

NEW

Opportunities

Education for life

Pre-Intermediate

Students' Book

Michael Harris
David Mower
Anna Sikorzyńska



www.longman.com

with Mini-Dictionary

CONTENTS

Exam tasks and skills in the lessons are highlighted in blue

Learning to Learn (p. 6-8)

Grammar focus

Skills focus

MODULE 1 Lifestyles

Warm-up (p. 9)

Vocabulary: adjectives about lifestyles
Listening: people's lifestyles
Speaking: about lifestyles

1 Alternatives (p. 10-11)

Vocabulary: routines; lifestyles
Grammar: Present Simple, Present Continuous
Reading: a magazine interview

2 It's A Dog's life (p. 12-13)

Vocabulary: routines; multi-part verbs
Listening Strategies: prediction
Function: Preferences (negotiating)
Pronunciation: words/sounds that give you time to think
Speaking Strategies: describing and talking about photos

MODULE 2 Homes

Warm-up (p. 17)

Vocabulary: homes; furniture
Reading: adverts
Speaking: about your home

4 His Or Hers? (p. 18-19)

Vocabulary: housework; feelings
Listening: a radio programme
Reading: dialogues
Grammar: Present Perfect(1)
Pronunciation: irregular 3rd forms

5 Life On Alpha (p. 20-21)

Reading Strategies: prediction
Reading: a magazine article (matching questions and paragraphs)
Vocabulary: common verbs: do, go, have, make
Speaking: talking about routines

MODULE 3 Heroes

Warm-up (p. 25)

Vocabulary: character and personality adjectives
Listening: character description (matching)
Speaking: about film characters

7 Lifesavers (p. 26-27)

Reading: a newspaper story (matching titles and paragraphs)
Grammar: Past Simple, Past Continuous
Pronunciation: past forms

8 Campaigners (p. 28-29)

Vocabulary: campaigns; causes and issues; multi-part verbs
Listening Strategies: true/false questions
Pronunciation: sentence stress
Function: opinions (negotiating)
Speaking: giving opinions; agreeing, disagreeing (negotiating)

MODULE 4 Challenge

Warm-up (p. 33)

Vocabulary: jobs
Speaking: about jobs and challenges

10 Champions (p. 34-35)

Vocabulary: opinion adjectives
Reading: a magazine article
Grammar: Present Perfect (2), Past Simple

11 Nothing Is Impossible (p. 36-37)

Reading: a magazine article (matching topics and paragraphs)
Reading Strategies: working out meaning
Vocabulary: multi-part verbs; wordbuilding
Speaking: about recent events

MODULE 5 Celebration

Warm-up (p. 41)

Vocabulary: celebrations
Listening Strategies: getting the general idea
Listening: celebrations (matching)
Speaking: about your last celebration

13 Wacky Weddings (p. 42-43)

Vocabulary: weddings; school rules
Listening: dialogues (matching)
Reading: an internet page (matching titles and paragraphs)
Grammar: modal verbs: must, mustn't, have to, don't have to, needn't, can, can't

14 Parties (p. 44-45)

Vocabulary: parties; multi-part verbs
Function: advice (giving information); congratulations
Listening: a radio programme (true/false questions)
Speaking: giving advice and congratulations

MODULE 6 Food

Warm-up (p. 49)

Vocabulary: food; food adjectives
Speaking: about healthy diets

16 Eating Out (p. 50-51)

Reading: a restaurant guide (matching)
Grammar: comparatives and superlatives

17 What's Cooking? (p. 52-53)

Vocabulary: food; common verbs; get
Reading: a magazine article (matching titles and paragraphs; multiple-choice questions)
Reading Strategies: multiple-choice questions

MODULE 7 Money

Warm-up (p. 57)

Vocabulary: money verbs
Listening: people's attitudes towards money (matching)

19 Sad Millionaires (p. 58-59)

Reading: a magazine article (true/false questions)
Grammar: some, any, no; much, many, a lot of; a little, a few

20 Money Matters (p. 60-61)

Vocabulary: shops and banks; adjectives for products; multi-part verbs
Reading: a questionnaire
Listening: a radio programme (multiple-choice questions)
Function: shopping (asking for and giving information)
Pronunciation: rising intonation (sounding polite)
Speaking: roleplays

MODULE 8 Gadgets

Warm-up (p. 65)

Vocabulary: gadgets and machines
Speaking: about gadgets

22 Inventions (p. 66-67)

Reading: quotations
Listening: a radio interview
Grammar: predictions: will and going to
Pronunciation: short forms of will

23 Adverts (p. 68-69)

Vocabulary: opinion adjectives; -ed, -ing adjectives
Reading: magazine adverts
Reading Strategies: identifying facts and opinions
Speaking: asking for information

**Communication Workshops,
Culture/Literature focus**

3 British Lifestyles (p. 14–15) (Culture)
Vocabulary: fractions; good friends and false friends
Reading: a magazine article (true/false questions)
Comparing Cultures: lifestyles
Listening: a song: 'The Streets of London' by Ralph McTell

Language Problem Solving 1 (p. 16): -ing forms

6 Communication Workshops (p. 22–23)
Writing: a personal letter (informal linking)
Listening: a survey (multiple-choice questions)
Speaking Strategies: groupwork
Speaking: doing a group survey
Pronunciation: intonation for questions

Review Modules 1 & 2 (p. 24) **Pronunciation:** /n/ and /m/

9 William Shakespeare – Hamlet (p. 30–31) (Literature)
Reading Strategies: sequencing
Reading and Listening: a story (sequencing; true/false questions)
Vocabulary: wordbuilding

Language Problem Solving 2 (p. 32): Articles *a/ an/ the* and *No article*

12 Communication Workshops (p. 38–39)
Listening: an interview
Function: opinions (negotiating)
Speaking Strategies: preparing for discussions
Speaking: a discussion about people you admire
Writing: a story for a magazine (time linkers)

Review Modules 3 & 4 (p. 40) **Pronunciation:** /θ/, /ð/, /ʃ/ and /tʃ/

15 Scotland (p. 46–47) (Culture)
Reading: tourist information (true/false questions)
Comparing Cultures: celebrations
Listening: a song: 'Auld Lang Syne' by Robert Burns

Language Problem Solving 3 (p. 48): Adjectives

18 Communication Workshops (p. 54–55)
Writing: short email messages (listing questions)
Listening: party dialogues
Function: requests (negotiating)
Pronunciation: showing surprise, asking for repetition
Speaking: party dialogues

Review Modules 5 & 6 (p. 56) **Pronunciation:** word stress

21 John Steinbeck – The Pearl (p. 62–63) (Literature)
Reading and Listening: a story (sequencing)
Vocabulary: multi-part verbs

Language Problem Solving 4 (p. 64): *all/none, both/neither, another, other, the other, the second*

24 Communication Workshops (p. 70–71)
Vocabulary: adjectives and adverbs
Listening Strategies: identifying factual mistakes
Listening: a radio advert
Writing: an advert (a short writing text) (addition)
Speaking: sales talk

Review Modules 7 & 8 (p. 72) **Pronunciation:** sounds /æ/ and /e/

Language Powerbook

Vocabulary: lifestyle adjectives; multi-part verbs; wordbuilding
Grammar: Present Simple and Present Continuous; time expressions and word order
Function: expressing and describing preferences; describing routines
Skills Corner: Reading - true/false

(p. 3–7)

Vocabulary: homes; furniture/items found in homes; collocation
Grammar: Present Perfect; contrasting the Present Perfect and the Present Simple
Writing: linking: *and, but, because*; punctuation; a personal letter
Skills Corner: Speaking - photo description
Review: Present Simple, Present Continuous and Present Perfect

(p. 8–12)

Vocabulary: describing character; collocation; wordbuilding
Grammar: Past Simple and Past Continuous
Function: expressing agreement and disagreement; expressing opinions
Skills Corner: Writing - note/memo

(p. 13–17)

Vocabulary: jobs; multi-part verbs
Grammar: Present Perfect and Past Simple
Writing: linking: *suddenly, later*; punctuation; an application form
Skills Corner: Listening - multiple choice
Review: Past tenses: *a, the* or *no article*

(p. 18–22)

Exam Zone (p. 23–26): Use of English; Speaking; Reading; Listening and Writing

Vocabulary: celebration; collocation; countries and government
Grammar: modal verbs: *must, mustn't, have to, don't have to, needn't, can, can't*
Function: giving advice
Skill Corner: speaking roleplay (relating events)

(p. 27–31)

Vocabulary: food; compound words; *get + prepositions*
Grammar: comparatives and superlatives; (*not*) *as ... as ...*
Writing: linking: *before, first*; punctuation; describing an event
Skill Corner: Listening - matching
Review: modal verbs; comparatives and superlatives

(p. 32–36)

Vocabulary: money; multi-part verbs; words that mean the same
Grammar: *there is/there are; some, any, no; much, many, a lot of; a little, a few*
Function: shopping and bargaining
Skills Corner: Speaking - photo description

(p. 37–41)

Vocabulary: gadgets and machines; -ed, -ing adjectives
Grammar: predictions: *will* and *going to*
Writing: linking: *also, too, either*; punctuation; an announcement
Skills Corner: reading - multiple choice
Review: determiners; *will* and *going to*

(p. 42–46)

Exam Zone (p. 47–50): Use of English; Speaking; Reading; Listening and Writing

MODULE 9 Communication

Warm-up (p. 73)

Listening: people communicating

Vocabulary: multi-part verbs; communication

25 Mobile Fever (p. 74–75)

Reading: a magazine article (identifying facts and opinions)

Grammar: Zero and First Conditional

26 The Box (p. 76–77)

Vocabulary: TV programmes; opinion adjectives

Reading: a TV guide

Listening: a discussion programme

Function: opinions (negotiating)

Speaking: about TV and radio

MODULE 10 The Web

Warm-up (p. 81)

Vocabulary: the Internet

Reading: a factfile

Speaking: about the Internet

28 Online (p. 82–83)

Vocabulary: sources of information

Reading: a questionnaire

Grammar: Second Conditional

Speaking: about your 'ideal' future

29 Virtual Tourism (p. 84–85)

Reading: a web page (matching topics and paragraphs)

Reading Strategies: matching topics and paragraphs

Vocabulary: common verbs: do, make

Speaking: asking for/finding out information

MODULE 11 The Sea

Warm-up (p. 89)

Listening: sea sounds; description of

leisure activities

Vocabulary: leisure activities; adjectives

31 Round the World (p. 90–91)

Reading: a magazine article

Grammar: Present Perfect (3)

32 Going Overseas (p. 92–93)

Vocabulary: reasons for emigrating; multi-part verbs

Listening Strategies: listening for specific information

Listening: a radio interview; a dialogue

Function: reacting to/making suggestions (negotiating;

obtaining/giving information)

MODULE 12 Mountains

Warm-up (p. 97)

Vocabulary: weather

Listening: a description

Speaking: about the weather

34 Winter Sports (p. 98–99)

Vocabulary: winter sports

Reading: encyclopedia extracts

(matching headings and extracts)

Grammar: the Passive

35 Everest (p. 100–101)

Vocabulary: geography; expressions with

prepositions/adverbs

Reading: a magazine article (true/false questions)

Speaking: asking for/finding out information

MODULE 13 Dance

Warm-up (p. 105)

Vocabulary: dances

Listening: dances; (matching)

Reading: a questionnaire

37 Performance (p. 106–107)

Listening: a radio interview

Grammar: future arrangements and

intentions

Speaking: about going out socially

38 Cool Britannia (p. 108–109)

Vocabulary: clubs

Listening Strategies: multiple-choice questions

Listening: a radio programme (multiple-choice questions)

Pronunciation: unstressed words

Function: asking for/giving/refusing permission; talking

about permission

MODULE 14 Music

Warm-up (p. 113)

Vocabulary: musical instruments;

musical styles

Listening: musical extracts

Speaking: about music

40 In Concert (p. 114–115)

Vocabulary: concerts

Reading: a concert review (matching

titles and paragraphs)

Grammar: question tags

Pronunciation: intonation

41 Rap (p. 116–117)

Vocabulary: urban problems; compound words

Reading Strategies: completing gapped texts

Reading: a magazine article (completing texts with

sentence gaps)

Speaking: talking about music

MODULE 15 Pictures

Warm-up (p. 121)

Vocabulary: paintings

Listening: descriptions of paintings

(matching reasons and preferences)

Speaking: about paintings

43 A Street Scene (p. 122–123)

Reading: a museum brochure

Grammar: relative clauses

Speaking: about art

44 Photography (p. 124–125)

Vocabulary: photography; multi-part verbs

Listening: a radio interview, (multiple-choice questions)

Function: describing scenes

Pronunciation: stress for new information

Speaking Strategies: talking about photos

Speaking: about photos

MODULE 16 Buildings

Warm-up (p. 129)

Vocabulary: buildings and materials

Listening: descriptions of buildings

Speaking: describing buildings

46 Shelters (p. 130–131)

Vocabulary: survival

Reading: a report

Grammar: reported requests and orders

Speaking: reporting events

47 Dream Houses (p. 132–133)

Vocabulary: houses; American and British words; position

Reading: book extract: 'The House on Mango Street' by

Sandra Cisneros

Reading Strategies: self-assessment

Speaking: asking for/finding out information

Communication Workshops, Culture/Literature focus

27 Radio Days (p. 78–79)

Reading: a magazine article (Culture)

Comparing Cultures: radio listening habits

Listening: a song: 'Radio Ga Ga' by Queen

Language Problem Solving 5 (p. 80): Adverbs

30 Communication Workshops (p. 86–87)

Writing: an internet page (addition)

Listening: phone calls (true/false questions)

Function: telephoning

Speaking Strategies: telephoning

Speaking: making phone calls and taking messages

Review Modules 9 & 10 (p. 88) Pronunciation: the sound /r/

33 Edgar Allen Poe – The Maelstrom

(p. 94–95) (Literature)

Reading and Listening: a story (sequencing)

Vocabulary: wordbuilding

Language Problem Solving 6 (p. 96): Present Perfect, Present Simple and Past Simple

36 Communication Workshops (p. 102–103)

Writing: a formal letter of enquiry (listing)

Reading: brochure extracts

Listening: a dialogue (true/false questions)

Function: requests (obtaining/giving information)

Speaking: a roleplay

Review Modules 11 & 12 (p. 104)

Pronunciation: sounds /a:/, /ɔ:/ and /ɜ:/

39 Ireland (p. 110–111) (Culture)

Reading: a magazine article (matching titles and paragraphs; true/false questions)

Vocabulary: multi-part verbs

Comparing Cultures: music and dance

Listening: a song: 'Don't Say You Love Me' by The Cons

Language Problem Solving 7 (p. 112): Time clauses

42 Communication Workshops (p. 118–119)

Writing: a letter to a magazine (contrast linkers)

Listening: a class presentation

Function: a class presentation

Speaking Strategies: giving a class presentation

Speaking: a class presentation

Review Modules 13 & 14 (p. 120) Pronunciation: sounds /d/ and /t/

45 Oscar Wilde – The Picture of Dorian Gray

(p. 126–127) (Literature)

Reading and Listening: a story (true/false questions; multiple-choice questions)

Vocabulary: multi-part verbs

Language Problem Solving 8 (p. 128): Prepositions

48 Communication Workshops (p. 134–135)

Listening: a tour guide

Writing: describing a house (linking so that)

Reading: museum brochure extracts

Speaking: a discussion based on photos

Speaking Strategies: expressing yourself fluently

Review Modules 15 & 16 (p. 136) Pronunciation: sounds /ɪ/ and /i:/

Language Powerbook

Vocabulary: communication; multi-part verbs; wordbuilding

Grammar: subject/object/possessive pronouns; possessive adjectives; Zero and First Conditional

Function: showing agreement/disagreement; giving an example

Skills Corner: Reading - matching

(p. 51–55)

Vocabulary: the web; collocations with *make* and *do*

Grammar: First and Second Conditional

Writing: linking: *as well as*, *also*, *too*; punctuation; describing a city

Skills Corner: Writing (formal letter)

Review: Zero, First and Second Conditional; adverbs

(p. 56–60)

Vocabulary: water activities; adjectives; wordbuilding

Grammar: *too*+adjective; *not*+adjective+*enough*; Present Perfect (with *for* and *since*); Present Perfect and Present Simple

Function: making suggestions

Skills Corner: Reading - matching

(p. 61–65)

Vocabulary: weather; multi-part words; wordbuilding; mountains

Grammar: The Passive

Writing: linking with time words; punctuation; editing a letter

Skills Corner: Writing - short text (Email)

Review: Present Perfect, Past Simple and Present Simple; the Passive

(p. 66–70)

Exam Zone (p. 71–74): Use of English; Speaking; Reading; Listening and writing

Vocabulary: dances; adverbs; compound words; music

Grammar: question words; Present Continuous for personal arrangements; *be* + *going to* for intentions; Present Simple for fixed arrangements

Function: asking for, giving and refusing permission

Skills Corner: Speaking - photo description

(p. 75–79)

Vocabulary: musical instruments and styles; compound words

Grammar: question tags

Writing: linking words: *although*, *however*, *but*; punctuation: commas; correct spellings; an email

Skills Corner: Reading - matching

Review: Present Simple and *be* + *going to*; question tags

(p. 80–84)

Vocabulary: painting; multi-part verbs; words that mean the same; opposites

Grammar: relative clauses; relative pronouns: *who*, *that*, *which*, *where*, *whose*

Function: describing scenes and pictures

Skills Corner: Listening - true/false

(p. 85–89)

Vocabulary: architecture; things found in homes; American English

Grammar: reported requests and orders

Writing: linking: reason and result; punctuation; spelling; an email

Skills Corner: Speaking - roleplay

Review: relative pronouns; prepositions; reported statements

(p. 90–94)

Exam Zone (p. 95–98): Use of English; Speaking; Reading; Listening and writing

Progress Tests (p. 99–106)

Wordbank (p. 107–114)

Mini Grammar (p. 115–128)

Learning to Learn

A Starting Off

1 Read the questionnaire and think about your answers.

What kind of learner are you?

1 How do you like learning in class?

- a Working alone.
- b Working with a partner.
- c Working in groups.



2 Do you feel nervous when you speak English in class?

- a No, I am always relaxed.
- b Sometimes, when I speak in front of the whole class.
- c Yes, I always feel nervous.



3 What helps you to remember words and phrases?

- a When I see them.
- b When I hear them.
- c When I see pictures of them.



4 How often do you think about grammar?

- a Only when I do grammar exercises.
- b When I am reading or writing.
- c Sometimes when I am speaking.



2 Work in pairs. Tell your partner about yourself.

Example *I like working in groups. And you?*

3 Match the module titles with the topics.

Example 1-c

Look through the book. Which module interests you most?

4 Look through the book again. Match the features (1-5) with the descriptions (a-e).

- 1 Language Problem Solving
- 2 Review
- 3 Writing Help
- 4 Grammar Summary
- 5 Mini-dictionary

- a a guide for writing tasks
- b a short grammar reference
- c a dictionary with important words from the lessons
- d a focus on difficult grammar areas
- e revision of language from two modules

5 In pairs, test your partner about this book.

Example *Who is in the photos on page 34?*

- | | |
|------------------------|--|
| 1 <i>Lifestyle</i> | a (films and stories, real heroes) |
| 2 <i>Home</i> | b (restaurants, food trends) |
| 3 <i>Pet</i> | c (lifestyles, pets, life in the UK) |
| 4 <i>Challenge</i> | d (mobile phones, TV, radio) |
| 5 <i>Celebration</i> | e (dancing, nightclubs) |
| 6 <i>Food</i> | f (houses, housework, life in space) |
| 7 <i>Money</i> | g (jobs, sports, disabilities) |
| 8 <i>Gadgets</i> | h (architecture, survival, dream houses) |
| 9 <i>Communication</i> | i (machines, inventions, adverts) |
| 10 <i>The Web</i> | j (weddings, parties, festivals) |
| 11 <i>The Sea</i> | k (winter sports, Everest, holidays) |
| 12 <i>Mountain</i> | l (paintings, photography) |
| 13 <i>Dance</i> | m (surfing the Internet) |
| 14 <i>Music</i> | n (millionaires, banks and shops) |
| 15 <i>Picture</i> | o (sailing, emigration) |
| 16 <i>Buildings</i> | p (styles, concerts, rap) |

B Words

1 Read the Strategies.

Reading Strategies: Using the Mini-dictionary

- Try to *guess* the meaning of new words first.
- Don't look up all the new words – only those you need to answer the questions.
- Before you look up a word, decide if it is a noun, a verb, an adjective, etc. Look for that part of speech in the dictionary.
- If there is more than one definition, use the context to help you decide.
- Finally, check that the definition fits with the use of the word in the text.

2 Read the text. List new words that:

- 1 you didn't have to understand to answer the questions
- 2 you guessed the meaning of correctly
- 3 you had to look up in your Mini-dictionary.

Then match the underlined words in the text with these definitions.

like preposition

- a in a similar way to something or someone
- b for example

like verb

- c to find someone or something pleasant

3 Now answer these questions about the text.

- 1 Give two examples of animals that can communicate with each other.
- 2 Why are humans different?
- 3 How do chimpanzees use language?
- 4 When did language begin?
- 5 How many languages are there in the world?

4 Write down new words from these two pages (in your vocabulary book or on cards). Include this information:

spelling

hunt

part of speech

verb

definition

to catch and kill animals

example

They hunted animals for food.

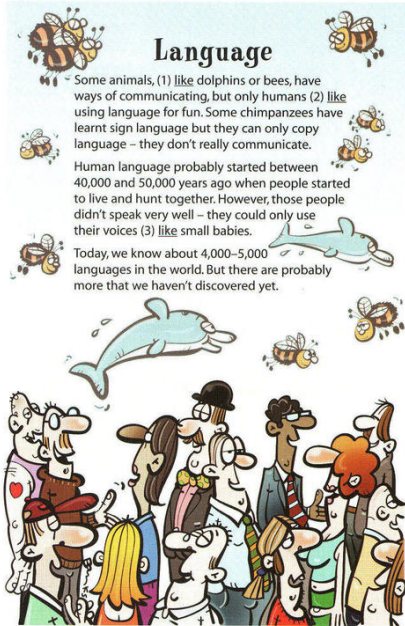
Remember to use the Mini-dictionary in every English lesson.

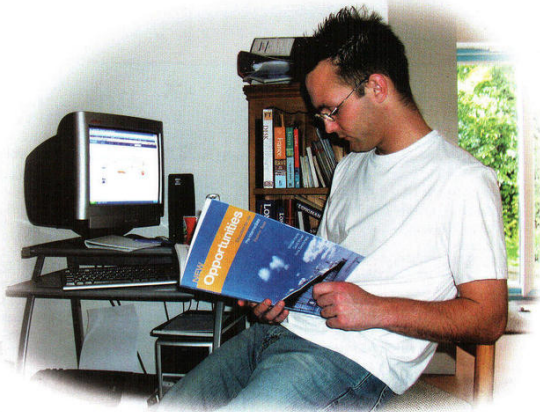
Language

Some animals, (1) like dolphins or bees, have ways of communicating, but only humans (2) like using language for fun. Some chimpanzees have learnt sign language but they can only copy language – they don't really communicate.

Human language probably started between 40,000 and 50,000 years ago when people started to live and hunt together. However, those people didn't speak very well – they could only use their voices (3) like small babies.

Today, we know about 4,000–5,000 languages in the world. But there are probably more that we haven't discovered yet.





C Grammar

1 Complete the sentences with these words.

are, are learning, can, I, important, use, went

- I _____ a dictionary when I read English texts.
- I _____ to London last year.
- Vocabulary books _____ very useful.
- We _____ English at the moment.
- _____ always write down _____ new words.
- My father _____ speak English quite well.

2 Match the grammar words in the box with the words in Exercise 1.

adjective, modal verb, Past Simple, personal pronoun, Present Continuous, Present Simple, the verb to be

3 How well can you use the grammar in the box above? Use the box to give your answers.

Example adjectives – ** (*I can use them, but I sometimes make mistakes.*)

*** I can always use this structure with no mistakes.

** I can use it but I sometimes make mistakes.

* I can't use it very well.

4 Look at these ways of organising grammar notes. Choose a grammar area from Exercise 2 and organise your own notes.

1 Tables

Present Simple:

I/You/We/They	live	in a small flat.
He/She (It)	lives	

2 Lists

Irregular verbs: (infinitive/past)
see/saw
give/gave

3 Timelines



4 Examples with translations

I cannot understand German.
Non Capisco il tedesco.

I can understand English.
Capisco l'inglese.

1 Lifestyles

In this module you will...

- read a magazine interview and an article
- listen to a TV programme and a song
- describe and talk about photos and lifestyles; practise expressing preferences
- read magazine articles
- learn more about present tenses and -ing forms.

Warm-up

1 Look at the photos. What kind of lifestyle (occupation, free-time activities, etc.) do you think Kelly and Matt have? Use the Key Words and the Mini-dictionary to help you.

Example I think Matt's life is very busy.

KEY WORDS: Adjectives

active, boring, busy, creative, dangerous, energetic, exciting, interesting, peaceful, relaxing, stressful, tiring

2 Listen to Kelly and Matt. Copy and complete the table with these words.

ambulance driver, Australia, climbing, collecting tickets, diving, jogging, London, going to football matches, playing chess, surfing the Net, university student, watching TV

	From	Occupation	Free time
Kelly			climbing
Matt			

Were your guesses in Exercise 1 correct?

3 Work in pairs. Use the Key Words to talk about Kelly and Matt's lifestyles.

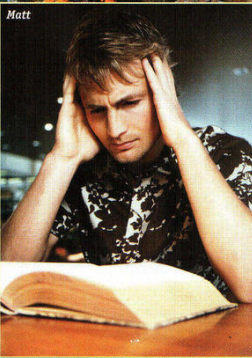
Example

- A Kelly's lifestyle is dangerous because ...
B Yes, but it's very ...

4 Imagine the lifestyle of your dreams. Write five sentences about it.

Example I'm a rock guitarist. I have a very exciting lifestyle. I travel all over the world.

5 Work in pairs. Ask your partner about his/her dream lifestyle.





1 Alternatives

Before you start

1 What kinds of things do you do every day? Use the Key Words and the Mini-dictionary to help you.

KEY WORDS: Routines (1)

buy food, do the housework, get up early, go to bed late, go to school/work, have breakfast, have a shower, play music, travel by bus/car, visit my friends, wash my hair, watch TV, phone/text my friends

2 Read the interview with the eco-protester. Answer these questions. Give reasons.

- 1 Do you agree with the eco-protest?
- 2 Would you like to live in the eco-camp?
- 3 How is your life different from the life of the eco-protesters?

Presentation

3 Complete the sentences about the eco-protesters, using the Present Simple and the Present Continuous. Use the Grammar Summary, page 142 to help you.

PRESENT SIMPLE

- 1 Danny _____ to a protest group.
- 2 They _____ a big meal in the evenings.
- 3 '_____ Danny **eat** meat?' 'No, he _____.'
- 4 '_____ they **like** living in the camp?' 'Yes, they _____.'
- 5 Danny _____ go to bed late.
- 6 They _____ watch TV!

PRESENT CONTINUOUS

- 7 Danny _____ building a treehouse.
- 8 They _____ sitting around a fire.
- 9 '_____ it **getting** cold at night?' 'Yes, it _____.'
- 10 '_____ they **getting** ready for summer?' 'No, they _____.'
- 11 Danny _____ asking questions.
- 12 They _____ building boats.

4 List three things that the protesters do every day and three things they don't do. What tense does Danny use to talk about them?

5 Match the sentences (1, 2) to the rules (a, b). Find more examples in the text for each use.

- 1 We sleep in the treehouses.
- 2 We like it because we're close to nature.

The Present Simple describes:

- a an activity we do regularly (e.g. every day)
- a present state, a feeling or an opinion.



Life In The Trees

I'm in the eco-protesters' camp in Burnham Wood. It's starting to rain. Most of the protesters aren't working; they're sitting around a wood fire. Danny, the leader of the protest, is cutting some wood but he agrees to answer some questions.

What are you doing here in the wood?

Well, we're not on holiday! We belong to a protest group and this is the camp's second year. The council want to build luxury houses here and we're trying to stop them. This wood is a thousand years old and it has important wildlife.

Do you like life in the camp?

- 15 It's not easy. But we like it because we're close to nature. We get up early and we're always busy. We do the 'housework' and different jobs in the camp. We sleep in the treehouses.

Are you getting ready for the winter?

Yes, at the moment I'm building a new treehouse. It's getting cold at night up in the trees and I hate that!

6 Find sentences 1 and 2 below in the text. What tense is used? Which meaning, a or b, is correct?

- 1 He is cutting some wood.
 - a He has an axe in his hand right now.
 - b He cuts wood a lot.
- 2 At the moment, I'm building a new treehouse.
 - a I'm busy with the treehouse right now, while we're talking.
 - b I'm busy with the treehouse most days this month.

What do you do when you're not working?

In the evenings, we have our big meal. We don't watch TV, of course. We prefer playing music and talking anyway. We don't go to bed late.

What do you eat?

We're vegetarians – we don't eat fish or meat. Every day, someone goes to get fruit and vegetables from outside the supermarkets in the town. At the end of the day, they throw away perfectly good food. It doesn't look very nice but it tastes fine!

Do you ever leave the camp?

I don't go out often. Occasionally, I go to a friend's house in the town and have a hot shower and wash my hair. I love that!

What do the local people think?

Most of them agree with us and they bring us food and clothes. They want to keep this wood, too!



7 Match the sentences (1,2) in Exercise 6 with the rules (a,b) below.

The Present Continuous describes:

- a an activity happening now, at the time of speaking
- b an activity happening for a limited period of time but not necessarily now.

Practice

8 Look at the pairs of sentences below. Decide which of the two people (in brackets) could say each of the sentences (a or b).

- 1 a 'I don't watch TV.' b 'I'm not watching TV.'
(a student busy with homework/Danny the eco-protester)
- 2 a 'I'm working at a restaurant.' b 'I work at a restaurant.'
(a waiter/a student on a holiday job)
- 3 a 'I travel a lot.' b 'I'm travelling a lot.'
(a student on a gap year/an airline pilot)

9 Complete the dialogue. Put the verbs in brackets into the Present Continuous or the Present Simple.

Sue Could you turn the TV down? I ¹ _____ (try) to read my book.

Tom OK. What ² _____ (you read)?

Sue It's about a journalist. She ³ _____ (work) for the BBC. I'm at the part in the book where she ⁴ _____ (interview) people about The Mafia.

Tom That's interesting. Who ⁵ _____ (she interview)?

Sue She ⁶ _____ (talk) to a man who has got lots of information about Mafia families. She ⁷ _____ (not like) him very much but ...

Tom Sorry, can you smell anything? ⁸ _____ (something burn)?

Sue No, it's just the neighbours. They ⁹ _____ (often have) a barbecue at the weekend ... Oh, no! I ¹⁰ _____ (cook) sausages for supper! They ¹¹ _____ (burn)!

10 Use the cues in brackets to write one sentence in the Present Simple and one in the Present Continuous.

Example 1 Mark repairs cars. He's taking dancing lessons.

- 1 Mark is a mechanic. (repair cars/take dancing lessons)
- 2 Mary is a businesswoman. (have a meeting in Rome/work in Paris)
- 3 Natalie is an athlete. (run regularly/train for the Olympics)
- 4 Peter is a postman. (deliver letters/have lunch)

11 Which of these time expressions do we usually use with the Present Simple and which with the Present Continuous?

at the moment, every morning, never, now, occasionally, often, once a week, rarely, sometimes, this week, usually

12 Personalisation Write five sentences to describe how close you are to nature. Use the time expressions above and the Key Words.

KEY WORDS: Lifestyle

eat fruit and vegetables, eat meat, eat organic food, go for walks, grow plants, have a pet, recycle paper/glass/metal, spend time in the countryside, use a car, walk or cycle to school, watch TV

Now work in pairs. Take turns to ask and answer questions.

Example A How often do you go for walks in the park?

B I go every weekend.

A Do you recycle glass?

2 It's A Dog's Life!



A Rover, a sheepdog, at work



B Bob and Tina, two poodles, with their owner, Barbara

Before you start

1 Answer these questions.

- 1 Have you got a dog? If not, would you like one?
- 2 Which of the dogs in the photos would you prefer? Why?

2 Your Culture How popular are dogs in your country? What other pets are common?

3 What kinds of things do you do at least once a week? Use the Key Words and the Mini-dictionary to help you.

KEY WORDS: Routines (2)

do a lot of work/exercise/a project
go for a walk/(somewhere) in a car/swimming/to cafés
have a haircut/chocolates/a meal in a restaurant
spend all day outside/time alone or with friends

Listening

4 Read the Strategies.

LISTENING STRATEGIES: Prediction

- Before you listen, read the questions. Try to guess the answers.
- Use the pictures and your general knowledge to help you. (e.g. *Sheepdogs aren't usually pets, they usually work outside.*)

Use the Strategies. Which of the things in Exercise 3 do you think the dogs in the photos do regularly?

Example *I don't think Bob and Tina do a lot of exercise. I think Rover spends all day outside.*

5 Listen to two interviews from a TV programme and check your predictions.



6 Listen again. Copy and complete the table.

	Bob and Tina	Rover
Where do they sleep?		
What do they eat?		
What exercise do they do?		

7 Complete the Function File with these words.

can't stand, don't like, enjoy, hate, likes, loves, prefers, quite likes,

FUNCTION FILE

Preferences

They ¹ going there.
He ² going in the car.



They ³ spending time on their own.



Bob ⁴ chicken.

Tina ⁵ roast beef.



My dogs really ⁶ swimming.

He ⁷ playing with one of them.

He ⁸ working with me.



Now listen and check your answers.

8 Game Use the words from Exercise 7 to write eight sentences about you. Write each sentence on a different piece of paper.

Example *I love going to parties.*

Now work in groups. Mix up the pieces of paper. Take turns to read one sentence. The others guess who wrote it.

9 Listen to Rover's owner again. Which of these words and sounds does he use to give himself time to think?

er, right, um, well, you know, you see

10 Pronunciation Listen and repeat the expressions.

Speaking

11 Read the Strategies.

SPEAKING STRATEGIES: Describing and talking about photos

- Look at the photo. Think about the situation, the people, where they are and what they are doing.
- If you don't know a word, think of another way to say it, e.g. *This person works with sick animals* (= a vet).
- Use words and sounds that give you time to think (see Exercise 9).
- Don't worry if you repeat words or phrases, e.g. *He loves working ... working with me.*

12 Work in pairs. Use the Strategies and take turns to describe photos A and B. Then ask and answer the questions below.

Photo A

- What animals work with people?
- Is it cruel to train animals to do work? Why or why not?
- Would you like to work with animals? Why or why not?

Photo B

- Do some people spoil their pets? How?
- Have you got a pet? Tell your partner about it.
- If not, would you like a pet? Why or why not?

Vocabulary: Multi-part Verbs (1)

13 Look at these sentences from the interviews.

Underline the multi-part verbs and try to guess their meaning. Use the Mini-dictionary to help you.

- When they get up, I give them breakfast.
- What do they get up to during the day?
- When we get back home, I always have a cup of tea.
- Rover gets on with the cats.

14 Now replace the words in *italics* with the multi-part verbs in Exercise 13.

- I do my homework when I *return* from school.
- I'm *friendly* with my neighbour - we have a lot in common.
- I *get out of bed* late at weekends.
- What do you *do* when you're out with your friends?

QUOTE ... UNQUOTE

To his dog, every man is Napoleon; that's why dogs are so popular.

Aldous Huxley, British Novelist (1894-1963)



3 British Lifestyles

Before you start

1 Match the percentages with the Key Words.

75%, 80%, 32%, 66%, 53%, 33%, 50%,
26%, 39%, 25%

KEY WORDS: Fractions

a third, a half, a quarter, two-thirds,
three-quarters, four-fifths
about a quarter, just under two-fifths,
nearly a third, (a little) over half

2 Which of these statistics about the UK do you think are true?

- 1 On average, women live ten years longer than men.
- 2 75 per cent of men between 55 and 64 are overweight.
- 3 Over two-thirds of women go to work.
- 4 Nearly a third of the population live on their own.
- 5 Over three-quarters of the population get up before 8 a.m. during the week.

Reading

3 Read the article and check your guesses to Exercise 2.

4 Read the article again. Answer these questions.

- 1 Why are people living longer?
- 2 What job area is growing fast?
- 3 Why are young people staying with their parents longer?
- 4 Why do some people think the UK is a nation of 'couch potatoes'?

5 Did any information about the UK surprise you?

The first official UK census was in 1801. Now, over 200 years later, we take a look at...

THE CHANGING FACE OF THE UK

Let's start with some good news – people live longer nowadays. The bad news for the government is that it has to pay out more in pensions. On average, people live for 78 years (75 for men and 80 for women) – in 1911 it was only 52! Is it because we have a healthy lifestyle? Maybe. More people see smoking as a health hazard; only a quarter of the population smokes compared to half 30 years ago. People eat more fruit and less fat but about three-quarters of men and two-thirds of women between 55 and 64 are seriously overweight.

More people work than ever before – 79% of men and 69% of women have jobs. And people earn three times more in real terms than 50 years ago – but the difference between rich and poor people is bigger. The most important growth area for jobs is in computers. Young people certainly see qualifications as 25 important to get a good job. The percentage of 16–18 year-olds in education went up from 35% to 55% in the 1990s. And did you know, the British work the longest hours per week in Europe? That's an average of 45.7 hours for men and 40.7 hours for women.

Traditional family and home life is changing. In fact, nearly a third of the population lives alone and there are fewer marriages nowadays. Each year, almost a quarter of a million babies are born in England and Wales to parents who are not married to each other – that's 40% of the total. Women are having children later and 29 is now the average age for having a baby. Young people are staying with their parents longer than before, mainly because it is expensive to get a place 15 to live.

The proverb 'Early to bed, early to rise' seems a good description of the British lifestyle. On weekdays, most people get up before 8 a.m. (77%) 20 and go to bed before midnight (81%). Main meal times are from 8 a.m. to 9 a.m. (breakfast), at 1 p.m. (lunch) and between 5 p.m. and 9 p.m. (dinner).

What do people do in the evenings? Are the Brits a nation of couch potatoes? On average, they watch TV for 25 hours a week. Children and teenagers watch less TV than 25–44 year-olds, but spend five times longer on computers, mainly playing computer games. The biggest 30 Internet users are the 16–24 year-olds – on average, they are online for four minutes a day.



Vocabulary: 'Good Friends' and 'False Friends'

6 'Good Friends' are words which look similar in English and your language and mean the same. 'False Friends' are words which look similar but have a different meaning. Find words in the text that are similar in your language. Are they 'good' or 'false' friends?

Example official – good friend



Comparing Cultures

Compare the lifestyle in the UK with the lifestyle in your country or another English-speaking country.

- Decide what information you want to find out (e.g. eating habits, car owners, life expectancy, etc.).
- Look for the information in books and on the Internet and make notes.

Weblinks:

the USA: www.fedstats.gov

Australia: www.abs.gov.au

Canada: www.statcan.ca

Use your notes for a group discussion.

- Work in groups. Tell the others what you have found out.
- What are the main differences in lifestyles?

Song The Streets of London

Before you start

1 Read the background information. Has folk music changed in your country?

Ralph McTell



BACKGROUND: FOLK MUSIC

Traditional British folk songs were about life in the country or at sea. With the Industrial Revolution, communities changed and folk music changed, too. Many modern folk songs are about the lives of working people in cities. *The Streets of London*, by Ralph McTell, is about old people in London.

Listening

2 Listen to the song. Put the verses in the correct order.

- A** Have you seen the old girl who walks the streets of London
Dirt in her hair and her clothes in rags?
She's no time for talking, she just keeps right on walking
Carrying her home in two carrier bags.
- B** In the all-night café at a quarter past eleven
Same old man sitting there on his own
Looking at the world over the rim of his teacup
Each tea lasts an hour and he goes home alone.
- C** Have you seen the old man in the closed-down market
Kicking up the paper with his worn-out shoes?
In his eyes you see no pride, and held loosely by his side,
Yesterday's paper telling yesterday's news.
- D** Have you seen the old man outside the seaman's mission
Memory fading like the ribbons that he wears?
In our winter city, the rain cries a little pity
For one more forgotten hero in a world that doesn't care.
- E** How can you tell me you're lonely
And say, for you, that the sun don't shine?
Let me take you by the hand
And lead you through the streets of London
I'll show you something to make you change your mind.



3 Work in groups. Discuss these questions about the song.

- Who do you think the singer is 'talking' to?
- How do you know that the first old man is poor?
- How do you know that he is lonely?
- How do you know that the old woman is homeless?
- Why do you think the second old man wears 'ribbons'?

Language Problem Solving 1

-ing forms ⇨ Grammar Summary, page 142

1 Match the sentences (1-8) with the rules (a-d) below.

- 1 Working with animals is very relaxing.
- 2 I'm not afraid of **meeting** dangerous animals.
- 3 I love **being** so close to nature.
- 4 I'm **trying** to grow vegetables in my garden.
- 5 I often go **cycling** because the countryside is beautiful here.
- 6 A friend from the city is **staying** with me for a week to have some rest.
- 7 I'm good at **finding** mushrooms in the forest.
- 8 When I was young, I didn't enjoy **getting up** so early.

- a -ing form after a preposition
 b -ing form after a verb
 c -ing form as a subject of the sentence
 d -ing form as part of a tense form

2 Translate sentences 1-4 above. What are the differences between your language and English?

3 Use the cues to write sentences.

Example 1 *Sailing is good fun.*

- 1 sail/good fun
- 2 climb mountains/dangerous
- 3 play outdoor games/healthy
- 4 sunbathe/a long time/dangerous
- 5 do exams/stressful
- 6 jet-ski/noisy and expensive
- 7 meet friends/enjoyable
- 8 swim in the sea/in the UK/not always enjoyable
- 9 watch TV/popular

4 Complete the sentences (1-9) using the correct prepositions and -ing forms. Use the table below to help you.

ADJECTIVES WITH PREPOSITIONS + -ing

→ afraid of	necessary for
→ bored with	responsible for
different from	tired of
good/bad at	useful for/in
interested in	

Example 1 Many people are afraid of flying.

- 1 Many people are afraid ...
- 2 Computers are useful ...
- 3 My brother is bad ...
- 4 Children get bored ...
- 5 Dogs are good ...
- 6 I'm tired ...
- 7 A lot of teenagers are interested ...
- 8 Who's responsible ...
- 9 Gloves are necessary ...

5 Complete the dialogue at a campsite with the -ing form of these verbs.

be, cook, do, go out, live, meet, put, sleep, spend, use

- A What's the best place for the tent?
 B Well, **avoid** ¹ *putting* it near the river; it's very wet down there.
 A OK. I **love** ² _____ in the countryside, don't you?
 B Yeah, but I **miss** ³ _____ with my friends. Do you **mind** ⁴ _____ the cooking?
 A No, I quite **enjoy** ⁵ _____ on a camp fire.
 B I **prefer** ⁶ _____ a microwave – it's much easier.
 A Oh, where's your sense of adventure? I bet you can't **imagine** ⁷ _____ without a TV. And I bet you **hate** ⁸ _____ a week without your mobile phone.
 B That's true. I quite **like** ⁹ _____ new people – but I **can't stand** ¹⁰ _____ on the ground!

6 Work in groups. Take turns to say sentences about each topic using the verbs and an -ing form. How many sentences can you make?

VERBS AND EXPRESSIONS + -ing

avoid, can't stand, enjoy, hate, imagine, like, love, not mind, miss, prefer

- sport • television • music • fashion • school
- cinema • fishing

Examples sport

I don't like playing sport. My brother doesn't mind it. We both prefer watching it.

2 Homes

In this module you will...

- read a magazine article and a letter
- listen to a radio programme and a survey
- talk about homes, routines and do a survey
- write a personal letter
- learn about the Present Perfect

Warm-up

1 What homes can you see in the photos? Use the Key Words and the Mini-dictionary to help you.

KEY WORDS: Homes (1)

bungalow, cottage, detached house, flat, semi-detached house, terraced house

2 Match the adverts (1-3) with the homes (A-C) and complete the adverts. Which home would you like to live in? Tell the class.

3 Look at the Key Words and write them next to the rooms (1-4) where you usually find them.

KEY WORDS: Homes (2)

armchair, bedside table, cooker, dishwasher, fridge, microwave, shower, sink, sofa, toilet, wardrobe, washbasin, washing machine

- 1 living room: *armchair ...*
- 2 kitchen: ...
- 3 bedroom: ...
- 4 bathroom: ...

Think of your home and add more words to the lists.
Use the Mini-dictionary to help you.

4 Work in pairs. Tell your partner about your home. Include three false things.

Example *My flat is on the sixth floor. We've got three bedrooms. In the living room, there's a big table and six chairs...*

Guess the false things about your partner's home.





4 His Or Hers?

Before you start

1 What jobs do you do at home? Use the Key Words and the Mini-dictionary to help you.

KEY WORDS: Housework

clear the table, do the cleaning, do the cooking, do DIY, do the gardening, do the ironing, do the shopping, do the vacuuming, do the washing, do the washing-up, lay the table, look after the children, look after the pets, make the beds, tidy my room

2 Listen to a radio programme and complete the table with the results from a UK national survey.

Job	National survey	
	women	men
cooking and washing-up		
cleaning and tidying up		
gardening/looking after pets		
DIY and repairs		
looking after children		
washing and ironing		

3 Your Culture What do you think the times are for men and women in your country?



4 Who is speaking in the family dialogues (1-4)?

- a the parents c a parent and the children
b a child and a parent d a brother and a sister

- 1 A Why is the dog looking at me like that? Has he had his walk today?
B Well, I haven't taken him out. I think Mum and Dad have.
A And his bowl's empty. Have you fed him?
B Of course I have. He's eaten all his food!
- 2 A Look at those dirty dishes. You haven't done the washing-up!
B No, but we've cleared the table and tidied the dining room.
A Mmm, it looks very tidy.
- 3 A Her room's a real mess. And she hasn't made her bed.
B But, Mum, she hasn't had time to tidy it.
A True, and she looks tired these days.
B Yes – she's had three exams this week.
- 4 A That's a lovely smell, John. What have you made for dinner?
B I've made your favourite – mushroom soup.

Presentation

5 Look at the examples of the Present Perfect in the table. Complete the gaps with these words from the dialogues in Exercise 4.

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

PRESENT PERFECT

Affirmative

I/You/We/They 1 _____
cleared the table.
He/She/It 2 _____ eaten it.

Negative

I/You/We/They 3 _____
done the washing-up.
He/She/It 4 _____ made her bed.

Yes/No questions

5 _____ I/you/we/they
fed him?

Short answers

Yes, I/you/we/they 6 _____
No, I/you/we/they haven't.

7 _____ he/she/it had
his walk today?

Yes, he/she/it has.
No, he/she/it hasn't.

Wh- questions

What 8 _____ you made for dinner?
What has he made for dinner?

6 Which 3rd forms of the verbs in the table are regular (-ed) and which are irregular?

Find more 3rd forms of verbs in the dialogues in Exercise 4. What are their infinitives?

7 Look at the dialogues in Exercise 4 again. Give a reason in the Present Perfect for each situation in the table.

Situation	Reason
The dog's looking at her. The dog's bowl is empty. The dishes are dirty. The dining room looks tidy. Her room's a real mess. She looks tired. There's a lovely smell.	<i>He hasn't had his walk.</i>

8 Are the situations in the table about the present or the past? Do the reasons describe actions in the present or the past?

Choose the correct words in *italics* to complete the rule for the Present Perfect.

We use the Present Perfect to talk about actions that are *happening now/happened in the past* when we want to show that they have results in the *past/present* situation.

⇒ Grammar Summary 2, page 142

Practice

9 What are the infinitives of these irregular 3rd forms?

been, broken, built, come, done, drunk, eaten, fed, gone, had, left, lost, made, met, put, seen, spent, taken, won

10 Pronunciation Listen and repeat the 3rd forms in Exercise 9.

11 Use the cues to complete the mini-dialogues with the Present Perfect.

- Brother** Dad is angry.
Sister Yes, he _____ (lose his mobile).
- Son** Why are you so happy?
Father I _____ (repair the car at last).
- Sister** My new Gameboy doesn't work.
Brother _____ (you put the batteries in)?
- Brother** Where is my calculator?
Sister Don't ask me. I _____ (not see it).
- Son** There's a horrible smell in the kitchen.
Mother Well, you _____ (not put the rubbish out).



Home

12 Complete the interview with an inventor in his house. Put the verbs in brackets in the Present Perfect.

- A** Right, let's look at some of my inventions.
B Oh, ¹ _____ (you invent) a lot of things?
A Yes, I have. My favourite is this domestic robot. That noise means that it ² _____ (start) cleaning.
B Can we go on a tour of the house?
A Of course. As you can see, I ³ _____ (not do) anything but the lights ⁴ _____ (come on) automatically.
B Oh, that's brilliant.
A BBC 1. [*This is the BBC news ...*]
B Who ⁵ _____ (turn on) the TV?
A I have. It works by voice control. Watch ... Channel 4. [*And now the football results ...*] I ⁶ _____ (now switch over) to another channel.
B Incredible.
A The windows ⁷ _____ (close) because it's getting cold.
B What's that noise?
A That's my wife. She ⁸ _____ (just come) in through the automatic front door. She ⁹ _____ (be) shopping. Would you like to meet her?

🔊 Listen and check your answers.

13 Work in pairs. Student A: Say how you're feeling. Student B: Find out the reason. Use the Key Words to help you and add some of your own.

Example

- A** I'm really happy!
B Why? Have you passed your exams?
A No, I haven't.
B Have you met someone interesting?
A Yes, I have.

KEY WORDS

Feelings: angry, annoyed, excited, happy, pleased, sad, tired, worried

Reasons: break the video, buy new clothes, fail my driving test/exams, get a phone call/text from a friend, have an argument with a friend, lose my mobile phone, lose a tennis game, meet someone interesting, pass my exams, sleep badly, watch a good film, win a camera

5 Life On Alpha

Before you start

1 Read the Strategies.

READING STRATEGIES: Prediction

- Before you read a text, look at the pictures with it.
- Read the title and first two or three lines of the text.
- Try to guess what the text is going to be about.

Use the Strategies. What do you think the article is about?

- a life in the future c life on a space station
b life on the moon d life on other planets

Reading

2 Read the article and check your prediction.



A Home In Space

Is there a bright new star in the night sky? It's easy to make that mistake. It is not a star, it is Alpha, the International Space Station. Alpha orbits 386 kilometres above our planet and is home for the men and women who work on it. Angela Downing answers readers' questions about this new home in the sky.

A Alpha is the size of three big houses. It has got a living area with sleeping compartments, a toilet and a kitchen with a fridge and an oven. There isn't a TV and the astronauts can't make phone calls but the space station has got a radio. The astronauts use this to talk to their friends and families on Earth. Alpha has also got scientific laboratories and fifty-two computers!

B Up to eight astronauts can live on Alpha. There is no gravity, of course, so life isn't the same as it is on Earth. The astronauts usually sleep eight hours every night, not in beds but in special sleeping bags fixed to the walls. Also, the crew members can't have a shower in weightless conditions, so they wash with wet cloths. Once a day, they ride an exercise bike for 30 minutes to keep fit.

C They have meals in the kitchen and they eat normal food, but they don't use salt and pepper because it flies away! The astronauts don't have to make decisions about what to eat because they choose their food months before the trip and a computer tells them their menu for every meal.

D In the station, they wear T-shirts and trousers or shorts. But they don't need shoes because they don't walk – they float! When they go outside the station, they wear special space suits with enough oxygen for eight hours.

E Astronauts on Alpha are very busy. They check the scientific experiments in the laboratories. They sometimes go on a space walk and do repairs or building work outside the station. And every day, one of the crew does the housework; it is very important to keep the station clean!

F Alpha uses solar power and it recycles air and water but it doesn't produce food for the astronauts. This year, the space shuttle has brought food from Earth three times. There have been serious problems with the shuttle, though.

G You can find out when to see Alpha in your area at NASA's website: www.nasa.gov. The site also tells you about the shuttle's position. Sometimes you can see Alpha and the shuttle at the same time!



3 Read the article again and match the questions (1–8) with the paragraphs (A–G). There is one extra question.

- 1 What do the astronauts eat on Alpha?
- 2 How old is the International Space Station?
- 3 How do the astronauts live?
- 4 Where does Alpha get its power, food and water?
- 5 How can you find out when and where to see Alpha?
- 6 What work do the astronauts do?
- 7 What kind of clothes do the astronauts wear?
- 8 How big is Alpha and what is in it?

4 Answer these questions about the article.

- 1 Why are the sleeping bags fixed to the wall?
- 2 How do the astronauts keep fit?
- 3 When do the astronauts decide what to eat?
- 4 Why don't they wear shoes?
- 5 Why do they go space walking?
- 6 What does the space shuttle do?

5 Would you like to stay on Alpha? Why or why not?

Vocabulary

Common Verbs (1): *do, go, have, make*

6 Copy and complete the table with these words to make phrases from the article.

a decision, the housework, a meal, a mistake, outside, a phone call, repairs, a shower, on a space walk, work

do	
go	
have	
make	a decision

Add these words to the table. (Some of them go with more than one of the verbs.)

an argument, a bath, breakfast, dancing, exercise, your homework, a job, jogging, lunch, a noise, plans, swimming, the washing-up

7 Complete the description of an astronaut's day on Alpha with the verbs from Exercise 6 in the correct form. Find three things in the description which are not true.

I always get up early. First, I 1 _____ exercise for about half an hour and 2 _____ a bath. Then, I 3 _____ breakfast with the crew. After breakfast, we 4 _____ the housework. My job is to clean the crew's shoes. I am a biologist. I 5 _____ jobs in the laboratory. I usually 6 _____ a small lunch. After lunch, I usually 7 _____ some work on the computers. I sometimes 8 _____ on a space walk and 9 _____ repairs to the station. In the evenings, I 10 _____ phone calls to my friends or family on Earth.



Speaking

8 Imagine you live in one of the places below. Write notes about your daily routine.

- a mansion in Hollywood
- a colony on another planet
- a scientific base in Antarctica
- a cabin in the forests or mountains
- an eco-protesters' camp
- a space station
- a desert island

Example

10.30: get up / get dressed
11.00: go swimming in my pool
12.00: go jogging with Orlando (Bloom)
13.10: have lunch with Marc (Anthony) and Jennifer (Lopez)

9 Work in pairs. Take turns to tell your partner about your routine. Guess where your partner lives.

Example

A I get up late, at about ten thirty, and then ...
B You live in ...

QUOTE ... UNQUOTE

'Home is where the heart is.'

Pliny the Elder, Roman scholar



6 Communication Workshops

Writing

Before you start

1 Read Kevin's letter and match the paragraphs (A–C) with the following.

- 1 his reason for writing
- 2 a reason to end the letter
- 3 some general chat

2 Find examples of informal style in the letter and underline them.

- 1 contractions, e.g. *isn't*
- 2 punctuation, e.g. exclamation marks (!) and dashes (–)
- 3 informal words and phrases, e.g. *great/really cool*

3 Look at Writing Help 1, page 138 and match the sections (1–5) with their uses (a–e).

- | | |
|---------------------|------------|
| 1 layout | 4 style |
| 2 useful vocabulary | 5 checking |
| 3 linking | |
- a ideas for words and expressions
 - b looking through your writing
 - c a plan to help you organise your writing
 - d examples of formal or informal writing
 - e words and expressions that introduce or join sentences

A Personal Letter

Write a letter to a friend. Follow the stages below and use Writing Help 1, page 138.

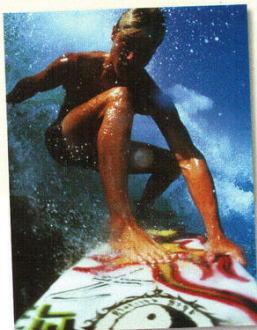
Stage 1

Make notes for your letter. Invent three pieces of information that are not true!

- news about family and friends
- life at school this year, your interests at the moment
- a reason to finish the letter

Stage 2

Use your notes to write your letter.



28 Beech Avenue
Bristol
BR9 8SV

28th September

Dear Tim,

A Thanks for your postcard from Spain. Did you go to Madrid in the end? Or did you spend the whole holiday at the beach? My dad went to Spain on business last year and said it was great, so I'm sure you had a good time. By the way, my dad's getting better after his accident – he's walking normally again.

B Anyway, I'm writing to tell you about my summer in Cornwall. I had a brilliant time – you know, going to the beach every day. The weather was great and I went surfing a lot with my friends. There were some huge waves. Really cool. Another thing – I'm going out with this amazing girl. She's called Chloe and she's really lovely with long dark hair and green eyes. We go to the cinema and guess what – she likes surfing, too! You know, I think I'm in love!!!

C Well, I must finish now because I haven't tidied my room – it's a mess. And I've got a basketball match tonight – they've picked me for the Year 11 team. Write back soon and tell me all your news. Don't forget to send me a couple of holiday photos – right?

Take care,

Kevin

Stage 3

Check your letter.

Talkback

Work in pairs. Read each other's letters. Find three things that you think are not true.

Example You're not going out with Nicole Kidman!

Listening

Before you start

1 What do you usually do at the weekends? Tell the class.

Example I go ice-skating on Friday nights. On Saturday afternoons, I usually meet my friends in town.

2 Look at the weekend activities (1–12). What day of the week do you think an eighteen-year-old student does them?

- | | |
|---------------------------|----------------------------|
| 1 go swimming | 7 get up early |
| 2 study | 8 watch a film on TV |
| 3 go to a concert | 9 do the washing-up |
| 4 play tennis | 10 cook the supper |
| 5 have a big family lunch | 11 go to a club |
| 6 get up late | 12 take the dog for a walk |

A Survey

Listen to an interview with a student.

- 3 Listen and fill in the table with the activities in Exercise 2. Were your predictions in Exercise 2 correct?

	morning	afternoon	evening/night
Friday			
Saturday			
Sunday			

4 Choose the best option (a, b or c) to answer the questions about the student's activities.

- What time does she get up on Saturdays?
a quite late b eight o'clock
c ten or eleven o'clock
- What time does she go to bed on Fridays?
a eleven o'clock b quite late c one or two o'clock
- What does she really love doing?
a swimming b dancing c cooking
- Who does she take the dog out with?
a her mum b her dad c her brother
- What does she hate doing?
a the washing-up b studying on Friday evenings
c studying on Sunday evenings

- Listen again and check your answers.

- 5 **Pronunciation** Listen to five questions. Does the intonation go up or down?

Example What time do you go to bed?

- Listen again and repeat the questions.

Speaking

Before you start

Read the Strategies. Which two do you think are the most important?

SPEAKING STRATEGIES: Groupwork

- Always try to speak in English.
- Don't interrupt other people.
- Respect other people's ideas.
- Choose a secretary to make notes of group decisions.

A Group Survey

Do a survey about lifestyles. Follow the stages below.

Stage 1

Work in groups. Each student chooses a different topic from the Key Words box.

KEY WORDS

Sport: do (aerobics/gymnastics/judo/yoga), go (cycling/swimming), play (tennis/football)

Music: favourite singers/groups, favourite styles (rap/techno/classical), play (the piano/the electric guitar)

Going out: cafés, the cinema, clubs, concerts, fast food bars, an Internet café, the theatre

Clothes: buying clothes, favourite clothes, favourite colours, shopping, trying on clothes

Television: favourite programmes, TV personalities

Stage 2

Individually, think of three questions to ask the group about your topic.

Example

Do you play a musical instrument? (If so, what?)

Stage 3

Work in your group. Ask and answer questions. (Pay attention to intonation.) Note the answers to your questions.

Talkback

Tell the class about some of your results.

Example

In my group, two people play a musical instrument.

Review 1 and 2

✓ Grammar

1 Complete the text with the verbs in brackets in the Present Simple or the Present Continuous. Then guess the job.

Linda lives in Los Angeles and ¹_____ (do) a stressful job but she ²_____ (enjoy) doing it. She usually ³_____ (work) with people but at the moment, she ⁴_____ (work) with dogs. She ⁵_____ (help) their owners solve the dogs' problems. Linda ⁶_____ (come) from Scotland and she ⁷_____ (go) home to see her family when she can. Her job is well-paid and she ⁸_____ (save) money so that she can go back to Scotland and start her own business – with people!

2 Imagine you have a job. Write a description of it but don't say what it is. Include information about:

- what you usually do in your job
- what you are doing at the moment.

Now work in pairs or groups. Read out your descriptions and guess the jobs.

✓ 3 Write suitable endings for these situations. Use the Present Perfect.

- 1 There's no milk left. Someone ...
- 2 Look at all those dirty dishes. You ...
- 3 I don't think I can pass this exam. I ...
- 4 Did you hear that noise? Someone ...
- 5 I'm really hungry. I ...
- 6 I can't find my wallet. I ...

✓ 4 Complete the sentences about your hobbies and interests.

- 1 I love _____ and _____ at the weekend.
- 2 I'm good at _____ but I'm bad at _____.
- 3 _____ and _____ are really good fun when you are on holiday.
- 4 I can't stand _____.
- 5 I enjoy _____ when I'm at home.
- 6 In the winter, I really like _____ but I miss _____.
- 7 When it's hot in summer, I prefer _____ to _____.
- 8 I don't mind _____ but I prefer _____.

Vocabulary

✓ 5 Multi-part verbs Complete the sentences with these words.

after, back, on, to, up(x2), with

- 1 I usually get _____ late on Sundays.
- 2 What did the children get _____ while you were out?
- 3 She's very sociable; she gets _____ most people.
- 4 I asked my neighbour to look _____ my cat while I was on holiday.
- 5 When will you get _____ from the shops?

Now write your own sentences with the multi-part verbs in 1–5.

✓ 6 Choose the correct verbs in *italics* to complete the sentences.

- 1 I *go/make* jogging every day.
- 2 He *does/has* a shower every day.
- 3 She *goes/makes* dancing at the weekend.
- 4 Can I *do/make* a phone call, please?
- 5 I didn't *do/make* any homework last night.
- 6 They *do/make* the housework together.
- 7 My brother and I *made/had* an argument last night.
- 8 Do you ever *go/do* camping?
- 9 Does she *play/do* yoga?
- 10 Have you *done/made* the washing-up yet?

Pronunciation / ɪ / and / ɪn /

7 Listen to these sounds.

a reading /ɪ/ b in /ɪn/

Listen to the words. Which of the sounds do you hear?

- 1 a 2 _____ 3 _____ 4 _____ 5 _____
- 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

8 Listen again and repeat the words.

Check Your Progress: Modules 1 and 2

- Which activities did you enjoy most?
- Which activities did you have problems with?
- How well did you do in the Review exercises? Which grammar and vocabulary areas do you need to revise?

3 Heroes

In this module you will...

- read a newspaper article and a story
- listen to a radio programme and a dialogue
- talk about film characters and campaigners; practise giving opinions
- learn about the Past Simple, the Past Continuous and articles (the/a/an)

Warm-up

1 Think of different kinds of heroes and heroines.

- a sports or film star you personally admire
- someone famous for their bravery or goodness
- the main character(s) from a story

Examples b *Mahatma Gandhi*

2 Classify the Key Words as positive (+) or negative (-) adjectives. Use the Mini-dictionary to help you.

KEY WORDS: Character and Personality

aggressive, ambitious, arrogant, brave, calm, cruel, decisive, dishonest, evil, generous, hard-working, honest, intelligent, kind, mean, proud, romantic, sensitive, violent, wise.

3 Look at the film photos. Have you seen the films? What do you think the characters of the people are like? Use the Key Words to help you. Tell the class.

Example *She looks very strong and wise. She doesn't look dishonest.*

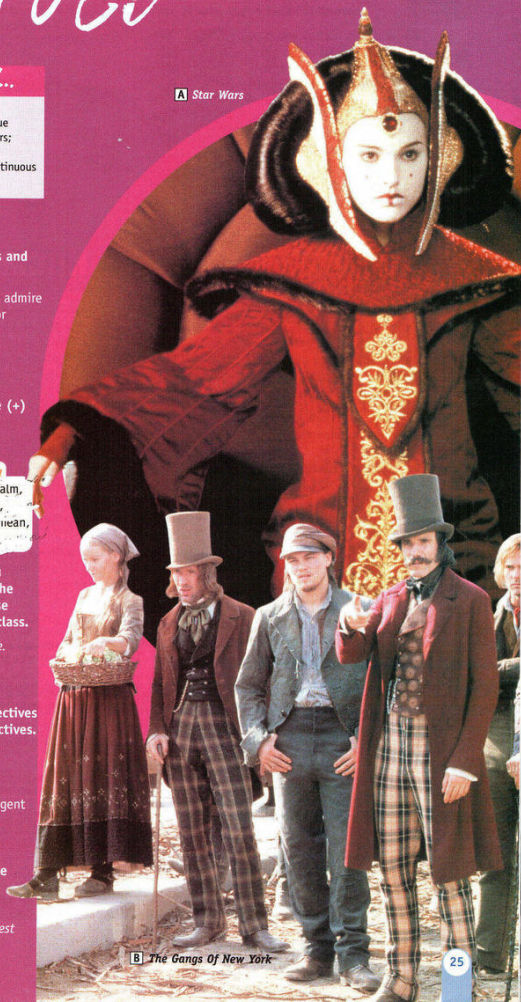
4 Listen to descriptions of five film characters. Match them with the adjectives (a-f). There is one extra list of adjectives.

- calm, brave and intelligent
- brave, decisive and romantic
- violent, cruel and evil
- dishonest and aggressive but intelligent
- brave and sensitive
- kind, hard-working and honest

5 Work in groups. Take turns to make sentences about fictional heroes, heroines or villains.

Example *Gandalf was the wise and honest wizard in 'The Lord of the Rings'.*

A *Star Wars*



B *The Gangs of New York*



7 Lifesavers

Before you start

1 Look at the photo and the headline of the newspaper article. What do you think happened?

2 Read the article and check your prediction.

3 Read the article again. Match these titles with the paragraphs (A–D). There is one extra title.

- The Fight
- Tasty Reward
- No Hesitation
- Mobile Phones
- Success and Applause

4 Underline the sentences in the article about José Nilson. Then use the Key Words on page 25 to describe his character and personality.

Example

I didn't hesitate. = decisive

Presentation

5 Complete the sentences in the tables with these words.

call, called, did, didn't, saw, see, was, wasn't, were, weren't,

Then, find three examples of the Past Simple in the article. Write the infinitives of the verbs.



Yesterday afternoon, another killer shark suddenly appeared while crowds of people were enjoying themselves at Ipanema Beach in Brazil. The shark was over two metres long and weighed about 60 kilograms. The crowds naturally panicked as two weeks ago a similar shark attacked and killed two swimmers.

A One man did not panic. José Nilson, a 32-year-old bodybuilder, was sitting on the beach with his family when the incident started. 'While I was sitting and reading a magazine, I suddenly heard screams. When I looked up, I saw the shark in the water. I didn't hesitate. I got really angry and decided to kill the thing.'

B When swimmers saw the creature, they panicked. Children started crying and some people ran for their lives. Others watched in disbelief as

Mr Nilson ran into the water and fought the shark with his bare hands! While he was fighting the creature, some people called the emergency services on their mobile phones.

C Mr Nilson hit the shark repeatedly on the head until it lay unconscious and then pulled it on to the beach. When he finally killed it with a heavy stone, the people all clapped and cheered.

D Later, Mr Nilson sold the shark to a local restaurant and had a grilled shark steak for dinner!

PAST SIMPLE		
AFFIRMATIVE	QUESTION	NEGATIVE
They ¹ _____ an ambulance.	3' _____ you call an ambulance? 'Yes, I ⁴ _____. / 'No, I didn't .	I didn't ⁷ _____ an ambulance.
He ² _____ the shark.	Did you ⁵ _____ the shark? 'Yes, I did . / 'No, I ⁶ _____.	She ⁸ _____ see the shark.
PAST CONTINUOUS		
AFFIRMATIVE	QUESTION	NEGATIVE
I/He/She was sitting on the beach.	10' _____ I/he/she sitting on the beach? 'Yes, he ¹¹ _____. / 'No, he wasn't .	I/He/She ¹³ _____ sitting on the beach.
We/You/They ⁹ _____ reading.	'Were you/you/they reading ? 'Yes, we were . / 'No, we ¹² _____.	We/You/They ¹⁴ _____ reading.

6 Look at this sentence from the article. Which verb form in **bold** describes the situation and which describes the event?

While I **was sitting** and reading a magazine, I suddenly **heard** screams.

Add the names of the correct past tenses to the timelines.

a situation/background activity: 1 _____



a short/interrupting event: 2 _____



7 Look at these sentences from the text.

- José **was sitting** on the beach with his family **when** the incident **started**.
- When** I **looked up**, I **saw** the shark in the water.
- While** he **was fighting** the creature, some people **called** the emergency services.

Now match sentences 1, 2 and 3 with the timelines a and b.



What do **when** and **while** mean in sentences 1, 2 and 3?

a at the same time? b after?

➔ Grammar Summary 3, page 142

Practice

8 Answer the questions.

- What was José Nilson doing when he saw the shark?
- What did he do when he saw the shark?
- What were the people on the beach doing when they saw the shark?
- What did the people on the beach do when they saw the shark?

9 What are the Past Simple forms of these verbs?

begin, clean, come, cry, cut, fight, get, go, have, hear, hit, lie, pull, read, run, see, sell, sit, talk, walk, watch, work, write

10 Complete this story. Put the verbs in brackets in the Past Simple or the Past Continuous.

Sergeant Harris left the police station at 6 p.m. He 1 _____ (not have) his car so he 2 _____ (walk) home. He 3 _____ (cross) the park when he 4 _____ (see) a little girl playing near the river – she 5 _____ (run) after the birds. The sergeant 6 _____ (sit down) to have a rest and 7 _____ (open) his newspaper. He 8 _____ (read) the sports page when he 9 _____ (hear) screams; the girl was in the water and she 10 _____ (wave) her arms; her mother 11 _____ (call) for help. Sergeant Harris ran to the river and 12 _____ (jump) into the water. He got to the girl quickly and pulled her out. A lot of people 13 _____ (watch) the scene. When they saw that the girl was safe, they all 14 _____ (clap) and 15 _____ (cheer).

11 Make sentences using the Past Simple and the Past Continuous. Use **while** or **when**.

Example

1 I **saw** an accident **while** I **was walking** down the street. I **was walking** down the street **when** I **saw** an accident.

- walk down the street/see an accident (I)
- not meet my old friend/stay in Prague (I)
- walk into a tree/talk on her mobile phone (she)
- shop/lose his wallet (he)
- do the washing-up/break a glass (I)
- drive home/run out of petrol (they)
- break the key/try to open the door (he)
- not swim/hear the screams (we)

12 Work in pairs. Student A is José Nilson and Student B is a journalist. Act out an interview. Ask questions like these:

What were you/other people doing?
What did you do when you saw the shark?
What did the other people do?
Did anyone try to fight the shark?

13 Personalisation Work in groups. Tell each other the answers to these questions.

- What were you doing at 8 o'clock last night?
- What were your friends doing when you got to school this morning?
- What did you do when you got to school this morning?
- What did you do when you got home yesterday?
- What were your family doing when you got home yesterday?

🔊 **Pronunciation** Listen and repeat. Check your answers.





8 Campaigners

Before you start

1 Match the captions (1–5) with the people in the photos (A–E).

- 1 campaigned for the rights of black people in the USA
- 2 fought for democracy and freedom in Eastern Europe
- 3 fought for freedom in South Africa
- 4 campaigned for the rights of women in Britain
- 5 worked to help poor people in India

2 Your Culture Think of campaigners in your country. What did they campaign for?

Example Gandhi campaigned for Indian independence.

3 Use the Key Words to complete the factfile about Emmeline Pankhurst. Use the Mini-dictionary to help you.

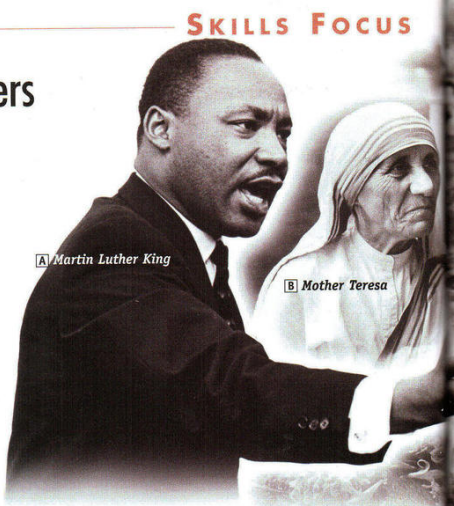
KEY WORDS: Campaigns

elections, equal rights, hunger strike, meeting, parliament, protest march, rights, speech, suffragette, vote

FACTFILE

Emmeline Pankhurst – Women's Rights Campaigner

- 1879: marries – works with her husband for women's 1 _____.
- 1889: demands 2 _____ for women.
- 1894: married women can vote in local 3 _____.
- 1903: organises a 4 _____ in London and makes a famous 5 _____ at a public 6 _____. People call her a 7 _____.
- 1912: goes to prison twelve times – each time she goes on 8 _____.
- 1919–1926: spends time in Canada and the USA.
- 1928: the British 9 _____ gives the 10 _____ to women.



A Martin Luther King

B Mother Teresa

Listening

4 Read the Strategies.

LISTENING STRATEGIES: True/false questions

- Read the statements. Use your general knowledge to predict answers.
- Identify important words in the statements, e.g. *school, Paris*.
- Listen first to get the general idea and find the relevant information.
- Listen again and decide if the statements are true or false.
- Guess the answers you don't know!

5 Listen to a radio programme about Emmeline Pankhurst. Use the Strategies and decide if the statements are true (T) or false (F).

- 1 ☐ She went to school in Paris.
- 2 ☐ She married an architect.
- 3 ☐ In 1903 she made a speech in Parliament.
- 4 ☐ 'Suffrage' means 'the right to vote'.
- 5 ☐ Some campaigners used violence to get publicity.
- 6 ☐ Emmeline became a Member of Parliament in 1918.

6 Answer these questions.

- 1 What was Emmeline's husband campaigning for?
- 2 What violent protests did the suffragettes make?
- 3 Why did the suffragettes stop their campaign in 1914?
- 4 Why did people want Emmeline to become a Member of Parliament?

C Emmeline Pankhurst

E Nelson Mandela

D Vaclav Havel

Speaking

9 Work in pairs. Make notes about three campaigners. Copy the table below and use these Key Words to help you complete it.

KEY WORDS: Causes and Issues

For: animal rights, children's rights, equal rights, freedom of speech, human rights, independence, peace, women's rights

Against: child labour, colonialism, pollution, racism, slavery, war

Name	Mahatma Gandhi
Campaigning for	Indian independence
Worked to help	poor Indian peasants
Fought against	British colonialism

10 Form groups with another pair and discuss your campaigners. Use expressions from the Function File.

Student A Give an opinion.

Gandhi was a pacifist. In my opinion, he was one of the most important people of the twentieth century.

Student B Agree or disagree and give your opinion.

Yes, you're right. But personally, I think Nelson Mandela is more important because ...

Vocabulary: Multi-part Verbs (2)

11 Match these verbs with the underlined verbs in the sentences. Use the Mini-dictionary to help you.

returned, established, participated, postponed

- 1 She set up the Women's Franchise League.
- 2 She took part in a protest march.
- 3 In 1914, they put off their campaign.
- 4 She came back to Britain in 1926.

QUOTE ... UNQUOTE

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

Martin Luther King (1929-1968)

7 Pronunciation Listen to these sentences from the radio programme. Underline the stressed words.

- 1 She was born in Manchester in 1858.
- 2 She demanded equal rights for women.
- 3 She moved to London.
- 4 The government did nothing about women's rights.

8 Listen to some students talking about the people in the photos. Complete the Function File with these words.

too, I agree, you think, I don't agree, in my opinion, personally, I think, you're right, I don't think

Opinions (1)

A Well, ¹ Emmeline Pankhurst is very important because she ...

B I'm sorry, but ² Mother Teresa is more important, because ...

A Yes, ⁴ she's more important than Martin Luther King.

B Yes, ⁶ he's like Nelson Mandela. What do ⁷ you think?

A I agree and Vaclav Havel is similar. ⁸ I think that he's a great campaigner, ⁹ he is.





9 William Shakespeare

BACKGROUND

William Shakespeare (1564–1616) is probably the greatest dramatist and poet in the English language. He grew up in Stratford-upon-Avon and married Anne Hathaway when he was eighteen. They had three children.

In his early twenties, he began to work in the theatre in London. In the 1590s, he started writing plays for a theatre company and probably acted as well. They performed at the Globe Theatre in London and also went on tour.

Shakespeare's plays were first published in 1623, seven years after his death, and so we do not know the exact dates of each play. His early plays include *Richard III* and *Romeo and Juliet*; among his famous comedies are *A Midsummer Night's Dream* and *Twelfth Night*; and his great tragedies include *King Lear*, *Macbeth* and, of course, *Hamlet*.



Before you start

- 1 Read about Shakespeare. Which of his plays have you seen or read?

Reading and Listening

- 2 Read and listen to the story of *Hamlet*. What kind of story is it?

- a ghost story • a story of revenge • a love story • a funny story

- 3 Read the Strategies.

Reading Strategies: Sequencing

- Read the story first to get the general idea of what happened.
- Look at the sentences and locate the actions in the story.
- Put the actions in order. Use time words and expressions to help you (e.g. *later*).
- Read the sentences in your order to see if the story makes sense.

Read the story again. Then use the Strategies to put the sentences into the order of when they actually happened.

- a Claudius put poison onto Laertes's sword.
- b Hamlet spoke to his father's ghost.
- c Hamlet and Laertes started to fight.
- d Hamlet behaved strangely and was nasty to Ophelia.
- e Gertrude married Hamlet's uncle.
- f Hamlet killed Claudius.
- g Claudius killed Hamlet's father.
- h Gertrude drank the wine and died.
- i Hamlet killed Polonius.

- 4 Are these statements true (T) or false (F)? Correct the false information.

- 1 ☐ Gertrude married Claudius a few months after King Hamlet died.
- 2 ☐ The ghost appeared before midnight.
- 3 ☐ A snake killed Hamlet's father.
- 4 ☐ Hamlet never had an opportunity to kill Claudius.
- 5 ☐ Claudius wanted to poison Gertrude.

- 5 Choose adjectives from page 25 to describe these characters:

• Claudius • Hamlet • Laertes • Ophelia

Vocabulary: Wordbuilding (1)

- 6 Complete these sentences with words from the story. Make new words from the words in brackets.

- 1 A _____ (poison) snake didn't kill Hamlet's father but it was a _____ (pain) death.
- 2 Hamlet was full of _____ (hate) for his stepfather and his mother's behaviour filled him with _____ (angry).
- 3 Hamlet was not very _____ (decision) and he started behaving _____ (strange).
- 4 Hamlet was _____ (suspect) and thought that Claudius was listening to him and his mother.
- 5 When he returned from England, Ophelia was _____ (die) but Claudius was still _____ (live).

Hamlet

When Hamlet's father, the old King of Denmark, died, his brother Claudius became the new king. After only a few weeks, Claudius married Gertrude, the old king's wife. Hamlet was angry with his mother because she remarried so quickly. He also hated Claudius, his stepfather.

One cold, dark night on the walls of Elsinore Castle, a friend of Hamlet's saw the ghost of Hamlet's father. The friend told Hamlet about the ghost and that night, they both went up onto the castle walls. It was another very cold night, and as the clock struck midnight, the ghost suddenly appeared.

He took Hamlet aside and talked to him. 'People say a poisonous snake killed me but they are wrong. I was sleeping in my garden when Claudius came and he put poison in my ear! It was a painful death. Your uncle is a very evil man. You must take revenge for my murder and kill him! But please, do not harm your mother!' Then the ghost disappeared.

Hamlet was full of anger and hatred. He wanted to kill Claudius, but he was indecisive. He started behaving strangely and Claudius began to suspect that Hamlet knew something. He asked Polonius, his chief minister, to find out about Hamlet's strange behaviour.

Polonius knew that Hamlet was in love with his daughter, Ophelia. He sent her to look for Hamlet to find out what was wrong. When Ophelia found Hamlet, he was thinking about life and death: 'To be, or not to be - that is the question ...'. Ophelia tried to comfort Hamlet but he became angry and told her to get out of his life. Ophelia was very upset and believed Hamlet was mad.

A few days later, Hamlet was walking around the castle when he saw Claudius. Claudius was praying. Hamlet had to make a quick decision. 'Now is my chance to kill him,' he thought. 'But no, not while he is praying - he will go straight to heaven.'

Hamlet went to his mother's room. She looked sad. 'You have offended your father,' said Gertrude. 'And, mother, you have offended my father,' replied Hamlet. While they were talking, Hamlet heard a noise behind a curtain. He was suspicious and thought it was Claudius. This time, Hamlet was decisive. He took out his sword and killed the person behind the curtain. But it was not Claudius - it was Polonius!

The situation in Elsinore was getting worse. Claudius sent Hamlet to England. While he was there, Ophelia went mad and killed herself. When Hamlet returned, he was more depressed - now both his father and Ophelia were dead while the evil Claudius was still alive!

Soon, Laertes, Ophelia's brother, arrived back in Elsinore. He blamed Hamlet for the deaths of his father and sister, and challenged Hamlet to a fight. Claudius wanted Hamlet to lose and so he poisoned Laertes's sword. He also prepared a glass of poisoned wine to give to Hamlet in case he won.

The fight began. During the fight, Hamlet's mother, Gertrude drank some of the poisoned wine from Hamlet's cup. Hamlet cut Laertes and then Laertes cut Hamlet. Suddenly, Gertrude fell to the floor. Laertes told Hamlet that his sword and the wine were poisoned - and that it was Claudius's plan. Without hesitation, Hamlet killed Claudius - and then died himself. Elsinore Castle was dark and silent.

talkback

Work in pairs. Discuss these questions.

- 1 In *Hamlet*, who is your favourite character?
- 2 Who is the most famous writer from your country? What did he/she write?
- 3 What is your favourite play or story in your language? Why do you like it?

Language Problem Solving 2

Articles *a/an* or *the*

⇒ Grammar Summary, page 142

1 Study the two dialogues. Then read the statements (1–6). Are they true (T) or false (F)?

Jack Look! I've found a key.

Pete Hm, it looks old, I wonder where it comes from.

Sue Look! I've found the key.

Kate Great! Now we can get in.

- 1 ☐ Jack and Pete see the key for the first time in their lives.
- 2 ☐ Sue and Kate see the key for the first time in their lives.
- 3 ☐ Jack and Pete lost the key.
- 4 ☐ Sue and Kate lost the key.
- 5 ☐ It's possibly the key to Jack and Pete's flat.
- 6 ☐ It's possibly the key to Sue and Kate's flat.

2 Translate these sentences from the dialogues.

I've found a key.

I've found the key.

3 Look at the dialogues in Exercise 1 again. Complete the rules with *a/an* or *the*.

- a We use _____ when it is clear which person or thing we are talking about.
- b We use _____ when it is not clear which person or thing we are talking about and/or when we describe something or someone as an example of that group.

4 Read each situation and decide which sentence, a or b, is correct.

- 1 You're at work. Your boss says to you:
 - a Have you finished a report?
 - b Have you finished the report?
- 2 You're in a bookshop. You ask:
 - a I'm looking for a book about skiing.
 - b I'm looking for the book about skiing.
- 3 You're in a restaurant. You ask the waiter:
 - a Where is a toilet?
 - b Where is the toilet?
- 4 You're about to pay in a restaurant. Your friend says:
 - a Don't forget to give the waitress a tip.
 - b Don't forget to give a waitress a tip.

5 In the sentences below, you can use *a* or *the* but the meaning will be different. Explain the difference.

- 1 You've got a lot of shopping. Let me carry *a/the* bag for you.
- 2 Sit in *an/the* armchair – you'll be more comfortable.
- 3 We have finally decided to buy *a/the* house.

No Article

6 Look at the examples in the sentences (1–3). Match them with the rules (a–c).

- 1 I love **music** but I don't like **football**.
- 2 **Books** are more interesting than **computers**.
- 3 **French** and **Italian** are easier to learn than **Japanese** or **Chinese**.

- a We do not use *the/a/an* when we make general statements with plurals.
- b We do not use *the/a/an* when we talk about languages.
- c We do not use *the* when we make general statements with uncountable nouns.

7 Complete these expressions with *a*, *the* or no article. Use the Mini-dictionary to help you.

- | | |
|------------------------|-----------------------|
| 1 have _____ breakfast | 8 at _____ home |
| 2 have _____ bath | 9 to _____ theatre |
| 3 play _____ piano | 10 at _____ station |
| 4 go to _____ school | 11 at _____ moment |
| 5 go by _____ train | 12 in _____ afternoon |
| 6 at _____ work | 13 on _____ Monday |
| 7 at _____ cinema | 14 at _____ weekend |

8 Complete the text with *a*, *the* or no article.

Sandra lives in Budapest. In ¹ _____ morning, she goes to ² _____ work early. She usually travels by ³ _____ bus but on ⁴ _____ Tuesdays, her boyfriend gives her a lift and she goes by ⁵ _____ car. She has ⁶ _____ lunch at ⁷ _____ work and comes ⁸ _____ home at about six in ⁹ _____ evening. She learns ¹⁰ _____ Spanish and goes to ¹¹ _____ swimming pool on ¹² _____ Mondays. At ¹³ _____ weekend, she usually has ¹⁴ _____ dinner with her parents but sometimes, she goes out to ¹⁵ _____ different clubs with her boyfriend and often goes to ¹⁶ _____ bed at four or five in ¹⁷ _____ morning. On ¹⁸ _____ Sunday evenings, she goes to ¹⁹ _____ cinema with ²⁰ _____ friend. She hates Monday mornings!

4 Challenge

In this module you will...

- read magazine articles and a story
- listen to an interview
- talk about challenges; **practise** giving opinions informally; **discuss** people you admire
- write a story
- learn about the Present Perfect and the Past Simple

Warm-up

1 Which of these do you think is the biggest challenge?

- a doing an interesting but difficult job
- b learning to play a musical instrument very well
- c living with a serious physical disability
- d becoming a successful sportsperson
- e being brave in a dangerous situation

What challenges are you facing now?

Example *learning English/getting into the school football team*

2 What jobs can you see in the photos? Use the Key Words and the Mini-dictionary to help you. Add more jobs to the list.

KEY WORDS: Jobs

archaeologist, architect, athlete, chef, computer programmer, dentist, doctor, electrician, engineer, farmer, fire fighter, hairdresser, holiday representative, journalist, lawyer, litguard, mechanic, nurse, pharmacist, pilot, plumber, police officer, shop assistant, surgeon, teacher

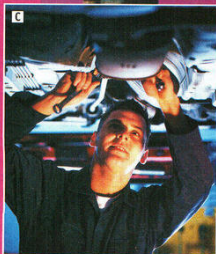
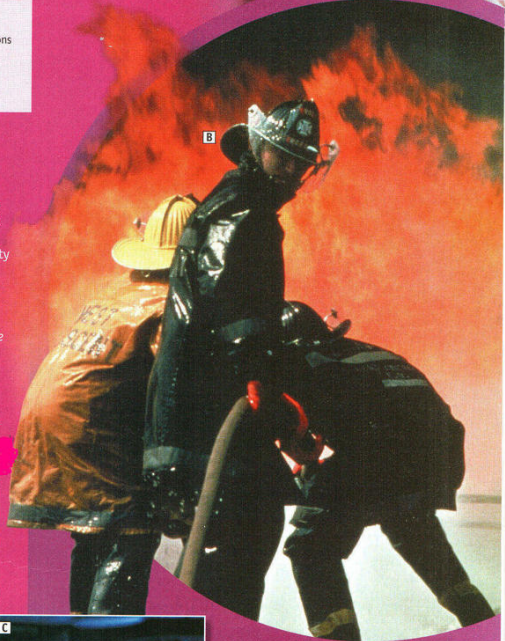
3 Which three jobs above are the most challenging? Tell the class.

Example *I think police officers face lots of different challenges every day.*

4 Game Work in groups. Take turns to think of a job. The others have ten Yes/No questions to guess the job.

Example

- A *Do you work with your hands/outside/with computers?*
- B *No, I don't.*





10 Champions

Before you start

1 Work in pairs and use the Key Words to talk about your sporting heroes and heroines. Use the Mini-dictionary to help you.

KEY WORDS: Opinion adjectives (1)

positive: aggressive, brilliant, calm, fast, intelligent, skilful, strong
negative: awful, boring, overrated, slow, useless, weak

Example

- A In my opinion, Ronaldo is a brilliant football player. He is fast and skilful.
 B I don't agree. I think he's overrated.
 A But he played brilliantly in the World Cup.

2 Read the article about the Williams sisters and answer these questions.

- Why are the sisters unusual?
- What kind of background are they from?
- Who helped them succeed?
- How do the sisters get on at home?
- Who is the better player now?

3 Suggest a title for the text. Add new information about the sisters.

Presentation

4 Complete the table with these words.

has caused, did play, have played, played, has seen, has won, hasn't won, didn't win,

PRESENT PERFECT

We ¹ _____ each other many times.
 Venus ² _____ already _____ Wimbledon three times.
³ _____ tennis ever _____ problems between the sisters?
 Venus ⁴ _____ the Australian Open yet.
 The world of tennis ⁵ _____ never _____ two sisters like the Williamses.

PAST SIMPLE

Venus ⁶ _____ in her first big tournament in 1996.
⁷ _____ Serena _____ Venus in the 2002 Wimbledon final?
 Serena ⁸ _____ the US Open in 2001.

5 Look at the sentences in the table again. Which of them do we use when:

- we know exactly when the thing happened?
- we only know that it happened at some time before now?

The world of tennis has never seen two sisters like Venus and Serena before. Venus has already won Wimbledon three times and the US Open twice, though she hasn't won the Australian or French Open yet.

5 Serena, has won many grand slam titles including some against her sister.

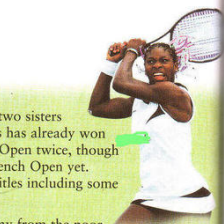
The two sisters have come a long way from the poor area in California where they were born. It was full of violence and drugs, and the girls' father, Richard, wanted to move to a safer place. They moved in 1991 and they have never looked back. Richard started to train Venus when she was four and says, 'The first time I took Venus to the tennis court, I told my wife, "She hasn't won anything yet but I think we have a champion."'

Venus played in her first big tournament in 1996 and dominated women's tennis in 2000 and 2001. After her defeat in the US Open in 2001, Serena said, 'I'm disappointed but only a little because Venus won.' But that was the last time Venus beat her younger sister. Serena is now a more aggressive player and has the will to win. After the 2002 Wimbledon final against Venus she said, 'I wanted to win so badly. I kept thinking to myself,

"Serena, just stay calm. She has already won two Wimbledon. You have beaten her before. Try to fight."' In 2003, Wimbledon watched the two sisters playing the final again and Serena defended her title successfully

Has tennis ever caused problems between the sisters? 'We've played each other many times,' says Venus, 'and it hasn't worried us yet!' 'We don't even talk about tennis off the court,' says Serena.

Serena lost her position as world number one in 2004 but she made a comeback in February 2005 and won her second Australian title. In June 2005, Venus won Wimbledon for the third time.



6 Look at this sentence from the article. What does it tell us about the sisters' present life?

The two sisters **have come** a long way from the poor area in California where they were born.

7 Complete the rules (a-c) with the Present Perfect or Past Simple.

- a We use the _____ when the time of the action in the past is not given or known.
 b We use the _____ when a past action has results in the present.
 c We use the _____ when an action happened at a specific time in the past and is not linked with the present.

8 Read the dialogue. Complete the rules with *already*, *yet*, *ever* and *never* in Present Perfect sentences.

- A Has Venus won the French Open yet?
 B No, she hasn't won the French Open yet.
 A Has she ever won Wimbledon?
 B Yes, she has *already* won Wimbledon three times.
 A Has she won the Australian Open yet?
 B No, she has *never* won the Australian Open.

- a We use _____ in affirmative sentences.
 b We use _____ and _____ in negative sentences.
 c We use _____ and _____ in questions.

⇒ Grammar Summary 4, page 142

Practice

9 Which question, a or b, is correct in these situations?

- 1 An Arsenal-Liverpool match was on TV last night.
 a Have you watched the match?
 b Did you watch the match?
 2 You're talking to a friend who regularly goes to Italy on holiday.
 a Have you been to Venice?
 b Did you go to Venice?

10 Complete this interview with a Jamaican basketball player. Put the verbs in brackets in the Present Perfect or the Past Simple.

- A Have you ever played basketball in the United States?
 B Yes, I have. I ¹ _____ (play) for the Chicago Bulls between 1999 and 2001.
 A ² _____ (you like) it?
 B It was OK but I ³ _____ (not enjoy) the climate very much! It ⁴ _____ (be) too cold in winter.
 A How many points ⁵ _____ (you score) this season?
 B Only twenty-five. But we ⁶ _____ (not play) many games yet. I'm happy because some good players ⁷ _____ (join) the team. Last month, we ⁸ _____ (buy) a fantastic new Brazilian player.

11 Complete these sentences with *already*, *ever*, *never* and *yet*.

- 1 A Would you like something to eat?
 B No, thanks, I've _____ had lunch.
 2 Have they finished the game _____?
 3 Have you _____ played squash?
 4 I don't know much about golf. I've _____ watched it.
 5 My ice-hockey team hasn't won any matches _____ this season.
 6 A Have you _____ been to a Cup Final?
 B No, I've _____ managed to get a ticket.



12 Personalisation Work in pairs. Use the cues to ask and answer questions in the Present Perfect.

Example A Have you ever been abroad?

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

- go abroad • see a shark • break your leg
- play snooker • try an extreme sport
- have an accident • watch a chess tournament
- ride a horse • win a competition
- cook dinner for your family

13 Personalisation Work in pairs. Use the cues to ask and answer about your experiences.

Example 1

A Have you ever been to the States?

B Yes, I have.

A Did you see the Grand Canyon?

B No, I didn't.

- 1 go to the States/see the Grand Canyon
 2 see a *Lord of the Rings* movie/like the special effects
 3 act in a play/what role
 4 meet a famous person/who
 5 climb a high mountain/which
 6 eat Chinese food/very hot
 7 travel by plane/frightened
 8 play/tennis/where

14 Work in pairs and turn to page 137.

Student A reads about Star A.

Student B reads about Star B.

Tell each other about your Stars and try to guess who they are.





11 Nothing is Impossible

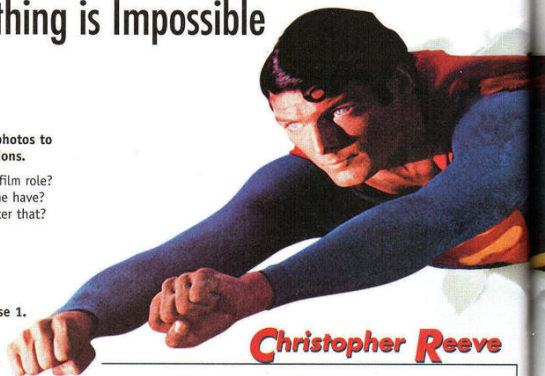
Before you start

1 What do you know about Christopher Reeve? Use the photos to help you answer these questions.

- 1 What was his most famous film role?
- 2 What kind of accident did he have?
- 3 What did Christopher do after that?
- 4 When did he die?

Reading

2 Read the article quickly.
Check your answers to Exercise 1.



Christopher Reeve

This interview was published a few months before Christopher Reeve's death in October 2004.

- A** Before his accident in 1995, Christopher Reeve had everything. He was a successful actor, famous for his *Superman* films; he was also an excellent athlete, pianist, sailor and horse rider.
- B** One day in 1995, Christopher fell off his horse while he was making an unsuccessful jump. He was paralysed from his neck down. 'Four days after the injury, I woke up in the hospital and realised my situation. The doctors thought I was not going to pull through. My wife Dana said, "But you're still you and I love you." Since that moment, I've never thought of giving up.'
- C** The first six months were terrible but then he started to make a remarkable recovery. Christopher can now move his toes and the fingers of his left hand. He can lift his right hand and, with help, is able to move his legs. He also now has feeling in some of his body. 'It means I can feel my kids' touch,' he says. 'It makes a huge difference.'
- D** Christopher's determination has been important in these improvements. At first, he found it difficult to sleep but now he sleeps well. 'I have never dreamt that I'm disabled,' he says. He wakes up at eight every morning and, after taking his vitamins, begins his four-hour morning programme of exercises and treatment.
- E** Nowadays, Christopher is more active than most able people and has succeeded in different areas. Since his accident, he has acted in a TV film, directed a movie and written two books, the latest one called *Nothing is Impossible*. He gives lots of interviews and makes speeches about disability. His personal campaign about issues for disabled people and to promote research into spinal injuries is impressive.
- F** Christopher's family is very important to him. 'I'm surrounded every day by so much love, so much support – you know, people who challenge me and want the best for me. Dana's so terrific. Our relationship has always been fantastic.'
- G** The family still carry on spending summers together in the country. 'We miss our old activities. My daughter, Alexandra, and I loved riding together. My son, Will, and I played the piano and sang together. Matthew and I loved playing tennis. But you have to accept that being together is more important than doing things together.'
- H** How does Christopher deal with the challenge of everyday life for someone who is paralysed? 'I find it's best to think – what can I do today? Is there something I can achieve, a phone call I can make, a letter I can write, a person I can talk to that will achieve something? You have to learn to live a new life but you don't need to be Superman to do that.'



Vocabulary: Multi-part Verbs (3)

7 Use the Reading Strategies to help you choose the correct meaning (a or b) for the multi-part verbs (1-4). Paragraph references are in brackets.

- 1 pull through (B) **a** survive **b** walk
 2 give up (B) **a** be afraid **b** stop fighting
 3 carry on (G) **a** continue **b** like
 4 deal with (H) **a** live **b** face and solve

Vocabulary: Wordbuilding (2)

8 Copy and complete the table with these words from the text.

successful, unsuccessful, paralyse, paralysed, be able, disabled, active, able, succeed, act

Noun	Verb	Adjective / Opposite
ability	1	2 3
activity	4	5 inactive
paralysis	6	7
success	8	9 10

3 Match the topics (1-9) with the paragraphs (A-H). There is one extra topic.

- 1 the accident
 2 his support team
 3 before the accident
 4 his parents
 5 road to recovery
 6 his children
 7 his achievements
 8 since the accident
 9 everyday life
 9 exercise and treatment

4 In pairs, discuss these questions.

- 1 What kind of person is Christopher Reeve's wife?
 2 What do you think gave him the will to live after that terrible accident?
 3 Why do you think his last book is called *Nothing is Impossible*?

Describe Christopher Reeve's personality.

5 Read the Strategies.

READING STRATEGIES: Working out meaning

- Find the word in the text (e.g. *injury*, line 8).
- Is the word a noun, a verb, an adjective, etc.?
- Think about the context (e.g. *in the hospital*).

Find three new words in the article. Use the Strategies to work out their meaning.

6 Choose the correct meaning (a or b) for each word (1-7). Paragraph references are in brackets.

- 1 injury (B): a accident to a person **b** damage to something
 2 remarkable (C): a usual **b** surprising
 3 huge (C): a very small **b** very big
 4 determination (D): a strong will **b** intelligence
 5 issue (E): a topic **b** medicine
 6 research (E): a treatment for people with paralysis
b serious study to discover new ideas
 7 impressive (E): a admirable **b** dangerous

9 Complete these sentences with words from Exercise 8 in the correct form.

Christopher Reeve campaigned for the rights of 1 _____ people. Before he became 2 _____, he was a very 3 _____ actor. He was more 4 _____ than a lot of 5 _____ people. His accident 6 _____ him from the neck downwards but he 7 _____ to direct a movie and write two books.

Speaking

10 Work in pairs. Take turns to ask and answer questions about changes in your life in the last three years. Talk about these things:

- starting a new hobby or sport
- learning to ride a motorbike
- going abroad
- meeting a new friend

Example

A Have you started a new hobby or sport?

B Yes, I have. I started playing basketball last year.

QUOTE ... UNQUOTE

I've never thought of giving up.'

(Christopher Reeve (1952-2004))



12 Communication Workshops

A Nicole Kidman

C Dido

D David Gray

B Bob Dylan

E Dustin Hoffman

Listening

Before you start

- 1 Work in pairs. Look at the photos and answer the questions.
- 1 Which people do you recognise? What do they do?
- 2 Have you seen any of their films or heard any of their music?
- 3 How good do you think they are?
- 4 Which of the names below do you recognise? Are they singers, actors or both?

Paul Newman, Jennifer Lopez, George Clooney, Kate Winslet, John Lennon, Julia Roberts, Brad Pitt, Eminem, Antonio Banderas

- 2 Your Culture Think of the stars in your country. Tell the class about your favourite.

An Interview

Listen to an interview with a mother and her daughter.

- 3 Listen to the interview. Which of the people in the photos and the list in Exercise 1 are mentioned?
- 4 Listen again. Who likes the people in the photos: the mother (M), the daughter (D), or both (M + D)?

David Gray _____ Bob Dylan _____
Dustin Hoffman _____ Nicole Kidman _____
Dido _____

Speaking

Before you start

- 1 Which of the expressions in the Function File show strong agreement (++), limited agreement (+) or disagreement (-)?

FUNCTION FILE

Opinions (2)

- 1 I don't think so.
- 2 Oh, come off it!
- 3 OK, but ...
- 4 You're dead right.
- 5 Absolutely.
- 6 Nonsense!
- 7 That's true.
- 8 You've got a point there.
- 9 I suppose ... but ...

- 2 Pronunciation Listen and check your answers. Then listen again and repeat.

A Discussion

Have a discussion about people you admire. Follow the stages below.

Stage 1

Read the Strategies.

SPEAKING STRATEGIES: Preparing for discussions

- Make notes on your opinions (e.g. on a person you admire).
- Think of reasons to support your opinions (e.g. *excellent actress, very intelligent, good-looking*).
- Practise saying your opinions (e.g. *Personally, I think ... I particularly liked ...*).

Use the Strategies to prepare for a discussion about your heroes and heroines from the world of films, music and sport.

Stage 2

Work in groups. Express your opinions about your heroes. Agree and disagree.

Example

A I think Norah Jones is a great singer.

B You're dead right.

C Oh, come off it! What about ...

Stage 3

Tell the class what your group agreed and disagreed about.

Example We agreed that Brad Pitt is the best modern actor, but we didn't agree that he is the most handsome actor.

Talkback

Answer these questions about how you did the speaking activity.

- During the activity, I spoke English
 - all the time
 - most of the time
 - not a lot.
- I think I spoke to the group
 - very well
 - quite well
 - not as well as I can.
- List some of the mistakes you made.

Writing

Before you start

1 Read the story and match the paragraphs (A–C) with these headings.

- conclusion
- setting the scene
- developing the narrative

A One Friday evening, I was walking home from school. It was raining and starting to get dark. I was waiting at some traffic lights 1 _____, 2 _____, I heard a scream from somewhere above me.

B I looked up and saw a woman at a window. She was screaming 'Fire!' and I knew I had to do something quickly. I ran into the house. It was full of smoke, so 3 _____ I covered my face with my jumper and 4 _____. I began to climb the stairs. As I was climbing the stairs, the woman came down. I took her by the hand and led her to the door. 5 _____ the emergency services arrived. 6 _____ the fire fighters were putting out the fire, I got into an ambulance. They gave me oxygen in the ambulance. 7 _____, a fire officer came to see me and thanked me.

C A few weeks 8 _____, I went to the fire station and they presented me with a medal for bravery. It's a nice feeling to know you've helped to save someone's life!

2 Now complete the story with these linking words. Use Writing Help 2 (Linking), page 138 to help you.

first, in the end, later, meanwhile, suddenly, then, when, while

A Story for a Magazine

Write a story about a rescue. Follow the stages below and use Writing Help 2, page 138.

Stage 1

Decide what you were doing before the action started.

Example One Friday evening, I was walking home from school.

Stage 2

Write the main events in sequence, like this:

walking home → hear scream → see woman → run in house

Stage 3

Write your story in three paragraphs.

- set the scene
- develop the narrative
- finish with a conclusion

Stage 4

Check your story.

Talkback

Work in groups. Read each other's stories. Discuss the bravest actions. Tell the class.

Review 3 and 4

Grammar

1 Complete this modern version of *Hamlet* with the verbs in brackets in the Past Simple or the Past Continuous.

Hamlet was a student in New York. His father ¹ _____ (be) the boss of the family business but he ² _____ (die) in a car accident. Hamlet's uncle ³ _____ (become) the boss and ⁴ _____ (marry) Hamlet's mother. One day, Hamlet ⁵ _____ (study) in the library when he ⁶ _____ (receive) a note from a friend. It ⁷ _____ (say), 'Your uncle ⁸ _____ (kill) your father.' Hamlet ⁹ _____ (call) his mother on his mobile phone and she ¹⁰ _____ (come) to the library. They ¹¹ _____ (argue) when Hamlet ¹² _____ (hear) a noise behind a bookshelf. Somebody ¹³ _____ (listen) to their conversation. Hamlet immediately ¹⁴ _____ (kill) him. Unfortunately, the man ¹⁵ _____ (be) his girlfriend's father! When his girlfriend ¹⁶ _____ (find out), she ¹⁷ _____ (drown) herself in the university pool. Hamlet ¹⁸ _____ (sit) in a local burger bar when his girlfriend's brother ¹⁹ _____ (come in). He ²⁰ _____ (carry) a gun and was very angry ...

2 Choose the correct tense to complete these sentences.

- Have you seen?* Did you see any good films in the last few weeks?
- I haven't been / didn't go to see that new exhibition yet.
- I have / don't / did badly in my driving test because I was so nervous.
- I have caught / caught the bus at 8 o'clock this morning.
- Look! The parrot has escaped / escaped.
- I have never seen / never saw any camels when I was on holiday in Turkey.
- Have you ever watched? Did you ever watch an international chess game?

3 Complete the sentences with *a, an, the* or *no article*.

Romeo and Juliet is one of Shakespeare's ¹ _____ most famous plays. There is ² _____ modern film version of ³ _____ play directed by Baz Luhrmann. ⁴ _____ hero and heroine are Leonardo DiCaprio and Claire Danes. ⁵ _____ action takes place in ⁶ _____ modern city and it is about ⁷ _____ gangs fighting with ⁸ _____ guns. ⁹ _____ film was not ¹⁰ _____ great commercial success.

4 Put the words in the correct order to make sentences.

- English project / have / yet / finished / I / not / my
- has / five / won / she / grand slam titles / already
- been / ice-hockey match / ever / you / to / have / an ?
- film star / I / met / never / a / have
- to Spain / before / not / she / been / has

Vocabulary

5 Multi-part verbs Choose the correct words in *italics* to complete these sentences.

- Serena gets on *for/to/with* her sister.
- He had an injury but he carried *in/off/on* playing.
- It is a big challenge but he won't give *in/off/up*.
- He doesn't look very well after his operation but I think he'll pull *off/through/up*.
- I'm trying to find a way to deal *at/to/with* the problem.

6 Make nouns from the adjectives in brackets to complete these sentences.

- He always tells the truth. I admire his _____ (honest)
- He made the correct _____. He knew exactly what to do. (decisive)
- There is too much _____ on TV nowadays. (violent)
- Do you think people are born with _____, or do you think they acquire it? (intelligent)

Pronunciation /θ/ /ð/ /ʃ/ /tʃ/

7 Listen and put these words into the correct group according to the sound of the underlined letters.

think, there, shark, chair, the, election, beach, other, though, this, chief, throw, situation, suspicious, creature, nationality, then, through, issue, approach, direction

- Group 1: /θ/ think Group 2: /ð/ there
Group 3: /ʃ/ shark Group 4: /tʃ/ chair

8 Listen again and repeat the words.

Check Your Progress: Modules 3 and 4

- Which activities did you enjoy most?
- Which activities did you have problems with?
- How well did you do in the Review exercises? Which grammar and vocabulary areas do you need to revise?

5 Celebration

In this module you will...

- read an internet page and tourist information
- listen to dialogues, a radio programme and a song
- talk about celebrations; practise giving advice and congratulating
- learn about modals and adjectives

Warm-up

1 Look at the photos. What are the people celebrating? Use the Key Words and the Mini-dictionary to help you.

KEY WORDS: Celebrations

the birth of a baby, a birthday, finishing the school year, the New Year, passing your driving test, passing an exam, a retirement, a sports victory, a wedding, winning an award/a prize, your first job/salary

2 Read the Strategies.

LISTENING STRATEGIES: Getting the general idea

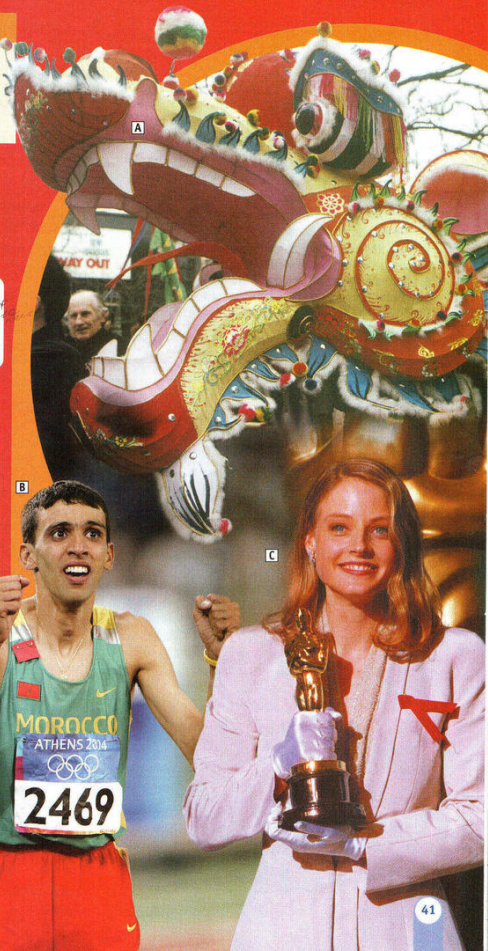
- Don't panic if you don't understand everything!
- Listen for important words and phrases (e.g. 1 → lessons, car).
- Try to link important words to topics or situations (e.g. car → driving test).

3 Listen to five people. Use the Strategies and decide what each person is celebrating. There is one extra topic.

- a getting a new job
- b passing a driving test
- c retiring from work
- d an 18th birthday
- e winning a scholarship
- f winning a Hollywood Oscar

4 What is the last thing you celebrated?

Example We had a party last month to celebrate my grandfather's eightieth birthday.



13 Wacky Weddings

Before you start

1 Look at the photos below. Have you ever been to a wedding? Who got married?

2 Match the Key Words with the definitions (1-6).

KEY WORDS: Weddings

best man, bride, bridesmaid, groom, guests, priest/registrant

- 1 he is getting married
- 2 they are invited to the wedding
- 3 she is getting married
- 4 he helps the groom at the wedding
- 5 he/she performs the wedding ceremony
- 6 she helps the bride at the wedding

3 Read the wacky weddings website. Match the weddings (1-5) with these titles. There is one extra title.

- ♥ Mountain Wedding
- ♥ Elvis Presley Wedding
- ♥ Kayak Wedding

- ♥ Sea Wedding
- ♥ High Sky Wedding
- ♥ Underwater Wedding

4 Listen to three wedding dialogues. Who is talking?

- a the groom and the best man
- b the bride and groom
- c the bride and the priest

Which situation is:

- formal and polite? • informal but polite? • very informal?

Weddings, Wedding Gowns...



Do you want a wedding with a difference? Here's a list of wacky weddings we can arrange. Click on a wedding for prices and more information.

- 1 Say 'I do' with tropical fish as your **uninvited** guests! You **don't have to** be an expert diver but inexperienced couples **have to** take lessons. A seaweed bouquet is included in the price.
- 2 Are you a fan of the 'King of Rock and Roll'? Then we think this is the wedding for you. You **can** get married outside the front gates of Graceland, his old mansion home. We have just one rule – the groom **mustn't** dress up like him.
- 3 Get married on a river or in a quiet cave. You **needn't** be experienced canoeists but you **must** be able to swim. Non-swimmers **can't** choose this wedding.
- 4 Exchange rings 4,000 m above sea level – then ski down together after the ceremony! But you **don't have to** – instead, you **can** ride down in a snowmobile or ski lift.
- 5 Skydive and parachute to the ceremony! You **can't** do this without going on a course of skydiving lessons.

must, mustn't, have to, don't have to, needn't, can, can't

Presentation

5 Find the verbs (1–7) in the web page. Match them with their meanings (a–d).

- | | |
|-----------------|----------------------------|
| 1 mustn't | a not necessary |
| 2 needn't | b necessary |
| 3 must | c not allowed/not possible |
| 4 don't have to | d allowed/possible |
| 5 have to | |
| 6 can | |
| 7 can't | |

6 Match the sentences (1–3) from the dialogues in Exercise 4 with the functions (a–c) below.

- You **have to** collect the flowers before five o'clock – the shop closes at five.*
- You **must** wear a suit and tie.*
- Can** you park the cars in the town car park, please?*

a	b	c
request (very polite)	obligation (neutral)	strong obligation from the speaker (can be rude)

➞ Grammar Summary 5, page 142

Practice

7 Complete the description of traditional Chinese weddings with *have to*, *don't have to*, *can* or *can't*.

A week before the wedding, the groom's family 1 _____ take presents in red boxes to the bride's house. Only the men carry them – female members of the family 2 _____ do that. One strange thing is that the bride's family 3 _____ send them back if they don't like them – they 4 _____ accept the presents! A few days later, the female members of the bride's family 5 _____ take presents to the groom's family. On the morning of the wedding ceremony, the bride and groom 6 _____ serve tea to their parents. The ceremony is only for the family – guests 7 _____ go to it. But they 8 _____ go to the reception, where it's a tradition to shake hands with the happy couple.



8 Write two rules for each of the places below. Use the words in brackets with *have to* or *can't*.

Example 1 *You can't use a mobile phone. You have to wear a seat belt.*

- plane (use a mobile phone; wear a seat belt)
- cinema (smoke; switch off your mobile)
- library (be quiet; write in the books)
- hospital (use a mobile; take medicine)
- petrol station (light a cigarette; pay for the petrol)

9 Complete the sentences with *mustn't* or *needn't/don't have to*.

- I _____ go to the dentist. My teeth are fine.
- We _____ be late for the wedding.
- You _____ buy me a birthday present but please come to my party.
- We _____ walk alone after 11 p.m. because it's dangerous.

10 Personalisation What are the rules at your school? Use the Key Words to talk about what you can, can't, have to and don't have to do.

Example *We have to change our shoes when we come in.*

KEY WORDS

be late for lessons, bring mobile phones, change shoes, eat during lessons, go on class excursions, kiss, listen to music during lessons, organise discos, play music during breaks, smoke, tie back long hair, use notes during tests, wear a uniform, wear jeans, wear make-up

Discuss the rules with the class. How tolerant is your school?

11 Make requests or obligations. Use the cues with *can*, *must* or *have to*.

Example 1 *You must study harder.*

- Teacher to student: you/study harder
- Soldier to soldier: we/get up at 6 a.m. every day
- Doctor to patient: you/do more exercise
- Girl to friend: you/lend me your red evening dress
- Bride to groom: we/welcome all the guests

12 Your Culture What happens at weddings in your country? Use modal verbs and expressions from the lesson to write about some of these things.

ceremony, clothes, flowers, food, presents, reception, songs and music, speeches

Example *In the UK, the bride and groom have to go to the ceremony separately. The 'best man' has to make a speech.*



14 Parties

Before you start

1 Look at the photos. Describe what is happening at the parties.

2 Look at the Key Words. Which things do you prefer at parties?

Example I love dancing and singing songs at parties. I hate making speeches.

KEY WORDS: Parties

Kinds of party: barbecue, fancy dress, house-warming, sit-down meal

Food/drink: hot drinks, snacks, soft drinks

Clothes: dress casually/smartly, wear formal/casual clothes

Activities: bring a drink, dance, give presents, listen to/make speeches, play music, sing songs

Listening

3 Which of these statements about parties in the UK do you think are true?

- 1 People usually wear formal clothes at parties.
- 2 People take flowers or chocolates when they go to someone's house for dinner.
- 3 Teenagers sing songs and play games at parties.

4 Listen to the radio programme and check your predictions.

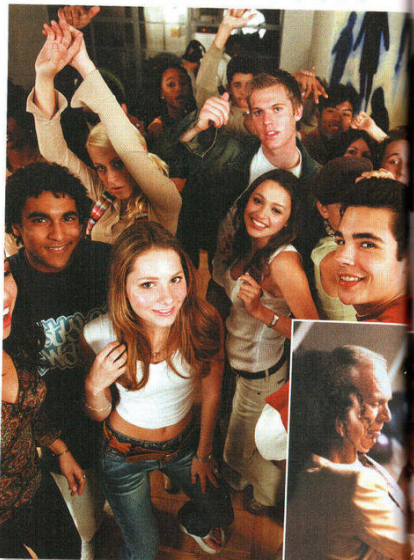
4 Complete the Function File with these phrases. Then listen again and check.

don't have to, a good idea to, not a good idea to, should (x2), shouldn't (x2)

FUNCTION FILE

Advice

- 1 If it's very formal, you _____ dress smartly.
- 2 Nowadays, for most parties you _____ be too formal.
- 3 It's _____ arrive late for a dinner party.
- 4 It's _____ take something with you.
- 5 You _____ always thank your host when you leave.
- 6 You _____ drink too much at parties.
- 7 You _____ accept a lift home from a person you don't know.



Speaking

6 Use the phrases from Exercise 4 to prepare some advice for a foreign visitor who is invited to these celebrations in your country.

a birthday party, a wedding reception, a New Year's Eve party

Make notes about these things.

- clothes to wear (male/female) • presents to take
- time to arrive • things to say • things not to do • time to leave

7 Work in pairs. Student A is a foreign visitor and Student B gives advice. Ask and answer questions. Then swap roles.

Example

A *I'm going to a wedding. What should I wear?*

B *You should wear formal clothes – a jacket and tie.*

A *What should I take?*

8 Match the situations (a–e) with the expressions (1–5) in the Function File below.

- a someone has passed an exam
- b some friends have had a baby
- c someone has won a match
- d it's someone's birthday
- e someone is going to get married

FUNCTION FILE

Congratulations!

- 1 Happy birthday! Have a lovely day!
- 2 Well done! You played brilliantly!
- 3 Congratulations! You worked hard for it.
- 4 Wow! That's brilliant. When's the big day?
- 5 That's really great news. What are they going to call her?

Vocabulary: Multi-part Verbs (4)

5 Look at these sentences from the radio programme. Underline the multi-part verbs.

- 1 It depends on what kind of party it is.
- 2 I never put a tie on.
- 3 We get together to dance and play music.
- 4 You don't have to dress up.
- 5 You can turn up when you want.

Now match the verbs (1–5) above with the definitions (a–e).

- a to arrive at a place
- b to wear smart clothes
- c to vary according to the situation
- d to meet people
- e to put clothes onto your body

9 Pronunciation Listen and repeat the underlined expressions in the Function File above.

10 Work in pairs. Take turns to tell your partner some good news. Give congratulations using expressions from the Function File above.

Example

A *I've passed my driving test!*

B *That's great! Well done.*

A *Thanks. I'm really pleased.*

11 Your Culture What differences are there between parties in your country and in the UK?

QUOTE ... UNQUOTE

No one wants to be at the party he's at; he wants to be at the party he's missing.

Jules Feiffer, American cartoonist (1929 –)



15 Scotland

Before you start

1 Look at the photos. What do you know about Scotland? Work in pairs and try to answer these questions.

- What is the capital of Scotland?
- How do Scottish people celebrate the New Year?
- What is Scotland's national dish?
- What happens at the Edinburgh Festival?
- What are the following?
a bagpipes b first footing c a kilt d tossing the caber

Reading

2 Read about Scotland and check your answers for Exercise 1.

3 Are these sentences true (T) or false (F)? Correct the false information.

- ☐ Scotland is an independent country.
- ☐ Scotland has its own football team.
- ☐ The Romans conquered Scotland.
- ☐ Scottish New Year celebrations finish at midnight.
- ☐ Scotland's national poet is Robbie Burns.
- ☐ Haggis is a vegetarian dish.
- ☐ The Highland Games at Cowal are winter games.
- ☐ The Edinburgh Festival is a classical music festival.

4 Which Scottish celebrations would these people probably prefer?

- Kim loves the theatre and classical music.
- Carol likes sport and is interested in Scottish culture.
- Lena loves parties and dancing all night.
- Peter likes poetry and trying different food from around the world.

5 Which celebration would you like to go to? Why?

Scotland - A place to celebrate

Scotland is famous for its own culture. Here are some of the ways visitors to Scotland can join in the fun.

Hogmanay, 31 December

Scotland celebrates Hogmanay, the New Year, with the music of bagpipes, Scotland's traditional instrument, and dancing in the street throughout the night. At midnight, there are fireworks and everyone sings 'Auld Lang Syne', a song by Robert Burns, a famous Scottish poet. Soon after midnight, Scottish families go 'first footing', visiting the houses of friends and relations to continue the celebrations!



Burns Night, 25 January

Robert Burns is Scotland's national poet and Scottish people have a big dinner every year to celebrate his birthday. The main part of the meal is 'haggis', Scotland's national dish made from liver, cereals and fat served in a sheep's stomach. Then everyone reads poems and sings songs written by the great 'Rabbie' Burns himself.

Web Links

www.visitscotland.com
www.scotlandonline.com
www.robertburns.org
www.worldburnsclub.com



FACTFILE

Area: 78,769 sq km

Population: 5,200,000 approx.

Capital: Edinburgh

Political: Scotland is part of the United Kingdom but it has its own parliament, legal system, education system and its own international football team.

History: The Romans never conquered Scotland. Between the years 120 and 140 AD, they built Hadrian's Wall, a huge wall, 118 km long, to protect their empire. In the Middle Ages, Scotland became a united country. There were many wars between England and Scotland. In 1603, the Scottish king, James VI, became king of England and a century later Scotland and England were united.

Comparing Cultures

Find information about a celebration from your country or region.

- Use books, the Internet or ask people you know. Make notes about the celebration.

Use your notes for a group discussion.

- Work in groups. Take turns to tell the others about celebrations.
- Are any of your celebrations similar to Scottish ones?

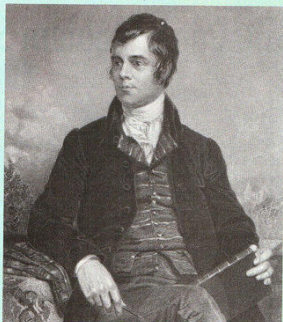
The Highland Games, May–September

Nearly every weekend in the summer, there are highland games somewhere in Scotland but the biggest games are at Cowal. People from all over the world come to watch or take part. Over three thousand bagpipers and drummers play all day and there is a wonderful atmosphere. There are highland dancing competitions as well as events like throwing the hammer or 'tossing the caber' – throwing a large tree-trunk as far as possible! All the athletes wear traditional skirts called kilts.



The Edinburgh Festival, August

Edinburgh is famous all over the world for its arts festival. There is an official festival for theatre, opera and classical music, and the 'Fringe' festival where you can see a large variety of plays, films, comedians, dance companies and concerts. Finally, there is the Military Tattoo, a military parade held in Edinburgh Castle.



Robert Burns

Song Auld Lang Syne

Before you start

1 Read about Robert Burns. What language did he write in?

BACKGROUND

Robert Burns (1759–96) travelled around Scotland, collecting and adding to traditional poems and songs. He died at the age of thirty-seven. Burns wrote in Scottish English and most Scots regard him as their national poet. One of his best-known poems is *Auld Lang Syne* (literally 'old long ago' or 'times gone by'), which Scottish people all over the world sing on 31 December, New Year's Eve.

Listening

2 Match the original words of the first verse and chorus of the song (1–4) with the modern translations (a–e). There is one extra translation.

- | | |
|--|--|
| 1 Should old acquaintance be forgot,
And never brought to mind? | a For times gone by, my dear,
For times gone by. |
| 2 Should auld acquaintance be forgot,
And auld lang syne? | b Should we forget old friends
And never remember them? |
| 3 For auld lang syne, my dear,
For auld lang syne. | c Should we remember old people
In times gone by? |
| 4 We'll take a cup o' kindness yet
For auld lang syne. | d We'll drink a cup of kindness,
For times gone by. |
| | e Should we forget old friends
And times gone by? |

3 Listen and sing along to the song.

Language Problem Solving 3

Adjectives → Grammar Summary, page 143

1 In English, we can use different kinds of words as adjectives. In the text below, the words in bold are used as adjectives. Read the text and match the words in bold with the terms a-d below.

Tim is a police officer – he looks for **missing** people and **stolen** cars. He's young and very tall and also quite handsome. He has got black hair and a **round** face with nice, big, brown eyes. Tim often wears a trendy, black leather jacket and black designer jeans. He also loves expensive, Italian sunglasses. He takes skydiving lessons and is an experienced skier. He is also a member of a local **football** club. He is never bored or depressed. Tim thinks he is really cool!

- a noun b adjective c -ing form
d 3rd form of the verb

Find more examples in the text of each kind of adjective.

2 Look at the text again. Choose the correct word to complete these rules.

- Adjectives in English come *before/after* a noun.
- Adjectives come *before/after* the verb 'to be'.
- Adjectives are *sometimes/never* plural in English.
- We use adverbs (e.g. 'very', 'quite' or 'really') *before/after* adjectives.

3 Match the words in columns A and B to form collocations.

Example *driving test*

A
driving
broken
winter
wedding
advanced
mobile
new-born
home-made
polar
public

B
transport
bear
technology
baby
bread
sports
leg
dress
test
phone

4 Complete the sentences with words from column A in Exercise 3.

- I must take more _____ lessons before I take the test.
- I love _____ cakes because they taste much better than the supermarket ones.
- Sweden usually wins a lot of medals at the _____ Olympic Games.
- We'll have to pay for the _____ window.
- The _____ ceremony starts at twelve o'clock and there's a reception afterwards.

5 Order the words to make sentences.

- not/tall/Sue/is/very
- clothes/he/trendy/wears/quite
- dresses/don't/long/I/very/like
- students/these/not very/hard-working/are
- comfortable/trousers/really/those/are

6 The table shows the order of adjectives in front of a noun. Complete the sentences with the adjectives in brackets in the correct order.

opinion	age/size/shape	colour	origin	material	NOUN
<i>nice/expensive</i>	<i>old/big/round</i>	<i>black/dark brown</i>	<i>Italian</i>	<i>leather</i>	jacket

- She loves (cotton/expensive) jackets and (long/leather/black) boots.
- He has got (blond/short) hair but very (red/big) ears.
- (dark green/long) dresses are fashionable this year.
- It's a very (new/interesting) film with that (Spanish/young/talented) actress.
- I really don't like (white/cheap/polyester) shirts.
- She has got a (good-looking/Italian) boyfriend with (big/nice/brown) eyes.

7 The verbs *look, sound, taste, smell, feel* describe senses. We use adjectives after these verbs.

Examples

look good, sound great, taste horrible, smell delicious, feel hot

Complete the sentences with a suitable adjective.

bitter, dizzy, lovely, sad, silly, sweet, tasty.

- You look _____ in your new dress. Where did you buy it?
- I felt a bit _____ when everyone laughed at my new outfit.
- Your new perfume smells too _____. I feel _____ when I'm next to you.
- The food looks very _____. Can we eat it now?
- He sounded _____ on the phone. What's happened?
- The fruit juice is off. It tastes _____.

6 Food

In this module you will...

- read a restaurant guide and a magazine article
- listen to party dialogues
- talk about food and health; practise making requests and chat at a party
- write short email messages
- learn about comparatives and superlatives

Warm-up

1 What food can you see on this page?
Use the Key Words and the Mini-dictionary to help you.

KEY WORDS: Food (1)

avocado, bread, broccoli, cereal, cheese, kiwi fruit, nuts, olive oil, pasta, prawns, green pepper, raspberries, rice, strawberries, yoghurt

2 Copy the table and classify the Key Words in Exercise 1. Then add more food items.

1 sugar/fat/oil	
2 meat/fish/seafood/eggs/nuts/dairy products	
3 fruit and vegetables	<i>avocado</i>
4 carbohydrates	<i>bread</i>

3 Use the table to write six sentences about healthy eating.

Example You should eat lots of apples. You shouldn't eat a lot of cakes.

4 Make four pairs of opposites from the Key Words below. Which three words are the opposite of sweet?

Example cold/hot

KEY WORDS: Food adjectives

bitter (e.g. dark chocolate), cold (e.g. ice cream), hot (e.g. soup), hot/spicy (e.g. curry), mild (e.g. mild cheese), salty (e.g. crisps), sour (e.g. unripe plums), sweet (e.g. cake), tender (e.g. meat that's easy to eat), tough (e.g. meat that's difficult to eat)

5 Work in pairs. Discuss these questions about food.

1 What do you usually have for breakfast?

cereals ☐ toast ☐ eggs ☐ bread ☐ fruit juice ☐
coffee ☐ other ☐

2 What is your favourite: a) fruit? b) vegetable?
c) dessert?

3 What meals have you prepared at home?
Are you a good cook?

Example I usually have milk and toast for breakfast. How about you?





16 Eating Out

Before you start

1 Which of these kinds of food have you eaten and which would you like to try?

American, British, Chinese, French, Greek, Indian, Italian, Mexican, Thai

2 Read the restaurant guide. What kind of food does each restaurant serve?

3 Which restaurant would these tourists prefer?

- 1 Luke likes eating outside.
- 2 Tania would like to try British food.
- 3 Oscar likes very hot and spicy food and loves chicken.
- 4 Silvie likes fashionable places but doesn't want to spend a lot of money.



GOOD VALUE RESTAURANT GUIDE

We invite people to write about restaurants they have visited in London.

Café Naz

46-48 Brick Lane E1
020 7247 0234
Aldgate East

Café Naz seems **less crowded** now because it's **bigger than** before but the specialities from Bangladesh are **as good as** in any **top class** restaurant. I recommend the chicken with almonds. The **waiters** say which dishes are mild, spicy or very hot but be careful, they're often **spicier than** you think!

Blue Spice

448 Fulham Road SW6
020 7381 2588
Fulham Broadway

Brighter and more modern than a lot of Indian restaurants, the Blue Spice offers top quality Indian curries. Try the tasty **tamarind** lamb and the salmon samosas are **the most unusual** starters I've ever had!

La Lanterna

Mill Street
020 7252 2420
Bermondsey

La Lanterna offers pizza and pasta dishes. The terrace outside is **more spacious and not as noisy as** the main dining room, and it's perfect on a warm summer evening. Try the delicious garlic pizza and the grilled mushrooms.

Eco

Clapham High Street
SW4
020 7978 1108
Clapham North

Eco is a pizzeria in one of **the busiest** parts of south London. The decor is trendy and the service is friendly. The pizza bread is **the tastiest** I've ever had and the asparagus and ham pasta was absolutely delicious! You won't find **better value than** this.

Tate Modern 7th floor café

Bankside SE1
020 7887 8888
London Bridge

This may seem **the least attractive** choice. You can't book a table and you have to queue. But the traditional British dishes and the view are worth the wait. Our table had **the most spectacular** view over the Thames. The decor was **more basic** than we expected and the prices were **more expensive than** in a lot of restaurants but the food was **the best** we've had on our visit to London.

Presentation

4 Copy and complete the table below. Read the descriptions of the restaurants and add more adjectives, comparatives and superlatives to the table.

adjectives	comparative form	superlative form
one syllable: tall big*	taller (than) 1 _____	the tallest 2 _____
two syllables ending in -y: lazy easy	lazier (than) 3 _____	the laziest 4 _____
two or more syllables: boring interesting	more boring (than) less 5 _____	the most boring the least 6 _____
Irregular: bad good	worse (than) 7 _____	the worst 8 _____

* ⇒ Spelling rules in the Grammar Summary 6, page 143

5 Match the underlined phrases in 1-4 with the uses (a-c).

- The specialties from Bangladesh are as good as in any top class restaurant.
- The pizza bread is the tastiest I've ever had.
- The prices are more expensive than in a lot of restaurants.
- The terrace outside is not as noisy as the main dining room.

- a to say that a person, thing or activity is unique in a group
- b to say that two people, things or activities are not equal
- c to say that two people, things or activities are similar or equal

⇒ Grammar Summary 6, page 143

Practice

6 Write sentences comparing the two places. Use these adjectives.

beautiful, cheap, comfortable, elegant, old, relaxed, small, tasty, trendy



Michel's

The Shark

Example

The Shark is more relaxed than Michel's. The food is not as tasty as at Michel's.



Food

7 Complete the text. Use the adjectives in brackets in the correct form. Some adjectives do not change.

Custard is probably 1 _____ (simple) pudding you can make and is one of 2 _____ (popular) sweet sauces in the UK. It's a 3 _____ (yellow) mixture of milk, sugar and eggs which you can eat 4 _____ (cold) or 5 _____ (hot), on its own or with a pie. Custard is 6 _____ (quick) to make than most other desserts and is definitely 7 _____ (easy) of all, especially when you use the ready-made custard powder. Of course, it's 8 _____ (good) to use fresh ingredients – the sauce is then much 9 _____ (tasty). Frankly, vanilla custard is 10 _____ (good) food I've ever eaten in Britain.

8 Work in pairs. Use comparative forms of the adjectives below to describe a food item. Take turns to guess what the food is.

big, cheap, colourful, common, easy to get, exotic, expensive, fatty, healthy, heavy, juicy, mild, salty, small, sour, spicy, sweet, tasty

Example

It's bigger than a plum and sweeter than a grapefruit. It's more juicy than a pear. It's as big as an apple. (orange)

9 Work in groups. Talk about the restaurants described in this lesson and agree on one you would like to go to tonight. Use comparative and superlative forms of adjectives.

Example

A I'd like to go to Eco – it's probably the cheapest.

B I don't like Italian food very much. Blue Spice looks more interesting to me.

17 What's Cooking?

A

Before you start

1 Look at the photos and match them with these captions.

- 1 Our choice – organic or genetically modified food?
- 2 Are we overfishing the oceans?
- 3 TV chefs are popular in Britain

2 Use the Mini-dictionary to find the meaning of the Key Words.

KEY WORDS: Food (2)

baby food, fast food, fresh food, frozen food, genetically modified food, organic food, pre-cooked, pre-packed, ready-made, take-away, tinned food, vegetarian food

Which of the food above do you think is:

- the healthiest/the least healthy?
- the tastiest/the least tasty?
- the most/the least convenient?
- the easiest/most difficult to prepare?

Reading

3 Read the article and match these titles with the sections (A–H). There is one extra title.

- | | |
|----------------|-----------------|
| • Organic food | • Food supplies |
| • Health food | • Eating out |
| • Eating in | • GM food |
| • Wine | • Food safety |
| • Shopping | |

QUOTE ... UNQUOTE

'On the continent, people have good food; in England people have good table manners.'

George Mikes, Czech humorist (1912–1987)

FOOD FOR THOUGHT

Wendy Wolfenbarger looks at some of the most important food issues for the 21st century.

A

This issue regularly gets into the news nowadays. Basically, scientists manipulate the DNA structure of plants and animals to produce more food or improve resistance to diseases. But what are the long-term effects? A recent study found that the pollen of genetically modified (GM) corn can kill the eggs of the monarch butterfly. Many people are not happy about these new developments.

Some supermarkets and restaurants do not sell GM foods and two baby food makers, Gerber and Heinz, have promised not to use it.

B

Organic food is 'natural' food. This means that pesticides or additives are not used in the production process. And it's not just for vegetarians; organic food is a booming business and includes cheese, meat, wine, tinned food – even pet food.

C

Eating out in a restaurant is on the increase. With the Internet, going out for a meal is a lot easier. You can make a reservation and look at the menu before you go!

D

TV chefs are doing very well. Their cookery books are bestsellers and many people have started cooking as a hobby. But eating in doesn't always mean cooking. Shops offer a bigger variety of ready-made meals, more restaurants offer take-away meals and, of course, there are more and more places on the Internet where you can order from.

E

Nowadays, when you go to supermarkets, you can get a much wider choice of food from all over the world. More and more people are experimenting with exotic food – watch out for more Australian, Hawaiian, Brazilian and Malaysian recipes.

F

British farmers had to kill thousands of animals at the turn of the century because of outbreaks of 'mad cow' and foot and mouth diseases. People will expect better conditions for animals and less risk of infected meat. Scientists are worried because bugs that carry diseases in food are getting resistant to antibiotics.

C

4 Read the Strategies.

READING STRATEGIES: Multiple-choice questions

- Read the questions carefully and then the alternative answers.
- First, try to guess or work out the correct answer.
- Find the part of the text where you think the answer is (e.g. 1 = paragraph A).
- Read that part carefully and choose an answer.
- Make sure the other alternatives are not possible answers.

Now read the article again. Use the Strategies to complete the sentences with the correct answer, a, b or c.

- The long-term effects of GM food are ...
a unknown. b unlikely. c untruthful.
- More restaurants are ...
a employing TV chefs. b experimenting with international food.
c advertising on the Internet.
- British farmers had to kill thousands of animals because ...
a the animals were resistant to antibiotics.
b the animals had a disease. c the animals were mad.
- In the future, farmers will have to ...
a grow genetically modified crops. b grow more organic crops.
c grow a bigger variety of crops.
- Nutraceuticals are not always ...
a tasty. b useful. c expensive.

5 Work in pairs. Which issues in the article are a) the most interesting, b) the most worrying?

Example I think the paragraph on food supplies is the most worrying because people are dying of starvation.

6 Your Culture How has food changed in your country over the last few years? How do you think it will change in the future?

Vocabulary: Common Verbs (2) get

7 Match the verbs below with the examples of get underlined in the article.

- 1 become 2 obtain/buy 3 return 4 enter

Translate the verbs (1-4) into your language.

8 Look at Multi-part verbs (1) on page 13. Circle the correct option from the brackets to complete the sentences.

- I'd like to get (to/on) a birthday present for my mum today.
- Why don't we get (on/together/-) for a meal some time next week?
- I really hate getting (to/up/-) early on Sunday mornings.
- I have just got (on/in/into) the school basketball team.
- My sister got (into/-/to) very angry when I used her bike.
- I really get (-/in with/on with) my cousin. She's great to be with.

G

The world's population is growing fast but our planet is not. Supplies of fish and seafood have reached very low levels because of overfishing and governments will have to do something to allow the numbers of fish to get back to normal. To feed the growing population, farmers have to grow different types of crops and therefore there is pressure on them to grow more and more genetically modified crops.

H

Many of these foods have special ingredients that are supposed to protect or improve your health – prevent disease or build muscles, for example. But are they really good for you? The \$15 billion industry is largely unregulated and so there are useless and sometimes dangerous products on the market. Expect to see more 'health foods' or nutraceuticals – delicious ice cream packed with vitamins or low-cholesterol burgers, perhaps?



18 Communication Workshops

Writing

Before you start

1 Read the emails and put them in order. What did Kate and Rob forget to mention in their first replies?

2 Which of the informal linking expressions in the emails (in blue) do Rob and Kate use to:

a list questions? b mention something? c say something is OK?

Short Messages

Write short emails. Follow the stages below and use Writing Help 3, page 139.

Stage 1

Work in pairs. Write a short email invitation to your partner. Include these things:

- type of party
- place, date and time it starts and ends
- a request to tell three other people about the party

Then give your message to your partner.

Stage 2

Reply to the email you have received. Include these questions:

- what to bring • what to wear • how to get there

Give your message to your partner.

Stage 3

Reply to the email you have received. Answer two of the three questions your partner asked. Ask him/her about the other people who you invited.

Give your message to your partner.

Stage 4

Write a short reply. Answer the original question about the other people invited. Ask the question that your partner forgot to answer. Give your message to your partner.

Stage 5

Answer your partner's final question. Then sign off. Give your message to your partner.

Talkback

Swap your messages with those of another pair. Put them in the right order.

A Hi there,
Of course you can bring a friend.
You can get to our house on the number 12 bus. You should get off the bus before the bridge. Go down Newton Road – it goes along the river. Then take the third street on the right (Elfindale Rd). We're number 33. By the way – can Roxie and Carol come?
Rob

B Hi,
You don't have to bring anything – but the sausages sound great.
See you there.
Rob.

C Hi Rob,
I'd love to come – but a couple of questions. One thing – what should I bring to the party? Our local butcher does some really good sausages. Another thing – how do you get to your house? I know it's near the river. One last thing – can I bring a friend? I've got a French friend staying at the moment.
K.

D Hi Kate,
We're having a party on Saturday 15 May at my house. It starts at about 7 p.m. We're having a barbecue in the garden – it depends on the weather! One more thing – can you tell Roxie and Carol about the party?
We hope to see you there.
Rob

E Hi,
Thanks for the info and the directions. Roxie can come but Carol can't – she has to go to a family dinner. By the way – is it a good idea to bring the sausages?
K

Listening

Before you start

1 Look at the photo. What do you think makes a fantastic party? Choose three things from this list.

good atmosphere, good food, good music, a nice room, people from the same school/college, people from different places, a special occasion/celebration (e.g. after exams)

Party Dialogues

Listen to three party dialogues.

2 Listen. What is true about the party?

- a there are people from different countries
- b the people are all students
- c the party is in the summer
- d the room is smoky
- e it is someone's birthday

3 Listen again and answer these questions.

- 1 Where are Katrina and Jamie from?
- 2 What is Katrina surprised about?
- 3 What three things is Jamie surprised about?
- 4 What do Katrina and the other woman agree on?
- 5 What music do Jamie and the other man agree on?

Speaking

Before you start

1 Pronunciation Listen to the reactions from the first dialogue. Which of them express surprise (S)? Which ask for repetition (R)?

Katrina?, Really?, I'm sorry?, No!, She isn't., I don't believe it., An ...?, You're joking.

Example Katrina? = R

2 Read the Function File. Classify the expressions.

- a making a request
- b refusing a request
- c agreeing to a request

Requests (1)

- 1 A Could I open the window a bit, please? It's very ...
- 2 B I'm afraid we've got the heating on ...
- 3 A Well, can we open the door?
- 4 B Yes, of course.
- 5 C Can I change the music? This music's not very good for dancing.
- 6 D I'm sorry, this is Alan's birthday and it's his favourite.
- 7 C Well, can we change it when this one finishes?
- 8 D OK.

Party Dialogues

Act out the party dialogues. Follow the stages below.

Stage 1

Imagine you are going to a party. Invent an unusual character for yourself and write notes about the person.

Name: Aristotie Chang
From: Hong Kong
Job: football referee
Interests: heavy metal music, collecting butterflies

Stage 2

Work in groups. Imagine you are this unusual person at a party.

- Introduce yourself to another person.
- Find out information about her/him.
- Express surprise or ask for repetition about any unusual information the person gives you.

Stage 3

Work in pairs. Act out these situations. Use the expressions in the Function File. Try to come to an agreement.

SITUATION 1

Student A You want to close the door because it's cold.

Student B You don't want to close it because it's smoky.

SITUATION 2

Student B You want to turn the volume of the music down because it's very loud.

Student A You want the volume to be loud because it's your favourite song.

Talkback

Tell the class about the most unusual character you met and what you agreed to do.

Example I met a Mongolian window cleaner called Sam. She is interested in rock music and nuclear physics! We agreed to turn the volume down after the song.

3 Work in pairs. Practise the dialogues in the Function File.

Review 5 and 6

Grammar

1 Choose the correct word(s) in *italics* to complete the sentences.

- You *don't have to/mustn't* go to the school party but it will be fun. You *can/have to* take a friend.
- You *mustn't/needn't* accept a lift from a person if you don't know them.
- You *must/have to* get out NOW! There's a fire!!!!
- Mr Smith, *can you/must you* give me your telephone number, please?
- We *mustn't/needn't* invite Tom and Julie to the wedding – they're not very close friends.
- I suppose you *can't/don't have to* wear a tie at weddings but I usually do.
- You *can't/don't have to* smoke in church.
- You *can/have to* switch off your mobile phone during the flight.
- You *can't/needn't* stay for the reception if you don't feel well.
- When you go to that Indian restaurant, you *should/have to* try their chicken curry.

2 Complete the dialogue with the correct comparative structure of the words in brackets.

- A This restaurant is ¹ _____ (good) value than the one across the road. The portions are ² _____ (big).
- B Yes, and it's ³ _____ (not/busy) the one we went to last week.
- A It's ⁴ _____ (not/expensive) I expected, either – quite cheap really.
- B And that cake was one of the ⁵ _____ (delicious) I've ever had.
- A A pity about the waiter. Why wasn't he a bit ⁶ _____ (friendly)?
- B Yes, not exactly service with a smile!

3 Complete the sentences with the adjectives in brackets in the correct form.

- Surprisingly, frozen vegetables are just _____ (good) for you as fresh vegetables.
- The _____ (heavy) Christmas pudding weighed 3.28 tons.
- 'Habanero', from the Caribbean and Mexico, is probably the _____ (hot) spice in the world.
- The _____ (expensive) wine was a bottle of 1787 Chateau Lafite – it sold for £105,000 (about €150,000)!

Vocabulary

4 Complete the sentences with these verbs in the correct form.

depend on, dress up, eat out, get together, go on, put on, turn up

- We should _____ for a picnic later today, but of course it _____ the weather, doesn't it?
- I had no food at home and decided to _____ but when I _____ at my local restaurant it was closed.
- I _____ a cookery course last month.
- I usually hate _____ but for my sister's wedding I _____ a suit and tie.

5 Choose the correct nouns to make phrases with *do, have or make*.

the bed, a good time, a party, a promise, a reservation, the shopping, a shower, the washing-up

Example *make the bed*

Now use the phrases to write sentences.

Example *I make my bed every morning.*

Pronunciation: Word Stress

6 Put these words from Modules 5 and 6 into the correct group according to the stress pattern.

retirement, exam, celebration, birthday, celebrate, experienced, reception, population, yoghurt, vegetable, cholesterol, spectacular, wedding, award, avocado, festival, delicious, disease, competition, breakfast, traditional, attractive, effect

^{0 0 0}
celebrate Group 1

^{0 0}
exam Group 4

^{0 0 0}
retirement Group 2

^{0 0 0 0}
experienced Group 5

⁰
birthday Group 3

^{0 0 0 0}
celebration Group 6

Listen and check your answers. Then listen and repeat the words. Add one more word to each group.

Check Your Progress: Modules 5 and 6

- Which activities did you enjoy most?
- Which activities did you have problems with?
- How well did you do in the Review exercises?
Which grammar and vocabulary areas do you need to revise?

7 Money

In this module you will...

- read an article, a questionnaire and a story
- listen to a radio programme and a dialogue
- talk about money; practise shopping dialogues
- learn about quantity words and expressions

Warm-up

1 Look at the photos and describe them. Then answer the questions.

1 What do you think is important for these people?

- To have lots of money/a good job/a big car
- To be healthy/in love/with my family/with my friends
- To help other people

2 What is important for you? Why?

Example *The most important thing for me is to be healthy.*

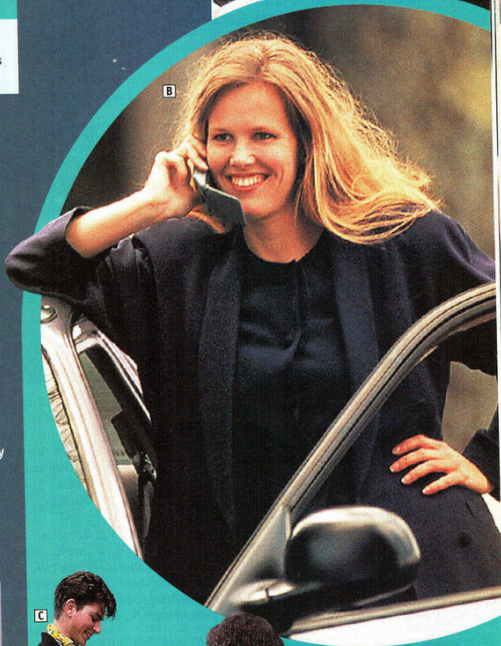
2 Listen and match the speakers with the people in the photos (A–D).

3 Complete the sentences with the Key Words in the correct form. Use each verb only once.

KEY WORDS: Money verbs

borrow, collect, earn, lend, lose, make, need, save, spend, win

- 1 In a casino you can _____ or _____ money very easily!
- 2 If you _____ money, you can ask a friend to _____ you some or you can _____ some from a bank.
- 3 His company _____ a lot of money and so he _____ a good salary.
- 4 She is careful with money – she doesn't _____ very much. She _____ €80 a week.
- 5 At the moment she _____ money for charity.



19 Sad Millionaires

Before you start

1 Look at the photo. Would you like to be a millionaire? Why or why not? Tell the class.

Does a lot of money REALLY make you happy?

Sally Burgess tries to answer the million-dollar question.

Mark Larsen won over nine million pounds on the lottery two years ago. At first, life was fantastic and Mark had some fun - he spent a lot of money on a big new house and five new cars. Then the problems started. Some friends began to ask him for money. He had a lot of arguments with his wife and they divorced. Now he says, 'I haven't got any friends and I feel lonely. Life was better when I didn't have much money.'

- 20 Many people think that money brings happiness. However, according to Professor Michael Argyle, this is not true. In Britain, we are richer but unhappier than fifty years ago. The USA is the richest country in the world but Americans are not the happiest people in the world.

Professor Argyle has found that very poor people and very rich people are unhappier than those in between. For example, very poor people in the developing world live in overcrowded houses without any running water and with no electricity. However, there are also many millionaires with personal problems. A lot of young people who get rich very quickly are at risk.

2 Read the article. Are the statements below true (T) or false (F)?

- 1 ☐ Mark Larsen was happier when he was poorer.
- 2 ☐ British people are happier than in the past.
- 3 ☐ Millionaires and very poor people are often unhappy.
- 4 ☐ Richard Cross has not got much money.
- 5 ☐ It's a good thing to have friends.
- 6 ☐ A lot of money makes you very happy.



Because of this, a few young millionaires are changing their lifestyles. Richard Cross, a multi-millionaire computer analyst from California, is an example. His house shows no signs of his wealth. There is a small garden and there are only two cars parked outside his house. 'I want my kids to live a normal life,' says Richard.

- 30 So what can make us happy? According to Professor Argyle, you should have one close relationship and some close friends. You should do a little sport and have a lot of contact with other people. Other people make you happy, not money!

3 Match the words to make phrases from the article.

- | | |
|------------|-----------------|
| 1 have | a rich |
| 2 feel | b life |
| 3 bring | c relationships |
| 4 get | d arguments |
| 5 a normal | e happiness |
| 6 close | f lonely |

Make your own sentences with the phrases.

Presentation

4 Add more words from the article to the table.

uncountable nouns	money
countable nouns in the singular	country
countable nouns in the plural	friends

5 Find the words below in the article. Which do we use in front of uncountable nouns and which in front of plural countable nouns? Complete the chart. Some words can appear in front of both.

any, a few, a little, a lot of, many, much, no, some

... + uncountable nouns, e.g. happiness	... + plural countable nouns, e.g. cars

Complete the rules with words and phrases from the list above.

- We use _____ and _____ only with uncountable nouns.
- We use _____ and _____ only with plural nouns.
- We use _____, _____, _____ and _____ with uncountable and plural nouns.

6 Translate these sentences into your language.

- There is a small garden.
- There are only two old cars parked outside.

➔ Grammar Summary 7, page 143



Practice

7 Complete this interview with Paula McGinty, a millionaire. Underline the correct word in the brackets.

Journalist How ¹(much/manv) houses have you got?

Ms McGinty Well, I haven't got ²(much/many); I've only got ³(a few/a little) – one in Monaco, one in Paris, one in New York and a castle in Scotland.

Journalist Are there ⁴(some/any) things in the world that you haven't got?

Ms McGinty Actually, there are ⁵(no/some) things I haven't got. I need ⁶(some/any) furniture for my Scottish castle. It's difficult to find.

Journalist How ⁷(many/much) money have you got exactly?

Ms McGinty Well, that's a difficult question. I'm a busy woman. I've got ⁸(no/some) time to count it.

Journalist Do you think people with ⁹(a lot of/many) money are happier than poor people?

Ms McGinty No, I don't. ¹⁰(Any/some) rich people I know are miserable. Other people I know, with only ¹¹(a few/a little) money are often a lot happier. But I'm happy because I've got ¹²(a little/a lot of) friends.

8 Complete the dialogue with a few or a little.

Tim I'm having a party to celebrate moving in but I'm a bit short of money. Can I borrow ¹_____ things?

Ann Sure. What do you need?

Tim I'm making a cake and I need ²_____ eggs and ³_____ milk. I could also do with ⁴_____ help.

Ann I'd be happy to help you. I've had ⁵_____ experience in cooking and I can bring the eggs and milk.

9 Look at the photo of the millionaire's home above. Use these phrases to describe the room.

There are no/some/a few/a lot of
There aren't many/any
There is a lot of/a little
There isn't much/a

10 **Personalisation** Write about things in your life that make you happy. Use a lot of, a few, a little, some, any, no, many, much. Consider these things:

friends, time, sport, books, problems, films, money, parties, work, duties

Example I haven't got many friends but I've got a few really good ones. I spend a lot of time reading ...

In pairs, talk about the things that make your life happy.



20 Money Matters

Before you start

1 Match five Key Words with things in the photos. Use the Mini-dictionary to help you.

KEY WORDS: Shops and Banks

bank account 'cash (coin/note), cheque book, credit card, discount, guarantee, loan, price, savings account, special offer

Now find the correct Key Word for each definition (1-5).

- 1 money you borrow (e.g. from a bank)
- 2 a reduction in the usual price
- 3 an agreement with a bank to keep your money
- 4 an account where you keep money to save
- 5 a written promise to repair or replace a machine

Vocabulary: Multi-part Verbs (5)

2 Check the meaning of the multi-part verbs in bold below in the Mini-dictionary. Then answer the questionnaire.



How Good Are You With Money?

- 1 When you get a present of money, what do you do?
a spend it b **put it into** my bank account
c keep it at home
- 2 When you want to buy something expensive, what do you do?
a **save up for** it b borrow money from my mum or dad
c arrange a bank loan
- 3 Imagine that a rich relative opens a savings account for you with €1,000 in it. What do you do?
a put more money into the account b **give** the money away to a charity c **take** the money out and spend it
- 4 When you want to buy something (e.g. a CD player), which of these things do you do?
a buy the first one you see b ask a friend for advice
c **shop around** and look for special offers.
- 5 Do you ever ask for a discount when you are shopping?
a yes, I always do b no, never c sometimes

3 Work in pairs. Ask and answer the questions. Then turn your book upside down to find out how good with money your partner is. Tell the class.

Example Olga's not very good with money! She should be more careful with her money.

Listening

- 4 Read the questions about shopping in the UK and try to guess the answers. Then listen and check. There may be more than one correct answer.
 - 1 Where can you ask about special offers?
a in some shops b in no shops c in most shops
 - 2 What things can you try to get a discount for?
a food b a car c electrical goods
 - 3 How do people usually pay when they spend a lot?
a by credit card b with/in cash c by cheque
- 5 Your Culture What are the differences between shopping in your country and shopping in the UK?
- 6 Look at the photo of the girl in the shop. Listen to the conversation. Which things (1-6) does she do?
 - 1 asks for information about phones
 - 2 asks about the guarantee
 - 3 asks to pay by cheque
 - 4 pays in cash
 - 5 asks for a discount
 - 6 pays by credit card

How good with money is she?

Score points as follows: 1 a) 0 b) 3 c) 1; 2 a) 3 b) 1 c) 0; 3 a) 3 b) 1 c) 0; 4 a) 0 b) 1 c) 3; 5 a) 3 b) 0 c) 1; 6 a) 0 b) 1 c) 3

7 Complete the Function File with these words.

come with, good model, sign here, in white, for cash, special offers, have a look at, easy to use, accept, reduced, includes, other models, too, enough

FUNCTION FILE

Shopping

Customer

Can I 1 it, please?
 It's 3 expensive. And it's not big
4 to send text messages.
 What 5 are there?
 Have you got any 6 on these phones?
 Have you got that model 9?
 Does it 11 a guarantee?
 OK, I'll take it. Do you do any discounts
12?

Shop assistant

Sure. It's a very 2.
 It's 7 from £70. And that
8 £5 of free phone calls.
 It's a very reliable phone. And it's very
10.
 We 13 all credit cards.
 Could you 14, please?

Listen to the conversation in Exercise 6 and check your answers.

8 Pronunciation Listen and repeat the first part of the conversation in the shop. The underlined phrases have a rising intonation. This sounds polite in English.

Man Good morning. Can I help you?

Girl No, thanks. I'm just looking. Excuse me? How much is that phone, please?

Man This one? It's £90.

Girl Can I have a look at it, please?

Man Sure.

Speaking

9 Work in pairs. Practise the dialogue in Exercise 8 with the objects below. Pay attention to intonation. Take turns to be the customer.

- a calculator (£30) • a CD player (£80) • a hairdryer (£50)
- a laptop computer (£1,200) • a mobile phone (£60)

10 Work in pairs. Act out the dialogue below. Use the Key Words to help you.

KEY WORDS: Products

disadvantages: too big/small/expensive, not big/small enough, the wrong colour
advantages: attractive design, easy to use, popular, reliable

QUOTE ...
UNQUOTE

'The customer is always right.'

H Gordon Selfridge,
 department store
 owner (1834-1963)

Shop assistant	Customer
Say hello. Offer to help.	Say you're just looking. Then ask the price of something.
Give the price.	Ask to look at it.
Give him/her the object. Say why it's good.	Comment on the object (It's too ...). Ask about special offers.
Give the price of a different model. Say why it's good.	Ask about the guarantee.
Say the period of guarantee.	Ask to look at it.
Give more reasons for buying it.	Say you'll take it. Ask about discounts for cash.
Say you can't give a discount.	Ask about credit cards.
Accept. Ask the customer to sign.	Thank the shop assistant.
Thank the customer and say goodbye.	Say goodbye.



21 John Steinbeck

BACKGROUND

John Steinbeck (1902–68) was born in California. After university, he had several different jobs. He worked on farms looking after cattle or picking fruit. Many of Steinbeck's novels and stories were about the hard lives of farming families in California, like *Pastures of Heaven* (1932) and *Of Mice and Men* (1937). His most famous book, *The Grapes of Wrath* (1939), was about a poor, migrant family in the terrible period of economic depression of the 1930s. Other famous works include *Tortilla Flat* (1935), *Cannery Row* (1945) and *East of Eden* (1952). Many of Steinbeck's novels were later made into Hollywood films. Steinbeck was given the Nobel Prize for literature in 1962.

The Pearl is an old Mexican folk story which Steinbeck tells with his characteristic understanding and love of humanity.

Before you start

1 Read about John Steinbeck and answer these questions.

- 1 What kind of people did Steinbeck write about?
- 2 What experience did he have of their lives?
- 3 In what period did Steinbeck write a lot of his most famous novels?

Reading and Listening

2 Read and listen to the story. Order these sentences.

Example 1 = h

- a. One of the hunters thought there was a dangerous animal. He shot and killed the baby.
- b. Kino tried to sell the pearl in the town but all the dealers offered him a low price.
- c. Somebody burnt down their house and they had to hide.
- d. They left the town and started to walk to the capital.
- e. Later that day, while he was diving, Kino found an enormous pearl.
- f. Kino had no money so the doctor refused to treat his baby.
- g. Some men attacked Kino and he killed one of them with a knife.
- h. One day, a scorpion stung Kino's baby, so he took the baby to the doctor.
- i. In the end, Kino threw the pearl back into the sea.
- j. Some hunters followed Kino and Juana into the mountains.

3 Read the story again and answer these questions.

- 1 Why did the doctor refuse to treat their baby?
- 2 Why did he visit them later that day?
- 3 Why did people try to get into Kino and Juana's house?
- 4 Why was Kino unhappy with the price the dealers offered him?
- 5 Why did he decide to go to the capital?
- 6 Why did the hunters follow them?
- 7 Why did Kino and Juana throw the pearl back into the sea?

4 Which statements (a–d) do you think is the best moral to the story? Give your reasons.

- a. Money only brings unhappiness.
- b. Poor people can never win.
- c. Society is very unfair.
- d. We should not exploit the sea.

Vocabulary: Multi-part Verbs (6)

5 Complete the sentences with the correct preposition.

about (x2), around, for, through, to

- 1 Kino and Juana talked _____ their future.
- 2 The people heard _____ the pearl.
- 3 The news spread _____ the town.
- 4 The doctor looked _____ the house.
- 5 The dealers all worked _____ one man.
- 6 They wanted to get _____ the capital.



The Pearl

Kino was a poor pearl diver. One day, a scorpion stung his baby, so he took the baby to the doctor. But Kino didn't have any money. He only had some very poor quality pearls. The doctor didn't want to treat the baby, so the doctor's servant lied to Kino: 'The doctor has gone out.'

Later that day, Kino went diving for pearls. While he was diving, he saw a very large oyster. He swam down and down and picked up the oyster. Then he came to the surface. He took his knife and opened the shell of the oyster. Inside, there was an enormous, beautiful pearl – the greatest pearl in the world!

Kino and his wife Juana were very happy. Now they would have enough money to educate their son and maybe buy new clothes and even a rifle. The news of the pearl spread through the town very quickly. That evening, lots of neighbours came to their house and they talked about what Kino and Juana could do with the money.

The doctor and his servant also came to the house, because they had heard about the pearl. The doctor made Kino and Juana afraid about the scorpion sting. He gave the baby medicine, which he said would save him. The doctor looked around the house, because he knew that they had hidden the pearl somewhere.

In the middle of the night, while Kino and his family were sleeping, Kino suddenly heard a noise. Someone was trying to get the pearl! In the darkness, Kino jumped up with his knife but someone hit him on the head and ran away. The next morning he took the pearl to the pearl dealers in the main square of the town. There were many dealers but they all worked for one man and they always gave the divers the lowest possible price for their pearls. Kino went to different dealers but they all said that the pearl was too big and ugly and that it wasn't worth more than 1,500 pesos.

Kino was very angry. He decided to go to the capital city because he knew that the pearl was very valuable. But that night someone attacked him outside his house. Juana said that the pearl was evil and that it was going to destroy them. She tried to throw the pearl into the sea but Kino stopped her. Soon afterwards, he was attacked in the darkness by a group of men. He defended himself with his knife and killed one of the men.

Kino and Juana knew that they had to get away from the town but someone had made a hole in the

bottom of their canoe so they couldn't go by sea. When they went back to their house, they found it in flames

so they hid in Kino's brother's house. When night came, Juana and Kino started to walk towards the mountains with their baby. Kino was still determined to get to the capital and sell the pearl and kept making plans about the future.

During the day, they found a place to hide. They were resting when they saw that three hunters were following them. They hid and stayed very quiet until the hunters had gone past. Then they ran to the mountains.

High in the mountains, they found a stream and a waterfall. They drank water and then decided to hide in one of the caves under the waterfall. That evening, the hunters arrived and camped next to the waterfall. Juana couldn't keep the baby quiet so Kino decided to go down and try to kill the men. He was just about to attack them when the hunters heard the baby. They thought that it was a dangerous animal.

A man fired his rifle just as Kino attacked. Kino then took the man's rifle and killed him and the other men. But suddenly everything went very quiet and Kino knew that something was wrong. He went back to the cave. The baby was dead! He had been hit by the first rifle shot. Kino and Juana walked back to the town carrying the body of their dead baby. They walked slowly. The people came out to meet them but they ignored everybody. They walked towards the sea. Kino took out the pearl. It was grey and ugly, and in the pearl he could see evil faces. He offered the pearl to Juana but she said softly, 'No, you.'

Kino took the pearl and threw it into the water. It dropped to the bottom and settled near some plants. A crab climbed over it and covered it with sand. The pearl disappeared.



talkback

Close your books. What can you remember? Take turns to describe actions in the story. Who did them?

Example

A This person didn't want to treat the baby because his father was poor.

B The doctor.

Language Problem Solving 4

~~all, none, both, neither~~, *another, other, the other, the second* ⇨ Grammar Summary, page 143

1 Read the dialogue. How many jackets did the customer look at? How many jackets did she try on?

Customer I bought this jacket here last month and I love it. I wear it **most** of the time and I'd love **another** one in a different colour.

Salesperson I'm afraid we've sold **all** of those jackets. But we've got **other** jackets in different colours. Look at these two.

Customer Mmm, I like the green one but I don't like **the other** jacket. It looks a bit old-fashioned.

Salesperson **None** of the clothes in this shop are old-fashioned!

Customer Well, do you have **another** jacket I can try on?

Salesperson Certainly, here are a couple of leather jackets.

Both of them have designer labels but **neither** of them is very expensive.

Customer Is the leather genuine?

Salesperson Of course! **All** of the leather in our shop is natural you know. **None** of the material here is artificial! Actually, **most** of our clothes are made of natural fabrics. Look, why don't you take these and try them on and then I'll bring you some other jackets to try on.

Salesperson (ten minutes later) How are you getting on?

Customer Well, the first jacket was too small and **the second** one wasn't the right colour. But the third was just what I wanted, so I didn't try on **the other** jackets.

2 Look at the words in **green** in Exercise 1. Find nouns in the dialogue you can use them with. Put a cross if it is not possible.

	uncountable nouns	plural countable nouns
all (of) +	<i>the leather</i>	<i>those jackets</i>
none (of) +		
most (of) +		
both (of) +	X	
neither (of) +		

3 Look at the dialogue again. Complete the rules with *all, both, neither* or *none*.

- We use _____ and _____ when we talk about two people or things.
- We use _____ and _____ when we talk about more than two people or things.
- We use _____ and _____ with affirmative verbs to give a negative meaning.

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

I'm not very careful with money. I spend 1 _____ of it very fast and save 2 _____ of it. 3 _____ my parents get angry with me, especially my dad. And now 4 _____ of them gives me presents of money. But I'm a very happy person, 5 _____ my friends like me and 6 _____ of them say I'm mean.

5 Think of yourself and the person next to you. Make as many sentences as you can beginning with *Both of us ...* and *Neither of us ...*.

6 Look at other students in your class. Make sentences beginning with *All of us ...*, *Most of us ...*, and *None of us ...*.

7 Look at the words in **red** in the dialogue. Which nouns in the dialogue can you use with them? Put a cross if it is not possible.

	singular countable nouns	plural countable nouns
another +	<i>jacket</i>	X
other +		
the other +		
the second +		X

8 Match the underlined phrases in the sentences (1-5) with their paraphrases (a-e).

- I don't like the other jacket
 - The second jacket wasn't the right colour.
 - Do you have another jacket I can try on?
 - We have other jackets in different colours.
 - I didn't try the other jackets.
- a some more
b one more
c one of the two
d number two on the list
e the rest of ...

Translate the sentences (1-5).

9 Complete the sentences with *another, the other, other* or *the second*.

- Some people are mean, _____ people are generous.
- There are two things I never buy. One is hamburgers; _____ thing is cigarettes.
- These chocolates are delicious. I think I'll buy _____ box.
- I've made three New Year's resolutions: the first is to study harder, _____ is to do more exercise and the third is to be nicer to my brother.

8 Gadgets

In this module you will...

- read magazine adverts
- listen to a radio interview and a radio advert
- talk about inventions and gadgets; practise selling and buying a product
- write an advert
- learn about making predictions with *will* and *going to*

Warm-up

1 Find the names of the objects in the photos in the Key Words.

KEY WORDS: Gadgets and Machines

calculator, camcorder, computer, digital camera, dishwasher, DVD player, egg timer, electric toothbrush, fax machine, flat screen TV, food mixer, hairdryer, juicer, laptop computer, microwave oven, mobile phone, palmtop computer, personal stereo, photocopyier, radio alarm clock, scanner, vacuum cleaner, video player, washing machine, web cam

2 Which objects have you or your family got? Which would you like to have? Choose *three* and tell the class.

Example I'd like to have a mobile phone, a digital camera and a flat screen TV.

3 Which of the gadgets and machines are:

- 1 generally used in the home?
- 2 generally used in the office?
- 3 easy to carry?

4 Which of the gadgets or machines can you use for:

- 1 cleaning things?
- 2 cooking?
- 3 doing calculations?
- 4 listening to music?
- 5 taking photos or videos?
- 6 surfing the Internet?
- 7 copying pictures or texts?
- 8 watching films?



5 Game Work in groups. Take turns to choose a gadget. The others have ten Yes/No questions to find out what it is.

Example

A Do you use it at home?

B Yes, you do.

C Is it expensive?



22 Inventions



Before you start

1 Read these wrong predictions (1–5) and match them with the photos (A–E) above.

- 'The atom bomb will never go off, and I speak as an expert in explosives.' (Admiral William Leahy, 1945)
- 'Aeroplanes will be fast, they will be used in sport, but they will never be good for passengers.' (*Popular Sciences Monthly*, 1904)
- 'We see the railway as completely impractical.' (*Quarterly Review*, 1825)
- 'There is no reason anyone is going to want a computer in their home.' (Ken Olson, President of Digital Equipment Corp., 1977)
- 'With over 50 foreign cars already on sale here, the Japanese auto industry isn't going to get a big share of the US market.' (*Business Week*, 1968)

2 Work in pairs. Decide which things will be common in the next twenty years. Write a, b or c in the 'You' column in the table. Then compare predictions with another pair.

a definitely b possibly c definitely not

Invention	You	Woman
electronic books		a
domestic robots		
robot pets		
solar-powered cars		
robot cars		
holidays in space		
'intelligent' houses		

3 Listen to a woman giving her opinions on the things in Exercise 2. Write her answers in the table above and compare them with yours.

Presentation

4 Underline the verb forms that refer to the future.

I think we'll have them very soon.

But they won't replace real ones.

Our cat is going to have kittens soon.

Look at the time. I'm going to be late.

Now match the verb forms (1 and 2) with their uses (a and b).

1 *be going to* + infinitive 2 *will/won't* + infinitive

- a to express our opinions, hopes and beliefs about the future (often with *I think ...*, *I hope ...*, *I'm sure ...*, *probably*, *perhaps*, *maybe*)
b to talk about a future event which we can predict from a present situation

⇒ Grammar Summary 8, page 143

Practice

5 Pronunciation Listen and repeat the sentences with short forms of *will*.

6 Which comment (a or b) is better in each case? Explain why.

- 1 You're planning to buy a computer.
a *I hope it will be cheap.* b *It is going to be cheap.*
- 2 It's the last five minutes of a basketball match between Latvia and the USA. The score is Latvia 102, USA 56.
a *The USA will lose.* b *The USA is going to lose.*
- 3 You're going on holiday to Italy.
a *It probably won't rain.* b *It's not going to rain.*

7 Write questions about the future using *will*. Then answer them expressing your opinions.

Example Computers/replace people at work.

Will computers replace people at work? → *No, they won't.*

- 1 people/write letters 4 everyone/travel to the moon
2 climate/change 5 we/work at home
3 newspapers/disappear 6 students/stop going to school

8 Use the pictures to write predictions with *be going to*.

1 have a baby



2 crash



3 fall into



4 walk into

9 Complete the text with *be going to* or *will*.

Earth Report!

Futurologist Carla Wright speaks to our journalist

'We have clear evidence that in the next few years the Earth's climate 1 _____ change. With the change of climate, many species of animals, such as the Bengal tiger, 2 _____ disappear. In my opinion, climatic changes 3 _____ most probably affect people's lives, too. For example, because of global warming, the sea has already destroyed some coastal villages and the information we have shows that this destruction 4 _____ become more widespread in the future. We can hope that life on Earth 5 _____ get better in the future but frankly, I'm not optimistic. Personally, I fear that the quality of our lives 6 _____ get worse.'

10 Write optimistic and pessimistic predictions about life in thirty years' time. Describe the present situation if you use *be going to*. Think of these things.

books, climate, the environment, the family, the Internet, inventions, newspapers, studies, telephone, transport, work

Example

I don't think there will be newspapers. The Internet is going to be the most important way of communicating – already many people use email rather than the phone or letters.

11 Now work in pairs. Student A is a pessimist and Student B is an optimist. Discuss your predictions from Exercise 10.

Example

- A *Life on Earth is going to disappear – the level of the sea is getting higher every year.*
B *No, I'm sure scientists will be able to stop the global warming.*



23 Adverts

Before you start

- 1 Use the Key Words and the Mini-dictionary to talk about these gadgets.

electric toothbrush, laptop computer, mobile phone, personal stereo, pocket calculator, radio alarm clock

Example *Electric toothbrushes are expensive.*

KEY WORDS: Opinion adjectives (2)

cheap, compact, convenient, easy to use, expensive, practical, reliable, useful

Reading

- 2 Look at the adverts. Which of the products do you think are not real?
- 3 Read the adverts. List the advantages of each product according to the adverts.

Example *Micro camera – very small, convenient ...*

Micro Camera



Interested in photography? Fujiko have produced an amazing new mini camera – the advanced 1001ix. It is **no bigger than a credit card!** It is convenient and very reliable. It is really easy to use, too. It has an **automatic focus** and **flash** so you don't have to worry about anything. It's also made from **titanium** – an attractive and strong material. And, at **only £199.99**, the micro camera is not expensive, either!

no bigger than a credit card!
titanium
only £199.99

Feline Floor Cleaners

Do you find housework tiring and boring?

Are you worried about the state of the floors in your house or flat? Have you got a cat? Here is the perfect solution. It will change your life. Put the floor cleaners on your cat, then sit back and relax. The cleaners are made from good quality nylon. They are very practical and easy to wash. And they're cheap! **Special offer** – complete set of four for only **£5.99**

Write to: Animal Magic,
P.O. Box 123.



Special offer

Walkabout Headphones

These fantastic headphones from Philips have no wires or cables. You can listen to your stereo while you are walking round the house or garden! You can listen to relaxing music in the bath! With walkabout headphones, you can go

up to sixty metres away from your stereo or TV. The signals go through glass, wooden doors and walls. These exciting new headphones give you freedom to move around, plus top-quality sound. Excellent value at

£80



Earplug Earrings



These are attractive, gold earrings.

They are also useful, plastic earplugs. You can use these in many different situations. When you are tired of loud disco music, or bored at a party, you don't have to listen. Simply put on your earrings!

Thousands of satisfied customers!

A bargain at £19.50

Contact: Practical Jewellery Products, Home Farm, Burrington.

4 Read the Strategies.

READING STRATEGIES: Identifying facts and opinions

- To find opinions, look for adjectives (e.g. *amazing*, *attractive*).
- Facts give information which is, in theory, true (e.g. *It has an automatic focus*).

Find three facts and three opinions in the adverts.

Vocabulary: Adjectives (-ed/-ing)

5 Copy and complete the table with adjectives from the adverts.

-ed adjectives	-ing adjectives
<i>tired</i>	<i>tiring</i>

6 Choose the correct word in *italics* to complete these sentences.

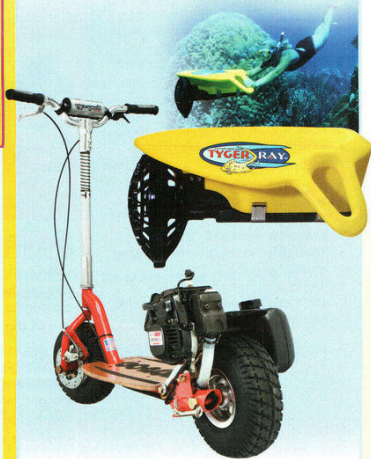
- I find shopping very *bored/boring*. I get very *bored/boring* in supermarkets.
- I get *tired/tiring* when I have a lot of homework. I find maths really *tired/tiring*.
- I am *interested/interesting* in photography. I think black and white photos are more *interested/interesting*.
- I don't find football very *excited/exciting*. I only get *excited/exciting* during the World Cup.

Speaking

7 Work in pairs and turn to page 137. Student A reads about the underwater scooter. Student B reads about the mini street scooter. Then take turns to ask and answer these questions.

- How big is it?
- How much does it weigh?
- How fast does it go?
- How far does it go?
- How long does the battery take to recharge?
- How much does it cost?

Which of the scooters would you like to have?



8 Your Culture Work in pairs. Look at the adverts on this page again and discuss the following:

- Compare these adverts with magazine adverts in your country.
- What adverts in magazines or on TV do you like?

QUOTE ... UNQUOTE

'The best advertisement is a good product.'

Alan H. Meyer, American Advertising executive



24 Communication Workshops

Listening

Before you start

1 Look at the photo and use the Key Words to describe the transporter. Then answer the questions.

KEY WORDS: Adjectives

convenient, dangerous, easy to use/carry, enjoyable, fast, pollution-free, practical, reliable, revolutionary, safe, tiring, useful

- 1 In what situations do you think people use the transporter?
- 2 Would you like a transporter like this? Why or why not?

2 Read the Strategies.

LISTENING STRATEGIES: Identifying factual mistakes

- Read the written text first and underline key facts (e.g. weight, speed, etc.).
- Listen the first time. Circle the information in the text that is wrong on the cassette/CD.
- The second time you listen, try to write down the incorrect information you hear.

An Advert

Listen to a radio advert.

3 Use the Strategies to find the key facts in the written advert.

- 4 Now listen to the radio advert for the Segway. Use the Strategies to help you identify the six mistakes.



Save Time and Energy

Does it take you ages to get to work or school? Are you tired of carrying heavy bags back from the shops? Here is the perfect solution for you: the Segway Human Transporter. The Segway will change your life and make your journeys good fun, too.

The Segway has only got two wheels plus a sophisticated computer which helps you to balance. The Segway is easy to use and moves with your body. It's enjoyable to ride, too. One user has said, 'It's like flying along the street, in a way – you can move without trying!'

The Segway is very convenient and practical. It weighs only 50 kilos and is easy to carry. Its maximum speed is 30 kph and it can carry a person weighing less than 110 kg. Its electric battery has a range of 18 kilometres. It's also safe and stops immediately when you want it to. The Segway is very useful for journeys around your town or city and it doesn't cause any pollution, either!

The Segway is a bargain at only €5,000. And you don't need to spend money on petrol, either. Contact www.segway.com for more information about this revolutionary product!



Writing

Before you start

1 Find examples of these linking words in the Segway advert.

also, either, plus, too

2 Write sentences about each object below. Use the cues and the words in brackets.

Example 1 Calculators are small and convenient. They are useful for homework, too.

- Calculators: small and convenient/ useful for homework (too)
- electric toothbrushes: not cheap/ not very practical (either)
- mobile phones: small and useful/ cheaper than before (plus)
- laptop computers: not very convenient/not very reliable (either)
- radio alarm clocks: useful for getting up in the morning/quite cheap (also)

An Advert

Write an advert for a gadget. Follow the stages below and use Writing Help 4, page 139.

Stage 1

Choose a gadget (serious or humorous). Use the questions in the table and make notes about your gadget.

What is it called?	
What can you use it for?	
Where can you use it?	
How does it work?	
What is it made of?	
What are its advantages?	
How much does it cost?	
Where can you get it?	

Stage 2

Use your notes to write an advert for your gadget.

Stage 3

Check your advert.

Speaking

Before you start

Listen and complete the dialogue with the Key Words.

KEY WORDS: Adverbs

extremely, incredibly, not very, quite, really, very

Chris Have you heard about the new dogwalker? It's 1 _____ great!

Jane No, what is it? What does it do?

Chris Well, it's a gadget. It takes your dog for a walk! It's 2 _____ convenient.

Jane But it's 3 _____ practical, is it? Have you got a picture of it?

Chris Here it is. It's got a brilliant design, with an 4 _____ reliable motor – and a computer, too!

Jane Why has it got a computer?

Chris Well, you can program the dog's walks. And it's easy to carry.

Jane How much does it cost?

Chris It's only €100. That's 5 _____ cheap.

Jane No, it isn't. That's 6 _____ expensive! I'm sorry, I'm not buying it.

Selling your Gadget

Use your advert to sell the gadget to the other students. Follow the stages below.

Stage 1

Prepare to talk about the gadget you designed in the Writing Workshop. Look at your notes and the dialogue above. Practise saying sentences to yourself first – don't just read your advert!

Example My computer bracelet is really convenient.

Stage 2

Work in groups. Take turns to try to sell your gadget to the other students. Ask questions about the other gadgets.

Example

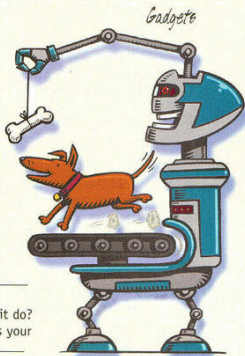
A Look at this really amazing computer bracelet.

B Mmm. What does it do?

A Well, it's a computer but you wear it on your wrist, like a watch. Plus you can use it to do calculations.

Talkback

Which gadgets would you like to have? Who was the best salesperson?



Review 7 and 8

Grammar

1 Game Six of the sentences below are grammatically incorrect. In pairs, you have £100 to 'buy' correct sentences. Write down an offer for each of the correct ones.

Example 1 – correct? = £20



SENTENCE ACTION

- Look at those clouds! I think it's going to rain soon.
- There are very little millionaires in the world who give away all their money.
- There isn't very much petrol in the car.
- There is very little money in my bank account but there's quite a lot in my sister's.
- How much money have you got on you? I'm afraid I haven't got some.
- In the future, I think we'll have electronic books.
- Much people don't complain when they should.
- There isn't money enough in my bank account to go on holiday this year.
- That house cost her a lot of money.
- She paid one hundred thousand of pounds for it.
- My two brothers are older than me. One is eighteen, the second is twenty-one.
- Both of my parents have credit cards.

When your teacher reads a sentence, make your offers. The pair with the highest offer buys the sentence. At the end of the game, the teacher says which sentences are correct. The pair with the most correct sentences wins the game.

2 Correct the wrong sentences in Exercise 1.

Vocabulary

3 Complete the sentences with these verbs in the correct form.

ask for, borrow, earn, lend, save up, spend, win

- Don't _____ him money – he _____ €20 from me and never paid it back!
- Women often _____ less money for doing the same job as men.
- She _____ some money in the lottery last year and _____ most of it on a new flat.
- I didn't want to take a loan for a new car so I _____ for three years.
- You should always _____ a discount if you pay cash for a large purchase.

4 Complete the adjectives in the sentences. The first letters are given.

- The film was *bor*_____ so I switched it off.
- I was *tir*_____ so I went to bed early.
- It was a really *excit*_____ match.
- I'm not very *interest*_____ in computers.
- I find listening to classical music very *relax*_____.
- She's got an *amaz*_____ voice.
- He's *worr*_____ about passing his driving test.
- I thought that nature documentary was *fascinat*_____.

5 Find ten gadgets/machines from the words in the box.

Example digital camera

calculator camera microwave cleaner electric phone washing laptop food computer digital toothbrush DVD oven mixer vacuum pocket mobile machine player

Pronunciation: Sounds /æ/ and /e/

6 Listen and repeat the words.

a man /æ/ b men /e/

7 Listen to the pairs of words. Repeat them and classify the sounds you hear.

Example

1 sad/said = a/b 2 pen/pan = b/a

Look through Modules 7 and 8 and find five words with the /e/ sound and five with the /æ/ sound.

Check Your Progress: Modules 7 and 8

- Which activities did you enjoy most?
 - Which activities did you have problems with?
 - How well did you do in the Review exercises?
- Which grammar and vocabulary areas do you need to revise?

9 Communication

In this module you will...

- read magazine articles and a TV guide
- listen to a discussion programme and a song
- talk about TV and radio; practise expressing your opinions
- learn about conditional sentences and adverbs

Warm-up

- 1 Listen to six situations. How are the people communicating?

- | | |
|---------------------|------------------|
| a face to face | d on a telephone |
| b by email | e on the radio |
| c on a mobile phone | f on TV |

- 2 Look at the photo. What do you think they are talking about? How do you prefer to communicate with other people? How do you get information?

Example I like using my mobile to send text messages to my friends. I get information from the news on TV.

Vocabulary: Multi-part Verbs (7)

- 3 Match the Key Words with the definitions (1–8).

KEY WORDS: Communication

hang up, log on, log off, pick up the phone, ring up, turn off, turn on, turn over

- | | | |
|---|-------------------------------------|--------------------------|
| 1 | to answer the phone | <i>pick up the phone</i> |
| 2 | to stop a machine or gadget | <i>turn off</i> |
| 3 | to connect to the Internet | <i>log on</i> |
| 4 | to change TV channels | <i>turn over</i> |
| 5 | to start a machine or gadget | <i>turn on</i> |
| 6 | to phone someone | <i>ring up</i> |
| 7 | to end a connection to the Internet | <i>log off</i> |
| 8 | to end a phone conversation | <i>hang up</i> |



- 4 Work in pairs. Ask and answer the questions.

- 1 Who usually picks up the phone when it rings in your house?
- 2 How often do you ring up your friends?
- 3 What do people usually say in your language before they hang up?
- 4 Do people always turn off their mobiles in the classroom/cinema?
- 5 When do you usually turn on the TV in your house?
- 6 Do you ask your parents before you turn over to another channel?
- 7 Do you ever log on to the Internet? How often?
- 8 How long do you spend on the Net before you log off?



25 Mobile Fever

Before you start

- 1 Have you got a mobile phone? Why or why not? Would you like to have one?
- 2 Do you think mobile phones are useful?
- 3 Read the magazine article. Make a list of the good and bad things about mobiles.



I am standing in a queue at the supermarket. The woman in front of me is talking on her mobile while the shop assistant is filling her bags. I'll say something if she doesn't stop soon. No, I won't. My phone's ringing now. If it's my boyfriend, I'll tell him he's late again! 'Oh, it's you Mum. Well, I'm just ...'

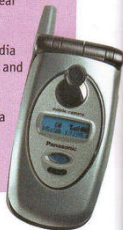
- 5 Why are we so addicted to mobile phones? There are now over forty million people in Britain with mobiles and if the present trend continues, every man, woman and child in Britain will soon have one – or two, or three!

They can be expensive and are possibly bad for us. You can spend a fortune if you use your mobile a lot. According to some scientists, if we go on using mobiles, we'll cook our brains. Some people even think that radiation from mobiles causes cancer. Psychologists say we are becoming dependent on mobiles. Dr Oliver James talks about 'phoneliness' – in modern society we are lonely, so if people ring us up or send us text messages, we feel wanted.

- 10 Teenagers are among the biggest users of mobiles, and 'texting' is creating a new language full of abbreviations such as 'How RU?' In Japan, surveys show teenagers are reading less and mobile use is affecting the marks of secondary school students. A big problem in Britain is crime. Last year half a million British teenagers were victims of mobile phone theft.

As technology improves, mobiles can do more and more. If you have one of the new multimedia mobiles, you can log on to the Net, pay for things, play games, interact with TV programmes and take photos to send to your friends.

- 20 Very tempting, isn't it? If I have the money next month, I'll get one of those new ones with a camera ... I'll be able to send photos of the supermarket queue to my boyfriend. And if I get one with an Internet connection, I won't have to come to this supermarket at all. I'll sit at home and order everything with my mobile. What a good idea!



4 Read the article again. Which of these statements are facts and which are opinions?

- 1 British people use mobiles a lot.
- 2 Mobiles cause cancer.
- 3 We use mobiles because we are lonely.
- 4 The use of text messages is changing the English language.
- 5 Mobile phones have become a target for thieves.
- 6 The latest mobiles are very versatile.

Presentation 1: Zero Conditional

5 Read the sentences (1–3) from the article. Which of the statements (a–d) are true about all of them?

- 1 *If people ring us up or send us text messages, we feel wanted.*
 - 2 *If you have one of the new multimedia mobiles, you can log on to the Net.*
 - 3 *You can spend a fortune if you use your mobile a lot.*
- a They predict the future.
 - b They talk about things that are always true, e.g. laws of nature.
 - c They describe a rule.
 - d We can replace *if* with *when*.

➡ Grammar Summary 9, page 143

Practice

6 Use the cues to make sentences about mobile phones.

Example 1 *If you use it a lot, it costs a fortune.*

- 1 use it a lot → cost a fortune
- 2 take it abroad → look for a new network
- 3 use it in planes → affect the flight controls
- 4 send a text message → be cheaper than a phone call
- 5 leave it on → battery run out

Now make sentences about these laws of nature.

- 6 dog happy → wag its tail
- 7 lizard lose its tail → grow a new one
- 8 throw a stone into a river → sink

7 Work in pairs. Tell your partner what you usually do if ...

- 1 you are tired or stressed out
- 2 you feel very happy
- 3 you have a problem
- 4 you have nothing to do
- 5 you have no money

Presentation 2: First Conditional

8 Read the sentences (1 and 2) from the article.

- 1 *I'll say something if she doesn't stop soon.*
- 2 *If it's my boyfriend, I'll tell him he's late again!*

Do the sentences (1 and 2) talk about:

- a unlikely situations in the future?
- b possible situations in the future?

Complete the table with the tenses used in sentences 1 and 2.

Condition	Consequence
if + _____	_____

Find more examples of the First Conditional in the text.

➡ Grammar Summary 9, page 143

Practice

9 Complete the sentences with the verbs in brackets in the correct tense.

Example 1 *What will you do if your computer doesn't work?*

- 1 What _____ (you do) if your computer _____ (not work)?
- 2 What _____ (you do) if the weather _____ (not be) good tomorrow?
- 3 _____ (you go) out with me on Saturday night if you _____ (finish) the project?
- 4 If you _____ (log on) to that website, you _____ (find) some interesting information.
- 5 If we _____ (not win) this match, we _____ (be) out of the World Cup.
- 6 _____ (you go) to that outdoor concert if it _____ (rain)?
- 7 She _____ (buy) a computer if she _____ (get) that job.
- 8 I _____ (give) you the information if you _____ (phone) me tomorrow.

10 Complete these sentences with a suitable condition.

- 1 If _____, I'll go to bed.
- 2 If _____, I'll be slim and fit.
- 3 If _____, I'll be very happy.
- 4 If _____, I'll earn a lot of money.
- 5 If _____, I'll have an interesting life.
- 6 If _____, I'll be famous.

11 Make a chain of four or five conditional sentences for each of the beginnings (1–4).

Example

If I pass all my exams, I'll go on a long holiday. If I go on holiday, I'll spend all my money. If I spend all my money ...

- 1 If I pass all my exams, ...
- 2 If I win the lottery, ...
- 3 If it's sunny tomorrow, ...
- 4 If I have a free afternoon, ...

12 Personalisation Work in pairs. Ask and answer questions about what you will do this weekend if:

- it rains all the time
- there's nothing interesting on TV
- your family want you to help clean the flat
- you have an essay to write for Monday
- someone invites you to a party on Sunday.

Example

- A *What will you do if it rains all the time?*
- B *I'll read my book.*

26 The Box

**Before you start**

1 Look at the photos and guess the types of programme. Use the Key Words and the Mini-dictionary to help you.

KEY WORDS: TV Programmes

breakfast TV, cartoons, chat show, children's TV, comedy, detective/police drama, discussion/debate, documentary, drama, film, game show, lifestyle TV (cooking, gardening, DIY, travel, holidays, etc.), nature programme, news, quiz show, reality show (e.g. *Big Brother*), soap opera, sports

2 Read the TV information and match the programmes with the photos. Then match the other programmes with the Key Words.

Example

Richard and Judy – chat show

3 Which of the programmes in the TV information would you like to see? Why?

The Best of Tonight's TV

Richard and Judy (Channel 4 5.00 pm): Richard Madeley and Judy Finegan's guest is actor Timothy West, who chats about his career in the theatre.

Fame Academy (BBC1 7.00 pm): In this live broadcast of the most popular reality show, an international star talks with the students about writing songs and gives advice for their concert.

The Weakest Link (BBC2 7.00 pm): Anne Robinson asks general knowledge questions and eliminates the weakest players.

Gary Rhodes: The Cookery Year (BBC 2 7.30 pm): The popular chef returns with a new series of seasonal recipes.

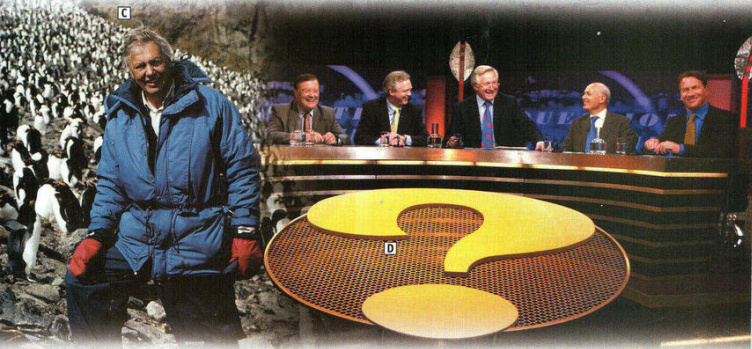
Birds (BBC1 7.30 pm): David Attenborough goes to the Antarctic and looks at the fascinating life of penguins.

The Bill (ITV 7.30 pm): A new police officer, Adam Okaro, arrives at the station and helps Meadows with a difficult case. Simon Rouse stars in this popular police drama.

EastEnders (BBC1 8.00 pm): Fans of this soap will find out if Alfie and Kat can save their marriage. Can he forgive her or will he choose Mo? Zoe tells Kat about her problems.

The Aviator (Channel 4 9.00 pm): Leonardo DiCaprio stars in this BAFTA-winning Hollywood story. Directed by Martin Scorsese.

Question Time (BBC1 10.30 pm): Kenneth Clarke, Michael Portillo, Iain Duncan-Smith and others join David Dimbleby to discuss questions from the studio audience.



Listening

- 4 Listen to a discussion programme about TV and look at the Function File. Which things does Anna say and which things does Charles say?

FUNCTION FILE

Opinions (3)

- 1 Well, **in my opinion**, it isn't. *A*
- 2 I **really think** a lot of our programmes are *A* entertaining.
- 3 Well, I'm sorry, I **totally disagree with you**. *A*
- 4 **For me**, the standard of British programmes is terrible. *C*
- 5 **Personally**, I think the best programmes are *C* American.
- 6 Oh, **that's not true**. *A*
- 7 And **what about** documentaries like *Birds*? *A*
- 8 Yes, **so do I**. *C*
- 9 I **don't agree**. *EastEnders* is great. *A*
- 10 *The Weakest Link*, **for example**, tries to make *C* people look stupid.
- 11 **No, it doesn't**. People like it. *A*
- 12 **You're right**, they are. *A*

- 5 Look at the expressions in bold in the Function File. Do they ...

- a give a personal opinion?
- b show agreement?
- c show disagreement?
- d give an example?

- 6 **Pronunciation** Listen and repeat the expressions from the Function File. Pay attention to the intonation.

Speaking

- 7 **Your Culture** Work in groups. Discuss the pros and cons of TV in your country. Use expressions from the Function File, the Key Words and the lists below to help you.

Pros

- your two favourite programmes
- good educational or cultural programmes
- good debate or discussion programmes
- good quality entertainment

Cons

- really bad programmes that you hate
- types of programme you'd like to see more of
- types of programme that are on too often

KEY WORDS: Opinion Adjectives (3)

awful, boring, educational, enjoyable, entertaining, excellent, funny, great, horrible, interesting, serious, silly, terrible

QUOTE ... UNQUOTE

'I find TV very educational. Every time someone switches it on I go into another room and read a good book.'

Groucho Marx, comedian (1890-1975)



27 Radio Days

Before you start

1 Work in pairs. Answer the questions.

- How often do you listen to the radio?
- When and where do you listen to the radio?
- What radio stations and programmes do you like?
- What do you think of the radio in your country?

Tell the class some of your opinions.

Example *Personally, I think the best programme is ...*

Reading

2 Read the article about radio in the UK. Match the photos (1–3) with three of the paragraphs (A–F).

3 Choose the correct meaning in the text (a, b or c) for the words in *italics*.

- Churchill *gave his speeches* on the radio.
a chatted informally b talked formally c spoke to his friends
- If we can *stand up to* Hitler ...
a fight against b stand next to c welcome
- This was their *finest hour*.
a worst time b shortest time c best time
- The days of radio *were numbered*.
a went in order b were going to end soon c were linked to TV
- The BBC is still *going strong*.
a the best b very popular c a big organisation
- It is *alive and kicking*.
a modern and aggressive b just surviving c still successful

4 Read the article again. Answer the questions.

- Why was BBC radio important in the Second World War?
- Why was radio less popular in the 1960s?
- Why did it become successful again?
- How will online radio be different?



Comparing Cultures

Ask people about their radio listening habits.

- When do they listen? Where do they listen?
- How much do they listen?
- What is their favourite station? e.g. RMF FM
- What is their favourite type of programme? e.g. music, sport, drama, news
- Which do they prefer – radio or television?

Use your information for a group discussion.

- Work in groups. Tell the others what you have found out.
- What are the similarities and differences with the UK?



This week we look at the radio. What about the 'other' box?

A The BBC started in 1922. In the 1920s and 1930s, it broadcast news, music, stories and plays. In 1939, the BBC was the first radio station to broadcast English language lessons.

B In the Second World War, Winston Churchill gave his speeches on the radio. His most famous was on 18 June 1940, when Britain was the only country at war with Germany: 'If we can stand up to Hitler, all of Europe will be free ... If the British Empire and Commonwealth last for a thousand years, men will say this was their finest hour.'

C In the 1940s and 1950s, radio was the most popular form of family entertainment. Millions followed the BBC's stories and radio soaps like *The Archers* (which is still going!). In the swinging 60s, BBC's Radio 1 played The Beatles and The Rolling Stones but more and more people had TVs in their homes and everybody said that the days of radio were numbered.

D However, in the 1970s, the popularity of radio actually increased and the number of stations grew. The BBC started local radio stations and later, the government allowed commercial radio. Gradually, radio started to become more popular again. Nowadays, according to a recent survey, 91% of the population listen regularly for three hours a day and British families have an average of six radios altogether in their homes or cars!



ry of radio and ask ...

E One of the reasons for the success of radio is the choice. Local radio stations, like Capital in London, are close to people and local issues. Music stations, like Magic, Heart, Classic FM and Jazz FM ⁴⁰ have music for all tastes. And the BBC is still going strong, with over 50% of listeners. Radio 1 has pop music for young people, while Radio 2 is for older listeners. Radio 3 has classical music and ⁴⁵ Radio 4 has news, stories and documentaries. Radio 5 gives 'live' coverage of news and sport. The BBC World Service also broadcasts around the world in English and other languages. ⁵⁰

F Radio is now more advanced than television with new technology. You can listen to the BBC and commercial stations on the Net and choose your own programmes. Totally online radio ⁵⁵ stations promise to change the face of radio because they will 'personalise' the music you listen to. Maybe the song *Video Killed The Radio Star* got it wrong – radio has not only survived, it is alive ⁶⁰ and kicking!



Song Radio GaGa

Before you start



1 Read about Roger Taylor. Did he like radio in the 1980s?

BACKGROUND

Roger Taylor of the British pop group Queen, wrote this song in 1984. *Radio GaGa* means radio that is nonsense. Taylor wrote this song about the new music on the radio and how it did not mean anything to him. He remembers the music from his teenage days in the 1960s when music on the radio was fresh and exciting for him.

2 Complete the song with these words. Look at the meaning and the rhyme and use the Mini-dictionary to help you.

care, cry, ears, friend, hour, light, noise, power, radio, stars

I'd sit alone and watch your ¹ ____.
My only friend through teenage nights.
And everything I had to know.
I heard it on my ² ____.
You gave them all those old time ³ ____.
Through wars of worlds - invaded by Mars.
You made 'em laugh, you made 'em ⁴ ____.
You made us feel like we could fly.
So don't become some background ⁵ ____.
A backdrop for the girls and boys
Who just don't know or just don't ⁶ ____.
And just complain when you're not there.
You had your time, you had the ⁷ ____.
You've yet to have your finest hour, Radio.

Chorus

All we hear is Radio ga ga,
Radio goo goo, Radio ga ga,
All we hear is Radio ga ga.
Radio blah blah.
Radio what's new?
Radio, someone still loves you!

We watch the shows, we watch the stars
On videos for hours and hours.
We hardly need to use our ⁸ ____.
How music changes through the years!

Let's hope you never leave, old ⁹ ____.
Like all good things, on you we depend.
So stick around 'cos we might miss you
When we grow tired of all this visual.
You had your time, you had the power.
You've yet to have your finest ¹⁰ ____ Radio, radio.



Listen to the song and check your guesses. Sing along with the chorus.

Language Problem Solving 5

Adverbs ⇨ Grammar Summary, page 143

- 1 Read and listen to the football commentary. What is the score at the end of the game?



Abbondanzieri quickly picks up the ball to take the goal kick. We always get a lot of tension in these games between the two big teams from Buenos Aires: River Plate and Boca Juniors. And this cup game is very tense. It's two – two and there's everything to play for. The crowd is cheering wildly, the referee looks at his watch nervously. He'll probably allow another minute's play. Abbondanzieri kicks the ball very well and it goes into the River half. Palacios gets the ball, beats one man brilliantly and passes to Palermo in the area. Palermo turns, shoots

..... and it's a goal! What a goal! What a goal! I can hardly believe it. That's one of the best goals I've ever seen. Palermo turned and smashed it straight into the back of the net. He's sometimes a bit slow in these situations but not this time. And he's certainly been Boca's best player today. And that's it. That's the final whistle.



- 2 Underline all the adverbs in the text above. Copy and complete the table with the adverbs.

In what way? (adverbs of manner)	<u>quickly</u>
How often? (adverbs of frequency)	<u>always</u>
How certain? (adverbs of degree of certainty)	<u>probably</u>

- 3 Look at the adverbs in Exercises 1 and 2. Match the types of adverbs (1–3) with their position in a sentence (a or b).

- | | |
|---------------------|--|
| 1 Adverbs of manner | a before the main verb or after the verb <i>to be</i> |
| 2 Frequency adverbs | b before the verb, after the subject or at the end of the sentence |
| 3 Certainty adverbs | |

- 4 Rewrite the sentences putting the adverbs in brackets in the right place.

- I get up early. (often)
- She will ask me for help soon. (probably)
- Mobile phones have become very popular. (recently)
- They'll finish the work today. (certainly)
- I look before I cross the road. (always, carefully)
- We eat dinner. (normally, slowly)

- 5 In the sentences below, the words in **bold** are adjectives and adverbs. Underline the adjectives and circle the adverbs.

- I've bought this really **fast** car but I can only drive **fast** on the motorway.
- I try very **hard** but I find it really **hard** to work late at night.
- The meeting started **late** because of the president's **late** arrival.
- Her **long** speech opened the conference, which lasted **longer** than usual.
- Beckham is playing very **well** today; he's been very **good** in the last few games.

- 6 Match the adverbs in **bold** with their meanings (a–d).

- | | |
|---|--|
| 1 He had hardly any money. | a during the last few weeks/days, recently |
| 2 He works very hard . | b almost no/not |
| 3 She arrived late . | c after the agreed time |
| 4 She hasn't visited us lately . | d with a lot of effort |

- 7 Choose the correct adverb to complete the sentences.

- I haven't been to the cinema *late/lately*.
- The English class never starts *late/lately*.
- We tried really *hard/hardly* to understand your arguments.
- I can *hard/hardly* understand what he's saying.

10 The Web

In this module you will...

- read a factfile, a questionnaire and a web page
- listen to a survey; take phone messages
- talk about the Internet; practise making phone calls
- write a page for the Internet
- learn more about conditional sentences

Warm-up

1 Use the Mini-dictionary to complete the factfile below with the Key Words.

KEY WORDS: The Internet,

bookmarks, browser, download, favourites, Internet, links, online, search engine, website, World Wide Web

2 Work in pairs. Are these statements true (T) or false (F)?

- There are more Internet users in Europe than in North America.
- Americans send more than four billion emails every year.
- Search engines like Google can find hundreds of thousands of websites in less than a second.
- In 2000, over nine million people watched one of Madonna's concerts 'live' on the Internet.
- Computers operate better when they are cool because they conduct electricity more efficiently.

Check your guesses on page 137.

3 Work in pairs. Discuss what you have tried or would like to try on the Internet.

Example I'd like to send emails to my cousins in the USA.

- chat online
- send emails
- find information for your studies
- find information about entertainment/travel
- listen to and/or download music
- shop, e.g. for videos, CDs, clothes
- read about your interests
- practise your English



FACTFILE: The Internet

- The 1 _____ is an international network of computers – it includes electronic mail (email), the World Wide Web (www), discussion groups and online chatting.
- To go 2 _____, you need a 3 _____, such as Netscape Navigator or Microsoft Internet Explorer. These programs let you see web pages and 4 _____ information onto your computer.
- The 5 _____ is a collection of web pages. Each page has 6 _____ to other pages which you can get by clicking on words or pictures.
- A 7 _____, or web page, is a document available on the World Wide Web.
- To look for information, type key words into a 8 _____, such as Google, which gives you a list of useful websites.
- If you find a good website, you can save it for future reference – put it in your 9 '_____' or 10 '_____'.



28 Online

Before you start

- 1 Match the Key Words with the things (1–5) in the photo.

KEY WORDS: Sources of information

a CD-ROM encyclopedia, a dictionary, an encyclopedia, the Internet, a reference book on a special topic

- 2 What problems can people have when they look for information on the Net? What problems have you had?

- 3 Answer the questionnaire. Use the blue boxes. ☐

- 4 Listen to a student answering the questionnaire. Write down his answers in the green boxes. ☐ Compare answers. Are you a better online student?



Are You An Online Student?

Your English group is doing a project on Native American folk dancing in Alaska. You have to prepare an article. So ...

- 1 Do you try to find information: ☐ ☐
a) on the Internet? b) in an encyclopedia? c) from other reference books?

- 2 You have about 15 minutes before the end of the lesson. Do you: ☐ ☐
a) go to the school library to find some information?
b) make a list of questions you want to find answers to?
c) write down what you already know?

- 3 You want to start looking for information on the Internet using a search engine (like Google). What key words do you type in and search for? ☐ ☐
a) Native Americans b) folk dances Alaska c) folk dances

- 4 You find a really good website. Do you: ☐ ☐
a) try to remember the address?
b) write the address in your notebook?
c) put it in your bookmarks or favourites?

- 5 You find a website with the answer to your dreams – a short article called 'Native American folk dances in Alaska'. Do you: ☐ ☐
a) try to write a summary of the article in your own words?
b) print it out and use it to answer the questions on your list?
c) copy it, put your name at the top and give it to your teacher?



Presentation

5 Read the sentences (1–4) and complete the table with the tenses used. What does 'd stand for in sentences 2 and 3?

- If I *didn't* use the Net, I *wouldn't* find information for most of my school projects.
- If I *knew* anything about folk dancing, I'd write it all down.
- If there *were* only fifteen minutes left, I'd write a list of questions.
- If I *copied* it, I'm sure the teacher *would* know.

Condition	Consequence
if + _____	_____

6 Read the sentences in Exercise 5 again. What is he talking about?

- situations that are real or will probably happen
- imaginary or unlikely situations

Complete the rule with two of these words:

present, past, future

We use the Second Conditional to talk about _____ situations that are unlikely or _____ situations that are imaginary or unreal.

⇒ Grammar Summary 10, page 143

Practice

7 Who could say these things? Choose a or b.

- If I had the money, I would go on holiday to the Caribbean.
a a student b a millionaire
- If I lived in London, I could visit the Science Museum every month.
a a Londoner b a New Yorker

8 Use the cues below to write Second Conditional sentences.

Example

1 If I *didn't* have a computer, I *wouldn't* use the Internet.

- if/not have computer/not use the Internet
- if/win lottery/buy a new computer
- if/play computer games/not be a good student
- go to Tibet/if/have money
- if/be a computer expert/earn a lot of money
- make new friends/if/use Internet

9 Write sentences using the Second Conditional based on these imaginary present situations.

Example

1 If I *didn't* like cooking, I *wouldn't* work as a chef in a restaurant.

- I like cooking so I work as a chef in a restaurant.
If _____
- I don't think I'll win the race so I probably won't get the prize.
If _____
- There is very little time left so we can't go on foot.
If _____
- I'm very tall so I play in the school basketball team.
If _____
- Imagine we go on an expedition to Mount Everest – everyone will admire us.
If _____

10 Which place in the world would you like to go to? Write a Second Conditional sentence about the places below and three other places of your choice.

Example

If I went to the Grand Canyon, I would take a canoe trip down the Colorado River.

- Grand Canyon • Paris • China • New York
- the Amazon jungle • Hollywood

11 Imagine what would happen if these things came true. Make two or three conditional sentences for each situation.

Example

1 If all the telephone lines in the world went dead, companies would lose a lot of money. People wouldn't be able to call the emergency services. I would miss talking to my friends on the phone.

- All the telephone lines in the world go dead.
- There is no Internet.
- All the computers in the world break down.
- Everybody speaks the same language.
- You don't have to go to school.
- Someone invents a time machine.

12 Personalisation Imagine your ideal future life. Think about your home, job, partner, family, etc. Write conditional sentences to explain why you would like this kind of life.

Example

I'd like to live in Africa and work as a doctor. If I was a doctor in Africa, I would help a lot of people.

13 In pairs, discuss your choices.

Example

I'd like to be an astronaut, because if I were an astronaut, I would ...



29 Virtual Tourism

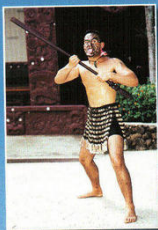
Before you start

- 1 Look at the photos and guess four things about Auckland.

Example *Auckland is a city by the sea.*

Reading

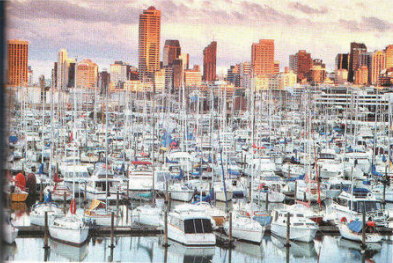
- 2 Read the Internet page quickly and check your guesses.



AUCKLAND • New Zealand • a guide

- A** Auckland is the largest city in **New Zealand**. It has a population of just over a million people and is located in the **North Island**. This harbour city is an important business centre for New Zealand's **economy**. It is also the most dynamic and multicultural city in New Zealand.
- B** The **history of the city** goes back approximately 650 years when the **Maori** settled in the area. European settlement in Auckland began in 1840 when the British arrived. New Zealand's first governor, Captain William Hobson, made Auckland the capital. Later, the capital moved to **Wellington**, because it was more central. Since 1945, the city of Auckland has grown and today has the largest Polynesian population in the South Pacific. In 1997, the Sky Tower was completed. At 328 metres it is the tallest tower in the southern hemisphere. In 1985, the New Zealand government made the whole country a **nuclear free zone** and since then Auckland has been a centre for protest against nuclear testing in the Pacific.
- C** Famous sights include **Mt Eden**, one of many large, volcanic hills, as well as the **Auckland Harbour Bridge**. At **Parnell Village** you can visit some of the first European settlers' homes. In the city is the beautiful **Auckland Domain** which is famous for its large palm trees, exotic plants as well as native trees. You can see traditional Maori dance performances at the **Auckland Museum**.
- D** Auckland boasts wonderful views of the sea from many parts of the city. Auckland's nickname is 'the City of Sails' because of the number of yachts that sail in and around the harbour. It has a warm climate with plenty of sunshine – the average temperature in January (summer) is 23.4°C and in July (winter) it is 14.5°C. It has some of the best beaches in New Zealand for doing water sports: swimming, diving, fishing, sailing and windsurfing.
- E** It is easy to travel between Auckland and the rest of New Zealand. There are regular international flights, too. Flights to **Australia** are cheap but flights to Europe take over twenty-four hours and are expensive.





3 Read the Strategies.

READING STRATEGIES: Matching topics and paragraphs

- Read each paragraph carefully.
- Pay attention to the first sentence of each paragraph – it often introduces the main idea.
- Identify the most important words and underline them.
- Look at the list of topics and match them with the paragraphs.
- Check that the extra topic does not match any of the paragraphs.

4 Use the Strategies to match the topics (1–6) with the paragraphs (A–E). There is one extra topic.

- | | |
|---------------------------|------------------------------|
| 1 the history of the city | 4 things to see in Auckland |
| 2 travel links | 5 water lover's paradise |
| 3 nightlife in Auckland | 6 New Zealand's largest city |

5 Match this information with the correct links in blue in the text. On a real Internet page you can 'click' on these words to get more information.

- New Zealand produces dairy products, timber and forest products, wool and meat.
- The original people of New Zealand came by canoe from other Pacific islands.
- The capital of New Zealand is on Cook Strait, which separates the two islands.
- This bridge is one of the city's most distinctive landmarks. It was built in 1959.
- New Zealand does not allow nuclear weapons or power anywhere in the country.

6 Complete the description with these linking words from the text.

also (para. A), as well as (para. C), too (para. E)

Auckland is a modern city. It is a nice place to live and it has good weather, 1 _____. The city has lots of good beaches for water sports, 2 _____ lots of good places to fish. It is 3 _____ known as 'the City of Sails' because of all the yachts there.



Vocabulary: Common Verbs (3)

7 Look at these examples of *do* and *make*.

New Zealand is an ideal place to *do* water sports.

We *made* a lot of friends during our holiday.

Which verb, *do* or *make*, would you use with these words? Copy and complete the table below.

your bed, a cup of tea, an exam, a guess, your homework, a mistake, a noise, a phone call, a prediction, the shopping, a suggestion, very well at English, the washing-up

do	make
<i>your homework</i>	<i>your bed</i>

Write five sentences about yourself with examples from the table.

Example I *do* my homework when I get home.

Speaking

8 Work in pairs. Student A 'clicks' on the link to [New Zealand](#) and goes to page 137. Student B 'clicks' on the link to [Australia](#) and goes to page 137. Find out this information from your partner.

- area • population • largest city • climate
- places to visit

9 Your Culture Work in pairs. Use the items from the list in Exercise 8 to talk about your country.

Example The population of Hungary is about ...

10 Work in pairs. Plan a weekend together in Auckland.

Example

A Let's visit the Auckland Museum on Saturday morning.

B That's a good idea. Do you fancy going to the beach after that?

Tell the rest of the class what you have decided to do.



30 Communication Workshops

Writing

Before you start

1 Copy and complete the notes about Vancouver with this information.

ice hockey, Gallery of Tribal Art, Pacific coast, skiing,
original name – Gas Town, Vancouver Aquarium,
500,000

VANCOUVER (CANADA)

1: INTRODUCTION/HISTORY: Vancouver

located: British Columbia /
general: multicultural / picturesque location
population: over
history: established 1862

2: THINGS TO SEE:

places to visit: Stanley Park / / Van
Dusen Botanical Gardens /
landscape: coast / forest / mountains

3: THINGS TO DO:

sports: sailing / /
tourism: Rocky Mountains / S. Vancouver Island
going out: international cuisine / Chinatown

2 Match the information below with the links in blue in the notes.

- a It is an island off the Pacific coast of Canada. It is a popular retirement area. Size: 32,137 sq km.
- b A province in western Canada. The economy is based on agriculture, mining, fishing and tourism.
- c 1,000 acres in central Vancouver with beautiful trees, gardens and also a zoo and an aquarium.

An Internet Page

Write an Internet page for your city, town or area. Follow the stages below and use Writing Help 5 on page 140.

Stage 1

Write notes in three paragraphs for your Internet page, like the example. Add three 'links' with extra information.

Stage 2

Use your notes to write key sentences for each paragraph.

Example

Vancouver is an attractive city located in British Columbia, on the Pacific coast of Canada.

Stage 3

Write your description. Underline your 'links' or write them in a different colour.

Stage 4

Check your writing.

Talkback

Work in groups. Look at the other web pages. Ask for and give information about the 'links'.

Example

- A *I'd like more information about 'going out'.*
- B *Well, there are some cinemas and there are ...*

Listening

Phone Calls

Listen to two phone calls.

- 1 Listen to two phone calls and write down the messages.

1 From _____
Phone No. _____
About _____

2 From _____
Meet on _____ night at _____
o'clock at Carol's house
Address _____

- 2 Listen again and complete the Function File.

FUNCTION FILE Telephoning

Formal

A Good morning. Richard's Antiques.

1 *Can I help you?*

B Yes, 2 _____ Mrs Richards, please?

A 3 _____, please.

4 _____ she's in a meeting ...

5 _____ a message?

Sorry, 6 _____, please?

OK, 7 _____ the message.

B Thank you 8 _____. Goodbye.

Informal

C 9 *Hello* _____, 973273.

D Hi, it's Mandy. 10 _____ Lucy, please?

C 11 _____, I'll check.

Sorry Mandy. 12 _____.

D 13 _____ her a message, Mark?

C Hang on, 14 _____?

Right, 15 _____.

D 16 _____. Bye!

- 3 Pronunciation Listen and repeat some of the expressions from the Function File.

- 4 Now listen to Lucy talking to Mandy. Are these statements true (T) or false (F)?

- 1 ☐ Lucy can't go at eight o'clock because she has a piano lesson.
2 ☐ She can get to Carol's house by about nine o'clock.
3 ☐ Her friends want to leave at a quarter past eight.
4 ☐ They arrange to meet outside the concert hall.
5 ☐ They arrange to meet at half past nine.

Speaking

Before you start

Read the Strategies.

SPEAKING STRATEGIES: Telephoning

- Before phoning, always think about what you are going to say.
- When you don't understand, ask the other person to repeat.
- When you leave a message, speak clearly and spell difficult names.
- To finish the call, do not say goodbye directly. Say something else first (e.g. *Well, thank you very much*).

Formal and Informal Phone Calls

Act out phone calls.

Work in pairs. Use the Strategies and roleplay the four situations below. First decide which are formal and which are informal.

Student A	Student B
1 You phone your friend, Hana. You want to meet her: where? what time? why?	1 You are Hana's brother or sister. She is out. Answer the phone and take a message.
2 You work in a computer repair shop. Your boss is Mr Clark. He is not in the shop. Answer the phone and take a message.	2 You phone a computer repair shop. You want to speak to Mr Clark about your broken computer. Leave your name and phone number.
3 You are Brian's mother or father. He is out. Answer the phone and take a message.	3 You phone your friend, Brian. You want to meet him: where? what time? why?
4 You phone about an advert for guitar lessons. You want to speak to Jo Sykes. Leave your name and phone number.	4 Jo Sykes gives guitar lessons. You are Jo's wife or husband. Answer the phone and take a message.

Talkback

Make two more phone calls.

- 1 Student A: you are Brian (3 above). Phone your friend (Student B) about his/her message.
2 Student B: you are Hana (1 above). Phone your friend (Student A) about his/her message.

Review 9 and 10

Grammar

1 Complete the sentences with the verbs in brackets in the correct tense.

- I don't know what the weather's going to be like this weekend. But if it _____ (be) sunny, I _____ (go) swimming with you.
- What _____ (you do) if you _____ (win) the lottery next week? If I _____ (do), I _____ (buy) that motorbike.
- If you _____ (can) visit any planet in the solar system, which one _____ (you like) to go to?
- If global warming _____ (continue), there _____ (be) flooding in many parts of the world.
- I _____ (panic) if I _____ (see) an alien. I think I _____ (run) away as fast as possible.

2 Choose the correct word(s) in *italics* to complete the sentences.

- She *hardly/only* rings you up when she wants something.
- I *hardly/only* know her. I've only met her *once/lately*.
- I *lately/often* read in bed before going to sleep.
- Thanks for telling me. I'll *certainly/usually* give him the message.
- If you work *hard/hardly*, you'll do a lot/*well* in the exam.
- It's *hardly/really* difficult to understand those instructions.
- I haven't seen him *lately/occasionally*. What's he doing *now/often*?
- They'll *only/probably* get here *late/well* because of the traffic.

Vocabulary

3 Compound words Match the words (1-6) with the words (a-f) to make compound words.

Example bookmark

- | | |
|----------|----------|
| 1 book | a engine |
| 2 down | b load |
| 3 e | c mail |
| 4 on | d mark |
| 5 search | e line |
| 6 web | f site |

4 Compound words Complete the sentences with compound words from Exercise 3.

- If you want to save the address of a _____, you can put it in your _____.
- I never write a letter nowadays – I just send an _____.
- Google is a really fast _____.
- _____ shopping is becoming more popular.
- You can _____ music from the Net and copy it onto a CD.

5 Complete the sentences with the correct form of *do* or *make*.

- He's very untidy. He never _____ his bed in the morning.
- Shall I _____ a cup of tea?
- When you are _____ an exam, always _____ a guess if you don't know the answer.
- I _____ my homework when I get home from school.
- Don't worry if you _____ a mistake.
- Can I _____ a phone call, please?
- Don't _____ a noise – the baby's asleep.
- Will you _____ the washing-up if I _____ the drying?

Pronunciation: /r/

6 Look at the examples below. When do we use the /r/ sound in British English:

- before a vowel or y?: address, history, instructions, lottery, reality, traffic, worry
- before a consonant?: bookmark, hard, morning, motorbike, part, search, virtual, warming, world
- at the end of a word?: computer, never, nuclear, popular, weather

Is it the same as the /r/ sound in your language?

 Listen and repeat the words above.

Look through your vocabulary book. Note the words containing 'r' – with and without the /r/ sound.

Example vocabulary (with), word (without)

Check Your Progress: Modules 9 and 10

- Which activities did you enjoy most?
- Which activities did you have problems with?
- How well did you do in the Review exercises? Which grammar and vocabulary areas do you need to revise?

11 The Sea



A The underwater world

In this module you will...

- read a newspaper article and a story
- listen to a dialogue and a radio programme
- talk about the sea and practise making suggestions
- learn more about the Present Perfect

Warm-up

- 1 Listen. Match the four sea sounds with the photos (A-D).
- 2 Look at the Key Words. Do you know these activities? Which of them do you do? Which would you like to do?

KEY WORDS: Leisure Activities

body surfing, fishing, jet skiing, sailing, scuba diving, snorkelling, sunbathing, surfing, swimming, water skiing, windsurfing

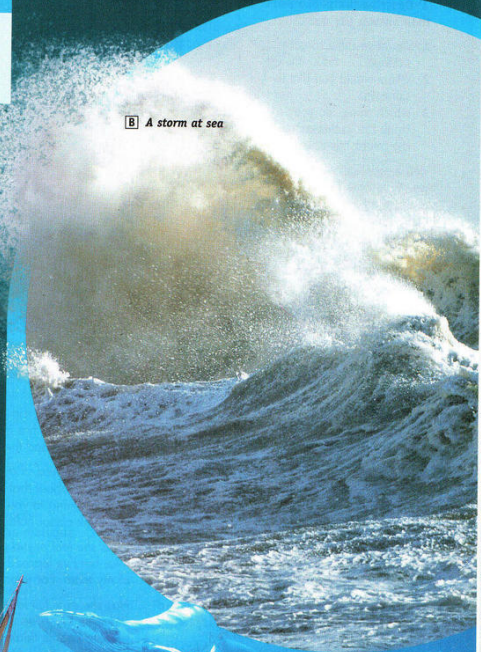
- 3 Listen. Which activity is each person speaking about?
- 4 Listen again. Which of the Key Words below does each speaker use? Which word is not used?

KEY WORDS: Adjectives

beautiful, calm, cold, colourful, exciting, fast, free, freezing, frightening, great, relaxing, silent, strange, wet

Example Speaker 1 – silent, beautiful

B A storm at sea



C Wind in the sails



D A whale's song





31 Round the World

Before you start

1 Describe the photo and then answer the questions.

- 1 Would you like to go sailing?
- 2 Where would you like to sail to?
- 3 Which things do you think the yachtswoman in the photo has done?

won a race, sailed round the world, become famous, received an award, come close to death, been on her own for a long time

2 Now read the article and check your guesses.



People Think I'm a Weirdo

Since sailing solo around the world in record time, she has become the nation's darling. Libby Brookes meets the young British yachtswoman Ellen MacArthur, 28.

Since her first solo round-the-world race in 2001, Ellen MacArthur has become famous. She only came second in that race but she sailed a great big boat round the world through force-10 storms.

For the last few weeks, MacArthur has been the centre of attention again. She has received the title of 'Dame Ellen' from the Queen and huge crowds have welcomed her back after her record-breaking solo voyage around the world. She completed the trip in 71 days, 14 hours and 18 minutes, beating Francis Joyon's record by 33 hours.

Has she had time to enjoy her success? 'No!' she replies. 'Of course you're pleased when you get an award but it's not just about you, it's about the team that helped me prepare for the race.'

MacArthur's first trip on the water was on her aunt's boat at the age of four. She has dreamt of the sea ever since then. 'I've always loved the sea and the sea has been a great inspiration to me.'

Was she scared of dying on her trip?

'You think about that later. I have come close to death but when it's happening to you, you don't think about falling off the mast. You think about holding onto it with every brain cell you've got.'

Does she feel proud because she has achieved so much?

'No, but I've learned a lot. I feel proud of my parents, and proud of my team. For years, a lot of people have helped me.'

Has she ever felt lonely?

'I do like being on my own,' she says, 'but I'm not a solitary person. People think I'm a weirdo but I'm not that strange. I feel lucky. Since the age of 17, I have known exactly what I wanted to do. I've had that passion.'

3 Read the article again and answer the questions.

- 1 Why has Ellen MacArthur become famous?
- 2 Has she ever felt afraid on her sailing trips?
- 3 Who is she proud of?
- 4 Why do some people think she is strange?
- 5 Why do you think she has received so much attention from the media?
- 6 Why does she feel lucky?

Presentation

- 4 Look at these examples of the Present Perfect from the article. Do the sentences talk about a) the present b) the past c) both the present and the past?

For the last few weeks, she **has been** the centre of attention again.

She **has dreamt** of the sea since then.

I've always **loved** the sea.

Look at the underlined time expressions in the sentences above and complete the rule for **for** and **since**.

We use _____ for a period of time, e.g. six weeks.

We use _____ for a point in time, e.g. 1998.

- 5 Look at the examples of the Present Perfect (1–3) from the article and match them with the uses of the Present Perfect (a–c).

- 1 Since the age of 17, I **have known** exactly what I wanted to do.
- 2 I **have come** close to death.
- 3 Does she feel proud because she **has achieved** so much?

- a to talk about a past action without giving its definite time
- b to emphasise present consequences of something that happened in the past
- c to describe something that started in the past and is still going on

➔ Grammar Summary 11, page 144

Practice

- 6 Helen is on a sailing trip. She's talking to her boyfriend, Colin, on the phone. Complete the dialogue with the verbs in brackets in the Present Perfect.

Helen Hi, Colin! How are you?

Colin All right. When are you coming back? You 1 _____ (be) away for so long.

Helen Come on. I 2 _____ (only be) at sea for three weeks now. What's the news at home?

Colin Well, you know that old motorbike that Mick 3 _____ (have) for years? Well, he crashed it two days ago.

Helen I'm not surprised. I 4 _____ (always know) he's a dangerous driver. And what about Bob and Julie? 5 _____ (you see) them?

Colin They 6 _____ (go) away, too, so I'm really lonely. But what about you? How's your voyage?

Helen Absolutely brilliant! We 7 _____ (have) fantastic weather since we set out. I 8 _____ (see) dolphins and all kinds of sea creatures.

- 7 Match the examples of the Present Perfect in Exercise 6 with the uses (a–c) in Exercise 5.

Example 1 c (she's still away)

- 8 Complete the sentences with **since** or **for**.

- 1 We've been here _____ 5 July.
- 2 Mary's been on holiday _____ six weeks.
- 3 They have known each other _____ many years.
- 4 She's been a smoker _____ she left university.
- 5 I've enjoyed playing football _____ I was at school.
- 6 We've had our dog _____ the last six years.

- 9 Personalisation Write true sentences about your life. Use the verbs below in the Present Simple.

Example I live in Spain.

be, enjoy, hate, have, know, like, live

Now work in pairs. Take turns to read your sentences and ask and answer questions with **How long ...?** Use **since** and **for** in your answers.

Example

- A I live in Spain.
- B How long have you lived in Spain?
- A I've lived in Spain for ten years./I've lived in Spain since 1995.

- 10 Look at the cues below and write down some ideas about a holiday you are on.

how long? weather be like? meet people?
see anything interesting? learn anything?
visit any places? eat interesting food?
do/see anything interesting?

Then work in pairs and have a telephone conversation about your holiday.

Example

- A How long have you been there?
- B We've only been here for three days but I'm really enjoying myself.

QUOTE ... UNQUOTE

'The sea has never been friendly to man.'

Joseph Conrad, Polish Novelist (1857–1924)



32 Going Overseas

1 Your Culture Look at the photos and answer these questions.

- 1 What is happening in the photos?
- 2 What parts of the world do a lot of emigrants from your country live in?
- 3 Do you know anybody who has emigrated? Where did they go?
- 4 Are there any immigrants living in your country? Where are they from?

2 Look at the Key Words. Check the meaning of new words in the Mini-dictionary.

KEY WORDS: Reasons for Emigrating

- to avoid taxes, to join family abroad, to learn about other countries, to look for work, to study
- to escape from: famine, political problems, unemployment, war
- because of natural disasters: drought, earthquakes, floods, volcanoes

Listening

- 3 Listen to Part one of a radio programme. Which of the above reasons for emigrating are not mentioned?

4 Read the Strategies.

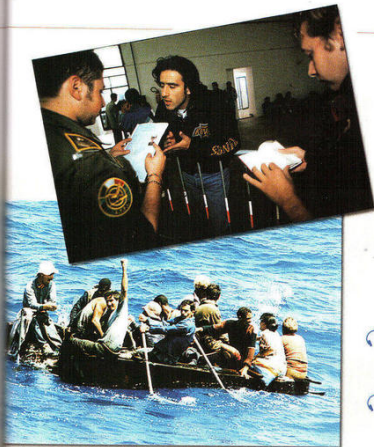
Listening Strategies: Listening for specific information

- Make sure you know what you have to do (e.g. complete a table, fill in gaps).
- As you listen, make notes and use abbreviations (e.g. *unempl.* = unemployment, *fam.* = family).
- Use the heading or topics from the table to help you while you are listening (e.g. Reason for emigrating).
- If you miss some information, write a question mark to remind you to listen especially carefully the second time (e.g. *escaped with?*).

- Now listen to Part two of the programme. Copy the table and use the Strategies to complete it.

	Speaker 1	Speaker 2
Reason for emigrating		
How they escaped	<i>pedal boat</i>	
Who they escaped with		





Vocabulary: Multi-part Verbs (8)

5 Match these definitions with the underlined multi-part verbs (in 1–5) from the programme.

return, escape from, avoid, return someone to where they have come from, arrest

- 1 Some rich people want to get out of paying taxes.
- 2 People emigrate to get away from dangerous situations like war.
- 3 The police picked up the man and his brother.
- 4 The woman is afraid to go back to her own country.
- 5 The police want to send her back.

6 Listen to a university student talking to her Spanish tutor about her year abroad. Where does she decide to go and what does she decide to do?

7 Listen again. Complete the sentences in the Function File with these words and expressions.

I'd love to, what about, How about, not very keen on that, sounds great, do you suggest, You could, don't you, 'd be fantastic, should

FUNCTION FILE

Suggestions

Making Suggestions

2 _____ going to Salamanca?

3 _____ stay with a family.

Why 4 _____ go to Granada then?

You could work in a school ...

Well, 7 _____ studying at the university?

You can go skiing in the mountains. And you 9 _____ go to Cordoba and Seville.

They are lovely.

Asking/Reacting

I'd like to go to Spain. What 1 _____?

That's a good idea but isn't it a bit small?

Granada – that 5 _____.

I'm 6 _____.

That 8 _____. And what places do you suggest visiting near Granada?

10 _____ go there!

8 Pronunciation Listen to Mary's reactions. Classify them: a) enthusiastic b) unenthusiastic. Then listen again and repeat the reactions.

Speaking

9 Imagine a British university student is coming to your country for his/her year abroad to study your language. Write notes about these things.

- two possible cities to go to
- universities/colleges to study at/places to work
- where to stay (e.g. family, hostel)
- places to visit near the cities
- what to do at the weekends

10 Now work in pairs. Take turns to be the student and the tutor. Use the Function File in Exercise 7 to help you.

Example A I'd like to go to Italy next year. What do you suggest?

B Why don't you go to Florence? It's got a good university and ...



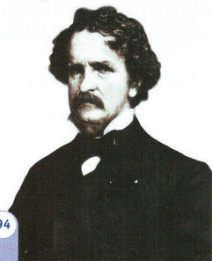
33 Edgar Allan Poe

BACKGROUND

Edgar Allan Poe (1809–49) is most famous for his short stories, especially crime and horror stories. Poe was an orphan and when he was young, a businessman, Richard Allan, looked after him. He left university after a year and went into the army before becoming a literary critic. After his wife died in 1847, Poe became ill and he died two years later.

Poe's first books were of poetry and he first started writing short stories to make money. He was the inventor of the modern detective story with stories like *The Murders in the Rue Morgue* (1841) and *The Mystery of Marie Rogêt* (1842–3). He also wrote stories about horror and fantasy such as *The Fall of the House of Usher* (1839) and *The Cask of Amontillado* (1846).

Poe wrote *A Descent into the Maelstrom* in 1841. It is about a violent whirlpool near the coast of Norway, which is very dangerous for ships. Poe describes the horror when a small fishing boat disappears into the whirlpool.



Before you start

1 Read about Edgar Allan Poe. What kind of writing is he well-known for?

2 Look at the pictures and find the things in the Key Words.

KEY WORDS

barrel, cloud, fisherman, fishing boat, horizon, moon, wave, whirlpool

Reading and Listening

3 Read and listen to the story. Order these sentences.

Example 1 h

- A wave washed his younger brother overboard but the boat survived.
- They were coming back from the fishing trip when there was a terrible storm.
- He tied himself to a barrel and dived into the water.
- The boat got closer and closer to the edge of the whirlpool.
- The writer and the fisherman saw the whirlpool from the top of the mountain.
- His elder brother disappeared into the bottom of the whirlpool.
- When some fishermen picked him up, he was exhausted.
- A fisherman and his two brothers had an excellent day's fishing.
- The boat went over the edge into the whirlpool.
- The writer met the fisherman with completely white hair.

4 Read the story again and answer these questions.

- Why did the fisherman's younger brother fall overboard?
- Why did the boat go towards the whirlpool?
- Why did the man tie himself to a barrel?
- Why didn't his brother do the same?
- Why did his old companions not recognise him?

Vocabulary: Wordbuilding (3)

5 Complete the table with words from the story.

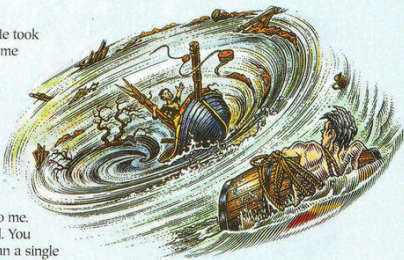
Noun	Verb	Adjective
fright	to frighten	1 <u>frightening</u> / 2 _____
3 _____	to terrify	4 _____ / 5 _____ / 6 _____
7 _____	to horrify	8 _____ / 9 _____

6 Complete these sentences with words from Exercise 5.

- I was absolutely _____ (terror) when I saw a _____ (horror) insect on my arm.
- There was a _____ (terror) storm last night and I was very _____ (fright).
- I don't think cockroaches are _____ (fright) but I find rats _____ (terror).

The Maelstrom

I was visiting Norway when I met an old fisherman. He took me up one of the mountains near the coast to show me the famous whirlpool or Maelstrom. The sea was calm when we got to the top of the mountain but then we heard a frightening sound in the distance. Suddenly, the sea became rough and the whirlpool appeared, going round and round and making a louder noise than Niagara Falls. We watched it for some time and then started to go down the mountain again. Then the fisherman started to speak.



'About three years ago, something terrifying happened to me. Those six hours of terror have broken my body and soul. You think I am a very old man - but I am not. It took less than a single day to change my hair from black to white. One day in the summer, my two brothers and I were coming back from the islands, where the fishing is excellent. Our boat was full of fine fish after a good day's work. All at once the horizon was covered with a cloud and in less than a minute we were in a terrible storm. It was the worst storm I have ever seen.



An enormous wave covered our boat and I watched in horror as my younger brother fell overboard. Our boat survived and I was trying to recover when my elder brother put his mouth close to my ear, and screamed out the horrifying word "Whirlpool!" With the wind and waves, we were going in the direction of the whirlpool and nothing could save us! We soon heard the horrible noise of the whirlpool in the distance and got closer and closer to it. It may seem strange but at that moment, when we were on the very edge of the whirlpool, I felt less frightened than when we were moving towards it. We went round and round, nearer and nearer to the edge of the whirlpool.

Suddenly, we went over the edge. I said a prayer to God: I thought my life was over. But moment after moment went by and I was still alive. The boat was on the inside of the enormous whirlpool and we were going round in circles at great speed. I saw clearly that there were other objects in the whirlpool - trees, barrels, parts of ships and even pieces of furniture. Gradually, we went down and down towards the bottom. I noticed that the heavier objects went down more quickly than the smaller, lighter ones. So I tied myself to a barrel to help me float and got ready to throw myself into the water. I tried to make my brother understand but he was terrified and stayed in the heavy boat. Without waiting, I dived into the sea to try and escape.

I'm telling you this story now - so you see that I did escape. I will bring my story quickly to a conclusion. Some time after I left the boat, with my brother in it, it sank once and forever into the bottom of the whirlpool. Soon afterwards, the whirlpool grew gradually less and less violent. The sky was clear, the winds calmer and the moon was shining. I was still tied to the barrel and the waves soon carried me to an area where the other fishermen were. In the end, a boat picked me up. I was completely exhausted. The fishermen were my old companions but they did not recognise me. When I told them my story, they did not believe it. Now I have told you, and I cannot expect you to believe me more than the fishermen did.'



talkback

Work in groups and discuss these questions.

- 1 Do you think the story is true? Why or why not?
- 2 What other stories or films do you know which are set at sea?

Language Problem Solving 6

Present Perfect, Present Simple and Past Simple

Grammar Summary, page 144

1 Match the sentences with the pictures.



- a He worked for the homeless all his life.
b He's worked for the homeless all his life.
c Mary has had a baby.
d Mary had a baby in 1998.

Translate the sentences above into your language. Did you use the same tense for all of them?

2 Which of the sentences (1 and 2) mean a, b, c, d?

- 1 Pam has been in prison **for two years**.
2 Pam was in prison **for two years**.
a Pam's sentence started two years ago.
b Pam is in prison now.
c Pam isn't in prison anymore.
d Pam's sentence lasted two years.

Translate the expressions in blue in 1 and 2. Is the translation the same for both sentences?

3 Put the verbs into the Present Perfect or the Past Simple.

- 1 The cat looks hungry. _____ (you feed) him yet?
2 Maria Skłodowska-Curie and Pierre Curie _____ (work) together for most of their lives.
3 My father _____ (work) for the same company since he left university.
4 Mozart _____ (write) a lot of interesting music.
5 _____ (you see) my dictionary anywhere? I need it for my homework.

4 In which of the sentences below is the person looking back at the past? Translate the sentences.

- 1 I like sweets. 2 I've always liked sweets.

5 Put the verbs in brackets into the Present Simple or the Present Perfect.

- 1 I _____ (know) Peter very well; we are in the same class.
2 We _____ (have) very bad luck this year – our car was stolen just before Easter and our flat was robbed a week ago.
3 Mark is my best friend; we _____ (know) each other for ages.
4 My friend is ill – she _____ (be) in hospital since Sunday.
5 I _____ (be) very lucky. I often win competitions.
6 I feel terrible today. I think I _____ (have) flu.

6 Match the sentences (1–3 and 4–6) with the people (a–c and e–f).

1 'I work very hard.'	a a retired millionaire
2 'I've worked very hard all my life.'	b a young businessman
3 'I worked very hard.'	c a person who is about to retire
4 'I've lived in London for a long time.'	d a Londoner
5 'I lived in London for a long time.'	e a person who lives in Paris
6 'I live in London.'	f a person who is moving from London to Glasgow

7 Read the sentences and answer the questions.

- 1 Peter has always enjoyed opera. *Does Peter like opera?*
2 I've had a big lunch. *Is the person hungry?*
3 I've dreamt about a cup of tea since this morning. *Would the person like a cup of tea now?*
4 I've lost the car key. *Can we open the car door?*

8 Put the verbs in brackets into the Present Perfect, the Past Simple or the Present Simple.

Karen Cookson ¹ _____ (always be) interested in the sea and the creatures in it. When she was ten her mother ² _____ (buy) her an aquarium and she ³ _____ (have) collections of tropical fish ever since then. For the last twenty years, she ⁴ _____ (live) in a big house in Auckland where she has an aquarium. Last year she ⁵ _____ (open) the aquarium to the public. Thousands of people ⁶ _____ (already visit) her collection.

Her collection includes several sharks which ⁷ _____ (swim) around looking dangerous. 'People ⁸ _____ (not understand) sharks,' she says. 'I ⁹ _____ (never have) any problems with my sharks because I ¹⁰ _____ (know) how to behave. Sharks only ¹¹ _____ (attack) humans in certain situations. Once, a great white shark ¹² _____ (try) to attack me but I ¹³ _____ (hit) it on the nose with my camera!'

12 Mountains

In this module you will...

- read encyclopedia extracts, an article and a formal letter
- listen to a description and a dialogue
- talk about mountains, weather and winter sports; practise making requests for information
- write a formal letter
- learn about the passive

Warm-up

1 Answer these questions.

- 1 What are the highest mountains in your country?
- 2 Have you ever been to the mountains for a holiday? If so, where did you go?
- 3 What kind of leisure activities can people do in mountain areas? Have you ever done any of them?

2 Use the Key Words to say something about each mountain in the photos. Use the Mini-dictionary to help you.

KEY WORDS: Weather

- to be boiling (+++), hot (++), warm (+), mild (), cool (-), cold (- -), freezing (- - -)
- to rain heavily, to drizzle, to snow
- a breeze, frost, lightning, a shower, a storm, thunder
- to be changeable/cloudy/dry/foggy/overcast/snowy/sunny/wet/windy

3 Work in pairs. Talk about the weather in your area today and yesterday and the forecast for tomorrow.

Example *It's very cold and bright at the moment but yesterday it was overcast.*

4 Listen. Which of the mountains in the photos is described?

5 Think of a place you love going to. Write some notes about the weather in different seasons.

Example *spring - green/flowers, often cloudy/overcast*

Work in pairs. Tell your partner about your favourite place.

A Aconcagua



B Table Mountain



C Ben Nevis





34 Winter Sports

Before you start

- 1 Look at the photos and describe what's happening. Use the Key Words to help you.

KEY WORDS: Winter Sports

alpine skiing (downhill/slalom), cross-country skiing, extreme skiing, freestyle skiing, ice hockey, ice skating, ski jumping, snowboarding

2 Your Culture Answer these questions.

- Are winter sports popular in your country? Which ones?
- Are there any famous winter sports people?
- Which winter sports do you like watching on TV?

3 Read the encyclopedia extracts (1-6) and match them with these headings. There is an extra heading.

- snowboarding
- the history of skiing
- ski jumping
- ice hockey
- extreme skiing
- Winter Olympics
- freestyle skiing

4 Have you ever done any winter sports? Would you like to try any? Tell the class.

1 This spectacular sport was invented by the Norwegian, Sondre Norheim, in the 1840s and the first competitions were held in the 1860s. Jumpers fly through the air at up to 100 kph and spend several seconds literally flying.

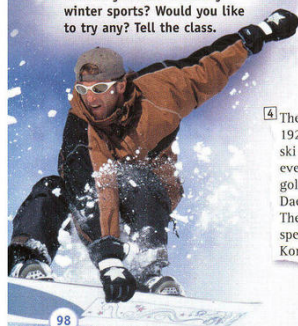
2 The oldest skis were found in Sweden and are around 5,000 years old. Skis have been used in Scandinavia for transport and hunting since prehistoric times. One of the first cross-country ski races was held in 1843 in Norway. Alpine skiing was developed in the late 19th century in Switzerland. The first Alpine race was organised in 1911 by Sir Arnold Lunn and many of his rules for competitions have been used since then.

3 This has only been done since the 1960s and was introduced into international competition in the 1970s. It is a mixture of skiing, skating, gymnastics and ballet.

4 The games have been held since 1924 and they are organised in ski resorts around the world every four years. The record for gold medals is held by Bjorn Daehlie of Norway (8 medals). The youngest medal winner is speed skater Yoon-mi Kim of Korea at the age of 13.

5 This was started in the 1960s but has not been made an Olympic event because it is so dangerous. It involves skiing down some of the most dangerous places in the mountains and is only done by a few people. The definition of the sport is: 'If you fall, you die.'

6 This was developed from surfing and skateboarding and was the fastest-growing winter sport of the 1980s and 1990s. It was made an Olympic event at Nagano in 1998.





Janica Kostelic

Presentation

5 Look at the extracts again and complete the sentences below.

The Passive

- A** The record for gold medals **is held** by Bjorn Daehlie of Norway.
It _____ only **done** by a few people.
They _____ **organised** in ski resorts around the world.
- B** Snowboarding **was made** an Olympic event at Nagano in 1998.
The oldest skis _____ **found** in Sweden.
Ski jumping **was** _____ in the 1840s.
- C** The games **have been held** since 1924.
Skis **have been** _____ since prehistoric times.
Freestyle skiing _____ **done** since the 1960s.

What tenses are used in A, B and C?

6 Find other examples of the Passive in the extracts and complete the rule.

- The Present Simple Passive = *am, is or* _____ + the _____ form of the verb.
- The Past Simple Passive = _____ or _____ + the _____ form of the verb.
- The Present Perfect Passive = _____ or _____ + the _____ form of the verb.

7 Read this sentence from extract 1. What information do the underlined words give you?

This sport was invented by the Norwegian, Sondre Norheim.

Find more expressions like this in the extracts.

Practice

8 Complete the text and put the verbs in brackets in the correct Passive tense.

Curling ¹ _____ (play) on ice by two teams of four players. First, large stones ² _____ (push) across the ice and allowed to slide towards a circle, which ³ _____ (call) 'home'. After this, the players ⁴ _____ (not allow) to touch the stone. They sweep the ice in front of the stone. In this way, the ice ⁵ _____ (warm) and the speed and direction of the stone ⁶ _____ (change). The object of the game is to place your team's stones in the circle closer to the middle than your opponents' stones.

The oldest curling stone, bearing the date of 1511, ⁷ _____ (find) in Scotland and in the 18th century, the first curling clubs ⁸ _____ (form) there. Nowadays, the game ⁹ _____ (play) in many countries, e.g. in Switzerland, where natural outdoor ice ¹⁰ _____ (find). In Canada and the USA, curling ¹¹ _____ (play) since the beginning of the 19th century.

Curling ¹² _____ (make) more popular by the recent Winter Olympics. It ¹³ _____ (play) for the first time at Nagano in 1998 but it ¹⁴ _____ (not watch) by big audiences.

9 Write a short biography of Janica Kostelic, a Croatian skier. Use the Passive and the cues below. Add more information if you like.

- 1 Janica/born/1982
- 2 She/first put on skis at the age of three
- 3 She/selected for the national team/she/16 years old
- 4 Janica/injured/many times so far
- 5 Janica/operated on/about ten times
- 6 She/allowed to ski in spite of her knee injuries
- 7 She/admired for her hard work and ambition
- 8 She/liked because of her sense of fun

10 Winter Olympics Quiz Use the cues to write questions using the Passive.

Example 1 When was curling made an Olympic event?

- 1 When/curling/make an Olympic event?
- 2 When/first Winter Olympics/organise?
- 3 Who/ski jumping/invent by?
- 4 How many games/hold/so far?
- 5 What/give/to competition winners?
- 6 When/the first cross-country ski races/hold?
- 7 When/extreme skiing/invent?
- 8 What two sports/snowboarding/develop from?
- 9 When/snowboarding/make an Olympic event?
- 10 Where/the last Winter Olympics/organise?

11 Game Work in pairs. Close your books and try to answer the questions in Exercise 10. Check your answers in the texts in this lesson.



35 Everest

Before you start

1 Look at the photos. Which Key Words can you see? Use the Mini-dictionary to help you.

KEY WORDS: Geography

avalanche, continental plate, glacier, monsoon, natural environment, peak, sea level, slope, summit

Reading

2 Read the questions. Then read the article quickly to find the answers.

- 1 What is the height of Everest above sea level?
- 2 What shape is the top of the mountain?
- 3 Which continental plates collided to cause the Himalayan Mountains?
- 4 What are the slopes of Everest covered with?
- 5 Why is the monsoon the worst time of year for climbing in the Himalayas?
- 6 What are the biggest dangers of climbing Everest?



A Chomolungma (Everest) is the highest mountain in the world and it is going up a few millimetres every year. It is 8,850 metres high, which is nearly nine kilometres above sea level, the height of twenty Empire State Buildings or the altitude you fly at when you are in a jet aeroplane.

B This magnificent pyramid-shaped peak, with its enormous glaciers, is one of the most inhospitable places in the world. In January, the average temperature is -36°C and can go down to -60°C . In July, the warmest month, the average temperature is -19°C and between June and September, the Indian monsoon brings cloud and violent snowstorms with winds of up to 285 kph. To make matters worse, near the summit there is only a third of the oxygen at sea level, which makes breathing extremely difficult.

C However, for over a hundred years, this beautiful mountain has been a fascination, almost an obsession, for thousands of people from around the world. Over 4,000 climbers have tried to reach the summit but fewer than 700 have made it. For more than 160 climbers, the dream of getting to the top has cost them their lives. Climbers are in constant danger from

avalanches, ice falls in the glaciers and falls when climbing in hurricane winds and extreme conditions.

D Chomolungma was born about 50 million years ago when the Eurasian and Indian continental plates collided. For the local Tibetans and Sherpas, Chomolungma was the Goddess Mother of the World and no one thought about climbing the sacred place. In 1841, a British administrator in India, Sir George Everest, recorded the location of 'Peak b'. Then, in 1856, it was declared the highest mountain in the world and in 1865, it was renamed Everest after Sir George.

E The first expeditions to climb Everest in the 1920s were failures. The climbers, helped by Sherpa guides, were unprepared for the extreme weather conditions and altitude. Despite these disadvantages, in 1924, the British climbers George Mallory and Andrew Irvine left Camp 6 for the final climb. They 'were going strong for the top' at 8,580 metres when they were last seen but they never came down again.

F Finally, on May 29 1953, the New Zealander Edmund Hillary and the Sherpa Tensing Norgay became the first men to reach the summit of Everest. In 1975,

Vocabulary: Expressions with prepositions/adverbs

5 Match the definitions with the expressions in *italics* (1–12) from the article. Paragraph references are in brackets.

alone, approximately, climb, consider, continually at risk from, fall to, more than, not ready, reaching (x2), rising, with no

Example 1 = reaching

- 1 winds of up to 285 kph (para. B)
- 2 over 4,000 climbers (para. C)
- 3 about fifty million years ago (para. D)
- 4 it is going up a few millimetres (para. A)
- 5 the temperature can go down to -60°C (para. B)
- 6 the dream of getting to the top (para. C)
- 7 no one thought about climbing ... (para. D)
- 8 people want to go up Everest (para. G)
- 9 in constant danger from avalanches (para. C)
- 10 unprepared for the extreme weather (para. E)
- 11 to climb the mountain on his own (para. F)
- 12 without oxygen (para. F)

Speaking



Junko Tabei



Reinhold Messner

6 Work in pairs and turn to page 137. Find out about the two most famous modern mountaineers. Student A reads about Junko Tabei. Student B reads about Reinhold Messner.

7 Now ask and answer questions and complete the table below.

	Junko Tabei	Reinhold Messner
nationality		
first mountains		
1st Himalayan expedition		
ascent of Everest		
other peaks climbed		
accidents		
is regarded as		

QUOTE ... UNQUOTE

Why try to climb Mount Everest? ... Because it's there!
George Mallory, British mountaineer (1866–1924)

3 Read the article again. Are these statements true (T) or false (F)?

- 1 ☐ Everest is over nine kilometres above sea level.
- 2 ☐ There is less oxygen at high altitudes.
- 3 ☐ Local Tibetans didn't know about Everest until recently.
- 4 ☐ More than one in five climbers are killed trying to get to the top.
- 5 ☐ Mallory and Irvine nearly got to the summit in 1924.
- 6 ☐ The Austrian, Reinhold Messner, was the first to make a solo ascent.
- 7 ☐ Climbing Everest is becoming more popular nowadays.
- 8 ☐ The rubbish on Everest is from the climbing expeditions.

4 Work in pairs. Discuss these questions.

- 1 Why do people climb mountains? What is the point?
- 2 What other sports are as dangerous as climbing?
- 3 Would you like to climb Everest or any other high mountain?

Junko Tabei of Japan became the first woman to reach the top and in 1978, Reinhold Messner from Italy and Peter Habeler from Austria were the first to climb Everest without oxygen. In February 1980, the first winter ascent was made by the Poles Krzysztof Wielicki and Leszek Cichy. In the same year, Reinhold Messner was the first to climb the mountain on his own. In 2001, the American Erik Weihenmayer became the first blind person to the top.

- Nowadays, climbing Everest and the other thirteen 8,000-metre mountains in the Himalayas is big business. More and more people want to go up Everest and on some days, there have been over thirty people on the summit. Inexperienced, 'amateur' climbers cause accidents and the overcrowding has had an important impact on the delicate natural environment of the mountain. Its beautiful slopes are covered with empty oxygen bottles and other rubbish. There are now over fifty tons of plastic and glass on Everest and it has been called the 'world's highest junkyard'. The Nepalese government has set up the Everest National Park and has started to clean up the mountain and control expeditions. Let's hope that, in the twenty-first century, we do not ruin the highest, most beautiful mountain on our planet.



36 Communication Workshops

Writing

Before you start

1 Read the brochure extract and look at photo A. Would you like to go to the resort and if so, at what time of the year? Give reasons.

2 Read the letter. Match the paragraphs (A–D) with these headings.

- cost • accommodation
- the skiing • introduction

3 Look at the linking words in bold. Which word does not list questions?

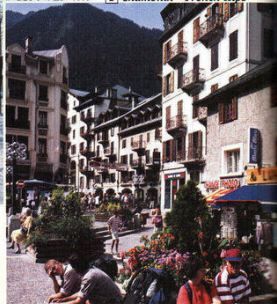
A Blue Mountain - Canada



Blue Mountain Resort, just 90 minutes from Toronto, offers all-year recreation. In the winter, it offers Ontario's best skiing at reasonable prices.

In the summer months, you can enjoy our golf course, go mountain biking or walking or just relax on our sandy beach on the lakeside. In the resort, there is a variety of accommodation, good restaurants and excellent nightlife.

B Chamonix - French Alps



A Formal Letter

Write a letter asking for information. Follow the stages below and use Writing Help 6, page 140.

Stage 1

Read the brochure extract below. Choose when you would like to visit the resort and what you would like to do. Write notes for questions you want to ask.

Example *weather in the summer? too hot for mountain biking?*

Sierra Nevada is Europe's southernmost ski resort. It has excellent slopes for skiing and snowboarding. In the summer, the resort is a centre for paragliding, mountain biking and walking in the beautiful natural park area. It is also only an hour's drive from the Mediterranean coast. There are plenty of hotels, apartments and hostels plus restaurants, pubs and discos.

Stage 2

Use your notes to write the letter. Organise your letter into four short paragraphs. Use linking words.

Talkback

Tell the class when you chose to visit the resort and what activities you wanted to do.

28 Wellington Rd
London NW 10 4PZ
United Kingdom
12 August 2006

Dear Sir/Madam,

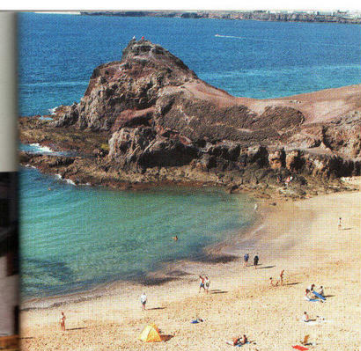
- A I am visiting my family in Canada this winter and I am interested in going skiing at the Blue Mountain Resort for five days. **However**, I have a few questions I would like to ask you.
- B **First**, when does the resort open for skiing? I am planning to be in Toronto the week before Christmas. **Secondly**, do you have slopes for snowboarding? **Thirdly**, what is the weather like in the middle of December? I have heard it gets very cold in Canada.
- C **Another** question I have is about a place to stay. Could you recommend some reasonably-priced hotels? I will be going with two friends and we could share a room.
- D **Other** questions I have are about prices. How much are lift tickets and are there any discounts for students? **Finally**, how much does it cost to go by bus from Toronto to the resort?

I look forward to hearing from you.

Yours faithfully,

Nicholas Cook

Nicholas Cook



C Lanzarote - Canary Islands

Listening

Before you start

1 Look at photos B and C. If you could go on holiday next week, which of the resorts would you choose? Tell the class.

A Dialogue

Listen to a dialogue in a travel agent's.

- 2 Listen and complete the information in the table.

CHAMONIX	
length of stay	1 _____ days
accommodation	2 _____-star hotel (Hotel du Mont Blanc)
food	3 _____ included
flight	BA (London-Geneva) flight time 4 _____
transport from airport	5 _____
cost of package	6 £ _____ plus car rental
LANZAROTE	
length of stay	7 _____ days
accommodation	8 _____-star hotel (Hotel Magnifico)
food	9 _____ included
flight	Britannia (Birmingham-Lanzarote) flight time 10 _____
transport from airport	11 _____
cost of package	12 £ _____

- 3 Listen again. Are these statements true (T) or false (F)?

- ☐ The woman doesn't choose the French holiday because the flight is from London.
- ☐ The Hotel Magnifico is right next to the sea.
- ☐ The woman thinks that the flight to Lanzarote is all right.
- ☐ She asks for a brochure about the holiday.
- ☐ She decides to book the holiday.

Speaking

Before you start

- 1 Listen to these requests from the dialogue and complete the Function File with these phrases.

a brochure, the offers, telephone number, the cost, give me

FUNCTION FILE

Requests (2) - formal

- Could you tell me about 1 _____ you've got?
 Could you tell me 2 _____, please?
 Could you 3 _____ some more information?
 Do you think I could have 4 _____ for the Lanzarote holiday?
 And can I possibly have your 5 _____, please?

- 2 Pronunciation Now listen again and repeat the requests. How would you make the requests in your language?

A Roleplay

Act out a roleplay at a travel agent's. Follow the stages below.

Stage 1

Think of a place that you would like to go to. Look at the table in Exercise 2 of the Listening Workshop and imagine the information for your destination. Write notes about these things.

- the weather
- places to see
- leisure activities and sports
- the nightlife

Stage 2

Look at the Function File in Lesson 32. Think of suggestions to make about your holiday.

Example *What about going to the Seychelles?*

Stage 3

Work in pairs. Student A is the customer and Student B the travel agent. Act out the dialogue. When you have finished, change roles.

Example

- A I'm thinking of going away for a few days. What do you suggest?
 B Well, how about ...?
 A Could you give me some information about ..., please?

Talkback

Tell the class about your partner's holiday. What are the most popular holiday destinations in the class?

Review 11 and 12

Grammar

1 Imagine you are in a round-the-world solo yacht race. Write answers to a reporter's questions.

- 1 Have you always liked the sea?
- 2 How long have you had this boat?
- 3 How old were you when you started sailing?
- 4 Have you ever had any frightening experiences?
What happened?
- 5 Have you ever seen whales or dolphins?
- 6 When and where did you see them?

2 Use the cues to write questions.

Example

What title/Ellen MacArthur/give/2005?

What title was Ellen MacArthur given in 2005?

- 1 What year/A *Descent into the Maelstrom*/write in?
- 2 Where/the real Maelstrom/locate?
- 3 Who/ski jumping/invent by?
- 4 How long/the Winter Olympics/hold for?
- 5 How often/the Winter Olympics/hold?
- 6 How many times/Janica/operate on?
- 7 What/Everest/call by the Tibetans and Sherpas?
- 8 When/Everest/climb/for the first time?
- 9 How many climbers/kill/on Everest?
- 10 Who/the first winter ascent of Everest/make by?

3 Work in pairs. Ask and answer the questions in Exercise 2. How much can you remember?

Vocabulary

4 Look at the leisure activities below.

Leisure activities

body surfing, cross-country skiing, downhill skiing, extreme skiing, freestyle skiing, ice hockey, ice skating, jet skiing, mountain climbing, sailing, ski jumping, snowboarding, speedboat racing, sunbathing, windsurfing

Choose which you think are the two most:

- | | |
|--------------------------|------------------------|
| a relaxing activities | d dangerous activities |
| b exciting activities | e enjoyable activities |
| c frightening activities | |

Tell the class your opinions.

Example I think the two most relaxing activities are sailing and sunbathing.



5 Complete the sentences with the correct prepositions and adverbs.

- 1 I'm terrified _____ heights but I'm not afraid _____ the sea.
- 2 I like being _____ my own and I don't think _____ getting lonely.
- 3 I went there _____ ten years ago. Or was it nine?
- 4 In the summer, there are sometimes temperatures of _____ 48°C!
- 5 The mountain is covered _____ snow and the temperature is _____ zero in the day.
- 6 I'm interested _____ going skiing this year but I have a question _____ prices.
- 7 If you go out _____ a coat in the winter, you are _____ danger _____ getting a cold.
- 8 The day we got _____ Paris, we went _____ the Eiffel Tower.

Pronunciation: /ɑ:/, /ɔ:/ and /ɜ:/

6 Listen to the three sounds.

a /ɑ:/ calm b /ɔ:/ storm c /ɜ:/ surf

Now listen and identify which vowel sound you hear a, b or c.

Example 1 c

Listen again and repeat the words.

Check Your Progress: Modules 11 and 12

- Which activities did you enjoy most?
- Which activities did you have problems with?
- How well did you do in the Review exercises?
Which grammar and vocabulary areas do you need to revise?

13 Dance

In this module you will...

- read a questionnaire and a magazine article
- listen to radio programmes and a song
- talk about going out socially; practise asking for, giving and refusing permission
- learn how to talk about the future and to use time clauses

Warm-up

1 Look at the photos and find the dances in the Key Words. What other dances do you know?

KEY WORDS: Dances

ballet, disco, flamenco, Irish jig, jive, samba, waltz

- 2 Listen to the musical extracts and identify the dances.
- 3 Listen to three people. Which dance is each person talking about?
- 4 Read the questionnaire and think about your answers. Then, in pairs, tell your partner about yourself.

DO YOU WANNA DANCE?

- 1 Do you like dancing?
Yes, I love it. ☐ It's OK. ☐ Not really. ☐
- 2 How often do you go dancing?
Every week. ☐ Only at parties. ☐
- 3 Who do you dance with?
My boyfriend/girlfriend. ☐ My friends. ☐
- 4 Where do you go dancing?
Clubs/Discos. ☐ Friends' houses. ☐
- Other (say where) _____
- 5 What kind of music do you like dancing to?

- 6 How well can you dance?
Very well. ☐ Quite well. ☐ Not very well. ☐
- 7 What dances can you do?
Waltz. ☐ Disco. ☐ Other. (say which) _____
- 8 What dance would you like to learn?

Now tell the class something about your partner.

Example *Tim would like to learn the samba!*



A Flamenco

B Jiving to rock 'n' roll in the 1950s

C Dancing to 'house' music



37 Performance

Before you start

1 Describe the photo. Then read the caption and answer the questions.

- 1 Have you ever watched Irish dancing? Tell the class.
- 2 Would you like to watch Irish dancing? Why?
- 3 What kind of dance performances, e.g. ballet, modern dance, dances from other countries, have you been to? Tell the class.

2 Your Culture What traditional dances do you have in your country? Can you do any? When do you do traditional dancing?

3 Listen to a radio interview with a dancer. Complete the sentences with places or dates.

- 1 The dance company is currently on tour in _____.
- 2 I'm seeing the show on _____.
- 3 The show starts at _____.
- 4 After London, we do concerts in _____, Holland and Germany and then we go to _____.
- 5 We're going to visit his family in _____.
- 6 We have a short break and then we start a tour of Eastern _____.
- 7 We're giving a concert next _____.



Presentation

4 Look at these sentences from the interview. What tenses/verb forms are used to talk about the future?

- 1 *I'm seeing the show on Saturday.*
- 2 *The show starts at 7 o'clock.*
- 3 *I'm going to have a holiday.*

Which sentence says something about:

- a an official arrangement/date/time that would be difficult to change?
- b a person's intention to do something?
- c a person's personal arrangement?

Listen again. Find more examples of each use in the interview.

➞ Grammar Summary 13, page 144

Practice

5 Look at the tour programme. Imagine the group's manager is telling the group about it. Write sentences.

Example

You leave Glasgow on the 8th of March at 10 a.m. and arrive in Manchester at about 4 in the afternoon.

8/03

- 10.00 - bus leaves Glasgow
- 16.00 - arrive in Manchester
- 19.00 - concert in Manchester

9/03

- 10.00 - bus leaves hotel
- 13.00 - lunch at a restaurant in Coventry
- 14.00 - 16.00 - sightseeing in Coventry
- 17.00 - interview with a music magazine
- 20.00 - concert in Birmingham

10/03

- 10.00 - breakfast at hotel
- 11.00 - bus leaves for London

6 What are you intending to do in the next few weeks? Use the cues below and make true sentences with *going to*.

Example

I'm not going to learn the tango.

- 1 learn the tango
- 2 buy some new CDs
- 3 have a party
- 4 go to a concert
- 5 study harder
- 6 stay at home at the weekend
- 7 do more exercise
- 8 redecorate my room

7 Now, work in pairs. Find out what your partner is *going to do* in the next few weeks.

Example

- A *Are you going to learn the tango?*
- B *No, I'm not.*

8 Write sentences about the arrangements you've got for after school today.

Example

I'm having a guitar lesson at 6 p.m.

9 Now, work in groups. Arrange to do something together this afternoon. Agree on the best time.

Example

- A *Are you doing anything this afternoon?*
- B *I'm having a guitar lesson at 6 p.m.*
- A *And what about right after school?*
- B *I'm not doing anything before 6.00. Let's go and look at new CDs.*

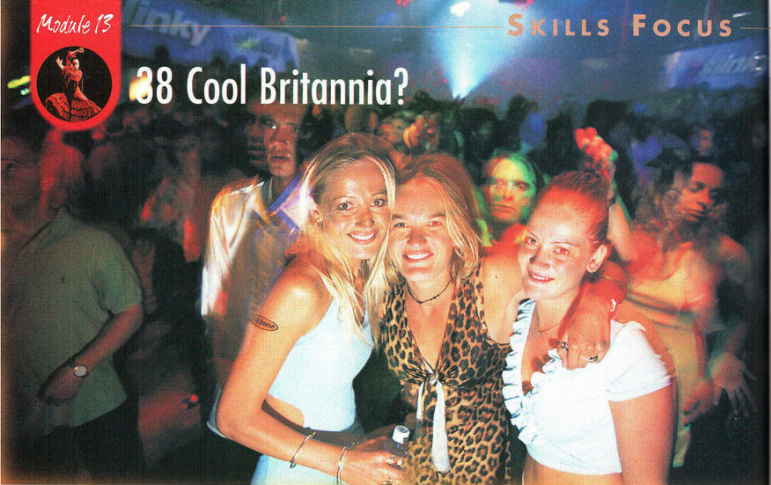
10 **Personalisation** Think of all the arrangements and plans that you have this month. Write sentences with the tenses/verb forms from this lesson.

Example

We play a match against Hylands School on Saturday the 12th.
I'm not doing anything on Sunday night.
I'm meeting my cousin next weekend.
I'm going to rearrange the furniture in my room.

In pairs, share your plans and arrangements. Decide who is going to be the busiest person this month.

38 Cool Britannia?



Before you start

1 Look at the photo above and the Key Words. Describe the photo and then answer the questions. Use the Key Words to help you.

- When and where do you think the photo was taken?
- What clubs or discos in your area do you think are 'cool' at the moment?

KEY WORDS: Clubs

cool, club/nightclub, dance floor, disc-jockey (DJ), go clubbing

Listening

2 Read the Strategies.**LISTENING STRATEGIES: Multiple-choice questions**

- Before you listen, read the questions.
- Use your general knowledge to predict the answers.
- The first time you listen, try to get the general idea.
- The second time, try to answer the questions. Eliminate answers that are obviously wrong.
- If you don't know the answer, always guess!

3 Now listen and use the Strategies to choose the correct answer (a, b or c) to the questions.

- What was Britain's image in the world for years?
a cool and chic b traditional c a place with exciting night life
- When did The Beatles become popular?
a the 1960s b the 1970s c the 1980s
- Where did most British young people go after 11 p.m.?
a to a pub b to a club c home
- When did Britain's image really change?
a the 1970s b the 1980s c the 1990s
- What were the first 'raves'?
a huge parties in nightclubs
b illegal political meetings
c illegal parties
- What was the Ministry of Sound?
a a government department
b a new nightclub
c a discotheque
- Who became big stars in and outside Britain after 2000?
a British dancers
b British DJs
c British singers
- What kinds of clubs have become more popular recently?
a big 'superclubs'
b jazz clubs
c smaller clubs

4 Pronunciation Listen to these sentences and notice the underlined words, which are unstressed.

- 1 But first, here's a report on the dance scene in Britain.
- 2 Britain was certainly not the cool centre of the universe.
- 3 Pubs closed at eleven o'clock.
- 4 Everyone went for a take-away Chinese meal.
- 5 People were just starting to go out to cafés and nightclubs.

Listen again and repeat.

5 Answer these questions.

- 1 Would you like to go clubbing in Britain? Why or why not?
- 2 What British groups or singers do you know about? Which are good for dancing?

6 Listen to two dialogues. What do Malcolm and Andrea get permission for? What do they not get permission for?

Example Malcolm – permission to go to a new club

QUOTE ... UNQUOTE

'I don't want to belong to any club that will accept me as a member.'

Groucho Marx, comedian (1890–1977)

7 Complete the Function File with these words.

would, can't, let, could, OK, you know, excuse me, must, allow, afraid, can, make sure

FUNCTION FILE

Asking for, giving and refusing permission

Informal

- A 1 You know there's a new nightclub opening in town. Is it 2 _____ if I go?
- B Oh, all right, I'll 3 _____ you go, if you don't come back too late.
- A And I was thinking, 4 _____ I stay at Pete's house?
- B No way! You definitely 5 _____ stay at Pete's. If you want to go, you 6 _____ be back here by midnight.

Formal

- C 7 _____, Mr Moore? 8 _____ it be all right if I brought you my project next week?
- D OK, but 9 _____ you give it to me on Monday morning.
- C 10 _____ I do my project with Susan?
- D No, I'm 11 _____ you can't. I don't 12 _____ people to do their final projects with other students.

Listen to Exercise 6 again and check your answers.

Speaking

8 Imagine you want to ask for permission in the situations (1–4) below. Think of good reasons.

You need permission ...	You need to ask ...
1 to miss a test at school	your teacher
2 to go away for the weekend	your parents
3 to organise a party at school	your head teacher
4 to invite a friend to stay at your house in the summer	your parents

Work in pairs. Take turns to ask for permission using the expressions from the Function File above. Act the situations.

9 Look at the Function File below. Translate the sentences into your language.

FUNCTION FILE

Talking about permission

- 1 My parents let me go out until 12 at the weekends.
- 2 They don't let me play loud music.
- 3 They allow me to have parties in the summer.
- 4 They don't allow me to ride a motorbike.

Write five sentences like those above about your life. Include one sentence that is false. Work in groups. Read out your sentences. The others guess which is false.



39 Ireland

Before you start

- 1 Listen and repeat the names of the Irish people below. How many do you recognise? Which of them are writers, singers, groups or actors?

Jonathan Swift, Liam Neeson, Enya, James Joyce, The Corrs, W.B. Yeats, The Cranberries, The Chieftains, Pierce Brosnan, George Bernard Shaw, Oscar Wilde, Samuel Beckett, Seamus Heaney, Roddy Doyle.

Reading

- 2 Read the article on Celtic Rules and check your answers for Exercise 1.

- 3 Now match the paragraphs (A–E) with these titles.

- Dance Music
- Worldwide Success
- Traditional Instruments
- Irish Cinema
- Irish Writers

- 4 Are these statements true (T) or false (F) according to the article?

- 1 ☐ The Chieftains have always played to large audiences.
- 2 ☐ The best way to appreciate Irish dance music is to sit and listen carefully.
- 3 ☐ The Uilleann pipes are surprisingly easy to play.
- 4 ☐ Many great names in English literature are Irish.
- 5 ☐ The Irish government helps the Irish film industry.

- 5 Match the words (1–6) from the article with the definitions (a–f). Paragraph references are in brackets.

- | | |
|---------------|-------------------------------|
| 1 veteran (A) | a bar |
| 2 venue (A) | b old and experienced |
| 3 pub (B) | c place for a concert |
| 4 powers (C) | d abilities, strengths |
| 5 praise (D) | e money for a special purpose |
| 6 fund (E) | f expression of admiration |



Celtic Rules

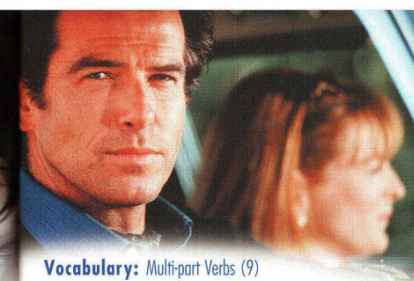
A Enya isn't often in the public eye but she has sold millions of albums of her gentle, easy-listening music. The Corrs and The Cranberries are two of the best-selling pop groups of recent years. The dance musical *Riverdance* has two huge travelling shows which tour the world constantly. And veteran group, the Chieftains, who started off playing in pubs, now give sell-out concerts at major venues all over the world. What do all these people have in common? They are all Irish.

B Celtic music is clearly enjoying huge popularity. In fact, Irish pubs are opening all over the world and you wouldn't be surprised to come across Irish music or an Irish pub in Kiev or Katmandu. Most of the music you hear in these pubs is traditional dance music – and you are expected to get up and dance. An Irish music session is not a spectator sport! If you don't participate, you'll miss out on the 'craic' – the most exciting moments of the evening.

C Of course, Irish music has its quieter moods. Some people say that the harp, a national symbol, has magical powers. Another national instrument is the Uilleann pipes which are very difficult to play. They say that if you take up the pipes, you need 'seven years of learning, seven years of practising and seven years of playing' to master them. The violin, or 'fiddle', is played all over the country.

D Music is an important new export of Irish culture but writers are doing well, too. In the past, Ireland has produced some of the best writers and poets in the English language: Jonathan Swift, James Joyce, W.B. Yeats, George Bernard Shaw, Oscar Wilde and Samuel Beckett. More recently, the poet Seamus Heaney won the Nobel Prize for Literature in 1995 and Roddy Doyle has received praise throughout Europe for his novels, among them *The Commitments*.

E Not to be left out, the Irish film scene is in good shape, too. The government has set up a fund for films about (and produced in) Ireland and film actors such as Liam Neeson and Pierce Brosnan are international stars. Among the films you should look out for are *Michael Collins*, *In the Name of the Father*, *Angela's Ashes* and *The Snapper*.



Vocabulary: Multi-part Verbs (9)

6 These verbs are underlined in the article. Find them and try to guess what they mean.

start off, come across, get up, miss out on, take up, be left out, set up, look out for

Now complete the sentences (1–8) with the multi-part verbs above in the correct form.

- 1 The doctor advised him to _____ some form of exercise.
- 2 Let me know if you _____ the earrings I lost.
- 3 He _____ as a sales rep and now he's the managing director!
- 4 We must invite Sarah to the party; she won't want to _____.
- 5 He _____ and let the old woman have his seat.
- 6 Will you _____ the new Enya album while you're in town?
- 7 She rushed from the airport because she didn't want to _____ the Christmas party.
- 8 They have _____ an emergency fund for the earthquake disaster.



Comparing Cultures

Find information about music and dance from your country or an English-speaking country (but not Ireland).

- Choose one of these things: popular music/dance, a fashionable singer/group, traditional music/dance.
- Find out information and make notes.

Weblinks

www.nme.com New Musical Express – UK music magazine
www.clickmusic.co.uk – comprehensive music site
www.rootsworld.com – site on folk music around the world

Use your notes for a group discussion.

- Work in groups. Take turns to say what you found out.
- What new things did you learn? What things were most interesting?

Dance



Song Don't Say You Love Me

Before you start

1 Read about The Corrs. Why are they successful? Why are they unusual?

BACKGROUND

The Corrs are a product of the new, confident Ireland. The group consists of three sisters and one brother. Their blend of melodic pop with traditional Irish music appeals to all ages. The Corrs are now international pop superstars but they are also still basically a close family who sing and have fun together.

Listening

2 Listen and complete the song.

I've seen this ¹ _____ a thousand times.
I've felt this all before.
And every time you call,
I've waited there as though you might not call at all.
I know this ² _____ I'm wearing now.
I've seen this in my eyes.
And though it feels so great I'm still afraid,
That you'll be leaving ³ _____.
We've done this once and then you closed the door.
Don't let me fall again for nothing ⁴ _____.
Don't say you love me unless ⁵ _____.
Don't tell me you need me if you're not gonna ⁶ _____.
Don't give me this feeling I'll only believe it
Make it real or take it all away.
I've just caught ⁷ _____ smiling alone
Just thinking of your voice.
And dreaming of your touch, it's all too much.
You know I don't have any ⁸ _____.



3 Now answer the questions.

- 1 How does the girl feel?
- 2 What does she want her boyfriend to do?
- 3 What is she afraid of?

4 What other love songs do you know in English? Tell the class.

Example 'I will always love you' sung by Whitney Houston.

Language Problem Solving 7

Time Clauses ⇨ Grammar Summary, page 144



1 Read the dialogue. Number the events (a–e) below in the order in which they will happen.

Mike Let's go to the cinema tonight.

Mary I can't. I have to finish this essay. I can go tomorrow, after I finish my dancing class.

Mike OK, I'll look for an interesting film. I'll let you know as soon as I've found something.

Mary Shall we go and eat something before the film starts? I think I'll be very hungry after the lesson.

Mike Look, let's have a snack before the cinema and then we can go to the new pizzeria when the film is over. How does that sound?

Mary Great idea. I've wanted to go there since they opened last month.

- | | |
|------------------|--------------|
| a dancing lesson | d see a film |
| b snack | e restaurant |
| c find a film | |

2 Look at the underlined expressions in Exercise 1. What time do they talk about: the present or the future? What tenses are used? What linking words are used?

3 Complete the rule for time clauses.

When we talk about the future, we use the Present Simple or the Present Perfect after these linking words: _____, _____, _____ and _____.

We use the _____ when we want to emphasise the fact that one activity will be finished before the other begins.

4 Make sentences using the cues below. Use *when* or *as soon as* in each sentence. Use the Present Simple or the Present Perfect for the action that needs to be done first.

Example 1 I'll buy a bike *when I've saved enough money*.

- buy a bike/save enough money
- go climbing/do a climbing course
- start living on my own/get a pet
- do my homework/have a nap
- rain stop/go cycling
- learn to cook/invite friends for a meal

5 Finish the sentences.

Example 1 We'll make tea *when the guests arrive*.
or We'll make tea *when the water has boiled*.

- We'll make tea when ...
- We must eat something before ...
- I'll go home as soon as ...
- I must talk to my parents before ...
- I'll buy a computer after ...
- We'll have a party when ...
- I'll go on holiday as soon as ...
- I'll find a job after ...

6 Make a chain of sentences using the clues below. Use *as soon as*, *when* or *after* in each sentence.

Example 1 As soon as I finish/have finished school, I'll find a job. When I ...

- | | |
|-----------------|-------------------------------|
| 1 finish school | 5 find a better job |
| 2 find a job | 6 earn a lot of money |
| 3 rent a flat | 7 buy a house |
| 4 get married | 8 invite friends to celebrate |

Now make your own chain.

7 In pairs, ask and answer questions using the cues below. Use *when*, *as soon as*, *after* and *before*.

Example

- A** When are you going to buy some new CDs?
B I'm going to buy some new CDs as soon as I've saved enough money.

- | | |
|-----------------------|--------------------|
| 1 buy some new CDs | 5 learn to drive |
| 2 have dinner | 6 have a party |
| 3 do your homework | 7 go to the cinema |
| 4 go out with friends | 8 get a job |

14 Music

In this module you will...

- read a concert review, an article and a letter
- listen to a dialogue and a class presentation
- talk about music; give a presentation
- write a letter to a magazine
- learn about question tags

Warm-up

1 Look at the photos. What instruments can you see? Use the Key Words and the Mini-dictionary to help you.

KEY WORDS: Musical instruments

banjo, cello, clarinet, double bass, drums, flute, guitar, keyboard, piano, saxophone, trombone, trumpet, violin

Add more instruments to the Key Words.

2 Look at the Key Words below. Add more musical styles.

KEY WORDS: Musical styles

classical, country and western, flamenco, house, Irish folk, jazz, rap, reggae, rock, rock 'n' roll, salsa

3 Listen to the five musical extracts and complete the table.

Style of Music	Main instrument
1 <i>classical</i>	
2	
3	
4	
5	

4 Work in pairs. Ask and answer questions about these things:

- your favourite and least favourite types of music, singers and groups
- an instrument you can play/would like to play
- the last CD you bought
- the last concert you went to

Now tell the class something about your partner.

Example *Sonia really hates Britney Spears.*





40 In Concert



Before you start

1 Look at the photo. Have you ever watched a concert 'live', on TV or on video? Tell the class about it using the Key Words to help you.

KEY WORDS: Concerts

The concert

the music, the singing,
the solos, the songs

Adjectives

boring, brilliant, exciting,
fantastic, poor, quite good,
really loud

the lighting, the special
effects, the stage design

disappointing, spectacular

the sound

clear, distorted, poor

the words of the songs

easy/hard to understand

Example

I saw an Oasis concert last year. The music was brilliant but the special effects were disappointing.

2 Read the concert review and match the paragraphs (A–D) with these titles.

- conclusion about the concert
- the songs
- the audience reaction
- the start of the concert

3 Read the review again and answer these questions.

- 1 Did the reviewer like the concert? Why or why not?
- 2 How did the audience react to the group?
- 3 What things were not very good?
- 4 What song had special effects?
- 5 What chorus did the audience sing?

Would you like to go to one of Coldplay's concerts? Why or why not?

Cardiff warms to Coldplay

- A** Last Wednesday night, there were over a thousand fans at Cardiff University Great Hall to see Coldplay. There was not an empty seat anywhere in the auditorium and by the time the support band, Ash, started to play, there was already a great atmosphere.
- B** When charismatic lead singer, Chris Martin, walked on to the stage, the crowd erupted. The boys opened, as they usually do, with *Politik* and their second song *Shiver* was as sad and angry as ever. Their performance of the final song, *Yellow*, accompanied by yellow lights and smoke, was particularly good. For the encore, they played *Clocks* and finished with a fantastic version of *In my place*.
- C** Although the auditorium was cold and the sound sometimes poor, the audience really loved the concert. When Chris asked the audience to sing the chorus of *Everything's Not Lost*, everyone sang as loudly as possible. In fact, the crowd knew the words of nearly all the songs and screamed and cheered at the end.
- D** As we left the auditorium, a lot of people were still singing *Life is Living*. The concert only lasted an hour and fifteen minutes but it seemed much longer. The band have energy and enthusiasm and give their fans what they want – you can see why they have become one of Britain's top groups.

Presentation

- 4 Listen to the conversation between two fans after Coldplay's concert. Who says these things, the man (M) or the woman (W)?

- 1 ☐ Admit it, they were brilliant, _____?
- 2 ☐ The sound wasn't brilliant, _____?
- 3 ☐ Everyone had a good time, _____?
- 4 ☐ They were all real fans, _____?
- 5 ☐ You've seen them before, _____?
- 6 ☐ You don't really like them, _____?
- 7 ☐ I didn't say that, _____?
- 8 ☐ That's got really good words, _____?
- 9 ☐ You know all the songs, _____?
- 10 ☐ I'll have to buy you one of their albums for your birthday, _____?

- 5 Listen again and complete the sentences.

- 5 Choose the correct words in *italics* to complete the rules for question tags.

- a To form the tag, we use the *auxiliary/main* verb of the tense used in the sentence and a *noun/pronoun* for the subject of the sentence.
- b For an affirmative sentence, we use an *affirmative/negative* tag.
- c For a negative sentence, we use an *affirmative/negative* tag.

- 6 When people use the tags, do they:

- 1 look for agreement or confirmation?
- 2 want to get some new information?

⇒ Grammar Summary 14, page 144

Practice

- 7 Complete the questions in the interview.

- Interviewer** Your name is Wendy Smith, ¹ _____?
- Candidate** Yes, it is.
- Interviewer** You're from Glasgow, ² _____?
- Candidate** Yes, I am.
- Interviewer** You haven't appeared on TV before, ³ _____?
- Candidate** No, I haven't.
- Interviewer** But you have played in a rock group, ⁴ _____?
- Candidate** Yes, I have.
- Interviewer** It was called 'The Peaches', ⁵ _____?
- Candidate** Yes, it was.
- Interviewer** And you played the drums, ⁶ _____?
- Candidate** Yes, I did.
- Interviewer** You want to take part in our competition, ⁷ _____?
- Candidate:** Yes, I do. You like asking questions, ⁸ _____?
- Interviewer:** Yes, I do.

- 8 Pronunciation Listen and check your answers. Then listen again and repeat.

- 9 Change these Yes/No questions into affirmative or negative tag questions. Use your knowledge of the world.

Example

1 Jazz *didn't start in the nineteenth century, did it?*

- 1 Did jazz start in the nineteenth century?
- 2 Does Paul McCartney come from the USA?
- 3 Was Chopin French?
- 4 Are The Beatles the most famous band ever?
- 5 Have The Rolling Stones been to Hungary?
- 6 Did Elvis Presley star in films?
- 7 Could Beethoven hear?
- 8 Do musicians have to study?
- 9 Was there a woman in The Beatles?
- 10 Did Louis Armstrong compose an opera?

- 10 What do you know about English-speaking countries? Work in groups. Use the ideas below and think of other information you want to check. Ask your teacher questions.

- head of state (king, president, etc.),
- capital city, colours of the flag,
- famous musicians/actors/writers

Example

There isn't a president of the UK, is there?

- 11 Work in pairs. Give your opinions about singers and groups using question tags. Agree or disagree with your partner.

Example

- A Eminem's last album was great, wasn't it?
- B Yeah, but it's not as good as his first one.

- 12 Personalisation Work in pairs. Ask ten questions to confirm what you know about your partner. Use the cues and think of other things.

age, place of birth, habits, hobbies, interests

Example

- A You were born on 21 June, weren't you?
- B Yes, I was.
- A You don't smoke, do you?
- B No, I don't.



41 Rap

Before you start

- 1 Look at the photos. Which rap singers or groups do you know? Are there any in your country?
- 2 Match the Key Words with the definitions (1-6). Use the Mini-dictionary to help you.

KEY WORDS: Urban problems

crime, drug addiction, graffiti, slums, street gangs, unemployment

- 1 drawings or writing on a wall
- 2 groups of young people who can cause trouble
- 3 dependence on drugs
- 4 an action which is punishable by law
- 5 the situation of not having jobs
- 6 an area of poor living conditions

Reading

3 Read the article and answer these questions.

- 1 Where did Hip Hop begin?
- 2 Why did middle-class people move out of the Bronx?
- 3 Who were the Black Spades?
- 4 Why is Jamaica important in the history of rap?
- 5 Do many people still do break dancing?
- 6 Name two things that influenced Hip Hop fashion.
- 7 Why were the group Run-DMC important?

4 Read the Strategies.

READING STRATEGIES: Gapped sentences in texts

- Read the whole text to get the general idea.
- Look at the missing sentences and read the paragraphs with gaps carefully.
- Find sentences with the same topic as the paragraphs.
- Make sure the sentence fits in with the sentence before and/or after it. Look for references back and forward (e.g. time references, pronoun references, related topics).

Now use the Strategies to help you put the sentences (1-5) in the correct gaps (A-E) in the article.

- 1 Also, you needed comfortable shoes and trainers seemed the best style.
- 2 One thing which affected the Hip Hop culture was gang graffiti.
- 3 They came from middle-class families.
- 4 But more important than the way they dressed was the fact that they talked over the records.
- 5 As a result, prisoners would walk around with their jeans hanging low.

the ROOTS of RAP

Many people think rap music is a fad which they hope will go away. However, it has been around for over 20 years. To understand it, you need to know about 'Hip Hop' culture. This includes graffiti, break dancing and the attitude and dress of the people of this sub-culture. Everything points to the Bronx area in New York City as the origin of Hip Hop.

The Bronx underwent major changes in the 1960s. Enormous apartment buildings were built for the growing population and these soon turned into slums. Well-off middle-class people moved out of the area and poor black and Hispanic families moved in. Crime, drug addiction and unemployment were big problems. Young people formed street gangs, such as the Black Spades, and many future rappers were gang members at some time in their lives. Street gangs wrote graffiti to mark their territory and to assert their identities.

Meanwhile, something was happening in Jamaica which had an enormous influence on Hip Hop. The DJs there performed as well as played music. For example, one DJ, Duke Reid, dressed in a gold crown and a long cloak. They shouted to the dancers in time with the rhythm of the music – the first form of 'rapping'.

When rapping started in New York, new dances were invented. First, there was break dancing. This often involved spinning your body around on the floor but it is no longer popular. Later, the electric boogie appeared. With this, the dancers moved like robots, twitching their bodies in time to the music. Nowadays, there is free style – dancers just do what they want! If you look at the fashions of the 'Hip Hop' culture, you can see the choice of clothes was influenced by the way of dancing. You needed loose clothes to do break dancing. The fashion for trousers hanging below the hips has a different origin. Unfortunately, a lot of young people from the Bronx have had prison experience. Prisoners have to remove their belts so they can't use them as weapons. When these young men were released, they brought this habit to their neighbourhood. And this style became popular with many young men who didn't realise where it came from.



Today, rap music is popular with audiences of 55 all ethnic groups. The music industry has taken it over. 'Run-DMC' were the first black rap group to become popular with a mass white audience. Even though they dressed as if they came right off the street corner, this was not 60 true. (E) _____. In fact, they were never deprived of anything and they were never in a gang! Yes, today's rap music is for everyone:

*'It doesn't matter if you're black, white or Chinese
Live in the States or reside overseas
'Cause you and I are special, same as everyone else
And if you don't believe me
You're only cheating yourself'*

(Song words by Grandmaster Flash, DJ and rapper)

Vocabulary: Compound Words

5 Match the words to make compound words from the article.

- | | |
|-----------|-------------|
| 1 rap | a culture |
| 2 break | b off |
| 3 sub- | c music |
| 4 under | d industry |
| 5 well- | e went |
| 6 middle- | f dancing |
| 7 drug | g addiction |
| 8 music | h class |

6 Complete the compound words in the sentences. Use the Mini-dictionary to check your answers.

- I like rock and house _____ but I don't like country and _____ music.
- The night _____ isn't very good in my town and there's only one club with a small dance _____.
- The disc- _____ on that programme only plays best- _____ songs.
- My mum's favourite pop _____ is Dire Straits. She loves Mark Knopfler on the electric _____.
- The lead _____ had a great voice and there were some fantastic special _____ with artificial snow and clouds.

Speaking

7 Work in groups. Discuss these questions.

- Do you like rap music? Is it popular with young people in your country?
- Do you know any rap songs? What are they about?
- What do your parents think of rap? What sort of music do they like? How is it different from yours?
- Does the music people like influence the way they dress? Give examples.

8 **Your Culture** Who are the most popular singers and groups in your country at the moment? What sort of music do they play?

9 Form different groups and compare your answers to Exercises 7 and 8.

QUOTE ... UNQUOTE
Music creates order out of chaos.'
Yehudi Menuhin, American
violinist and conductor (1916–1999)





42 Communication Workshops

Writing

Before you start

1 Read the letter to a school magazine. Match the paragraphs (A-E) with these headings. There is one extra heading.

- the music
- problems
- the singing
- suggestion
- audience reaction
- introduction

2 Find *although* (para. A) and *however* (para. B). How do you say them in your language? Complete the gaps in the rest of the letter with them.

A Letter to a Magazine

Write a letter to a school magazine about a concert you have been to. Follow the stages below and use Writing Help 7, page 141.

Stage 1

Write notes about these things.

- the concert: when?/where?
- the group: people in the group/kind of music/songs played
- the audience: how many people/their reaction
- problems: the music/the sound quality/heating/facilities/the time
- suggestions: different place?/different time/different kind of music?/different equipment?

Stage 2

Use your notes to write a letter in five paragraphs.

Stage 3

Check your letter.

Talkback

Work in groups. Read each other's letters. Tell the class which concert sounds the best.

Dear Editor,

A I am writing to you about the concert in the sports hall last Saturday with the local rock band, Dayglow. There was an audience of 250 people **although** the hall was not completely full.

B The band started late and had trouble with their sound system. **However**, once they got going they were great. Dayglow is a traditional rock band with a singer, a lead guitarist, a bass guitarist and a drummer. ¹ _____ they mainly played classic rock songs, they did some contemporary stuff by groups like Radiohead.

C ² _____ she was a bit nervous at first, lead singer Anna Bayliss really got the audience going. The crowd sang along to a lot of the songs and went wild with Dayglow's funky version of *Dancing in the Streets*.

D ³ _____, I have to say that the concert was not a total success. The acoustics of the sports hall are terrible and ⁴ _____ the heating was on, it did not work properly. At 11.00 everyone was having a great time. ⁵ _____, the band had to stop because the caretaker had to go home.

E Why can't we have concerts in the town hall instead? ⁶ _____ it is older and you have to pay to hire it, the acoustics are great and the heating actually works. And we wouldn't have to finish so early!

Yours faithfully,

Tom Wait

Listening

Before you start

1 Look at the photo. Have you heard of the singer? What kind of music do you think she performs?

Ms Dynamite

Speaking

Before you start

Read the Strategies.

SPEAKING STRATEGIES:

Giving a class presentation

- Avoid talking about things that are difficult to express in English.
- Do not try to speak too quickly.
- Do not be afraid to correct yourself during the talk.

A Class Presentation

Give a presentation about music to the class. Follow the stages below.

Stage 1

Choose a singer or group and find out information about them. Draw a table like the one in the Listening Workshop and complete it with your notes. Do not write out the whole presentation.

Stage 2

Practise giving your talk on your own, using expressions from the Function File in the Listening Workshop.

Stage 3

Take a deep breath and give your talk to the class! When listening to other presentations, write down one question to ask each speaker.

Stage 4

After your talk, answer two or three questions from the audience.

Talkback

Choose the five most interesting facts from the presentations. Tell the class.

Example Norah Jones is the daughter of Ravi Shankar, the legendary Indian sitarist and composer.

A Class Presentation

Listen to a student giving a presentation to the class.

2 Listen and complete the information about Ms Dynamite.

Personal	Name	Naomi Maclean-Daley
	From	North ¹ _____
	Born in	² 19 _____
	Family	one of ³ _____ brothers and sisters
Career	Musical influences	⁴ _____ music
	1st experience	rapping in ⁵ _____
	1st single in	⁶ 20 _____
	1st album in	⁷ 20 _____
Music	Prizes	Mercury Music Prize in ⁸ 20 _____
	Style	a mixture of ⁹ _____ and ¹⁰ _____
	Lyrics	against violence/sexism among ¹¹ _____
	Example song	'It ¹² _____ More'

3 Now complete the Function File with these expressions.

Another important thing, First, going to talk about, let's look at, now, So to finish

FUNCTION FILE

A Class Presentation

Right, today I'm ¹ _____ Ms Dynamite.
² _____, something about her.
 So, ³ _____ her career.
 OK, ⁴ _____ her music.
⁵ _____ about Ms Dynamite is ...
⁶ _____, I'd like to say that ...

4 Listen to the sentences and check your answers.

Review 13 and 14

Grammar

1 Complete the dialogue with the verbs in brackets in the Present Simple or the Present Continuous.

Alex Hey, Vicky, what **1** *are you doing* (you do) this weekend?

Vicky Me? I **2** _____ (help) my dad at home. My cousins **3** _____ (come) to stay with us.

Alex But that's not all weekend, is it? I **4** _____ (go) to a concert on Friday night. Do you fancy coming?

Vicky I can't. My cousins' plane **5** _____ (arrive) at six o'clock and we **6** _____ (pick) them up at the airport.

Alex Well, we can go when you **7** _____ (get back). The concert **8** _____ (not start) until ten o'clock. And you can bring your cousins.

Vicky Oh, that's a good idea.

2 Complete the dialogue with question tags.

A Can you turn the radio down? It's a bit loud, **1** *isn't it* ?

B You just don't like rap, **2** _____ ?

A It depends. You saw that charity concert on TV last night, **3** _____ ?

B Yeah. It was great, **4** _____ ?

A I didn't like some of those old rock bands. I mean they're ancient, **5** _____ ?

B I suppose so. But what about Ms Dynamite? She's not old, **6** _____ ?

A No, and she can really sing, **7** _____ ?

B That's true. It'd be great to see her live, **8** _____ ?

3 Complete the description with these linking words.

although, as soon as, before, however, if, when

Matthew wants to be a professional violinist.

1 _____ he gets home from school, he starts practising. He always does at least three hours

2 _____ he has his supper. After supper,

3 _____ he is very tired, he always sits down to do his homework. At the weekends, he starts

practising **4** _____ he gets up. It is certainly hard to be successful in the world of classical music.

5 _____, Matthew has already played with the

National Youth Orchestra. **6** _____ his spectacular progress continues, Matthew will be a great violinist.

Vocabulary

4 Multi-part verbs Replace the words in *italics* in the sentences with these verbs in the correct form.

come across, look out for, miss out on, set up, start off, take up

1 He *began his career* singing in small clubs but now he's really famous.

2 They needed more exercise so they've *started* disco dancing!

3 While I was in London, I *found by chance* this really good club.

4 They *organised* a school orchestra.

5 She *lost the opportunity* of getting his autograph.

6 Try to *find* him at the concert - he's got a seat near the stage.

5 Compound words Match the words to make compound words.

- | | |
|-----------|-------------|
| 1 dance | a jockey |
| 2 lead | b effects |
| 3 girl | c club |
| 4 middle | d industry |
| 5 night | e floor |
| 6 disc | f friend |
| 7 music | g class |
| 8 special | h guitarist |

Pronunciation: /d/ and /t/

6 Listen and repeat the words.

a had /d/ b hat /t/

7 Listen to the pairs of words and classify the sounds you hear.

Example 1 bet/bed = b/a

Check Your Progress: Modules 13 and 14

- Which activities did you enjoy most?
 - Which activities did you have problems with?
 - How well did you do in the Review exercises?
- Which grammar and vocabulary areas do you need to revise?

15 Pictures

In this module you will...

- read a museum brochure and a story
- listen to descriptions of paintings and photos and a radio interview
- talk about pictures; practise describing scenes
- learn about relative clauses and prepositions

Warm-up

1 Look at the paintings. Do you know the artists? Do you know any other works by them?

2 Use some of the Key Words to describe the paintings. Use the Mini-dictionary to help you.

Example A realistic, bright colours, clear straight lines

KEY WORDS: Paintings

style: abstract, cubist, pop, realistic

subject: landscape, portrait, war

colours: bright, light/dark, soft

shapes: geometric, round, square

lines: clear, straight, strong

A A Bigger Splash

– David Hockney



B Guernica – Picasso



3 Listen and identify the paintings.

4 Listen again. Why do the people like the paintings? Choose two of these reasons for each painting.

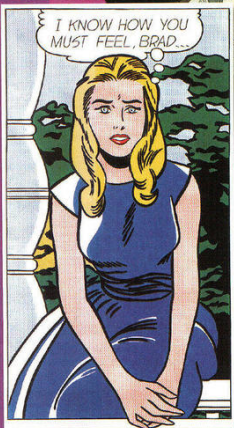
- a bright colours
- b dark colours
- c round shapes
- d square shapes
- e clear/strong lines

Example 1 a/c

5 Which of these paintings is your favourite? Why do you like it? Talk about these things:

- the style
- the subject
- the colours
- the shapes and lines

C I know ... Brad – Roy Lichtenstein



D Improvisation 28 – Wassily Kandinsky



43 A Street Scene

Before you start

1 Look at the painting and try to answer these questions.

- 1 What style is the painting in? Who is it by?
- 2 Where and when is the painting set?
- 3 What is happening in it?
- 4 What colours does the painter use?

Do you like the painting? Why or why not?

2 Read about the painter and the painting. Check your guesses from Exercise 1.

Presentation

3 Underline these relative pronouns in the text.

that where which who whose

Now complete the rules with the correct relative pronouns.

- a We use _____ and _____ to refer to people.
- b We use _____ and _____ to refer to things.
- c We use _____ to say something about possession.
- d We use _____ to refer to places.

4 Look at the descriptions below. The relative clauses are underlined. Find more relative clauses in the text.

the only painter who took part in all eight of the Impressionist exhibitions
 another painter (who) he encouraged
 a letter (that/which) he wrote to his son, Lucien
 a painting which explores the effect of rain in the early afternoon
 the colours (that/which) Pissarro uses

5 Look at Exercise 4 again. When can we leave out the relative pronouns *who*, *that*, *which*?

- a when it comes before a verb
- b when it comes before a noun or a pronoun

➞ Grammar Summary 15, page 144



Camille Pissarro (1830–1903) was the only painter who took part in all eight of the Impressionist exhibitions which were held in Paris. Pissarro moved there in 1855 and Paris was the place where he started to develop as a painter. He met other painters like Monet, whose work influenced him and he began his move towards Impressionism. Pissarro later influenced other painters that were younger than him such as Cézanne. Another painter he encouraged was the young Van Gogh.

In 1893, he began experimenting with urban views of Paris which were painted from the windows of hotels or apartments. In a letter he wrote to his son, Lucien, in 1897, he said, 'I am delighted to be able to paint these Paris streets that people find ugly but which are so silvery, lively and bright.'

Rue Saint-Honoré. Effect of Rain is a painting which explores the effect of rain in the early afternoon. The small figures and carriages capture the movement and activity that is going on in the street. The colours Pissarro uses are not bright but he brilliantly produces the visual effect that comes from the wet streets.

Practice

6 Read the sentences below. Circle the relative pronouns and underline the relative clauses. Then put brackets around the pronouns which are not necessary.

Example 1 I loved the museum (that) we visited yesterday.

- 1 I loved the museum that we visited yesterday.
- 2 He was a painter whose works were sold for over \$10,000 each.
- 3 The painter who you were talking to sells his paintings to the best galleries in Paris.
- 4 The opera that we saw was terribly boring.
- 5 I think the architects who design new buildings in Warsaw are too conservative.
- 6 Have you bought the CD which I was telling you about?
- 7 The place where we met is the oldest square in town.

7 Fill in the gaps with relative pronouns: *who, which, where, whose*. Put brackets round the relative pronoun if it is not necessary.

I suppose I'm not a great art lover. I like posters ¹ _____ look good in my bedroom. I usually buy posters ² _____ I find in big stores. I like buying pictures ³ _____ go well with my mood. Sometimes, I go to art galleries ⁴ _____. I buy copies of famous paintings. I prefer pictures ⁵ _____ are realistic. Some people ⁶ _____ I know spend lots of money on paintings ⁷ _____ are really expensive and ⁸ _____ look horrible. I have a friend ⁹ _____ collection of modern art is very valuable. The paintings ¹⁰ _____ he buys are perhaps more sophisticated than mine but I'm happy with my collection.

8 Add relative clauses to complete the sentences so that each says something true about you.

Example 1 I enjoy watching films which *make me laugh*.

- | | |
|-------------------------------------|------------------------------------|
| 1 I enjoy watching films which | 5 I like meeting people (-) ... |
| 2 I enjoy watching films (-) ... | 6 I like visiting places where ... |
| 3 I like meeting people who ... | 7 I like visiting places that ... |
| 4 I like meeting people whose ... | |

9 Write definitions of these words.

actor, architect, art gallery, boutique, camera, castle, composer, fashion designer, library, portrait, ticket

Example An art gallery is a place where you can see paintings.

10 Game Think of three other jobs, places or objects and write their definitions. Then work in pairs and guess your partner's words.

Example A It's a place where you can buy everything. **B** A department store.

11 Your Culture Write sentences about famous people from your country. Then work in pairs and test your partner's knowledge.

Example A He is the man who wrote 'The Lord of the Rings'. **B** J.R.R. Tolkien.

12 Personalisation Complete the questions (1 – 6) to find out about your partner's interest in art.

- 1 Do you go to galleries where ...?
- 2 Do you have friends (who) ...?
- 3 Do you like pictures that ...?
- 4 Do you often watch programmes (which) ...?
- 5 Do you like artists who?
- 6 Do you buy posters which ...?

Example 1 Do you go to galleries where *they show modern art*?

Then work in pairs. Interview your partner using the questions you've created. Tell the class about your partner's taste in art.



44 Photography

Before you start

- 1 Work in pairs. Look at the photo on this page and answer the questions.
- 1 What is happening in the photo?
- 2 Do you like the photo? Why or why not?
- 3 Have you ever taken photos? Would you like to?
- 4 What kind of things do/would you like to photograph?
- 2 Look at the Key Words. What is the equipment useful for?

KEY WORDS: Photography

equipment: camera, flash, tripod, zoom lens

light: bright light, in the dark, poor light

Tell the class some of your answers.

Example A flash is useful for taking photos in poor light.

Listening

- 3 Listen to the interview with a wildlife photographer. Choose the best option (a, b or c) to complete the advice below.

- 1 You should have a camera that is:
a expensive b easy to carry c resistant to water
- 2 It's important to have a flash because:
a it gets dark early b the light is often poor
c a lot of animals come out at night
- 3 It helps to get between animals and:
a the sun b their food c their water
- 4 A surprisingly good place to take photos from is:
a trees b behind rocks c a car
- 5 To take photos of animals you should:
a move quickly b feed them c have a guide
- 6 To find the animals, you need to:
a know where they get water b be a hunter and sit quietly
c have a good map of the area
- 7 Local parks and gardens have:
a some wildlife b a lot of wildlife c rare wildlife

What wildlife could you take photos of in your area?





Vocabulary: Multi-part Verbs (10)

4 Match the two halves of the sentences.

- | | |
|---------------------|---|
| 1 You should go | a between an animal and its young. |
| 2 First, look | b with somebody who knows the area. |
| 3 Don't come | c out when it is getting dark. |
| 4 Many animals come | d around the area. |
| 5 You need to get | e about the animals first. |
| 6 You should think | f near the animals' waterhole and hide. |

5 Listen to the photographer describing one of her photos. Complete the Function File with these expressions.

in the foreground, a sort of, look as if, look like, right of, a type of, a kind of, looks, in the background, in the middle of, behind

FUNCTION FILE

Describing scenes

1 _____ on the 2 _____ the photo, you can see the lioness. She's hiding among some rocks near 3 _____ cliff. The zebras are 4 _____ the picture. They're drinking at 5 _____ small lake. 6 _____ the lake, there are some big trees. They're 7 _____ African tree. They 8 _____ umbrellas. And then 9 _____, you can see the mountains. The lioness 10 _____ really angry. The zebras 11 _____ they're relaxed and happy.

Which of the expressions above do we use when we do not know the exact word for something?

6 Pronunciation Listen to six sentences from Exercise 5 again. The words that are stressed give new information. Write down as many of these words as you can.

Example 1 lion/zebra

Speaking

7 Read the Strategies.

Speaking Strategies: Talking about photos

- As well as describing the photo, talk about what you think happened before (e.g. *I think the lioness has just left her cubs*).
- Also talk about what you think will happen next (e.g. *I think she is going to hunt for food*).

8 Look at the photo above and use the Strategies to make guesses about it. Make notes about:

- the place
- the people (who are they, what do they look like?)
- the action (what is happening, what has just happened, what is going to happen?)

9 Work in pairs. Take turns to describe different things in the photo. Use expressions from the Function File.

QUOTE ... UNQUOTE

'The camera makes everyone a tourist in other people's realities.'

Susan Sontag, American writer (1933-)



45 Oscar Wilde

BACKGROUND

Oscar Wilde (1854–1900) was born in Dublin in Ireland. He went to university at Trinity College, Dublin and Oxford and then moved to London. As a young man, Wilde was brilliant and eccentric, with his long hair and extravagant clothes. He began writing poetry but his most famous works are his plays, especially comedies like *Lady Windermere's Fan* (1892) and *The Importance of Being Earnest* (1895) or the more serious *Salome* (1894). Like his conversation, his plays were full of quick humour such as: 'Nowadays people know the price of everything and the value of nothing.'

Wilde's career was stopped by scandal. He was sent to prison for homosexuality. When he came out of prison, he moved to Paris and died a broken man.

The Picture of Dorian Gray is Oscar Wilde's only novel and is a brilliant story about moral decadence.



Before you start

- 1 Read about Oscar Wilde. What sort of person was he?

Reading and Listening

- 2 Read and listen to the story. Are these statements true (T) or false (F).

- 1 ☐ Basil Hallward painted a portrait of Dorian Gray.
- 2 ☐ Dorian made a wish to stay young and for his portrait to become old instead.
- 3 ☐ Dorian met and fell in love with a beautiful young painter called Sybil Vane.
- 4 ☐ Sybil killed herself after Dorian left her.
- 5 ☐ On his thirty-eighth birthday, Dorian killed Basil.
- 6 ☐ Sybil's brother followed Dorian and shot Dorian's friend.
- 7 ☐ Dorian finally decided to destroy the portrait with an axe.
- 8 ☐ When the servants found Dorian, his face was old and horrible.

- 3 Choose the best ending for each sentence – a, b or c.

- 1 Dorian made his wish because he ...
a was extremely handsome. b was in love with a girl.
c wanted to stay young.
- 2 Dorian was angry with Sybil because ...
a she only pretended to love him. b she acted badly.
c her brother didn't like him.
- 3 Over the years, Dorian ...
a didn't change physically. b became more handsome.
c forgot about the picture.
- 4 Dorian killed Basil because Basil ...
a became very angry. b wanted to buy the portrait.
c told him to change his life.
- 5 The sailor followed Dorian because he ...
a wanted to see his face. b wanted to kill him.
c was afraid of him.
- 6 Dorian destroyed the picture because he ...
a wanted to kill himself. b thought it was horrible.
c wanted to become old.

- 4 What do you think is the moral of this story? Do you agree with it?

Vocabulary: Multi-part Verbs (11)

- 5 Replace the multi-part verbs in *italics* with these verbs. Use the Mini-dictionary to help you.

compensate for, considered, loved, passed, returned, started to love

- 1 Dorian *fell in love with* his own portrait but he told Sybil *he was in love with* her.
- 2 Dorian *thought about* his behaviour with Sybil and decided to *make up for* what he had done.
- 3 When he *got back home*, he looked at the portrait.
- 4 The years *went by* but Dorian did not look older.



The Picture Of Dorian Gray



Basil Hallward was a successful artist. One day, his friend Lord Henry Wotton saw one of his paintings. It was of a very handsome young man called Dorian Gray and when Lord Henry saw it, he wanted to meet this young man. A few days later, Lord

Henry and Dorian Gray met at Basil's house and went for a walk in the garden.

'Ah, how lucky you are to be so young. There is nothing in the world as important as youth!' said Lord Henry to Dorian. 'But time is your enemy.'

They went inside to see the portrait and Dorian looked at his own picture intensely. 'I would love to stay young forever and for the picture to grow old instead. Oh, why did you paint this picture, Basil? Why should it stay young while I grow old? I want the picture to change. And I want to stay as I am.' Dorian was falling in love with his own picture.

A few weeks later, Dorian met an actress called Sybil Vane. She was seventeen and very beautiful. Dorian didn't tell Sybil his name and she called him Prince Charming. He said, 'I am in love with you, Sybil, and I'm going to marry you.' Sybil's brother was worried about this mysterious young man and his relationship with Sybil.

'If that man harms my sister, I'll kill him,' he said to a friend.

But Sybil's brother was a sailor and had to go off to Australia.

One night, Dorian took his friends to see Sybil acting as Juliet in *Romeo and Juliet*. She acted terribly and after the performance, Dorian spoke to Sybil. He was very angry with her. 'But how can I pretend to be Juliet now that I know what real love is?' she said to him. Dorian replied, 'I loved you because you were a good actress. Now I don't love you any more.' Then he left Sybil.

When he got back home, Dorian looked at his portrait again. Somehow it was different. The face in the picture now had a cruel smile. Then Dorian remembered his wish. He thought about his cruelty to Sybil. Tomorrow, he would see her and be good to her and make up for what he had done. But the next day, Lord Henry brought Dorian some terrible news. Sybil had killed herself! Lord Henry told him not to worry and that their marriage was impossible anyway – she was just an actress. When Lord Henry left, Dorian looked at his picture again. He realised that he would stay young and handsome forever and that the face in the picture would become ugly, old and cruel.

The years went by, but Dorian Gray stayed young and handsome. He enjoyed all the pleasures there were in life. However, his portrait changed and showed all the terrible secrets of his life. Dorian became more and more obsessed with the picture as the face in it became old and ugly. On Dorian's thirty-eighth birthday, Basil Hallward, the painter, came to see Dorian. 'I am going to Paris for some time. But I want to warn you that people are saying terrible things about you and your life,' he said. Dorian decided to show Basil the portrait and to tell him his secret. Basil was horrified when he saw the face and told Dorian to change his life. Suddenly, Dorian became very angry with Basil. He took a knife and stabbed Basil several times. The next day, Dorian got rid of the body. Nobody would ever miss Basil Hallward. They would think that he was still in France.

Later that night, Dorian was in a bar talking to two women. One of the women said to him, 'Ah, I remember you. You're Prince Charming, aren't you?' A sailor in the bar heard this. It was Sybil's brother and he realised that the man was his sister Sybil's fiancé from eighteen years ago and he wanted to kill him. But when he saw Dorian's face clearly and it looked like the face of a young man of twenty, he let him go.

'I nearly killed that boy,' said the sailor. 'Boy?' said the woman. 'I first met him eighteen years ago but his face hasn't changed in all that time.'

A week later, Dorian was in the country staying with some friends, when he realised that the sailor was following him. He became very afraid. The next day, he went out walking with some of his friends who were shooting. His friend shot at an animal and there was the cry of a man. He had killed the sailor who had been following Dorian. Dorian decided to change his life.

'Maybe if I have a better life, the face in the picture will not be so ugly and horrible.'

But when he looked at the portrait, it was even more terrible than before. He decided to destroy the picture. He picked up a knife and stabbed the painting. There was a loud cry and a crash.

The servants were very afraid. They went into the room. On the wall they saw the portrait of Dorian Gray as a young, handsome man. On the floor was a dead man, with a knife in his heart. It was the other Dorian Gray, his face old, ugly and horrible.

talkback

Work in pairs. One person closes the book. The other person says true or false sentences from the story.

Example

A Dorian was very handsome.

B True.

Language Problem Solving 8

Prepositions

→ Grammar Summary, page 144

1 Read the advert below. Would you like to see the exhibition?

Winter events – In February

Memling's Portraits in Madrid

The exhibition opens at 6.00 p.m. on 15 February and ends on 15 May at the Museo Thyssen-Bornemisza. It presents Hans Memling's portraits, some of the artist's most interesting work.

Opening times: from 10.00 to 19.00 (closed on Mondays)

Free entrance

2 Underline the prepositions *in*, *on*, *at* in the advert above. Then complete parts A and B of the table with the correct prepositions.

A expressions of time

_____ February
_____ 15 February _____ 6 p.m.
_____ Monday

B expressions of place

_____ Madrid
_____ the Museo Thyssen-Bornemisza

C expressions of movement

across

3 Now read this text from a guidebook and put the underlined words under the correct heading in parts A, B and C of the table above.

Heinrich Thyssen collected works of art during the 1920s. In 1932, he bought a villa in Switzerland for his collection. When he died, the collection was divided among the family, but his son assembled it again. He added to it and created one of the most important private collections in the world. From 1992 this magnificent collection's home has been the Palacio de Villahermosa in Madrid - renamed the Museo Thyssen-Bornemisza. The museum is situated between the Reina Sofia and Prado museums and forms part of the famous 'golden art triangle'. You can take a pleasant walk along the tree-lined Paseo del Prado to the Prado Museum, or just go round the corner to the Reina Sofia Museum. All three museums are near the Retiro Park. If you've had enough art for one day, take a walk through this beautiful park and relax under a tree or watch the swans swimming majestically across the lake.

4 Complete this description of the picture with the correct word in *italics*.



This was probably painted ¹*in/at* the nineteenth century and shows people ²*in/between* the park, ³*in/on* a Sunday afternoon. Some people are sitting ⁴*on/in* the grass ⁵*under/on* the trees and others are just walking ⁶*in/to* the park. ⁷*In/On* the background, ⁸*on/in* the left, there are a few boats ⁹*above/on* the lake. Some people are standing ¹⁰*across/near* the water looking at the boats. ¹¹*In/On* the centre of the picture, there is a woman and a girl. The woman is holding an umbrella ¹²*above/on* her head. ¹³*In/On* the foreground, ¹⁴*in/on* the left, a woman is sitting ¹⁵*between/above* two men. A black dog is standing ¹⁶*during/behind* them.

5 Make sentences with the correct prepositions. Use the Mini-dictionary to help you.

- | | | |
|------------------------|-------|-----------------------------|
| 1 He never complains | for | a the sky, I saw a plane. |
| 2 I borrowed it | about | b her if she feels hurt. |
| 3 When I looked up | from | c a bike for your birthday. |
| 4 You should ask them | to | d anything. |
| 5 You should apologise | at | e John for a few days. |

6 Complete these sentences with the correct prepositions. Use the Mini-dictionary to help you.

- I'm afraid _____ animals although my father is famous _____ his photos of African wildlife.
- I'm so sorry _____ your dog's illness. Would you like me to take care _____ him while you're away?
- My brother is so different _____ me but he's very similar _____ our sister.
- He is very proud _____ his daughter, who is very good _____ playing the piano.
- I'm interested _____ jazz and I love listening _____ Stan Getz.

16 Buildings

In this module you will...

- read a report and a short story extract
- listen to descriptions of buildings and a tour guide
- talk about buildings and discuss photos
- write a description of a house
- learn about reported requests and orders

Warm-up

1 Look at the buildings on this page. Which of them do you like best? Why?

2 Look at the headings in the Key Words below. Add these words to the correct group.

art deco, baroque, concrete, courtyard, glass, neo-classical, office block, palace, shopping centre, tower, wood

KEY WORDS: Architecture

style: gothic, modern, Ottoman, ...

materials: brick, metal, stone, ...

features: curved roof, spire, dome, ...

building: castle, cathedral, museum, ...

3 Copy and complete the table with the words from Exercise 2 to describe the buildings in the photos.

Building	Style	Materials	Main features
<i>museum</i>			
<i>palace</i>	<i>Ottoman</i>		
<i>cathedral</i>		<i>stone</i>	

4 Listen to the descriptions of the buildings and check your answers.

4 Choose a building you like (or hate!) in your area. Make notes about it.

5 Work in groups. Describe your building. The others guess which building it is.

Example *It's a big building in the centre of town. It's got an enormous garden in front with a ...*

location: in the centre/on the outskirts of town/near park/big garden in front
style/materials: ultra-modern skyscraper/concrete, glass and metal
features: very high/green glass walls/metal spire/flag on top
inside: very modern offices/spectacular lift/café on top floor

A Experience Music Project

B Topkapı Palace

C Salisbury Cathedral



46 Shelters

Before you start

- 1 Look at the photo. Would you like to spend a night in the shelter? Why or why not?
- 2 Have you ever been on a survival course? Have you ever built a shelter or a tree house? Tell the class.
- 3 Use the Key Words to complete the instructor's advice below.

KEY WORDS: Survival

branches, flat site, grass, ground, heat, sheltered place, snakes, stream

*'Don't make the shelter too big because it will lose
1 _____. And never sleep directly on the
2 _____. Cover it with 3 _____ or leaves.
It's important to use materials that are available
around you. Use snow, rocks or tree 4 _____, for
example. Choose a 5 _____ and remove any rocks.
Make sure there aren't any nasty insects or
6 _____. Also, check out which direction the
wind is coming from and choose a 7 _____.
Finally, don't build the shelter too far from a
8 _____ where you can get water easily.'*

- 4 Read the report about a course participant and check your answers to Exercise 3.

Survival Weekend Courses - Final Report

Name: Kevin Coulthard **Age:** 23

I am afraid Kevin Coulthard has failed the course. I advised the participants to choose materials like snow or branches and to build the shelters near a stream or river for water and Kevin did both of those things. I also told them to check for insects and snakes and he did that, too. However, I told them not to make big shelters because they lose heat easily and Kevin tried to make a house. I also advised them to find a flat place but he chose somewhere on a hill. I told them to cover the ground with grass or leaves but Kevin didn't so he was cold and uncomfortable. Finally, I told them to look out for the wind and choose a sheltered place but Kevin chose a very open spot and the wind destroyed his shelter in the night. Kevin also showed no ability to survive on his own. He asked me to give him a saw to cut some branches. Then he asked me to help him move a rock but I ordered him to do this on his own. Finally, Kevin woke me up at 3 a.m. when his shelter blew down!

5 Which of these requests did Kevin *not* make?

- 1 Could you give me a saw, please? I can't cut this branch.
- 2 I'm really hungry. Could you order me a pizza, please?
- 3 Can you help me move this rock, please? It's really heavy.
- 4 You haven't got a torch, have you? I can't see what I'm doing.
- 5 Can you come and help me? My shelter's blown away!

Presentation

6 Complete the table with the people's actual words. There is usually more than one possibility.

Reported speech	Actual words
1 He asked me to give him a saw.	'Could you give me a saw, please?'
2 I advised the participants to build the shelters near a stream.	
3 I ordered him to do this on his own.	
4 I told them not to make big shelters.	

7 Look at how three different people report the same request. How do pronouns and possessive adjectives change in reported speech?

Kevin Can you help me build my shelter?

Instructor He asked me to help him build his shelter.

Kevin I asked him to help me build my shelter.

Another Participant He asked the instructor/him to help him build his shelter.

8 Complete the rule for reported requests and orders.

When we report people's requests or orders, we use the pattern:

ask/tell/want/order/advise somebody + _____ + infinitive.

When the order or request is negative, we use the pattern:

ask/tell/order/advise somebody + _____ + _____ + infinitive.

⇒ Grammar Summary 16, page 144

Practice

9 Report these orders and requests. Use the beginnings provided.

- 'Could you lend me a pen?'
Peter asked me _____.
- 'Don't park on the pavement.'
The officer told the driver _____.
- 'Be quiet, please.'
The teacher ordered the class _____.
- 'Will you give me a lift home?'
Mary wants John _____.
- 'Read the text and answer the questions.'
The examiner told the students _____.

10 You and your friends are having a party at your home when a neighbour phones. Report to your friends what he said to you on the phone.

Example

He wants/told us to turn the music down.

Neighbour 'Listen. Turn the music down. Don't smoke on the balcony. Don't bang on the walls. Stop dancing. Don't talk loudly in front of the building. Don't throw things out of the windows.'

11 You participated in a survival course. A friend missed the introduction. Read the instructor's orders and then report them back to your friend.

Instructor Call me Captain Jim. Don't behave like babies. Leave all maps and compasses here at the camp. Don't take mobile phones. Leave your tents here and eat only what you find in the forest – berries and mushrooms. Don't drink anything during the day. Don't talk to each other during the day – keep silent until the evening. And most important, follow my orders and don't question my decisions.

Example

The instructor told us to call him Captain Jim. He told us not to behave like babies. He ordered us ...

12 Make sentences about orders and requests that these people often give you:

brothers/sisters, friends, parents, teachers

Example

My dad often asks me to help him repair the car.

13 Think of advice, requests and orders that you have given other people and people have given you today or this week. In pairs, tell your partner.

Example

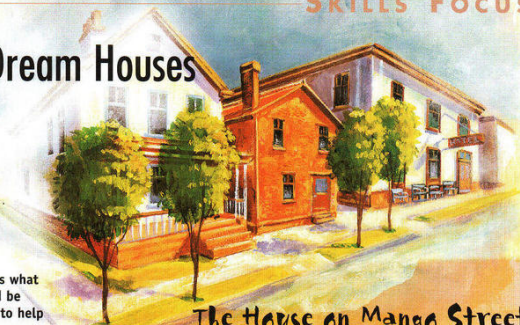
A My father asked me to lend him my Walkman.

B I told my friends not to buy me any presents for my birthday.





47 Dream Houses



Before you start

1 Work in pairs. Discuss what your dream house would be like. Use the Key words to help you.

Example *I'd like a big, modern flat in central New York. It would have ...*

KEY WORDS: Houses (1)

air-conditioning, balcony, cellar, central heating, gymnasium, indoor swimming pool, library, sauna, terrace

Reading

2 Read the text. Which of these things did the family's dream house have?

a balcony, a barbecue, a basement, three bathrooms (AmE *washrooms*), a big garden (AmE *yard*) with trees, a games room, 'real' stairs, running water, a swimming pool, a terrace

3 Read the text again and answer these questions.

- How many places has the girl lived in?
- Where did she live before Mango Street? Why did they leave?
- Why did the girl want at least three bathrooms?
- Who did Mama and Papa talk to about their dream house?
- What do you think was the biggest problem with the house in Mango Street?
- Did they own a car when they lived in Mango Street?

The House on Mango Street

—by Sandra Cisneros

We didn't always live on Mango Street. Before that, we lived on Loomis on the third floor and before that, we lived on Keeler. Before Keeler, it was Paulina and before that, I can't remember. But what I remembered most is moving a lot. Each time, it seemed there'd be one more of us. By the time we got to Mango Street, we were six – Mama, Papa, Carlos, Kiki, my sister's Nenny and me.

The house on Mango Street is ours and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we thought we'd get.¹⁰

We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the washroom next door and carrying water over in empty milk gallons*. That's why Mama and Papa looked for a house and that's why we moved into the house on Mango Street, far away, on the other side of town.¹⁵

They always told us that one day we would move into a house, a real house that would be ours so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs** but stairs inside like the houses on TV. And we'd have a basement and at least three washrooms so when we took a bath, we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.²⁰

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places and the front door is so swollen you have to push hard to get in. There is no front yard,³⁰ only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in the house but they're ordinary hallway stairs and the house has only one washroom. Everybody has to share a bedroom – Mama and Papa, Carlos and Kiki, me and Nenny.³⁵

* gallons = milk containers of about 5 litres

** hallway stairs = traditional, closed stairs

4 Read the Strategies.

Reading Strategies: Self-assessment

- After you read, think about how difficult the text was for you to understand (e.g. quite difficult because of a lot of new words).
- Think about how difficult the tasks were for you (e.g. Exercises 2 and 3).
- List the strategies you used to help you (e.g. using the picture to predict answers, working out meanings of words).

Use the Strategies to assess your reading of the text.

Vocabulary: American and British Words

5 Look at the American English words in Exercise 2 (*yard, washroom*). Now match the following American English words with the underlined British words (1–9) in the text below.

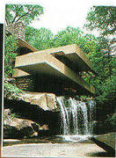
apartment, closet, downtown, elevator, first floor, garbage, subway, truck, vacation

After the ¹holidays, I moved into my new ²flat. It's not ³in the centre of the city but it's near ⁴an underground station. It's on the ⁵ground floor of an old house, so it doesn't matter there's no ⁶lift. It's got a living room, kitchen and a bedroom with a big ⁷wardrobe. The only problem is the ⁸lorry which goes past at 7 o'clock every morning to collect the ⁹rubbish. It always wakes me up!

6 Look at the photo of Fallingwater House below. How many of the objects in the Key Words can you see?

KEY WORDS: Houses (2)

bed, bookshelves, ceiling, chair, curtains, cushions, desk, door, fireplace, floor, French windows, lamp, ornaments, plants, sofa, table, walls, washbasin, window



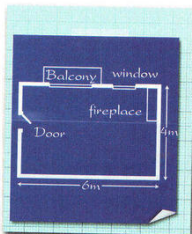
Speaking

7 Design your own study or bedroom. Draw a plan like the one below. Use the Key Words to help you write notes about these things.

- kind of furniture
- position of furniture
- colours

KEYWORDS: Position

in the bottom/top left/right-hand corner, in front of ..., in the middle of ..., next to ..., on top of ...



8 Work in pairs. Find out about your partner's room. Don't show your plan until the end.

Example

- A Where is the bed?
B It's in the bottom right-hand corner. Next to it, there's a ...

Do you like your partner's room? Why or why not?

QUOTE ... UNQUOTE

'A house is a machine for living in.'

Le Corbusier, French architect
(1887–1965)



48 Communication Workshops

Listening

Before you start

1 Look at the photo below of the Winter Palace in St Petersburg. Guess which of these things the palace had at the end of the eighteenth century.

art gallery, church, exotic birds, fountains, hanging garden, lake, library, rare plants, school, theatre, zoo

A Tour Guide

Listen to a tour guide

2 Listen and check your guesses from Exercise 1.

3 Listen again and write the dates for the events below.

- 1 _____ Peter the Great founded the city of St Petersburg.
- 2 _____ Empress Elizabeth ordered Rastrelli to design a new winter palace.
- 3 _____ Catherine the Great became Empress.
- 4 _____ A fire destroyed the inside of the Winter Palace.
- 5 _____ The Winter Palace became the headquarters of the Russian government.
- 6 _____ It was attacked by the communists.
- 7 _____ The German siege of Leningrad began.
- 8 _____ The siege of Leningrad ended.

4 **Your Culture** What famous palaces or museums are there in your country? Discuss your ideas with the class.

Example Near us, we've got the Teatro Alla Scala. The Scala theatre was built in 1778, today it is the most famous ...

The Winter Palace in St Petersburg

Writing

Before you start

1 Look at the sentence below. What is the function of the underlined linking phrase?

In my house, there is a gymnasium so that we can keep fit.

- a to contrast two ideas
- b to show reasons for doing something

2 Use the notes to write sentences with **so that**.

- 1 central heating – can keep warm in the winter
- 2 spare bedrooms – friends can come to stay
- 3 barbecue – can have outdoor parties in the summer

Describing a House

Design and describe your perfect house or flat. Follow the stages and use Writing Help 8, page 141.

Stage 1

Design your house. Think about these things.

- kind of house • location • materials • rooms
- special features

Stage 2

Use your ideas to make paragraph plans.

Paragraph 1: introduction – location/kind of house

Paragraph 2: rooms – what rooms/where they are

Paragraph 3: special features of the house

Paragraph 4: conclusion – why you want to live there

Stage 3

Now write your description of your house or flat.

Check your description for mistakes.

Talkback

In groups, read each other's descriptions. Choose the house with the best design.





Speaking

Discussion

Discuss the photos of Musée Rodin and Parque Güell. Follow the stages.

Stage 1

Look at the photos and read the brochures. Use these questions to write notes.

- 1 Where are the photos set? What can you see in the photos?
- 2 What is the most useful information from the brochures?
- 3 What is happening in the photos? What are the people looking at?
- 4 What time of year is it? How do you think the people feel?
- 5 What do you think about the gardens and the things in them?
- 6 What kind of sculptures, paintings and buildings do you like?

Stage 2

Read the Strategies.

Speaking Strategies: Expressing yourself fluently

- Use expressions like *well, actually* and *you know* to gain time.
- Use expressions like *sort of* when you don't know the exact word (e.g. *It's a sort of big, old house*).
- Use your hands to help you describe things.
- Describe the word with words you know (e.g. *The statue's made of a metal which goes a green colour*).

Which of them are most useful for you?

Stage 3

Work in pairs. Describe and discuss the photos. Use expressions from the Function File in Lesson 44 and the Strategies above.

Talkback

Which of the places would you like to visit?

Musée Rodin

The Hôtel Biron in Paris houses sculptures, ceramics, paintings and drawings by Rodin including *The Thinker* and *The Kiss*. The museum also has works by other artists (Monet, Renoir, Van Gogh) from Rodin's personal collection.

Opening days: Every day except Mondays. Opening hours: 9.30 a.m. to 5.45 p.m.

(April to September); 9.30 a.m. to 4.45 p.m. (October to March)

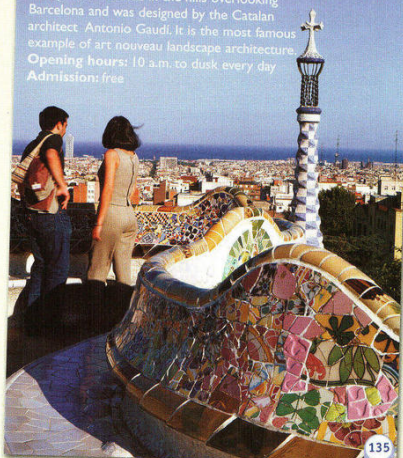
Admission: Full rate: €5 Reduced rate: €3 Garden only: €1 Free for visitors under 18

Parque Güell

This park is situated in the hills overlooking Barcelona and was designed by the Catalan architect Antonio Gaudí. It is the most famous example of art nouveau landscape architecture.

Opening hours: 10 a.m. to dusk every day

Admission: free



Review 15 and 16

Grammar

1 Complete the definitions with the correct relative pronouns. What do the definitions describe?

- A light which is useful for taking photos. flash
- A person _____ takes photos. _____
- A style of painting _____ uses a lot of squares. _____
- A small, very hot room with steam _____ you can sit. _____
- A painting or drawing _____ is done of a person. _____
- Someone _____ designs buildings. _____
- A building _____ is extremely high. _____
- A place _____ you can look at paintings. _____

2 Work in pairs. Test your partner's vocabulary from Modules 15 and 16.

Example

- A *It's a place where you can see old things.*
 B *I can't remember.*
 A *A museum.*

3 Complete the text with relative pronouns. Put the relative pronoun in brackets if it isn't necessary.

Frank Lloyd-Wright (1867–1959) was one of the most important architects of the twentieth century. He went to a university ¹ _____ there was no architecture department and so he studied engineering instead. After that, he worked in Chicago for an architect ² _____ had an important influence on him. Wright then started a new philosophy ³ _____ he called 'organic' architecture. In his buildings, he used materials ⁴ _____ very few architects of the time used. For example, one method ⁵ _____ he started was the use of concrete blocks. During his life, he designed many buildings ⁶ _____ are unique – like Fallingwater House – and he designed the first offices ⁷ _____ there were glass doors and air-conditioning. Wright was also the man ⁸ _____ wrote several of the most important books on architecture in the twentieth century.

4 Complete the second sentences so that they have the same meaning as the first.

- I asked her to open the window.
'_____ the window, please?' I asked.
- 'For your homework, I want you to finish your project, please,' said our teacher.
Our teacher _____ our projects for our homework.
- 'I think you should look for that book in the library,' my friend said.
My friend _____ that book in the library.
- 'Get out of the kitchen!' I said to our cat.
I _____ the kitchen.
- I advised Anne to see the new James Bond film.
'I think _____ that new James Bond film,' I said to Anne.

Vocabulary

5 Copy the table and put these adjectives in the correct column.

abstract, baroque, concrete, curved, dark blue, excellent, glass, gothic, grey, handsome, horrible, light green, magnificent, metal, neo-classical, pink, purple, round, spectacular, square, straight, ultra-modern

Materials	Shapes	Colours	Opinion	Styles
concrete				

6 Complete the multi-part verbs in the sentences.

- I thought _____ going to the cinema but went home instead.
- I'm going out now but I'll do it as soon as I get _____.
- I paid for lunch to make _____ arriving late.
- Time goes _____ slowly when you are in a queue.
- He fell _____ love _____ her the first time he saw her.

Pronunciation: /ɪ/ and /i:/

7 Listen to the sounds in the words below.

a fill /ɪ/ b feel /i:/

8 Listen to the pairs of words and write down the sounds you hear.

Example a/b

Check Your Progress: Modules 15 and 16

- Which activities did you enjoy most?
 - Which activities did you have problems with?
 - How well did you do in the Review exercises?
- Which grammar and vocabulary areas do you need to revise?

Student Activities

Module 10, Warm-up, Exercise 2

All the statements are true.

Approximate numbers of Internet users (in millions): Europe 190; Asia/Pacific 187; Canada/USA 182; Latin America 33; Africa 6; Middle East 5. The audience figure for the Madonna concert was claimed by Microsoft who organised the broadcast; however, lines became blocked and the quality of sound and picture was poor!

STUDENT A

Module 4, Lesson 10, Exercise 14 - Star A - Footballer

Played for England 43 times as the team captain, known as the best scorer in England. In 2003, he went to Spain to play for Real Madrid for \$4.1 million. (David Beckham)

Module 8, Lesson 23, Exercise 7

Read the advert and then answer your partner's questions.

Underwater Scooter

Have you always wanted your own submarine? Now have your chance. With this new scooter you can travel underwater and look at marine life. The scooter moves at 2.5 kph and can go to a depth of 10 metres. The scooter is easy to carry because it is only 60 cm long and weighs just 5 kilos. The battery lasts for an hour and takes 10 hours to recharge. Only €950!

Module 10, Lesson 29, Exercise 8

New Zealand is a country in the South Pacific, to the southeast of Australia. There are two main islands, consisting of over 270,000 square kilometres but there are very few inhabitants – 3.9 million people in all. The capital is Wellington, but the largest city in New Zealand is Auckland with a population of just over 1 million. New Zealand has a temperate climate – the South Island is cooler and wetter and the North Island is warmer and sunnier. There are many places to visit in New Zealand. The North Island has volcanoes, hot springs and beautiful beaches. The South Island has lovely mountains, lakes and forests.

Module 12, Lesson 35, Exercise 6

Juniko Tabei was born in 1939 in Fukushima in Japan. Juniko climbed her first mountain on a school trip when she was ten. At university, she began climbing seriously and went up all the highest mountains in Japan. In 1972, she was chosen to lead a Japanese expedition to the Himalayas. In 1975, she made the ascent of Everest. A few days after they started, there was a terrible avalanche and Juniko was injured. However, she continued and reached the top on 16 May 1975. After this, Juniko went on major expeditions every year. She was the first woman to climb the seven highest peaks in the seven continents. As well as Everest, these include: Mount Aconcagua in Argentina; Kilimanjaro in Africa; Elbrus in Russia and Georgia; Vinson in Antarctica; Mount McKinley in Alaska; Mount Kosciuszko in Australia. Juniko Tabei is married and has two children but still climbs big mountains every year. Juniko is only 1.52 metres tall but she is regarded as one of the 'biggest' women climbers ever – as well as the first woman ever to climb Everest.

greatest modern mountaineer.

Reinhold Messner was born in the north of Italy in 1948 and started climbing in the Alps when he was five years old. He and his brother Günther climbed for years in the Himalayas before going to the Himalayas in 1970. His first Himalayan expedition ended in tragedy when his brother Günther was killed in an avalanche. In 1978, Reinhold, with the Austrian Peter Habeler, was the first to climb Everest without oxygen. Then, in 1980, he became the first person to climb Everest solo. He made this solo ascent in the summer, which was the first ascent of Everest in the dangerous monsoon period. In the next few years, Reinhold climbed all of the fourteen 8,000-metre peaks in the world and became the first person to do so. Someone has calculated that Reinhold has had a 99.9 per cent chance of dying on his expeditions and many of his climbing companions have been killed. Reinhold Messner is regarded as possibly the

Module 12, Lesson 35, Exercise 6

Australia is a huge island plus the island of Tasmania. It is an enormous country – nearly 8 million square kilometres. Given its size, there are very few inhabitants – just under 20 million. The capital is Canberra but the largest city in Australia is Sydney with a population of just over 4 million. Australia has lots of different climates. The north is tropical and the south is temperate. The centre of Australia is very dry and is a desert. There are many places of natural beauty to visit in Australia including the Great Barrier Reef and the tropical forests of Queensland, the Snowy Mountains and the central desert.

Module 10, Lesson 29, Exercise 8

Mini Street Scooter
Tired of walking to work or college? This electric scooter is the solution. It travels at a maximum speed of 25 kph and can go up to 16 kilometres without recharging. And it only takes 3-4 hours to recharge the battery. The scooter is ideal for holidays, too. It is easy to carry and only weighs 19 kilos. When folded, it is only just over a metre long and 330 cm wide. Only €535!

Participated in the Olympic Games twice, got cancer in 1996, set up a foundation supporting cancer research, recovered from cancer in 1997, won Tour de France five times, published an autobiography. (Lance Armstrong)

Read the advert and then answer your partner's questions.

Module 8, Lesson 23, Exercise 7

STUDENT B

Writing Help

1 A Personal Letter (page 22)

Layout

Dear ...,

street number + name
name of city + postcode
date

1 Introduction

Thank the other person for their letter/postcard.

Ask how he/she is, etc. Include some chat, e.g. about family or friends.

Thanks for your letter. How are things? Have you repaired your motorbike? My dad still won't let me have one.

2 Main paragraph

Give your reason for writing. Give news about your life and interesting things you are doing in your free time. *Anyway, I'm writing to tell you about what I'm doing at the moment. I'm in the school play – we're doing 'Hamlet'...*

3 Reason to finish

Give a reason (or excuse!) to stop writing.

Well, I must finish now because I've got a test tomorrow.

Sign off

*All the best,
Jack*

Useful Vocabulary

This is .../I think the last time we .../Do you remember ...?/Do you still ...?/At the moment I'm .../Write back soon!/Tell me all your news

Linking: Informal Words and Expressions

Send me a letter soon – right?/Anyway, how are you? My dad said it was great, so I am sure you had a great time... and guess what – we're going out together!/Well, I must finish now because I have to take the dog out./By the way, Dad's getting better./You know, I think I'm in love .../She likes surfing, too./Another thing, I'm going out with ...

Style

Write personal letters in an informal style, e.g. use informal linkers, contractions, e.g. *I'm* sorry, exclamation marks to add emphasis: *I'm going out with this amazing guy!!*, dashes to explain: *I'm so busy – you know what it's like* and colloquial vocabulary: *my mates* (friends); *it's cool* (great)

Checking

Have you followed the paragraph plans?

Have you included some informal linking words?

Have you used contractions?

2 A Story (page 39)

Layout

Setting the Scene

Describe the time, place, weather. Say what the main character was doing.

One Saturday afternoon, I was taking Patch, my dog, for a walk by the river. It was a beautiful, sunny day. Some people were fishing and others were sunbathing. I was watching some children playing on the bridge. Suddenly, a little boy fell in the river.

Development of the Narrative

Describe the main action.

I knew I had to do something. First, I gave my dog to a woman. Then, I jumped into the water and swam towards the boy. Meanwhile, somebody phoned for the emergency services. When I grabbed the boy, he pulled me down so I let go of him. As I was swimming to the side, I saw Patch jump into the water and pull the boy to safety!

Conclusion

Describe the scene at the end and mention the main character's feelings.

While they were taking the boy away in an ambulance, I could see people pointing at me. In the end, a police officer came up to me and thanked me. A few days later, I went to the police station and they gave me a certificate for bravery – and Patch got one, too!

Linking (Sequence)

One Saturday afternoon I was .../Suddenly, a little boy fell in the river./First, I gave my dog to a woman .../Then, I took off my shoes .../Meanwhile, somebody phoned .../When I grabbed him, he pulled me .../While they were taking the boy away .../In the end, a police officer .../A few days later, I went ...

Useful Vocabulary

People: emergency services, fire fighter, lifeguard, nurse, police officer

General: ambulance, bravery, certificate, crash, fire, flames, rope, smoke

Adjectives: afraid, brave, desperate, frightened, injured, proud, trapped, unconscious

Verbs: burn, blow up, climb, crash, drag, drown, explode, hold your breath, jump, pull, push, reach, rescue, save, scream, shout, throw, tie

Checking

Paragraphs: Has your story got clear paragraphs?

Past tenses: Have you used the Past Continuous (for longer, background activities) and the Past Simple (for past events that interrupt them)? Have you checked any irregular verbs? (in the Mini-dictionary)

Linking words: Have you used linking words? Can you add any more?

3 Informal Email Messages (page 54)

Layout

1 Greeting

Hi, Kate, Hi, Hi there (informal)

2 Short message

Email messages are usually short and informal. If your message is a reply, try to answer the questions in the email sent to you.

3 Signing off

We hope to see you there. See you there. Rob
Or just name or initial, e.g. K.

Linking

Listing questions: *One thing* – what should I bring to the party?/ *Another thing* – how do you get to your house?/ *One more thing* – can you tell Roxie and Carol about the party?/ *One last thing* – can I bring a friend?
Saying something is OK: *Of course* you can bring a friend.

Mentioning something: *By the way* – can Roxie and Carol come?

Punctuation

Dashes are common in informal writing, e.g. *I'd love to come – but a couple of questions. One more thing – can you tell Roxie and Carol about the party? Roxie can come but Carol can't – she has to go to a family dinner. By the way – is it a good idea to bring the sausages?*

Useful Vocabulary

Directions: *Take* the number 10 bus. *Get off* just after the school. *Go along* Bolton Avenue for about 100 metres. *Turn right* at the traffic lights and *go past* the cinema. Then *take* the second turning *on the left*. *Go down* this street, Morecambe Road, about 50 metres. Our house is number 99.

Requests: *Can you tell* Roxie and Carol about the party? *Can I bring a friend?*

Questions: *What should I bring?* *How do you get to your house?* *Is it a good idea to bring the sausages?*

Checking

Content: Have you answered all of the questions in the other person's email?

Grammar: Have you used modal verbs (*should/don't have to*)? Check that you have used them correctly.

Style: is your email informal (but polite)? Have you included some informal linking words?

4 An Advertisement for a Gadget (page 71)

Layout

Title

Think of a catchy title, e.g. 'Save Time and Energy'.

What problems does the gadget solve? What does it do?

The problem: *Does it take you ages to get to school? Are you tired of carrying heavy bags back from the shops?*

The solution: *Here is the perfect solution for you: the Segway Human Transporter. The Segway will change your life and make your journey to work good fun, too.*

What are the advantages of the gadget?

(design/materials/uses/convenience, etc.)

It has only got two wheels plus ... The Segway is easy to use and ... One user has said ... It is very convenient and practical ... It weighs only ... It is easy to carry ... Its maximum speed is ... Its electric battery also has a range of ... It's safe, too, and ... The Segway is very useful for journeys around your town ... it doesn't cause any pollution either!

How much is it? How can you get it?

The Segway is a bargain at only \$3,000. Contact ... for more information about ... !

Linking (Addition)

It is made of good quality plastic and has an attractive, modern design, too. It has a reliable electric motor plus a small computer. It also weighs only ten kilos. It isn't expensive, either.

Useful Vocabulary

Expressions: *Here is the perfect solution to all your problems./You can use the ... to .../It is made of .../It is good quality .../It is a bargain at only .../It is excellent value at ...*

Adjectives: *amazing, attractive, automatic, brilliant, cheap, compact, convenient, durable, easy (to use, carry, etc.), exciting, fantastic, modern, perfect, pollution-free, relaxing, reliable, useful*

Materials: *glass, gold, metal, nylon, plastic, silver, wood*

Objects: *battery, bracelet, cables, camera, computer, earrings, electric motor, headphones, solar-powered battery, stereo system*

Checking

Content: Is your advert convincing? Can you add any useful information about it? Can you add any adjectives to describe your gadget?

Mistakes: Check your letter for simple mistakes.

5 An Internet Page (page 86)

Layout

1 Introduction

Give information about location, character, population and history.

Vancouver is an attractive city located on the Pacific Coast of Canada in the province of British Columbia. It is a multicultural city of over half a million. It was founded in 1862 and its original name was 'Gas Town'.

2 Sightseeing

Recommend places to visit and the local landscape.

There are many places worth visiting like Stanley Park and the Vancouver Aquarium. An interesting place to visit is The Gallery of Tribal Art.

3 Leisure

Give information about sports, tourism and going out.

There are many things to do in Vancouver and it is a great place for sailing. You can also watch some ice hockey, the city's main sport. As well as that, there are many places to visit outside the city like S. Vancouver Island and the Rocky Mountains.

Add three 'links' with extra information. Underline your 'links' or write them in a different colour.
S. Vancouver Island It is near the Pacific coast of Canada. It is a popular retirement area. Size: 32,137 sq km.
British Columbia A province in western Canada. The economy is based on agriculture, mining, fishing and tourism.

Stanley Park 1,000 acres in central Vancouver with beautiful trees, gardens and also a zoo and an aquarium.

Linking (Addition)

Linking two sentences: It is a very beautiful city. It is also multicultural and has ...

Linking information in one sentence: It is a very beautiful city as well as being multicultural and having .../The city is very beautiful and it is multicultural, too.

Useful Vocabulary

Nouns: business, capital (city), climate, industry, landscape, population, road and air links, suburbs

Adjectives: dynamic, historic, modern, multicultural, temperate, warm

Recommendation: an interesting place to visit is .../it's worth visiting .../I'd recommend visiting ...

Checking

Grammar mistakes: Have you checked your description for grammatical mistakes?

Spelling: Use the Mini-dictionary and this Writing Help to check for spelling mistakes.

6 A Formal Letter (page 102)

Layout

Address

18 Mill St,
Ludlow, SH3 4RM
6 February 2005

Date

Salutation Dear Sir or Madam (Sir/Madam),

1 Introduction: reason for writing

I am interested in coming to your resort in Barbados. However, I have a few questions ...

2 Questions: time of year/activities/weather

First, when is the best time of year to come? I am thinking of coming in February. What is the weather like then? Secondly, do you have any facilities for windsurfing?

3 Questions: accommodation/restaurants, etc.

Another question I have is about a place to stay. Could you recommend ...?

4 Questions: prices

Other questions I have are about prices. How much would a five-day stay at the resort cost? Do you give any discounts for ...

Ending

I look forward to hearing from you.

Yours faithfully,
..... [Name]

Useful Vocabulary

Questions: When is the best time to come? What is the weather like in June? What facilities are there for playing tennis, golf, etc.? What other activities are there? Could you recommend a good place to stay/to eat out at/to go out at night?

Are there any discounts for students? How much does it cost to go by bus to the hotel/to rent a motorbike/to have tennis lessons? How much is accommodation, food, etc.?

Linking

Addition: First, when does the resort open for skiing? Secondly, do you have ...? Thirdly, what is the weather like ...? Another question I have is about ... Other questions I have are about ... Finally, how much ...?

Contrast: I am interested in coming in December but I would like to know more about the resort./I am interested in coming in December. However, I would like to know more about the resort.

Checking

Have you used formal language? (e.g. no contractions)
Have you included some of the linking words and expressions above?

Have you checked your work for spelling?

7 A Letter to a Magazine (page 118)

Layout

Salutation Dear Editor,

1 Introduction: subject of letter

I am writing to you about ...

2 The performance

The play was performed by a theatre group from London. There were only three actors and very little scenery. However, the play was excellent.

3 Audience reaction

The play was quite funny and the audience laughed a lot. Although the ...

4 Problems

It was very difficult to get tickets for the play because we have such a little theatre in this town. There was a long queue for tickets and a lot of people could not get in ...

5 Suggestions

Why can't we have more performances like this? We could get theatre groups from other places to come.

Ending

Yours faithfully,
..... name

Useful Vocabulary

event: a concert/a play/a dance performance/a ballet

performers: a rock/jazz/rap band/group/orchestra/theatre group/support band

performance: brilliant/poor performance/music/singing/the solos/the encore

audience reaction: a thousand fans/a great atmosphere/everyone had a great time/the crowd sang along/the audience went wild/the crowd erupted/the crowd screamed and cheered at the end

problems: distorted sound/poor acoustics/small/cold/uncomfortable venue/queues for tickets/food/the toilets

suggestions: a different venue/better heating/acoustics/facilities

Linking (Contrast)

Although she was a bit nervous at first, lead singer Anna Bayliss really got the audience going.

At 11.00 p.m. everyone was having a great time.

However, the band had to stop because the school caretaker had to go home.

Checking

Have you included clear paragraphs? Have you started and finished the letter in the right way?

Have you included some of the linking words and expressions above?

Have you checked your work for spelling?

8 A Description of a House (page 134)

Layout

1 Introduction

Describe the kind of house and its location.

My house is quite a large detached house situated in the middle of a forest and it has a large garden. The house is very modern and is specially designed to save energy and to be ecological.

2 Rooms

Describe what the rooms are like, where they are and what is in them (furniture, etc.).

On the ground floor there is a big hall in the middle of the house. Around the hall, there is the kitchen, the sitting room and the dining room. The most important room in the house is the sitting room where there are lots of bookshelves and some very large, comfortable sofas.

3 Special features

Describe any special features that your house has got.

On the roof there are solar panels which produce electricity. The house also has got insulation so that it is cool in the summer and warm in the winter. In the garden there is a pond so that local birds and animals will come near the house.

4 Conclusion

Say why you would like to live there.

I would like to live in my forest house because it would be very peaceful. I would live there with my family and have lots of space, so that my friends could come to stay with me. It would be a very natural house that would fit in with the local environment.

Linking (Reason)

The house also has got insulation so that it is cool in the summer and warm in the winter.

Useful Vocabulary

Kind of house: cottage, detached house, flat, mansion, semi-detached house, wood cabin

Rooms: attic, bathroom, cellar, dining room, games room, gymnasium, hall, kitchen, library, living room/sitting room, music room, sauna, study, toilet

Features: air-conditioning, central heating, fireplace, French window

Furniture: bed, bookshelves, chair, curtains, desk, lamp, plants, sofa, table, washbasin

Outside: balcony, barbecue, lawn, swimming pool, terrace

Checking

Mistakes: Have you checked your description for mistakes?

Punctuation: Have you checked your punctuation? Check for these things: capital letters, full-stops, use of apostrophes, use of commas.

Grammar Summary

1 PRESENT SIMPLE AND PRESENT CONTINUOUS (pages 10-11)

Present Simple

- for activities that we repeat regularly (routines, habits):
*He **works** hard. They **don't watch** TV. She **visits** her grandmother every weekend.*
- for states:
*He **doesn't like** chocolate. 'Do you **have** a pet?' 'Yes, I **do**.' 'Does she **want** a drink?' 'No, she **doesn't**.'*

Present Continuous

- for activities that continue during the time of speaking:
*Mum **can't come** to the phone – she's **having** a shower. What **are you *wearing***? It looks strange*
- for activities that happen regularly but only for a limited period of time:
*I'm **building** a tree house at the moment. He **isn't living** at home while he's at university.*

LANGUAGE PROBLEM SOLVING 1: -ing forms (page 16)

- as the subject of a sentence: ***Dancing** is fun.*
- after prepositions: *She's bored **with doing** the housework.*
- After certain verbs, e.g. love, hate, prefer: *I **love dancing**.*
- as part of a continuous tense form: *I'm **thinking**.*

2 PRESENT PERFECT 1 (pages 18-19)

Affirmative	I/You/We/They have fed the dog. He/She/It has drunk all the water.
Negative	I/You/We/They haven't done the washing-up. He/She/It hasn't gone out for a walk.
Question & short answers	Have I/you/we/they washed the shirts? Yes, I/you/we/they have . No, I/you/we/they haven't . Has he/she/it eaten everything? Yes, he/she/it has . No, he/she/it hasn't .

- for past events and activities with results/consequences in the present: *I **have sold** my car so I go to work by bus.*

3 PAST SIMPLE AND PAST CONTINUOUS (pages 26-27)

Past Simple

- for completed actions or past situations and habits:
*She **phoned** last night. He **didn't watch** TV yesterday. Did you **go** to the last Arsenal match?*

Past Continuous

Affirmative	I/He/She was reading a magazine. We/You/They were watching TV.
Negative	I/He/She wasn't drinking coffee. We/You/They weren't studying .
Question & short answers	Were you/we/they sleeping ? Yes, you/we/they were . No, you/we/they weren't . Was I/he/she talking on the phone? Yes, I/he/she was . No, I/he/she wasn't .

- for activities that continued for some time in the past:
*We **were talking** and **didn't realise** the time.*
- For activities that form a background for some events:
*While I **was reading** a magazine, I **heard** a noise in the kitchen.*

LANGUAGE PROBLEM SOLVING 2: Articles (page 32)

a/an

- when it isn't clear which particular person or thing we are talking about: *The teacher is talking to **a** student from my class.* (one of the students)
*We've bought **a** new car.* (it isn't important which one)
*I went to **an** exhibition yesterday.* (it isn't important which one) **the**

- when the other person can easily identify the person or thing we are talking about:
The car is dirty. (the speaker knows which car)
- with things that are unique: *What's **the** capital of Turkey?* (there's only one capital of Turkey)

no article

- when we make general statements with plurals and uncountable nouns: *CDs **are more expensive than** cassettes. Sugar is sweeter than honey.*
- when we talk about languages: *She speaks **French and Dutch**.*

Expressions with or without articles

- expressions with **a**: *have **a** bath/shower, have **a** rest, make **a** cake, have **a** drink, leave **a** message*
- expressions with **the**: *at **the** station, to **the** cinema, play **the** piano, in **the** evening/morning/afternoon*
- no article: *at home, at school, go to work, go to bed, have breakfast/lunch, in hospital, after dinner*

4 PRESENT PERFECT 2 AND PAST SIMPLE (pages 34-35)

Present Perfect

- for activities in the past if we don't know or are not interested in exactly when they happened:
*Venus and Serena **have played** each other before.*

Past Simple

- when we know exactly when this happened:
*Venus and Serena **played** each other in June 1999.*

- Time adverbials with the Present Perfect:** before, just, ever, never, already and yet
- I haven't written a letter in English **before**.
He's **just** come back from town.
Have you **ever** been abroad?
We've **never** met him. I've **already** had lunch.
Have you eaten **yet**? She **hasn't** done her project **yet**.*

5 MODALS: must/mustn't; have to/don't have to; needn't; can/can't (pages 42-43)

- **must** and **have to** to talk about people's obligations:
*I **must** post this letter today.*
*We **have to** hand in our essays on Friday.*
- **mustn't** and **can't** to express prohibition:
*You **mustn't** stay up late.*
*You **can't** skydive without going on a course.*
- **needn't** and **don't have to** to express lack of obligation:
*You **needn't** come before 9 o'clock.*
*You **don't have to** wear a tie; it's an informal party.*
- **can** to ask people to do things very politely:
Can you hold this for me, please?

LANGUAGE PROBLEM SOLVING 3: Adjectives (page 48)

She has a **round** face and **blue** eyes.

- nouns as adjectives: He wears **designer** jeans.
- ing forms: She's an **interesting** person.
- 3rd forms: a **broken** window, **torn** paper, a **desserted** house.

Order of adjectives before a noun:

opinion + age/size/shape + colour + origin + material + Noun

nice + old/big/round + black + Italian + leather + jacket
He's wearing his favourite old blue denim jeans.

6 COMPARATIVES AND SUPERLATIVES (pages 50-51)

- one and two syllable adjectives, add -(e)r, -(e)st:
young - **younger** - the **youngest**; nice - **nicer** - the **nicest**
- short adjectives ending in -y, change -y to -ier, -iest:
pretty - **prettier** - the **prettiest**; nice - **nicer** - the **nicest**
- adjectives with a short vowel before a final consonant, double the consonant:
big - **bigger** - the **biggest**; I'm **taller** than my brother.
He's **the cleverest** boy in my class.
- longer adjectives, add more/less - the most/least:
tiring - **more tiring** - the **most tiring**
beautiful - **less beautiful** - the **least beautiful**.

7 some/any/no; much/many/a lot of; a little/a few; there is/are (pages 58-59)

- some, any, no, a lot of in front of countable and uncountable nouns:
I need **some** new shoes. Do they have **any** friends?
I don't have **any** money. I have **no** money.
- much and many mainly in negative sentences and questions:
There **aren't** many pictures in our house.
Have we got **much** homework tonight?
- much and a little in front of uncountable nouns:
We haven't got **much** sugar. There's a **little** cake left.
- many and a few in front of plural countable nouns:
Were there **many** people at the club?
I invited a **few** friends to my birthday party.
- a lot of in front of plural and uncountable nouns:
A **lot** of people came to her party.
We've got a **lot** of homework tonight.
- there is/are to say that something exists:
There **is** a problem with your passport.
There **are** twenty students in our class.
Is there a problem?

LANGUAGE PROBLEM SOLVING 4: all/none; most; both/neither; another; other; the other; the second (page 64)

- all of, most of and none of with plural nouns, uncountable nouns and object pronouns:
All (of) the people were hungry.
Most (of) the bread in this shop is fresh.
None of us were/was prepared.
- both (of) and neither (of) about two people/things:
Both (of) my parents were angry.
Neither of my parents was happy.
Neither brother has dark hair.

8 PREDICTIONS: will and going to (pages 66-67)

- another, other, the other, the second
I don't like this pen. I'm going to buy **another** one.
You don't have to make a speech - there are **other** people who can do it.
His right arm was broken; **the other** one was all right.
The young people danced but **the other** guests just talked.
The **second** performer was much better than the first one.

8 PREDICTIONS: will and going to (pages 66-67)

will + infinitive

- when our prediction is based on intuition, knowledge or experience:
I think we **will have** holidays on the moon in twenty years' time.
I'm afraid she **won't come** to the party.

be going to + infinitive

- when our prediction is based on facts that we can observe now:
Look at those clouds; it's **going to rain**.

9 CONDITIONAL SENTENCES (pages 74-75)

Zero Conditional

Condition	Consequence
If + present simple	present tense

- to talk about actions or situations (conditions) that always lead to the same results/consequences:
If I'm hungry, I **drink** some tomato juice.

First Conditional

Condition	Consequence
If + present simple	will + infinitive

- to talk about possible future events (conditions) which depend on other future events (conditions):
If she **doesn't stop** soon, I'll **scream**.
If you're late, I'll **go** alone

LANGUAGE PROBLEM SOLVING 5: Adverbs (page 80)

- adverbs of manner: The crowd cheered **wildly**.
- adverbs of frequency: People **often** complain about it.
- adverbs of certainty: He'll **probably** go away.
- adverbs with the same form as adjectives (e.g. fast, long):
It's **hard** to learn a foreign language. (adj. = difficult)
We work very **hard**. (adv. = with a lot of effort)
- adverbs with a similar form but a different meaning:
He could **hardly** walk. (almost not)/He works very **hard**. (with a lot of effort)
She arrived **late**. (after the agreed time)/She hasn't visited us **late**ly. (recently)

10 SECOND CONDITIONAL (pages 82-83)

Condition	Consequence
If + past simple	would + infinitive

- impossible present situations:
If I **had more** time, I **wouldn't eat** fast food. (I haven't got a lot of time)
- imagined, unlikely or impossible events in the future:
If I **won** a lot of money, I'd **buy** a fantastic computer. (I don't think I'll win a lot of money)

11 PRESENT PERFECT 3 (pages 90-91)

- things that started in the past and are still true:
I've always loved the sea.
- *I've lived in this house since 1980.* (since + point in time)
- *I've lived in this house for five years.* (for + period of time)

LANGUAGE PROBLEM SOLVING 6: Present Perfect, Present Simple and Past Simple (page 96)

- Present Perfect to look at the past from a present perspective:
I've worked here for ages.
- Present Simple to describe a present situation now:
I work here.
- Present Perfect to describe a past event that has a consequence/ result in the present:
I've broken my leg. (it's still broken)
- Present Perfect when the exact date or time of a past event is not important or specified:
I've met Frances before. (it doesn't matter when)
- Past Simple when the exact date or time is specified:
I met Frances last summer.
- Past Simple when we are not thinking of the present consequences of the past event: *I broke my leg and they took me to the hospital.*

12 THE PASSIVE (pages 98-99)

Present Simple: *am/is/are* + 3rd form of the verb:

Fruit is grown in the south of the country.

Past Simple: *was/were* + 3rd form of the verb:

The road was closed because of the floods.

Present Perfect: *has/have been* + 3rd form of the verb:

The shop has been closed down.

- when we don't know or it is not important who the 'doer' of the action is; it is the action itself that is more important: *The oldest skis were found in Sweden.*

13 FUTURE ARRANGEMENTS AND INTENTIONS (pages 106-107)

- *be going to* to express an intention to do something:
He's going to study medicine after school.
- Present Continuous to talk about future events that we have already arranged: *I'm getting married in June.*
- Present Simple to talk about official events or fixed timetables:
The summer term begins on 15 February.

LANGUAGE PROBLEM SOLVING 7: Time Clauses (page 112)

- Present Simple (NOT *will*) after *when*, *as soon as*, *after*, *before* to talk about the future:
I can go tomorrow, after I finish my dancing lesson.
Shall we go and eat something before the film starts?
We'll make tea when the guests arrive.
- Present Perfect to emphasise that one activity will finish before another one begins:
I'll let you know as soon as I have found something.
I'll help you after I've done my homework.

14 QUESTION TAGS (pages 114-115)

You're Polish, aren't you?
You aren't going to leave, are you?
We can go now, can't we?
The sound was brilliant, wasn't it?
Money isn't everything, is it?

15 RELATIVE CLAUSES (pages 122-123)

Relative pronouns (*who*, *that*, etc.) introduce relative clauses:
I don't like people who throw litter.
The park which is in the city centre has beautiful old trees.
The cafe where we met has closed down.
I met the boy whose mother teaches at our school.

- defining relative clauses identify the thing or person we are talking about; without the relative clause, it might not be clear what or who we are talking about:
I read the letter which was sent a few weeks ago.
I only like being with people (who/that) I know.
- We can omit the relative pronoun *which*, *that* or *who* in relative clauses if it is not the subject of the relative clause, i.e. if it is not immediately followed by a verb:
The girl (who) you met is Peter's sister. (the subject of the relative clause is you, not who).

LANGUAGE PROBLEM SOLVING 8: Prepositions (page 128)

Prepositions of time: *at the moment/10 o'clock/lunchtime/night/the weekend/Easter; before Christmas; after lunch; during the break; in 1999/spring/April/the morning; on Sunday/1st April; between 6 and 7 o'clock; from May to July*

Prepositions of Place: *at home/the bank/the seaside; in Baker Street/the box/the picture; on the table/the bus/the first floor; above the trees; below the clouds/over the bridge; under the bridge; behind the desk; between the bank and the park*

Prepositions of Movement: *to/from Warsaw; into the building; across the park; along the river; over the bridge; under the trees*

Adjectives with prepositions: *afraid of, bored with, different from, good/bad at, famous for, interested in, necessary for, proud of, responsible for, similar to, sorry about, tired of, useful for/in*

Verbs with prepositions: *apologise for, ask for/about, borrow from, complain about, listen to, look at, take care of*

16 REPORTED REQUESTS AND ORDERS (pages 130-131)

- to report requests and orders: *ask/tell/order/advise somebody (not) to + infinitive*:
Could you lend me your bike? → *She asked me to lend her my bike.*
Get up! → *He ordered me to get up.*
Don't smoke, James! → *He told James not to smoke.*
You shouldn't eat so many sweets, Sarah. → *He advised her not to eat so many sweets.*

Pearson Education Limited

Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the World.

www.longman.com

© Michael Harris, David Mower and Anna Sikorzynska

The right of Michael Harris, David Mower and Anna Sikorzynska to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the Publishers.

First published 2000

Second edition 2006

ISBN-13: 978-0-582-85419-2

ISBN-10: 0-582-85419-9

Set in ITC Officina Sans 10.5/12.5pt

Printed in Spain by Mateu Cromo, S.A. Pinto

Acknowledgements

The authors and publishers would like to thank the following people for their help in the development of this course:

Jana Pernicova (Czech Republic), Elisabetta Guidotti (Bologna), Laura Strappa (Bologna), Delia Melchioni (Bologna), Susanna Magnani (Bologna), Susanna Ricciuti (Ferrara), Teresa Pouncey (Ferrara), Margherita Merola (Ferrara), Daniela Cova (Ferrara), Monica Barone (Italy), Szalkane Gyapay Márta (Budapest), Illés Éva (Budapest), Adriana Tepelea (Romania), Simona Dancu (Romania)

We are grateful to the following for permission to reproduce copyright material:

Akiko International Limited for an extract adapted from *Virtual Tourist*; Bloomsbury Publishing plc and Susan Bergholz Literary Services for an extract from 'The House on Mango Street' by Sandra Cisneros © 1984 by Sandra Cisneros (published in the USA by Vintage Books, a division of Random House, Inc., and in hardcover by Alfred A Knopf in 1994 - all rights reserved); Essex Music for the lyrics of 'Streets of London' by Ralph McTell; Guardian Newspapers Limited for an extract adapted from 'People think I am a weirdo' by Libby Brooks published in *The Guardian* 10th January 2002 © Guardian 2002; HMSO for information from the Office for National Statistics; International Music Publications Limited for the lyrics of 'Radio Ga Ga' words and music by Roger Taylor © 1983 Queen Music Limited / EMI Music Publishing Limited (all rights reserved); Music Sales Limited and Warner Chappell Limited for the lyrics of 'Don't say you love me' by The Corrs; and Penguin Books Limited for an extract from 'Pearl' by John Steinbeck © 1945 by John Steinbeck.

Photo acknowledgements

We are grateful to the following for permission to produce copyright photographs:

Action Images for 33 top; Action Plus for 41 bottom left; Age for 135 bottom right; Alamy for 9 bottom, 51 bottom right, 65 (e) bottom middle, 97 middle, 97 top; Alessi for 65 bottom left; Andrew Oliver for 84 top left inset, bottom right (three insets), 85 top left; Anthony Blake for 51 top right, 51 bottom left, 53 top left; Aquasub for 69 top; Arcblue for 17 top; BBC for 52 top right, 76 left and right, 77 right, 79 bottom; BBC Natural History Unit for 77 left; Camera Press for 38 (a); Carphone Warehouse for 61 bottom; Collections for 41 top; Comstock for 49; Corbis for 17 middle, 18, 26, 47 bottom, 55, 59 top, 66 bottom left, (c) middle right, (e) bottom right, 94, 100 bottom, 129 middle, 135 top, 102 right; Dee Conway for 105 top; Ecoscene for 11; Empics for 34 middle, 41 bottom right, 80 top left, 101 left; Everynight for 117 bottom; Eye Ubiquitous for 129 top; FLPA for 12 top; Getty Images for 9 top, 12 bottom, 44 top, 73 top, 80 bottom right, 90 right, 112, 134 bottom; Hemera Technologies Inc. for 15, 19, 27, 35 (both), 47, 79, 111, 131; Hulton Getty for 29 (c) top left, 28 right and bottom, 29 bottom left and bottom right, 30, 47 top, 66 top left, 78, 79 top; Impact for 89 middle right, 129 bottom; John Cleare for 101 right; Kobal for 25 top and bottom and 38 (e), 111; Link for 29 top right; Movie Store Collection for 41 bottom right; Museo Thyssen-Bornemisza, Madrid for 122; NASA for 21 left and right; NHPA for 124; Panasonic for 65 (c), (b), (f), 74 bottom and 75; Padmont motor works/ Go Ped for 69; Pearson Education: 8; Photographers Direct for 130; Photostage/ Donald Cooper for 31; Powerstock for 86 top, 98 top and bottom, 103, 117 top; Redferns for 38 (b), (c), (d), 106, 113 middle; Rex features for 15 right, 33 middle and bottom right, 42 bottom, 58 middle, 90 left, 99 top, 110 bottom, 114, 119 and 125; Rob Van Nostrand/ PerfectPhotoCA for 128; Robert Harding for 14, 22, 33 bottom left, 52 left, 65 (a) and (d), 66 (b), 74, 106 and 107 background; Sally and Richard Greenhill for 73 left; Segway for 70 top and bottom; SKM for 97 bottom; Science Photo Library for 20, Timelife for 28 middle; Travel Ink for 102 left.

Picture Research by Kath Kollberg and Hilary Luckcock and Sandra Hilsdon

Designed by Andrea Thorpe

Illustrators

Graeme Baker Smith, Kathy Baxendale, Liam Bonney (The Art Market), Michael Bury (Inkshed), Phillip Burrows, Claire Bushe (The Art Market), Paul Collicutt, Mark Duffin, Mike Fisher (Illustration Ltd), Andrew Folley (Eastwing), Andy Hammond (Illustration Ltd), Graham Humphries (The Art Market), Gillian Martin (The Art Market), Lee Montgomery (Illustration Ltd), Chris Pavely (Pavely Arts), John Pilley (Illustration Ltd), Chris Robson, Andrew Whiteley (Inkshed), Bee Willey (Illustration Ltd), Rosemary Woods.

Cover photo of Eastbourne Pier, East Sussex, England
© Getty Images/Image Bank

Education for life!



Michael Harris



David Mower



Anna Sikorzyńska

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.

- **New** Reading and Listening texts motivate students to speak and think in English.
- **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.
- Training in independent study skills ensures good learning habits.
- Cross curricular and cross cultural topics motivate students and engage their interest in the wider world

See p.38, 100-101

See p.26-27,
52-53

See p.12-13

See p.10-11,
14-15

New Opportunities is now, more than ever, the perfect choice for teachers who want their students to receive education for life!

Components

Students' Book with mini-dictionary, Students' CD-ROM, Language Powerbook including Mini Grammar & Exam Zones, Teachers' Book with Test Master CD-ROM and extra activities, Class cassette/CDs, Test Book/ Cassette Pack, Quick Tests, Videos/DVDs

We recommend:



Penguin Readers Level 3 (1280 words)



ISBN 0-582-85419-9



9 780562 854192

PEARSON
Longman



New Opportunities for Pre-Intermediate
is suitable for students at A1+ - A2