

H. Q. Mitchell - Marileni Malkogianni

Full Blast!

PLUS

4




mm
publications

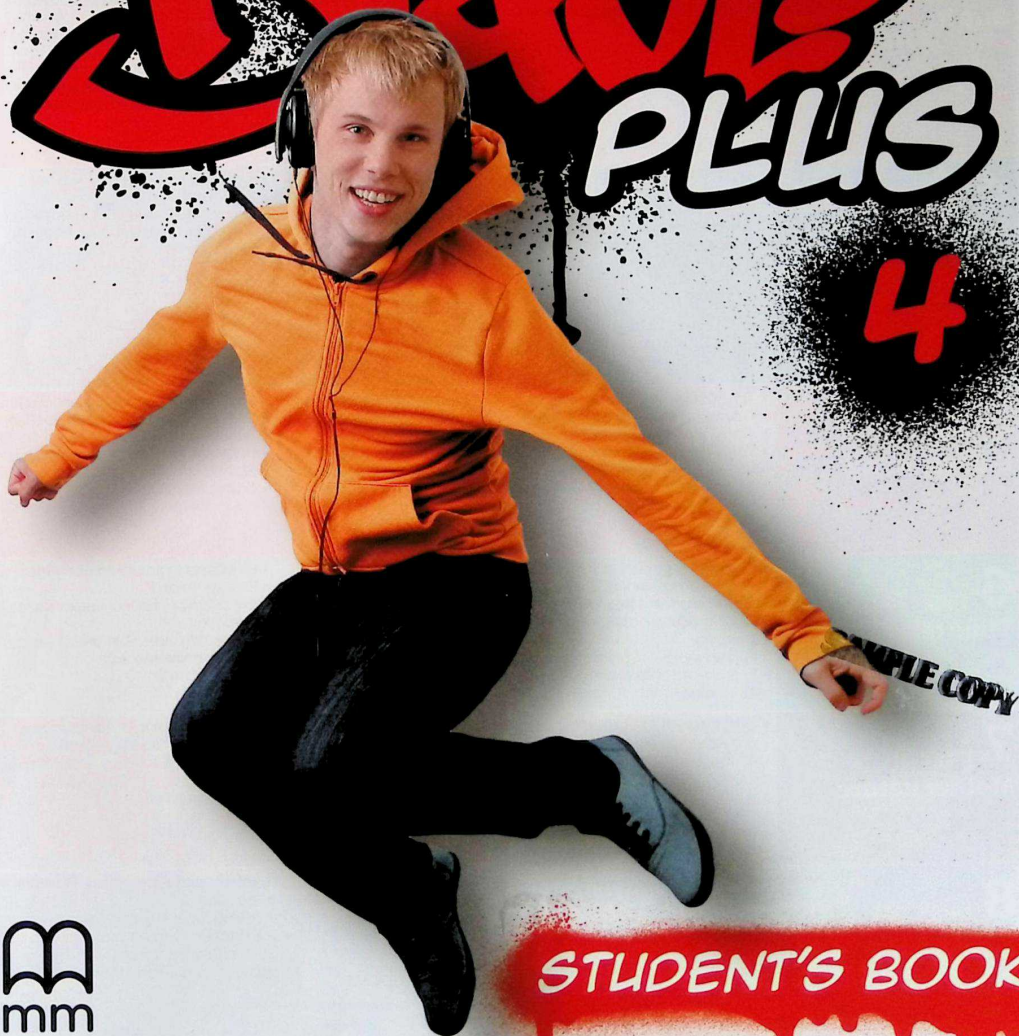
STUDENT'S BOOK

H. Q. Mitchell - Marileni Malkogianni

Full Blast!

PLUS

4



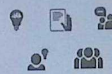
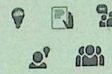
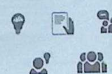
Modules

Vocabulary

Structures

Functions

1 page 5 Let's chat	- Words/Collocations related to computers - Words/Phrases related to communication - Phrases expressing likes/dislikes - Words easily confused - Word building: nouns ending in <i>-ion, -ation, -ment</i>	- Present Simple vs Present Progressive - Stative verbs - Comparisons - Past Simple <i>Used to</i> <i>be/get used to</i>	- Distinguishing between permanent and temporary situations - Making comparisons - Discussing past habits and events - Expressing likes/dislikes - Expressing enthusiasm - Accepting or refusing an invitation - Giving news
2 page 19 Ready for anything	- Adjectives describing feelings - Words used both as verbs and as nouns - Prepositional phrases (in/out of) - Words easily confused - Personality adjectives - Phrasal verbs and expressions with <i>keep</i>	- Countable and uncountable nouns - Quantifiers - Defining Relative Clauses - Non-Defining Relative Clauses - Past Simple - Past Progressive	- Defining people, places, things and ideas and giving additional information about them - Narrating past events - Sequencing past actions - Describing personality - Expressing feelings
3 page 33 Buy it!	- Words/Phrases related to shopping - Word building - Words easily confused - Phrasal verbs with <i>get</i> and <i>put</i>	<i>may / might / could</i> <i>must / can't</i> <i>must / have to / need (to) / can't</i> <i>would rather / had better / should / ought to</i> - Present Perfect Simple vs Past Simple - Present Perfect Simple - Present Perfect Progressive	- Expressing possibility and making deductions - Expressing obligation, prohibition and absence of necessity - Expressing preference and making suggestions - Expressing threat or warning - Expressing opinion and giving advice - Linking past and present time
4 page 47 Being a teen	- Word building: negative adjectives beginning with <i>un-, in-, il-, ir-, im-</i> - Adjectives + prepositions - Expressions with <i>make</i> and <i>do</i> - Words easily confused	- Future <i>will</i> - Future <i>be going to</i> - Future Perfect Simple - All / Both / Neither / None / Either - Both... and / Either... or / Neither... nor - Conditional Sentences Types 0, 1 and 2	- Referring to the future - Expressing opinion - Expressing hypotheses about what is likely or unlikely to happen in the future
5 page 61 Globetrotting	- Types of holiday - Geographical features - Animals - Word building: nouns ending in <i>-er, -or, -ist</i> referring to people - Words easily confused - Compound nouns - Idioms - Airport language	- Past Perfect Simple - Past Perfect Progressive - Reported Speech (Statements, Questions, Commands, Requests) - Reporting verbs	- Sequencing past actions and events - Narrating events and past experiences - Reporting - Understanding recorded messages - Making offers and suggestions - Giving directions
6 page 75 Time out	- Idioms - Verbs + prepositions - Verbs beginning with <i>over</i> - Word building: nouns ending in <i>-ness, -ity</i> - Phrasal verbs - Expressions with <i>take</i>	- Passive Voice - Verbs with two objects - Clauses of result, concession, purpose	- Emphasising an action using the Passive Voice - Expressing result, concession and purpose - Expressing views and preferences - Making polite requests
7 page 89 Mother nature	- Expressions with 'nature' - Collective terms for animals - Phrasal verbs with <i>up</i> and <i>down</i> - Prepositional phrases (at) - Word building: adjectives ending in <i>-ous, -al, -ive, -able, -ing, -ful</i> - Words related to the environment - Words easily confused	- Full / Bare Infinitive <i>-ing</i> form - Exclamatory sentences - Modal verbs + <i>have</i> + <i>past participle</i>	- Expressing surprise, alarm and joy - Expressing criticism, possibility, certainty and absence of necessity in the past - Expressing opinion
8 page 103 Image	- Word building: negative words beginning with <i>dis-, mis-</i>, ending in <i>-less</i> - Words easily confused - Expressions related to appearance and fashion - Phrasal verbs - Lexical set: colours - Words/Phrases related to arts and crafts	- Causative Form - Conditional Sentences Type 3 - Wish / If only	- Referring to hypothetical situations in the past - Asking for and giving advice - Expressing wishes and regret about something in the past - Suggesting and recommending

Reading	Listening	Speaking	Writing	21st century competencies
- A magazine page. <i>Your opinion: SN sites</i> - A magazine article. <i>From Brick to Smartphone</i>	- A telephone conversation between a father and a son - A radio programme about body language - People talking in different situations	- Discussing different activities and expressing an opinion - Discussing the differences between desktop and laptop computers	- Information to include in a personal webpage Developing skills: - Using linking words (and, but, so, because, or) - An informal letter/e-mail based on prompts Developing skills: - Expanding on prompts	
- A magazine article. <i>The things people will do...!</i> - An extract from a novel. <i>Sherlock Holmes: The Adventure of the Mazarin Stone</i>	- Part of an interview with a girl who's recently been in the news - A TV news broadcast about a robbery - People talking in different situations	- Discussing different professions and expressing an opinion - Role play: A reporter interviewing a witness of an accident	- A description of a person Developing skills: - Supporting an opinion - A story Developing skills: - Using linking words/phrases (time, result, consequence, cause-reason, emphasis)	
- Three Internet advertisements. <i>Cool buys! Online shopping</i> - A magazine article. <i>Beware! Retailers are tricking you into spending more money!</i>	- Part of a radio programme about places to shop - A radio interview with a mystery shopper - People talking in different situations	- Comparing photographs: two different places to shop - Speculating and making a decision: Buying a T-shirt for a friend - Discussing the similarities and differences between two jobs	- Completing a form - A formal letter/e-mail of application Developing skills: - Distinguishing between formal and informal language	
- A Q&A column of a magazine. <i>Education</i> - A magazine article. <i>More than just beats and rhymes</i>	- Five monologues about how to use school funds - A radio quiz. <i>Are you a peer pressure victim?</i> - A conversation between two friends	- Discussing the advantages and disadvantages of different teaching aids - Speculating about a picture	- A paragraph expressing opinion Developing skills: - Developing a paragraph - Using linking words/phrases (to list/add points, express contrast, give examples, give opinion) - An essay (discussing advantages and disadvantages) Developing skills: - Using topic sentences - Organising ideas	
- A magazine article about a man's incredible adventure - An Internet blog. <i>My trip to Morocco</i>	- A radio interview with two avalanche survivors - Recorded messages related to travel - A one-sided telephone conversation to a member of airline staff	- Describing events based on visual and verbal prompts - Comparing means of transport and discussing advantages and disadvantages	- An account of a true event Developing skills: - Using 'strong' adjectives - An informal letter/e-mail based on prompts Developing skills: - Expanding on prompts	
- A magazine page. <i>The Urban Playground</i> - Short computer game reviews	- People talking in different situations - A radio programme reviewing TV programmes - A commercial advertising an upcoming TV programme	- Speculating and making a decision: Matching people with activities - Discussing TV habits and preferences	- A semi-formal letter/e-mail asking for and giving information Developing skills: - Using indirect questions - A film review Developing skills: - Using positive and negative adjectives	
- A magazine article. <i>Amazing animals!</i> - A magazine page. <i>Keep it GREEN!</i>	- A radio programme about a country in South America - A radio quiz about the environment - People talking in different situations	- Speculating and making a decision: Choosing the best places for a school trip - Comparing two photographs: Urban and rural life	- An article describing a place Developing skills: - Using different ways to attract the reader's attention - A letter (to the editor) expressing an opinion Developing skills: - Using a mind map for brainstorming	
- A magazine article. <i>Don't believe everything you see...</i> - A magazine article. <i>Installation art</i>	- Five monologues about clothes and appearance - A conversation between two friends at a gallery - People talking in different situations	- Role play: Asking for and giving advice - Discussing different forms of art - Discussing pictures: Three different kinds of artists	- A letter giving advice Developing skills: - Using appropriate expressions to give advice and make suggestions - A report Developing skills: - Using paragraph headings - Presenting information in an impersonal, formal way (Passive Voice)	



1

Let's chat



Discuss:

- ▶ How do you usually communicate with your friends?
- ▶ Look at the pictures below. Which of the means of communication do you prefer using? Why? Use the ideas in the box.

- send e-mails
- make a phone call
- video calling
- send videos, pictures/MMS
- instant messaging / chatting
- have access to the Internet
- send text messages/SMS



landline telephone



mobile phone

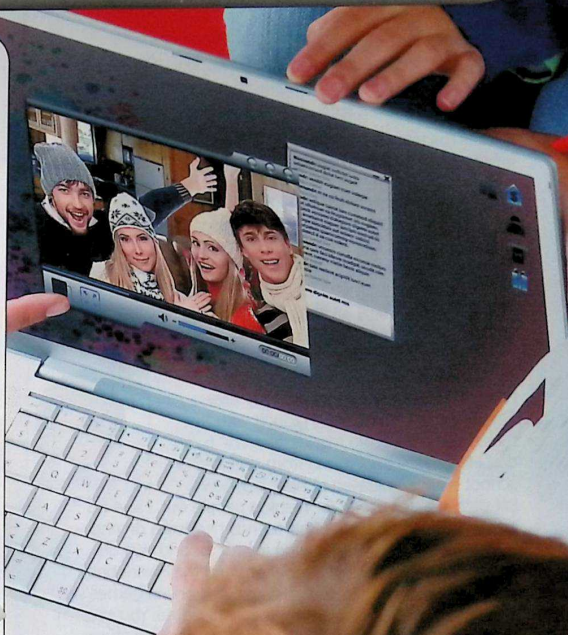
letter



postcard



computer + webcam



Go through the module and find...

- ▶ a girl's webpage
- ▶ an advertisement from the past
- ▶ two e-mails
- ▶ what teenagers think about SN sites
- ▶ a conversation between a teenager and his dad

In this module you will...

- ▶ talk about various aspects of communication
- ▶ learn to distinguish between permanent and temporary situations
- ▶ learn to make comparisons
- ▶ learn to express likes/dislikes
- ▶ learn to write a personal webpage
- ▶ learn to refer to past habits and events
- ▶ learn to write an informal letter/e-mail based on prompts
- ▶ learn to express enthusiasm, accept or refuse an invitation and give news



Read

A. Discuss.

- What do you know about social networking (SN) sites?
- Are you a member of an SN site?
- What do you use it for?

B. Read the texts A-D. What is each person's opinion about SN sites? Is it positive, negative or both?

YOUR OPINION: SN sites

A. Tanya, 16

I spend a lot of my free time on SN sites. They're great for keeping in touch with my mates and finding old friends, too. The other day, I found a school friend from primary school. I was so pleased to hear her news. SN sites are also useful for helping people out. I saw on a friend's page that one of his friends needed a driving instructor. My uncle is a driving instructor and he's on the same SN site. I introduced them and they were both happy. My parents complain that playing online games with friends is a waste of time, but I totally disagree. You see, I'm really into trivia games, but also word games and chess, which I find amusing and educational. So, I can't see any drawback there.



B. Adrian, 16

I don't think SN sites are for me. I really don't like having too much information about myself out there on the web. I mean, anyone could find my e-mail and start sending me spam or viruses. There's also cyberbullying which can be very nasty. A friend of mine had to stop using an SN site last month because someone was constantly saying horrible things about her. Also, someone could pretend to be you and commit crimes. Imagine that!



TIP!

- Don't panic if you've got unknown vocabulary. You don't have to know the meaning of every single word to understand the text.
- Decide which words are important for understanding the text and try to guess what they mean.

C. Ronnie, 15

I'm not a big SN site user to be honest. I can't understand why people have to update their status all the time. I don't want to know what someone is buying at the supermarket, or how long they've been waiting in traffic. What do I care? But I find it useful for events. We're putting on a school play at the end of the year, and using an SN site makes it a lot easier. We're organising the tickets these days. It really helps. We've got our own page to advertise the school play, and when it's over we'll upload photos and videos of the highlights.



D. Emma, 14

I'm a member of an SN site but I'm thinking about deactivating it. For one thing, it's taking up too much of my time. I play virtual games, chat with loads of people and I have hundreds of friends. The more time I spend on SN sites, the less time I have for my real life. I think the final straw is my mum. She is a member of the same SN site as me and I made the mistake of making her one of my friends. She hasn't lost touch with her old school mates and she really enjoys being online. But now she tends to follow my every move. It's so embarrassing! I can't do anything without her knowing.



C. Look at the highlighted words in the texts and choose the correct meaning a or b.

1. drawback
a. disadvantage b. advantage
2. nasty
a. boring b. unpleasant
3. constantly
a. rarely b. all the time
4. update
a. give the most recent information b. give false information
5. highlights
a. the best parts of something b. the highest parts of something
6. deactivate
a. make something stop working b. break something

D. Read the texts A-D again and answer the questions below. Write A, B, C or D.

Who mentions...

1. ... that he/she has been using SN sites a bit too much?
2. ... helping friends through an SN site?
3. ... that some personal information on SN sites is useless?
4. ... the dangers of using SN sites?
5. ... organising an event at school?
6. ... how a family member might make him/her stop using an SN site?
7. ... finding an old friend?

E. Discuss.

- What do you think of SN sites?
- With which writer do you share the same opinion?
- Have you had a similar experience?

Grammar

Present Simple vs Present Progressive

- Tanya **enjoys** using SN sites and **uses** them every day. She's **playing** an online game at the moment.
- I **don't understand** why Emma **is always chatting** on the Net with Linda. They **see** each other five times a week. Tomorrow they're **spending** the whole day together.

NOTE Stative verbs (see, like, want, seem, understand, need, believe, imagine, know, cost, etc.) are **not** usually used in the Present Progressive.

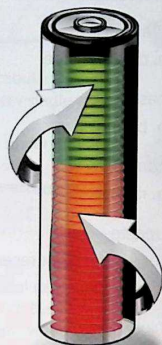
Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. **A:** Why are you in such a hurry? What time _____ the train to Brighton _____ (leave)?
B: At 9pm. But I _____ (want) to be at the train station at six o'clock because I _____ (meet) my friend Sally.
2. **A:** Whose suitcase is this?
B: It's Timothy's. He _____ (stay) with us for a few days.
A: Really? Where is he now?
B: He's outside with Larry. They _____ (wash) the car. Larry _____ (always / wash) the car on Sundays.
3. **A:** Hey, Mary. Can you explain this text to me? I _____ (not understand) it.
B: Not now, Kevin. I _____ (work).
A: Oh Mary. You _____ (never / help) me!
4. **A:** Why _____ the kids _____ (cry)?
B: Because they can't find their cat. They _____ (think) someone took it.
A: Their cat is outside. It _____ (sleep) next to the garage.

Vocabulary

A. Match the verbs with the nouns to make phrases.

- | | |
|------------------------|--|
| 1. turn on / shut down | a. a battery / a mobile |
| 2. download / upload | b. the ON-OFF button / ENTER |
| 3. charge | c. software / an antivirus program |
| 4. install | d. a document / image, etc. (to an e-mail) |
| 5. press | e. a computer / a laptop |
| 6. attach | f. information (e.g. music, videos) |



B. Read the sentences and complete with the verbs in the box.

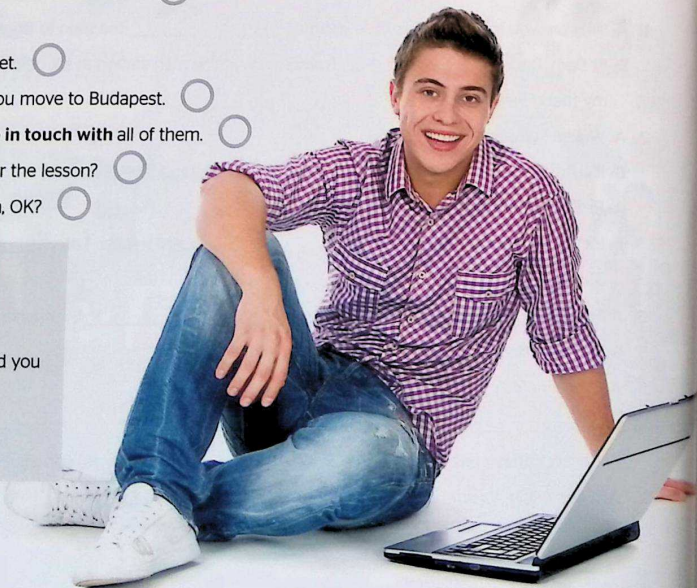
scroll deleted crashed paste saved print click

- If you want to move that paragraph further down, first you must select it. Then cut it and _____ it at the end of your document.
- _____ up and down the website, find the information you need and _____ it out so that we can all read it.
- A: Oh no! I've just _____ something I need.
B: No problem, just press undo.
- To open this file, double _____ on the icon.
- The program I was using _____ a few minutes ago so I restarted my computer. Luckily, I didn't lose any files because I had _____ them.

C. Read the sentences below and match the phrases in bold with the definitions a-g.

- Hello, is James there? He rang me earlier but I was busy so I'm **calling him back**.
- I've **lost touch with** most of my old friends from school.
- A: Did you send that e-mail to Roger?
B: Yes, but I haven't **received a reply** yet.
- Don't forget to **drop me a line** when you move to Budapest.
- I have a lot of cousins and I try to **keep in touch with** all of them.
- Jenny, can I **have a word with** you after the lesson?
- Give me a call** whenever you're in town, OK?

- stop communicating
- send a short letter, e-mail or note
- speak to someone for a short time
- phone someone because he/she phoned you
- phone someone
- continue to communicate
- get an answer



Grammar

Comparisons

- My old mobile phone was **smaller than** this one.
- I think ICT is **the most interesting** school subject.
- Uploading a video on the web **isn't as difficult as** I thought.
- It's **a lot faster** to send an e-mail than a letter.

- **The more** I use the computer, **the worse** my headache gets.
- I'm starting to think that exams are getting **harder and harder**.

Complete with the correct form of the words in brackets.

Young people have many ways to communicate with each other. Nowadays, it's much (1) _____ (easy) to chat and keep in touch with friends than in the past. Of course, young people hardly ever send letters. And even e-mails aren't as (2) _____ (popular) as the message services provided by social networking sites. However, the (3) _____ (common) way for young people to communicate is by text messaging which is becoming (4) _____ and _____ (cheap). Over the last few years, smartphones have become (5) _____ (popular) because people can use them to instantly send videos and pictures to their friends or even share them on social media. All this communication has its disadvantages, though. The (6) _____ (much) young people use these ways to communicate with their friends, the (7) _____ (little) time they spend seeing them face-to-face.

Listen

A. Discuss.

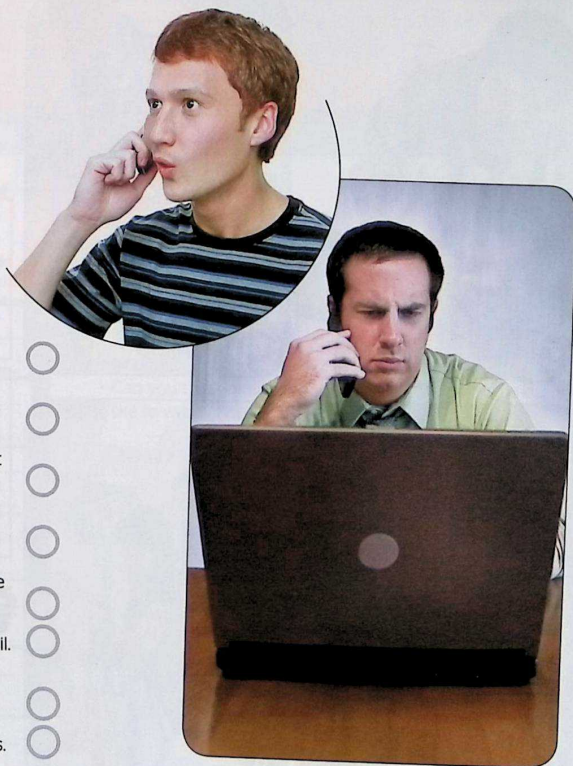
- How often do you use a computer? What do you use it for?
- Do you know more about computers than your parents?

B. Listen to a phone conversation between Wayne and his dad and answer the questions.

- What is Wayne's dad's problem?
- Do they solve the problem in the end?

C. Listen again and write T for True or F for False.

- Wayne is doing his homework at Paul's house. ☐
- Wayne doesn't want his dad to send the photo to his uncle. ☐
- Wayne's dad is in front of the computer but it isn't turned on. ☐
- Wayne's dad has copied the photo from the camera to the computer. ☐
- Wayne's dad needs to scroll down the page to see the 'attach' button. ☐
- Wayne's dad forgot to write a subject for his e-mail. ☐
- Uncle Fred replied to Wayne's dad's e-mail very quickly. ☐
- Wayne's dad sent the e-mail to the wrong address. ☐



Vocabulary

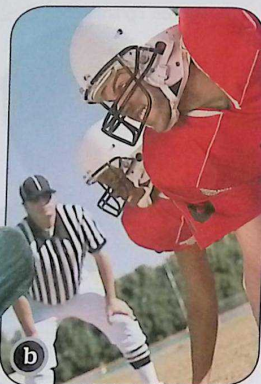
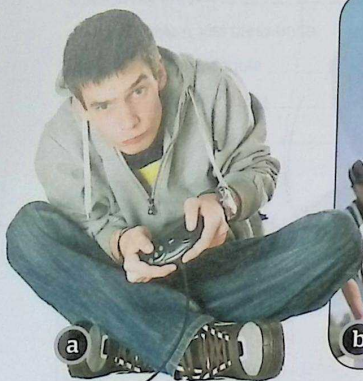
Read the sentences. Which of the phrases in bold have a positive and which a negative meaning? Use these phrases to make your own sentences.

1. I usually buy my sister books because she is **crazy about** reading.
2. David is **keen on** sports and tries to go to a football match every week.
3. My parents are **tired of** listening to me complain about doing the housework.
4. Julie is **fond of** cooking. That's all she does in her free time.
5. I'm a **big fan of** jazz music, so I'm definitely getting tickets to the concert.
6. Emma is **fed up with** her old computer and she wants to get a new one.
7. Ryan is **sick of** walking to school every day. He wants to learn how to drive.
8. I'm **interested in** taking up a hobby, but I don't know what.
9. We're all **enthusiastic about** our trip to Finland. We can't wait.
10. I think my mum is **bored with** her job. She doesn't seem as excited as she used to be.



Speak

Talk in groups of four. Look at the pictures and discuss the questions. Use some of the words and phrases in the boxes.



- ▶ How would you describe the activities shown?
- ▶ Which activity is better for groups and which for individuals?
- ▶ Are any of these activities popular with people your age?
- ▶ Do you do any of these activities? Why/Why not?
- ▶ Which activity would you like to take up?

dangerous	keep fit	facilities
lonely	socialise	equipment
active	relaxing	entertaining
teamwork	thrilling	outdoor
creative	expensive	indoor
artistic	challenging	



This activity seems to be...
 I believe / think / suppose / ...
 In my opinion, ... helps you...
 People my age are interested in / crazy about...
 People my age can't stand...
 It's an ideal activity for those who like...
 I'd like to take up... because...



- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise just continue speaking.
- If you can't remember a word, don't stop speaking. Try to use another word.

Write A personal webpage

A. Read the webpage and answer the questions.

Hi there! My name's Kelly Watkins and this is my webpage!

Kelly's
webpage

me and my mates

I've got loads of friends but my best mates are Julie and Tamsin. I find nothing more entertaining than hanging out with them. We spend almost all our free time together, and when we're not together, we're always chatting on the phone or online, or even playing online games. Julie is very sporty and we're both crazy about volleyball. We play in the school volleyball team. Tamsin isn't a big sports fan, but we do other things together, like watching music videos and learning the dance moves. Tamsin is a great dancer. I can't say that I'm as good as she is, but I'm improving.

my interests

Apart from sports and music, I love watching films and even going to see plays. I'm thinking of becoming an actress, you see. At the moment, I'm working part-time at a local pizza place because I want to earn money for acting classes. Another thing I'm fond of doing is cooking. Unlike my friends, I'm quite good at it and also creative, so I often call them and invite them over to try my specialities.

1. Who created this webpage?
2. Why did she create it?
3. What words does the writer use to link her ideas?

B. Look at the categories below. Choose a few and write ideas/notes about what you can include about yourself.

my family	
my mates	
my pet	
my school	
my clothes	
my music	
my interests	
my dislikes	

C. Discuss the categories on the left. Answer the questions.

- Which category do you think is the easiest to write about?
- Which categories do you think would be best for a webpage about you? Why?
- Can you think of any other categories that you would like to write about?

D. Write 2-3 paragraphs for your own personal webpage.



When you want to write information to include in your **personal webpage**,

- group the information in categories so that it's easier to understand.
- link your ideas. Use
 - **and** to join similar ideas.
 - **but** to join two opposite ideas.
 - **so** to express result/consequence.
 - **because** to show reason.
 - **or** to show alternative.

Read

A. Discuss.

- Do you think the mobile phone is a useful invention? Why?
- How much have mobile phones changed in the last five years?

from **BRICK** to **SMARTPHONE**

The evolution of the mobile phone

Classified Ads

News 12th July 1983

The NEW Motorola **DynaTAC 8000x**

The ultimate gadget for the
modern person!

- Talk up to 60 minutes!
- Only 10 hours to charge!
- Store up to 30 phone numbers!

Yours for ONLY \$3995!



SENIOR MER
Female, Business
more than 35 years
merchandising gas
learner, flexible as
computer program

ACCOUNTANT
CPA licensed with
experience in
procedures, exp
supervision of
Computer prog
for clients.

PRODUC
Most hours
2 years ma
furnishing a
application
Office & at
and can be

Comps
Male, 22
diverse

INTERIE
SCOUT
COMP

B. Read the text quickly.
Which sentence best
summarises the text? Choose
a, b, c or d.

- There are a lot more mobile phones in the world today than in the past.
- The mobile phone is one of the most important inventions.
- Mobile phones have changed a lot since the first one was invented.
- People are finding new ways to use mobile phones.

In 1973, Martin Cooper invented a portable mobile phone. It was the DynaTAC and in 1983, it was available in shops. DynaTAC phones were large and weighed about a kilo. They were also very expensive, but people used to buy them like crazy. However, people complained that you could only talk for an hour before needing to charge them again, so soon heavy shoulder packs with batteries in them were introduced. These gadgets became very trendy in the 80s and actors appeared in many films of the time, chatting to friends on their new, hi-tech device.

Because of their size and shape, these early mobiles became known as 'bricks'. They seem like dinosaurs compared to the devices we are used to seeing today. The first generation (1G) of mobile phone systems had weak signals and many problems. As technology improved, mobiles became smaller and offered more features.

In the 90s, the introduction of 2G mobile systems meant improved reception over wider areas. They also included the ability to send small amounts of data such as SMS messages. The first SMS was sent in the UK on 3 December 1992. Today, over 2 trillion text messages are sent every year. Mobiles continued to improve, with coloured screens and a wide variety of ringtones. Another important development was the introduction of cameras on mobile phones. Camera phones became hugely popular and changed the world of journalism. In 2004, the Indian Ocean earthquake was the first event in which most of the videos on the news were provided by camera phones, instead of professional camera crews.

In the early 2000s, 3G mobile Internet was introduced which made it possible for people to use a new generation of 'smartphones'. These devices have large touchscreens and act as Internet browsers, media players and game consoles all in one. They have also made video calling and mobile TV a reality. With the introduction of 4G mobile Internet the speed with which phones can both download and upload information to the Internet is far greater than ever before. Of course, companies are always coming up with new ideas and exciting 'concept' mobiles. Some of these ideas include solar panels on the back of the phone for charging, a flexible phone that can bend around your wrist, and even a phone that uses cola to charge its battery. Everyone is trying to find the next big step in the evolution of mobile phones. But what will it be? Only time will tell.





C. Look at the highlighted words/phrases in the text and try to guess what they mean. Then match them with the meanings 1-7 below.

1. think of, suggest: _____
2. not strong: _____
3. easy to bend: _____
4. information: _____
5. groups of people with special skills working together: _____
6. keep information: _____
7. gadget: _____

D. Read the text again and write T for True, F for False or NM for Not Mentioned.

1. DynaTAC phones weren't very popular when they first appeared in shops. ☐
2. People complained about the heavy shoulder packs. ☐
3. The first mobile was nicknamed 'dinosaur'. ☐
4. You couldn't send SMS messages before the 1990s. ☐
5. Videos from mobile phones of the Indian Ocean earthquake weren't allowed to be used on news programmes. ☐
6. Smartphones became possible because of 3G network technology. ☐
7. Solar-powered mobile phones will be available in the next ten years. ☐

E. Discuss.

- What would life be like without mobile phones?
- What would you like mobile phones to be able to do in the future?

Grammar

Past Simple

A: Where **did** you **go** yesterday?

B: I **went** to the shopping centre. I **wanted** to buy a new mobile phone but I **didn't find** a good one.

Used to

When mobile phones were invented, they **didn't use to be** small. They **used to be** big and heavy.

be/get used to

I know you **aren't used to using** the menu on your new phone yet, but you'll soon **get used to using** it. It's very easy.



Choose a, b or c.

1. Eddie and Mike _____ be good friends, but they don't talk to each other any more.
a. use to b. used to c. were used to
2. A: Why _____ hang up on me last night?
B: Because I couldn't hear you. The signal was very weak.
a. you b. did you c. did you use to
3. A: How can you study while listening to such loud music?
B: I _____ it.
a. used to b. be used to c. 'm used to
4. A: I almost crashed my new car again today. I can't get used _____ it!
B: Don't worry. It takes time.
a. driving b. to driving c. to drive
5. A: Did you remember to call Grandma yesterday?
B: No, I _____ have time to speak to anyone yesterday.
A: But it was her birthday!
a. didn't b. wasn't used to c. didn't use to
6. A few years ago, Larry _____ work for a computer company. Now he works in a bank.
a. used to b. didn't c. was used to
7. I _____ my grandparents twice a week when I was young.
a. visit b. use to visit c. visited
8. Nowadays, teenagers _____ to sending text messages to their friends instead of calling them.
a. got used b. used c. are used

Vocabulary

A. Read. What do the verbs in bold mean? Match them with the definitions a-h.

1. My sister and I are always **arguing** about who will do the washing-up.
2. Did Sam **mention** where he was going?
3. Mr Smith **explained** the rules of the game so everyone **could** play.
4. 'Be quiet!' Linda **yelled** at me.
5. We need to **discuss** the problem with Mark.
6. I spent all morning **chatting** with Jenny on the phone.
7. I'm going to **complain** to the manager about the service. It's horrible.
8. You shouldn't **gossip** about other people. It's rude.

- a. talk about something in order to come to a decision
- b. shout
- c. say that you are not pleased with something
- d. make somebody understand something
- e. talk about other people and their private lives
- f. speak about or refer to something without using many words
- g. talk informally, usually with a friend
- h. speak angrily because you disagree

B. Look at the nouns below. Which verbs do they derive from?

invention

information

development

NOTE: A lot of nouns are formed by adding a suffix such as *-ion*, *-ation* and *-ment* to a verb. Pay attention to spelling irregularities:

introduce → introduction

receive → reception

decide → decision

explain → explanation

Complete with the correct form of the words in capitals.

1. Danny, try to use your _____ a bit more when writing stories.
2. Did you see the _____ on her face when we told her the news? She was shocked!
3. After the _____ with his parents, Ted stayed in his room all evening.
4. I can't come to the concert, but thanks for the _____.
5. This dress is the fashion designer's latest _____.
6. I've noticed great _____ in your work since you started studying more.
7. The teachers had a _____ about what to do for this year's school play.

IMAGINE

EXPRESS

ARGUE

INVITE

CREATE

IMPROVE

DISCUSS

Listen

A. Discuss.

- What is body language?
- How does body language help us when communicating?
- Can you think of any examples of body language which show people's emotions?

B. Listen to a radio programme with body language expert, Dr Susan Maddison, and complete the sentences below.

1. Understanding body language can be useful for worried _____.
2. Confident people usually stand _____.
3. Apart from meaning something negative, slumped body posture can mean that someone is _____.
4. Someone with their hands _____ could be worried or bored.
5. Teenagers don't look adults in the eye when they haven't developed self-confidence or when they _____.
6. People look up and to the _____ when they are lying.
7. Experts say that we should look for _____ or more signals before we decide what the body is saying.



Speak

Talk in pairs. Look at the pictures below which show two types of computers. Talk about the differences between them. Then say what you like or dislike about each type of computer. Use the words and phrases in the boxes to help you.



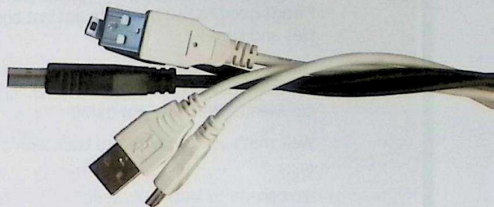
laptop



desktop computer

portable
convenient
takes up room
heavy/light
cheap/expensive
difficult to repair
powerful
easy to steal
small keyboard
more/fewer cables
smaller/larger memory
battery needs charging
screen size

One of the advantages/disadvantages of having a... is...
Laptops / Desktop computers are more useful because...
A common problem with laptops / desktop computers is...



Listen

You will hear people talking in five different situations. For questions 1-5, choose the best answer a, b or c.

- You overhear two friends talking. Where did the girl see the video?
a. Someone sent her an e-mail.
b. Through an SN site.
c. On TV.
- You overhear two friends talking. What's the boy's opinion about skateboarding?
a. He hates it.
b. He loves it.
c. He doesn't really have an opinion.
- You overhear two friends talking. Why is the boy writing on the forum?
a. He wants to find some information.
b. He's helping somebody out.
c. He's chatting with some friends.
- You overhear two parents talking. What is true about their daughter?
a. She's more interested in fashion than in gadgets.
b. She's fed up with gadgets.
c. She's fond of gadgets.
- You overhear a conversation. What is true about the girl?
a. She's bought a new mobile.
b. She's changed her mobile number.
c. She's changed her phone company.



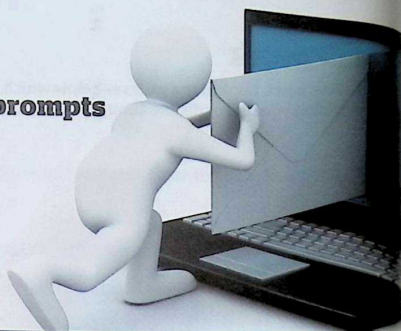
TIP!

- Read the questions and options carefully before you hear each extract.
- Listen to the extracts carefully. Don't try to understand every single word or phrase; focus on the whole message.
- Choose the option which best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.

Write An informal letter/e-mail based on prompts

A. Read the e-mail and answer the questions.

1. Who is writing the e-mail?
2. Why is this person writing?
3. What set phrases are used to begin and end the e-mail?
4. What makes this e-mail informal?



great!

Hello Mark,

How are things? I haven't heard from you for ages. Anyway, I've got some great news.

As you know, I've been nagging my parents to get me a laptop for a long time. Well, guess what! They're getting me one for my birthday, which, by the way, is in two days. Isn't that incredible news? I won't need to use my dad's ancient computer any more and I'll be able to organise all my music files and films.

Here's some more exciting news. I'm having a party on Saturday! Would you like to come? You know, we haven't seen you since you changed schools. And it'll be a good opportunity to see your old friends. What do you think?

Well, that's all for now. Write back with all your news. I hope you can make it to my party.

Yours,
Simon

sure!

tell him

B. Read Simon's e-mail again and look at the notes Mark has made. Match Mark's notes with the points a-c which show what he should include in his reply to Simon.

- a. give news
- b. express enthusiasm
- c. accept or refuse an invitation

C. Now read the e-mail that Mark has written to Simon and underline the sentences that correspond to his notes. Then answer the questions.

1. Is the wording in Mark's e-mail the same as in his notes?
2. What extra comments or information does he add to his notes?

Hi Simon,

Sorry I haven't written for so long, but I've been quite busy with schoolwork. Thanks for the invitation, mate! You know I wouldn't miss your party for the world, so count me in!

I'm really glad you're finally getting a laptop. Now it'll be easier to keep in touch and we can maybe play some online games. Let me know if you need any more songs for the party.

Now let me fill you in with my news. My new school is OK and I'm doing quite well. However, I haven't made many new friends yet. There's this one guy, though, from my Science class who seems quite interesting and is absolutely hilarious. He's into hip hop like me and actually raps quite well so we're thinking of creating a band together. By the way, do you mind if I bring him along to your party? We can perform if you like.

Say hello to everyone.

See you soon,
Mark

D. Read the expressions/phrases in the table, the situations 1-4 and the notes made. How would you reply?

Expressing enthusiasm
Wow! That's great/wonderful/fantastic news!
I am/was happy/glad/pleased to hear that...
I couldn't believe it when I read that...
Accepting an invitation
Sounds brilliant/perfect! Sure!
Thanks for inviting me to.../asking me to join you.
How could I say no?
Count me in.
Refusing an invitation
I'm sorry but I have to... Maybe some other time.
I'm afraid I can't make it because...
It was nice of you to invite me, but I've already made other plans.
Unfortunately, I'll have to let you down.
Giving news
Well, here's the latest.
Let me fill you in.
You won't believe what happened to me the other day!
You asked me to tell you about ... so here goes.
Here's an update of what's happening in my life.

1. My friends and I are going camping this weekend.
Do you want to join us? *can't / have flu*

2. Guess what! I passed all my exams. *fantastic*

3. So, how was the party? *not good / left early*

4. My cousin from Wales is visiting and we're thinking of going bowling tonight. How about coming along? *sure*

E. Imagine that Simon is a friend of yours and has sent you the e-mail in activity A. Write an e-mail responding to Simon, but refusing his invitation. You can use Mark's e-mail as a model, but you must use your own ideas and other expressions/phrases.

PLAN

When writing an informal letter/e-mail, follow the plan below.

GREETING

① Greet the person you're writing to.

- Hello Frank!
- Hi Mum,
- Dearest Jane,
- Dear Uncle Greg,
- Dear brother/friend/cousin

OPENING PARAGRAPH

② Begin your letter/e-mail and say why you're writing. Use phrases like:

- How are you (keeping)?
- How are things? I hope everything's OK.
- Thanks for your letter/e-mail.
- Sorry I haven't written for so long, but...
- It's taken me ages to reply, but...
- I've been meaning to get back to you, but...
- It was great to hear from you again.
- I'm writing to tell you / let you know...

MAIN PART (2-3 PARAGRAPHS)

③ Mention everything you want to include in your letter/e-mail. Don't forget to refer to the notes, if any.

CLOSING PARAGRAPH

④ State anything you want to emphasise and end your letter/e-mail. Use phrases like:

- I must go now.
- Well, that's all for now.
- Write back soon.
- Waiting for your letter/e-mail/reply.
- I'm looking forward to hearing from you.
- Say hello to...
- Give my love/regards to everyone.
- Keep in touch.

SIGNING OFF

⑤ Use a signature ending and your first name below that.

- Yours,
- Hugs and kisses,
- All the best,
- Bye for now,
- Best wishes,
- Love,
- Take care,



When writing an informal letter/e-mail based on prompts,

- use the appropriate layout (see page 130).
- use informal language and expressions (e.g. well, of course, anyway, you know, you see, actually, by the way).
- use short forms (e.g. I'm, didn't).
- use exclamations (e.g. That's great news!).
- use direct questions (e.g. What are you up to?).
- use standard grammar and spelling conventions. Avoid forms such as wanna, cu l8r, etc.
- read the prompts carefully and include all the points in the notes in your answer.
- don't just copy the notes. Try to rephrase them and add any comments and/or information that is relevant.
- use appropriate expressions/phrases to express enthusiasm, accept or refuse an invitation, give news, etc. (see activity D)

Simon
resends markazi
Inv 2225/6

A. Choose a, b or c.

- I'm sick _____ doing housework every weekend.
a. with b. to c. of
- I've got a _____ signal in here, so I can't call Jerry.
a. weak b. nasty c. challenging
- You shouldn't _____ about your friends.
a. gossip b. discuss c. mention
- I'm fed _____ with Mike's behaviour. He's so rude!
a. off b. up c. out
- Andy _____ to talk to anyone about his problem because he was embarrassed.
a. refused b. accepted c. argued
- Fay's jokes are _____. I can't stop laughing.
a. powerful b. hilarious c. flexible
- I need to _____ an antivirus program on my new computer.
a. install b. charge c. store
- Let me fill you _____ on what happened yesterday.
a. out b. up c. in

Score: / 8

B. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

- A: I _____ (think) of going to the cinema on Saturday. _____ you _____ (come)?
B: I _____ (not think) so. My brother _____ (need) help with his Maths, so I have to stay at home.
- My sister _____ (always / talk) on the phone! When she's at home, I _____ (never / get) the chance to use the phone!
- A: _____ Peter _____ (work out) every day?
B: Usually, but these days he _____ (study) for an exam, so he hasn't been to the gym much.
- Ethan _____ (receive) e-mails from his cousins in Australia every day. At the moment, he _____ (send) a reply to one of them.

Score: / 10

C. Circle the correct words.

- I still can't get used to **wake / waking** up early in the morning.
- Did you **downloaded / download** any new songs yesterday?
- Linda isn't used to **live / living** alone, so sometimes she feels lonely.
- Monica **come / came** across some old pictures as she was tidying her desk.
- My father didn't use to **walk / walking** to work, but now he does.

Score: / 5

D. Choose a, b or c.

- Alice is _____ creative person I know.
a. the most b. more c. as
- The journey was _____ than expected.
a. long b. as long c. longer
- The _____ we leave for the train station, the better.
a. early b. earlier c. earliest
- Postcards are not _____ popular as e-mails.
a. as b. more c. much
- Betty is getting taller and _____ every day.
a. taller b. tallest c. much tall
- I think Science is _____ difficult than History.
a. much more b. a lot c. the most

Score: / 6

E. Choose the correct response. There are two extra responses which you do not need to use.

- Give me a call on Monday so we can chat.
- What are you going to tell your brother now that you broke his mobile phone?
- I need to have a word with Tom.
- I lost touch with Jack after he got married.
- I'm visiting Sam next weekend.
- Are you coming to my football match on Saturday?

- Absolutely. I wouldn't miss it for the world.
- Sure. What's your phone number?
- You can bring him along.
- That's too bad. You were such good friends.
- You can count him in.
- Really? Give my regards to him.
- Why? Is he in trouble again?
- I'll come up with something.

Score: / 6

TOTAL SCORE: / 35

Now I can...

- ☐ talk about various aspects of communication
- ☐ distinguish between permanent and temporary situations
- ☐ make comparisons
- ☐ talk about what I like or dislike
- ☐ write a personal webpage
- ☐ refer to past habits and events
- ☐ write an informal letter/e-mail based on prompts
- ☐ express enthusiasm, accept or refuse an invitation and give news

Exam Practice p. 132

Culture page 1 p. 140



2

Ready for anything

Discuss:

- Do you think that taking risks is exciting, scary or just dangerous?
- Look at the pictures below. How would you describe the activities shown? Use the words in the box.

- | | |
|--------------|-----------------|
| • enjoyable | • terrifying |
| • tempting | • risky |
| • stressful | • unforgettable |
| • monotonous | |

- How do you think the people in the pictures are feeling? How would you feel? Use the words/phrases in the box.

- | | |
|-------------|------------|
| • terrified | • fearless |
| • thrilled | • uneasy |
| • anxious | |



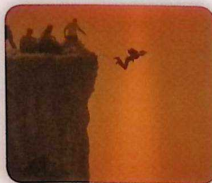
fishing



mountain biking



bull riding



rope jumping



Go through the module and find...

- an extract from a novel
- a radio interview with a Harry Potter fan
- unusual ideas for raising money
- a story about an encounter with wild animals
- a newspaper article about an accident
- a short text about a man in the emergency services

In this module you will...

- talk about extreme activities and taking risks
- learn to use quantifiers
- learn to define people, places, things and ideas and give additional information about them
- learn to describe a person
- learn to narrate past events
- learn to describe your feelings
- learn to use linking words/phrases
- learn to write a story



A. Discuss.

- What charities are there in your country? Do they do a good job?
- Have you ever done anything for charity?

B. Read the text quickly. What do all the people mentioned in the text have in common?

The things people will do...!

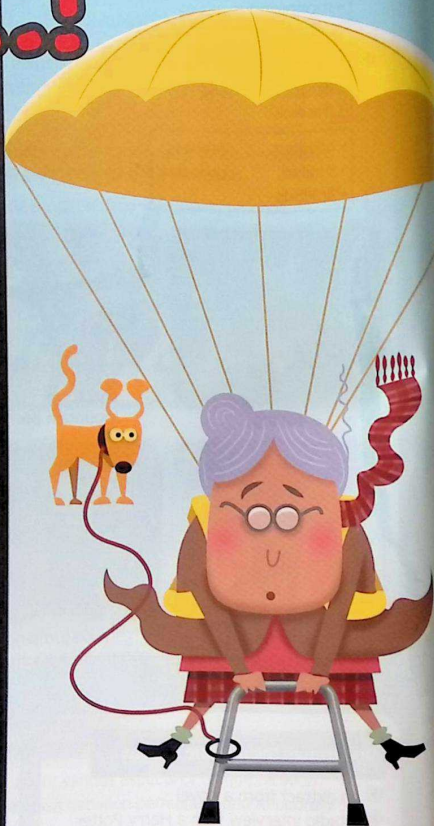
There are thousands of charities and non-profit organisations around the world that help those in need. Competition is fierce and they have to think of imaginative ways to raise money. A popular trend recently has been for charities to attract the help of members of society who do all sorts of **weird** and wonderful activities to raise money on their behalf. People are prepared to do unusual and even extreme things for this cause.

David Hunt, who is a firefighter, did something of the kind in 2010. He spent 48 hours without any food locked in a glass box which was hanging 30 feet in the air from a crane above central London. His unusual **challenge** was certainly not easy, but it successfully gained a lot of **attention**. With a little help from another firefighter who was on the ground, they managed to persuade the public to **support** their cause by making donations that added up to over five thousand pounds. Their chosen charities were The Fire Fighters Charity and Cancer Research UK.

It is not just the young who have gone up high to raise money for charity. In 2009, Kay Matthews, who was 90 at the time, went to Norfolk, UK, to skydive from a plane 13,000 feet above the **ground** for a war-victims charity. She raised about £3000. Few people are **brave** enough to go skydiving, let alone an elderly woman, but she loved every minute of it.

Others prefer to stay firmly on the ground, but still no further away from danger, like Nick Le Souef, a 67-year-old businessman who lives in Melbourne, Australia. In 2010, he decided to spend 3 weeks living in a shop window with 400 **deadly** spiders to raise money for a children's charity. The real-life spiderman wasn't at all nervous as he slept among his eight-legged friends, and survived the experience **unharmd**, raising fifty thousand dollars. The spiders, however, weren't so lucky, as by the end of the challenge, a few of them had started eating each other.

Raising money for charity is also popular with students. Alison Bishop, from Middleton School in Peterborough, UK, decided to do her bit for charity by doing a sponsored silence in March 2011. She spent a whole school day without saying a word. She had to write things down in class and she wore a sign saying 'Please don't speak to me, I'm doing a sponsored silence for the National Deaf Children's Association.' It was quite difficult but she managed to raise £874.



C. Read the text again and complete the table below.

Name	When	Where	For which charity	Money raised	What they did

D. Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings 1-8 below.

- a difficult task: _____
- not injured: _____
- able or likely to cause death: _____
- help: _____
- great interest people show in sb/sth: _____
- strange, unusual: _____
- the surface of the Earth: _____
- fearless: _____



When trying to guess the meaning of an unknown word, always look for clues in the context (the words before and after it as well as the previous and following sentences). Also look for clues in the word itself. See if it is similar to any other words that you know and try to analyse it into its parts - root, ending, prefix, suffix. Then try to determine:

- what part of speech it is (verb, noun, adjective, etc.)
- if it has a positive, negative or neutral meaning
- what general topic it is related to
- what it means approximately

E. Discuss.

- Would you do any of these activities for charity? Why/Why not?

Grammar

Countable and uncountable nouns

- There's not enough **light** in this room. Turn on the **lights**, please.

Quantifiers

some / any

- I haven't got **any** money. I need to get **some** from the bank.

much / many / a lot of / lots of / plenty of

- A: I've looked at **a lot of / lots of / plenty of** websites, but I can't find **much** useful information.

B: There are so **many** ways to find what you need. Let me show you.

(a) **few / (a) little**

- A: I just want to spend **a little** time with Steve before he goes.

B: He has very **little** time left before he has to leave.

- A: I'm going to the supermarket to get **a few** oranges. Have we got enough apples?

B: There are very **few**. So get some.



Circle the correct words.

- Rodney always gives a **little / lot** money to charity organisations. I want to give **much / some** money too, but there are so **a lot / many** that I don't know which organisation to choose.
- A: Have you got **some / much** homework to do?
B: Not really, just **few / a few** Maths exercises that I need to finish. How about you?
A: Well, I've finished most of it. I've got very **little / much**.
- A: I'm going camping in the **wood / woods** with my friends.
B: Are you going to buy **some / any** equipment for your trip?
A: No, I'm going to borrow everything from my cousins.
- A: Hey, Uncle Charlie, you've been skydiving **plenty of / few** times. Is it difficult?
B: Well, not really, but you need to do **some / many** ground training before your first jump. And you need to be over eighteen, so you'll have to wait a **little / few** more years.

Vocabulary

A. Read the sentences below and look at the words in bold. What do you notice?

- a. We should all **help** raise money for charity. b. Thanks for your **help**.

NOTE: Some words can be both verbs and nouns. Their meanings could be quite similar (e.g. dance) or quite different (e.g. watch).

Now complete the sentences with the correct form of the words in the box. Use the same word for each pair of sentences.

stay start support need experience harm

1. a. This organisation _____ the homeless.
b. My family have given me a lot of _____.
2. a. The dog looks fierce, but he wouldn't do you any _____.
b. Pollution _____ the environment.
3. a. Jill _____ new trainers. Her old ones are torn.
b. We're raising money for children with special _____.
4. a. Did you enjoy your _____ in Berlin?
b. Are you _____ for lunch? I've made pasta.
5. a. We had some amazing _____ at the adventure camp last summer.
b. When I went skydiving, I _____ a moment of fear just before jumping out of the plane.
6. a. It _____ raining at 6am.
b. The party was a disaster from the _____.

B. Look at the prepositional phrases in the table and circle the correct words in the sentences 1-7.

1. Danny loves adventure sports, bungee jumping in **general / particular**.
2. Fay is out of **breath / control** because she was running.
3. I've only got €10 left, so going to a restaurant for lunch is out of the **question / ordinary**.
4. Always have your mobile with you, in **trouble / case** of an emergency.
5. We watched the plane until it flew **in / out of** sight.
6. Don't use this map. It's out of **date / use**.
7. Children's lives were **in / out of** danger whenever they wanted to cross the street. That's why the footbridge was built.

IN	OUT OF	IN / OUT OF
a hurry	work	danger
a good/bad mood	breath	control
common	the question	sight
case of	one's mind	trouble
particular	date	order
general	the ordinary	use
need	(one's) reach	shape

C. Complete with the words in the boxes.

ground land

1. After three days at sea, the sailors were glad to see _____.
2. The camp leader told us all to sit on the _____ while he showed us how to put up a tent.

manage succeed

3. Did you _____ to find tickets for the concert?
4. Henry didn't _____ in passing all his exams.

fee tip donation

5. Did you leave a(n) _____ for the waiter?
6. Nowadays, many museums don't have an entrance _____, but they ask you to make a small _____.

raise gain earn

7. Teachers do a lot of hard work but don't _____ much money.
8. All the money we _____ will go to local charities.
9. It's not a great job, but at least you'll _____ some work experience.

old elderly ancient mature

10. My sister is very _____ for a sixteen-year-old.
11. The _____ Olympic Games took place in Olympia, Greece from the 8th century BC to the 5th century AD.
12. My neighbour looks after her _____ parents.
13. My grandmother is quite _____, but she's still very active.

Defining Relative Clauses

- The guy (**who / that**) I was just talking to is a ski instructor.
- UNICEF is an organisation **which/that** helps take care of the health and education of children around the world.
- I hope the campsite **where** we're staying has got a restaurant because I'm hungry.

Non-Defining Relative Clauses

- My father, **who** is a successful businessman, started working at the age of fifteen.
- If you like taking risks, come to Adventure World, **where** you can try a variety of extreme activities.

Circle the correct words and add commas where necessary.

1. Zorbing **which / that** is an activity from New Zealand is popular around the world nowadays.
2. This is the website **which / where** I found the information about skydiving.
3. Mr Charles **who / that** lives next door had a car accident yesterday.
4. I want to buy the mobile phone **which / whose** I showed you last week.
5. Dave **who / whose** mum works at the supermarket is one of my best friends.
6. The security guards caught the fans **which / who** were trying to get in the concert without tickets.
7. Venezuela **where / which** Maria was born is a beautiful country.

Listen

A. Discuss.

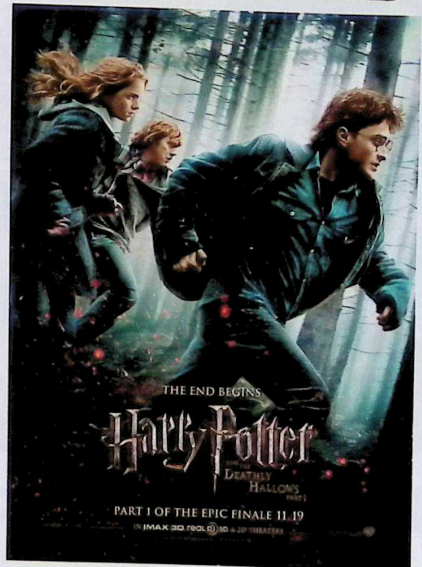
- Do you like films with action and adventure?
- Who's your favourite action film character?
- What do you like about him/her?

B. You will hear part of an interview with Helen Partridge, a girl that has recently been in the news. Listen and answer the questions. Choose a, b or c.

1. Why was Helen Partridge in the news?
 - a. She made a pot with Harry Potter on it.
 - b. She won a quiz about Harry Potter.
 - c. She appeared in a Harry Potter film.
2. Where did J.K. Rowling reveal Harry Potter's date of birth?
 - a. In the first Harry Potter book.
 - b. In an interview.
 - c. In the last book.
3. What is Harry Potter's date of birth?
 - a. 31 / 7 / 1980
 - b. 23 / 7 / 1980
 - c. 31 / 7 / 1965
4. What does Helen Partridge want to do in the future?
 - a. See all the Harry Potter films.
 - b. Make her own Harry Potter website.
 - c. Visit a Harry Potter theme park.
5. Which sentence best describes Harry Potter's personality?
 - a. He's very clever but he doesn't consider himself a good role model.
 - b. You can rely on him but he doesn't change his opinion easily.
 - c. He's got a lot of courage but often he can't support you.

TIP!

Don't be in a hurry to answer a question immediately. Listen carefully till the end and check all the options before your final decision. Try to justify why the answer you have chosen is correct and the other options incorrect.



Vocabulary

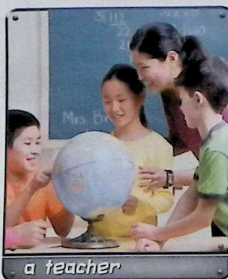
What do the adjectives in bold mean? Match them with the definitions a-j.

1. Mrs Smith is a **dedicated** teacher. She always prepares fun activities for her students.
2. Larry is so **ambitious**. He'll do anything to achieve what he wants.
3. Kevin was very **courageous**. He jumped into the water to save the boy.
4. You need to be **responsible** if you want people to rely on you.
5. Whenever I have a problem, I go to my friend Jack. He's very **reliable**.
6. Our teacher is very **strict**. If we are late, she doesn't allow us to enter the classroom.
7. My mother is **patient** with us. She hardly ever yells at us.
8. Sandra is a **sociable** child who will talk to anyone.
9. Olivia is the most **unselfish** person I know. She never thinks about herself.
10. John is quite **intelligent**. Whenever the teacher asks a question, he is the first to answer.

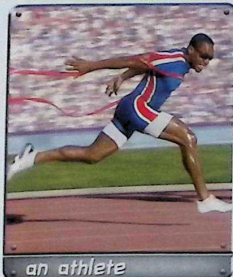
- a. able to make good decisions and therefore be trusted
- b. demanding that rules, especially about behaviour, are followed
- c. enjoying meeting and talking with other people; outgoing
- d. spending time doing something because it is important to you
- e. really wanting to become successful
- f. brave; showing courage
- g. able to stay calm for a long time
- h. can be trusted when needed for help or support
- i. caring more about other people's needs and wishes than your own
- j. clever; good at thinking and learning

Speak

Talk in groups. Look at the pictures. What characteristics do you need to have for these professions? Why? You can use some of the phrases in the boxes and some of the personality adjectives in the vocabulary activity above.



perform well under pressure
deal with emergencies
be passionate
work well in a team
be organised
be encouraging
have good communication skills
like helping other people
be hard-working
be a role model



To become a(n)...
People who want to become...
In my opinion, you need to be able to...
I believe/think/suppose you must have the ability to...
You definitely need to... because...
I disagree, / I don't think so, because...



- Think of as many ideas as you can.
- Express your opinion and give reasons. Remember, no answer is right or wrong as long as it is justified.

Write A description of a person

A. Discuss.

Think of a person you admire.

- What is he/she like?
- Why do you admire him/her?

B. Read the writing task below and underline the key words.

Your teacher has asked you to write a description of a person you admire. Write why you admire him/her and how he/she has influenced you.



The person I admire the most is my uncle Tony. He is a firefighter and he has performed some extremely heroic acts.

My uncle is the most courageous person I know. He risks his life every day to save others. He really loves his job and wouldn't change it for anything. Few people are as kind and unselfish as he is. In fact, he always offers to help others even when he isn't working. Another quality that really stands out is his great sense of humour. Whenever we're together, he makes me laugh a lot.

As for myself, my uncle Tony has been a huge influence on me. He's shown me how important it is to help others who are in need. I believe he's the reason why I've decided to become a doctor.

I really like my uncle Tony and so does everyone in the community. Nobody ever has a bad word to say about him. I hope I can gain that kind of respect from people in the future, too.

D. What examples can you think of to support the following?

1. My mother is dedicated to her job. She _____

2. No teacher is as calm and patient as my English teacher. For instance, whenever _____

3. Susan is quite sociable. In fact, she _____

E. Write a description of a person you admire. Write why you admire this person and how he/she has influenced you.

C. Read the description below and answer the questions.

1. Does the writer refer to all the points that you underlined in the writing task?
2. What kind of information does each of the paragraphs in the description include?
3. What examples does the writer use to support the following from paragraph 2?
 - a. My uncle is the most courageous person I know.
 - b. Few people are as kind and unselfish as he is.
 - c. ... his great sense of humour.

PLAN

When writing a description of a person you admire, follow the plan below.

INTRODUCTION

- Give some general information about the person (e.g. name, relationship to you, job).

MAIN PART (2 PARAGRAPHS)

- 1 Describe the person's personality and give examples to support your opinion.
- 2 Say what influence the person has had on you/other people.

CONCLUSION

- Make a general comment about the person and say how you feel about him/her.



Before you start:

- read the writing task carefully and underline the key words.
- think about who you are going to write about and try to come up with ideas.
- make notes and plan your paragraphs carefully using the plan above.

Don't forget to:

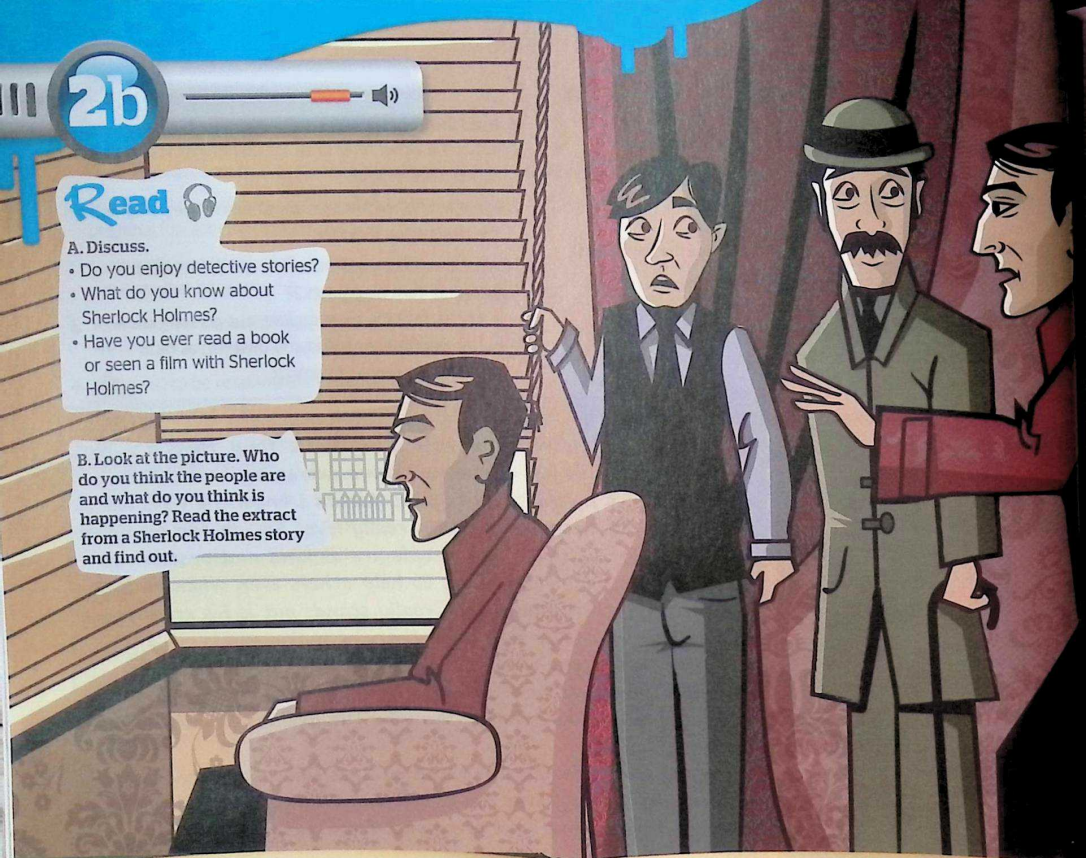
- refer to all the points that you underlined in the writing task.
- give examples to support your opinion about the person's personality.



A. Discuss.

- Do you enjoy detective stories?
- What do you know about Sherlock Holmes?
- Have you ever read a book or seen a film with Sherlock Holmes?

B. Look at the picture. Who do you think the people are and what do you think is happening? Read the extract from a Sherlock Holmes story and find out.



The Adventure of the Mazarin Stone

by Arthur Conan Doyle

Chapter 1

It was pleasant for Watson to find himself once more in the untidy room of the first floor in Baker Street which had been the starting point of so many remarkable adventures. He looked around him at the scientific charts, the bench of chemicals and the violin-case leaning in the corner. Finally, his eyes met the smiling face of Billy, the great detective's young servant.

'Hello Billy. I was visiting a friend nearby when I decided to come and see Holmes. Is he in?'

Billy glanced at the closed door of the bedroom. 'I think he's in bed and asleep,' he said.

It was seven in the evening of a lovely summer's day, but Watson was sufficiently familiar with the irregularity of his old friend's hours to feel no surprise at the idea.

'That means a case, I suppose?'

'Yes, sir. He spent the day following someone. Yesterday, he went out dressed as a workman looking for a job. Today, he was an old woman.'

Watson frowned. 'But what is it all about, Billy?'

Billy lowered his voice. 'I don't mind telling you, sir, but keep it to yourself. It's this case of the Crown diamond.'

'You mean the hundred-thousand pound burglary?'

'Yes, sir. They must get it back, sir. We had the

Prime Minister and the Home Secretary both sitting on that sofa over there. Mr Holmes was very nice to them. He soon put them at their ease and promised he would do all he could.'

While Billy was talking, Watson turned to look at the window. 'I say, Billy, what is that curtain for across the window?'

'Mr Holmes put it up there three days ago. We've got something funny behind it.'

As soon as Billy pulled back the curtain, Watson gasped in amazement. Between the window and the curtain was a wax figure of Sherlock Holmes sitting in a chair. The face was turned towards the window and downward, as if reading a book.

'We put it at different angles so that it may seem more lifelike,' Billy explained as he was rearranging the head. 'I wouldn't dare touch it if the blinds were not shut. You see, there are people who watch us from over there. Have a look for yourself,' said Billy as he opened the blinds.

Suddenly, Holmes emerged from his bedroom and shut them. 'That will do, Billy!' he said. 'You were in danger of your life, boy. It's good to see you again. Watson, you've come at a critical moment.'

'So I gather,' said Watson.

'I'm expecting something this evening,' said Holmes.

'Expecting what?'

Holmes paused for a moment. 'To be murdered, Watson,' he said.

C. Read the text again and answer the questions. Choose a, b or c.

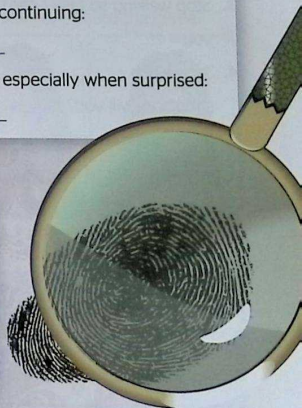
- What did the first floor room in Baker Street remind Watson of?
 - How untidy Holmes was.
 - The many adventures he had been on with Holmes.
 - Some equipment that they had used in a case.
- What was Watson's reaction to Holmes being asleep?
 - He was surprised because it was early in the evening.
 - He was used to Holmes sleeping at strange times in the day.
 - He wanted to wake him up and discuss the case.
- What did Holmes promise the Prime Minister and the Home Secretary?
 - That he would find a hundred-thousand pounds.
 - That he would not tell anyone about the case.
 - That he would find the stolen diamond.
- Why does Billy open the blinds?
 - To allow Watson to see the wax figure better.
 - To show Watson something.
 - To let some people see the wax figure of Holmes.
- What does Holmes believe?
 - That the blinds should be shut at all times.
 - That Billy will be murdered.
 - That the wax figure will be attacked.

D. Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings 1-8 below.

- looking exactly like a real person or thing: _____
- serious, very important: _____
- kill someone on purpose: _____
- incredible, extraordinary: _____
- something investigated by the police: _____
- look quickly: _____
- make a short stop before continuing: _____
- take a quick, deep breath, especially when surprised: _____

E. Discuss.

- What did you learn about Sherlock Holmes from the extract?
- Would you like to read the rest of the story?
- What do you think will happen?



Grammar

Past Simple - Past Progressive

- While the detective **was looking** around the room, he **noticed** a footprint on the carpet.
- We **were driving** down Pershing Street when the police **stopped** us.

①

Complete using the Past Simple or the Past Progressive of the verbs in brackets.

Last summer I (1) _____ (go) on a trip to London with my best friend Jennifer. As we (2) _____ (walk) around, we (3) _____ (see) on the map that we (4) _____ (be) close to Baker Street, the home of the famous detective, Sherlock Holmes. So we (5) _____ (follow) the map until we (6) _____ (reach) 221b Baker Street. Today there is a Sherlock Holmes museum there, so we (7) _____ (buy) some tickets and (8) _____ (enter). It (9) _____ (be) a fascinating place with lots of objects from the Sherlock Holmes stories. Then something remarkable (10) _____ (happen). While Jennifer (11) _____ (look) out of the famous first floor room onto the street, she (12) _____ (see) someone who (13) _____ (try) to pick an old man's pocket. She (14) _____ (start) banging on the window and luckily, the old man (15) _____ (notice) the pickpocket at work. He (16) _____ (scream) for help and as the pickpocket (17) _____ (run) down the street, a policeman (18) _____ (catch) him. It (19) _____ (not be) exactly a Sherlock Holmes case, but at least the criminal (20) _____ (not get) away.



Vocabulary

Complete the blanks with the words/phrases in the box to form phrasal verbs / expressions with **keep**.

company on in mind to yourself still fingers crossed promise up with an eye on off

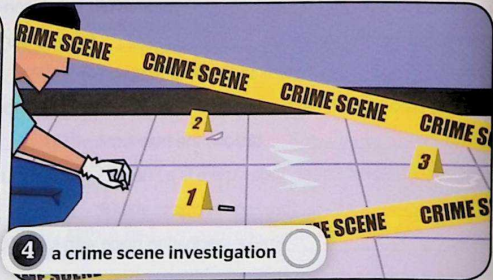
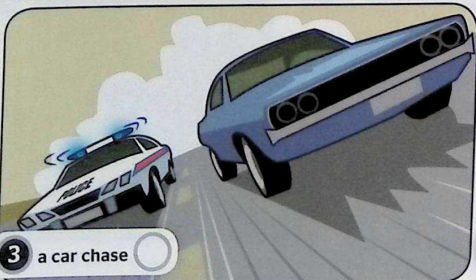
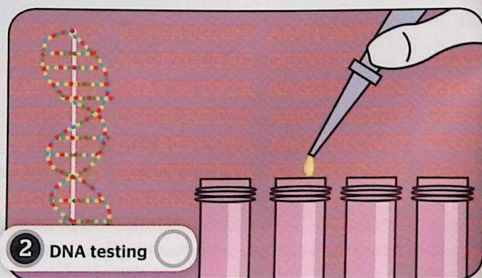
- Yesterday we stayed at my grandmother's house and kept her _____.
- Hey, you! Keep _____ the grass! You're not allowed to play football here!
- Stop walking so fast! I can't keep _____ you.
- Jack, keep _____ the kids while I go shopping, will you?
- Don't jump around. Keep _____ for a minute. I want to take your picture.
- I think we're going to win this game. Keep your _____!
- Keep _____ that the train leaves at four. Don't be late.
- Tina said she wouldn't lie to me again, but she failed to keep her _____.
- Please keep this information _____. It's top secret!
- If you keep _____ eating like that, you'll gain weight.

Listen

A. Discuss.

- Do you know any stories of criminals being stopped by everyday people?
- Do you think it's a good idea for people to try to stop a criminal? Why/Why not?

B. Look at the pictures below. Then listen to a TV news broadcast about a crime and tick what happened.



C. Listen again and write T for True or F for False.

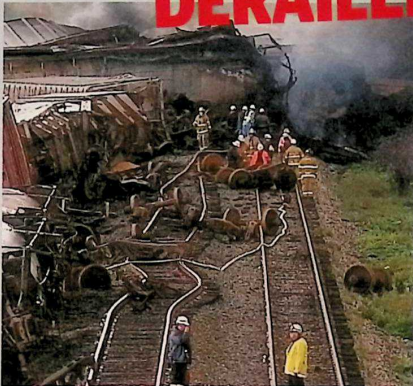
- Only the robber was hurt during the bank robbery. ☐
- The TV channel was the first to show the video of the bank robbery. ☐
- The old lady attacked the robber after he had taken the money. ☐
- The old lady hit the bank robber with a frozen chicken. ☐
- The police arrested the bank robber on Tuesday. ☐
- The police found the money near the robber's house. ☐

Speak

ROLE PLAY

Read the news article below and talk in pairs.

LEYTON TRAIN DERAILED



Passengers waiting at Leyton Train Station yesterday morning got quite a shock when the 8:14 train came off the tracks as it was approaching the station. Within minutes, there was a small explosion and the two front carriages caught fire. Station workers, along with bystanders, were quick to react and were able to get everybody off the train. Fortunately, only a few people were injured in the accident, and none of them seriously. Police are looking into what could have caused the accident.

Student A: Imagine that you are a reporter. Interview Student B, an eye witness, about the train accident. Use the prompts below.

Where / you / be / and / what / you / do?
 What / exactly / happen?
 What / you / think / when / you / first / see / accident?
 How / people / rescue?
 Anybody / trap?
 What / you / do / to / help?
 How / you / feel?
 What / you / think / cause / the / accident?

Student B: Imagine that you were an eye witness to the train accident. Student A is a reporter. Answer his/her questions using the information in the news article, your imagination and some of the words/phrases in the box.

platform slow down break out panic
 helpless unbelievable emergency services
 ambulance

Listen

You will hear people talking in five different situations. For questions 1-5, choose the picture which answers the question correctly.

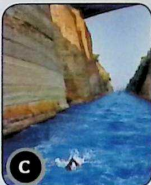
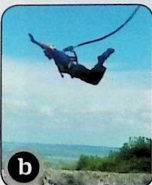


- Before you start, look at the three pictures carefully to get a general idea of what you are going to hear.
- Listen carefully and focus on the question. All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question.

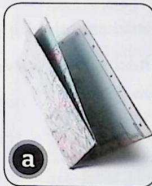
1. Who does the detective think committed the crime?



2. What did the man do for charity?



3. What have the people got with them?



4. Where are the people?



5. What happened at the end of the film?



Write A story

A. Discuss.

- What's the most dangerous situation you have ever been in? How did you feel?

B. Read the writing task and the story that follows and answer the questions. When it is possible, underline words/phrases in the story to justify your answers.

An international magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must end with the following words:

They were lucky to be alive.

It was cold, dark and quiet, for now. Terry and his brother, Phil, were sitting in the cabin shaking with fear. It had been Terry's idea to spend New Year's in the mountains. However, it was turning out to be a very bad one. Surely it wouldn't be long before the 400-kilo beast would break into the cabin.

Terry got up quietly and glanced outside. When he looked at Phil again, he was so terrified he could barely speak. He held up two fingers and whispered, 'There are two of them!' There was no hope left. Two polar bears would easily find a way in.

Suddenly, Terry had an idea. He searched through his bag and removed a small box. Phil immediately understood. Terry had some fireworks which he wanted to set off at midnight, but now was probably a better time. So, he lit one and threw it outside. They held their breath. A moment later, there were loud bangs and flashes of light, which scared the polar bears away. 'They're gone!' cried Phil. The boys were so relieved!

The fireworks attracted some locals who took the boys to safety. They were lucky to be alive.



1. Has the writer ended the story appropriately?
2. What tenses does the writer use throughout the story?
3. What words/phrases does the writer use to link ideas?
4. Why does the writer use Direct Speech in the story?

C. Look at the table below. Then read the story and circle the correct words/phrases.

LINKING WORDS/PHRASES

TIME:

before, when, as soon as, while, as, during, after that, after a while, later, soon, then, at first, in the beginning, finally, by the time, at that moment, since, just as, in the meantime, till/until, immediately

RESULT - CONSEQUENCE:

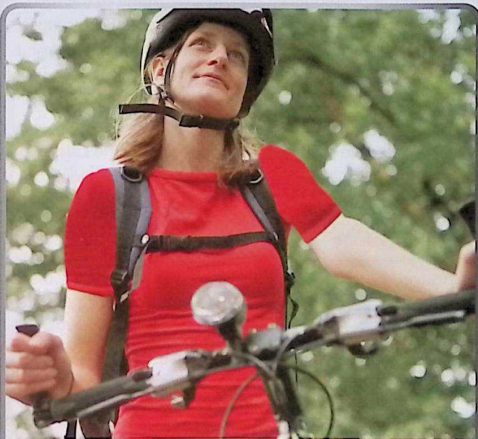
so...that, such...that, so, therefore, for this reason, as a consequence, as a result

CAUSE - REASON:

because, because of + noun, as

EMPHASIS:

in fact, actually, as a matter of fact



Joanne loves exploring places on her mountain bike. However, last month she had an experience she wants to forget. She was riding through the woods (1) **while / during** the sun was going down. She was admiring the beautiful colours in the sky and (2) **as / because** of this, she didn't notice the deep hole in the ground and fell into it. But worst of all, her arm was caught between two rocks. They were (3) **so / such** heavy that she couldn't move them. (4) **As a result / Because of**, she couldn't get out of the hole. (5) **While / So** she started calling for help, but there was no answer. (6) **In fact / For this reason**, there was nobody around for miles. Night came and Joanne was terrified, cold and in a lot of pain. She was exhausted and decided to get some sleep. But (7) **just as / at that moment** she was closing her eyes, she heard a car nearby. (8) **Later / Then** an idea came to her. She reached her bike with her other hand, turned on the light and moved it around. Fortunately, the driver of the car saw the light and came to see what it was. Joanne was saved!

D. Read the writing task below and write a story.

An international magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must begin or end with the following words:

Susan will never forget what happened that day.

PLAN

When writing a story, narrate events according to the plan below.

INTRODUCTION

- Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).

MAIN PART (2-3 PARAGRAPHS)

- Mention what happened, what the character(s) did, saw, heard, said, etc. and how they felt.

CONCLUSION

- Describe what happened in the end and make a short comment.



When writing a story,

- always keep the given sentence in mind and plan your story around it. Do not change the given sentence.
- use Past tenses (Past Simple, Past Progressive, Past Perfect).
- use linking words/phrases to indicate time and the sequence of events, to express result, consequence, cause, reason and to give emphasis (see activity C).
- use Direct Speech, to make a situation seem real.
- use questions or exclamation marks, to make the story more exciting.
- use expressions/phrases like:
 - It was too good to be true.
 - I couldn't believe my eyes!
 - I was in / out of luck.
 - (Un)luckily,...
 - It was a real shock.
 - All of a sudden/Suddenly...
 - The next thing I knew,...
 - To my surprise,...
 - (Un)fortunately,...
 - Without thinking,...
 - Within minutes...
 - I held my breath!
 - There was no hope left.

A. Circle the correct words.

- Alice was **anxious** / **relieved** about visiting the doctor. She hates hospitals.
- Mr Smith **made** / **did** a big donation to our school.
- The shop assistant tried to **persuade** / **support** Tom to buy the most expensive jacket.
- This bowl is made of **wood** / **woods**.
- I found two **hair** / **hairs** in my food. That's disgusting!
- Unfortunately, Mark didn't **succeed** / **manage** in winning the competition.
- Will you keep **an eye** / **a mind** on our house while we're away?
- I've **approached** / **searched** everywhere for my glasses but I can't find them.

Score: / 8

B. Complete with the correct prepositions.

- Hurry up. I'm _____ a hurry.
- You can always rely _____ your parents for good advice.
- Slow _____! I can't keep _____ with you.
- I love hanging out with Tina. She's got a great sense _____ humour.
- You can't use that phone. It's _____ of order.
- Try to become more sociable. _____ instance, ring up your friends more often and ask them to hang out together.
- Are you familiar _____ the way this machine works?

Score: / 8

C. Complete the blanks with quantifiers.

- Do you have _____ idea where my sunglasses are?
- I'm almost done with my homework. I only have a _____ more activities to do.
- There are _____ of wax figures of celebrities at Madame Tussauds.
- I can't go shopping because I have very _____ money left.
- I have read _____ of books, but none were as good as the one I'm reading now.
- Whenever Peter's got _____ free time, he plays basketball.
- I have so _____ chores to do that I don't know where to begin.
- We didn't have _____ time to discuss the problem.

Score: / 8

D. Join the sentences using relative pronouns/adverbs and adding commas where necessary. Make any other necessary changes.

- I've just bought a new book. It was written by J.K. Rowling.

- That boy is Jack. His father is my teacher.

- Look at that old school. I used to go there.

- Ms Robinson lives next door. She's got four cats.

- These earrings are lovely. My sister bought them for me.

Score: / 10

E. Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.

- While the passengers _____ (get on) the train, a fire _____ (break out) in one of the carriages.
- The burglar _____ (break into) the museum and _____ (steal) the most expensive painting.
- As soon as the receptionist _____ (arrive), she _____ (turn) on her computer.
- The detective _____ (investigate) the crime scene when he _____ (notice) some blood on the curtains.
- The police officer _____ (stop) me because I _____ (talk) on my mobile while I _____ (drive).

Score: / 11

F. Choose the correct response. There are two extra responses which you do not need to use.

- What's wrong with Fay?
- Wow! Look at what Jane did to her hair.
- Mum, can I go to the cinema tonight?
- Please, keep it to yourself.
- I hope we manage to raise a lot of money for the homeless.

- Let's keep our promise.
- That's out of the question. You've got school tomorrow.
- Let's keep our fingers crossed.
- Are you out of your mind? That's dangerous.
- I guess she's in a bad mood again.
- She really likes to stand out.
- Don't worry. I won't tell anyone.

Score: / 5

TOTAL SCORE: / 50

Now I can...

- ☐ talk about extreme activities
- ☐ use quantifiers
- ☐ define people, places, things and ideas and give additional information about them
- ☐ describe a person
- ☐ narrate past events
- ☐ describe my feelings
- ☐ use linking words/phrases
- ☐ write a story



3

Buy it!



Discuss:

- ▶ Do you think shopping is a chore or a leisure activity?
- ▶ When was the last time you went shopping? What did you buy?
- ▶ Read the speech bubbles below. What do you think the phrases in bold mean?

I like to **shop around** before I decide what to buy.

Let's go to the shopping centre and **shop till we drop!**

Let's go to the city centre. We don't have to buy anything, we can just go **window-shopping**.

Online shopping makes buying things so much easier.

I can't go into a shop and not buy something. I think I'm a **shopaholic**.

I went on a **shopping spree** last Saturday and bought gifts for all my friends.

I'm feeling down. I think I need some **shopping therapy**.

Can you bring in **the shopping** from the car?



Go through the module and find...

- ▶ a shopping questionnaire
- ▶ three products you can buy over the Net
- ▶ two teenagers doing part-time jobs
- ▶ a text with advice for shoppers
- ▶ an advertisement about a job in a pet shop

In this module you will...

- ▶ talk about your shopping habits
- ▶ learn to express possibility and make deductions
- ▶ learn to express obligation, prohibition and absence of necessity
- ▶ learn to express preference and make suggestions
- ▶ learn to express threat or warning
- ▶ learn to express your opinion and give advice
- ▶ learn to complete a form
- ▶ learn to use appropriate tenses to link the past with the present
- ▶ learn to use language related to shopping
- ▶ learn to distinguish between formal and informal language
- ▶ learn to write a letter of application



A. Discuss.

- How often do you buy things over the Internet?
- What's your opinion about buying things online?

B. Look at the pictures of the three items in the advertisements below. What do you think they are? How would you use them? Then read and check your answers.

COOLBUYS!

online shopping

 0 item(s)

Laser Cosmos

Imagine lying in your room, and the ceiling suddenly turning into the night sky, with the whole cosmos up above (which you can turn on and off!). You might even see the occasional shooting star. With 3 different displays, created from powerful green laser and holographic technology, this spectacular gadget will bring space into your bedroom and will take your breath away!

Features:

Funky star shape. Special lens for cloud and light show. Fills any room, big or small. AC Adaptor included.

Suitable for 8+ years.

Price: €199 (10% off on all online orders)


Buy

Moon Shoes

It's like having mini-trampolines attached to your feet. Experience the lightness of being in space everywhere you go, as you jump around with these magical shoes!

Features:

Shoes with built-in springs to let you jump around with anti-gravity effects. Adjustable, easy-to-fit straps, fit up to men's shoe size 9. Easy to assemble, full instructions included. Free booklet with tips and jumping techniques!

Available in blue, pink, green and yellow.

Recommended age: 7+ years

Not suitable for weight over 80kg

Price: €37.99

For orders call: 0117 9272663

30 days full refund available


Buy

Nappak

Take a nap wherever you are with this inflatable bedroom, perfect for sleepover parties, long waits at airports or camping out at the beach!

Features:

Inflatable sleeping space that can be used as a bed or folded into a sofa shape. Includes air compressor so you needn't tire yourself out blowing it up. Specially designed to give you that little bit of extra privacy and comfort, wherever you are.

Suitable for all heights and ages.

Available in brown and blue

Price: €89.99 (5% discount on orders of 3 or more items)

Next-day delivery €6.99, free standard delivery (3-5 working days)


Buy


C. Read the advertisements again and the statements below. Which advertisement(s) do they refer to? Write L for Laser Cosmos, M for Moon Shoes or N for Nappak.

1. You don't have to be a certain age to use this item.
2. You will pay less for this item if you order over the Internet.
3. This item comes with information about how to use it.
4. You can arrange to receive this item the day after you order it.
5. This item makes you feel like you are somewhere else.
6. This item is for indoor use only.
7. This item suits different needs.
8. You can get your money back if you don't like this item.



- When matching questions with short texts, scan each text and look for the specific information mentioned in each question.
- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

D. Complete the sentences with the correct form of the words in capitals. All the missing words are in the text.

1. Polly doesn't want to share a room with her sister so she can have a bit of _____ **PRIVATE**
2. Before we assemble this table, I think we should read the _____ **INSTRUCT**
3. Do you think this skirt is _____ for a job interview? **SUIT**
4. My sister lives in Italy so I make _____ visits there. **OCCASION**
5. In the wild, this fish can reach a _____ of 4 kilos. **WEIGH**
6. The pizza _____ boy forgot to bring us our garlic bread. **DELIVER**
7. Daniel fell from a great _____ and broke his leg. **HIGH**

E. Discuss.

- Which of the items would you most like to buy? Why?
- Do you find any of these items useless?

Grammar

may / might / could

- Tanya **may / might / could** still be at home. Ring and see.
- I **may not / might not** come to your sleepover on Sunday, but I'll let you know tomorrow.

must / can't

- Danny **hasn't** eaten all day. He **must** be very hungry.
- Helen **can't** be at volleyball practice. She's got a broken leg.

must / have to / need (to) / can't

- If you want to assemble those shelves correctly, you **must / have to** read the instructions first.
- I **need to** borrow your jacket because mine is dirty.
- You **mustn't / can't** touch anything in here. Look at the sign.
- You **don't have to / don't need to / needn't** go to the shopping centre to buy a mobile phone. You can order it online.



Choose a, b or c.

1. We _____ pay anything. The concert is free.
a. mustn't b. didn't need c. don't need to
2. No way! That _____ be Mr Roberts. He's not old enough.
a. mustn't b. may not c. can't
3. What are you doing? Don't you know that you _____ write on the desks?
a. don't have to b. mustn't c. needn't
4. Wendy _____ come over tomorrow. She'll call and let us know.
a. needs b. may c. must
5. We _____ buy tickets for the football match.
a. must b. need c. have
6. A: I _____ sleep on the floor last time my cousins slept over.
B: Next time get a Nappak.
a. needed to b. had to c. must
7. My parents are thinking of getting me a computer game for my birthday, but they _____ get it in the end. They tend to change their minds easily.
a. might not b. couldn't c. needn't

Vocabulary

A. Complete the sentences with the words/phrases in the box.

afford cash machine change broke credit card notes cash charge
receipt an arm and a leg exchange coins

1. Andy's motorbike wasn't exactly cheap. In fact, he paid _____ for it.
2. I haven't got any _____ on me. Can I pay by _____?
3. We need to _____ some euros into dollars.
4. Sheila can't _____ to buy a new game console because she's _____.
5. _____ are much lighter than _____, therefore they are a more convenient form of money.
6. Here are your shoes and €5.60 _____. Your _____ is in the bag.
7. I wanted to get some money from the _____ but I didn't have my cash card.
8. Students and people over 65 can enter the museum free of _____.

B. Complete the sentences with the words in the boxes.

value price cost worth

1. She sold her car at a really reasonable _____.
2. The total _____ of the holiday was €3000.
3. This hotel is lovely and cheap too, so it's great _____ for money.
4. I entered a competition online and won two hundred euros' _____ of computer games.

offers sales sale discounts bargain

5. My uncle gets _____ on flights because he works at the airport.
6. A: I bought this jacket for €50.
B: What a _____!
7. All the dresses at *The Dressmaker* are on _____ this week. We should go.
8. Do you like my trainers? I got them in the _____.
9. You should get down to *Style Store*. It's got some great special _____.

C. Read the dialogues and find phrases which mean the following:

1. It's very expensive. _____
2. I haven't got enough money. _____
3. I'm looking around. _____
4. It's open all day and night every day. _____
5. It's not worth that much money. _____
6. You buy one and you get one free. _____

Shop assistant: Can I help you?
Mrs Wayne: No thanks. I'm just browsing.

Brad: Hey, Terry! Check out these DVDs. Two for the price of one.
Terry: Cool! Let's get some.

Brandon: Excuse me. How much is this tracksuit? There's no price tag on it.

Shop assistant: It's £100.

Brandon: Thank you.

Cindy: That's a rip-off! I hope you're not thinking of getting it. It costs a fortune!

Brandon: I'll try it on first. Where are the fitting rooms?

Cindy: Over there, near the cash desk.

Jennifer: Hello, could you tell me about this digital picture frame?

Shop assistant: Well, it's 14 inches and it's the latest technology. And it comes with a year's guarantee. Great. How much is it?

Jennifer: 120 euros.

Shop assistant: Oh dear. I'm a bit short. Are you open tomorrow?

Jennifer: Of course. We're open 24/7. Except on bank holidays.

Grammar

would rather

- I **would rather pay** in cash than use my credit card.
- I'd **rather not go** shopping with you this Saturday, if that's OK?

had better

- We'd **better go** now. We're going to be late for the film.
- You **had better not spend** all your money on computer games. Your parents will get angry.

should - ought to

- You **should buy / ought to buy** this jumper. It's a great bargain and it suits you.
- You **shouldn't take / ought not to take** your sister's things without asking.

Rewrite the sentences using the words given.

1. It's a good idea to go shopping during the sales.

should

You _____

2. You shouldn't use your dad's credit card without asking.

had better

You _____

3. It's a better idea to walk than go by bus.

would rather

I _____

4. It's a good idea to ask for a receipt when you buy something.

ought to

You _____

5. Monica doesn't really want to go to the theatre.

would rather

Monica _____

6. You ought to check this out!

should

You _____

Listen

A. Listen to part of a radio programme. What is the purpose of the programme? Choose a, b or c.

- To warn listeners of shops they should avoid.
- To inform listeners about good bargains.
- To ask listeners for their opinions about good places to shop.

B. Listen again and answer the questions. Choose a, b or c.

1. What can you buy half-price at *Sportstime*?

- Sports clothes.
- Footwear.
- Everything.

2. When does the sale at *Sportstime* end?

- at the weekend
- on Friday
- next week

3. How can you get furniture home from *Big Roy's*?

- Big Roy's* delivers it if you pay extra.
- You have to take it in your car.
- Big Roy's* delivers it free of charge.

TIP!

When answering questions that focus on gist, don't focus on details. Try to understand the general meaning of what is being said.

4. What happens if you change your mind about the furniture you buy at *Big Roy's*?

- You can get your money back.
- You can exchange it for something else.
- You can't do anything about it.

5. What is true about *Eye Style*?

- There's a 50% discount on all sunglasses.
- Last year's designs are half-price.
- If you buy a pair of children's sunglasses, you get one free.



Speak

A. Talk in pairs. Compare the two pictures below discussing the similarities and differences between them. Talk about the ideas given, using the words/phrases in the box.



shopping centre



open-air market

(in)convenient for shoppers
practical
a wide variety of

lack of variety
stalls
street vendor

handmade goods
fashionable products
staff

ideas:

- location
- weather
- variety
- quality
- prices
- service



B. Talk in pairs. Imagine you have decided to buy a T-shirt for a friend. Look at the two advertisements below and discuss the advantages and disadvantages of each place to shop. Think about the ideas given. Then decide where you're going to shop, giving reasons. Use the phrases in the box.

T-S MANIA

Lots of funny, crazy and cool
T-shirts to choose from!
Or create your own designs!

Only €15 each!

This week
three
for the
price
of two!

No refunds or exchanges

44 Crescent Road

MAGIC department store

Open 7 days a week

Clothes, gadgets, appliances...
you name it!

Check out our website for
best deals!

...or just visit us!

discount on all
T-shirts with this
coupon

72 Crescent Road

ideas:

- variety of designs
- prices
- how convenient it is to shop there
- if T-shirt can be exchanged



- In my opinion, we should...
- I think... would be the most suitable place because...
- ... doesn't seem to offer/ have... so...
- I believe... is better because we won't have to...
- Well, I'm not sure about that.
- Why don't we...?
- Perhaps we should... so that...

TIP!

- When discussing the situation, listen carefully to your partner. If you haven't understood something, ask him/her to repeat or clarify what he/she has said. (e.g. Could you please repeat that?, Could you say that again?, What do you mean?, Are you saying that...?)
- Don't worry if you disagree with the other person. Express your opinion and give reasons.

Write Complete a form

A. Look at the first part of the questionnaire and answer the questions below. Then complete this part with your personal information.

- What does the symbol * mean?
- Where should the information in the box appear?

a. Richards
b. danielrichards33@mail.com
c. Daniel
d. BL1 2DG
e. 25 Hartson Road, Bolton

RIVERSIDE SHOPPING MALL



Complete our questionnaire. You could win a laptop!

First Name* _____ Mailing Address _____

Surname* _____

Sex* Male ☐ Female ☐ Postcode _____

Age Group* 10-15 ☐ 16-25 ☐ 26-35 ☐ over 35 ☐ e-mail address* _____

Occupation _____ Phone number _____

*Fields with * are required*

B. Read the rest of the questionnaire and answer the questions.

RIVERSIDE SHOPPING MALL



- Who do you usually go shopping with?
parent ☐ brother/sister ☐ friend ☐ other _____
- How often do you go shopping?
daily ☐ weekly ☐ monthly ☐
- How much time do you spend shopping?
1-2 hours ☐ 3-4 hours ☐ over 4 hours ☐
- Where do you prefer shopping?
shopping centres/malls ☐ open-air markets ☐
high-street shops ☐ second-hand shops ☐
department stores ☐ online ☐
mail order catalogue ☐
- How much do you usually spend when you go shopping?
under €50 ☐ €50-100 ☐ over €100 ☐
- What kind of items do you most often go shopping for?
clothes ☐ accessories ☐ computer games ☐
gadgets ☐ CDs/DVDs ☐ other _____
- Do you shop around or buy the first thing you like?

- Do you go shopping during the sales or whenever you need something?

- What is important for you when shopping?
quality ☐ price ☐ brand ☐ other _____
- What brands do you usually buy?

- Do you ever buy things you don't really need only because you like them?
yes ☐ no ☐
- Do you consider yourself to be a shopaholic?
yes ☐ no ☐
- What do you do when you realise you've bought a damaged item?

- Would you like us to inform you about our shops/sales/new products by e-mail?
yes ☐ no ☐

Read

A. Discuss.

- Do you ever spend more money shopping than you intend to? If so, why do you think that happens?
- Do you think that retailers influence how much you spend while shopping? How?

B. Read the text quickly without paying attention to the missing sentences. What is the purpose of the text?

- to advise people about how to make the most of their shopping trips
- to inform people about the best places to shop
- to advise people that they should be more careful when they are shopping
- to warn people of the dangers that are involved when shopping

BEWARE!

Retailers are tricking you into spending more money!

Have you ever wandered into a shop with a list of a few things, only to come out with twice as much stuff? There is a reason for this.

- 1 ☐ And they work!

Smell is a common trick used to get shoppers spending. Most supermarkets now welcome customers with the smell of fresh bread or roast chicken to make you hungry, in which case you are much more likely to buy food. Imagine if you're starving! Many restaurants and fast food outlets use the same trick and send kitchen smells onto the street to attract more customers.

- 2 ☐ More popular items are usually in the middle of aisles so that you have to walk further, past more products to reach them. Products that shops want to promote are placed at eye-level or at the end of aisles to get maximum attention. Many companies pay shops to place their products there.

Have you ever noticed that certain shelves in shops look untidy, as if customers have been moving everything around? 3 ☐ You may think that people would be put off by this but retailers often make areas look untidy, so that customers believe they are looking at 'reduced-price' products or a very popular promotion.

Even the way floors are designed can make you spend more. In many supermarkets, the tiles in aisles with expensive items are smaller so that it sounds as if your trolley is moving faster, which makes you slow down and spend more time in that area. 4 ☐ Other shops remove windows, so that you have less connection with the outside world and are more likely to spend more time shopping. If you can't see that it is getting dark outside, you are more likely to take your time inside the shop.

Retailers would quickly go out of business if we walked straight in, bought what we needed, then walked straight out again. 5 ☐ Similarly, in clothes shops, fitting rooms and cash desks are usually far from the entrance. Shopping malls usually have complicated floor plans so that it's easy to get in, but harder to find your way out. Also, separating escalators between floors means you have to walk around the mall to go up to another level. The more time you spend inside, the more money you are likely to spend.

- 6 ☐ Don't let them get away with it!

C. Read the text again. Complete the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use.



- First read the whole text in order to get an overall idea.
- Carefully read the sentences before and after each gap and the given sentences (a-g).
- Look for clues in both the text and the given sentences. Pay attention to reference items (it, they, this, there, etc.) and identify what they refer to as well as sentence linkers (however, furthermore, therefore, etc.). This will help you understand the text.
- Remember: the correct option must logically complete the writer's meaning and grammatically fit the gap.

- Many shops use carpets to slow your speed.
- The way that products are displayed also plays a very important role.
- Retailers are playing with your mind.
- Retailers have been using different techniques to increase their sales for years.
- This is why in food shops major items such as bread and milk are placed at the back.
- However, customers tend to buy more than what they need.
- This is not by accident.

D. Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings 1-8 below.

- difficult to understand: _____
- a basket on wheels: _____
- a person or business that sells goods: _____
- Increase the sales or popularity of something: _____
- a space for walking between two rows of shelves or seats: _____
- moving stairs: _____
- the greatest that is possible: _____
- feeling very hungry: _____

E. Discuss.

- Have you ever noticed any of these retailers' tricks in the places where you go shopping?
- Can you think of any other tricks which retailers play to make you shop more?



Grammar

Present Perfect Simple vs Past Simple

A: Have you read this book yet?

B: Yes, I read it yesterday.

Present Perfect Simple - Present Perfect Progressive

Julia has been baking cakes all morning.

She has baked three cakes so far.

Complete with the Past Simple, the Present Perfect Simple or the Present Perfect Progressive of the verbs in brackets.

- A: Sorry I'm late!

B: I _____ (wait) here since three o'clock.

A: Sorry, OK?

B: Where _____ you _____ (be)?

A: Trying to get here! The traffic _____ (be) terrible.
- A: How long _____ you _____ (work) at this restaurant?

B: Just six months. I _____ (start) work in June.

A: So, is this the first restaurant you _____ (work) at?

B: Yes, it is.
- A: Julia and I _____ (see) Tony last night.

B: Really? I _____ (not see) him for years. Is he still living in Oxford?

A: I _____ (not ask) him.
- A: Hey, Claire, stop for a minute. We _____ (go) up and down the same aisles since we _____ (get) here. Haven't you got a shopping list?

B: I _____ (forget) to make one but that's not the problem. I just can't find what I want. This new supermarket seems complicated. I think they _____ (place) the items in a weird order.

Vocabulary

Read the sentences and match the phrasal verbs in bold with their meanings.

NOTE: A phrasal verb consists of a verb (e.g. get, put) and an adverb (e.g. back) and/or one or more prepositions (e.g. for, on with). The meaning of the phrasal verb is different from the meaning of the verb and the adverb/preposition(s) it includes.

Phrasal verbs: 'get'

- I meant to go to the shopping centre to buy Debbie a gift yesterday, but I didn't **get round** to doing it.
 - I really **get along/on with** my cousin and I love going out with her.
 - Mrs Griffin doesn't earn a lot but she manages to **get by**.
 - Lucy was very unhappy about losing the tennis match but she'll **get over** it.
 - Don't lie to your teacher about losing your homework. You'll never **get away with** it.
- a. do sth wrong without being punished
 b. have a friendly relationship with sb
 c. manage to live on little money
 d. return to your usual health or happiness
 e. find the time to do sth

Phrasal verbs: 'put'

- We **put** the fire **out** before we left camp.
 - Paul's saving up for a new mobile so he **puts** some money **aside** every month.
 - Working on a farm for a few months **put me off** meat for years.
 - Unfortunately, they have **put** the talent show **off** till the summer.
 - I don't know how you **put up with** Elizabeth's behaviour. I can't.
 - You don't have to book a hotel. I'll **put you up** for a few nights.
- a. delay doing sth
 b. make sb lose interest in sth
 c. accept sb/sth annoying without complaining
 d. save sth to be used at a later time
 e. stop sth from burning
 f. let sb stay at your house

Listen



A. Discuss.

- Have you ever heard of a mystery shopper?
- What do you think this person does?

B. You will hear a radio interview with Nigel Eastman, a mystery shopper. The interview is in three parts. Listen and answer the questions for each part. Choose a, b or c.

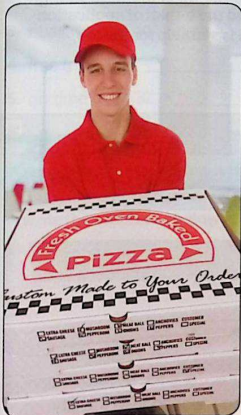


- Read the options quickly before you hear each part of the interview.
- Don't work on a question when the next part is being spoken.

- What kinds of businesses use mystery shoppers?
 - any business that has customers
 - only businesses that sell products
 - any business that has a problem with its staff
- What should you do if you want to become a mystery shopper?
 - write e-mails to businesses
 - register on a website
 - attend a business and customer service course
- What is true about the job of a mystery shopper?
 - It's a full-time job.
 - It's a part-time job.
 - You can work at weekends only.
- How long does a typical job at a shop take?
 - 30 minutes.
 - A few hours.
 - It's not mentioned.
- What happens to the things mystery shoppers buy?
 - Mystery shoppers can keep them, but they have to pay for them.
 - Companies give you the money for them and you can keep them.
 - They have to give them back to the companies.
- How did the waitress find out Nigel was a mystery shopper?
 - She asked his wife.
 - She used to be a mystery shopper, too.
 - His wife said it by accident.

Speak

A. Talk in pairs. Compare the two jobs below discussing the similarities and differences between them. Talk about the ideas given using the words/phrases in the box.



ideas:

- type of job
- working hours / days
- working conditions
- pay
- qualifications
- job satisfaction
- responsibility



part-time/full-time
minimum wage
helps with expenses
indoors/outdoors
people skills
computer skills
motorbike licence
affected by weather conditions
long hours
dangerous
monotonous
patient
trustworthy
spare time
manage money
good experience

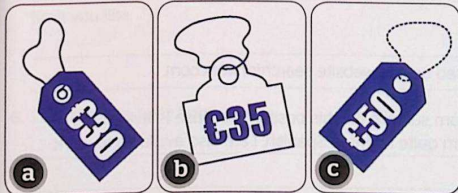
B. Discuss.

- Which of the jobs above would you like to do?
- What's the most important thing to consider when choosing a part-time job?
- What would your ideal job be? Why?

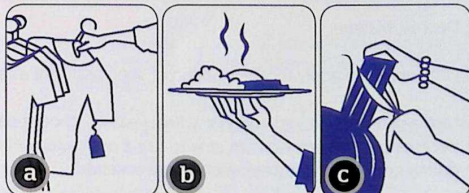
Listen

You will hear people talking in six different situations. For questions 1-6, choose the picture which answers the question correctly.

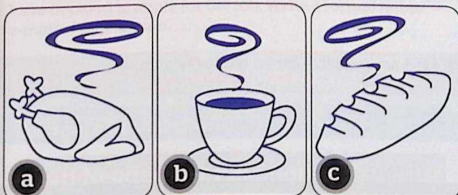
1. How much does the boy pay for the T-shirt?



4. Where does the woman work?



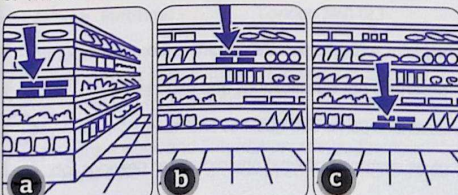
2. What can the man smell?



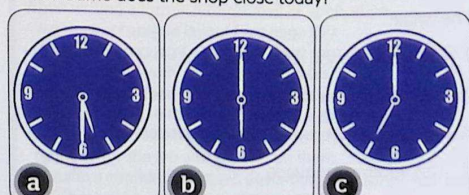
5. What does the girl buy?



3. Where did the man find the chocolate bar?



6. What time does the shop close today?



Write A formal letter/e-mail of application

A. Discuss.

- Have you ever had a job? If yes, how did you get it?
- Where can you find job advertisements?
- How do people apply for a job they are interested in?

B. Read the advertisement and the e-mail of application below. Do you think that Erin is suitable for the job?

searchforwork.com

Shop Assistant Needed For Souvenir Shop

Employer **Memories**
Location **London**
Job Type **Part-Time**

Apply to
applications@memories.co.uk

Memories requires a shop assistant with a pleasant personality for part-time work at a new souvenir shop in the city centre. Applicants must be 16 years of age and over, computer literate, fluent in Spanish and willing to work weekends. Previous work experience and knowledge of another foreign language will be an advantage. Must be a responsible person. Minimum wage.

Send Save now Discard

From:

To:

Dear Sir/Madam,

I am writing to apply for the position of shop assistant as advertised on the website searchforwork.com.

I am eighteen years old and in my final year of school. I believe I am suitable for this position because I have all the necessary qualifications. I am able to use a computer well and I am quite fluent in Spanish. I am also available to work during any day of the week, including weekends.

In addition, I have previous experience of working at a gift shop. I worked full-time for Gifts4All between June and September last year. Furthermore, I consider myself to be trustworthy. I am always punctual and understand the importance of being helpful and polite to customers.

Please contact me if you have any questions regarding my application. I am available for an interview at your convenience. I look forward to hearing from you.

Yours faithfully,
Erin Peters

C. Read the following sentences. Tick the ones that apply to the e-mail above.

The writer:

- | | | | |
|--|-----------------------|--|-----------------------|
| 1. knows the person she is writing to. | ☐ | 6. explains why she is suitable for the job. | ☐ |
| 2. uses set phrases to begin and end her e-mail. | ☐ | 7. describes her qualifications and experience. | ☐ |
| 3. mentions where she saw the advertisement. | ☐ | 8. describes some bad qualities she has. | ☐ |
| 4. uses informal language. | ☐ | 9. gives examples of what she did at her previous job. | ☐ |
| 5. states her age. | ☐ | | |

D. Read the e-mail again and find the formal words that correspond to the more informal meanings given below.

1. job (para 1): _____
2. right or acceptable for sth (para 2): _____
3. qualities and skills (para 2): _____
4. free (para 2): _____
5. on time (para 3): _____
6. having to do with (para 4): _____

E. Look at the plan with the set phrases/expressions and rewrite the sentences below in a more formal manner.

1. I'm writing to you because I want to know more things about the ad I saw in the paper.

2. Right now I've got a job at the post office.

3. I can work on Saturdays, if you like.

4. I think I'm quite friendly.

5. If you want to talk to me, I can come and see you any time you like.

6. I can't wait to hear from you.

F. Imagine you have seen the following advertisement and have decided to apply for the job. Write a formal letter/e-mail of application.

searchforwork.com

Staff Needed For Pet Shop

Employer **Happy Paws** Apply to
 Location **London** Happy Paws, 72 Marlowe St
 Job Type **Part-Time** London SW1 6LT

Staff required for new *Happy Paws* pet shop.
 Applicants must love animals, be 16 years of age and over, be reliable and responsible.
 They must also be able to work part-time, two afternoons a week and Saturday mornings. Previous work experience will be an advantage. Minimum wage.

PLAN

When writing a formal letter/e-mail of application, follow the plan below.

GREETING

- ▶ Use a formal greeting, not first names.
 - Dear Sir/Madam, • Dear Sirs,
 - Dear Mr/Ms/Mrs/Miss + surname,

OPENING PARAGRAPH

- ▶ Use set phrases to state the position you are applying for and say where/when you saw the job advertised.
 - I am writing with regard to your advertisement in... (name of newspaper + date) / on... (website).
 - I saw your advertisement in/on... and I was interested in...
 - I am writing to apply for the position of... (job) as advertised in/on...
 - I am interested in applying for the job of...

MAIN PART (2-3 PARAGRAPHS)

- ▶ State your age.
- ▶ Describe your qualifications and experience.
- ▶ State your present/previous job.
- ▶ List any interests/hobbies you have that are relevant to the job advertised.
- ▶ Explain why you think you are suitable for the job advertised.

Use expressions like:

- I am fluent in... / able to... / familiar with...
- At present I am working for/at...
- I have previous experience of working at...
- I worked full-time/part-time for/at...
- I consider myself to be...
- I understand the importance of being...
- Some of my interests include...
- I am available to work...
- I believe I am suitable for this position because...

CLOSING PARAGRAPH

- ▶ Use set phrases to end your letter/e-mail and say that you hope your application will be taken into consideration.
 - I look forward to hearing from you.
 - I would be grateful if you would/could reply as soon as possible.
 - I hope my application will be taken into consideration.
 - I am available for an interview at your convenience.
 - Please contact me if you have any questions regarding my application.

SIGNING OFF

- ▶ Use a formal signature ending.
 - Yours faithfully, (when you don't know the name of the person you are writing to)
 - Yours sincerely, (when you know the name of the person you are writing to)
- ▶ Sign underneath and write your full name below your signature when writing a letter.



When writing a formal letter/e-mail of application,

- use the appropriate layout (see page 131).
- use formal language. Don't use short forms or abbreviations.
- begin and end with appropriate phrases.
- invent a name for a newspaper/magazine/website and a date when referring to the advertisement if these are not given.
- read the advertisement carefully. Identify the qualifications required for the job and expand on them.
- write in a confident manner, describing your good qualities. Don't mention your bad qualities.

A. Choose a, b or c.

- Albert has interviewed eight _____ for the position.
a. employers b. applicants c. customers
- I can't go to the cinema with you. I'm totally _____.
a. afford b. broke c. free of charge
- I _____ you buy the blue shirt.
a. recommend b. consider c. realise
- Olivia bought this dress in the _____.
a. sales b. offers c. discounts
- I'd like a(n) _____ for this MP4 player. It's broken.
a. guarantee b. refund c. exchange
- Have you ever seen a 500 euro _____?
a. cash b. receipt c. note
- If you _____ further information, you should ask the receptionist.
a. involve b. warn c. require

Score: / 7

B. Complete with the correct words.

- Mary and I get _____ very well with each other.
- Julie always finds a good excuse to put _____ visiting the dentist.
- This shop's got a wide variety _____ shoes to choose from.
- My cousins put me _____ for a week when I first moved to London.
- After my cat's death, I felt horrible, but I soon got _____ it.
- This board game is suitable _____ children over 5.

Score: / 6

C. Circle the correct words.

- I **may / must** see Robert tonight. If I do, I'll tell him that you've been trying to reach him.
- You **don't need to / 'd rather not** worry about your cat. I'll look after her.
- Kelly **can't / mustn't** be asleep. I can hear her talking.
- Sandra doesn't like pasta so she'd **rather / better** not go to an Italian restaurant.
- Ted **better / ought to** study more. His marks are bad.
- You **mustn't / don't have to** feed the animals. It's not allowed.

Score: / 6

D. Rewrite the sentences using the words given.

- It's a good idea to stop wasting all your pocket money so fast. (**better**)
- You'd better not be late for the job interview. (**should**)
- It isn't necessary to ask Linda to come and help us. (**need**)
- Jack doesn't really want to go to the concert. (**rather**)

Score: / 8

E. Complete the sentences with the Past Simple or the Present Perfect Simple of the verbs in the box.

cost create always/want find not know be have

- A: Frank _____ his own website last month.
B: Really? I _____ he had a computer.
A: Well, he _____ it for a while now.
- A: _____ you ever _____ to a second-hand shop?
B: Yes, last week, actually.
A: _____ you _____ anything worth buying?
B: Yes, a beautiful bag that I _____, but it still _____ a fortune!

Score: / 7

F. Complete with the Present Perfect Simple or the Present Perfect Progressive of the verbs in brackets.

- A: I _____ (look) for a fashionable pair of boots since last month but so far I _____ (not find) anything.
B: Why don't you check out the new department store? I think I _____ (see) some nice boots there.
- A: So, _____ Tina _____ (save) up enough money to buy the bike she wants?
B: Yes, she _____ (work) part-time for three months now and she _____ (manage) to put 300 euros aside.

Score: / 6

G. Choose the correct response. There are two extra responses which you do not need to use.

- Would you like some help?
- These boots are really nice, but they cost an arm and a leg.
- Oh, no! I forgot to buy milk and the supermarket is closed now.
- John! When are you going to tidy the garage? It's a mess.
- This skirt is really nice but I'm a bit short.
a. I know. I've been meaning to get round to it.
b. No, I'm just browsing.
c. Don't worry. We can go to *Mario's Deli*. It's open 24/7.
d. Let's shop till we drop!
e. I can lend you some money so you can get it. It's a real bargain.
f. I'll take it into consideration.
g. Well, I never buy things that cost a fortune. It's just not worth it!

Score: / 5

TOTAL SCORE: / 45

Now I can...

- talk about my shopping habits
- express possibility and make deductions
- express obligation, prohibition and absence of necessity
- express preference and make suggestions
- express threat or warning
- express my opinion and give advice
- complete a form
- use appropriate tenses to link the past with the present
- use language related to shopping
- distinguish between formal and informal language
- write a letter of application



4

Being a teen



Discuss:

- ▶ What's a typical teenager like in your country?
- ▶ Do you think it's hard being a teenager?
- ▶ Read the statements on the right. What do you think they are trying to say? Do you agree with them?

It's amazing how quickly teenagers learn how to drive, yet are unable to use a lawnmower, Hoover or washing machine.

My room is not a mess. It's a work of art!

Teenagers don't know what age is. Adults forget what youth was.

Teenagers conveniently behave as children and expect to be treated as grown-ups.

For teenagers, the words YES and NO are complete sentences.

Go through the module and find...

- ▶ a magazine article about the history of hip hop
- ▶ two texts about e-books
- ▶ an essay about team projects
- ▶ questions and answers about education
- ▶ a radio quiz

In this module you will...

- ▶ talk about issues related to teen life and education
- ▶ learn to refer to the future using appropriate tenses
- ▶ learn to form opposites of words
- ▶ learn to use linking words/phrases
- ▶ learn to write a paragraph expressing your opinion
- ▶ learn to express hypotheses about what is likely or unlikely to happen in the future
- ▶ learn to write an essay presenting advantages and disadvantages



A. Discuss.

- Do you think teenagers in your country get a good education?
- What would you like to learn more about at school?

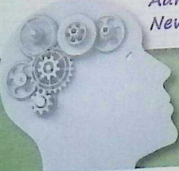
B. Look at the questions 1-4 below. Do you know or can you guess the answers?

C. Read the text and match the questions 1-4 with the answers a-d.

Q & A EDUCATION

1

Is it true that we use only 10% of our brains?
Adrian Lewis,
Newcastle



2

I'm thinking of homeschooling my children in the future. Is it a good idea?
Tricia Wright,
Mitcham



3

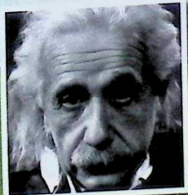
I read that by the year 2100, computers will have replaced teachers. Is that true?
Phil Taylor,
Stoke-on-Trent



4

My cousin keeps telling me that Einstein failed at school. Is he right?

Rebecca Rose,
Leicester



- a This is very unlikely. Teachers are more than just machines that provide learners with information and correct exercises. They show students how to use information, help them with their individual needs and questions as well as notice if someone is experiencing problems. Computers cannot provide this human and emotional side to learning. Also, students get distracted easily so if the teacher wasn't there to get them to pay attention, who would? Learners might just remain in front of the screen without getting any work done. However, it is true that as time goes by, we will see more and more learning taking place on computers, and teachers will work alongside them.
- b This is a popular belief, especially by those who are trying to prove the existence of psychic powers such as telepathy. They say that as we use only 10% of our brains, we will be capable of incredible things when we actually start using 100%. People probably got this wrong idea from scientific discoveries in the late 19th century that showed that only 10% of our brain is working actively at any one time. However, this does not mean that the remaining 90% is unused. We use every part of our brain, but at different times and in different amounts. The way we use our brain is similar to the way we use different muscles in our body. We do not use every single muscle all at once.
- c No, it's a myth. In fact, he was a very good student. It's true that he failed a university entrance exam when he was 16. However, this was because his education had focused more on Science and Maths and his knowledge of other subjects wasn't as strong. He failed the non-science part of the exam but the following year, he passed although he was a year younger than his fellow students. Nobody knows why this myth exists, but it could be because in his final year, his school reversed their marking system. The highest mark used to be '1' but it became '6'. So, people looking back over his marks probably thought Einstein had failed with so many '1's. The fact is that Einstein was an outstanding physicist and mathematician, so there's no point in using him as an excuse for not doing your homework.
- d Well, some people believe so but others don't. In the UK and USA a lot of children are educated at home every year, but it is still illegal in certain countries as many believe that it's got a lot of disadvantages. For instance, homeschooled children don't have the opportunity to interact with other children. Supporters of homeschooling say that their children don't actually miss out on anything as they spend time with their siblings and also take part in different social events where they interact with people of all ages. Homeschooled children are able to work at their own speed and receive more attention than in the classroom. However, homeschooling is not easy on the parents as it means that either the father or the mother can't work full-time, which can create financial difficulties for many families. It also requires a lot of organisation, time and planning by the parent who teaches their child. So, in the end, it's up to you!

D. Read the text again and write T for True or F for False.

1. According to the text, learners can get individual attention both from teachers and computers. ☐
2. Computers can help students who get distracted easily. ☐
3. Discoveries have shown that people with psychic powers use 100% of their brains. ☐
4. We don't use all of our brain, all of the time. ☐
5. Einstein did better in some subjects than he did in others. ☐
6. In the last year at the school where Einstein studied, '6' was considered a good mark. ☐
7. Teaching children at home, instead of at school, is not possible worldwide. ☐
8. Supporters of homeschooling believe that homeschooled children socialise as much as non-homeschooled children. ☐
9. Homeschooling is a good solution for families who have financial problems. ☐

E. Complete the sentences with the correct form of the words in capitals. All the missing words are in the text.

1. Do you believe in the _____ of aliens? **EXIST**
2. It was a popular idea and quickly gained many _____. **SUPPORT**
3. Louis Pasteur made some important scientific _____. **DISCOVER**
4. Do you think the government spends enough money on _____? **EDUCATE**
5. Mrs Clarke helped us with the _____ of the event. **ORGANISE**
6. Archimedes was a great _____ of the ancient world. **MATHEMATICS**
7. There is a general _____ throughout the country that things will get worse before they get better. **BELIEVE**
8. Both my children are fast _____ and are doing very well at school. **LEARN**

F. Discuss.

- Did you learn anything new from reading this text?
- What question would you ask a Q&A page about education?

Grammar

Future will

- *Don't walk to school. I'll give you a lift.*
- *John will pass the exam. He's an excellent student.*

Future be going to

- *Helena's going to study Biology at university.*
- *I didn't do well in my exams. I'm going to get bad marks.*

Future Perfect Simple

- *Hopefully, by 8 o'clock I will have finished my homework.*

Complete with the correct Future form of the verbs in brackets.

1. **A:** My mobile phone keeps turning off for no reason.
B: Don't worry. I _____ (buy) you a new one.
2. Come round my house at about 6pm. I _____ (arrive) home by then.
3. Look out, Dad! You _____ (crash) into that tree!
4. **A:** What plans have you got for Saturday?
B: I _____ (visit) my cousins in Oxford.
5. Watch this DVD. I'm sure you _____ (enjoy) it.
6. Kevin loves eating sweets. By the time you come home, he _____ (eat) all the chocolate bars that are in the fridge.
7. I believe robots _____ (do) all the work in factories in the future.
8. Nigel _____ (not return) home by lunchtime, so don't wait for him.

Vocabulary

A. Complete the table forming the opposites of the adjectives in the box.

legal responsible possible likely formal patient regular willing correct mature
literate active able familiar capable practical relevant logical

NOTE: The opposites of many English words are formed by adding a negative prefix (un-, in-, il-, ir-, im-) to the words.

un-	in-	il- (+adj. starting with l)	ir- (+adj. starting with r)	im- (+adj. starting with m or p)
unlikely	informal	illegal	irresponsible	impossible

Now read the sentences and complete them with some of the opposites above.

- Daisy was _____ to sit for the exam because she was at home with the flu.
- You may think I'm crazy and _____, but I'm afraid of rabbits!
- All the answers we gave the teacher were _____, so she had to explain everything to us again.
- Whether I think you're good at French or not is _____. What matters is that you pass the test.
- Tina may be eighteen, but she is very _____ for her age. I don't think she should get a driving licence yet.

B. Look at the adjectives in the box. Which prepositions are they followed by? Complete the table. Then read the sentences 1-6 and complete the gaps with prepositions.

familiar famous aware nervous capable anxious
responsible proud popular worried disappointed ready

about	with	for	of

- I'm quite capable _____ doing the washing-up by myself, thank you.
- A: Are you nervous _____ the Physics exam?
B: Not really. It's my favourite subject.
- Mike, are you responsible _____ this mess? Clean it up now!
- Are you familiar _____ this computer program?
- Dean revised all day yesterday and now he's ready _____ the exam.
- If I succeed at university, I know my parents will be very proud _____ me.

C. Complete the sentences with the correct form of *make* or *do* to form phrases.

- I'm going to really _____ an effort to _____ my best this time.
- Right, I've _____ up my mind. I'm going to _____ the cooking this week.
- A: I'm going to _____ a project on the history of the world.
B: That sounds difficult. Are you sure you've _____ the right decision?
- I wasn't paying attention to the teacher, so when it came to _____ the experiment, I _____ a fool of myself.
- Stuart isn't very good at Geography but he _____ really well in the test. He didn't _____ any mistakes. It doesn't _____ sense. I think he cheated.
- I think the Amazon is the longest river, but I will _____ some research just to _____ sure.
- A: Have you _____ any plans for this afternoon?
B: No.
A: Could you _____ me a favour? I need to move a wardrobe.
B: Sure, I'll come round later.

Grammar

All / Both / Neither / None / Either

- **All** of the students tried to solve the Maths problem but **none** of them could do it. It was very difficult.
- I took **both** jackets with me on holiday but it was sunny, so I didn't wear **either** of them.
- **A:** Would you like beef or chicken?
B: **Neither**. I'm a vegetarian.

Both... and / Either... or / Neither... nor

- I enjoyed **both** the book **and** the film.
- Right, we can **either** eat here **or** go home and have something. What do you prefer?
- **Neither** Ken **nor** Emma passed the exam and now they have to sit for it again.

Complete the sentences with **all**, **both**, **neither**, **none** or **either**.

1. The fans are angry because the team has lost _____ of its games this season. The players are disappointed but _____ of them want to talk about it.
2. We could _____ walk to school or go by bus. What do you think?
3. **A:** Do you use a computer to do your homework or do you write it by hand?
B: I do _____. It depends on which subject it is.
4. In my opinion, History is _____ interesting nor useful. I don't know why we have to study it.
5. _____ Angela and Edna had the soup of the day, but _____ of them liked it.

Listen

A. The government has decided to improve Rochester School by giving it some money to spend. Listen to five people giving their opinion about the best way to use it. Match the speakers 1-5 with the people a-e.



Speaker 1

a. a teacher

Speaker 2

b. a student

Speaker 3

c. the head teacher

Speaker 4

d. an ex-student

Speaker 5

e. a parent



Before you listen, read through the options given and try to imagine how the speakers might feel and what they might say.

B. Listen again and match the speakers 1-5 with the statements a-e.

Speaker 1

a. I don't think the money will help the school.

Speaker 2

b. I think the money should be used in a variety of ways.

Speaker 3

c. I think students should decide what to spend the money on.

Speaker 4

d. I think the money should be used to improve sports facilities.

Speaker 5

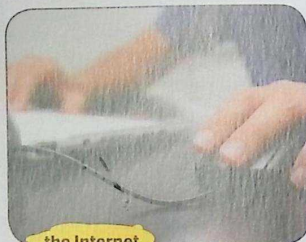
e. I think the money will make teaching easier.

Speak

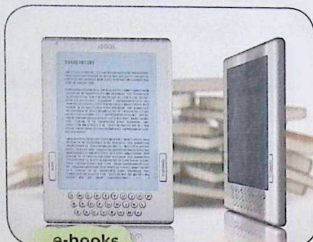
A. Discuss.

- Which subjects at school do you find interesting and motivating? What makes them so?
- Do you think the use of technology helps in the classroom?

B. Look at the pictures below. In pairs, discuss which of the following are suitable for educational purposes and talk about the advantages and disadvantages of each of them. Use the words/phrases in the box.



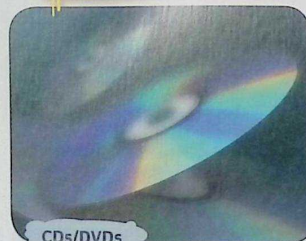
the Internet



e-books



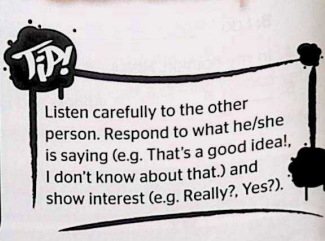
interactive whiteboard



CDs/DVDs



virtual reality



Listen carefully to the other person. Respond to what he/she is saying (e.g. That's a good idea, I don't know about that.) and show interest (e.g. Really?, Yes?).

effective appealing motivating (in)convenient flexible eco-friendly
keeps students focused saves time quick and easy access to information variety
complicated to use costly practical benefit computer-simulated environment

Write A paragraph expressing opinion

A. Discuss.

- Which of the statements below about e-books do you agree with most?

E-books are green and some are even free! They're the best!

There will always be the 'Oops, I dropped it' problem. No, not for me.

What's all the fuss about? I think they're just a passing fad.

B. Read the writing task below and underline the key words. Then read the two different opinions expressed in the paragraphs that follow. Which opinion do you agree with?

E-books are much better than paper books and will eventually replace them.
Do you agree?

E-books have been becoming more and more popular, and there are many reasons for this. Firstly, e-books are more eco-friendly than paper books. By having electronic versions of books, we save paper, trees and, as a result, our planet. Besides that, e-books are in many ways more convenient than paper books. For instance, you can store thousands of e-books in the same space you would need for one paper book. Just think of how convenient that can be for school or when travelling. What's more, in addition to online bookshops, many lending libraries also have e-book collections now. That means that if you want to buy or borrow a book, you don't have to wait for opening hours or delivery. The way I see it, e-books are the future and will eventually take the place of paper books.

Many people are quick to say that e-books will soon replace paper books. I, **however**, am not one of them. It may be true that e-books have certain advantages over paper books, but paper books are not threatened by them. **First of all**, we must not forget that paper books are a part of our culture and heritage; our libraries hold great cultural and historical treasures. **Apart from that**, there's the reading experience; book lovers know that there is nothing like curling up on the sofa with a good book, feeling the touch of the pages and smelling the paper. That's something e-books cannot provide. **Finally**, e-books require expensive e-book readers, which can easily be damaged if you drop them. **Also**, their batteries need charging regularly, which can be very inconvenient. **Personally**, I believe that paper books will remain the main form of reading for most people.

C. Look at the words highlighted in the paragraphs and use them to complete the table below.

LINKING WORDS/PHRASES

Listing / Adding points:

_____, _____, to begin/start with, secondly, _____, in addition, moreover, furthermore, _____, _____, _____, lastly, last but not least

Expressing contrast:

_____, but, although, while, on the one hand, on the other hand

Giving examples:

_____, for example, such as

Giving opinion:

_____, _____, in my opinion/view, from my point of view

D. Imagine that the head teacher of your school has announced that computer classes are now compulsory for all students in primary and secondary schools. Do you think that is a good idea? Make a list of advantages and disadvantages in the table below. Do you think there are more advantages than disadvantages?

ADVANTAGES

DISADVANTAGES

E. Read the writing task below and write a paragraph expressing your opinion. Use your ideas from activity D.

Computer classes should be compulsory for all students in primary and secondary schools. Do you agree?



Before you start writing a paragraph expressing an opinion:

- read the writing task carefully and underline the key words.
- think about the topic and all the advantages/disadvantages, arguments for/against, etc.
- choose two or three of them that you think are the most important and you have ideas to write about.

When writing:

- state your opinion in the first sentence.
- develop the paragraph by clearly stating your supporting arguments.
- provide any necessary explanations or justifications.
- if possible, give examples to make your point clear.
- end the paragraph by rephrasing your opinion / making a general comment.
- don't forget to use linking words/phrases to list points, add points, express contrast, give examples and give your opinion.

Read

A. Discuss.

- What's the most popular type of music with teens in your country?
- What do you know about hip hop?

B. Read the text quickly and match the headings a-g with the paragraphs 1-5. There are two extra headings which you do not need to use.

- | | |
|--------------------------------------|--|
| a. The party that became a legend | e. Cool nights in the city |
| b. Hip hop goes global | f. Rapping techniques |
| c. Popular bands of today | g. The message spreads across the nation |
| d. Hip-hop culture begins to develop | |

MORE THAN JUST BEATS AND RHYMES

A BRIEF HISTORY OF HIP HOP

Hip hop is commonly known as a type of music, but in actual fact it's a whole culture including MCing (rapping), DJing, breaking, graffiti and fashion. But where did hip hop begin?

1

If you asked someone who Clive Campbell is, they probably wouldn't know. Yet, without him, there would be no hip hop. The roots of hip hop go back to Jamaican immigrants in New York City in the 1960s. Young people there grew up listening to the rhythms of funk and soul. This music was great for dancing, and people would often get together to dance at house and block parties. Every party needed a DJ*, who chose and played popular songs, and an MC*, who encouraged people to dance and entertained them between songs by telling jokes and inventing rhymes. Clive hoped to become one of these DJs.

2

Hip hop was born at a party one Friday night in 1973 at 1520 Sedgwick Ave., an apartment block in the Bronx. Clive, aka* 'Herc', was the DJ and he had noticed that when there was an instrumental break in a song, guests danced like crazy. So he decided to make the breaks longer by playing the same section of drumbeat over and over again. He also played two records at once and mixed the two rhythms together. People loved it! In fact, so many people came that the party had to be moved outside to Cedar Park. Herc had helped invent a new kind of popular music.

3

After his debut, Herc became Kool Herc, the most famous DJ of the era known as the 'Old School'. The early DJs also came up with techniques that many hip hop artists would use in the future, such as scratching. This involves moving a vinyl record back and forth while it is playing. Meanwhile, MCs were turning their rhymes into spoken word poetry, or rap. DJ Afrika Bambaataa gave the musical movement the name 'hip hop' after the nonsense words used by MCs. During this period other elements of hip hop evolved, like graffiti and breaking. Dancers, called b-boys and b-girls, would entertain crowds at block parties. The dances could be very competitive, as two rivals tried to outdo each other on the floor.

4

In the 80s and 90s, hip hop became popular across the USA. Bands such as Public Enemy had hits with songs that protested against different issues. Many hip-hop artists today still rap about issues such as poverty and violence. On the west coast of the USA, hip hop became known in cities like San Francisco. Hit rappers such as Ice-T and Dr. Dre developed their own style and helped make the music popular across the country.

5

Hip hop has come a long way since the block parties in the Bronx. Today, if you travel to any country in the world, you will find a local hip-hop culture. But one thing hasn't changed: fans still can't get enough of those beats and rhymes!

* DJ: disc jockey

* MC: master of ceremonies

* aka: also known as

C. Read again and write T for True or F for False.

1. When organising block parties, both a DJ and an MC were needed. ☐
2. Herc began his career as an MC. ☐
3. Herc came up with hip hop when he realised people didn't like the music he was playing. ☐
4. The first hip-hop party spread to a park. ☐
5. Hip hop got its name from the lyrics of a song. ☐
6. At parties, b-boys and b-girls competed against each other. ☐
7. Lots of hip-hop songs which had to do with social issues became hits. ☐

D. Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings 1-9 below.

1. the state of being poor: _____
2. the place or culture where sb/sth comes from, the origin: _____
3. a period of history: _____
4. part of sth: _____
5. a person that competes with another: _____
6. do or say something publicly because you disagree: _____
7. do better than sb else: _____
8. a person who has come to live in a country they are not from: _____
9. a person invited to a house or an event: _____

E. Discuss.

- Can you name any famous hip-hop groups in your country?
- Can you think of any other type of music which has its own culture?

Grammar

Conditional Sentences Type 1

- If you **need** any help, **ask** me.
- Tony **may do** some graffiti on his garage wall if his parents **don't mind**.
- Unless I **repair** my laptop, I **won't be able** to be the DJ at your party.

Conditional Sentences Type 2

- How **would** you **feel** if you **won** a song contest and **became** famous?
- If I **were** you, I'd **tell** my parents what happened.

Zero Conditional

- If you **eat** a lot of junk food, you **put** on weight.
- When you **heat** ice, it **melts**.

Rewrite the sentences starting with the words given.

1. Tina doesn't play a musical instrument so she can't be a member of our band.

If Tina _____

2. People get thirsty when they don't drink enough water.

If people _____

3. We won't buy the CD if it isn't on sale.

Unless _____

4. I'm not able to sleep because this bed isn't comfortable.

If this bed were _____

5. Play music with a strong beat otherwise people won't dance.

If you _____

Vocabulary

Complete with the correct form of the words in the boxes.

popular famous

- Hip hop is probably the most _____ type of music at our school.
- My cousin is in a band but they aren't very _____ yet.

common usual normal

- Last night I had my _____ Friday night dinner of fish and chips.
- It's very _____ for the school president to be the best student at the school.
- For victims of crime, it takes time for their lives to return to _____.

include contain involve

- Does that price _____ accommodation and meals?
- Being a writer _____ spending a lot of time in front of a computer.
- They opened the box to see what it _____.

grow grow up bring up

- When my brother _____, he wants to be a football player.
- Our neighbour _____ vegetables in his garden and they always taste great.
- My grandmother had a difficult life as she had to _____ five children.

same similar like alike

- In the UK, teens start voting at the age of 18. It's the _____ in Ireland.
- George and Thomas are twins but they don't look _____.
- Can you hear that? It sounds _____ a wolf, but they don't live in this part of the country.
- I like hanging out with Kelly because we have _____ interests.

lively alive live

- I forgot to feed the fish at the weekend. Luckily, they're still _____.
- I've got all Coldplay CDs but I've never seen them perform _____.
- The youth club is a _____ place on Saturday evenings.

Listen

A. Before you listen, read the definition of 'peer pressure' and discuss the questions.

'Peer pressure' means feeling that you have to do something so that you can be accepted by your peers and feel that you fit in.

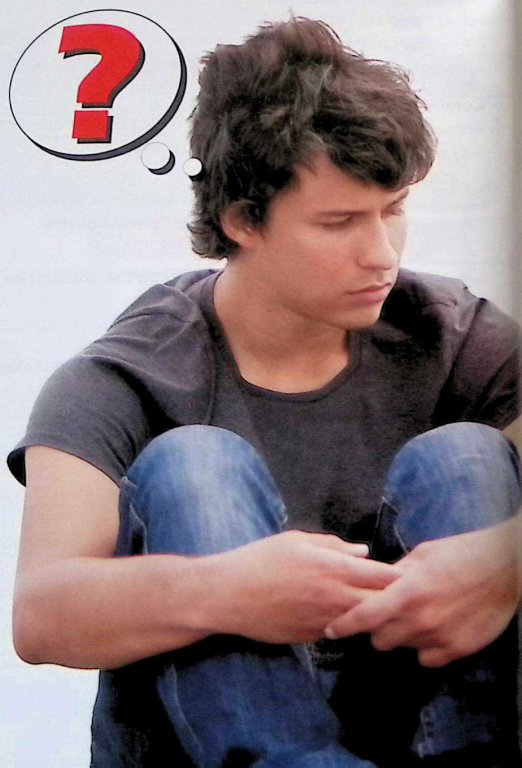
- Do your peers influence your choices/decisions, the way you dress or the way you behave?
- How often do you find yourself in situations where you feel peer pressure?
- Do you find it difficult to resist peer pressure?
- Do you think peer pressure is always negative?

B. You will hear a quiz which is part of a radio programme. Listen and do the quiz. Mark your answers in the boxes below.

Are you a peer pressure victim?

	A	B	C
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			

C. Now listen to the continuation of the radio programme. What does the quiz reveal about you? Do you agree?



Speak

Talk in pairs. Look at the picture below and discuss the questions. Use the words/phrases in the box.

Can I have my MP4 player back?



TIP! When discussing a topic, use a range of vocabulary and structures. Do not repeat the same words all the time.



- 1 What do you think has happened?
- 2 How does the boy feel?
- 3 What do you think the boy should say to the girl?
- 4 How do you think the girl will react when she finds out what happened?
- 5 If you were in the same situation, what would you do?
- 6 Has anything similar ever happened to you?

ruin	(not) my fault
be careless	blame sb for doing sth
feel frustrated	feel ashamed
(not) on purpose	apologise
admit the truth	make up for sth

Listen

A. Listen to Stephanie talking to her friend Ian and answer the questions.

1. Who is Monica?
2. What are Stephanie and Ian talking about?

B. Listen again and write T for True or F for False.

1. The party was a disaster because nobody turned up on time.
2. The party was arranged to be held at Monica's house.
3. Monica refused to answer Stephanie's calls after the party.
4. Ian had a similar experience to Monica's.
5. Ian suggests that Stephanie calls Monica the next day.
6. Stephanie thinks that Ian should call Monica.
7. Monica calls Stephanie in the end.



Write An essay (discussing advantages and disadvantages)

A. Discuss.

- When you do school projects, do you prefer working in a group or do you prefer working on your own? Why?

B. Read the writing task and underline the key words. Then read the essay and answer the questions that follow.

Your teacher has asked you to write an essay on the following topic:

What are the advantages and disadvantages of team project work at school?

Team project work is becoming more and more popular in schools nowadays. Some teachers and students believe that it has many advantages while others disagree.

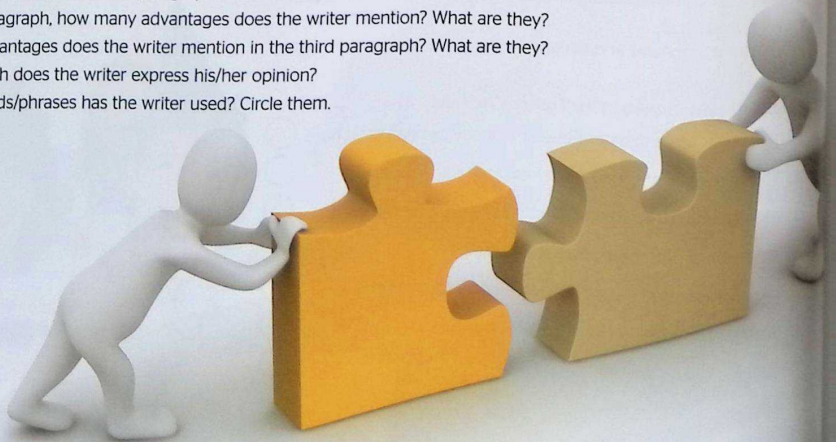
It is a fact that students benefit in many ways from doing team project work. To begin with, it is an ideal way for students to learn to cooperate, and, at the same time, learn about a particular subject. In addition, each member of the team contributes different ideas, knowledge and skills and that adds to the success of the project. Team members are also able to learn from each other this way.

However, there are also certain disadvantages involved in team project work. Firstly, members of the team often become very competitive or cannot get along with each other, which can destroy the project. Secondly, team members do not always contribute equally. For instance, some do all the work while others avoid getting involved. Lastly, working in a team can be very time consuming. As a result, students often become frustrated and think that they could do it all faster alone.

On the whole, I believe that the advantages are more important than the disadvantages. From my point of view, team work should be encouraged in class, but there should be a balance of individual work and team work so that students can benefit the most.



1. What is the function of the underlined sentences in the essay? Choose a or b.
 - a. to summarise what the writer has said in the previous paragraph
 - b. to introduce the main idea of the paragraph
2. In the second paragraph, how many advantages does the writer mention? What are they?
3. How many disadvantages does the writer mention in the third paragraph? What are they?
4. In which paragraph does the writer express his/her opinion?
5. Which linking words/phrases has the writer used? Circle them.



C. Read the essay below about whether it is necessary for students to have homework. Choose the most suitable topic sentence (a or b) for each paragraph and say why you think it is the most suitable choice.

NOTE: Topic sentences introduce the central idea of the paragraph. The other sentences in the paragraph develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

1) _____ Most students hate the thought of it. However, most teachers think it is a necessary part of the learning process.

2) _____ By doing homework, students have the opportunity to practise what they have learnt during the lesson. Furthermore, homework helps students to revise and consolidate knowledge.

3) _____ They feel that spending time with friends and family or doing a sport is a very important part of growing up. Moreover, as they see it, practice, revision and consolidation can be done during school hours.

4) _____ Personally, I would rather have time after school for my own interests. However, whenever teachers need to assign homework, it should be very little.

1.
 - a) Ask a student about homework and you will be told that it is a form of punishment.

b) If you ask students and teachers about homework, you will get a variety of different reactions.

2. a) Those who believe that homework is necessary, believe that without it, learning is not as effective as it should be.

b) However, we have to admit that there are some advantages to having students do homework.

3. a) On the other hand, many believe that students spend enough time in school and need time after school for free-time activities.

b) In fact, that is only one side of the story.

4. a) The way I see it, students should not have to do schoolwork at home.

b) To sum up, homework has more advantages than disadvantages.

D. Read the writing task below and make a list of advantages and disadvantages in the table. Then write the essay.

What are the pros and cons of team sports?

[illegible]

PLAN

When writing an essay discussing advantages and disadvantages, organise your ideas according to the plan below.

INTRODUCTION

➤ **Introduce the subject of the essay and both sides of the topic.**

MAIN PART (2 PARAGRAPHS)

▶ Refer to the advantages / disadvantages in separate paragraphs. Cover both sides of the topic equally.

CONCLUSION

► **Make a general statement.** Use phrases like:

- *In conclusion...*
- *To sum up...*
- *All in all...*
- *On the whole...*
- *Taking everything into consideration...*

🔊 **State your opinion.**

When writing an essay discussing advantages and disadvantages,

- think about the topic carefully and choose two or three ideas/points (the ones you have the most to say about). Don't try to deal with too many points.

- use topic sentences to introduce each paragraph.

- explain or justify each point and, if possible, provide an example.

- use a variety of linking words/phrases to list points, add points, express contrast, give examples, give your opinion, etc. (see page 53).

- write in a formal style and do not use short forms.

- avoid introducing any new ideas in the conclusion.

A. Circle the correct words.

- Big deal! Everybody **makes / does** mistakes.
- You should be **ashamed / proud** of yourself. What you did was very rude!
- I've never seen a **live / lively** performance before.
- Please **give / pay** attention to what I'm saying.
- The building was completely **destroyed / dropped** by the earthquake.
- It is **compulsory / illegal** for drivers to wear a seat belt.
- I don't like playing basketball with Peter. He's too **competitive / effective**.
- Just try to **do / make** your best.

Score: / 8

B. Complete with the correct prepositions.

- I didn't break your sunglasses _____ purpose. It was an accident.
- There's no point _____ worrying. Henry will take care of everything.
- Julia's sitting _____ a History exam tomorrow.
- Make _____ your mind. What do you want to do?
- Don't blame me _____ missing the bus! It's not my fault.
- Alice grew _____ in New York.
- From my point _____ view, Peter is right.

Score: / 7

C. Complete with the Future *will, be going to or the Future Perfect Simple*.

Linda Hey, Sally. What's wrong?

Sally Well, I (1) _____ (fly) to Madrid tomorrow and I have so many things to do.

Linda Don't worry. I (2) _____ (help) you. What can I do for you?

Sally (3) _____ you _____ (take) my cat to my cousin's for me, please?

Linda Of course. Anything else?

Sally Well, I probably (4) _____ (not finish) with my shopping by then either. (5) _____ you _____ (stop) at the supermarket and buy some things for me?

Linda No problem. By the way, I (6) _____ (make) fish and chips for dinner. Why don't you pass by? That way you (7) _____ (not have to) cook.

Sally Thanks.

Score: / 7

D. Complete the sentences with *all, both, neither, either or none*.

- _____ Mandy and Harry are mathematicians.
- Sandy has got three cats. They are _____ white with green eyes.
- There are twenty students in my class, but _____ of them like hip hop. Isn't that strange?

- _____ Paul nor Tom have got any siblings.
- I watched two films this weekend. I didn't like _____ of them though.
- When Kathy asked me if I wanted Chinese or Indian for dinner, I told her _____ of the two. I don't really like Asian food.

Score: / 6

E. Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences.

- The baby _____ (start) crying if you wake her up.
- What would your mother say if she _____ (know) you cheated in the exam?
- If you don't hurry, we _____ (miss) the beginning of the film.
- Water _____ (boil) if you heat it to 100 degrees.
- I _____ (not miss) out on the concert if I were you.
- Unless Olivia _____ (apologise), Natalie won't speak to her again.
- If Derek had more time, he _____ (go) to the gym more often.

Score: / 7

F. Choose the correct response. There are two extra responses which you do not need to use.

- Do you understand what you need to do? ☐
- Can you do me a favour? ☐
- I failed my exam. ☐
- Should I take part in the competition? ☐
- How about going to the football match on Saturday? ☐

- Well, it's up to you, really.
- I promise, I'll make up for it.
- Well, I think you're making a fool of yourself.
- Sorry, I've already made plans.
- Well, you didn't really make an effort to pass.
- No. It doesn't make sense.
- Sure. What do you want?

Score: / 5

TOTAL SCORE: / 40

Now I can...

- ☐ talk about issues related to teen life and education
- ☐ refer to the future using appropriate tenses
- ☐ form opposites of words
- ☐ use linking words/phrases
- ☐ write a paragraph expressing my opinion
- ☐ express hypotheses about what is likely or unlikely to happen in the future
- ☐ write an essay presenting advantages and disadvantages

5

Globetrotting



Discuss:

- ▶ Do you like travelling?
- ▶ Where would you most like to travel in the world? Why?
- ▶ What do you think the holidays below involve?

cruise	backpacking holiday
coach tour	safari
holiday by the seaside	skiing holiday
guided city tour	working holiday

- ▶ Which one would you most like to go on? Why?

Go through the module and find...

- ▶ a newspaper clipping about a natural disaster in the mountains
- ▶ a young woman exploring a North African country
- ▶ dialogues taking place at an airport
- ▶ a text about a man who travelled along the longest river in South America
- ▶ an account of a holiday experience

In this module you will...

- ▶ talk about holiday and travelling experiences
- ▶ learn to sequence past actions and events
- ▶ learn to report statements, questions, commands and requests
- ▶ learn idioms and airport language
- ▶ learn to write an account of a true event
- ▶ discuss the best ways to travel
- ▶ learn to make offers and suggestions as well as give directions



Read

A. Discuss.

- Do you enjoy walking? Why/Why not?
- What's the furthest you have ever walked? What was it like?

B. Read the text quickly and choose the best title a, b or c.

- a** **EXPLORING THE AMAZON:**
Ed Stafford's amazing journey across the Amazon River
- b** **Amazon Adventures:** One man tries to save the rainforest
- c** **Walking the Amazon:**
The incredible story of Ed Stafford

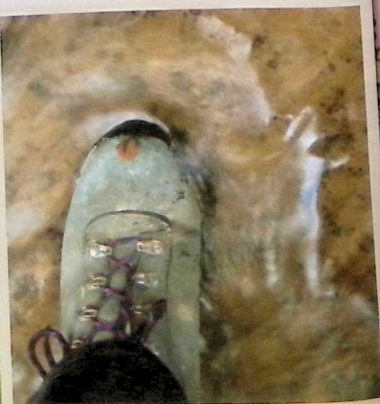
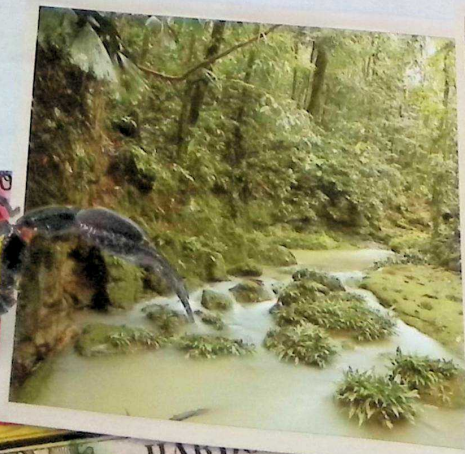
When British explorer Ed Stafford announced that he wanted to become the first person to walk the 4000-mile length of the Amazon from source to sea, most people said that he could not do it. They said there was no way any human could survive such a long and dangerous journey. This made Stafford even more determined to prove them wrong.

In April 2008, Stafford set off with another trekker, who returned home after three months. Stafford continued and was joined by a Peruvian forester 'Cho' who stayed with him until the end. Stafford had estimated that it would take him a year to complete the journey. However, by the time he reached the Atlantic Ocean on the other side of the continent, he had been walking continuously for 860 days. Throughout the expedition, he had to carry 40kg on his back, which required a lot of strength. A lot of this weight was batteries for his satellite video phone and laptop, which he used to write a blog of his experiences.

Along the way, Stafford faced many dangers and challenges. He and Cho often had to cross swamps and rivers with only small inflatable rafts. They came across giant poisonous snakes, electric eels, jaguars, crocodiles, monkeys and many dangerous insects. They were continuously attacked by mosquitoes and Stafford was stung twice by scorpions during the journey. A fly buried itself into his head and he also suffered a tropical skin disease. Sometimes they were forced to survive by eating whatever they could hunt or find. Their diet sometimes consisted of plants, piranha fish, wild cats and even tortoises.

Some of the dangers they faced were from humans. The maps they used were often unreliable and on several occasions they arrived at areas to get supplies and found that logging companies had completely cleared them away. There were problems with the native people, too. Several isolated communities living in the jungle saw Stafford and Cho as a threat and chased them with knives and guns. On one occasion, they avoided an attack by agreeing to pay the community chief to be their guide.

Many people found it difficult to understand why Stafford wanted to put his life in danger. He explained that no one had achieved anything like it before. That was a good enough reason for doing it. Moreover, he hoped his expedition would make people more aware of the destruction of the rainforest. Sometimes wanting to be a record-breaker and the need for adventure can push people to incredible achievements. If that can also help a good cause, it makes it even more remarkable.



C. Read again and answer the questions. Choose a, b, c or d.



- Read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- When a question refers to the whole text, avoid options which are true but refer only to part of the text.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Avoid options which:
 - sound logical but are not mentioned in the text.
 - include a word/phrase from the text, but do not mean the same thing.
 - overgeneralise using words like *always*, *all*, *every*, etc.

- When Stafford said that he was going to walk the Amazon, people thought that
 - he was strong enough to achieve it.
 - he would die if he tried to do it.
 - he was brave enough to try.
 - if he was determined, he would succeed.
- What is not true about Stafford's journey?
 - It took him longer than he expected.
 - A Peruvian was with him for most of his journey.
 - The batteries he had to carry weighed 40kg.
 - The person he started off with didn't complete the challenge.
- What was the cause of Stafford's skin disease?
 - A scorpion.
 - A fly.
 - His diet.
 - It is not clearly mentioned.
- How did a community chief help Stafford and Cho?
 - He showed them where to go.
 - He agreed to stop the attacks if they left.
 - He explained to isolated communities that they weren't a threat.
 - He paid the native people so that they wouldn't harm them.
- What was the main reason that made Stafford go on this expedition?
 - He wanted to be the first to walk the Amazon.
 - He wanted to save the rainforest from destruction.
 - People believed he couldn't do it.
 - He needed to prove something to himself.

D. Find words in the text to complete the table below. Then try to add a few more words to each category.

Geographical features

river,

Water creatures

crocodile,

Land animals

snake,

Bugs

fly,

E. Discuss.

- Would you like to try what Ed Stafford did? Why/Why not?
- Do you know of any other people who have been on incredible expeditions?

Grammar

Past Perfect Simple - Past Perfect Progressive

- They **allowed** the trekker to enter the village after he **had spoken** to the chief.
- By the time the bus arrived, we **had been waiting** for 50 minutes.

Complete the sentences with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

- Roger _____ (arrive) late at the train station. By the time he _____ (reach) the platform, the train _____ (leave).
- Allison _____ (talk) on the phone with her sister for three hours by the time she _____ (hang) up. She _____ (not speak) to her for a long time and she _____ (have) lots of news to tell her.
- By the time the sun _____ (go) down, we _____ (play) tennis for four hours. We _____ (be) exhausted.

Vocabulary

A. Complete the table with nouns that refer to people. Use the words in the box and a suitable suffix. Make any necessary changes.

travel visit reception inspect art hike hunt science collect trek survive
cycle explore instruct report hairstyle compete biology

-er	-or	-ist
traveller	visitor	receptionist

B. Complete the sentences with the correct form of the words in the boxes.

trip voyage tour cruise journey flight

- The _____ from London to Glasgow by car takes about seven hours.
- Last Sunday, Eddie and I went on a day _____ to Lake Gloria.
- We had to wait for two hours at the airport because our _____ to Cairo was delayed.
- When Diane and her friends arrived in Madrid, they went on a _____ of the city.
- Captain James Cook made three important _____ to the Pacific Ocean.
- Last summer my parents went on a _____ around the Mediterranean.

expedition excursion

- Next week my school is going on an all-day _____ to the beach.
- A team of scientists are planning to go on an _____ to the South Pole.

set off set up

- My mum wants to _____ a charity for the homeless in our town.
- We had to _____ early in the morning because we had to walk all day.

guide boss chief leader

- The police _____ explained what had happened at the bank on the news.
- I asked my _____ for a week off and he said 'Yes'.
- We're going to need a _____ to take us to the village in the middle of the jungle.
- The camp _____ told us to put up the tents as quickly as possible.

reach arrive get approach

- What time will we _____ our destination?
- The plane _____ at Heathrow Airport at 8pm last night.
- As you _____ the town, you'll see the castle on a hill.
- It took us half an hour to _____ to our hotel.

C. Read the note, look at the text on page 62 and find compound nouns. Can you think of any more?

Now match the nouns on the left with the nouns on the right to form as many compound nouns as you can.

NOTE: A compound noun is a combination of two nouns that function as one word. The first noun defines the second one (e.g. bus stop = a stop for buses).

- forest
- travel
- ski
- tour
- tourist
- camping
- holiday
- nature

- guide
- destination
- resort
- reserve
- gear
- fire
- attraction
- agency



+



=

BUS STOP

Grammar

Reported Speech (Statements)

Direct Speech

- 'I'm going to go mountain climbing tomorrow,' John said to Oliver.
- 'I must book the tickets,' Jenny said.
- 'A new travel agency opened in the High Street last week,' Alan said to me.

Reported Speech

- John told Oliver (that) he was going to go mountain climbing the next day.
- Jenny said (that) she had to book the tickets.
- Alan told me (that) a new travel agency had opened in the High Street the previous week.

NOTE Apart from *say* and *tell*, the following reporting verbs can also be used in Reported Speech: refuse, offer, agree, promise, threaten, advise, remind, invite, suggest, admit, deny, explain, announce, etc.

Rewrite the sentences using Reported Speech.

1. 'We will reach our destination tomorrow at 5am,' the tour guide said to us.

2. 'My sister has bought all the necessary camping gear,' Kate said.

3. 'I can't go hiking with you because I hurt my ankle yesterday,' Ryan said to Fiona.

4. 'My dad's going on a business trip to Paris next weekend,' Harry said.

5. 'I may become a receptionist in the future,' Karen said.

Listen

A. Read the newspaper article below and answer the questions.

- Do you know what an avalanche is?
- What can happen during an avalanche?
- Who is usually affected by an avalanche?

DEADLY AVALANCHES



A series of avalanches have hit ski resorts in France after the heavy snowfalls of last week. At least 4 people have lost their lives and the destruction is sure to affect skiers considering a ski holiday this season.

B. You will hear part of a radio interview with two people who survived an avalanche. Guess what happened to them. Then listen and check your answers.

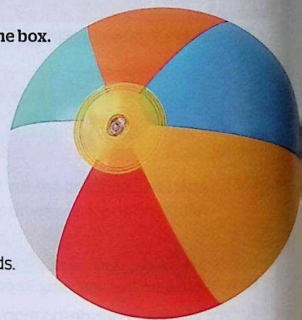
C. Listen again and answer the questions. Choose a, b or c.

- Why did the ski instructor say it was dangerous to go skiing?
 - a. Because Carrie and Mark weren't experienced skiers.
 - b. Because there was a lot of snow.
 - c. Because it was snowing.
- What did Carrie do when she first saw the avalanche?
 - a. She tried to avoid it.
 - b. She tried to move faster than it.
 - c. She covered her mouth.
- Is it possible to survive buried under snow after half an hour?
 - a. Yes
 - b. No
 - c. Sometimes
- Why did Mark decide to dig Carrie out?
 - a. Because he knew exactly where she was.
 - b. Because they were far from the ski resort.
 - c. Because a rescue worker had told him that's the best thing to do.
- Carrie panicked when Mark pulled her leg because...
 - a. she didn't know who or what was pulling her.
 - b. she didn't realise someone was pulling her upwards.
 - c. it was broken.

Vocabulary

Read the sentences below and decide what the idioms in bold express. Use the words in the box.

fear embarrassment happiness annoyance



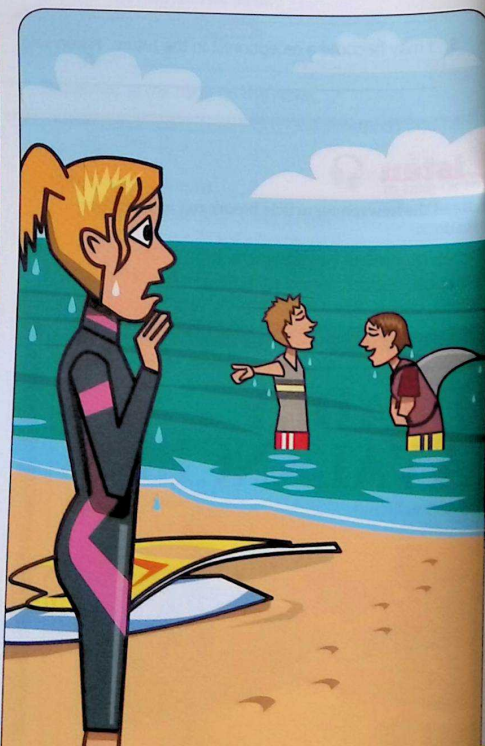
1. My **heart was in my mouth** when I saw my dad fall off the ladder.
2. My sister always borrows my clothes and it drives **me up the wall**.
3. Eddie was **over the moon** when his parents bought him a new game console.
4. Harry **nearly jumped out of his skin** when the dog barked at him.
5. Oliver **went red as a beetroot** when his grandma gave him a kiss in front of his friends.
6. I **felt on top of the world** when I won the competition.
7. There's always a lot of traffic on Monday mornings. It's a **pain in the neck**.
8. I fell off my chair in the middle of my French class. I just **wanted the ground to open up and swallow me**.

Speak

A. Choose one of the pictures below and imagine you are the person in it. Describe what happened to you and how you felt. Use the words/phrases given.



crowded beach rest disturb kicking up sand
loud music spill soft drink



windsurfing play a trick on shark's fin
rush out burst out laughing

B. Discuss.

- Has anything similar ever happened to you?
- How did you feel? How did you react?

Write An account of a true event

A. Read the account and answer the questions.

1. When and where did the event take place?
2. How did the writer feel during and at the end of the experience?
3. Which tenses does the writer use?
4. Which linking words/phrases does the writer use?
5. How does the writer manage to make the account exciting?

It was the third day of a marvellous holiday I was having on the island of Corfu in Greece. The hotel was enormous, which meant the swimming pool was crowded every day. I had learnt to get up early and save a sun lounger by leaving my towel on it. After that, I was usually starving, so I enjoyed a delicious breakfast in the hotel restaurant. Later, I'd go down to the pool and enjoy a swim.

But on that day, as I approached the sun lounger, I was astonished to see my towel on the floor and a teenage boy on the lounger. I was furious, so I picked up my filthy towel, waved it at him and said, 'What's this?' He replied that it was a towel. I explained that it was my towel and he just smiled and said, 'Maybe the wind blew it off.' This guy was driving



me up the wall! I shouted so that everyone could hear. 'It's very rude to steal someone's sun lounger, you know!' Then I turned round to leave. But as I turned, I slipped and fell into the pool!

Everyone thought it was hilarious, especially the guy on the sun lounger. I just wanted the ground to open up and swallow me!



B. Read the account again and find words that mean:

1. very nice (para. 1): _____
2. very big (para. 1): _____
3. very hungry (para. 1): _____
4. very tasty (para. 1): _____

5. very surprised (para. 2): _____
6. very angry (para. 2): _____
7. very dirty (para. 2): _____
8. very funny (para. 3): _____

C. Replace the 'strong' adjectives in the sentences below with very and the adjectives in the box.

bad tired cold small pleased interesting

1. We stayed at a **tiny** cottage in the woods.
2. I found the cruise down the river **fascinating**.
3. Tina had forgotten to bring her gloves and her hands were **freezing**.
4. We were **exhausted** after walking to the top of the hill.
5. Mr and Mrs Right were **delighted** to win a holiday to Thailand.
6. We wanted to go swimming but the weather was **dreadful**.

D. Think about a funny, embarrassing, scary or annoying experience that you have had and write about it.



When writing **an account of a true event**,

- follow the plan for writing a story (page 31).
- use the first person (I, We).
- divide your account into paragraphs.
- use Past Tenses and linking words/phrases.
- try to make it interesting for the reader by using:
 - Direct Speech, questions and exclamation marks,
 - adverbs/adverbial phrases (e.g. suddenly, fortunately, to my surprise),
 - a variety of adjectives (e.g. *awful* instead of *bad*),
 - expressions or idioms like: *I jumped out of my skin, My heart was in my mouth*, etc.

Read

A. Discuss.

- Have you ever been abroad?
- What do you enjoy doing when you visit new places?

B. Read the text quickly and match the headings a-g with the paragraphs 1-4. There are three extra headings which you do not need to use.

- | | |
|-----------------------|-----------------------------|
| a. A natural delight | e. A rough ride |
| b. Things to avoid | f. Living with the Bedouins |
| c. A scary experience | g. Gestures and handiwork |
| d. First impressions | |

My trip to Morocco

by Amanda Edmunds

1

I arrived at Marrakech airport where I met my friend Amelie, who had arrived the previous day. She's been to Morocco many times and I couldn't wait for her to show me around. Amelie is French, which is cool, because they speak Arabic, French and Berber in Morocco. As soon as I'd dumped my bags in the hotel room, we went out to grab a bite. We went to a *souq*, which is an open-air market by day, but at night it turns into a bustling open-air restaurant with loads of food stalls. It was full of life and everything smelt delicious. I was enjoying the sights as we were walking through the crowd eating our kebabs, and I didn't notice a man yelling at me. He was a snake charmer and I almost stepped on his cobra because I wasn't looking where I was going!

2

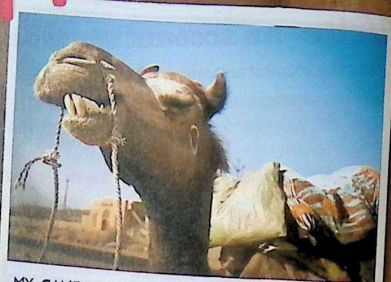
I had seen many people the previous night with henna tattoos on their hands, so I asked Amelie where I could get one. So, it was back to the *souq*, where a little old lady turned my hands into a work of art. She explained that the tattoos would go away two weeks later. Afterwards, while walking around the city, I noticed how some people hail taxis. They don't stick out their hand, but they point a finger, or even two fingers. I asked Amelie why they did that and she explained that it was a way to tell the taxi driver how many people need a lift. Later, we needed a taxi to get back to the hotel, so I gave it a try. We found a taxi pretty quickly, so I guess it worked fine.

3

I was a bit nervous about our next outing, but as it turned out, I had the time of my life. We went on a 2-day 4x4 excursion to Erg Chebbi. This is a place in the Sahara desert and it took us most of the day to drive there, but it was definitely worth it. We watched the sun setting over the enormous sand dunes. Then the real show started as the stars came out and filled the entire sky. Living in the city, I had never seen so many stars. It was magical. I fell asleep that night imagining how wonderful life as a Bedouin might be: roaming the desert on camels and sleeping in tents under the stars.

4

A few days later, my dream came true and I got the chance to go camel riding, but it didn't really live up to my expectations. Getting on a camel isn't exactly a piece of cake, but after a bit of a struggle I managed to get up there (I called my camel Goofy because he had huge teeth). We rode off but after a while I felt dizzy and I asked the guide, Moha, if we could stop. Moha told me not to worry as I'd get used to it. He also said that camels are known as 'ships of the desert'. Then it crossed my mind that I was feeling seasick, in the middle of the desert!



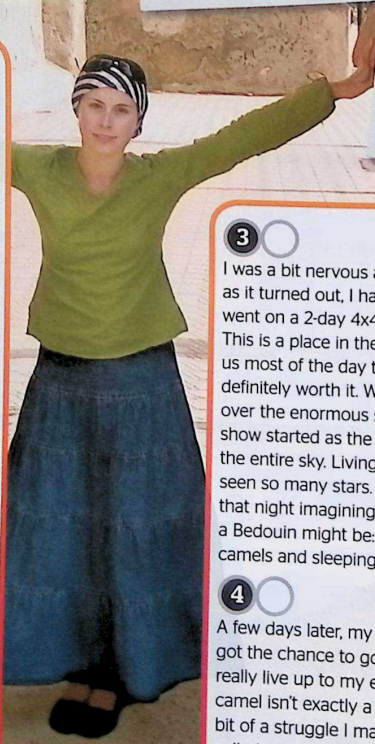
MY CAMEL, GOOFY



OUTSIDE THE MARRAKECH SOUQ WITH MY HENNA TATTOOS



SAND DUNES IN THE DESERT



C. Read the text again and answer the questions.

1. Why was Amelie a useful person to visit Morocco with?
2. What did Amanda eat on her first night in Marrakech?
3. Why did a man yell at Amanda?
4. Where did Amanda go to get a henna tattoo?
5. How many fingers did Amanda hold up to hail a taxi?
6. How long did it take the girls to get to Erg Chebbi?
7. What impressed Amanda the most on their trip to the desert?
8. Why did Amanda want to get off her camel?

D. Find words/phrases in the text and match them with the definitions below.

1. put sth somewhere quickly and carelessly
(para. 1): _____
2. get a small meal (para. 1): _____
3. excursion (para. 3): _____
4. whole (para. 3): _____
5. wander or travel around an area (para. 3):

6. not being as good as one hoped (para. 4):

7. very easy (para. 4): _____
8. realise (para. 4): _____

E. Discuss.

- Would you like to try any of the things Amanda did on her trip? Which ones? Why?

Grammar

Reported Speech (Questions)

Direct Speech

- 'What souvenirs am I going to buy for my friends?' wondered Greg.
- 'Have you ever seen a sand dune?' Tina asked me.

Reported Speech

- Greg wondered what souvenirs he was going to buy for his friends.
- Tina asked me if/whether I had ever seen a sand dune.

Reported Speech (Commands, Requests)

Direct Speech

- 'Stop the car!' the police officer said to the driver.
- 'Don't make noise, please!' Dad said to us.

Reported Speech

- The police officer ordered the driver to stop the car.
- Dad asked us not to make noise.

Rewrite the sentences using Reported Speech and the correct form of the verbs given.

1. 'Where did I leave my ticket?' Mr Jones asked himself. (wonder)

2. 'Please, don't step on my towel!' Mary said to her brother. (ask)

3. 'Will the school take us on another outing this year?' Jerry asked his friends. (want to know)

4. 'Can I get a henna tattoo, Mum?' Fay wanted to know. (ask)

5. 'Kelly, ring the travel agency and ask about the trip to Spain,' Betty said. (tell)

6. 'Why do you want to go to the market, Peter?' Dave asked. (want to know)

Vocabulary

Read the dialogues and try to guess the meaning of the words/phrases in bold.

Check-in clerk Good afternoon.

Passenger Is this where I check in for the flight to Berlin?

Check-in clerk Yes. Can I have your passport, please?

Passenger Here you are.

Check-in clerk Thank you. Is that all your baggage?

Passenger Yes, and I've got this bag for hand luggage. Is it small enough to take on board?

Check-in clerk It looks fine.

Passenger Is it possible for me to have a window seat?

Check-in clerk I'm afraid we only have aisle seats left.

Passenger Never mind.

Check-in clerk Did you pack the suitcase yourself?

Passenger Yes.

Check-in clerk Was your bag with you at all times?

Passenger Yes, it was.

Check-in clerk Thank you. Here's your **boarding pass**. Your flight will **depart** either from **gate** 13 or 23 at 8:15. It hasn't been announced yet, so check the **departures board**.



Flight attendant How can I help you, sir?

Passenger Is there going to be a long **delay**? I mean, I hope we didn't **board** for no reason.

Flight attendant No, the pilot will make an **announcement** in a moment. So, **fasten** your **seat belt**. We will **take off** in a few minutes.

Passenger Oh great. So, will we still **land** on time?

Flight attendant Yes, we should. Our **arrival** time is 6:15pm.

Listen

Listen to 6 monologues related to travel and answer the questions. Choose a, b or c.

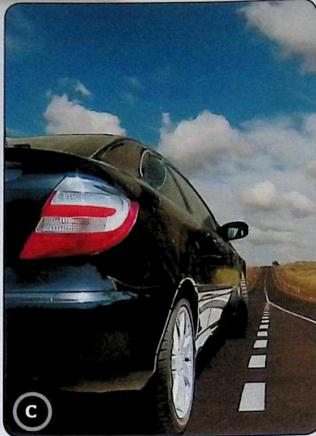
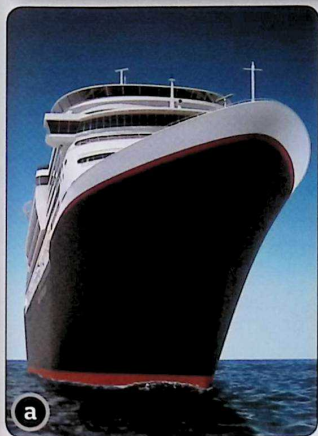
- Which flight has no delay?
 - the flight to New York
 - the flight to Chicago
 - the flight to Las Vegas
- What's the problem with the woman's hand luggage?
 - She didn't pack it herself.
 - It contains something dangerous.
 - It's too big.
- What should a customer who wants to fly to another country do?
 - press 1
 - press 3
 - stay on the line
- What should people on platform 3 do?
 - stand away from the edge
 - go to platform 2
 - get on the next train
- What's the best way to get to the stadium?
 - on foot
 - by underground
 - by car
- What does the man want to change?
 - the arrival date at destination
 - the departure date from destination
 - both



Speak

Talk in groups. Look at the pictures of the three different means of transport and discuss the following questions. You can use the words/phrases in the boxes to help you.

- ▶ What are the advantages and disadvantages of each means of transport?
- ▶ Which means of transport would you prefer to use to go on holiday?
- ▶ Which means of transport would you prefer to use for travelling long distances?
- ▶ Can you think of any other means of transport you prefer to the ones in the pictures? Why?



comfortable convenient fast slow tiring safe dangerous travel sickness fear of... (in)expensive
abroad environmentally friendly pollution weather conditions parking problems delays sense of direction

The main advantage/disadvantage of... is...
Another advantage/disadvantage is...
In my opinion, ... is better/worse than...

One of the best/worst things about travelling by... is that...
I would much rather travel by...

Listen

- A. You will hear a man talking to a member of airline staff on the telephone. What is the man's problem?
B. Listen again and complete the information below.



Read the notes carefully before listening to the recording. This will give you some idea of what you are going to hear and what kind of answers you are looking for.

First name:	James
Surname:	
Destination:	
Flight number:	
Number of bags:	
Contents:	clothes and
Baggage will be delivered to	within



Write An informal letter/e-mail based on prompts

A. Your friend, Andrew, who lives in Birmingham, will be visiting your country for a month. Read the letter he has written to Mark, a common friend of yours, who lives in another city. Why is Andrew writing to him?

Dear Mark,

Guess what! My parents and I are staying at a resort in your country this summer. That means I'll be able to get together with you and some of the others who were here on the language course last year. I'm so excited!

No way!
Stay with
us.

We'll be there during the month of August, so I was thinking of paying you a visit on the second weekend in August. Would that be convenient for you? I plan to arrive by train some time on Friday afternoon and I was wondering if you could recommend a good hostel somewhere near the station. I don't want to be too much of a nuisance, so we could get together any time and at any place that is best for you. Just tell me how to get there from the station and I'll find it.

Meet at...

Get there
on foot...

You probably remember that I'm really into photography. I'd really love to get some good shots of nature spots or places of historical interest while I'm there, too. What do you suggest?

Well, got to go now. Can't wait to hear from you!

Must see...

Yours,
Andrew

B. Read Andrew's letter again and look at the notes Mark has made. Match Mark's notes to the points a-c which show what he should include in his reply to Andrew.

a. suggest something

b. offer accommodation

c. give directions

C. Now read the e-mail that Mark has written to Andrew and underline the sentences that correspond to his notes. Has Mark included all the necessary information in his e-mail?

Hi Andrew,

I'm so glad to hear that you will be here in August! It's the best time of the year and it's wonderful that we'll be able to get together again.

We won't be on holiday in August, and my parents insist that you should stay with us while you are visiting. We have lots of space and my mother would be very disappointed if you stayed at a hostel. Since you are arriving by train, I suggest that we meet at my father's bakery. I'm usually there on weekday afternoons and it's very close to the station. The main entrance is on Chester Road. Turn left and walk along this road for a bit. Take the second turning on the right into Maple Street. Our bakery is at the first traffic lights, on the corner of Maple Street and Redwood Avenue. You can't miss it.

Well, I have to rush off to the bakery now. Hope to hear from you soon!

Bye for now,
Mark

D. Read the two paragraphs below and choose the most suitable one to complete the e-mail above. Then decide where you would include this information. Why is the other paragraph not suitable?

a.

There are so many fun things to do here that you'll have a hard time choosing where to go first. There's a great waterpark we definitely have to go to. And the nightlife is something else. We'll have a great time!

b.

How could I forget your passion for photography? There is an archaeological site nearby that I know you'll love. You'll be able to get fantastic photos of the ancient ruins, and the surrounding countryside is absolutely breathtaking. Plus, there are lots of other fun things to do in and around the town.

E. Read the expressions/phrases in the table and the situations 1-3. How would you reply?

Suggesting
Let's...
Why don't you/we...?
How about...?
I suggest...
We should definitely...
I think it would be a good idea to...
There is a nice... where you/we can/could...
There is a... nearby that you'll love.
Something you/we shouldn't miss is...
What do you think about...?
Asking for directions
How do I get from... to...?
Where exactly is...?
What's the best way to get there?
Can you tell me the way to...?
Giving directions
Go up / down / along... Street / Road / Avenue.
Go straight on... for about 200m / until you come to...
Walk / Go past / towards...
Turn left / right into... Street / Road / Avenue.
Turn left / right at the crossroads / signpost / traffic lights / stop sign / corner.
Cross at the pedestrian crossing / traffic lights / footbridge.
Take the first / second turning on the right / left.
It's opposite... / near... / next to... / between...
It's at the end of...
It's on your / the right / left.
It's on / at the corner of...

1. A cousin of yours who lives in another town is visiting you on Saturday evening and wants you to go out together. What do you suggest?

2. You are having a party and have also invited a new classmate of yours. She doesn't know where you live. Give her directions from your school to your house.

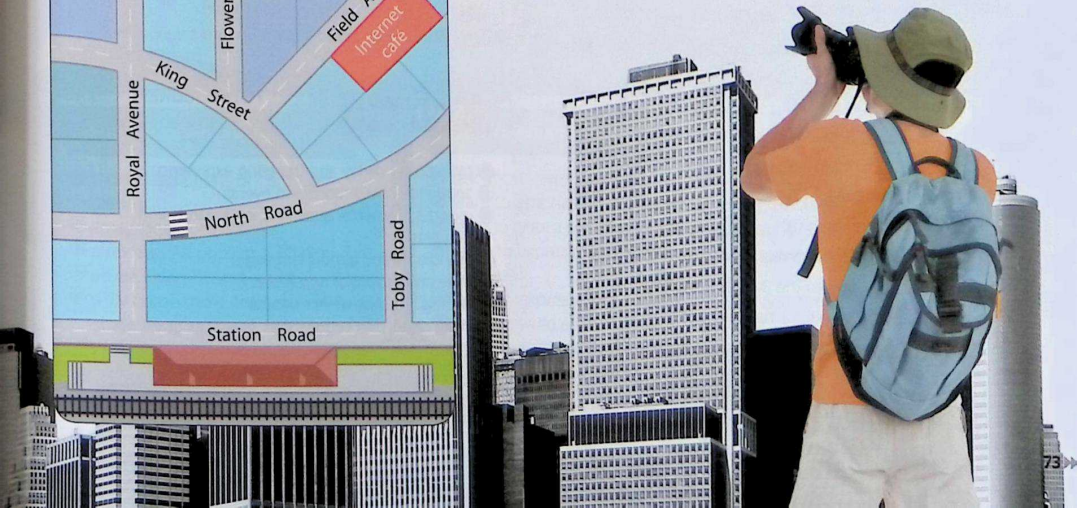
3. You receive an e-mail from your brother who's studying abroad. He wants to buy your parents presents before he visits and has asked you for ideas. What do you suggest?

F. Andrew will also be visiting your city/town and has sent you the letter in activity A. Read his letter and the notes again. Then look at the map below and write an e-mail responding to Andrew using all the notes. You can use Mark's e-mail as a model, but you must use your own ideas and expressions/phrases from the table in activity E above.





For advice regarding an informal letter/e-mail, a plan, set phrases you can use and the appropriate layout see pages 17 and 130.



A. Choose a, b or c.

- I think we should _____ Tom a visit.
a. give b. make c. pay
- There was a car accident at the _____ near my house yesterday.
a. aisle b. crossroads c. avenue
- Everyone burst _____ laughing when they heard Peter's joke.
a. off b. up c. out
- The man _____ knowing the victim, but the detective didn't believe him.
a. denied b. insisted c. suggested
- This weather is _____! I guess we can forget our outing.
a. dreadful b. dizzy c. breathtaking
- Alice was _____ with her son's behaviour, and she didn't allow him to go out all weekend.
a. furious b. exhausted c. delighted

Score: / 6

B. Complete the sentences with the correct form of the words in capitals.

- He didn't have the _____ to continue his journey. **STRONG**
- The _____ was seriously injured in an accident. **TREK**
- Unfortunately, there was only one _____ from the accident. **SURVIVE**
- All _____ should wear helmets. **CYCLE**
- Quiet please. I'd like to make an _____. **ANNOUNCE**
- This hostel is quite _____, so we can stay for a few more days. **EXPENSIVE**
- More than two hundred _____ entered the contest. **COMPETE**

Score: / 7

C. Complete the text with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

Mark (1) _____ (not plan) to travel last Sunday but he had to. It all (2) _____ (start) on Sunday morning. He (3) _____ (work) on a project for over an hour when his dad (4) _____ (call). He (5) _____ (want) to see him and he (6) _____ (book) a ticket for the 12 o'clock train. However, by the time Mark (7) _____ (arrive) at the railway station, the train (8) _____ (leave). So, he had to wait for about three hours and finally (9) _____ (get on) the 3 o'clock train. He (10) _____ (travel) for half an hour when the train suddenly (11) _____ (stop) because of a problem with the engine. It was the worst day of his life!

Score: / 11

D. Rewrite the sentences using Reported Speech.

- 'Derek bought some camping gear yesterday,' Jack said.

- 'Where can I get a henna tattoo?' Sandy asked.

- 'Will you drive me to school?' Lisa asked her father.

- 'Meet me outside the cinema tonight but don't be late,' Fay said to me.

Score: / 8

E. Rewrite the sentences using one of the verbs in the box.

remind order admit deny

- 'I didn't use your laptop,' Greg said to Larry.

- 'Go to your room immediately!' my mother said.

- 'Don't forget to call Victor,' Oliver said.

- 'OK. I broke your mobile,' Ann said.

Score: / 8

F. Choose the correct response. There are two extra responses which you do not need to use.

- I'm hungry. ☐
- Mike is such a pain in the neck. ☐
- I was over the moon when our team won the championship. ☐
- How was your backpacking holiday? ☐
- How did your brother do in the exam? ☐
- a. Oh, we had the time of our life!
- b. Let's go out and grab a bite.
- c. Great. It was a piece of cake.
- d. Me too. I felt on top of the world.
- e. He jumped out of his skin.
- f. Yeah. He drives me up the wall.
- g. I wanted the ground to open up and swallow me.

Score: / 5

TOTAL SCORE: / 45

Now I can...

- talk about holiday and travelling experiences
- sequence past actions and events
- report statements, questions, commands and requests
- use idioms and airport language
- write an account of a true event
- discuss the best ways to travel
- make offers and suggestions as well as give directions

Exam Practice p. 136

Culture Page 3 p. 142



6

Time out



Discuss:

- ▶ What do you like doing in your free time?
- ▶ Read the sentences below. Do the idioms in **bold** have a positive or negative meaning?

- I **had a whale of a time** at Kelly's party on Saturday.
- The film was OK, but the ending was **a bit of a downer**.
- It really **makes my day** when my team wins a game.
- I **get a kick out of** learning new skateboarding tricks.
- I was **bored stiff** during that board game.
- I was **thrilled to bits** when I found out my piano lesson was cancelled.
- It really **winds me up** when TV programmes stop for commercials just at an important moment.
- My little sister **gets on my nerves** whenever she interrupts me while I'm playing computer games.

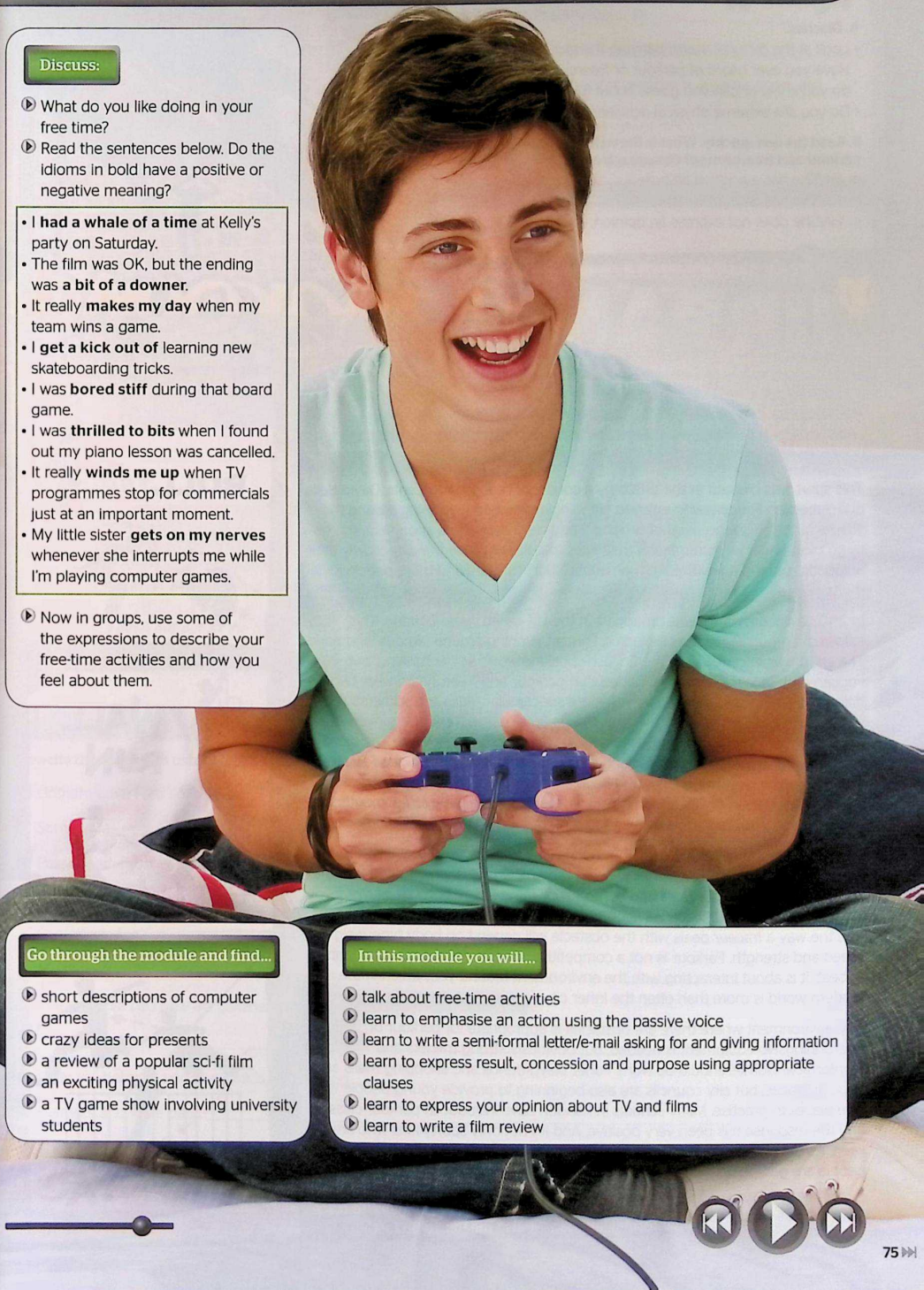
- ▶ Now in groups, use some of the expressions to describe your free-time activities and how you feel about them.

Go through the module and find...

- ▶ short descriptions of computer games
- ▶ crazy ideas for presents
- ▶ a review of a popular sci-fi film
- ▶ an exciting physical activity
- ▶ a TV game show involving university students

In this module you will...

- ▶ talk about free-time activities
- ▶ learn to emphasise an action using the passive voice
- ▶ learn to write a semi-formal letter/e-mail asking for and giving information
- ▶ learn to express result, concession and purpose using appropriate clauses
- ▶ learn to express your opinion about TV and films
- ▶ learn to write a film review



Read

A. Discuss.

- Look at the pictures accompanying the text below. Have you ever heard of parkour or freerunning? What do you know or can you guess about it?
- Do you like extreme physical activities? Why/Why not?

B. Read the text quickly. What is the writer's attitude towards parkour and freerunning? Choose a, b or c.

- He/She has a positive attitude.
- He/She has a negative attitude.
- He/She does not express an opinion.



the URBAN playground

No doubt you've seen them somewhere, leaping impossibly high walls, diving through gaps, falling from great heights, rolling over and carrying on. They look like they are being chased by someone, but in fact they are *traceurs** and they are practising one of the fastest growing extreme sports, freerunning or parkour.

This sport was created in the 1980s by a couple of bored adolescents, David Belle and Sebastien Foucan, who enjoyed climbing, running and jumping around the streets of their Parisian neighbourhood. They were passionate about learning how to go over, under or through any obstacles that they met on the way. Slowly their acrobatic running developed into an actual sport as more and more people joined them.

In 2003 a documentary was broadcast in the UK called *Jump London*. This followed a group of *traceurs* including Foucan, running around famous landmarks. The sport was introduced to the English-speaking world as freerunning, but Foucan and Belle had already decided that parkour and freerunning were two different sports. Freerunning involves more spectacular tricks and somersaults, which are not really necessary, whereas in parkour, *traceurs* try not to overdo it. For them the important thing is to overcome an obstacle. However the basic techniques and moves are similar and are commonly confused. Today, Foucan and Belle enjoy worldwide fame and have starred in films and adverts. *Traceurs* are commonly seen on TV and in music videos and there are even computer games where you navigate a *traceur* moving through an urban environment.

Parkour, more than freerunning, is not only a way to improve physical fitness, but also a way of thinking. In a similar way to martial arts philosophy, it gives you the ability to overcome your fears and control your mind. There is no list of moves or techniques for parkour, because each obstacle a *traceur* faces is a new challenge. And the way a *traceur* deals with the obstacle will depend on body type, weight, speed and strength. Parkour is not a competitive sport; there are no opponents to beat. It is about interacting with the environment around you, which in the modern world is more than often the inner city.

Any environment where there are obstacles is appropriate for parkour or freerunning. No equipment is needed, but obviously strong trainers and comfortable clothes should be worn. Parks, playgrounds and shopping malls are popular places, but city councils are also beginning to provide young people with safe places to practise. Many schools in London have introduced parkour classes, and the response has been very positive. And it's not only sporty kids who are keen. As the popularity of parkour and freerunning grows, more and more young people are getting active and learning how to benefit from the urban playground.

**traceur* derives from the French verb *tracer* which means 'to trace', but in Parisian informal language it also means 'to go fast'



ROLL



WALL
RUN



TIC - TAC

C. Read again and write T for True or F for False.

1. 'Traceur' means 'to be chased'.
2. Parkour was invented by two young people from Paris.
3. Parkour and freerunning involve completely different moves.
4. Parkour helps people gain control over body and mind.
5. Parkour teaches people to interact with others as well as with the environment.
6. Parkour and freerunning can be practised anywhere there are obstacles.
7. Parkour is very popular with active students mostly.

D. Find words/phrases in the text and match them with the definitions below.

1. jump (introduction): _____
2. continue (introduction): _____
3. very impressive (para. 2): _____
4. connected with a town/city (para. 2): _____
5. sb who plays against another in a game, sport, etc.
(para. 3): _____
6. suitable (para. 4): _____

E. Discuss.

- What's your opinion about parkour and freerunning?
- Do you think it should be taught in schools? Why/Why not?

Grammar

Passive Voice I

- The students at this school **are taught** parkour by Mr Simmons on Thursday afternoons.
- The skatepark **won't be completed** by the summer holidays.
- The fire **had been put out** by the firefighters by the time we arrived home.
- Strong trainers **should be worn** while freerunning.

Verbs with two objects

Active Voice

They showed Wayne the best place for freerunning.
or
They showed the best place for freerunning to Wayne.

Passive Voice

Wayne was shown the best place for freerunning.
or
The best place for freerunning was shown to Wayne.

Rewrite the sentences using the Passive Voice. Start with the words given.

1. Graham gave Fred some CDs.

Some CDs _____

2. Passengers must wear their seat belts at all times.

Seat belts _____

3. Somebody took my mobile out of my bag.

My mobile _____

4. They've built two new art galleries since 2005.

Two new art galleries _____

5. They sell helmets and knee pads at this shop.

Helmets and knee pads _____

6. They will deliver my new sofa by next Friday.

My new sofa _____

Vocabulary

A. Read the sentences and guess the meaning of the verbs in bold. What do these verbs have in common?

1. Luckily, the helmet the boy was wearing prevented him **from** getting seriously injured in the accident.
2. If Julie **concentrated** more on her schoolwork, she would get better marks.
3. One thing I can't **cope with** is the extreme heat during the summer months.
4. In some poor areas of the city, you see lots of homeless people **begging** for money.

Now look at the verbs in the box. Which prepositions are they followed by? Complete the table.

apologise depend benefit search borrow deal interact insist

from	on	with	for

B. Look at the following extract from the text on page 76 and read the note below. What do the verbs beginning with **over** mean?

which are not really necessary, whereas in parkour, **traceurs** try not to **overdo** it. For them the important thing is to **overcome** an obstacle. However the best

NOTE: Over at the beginning of a verb can mean *too much*.
e.g. *overeat* = eat too much
However, this is not always the case.
e.g. *overturn* = turn upside down or on the side

Now read the sentences 1-6 and match the verbs beginning with **over** with their meanings a-f.

1. I **overheard** my parents making arrangements for a surprise party for me.
2. Norman **overslept** this morning and he was late for the exam.
3. The detective **overlooked** the fact that the window had been broken from the inside.
4. Most people noticed that Maria's cake was **overcooked**, but they didn't say anything.
5. We've been stuck behind this van for twenty minutes! Just **overtake** it, will you!
6. I forgot to turn off the tap, so the bath **overflowed** and flooded the bathroom.

- a. pass a person or vehicle that is ahead of you, moving in the same direction
- b. cook sth for too long
- c. be so full that the contents go over the sides
- d. sleep longer than you should
- e. hear sth by accident or without the speaker knowing it
- f. not notice or ignore sth

C. Read the notes and complete the tables.

NOTE: Some nouns are formed by adding the suffix -ness or -ity to an adjective
e.g. sad-sadness, able-ability.

Adjective	Noun
active	
popular	
fit	
lonely	
dark	
aware	
capable	
kind	
possible	
weak	
similar	
necessary	

NOTE: Some nouns have an irregular formation.

Adjective or Verb	Noun
strong	
	weight
	depth
high	
	anger
	belief
relieve	
dead/die	
	thought
famous	
	growth

Grammar

Passive Voice II

Progressive tenses

- My bike **is being fixed** this week, so I have to walk to school.
- The students **were being shown** around the museum when the guide realised that someone was missing.

Note the following changes:

ACTIVE VOICE	PASSIVE VOICE
• They made the graffiti artists clean the wall.	• The graffiti artists were made to clean the wall.
• People believe that skateboarding is popular only with teenagers.	• It is believed that skateboarding is popular only with teenagers. • Skateboarding is believed to be popular only with teenagers.

Complete the sentences using the Passive Voice.

- People think that watching a lot of TV is bad for you.
_____ that watching a lot of TV is bad for you.
- My school is planning a trip to Amsterdam.
A trip to Amsterdam _____ by my school.
- Mary's mum made her tidy her room.
Mary _____ by her mum.
- Two men were robbing the bank when the manager arrived.
The bank _____ by two men when the manager arrived.
- Everybody says that Eddie is very good at parkour.
Eddie _____ very good at parkour.

Listen

You will hear people talking in five different situations. For questions 1-5, choose the picture which answers the question correctly.

1. What prevented the boy from playing football?



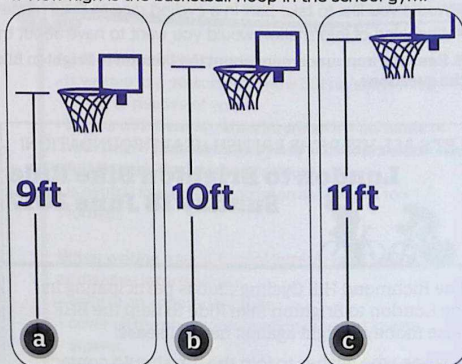
2. Which level on the computer game does the boy finish?



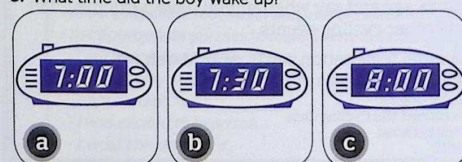
3. What activity do both girls like?



4. How high is the basketball hoop in the school gym?



5. What time did the boy wake up?



Speak

Talk in pairs. Imagine that the three people below have their birthdays soon and you've decided to buy them an activity gift. Read the advertisements about the alternative gift ideas. Then discuss and decide which activity is most appropriate for each person. Give reasons. Use the phrases given.



Name: Jane Hutchinson
Age: 17
Occupation: student
likes: skateboarding, karate,
parties
dislikes: parties, meat



Name: Arnold Cheeseeman
Age: 40
Occupation: taxi driver
likes: making models,
travelling
dislikes: exercise, gadgets



Name: Barry Boyle
Age: 24
Occupation: firefighter
likes: roller coasters, dancing
dislikes: flying, sports,
grilled food

- I think... would be the most appropriate/suitable for... because...
- Well, since... likes/dislikes... he/she would/wouldn't enjoy...

ACTIVITY GIFTS!

Why get someone a boring present, when you can give them a whole new experience?

Drive an F1 car

- Demonstration and tour of track with experienced racing driver
- Get behind the steering wheel and enjoy 10 adrenalin-filled laps
- Must be over 21
- Must have a driving licence
- Light refreshments provided
- Available on specific dates



Ethnic Cooking Class

- Learn to prepare unique cultural dishes including Chinese, Thai, Moroccan, Greek, Spanish
- Watch a chef demonstrate new culinary techniques and tricks
- Cook and then enjoy the dishes you have created
- 3-hour class
- Participants are awarded certificates
- Available Wednesday and Friday evenings and weekends
- Book in advance



Circus School

- Come and learn how to be a circus performer
- Amaze your friends with your acrobatic tricks
- Minimum age 14
- Good level of fitness needed
- No experience necessary
- BBQ buffet lunch provided
- Only weekends, so you need to book weeks beforehand

Write A semi-formal letter/e-mail asking for and giving information

A. Discuss.

- Would you like to take part in a cycling race to raise money for charity? Why/Why not?
- What kind of information would you want to have about the race before you made your decision?

B. Read the announcement about the London to Brighton Bike Ride and the letter a student wrote in response. Then answer the questions.

LET'S ALL HELP THE BRITISH HEART FOUNDATION!

London to Brighton Bike Ride Sunday 18 June 2017



The Richmond Hill Cycling Club is participating in the London to Brighton Bike Ride to help the BHF raise money to fight against heart disease.

Anyone who wishes to join the fun should contact the club secretary, Jenny Collins, by 5 March. Send name, age and say whether you have participated in any other cycling events.

General registration starts on 12 March.

Contact information:
Jenny Collins
Richmond Hill Cycling Club
Ormond Road
TW10

Dear Ms Collins,

I saw the announcement about the London to Brighton Bike Ride on my school noticeboard and I'm very interested in participating in this event.

My name is David Freeman and I am fifteen years old. I am not a member of the cycling club and I have never taken part in any cycling events. As I am very keen on cycling, I think this is a good opportunity to join the club and take part in the bike ride.

However, I would like to have some more information about the cycling club and the bike ride. Firstly, I would like to know how much the registration fee is. It is not mentioned in the announcement. Also, when will I have to pay it by? I was also wondering if the cycling club will do any training for the bike ride. Please let me know when and where it will take place and if there is a weekly schedule.

Looking forward to your reply.

Yours sincerely,
David Freeman

1. How does David address the person he is writing to?
2. What information does David give about himself?
3. What information does David ask for?
4. Does he use direct or indirect questions?
5. How does David sign off?

C. Read the information below. Then read the direct questions 1-5 and form indirect questions.

Indirect questions are more polite than direct questions. They are introduced by phrases such as:

Can / Could / Would you tell me...?

I would be grateful if you could tell me...

Can / Could / Would you inform me...?

I'm interested in finding out...

Can / Could / Would you let me know...?

Please let me know...

Do you know...?

I was wondering...

I would like to know/ask...

DIRECT QUESTIONS

- How much is the registration fee?
- Will the team do any training before the race?
- Is accommodation included in the price?
- What do I need to bring along?

INDIRECT QUESTIONS

- I would like to know how much the registration fee is.
- I was wondering if/whether the team will do any training before the race.
- Do you know if/whether accommodation is included in the price?
- Could you tell me what I need to bring along?

In indirect questions, the word order is the same as in affirmative sentences and the tenses do not change.

1. How many students are participating?

Can you tell me _____?

2. When does the cycling team meet?

I was wondering _____.

3. Is a certificate awarded to participants?

I would like to know _____.

4. Does this event take place every year?

Do you know _____?

5. Where is the registration office?

Could you tell me _____?

D. You have seen the following announcement on your school noticeboard. You are interested in taking part but you need more information before you decide. You want to ask about:

- the price of the caving trip,
- if lunch is provided and
- whether you need any special equipment.

Write a letter to Mr Trenton giving any necessary information about yourself and asking for the information you want.

Sign up for an unforgettable experience!

On Sunday 27 March join the Geology Club on its annual caving adventure.

The Geology Club is organising a one-day trip to Crystal Cave. Discover this amazing cave system and its fascinating underworld sights. Don't miss this adventure.

To sign up, contact Edward Trenton, giving name, age and saying whether you have any previous caving experience.



Contact information:
Edward Trenton
Geology Club
12 Addison Road
W11 4RS

TIP!

A semi-formal letter/e-mail:

- is written to a person you know but he/she is not a friend or relative of yours.
- begins with **Dear Mr/Miss/Mrs/Ms/Dr + surname** or with **Dear + first name** and ends with **Yours sincerely**, **All the best**, **Best wishes** or **Yours**.
- is neutral in style (not too informal and not too formal).

When writing a semi-formal letter/e-mail asking for and giving information:

- write in an appropriate style.
- cover all the points/information required in your answer.
- organise the information in paragraphs.
- use standard grammar and spelling conventions.
- use a combination of direct and indirect questions.
- use appropriate phrases to express enthusiasm.
 - I am very interested in...
 - As I am very keen on..., I think this is a good opportunity...
 - I was excited to hear/see...
 - I would be delighted...
 - I have always been fond of...

Read

A. Discuss.

- Do you play computer/video games?
- What are your favourite kind of games?
- Which games can't you stand at all?

B. Read the information about the five teenagers below. Match each teenager with one of the computer games on the right that you think would interest him/her the most. Write a-h. There are three extra games which you do not need to use.

TIP

First read the descriptions of the people carefully. Then scan each text and look for the specific information mentioned in each of the descriptions.

1

James is 15 years old and his favourite pastime is reading action stories and comics as well as playing games. He is always looking for adventure. He enjoys team games, but he can't stand games that involve strategy.

2

Kate is a 16-year-old who is very sociable and enjoys playing video games and listening to music. Despite her passion for music, she doesn't have any musical talent or abilities, but she is always the first to try out new steps so as to perform in front of her friends.

3

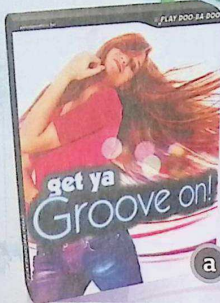
Helen is 13 years old and a born leader. She is the captain of the school environmental society and spends a lot of time organising projects with students to manage the school garden area.

4

Phil is 17 years old. He's fond of activities through which he can gain knowledge, but nothing that involves violence. Even though he is intelligent and likes to be pushed mentally, he does not like competition.

5

Kelly is 18 years old and adores any sport that involves excitement and speed. She likes to compete and be the best at everything, and seems to be afraid of nothing.



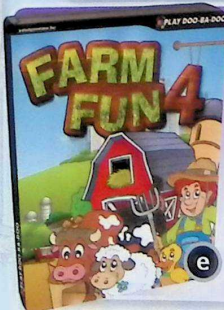
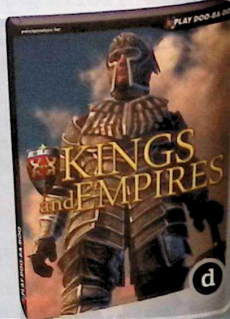
Enjoy a complete dance experience - follow the moves of a real dancing teacher and learn amazing dance routines. This is the game to get the party started! Invite your friends and play with up to 4 others. Choose from a wide variety of dance styles, music and moods or create your own to impress your friends. Enjoy yourself and get fit at the same time.

You can always count on **Puzzle-mania** to create fantastic puzzle games. This brand new edition features over 1200 all-new puzzles. Perfect for all occasions, there is something for everyone here. These puzzles test your intelligence and memory so they are fun and educational at the same time! Puzzles and games available for all ages and abilities. You just need to be interested in puzzles and not afraid of giving your brain a good workout.

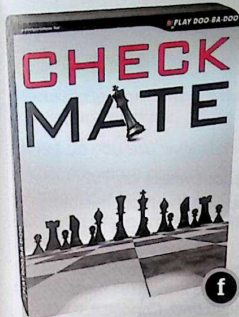


If you think high speeds are thrilling, then this is the game for you. Live the excitement of professional drivers, with the latest effects and technology. It's so real that you feel like you're really inside a race car. Featuring a great soundtrack and only the most powerful cars, players will race on famous race tracks in world championships. Make sure you are ready for lots of pressure and action. This is a game only for the courageous!

This game will take you back to ancient times where you will take part in bloody battles to conquer some of the greatest cities in human history. Players will have to **build up** an army and develop war plans. This game requires excellent planning skills and the ability to concentrate and think ahead of time. History lovers will enjoy this thrilling journey into another era.



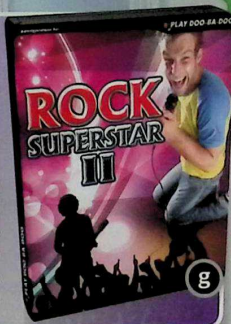
Are you the world's best farmer? Then try to manage five different farms around the world! Take control of farms in Africa, Europe, South America, the USA and Asia. The fun never stops as you grow crops in fields, feed your animals, collect eggs and take your produce to market in order to earn money. This online game is not as easy as it looks. Only a good manager makes a successful farmer. Do you have what it takes?



The latest game from the best-selling chess series! A complete tutorial programme is included to teach you everything you need to know, from beginner to expert level. Multi-player option available to allow you to play

against other players live online. Join or create tournaments and leagues. Chess has been proven to improve problem solving skills and test all parts of the brain.

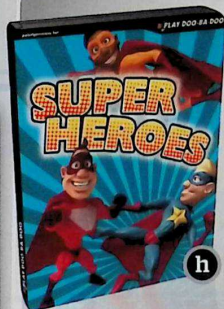
No music lover can be without this modern music phenomenon, with more songs and bands than ever before! **Show off** your musical skills and play as a whole band with your mates. Each player chooses which instrument they want to play and work together on the same song. *Rock Superstar II* will make you a better musician, keep you entertained for hours and wake up the rock star in you!



C. Look at the highlighted phrasal verbs in the texts and try to guess what they mean. Then match them with the meanings 1-7 below.

1. put sb in prison: _____
2. trust sb/sth to do sth: _____
3. test sth to see what it's like: _____
4. meet sb and spend time with them: _____
5. meet sb by chance: _____
6. develop sth, make sth bigger, stronger, better, etc.:

7. try to impress people: _____



The perfect game for superhero fans! Save Ultrapolis with your choice of superhero. Prepare to **run into** famous villains such as Dragonmaster and Wolfwoman. Clear the city by catching the enemies and **locking them up**. This game is full of adventure, action and surprises. Enjoy over 15 game modes and levels, or even play online, **hooking up with** people from different parts of the globe.

D. Discuss.

- Which of the computer games seem appealing to you? Why?
- Do you know of any similar computer games? What are they about and what are you required to do?

Grammar

Clauses of result

- The bus was **so** crowded (**that**) we couldn't get on.
- It was **such a** crowded bus (**that**) we couldn't get on.
- There were **so many / such a lot** of people on the bus (**that**) we couldn't get on.

Clauses of concession

- **Although / Even though** my dad was angry, he didn't say a word.
- **In spite of / Despite** being angry, my dad didn't say a word.
- **In spite of / Despite** his anger, my dad didn't say a word.

Clauses of purpose

- The farmer walked around the field **so as not to / in order not to** destroy the crops.
- The farmer walked around the field **so that** he wouldn't destroy the crops.



Rewrite the sentences using the words given.

1. There is such a lot of violence in this video game that you shouldn't buy it. (**so**)

2. The children continued swimming although it was raining. (**despite**)

3. In spite of its difficulty, we managed to solve the puzzle. (**although**)

4. Kelly bought a new dance DVD so that she could work out at home. (**so as to**)

5. Despite his illness, Billy went to school. (**even though**)

6. You should take up a new hobby in order not to be bored all the time. (**so that**)

Vocabulary

Complete the sentences with the words in the boxes to make phrases with **take**.

what control part place way time

- Ten singers will take _____ in Sunday's final of the talent contest.
- The TV awards ceremony will take _____ at a theatre in London.
- Now, I don't want you to take this the wrong _____, but I'd rather eat lunch alone.
- Do you think you have _____ it takes to become an actor?
- The actress is taking some _____ off before filming her next TV show.
- Since Richard Timmons took _____ of this TV channel, the programmes have improved greatly.

time for seriously any more mind easy

- A: Do you want the TV guide back? I can look at it later.
B: No, take your _____. I know what I want to watch.
- There are so many commercials between programmes! I can't take it _____. Give me the remote control so that I can turn the TV off.
- Kids nowadays haven't known a world without the Internet and they usually take it _____ granted.
- Let's take it _____ tonight. We'll stay here, order a pizza and relax.
- I can't take this documentary _____ because the presenter used to be a comedian.
- This soap opera might be a bit boring but it helps me take my _____ off things.

Listen

A. Discuss.

- Where do you usually learn about what's on TV?
- In your opinion, where do you find the most reliable reviews?

B. You will hear radio presenters talking about TV programmes. The radio programme is in three parts. Listen and answer the questions for each part. Choose a, b or c.

- Why was it a surprise to see Ken Andrews in last night's episode of *Albion Street*?
 - Everyone thought he was dead.
 - It seemed like he'd moved away.
 - He hadn't been on the programme for a long time.
- What will Veronica Daniels do in the future?
 - star in a film
 - present her own programme
 - star in a different soap opera

- What kind of performer was the winner of last year's *The Talent Show*?
 - a dancer
 - a singer
 - an acrobat
- How can you vote for tonight's winner?
 - by phone
 - by SMS
 - both of the above

- What is the topic of *Natural World* this week?
 - insects
 - life in the jungle
 - marine life
- What is not true about *Family Matters*?
 - A new series is being made.
 - It's a sitcom that's not so funny.
 - The last episode of this series is on tonight.

Speak

Discuss in groups. Answer the questions below. Use the words/phrases given.

- What do you usually watch on TV?
- What are some popular TV programmes in your country?
- What's your favourite TV channel? Why?
- Can you make any suggestions about how to improve TV?
- What do you think of commercials? Are they useful? Do they influence you?
- What are the advantages and disadvantages of watching TV?
- What would your life be like without TV?
- What do you think of reality TV?

a variety of programmes and channels
informative and educational programmes
fewer commercials
show live events
show sth at (in)appropriate times
become telly addicts
satellite TV
low quality programmes
opportunity for viewers to take a break, unwind
become less active

TV programmes

sitcom
cartoon
documentary
the news
weather forecast
soap opera
chat show
game show
talent show
home decoration programme
cooking programme
sporting event
film
music video show



When discussing a topic with someone, take turns to speak. Try not to interrupt the other speaker frequently. If you need to interrupt, do it politely. (Hold on. Are you saying that...? / Could I say something before you continue? / Sorry to interrupt, but...)

Listen

A. Listen to a commercial for an upcoming TV programme. What kind of programme is it?

- a talent show
- a documentary
- a game show

B. Listen again and complete the gaps below.

UNI-BATTLE CHANNEL 6

contestants: university students from

teams of students

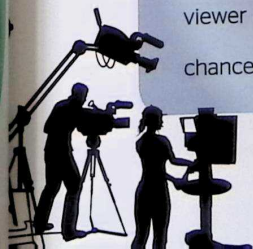
prizes: and city break

viewing days: , Wednesdays and Fridays

live show at:

viewer competition via: and e-mail

chance to win:



Write A film review

A. Discuss.

- Do you go to the cinema often? Why/Why not?
- What kind of films do you like? Why?
- Which of the following would influence you most if you wanted to choose a film to see? Why?

actors starring in it

trailers

film reviews

a friend's recommendation

B. Read this review of the film *Avatar* and answer the questions.

Avatar is a 3D blockbuster directed by James Cameron. This award-winning science-fiction film, stars Sam Worthington as Jake Sully, a soldier from an environmentally degraded Earth and Zoe Saldana as Neytiri, the daughter of the leader of a tribe of humanoid aliens who live on the Earth-like moon Pandora.

The film is set in the mid-22nd century on Pandora where Jake is sent on a mission. In his avatar body, he must approach a group of Na'vi residents of Pandora and try to persuade them to move away from where they live so that humans can mine the rich mineral deposit there. A romance develops between Jake and Neytiri and instead of moving the tribe, he becomes one of them. He begins to understand the secrets of Pandora and wants to protect the Na'vi from the humans.

Avatar is a film about greed, ecology and love, but it is also an amazing visual experience. The nature scenes of the alien landscape are spectacular. Cameron said that he wanted the film to make people think about how they interact with nature, and it definitely did that. The performances of both Worthington and Saldana are outstanding and the supporting cast is superb.

I found this film very entertaining and it is sure to appeal to all ages. *Avatar* is available in most DVD shops and should be seen by all science-fiction lovers!



- In which paragraph does the writer:
 - express his/her opinion of the film and make a recommendation? ☐
 - give a short description of the plot and the setting? ☐
 - give general information about the film? ☐
 - comment on different features of the film? ☐
- Did the writer like the film? ☐
- What tense does the writer use to describe the plot? ☐
- Does the writer reveal the ending? ☐

C. Below are some useful adjectives you can use in film reviews. Use them to rephrase the sentences 1-8.

unforgettable spectacular superb original
unrealistic disappointing predictable terrifying

1. I knew the ending from the beginning.

2. The costumes the actors wear are excellent.

3. The special effects didn't seem very real.

4. It's an experience film-goers will never forget.

5. Some scenes are very scary.

6. The leading actor's performance wasn't as good as I expected.

7. The film is set at the top of a mountain with a beautiful view.

8. The plot is interesting and unusual.

D. Read the writing task below and write a film review.

A film club you belong to has asked its members to write reviews of films they have seen recently. The reviews will be posted on the club's webpage.

PLAN

When writing a film review, follow the plan below.

INTRODUCTION

1 Give some general information about the film (title, type of film, director, leading actors). Use phrases like:

- It's a romantic film / an adventure film / a horror film / an animated film / a comedy, etc.
- ...stars in this film.
- The film stars...
- ...is the leading actor/actress.
- ...plays/has the leading role.
- The role of... is played by...
- ...plays the part/character of...
- It was directed by...

MAIN PART (2 PARAGRAPHS)

1 Give a brief summary of the plot. Use phrases like:

- The film is set in...
- The film is about...
- The hero/heroine of the film...

2 Make comments about what you liked or didn't like about the film (plot, acting, soundtrack, special effects, costumes, ending, etc.). Use phrases like:

- The film is action-packed / full of suspense.
- It includes some very amusing/violent scenes.
- The most outstanding feature is...

CONCLUSION

1 State your general opinion about the film and say whether you recommend it or not. Use phrases like:

- It's a classic/blockbuster/box-office hit.
- I was disappointed by the film.
- It's a great film for action-lovers / horror fans.
- All in all, I found the film boring/exciting.
- I definitely recommend it to film-goers.
- It's (not) worth seeing.
- It was better than I expected.
- You shouldn't miss it for the world!
- It's suitable for both children and adults.
- It is sure to appeal to all ages.
- If you haven't seen it, make sure you do!
- It's a waste of time and money.
- You'll be on the edge of your seat during the whole film.
- It's unlike anything you've seen before.



When writing a film review:

- choose a film you know well and make a plan of what you are going to write.
- remember to use the Present Simple to describe the plot. Don't include too many details and don't reveal the ending.
- use a variety of adjectives to make it more interesting.
- use the Present Simple or the Past Simple to make comments and give your opinion.



A. Circle the correct words.

- How many participants are going to take **part** / **place** in the competition?
- Every person's personality is **specific** / **unique**.
- The **character** / **villain** of the film was sent to prison for his crimes.
- Penny always manages to **overcome** / **overtake** any difficulties.
- I faced many problems when I was a(n) **adolescent** / **resident**, especially at the age of 14.
- This film is **inappropriate** / **informative** for children. They shouldn't watch it.
- Paul just loves showing **out** / **off**. Look at him.
- The **viewer** / **presenter** of this chat show is very funny.
- The whole **plot** / **cast** performs terribly. The film was **disappointing** / **superb**.

Score: /10

B. Complete with the correct prepositions.

- You really need to concentrate _____ your schoolwork more.
- We had better book _____ advance, otherwise we won't be able to find a seat.
- I ran _____ Ms Tyler at the supermarket yesterday.
- Jonathan found it difficult to cope _____ the stress of losing his job.
- Iris has always had a passion _____ painting.
- Mike really gets _____ my nerves sometimes.
- We need to prevent Jack _____ making any silly decisions.
- Guess what! I finally signed _____ at the gym.
- I'm tired. I think that I need to take some time _____.
- Our plans for the weekend depend _____ the weather.

Score: /10

C. Rewrite the sentences using the Passive Voice.

- They should show you how to overcome obstacles.

- Customers have written many letters of complaint.

- They will give Tim a skateboard as a birthday present.

- The coach made the basketball players practise 4-5 hours every day.

- They are serving dinner in the garden.

- Some people believe that this was one of the best films ever made.

Score: /12

D. Circle the correct words.

- They walked into the room quietly so as **not to** / **to not** wake up the baby.
- Despite** / **Although** I was a bit scared, I decided to try bungee jumping.
- The ending of the film was **such** / **so** sad that I cried.
- Although** / **In spite of** being exhausted, she stayed up late to finish her project.
- You should take a jacket with you **in order** / **so that** you don't get cold.
- Andy bought lots of postcards **in order to** / **so as** send them to his friends back home.
- Even though** / **Despite** she was injured, she continued running.
- There were **so** / **such** a lot of people at the beach that we couldn't play volleyball.

Score: /8

E. Complete the dialogue with the sentences a-g. There are two extra sentences which you will not need to use.

- He always winds me up.
- I was on the edge of my seat.
- We had a whale of a time.
- It was a waste of time and money.
- We hooked up with Sam's cousins and played football.
- It always makes my day.
- That was a bit of a downer.

Tom So, how was your weekend with Sam?

Pete Great! (1) _____

Tom What did you guys do?

Pete On Saturday we hung out at his house. Then we went to the cinema. I love going to the cinema.
(2) _____

Tom What did you see?

Pete *Wonder Woman*. It was great.

Tom Really? I saw that film last weekend. (3) _____

Pete No way! We loved it.

Tom Anyway, what did you guys do on Sunday?

Pete (4) _____

Tom Cool.

Pete It was raining a little, though. (5) _____ But it was a good match.

Score: /10

TOTAL SCORE: /50

Now I can...

- ▶ talk about free-time activities
- ▶ emphasise an action using the passive voice
- ▶ write a semi-formal letter/e-mail asking for and giving information
- ▶ express result, concession and purpose
- ▶ express my opinion about TV and films
- ▶ write a film review

Exam Practice p. 137

Song 3 p. 145



Discuss:

- ▶ Do you like spending time in nature? Why/Why not?
 - ▶ What do you think are the most important environmental issues our planet is facing today?
 - ▶ Read the expressions including the word 'nature' in bold. Can you guess what they mean?
- My parents are thinking about moving away from the city and **going back to nature**.
 - Jerry has lived all his life by the sea, so fishing **comes as second nature** to him.
 - **It's only human nature** to be worried about environmental problems.
 - Kevin is a calm and relaxed person, so getting into arguments isn't **in his nature**.
 - As a doctor, Julie deals with a lot of people, so it helps that she's a **good-natured person**.
 - The sailing boat was lost in the middle of the sea during the storm and left to feel **the forces of nature**.
 - They were drinking lots of water because it was hot, but this meant they had to stop the car **to answer the call of nature** several times on the journey.

Go through the module and find...

- ▶ a radio programme about a country in South America
- ▶ a letter focusing on an environmental problem
- ▶ a description of a place in China
- ▶ three environmentally-friendly products
- ▶ three texts about interesting animal characteristics
- ▶ a quiz about the environment

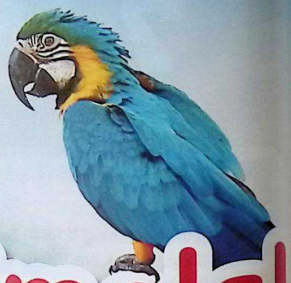
In this module you will...

- ▶ talk about nature and environmental problems
- ▶ learn to group animals using collective nouns
- ▶ learn to express surprise, alarm and joy
- ▶ learn to write an article describing a place
- ▶ learn to express criticism, possibility, certainty and absence of necessity in the past
- ▶ learn to brainstorm ideas using a mind map
- ▶ learn to write a letter (to the editor) expressing your opinion

A. Discuss.

- Are there any animals that you would consider intelligent? Why?
- What characteristics make humans different from animals?

B. Look at the titles and the pictures. What do you think the text is about?



Amazing animals!

You might think that what makes us different from animals is our ability to think and to build friendships with others, but in fact animals are capable of more extraordinary things than you might imagine. Find out why...

Big love

In many cultures, elephants are seen as a symbol of wisdom and are known for having an excellent memory. They have the largest brains of all land animals and their intelligence is evident in their ability to learn, use tools and even in their sense of humour. They are very social animals and although they live in herds, they spend their lives in pairs **devoted** to a best friend. These friendships between elephants are well-known, but in an elephant sanctuary in the United States, an unusual friendship blossomed.

Tarra, an Asian elephant, chose Bella, a dog, as her best friend. The **odd** pair loved spending all their time together, eating, sleeping and playing. Then one day, Bella had an accident. For the entire three weeks it took her to **recover**, Tarra waited outside the sanctuary office. She was free to wander the 2200 acres but she was loyal to her friend and chose to wait for her to get better. It just shows us how animals don't consider differences when they choose their friends.



Clever crows

We use the word 'birdbrain' for people who aren't very clever, but just because birds have small brains it doesn't necessarily mean they aren't intelligent, especially crows. Some crows make tools for finding food. They think about what tool they need and look for it. If they cannot find the right shape, they make the tool themselves by cutting bits of wood from trees, leaves or grass. They even store their tools in a safe place to use at a later time. Another thing they hide is food. This is common among many animals, but if a crow thinks another crow from the flock is watching, it will pretend to store food in one place, then put it somewhere else. Crows

in Japan are clever enough to leave nuts on the road at traffic lights so that cars will **run over** them and crack them open. And amazingly, crows have been filmed using food scraps for fish bait. They drop the scraps into the sea to attract fish and catch them. Pretty smart thinking for such a small brain!



Dolphin to the rescue!

Dolphins are well-known for their intelligence and their ability to understand human language. However, many people do not realise how well they communicate with other animals with which they share the oceans. In 2008, two whales, a mother and her calf, ended up getting stuck in shallow waters off the coast of New Zealand. A group of people **gathered** at once wanting to help. They spent hours trying to direct the whales back into deeper waters. Both the rescuers and whales were exhausted and after some time the authorities were at a loss. They didn't know what to do next and in the end, they decided to give up. They were considering putting the animals down, when a dolphin turned up. Somehow, it calmed the whales down and communicated with them. Within a few minutes the whales were following the dolphin back to the freedom of safe waters. The dolphin had saved their lives and had **accomplished** something that humans had not been able to. It reminds us that even though we might not understand what animals are saying, other animals probably do!



C. Read the text again and write E for Elephant, C for Crow or D for Dolphin.

Which animal...

- | | | | |
|---|-----------------------|---|-----------------------|
| 1. uses its knowledge to help other species? | ☐ | 5. has been known to succeed where people can't? | ☐ |
| 2. doesn't care about species when building a relationship? | ☐ | 6. has developed the ability to plan for future events? | ☐ |
| 3. sometimes plays tricks on other members of the same species? | ☐ | 7. shows unusual levels of loyalty? | ☐ |
| 4. is intelligent despite the size of its brain? | ☐ | 8. uses humans to accomplish a task? | ☐ |

D. Match the highlighted words/phrases in the text with their meanings. There are two extra meanings which you do not need to use.

- | | |
|-------------------------------------|---|
| 1. devoted ☐ | a. drive over sth |
| 2. odd ☐ | b. understand what's happening |
| 3. recover ☐ | c. not deep |
| 4. run over ☐ | d. strange, unusual |
| 5. shallow ☐ | e. come together to form a group |
| 6. gather ☐ | f. succeed in doing sth |
| 7. accomplish ☐ | g. get well after an illness or injury |
| | h. relax |
| | i. having great love for sb and being loyal to them |

E. Discuss.

- Do you know of any other amazing facts about animals?
- Do you know of any other stories similar to these?

Grammar

Full infinitive / Bare Infinitive

- I've decided **to get** a new goldfish. Do you want **to come** to the pet shop with me?
- Remind me **to go** to the supermarket **to buy** some milk, will you?
- Edna doesn't know which hat **to wear**.
- We should all **do** something **to save** endangered species.
- It's too hot **to go** out for a walk right now.
- Will you help me **(to) clean** out the rabbit cage?

-ing form

- **Working** at a zoo can be a very tiring job.
- Will you stop **talking** with your mouth full? It's disgusting.
- How about **grabbing** a bite to eat later?
- My parents are thinking of **buying** a house by the seaside.



Complete with the correct form of the verbs in brackets.

- Roger was very happy _____ (see) his friends after the holidays.
- My brother's angry at me. I promised _____ (help) him with a project, but in the end I couldn't make it and I forgot _____ (call) home _____ (say) I'd be late.
- I don't mind _____ (stay) alone at home during the day, but I can't stand _____ (be) alone in the house at night.
- What would you like me _____ (do) after I have finished _____ (feed) the animals?
- There's no point in _____ (shout) at my dog. He's completely deaf.
- Fay thinks she must _____ (lose) some weight so she's considering _____ (go) on a diet.
- The authorities made all the people _____ (leave) the scene of the accident.

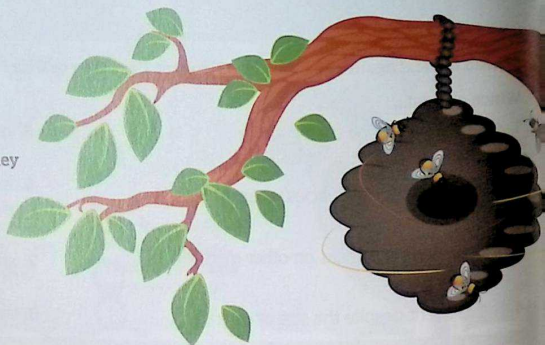


Vocabulary

A. Match the collective nouns on the left to the animals they apply to on the right.

a herd of
a flock of
a school of
a pack of
a swarm of

fish, dolphins, whales
bees, ants
birds, sheep, goats
cows, deer, elephants
dogs, wolves



B. Read the sentences and match the phrasal verbs in bold with their meanings.

Phrasal verbs with 'up'

- The hiking trip was cancelled because not many people **turned up**.
- After **spending** two hours trying to find the castle, we just **gave up**.
- Fay walked all the way round the farm and **ended up** where she had begun.
- I **made up** a story about a wolf that lives in the woods near our house and my little cousin believed me.
- Dad, can you **pick me up** from the station at seven o'clock?
- Don't **use up** all the milk. We won't have any for breakfast in the morning.

- stop trying
- find yourself in a place or situation that you didn't intend or expect to be in
- finish sth so there's none left
- appear or arrive
- collect someone who is waiting for you, in your car
- invent sth, such as a story or an excuse

Phrasal verbs with 'down'

- Our cat was suffering a lot so the vet suggested we **put her down**.
- Stop shouting! Why don't you **calm down** and tell me what happened?
- Our car **broke down** just outside the city and we had to wait for the AA to come.
- My uncle and aunt invited me to stay at their cottage in the mountains for the weekend, but I **turned down** their invitation because I had to study.
- I've got a terrible headache and my stomach hurts. I think I'm **coming down with** something.
- Simon is trying to **cut down on** sugar in his diet, but it's very difficult. He just loves chocolate!

- relax or make someone relax
- stop working (for vehicles or machines)
- become ill
- reduce the size or amount of sth
- refuse an offer
- kill an animal because it's old or ill

C. Complete the sentences with the prepositional phrases in the box.

at once at a loss at least at a later time at last at the end at first sight at present
at the age of at the beginning at the latest

- It took several days, but _____ the scientists found where the eagle's nest was located.
- When I heard the news, I was _____ for words.
- Baby chimpanzees leave their mothers _____ six.
- _____ of the race Richard was full of energy, but _____ of the race he was exhausted and almost didn't finish.
- All students should be outside the school gates at 8:15 _____ so we can set off for the countryside.
- _____ this looks like a leaf, but if you look closer, you can see it's actually an insect.
- There aren't any baby elephants in the wildlife park _____, but there will be in the future.
- Come here _____! I need to speak to you immediately.
- I can't talk to you right now. Is it OK if we meet _____?
- I know I didn't help you make the fire or prepare the meal, but _____ I put up the tents. So stop complaining.

Grammar

Exclamatory Sentences

how + adjective/adverb

- How colourful these fish are!
- How well you swim!

what + (a/an) + (adjective) + noun

- What lovely scenery!

so + adjective/adverb

- It's so beautiful here!

such + (a/an) + adjective + noun

- This is such an exciting trip!

Complete the dialogues with *how*, *what*, *so* or *such*.

- A: We spent all day on the boat looking for dolphins but never saw any.
It was _____ annoying.
B: I saw one from the ship as we were travelling to the island.
A: _____ lucky you are! They're _____ amazing creatures!
- A: It's _____ a nice day today. Why don't we go for a walk in the woods?
B: _____ a great idea!
- A: I went swimming in the river yesterday, but it was _____ cold!
B: _____ silly of you! The weather was horrible. You'll catch a cold!

Listen

A. Listen to the first part of a radio programme in which the presenter gives some information about a country in South America. Which country is the presenter talking about this week? Circle the correct name on the map.



B. Listen to the rest of the radio programme and complete the sentences.

- The Amazon rainforest is to the _____ of the Andes.
- There are about _____ species of plants and animals that are found only in Peru.
- Machu Picchu is _____ above sea level.
- Machu Picchu was chosen as one of the New Wonders of the World in the year _____.
- The Inca trail is closed during _____.
- Ceviche consists of raw _____, lime or lemon juice, chilli peppers, salt, pepper and sometimes _____.

Vocabulary

Read the note, look at the adjectives below and write how they are formed, as in the example.

NOTE: A lot of adjectives are formed by adding a suffix to a verb or noun.

- | | | | |
|----------------|---------------------|----------------|-------|
| 1. cultural | culture (noun) + al | 4. astonishing | _____ |
| 2. attractive | _____ | 5. delightful | _____ |
| 3. mountainous | _____ | 6. enjoyable | _____ |

Now form adjectives to complete the sentences. Use the words in capitals.

- The explorer's _____ journey followed the entire length of the Nile.
- The café looked warm and _____ so we decided to go and have some coffee.
- In the middle of the town there was an _____ building with a tall tower.
- In the spring, the park is full of _____ flowers.
- Mr and Mrs Davidson enjoyed a _____ afternoon walking by the river.
- We wanted to stay at a _____ hotel by the lake, but it was too expensive.
- After the earthquake, all the _____ areas were warned to prepare for a tsunami.
- This book contains _____ information about the city.

REMARK

INVITE

IMPRESS

COLOUR

PEACE

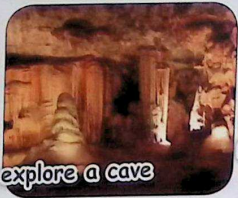
LUXURY

COAST

VALUE

Speak

Talk in pairs. Imagine that your school is organising a day-trip to a nearby area. Below are ideas of places to visit or activities to do that are being considered. You are on the school committee and have been asked to give your opinion. First discuss the advantages and disadvantages of each. Then decide which three ideas would appeal most to your fellow students. Use the words/phrases in the boxes.



dull	tiring
(un)appealing	beneficial
active	energising
entertaining	impressive scenery
adventurous	spectacular views
dangerous	fresh air
educational	valuable learning experience
relaxing	escape from routine
challenging	come into contact with nature

I believe... would be a good idea because...
 ... would provide students with an opportunity to...
 Some students may find this... because...
 Students are/aren't interested in...
 I definitely think that... would be more/less fun for students.
 I agree/disagree. Young people find... enjoyable, so...
 I don't think many students would want to...

TIP!

- There are no right or wrong answers but you must make sure to justify your answer.
- This is not a monologue, so take turns to speak.
- Listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, discuss...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

Write An article describing a place

A. The following announcement was published in an international magazine. Read it and underline the key words.

WRITE AN ARTICLE FOR TRAVEL AND NATURE MAGAZINE!

Tell us about a nature reserve or place of natural beauty that you know of. Describe the place, say what attracts visitors to it and refer to any other special features of the place.

The most interesting articles will be published in the next issue.

B. Read the article one reader of *Travel and Nature* magazine wrote and answer the questions.

1. Which of the two titles below is the most suitable for it? Why?

a. Discover the Magic of Wolong

b. Wolong National Nature Reserve

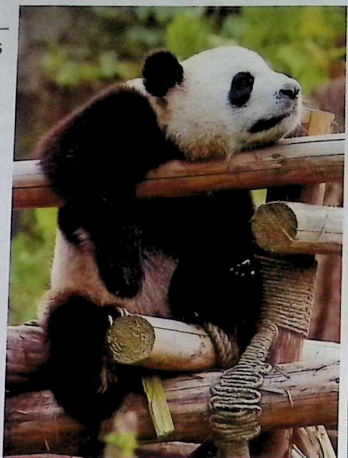
2. What kind of information does the writer give in each paragraph?

Have you ever wondered where those cute, cuddly giant pandas you see in zoos come from? Well, last year on a trip to China I found out. I visited the Wolong National Nature Reserve. It was an unforgettable experience!

Wolong is a sanctuary for giant pandas and other endangered species. There, the pandas are protected and live in their natural habitat. Some of the pandas, especially the mothers and their babies, live in panda houses, where scientists study them. Others are free to roam the mountains, where you can see them playing, relaxing and chewing on their favourite food, bamboo.

'Wo Long' actually means 'sleeping dragon' and comes from a legend about a dragon that was overwhelmed by the beauty of the valley and fell asleep there, never to wake up again. A long dragon wall has been built there as a reminder of the legend. Like the dragon, I found the landscape absolutely breathtaking. The valleys with rivers and waterfalls surrounded by forest-covered mountains make the reserve a truly remarkable place.

If you are a nature lover, Wolong is sure to fascinate you. Seeing giant pandas in the wild is a once-in-a-lifetime experience. Why not plan a trip there and see for yourself?



C. When we write an article, we want to attract and keep the reader's interest. We can do that by:

1. having a title that catches the reader's attention.
2. using descriptive language, eg. colourful adjectives.
3. addressing the reader personally.
4. asking rhetorical questions.

Find examples of these in the article above and underline them.

PLAN

When writing an article describing a place, follow the plan below.

TITLE

- Think of an interesting title.

INTRODUCTION

- Give general information about the place you are going to describe.
- Refer to what makes the place interesting or why you are going to write about it.

MAIN PART (1-2 PARAGRAPHS)

- Describe the place, the sights and any other attractions.
- Give your impression of the place and/or describe your feelings.

CONCLUSION

- Sum up your opinion by making a general comment about the place or by expressing your feelings.

D. Read the announcement in activity A again and write your article.



When writing an article describing a place, you want to catch the readers' attention and interest them. You should:

- use a catchy title.
- write about a place you are familiar with, for example one you have been to.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal, informal).
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- use lively colourful language (e.g. a variety of words/phrases/expressions, direct and indirect questions, exclamation marks).

A. Discuss.

- What do you do to protect the environment?
- What more could you do?

B. Read the text quickly and decide which of the two headings, a or b, is more suitable for each of the paragraphs 1-3.

keep it GREEN!

Everybody buys and uses a variety of products every day without giving it a lot of thought. You might not have realised it, but each of these products affects the environment somehow; through the way it is made, used or disposed of. For this reason, eco-scientists are trying to come up with ideas to introduce environmentally-friendly products into our lives. Their motto is **REDUCE, REUSE, RECYCLE!**

1

- a Save water
- b Kill two birds with one stone

How eco-friendly are you at home? We tend to waste a lot of energy, which is not particularly good for the environment. Well, a new showerhead has been designed to help us out in two different ways. Firstly, it is a light for the shower, powered by the water used while having a shower. This means that you don't need to have the bathroom light on, which saves electricity. It is easy to install and has another interesting feature. You must have found yourself in a situation where you step into the shower and the water is either too cold or too hot. Well, this showerhead has an indicator which glows blue or red when the water is too cold or too hot, and turns off when the water has reached the right temperature and needs no more heating. It's sure to be a feature in homes all over the world in the future.



2

- a The latest trendy accessories
- b From phone to flower

One device that is thrown out very frequently is the mobile phone. Eager to keep up with all the latest technological trends, consumers tend to throw out their phones after an average of 18 months and buy the latest model. If you take into consideration that about 4.5 billion mobiles are in use worldwide, then it's not surprising that there are mountains of unwanted phones across the globe. Most mobile phones contain hazardous materials and recycling them is difficult and costly. However, researchers in England have created a mobile with high-tech materials. So, what? you might say, but it also contains a sunflower seed. So, when you don't want the phone any longer, you simply plant it. The seed grows into a beautiful sunflower, fertilised by the biodegradable case, which will break down completely within a month. If that isn't environmentally friendly, what is?



3

- a Trendy junk
- b Recyclable handbags

Sometimes the most unlikely combinations have very successful results, and can also have a positive effect on the environment. A company in the USA noticed how many old car number plates were left on the side of roads or in junkyards. They took the number plates and thought of a way to recycle them. They turned them into fashionable handbags and CD cases! You may not have seen them before, but they have become a huge success. The company now provides a service where you can send your own old number plate to be turned into a handbag. They are also looking into using other parts of cars to create fashionable accessories. It just shows you that you can look good and be eco-friendly at the same time. So have you got a number plate that you want to get rid of?



C. Read the text again and answer the questions.

1. Where does the eco-friendly showerhead get its power from?
2. How can you tell if the water is too hot with the eco-friendly showerhead?
3. What usually happens to mobile phones after 18 months?
4. What do you do with the mobile developed by English researchers when you've finished with it?
5. What happens to the biodegradable case?
6. Where does the company that makes fashionable handbags get materials from?
7. How can you get a personalised handbag made?

D. Find words/phrases in the text and match them with the definitions below.

1. get rid of (Introduction): _____
2. provide energy so that sth works (para. 1): _____
3. produce a soft, steady light (para. 1): _____
4. often (para. 2): _____
5. very keen and excited about sth one wants to do (para. 2): _____
6. dangerous, harmful (para. 2): _____
7. a place where old cars, machines, etc. are collected (para. 3): _____

E. Discuss.

- Which of these products would you most like to have? Why?
- Do you know of any other eco-friendly products?

Grammar

Modal verbs + have + past participle

- The computer isn't turning on. I **may/might have broken** it.
- I **could have won** the race. But I hurt my ankle on the last lap.
- It **must have been** difficult to keep in touch without telephones in the past.
- Tonia **can't/couldn't have seen** the film because she didn't even know what it was called.
- You **needn't have washed** the car. I was planning on doing it today.
- The pizza was horrible. I'd **rather have ordered** pasta.
- We **should have started** recycling our rubbish years ago.
- Governments **shouldn't have let** this environmental disaster happen in the first place.

Circle the correct words.

1. I **should have told** / **may have told** my parents the truth. Now I'm in trouble.
2. Look out! You **must have broken** / **could have broken** that window with the football.
3. My bike isn't in the garage. My brother **must have taken** / **should have taken** it.
4. Freddie **can't have slept** / **shouldn't have slept** well last night. He's very tired today.
5. Mum, you **couldn't have bought** / **needn't have bought** me a new MP4 player. I repaired my old one and it works fine.
6. The film was awful. We **might have stayed** / **'d rather have stayed** at home.
7. A: Someone stole my handbag!
B: Well, you **shouldn't have left** / **couldn't have left** it in the car!



Vocabulary

A. Match the words/phrases below with the definitions a-f.



1 ☐ smog



2 ☐ acid rain



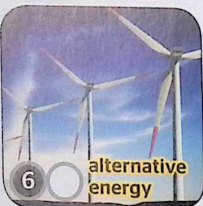
3 ☐ oil spill



4 ☐ toxic waste



5 ☐ fossil fuels



6 ☐ alternative energy

- a. a layer of oil on the surface of the water which comes from tankers
- b. a mixture of smoke and fog caused by exhaust fumes and factory gases
- c. power that is produced using the energy from the sun, wind, water, etc.
- d. rain containing acids which are harmful especially to trees and forests
- e. materials containing chemicals which are no longer used and are pumped into rivers, lakes and seas
- f. substances such as coal and oil that were formed over millions of years from the remains of animals and plants, and are burnt for energy

B. Complete the sentences with the words in the boxes.

junk waste rubbish litter

- When do they collect the _____ in this neighbourhood?
- I've got so much _____ in the garage that I need to start throwing things out.
- Governments should stop factories from pumping their _____ into rivers.
- People who drop _____ in the streets should be fined.

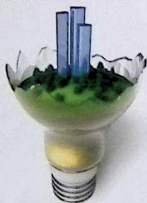
device appliance machine tool

- That shirt is filthy! Put it straight in the washing _____.
- I think the most useful _____ in the home is the fridge.
- When doing DIY, it's important to choose the right _____ for the job.
- This is a great little _____ which helps you find your keys.

Listen

A. Read the questions in the quiz below and try to guess the answers.

eco-QUIZ



1. How long does it take a plastic bottle to biodegrade?

- a. 50 → 100 years
- b. 500 → 1000 years
- c. 5000 → 10,000 years

2. After an oil spill, how much of the oil is usually recovered?

- a. less than 15%
- b. about 50%
- c. more than 60%

3. What will the global population be in 2050?

- a. just under 8 billion
- b. just under 9 billion
- c. just under 10 billion

4. How much water is there on the planet?

- a. less than 1000 years ago
- b. more than 1000 years ago
- c. the same as 1000 years ago

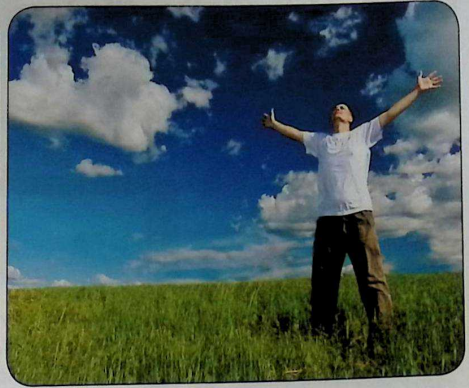
5. Which is worse for the environment?

- a. driving a car
- b. having a dog
- c. buying food that isn't organic

B. Now listen to part of a radio programme and check your answers.

Speak

A. Talk in pairs. Compare the two pictures below. Discuss the ideas given, using the words/phrases in the box.



ideas:

- place/area
- atmosphere
- how people feel
- people's lifestyle
- people's health



urban
rural
close to nature
(not) affected by development
lack of
smog
breathe fresh air

poisonous chemicals
(un)happy
peaceful
hectic
harmful
cause diseases
grow organic food

TIP!

Do not describe the photographs in detail. Briefly compare them and reply according to what you are asked to do.

B. Discuss using the words/phrases in the box.

- What's the place where you live like? Is it similar to either of the pictures above?
- Look at picture A. Who is responsible for air pollution? What should be done about it?

vehicles
factories
government
use less
strict measures

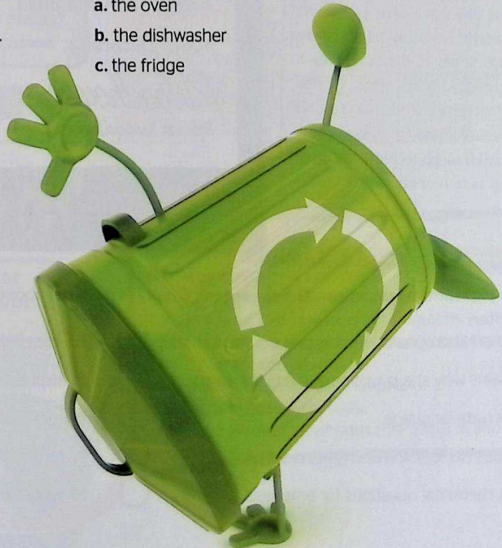
pay fines
ban cars
close down
raise environmental awareness

Listen



You will hear people talking in five different situations. For questions 1-5, choose the best answer a, b or c.

- Why is the mother angry with her son?
 - Because he put his rubbish in the wrong bin.
 - Because he didn't put all his rubbish in the bin.
 - Because he didn't take the rubbish out.
- What are the people talking about?
 - smog
 - acid rain
 - toxic waste
- How is the machine powered?
 - wind power
 - solar power
 - wave power
- What did the girl learn about fossil fuels?
 - They won't last forever.
 - They are bad for the environment.
 - They are difficult to get.
- Which appliance is eco-friendly?
 - the oven
 - the dishwasher
 - the fridge



Write A letter (to the editor) expressing an opinion

A. Discuss.

- Why do you think people write letters to the editors of newspapers and magazines?
- Have you ever read any of these letters?
- Would you consider writing a letter to the editor of a newspaper? Why/Why not?

B. Read the extract from a newspaper article and the letter to the editor below. Do you agree with the writer or not?



Yesterday the mayor of Mayfield announced plans to build a modern shopping centre in Clifton Park. He says it will serve the needs of the residents and also attract shoppers from neighbouring towns. Many people are not happy with this decision. One resident, Mark Wilson, told us, 'We don't need a shopping centre! So many trees will be cut down if the mayor goes ahead with his plans. Clifton Park gives us the oxygen we breathe and it's where our children go to play. We need to save it at all costs.'

Dear Sir/Madam,

I am a concerned resident and I am writing in response to your article about the mayor's plans to build a modern shopping centre in Clifton Park.

First of all, I must agree with the mayor that a shopping centre would be very convenient for everybody. In addition to creating more job opportunities, it would also offer us more options for entertainment. Who would say no to a cinema complex or a food court with different cuisines, for instance?

On the other hand, it is outrageous to even think of destroying Clifton Park. I am very disappointed that the mayor shows such a lack of sensitivity for environmental issues. Air pollution is a growing problem in Mayfield and as Mr Wilson points out, Clifton Park must be saved at all costs. Surely a more suitable location can be found for the shopping centre - for example, the abandoned warehouses behind the train station.

In conclusion, we do not need to destroy Clifton Park in order to build the new shopping centre. If we consider the alternative solutions more carefully, we can find one that is acceptable to everyone in Mayfield.

Yours faithfully,

Paula Woodhouse
Paula Woodhouse

C. Read the following sentences. Tick the ones that apply to the letter above.

The writer:

- | | | | |
|--|-----------------------|---|-----------------------|
| 1. uses an appropriate greeting and signature ending. | ☐ | 6. uses linking words/phrases. | ☐ |
| 2. explains why she is writing in the first paragraph. | ☐ | 7. expresses her opinion in an aggressive manner. | ☐ |
| 3. uses rude language. | ☐ | 8. makes suggestions. | ☐ |
| 4. justifies her opinion and gives examples. | ☐ | 9. refers to specific points made in the newspaper article. | ☐ |
| 5. uses rhetorical questions for emphasis. | ☐ | 10. writes in a formal style. | ☐ |

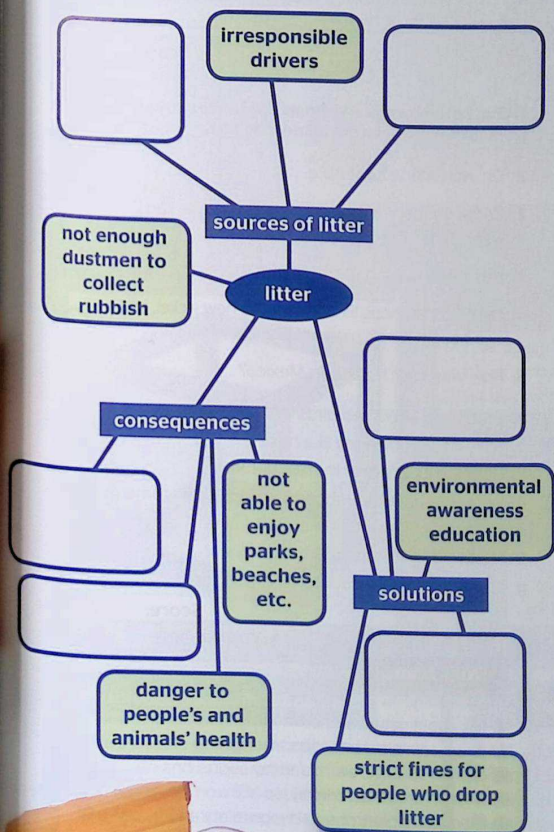
D. Read the writing task below and discuss the questions that follow in pairs or groups. Then complete the mind map. You read this article in a local newspaper. Write a letter to the editor expressing your views on the issue.



According to a survey that was carried out among the residents of our city last month, litter is the number one problem our city faces. It is a fact that streets are overflowing with rubbish and it is even impossible to enjoy our parks and beaches because of the problem. At a protest demonstration held outside the city hall yesterday, one angry protester asked our reporter, 'Whose responsibility is it to keep this city clean? Isn't it time the mayor did something about it?' That is a good question, but aren't we all responsible for keeping our cities clean?

1. Why do you think there is so much litter around?
2. What kind of problems does it create?
3. What do you think can be done about it?

E. Write a letter to the editor of the newspaper expressing your views on the issue described in the article above. Use some of your ideas from activity D.



PLAN

When writing a letter (to the editor of a newspaper, etc.) expressing your opinion, follow the plan below.

GREETING

- Use a formal greeting.
- Dear Sir/Madam, • Dear Editor,

OPENING PARAGRAPH

- Say why you are writing the letter.
- If you are writing in response to an article, refer to the topic/title of it.

MAIN PART (1-2 PARAGRAPHS)

- Focus on one or two aspects of the issue/problem.
- Give your opinion and provide justification and/or examples.
- Make any relevant suggestions.

CLOSING PARAGRAPH

- Summarise your points and end your letter politely.

SIGNING OFF

- Use an appropriate signature ending.
- Yours faithfully,
- Sign underneath and print your full name below your signature.



When writing a letter (to the editor of a newspaper, etc.) expressing your opinion:

- use the appropriate layout and style (formal).
- group related ideas together in paragraphs.
- refer to specific points made in the newspaper article.
- state your opinion clearly.
- use rhetorical questions for emphasis.
- do not be aggressive or rude.
- use linking words and phrases (see pages 31 and 53).



A. Choose a, b or c.

- My dad was attacked by a _____ of bees last summer.
a. swarm b. flock c. school
- Come on, Pete. Don't _____ up. We'll manage to complete the task.
a. use b. end c. give
- I thanked him for the offer but _____ it down.
a. put b. cut c. turned
- He may be a bit annoying but at _____ he gets the work done.
a. latest b. least c. last
- Working out three times a week is _____ to our health.
a. luxurious b. dull c. beneficial
- How will these changes _____ our company?
a. effect b. affect c. form
- In some countries, exhaust _____ are blamed for over 80% of the air pollution.
a. chemicals b. fumes c. fuels
- The _____ of our town has decided to make the pavements wider.
a. mayor b. editor c. protester

Score: / 8

B. Complete the sentences with the correct form of the words in capitals.

- This place is very _____. I always come here to relax. **PEACE**
- Your behaviour is not _____. **ACCEPT**
- The film we saw was very _____. **ENTERTAIN**
- If you want to try something more _____, go trekking. **ADVENTURE**
- Some parents give their children too much _____. **FREE**
- Is this bottle _____? **RECYCLE**
- More _____ measures should be taken to protect the environment. **EFFECT**
- The restaurant provides some nice _____. **TRADITION**

Score: / 8

C. Complete with the correct form of the verbs in brackets.

- I can't afford _____ (buy) a new car yet.
- Fay offered _____ (help) me _____ (finish) my project on alternative energy.
- Chimpanzees are very clever animals. I remember _____ (read) about their intelligence.
- Would you mind _____ (wait) for a few minutes?
- Iris is excited about _____ (take) part in the protest demonstration.
- At the zoo they let you _____ (feed) some of the animals.
- I was amazed _____ (see) how many people turned up at the fundraiser.
- Have you decided where _____ (go) birdwatching next weekend?

Score: / 9

D. Circle the correct words.

- What / How awful weather!
- Alice is so / such a delightful person.
- What / How hot it is today!
- This hotel is so / such luxurious.
- These are so / such impressive paintings.
- What / How beautifully she sings!
- The sea here is so / such shallow.

Score: / 7

E. Rewrite the sentences using the words given.

- It wasn't a good idea to leave your rubbish on the beach (shouldn't)
You _____
- The most logical explanation is that someone stole the paintings from the art gallery. (must)
Someone _____
- It wasn't necessary to ask Paul to come and help us. (need)
You _____
- I think Louise drew the dragon on the wall. (may)
Louise _____

Score: / 8

F. Choose the correct response. There are two extra responses which you do not need to use.

- Oh, no. I made a mistake. ☐
- Come on! Let me borrow your laptop for the weekend. ☐
- He's been playing football from a very young age. ☐
- I went to the shops to buy myself a new jacket, and I also bought Dina's birthday present while I was there. ☐
- How was your holiday in Mexico? ☐
- a. Great! You killed two birds with one stone.
- b. So what? I don't even like him.
- c. Don't worry. It's only human nature.
- d. I'll give it some thought and let you know tomorrow.
- e. So, it comes as second nature to him.
- f. I really need to escape from routine.
- g. It was a once-in-a-lifetime experience.

Score: / 5

TOTAL SCORE: / 45

Now I can...

- ☐ talk about nature and environmental problems
- ☐ group animals using collective nouns
- ☐ express surprise, alarm and joy
- ☐ write an article describing a place
- ☐ express criticism, possibility, certainty and absence of necessity in the past
- ☐ brainstorm ideas using a mind map
- ☐ write a letter (to the editor) expressing my opinion



Discuss:

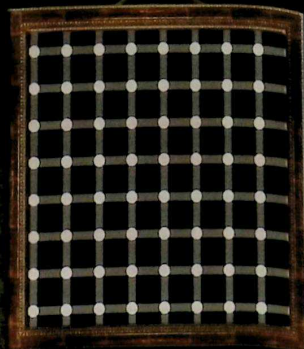
- ▶ Do you think style and the way you look are important? Why/Why not?
- ▶ How important is art in our world today?
- ▶ Do you notice anything strange about the images on this page? Which words from the box would you use to describe them?

optical illusion
deceive
trick on the eyes
geometric shapes
impossible

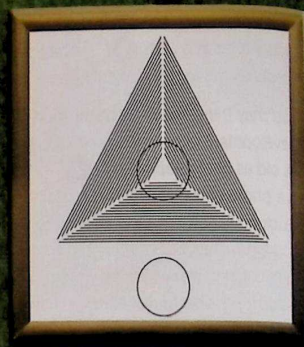
Stare at the
middle wheel.
What happens to
the other wheels?



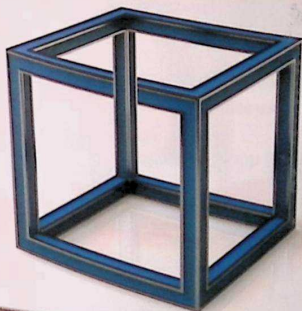
What colour are the dots between the squares?



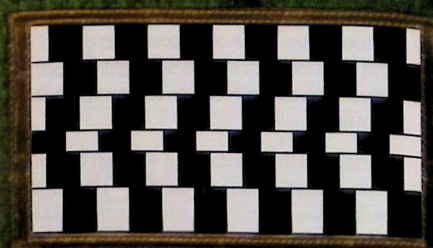
Is the shape in the triangle a circle?



Do you notice
anything strange
about this cube?



Are the lines
parallel to
each other?



Go through the module and find...

- ▶ five people giving their opinion about fashion and appearance
- ▶ a report on how TV could be improved
- ▶ a text about the modern trend of digitally editing photographs
- ▶ a letter asking for advice
- ▶ three artists creating art
- ▶ a text describing unusual works of art

In this module you will...

- ▶ talk about issues related to appearance, fashion and art
- ▶ learn to form opposites of words
- ▶ learn to refer to hypothetical situations in the past
- ▶ learn to ask for and give advice
- ▶ learn to write a letter giving advice
- ▶ learn to express wishes and regret about something in the past
- ▶ learn to write a report suggesting ways to improve something

Read

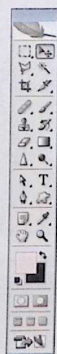
A. Discuss.

- Are you influenced by the way celebrities look?
- Would you change anything about yourself to look like a celebrity?

B. Can you guess what *photo manipulation* is?
Read the text quickly without paying attention to
the missing sentences and check your answers.

Don't believe everything you see...

It is well-known that most photographs of models and celebrities are an unrealistic portrayal of beauty. This is because many of the images have been edited using digital manipulation. Using computer software like Photoshop is so common that the word photoshop has even entered dictionaries as a verb. ① ☐ The pressure to conform to what the media shows to be beautiful influences people's psychology negatively.



You may think that the manipulation of photographs all began with the development of computer software, but photo manipulation is almost as old as photography itself. ② ☐ What you are actually seeing is a photo of the politician John Calhoun with the president's head stuck on it. These early photos were usually changed using ink, paint and airbrushes, but when photo editing software was invented, photo manipulation really took off. ③ ☐ Recent developments have even made it possible to digitally edit moving pictures, making actors in a scene thinner, taller, fatter or smaller.

④ ☐ Obviously, making people look slimmer by 10 kilos, or making their eyes bigger to improve their looks is bending the truth too much. But how about changing the background to suit the colour of a dress, or changing the colour of a model's eyes or hair? Is this acceptable? What about making a model's skin slightly smoother? The point is that everyone has their own opinion about when photo manipulation gets out of hand.

It is important to understand the effect photo manipulation has on people, especially young people. ⑤ ☐ It's harmless enough when girls have their hair cut like a famous actress, but having plastic surgery to change the shape of their nose or to make their lips bigger is more serious. The results are permanent and health risks are high. In some countries a shocking 50% of girls from 16-21 have considered having plastic surgery to become better-looking. However, these girls don't realise that they want to look like someone that isn't actually real.

Some celebrities have started to rebel against photoshopping and have posted pictures of themselves on the Internet, so that people can see how much digital manipulation of photography is happening in the media. In the UK, the British Girl Guide Association has asked for all photoshopped images to be clearly labelled. ⑥ ☐ Perhaps, this way they will realise how fake the media's idea of beauty and perfection is, and appreciate more genuine qualities in themselves.



C. Read the text again. Complete the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use.

- Take the famous portrait of Abraham Lincoln standing at a desk from the 1860s, for example.
- Nowadays, it's very rare to find a photo in a magazine that hasn't been photoshopped in some way.
- They are strongly influenced by the images presented to them in the media, and they enjoy copying a celebrity's look.
- History has shown us that photo manipulation works best on celebrities.
- This would allow people to get a clearer picture of what's real and what's not.
- Most people **disapprove** of photo manipulation because they feel that a photograph should represent reality.
- However, it's important to be aware of the effects these images can have.

D. Match the highlighted words/phrases in the text with their meanings. There are two extra meanings which you do not need to use.

- | | |
|---|--|
| 1. conform ☐ | a. change sth so that it is not exactly true |
| 2. take off ☐ | b. make sth illegal |
| 3. bend the truth ☐ | c. recognise sb's or sth's value |
| 4. rebel ☐ | d. think that sb/sth is not good |
| 5. appreciate ☐ | e. follow other people's rules or ideas |
| 6. disapprove ☐ | f. show, reveal |
| | g. fight against |
| | h. become successful suddenly |

E. Discuss.

- Do you think photo manipulation is wrong? Why/Why not?
- Do you think you will look at pictures of celebrities differently after reading this text?

Grammar

Causative Form

- Our neighbours usually **have their lawn mown** by a gardener.
- Did you **get your car checked out** after the accident you had last week?
- Mr Taylor **isn't having his house painted** by decorators. He's going to do it himself.

Read and complete the sentences using the Causative Form.

- The man at the computer shop fixed Ray's computer.

Ray _____

- Tina won't wash her car herself. She will ask someone at the petrol station to do it.

Tina _____

- The doctor didn't check my eyes.

I _____

- The dentist was cleaning Jimmy's teeth when the dental assistant arrived.

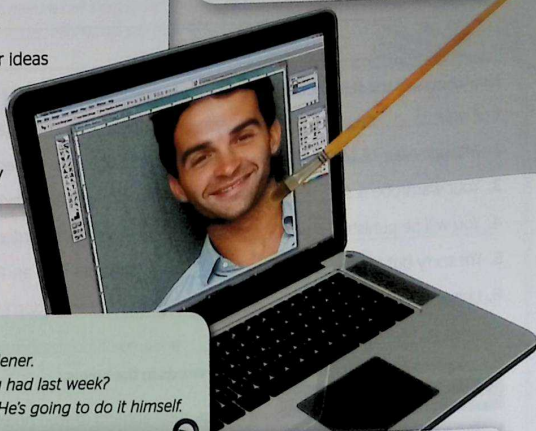
Jimmy _____

- My brother must ask a photographer to take his picture because he needs a new passport.

My brother _____

- A street artist is painting my portrait at the moment.

I _____



Vocabulary

A. Read the Note and complete the table using the words in the box.

NOTE: • The prefix **dis-** is used before adjectives, nouns and verbs to give them the opposite meaning (e.g. like-dislike).
• The prefix **mis-** is used before verbs and means do wrongly or badly (understand-misunderstand).
• The suffix **-less** is used after a noun to form an adjective which means *without* that quality or characteristic (e.g. harm-harmless).

lead meaning obey end organised approve behave worth
inform hope judge satisfied rest spell respect

dis-	mis-	-less
disobey	mislead	meaningless

Now complete the sentences below with the correct form of some of the words from the table above.

- If you _____ in Mr Varney's lesson, you have to stand at the front of the class.
- After an hour of waiting for the fashion show to begin, the audience started to get _____.
- Your wardrobe is so _____. How can you find anything?
- You will be punished if you _____ any of my orders.
- I'm sorry but you've _____ my name. It's with an 'i' not a 'y'.
- I have a(n) _____ list of things to do today. I don't know when I'm going to finish.

B. Complete with the correct form of the words in the boxes.

fake false unreal

- Ryan wanted to dress up as an old man so he wore a(n) _____ beard.
- I thought these jeans were made by a famous designer, but it turns out they're _____.
- It seemed _____ to be talking to someone so famous.

genuine realistic real

- This painting of the seaside is very _____.
- A: Are those _____ flowers?
B: Yes, they're from my garden.

- Is this sculpture a _____ Degas?

beautiful handsome good-looking

- Jeremy has grown into a _____ young man.
- Susan looked _____ on the day she got married.
- Graham and Linda are a _____ couple.

approve agree accept

- I'm writing to _____ your invitation.
- Philip told his mum he wanted to spend all his money on an expensive pair of trainers but she didn't _____ of his idea.
- A: The clothes in this shop are too expensive.
B: I _____ with you on that. Let's go somewhere else.



C. Complete the sentences with the words in the box to form expressions related to appearance and fashion.

casual image victim looks statement into

1. People call her a **fashion** _____ because she wears only the latest fashions.
2. I think Jenny's trying to **make a fashion** _____ with that hat, but she just looks silly.
3. As her mother was a model, it's easy to see where she gets her **good** _____ from.
4. It's not really a good idea to wear _____ **clothes** to a job interview. Something formal would be more appropriate.
5. My dad is amazed to see shirts that he used to wear twenty years ago **coming back** _____ **fashion**.
6. Paul is hoping a new haircut will **improve his** _____.

Grammar

Conditional Sentences Type 3

Mary Hey, nice highlights!

Tina Thanks. I was thinking of dyeing my hair red, but the hairdresser persuaded me not to.

Mary If you **had dyed** it red, it **would have made** you look older. Highlights suit you.

Tina Well, if I **had known**, I **would have done** it earlier.

Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 3.

1. Ellis _____ (wear) a suit if he _____ (know) that the dinner party was formal.
2. If colourful skirts _____ (not come) into fashion last summer, I _____ (not buy) one.
3. My brother _____ (not gain) weight if he _____ (not stop) exercising.
4. We _____ (avoid) being misunderstood if someone _____ (tell) us the correct word in French.
5. If you _____ (ask) me for advice on how to change your appearance, I _____ (suggest) going shopping together.
6. If Linda _____ (inform) the hotel manager that she was dissatisfied with her room, he _____ (move) her to another one.

Listen

Listen to five people talking about clothes and appearance and match the speakers 1-5 with the statements a-f. There is one extra statement which you do not need to use.



Speaker 1



Speaker 2



Speaker 3



Speaker 4



Speaker 5

- a. I changed my lifestyle in order to improve my image.
- b. I bought clothes but never wore them.
- c. If I had taken someone's advice, I would have made a mistake.
- d. I hate it when people borrow my clothes.
- e. I would have got in trouble if I had changed my appearance.
- f. I borrowed something and didn't remember to give it back.



Vocabulary

Read the sentences and match the phrasal verbs in bold with their meanings.

1. I **fell out with** James after he broke my MP4 player and we haven't spoken since.
2. Who do you think I **take after**, my mother or my father?
3. When Steve has a problem, he usually **turns to** his best friend Kyle.
4. The two friends sat down after the argument to try and **work out** their differences.
5. The only person who **stood by** me throughout my illness was my cousin, Jim.
6. Many young boys **look up to** famous football players and try to copy them.
7. Alan and Richard have many arguments but they usually **make up** in the end.
8. When David told Fay the bad news, she just **broke down** completely.

- a. look or behave like an older member of your family
- b. admire or respect sb
- c. lose control and start crying
- d. have an argument with sb and no longer be friendly
- e. think and find a solution
- f. go to sb for help or advice
- g. become friends again
- h. continue to support sb even in a difficult situation

Speak

ROLE PLAY

Talk in pairs.

Student A: Choose one of the situations, explain the problem to Student B and ask him/her for advice. Use the words/phrases in the boxes.

I've got a problem with... and I'd like your advice.
I don't know what to do about...
I need your advice about something that's troubling me.
What can/should I do about...?
What would you do if you were me?
How should I deal with the situation?

Student B: Listen to Student A's problem and give him/her advice. Use the words/phrases in the boxes.

I think you should / had better...
If I were you, I'd...
Why don't you...?
It would be a good idea to...
If I were in your shoes, I would...



- When you need more time to think about what to say, use phrases like: 'Well, let's see now' or 'Well, let me think'.
- Help each other if one of you gets stuck by asking a question, for instance.

1 You and your family live in an area where there are a lot of wealthy people, but you are not wealthy. The kids at your school are always talking about their new clothes and gadgets. Hearing them makes you feel miserable.

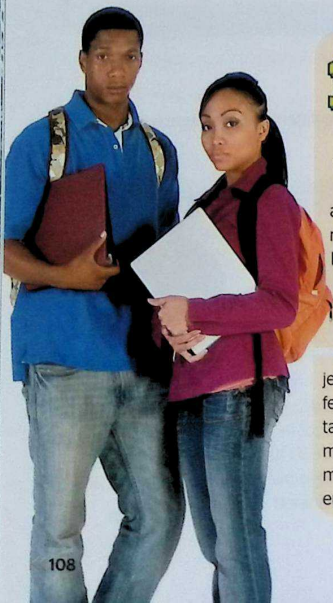
jealous
feel rejected
take no notice of
more/less fortunate
make true friends
enjoy life

2 Your best friend has become addicted to playing video games. He plays for more than six hours every day. He never wants to do anything else and no longer hangs out with you. His addiction is starting to affect his schoolwork as well. You are worried about him and believe that he is harming himself.

regret starting
give up
stand by and support
professional help

3 Your teacher has asked you to present a project you worked on to the whole school. You feel too nervous and afraid to give this presentation and refuse, but your teacher insists.

insecure
practise in front of mirror
get over fear
feel confident
become more mature
sense of achievement



Write A letter giving advice

A. Discuss.

- Do you read advice columns in magazines? Why/Why not?
- Do you think the advice they give is useful? Why/Why not?

B. Read the letter below, which a girl wrote to an advice column of a magazine. What advice would you give her?

Dear Agnes,

I need your advice about something that is troubling me. My problem is my mother. She doesn't let me dye my hair. I feel like I need a change of look and I think red hair would really suit me, but my mother absolutely refuses to even discuss it. She says I've got beautiful healthy hair and there's no reason to change it. Most of my friends at school have had their hair dyed or highlights done and they look great. I'm the only one stuck with plain brown hair. It's so unfair! What can I do to get my mum to change her mind?

Troubled in Birmingham



C. Now read the advice given to the girl and compare it to the advice you would give her. Do you think Agnes' advice is helpful?

Dear Troubled,

I understand how you feel; feeling good about our looks is important! Lots of teens fall out with their parents over fashion and dress codes. Here are some tips to help you deal with your problem.

First of all, try to reassure your mother that a change of hair colour will not necessarily affect your whole image. Next, if I were in your shoes, I'd make an effort to meet her halfway; maybe a different shade of brown or a red that is not too shocking.

Your mother might also be worried about the chemicals dyes contain and how they can harm you. You should tell her that you can use a colour shampoo that won't damage your hair. If you explain to her that it also washes out quite quickly, you might just be able to persuade her to let you try.

I hope my advice will be of some help. But in any case, remember you won't be a teenager forever. You have your whole life ahead of you to make your own decisions.

Good luck!
Agnes

D. Read the letter below Andy wrote to an advice column of a magazine and write back to him giving him advice.

My problem is that since I got a part-time job, I've stopped working out at the gym. As a result, I've gained 10 kilos. Besides the fact that my clothes don't fit me any more, I feel very self-conscious. I've always been sensitive about my weight because I take after my dad and I tend to be on the heavy side. While surfing the Net, I found a great raw food diet, which includes lots of vegetables and fruit and promises results. But when I told my mum about it, she told me to forget it. She says I need three balanced meals a day and refuses to let me cut out meat and carbohydrates. I feel helpless and don't know who to turn to for advice. I'd really appreciate your help.

Andy from Swansea

PLAN

When writing a letter giving advice, follow the plan below.

GREETING

- ① Use the person's first name or pseudonym.

OPENING PARAGRAPH

- ① Refer to the problem and say why you are writing. Use phrases like:

- I was sorry to hear that you've got problems.
- I understand what you're going through.
- I hope the following advice will help you.
- I've given your problem a lot of thought and I've come up with a solution.
- Here are some tips to help you deal with your problem.

MAIN PART (1-2 PARAGRAPHS)

- ① Give your advice and make suggestions. Use phrases like:

- If I were in your shoes, I'd...
- Maybe you should/shouldn't...
- I strongly advise you to...
- How/What about...?
- One thing you can do is...

CLOSING PARAGRAPH

- ① Make a final comment. Use phrases like:

- I hope everything goes well. Good luck!
- Let me know how everything turns out.
- I'm sure you'll work something out.
- There's no need to panic. You'll get over it.
- I hope I've been of some help to you.

SIGNING OFF

- ① Use a signature ending and your first name below that.

TIP!

When writing a letter giving advice:

- address the person you are writing to in a friendly way and use informal language.
- make various suggestions to help solve the problem.
- start a new paragraph for every major point.
- use appropriate expressions to give advice and make suggestions.
- use linking words/phrases to list the different points.

Read

A. Discuss.

- How often do you visit art galleries?
- Do you know of any famous works of art?

B. Read the text quickly and answer the question. Choose a, b, c or d.

What is the purpose of this text?

- a. to encourage the reader to take up art as a hobby
- b. to criticise the works of installation artists
- c. to show the pros and cons of installation art
- d. to educate the reader about installation art

Installation Art

Think of the last time you visited an art gallery. Did any of the following cross your mind? 'If only art weren't so boring!' 'I wish I hadn't come here.' 'Paintings, paintings! If only artists would create something more exciting!' Well, times are changing. A growing number of artists have chosen to challenge the traditional concept of art - they believe that artists should be permitted to express their creativity in any way they please, and they should have the opportunity to exhibit their works in all environments.

This desire for artistic freedom gave rise to a form of art called 'installation art' which first became popular in the late 1960s. The primary goal of installation art is to change the viewer's perception of space by transforming the ordinary into something quite extraordinary. Installation artists use a wide range of materials to create their works; from sticks and foam to chairs and cars. But they also reject the traditional idea that art is only visual, and people who experience their artworks often have to use a variety of senses, like hearing, touch and smell.

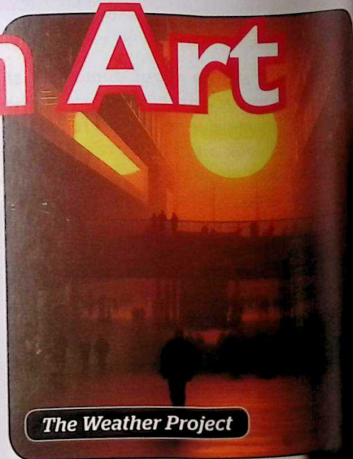
In 2003, in the main hall of the Tate Modern in London, artist Olafur Eliasson installed a glowing sun and an enormous mirror on the ceiling. The room was also filled with a mist made of sugar and water. The installation was called *The Weather Project* and if you had visited the Tate Modern at the time, you would have seen many visitors lying on the floor and looking up at their reflections on the ceiling.

Sometimes, artists are asked to stage their installations in public areas; these are known as 'public art'. *The Traffic Light Tree* (1998) by French sculptor, Pierre Vivant, is a famous example. This unusual tree-like structure stands eight metres tall and features seventy-five sets of blinking traffic lights. The tree is situated in Canary Wharf, one of London's main financial centres, and its flashing lights are intended to represent the energy and rhythms of the surrounding area.

Installation artists often use their works of art to convey a message. In 2009, Brazilian artist, Nele Azevedo, created an installation called *Melting Men*. The aim of the installation was to draw attention to the destructive impact of global warming on our environment. *Melting Men* consisted of a thousand little men made of ice, which Azevedo placed sitting on the steps of a Berlin concert hall, only to be turned into a puddle a while later - their rapid disappearance serving as a warning to humanity. The *Melting Men* installation has since been exhibited in a number of cities, including Paris, Florence, Havana and São Paulo.

Since 2006, anonymous artists in Melbourne, Australia, have been delighting the locals with their imaginative *crate man* installations. As the name implies, crate men are figures made entirely from brightly-coloured milk crates. These comical creations have appeared at various locations across the city: one was found fishing beside a creek; another was discovered climbing a fence, and one particularly impressive installation featured two crate men climbing a skyscraper!

Like it or hate it, installation art is here to stay, and will no doubt continue to surprise and entertain us for years to come.



The Weather Project



The Traffic Light Tree



Melting Men

C. Read again and answer the questions. Choose a, b, c or d.

- What is the main purpose of installation art?
 - to make people see the world differently
 - to confuse the viewer
 - to encourage people to visit art galleries more often
 - to encourage artists to be more creative
- What did visitors to *The Weather Project* at the Tate Modern do?
 - recreate different weather conditions
 - look at themselves in a huge mirror
 - lie on the floor and look at the sunlight on the ceiling
 - walk around drinking sugar and water
- Why did Pierre Vivant create *The Traffic Light Tree*?
 - to try and combine nature with city life
 - to show the effect of cars in the city centre
 - to try and show how busy the area can be
 - to try and attract visitors from the surrounding area
- What was the purpose of Azevedo's *Melting Men*?
 - to entertain people at a Berlin concert hall
 - to raise awareness of an environmental issue
 - to show how art isn't harmful to the environment
 - to prove that installations can be installed in various places
- Which statement isn't true about crate men?
 - Crate men are made of old crates that used to carry milk.
 - We don't know the artists who make them.
 - You can find crate men in different places.
 - People have started getting fed up with the appearances of crate men.

D. Find words/phrases in the text and match them with the definitions below.

- idea (para. 1): _____
- allowed (para. 1): _____
- put in a public place for people to look at (para. 1): _____
- strong wish (para. 2): _____
- change the form of sth (para. 2): _____
- an image in a mirror or on a shiny surface (para. 3): _____
- located (para. 4): _____
- make people notice (para. 5): _____
- a powerful effect (para. 5): _____
- people in general (para. 5): _____

E. Discuss.

- Which of the installations mentioned in the text appeals to you the most and why?
- Would you like to visit some art installations? Why/Why not?

Grammar

wish / if only

wish / if only + Past Simple

- I wish / If only I **lived** closer to the city centre.

wish / if only + could + infinitive

- I wish / If only I **could draw** as well as my sister.

wish / if only + would + infinitive

- I wish / If only you **wouldn't keep** telling me what to do.

wish / if only + Past Perfect Simple

- I wish / If only I **hadn't stepped** in that puddle.
Now both my feet are wet.

Rewrite the sentences starting with the words given.

- I'd love to be able to buy that painting but I can't.
I wish _____
- I hate it when my brother listens to music while I'm trying to sleep.
I wish _____
- Yesterday I had a fight with my best friend and now I feel bad about it.
If only _____
- Unfortunately, I was ill last Saturday and I missed the concert.
I wish _____
- My sister never comes to art galleries with me. I hate that.
If only _____

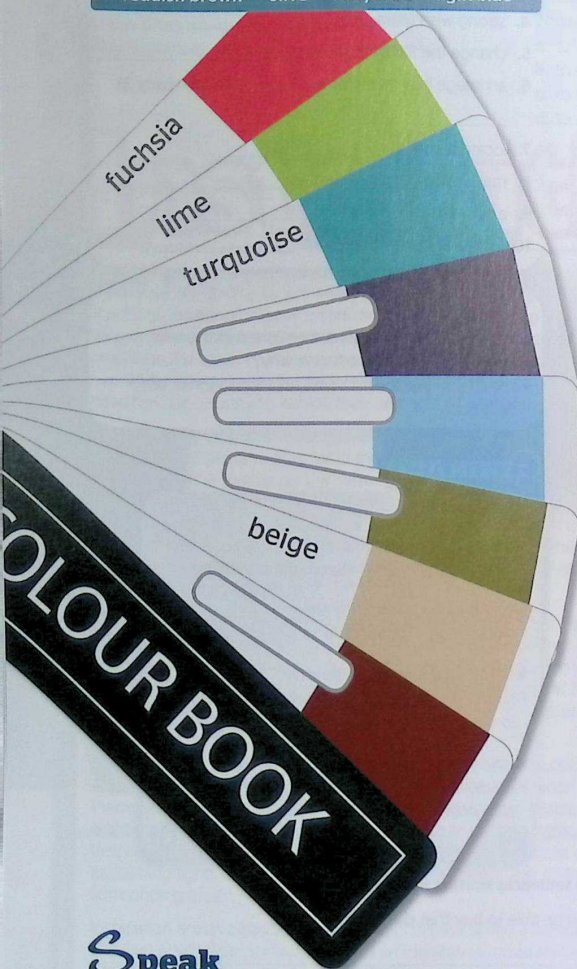


Crate Man

Vocabulary

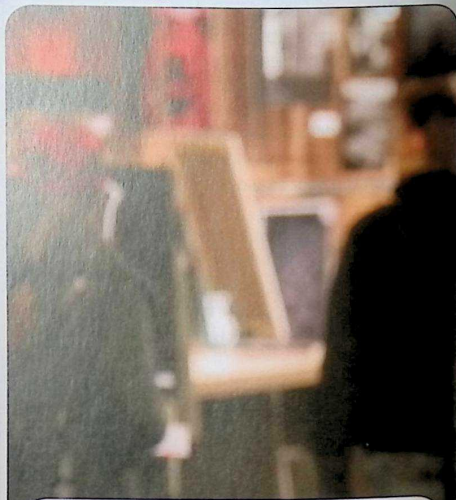
Look at the colours below and complete the blanks with the words in the box.

reddish brown olive navy blue light blue



Listen

Listen to a conversation between a man and a woman, Glen and Jane, at an art gallery and read the statements. Write T for True or F for False.



- Glen thinks modern art is a waste of time and money. ☐
- Jane is impressed by the way modern artists think. ☐
- Jane had a different attitude towards art in the past. ☐
- Glen had a bad experience during an art lesson. ☐
- Both Glen and Jane think some modern artists are tricking people into paying money. ☐
- Jane wants to get something from the gift shop. ☐

Speak

A. Look at the different forms of art shown below and discuss the questions.



POTTERY



SCULPTURE



PHOTOGRAPHY



JEWELLERY MAKING



ORIGAMI

- What does each of these forms of art involve?
- Which of them appeals to you most? Why?
- How creative are you? Would you consider taking up any of these as a hobby? Why/Why not?

craft	skill	subject	design	clay	handmade
decorate	pattern	carve	statue	lens	flash
precious stones/metals	ring	earrings	necklace	bracelet	
brooch	paper model	fold	shape		

B. Talk in pairs. Look at the three artists shown below. What can you say about their work? Discuss using the ideas given.



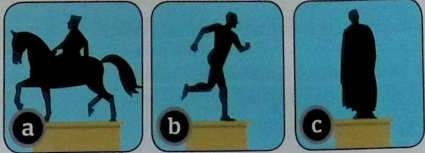
ideas:

- equipment needed
- training needed
- difficulty
- where work can be seen/shown/exhibited
- most popular/unpopular form of art

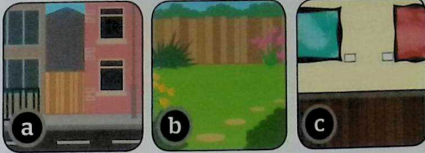
Listen

You will hear people talking in five different situations. For questions 1-5, choose the picture which answers the question correctly.

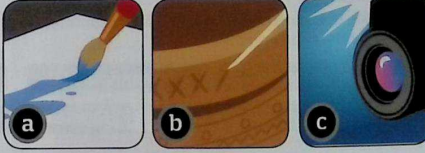
1. Which statue are they looking at?



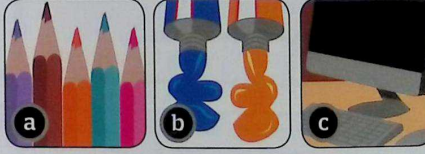
2. Where are the people?



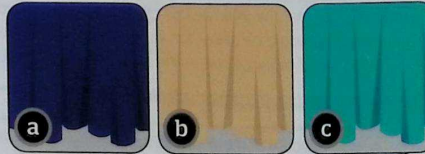
3. What is the girl's hobby?



4. What did the man use to make the picture?



5. What colour curtains does the girl decide to get?



Write A report

A. Discuss.

- Do the students at your school publish a school magazine or newspaper? If yes, what is it like? If not, would you like your school to have one?
- What features should a good school magazine or newspaper have?

B. Read the writing task below and underline the key words.

Your school publishes the monthly magazine *The Riverside Messenger*. The head teacher of your school has asked students to write a report on the magazine and suggest in what ways it can be improved.

C. Think about the writing task and answer the questions. Choose a or b.

- Who are you writing the report for?
 - a peer
 - a superior
- Why are you writing it?
 - to discuss why the magazine is not successful
 - to recommend how to make the magazine better
- What style should it be written in?
 - formal
 - informal

D. Now read the report below and choose the appropriate heading for each paragraph.

Student involvement

Becoming digital

Conclusion

Introduction

New features



To: Brian Marshal, Head Teacher of Riverside Secondary School

From: Michelle Hamilton

Subject: The Riverside Messenger

1.

This report focuses on some aspects of our school magazine, The Riverside Messenger, which need to be improved in order to update it and make it more appealing.

2.

It is a fact that the Internet has changed the way people get informed nowadays. As a result, an online version of the magazine would be easier for students to access than its printed form. It would also make the magazine available to parents and other people in the Riverside community.

3.

A large majority of the students believe that The Riverside Messenger should have more variety. For example, discussion forums, chat rooms and a place for students to publish their projects and artwork are just a few ideas of what could be added to the online version of the magazine.

4.

Last but not least, more students should be involved in all stages of the publication process, for example when deciding on the topics, when writing up the articles or when working on the design. If we go online, a lot of students from ICT classes would be motivated to volunteer their help and ideas.

5.

To sum up, I believe that if the above recommendations are carried out, The Riverside Messenger online will be a huge success.

E. The information in a report is usually presented in an impersonal, formal way. One way of doing this is by using the Passive Voice. Rewrite the report below in the Passive Voice to make it more formal and suggest an appropriate heading for each paragraph.

To: Board of Directors of Bedford TV
From: Tom Edison
Subject: Suggestions on how to improve the quality of Bedford TV



1. _____

This report describes what we must do to improve the quality of the local TV channel, Bedford TV.

2. _____

To start with, we must do something about the long commercial breaks. We need to limit them considerably.

3. _____

In addition, we should add more variety to the daily programme. Specifically, people have asked for more entertainment programmes.

4. _____

Finally, we should broadcast a special news report with local news only once a day. We will attract new viewers that way.

5. _____

To sum up, if we carry out the suggestions I have made, we will improve the quality of Bedford TV considerably.

F. Read the writing task below and discuss the questions that follow in pairs or groups.

Your teacher has asked you to write a report about your classroom and suggest ways in which you could make it more pleasant.

1. Think about your classroom. What two or three features do you want to focus on?
2. What heading would you use for each of the features you have chosen?
3. What specific suggestions do you have to make about each of these features?

G. Now write your report using your ideas from the activity above.

PLAN

When writing a report, follow the plan below.

- Write the following at the top:

To:
From:
Subject:

INTRODUCTION

- State what the report is about. Use phrases like:

- The aim/purpose of this report is to...
- This is a report on...
- This report describes / focuses on / deals with...

MAIN PART (2-4 PARAGRAPHS)

- Give Information and expand on the points you want to make.
- Make recommendations/suggestions.

CONCLUSION

- State your overall impression/opinion. Use phrases like:

- All in all...
- To sum up...
- On the whole...
- In conclusion...
- In my opinion...
- From my point of view...



When writing a report:

- keep in mind who you are writing the report for and why so that you write in an appropriate style: formal if you are writing it for a superior or semi-formal if you are writing for a peer group.
- choose three or four of your ideas and organise them into separate paragraphs for every major point.
- use headings to indicate what topic each paragraph focuses on.
- present the information in an impersonal, formal way. One way of doing this is by using the Passive Voice.

A. Circle the correct words.

1. Sandra was wearing a beautiful gold **bracelet** / ring on her wrist.
2. A **triangle** / square has got three sides.
3. I don't like dark colours so I don't want to buy a navy / light blue jumper.
4. I've always been self-**sensitive** / **conscious** about being chubby.
5. Tony **criticised** / **challenged** Frank to a game of tennis.
6. We were **disorganised** / **dissatisfied** with the service at the restaurant.
7. We need to find more ways to **motivate** / **desire** students to participate in school events.
8. I never buy bags made of **realistic** / **genuine** leather. I'm against killing animals for such a purpose.

Score: / 8

B. Complete with the correct prepositions.

1. The soldiers carried _____ their orders successfully.
2. Dina is very upset and she doesn't know who to turn _____ for help.
3. Mandy's singing career had just began to take _____.
4. Paul looks _____ to his older brother, Mike.
5. Ann just loves drawing attention _____ herself. She's such a show-off!
6. Harry has stood _____ me through many difficult times. That's why he's my best friend!

Score: / 6

C. Rewrite the following sentences using the Causative Form.

1. Rita will ask a famous designer to make her a dress.
Rita _____
2. Dr Roberts should fix that tooth of yours.
You _____
3. Allison hired a gardener to plant some new trees in her garden.
Allison _____
4. My mother always prepares breakfast for me.
I _____
5. The travel agent is organising our trip to Asia.
We _____

Score: / 10

D. Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 3.

1. If we _____ (not help) George, he _____ (never / finish) on time.
2. John _____ (buy) a car if he _____ (have) enough money.
3. If Karen _____ (disobey) her parents, she _____ (get) in serious trouble.
4. The burglar _____ (not get) caught if the old woman _____ (not see) him.

Score: / 8

E. Read the situations below and write sentences using wish or if only.

1. I didn't wear comfortable shoes today and now my feet hurt.

2. Can't my sisters stop making so much noise? I want to study.

3. Tina spends all her money on clothes, which is a problem.

4. I woke up early because I had to go to work and I was exhausted for the rest of the day.

Score: / 8

F. Choose the correct response. There are two extra responses which you do not need to use.

1. I have to study for three exams and I'm so stressed out. ☐
2. I didn't lie to you. ☐
3. Mary got the highest mark in the exam because she cheated. ☐
4. I'm planning on getting some highlights done. ☐
5. If only people would do something to help save the environment! ☐

- a. Come on, meet me halfway.
- b. Well, bending the truth is the same thing!
- c. That's so unfair!
- d. Yeah, the situation is getting out of hand.
- e. I understand what you're going through.
- f. I wish you wouldn't.
- g. You're right. I wouldn't want to be in your shoes.

Score: / 5

TOTAL SCORE: / 45

Now I can...

- ☐ talk about issues related to appearance, fashion and art
- ☐ form opposites of words
- ☐ refer to hypothetical situations in the past
- ☐ ask for and give advice
- ☐ write a letter giving advice
- ☐ express wishes and regret about something in the past
- ☐ write a report suggesting ways to improve something

Exam Practice p. 139

Song 4 p. 145



Module 1

► Present Simple vs Present Progressive

We use the Present Simple:	We use the Present Progressive:
- for permanent states. <i>Sam works in a bank.</i> - for habits or actions that happen regularly. <i>I always eat an egg for breakfast.</i> - for general truths. <i>Water boils at 100°C.</i> - for an action that takes place according to a schedule. <i>My plane leaves at 12 o'clock.</i>	- for temporary states. <i>I'm taking a language course this month.</i> - for actions happening at the moment of speaking. <i>The dog is eating now.</i> - for future arrangements. <i>We're visiting Ireland this summer.</i> - with adverbs of frequency (constantly, always, etc.) to express annoying habits. <i>He is always leaving his clothes on the floor!</i>

TIME EXPRESSIONS

PRESENT SIMPLE	PRESENT PROGRESSIVE
usually, always, often, occasionally, hardly ever, etc. every day/week, etc. in the morning/spring, etc. on Mondays/Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, at the moment, at present today, these days this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

► Stative Verbs

The following verbs are **not** normally used in **progressive tenses**. They are called **stative verbs**.

- Verbs of the senses:** feel, see, hear, smell, taste, notice, seem, look (= seem), etc.
- Verbs of emotions and preferences:** love, hate, like, dislike, want, need, prefer, mind, etc.
- Verbs of perception and opinion:** think (= believe), believe, know, understand, remember, forget, hope, mean, imagine, etc.
- Other verbs:** be, have (= possess), own, belong, cost, etc.

NOTE: Some stative verbs can be used in progressive tenses, but with a different meaning.

- think** (= process in one's mind)
I'm thinking about my summer holidays.
- see** (= meet, visit)
He's seeing the doctor tonight.
- have** (= drink, eat, take)
She's having dinner with a friend.
- taste** (= try food)
Mum's tasting the soup to see if it's ready.
- look** (= see)
Why are you looking at me?

NOTE: The verbs **see, hear, smell, taste** and **feel** are commonly used with **can** to indicate an action happening now.

I can hear a strange noise coming from the kitchen.

► Comparatives and superlatives of adjectives and adverbs

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.

All one-syllable and most two-syllable adjectives take -er/-est	<i>short - shorter - shortest happy - happier - happiest big - bigger - biggest</i>
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective	<i>interesting - more interesting - most interesting</i>
All one-syllable adverbs and early take -er/-est	<i>fast - faster - fastest early - earlier - earliest</i>
Adverbs with two or more syllables take: more + adverb / most + adverb	<i>carefully - more carefully - most carefully</i>

IRREGULAR COMPARATIVE AND SUPERLATIVE FORMS

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good/well	better	best
bad/badly	worse	worst
little	less	least
far	farther/further	farthest/furthest
many/much	more	most

► Other forms of comparison

- less + adjective/adverb + than**
*The jumper is less expensive than the shirt.
Terry sings less terribly than his sister.*
- the least + adjective/adverb + of/in**
This is the least interesting book in the world!
- as + adjective/adverb + as**
*The skirt is as colourful as the shirt.
Kelly runs as fast as Sheila.*

- **not as/so + adjective/adverb + as**
The jumper isn't as expensive as the shirt.
Kelly doesn't run as/so fast as Sheila.
- **comparative + and + comparative**
The car was going faster and faster.
- **The + comparative..., the + comparative**
The more you study, the more you learn.

NOTE: To emphasise a comparative we use the words **much, a lot, rather, a bit, even** and **far**.
She's much prettier than her friend Sally.

Past Simple

We use the Past Simple:

- for actions that started and were completed at a specific time in the past.
I went out with Jim yesterday.
- for habitual or repeated actions in the past.
Mary often went fishing with her dad when she was a child.
- for completed actions that happened one after the other in the past.
He opened the door, got in quietly and turned on the lights.
- for permanent situations in the past.
I lived in London for 20 years.

TIME EXPRESSIONS
yesterday, in 1980, etc. two hours ago, five years ago, etc. last night/week/Sunday/March, etc. then, the day before yesterday

NOTE: For a list of irregular verbs go to page 129.

Used to

We use **used to** to talk about something that happened regularly in the past, but no longer does.

We used to go rollerblading every afternoon when we were young.
I didn't use to like cherries, but now I do.

be/get used to + -ing form

- **be used to + -ing form** = be accustomed to doing something
I'm not used to staying up late on weekdays.
Are you used to getting up at 6am every day?
- **get used to + -ing form** = become accustomed to something
A: I can't get used to living by myself.
B: Don't worry. You'll get used to it.

Module 2

Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an, one** in the singular form and **some, any, (a) few**, etc. in the plural.

Certain nouns are always in the plural form.

- **people, clothes, goods, police** (usually)
His clothes are always clean.
- All nouns that consist of two parts: **glasses, trousers, jeans, sunglasses, scissors**, etc. We use the expression **a pair of** to express quantity with these words.
Angie wears glasses.
George has bought two new pairs of jeans.
- Words such as **family, team, group, audience, class, government, crew** are **collective nouns** and may take either a singular or a plural verb without a change in meaning.
Tina's family is rich. Tina's family are on holiday.

Uncountable nouns

Uncountable nouns are only used with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some, any, much, little, a lot of**, etc.

Uncountable nouns usually describe:

food	meat, sugar, cheese, butter, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, etc.
ideas/situations	love, help, freedom, time, etc.
natural phenomena	rain, snow, etc.
some concrete nouns	baggage, furniture, money, luggage, traffic, business, etc.

- With uncountable nouns which state **food** or **liquid**, we can use the following expressions to show quantity:
bottle, cup, glass, can, slice, piece, loaf, carton, box, packet, kilo, litre, bar, bowl, etc. + **of**
a loaf of bread four cartons of milk
- The words **hair, light, glass, wood, rain, experience** can also be used as countable nouns in the plural form, with a difference in meaning.

Steve's hair is dark.	There are dog hairs on the sofa.
My room doesn't get much light .	The lights are on, but there's nobody home.
This isn't a diamond ring, it's just glass .	Have you seen my glasses anywhere?
This table is made of wood .	Would you like to go for a walk in the woods ?
My sister likes walking in the rain .	How often do the rains come in Thailand?
Have you got any previous work experience ?	We had some fascinating experiences when we visited China.

Quantifiers

some / any / no

- **some + uncountable / plural countable nouns** in affirmative sentences and in questions when we offer something or ask for something politely.

There is some orange juice in the fridge.

Would you like some chips?

Could I have some coffee?

- **any + uncountable / plural countable nouns** in questions and negative sentences.

Is there any orange juice in the fridge?

There aren't any chips on the table.

- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.

There is no cheese in the fridge. = There isn't any cheese in the fridge.

many / much / a lot (of) / lots (of) / plenty (of)

- **many + plural countable nouns** mainly in questions and in negative sentences.

How many people were at the meeting yesterday?

I didn't see many people from work there.

- **much + uncountable nouns** mainly in questions and in negative sentences.

How much sugar do you need?

I didn't manage to learn much information from him.

- **a lot (of) / lots (of) / plenty (of) + uncountable / plural countable nouns** mainly in affirmative sentences.

There were a lot of people at the party.

Have some more food. There's lots of spaghetti left.

(a) few / (a) little

- **(a) few + plural countable nouns:** a few has a **positive** meaning whereas **few** has a **negative** meaning.

I need a few more things from the supermarket.

Very few people disagreed with him.

- **(a) little + uncountable nouns:** a little has a **positive** meaning whereas **little** has a **negative** meaning.

There's still a little cake left in the fridge. Have some.

There's very little time left. Hurry!

NOTE: For emphasis we can use:

- **very, so, too + little / few**

There's very little milk in my coffee.

- **only + a little / a few**

He's got only a few friends.

- **Some, any, much, many, a little, a few, a lot, lots, plenty** can also be used without nouns, as pronouns.

Have you got any money? No, I haven't got any.

We didn't buy any bread. We've got plenty.

Relative Clauses

Relative clauses are introduced by relative pronouns (**who, which, that, whose**) and the relative adverb (**where**).

PRONOUNS	
PEOPLE	who/that
THINGS / ANIMALS / IDEAS	which/that
POSSESSION	whose
ADVERB	
PLACE	where

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

She's the girl who/that lives next door.

The book (which/that) you bought is on the desk.

NOTE: • **Who, which and that** can be omitted when they are the object of the verb in the relative clause. **Whose** and **where** cannot be omitted or replaced with **that**.

- In **formal language** prepositions appear at the beginning of the relative clause.

In **informal language** they appear at the end of the relative clause.

The chair on which I'm sitting isn't very comfortable. (formal)

The chair (which/that) I am sitting on isn't very comfortable. (informal)

Non-defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.

Mr Brown, who is our Geography teacher, is quite old.

Our car, which cost us a lot, keeps breaking down.

NOTE: • **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses; neither can we use **that** instead of them.

- Prepositions usually appear at the beginning of non-defining relative clauses.

This cupboard, in which I keep my old toys, hasn't been cleaned for ages.

- **Which** may also refer to a whole sentence.

He offered to give me a lift, which was very kind of him.



► Past Progressive

We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past
Karen was cooking dinner at 6 o'clock yesterday evening.
- to set the scene in a story.
It was early in the evening and it was raining heavily.
- for actions that were happening at the same time in the past. In this case we usually use **while**.
While I was doing the washing-up, my brother was vacuuming.

► Past Simple - Past Progressive Time clauses (when, while, as, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.
As/While/When they were walking in the forest, they saw a bear.
I was having a bath when the lights went out.

NOTE: • We use **as soon as** with the **Past Simple**.
As soon as we arrived on the island, we ran to the beach.

Module 3

► may / might / could

- We use **may / might / could + bare infinitive** to express possibility in the present or future.
He could/may/might be at home now.
- We use **may not / might not + bare infinitive** to express lack of possibility in the present or future.
We may not/might not go to the party tonight.

► must / can't

- We use **must + bare infinitive** to express a **positive deduction** about the present or future.
My parents must be at work now.
- We use **can't + bare infinitive** to express a **negative deduction** about the present or future.
You can't be serious.

► must / have to / need to

- We use **must + bare infinitive** to express **personal obligation** in the present.
I must finish this by tonight. (= I say so)

- We use **have to + bare infinitive** to express **external obligation** in the present.
You have to drive on the left when you're in England. (= It's the law)

NOTE: • **Must** and **have to** are used for the present; for the past and the future we use the forms of **have to**, expressing either personal or external obligation.
When I was at school, I had to wake up at 7 o'clock every morning.
We'll have to work really hard to finish this project.

- We use **need to + bare infinitive** to express **necessity** in the present or future.
I need to know how many people will be at the party.

► mustn't / can't

- We use **mustn't/can't + bare infinitive** to express **prohibition**.
You mustn't / can't park here. (= You aren't allowed to)

► don't have to / don't need to / needn't

- We use **don't have to / don't need to / needn't + bare infinitive** to express lack of obligation/necessity in the present or future.
You don't have to call us again. (= It isn't necessary)
She doesn't need to buy us presents.
You needn't worry. Everything is under control.
- We use **didn't have to/didn't need to + bare infinitive** to express absence of necessity in the past (something wasn't necessary, but it is not clear if it was done or not).
I didn't have to/didn't need to pick up the kids from school.

NOTE: **Need** means that something is necessary. It is used:

- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by a **full infinitive** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **bare infinitive** and forms the negative and question form without auxiliary verbs.

AFFIRMATIVE	QUESTIONS
I need to go. He needs to go.	Do I need to go? / Need I go? Does he need to go? / Need he go?
NEGATIVE	
I don't need to go. / I needn't go. He doesn't need to go. / He needn't go.	

Ⓛ would rather

Would rather + bare infinitive is used to express **preference** in the present or future. It is usually followed by **than**. Its negative form is **would rather not**. In spoken English the short form is commonly used (I'd rather, you'd rather, etc.).

*I'd rather listen to pop music than rock.
I'd rather not have any salad, if that's OK?*

Ⓛ had better

We use **had better + bare infinitive** to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should/ought to*. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English the short form is commonly used (I'd better, you'd better, etc.).

*You'd better ask a doctor about it.
You'd better not lie to me again.*

Ⓛ should / ought to

Should / Shouldn't + bare infinitive refers to the present or future and is used:

- to ask for or give **advice**.
*Should I apologise to John for shouting at him?
You shouldn't eat so much sugar.*
- to express an **opinion**.
She should be more careful when she drives.
- to make a **suggestion**.
You should go to that new restaurant. It's fantastic!
- to express mild **obligation**.
You should go to work on time.

NOTE: • **Should** can be replaced with **ought to** in all of the above examples.
*You ought to go to that new restaurant. It's fantastic!
You ought not to eat so much sugar.*

Ⓛ Present Perfect Simple

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've lost my sunglasses.
- for actions that happened in the past and their results are obvious in the present.
Derek has washed his car.
- for actions which were completed a short time ago (usually with **just**).
I've just bought this CD. Do you like it?

TIME EXPRESSIONS

always, ever, never, before, so far, yet, already, just, once, twice, for, since, how long, recently, etc.

NOTE: For a list of irregular verbs go to page 129.

NOTE: • **have/has gone** means that someone has gone somewhere and is still there.

Joan has gone to the gym. (She's still there).

• **have/has been** means that someone has visited a place but has come back.

Joan has been to China. (Now she's back).

Ⓛ Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
• for actions that happened in the past, but we don't say when exactly. <i>I have tasted Mexican food.</i>	• for actions that happened at a definite time in the past. We say when. <i>I tasted Mexican food last night.</i>
• for actions that started in the past and are still happening in the present. <i>Ted has worked as a waiter for two years. (=he is still working).</i>	• for actions that started and were completed in the past. <i>Ted worked as a waiter when he was a student.</i>

Ⓛ since/for

We use the **Present Perfect** with **for** and **since** for actions that started in the past and continue up to the present.

since + a point in time It refers to the time when the action started.	<i>I've had this car since 2001.</i>
for + a period of time It refers to the duration of the action.	<i>I've had this car for ten years.</i>
Present Perfect Simple + since + Past Simple To indicate when an action which started in the past and continues up to the present started.	<i>Julia has changed jobs three times since she came to Luton.</i>

Ⓛ Present Perfect Progressive

We use the **Present Perfect Progressive**:

- for actions which started in the past and continue up to the present.
The children have been watching TV for four hours.
- for actions which were happening for a period of time in the past and may have finished, but their results are obvious in the present.
He's exhausted. He's been cleaning the house all day.

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

► Present Perfect Simple - Present Perfect Progressive

We use the Present Perfect Simple:	We use the Present Perfect Progressive:
to emphasise the result of an action. <i>I've called him three times this morning.</i>	to emphasise the duration of an action. <i>I've been calling him since 9 o'clock.</i>

Module 4

► Future will

We use the **Future will** for:

- predictions, usually with *perhaps* or after the verbs **believe, think, hope, expect, be sure**, etc.
I'm sure she'll pass the exam.
- promises.
I'll never do that again.
- offers and requests.
I'll drive you to the station. Will you help me clean the kitchen?
- threats or warnings.
Don't say that again or I'll punish you.
- on-the-spot decisions.
I won't buy it; it's too expensive.

► Future be going to

We use the **Future be going to** for:

- future plans.
Ron is going to study astronomy.
- predictions based on evidence.
Look at that runner; he's going to win the race.

FUTURE TIME EXPRESSIONS

tomorrow, tonight
next month/year/week/Tuesday, etc.
this month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

► Future Perfect Simple

We use the **Future Perfect Simple** for:

- actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present Simple**.
He'll have finished reading the book before you arrive tomorrow.

TIME EXPRESSIONS

by + a point in time, by the time, by then, before, etc.

► All / Both / Neither / None / Either

- All** is used for more than two people or things. It is used in affirmative sentences and takes a plural verb.
Anna, Mary and Chris are going to a concert. They are all very excited. / All of them are very excited.
- Both** is used for two people, things, etc. It is used in affirmative sentences and takes a plural verb.
Bill and Ted are cousins. Both of them are in a team. / They are both in a team.
- Neither** is used for two people, things, etc. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
Patty and Monica want to get a cat. Neither of them have/has had a pet before.
- None** is used for more than two people, things, etc. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
All my friends love pop music. None of them likes/like jazz.
- Either** is used for two people, things, etc. It means one or the other (it doesn't matter which of the two).
*A: Should we order Italian or Chinese?
B: Either. I don't mind.*

► Double conjunctions

Double conjunctions (both...and, either...or and neither...nor) link two words or phrases in the same sentence.

- Both... and** is used for two people or things, always with a plural verb.
Both my sister and my brother go to secondary school.
- Either... or** is used for two people, things, etc. and can take a singular or a plural verb.
Either she was too busy or she didn't want to come.
- Neither... nor** is used for two people or things and has a negative meaning. The verb can be singular or plural.
Neither Mary nor Jim like/likes tennis.

► Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths/facts.

If/When you press the button, the machine starts.

► Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

IF-CLAUSE	MAIN CLAUSE
If + Present Simple	Future <i>will</i>
	Modal Verbs (can, may, might, must, should)
	Imperative

If I see James, I'll give him his book back.

If you want a dog, you must promise to take care of it.

If you go to the supermarket, buy some milk.

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple	would/could + infinitive

If I won the lottery, I would buy a farm in the country.

You could lose some weight if you went on a diet.

NOTE: • In Conditional Sentences Type 2 *were* is often used instead of *was* in the if-clause in all persons.

If I were rich, I would live in a luxurious house.

- We use **If I were you** to express an opinion or to give advice.

If I were you, I wouldn't buy it.

- **Unless** can be used instead of **if... not...** in all conditional sentences.

I won't buy this car unless you agree (= I won't buy this car if you don't agree).

- When the **if-clause** comes before the **main clause**, the two clauses are separated by a comma.

Module 5

Past Perfect Simple - Past Perfect Progressive

We use the Past Perfect Simple:	We use the Past Perfect Progressive:
• for an action which was completed before a specific time in the past. <i>They had had dinner by 8 o'clock.</i> • for an action which was completed before another action in the past. We use the Past Perfect Simple for the action that happened first and the Past Simple for the action which followed. <i>John had done all his shopping by the time we met.</i>	• for an action in progress up to a specific moment or another action in the past. <i>We had been waiting for hours when the bus finally arrived.</i> • for an action the results of which were obvious later on in the past. <i>Kelly was exhausted yesterday because she had been studying all afternoon.</i>

TIME EXPRESSIONS	
before + point in time by + point in time before, after, when, by the time	before + point in time by + point in time before, after, when, how long, since, for

NOTE: For a list of irregular verbs go to page 129.

Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.

Irina said, 'Tina is on the phone.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

Irina said that Tina was on the phone.

NOTE: • We use **say** when there is no indirect object.

'I can't fix the car,' he said.

He said that he couldn't fix the car.

- We use **tell** when there is an indirect object.

'I'll be late, Tom,' she said.

She told Tom she would be late.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb **come** changes to **go**.

*'I like **your** new bike,' said Ian.*

*Ian said that **he** liked **my** new bike.*

*Kelly said, 'I'll **come** to the cinema with you.'*

*Kelly said she would **go** to the cinema with me.*

- When the reporting verb (say or tell) is in the Past Tense, we usually make the following changes:

Present Simple → Past Simple

Karen said, 'I want to buy a new car.'

Karen said (that) she wanted to buy a new car.

Present Progressive → Past Progressive

Alan said, 'I'm having a shower.'

Alan said he was having a shower.

Past Simple → Past Perfect Simple

Lars said, 'I saw a bear behind the tree.'

Lars said he had seen a bear behind the tree.

Present Perfect Simple → Past Perfect Simple

Tim said, 'I've seen the Loch Ness monster.'

Tim said he had seen the Loch Ness monster.

Present Perfect Progressive → Past Perfect Progressive

Andy said, 'I've been waiting for an hour.'

Andy said he had been waiting for an hour.

will → would

Dan said, 'I'll call you later.'

Dan said he would call me later.

can → could

Mina said, 'I can show you the way.'

Mina said she could show me the way.

may → might

Paula said, 'I may go to Brazil.'

Paula said she might go to Brazil.

must → had to

Jim said, 'You must work hard.'

Jim said I had to work hard.

Conditional Sentences Type 1 → Conditional Sentences Type 2

Diane said, 'If we take a taxi, we'll get there quicker.'

Diane said if they took a taxi, they would get there quicker.

now → then

Mandy said, 'I'll talk to him now!'

Mandy said she would talk to him then.

today, tonight → that day, that night

Tom said, 'We're meeting Tim today.'

Tom said they were meeting Tim that day.

yesterday → the previous day / the day before

Danny said, 'I visited my lawyer yesterday.'

Danny said he had visited his lawyer the previous day.

this morning/year, etc. → that morning/year, etc.

Mark said, 'I haven't eaten anything since this morning.'

Mark said he hadn't eaten anything since that morning.

here → there

Eric said, 'I saw it here.'

Eric said he had seen it there.

tomorrow → the next day / the following day

Sally said, 'I'm flying to Paris tomorrow.'

Sally said she was flying to Paris the following day.

ago → before

Ben said, 'I bought this car two days ago.'

Ben said he had bought that car two days before.

last week/month, etc. → the previous week/month, etc. the week/month, etc. before

Dave said, 'I called Mandy last week.'

Dave said that he had called Mandy the previous week.

next week / month, etc. → the following week / month, etc.

Gary said, 'I'll return the book next week.'

Gary said he would return the book the following week.

NOTE: • These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.

'I enjoy cooking,' Simon said.

Simon said (that) he enjoys cooking.

'I will move to Dublin next year,' Eric says.

Eric says he will move to Dublin next year.

• The Past Perfect and the verbs *could*, *might*, *should*, *would* and *used to* do not change in Reported Speech.

• The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.

▶ Reporting verbs

There are a number of reporting verbs used in Reported Speech.

• **verb + full infinitive** (agree, offer, promise, refuse, threaten, etc.)

'I'll wash the car for you,' said Ryan.

Ryan offered to wash the car for me.

• **verb + object + full infinitive** (advise, allow, ask, beg, encourage, invite, order, remind, warn, etc.)

'You should drive more carefully,' Mark said Tina.

Tina advised Mark to drive more carefully.

• **verb + -ing form** (apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)

'Let's go to the cinema,' said Kathy.

Kathy suggested going to the cinema.

• **verb + that-clause** (admit, agree, announce, complain, deny, explain, inform sb, promise, suggest, etc.)

'You never listen to me,' he said.

He complained that I never listened to him.

▶ Reported Speech (Questions)

• We usually introduce reported questions with the reporting verbs **ask**, **wonder** and the expression **want to know**.

• Reported questions follow the word order of affirmative sentences.

'Why did you go to the doctor?' he asked.

He asked me why I had gone to the doctor.

• If the direct question begins with a question word, the reported question also begins with the same question word.

'Where are you going?' she asked.

She asked me **where** I was going.

- If the direct question does not begin with a question word, the reported question begins with **if** or **whether**.
'Did you enjoy the concert?' he asked.
He asked me if/whether I had enjoyed the concert.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

Reported Speech (Commands and Requests)

- We commonly use **tell, beg, command, advise, warn** or **order** when we report commands and **ask** when we report requests.
- The Imperative changes to **full infinitive** or **not + full infinitive**.
'Sit down, Rex,' said Dan.
Dan told Rex to sit down.
'Don't tell anyone, please,' Laura said.
Laura asked me not to tell anyone.

NOTE: • When the request is in question form, in Reported Speech it changes to full infinitive.
'Will you open the door, please?' Vicky said.
Vicky asked me to open the door.

Module 6

Passive Voice I

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **be** in the appropriate form and the **past participle** of the verb of the sentence. The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

NOTE: We usually omit the agent:

- when the action interests us more than the agent.
The bank was robbed! (by someone who we do not know)
- when we don't know the agent.
English is spoken in Australia. (by people)

Active Voice

Subject **Verb** **Object**
Anna bought a bag.

Passive Voice

Subject **Verb** **Agent**
A bag was bought by Anna.

PRESENT SIMPLE	PAST SIMPLE
I am called	I was called
Are you called?	Were you called?
They aren't called	They weren't called
PRESENT PERFECT SIMPLE	PAST PERFECT SIMPLE
I've been called	I'd been called
Have you been called?	Had you been called?
They haven't been called	They hadn't been called
FUTURE WILL	MODAL VERBS
I'll be called	I can be called
Will you be called?	Should you be called?
They won't be called	They mustn't be called

NOTE: For a list of irregular verbs go to page 129.

Verbs with two objects

Some verbs (**give, offer, send**, etc.) usually take two objects in the active voice, the direct (thing) and the indirect (person):
They offered Tracy some flowers.

The Passive Voice can be formed in two ways:

- **indirect object as subject + verb be + past participle + direct object**
Tracy was offered some flowers.
- **direct object as subject + verb be + past participle + to + indirect object**
Some flowers were offered to Tracy.

Passive Voice II

- We form the **Progressive tenses** in the Passive Voice with the appropriate form of the verb **be + being + the past participle of the main verb**.

PRESENT PROGRESSIVE	PAST PROGRESSIVE
I am being called	I was being called
Are you being called?	Were you being called?
They aren't being called	They weren't being called

- The verbs **make, see, hear**, etc. are followed by a **bare infinitive** in the Active Voice but in the Passive Voice they are followed by a **full infinitive**.
My mum made me eat the whole soup. →
I was made to eat the whole soup.
- Verbs like **believe, consider, know, expect, report, say, think, understand**, etc. which are followed by a that-clause in the Active Voice, form the Passive Voice in two different ways.
People think that hooliganism is a serious problem in our society. →
It is thought that hooliganism is a serious problem in our society.
Hooliganism is thought to be a serious problem in our society.

► Clauses of Result

We use **Clauses of Result** to express the result of an action or a conclusion.

- **so + adjective/adverb + (that)**
He was so bored (that) he left before the end of the film.
- **such + (a/an) + (adjective) + noun + (that)**
It was such a hot day that we all went swimming.

NOTE: • We say **so + much/many**, but **such a lot of**.
• *That can be omitted, especially in spoken English.*

► Clauses of Concession

We use **Clauses of Concession** to express **contrast** or **opposition** to the main clause.

- **although / even though + subject + verb**
Although / Even though he was starving, he didn't take any of the food they offered him.
- **in spite of / despite + noun + -ing form**
Despite the heavy rain, it was very hot.
In spite of feeling afraid, Jim went on the roller coaster.
- **in spite of / despite + the fact + that-clause**
He went dancing in spite of / despite the fact that he had a terrible headache.

► Clauses of Purpose

We use **Clauses of Purpose** to show the purpose of an action.

- **so as (not) to / in order (not) to**
She spoke quietly in order not to / so as not to wake up the baby.
- **so that + can / may / will** (present / future time reference)
You should work hard now so that you can take some time off in the summer.
- **so that + could / might / would** (past time reference)
Henry took his car to the garage so that the mechanic could take a look at it.

Module 7

► Infinitive

We use the **full infinitive (to + base form of the verb)**:

- to express purpose.
He called to wish me happy birthday!
- after certain verbs: *afford, agree, appear, arrange, choose, decide, forget, hope, learn, manage, need, offer, plan, pretend, promise, refuse, seem, tend, try, want, would like, would love, etc.*
Laura needs to buy a new car.

- after the objects of certain verbs: *advise, allow, encourage, expect, invite, order, persuade, remind, teach, tell, etc.*
It was Glen who persuaded me to apply for this job.

- with **too** and **enough**.
The soup is too hot to eat.

- after the structure **it + be + adjective**.
It's difficult to read his handwriting.

- after certain adjectives: *afraid, surprised, free, happy, ready, sorry*.
At last he was free to do what he wanted.

- after verbs followed by a **question word** (who, what, which, where, how, **but not why**)
Have you decided where to go for your holidays?

We use the **bare infinitive** (base form of the verb **without to**):

- after modal verbs (*can, could, will, would, should, may, might, must*).
Can you tell me what's wrong?
We may go to the cinema tonight.
- after the verbs **let** and **make**.
Fay always makes me laugh.
My brother doesn't let me drive his car.
- after **would rather** and **had better**.
I'd rather go to the cinema tonight.
You'd better tell me the truth.

NOTE: We can use the verb **help** with a bare or full infinitive.
I always help my mother clean the house.
I always help my mother to clean the house.

► -ing form

We use the **-ing form** (base form of the verb + **-ing**) as a noun. We use **-ing forms**:

- as subjects.
Fishing can be very relaxing.
- after certain verbs: *like, love, hate, enjoy, prefer, consider, continue, stop, finish, start, keep, avoid, begin, imagine, practise, suggest, risk, spend (time), etc.*
Ken just finished washing the car.
- after certain expressions: *don't mind, can't stand, be interested in, it's worth, how about, can't help, feel like, there's no point in, it's no use, it's no good, be/get used to, etc.*
Louis is interested in taking up a language course.
- after prepositions (for, of, about, without, etc.).
Helen is thinking of buying a new car.
That knife is for cutting meat, not cheese.
- after the verb **go** to indicate physical activities.
We go skiing every year.

NOTE: • The verbs **like, dislike, love, hate, start, begin**, are followed by a **full infinitive** or an **-ing form** without any significant difference in meaning.
I like playing/to play the guitar in the evening.

• The verbs **stop, forget, regret, try** and **remember** are followed either by a **full infinitive** or an **-ing form**, but with a different meaning:

▶ We use **remember/forget/regret + ing** when we refer to something that has already happened.

I remember returning the book.

I'll never forget meeting them.

I regret shouting at her.

▶ We use **remember/forget/regret + full infinitive** when we remember/forget/regret something before doing it.

I'll remember to go to the supermarket.

Don't forget to lock the door.

I regret to say that I can't make it tonight.

▶ We use **try + ing** when we want to express that we will experiment on something and **try + full infinitive** to say that we'll make an effort to do something.

Try drinking some tea. It'll make you feel better.

I'll try to finish this project today.

▶ We use **stop + ing** when the action was stopped and not repeated and **stop + full infinitive** when the action was interrupted, but probably continued afterwards.

Ken stopped watching the news.

Ken stopped to watch the news.

• We use **must + have + past participle** to express a **positive deduction** about the past.

I must have left my wallet at home.

• We use **can't/couldn't + have + past participle** to express a **negative deduction** about the past.
You can't/couldn't have met their parents. They live in the US.

• We use **needn't + have + past participle** to express **absence of necessity** in the past (something wasn't necessary, but it was done).
You needn't have brought anything. (= It wasn't necessary, but you did.)

• We use **would rather + have + past participle** to express preference about the past.
I'd rather have gone shopping than sightseeing. It was tiring.

• We use **should + have + past participle** to express **regret** about something that didn't happen in the past.
We should have come home earlier.
It's also used to express **criticism** about somebody's behaviour.
You should have called me and let me know you weren't coming.

• We use **shouldn't + have + past participle** to express **regret** about something that happened in the past.
I shouldn't have borrowed money from Larry.
It's also used to express **criticism** about something somebody has done.
Danny shouldn't have told you that. It was supposed to be a secret.

Module 8

▶ Causative Form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else to do it for us.

We painted the house last month.

(We did it ourselves.)

We had/got the house painted last month.

(A painter did it.)

The **causative form** is formed as follows:
subject + have/get + object + past participle

Present Simple: *I have my car fixed.*

Present Progressive: *I'm having my car fixed.*

Past Simple: *I had my car fixed.*

Past Progressive: *I was having my car fixed.*

Future will: *I'll have my car fixed.*

Present Perfect Simple: *I've had my car fixed.*

Past Perfect Simple: *I had had my car fixed.*

Modal Verbs: *I must have my car fixed.*

▶ Exclamatory Sentences

We use **exclamatory sentences** to give emphasis to the meaning of the adjective/adverb or noun.

• **how + adjective / adverb**

How wonderful! How beautifully she sings!

• **what + (a/an) + (adjective) + noun**

What a beautiful day!

• **so + adjective/adverb**

It was so funny! He plays the piano so well!

• **such + (a/an) + adjective + noun**

He's such an unusual man!

▶ Modal verbs + have + past participle

• We use **may/might + have + past participle** to express possibility in the past.

I may/might have seen the film, but I'm not sure.

• We use **could + have + past participle** to express that something was possible in the past but didn't eventually happen.

You were lucky. You could have been hurt.

NOTE: • The interrogative and negative forms of the Present Simple and the Past Simple are formed with the auxiliaries *do/does* and *did*.
How often do you have your hair cut?
Sue didn't have her hair cut yesterday.

• In informal language we can use *get* instead of *have*.
I must get the TV set repaired.

• If we want to mention who performs the action, we can add *by + agent* at the end of the sentence.
She always has her hair dyed by a hairdresser.

Conditional Sentences Type 3

- We use Conditional Sentences Type 3 to talk about unreal situations in the past. They usually express **regret** or **criticism** about something that happened in the past.

if-clause	Main clause
If + Past Perfect	would, could, might + have + past participle

If I had been more careful, I wouldn't have had an accident.

Wish / If only

- We use **wish/if only + Past Simple** to make a **wish** about a present situation which we would like to be different.
I wish you didn't have to go tomorrow. (= But you have to).

NOTE: We usually use **were** instead of **was**.
I wish this course were easier.

- We use **wish/if only + could + bare infinitive** to express **regret** about something we cannot do at present.
I wish I could speak Italian.
- We use **wish/if only + would (not) + bare infinitive** to express **annoyance** or **dissatisfaction** concerning a present situation (the subject of *would* must be different from the subject of *wish*).
I wish my neighbour would stop playing loud music every night.
If only it would stop raining.
- We use **wish/if only + Past Perfect Simple** to express **regret** about something that happened or didn't happen in the past.
I wish I had taken a torch with me. I can't see a thing.

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	lie	lay	lain
begin	began	begun	light	lit	lit
bend	bent	bent	lose	lost	lost
bite	bit	bitten	make	made	made
bleed	bled	bled	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken	mow	mowed	mown/mowed
bring	brought	brought	pay	paid	paid
build	built	built	prove	proved	proven/proved
burn	burnt/burned	burnt/burned	put	put	put
burst	burst	burst	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
deal	dealt	dealt	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shake	shook	shaken
dream	dreamt/dreamed	dreamt/dreamed	shine	shone	shone
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sink	sank	sunk
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	smell	smelt/smelled	smelt/smelled
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt/spelled	spelt/spelled
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	spill	spilt/spilled	spilt/spilled
get	got	got	spread	spread	spread
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung	hung	sting	stung	stung
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
lead	led	led	wear	wore	worn
leap	leapt/leaped	leapt/leaped	win	won	won
learn	learnt/learned	learnt/learned	write	wrote	written
leave	left	left			

III Writing reference

1b An informal e-mail

An informal e-mail is usually sent to a friend, a relative or an acquaintance. Note the layout below:

Subject: a brief phrase that indicates what the content of the e-mail is.

Greeting: on the left-hand side of the page. Put a comma after the name.

Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs.

Signing off: on the left-hand side of the page. Use your first name.

The diagram shows an email interface with the following fields and content:

- To: eileen728@yahoo.com
- From: karen341@freenet.com
- Subject: Birthday Party

The body of the email contains:

Dear Eileen,

[Several blank lines for the main text]

Hope to see you soon,
Karen

An informal letter

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

Greeting: on the left-hand side of the page. Put a comma after the name.

Dear Betty,

Indent paragraphs: start the first line of each paragraph under the comma.

Signing off: towards the middle of the page (e.g. Love, Best wishes). Don't forget the comma followed by your first name written underneath.

92 Park Lane
Epsom
Surrey KT18 2LR
18 June 20....

Your address: on the right-hand side of the page (not always necessary).

Date: below the address.

Love,
Jill



A formal letter

A formal letter is written to someone you don't know personally and it is usually of a business nature. Note the layout below:

Position of the person you are writing to and/or name of company (start one line below the date).

Address of the person or company you are writing to.

Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).

Signing off: on the left-hand side of the page, followed by a comma.

Your signature and your full name clearly written underneath.

92 Park Lane
Epsom
Surrey KT18 2LR

18 June 20...

Your address: on the right-hand side of the page (without your name).

Date: below the address, leaving a blank line in between.

The Personnel Manager
Waterstones Bookstore
103 Brunswick St
Canterbury
Kent KT20 68R

Dear Sir or Madam, / Dear Mr Jones,

Blank lines for the body of the letter.

Paragraphing: You can indent or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.

Yours faithfully, / Yours sincerely,

Jill Thomas (Ms)

Module 1

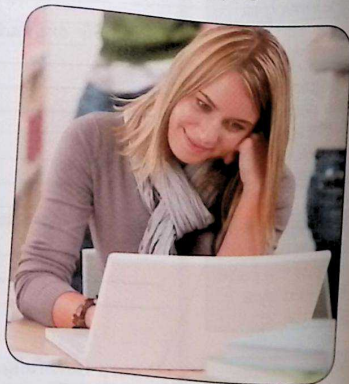
A. Read the text below and choose the correct word for each space.

The computer is one of the most important (1) _____ of the 20th century. Some people (2) _____ that they cannot live without them while others are not very fond (3) _____ them.

Using a computer has many advantages. First of all, computers help users organise and save (4) _____. Thanks to developments in technology, computers can process information (5) _____ than the human brain can. This way users can save a lot of time. Secondly, users can (6) _____ songs, films and games on their computers and enjoy them whenever they want. Those who have access to the Internet, can download information and also keep (7) _____ touch with family and friends through e-mails or even (8) _____ online.

Unfortunately, there are some drawbacks as well. Computers make us dependent on them. Instead of thinking about how to solve a problem, people (9) _____ to finding solutions the easy way, on the Internet, with just a few (10) _____ of the mouse. In addition, sitting in front of a computer screen for hours can cause health problems (11) _____ as eye strain. Lastly, computers that are connected to the Internet are at risk. They can get viruses that can destroy all the programs or (12) _____ information.

- | | | | |
|------------------|---------------|---------------|-----------------|
| 1. a. highlights | b. inventions | c. facilities | d. programs |
| 2. a. thinks | b. thinking | c. think | d. are thinking |
| 3. a. on | b. with | c. of | d. about |
| 4. a. software | b. data | c. viruses | d. sites |
| 5. a. as fast | b. fast | c. the faster | d. a lot faster |
| 6. a. install | b. store | c. attach | d. paste |
| 7. a. with | b. to | c. on | d. in |
| 8. a. discuss | b. chat | c. mention | d. explain |
| 9. a. used | b. get use | c. are used | d. use |
| 10. a. signals | b. taps | c. scrolls | d. clicks |
| 11. a. for | b. such | c. that | d. like |
| 12. a. shut | b. lose | c. delete | d. undo |



B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- Mike really likes playing football. **KEEN**
Mike _____ football.
- Andy is improving at his job. **AND**
Andy is getting _____ at his job.
- Paola didn't use to be so outgoing. **THAN**
Paola is _____ to be.
- Sandra still doesn't know how to use her new mobile. **USED**
Sandra is still _____ her new mobile.
- I need to speak to you. **WORD**
I need to _____ you.
- Erin thought of the perfect solution. **CAME**
Erin _____ the perfect solution.
- Rita disappointed me yesterday afternoon. **LET**
Rita _____ yesterday afternoon.
- If you keep exercising, you'll get fit. **MORE**
The _____ you'll get.

Module 2

A. Here are some sentences about two best friends. Complete the second sentence so that it means the same as the first. Use no more than three words.

1. Laura always makes Sandra laugh as she's very funny.

Laura's got a great _____ and always makes Sandra laugh.

2. Laura and Sandra have got the same interests.

Laura has got many things _____ with Sandra.

3. Last week the girls were watching a documentary about skateboarding and they decided to take it up.

The girls decided to take up skateboarding last week _____ they were watching a documentary about it.

4. Laura went shopping and when she saw a red skateboard, she immediately bought it.

Laura bought a red skateboard as _____ she saw it in the shops.

5. Laura and Sandra don't know any skateboarding tricks.

Laura and Sandra aren't _____ with any skateboarding tricks.

6. A friend taught the girls a difficult trick.

The girls learnt a trick _____ is difficult from a friend.

7. They didn't let Laura and Sandra enter the skatepark without knee pads.

Laura and Sandra weren't _____ enter the skatepark without knee pads.

B. Complete the blanks in the text with one word.

ACTION WOMAN

When Tom Cruise refused the leading role in the action film *Salt*, (1) _____ people believed the film would ever be made. However, the producers decided to find a female star for the role. In the end, they chose an actress (2) _____ was fast becoming an action film legend, Angelina Jolie, and she didn't let them down. She worked extremely hard to get (3) _____ shape and become strong and quick for her fight scenes. She trained every day and followed a special diet to gain muscle without losing (4) _____ weight. She also practised all sorts (5) _____ martial arts like Muay tai and Krav maga for two hours, three to four times a week. Most of the stunts in the film are performed by her, so very (6) _____ work had to be done by a stuntperson. For some actors that is (7) _____ of the question, but not for her. Angelina loves doing action scenes and she is definitely not someone terrified (8) _____ heights. However, she got quite a (9) _____ bruises during filming and she also had an accident. She told everyone she was fine, but her trainer managed (10) _____ take her to the hospital (11) _____ doctors checked her out. Fortunately, she was OK and was back at work the next day. She is definitely one of the most professional actors working today and this becomes obvious when you see *Salt*, (12) _____ is a fantastic action film.



Module 3

A. Choose a, b, c or d.

- I had a quick look around the shopping centre, but I _____ anything I like so far.
a. didn't see b. don't see c. haven't been seeing d. haven't seen
- I can't find my mobile. It's not in my bag, but it _____ in my other bag at home.
a. has been b. might be c. have to be d. was
- We _____ here for almost an hour! Why are you late?
a. have been waiting b. waited c. wait d. are waiting
- You _____ buy a new car. This one is always having engine problems.
a. better b. 'd rather c. ought to d. need
- You've been working all day. You _____ be very tired.
a. ought b. could c. can d. must
- _____ go to the Italian restaurant for dinner tonight?
a. Would you rather b. Have you c. Should you d. Do we
- I _____ to get my receipt from that shop. Should I go back and get it?
a. have forgotten b. forgot c. have been forgetting d. forget
- We _____ get moving if we want to get some shopping done. The shops close in an hour.
a. 'd rather b. ought c. could d. 'd better
- A: It's about time! Where _____?
B: Nowhere. I just woke up late.
a. have you gone b. have you been c. have you been going d. did you go
- You _____ come over to help me with my project. I've already finished it.
a. needn't b. can't c. mustn't d. 'd better not

B. Complete the blanks with the correct form of the words in capitals.

Calling all (1) _____
 Metrocentre is now open! It's the perfect place for the (2) _____ shopping spree or for people who love to shop till they drop. We have many great shops with up-to-date gadgets, (3) _____ clothes, trendy shoes... And every month certain shops will offer special (4) _____ on products. This month, you'll find some great deals on footwear and accessories. We also have many cafés and restaurants in the food court. They all provide wonderful (5) _____ and offer a wide variety of delicious food and refreshments, all at very (6) _____ prices. Metrocentre is right in the middle of the city centre, a very convenient (7) _____. We have four levels of parking and there are bus stops and an underground station very close by. The main (8) _____ can be found at 250 West Finlay Street. Don't forget to check out our website for (9) _____ on the best ways to get to Metrocentre. The website also provides useful information about all the shops and restaurants for your (10) _____.

SHOP
OCCASION

FASHION
PROMOTE

SERVE
REASON
LOCATE

ENTER
INSTRUCT

CONVENIENT

Module 4

A. Choose a, b, c or d.

Mnemonics

Are there times when you wish your memory was better? Well, if you (1) _____ to improve your memory, you can try some of these memory techniques. They are quite

(2) _____, So, (3) _____ sure you read carefully.

First of all, you can use acronyms. An acronym is an invented combination of letters, with each letter acting as a key to an idea or word you need to remember. For instance, if you had to remember the five Great Lakes in the United States,

you (4) _____ the acronym 'HOMES': Huron, Ontario, Michigan, Erie and Superior.

Besides (5) _____, you can also use acrostics, invented sentences where the first letter of each word reminds you of something. For example, to remember the points

on a compass (North, East, South, West) you can use the following sentence: Never

Eat Sour Watermelons. (6) _____ is more, rhymes and songs, where you have

(7) _____, repetition, melody and rhyme can also help your memory. Do you

remember using this last technique to learn the alphabet?

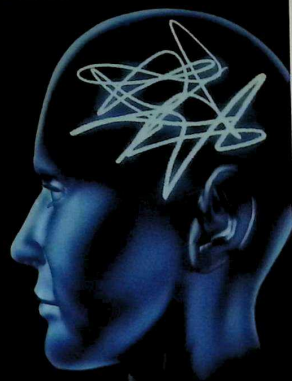
Of course there are many more memory techniques which you can use. For now, try

using some of the above next time you have to sit (8) _____ an exam. I'm sure you

(9) _____ very well in it. And keep in mind that (10) _____ of the mnemonic

techniques are useful, but just like every (11) _____ in your body, the more you use

your brain, the stronger it becomes. It's (12) _____ to you!



- | | | | |
|----------------------|--------------|--------------------|---------------|
| 1. a. wanted | b. want | c. would want | d. will want |
| 2. a. relevant | b. careless | c. effective | d. motivating |
| 3. a. be | b. make | c. do | d. give |
| 4. a. use | b. will use | c. used | d. could use |
| 5. a. that | b. those | c. these | d. the |
| 6. a. Which | b. What | c. Where | d. There |
| 7. a. lyrics | b. revision | c. roots | d. legends |
| 8. a. in | b. on | c. for | d. to |
| 9. a. will have done | b. will do | c. are going to do | d. are doing |
| 10. a. all | b. neither | c. none | d. either |
| 11. a. mark | b. existence | c. muscle | d. version |
| 12. a. up | b. on | c. off | d. over |

B. Choose a, b, c or d.

1. If you _____ me the truth, I'll be able to help you.

- | | |
|-------------|--------------|
| a. told | b. will tell |
| c. can tell | d. tell |

4. If I were rich, I _____ a sports car.

- | | |
|-----------|------------|
| a. buy | b. 'll buy |
| c. 'd buy | d. bought |

2. Neither Vicky _____ George speak Italian.

- | | |
|-----------|--------|
| a. either | b. or |
| c. and | d. nor |

5. Our teacher will _____ corrected our exams by Monday.

- | | |
|--------|---------|
| a. be | b. have |
| c. may | d. been |

3. _____ of the students failed the exam because they had all studied hard.

- | | |
|---------|------------|
| a. Both | b. All |
| c. None | d. Neither |

6. We won't be able to finish this project _____ we cooperate.

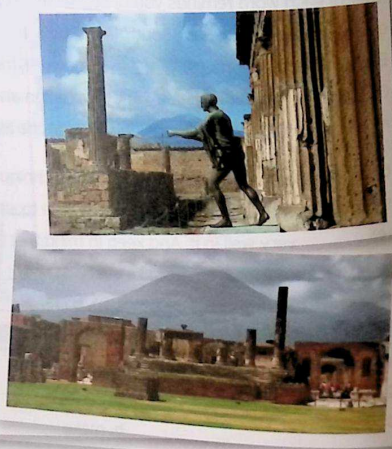
- | | |
|-----------|-------------|
| a. if not | b. moreover |
| c. either | d. unless |

III Exam Practice

Module 5

A. Complete the blanks in the text with one word.

Last August my friends and I decided to go on a backpacking holiday in Italy. We had (1) _____ talking about it for years, so we finally made the decision and booked the tickets. My father, who (2) _____ visited Pompeii years before, told us that it (3) _____ be an unforgettable experience. We travelled to Naples by plane, and then set (4) _____ towards the famous ancient site of Pompeii. During the bus journey, my friends asked me (5) _____ I knew anything about Pompeii. I had done a school project once, so I knew all about this incredible place; the eruption of Mount Vesuvius and how the ash had buried the entire city. I have always found Pompeii fascinating, so when we finally (6) _____ there, I was (7) _____ the moon. It was a dream (8) _____ true to see this spectacular sight. Walking around in the hot sun was definitely not a piece of (9) _____, but it was really worth it. And as my father had said 'Pompeii certainly lives (10) _____ to one's expectations! I recommend it to everyone!



B. Complete the text with the correct form of the words in capitals.



Travel to Rio de Janeiro with Adventure Tours and visit some of the best (1) _____ in Brazil! You will be met on (2) _____ by our representative and taken to your hotel. Each day there will be an early (3) _____ for full sightseeing tours to places such as the Old Town or one of the many beautiful beaches. (4) _____ to Ipanema beach can enjoy a swim as well as a look around the many shops located there. Our experienced group (5) _____ will take you around the various sights and help you with anything you need during your stay. Rio is full of (6) _____ places to visit and exciting things to do. If you are travelling during carnival time, you will need all your (7) _____, as celebrations and dancing continue late into the night! Whatever time of year you visit, Rio is sure to make a real (8) _____ on you. The local people are very (9) _____ and you are sure to go home feeling (10) _____ with your holiday.

- ATTRACT
- ARRIVE
- DEPART
- VISIT
- LEAD
- FASCINATE
- STRONG
- IMPRESS
- FRIEND
- DELIGHT

Module 6

A. Choose a, b, c or d.

It seems that most people today (1) _____ it for granted that computer games have negative effects on teenagers, but this is just not the case. Teens who play computer games every day are just as likely to be as sociable as teens who don't. Research has shown that only a small number of teenagers play computer games alone. And many teens hook (2) _____ with gamers from all over the globe in online gaming communities. In fact, it (3) _____ proved that online gamers are usually more aware of international issues and are more likely to raise money for charity. Also, the themes of some computer games help teens to learn. For example, many games (4) _____ actual historical events which teens learn about in a truly interactive way. Often, the story is (5) _____ interesting that teens do research after playing (6) _____ to find out more about the subject. (7) _____ all this, many parents believe that their children should be prevented (8) _____ playing computer games. They only see the negative side of computer games and (9) _____ the positive one. There is no (10) _____ that parents should look closer at this issue as it's their children's favourite pastime.



- | | | | |
|----------------|----------------|----------------|--------------|
| 1. a. pass | b. believe | c. take | d. test |
| 2. a. on | b. up | c. in | d. into |
| 3. a. has | b. has to | c. has been | d. has being |
| 4. a. impress | b. show off | c. direct | d. feature |
| 5. a. so | b. such | c. that | d. so much |
| 6. a. despite | b. so that | c. so | d. in order |
| 7. a. Although | b. Even though | c. In spite of | d. Though |
| 8. a. for | b. from | c. with | d. on |
| 9. a. overlook | b. overhear | c. overtake | d. overcome |
| 10. a. way | b. doubt | c. option | d. time |

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. People say that eating fruit and vegetables is good for your health.

Eating fruit and vegetables _____ good for your health.

SAID

2. Gary had such a good opponent that he couldn't beat him.

Gary's _____ he couldn't beat him.

SO

3. Our mum made us clean our rooms when we got home.

We _____ our rooms when we got home.

WERE

4. I bought the shoes despite them being the wrong size.

I bought the shoes _____ the wrong size.

EVEN

5. Danny really winds me up so I try to avoid him.

Danny really _____ so I try to avoid him.

NERVES

6. We must buy a ticket, otherwise we will get in trouble.

We must buy a ticket, _____ in trouble.

SO

7. The instructor is showing the students some basic martial arts moves at the moment.

The students _____ some basic martial arts moves at the moment.

SHOWN

8. The film didn't win any awards although it was popular all over the country.

The film didn't win any awards _____ all over the country.

SPITE

Module 7

A. Complete the blanks in the text with one word.

FROM WASTE TO ENERGY

According (1) _____ energy experts, rubbish which ends (2) _____ in landfills is not totally useless. Companies around the world are using mountains of rubbish (3) _____ produce electricity. They are using things which are thrown (4) _____ like paper, food scraps, grass, wood and so on. This rubbish is called biomass and is burnt as fuel to heat water. The water then creates steam, which spins a turbine, or giant windmill, connected to a generator. The turbine powers the generator to create electricity. What (5) _____ ideal. This way we kill two birds (6) _____ one stone. We can get rid (7) _____ some of our rubbish and at the same time not use fossil fuels. Imagine the amount of fossil fuels we could (8) _____ saved all these years. Of course, this does not mean that we do not all need to cut (9) _____ on the rubbish we create. Otherwise, we'll run out of space for our rubbish and then we'll be surrounded (10) _____ it.

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. Kathy was happy to lend Dina her handbag.

Kathy _____ her handbag to Dina.

MIND

2. I think I've left my mobile at home.

I _____ my mobile at home.

MAY

3. Pumping toxic waste into rivers is not legal.

It _____ toxic waste into rivers.

ILLEGAL

4. Don't drive in the fog unless you turn on your lights.

Don't drive in the fog _____ first.

WITHOUT

5. I don't usually use plastic bags because they're not good for the environment.

I _____ because they're not good for the environment.

AVOID

6. He didn't enjoy travelling with that group.

He _____ with that group.

RATHER

7. All of Jenny's friends came to her get-together.

All of Jenny's friends _____ at her get-together.

TURNED

8. It wasn't a good idea to call Fay so late last night.

You _____ so late last night.

CALLED

Module 8

A. Choose a, b, c or d.

- The temperature dropped _____ during the night. It was freezing!
a. plainly b. considerably c. slightly d. specifically
- The special effects were so _____.
a. real b. genuine c. realistic d. true
- Taking part in school plays gives students a _____ of achievement.
a. range b. case c. goal d. sense
- _____ is a bright pink colour.
a. Fuchsia b. Olive c. Beige d. Lime
- Don't be such a fashion _____. You should have your own style.
a. statement b. celebrity c. victim d. model
- Kathy gave me a beautiful pair of _____.
a. necklaces b. earrings c. brooches d. rings
- My brother takes _____ our father. They're exactly the same.
a. off b. to c. from d. after
- Olivia is very _____. She's always worried about what other people think of her.
a. jealous b. self-conscious c. miserable d. wealthy
- A _____ looks like the letter O.
a. triangle b. circle c. cube d. square
- I'm sure we can work _____ what went wrong.
a. out b. off c. over d. down
- The children became _____ after staying indoors for so many hours.
a. restless b. hopeless c. endless d. worthless
- Lisa wasn't _____ to go to the park yesterday afternoon.
a. permitted b. approved c. limited d. accepted
- The doctor _____ us that Victor would get well soon.
a. updated b. represented c. judged d. reassured
- Look at what Tom made. He should become a _____.
a. superior b. politician c. sculptor d. head teacher

B. Choose a, b, c or d.

- He _____ at the hairdresser's on the High Street last week.
a. got cut his hair b. had his hair cut c. had cut his hair d. his hair cut
- If we _____ for a coffee, we wouldn't have missed the train.
a. haven't stopped b. wouldn't stop c. hadn't stopped d. didn't stop
- Ray isn't having his living room _____ beige. He chose lime instead.
a. paint b. painting c. being painted d. painted
- He _____ the job if he had worn casual clothes to the interview.
a. didn't get b. wouldn't get c. wouldn't have got d. hadn't got
- If only we _____ global warming. The earth would be a much better place to live in.
a. could prevent b. would prevent c. will prevent d. did prevent
- I _____ my bike fixed before the cycling race next month.
a. have b. must have c. get d. had had
- I wish Tony _____ taking pictures of us all the time.
a. had stopped b. would stop c. stops d. would have stopped
- If you order online at this supermarket, you _____ to your door.
a. have delivered your shopping b. will have delivered your shopping
c. can have your shopping delivered d. can your shopping delivered
- If you hadn't told me your name, I _____ have recognised you.
a. won't b. hadn't c. didn't d. might not
- If you'd _____ your mobile with you, you could have called us and told us that you'd be late.
a. have b. had c. should have d. had had

A. How well do you know American and British English differences? Complete the table below. Then read the text and check your answers. 

British English	American English
autumn	
	trash
	trunk
petrol	

British English	American English
zebra crossing	
biscuit	
chips	
	chips

Which English do you speak?

Over 1 billion people speak English worldwide, either as a first or second language. It is the international language of communications, science, information technology, business, entertainment, radio and politics. This makes some people imagine that it is a single language, spoken in the same way throughout the world. However, there are many variations not only in pronunciation but also in spelling and vocabulary. Let's see what happens with British and American English.

From the 17th century people began travelling from Great Britain to North America to live, which is how the first form of American English began. Some English pronunciations and words have stayed the same in the US since their arrival, but in England they have changed over the years. This explains differences in English such as the word for the season 'fall' (AmE) or 'autumn' (BrE). The word 'fall' is in fact Old English and not a new 'Americanism'. The same is the case with the word 'trash' (the AmE word for 'rubbish'). The English of North America has also been influenced by the different European settlers that arrived from the 1600s. For example, the word 'boss' comes from Dutch.

Nowadays almost everyone has heard American English, through music on the radio and films or 'movies' at the cinema. This means that even if there are differences, most

people are familiar with them. However, if you are not aware of these differences, some misunderstandings can occur. For example when it comes to cars and driving, British English speakers call the space for bags at the back of the car, the 'boot', and Americans call it the 'trunk'. A car that is driven with gears is called 'manual' (BrE) and 'stick' in the US. A British English speaker may find it funny to think of someone 'driving a stick'. In the UK, you fill a car with 'petrol' but in the US it's called 'gas'. A 'crosswalk' in the US is known as a 'zebra crossing' in the UK. Regarding food there are also several differences. For example a 'cookie' in the US is a 'biscuit' in the UK. Fried potatoes are 'chips' in British English and 'fries' in America. If you are British and you ask for 'chips' in the US, you'll get some 'crisps'.

So these differences may seem serious at first, but in actual fact they are unlikely to cause problems and are more amusing than confusing. The reality is that whatever English you speak you will be able to get by throughout the world because English is an international language and international English is replacing both American and British English.

*AmE = American English
*BrE = British English

B. Read the text again and write T for True or F for False.

- There are over 1 billion non-native speakers of English. ☐
- The pronunciation and vocabulary are not the only differences which exist between American and British English. ☐
- There are certain words which have changed in England but not in the US. ☐
- The word 'trash' comes from Dutch. ☐
- An American would laugh if someone told him that he drives a stick. ☐
- The word 'chips' exists in both British and American English, but has a different meaning. ☐
- It is difficult to communicate in the UK if you do not speak British English. ☐

Project

Do research!

Do some research on the Internet and look for examples of words and phrases that are different in British and American English. Draw a table and complete it with twenty of them in both versions. Words with spelling differences may also be included.

A. What are some of the oldest forms of money?
Read the text and check your answers.

The Money Trail

Money makes the world go round, according to a popular song from the 1970s, and there's no doubt that money is serious business for most of us. If you have enough of it, paying for goods and services is no problem - using coins, notes or a credit card, you can get your favourite snacks or buy the latest DVDs. Of course, things weren't always like that.

Money, as we know it today, didn't exist in ancient times, so our ancestors came up with a system of trading called 'bartering' to pay for goods and services. Bartering involves the exchange of products of equal value. Ancient people bartered with just about anything, but some of the most popular items included: gold, silk, grain, salt and pottery.

This form of trade continued for centuries, but it wasn't particularly practical, and in around 600 BC, the Lydians came up with a clever alternative to bartering: coins. Lydia, (which is now western Turkey), was the first country to use coins as a form of payment. The coins looked like beans and were made of electrum, a mixture of gold and silver. Much like the coins of today, Lydian coins had an official symbol and a value. Coins quickly became popular and it wasn't long before they started being used in other countries as well.

In ancient China, coins had holes in the middle and they could be strung together on a rope. However, rich people found these strings of coins too heavy. To solve this problem, they would leave the coins with a trustworthy person, who would give them a piece of paper recording how much money they had given. These pieces of paper worked in the same way banknotes work today. The Italian trader, Marco Polo, travelled to China in the 1200s. He was fascinated by paper money and wrote about it in a book describing his travels. The Europeans, however, did not realise the advantages of paper money, and it was only in the 1600s that paper money finally appeared in Europe. At that time, banks began issuing printed paper money which could be exchanged for gold or silver coins.

These days hard cash is not the only form of money. Plastic money, in the form of credit cards and debit cards, has become the most popular way to pay for things. Credit cards originated in the United States in the 1930s, but they didn't become popular until the 1950s, while debit cards were introduced in the late 1960s and are now used worldwide to pay for goods and services. These cards have changed the way we think about money, as it is no longer necessary to pay up front or carry cash with you. Plus, they are very easy to use and convenient in an emergency.

It's likely that money will continue to evolve, or perhaps disappear altogether - whatever the case, the story of money is far from over.

Project

Do research!

Do some research on the Internet and look for expressions about money, like *money makes the world go round*, and make a list of them. Find what these expressions mean and complete your list with their meanings. Read out your list to the class.

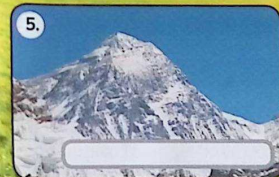
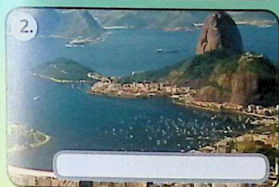
B. Read the text again and write T for True, F for False or NM for Not Mentioned.

1. Bartering doesn't involve exchanging money.
2. Bartering with gold was more common than bartering with other goods.
3. Lydian coins were the same shape as coins today.
4. Paper money evolved because coins were inconvenient.
5. Marco Polo persuaded the Europeans to use paper money.
6. Credit cards are the most popular form of payment in the US.

Think of a must-visit sight in your country. Do some research on the Internet and choose the information you need to make a flyer about it.

A. Read the text quickly and write the names of the places under the pictures.

Seven wonders of the natural world



The **Grand Canyon** is in the state of Arizona in the USA. The Colorado River, which runs through the Canyon, has gradually made the impressive formations visitors see. The Grand Canyon is 446km long, up to 29km wide and has got a depth of over 1600m. The many layers of rock in the Canyon are thought to be over two billion years old.

Mount Everest is part of the Himalayan mountain range in Asia. Standing at over 8800m, it is the highest mountain in the world and also one of the youngest. Scientists believe the Himalayan mountains were created millions of years ago when India, which was then a separate continent, and Asia crashed into each other.

Victoria Falls is a magnificent waterfall. It is 1700m wide, making it the largest curtain of water in the world. The falls are on the Zambezi River, which marks the border between Zambia and Zimbabwe in Africa. You can see and hear the roaring of the falls from many miles away. The people of that area call it *Mosi-oa-Tunya* which means 'smoke that thunders'.

The **Great Barrier Reef** is close to the north-eastern coast of Australia. It is made of living coral, sand and rock. The Great Barrier Reef is home to lots of amazing sea creatures. What makes it so unique is the fact that it stretches for more than 2000km across the ocean. It is the world's largest living structure and can be seen from outer space!

The **Northern Lights**, also called the *aurora borealis*, is a natural light display that dances across the night sky. You can see this impressive light show, particularly in the skies of the northern region. It is most intense from December to March when nights are longer, the sky is clearer and darker. The Northern Lights give off colours that include red, green, blue and violet, and a single display can last 10 to 15 minutes. The lights are created by storms on the sun which affect the magnetic poles on Earth.

Parícutin is a volcano located in Michoacán, Mexico. On 20 February 1943 the ground under a cornfield cracked open and out of it exploded a volcanic cone made of rock and lava. The amazing event was actually witnessed by an Indian farmer. The eruptions continued and the cone reached more than 335m high within a year. The cone continued to grow for another 8 years but added only another 88m.

The **Harbour of Rio de Janeiro**, located in Brazil, is one of the largest natural harbours in the world. The dark blue water of the harbour is surrounded by spectacular mountains including the famous Sugar Loaf Mountain and Corcovado Mountain. The natural harbour also has some of the world's most beautiful and famous beaches such as Copacabana and Ipanema.

B. Read the text again and write T for True, F for False or NM for Not Mentioned.

1. The Grand Canyon was created 2 billion years ago.
2. Mount Everest was created millions of years ago making it one of the oldest mountains in the world.
3. Victoria Falls is between the countries of Zambia and Zimbabwe.
4. The Great Barrier Reef is unlike other reefs because of its size.
5. You can only see the Northern Lights in December and March.
6. The creation of Parícutin was a fairly recent event.
7. Visitors enjoy the view of the Harbour of Rio de Janeiro from the top of Corcovado Mountain.

Project

Make a poster!

What are the seven wonders of the ancient world? Collect all the information you need, find pictures and write a short paragraph about each of them.

SONG 1

Out of my mind

A. Look at the words below.
How many words can you find
to rhyme with them?

faster strong
bike brave

B. Read the song and try to
guess the missing words.
Then listen and check
your answers.



At this height, I could fall to my death
Here I go, time to hold my (1) _____
Skydiving down, falling (2) _____ and faster
If the parachute fails, it could be a disaster!

Out of shape, but feeling strong
Out of danger, but not for long
Out of breath, but in control
Out of my mind, body and soul

Jungle paths are tough, but that's what I (3) _____
But it's no place to fall off a bike
The next thing I (4) _____, I'm in all sorts of trouble
With dangerous snakes around, it could be double!

Out of shape, but feeling strong
Out of danger, but not for long
Out of breath, but in control
Out of my mind, body and soul

When I'm surfing, I look for perfect waves
But things can get rough, but you have to be (5) _____
Looks like I'm in trouble, but all is not lost
I have an idea, keep your (6) _____ crossed!



SONG 2

Teen life

A. Look at the words below.
How many words can you find
to rhyme with them?

fun make
see trends

B. Read the song and try to
guess the missing words.
Then listen and check
your answers.



Teen life, so much to think about, so many decisions to make
What will I be when I grow up? What if I make a (1) _____?
Grown-ups telling me to (2) _____ my exams and study hard.

Focus on my education so that I will go far,
From my point of (3) _____, it's not that easy...
Teen life... Teen life... it's not easy but I know that I'll be all right!

Teen life, so much to think about, it's (4) _____ to me what I'll become

The pressure can get to me, but on the whole I have fun
I get (5) _____ in activities and hang out with friends.

We like to live life to the full and keep up with trends.
In actual (6) _____, it's pretty good...

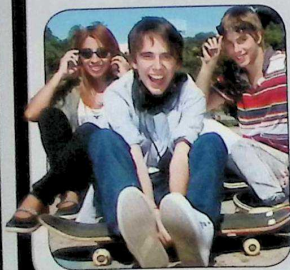
Teen life... Teen life... it's the life that I have and I'll be all right!

Teen life, so much to think about, I hope you also feel like me
You're (7) _____ of many things, believe it and you will see,
You don't have to be the same, and don't have to (8) _____ in.

'Normal' is just an idea, we're all special within

Through good times and bad, it's our time...

Teen life... Teen life... it's the life that we have and we'll be all right!



SONG 3

A. Look at the words below.
How many words can you find
to rhyme with them?

song more
sing show

B. Read the song and choose
the correct words. Then listen
and check your answers.



Get my groove on

I love to dance. There, now you know it
It's my biggest (1) **passion / pastime**, and I'm not afraid to show it
Whatever the time, the (2) **activity / occasion** or song
You'll find me on the dance floor, getting my groove on!

When life (3) **builds / winds** me up, I like to get down
I turn up the volume, so I can hear the sound
I ain't into ballet, I don't wanna be a swan
I wanna feel the beat, and get my groove on!

Some people play guitar, the drums or sing
I suppose they're ways to take your (4) **brain / mind** off things
There's other stuff too, don't get me wrong
But what (5) **makes / takes** my day is when I get my groove on!

So if you're bored (6) **deep / stiff** and can't take it (7) **any more / easy**
Take control of your life, it's not a chore
Do what I do to unwind and (8) **carry / count** on
Feel the rhythm and get your groove on!

SONG 4

A. Look at the words below.
How many words can you find
to rhyme with them?

same care thin sure

B. Read the song and complete
the blanks with the words in
the box. There are three extra
words which you do not need
to use. Then listen and check
your answers.



media reflection genuine
models celebrities trick
perfection worthless fake
meaningless insecure



It's what's on the inside that counts

I used to look at the pages of magazines and see
(1) _____ with skin so smooth, like beauty queens
Total (2) _____, tall and thin
I wanted to be like them, and so the diet would begin.

But it's what's on the inside that counts
Yes, appearances change
Beauty doesn't last forever
Yes, it's what's on the inside that counts!

The (3) _____ makes us think that looks are everything
That you have to be beautiful if you want to fit in
It can make you feel (4) _____ if you're not the same
As the (5) _____ on TV who play the fashion game.

But it's what's on the inside that counts
Yes, appearances change
Beauty doesn't last forever
Yes, it's what's on the inside that counts!

Images mislead and make us feel (6) _____
We look at our (7) _____ and feel unsure
But what we see on TV is (8) _____ and we shouldn't care
Each of us is different, remember there's a message to share.

But it's what's on the inside that counts
Yes, appearances change
Beauty doesn't last forever
Yes, it's what's on the inside that counts!



Project Skills

BRAINSTORM

PLAN

RESEARCH

CREATE

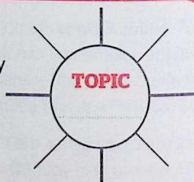
PROOFREAD

PRESENT

step 1

BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



step 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

step 3

RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

step 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

step 5

PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

step 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank the audience. (*Thank you for your attention.*)



Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

PROJECT CHECKLIST

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures and captions ☐
- checking ☐
- presentation practice ☐

**1 cover (p. 5)**

access
communicate
instant messaging
landline
make a phone call
means of communication
postcard
text message
video calling
webcam

1a (pp. 6-7)

advertise
amusing
be into sth
commit a crime
complain
constantly
disagree
drawback
educational
embarrassing
highlight (n)
imagine
introduce
keep in touch
lose touch with
member
nasty
negative
play (n)
pleased
positive
pretend
primary school
seem
social networking
take up time
tend to
the final straw
the other day
upload (v)
useless
user
virtual
virus
website (site)

1a (pp. 8-9)

antivirus program
attach
battery
button
call sb back
charge
click
crash
delete
document
double
download
drop sb a line
file
give sb a call
have a word with sb
icon
image

install
paste
press
print
receive
reply (n)
restart
save
scroll
select
shut down
software
turn on
undo

1a (pp. 10-11)

apart from
artistic
be a fan of
bored with
challenging
crazy about
creative
earn
entertaining
enthusiastic about
facility
fed up with
fond of
improve
interested in
keen on
lonely
part-time
sick of
socialise
specialty
sporty
suppose
teamwork
thrilling
tired of
unlike

1b (pp. 12-13)

ability
act
available
bend
browser
come up with
company
crew
data
development
feature (n)
flexible
include
introduction
invent
invention
media player
only time will tell
portable
professional
provide
reality
ringtone

signal
smartphone
store (v)
such as
touchscreen
variety
weak
wide
wrist

1b (pp. 14-15)

argue
argument
body language
cable
convenient
creation
decision
desktop computer
discuss
discussion
explain
explanation
expression
gossip
imagination
improvement
invitation
light (adj)
memory
mention
powerful
repair
steal
take up room
yell

1b (pp. 16-17)

absolutely
accept
all the best
bring sb along
by the way
count me in
fill sb in
Give my regards
glad
Here's an update of what's
happening
hilarious
How are you keeping?
hugs and kisses
I wouldn't miss it for the
world
I've been meaning to...
let sb down
nag
opportunity
refuse
take care
take sb ages to...
though

2 cover (p. 19)

anxious
enjoyable
fearless
monotonous

risky
stressful
tempting
terrified
terrifying
thrilled
uneasy
unforgettable

2a (pp. 20-21)

above
add up
all sorts of
among
attention
brave
businessman
cause (n+v)
challenge (n)
deadly
death
donation
elderly
fierce
foot (ft)
gain
ground
hang
injured
manage
persuade
plenty of
raise money
silence
skydiving
society
support (v)
survive
task
the public
trend
unharmful
unusual
weird

2a (pp. 22-23)

courage
date of birth
disaster
experience (v)
fee
harm (v+n)
homeless
in a good/bad mood
in a hurry
in case of
in common
in general
in need
in particular
in/out of control
in/out of danger
in/out of order
in/out of shape
in/out of sight
in/out of trouble
in/out of use
land (n)

mature
out of (one's) reach
out of breath
out of date
out of one's mind
out of the ordinary
out of the question
out of work
rely on
start (n)
stay (n)
succeed
support (n)
tip (money)

2a (pp. 24-25)

achieve
admire
ambitious
as for
behaviour
communication skills
community
courageous
deal with
dedicated
emergency
encouraging
extremely
for instance
hard-working
hardly ever
in fact
influence (v)
intelligent
outgoing
paramedic
passionate
patient (adj)
quality
receptionist
reliable
respect
responsible
risk (v)
role model
sense of humour
sociable
stand out
strict
trust (v)
under pressure
unselfish

2b (pp. 26-27)

as if
blinds
burglary
case (investigation)
criminal
critical
crown
curtain
dare
diamond
dressed as
emerge
familiar with
frown

gasp
get away
glance
I gather
investigate
keep sth to oneself
lean (v)
lower (v)
murder (v)
pause (v)
pickpocket
pleasant
Prime Minister
pull
reaction
rearrange
remarkable
remind
servant
shut (v)
so that
stone
voice
wax figure

2b (pp. 28-29)

along with
ambulance
approach
be allowed to
break out
bystander
carriage
chase (n)
crime scene
emergency services
explosion
helpless
hold-up
investigation
keep an eye on
keep in mind
keep off
keep on
keep one's fingers crossed
keep one's promise
keep sb company
keep still
keep up with
look into
panic
passenger
platform
react
rescue
shock
slow down
track (for train)
trap (v)
unbelievable
within minutes

2b (pp. 30-31)

alive
as a consequence
as a matter of fact
as a result
bang (n)
barely

be gone
beast
break into
cabin
fear (n)
flash (n)
hold one's breath
in the meantime
in/out of luck
light (v)
local (n)
miles
relieved
remove
rock
search (v)
set off (explode)
shake
The next thing I knew...
therefore
throw
too good to be true
turn out
whisper

3 cover (p. 33)

online shopping
shop around
shop till you drop
shopaholic
shopping spree
shopping therapy
the shopping
window-shopping

3a (pp. 34-35)

% off
adaptor
assemble
attach
blow up (inflate)
booklet
buy (n)
ceiling
certain
comfort
delivery
discount
display (n)
fill
fit (v)
fold
funky
inflatable
instruct
instructions
item
lens
nap
occasional
order (n)
privacy
private
recommend
refund
shooting star
sleepover
space (room)

spectacular
standard
suitable
take one's breath away
technique
tire sb out
up to
wherever

3a (pp. 36-37)

afford
bank holiday
bargain
be a bit short
be broke
browse
cash card
cash desk
cash machine
change (n)
check sth out
coin
cost (n)
cost a fortune
cost an arm and a leg
credit card
digital frame
except
exchange
fitting room
free of charge
great value for money
guarantee
inch
It's open 24/7
note
offer (n)
on sale
price tag
reasonable
receipt
sales
That's a rip-off
Two for the price of one
worth

3a (pp. 38-39)

a wide variety of
accessory
brand
complete (v)
consider (oneself to be)
coupon
damaged
deal (n)
department store
fashionable
female
goods
handmade
high-street shop
inconvenient
inform
lack of
location
mail order catalogue
mailing address
male
occupation

open-air market
postcode
practical
product
questionnaire
realise
second-hand shop
service
sex (gender)
shopper
shopping mall
staff
stall
street vendor

3b (pp. 40-41)

advise
aisle
attract
basket
be likely to
beware
by accident
complicated
connection
customer
display (v)
entrance
escalator
get away with
increase
involve
level
major
make the most of
maximum
out of business
place (v)
promote
promotion
put off
reduce
retailer
row (n)
speed
starving
stuff
tile
trick (v)
trolley
wander
warn

3b (pp. 42-43)

affected by
burn (v)
conditions
delay (v)
expenses
full-time
get along/on with
get by
get over
get round to
happiness
job satisfaction
licence
manage money
minimum wage
people skills
punish
put aside

put off
put out
put up
put up with
qualification
relationship
responsibility
spare time
trustworthy

3b (pp. 44-45)

applicant
application
apply (for a job)
at present
at your convenience
computer literate
contact (v)
Dear Sir/Madam
employer
fluent in
foreign
furthermore
I would be grateful if...
importance
in addition
knowledge of
position
previous
punctual
regarding
require
take into consideration
willing to
with regard to
Yours faithfully
Yours sincerely

4 cover (p. 47)

behave
complete (adj)
expect
grown-up (n)
treat (behave towards sb)
unable
youth

4a (pp. 48-49)

although
as well as
at once
belief
brain
capable of
correct (v)
difficulty
discovery
educate
every single
excuse (n)
existence
fail
financial
focus (v)
get distracted
illegal
individual (adj)
interact
it's up to you
learner
mark (n)
mathematician
mathematics

miss out
muscle
myth
organisation (planning)
outstanding
pass
pay attention
physicist
prove
remain
replace
sibling
supporter
teach
there's no point in
unlikely
unused

4a (pp. 50-51)

be aware of
cheat
disappointed
do a favour
do a project
do an experiment
do one's best
do research
do the cooking
do well in
government
illiterate
illogical
immature
impatient
impractical
inactive
incapable
incorrect
informal
irregular
irrelevant
irresponsible
legal
logical
make a decision
make a fool of oneself
make a mistake
make an effort
make plans
make sense
make sure
make up one's mind
proud
regular
relevant
revise
sit for an exam
solve
unfamiliar
unwilling
whether...or not

4a (pp. 52-53)

appealing
benefit
besides that
compulsory
costly
curl up
drop (v)
e-book
eco-friendly
effective
electronic

eventually
from my point of view
heritage
in my view
last but not least
moreover
motivating
on the one hand
on the other hand
personally
The way I see it
threaten
to begin/start with
treasure
version
what is more
while (whereas)

4b (pp. 54-55)

back and forth
beat (n)
block (n)
brief
compete
competitive
debut
encourage
entertain
era
global
graffiti
grow up
guest
in actual fact
issue
legend
lyrics
meanwhile
mix
nonsense
outdo
over and over again
period
poverty
protest
rhythm
roots
scratch
section
spread
violence

4b (pp. 56-57)

admit
alike
apologise
ashamed
be one's fault
blame (v)
bring up
careless
choice
contain
fit in
frustrated
live (adj)
lively
make up for sth
normal
on purpose
peer
peer pressure
president
resist

ruin (v)
truth
victim
volute

4b (pp. 58-59)

a form of
all in all
assign
avoid
balance (n)
consolidate
consolidation
contribute
cooperate
destroy
equally
in conclusion
on the whole
process
punishment
revision
the pros and cons
thought (n)
time consuming
to sum up

5 cover (p. 61)

backpacking holiday
coach tour
cruise
guided city tour
safari

5a (pp. 62-63)

announce
attack
be forced to
bug
bury
chief
consist of
continent
continuously
cross (v)
destruction
determined
disease
eel
expedition
face (v)
fly (n)
giant
guide
hunt
isolated
jaguar
mosquito
native people
piranha
rainforest
satellite
scorpion
set off (leave)
sting (v)
strength
suffer
supplies

swamp
threat (n)
tortoise
trekker

5a (pp. 64-65)

avalanche
biologist
book (v)
boss
camping gear
collector
competitor
cycle (v)
cyclist
deny
dig
excursion
hairstylist
hike
hiker
holiday destination
hunter
inspect
inspector
leader
nature reserve
reception
report
set up
ski resort
skier
suggest
survivor
tourist attraction
traveller
trek
visitor

5a (pp. 66-67)

a pain in the neck
astonished
bark (v)
be over the moon
be/feel on top of the world
burst out laughing
delighted
disturb
dreadful
drive sb up the wall
enormous
exhausted
fascinating
filthy
freezing
furious
go red as a beetroot
jump out of one's skin
marvellous
nearly
one's heart is in one's
mouth
play a trick on sb
rest (v)
rush out
sand
spill
sun lounger

tiny
towel
want the ground to open
up and swallow one

5b (pp. 68-69)

afterwards
Arabic
be a piece of cake
cross one's mind
delight (n)
dizzy
dream come true
dump (v)
entire
gesture
give sth a try
go away
grab a bite (to eat)
hail a taxi
have the time of my life
henna tattoo
impression
kebab
live up to one's
expectations
magical
outing
room
rough
sand dune
set (v) (sun)
step on sth
wonder

5b (pp. 70-71)

abroad
airline
aisle seat
announcement
arrival
baggage
board (v)
boarding pass
check in
clerk
delay (n)
depart
departures board
environmentally friendly
fasten
flight attendant
gate
hand luggage
inexpensive
land (v)
Never mind
on board
pack (v)
parking problem
passport
seat belt
sense of direction
take off
travel sickness

5b (pp. 72-73)

ancient ruins
archaeological site

avenue
bakery
breathtaking
crossroads
footbridge
hostel
insist
nature spot
nuisance
on/at the corner
pay sb a visit
pedestrian crossing
plus
rush off
shot (photo)
signpost
stop sign
surrounding (adj)
take a turning

6 cover (p. 75)

be a bit of a downer
be bored stiff
be thrilled to bits
cancel
commercial
get a kick out of sth
get on one's nerves
have a whale of a time
interrupt
make one's day
wind sb up

6a (pp. 76-77)

a couple of
adolescent
appropriate
attitude
basic
beat (v)
broadcast (v)
carry on
city council
confuse
depend on
dive
fame
fitness
gap
landmark
leap
martial arts
no doubt
obstacle
obviously
opponent
overcome
overdo
parkour
philosophy
physical activity
playground
popularity
response
roll over
urban
whereas

6a (pp. 78-79)

ahead
anger
awareness
beg
capability
concentrate
contents
cope
darkness
dead
deep
depth
growth
ignore
kindness
loneliness
necessity
overcook
overeat
overflow
overhear
overlook
oversleep
overtake
overturn
possibility
prevent
relief
sadness
similarity
vehicle
weakness

6a (pp. 80-81)

amaze (v)
annual
award (v)
BBQ
beforehand
buffet
certificate
circus
demonstrate
demonstration
driving licence
ethnic
geology
grilled food
in advance
noticeboard
participant
performer
refreshments
registration
schedule
sign up
specific
steering wheel
unique

6b (pp. 82-83)

adore
army
battle
brand new
build up
clear (v)
conquer
count on
crop
edition
empire
enemy

expert
farmer
feature (v)
field
globe
have what it takes
hook up with
impress
intelligence
king
league
lock sb up
musician
occasion
option
passion
pastime
push
puzzle
race track
run into
series
show off
soundtrack
steps (moves)
superhero
take control of
test (v)
tournament
try out
villain
war
workout

6b (pp. 84-85)

acrobat
addict (n)
award ceremony
can't take it any more
channel
chat show
episode
film (v)
home decoration
programme
inappropriate
informative
present (v)
presenter
reality TV
remote control
satellite TV
sitcom
soap opera
star (v)
take it easy
take one's mind off things
take one's time
take part
take place
take some time off
take sth for granted
take sth seriously
take sth the wrong way
telly
TV guide
unwind
viewer
weather forecast

6b (pp. 86-87)

action-packed
alien
appeal (v)

be on the edge of your seat
be set
blockbuster
box-office hit
cast
character
classic
direct (v)
director
disappointing
film-goer
heroine
landscape
leading role
mission
original
performance
plot
predictable
(un)realistic
recommendation
resident
reveal
review
soldier
special effects
superb
suspense
trailer
tribe
violent

7 cover (p. 89)

answer the call of nature
be a good-natured person
be in one's nature
come as second nature
go back to nature
It's only human nature
the forces of nature

7a (pp. 90-91)

accomplish
at a loss
authorities
calf
calm down
crow
devoted
end up
extraordinary
flock
freedom
gather (v)
get stuck in
give up
herd
loyal
loyalty
nuts
odd
off the coast
put down
recover
run over
sanctuary
shallow
smart
somehow
tool
turn up
wisdom

7a (pp. 92-93)

a flock of
a herd of
a pack of
a school of
a swarm of
ant
at first sight
at last
at least
at the age of
at the latest
bee
break down
chimpanzee
come down with
cow
cut down on
deer
eagle
goat
intend
located
make up
nest
pick up
scenery
sheep
turn down
use up
vet
wolf
wonder (n)

7a (pp. 94-95)

a once-in-a-lifetime
experience
astonishing
beauty
beneficial
birdwatching
cave
chew
coastal
come into contact with
countryside
cultural
cute
delightful
dragon
dull
endangered species
energising
escape from routine
fascinate
giant panda
impressive
in the wild
inviting
luxurious
mountainous
natural habitat
overwhelm
peaceful
publish
refer
see for yourself
surrounded by
truly
valley
valuable
waterfall

7b (pp. 96-97)

affect
any longer
average
case
consumer
device
dispose of
eager
effect
electricity
frequently
get rid of
glow (v)
handbag
in the first place
in use
junk
kill two birds with one stone
material
model
number plate
particularly
power (v/n)
recyclable
researcher
reuse
seed
simply
So what?
throw out
unwanted

7b (pp. 98-99)

acid rain
alternative energy
atmosphere
ban (v)
biodegrade
breathe
chemical
close down
coal
exhaust fumes
fine (v/n)
fog
form (v)
fossil fuels
gases
hectic
last (v)
litter (n)
measure (n)
oil spill
organic food
poisonous
pump into
rural
smog
smoke
substance
surface
tanker
toxic waste

7b (pp. 100-101)

a growing problem
abandoned
acceptable

according to
article
at all costs
concerned
dustman
editor
go ahead with
hold (take place)
in response to
mayor
outrageous
oxygen
point out
protest demonstration
protester
source
surely
survey

8 cover (p. 103)

circle
cube
deceive
dot
geometric shape
optical illusion
parallel lines
square
triangle
trick on the eyes

8a (pp. 104-105)

appreciate
background
bend the truth
celebrity
decorator
disapprove
edit
fake
fat
gardener
genuine
get out of hand
health risk
ink
label (v)
lips
look/looks
model (person)
perfection
permanent
plastic surgery
politician
portrait
psychology
slightly
smooth
take off
the media
thin

8a (pp. 106-107)

approve
beard
come into fashion
couple (n)
disobey
disorganised

disrespect
dissatisfied
dye (v)
endless
false
fashion statement
fashion victim
handsome
highlights (hair)
hopeless
judge (v)
meaningless
misbehave
misinform
misjudge
mislead
misspell
misunderstand
obey
restless
satisfied
sculpture
unreal
worthless

8a (pp. 108-109)

addiction
balanced meals
be in sb's shoes
break down
cut out (of diet)
dye (n)
fall out with
fortunate
give a presentation
in any case
insecure
jealous
look up to
lose control
make up
meet sb halfway
mirror
miserable
plain
raw
reassure
regret
rejected
self-conscious
sense of achievement
sensitive
shade (for colour)
shampoo
stand by
take after
take no notice of
trouble (v)
turn to
unfair
wealthy
work out

8b (p. 110-111)

a number of
a set of
aim (n)
anonymous
beside

challenge (v)
concept
creativity
criticise
desire
disappearance
draw attention to
exhibit
global warming
goal
humanity
installation art
melt
permit (v)
puddle
purpose
range
rapid
reflection
reject
represent
sculptor
senses
situated
transform
warning

8b (pp. 112-113)

beige
bracelet
brooch
carve
clay
craft
earring
flash (n)
fuchsia
jewellery
light blue
lime
navy blue
necklace
olive
origami
pattern
pottery
precious stone
reddish brown
ring
statue
subject
turquoise

8b (pp. 114-115)

aspect
carry out
considerably
forum
head teacher
involvement
limit (v)
majority
motivate
news report
specifically
stage (process)
superior
update (v)
volunteer (v)

Full Blast PLUS 4

Student's Book

H. Q. Mitchell - Marileni Malkogianni

Published by: **MM Publications**

www.mmpublications.com

info@mmpublications.com

Offices

UK China Cyprus Greece Korea Poland Turkey USA

Associated companies and representatives throughout the world.

Copyright © 2018 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

We would like to thank Shutterstock for permission to reproduce copyright photographs.

The publishers have tried to contact all copyright holders, but in cases where they may have failed, they will be pleased to make the necessary arrangements at the first opportunity.

Produced in the EU

Full Blast!

PLUS

is an exciting course that takes learners from **Beginner** to **B2** level.

builds 21st century competencies

For students:

- Student's Book
- Full-colour Workbook
- Student's Digital Material (CD, Online)
- Grammar Book

For teachers:

- Interleaved Teacher's Book
- Class Audio Material (CDs, Online)
- Teacher's Digital Resources (CD, Online)
- Interactive Whiteboard Material



CEFR

A1	A2	B1	B2	C1	C2
----	----	-----------	----	----	----



ISBN: 978-618-05-2131-3

