt lonely and lost. "Mark, you're safe," I heard my mum's voice say. I don't remember feeling more relieved in my life than at that moment.

Two days later we left the island. We felt lucky to be alive but we were sorry for the locals that lost their homes. It was a terrible **experience**.

## TSUNAMI



### Reading

- 1 The pictures tell the story in the text. What is the text about? Read, listen and check.
- 2 Check these words in the Word List.
  - crystal clear • roar • disappear • hills
  - screaming • breathe • surface • safe
  - grabbed • gasped for air • relieved
- 3 Read the text again and complete the sentences. Use two to four words.
  - 1 Mark went ..... with his parents.
  - 2 The weather there was .....

- 3 Mark couldn't wait to ..... when they reached the beach.
- 4 A ..... hit him.
- 5 A Thai man managed to ..... a palm tree.
- 6 Hours later, ..... rescued them.
- 7 In the hills, Mark found .....
- 8 Mark and his family went back to London. They felt very .....

### 4 Answer the questions.

- 1 Which natural disaster did Mark experience?
- 2 How did he feel?

**THINK!** How does Mark's story make you feel?



5 Match the adjectives to their synonyms. Then explain the words in bold.

- |                    |             |
|--------------------|-------------|
| 1 sunny (l. 1)     | a huge      |
| 2 massive (l. 8)   | b horrified |
| 3 shocked (l. 14)  | c bright    |
| 4 safe (l. 18)     | d calm      |
| 5 lonely (l. 19)   | e abandoned |
| 6 relieved (l. 21) | f unharmed  |

**Grammar** see p. 120

• Past simple

6 Read the theory. How do we form the *past simple*?

We use the **past simple** for actions which happened in the past.

- They stayed in a hotel.* (regular verb)
- They went to Thailand.* (irregular verb)
- They didn't enjoy their holiday.*
- Did they leave the island?*
- Yes, they did.*

Time expressions: yesterday, last week/month, two days/a week ago, etc

7 a) Explain these verbs. Find the past forms of the verbs below in the text. Which are regular? Which are irregular?

- |                   |            |          |
|-------------------|------------|----------|
| 1 be ► <i>was</i> | 9 turn     | 17 feel  |
| 2 go              | 10 swallow | 18 pass  |
| 3 decide          | 11 try     | 19 start |
| 4 run             | 12 push    | 20 see   |
| 5 can             | 13 grab    | 21 come  |
| 6 hear            | 14 pull    | 22 leave |
| 7 disappear       | 15 gasp    | 23 lose  |
| 8 wonder          | 16 look    |          |

b) Copy and complete the table with the past regular forms in Ex. 7a. Listen and check.

/t/	/d/	/ɪd/
► <i>pushed</i>		

c) Choose five of the verbs and make sentences about yourself.

► *My aunt came to visit us last Sunday.*

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

A I 1) ..... (**feel**) scared. I 2) ..... (**not/know**) what to do. People 3) ..... (**start**) to run and scream but I 4) ..... (**not/can**) move.

B It 1) ..... (**not/take**) long to realise it was an earthquake. We quickly 2) ..... (**grab**) a few things and 3) ..... (**rush**) outside the hotel.

C The sky 1) ..... (**become**) grey and cloudy and it 2) ..... (**start**) to rain. George 3) ..... (**try**) to radio for help but the radio 4) ..... (**not/work**). We 5) ..... (**be**) scared to death.

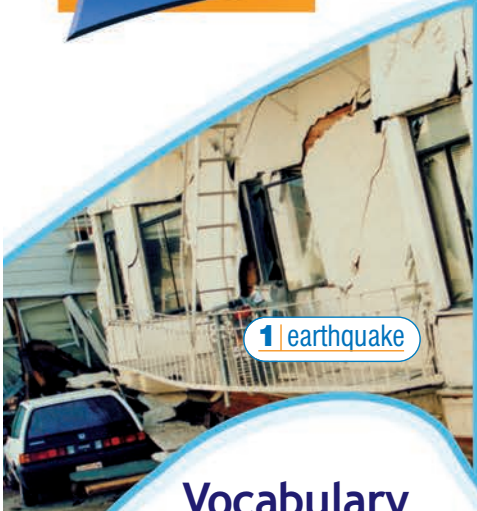
9 Ask and answer questions about your **funniest, saddest or scariest** experience on holiday.

- |   |                             |
|---|-----------------------------|
| 1 where/you go?   | 6 what happen?              |
| ► A: <i>Where did you go?</i>   | 7 who/with you?             |
| B: <i>I went to ...</i>   | 8 how/you feel?             |
| 2 what/weather be like?   | 9 what/happen in the end?   |
| 3 how/you get there?  | 10 how/you feel in the end? |
| 4 where/you stay?   |                             |
| 5 what/you do? ( <i>eat local dishes, take pictures, visit museums, etc</i> ) |                             |

**Speaking**

10 Use your partner's answers in Ex. 9 to tell the class about his/her **funniest/saddest/scariest** experience on holiday.

# Nightmares



1 earthquake



2 lightning



3 flood



4 tornado

It could happen to you!

## Vocabulary

- Natural phenomena

1 Listen and repeat words 1-7. Which are common in your country?

**THINK!** Which three of these phenomena do you think are the most dangerous? Give reasons.

### Learning to Learn

#### Predicting content

Key words from a text help you predict what the text is about.

## Reading

2 Read the title and the introduction. The following words/phrases appear in the text. What is the text about? Read, listen and check. Where could you read this text?

- nightmares about drowning
- water swept me away
- rain heavily
- river burst its banks
- grabbed
- a lamppost
- wet and cold
- relieved
- alive

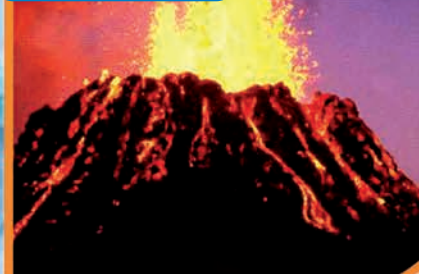
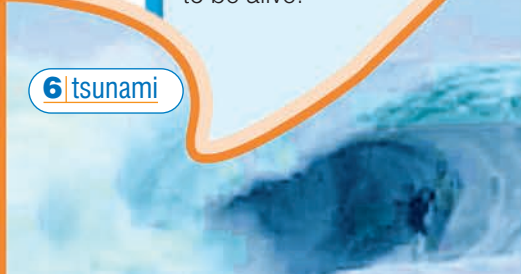
5 hurricane

6 tsunami

You probably can't imagine being caught up in the middle of a tornado, a hurricane or a flood, but don't be so sure that it could never happen to you! We spoke to John about his experience ...

Are you afraid of water? Well, John is! He had terrible 5 nightmares about drowning. "In the nightmares there was always heavy rain," he said, "and then water swept me away. I **desperately** shouted for help but no one ever came. I woke up very scared, but happy that it was just a bad dream." Last year, while John was on holiday in 10 Cornwall, his **horrible** dreams **came true!** One morning, he decided to go for a cup of tea in the village. On his way, he went into a little shop to buy some postcards. As he **entered** the shop, it started to rain heavily. "Nice weather for ducks," said the lady in the shop. "I hope the river 15 doesn't burst its banks again like last year," she added. John opened the door to leave the shop but as soon as he **stepped out**, water swept him off his feet and washed him down the road. "Oh no! The river!" he thought, terrified. Then suddenly, he hit a lamppost. 20 He quickly grabbed it and **pulled himself out** of the water. He was wet and cold but very relieved to be alive!

7 volcanic eruption





**3** Read the text again and answer the questions. Then explain the words in bold.

- 1 What was John afraid of?
- 2 Where did he go last year?
- 3 What happened to him?
- 4 What did he do?
- 5 How did he feel?

**4** Match the pronouns (1-7) from the text with the nouns below.

John    the river's    the lady in the shop  
John's    the lamppost

- 1 He (l. 5) ▶ *John*, 2 I (l. 8),
- 3 his (l. 11), 4 its (l. 15),
- 5 she (l. 16), 6 him (l. 18),
- 7 it (l. 20)

• **Forming adverbs**

**5** a) Read the examples. How do we form adverbs?

He's a *careful* driver. He drives *carefully*.  
The test was *easy*. He answered the questions *easily*.

She's a *terrible* cook. She cooks *terribly*.  
He's an *early* bird. He gets up *early*.  
He's a *good* swimmer. He swims *well*.

b) Form adverbs from the adjectives. Make sentences.

• slow • happy • safe • fast  
• real • complete • good

▶ He walks very slowly.

• **Time words**

**6** Read the theory. Find examples in the text.

We use *as soon as*, *when*, *while*, *so*, *after*, *until* and *then* to refer to the time or order in which something happened.  
*It started raining as soon as he left.*

**7** Join the sentences. Use the words in brackets.

- 1 They started screaming. They saw the lion. (*when*)  
▶ *They started screaming when they saw the lion. / When they saw the lion, they started screaming.*
- 2 They walked in the park. It got dark. (*until*)
- 3 He went on holiday. He finished school. (*after*)
- 4 The phone rang. She entered the room. (*as soon as*)
- 5 It stopped raining. They left the office. (*and then*)
- 6 It was late. He decided to get a taxi. (*so*)

## Listening & Speaking

**8** a) Listen and complete the missing words.




**10<sup>th</sup> April 0** ▶ **1912:**

**2)** ..... **April:**


**15<sup>th</sup> April:**

**1<sup>st</sup> 5)** ..... **1985:**

left port of Southampton for **1)** .....  
hit iceberg in the North Atlantic at 11:40 pm  
ship sank at **3)** ..... am, more than  
**4)** ..... people died  
ship located near Newfoundland, Canada

b)  Put the words in the correct order to form questions. Use the information in Ex. 8a to ask and answer the questions.

- 1 When/did/Southampton/the *Titanic*/leave?  
▶ *A: When did the Titanic leave Southampton?*  
*B: On 10th April, 1912.*
- 2 was/What/its destination?
- 3 later/What/days/happened/four?
- 4 the/did/When/sink/ship?
- 5 time/What/was/it?
- 6 people/How many/died?
- 7 they/When/did/ship/locate/the?

**9**  **ICT** Work in groups. What other disasters at sea do you know of? Collect information. Then, present it to the class.

You can visit this website: <http://en.wikipedia.org>  
Search keyword: Titanic  
Go to **See Also** and click on List of shipwrecks.

# Relieved



## Reading & Writing

**1** 🎧 Look at the picture and listen to the sounds. What do you think the story is about? Read and check.

**2** 🎧 Complete Laura's story with phrases (a-e). Listen and check. Explain the words/phrases in bold.

- a and asked us to keep calm
- b when suddenly the sky turned dark grey
- c but she was very scared
- d so we ran quickly inside the house
- e because they couldn't find their dog

**3** Put the events in the order they happened. Use the plotline to summarise the story for the class.

- It began to rain.
- They went to the basement.
- The wind stopped.
- The children were in the garden. ▶ 1
- They closed the windows.
- They helped their neighbours.
- They went inside the house.
- They heard a loud crashing noise.
- They went outside again.

### Learning to Learn

#### Sequence of events

Write the events in the order they happened. This helps the reader follow your story.

My sister Susan and I were in the garden playing with our neighbours' dog last Saturday afternoon **1)** ..... . Minutes later, it began to **rain heavily 2)** ..... .

Mum asked us to close all the windows. Just as I shut the window in the kitchen, I heard a loud noise. It sounded like a train. Dad took us to the **basement 3)** ..... . From there, we could hear the strong wind outside. **All of a sudden**, we heard a loud **crashing** noise and my sister started to cry. We tried to calm her down **4)** ..... .

After a few minutes, the wind stopped and everything was quiet. We slowly **made our way** up from the basement. The house was full of glass from the broken windows. The real **damage** was outside though. There were trees on the streets and damaged cars all over. Our neighbours were very **worried 5)** ..... . We **searched** everywhere and finally found him behind some bushes.

It was a horrible experience and we were relieved it was over. At least we were all OK. (Laura, 15)

## Writing (a story)

**4** 🧑🧒 Think of an unusual experience you have had. Answer the questions in the plan.

### Introduction (set the scene)

- Para 1
- Where were you (school, home)?
  - What was the weather like?
  - Who else was with you?

### Main Body (events in the order they happened)

- Para 2
- What happened?
  - What did you/the others do?
- Para 3
- What happened afterwards?

### Conclusion (end the story)

- Para 4
- What happened in the end?
  - How did you/the others feel?

**Portfolio:** Use your answers to write your story entitled 'What an Experience' (80-100 words).



## The Gift of Storytelling

## Stories



*“A story should be told eye to eye, mind to mind, heart to heart.”*

*Stanley Robertson (storyteller)*

**1** Listen to the music. Which country does it remind you of?

**2** What can you see in the pictures? What do you know about them? Listen and read to find out.

**3** Answer the questions. Then explain the words in bold.

- 1 What do ‘seanchais’ do?
- 2 What types of stories do people tell in Ireland?
- 3 What are Irish myths/legends about?
- 4 What characters do you find in Irish folk tales?

• **Word power**

**4** Read the box. Which phrase can you find in the text? Make sentences using the phrases.

**spend**

- + money (= pay) *He spent £10 on sweets.*
- + time (= pass) *He spent all day reading the book.*

**P**erhaps the best way to spend a cold, winter night in Ireland is to enjoy the company of a ‘seanchai’, a storyteller. Ireland has great stories to tell.

**M**yths and **legends** are stories about giants, **warriors** and kings. They are **tales** of heroes who overcome<sup>1</sup> great **obstacles**, fight with magical beasts and have incredible<sup>2</sup> adventures. One such legend is the story of Finn Mac Cumhail and his group of warriors, the Fianna, who protected the high kings of Ireland.

**F**olk tales entertain<sup>3</sup> people while teaching them moral values<sup>4</sup>. These stories are about very unusual characters such as **fairies** and **elves**. The most popular are the leprechauns. Their name means ‘small body’. They make shoes and have a **hidden** pot of gold. As legend has it, if you catch a leprechaun, it must tell you where the pot of gold is. But be careful! It will try to **trick** you into looking away for a second, and then it will disappear!

<sup>1</sup>get over <sup>2</sup>unbelievable <sup>3</sup>amuse <sup>4</sup>right behaviour

**5** **THINK!** Name three stories you like. What value(s) does each one teach?

### Project

**6** Work in groups. Think of a popular folk tale in your country.

- What is it about?
- Who are the main characters?
- What happens in the story?
- What moral values does the story teach?

Tell another group.

# Oh my goodness!



John: Hi, Penny.  
 Penny: Hi, John. You'll never guess what happened to me.  
 John: What is it? You look a little upset.  
 Penny: Oh dear. I had quite a shock this morning.  
 John: Really? Why?  
 Penny: I was at the zoo, when I heard people shouting and screaming.  
 John: What on earth was it?  
 Penny: Everyone was around the fountain and they all looked really scared.  
 John: Oh my goodness! What was going on? Did someone fall in the water?  
 Penny: Not someone, but something. There was a long orange snake with black stripes swimming around in it.  
 John: Oh dear! Was anyone hurt?  
 Penny: No. The guards caught it quickly and put it back in its cage.  
 John: Imagine that! You don't see that every day, do you?  
 Penny: No, you certainly don't.

• Narrating past events

- 1 Listen and repeat. Which are the stressed words?
- You'll never guess what happened to me.
  - I had quite a shock.
  - What on earth was it?
  - What is it?
  - Oh my goodness!
  - You look a little upset.
  - What was going on?
  - Oh dear!

2 The sentences in Ex. 1 are from a dialogue between John and Penny. Look at the picture. What do you think happened to Penny? Listen and check.

3 Read the dialogue and list the events in the order they happened. Compare with your partner.

4 Say the sentences in Ex. 1 in your language.

5 **Everyday English** Find phrases in the dialogue which mean:

- |                             |                   |
|-----------------------------|-------------------|
| 1 Oh my.                    | 4 That's unusual. |
| 2 What's the matter?        | 5 Fancy that.     |
| 3 You seem a bit shaken up. |                   |

6 **Portfolio** Tell your friend about something unusual that happened to you. Use the sentences from Ex. 1 to act out your dialogue. Record yourselves.

## Pronunciation /i:/, /ɪə/

7 Listen and tick (✓). Listen again and repeat.

	/i:/	/ɪə/		/i:/	/ɪə/
he			beer		
here			knee		
bee			near		



## Literature



(A)

**Oscar Wilde (1854-1900)** was a popular Irish poet, novelist and dramatist. His most famous works include 'The Picture of Dorian Gray' and 'The Importance of Being Earnest', as well as some excellent short stories like 'The Canterville Ghost'. This story is about an American ambassador and his family who buy a **haunted house**.

## The Canterville Ghost

(B)

At eleven o'clock the family went to bed, and by half-past all the lights were out. Some time after, Mr Otis woke up because of a noise outside his room. It sounded like the clank of metal. He got up at once, struck a match and looked at the time. It was exactly one o'clock. Mr Otis was quite calm. The strange noise continued, and with it he heard the sound of **footsteps**. He put on his **slippers**, took a small bottle out of his **dressing** case and opened the door. Right in front of him he saw an old man. He looked terrible. His eyes were red. His hair was long and grey. His clothes were old-fashioned and dirty, and there were handcuffs and rusty chains on his **wrists** and **ankles**.

"My dear sir," said Mr Otis, "those chains need oiling. Here take this small bottle of lubricant. I will leave it here for you and I will give you more if you need it." With these words the ambassador put the bottle down on a **marble** table, and went back to bed, closing the door behind him.

- 1 What is 'The Canterville Ghost' about? Read text A to find out.
- 2 Listen to the sounds. What do you think happens in this extract? Listen, read and check.
- 3 Check these words in the Word List. Use them to complete the sentences. Explain the words in bold.

clank of metal	ambassador
struck a match	haunted house
handcuffs	ghost
rusty chains	lubricant

- 1 Mr Otis was a(n) .....
- 2 Mr Otis bought a(n) .....
- 3 Mr Otis woke up because of the .....
- 4 Outside his bedroom, he saw a(n) ..... with ..... and .....
- 5 Mr Otis gave the ghost .....

4 Which sentence best describes the picture?

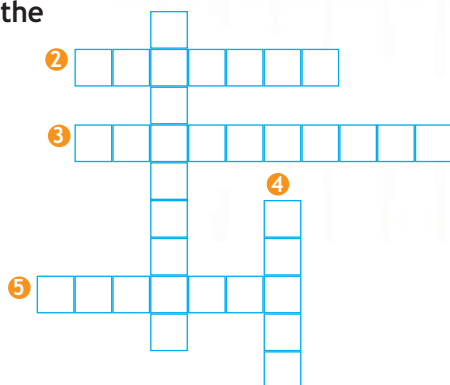
5 What do you think happened afterwards? In groups, continue the story. Then, listen and check.



# 2

# Self Check

1 Complete the crossword in your notebook.



### Across

- 2 large wave that flows onto land
- 3 shaking of the ground
- 5 strong wind storm in which a tall column of air spins around quickly

### Down

- 1 violent wind or storm
- 4 large amount of water that covers an area

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

2 Fill in the correct word related to feelings.

- 1 We were all r \_ \_ \_ \_ \_ to be back home safe.
- 2 She had nothing to do so she felt b \_ \_ \_ \_ .
- 3 He was very w \_ \_ \_ \_ \_ when he realised the kids weren't back from school.
- 4 Sam tried to keep c \_ \_ \_ when he saw the ghost.
- 5 He's afraid of flying. He feels t \_ \_ \_ \_ \_ each time he gets on a plane.

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

3 Choose the correct item.

- 1 He waited in the airport as soon as/until the plane arrived.
- 2 Mary called her mother as soon as/until she got home.
- 3 He tried to find a good job until/after he graduated.
- 4 She was in bed when/after the phone rang.
- 5 He watched TV when/after he had dinner.

(Points:  $\frac{10}{5 \times 2}$ )

4 Put the verbs in brackets into the past simple.

- 1 How ..... (you/feel) when it ..... (start) to rain?
- 2 He ..... (not/find) his friends so he ..... (come) back home.
- 3 Where ..... (they/go) last weekend? They ..... (travel) to Paris.
- 4 ..... (he/ask) for help? No, he ..... (be) afraid.
- 5 When ..... (he/arrive)? An hour ago. He ..... (bring) Ann with him.

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

5 Write the past simple forms.

- |               |                |
|---------------|----------------|
| 1 reach ..... | 6 come .....   |
| 2 dive .....  | 7 decide ..... |
| 3 find .....  | 8 hear .....   |
| 4 try .....   | 9 leave .....  |
| 5 start ..... | 10 feel .....  |

(Points:  $\frac{10}{10 \times 1}$ )

6 Match the sentences (1-4) with their responses (a-d).

- |   |                        |
|---|------------------------|
| 1 <input type="checkbox"/> What was that?           | a I had quite a shock. |
| 2 <input type="checkbox"/> You look a little upset. | b A snake.             |
| 3 <input type="checkbox"/> Where did you go?        | c Oh my goodness!      |
| 4 <input type="checkbox"/> I heard a loud roar.     | d To Lisbon.           |

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

## Now I Can ...

(My score:  $\frac{100}{100}$ )

- talk about natural phenomena
- narrate past events
- describe feelings
- use time words in narration
- tell/write a story

... in English





Virginia Evans - Jenny Dooley

# Access



4

Student's Book



**Express Publishing**

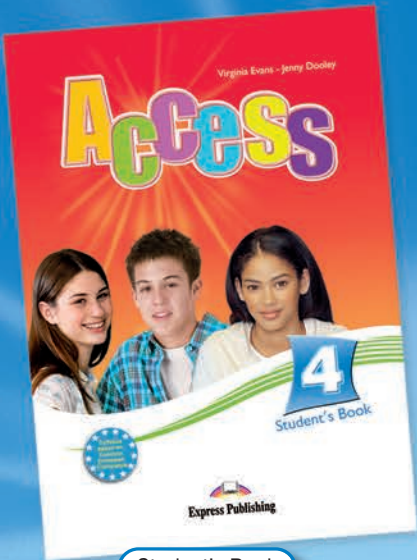
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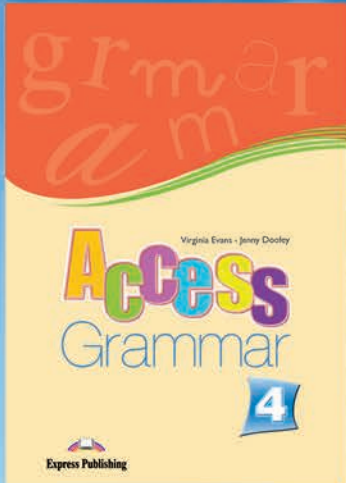


Reading & Listening	Speaking & Functions	Writing	Culture/Curricular
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<ul style="list-style-type: none"> <li>Body talk</li> <li>Breaking the ice</li> <li>Short messages</li> </ul>	<ul style="list-style-type: none"> <li>Giving personal information</li> <li>Dealing with arguments</li> </ul>	<ul style="list-style-type: none"> <li>Informal style</li> <li>A short message</li> <li>A short article about social etiquette in your country</li> <li>A poem</li> </ul>	<ul style="list-style-type: none"> <li>Social Etiquette in the UK (Culture)</li> <li>Dealing with Conflict (PSHE)</li> </ul>
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<ul style="list-style-type: none"> <li><i>Obento</i> a tasty tradition</li> <li>Buy Nothing Day</li> <li>Tony's Steak House</li> </ul>	<ul style="list-style-type: none"> <li>Expressing preferences/admiration</li> <li>commenting on a friend's clothes/accessories</li> <li>intonation in questions</li> </ul>	<ul style="list-style-type: none"> <li>Using adjectives in descriptions</li> <li>A restaurant review</li> <li>A leaflet about dishes in your country</li> </ul>	<ul style="list-style-type: none"> <li>Traditional UK dishes (Culture)</li> <li>Food Allergies (PSHE)</li> </ul>
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<ul style="list-style-type: none"> <li>Waste or not?</li> <li>Can you believe your eyes?</li> <li>My favourite painting</li> </ul>	<ul style="list-style-type: none"> <li>Describing Art</li> <li>Pronunciation: /j/, /dʒ/</li> </ul>	<ul style="list-style-type: none"> <li>A quiz about artists</li> <li>An article describing a painting</li> <li>A biography about a famous artist in your country</li> </ul>	<ul style="list-style-type: none"> <li>Andy Warhol (Culture)</li> <li>Movies go Digital (Art &amp; Design)</li> </ul>
<ul style="list-style-type: none"> <li>Lost in Time</li> <li>The Great Fire of London</li> <li>Free in the Skies</li> </ul>	<ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>An article describing a person</li> <li>Using quotations in articles</li> </ul>	<ul style="list-style-type: none"> <li>Precious Earth (Culture)</li> <li>Our Solar System (Science)</li> </ul>
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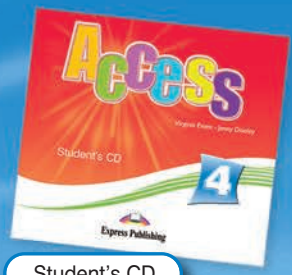
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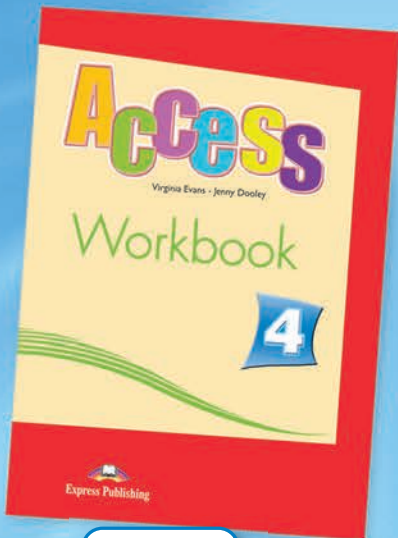
Student's Book



Grammar Book



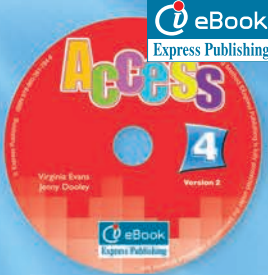
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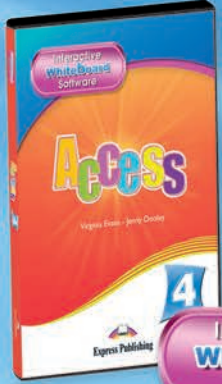
Workbook



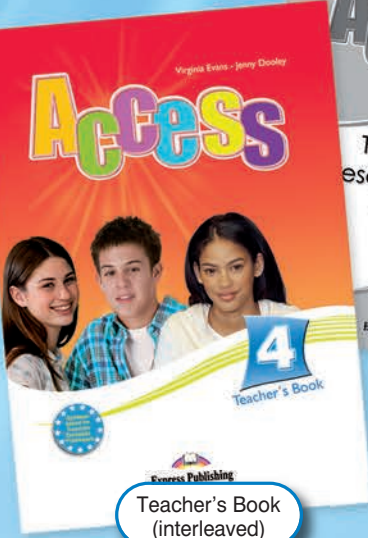
Fully animated DVD



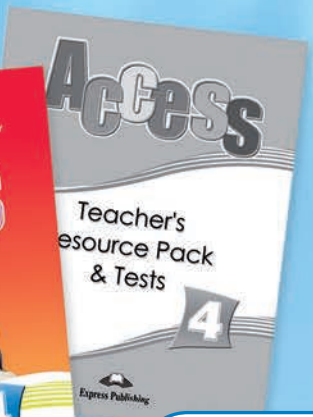
Interactive eBook



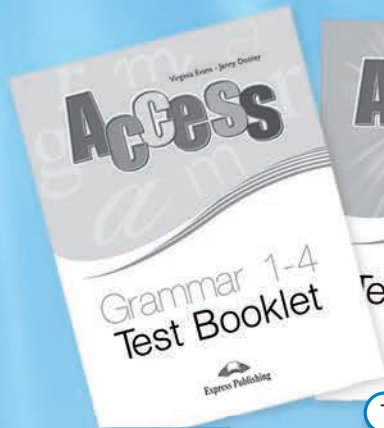
Interactive Whiteboard Software



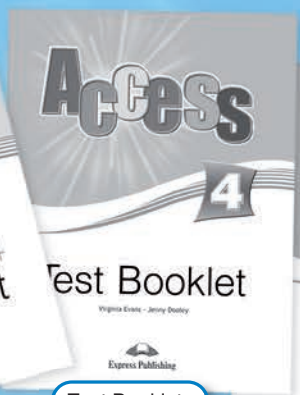
Teacher's Book (interleaved)



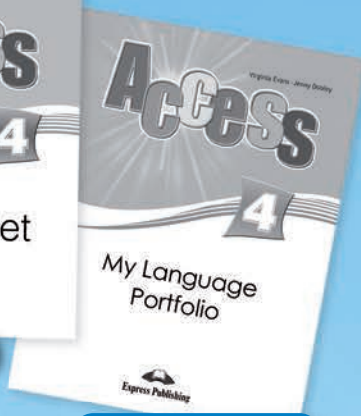
Teacher's Resource Pack (worksheets, Pairwork Activities, Games & Tests)



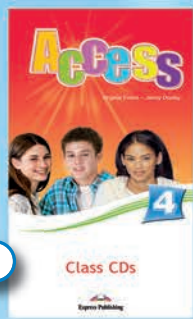
Grammar 1-4 Test Booklet



Test Booklet



My Language Portfolio



Class CDs



# Module

# 1

## Communication

### ◆ What's in this module?

- gestures
- body language
- how to socialise in the UK
- how to avoid conflict
- present simple/present continuous
- -ing form – to-infinitive
- short messages


Which of the pictures can you find in Module 1?

### ◆ Find the page numbers for

- a poem
- notes
- cartoons

## Vocabulary

### • Body language

- ◆  Listen and repeat. What are these phrases in your language?

How do you think the people in pictures 1-10 feel? Choose from the list. Make sentences, as in the example.

- nervous • angry • surprised • impatient • bored • unsure • worried
- confused • pleased • tired • offended • embarrassed • shy • happy

▶ *The girl in picture 1 is yawning. She seems to be tired. I think she is tired.*

1 yawn

2 smile

3 blush

4 clench your fist

6 hug

5 bite your nails

8 scratch your head

7 raise eyebrow(s)

9 frown

10 shake hands

# World gestures

## Reading & Listening

1 Do gestures suggest the same feelings all around the world?

👂 Listen and read to find out. Label the pictures with phrases from the text.



## Body talk

Are you going on holiday abroad this year? Are you thinking about learning a few phrases to get by? Well, you should learn a little about gestures too, because what you say with your head and hands at home can mean something completely different in another country. Imagine this:

- You're hugging your friend in the street in Tokyo when you see a Japanese person smiling and you smile back. Did you know that the Japanese may smile when they are angry or confused and that kissing or hugging in public is unacceptable in Japan?
- You are in China and your friend is introducing you to her father. He stands opposite you, holding his right hand in a fist against his left palm and nodding slightly. You feel nervous. Have you done something wrong? A clenched fist almost always suggests anger. Well, in China this gesture is a polite way to greet someone.

- You are in Thailand. You're sitting on a bus with the soles of your shoes showing. Whoops! Be careful. This is insulting.
- You're invited to a family meal in Greece. You're deep in conversation with your friend and you nod your head to show you agree, as all English people do. However, he looks confused and a little surprised. That's because in Greece people nod their head to say 'no' while the English shake their head to say exactly the same thing!

The world of gestures can be very confusing. A harmless gesture in one country can be a terrible insult in another. So when you are abroad, be very aware of what you are saying with your body!



2 a) Read again and complete the sentences.

- 1 A Japanese person can be insulted if .....
- 2 To greet someone in China, .....
- 3 If a Thai sees the soles of your shoes showing, he'll be .....
- 4 If a Greek nods his head, he .....
- 5 While travelling abroad we should be careful how .....

b) Explain the underlined words. Then make sentences using them.

c) Demonstrate gestures from your country. Explain what they mean.



## Grammar see p. 133

### • Present simple – present continuous

#### 3 Study the table. Find examples in the text on p. 10.

We use the **present simple**

- for habits/routines. *He walks to work.*
- for timetables. *The train arrives at 7:00 pm.*

We use the **present continuous**

- for actions happening now or around the time of speaking. *They are watching TV now.*
- for fixed future arrangements. *We're having a party this Sunday.*
- for annoying actions. *He's always biting his nails.*

Some verbs do not have continuous tenses because they describe a state not an action (*like, hate, believe*, etc). *He likes tennis.* Some verbs can have continuous tenses but with a difference in meaning. *I think he's lying.* (= believe) *I'm thinking of going out.* (= considering)

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

### BODY language

The postman 1) ..... (**come**) every day at 8 am and 2) ..... (**deliver**) the post. Normally, you 3) ..... (**not pay**) much attention. Today, though, your palms 4) ..... (**sweat**), your heart 5) ..... (**race**) and you have butterflies in your stomach. Today you 6) ..... (**wait**) for your exam results. When we 7) ..... (**be**) in a stressful situation our bodies react. Even if we 8) ..... (**try**) to hide our feelings on the inside, our bodies show them on the outside. The same is true for happy, sad or frustrating situations. Let's say you open your results and they are fantastic. Now, you 9) ..... (**smile**), your eyes are wide open and your cheeks are red. You are happy because you know you 10) ..... (**go**) to college in September and your body can't hide it.

#### 5 Put the verbs in brackets into the correct tense. Compare with a partner.

- A: When ..... (Tim and Lyn/come) back from their holiday?  
B: School ..... (start) on the 15th, so a week before that.
- A: What time ..... (he/finish) work?  
B: He ..... (leave) at 7:00 but today he ..... (work) overtime.
- A: ..... (you/drive)?  
B: I ..... (learn). I ..... (take) lessons at the moment.
- A: Oh no! I ..... (not/know) where my keys are.  
B: Not again. You ..... (always/lose) them.
- A: Sue ..... (look) for a new flat at the moment.  
B: Yes, she ..... (see) one this afternoon.

#### 6 Use the notes to act out short exchanges.

bus leaves 5:00  
meet at station  
4:30

concert starts  
9:30  
leave house 8:00

film starts 8:00  
meet outside cinema  
7:45

ballet lesson  
finishes 6:00  
pick you up 6:15

- A: *What time does the bus leave?*  
B: *It leaves at 5:00, so we're meeting at the station at 4:30.*

#### 7 Work in pairs. Tell your partner: *one thing that is happening now, one thing you usually do, one thing you are doing tomorrow, one thing that annoys you, a fact about you.*

### • Prepositions

#### 8 Choose the correct preposition. Check in the Word List. Complete the sentences about people you know.

- ..... is very popular **to/with** his/her .....
- ..... is jealous **of/with** other people's .....
- ..... is very fond **at/of** .....
- ..... is good **for/at** .....
- ..... is patient **of/with** .....

#### 9 **ICT** What does your body say in different cultures? Collect information, then present it to the class.

Visit the website:

<http://changingminds.org>

Click on: **Body Language**

# Getting to know you

## Reading & Listening

- 1 What does the title of the text mean? How would you start a conversation with someone you don't know? Read and check.



- 2 Read and listen to the text and mark the sentences (1-6), T (true) or F (false). Correct the false sentences. Explain the words in bold.

- 1 Breaking the ice means saying or doing something to start feeling relaxed with a new person. ....
- 2 People feel uncomfortable when meeting someone new because they cannot predict their reactions. ....
- 3 When you meet someone for the first time, it's better to look serious. ....
- 4 Confident people have positive feelings. ....
- 5 When you start a conversation, talk a lot about yourself. ....
- 6 If you feel uncomfortable meeting new people, you should avoid it. ....

## Breaking the ice

It's that time of year again and you're back at school. The new girl in your class seems very interesting and you would like to get to know her better. Unfortunately, what usually happens whenever the **opportunity** to talk to someone comes up, is that you can't think of anything to say. Your palms **sweat**, you **blush**, and you look away.

Whether you are starting a new school, going to a party where you don't know anyone or want to **approach** a person you **fancy**, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling **shy** or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will **react**. Don't let it **get you down**, though.

You shouldn't worry. Almost everyone feels uncomfortable when they meet someone for the first time. If you feel this way, the following tips can help you out.

☺ **Smile:** When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back and help you feel more comfortable about starting a conversation.

☺ **Be positive:** Everybody likes being around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will enjoy your positive energy and **benefit** from it. Also, be confident. If you like yourself, others will probably like you too.

☺ **Be a good listener:** **Develop** listening **skills**. Don't **take over** the conversation and don't just talk about yourself. Ask other people questions about themselves too. This way they'll know you're interested in them.

☺ **Be sociable:** Don't **avoid** being around new people just because you feel uncomfortable. If you face a situation again and again, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well – but may be too shy to break the ice!

### Learning to Learn

#### Reading effectively

The author's purpose is the reason for writing the text. This could be to entertain, persuade, inform, advise, narrate or describe. Recognising the author's purpose will help you understand the content of the text better.

- 3 **THINK!** What is the author's purpose?

- 4 **THINK!** Think of some tips which can help you socialise. Tell your partner.



## Vocabulary

### • Character adjectives

**5** Check the words below in the Word List. Use them to complete the gaps.

- sociable • selfish • shy • sensitive
- stubborn • honest • optimistic
- reliable • patient

- 1 Tony's ..... . He always looks on the bright side of life.
- 2 Fred's ..... . His feelings get hurt very often.
- 3 Claire's ..... . She doesn't get angry or upset in annoying situations.
- 4 Ann's ..... . She always does what she says she will do.
- 5 Sue's ..... . She is unwilling to change her mind about things.
- 6 Tom's ..... . He doesn't care about other people's feelings.
- 7 Bill's ..... . He doesn't feel comfortable meeting new people.
- 8 Mary's ..... . She always tells the truth.
- 9 Jim's ..... . He likes meeting people.

## Listening

**6** Listen to three people talking about themselves. What is each person like? Match the people to the adjectives in Ex. 5 that best describe each.

**1** Ann

**2** Sue

**3** Billy

### • Word formation

**7** a) Read the table. Find examples in Ex. 5.

#### Forming adjectives

- noun + -ful (*use – useful*), -al (*magic – magical*), -ic (*optimism – optimistic*), -ish (*child – childish*), -less (*help – helpless*), -ly (*friend – friendly*), -ous (*fury – furious*), -able (*comfort – comfortable*)
- verb + -able (*rely – reliable*), -ed (*bore – bored*), -ing (*bore – boring*), -ible (*sense – sensible*), -ive (*act – active*)

b) Check these words in the Word List. Form adjectives. Use them in sentences.

- imagine • talent • cheer
- responsibility • friend • courage
- interest • ambition • mystery

► *My sister is imaginative. She can always tell a good story.*

## Grammar

see  
p. 134

### • -ing form/to-infinitive

**8** Read the rules and the examples. Find examples in the text on p. 12.

We use -ing form

- as the subject of a sentence. *Starting a conversation is not easy.*
- after *like, love, enjoy, don't mind, dislike, hate*. *He likes meeting new people.*
- after *avoid, appreciate, consider, continue, deny, fancy, go* (+ activities), *imagine, miss, save, suggest, practise, prevent, spend/waste* (time/money) on ... . *Do you fancy playing tennis?*
- after prepositions. *How about eating out?*

We use to -infinitive

- to express purpose. *He went out to buy a magazine.*
- after *would like, would prefer, would love*. *I'd like to eat out tonight.*
- after *too/enough*. *It's too difficult to talk to her.*
- after *ask, decide, explain, want, hope, expect, promise, refuse* etc. *He wants to travel abroad.*

BUT *make, let, modals* use the infinitive without to. *He can't see you now.*

**9** Write sentences about you and your friends.


like	get to know (sb) better
hate	go to parties
would love	meet new people
not mind	start a conversation
hope	take up a hobby
too shy	be around happy people
want	make a phone call
	be around new people
	talk about (myself)

► *I like going to parties.*

# Get in touch

## Writing

### • Short messages

**1**  Read the short messages A and B. Which of these situations does each refer to?

- 1 Someone has had a baby.
- 2 Someone wants to show that they are grateful.
- 3 Someone is getting married.
- 4 It's someone's birthday.
- 5 Someone is sorry about something.
- 6 Someone is going on holiday.
- 7 Someone is in hospital.
- 8 Someone is leaving school.

**2** Read the theory box. Find examples in the messages.

### Learning to learn

#### Informal style

- short opening and closing remarks (*Hi Sue, Love, Ann*)
- abbreviations (*I'm*)
- colloquialisms, phrasal verbs, idioms and everyday language (*What's up?*)
- the imperative (*Do come*)
- informal linkers (*and, so*)
- omission of subject pronouns (*Hope to see you soon* instead of *I hope to see you soon.*)

### • Phrasal verbs (come)

**3** Choose the correct particle. Check in the Word List.

- 1 Come **by/up** any time for tea.
- 2 Can you come **down/up** with an answer to this problem?
- 3 His new book is coming **up/out** next May.

Dear Tony,

**A** *Happy Birthday! I hope you have a wonderful day and that you'll have a great time at your party. I'm very sad that I won't be there to celebrate with you on this special day. I hope you like the present that I sent you. Enjoy yourself!*

Yours,  
Amber




Hi Neil,

**B** *Hope you are well. I thought I'd just drop you a line to thank you for everything you did to make my stay in London a memorable one. You were an absolutely wonderful host and I enjoyed every minute of my holiday. Special thanks for taking the time to show me around. You were great! Remember, you're always welcome to come and visit me.*

Thanks a million,  
Greg



**4**  Complete the sentences with the words in the list. Which sentences would you find in a short message to someone who: *is moving to another place? had an accident? got his/her degree? is celebrating his/her birthday? has a family problem?*

• thoughts • proud • luck • day • recovery

- 1 I'm so sorry. Please know you are in my .....
- 2 Get well soon! Wishing you a speedy .....
- 3 Congratulations on your success. We're all ..... of you.
- 4 Goodbye and good ..... The school won't be the same without you.
- 5 Have a great ..... full of surprises and fun.

## Writing (a short message)

**5** **Portfolio:** A friend of yours has won a scholarship to study at a summer school. Write a short message to congratulate your friend. Use messages A & B as models (30-40 words).



## Socialising in the UK

1 Read the title of the text and the headings under the pictures. What do you think people in the UK do in these situations? Listen and read to find out.

### Social Etiquette in the UK

The British are famous for their language, sense of humour and, of course, politeness. So, when you are in the UK, make sure you **respect** social etiquette in the following situations:

British people are quite reserved when greeting one another. A handshake is the most common form of greeting when you meet someone for the first time. It is only when you greet close friends or relatives that you would **kiss** them **on the cheek** or **give them a hug**. The British may also call you by many different 'affectionate' names, such as *dear*, *chuck*, *mate*, *gov*, *son* or *love*. Do not be **offended**, this is quite normal.

The British like their privacy, so not all topics are safe for **small talk**. Avoid asking

people about their age, religion, politics, **marital status**, weight or how much they earn. Instead, **acceptable** small talk topics are family, films, television, sport, studies, food, hobbies and of course, the weather!

When you visit people at home, make sure you are on time. It's also nice to take a gift for your **hosts**, such as a bunch of flowers or a box of chocolates. A British person might say 'come and see me soon' or 'drop in any time'. However, you must always phone before you visit someone.



Making small talk



Greeting people



Visiting people at home

2 Read the text and answer the questions.

- 1 How do the British greet someone for the first time?
- 2 How do they greet friends and relatives?
- 3 What is a good way to start a conversation with a British person?
- 4 What should you do when you visit a British person?
- 5 What topics should you avoid when you have a casual conversation with British people?

3 Explain the words/phrases in bold. Use some to complete the sentences.

- 1 You mustn't be rude to your teachers. You should ..... them.
- 2 Lucy said goodnight to her parents, ..... and then went to bed.
- 3 Being impolite to others is not ..... behaviour.
- 4 Apart from the ....., he didn't know anyone at the party.
- 5 She kissed her daughter ..... before she left for work.

### Project

- 4 **Portfolio:** Answer the questions in Ex. 2 again but this time about your country. Use your answers to write a short article for an international school magazine about social etiquette in your country.

# Are you new here?



• Giving personal information

1 Listen and repeat. Say the sentences in your language.

• What's your name? • Where are you from?

• Is your sister single/married? • Are you new here?

• Have you got any brothers or sisters?

• How old are you?

2 Read the dialogue and mark the sentences (1-3) T (true) or F (false). Listen and check. In pairs, read out the dialogue.

- 1 Mary is new to the neighbourhood. ....
- 2 Mary has got a brother. ....
- 3 Mary and Harry are both 16. ....

Harry: Hello, my name's Harry.

Mary: Hi! I'm Mary. Mary Newton.

Harry: Nice to meet you. Are you new here?

Mary: Yes. We moved in next door last Monday.

Harry: Really? Welcome to the neighbourhood, then.

Mary: Thanks. What's your name? I didn't catch it.

Harry: I'm Harry.

Mary: Have you got any brothers or sisters?

Harry: One sister. And you?

Mary: I'm an only child.

Harry: I see. How old are you?


Mary: I turn sixteen next May.

Harry: That makes us the same age.

Mary: Great! Maybe we'll be in the same class together at school.

Harry: Yes, I hope so.

Mary: OK. See you later.

3  **Portfolio:** Work in pairs. Imagine you are at a summer camp. Use questions from Ex. 1 to find out about your partner. Record yourselves.

## Intonation

4 Listen and choose the adjective that best describes each speaker's attitude. Is their intonation rising or falling?

### Learning to Learn

#### Expressing feelings

Your intonation is the way your voice rises and falls as you speak. Your intonation shows your feelings, i.e. interest, disbelief, sarcasm, enthusiasm etc.

Really?  interest Really?  disbelief

### 1 Excuse me!

a  annoyed  polite

b  annoyed  polite

### 2 What's up?

a  friendly  aggressive

b  friendly  aggressive

### 3 Is this seat taken?

a  suspicious  polite

b  suspicious  polite

### 4 Who did it?

a  annoyed  polite

b  annoyed  polite



## PSHE\*

\* Personal, Social & Health Education

- 1 Listen to and read the poem. How is it related to the title of the text?



Good morning.	Taut.	Slack.
<b>Hmm.</b>		
Nice day.	Open.	Shut.
<b>Dim.</b>		
Sorry.	And.	But.
<b>Glad.</b>		
Hadn't.	Over.	Under.
<b>Had.</b>		
Go.	Cloudless.	Thunder.
<b>Stay.</b>		
Work.	Detour.	Highway.
<b>Play.</b>		
Pro.	New way.	Thruway.
<b>Con.</b>		
Off.	Byway...?	MY WAY!
<b>On.</b>		
Front.		
<b>Back.</b>		

Eve Merriam  
(US poet)

## Dealing with CONFLICT

Losing friends is about as easy as making friends if you don't know how to deal with anger and conflict<sup>1</sup>. Conflict is part of everyone's life. It will **show up** at school, at work and at home. It's OK to feel angry, **frustrated**, **annoyed**, disappointed or sad. These feelings are natural, but it's how you deal with them that makes the difference. Some people scream, shout, swear<sup>2</sup>, call people names, try to get back at or even hit the person who has hurt them. Others do their best to keep away from disagreements but very few deal with conflict successfully.

**Resolving** conflict is a step by step **process**. Before you start discussing the problem, cool off, count to 10, take a deep breath and imagine a relaxing place. Then, say what's really bothering you, but watch how you express yourself. Don't **blame** or accuse. Share how you feel by using "I" statements. For example, don't say "You are always **bossing me around**," but "I feel frustrated because you don't pay attention to what I think."

You want people to hear your opinion so make sure you practise what you preach<sup>3</sup>. Listen carefully to the other person and accept that he or she might see the problem in a different way. Be **flexible** and open-minded, willing to apologise, forgive and move on.

<sup>1</sup> serious disagreement    <sup>2</sup> use bad language    <sup>3</sup> give strong advice



- 2 Read and listen to the text and answer the questions.

- How can someone lose a friend?
- Where might you come into conflict with people?
- How can people deal with conflict? Name three ways.
- What should you do before beginning to resolve a conflict?

- 3 Match the words/phrases in bold to their synonyms. *finding a solution, appear, angry, order around, discouraged, hold responsible, willing to change, course of action*

- 4 **THINK!** Change the following 'you' statements into 'I feel + adjective' statements. Use the following words:

• sad • angry • disappointed • bad

- You never want to hang out with me any more!  
▶ *I feel bad because we don't hang out any more.*
- You are always lying to me.
- You always get your own way!
- You never listen to me!

- 5 How do you deal with arguments? What's the best way to handle such situations? Discuss in pairs.

- 6 **Project:** Work in pairs. Find the opposites of the words below and write a poem similar to the one in Ex. 1. Read the poem aloud.

• Sad • Bad    • Go • Slow    • Don't • Won't  
• Cold • Old

# 1

# Self Check

**1** Fill in: *clenched, sociable, selfish, biting, patient, reliable, stubborn, blushes, nervous, optimistic.*

- 1 He was so angry he ..... his fists tightly.
- 2 She likes making new friends. She's very ... .
- 3 ..... people always look on the bright side of life.
- 4 She doesn't get angry easily. She's very .... .
- 5 He is very ..... . He won't let you down.
- 6 Stop ..... your nails.
- 7 A ..... person doesn't care about other people's feelings.
- 8 Jane is shy. She ..... when strangers talk to her.
- 9 He always feels ..... before his exams.
- 10 Listen to me! Don't be so .....

(Points:  $\frac{\quad}{10 \times 3 = 30}$ )

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

- 1 I ..... (take) the dog for a walk every day after school.
- 2 Jade ..... (look) for a job at the moment.
- 3 This cake ..... (taste) delicious.
- 4 The film ..... (start) at 6:00.
- 5 George ..... (cook) dinner now.
- 6 Ann ..... (not/like) going to the theatre.
- 7 We ..... (have) a party this Sunday.
- 8 Fred ..... (work) for us now.

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

**3** Put the verbs in brackets into the *-ing* form or *to-infinitive*.

- 1 He wants ..... (travel) abroad.
- 2 She is too shy ..... (talk) to people.
- 3 I like ..... (be) around happy people.
- 4 I'd like ..... (meet) your friends.
- 5 Do you fancy ..... (go) out tonight?
- 6 He may ..... (call) later.
- 7 They are thinking of ..... (move) house.
- 8 I don't mind ..... (stay) in tonight.

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

**4** Fill in: *with, out, by, of, at, up with.*

- 1 She's good ..... maths.
- 2 He came ..... some new ideas.
- 3 Don't be jealous ..... Tom.
- 4 The novel came ..... last April.
- 5 He's patient ..... his students.
- 6 Ann will come ..... after work to help us.

(Points:  $\frac{\quad}{6 \times 3 = 18}$ )

**5** Match the sentences to form exchanges.

- |                            |                          |                               |
|----------------------------|--------------------------|-------------------------------|
| 1 <input type="checkbox"/> | Thank you very much.     | a No, please sit down.        |
| 2 <input type="checkbox"/> | Is this seat taken?      | b That's very kind of you.    |
| 3 <input type="checkbox"/> | I'm afraid I have to go. | c Don't mention it.           |
| 4 <input type="checkbox"/> | Make yourself at home.   | d Indeed it is.               |
| 5 <input type="checkbox"/> | What a nice day!         | e Well, thank you for coming. |

(Points:  $\frac{\quad}{5 \times 4 = 20}$ )  
(My score:  $\frac{\quad}{100}$ )

## Now I Can ...

- exchange personal information
- talk and write about body language & feelings
- talk and write about conflicts & disagreements
- write a poem based on opposites
- write a short message
- write a short article about social etiquette in my country
- understand the author's purpose

## ... in English

**6** **THINK!** Read the joke. What do you expect the answer to be?



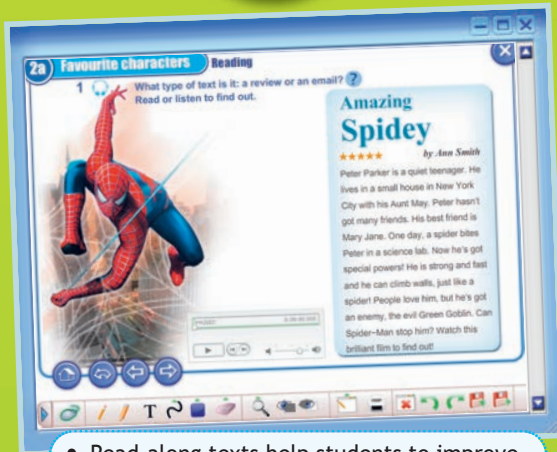
Another year.





Engage learners' senses with the Access IWB software.

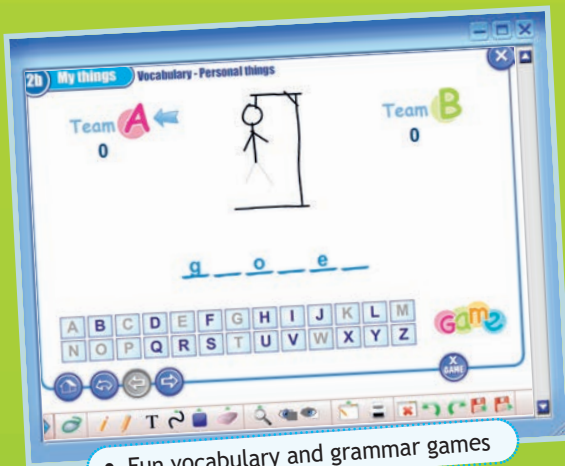
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- speaking & writing sections with models & plans
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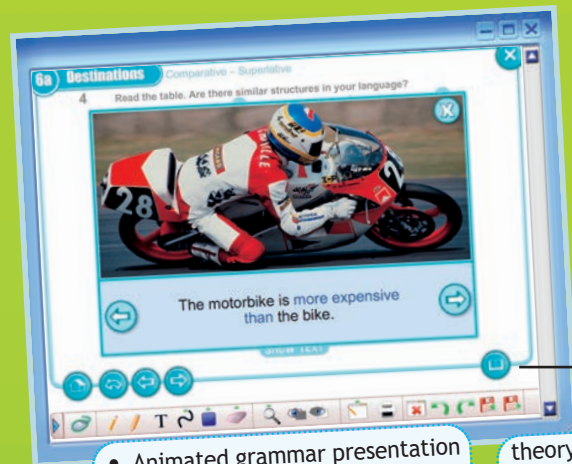
- Read-along texts help students to improve their pronunciation and intonation



- Vocabulary presentation through visuals

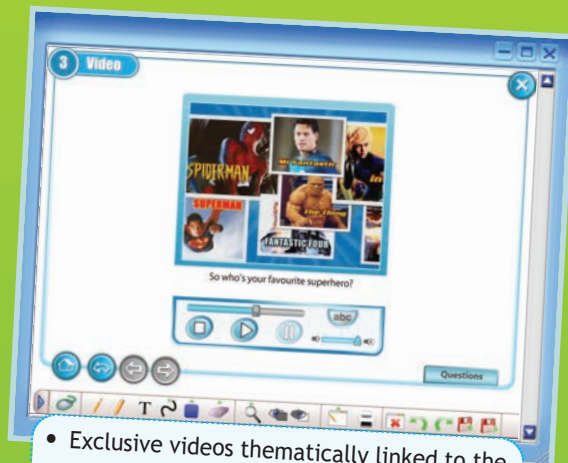


- Fun vocabulary and grammar games



- Animated grammar presentation through picture flashcards

theory presentation at a click



- Exclusive videos thematically linked to the topic of each module



- A fully animated Reader to motivate students



# Access interactive eBooks

The student's interactive study partner!

"With the eBook I never get stuck with

**8t Curricular Cut** Science

## Acid Rain

**The problem**  
The problem starts here. Cars burn petrol and factories and power stations burn coal and emit toxic fumes. So, the air that we breathe becomes polluted.

**Air pollution & acid rain**  
The pollution is gathered in clouds and when it reacts with the oxygen and water in the atmosphere it becomes acid. The winds carry the polluted clouds long distances. When it rains, this pollution falls on trees, houses, buildings, cars, clothes, everywhere! This is called acid rain.

**Water and soil pollution**  
When acid rain falls into lakes, streams, rivers and seas, they become toxic. This is water pollution and it harms or kills fish and plants. When acid rain flows through the soil, it poisons trees and plants.

**Solutions**  
We all need air to survive. One way to make the air cleaner is to drive less. We can use public transport or ride our bikes as much as possible. We can also use less electricity. For example, we can turn off the lights when we leave a room. Factories can use new technologies to help make factory smoke less harmful to the environment. We all need to work together to stop this problem before it is too late!

- Read-along texts help students improve their reading skills

**9b Food for thought** Vocabulary - Food/Drinks

1 Match the words to the categories. Add two more words to each category.

Dairy Products	Seafood	Poultry	Fruit	Meat	Vegetables	Desserts	Drinks	Other
yoghurt	lobster	chicken	oranges	liver	lettuce	ice cream	beer	nuts
			bananas					sugar
								cereal

cabbage cheese peas beans apples beef turkey pears water  
chocolate brown rice sweets potatoes low fat milk pasta cake wine tea  
flour

- Fully interactive activities to practise and revise grammar & vocabulary

**2b Celebrations** Present simple vs present continuous

6 Read the table. Find examples in the text.

permanent state  
Emma lives in a small town.

- Animated grammar to study and practise the grammar structures presented in class

**7a Same but different**

2 In which film does Johnny Depp play someone who:

**factory (n):** a building where products are made e.g. Bridget works in a factory making shoes.

Which of these characters does Johnny Depp play in a movie who works in a factory?

- In *Edward Scissorhands* (1990), Depp plays a shy and very lonely man who has scissors instead of hands. He looks quite frightening with his thin purple lips, pale skin and messy black hair. Still, he is one of the most lovable characters you will ever meet!
- In *The Pirates of the Caribbean* (2003-2007) he magically transforms Depp into Captain Jack Sparrow, the cunning but likeable captain of a pirate ship. Sparrow is probably the most famous character that Depp has played. He has a beard, a moustache and long hair, and he wears a headscarf. Captain Sparrow is just as nutty as Edward, but a lot funnier, and braver, too.
- In *Charlie and the Chocolate Factory* (2005), Depp plays Willy Wonka, the owner of a chocolate factory and inventor of many crazy and wonderful inventions. Wonka is intelligent and sociable, but it eventually becomes clear that he is not as charming as he first appears!

- Revision and practice of new vocabulary with definitions, examples & visuals

**3a Superheroes**

act like monster  
ago poor  
appear popular  
character publishing company  
comic read a magazine  
continue real life  
creator right thing to do  
eat out scientist  
go to the cinema story  
go to the library successful  
grow up superheroes  
help with housework surf the Net  
hurt wear  
kill yesterday  
last week  
look like  
meet friends

- A vocabulary list with audio in every lesson helps students learn new words and practise spelling and pronunciation

**9t Curricular Cut** Science

4 In groups, make your own food chain. Draw a diagram and add pictures and labels.

sunlight grass  
grasshopper frog  
snake owl

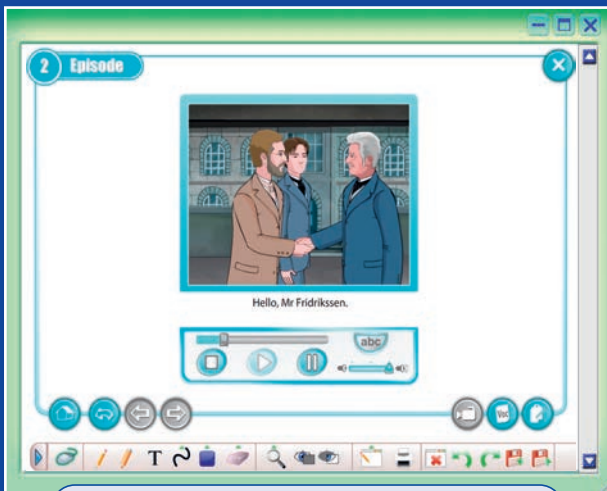
Grass uses energy from the sun to produce its own food. The grasshopper eats the grass. Then, the frog eats the grasshopper. After that, a bigger animal such as a snake eats the frog which is then eaten by an owl. When an animal dies decomposers break it down and return it to the soil. Then the food chain starts all over again.

- Speaking & writing models help students correctly prepare homework without parental involvement

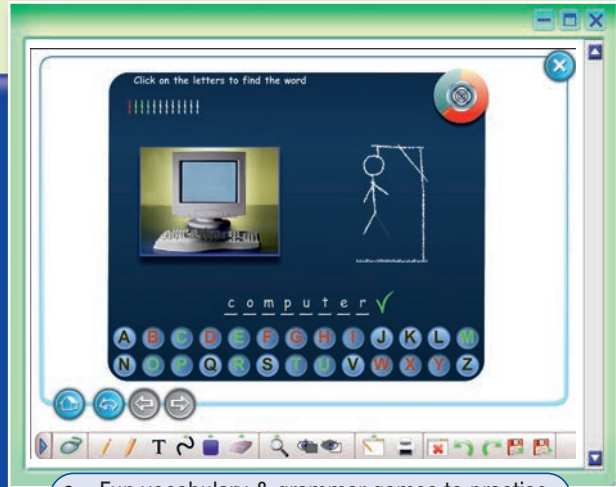




# homework!"



- A fully animated Reader to motivate students



- Fun vocabulary & grammar games to practise and revise the content of each module



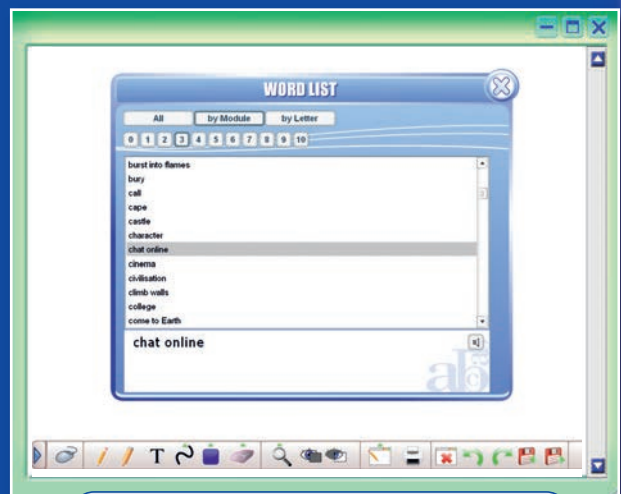
- Authentic videos familiarise students with different aspects of English culture



- Fun quizzes for every module



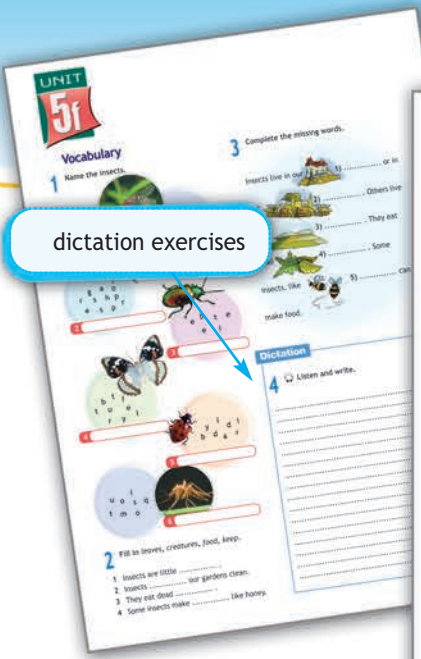
- A thematic Vocabulary Bank to practise & revise vocabulary through interactive activities



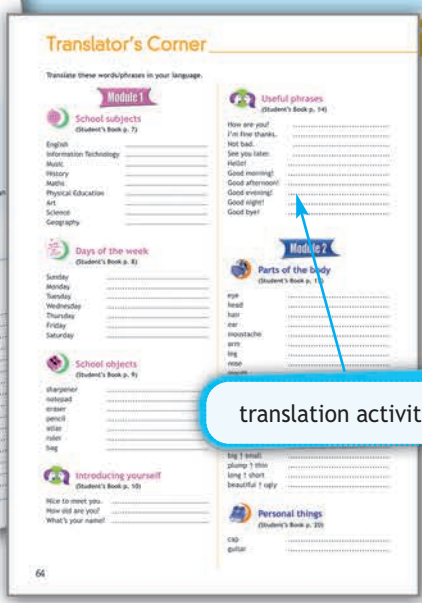
- An easy-to-use Digital Dictionary with audio



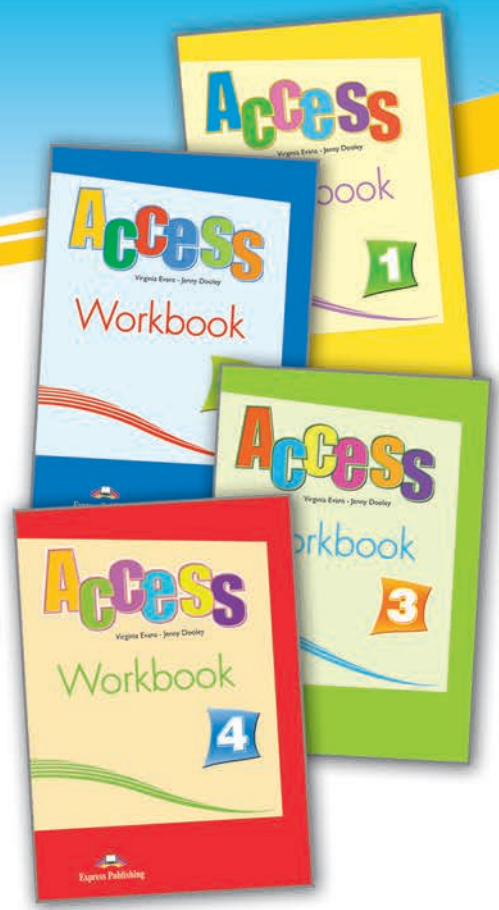
# Workbook in full colour with a wide variety of exercises



dictation exercises



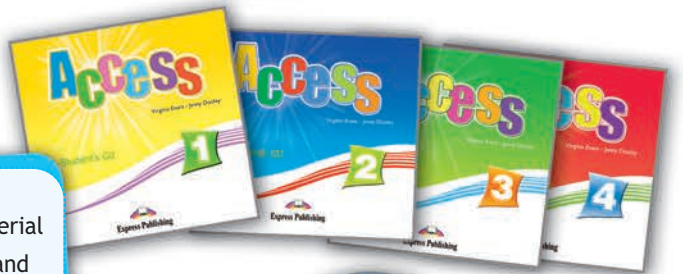
translation activities



sample pages from Access 1 Workbook

Access Grammar with detailed theory, graded activities and revision exercises

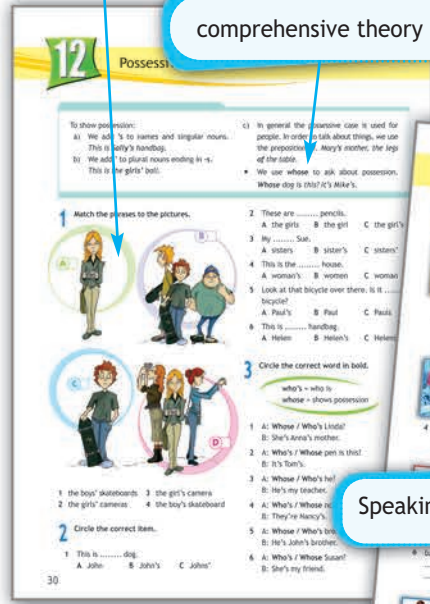
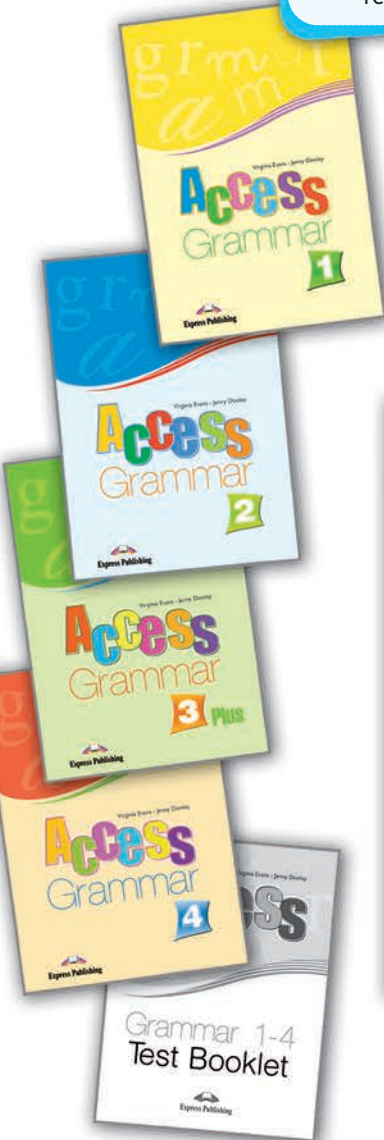
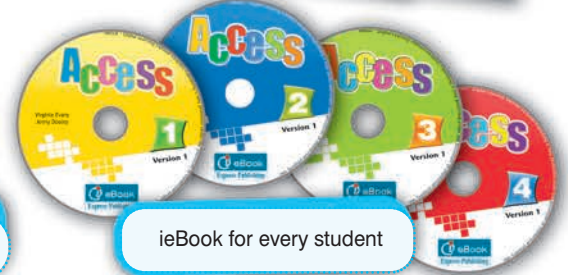
Student's CD with recordings of audio material in the Student's book and the Workbook



graded activities

comprehensive theory boxes

ieBook for every student



Speaking & Writing exercises

sample pages from Access 1 Grammar Book

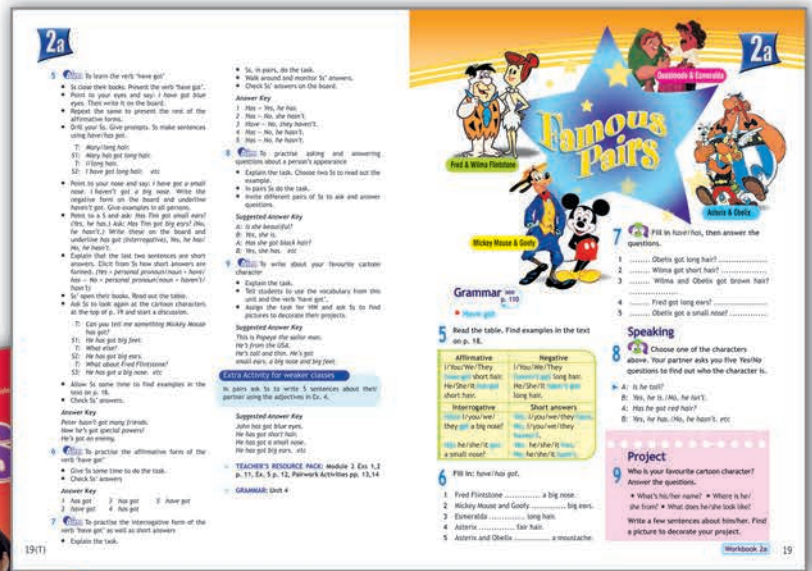
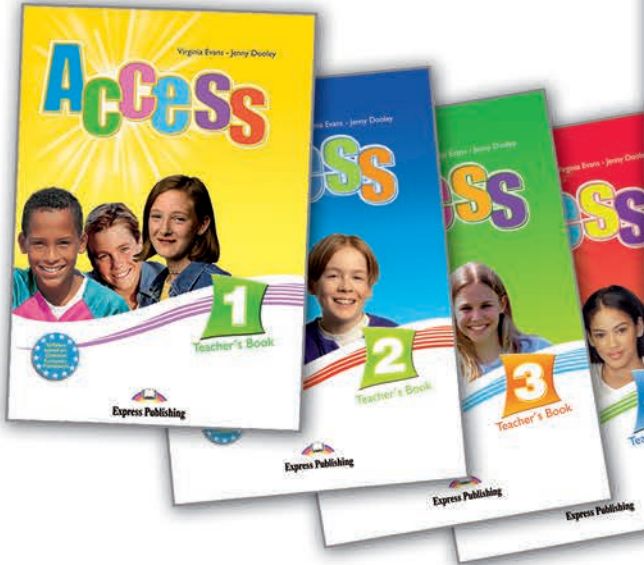


DVD (video & Reader DVD)



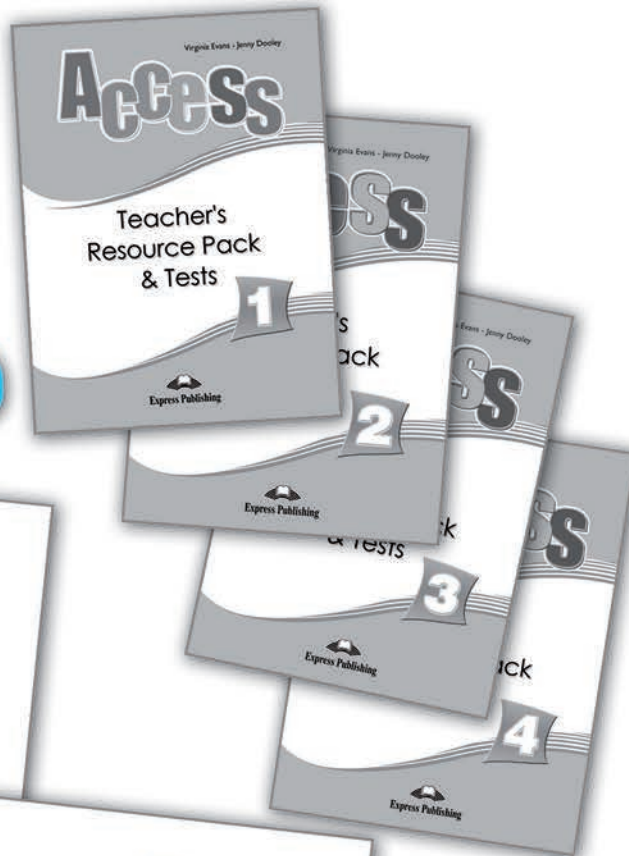


Interleaved Teacher's Book with lesson plans, teaching tips, suggested answers and games

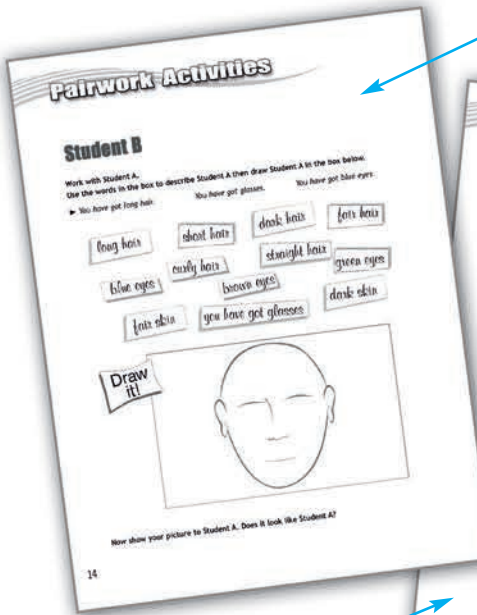


sample pages from Access 1 Teacher's Book

Teacher's Resource Pack, including photocopiable material, to give teachers more flexibility in their lessons, tests with answers & marking scheme, vocabulary & grammar exercises, reading & writing practice

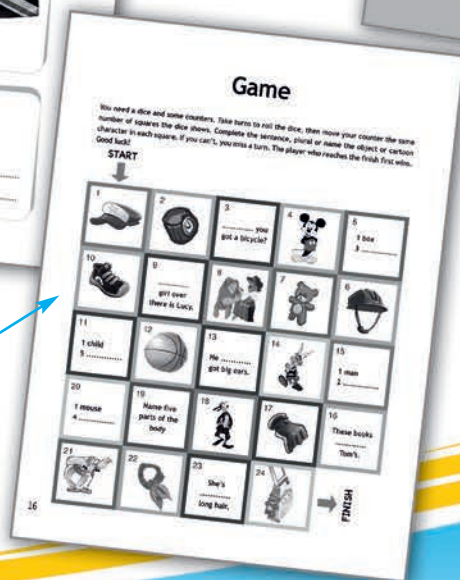


pairwork activities



portfolio activities to be filed in the student's Language Portfolio

games



sample pages from Access 1 Teacher's Resource Pack



# RECOMMENDED READERS

## Access 1



## Access 2



## Access 3



## Access 4



**Express Publishing**

Liberty House, Greenham Business Park  
Newbury, Berkshire, RG19 6HW, U.K.  
Tel.: (+44) 1635 817 363  
Fax: (+44) 1635 817 463  
E-mail: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk)