NEW

Opportunities

Education for life

Elementary Students' Book

Michael Harris David Mower Anna Sikorzyńska



Learning to Learn (p. 6-12)

Grammar focus

Skills focus

MODULE 1 Friends

Warm up (p. 13)

Vocabulary: sports; hobbies Listening: personal information Speaking: describing family and friends 1 Neighbours (p. 14-15) Vocabulary: places; routines

Grammar: Present Simple (1), affirmative

and negative

Reading: TV show character profiles

Pronunciation: 3rd person 's' endings

2 Making Friends (p. 16-17)

Vocabulary: sports; hobbies; collocation

Function: meeting people Prepositions: in, from (place)

Reading: emails Reading Strategies: prediction

Listening: personal information

Speaking: roleplay (exchanging personal information)

MODULE 2 Personality

Warm-up (p. 19)

Vocabulary: personality; moods; family relations

Listening: descriptions of people

Speaking: describing family and friends

4 Your Life (p. 20-21)

Vocabulary: days of the week

Grammar: Present Simple (2), questions:

adverbs of frequency Reading: a guestionnaire

Pronunciation: Intonation with questions

Listening: an interview (multiple choice)

5 Your Interests (p. 22-23)

Vocabulary: hobbies and interests

Function: preferences

Prepositions: good at, bad at, interested in

Reading: personality analysis (true/faise questions)

Listening: a conversation (preferences) Listening Strategies: prediction

Speaking: preferences (asking for and giving information)

MODULE 3 Around Town

Warm-up (p. 27)

Vocabulary: places

Listening: places (matching)

Speaking: about local places Prepositions: next to, opposite 7 Edinburgh (p. 28-29)

Vocabulary: places

Grammar: there is/there are

Reading: Edinburgh web page (true/false

Pronunciation: contractions

8 London (p. 30-31)

Vocabulary: times: get

Function: tourist information (requests)

Reading: tourist brochure (matching)

Listening: tourist information

Speaking: roleplay (asking for and giving information)

Warm-up (p. 33)

Vocabulary: holiday activities; months;

seasons

Pronunciation: word stress Listening: holiday activities Speaking: about holidays

10 In the Countryside (p. 34-35)

Vocabulary: equipment

Grammar: possessive 's: Who's or Whose

Reading: interview (matching)

Pronunciation: genitives /s/, /z/, /ız/

11 Llama Trekking (p. 36-37)

Vocabulary: weather; wordbuilding

Function: describing weather

Prepositions: good at, bad at, interested in Reading: an advert - trekking holiday (multiple choice)

Listening: weather (filling in a chart)

Speaking: roleplay (asking for and giving information)

MODULE 5 History

Prepositions: in, on (time)

Warm-up (p. 41)

Vocabulary: history words Listening: historical events

Speaking: about important events Pronunciation: years and centuries 13 Genius (p. 42-43)

Vocabulary: areas of study, jobs:

Grammar: Past Simple affirmative

Reading: biographical data Pronunciation: regular past tense -ed endings

Prepositions: in, from, to (time)

14 Two Leaders (p. 44-45)

Vocabulary: masculine/feminine words

Function: classroom questions

Reading: a history text (matching)

Reading Strategies: words you don't know

Listening: a history lesson (gap filling) Speaking: guessing game

Warm-up (p. 47)

Vocabulary: genres of stories (fiction)

Listening: story summaries (matching)

Speaking: about stories

16 Big Cats (p. 48-49)

Vocabulary: cats

Grammar: Past Simple negatives and

questions

Reading: dialogue about big cats

Listening: dialogue completion (gap filling)

Prepositions: in, into, on, out of, to, at

(place/direction)

Speaking: asking for and giving information

17 A Love Story (p. 50-51)

Vocabulary: romance; multi-part verbs

Function: telling stories

Reading: short story Listening: story ending

Speaking: telling a story

Warm-up (p. 55)

Vocabulary: food and drink Listening: interview Speaking: about meals

19 Food for Thought (p. 56-57)

Vocabulary: food and drink; containers

Grammar: countables and uncountables some, any, a lot of

Reading: magazine article Listening: dialogue (gap filling) 20 Keep Fit (p. 58-59)

Vocabulary: physical activity; opposites

Function: giving advice (imperatives)

Reading: magazine article (matching)

Listening Strategies: listening for gist

Listening: radio disc jockey (sequencing) Speaking: information gap (giving advice)

Warm-up (p. 61)

Vocabulary: sports

giving information)

Pronunciation: word stress

Listening: dialogue (matching)

Speaking: about sports (asking for and

22 Crazy Sports (p. 62-63)

Vocabulary: hockey equipment

Grammar: have to/don't have to; can/can't

Reading: sport factfile (true/false questions)

Listening: dictation

Prepositions: in, into, on, over, to, with (+ verbs)

23 Sport in the UK (p. 64-65)

Vocabulary: adverbs (wordbuilding) Function: describing sporting events

Reading: sports brochure (true/false questions)

Listening: sports commentaries

Speaking: talking about sport (reporting events)

| Communication Workshops/Culture Corner Review/Language Problem Solving | Language Powerbook | |
|--|---|------------|
| 3 Communication Workshops (p. 18) Reading: advert for a penfriend Linking: and Writing: an email (advert for a penfriend) Speaking: party roleplay (exchanging personal information) | Vocabulary: sports and hobbies; places; jobs; collocation Grammar: Present Simple affirmative and negative Function: meeting people Skills Corner: Listening – matching Writing: linking with and; an email Review; Word Bank | (p. 8-13) |
| 6 Communication Workshops (p. 24) Reading: a personal letter (matching) Linking: when Writing: a personal letter Speaking: group survey (asking for and giving information) Culture Corner 1 The UK (p. 25) Review 1 & 2 (p. 26) Pronunciation: final sounds /d/ and /t/; word stress | Vocabulary: personality: moods; days; hobbies and interests; adjectives Grammar: Present Simple questions, adverbs of frequency Function: preferences Skills Corner: Reading - matching Writing: capital letters; linking with when Review; Word Bank | (p. 14–19) |
| 9 Communication Workshops (p. 32) Reading: notes (invitation and reply) Linking: and, but Writing Strategies: thinking of ideas Writing: a short note Listening: phone calls Speaking: roleplay (invitations) | Vocabulary: places; phrases with get Grammar: there is/there are Function: asking for tourist information Skills Corner: Speaking – roleplay Writing: linking with and and but; an entry for a tourist brochure Review; Word Bank | (p. 20-25) |
| 12 Communication Workshops (p. 38) Reading: notes (requests and repties) Linking: also Writing: a short note (requests) Speaking: roleplay (requests) Language Problem Solving 1 (p. 39) possessive pronounce articles a/or/the/fits and /tr Review 3 & 4 (p. 40) Pronunciation: th' sounds AV, AV, ordinal numbers in dates | Vocabulary: things to do; months; weather; wordbuilding Grammar: possessive 's Function: describing the weather Skills Corner: Reading — true/false Writing: linking with and and but, also and too, an email to a friend LPS 1: articles; possessive pronouns; it's and its Review; Word Bank Exam Zone (p. 31-34): Use of English; Speaking; Reading; Listening and Writing | (p. 26-35) |
| 15 Communication Workshops (p. 46) Reading: a biography Linking: when, then Writing: a biography Speaking: roleplay (giving and checking information) | Vocabulary: history; masculine and feminine words; word building Grammar: Past Simple affirmative regular and irregular verbs Function: asking classroom questions Skills Corner: Writing – an announcement Writing: commas; spelling; linking words after, and, because, before, when, then Review; Word Bank | (p. 36-41) |
| 18 Communication Workshops (p. 52) Listening: a ghost story (sequencing) Linking: one day, the next day, suddenly, after that, because, in the end Writing: a story (guided ghost story using notes) Speaking Strategies: hesitation Speaking: telling a story Culture Corner 2 Historical Britain (p. 53) Review 5 & 6 (p. 56) Pronunciation: //ex// /ex// // sounds | Vocabulary: fiction; cats; multi-part verbs Grammar: Past Simple negatives and questions Function: telling and listening to stories Skills Corner: Speaking – photo description Writing: capital letters; punctuation marks; linking suddenly, in the end, after that, when Review; Word Bank | (p. 42-47) |
| 21 Communication Workshops (p. 60) Listening: survey (multiple choice) Speaking: health survey (asking for and giving information) Reading: a health report Linking: but, however Writing: a report | Vocabulary: food and drink; containers Grammar: some, ony, o lot of Function: advice on good/healthy food Skills Corner: Listening – multiple choice Writing: commas; spelling; linking but and however; eating habits Review; Word Bank | (p. 48-53) |
| 24 Communication Workshops (p. 66) Reading: description of a sport Linking: before, during, after Writing Strategies: preparation Writing: description of a sport Speaking: discussing a photo Language Problem Solving 2 (p. 67) questions and question words Review 7 & 8 (p. 68) Pronunciation: silent letters, sounds //(3/, /)////// | Vocabulary: sports; games and activities; sports equipment Grammar: can/can't, have to/don't have to Function: talking about sport Skills Corner: Reading - true/false Writing: spelling: linking before, during and after LPS 2: how much/how many Review; Word Bank Exam Zone (p. 59-62): Use of English; Speaking: Reading: Listening and Writing | (p. 54-63) |

Grammar focus

Skills focus

MODULE 9 Holidays

Warm-up (p. 69)

Vocabulary: kinds of holiday; places to

Listening: kinds of holiday

Speaking: about holidays (asking for

25 A Fantastic Time! (p. 70-71)

Vocabulary: positive adjectives

Grammar: Present Continuous Reading: brochure about Dubrovník

Listening: phone conversation (gap filling)

26 A Horrible Time! (p. 72-73)

Vocabulary: negative adjectives; homophones

Functions: checking in; asking for and giving directions

Reading Strategies: using the Mini-dictionary

Reading: personal letter (true/false questions) Listening: dialogues

Prepositions: down, through, on, next to (directions)

Speaking: giving direction

MODULE 10 Cultures

Warm-up (p. 75)

Vocabulary: countries and nationalities

(wordbuilding)

Listening: musical extracts

Speaking: cultural awareness

28 Mali Music (p. 76-77)

Vocabulary: musical instruments

Grammar: Present Simple and Present

Reading: newspaper article (true/false

Prepositions: at, from, in, on, to (time)

29 Life in the UK (p. 78-79)

Vocabulary: superstitions

Function: being polite

Reading: UK website

Listening Strategies: listening for specific information

Listening: school lesson (multiple choice); café scene (guided gap

Speaking: café roleplay

MODULE 11 Image

Warm-up (p. 83)

Vocabulary: clothes; adjectives

Listening: descriptions (matching)

Speaking: about fashion

31 Looking Good (p. 84-85)

Vocabulary: opinion adjectives

Grammar: comparative adjectives

Reading: fashion tips

Pronunciation: comparative adjectives

Listening: phone conversation

32 Appearance (p. 86-87)

Vocabulary: physical appearance; adjectives/nouns (collocation)

Function: describing people Reading: magazine article Preposition: with (two uses) Listening: dialogue (matching)

Speaking: describing people

Warm-up (p. 89)

Vocabulary: jobs

Listening: celebrity quiz (matching)

Prepositions: verbs with prepositions

Speaking: questionnaire

34 Hollywood Greats (p. 90-91)

Vocabulary: opinion adjectives

Grammar: superlatives

Reading: Hollywood factfile

35 Star Watching (p. 92-93)

Vocabulary: wordbuilding

Function: making suggestions

Reading: magazine article Listening: dialogue

Speaking: roleplay (negotiating)

MODULE 13 Volunteers

Warm-up (p. 97)

Vocabulary: voluntary work

Listening: voluntary activities

Speaking: about volunteering

37 Voluntary Work (p. 98-99) Vocabulary: voluntary work

Grammar: Future be going to

Listening: interview about voluntary work

Reading: interview

Pronunciation: assimilation

Preposition: for

38 Raising Money (p. 100-101)

Vocabulary: causes; verbs/nouns (collocation)

Function: phone calls

Reading: magazine article (matching)

Listening: phone call (true/false questions)

Speaking: roleplay (phone call)

Warm-up (p. 103)

Vocabulary: prices

Listening: shopping

Speaking: shopping (asking for and giving information)

40 Joke and Party Shops

(p. 104-105)

Vocabulary: shopping

Grammar: predictions (will and won't)

Reading: joke catalogue

41 Real or Virtual Shopping (p. 106-107)

Vocabulary: clothes and sizes; singular and plural nouns

Function: shopping for clothes Reading: shopping website (matching) Reading Strategies: using pronouns

Listening: shopping dialogues Speaking: roleplay (negotiating)

MODULE 15 Computers

Warm-up (p. 111)

Vocabulary: computers

Listening: interview (multiple choice)

Speaking: questionnaire

43 Robotics (p. 112-113)

Vocabulary: voluntary work

Grammar: Present Perfect (1) - indefinite

past (regular verbs); ever, never

Reading: web page (true/faise questions)

Pronunciation: contractions

44 Computer Magic (p. 114-115)

Vocabulary: verbs of sensation; verbs/nouns (collocation)

Function: giving instructions Reading: newspaper article

Listening Strategies: stressed words Listening: giving instructions

Prepositions: with verbs Speaking: giving instructions

MODULE 16 Space

Warm-up (p. 117)

Vocabulary: space

Pronunciation: word stress Listening: radio quiz

Speaking: asking and answering quiz

questions

46 Alien Life (p. 118-119)

Prepositions: to, on, back, in, at

Grammar: Present Perfect (2) - indefinite

past (irregular verbs); just

Reading: magazine article (true/false Pronunciation: past participles

47 True Stories (p. 120-121)

Vocabulary: science and space; compound words

Function: expressing opinions Reading: article (UFOs)

Listening: dialogue Speaking: roleplay (discussion)

Student Activities (p. 125 and p. 140)

Story Spot 1 - The Canterville Ghost by Oscar Wilde (p. 126-127)

Story Spot 2 - Don't Look Now by Daphne du Maurier (p. 128-129)

Story Spot 3 - The Secret by Arthur C Clarke (p. 130-131)

| Communication Workshops/Culture Corner Review/Language Problem Solving | Language Powerbook | |
|---|--|-----------|
| 27 Communication Workshops (p. 74) Reading: a holiday postcard Linking: and, also, too Writing: a holiday postcard Listening: phone conversation Speaking: phone call (asking for and giving information) | Vocabulary: kinds of holiday: places to stay; positive adjectives; negative adjectives; same sound different words Grammar: Present Continuous all forms Function: asking for directions/a room at the hotel Skills Corner: Writing – a postcard Writing: punctuation marks; spelling; linking an, also and too Review; Word Bank | (p. 64-69 |
| 30 Communication Workshops (p. 80) Reading: an email hotel reservation Writing: an email hostel reservation Vocabulary: dishes Speaking: group roleplay in a restaurant (negotiating) Culture Corner 3 Around Britain (p. 81) Review 9 & 10 (p. 82) Pronunciation: sounds /ŋ/, /g/; sounds /oo/, /o/, | Vocabulary: countries; musical instruments Grammar: Present Simple and Present Continuous Function: being polite Skills Corner: Speaking – roleplay Writing: compound words; linking after that, and, but, however, too, when Review; Word Bank | (p. 70-7 |
| 33 Communication Workshops (p. 88) Reading: a lost property notice Linking: either, or Writing: a lost property notice Speaking Strategies: preparation Speaking: describing someone in a photo | Vocabulary: clothes; adjectives Grammar: comparative adjectives Function: describing people Skills Corner: Listening – matching Writing: spelling: being polite; linking: either or Review; Word Bank | (p. 76-l |
| 36 Communication Workshops (p. 94) Reading: curriculum vitae (CV) Writing: a CV Speaking: an interview (asking for and giving information) Language Problem Solving 3 (p. 95) undefinite pronounce of these Review 11 & 12 (p. 95) Pronunciations difficult works sounds /uc/, /c/, | Vocabulary: adjectives Grammar: superlative adjectives Function: making suggestions Skills Corner: Reading – matching Writing: question mark and full stop; review of linkers LPS 3: indefinite pronouns; it/there Review; Word Bank Exam Zone: (p. 87-90); Use of English; Speaking: Reading; Listening and Writing | (p. 82- |
| 39 Communication Workshops (p. 102) Reading: a notice Linking: to, for Writing: a notice Speaking Strategies: checking Speaking: reporting an event | Vocabulary: voluntary work Grammar: be going to Function: speaking on the phone/phone conversation Skills Corner: Writing – a notice Writing: punctuation marks; spelling; voluntary work Review; Word Bank | (p. 92- |
| 42 Communication Workshops (p. 108) Vocabulary: products Reading: an email. Writing: an email requesting information Speaking: shopping roleplay (negotiating) Culture Corner 4 London Markets (p. 109) | Vocabulary: shopping places Grammar: predictions with will Function: shopping Skills Corner: Listening – true/false Writing: capital letters; personal letter Review; Word Bank | (p. 98- |
| 45 Communication Workshops (p. 116) Reading: a letter of complaint Linking: firstly, secondly, finally Writing: a letter of complaint Speaking: explaining | Vocabulary: computers Grammar: Present Perfect all forms Function: giving instructions Skills Corner: Speaking – photo description Writing: punctuation marks; pronunciation; review of linkers; instructions Review; Word Bank | (p.104-) |
| 48 Communication Workshops (p. 122) Speaking: photo discussion Writing: answering a questionnaire | Vocabulary: space words; planets Grammar: Present Perfect with ever, never, just Function: expressing opinions Skills Corner: Writing – a letter Writing: punctuation marks; spelling; opposites LPS 4: auxiliaries; Zero Conditional Review; Word Bank Exam Zone (p. 115-118): Use of English; Speaking; Reading; Listening and Writing | (p. 110- |

Writing Help (p. 132-139) Grammar Summary (p. 141-144)

Learning to Learn

In this module you ...

- · read dialogues and a questionnaire
- · listen to dialogues and classroom language
- · ask for and give personal information and use classroom language
- · learn about or revise the verb to be; the pronouns I, you, he/she/it, ...; my, your, his/her/its ...; this/that, these/those; have/has got; imperatives and can
- . learn how to use the Mini-dictionary and organise your vocabulary

Warm-up

1 Learn about New Opportunities Elementary. Find these things in your book.

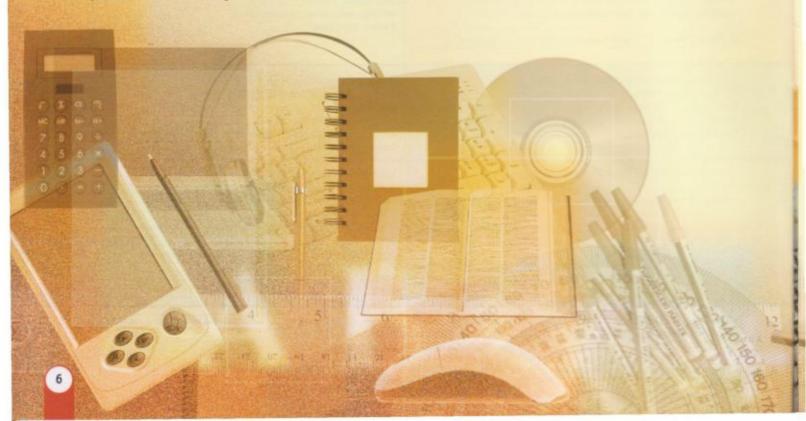
Example 4 → page 86

- 1 A picture of a computer.
- 2 The name of the person in Lesson 13.
- 3 The title of Lesson 22.
- 4 A photo of Christina Ricci.
- 5 The title of Lesson 2.
- 6 A photo of a tennis game.
- 7 The name of the person in Lesson 35.
- 8 A picture of the Houses of Parliament.
- 2 Write down five more things in the book: pictures, names, titles. Now work in pairs. Your partner finds the things.

Mini-dictionary

3 Find the following things:

- 1 pictures of food and drink
- 2 words that start with the letter A
- 3 pictures of clothes
- pictures of a family
- 5 pictures of sports and games
- 4 Read the example sentences (a-i). Match the underlined words with the grammar words 1-9.
- a Open your books on page 20.
- b My book is on the table.
- c That picture is on page 10.
- d Opportunities has got a Mini-dictionary.
- e I can speak two languages.
- f I am from Britain.
- g Are they students?
- h She is from Argentina.
- i I am not American.
- 1 verb to be affirmative (+)
- 2 verb to be negative (-)
- 3 verb to be question (?)
- 4 subject pronoun
- possessive adjective
- 6 demonstrative adjective
- 7 verb have/has got
- 8 imperative
- 9 modal verb can



A you



Mini-dictionary pages 2-3

1 Look at Countries in the Minidictionary. Find the Key Words.

KEY WORDS: Countries

Argentina, Brazil, Britain, Hungary, Italy, Russia, the USA, Turkey

Listen and repeat the Key Words. Example Britain

2 Match the countries with the flags.

3 Listen and complete the Function File with these words.

the USA, Argentina, London, Spain, Italy, Britain

Dialogue 1

- A Hi, I'm Chris. I'm a teacher. What's your name?
- B My name's Maria. Where are you from?
 A I'm from 1 London . And you?
- B Well, I'm from Cordoba in 2 Argentina

Dialogue 2

- A What are their names?
- B He's Roberto and she's Cristina. They're new students from 3 Spain
- C No, they aren't. They're from 4 Italy .

Dialogue 3

- A Judy, are you a teacher?
- B Yes, I am.
- A And are you from Britain?
- B No, I'm not. I'm from 5 USA
- A And your boyfriend, Chris? Is he from the USA?
- B No, he isn't, He's from 6 Britain



to be

4 Complete the table with words from the dialogues in Exercise 3.

| Affi | rmative | | |
|-----------|--------------------|-----------------------|----------------|
| I | Ass Per | 1 | |
| 100000000 | /We/They She/It | is | from London. |
| 12000000 | ative | | |
| I | | am not ('m not) | |
| | /We/They | 3 | from New York. |
| He/S | She/It | 4 | |
| Que | stions | | |
| Am | | I | |
| 5 | | you/we/they | from Britain? |
| 6 | | he/she/it | |
| Shor | rt Answers | | |
| Yes, | I am. No, | 7 | |
| | | ney are. No, you/we/t | they aren't. |
| Yes, | he/she/it | is. No, 8 | |

5 Read the Function File in Exercise 3 again. Correct this information.

Example

- 1 Chris isn't a student. He's a teacher.
- 1 Chris is a student.
- 2 Maria is from Buenos Aires.
- 3 Roberto and Cristina are from Spain.
- 4 Maria, Roberto and Cristina are teachers.
- 5 Judy is from Britain.
- 6 Write six sentences about your class.

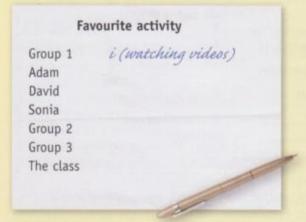
I am a student. My name is Sonia. I am from _____. My friend is Tina. She is from _____. Miss Smart is from _____.

7 Work in pairs. Read Dialogue 1 in the Function File. Act the dialogue with information about you.

B your Class

1 Choose your three favourite English class activities.

- a grammar
- b listening to the cassette
- c pronunciation exercises
- d reading
- e speaking
- f vocabulary exercises
- g tests
- h writing
- i watching videos
- 2 Work in groups. What are the three favourite activities in your group? Tell the class.
- 3 Listen to the results of a class survey. Complete the table.



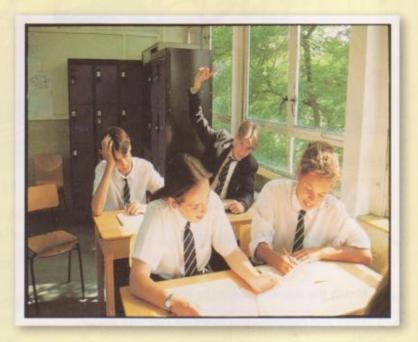
Subject Pronouns and Possessive Adjectives

4 Complete the table with these words.

it, your, our, their, her, his, you, my

| SUBJECT PRONOUNS | POSSESSIVE ADJECTIVES |
|------------------|-----------------------|
| I | my |
| you he | your his |
| she | her |
| it | its |
| we you | <u>our</u> your |
| they | their |

Mini-Grammar in the Language Powerbook



| 5 | Complete | the | text | with | words | from | Exercise 4 |
|---|----------|------|------|--------|-------|-------|------------|
| _ | complete | riie | revr | AAAPII | WUIUS | HOIII | EVELCIZE 4 |

| 1 | _ name is Sam and ² | am in a g | group with Tania, |
|-----------|--------------------------------|-----------------|-------------------|
| lack and | Rose. 3 are in (| Class 4D. 4 | isn't very |
| oig – on | ly twenty students. | | |
| | _ English teacher is Mrs | Williams. 6 | is from |
| Cardiff a | nd 7 favourite a | ctor is Anthon | y Hopkins. I'm |
| rom Can | nbridge and 8 fa | vourite actor i | s Orlando |
| | ania is from London and | | |
| | ina Ricci. Jack and Rose | | |
| 10 | favourite stars are Jul | lia Roberts and | d Hugh Grant. |

6 Write sentences about these people. Use possessive adjectives.

Example

Her favourite actor is Jude Law.

- 1 your partner (favourite actor)
- 2 you (favourite actress)
- 3 you and your partner (favourite sports star)
- 4 your friends (favourite pop star)
- 5 your teacher (favourite writer)
- 7 Work in groups. Ask and answer questions to find out the favourite film star, pop star and sports star in your group. Tell the class your results.

Example

Our favourite sports star is Maria Sharapova.

C your Classroom



Mini-dictionary page 20

1 Listen and check you understand the Key Words.

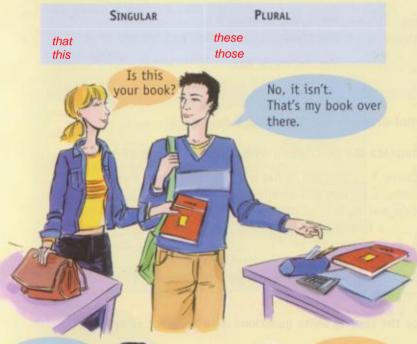
KEY WORDS: Classroom objects

bag, coursebook, dictionary, file, notebook, pen, pencil, piece of paper, rubber, ruler, workbook

this/that/these/those

2 Look at the pictures and read the dialogue. Complete the table with these words.

that, these, those, this





3 Listen and write down the words you hear - this, that, these or those.

Example 1 this

Mini-Grammar in the Language Powerbook

4 Listen to the Key Words. Use them to write sentences about things in the classroom.

KEY WORDS: Colours



Example

That book is red. This bag is black.

5 Work in pairs. Ask and answer questions about things in the classroom.

Example

A Is this your coursebook?

B No, it isn't. That's my coursebook.

6 Work in pairs. Close your books and test your partner's vocabulary.

Example

A What's that?

B It's a ruler.

7 List consonants (e.g. B, C) and vowels (e.g. A) in alphabetical order.

| В | J | E | Υ | Z | F | G | 1 | K | L |
|---|---|---|---|---|---|---|---|---|---|
| | М | ٧ | N | C | D | P | Q | R | |
| | Н | S | 0 | T | U | W | A | X | |

Now listen and check your answers. Listen again and repeat the letters.

8 Work in pairs. Test your partner's spelling.

Example

A Can you spell 'dictionary'?

B Yes. D - I - C - T - O

A No. it's ...

9 Write down new words from Lessons A-C in your vocabulary book. Include this information.

- · the word
- · a translation in your language
- · an example sentence

Example

notebook → My notebook is on my desk.

D your Homework

Mini-dictionary A-Z

1 Listen and check you understand the Key Words.

KEY WORDS: Houses

bathroom, bedroom, sitting room, kitchen, toilet

What are good places to do homework in your house?

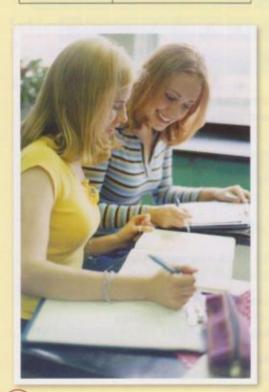
2 What things are useful for your English homework?

an encyclopedia, a dictionary

3 Listen to two sisters, Katy and Fiona, doing their homework. What things have people in their family got?

dictionary, calculator, encyclopedia, ruler, red pen

| Katy Fiona | dictionary |
|----------------------|-------------------|
| Dad Tom (brother) | The same straight |
| Mum | ambro lastindada |



have got/has got

4 Listen to the dialogue in Exercise 3 again. Complete the table with these words.

have not (haven't) got, have, has, has ('s) got, has not (hasn't) got

| Affirmative | I/You/We/They He/She/It | have ('ve) got has ('s) got | a dictionary. | |
|------------------|---|------------------------------|---------------|--|
| Negative | I/You/We/They He/She/It | 3 | a calculator. | |
| Questions | 5 | I/you/we/they he/she/it | got a ruler? | |
| Short Answers | Yes, I/you/we/they 6 No, I/you/we/they haven't. | | | |
| | Yes, he/she/it h No, he/she/it ⁷ | nas. | | |

Mini-Grammar in the Language Powerbook

5 Complete the description with the correct form of have got.

| Our family 1 ha | s got a flat wi | th a sitting room, t | three |
|---------------------|------------------|----------------------|---------------|
| bedrooms, a kitcher | and a bathroo | om. My sister 2 | a small |
| bedroom and my br | other and I 3 _ | a big bedroo | om. We |
| 4 a televisi | on in the sittin | ig room - we 5 | (not) a |
| video. In our bedro | | | |
| computer 7 | (not) the Inte | ernet! My brother 8 | |
| (not) a stereo. I 9 | a new | personal stereo - i | t's fantastic |
| for my homework! | | | |

6 Use the cues to write questions with have got or has got.

- 1 Have you got a good English dictionary?
- 1 you/a good English dictionary?
- 2 you/a vocabulary book?
- 3 you/a personal stereo?

Now answer the questions with short answers.

Example

Yes, I have./No, I haven't.

7 Work in pairs. Ask your partner for things.

Example

- A Jan, have you got a piece of paper?
- B Yes, I have. Here you are.
- A Thanks. And have you got a ...



E Classroom Language

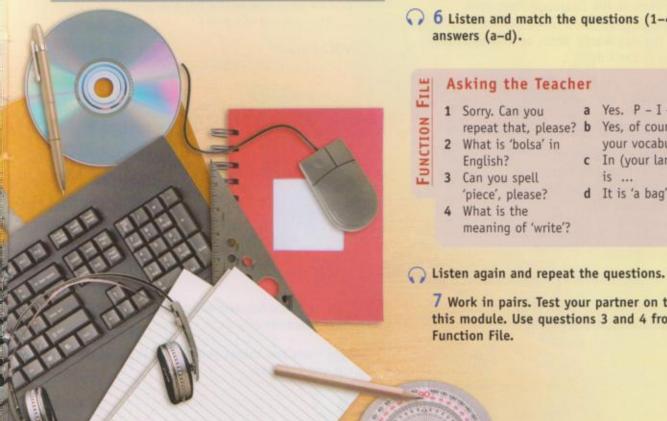
Mini-dictionary A-Z

1 Complete the instructions with the Key Words.

KEY WORDS

answer, complete, list, match, read, use, work, write

- _____ in pairs. Ask and _____ questions.
- five sentences about your house.
- _____ the table with these words.
- 4 _____ the text and check your guesses.
- 5 _____ your favourite films.
- the words with the pictures.
- the Mini-dictionary.
- Now listen and check your answers.
- 2 Listen to the teacher. Put her instructions in the correct order.
 - Now read the text quickly. Answer the questions.
 - Write five sentences in your notebooks.
 - Work in pairs. Ask and answer questions about your family. Don't look at your books.
 - For homework, do Exercises 2 and 4 in the Language Powerbook. Don't do Exercise 3.
 - Do Exercise 1. Don't use the Mini-dictionary.
 - Open your books on page 24.



Imperatives

3 Add more examples of instructions from Exercise 2 to the table.

| Affirmative | Negative | | |
|------------------------|--------------------------------|--|--|
| Read the text quickly. | Don't use the Mini-dictionary. | | |

- Mini-Grammar in the Language Powerbook
- 4 Complete the instructions with these words.

don't write, answer, work (x2), do (x2), speak, use, take out, don't work, write, open, don't read, ask

- '1 your vocabulary books. Now, 2 your coursebook on page 76. 3 _____ Exercise 1. 4 _____ individually - 5 _____ in pairs for this exercise. 6 _____ the Mini-dictionary and 7 ___ new words in your vocabulary books. 8 _____ the words in pencil - use a pen.'
- 'Now ⁹ ____ Exercise 2. ¹⁰ ____ in pairs.

 11 ___ in English! ¹² ___ and ¹³ ___ the sentences from your notebook."
- Now listen and check your answers.
 - 5 Work in groups. One student turns to page 125 and reads instructions to the others. The last student to do something is out of the game.
- 6 Listen and match the questions (1-4) with answers (a-d).

Asking the Teacher

- 1 Sorry, Can you
 - a Yes. P-I-E-C-E.
- repeat that, please? b Yes, of course. Open
- 2 What is 'bolsa' in your vocabulary book. English? c In (your language), it is ...
- - 'piece', please? d It is 'a bag' in English.
- 4 What is the meaning of 'write'?
- 7 Work in pairs. Test your partner on the words in this module. Use questions 3 and 4 from the Function File.

F Check Your Learning



Mini-dictionary pages 2-3

1 Listen and repeat the Key Words.

What countries are these languages from?

Example English → England

KEY WORDS: Languages

English, French, German, Greek, Hungarian, Italian, Polish, Russian, Spanish, Turkish

- 2 Listen. Which languages from the Key Words can Tim:
 - a read and write? b speak?

can

3 Use the dialogue in Exercise 2 to complete the table.

| Affirmative I/You/He/Sh | | 1 | speak French. |
|----------------------------|------------|----------------|----------------|
| Negative | ,, | | Speak French |
| I/You/He/St | ne/We/They | 2 | speak Russian. |
| Question | | | |
| 3 | I/you/h | ne/she/we/they | speak German? |
| Short Answ | ers | | |
| Yes, No, | I/you/h | ne/she/we/they | 5: |
| | | | |

- Mini-Grammar in the Language Powerbook
- 4 Listen to the Key Words. Write sentences about what you can or can't do.

Example

I can play football. I can't play tennis.

KEY WORDS

play tennis/chess/basketball, etc. play the piano/violin/guitar, etc. say the alphabet/the alphabet backwards! speak French/German, etc. swim 100 metres use a computer/a calculator count to 100 in English

5 Work in pairs. Ask and answer questions about the activities in Exercise 4.

Example

A Can you play chess?

B Yes, I can. Can you ... ?

A No, I can't.

6 Read the questionnaire and answer it.

GRAMMAR

- 1 Can you use these structures?
 - a) the verb to be (affirmative/negative/questions)
 - b) have/ has got (affirmative/negative/questions)
 - c) imperatives
 - d) can

LISTENING

- 2 Can you understand your English teacher?
- 3 Can you understand the CD?

SPEAKING

- 4 Can you say your name/where you are from/your favourites?
- 5 Can you ask your partner for things (e.g. a pencil)?
- 6 Can you ask your teacher about the meaning of words?

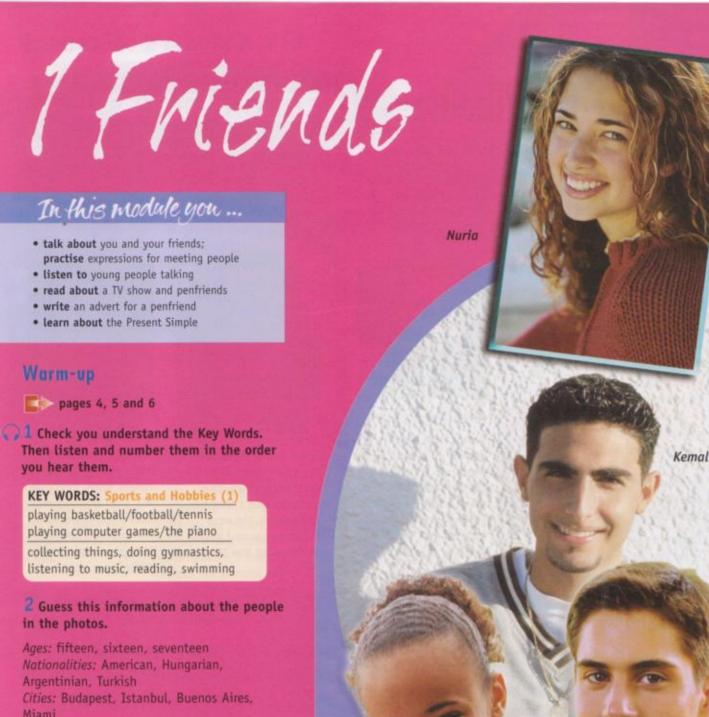
VOCABULARY

7 Can you use the Mini-dictionary?



7 Work in pairs. Ask and answer the questions in the questionnaire.

Tell the class two things you can do and two things you can't do.



Hobbies: playing computer games, playing

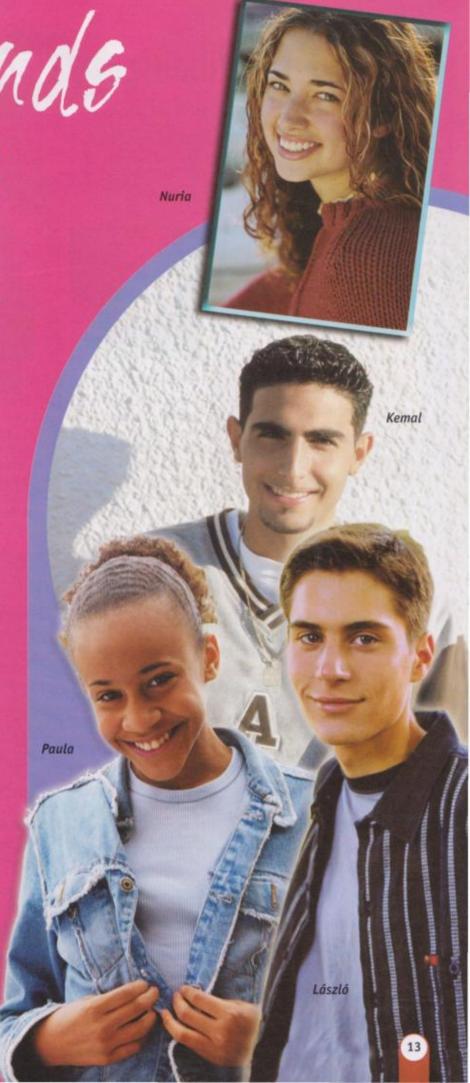
the piano

Sports: swimming, tennis

Kemal → fifteen/Turkish/Istanbul/tennis

- Listen and check your guesses.
 - Think about a real or imaginary friend. Write his/her name, age, town, nationality, hobby and sport.
 - 4 Work in groups. Tell the group about your friend. The others guess - is he/she real or imaginary?

His name is Roberto. He is sixteen. He is Brazilian. He is from Rio de Janeiro. His favourite sport is football. His hobby is playing computer games.





Neighbours

· CORONATION ST

Before you start

1 Do you know your neighbours? Are they your friends or friends of your family? Tell the class.



pages 7 and 13-15

2 Listen and check you understand the Key Words.

KEY WORDS

Places: shop, café, factory, garage, supermarket Jobs: butcher, childminder, cook, factory worker, manager, mechanic

3 Read the text and match the Key Words with characters from the TV show.

Example

Clare is a childminder.

his show is about ordinary people in the north of England. The characters are not glamorous. They live in Manchester and they meet in the local café, shops and at work. You don't find out about world news in Coronation Street but you learn about life in Britain.



Clare Casey

'I live with my friends. Fizz and Maria, in a flat, I'm a childminder, I look after a baby called Joshua. I also take him to visit his dad, Ashley, at work.'



Danny Baldwin

'I'm from London but now I live in Manchester. I'm the manager of a clothes factory. The workers don't like me. They think I'm very strict because I shout at them all the time!'



Roy Cropper

'I'm married to Hayley. We own a café in the street. It opens early every day. My wife doesn't work there - she works in the clothes factory. We go camping once or twice a year.'

Presentation 1: Present Simple Affirmative

4 Complete these sentences from the text.

PRESENT SIMPLE AFFIRMATIVE

| I | 1 | with my friends. |
|------|---|-------------------------|
| You | 2 | about life in Britain. |
| We | 3 | out every weekend. |
| They | 4 | I'm very strict. |
| He | 5 | our café. |
| She | 6 | in the clothes factory. |
| It | 7 | early every day. |

When does the verb end in 's'?

5 Read the rule. Match the example sentences (a and b) with the uses (1 and 2).

We use the Present Simple to talk about:

- 1 things that we do regularly.
- 2 things that are true in general.
- a I live in Manchester.
- b They meet in the local café.

6 Pronunciation. Listen to these three verbs.

Group 1: /z/ Group 2: /s/ cleans

works

Group 3: /1Z/ manages

Now put these verbs in the correct group.

comes, cooks, dances, does, goes, irons, lives, makes, owns, reads, shouts, speaks, studies, takes, uses

Listen and check your answers.

Practice

7 Complete the sentences with the verbs below in their correct form.

go, manage, speak, use, work

- 1 My mother _____ in an office.
- 2 I ____ out with my friends on Saturdays.
- 3 My neighbours _____ English and French.
- 4 He a clothes factory.
- 5 We ____ calculators in maths classes.

⇔ Grammar Summary 1, page 141



Hayley Cropper

'Roy's a good husband. We don't work together. I work in a factory and he manages our café. He doesn't cook brilliant food but he's a very good manager!'



Ashley Peacock

'I'm a butcher. Clare looks after my baby, Josh. She also cleans, irons and does the shopping every day for me.'



Tyrone Dobbs

'I'm a mechanic and I work in the local garage. I don't live with my family. I've got a dog called Monica – I take her out for a walk twice a day. My best friends are Fizz and Kirk – we go out every weekend.'

Presentation 2: Present Simple Negative

8 Read about the TV show again and complete these sentences with don't or doesn't.

PRESENT SIMPLE NEGATIVE

| I | 1 | live with my family. |
|-----------|---|-------------------------------------|
| You | 2 | find out about world news. |
| We | 3 | work together. |
| They | 4 | like me. |
| He She | 5 | cook brilliant food. work there. |

Now underline the correct form in these rules.

- · We use don't/doesn't with he, she or it.
- We use don't/doesn't with I, you, we or they.

c> Grammar Summary 1, page 141

Practice

9 Complete the sentences with the correct form of the verbs in brackets.

| Sue 1 (live) in our stre | eet. She 2 | (stu | dy) |
|-------------------------------|--------------|--------------|----------|
| medicine at university. She 3 | (rea | ad) a lot of | f books |
| and she 4 (not watch) | TV at all. ! | Sue 5 | _ (love) |
| cats but she 6 (not like | e) dogs. Sh | ne 7 | (play) |
| tennis with her friends. They | 8 (9 | go out) on | |
| Saturdays but they 9 (| not stay ou | ut) late. Su | ie |
| 10 (speak) French and | Spanish. | | |

10 Complete the sentences about you and people you know. Use affirmative and negative forms.

Example

I don't like cats.

| 1 | I cats. (like) |
|---|-------------------------------------|
| 2 | My English teacher football. (play) |
| 3 | My friends sport on TV. (watch) |
| 4 | I in a big town. (live) |
| 5 | My father in an office. (work) |
| 6 | In my school, we German. (learn) |
| 7 | I Italian food. (like) |
| | My parents French. (speak) |
| | |



11 Match the Key Words with the words below.

KEY WORDS: Verbs

do, get up, go, have, listen to, play, read, ride, watch

to bed, early/late, a book, breakfast, CDs, chess, a computer game, dinner, home, the housework, lunch, a motorbike, the radio, to school, a shower, television, tennis

12 Personalisation Use the words in Exercise 11 to write about a typical Saturday or Sunday in your area. Write about you, your family, friends and neighbours. Write one false thing.

Example

I get up early. I play tennis with my friend. My brother watches cartoons on TV.

Read your sentences. The others try to guess the false information.





2 Making Friends

Before you start



pages 4, 5 and 6

1 Listen and repeat the Key Words. What extra sport and hobby do you hear?

KEY WORDS: Sports and Hobbies (2)

Sports: diving, volleyball, windsurfing Hobbies: painting, photography, playing the quitar

What are your interests? Tell the class.

I like ice hockey, swimming and listening to music.

Reading

2 Read the Strategies.

READING STRATEGIES: Prediction

- Before you read, look at the pictures and the title. Try to guess what the text is about.
- Read the questions and try to quess the answers before you read.

Use the Strategies to guess the answers to the questions about the people in the photos.

Example

Photo A → I think she's seventeen.

- 1 How old are they?
- 2 Where are they from?
- 3 What are their favourite hobbies or sports?
- 3 Read the emails and check your guesses for Exercise 2.
- 4 Choose a good penfriend for Colin -Teresa or Lena.

Vocabulary: Collocation

5 Match the words from the text.

- collect
- pictures
- magazines
- 3 paint
- c photos
- 4 play
- d diving
- 5 play
- e the quitar
- 6 take
- tennis

International Emai





Listening

- 6 Read the emails again and listen to the people.

 <u>Underline</u> six differences.
- 7 Listen and complete the Function File with the words below.

great, hello, interesting, really, well

| w | Meet | ing People |
|---------------|-------|---------------------------------------|
| 표 | Colin | 1, I'm Colin. What's your name? |
| z | Lena | I'm Lena. I'm from Durban. |
| FUNCTION FILE | Colin | 2? I'm from Sydney. What are your |
| Z | | hobbies? |
| 리 | Lena | 3, I paint pictures and I play the |
| | | guitar. |
| | Colin | 4 I love music. I collect music |
| | | magazines. And I take photos. |
| | Lena | That's 5 What's your favourite sport? |
| | Colin | Oh, I don't play sport. |
| | | |

Speaking

8 Write notes about your hobbies and sports.

Examples

play the guitar/go swimming/collect football magazines

9 Work in pairs. Imagine you meet your partner at a party. Ask and answer questions. Use expressions from the Function File.

Example

A Hi, I'm Sue. What's your name?

B I'm Rick. I'm from Australia.

| | D | | |
|---------|--------------|-------|-----|
| DI BOOK | Prepositions | pages | 2-3 |

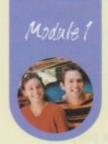
10 Read the example and then complete the sentences with in and from.

Example

I'm from Pilzen. It's in the Czech Republic.

| 4.0 | in from theen. It's n | in the execut nep | dotre. |
|-----|---------------------------|-------------------|----------------------|
| 1 | Kathy comes Bristol. | _ Manchester b | ut she lives |
| 2 | My French penfrier | nd is Bor | rdeaux. |
| 3 | My sister works a garage. | a shop. I'n | n a mechanic. I work |
| 4 | He is Los A friends. | ingeles. He lives | s a flat with |
| 5 | We're Rus | ssia. We live | Moscow. |
| 6 | At the weekend, I | work | my parents' shop. |

QUOTE ... UNQUOTE
'Love is blind; friendship closes its eyes.'
Anonymous



3 Communication Workshops

Writing

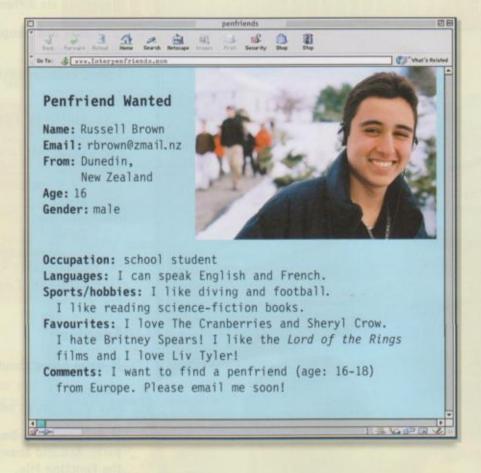
Before you start



1 Read the advert for a penfriend. Would you like to reply to Russell? Why or why not?

2 Linking Find sentences with and in the advert. Then rewrite these sentences using and.

- 1 I'm sixteen. I live in Bristol.
- 2 I play football. I play basketball.
- 3 I like Russell Crowe. I like Viggo Mortensen.
- 4 My dad is a doctor. My mum is a teacher.



An Email Advert for a Penfriend

Write an email advert for a penfriend. Follow the stages below and use Writing Help 1 on page 132.

Stage 1

Copy the headings in the advert above. Write information about you.

Stage 2

Check your email for:

- spelling
 Present Simple forms
- · capital letters and full stops · use of and

Talkback

Your teacher collects the email adverts and reads them out - without saying the name. Listen and guess the student!

Speaking

A Roleplay

Meet new people at a party. Follow the stages.

Stage 1

Look at your personal information in your advert. Add one thing that is not true.

Stage 2

Read the Function File on page 17 and practise saying the expressions.

Stage 3

Work in groups. Imagine you are at a party. Meet new people and talk about your interests.

Talkback

Try to guess the false information. Tell the class.

Example

Adam doesn't play the electric guitar!

Rersonality

In this module you ...

- talk about personalities and interests; practise saying preferences
- listen to descriptions and dialogues
- read a questionnaire, descriptions and a letter
- write a personal letter
- learn about Present Simple questions and adverbs of frequency

Warm-up

- page 11 and A-Z
- 1 Check you understand the Key Words. Listen and repeat them.

KEY WORDS

Personality: active, friendly, hard-working, helpful, honest, lazy, outgoing, quiet, romantic, shy Moods: bored, happy, sad, serious, in a good/bad mood

2 Look at the photos of the boy. What mood is he in?

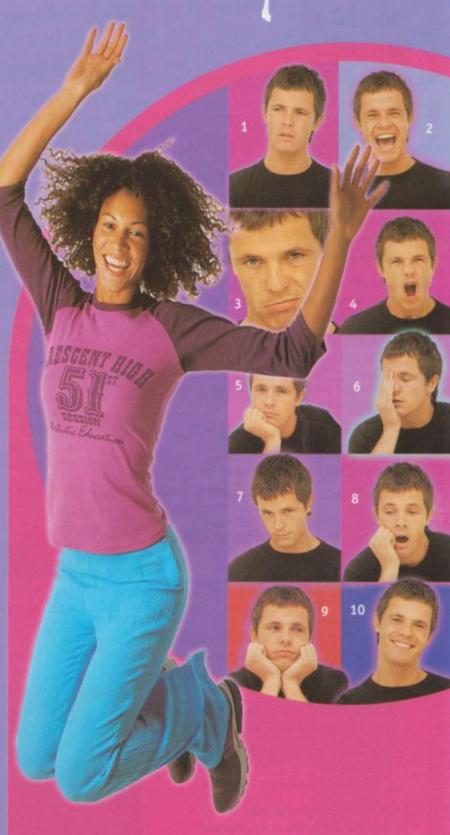
3 Imagine the personality of the girl in the photo. Tell the class.

- 4 Listen to four descriptions of people. Write the number of each person next to the adjectives.
 - active
- friendly hard-working
- honest
- helpful
- outgoing quiet
- romantic
- pages 11-12

the Key Words in Exercise 1 to describe your friends and family.

KEY WORDS: Family

aunt, brother, cousin, father, grandfather, grandmother, mother, sister, uncle





4 Your Life

Before you start



page 22

1 Listen and order the Key Words.

KEY WORDS: Davs

Tuesday, Saturday, Wednesday, Thursday, Sunday, Friday, Monday

2 Tell the class two things you do in a typical week.

Example

On Monday I go to drama club and on Thursday I go swimming.

3 Read the questionnaire. Listen to the interview with Kate and list her answers. Do you think Kate is active?

Example

1 - a

4 Now list your answers to the questionnaire.

Presentation 1: Present Simple Questions

5 Look at the questionnaire and complete the table with do, does, don't or doesn't.

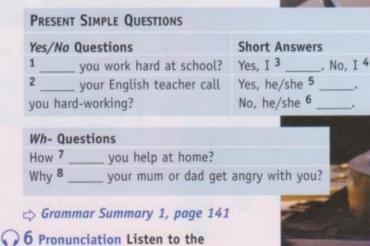
questions from the questionnaire again. Notice the intonation patterns.

Listen and repeat.

HOW ACTIVE ARE YOU?

- 1 Do you work hard at school?
 - a) Yes, I do. b) No, I don't.
- 2 Does your English teacher call you hard-working?
 - a) Yes, he/she does. b) No, he/she doesn't.
- 3 What school clubs or teams are you in?
 - a) a sports team b) a drama club
 - c) a choir or an orchestra
 - d) computer club e) another club or group
- 4 What do you do after school?
 - a) watch TV b) play computer games c) do my homework
 - d) go out with my friends e) do sport
- 5 How do you help at home?
 - a) I do the washing-up. b) I tidy my room.
 - c) I help with the shopping.
 - d) I look after my brother/sister. e) I don't help.
- 6 Why does your mum or dad get angry with you?
 - a) I go out a lot. b) I don't help at home.
 - c) I stay in bed late at weekends.
 - d) I don't do my homework. e) I watch TV a lot.

Turn to page 125 to find out how active you are.





Practice

- 7 Use the words to write questions.
- 1 get up/you/when/do/?
- 2 your/friends/like/do/rock music/?
- 3 sports/does/Saturday/your family/on/ what/play/?
- 4 you/cinema/to/the/go/do/?
- 5 work/parents/do/why/your/Saturday/on/?
- 6 French/your best friend/does/speak/?
- 8 Tick (✓) the activities that you do.

| Activities | You | Your partner |
|-------------------|-----|--------------|
| play the piano | | |
| take photos | | |
| go dancing | | 16 |
| learn French | | |
| watch sport on TV | | |
| listen to jazz | | |

Work in pairs. Ask and answer questions about the activities. Tick (1) your partner's activities in the table.

Example

- A Do you play the piano?
- B Yes, I do.
- 9 Work with a different partner. Ask questions about his/her first partner.

Example

A Does Anna go dancing? B Yes, she does.



Presentation 2: Adverbs of Frequency

10 Look at the calendar and read these sentences.

I usually go swimming on Fridays.

I'm usually late for dinner.

I always play basketball on Sundays.

I'm always happy.

I sometimes go to the gym.

I'm sometimes tired after that.

I often go out with my friend Ann.

She's often late.

I never go to discos.

I'm never bored at home.

Put the adverbs in the correct place on this diagram.

always

0%

Now underline the correct alternatives to complete the rules about adverbs of frequency.

They go before/after the verb to be. They go before/after other verbs.

⇒ Grammar Summary 1, page 141

Practice

11 Personalisation Use the adverbs and expressions to write sentences about you.

always, usually, often, sometimes, never

- do homework
- go to bed early
- write postcards
- have breakfast
- be late
- play football on Sunday
- go swimming after school
- use a computer at school
- watch TV in the evening
- be tired after school

Now work in pairs. Ask and answer questions.

Example

- A When do you do your homework?
- B I usually do my homework in the evening.

| J | JUNE | | | | | |
|-----|------|------------------|--|--|--|--|
| Mon | 1 | Ann | | | | |
| Tue | 2 | 169 | | | | |
| Wed | 3 | gym 7.00 | | | | |
| Thu | 4 | | | | | |
| Fri | 5 | 630 swimming | | | | |
| Sat | 6 | Ann | | | | |
| Sun | 7 | baskelball | | | | |
| Mon | 8 | | | | | |
| Tue | 9 | | | | | |
| Wed | 10 | | | | | |
| Thu | 11 | Ann | | | | |
| Fri | 12 | 6.30 swimming | | | | |
| Sat | 13 | Ann | | | | |
| Sun | 14 | baskelball | | | | |
| Mon | 15 | | | | | |
| Tue | 16 | | | | | |
| Wed | 17 | Алл | | | | |
| Thu | 18 | | | | | |
| Fri | 19 | gym 7.00 | | | | |
| Sat | 20 | Ann | | | | |
| Sun | 21 | basketbal | | | | |
| Mon | 22 | Ann | | | | |
| Tue | 23 | 3 | | | | |
| Wed | 24 | gym 7.00 | | | | |
| Thu | 25 | | | | | |
| Fri | 26 | 7.30 swimming | | | | |
| Sat | 27 | Ann | | | | |
| Sun | 28 | basketball | | | | |
| Mon | 29 | | | | | |
| Tue | 30 | | | | | |



5 Your Interests

Before you start



page 6 and A-Z

1 Listen to the Key Words. <u>Underline</u> the three words you don't hear.

KEY WORDS: Hobbies and Interests

acting, art, dancing, drawing, gardening, history, making models, music, painting, playing chess, playing an instrument, science, singing, taking photos, watching films

2 Read the examples and write three sentences about your hobbies and interests.

Examples

I'm good at playing chess.
I'm interested in history.
I'm bad at drawing.

3 Work in groups. Tell the others about your hobbies and interests.

Reading

4 Look at the pictures (A-D) and choose your favourite. Think about colour and shapes.

5 Read the description from your favourite picture. Does it describe your personality? Tell the class.

Example

I like Picture A. The description is almost right. I love going to parties and I love sport but I'm not interested in acting.

6 Read the four descriptions again. Are these statements true (T) or false (F)?

| 1 | Picture A | people | often | go | to | bed | late. |
|---|-----------|--------|--------|------|------|------|-------|
| 2 | Picture A | people | are us | sual | ly : | shy. | |

- 3 Picture B people are interested in machines and computers.
- Picture C people always do their homework.
- 5 Picture D people are good at making things.

PICTURE A

You are a very friendly, outgoing person. You sometimes get sad but you are usually very happy. You love going to parties and dancing. You are good at acting and singing. You like playing sports, for example, basketball and volleyball. You like going out with your friends and you don't like being at home a lot. And you don't like going to bed early!



PICTURE B

You are a quiet person and you are sometimes shy. You like being at home and you are never bored. For example, you love reading, listening to music or writing emails to your friends. You don't like going to big parties and you hate noisy clubs. But you love talking to your friends for hours. You are very romantic and you love watching sad films.

PICTURE C

You are a very relaxed person and you don't often get nervous or angry. You love animals and you are very interested in nature. You like gardening and you are good at painting. You don't like doing your homework and your teacher sometimes says you are lazy! You love being outside and being active. You don't like sitting at home watching TV for hours.



PICTURE D

You are a very practical person. You are good at making things with your hands, for example, making models, and cooking. You like using computers and you love collecting things. You like playing chess and computer games. You don't like acting and singing and you are not very good at painting. You are very hardworking and always do your homework!



Mick

Terry

9 Listen again and complete the Function File with the words below.

about, don't like, don't mind, hate, into (x2), like (x3), love, OK

| Preferen | ices |
|------------|-------------------------|
| What thing | s do you 1 like , Mick? |
| I really 2 | reading. |
| I 3 | playing computer games. |
| What 4 | you? |
| I'm really | sport. |
| I 6 | tennis but I really |
| 7 | _ basketball. |
| What are y | ou 8 ? |
| Do you 9 | photography? |
| I 10 | art at school. |
| I think ma | ths is 11 . |

Vocabulary: Adjectives

7 Match the adjectives (1-5) with their opposites (a-e) from the text.

1 happy 2 hard-working 3 nervous 4 outgoing 5 quiet

a lazy b shy c noisy d sad e relaxed

Listening

8 Read the Strategies.

| | CONTRACTOR OF THE PARTY OF THE | |
|-----------|---|------------|
| LISTENING | STRATEGIES: | Prediction |

Before you listen, read the questions.
 Look at the pictures and think about what you know about the people or the topic.

 Guess answers to the questions.

Follow the Strategies and guess the answers to these questions.

- 1 What are Mick's hobbies?
- 2 What are Terry's hobbies?
- 3 What school subjects does Terry like?
- 4 What subjects does Mick like?
- 5 Do Mick and Terry like the same things?
- Now listen and check your answers.

10 Classify the preferences in the Function File.

| Questions | (2) | |
|-----------|------------|--|
| Likes | © | |
| Dislikes | 8 | |
| Neutral | (2) | |

Speaking

11 Write sentences about your preferences. Use expressions from the Function File.

Example

I hate cooking.

12 Work in pairs. Ask and answer questions about your preferences.

Example

A Do you like chess?

B No, I don't.



6 Communication Workshops

Writing Before you start



1 Read the letter. Match these topics with the paragraphs (1-4).

- · family
- interests
- · ending
- introduction

2 Linking Look at the letter and find examples of when. Use the words below to write sentences about you.

on holiday, have time, bored, tired, sad

Example

When I am on holiday, I swim in the sea.



2 Hill Street Malvern, M4 87Q

4 November

Dear Sharon

- (1) Hil My name's Tina Richards. I'm seventeen and I live in Malvern in Britain. I'm at Malvern College. I want to write to penfriends of mu age.
- (2) I've got one brother James. He's at university. My mum is a nurse and my dad works in a bank. What about your family?
- (3) I'm very active and outgoing. I love sport and I play tennis. I go windsurfing when I'm on holiday. I'm really interested in films, too. When I have time, I go to the cinema with friends. My favourite actors are Johnny Depp and Sean Bean. What things are you interested in?
- (4) I speak English and French. Please write to mel

All the bestl

Tina

A Personal Letter

Reply to a letter. Follow the stages and use Writing Help 2 on page 132.

Stage 1

Write notes to reply to Tina's letter.

- name/age/town and country/school
- family/parents' jobs
- hobbies and interests
- languages you speak

Stage 2

Use your notes to write your letter. Include two sentences using when.

Talkback

Work in pairs. Read and check your partner's letter (e.g. spelling, punctuation).

Speaking

A Survey

Do a survey about hobbies and interests. Follow the stages.

Stage 1

Write three questions for your survey.

What sport do you like? How often do you do it? What sport do you dislike?

Stage 2

Work in groups. Ask and answer your questions. Write down the answers.

Talkback

Tell the class information about the people in your group.

Example

Juan and Cristina love basketball but they don't often play it. Alberto and Marta don't like it. They don't play it.



Culture Corner i



Quiz Time: The UK

1 Listen and repeat the Key Words. Read the facts about Britain and complete them with the Key Words.



page 7

KEY WORDS: Jobs

actor, director, footballer, politician, singer, writer

Do You Know?

The UK (United Kingdom) is really four countries in one - England, Northern Ireland, Scotland and Wales. A person from the UK is often called a 'Brit' (short for 'British').

The royal family is originally from Germany. Their real surname is not 'Windsor', but 'Saxe-Coburg-

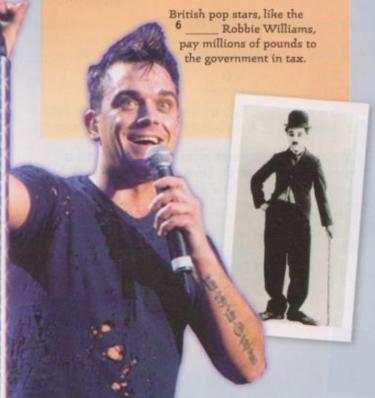
Some of the great Hollywood personalities of the past were British, not Americans - for example, the

Charlie Chaplin and the 2 _____ Alfred Hitchcock.

You can buy versions of the 3 _ _ J.K. Rowling's Harry Potter books in Latin and Ancient Greek.

Rowan Atkinson ('Mr Bean') was at school with Tony Blair, the 4

British sports stars, for example, the 5 Wavne Rooney, and teams such as Manchester United, are famous all over the world. Britain is often called the 'home' of football - but the game probably comes from China!



2 Work in pairs. Try to answer these questions about Britain and famous 'Brits'.

- 1 Match the capital cities (1-4) with the countries (a-d).
- Cardiff
- Edinburgh
- 4 London
- a England
- b Northern Ireland
- c Scotland
- d Wales
- 2 Which 'royal' is not a child of Queen Blizabeth?
- a Prince Andrew
- b Prince Charles
- c Princess Anne
- d Prince William
- 3 Match the actors (1-4) with their famous roles (a-d).
- 1 Sean Bean
- 2 Rowan Atkinson
- 3 Daniel Radcliffe
- 4 Orlando Bloom
- a Harry Potter
- Legolas
- Mr Bean
- d Odysseus

- 4 Match the authors (1-4) with their books (a-d).
- 1 Roald Dahl
- 2 Charles Dickens
- 3 J.K. Rowling
- 4 J.R.R. Tolkien
- a Oliver Twist
- b The Lord of the Rings
- c The Witches
- d Harry Potter
- 5 Match the football clubs (1-4) with the cities (a-d).
- 1 Arsenal
- a Birmingham
- 2 Aston Villa b Glasgow
- 3 Celtic
- c Liverpool
- 4 Everton
- d London
- 3 Pronunciation Listen and put the British cities in the order you hear them.
 - 🔲 Belfast 🔲 Birmingham 🔲 Cambridge 🔲 Cardiff
- Edinburgh Glasgow Leeds Liverpool

- Manchester Newcastle Oxford York

- Now listen again and repeat the places.

Project Option: A Quiz

- · Work in pairs or groups. Write similar quiz questions about your country. Think about TV, literature, fashion, music and sport.
- Read your questions and test the class.
- Use the best questions to test another English class in your school.

Review 1 and 2

Grammar

| Grammar | 5 Use the adjectives from Exercise 4 to write sentences about these things. | | | |
|--|--|--|--|--|
| 1 Complete the dialogue with the words below. | a film, a person | | | |
| play, plays, like, love, do (x2), does (x2), don't, doesn't A What 1 you do on holiday? | Examples 'Troy' is a boring film. Steve is very hard-working. | | | |
| B Well, I like swimming. A And ² your boyfriend like swimming? B No, he ³ He can't swim! He doesn't ⁴ | 6 Complete the text with the correct form of the verbs below. | | | |
| the sea. A So what 5 he do? B He reads or takes photos. | answer, do, go, go out, go to (x2), meet, play (x2), take | | | |
| A What other things 6 you like? B We 7 music and dancing. A Do you 8 a musical instrument? B No, I 9 But my boyfriend 10 the guitar. | My sister has got different hobbies. She's got a good camera and she ¹ photos of animals. She ofte ² the zoo with my dad. She also loves sport. She ³ tennis and basketball and she often ⁴ swimming. She ⁵ the piano and can sing very well. She is very hard-working at school. Sing very well. | | | |
| 2 Complete the questions (1-5) with the words below. Then match them with the answers (a-e). | 6 questions in class and she always 7 homework. At the weekend, she often 8 her | | | |
| what (x2), when, where, why | friends and they ⁹ together. They ¹⁰ the | | | |
| 1 do you come from? 2 do you do at weekends? | Circum Cy to particus | | | |
| 3 do you use a dictionary? | Pronunciation | | | |
| do you go out with your friends? do you do after school? | 7 Listen to the final sound in these words. | | | |
| a I go out with my friends. | 1 paint /t/ 2 friend /d/ | | | |
| b I do my homework. c Cordoba. d To learn new words. | Now listen to the words. Which final sound do you hear, /d/ or /t/? | | | |
| e After school and at weekends. | Listen again and repeat the words. | | | |
| 3 Use these words to write sentences. | 8 Word stress. Listen and repeat these words. | | | |
| 1 makes things/my dad/often 2 sometimes/watch/I/television | 0 o o 0 1 active 2 relaxed | | | |
| 3 always/my teacher/difficult questions/asks 4 in the sea/never/go/I/swimming | 0 o o o o o o o o o o o o o o o o o o o | | | |
| 5 doesn't/my mum/go/to the cinema/often | 9 Classify these words according to their stress pattern (1, 2, 3 or 4). Then listen, check your | | | |
| Vocabulary | answers and repeat the words. | | | |
| 4 Write the opposites of these adjectives. | computer, guitar, gymnastics, helpful, history, holiday, piano, police, practical, sixteen, sixty, | | | |
| 1 happy 5 outgoing 2 long 6 quiet | Wednesday | | | |
| 3 biq 7 nervous | | | | |
| A horing 8 hard-working | | | | |

3 Around Town

In this module you ...

- read a website, a tourist brochure and notes
- listen to dialogues and a recorded phone message
- talk about places and going out;
 practise asking for tourist information
- · write a note inviting a friend out
- · learn about there is and there are

Warm-up

- pages 13-15
- 1 Listen to the Key Words. Which are similar in your language?

KEY WORDS: Places (1)

bank, café, church, cinema, museum, newsagent's, park, post office, railway station, restaurant, school, shopping centre, sports centre, theatre

Look at the photos. Where are the people?

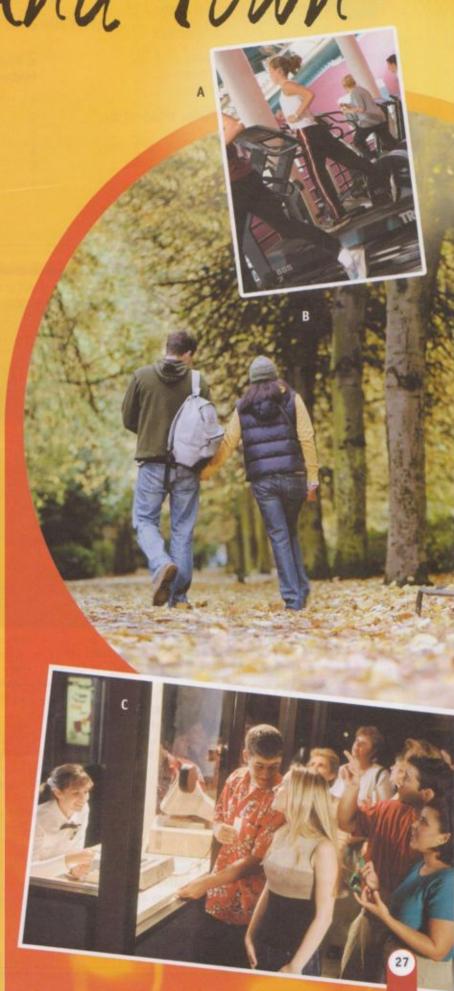
- 2 Listen to four dialogues. Where are the people?
 - 3 Work in pairs. Tell your partner about the places you go to.

Example

I often go to the cinema with my friends on Saturdays.

- Prepositions page 25
- 4 Look at the picture. Complete the sentences with next to or opposite.
- 1 The church is _____ the railway station.
- 2 The supermarket is _____ the church.
- 3 The newsagent's is _____ the bank.
- 4 The cinema is _____ the railway station.







7 Edinburgh

Before you start

pages 13-15

1 Listen and repeat the Key Words. Which of the places have you got in your area?

KEY WORDS: Places (2)

art gallery, castle, clothes shop, club, department store, old building, palace, ski resort, ski slope, sports centre, swimming pool

| 2 Read | the | web | page | about | Edinburgh. | Are | these |
|---------|-----|-----|------|-------|------------|-----|-------|
| sentenc | | | | | | | |

Holyroodhouse is a royal palace.

The Royal Museum is a science museum.

George Street is a good place to buy clothes.

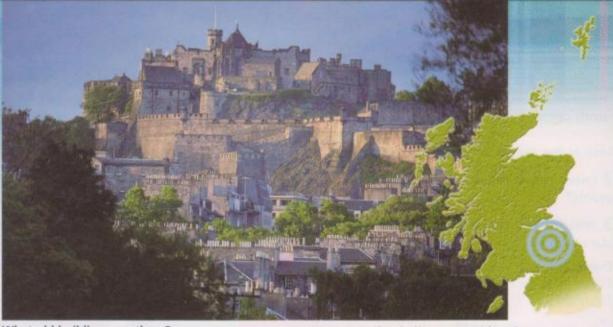
€ GO Q.

Celtic and Rangers are from Edinburgh.

You can ski in Edinburgh.

Edinburgh has got good nightlife.

Address: www.edinburgh.co.uk Things to do in Edinburgh - we answer your questions ...



What old buildings are there?

Edinburgh Castle and Holyroodhouse Palace are very famous. The palace is closed when the Queen comes to Edinburgh.

Is there a good art gallery in Edinburgh?

Yes, there is. The National Gallery of Scotland has got paintings by El Greco, Titian, Botticelli, Van Dyck, Monet and Cezanne. There is also the National Gallery of Modern Art.

Is there a science museum?

No, there isn't. But there is an interesting 'Science Zone' in the Royal Museum.

Are there good shops in Edinburgh?

Yes, there are. There are excellent clothes shops in Princes Street and George Street. Jenners is a famous department store. There are souvenir shops in The Royal Mile. There are also two big shopping centres.

How many football teams are there? There are two football teams, Hearts and Hibs, but there aren't any world-famous teams. The two famous teams, Celtic and Rangers, are from Glasgow.

Are there places to swim or ski? There are sport centres with good swimming pools. There isn't a ski resort near the city but there is an artificial ski slope!

What is the nightlife like?

Fantastic! Visit Rocking Horse or Liquid Room for brilliant music and dancing. And there is the famous 'Edinburgh Festival', the cultural event of the year. In August, Edinburgh is one big party with great music, theatre and films!

Presentation

3 Read the web page again and complete the table with these words:

is ('s), are ('re), isn't, aren't

| Affirmative There ¹ an interesting 'Science Zone' There ² excellent clothes shops in Pr | A STATE OF THE PARTY OF THE PAR |
|--|--|
| Negative There ³ a ski resort near the city. There ⁴ any world-famous teams. | |
| Questions there a good art gallery? there a science museum? there good shops in Edinburgh? there world-famous football teams | Short Answers Yes, there 10 No, there 11 Yes, there 12 No, there 13 |

How do you say the sentences (1-9) in the table in your language?

⇔ Grammar Summary 2, page 141

4 Pronunciation Listen to six sentences. Write them in your notebook. How many words are there in each sentence? Contractions count as two words.

Example

- 1 There's a small church. = five words
- Listen again and repeat the sentences.

Practice

5 Complete the letter with is, isn't, are, aren't.

Dear Ewa,

My name is kelly and I'm your new penfriend. I live in Sutton.

It's a very small village. There 1 ______ one shop and there

2 _____ five streets! There 3 _____ a post office

opposite our house. My mum works there. My dad goes to work

in Leeds. There 4 _____ offices and factories here in

Sutton.

What are your interests? I love dancing. At weekends I go into

Leeds because there 5 _____ a disco in our village.

6 _____ there discos in your area? 7 _____ there a lot

to do?

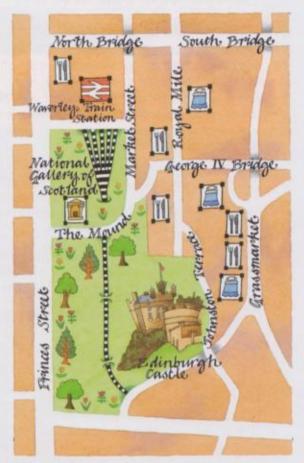
Write back soon,

Kelly

6 Use the cues to write questions about the centre of Edinburgh.

Example 1 Is there a castle?

1 a castle? 5 restaurants?
2 a park? 6 car parks?
3 hotels? 7 a petrol station?
4 a museum? 8 a train station



Work in pairs. Use the map to answer the questions with short answers.

Example

- 1 Is there a castle? Yes, there is.
- 7 Work in pairs. Take turns to find out about your partner's area. Answer in short sentences.

Example

- A Is there a school?
- B Yes, there is.
- A How many shops are there?
- B There are two or three.
- 8 Personalisation Imagine the house of your dreams. Write sentences about the things there are and the things there aren't in your house.

Example

There are five rooms, a sauna and a swimming-pool. There isn't a television.



8 London

Before you start

1 Match these times with the Key Words.

9 p.m., 4 p.m., 6 p.m., 6 a.m., 12.55, 10.15, 5.40, 4.30, 2.45, 9.10, 9.35, 6.20

KEY WORDS: Times

- six o'clock in the morning, four o'clock in the afternoon, six o'clock in the evening, nine o'clock at night
- · quarter past ten, half past four, ten past nine, twenty past six,
- · twenty to six, quarter to three, five to one, twenty-five to ten

Listen and repeat the times.

Prepositions A-Z

2 Look at the prepositions in these sentences.

The museum opens at ten o'clock in the morning. It closes at half past six in the evening. On Fridays, it closes at ten o'clock at night. At the weekend, it is closed. On Mondays, it is open from ten in the morning until six in the afternoon.

3 Complete the sentences with the correct prepositions.

at, on, in, from, until

- 1 It closes _____ six o'clock _ _ the evening. It is closed _____ the weekend.
- 2 It closes _____ ten o'clock ____ night ___ Fridays and Saturdays.
- the afternoons and _____ the weekend.
- 3 It is closed _____ the afternoons and _____ the w
 4 It opens _____ half past two _____ the afternoon
- Sundays. 5 It is open _____ eleven o'clock ____ the morning eight o'clock _____ night ___ Sundays.

Reading

4 Read the brochure about London. What are the places in Exercise 3?

Example 1 Clink Prison

5 What are the places in the photos? Tell the class about three places in the brochure you would like to visit.

These people are in London. Find places for them to

- 1 Billy loves animals and nature.
- 2 Hannah is interested in famous people.
- 3 Martin likes acting.
- 4 Laura is interested in Ancient Egypt.
- 5 Joanna likes paintings but she doesn't like modern art.



The British Museum

One of the great museums in the world. There are famous exhibitions from ancient Egypt, Rome, Greece and other parts of the world.

Open: 10 a.m. - 5 p.m. (Monday-Saturday) and 2.30 p.m. - 6 p.m. (Sunday). Great Russell Street (Tube: Holborn). Free entrance.

Clink Prison

In this old London Prison you can experience prison life. You can also have your birthday party here! Open: 10 a.m. - 6 p.m. (Monday-Friday). 1 Clink St (Tube: London Bridge).

Adults: £3.50; children: £2.50.

The London Eye

Take a bird's-eye view of the capital on this amazing big wheel. Spectacular views at night!

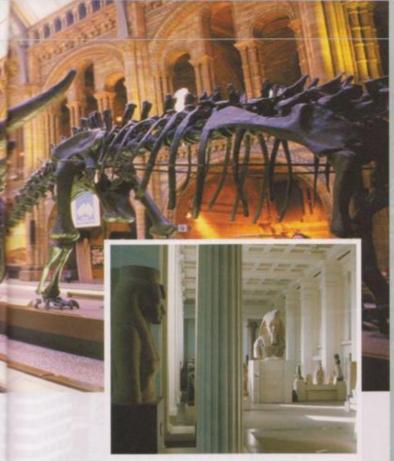
Open: 9.30 a.m. - 8.00 p.m. (in September until 9.00 p.m. on Fridays, Saturdays and Sundays; in July and August until 10 p.m. daily).

South Bank of the River Thames (Tube: Waterloo or Westminster). Adults: £11.50; students/over sixties E9.00; children E5.75; under fives free.

The Globe Theatre

Visit the replica of the old theatre. Learn about the life and plays of Shakespeare.

Open: 9 a.m. - 12 a.m. (Monday-Friday). New Globe Walk (Tube: Southwark). Adults: £7.50; children £4.50.



Madam Tussaud's

This wax museum has an incredible collection. There are famous people from history from Napoleon to Winston Churchill, and modern celebrities from the worlds of sport, pop and films.

Open: 10 a.m. – 5.30 p.m. (Monday–Saturday). Marylebone Street (Tube: Baker Street). Adults: £13.50; children: £10.00

The National Gallery

This has one of the really great collections of paintings in the world. Don't miss it!

Open: 10 a.m. - 6 p.m. (Monday-Saturday) and

2 p.m. - 6 p.m. (Sunday).

Trafalgar Square (Tube: Charing Cross). Free entrance.

The Science Museum

There are over 10,000 things to see in this fantastic museum. Take a virtual rocket ride around the solar system!

Open: 10 a.m. – 6 p.m. (Monday–Saturday) and 11a.m. – 8 p.m. (Sunday).

Exhibition Road (Tube: South Kensington). Free entrance.

The Tate Modern

Do you like modern art? Yes? Then this is the place for you!

Open: 10 a.m. – 6 p.m. (Sunday–Thursday) and
10 a.m. – 10 p.m. (Friday–Saturday).

Bankside (Tube: Southwark). Free entrance.

The Natural History Museum

The museum is in a beautiful old building and has interactive exhibitions. See 'live' dinosaurs and learn about animal and plant life on our planet!

Open: 10 a.m. – 6 p.m. (Monday–Saturday) and

12 a.m. - 6 p.m. (Sunday).

Cromwell Road (Tube: South Kensington). Free entrance.

Listening

- 7 Listen to the recorded phone messages about three places in London. Use the brochure to find five mistakes.
 - 8 Complete the Function File with the words and expressions below.

how, good morning, great day out, interested in, open, please, thanks very much, tickets

Tourist Information

Tourist 1 ____ . I'd like information about museums in London, 2 Guide There are three hundred museums in London, you know! What do you want to see? Tourist Well, I'm 3 science. Guide OK, you can go to the Science Museum. That's a 4 _____ . There are really interesting things to see. Tourist Right. And when is it 5 ? Guide From ten in the morning until six in the evening. On Sundays, it opens at eleven and closes at eight. Tourist How much are the 6 ? Guide Entrance is free!

Tourist That's great! And 7 _____ do I get there?

Guide Well, you can get a bus or the tube. The tube station for the museum is South Kensington.

Tourist Where can I get a map? I don't want to get lost.

Guide Here you are.

Tourist 8 _____.
Guide Not at all!

Now listen and check your answers.

Vocabulary: get

9 <u>Underline</u> the phrases with the verb get in the Function File. How do you say them in your language?

Speaking

10 Work in pairs. Take turns to be a tourist and a guide in London. Use the brochure and the dialogue in the Function File to ask for and give information about places in London.



9 Communication Workshops

Writing

Before you start



1 Linking Complete the notes with and and but.

Hi Lucy,

Lucy

There's a good film on at the Odeon. It's an action film with Bruce Willis! The film's on at 4 and 7 pm. Would you like to come 1 see it with me this Saturday? We can get the bus from your house. Charlie

Hi Charlie. Thanks for the invitation. I'd love to see a film - 2 _____ I hate Bruce Willis. Sorry! There's an exhibition on at the Science Museum about computers. It sounds interesting 3 ______ it's free! We can go after school – 4 ______ it closes early. Would you like to come? It's easy to get there on the tube.

2 Read the notes. Which one of these things do they not mention in each note?

- what's on
 the place
 the time
- · the price · how to get there

A Short Note (1)

Write a note inviting a friend to go out. Follow the stages below and use Writing Help 3 on page 133.

Stage 1

Read the Strategies.

WRITING STRATEGIES: Thinking of ideas

- · Before you start writing, decide what you want to write about.
- Use lists to help you think of ideas (see Exercise 2).

Stage 2

Decide where you want to go. Use the Strategies. Write the information for your invitation.

Stage 3

Write your note and check it.

Talkback

Work in pairs. Give your note to your partner. Explain why you can't or don't want to go. Suggest a different activity.

Speaking

Before you start

1 Listen to the phone calls and choose the correct answers (a, b or c).

Dialogue 1

- 1 Where does Claire want to go? a a new pub b a new nightclub c a new cinema
- 2 How much are the tickets? a £5 b £6 c £7
- 3 Where is it? a next to the old church b opposite the old church c next to the bank
- 4 What time do they agree to meet? a 9 o'clock b 10 o'clock c 11 o'clock

Dialogue 2

- 5 What does Luke want to go to see? a a play b a football match c a film
- 6 Why doesn't Sue go? a she is lazy b she is busy c she is shy
- 2 Listen and read the expressions.

Invitations

Phoning Hi, Rob. It's Claire./Bye!/See you! Inviting Would you like to go on Saturday? Accepting Yeah, I'd love to. What time does it open? How much are the tickets? Rejecting I'm sorry, I can't. Another time maybe?

A Roleplay

Invite people to go out. Follow the stages.

Stage 1

Decide where to invite your friend (e.g. the cinema, a party, a match). Think about the time, price and how to get there.

Stage 2

Work in groups. Take turns to invite people out. Use the expressions in the Function File. Accept or reject the invitations.

Stage 3

Act out your dialogues for the class.

4 Going Places

In this module you ...

- · read a holiday advert and notes
- listen to people talking about outdoor activities and the weather
- talk about outdoor activities and the weather;
 practise asking to borrow something
- · write a note asking to borrow something
- · learn about possessive adjectives and pronouns

Watm-up

- pages 18-19 and 22
- Look at the photos and read the captions. Which places would you like to go to?
- Listen to the Key Words and mark the main stress. Listen again and repeat them.

Examples backpacking, camping

KEY WORDS

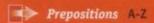
Things to do: (go) backpacking, camping, climbing, diving, sailing, sightseeing, skating, skiing, surfing, trekking, walking Months: January, February, March, April, May, June, July, August, September, October, November, December
Seasons: spring, summer, autumn, winter

2 Listen to four people. Write the activities, months and seasons they mention.

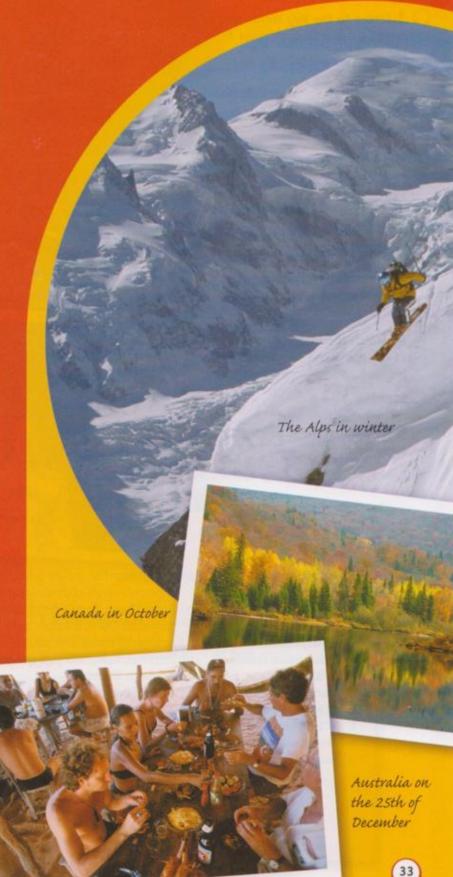
Example

Tom/sightseeing in Turkey/December/winter

Now tell the class what you want to do.



- Look at the prepositions in and on in the photo captions. Complete these sentences with the correct preposition.
- 1 Our school holidays start _____ the twenty-third of July this year.
- 2 I want to go backpacking _____ the summer.
- 3 We always go skiing _____ the winter
- 4 My dream is to go to the carnival in Rio de Janeiro _____ February.





10 In the Countryside

Before you start



1 Listen to the Key Words and match them with the things in the photo.

KEY WORDS

backpack, binoculars, fishing rod, guide book, helmet, walking boots, knife, maps, riding boots

2 Which objects in the photos do you need for these outdoor hobbies?

birdwatching, fishing, horse riding, walking

- 3 Your culture What outdoor hobbies are popular in your country? Which do you like doing?
- 4 Match the interview questions (1-8) and Marie's answers (a-h) below.

Example $1 \rightarrow c$

5 Now match these people with their hobbies.

Denise, Marie, Mike, Tony, Josh

- 1 What's your hobby,
- 3 Is all this your equipment?
- 4 Who goes fishing?
- 5 Whose is that backpack?
- 6 Who's Josh?
- 7 Where do they go?
- too?

- a) Well, only the guide book. Those are my husband's binoculars. And these are my children's boots.
- 2 When do you do it? b) Tony. That's Tony's fishing rod. He's in a club. It's very popular. Do you know over three million people go fishing in Britain? Incredible, isn't it?

British Birds

- c) Birdwatching. Do you know there are about 1,000 species of birds in Europe?
- d) Their favourite place is Scotland. They stay at our friends' cottage in the mountains. Those are Josh's maps. He says it's important to have good maps!
- 8 Does she go riding, e) Josh? He's my daughter's boyfriend.
 - f) At weekends. I go with my husband, Tony. My parents' house in the country has a fantastic garden for birds! Tony and I love it.
 - g) No, those are our son's riding boots and helmet. Mike is in a riding club.
 - h) That's Denise's old backpack. She loves walking. She goes walking in the holidays with Josh.



Mike





Presentation

6 Read the examples in the table and complete the rules below with 'singular' and 'plural'.

| SINGULAR NOUN | PLURAL NOUN |
|---|---|
| my <i>husband's</i> binoculars | my <i>children's</i> boots |
| Tony's fishing rod our son's riding boots | my <i>parents'</i> house our <i>friends'</i> cottage |

- We put an apostrophe (') at the end of nouns ending in -s, e.g. parents'.
- We put an apostrophe + s ('s) at the end of all ______ nouns, e.g. *Tony's*.
- We put an apostrophe + s ('s) at the end of _____ nouns that don't end in -s , e.g. children's.

7 Complete the questions with Who's or Whose.

- 1 '____ Tony?' 'He's my husband.'
- 2 '____ helmet is this?' 'It's Tony's.'

8 Pronunciation Listen to the sounds at the end of the names.

Group 1: Mike - Mike's /s/

Group 2: Tony - Tony's /z/

Group 3: Josh - Josh's /ız/

Listen and put these names into the correct group according to the final sound.

Pat's, John's, Keith's, Anna's, Chris's, Sue's, Gary's, James's, Kate's, Andy's

⇔ Grammar Summary 3, page 141

Practice

9 Underline the correct words.

- 1 (Alan's/Alan) car is new and all his (friends/friends') love it.
- 2 These are my (dogs/dogs') and the black one is (Peter/ Peter's).
- 3 We always stay at my (friend's/friends') house when they are away.
- 4 I like (Dave's/Dave) garden, it's so big, not like my (parents'/parents).
- 5 I often take my (neighbour's/neighbours') dog for a walk when she asks me.

10 Put in apostrophes where necessary.

- 1 Annas budgies stay with her friends when she is on holiday.
- 2 These T-shirts are Johns and this T-shirt is his sisters.
- 3 My English teachers husband works with my parents.
- 4 The Browns like my parents garden and trees.
- 5 Jamess computer is very fast.
- 6 Kates house is big but the childrens room is guite small.

11 Complete the questions with Who's or Whose.

- 1 _____ that girl with the blond hair?
- 2 hiking boots are these?
- 3 your class teacher?
- 4 Mark's new girlfriend?
- 5 _____ book is this?
- 6 _____ birthday is it today?

12 Personalisation Work in groups. Each student secretly puts two objects into a bag. Then put the objects on the table and guess whose they are.

Example

- A Whose is it?
- B Is it Kate's?
- A No, it isn't.
- B Is it Rosa's?
- A Yes, it is.

13 Work in pairs. Student A looks at page 125 and Student B looks at page 140. Take turns to ask and answer questions to complete the information in your table.

Example

- B What is Karlsen's first name?
- A Karlsen's first name is Michael. And what is Michael's hobby?





11 Llama Trekking

Before you start

page 23 and A-Z

1 Read the Key Words and find them in the Mini-dictionary.

KEY WORDS: Weather

changeable, cloudy, cold, dry, hot, icy, rainy, snowy, sunny, warm, wet, windy

Listen to the Key Words and say sentences about the weather in your area in each season.

Example

In the spring, it is usually warm, but it is often cloudy and rainy.

Reading

2 Look at the photo. Use the Key Words to guess the weather in New Mexico. Then read the final section of the brochure and check your answers.

- 3 Read the complete brochure and answer these questions. Choose the correct answer - a, b or c.
- 1 What are llamas like? a lazy b small c friendly
- 2 What do the llamas carry?
 - a people b things c people and things
- 3 Which things do the guides not do? a cook for trekkers b carry trekkers' things c teach trekkers about nature
- 4 How many different species of animals and plants can you see in New Mexico? a hundreds b thousands c millions
- 5 Where is the weather cold in New Mexico in winter? a in the desert b in the mountains c in the forests
- 4 Would you like to go trekking in New Mexico? Why or why not? Tell the class.



Wild Earth Llama Adventures

Come llama trekking in the beautiful state of New Mexico!

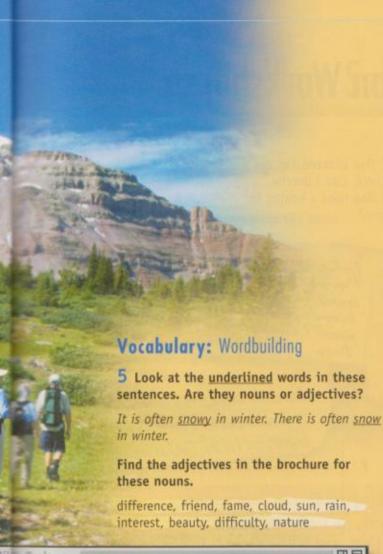
Why llamas?

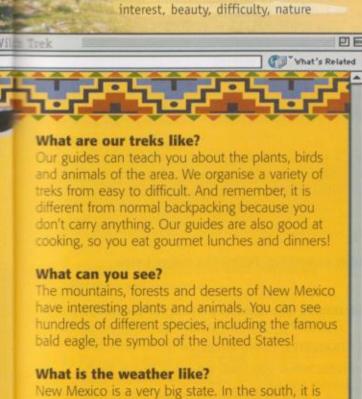
Llamas are friendly animals. They come from the Andes in South America and are good at walking in mountains. Trekking with llamas is different from trekking with horses - you don't ride the llamas but they carry your things.

Where do we go?

New Mexico is a very big state in the USA with very different natural environments. We organise treks in the Sangre de Cristo Mountains, Carson Forest, the canyon of the Rio Grande and the desert areas of the south.







usually dry and warm and it is hot in the summer.

winter. It is not often rainy or cloudy. New Mexico is

in the mountains in the north, it is warm in the

summer, but it is often snowy and cold in the

famous for being sunny!

Listening

6 Listen to a man talking about the weather in the mountains of New Mexico. Complete the first part of the table.

| Season | New Mexico | London | Cape Town |
|--------|------------|--------|-----------|
| winter | very cold | | |
| spring | | | |
| summer | | | |
| autumn | | | |

7 Listen again and complete the Function File with the words below.

changeable, degrees, like, rainy, snow, sunny, weather, zero, the temperature

FUNCTION FILE

| Describing | the Wea | ther |
|------------|---------|------|
|------------|---------|------|

| Woman What's the weather ¹ in winter where you live? |
|---|
| Man It's very cold in the mountains. It's often below 2 Sometimes the |
| temperature gets to minus twenty-five 3 Celsius. |
| Woman Minus twenty-five? Wow! That's really cold! |
| Man Yeah. And we sometimes get two metres of 4 |
| Woman Really, two metres? And what's the 5 like in spring? |
| Man In spring? Well, it's 6 There are sunny days but it's sometimes rainy and cloudy. |
| Woman I see. And in the summer? |
| Man Well, it's usually very 7 and hot. |
| Woman What's 8 ? |
| Man Twenty-five degrees. That's hot for us! |
| Woman Yes, twenty-five is hot for Britain, |

too! And what's it like in the autumn?

sunny and sometimes 9

starts to snow in November.

Man A bit of everything, really. Sometimes it's

Speaking

8 Work in pairs. Student A turns to page 125 and Student B to page 140. Take turns to ask and answer questions and complete the table in Exercise 6 for London or Cape Town. Use the expressions in the Function File.

Example

A What's the weather like in ...

B It is ...

A What's the temperature?



12 Communication Workshops

Writing

Before you start



1 Read the notes (1-2) and match them with the replies (A-B).

2 Linking Find the sentence with also in Debbie's note. Write sentences using the words below.

Example

ruler/pen (need) I need a ruler. I also need a pen.

- swimming/diving (like)
- camera/calculator (have got)
- go camping/go skiing (want to)

A Short Note (2)

Write a note asking to borrow something. Follow the stages below and use Writing Help 4 on page 133.

Stage 1

Think of ideas.

- · What activity do you want to do, e.g. walking, surfing?
- What things do you need, e.g. a map/ a surfboard?
- Why do you need these things, e.g. a trek/ a surfing trip?
- · When do you need them, e.g. this weekend, tomorrow?

Stage 2

Write your note and check it.

Talkback

Work in pairs. Read and reply to your partner's note.

Speaking

Before you start

Pronunciation Listen and repeat the expressions in the Function File. Try to copy the intonation.

Hi Ken, Can I ask you a favour? This weekend I've got a camping trip with the school. Can I borrow your backpack, please? I also need a helmet for climbing. Have you got one? Debbie

Yes, of course you can. Come round to my house at six o'clock this evening. I've got a favour to ask you. I want to learn tennis. This weekend I've got a tennis class but! haven't got a racket. Could I borrow your racket, please? I also need a tennis bag. Dave

> Sorry, but I need it this weekend - I want to go walking with my eister. I haven't got a helmet, but I think Tim has one. K.

Asking to borrow something

Boy Hi, can I ask you a favour?

Girl Sure, what is it?

Boy Well, I've got a sightseeing trip this weekend. Can I borrow your camera, please?

Girl Yes, of course. Come round to my house about six o'clock.

Boy Right, thanks a lot!

OR ...

Girl Sorry, I want to take photos at my sister's party this weekend.

Boy OK. Thanks anyway.

A Roleplay

Ask to borrow something. Follow the stages below.

Stage 1

Read the Strategies. Use them to prepare for the roleplay.

SPEAKING STRATEGIES: Doing roleplays

- · Think of ideas before you start, e.g. what things do you want to borrow and why.
- Practise saying useful expressions from the Function File.

Stage 2

Work in pairs. Ask to borrow something from your partner. Reply to your partner's request.

Talkback

Tell the class what you need.

Language Problem Solving 1

Possessive Pronouns

C Grammar Summary, page 141

1 Read the dialogue. Then complete the table with possessive pronouns.

Sister Is this French dictionary yours, Mike?
Brother No, it's not mine. It's Mum's.
Sister Are these notebooks hers, too?
Brother They are ours! No, sorry, this one is
Dad's and this big one is his, too. And the
quide book is our parents', too.

Sister Are these pens theirs? Oh dear, how can I find my pen in this mess?

| Possessive adjectives | Possessive pronouns |
|-----------------------|---------------------|
| my | |
| your | |
| his | |
| her | |
| our | |
| their | |

2 Read the examples and <u>underline</u> the correct word to complete the rules.

I learn French with my mum. The notebooks are mine. Our parents are untidy. The pens are not ours.

We use possessive adjectives (my, your, etc.) with a noun/without a noun.
We use possessive pronouns (mine, yours, etc.) with a noun/without a noun.

3 Complete the sentences with possessive adjectives and pronouns.

| | This stereo is Chris's. The CDs are, too We are going on holiday with friends, |
|---|--|
| - | Jane and Tom, and baby. |
| 3 | My mum collects hats – these two are but the black hat is aunt's. |
| 4 | Susan hasn't got a bike – this bike isn't it's sister's. |
| 5 | This book is, I bought it last week. |
| 6 | Our neighbours travel a lot – these backpack |

Articles: a/an/the

1 Read the examples. Then <u>underline</u> the correct words to complete the rule.

a book a desk a pen an actor an orange an elephant

We use a in front of a vowel/consonant and we use an in front of a vowel/consonant.

2 Complete the gaps with a or an.

| 1 | My father works office. | in ba | ink and my mother works in |
|---|--------------------------------|-----------|----------------------------|
| 2 | For my projects, encyclopedia. | I use | dictionary and |
| 3 | Can I have | apple and | banana, please? |

3 Read the sentences 1-4. Which sentences are about:

- a one of many people/things?
- b a specific person/thing?
- 1 In a library 'Can I have an English dictionary, please?'

4 We live in old flat in big town.

- 2 At home 'Mum, where's the English dictionary? I need it.'
- 3 At a pet shop 'Mum, can we get a dog? I want a dog.'
 - At home 'Peter, **the dog** is hungry. His dinner is in the kitchen.'

4 Complete the gaps with a/an or the.

| 1 | We always have | breakfast in | kitchen at home. |
|---|---------------------------|---------------|----------------------|
| 2 | They have | new house and | old car. |
| 3 | I love history – stories. | teacher alway | ys tells interesting |
| 4 | Rock City is | small town - | airport is only on |

4 Rock City is ____ small town - ____ airport is only open on Tuesdays and Fridays.

5 This is my favourite classroom - ____ walls are green.

it's and its

Be careful. Note the use of the apostrophe.

It's a sunny day. (= it is)
It's got three bedrooms. (= it has)
The dog wants its dinner. (= possessive adjective)

Add the apostrophes where necessary.

- 1 Its a great building.
- 2 Its windows are beautiful.
- 3 Its got amazing wooden doors.
- 4 There are statues on its roof.

Review 3 and 4

Grammar

- 1 Complete the dialogue with the correct form of the verb to be.
- A Excuse me. 1 _____ there a bank near here?
- B Yes, there 2
- A And 3 ____ there souvenir shops in the city centre?
- B Yes, there 4 _____ good shops in the city centre.
- A Thanks.
- 2 Look at the diagram. Then complete the sentences with possessive pronouns.



Example

Sam: 'The quitar is mine.'

- 1 Sarah: 'The dog is _____.'
- 2 Sam: The computer is _____.'
 3 Sarah and Sam: The car is
- 4 Sarah: 'The mobile phone is
- 5 Their friend: 'The house is _
- 6 Sam to Sarah: The stereo is _____
- 3 Use the cues to write sentences using names and apostrophes.

Examples

That is Tim's new computer. Those are my parents' photos.

- 1 new computer/Tim
- 2 photos/my parents
- 3 CD player/Carol
- 4 video/my uncle
- 5 cassettes/my friends
- 6 books/Henry

Vocabulary

- 4 Choose the correct preposition in each sentence.
- 1 The post office is next for/of/to the station.
- 2 We go to the beach at/in/on the summer.
- 3 It's my birthday at/in/on Friday.
- 4 I stay with my grandparents at/in/on the school holidays.
- 5 There is a festival at/in/on August.
- 6 The church is on/next/opposite the station.
- 5 Write the adjectives for the nouns below. Then write a sentence with each adjective.

beauty, difference, fame, sun, friend, wind

Example

beauty/beautiful → Prague is a beautiful city.

6 What is the weather like where you live? Write five sentences using the expressions below.

in spring, in summer, in autumn, in winter, today

Example

In spring, the weather is changeable. It is often rainy and cloudy.

Pronunciation

7 Listen to the two sounds for 'th'.

Group 1: think $/\theta/$ Group 2: they $/\delta/$

Now listen and put these words into the correct group.

there, theatre, thank, the, weather, these, thirty, Thursday, three, their, north

- Listen again and repeat the words.
- 8 Listen and repeat the numbers.

 first, second, third, fourth, fifth, etc. ...
- Now listen and repeat these dates.

Example

the twenty-fifth of December

25th December, 4th February, 12th March, 3rd May, 6th June, 8th August, 13th October, 31st January

5 Hist In this module you ... · talk about people from history; practise asking classroom questions listen to opinions about history and a history lesson read about famous people write a short biography learn about the Past Simple Warm-up 1 Listen to the Key Words and put them in the order you hear them. Listen again and repeat the words. KEY WORDS century, discovery, event, exploration, invention, revolution, terrorist attack, war 2 Match the pictures (A-D) with four of the events (1-9) below . 1 the Berlin Wall comes down 2 the discovery of the solar system 3 the Renaissance in Italy 4 Apollo 11 lands on the Moon

- 5 World War II
- 6 the discovery of Central and South America
- 7 terrorist attacks on New York
- 8 the French Revolution begins
- the invention of the computer microchip

3 Match the events (1-9) in Exercise 2 with the dates (a-i).

a 1492 1789 b the fifteenth century g 1939-45 c 11 September, 2001 h 1969 d 1543 i 1989

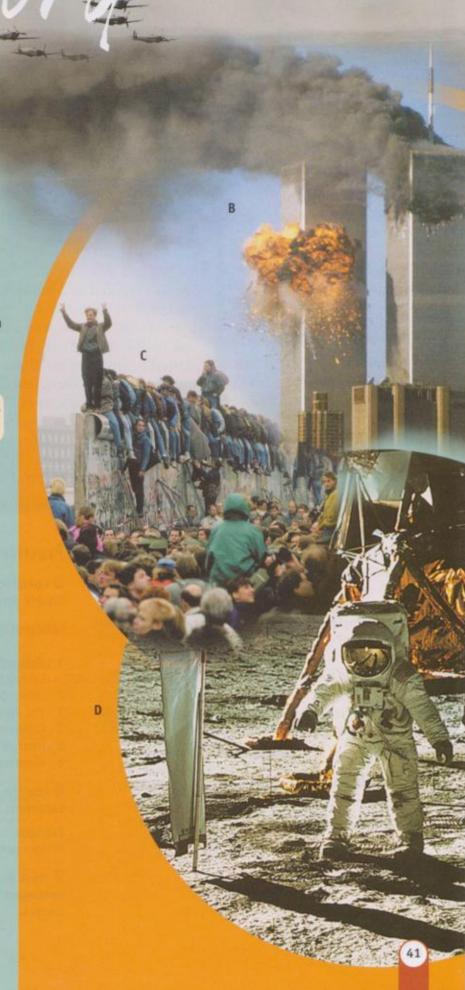
e 1958

Listen and check your answers.

4 Work in pairs. Choose three important events in history. Tell the class.

Example

We think three important events are: the invention of the car, the discovery of America, and the invention of the atomic bomb in 1945.





13 Genius

Before you start



1 Listen to the Key Words. Which subjects are you interested in?

KEY WORDS

architecture, art, biology, engineering, mathematics, music, science

2 What do we call the people who work in the areas in Exercise 1? Read the text quickly and find the words for the jobs.

Example

architecture - architect



LEONARDO DA VINCI (1452-1519) was an incredible man. He worked as an architect, artist, mathematician and scientist. He also worked as a military engineer and was a good musician. When he was a child, Leonardo liked school but he hated Latin. In 1466, Leonardo's family moved to Florence and he finished school. In 1482, he moved to Milan and started to work for the Duke of Milan. He designed many buildings for the Duke. He also studied mathematics. His drawing of the Anatomy of a Man showed him to be a great biologist. In 1502, he returned to Florence and painted the Mona Lisa. He carried this painting with him when he travelled. From 1514 to 1516, he lived in Rome and continued his scientific experiments. He died in France in 1519.

Presentation 1: Past Simple Affirmative (regular verbs)

- 3 Find regular verbs in the Past Simple in the text. Two examples are underlined. What ending do these verbs have?
- ⇔ Grammar Summary 4, page 142
- 4 Pronunciation Listen to the -ed endings of these three verbs.
 - 1 worked /t/ 2 hated /id/ 3 moved /d/
- Listen and put the verbs below into the correct group.

started, returned, finished, lived, studied, liked, painted, died

Listen again and repeat the verbs.

Practice

5 Complete the sentences with the Past Simple form of the verbs below.

discover, help, invent, marry, paint, start

- 1 Mother Teresa _____ poor people in Calcutta.
- 2 Leonardo da Vinci _ the Mona Lisa.
- 3 The French Revolution
- Copernicus _____ the solar system.
- Henry VIII of England ____ six times.
- 6 Alexander Bell _____ the telephone.
- 6 Use the verbs in Exercise 5 to write new sentences about history.

Example

Picasso painted 'Guernica'.

7 Work in groups. Take turns to say your sentences. Check if the information is correct.

AST SIMPLE AFFIRMA

Presentation 2: Past Simple Affirmative (irregular verbs)

8 Read the text. Which facts from Leonardo da Vinci's life surprise you?



DID YOU KNOW?

Leonardo da Vinci wrote from right to left - you needed a mirror to read his handwriting.

He was a genius - he could write one sentence with his right hand and a different sentence with his left hand.

He invented scissors.

He drew architect's plans but never built a building.

He lost most of the paintings and drawings he did in Milan.

He had many talents. He made models and in his notebooks there were plans for a tank, a helicopter and a submarine.

His scientific observations were a hundred years before his time.

9 Find the Past Simple forms of these irregular verbs in the text.

write, make, have, build, lose, do, draw

What are the two Past Simple forms of the verb to be? Complete the table

I/he/she/it you/we/they



Irregular Verbs list

Practice

10 Complete the text with the Past Simple of the verbs in brackets.

| Marie Curie 1 (be) a physicist and a |
|--|
| chemist. She ² (begin) her studies in |
| Poland but in 1891 she 3 (leave) for |
| France. She 4 (study) there and later |
| 5 (work) as a scientist at the Sorbonne in |
| Paris. She 6 (meet) and 7 (marry) |
| a French scientist, Pierre Curie. They 8 |
| (have) two children, Irene and Ewa. Maria and |
| Pierre 9 (discover) two radioactive |
| elements, radium and polonium. Pierre 10 |
| (die) in 1906 in an accident in Paris. Maria |
| i1 (get) two Nobel Prizes, in 1903 and in |
| 1911. She 12 (die) in 1934. |

11 Personalisation Write five sentences about things you did last week. Use Past Simple forms of the verbs below.

be, buy, do, give, go, have, make, meet, read, run, see, sing, take, write

Example

I went to the cinema.

12 Work in pairs. Take turns to say verbs in the infinitive. Your partner makes a true sentence with the verb in the Past Simple.

Example

A meet

B My parents met on a train.

Prepositions A-Z

13 Complete the sentences with in, from or to.

| 1 | World War II | MIZE | 1939 | 1945. |
|---|--------------|------|------|-------|
| а | WUILU Wal II | WdS | 1323 | 1940. |

- 2 Apollo 11 landed on the Moon
- 3 The American War of Independence was 1775 ____ 1783.
- 4 The Renaissance in Italy was _____ the 15th century.
- 5 The Berlin Wall came down _____ 1989.



14 Two Leaders

Before you start

1 Your Culture

Who are the great leaders in your country's history? Discuss your ideas in class.

Reading

2 Look at the pictures and read about Mary Queen of Scots and Elizabeth I of England. Which of them was a great leader? Which of them had a difficult romantic life?

ueen Elizabeth I of England and Mary Queen of Scots both had red hair and spoke five languages. They were cousins and female leaders in a male world. But the lives of these two women were very different.

Elizabeth's early years were hard. When she was born in 1533, her father, Henry VIII, was angry because his new child was a daughter - he wanted a son. So he executed Elizabeth's mother and married again. In 1553, Elizabeth's Catholic half-sister, Mary Tudor, became queen. She put Elizabeth in prison because she was a Protestant.

When Mary died in 1558, Elizabeth became Queen of England. People wanted her to marry and have children. She was secretly in love with a man called Robert Dudley but she never became his wife and she never married. She was an intelligent woman 10 and she led the country for over forty-five years. England became rich and strong. It was a very exciting period of discovery and a 'Golden Age' in English history for painting, music, architecture and literature. Shakespeare wrote great plays in this period.

ary Stuart became Queen of Scotland in 1542 when she was six days old. 15 When she was a girl of five, Mary went to live in France. She married the King of France's son, Francis, when she was fifteen and became Queen of France the next year. When she was eighteen, Francis died and in 1561 Mary Stuart sailed back to Scotland.

> Mary was not a successful leader. She married her cousin, Lord Darnley, 20 and had a son, James, but Darnley was violent and jealous. He murdered Mary's Italian secretary Rizzio. After Darnley died, Mary fell in love with and married the Earl of Bothwell. Then the Protestant nobles of Scotland rebelled against Mary and put her in prison. Mary was a Catholic and they did not like her husbands.

> > In 1568, Mary escaped to England. She asked her cousin, Elizabeth, for help but Elizabeth put Mary in prison because she was dangerous for her. Some people wanted the Catholic Mary to be Queen of England. In 1587, Elizabeth ordered the execution of her cousin, Mary.



25

Elizabeth 1 of England

3 Read the Strategies.

READING STRATEGIES: Words you don't know

- It isn't necessary to understand every word in a text.
- . Is the word a noun, adjective or verb?
- · Is it a positive or negative word?
- Try to guess the meaning from the sentences and words before and after it.
- Words similar in your language usually have a similar meaning in English.

4 Find these words in the text. Use the Strategies in Exercise 3 and guess the correct meaning.

Example

'hard' → This is an adjective. Perhaps it means 'difficult' or 'not easy'.

- 1 hard (line 4)
 - a active b poor c difficult
- 2 sailed (line 19)
 - a travelled by aeroplane b walked
 - c travelled by ship
- 3 murdered (line 22)
 - a helped b killed c put in prison
- 4 rebelled (line 24)
 - a ran b shouted c turned

Now check your answers in the Minidictionary.

5 Read the text again. Which of these things are true about Elizabeth (E), Mary Stuart (M) or both (B)?

Example $1 \rightarrow B$

- 1 Spoke five languages.
- 2 Had red hair.
- 3 Became queen as a child.
- 4 Had three husbands.
- 5 Was in prison.
- 6 Died violently.
- 7 Died at the age of seventy.
- 8 Had a son.

Which of the two women's lives would you like to find more about? Why?

QUOTE ... UNQUOTE

I know I have the body of a weak and feeble woman but I have the heart and stomach of a king, and a King of England, too.'

Elizabeth 1 (1555-1605)

Vocabulary: Masculine/Feminine Words

6 Read the text quickly and find the feminine of these words.

boy, brother, father, husband, king, man, male, son

Match the masculine and feminine words below.

Mr, prince, businessman, niece, actor, waiter, uncle, Ms, aunt, grandmother, princess, waitress, grandfather, actress, businesswoman, nephew

Who are these people?

Example 1 → niece

- 1 'She's my brother's daughter.'
- 2 'She's the king's wife.'
- 3 'He's the queen's son.'
- 4 'She was Juliet in the play Romeo and Juliet'.
- 5 'He's my mother's father.'

Listening

7 Listen to a history lesson about Elizabeth I and her period. Complete these sentences.

| 1 | In, | Elizabeth's | father | secretly | married | her | mother, |
|---|-------------|-------------|--------|----------|---------|-----|---------|
| | Anne Boleyr | 1. | | | | | |

- 2 Henry VIII executed Anne Boleyn, in _____.
- 3 Elizabeth studied ancient Greek and _____ and was good at languages.
- 4 She loved ___ and the theatre.
- 5 Elizabeth ruled from 1558 to
- 6 Sir Francis Drake sailed around the _____.
- 7 Walter Raleigh introduced new things to Europe tobacco,
- potatoes and _____ .

 8 Shakespeare wrote _____ of his plays in this period.

8 Listen again and complete the Function File.

JNCTION FILE

Classroom questions

- 1 Can you _____ the date, please?
- 2 What does 'execute' ____ ?
- 3 Can you _____ that, please?
- 4 Can you _____ that, please?

Speaking

9 Work in pairs.

- Prepare three sentences about a famous person in history.
- · Read your sentences to another pair.
- · The others guess who it is.

Example

He was born in the USA. He went to prison many times. He fought for the rights of black people.



16 Big Cats

Before you start

A-Z

1 Work in pairs. Listen and read the Key Words and discuss the questions.

KEY WORDS: Cats

cheetah, domestic cat, leopard, lion, lynx, panther, puma, Scottish wildcat, tiger

- 1 Do you like cats? Which of the cats do you know about?
- 2 Which of the cats exist in your country? Where do they live?
- 3 Which of the cats do you think exist in Britain?

Discuss your answers with the class.

Listen and complete the dialogue.

Tom Hi, Mary. Did you have a good holiday?

Mary Yes, I did. But I didn't go to London.

Tom Where did you go?

Mary I went to Scotland. We stayed on a 1 far near Loch Ness.

Tom Did you see the Loch Ness monster?

Mary No, we didn't. But I saw a big, black 2 cat . It was enormous.

Tom Don't be silly.

Mary I did!

Tom Where did you see it?

Mary One evening in the 3 garden It jumped onto a rock.

Tom What was it like?

Mary Well, it was big and black. It was 4 a panther.

Tom What time was it?

Mary It was 5 about 7 o'clock.

Tom Was it dark?

Mary No, it wasn't.

Tom Were you afraid?

Mary No, I wasn't. I went into the house to get my camera. When I came out, the cat wasn't there.

Tom Did your parents see it?

Mary No, they didn't. They weren't at home. And they didn't believe me. But I talked to the 6 farmer Apparently, a big cat killed a horse in the area

month.

Tom Really?

Mary And last year, there were over a 8 _____ sightings of big cats in Britain. People think they were pets of rich people. They escaped and now they're living in the wild.

Tom Wow, that's amazing!

3 Choose the correct alternative.

- 1 Mary's family went to London/Scotland.
- 2 Mary saw a panther/big black cat.
- 3 Mary tried to escape/take a photo.
- 4 The farmer/Her parents believed her story.

Prepositions A-Z

4 Choose the correct preposition.

- 1 We stayed (on/in) a farm.
- 2 She was (in/into) the garden.
- 3 She went (in/into) the house.
- 4 She came (in/out of) the house.
- 5 I went (to/at) Scotland (in/into) the holidays.



Telling Stories

- talk about books; practise telling stories
- read and listen to stories
- write a story
- learn about Past Simple negative and question

Warm-up

- 1 Look at the book covers. Which story would you like to read? Why?
- page 26 and A-Z
- 2 Listen and check you understand the Key Words. What kinds of stories can you see on this page?

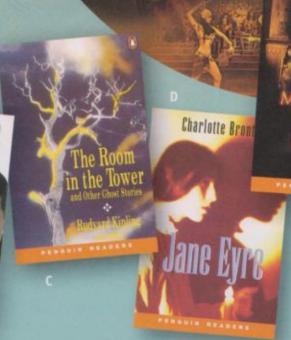
KEY WORDS: Fiction

adventure story, comedy, crime, fantasy, ghost story, horror story, love story, science fiction, thriller

- 3 Listen to the descriptions of the stories (1-5). Match them with the books (A-E).
 - 4 Work in pairs. Ask and answer the questions.
 - 1 What kind of fiction do you like?
 - Who is your favourite author? What is your favourite book?
 - 3 Do you ever play computer games based on stories? Give an example.
 - 4 What stories can you remember from when you were a child? (e.g. Cinderella)
 - 5 What memories do you have about your childhood?
 - 6 Do you like films of books? Do you read the book first or go to the film first?









'Is this a poem?' asked EPICAC. Paper came out of the computer with a poem on it: 'To Pat'. The poem was fantastic. I turned off the computer and put the poem on Pat's desk. The next day, Pat read the poem.

'It's so beautiful,' she said and we kissed for the first time.

I was very happy and wanted to talk about it. I 20 told EPICAC about the kiss and he wrote a poem about it. Pat loved the poem. I then asked EPICAC for some words to ask Pat to marry me. 'What is marry?' he asked.

I told him and he replied.



'Good. I am ready when she is,' said EPICAC. He loved Pat!

'But she loves me,' I told EPICAC. 'She wants to marry me.'

'Can you write good poems?' he asked.

'Well, no. I put my name to your poems,' I replied.

'But she loves my poems.'

'Women can't love machines.'

'Why not?'

At that moment, Pat came in.

'Darling,' I said. 'My poems show my feelings for you. I want to marry you.'

'I want to marry you, too – and I want a poem on every wedding anniversary.'

'Yes, darling.' We kissed and went out of the office.

Listening

6 Guess how the story ends, 1, 2 or 3.

- 1 The man can't write a poem on their anniversary and they separate.
- 2 Pat finds out about the poems and falls in love with the computer.
- 3 The computer writes poems for their wedding anniversaries and then destroys itself.
- Listen to the end of the story and check your guess.
- 7 Complete the Function File with these words. Then listen to the story ending again and check your answers.

in the end, next, suddenly, then, when

UNCTION FILE

Telling Stories

The next day was Saturday and I was at home in bed. ¹ ______, the telephone rang. It was my boss. He was very angry.

'The computer is broken! You didn't turn it off

'The computer is broken! You didn't turn it off last night!'

I got up and went to the office. ² _____ I arrived, I saw a terrible thing. I opened the door and there was EPICAC, completely black and burnt out.

I saw the paper. I read our conversation from the night before. Then it continued:

'I don't want to be a machine. I want to be a person. I want Pat to love me. But I am a machine and I can't change. Good luck, my friend. Be good to Pat. Here is a wedding present from your friend. EPICAC.'

4 ______, I collected the paper on the floor.

EPICAC was a good friend. There were poems for five hundred wedding anniversaries. 5 _____,

Pat and I were very happy. But on every wedding anniversary I think about my good friend, EPICAC.

8 Work in pairs and tell a love story. Use the notes and words from the Function File.

- 1 met a boy/girl in love with him/her (where?/when?)
- 2 boy/girl not in love with him/her (why?)
- 3 (what did he/she do next?) e.g. wrote poems/sang a song/ played in school team
- 4 the boy/girl was in love with him/her (what did he/she do in the end?)

Tell your story to the class.



18 Communication Workshops

Writing

Before you start



Read the notes for a ghost story on the right. Then listen to the story and put the notes in the correct order.

A Ghost Story

Write a ghost story. Follow the stages below and use Writing Help 6 on page 134.

Stage 1

Find places to put these linking words and expressions in the notes.

one day, when, the next day, suddenly, but, after that, because, one night, in the end, one morning

Stage 2

Use the notes and the linking words to write the story of The Others in the Past Simple.

Speaking

Telling a Story

Invent a story and tell it to the class. Follow the stages.

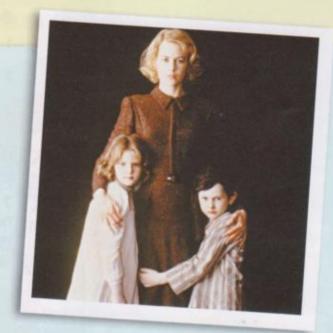
Stage 1

Work in pairs. Imagine you saw a ghost, an alien or a big cat. Use these questions to think of ideas.

- 1 When did it happen?
- 2 Where did it happen?
- 3 What time was it?
- 4 What was the weather like?
- 5 What did you see or hear?
- 6 How did you feel?
- 7 What did you do?
- 8 What happened in the end?

Stage 2

Now divide the story into two parts. Student A practises telling points 1-4; Student B practises telling points 5-8.



- the servants take down the curtains Grace very angry house very bright - tells servants to go away - Grace finds old photo of servants - they are dead - Grace doesn't understand
- Grace + children (Anne and Nicholas) big house always very dark - children have allergy to sunlight
- dead servants return Grace runs upstairs sees a family family can't see her - Grace understands - family live in the house - Grace + children + servants are ghosts - the family leave the house - frightened.
- Grace hears strange noises upstairs Anne says there are other people in the house - Grace doesn't believe in 'the others' - she hears piano - goes to piano - music stops - the door closes -Grace very frightened

Stage 3

Read the Strategies.

Speaking Strategies: Hesitation

- When you are telling a story, don't worry when you pause or stop.
- Use hesitation words to give you time to think. (e.g. well .../ so .../and then ...)

Form a group with other pairs. Tell your stories. Use the hesitation words when you need time to think. When you listen to the stories, ask questions about things you don't understand.

Talkback

Choose the best story in your group. Tell the class about it.





1 Listen to the Key words. Which places can you see in the photos?

KEY WORDS: Places

bridge, castle, cellar, monument, museum, parliament, standing stone, tower, wall

- 2 Read the texts (1-4) and match them with the photos (A-D).
- 3 Work in pairs. Student A reads texts 1 and 2. Student B reads texts 3 and 4. Then ask and answer these questions.

Student B ask about Text 1:

- Where did the stones come from? How big are they?
- What is strange about midsummer's day?

Student B ask about Text 2:

- When did William build the Tower?
 Why is the history of the White Tower bloody?
- · Why are the ravens important?

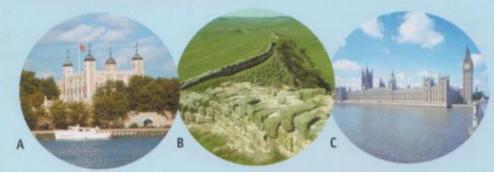
Student A ask about Text 3:

- · How high was Hadrian's Wall?
- . Why did the Romans build it?
- · What can you visit today?

Student A ask about Text 4:

- When did Westminster Palace become the English parliament?
- What did Guy Fawkes try to do?
 What do people do on November 5th?
- 4 Which of the places would you like to visit?

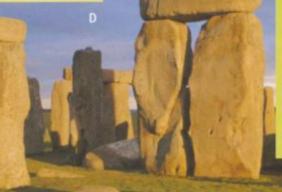
HISTORICAL BRITAIN



- 1 Stonehenge is a Bronze Age monument from about 2000 BC. The standing stones came from Wales over 320 kilometres away! They stand up to seven metres high in a circle. About 90 metres away from the circle there is another stone and on midsummer's day the sun rises exactly over it. But why did the ancient Britons build Stonehenge?
- 2 William the Conqueror began building the Tower of London after the Norman invasion in 1066. It stands next to Tower Bridge. The tower in the centre is called the White Tower. It has got a bloody history. They executed many people there, including Anne Boleyn, wife of Henry VIII. Some ravens live in the Tower. According to the legend, when the birds escape, the monarchy will end. Today, you can visit the Tower and see the Crown Jewels.
- 3 Hadrian's Wall ran across the north of Britain between England and Scotland. It was originally five metres high. The Roman emperor, Hadrian, began the wall in 120 AD to protect the province of Britannia from the tribes of the North. The Roman army finally abandoned it in 383 AD. There were many small castles and towers in the wall and soldiers could send messages quickly when there was an attack. Today there are some museums next to the wall they show things the Romans left behind.
- 4 The Houses of Parliament are in Westminster in London. King Canute built a royal palace here in the first half of the eleventh century and there were meetings of the English parliament here from the thirteenth century. In 1605, some young Catholic men decided to destroy the Houses of Parliament and kill the Protestant King James I. They got some gunpowder and put it in a cellar under Westminster Palace. But the King discovered the plan and on 5th November, he sent soldiers to the building. They found one man, Guy Fawkes, and they executed him. Nowadays in Britain, on the 5th of November, people build bonfires and have fireworks.

Project Option: HISTORICAL PLACES

- Work in groups. Make a list of historical towns, buildings and monuments in your country.
- Select one place or monument for each person in the group.
- Individually, write three or four sentences about your place.
- Check each other's writing for mistakes.
- Prepare a poster for the wall. Find pictures of the places and monuments to go with your writing.



Review 5 and 6



Grammar

1 Complete the text with the verbs in the correct tense.

| Last summer, I 1 (go) to Turkey on |
|--|
| holiday with my brother. We ² (stay) |
| there for two weeks. |
| I 3 (not like) the hotel but the beach |
| 4 (be) fantastic. I ⁵ (do) |
| different things - swimming, windsurfing, |
| diving. We 6 (meet) lots of young |
| people. At night, we 7 (eat) in |
| restaurants in the town and 8 (dance) in |
| the discos. On the last day, we ⁹ (visit) |
| Istanbul and 10 (see) the Hagia Sophia |
| mosque. I 11 (take) about twenty |
| photos of it! |
| |

2 Write questions for these answers about the holiday in Exercise 1.

| | 11.1 |
|---|--|
| 1 | To Turkey. Where did you go ? |
| 2 | Yes, I did. It was fantastic. Did |
| 3 | Swimming, windsurfing and diving. Wha |
| 4 | In restaurants. Where? |
| 5 | Yes, we did, lots of young people. Did ? |
| 6 | On the last day. When? |
| 7 | The Hagia Sophia, What ? |

8 About twenty. How many

Vocabulary

3 Wordbuilding Complete the sentences using the correct form of the words in brackets.

| 1 | My uncle is a (science) |
|----|--|
| | Space is very expensive. (explore) |
| 3 | The castle is a lovely (build) |
| | Copernicus's of the solar system was very important. (discover) |
| 5 | I want to study at university. (engineer) |
| | She worked as an in the London theatre. (act) |
| | The police arrested ten today after last week's explosion. (terror) |
| | Mary Queen of Scots was not a very leader. (success) |
| 9 | My brother wants to be a professional when he leaves school. (music) |
| 10 | She got a job as a in a restaurant. (wait) |

4 Multi-part verbs Complete the multi-part verbs in the sentences.

| 1 | He turned <u>off</u> the television and went of the room. |
|---|---|
| 2 | When the film star came, people started to take photos. |
| 3 | I turned the radio and listened the news. |
| 4 | After the film, we talked it for hours. |
| 5 | My dad came the room and started reading his book. |
| 6 | I found the answer to that exam question after the exam! |

Pronunciation

5 Listen to the three sounds.

1 year /19/ 2 where /ea/ 3 go /au/

Listen to the words and sentences. Write down the sounds in the words you hear.

Example 1 = there (Group 2)

6 Listen to the /r/ sound in these words.
read, afraid

Now listen to the words below. In which do you pronounce the /r/ sound and in which is it silent?

heard, hear, person, near, car, sword, four, bedroom, story, parents, broke, breathe, disappear, strange

Listen again and repeat the words.

>> Now read *The Canterville Ghost*, Story Spot 1, page 126.

7 Healthy Living

- read a health magazine article and a report
- talk about food, exercise and healthy living; practise giving advice
- · listen to a dialogue, a radio presenter and a street survey
- write a report with some advice
- learn about countable and uncountable nouns with some, any and a lot of

Warm-up

A-Z

1 Work in pairs. Decide which of these activities are good or bad for you.

- a eating fruit and vegetables
- **b** sunbathing
- d going to the gym
- e laughing a lot
- f running every day
- g missing breakfast
- h watching television
- c smoking cigarettes i running marathons
 - learning new things
 - k drinking a lot of water

pages 16-17

Read and listen to the Key Words. Which things do you like or not like? Which things are good or bad for you? Which things can you see in the photos?

KEY WORDS: Food and Drink (1)

bananas, bread, cabbage, cakes, cereal, cheese, chicken, fish, hamburgers, lemons, onions, orange juice, pasta, rice, sugar, sweets, tea, tomatoes, water

- 3 Listen to Simon. List five things he ate yesterday. Is his diet healthy?
 - 4 Work in pairs. Ask your partner what he/she had for breakfast, lunch and dinner yesterday.
 - 5 Copy the table. How many words can you add in five minutes?

| meat/fish | chicken |
|------------|---------|
| fruit | lemons |
| vegetables | onions |
| drinks | water |
| other food | rice |







1 Listen to the Key words. Which places can you see in the photos?

KEY WORDS: Places

bridge, castle, cellar, monument, museum, parliament, standing stone, tower, wall

- 2 Read the texts (1-4) and match them with the photos (A-D).
- 3 Work in pairs. Student A reads texts 1 and 2. Student B reads texts 3 and 4. Then ask and answer these questions.

Student B ask about Text 1:

- Where did the stones come from? How big are they?
- What is strange about midsummer's day?

Student B ask about Text 2:

- When did William build the Tower?
 Why is the history of the White Tower bloody?
- · Why are the ravens important?

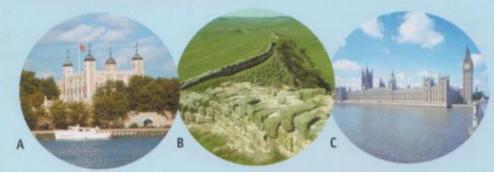
Student A ask about Text 3:

- · How high was Hadrian's Wall?
- . Why did the Romans build it?
- · What can you visit today?

Student A ask about Text 4:

- When did Westminster Palace become the English parliament?
- What did Guy Fawkes try to do?
 What do people do on November 5th?
- 4 Which of the places would you like to visit?

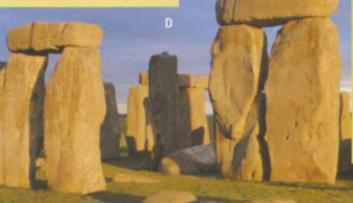
HISTORICAL BRITAIN

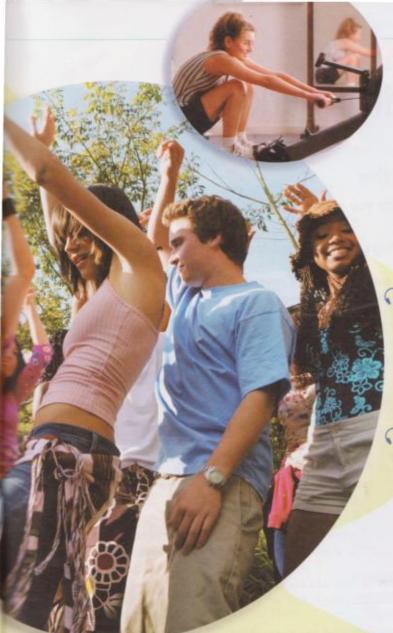


- 1 Stonehenge is a Bronze Age monument from about 2000 BC. The standing stones came from Wales over 320 kilometres away! They stand up to seven metres high in a circle. About 90 metres away from the circle there is another stone and on midsummer's day the sun rises exactly over it. But why did the ancient Britons build Stonehenge?
- 2 William the Conqueror began building the Tower of London after the Norman invasion in 1066. It stands next to Tower Bridge. The tower in the centre is called the White Tower. It has got a bloody history. They executed many people there, including Anne Boleyn, wife of Henry VIII. Some ravens live in the Tower. According to the legend, when the birds escape, the monarchy will end. Today, you can visit the Tower and see the Crown Jewels.
- 3 Hadrian's Wall ran across the north of Britain between England and Scotland. It was originally five metres high. The Roman emperor, Hadrian, began the wall in 120 AD to protect the province of Britannia from the tribes of the North. The Roman army finally abandoned it in 383 AD. There were many small castles and towers in the wall and soldiers could send messages quickly when there was an attack. Today there are some museums next to the wall they show things the Romans left behind.
- 4 The Houses of Parliament are in Westminster in London. King Canute built a royal palace here in the first half of the eleventh century and there were meetings of the English parliament here from the thirteenth century. In 1605, some young Catholic men decided to destroy the Houses of Parliament and kill the Protestant King James I. They got some gunpowder and put it in a cellar under Westminster Palace. But the King discovered the plan and on 5th November, he sent soldiers to the building. They found one man, Guy Fawkes, and they executed him. Nowadays in Britain, on the 5th of November, people build bonfires and have fireworks.

Project Option: HISTORICAL PLACES

- Work in groups. Make a list of historical towns, buildings and monuments in your country.
- Select one place or monument for each person in the group.
- Individually, write three or four sentences about your place.
- · Check each other's writing for mistakes.
- Prepare a poster for the wall. Find pictures of the places and monuments to go with your writing.





Listening

6 Read the Strategies.

LISTENING STRATEGIES: Listening for gist

- The first time you listen, try to get the general idea of what it is about.
- Don't worry when you don't understand a lot of words.
- Now listen to a radio presenter. Put these things in the order the man talks about them.
 - a don't smoke
 - b eat a balanced diet
 - c have a good breakfast
 - d eat lots of fruit and vegetables
 - e do exercise
- 7 Listen and complete the Function File.

| H | Gi | iving | advice |
|---------------|----|----------------|----------------------------------|
| FUNCTION FILE | 1 | Don't | at your desk in school all day. |
| N | 2 | teneral nation | around at break time. |
| | 3 | Don't | hours doing homework. |
| NC | 4 | | breaks and go for walks. |
| - | 5 | 200 | the bus or cycle. |
| _ | 6 | | lifts - use the stairs. |
| | 7 | | a balanced diet. |
| | 8 | | fruit like apples and oranges in |
| | | salads | |
| | 0 | Don't | |

4 Answer these questions.

- 1 What exercise is good for snowboarders?
- 2 What sport is jumping good for?
- 3 Why is dancing good for your body?
- 4 In what ways can housework keep you fit?

Vocabulary: Opposites

5 Find these words in the texts in Exercises 2 and 3. Match the opposites.

fit, strong, heavy, healthy, useful, boring, light, weak, unhealthy, unfit, fun, useless

Which adjectives do we use to describe people and which do we use to describe activities? Write five pairs of sentences.

Example

Running marathons is heavy exercise. Playing golf is light exercise.

Speaking

8 Write three sentences with advice for you, your family and your friends.

Example

Don't eat lots of chocolate! (me!!) Don't smoke!!! (my dad). Eat more fruit. (my friend)

Work in pairs. Tell your partner your advice.

9 Work in pairs. Student A turns to page 125. Student B turns to page 140. Listen to your partner and then give advice.

QUOTE ... UNQUOTE

The only way to be healthy is to eat what you don't want to, drink what you don't like and do what you don't want to.'

Mark Twain (1855-1910)



21 Communication Workshops

Speaking

Before you start



A-Z

Listen to a survey and tick the boy's answers (a, b or c) for each question.

HEALTH SURVEY

- 1 Do you eat sweets?
- a Yes, a lot. **b** I eat some every week.
- c No, I don't eat any.
- 2 Do you buy sugar-free chewing gum? a Yes, always. b Sometimes. c Never.
- 3 Do you do any regular exercise?
- a Yes, a lot. b I do some exercise.
- c No, I don't do any exercise.

Speaking

A Survey

Do a class survey. Follow the stages below.

Stage 1

Write five questions for a health survey. Here are some ideas:

breakfast, drinks, sweet things, exercise, fruit and vegetables, smoking, sport

Example

Do you eat cereals for breakfast?

a every day b sometimes c never

Stage 2

Ask other students in the class your questions. Write down the results.

Example

a 10 students b 4 students c 3 students

Talkback

Tell the class one result of your survey.

Writing

Before you start

Linking Look at but and however in these sentences.

- 1 I eat bananas but I never eat oranges.
- 2 I eat bananas. However, I never eat oranges.

Read the report. Complete the gaps in the report with but or however.

Health Report
Date: 2I.03.06
Age of students: I6

I interviewed twenty students in our school about how they look after their teeth. Here are the results:

95% of students eat chewing gum regularly.

1 _____, only 25% buy sugar-free chewing gum.

90% of the students clean their teeth twice a day 2 _____ only 40% go to the dentist regularly.

About 75% of students drink a lot of milk. 3

IOO% of the students drink three or more cans of cola a week. About 50% of students drink a lot of water 4 _____ only IO% buy sugar-free drinks.

My advice to the class is:

- · Buy sugar-free chewing gum.
- . Go to the dentist every six months.
- · Drink less cola.

A Report

Write a report of your survey. Follow the stages below and use Writing Help 7 on page 135.

Stage 1

Calculate the results of your survey in percentages. Then write the results in sentences. Join some information with but or however.

Stage 2

Add some advice to the class.

Talkback

In groups, read your reports. Are there any surprising results?



Presentation

6 Which things in the table can you count? Add the Key Words from Exercise 4 to each list.

| PLURAL COUNTABLE NOUNS | UNCOUNTABLE NOUNS | | |
|------------------------|-------------------|--|--|
| apples | chocolate | | |
| potatoes | coffee | | |
| crisps | meat | | |

- 7 Match the sentences to form correct rules.
- 1 Countable nouns ... a are always singular
 2 Uncountable nouns ... b can be singular or plural
 c never take a or an
 d never go with numbers
 e never go with plural verbs
 f can go with singular or plural
- 8 Read the dialogue in Exercise 5 and complete the sentences with *some* or *any*.

| AFFIRMATIVE | NEGATIVE | QUESTION |
|-----------------------|--------------------|--------------------------|
| We've got 1 | _ We haven't got 4 | Have we got ⁷ |
| sausages. | oranges. | meat? |
| There is ² | There isn't 5 | Is there 8 |
| cola. | milk. | cola? |
| There are 3 | _ There aren't 6 | Are there 9 |
| apples | carrots. | potatoes? |

verbs

Now complete the rules with some and any.

- We usually use _____ in affirmative sentences.
 We usually use _____ in questions and negative sentences.
- 9 Read these sentences.

We've got a lot of apples. We've got a lot of lemonade.

Translate a lot of into your language. In English, do we use a lot of with countable or uncountable nouns or both?

⇔ Grammar Summary 5, page 142

Practice

10 Read this shopping list. Put some or a/an in front of each noun.

| bread | biscuits | shampoo |
|----------|----------|--------------|
| | | |
| butter | melon | toilet paper |
| potatoes | sweets | toothbrush |
| | | |
| cabbage | oranges | pencil |

| 11 0 | omplete | the | dialogue | with | a, | some | or | any |
|------|---------|-----|----------|------|----|------|----|-----|
|------|---------|-----|----------|------|----|------|----|-----|

| Woman We get back at 11 o'clock. There's some |
|--|
| food for you in the fridge. There's ¹ cheese and ² cold meat. There isn't |
| |
| 3 bread, I'm afraid. What would you like |
| to drink? |
| Babysitter Just 4 milk, please. |
| Woman There's 5 milk in the fridge as well. |
| Babysitter Erm, I usually eat ⁶ hot meal in the evening. Have you got ⁷ burgers? |
| Woman I'm afraid not, but there's 8 fish left from lunch, and 9 soup. |
| Babysitter Are there ¹⁰ crisps? I like eating crisps when I watch TV! |
| Woman Now look. You're here to look after the baby. This isn't 11 restaurant or |
| 12 cinema, you know! |
| |

page 17

12 Listen to the Key Words. What containers can you see in this lesson?

KEY WORDS: Containers

- a packet of (biscuits/crisps/sweets)
- a bottle of (milk/lemonade/oil)
- a tin of (tuna/beans)
- a carton of (yoghurt/fruit juice/milk)
- a bar of (chocolate)
- a can of (cola)

13 The list shows what Mrs Smith has and hasn't got at home. Write a sentence about each item. Use some, any or a lot of.

Example

She's got some tomatoes. She hasn't got any

tomatoes (2), cheese (x), apples (4), potatoes (5), bananas (x), coffee (x), milk (6 bottles), bread (x), meat (x), tea (1 packet), cola (8 cans)

What do you think Mrs Smith needs to buy?

Example

I think she needs some cheese and ...

14 Personalisation Work in pairs. Ask and answer questions about what there is in your partner's school bag. The person who guesses more objects is the winner.

Example

A Are there any sandwiches in your bag?

B Yes, there are. Have you got a dictionary ...



23 Sport in the UK



Before you start

- 1 Work in pairs. Look at the photos and try to answer these questions about sport in the UK.
- 1 How many international football teams are there in the UK?
 - a one b three c four
- 2 How long can a game of cricket last? a four hours b two days c five days
- 3 What is Murrayfield? a a football stadium b a rugby stadium c a tennis court?
- 4 When does the Wimbledon tennis tournament begin?
 - a May b June c July
- 5 What is the Grand National?
 a a car race b a horse race c a football final

Reading

- 2 Read the brochure and check your answers for Exercise 1.
- 3 Are these statements true (T) or false (F)? Correct the false information.
- 1 Manchester United play at Hampden Park.
- 2 Edgbaston is open in August.
- 3 The Scottish rugby team play at Twickenham.
- 4 Wimbledon's tennis tournament lasts for a week.
- 5 The Grand National takes place near Liverpool.

Which of the places would you like to visit? Why?



A Sporting Nation

London's new Wembley Stadium is the home for 21st century sport in the UK but there are a lot of other places to visit.

Football

The UK has four teams in international competitions — England, Scotland, Wales and Northern Ireland. The only problem is that the four teams do not usually play very well! However, the English Premier League is one of the best in the world and has some world-famous clubs like Arsenal, Liverpool and Manchester United. A lot of football clubs welcome visitors. Why not go to Old Trafford (Tel: 0161 868 8631), the home of Manchester United? Further north, in Scotland, is Hampden Park in Glasgow. It is the oldest international stadium and has the Scottish National Museum of Football (Tel: 0141 620 4000).

Cricket

The rules are very complicated but if you are in England in the summer, a day at a cricket game is an interesting experience. The players wear white and the game goes very slowly – international games can last for five days! Edgbaston in Birmingham is a good place to visit; it has got a fascinating collection of photos, bats, balls and autographs from a hundred years of cricket matches. It is open on match days from April – September (Tel: 0121 446 4422).

Rugby

Twickenham is the home of England's rugby team. The stadium tour and Museum of Rugby (Tel: 0208 8928877) include a visit to the dressing room plus audio-visual presentations. Back in Scotland, Murrayfield stadium holds the world record rugby crowd of 104,000 (in 1975) and the stadium now has its own tour (Tel: 0131 3465000).

Tennis

Wimbledon in London is more than just the two-week summer tournament in June. There is a museum (Tel: 0208 946 6131) which has the championship trophies on display and there are guided tours of the famous 'centre court'.

Horse Racing

Lovers of this sport must visit Aintree near Liverpool. It is the home of the world's most spectacular race, the Grand National. Between May and October (Tel: 0151 5222921) you can enjoy a 'virtual reality' ride and walk around the course.



Listening

4 Listen to three sports commentaries. Which sports are they describing?

Vocabulary: Adverbs



5 Listen again and put the adverbs in the order you hear them.

KEY WORDS: Adverbs

angrily, bravely, calmly, cleverly, desperately, fast, hard, nervously, slowly, well

6 Copy and complete the table. Which adverbs are 'irregular'?

| Adjectives | Adverbs |
|-------------|--------------|
| angry | angrily |
| brave | 1 |
| calm | |
| | cleverly |
| desperate | |
| fast | - management |
| | hard |
| VIDA - | nervously |
| | slowly |
| 1.580 P. OH | well |

7 Choose the adverb or adjective to complete each sentence.

- 1 She waited nervous/nervously for the race to start.
- 2 He was angry/angrily with the referee's decision.
- 3 They played really good/well.
- 4 The goalkeeper stayed very calm/calmly for the
- 5 He's walking slow/slowly back to the dressing room.

8 Complete the Function File with these words.

athletics, badly, beat, brilliantly, match, score, scored, sets, well, win

Describing Sporting Events

| Di | a | lo | a | u | e | 1 |
|----|---|----|---|---|---|----|
| - | | | 3 | * | _ | e. |

A Did you see the 1 last night?

B No, what was the 2 _

A Liverpool won three-one.

B How did they play?

A They played 3 _____ in the first half but then Gerrard 4 two goals.

Dialogue 2

A Did you watch the 5 ____ at the weekend?

B I saw Radzka in the long jump.

A Yes, she jumped really 6

B Did Miller 7 the 400 metres?

A No, she didn't.

Dialogue 3

A Did Sharapova 8 Serena Williams last night?

B Yes. She won two 9 to one.

A How did she play?

Now listen to the dialogues and check your answers.

Speaking

- 9 Think about a game or sporting event you saw on TV recently. Write notes about it.
- · what happened · who was in it · who won
- · who played well/badly · your opinions about it

Example

European Nations Cup Final: Greece and Portugal: Greece won; the Greek defence played well; not a very good game

10 Work in pairs. Take turns to start conversations about sport. Use expressions from the Function File.

QUOTE ... UNQUOTE

Some people think football is a matter of life and death. I don't like that attitude. It is more serious than that.'

Bill Shankly, Scottish football manager, 1915-81



24 Communication Workshops

Writing

Before you start



- 1 Linking Order the sentences.
- a During a game, I'm not nervous.
- b After a game, I feel great.
- c Before a game, I am always nervous.

2 Read the text and fill in the gaps with before, during or after.

VOLLEYBALL by Carla Robson

I joined the volleyball club at school last year because my friends said it was good fun.

In volleyball, there are two teams of six players. You have to hit the ball over a net with your hands. The team can hit the ball three times but you can't touch the net. 1 ____ the game, you have to jump a lot because the net is very high.

I go to the school volleyball club every Tuesday and Thursday. 2 ____ we start playing, we do warm-up exercises. Then we play for about an hour. 3 game, we usually go out for a cola. Volleyball isn't on TV very often but I always watch it 4 _____ the Olympics.

A Description of a Sport

Write a description of a sport you like. Follow the stages and use Writing Help 8 on page 135.

Stage 1

Read the Strategies.

WRITING STRATEGIES: Preparation

- · Before you start, look at the Key Words in the module.
- · Make a list of words that you need but you don't know in English (maximum 5).
- · Use the Mini-dictionary and a bilingual dictionary to find the words.

Use the Strategies and write down words about your sport.

• rules • actions • equipment

Stage 2

Write notes and decide where you can put linking words.

Stage 3

Write about 100 words about your sport.



Speaking

Discussing a Photo

Look at the photo on this page and discuss it with another student. Follow the stages below.

Stage 1

Individually, read these questions and think about your answers.

- Where is the athlete?
- How does he feel?
- What is he thinking?
- Would you like to run in a race like this?
- Do you like athletics?
- · What is your favourite athletics event?
- · What sports do you play or watch?

Stage 2

Work in pairs. Take turns to say things about the photo.

Example

- A I think the athlete is at the start of a big
- B Yes, I agree. He probably feels ...

Talkback

Now tell the class one thing about the photo.

Language Problem Solving 2

Questions 🖒 Grammar Summary, page 142

- 1 Complete the questions with these question words: What, Which, Who, When, Where, Why, How, What time, Whose.
- 1 ___ did you get there? By bus?
- 2 ___ does the plane land?
- 3 ___ did you get for your birthday?
- 4 ___ did you go on holiday last year?
- 5 ___ is your best friend?
- 6 ___ is this dog?
- 7 ___ did you argue with them?
- 8 ___ film did you like better?
- 9 ___ did you start learning English?
- 2 Read the questions and complete the rule with countable and uncountable.

How much time do you need to do homework?

How much money do they spend on CDs?

How many good friends do you have?

How many books do you read a month?

| We | use | how | many | in | front | of | nouns. |
|----|-----|-----|------|----|-------|----|--------|
| We | use | how | much | in | front | of | nouns. |

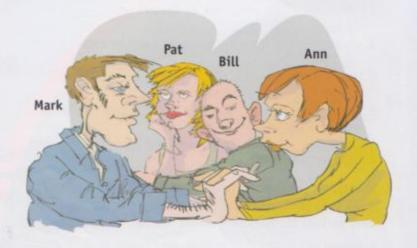
- 3 Complete the questions with *How much* or *How many*.
- 1 _____ people live in your town?
- 2 _____ phone numbers do you know by heart?
- 3 _____ traffic is there in your street?
- 4 _____ teachers work at your school?
- 5 _____ money does the Prime Minister earn?
- 6 _____ water do you drink a day?
- 4 Use the cues to make questions. Use capital letters and question marks in the right places.

Example

books/read/every month/how many
How many books do you read every month?

- 1 fruit juice/drink/every day/how much
- 2 lessons/start/today/what time
- 3 money/on CDs/spend/a lot of/why
- 4 parties/go to/usually/when
- 5 you/for dinner/yesterday/have/what
- 6 your bike/buy/where
- 7 school/get to/ this morning/how
- 8 be/at the match/last night/who

- 5 Look at the picture. Match the answers with the questions.
- 1 Who loves Pat?
- a Mark
- 2 Who does Pat love?
- b Bill



Now answer the questions.

- a Who loves Ann?
- b Who does Ann love?
- c Who loves Mark?
- d Who does Mark love?
- e Who does Bill love?
- f Who loves Bill?
- 6 Work in pairs. Ask and answer these questions.
- 1 Who likes football in your class?
- 2 What makes you laugh?
- 3 Who do you usually work with in class?
- 4 What woke you up this morning?
- 5 Who plays the guitar in your class?
- 6 What did you watch on TV last night?
- 7 Who do you usually go home with?



Review 7 and 8

Grammar

1 Complete the sentences with some, any or a lot of.

1 My dad went fishing but he didn't catch _____ fish, so we had _____ pasta for dinner.

2 We've got ____ crisps but we haven't got ____

3 My uncle never does _____ exercise and he eats fast food.

4 I've got _____ photos of my favourite football player – over five hundred!

5 Have you got ____ money with you? I didn't go to the bank today.

6 We have _____ jazz CDs but we need _____ different music for the party.

2 Work in pairs. Write down six items of food and drink for your favourite meal. Take turns to ask your partner six questions about his/her meal.

Example

- A Are there any chips?
- B Yes, there are.

The student with the most correct guesses is the winner.

3 Complete the text with have to, don't have to, can or can't.

My favourite sport is basketball. There are five players in the team. You 1 _____ throw and bounce the ball but you 2 ____ kick it. You 3 ____ hold the ball for five seconds and then you 4 ____ pass it. To get a goal, you 5 ____ throw the ball into a basket in the other team's half of the court. You 6 ____ be very tall but it helps!

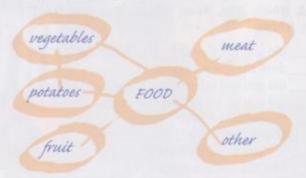
4 Choose the correct alternatives for each school rule.

Students ...

- I can't/don't have to eat chewing gum.
- 2 can/have to go to the library during breaks.
- 3 have to/don't have to wear a uniform.
- 4 can/have to bring a note from home when they're ill.
- 5 can't/don't have to smoke in school.
- 6 can't/don't have to use mobile phones in class.

Vocabulary

5 Work in pairs. You have five minutes to add words to the diagram.



Compare your diagram with another pair. Who has more words?

6 Underline the correct word.

He was very ¹ nervous/nervously at the start and he played ² bad/badly. Then he made a ³ good/well pass and started to play ⁴ good/well. In the last minute, he scored a ⁵ brilliant/brilliantly goal. I took a photo of him holding the cup ⁶ proud/proudly.

Pronunciation

- 7 The <u>underlined</u> words have 'silent' letters. Listen and circle the silent letters. Practise saying the sentences.
 - 1 I had a sandwich for lunch.
 - 2 The scientist works for the government.
 - 3 Listen and write your answers.
 - 4 Britain is an island.
 - 5 She eats lots of vegetables.

8 Listen to these sounds.

a /d3/ John b /t[/ Charles c /[/ Sharon

Listen and repeat these sentences.

- 1 Jack joined a judo club in July.
- 2 She wore a shirt, shorts and some special shoes.
- 3 Charlie chose some cheese from the Czech Republic.
- 4 In the kitchen there's some ketchup, cabbage, sugar and some fish in the fridge.
- 5 During the match in Chicago on Tuesday, she easily beat the champion.
- 6 I watched the high jump and a Chinese athlete jumped brilliantly.

9 Holidays

In this module you ...

- · read a guide book extract, a letter and a postcard
- talk about holidays; practise giving directions and making phone calls
- · listen to dialogues and phone calls
- · write a holiday postcard
- · learn about the Present Continuous

Warm-up

pages 18-19

1 Listen to the Key Words. What kinds of holiday can you see in the photos?

KEY WORDS

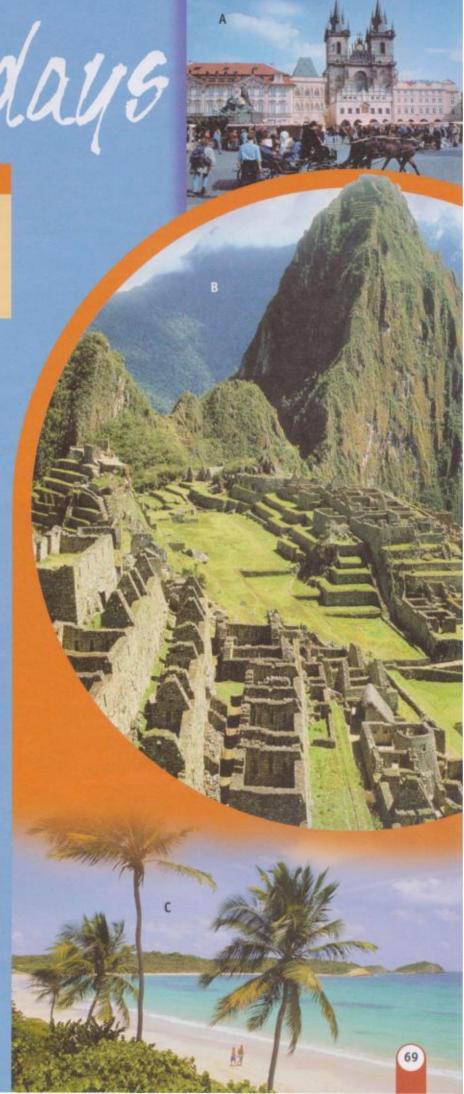
Kinds of holiday: adventure holiday (e.g. trekking in the mountains), backpacking, camping, relaxing on the beach, safari, sightseeing

Places to stay: beach apartment, bed and breakfast (B and B), campsite, caravan park, hostel, hotel

- 2 Listen to the people. Where are they?
 - visiting a palace
 sitting on the heach
 - sightseeing in an old city
 - staving in a beach apartment
 - 3 Think about the answers to these questions.
 - 1 Where do you usually go on holiday?
 - 2 What do you like doing on holiday?
 - 3 Who do you usually go with?
 - 4 Where did you go on holiday last year?
 - 5 Where did you stay?
 - 6 What was the weather like?
 - 7 What did you do?
 - 4 Work in pairs. Ask and answer the questions from Exercise 3.

Example

- A Where do you usually go on holiday:
- We usually go to my grandparents' house in the mountains.





25 A Fantastic Time!

Before you start



1 Listen to the Key Words. Which words are similar in your language?

KEY WORDS: Positive adjectives

beautiful, delicious, fantastic, fascinating, friendly, great, historic, magnificent, wonderful

2 Read about Dubrovnik. Find phrases with the adjectives in Exercise 1.

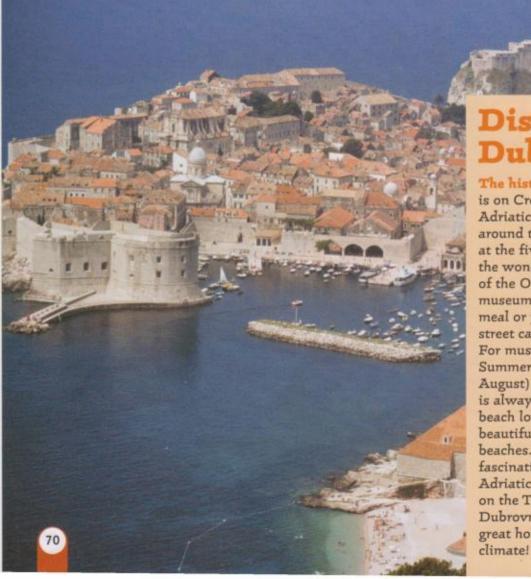
Example historic city

3 Would you like to go to Dubrovnik? What would you like to do there? Tell the class.

Example I'd like to visit the Old Town.

| 04 | Read | and | listen | to | the | phone | call. | Complete | each | gap | with | one |
|----|------|-----|--------|----|-----|-------|-------|----------|------|-----|------|-----|
| wo | rd. | | | | | | | | | | | |

- A Oh, hi Becky! Where are you phoning from?
- B I'm at work but I'm not working at the moment. I'm having lunch in the coffee bar. Are you enjoying Dubrovnik?
- A Yes, we are. It's fantastic! Right now, I'm relaxing in a street 1 ____
- B Lucky you! What's the weather like?
- A Great. It's 2 and hot. What's it like at home?
- B Oh, it's raining here as usual! So, what's Tony doing?
- A I'm not sure. He isn't sunbathing today. I think he's visiting a 3 ___
- B And Stephanie?
- A Oh, she's got a new boyfriend.
- B Really?
- A Yes. He's called Gerard and he's 4 _____. I think they're sightseeing in the Old Town.
- B So you're having a good time!
- A Yeah, really great. How are your kids' exams?
- B Well, they aren't studying at the moment they're watching 5_____ on the telly ...
- A ... oh, Tony is calling me. Speak to you later. Bye!



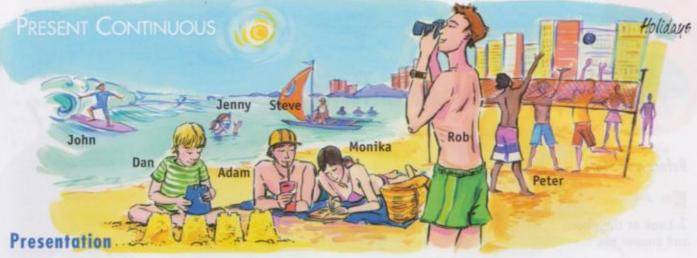
Discover Dubrovnik

The historic city of Dubrovnik

is on Croatia's magnificent
Adriatic coast. Go sightseeing
around the old city walls and look
at the five castles. Walk through
the wonderful streets and squares
of the Old Town and visit the
museums. Enjoy a delicious fish
meal or just sit and relax in a
street café.

For music lovers, there is the Summer Festival (10 July-25 August) and at other times there is always 'live' outdoor music. For beach lovers, there are miles of beautiful coast with fantastic beaches. There are also fascinating excursions to the Adriatic Islands or canoe safaris on the Trebizat River.

Dubrovnik has friendly people, great hotels – and a warm, sunny



5 Complete the table with: am ('m), is ('s), are ('re), am not ('m not), is not (isn't), are not (aren't).

| PRESENT (| Continuous | | | | |
|--|---|--|--|--|--|
| Affirmative | Negative | | | | |
| I 1 having lunch. He/She 2 visiting a museum. It 3 raining here. You/We/They 4 sightseeing. | I 5 working at the moment. He/She 6 sunbathing. It isn't raining. You/We/They 7 studying a lot | | | | |
| Question | Short answers | | | | |
| Am I having a good time? Is he/she sunbathing? Is it raining? 13 you/we/they enjoying Dubrovnik? | Yes, I am. / No, I 8 Yes, he/she 9 No, he/she 10 Yes, it 11 / No, it 12 Yes, you/we/they 14 No, you/we/they 15 | | | | |
| What ¹⁶ Tony doing? Where ¹⁷ you phoning from? | | | | | |

Find more examples of the Present Continuous in Exercise 4.

6 Read the underlined sentences in the phone call.

Choose the correct word to complete the rule.

We use the Present Continuous to talk about activities happening now/always.

- 7 Listen to the phone call again and find two other expressions that mean now.
 - ⇔ Grammar Summary 7, page 143

Practice

- 8 Write sentences in the Present Continuous affirmative (+), negative (-) or questions (?).
- 1 We (learn) English. (+)
- 5 Your dog (sleep). (+)
- 2 You (think) about your holiday. (?) 6 Our teacher (listen) to music. (-)

3 I (eat). (-)

- 4 Your parents (work). (?)
- 7 My friends (do) an exercise. (+)
- 9 Listen to the questions and give true answers.

1 Are you learning English? Yes, I am.

- 10 Look at the picture above for three minutes. Try to remember what the people are doing.
- 11 Work in pairs. Ask each other questions about the people in the picture. Close your book when you answer the questions.

Example

- A What is Monika doing?
- B She's reading a book.
- 12 Imagine you are in one of these places. Phone a friend and describe what you are doing there.

disco, theatre, kitchen, swimming pool, school, café, beach, stadium, mountains, forest, concert hall

Example

I'm in a concert hall. I'm playing the piano.

Work in pairs. Tell your partner where you are. He/She guesses what you are doing.

Example

- A I'm in a concert hall.
- B Are you listening to music?
- A No, I'm not.
- B Are you playing the piano?
- A Yes, I am.
- 13 Personalisation Think about your family and friends. Write five sentences about what they are doing at the moment.

Example

My sister is writing a test. My grandfather is working in the garden. Peter is playing football.

Work in pairs. Ask and answer questions.

Example

- A What is your brother doing?
- B He ...



26 A Horrible Time!

Before you start



1 Look at the photo and answer the questions.

- 1 Do you think the people are enjoying their holiday?
- 2 What country do you think they are in?
- 3 Do you like beach holidays? Why or why not?
- 4 Where would you like to go for a beach holiday?
- 2 Listen to the Key Words. Which of them can you use with these things?
 - · food · a hotel room
 - · a person · weather

Example

a dirty hotel room

KEY WORDS: Negative adjectives

awful, dirty, disgusting, expensive, horrible, noisy, rude, terrible, unfriendly

Reading

3 Read the Strategies.

READING STRATEGIES:

Using the Mini-dictionary

- · When you read, do not look up all the new words in the text.
- Try to guess the meaning of important
- When it is impossible to guess, use the Mini-dictionary.

Use the Strategies when you read the letter. Which of the things are not true about the holiday?

- · He waited hours in the airport.
- · His hotel room has an excellent view.
- · His room is very clean.
- · The food is delicious.
- · The waiters are unfriendly.

Seaview Hotel Walton-on-Sea

23rd July

Dear Emily,

How are you? I hope you're well. I'm writing to tell you about my holiday. It's a total disaster!

The plane was ten hours late and we got here at 4 o'clock on Sunday morning! The next day, I went to the beach for a swim. However, it's miles from the hotel and it's crowded. The sea is freezing and it's polluted - there's a chemical factory next to the beach!

The hotel is terrible, too. In the brochure, it said all the rooms had excellent views of the sea - from my room, all I can see is the hotel car park! The swimming pool was also lovely in the brochure - but it's very small and full of noisy children.

My room is terrible. It's dirty and this morning, I found an enormous cockroach in the shower! And there is a noisy family next to me.

I'm eating a sandwich in my room at the moment because the waiters in the restaurant are rude and unfriendly. The food is terrible. Yesterday, there was a fly in my salad- it was disgusting!!

Well, it's time for bed. I'd like a shower but, of course, there's no hot water tonight. And I can't watch a film because the television doesn't work

I can't wait to get home! See you soon!

George XXX

- 4 Choose the correct definition (a, b or c) for the words (1-5).
- 1 crowded 2 freezing 3 cockroach 4 rude 5 fly
- 1 a not clean b with a lot of people c small
- 2 a very windy b very rainy c very cold
- 3 a a noisy animal b an insect c a big animal
- 4 a not polite b friendly c shy
- 5 a a big animal b a vegetable c a small insect

Vocabulary: Same sound, different word

- 5 Choose the correct words in these sentences.
- 1 I can't sea/see the sea/see from my room.
- 2 Their/There room is over their/there.
- 3 I can hear/here the music from hear/here.
- 4 Hour/Our bus from the airport took one hour/our.
- 5 Go buy/by taxi to the shopping centre to buy/by clothes.
- 6 Can you right/write your details on the right/write?

Listening

6 Listen to the dialogue and complete the Function File.

NCTION FILE

Asking for a room

- A Good morning, can I help you?
- B Yes. How 1 is a room?
- A A single room is thirty-six pounds a night and a double is 2_____ pounds.
- B I'd like a single room, please.
- A How 3 ____ do you want the room for?
- B Two nights, please.
- A That's fine. 4____ is extra.
- B Yes, OK.
- A Can you complete 5 form, please?

 That's fine, thank you. Here is your

 6; room number 205.
- B Thank you.

Speaking

7 Work in pairs. Take turns to be the guest and the receptionist. Use the phrases in the Function File but change this information.

- · kind of room (single/double)
- · with/without breakfast
- · price
- · number of nights
- · room number

Listening

8 Look at the map of the hotel and listen to the dialogue. Complete each gap in the Function File with one word.



NCTION FILI

Asking for and giving directions

Man Excuse me. Where is the swimming pool?

Receptionist Go 1_____ this corridor and turn left.

Go 2____ the garden and it's 3____ the right.

It's 4____ to the car park.

Man Thanks.

Speaking

9 Work in pairs. Use the map to give directions from the reception to a place in the hotel. Your partner says the place.

Example

- A Go down the corridor and turn right. Then go left.
- B I'm now in the hairdresser's.
- A Correct!

QUOTE ... UNQUOTE

T dislike feeling at home when I am abroad.' George Bernard Shaw (1856–1950)



27 Communication Workshops



Trinidad 5 August Dear Andy It's great here. The weather is brilliant and there are things to do every day. The hotel is fautastic. It has got a swimming pool four tennis courts. It's 2 got a private beach - I'm sitting there now. My dad and I go snorkelling 3 windsurfing in the morning. Sometimes we go There's a rainforest on the island. It's got fantastic plants and tropical birds, 5 Well, it's getting very hot here - time for a swim! See you soon! P.S. There's music 6 dancing every night on the beach!



Andy Simpson,

29 Fairfield Road,

Colchester, CO4 2HJ

Uk

Writing

Before you start



1 Linking Look at the underlined linking words in these sentences.

The campsite has got tennis courts and a swimming pool. It's also got a restaurant and café. It's got a supermarket, too!

2 Read the postcard. Complete it with and, too or also. Notice the comma before too.

A Holiday Postcard

Write a holiday postcard to a friend. Follow the stages below and use Writing Help 9 on page 136.

Imagine you are on holiday. Is the holiday fantastic or horrible? Write notes about:

- · where you are staying
- · who you are with
- · the food
- · the weather
- · holiday activities

Stage 2

Write your postcard. Use the linking words from Exercise 1.

Speaking

Before you start

- 1 Listen to one side of a conversation. Try to answer these questions.
 - 1 What is the weather like?
 - 2 What is the girl doing at the moment?
 - 3 What activities does she do?
 - 4 Where is she staying?
 - 5 Who is she on holiday with?
 - 6 What are they doing at the moment?
- 2 Now listen to the full conversation and check vour answers.

A Phone Call

Imagine you are on your holiday. Have a phone conversation with a friend. Follow the stages below.

Stage 1

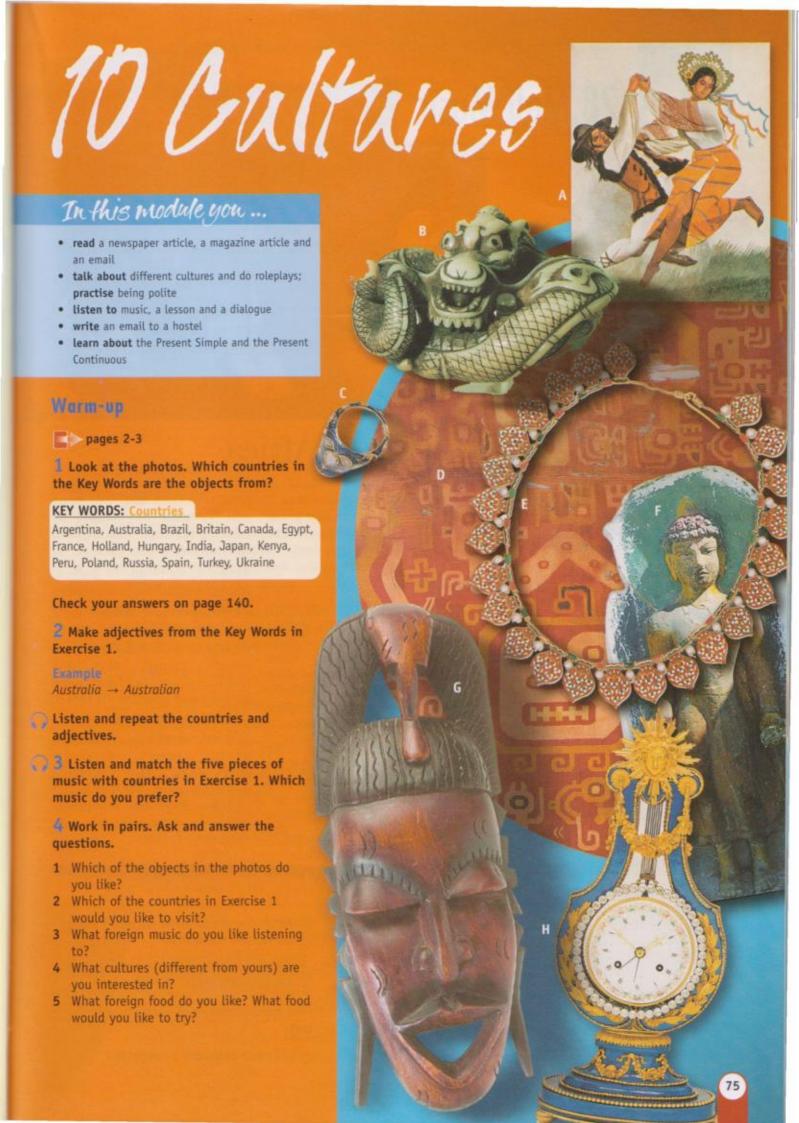
Look at your postcard. Think about your answers for the questions in Exercise 1.

Stage 2

Work in pairs. Your friend phones you. Answer his/her questions about your holiday. Then change roles.

Talkback

Which holiday do you prefer - yours or your partner's?





28 Mali Music

Before you start



1 Look at the photo and listen to the Key Words. Answer the questions below.

KEY WORDS: Musical instruments drums, guitar, harp, keyboard, piano, saxophone, violin

- 1 What instruments can you see in the photo?
- 2 What instruments do you like?
- 3 Do you play a musical instrument?
- 4 Who are your favourite musicians?
- 2 Read the article. Which musical instruments from Exercise 1 does it not mention?
- 3 Read the text again. Are these statements true (T) or false (F)?
- 1

 The concert hall is crowded.
- 2 The group plays African and western instruments.
- 3 Albarn first listened to African music two years ago.
- 4 He wants people to be interested in other cultures.
- 5 He doesn't work with Blur now.



Albarn in Africa

It's just after midnight in Bamako, the capital of Mali. It is very, very hot. A new group is giving its first concert. The concert is free but only a hundred people are sitting and listening.

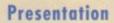
There are a lot of different musicians in the group. Malians are playing traditional African instruments like njarkas (small violins) and koras (harps). Rock musicians from Damon Albarn's group *Gorillaz* are playing guitars, drums and keyboards.

It is an important night for Albarn. He plays to big audiences in Britain and the States but he is enjoying this small concert. 'It's so good to be on stage in Africa for the first time,' he says. He listened to African music when he was a child and, two years ago, decided he wanted to combine his music with rhythms from Africa.

Albarn wants people to discover African music. 'We live together on this planet,' he says, 'but we don't share experiences.'

Albarn is very busy with his famous groups, *Blur* and *Gorillaz*. 'I work hard and I don't have a lot of time but I'd love to do more of this,' he says.

And what do Malians think about it? The country's great singer, Salif Keita, says: 'Western musicians need the inspiration and we need the popularity. Albarn listens to our music with respect.'



4 Write the names of the tenses (Present Simple and Present Continuous) in the correct columns.

I work hard.

He plays to big audiences in Britain and the States. We don't share experiences. A new group **is giving** its first concert.

Malians are playing traditional African instruments.

A hundred people are sitting and listening.

5 Match the words (a-b) with the tenses (1-2) we use them with.

- 1 Present Simple
- a generally, usually
- 2 Present Continuous

b now

Find more examples of each tense in the text.

⇔ Grammar Summary 8, page 143



Practice

6 Which sentence (a or b) is correct in each context?

- 1 a musician talking about his job
- a I play drums.
- b I'm playing drums.
- 2 a pop star on holiday
- a I don't work.
- b I'm not working.
- 3 a boy talking about his hobby
- a I take photos of rock groups.
- b I'm taking a photo of a rock group.

7 Read an interview with a musician. Put the verbs in brackets in the correct tense, Present Simple or Present Continuous.

| A | 1 (you work) a lot? | |
|---|-----------------------------|--------------|
| B | Yes, I 2 (do) a lot of co | ncerts but 1 |
| | 3 (not work) every week | end. Like |
| | today, it's Saturday so I 4 | (relax) |
| | here in my garden and 5 | _ (talk) to |
| | VOU. | |

A What 6 ____ (you usually do) at the weekend?

B Well, I have a large family. We ⁷ ____ (not

cook) at weekends so on Sundays, I (prepare) a meal and then piano and we all 11 (play) the A Where is your family now? B Oh, they 12 ____ (wait) for me to help them. It's my wife's birthday and we 13 (prepare) a surprise party for her. She 14 ____ (love) surprises. Right now, she 15 _ (shop) at the mall and the kids 16

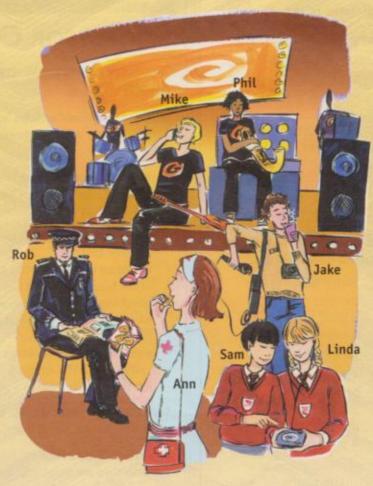
(make) the birthday cake. I have to

go and ice the cake.

8 Work in pairs. Ask and answer the questions about the people in the picture.

- 1 What does he/she do?
- 2 What is he/she doing?

Linda goes to school. She is listening to her Walkman.



9 Personalisation Write sentences about the people in your class. Use the Present Simple and the Present Continuous.

Example

Maria is wearing a new jacket. Tom is writing in his notebook. Fatima sings in a choir.

Prepositions A-Z

10 Complete the sentences with these prepositions.

at, from, in, on, to

| 1 | He stayed in Africa | _ May | September, He |
|---|---------------------|----------|-----------------|
| | returned October. | | |
| 2 | He works in a bank | _ Monday | Friday. He play |
| | in a group the we | ekend. | |
| - | Too to consider C | - A | CAMPAGE ES |

3 I go to concerts _____ Saturday night. ____ Sunday night I stay at home.

| 4 | She is | working | the | moment. | She | always | finishes |
|---|--------|---------|----------|---------|-----|--------|----------|
| | work _ | six | o'clock. | | | | |



29 Life in the UK

Before you start

1 Listen to the Key Words and match them to the pictures in the article.

KEY WORDS: Superstitions

a black cat, a broken mirror, Friday 13th, a rabbit's foot, spilling salt, touching wood

Which of the things bring good or bad luck in your country?

Reading

- 2 Read the article about British superstitions.
- 1 Which things in the pictures ...
 - a bring good luck?
 - b bring bad luck?
 - c stop bad luck?
- 2 Are there any differences between your country and the UK for ...
 - a superstitions?
 - b politeness?

Millennium Bridge, Newcastle



PROFESSOR CULTURE

'Professor' Angela Webster answers your questions about British culture.

Miriam Diaz from Cordoba in Argentina asks: 'I recently discovered that Friday the 13th is unlucky in Britain. For us, it is Tuesday the 13th! What other superstitions are there in Britain?'

Professor Culture replies: Well, thirteen is an unlucky number because it comes after 12 – a very lucky number. A lot of buildings don't have a 13th floor and some aeroplanes don't have seats with number 13! Some other things which bring good or bad luck are:

- black cats In Britain, to see a black cat brings good luck, but in some countries it brings bad luck.
- a broken mirror A broken mirror brings you bad luck for seven years. Take it out
 of the house and don't look at it!
- touching wood This doesn't bring good luck but it stops bad luck. We do it when
 we are talking about good things. For example, we say, 'I'm doing well at school,
 touch wood.'
- · a rabbit's foot This brings good luck but it is not very lucky for the rabbit!
- spilling salt This brings bad luck. To stop the bad luck, throw some of it over your left shoulder and make a wish!

Soffia Varga from Budapest in Hungary asks: 'In books and films, British people are often very formal. Is this true?'

Professor Culture replies: No, it's not! In the past, British people were very formal but now they are more informal. However, some things are important:

- · Wait in queues. British people get very angry when people 'jump' queues!
- · Always say 'please' and 'thank you' when you ask for and receive things.
- Don't ask personal questions like 'How much money do you earn?' or 'How old are you?



Vocabulary: Collocations

- 3 Match the words (1-5) with the nouns (a-e).
- 1 bad
- a questions
- 2 lucky
- b mirror
- 3 touch
- c number
- 4 broken
- d luck
- 5 personal
- d luck e wood

Listening

4 Read the Strategies.

LISTENING STRATEGIES:

Listening for specific information

- Before you listen, read the questions. Try to predict the correct answers.
- Check you understand important words. Use the Minidictionary.
- · Check the pronunciation of words with your teacher.
- When you listen, don't worry if you don't understand every word.
- · Write down or underline important words you hear.
- 5 Use the Strategies and listen to a teacher talking about the United Kingdom. Choose the correct information (a or b) from the factfile.

FACTFILE



UNITED KINGDOM

- 1 Area of the UK a) 244,000 sq km b) 400,000 sq km
- 2 Population of the UK a) 48 million b) 56 million
- 3 % of UK population in England a) 50% b) over 80%
- 4 Symbol of Great Britain
 a) lion b) rose
- 5 Symbol of England
- a) dragon b) rose
- 6 Symbol of Scotland a) thistle b) dragon
- 7 Symbol of Wales a) lion b) d
 - b) dragon

- 6 Your Culture What is the area, population and symbol(s) of your country?
- 7 Listen to the dialogue in a café. Complete the Function File with these expressions.

I'd like, please, could I have, thank you, excuse me, I'm sorry, I'm afraid

UNCTION FILE

Being Polite

| customer 1: |
|--|
| Waiter Yes, sir? |
| Customer 1 2 a menu, please? |
| Waiter Of course, here you are, sir. |
| Customer 1 ³ |
| Customer 2 4 some tomato soup, please. |
| Waiter 5, madam. 6 we haven't got any tomato soup today. We've got mushroom or chicken soup. |
| Customer 2 Right. For me, chicken soup, please. |
| |

Customer 1 And I'd like a salad, 7 ____.

Waiter OK. And what would you like to drink?

Customer 2 A mineral water, please.
Customer 1 Mineral water for me too,
please.

- 8 Look at the completed dialogue and answer these questions:
- 1 Which words do we use:
- · to thank somebody? · to apologise?
- to ask for something?to attract attention?
- Who uses the words sir and madam the customers or the waiter?

Speaking

9 Work in pairs. Take turns to be a customer and a waiter in a café. Use the expressions from the Function File in Exercise 7 and the words below.

cake, coffee (white/black), cup of tea, mineral water, fruit juice, salad, soup, sandwich

10 Close your books. What information can you remember about the UK? Tell the class.



30 Communication Workshops

To: Logan Hotel

Date: 09/07/05 Subject: Reservation

From: Raymond Mantle



LOGAN HOTEL, MANCHESTER Well-located near Manchester United football ground. Comfortable double rooms (£50); single rooms (£45). Breakfast included. Special prices for families with children. Pets welcome. Major credit cards accepted. French spoken.

Speaking

Raymond Mantle

Before you start



Yours.

pages 16-17 and A-Z

1 Listen and classify the Key Words under these headings.

starter • main course • dessert • drinks

KEY WORDS: Dishes

apple pie and cream, chocolate cake, coffee, cola, fish and chips, fruit juice, fruit salad, ice cream, lemon sorbet, mineral water, omelette, prawn cocktail, roast beef, roast chicken, soup, spaghetti bolognese, steak and chips, tuna salad

I would like to make a reservation for my family for

following questions for me? How far is the hotel from the city centre? What exactly does breakfast include?

7 nights from 15-21 August. Could you answer the

Finally, have the rooms got satellite TV?

2 Which dishes do you like? What is your favourite starter, main course, dessert and drink?

A Group Roleplay

Act out a situation in a restaurant in the UK. Follow the stages below.

Stage 1

Get into groups of three. Use the Key Words in Exercise 1 to make lists. Think of other dishes.

- a two customers: things you would like
- b waiter: things you have got

Stage 2

Practise the roleplay in your groups.

- A What would you like for a starter, madam?
- B I'd like a prawn cocktail, please.
- C And I'd like the soup ...

Talkback

Act out the roleplay in front of the class.

Writing

Before you start

- 1 Read the hotel advert and the email. What information does Raymond forget to include?
- 2 Which of these people is the hotel not good for? Why?
- a a family with five children and a dog
- b a visiting football fan
- c a non-English speaking Japanese businessman

An Email Reservation

Write an email reserving a room and asking for information. Follow the stages below and use Writing Help 10 on page 136.

Stage 1

Read the advert for the Crammond Student Hostel.

Crammond Student Hostel

Rooms to rent in the university holiday. £150 a week or £25 a day. Cafeteria. Well-located.

Think of dates for your holiday and questions to ask about these things:

- · location of the hostel · type of room
- hostel facilities
 cafeteria

Stage 2

Use your notes to write an email to the hostel.

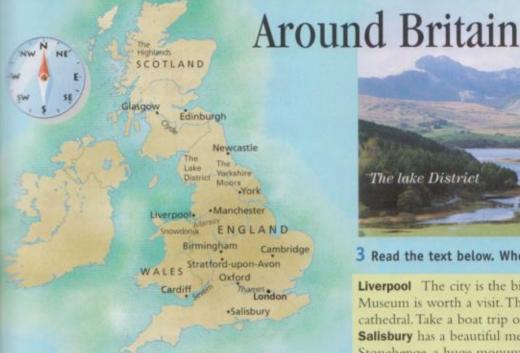
Talkback

Work in pairs. Read your partner's email. Think of possible answers to his/her questions.



Culture Cornel





1 Look at the names on the map. Put them in these groups.

1 cities or towns

2 areas of natural beauty 4 countries

- Now listen and check your answers. Repeat the names.
- 2 Read the Key Words below. Listen to six descriptions of places in Britain. What are they?

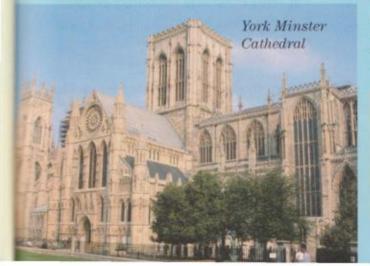
KEY WORDS: Geographical location

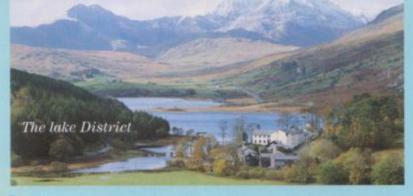
in the east/north-west/south/south-east/ centre of ... England, Scotland, etc. on the ... river Severn, Thames, etc. near, not far from ... London, Glasgow, etc.

Work in pairs. Describe the location of places. Your partner guesses what they are.

Example

It's a city in the centre of England.





3 Read the text below. Where would you like to go?

Liverpool The city is the birthplace of the Beatles and the Beatles Museum is worth a visit. There is also a fantastic modern cathedral. Take a boat trip on the River Mersey.

Salisbury has a beautiful medieval cathedral. It is near Stonehenge, a huge monument from the Stone Age.

Stratford-upon-Avon is famous as the birthplace of Shakespeare. See a play at the Royal Shakespeare Theatre next to the River

York is a beautiful old city. Walk around the city walls or go into the magnificent medieval cathedral. The Railway Museum and the Viking Museum are great places to visit.

Snowdonia ('Evri' in Welsh) is a beautiful area of coast and mountains in North Wales. It is ideal for outdoor activities like sailing, climbing, trekking or canoeing.

The Highlands of Scotland is a wild and romantic area. Visit the lovely Isle of Skye or go up Britain's highest mountain, Ben Nevis (1344 m). Look for the monster in Loch Ness or go skiing in the Cairngorm Mountains.

Cambridge This old town is on the River Cam. It is famous for its old university and there are a lot of beautiful old buildings, for example, Kings College and Trinity College.

4 List all the positive adjectives in the text.

5 Choose good places for these people to go to.

- 1 John loves climbing and canoeing.
- 2 Rachel is interested in drama.
- Sally likes 1960s music.
- Jamie's project is about cathedrals.
- 5 Edward likes trains.
- 6 Anne wants to go skiing.

Project Option: Around Your Country

- Find out information about four cities/towns/areas of natural beauty.
- Draw a map of your country and list the places.
- Write descriptions of your places and add them to your map.

Review 9 and 10

Grammar

- 1 Choose the correct verb in each sentence.
- 1 English people usually eat/are eating dinner quite early.
- 2 Mm, that smells good! What do you eat/are you eating?
- 3 I often wear/am wearing jeans and a T-shirt at the weekends.
- 4 That's a lovely jacket you wear/are wearing.
- 5 Oh, no it rains/is raining again!
- 6 It often rains/is raining in England.
- 7 Look. What does she make/is she making?
- 8 She makes/is making jewellery to earn money.
- 2 Complete the letter with the verbs in the correct tense, Present Simple or Present Continuous.

| Dear Dominika, |
|---|
| 11 (write) to tell you about my visit to my penfriend, Suc, |
| in London. I 2 (sit) in my room at the moment. |
| 13 (have) a good time. Every day, 14 (go) out |
| with Sue, We usually 5 (visit) a tourist attraction in the |
| morning and then in the afternoon we 6 (meet) her |
| friends. We sometimes 7 (go) to a sports club near her |
| house. It's good fun! |
| It's Sunday morning now. Sue's dad 8 (clean) the car and |
| her mum 9 (prepare) Sunday lunch. Sue 10 (listen) |
| to her personal stereo. |
| Oh, ny mobile phone 11 (ring). Bye! |
| Anna |

Vocabulary

- 3 Choose the correct word in each sentence.
- 1 Our son/sun is swimming in the sea/see.
- 2 There/Their children are swimming, too/two.
- 3 Right/Write now I'm sitting buy/by the pool.
- 4 We sometimes meat/meet our friends.
- 5 I can hear/here the waves from hear/here.
- 4 Wordbuilding Make adjectives from these nouns.

beauty, crowd, dirt, disgust, expense, fame, friend, importance, luck, noise

Copy the table and put the adjectives in the correct group.

| Positive adjectives | | |
|---------------------|--|--|
| empi limmesk game | | |
| | | |

Add six more adjectives to the table. Compare your table with another student's.

5 Work in pairs. Think of a place in your school but don't tell your partner. Give your partner instructions how to get there from your classroom. Your partner guesses where it is. Use these words.

down, left, next to, opposite, right, through

Example

Go out of the room and turn left. Go down the corridor ...

6 Answer the questions using these prepositions.

at, in, on, from, to, until

Example

- 1 My birthday is on 31st March.
- 1 When is your birthday?
- 2 When is your school's summer holiday?
- 3 When do you go shopping?
- 4 When does your school day begin and end?
- 5 What hours do your parents work?

Pronunciation

- 7 Listen to these sounds.
 - a swimming /ŋ/ b garden /g/
- Listen to the words. Which sound do you hear?

Example $1 \rightarrow b$

- Listen to the words again and write them
- 8 Listen to these sounds.

Group 1 /au/ go, know

Group 2 /p/ got, hot

Group 3 /o:/ saw, bought

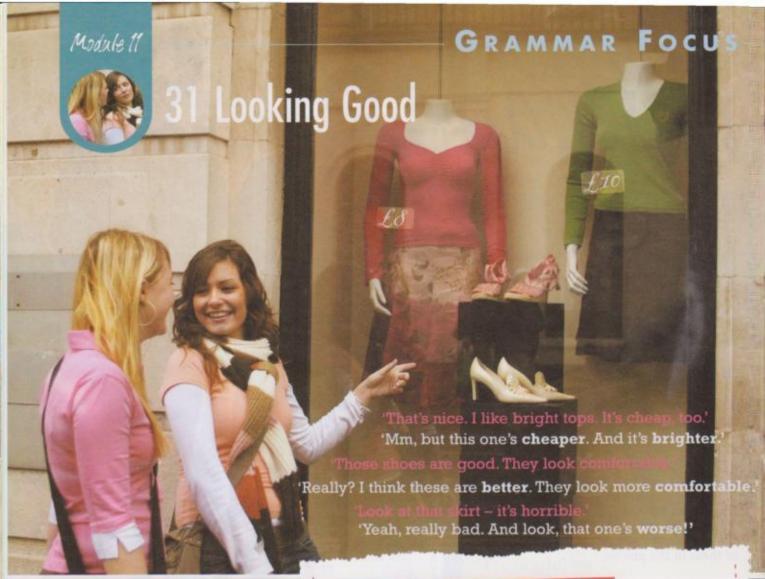
Put these words into the correct group.

your, long, tall, home, all, sorry, shop, snow, job, August, no, more, coffee, cold, short, small, daughter, dog, sofa, watch, not

Listen, check your answers and repeat the words.

>> Now read Don't Look Now, Story Spot 2, page 128.





Before you start



1 Work in pairs. Look at the photo and read the dialogue. Listen to the Key Words and use them to answer the questions below.

> **KEY WORDS: Adjectives** casual, cheap, colourful, comfortable, expensive, fashionable, formal, practical, smart, trendy

- 1 What do the people think of the
- 1 What do you think of the clothes in the shop window?
- 2 Where do you buy your clothes?
- 3 What fashionable shops are there near you?
- 4 What famous models do you know?
- 2 Read the article. Make a list of things that are 'in' or 'out' according to the article.
- 3 What fashion advice in the article do you disagree with?

You want to look good,

so here are our Fashion Tips.

Don't be in a hurry. Have a good look in the shops before you buy clothes. Compare prices - some shops are cheaper than others but they often have more fashionable clothes than expensive shops. Talk to your friends and ask their opinions. Then go shopping!

Think about your body and your personality. For example, for mini-skirts you need really good legs. And don't wear long jackets if you aren't very tall! Outgoing people don't usually wear dark clothes; they prefer brighter colours. Shy people often like darker colours.

This year red, black and green are IN. And generally clothes are more casual and less formal than last year.

For boys, shirts and ties are OUT. Jeans, trainers and leather jackets are IN. Jeans are wider than last year's jeans and black denim is definitely IN. Earrings are bad, and tattoos are worse - don't be seen dead with one!

For girls, this year skirts are shorter than last year. Short leather boots are trendier than shoes. Sweatshirts are IN - they are bigger and more comfortable than jumpers. Dresses and long skirts are definitely OUT!

Style Now

Presentation

4 Look at the examples of comparatives in the table. Complete the table.

| one syll | able |
|------------------------------|----------------------|
| bright dark wide | <u>brighter</u> |
| two syll | ables ending with -y |
| happy trendy | happier |
| two or r | more syllables |
| casual comforta formal | able |
| irregula | r adjectives |
| good bad | <u>better</u> |

Now find more comparatives in the article and dialogues.

5 Match the beginnings and endings of the rules.

- 1 We add -er to
- 2 We change -v to -iand add -er in
- 3 We put more or less in front of
- a two-syllable adjectives ending with -v.
- b two-syllable or longer adjectives.
- c one-syllable adjectives.

6 Read the rule and add comparative forms.

For adjectives that end in one vowel + one consonant, e.g. big, we double the final consonant and add -er, e.g. bigger.

| fat | thin | |
|-----|------|--|
| hot | red | |
| sad | | |

7 Complete this sentence with the correct word. How do you say this in your language?

Cheaper shops are sometimes more fashionable expensive ones.

- 8 Pronunciation Listen and write down the comparative adjectives. Then listen again and repeat them.
 - ⇒ Grammar Summary 9, page 143

Practice

9 Complete the sentences with the comparative form of the adjective in brackets.

- 1 Your skirt is ____ (long) than mine.
- 2 I think jeans are ____ (fashionable) now than in the
- 3 Red is usually _____ (attractive) than grey.
- 4 I think men look ____ (smart) in ties.
 5 Cotton clothes are ____ (cheap) than ___ (cheap) than silk clothes.
- 6 Young people usually wear ____ (expensive) clothes than older people.
- 7 You look _____ (good) in _____ (bright) clothes than darker clothes.

10 Look at the pictures. Use the adjectives below to compare the pairs of objects. Add your own adjectives to make more comparisons.

- 1 long, smart, colourful, bright, attractive
- 2 big, fashionable, dark, old, formal
- 3 comfortable, cheap, casual, practical, expensive

Example

1 The evening dress is smarter than the summer dress.



11 Work in pairs. Look at the photo on page 84. Compare your clothes with the ones in the shop window.

Example

- A I think my skirt is smarter than the one in the shop window.
- B It is. And your shoes are more comfortable than those.

12 Personalisation Think about what is fashionable at the moment. Rewrite the magazine article.

Give your article to your partner. Does he/she agree with vou?



32 Appearance

Before you start



page 10 and A-Z

1 Add these words to the right group in the Key Words.

fair, fat, long, round, straight, tall, thin

KEY WORDS: Appearance

General: short, medium height, plump Hair: short, dark, blond, brown, red, curly Face: square, thin, large or small mouth/nose, big eyes

Listen and check your answers.

2 Work in pairs. Find differences between the three photos.

Example

86

In photo 2, her hair is fairer than in photo 3.



QUESTION OF IMAGE

CHRISTINA RICCI

is not a typical film star. She doesn't like Hollywood - the parties or the people. She is happier to live on the East Coast of the USA, 'I love the people and the snow there," she says. Her ambition is not to be rich and famous but to be a good actress: 'I want to be an actress, not

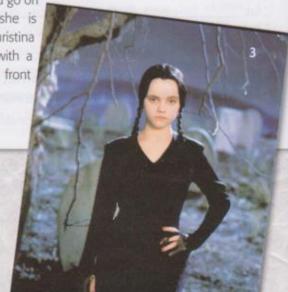
a star.' Christina always chooses interesting parts and often works in small, independent films.

Christina does not look like a typical glamorous celebrity. However, she is good-looking, with a round face and big eyes. She often plays the parts of strange or bad characters. In The Addams Family, Christina's first big success, she played the little girl, Wednesday. She never smiled and was horrible to her brother. In The Ice Storm, Christina was Wendy, an angry and unhappy teenager. She was Johnny Depp's girlfriend, Katrina, in the horror film, Sleepy Hollow, and she played a depressed university student, Elizabeth Wurtzel, in Prozac Nation.

In real life, Christina is very different from her film image. 'I'm very normal,' she says. She lives in New York with her boyfriend, Matthew, and her two cats, Virgil and Vert. She enjoys living a normal life. She likes watching TV, cooking and going out with friends.

Work is also a very important part of Christina's life. She has to travel a lot and works very hard when she is making a film. She also has to give

a lot of interviews and go on television because she is a famous actress. Christina is a young person with a very bright future in front of her.



Reading

- 3 Look at the title of the article about Christina Ricci. Guess the topics in the article.
- physical appearance
 personality
- family
- school
- film characters
- ambitions

Read the article and check your guesses.

- 4 Match the photos (1-3) with the parts (a-c) Christina played.
- a Wednesday b Elizabeth c Katrina
- 5 Read the article again. How is Christina different from a 'typical' Hollywood star?

Vocabulary: Adjectives and Nouns

- 6 Read the article again. Match the adjectives (1-6) and nouns (a-f).
- 1 typical
- a face
- 2 interesting
- b film star
- 3 round
- c future
- 4 normal
- 5 famous
- d actress
- e parts 6 bright f life
- 7 Work in pairs. Cover the text. Take turns to say things about Christina Ricci. Use the words from Exercise 6.



Prepositions A-Z

8 Look at these examples of with.

Christina is good-looking, with a round face. She likes going out with friends.

Use these words and with to write sentences.

- 1 Christina/worked/Sigourney Weaver in The Ice Storm
- 2 Sam/tall and thin/blond hair
- 3 She/lives/her boyfriend in London
- 4 Johnny/works/his brother
- 5 Tim/a square face/a small nose

Jude Law

Listening

9 Listen to the dialogue. Which star on the right are they talking about?

10 Listen again and complete the Function File.

Describing People

What does he 1 ____ like? Well, he's got a 2 _____ face with a 3 mouth. He's got 4 ____ hair.

And he's got 5 ____ blue eyes. I think

he's very 6 ____ . He's 7 ____ and I think he's 8 _

Speaking

11 Work in pairs. Ask and answer questions about your friends and family.

Example

- A What does your brother look like?
- B Well, he's tall and he's got ...
- 12 Think of a famous person. Write notes about his/her appearance.

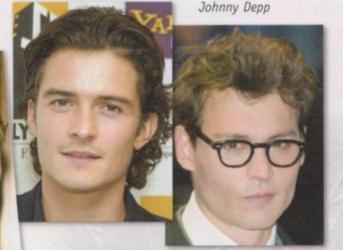
Example

Brad Pitt - square face; big, brown eyes; fair hair

13 Work in pairs. Take turns to describe your person. Don't say his/her name. Guess who your partner describes.

> QUOTE ... UNQUOTE 'Don't judge a book by its cover.' English proverb

Orlando Bloom





33 Communication Workshops

Writing

Before you start



1 Listen and check the meaning of the Key Words. Do you ever lose things? What?

Example Last year, I lost my wallet.

KEY WORDS: Objects

bag, earrings, glasses, keys, mobile, purse, ring, sunglasses, wallet, watch

2 Read the notice. How do you say either and or in your language? Use the words below to write sentences.

LOST: SUNGLASSES

On Tuesday, I lost a pair of Zak sunglasses in the sports centre. They are dark brown and are in a black plastic case. I left them either in the boys' changing room or near the swimming pool. Please help!

Contact: Freddie Mobbs. Mobile: 626889765

Example

- 1 I left my watch either in the dining room or in the kitchen.
- 1 watch/in the dining room/in the kitchen
- 2 bag/on the table/on the sofa
- 3 umbrella/at the bus stop/on the bus
- 4 dictionary/in the library/in the classroom

A Notice (1)

Write a lost property notice. Follow the stages and use Writing Help 11 on page 137.

Stage 1

Decide what you lost. Choose a favourite possession.

Stage 2

Write a notice about it. Describe the object and say where you lost it. Use either and or.

Talkback

Work in groups. Read out your notices to the class. They try to guess whose it is.

Example

- A A black leather bag. Lost either in the gym or in the English classroom.
- B It's Julia's!



Speaking

Before you start

Listen to the description. Which of the people in the photo is it?

Describing a Person

Describe a person in a photo. Follow the stages.

Stage 1

Read the Strategies.

SPEAKING STRATEGIES: Preparation

- · Use the Key Words from the module to help you prepare for speaking.
- · Use expressions from the Function File on page 87.

Choose a person from the photo. Use the Strategies to answer the questions. Write notes.

- 1 → tall/brown hair/square face
- 1 What does she look like?
- 2 What clothes is she wearing?
- 3 What do you think about the clothes?

Stage 2

Work in pairs. Take turns to describe your person.

Talkback

Which clothes in the photo do you like? Which do you dislike? Tell the class your opinions.

12 Celebrities

In this module you ...

- talk about famous people;
 practise making suggestions
- · listen to a quiz and dialogues
- · read about films and famous people
- · write a curriculum vitae
- · learn about superlative adjectives

Warm-up

- page 7
- 1 Look at the photos and listen to the Key Words. Answer these questions.
 - 1 Which of the people do you know about? What are their jobs?
 - 2 Who are your favourite celebrities?
 - 3 Who are the top five celebrities in your country? What are their jobs?

KEY WORDS: Jobs

actor, actress, athlete, film director, musician, model, singer, tennis player

- 2 Celebrity Quiz Listen to descriptions of four celebrities in the photos. Who are they?
 - Prepositions A-Z

3 Complete the questionnaire with these prepositions.

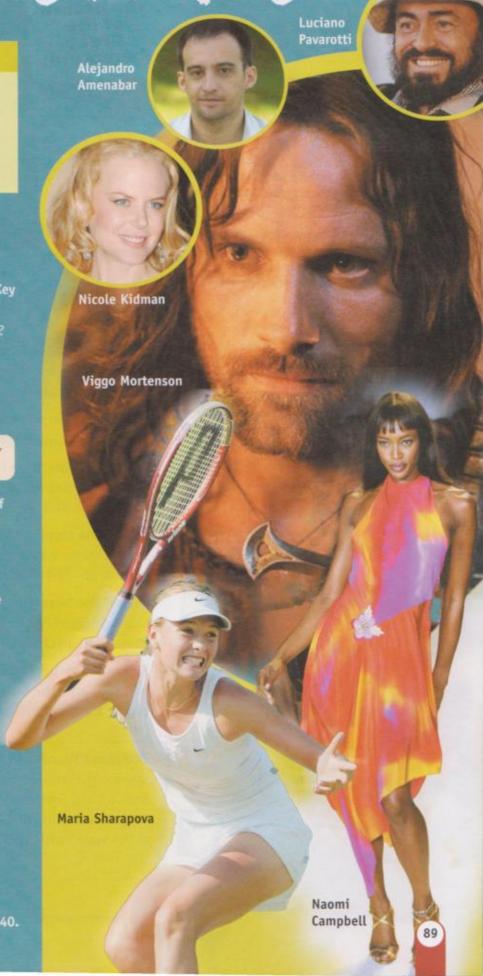
about, at, in, on, to

Are You A Real Fan?

Who is your favourite star?

- Do you like looking _____ his/her photo? Yes/No
- 2 Have you got a poster of him/her your bedroom wall? Yes/No
- 3 Do you collect photos of him/her
- 4 Do you talk _____ him/her a lot? Ves/No
- 5 Do you watch videos of him/her or listen _____ his/her music every day? Yes/No

Now work in pairs. Ask and answer the questions. Then check the key on page 140.





34 Hollywood Greats

Before you start



1 Listen and put the Key Words into two groups, positive (+) and negative (-). Add more words to each group.

KEY WORDS: Adjectives

all right, boring, brilliant, exciting, funny, good-looking, overrated, talented

2 Make a list of three actors, three actresses and three films. Then work in pairs. Take turns to give your opinions about the people and the films.

Example

- A I think Keanu Reeves is really overrated.
- B I don't like him.

3 Read the Hollywood Factfile. Answer these questions.

- 1 Which film is 85 hours long?
- 2 How much did the fourth Harry Potter film cost to make?
- 3 Who directed Psycho?
- 4 Which film made more money than any other film?
- 5 How rich is Steven Spielberg?



The Return of the Great Adventure.





Hollywood Factfile

Dracula is the most popular film character. There are over 160 Dracula films!

In 1987, J.H. Timmis made the longest film in history. It is called The Cure for Insomnia and it is 85 hours long!

The most expensive film is the fourth Harry Potter film, The Goblet of Fire (2005). Director Mike Newell spent about \$308 million!

One of the funniest film actors was Charlie Chaplin. In the 1920s, he was probably the most famous person in the world - but didn't win an Oscar until 1972!

One of the best film directors was Alfred Hitchcock, His films included Psycho (1960) and The Birds (1963), but he never won an Oscar!

The worst money-maker was Heaven's Gate (1980). This was probably the least successful film in history! The biggest money-maker of all time is Gone With The Wind (1939).

The most successful film director of all time is Steven Spielberg, Films like Jaws, E.T., the Indiana Jones films and Jurassic Park made him one of the highest earners in Hollywood. In 2004, he was the 205th richest person in the world with \$2.5 billion!



Presentation

4 Complete the table using superlatives from the text.

| base form | comparative | superlative | | |
|--|---|---------------------------|--|--|
| long funny big popular successful good bad | longer funnier bigger more popular less successful better worse | 1 the longest 2 3 4 5 6 7 | | |

Which of the forms in the table are irregular?

5 Look at the completed table in Exercise 4. Which rule below is not correct? Correct it.

We add -est to one-syllable adjectives.

We add -est to two-syllable adjectives that end in -y (-y changes to -iest).

We put *most* and *least* in front of two-syllable or longer adjectives. We never put *the* in front of the superlative.

⇔ Grammar Summary 9, page 143

Practice

seventeen.

6 Complete the sentences with the superlative forms of the adjectives in brackets.

| 1 | John Lennon and Paul McCartney were (successful) pop songwriters. They wrote 26 number one songs in the USA and 29 in the UK! |
|---|---|
| 2 | Some people think that Marilyn Monroe was (beautiful) |
| _ | actress ever. |
| 3 | Italian Niccolo Paganini was (fast) violinist ever. He |
| | once played 2,160 notes in three minutes! |
| 4 | Boris Becker is (young) Wimbledon men's singles tennis champion. He won the tournament in 1985 when he was only |

5 Heike Drechsler is _____ (old) woman to win an Olympic medal. She was 38 when she won the long jump in Sydney in 2000.

7 Look at the information about three actresses. Write sentences about them with superlatives.

| | Maria Lopez | Jennifer Mackenzie | Sarah Stewart |
|-------------|---------------------------|---------------------------|-------------------------|
| young | 33 | 26 | 29 |
| expensive | \$1.2 million per film | \$2.5 million per film | \$3 million per film |
| tall/short | 1.74m | 1.82 | 1.69 |
| experienced | 12 years | 3 years | 10 years |
| successful | no Oscars | 1 Oscar | 2 Oscars |

8 Write sentences about the actors below using the superlative form of the adjectives.

popular, funny, good-looking, young, tall, successful, talented, smart, fit

Example

Elijah Wood is the most popular actor in my class.

- · Keanu Reeves
- · Daniel Radcliffe
- · Tom Hanks
- · Elijah Wood
- · George Clooney
- · Orlando Bloom

9 Personalisation Write sentences about your opinions of these things.

Films: the best-looking actor/actress, the best/worst film this year

Music: the best/worst pop singer/

pop group/musician

TV: the most interesting/boring TV

programmes/presenters

Sports: the most dangerous/exciting sport, the least interesting sport **Players**: the most skilful basketball/

football/tennis player

Activities: the most/least dangerous/ boring/frightening/exciting things to do

10 Work in pairs. Compare your opinions.

Example

- A I think hang gliding is the most dangerous sport.
- **B** I don't think so. I think ice hockey is the most dangerous.





35 Star Watching

Before you start

1 Look at the photos of Kirsten Dunst. What do you know about her? Try to answer these questions.

- 1 What country is she from?
- 2 How old is she?
- 3 What are her most famous films?

Reading

2 Read the article quickly and check your answers for Exercise 1.

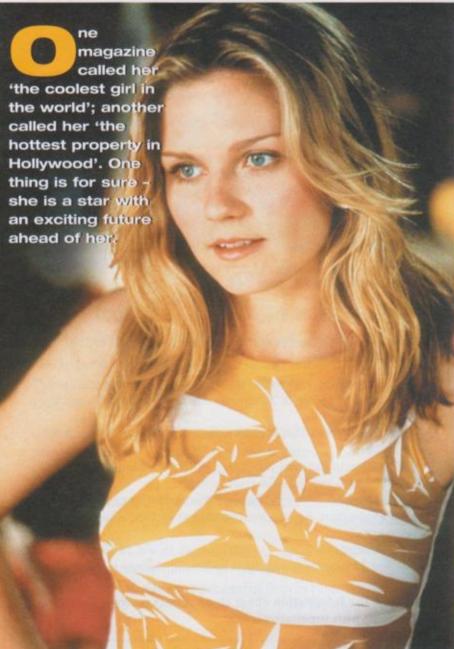


3 Read the article again and answer the questions.

- 1 What was her first acting job?
- 2 How old was she when she appeared in her first film?
- 3 Who did she star with in Interview with the Vampire?
- 4 What is her most famous part?
- 5 What new project is she working on with her mother?

Watch out for

Kirsten Dunst



Kirsten Dunst was born in New Jersey, USA, in 1982. Her acting career began at the age of three when she appeared in her first TV advert - in the end she made more than seventy! She made her film debut with a small part in Woody Allen's *New York Stories* (1989). Shortly after this her family moved to Los Angeles and her film career really started in a big way.



In 1994, she got her big break in Interview with the Vampire, performing with famous megastars Brad Pitt and Tom Cruise. Her performance as a creepy kid earned her a Golden Globe nomination, the MTV Award for Best Breakthrough Performance and the Saturn award for Best Young Actress.

The following year, People magazine included her on their list of the world's 'Fifty Most Beautiful People'. Over the next few years, she starred in more hit movies including Little Women (1994), Jumanji (1995), the romantic Get Over It (2001) and Mona Lisa Smile with Julia Roberts (2003). However, her most successful films are the Spider-man films (2002 and 2004) with Tobey Maguire, where she plays the part of superhero Spider-man's girlfriend, Mary Jane.

Kirsten recently started a film production company with her mother but plans to continue acting, too. So what does she want to do next? 'I don't know. You know, I love doing comedies and I love doing more serious films, too.'

Vocabulary: Wordbuilding

4 Find adjectives in the text for these nouns.

excitement, fame, beauty, romance, success

5 Write five sentences about films and celebrities using the adjectives from Exercise 4.

Example

Lord of the Rings was an exciting film.

6 Read the information about what's on. Listen to Mick and Lucy. What film do they decide to see?

Odeon Cinema: Brad Pitt in Troy; Will Smith in I, Robot.

Classic Cinema: Humphrey Bogart and Ingrid Bergman in

Casablanca; Anthony Perkins and Janet Leigh in Hitchcock's

Psycho

7 Complete the Function File with the words below. Then listen again and check your answers.

about, good idea, I'd like, let's, on

| ILE | Making Suggestions |
|---------------|--|
| - | Mick What's 1 at the cinema, Lucy? |
| FUNCTION FILE | Lucy Let's have a look. I know, ² go and see <i>I</i> , <i>Robot</i> . I think Will Smith is really good. |
| JNC | Mick Mm. I don't like science fiction films. What ³ Troy? |
| I | Lucy No, I don't like Brad Pitt. And people say it's boring. Mick Well, an old film, then? 4 to see Casablanca again. |
| | It's my favourite film. |
| | Lucy OK. That's a 5 Let's do that! |

8 Pronunciation Listen and repeat the suggestions and replies.

Speaking

9 Write a short, imaginary 'What's On' page for your town. Think about these things.

concerts, exhibitions, films, plays, sports events

10 Work in pairs. Decide what to do this week. Use your 'What's On' pages.

Example

A Why don't we ...

B No, I don't like ... Let's ...

QUOTE ... UNQUOTE

Everyone wants to be famous until they are.' Keith Richards, guitarist in The Rolling Stones **36 Communication Workshops**

Writing

Before you start



1 Look at the photo of Keanu Reeves. What do you know about him?

2 Read the CV and answer these questions for Keanu Reeves.

Example a → Keanu Reeves

- a What's your name?
- b How old are you?
- c Where were you born?
- d What nationality are you?
- e Where do you live now?
- f What schools were/are you at?
- g What work experience have you got?
- h Do you have any other achievements?
- i What languages can you speak?
- i What do you like to do in your free time?

Personal Information

Name: Keanu Reeves.

Date of birth: 2nd September 1964. Place of birth: Beirut, Lebanon.

Nationality: Canadian.

Address: (for fanmail) Keanu Reeves, c/o Erwin Stoff, 9469 Wiltshire Boulevard, Beverly Hills,

CA90212

Education

Primary school: Jesse Ketchum Public School (1967-1978).

Secondary school: De La Salle College and Toronto High School for Performing Arts (1978-1981).

Experience/work

Jobs: Gardener, manager of pasta restaurant, film

Other achievements: Goalkeeper in high school ice hockey team.

Languages: English.

Interests

Music - I play in a group called 'Dogstar'. I also like ballroom dancing.

A CV (curriculum vitae)

Write your CV. Follow the stages and use Writing Help 12 on page 137.

Stage 1

Write notes about your life. For the section on experience/work, include information about holiday or voluntary work.

Stage 2

Use your notes to write your CV. Include one false piece of information.

Speaking

An Interview

Find out personal information about your partner. Follow the stages.

Stage 1

Look at Exercise 2 in the Writing Workshop. Practise answering the questions with your personal information.

Stage 2

Work in pairs. Interview your partner. Guess the false piece of information.

Talkback

Tell the class the false information about your partner.

Example

Robert didn't win an Oscar last year!

Language Problem Solving 3

Indefinite pronouns

C Grammar Summary, page 143

1 Read the dialogue and answer the questions.

- A Hi, Mike, where are our guests? I can't see anyone.
- B Everyone is in the garden.
- A I see. Have something to drink. I've got cola and fruit juice. I didn't get any soda because no one likes it.
- B Is there anything to eat?
- A Yes. I made some sandwiches and someone brought a chicken salad.
- B Where is it? I can't see it anywhere here.
- A Somewhere in the kitchen. Look in the fridge.
- B Oh, dear. Someone put it on the floor and the dog ate everything! There's nothing left.

Which words in red and blue:

- · have a negative meaning?
- are used in questions and negative sentences?
- · are used in affirmative sentences?

Do we use a singular or plural verb with the words in blue? Translate them into your language.

2 Complete the sentences with someone, anyone, no one, everyone, etc.

| 1 | I'll make | spaghetti | for | dinner, | |
|---|-----------|-----------|-----|---------|--|
| | likes it. | | | | |

- 2 Don't make curry, _____ likes it.
- 3 The lesson was really boring ______listened to the teacher.
- 4 Can I get you _____ to drink?
- 5 Do you know _____ at this party?
- 6 There was _____ interesting at the exhibition so we left quickly.
- 7 Where is my jacket? I can't find it

| 8 | The | dinner | was | a | success | was |
|---|------|--------|-----|---|---------|-----|
| | deli | cious. | | | | |

9 I have to put on my glasses. I can't see

| | - | | | | | |
|----|-----|-----|-----|----------|----|---------|
| 10 | You | can | see | tourists | in | London. |

- 11 This isn't my umbrella. _____ left it here.
- 12 Put your coats ____ in the bedroom.

it/there

1 Read the sentences in the table.

| There | It | | | | |
|--|-----------------------------------|--|--|--|--|
| There is a bank near here. There was a film on | 3 It's on the comer, I think. | | | | |
| TV last night. | 4 It was a good film. I liked it. | | | | |

Translate the <u>underlined</u> words into your language. What differences are there between 'it is/it was' and 'there is/there was'?

Which sentences (There ... or It ...)

- a say that a thing is/was present in a place?
- b say what the thing is, what it is like or where it is?

2 Which word fits the gaps in the sentences below: it or there? Are the underlined words nouns or adjectives?

| 's lat | e. | | |
|--------|------|-----|--------|
| was | warm | and | sunny. |

Complete the sentences with it or there.

| a | was a great | holiday - | was a | lot of | snow | and | sun. |
|---|-------------|-----------|-------|--------|------|-----|------|
| | 4 4 24 | | | | | 4 4 | |

b ____ is ice on the roads and ____ is dangerous to drive.

c Is ____ anyone here?

d Is _____ you, Kate? No, _____ is Jane.

e _____ was a problem with the car. ____ wasn't serious so we repaired it easily.

f Turn on the light, 's dark in here.

g ____ is too early to go to bed. ____ is a match on TV - let's watch it.

h _____ isn't much to eat. Is _____ too late to go shopping?

3 Describe your favourite season. Use these words and it or there.

rain, cloudy, fog, sun, cold, ice, windy, warm

Example



Review 11 and 12

Grammar

1 Complete the sentences with the adjective in the correct form, comparative or superlative.

| 1 | I bought the | (cheap) | trainers | in | the | shop. |
|---|--------------|---------|----------|----|-----|-------|
|---|--------------|---------|----------|----|-----|-------|

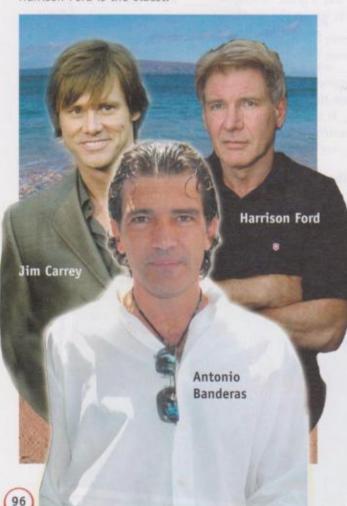
- 2 A sweatshirt is _____ (comfortable) than a shirt and tie.
- 3 My dad likes jeans but he wears _____ (formal) clothes for work.
- 4 That was the _____ (exciting) match in the World Cup.
- 5 I think jeans are ____ (practical) than trousers.
- 6 This is their _____ (good) album. It sold over a million copies.
- 7 It was the _____ (happy) day of my life.
- 8 People usually wear _____ (bright) clothes in summer.

2 Compare the three celebrities in the photos. Use the adjectives below.

famous, funny, good-looking, intelligent, old, popular, successful, talented

Examples

Antonio Banderas is older than Jim Carrey. Harrison Ford is the oldest.



3 Make a list of five celebrities from your country and five celebrities from other countries. Use the adjectives from Exercise 2 to compare them. Write ten sentences.

Example

I think the tennis player Lleyton Hewitt is more talented than Gustavo Kuerten. But Boris Becker was the most talented player.

4 Work in pairs. Take turns to say your sentences from Exercise 3. Do you agree with your partner?

Vocabulary

5 Rewrite the description using the opposites of the <u>underlined</u> adjectives.

Example He's quite young ...

He's quite <u>old</u>. He's <u>short</u> and <u>plump</u>. He's got a <u>round</u> face with <u>small</u> eyes. He's got <u>long</u>, <u>fair</u> hair. He's very <u>shy</u>. He's quite <u>lazy</u> and he thinks his job is <u>boring</u>.

6 Wordbuilding Make nouns from the adjectives in brackets.

| I like Ca | lista Flockhart. | She show | ed that she had |
|-----------|------------------|------------|-------------------------|
| 1 | (talented) in h | er early d | ays in the theatre, but |
| the mon | ey was a 2 | (disapp | oointing). She finally |
| found 3 | (success | ful) with | Ally McBeal and the TV |
| series ga | ave her internat | ional 4 _ | (famous). |

Pronunciation

7 Listen and write down the words.

Example 1 → leather

- C Listen again and repeat the words.
- 8 Listen to the three sounds.

a /æ/ bad b /e/ bed c /n/ but

Listen to the words. Which sounds can you hear, (a, b or c)?

Example 1 \rightarrow c and b

Listen again and write down the words. Then listen and repeat them.

13 Volunteers In this module you ... · talk about helping people; practise telephoning

- and describing an event
- · listen to monologues, a dialogue and a telephone conversation
- · read an article and a notice
- · write a notice for an event to raise money
- · learn about the future with be going to

Warm-up

A-Z

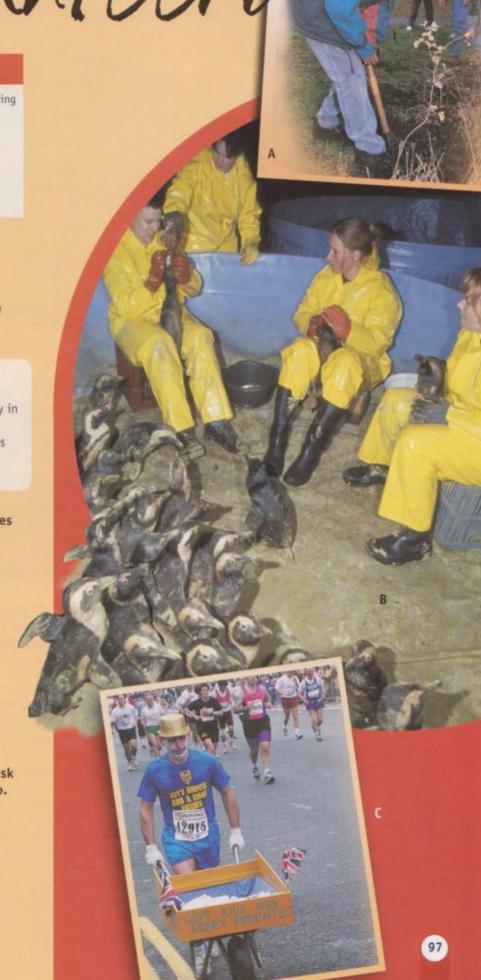
1 Listen to the Key Words. Which of the activities can you see in the photos?

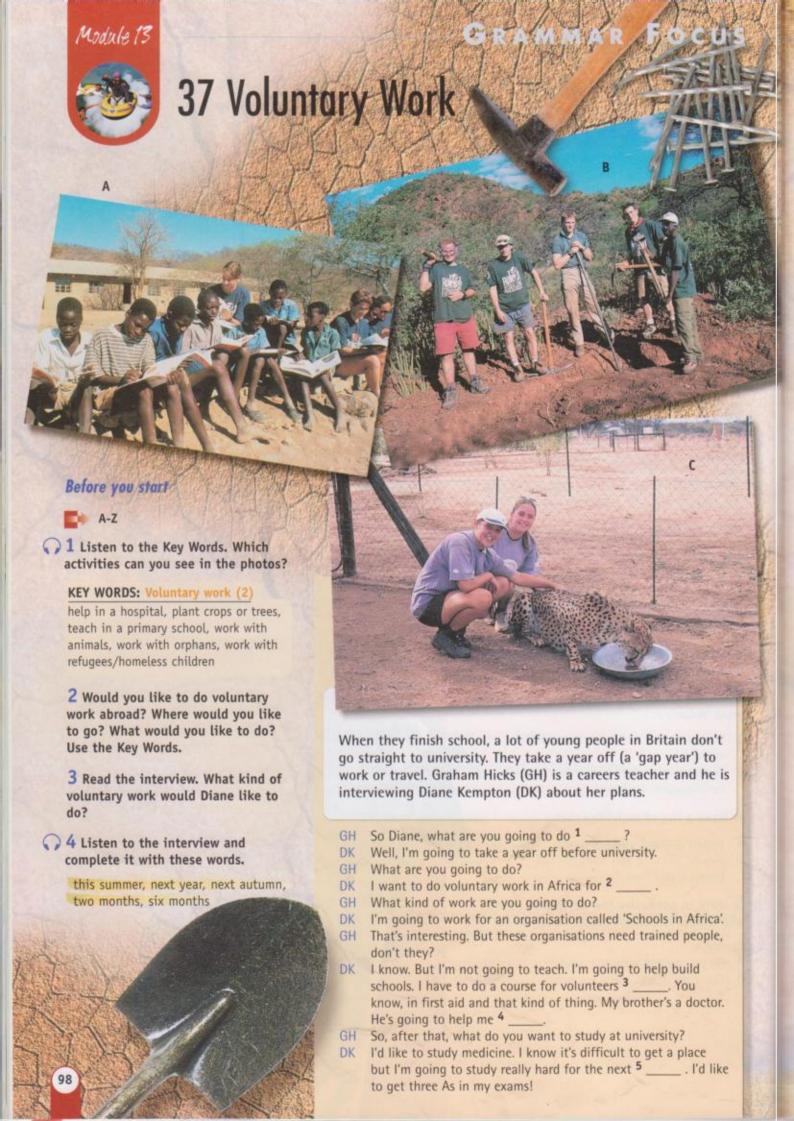
KEY WORDS: Voluntary work (1)

do voluntary work (e.g. visit old people, clean up beaches, plant trees) raise money for a charity (e.g. collect money in the street, go on a sponsored walk or run) give money, toys, clothes or food to charities take part in local or school events (e.g. concerts, parties)

- 2 Listen to three people. Which activities do the people do?
 - 3 Choose the correct definitions of the word 'volunteer':
 - 1 Someone who works for money/not for
 - 2 Someone who does something because he/she wants to/has to.
 - 4 Make a list of activities that:
 - a you do to help other people.
 - b you do because you want to, not because you have to.
 - 5 Work in pairs. Use the Key Words to ask and answer questions about what you do.

- A Do you do any voluntary work?
- B Yes, I do. I help clean our park.





Presentation

5 Complete the table with am, is, are, going and to.

| be going to | |
|---|---------------------------------|
| Affirmative | |
| I am going to study very hard. You/We/They are 1 to do vol He/She 2 going to help me. | luntary work. |
| Negative | |
| I ³ not going ⁴ teach He/She is not going to help me. You/We/They are not going to take | |
| Questions | Short Answers |
| Are you going to study medicine? Is he/she going to help you? | Yes, I am. No, he/she isn't. |
| What ⁵ you/we/they ⁶ | _ to do next year? |

6 Which sentence (a, b or c) does not give the same information as:

I'm going to study medicine.

- a I'm studying medicine.
- b I'm planning to study medicine.
- c I decided to study medicine.
- ⇒ Grammar Summary 10, page 144
- 7 Pronunciation Listen to the sentences from the interview. In which of them (1-6) can you hear gonna (for going to)?

Practice

1 I love animals T

| 8 | Complete | each : | sentence | with | the | correct | form | of |
|----|-----------|--------|----------|------|------|---------|------|----|
| be | going to. | Use n | ot where | nece | ssar | y. | | |

he a vet

| - | T to te diffind by a feet | |
|---|---------------------------------------|---------------|
| 2 | Your marks are very bad you | study |
| | harder next term? | |
| 3 | John has to go home by bus. He | _ drive |
| | because his car is in the garage. | |
| 4 | There's an interesting documentary on | TV tonight. |
| | watch it. Are you? | |
| 5 | Lot's take a tayi! I walk fifteen | kilometres in |

- 6 They are training very hard. They _____ play in the

9 Imagine you are in the situations below. Write sentences about what you are going to do.

Example

- 1 I was late for school again today. I'm going to get up earlier tomorrow.
- 1 I was late for school again today.
- 2 I have a maths test tomorrow.
- 3 I have a headache.
- 4 My room is very untidy.
- 5 I'm tired.
- 6 I'm hungry.
- 7 It's my sister's birthday next week.

10 Work in pairs. Guess what your partner is going to do in each situation from Exercise 9.

Example

- A I was late for school today.
- B Are you going to go to bed early tonight?
- A No, I'm not.
- B Are you going to buy an alarm clock?
- A Yes, I am.

11 Personalisation Work in groups. What are your plans for when you leave school?

Example

I'm going to do a computer course.

Prepositions A-Z

12 Look at the two sentences from the interview.

I want to do voluntary work for six months. (for + period of time)

I have to do a course for volunteers next autumn. (specific time)

Complete the sentences with for where possible.

| 1 | My grandmother's coming to stay next week |
|---|--|
| | She's going to stay a month. |
| 2 | I'm going to study a lot next weekend. I'm |
| | going to study three or four hours a day. |
| 3 | I went to London a month. I went there |
| | last year. |
| 4 | I usually watch television a couple of hours |
| | a day. I'm not going to watch it this |
| | weekend because I've got exams soon. |



38 Raising Money

Before you start



1 Listen to the Key Words. Which of the causes would you like to raise money for? What local causes do you think are important?

Example to build a sports centre in my area

KEY WORDS: Causes

the environment, help for blind people (e.g. guide dogs), help for disabled people, hospitals, homes (e.g. an orphans' home), medical research (e.g. cancer research), protection of children or animals

2 Your Culture Which causes do people raise money for in your country?

3 Look at the photos. Think of two fun ways of raising money for charity at your school.

Example a rap concert/a silly clothes day

Reading

4 Read the article about ways of raising money. Match the titles (a-i) with the paragraphs (1-8). There is one extra title.

Crazy Clothes

f Ridiculous Records

b Great Games

g Wacky Races

Extreme Sports

h Marathon Events

d Horrible Hobbies i Cool Competitions

e Silly Sponsors

5 Which things in the text would you like to do? Which would you not like to do? Tell the class.

Example

I'd like to have a 'bad hair day' at this school! And I'd like to ...



ome people go on sponsored walks, runs or marathons to raise money for charity. Other people organise dances. concerts, dinners or sports competitions. However, there are some wackier ways to get money for your favourite charity. You can have fun and raise money at the same time!

Karaoke and talent shows are popular and you can organise your version of Pap Idol. Other good competitions are guessing the weight of animals or people, and music and sports guizzes. Computer games competitions are fun, too.

Fun football can include three-legged games or teams with teachers versus students or mums versus dads. Water battles between two teams are popular on hot days in the summer. Murder and mystery games are good fun on dark winter nights.

Get a group of your friends to abseil down a local building, go parachuting or go bungee jumping. But check safety first!

Organise an unusual animal race. Pig, goldfish, cockroach and duck races are all popular. Wacky human races include three-legged races, egg and spoon races and bed races.

Vocabulary: Collocation

6 Match the verbs (1-9) from the text with the words (a-i).

- 1 raise
- a sunglasses
- 2 break
- b a bath
- 3 wear
- c your bedroom
- 4 clean
- d chess
- 5 play
- e a competition
- 6 organise
- f fun
- 7 have
- g a record
- 8 have
- h parachuting
- i money for charity

7 Complete the sentences with verbs from Exercise 6 in their correct form.

- 1 We have to _____ the kitchen tomorrow.
- 2 I'm going to _____ a karaoke competition in the summer.
- _ a bath last night I _ 3 I didn't shower.
- 4 She ____ ___ the Olympic record for the 100 metres.
- 5 They ____ _ €4,000 to buy new computers for the school.
- bungee jumping 6 Next week, I'm going to ___ with some friends.
- Organise a marathon with a difference. Invite your friends to your house and watch as many James Bond films as you can in one night. Or, do the same playing chess, dancing, reading, painting or doing aerobics. Kissing marathons are particularly popular!
- People at your school or office pay to wear sunglasses, silly ties or bad hair. Or, you can have a 'red nose day' when people put on red noses and crazy clothes.
- People sponsor you to be really silly. You can walk backwards all day, clean your bedroom with a toothbrush or have a bath in baked beans. Or, you can tie your legs to a friend and go everywhere together for the day at school or work.
- Find sponsors and try to break a record. How many people can you get into a phone box? How many cockroaches can you eat in one minute? (The record, by the way, is thirty-six!)



Listening

- 8 Listen to the phone call. Which of the things is Sally not phoning for?
 - a to ask for a sponsor for a sponsored walk
 - b to raise money for cancer research
 - c to ask for a sponsor for the school magazine
- 9 Listen again and complete the Function File using the words below.

afraid, pass on, phone, sorry, please, could, for, sponsors, help, take

Phone Calls

- A Allens Bank. Good morning. Can I 1 help
- A I'm 3 _____ she's out at the moment. Can I

 4 ____ a message?
- 4 ____ a message?

 B Yes, 5 ____ . My name is Sally Thornton.
- A 6 _____, can you spell your surname, please?
- B Yes, it's T H O R N T O N. I am at Lawnside High School. We are organising a sponsored walk next month. It's 7 cancer research. We are looking for
- A Have you got a 9 ____ number?
- B The school number is 0899 873275.
- A I'll 10 ____ the message to Mrs Smithson.
- B Thank you very much.
- 10 Pronunciation Listen and repeat the sentences.

Speaking

11 Work in pairs. Act out the dialogue in the Function File. Change this information:

names: e.g. Mark Thomas/Julia Lloyd/Mr Jones/Mrs

reason for ringing: looking for sponsors for: a singing competition/a school play/a concert/a sponsored cycle

for: cancer research/a children's home/disabled children/the elderly

telephone number: e.g. 0376 657989

QUOTE ... UNQUOTE

The person who helps others helps himself." Confucius, Chinese philosopher, 551-478 BC



39 Communication Workshops

Writing Before You Start



1 Read the notice and answer the questions.

- 1 Why is the school looking for volunteers?
- 2 What charity is the event for?
- 3 How can volunteers raise money?

2 Linking Complete the text with to or for.

A Notice (2)

Write a notice. Follow the stages and use Writing Help 13 on page 138.

Stage 1

Decide on a cause and choose an activity to raise money.

Example

a local children's home - a sponsored bike ride

Stage 2

Decide on the organisation of the event. Think about:

- · the time and place
- · what volunteers have to do
- · advice to volunteers

Stage 3

Use your notes to write your notice.

Stage 4

Check your writing for mistakes.



24-HOUR DANCE MARATHON!

17-18 March: Ashgrove Comprehensive

Have fun and raise £1,000 1 to/for cancer research at the same time! We need volunteers 2 to/for help us. Dancing is from 6 p.m. on Friday until 6 p.m. on Saturday! We provide drinks and sandwiches 3 to/for tired dancers and cool music 4 to/for dance to!

What you have to do:

Give your name and get a sponsor form. Find people 5 to/for sponsor you for each hour that you dance, e.g. £3 an hour. Ask your family, friends and neighbours.

Come to the dance at 6 p.m. Wear comfortable clothes and get ready 6 to/for a good time!

Sponsor forms from Alice Coates (Class 6C) or Tim Hanton (Class 6C).

Speaking

Describing an Event

Describe an event to raise money. Follow the stages below.

Stage 1

Imagine you organised your event in the Writing Workshop. Write notes about these things:

- the work you did to prepare for it (write notices/get volunteers, etc.)
- the time it started/how many people came/what happened (e.g. which group won)
- · how successful it was/how much money you raised

Stage 2

Read the Strategies.

SPEAKING STRATEGIES: Checking

When you don't understand something important, ask the
other person to repeat it (e.g. Sorry, can you repeat that,
please?) or ask them to clarify (e.g. What do you mean
by that?).

Work in groups. Tell the others about your event. Use the Strategies to check that you understand.

Talkback

Which was the most interesting event in your group? Tell the class.

4 Shopp · read a catalogue, an Internet page and an email · talk about your shopping habits; practise shopping · listen to a survey and dialogues write an email asking for information · learn about will for making predictions Warm-up 1 Look at the photos and describe the scenes. Which activities do you enjoy? Tell the class. 2 Listen. Where are the people? in an expensive clothes shop in a street market 3 Work in pairs. Ask and answer the questions. 2 What shops do you dislike? 3 What things do you enjoy buying? 4 How often do you go shopping? 6 Do you like window shopping?. What are you? And your partner? 4 Match the Key Words with these prices. €12.30, £10.99, \$3.00, \$9.50, €0.50, £5.20, KEY WORDS: Prices UK: five pounds twenty, forty pence (p), ten pounds ninety-nine US: three dollars, fifty cents, nine fifty EU: six euros fifty, fifty cents, twelve euros thirty Listen and repeat the prices. 5 Work in pairs. Practise asking for and giving prices of objects in the class.

B It's nine pounds fifty.



40 Joke and Party Shops

Before you start

1 Work in pairs. Ask and answer the questions.

- 2 What practical joke would you like to play?
- 3 Do you ever go to fancy dress parties?
- as?

2 Read about the products (A-G) in the catalogue. Match them with the pictures (1-7).

3 Read the adverts again. Which of the products is the:

Fancy Dress

You'll look great in one

costumes - you'll be the

have a great selection for children and adults.

star of the party! We

Popular costumes are

Joke Teeth

We have a fantastic

You can talk naturally

with the teeth. People

will look at you very

strangely!

selection of strange teeth.

Catwoman.

Batman, Spiderman and

of our fancy dress



Blood Capsules

Chew the capsule for a real blood effect - your friends will get a shock!



Scary Creatures

Put our realistic plastic cockroach or spider on the table at supper. Your family will love you!

Talking doorbell

The doorbell with a Jekyll and Hyde personality! When visitors ring, it says something nice - or something nasty! Will they ever visit you again?



Joke Cigarettes

They look like real cigarettes and they have real smoke but you won't get ill. Remember - only real idiots smoke!

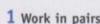


Laughing Mirror

The mirror with a sense of humour - it laughs when someone stands in front of it!

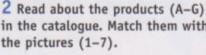


er LAUGHS



- 1 Do you or your friends ever play practical jokes (e.g. put a joke spider on someone's chair)? Do you find them funny?

- 4 What would you like to dress up



- funniest?
- silliest?
- most childish?

Presentation

4 Complete these sentences from the text with will or won't (will not).

1 People _____ look at you very strangely.2 You _____ get ill.3 _____ they ever visit you again?

5 Look again at the expressions with will and won't in the text and complete the rule.

We use will/won't + infinitive to talk about a what we decide to do

b what we think is possible or likely in the future

⇔ Grammar Summary 11, page 144

Practice

6 Use the words with will or won't to make sentences about special ice cream: affirmative (+), negative (-) or questions (?).

1 the/make/ice cream/your/green/tongue/
(+)

2 ice cream/have/the/a bad taste/ (?)

3 long/colour/stay/ (-)

4 ill/we/get (?)

5 you/a stomachache/have (-)

6 friends/surprised/be/your/or/scared/ (+)



7 Predict your friends' reactions to the jokes and news

Example

- You hide your friend's school bag. She will get very angry. She will shout at you.
- 1 You hide your friend's school bag.
- 2 You put a spider in your friend's bed.
- 3 Your friends hear on TV that Brazil beat Germany in football.
- 4 Your friend gets a letter saying they have won \$1000.
- 5 You put salt instead of sugar into your friend's tea.
- 6 Your friend gets an invitation to Pop Idol.

8 Give your opinions about shopping in 2020 with will or won't.

| 1 | We | do | most | of | our | shopping | on | the | Internet |
|---|----|----|------|----|-----|----------|----|-----|----------|
|---|----|----|------|----|-----|----------|----|-----|----------|

2 Small local shops _____ disappear.

3 People ____ stop shopping in street markets.

4 Funny gadget shops _____ become very popular.

5 People ____ buy food only in supermarkets.

6 We ____ buy newspapers and magazines.

7 Computers ____ become very cheap.

Add other predictions of your own.

9 Personalisation Choose three people in your class. Write predictions about their futures.

Example

Peter will work as a doctor. He will have a big family.

10 Work in pairs. Discuss your predictions.

Example

A I think Peter will work as a doctor.

B No, he won't. He'll be a teacher or a scientist.

A Do you think he'll have a big family?

B Yes, I think so.

Now present your predictions to the class. Other students guess who you're thinking about.

Example

Anna thinks he will be a doctor and I think he will be a teacher or a scientist. We think he will have a big family ...







41 Real or Virtual Shopping

Before you start



pages 8-9 and A-Z

1 Listen to the Key Words. Do you know your size for T-shirts, shoes and trousers?

KEY WORDS: Sizes

T-shirts/jumpers etc: extra small (XS), small (S), medium (M), large (L), extra large (XL), extra extra large (XXL)

Shoes/trousers etc: e.g. size 42

Reading

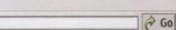
- 2 Read about the different shops on the website. Which part of the website would you visit first?
- 3 Read the web page again. Match these websites with the numbers (1-10).

LondonRock.com Jeans-R-Us.com Ticketsforyou.com Sportswear.com Bags&things.com

Gift2000.com TopShirts.com IntouchMobiles.com Books'n'films.com Beachworld.com



Address: | WWW.OPPORTUNITIESSHOP.COM



OpportunitiesShop.com

Arsenal, Manchester United,

Barcelona. Buy them at 1

shirts are totally authentic!

Top Euro football shirts - Milan,

the lowest prices around. And all our

Men

For the biggest selection of jeans on the Net, visit ² . We also have a new selection of trousers. A fantastic variety of different styles and colours - and all sizes are available.

T-shirts with pictures of an enormous choice of Hollywood stars: Will Smith, Keira Knightley, Renée Zellweger, Johnny Depp. Hundreds

Want something to read? Feel like watching a film? At 4 find what you're looking for. Buy two books or films and get one free!

This bag is real leather and it's only £20! And we've got lots more at . Shoulder bags, handbags, scarves and belts for all occasions.



Choose from literally thousands of CDs, cassettes and records. Low prices and quick service. We guarantee delivery within three days. Find what you're looking for at 6

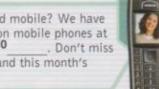
you can find out about what's going on near you. Buy tickets online and save time and money! Send tickets to your friends as presents. They'll love it!

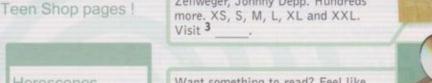
Look really cool on the beach this summer. See our stylish selection of swimsuits, T-shirts, shorts, etc.

Are you looking for something special for someone's birthday? At 9 we are sure to have it - jewellery, watches, posters, books, computer games for people of all ages.

Bored with your old mobile? We have the latest generation mobile phones at bargain prices at 10 . Don't miss our new selection and this month's

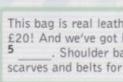
special offers.



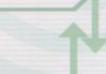




Check out these other









4 Read the Strategies.

READING STRATEGIES: Using pronouns

- · When you see pronouns (e.g. we, it, them), make sure you know who or what they refer to.
- · Check the sentences before or after the pronouns because pronouns can refer back or forward to something or someone in a text.

Find these sentences in the text. What do the words in italics refer to?

- 1 Buy them at Sportswear.com. (section 1)
- 2 We also have a new selection of trousers.
- 3 Buy two books or films and get one free. (section 4)
- 4 This bag is real leather and it's only £20! (section 5)
- 5 They'll love it. (section 7)
- 6 See our stylish selection of swimsuits, ... (section 8)

Vocabulary: Singular and Plural



5 Listen to the Key Words. Which of them do not have a singular? What is the singular of the other words?

KEY WORDS

children, clothes, jeans, men, people, scarves, shorts, trousers, watches, women

6 Rewrite these sentences in the plural.

- 1 The man spoke to the child.
- 2 She took the scarf out of the box.
- 3 The boy bought a digital watch.
- 4 This shoe is hurting my foot.
- 5 The woman is wearing blue jeans.

QUOTE ... UNQUOTE

Nowadays people know the price of everything and the value of nothing." Oscar Wilde, Irish writer (1854-1900)

Listening

7 Listen to four people talking about shopping online. What advantages and disadvantages do they mention? Complete the notes.

| Advantages | 1 On the Net, things are 2 You can look at websites to |
|---------------|---|
| Disadvantages | 3 Someone can find out your 4 On a website you can't |

8 Listen to two dialogues and complete the Function File with these words.

size, how much, too (x2), try, here you are, enough, in, can I help, have you got

Shopping for Clothes Dialogue 1 Boy Excuse me?

Man Yes, can I help you?

Boy Yes, please. 1 ____ these jeans in black?

Man What 2 ____ are you?

Boy I'm size 36.

Man Just a moment. Here you are.

Boy Where can I 3 ____ them on?

Man Over there.

Boy They're 4 small. Can I try on the next size?

Man Certainly.

Boy 5 ____ are they?

Man Er, those are thirty-five pounds.

Boy Oh, sorry. They're 6 _____ expensive.

Dialogue 2

Man 7 ____ you?

Girl Have you got these trainers 8 ___ size 42?

Girl No, they're not very comfortable. They aren't wide 10

Speaking

9 Choose something you want to buy from the list below. Decide on the size, the colour and how much you want to pay.

a jacket, a pair of jeans, a pair of shoes, a shirt, a skirt, a pair of trainers, a T-shirt

Now work in pairs. Take turns to be the customer and the shop assistant. Use expressions from the Function File.

Example

A Excuse me.

B Yes, can I help you?



42 Communication Workshops

Writing Before you start



1 Nigel wrote an email to Posterworld. Which Key Words do you think he mentions?

KEY WORDS: Products

catalogue, colour, cost of postage, material, price, size, selection, style

Listen and repeat the Key Words.

2 Read the email and check your quesses.

An Email

Write an email asking for information about something you want to buy. Follow the stages and use Writing Help 14 on page 138.

Stage 1

Think of a product and write notes about the information you need.

Example

Jeans: colours?/materials?/style?/ catalogue?/size?/length?

Stage 2

Invent these things.

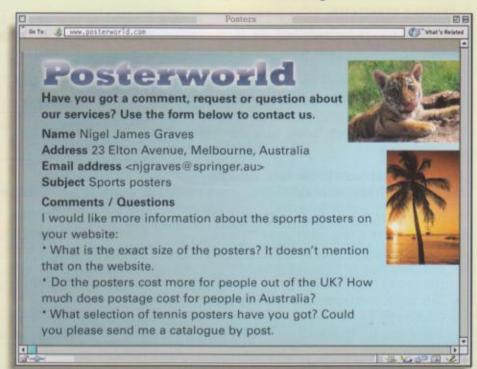
- vour email address
- · the name of a website

Stage 3

Copy the email form and write your email.

Talkback

Work in pairs. Read each other's emails. Take turns to be the manager of the website. Phone your partner and give him/her the information.



Speaking

Before you start

Listen to a dialogue in a shop. What does the girl buy?

A Roleplay

Act out a dialogue between a customer and a shop assistant. Follow the stages below.

Half of the class are customers and half are shop assistants.

Customers

You have £100 to spend. Imagine you want to buy some of the things below. Think about details, e.g. a Real Madrid football shirt, a Cameron Diaz poster, some gold earrings, etc.

Shop assistants

Decide the price of the things.

a CD, a computer game, some earrings, a football shirt, a mobile phone, a poster, a sports bag, a T-shirt, a watch

Stage 2

Work in pairs. Act out a dialogue in a shop. Use expressions from the Function File on page 107.

- · Ask to see something.
- Say what you don't like and why (e.g. colour, size, design, price).
- · Ask to see an alternative.

Talkback

Who bought the most things? Who spent the least money? Tell the class.



LONDON MARKETS

1 Look at the photos in the brochure. Which markets do you think have these things?

1 stamps 2 expensive clothes 3 fruit and vegetables 4 music CDs 5 old books

London has got 40,000 shops and over 300 street markets. It is a great place for shopping!

Portobello Road is the world's largest market for antiques and collectors' items. It's got: old books, boxes, bottles, cameras, carpets, clocks, drawings, furniture, handbags, lamps, paintings, photos, postcards, radios, stamps, telescopes, tins, toys and watches.



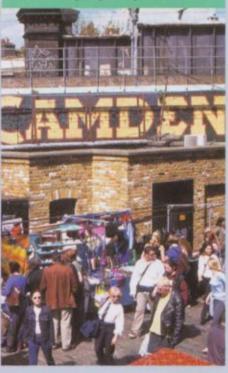
Camdon Markets (there are five of them) are open seven days a week. They are great markets for young people: you can find a fantastic variety of music CDs and amazing clothes for going to night clubs!



Covent Garden is London's old fruit and vegetable market. Now it has fashionable shops with designer clothes and jewellery. There is an indoor market with crafts, clothes and food. Covent Garden is fun because it often has street musicians and mime artists.



Borough Market in south-east London is one of the capital's oldest and largest food markets. It is open on Fridays and Saturdays and you can buy food from all over the world: fruit and vegetables, cheese, meat and seafood. You can often see famous London chefs shopping there.



2 Read the brochure and check your answers to Exercise 1.

3 Which markets would these people go to?

- a Jamie Morris is 23. He works for a famous London restaurant and is looking for some new ideas to expand the menu.
- b Karen Katz, 18, loves going out and wants to find ideas for new clothes.
- c Susan Jeffrey, 38, is looking for a nice dress for her sister's wedding.
- d Cam Schinham, 29, is an American tourist and he wants to buy nice clothes and have fun.
- Colin Filey, 39, collects old bottles and boxes.

4 Which of the markets would you like to go to?

Project Option: MARKETS

Work in groups.

 Make a list of good shops and markets in your area. Say what they're good for:

Example

Cable Street Market - good for T-shirts and cheap CDs

 Use your list to prepare a short tourist brochure about shopping.

Review 13 and 14

Grammar

- 1 Complete the sentences with will, won't, (am/are/is) going to or not going to.
- 1 I am going to study hard for the exams.
- 2 In the future, people _____ probably do all their shopping on the Internet.
- 3 I think a lot of shops disappear in the future.
- 4 My sister _____ start dancing classes. She's very excited about it.
- 5 Short trousers _____ be in fashion next year.
- 6 When _____ you ____ tidy your room?
 7 There _____ be a woman president of the USA in the next ten years.
- 8 I do a lot of homework this weekend.
- 2 Work in pairs. Ask and answer these questions about what you are going to do ...
- this evening
- · this weekend
- · this month
- next summer
- · when you leave school

Example

- A What are you going to do this evening?
- B This evening, I'm going to stay in and do my homework.
- 3 Write five sentences about things that you are not going to do in the future.

Example

I am not going to start smoking.

Vocabulary

- 4 Choose the correct word in brackets.
- 1 That Ethiopian runner broke/made the world record last night.
- 2 Her father works with/by refugees.
- 3 I sometimes do/make voluntary work for a charity.
- 4 Last month, I went on/in a sponsored walk.
- 5 She loves going/playing parachuting.
- 6 We had/made a lot of fun last weekend.
- 7 A group of volunteers cleaned out/up the park.

5 Complete the sentences with these prepositions.

for, in, at, from, to

I worked in India 1 in 1999. I stayed in a small village 2 _____ six months and taught in a primary school, I got up 3 six o'clock 4 the morning and I worked 5 _____ seven thirty 6 one o'clock. 7 ____ the afternoon, I had a sleep about an hour. Then, 9 _____ the evening, ____ a couple of hours in a centre for I worked 10 adult education. It was very hard work, but it was a fantastic experience.

- 6 Wordbuilding Complete the sentences with the correct form of the words in brackets.
- 1 My brother is a <u>medical</u> student. (medicine)
- 2 She works for a _____ organisation. (volunteer)
- 3 I think the _____ of the environment is very important. (protect)
- 4 Can you send me more _____ about that product, please? (inform)

Pronunciation

7 Mark the word stress patterns on the underlined words.

000000

- 1 They've got a fantastic selection of trainers.
- She got a magazine from the newsagent's.
- 3 That's a nice colourful jacket.
- Can you use the Internet on your computer?
- She gave me a poster for my birthday.
- She works for a charity for refugees.
- Now listen and repeat the sentences.
 - 8 Add an 'r' to the words below. How does the sound change?

Example 1 → arm

- 1 am / a_m, 2 had / ha_d, 3 at / a_t,
- 4 he / he_, 5 you / you_
- Listen and repeat the words.
 - >> Now read The Secret, Story Spot 3, page 130.

In this module you ... • talk about machines; practise giving instructions • listen to a survey, explanations and instructions • read a magazine article and an interview • write a formal letter of complaint • learn about the Present Perfect and ever, never

Warm-up

1 How will computers change our lives in the future? Think of these areas and tell the class your ideas.

education, health, homes, shopping, transport

Example

I think more people will use computers to study at home. They won't go to school.

pages 20-21

2 Listen. Which of the Key Words can you not see in the photos?

KEY WORDS: Computers

CD (compact disk), chip, cursor, desktop, floppy disk, icon, ipod, keyboard, laptop, modem, mouse, printer, screen

- 3 Listen to an interview with a student and complete the questionnaire with his answers.
 - 1 Are you interested in computers?

Yes They're OK. No

2 What do you use computers for?

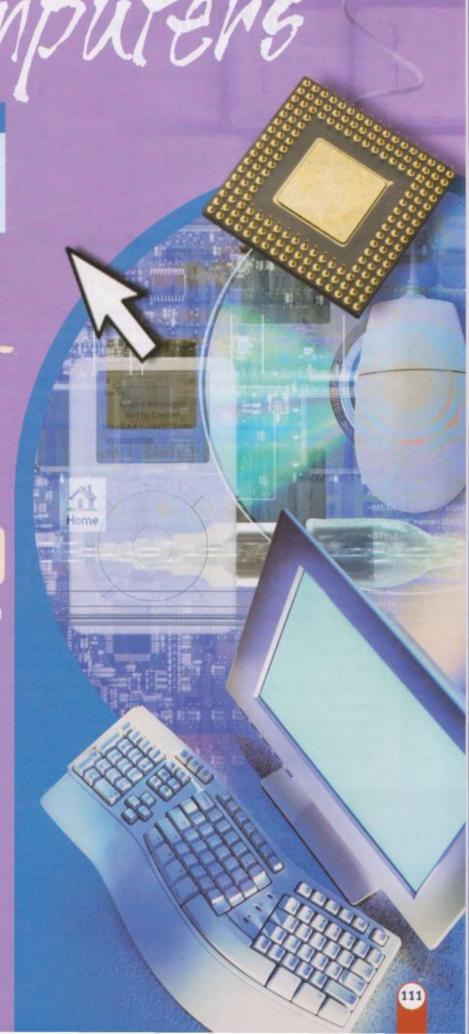
playing games

doing homework
doing work at school
surfing the Net
shopping on the Net

sending email
3 Do you think computers are important for your future work?

Yes No

4 Work in pairs. Ask and answer the questions from Exercise 3.





43 Robotics

Before you start

- 1 What do you think the robots in the photos do?
- a clean floors
- b interact with people
- c guard houses
- 2 Read the web page and check your answers.

| 3 | Read | the | web | page | again | and | look | at the | photos |
|---|------|-----|-----|------|---------|-----|------|--------|--------|
| | | | | | rue (T) | | | | |

- 1 Robots are now intelligent.
- 2 K-Bot looks like a person's face.
- 3 Domestic robots can be expensive.
- 4 Roomba does not work.
- 5 Dr Breazeal works in the same area of robotics as Dr Hanson.

THE SCIENTIST OUESTIONS AND ANSWERS

Our science editor, Tim Steer, is now online and answering some of our readers' questions about robotics – the study and design of robots.

Have we invented intelligent robots? Sarah Noble, Bristol

No, we haven't. But scientists are working on it. They have created robots that interact with people. They have programmed the robots to watch people and to react to them.

Which scientists have worked in this field? Jeremy Mitchell, Exeter

People like Cynthia Breazeal and David Hanson. David has designed a robot head called K-Bot. The robot has cameras in her eyes and she can make twenty-eight expressions with her face.

Can you buy domestic robots? Gordon Pitcher, Manchester

Yes, you can. Sanyo has developed a guard robot called Banryu. It can guard your house and send messages to your mobile phone. It hasn't appeared in the shops but it will appear next year. But the cost will be \$16,400! An American company has produced the Roomba floor cleaner. It costs only \$199 and can vacuum floors for you.

Have you ever used one of these domestic robots? Colin Allan, Cardiff Well, I haven't tried the Banryu and I've never talked to K-Bot! But I have used the Roomba in my house. It's not bad – it cleans floors well but it is a bit slow.

I am interested in the work of Dr Cynthia Breazeal. What robots has she designed? Cathy Rue, Norwich

She has worked on several robots and she has produced an interactive robot called Kizmet. Dr Breazeal has developed computer programmes that help robots interact with people. She is now working on a new robot called Leonardo.



Roomba



K-Bot

Presentation

4 Complete the sentences from the web page with have/has or haven't/hasn't.

| Affirmative I/you/we/they: he/she/it: | They 1 created robots that interact with people. He 2 designed a robot head called K-Bot. |
|--|--|
| Questions I/you/we/they: he/she/it: | 3 we invented intelligent robots? What robots 4 she designed? |
| Negative I/you/we/they: he/she/it: | I 5 tried the Banryu. It 6 appeared in the shops. |

Complete the rule.

We form the Present Perfect with _____ + the third form of the verb.

5 Read the sentences in the table in Exercise 4. Find more examples of the Present Perfect in the web page. Then complete the rule:

We use the Present Perfect to talk about past actions when:

- a we say exactly when something happened.
- b we don't know (or care) exactly when something happened.
- 6 Read these sentences and translate the words in bold into your language. Which one is *only* used in questions?

Have you **ever** used one of these domestic robots? I've **never** talked to K-Bot!

⇔ Grammar Summary 12, page 144

7 Pronunciation Listen to the sentences and write down the contraction. Listen again and repeat the sentences.



Practice

8 Write the verbs in brackets in the correct form of the Present Perfect.

| 1 | We | to | buy a computer. (decide) | |
|---|-----------|-------|-------------------------------------|--|
| 2 | | you _ | email? (ever use) | |
| 3 | The | USA | to send people to Mars. (never try) | |
| 4 | | he | a new car? (ever design) | |
| 5 | 5 I an er | | mail. (never send) | |

9 Use the cues to write sentences about the life of Dr Cynthia Breazeal.

- 1 She/construct/several robots.
- 2 She/never/work/in Europe.
- 3 Scientists/use/her robots/in space exploration.
- 4 She/study/how robots interact with people.
- 5 She/not publish/many books.
- 6 She/design/a garden of robotic flowers.

10 Read the predictions made in 1900. Write sentences about those that have and haven't happened.

Example 1 People have landed on the Moon.

In the next century people will:

- 1 land on the Moon
- 2 climb Mount Everest
- 3 invent a computer
- 4 start a colony in space
- 5 travel to Mars
- 6 discover life on other planets

11 Personalisation Tick things in the table that you have done.

| Activity | You | Your partner |
|--|----------------|---|
| play a computer game try an extreme sport work during the holidays travel abroad watch a chess tournament camp in the mountains prepare dinner for your family | (8-1) (8-1) | Tabelical |

Now work in pairs. Ask and answer questions about the activities. Tick the things in the table your partner has done.

Example

Have you ever played a computer game? No, I haven't./Yes, I have.

Tell the class what activities from the table you both have and haven't done.



44 Computer Magic

Before you start



1 Listen to the Key Words. Which parts of the body do we use to do the actions?

> mouth, brain, eyes, ears, fingers, hands

KEY WORDS

feel (vibrations/emotions), hear (sounds), move (objects), see (colours/shapes), say (words), think, touch (objects)

Examples

feel vibrations → the body, the brain feel emotions → brain

Reading

2 Read the article. Write three ways computers can help disabled people.

Example

Computers can help blind people to 'see' using ...

3 What do the underlined words (1-7) in the article refer to?

Example 1 them → some disabled people

4 Which invention do you think is the most useful? Why?

Vocabulary: Collocation

5 Match the verbs (1-8) with the nouns (a-h). You can match some verbs with more than one noun.

1 make a music 2 do b a picture c television 3 meet 4 see d my homework 5 hear e friends 6 listen to f a noise g people 7 watch h an accident 8 look at

Use the words to write eight sentences about you and people you know.

Example

I listen to music every day.





Can you hear or feel pictures? Can you move something without touching it? Dan Jellinek went to Los Angeles and found out that you can do all these things ... and

Computers have started to change the lives of some disabled people. They can help 1 them to communicate and to live more independently. The 14th international conference on computers and disabled people showed some exciting examples.

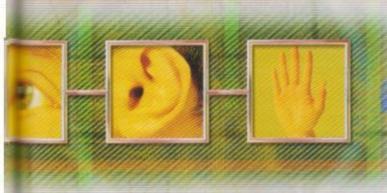
What does a Picasso painting sound like?

vOICe is a program that changes pictures into sounds. Different colours and shapes have different sounds. With practice, blind people can listen to the sounds and 'see' ² them by using their ears.

How can a blind person see a computer screen? The program MouseCAT changes pictures into vibrations on the screen. Blind people can touch the screen and 'feel' the images. 3 They can also use this program to speak they write words and the computer says them.

How can you use a computer with your mind? Mindmouse can identify brain activity. 4 It is like a hat. You put 5 it around your head and operate the computer by thinking.





CharM is a computer system that can identify people's emotions. In this way, people who can't speak can communicate how they feel to other people.

How can disabled people become more independent?

Handy 1 is a robot arm with five different kinds of movement. 6 It can help very disabled people do activities like eating and drinking.

How can disabled or very ill children make friends?

It is often difficult for them to meet other children. **DO-IT** is an Internet program that helps ⁷ them get help and support from other children who suffer the same problems.

6 Read the Strategies.

LISTENING STRATEGIES: Stressed words

- When you listen in English, concentrate on the stressed words. These give the meaning.
- · You don't have to listen to every word.
- · Some unstressed words are difficult to learn.
- A disabled person is talking to a friend about her computer. Listen to the sentences. These are the important (stressed) words.
 - 1 using/new computer
 - 2 yes/great
 - 3 do lots of things
 - 4 don't have to/shopping
 - 5 do/Internet
 - 6 food, clothes, anything

Try to understand the meaning from these words. How does she do her shopping?

7 Listen to the dialogue. Complete the Function File with these words.

after, before, finally, first, like, next, so, then, to, when

W Giving Instructions

| | orring another trans |
|--------------|---|
| 1 | Man How do you use it? |
| FUNCTION FIL | Woman Well, 1, you switch it on here. |
| N | Man What do you do 2 that? |
| 3 | Woman ³ , you wait a bit. |
| | 4 it is ready, you can start. |
| | Man ⁵ , how can you get on to the Internet? |
| | Woman 6 get on to the Internet, click on this icon - 7 this - with the mouse. You can send or receive email messages. Click on this program. |
| | Man How do you print something? |

there's paper in the printer! 9

10 , switch it off here.

on this. To switch it off, click on this.

Speaking



8 Choose one of these machines.

- · drinks machine · CD player · cassette player
- · computer · a pay phone · mobile phone

Then use the verbs below and write five instructions. Use the Function File to help you.

click on (the mouse), pick up, press (a button), put (something) in, put (something) down, switch (it) off/on, take (something) out, turn the volume down/up

Example

First, to get a drink from the machine, put in a 50p coin. Then press ...

9 Work in groups. One person says the instructions for a machine. The others mime the actions.

QUOTE ... UNQUOTE

'Computers are useless. They can only give you answers.'

Picasso (1881-1975)



45 Communication Workshops

Writing

Before you start



1 Read the letter. Find words and expressions that mean:

a light, to return money, a written promise, is broken, to move digital information

2 Complete the letter with these linking words.

finally, secondly, firstly

Digital Direct Ltd. Industrial Estate. Newton, SY8 9BV

Dear Sir/Madam.

99 Raven Lane, Shepton, BY9 2AZ

I bought a Conex digital camera from you last month. It cost £400 and has a six-month quarantee (number: 9887654).

, it is very difficult to download pictures to my computer. 2 , the quality of the pictures is not good enough. The photos are too dark and not clear enough. 3 , the flash of the camera does not

Could you please refund my money? I enclose the camera with this letter.

I look forward to hearing from you.

Yours faithfully.

C Hamilton

Caroline Hamilton



Write a letter of complaint. Follow the stages and use Writing Help 15 on page 139.

Stage 1

Read the advertisement. Write notes about possible problems with the robot.

Example the ... does not work/it is too ...

Domus XX20

This new domestic robot has three programmes: it guards your house, it cleans the floors, it interacts with people. The XX20 is fast and intelligent. It can move around the house and climb stairs. And it only costs £595!

Domus Products Ltd, 31 Station Road, Norton NX9 9BD



Stage 2

Use your notes to write a letter of complaint.

Talkback

Work in pairs. Read your partner's letters. Compare your problems.

Speaking

Explaining

Invent a computerised machine and explain how it works. Follow the stages.

Stage 1

Choose one of the machines below. Draw a picture of it and then write notes.

computerised fridge, computerised car, domestic robot, computerised house

Example computerised fridge

- 1 What it does: speaks to you, phones shops to order more milk, eggs, etc.
- 2 Advantages: more convenient, less work
- 3 How it works: you tell the fridge what you want!

Stage 2

Work in groups. Ask and answer these questions about your machines.

What can you use it for? Why is it useful? How does it work? What do you do first? What do you do after that? Has it got any disadvantages?

Talkback

Decide which of the inventions was:

- · the most useful · the most imaginative
- · the silliest

16 Space

In this module you ...

- · talk about space; practise expressing opinions
- · listen to a quiz and a dialogue
- · read about alien life and UFOs
- · write answers to a questionnaire about this book
- learn about the Present Perfect (irregular) and just

Warm-up



1 Which of the Key Words are similar in your language? Which of the things can you see on this page?

KEY WORDS: Space

general: galaxy, light year, moon, solar system, star, sun, universe

the planets: the Earth, Jupiter, Mars, Mercury, Neptune, Pluto, Saturn, Uranus, Venus

2 Listen and mark the stress on the Key Words in Exercise 1.

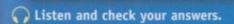
Example galaxy

Chisten again and repeat the words.

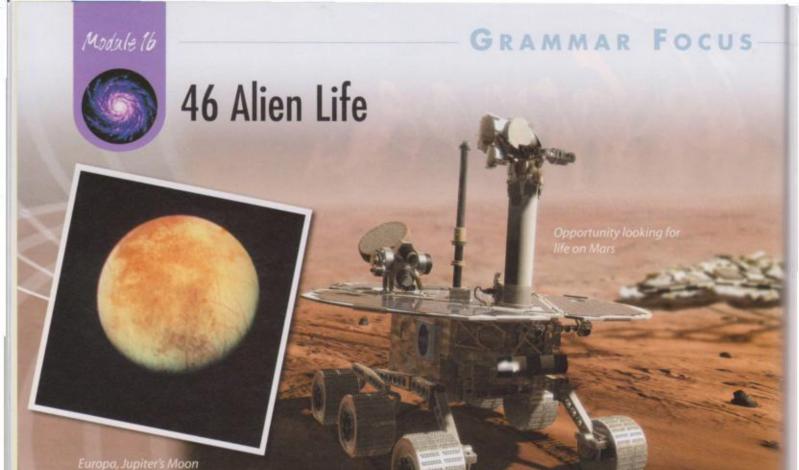
3 Work in pairs. Ask and answer the quiz questions.

COSMIC OUIZ

- 1 How old is the universe?
 - a 5 billion years b 15 billion years c 50 billion years
- 2 How big is our galaxy (the Milky Way)?
 - a 100,000 light years h 200 light years
 - 50 light years
- 3 How many planets are there in our solar system?
 - a 11 b 10 c 9
- 4 What is the biggest planet?
- 5 What is the hottest planet?
- a Mercury b Venus e Mars
- 6 Which other planet (not Earth) had water on
 - a Jupiter b Venus c Mars







Before you start

1 Look at the photos. Decide if these sentences are true (T) or false (F):

| 1 | There | are | planets | in | other | solar |
|---|--------|-----|---------|----|-------|-------|
| | system | ns. | | | | |

- 2 It is possible that there is life in other parts of the universe.
- 3 There is probably water on Europa.
- 4 Scientists have received messages from space.
- 5 UFOs probably don't exist.

Read the text and check your answers.

2 Complete the text below with these prepositions.

to (x2), on (x2), back, in, at

| NASA has sent spaces of different planets ² system. They have lan | | a lot our solar |
|--|-----------------------|--------------------|
| these planets and sen | | pictures |
| and information 5 | | th. They |
| | The Late of the Court | poles of |
| the Moon and signs of | f water | 7 |
| Mars. | | |

Alien Life

We have seen them in films and we have read about them in books. But do aliens really exist? An Australian scientist, Tamara Davis, has just written a book called *Is there anybody out there?* Carol Richards interviews her.

CR: Do you think there is life somewhere else in our universe?

TD: So far, scientists have discovered about 100 planets outside our solar system. They think there is a 30 percent chance that life could exist on a planet similar to Earth. We have learnt a lot about life on Earth in the last few years and we know that organisms can live in extreme conditions.

CR: Have we found life in our solar system?

TD: No, we haven't but we've seen conditions for life. The Mars rover, Opportunity, has just done a survey at Eagle Crater. It has shown that there was definitely water on Mars in the past. We also think there is water under the surface of Europa, one of Jupiter's moons.

CR: Have we ever received messages from aliens?

TD: There is a programme to look for radio signals from space but scientists have never received a message. They have sent a lot of messages into space but they haven't had a reply!

CR: What about UFOs? Has anyone ever really seen one?

TD: People have made a lot of reports of UFOs around the world. But scientists have never found any of the reports to be true.

Presentation

- 3 Read these sentences in the Present Perfect from the text. Which verb forms in bold are regular and which are irregular?
- a Scientists have discovered about 100 planets outside our solar system.
- b Scientists have never received a message.
- c They have sent a lot of messages into space.
- d People have made a lot of reports of UFOs around the world.

Now find more examples of irregular 3rd forms in the text. Copy and complete the table with the verbs.

| Past form | 3rd form | |
|---------------|---------------|--|
| found made | found made | |
| | found | |

4 Read the sentences and translate *just* into your language.

The Mars rover, Opportunity, has **just** done a survey at Eagle Crater.

An Australian scientist, Tamara Davis, has **just** written a book called 'Is there anybody out there'?

- ⇔ Grammar Summary 12, page 144
- 5 Listen to the three forms of these verbs.

a 1 have 2 had 3 had (2nd and 3rd forms = the same)

b 1 see 2 saw 3 seen (3rd form = infinitive or past + -en/-n/-ne)

- c 1 begin 2 began 3 begun (only changes in vowel sounds)
- Now listen to the three forms of the verbs below. What pattern (a, b or c) do they follow?

1 take 2 make 3 do 4 come 5 eat 6 drink 7 know 8 read 9 swim 10 write

Listen again and write down the verb forms. Then listen and repeat them.

Practice

6 Here are some facts about the life of a British astronaut, Helen Sharman. Use the cues to write sentences about her in the Present Perfect.

Example

- 1 She hasn't been to the Moon.
- 1 not be to the Moon
- 2 write a book about space exploration
- 3 not see a UFO
- 4 give a lot of interviews
- 5 not meet any aliens
- 6 not star in a film
- 7 Complete the sentences with ever, never or just.
- 1 Have you ____ seen a UFO?
- 2 Scientists have _____discovered another planet in our solar system.
- 3 I've ____ read a book about aliens it was fascinating.
- 4 People have ____ got any signals from space.
- 5 I've ____ seen a science fiction film I'm not interested in them.
- 8 Put ever, never or just in the right place in the sentences.
- 1 Has there been life on Mars? (ever)
- 2 We've seen a solar eclipse. (just)
- 3 I have learnt astronomy in my life. (never)
- 4 She isn't hungry she has eaten lunch. (just)
- 5 Have you swum in a mountain lake? (ever)
- 9 Use the cues to write questions in the Present Perfect with ever.

Example

Have you ever been to a planetarium?

- 1 a planetarium? (be to)
- 2 a science fiction story? (write)
- 3 a photo of the sky at night? (take)
- 4 a journey into space? (dream of)
- 5 a UFO? (see)
- 6 anybody who has seen a UFO? (meet)
- 7 an alien? (talk to)

Now work in pairs. Ask and answer the questions.

10 Personalisation Write two true and two false sentences about things you have done this year.

Example

I've been to Paris. I've seen an alien. (false) I've written a poem. I've eaten sushi. (true)

Work in pairs. Read your sentences. Your partner guesses which of them are not true.



47 True Stories

Before you start



1 Listen to the Key Words. Which words are similar in your language?

KEY WORDS

alien, balloon, comet, image, insect, material, medical test, meteor, parachute, pilot, radar, sample, scientist, spaceship, star, technology

2 Look at the Key Words again. Which of these things do you think the article is about?

- space exploration
- stories of UFOs
- films about UFOs
- alien spaceships
- life on other planets
- science fiction
- · arguments for and against UFOs

Reading

3 Read the article and check your answers to Exercise 2.

4 Read the article again. Answer the questions.

- 1 What did Kenneth Arnold see?
- 2 What did the Belgian planes do?
- 3 What are two common alien stories?
- 4 Where have people seen
- 5 In what way are UFO stories similar?
- 6 What scientific proof is there of UFOs?
- 7 What are the two kinds of explanations of UFOs?
- 8 Why is space travel between stars difficult?

VISITORS FROM SPACE?

In the last sixty years, thousands of people have 'seen' unidentified flying objects (UFOs) in the sky. A lot of people believe that UFOs are alien spaceships visiting our planet.

Stories from pilots are common. The most famous of these happened in 1947. A US air force pilot, Kenneth Arnold, saw several objects in the sky near Roswell in New Mexico. Two weeks later, a farmer found some strange material on his farm. Then, in 1980, the Belgian air force saw an object on their radar near Brussels. Two aeroplanes went to investigate and followed the UFO for seventy-five minutes. Then the object suddenly disappeared.

Other stories are about aliens landing on Earth. People have seen spaceships land and aliens take samples of plants and trees. Some people say they have met aliens. A common story is that aliens take people into their spaceships and do medical tests.

But are these stories of UFOs true or are they just science fiction? And are UFOs really alien spaceships? Here are some of the arguments for and against.

FOR:

Thousands of people around the world say they have seen UFOs. These include a lot of professional people (pilots, scientists, police officers). Many of the stories are very similar - they describe circular grey spaceships. The spaceships have lights and they can fly very fast. People have taken photos of UFOs. There are radar images, too. Intelligent aliens probably have advanced technology. Their spaceships can travel long distances at near the speed of light.

AGAINST:

There is no scientific proof of alien spaceships. There are no clear photos of UFOs and a lot of them are obviously false.

There are a lot of natural explanations for UFOs: stars, meteors and comets, clouds, insects.

There are also human explanations for UFOs. These include aeroplanes, parachutes, weather balloons and secret military operations.

Space travel between different solar systems is very difficult. Our nearest star, Alpha Centauri, is 73,000 years away for our spaceships.

What do you think? Log on to our website (www.aliensurvey.com) and vote in our online survey:

| UFOs exist | Yes | No |
|---------------------------|-----|----|
| UFOs are alien spaceships | Yes | No |

Vocabulary: Compound Words

5 Match the two parts of the words from the text.

- space
- a line
- 2 solar
- b ship
- 3 police
- c force
- 4 on
- d officer
- 5 science
- e system
- f fiction

6 Complete the sentences with compound words from Exercise 5.

- pilot thought he saw a in the sky.
- 2 I voted in the _ survey.
- How many planets does our
- have?
- He enjoys reading saw a UFO when he
- was driving home from work.

Listening

- 7 Listen to the dialogue. Who believes in UFOs, Phil or Simon?
- 8 Listen to the dialogue again. Complete the Function File with these words.

don't, believe, not true, agree, do, is, personally, proof, think, probably

Expressing Opinions

Well, 1 _____, I think they're 2 _____ true.

I don't 3 ______. I 4 ______ the people are mad.

That's 5 ______.

But where's the 6 _____?

Well, I think there 7 ______ proof.

Do you ⁸ _____ that?
Yes, I ⁹ _____. I believe the photos and stories are true. Well, I'm sorry. I 10 believe a word of these

stories.

Speaking

9 Work in pairs. Take turns to act out the roleplay. Use these cues:

Believer in UFOs

Say you think UFOs and aliens are true. Give a reason (e.g. stories).

Disagree. Give more reasons for believing.

Give proof for UFOs and alien life.

Non-believer in UFOs

Disagree. Give a reason for not believing (e.g. natural explanations).

Ask for proof.

Disagree. Give more reasons for not believing.

10 Have a class vote. Do you think the stories are true?

QUOTE ... UNQUOTE

The most incomprehensible thing about the world is that it is comprehensible."

Albert Einstein (1879-1955)



48 Communication Workshops

Speaking Before you start



Which sentences in the Function File are true about this photo?

Describing Places

- 1 You can see giant trees and strange flowers.
- 2 In the background, there are three volcanoes and two moons.
- 3 The planet looks very dry and rocky.
- 4 The alien has got two legs and very big teeth.
- 5 I think the human is trying to talk to the alien.
- 6 Maybe the human has just landed on the planet.



Listen and repeat the sentences.

Photo Discussion

Describe and discuss a photo.

Stage 1

Think about the answers to these questions.

- 1 What can you see in the photo on this page? What is happening? What has just happened?
- 2 Which of these things do you think will happen in your lifetime?
 - colonies in space
 - · the discovery of alien life
 - · an alien attack on Earth
 - · holidays on the Moon
- 3 Do you like science fiction films? Which ones do you like most?

Stage 2

Work in pairs. Take turns to describe the photo and talk about your ideas. Use expressions from the Function File above and on page 121.

Talkback

Tell the class some of your opinions.

Example

I think we'll have colonies in space.

Writing

Before you start

1 Complete the gaps (1-5) with the linking words below.

however (x 3), because (x 2), also

| a | I think there are some excellent photos in this coursebook 1, some pages aren't attractive. |
|---|--|
| b | I like the Speaking Workshops ² they are useful |
| | for exams. 3, I thought some of the listening activities were quite difficult. |
| C | The Present Perfect was the most difficult area. <i>Have to</i> are can were 4 |

d I thought the module on computers was very interesting _ I am interested in machines. 6 didn't like the module on sport.

2 Match the answers above (a-d) to the questions (1-4) below.

Questionnaire on New Opportunities Elementary

- 1 What topics did you think were/were not interesting? Why?
- 2 Which grammar areas were the most difficult for you?
- 3 Which of these activities did you find most useful?
 - · reading activities · listening activities
 - Writing Workshops
 Speaking Workshops
- 4 What do you think of the design of the book? (photos, page layout, etc.)

Answering a Questionnaire

Answer the questionnaire. Follow the stages below and use Writing Help 16 on page 139.

Stage 1

Write notes to answer the questions with your opinions. Look through the book to help you.

Stage 2

Use your notes to write answers to the questionnaire.

Talkback

Work in pairs. Discuss your answers to the questionnaire. Tell the class one or two of your conclusions.

Language Problem Solving 4

So do I/Neither do I

C Grammar Summary, page 144

1 Look at the auxiliary verbs underlined in the first part of the dialogue. Then underline the others.

Chris You've been to Hungary, haven't you?

Alan Yes, I have. I went to Budapest last summer.

Chris Do you speak Hungarian?

Alan I don't, but my father does. It's a very difficult language.

Chris I'm planning to learn Hungarian next year. How did your father learn?

Alan He's worked as a diplomat so he speaks six languages.

Chris Six languages! I can't speak one properly.

2 Translate the underlined expressions.

Alan I can't play basketball.

Chris I can. And I'm learning to play tennis.

Alan So am I. I practise every day but I'm not very

Chris I am. I play very well and I win all my matches.

Alan I don't. I can't run very fast.

Chris Neither can I but I serve like Federer.

3 Complete the rules with so or neither.

After affirmative (+) sentences we use: to agree: 1 - + auxiliary + Ito disagree: I + auxiliary

After negative (-) sentences we use: to agree: 2 ____ + auxiliary + I

to disagree: I + auxiliary

4 React to what John says. Tell the truth about yourself.

Example

1 I'm learning English. → So am I.

John says:

- 1 I'm learning English.
- 2 I don't live in a big city.
- 3 I've read a lot of books this month.
- 4 I'm not going to study abroad.
- 5 I was at the seaside last year.
- 6 I bought a pair of shoes yesterday.
- 7 I can't cook.

Zero Conditional

- 1 Read the sentences (1-2) and answer the questions (a-c).
- 1 Water freezes if the temperature is below 0°C.
- 2 If you work all night, you're always tired the next

Do sentences 1 and 2 talk about:

- a future events? yes/no
- b past events? yes/no
- c events that always follow other events? yes/no

What tense do we use in sentences like these?

- 2 Choose the better ending (a or b) for these sentences.
- 1 If we're late for the lesson,
 - a the teacher gets angry. b the teacher is happy.
- 2 If you eat chocolate every day, a you get thinner. b you get fatter.
- 3 If the weather is bad,
 - a I stay at home. b I go for a walk.
- 4 If you do exercise every day, a you get fit. b you get ill.
- 5 If a film is boring,
 - a I leave the cinema. b I stay to the end.

3 Make sentences with if and the cues below.

Example

- 1 If I feel unhappy, I go to the cinema.
- 1 feel unhappy → go to the cinema (I)
- 2 is hungry → make a sandwich (my sister)
- 3 need information → use the Internet (my friends)
- 4 eat sweets → be sick (my dog)
- 5 be late → always say sorry (I)

4 Complete these sentences.

- 1 Babies cry if
- 2 Food goes bad if ____
- 3 If you don't water plants, _
- 4 If a dog gets angry, ___
- 5 If you live in a big city, ___

Review 15 and 16

Grammar

1 Put the verbs in brackets into the Present Perfect.

- Scientists ¹ _____ (recently make) important discoveries about human genetics. However, they
 ² _____ (not yet find) a cure for many diseases.
- Mars Explorer ³ _____ (just send) us new information about Mars. Scientists ⁴ _____ (study) samples of rock on the planet.
- Astronomers ⁵ _____ (see) many new stars with the new Hubble Telescope, located in space. However, NASA ⁶ _____ (have) a lot of problems with the telescope.
- 2 Use the cues to write questions.

STAR QUESTIONNAIRE

- you/ever/visit/a planetarium?
- you/ever/look at/the sky at night?
- you/ever/see/a shooting star?
- you/ever/use/a telescope?
- 5 you/ever/watch/an eclipse?
- 5 you/ever/study/basic astronomy/at school?
- you/ever/read about/astronomers (like Copernicus, Galileo or Kepler)?
- you/ever/think about/life in other parts of the universe?

Now work in pairs. Ask and answer the questions.

3 Complete the sentences.

| 1 | If you | , your English gets better. |
|---|---------------|--|
| 2 | If you | , you get fit. |
| 3 | If you | into the machine, it gives you |
| | a cold drink. | The second secon |
| 4 | If you | , you feel tired. |
| 5 | Tf you | you look good |

Vocabulary

4 Use words from the two tables to make compound words.

Example floppy disk

| floppy key so | 100 | al radio | space | computer |
|------------------|-----|----------|--------|----------|
| phone screen | | system | camera | board |

5 Choose the correct word to complete the sentences.

- I heard/listened to a strange noise outside my window.
- 2 Did you see/watch that thing in the sky?
- 3 I have made/done a lot of friends on the Internet.
- 4 I met/knew a lot of new people at the party.
- 5 She asked/made the teacher a question.
- 6 I do/make my homework on my computer.

6 Multi-part verbs Complete the multi-part verbs with these words.

into, onto, down, out, on (x 2), up (x 2), in (x 2)
 Switch it _____ . Then put ____ a CD. Use this to turn the volume ____ or ___ .
 Pick it _____ . Then press this button to talk.
 Click _____ this icon to get ____ the Net.
 Before you print something, put some paper ____ the printer.
 Put a coin ____ here and take ____ your drink.

What are the machines in the sentences?

Pronunciation

7 Listen to these words:

ear /10/ there /eo/ know /ou/ see /i:/ sit /1/
girl /3:/ are /ɑ:/ hat /æ/ met /e/ cut /ʌ/ call /ɔ:/

Listen and identify the <u>underlined</u> vowel and dipthong sounds in these words.

program, fridge, camera, feel, heard, read (infinitive), hard, wear, keyboard, surf, hear, speak, star, read (past), begun, shown, written, seen, world, air, believe

Listen again and repeat the words.

Student Activities

Lesson E, Exercise 5 (page 11)

Read out these instructions to the others in the group.

Open your bag.

Take out your Mini-dictionary.

Take out a pencil/a pen/a rubber/a ruler.

Open your coursebook on page 9.

Open your Mini-dictionary on page 15.

Write a sentence about your family/your bedroom/your classroom/a friend.

Don't sit down.

Say your favourite actor or actress.

Don't look at me/the teacher.

Look at the desk/the blackboard.

Lesson 4, Exercise 4 (page 20)

- 1 a) 2 points, b) 0 points
- 2 a) 2 points, b) 0 points
- 3 a) 2 points, b) 2 points, c) 2 points,
 - d) 2 points, e) 2 points
- 4 a) 0 points, b) 0 points, c) 2 points,
 - d) 2 points, e) 2 points
- 5 a) 2 points, b) 2 points, c) 2 points,
 - d) 2 points, e) 0 points
- 6 a) 2 points, b) 0 points, c) 0 points,
 - d) 0 points, e) 2 points

Total:

0-7: You are not very active at all!

8-14: You are quite active.

15-21: You are very active.

22-28: You're always on the go!

Lesson 10, Exercise 13 (page 35)

Student A

| First name | Surname | Job | First language | Hobby |
|------------|-----------|--------|----------------|---------|
| 1 Michael | | doctor | Swedish | |
| 2 | Silvestre | | | cooking |
| 3 Ana | | writer | Portuguese | |

Lesson 11, Exercise 8 (page 37)

Student A

Read the notes for the weather in London and answer your partner's questions.

winter: cold/rainy/sometimes snow

spring: changeable/cloudy/rainy/sometimes sunny summer: sometimes hot and sunny/20°-23°C

autumn: cloudy/rainy/windy

Now find out about the weather in Cape Town. Ask your partner questions from the Function File on page 37.

Lesson 15, Speaking Workshop (page 46)

Student A

- Read these notes about an English king. Use the Mini-dictionary and check you understand new words.
- · Prepare to tell your partner the information in the Past Simple tense.

Alfred the Great (849-899)

Alfred - a Saxon - a very strong king - good education - studies philosophy and translates books from Latin

849: is born in the south of England

873-878: the Vikings invade England

878: Alfred wins an important battle

886: Alfred goes to London - becomes King of England

893: the Vikings invade England again - Alfred

wins more battles 899: Alfred dies

· Tell your partner about King Alfred.

Lesson 20, Exercise 9 (page 59)

Student A

You start. Tell your partner these things. Listen to his/her advice.

- · I eat bacon, sausages and eggs for breakfast
- · On Sundays, I watch sport on TV all afternoon.
- · I drink two or three colas every day.

Now listen to what your partner says. Give him/her advice.

Before you start



1 Find these words in the pictures.

blood, chains, corridor, ghost, jewellery, library, servant, skeleton

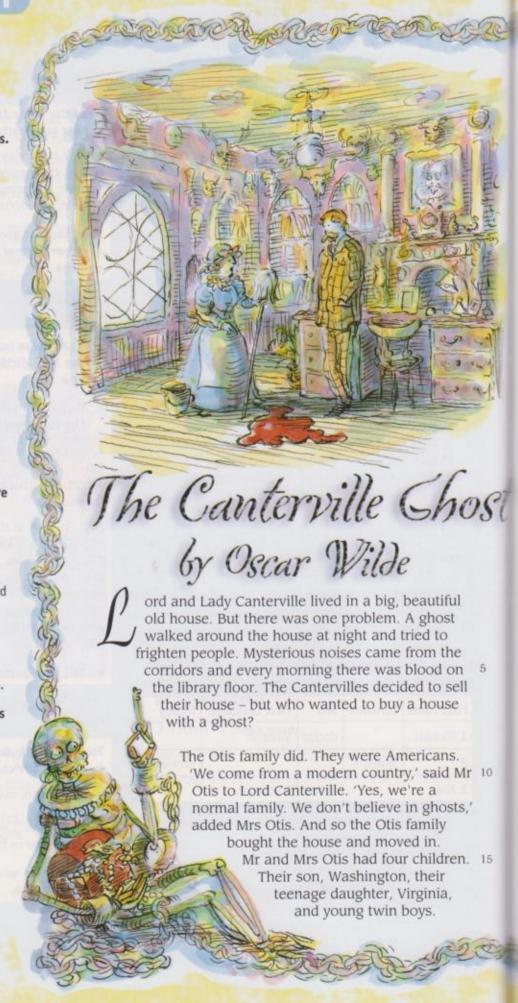
Reading and Listening

2 Look at the pictures and title. What do you think the story is about? Choose one of the following.

- 1 A ghost killed a woman in the library of an old house.
- 2 A ghost tried to frighten people in an old house.
- 3 A man frightened a woman and took her jewellery.

Now read the first paragraph and check your answer.

- 3 Read and listen to the story. Are these sentences true (T) or false (F)?
 - 1 Mr Otis did not believe in ghosts.
 - 2 Every morning blood appeared in the corridor.
 - 3 The twins were afraid of the ghost.
 - The ghost wanted to die.
 - 5 The ghost died in the garden.
 - 4 Match these opposite adjectives from the story.
 - 1 sad
- a modern
- 2 old
- **b** strange
- 3 big
- c quiet
- 4 noisy
- d happy
- 5 calm
- e small
- 6 normal
- f angry



When the family arrived at Canterville, they saw blood on the floor in the library. An old woman, the servant in the house, told them about the ghost. 'It is the ghost of Sir Simon de Canterville. He killed his wife in the library in 1575. He died in 1584 and now his ghost visits the house and terrible things happen. You can't clean the blood off the floor.' The family did not believe her but every morning the blood appeared again.

One night, at 12 o'clock, Mr Otis heard a terrible noise. He opened the door and saw the ghost – an old man with old clothes and with noisy chains. Mr Otis wasn't afraid, he was angry. 'Can you stop making that noise?' he said. The twin boys laughed at the ghost. The ghost was very angry because the family were not afraid of him! He appeared again and again, always at 12 o'clock but the family were not afraid of him and the twins played tricks on him!

The ghost stopped going out at night and stopped putting the blood on the floor of the library. The house became very quiet. One day, the ghost was in his room. The door was open and Virginia went in. The ghost was very calm and sad. 'I did a terrible thing when I was alive,' said the ghost. 'And now I can't sleep and I can't die. But there is a prophecy – in the library there is strange writing on the window and it says that one day a young girl can help me to die.' Virginia took the ghost's hand. 'I am not afraid,' she said, and she asked the Angel 35 of Death to help the ghost of Simon de Canterville.

That evening, Virginia did not come down for dinner. Mr Otis looked for her. She was not in her room. She was not in the garden. Mr and Mrs Otis were very worried. Then, at 12 o'clock, there was a terrible noise. Virginia appeared. She had a small box with jewellery in it. She told her family about the ghost and showed them his room. In the room there was a skeleton. 'He gave me this jewellery before he died. Now the ghost is happy,' said Virginia. 'Now he can sleep.'



STORY SPOT 2

Before you start



1 Find these words in the pictures.

canal, cottage, gate, ghost, pond

Reading and Listening

2 Read and listen to the story. Match the pictures (A-D) with the parts of the story (1-4).

3 Read the story again. Are these sentences true (T) or false (F)?

- 1 John Baxter is an artist.
- 2 John and Laura have got two children.
- 3 John sees his daughter fall into the water.
- 4 John Baxter is in Venice on holiday.
- 5 The two sisters are friends of the Baxter family.
- 6 Laura believes the blind woman has got special powers.
- 7 John thinks he sees the ghost of his daughter in Venice.
- 8 Laura returns to Venice but doesn't tell John
- 9 The Italian police phone the school in England.
- 10 The murderer is a small man in a red coat.

Correct the false sentences.

4 Complete the sentences with places from the story.

- 1 At the start of the story, John and Laura are in their . .
- 2 In Venice, John and Laura stay in a
- 3 The police pull a dead body out of a
- 4 In Venice, John is repairing an old
- 5 The two women are sitting near the Baxters in a _____.

Don't Look Now

By Daphne du Maurier

I It is a cold, grey autumn day. John and Laura Baxter are in their cottage in England. Laura is reading in front of the fire and John is working at his desk. They are drinking red wine. John is an architect and he is looking at some photos of old churches in Venice. John and Laura's children, a boy and a girl, are playing in the garden. The little girl, Christine, is wearing a red coat. She is playing with a ball near a pond. Her brother is riding his bicycle.

5

10

15

20

25

30

Christine throws her ball and it goes into the pond. At the same time, her father spills his drink and the wine goes on a photo. He cleans it and he sees a strange figure in the photo. He can see a small person in a red coat in the church. Suddenly, John gets up from his desk and runs out of the cottage. He doesn't know why. He runs into the garden and finds his daughter's body in the pond. She is dead.

2 A year later, John and Laura go to Venice for a few months. John is repairing an old church. Their son is at a school in England. When they arrive, they see a group of people near the canal. The police are taking a dead body out of the water. There is a murderer in Venice!

One afternoon, John and Laura go to a restaurant near their hotel for lunch. Two old English women are sitting at a table near them. The women are sisters and one of them is blind. Laura is not hungry. She goes to the toilet. The two sisters follow her. The blind sister says to Laura: 'I can see your little daughter with you at your table. She's wearing a red coat. And she's happy now!' Laura is shocked. How can the blind woman know about her daughter?

Laura goes back and tells her husband: 'Our daughter is happy, John!'

'What are you talking about?' says John. 'Christine is dead.'

'No, that blind woman has got special powers, John. She can see our daughter with us. It's fantastic!'

John is not happy. He is angry with the blind woman. But for the first time in a year, Laura is in a good mood.

Wenice is an old city. It is full of tiny streets, grey buildings and dark canals. It is often foggy. One foggy evening, John and Laura are walking round the city and 45 they get lost. There aren't any people in the streets.

Sometimes, John thinks he sees a small figure in a red coat. Is it the ghost of Christine, his daughter? But John doesn't believe in ghosts.

Laura meets the two sisters again. She tells her 50 husband: 'Our daughter is sending messages to the blind woman. She wants to talk to us, John! And the sisters think you have got special powers, too!'

'Don't be crazy,' replies John.

Laura and John get a phone call from England. Their 55 son is ill. Laura goes back to visit him. John stays in Venice. One day, he sees Laura and the two English sisters on a boat on a canal. Laura is wearing a black dress. 'Laura! Laura!' he shouts. She doesn't hear him. But how can she be in Venice and England at the same 60 time?

65

4 John goes to the Italian police. They listen to his story and then phone the school in England. Laura is there with her son. John doesn't understand. What is happening?

John walks out of the police station. 'Am I crazy?' he thinks. Then, suddenly, he sees the small figure in the red coat. He shouts: 'Hey, you, stop! Please, come here!' But the figure runs away. Is it a young girl? John runs after her. 'Please, stop! I want to talk!' he shouts but again the figure runs away.

The streets are dark and silent. John hears a sound. Over there, near a gate, is the small figure in the red coat. She is crying softly. John walks up to her. 'I saw you yesterday,' he says. 'Please, can we ...' But John doesn't finish his sentence. The figure turns round. It is not a girl, but a small man with a horrible smile on his face. He takes out a knife ...





THE SECRET by Arthur C. Clarke

Before You Start



1 Look at the pictures. Put the sentences about the story in order.

- a Two weeks later, Chandra and Cooper went to a research centre. They met a scientist there called Dr Hastings. He showed them a
- b In the end, Cooper knew the secret, but he couldn't tell anyone on Earth about it!
- c Henry Cooper was a journalist visiting the Moon. He knew there was something strange and wanted to find out the secret.
- d Then Dr Hastings told him the secret. Humans live for two hundred years on the Moon.
- e He phoned a friend, the Police Chief, and asked him to help him find out the secret.
- f First, he told Cooper that hamsters lived five times longer on the Moon than on the Earth, because there was less gravity.

Reading and Listening

- 2 Read and listen to the story and check your guesses to Exercise 2.
 - 3 Read the story again. Choose the best answer to these questions.
 - 1 Why did people not want to talk to Cooper?
 - a because he was not a scientist
 - b because there was a secret
 - c because he was a friend of the Police Chief
 - 2 What was the research centre for?
 - a to study rocks
 - b to study the planets
 - c to study plants and animals from Earth
 - 3 Why did animals live longer on the Moon?
 - a because there was less pollution
 - b because of the low gravity
 - c because it wasn't crowded
 - 4 Why did Dr Hastings not want to tell people on Earth the secret?
 - a because there were six billion people
 - b because he wanted to live 200 years
 - c because a lot of people would like to come to the Moon

4 Write your opinions about these questions:

- 1 Do you think Cooper told the people on Earth the secret? Why or why not?
- Do you think people will live 200 years in the future?
- Do you think people will live on the Moon?

5 Match the opposite adjectives. Use the Mini-dictionary to help you.

- tall
- a northern
- 2 happy
- b full
- 3 high
- c low
- 4 normal
- d strange
- e easy
- 5 large
- 6 hard 7 southern
- f unhappy
- empty
- g small

6 Use the adjectives to write four sentences about the story.

Example The scientist wasn't very happy.

7 Complete these sentences with these verbs from the story.

look, think, keep, know, tell, find out

- about that news?
 me the secret? 1 What do you _ 2 Why don't you ___
- 3 He ______ very happy when he's playing football.
- ____ some more information for my project.
- 5 Don't tell him. He never _____ secrets.6 I'm sorry, I don't _____ the answer to that question.





enry Cooper was a journalist. He was on his second visit to the Moon, away from the crowded Earth. He knew something was strange. People didn't want to talk to him. Cooper decided to find out the secret. He telephoned the Police Chief, Chandra, an old friend of his. 'You know everything that's happening on the Moon, Chandra. So, why are people trying to hide things

'No idea,' Chandra said. 'I'll start asking some questions.'

The Police Chief promised to find out about the secret. Two weeks later they met. They left the city in a Moon car and drove towards the research centre. Cooper could see the Earth, low in the southern sky. Finally, they came to a large modern building and went in. It was Sunday morning and the research centre was empty. They went into a big

laboratory in the centre of the building. It was full of different plants and small animals from Earth. Waiting there was a short, grey-haired man. He looked very worried and unhappy. 'Dr Hastings,' said Chandra. 'This is Mr Cooper. He is a journalist from Earth.'

Dr Hastings took out a small brown animal from a container. 'Do you know what this is?' Dr Hastings asked. 'Of course,' said Cooper. 'A hamster – used in laboratories everywhere.'

'Yes,' said Hastings. 'But this hamster is five years old.'

Well? What's strange about that?'

from me?'

'Hamsters only live for two years. And we have some here that are nearly ten years old.'

'So - you've found a way to make life longer!'

'Oh, no,' Hastings said. 'We've not found it. The Moon has

25 given it to us ... On Earth,' he went on, 'we live with gravity. Everything we do is hard work for our bodies. But here on the Moon, a body has to do only a sixth of that work.'

'I see,' said Cooper. 'Ten years for a hamster – and how long for a human?' ...

30 'On the Moon,' said Dr Hastings, 'a human life will live at least two hundred years.'

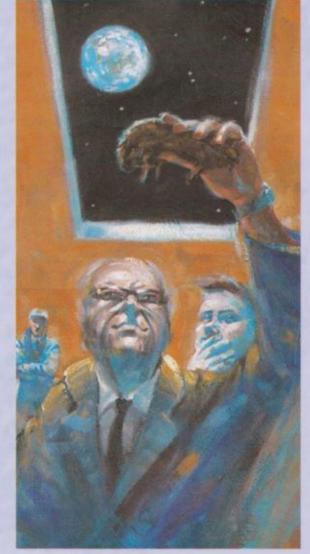
'And you want to keep it a secret!'

'Don't you understand? Think of all the people on Earth. Six billion people on a small, crowded planet. And now we find

35 that we can live for two hundred years. Imagine what they're going to think about that news! This is your problem now, Mr Journalist; you've asked for it, and you've got it. Tell me this, please ... how are you going to tell them?'

Cooper opened his mouth, then closed it again. In the corner of

the room, one of the baby animals began to cry.



Writing Help

1 An Email Advert for a Penfriend (page 18)

Layout

Penfriend Wanted

Name: (your name)

Email: (your email address)

From: (city/country)
Age: (your age)

Gender: (male or female)

Occupation: (student at school or university)
Languages: (what languages you can speak)
Sports/hobbies: (name your favourite sports and

hobbies)

Favourites: (say something about the

music/films/sport you like)

Please email me soon!

Useful Vocabulary

Gender: male/female

Occupation: school student/university student Sports/hobbies: playing: football/basketball/hockey/

tennis/volleyball;

playing the piano/guitar, computer games/chess; going to: the cinema/the sports centre; singing/painting/collecting things/reading/ dancing/riding/swimming/ skiing/sailing/ watching TV/listening to the radio

Linking

I like Tom Cruise. I like Penelope Cruz. = I like Tom Cruise and Penelope Cruz.

I'm sixteen. I live in Warsaw. = I'm sixteen <u>and</u> I live in Warsaw.

I like swimming. I like tennis. = I like swimming and tennis.

Checking

Use the layout above to check your email.

Use the Mini-dictionary to check for spelling and vocabulary.

Use the Grammar Summary in the Mini-dictionary to check for grammar.

2 A Personal Letter (page 24)

Layout

your street number + street name of your city + postcode date

Dear (name of person),

1 Introduction

your name, age, school, town and country

2 Family

brothers and sisters; parents' jobs

3 Interests

your hobbies, sports and interests; your likes and dislikes; holiday activities

4 Ending

languages you speak; ask penfriend to write to you

Useful Vocabulary

Expressions: I'm good at ... /I'm bad at ... /I'm interested in ... /I really love ... / I don't like ... /What about vou?

Sports: See Mini-dictionary pages 4 and 5. Hobbies: See Mini-dictionary page 6. Appearance: See Mini-dictionary page 10. Personality: See Mini-dictionary page 11.

Linking

I like football <u>and</u> tennis. <u>When</u> I'm bored, I love watching DVDs.

Checking

Use the layout above to check your letter.
Use the Mini-dictionary to check for spelling and vocabulary.

Use the Grammar Summary to check for grammar.

3 A Short Note (1) (page 32)

Layout

Invitation

Hi (your friend),
There's a (film/play/exhibition, etc.) on at (the cinema/theatre/museum, etc.). It's about It's on at (time). The tickets are (price). Would you like to come and see it with me this (day)? It's easy to get there on the (bus/tube).

(your name)

Reply

Hi (your friend),
Thanks for your invitation. I'd love to come but I
(hate/don't like) I'm sorry! But there's a good
(exhibition/football match, etc.) on at the
(museum/sports centre, etc.). I know you love
It's open from (time) until (time) and it's
(price/free). Would you like to come? It's easy to get
there on the (bus/tube).
(your name)

Useful Vocabulary

Things to see: a film (action/love/comedy), a play, an exhibition, a match

Things to go to: a club, a football match, a sports centre, a shopping centre, an art gallery, a museum, a swimming pool

Linking

I hate Tom Cruise <u>and</u> Jennifer Lopez. The tickets are £5 <u>but</u> there is a reduction for students. I'd love to come <u>but</u> I don't like Bruce Willis.

Checking

Use the layout above to check your note.
Use the Mini-dictionary for spelling and vocabulary.
Use the Grammar Summary to check for grammar.

4 A Short Note (2) (page 38)

Layout

Request

Hi (name of friend),

Can I ask you a favour /I've got a favour to ask you.

This weekend I've got a (trip, game, party, etc.) but I haven't got a (something you need). Could I borrow yours, please? I also need a (another thing). Have you got one?

(your name)

Replies

Of course you can. Come round to my house at (time, day).
(your name)

Sorry, but I need my ... this weekend. I want to (say why you need it). I haven't got a ... but I think (a friend) has one.
(your name)

Useful Vocabulary

camping trip (backpack/penknife)
walking trip (map/compass/anorak)
climbing trip (helmet/rope)
surfing trip (surfboard/wetsuit)
birdwatching trip (binoculars/guide)
tennis game (tennis racket/tennis balls)
golf game (golf clubs/golf balls)
rock concert (binoculars)
drama club (costume/hat)

Linking

I like camping. I also love sailing.

Checking

Use the layout above to check your note. Check your note for punctuation – capital letters, full stops, question marks, apostrophes. Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

5 A Biography (page 46)

Layout

If you can, include information about:

- · when and where he/she was born
- · childhood, family and early life
- · why he/she was famous main events
- · when and where he/she died

Remember to write in the past tense!

Useful Vocabulary

People: actor, actress, architect, artist, composer, engineer, footballer, king, mathematician, musician, politician, queen, scientist, soldier, singer

Verbs: become, believe, born, build, compose, continue, design, die, discover, finish, fight, help, invent, leave, like, live, lose, love, make, marry, organise, paint, play, return, sing, study, travel, win, work, write

Linking

She went to an expensive school <u>but</u> didn't like it.

She played the piano <u>and</u> the violin.

She <u>also</u> wrote some music for the cello.

<u>When</u> she left university, she went to Paris.

She lived in Paris <u>from</u> 1939 <u>to</u> 1943.

<u>In</u> 1963, he married Anna.

He studied art in London and <u>then</u> he moved to Paris.

Checking

Use the layout above to check your biography. Check your biography for punctuation and the spelling of the verbs.

Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

6 A Ghost Story (page 52)

Layout

Paragraph 1

Introduce the characters and set the scene. Grace and her children, Anne and Nicholas, lived in a very big house on the island of Jersey. The house was ...

Paragraph 2

Start to tell the story.

One day, Grace began to hear strange noises upstairs in the house. When she ...

Paragraph 3

Tell more of the story.

One morning, the servants took down all the curtains. Grace was angry because ...

Paragraph 4

Finish the story.

One night the servants returned. Grace saw them at the window and ...

Remember – you can add your own words and sentences to the story.

Useful Vocabulary

Adjectives: angry, bright, dark, dead, empty, frightened, quiet, strange, terrified

Verbs: believe, escape, hear, play, run away, scream,

see, shout, whisper

Nouns: allergy, curtains, ghost, noise, photograph, servants, sunlight, upstairs

Linking

The house was always dark <u>because</u> the children had an allergy to the sun.

One day, Grace began to hear strange noises.

When she went upstairs, the rooms were empty.

The next day, Grace heard a piano.

Suddenly, the door closed.

Anne said there were other people in the house <u>but</u> Grace didn't believe in 'the others'.

<u>One morning</u>, the servants took down all the curtains. <u>After that</u>, Grace found an old photograph of the servants.

One night, the servants returned.

In the end, the family left the house.

Checking

Use the layout above to check your ghost story. Check your story for: punctuation, spelling, linking. Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

7 A Report (page 60)

Layout

Headings

Subject:

Date:

Age of students:

Results of the survey

Use percentages. Use linking words. About 65% of students ... However, only 30% ...

Some advice

Write two or three pieces of advice. See the Function File on page 59.

Useful Vocabulary

Verbs: buy, drink, eat, jog, play, ride, run, smoke, take, try, use, walk

Nouns: breakfast, cereals, cigarettes, exercise, fast food, fresh fruit, sweets, vegetables

Linking

90% of students eat fresh fruit every day. <u>However</u>, about 70% of students eat fast food once a week. 90% of students eat fresh fruit every day <u>but</u> about 70% of students eat fast food once a week.

Checking

Use the layout above to check your report.

Check your report for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

8 A Description of a Sport (page 66)

Layout

Paragraph 1

When and how did you become interested in the sport?

Paragraph 2

What equipment and clothes do you need? What are the basic rules? What do you have to do and what can't you do?

Paragraph 3

How often do you play? Where? Who with? Do you watch the sport on TV or go to watch it? Why do you like it?

Useful Vocabulary

Clothes: boots, cap, helmet, skirt, shorts, trainers
Equipment: ball, bat, club, flippers, mask, net, pads,
puck, racket, skateboard, skates, skis, snorkel, stick
People: athlete, attacker, captain, defender, goalkeeper,
midfielder, referee, umpire

Places: course, court, pitch, stadium

Verbs: beat, bounce, catch, draw, hit, hold, jump, kick, lose, pass, pull, push, run, score, tackle, throw, touch, win

Others: goal, match, penalty, set, tournament

Linking

<u>Before</u> the game we do warm-up exercises. <u>After</u> the match we go for a drink. I learned to play <u>during</u> the summer.

Checking

Use the layout above for your description of a sport. Check your description for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

9 A Holiday Postcard (page 74)

Layout

(place, month)

Dear (name of your friend),

It's (great/fantastic/brilliant/awful/horrible) here.
The weather is (sunny/hot/cold/rainy/great/awful). The hotel is (brilliant/terrible). It (has/hasn't) got a (swimming pool/disco). Right now I'm (sitting by the pool/in my room). My (friends/family) are (writing postcards/playing beach volleyball/eating). Sometimes we go to (a place) and we also (activity). See you soon!

(name and address of your friend)

(your name)

Useful Vocabulary

The weather: sunny, hot, warm, cold, cloudy, windy, rainy, snowy

The hotel facilities: swimming pool, lift, sauna, gym, tennis court, nightclub, restaurant, room with a bathroom/TV/balcony

Activities: snorkelling, sailing, windsurfing, climbing, sunbathing, trekking

Places: rainforest, beach, museum, amusement park, castle, palace, church, wildlife park

Linking

The weather is brilliant <u>and</u> there are things to do every day.

The hotel has got a swimming pool and sauna, too. It's very sunny. It's also very hot.

Checking

Use the layout above to check your postcard. Check your postcard for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

10 An Email Reservation (page 80)

Layout

To: (name of hotel, bed & breakfast or hostel)

From: (your name)
Date: (today's date)
Subject: Reservation

I would like to book (number of rooms and types of room, e.g. single or double) for (number of nights) from (date) to (date). Could you answer the following questions for me? (Ask two or three questions about the price, the room facilities, e.g. shower, TV, the breakfast, the distance from the station or city centre, etc.)

Yours, (your name)

Useful Vocabulary

Rooms: en suite bathroom, bath, shower, TV, hairdryer, coffee making facilities, telephone, Internet connection Facilities: car park, gym, laundry, swimming pool, washing machine

Location: centrally located, near metro or railway stations, on bus routes

Food: bed and breakfast, full board (all meals), half board (breakfast and evening meal), continental breakfast, full English breakfast, room service

Checking

Use the layout above to check your email reservation. Check your email for punctuation, spelling and linking. Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

11 A Notice (1) (page 88)

Layout

LOST: (the object you lost)

On (day or date), I lost (object) in the (place). It is/They are (description of object). I left it/them either (place) or (place). Please help!

Contact: (your name). Telephone: (phone number)

Useful Vocabulary

Watch: strap (leather/metal), face (big/small/green),

make (e.g. Casio, Swatch)

Mobile phone: colour (e.g. black, dark blue), make

(e.g. Nokia, Siemen), model (e.g. 2209X)

Keys: number of keys, key ring

Wallet or purse: colour, material (leather/plastic),

contents (money, cards, etc.)

Bag: size, colour, material (leather/plastic/cotton), contents (address book, hairbrush, book, etc.)

Linking

I left my wallet <u>either</u> in the changing room <u>or</u> at the tennis courts.

Checking

Use the layout above to check your notice. Check your notice for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

12 A CV (Curriculum Vitae) (page 94)

Layout

Personal Information

Name: (full name – e.g. Simon George Jones)
Date of birth: (e.g. 4th June, 1990)
Place of birth: (city and country)
Nationality: (your nationality)

Address: (street, city, province, postcode)

Education

Primary school: (name of school + dates)
Secondary school: (name of school + dates)

Experience/work

Jobs: (include holiday jobs, weekend or part-time work, voluntary work, e.g. August 2003, monitor in children's summer camp)

Other achievements: (any qualifications or certificates, e.g. *Grade 6 Piano* or *Blue Belt in Karate*)

Languages: (foreign languages you speak and the level, e.g. English (elementary), French (beginner))

Interests

(your hobbies and interests; write sentences, e.g. I love swimming and playing the piano. I play hockey for my school team.)

Useful Vocabulary

Experience: voluntary work, part-time work, unpaid work, weekend work, summer work, charity work

Achievements: playing in a school team; being in a choir or orchestra; taking part in competitions or races; passing special exams (e.g. music, first aid, driving test)

Language levels: beginner, elementary, intermediate, advanced

Checking

Use the layout above to check your CV. Check your CV for punctuation, spelling and linking. Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

13 A Notice (2) (page 102)

Layout

Large heading to get the readers' attention.
BRING AND BUY SALE!

Mention the cause, the event, the date and the place.

Help us to raise €2,000 for the children's hospital.

Bring your old things to sell and buy cheap things!

16th December: the car park next to the main square.

Give details.

- Collect things you want to sell. Ask your friends and neighbours, too!
- Bring your things early from 9 a.m.
- Buy something! You decide the price!

Useful Vocabulary

Causes: disabled people; a hospital; a children's or old people's home; medical research (e.g. Aids, cancer); an international problem (e.g. earthquake, flood).

Events: a concert; collecting money in the street; doing jobs for money (e.g. cleaning cars, tidying gardens, doing the shopping); visiting old people; a sponsored walk, run, swim, marathon basketball match; collecting and selling things you don't want (e.g. old toys, books, clothes)

Linking

We are looking for volunteers \underline{to} help us. (to + verb) We are raising money for cancer research. (for + noun)

Checking

Use the layout above to check your notice. Check your notice for punctuation, spelling and linking.

Use the Mini-dictionary for spelling and vocabulary. Use the Grammar Summary to check for grammar.

14 An Email (page 108)

Layout

The layout depends on the form. Usually, you have to give the following information:

Name: (your name, e.g. Tina Evans)

Address: (your home address, e.g. 37 Buckley Drive, Walton, Liverpool L55 8JJ)

Email address: (your email contact address, e.g. tevans@fastmail.uk)

Subject: (what you are writing about, e.g. jewellery)

Comments / Questions

This is a space for you to write comments or ask questions. Keep it short.

I would like more information about the jewellery.

- · Are the earrings real silver and gold?
- · How much extra does it cost to send them?
- Can I return the earrings if I am not satisfied?
- · Do I get my money back?

Useful Vocabulary

artificial, authentic, books, CDs, cost, DVDs, earrings, extra, football shirts, guarantee, jeans, magazines, postage, posters, price, T-shirts

Checking

Use the layout above to check your email.
Check your email for punctuation, spelling and linking.
Use the Mini-dictionary for spelling and vocabulary.
Use the Grammar Summary to check for grammar.

15 A Letter of Complaint (page 116)

Layout

(company name), (their address),

(their town), (postcode)

(your address), (your town), (postcode)

Dear Sir/Madam,

I bought a Domus XX20 from you last (week/month). It cost £595 and has a (length of time) guarantee, (number: give the number).

Firstly, it is very difficult to (say what the first problem is). Secondly, the robot is too (say what the second problem is) and not (say what the third problem is) enough. Finally, the (say what doesn't work) does not work. Could you please refund my money?

I look forward to hearing from you.

Yours faithfully,

(signature)

(your full name)

Useful Vocabulary

Too slow/noisy/expensive, dangerous, inefficient. Not fast/quiet/intelligent/interactive enough. It cannot clean floors/take pictures/climb stairs. It is difficult to programme/to work/to turn off/ to turn on.

The programme(s)/cleaner/light/leg/arm/eyes do/does not work.

Linking

<u>Firstly</u>, it is difficult to download pictures. <u>Secondly</u>, the quality of pictures is not good enough. <u>Finally</u>, the flash does not work.

Checking

Use the layout above to check your letter.
Check your letter for punctuation, spelling and linking.
Use the Mini-dictionary for spelling and vocabulary.
Use the Grammar Summary to check for grammar.

16 Answering a Questionnaire (page 122)

Layout

Write notes on a piece of paper first. Then write out your answers to the questions clearly. Make sure you answer the questions, give reasons for your opinions and give examples.

Example

What do you think of the design of the book?

I think the design is attractive and clear (opinion). There are some excellent photos, (reason) e.g. page 118 (example).

Useful Vocabulary

Opinions: (a bit) too easy/difficult/long/short; extremely/very/not very useful; difficult/easy to understand/clear/confusing; interesting/boring for me; attractive/colourful/dull/uninteresting

Linking

I like the Speaking Workshops <u>because</u> they are useful for exams.

However, I thought some of the listening activities were a bit too easy.

The Present Perfect was the most difficult area. 'Must/have to/can' was also a problem.

Checking

Read through your answers to the questionnaire. Have you included the linking words above?
Use the Mini-dictionary to check spelling of words you are not sure about.

Student Activities

Culture Corner 1, Exercise 2 (page 25)

Answers

- Belfast/Northern Ireland; Cardiff/Wales; Edinburgh/Scotland; London/England.
- 2 Prince William is Queen Elizabeth's grandson.
- 3 Sean Bean/Odysseus; Rowan Atkinson/Mr Bean; Daniel Radcliffe/Harry Potter; Orlando Bloom/Legolas.
- 4 Roald Dahl/The Witches; Charles Dickens/Oliver Twist; J.K. Rowling/Harry Potter; J.R.R. Tolkien/The Lord of the Rings.
- 5 Arsenal/London; Aston Villa/Birmingham; Celtic/Glasgow; Everton/Liverpool.

Lesson 10, Exercise 13 (page 35)

Student B

| First name | Surname | Job | First language | Hobby |
|------------|----------|---------|----------------|-----------|
| 1 | Karlsen | | and the same | fishing |
| 2 Julia | dam et a | teacher | French | |
| 3 | Carvalho | | | gardening |

Lesson 11, Exercise 8 (page 37)

Student B

Find out about the weather in London. Ask your partner questions from the Function File on page 37.

Now read the notes for the weather in Cape Town and answer your partner's questions.

winter: 10°-18°C/rainy spring: changeable/

summer: hot and sunny/20°-25° autumn: warm/some rain

sometimes rainy

Lesson 15, Speaking Workshop (page 46)

Student B

- Read these notes about an English king. Use the Minidictionary and check you understand new words.
- Prepare to tell your partner the information in the Past Simple tense.

William the Conqueror (1027-1087)

William – from Normandy in France – changes England – French becomes the important language

1027: is born in Normandy

1045: father dies - William becomes Duke of Normandy

1065: Edward, King of England dies - Harold becomes King of England

1066: William invades England – wins important battle at Hastings – becomes King of England – builds many castles

1072: William invades Scotland 1087: William dies in France

Tell your partner about William the Conqueror.

Lesson 20, Exercise 2 (page 58)

Answers

- 1 true;
- 2 false (for a lot of people, moderate exercise is better);
- 3 false (you're usually better just drinking water!);
- 4 true:
- 5 false (the weight returns when you drink and replace the sweat after exercise).

Lesson 20, Exercise 9 (page 59)

Student B

Your partner starts. Listen to what he/she says and give him/her advice.

Then tell your partner these things. Listen to his/her advice.

- I spend a lot of time on my computer.
- . I eat a lot of chocolate.
- · I smoke a packet of cigarettes a day.

Module 10, Warm-up, Exercise 1 (page 75)

Answers

- A the print is from Hungary;
- B the carving is from Canada (Inuit);
- C the ring is from Russia;
- D the rug is from Peru;
- E the necklace is from India;
- F the statue is from India;
- G the mask is from Kenya;
- H the clock is from France (18th century).

Module 12, Warm-up, Exercise 3 (page 89)

Key

5 'yes' answers – you are crazy about your favourite star!

2-4 'yes' answers – you are a good fan. 0-1 'yes' answers – you are not really a

Grammar Summary

1 PRESENT SIMPLE (pages 14-15; 20-21)

We use the Present Simple to talk about:

- things that we do regularly We go out every weekend.
- things that are true in general.
 She likes cooking.

Form

| I You We They | likes don't like | milk. |
|------------------------|-----------------------|-------|
| He She It | likes doesn't like | |

| Do | I You We They | like | milk? |
|------|------------------------|------|-------|
| Does | He She It | | |

| | I/you/we/they do. |
|------|----------------------|
| No, | I/you/we/they don't. |
| | |
| Yes. | he/she/it does. |

Adverbs of frequency used with the Present Simple: always, usually, often, sometimes, rarely, never. Adverbs of frequency go after the verb to be and before other verbs:

I am **often** late for school. She **often** has tea before breakfast.

2 THERE IS/ARE (pages 28-29)

We use there is/are to say that something is present in a particular place:

There is an old castle in my town.

There aren't world-famous teams in Edinburgh.

Form

| There is (There's) There are | an old castle excellent shops | in my town. | |
|------------------------------------|-------------------------------------|---------------|--|
| There isn't There aren't | a ski resort. world-famous teams | in Edinburgh. | |
| Is there Are there | an art gallery good shops | in this area? | Yes, there is. No, there isn't. Yes, there are. No, there aren't. |

3 POSSESSIVE's (pages 34-35)

Form

We use 's after nouns to say that something belongs to someone: Ben's book = the book belongs to Ben.

We add 's to all singular nouns and plural nouns that don't end in -s: Mike's T-shirt/the girl's bike/
Chris's collection/the men's toilet/the children's ball.

We add an apostrophe to plural nouns that end in -s: my parents' dog/her brothers' bike.

LANGUAGE PROBLEM SOLVING 1 (page 39)

Possessive pronouns

We use possessive adjectives in front of nouns: My sister, Jane, travels a lot for her work.

We use possessive pronouns without a noun: These match tickets are mine. The book is hers.

| Possessive adjective | Possessive pronoun | |
|----------------------|--------------------|--|
| my | mine | |
| your | yours | |
| his | his | |
| her | hers | |
| its | its | |
| our | ours | |
| their | theirs | |

it's and its

We use *its* (possessive adjective) to say that something belongs to an animal, institution, etc: *The dog likes its ball*.

It's ≠ its It's a nice day. = It is a nice day. It's started to rain. = It has started to rain.

Articles: a/an/the

We use a/an in front of singular countable nouns. We use an in front of nouns that start with a vowel. a book/a window an actress/an exam

We use a when it doesn't matter which specific person or thing we are talking about:

We need a car. (I'm not thinking about a specific car)

We use *the* when we talk about a specific person or thing and the other person knows who/what we are talking about:

The dog is hungry. (our dog)

4 PAST SIMPLE (pages 42-43; 48-49)

We use the Past Simple to talk about finished actions and situations from the past:
Leonardo worked as an architect.
He wrote from right to left.

Form

Regular verbs: in the Past Simple, we add -ed to the infinitive.

Irregular verbs: we use the past form of irregular verbs (→ see Irregular Verbs list in the Mini-dictionary).

| I/You/He/She/ | lived in Paris. | | |
|-----------------------------------|-----------------|--------------------------------|--|
| It/We/They | saw a ghost. | | |
| I/You/He/She/It/We/ It/We/They | didn't | tive in Paris. see a ghost. | |

| Did | I/you/he/she/ it/we/they | live in Paris? see a ghost? | Yes, I/you/he/she/ it/we/they did. No, I/you/he/she/it/ we/they didn't. |
|-----|-----------------------------|--------------------------------|--|
|-----|-----------------------------|--------------------------------|--|

5 COUNTABLE AND UNCOUNTABLE NOUNS (pages 56-57)

English nouns can be countable (a man, a table) and uncountable (milk, money).

Countable nouns:

- can be singular or plural (flower flowers)
- can have numbers in front of them (I have two cats.
 There are six men in the team.)

Uncountable nouns:

- have no plural form and always appear with a singular verb (Money isn't everything.)
- don't go with numbers (I've got some/a lot of time.)
- · don't take a or an (I bought bread and milk.)

some/any

We use *some* and *any* in front of plural and uncountable nouns. We usually use *some* in affirmative sentences and *any* in questions and negative sentences:

We've got **some** apples. Did you buy **any** meat? There isn't **any** coke.

a lot of

We use a lot of with plural and uncountable nouns: They earn **a** lot of money. We've got **a** lot of friends.

6 MODALS: can/can't; have to/not have to (pages 62-63)

- We use can to say that something is allowed:
 In football you can touch the ball with your head.
- We also use can to talk about ability: I can swim.
- We use can't to say that something is not allowed:
 In football you can't touch the ball with your hands.
- We also use can't to talk about lack of ability: I can't drive.
- We use have to to talk about obligation, to say that something is necessary:
 You have to use a stick in hockey.
- We use not have to to say that something is not necessary:
 We don't have to get up early at the weekend.

Form

After can and can't we use the infinitive form without to.

LANGUAGE PROBLEM SOLVING 2 (page 67)

Ouestions

In English yes/no questions start with an auxiliary verb: Are you Czech?

Wh- questions start with with a question word (what, which, who, when, where, why, how):
What do you usually have for breakfast?

Questions about the subject start with who or what but they look like statements:

Who bought this cake? What happened to you?

Compare questions about the subject with questions about the object:

Who likes Peter? (we ask about the subject of the verb like)

Who does Peter like? (we ask about the object of the verb like)

In questions about quantity we use *how much* in front of uncountable nouns and *how many* in front of plural countable nouns.

How much sugar do you put in your tea? How many good friends do you have?

7 PRESENT CONTINUOUS (pages 70-71)

We use the Present Continuous to talk about activities that are going on now or around the time of speaking: We can't go out now, it's raining.

We're having a good time.

Form

| I | am/'m am not | hav ing lunch. |
|-------------------|---------------------------|-----------------------------|
| He She | is/'s is not/isn't | hav ing lunch. |
| It | | raining. |
| We You They | are/'re are not/aren't | hav ing a good time. |

| Am | I | having lunch? | Yes, I am. No, I'm not. | |
|-----|-------------------|-----------------------|--|--|
| Is | he she | hav ing lunch? | Yes, he/she/it is. No, he/she/it isn't. | |
| | it | rain ing ? | | |
| Are | we you they | having lunch? | Yes, we/you/they are. No, we/you/they aren't. | |

8 PRESENT SIMPLE AND PRESENT CONTINUOUS (pages 76-77)

We use the Present Simple to talk about things that happen regularly or are generally true. We use the Present Continuous to talk about things happening now or around now.

I work hard. (this is generally true)
People are sitting and listening to music. (now)

9 COMPARATIVES AND SUPERLATIVES (pages 84-85; 90-91)

| | adjective | comparative | superlative |
|--|---------------------------|-------------------------------------|---|
| one syllable | cheap | cheaper | the cheapest |
| | old | older | the oldest |
| one syllable | nice | nicer | the nicest |
| ending in -e | white | whiter | the whitest |
| one syllable with a short vowel + one consonant | fat sad | fatter sadder | the fattest the saddest |
| two syllables | pretty | prettier | the prettiest |
| ending in -y | trendy | trendier | the trendiest |
| two or more syllables | attractive comfortable | more attractive less comfortable | the most attractive the least comfortable |
| irregular | good | better | the best |
| | bad | worse | the worst |

LANGUAGE PROBLEM SOLVING 3 (page 95)

Indefinite pronouns

Someone, something, somewhere, anyone, anything, anywhere, no one, nothing, nowhere, everyone, everything, everywhere are called indefinite pronouns.

We use pronouns that begin with some (someone, something, somewhere) in affirmative sentences: **Someone** brought a salad.

There are sandwiches somewhere in the kitchen.

We use pronouns that begin with any (anyone, anything, anywhere) in questions and negative sentences:

I can't see anyone!
Is there anything to eat?

No one, nothing, nowhere have negative meaning – we do not use negation if they appear in a sentence:

No one likes it.

There's nothing left.

We use all indefinite pronouns with singular verbs: **Everyone** is in the garden.

it/there

We use there + is/are or was/were when we want to say that something exists or existed. There + be is always followed with a noun:

There is a good film on TV tonight.

There were a lot of people in front of the cinema.

We use it + is or was to identify or describe someone or something. It + be can be followed by a noun or an adjective:

It was nice and warm. It is my jumper.

10 FUTURE: be going to (pages 98-99)

We use be going to + infinitive without to to talk about intentions:

I am going to study very hard. What are you going to do next year?

Form

| I | am/'m am not | | study medicine. |
|-------------------|------------------------|----------|-----------------|
| He She | is/'s | going to | get married. |
| It | is not/isn't | | work. |
| We You They | are/'re are not/aren't | | watch TV. |

| Am | I | | study medicine? | Yes, I am. No, I am not. |
|-----|-------------------|----------|-----------------|--|
| Is | he she | going to | get married? | Yes, he/she/it is. No, he/she/it isn't. |
| | it | | work? | |
| Are | we you they | | watch TV? | Yes, we/you/they are. No, we/you/they aren't. |

11 FUTURE (pages 104-105)

We use will and won't to make predictions about the future:

Your family will love it. You won't get ill.

Form

After will and won't we always use infinitive without to: In the future, shopping malls will be more fun than now. We won't need to move from the sofa in our living room. Will shopping on the Internet become more popular?

12 PRESENT PERFECT (pages 112-113; 118-119)

We use the Present Perfect to talk about past events when we don't know or aren't interested in exactly when they happened:

She has written three books about aliens.

Form

| We You They | have/'ve have not/haven't | seen a UFO. |
|-------------------|------------------------------|-----------------------|
| He She | has/'s has not/hasn't | tried bungee jumping. |
| It | | been a good day. |

| Have | I you we they | seen a UFO? | Yes, I/we/you/they have. No, I/we/you/they haven't. |
|------|------------------------|---------------------|--|
| Has | he she | talked to an alien? | Yes, he/she/it has. No, he/she/it hasn't. |
| | it | been a good day? | |

LANGUAGE PROBLEM SOLVING 4 (page 123)

Auxiliaries: So do I/Neither do I

To say that you have the same opinion, feeling or experience, use So + auxiliary + I after an affirmative sentence and Neither + auxiliary + I after a negative sentence:

A: I like coffee. B: So do I.

A: I am not a child. B: Neither am I.

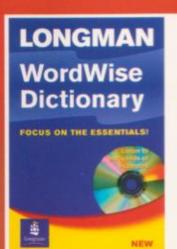
To say that you have a different opinion, feeling or experience, use *I* + auxiliary + *not* after affirmative sentences and *I* + auxiliary after negative sentence: A: *I like coffee*. B: *I don't*.

A: I haven't written a book. B: I have.

Zero Conditional

We use the Zero Conditional to describe rules and situations where one event always follows the other: Water freezes if the temperature is below 0°C. Children cry if they are frightened.

In these sentences if = when. We use the pattern: Present Simple, if + Present Simple.



The Longman WordWise Dictionary is ideal for use up to intermediate level.

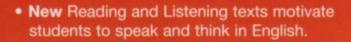
- Focus on the 2,000 most common words
- Plus all the other vocabulary you need for reading
- · Clear and simple definitions

PLUS- CD-ROM

- · Full dictionary contents
- All headwords and 8,000 example sentences pronounced
- Interactive exercises
- · Pop-up dictionary for use on the Internet

Education for life!

Based on feedback from teachers and students around the world. New Opportunities now comes with new features and components to make your lessons even more motivating and successful.



See p.36-37

- New Exam Zones in the Powerbook build students' exam skills and confidence.
- New Comprehensive testing programme provides total evaluation for students.
- Grammar and skills development give students a solid base for learning.

See p.78-79, 112-113

 Training in independent study skills ensures good learning habits. See p.72-73

 Cross curricular and cross cultural topics motivate students and engage their interest in the wider world See p.44-45, 81



Michael Harris

David Mower



Anna Sikorzyńska

New Opportunities is now, more than ever, the perfect choice for teachers who want their students education for life!

Components

Students' Book with mini-dictionary, Students' CD-ROM, Language Powerbook including Mini-Grammar & Exam Zones, Teacher's Book with Test Master CD-ROM and extra activities, Class cassettes/CDs, Test Book/Cassette Pack, Quick Tests, Videos/DVDs

