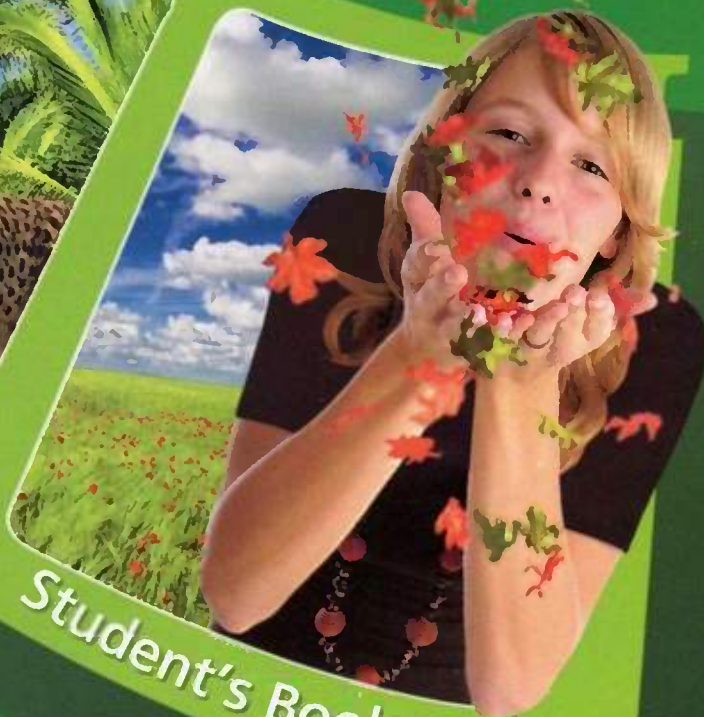
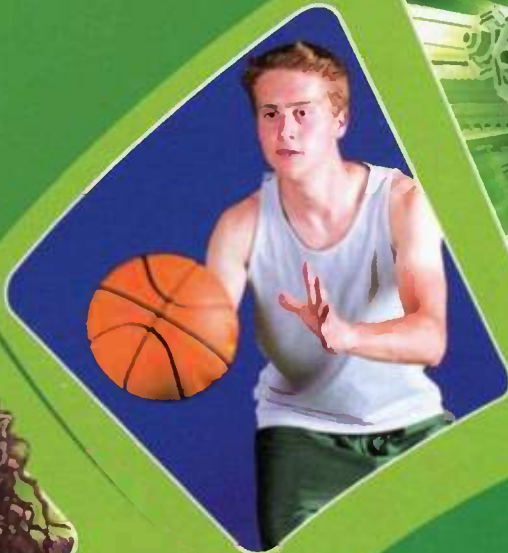


Prime Time



Virginia Evans
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Student's Book



Express Publishing



Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,

Berkshire RG19 6HW

Tel.: (0044) 1635 817 363

Fax: (0044) 1635 817 463

email: inquiries@expresspublishing.co.uk

<http://www.expresspublishing.co.uk>

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Design and Illustration © Express Publishing, 2012

Colour Illustrations: Victor, Angela, Simon Andrews, Kyr © Express Publishing, 2012

Music Arrangements by Taz © Express Publishing, 2012

First published 2012

Made in EU

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ISBN 978-1-78098-445-2

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Megan Lawton (Editor in Chief), Stephanie Smith and Michael Sadler (senior editors); Andrew Wright (editorial assistant), Brian O'Neil (senior production controller) and the Express Publishing design team; Warehouse (recording producer) and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster for their support and patience. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Photograph Acknowledgements

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Contents

| | Modules | Grammar | Vocabulary |
|----------------|--|---|--|
| Starter | Revision pp. 5-6 | <ul style="list-style-type: none"> • <i>to be – have got – there is/are</i> | <ul style="list-style-type: none"> • nationalities, jobs, appearance, rooms & furniture, daily routines, family, the weather, places in town |
| 1 | Home and away pp. 7-20 Language Review 1 p. 21 Skills Practice 1 pp. 22-23 Revision 1 p. 24 | <ul style="list-style-type: none"> • prepositions of movement • present simple vs present continuous • stative verbs • modals (<i>can/can't, be able to, could, have to/don't have to, must/mustn't, should/ought to</i>) • comparative/superlative | <ul style="list-style-type: none"> • adjectives to describe city/country • features of a town/city • places & activities • modes of transport • dangers in the countryside • types of housing • home & chores • public services & facilities |
| 2 | Food & Drinks pp. 25-38 Language Review 2 p. 39 Skills Practice 2 pp. 40-41 Revision 2 p. 42 | <ul style="list-style-type: none"> • countable/uncountable nouns (<i>a/an – some/any</i>) • quantifiers • <i>too/enough</i> • <i>-ing form/(to) infinitive</i> | <ul style="list-style-type: none"> • food/drinks • containers/partitives • supermarket sections & products • food preparation • tastes |
| 3 | Great people & legends pp. 43-56 Language Review 3 p. 57 Skills Practice 3 pp. 58-59 Revision 3 p. 60 | <ul style="list-style-type: none"> • past simple (regular/irregular verbs) • <i>wh-</i> questions • past continuous • linking words (<i>because, so, and, too, also, but</i>) • subject/object questions | <ul style="list-style-type: none"> • people & achievements • past activities • historical figures • legendary creatures • crime & breaking the law • jobs & nationalities of famous people |
| 4 | On holiday pp. 61-74 Language Review 4 p. 75 Skills Practice 4 pp. 76-77 Revision 4 p. 78 | <ul style="list-style-type: none"> • <i>will</i> • <i>be going to</i> • present continuous (future meaning) • time clauses • conditionals (types 0, 1 & 2) • <i>might, may, could, will probably, will definitely</i> • <i>a/an/the</i> • relatives | <ul style="list-style-type: none"> • types of holidays • holiday experiences • holiday activities • eco-tourism • places in a city • holiday problems • tourist attractions |
| 5 | Helping hands pp. 79-92 Language Review 5 p. 93 Skills Practice 5 pp. 94-95 Revision 5 p. 96 | <ul style="list-style-type: none"> • present perfect • <i>yet, already, since, for, never, ever, just</i> • present perfect vs past simple • present perfect continuous • <i>-ing/-ed</i> adjectives • past perfect • conditional type 3 • wishes • <i>have been/have gone</i> | <ul style="list-style-type: none"> • world problems • natural disasters • social problems • threats to animal species • injuries • activities at an eco-camp |
| 6 | Art & Culture pp. 97-110 Language Review 6 p. 111 Skills Practice 6 pp. 112-113 Revision 6 p. 114 | <ul style="list-style-type: none"> • the passive • reported speech • reported questions/orders • reflexive pronouns • question tags | <ul style="list-style-type: none"> • forms of art • materials • shops & products • music & musical instruments • places of cultural interest |
| 2 | Vocabulary Bank pp. VB1-VB20 Writing Bank pp. WB1-WB7 | Grammar Reference pp. GR1-GR11 Rules for Punctuation p. GR11 | American English – British English Guide p. GR12 Pronunciation p. GR13 |

| Reading & Listening | Speaking & Functions | Writing | Culture Corner/ Curricular |
|---|---|---|--|
| | <ul style="list-style-type: none"> describe a room describe the weather describe appearance tell the time | | |
| <ul style="list-style-type: none"> <i>Police, Camera, Action</i> (T/F statements) Hot Spots (multiple matching) <i>The Florida Everglades: Surviving the Swamp</i> (open-ended sentences) emails about different types of houses (R/W/DS statements & comprehension questions) Listening for specific information (T/F) | <ul style="list-style-type: none"> buying a ticket compare places make requests in the home ask for/give advice Pronunciation: /s/, /j/, /dʒ/, /tʃ/ | <ul style="list-style-type: none"> describe something happening sentences about a journey in your country a list of survival tips in the jungle an informal email about your house an informal email of advice | <ul style="list-style-type: none"> <i>Pacific Coast Highway 1</i> (T/F/DS) (Citizenship) <i>Are you a good citizen?</i> (quiz) |
| <ul style="list-style-type: none"> <i>Lemon Art: French style</i> (open-ended sentences) buying things in a supermarket (dialogue) <i>Chillout</i> (multiple choice cloze) <i>Can unhealthy be healthy?</i> (matching headings to paragraphs) a recipe (reading for specific information) Listening for specific information (Yes/No) | <ul style="list-style-type: none"> talk about your eating habits order food in a café make a restaurant booking give instructions on how to make a dish Pronunciation: /n/, /ŋ/ | <ul style="list-style-type: none"> a description of a food festival in your country short texts about places to eat out in your country a description of your own strange restaurant an informal email about your favourite dish | <ul style="list-style-type: none"> <i>Eating out in the UK</i> (reading for specific information) (Science) <i>Food for life!</i> (note taking & summarising) |
| <ul style="list-style-type: none"> <i>Is this the most talented person who ever lived?</i> (T/F/DS statements) <i>Heroes of the Ancient World</i> (quiz) <i>Creatures of Legend</i> (open-ended sentences) <i>The Vanishing Smile</i> (multiple choice) Listening (gap filling) | <ul style="list-style-type: none"> discuss past activities talk about past actions read dates ask for & give personal information Intonation: stressed syllables/weak vowels | <ul style="list-style-type: none"> a quiz about famous historical figures a description of a traditional celebration in your country a story about a legendary creature write about a theft a biography of a famous person a text about an explorer | <ul style="list-style-type: none"> <i>The Pilgrims – Sailing to a new life!</i> (T/F statements) (US History) <i>Christopher Columbus</i> (matching headings to paragraphs) |
| <ul style="list-style-type: none"> <i>Adventure Tour South America</i> (multiple matching) <i>Sculptures Under the Sea</i> (multiple choice) <i>Six Reasons to see Sydney</i> (answer questions) Listening (matching speakers to problems) | <ul style="list-style-type: none"> future plans & intentions ask for information talk about your holiday Pronunciation: 'll/won't; /h/ | <ul style="list-style-type: none"> an itinerary for a tour in your country a pamphlet advertising a national park or area of natural beauty in your country a letter about your holiday how to be a responsible tourist | <ul style="list-style-type: none"> <i>Yellowstone National Park</i> (multiple matching & comprehension questions) (Citizenship) <i>How to be a responsible tourist</i> (T/F) |
| <ul style="list-style-type: none"> <i>Haiti earthquake</i> (T/F/DS statements) listening for specific information <i>From Climbing Mountains ... to Moving Mountains</i> (filling in sentences in a text) <i>Animal SOS</i> (multiple matching) <i>Lead the Way</i> (multiple choice cloze) | <ul style="list-style-type: none"> talk about a disaster ask for and offer help make suggestions/express preferences Pronunciation: homophones | <ul style="list-style-type: none"> a short diary entry about a hurricane an interview an email giving your news information about any of the five oceans | <ul style="list-style-type: none"> <i>Red Nose Day</i> (gap filling) (Geography) <i>The World's Amazing Oceans</i> (matching headings to paragraphs) |
| <ul style="list-style-type: none"> <i>The Terracotta Army</i> (multiple choice) <i>Roadside Attractions you really can't miss</i> (T/F/DS) <i>It's Venice ... but not as you know it!</i> (multiple choice) <i>Totally cool!</i> (missing sentences) Listening (matching speakers to different places) | <ul style="list-style-type: none"> describe a process describe a building/monument post a parcel report people's words express preferences Pronunciation: assimilation | <ul style="list-style-type: none"> describe an experience write about a monument create your own mall an email describing a visit to a place | <ul style="list-style-type: none"> <i>The Garma Festival</i> (complete sentences) (Art & Design) <i>Art styles</i> (reading comprehension questions) |

Starter module

Nationalities

1 a) Write the nationalities.

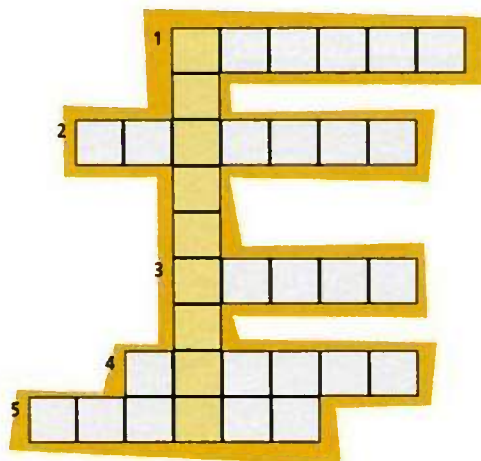
- | | |
|------------------|------------------|
| 1 the USA | 6 Slovakia |
| 2 England | 7 Germany |
| 3 Poland | 8 Spain |
| 4 Portugal | 9 Ireland |
| 5 Mexico | 10 Italy |

b) Complete the sentences.

I'm I'm from
 (name) (country)
 I'm
 (nationality)

Jobs

2 Do the crossword. Guess the job.



- Bob draws pictures.
- Ann plays in films.
- Laura looks after sick people.
- James writes novels.
- Bill serves customers at a café.

Hidden job: _____

Appearance

3 a) Circle the odd word out.

- Hair: straight – wavy – curly – slim
- Face: moustache – arm – beard – chin
- Body: leg – feet – cheek – hand
- Weight: chubby – well-built – thin – short
- Age: young – middle-aged – old – fair

b) Describe yourself. Tell the class.

Rooms & Furniture

4 a) Complete the spidergram.



b) What is/are there in the living room?



Daily routines

5 a) Fill in: *have, do, get, brush, play, go*. Use the phrases to describe a typical Monday.

- up
- breakfast, lunch, dinner
- to school, to bed
- my homework
- my teeth
- sport

b) What do you do on Saturdays?

Starter module

6 What time is it?



1



2



3



4



5



6

Family

7 a) Complete the pairs.

- | | | |
|----------------|---|-------|
| 1 father (dad) | - | ..... |
| 2 son | - | ..... |
| 3 husband | - | ..... |
| 4 granddad | - | ..... |
| 5 nephew | - | ..... |
| 6 cousin | - | ..... |
| 7 uncle | - | ..... |
| 8 brother | - | ..... |

b) Present your family to the class.

The weather

8 a) Label the pictures.



1 b.....
h.....



2 s.....



3 f.....
c.....



4 f.....



5 c.....



6 s.....



7 w.....



8 r.....

b) What's the weather like in your city in winter/spring/summer/autumn?

Places in a town

9 Write the correct place.

- | | |
|---|---|
| 1 | You can see performances at a t..... |
| 2 | You can have coffee at a c..... |
| 3 | You can see ancient statues at a m..... |
| 4 | You can buy vegetables at a g..... |
| 5 | You can buy bread at a b..... |
| 6 | You can post a letter at a p..... |
| 7 | You can have dinner at a r..... |
| 8 | You can visit a patient at a h..... |

Everyday English

10 Circle the correct response.

- | | | |
|---|---------------------------------|---|
| 1 | A: What was the film like? | B: a Yes, sometimes I did. b I quite liked it. |
| 2 | A: Let's go to the cinema. | B: a Here you are. b Great idea. |
| 3 | A: What can I get you? | B: a I'd like a cola, please. b Thank you. |
| 4 | A: What's your address, please? | B: a 21, Apple Street. b It's on Apple Street. |
| 5 | A: How much is it? | B: a It's £1,500 per month. b It's 6 o'clock. |
| 6 | A: How's everything? | B: a So-so. b Take care. |
| 7 | A: Goodbye. | B: a Not bad. b See you later. |

Vocabulary: adjectives describing places; features of a town/city; public transport; dangers in the countryside; homes; household chores; public services & facilities

Grammar: present simple, present continuous, stative verbs, prepositions of movement; comparative – superlative; modals (*can/can't/could/be able to – have to – must – must not; should/ought to*)

Everyday English: buying a ticket

Pronunciation: /s/, /ʃ/, /dʒ/, /tʃ/

Writing: a description of a scene; sentences about a journey in your country; a list of survival tips; an informal email about your home; an informal email of advice

Culture Corner: Pacific Coast Highway 1

Curricular (Citizenship): Are you a good citizen?

Module 1

Home and away

Vocabulary

Adjectives

1 Listen and say.

- 1 busy ≠ quiet (place, streets)
- 2 exciting ≠ boring (nightlife)
- 3 safe ≠ dangerous (place)
- 4 clean ≠ dirty (beaches/place)
- 5 ugly ≠ beautiful (city/town/hotels/parks/buildings)
- 6 modern ≠ historic (city/town/buildings)
- 7 cheap ≠ expensive (shops/hotels/restaurants)

2 Use the adjectives above to describe the places 1-5.

Rio de Janeiro is in Brazil. I think Rio de Janeiro is a modern city. It has got clean beaches and exciting nightlife.

OVER TO YOU!

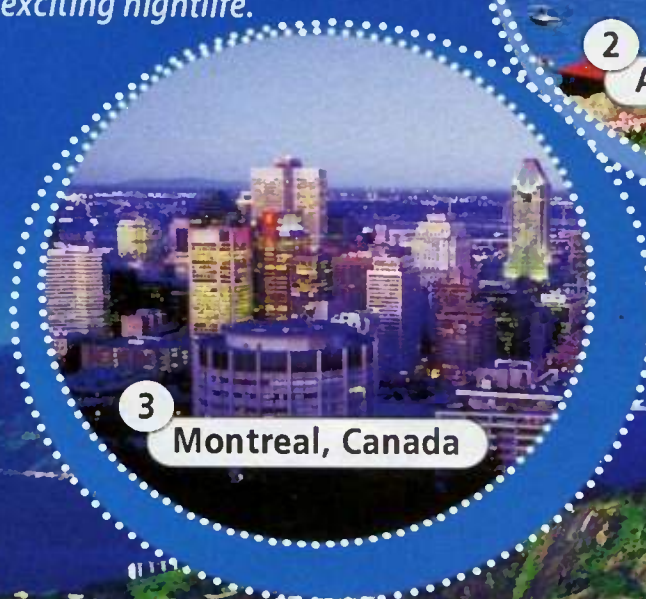
I live in
It has
and



1 Mykonos, Greece



2 Acapulco, Mexico



3 Montreal, Canada



4 Edinburgh, Scotland

5 Rio de Janeiro, Brazil



1a In the streets

Vocabulary

Features of a town/city

- 1 a) Match the words (1-10) to the items in the pictures (A-J).
 Listen and check.

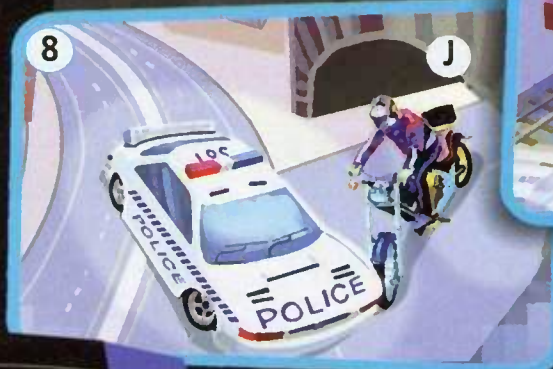
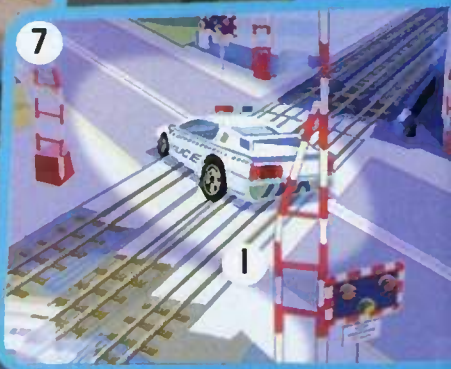
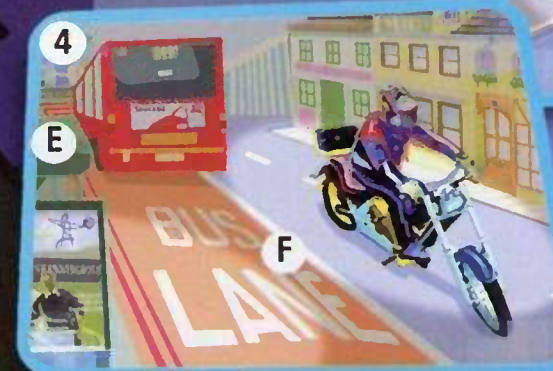
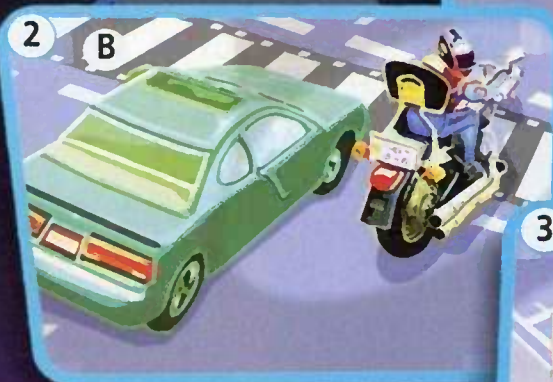
- | | |
|---|---|
| 1 <input type="checkbox"/> traffic lights | 6 <input type="checkbox"/> level crossing |
| 2 <input type="checkbox"/> zebra crossing | 7 <input type="checkbox"/> cycle lane |
| 3 <input type="checkbox"/> bridge | 8 <input type="checkbox"/> bus stop |
| 4 <input type="checkbox"/> tunnel | 9 <input type="checkbox"/> pavement |
| 5 <input type="checkbox"/> bus lane | 10 <input type="checkbox"/> road sign |

- b) Which of these features are there in your local area?

In my local area there are traffic lights, but there isn't a zebra crossing.

Listening & Reading

- 2 Read the title of the text and look at the pictures. What do you think is happening?
 Listen and read to find out.
- 3 Read the text and mark the statements (1-6) as *T* (true) or *F* (false). Correct the false statements.
- The programme features real police officers.
 - All the video footage is shot from helicopters.
 - Police, Camera, Action!* shows lots of different crimes.
 - The suspect doesn't injure any pedestrians.
 - The suspect goes under a bridge.
 - The police car follows the suspect through a tunnel.



POLICE, CAMERA, ACTION

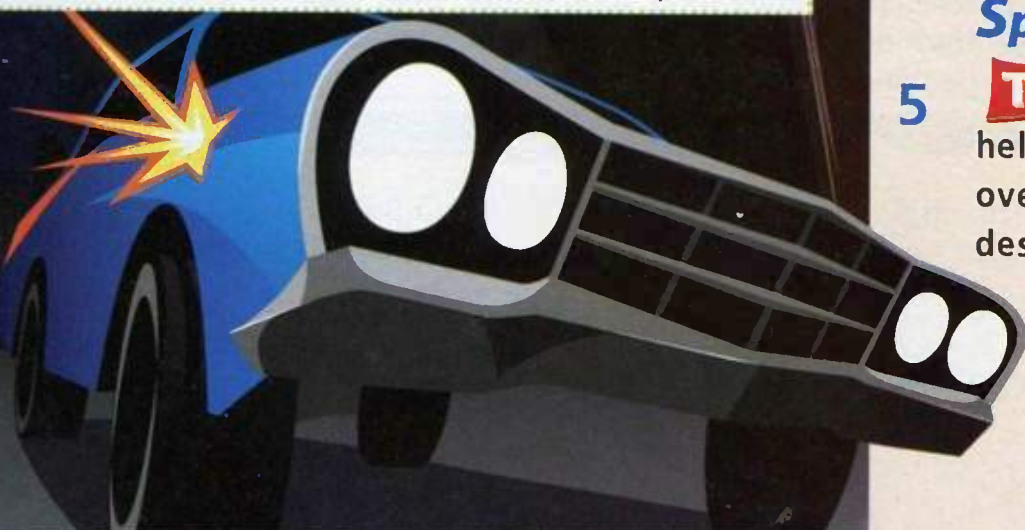
Police, Camera, Action! is a popular TV series of real-life police videos. It is part-documentary and part-reality show. It features video footage from cameras in police cars, helicopters, and sometimes from hand-held cameras, too. It focuses on road crime and bad driving. Each episode has a catchy title and the narrator really draws the viewer into the action. A typical voice-over would go something like this:

"As we join the scene from the air, the 'eye-in-the-sky' can see the suspect is driving his motorbike very fast through the town. He's driving on the pavement and on the road. There he's going across a zebra crossing. Luckily, there aren't many pedestrians around or else lots of people could be injured. Now he's going toward the traffic lights – no wait – he's doing a U-turn into oncoming traffic. That is so dangerous! Look at him now! He's going along the bus lane and up the hill. I hope no one is on the other side or they'll be shocked. Now where is he? There he is! I don't believe it! He's going under the bridge just as the police car is going over the bridge. They just missed him. He's going along the bike lane towards the tunnel. Now he's going into the tunnel. The officers on the ground are speeding over the level crossing to cut him off at the end of the tunnel. This is so exciting! Yes! It's all over. They got him!"

So next time you're channel hopping, make sure you catch an episode – you'll be glad you did!

Check these words

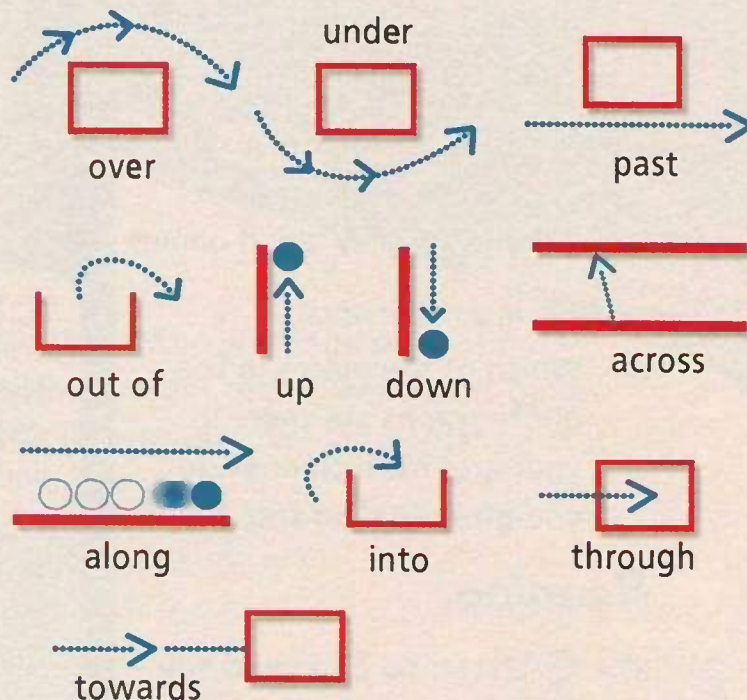
popular, real-life, documentary, reality show, feature, video footage, police car, hand-held camera, focus on, road crime, catchy title, narrator, draw, viewer, voice-over, suspect, pedestrian, injured, U-turn, oncoming traffic, shocked, speed, cut sb off, channel hop



Grammar ^{see p. GR1} Prepositions of movement

1a

- 4 a) Look at the sketches. Use them to describe what is happening in the pictures (1-8) in Ex. 1.



In picture 1 the suspect is driving along the pavement.

- b) Linda wrote to her friend Kate to give her directions to her house. Choose the correct preposition.
🔊 Listen and check.

When you get off the bus, walk 1) **along/through** Main Street 2) **into/towards** the clock tower. Go 3) **past/out of** some shops on your left and then turn right and go 4) **through/along** some big gates 5) **along/into** Stanley Park. Walk 6) **into/across** the grass and then walk 7) **up/under** the hill and 8) **down/out of** the other side. Go 9) **into/over** the bridge and you'll see a row of houses on the left. My house is number 22. Call me if you get lost!

Speaking & Writing

- 5 **THINK!** Imagine you are in a police helicopter chasing someone who is driving over the speed limit. Draw the driver and describe what is happening. Use prepositions of movement. In three minutes write a few sentences. Tell the class.

1b Hot spots

Vocabulary

Places & activities

- 1 a) Listen and say.
- b) What can you do in each place? Use the phrases to make sentences.
- play sports • exercise • swim
 - shop • skate • go on rides
 - go bowling • play video games

You can swim in a water park.

- c) Which of the places in the photographs are there in your area? Which ones do you go to in your free time?

Reading

- 2 a) Listen to and read the adverts. Which of the places in Ex. 1a does each one advertise?
- b) Read again and match the adverts to the statements.

- 1 An evening visit will be unforgettable.
- 2 You can buy something to eat there.
- 3 It is open until late on Saturdays.
- 4 You can find a large range of activities there.
- 5 You can go there six days a week.
- 6 You can work out there.
- 7 Some customers pay less there.
- 8 It is situated on different levels.

- c) Match the words in bold to their meanings: *fashionable, find, not very expensive, feel like, a variety of, choice, reductions in prices, a set of clothes, people who are very enthusiastic about being in good shape, complete, supply and serve food.*



A TEANLOWE CENTRE

With a **selection** of **trendy** shops and food outlets, this is a popular place for anyone who loves shopping. Do you feel like treating yourself to a new **outfit**? Then come and check out the latest fashions and **track down** that must-have accessory. Open seven days a week.

B THE CUBE

With the latest video games, a coffee bar and a great atmosphere, The Cube is the place to be. You can meet your friends or have fun with your family. With three storeys, there's room for everyone. We offer **discounts** for students and **cater** to birthday parties.

C THORNTON CENTRE

Offering a **range of** classes and facilities, Thornton Centre has a wide selection of activities for all fitness levels and abilities. For **fitness freaks** there is a special weights room with a collection of machines as well as free weights. What are you waiting for?

D DERBY PARK

Popular with people of all ages Derby Park has a wide selection of rides and attractions. Entrance prices are **reasonable** and we stay open late every weekend. Ride the roller coasters at night for a thrilling new experience. It's a must!

E CLEARWATER

Do you **fancy** learning a new sport? Do you want to hang out with your friends in a fun and relaxed atmosphere? Then come to Clearwater. Everyone is welcome from experienced players to **absolute** beginners. Open every day except Monday. Join us today.

Check these words

selection, trendy shop, food outlet, treat yourself to, check out, track down, discount, fitness freak, entrance price, absolute beginner, except

- d) **THINK!** Which place would you like to go? Why? Find someone in the class who agrees with your choice.

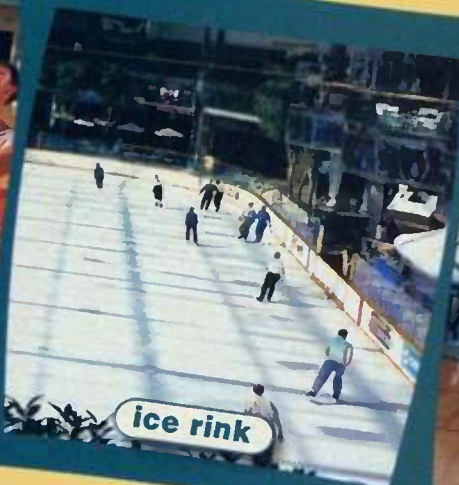
THINK! Choose three places from the text and compare them to places in your country.



shopping centre



sports centre



ice rink



gym



amusement park

Grammar

see
pp. GR1-
GR2

Present simple vs present continuous

3 a) Read the theory. How do we form the *present simple* and the *present continuous*?

- We use the **present simple** for **habits** or **routines**.
*I **get up** at 7 am every day. What time do you **get up**?* (routine)
*He usually **watches** TV every night. He **doesn't go** out very often.* (habit)
- We use the **present continuous** for **actions happening now** or **around the time of speaking**.
*We're **listening** to the radio now.* (action happening now)
*We **aren't watching** TV. What **are you doing** now?*
*He's **looking** for a job.* (action around the time of speaking)

Stative verbs

Some verbs (**believe, belong, hate, hear, know, like, love, need, own, seem, think, understand, want, wish**) do not have continuous forms. These verbs express a state or refer to our senses and emotions.

*He **wants** to become an actor.* (NOT: *He's wanting*)

b) Find examples of the *present simple* and *present continuous* in the adverts. Then list all the stative verbs. Compare with a partner.

4 Write the third-person singular of the verbs: *catch, drive, go, have, listen, look, start, study, talk, walk, wake up, watch*.

🔊 Listen and check. Listen again and say.

| | |
|------|--|
| /s/ | |
| /z/ | |
| /ɪz/ | |

5 Write the *-ing* forms of these verbs. What are the spelling rules?

- | | |
|----------------|--------------|
| 1 make | 4 play |
| 2 work | 5 swim |
| 3 travel | 6 come |

6 Fill in the gaps with the *present simple* and the *present continuous* forms of the verbs in brackets. Which verbs are stative?

- A: (you/walk) round the lake every Sunday?
B: Yes, but I (not/go) there now because it (rain).
- A: (Dan/do) his homework at the moment?
B: No, he's at the cinema. He (watch) a film with his friends.
- A: (your parents/work) on Saturdays?
B: No, we usually (visit) my grandma and then (have) lunch.
- A: Jenny (look) really tired. (you/know) why?
B: Yes, she (not/sleep) well these days.
- A: I (wait) for John. (you/know) where he is?
B: Yes. He (study) in the library.
- A: (you/want) to go swimming?
B: I'm afraid I can't. I (look after) my little sister all day.

7 Which of the words below do we use with the *present simple/continuous*? Which are adverbs of frequency? Write 6-7 sentences using the words.

- usually • never • now • this morning
- sometimes • often • always • these days
- at the moment • this week • once a week

I usually go to the amusement park at the weekend.

1c Culture Corner

Pacific Coast Highway 1

One of the best ways to see California is on a road trip.
One of the most impressive is along the Pacific coast on Highway 1!



STOP 1
Ride up and down San Francisco's steep streets on a cable car. Don't miss a visit to see the most popular sight in the city, the Golden Gate Bridge.

Drive along the 'Big Sur' coastline with its spectacular cliffs and sandy beaches. Look out for the ancient Redwood trees, the oldest trees in the world. Some of them are up to 2,000 years old and they are as tall as skyscrapers!



STOP 2
STOP 3
Stop and see the elephant seals at Piedras Blancas. Their breeding season is from December to February. Then the females go to Alaska to give birth to their pups and return in the autumn.



STOP 4
Last stop – Hearst Castle! This fairytale mansion has 165 rooms including 56 bedrooms and 61 bathrooms. There's also a cinema, two swimming pools and beautiful gardens. You can even see zebras there.



Check these words

road trip, impressive, coast, steep, cable car, miss, sight, spectacular, cliff, sandy beach, skyscraper, elephant seal, breeding season, fairytale mansion, zebra

- 1 Look at the map and the pictures. What can someone see along Pacific Coast Highway 1?
🔊 Listen, read and check.

- 2 a) Read again and write *T* (true), *F* (false) or *DS* (doesn't say).

- 1 Cable cars are the most popular sight in San Francisco.
- 2 There are skyscrapers along the Big Sur coastline.
- 3 Elephant seal pups are born in Alaska.
- 4 There are wild animals at Hearst Castle.
- 5 Lots of tourists visit Hearst Castle.

- b) Explain the words in bold. Look them up in the Word List.

- 3 Fill in: *spectacular*, *breeding*, *steep*, *sandy*, *fairytale*, *cable*, then use the phrases to make sentences about the places the texts.

- | | | | |
|---|---------------|---|---------------|
| 1 | streets | 4 | beaches |
| 2 | car | 5 | season |
| 3 | cliffs | 6 | mansion |

- 4 **THINK!** Which do you think is the most interesting sight along Highway 1? Why? Tell your partner. Try to use words from the **Check these words** box.

Writing

- 5 Draw or find a map of your country. Write a few sentences about a journey in your country that is interesting for tourists. You can write about: *the places you can visit, what is special about each place.*

Everyday English ¹d



Buying a ticket

- 1 a) Listen and say. Which means of transport do you think is: *the cheapest? the most expensive? the slowest? the fastest? the most comfortable? the safest?*

- b) How do you prefer to travel? Why? Tell the class.

I prefer to travel by ... because it's ... (cheap, the fastest etc.)

Note:

We say: **by** car, plane, etc.
BUT on foot

- 2 a) Listen and say.

- Can I help you?
- I'd like two tickets to Redwood National Park for tomorrow morning, please.
- Single or return?
- What time would you like to leave?
- That's £24, please.
- Here you are.
- Here are your tickets.
- Have a nice day.

- b) Listen and read to answer the questions.

- 1 Where does Dan want to go?
- 2 What time does he want to leave?
- 3 How much do the tickets cost?

Ticket seller: Hello. Can I help you?

Dan: I'd like two tickets to Redwood National Park, please.

Ticket seller: Single or return?

Dan: Return, please.

Ticket seller: What time would you like to leave?

Dan: We'd like to take the 11 am bus.

Ticket seller: OK. That's £24, please.

Dan: Here you are.

Ticket seller: Thank you. Here are your tickets.
Have a nice day.

Dan: Thanks, you too.

- 3 Find sentences in the dialogue which mean: – *What would you like?* – *When do you want to go?* – *Here's the money.* – *Enjoy yourselves.*

Pronunciation: /s/, /ʃ/, /dʒ/, /tʃ/

- 4 Listen and check (✓) the correct boxes. Listen again and say.

| | /s/ | /ʃ/ | | /dʒ/ | /tʃ/ |
|--------|-----|-----|-------|------|------|
| short | | | jump | | |
| single | | | cheap | | |
| city | | | large | | |
| shop | | | check | | |

Speaking

- 5 You are in Liverpool and you want to go on a day trip to the Isle of Man by ferry. Your partner is the ticket seller. Act out your dialogue. Use the sentences in Ex. 2a. Follow the plan.

A

Ask how you can help.

Ask if customer wants single or return.

Ask what time customer wants to leave.

Say cost.

Thank customer & wish them a good day.

B

Say how many tickets you'd like & where to.

Say what you want.

Say what time.

Offer money.

Reply.

1e Survival

Vocabulary

Dangers in the countryside

- 1 Listen and say. What are these phrases in your language?



1 get stuck in mud



2 get stung by bugs



3 meet dangerous animals



4 get caught in a flash flood



5 get a snake bite



6 get lost



Check these words

survive, swamp, escape, get into trouble, swallow, fall into, panic, pull in, lie flat, crawl out, mosquito, scorpion, poisonous, fatal, insect repellent, ground, shake, cliff, hide, bubble, reptile, run away

The Florida Everglades:

SURVIVING THE SWAMP!

The Florida Everglades is one of the USA's largest and most beautiful national parks and a great place to go to **escape** from the city. But every year, around 60 visitors get into trouble in its 6,000 square kilometres of swamps! So what are the dangers and what must you do to **survive** your trip there?

- 1 **Mud bogs** The Everglades are full of dangerous mud bogs. They can swallow a car or a person in a few minutes. If you **fall into** one, you shouldn't panic! Moving a lot only pulls you in deeper! Pull each leg out slowly, then lie flat and **crawl out** carefully.
- 2 **Bugs and bites** There are hundreds of mosquitoes, scorpions, and poisonous spiders and snakes in the Everglade swamps. Their bites and stings can be very dangerous and sometimes **fatal**. Always look where you walk, wear long trousers, strong boots and lots of insect repellent.
- 3 **Flash floods** It can rain a lot in the Everglades and flash floods are a real danger. A flash flood is a wall of water that can travel at 96 kmph. Is the ground shaking? Can you hear a strange **noise** like an aeroplane engine? Climb up a cliff or a tree. You have to get to the highest place you can and quickly!
- 4 **Alligators** More than a million alligators live in the swamps and they hide without moving. So how can you see where they are? Well, bubbles on the water can be an alligator getting ready for lunch! These reptiles can run up to 48 kmph. They can't turn quickly, though, so if you see an alligator, you must **run away** as fast as you can.

Reading & Speaking

- 2 a) Look at the title of the text, the introduction, and the headings. How can this place be dangerous? How can a visitor survive the dangers?
 Listen and read to find out.



b) Read again and complete the sentences.

- 1 The Everglades is one of the USA's
- 2 To get out of a mud bog you
- 3 Bites from mosquitoes can be
- 4 To keep spiders away you need to
- 5 A flash flood can go as fast as
- 6 In case you get caught in a flash flood,
- 7 When alligators hide they don't
- 8 It's not easy for alligators to


c) Match the headings to the paragraphs.
There is one extra heading.

- A Don't be a reptile's lunch.
- B Small creatures aren't always innocent.
- C Your life is in danger.
- D Sudden rush of water? Go high.
- E Very wet areas are dangerous.

Study skills

Guessing meaning


Try to work out the meaning of a new word by looking at the words around it.

- 3 a)  Try to work out the meaning of the highlighted words in the text from their context. What part of speech is each?

escape (v) = get away

b) Fill in: *shaking, swallow, fatal, escape, reptiles, poisonous.*

- 1 If you want to from the pressures of the big city, then go to the Florida Everglades.
- 2 Be careful while in the swamps as there are snakes whose bites can be
- 3 Suddenly, the ground started It was an earthquake.
- 4 Alligators and snakes are
- 5 People say the bog can anything.

- 4 **THINK!**  Listen to the sounds. Imagine you are lost in the Everglades and you are in trouble. What is happening? What can you see and hear? How do you feel? In three minutes write a few sentences. Tell your partner or the class. Try to use words from the **Check these words** box.

see
p. GR2

Grammar

Can/Be able to – Can't – Could – (don't) have to – Must – Mustn't

- 5 Read the examples. Then rewrite the sentences using the correct modal verb.

You **can/can't** camp here. (It's allowed./It isn't allowed.)

Snakes **can** be very dangerous. (It's possible.)

Alligators **can/are able to** run very fast. (They are able to.)

Sam **can't/isn't able to** swim very well. (He isn't able to.)

Can/Could I borrow your boots? (Is it OK? Asking for permission – informal/formal)

You **must** keep off the grass. (It's the rule.)

You **mustn't** feed the alligators. (It isn't allowed. It's forbidden.)

You **have to** be careful. (It's necessary.)

You **don't have to** travel by ferry. (It isn't necessary.)

- 1 It's forbidden to swim in the lake.
You can't/mustn't swim in the lake.
- 2 Is it OK to use your insect repellent?
- 3 It's possible to see alligators there.
- 4 We are allowed to put up our tent here.
- 5 Alligators aren't able to move fast in circles.
- 6 It's possible that you will get lost there.

- 6 Choose the correct modal verb.

PARK RULES

- 1 You **must/can** drive slowly through the park.
- 2 You **mustn't/can't** litter. Take your garbage with you!
- 3 You **can/have to** keep your dog on a leash.
- 4 You **can/can't** fish everywhere – only in certain areas.
- 5 You **mustn't/don't have to** feed the animals. It's forbidden.

Writing

- 7 **ICT** In groups, collect information about how to be safe in the jungle. Write a list of survival tips. Use **can/can't/have to/must/mustn't**. You can do Internet research using the key words: **jungle survival tips**. Read your tips to the class.

1 Places



Reading

- 2 a) Read the first two sentences in the emails. What are they about? Which type of house does each girl live in?
 Listen and read to find out.

Dear Debbie,
 Our new house is just great. I moved into a new house last week and I **couldn't wait** to tell you about it. The house is in one of the most beautiful places you can **imagine**. My parents call it 'our little paradise'. It's a bungalow with a front and back garden. From the front we have a **view** of the sea and behind the house there is a **forest**. It is much nicer than the blocks of flats in town and my bedroom is much bigger than my old one. I hope you can come and visit me one day. Write back soon and tell me about your house.
 Jasmine

Dear Jasmine,
 I'm glad to hear that you like your new home. It sounds much better than your old flat. As for me, I live in a townhouse in the city. Our house is larger than most townhouses; in fact we have three **storeys**. From our house you can see skyscrapers so the view is not as beautiful as it is from your house. I'm also **pretty sure** that it is noisier than where you live. We are very **lucky** though, because my parents also **own** a small cottage near the sea where we go on holiday. I think it would be a great idea for you to come with us next time. What do you think?
 Debbie

Check these words

imagine, front garden, view, forest, skyscraper, pretty sure, lucky, own

Vocabulary Types of housing

- 1 Match the words to the pictures.

- | | | |
|---|--------------------------|---------------------|
| 1 | <input type="checkbox"/> | block of flats |
| 2 | <input type="checkbox"/> | cottage |
| 3 | <input type="checkbox"/> | bungalow |
| 4 | <input type="checkbox"/> | townhouse |
| 5 | <input type="checkbox"/> | semi-detached house |
| 6 | <input type="checkbox"/> | detached house |
| 7 | <input type="checkbox"/> | villa |
| 8 | <input type="checkbox"/> | penthouse |

Listen and check. Which types of housing are there in your country? Which one do you live in?

- b) Read the texts and mark the sentences
 R (right), W (wrong) or DS (doesn't say).

- | | | |
|---|---|-------|
| 1 | Jasmine likes her new house a lot. | ..... |
| 2 | Jasmine's house has got two floors. | ..... |
| 3 | They can see the sea from Jasmine's house. | ..... |
| 4 | Debbie lives in a small house. | ..... |
| 5 | Debbie's house is very expensive. | ..... |
| 6 | Debbie's parents own a small seaside house. | ..... |

- c) Read the emails again and answer the questions.

- | | |
|---|--|
| 1 | Why do Jasmine's parents call the house 'our little paradise'? |
| 2 | What type of house is it? |
| 3 | What is there behind her house? |
| 4 | What type of house does Debbie live in? |
| 5 | What is the view from Debbie's house? |
| 6 | Where does Debbie stay when she's on holiday? |



- d) Match the words in bold to their meanings: *almost certain, think of, fortunate, an area you can see from a high place, an area with lots of trees, was eager, have, floors.*

- 3 **THINK!** Which of the two girls' houses would you prefer to live in? Why? In three minutes write a few sentences. Tell the class.

Grammar see pp. GR2-GR3
Comparative & Superlative

- 4 Read the table. What are the spelling rules? Find examples in the texts.

| | ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|------------------|--------------------------|---|---|
| Short adjectives | small big heavy | smaller (than) bigger (than) heavier (than) | the smallest of/in the biggest of/in the heaviest of/in |
| Long adjectives | beautiful | more beautiful (than) | the most beautiful of/in |
| Irregular | good bad much/many | better (than) worse (than) more (than) | the best of/in the worst of/in the most of/in |

We use the **comparative form** to compare two people, things, places, etc. We use the **superlative form** to compare more than two people, things, places, etc. from the same group.

Note: We use **as ... as** to show that two things are the same. *Preston isn't as big as Manchester.*

very + adjective: *Canada is very big.*

much + comparative: *London is much bigger than York.*

- 5 Write full sentences, as in the example.

- Jasmine's new bedroom/big/her old bedroom
Jasmine's new bedroom is bigger than her old bedroom. Jasmine's new bedroom isn't as big as her old bedroom.
- a block of flats/tall/a villa
- the city centre/noisy/the suburbs
- a cottage/small/a bungalow
- houses/expensive/flats
- cities/crowded/villages
- the suburbs/beautiful/the city centre

- 6 Make comparisons, as in the example.

- Sue's bedroom is *smaller* (small) than Lisa's.
- Lisa's bedroom is (bright) than Sue's.
- Lisa's house is (big) than Sue's.
- Sue's kitchen is (messy) of all.
- Tom's bedroom is (dark) than the others.
- Sue's bedroom is (comfortable) than Tom's.
- Tom's house is (big) of all.
- Sue's living room is (small) of all.
- Tom's bedroom is (old-fashioned) than the others.
- Lisa's room is (comfortable) of all.
- Lisa's house is (modern) than Tom's.
- Sue's bedroom is (colourful) than Lisa's.

Speaking

- 7 Use these adjectives to make sentences comparing places in your country: *big, cold, small, quiet, noisy, modern, cheap, comfortable, sunny, beautiful, cosy, exciting, clean, boring, expensive, crowded.*

... is bigger than is the biggest city in my country.
... is as ... as isn't as ... as ...

Writing

- 8 Write an email to your English pen-friend about your home. Write about: *what type it is, what you can see from it, where it is, what makes it special.* Use the emails in Ex. 2 as models.

1g Skills

Vocabulary Home & Chores

- 1 a) In two minutes, write as many words as you can think of under the headings in the word map. Compare with your partner.

Study skills

Using word maps
Organise words related to a topic into categories. This helps to build your vocabulary.



- b) Use the words to describe your home to your partner.

I live in a ... There are ... rooms. It has a kitchen, a ... In the ..., there is/are ... My neighbourhood is ...

- 2 Listen and say. Which chores do you have to/not have to do at home?

I have to do the washing-up, but I don't have to ...



Listening

- 3 You'll hear Tim and Sarah talking about their homes and home life.

Listen and check (✓) True or False.

- Tim doesn't live alone.
- His favourite room is his bedroom.
- He has to do all the chores.
- Sarah lives in a noisy neighbourhood.
- Her home has three rooms upstairs.
- She doesn't do any chores.

| True | False |
|------|-------|
| | |
| | |
| | |
| | |
| | |
| | |

Speaking Making requests

- 4 You live in a dorm with your roommates. Use the language in the table and the chores in Ex. 2 to make requests, as in the examples.

| Requesting | Replying |
|-------------------------------|-----------------------------|
| • Can/Could you (please) ...? | • Yes, of course. |
| • Do you mind (+ -ing) ...? | • Yes, that's fine. |
| • Do you think you could ...? | • Sure, no problem! |
| | • I'm afraid I can't. I ... |
| | • I'm sorry, but ... |
| | • I'd like to, but ... |

A: Could you please take out the rubbish?

B: Sure, no problem!

A: Do you mind laying the table?

B: I can't. I have to mop the floor/finish my essay, etc.

An informal email of advice

- 1 Read the extract from Jenny's email. What problem does she have? What advice would you give her?

My house is OK, but I'm having some problems with my flatmates. The house is very dirty and untidy and I have to do all the housework! I can't invite my friends over because I feel embarrassed. What can I do?

Jenny

- 2 a) Now read Anna's reply. What is her advice?

email

To: Jenny
From: Anna
Subject: Your problem

Hi Jenny,

1 I'm sorry to hear that you're having problems with your flatmates. I think I can help you!

2 **The best thing you can do is** to talk about this with your flatmates. **This way, you can** explain how you feel and make them realise that you can't do all the housework yourself, as this is their house, too. Maybe they don't know that you're upset. **I think you should** make a list of all the chores and together decide how to share them. **Then,** everyone has responsibilities and they know what to do.

3 I really hope my advice helps! Write back and tell me what happens.

Anna

- b) Match the paragraphs to the headings.

- A ☐ greeting & opening comments
B ☐ closing comments
C ☐ advice & expected results

Should/Ought to see p. GR3

- 3 a) Read the examples. Find another example in Anna's email.

We use should/shouldn't – ought/ought not to to give advice.

We should/ought to share the household chores. (It's a good idea.)

You shouldn't/ought not to walk alone at night. (It isn't a good idea.)

- b) Fill in the gaps with *should* or *shouldn't*.

- 1 Jenny talk to her flatmates.
2 She do all the chores herself!
3 They make a list of chores.
4 She be that upset.

- c) Which of the phrases in the list: *give advice? express expected results?* Use them to replace the phrases in bold in Anna's email.

- Why don't you • If you do this,
- It's a good idea • Then you can

- 4 Read the extract from an email below. Then match the advice to the results. What is your advice? What can the expected results be?

My flatmates are so noisy! They invite their friends over and play loud music when I'm trying to study or sleep. It's awful! Any advice? Matt

| Advice | Results |
|---|---|
| 1 <input type="checkbox"/> Talk to your flatmates & explain how you feel. | a You know you can always study & sleep after this time. |
| 2 <input type="checkbox"/> Decide on a house rule like 'no noise after 9 pm'. | b If they realise there is a problem, they can try to be quieter. |

Writing (an informal email of advice)

- 5 Use any of the ideas in Ex. 4 to write an email to Matt giving your advice (120-150 words). Follow the plan and use the email in Ex. 2 as a model.

Plan

Hi

Para 1: opening remarks

I'm sorry to hear ... I think I can help you.

Para 2: advice & expected results

Why don't you ...? This way, ...

You should also ... Then, ...

Para 3: closing remarks

I really hope ... Write back and tell me ...

.....

1 Curricular: Citizenship

Public services & facilities

1 Listen and say. In which place can we:

- deposit or withdraw some money?
- take up a new hobby?
- borrow or return books?
- buy a stamp?
- take someone who is ill?
- report a crime?
- check our car tyres?
- buy a train ticket?

2 train station

3 library

4 community centre

5 hospital

7 bank

6 post office

8 police station

1 petrol station

Check these words

citizen, community, respect, obey laws, be involved, wait my turn, queue, in need, public transport, volunteer, obey signs, public place, report crimes, care for

2 Listen to the short dialogues (1-4). In which of the places (1-8) in Ex. 1 does each take place?

1 3
2 4

3 Read the dictionary entry. In your opinion, what makes a good/bad citizen? Do you think you are a good citizen? Do the quiz to find out.

citizen /ˈsɪtəzən/ (n)
person who lives in a particular city or town

Are you a Good Citizen?

We can't have great communities without great citizens! To be a good citizen, you must respect and help others, obey rules and laws, and be involved in your community. So, is your community better because of you or worse?

Always/
Nearly
always
A
Sometimes
B
Rarely/
Never
C

| | | A | B | C |
|---|--|---|---|---|
| 1 | I wait for my turn in queues at the bank or post office. | | | |
| 2 | I return my library books and pay my bills on time. | | | |
| 3 | I am polite to staff in shops, banks, libraries, etc. | | | |
| 4 | I help people in need e.g. I give my seat to senior citizens on public transport. | | | |
| 5 | I volunteer my time to help others e.g. helping at a community centre or kids' club. | | | |
| 6 | I follow rules and obey signs in public places. | | | |
| 7 | I take part in community activities & events e.g. festivals, sports events. | | | |
| 8 | I obey the law and report crimes. | | | |
| 9 | I care for the environment in my community e.g. I don't drop litter in the streets! | | | |

Mostly A: You're the perfect citizen! Keep it up!

Mostly B: Not bad, but think about how you can become a better citizen.

Mostly C: Oh no! You need to think about other people more!

4 **ICT** Imagine you are giving a 3-minute speech about being a good citizen at a community centre. Collect more information and make notes under the headings:

- why it's important to be a good citizen
- ways to be a good citizen

You can do Internet research using the key phrase: **good citizens**. Give your presentation to the class.

Language Review 1

1 Fill in: *do, mop, dust, make, take out, Hoover, lay, iron*. Then make sentences.

- | | |
|-----------------------|------------------------|
| 1 the floor | 5 the rubbish |
| 2 the clothes | 6 the washing-up |
| 3 the bed | 7 the table |
| 4 the furniture | 8 the carpets |

2 Choose the correct words.

Road Safety

Most road accidents happen when people are crossing the 1) **city/street** and are due to 2) **street crime/bad driving**. We should always use a 3) **zebra crossing/tunnel** or cross at the 4) **road signs/traffic lights** for safety. Don't step off the 5) **pavement/road** unless you're sure it's safe. If you're riding your bicycle, stay in the 6) **bus/cycle** lane and take extra care.



3 Match the words (1-7) to the sentences (A-G).

- | | |
|---|---|
| 1 <input type="checkbox"/> police station | A You can borrow books there. |
| 2 <input type="checkbox"/> community centre | B An area of very wet land. |
| 3 <input type="checkbox"/> skyscraper | C This is where the sea meets the land. |
| 4 <input type="checkbox"/> swamp | D People can meet and do things together there. |
| 5 <input type="checkbox"/> library | E A very tall building. |
| 6 <input type="checkbox"/> coast | F Someone walking in a city/town. |
| 7 <input type="checkbox"/> pedestrian | G You report crimes there. |

Prepositions

4 Choose the correct preposition.

- Highway 1 runs **through/along** the coast.
- Be careful! Don't fall **down/out** of the steps.
- Keep walking **into/towards** me!
- Never run **over/across** the road. Always walk.
- Ben always goes to work **by/on** foot.
- You can get stuck **to/in** mud in the Everglades.
- Cars go under the river **past/through** the tunnel.
- I prefer to travel around the city **by/on** bus.
- There is a comfortable sofa **in/to** our living room.
- Are you taking part **in/of** the football tournament?

Collocations

5 Fill in: *insect, petrol, get into, road, real-life, snake, sandy, video, be, community*.

- | | |
|-----------------|-----------|
| 1 trip | 8 |
| 2 videos | repellent |
| 3 bite | 9 |
| 4 station | beaches |
| 5 trouble | 10 |
| 6 footage | centre |
| 7 shocked | |

GAME

In teams, make sentences. Use words/phrases from the list below. Each correct sentence gets one point. The team with the most points wins.

- focus on • catchy • pedestrians • police car
- oncoming traffic • road trip • popular sight
- breeding season • survive • public services
- escape from • get into trouble • fatal • chores
- ground shaking • obey rules • report crimes

Quiz

Read through Module 1 and mark the sentences *T* (true) or *F* (false). Now write a quiz of your own. Give it to your partner. Check his/her answers.

- | | | | |
|---|-------|--|-------|
| 1 Alligators can't run very fast. | ..... | 5 The Florida Everglades area | |
| 2 Hearst Castle has 56 bedrooms. | ..... | has 6,000 km ² of swamps. | ..... |
| 3 Flash floods can travel up to 80 kmph. | ..... | 6 Alligators are reptiles. | ..... |
| 4 The Golden Gate Bridge is in Australia. | ..... | 7 You can see elephant seals in San Francisco. | ..... |

Reading

Study skills

True/False statements

Look out for absolute words like *all*, *none*, *always*, *every*, *never*, *only*, and *no*. They often indicate false answers. Qualifying words like *some*, *many*, *may*, *often*, *usually*, *most*, *sometimes* often indicate true answers.

- 1 a) Read the rubric. Then read sentences (1-6). Which sentences are **absolute** statements? Which are **qualified** statements? Underline the words which tell you this.

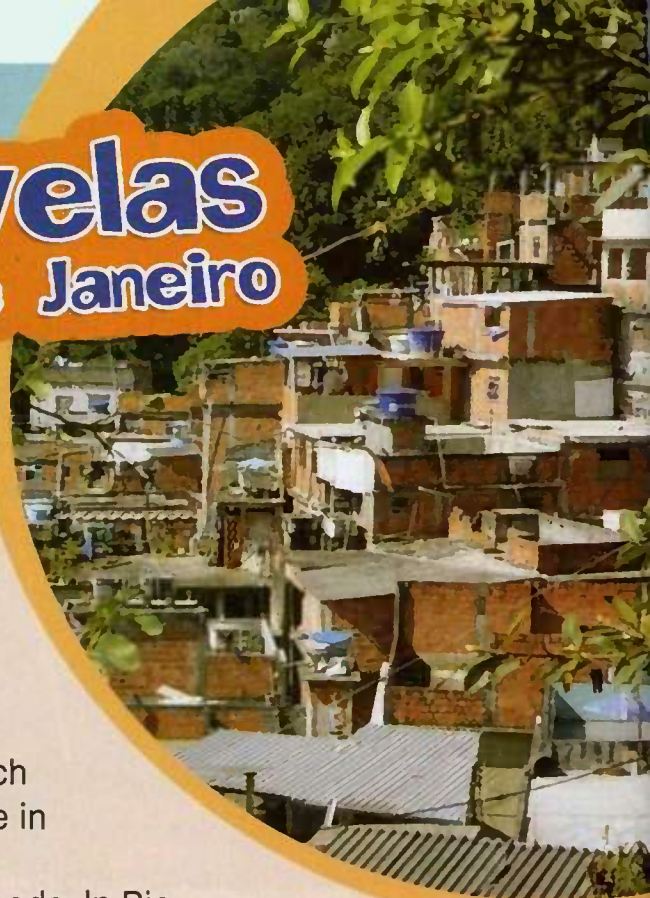
You are going to read a text about Rio de Janeiro. Read the text and mark the sentences (1-6) T (true) or F (false).

- 1 Every rich person in Rio lives next to a poor person.
- 2 Most people in Rio don't live in favelas.
- 3 Favelas are often in unsafe places.
- 4 Many people are happy living in favelas.
- 5 You can only get into a favela if a guide is with you.
- 6 Only rich people have the best views.

| True | False |
|------|-------|
| | |
| | |
| | |
| | |
| | |
| | |

- b) Explain why each statement is true/false.

The Favelas of Rio de Janeiro



Rio de Janeiro is a fascinating city. In many cities around the world, the rich and poor live in separate neighbourhoods. In Rio, though, extremely wealthy people often live side by side with the poor. Walk around Rio and you can see luxurious apartment buildings, and expensive villas with beautiful gardens, directly across the road from crumbling shacks!

About 10 million people live in Rio. Roughly 2 million live in poor-quality housing. The worst areas in the city are slums known as favelas. Rio has about 750 favelas! Many have no electricity or running water. The streets are unpaved and there are no rubbish collections.

Life for the people who live in favelas is not easy. Accidents are common because they are usually built on steep hillsides so when it rains heavily there are mudslides. Disease is a problem because many favelas have no sanitation. In addition, the crime rate is very high.

Still, this is only part of the picture! Despite the difficulties, favelas are communities full of life. Most of the people who live in favelas are hard-working, honest people. In fact, a lot of favela residents are so proud of their community, they would not consider moving elsewhere.

The best way to understand a favela is by first-hand experience. Never walk into one on your own though! To be safe, you should only ever enter a favela on a professional tour with a guide.

When you are in Rio, make sure you visit one of the favelas along the steep hillsides of the city. The views are breathtaking. The favela of Vidigal, in south Rio, has a panoramic view of Rio de Janeiro's beautiful beaches and forested mountains. In fact, this is the unique thing about Rio – the wealthy people live on the flat, whereas the poor people live on the hillsides! In most other cities around the world, it is the rich who live in the areas with the best views, but not in Rio!

Speaking

2 Read the rubric, then do the task.

Candidate A: Here is some information about a gym.
Candidate B: You don't know anything about the gym so ask A some questions about it.

Candidate A

Candidate B

FALCON Gym

36 Bramhall Lane

- Full range of fitness equipment
- Café with selection of healthy salads and sandwiches

Membership fee: £25 per month
Mon-Sat 10 am - 10 pm,
Sun 11 am - 3 pm

Tel: 0162 777 5252



Gym

- address?
- lots / equipment?
- what / eat?
- membership fee?
- open / evenings?

Listening

3 a) Read the rubric then the questions. What are the two speakers talking about?

Listen to Dylan talking to Holly about a water park.
For questions 1-5, tick (✓) A, B or C. You will hear the conversation twice.

Example

- | | | |
|------------------------------------|-------------------|-------------------------------------|
| 0 Holly can't go to the water park | A on Thursday. | <input type="checkbox"/> |
| | B on Friday. | <input type="checkbox"/> |
| | C at the weekend. | <input checked="" type="checkbox"/> |


- | | | |
|---------------------|-----------------------|--------------------------|
| 1 The water park is | A on the high street. | <input type="checkbox"/> |
| | B in Station Road. | <input type="checkbox"/> |
| | C in Fulton Street. | <input type="checkbox"/> |

- | | | |
|-------------------------|-------------------|--------------------------|
| 2 Holly doesn't want to | A take the train. | <input type="checkbox"/> |
| | B walk there. | <input type="checkbox"/> |
| | C get the bus. | <input type="checkbox"/> |

- | | | |
|---|--------|--------------------------|
| 3 The entrance fee after the first month is | A £4. | <input type="checkbox"/> |
| | B £6. | <input type="checkbox"/> |
| | C £10. | <input type="checkbox"/> |

- | | | |
|--|--------------------|--------------------------|
| 4 The bus ride to the water park takes | A ten minutes. | <input type="checkbox"/> |
| | B fifteen minutes. | <input type="checkbox"/> |
| | C twenty minutes. | <input type="checkbox"/> |

- | | | |
|------------------------|---------------|--------------------------|
| 5 The water park sells | A snacks. | <input type="checkbox"/> |
| | B fast food. | <input type="checkbox"/> |
| | C sandwiches. | <input type="checkbox"/> |

- b)  Do the task. Give reasons for your answers.

Writing (notes)

(Writing Bank p. WB2)

4 a) Decide which of the following are true when writing a note.

- 1 begins with *Dear ...*
- 2 has paragraphs
- 3 ends with *Best wishes*
- 4 uses simple, short sentences
- 5 uses abbreviations
- 6 uses the imperative

- b) Read the rubric. Which of the sentences below can you use in the note?

You got a phone call from your aunt and you have to go and see her. Leave your English flatmate a note. In your note:

- explain where you are going
- say what chores you've done
- ask your friend to do the washing-up
- ask your friend to meet you at the Internet café later

- 1 Call me if you need me.
- 2 Have to go see my aunt.
- 3 Can you please do the washing-up?
- 4 Be back at 9:00.
- 5 Meet me at the Internet café at 8:00.
- 6 I took out the rubbish and hoovered the carpets.
- 7 Call you later.
- 8 Let me know as soon as possible.

- c) Use the sentences from Ex. 4b to write your note.

1 Revision

1 Fill in: *poisonous, hand-held, breeding, signs, focus, police, cuts, fall into, fatal, borrow.*

- 1 Always obey the road
- 2 You mustn't panic if you a mud bog!
- 3 Do you ever books from the library?
- 4 Some documentaries use video footage from cameras.
- 5 My dad hates it when another driver him off.
- 6 December to February is season for elephant seals. They give birth to a single pup.
- 7 Try to on what he is talking about.
- 8 The car was chasing the suspect through the streets.
- 9 Scorpion stings can be, so you should be very careful.
- 10 There are lots of spiders and snakes in a jungle. Their bites can be very dangerous.

10x2=20 marks

2 Choose the correct word.

- 1 I can't/don't have to work tonight. Let's go to the cinema.
- 2 He mustn't/doesn't have to drive a car. He doesn't have a licence.
- 3 Cars ought/must stop when the traffic lights are red.
- 4 Could/Should you answer the phone, please?
- 5 You can't/shouldn't go into a forest without insect repellent.

5x4=20 marks

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

- 1 Ben always (pay) his bills on time.
- 2 Tim (stay) with his grandparents for the summer.
- 3 Sarah (make) her bed every morning.
- 4 (John/iron) the clothes at the moment.
- 5 My flatmate never (tidy) the house and I feel embarrassed when I invite friends over.

5x4=20 marks

4 Complete the sentences with the correct *comparative* or *superlative* form of the adjectives in brackets.

- 1 The Empire State Building is (tall) Big Ben.
- 2 (good) way to see San Francisco is on a cable car.
- 3 John thinks riding a bike is (exciting) driving a car.
- 4 What's (busy) street in your town?
- 5 Big cities are usually (dangerous) small towns.

5x4=20 marks

5 Fill in: *Return, please. – Here you are. – I'd like two tickets to Manchester, please. – We'd like to take the 9:30 am bus.*

- 1 A: That's £36, please.
B:
- 2 A: What time would you like to leave?
B:
- 3 A: Hello. Can I help you?
B:
- 4 A: Single or return?
B:

4x2=8 marks

6 Your friend has a problem with his/her neighbours. Their dog barks outside all night. Write a short email to your friend giving your advice (80-100 words).

12 marks

Total: 100 marks

Check your Progress

- talk and write about city life and country life _____
- describe movement _____
- compare places _____
- buy a ticket _____
- talk and write about survival in the countryside _____
- make requests _____
- write an informal email giving advice _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Module 2

Food & Drinks

Vocabulary: food & drinks, food groups, supermarket sections, containers/partitives, restaurants, food preparation, ingredients & measurements, adjectives describing food, healthy lifestyles

Grammar: countable/uncountable nouns, *a/an* – *some/any*, quantifiers (*how*) *many*, (*how*) *much*, *too many/much*, *a lot of*, *some*, (*a*) *few*, (*a*) *little*, *no/not any*, *too – enough*, *-ing form/(to) infinitive*

Everyday English: ordering food in a café

Pronunciation: /n/, /ŋ/

Writing: a description of a food festival; a text about places to eat out; a description of your own restaurant; an email about a favourite dish

Culture Corner: Eating out in the UK

Curricular (Science): Food for life

Vocabulary

Food & Drinks

1 Label the groups.

🔊 Listen and check, then say.

- 1 drinks
- 2 fruit & vegetables
- 3 meat, poultry, fish & seafood
- 4 dairy products
- 5 other

OVER TO YOU!

I like (♥)

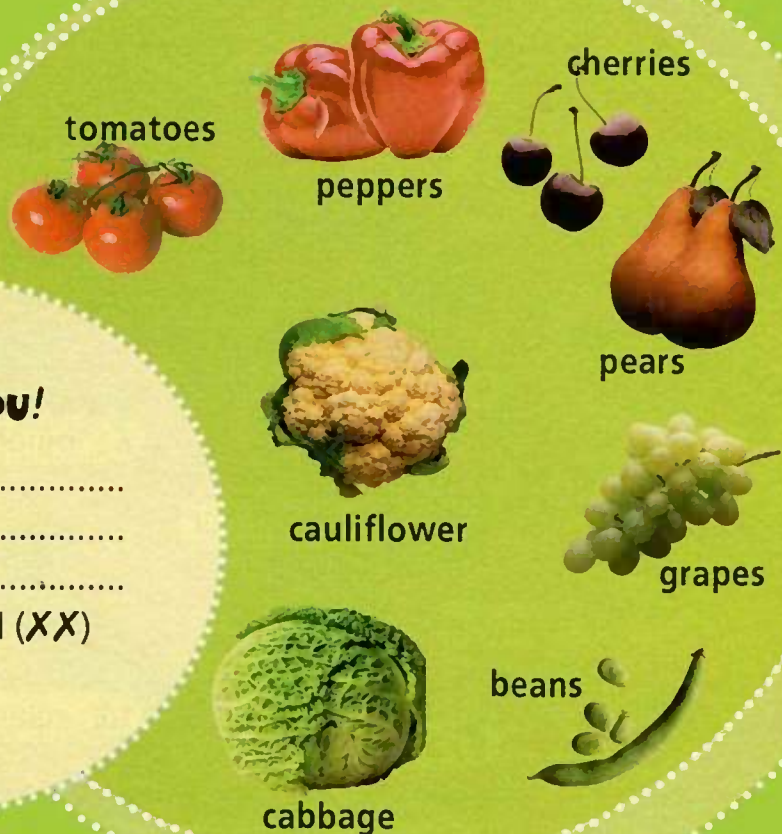
I love (♥♥)

I don't like (X)

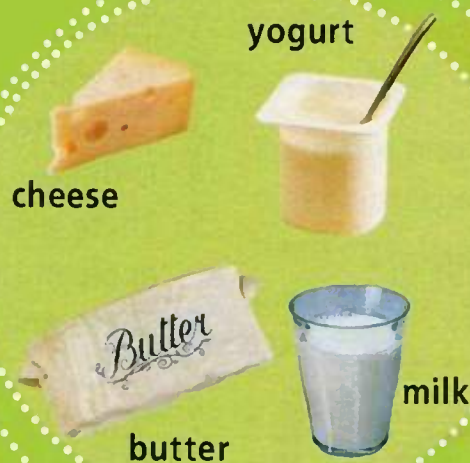
I hate/can't stand (XX)

.....

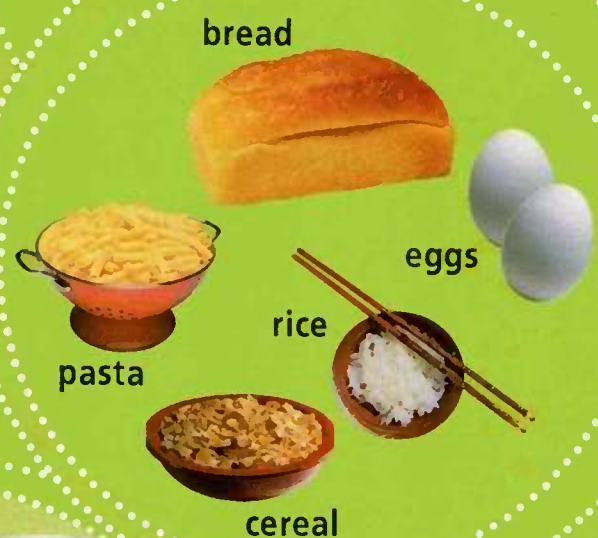
A



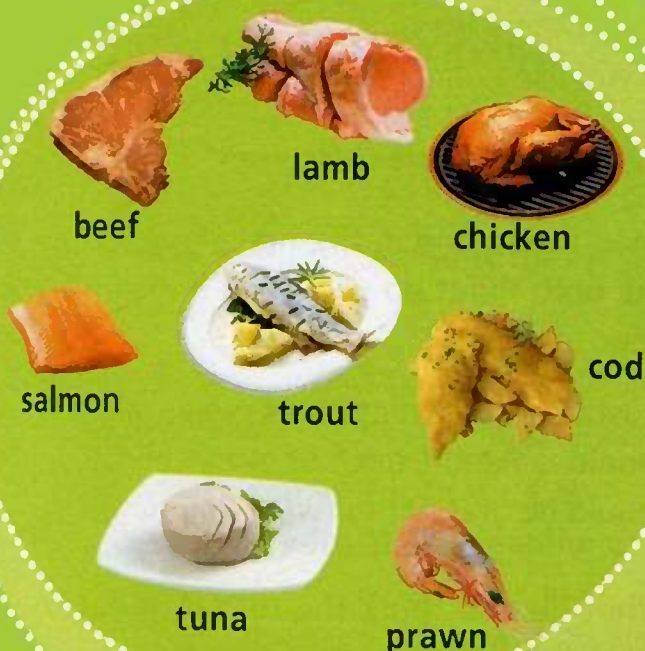
B



C



D



E

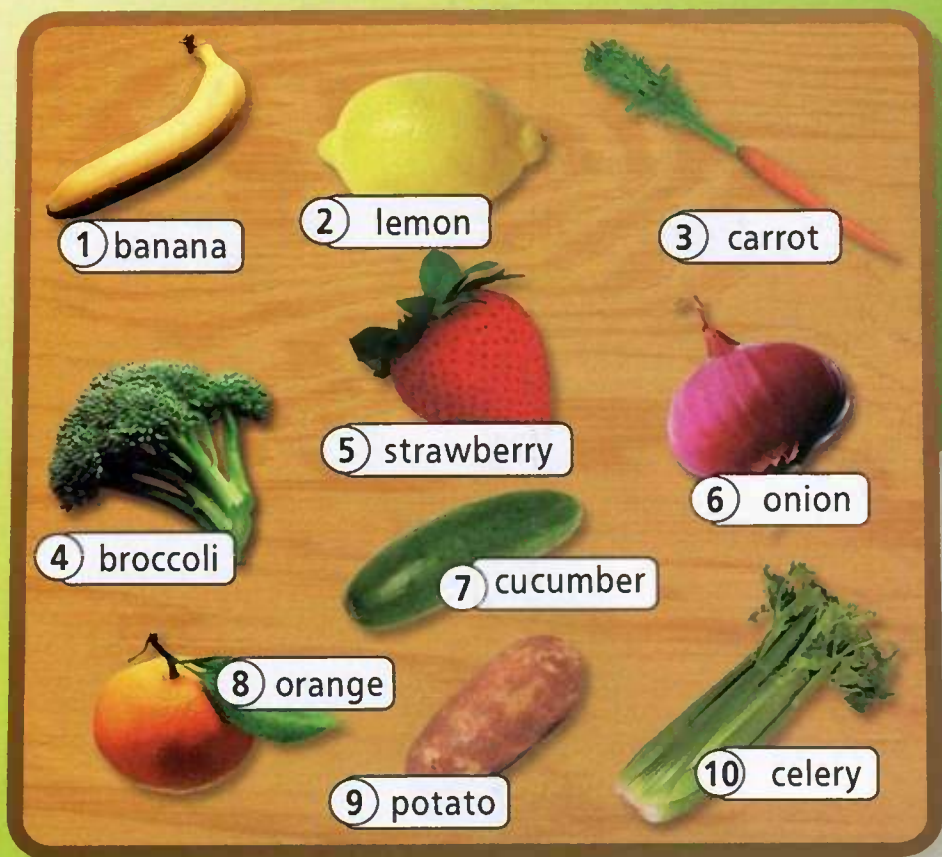


2a Food art

Vocabulary

Food

1 a) Listen and say.



b) Which of these foods do you see in the pictures on pp. 26-27?

Grammar see p. GR3 Countable/Uncountable nouns – A/An – Some/Any

2 a) Read the table. Which of the foods in Ex. 1 are: *countable?* *uncountable?*

Countable nouns (nouns we **can** count):

a banana *an apple*
two/some bananas

Uncountable nouns (nouns we **can't** count):

some milk (NOT: *a/one milk, two milks*)

- We use **a/an** for singular countable nouns. *There's **an** apple.*
- We use **some** in the affirmative for uncountable nouns and for plural countable nouns. *There is **some** rice. We have **some** strawberries.*
- We use **any** in the negative and interrogative for uncountable nouns and for plural countable nouns. *There aren't **any** eggs./Do we have **any** pasta?*
- We can also use **some** in offers & requests. *Would you like **some** cake? Can I have **some** water, please?*



b) Fill in: *a/an, some or any.*

- 1 There is tea, but there isn't coffee.
- 2 Do you want banana?
- 3 There are cherries in the fridge.
- 4 Is there milk left?
- 5 There are strawberries and apple in the bowl.
- 6 There aren't carrots, but there are potatoes.
- 7 "Can I have orange juice, please?"
"Sorry, but there isn't"
- 8 Would you like coffee?

Reading & Listening

3 a) Read the saying in the first sentence in the text. What do you think it means? Choose A, B or C.

- A You must turn sour things into sweet things.
- B You should make the most of everything.
- C You should be grateful for what you have.

b) What do you think the text is about?
 Listen and read to find out.

Lemon Art: French style

Lemons are a great fruit. You can make lemonade and desserts from them or even use their juice for cooking or in salads.

'When life gives you lemons make lemonade,' the saying goes. In the beautiful and **picturesque** seaside resort town of Menton in the south of France, people make a lot more than just lemonade with their lemons. Believe it or not, they make art, and have a lot of fun doing it!

Every February to March, the people of Menton celebrate their lemons and oranges with a three-week long lemon festival that attracts over 200,000 visitors. Artists **design** and create amazing giant statues for the festival using over 145 tons of lemons and oranges. The artists make everything from **giant** bananas to dinosaurs and some of the statues can **measure** more than 10 metres tall. There is a daily Citrus Exposition where people come to see the amazing creations and buy **local** products made from oranges and lemons. On Sundays, floats carrying the citrus statues go through the town in the Parade of Golden Fruit and on Thursdays, crowds **gather** to watch colourful night parades with music and dancers as well as fireworks. Each year, there is a different **theme** and the creators let their imaginations run wild. Whether you like food and art, or simply need some vitamin C, Menton is a pretty good place to be in February and March.

If you want to experience the festival next year, visit www.fete-du-citron.com and book your tickets online as places for each event go fast.

Check these words

dessert, juice, picturesque, resort, celebrate, attract, design, statue, measure, citrus, creation, float, fireworks, theme, imagination runs wild

c) Complete the sentences.

- 1 Menton is
- 2 Every spring, over 200,000 people come to Menton for
- 3 Artists make statues with
- 4 People come to see the artists' creations at the
- 5 After the parades on Thursdays people watch

d) Use five words from the **Check these words** box to make sentences about the festival.

The people of Menton celebrate the Lemon Festival every year.

- e) Match the words in bold in the text with their meanings:
regional, attractive, huge, plan, come together in a group, main idea, have the size of.

Speaking & Writing

- 4 a) Read the text again and make notes under the headings. Use your notes to present the festival to the class.
 - name of festival • place
 - date • reason • activities
- b) **THINK!** In three minutes write a few sentences giving reasons why someone should go to the Lemon Festival. Tell the class.
- 5 Is there a similar food festival in your country? Make notes under the headings in Ex. 4a, then write a short text about it.

2b At the supermarket

Vocabulary

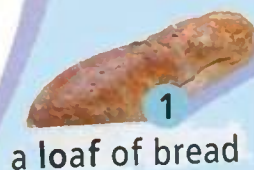
Containers/Partitives

- 1 Listen and say. In which supermarket section can we usually find these products (1-11)? Make sentences as in the example.

We can usually find a loaf of bread in the bakery section.

Products

Supermarket Sections



1 a loaf of bread



2 a jar of jam



3 a tin of soup



6 a pot of yogurt



4 a carton of juice



5 a box of cereal



8 a bottle of cola



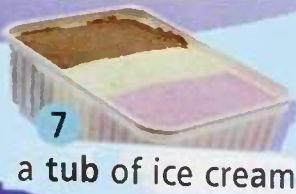
9 a kilo of minced beef



10 a bunch of bananas



11 a bar of chocolate



7 a tub of ice cream



Fruit & vegetables



Dairy products



Meat & fish



Drinks



Bakery



Sweets & snacks



Breakfast food



Tinned food



Frozen food

Reading

- 2 Ann and Tony are shopping for a barbecue. What do they need?

Listen and read to find out. What is the problem?

Ann: Right, that's all the meat and bread! What else do we need?

Tony: Well, here's the drinks aisle. Let's get a few cartons of juice ... and some bottles of cola and lemonade.

Ann: OK ... Let's go to the bakery section. We need some cakes.

Tony: Yes, let's get two of these big chocolate ones! They look tasty.

Ann: Good idea. Do we have any ice cream?

Tony: Only a little. We can get another tub if you want to.

Ann: We have a lot of food here, Tony! Are you sure it isn't too much?

Tony: No! We are expecting thirty people, remember?

Ann: Yes, you're right! Let's go and pay ... Oh, no!

Tony: What's wrong?

Ann: I'm afraid I left my purse on the kitchen table! How much money do you have?

Tony: Erm, not much ... only £5 ...

Ann: Oh, no! Now what are we going to do?

Check these words

aisle, expect, remember, What's wrong?, purse

Grammar

Quantifiers

see
p. GR3

- 3 Read the table. Find more examples in the dialogue in Ex. 2.

| COUNTABLE | UNCOUNTABLE |
|---|---|
| How many sweets are there? | How much milk is there? |
| There are too many sweets. | There is too much milk. |
| There are a lot of sweets. | There is a lot of milk. |
| There are some/a few sweets. | There is some/a little milk. |
| There are (very) few sweets./ There aren't many sweets. | There's (very) little milk./ There isn't much milk. |
| Are there any sweets? There aren't any sweets./ There are no sweets. | Is there any milk? There isn't any milk./ There's no milk. |

- 4 Choose the correct word. Compare with your partner.

- A: How many/much butter have we got?
B: Very few/little. Get some more.
- A: Is there many/any fruit?
B: There are much/a lot of bananas and apples, but there aren't some/many oranges.
- A: How much/many eggs do we need for the omelette?
B: Not a lot/many. Just three or four.
- A: There isn't some/much flour left in the cupboard. Only half a bag.
B: OK. Get some/few more then.
- A: Do we need some/any tomatoes?
B: Yes, there are only a little/a few left.
- A: There's very few/little cheese left.
B: I'll get some. How many/much do you want?
- A: There's many/no bread left.
B: Let's buy a loaf, then, and some/any biscuits.
- A: There's too much/too many sugar in my coffee. I can't drink it.
B: Really? I always put a lot of/much sugar in my coffee.

Study skills

Learning grammar

Make a note of your grammar mistakes and their corrections. This will help you to avoid making similar mistakes.

Listening

- 5 a) Julie is making a shopping list for a dinner party. Listen and put a tick (✓) next to the things she needs and a cross (X) next to the things she doesn't need.

Shopping List

| | |
|----------------------|-------------------------|
| 2 kilos of chicken ✓ | 2 bottles of cola |
| 6 eggs X | 1 carton of apple juice |
| 1 kilo of cheese | 1 bag of rice |
| 3 bags of crisps | 20 sausages |

- b) Ask and answer questions, as in the example.

- A: How much chicken does she need?
B: She needs a lot – two kilos!
How many eggs does she need?
A: She doesn't need any eggs.

Speaking & Writing

- 6 Use the words below to ask and answer questions about your eating habits.

EAT

• junk food • fruit • eggs • meat
• chocolate • bread • vegetables

DRINK

• fizzy drinks • milk • water
• lemonade • tea • orange juice
• coffee

- a lot of/lots • too much/many
• a few/a little • some
• very few/little

- A: How much junk food do you eat each week?/Do you eat much junk food?
B: I eat a little, but not too much.

- 7 Use your answers in Ex. 6 to write a few sentences about your eating habits. Read your sentences to the class.

2c Culture Corner

EATING OUT IN THE UK

There are many interesting places to eat a meal or grab a snack in the UK. Eating out in the UK offers much more than fast food restaurants, there's something to suit every taste.



CHIPPIES

Fish 'n' chips is a popular and internationally famous English dish. It is deep fried fish in batter and fried, **chipped** potatoes with salt and vinegar. The restaurants and takeaway shops that sell it are traditionally called 'chippies'. You can also get a **range** of pies, sauces and side dishes with chips so you can choose your favourite combinations such as fish, chips and **mushy** peas or cheese and onion pie, chips and gravy.

TRADITIONAL CAFÉS



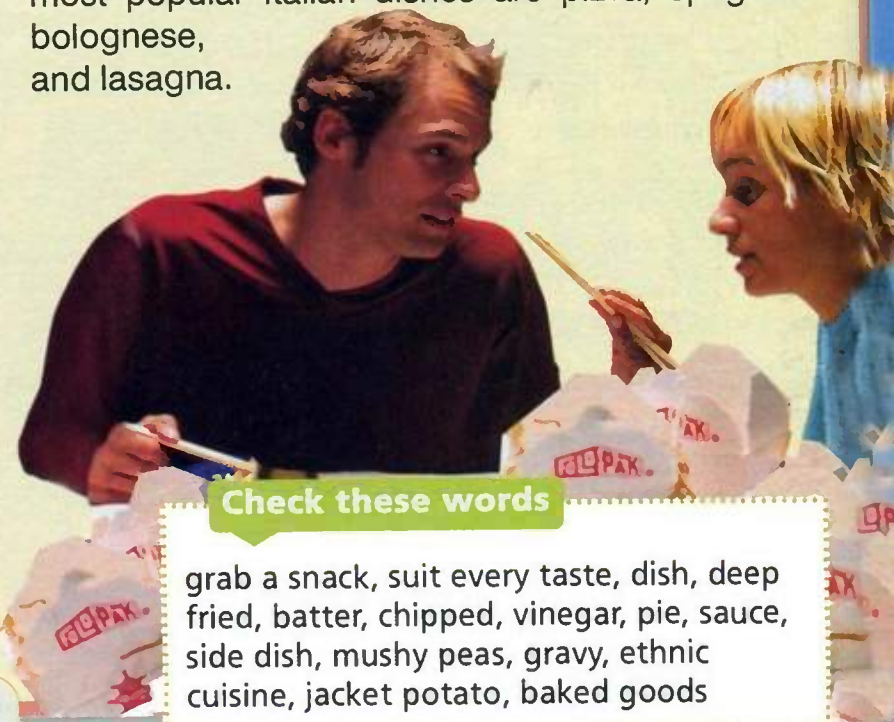
Many Britons have lunch or a snack at a café. They serve delicious sandwiches, salads and hot snacks such as soup or jacket potatoes. There is also a wide range of cooked meals to choose from. You can also get tea, coffee and cold drinks as well as baked goods like cakes and biscuits.

Did you know?

British people spend £42 billion on average per year on eating out.

ETHNIC RESTAURANTS

Britain is a multi-cultural society and the cuisine shows this. The three most popular **ethnic** cuisines are Indian, Chinese and Italian. Indian restaurants serve chicken, prawns or meat with rice and a variety of curry sauces, such as chicken tikka masala. Chinese food is Cantonese with dishes like sweet and **sour** pork, chicken with cashew nuts and beef in black bean sauce. The most popular Italian dishes are pizza, spaghetti bolognese, and lasagna.



Check these words

grab a snack, suit every taste, dish, deep fried, batter, chipped, vinegar, pie, sauce, side dish, mushy peas, gravy, ethnic cuisine, jacket potato, baked goods

- 1 How often do you eat out? Where do you usually go?
- 2 a) Look at the pictures and the headings in the text. What kind of food do you think you can get at each of these places?
🔊 Listen and read to find out.
b) Read again and replace the words in bold with words from the text.

- 1 It is England's most famous dish.
- 2 They are Italian dishes most people like.
- 3 The British often have a snack there.
- 4 You can buy fish 'n' chips there.
- 5 They serve these at cafés.
- 6 You can usually eat them in an Indian restaurant.
- c) Match the words in bold with their meanings: *variety, bitter, soft, cut into long thin pieces, from another country.*

- 3 Use words from the **Check these words** box to complete the sentences.

- 1 The British often such as a sandwich for lunch.
- 2 The restaurant serves a variety of dishes to
- 3 Fish 'n' chips is a traditional British
- 4 Indian is one of the most popular in the UK.

- 4 🗣️ Tell your partner one thing you remember about each type of place to eat out.

- 5 What kinds of places to eat out are there in your country? What kinds of food and drinks can you get there? Write short texts. Tell the class.

Everyday English 2d

Speaking

1 What do you usually have for breakfast/ lunch/dinner? Are any of these foods/drinks on Ruby's menu?

2 a) Listen and say.

- Are you ready to order or do you need a few more minutes?
- Would you like any side orders?
- Not for me, thank you.
- And what would you like to drink?
- I'd like a glass of orange juice, please.

b) The sentences above appear in a dialogue at a café. Who says each: a customer/the waiter?

Listen, read and check.

Waiter: Hello. Are you ready to order or do you need a few more minutes?

Carl: I think we're ready ... erm, can I have scrambled eggs on toast, please?

Waiter: Sure. And for you, madam?

Anna: I'd like a cheese omelette.

Waiter: OK. Would you like any side orders?

Carl: Erm ... yes, chips, please.

Anna: Not for me, thank you.

Waiter: And what would you like to drink?

Carl: I'd like a glass of orange juice, please.

Anna: A cup of coffee for me, please.

Waiter: OK. So that's scrambled eggs on toast, chips, a cheese omelette, a glass of orange juice and a cup of coffee.

Carl: That's right. Thank you.

c) What do Carl and Anna order?

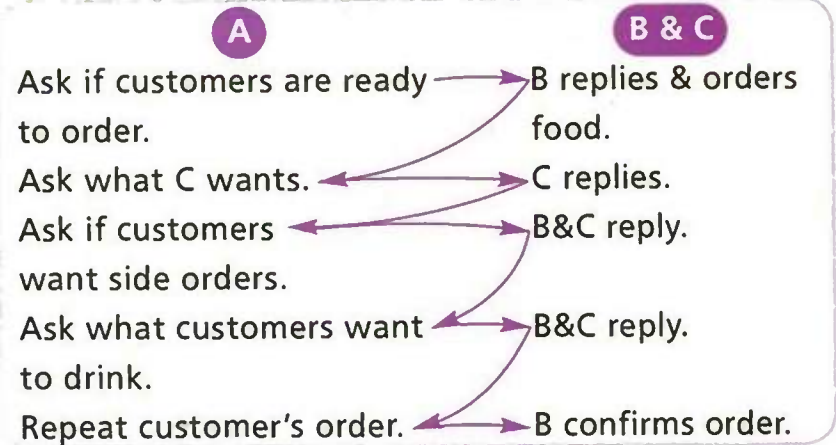
3 Find sentences in the dialogue which mean:
We can order now. – What about you? – I don't want a side order, thanks. – That's correct.

Pronunciation: /n/, /ŋ/

4 Listen and check (✓) the correct boxes. Listen again and say.

| | /n/ | /ŋ/ | | /n/ | /ŋ/ |
|-------|-----|-----|--------|-----|-----|
| thin | | | tin | | |
| thing | | | tongue | | |
| king | | | ton | | |

5 Work in groups of three. Take roles and act out a dialogue at Ruby's ordering lunch. Use the menu and the plan.



Ruby's MENU

All-day Breakfast

| | |
|----------------------------------|-------|
| Scrambled or fried eggs on toast | £2.75 |
| Full English breakfast | £3.75 |
| Omelette (cheese or mushroom) | £2.50 |

Side orders *

| | |
|-------------------------|-------|
| Chips | £1.25 |
| Mixed salad | £1.50 |
| Coleslaw or baked beans | £0.75 |

Lunch/Dinner *

| | |
|---|-------|
| Burger & Chips | £6.25 |
| Jacket potato (choice of fillings) | £2.75 |
| Sandwiches (cheese, tuna, BLT, chicken) | £2.95 |

Desserts *

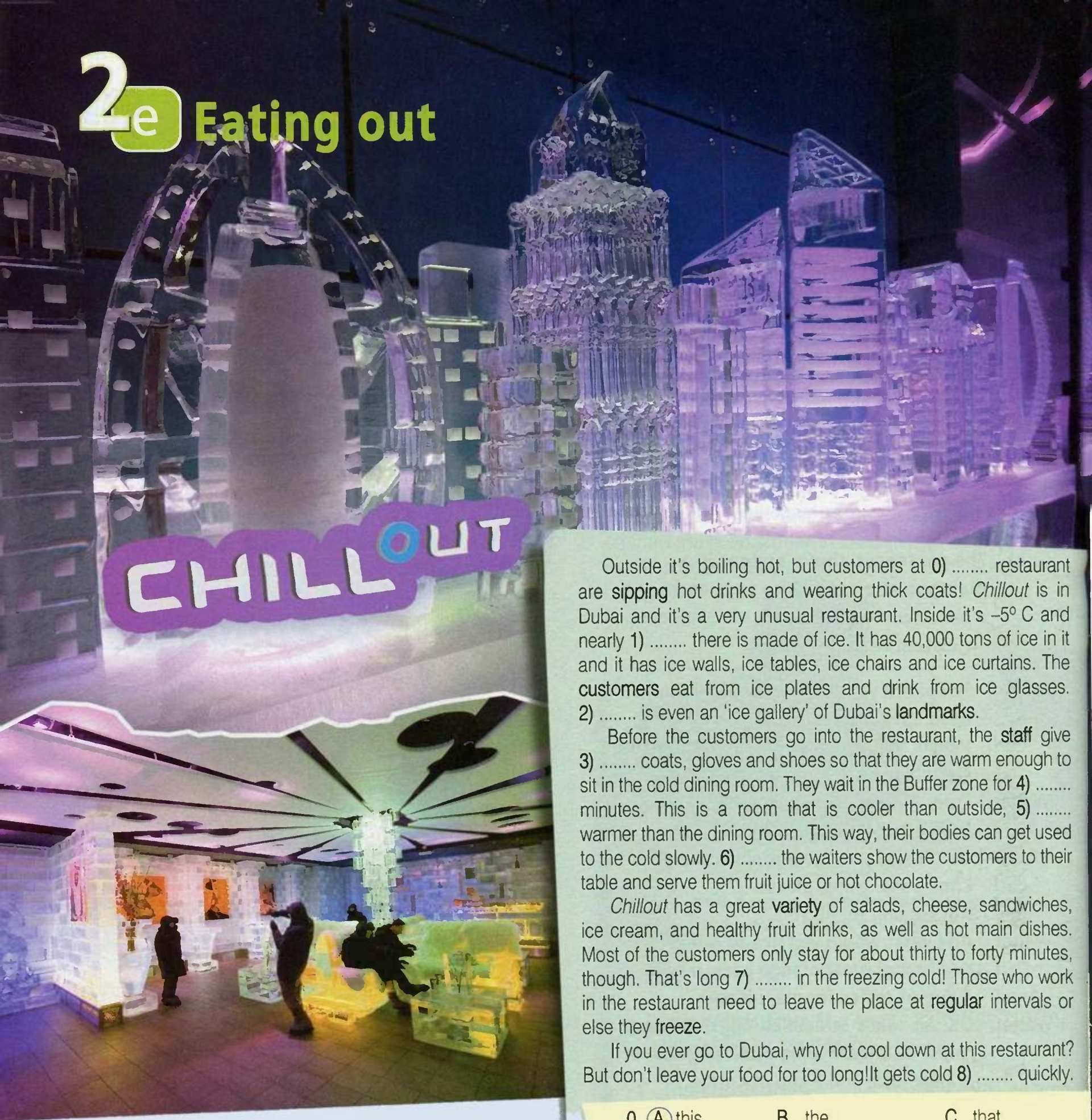
| | |
|--|-------|
| Pancakes or waffles with fruit & ice cream | £4.50 |
| Apple or cherry pie | £2.75 |
| Chocolate brownie | £2.25 |

Drinks *

| | |
|------------------------------|-------|
| Tea | £1.30 |
| Coffee | £1.50 |
| Orange juice | £1.80 |
| Soft drinks (cola, lemonade) | £1.30 |
| Hot chocolate | £1.50 |



2e Eating out



Reading & Listening

- 1 What's your favourite restaurant? What do you like about it? What can you eat there? Tell the class.
- 2 Look at the pictures of an unusual restaurant and read the first sentence of the text. Where do you think it is? What is unusual about it? Read to find out.
- 3 Read again. Choose the best answer A, B or C for each space. Compare your answers with your partner.

Outside it's boiling hot, but customers at 0) restaurant are sipping hot drinks and wearing thick coats! *Chillout* is in Dubai and it's a very unusual restaurant. Inside it's -5°C and nearly 1) there is made of ice. It has 40,000 tons of ice in it and it has ice walls, ice tables, ice chairs and ice curtains. The customers eat from ice plates and drink from ice glasses. 2) is even an 'ice gallery' of Dubai's landmarks.

Before the customers go into the restaurant, the staff give 3) coats, gloves and shoes so that they are warm enough to sit in the cold dining room. They wait in the Buffer zone for 4) minutes. This is a room that is cooler than outside, 5) warmer than the dining room. This way, their bodies can get used to the cold slowly. 6) the waiters show the customers to their table and serve them fruit juice or hot chocolate.

Chillout has a great variety of salads, cheese, sandwiches, ice cream, and healthy fruit drinks, as well as hot main dishes. Most of the customers only stay for about thirty to forty minutes, though. That's long 7) in the freezing cold! Those who work in the restaurant need to leave the place at regular intervals or else they freeze.

If you ever go to Dubai, why not cool down at this restaurant? But don't leave your food for too long! It gets cold 8) quickly.

- | | | |
|-----------|--------------|---------|
| 0 A this | B the | C that |
| 1 A any | B everything | C each |
| 2 A That | B It | C There |
| 3 A they | B them | C their |
| 4 A a few | B a little | C a lot |
| 5 A but | B and | C so |
| 6 A After | B When | C Then |
| 7 A too | B enough | C much |
| 8 A very | B much | C so |

Check these words

boiling hot, customer, sip, thick coat, ice, curtain, landmark, staff, get used to, waiter, serve, main dish, freezing cold, regular interval, cool down



4 a) Use words from the **Check these words** box to complete the sentences.

- 1 It's in Dubai in the summer.
- 2 A lot of the customers at *Chillout* hot chocolate to keep warm.
- 3 Customers at *Chillout* have to wear a to keep warm while they eat.
- 4 The Buffer zone helps customers to the cold.
- 5 Most customers don't stay in the restaurant for long because it's !

b) Match the words in bold with their meanings: *employees, even, drinking slowly, famous buildings, feel very cold, clients, range.*

5 Match the words.

🔊 Listen and check. Use each phrase to write a sentence of your own.

- | | |
|-------------------------------------|-----------------|
| 1 <input type="checkbox"/> serve | a the bill |
| 2 <input type="checkbox"/> take | b customers |
| 3 <input type="checkbox"/> show you | c the menu |
| 4 <input type="checkbox"/> ask for | d a tip |
| 5 <input type="checkbox"/> pay | e a table |
| 6 <input type="checkbox"/> leave | f to your table |
| 7 <input type="checkbox"/> book | g your order |

Waiters serve customers hot chocolate at Chillout.

Grammar

Too – Enough

see
p. GR4

6 a) Read the theory box. Find examples in the text.

- **too + adjective/adverb** (more than someone needs or wants) *His steak is **too salty**.* (He can't eat it.) *The waiter speaks **too quickly** for me to understand.* (I can't understand him.)
- **adjective/adverb + enough / enough + noun** (as much as someone wants or needs) *Is your soup **hot enough**?* (Is it OK?) *Don't worry. We've got **enough money** to pay the bill!* (We can pay it.)

b) Fill in *too* or *enough*.

- 1 The service is slow in this restaurant.
- 2 Is your coffee sweet?
- 3 That new restaurant is expensive for us to afford to eat there.
- 4 This chicken is spicy. I don't like it.
- 5 There isn't oil in the salad.

Making a restaurant booking

7 a) 🔊 Listen and read.

A: Hello, Maddison's Restaurant.
B: I'd like to book a table for six for Saturday night, please.
A: Certainly, madam. What time?
B: 8:30, please.
A: That's fine. Can I take your name, please?
B: Yes, it's Walton. That's W – A – L – T – O – N.
A: OK. See you on Saturday.

b) 🎭 Use the words to act out similar dialogues.

Chillout – four – Sunday lunch – 1:30 – Grimes

Pete's – two – next Friday – 9:00 – Brentwood

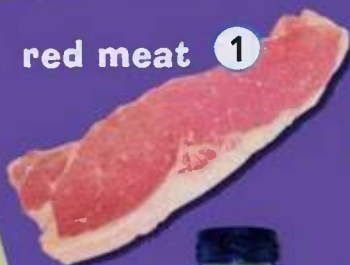
Speaking & Writing

- 8 a) **THINK!** 🔊 Listen to and read the text in Ex. 2. Would you like to visit the ice restaurant in Dubai? Why (not)? Tell the class.
- b) Think of your own strange restaurant. In three minutes write a few sentences. Read them to the class.

2f Healthy eating

Can
unhealthy
be
healthy?

red meat 1



2

fruit juice



poached egg 3



8

mayonnaise



7

fried egg



cola 6



4

chocolate bar



5

salad



People often say 'You are what you eat' and we all know that to be healthy we need to eat healthy food. What is really healthy, though?

1 All fruit juices **contain** high amounts of sugar. Some juices have only very low **amounts** of fruit in them – and as much sugar as a glass of cola or a chocolate bar.

2 It's true that salads are full of vitamins and minerals. Creamy mayonnaise-based salad dressings, however, can contain a lot of fat, sugar and salt. To enjoy a healthy, **tasty** salad at home, make a dressing by adding lemon juice or vinegar to a small amount of olive oil instead of using heavy mayonnaise.

3 Food companies like using the words 'fat-free' or 'low-fat' on their labels. Unfortunately they often **replace** the fat in these 'healthier' products with salt and sugar to give them

flavour. It's a good idea to read the whole label.

4 People think chocolate is bad for them, but it has some **benefits**. Good quality dark chocolate helps protect your heart by **lowering** your cholesterol. Eating chocolate also has a positive effect on how we feel. All chocolate is high in fat, though, so you shouldn't eat it after every meal.

5 Eggs are a good source of protein and vitamins. Frying an egg though, is less healthy than boiling them. A fried egg contains around 30% more fat than a boiled or poached egg. If you prefer fried eggs, try frying them in olive oil instead of butter.

6 Red meat such as beef can be part of a healthy diet. Including red meat in a meal a couple of times a week helps your body to get enough iron and protein. Just make sure you **trim off** the fat and buy only **lean** meat.

Check these words

contain, vitamin, mineral, creamy, salad dressing, vinegar, olive oil, fat-free, low-fat, label, flavour, benefit, lower, cholesterol, source, iron, protein, lean

Vocabulary Food/drinks

1 Which of the foods/drinks (1-8) contain the following? Decide in pairs.

- sugar • fat • minerals • iron
- protein • vitamins • salt

Listen and read to find out.

2 a) Read the text and match headings A-G to paragraphs 1-6. There is one extra heading.

A CHOOSE THE LIGHTER OPTION B REMOVE THE BAD BITS

C ASK YOURSELF WHAT'S IN YOUR GLASS

D ENJOY A SWEET SENSATION E SOME FAT IS GOOD FOR YOU

F COOK WITH A HEALTHIER FAT

G ALWAYS CHECK THE INGREDIENTS

- b) Match the words in bold with their meanings: *cut away, taste, quantities, substitute, reducing, without fat, have inside, delicious, advantages.*

Grammar see p. GR4
-ing/to-infinitive

- 3 Read the theory. Are there similar structures in your language?

We use the **-ing form**:

- as the subject of a sentence. ***Eating** vegetables is good for you.*
- after **like, have, enjoy, don't mind, dislike, hate**. *I **like drinking** milk.*
- after **avoid, appreciate, be used to, consider, continue, deny, fancy, go** (+ activity), **imagine, miss, save, suggest, practise, prevent, spend/waste** (time/money) **on**.
*Do you **fancy eating** out?*
- after prepositions.
*How **about making** a cake?*
- with the phrases **it's worth, can't stand, have difficulty, look forward to, can't help**. *I **can't stand eating** spicy foods.*

We use the **to-infinitive**:

- to express purpose.
*He went out **to buy** some milk.*
- after **would like, would prefer, would love**. *I'd **like to have** a steak, please.*
- after **too/enough**. *It was **too** difficult for her **to learn** how to cook.*
- after **ask, decide, explain, want, hope, expect, promise, refuse, etc.** *He **decided to order** takeaway.*

BUT **make, let** and **modal verbs** take infinitive without **to**.

*I **can't go** to the supermarket today.*

Certain verbs take **to-infinitive** or **-ing** form with a difference in meaning. Compare:

*Oh, no! I **forgot to buy** some tea. (not remember)*
*I'll never **forget trying** sushi. I really liked it. (recall)*

- 4 Choose the correct item.

- A: What will we **to have/have** for dinner tonight?
B: I may **to cook/cook** some pasta.
- A: Would you like **to order/order** a takeaway?
B: No. Let's **to make/make** some sandwiches.
- A: You promised **to help/help** me with the household chores.
B: I know, but I was very busy **to prepare/preparing** the food.
- A: You mustn't **to eat/eat** so much junk food.
B: I guess you are right.
- A: There's nothing **to eat/eat**.
B: Let's **to go/go** to the supermarket **to buy/buying** some food.
- A: The doctor advised me **going/to go** on a diet.
B: That's a good idea. You should also **join/to join** a gym.
- A: I promised **to take/taking** her shopping, but I can't.
B: There's no point **to worry/worrying** about it. I'll go.
- A: Have you seen Tom? I want **to ask/asking** him if he fancies **to help/helping** me with the cooking.
B: No, sorry. I haven't.

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

- I tried (**bake**) a cake, but I burnt it.
- Try (**add**) some salt. It'll taste better.
- Oh no! I forgot (**go**) to the market.
- I'll never forget (**shop**) at the floating market in Thailand.
- Let's stop (**eat**) here. This café looks nice.
- Lisa stopped (**eat**) meat five years ago.
- Did you remember (**turn**) the oven off?
- I remember (**meet**) John at Claire's party.
- I'm sorry (**tell**) you this, but this cake is awful.
- Paul was sorry for (**tell**) her that she was an awful cook.

Speaking & Writing

- 6 Complete the sentences about you. Tell the class.

- I like *eating out*.
- I don't mind
- I'm tired of
- I can't stand
- I can
- I'd rather not

- 7 **THINK!** How much of the information in the text did you know? What did you learn from the text? In three minutes write a few sentences. Tell the class or your partner.

2g Skills

Vocabulary

Food preparation

- 1 Listen and say. What are these verbs in your language?



- 2 Fill in the gaps in the recipe with verbs from Ex. 1.

Listen and check.

Note:

tbs = tablespoon tsp = teaspoon

Listening

- 3 Listen to Frank talking about a TV programme and for questions 1 to 5 tick (✓) the correct box Yes or No.

- | | Yes | No |
|--|-----|----|
| 1 Frank really enjoyed watching Chef Jeff last night. | | |
| 2 Chef Jeff went to a restaurant that only serves steak. | | |
| 3 Maria never eats meat. | | |
| 4 Chef Jeff closed down the restaurant so they could clean it. | | |
| 5 Once, Chef Jeff showed a Spanish chef how to cook paella. | | |

Speaking

Giving instructions

- 4 Tell your partner how to make apple-cinnamon blinis. Use *First, Next, Then, Finally*.

First, peel and slice the apple. Then, melt ... Next, ... Finally, ...

Apple-Cinnamon Blini

1 large apple
1 tbs sugar
1 tsp cinnamon
2 tbs butter
1 cup flour

1/2 tsp baking soda
1/2 tsp salt
1 egg
3/4 cup sour cream
1/4 cup milk

- 1) the apple, then
- 2) it.
- 3) the butter in a frying pan, then cook the apple slices in the butter for 4 minutes.
- 4) the flour, salt, baking soda, sugar and cinnamon together in a large bowl.
- 5) the egg with 1/2 cup of the sour cream and the milk, then
- 6) it to the flour mixture.
- 7) in the cooked apple.
- Put spoonfuls of the mixture into a hot frying pan. 8) for a few minutes on each side.
- Serve warm with a teaspoonful of sour cream on top.

An email about a favourite dish

- 1 Read the writing tip. Find examples of informal style in Maria's email.

Writing Tip

Using informal style

When we write emails to friends or relatives, we use informal style. This includes informal greetings/closing remarks (*How are you?* *That's all for now!*), short forms (*It's delicious!* NOT: *It is*) and everyday vocabulary and expressions (*How are things?* *How about you?*). We may also omit pronouns (*Hope you are well!*).

- 2 Read again and match the paragraphs to the headings.

- A closing remarks
B opening remarks & reason for writing
C description of how to make the dish

- 3 Complete the sentences with the words in the list.



- It's a very dish with a lot of chili peppers in it.
- This dish is usually quite It has a lot of salt in it.
- You can add yogurt and milk to the sauce to make it
- You must try this. It's absolutely
- There's a lot of sugar in this dessert so it's very

Hi James,

1 Great to hear from you! So, you want to know about my favourite dish from my country. Well, it's a traditional dish called Moqueca and it's very popular here in Brazil.

2 Moqueca is a spicy seafood dish with fish, onions, tomatoes, peppers, chillies, garlic and herbs. It's very easy to make. First, we chop the vegetables and fry them with the garlic and herbs. Then, we add the fish and boil everything slowly for about five minutes. We usually serve this stew with rice. This is a very tasty dish! Hope you can try it one day!

3 How about you? Do you have a favourite dish from your country?

Write soon,
Maria



Study skills

Understanding rubrics

Always read rubrics carefully. They give you important information e.g. *who you are writing to, what you have to write, what you should write about, how many words you should write*. Make sure you include everything in the rubric in your piece of writing.

- 4 Read the rubric and look at the underlined words. Then answer the questions.

This is part of an email from your English pen-friend, Georgia. Write an email in reply (80-100 words).

I'm doing a school project about food around the world. What's your favourite dish from your country? What are the ingredients? How do you make it? What does it taste like?

- | | |
|---------------------------|------------------------------------|
| 1 What are you writing? | 4 How many words should you write? |
| 2 Who are you writing to? | |
| 3 What must you include? | |

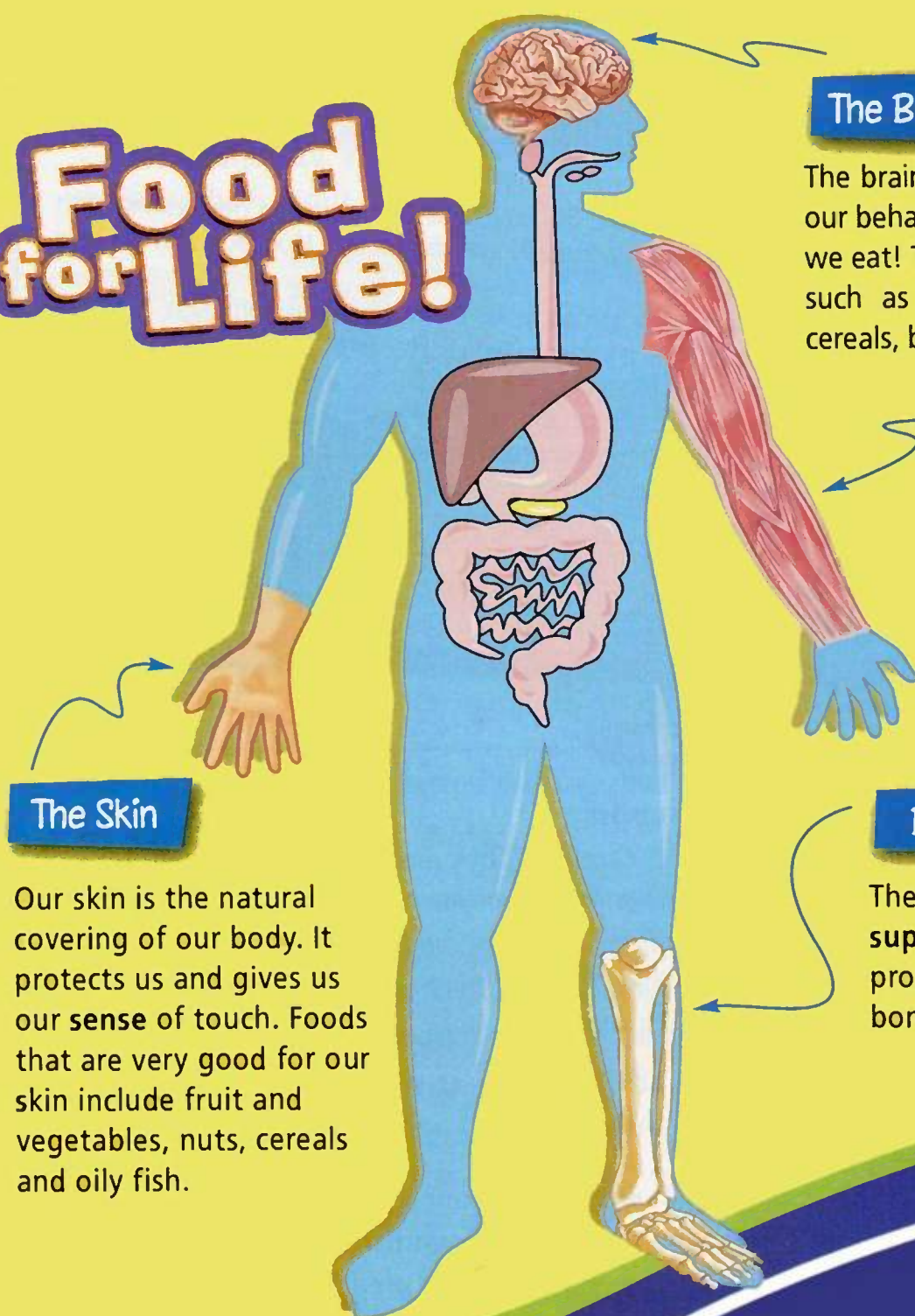
Writing (an email about a favourite dish)

- 5 Write your reply to Georgia's email. Follow the plan below.

Plan

- Hi
- Para 1: opening remarks, reason for writing, name of dish (*How are you? So, you want to know ... Well, it's a dish called ...*)
- Para 2: type of dish, ingredients, how to make it, how you serve it (*It's a ... dish. It's got ... First, we ... Then, ... We usually serve it ...*)
- Para 3: closing remarks (*How about you? ...*)
-

Food for Life!



The Brain

The brain **commands** our nervous system and controls our behaviour. It uses 20% of the energy from the food we eat! The brain needs green vegetables, healthy fats, such as those in **oily fish**, and carbohydrates like cereals, bread and pasta.

Muscles

The human body has over 600 muscles! Without them, we couldn't move, breathe, pump blood around our body or **digest** our food. To build and **repair** muscles, we need protein. We can find this in foods like meat, fish and eggs.

The Skin

Our skin is the natural covering of our body. It protects us and gives us our **sense of touch**. Foods that are very good for our skin include fruit and vegetables, nuts, cereals and oily fish.

Bones

The human skeleton has over 200 bones which **support** and protect our body. Calcium in dairy products like milk, cheese and yogurt keeps our bones healthy.

Check these words

command, nervous system, control, behaviour, energy, fat, oily, carbohydrate, breathe, pump blood, digest, repair, muscle, protein, bone, support, protect, calcium, sense of touch

1 In a minute write as many parts of the body as possible. Compare with your partner.


2 a) Look at the headings in the text. Which foods are important for keeping these organs/parts of the body healthy?
'.. Listen and read to find out.

b) Match the words in bold with their meanings: *break down, controls, mend, feeling, containing fat, hold together.*

3 Read again and make notes under the headings. Use your notes to tell your partner about each organ/body part.

| Organ/Body part | What to eat to keep it healthy |
|-----------------|--|
| brain | green vegetables, healthy fats, oily fish, cereals, bread, pasta |

Our brain commands To keep it healthy we should eat

4 **ICT**  Do some Internet research about other organs/parts of the body and the food we should eat to keep them healthy e.g. the heart, the eyes, liver, etc. Write a few sentences about it, then tell the class.

Language Review 2

1 Put the words into the correct categories. Add one more word to each category.

- broccoli • beef • apple pie • lamb • milk
- banana • coffee • cabbage • chicken
- chocolate brownie • strawberries • cola
- tea • salmon • ice cream • waffles



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2 Choose the correct words.

The drive-through restaurant is one of the USA's great traditions. It's unusual because the 1) waiters/ customers don't usually go inside! They drive up to a speaker outside the restaurant, 2) grab/order their food from a worker and get it from a window. Customers can go inside and eat at a 3) table/booth, but taking your food to go is more 4) famous/popular. Drive-throughs are very popular in the USA and sell a wide 5) variety/type of 6) extra/fast food, like burgers and fries.

3 Circle the odd word out.

- 1 tub – carton – jar – jam
- 2 protein – bones – muscles – skin
- 3 boil – fry – order – grill
- 4 pepper – onion – prawn – celery
- 5 salty – fried – sweet – creamy

Collocations

4 Fill in: *side, fast, top, thick, scrambled, cherry, frying, French, freezing, cold.*

- | | |
|----------------|---------------|
| 1 drinks | 6 coat |
| 2 chef | 7 food |
| 3 eggs | 8 pie |
| 4 order | 9 toast |
| 5 pan | 10 cold |

Prepositions

5 Choose the correct preposition.

- 1 Visitors buy local products made **of/from** oranges.
- 2 There's a great choice **of/from** snacks to choose **of/from**.
- 3 Ann's is famous **for/of** its delicious cherry pie.
- 4 Tables inside *Chillout* are made **of/from** ice.
- 5 Serve the stew **by/with** rice.

GAME

In teams, make sentences. Use words/phrases from the list below. Each correct sentence gets one point. The team with the most points wins.

- resort • staff • dessert • poultry • creamy
- drinks aisle • dairy products • frozen food • grill
- salty • tub of ice cream • loaf of bread • protein
- looks like • baked goods • serve • dish
- scrambled eggs • customers • menu • chop
- pay the bill • spicy • show you to your table

Quiz

Read through Module 2 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

- | | |
|--|--|
| 1 How many tons of fruit do they use in the Menton Lemon Festival? | 5 What is the temperature inside <i>Chillout</i> ? |
| 2 In which section can you find yogurt in a supermarket? | 6 Where's <i>Chillout</i> ? |
| 3 What is a chippy? | 7 What does red meat contain? |
| 4 What can you eat in an ethnic restaurant? | 8 How many bones are there in the human body? |
| | 9 What does our skin do? |
| | 10 What foods have a lot of calcium in them? |

PIZZA

Pizza, as we know it today, (oven-baked flatbread covered with tomato sauce) originated in 18th century Naples, Italy. Food historians agree that oven-baked flatbread dishes were eaten in many Mediterranean countries long before the 18th century, but it was in Naples that people first began topping flatbread with tomatoes and modern pizza was born! The story of how tomatoes came to be added to flatbread is an interesting one. Tomatoes are native to South America and were introduced to Europe sometime during the 16th century. For years, people believed that tomatoes were poisonous and so they only grew the plants for decoration. Sometime in the 1700s, though, the inventive (and most probably starving) poor citizens of Naples tried adding the 'deadly' fruit to their food. They didn't just discover that tomatoes weren't poisonous; they found out they tasted extremely good on flatbread! Today, pizza is popular all around the globe. The people of Naples are very proud of their world-famous dish. They also take it extremely seriously! Many Neapolitans consider that there are two 'real' pizzas – the Marinara and the Margherita. In fact, many pizza restaurants in Naples serve

only these two pizzas, and no other.

The Marinara is the older of the two. It has a topping of tomato, oregano, garlic and olive oil. It is named Marinara not because it has seafood on it (it doesn't), but because it was the food prepared by 'la marinara', the fisherman's wife, for her husband when he returned from fishing trips in the Bay of Naples.

Margherita pizza has a topping of tomato, basil and mozzarella cheese. It was invented in 1889 by Italian chef Raffaele Esposito to honour the visit of Queen Margherita of Savoy to Naples. Queen Margherita was visiting Naples to escape a cholera epidemic in the north of Italy. She asked Esposito to make her three different pizzas. Her favourite one had the colours of the Italian flag – green (basil leaves), white (mozzarella), and red (tomatoes) – on it. The Queen wrote a letter to Esposito telling him how much she liked his pizza, and Esposito decided to name it after her. Today, many Italians – not just those living in Naples – still prefer these two 'true' pizzas to all others!



Reading

- 1 a) Read the rubric, then read the text quickly. What is the text about?

You are going to read a text about pizza. For questions 1-6 choose the best answer, A, B, C or D.

- b) Read the questions and possible answers. Underline the key words in each. Compare with a partner.

- c) Do the reading task.

- 1 Flatbread is a food that
 - A pre-dates pizza.
 - B was invented by the Italians.
 - C appeared in the 18th century.
 - D wasn't liked in Naples.
- 2 When tomatoes first arrived in Europe people
 - A did not like their flavour at all.
 - B believed they would die if they ate them.
 - C considered them a food for poor people only.
 - D thought they were a very ugly fruit.
- 3 Today, it is common in Naples to find
 - A people who don't like pizza at all.
 - B a lot of pizzas that aren't made anywhere else.
 - C restaurants that sell a very limited variety of pizzas.
 - D restaurants called Marinara and Margherita.
- 4 Marinara pizza
 - A used to be made with fish.
 - B gets its name from the Bay of Naples.
 - C was invented before pizza Margherita.
 - D was eaten by fishermen when they were at sea.
- 5 Margherita pizza was
 - A the idea of Queen Margherita.
 - B first made in northern Italy.
 - C invented to make a sick queen well.
 - D created so it looked like the Italian flag.
- 6 In the article, the author
 - A gives reasons for pizza's popularity.
 - B discusses the history of pizza.
 - C suggests that Italians make the best pizza.
 - D encourages tourists in Naples to try pizza.

Reading

- 2 Read the rubric, then the letters. What are they about? Do the task.

Complete these letters. Write ONE word for each space 1-10.

Example

0 am

Dear Luigi,
Help! I 0) cooking dinner for my Dad's birthday tomorrow and I want to make a nice meal. 1) you think 2) any ideas?
I hope you and the family 3) well.
Thanks,
Philip

Hi Philip,
I think I have the perfect dinner. You 4) to slice a kilo 5) chicken and put 6) cheese inside. Then, boil pasta in tomato soup and remember 7) stir it all the time. Of all my recipes, this is 8) easiest!
I'm sure this 9) impress the family. Good luck and call me if you have 10) problems.
Take care,
Luigi

Listening

- 3 a) Read the rubric, then the list of food items.

Listen to Tina talking to a friend about food at a party. Which food does each person prefer? For questions 1-5, write a letter (A-H) next to each person. You will hear the conversation twice.

Example

0 Tina E

| People | | Food |
|----------|--------------------------|---------------------|
| 1 Sandra | <input type="checkbox"/> | A tomatoes |
| 2 Annie | <input type="checkbox"/> | B lamb |
| 3 Janet | <input type="checkbox"/> | C chocolate brownie |
| 4 Carl | <input type="checkbox"/> | D pasta |
| 5 Joe | <input type="checkbox"/> | E apple pie |
| | | F chicken |
| | | G cheese |
| | | H strawberries |

- b) Do the task. Compare your answers with your partner's.

Speaking

- 4 a) Look at the picture. Use these words to describe it.

- supermarket
- basket
- mid-thirties
- fresh vegetables



- b) Listen to someone doing the task. How similar is his description to yours?

Writing (notices)

(Writing Bank p. WB3)

- 5 Read the rubric and mark the sentences T (true) or F (false). Write your notice.

You are studying in England. Your school is organising an international food night. Write a notice. In your notice:

- write where and when the event will be held
- ask people to bring a typical dish from their country
- explain what else there will be
- write how long the event will last

- 1 The notice should be long and detailed.
- 2 You need to use a lot of adjectives.
- 3 You need to give contact details.
- 4 You must write using formal style.

2 Revision

1 Fill in: *tub, slices, order, fry, aisle, serve, spicy, attracts, run, dessert.*

- 1 The festival a lot of visitors every year.
- 2 Sam doesn't really like Indian food. He thinks it's too
- 3 We've got a of vanilla ice cream in the freezer.
- 4 Are you ready to , sir?
- 5 Chop the onions and them in olive oil.
- 6 Cut the cheese into thin
- 7 The artist let his imagination wild and created statues from vegetables.
- 8 Harry's favourite is lemon cheesecake.
- 9 Do they breakfast 24 hours a day?
- 10 Here's the drinks Let's get some cola.

10x2=20 marks

2 Choose the correct word.

- 1 Do you want **a/some** piece of cake?
- 2 How **much/many** eggs do we need?
- 3 There's only **a few/a little** pasta left.
- 4 You shouldn't eat **too many/too much** chocolate.
- 5 We have got **many/a lot of** food for the party.
- 6 Can I have **some/any** more coffee, please?
- 7 I only have **a little/a few** strawberries.
- 8 There aren't **many/much** cookies in the jar.
- 9 Is there **any/many** soup left?
- 10 I always eat **a/an** apple after lunch.

10x1=10 marks

3 Fill in *too* or *enough*.

- 1 Do we have cake for everyone?
- 2 This soup is salty for me!
- 3 Is your tea sweet
- 4 Oh no! I don't have money for lunch!
- 5 My coffee is hot to drink.

5x2=10 marks

4 Put the verbs in brackets into the *-ing* form or the *(to)* infinitive.

- 1 Did you remember **(buy)** tomatoes?
- 2 This dish is too salty for me **(eat)**.
- 3 Do you fancy **(go)** out for dinner?
- 4 Let me **(help)** you with the dishes.
- 5 I forgot **(put)** salt in the soup.
- 6 Can you **(show)** me how to cook this dish?
- 7 I'd like **(have)** a cheese omelette, please.
- 8 I can't stand **(drink)** coffee.
- 9 He has difficulty **(bake)** cakes.
- 10 He made me **(wash)** the car.

10x2=20 marks

5 Circle the correct response.

- 1 A: Are you ready to order?
B: a I think we are. b Yes, that's fine.
- 2 A: What would you like to drink?
B: a A cup of coffee, please. b No, thanks.
- 3 A: Can I have scrambled eggs on toast?
B: a That's great. b Sure.
- 4 A: So that's eggs, pancakes and a coffee.
B: a That's right. b Sure.
- 5 A: Would you like any side orders?
B: a Not for me, thank you.
b No, I don't like them.

5x4=20 marks

6 Write an email to your pen-friend about a traditional or popular dish in your country (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk about food likes/dislikes _____
- talk and write about supermarket shopping _____
- write about places to eat in my country _____
- talk and write about restaurants _____
- order food in a restaurant _____
- write an informal email about a favourite dish _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: great achievements, past activities, leaders, legendary creatures, jobs & nationalities of famous people, breaking the law

Grammar: past simple (regular & irregular verbs), *wh*- questions in the past simple, past continuous

Everyday English: discussing past activities

Intonation: word stress

Writing: a quiz; a description of a festival; a story; a biography of a famous person

Culture Corner: The Pilgrims – Sailing to a new life

Curricular (*History*): Christopher Columbus

Module 3

Great people and legends

Vocabulary

Great achievements

- 1 Match the sentences with the pictures.

🔊 Listen and check, then say.

- ☐ A Leonardo da Vinci painted the *Mona Lisa*.
- ☐ B George Washington became the first president of the USA.
- ☐ C Neil Armstrong was the first man who walked on the moon.
- ☐ D Christopher Columbus discovered America.
- ☐ E Thomas Edison invented the light bulb.
- ☐ F Octavio Paz was the winner of the 1990 Nobel Prize in Literature.

OVER TO YOU!

Which of these people impresses you the most?

Leonardo da Vinci impresses me the most because he was a great painter.

Think of another famous person from history who impresses you. Complete the sentence.

... really impresses me because ...



3a Special talents

Vocabulary

Past activities

- 1 Label the pictures with the verbs.
 Listen and check, then say.

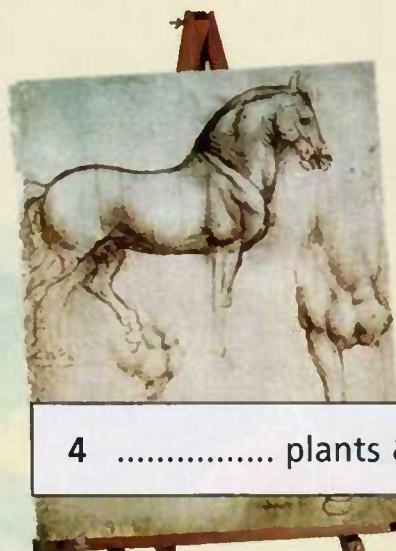
- studied • designed • painted • invented
- sketched



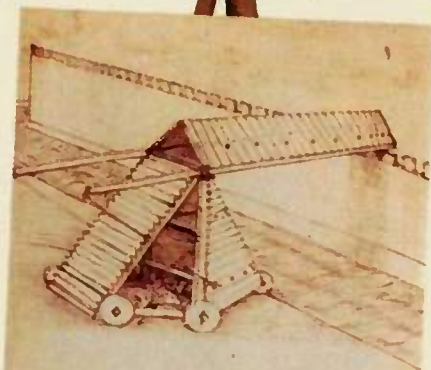
1 the *Mona Lisa*



2 an early flying machine



4 plants & animals



3 many machines



5 the anatomy of the human body

Reading

- 2 a) Leonardo da Vinci did all the things in Ex. 1. What do you know about him? What else would you like to know? Write four questions.
 Listen and read the text to see if you can answer your questions.

- b) Read again and mark the sentences T (true), F (false) or DS (doesn't say).

- Da Vinci learnt most things from others.
 - There are hundreds of da Vinci's paintings in museums all over the world.
 - He sketched maps of Europe.
 - There is a bridge in Norway that da Vinci designed.
 - Da Vinci's flying machine looked like a modern aeroplane.
 - His notes were easy to understand.
- c) Tell the class four things you learnt from the text.
- d) Match the highlighted words to their meanings: *measurements, wanting to know more, smart, regard as, modelled after, thorough, succeeded in doing sth, exact.*

Grammar

Past simple (regular verbs)

see
pp. GR4-
GR5

- 3 Read the table. How do we form the *past simple* of regular verbs? Find examples in the text on p. 45.

| | |
|---------------|--|
| AFFIRMATIVE | I/You/He, etc Painted a picture. |
| NEGATIVE | I/You/He, etc didn't paint a picture. |
| INTERROGATIVE | Did I/you/he, etc paint a picture? |
| SHORT ANSWERS | Yes , I/you/he, etc did . |
| | No , I/you/he, etc didn't . |

Use

We use the **past simple** for actions that happened at a certain time in the past or actions that happened one after the other.

*He **worked** late yesterday.*

*He **finished** his homework and then **watched** TV.*

Time expressions used with the past simple: yesterday, last week/month/year, a month/three days ago, etc.



Leonardo da Vinci, 1452-1519
(self-portrait)

Is this the most talented person who ever lived?

3a

Leonardo da Vinci was born in a small village in Tuscany, Italy on 15th April 1452. He was very intelligent and curious and learnt lots of things by himself. In his lifetime, he achieved incredible things! So is this man the most talented person ever? Read this, then you decide!

The Engineer

Da Vinci designed many working machines for war, industry, and transport. He sketched very accurate maps and he also designed a brilliant canal system for Florence, and a huge bridge. In 2001, architects constructed a bridge in Norway based on da Vinci's design. You can see it there today.

The Scientist

Da Vinci studied plants, animals and the human body, and made detailed drawings and notes about them. He used 'mirror' writing, probably because he didn't want everyone to understand the notes! His sketch *Vitruvian Man* shows the perfect proportions of the human body. This is possibly the best-known drawing in the world.

The Painter

As a young man, da Vinci studied painting in Florence. Two of his paintings, the *Mona Lisa* (or *La Gioconda*) and *The Last Supper*, are among the most famous paintings of all time! Today, only about 15 of his finished paintings survive (he often didn't finish them because he was busy with other things), but most people consider him to be one of the greatest painters who ever lived.

The Inventor

Da Vinci's notebooks contain detailed sketches for a whole range of inventions which were centuries ahead of their time. These include a sort of helicopter, flying machines, a calculator, a parachute, and even robots. With today's technology and materials many of da Vinci's designs could work very well.

Check these words

talented, intelligent, curious, lifetime, achieve, incredible, survive, consider, engineer, industry, accurate, canal system, construct, based on, detailed, a whole range, ahead of their time, calculator, parachute, material, mirror, perfect proportions, sculptor, philosopher, geologist

Da Vinci was also a sculptor, a musician, a mathematician, a philosopher, an architect, a writer, and a geologist. Five centuries after his death, he is still one of the most fascinating people in history.

4 Use the *past simple* of the verbs in the list to complete the sentences.

- invent • not paint • die • start
- not discover

- 1 The artist van Gogh
Wild Poppies. Claude Monet did.
- 2 Beethoven composing
music at an early age.
- 3 The Spanish artist Diego Velázquez
in 1660.
- 4 Alexander Graham Bell
the telephone in 1876.
- 5 Isaac Newton radioactivity.
Henri Becquerel did.

5 Form questions, then answer them.

- 1 Picasso/paint the *Mona Lisa*?
Did Picasso paint the Mona Lisa? No, he didn't.
- 2 Leonardo da Vinci/sketch plants and animals?
- 3 Mozart/invent an early flying machine?
- 4 your parents/visit a museum/yesterday?
- 5 you/study history/last Monday?

Speaking & Writing

- 6 **THINK!** Which of da Vinci's achievements impresses you the most? Why? In three minutes, write a few sentences. Read your sentences to the class.

3b Historical figures

Vocabulary Leaders

- 1 Look at the people in the pictures. Who was: *an Egyptian queen? an Asian warrior? an Italian explorer? a South American leader? a Roman ruler? an Egyptian king? a Macedonian king?*
 Listen and check, then make sentences.

Cleopatra was an Egyptian queen.

Listening & Reading

- 2 a) Do the quiz to find out how much you know about these historical figures.
 Listen and check.
- b) Match the words in bold to their meanings: *having a substance that can kill sb, travelled around, pushed a knife into, battled, being successful in, cut into sth with teeth, took control by force.*

Grammar

see
p. GR5

Past simple (irregular verbs)

- 3 a) Read the theory box. How do we form the *past simple* of irregular verbs?

| AFFIRMATIVE | NEGATIVE |
|--|--|
| I/You/He/She, etc went to Italy. | I/You/He/She, etc didn't go to Egypt. |
| INTERROGATIVE | SHORT ANSWERS |
| Did I/you/he/she, etc go to China? | Yes, I/you, etc did . No, I/you, etc didn't . |
| Irregular verbs have irregular forms . <i>have – had, see – saw, take – took, buy – bought etc</i> | |

- b) Fill in the *past simple* forms of the verbs from the quiz. Which are: *R* (regular)?
I (irregular)?

- | | |
|-------------------------|--------------------|
| 1 lead – <i>led</i> (I) | 10 set out – |
| 2 fight – | 11 die – |
| 3 explore – | 12 eat – |
| 4 do – | 13 bite – |
| 5 win – | 14 stab – |
| 6 start – | 15 come – |
| 7 discover – | 16 see – |
| 8 build – | 17 conquer – |
| 9 travel – | 18 be – |

Heroes of the Ancient World

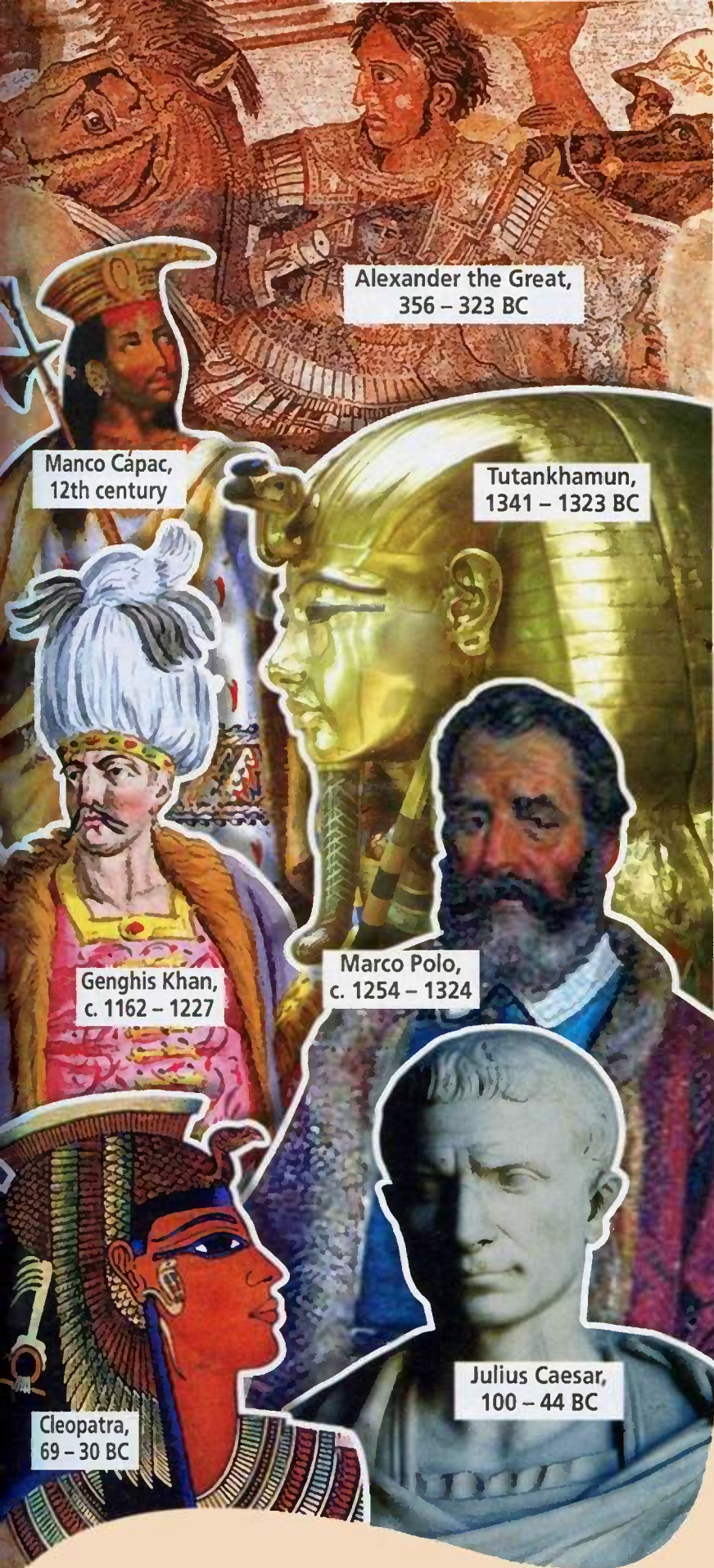
These people led their countries, **fought** against great armies, **explored** new lands and did amazing things. People didn't always like them, but they won a place in history forever. Do the quiz and test your knowledge about these amazing people!

- 1 Which empire did Genghis Khan start?
 A the Ottoman Empire
 B the Persian Empire
 C the Mongol Empire
- 2 According to legend, Manco Cápac was the man who ...
 A started the Inca Empire.
 B discovered South America.
 C built Mayan temples.
- 3 Marco Polo travelled the 7,000-km-long Silk Road from Europe to China. He set out in 1271. When did he return home?
 A 5 years later
 B 12 years later
 C 24 years later
- 4 According to many poets and historians, Cleopatra died after ...
 A she ate some **poisoned** food.
 B a poisonous snake **bit** her.
 C she **stabbed** herself.
- 5 Who said "I came, I saw, I **conquered**." after **winning** a battle in Asia Minor?
 A Julius Caesar
 B Genghis Khan
 C Tutankhamun
- 6 Alexander the Great conquered most of the known world. How old was he when he died?
 A 76
 B 49
 C 33

Note: c. = circa = about

Check these words

lead, fight against armies, explore, land, win a place in history, empire, according to legend, poisoned, bite, stab, conquer, win a battle



Alexander the Great,
356 – 323 BC

Manco Cápac,
12th century

Tutankhamun,
1341 – 1323 BC

Genghis Khan,
c. 1162 – 1227

Marco Polo,
c. 1254 – 1324

Julius Caesar,
100 – 44 BC

Cleopatra,
69 – 30 BC

- 4 a) Put the verbs in brackets into the *past simple*. Which are irregular past forms?

King Tut's Tomb

Tutankhamun 1) (become) Pharaoh of Egypt at a very young age. He 2) (rule) for only nine years because he 3) (die) at the age of 18. The people 4) (bury) him in the Valley of the Kings in southern Egypt.

Over 3,000 years later, in 1922 an archaeologist, Henry Carter, 5) (find) the forgotten tomb. It 6) (have) a lot of treasures inside it, including a beautiful gold mask. After Carter 7) (open) Tut's tomb, one of his men 8) (get) sick and died, a cobra 9) (eat) Carter's pet bird and other strange things 10) (happen). Some people believe this is because of a terrible ancient curse!

- b) Read the text again and correct the false statements.

- 1 Tutankhamun ruled Egypt for 18 years.
He didn't rule Egypt for 18 years. He ruled it for 9 years.
- 2 Carter found the tomb 2,000 years after Tut's death.
- 3 The tomb had a beautiful silver mask inside it.
- 4 Carter died soon after finding the tomb.
- 5 A cobra ate Carter's pet dog.

- 5 Make questions, then answer them.

- 1 Julius Caesar/build Rome? (X)
Did Julius Caesar build Rome? No, he didn't.
- 2 Cleopatra/speak Greek? (✓)
- 3 Alexander the Great/begin/the war against Persia in 334 BC? (✓)
- 4 Genghis Khan/have two sons? (X)
- 5 Marco Polo/grow up in Venice? (✓)

Wh- questions see p. GR5

- 6 a) Listen and say the examples. Find more examples in the quiz in Ex. 2.

Who was he?
Where did she live?
Why did you leave?
Which war did he win?

What did they do?
When did they return?
How did he die?
How long did she live?

- b) Ask and answer Wh- questions about King Tut.

A: *When did Tutankhamun become Pharaoh?*

B: *At a young age. How long did ...?*

Writing

- 7 ICT Collect information and write your own quiz about famous historical figures. Use the key words: *historical figures*.

The Pilgrims —Sailing to a new life!

ATLANTIC OCEAN

England

EUROPE

Check these words

Pilgrims, sail, newly-discovered, land, ship, captain, voyage, ill, settle, survive, native, hunt, crops, corn, celebrate, feast, harvest, celebration, tradition

Voyage to America

On September 6th 1620, 100 people sailed from England for a better life in North America, a newly-discovered land. They called this land 'the New World'. Their ship was called the *Mayflower* and its captain was Christopher Jones. Bad weather made the voyage very difficult and many people became ill. After 66 days, these first 'Pilgrims' finally saw land. They settled in an area where they started a new town, Plymouth.

Life in the New World

At first, life wasn't easy for the Pilgrims, and only about half of them survived their first winter. The Native Americans who lived there taught them how to fish and hunt and grow crops, such as corn.

Celebrating the First Harvest

In the fall of 1621, the Pilgrims had a big feast with all the foods from their first harvest. Every year after that, the people had a similar celebration, and this harvest feast soon became a very important American tradition called Thanksgiving.

1 Who were the Pilgrims? Decide which sentences are T (true) and which are F (false).

- 1 The Pilgrims sailed to North America from Spain.
- 2 They sailed on the *Mayflower*.
- 3 The journey took one year.
- 4 Many Pilgrims died during their first winter.
- 5 The people they found were hunters and farmers.
- 6 The Pilgrims had a big celebration the next summer.
- 7 The local people were very unfriendly.

Listen and read to check. Correct the false sentences.

Thanksgiving Today!

Families get together and share a huge meal on the fourth Thursday in November. This usually includes roast turkey, sweet potato, corn, cranberry sauce and pumpkin pie. It's delicious!

- 2 Use words from the **Check these words** box in the correct form to complete the summary. Then, explain the highlighted words.

The 1) were English people who 2) to North America, a 3) land. Their 4) was difficult because of bad weather. They reached land two months later and 5) in Plymouth. Half of the Pilgrims managed to 6) the first winter. The natives helped them to 7) and grow 8) for food. The first 9) was very good so they had a 10) to celebrate it.

- 3 **THINK!** Imagine you were one of the natives. In three minutes write sentences describing the Pilgrims' arrival and settling in, and your feelings about them.

- 4 **ICT** Think of a traditional celebration in your country. Collect information, then write a few sentences about it. Write: *name, when & why you celebrate it, how you celebrate, how it started*. Tell the class.



Discussing past activities

- 1 These are some of the activities visitors can do at a popular 'living history' museum in the USA called Colonial Williamsburg.

🔊 Listen and say.



go on a tour of historical buildings & gardens

see people in traditional clothing

watch a re-enactment of a battle

see actors playing famous people in history

- 2 a) 🔊 Listen and say.

- How was your weekend?
- It was great, thanks.
- Did you have a nice time?
- Yes, it was fantastic.
- That sounds interesting.
- Did you have a nice weekend?
- I didn't do anything special.

- b) The sentences above are from a dialogue between two friends. Where did John go last weekend? What did he do there?

🔊 Listen and read to find out.

Sally: Oh, hi, John! How was your weekend?
 John: It was great, thanks. I went on a day trip to Colonial Williamsburg on Saturday.
 Sally: Oh, really? I'd really like to go there! Did you have a nice time?
 John: Yes, it was fantastic. First of all, we went on a tour of some historical buildings and gardens. Then, we met actors playing famous people from the past, like George Washington, who told us about life in the 18th century.
 Sally: That sounds very interesting!
 John: It was! The best part of the day, though, was when we watched a re-enactment of the Battle of Williamsburg. How about you? Did you have a nice weekend?
 Sally: Oh, I didn't do anything special. I just hung out with my friends and went to my grandmother's for Sunday lunch!

- 3 Find sentences in the dialogue which mean: – I want to visit that place. – Did you enjoy the visit? – I think you had a nice time. – It was just a normal weekend.

Intonation

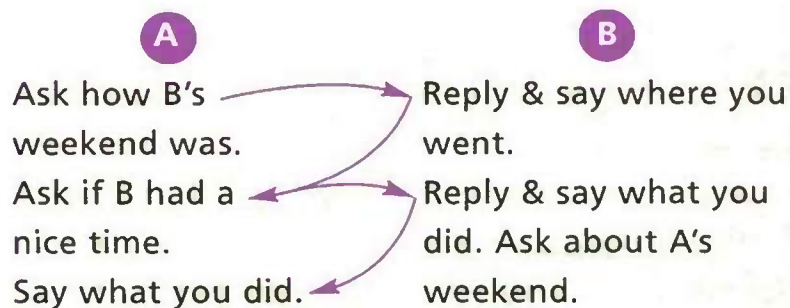
- 4 🔊 Listen and say, then listen and mark the stressed syllable (•) and the weak vowel (·) in each word (1-6).

| | | |
|--------|---------|---------|
| actors | special | village |
| around | survive | weekend |

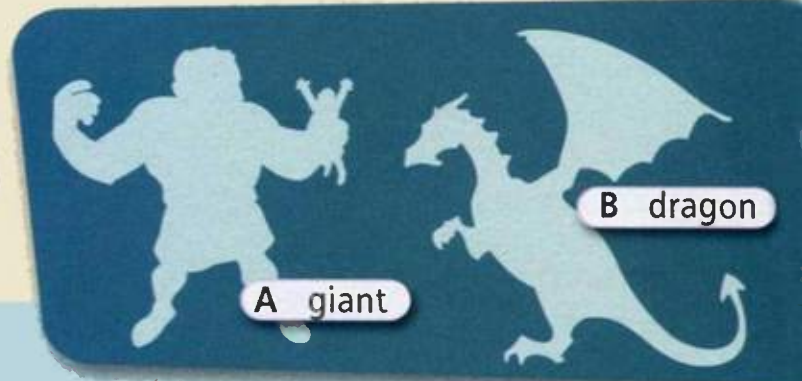
- | | | |
|-----------|----------|------------|
| 1 battle | 3 garden | 5 invent |
| 2 include | 4 famous | 6 Saturday |

Speaking

- 5 🗣️ Think of your last weekend. Use the sentences in Ex. 2a to act out your dialogue. Follow the plan.



3e Myths and legends



Vocabulary

Legendary creatures

- 1 Listen and say, then match each creature (A-F) with a description (1-6). Explain the words in bold.

- 1 It looks like a snake with a long neck.
- 2 It's small, with wings and magical powers.
- 3 It looks like a human but it's huge and terrifies local people.
- 4 It looks like a horse with a single horn.
- 5 It can breathe fire.
- 6 It's half human and half fish.

- 2 **THINK!** Do you know any stories about any of the creatures A-F? Tell the class.

Listening & Reading

- 3 Look at the title of the text, the subheadings and the pictures. What is each myth about?
Listen, read and check.

- 4 a) Read the text again and complete the sentences.
Compare with your partner.

- 1 Because he was so big, Bolster could
- 2 He lived in
- 3 He loved Agnes so he
- 4 He died after he lost
- 5 The mermaid lara appeared to a man in
- 6 She pulled the man
- 7 Today, people sometimes hear

- b) Ask and answer questions based on the text.

CREATURES OF LEGEND

People all over the world love to tell stories of terrifying giants, magic unicorns and mysterious mermaids. Here are two of these magical tales.



Bolster the Giant

Bolster was so big that with one step he could travel six miles from hilltop to hilltop! He lived in Cornwall on the tip of England and terrified the locals, stealing sheep and even eating people. One day, though, he fell in love with a young girl called Agnes and asked her to marry him. Agnes didn't want to, so she tried to think of a way to get rid of him for good. She asked him to do dangerous things to win her love but nothing worked, so she had one last idea. She asked him to fill up a hole in a nearby cliff with his blood. Bolster agreed. After all, how much giant's blood does it take to fill a small hole? The hole, though, led down into the sea. All his blood ran into the sea and that was the end of the evil giant. This is a very popular legend in Cornwall. Locals say you can still see a red stain on the cliffs at Chapel Porth!

C unicorn

D sea monster

E fairy

F mermaid

Lara the mermaid

In Brazil, the locals tell the myth of the mermaid Lara who lives in the Amazon River. One night, a young man dreamed of a beautiful woman singing a sad song. The next day, he went fishing with his father and saw the woman from his dream in a hut floating on the water. She sang to him and he went to her. Too late, the man's father saw that the woman had the long tail of a pink dolphin. She grabbed the young man and dived into the water with him. His father never saw him again. To this day, the locals still say that they sometimes see the mermaid swimming deep in the water. And when they hear the sad song of the mermaid Lara, they lock their doors and stay far away from the river!



Check these words

legend, terrifying, mysterious, tales, step, hilltop, tip, terrify, steal, fall in love, get rid of, for good, win, fill up, hole, cliff, blood, lead down, be the end of, stain, hut, float, grab, dive, to this day, deep, lock, far away

5 a) Use words/phrases from the **Check these words** box in the correct form to complete the sentences.

- 1 People say unicorns live in forests from humans.
- 2 The sea monster the boy and took him to the bottom of the ocean.
- 3 The dragon the people of the village when it flew down from the sky!
- 4 The story of Bolster the giant is a very well-known
- 5 Agnes thought of a plan to the giant forever.
- 6 People their doors and stay inside when the mermaid Lara sings!

b) Look at the pictures and narrate the tales to the class.

Study skills

Expanding vocabulary

Learning adjectives together with their synonyms helps you enrich your vocabulary.

6 Match the highlighted adjectives in the text with their synonyms below.

- unhappy • strange • unsafe • tiny
- gorgeous • scary • wicked • well-known

Speaking & Writing

- 7 a) **THINK!** Do you think there is any truth in the legends in the text? In three minutes, write a few sentences, then read your sentences to the class.
- b) Is there a story about a legendary creature in your country? Write a short text about it. Write *its name, place it lives, what it looks like, the story about it*. Read it to the class.

3f Events

Vocabulary Breaking the law

- 1 a) Listen and say.
- b) Have you ever witnessed any of the above?

Last Monday someone sprayed paint on the school walls. We were very upset.



Reading

- 2 Read the key words in the **Check these words** box and look at the picture. What do you think the text is about? Listen, read and check.

The Vanishing Smile...

The Mona Lisa by Leonardo da Vinci is probably the most famous painting in the world. A star attraction at the Louvre Museum in Paris, her famous smile continues to inspire! However, did you know that a thief once stole the Mona Lisa from the museum and caused an international scandal?

The Mystery:

7 am, 21st August, 1911 and just another Monday morning at the Louvre. Guards, cleaning staff, maintenance workers and curators were all working in the building before reopening its doors to the public on Tuesday. While they were working, though, at some time between 7 and 8:30 am, someone entered the empty Salon Carré, unhooked the Mona Lisa from the wall and carried it off down a stairwell. The stairs led to a door, locked from the outside, but somehow, the thief escaped through it. At first, museum workers **assumed** that the official photographer was shooting pictures of the painting in his **studio**. An afternoon

and evening passed by and it wasn't until the following day that they **realised** the precious artwork was missing. It was the beginning of a huge international search for the missing Mona Lisa. The only **clue** was the discovery of the painting's heavy frame **discarded** on the stairs. There were conflicting **rumours** in the newspapers; the Mona Lisa was now in Switzerland, South America, or in a small apartment in the Bronx, New York. No one knew who really **committed** the crime and how.

The Solution:

On that fateful Monday morning, an Italian man called Vincenzo Peruggia was hiding in a small room within the museum. Peruggia, once a worker at the Louvre, knew the building very well. The guard **on duty** in the Salon Carré **admitted** leaving his post for a few minutes at around 8 am. While the guard was away, Peruggia lifted the Mona Lisa from her four iron pegs, entered the stairwell, **removed** the painting's frame and hurried down the steps. Then, he unlocked the door and escaped from the museum. Peruggia hid the painting in his small Paris flat where it remained, in a cupboard, for over two years. Later, Peruggia took the Mona Lisa to Florence, Italy, and **attempted** to sell it. It was there, back in the Mona Lisa's hometown, that the police finally caught Peruggia. Peruggia served a short prison sentence. He then went back to France and opened a paint shop in Haute-Savoie. And the Mona Lisa? After touring her Italian homeland, she returned to the Louvre museum, where she **resides** to this day, behind bulletproof glass, still smiling.

Check these words

guard, reopen its doors, someone entered, unhooked from the wall, carried it off, thief escaped, precious artwork, huge international search, clue, discard, conflicting rumours, committed the crime, guard on duty, admitted leaving his post, unlocked the door, attempted to sell, police caught, served a sentence



Grammar see p. GR5 Past continuous

5 Read the theory box. How do we form the *past continuous*? Find examples in the text.

We use the **past continuous**:

- for actions happening at a certain time in the past.
*He **was working** at 12 o'clock yesterday.*
- for two or more actions happening at the same time in the past (simultaneous actions).
*While he **was working**, she **was cleaning** the house.*
- to give background information in a story.
*That morning Peter **was walking** down the street. The wind **was howling** and it **was raining**.*

Time expressions used with the **past continuous**: while, as, at ... o'clock yesterday morning/evening etc.

6 Use the verbs in the list in the *past continuous* to complete the sentences.

- blow • shout • watch • read • look • shine
- wave

- 1 While he a book, the lights went out.
- 2 They at the exhibits when the fire alarm went off.
- 3 She her arms and for help hoping someone would notice her.
- 4 you TV when he called you?
- 5 The sun and a light wind

Speaking & Writing

7 Write sentences about yourself using the phrases below and the verbs in the *past simple* or the *past continuous*.

- | | |
|----------------------------|-----------------------|
| • yesterday morning | • travel abroad |
| • last Wednesday afternoon | • play computer games |
| • a week ago • while | • visit a museum |
| • last night • when | • do my homework |
| • at 8 o'clock last night | • watch TV |

8 **THINK!** Imagine you were the person who found out that the *Mona Lisa* was missing. Describe the scene and how you felt.



3 Read the text and for questions 1-5 choose the correct answer A, B, C or D.

- 1 On a Monday, 21st August, 1911, the Louvre
A opened at 9 am. C opened at 7 am.
B was closed. D closed at 8:30 am.
- 2 Museum workers found out the painting was missing
A later that morning. C on Monday evening.
B on Tuesday. D during the afternoon.
- 3 Peruggia
A hid in the museum. C was the guard on duty.
B left his post. D was working at the museum.
- 4 For over two years, Peruggia kept the painting
A at the museum. C in his home.
B flat. D in Florence.
- 5 The police arrested him
A at his flat. C in Florence.
B in his hometown. D in Paris.

4 a) Complete the sentences with: *inspire, unhook, assume, admit, remove, hurry, attempt, reside, commit, catch* in the correct form.

- 1 The thief the frame from the painting so it was easier to carry.
- 2 The thief stealing the painting.
- 3 The police have no idea who the crime or why.
- 4 Leonardo da Vinci continues to artists even today.
- 5 The police set a trap to the thief.
- 6 The caretaker the painting from the wall for cleaning.
- 7 People shouldn't things, they should find out the truth.
- 8 We have to or we'll miss the bus!
- 9 The *Mona Lisa* in the Louvre Museum.
- 10 Thieves are often caught when they to sell stolen property.

b) Match the words in bold to their meanings: *tried to, evidence, thought, a shocking event, became aware of, a room where an artist works, got rid of, at work, took sth away, is in a particular place, stories that may not be true, confessed to, carried out.*

3g skills



1 Salvador Dali
Catalonia, Spain
(1904-1989)



2 Albert Einstein
Ulm, Kingdom of
Württemberg,
Germany
(1879-1955)



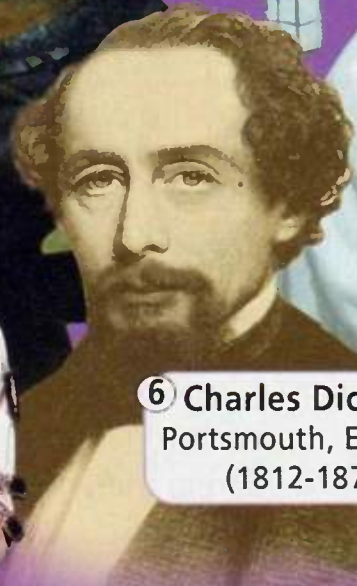
3 Marie Curie
Warsaw, Poland
(1867-1934)



4 Florence
Nightingale
Florence, Italy
(1820-1910)



5 Michael Jackson
Indiana, USA
(1958-2009)



6 Charles Dickens
Portsmouth, England
(1812-1870)



7 Abraham
Lincoln
Kentucky, USA
(1809-1865)

Vocabulary

Jobs & Nationalities of famous people

- 1 Match the people (1-7) to the professions (A-G).
Listen and check.

| | | | |
|----------------------------|---------------------|----------------------------|--------------------|
| A <input type="checkbox"/> | Spanish artist | E <input type="checkbox"/> | American president |
| B <input type="checkbox"/> | British nurse | F <input type="checkbox"/> | Polish scientist |
| C <input type="checkbox"/> | British writer | G <input type="checkbox"/> | German physicist |
| D <input type="checkbox"/> | American pop singer | | |

Study skills

Reading years

In English, we read the years as two sets of two-digit numbers.

1652 = sixteen fifty-two

1804 = eighteen oh four

1938 = nineteen thirty-eight

BUT

2006 = two thousand and six

Speaking

Asking for/Giving personal information

- 2 Ask and answer questions about the people in Ex. 1, as in the example.

A: Who was Salvador Dali?

B: He was a Spanish artist.

A: Where was he born?

B: In Catalonia, Spain.

A: When was he born?

B: In 1904.

A: When did he die?

B: In 1989.

Study skills

Gap filling Listening

Read the notice and try to work out what information (e.g. number, noun etc) is missing. This will help you do the listening task.

Listening

- 3 You will hear some information about a museum. Listen and complete the gaps.



Tickets: Adult £5.80

Child 1) £

(included museum audio 2)

Exhibitions: 1st The Gilded Cage

2nd 3)

3rd Reform 4)

Opening hours: 10 am – 5 pm 5)

A biography of a famous person

- 1 Who was Frida Kahlo?
What was she famous for?
Read to check.

Writing Tip

Writing biographies

When we write a biography, we always put the events of the person's life in chronological order. We also use phrases that show the sequence of events *e.g. In 1943, On 3rd July, 1840, At the age of 24, As a child, etc.* This helps the reader follow the biography better.

- 2 a) Find examples of phrases showing the sequence of events in the biography.
- b) Make notes under the headings. Use your notes to tell the class a summary of Frida Kahlo's life.

where & when born

Coyoacán, 6th July ...

early years

later years & achievements

where & when died

Frida Kahlo was born on 6th July 1907. As a child, she At the age of 15, ...

Study skills

see
pp. GR5-
GR6

Linking words

We use linking words to connect different parts of a sentence. We use **because** to show the reason for something. *He spent a long time in the hospital because he had an accident.* We use **so** to show the result of something. *She wanted to become a doctor so she studied Medicine.* We use **too, and** or **also** to show addition. *He organised concerts in Madrid, too.* We use **but** to show contrast. *He tried hard but he failed.*

Frida Kahlo

Frida Kahlo is one of the most famous female artists in the world. She was born on 6th July 1907 in Coyoacán, Mexico.

As a child, Frida dreamed of becoming a doctor and in 1922 she began studying Medicine. Unfortunately, at the age of 18, Frida was in a bus accident and spent a long time recovering in bed. It was then that she taught herself to paint. She even had a mirror above her bed so she could paint herself. Frida's style combined Mexican folk art with surrealism.

When Frida was 21, she met the famous artist Diego Rivera. He recognised her talent and encouraged her to keep painting. Diego and Frida got married in 1929, but it was a difficult marriage. Nine years later, Frida had her first exhibition in New York City. She also exhibited her work in Paris.

Frida was weak throughout her life and she died in her hometown on 13th July, 1954. She was one of the most famous artists of the 20th century, not only in Mexico, but all around the world.



- 3 a) Read the *Study Skills* box and find examples of linking words in Kahlo's biography.
- b) Rewrite the sentences using *so, because, too, and, but*.
 - 1 His concerts were always sold out. His music was very popular.
 - 2 Frida had a mirror. She could paint herself.
 - 3 He started writing when he was young. He wrote over 50 books.
 - 4 She sang well. She danced well.
 - 5 He was a genius. People didn't recognise his talent.

Writing (a biography of a famous person)

- 4 a) Look at the plan below.
 - Listen to someone talking about Albert Einstein and take notes.

Plan

- Para 1: name, who he was, where/when born (... was He was born He was one of the most famous)
- Para 2: early years (As a child At the age of When he was)
- Para 3: later years, achievements (In ... , ... years later...)
- Para 4: where/when he died, your thoughts/feelings about the person (... died on ... in He was)

- b) Use your notes to write a short biography about Einstein (100-120 words). Use the biography in Ex. 1 as a model and follow the plan.

3i Curricular: US History

- 1 a) Who was Christopher Columbus? What do you know about him?
- b) Think of three questions you would like to ask about Columbus. Read to see if you can answer your questions.

Study skills

Matching headings

Read the headings and underline the key words. Read the text and try to find words/phrases related to the key words.

- 2 Read again and match the headings with the paragraphs. There is one extra heading.
- A COLUMBUS' PLAN
 - B OTHER JOURNEYS & COLUMBUS' IMPORTANCE
 - C EARLY YEARS
 - D PROBLEMS AT SEA
 - E HIS FIRST VOYAGE

- 3 Match the words in bold with their definitions: *expensive things*, *left by boat*, *love*, *journey by sea*, *laughed at*, *way*, *bring in*.

- 4 **THINK!** Listen to the text. Imagine you are one of Christopher Columbus' men and you just returned home from one of his voyages. Tell the class: *what it was like at sea*, *what you saw in 'the New World'*, *how you felt*, *what you think of Columbus*.

- 5 **ICT** Collect information about another famous explorer. Use textbooks, encyclopaedias or the Internet. You can use these key words: *famous explorers*. Present your information to the class.



Christopher Columbus

(1451-1506)

1

Christopher Columbus was born in Genoa, Italy in 1451. He worked with his father as a weaver, but the sea was always his real passion.

2

In the 15th century, it was difficult and dangerous to travel to Asia around the southern tip of Africa. Columbus decided to try to sail west to find a new trade route. People **made fun of** him, but finally King Ferdinand and Queen Isabella of Spain gave him supplies, men and three sailing ships for his **voyage**. They wanted to find a way to **import** gold and spices from Asia.

3

Columbus set sail from Spain in August 1492 with his three ships the *Niña*, the *Pinta* and the *Santa María*. Ten weeks later, he reached an island in the Bahamas. As he thought he was in India, he called the people there Indians! On the voyage home, Columbus lost the *Santa María* in a terrible storm. He arrived safely back in Spain in March 1493, with plants, gold, cloth, ornaments, and other riches.

4

Columbus made three more voyages to 'the New World'. He explored the coasts of Cuba, Hispaniola (modern-day Haiti and the Dominican Republic), Venezuela and Central America. On each voyage, he believed he was in India! He died in 1506 without knowing the importance of what he found on his voyages. Columbus was a brilliant, brave sailor and we remember him as one of the most important explorers in history.

Check these words

weaver, southern, tip, sail, trade route, supplies, sailing ship, import, gold, spice, cloth, ornament, explore, coast, importance, brilliant, brave, sailor

Language Review 3

1 Fill in: *writer, composer, architect, painter, warrior, inventor, queen, philosopher, engineer, explorer.*

- 1 Van Gogh was a great , but he only sold one painting in his lifetime!
- 2 Beethoven was an amazing His music is superb.
- 3 Genghis Khan was a great and fought many battles.
- 4 Socrates was a famous in Ancient Greece. He was one of the wisest people of all time.
- 5 Columbus was a(n) who went on four voyages to 'the New World'.
- 6 Elizabeth I was a great English She ruled England for about 45 years.
- 7 Alexander Graham Bell was the of the telephone.
- 8 Antonio Gaudí was a famous Spanish He designed lots of buildings.
- 9 A(n) designs machines and buildings.
- 10 James Joyce was an Irish His most famous novel is *Ulysses*.

2 Choose the correct word.

In Greek mythology, Cecrops was the first 1) explorer/king of the city of Athens. He was half man and half snake and he 2) invented/ discovered writing, brought peace to the 3) land/place, and 4) fixed/ built a city for his people. 5) According to/Because of legend, both the god Poseidon and the goddess Athena wanted Cecrops to name the city after them. So, Cecrops 6) held/ conquered a contest between the two. Poseidon 7) did/made water flow from a hole in the rock of the Acropolis, but Athena 8) created/invented a single olive tree. Cecrops preferred Athena's olive tree and named the city Athens. Poseidon didn't like this and sent a(n) 9) evil/terrifying flood. The city still has the name Athens 10) far away/to this day!

Prepositions

3 Choose the correct preposition.

- 1 Leonardo da Vinci was ahead in/of his time.
- 2 Bolster the giant fell in/into love with a human.
- 3 Alexander the Great fought against/at the Persians many times.
- 4 Agnes tried to get rid of/from Bolster the giant.
- 5 The architect designed the building based at/ on Mr Smith's design.

Collocations

4 Fill in: *win, trade, popular, human, flying, poisonous, harvest, known, grow, magical.*

- | | |
|---------------------|-----------------|
| 1 body | 6 legend |
| 2 have powers | 7 machine |
| 3 a battle | 8 snake |
| 4 world | 9 feast |
| 5 route | 10 crops |

GAME

In teams, make sentences. Use words/phrases from the list below. Each correct sentence gets one point. The team with the most points wins.

- discovered • invented • talented
- fought against • poisoned food
- survived • big feast • share
- empire • fight against armies
- brave sailor • explore • real passion
- re-enactment of a battle • conquer
- terrified the locals • breathe fire
- sailing ships • set sail
- traditional clothing • single horn
- perfect proportions

Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 3 and write a quiz of your own.

- | | |
|--|---|
| 1 Leonardo da Vinci designed a canal system for Venice. | 5 A giant is a creature who can breathe fire. |
| 2 Tutankhamun's tomb is in the Valley of the Kings. | 6 The Pilgrims' ship was called the <i>Santa María</i> |
| 3 The voyage of the <i>Mayflower</i> lasted 66 days. | 7 Frida Kahlo's husband taught her how to paint. |
| 4 Alexander the Great was quite young when he died. | 8 Christopher Columbus made his first voyage in 1592. |

Listening

- 1 Read the rubric, then do the task.

You will hear five short conversations. For questions 1-5 put a tick (✓) under the right answer.

Example

- 0 How old is Craig?

18

A ☐

33

B ☐

20

C ☒

- 1 When was the re-enactment?

13th

A ☐

14th

B ☐

15th

C ☐

- 2 What did the thieves take?



A ☐



B ☐



C ☐

- 3 Where is da Vinci's bridge?

NORWAY

A ☐

ITALY

B ☐

FRANCE

C ☐

- 4 What was the weather like?



A ☐



B ☐



C ☐

- 5 How many people were on board the boat?

1620

A ☐

66

B ☐

100

C ☐

Reading

- 2 a) Read the notices. What is each about? Now read the sentences 1-5. Underline the key words. This will help you do the task.

Which notices (A-H) says this (1-5)?

- b) Do the task. Give reasons for your answers.

Example

- 0 There are special prices at a particular time. G

- 1 You don't have to pay an entrance fee.
2 You must not enter the area.
3 You cannot attend this event.
4 Using the Internet can help you save money.
5 You mustn't take pictures.

A Museum opening hours:
Mon-Fri: 10-6, Sat: 9-7,
Sun: Closed

B Historic battle re-enactment
CANCELLED

C Stay off the battlefield

D Free Admission

E No flash photography

F Please do not touch the exhibits

G Happy hour
09:00-10:00
COFFEE & CAKE £2

H Book online for ticket discount

Reading

- 3 a) Read the announcement and the letter. What are they about?

Read the information about a guest speaker.
Complete Wayne's notes.

Historical Heroes
Medicine through the Ages
With Dr Adrian Chiles
Monday 28 September
3 pm
Assembly Hall

Wayne,
Dr Chiles is arriving Sunday night and staying at the Four Seasons Hotel. Can you call them to confirm his booking? Also can you meet him at the entrance to the building half an hour before his talk and show him the way to the hall?
Thanks
Amanda

Wayne's notes

Person to meet: Dr Chiles
Arriving: 1)
Call "Four Seasons" to: 2)
Meeting place: 3)
Meeting time: 4)
Take him to: 5)

- b) Read the headings in Wayne's notes. Complete them with information from the texts. Compare with your partner.

Reading

- 4 a) Read the questions/statements 1-5. Think of a possible answer/response.

Complete the five conversations. Choose the correct answer A, B or C.

Example

- | | |
|------------------------------------|--|
| 0 How was your weekend? | A That sounds interesting. B Great, thanks. C Yes, it was fantastic. |
| 1 Did you enjoy the visit? | A I just hung out with my friends. B I think you had a nice time. C Yes, it was great. |
| 2 How about you? | A I didn't do anything special. B That sounds interesting. C I want to visit that place. |
| 3 That sounds very interesting. | A I went on a day trip. B I'd really like to go there. C It was! |
| 4 Did you have a nice time? | A Yes, that's nice. B It was just a normal weekend. C That sounds good. |
| 5 I went on a tour of the gardens. | A Oh, really? B It was! C It was great! |

- b) Do the task. Compare with your partner.

Speaking

- 5 Read the rubric, then do the task.

Candidate A: here's some information about a re-enactment.
Candidate B: you don't know anything about the re-enactment so ask A about it.

5th Cavalry Society

Proudly Presents

The Battle of Weston Bridge

Smythe Field Park
Saturday 15th July & Sunday 16th July
10 am - 5 pm

Refreshments in the park
Further information on 2548796

Re-enactment

- Who/organise?
- Which/battle?
- Where?
- When?
- telephone number?

Writing (an email to a friend)

(Writing Bank p. WB1)

- 6 a) Read the rubric. Brainstorm for ideas under the points you need to include.

You went to a museum last week. Write an e-mail to your English friend. In your e-mail you should:

- say where you went.
- describe what you did there.
- explain why you liked the visit.

Write 80-100 words.

- b) Do the writing task.

3 Revision

1 Fill in: *incredible, locals, won, discovered, settled, lifetime, voyage, accurate, empire, legend*.

- 1 Alexander the Great created a huge empire and a place in history.
- 2 Genghis Khan's Mongolian stretched from Hungary to Korea.
- 3 Mozart was a(n) musician and composed his first concerto at the age of five.
- 4 Da Vinci's maps are extremely and show every detail.
- 5 According to, the city of Atlantis sank into the sea after a huge earthquake.
- 6 The Pilgrims in an area near the sea and built a town called Plymouth.
- 7 The early Pilgrims made a long on the *Mayflower* to reach America.
- 8 The giant terrified the, stealing their sheep and eating people.
- 9 Henry Carter the lost tomb of Tutankhamun.
- 10 Julius Caesar achieved many things in his

10x2=20 marks

2 Complete the sentences with the *past simple* or the *past continuous* forms of the verbs in brackets.

- 1 A: How
(the Pilgrims/survive) their first winter?
B: The natives
(teach) them how to hunt and grow crops.
- 2 A: Who (kill) Alexander the Great?
B: Nobody. He (die) of a fever.
- 3 A:
(the children/watch) TV when you called?
B: No. They
(have) lunch.
- 4 A: Einstein (not/
start) to speak until he was three years old.
B: Really? I (not/know) that.
- 5 A: How
(you/burn) the chips?
B: The phone (ring) when
I (cook) them.

5x4=20 marks

3 Match the exchanges.

- | | | | |
|---|--------------------------------|---|-----------------------|
| 1 | How was your weekend? | A | In 1934. |
| 2 | That sounds like a lot of fun. | B | Yes, I did, thanks. |
| 3 | Where did you go? | C | It was great, thanks. |
| 4 | When did she die? | D | We went to the zoo. |
| 5 | Did you have a nice time? | E | It was. |

5x4=20 marks

4 Read the text and answer the questions.

Mark Twain was a famous American writer. He was born on 30th November, 1835 in Missouri. When he was just twelve years old, he left school. Six years later, he started travelling, working as a printer. Mark became a steamboat pilot in 1859 and travelled up and down the Mississippi River. He also worked as a journalist and he discovered that he loved to write. He wrote many books and short stories. People consider *The Adventures of Huckleberry Finn* one of the first great American novels. Mark Twain died on 21st April, 1910, but people all over the world still love to read his books.

- 1 Where was Mark Twain born?
- 2 How old was he when he left school?
- 3 What jobs did he have?
- 4 What kinds of things did he write?
- 5 When did he die?

5x4=20 marks

5 Write a short biography of a famous person from your country. Write: *who they were, when & where they were born, the main events/achievements in their life, when they died* (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about famous peoples' achievements _____
- talk and write about historical figures _____
- discuss past activities _____
- talk and write about legends & myths _____
- write a biography _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: types of holidays, holiday experiences, holiday activities, tourist attractions, eco-tourism, holiday problems

Grammar: *will*, *be going to*, present continuous (future meaning), time clauses, *might – may – could – (will probably – definitely)*, conditionals (types 0, 1, 2), *a/an-the*, relatives

Everyday English: asking for information about a tourist attraction

Pronunciation: /l/won't, /h/ pronounced or silent

Writing: an itinerary for a six-day tour in your country; a description of a national park; an informal email about your plans; a letter about your holiday

Culture Corner: Yellowstone National Park

Curricular (Citizenship): Responsible Tourism

Module 4

On holiday

Vocabulary

Types of holidays

1 Look at the pictures.

Listen and say.

2 Listen to Sarah talking about her holiday and circle the correct answers.

Sarah usually goes on a **camping** / **beach** holiday.

This summer, she wants to go on an **activity** holiday / a **cruise**.

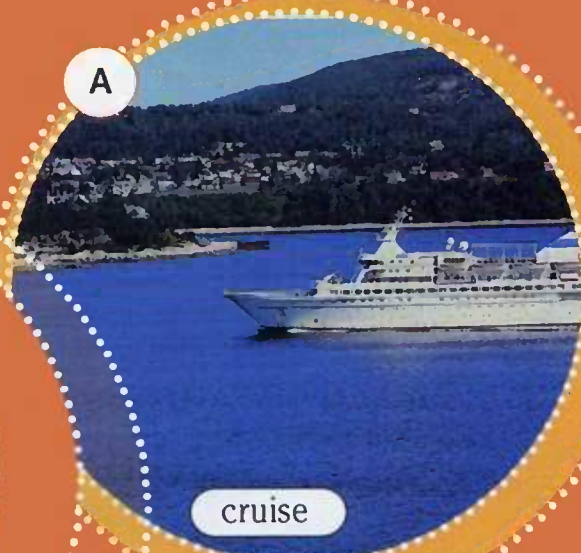
OVER TO YOU!

I usually go on a/an

This summer, I'll probably go on a/an

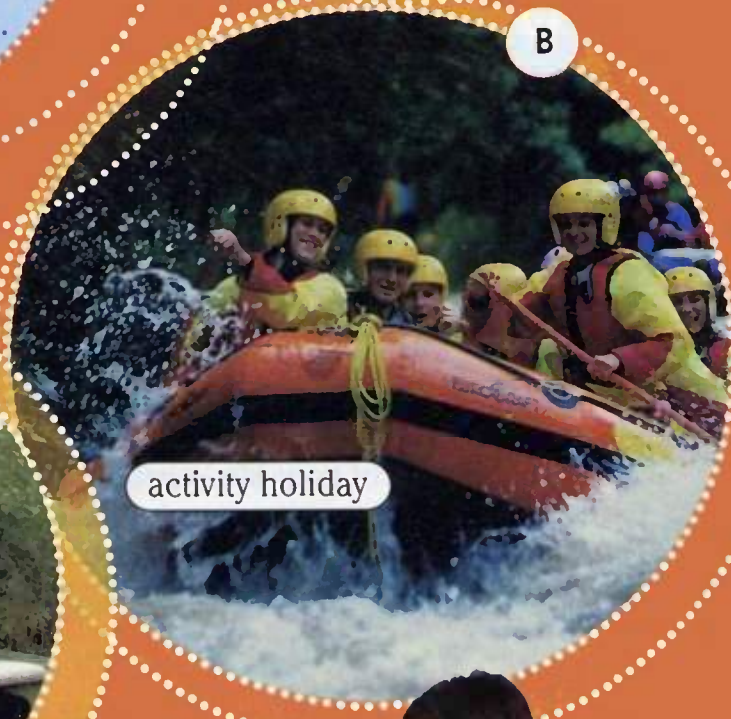
.....

A



cruise

B



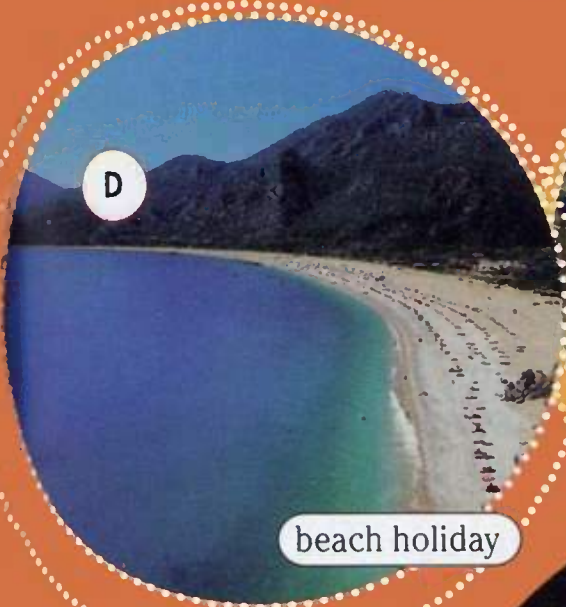
activity holiday

C



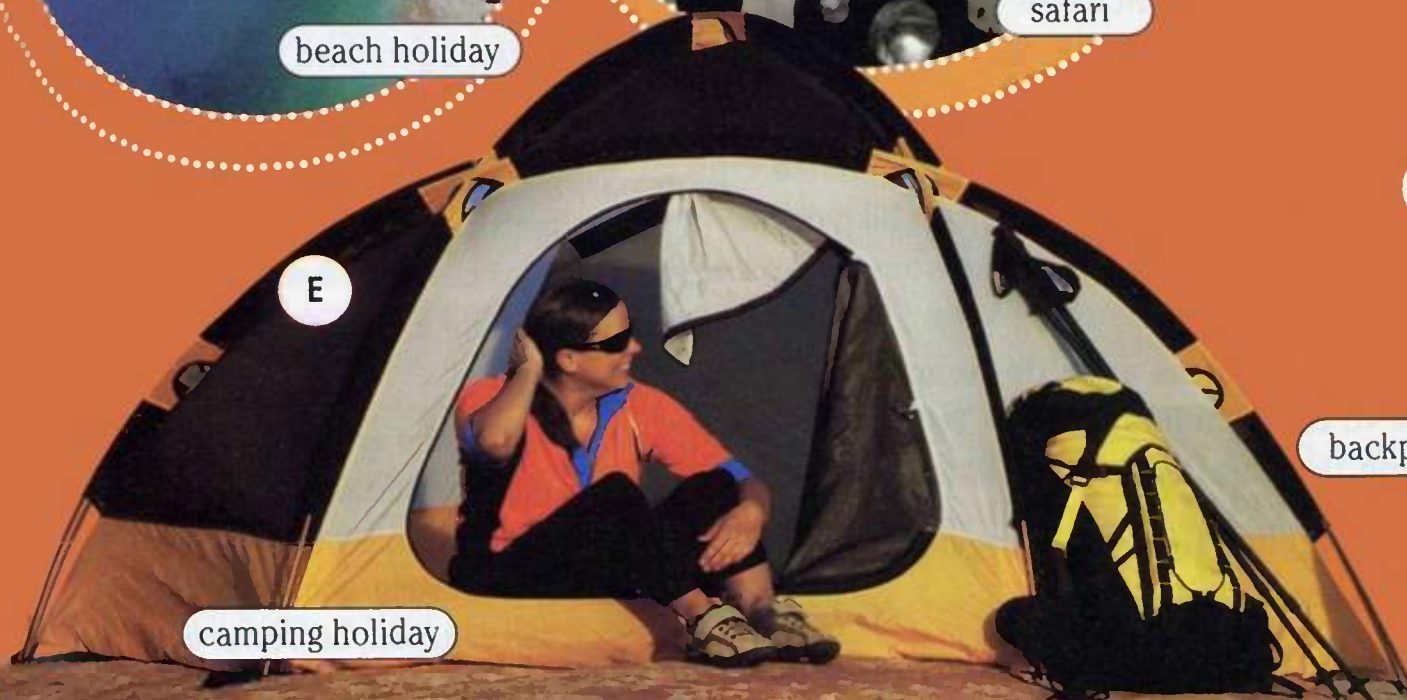
safari

D



beach holiday

E



camping holiday

F



backpacking holiday

4a Activity holidays



Are you bored of beach holidays? Well, you'll have the time of your life on this South American adventure tour to Peru, Bolivia and Chile. It's 12 days of exciting activities surrounded by stunning scenery!



Check these words

bored of, time of your life, surrounded by, stunning scenery, desert, enormous, canyon, set out, flight, top of, hill, view, snowy, volcano, lava lake, spend the night, lakeside resort, head back

Vocabulary Holiday experiences

- 1 a) Match the phrases to the pictures.
Listen and check then say.

- | | |
|---|---------------------------|
| 1 | go sandboarding |
| 2 | climb a volcano |
| 3 | drive a dune buggy |
| 4 | explore ancient monuments |

- | | |
|---|-------------------------------------|
| 5 | trek in the mountains |
| 6 | swim with piranha |
| 7 | mountain bike down a dangerous road |

- b) **THINK!** Which of these activities would you like/not like to do on holiday? Why? Tell your partner, using the adjectives in the list.

• interesting • exciting • boring • dangerous • scary
• difficult • fun

I'd like to go sandboarding because I think it's fun!

Reading & Listening

- 2 a) Look at the advert for an adventure tour. Which countries does the tour visit? How long does it last?
- b) Which of the activities in Ex. 1 can you do in each country?
Listen and read to find out.
- c) Read again and write *Peru*, *Bolivia*, or *Chile*.

Where will you ...

1 see animals in danger? 2 sleep outside?
3 see parts of buildings built long ago?
4 see a city from a high place? 5 swim in dangerous waters?

- d) Match the words in bold to their meanings: *opportunity*, *not far away*, *not wide*, *reserve*, *twisty*, *huge*, *breathtaking*, *going back to your starting point*, *not remember*, *travel around*, *rising at a very sharp angle*.

Peru: Days 1-5 After flying into Peru's capital, Lima, we will travel to Ica and drive a dune buggy into the Huacachina Desert, then we'll sandboard back down the **enormous** sand dunes! Next, we will go on a 3-day journey to trek through the Andes Mountains and see the beautiful Colca Canyon. We will have the **chance** to see endangered species here like the giant condor and camp out under the stars.

Bolivia: Days 6-8 In the morning, we will fly to La Paz and then set out for Tiwanaku to **explore** the ancient ruins. The next day, we will mountain bike down the world's most dangerous road, *El Camino de la Muerte*. The road stretches for 67 km along the **steep** slopes of the Andes and is very **narrow** and **windy**. Afterwards, we'll take a short flight and a jeep ride to the Yacuma River in the Madidi National Park and swim with piranha! Fortunately, they're only small ones. They might even be on the breakfast menu the next morning!

Chile: Days 9-12 We'll fly to the capital, Santiago, then we'll go on a bike ride to the top of San Cristobal Hill. From there, we'll get a **spectacular** view of the city. Then, we'll travel south to the Andes Mountains and climb the snowy volcano at Villarrica and see its lava lake! We'll spend the night in a **nearby** lakeside resort before **heading back** to Santiago for the flight home.

Adventure Tour South America is a holiday you will never forget!
Book your place on the tour now!
 Visit our website @ www.starttrekking.com for further information.

Grammar

see
p. GR6

Will

3 a) Read the table. Find examples in the text.

| AFFIRMATIVE | NEGATIVE |
|---|--|
| I/You/He/She, etc will / 'll go on holiday this summer. | I/You/He/She, etc will not / won't go to the beach tomorrow. |
| INTERROGATIVE | SHORT ANSWERS |
| Will I/you/he/she, etc stay in a hotel? | Yes , I/you/he/she, etc will . No , I/you/he/she, etc won't . |

We use **will**:

- for predictions based on what we think or believe.
I think you'll have a great time.
- on-the-spot decisions. *It's raining. I'll take my umbrella.*
- to give information about the future.
You'll stay in a five-star hotel.

Pronunciation ('ll/won't)


b) Listen and say.

- I'll have. • He'll go. • We won't buy.
- They'll camp. • I won't swim.

4 Complete the sentences with the correct form of *will* and the verbs in the list. Which sentence is a prediction? is an on-the-spot decision? gives information about the future?

• come • not miss • enjoy • have • fly • buy

- We into Lima when we visit Peru.
- I'm sure you the time of your life on this trip.
- These souvenirs are great. I some for my friends back home.
- Why don't you go on an activity holiday? I think you it.
- Don't worry, it's only 5 o'clock. He his plane!
- Are you going on a tour of the city today? I with you.

5  Your partner is going on holiday. Use the activities in Ex. 1 and your own ideas to find out what he/she will/won't do.

- A: Will you go sandboarding?
 B: Yes, I will./No, I won't.


Speaking & Writing

6 a) Fill in: *spectacular, short, sand, ancient, steep, jeep, endangered, lakeside*.

- | | |
|-----------------|----------------|
| 1 dunes | 5 slopes |
| 2 species | 6 view |
| 3 ruins | 7 ride |
| 4 flight | 8 resort |

b) **THINK!** Imagine you are going to Peru. In three minutes write about your trip there. Tell your partner.

We flew to Lima in Peru by plane. Then, we travelled to Ica. We drove ...

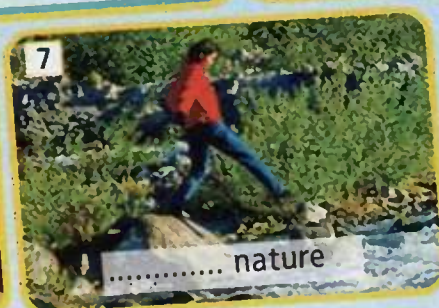
7  Draw a map and write an itinerary for a six-day tour in your country. Each person writes about one section of the tour (where you'll go, what you'll do). Then present your tour to the class.

4b Having a great time

Vocabulary

Holiday activities

- 1 Fill in: go (x2), shop, sunbathe, enjoy, take, visit, stay, try.
 Listen and check, then say.



Reading & Listening

- 2 a) Look at the pictures and read the first and last exchange in the dialogue. Where is Linda? What activities do you think she'll do there?
 Listen and read to find out.

Linda: Hi, John. It's Linda.
 John: Oh, hi Linda! Are you enjoying yourself in Finland?
 Linda: Yes, it's really cold and snowy, but I'm having a great time. Guess what! Tomorrow, we're going to go sledding with husky dogs through a pine forest!
 John: Wow! So, what else are you going to do?
 Linda: Well, this afternoon we're going to a restaurant to try some local food. Tim wants to try reindeer stew, but I'm not going to have that! No way! In the evening, we're going to go on a snowmobile tour to see the Northern Lights!
 John: What are they?
 Linda: A really beautiful display of natural colourful lights in the sky. They're common near the Arctic Circle. If we are lucky, we'll see them.
 John: Promise me you'll take lots of photos.
 Linda: Of course, John. See you next week! Bye!

Check these words

enjoy yourself, snowy, have a great time, guess what, sledding, husky dog, pine forest, reindeer stew, no way, Northern Lights, display, colourful lights, common, the Arctic Circle

b) Read again and complete the sentences.

- The weather in Finland is
- Linda and Tim are planning to go tomorrow.
- Linda doesn't want to eat
- Linda and Tim want to see
- Linda is going back home in

- 3 What do/don't you usually do on holiday? Use the phrases in Ex. 1 and your own ideas to tell your partner.

I usually stay in a hotel on holiday. I sunbathe on the beach and ... I don't usually ...

Grammar

see
p. GR6**Going to – Will – Present continuous (future meaning)****4 Match the sentences (a-f) to the uses (1-6).**

- a I think it'll be sunny tomorrow.
b It's 3:00. We're going to miss our plane!
c Accommodation will be in a five-star hotel!
d I'll come with you to the pool.
e We're eating out tonight.
f We're going to travel the world next year.

- 1 ☐ an on-the-spot decision
2 ☐ a prediction based on what we think
3 ☐ a future event certain to happen
4 ☐ a prediction based on what we see
5 ☐ a future plan
6 ☐ a fixed arrangement in the near future

5 Fill in the gaps with *be going to*, *will* or the *present continuous* and the verbs in brackets.

- 1 Do you need a taxi? The doorman (call) one for you.
2 John's buying a ski jacket. He (go) on a skiing holiday.
3 I think I (visit) Africa one day.
4 My parents (travel) to Spain tomorrow. Here are their tickets.
5 They (take) a boat trip later today.
6 She's wearing her swimsuit. She (swim) in the sea.

Time clauses

see
p. GR6**6 Read the theory, then put the verbs in the correct tense.****Time clauses** tell us when something will happen.We use **when, before, after, by the time, until, as soon as**, etc to introduce **time clauses**. We don't use **will** after these time words. *I'll go out **after I have lunch*** (NOT: *after I will have*) *After I have lunch, I'll go out.***Note:** *When he **comes**, we'll go out* (when: time word) **BUT** *When **will he come**?* (when: question word).

- 1 When she (be) ready, we will leave.
2 I (show) you the photos as soon as I get them.
3 Before you (go) out, turn off the lights.
4 When (they/be) back from Gdansk?
5 By the time we (finish) dinner, it'll be dark.

Conditionals 0, 1, 2 type

see
pp. GR6-GR7**7 Read the theory. Then, put the verbs in brackets into the correct tense. What type of conditional is each sentence? Put commas where necessary.**

| | |
|--------|---|
| Type 0 | if/when + present simple → present simple (to express sth that is always true) <i>If you mix red and white, you get pink.</i> |
| Type 1 | if + present simple → will + infinitive without to (to express a possible situation in the present/future) <i>If he is early, he will come with us.</i> |
| Type 2 | if + past simple → would/could + infinitive without to (to express an imaginary situation or give advice in the present/future) <i>If I had time, I'd visit the museum (but I haven't). If I were you, I'd go to Spain this summer (advice).</i> |

Note: Unless = If not *Unless he leaves now, he'll miss the bus* (= if he doesn't leave now, he'll miss the bus).


When the if-clause precedes the main clause we separate the two clauses with a comma. When the main clause precedes the if-clause no comma is used.

- 1 If you (heat) ice it melts.
2 Unless she (call) we won't leave.
3 If I (be) you I'd go on the adventure tour.
4 If you leave metal out in the rain it (rust).
5 If she (have) more free time she'd join a gym.
6 She (travel) abroad if she had enough money.
7 If I were you I (not/try) this dish.
8 We'll go to the beach if it (not/rain).

8 Complete the sentences.

- 1 If you add two and two,
2 If you come to my country,
3 If I met a famous person,
4 If the weather gets better,


4 Culture Corner

1 Where is Yellowstone National Park? What can a tourist see and do there?  Listen, read and check your answers.

2 a) Read again and match the sentences to the words:
Yellowstone Grand Canyon, Yellowstone supervolcano, Old Faithful.

- 1 Some people expect it to erupt.
- 2 This is a beautiful place to go walking.
- 3 You may see animals here.
- 4 One day, this may cause a disaster in part of the US.
- 5 You'll remember seeing this forever.

b) Match the words in bold to their meanings: *very big, people whose job is to study the physical world, astonishing, explodes, rough paths, a mountain with a hole at the top that sometimes bursts, ruin.*

3  Take the roles of a tourist and a tour guide. Use the text to ask and answer questions.


A: *How big is the park?*

B: *It covers 8,980 square kilometres.*

4 a) Fill in: *deep, grizzly, impressive, hot, erupts, thermal, hiking.*

1 pools; 2 springs;
3 geyser; 4
canyon; 5 trails; 6
bears; 7 waterfalls

b) **THINK!** In three minutes write two reasons why you want to visit this national park. Use the phrases in Ex. 4a. Tell your partner.

5 **ICT**  Find information about a national park or area of natural beauty in your country and write a short pamphlet to advertise it. Use the pamphlet in Ex. 1 as a model.

Check these words

cover, state, on top of, thermal pool, geyser, hot spring, erupt, into the air, sight, canyon, deep, hiking trail, spectacular view, impressive, waterfall, watch out for, wildlife, wolf, elk, bison, grizzly bear, scientist, destroy

Yellowstone National Park

A visit to Yellowstone National Park is a wonderful adventure! Yellowstone covers 8,980 km² in three states (Wyoming, Montana and Idaho). What

makes this park really amazing though is that most of it is on top of a **huge volcano** 6 km below the park! This is why Yellowstone has more thermal pools, geysers and hot springs than anywhere else in the world!



Old Faithful

Old Faithful is the most famous geyser in Yellowstone. It **erupts** every 90 minutes for up to 5 minutes, sending water 30 to 60 metres into the air! This is a sight you'll never forget!



The Grand Canyon of Yellowstone

This is a huge, deep canyon full of beautiful **hiking trails** and with spectacular views of Yellowstone's most **impressive** waterfalls, Upper and Lower Falls. Also, watch out for wildlife in this area such as wolves, elk, bison and even grizzly bears!



The Yellowstone supervolcano - will it erupt?

The last time this supervolcano erupted was 640,000 years ago. Some **scientists** think it is ready to erupt again, but they don't know exactly when. If it erupts, it could **destroy** the western US!

Everyday English 4d

Asking for information

1 Read the adverts. What is each one advertising?

2 a) Listen and say.

- How can I help you?
- I'm calling for some information.
- What would you like to know?
- What are the opening hours?
- How much does it cost to get in?
- Can I help you with anything else?
- Enjoy your visit to the museum!

b) The sentences are from a dialogue between a tourist and an information desk employee. Who says each sentence?

Listen, read and check.

- A: Good morning, the Dinosaur Museum, Wyoming. How can I help you?
- B: Oh, hi. I'm planning to visit the Dinosaur Museum tomorrow and I'm calling for some information.
- A: Sure. What would you like to know?
- B: Well, firstly, what are the opening hours?
- A: The museum is open from 8 am to 6 pm seven days a week.
- B: How much does it cost to get in?
- A: It's \$10 for adults and \$5.50 for children.
- B: OK. Just one more thing. What is the best way to get there by car?
- A: Oh, it's easy. Just head for Thermopolis town centre on WY-120 and continue straight.
- B: The WY-120, right?
- A: Yes, that's it. Can I help you with anything else?
- B: No, I think that's all, thank you.
- A: You're welcome. Enjoy your visit to the museum!

1

Silverwood
Theme Park,
Idaho

✓ Water Park
✓ live shows & more!
✓ 65 rides
✓ 4 roller coasters

Open: every day 11 am - 7 pm
Admission: adults \$41.99, children (ages 3-7) \$21.99
Directions: Take Highway 95 from Coeur D'Alene, Idaho Tel: 208-683-3400

2

DINOSAUR MUSEUM, WYOMING

- Over 20 dinosaur skeletons!
- Opening hours: 8 am - 6 pm, 7 days a week
- Admission: adults \$10, children \$5.50

Just a short drive from Yellowstone National Park. Head for Thermopolis town centre on WY-120 and continue straight.

Call 307- 864-2997 for more info

3 Find sentences in the dialogue which mean: *What can I do for you? – I'd like to ask you something else. – How do I drive there? – I hope you have a nice time here.*

Pronunciation: /h/

4 Listen and tick (✓) the correct boxes. Listen again and say. Think of more words that include /h/.

| | pronounced /h/ | silent /h/ |
|--------|----------------|------------|
| help | | |
| hour | | |
| hotel | | |
| honest | | |
| what | | |

Speaking

5 Act out a dialogue based on the advert for Silverwood Theme Park. Follow the plan.



Sculptures Under the Sea

Tourists diving or snorkelling off the **beautiful** Yucatan Peninsula **near** Cancun, Mexico might not believe their eyes. That's because there are amazing sculptures of men, women and children up to 8 metres **below** the waves!

Sea creatures will soon share the **bottom** of Mexico's Caribbean Sea with the world's **largest** underwater sculpture park! Eventually, there will be 400 life-size sculptures including people holding hands in a circle, cyclists, office workers and pets. The sculptor, Jason deCaires Taylor, casts his statues from local people, so divers might even see someone they recognise!

Jason hopes that his sculptures will **encourage** people to think about the environment. Pollution and hundreds of thousands of visitors per year are **damaging** Mexico's coral reefs. Jason wants people to swim to the underwater sculpture park instead of the **damaged** reefs. He creates the statues from cement that **attracts** sea creatures and encourages coral to grow on them.

So, if you ever visit Cancun, why not **put on** your flippers and snorkel and swim out to this amazing park? In time, you probably won't be able to see the sculptures, but you will see a stunning new coral reef!

Vocabulary & Reading

- 1 a) Match the words, then listen and check. Which of these things can you see in the pictures?

| | | |
|----------------------------|------------|--------------|
| 1 <input type="checkbox"/> | underwater | A sculptures |
| 2 <input type="checkbox"/> | coral | B creatures |
| 3 <input type="checkbox"/> | scuba | C park |
| 4 <input type="checkbox"/> | sea | D reef |
| 5 <input type="checkbox"/> | life-size | E diver |

Study skills

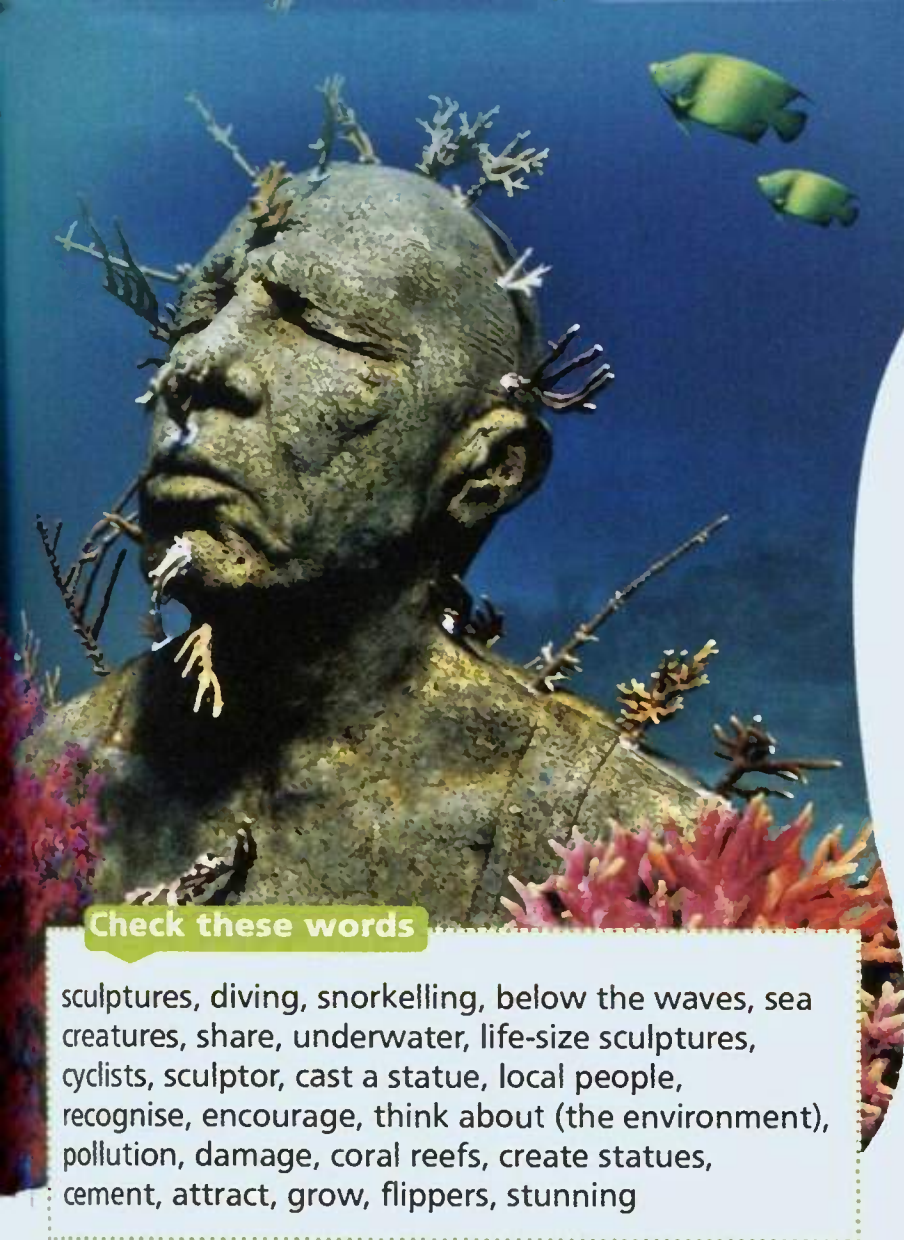
Key words

Key words help you predict the content of a text.

- b) Read the title of the text and the key words in the **Check these words** box. What is the text about?
 Listen, read and check.

- 2 Now read the text again and for questions 1-4, choose the best answer A, B, C or D. Find evidence in the text.

- Visitors to the underwater sculpture park will be able to see ...
 A ancient treasures.
 B sculptures of people and animals.
 C sculptures of fish and wildlife.
 D divers making sculptures.
- Local people visiting the park may see ...
 A statues of themselves. C Jason at work.
 B a statue of Jason. D statues of famous people.
- Jason wants the park to ...
 A attract more divers to Mexico's coral reefs.
 B help protect Mexico's coral reefs.
 C keep sea creatures away from reefs.
 D attract more tourists to Mexico.
- In the future, it will be more difficult to see the sculptures because ...
 A they will become old and dirty.
 B a new coral reef will cover them.
 C the artist will move them somewhere else.
 D the area will be very polluted.



Check these words

sculptures, diving, snorkelling, below the waves, sea creatures, share, underwater, life-size sculptures, cyclists, sculptor, cast a statue, local people, recognise, encourage, think about (the environment), pollution, damage, coral reefs, create statues, cement, attract, grow, flippers, stunning

3 Use words from the **Check these words** box to complete the sentences.

- Jason deCaires Taylor is a fantastic artist – he makes beautiful out of cement.
- When snorkelling, you need to put on your feet to help you swim.
- Jason uses as models for his statues.
- It's very easy to coral reefs if you touch them.
- Jason hopes the park will lots of visitors.
- There are thousands of colourful, exotic in the Caribbean Sea.
- Over time, coral will on the sculptures.
- from factories and cars causes a lot of damage to the

4 Complete the opposites. Use the words in bold in the text. Check with your partner.

- | | |
|----------------------|----------------------|
| 1 discourage ≠ | 6 far from ≠ |
| 2 ugly ≠ | 7 protecting ≠ |
| 3 repels ≠ | 8 smallest ≠ |
| 4 top ≠ | 9 take off ≠ |
| 5 above ≠ | 10 repaired ≠ |

see
Grammar p. GR7

Might – May – Could – Will probably – Will definitely

5 Read the theory. Find examples in the text.

We **may** visit the underwater park when we go to Cancun. (It's possible; Perhaps)

I **might** go to Chile for my summer holiday this year. (It's just possible, There is a slight possibility)

The park **could** help to protect Mexico's damaged coral reefs. (It's possible)

We'll **probably** go snorkelling tomorrow. (It's likely/ There's a very good chance)

I'll **definitely** be back home by Thursday. (It's certain)

6 Use the words in brackets to rewrite the sentences.

- There's a very good chance that it will rain tomorrow. (**probably**)
*It will **probably** rain tomorrow.*
- It's possible that the underwater park will attract 750,000 visitors per year. (**could**)
- It's possible that we'll go snorkelling this afternoon. (**may**)
- It's likely that coral will soon grow on the sculptures in the underwater park. (**probably**)
- It's just possible that we'll swim to the park today. (**might**)
- It's certain that we'll go to Cancun next weekend. (**definitely**)

Speaking & Writing

- THINK!** Tell the class two reasons why someone should visit the Cancun underwater park.
 - Why is the park important? In three minutes write a few sentences. Tell the class.
- Imagine you are on holiday in Cancun and you are going to visit the underwater park. Write a short email to your friend telling them all about it. Write: *where you are, what you are going to visit, what you will do/see there.* Read your email to your partner.

4f Attractions



wide harbour



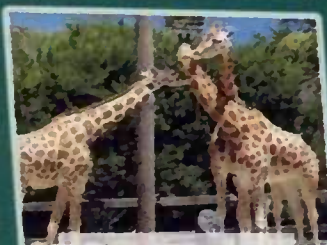
huge market



peaceful gardens



long bridge



large zoo



traditional houses



cosy restaurant



tall skyscrapers

Vocabulary Places in a city

- 1 Listen and say. Which of these features are there in your city?

In my city there are traditional houses but there isn't a long bridge.

Reading & Listening

- 2 a) What do you know about Sydney? What else would you like to know about it? Write three questions. Read the text and see if you can answer them.

Check these words

climate, exterior, interior, auditorium, acoustics, diverse, contemporary, fresh, produce, flea market, hectare, roar, pavilion

Six reasons to see Sydney!

Sydney is the largest city in Australia and one of the most 0) cities in the world. It has one of the best climates in Australia, with long warm summers and mild winters.

Sydney has one of the most beautiful city harbours in the world. 1) a ferry across the bay and experience the 2) possible panorama of the city. The stunning views of the famous Sydney Harbour Bridge and the Opera House will blow you away.

Sydney Opera House is one of the most famous buildings in the world. Constructed 3) the 1960's, the Opera House is now a UNESCO world heritage site. Its spectacular exterior is stunning to look at, and tours of the interior are 4) The Opera House auditorium has crystal clear acoustics and features a diverse programme of opera, classical concerts as well as contemporary pop, jazz and comedy performances.

There are two huge old markets in Sydney, Paddy's Flemington and Paddy's Haymarket. Flemington is the place to go for fresh produce and flowers, 5) Haymarket is more of a flea market selling clothes, giftware and souvenirs. You can 6) just about anything. One of the largest zoos in the world, and just 12 minutes 7) ferry from central Sydney, Taronga homes 2,600 animals on 21 hectares of land. The zoo enjoys stunning views overlooking Sydney harbour. The animals have a lot of space in beautiful natural settings and visitors can enjoy 8) giraffes, elephants and, of course native kangaroos and koala bears! There is even the option to stay overnight at the zoo in one of their safari tents. Just imagine waking to the sound of a lion's roar!

The Chinese Garden of Friendship is a beautiful, peaceful place in the heart of the city. The garden celebrates the friendship between Australia and China and 9) like a traditional garden of the Ming Dynasty. It features a water pavilion and a bamboo forest.

What better way to end your day than at one of Sydney's many seafood restaurants 10) you can find all around the harbour and beyond. Top chefs serve all kinds of seafood dishes.

- | | | | |
|--------------|-------------|-------------|-------------|
| 0 A famous | B favourite | C best | C excellent |
| 1 A Take | B Bring | C Hold | C Keep |
| 2 A good | B better | C great | C best |
| 3 A in | B on | C at | C of |
| 4 A open | B hand | C available | C there |
| 5 A when | B while | C so | C and |
| 6 A find | B come | C meet | C spot |
| 7 A at | B on | C by | C with |
| 8 A noticing | B seeing | C looking | C viewing |
| 9 A watches | B appears | C seems | C looks |
| 10 A where | B which | C who | C what |

- b) Read and choose the correct word.

- 3 a) Fill in: *heritage, produce, roar, warm, acoustics, seafood, city, settings*.

1 summer; 2 harbour;
3 world site; 4 crystal clear
.....; 5 fresh; 6 natural
.....; 7 lion's; 8
restaurant

- b) Match the words in bold to their meanings: ***gulf**, see and enjoy, not cold, impressive, modern, productions such as a play or a concert, includes, ports, having a view of, choice, all the traditions, beliefs, customs etc of a country*.

- 4 **THINK!** Listen and read the text. In three minutes write four reasons why someone should visit Sydney. Tell your partner.

Grammar

A/An – The

see
p. GR7

- 5 Complete the sentences with *a, an* or *the* where necessary.

- We use **a/an** to refer to something in general. *There's **a man** over there.*
- We use **the** to refer to something specific or with a singular countable noun to refer to all the members of that certain group. ***The man** is waving. **The dolphin** is an intelligent animal. (all the dolphins).*

- I saw strange man outside school yesterday.
- Tom has gone to Costa del Sol in Spain on holiday.
- Jane is going to see doctor on Harley Street in London next week.
- I saw documentary about Mount Everest in Himalayas.
- tiger is endangered animal, especially Siberian tiger.
- group of celebrities walked across part of Sahara Desert for charity.
- Is Lake Baikal in Russia?

- 6 Fill in *a, an* or *the* where necessary.

Dear Sam,

Hi! I'm having 1) great time here in 2) Rome. 3) weather is nice and 4) people are friendly. So far I've been to 5) Coliseum and 6) Roman Forum and I've taken 7) million photos! Tomorrow I'm going to see 8) Vatican and I want to eat 9) real Italian pizza! How are things in 10) UK?

Bye for now,
Sara

Relatives

see

p. GR7

- 7 Read the theory. Complete the rules with the words in bold in the examples.

*Tom shouted at a driver **whose** car was blocking the street. I like meeting people **who/that** are friendly and nice. Hazel comes from Doncaster **which/that** is in the north of England. I can't remember the name of the hotel **where** we stayed in Paris.*

We use 1) with people. We use 2) with places. We use 3) with things or ideas. We use 4) to show possession.

- 8 Fill in *who, which, where* or *whose*.

- A: I like your bag. It's very stylish.
B: This is the one was on special offer. I got it for £5.
- A: Isn't that Jo over there brother works with us?
B: Yes, I think you're right.
- A: Taronga Zoo is a great place you can see a lot of animals.
B: We're going there tomorrow.
- A: Do you remember Sara used to live next door?
B: Yes, and I heard she's moved to Sydney.
- A: What is the name of that restaurant serves seafood?
B: Rico's.
- A: I met a nice girl today showed me around.
B: Lucky you!
- A: Was it Paris you went on holiday?
B: No, it was Prague.
- A: Did you watch the film was on Channel 4 last night?
B: Yes, it was fantastic.

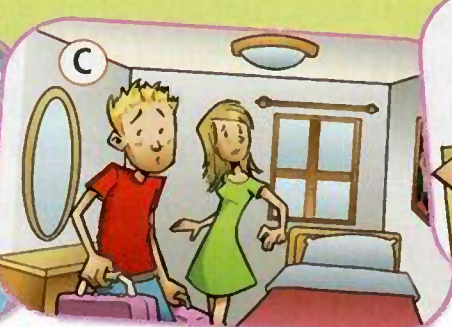
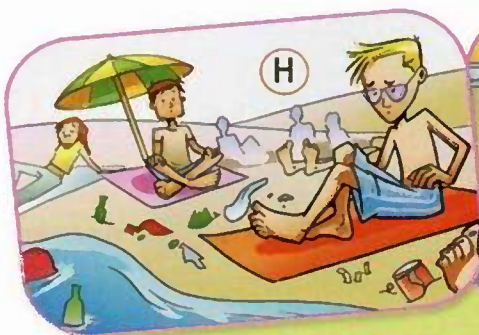
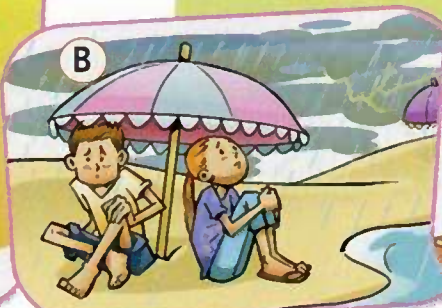
- 9 Complete the sentences about you.

- I like people are
- I prefer restaurants serve
- I like watching documentaries are
- I can't stand people are
- I love reading books are about

4g Skills

Vocabulary Holiday problems

- 1 Match the problems to the pictures.
 Listen and check.
 Listen again and say. Pay attention to the intonation.



- | | | |
|---|--|----------------------------------|
| 1 | | The weather was awful. |
| 2 | | We missed our flight. |
| 3 | | The airline lost our luggage. |
| 4 | | I got badly sunburnt. |
| 5 | | Someone stole my passport. |
| 6 | | Our hotel room was too small. |
| 7 | | The beach was dirty and crowded. |
| 8 | | I got food poisoning. |

Study skills

Listening for specific information
 Before you listen, read the answer choices carefully and think about synonymous words/phrases. This will help you do the task.

Listening

- 2 Listen to Nancy talking to a friend about her holiday experience. Match the problems (A-H) to the names (1-5). There are 2 problems that do not match.

| | | | | |
|---|---|---------|---|-----------------|
| 0 | G | Tristan | A | no reservation |
| 1 | | Carly | B | wallet stolen |
| 2 | | Janice | C | missed flight |
| 3 | | Monica | D | bad weather |
| 4 | | Roger | E | lost luggage |
| 5 | | Douglas | F | got sunburnt |
| | | | G | forgot passport |
| | | | H | food poisoning |

Speaking

Talking about your holiday

- 3 a) Anna is calling her brother Steve from the UK. What problem does she have?
 Listen and read to find out.

Anna: Hi, Steve, it's Anna!
 Steve: Hi, Anna! Are you having a nice time in the UK?
 Anna: Yes, but you'll never guess what happened!
 Steve: What? Tell me!
 Anna: Well, someone stole all my money!
 Steve: Oh, you poor thing! I'm so sorry!

- b) Imagine you are on holiday and you are on the phone with your friend back home. Use the language in the table below and ideas from Ex. 1 to act out a dialogue similar to the one in Ex. 3a.

| Asking | Saying what happened | Reacting |
|---|---|---|
| <ul style="list-style-type: none"> Are you having a nice time in ... ? Are you enjoying yourself in ... ? | <ul style="list-style-type: none"> You'll never guess what happened! Guess what! You won't believe what happened! Listen to this! | <ul style="list-style-type: none"> Really? Oh dear! Oh, you poor thing! I'm so sorry! That's such bad luck! That's terrible/awful! |

- 4 **THINK!** Think about a holiday you had where something went wrong. In three minutes, write a few sentences. Tell the class what happened.

1 Read the letter and match the paragraphs (1-4) with the descriptions (A-D).

- A ☐ activities so far and plans for today
 B ☐ greeting and opening remarks
 C ☐ closing remarks
 D ☐ plans for tomorrow

2 a) Read the tip. What adjectives does Steven use to describe the following?

- hotel • weather • fish
- villages

Writing Tip

Using adjectives in descriptions
 Use a variety of adjectives instead of *good, nice, bad*, etc to make your descriptive writing more interesting.
*The weather was **awful**. (instead of bad)*

b) Replace the words in bold with the adjectives in the lists.

- delicious • exciting
- brilliant • awful

A The weather here is **bad**, but we're still having a **nice** time. Yesterday, we went on a speedboat tour of the island – it was really **good**! We're going to my favourite restaurant now. The food there is **nice**!

- interesting • crowded
- beautiful

B This is a really **nice** place. The beach is quite **bad** but there are a lot of good historical sights to see.

Dear Mark,

1 How are you? I'm having a fantastic time here in St Lucia in the Caribbean. We're staying in a luxurious hotel right on the beach. The weather is a bit cloudy and yesterday there was a huge storm, but we're still having a lot of fun!

2 Yesterday, we swam and sunbathed on the beach all morning. I went snorkelling in the sea around a coral reef and I saw lots of colourful fish. This afternoon, we are going trekking in the rainforest! My sister Zoe thinks it'll be scary, but I can't wait!

3 Tomorrow, we're going to take a jeep tour of the island. We're going to visit a banana plantation and some lovely quiet fishing villages.

4 Well, that's all for now. We're going for lunch at a fish restaurant now. See you in a week's time!

Best wishes,
 Steven

3 Mark the sentences (1-6) O for opening or C for closing remarks.

- 1 I'm really enjoying myself here in Brazil.
 2 I'd better go now. I'll tell you more when I see you.
 3 See you next week.
 4 It's wonderful here and the weather is fantastic.
 5 I'm on holiday in Portugal and it's great!
 6 Anyway, I must go now.

Writing (a letter about your holiday)

4 You have received a letter from your English pen friend, Peter.

I hope you are having a great holiday. Where are you staying? What is the weather like? What did you do yesterday and what are your plans for today?

Write Peter a letter and answer his questions. Write 80-100 words. Follow the plan.

Plan

Dear ... ,

Para 1: opening remarks, where you are, where you are staying, the weather, how you like it (*How are you? I'm having We're staying The weather is*)

Para 2: activities you did yesterday (include a bad experience you had), what you are planning to do today (*Yesterday / Unfortunately, Today we are going to*)

Para 3: plans for the next day (*Tomorrow we're going to*)

Para 4: closing remarks, you are coming back, when (*Well, I must go now. We're See you*)

.....

4i Curricular: Citizenship

- 1 a) Read the dictionary entry. What do you think a responsible tourist is? Read the introduction of the text to find out.

responsible /rɪˈspɒnsəbəl/ (adj) able to choose between right and wrong and make good decisions

How to be a

Responsible Tourist

Responsible tourism has to do with **caring about** the place where you go on holiday and **treating** the people there with respect. Next time you travel abroad, remember to follow these simple **rules**.

SUPPORT THE LOCALS

- Buy **local** brands in supermarkets and handmade souvenirs like traditional arts and crafts. This way, you'll **support** local businesses.
- Walk around and get to know people. The locals will be very happy that you're interested in their country.


RESPECT LOCAL CUSTOMS

- Learn a few words or phrases from the local language. This will show locals that you **respect** their culture. You'll probably get a smile from them too!
- Respect any local dress or behaviour codes. Ask before taking a picture of a monument or a person, for example.

THINK GREEN!

- Don't leave the air-conditioning or the lights on all day in your hotel and clean up after yourself at the beach or the campsite, just like at home!
- Never buy souvenirs made from coral or endangered plants or animals and never take anything from a historical site. Take home nothing but your good **memories**!
- Book your holiday with an environmentally-responsible company.

Above all, remember ... when you're abroad, you're a **guest** in someone else's country. You're also a **representative** of your country - so make a good **impression**!

- b) What does the term 'responsible tourism' mean to you?
 Listen and read the text to check.

- 2 a) Read the text and mark the sentences T (true) or F (false).

- 1 Tourists should buy local products.
- 2 It's not a good idea to mix with the locals.
- 3 Always learn the local language before you travel abroad.
- 4 It's OK to photograph local people.
- 5 Don't leave rubbish on a campsite.
- 6 It's a good idea to buy things made of coral.

- b) Match the words in bold to their meanings: *behaving towards, feeling you have about sb or sth, instructions, being concerned about, things you remember from the past, visitor, honour, sb typical of the group they belong to, regional, help.*

- 3 Use words from the **Check these words** box to complete the gaps.

Responsible Tourists

- 1) locals with respect.
- Buy local products to 2) the local businesses.
- 3) for the culture of the country they are visiting.
- 4) after themselves and do not leave their rubbish behind.

- 4 **THINK!** Do you consider yourself to be a responsible tourist? In three minutes write a few sentences on this. Read them to the class.

- 5 **ICT** Use the Internet to research and suggest more ways to be a responsible tourist. You can use the key phrase: **responsible tourism**. Present your ideas to the class.

Check these words

care, treat, respect, abroad, support, local brand, handmade, arts and crafts, custom, show respect, behaviour code, clean up, memory, environmentally-responsible, guest, representative

Language Review 4

Collocations

1 Match the phrases.

- | | | |
|-----------------------------|----------|--------------------|
| 1 <input type="checkbox"/> | camp out | A food poisoning |
| 2 <input type="checkbox"/> | lose | B a great time |
| 3 <input type="checkbox"/> | visit | C for souvenirs |
| 4 <input type="checkbox"/> | have | D under the stars |
| 5 <input type="checkbox"/> | get | E local food |
| 6 <input type="checkbox"/> | put on | F your luggage |
| 7 <input type="checkbox"/> | go | G historical sites |
| 8 <input type="checkbox"/> | trek | H in the mountains |
| 9 <input type="checkbox"/> | try | I your flippers |
| 10 <input type="checkbox"/> | shop | J on a cruise |

2 Fill in: *behaviour, coral, endangered, spectacular, sea, ancient, dangerous, local, scuba, lava.*

- 1 view
- 2 creatures
- 3 code
- 4 monuments
- 5 reef
- 6 road
- 7 food
- 8 species
- 9 lake
- 10 diver

Prepositions

3 Choose the correct preposition.

- 1 He's interested **to/in** visiting the underwater park in Cancun.
- 2 Where are you going **on/for** holiday this year?
- 3 We are bored **of/from** beach holidays.
- 4 Jason deCaires Taylor creates his sculptures **of/from** cement.
- 5 There is an amazing view **of/to** the city from the top of the hill.
- 6 You should treat people **in/with** respect.
- 7 We climbed **through/to** the top of Mount Vesuvius when we visited Italy last year.

4 Choose the correct word.

- 1 Hurry up! We don't want to **miss/lose** our flight.
- 2 From the hotel, we had a fantastic **sight/view** of the city.
- 3 I **lost/missed** my passport last year on holiday.
- 4 We are going on a **trip/journey** to China this summer.
- 5 My dad always **takes/makes** lots of photos on holiday.
- 6 We are going on a sightseeing **trip/tour** of the city tomorrow.
- 7 We usually **stay/live** in a tent on holiday.

GAME

In teams, make sentences. Use words/phrases from the list below. Each correct sentence gets one point. The team with the most points wins.

- lie on the beach • go on a safari • road stretches
- drive a dune buggy • endangered species • adventure tour
- head back • stunning scenery • spend the night
- hot springs • erupt • opening hours • make a good impression
- time of your life • miss my flight • go sightseeing
- dirty beach • luxury hotel • take a tour
- respect their culture • historical site • good memories



Read through Module 4 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

- | | |
|--|---|
| 1 Which country is <i>El Camino de la Muerte</i> in? | 5 Where's Cancun? |
| 2 What can travellers do in the Huacachina Desert? | 6 Which three states is Yellowstone National Park in? |
| 3 Where can you usually see the Northern Lights? | 7 What fish are there in the Yacuma River? |
| 4 How often does Old Faithful erupt? | 8 When did the Yellowstone supervolcano last erupt? |

Reading

Study skills

Matching question stems to the text
Read the text quickly to see what it is about. Read it again sentence by sentence. Pay attention to the words before and after each gap as they will help you decide on your choice. Read the completed text again to see if it makes sense.

- 1 a) Look at the sentences and the possible answers. Which sentence: *asks for a grammar structure? a lexical item?*

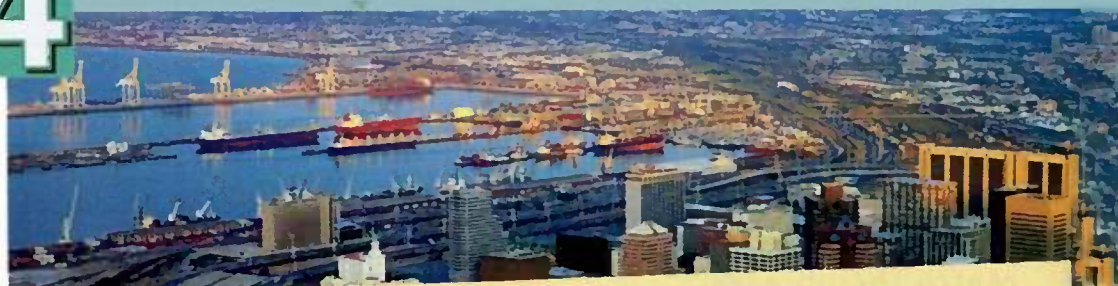
- 1 Peter to travel to France but he went to Poland instead.
A has planned B was planning
C will travel
- 2 The place offers a variety of activities to from.
A decide B try
C choose

- b) Choose the correct answers. The underlined words will help you.

- 2 a) Read the rubric. Then read through the text to get the gist.

You are going to read a text about a city. For gaps 1-8 choose the word A, B or C that best completes each gap.

- b) Do the task. Compare your answers with your partner's.



Cape Town, the capital of South Africa, is the 0) popular tourist destination in Africa. With great weather and amazing natural landscapes, it's a wonderful place 1) visit. Located on the shore of Table Bay, it is one of the most multicultural cities in the world. Home to a variety of vegetation types, some of 2) exist nowhere else, the city attracts millions of visitors for 3) natural features. 4) best known is Table Mountain. You can reach the top either by hiking up or by taking the Table Mountain Cableway. The views from there are dramatic. A lot of tourists also visit the Two Oceans Aquarium where you can see life from 5) Indian and Atlantic Oceans.

The Victoria and Alfred Waterfront is a great place to go shopping. With hundreds of shops it promises something for everyone. The 'V & A', as locals call 6), is part of the port which continues to operate so it is possible to take a ferry and visit nearby islands. Cape Town's beaches are very popular 7) tourists and locals alike. The most visited one is Boulders Beach which has a colony of African penguins living in one of the inlets.

Cape Town has a lot to offer and can satisfy the most demanding visitor. You 8) not be disappointed.

| | | | |
|---|---------|---------------|---------|
| 0 | A more | B most | C very |
| 1 | A for | B to | C of |
| 2 | A which | B who | C that |
| 3 | A the | B these | C its |
| 4 | A An | B The | C A |
| 5 | A the | B these | C them |
| 6 | A this | B it | C that |
| 7 | A with | B of | C for |
| 8 | A will | B must | C could |

Speaking

Study skills

Communication repair

If you don't know the English word for a key object in the photo, you can still find ways to describe it. You can talk about, for example, why and how people use it.

- 3 a) Read the description. How does the writer describe the key object without using its name?

A man on a ship is looking at something quite far away from him. I can't remember the English word, but he is using something people use to see things at a distance, at a sporting event, for example. It's like a big pair of glasses that you hold in front of your eyes.



b) Read the rubric, then do the task.

Describe the picture. Then answer the questions.



- 1 Why do you think these children look happy?
- 2 Do you like spending time outdoors? Why/why not?
- 3 What was the best holiday you ever had?

Listening

4 a) Read the rubric, then the list of holidays.

Listen to Chris talking to a friend about summer holidays. What type of holiday is each person going on? For questions 1-5, write a letter A-H next to each person. You will hear the conversation twice.

Example

0 Chris **E**

| People | | Holidays |
|----------|--------------------------|-----------------------|
| 1 Lauren | <input type="checkbox"/> | A cruise |
| 2 Anna | <input type="checkbox"/> | B activity holiday |
| 3 Ben | <input type="checkbox"/> | C beach holiday |
| 4 Sophie | <input type="checkbox"/> | D safari |
| 5 Tom | <input type="checkbox"/> | E camping holiday |
| | | F backpacking holiday |
| | | G historical holiday |
| | | H walking holiday |

b) Do the task. Compare your answers with your partner's.

Writing (informal letters)

(Writing Bank p. WB1)

Study skills

Identifying useful language

Read the rubric and identify what useful language is needed. e.g **suggest** means that you can use phrases such as: *How about ...?*, *Let's ...*, *Why don't you?*, etc. This will help you do the task.

5 Read the rubric. What language does it ask for? Think of phrases related to: *inviting*, *making suggestions*. Compare with your partner.

You are planning a winter holiday in your mountain chalet near a ski resort. You want your English pen-friend to come with you. Write a letter (80-100 words), where you:

- say when you are going & how long you will stay
- invite your friend to come & mention who else will be at the chalet
- suggest what outdoor activities you will do together & what clothes your friend will need to bring
- tell them how much the flight will cost and suggest an airline

6 Do the writing task. Follow the plan.

Plan

Dear ... ,

Para 1: opening remarks, tell friend about your holiday, when you are going to go and invite them to come

Para 2: say who will be at the chalet with you and what outdoor activities you will do together

Para 3: suggest what clothes your friend will need and airline details, closing remarks

... (Name)

4 Revision

1 Fill in: *encourage, experience, crowded, stunning, clean up, make, spend, erupts, respect, attracts.*

- 1 Acapulco is a popular tourist destination, so the beaches there are very in the summer.
- 2 Driving the dune buggy was a really exciting
- 3 When you go camping, you should always after yourself.
- 4 Japan is famous for its scenery.
- 5 We need to people to care for the environment.
- 6 Tourists should always the local customs of a country.
- 7 Cancun lots of visitors every year.
- 8 They decided to the night at a campsite.
- 9 If the volcano, it will cause a lot of damage.
- 10 When you are abroad, try to a good impression on the locals. *10x2=20 marks*

2 Complete the sentences with *will* or *be going to* and the verbs in brackets.

- 1 I think you (have) a great time in St Lucia. It's an amazing place!
- 2 I (not/swim) with piranha. It's too scary!
- 3 She (be) 20 this year.
- 4 Oh no! It's 6 o'clock. We (miss) our flight.
- 5 Oh, you're going shopping. I (come) with you. *5x2=10 marks*

3 Complete with the *present continuous* forms of the verbs: *visit, not climb, travel, eat, swim.*

- 1 Sally with dolphins this afternoon.
- 2 We in a fish restaurant this evening.
- 3 I abroad next month.
- 4 Tom and Lucy the museum this weekend.
- 5 I the volcano this afternoon. *5x2=10 marks*

4 Match the exchanges.

- | | | |
|----------------------------|------------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> | Can I help you with anything else? | A I'm calling for some information. |
| 2 <input type="checkbox"/> | How can I help you? | B What are the opening hours? |
| 3 <input type="checkbox"/> | Sure, what would you like to know? | C No, I think that's all. |
| 4 <input type="checkbox"/> | Someone stole my passport. | D Thank you very much. |
| 5 <input type="checkbox"/> | Enjoy your visit! | E Really? Oh dear! |

5x4=20 marks

5 Fill in: *who, whose, which* or *where*.

- 1 That's the man lives next door.
- 2 Ann, father is our Art teacher, is my best friend.
- 3 Sydney is the place we want to go this summer.
- 4 Sydney Opera House, is very impressive, is a UNESCO World Heritage Site.
- 5 Anthony, brother works at the, zoo, has left Australia. *5x2=10 marks*

6 Fill in: *a, an, or the* where necessary.

- 1 Thames is river in London.
- 2 Lake Victoria is in Africa.
- 3 There's car outside our house. car is a Mercedes.
- 4 cheetah is fastest animal on Earth.
- 5 Pyrenees is a range of mountains in southwest Europe. *5x2=10 marks*

7 You are on holiday in a city in your country. Write a letter to your pen-friend telling him/her all about your holiday. Write: *where you are, what the weather is like, what you did yesterday, what you're doing this afternoon & what you're going to do tomorrow.* *20 marks*
(80-100 words). *Total: 100 marks*

Check your Progress

- talk and write about holiday experiences & activities _____
- ask for information about a tourist attraction _____
- talk about eco-tourism & responsible tourism _____
- talk about holiday problems _____
- write a letter about your holiday _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: world problems, natural disasters, humanitarian problems, activities for a charity event, ways animals are endangered, activities at an eco-camp

Grammar: present perfect, present perfect continuous, *already/yet/for/since/never/ever/just*, present perfect vs simple past, -ing/-ed adjectives, past perfect, conditional type 3, wishes, *have been/have gone*

Everyday English: asking for & offering help

Pronunciation: homophones

Writing: a diary entry; an interview; a description of a charity event; an email giving news

Culture Corner: Comic Relief (a charity event)

Curricular (Geography): The world's oceans

Module 5

Helping hands

Vocabulary

World problems

- 1 Listen and say. Which problems are: *social? environmental?*
- 2 Listen to three people talking. Which problem is each talking about?

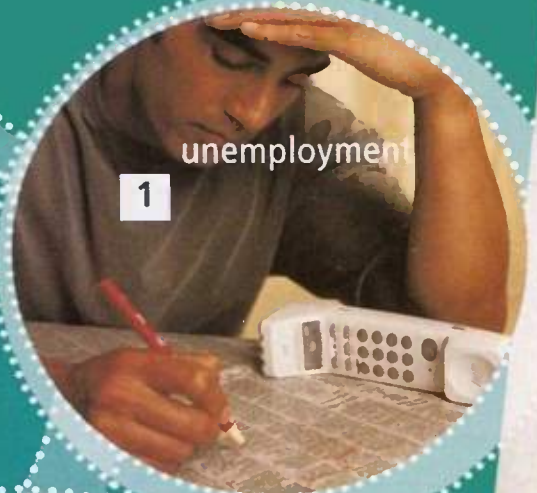
OVER TO YOU!

Complete the sentence.

I think and are the two most serious problems in my country.

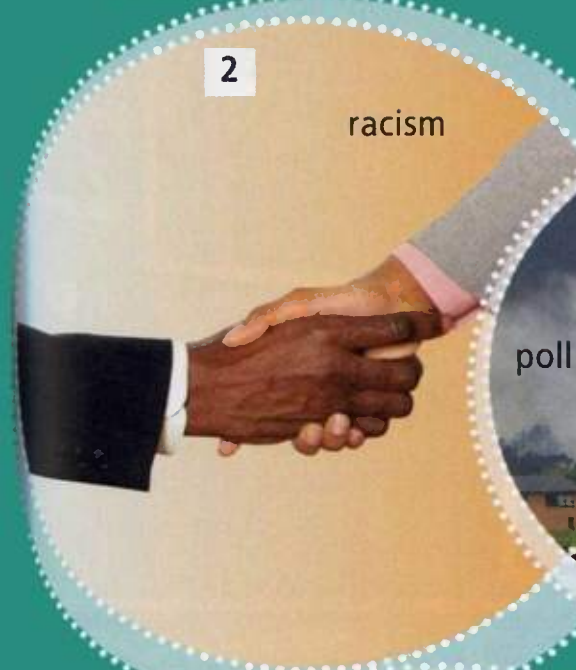
unemployment

1



racism

2



pollution

3



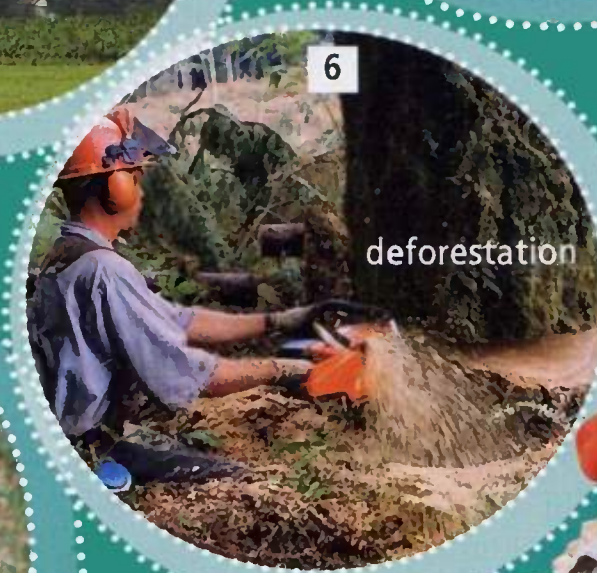
global warming

4



deforestation

6



endangered animals

5



homelessness

7



5a Disaster!

Vocabulary

Natural disasters

- 1 a) Match the disasters (A-G) to the pictures (1-7).
 Listen and check, then say.

- | | |
|---|-------------|
| A | drought |
| B | flood |
| C | earthquake |
| D | forest fire |
| E | tornado |
| F | tsunami |
| G | hurricane |

- b) Which of these are common in your country?

Forest fires are common in my country.

Reading & Speaking

- 2 a) Read the first sentence of each entry (1-3) in Suzy's diary. Where is she? What do you think she is doing there?
 Listen and read to find out.

- b) Now read the diary entries and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).

- Suzy is volunteering in Haiti with friends.
- 3 million people are now homeless.
- Natural disasters happen often in Haiti.
- The rescue team took five days to rescue the boy.
- The earthquake only hit Port-au-Prince.
- Suzy's team is helping to give out food.
- Suzy thinks rebuilding will take a long time.

- c) Match the words in bold to their meanings: *a difficult job*, *wounds*, *ruined*, *not dead*, *terrible*, *died*, *cleaned away*, *harmed*.

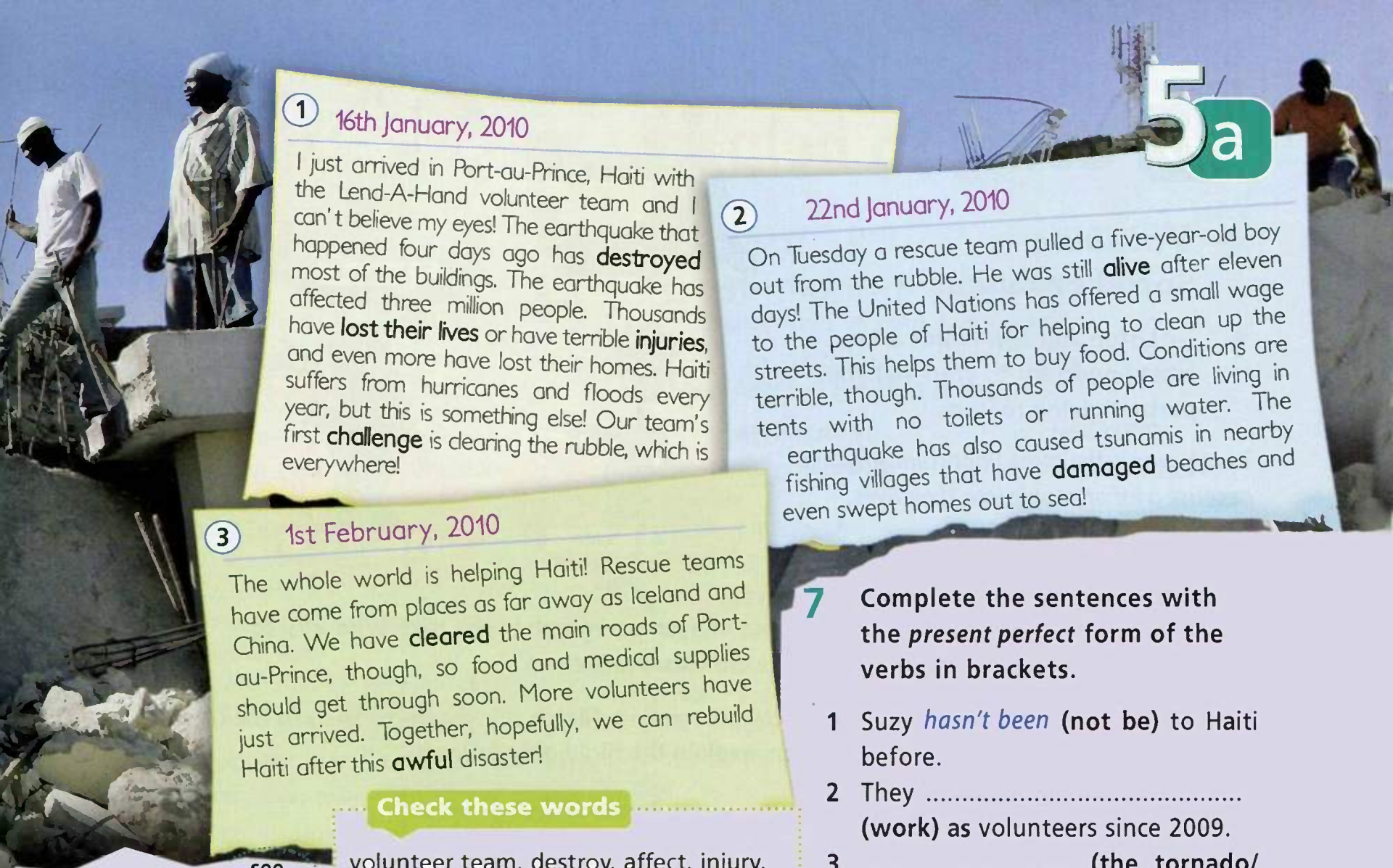
- 3 Use the words from the **Check these words** box to complete the sentences.

- He joined a team to help homeless people.
- It was to see so many suffering people.
- They managed to pull a boy alive from the ten days after the earthquake.
- We hope will arrive shortly because people are suffering from disease and injuries.
- A is working hard to get the trapped people out.

- 4 **THINK!** Imagine you're in Haiti just after the earthquake. What can you hear, see and smell? How do you feel? In three minutes, write a few sentences. Tell the class.

HAITI EARTHQUAKE





① 16th January, 2010

I just arrived in Port-au-Prince, Haiti with the Lend-A-Hand volunteer team and I can't believe my eyes! The earthquake that happened four days ago has **destroyed** most of the buildings. The earthquake has affected three million people. Thousands have **lost their lives** or have terrible **injuries**, and even more have lost their homes. Haiti suffers from hurricanes and floods every year, but this is something else! Our team's first **challenge** is clearing the rubble, which is everywhere!

② 22nd January, 2010

On Tuesday a rescue team pulled a five-year-old boy out from the rubble. He was still **alive** after eleven days! The United Nations has offered a small wage to the people of Haiti for helping to clean up the streets. This helps them to buy food. Conditions are terrible, though. Thousands of people are living in tents with no toilets or running water. The earthquake has also caused tsunamis in nearby fishing villages that have **damaged** beaches and even swept homes out to sea!

③ 1st February, 2010

The whole world is helping Haiti! Rescue teams have come from places as far away as Iceland and China. We have **cleared** the main roads of Port-au-Prince, though, so food and medical supplies should get through soon. More volunteers have just arrived. Together, hopefully, we can rebuild Haiti after this **awful** disaster!

Check these words

volunteer team, destroy, affect, injury, suffer, challenge, clear, rubble, rescue team, wage, conditions, running water, medical supplies, awful

Grammar
Present perfect

see pp. GR7-GR8

5 Read and complete the table. Find examples in the text.

Form: **has/have + past participle**

| AFFIRMATIVE | NEGATIVE |
|---|---|
| I/We/You/They have arrived in Haiti. He/She/It has arrived in Haiti. | I/We/You/They haven't felt an earthquake before. He/She/It hasn't felt an earthquake before. |
| INTERROGATIVE | SHORT ANSWERS |
| 1) I/you/we/they (ever) climbed a mountain? | Yes , I/you/we/they have . No , I/you/we/they 3) |
| 2) he/she/it (ever) climbed a mountain? | Yes , he/she/it 4) No , he/she/it 5) |

We use the **present perfect** for:

- actions which started in the past and continue into the present.
*She's **worked** here since last January.* (She still works here.)
- life experiences. *I've **visited** Haiti.* (We don't know when.)
- actions that happened in the past and we can see the result now.
*They've **cleared** the snow from the road.* (We can see the road is clear.)

Time expressions used with the present perfect: so far, this morning, since, for, never, ever, already, yet, this week/month/year, etc.

6 Match the infinitives to the **past participles**. Find more **past participles** in the text.

- eat • go • tell • have • be • say • give • find • see • buy • lose
- given • seen • said • bought • told • gone • had
- been • found • eaten • lost

7 Complete the sentences with the **present perfect** form of the verbs in brackets.

- Suzy **hasn't been** (not be) to Haiti before.
- They (work) as volunteers since 2009.
- (the tornado/destroy) the whole village?
- Lots of people (lose) their lives so far.
- The rescue workers (save) ten people so far.
- The food supplies (not arrive) yet.

Listening & Writing

- 8 a) Peter is in a volunteer team after a hurricane hit the Caribbean.
Listen and put a tick (✓) next to the things his team has done.

- | | |
|-----------------------|--------------------------|
| 1 clear roads | <input type="checkbox"/> |
| 2 bring supplies | <input type="checkbox"/> |
| 3 help injured people | <input type="checkbox"/> |
| 4 collect money | <input type="checkbox"/> |
| 5 take photos | <input type="checkbox"/> |

- b) Imagine you are Peter. Write a short diary entry. You can use the ideas in Ex. 8a and your own ideas. Read your entry to the class.

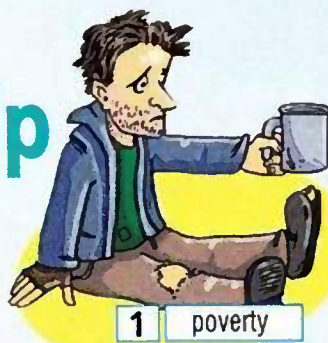
Well, here I am in ... and I can't believe my eyes! The hurricane has ... Our team has ... etc

5b Going to help

Vocabulary Social problems

- 1 Listen and say. Which is the most important to you? Tell your partner giving reasons.

To me, war is the most important problem because a lot of people lose their lives.



Reading & Listening

- 2 a) Read the title and the first sentence of each paragraph in the text. Who is Greg Mortenson? What do you think he did? Read and check.
- b) Read the text again. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence. Then, explain the highlighted words.
- Listen and check.

- c) **THINK!** Complete the sentence.
- I admire Greg because

Check these words

achieve, end up, failure, set out, make it, top, stumble, injured, poor, hunger, ground, stick, promise, raise money, peace award, thrilling, proof, courage, best-selling, ignorance, cause, campaign, issue, look after

From Climbing Mountains ... to Moving Mountains

Have you ever wanted to **achieve** something really amazing in life? Well, Greg Mortenson wanted to climb a mountain, but he **ended up** helping thousands of people to have a better life!

Greg Mortenson's story began with failure. In 1993, he **set out** to climb K2, the world's second highest mountain. But Greg never made it to the top. After five days, he stumbled into the village of Korphe in northern Pakistan, injured and hungry. **1**

Greg saw that the villagers were very poor and there was a lot of disease and hunger. Also, the village school didn't have a roof and the children wrote on the ground with sticks. **2** "I'll build you a school," he told the villagers. "I **promise**."

Greg went back home to the USA to raise money for the school. He even lived in his car to save money! **3** But this was just the beginning of something much bigger! Since then, Greg's organisation has built around 80 schools and runs many others in Pakistan, Afghanistan and other countries, too.

Greg hasn't finished yet. **4** He has won many humanitarian and peace awards, but it's the smiles of the children he has helped that makes him happy!

5 It's a thrilling read and **proof** of what ordinary people can do with **courage** and determination!

- A Greg has just written a best-selling book about his story called *Three Cups of Tea*.
- B He believes that poverty, illiteracy and **ignorance** cause many wars and other problems in the world, so he also organises many campaigns to fight these **issues**.
- C Greg knew he wanted to do something to help.
- D Greg has made a real difference to people's lives.
- E The kind villagers there looked after him for several days.
- F Finally, he went back to Korphe and built the school.

Grammar see p. GR8
Yet – Already – Since – For – Never – Ever – Just

- 3 a) Read the theory. Find examples in the text in Ex. 2.

Yet – Already – Since – For – Never – Ever – Just

Jill **hasn't arrived yet**. (We expect her to arrive soon.)
 They've **already** booked their plane tickets. (It's done. They don't have to do it any more.)
 He's lived in Brazil **since** 2007. (starting point)
 We've been friends **for** 5 years. (duration)
 He **has never** travelled abroad. (He hasn't travelled abroad.)
 Have you **ever** thought about writing a book? (thought about it at all)
 He **has just** left. (a few minutes ago)

b) Choose the correct word.

- I haven't booked my plane ticket to Thailand **just/yet**. I'll do it tomorrow.
- I haven't seen Danny **since/for** last week.
- He taught in a village in India **since/for** 2 years.
- She's **already/since** left for Haiti.
- He's **yet/just** sent the email and is waiting for an answer.

Present perfect vs Past simple see p. GR8

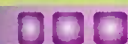
- 4 a) Read the theory. Find examples in the text.

Present perfect vs Past simple

We use the **present perfect** for:

- actions that started in the past and continue up to the present. *Max **has lived** here for three years.*
- experiences. *Fran **has run** a marathon.* (When? We don't know.)
- We use the **past simple** for actions that started and finished in the past. *I **went** to Argentina last year.* (When? Last year.)

b) Put the verbs in brackets into the **past simple** or the **present perfect**.



Hi Kathy,
 I'm writing to you from India where I'm helping to build a village school! I 1) (be) here for 2 weeks now with my team and we 2) (already/do) so many things! The first day, we 3) (go) into a nearby forest and 4) (help) to chop up wood. I 5) (feel) very tired afterwards, but I soon got used to it. 6) (you/ever/do) any volunteer work? It's amazing! See you in a month.
 Sam

Present perfect continuous see p. GR8

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

Form: *have/has been + verb -ing*

| AFFIRMATIVE | NEGATIVE |
|---|--|
| I/We/You/They have been sleeping . He/She/It has been sleeping . | I/We/You/They haven't been sleeping . He/She/It hasn't been sleeping . |
| INTERROGATIVE | SHORT ANSWERS |
| Have I/We/You/They been sleeping ? Has he/she/it been sleeping ? | Yes , I/we/you/they have . No , I/we/you/they haven't . Yes , he/she/it has . No , he/she/it hasn't . |

We use the **present perfect continuous**:

- to put emphasis on the duration of an action that started in the past and continues up to the present. *He **has been working** here for seven years.*
- for an action that started in the past and lasted for some time. It may be continuing or has finished but its results are visible in the present. *He **has been working** in the garden since morning. He's very tired.*

- 6 Put the verbs in brackets into the **present perfect** or the **present perfect continuous**.

- We (not/see) Peter for a week. He's on holiday.
- Their clothes are dirty. (they/play) in the garden?
- They are very happy. They (win) the competition.
- She's very angry. She (wait) since 7 o'clock for Pete to call.
- He (live) in Rome for two years and he still can't speak Italian.
- She (collect) £5,000 for the charity so far.

Speaking & Writing

- 7 Read the text again. Imagine you are interviewing Greg Mortenson for a radio programme. Prepare questions and answers. Read your interview to the class.

Interviewer: Hello and welcome to the programme, Greg. Now, how did your story begin? etc

Check these words

charity event, sort of, laughter, raise money, famine, take place, support, cause, get an education, viewer, make a donation, record a song, appear, celebrity, get involved, silly outfit

DOING SOMETHING FUNNY FOR MONEY

FOR

RED
NOSE
DAY

So what's it all about?

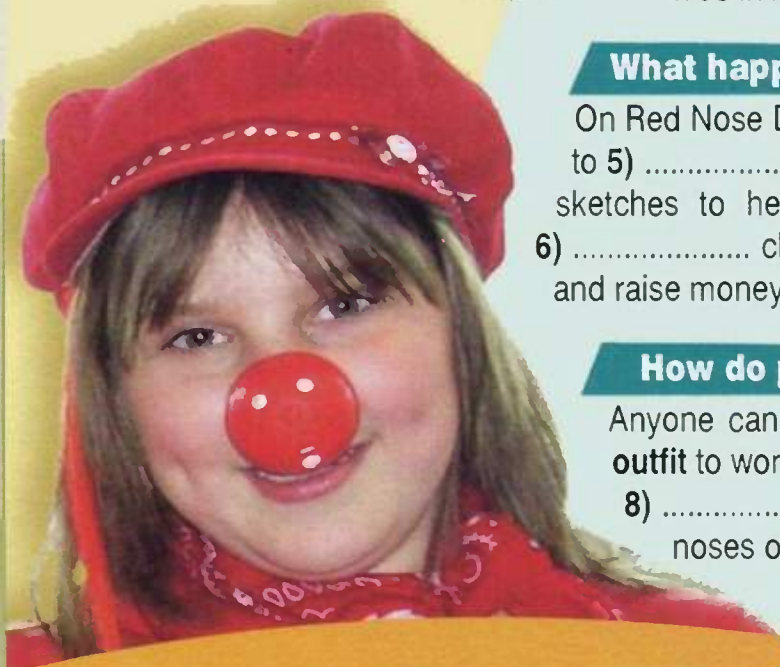
'Red Nose Day' is part of Comic Relief, a big charity **event** in the UK that has become a 1) of holiday of laughter! In 1985, a famous British comedy writer Richard Curtis organised the first Comic Relief to raise money for the terrible **famine** in Ethiopia. Since 2) Comic Relief has taken 3) every two years and **supports** many different causes to help poor people in the UK and 4) the world, like helping kids in Africa to get an education.

What happens on Red Nose Day?

On Red Nose Day, there are lots of special comedy shows on television and viewers can call in to 5) donations. Many famous people have recorded songs or appeared in comedy sketches to help. In 2009, a group of **celebrities**, including the pop singer Cheryl Cole, 6) climbed Mount Kilimanjaro to raise money! Everything **aims** to make people laugh and raise money for charity.

How do people get involved?

Anyone can do 7) funny to raise money for Comic Relief, like wearing a silly **outfit** to work and collecting donations for it! Also, supermarkets sell red clown noses to wear 8) Red Nose Day to help raise money. Some people even put red clown noses on their cars!



1 Look at the title and the pictures. What happens on 'Red Nose Day'? Read to find out.

2 a) Read again and complete the gaps with the correct word.

🔊 Listen and check.

b) Match the words in bold to their meanings: *a situation in which people have little or no food, a set of clothes, occasion, plans to achieve, helps, famous people.*

3 Use words from the **Check these words** box in the correct form to complete the sentences.

- We are organising a 10-km run to for the animal shelter.
- Millions of watch Comic Relief on TV.
- There was a terrible in Sudan in 1998. Over 70,000 people died of hunger.
- You can to the charity in cash or by cheque.

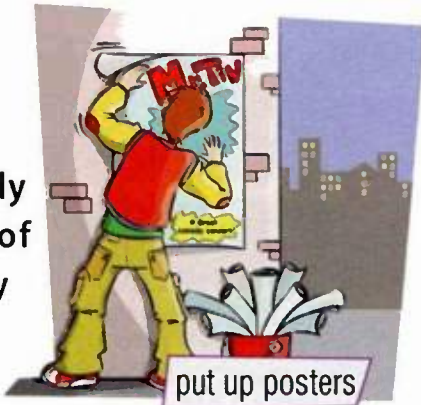
4 You are a TV reporter covering this year's Red Nose Day. Use the text to present it to the TV viewers.

It's Mike Smith live from London. Today we're celebrating Red Nose Day ...

5 **ICT** Is there a similar charity event in your country? Collect information, then make notes under the headings: *name, when it is, what happens*. Compare it to Red Nose Day. Tell the class.

Asking for and offering help

- 1 Listen and say. Have you or your friends/family members ever done any of these things for a charity event?



- 2 a) Listen and say. Pay attention to the pronunciation.

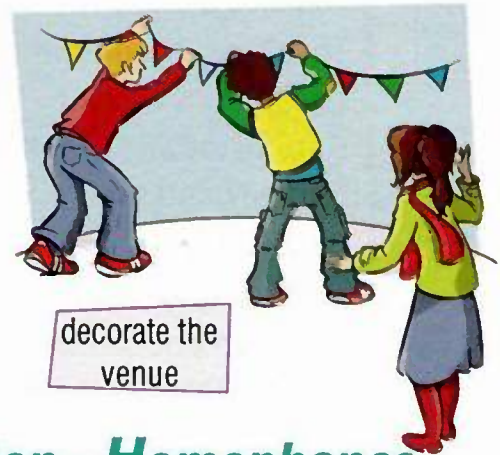
- What are you doing?
- Well, I'm free this afternoon.
- Can I give you a hand?
- Would you mind helping us with that?
- Yes, that's not a problem.
- Around 6 pm would be great.
- OK, see you at 6 tomorrow.



- b) Read the first exchange in the dialogue. What is Carol doing? What does Darren offer to do? What does Carol ask him to do?

Listen and read to find out.

collect donations



Pronunciation – Homophones

- 4 Listen and circle the word that does not sound the same as the others. Listen again and say.

- 1 wait – white – weight
- 2 were – where – wear
- 3 poor – pour – pear

Speaking

- 5 Imagine your class is helping to organise a clean-up day for the local park. Use the sentences in Ex. 2a and your own ideas to act out your dialogue. Follow the plan.

Darren: Hi, Carol! What are you doing?

Carol: Oh, hi, Darren. I'm just making some banners for the Red Nose Day concert tomorrow.

Darren: Oh, really? Well, I'm free this afternoon. Can I give you a hand?

Carol: Actually, I've nearly finished. Jim and I are going to put up some posters afterwards, though. Would you mind helping us with that?

Darren: Of course not!

Carol: That's wonderful! Oh, there's one more thing. Is there any chance you could come early tomorrow to help sell tickets at the door?

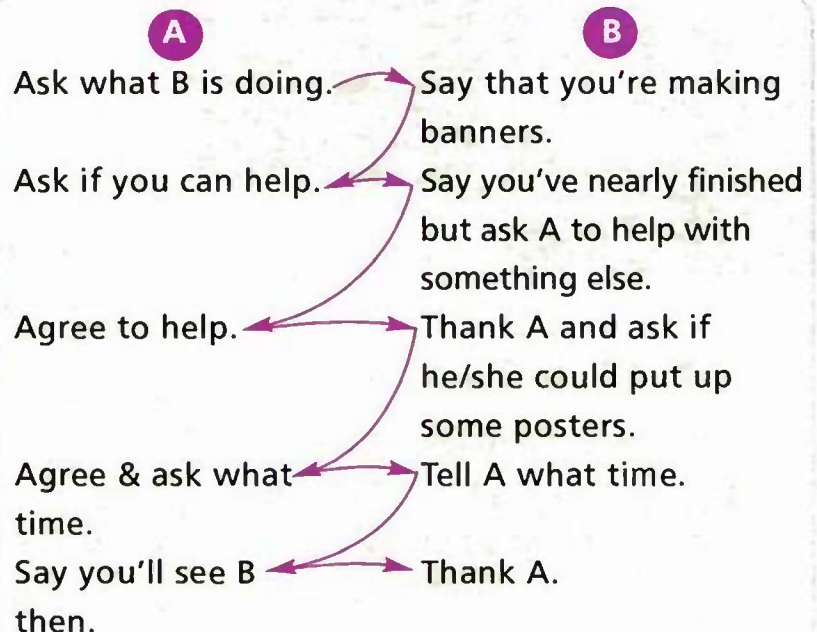
Darren: Yes, that's no problem. What time?

Carol: Around six would be great.

Darren: OK, see you at 6 tomorrow!

Carol: Great. Thanks, Darren!

- 3 Find sentences in the dialogue which mean:
I don't have anything to do this afternoon. – *Do you want me to help you?* – *There's something else you can do.* – *Sure I can.*



5e Endangered Species

Vocabulary

Threats to animal species

- 1 The sentences (A-E) describe ways animals are in danger. Match the sentences to the pictures (1-5).

🔊 Listen and check.

- A** ☐ Tourists disturb their habitats.
B ☐ They get caught in rubbish or fishermen's nets.
C ☐ Deforestation destroys their habitats.
D ☐ Poachers hunt them for their meat or fur.
E ☐ Pollution poisons the sea or land where they live.



Reading & Listening

- 2 Look at the animals (A-C) in the text. Where do you think we can find these animals? Why is each species endangered?

🔊 Listen and read to find out.

Animal SOS!

Holidays that have made a difference ...

Did you know that there are more than 5,000 endangered animal species in the world today and at least one species **dies out** every year? Well, these three people decided to do something about it! They've all recently been on a **working holiday** to help an endangered species. They told us all about their experiences ...

Pink River Dolphin

A

Hayley has just spent three months on a floating house boat in the Amazon Rainforest in Brazil. "I was part of an observation team doing research, and it was amazing!" she says. "Every year, we lose about 10% of these clever creatures. They swim in polluted waters and sometimes get caught in fishermen's nets. There are more than 300 dolphins here and we had to **record** new births and monitor the babies. In the evenings, we sat on the porch and listened to the sounds of the jungle. Then, we went to sleep in hammocks. It was so relaxing!"



Check these words

species, floating, rainforest, observation team, monitor, porch, hammock, track, hunting, steep slope, record, location, cut down, farming, challenging, conservation project, lay their eggs, mistake for, dawn, survey, nest, spectacular, patrol

- 3 Read the text again and write the name of the animal, *dolphin, gorilla or turtle*.

Which animal ...

- 1 faces problems which visitors cause?
- 2 tries to survive in a dirty place?
- 3 is losing its habitat?
- 4 do people sometimes eat?
- 5 eats something dangerous by mistake?
- 6 goes back to a place it has been before?

- 4 a) Match the words in bold to their meanings: *by mistake, disappears forever, demanding, write down, other possibilities*.

Cross River Gorilla

Ryan has just spent 6 months in a tent tracking these gorillas in the rainforests of Cameroon after he saw a documentary about them. He says, "I was very shocked when I heard there are only 300 of these gorillas left because of hunting and deforestation that has destroyed their habitat. Every day, we walked for miles up steep slopes in the rainforest.

Our guide was a poacher in the past who hunted the gorillas for their meat! I was so excited when we saw our first gorilla. We recorded lots of information about its location and activities. We also talked to locals and suggested **alternatives** to cutting down forests for farming. This was the most interesting – and **challenging** – experience of my life!"

B



b) Fill in: *steep, conservation, spectacular, endangered, working, polluted*, then use the phrases to write sentences based on the text.

- 1 animal species
- 2 waters
- 3 sunrises
- 4 project
- 5 holiday
- 6 slopes

Pink River dolphins and Cross River gorillas are endangered animal species.

Grammar

see
p. GR8

-ing/-ed adjectives

- 5 a) Study the theory. Find examples in the text.

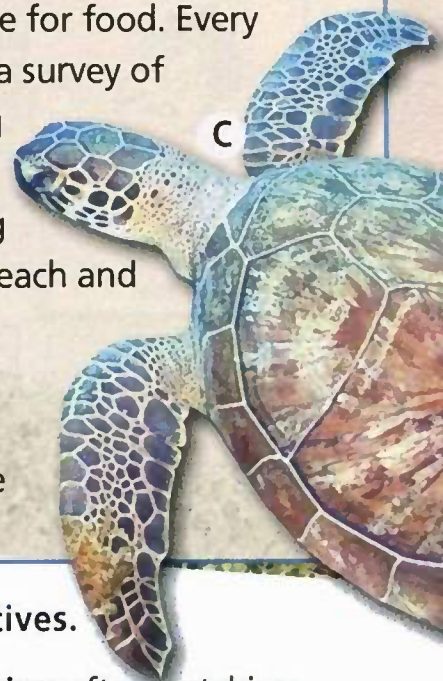
-ing/-ed adjectives

- We use **-ing** adjectives to express what something is like. *The holiday was **exciting**.* (What was it like? Exciting.)
- We use **-ed** adjectives to express how we feel about something. *I was **excited**.* (How did I feel? Excited.)

Loggerhead Sea Turtle

Mary has just come back from the Greek island of Zakynthos after helping with a turtle conservation project there. She says, "Every summer, thousands of females return to lay their eggs in the sand on the beach. The problem is that tourists often damage their nests **by accident**. They also leave rubbish like plastic bags that the turtles mistake for food. Every day at dawn, our team did a survey of nests and eggs. It was tiring but we saw some spectacular sunrises! During the day, we patrolled the beach and told tourists all about the turtles. I've already told my friends that I'm going back next year – and that they're coming with me!"

C



b) Circle the correct adjectives.

- 1 We felt very **shocked** / **shocking** after watching the documentary about endangered species.
- 2 I once saw a bear while camping. It was such a **frightened** / **frightening** experience.
- 3 He nearly fell asleep during the film. It was so **bored** / **boring**!
- 4 We were so **tired** / **tiring** after the jungle trek!
- 5 Sally's very **interested** / **interesting** in helping to save endangered animals.

Listening

6



Listen to three people talking about conservation holidays they went on. Who felt: *frightened? excited? shocked?* Why?

Mark

Holly

Jess

Speaking & Writing

7

- a) Read the text again. How has each person helped these animals? Make notes, then tell the class.
- b) **THINK!** Would you go on a working holiday like these people? Why? In three minutes write a few sentences. Read them to the class.

5f Determination

Vocabulary Injuries

- 1 Listen and say. Have you ever had any of these injuries? How did it happen? Tell the class.



Reading

- 2 a) Look at the picture and read the title and the first sentence of the text. What is the story about? Read through to find out.
- b) Read again and complete the gaps 1-6 with the correct word A, B, C or D. Compare with a partner.

- | | | | |
|--------------|-----------|----------|------------|
| 1 A put | B made | C set | D fixed |
| 2 A travel | B journey | C flight | D crossing |
| 3 A There | B It | C These | D They |
| 4 A suffer | B hurt | C ache | D pain |
| 5 A Since | B As | C If | D Because |
| 6 A draw | B happen | C reach | D come |
| 7 A then | B after | C before | D so |
| 8 A enough | B plenty | C lot | D much |
| 9 A which | B whose | C what | D where |
| 10 A raising | B raise | C raised | D raises |

Lead the way

On 22nd January, 2007, Dave Cornthwaite from Wales became the first person to skateboard across Australia. He 1) a new world record, by skating a total of 5,823 kilometres. Jack Smith, the **previous** champ, had skated a total of 4,830 kilometres across the US in 2003.

Dave's 2) started in Perth and ended in Brisbane travelling **on average** 60 kilometres per day. 3) took him five months, 13 pairs of shoes and over **a dozen** tubes of sunscreen. He went through great physical 4) and he got extremely **sore** feet.

5) Dave hadn't believed in making his dreams 6) true, none of this would have happened. Dave quit his job two weeks after he had bought a skateboard and decided to go on a journey. He wanted this journey to be about something more than him 7) he created BoardFree an association that would raise money for **charities**. "If people follow my journey and make **donations**, then I'm doing a lot of people a lot of good," said Dave. This journey had 8) of challenges. He travelled across the Australian desert 9) temperatures reached 48°C in the day and 0° at night. He had a serious accident in Adelaide when he jumped on a piece of metal that cut through his heel. He also had a **nasty** fall down a hill where he banged his head hard on the pavement and **twisted** his ankle.

Dave helped 10) more than £50,000 (€74,000) for children's charities, wrote a book and **motivated** others to follow in his footsteps. I wish we had more people like him leading the way!

Check these words

set a world record, champ, sunscreen, physical pain, dreams come true, quit, association, raise money, make a donation, challenge, desert, nasty fall, motivate

Perth

Adelaide

- 3 a) Match the words in bold to their meanings:
normally, the one before, inspired, twelve, bad, injured a part of the body by bending it awkwardly, organisations that help good causes, painful, gifts to help good causes.
- b) Listen to and read the text. Use six words from the **Check these words** box to make sentences about Dave.
- c) **THINK!** Imagine you are David. In three minutes, write four things about your experience. Tell your partner.

Grammar

Past perfect

see
p. GR8

- 4 Read the theory. Then put the verbs in brackets into the **past perfect** or the **past simple**.

Form: **had + past participle**

| | |
|---------------|--|
| AFFIRMATIVE | I/you/he, etc had left . |
| NEGATIVE | I/you/he, etc hadn't left . |
| INTERROGATIVE | Had I/you/he, etc left ? |
| SHORT ANSWERS | Yes, I/you/he, etc had . No, I/you/he, etc hadn't . |

We use the **past perfect** for:

- an action which happened before another past action or before a stated time in the past. *He **had already left** when we arrived.*
- an action which finished in the past and whose result was visible in the past. *He **couldn't walk** because he **had broken** his leg.*

Time expressions: before, after, already, just, for, since.

The past perfect is the past equivalent of the present perfect.

*He **was** happy because he **had won** the race.*

*He **is** happy because he **has won** the race.*

- He looked tired. He (**spend**) the whole morning working in the garden.
- They (**already/book**) the tickets before they went to the theatre.
- It (**start**) to rain while we were at the beach.
- She (**not/finish**) typing the letters when he arrived.
- He won first prize for the story he (**write**).
- When (**he/decide**) to join the club?

Conditional Type 3

see
pp. GR8-GR9

- 5 Read the theory. Rewrite the sentences as Conditional Type 3.

Conditional Type 3

if + past perfect → would/could have + past participle
 (to express an imaginary situation in the past)
*If he **had left** on time, he **wouldn't have missed** the bus.* (but he didn't leave on time)

- He didn't play tennis because he had sprained his wrist.
*If he **hadn't sprained** his wrist, he **would have played** tennis.*
- I had a terrible headache so I didn't finish my homework.
- It rained hard so we didn't go out.
- They lost the match because they didn't play well.
- They worked hard and managed to raise £10,000 for charity.

Wishes

see
p. GR9

- 6 Read the theory. Write wishes for the following situations.

- wish/if only + past simple** (wish for something we would like to be different in the present)
*I **wish I had** a flat of my own.* (but I don't)
- wish/if only + past perfect** (regret that something happened/didn't happen in the past)
*If only I **hadn't twisted** my ankle.* (but I did)

- I don't know how to drive a car.
*I **wish I knew** how to drive a car.*
- I want to go to Tom's party, but I can't.
- He didn't study so he failed his exam.
- She lost her gold earrings; she's very sad.
- He feels lonely because he doesn't know anyone in the neighbourhood.

7

THINK!

Complete the sentences.
 Compare with your partner.

- I wish I were
- If only people
- If I had tried
- I wish I hadn't
- If only I

5g Skills

Vocabulary

Activities at an eco-camp

- 1 Listen and say the activities that someone can do at a summer eco-camp.



1 plant trees



2 sit around a campfire



3 cook on a barbecue



4 sleep in wooden huts



5 grow vegetables



6 clean out a pond



7 go on a nature hike



8 collect rubbish for recycling

- 2 Have you ever done any of the activities in Ex. 1? Ask and answer in pairs.

A: Have you ever planted a tree?

B: Yes, I have. I planted one last year on the school's 'Plant a Tree' day. Have you ever ... ? etc

Study skills

Real-life situations – filling out forms

When you fill out a form, look for any special instructions. Make sure you fill out all the required information. Then carefully check for any errors.

Listening

- 3 Listen to Judy helping Karl to fill in the form below. Fill in the missing information.

Green Pines ECO-CAMP

Application form for camp counsellors

* PLEASE USE CAPITAL LETTERS

Full name: KARL 1)

Age: 2) Nationality: MEXICAN

Email address: KARL@ZMAIL.COM

Tel: 213 - 3)

Preferred camp (please tick (✓))

4) 16th – 31st July ☐ 2nd – 16th August ☐

Previous experience: please tick (✓) I've ...

- organised activities for children ☒
- taught sports ☒ If yes, which? 5)
- completed a first-aid course ☐

Speaking

Making suggestions/Expressing preferences

- 4 You are at Green Pines Eco-camp. Act out exchanges, as in the example.

Green Pines Summer Camp - activities

- go canoeing • cook on a barbecue • plant vegetables
- go fishing • play volleyball • go swimming in the lake

| Suggesting | Replying/Expressing your preference |
|---------------------------|--|
| • Would you like to ... ? | • OK. That would be fun! |
| • Why don't we ... ? | • I'd love to. |
| • Do you want to ... ? | • Sure. Why not? |
| | • I'd rather not. I'd prefer to ... |
| | • I don't really feel like doing that. Why don't we ... instead? |

A: Would you like to go canoeing?

B: OK. That would be fun!

An email giving your news

- 1 Look at the email. Who is it from? Who is it to?
- 2 Read the email and match the paragraphs to the headings.

- ☐ A thoughts and feelings about the experience
- ☐ B where she is & opening remarks
- ☐ C closing remarks & request to write back
- ☐ D description of camp life/activities

Grammar see p. GR8 Have been/Have gone

- 3 Read the examples. Then complete the sentences. Use *have/has been (to)* – *have/has gone (to)*.

Meg **has gone to** Camp Greenfoot. (She's still there.)

Peter **has been to** Chile twice. (He went to Chile, but he isn't there any more.)

- 1 Jane isn't here at the moment. She the lake.
- 2 Ryan on a trip to Cameroon. He'll be back next Monday.
- 3 They the park and they won't be back until 6 o'clock.
- 4 Ann and Bill Brazil three times and are planning to go again.
- 4 Find the informal phrases/sentences in Meg's email that mean:

- 1 How are you doing?
- 2 That isn't the truth.
- 3 What I like best about the experience is that we have the opportunity to help the environment ...
- 4 ... I don't have any problems with the children.
- 5 Please write me a letter when you have time.

Dear Ryan,

► **1** How are things? I've been at Camp Greenfoot for a week now, where I'm working this summer as a camp counsellor and I really love it here!

► **2** Camp Greenfoot is an eco-camp. You probably think that all we do here is learn about recycling, but it isn't like that at all! Yesterday we went on a nature hike with the kids, and last night we all sat around a campfire and sang songs. We also organise lots of fun eco-projects with the kids. We've already planted trees to replace the ones that burnt down in a forest fire.

► **3** The best part about this camp is that we help the environment and still have fun. I'm responsible for a small group of kids, and that can be tough (like when I have to wake everyone up in the morning!) but generally they are great kids!

► **4** I hope you're having a great summer, too. Write back when you get a chance.

All the best,

Meg



Study skills

Proofreading

Always proofread your work to check for mistakes. Make sure you have:

- included all the necessary information.
- checked for spelling/grammar mistakes.
- used an appropriate greeting/beginning/ending.
- used correct style: formal or informal.

- 5 Imagine you are working to help the sea turtles on p. 87. Send an email to your English pen-friend describing the experience (100-150 words). Use the plan below. Proofread your work.

Plan

Dear (your friend's first name),

Para 1: greeting, opening remarks (*How are things? I'm here at ...*)

Para 2: what the job is like & activities you did/have done (*We ... Yesterday, we ... We've also ...*)

Para 3: your thoughts & feelings (*The best part about ...*)

Para 4: closing remarks (*I hope you're ... Write back ...*)

.....

5i Curricular: Geography

1 How many oceans are there? How are they in danger? Listen and read to find out.

2 Read the text and match the headings (1-6) to the paragraphs (A-E). There is one extra heading.

1 Ocean life 2 The Oceans of the Earth

3 The Future of our Oceans

4 The Oceans in Danger

5 Protecting the Oceans

6 Why they are Important

3 a) Use words from the **Check these words** box in the correct form to complete the sentences.

1 A dolphin is a that lives in the sea.

2 Pollution from factories is very harmful to sea creatures. It them.

3 You can often see rubbish floating on the of the ocean.

b) Match the highlighted words to their meanings: *continuing to live, keep safe, eat, eventually arrive, beautiful & impressive, movements of water, kinds, process sth so that you can use it again, damaging with harmful chemicals.*

4 a) Tell the class three things you have learnt about the world's oceans.

b) **THINK!** Why are oceans important? Tell the class.

5

ICT



Collect information about any of the oceans. Present your information to the class.

Check these words

cover, surface, make up, water supply, survival, record, mammal, coral reef, majestic, whale, wind pattern, rainfall, ocean current, heat, take out, poison, overfishing, end up, protect

THE WORLD'S AMAZING OCEANS

A

There are five oceans – the Pacific, the Atlantic, the Indian, the Southern and the Arctic Oceans. They cover an amazing 71% of the Earth's surface and make up 97% of its water supply, so they're very important for our **survival**!

B

We've only explored 10% of the oceans. So far, scientists have recorded more than 230,000 **species** of living creatures and plants and that's just underwater! Above the waves, there are also thousands of species of seabirds and sea mammals that live around and **feed** from the oceans.

C

Our oceans are full of amazing beauty, from colourful coral reefs to **majestic** whales! The oceans help to control wind patterns and rainfall, too, and ocean **currents** move heat around the world. They also take carbon dioxide (CO₂) out of the air.

D

Unfortunately, pollution from factories is **poisoning** fish in our oceans. Rubbish such as plastic bags and soda cans – also kills 100,000 sea creatures every year, and, because of overfishing, there are fewer fish every day.

E

To help save our precious oceans, don't buy seafood that is endangered like bluefin tuna. Also, **recycle** your plastic bottles and cans so they don't **end up** in the sea. Over 3 billion years ago, life on Earth began in the oceans. Let's **protect** them together!

Language Review 5

1 Match the problems to the definitions.

| | | | |
|----------------------------|----------------|----------------------------|--------------|
| 1 <input type="checkbox"/> | drought | 5 <input type="checkbox"/> | disease |
| 2 <input type="checkbox"/> | homelessness | 6 <input type="checkbox"/> | war |
| 3 <input type="checkbox"/> | global warming | 7 <input type="checkbox"/> | flood |
| 4 <input type="checkbox"/> | illiteracy | 8 <input type="checkbox"/> | child labour |

- A a large amount of water that causes damage
 B illness that affects large numbers of people
 C a period when there is no rainfall
 D when children work in badly-paid or dangerous jobs
 E when people don't have anywhere to live
 F when people can't read or write
 G the rise in the Earth's temperature
 H fighting between countries and people

2 Fill in: *poor, supplies, running, dawn, rubble, issues, donation, raised, charity, conditions.*

- Molly got up at to see the sunrise.
- They managed to pull a man out from the
- Thousands of people made a on Red Nose Day. They millions of pounds.
- There are about 3 billion people in the world. Many live in terrible and don't have enough to eat.
- During the week, medical arrived for the earthquake survivors.
- Comic Relief is a well known event in the UK.
- Poverty is just one of the that affects the world.
- After the Haiti earthquake, a lot of people didn't have water.

Collocations

3 Fill in: *conservation, put up, damage, cut down, rescue, fishing, endangered, medical, clear, ocean.*

- | | |
|------------------------|------------------|
| 1 team | 7 |
| 2 villages | forests |
| 3 their habitats | 8 species |
| 4 project | 9 currents |
| 5 supplies | 10 posters |
| 6 the rubble | |

Prepositions

4 Choose the correct preposition.

- They ate some poisonous mushrooms **in/by** mistake.
- Loggerhead turtles mistake the bags **to/for** food.
- He's responsible **for/in** patrolling the beach.
- They worked hard to raise money **for/of** charity.
- Greg's schools are proof **of/for** what people can really do.
- Haiti suffers **of/from** hurricanes.

GAME

In teams, make sentences. Use words/phrases from the list below. Each correct sentence gets one point. The team with the most points wins.

- make a difference • deforestation • lay eggs
- swept homes out to sea • collect donations
- steep slopes • volunteer team • organisation
- medical supplies • affected • running water
- best-selling book • challenging experience
- get caught in fishermen's nets • overfishing
- spectacular sunrises • ocean currents
- polluted waters

Quiz

Mark the sentences *T* (true) of *F* (false). Read through Module 5 and write a quiz of your own.

- The Haiti earthquake happened on 12th January, 2010
- Greg Mortenson tried to climb Mount Everest in 1993.
- Greg sold his car to save money to build a school.
- Comic Relief takes place every two years in the UK.
- Cheryl Cole climbed Mount Kilimanjaro in 2007.
- The Cross River Gorilla lives in the Amazon Rainforest.
- Rubbish in the ocean kills 230,000 sea creatures every year.

Listening

- 1 a) Read the rubric, then the statements and possible answers. What is the dialogue about?

Listen to Jane talking to Robert about an eco-camp. For questions 1-5, tick (✓) A, B or C. You will hear the conversation twice.

Example

- 0 Jane took part in
- | | |
|-----------------------|-------------------------------------|
| A a nature walk. | <input type="checkbox"/> |
| B planting trees. | <input type="checkbox"/> |
| C collecting rubbish. | <input checked="" type="checkbox"/> |

- | | | |
|---|---------------|--------------------------|
| 1 Most of the rubbish on motorways comes from | A cars. | <input type="checkbox"/> |
| | B lorries. | <input type="checkbox"/> |
| | C tourists. | <input type="checkbox"/> |
| 2 The clean-up ended at | A 4. | <input type="checkbox"/> |
| | B 5. | <input type="checkbox"/> |
| | C 10. | <input type="checkbox"/> |
| 3 The number of bags they did not use was | A 16. | <input type="checkbox"/> |
| | B 50. | <input type="checkbox"/> |
| | C 60. | <input type="checkbox"/> |
| 4 Jane does not want to eat | A a burger. | <input type="checkbox"/> |
| | B vegetables. | <input type="checkbox"/> |
| | C crisps. | <input type="checkbox"/> |
| 5 Counsellors must sign up by | A June. | <input type="checkbox"/> |
| | B July. | <input type="checkbox"/> |
| | C August. | <input type="checkbox"/> |

- b) Do the task. Give reasons for your answers.

Reading

Study skills

Missing sentences

Pay attention to the words before and after each gap. They will help you decide on the sentence that best fits each gap.

- 2 a) Read the rubric, then read through the text. What is the text about?

You are going to read a text about an unusual group of people. For gaps 1-4 choose the sentence A-E that best fits each gap. One sentence is extra.

Meet Rescue Ink

Tough guys with big hearts!



Big muscles, lots of tattoos and loud motorcycles are what these men like. Soon after they met, they realised they had something else in common. **1**

Together they started helping animals that were not cared for properly. One day, when they read about a dog in their neighbourhood that was mistreated and killed, they decided to get really serious about saving animals so they formed Rescue Ink. These tough guys have dedicated themselves to the difficult but rewarding task of animal rescue. According to member 'Big Ant', who stands 1.83 m tall and weighs 145 kg, Rescue Ink investigates cases that other animal rescue organisations won't help or don't have the time for and they care about the owners, too. **2**

They never give up and will go back again and again until the problem is solved. Their tough appearance certainly makes people pay attention when they show up at someone's door. However, Rescue Ink members are careful never to break the law and work closely with the police. Rescue Ink receives over 250 calls and thousands of emails a day. The members meet at their clubhouse to plan each day. **3** They ride around on their motorcycles and in the Rescue Ink van investigating animals in neglected situations, rescuing dogs used for dog fighting and finding stolen animals. Sometimes they just help out. **4**

One dog, in particular, has become a symbol for Rescue Ink. Rebel, a red-nosed pit bull, was found wondering around after a dog-fighting group had been caught. He had cuts and wounds all over his body. Rescue Ink had his injuries treated and he quickly recovered. Despite all that Rebel has suffered, he still loves life, people and other dogs. For the men at Rescue Ink, he represents that a fresh start is possible for anyone and as these men have shown us, you can be tough and cool and still do the right thing!

b) Do the task.

- A They don't just try to take the mistreated animal from its owner, they often try to educate the owner.
- B For example, if the men go to a house and see a dog or dogs outside in the cold, they will build them a doghouse!
- C Rescue Ink has rescued dogs, horses and even chickens!
- D All the members are volunteers and often use their own money to help the animals they rescue.
- E They found out they all loved animals and wanted to help them.

Reading

- 3 a) Read the rubric, then underline the key words in statements 1-5.

Which notices (A-H) says this (1-5)?

- b) Read the notices. What is each about?

Example

- 0 It is cheaper for kids. H
- 1 This helps reduce rubbish.
- 2 You must wash this after cooking.
- 3 If it had not rained so much, it wouldn't have caused a problem.
- 4 If there is danger, people will go out here.
- 5 You will not get paid for work.

| | | |
|---|--|---|
| <p>A </p> <p>D </p> <p>G </p> | <p>B </p> <p>E </p> <p>H </p> | <p>C </p> <p>F </p> |
|---|--|---|

Speaking

- 4 Read the rubric, then look at the photos. Do the task.

Work in pairs. Each of you will talk on your own about something. You will each have a photograph to talk about. Student A: show your photograph to Student B and then tell him/her what you can see in your picture. (Approximately one minute.) Now, Student B: show your photograph to Student A and then tell him/her what you can see in your picture. (Approximately one minute.)



Writing (memos) (Writing Bank p. WB6)

- 5 a) Read the rubric. Then mark the sentences below T (true) or F (false).

You are the secretary of the school English club. The club has decided to organise a theatre performance to raise money for the local animal shelter. Write a memo to all members to inform them of the event. In your memo:

- give the reason for the event
- explain what the performance is about
- say where and when it will happen
- ask members to be there

- 1 Memos start the same as letters (Dear friends, ...).
- 2 A memo should be clear and concise.
- 3 We sign off using our full name.
- 4 Long chatty sentences should be avoided.

- b) Write your memo.

- c) Do the task. Give reasons for your answers.

5 Revision

1 Fill in: *save, hunting, swept, suffers, poverty, raise, habitat, polluted, lay, affect.*

- 1 Heavy floods in the area people's lives every year.
- 2 Police caught two poachers in the forest.
- 3 The tsunami many houses out to sea.
- 4 The area from hurricanes and floods every year.
- 5 Organising a concert is a good way for a charity to money.
- 6 We can all help to fight and hunger.
- 7 The river is so that you can't swim in it.
- 8 Rescue teams worked through the night to the earthquake victims.
- 9 We watched the turtles their eggs in the sand.
- 10 Deforestation has destroyed the gorillas'

10x2=20 marks

2 Put the verbs in brackets into the *present perfect, past perfect* or the *past simple*.

- 1 A: (you ever/do) anything for charity?
B: Yes, I (run) a marathon two years ago.
- 2 A: I hear there (be) a terrible hurricane in your country last week.
B: Yes, but fortunately lots of rescue teams (arrive) to help now.
- 3 A: Why (he/lose) the game last Monday?
B: He (sprain) his ankle so he couldn't play well.
- 4 A: Jack (look) very pleased when I saw him.
B: Yes. They told him he (pass) his exam.
- 5 A: (she/arrive) on time?
B: No, we (wait) for her for an hour before she came.

10x1=10 marks

3 Choose the correct word.

- 1 They haven't finished building the new school **already/yet**.
- 2 We've **already/since** cleaned the graffiti off the walls.
- 3 Comic Relief has raised over £600 million **for/since** it started in the 1980s.
- 4 Claire has **yet/already** filled out her application form. She sent it by post today.
- 5 Peter had gone **before/ago** we arrived.

5x2=10 marks

4 Put the verbs in brackets into the correct tense.

- 1 I wish he (not/be) late last night.
- 2 If I (take) your advice, I wouldn't have failed.
- 3 If only I (not/miss) the bus. I got to work late.
- 4 I wish he (not/lie) to his parents. They are very upset.
- 5 If I hadn't parked my car there, I (not/get) a fine.

5x4=20 marks

5 Match the exchanges.

- | | | |
|----------------------------|-------------------------------|-----------------------------------|
| 1 <input type="checkbox"/> | What are you doing? | A I'd love to. |
| 2 <input type="checkbox"/> | Can I give you a hand? | B I'm putting up posters. |
| 3 <input type="checkbox"/> | What time? | C Actually, I've nearly finished. |
| 4 <input type="checkbox"/> | Would you like to go fishing? | D Great. |
| 5 <input type="checkbox"/> | What was your holiday like? | E Around six. |

5x4=20 marks

6 You are spending the summer doing some volunteer work for your city. Write an email to your friend telling him/her about it (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about natural disasters _____
- talk about social problems _____
- ask for and offer help _____
- speak and write about endangered animals _____
- make suggestions and express preferences _____
- write a letter giving news _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: materials, types of music & musical instruments, cultural events, places of cultural interest, shops & products, art styles

Grammar: the passive, reflexive pronouns, reported speech, say/tell, reported questions/orders, question tags

Everyday English: posting a parcel

Pronunciation: assimilation

Writing: a paragraph describing a building/monument; a description of a cultural event; an email describing a visit to a place

Culture Corner: The Garma Festival

Curricular (Art & Design): Art styles

Module 6

Art & Culture

Vocabulary

Art

- 1 Look at the pictures. Which shows: *a statue? an oil painting? a historic building? a building that looks like a sailing ship?*

🔊 Listen and check.

- 2 Use the information under each picture to make sentences as in the example.

Moses was sculpted by Michelangelo.

OVER TO YOU!

Name some famous historic places in your country. What do you know about each? Complete the sentences.

... is located in ...
It was built by ...



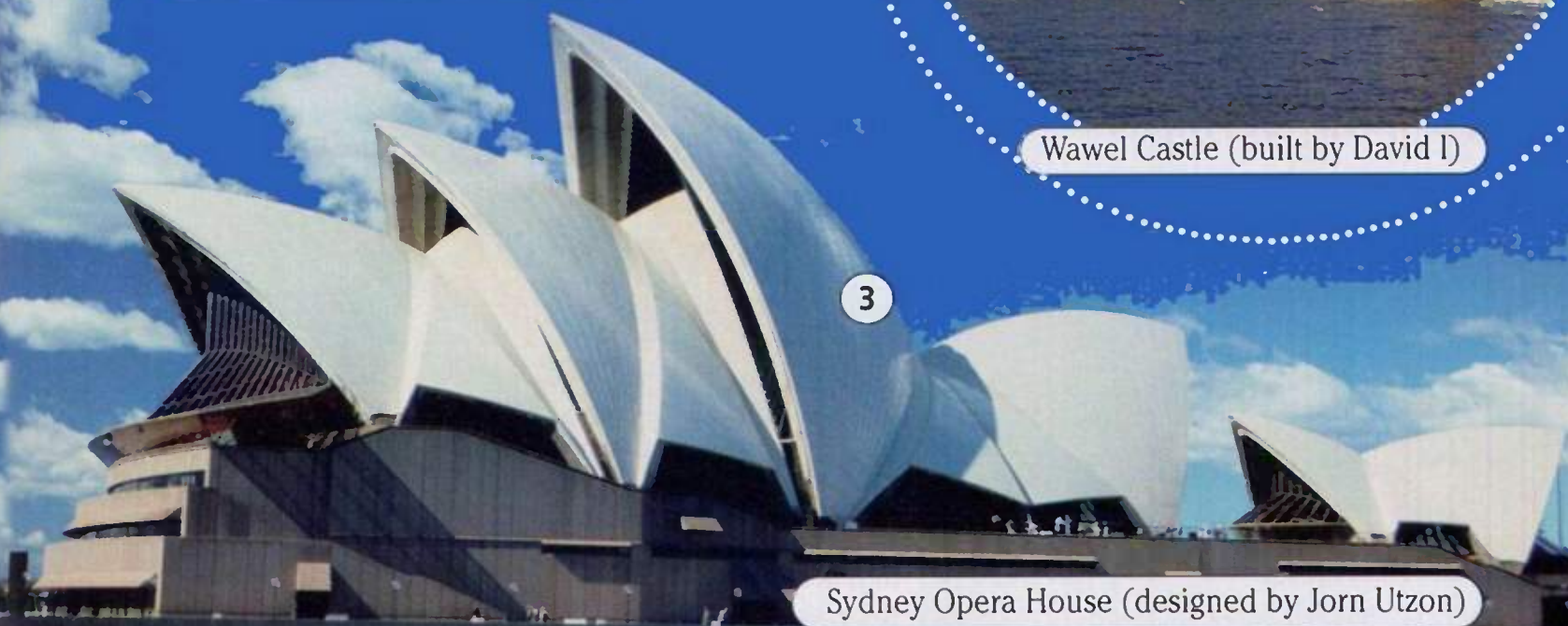
Moses (sculpted by Michelangelo)



Swans Reflecting Elephants
(painted by Salvadore Dalí in 1937)



Wawel Castle (built by David I)



Sydney Opera House (designed by Jorn Utzon)

6a Archaeological discoveries

Vocabulary Materials

- 1 Listen and say. Make sentences as in the example.
The vase was made of clay.

Reading & Listening

- 2 a) Look at the Terracotta Army. Where is it? What is special about it?
 Listen and read to find out.



1 clay



2 wood



3 terracotta (red clay)



4 stone



5 marble



6 metal

The Terracotta Army

In 1974, a group of farmers in China were digging a well when they uncovered something strange: a life-sized statue of a soldier standing ready for battle. When the area was **excavated** later by archaeologists, one of the most incredible archaeological finds in history was **revealed**; a whole army of terracotta soldiers that have been **undisturbed** for over 2,000 years.

These statues were made to **guard** the tomb of Qin Shi Huang, the First Emperor of China. In ancient China, the dead were buried with their **possessions** because people believed that they could be taken into the afterlife with them. Qin Shi Huang wanted to be sure that he took all his belongings with him including his army, so he ordered his men to start working on it when he was just 13 years old. Around 700,000 men worked on building the **elaborate** treasure-filled tomb surrounded by an army of clay soldiers until the emperor's death.

Each one of the statues is unique. They each have their own **individual** facial expressions and **features**. Some have moustaches, others have beards and they are all different heights and builds. Some people believe that each one was modelled on the real soldiers of the First Emperor's personal army. In total, there are around 8,000 soldiers all lined up for battle in different pits alongside bronze horses and chariots and an armoury of weapons spread over 50 square kilometres.

The **splendour** of the burial site shows just how powerful Emperor Qin Shi Huang was. During his reign he brought the different states of China together to form the first Chinese Empire and he made the written language, the money and the laws the same for everyone. The first great fortresses that would become part of the Great Wall of China were also built during his **reign**. Strangely though, **despite** his importance and power, after his death, the emperor's tomb was forgotten and remained untouched for 2,000 years.

Today, the First Emperor's Tomb is a protected UNESCO World Cultural Heritage site. Archaeologists may never uncover all the riches of the tomb, but what has been found so far is a fantastic gift to the world. Any visitor to China will be amazed by the **spectacular** terracotta army. It is a sight not to be missed.

Check these words

dig, life-sized, battle, excavate, reveal, guard, tomb, emperor, bury, elaborate, treasure-filled, unique, facial expressions, features, model, pit, chariot, armoury, splendour, burial site, reign, law, fortress, remain, untouched

b) Read the text and choose the best answer A, B, C or D.

1 What is the writer's main purpose in writing the text?

- A to say how some farmers discovered the tomb
- B to explain why Qin Shi Huang's men built the tomb
- C to encourage tourists to visit the First Emperor's Tomb
- D to explain how UNESCO chooses its sites

2 What does the reader learn about Qin Shi Huang?

- A He built the tomb to honour his army.
- B He wanted to be taken to the afterlife with his father.
- C He started the construction for the tomb when he was young.
- D He ordered his army to continue guarding the tomb after his death.

3 During Huang's lifetime, he

- A established a single currency.
- B completed the Great Wall of China.
- C increased his army to 8,000.
- D uncovered very old treasures.

4 Which of the following might the writer say about the site?

A The site is in danger of closing so people should visit it soon.

B The site is especially great for students studying archaeology because it has more to reveal.

C The site should be visited only after everything has been uncovered.

D The site is amazing but my favourite part is the red clay soldiers.

3 In pairs ask and answer questions based on the text.

4 Match the highlighted words to their meanings: *protect, dug up, detailed, personal, belongings, characteristics, magnificence, rule, discovered, very impressive, in spite of, untouched.*

Grammar: The passive

see
p. GR9

5 Read the theory. Find examples in the text.

| Form: be + past participle of main verb | |
|--|--|
| ACTIVE | PASSIVE |
| PRESENT SIMPLE | |
| The museum holds exhibitions. | Exhibitions are held by the museum. |
| PAST SIMPLE | |
| They found a statue. | A statue was found . |
| PRESENT PERFECT | |
| A lot of people have visited it. | It has been visited by a lot of people. |
| WILL | |
| It will impress you. | You will be impressed . |
| MODALS | |
| Visitors can take photos. | Photos can be taken . |
| We use the passive : | |
| <ul style="list-style-type: none"> when the person who carries out the action is unknown, unimportant or obvious from the context. <i>The Terracotta Army is located in China.</i> to make statements more formal or polite. <i>Taking photos in the museum is prohibited.</i> | |

6 Fill in: *is, was, were, will be, have.*

- Romeo and Juliet* written by Shakespeare.
- The museum opened by the mayor next week.
- Two buried statues found last Monday.
- The site visited by thousands every year.
- The invitations already been posted.

7 Rewrite the headings using passive forms.

1 TOMB OF FIRST EMPEROR LOCATED NEAR XIANG

2 OVER 8,000 SOLDIERS ESTIMATED TO EXIST

3 ARMY BURIED OVER 2,000 YEARS AGO

4 ARCHAEOLOGISTS AMAZED BY DISCOVERY IN 1974

5 SITE PROTECTED BY UNESCO FOR FUTURE GENERATIONS

Speaking & Writing

8 **THINK!** Imagine you were one of the Chinese farmers who discovered the Terracotta Army. Describe what you found and how you felt. Tell the class.

I was working with some other farmers. We were digging a well ... Suddenly, I struck something hard ... I was surprised ...


6b Special attractions

Vocabulary & Reading

- 1 Work in pairs. Check the words in the **Check these words** box. Use them to write a short description of the three roadside attractions. Tell your partner.

- 2 a) Read and mark the sentences as *T* (true), *F* (false) or *DS* (Doesn't say).

- 1 The dinosaur gives visitors the chance to admire the view.
- 2 The dinosaur is also a kind of art gallery and museum.
- 3 You can stay in the Big Pineapple.
- 4 The Big Pineapple is also a kind of amusement park and zoo.
- 5 The lion's head is considered to be an essential tourist stop.
- 6 The lion's head is fibreglass.

- b)  Listen and read, then ask and answer questions.

Check these words

roadside attraction, transform, element, steel, fibreglass, dinosaur bone, fossil, on display, line, mural, plantation, wildlife reserve, dazzled, carve, limestone, pose, mighty beast

Roadside attractions

you really can't miss!

A

Our towns, cities and motorways can be transformed by unusual buildings, statues and ... huge roadside attractions! They bring an element of surprise and humour to everyday places and come in many shapes and sizes. Here are some of the largest roadside attractions in the world...

How would you like to stand in the mouth of the world's biggest dinosaur? It might sound scary, but this is no ordinary dinosaur. This creature is made out of steel and fibreglass, stands 26 metres tall and weighs an astonishing 65,770 kg. Since it was first opened, it has been toured by thousands of visitors to Drumheller in Alberta, Canada.

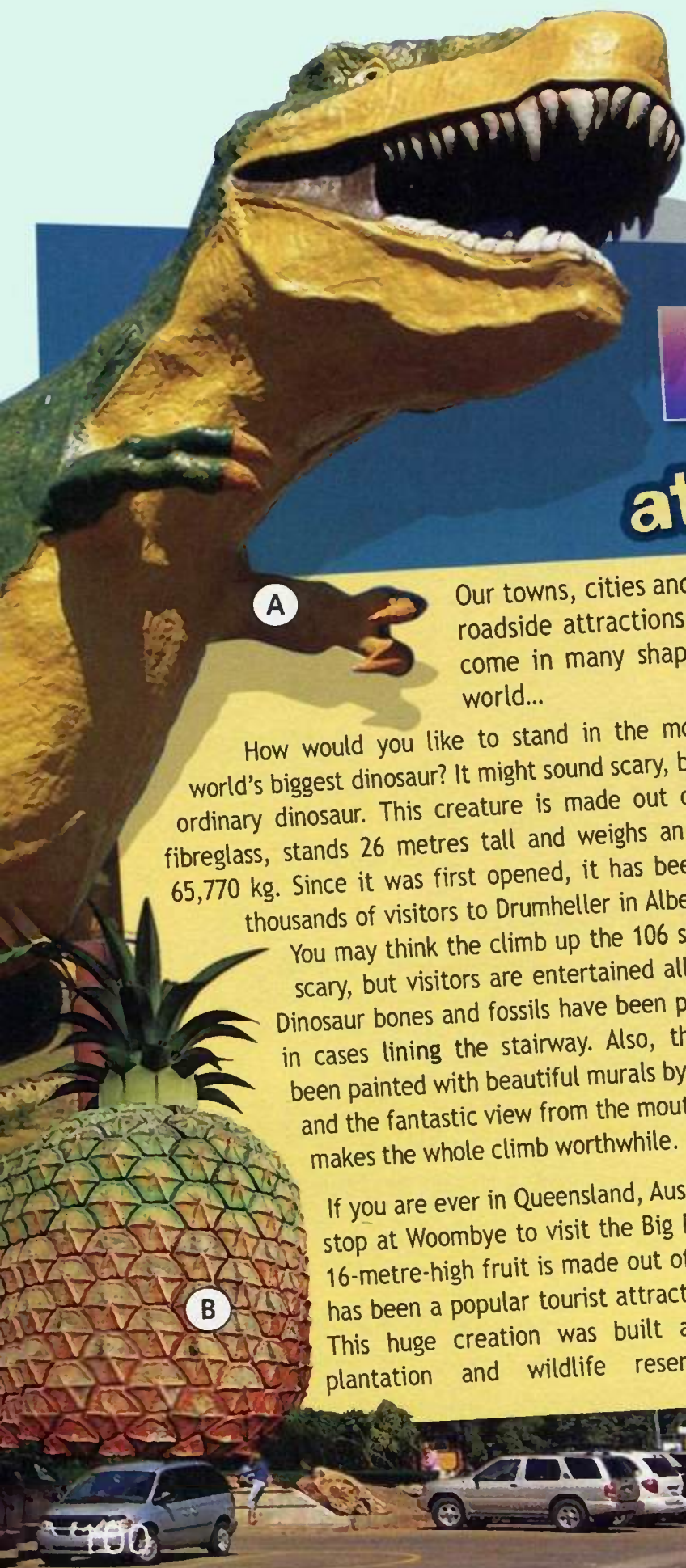
You may think the climb up the 106 steps inside is scary, but visitors are entertained all the way up. Dinosaur bones and fossils have been put on display in cases lining the stairway. Also, the walls have been painted with beautiful murals by a local artist, and the fantastic view from the mouth of the beast makes the whole climb worthwhile.

If you are ever in Queensland, Australia, why not stop at Woombie to visit the Big Pineapple? This 16-metre-high fruit is made out of fibreglass and has been a popular tourist attraction since 1971. This huge creation was built at a pineapple plantation and wildlife reserve. Australian

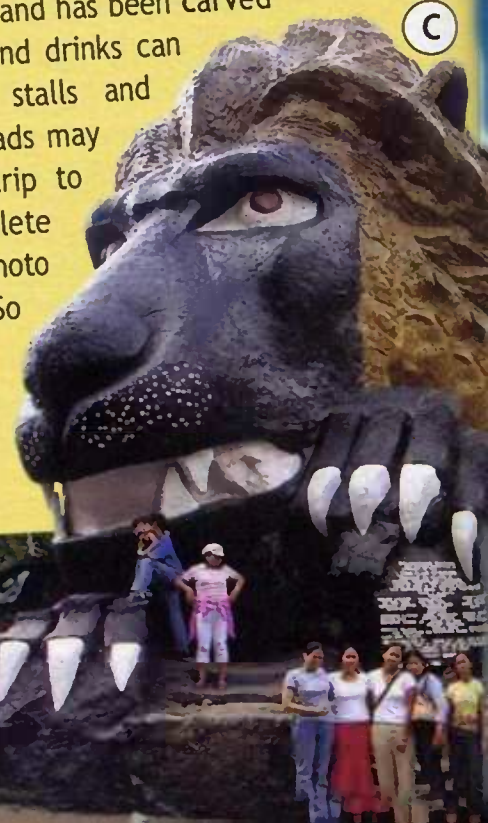
animals, like koalas, kangaroos, and emus can be seen there and people can take a ride around the plantation on the Nutmobile or on a small train. There's also a restaurant and anyone who has a sweet tooth will be dazzled by the selection of sweet treats made from pineapple and other tropical fruit.

People driving along Kennon Road to Baguio City in the Philippines have all noticed the same thing: a giant lion's head! The head is 12 metres high and has been carved out of limestone. Snacks and drinks can be bought from nearby stalls and miniature souvenir lion heads may be found there, too. A trip to Baguio wouldn't be complete without posing for a photo next to the mighty beast. So if you are ever driving down Kennon Road, don't forget to stop off for a nice break.

C



B



- 3 a) Fill in with: *local, tropical, roadside, attraction, wildlife, pose, shapes, sweet, humour, display.*

1 attractions
 2 to come in all and sizes
 3 to bring an element of
 4 put on
 5 artist
 6 popular tourist
 7 reserve
 8 to have a tooth
 9 fruit
 10 for a photo

- b) Explain the words in bold.

- c) **THINK!** Use the completed phrases to make sentences about each attraction. Which attraction would you like to visit? Why? Tell the class.

- d) **THINK!** Draw a roadside attraction for your city/town/village. Present it to the class. Explain why you have decided on this.

Grammar

see p. GR9

The passive

- 4 Read the table. Find examples in the text.

To change a sentence from the active into the passive:

- the object of the active sentence becomes the subject in the passive sentence.
- the active verb remains in the same tense, but it changes into a passive form.
- the subject of the active sentence becomes the agent.

| | Subject | Verb | Object |
|---------|-----------|--------------|---------------|
| Active | Mr Harris | sculpts | statues. |
| Passive | Statues | are sculpted | by Mr Harris. |
| | Subject | Verb | Agent |

Note: **by + agent** (to say who carries out the action)

Hamlet was written by Shakespeare.

with + agent (to say what the agent used to carry out the action) *The field was covered with snow.*

- 5 Rewrite the sentences in the passive.

- Visitors can't use cameras in the museum.
- Lots of people have visited the gallery today.
- People can buy souvenirs in the gift shop.
- A local artist will sculpt the new statue.
- The museum displays dinosaur bones.
- Paul invited Emma to the wildlife reserve.

- 6 Rewrite the newspaper headlines as complete sentences.

1 NEW MUSEUM TO BE OPENED BY PRINCESS ANNE TOMORROW

2 ART GALLERY OPENING CALLED OFF YESTERDAY

3 ROCK CONCERT TO BE HELD TONIGHT AT BAGUIO

4 MUSEUM RENOVATION NOT COMPLETED YET

5 ART MUSEUM CLOSED FOR REPAIRS LAST MONDAY

- 1 *The museum will be opened by Princess Anne tomorrow.*


Speaking & Writing

- 7 Use the information to make complete sentences in the passive about the Statue of Liberty. Use these verbs: *locate, sculpt, start/complete, make of, give, visit, miss.*

Name: Statue of Liberty
 Location: Liberty Island, New York
 Sculptor: Frédéric Auguste Bartholdi
 Start/Complete: 1876/1884
 Material: copper
 Reason: gift from France
 Visitors: 3 million per year
 Recommendation: don't miss it

The Statue of Liberty is located on Liberty Island in New York.



- 8 **ICT**  Collect information about a building/monument in your country and present it to the class. Use Ex. 7 as a model.

The Garma Festival



The sound of the didgeridoo, the **traditional** musical instrument of Aboriginal Australians, **announces** the beginning of the Garma Festival. This **annual** celebration of Aboriginal culture is a call to all people to come together in unity. During the festival, visitors enjoy the traditional art, dance, music and song of the Yolngu tribe, but Garma is not just about the ways that the Yolngu did things in the past. The Garma Festival is also about their future.

Aboriginal Australians like the Yolngu have lived on the continent for over 40,000 years. There were many different tribes each with their own language. When European settlers arrived in the eighteenth century, though, the Aboriginals lost their land and many of them died. Luckily, their culture **survived** and is now an important part of Australian life.

Aboriginal Australians believe that everything has a soul or a **spirit**, including the landscape and the weather. This creates a unique bond between the people and the land. They tell stories and paint pictures about The Dreaming, the time when the world began. Aboriginal Australian art is famous not just for the **handmade** boomerangs or decorated didgeridoos for tourists, but for valuable bark paintings and carefully **constructed** dot paintings that now hang in art galleries around the world.

In the Yolngu language Garma is something that takes place when people from different backgrounds meet to share **knowledge**. The festival is held on **holy** ground in the forest as a way to highlight the past and raise awareness about the future of Aboriginal Australians. There are traditional dances and didgeridoo performances, but there are also **gatherings** to discuss ways of investing in the **native** people and their land.

Not everyone can attend the festival. This special event that brings together the past, present and future is so popular that **attendance** is by invitation only. People can **apply** through the Garma Festival website.

If you are interested, visit www.yyf.com.au

Check these words

didgeridoo, Aboriginal, announce, come together in unity, continent, tribes, settlers, soul, spirit, bond, handmade boomerang, bark, constructed, hang, background, holy ground, highlight, gatherings, discuss, invest, attendance

- 1 Listen to the music and look at the pictures. Imagine you are there. What is happening? How do you feel?
- 2 a) Read the text and complete the sentences.
 - 1 A didgeridoo is
 - 2 The Aboriginals have lived in Australia for
 - 3 The Aboriginal Australian land was taken
 - 4 According to Aboriginal belief, all things have
 - 5 Aboriginal Australians make
 - 6 During the Garma Festival in

b) Match the words in bold to their meanings:
makes known, having been part of a culture for a long time, presence, continued to exist, made without using a machine, created, ask formally for sth, sacred, yearly, local, information you have about a subject, meetings, the non-physical part of sb or sth.
- 3 Listen to and read the text. In pairs ask and answer questions based on it.
- 4 a) Use your answers from Ex. 1 and words from the **Check these words** box to tell your partner about the Garma Festival and Aboriginal Australians.

b) **THINK!** Would you like to go to the Garma Festival? Why/Why not? Tell your partner.
- 5 **ICT** Find out information about a cultural festival in your country. What/Who does it celebrate? What happens during the festival? Present the cultural festival to the class.

Vocabulary

Posting a parcel



scales



post box



registered post



- 1 Listen and say.
- 2 a) Listen and say. The phrases below appear in a dialogue between a post office worker and a customer. Who says each sentence?

- Hello, how can I help you?
- I'd like to post this parcel to Poland.
- Could you put it on the scales, please?
- How would you like to send it?
- I'll send it by airmail, please.
- So, that's £2.29 then, please.

- b) Listen to the dialogue and check.

- 3 Read the dialogue and answer the questions. What does Becky want to send? How much does it weigh? How much will she pay?

A: Hello, how can I help you?
 B: Oh, good morning. I'd like to post this parcel to Poland.
 A: Certainly. Could you put it on the scales, please?
 B: Sure.
 A: That's 200 grammes. How would you like to send it?
 B: What are the choices?
 A: Surface mail is £1.89, airmail is £2.29 and registered post is £7.15.
 B: Erm ... I'll send it by airmail, please.
 A: OK. Can you fill in your name and address and a description of what's in the parcel on this form, please?
 B: OK ... shall I just write that it's a gift?
 A: Actually, the description has to be more detailed than that.
 B: Oh, right. It's a boomerang painted with Aboriginal art.
 A: That's fine if you just write that. So, that's £2.29 then, please.
 B: Here you are.
 A: Thank you very much.
 B: You're welcome.

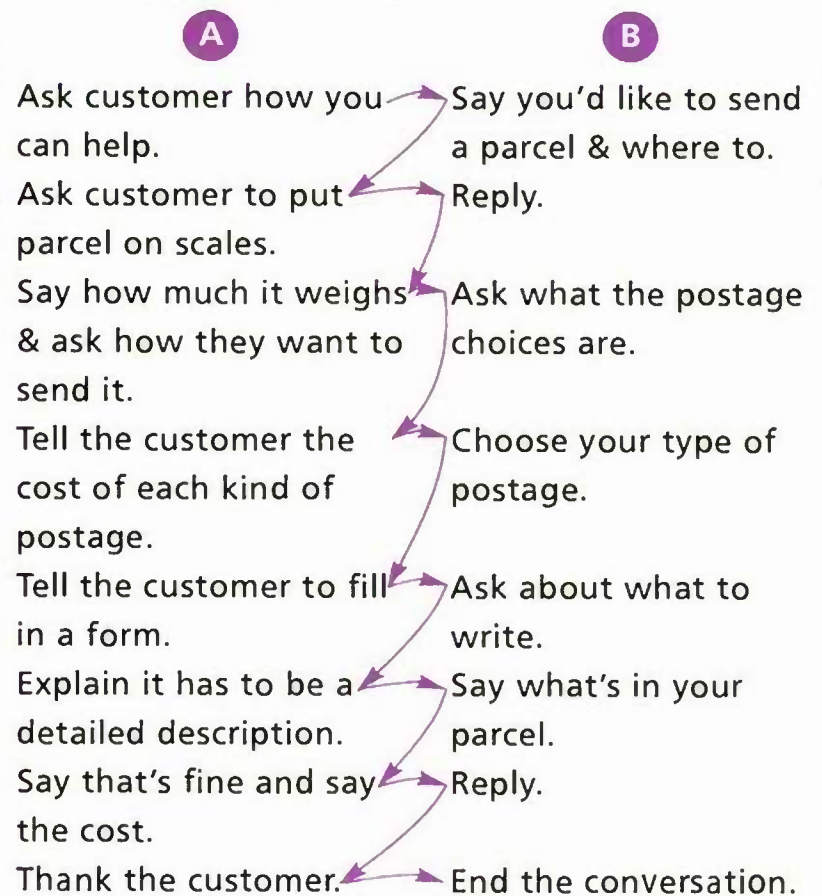
Pronunciation Assimilation

- 4 Read the theory.
 Listen and repeat. Notice how sounds are assimilated.

In assimilation, a sound takes the characteristics of another sound, either before or after it.

- His son is seventeen.
- That's fine grandpa.
- Don't be silly!
- That's my handbag.

- 5 Imagine you are on holiday in an English-speaking country. You want to send a parcel to your friend. Use the diagram to act out your dialogue.



6e Shopping experiences

Vocabulary

Shops & products

1 Which of the following can you buy in these shops?

- pens • eye drops • notebook
- gold ring • designer clothes
- pencils • sweets • shoes
- cakes • chocolates • contact lenses
- high quality cheeses
- sunglasses • bread rolls
- cold meats • aspirin

stationer's



jeweller's



confectioner's



boutique



delicatessen



optician's



baker's



chemist's



You can buy pens, pencils and notebooks at a stationer's.

2 Listen to four short exchanges. Where does each take place? Which words help you decide?

Reading

3 Look at the picture and the title of the article. What do you know about Venice? Where is it located? What is it famous for?

4 Read the introduction to the text. How does Venice in Italy differ from Venice in Las Vegas?
Listen and read to find out.



It's the perfect picture postcard: the sun **shimmers** on the blue-green water of a canal as gondoliers steer their boats along the water. Along both sides are elegant townhouses. There are no cars to **disturb** the **charm** of the scene. If you think this describes the Grand Canal, Venice, you'd be right, but this isn't Venice, Italy, it's Venice, Las Vegas!

Las Vegas is full of extraordinary places. There's a hotel that is built like an ancient Egyptian Pyramid, a casino complete with an Eiffel Tower, and the Grand Canal Shops – an enormous 46,000 m² shopping mall. It was opened in 1999 and its **inspiration** is taken from Venice, the city built on water. It's one of the most popular indoor malls in the world, with 20 million visitors arriving every year for an authentic Venetian shopping experience!

As you enter the mall, look up and you'll see some amazing ceiling art inspired by Michelangelo, only remember to watch where you're going! Once inside, you'll be amazed at the attention to detail. Everything in the mall mirrors the **floating** city, even the streetlights and bridges crossing over the canals. Then of course, there's the fantastic atmosphere: as you stroll past the shops, or stop for a cappuccino, you'll be **serenaded** by the sweet violins of street musicians. There's also a juggler, an opera trio and a collection of marble statues: but, look twice and you'll see they're actually human!

The living statues line the sides of the canal and pose by the doors of **exclusive** fashion boutiques selling the finest clothes, including, some of the best Italian designers. Keep walking alongside any of the canals and you'll find they all lead to the mall's star attraction: a **replica** of St Mark's Square at twilight under a painted Italian sky! Here there are more performances of singers, actors and musicians and a marketplace selling souvenirs of Venice including carnival masks and costumes and pretty Venetian glass from Murano.

Before you leave the square, there's one thing you really must do to complete your day: **experience** a true tradition of Venice and take a ride on a gondola! The gondolas **glide** from St Mark's Square for half a mile along the canals, giving you a tour of the mall by water. All of this should inspire you to take a trip to the real Venice one day ... I know it's definitely inspired me!

Review by Sarah Myers. My shopping mall rating: **** (Excellent!)

Check these words

shimmer, canal, gondolier, steer, elegant, disturb, charm, inspiration, authentic, inspire, attention to detail, stroll past, serenade, juggler, living statue, line, pose, exclusive, fashion boutique, replica, twilight, carnival mask, glide



5 Read the text and choose the best answer A, B, C or D.

- 1 In the text, Sarah Myers is describing
 - A her trip to Italy.
 - B an authentic Italian city.
 - C the elegance of Venice.
 - D an amazing shopping experience.
- 2 What does the writer say about Las Vegas?
 - A It is full of foreigners.
 - B It has strange houses.
 - C It is a weird and wonderful city.
 - D It is an ancient city.
- 3 What does the reader learn about the mall?
 - A The architect took great care to match the actual city in every way.
 - B The architect loves the city of Venice.
 - C The people who built it were Italian.
 - D The architect's only interest was creating a pleasant place to shop.
- 4 How has the experience at the mall influenced Sarah?
 - A She now appreciates the Venetian traditions.
 - B She can't wait to go again.
 - C She wants to learn more about Venice.
 - D It has made her want to visit its inspiration.
- 5 What is the overall message of the text?

A The people who built the mall have gone to great lengths to recreate the city and it is better than the original.

B This amazing shopping extravaganza gives you a real taste of Italy with an atmosphere not to be missed.

C The mall is so authentic that you don't have to travel all the way to Italy to experience the real thing.

D The city of Venice has beautiful examples of Italian architecture with the atmosphere to match.

- 6 a) Match the highlighted words to their meanings: *interrupt*, *influence*, *attractiveness*, *shines*, *remaining on the surface of water*, *not widely available*, *copy*, *move gracefully*, *played music to*, *try*.

b) Choose the correct word.

- 1 The gondoliers were driving/steering their boats down the canal.
- 2 The mall allows you to experience a true/real tradition of Venice.
- 3 The shopping mall is authentic/enormous. You get lost easily in there.
- 4 The mall resembles Venice, they have paid/given great attention to detail.
- 5 Trees border/line the sides of the road.
- 6 You must experience/taste a ride on a gondola.
- 7 The film will inspire/influence you to travel to Italy.

7 Find all passive forms in the text. Rewrite the sentences in the active voice.


Speaking & Writing

- 8 a) Read the text and make notes under the headings.
- | Name | Place | What to see |
|------------|-------|-------------|
| What to do | | |
- b) Imagine you are in this mall. Call your English pen-friend and tell them about your visit there. Use your notes in Ex. 8a to write your telephone conversation.
- 9 **THINK!** In three minutes write a few sentences giving reasons why you would like to visit Venice. Tell the class.
- 10 **THINK!** In groups create your own mall. Try to make it as unusual as possible. Present your mall to the class.


6f Music messages

Vocabulary Music

1 a) In a minute list as many types of music as possible. What's your favourite type of music?

b)  Listen to three music extracts. What type is each?

- | | | |
|---|--|-------------|
| 1 | | heavy metal |
| 2 | | grunge |
| 3 | | hip house |

2 a)  Write two musical instruments for each category.

| String | Wind | Brass | Percussion |
|--------|-------|---------|------------|
| violin | flute | trumpet | drum |

b) Do you play a musical instrument? If not, which one would you like to learn to play? Why?

Reading

3 Look at the musician in the picture. Why is he called the 'ice musician'? Read through to find out.

4 Read the text again. Four sentences are missing. Match the sentences (A-E) to the gaps (1-4). There is one extra sentence.

- A Even though he only used the horn 50 times, it was worth it.
- B He experimented by making percussion instruments from icicles.
- C Have they tuned in to his music?
- D If the success of his music so far is anything to go on, then it looks like it is.
- E Terje also says that the temperature inside the concert hall affects the sound of the music.

TOTALLY COOL!

Terje Isungset, is a Norwegian-born musician, who has developed a unique way of using ice to make music. He thinks it is the music of the future and he could be right!

Isungset had been a percussionist playing drums in different bands for many years when his music suddenly took a whole new direction. He said that his interest in ice music began when he played at a concert held behind a frozen waterfall. As he played his music he **wondered** what kind of sounds he could get out of ice. **1** He soon moved on to making other instruments from ice, including horns, harps and trumpets. He has even made ice guitars, ice harps and an ice didgeridoo. Isungset is the world's only ice musician, **composing** music just for ice instruments, he makes. Terje calls his ice music chill-out music.

His instruments aren't just made out of any old ice, either. He gets blocks from glaciers and some of the ice he uses is hundreds of years old. According to Isungset, the quality of the ice **affects** the quality of the sound the ice instrument produces. Another problem with ice instruments is that they only last for one or two concerts before they melt. He has a crew who bring freezers to the concerts and as soon as he's finished playing an instrument the crew puts it straight into the deep freeze. **2** Although, as far as he is concerned, it is up to nature what kind of music he makes during a performance. Terje said that he wanted to raise people's **awareness** of nature through his instruments and ice music.

So why does Terje want to play music that is so different? He said that the only way he could escape normal musical traditions was to change the instruments he used as well as the way he **approached** music. But what about music fans? **3** Isungset has recently been busy with a concert tour across Europe. He has also recorded six albums of ice music, which have received good reviews from music critics and are **in demand** by his fans. Even though he's very busy with all his projects, he still finds time to run the Ice Music Festival in Geilo, Norway, which he started in 2006.

So what does the future hold for Isungset? Is ice music here to stay? **4** The music he creates is beautiful and the sounds from his instruments are ones that you would never expect to hear. Isungset is a very talented musician who, with the help of Mother Nature, makes very beautiful music.

Check these words

percussionist, frozen, waterfall, icicles, horn, harp, didgeridoo, compose, chill-out, glacier, freezer, deep freeze, escape, approach, music critic, Mother Nature

- 5 a) Fill in: *compose, deep, take, chill-out, demand, talented, raise, affect, frozen*.
Make sentences about Isungset using the completed phrases.
- | | |
|-------------------------------|--|
| 1 to a new direction | 6 to the quality of the sound |
| 2 waterfall | 7 to |
| 3 to music | awareness |
| 4 music | 8 to be in |
| 5 freeze | 9 musician |

b) Explain the words in bold.

- 6 **THINK!** Listen and read the text.
What message does Isungset's music carry?
In three minutes write a few sentences. Tell the class.

Grammar

Reported speech

see
pp. GR9-
GR10

- 7 a) Read the theory. Find examples in the text.

Direct speech is a person's actual words.

Reported speech is the meaning of what someone said, but not the actual words.

| DIRECT SPEECH | REPORTED SPEECH |
|--|---|
| "I love rock," he said. (present simple) | He said that he loved rock. (past simple) |
| "I am playing the piano," he said to me. (present continuous) | He said to me that he was playing the piano. (past continuous) |
| "We will go out," he said. (will) | He said that they would go out. (would) |
| "I saw Terje live," he told me. (past simple) | He told me that he had seen Terje live. (past perfect) |
| "I ve met Terje," he said. (present perfect) | He said that he had met Terje. (past perfect) |

Time expressions and some words change as follows:
now → **then**, today → **that day**, tomorrow → **the next day**, yesterday → **the day before**, next week → **the following week**, ago → **before**, this/these → **that/those**, come → **go**, etc

Note: say (without an object pronoun) + **that**
say + to + object pronoun
tell + object pronoun

b) Fill in *said* or *told*, then report the sentences.

- "This song is great," he to us.
- "We went to a concert last night," she
- "We're seeing U2 tonight," she me.
- "He's played the banjo once," she to me.
- "I'll buy you Gaga's new CD," he
- "He can play the piano," she
- "She bought tickets," he to me.
- "I went to the opera yesterday," she me.

Reported questions/orders see p. GR10

- 8 a) Read the examples. How do we report questions? orders?

| DIRECT SPEECH | REPORTED SPEECH |
|-------------------------------------|---|
| "Where's the music hall?" he asked. | He asked where the music hall was. |
| "Is he here?" she asked. | She asked if/whether he was there. |
| "Come," he said to me. | He told me to go . |
| "Don't sing," he said to me. | He told me not to sing . |

b) Report the following.

- "How much did the ticket cost?" he asked.
- "Can we come with you?" they asked.
- "Are you going to the concert?" he asked.
- "Don't take photographs," he said to us.
- "Show me the way," he said to me.
- "Follow me, please," he said to us.
- "Turn the radio down," he said to me.
- "Don't play music that loud, please," he said.

Reflexive pronouns see p. GR10

- 9 Read the first sentence. What does a reflexive pronoun express? Complete the sentences.

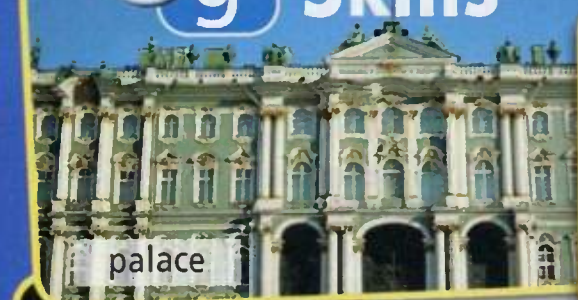
- Terje makes the musical instrument **himself**.
- We did it
- She fixed the door
- Can you help
- Don't worry. I'll do it

Speaking

- 10 Work in groups. Tell the class two things you have heard in the news this week.

I heard that Lady Gaga was about to ...

6g Skills



palace



art gallery



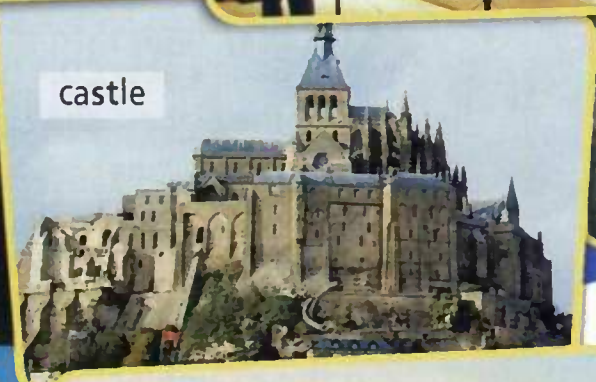
temple



ancient theatre



science centre



castle



archaeological site



natural history museum



fort

Vocabulary

Places of cultural interest

- 1 a) Listen and say. Which of these places of cultural interest are there in your town?
- b) Choose a picture and describe it to your partner.

Listening

- 2 a) Listen to five people talking about visiting different places. Match each speaker 1-5 to the correct sentence A-F. One sentence is extra.

- A The view from the top was spectacular.
- B I had the feeling I had travelled back in time.
- C It was so crowded we had to wait for two hours to get in.
- D We needed almost a week to see everything.
- E It was so huge I almost got lost.
- F There was so much to see we spent the whole day there.

| | |
|-----------|--|
| Speaker 1 | |
| Speaker 2 | |
| Speaker 3 | |
| Speaker 4 | |
| Speaker 5 | |

- b) Compare your answers with your partner. Which words helped you decide?

Question Tags

see pp. GR10-GR11

- 3 a) Read the theory, then complete the gaps with question tags.

Question tags are short questions at the end of statements formed with an auxiliary verb and a subject pronoun. Negative sentences take an affirmative question tag. *He isn't here, is he?*

Affirmative sentences take a negative question tag. *She is here, isn't she?*

We use rising intonation (↗) when we aren't sure of the answer, but we use falling intonation (↘) when we are sure of the answer.

- b) Listen and tick (✓) the correct box to show the intonation.

| | ↗ | ↘ |
|------------------------------------|---|---|
| 1 The statue is beautiful, ? | | |
| 2 He likes painting, ? | | |
| 3 You won't go out, ? | | |
| 4 He hasn't come yet, ? | | |
| 5 Peter left yesterday, ? | | |
| 6 They are taking photos, ? | | |

Speaking

Expressing preferences

- 4 Read the table. Use the language and the places in Ex. 1 to act out exchanges, as in the example.

| ASKING | RESPONDING |
|---|------------------------------------|
| Do you fancy + -ing form ...? | I'd quite like + to |
| Would you rather (+ infinitive without to) ...? | infinitive |
| Would you prefer to ... or (infinitive without to) ...? | Sure – Why not? |
| Do you want to ...? | Sounds perfect to me. |
| I'm thinking of going to ... Do you like ...? | I'd rather not. I don't really ... |
| | I don't like ... much. |
| | I'm not very keen on ... |

A: *Would you prefer to visit the national history museum?*

B: *I'd quite like to go to the science centre.*

An email describing a visit to a place

Writing Tip

A descriptive email consists of:

- an **introduction** in which we write our opening remarks and reason for writing.
- a **main body** in which we describe the place (location, sights, facilities, specific details), then, we write what we did and saw there.

• a **conclusion** in which we write our impression, feelings, thoughts about it. We use a variety of adjectives (huge, ideal, etc) to make our description more interesting to the reader. We use present tenses to describe the place and past tenses to describe what we did and saw there.

1 Read the email. What is each paragraph about?

2 Replace the adjectives in bold with *impressive, simple, thick, spectacular, beautiful, most famous*.

- 1 The view from the top is **nice**.
- 2 The palace is the **best** attraction.
- 3 From the outside the gallery is certainly **good** with its red brick walls.
- 4 The rooms are furnished with **nice** wooden furniture.
- 5 There are **nice** carpets on the floor and **nice** paintings on the walls.

3 Think of a place in your country that you have recently visited and has impressed you. Answer the questions.

- 1 What is the name of the place?
- 2 Where is it?
- 3 When was it built?
- 4 What kind of place/building is it?
- 5 What does it look like from the outside?
- 6 What can you do/see inside?

Hi Jane!

- 1 I hope you're well! I've just returned from my trip to Krakow. I had a great time and we visited many interesting places. The highlight for me was the Krakow Underground Museum below the city's main market square.
 - 2 The museum opened in September 2010 and includes medieval artefacts that archaeologists found in the city. Visitors can walk along underground paths and see the ruins of medieval buildings and monuments as well as exhibits of everyday objects such as coins and jewellery.
 - 3 The entrance to the museum was really amazing. We walked through a smokescreen and as soon as we came out the other side, we all felt like we had gone through a time machine! The first thing I saw was a 3D hologram of a scene from a medieval market, and I could hear sound effects of the hustle and bustle of buyers and sellers. In fact, there were all kinds of high-tech exhibits in the museum. There were even 3D projections of objects that we could 'touch' and 'turn' any way we liked!
 - 4 I had a wonderful time and got an excellent idea of what life was like in the Middle Ages. I think you would love it too!
- See you soon,
Michael

4 Read the rubric. Use your answers in Ex. 3, the plan below and the phrases in the Useful language box to write your email.

Your English pen-friend, Peter, is coming to your town on a trip. He wants to know which place to visit while there. Write him an email in which: *you suggest a place and give a reason for visiting it, you state where the place is and what it is famous for, you describe the place from the outside and inside, you describe a visit of yours there and how you liked it.* (100-120 words)

Plan

Dear ...,

Para 1: opening remarks, place & reason to visit it

Paras 2 & 3: describe the place; describe a visit of yours

Para 4: feelings/thoughts about it, closing remarks

Yours,

Useful language

... is situated/is located ..., It is made of ..., It was built ..., It is an amazing ..., It includes ..., There was/were ..., I had a wonderful time ..., I think you would love it ...



Café Terrace at Night (Vincent Van Gogh) (1888)



Stage Rehearsal (Edgar Degas) (1878-9)



The Persistence of Memory (Salvador Dalí) (1931)

Art Styles

Surrealism

Surrealism was founded by a young group of European artists led by the French poet André Breton in 1924. It was partly created as a reaction to the horror of World War I. The group wanted to show that our dreams and thoughts were just as important as the world we can see and touch. They hoped to shock people and make them look at things in new ways. Therefore, their paintings combined the world of fantasy with reality in odd ways, just like in a dream. Salvador Dalí, René Magritte and Marcel Duchamp were some of the most famous surrealists.

Impressionism

Impressionism was developed in France during the last decade of the 19th century. The movement was born when a group of French artists, including Paul Cézanne and Edouard Manet, began to paint in a style that broke the strict conventions set by the academies. Critics were outraged, nevertheless, the

movement continued to grow. The Impressionists tried to capture moments and sensations, using small touches of paint. Many of them painted outdoors and focused on how the time of day and the season could affect a landscape. Other famous Impressionists were Edgar Degas and Pierre-Auguste Renoir.

Expressionism

Expressionism emerged in the early 1900s and was most concentrated in Germany. The aim of the artists was to paint an image that would reflect their emotions. Expressionist artists used bright colours mixed with dark brushstrokes and images were often distorted to portray anxiety and horror. They were influenced by Munch and Vincent Van Gogh. The most famous artists of this movement were Max Beckmann, Jacques Rouault, Wassily Kandinsky and Otto Dix.

Check these words

found, reaction, combine, fantasy, odd ways, develop, strict convention, set, academy, outrage, capture, touches of paint, focus, affect, emerge, concentrate, reflect, brushstroke, distort, portray, influence

1 Use the phrases to describe the paintings. How do they make you feel? ***anxious, confused, excited, shocked?***

- melting watches • seaside and rocks in the background
- ballet dancers rehearsing • people sitting outside a café
- some people walking down a cobbled street

2 Which art style: ***Surrealism, Expressionism or Impressionism*** does each painting represent?

Listen and read the texts to find out.

3 Read the texts and answer the questions. Then, explain the words in bold.

- 1 How did Surrealism start?
- 2 What did surrealists want to show people?
- 3 Who are some famous surrealists?
- 4 Where and when did Impressionism start?
- 5 What is Impressionism characterised by?
- 6 Who are some impressionist artists?
- 7 What do expressionists aim to do?
- 8 Why do Expressionist paintings look distorted?

4 a) **THINK!** Say four things you've learnt from the text. Use the words from the **Check these words** box.

b) **THINK!** Which style of art do you like the most? Why? In three minutes write a few sentences. Tell the class.

5 **ICT** In groups collect information about another style of art. Present it to the class. Talk about:

- style • when/where started
- famous artists & their works of art • what shows

Language Review 6

1 Match the products to the shops.

| | | | |
|---|------------|---|----------------|
| 1 | aspirin | A | baker's |
| 2 | sunglasses | B | chemist's |
| 3 | blouse | C | stationer's |
| 4 | cold meats | D | jeweller's |
| 5 | pencil | E | optician's |
| 6 | white loaf | F | boutique |
| 7 | earrings | G | delicatessen |
| 8 | cream cake | H | confectioner's |

2 Fill in: excavated, elaborate, armoury, plantation, mural, Aboriginal, brushstroke, authentic, stroll, compose.

- 1 Terje Isungset loves to music for his ice instruments.
- 2 The guards had a huge of weapons.
- 3 Most of the local people pick fruit in the summer at the
- 4 A local artist painted a beautiful on the wall in the school auditorium.
- 5 Qin Shi Huang was buried in an tomb guarded by an army of soldiers.
- 6 You don't have to go to Italy for Italian food.
- 7 When John was in Australia, he bought a piece of art.
- 8 I love to along the beach at sunset.
- 9 When archaeologists the area they found the ancient ruins of a fort.
- 10 In some Impressionist paintings, you can see every

Collocations

3 Fill in: statue, burial, roadside, wildlife, holy, attention, living, Mother, odd, natural history

- | | |
|-----------------|--------------------|
| 1 statue | 6 life-sized |
| 2 Nature | 7 attraction |
| 3 museum | 8 site |
| 4 reserve | 9 to detail |
| 5 ground | 10 way |

Prepositions

4 Choose the correct preposition.

- 1 Wawel Castle is located **at/in** Poland.
- 2 The soldiers looked ready **for/of** the battle.
- 3 It was one of the most important archaeological finds **of/in** history.
- 4 The tomb was surrounded **with/by** terracotta soldiers.
- 5 The dinosaur is made **up/of** fibreglass.
- 6 A large selection of dinosaur bones are **in/on** display in the museum.
- 7 Admittance to the event is **from/by** invitation only.
- 8 I'd like to send this parcel **with/by** airmail, please.

GAME

In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points wins.

- treasure-filled • remain untouched
- terracotta • you really can't miss
- dinosaur bone • mighty beast
- come together in unity • boomerang
- attention to detail • fashion boutique
- carnival mask • percussionist
- frozen waterfall • chill-out music
- deep freeze • strict convention

Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 6 and write a quiz of your own.

- | | |
|---|--|
| 1 Jorn Utzon designed the Sydney Opera House. | 6 Terje Isungset is from Finland. |
| 2 Moses was sculpted by da Vinci. | 7 The Ice Music Festival started in 2006. |
| 3 Terracotta is red wood. | 8 The Krakow Underground Museum opened in 2007. |
| 4 The Statue of Liberty is made of steel. | |
| 5 Aboriginal Australians have lived there for 40 thousand years. | |

Reading

- 1 a) Read the rubric, then read the descriptions of people and underline the key words.

The people below are looking for a book to read. Read the descriptions of eight new books (A-H). Decide which book would be the most suitable for the following people. For questions 1-5, mark the correct letter A-H.



1 ☐ Kerry enjoys going to concerts and wants to know what it is like to play on stage. She also wants to find out more about the way music is made.

Adam likes books with a sense of humour. He loves travelling but often hires a car when he goes on holiday because he doesn't like crowds of holiday-makers.



2 ☐



Felicia has recently started an Archaeology degree. She wants to read something for her studies, but prefers books about people's lives.

3 ☐

Justin likes reading about different cultures around the world. He also enjoys travelling to festivals abroad and learning something about the locals and their history.



4 ☐



Konrad has just finished a History degree at university. He likes trips into the countryside at the weekend, but he doesn't have a job yet so can't spend a lot of money.

5 ☐

- b) Do the task. Read the descriptions of the books and try to find synonymous phrases to the underlined words in the people's descriptions.
- c) Compare your answers with your partner's.

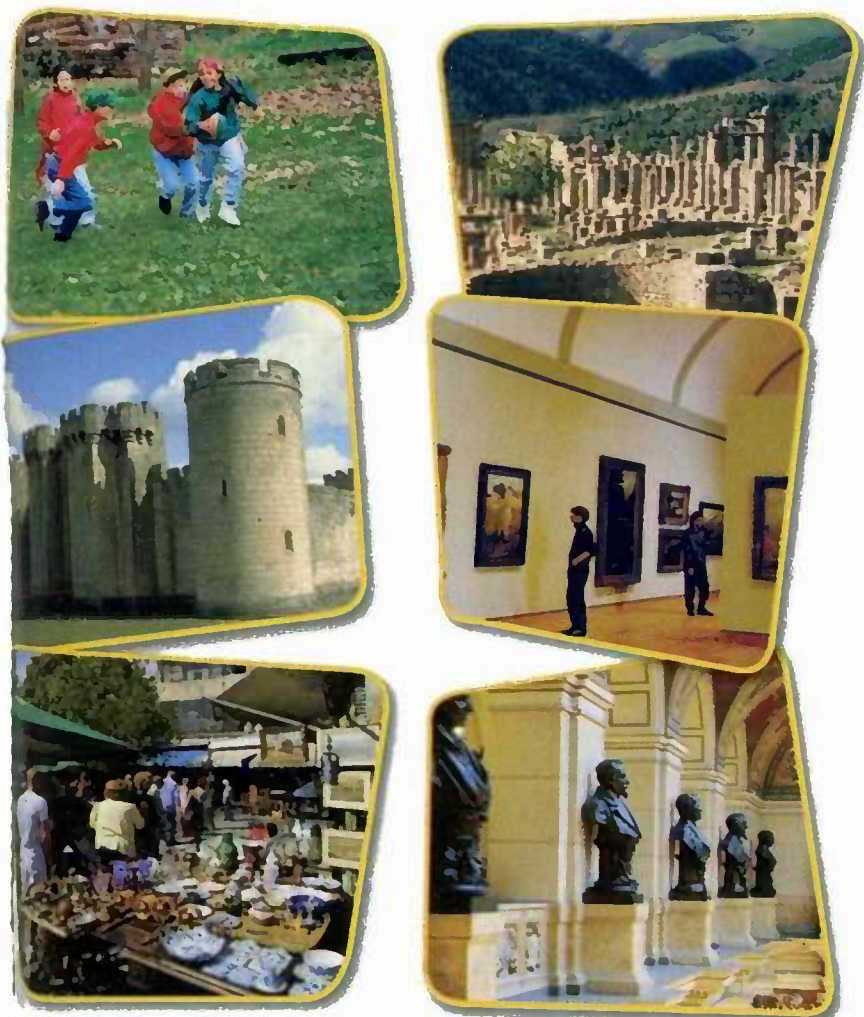
New Books

- A **On Site** is a book about the men and women behind all the major excavations as well as their amazing finds. In a series of interviews, the writer finds out what got them interested in history and how they got started. It is not an easy read, though, and is perhaps best for university students.
- B **Speaking Volumes** is for people who want to talk about all the great books, but don't have time to read them. Learn about the characters and plots of 101 of the world's most famous novels. This wonderful book also includes short biographies of the writers. You'll never be lost for words again.
- C **Are We There Yet?** is an amusing look at a very different kind of road trip. Instead of the historical and cultural sights around the country, this writer introduces us to the roadside attractions that only a few tourists take the time to enjoy. It's a book that tells us that the journey is definitely more important than the destination.
- D **Living Art** is about Expressionism, Impressionism and Surrealism. As well as discussing the lives of the artists and their art, the writer looks at the historical events behind the different movements. Complete with full-colour photographs, this is a must for any art lover.
- E **On the Road** is the story of a year in the life of one of the most popular bands in the world, *Drop in the Ocean*. The book follows them as they record a new CD, tour Europe and win top awards. The book has interviews with all the band members as well as the people behind the scenes.
- F **King of the Castle** is a guidebook for people who want a special holiday far from the city – why stay in a hotel, when you can stay in a castle? This book has a list of all the castle accommodation in the country as well as prices. Even if you're just looking for a short break, there's something here for everyone's budget so buy this book and live like a king!
- G **A Beautiful Noise** is a history of musical instruments and how they have changed through technology. The writer looks at the past, present and future of a wide variety of musical instruments as well as some of the strange ways that people have made music over the years.
- H **Getting Together** is a book about different kinds of tribal gatherings worldwide. There's a short description that explains how these celebrations started and why they are important to the tribes. It's a fascinating look at the music, dance and art in distant countries.

Speaking

- 2 a) Read the rubric. What places can you see in the pictures?

Your class is going on a school trip and your teacher has allowed you to choose from the local places of interest. Look at the pictures and discuss what there is to see and do. Then choose the places that you think most suitable for a school trip.



- b) Do the task in pairs. Use phrases from the Useful language box.

Useful language

Suggesting: I think we could visit... because (there's lots to do/see.); It would be a good idea to ... because...

Agreeing: I think you're right. Then we could ... ; I couldn't agree more.

Disagreeing: I don't think it's a good idea ... because...; I'd rather not go... because...

Listening

- 3 a) Read the rubric, then look at the advert. What word is each gap asking for i.e. name, date, number, etc.

You will hear some information about a city tour. For each question, fill in the missing information in the numbered space.

CITY TOUR

Tour lasts 1)

SHOPPING: Best place to get souvenirs is 2)

SIGHTS AND ATTRACTIONS: Guided tours at the Roman fort every 3)

Old Town Hall now known for 4)

The top of City Road has a view of 5)

ENTERTAINMENT: Woodland Park area famous for 6)

- b) Do the task. Check your answers with your partner's.

Writing (postcards)

(Writing Bank p. WB7)

- 4 Read the rubric and do the task.

You have received this from your English pen-friend, Peter.

Are you enjoying your holiday? What's the weather like? What have you done so far? What are you going to do next?

Write your penfriend a postcard answering the questions (60-80 words).

6 Revision

1 Fill in: *glide, chariot, reign, fossil, pose, highlight, shimmers, steer, icicles, approached.*

- 1 In some cities there are living statues that in doorways and on the streets.
- 2 The of our trip was visiting the national museum.
- 3 In the past people travelled in a pulled by a horse.
- 4 At first, he made musical instruments from
- 5 I love the way the sun on the blue water.
- 6 Gondolas along the canals for half a mile.
- 7 He changed the way he music and did something new.
- 8 The emperor built his tomb during his
- 9 Gondoliers their boats along the narrow canals with skill.
- 10 The archaeologist found an interesting while he was digging.

10x2=20 marks

2 Put the verbs in brackets into the correct passive form.

- 1 A: Let's go to the art exhibition.
B: I can't. My car (service) today.
- 2 A: Has the new museum opened yet?
B: Yes. It (open) by the mayor yesterday.
- 3 A: (this cake/ make) by your mum?
B: No, actually I made it.
- 4 A: When (competition winners/announce)?
B: Today, I think.
- 5 A: This art gallery (visit) by millions of people this year.
B: Really?

5x2=10 marks

3 Rewrite the sentences in the passive.

- 1 Visitors mustn't eat food in the museum.
.....
- 2 Shakespeare wrote *Romeo & Juliet*.
.....
- 3 James will paint Sue's portrait.
.....
- 4 People can buy tickets online.
.....
- 5 Photographers have photographed her many times.
.....

5x4=20 marks

4 Write the sentences in reported speech.

- 1 "I live in Warsaw," she said.
.....
- 2 "We've been to the zoo today," they said.
.....
- 3 "He'll meet us here," he said.
.....
- 4 "I'm thinking of going shopping tomorrow," he said.
.....
- 5 "They went to Krakow yesterday," he said.
.....

5x3=15 marks

5 Match the exchanges.

- | | | |
|----------------------------|----------------------------------|---------------------------------|
| 1 <input type="checkbox"/> | I'd like to post this parcel. | A What are the choices? |
| 2 <input type="checkbox"/> | How would you like to send it? | B £3.56, please. |
| 3 <input type="checkbox"/> | I'll send it by airmail, please. | C Put it on the scales, please. |
| 4 <input type="checkbox"/> | What's in the parcel, please? | D Thank you. |
| 5 <input type="checkbox"/> | Here you are. | E It's a gift. |

5x3=15 marks

6 You went on a trip to an important place in your country. Write an email to your English pen-friend. In your email write:

- when you went
- what you saw

20 marks

Total: 100 marks

Check your Progress

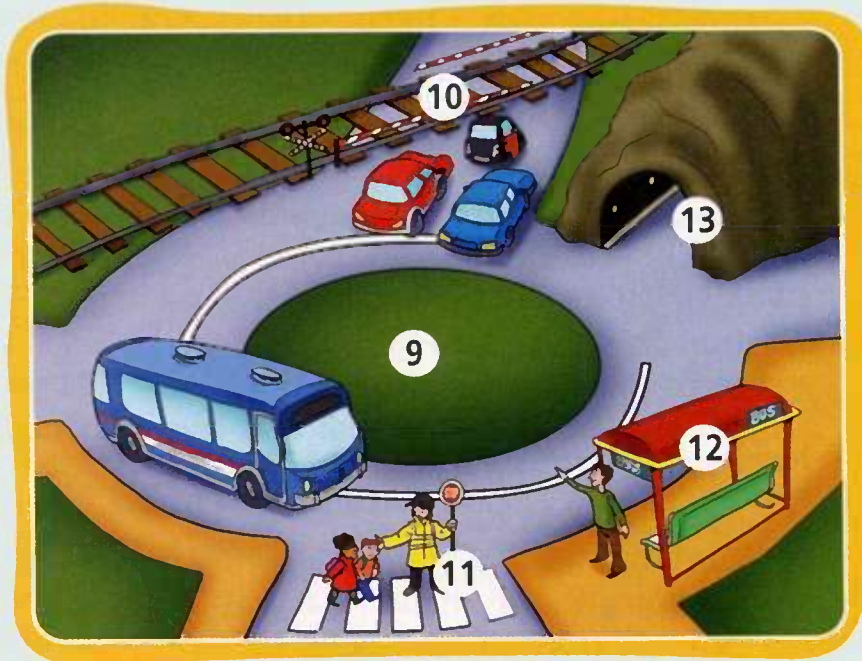
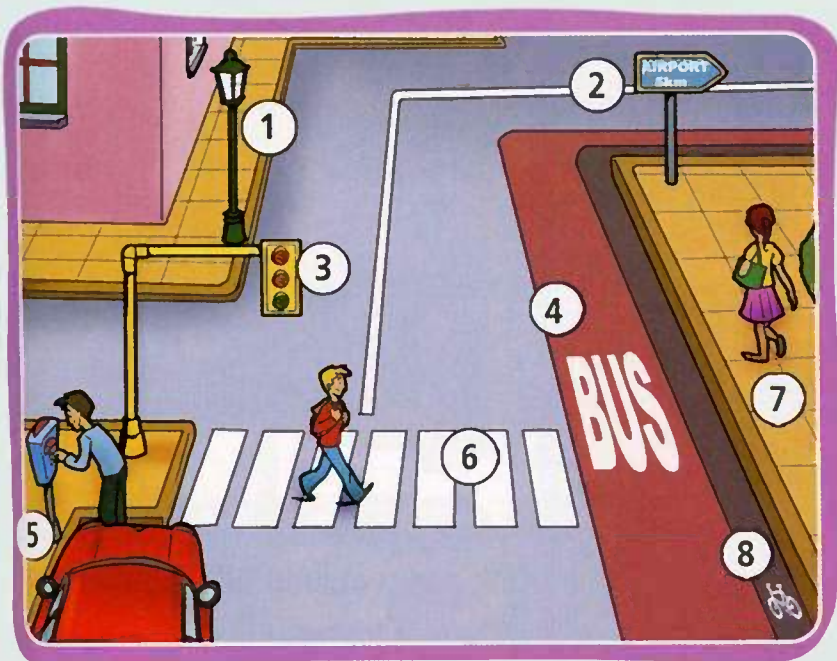
- talk and write about an archaeological discovery
- write about a building/monument
- talk and write about a cultural festival
- express preferences
- write an email describing a visit to a place

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Road Features

1 Match the words (A-M) to the numbers (1-13) in the pictures.

| | | | | | | | |
|----------------------------|----------------|----------------------------|----------------|----------------------------|---------------|----------------------------|-----------------|
| A <input type="checkbox"/> | traffic lights | E <input type="checkbox"/> | road sign | I <input type="checkbox"/> | pavement | M <input type="checkbox"/> | school crossing |
| B <input type="checkbox"/> | zebra crossing | F <input type="checkbox"/> | level crossing | J <input type="checkbox"/> | roundabout | | |
| C <input type="checkbox"/> | tunnel | G <input type="checkbox"/> | cycle lane | K <input type="checkbox"/> | parking metre | | |
| D <input type="checkbox"/> | bus lane | H <input type="checkbox"/> | bus stop | L <input type="checkbox"/> | streetlight | | |



2 Fill in the sentences with the words below.

- zebra crossing • U-turn • tunnel
- pavement • bus stop • road signs
- roundabout • streetlights

- 1 Make a, Peter; you're driving the wrong way!
- 2 Ian waited at the to catch the bus to the city centre.
- 3 The usually turn on after it gets dark in the evening.
- 4 Don't park your car on the! It's for pedestrians, not vehicles, you know!
- 5 Wait for the cars to stop before you cross the road at the
- 6 Jim drove around the and tried to find the road to the train station.
- 7 It's easy to find the airport; just follow the
- 8 The radio stopped working while we drove through the

3 Match the words with their definitions.

| | | | |
|----------------------------|----------------|----------------------------|---------------|
| 1 <input type="checkbox"/> | traffic lights | 4 <input type="checkbox"/> | cycle lane |
| 2 <input type="checkbox"/> | bus lane | 5 <input type="checkbox"/> | parking metre |
| 3 <input type="checkbox"/> | level crossing | | |

- A a machine in which you put money to pay for a period of time in a parking space
- B a set of red, orange and green lights used to control road traffic
- C a place where a road crosses a railway line
- D part of a road only for bicycles
- E part of a road only for buses

Speaking

4 Look at the pictures in Ex. 1. Does the area you live in look like this? Talk with your partner, as in the example.

A: *What is your area like?*

B: *In the area where I live there are wide streets and pavements. There is a zebra crossing for pedestrians and traffic lights too. There is a roundabout, but there isn't a level crossing...*

Animals

1 Look at the animal groups (A-H). Read the definitions then put the words below in the correct animal group.

- spider • alligator • mosquito • scorpion
- moose • beaver • raccoon • rattlesnake
- lizard • cobra • woodpecker • ostrich • owl
- wasp • panther • rhino • camel • orang-utan • chicken • tuna • duck • whale
- cricket • dragonfly • turtle • goose
- salamander • salmon • rabbit • frog • ant
- bee • mouse • toad • squirrel

A **mammal** /mæməl/ (n): an animal that drinks milk from its mother's body

B **reptile** /reptail/ (n): an animal that lays eggs to have babies and which usually has scales on its skin

C **bird** /bɜːd/ (n): an animal that has wings and feathers and that can usually fly

D **fish** /fɪʃ/ (n): an animal that lives in the water and has fins and a tail to swim

E **insect** /ɪnsekt/ (n): a small animal that has six legs and usually two pairs of wings

F **rodent** /rouɪnt/ (n): a small animal which has long front teeth that grow continuously

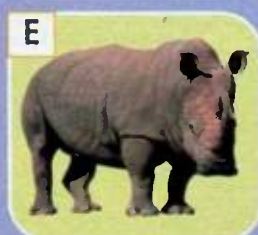
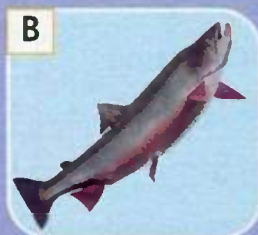
G **amphibian** /æmfɪbiən/ (n): a cold-blooded animal that lives both on land and in the water

H **arachnid** /əɾæknɪd/ (n): a small animal that has eight legs

2 Write *F* (farm animal), *W* (wild animal) and *P* (pet) next to each word.

- | | | | |
|------------|-------|-------------|-------|
| 1 donkey | ..... | 9 horse | ..... |
| 2 hamster | ..... | 10 wolf | ..... |
| 3 lion | ..... | 11 goat | ..... |
| 4 canary | ..... | 12 goldfish | ..... |
| 5 cow | ..... | 13 hen | ..... |
| 6 bear | ..... | 14 eagle | ..... |
| 7 dog | ..... | 15 parrot | ..... |
| 8 elephant | ..... |  |  |

3 Match the pictures to the descriptions, then name the animals.



- | | | | |
|----|----------------------------|--|-----------------|
| 1 | <input type="checkbox"/> G | It's got a trunk and two long tusks. | <i>elephant</i> |
| 2 | <input type="checkbox"/> | It's got black and white stripes. | ..... |
| 3 | <input type="checkbox"/> | It's got a mane and roars. | ..... |
| 4 | <input type="checkbox"/> | It's got a horn and lives in the wild. | ..... |
| 5 | <input type="checkbox"/> | It's got a hump on its back and lives in the desert. | ..... |
| 6 | <input type="checkbox"/> | It's got eight legs and spins a web. | ..... |
| 7 | <input type="checkbox"/> | It's got a shell and walks very slowly. | ..... |
| 8 | <input type="checkbox"/> | It's got a furry tail and large front teeth. | ..... |
| 9 | <input type="checkbox"/> | It's got black and white fur and eats bamboo. | ..... |
| 10 | <input type="checkbox"/> | It's got fins and lives in the water. | ..... |

Speaking

4 Answer the questions.

- Do you have a pet? If so, what do you call it? Can you describe it? If you don't have a pet, what type of pet would you like to have?
- What farm animals are there in your country? What do people use them for?
- Have you seen any wild animals? Where? Describe them.

Places in a city

1 Match the two columns below. Then label the pictures.

| A | B |
|-------------|-----------|
| 1 community | A office |
| 2 car | B school |
| 3 post | C park |
| 4 town | D centre |
| 5 petrol | E station |
| 6 high | F hall |



2 Fill in the sentences with the words below.

- library • hospital • bank • park • gym
- court • office building

- Jane's mother works as a nurse in a in the city centre.
- His office is on the 14th floor of a tall
- Reporters gathered outside the and waited for the lawyer to arrive.
- Laura went to the to withdraw some money.
- Jake works out in the three times a week.
- Henry usually goes jogging in the at the weekend.
- Ben went to the last Saturday to return the books he had borrowed.

3 Match the speech bubbles with the correct place.

- shopping centre • ice rink • bowling alley
- sports complex • spa • childcare centre

I just love going on shopping sprees!

1

I got three strikes in the last game!

2

Let's go ice-skating!

3

There's an outdoor swimming pool and a tennis court too.

4

I collect my child when I finish work at 3.

5

You can book a beauty treatment for half price on Tuesdays.

6

4 Write the opposites of the adjectives given.

- safe • quiet • beautiful • historic • clean
- expensive

- ≠ dirty beach
- ≠ busy street
- ≠ modern building
- ≠ ugly hotel
- ≠ cheap restaurant
- ≠ dangerous place

Speaking

5 Use the phrases below to find the places, as in the example.

- borrow books • deposit money
- find many shops under one roof
- receive medical treatment • post a parcel
- fill your car up with petrol
- take the dog for a walk • park your car
- get a marriage licence • go swimming
- learn a new skill • watch a court case

A: *It's a place where you can borrow books.*

B: *It's a library. etc*

6 Describe your town/city and neighbourhood to your partner.

Rome is a big city. It's the capital of Italy. There is a hospital and a ... In my neighbourhood there is a park where we take the dog for a walk and a ...

Houses/Dwellings/Characteristics

1 Label the pictures.

- blocks of flats • cottage • detached house
- terraced houses • hotel • mansion
- bungalow • skyscraper • farm



4



5



6



1



2



3



7



8



9

2 Match the words to their definitions.

- | | |
|---|--------------------|
| 1 | ranch |
| 2 | halls of residence |
| 3 | mobile home |
| 4 | shelter |
| 5 | semi-detached |
| 6 | nursing home |

- A a large building where students live
 B a large caravan that is used as a house
 C a place where homeless people can stay
 D a very large farm where cattle, horses or sheep are raised
 E a place where old people live and are taken care of
 F a house that is joined to another house but only on one side.

3 Answer the questions.

- Do you live in the city or the countryside?
- What type of dwelling do you live in?
- Is your living space spacious or cramped?
- What is a typical dwelling in your country?

4 a) Look at the picture and match the words A-H to the numbers (1-8).

- | | |
|---|----------|
| A | entrance |
| B | basement |
| C | roof |
| D | garden |
| E | fence |
| F | driveway |
| G | chimney |
| H | veranda |



Speaking

- b) Now ask and answer questions about the picture in Ex. 4a with your partner, as in the example.

A: *Where is the garden?*

B: *In front of the house. etc*

5 Fill in the sentences with the words below.

- escape • space • floor • heating • mower

- Steve ran down the fire as soon as he saw the smoke in the kitchen.
- Kenneth lives in a flat on the first of that building.
- During the winter, the central is on every evening.
- Kate borrowed her neighbour's lawn to cut the grass in her garden.
- Ann finds it difficult to find a parking near her flat in the city centre.

Food & Drinks

1 Match the products to the pictures.

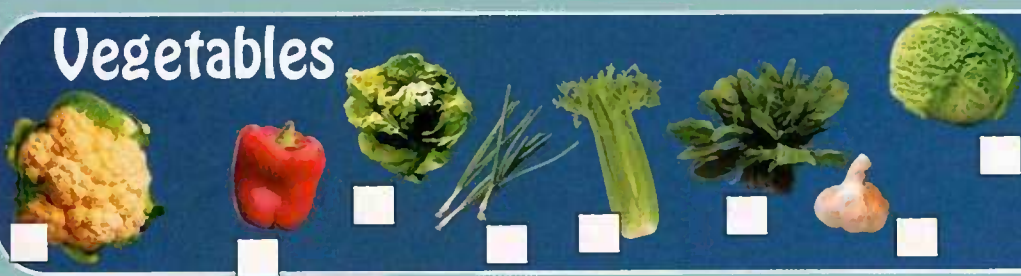
Products

- | | | | | |
|-----------------|----------------|----------------|----------------|--------------|
| 1 cake | 7 lamb chops | 13 coconut | 20 sausage | 27 spinach |
| 2 mussels | 8 grapes | 14 prawns | 21 cheese | 28 chicken |
| 3 spring onions | 9 grapefruit | 15 olive oil | 22 yoghurt | 29 ice cream |
| 4 butter | 10 steak | 16 bread rolls | 23 milk | 30 lettuce |
| 5 pepper | 11 minced beef | 17 peaches | 24 garlic | 31 cabbage |
| 6 lime | 12 lobster | 18 pineapple | 25 celery | 32 flour |
| | | 19 salmon | 26 cauliflower | 33 crab |

Fruit



Vegetables



Dairy Products



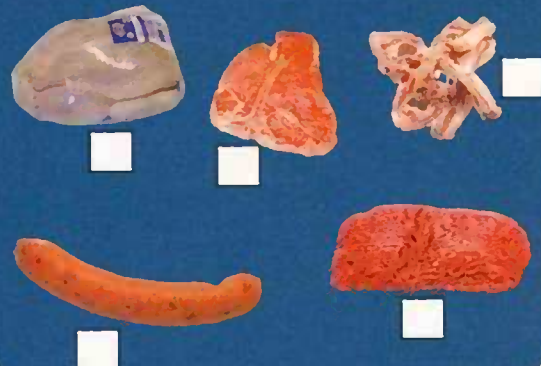
Other



Baked goods



Meat & Poultry



Fish & Seafood



Speaking

2 In pairs, ask and answer the questions.

- | | |
|---|--|
| 1 What is your favourite fruit/vegetable? Are there any fruits or vegetables you can't stand? | 4 Do you know any vegetarians? What do they eat? What do they avoid? |
| 2 What do you usually eat for breakfast/lunch/dinner? | 5 What's your favourite dish? What ingredients do you need to cook it? |
| 3 Do you ever go to a market? What do you buy there? | 6 Which fruits and vegetables grow in your country in the summer? |

Weights & Measures

1 Fill in the gaps in the shopping list with the correct partitive.

- carton • cans • tin • pots • bars • box
- packets • jar • loaves • bag • bunches • tub

Shopping list



- three 1) of cola
 two 2) of pasta
 a 3) of milk
 two 4) of bread
 one 5) of jam
 a 6) of cornflakes
 four 7) of chocolate
 one 8) of beans
 one 9) of ice cream
 two 10) of bananas
 one 11) of flour
 three 12) of yoghurt

2 What do the following abbreviations stand for? Fill in the table.

- ounces • teaspoons • fluid ounce • litres
- quarts • grammes • tablespoons • gallon
- millilitres • kilogrammes • pounds • pints

| Liquids | | Solids | |
|---------|--------------------|--------|--------------------|
| 1 | 1 fl oz milk | 7 | 2 tsp salt |
| 2 | 5 pt water | 8 | 4 tbs sugar |
| 3 | 2 qt juice | 9 | 8 oz flour |
| 4 | 1 gal milk | 10 | 3 lbs mince |
| 5 | 2 l water | 11 | 2 kg beef |
| 6 | 500 ml cola | 12 | 220 g cheese |

3 a) Fill in two adjectives for each of the items.

- soft • still • strong • spicy • rare
- sparkling • crusty • weak • well done
- mild

- 1/..... steak
 2/..... water
 3/..... tea
 4/..... bread
 5/..... curry

Speaking

b) Ask your partner about his/her preferences.

A: *Do you prefer still or sparkling water?*

B: *I prefer still water.*

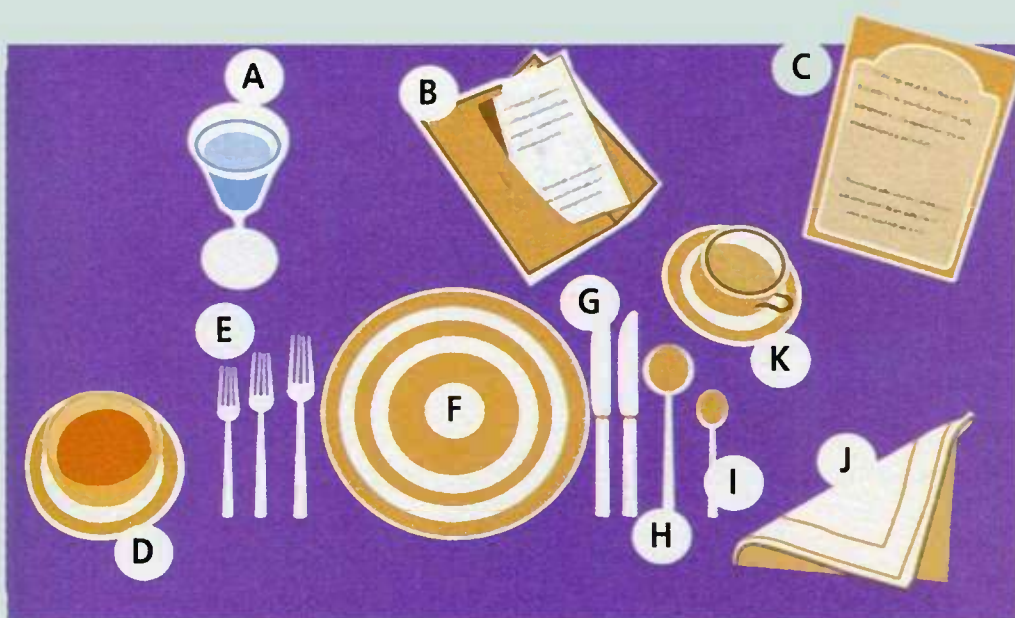
4 Underline the correct item.

- 1 A: Is there any fruit juice left?
 B: Oh, yes. We still have two **jars/cartons**.
- 2 A: The recipe says to add '2 lbs' of flour to the mixture. What's 'lbs'?
 B: They mean add two **pounds/gallons** of flour.
- 3 A: How much cheese do we need for the pizza?
 B: About 300 **millilitres/grammes**.
- 4 A: Have we got any bread?
 B: Yes, but it's four days old, so it's really **weak/stale**.
- 5 A: Is there a lot of pepper in the sauce.
 B: No, just a **tablespoon/pinch**.
- 6 A: What are you eating?
 B: A **bunch/box** of grapes.

At a Restaurant

1 Label the items.

- | | | | |
|------------------------|----------------|-------------------------|------------|
| 1 <input type="text"/> | dinner plate | 7 <input type="text"/> | soup spoon |
| 2 <input type="text"/> | soup bowl | 8 <input type="text"/> | teaspoon |
| 3 <input type="text"/> | water glass | 9 <input type="text"/> | napkin |
| 4 <input type="text"/> | cup and saucer | 10 <input type="text"/> | menu |
| 5 <input type="text"/> | fork | 11 <input type="text"/> | bill |
| 6 <input type="text"/> | knife | | |



2 a) Match the words to form collocations.

- | | | | |
|------------------------|-------|---|------------|
| 1 <input type="text"/> | read | A | a tip |
| 2 <input type="text"/> | call | B | the bill |
| 3 <input type="text"/> | leave | C | the order |
| 4 <input type="text"/> | serve | D | the food |
| 5 <input type="text"/> | take | E | the table |
| 6 <input type="text"/> | pour | F | the drinks |
| 7 <input type="text"/> | set | G | the waiter |
| 8 <input type="text"/> | pay | H | the menu |

- b) Look at the collocations in Ex. 2a again. What happens before the meal? during the meal? after the meal? Talk with your partner.

First, the waiter sets the table ... etc

3 Read the dialogue and choose the correct words.

- Waiter: Welcome to The Yorke Arms. My name is Ricardo and I'll be your 1) chef/ waiter this evening. Would you like some more time to look at the 2) bill/menu?
- Man: No, we're ready, thank you. I'll have the steak with 3) steamed/baked vegetables for my 4) major/main course and the vegetable soup for my starter, please.
- Waiter: And how would you like your steak, sir?
- Man: I'd like it 5) well done/well made, please.
- Waiter: OK. And for you, madam?
- Woman: I think I'll have a fish 6) dish/order today the salmon, please. Oh, and could we have a bottle of 7) dry/still water?
- Waiter: Of course. I'll return in a moment with your cutlery and a bread 8) basket/tray.

Speaking

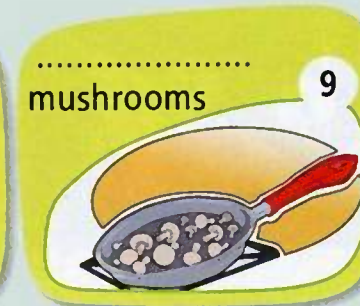
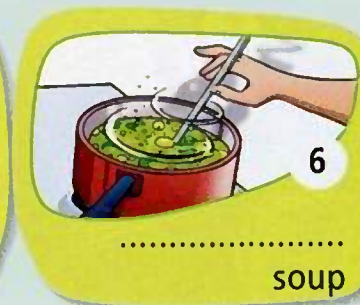
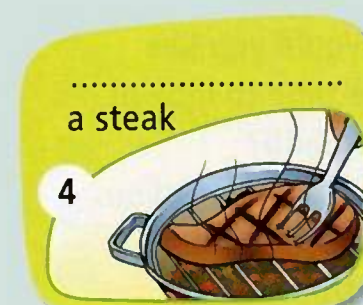
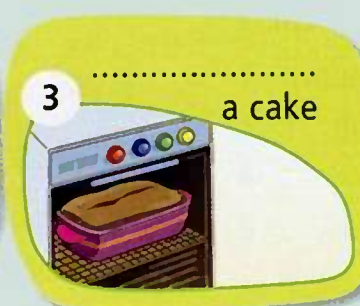
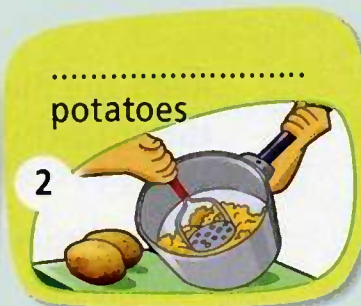
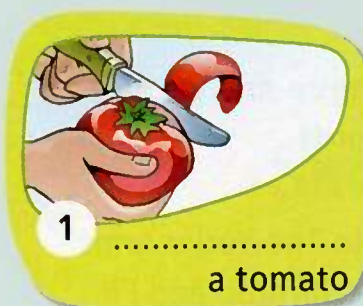
4 Answer the questions with your partner.

- How often do you eat out? Who do you usually eat out with?
- What's your favourite restaurant in your town/city? Why do you like it?

Cooking Methods

1 Look at the pictures and complete the gaps with the right word.

- mash • peel • simmer • bake • grate • stir • fry • grill
- slice



2 Match the instructions to the pictures.

3 Read the recipe and choose the correct word.

Pasta in Tomato Sauce

- 1 First, **wash/grease** the vegetables.
- 2 Then, **chop/peel** two onions into small pieces.
- 3 **Fry/Bake** the onions in olive oil.
- 4 **Add/Put** three chopped tomatoes and some oregano and let the sauce simmer for 20 minutes.
- 5 **Boil/Mix** 500 g pasta in water for around 10 minutes.
- 6 When it is ready, **drain/pour** the water.
- 7 **Put/Add** the pasta on a plate and top it with sauce.
- 8 Finally, **sprinkle/beat** some cheese on top and serve.

Speaking

4 Match the cooking methods to the foods. Which is your favourite way to eat these foods? Discuss with your partner, as in the example.

- | | |
|-------------|--------------|
| 1 fried | A potatoes |
| 2 baked | B eggs |
| 3 boiled | C vegetables |
| 4 grilled | D fish |
| 5 roast | E beef |
| 6 scrambled | F rice |
| 7 mashed | |
| 8 steamed | |

A: How do you like to eat potatoes: boiled, mashed or fried?

B: Actually, I prefer roast potatoes. etc

Scrambled eggs on toast



- 1 Break the eggs.
- 2 Add 50 ml of milk.
- 3 Beat well.
- 4 Melt butter in a pan.
- 5 Pour butter in the egg mixture.
- 6 Pour mixture into a frying pan and stir constantly. Leave on the heat until done.
- 7 Serve with two slices of toast.

Crime

1 Label the pictures with the verbs.

- kidnap • rob • exceed • burgle • spray
- set • pick • mug



1
fire to a building



2
the speed limit



3
a person



4
a child



5
someone's pocket



6
a house



7
a bank



8
paint on a statue

2 Complete the words.

- When someone steals goods from a shop, s/he commits the offence of... S _ _ _ _ _
- When someone steals a car, s/he commits... C _ _ T _ _ _
- When someone drives too fast, s/he commits the offence of... S _ _ _ _ _
- When someone uses violence to take control of a plane, s/he commits the offence of... H _ _ _ _ _
- When someone causes a fire in a building or forest, s/he commits... A _ _ _ _
- When someone kills another person s/he commits... M _ _ _ _

3 Fill in the table, as in the example.

| | VERB | CRIME | CRIMINAL |
|---|------------------|------------------|---------------|
| 1 | <i>vandalise</i> | <i>vandalism</i> | <i>vandal</i> |
| 2 | ..... | murder | ..... |
| 3 | ..... | ..... | kidnapper |
| 4 | ..... | spying | ..... |
| 5 | burgle | ..... | ..... |

4 Read the news report and fill in the words.

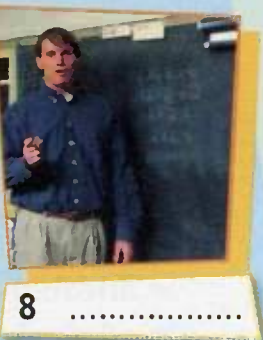
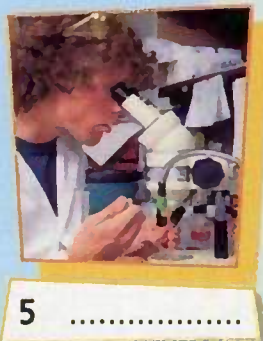
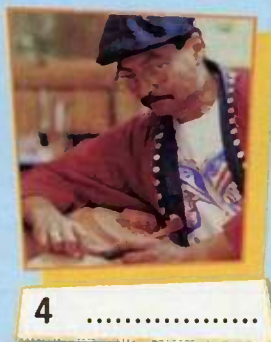
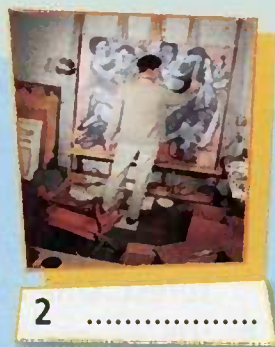
- arrested • escape • victims • serving
- criminal • reported

It's every family's worst nightmare to return home to discover they have been the 1) of a burglary. That's what happened to a family in Bosnia-Herzegovina, but they didn't find a 2) searching for money or attempting to 3) through a window. Instead, they found a man sleeping on their couch! The family quickly 4) the crime and the police 5) the man and took him to the police station. The 21-year-old, named Edin M, said that he decided to sit down on the couch for a quick rest and didn't mean to fall asleep. Now though, he has plenty of time to rest; he's currently 6) a long sentence in prison!

Jobs

1 a) Label the pictures with the jobs in the list.

- president • architect • nurse • scientist
- musician • sailor • teacher • painter
- sculptor • singer



b) Look at the jobs in Ex. 1a again and answer the questions.

- In which of the jobs do you work outside/inside?
- For which of the jobs do you need a degree?
- For which of the jobs do you need to wear a uniform?
- Which jobs involve working with your hands?

2 Match the jobs to what the speakers say.

- | | | | |
|----------------------------|---------------|----------------------------|-----------|
| 1 <input type="checkbox"/> | engineer | 5 <input type="checkbox"/> | geologist |
| 2 <input type="checkbox"/> | mathematician | 6 <input type="checkbox"/> | physicist |
| 3 <input type="checkbox"/> | inventor | 7 <input type="checkbox"/> | explorer |
| 4 <input type="checkbox"/> | astronaut | | |

- A "I study the rocks that make up the earth."
 B "I travel to and find out about unexplored regions."
 C "I study numbers."
 D "I am a scientist who studies physical objects and energy."
 E "I design roads and bridges."
 F "I create new devices."
 G "I travel to outer space and explore other planets."

3 What do the people do in their jobs? Match the two columns and then make sentences, as in the example.

| Jobs | | Verbs |
|----------------------------|-------------|-----------------------------|
| 1 <input type="checkbox"/> | F architect | A work on a ship |
| 2 <input type="checkbox"/> | painter | B play a musical instrument |
| 3 <input type="checkbox"/> | musician | C do experiments |
| 4 <input type="checkbox"/> | sailor | D perform live on stage |
| 5 <input type="checkbox"/> | singer | E paint portraits of people |
| 6 <input type="checkbox"/> | scientist | F design buildings |

An architect designs buildings.

Speaking

4 What qualities does a person doing the jobs below need? Use the jobs in box A and the adjectives in box B to tell your partner, as in the example.

- (A) • president • musician • architect • physicist
 • teacher • nurse • singer • scientist
 • explorer • sailor • painter • sculptor
 • engineer • mathematician • inventor
- (B) • talented • intelligent • curious • imaginative
 • brave • ambitious • sociable • creative
 • patient • hardworking • polite • skilful

A president needs to be intelligent and hardworking.

Types of holiday

1 Label the types of holiday.

- backpacking • sailing • camping
- cruise • fishing • walking • horse riding
- cycling • adventure • safari



3



4



1



2



5



6



7



8



9



10

2 Choose the correct word.

- I always **take/send** a postcard to my best friend when I'm on holiday.
- In Warsaw, you can **go/visit** many interesting museums and galleries.
- The best way to **explore/invent** the area is on a bicycle.
- We can go on a jeep **drive/ride** and see the whole island tomorrow.
- I'm so tired. I think I'll just **keep/sit** by the pool and relax today.
- Would you like to go and **buy/shop** for souvenirs?
- Did you visit the **historic/historical** sites of ancient Rome?
- Let's try some **local/locally** food in one of the restaurants in the town square.
- I'd like to **go/do** waterskiing when we finish our surfing lesson.
- Don't forget to **take/get** photos with your new camera!

3 Choose the correct verb to complete each group of sentences.

• go

• have

• take

- We can on a picnic this afternoon.
Would you like to on a cruise?
I'd like to sightseeing around the city.
- You should a guided tour through the old town.
We're going to diving lessons on our island holiday.
They'll a boat trip this afternoon.
- I hope you a great time trekking in the mountains.
Do we time to go scuba diving this morning?
We're going to a bite to eat at a local restaurant.

4 Complete the sentences so they are true for you.

- I don't like when I'm on a beach holiday.
- When I'm on holiday, I like
- My best friend enjoys
..... when he/she is on holiday.
- When I'm on holiday, I hate
- My parents' favourite holiday activities are
- My favourite type of holiday is
- I don't like holidays.
- My family never on holiday.

Holiday activities

1 Label the activities.

- buy souvenirs • go on a jeep ride • windsurf • sail • scuba dive • go snorkelling
- sunbathe • surf • take photos • trek in the mountains • try local food
- visit historic sites • go water-skiing



2 Look at the activities in Ex. 2. Which activities would you do on: a cruise? a safari? a beach holiday? an activity holiday?

| safari | sightseeing holiday | beach holiday | activity holiday |
|--------|---------------------|---------------|------------------|
| | | | |

Holiday problems

1 Match the phrases to the sketches.

- car break down • get a flat tyre • get sunburnt • run out of cash • lose luggage • lose passport
- miss flight • have your wallet stolen



2 Which holiday problems are these people talking about?

- crowded beach • don't understand language
- get a fine • get food poisoning • lose way
- lost hotel booking • trapped in bad weather

1 "It was impossible to communicate! Everything was lost in translation."

don't understand language

2 "I'm sorry. We don't have a room reserved under that name."

3 "I was sick for days! I'm sure it was something I ate!"

4 "It was so busy we couldn't find space to swim in the sea!"

5 "We took shelter in a hut during the storm."

6 "I didn't realise I was speeding and I had to pay."

7 "You should have asked someone for directions."

3 Match to make phrases. Then make sentences, as in the example.

- flight • luggage • money • passport
- the train • ticket



You may miss your flight.

Speaking

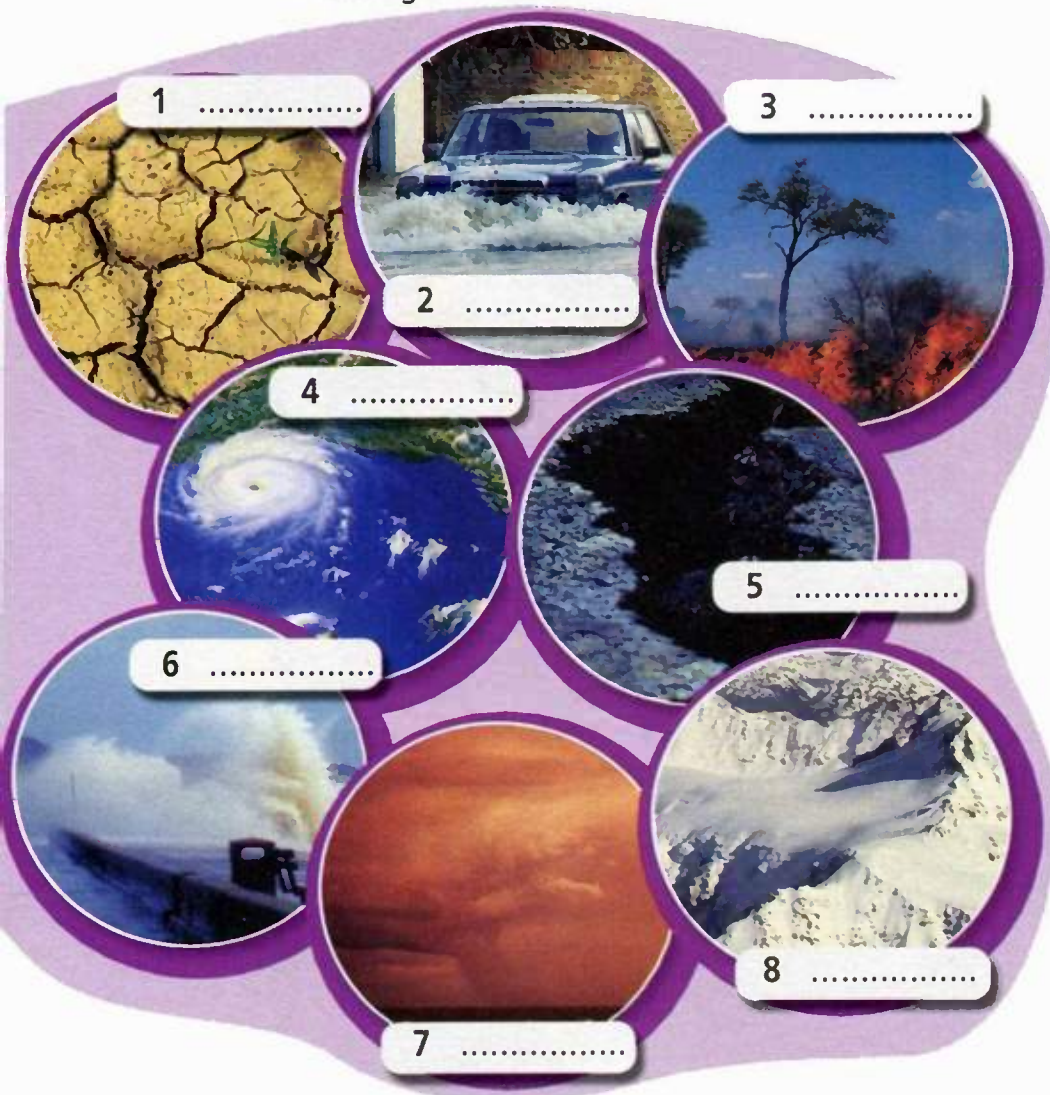
4 Answer the following questions. Tell your partner.

- Have you ever experienced any of the problems in Exs 1 and 2? Which ones? How did you deal with it?
- What's the worst thing that has ever happened to you while on holiday?
- Have you ever got sunburnt? How did you feel? What did you do?

Natural Disasters

1 a) Label the pictures.

- avalanche • tsunami • earthquake
- tornado • hurricane • forest fire
- drought • flood



Speaking

b) Answer the questions.

- Which of these natural disasters are common in your country? Which are not?
- What would you do to protect yourself if an earthquake happened?

2 Choose the correct verb.

- The tsunami has **swept/brushed** some coastal houses out to sea.
- A large team of volunteers helped to **clean/clear** the rubble from the streets.
- A huge oil spill has **damaged/injured** beaches all across the southern coast.
- This charity has been **saving/sending** medical supplies to countries in need for twenty years.
- The family **missed/lost** their home during the recent hurricane.

3 Fill in the gaps with:

- endangered • energy • rescue • polluted
- climate • conservation • supply • global

- teams from all over the world came to help save people from the rubble.
- Fish that swim in waters are at risk of extinction.
- Locals have set up a(n) project to preserve the national park.
- With less than 2,500 left in the wild, pandas have become a(n) species.
- Rising temperatures and melting ice caps are two serious effects of change.
- The village has no drinking water, because the local factory has polluted its water
- Natural gas is a non-renewable resource.
- World leaders have met to discuss issues concerning the war and the economy.

4 Complete the sentences with the verbs below.

- campaigned • destroyed • help • inspected
- made • raised • supports • poison

- Elizabeth a good cause by volunteering and fundraising.
- John went to Africa to poor people learn how to read and write.
- The children banners to attract locals to the charity event.
- Environmental officials the beaches for cleanliness.
- Harmful toxins can the land and destroy the environment.
- Our class money for the World Wildlife Fund.
- The local residents for more cycle lanes to help improve air quality in their town.
- The forest fire the habitat of the local wildlife.

Social Issues

1 Label the pictures.

- racism • war • illiteracy • poverty
- disease • deforestation • overpopulation
- homelessness



2 Fill in the sentences with words from Ex. 1.

- Millions of families live in without clean and fresh water, food, health care and education.
- Since education became compulsory, the levels of have dropped significantly.
- Certain such as mumps and chickenpox are highly contagious.
- The man has been accused of after insulting some colleagues of different ethnic groups.
- The of the Amazon Rainforest has resulted in the extinction of many animal and plant species.
- Mr Jackson served as a commanding officer during the
- The increasing birth rate over the last decade has resulted in the of our planet.
- The only way to reduce is by providing more free housing.

3 Cross the odd one out.

- air – water – fire → **pollution**
- water → scarcity – quality – poverty
- animal → conservation – habitat – slavery
- child → labour – abuse – damage
- nuclear → power – rays – energy
- financial – crime – social → **problems**
- family – corporal – capital → **punishment**
- litter – food – water → **shortage**

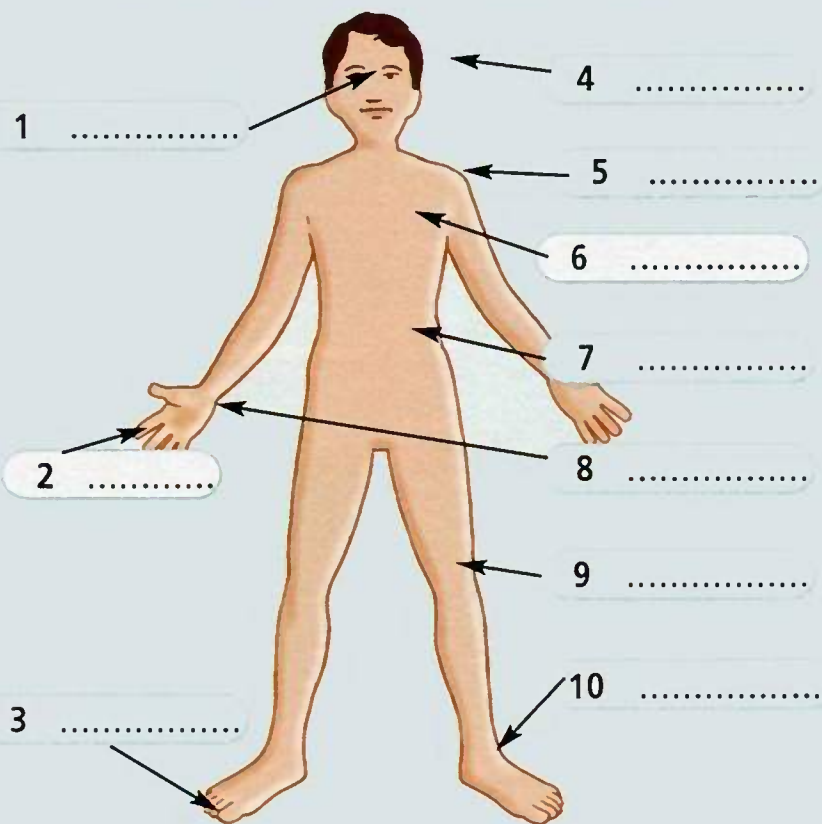
4 Match to make collocations.

- | | | | |
|----|------------|---|------------|
| 1 | freedom | A | warming |
| 2 | fuel | B | resources |
| 3 | endangered | C | of speech |
| 4 | global | D | shortage |
| 5 | natural | E | growth |
| 6 | population | F | species |
| 7 | invasion | G | waters |
| 8 | polluted | H | of privacy |
| 9 | peace | I | event |
| 10 | charity | J | award |

Accidents & Injuries

1 Label the picture with the body parts.

- shoulder • chest • finger • wrist • ankle
- leg • head • toe • eyebrow • stomach



2 Match the phrases with the pictures.



- | | | |
|---|--------------------------|--------------------|
| 1 | <input type="checkbox"/> | sore throat |
| 2 | <input type="checkbox"/> | runny nose |
| 3 | <input type="checkbox"/> | swollen knee |
| 4 | <input type="checkbox"/> | sprained wrist |
| 5 | <input type="checkbox"/> | upset stomach |
| 6 | <input type="checkbox"/> | high temperature |
| 7 | <input type="checkbox"/> | splitting headache |

Speaking

3 Answer the questions.

- 1 Have you ever had the flu? What were the symptoms.
- 2 Have you ever had an accident? What happened?

4 Choose the right item.

- 1 She **cut/sprained** her finger while she was peeling onions with a sharp knife.
- 2 I slipped and **straightened/twisted** my ankle.
- 3 My dad **hurt/harmed** his back when he fell off the ladder.
- 4 I **broke/split** my arm when I fell off my bike.
- 5 As he stood up, Jack **twisted/banged** his head on the shelf.
- 6 She **pulled/pushed** a muscle while she was exercising.
- 7 Joseph **bruised/sprained** his eye while playing basketball.
- 8 Katie **burnt/stung** her hand while she was cooking.

5 Complete the dialogue Paul had with a doctor after his accident.

- stitches • wound • dressing • allergic
- antibiotics • cut

Paul: Hello, Doctor. I fell off my bike and the bleeding won't stop.

Doctor: OK, let me take a look ... Well, you've got a deep 1)

Paul: Oh no, do you think it'll need 2)?

Doctor: Yes, but first I'll need to clean the 3) and then stitch up your leg.

Paul: How long will it take to heal?

Doctor: It should take a couple of weeks. You'll need to change the 4) once a day. Also, I'll give you a prescription for some 5) Are you 6) to any medication?

Paul: No, I'm not.

Doctor: OK! Then, you're all set!

Paul: Thanks, Doctor!

Types of Art

1 a) Label the types of art.

- painting • collage
- photography
- sculpting • pottery
- filmmaking
- drawing
- architecture



1



2



3



4



5



6



7



8

b) Match the definitions A-H to the types of art 1-8.

- A** ☐ art created by shaping stone or wood
- B** ☐ creation of a series of moving images
- C** ☐ art of taking and developing images taken on camera
- D** ☐ visual art in which artists create pictures with paint
- E** ☐ artistic images made by sticking pieces of paper or photos together
- F** ☐ design and construction of buildings
- G** ☐ art of making objects out of clay
- H** ☐ informal art in which people make pictures using crayons or pencils

2 Complete the sentences with verbs from the list in their correct form.

- draw • sketch • sculpt • paint • design • take • direct

- 1 He hundreds of works of art with oil on canvas.
- 2 Becky used her new crayons to a picture of her family having a picnic.
- 3 An architect has to a building before it can be constructed.
- 4 She likes using her new digital camera to photographs.
- 5 Paul can shapes from any material, but he prefers using blocks of marble.
- 6 He his latest adventure film with an all-star cast.
- 7 A police artist can a quick drawing of a suspect.

3 Choose the correct word.

- 1 I've got a potter's wheel that I make clay/steel pots on.
- 2 He constructed a simple boat made from brass/wood.
- 3 The museum has a majestic marble/rock staircase at the entrance.
- 4 This bronze/plastic sculpture was made over two thousand years ago.
- 5 The statues are carved out of terracotta/limestone.
- 6 Archaeologists found a great deal of precious iron/gold jewellery at the site.

Shops & Shopping

- 1 Label the pictures. • baker's • boutique • chemist's • confectioner's • delicatessen • jeweller's • optician's • stationer's



1



2



3



4



5



6



7



8

- 2 Match the products to the shops in the table.

- aspirin • blouse • bread rolls • cheeses
- chocolates • cold meats • contact lenses
- designer clothes • earrings • eye drops
- paper clips • necklace • envelopes
- olive oil • painkillers • pastries • pens
- ring • rulers • sandwiches • sharpeners
- sweets • evening gown • glasses

| | |
|----------------|--|
| baker's | |
| stationer's | |
| chemist's | |
| optician's | |
| boutique | |
| jeweller's | |
| confectioner's | |
| delicatessen | |

- 3 Match to make collocations.

- 1 ☐ window
2 ☐ shop
3 ☐ fitting
4 ☐ sale
5 ☐ price
6 ☐ shopping
7 ☐ credit

- A tag
B shopping
C assistant
D room
E list
F card
G price

- 4 Fill in the gaps with the correct form of the verb.

- be • buy • exchange • keep • pay • return • sell

- I this beautiful dress at the mall at half price.
- That delicatessen the best salami I've ever tasted.
- If your wife doesn't like the skirt, she can it and get the money back.
- I the receipt for the DVD player so I could take it back to the shop.
- Jane can't stop herself from buying something when it on sale.
- Is it possible to these jeans I bought for a smaller size?
- I don't like to use my credit card, so I'd rather in cash, please.

Speaking

- 5 Answer the following questions.

- What types of shops are there in your area?
- What products do you usually buy when you go shopping?
- How do you prefer to pay for products? In cash/ by credit card?

Music

1 Label the pictures. Then say which musical instruments are: *string*, *wind*, *brass*, *percussion*.

- accordion • cello • drums • flute • guitar • harp • horn • piano • saxophone
- tambourine • trumpet • violin • xylophone



1



2



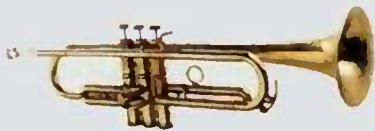
3



4



5



6



7



8



9



10



11



12



13

2 Fill in the gaps with the correct form of the verbs.

- play • conduct • sing • listen
- compose • record

- John learned how to the bagpipes when he was a child.
- It took him over a year to his most famous opera.
- The reggae band their latest album in the studio last month.
- The famous maestro the orchestra at the opening night of the classic music festival.
- The audience were almost in tears when the choir the last piece at the performance.
- The music students were encouraged to to the beats of different types of music.

3 Choose the correct word.

- I couldn't help tapping my feet to the **tune/beat** of the music.
- It's every young boy's dream to be in a rock **band/crew** one day.
- The orchestra has performed in the biggest concert **rooms/halls** around the world.
- A lead musician/**singer** needs to have charisma as well as a good voice.
- I usually listen to some chill-out **music/concerts** when I want to relax.
- This electronic band use digital software and sound **effects/events** to create their unusual style.

Speaking

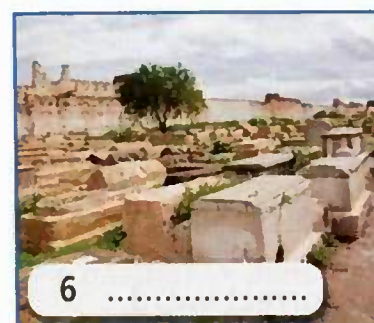
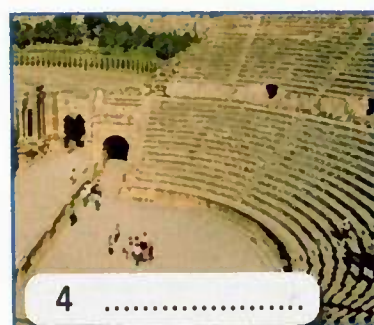
4 Answer the following questions.

- Do you play any musical instruments? If not, what musical instrument would you like to learn?
- What is your favourite type of music?
- Have you ever been to a live concert? Where did it take place?

Archaeological Sites

1 Match the places to the photographs.

- ancient theatre • burial site • castle
- fortress • pyramid • temple



2 Fill in the gaps with:

- coins • jewellery • masks • statues • tomb
- vase

- 1 This huge is the burial site of a famous hero and king.
- 2 The ancient has a battle scene painted around it and is big enough to hold a few litres of water.
- 3 There is an exhibition of priceless bracelets, necklaces and other at the gallery.
- 4 This is one of the oldest bronze to ever be discovered.
- 5 The archaeologists found some old Roman with the face of the emperor on one side and an eagle on the other.
- 6 Many of the tribespeople wore ritual on their faces during the ceremony.

3 Choose the correct word.

- 1 Archaeologists will excavate/emerge the rest of the site to discover more about the ancient building.
- 2 The team of explorers founded/found the ruins of the historic burial site by chance.
- 3 Archaeology students are hoping to discover/develop the next important artefact at the dig.
- 4 These precious jewels were in the pharaoh's tomb/burial.
- 5 The statue is supposed to reflect/represent a mythical hero in battle.
- 6 Lots of new artefacts will be put/pulled on display at the archaeological museum this weekend.

4 Match the adjectives to the correct category.

- big • crooked • flat • gigantic • hard
- huge • large • miniature • narrow
- rectangular • rough • round • sharp
- smooth • soft • square • tall • tiny • wide

| shape | size | texture |
|-------|------|---------|
| | | |

Speaking

5 Use the adjectives in Ex. 4 to describe the objects.



- 1 It's a large vase that is wide at the top and narrow at the bottom. It has a smooth surface.

Informal emails / letters

Informal emails/letters are pieces of writing we send to people we know well. We usually start an informal email/letter with *Dear* + the person's first name. In the first paragraph, we write our opening remarks (e.g. *Hi! How are you?*) and the reason for writing. We write about specific topics in separate paragraphs. In the last paragraph, we write our closing remarks. (e.g. *Have to go now.*) and sign off with an informal ending (e.g. *Yours*) and our first name.

We use informal style, that is:

- everyday vocabulary
(*I'm having a great time.*)
- colloquial expressions/idioms
(*Drop me a line.*)
- informal linkers (*so, and, etc*)
- short verb forms (*I can't, I'll be, etc*)

Useful Language

Starting an informal email/letter

- Dear Mum/Dad, Dear Aunt Claire,
- Dear Grandad, Dear Tom/Lucy, etc

Opening remarks

- Hope you're OK.
- How are you doing?
- Hi from Moscow/Rome/Krakow, etc
- Thanks for your email.
- Sorry I didn't write earlier, but I ...
- Sorry for not writing for so long.
- Hi! How are you?
- It was good to hear from you.
- I haven't heard from you for a while.

Reason for writing

- I wanted to drop you a line to tell you my news/to tell you about ...
- I just wanted to ask/remind/thank, etc you ...
- Just a quick email/letter to tell you ...
- I wondered if you'd like to ...
- This is just to let you know ...
- I'm sorry to hear about ...
- I was a bit worried and wanted to see if you're OK.

Making reference to future contact

- Drop me a line sometime.
- I hope to hear from you soon.
- Give me a call later.
- Let me know if you can make it or not.
- I was glad to hear about ...
- Let me know as soon as possible.

Closing remarks

- Email me soon./Write soon.
- I'd better get going./Bye for now.
- I must go now./Got to go now.

Ending an informal email/letter

Yours/Best wishes/Love/Take care, etc + your first name.

You have received an email from your English pen friend, Mark.

I like my house but my neighbourhood is very noisy. What is your house like? What is it close to? Do you like your neighbourhood?

Write him an email and answer his questions.

Dear Mark, **everyday vocabulary**

opening remarks How are you doing? Sorry for not writing for so long. We moved to a new flat a week ago and we've been really busy. I wanted to drop you a quick line to tell you about my new home.

colloquial expressions It's a nice flat on the third floor overlooking a park. There are two bedrooms, a big living room, a big kitchen and a bathroom with both a shower and a bath. I've got my own bedroom.

short verb forms The neighbourhood is really quiet. There is a butcher's, a chemist's, a greengrocer's and two cafés, but there isn't a cinema or a supermarket.

informal linkers What I like most is the huge park. I've made some new friends and we spend most of the afternoons there playing basketball or riding our bikes. I'll send you photos. Unfortunately, my school is quite far away but I go there in a car with my dad.

closing remarks Drop me a line soon!

Yours,
Chris

Practice

- 1 Rewrite the first paragraph. Use phrases/sentences from the Useful Language section.
- 2 Replace the closing remarks in the email with other appropriate phrases.
- 3 Suggest a different ending to the email.

Writing Bank 2

Informal messages / notes

Informal messages or notes are short pieces of writing we write to inform people about something, ask them to do something for us, arrange a meeting, etc.

Messages provide all the information needed without being chatty. We usually omit words such as **personal pronouns** (*I, you, etc*) **articles** (*a/an, the, etc*), **auxiliaries** (*am, have, etc*) and **greetings** (*Dear, Yours, etc*).

We can use the imperative, informal linkers, participles and short verb forms. We don't normally write in paragraphs.

Useful Language

Starting a message

Person's first name only, e.g. *Tony/Mark*.

Reason for writing the message

- Need to work late.
- Had to go shopping.
- Got phone call from Janusz.
- Richard just called and ...
- Couldn't wait for you.
- Had to go to the (*supermarket*).

Making arrangements for later

- Be back in ... (*an hour*).
- I won't be late.
- Call you later.
- See you at (*the cinema*).
- Call me if you have any problems.

Making suggestions

- How about ...?
- We could (meet) ...

Asking for a favour

- Can/Could you ...?
- Please, (... take it to ...).

Ending a message

- Thanks.
- Cheers.
- See you.

You offered to help your English roommate with an assignment, but you need to meet a friend of yours. Leave a note for your roommate. In your message:

- explain why you need to go out
- apologise for the inconvenience
- tell him/her when you are coming back
- tell him/her to call you if he/she needs something

informal linker participles omission of article
omission of personal pronoun short verb forms
use of imperatives

Andy,
John called so meeting him at café. He's leaving for Poland so have to give him some things to give them to my parents. Will be back at 7. If you need something, call me.
Cheers,
Pawel

Practice

1 Read the model below. Why isn't it appropriate? Think about:

- layout
- way it starts/ends
- chatty language
- omission of pronouns/articles/auxiliaries

2 Rewrite it to make it appropriate.

Dear Becky,
Laura telephoned this afternoon. Her dog is sick and she asked me to take it to the vet with her. Unfortunately, this means I cannot come with you to the shopping centre. Would you mind if you go on your own? I might be late. If I finish early, I'll call you so that we meet there. Alternatively, we could go to the cinema. Please send me a text message to let me know if you agree.
Yours,
Anna

Informal announcements / adverts / notices

Announcements/adverts/notices are short pieces of writing to inform people of an event, job, product, etc. They need to answer the questions: *who, when, where, what, why, how much*. They usually start with a heading (*New Bowling Club, etc*) to attract the reader's attention. We use short sentences and the imperative. We can **bold**, underline or *italicise* words we want to emphasise.

Useful Language

Starting

- We're happy/pleased to announce ...
- New Bowling Club • Attention! • Lost!
- Announcement • Dear friends, • Missing

Type of event

- We're pleased to announce (*a contest, an end of the school year party, etc*)
- It's party time. • We're celebrating ...
- We/I lost (*a dog/a bag, etc*).

Asking for participation

- Join us today! • Come and meet ...
- Why don't you come ...?
- We meet every Be there.

Giving details about participation

- Everyone's welcome./Everyone can join us.
- You must be (*over 15 years old*).
- Participants/Those interested need to have experience in ...
- If you like/are interested in ...

Describing special attractions/extras/prizes

- There are ... prizes for the first three ...
- All participants will receive (a certificate of attendance) ...
- Prizes include ... CDs of ...
- Special events include (*a party by the pool, a concert with ..., etc*).
- Free snacks and refreshments for everyone.

Describing an object

- It is ...
- opinion: beautiful, cute, etc
- size: huge, small, etc
- age: young, old, etc
- shape: round, square, etc
- colour: red, blue, white, etc
- origin: Chinese, British, etc
- material: cotton, leather, etc

Contact details

- If you are interested in ..., call (*John, Ms White*) on (222222).
- To join us call ...
- If you have seen it, please ...
- Call ... on ... for more details.

You are studying in England. It's summer and you want to organise a weekend trip. Write an announcement to put on your college noticeboard. Include:

- reason for trip
- where you will go
- the cost of it
- the name and number of who to contact



Practice

- 1 Read the announcement below and answer the questions.

Digital Art Contest

St Martin's College is holding its annual Art Contest on 2nd May

The contest is open to all students at college using digital technology as a language of creative expression.

First prize £500.

Contact: Sara Hill 01226 421567

- 1 What is the event?
 - 2 What is the reason for the event?
 - 3 When and where is the event?
 - 4 What extra information is given?
- 2 Rewrite the part in the announcement that contains the contact details. Then suggest another way to start the announcement.

Writing Bank 4

Biographies

Biographies are written accounts of the series of events in a person's life. They usually consist of:

- an introduction in which we give information about the person, that is: date & place of birth, what famous for
- a main body in which we write family information, early years, studies and later years (achievements, accomplishments, effects on society etc) in separate paragraphs
- a conclusion in which we write our comments and/or feelings about the person. We can also include date and place of death if the person is no longer alive. It is important to present the events of the person's life in chronological order. We mainly use past tenses to write biographies.

Useful Language

Giving biographical details

- ... was born/died in (place) in (year/date etc)
- ... was a famous painter/artist/scientist, etc

Early years family

- ... came from a poor family
- ... family was highly respected
- ... parents worked hard to provide their children with ...
- As a child, ... attended ... (school) ...
- At the age of ...
- As a young child, ... was forced to work ...
- ... spent most of his/her childhood in ...

Later years

- ... joined the Army ...
- ... studied (subject) in (university)
- ... worked as a ... to pay for his/her studies
- ... it was then that ... (met/decided to join/left for/applied for/wrote, etc)
- ... when ... was (age), ... met ... and (got married/worked on etc) ... years later ... (had first exhibition, had first child, lost job and ..., got a Nobel for ..., got world recognition, etc)
- Some of ... most famous (novels, paintings, etc) are ...

Comments

- ... actions will always remind people of ...
- ... was one of the most famous ... in the world.
- ... will always remember him/her as ... (the most expressive artist, intellectual person, influential leader, etc) of all ages

Your English teacher has asked you to write a short biography about your favourite author. Collect information, then write your composition (100-150 words).

biographical details

Charles Dickens is one of the most famous British authors in the world. He was born in Portsmouth England in 1812.

early years

Charles was the second of eight children. His family was very poor so at the age of 12 he went to work at a blacking warehouse. As a young boy he enjoyed reading and going to the theatre which helped him develop his imagination.

later years achievements

Dickens was able to leave the factory he worked in and continued his studies at the Wellington House Academy. He taught himself shorthand and started work as a journalist at the age of sixteen. He continued to read at the library and also participated in theatre performances as an actor or stage manager.

Dickens published a lot of articles and sketches in magazines. Within a few years he was considered one of the most successful authors of his time. In 1836 he married Catherine Hogarth. Dickens published his novels such as *Oliver Twist* and *Nicholas Nickleby* in monthly installments. He also travelled to the USA and Europe. His travels changed his style of writing. *David Copperfield*, *A Tale of Two Cities* and *Great Expectations* reflect this change.

comments

Dicken's health got worse in the 1860s. He died on June 9, 1870. He is one of the most widely read novelists and his characters remain the most popular.

Practice

1 Use the timeline below and the notes to write a short biography of the person. What tenses will you use?

Fyodor Dostoyevsky (Born: November 11, 1821 – Moscow

Died: February 8, 1881 – Saint Petersburg)

Famous novels: *Crime and Punishment*, *The Brothers Karamazov*

1837: Dostoyevsky enters the Army Engineering College

1844: resigns from army – starts writing seriously

1847: writes for St Petersburg Gazette

1857: marries Mariya Dmitriyevna Isayeva

1860: becomes editor of *Vremya*

1862: travels abroad first time – London

1865: heavily in debt – leaves Russia – writes *Crime & Punishment*

1867: marries Anna Grigoryevna Snitkina

1868: they move to Italy – *The Idiot* is published

1871: he returns to Russia

1879: *The Brothers Karamazov* is first published

1881: he dies

Formal letters

We write formal letters to people in an official position or people we don't know well (e.g. *Director of Studies*). We write such letters to apply for a job/course, make a complaint, request information, etc. Formal letters consist of a formal greeting (*Dear Sir/Madam, Dear Mr Smith*), an introduction that contains opening remarks and the reason for writing, a main body which contains the main topics, each usually in a separate paragraph, a conclusion which contains closing remarks, and a formal ending (*Yours faithfully*, when we don't know the person's name / *Yours sincerely*, when we know the person's name + our full name).

Formal style is characterised by:

- formal expressions, advanced vocabulary & longer sentences. (*I am writing to enquire when ...*)
- formal linking words/phrases (*However, In addition.*)
- full verb forms (*I am writing to ...*)
- use of the passive (*I can be reached.*)

Useful Language

Applying for a post

- I am writing to apply for the position of ... advertised in (yesterday's)
- With reference to your advertisement in
- I have been working as a ... for the last ... years.
- I will be available for interview
- I look forward to hearing from you.
- Despite my lack of ... experience, I feel that I would be
- I consider myself to be (punctual, ...).
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- I am available for an interview any weekday morning.

Complaining

- I am writing to express my strong dissatisfaction at the
- I am writing to complain about the quality of ... I recently purchased from you.
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope that this matter will be dealt with promptly.

Asking for information

- I would like to know if
- I am interested in ... and I would appreciate it if you could
- Do you think it would be possible for me to

You have seen an advertisement in English for a part-time shop assistant in a tourist resort and you want to apply for the post. Write a letter of application (120-150 words) in which you:

- state the job you are interested in & where you saw the advert
- state your age & qualifications
- write about any work experience you have and why you think you are suitable for the job
- state which days/hours you can work and when you are available for interview

formal greeting — Dear Sir/Madam,

formal expressions/longer sentences — I am writing to apply for the position of part-time shop assistant which was advertised in this week's edition of *The Evening Press*.

formal linking words — I am 18 years old and am studying Law at university. I can speak English, French and German fluently. Despite not having worked before in a similar position, I feel I would be well-suited for it. I am hardworking, patient and polite. I am also friendly and able to remain calm in stressful situations.

advanced vocabulary — I can work the evening shift as I have classes in the morning. I may be contacted by telephone on 222 2222. I am available for an interview any weekday afternoon. I look forward to hearing from you.

use of the passive —

formal ending — Yours faithfully,

full name — *Ann Brown*
Ann Brown

full verb forms —

Practice

1 Read the letter again and find formal expressions to match the informal ones below.

- I decided to drop you a line.
- I'm good at English, French and German.
- I haven't worked before, but I know I can do it.
- You can call me on
- I can come and meet you
- I can't wait to get your reply.
- Yours,

Writing Bank 6

Memos

Memos are short pieces of writing we write to:

- provide information
- persuade others to take action
- give feedback on a specific matter

Memos are used mainly in the workplace and the style depends on the audience the memo is for.

Memos follow the format:

To: (name & job title of recipient(s))

From: (name & job title of sender)

cc: (name & job title of other recipient(s))

Date: (day, month and year)

Subject: (what the memo is about)

We start a memo by stating the reason we are writing it. The first sentence can be a summary of what follows. Then, we present our points in well-structured sentences. We provide only the necessary information and avoid being chatty. We present each piece of information in separate paragraphs. We should sound professional but friendly and can use contracted verb forms. We should avoid using large or uncommon words.

You are the secretary of the school English club. The club has decided to hold a party to celebrate the end of the school year. Write a memo to all members to inform them of the party. In your memo:

- give the reason for the party
- explain your plans for the party
- say who can come
- ask members to respond by a certain date

MEMO

To: All members of the English club

From: Sharon Anderson, Secretary

cc: Paul Jones, Director of Studies

Date: 5th June 20...

Subject: end of school year party

All members plus one guest each are invited to celebrate the end of the school year. The party will be held on 30th June in Room 4D.

There'll be snacks, music and games.

Please let me know if you are coming by 20th June.

specific
format

professional but
friendly tone

contracted
verb forms

short, well-structured
sentences

Practice

1 Read the rubric, then write a memo. Use the ideas below.

- 6:00 pm - 12:00 pm
- open to teachers, students & their families
- school playground
- bring snacks, cakes, refreshments
- Saturday, 25th, June
- be responsible for various activities
- treasure hunt
- DJ to play music

You are the secretary of Milton School. The school has decided to hold its annual summer party. Write a memo to all teachers which:

- states when and where the party will take place
- says who can attend
- explains how teachers and pupils can help prepare for the event
- explain how they can help at the event itself

Postcards

Postcards are brief pieces of writing we send to people we know well, usually while we are on holiday. We write them to inform people of our news. Postcards are informal in style. We can omit personal pronouns, articles and auxiliaries and use informal linkers, participles and greetings, contracted verb forms and everyday language.

Useful Language

Starting a postcard

- Dear + person's first *name*, • Dear all,
- Dear Mum/Dad, etc Hi Pawel, etc

Where you are writing from

- Greetings from ... • I'm in ... It's great.
- I've just reached ...
- We're here in ... on a ...

Activities you are doing right now

I'm writing this postcard while ... (waiting for the bus to come/having coffee at a seaside café, etc).

Describing accommodation

The hotel is great, it has (a great view of the sea/a huge swimming pool, etc).

Activities you do/did/have done/are going to do

- Every morning I/we (go swimming/go sightseeing, etc).
- Yesterday we (visited/hired a car and .../went on a boat ride, etc).
- We've already visited (the aquarium/the museum, etc).
- We've tried local dishes.
- Tomorrow/Next week we are going to ...

Describing the weather

- The weather's great/fine/terrible.
- It's getting chilly/hotter, etc.
- It hasn't stopped raining for ...
- Right now it's raining/snowing ...
- It's hot and sunny/freezing cold/boiling hot.

Commenting on something particularly good/bad/funny about the holiday

- I tried (*fried snails*), but they were disgusting.
- We went sightseeing on an open-top bus – it was awesome!
- We waited to buy some souvenirs, but we couldn't understand a word – it was so confusing.

Describing your feelings

- I'm/We're having a really great time.
- It's the best holiday we've ever had.
- It was the worst holiday ever.

Asking about the recipient's news

- What about you? • What are you up to?
- How's your (*holiday?*).
- I hope you're OK/having a great time/holiday, etc.

Ending a postcard

- See you (*soon/in three weeks*),
- Wish you were here/Best wishes/Kisses/xxx/ Love + your first name

You are on holiday. Send your English pen-friend a postcard.

In your postcard:

- write where you are and who you are with
- write about the weather and your favourite place
- say what you do every day
- describe your plans for tomorrow

informal greeting

Hi Derek, *informal linker*

omission of article

Greetings from Athens! My family and I arrived on Sunday and we're having a great time. Weather's hot and sunny and there's a

short verb forms

beautiful swimming pool in our hotel. It's my favourite place to go. Swim every morning a little then sunbathe until lunchtime. Go sightseeing in the afternoons then try local dishes in evenings. They are delicious. Going on a boat trip around some islands tomorrow.

omission of personal pronoun

use of participle

Wish you were here,

Richard *informal ending*

Practice

- 1 Read the model below. Why isn't it appropriate? Think about: *chatty language, omission of pronouns/articles/ auxiliaries, layout, length*

Dear Dora,

I am writing to you from Rome, Italy's capital city. My family and I decided to come here this summer. I am writing this postcard to you. Hopefully it will be hot again soon.

There are a lot of sights to visit here. Therefore, I go sightseeing every day. I am enjoying that very much. Most afternoons we go shopping and then we have dinner at excellent restaurants near the river. Tomorrow, we are planning to go on a guided tour in the Vatican. I am sure it will be a unique experience.

I am looking forward to seeing you soon.

Yours sincerely,

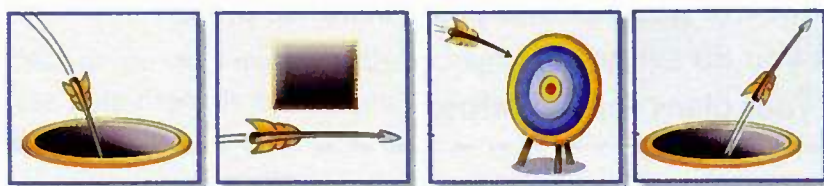
Jenny

Grammar Reference

MODULE 1

Prepositions of Movement

- We use **prepositions of movement** to show the direction in which someone or something is moving.

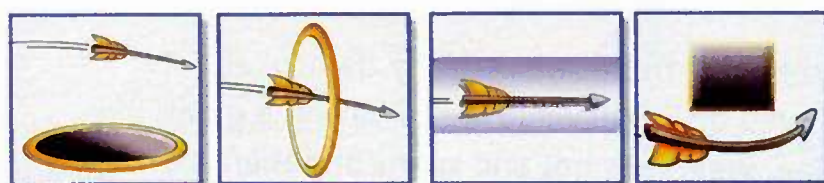


into

past

towards

out of



over

through

along

under



across

down

up

Present Simple

AFFIRMATIVE

| | |
|--------------------------|---------------------------|
| I/You swim . | We/You/They swim . |
| He/She/It swims . | |

NEGATIVE

| Long Form | Short Form |
|---------------------------------|--------------------------------|
| I/you do not swim. | I/You don't swim. |
| He/She/It does not swim. | He/She/It doesn't swim. |
| We/You/They do not swim. | We/You/They don't swim. |

INTERROGATIVE

SHORT ANSWERS

| | |
|-------------------------------------|---|
| Do I/you swim ? | Yes , I/you do . No , I/you don't . |
| Does he/she/it swim ? | Yes , he/she/it does . No , he/ she/it doesn't . |
| Do we/you/they swim ? | Yes , we/you/they do . No , we/ you/they don't . |

Spelling rules (3rd-person singular)

- Most verbs take **-s**.
I think – he thinks I turn – he turns
- Verbs ending in **-ss, -sh, -ch, -x** and **-o** take **-es**.
I miss – he misses I wash – he washes
I go – he goes I fix – he fixes
I watch – he watches
- Verbs ending in a **consonant + -y** drop the **-y** and take **-ies**.
I try – he tries
- Verbs ending in a **vowel + -y** take **-s** only.
I play – he plays

Use

We use the **present simple** for:

- daily routines or habits.
*I **get up** at 8 o'clock every day.* (daily routine)
*He **walks** to school.* (habit)
- permanent states and facts.
*They **live** in Scotland.* (state)
*It **snows** every winter in Canada.* (fact)
- timetables. *The train **leaves** at 9 am.*
- general truths or laws of nature.
*Water **boils** at 100°C.*

Time expressions used with the **present simple**:

every hour/day/week/month/year/etc, usually, always, every morning/afternoon/evening/night, at noon, at night, in the morning/afternoon/evening, etc.

Present Continuous

Form: subject + **am/is/are** + verb **-ing**

AFFIRMATIVE

| Long Form | Short Form |
|---------------------------------|---------------------------------|
| I am waiting. | I' m waiting. |
| You are waiting. | You' re waiting. |
| He/She/It is waiting. | He/She/It' s waiting. |
| We/You/They are waiting. | We/You/They' re waiting. |

NEGATIVE

| Long Form | Short Form |
|-------------------------------------|------------------------------------|
| I am not waiting. | I' m not waiting. |
| You are not waiting. | You aren't waiting. |
| He/She/It is not waiting. | He/She/It isn't waiting. |
| We/You/They are not waiting. | We/You/They aren't waiting. |

INTERROGATIVE

SHORT ANSWERS

| | |
|---------------------------------|---|
| Am I waiting? | Yes , I am ./ No , I' m not . |
| Are you waiting? | Yes , he/she/it is ./ No , he/she/it isn't . |
| Is he/she/it waiting? | Yes , we/you/they are ./ No , we/you /they aren't . |
| Are we/you/they waiting? | |

Spelling rules

- Most verbs take **-ing**
*play – **playing**, wash – **washing***
- Verbs ending in **-e** drop the **-e** and add **-ing**.
*make – **making**, take – **taking***
- Verbs ending in a stressed vowel between two consonants double the consonant and add **-ing**.
*jog – **jogging**, hug – **hugging***
- Verbs ending in **-l** double the **-l** and add **-ing**.
*travel – **travelling***
- Verbs ending in **-ie** drop the **-ie** and add **-y + -ing**.
*lie – **lying***

Use

We use the **present continuous** for:

- actions happening now or around the time of speaking.
*She **is studying** in her bedroom **now**.*
*She **is preparing** for her final exams **this week**.*

- temporary situations.
We're staying at a campsite.
- fixed arrangements in the near future.
I'm travelling to London on Sunday.

Stative verbs do not appear in a continuous form as they express a state rather than an action. These include: *believe, belong, hate, hear, know, like, love, need, own, seem, think, understand, want, wish*, etc. *I love* pizza. (NOT: *I'm loving*.)

Time expressions used with the present continuous:
now, at the moment, these days, at present, today, tonight, nowadays, etc.

Present Simple vs Present Continuous

| PRESENT SIMPLE | PRESENT CONTINUOUS |
|---|---|
| permanent states and facts <i>Bob lives</i> in Ireland. (state) <i>It rains</i> in autumn. (fact) | temporary situations <i>I'm looking</i> for a new car. |
| habits/routines <i>I start</i> school at 9 o'clock every day. | actions happening at or around the time of speaking <i>Mum's cooking</i> dinner at the moment. |
| timetables <i>The plane arrives</i> at 10 am. | future arrangements <i>I'm having</i> a party this Saturday. |

Modals (Can – Can't – Could – (don't) Have to – Must – Mustn't)

- Can** is the same in all persons. The negative of **can** is **cannot** or **can't**.
- We use **can** to:
 - express ability in the present.
He can speak three languages. (He's able to.)
 - ask for permission.
Can I look at your dictionary? (Is it OK if I ...?)
 - give permission.
Yes, you can use my laptop. (You are allowed.)
 - express possibility.
You can buy tickets online. (It's possible.)
- We use **can't** to refuse permission.
No, you can't go to the park until you finish your homework. (You aren't allowed to.)
- We use **can/could** to ask for permission or make a request, in a polite way.
Could I close the window, please? (Is it OK?/May I ...?)
- We use **must** to express strong obligation or duty.
You must wear a helmet when you ride a motorbike. (It's your duty./You are obliged to.)
We generally use **must** when the speaker has decided that sth is necessary.
I must study more. (I've made the decision to study more.)
- We use **mustn't** to express prohibition. *You mustn't talk* in the library. (You aren't allowed/It's forbidden.)
- We use **have to** to express strong necessity. We generally use **have to** when somebody other than the speaker has decided that sth is necessary.
Our teacher says we have to study hard for our maths test. (It's necessary.)

- We use **don't have to** to express lack of necessity.
You don't have to come if you don't want to. (It isn't necessary.)

Comparative & Superlative

| | ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|-----------------------------------|---|--|---|
| one-/two-syllable adjectives | short big wide | shorter (than) bigger (than) wider (than) | the shortest the biggest the widest |
| -y adjectives | happy | happier (than) | the happiest |
| more than two-syllable adjectives | beautiful | more beautiful (than) | the most beautiful |
| irregular adjectives | good bad much/many little far | better (than) worse (than) more (than) less (than) farther (than)/ further (than) | the best the worst the most the least the farthest/ the furthest |

Form

- With **one-syllable** and **two-syllable adjectives** we add **-er** in the comparative and **-est** in the superlative.
small – smaller (than) – the smallest
- With **adjectives of more than two syllables** we form the comparative with **more** and the superlative with **the most**.
expensive – more expensive (than) – the most expensive (of/in)

Spelling

- With **one-syllable adjectives** ending in **-e** we add **-r** in the comparative and **-st** in the superlative.
nice – nicer (than) – the nicest
- With **one-syllable adjectives** that end in **vowel + consonant**, we **double the last consonant** and we add **-er** or **-est**.
thin – thinner (than) – the thinnest
- With **two-syllable adjectives** that end in **-y**, we change the **-y** to **-i** and we add **-er** or **-est**.
busy – busier (than) – the busiest (of/in)

Use

- We use **the comparative** to compare *one person or thing with another*. We can use **than** with the comparative.
Mark is more intelligent than Tony.
Trains are faster than cars.
- We use **the superlative** to compare *one person, animal, thing*, etc with *more than two persons, animals, things*, etc in the same group. We use **the ... of/in** with the superlative. We use **in** with the superlative when we talk about a place.
The cheetah is the fastest animal of all.
Judy is the tallest girl in the class.
- We use **(not) as + adjective + as** to show whether *two people, places or things* are the same or not.
The red dress is not as expensive as the blue one.

Grammar Reference

For emphasis we use:

- **very + adjective.** *It is **very cold** today.*
- **much/a lot/far/a little/a bit + comparative form + than.**
*He isn't **much younger than** me.*

Should – Shouldn't/Ought – Ought not

- We use **should/shouldn't/ought/ought not to** to give advice.
*You **should** be careful with electricity.* (I advise you to.)
*You **ought to respect** the elderly.* (I advise you to.)
- We use **should/shouldn't** to make suggestions.
*You **shouldn't** eat fatty foods.* (It's not a good idea.)

MODULE 2

Countable/Uncountable nouns

- **Countable nouns** are those which we **can count**. They have a **singular** and a **plural** form.
one book - two books - three books, etc
- **Uncountable nouns** are nouns which we **cannot count**. They **only** have a singular form. Some of these are:

| | |
|----------------|---|
| food | <i>cheese, meat, salt, pepper, butter, bread, etc</i> |
| liquids | <i>coffee, milk, tea, water, lemonade, etc</i> |
| materials | <i>gold, iron, glass, silver, paper, wood, etc</i> |
| subjects | <i>History, Chemistry, etc</i> |
| sports | <i>tennis, football, etc</i> |
| languages | <i>English, Spanish, etc</i> |
| abstract nouns | <i>information, knowledge, love, happiness, beauty, advice, etc</i> |
| other | <i>hair, money, accommodation, luggage, news, furniture, weather, snow, etc</i> |

We can use uncountable nouns with the following partitives (phrases of quantity) when we want to say how much of something there is:

*a bottle of → a **bottle of** lemonade; a glass of → a **glass of** water; a carton of → a **carton of** milk; a cup of → a **cup of** coffee; a bowl of → a **bowl of** rice; a bag of → a **bag of** flour; a slice of → a **slice of** toast; a loaf of → a **loaf of** bread; a kilo of → a **kilo of** meat; a packet of → a **packet of** crisps; a box of → a **box of** chocolates; a bar of → a **bar of** soap; a pot of → a **pot of** tea; a tub of → a **tub of** ice cream; a jar of → a **jar of** honey; a tin of → a **tin of** soup; a bunch of → a **bunch of** bananas; a can of → a **can of** cola*

A/An – Some/Any/No

| | COUNTABLE NOUNS | |
|---------------|----------------------------------|--|
| | SINGULAR | PLURAL |
| AFFIRMATIVE | There is an aeroplane. | There are some balls. |
| NEGATIVE | There isn't an aeroplane. | There aren't any balls./ There are no balls. |
| INTERROGATIVE | Is there an aeroplane? | Are there any balls? |

| | UNCOUNTABLE NOUNS |
|---------------|--|
| AFFIRMATIVE | There is some butter. |
| NEGATIVE | There isn't any butter./There is no butter |
| INTERROGATIVE | Is there any butter? |

- We use **a/an** in all forms (affirmative, negative, interrogative) with countable nouns in the singular.
*There is **a** cat. There isn't **a** dog. Is there **a** hamster?*
- We use **some** in the affirmative with countable nouns in the plural and with uncountable nouns.
*I want **some lemons** and **some cheese**.*
- We use **any** in the interrogative and **not any/no** in the negative with both uncountable nouns and countable nouns in the plural.
*Are there **any** strawberries in the fridge? There isn't **any/is no** tea.*

Note: We use **some** in the interrogative for offers or requests.
*Would you like **some** lemonade?* (offer)

Quantifiers

| | COUNTABLE | UNCOUNTABLE |
|---------------|--------------------------------------|---|
| AFFIRMATIVE | a lot of/lots (of)/ too many/(a) few | a lot of/lots (of)/ too much/(a) little |
| NEGATIVE | (not) many | (not) much |
| INTERROGATIVE | (how) many | (how) much |

- We usually use **a lot of/lots (of)** in affirmative sentences with both uncountable nouns and countable nouns in the plural. The **of** is omitted when **a lot/lots** are not followed by a noun.
*There is **a lot of** cheese in the fridge. There are **a lot of** biscuits in the tin. Were there **lots of** biscuits in the tin? Yes, there were **lots**.*
- We usually use **much** and **many** in negative or interrogative sentences. We use **much** with uncountable nouns and **many** with plural countable nouns.
*Is there **much** tea in the pot? There isn't **much** bread left. Do you have **many** apples? There aren't **many** sandwiches left.*
- We use **how much** with uncountable nouns to ask about the amount of something.
*A: **How much** meat do we need? B: A kilo. (=amount)*
- We use **how many** with countable nouns to ask about the number of things.
*A: **How many** students are there in your class? B: Twenty-eight. (=number)*
- We use **too much** with uncountable nouns to show that something is more than necessary or wanted.
*The children are making **too much** noise.*
- We use **too many** with countable nouns to show that something is more than necessary or wanted.
*Don't buy **too many** oranges.*
- **A few** means **not many, but enough**. It is used with plural countable nouns.
*We have **a few** eggs. We can make an omelette.*
- **A little** means **not much, but enough**. It is used with uncountable nouns.
*Can I have **a little** milk in my tea?*
- **Few/Little** means **hardly any, not enough** and can be used with **very** for emphasis.
*There is (very) **little** sugar in my tea. I can't drink it. There are (very) **few** apples. I can't make a pie.*

Too – Enough

- **too + adjective/adverb + to-infinitive**
Too comes before an adjective or an adverb. It has a negative meaning and shows that something is more than enough, more than necessary, or more than wanted.
*The soup is **too hot to eat**. (I can't eat the soup.)*
- **adjective/adverb + enough** + infinitive
enough + noun
Enough comes before nouns but after an adjective or an adverb. It has a positive meaning and shows that there is as much of something as is wanted or needed.
*Kelly is **tall enough to reach** the top shelf. (Kelly can reach the top shelf.)*
*We have **enough money to go** on holiday this year.*

-ing form & to-infinitive

We use the **-ing form**:

- as a **noun**.
***Swimming** is my favourite sport.*
- after the following verbs: **admit, appreciate, avoid, begin, consider, continue, deny, dislike, enjoy, fancy, finish, hate, imagine, like, love, mind, miss, prefer, prevent, spend, start, stop, suggest, waste** (time, money), etc.
*They **enjoy travelling**.*
- after the verb **go** when we talk about activities.
*I often **go jogging** in the mornings.*
- after **prepositions**.
*She's good **at cooking**.*
- after expressions such as: **be busy, it's no use, it's (not) worth, there's no point (in), what's the use of, can't help, can't stand, have difficulty (in), look forward to**.
*I **look forward to seeing** you next week.*

We use the **to-infinitive**:

- to express **purpose**.
*I bought milk **to make** ice cream.*
- after certain verbs: **advise, agree, ask, decide, expect, explain, hope, manage, offer, plan, promise, refuse, seem, want**, etc.
*I **want to buy** an MP3 player.*
- after **be + adjective** (**happy, nice, sorry**, etc).
*It is **nice to be** back home.*
- after **too** and **enough**.
*It's **too late to visit** them now.*
*She's old **enough to drive** a car.*
- after **would like, would love, would prefer**.
*I'd **love to go** to the cinema with you.*

We use the **infinitive** without **to** (bare infinitive) after:

- **modal verbs** (**can, may, should**, etc).
*I **can play** football. You **may eat** some cake. You **should call** your mum.*
- the verbs **make** and **let**.
***Let's go** to the beach!*
*You shouldn't **make** him **eat** it.*
- **would rather (not)/had better (not)**.
*I'd **rather stay** in tonight.*
*You **had better not park** here.*

Difference in meaning between the to-infinitive and the -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember
*She **forgot to lock** the front door.*
- **forget + -ing form** = not recall
*He'll never **forget swimming** in the blue waters of the Pacific.*
- **remember + to-infinitive** = not forget
*Did you **remember to buy** the Sunday paper?*
- **remember + -ing form** = recall
*She **remembers walking** along the paths of the old town.*
- **try + to-infinitive** = attempt, do one's best
*I **tried to open** the old chest, but it was stuck.*
- **try + -ing form** = do something as an experiment
*You should **try eating** more fruit and vegetables.*
- **stop + to-infinitive** = stop temporarily in order to do something else
*On their way back home they **stopped to say** hello to Mr Evans.*
- **stop + -ing form** = finish doing something
*She **stopped playing** the guitar the moment John walked in the house.*
- **be sorry + to-infinitive** = apologise for a current situation
*We **are sorry to tell** you that you failed the test.*
- **be sorry + for/about -ing form** = regret something that happened in the past
*I'm so **sorry for talking** to you rudely at the party yesterday.*

MODULE 3

Past Simple (Regular – Irregular verbs)

Regular verbs

We form the **past simple** of regular verbs by adding **-ed** to the verb.

| | |
|----------------------|--|
| AFFIRMATIVE | I/You/He/She/It/We/They walked . |
| INTERROGATIVE | Did I/you/he/she/it/we/they walk ? |
| NEGATIVE | I/You/He/She/It/We/They did not/didn't walk . |

Irregular verbs

Some verbs have an irregular past form (see list of irregular verbs).

| | |
|----------------------|---|
| AFFIRMATIVE | I/You/He/She/It/We/They bought . |
| INTERROGATIVE | Did I/you/he/she/it/we/they buy ? |
| NEGATIVE | I/You/He/She/It/We/They did not/didn't buy . |

SHORT ANSWERS

| | |
|--|--|
| Did I/you/he/she/it/we/they go ? | Yes , I/you/he/she/it/we/they did . No , I/you/he/she/it/we/they didn't . |
|--|--|

Grammar Reference

Spelling: affirmative of regular verbs

- We add **-d** to verbs ending in **-e**. *I move – I moved*
- Verbs ending in **consonant + -y** drop the **-y** and add **-ied**.
I try – I tried
- Verbs ending in one stressed vowel between two consonants **double the last consonant** and take **-ed**.
I drop – I dropped
- Verbs ending in **-l**, double the **-l** and take **-ed**.
I travel – I travelled

Use

We use the **past simple** for:

- past habits.
*She often **studied** till very late at night when she was a student.*
- actions which happened at a specific time in the past. The time is either mentioned or implied.
*He **moved** to England **in 2010**. (When? In 2010).*
*Mozart **composed** a number of symphonies and concerts. (time implied).*
- actions which happened immediately one after the other in the past. *He **turned on** his computer, **connected** to the Internet and **checked** his emails.*

Time expressions used with the past simple: yesterday, yesterday morning/evening, etc, last night/ week, etc, two weeks/a month ago, in 2009, etc.

Wh-questions

Wh-questions begin with a question word such as **who**, **what**, **where**, **when**, etc. We put the auxiliary or modal verb before the subject.

question word + auxiliary/modal + subject

We use:

- | | |
|---|--|
| • Who for people. A: Who did you call? B: My sister. | • When for time/dates. A: When did they leave? B: Yesterday morning. |
| • Which for things. A: Which hotel did you stay at? B: The Hampton Hotel. | • Why for reason. A: Why did they leave so early? B: They were really tired. |
| • What for information. A: What did you do last night? B: I went out with a friend. | • How for manner. A: How was the party? B: It was great. |
| • Where for places. A: Where did she go last night? B: She went to the theatre. | • How long for duration. A: How long did he stay? B: 2 weeks. |

Past Continuous

Form: subject + **was/were** + verb **-ing**

| AFFIRMATIVE | |
|--|--|
| I/He/She/It was playing. | We/You/They were playing. |
| NEGATIVE | |
| Long Form | Short Form |
| I/He/She/It was not playing We/You/They were not playing. | I/He/She/It wasn't playing We/You/They weren't playing. |

| INTERROGATIVE | SHORT ANSWERS |
|--------------------------------------|--|
| Was I playing ...? | Yes, I was ./No, I wasn't . |
| Were you playing ...? | Yes, you were ./No, you weren't . |
| Was he/she/it playing ...? | Yes, he/she/it was ./No, he/she/it wasn't . |
| Were we/you/they playing ...? | Yes, we/you/they are . No, we/you/they aren't . |

Use

We use the **past continuous**:

- for an action that was in progress at a stated time in the past. We do not know when the action started or finished.
*She **was ironing** at 6 o'clock yesterday afternoon.* (We do not know when she started ironing or when she finished.)
- for a past action which was in progress when another action interrupted it. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action which interrupted it (shorter action).
*I **was sleeping** when Alison **called**.*
- for two or more actions which were happening at the same time in the past (simultaneous actions).
*Mum **was cooking** while I **was doing** my homework.*
- to give background information to a story.
*It **was raining** and the wind **was blowing** when we left home.*

Time expressions used with the past continuous:

while, when, as, all day/night/morning, all day yesterday, etc.

Note: ... **while/as** + **past continuous** (longer action)

... **when** + **past simple** (shorter action)

Spelling rules

- verb + **-ing** *work – working*
- verb **-e** + **-ing** *dance – dancing*
- one syllable verbs ending in vowel + consonant → **double consonant + -ing** *sit – sitting* **BUT** *travel – travelling*

Past Simple vs Past Continuous

| PAST SIMPLE | PAST CONTINUOUS |
|---|--|
| actions which happened at a stated time in the past <i>Keith visited London last month.</i> (The time is stated. The action is complete.) | actions in progress at a stated time in the past (we do not know when the action started or finished) <i>Eric was working at five o'clock yesterday afternoon.</i> |
| actions which happened one after the other in the past <i>He got up, made breakfast and went to work.</i> | two or more actions which were happening at the same time in the past <i>I was watching a film while my dad was listening to music.</i> |

Linking Words

We usually use linking words to join sentences or ideas together. They express **reason**, **result**, **addition**, **contrast** etc.

We use:

- **because** to show the **reason** for something.
*I spent the weekend in bed **because** I was sick.*

- **so** to show the **result** of something.
*He wanted to become an artist **so** he went to college.*
- **too, and** or **also** to show **addition**. *She **had** shows in Rome and Milan. She exhibited her work in Paris, **too**.*
*She fell down the stairs **and** broke her leg.*
*She has **also** visited Spain.*
- **but** to show **contrast**.
*The concert was good, **but** few people came.*

MODULE 4

Will

| AFFIRMATIVE | |
|---|--|
| Long Form | Short Form |
| I/You/He/She/It/We/They will play. | I/You/He/She/It/We/They 'll play. |
| NEGATIVE | |
| Long Form | Short Form |
| I/You/He/She/It/We/They will not play. | I/You/He/She/It/We/They won't play. |
| INTERROGATIVE | SHORT ANSWERS |
| Will I/you/he/she/it/ we/you/they play? | Yes , I/you/he, etc will . / No , I/you/he, etc won't . |

Use

We use **will**:

- to make **predictions** based on what we **believe** or **think**. We usually use **will** after *I think, I hope, I believe, I expect, probably* and *perhaps*. *I **think** we **will** arrive late. I **expect** he **will** be here at about 10 o'clock. **Perhaps** we **will** go shopping later.*
- to make **on-the-spot decisions**. *This dress is beautiful. I'll **buy** it.*
- for **promises** usually with the verbs **promise/swear**.
*I **promise** I'll **write** every day.*
*Don't do this or I'll **be** angry. (threats)*
*Don't touch it or you'll **get** burnt. (warnings)*
*I hope he'll **pass** the test. (hopes)*
*I'll **get** you a glass of water. (offers)*

Time expressions used with the future simple: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year etc.

Be going to

Use

We use **be going to**:

- for future **plans** and **intentions**. *I **am going to** fly to Spain next week. What **are** you **going to** do tonight, Sally?*
- for **predictions** based on what we **see** or **know**, especially when there is evidence.
*Take a photo! She's **going to** blow out the candles.*
*Look at the clouds, it **is going to** rain!*
- to talk about things we **have already decided to do** in the near future.
*We're **going to** travel to Cuba this summer. (We have already decided this.)*

Present Continuous (future meaning)

We use the **present continuous** to talk about fixed arrangements in the near future, especially if we know the date or time.

*I'm **going** to a rock concert tomorrow. (I've bought the tickets.)*

*I'm **going** on holiday on 12th May.*

Time Clauses

Time Clauses are introduced with the following **time conjunctions**: *when, as, while, before, the moment that, after, till/until, by the time, whenever, as long as, as soon as*.

*I'll call you **as soon as** I get home.*

- When the time clause precedes the main clause, a comma is used. ***When** I get home, I'll call her.*
- **Time Clauses** follow the rule of the **sequence of tenses**. That is, when the verb of the main clause is in the present or future form, the verb of the time clause is in a present form and when the verb of the main clause is in a past form, the verb of the time clause is in a past form.
*He **reads** a book **before** he **goes** to bed. I **met** an old friend **while** I **was** walking around the market.*
- We never use future tenses after time conjunctions; we use the present simple instead.
*Ann **will** visit us **as soon as** she **comes** back (NOT: ... **as soon as** she **will** come back ...)*

Note: ***When** she finishes, she'll call me. (when: time word) **BUT** **When** will you finish your homework? (When: question word)*

Conditionals (types 0, 1 & 2)

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

| | IF-CLAUSE (hypothesis) | MAIN CLAUSE (result) |
|---|--|-------------------------|
| Zero Conditional General Truth | if + present simple | present simple |
| | <i>If you heat water, it boils.</i> | |

Use: to talk about general truths or things that always happen.

| | IF-CLAUSE (hypothesis) | MAIN CLAUSE (result) |
|---|--|-------------------------|
| First Conditional Real present/ future | if + present simple | will+ bare infinitive |
| | <i>If it's really hot tomorrow, we'll go to the beach.</i> | |

Use: to talk about things that are likely to happen in the present/future.

| | IF-CLAUSE (hypothesis) | MAIN CLAUSE (result) |
|--|--|-------------------------------|
| Second Conditional Unreal present/ Advice | if + past simple | would/could + bare infinitive |
| | <i>If I had a lot of money, I'd buy a new house. (But I haven't)</i> <i>If I were you, I'd see a doctor. (Advice)</i> | |

Grammar Reference

Use: to talk about an imaginary situation or give advice in the present or future.

Notes:

- When the **if-clause** comes before the main clause, the two clauses are separated with a comma.
*If the weather improves, flights **will run** as normal.*
- We can use **unless** instead of **if ... not** in the **if-clause** of **Type 1** conditionals. The verb after **unless** is always in the **affirmative**.
***Unless** you go to bed now, you'll **be** tired in the morning.*

May – Might – Could – Will probably – Will definitely

We use **may – might – could** to express possibility. Notice the difference in meaning. "Where's Peter?"

"He **may/could** still be at work." (It's possible/perhaps he is at work.)

"He **might** still be at work." (There is a **slight possibility** he is still at work, but I doubt it.)

Note: We can also express possibility with the adverbs **probably** and **definitely**.

I'll **probably** go sailing tomorrow. (It's likely/There's a very good chance.)

We'll **definitely** go on holiday this summer. (It's certain.)

A/An – The

We use **a/an**:

- with nouns when referring to something in **general**.
*Emily has got **a** dog.*
- with **singular countable nouns** when we want to say what sb/sth is. *Greg is **a** teacher. It's **a** panda.*

We use **the**:

- with nouns when talking about something **specific** or something that has already been mentioned.
*That's **the** man I told you about.*
- with nouns that are **unique** (**the** sky, **the** moon).
- with the names of **rivers** (**the** Thames), **groups of islands** (**the** Maldives), **mountain ranges** (**the** Rocky Mountains), **deserts** (**the** Sahara), **oceans** (**the** Atlantic), **canals** (**the** Bridgewater), **countries** when they include the words: **State, Kingdom, Republic** (**the** UK), in **geographical terms** such as **the** North Pole/Arctic/Amazon, **the** south of England, **the** North/East/South/West.
- with the names of **musical instruments** (**the** piano).
- with **family names** (**the** Browns) and **nationalities** ending in **-sh, -ch** or **-ese** (**the** Polish).
- with **titles** (**the** King, **the** Prime Minister), but not with titles including a proper name (Queen Elizabeth).

We do not use **the**:

- with **uncountable** and **plural nouns** when talking about something in **general**. *Huskies pull sledges over the snow.*
- with **proper names**. *Alan is a doctor.*
- with **languages**, unless they are followed by the word **language**. *I speak **Spanish**. BUT **The Spanish language**.*
- with the **names of countries** which don't include the word **State, Kingdom** or **Republic**:
*England, France, BUT **the** United States, **the** Czech Republic*

- with the names of **streets** (*Wilson Street*), **parks** (*Hyde Park*), **cities** (*Rome*), **mountains** (*Mount Olympus*), **individual islands** (*Ireland*), **lakes** (*Lake Windermere*) and **continents** (*Asia*).

Relative Pronouns/Adverbs

Relative Pronouns

We use:

- who/that** for people. *Genghis Khan was the man **who/that** started the Mongol Empire.*
- which/that** for animals or things.
*The Mona Lisa is the painting **which/that** I like the most.*
- whose** to show possession. *Tutankhamun was a ruler of Egypt **whose** tomb had a lot of treasure inside.*

Note: We don't use a relative pronoun with another pronoun (I, you, he, him, etc). *I met someone **who** is a famous artist.* (NOT: ~~I met someone **who** he is a famous artist.~~)

Relative Adverbs

We use:

- when** to refer to time. *1254 was the year **when** Marco Polo was born.*
- where** to refer to place. *This is the museum **where** Emma works.*
- why** to give reason. *This art gallery is very interesting, that's **why** so many people visit it.*

MODULE 5

Present Perfect

Form: subject + **have/has** + past participle

| AFFIRMATIVE | NEGATIVE |
|--|--|
| I/You/We/They have /'ve arrived. He/She/It has /'s arrived. | I/You/We/They have not / haven't arrived. He/She/It has not / hasn't arrived. |
| INTERROGATIVE | SHORT ANSWERS |
| Have I/you/we/they arrived? Has he/she/it arrived? | { Yes , I/you/we/they have . No , I/you/we/they haven't . Yes , he/she/it has . No , he/she/it hasn't . |

Use

We use the **present perfect**:

- for actions which started in the past and continue up to the present. *He **has worked** as a doctor for five years.* (= He started working as a doctor five years ago and he still works as a doctor.)
- to talk about a past action which has a visible result in the present. *She **has lost** a lot of weight.* (= We can see she looks thinner.)
- for actions which happened at an unstated time in the past. The action is more important than the time it happened. *He **has bought** a new car.* (When? We don't know; it's not important.)
- for recently completed actions. *Linda **has just cleaned** her room.* (The action is complete. The room is now clean.)
- for personal experiences/changes which have happened.
*I **have never tried** bungee jumping.*

Grammar Reference

Time expressions used with the present perfect: just, already, yet, for, since, ever, never, so far, this week/month/ year, etc.

Have been (to)/Have gone (to)

- We use **have been (to)** to say that someone went somewhere, but has come back. *Tom has **been to** Italy.* (He went to Italy, but he's no longer there.)
- We use **have gone (to)** to say that someone went somewhere and is still there.
*Meg has **gone to** London.* (She's still there.)

Just - Yet- Already – Since – For – Ever – Never

*We've **just** arrived.* (a few minutes ago)
*Meg hasn't called **yet**.* / *Has Meg called **yet**?* (We expect her to call soon.)
*She's **already** watered the plants.* (It's done. She doesn't have to water the plants any more.)
*They've lived in Spain **since** 2005.* (starting point)
*He's been in Malta **for** a week.* (duration)
*Have you **ever** been to Paris?* (at any point)
*I have **never** tried scuba diving.* (I haven't tried scuba diving.)

Present Perfect vs Past Simple

| PRESENT PERFECT | PAST SIMPLE |
|---|---|
| an action which happened at an unstated time in the past <i>He has hurt his leg.</i> (When? We don't know.) | an action which happened at a stated time in the past <i>They went to Australia last summer.</i> (When? Last summer.) |
| an action which started in the past and is still continuing in the present <i>She has lived in Cairo for ten years.</i> (She went to Cairo ten years ago and she still lives there.) | an action which started and finished in the past <i>She was in New York for two years.</i> (She lived in New York for two years. She doesn't live there any more.) |

Present Perfect Continuous

Form: subject + *have/has* + *been* + verb -ing

| AFFIRMATIVE | NEGATIVE |
|---|--|
| I/You/We/They have've been playing . He/She/It has's been playing . | I/You/We/They have not/ haven't been playing . He/She/It has not/ hasn't been playing . |
| INTERROGATIVE | SHORT ANSWERS |
| Have I/you/we/they been playing ? Has he/she/it been playing ? | { Yes , I/you/we/they have . No , I/you/we/they haven't . { Yes , he/she/it has . No , he/she/it hasn't . |

Use

We use the **present perfect continuous**:

- to put emphasis on the duration of an action which started in the past and continues up to the present.
*Meg **has been trying** to fix my computer **for two hours**.*

- for an action that started in the past and lasted for some time. It may still be continuing, or have finished, but it has left a visible result in the present. *She's **tired** because she **has been cleaning** the house **all morning**.*

Time expressions used with the present perfect continuous: since, for, how long (to place emphasis on duration).

-ing/-ed adjectives

- ing** adjectives describe what somebody or something is like.
*I've had a very **tiring** day.* (What was the day like? Tiring.)
*Lucy is very **interesting**.* (What's Lucy like? Interesting.)
- ed** adjectives describe how someone feels.
*Cathy is very **tired**!* (How does Cathy feel? Tired.)

Past Perfect

Form: subject + *had* + past participle

| AFFIRMATIVE | NEGATIVE |
|--|--|
| I/You/He/She/It had finished . We/You/They had finished . | I/You/We/They had not/ hadn't finished . He/She/It had not/ hadn't finished . |
| INTERROGATIVE | SHORT ANSWERS |
| Had I finished ...? Had you finished ...? Had he/she/it finished ...? Had we/you/they finished ...? | Yes, I had . / No, I hadn't . Yes, you had . / No, you hadn't . Yes, he/she/it had . / No, he/she/it hadn't . Yes, we/you/they had . / No, we/you/they hadn't . |

Use

We use the **past perfect** for:

- an action that happened before another past action or before a stated time in the past.
*They **had had** dinner **by the time** I arrived.*
*They **had planted** all the trees **by 6 o'clock**.*
- an action which finished in the past and whose result was visible in the past.
*She **couldn't get into** the house because she **had lost** her keys.*
- the past perfect is the past equivalent of the present perfect.
*She **was** tired because she **had walked** a long way.*
*She **is** tired because she **has walked** a long way.*

Time expressions used with the past perfect: before, after, until, by the time, already, yet, just, for, since

Conditionals (type 3)

| | IF-CLAUSE (hypothesis) | MAIN CLAUSE (result) |
|-------------------------------|---|------------------------------|
| Third Conditional Unreal past | if + past perfect <i>If we had left the house earlier, we wouldn't have missed our flight.</i> | would have + past participle |

Grammar Reference

Use

We use **Type 3 Conditionals**:

- to express an imaginary situation in the past.
*If I **had saved** enough money, I **would have bought** that camera. (But I didn't)*
- to express regret or criticism.
*If I **had taken** your advice, I **wouldn't have been** in trouble. (But I didn't)*

Wishes

We use **wish/if only** to express a wish.

| I WISH/IF ONLY | | USE |
|-------------------------------------|--|--|
| + past simple/ past continuous | <i>I wish/if only I was/were on holiday right now. (But I'm not)</i> | to say that we would like something to be different in the present |
| + past perfect | <i>I wish/If only I had booked the plane tickets earlier. (But I didn't)</i> | to express a regret about something that happened or didn't happen in the past |
| + subject + would + bare infinitive | <i>I wish it would stop raining. (It's annoying.) If only you would stop complaining. (Please stop complaining.)</i> | to express: <ul style="list-style-type: none">a desire for a situation or person's behaviour to changea polite imperative |

Note:

- If only** is more emphatic than **wish**.
- We can use **were** instead of **was** in all persons after **wish** and **if only**.

MODULE 6

The Passive

Form: subject + **to be** + past participle

We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

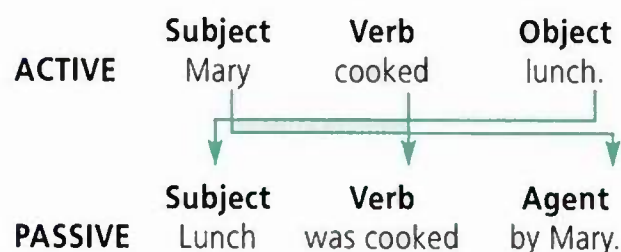
| | ACTIVE | PASSIVE |
|------------------------|---|---|
| Present Simple | Joanna waters the plants. | The plants are watered by Joanna. |
| Present Continuous | Joanna is watering the plants. | The plants are being watered by Joanna. |
| Past Simple | Joanna watered the plants. | The plants were watered by Joanna. |
| Past Continuous | Joanna was watering the plants. | The plants were being watered by Joanna. |
| Present Perfect Simple | Joanna has watered the plants. | The plants have been watered by Joanna. |
| Past Perfect Simple | Joanna had watered the plants. | The plants had been watered by Joanna. |
| Future Simple | Joanna will water the plants. | The plants will be watered by Joanna. |
| Modal Verbs | Joanna may/might/could/must/have to/should water the plants. | The plants may/might/could/must/ have to/ should be watered by Joanna. |

We use **the passive**:

- when the person/people doing the action is/are **unknown, unimportant, or obvious** from the context.
*The glass **was broken**. (We don't know who broke it.)*
*The decision **will be announced** tomorrow. (Who will announce it is unimportant.)*
*The patient **has already been operated on**. (It's obvious that the doctor has operated on the patient.)*
- when the **action** itself is **more important** than the person/people doing it, as in headlines, newspaper articles, formal notices, advertisements, etc.
*Hundreds of buildings **were damaged** by the earthquake.*
- to make statements more formal or polite.
*The ceremony **will be held** in the city hall. (formal)*
*This saucepan **has not been cleaned** properly. (more polite than saying: 'You **haven't cleaned** the saucepan properly'.)*

Changing from the active to the passive:

- The **object** of the active sentence becomes the **subject** of the passive sentence.
- The **active verb** remains in the same tense, but changes into a **passive form**.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or it is omitted.



- The agent can be omitted when the subject is **they, he, someone/somebody, people, one**, etc.
Active: ***Someone** has left the window open.*
Passive: *The window has been left open.*
- The agent is not omitted when it is a specific or an important person, or when it is essential to the meaning of the sentence.
*The announcement will be made **by the president** himself.*
- With verbs that can take two objects, such as **bring, tell, send, show, teach, promise, sell, read, offer, give, lend**, etc, we can form two different passive sentences.
Active: *He offered her some flowers.*
Passive: *She was offered some flowers.*
Some flowers were offered to her. (passive, less usual)
- In passive questions with **who, whom** or **which** we do not omit **by**.
Compare the examples:
Who will give the speech?
*Who will the speech be given **by**?*

Reported Speech

Reported Speech is the exact meaning of what someone said, but not the exact words. We don't use quotation marks with reported speech. We can use **that** after the introductory verb (say, tell) or we can leave it out.

*He **said that** he liked the film. or He **said** he liked the film.*

Say – Tell

- In reported speech we use **say** without **to** (without a personal object) when we don't mention the person being spoken to.
*She **said** (that) she was angry.*
- We use **say** with **to** (with a personal object) when we mention the person being spoken to.
*She **said to me** (that) she was angry.*
- We use **tell** without **to** (with a personal object) when we mention the person being spoken to.
*She **told me** that she was angry.*

Reported Statements

- In reported speech, **personal/possessive pronouns** and **possessive adjectives** change according to the meaning of the sentence.
"I've bought a new book," said Louise.
*Louise said (that) **she** had bought a new book.*
- The introductory verb is usually in the **past simple** and the verb tenses change as follows:

Some **words and time expressions** change as follows:

| | |
|--|--|
| now | then, immediately |
| today, tonight, this week/month/year etc | that day, that night, that week/month/year etc |
| yesterday, last week | the day before, the previous day, the week before, the previous week |
| tomorrow, next week | the next/following day, the following week, the week after |
| ago | before |
| here | there |
| this, these | that, those |
| come | go |

Reported Questions

- We use **ask** or **want to know** to report questions. We use the affirmative form of the verb. The question mark is omitted.
"What time does the film start?" Mary asked me.
*Mary **asked** me what time the film started.*
- When the direct question begins with **who, where, when, why, what** or **how**, we use the same question word in the reported question.
*"**When** is your birthday?" she asked.*
*She **wanted to know** when my birthday was.*
- When the direct question begins with **is, do, have**, etc, we use **if/whether** in the reported question.
*"**Is** this bookcase new?" he asked.*
*He asked **if/whether** that bookcase was new.*
***Have** you **ever been** to Rhodes?*
*She asked **if/whether** I had ever been to Rhodes.*

Reported Commands/Requests

- We use **order/tell + sb + (not) to-infinitive** to report commands.
"Be quiet!" she said.
*She **ordered/told** them to be quiet.*

- We use **ask/beg + sb + (not) to-infinitive** to report requests. Usually, the direct sentence contains the word 'please'.
"Please don't shout," he said.
*He **asked** them not to shout.*
"Please, please don't go," he said.
*He **begged** me not to go.*

Reflexive Pronouns

| SINGULAR | PLURAL |
|----------------|-------------------|
| I – myself | We – ourselves |
| You – yourself | You – yourselves |
| He – himself | They – themselves |
| She – herself | |
| It – itself | |

Use

We use **reflexive pronouns**:

- with verbs such as **behave, burn, cut, enjoy, hurt, introduce, look at, teach**, etc when the subject and the object of the verb are the same.
*I **cut myself** with a knife.*
- to emphasise the subject or the object of a sentence. In this case, they (usually) come after the noun or pronoun they emphasise or at the end of the sentence.
*I made this cake **myself**. (I made it, not someone else.)*
- with the expressions: **enjoy myself/yourself** (have a good time), **behave myself/yourself** (be good), **by myself/yourself** (without company or without help), **make myself/yourself at home** (feel comfortable), **help myself/yourself** (to take something freely).

Note:

- Some verbs do not (usually) take a **reflexive pronoun**. Some of these are: **concentrate, feel, get up, meet, relax, remember, sit down, wake up, wonder, worry**, etc.
- Reflexive pronouns are not normally used with the verbs **wash, dress, shave** and **change** (*She **washed** and had breakfast*), but when the action involved is difficult we use a reflexive pronoun. *She's got a broken leg, but she can **dress herself**.*

Question Tags

- Question tags are short questions at the end of statements.
- We use them in speech to **confirm something** or to find out if something is **true** or **not**.
- We form them with the **auxiliary verb** or **modal verb** from the main sentence and the appropriate subject pronoun.
*Amanda **is** an artist, **isn't she**?*
*You **can speak** Spanish, **can't you**?*

Use

- A positive statement takes a negative question tag.
*It **is cold** today, **isn't it**?*
- A negative statement takes a positive question tag.
*They **aren't sleeping**, **are they**?*
- When the verb of the sentence is in the present simple, we use **do (not)/does (not)** in the question tag.
*Lynne **works** as a teacher, **doesn't she**?*

Grammar Reference

- When the verb of the sentence is in the past simple, we use **did (not)**.

*You **lost** your luggage, **didn't** you?*

Some verbs/expressions form question tags differently:

| | |
|--|---|
| <i>I am</i> → aren't I? | <i>I'm early, aren't I?</i> |
| imperative → <i>will you/ won't you?</i> | <i>Be quiet, will/won't you?</i> |
| <i>Don't</i> → <i>will you?</i> | <i>Don't shout, will you?</i> |
| <i>Let's</i> → shall we? | <i>Let's eat something, shall we?</i> |
| <i>You have (got)</i> → haven't you? | <i>You have got two dogs, haven't you?</i> |
| <i>They have</i> (other meanings) → don't they? | <i>They have dinner at 8 o'clock, don't they?</i> |
| <i>This/That is</i> → isn't it? | <i>That's your friend, isn't it?</i> |

Intonation

- When we are sure of the answer, the voice goes down in the question tag.
*You'll wash your face, **won't** you? (↘)*
- When we are not sure of the answer and want to check information, the voice goes up in the question tag.
*They **didn't** go to the party, **did** they? (↗)*

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
***Here** we are.*
 - for days of the week, months and public holidays.
Friday, August
 - for names of people and places.
*My teacher's name is **Sally** and she's from **Chester, Vermont**.*
 - for people's titles.
***Mr** and **Mrs** Parker; **Dr** Mortimer; **Professor** Riggs; etc*
 - for nationalities and languages.
*They are **Chilean**.*
*He's fluent in **German** and **Russian**.*
- Note:** The personal pronoun **I** is always a capital letter.
*Gus and **I** are going on holiday together.*

Full stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.
We're having a great time. You can never get bored here in Rio.
- after abbreviations. *Mr Jones is a great teacher.*

Comma (,)

A comma is used:

- to separate words in a list.
We need sugar, milk, tomatoes and apple juice.
- to separate a non-essential relative clause (i.e., a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Tony, who is a doctor, lives in Africa.

- after certain joining words/transitional phrases (e.g., in addition to this, moreover, for example, however, in conclusion, etc.).
Moreover, Jenny is very patient with children.
- when if-clauses or other dependent clauses begin compound or complex sentences.
If you have any questions, don't hesitate to ask.
Note: No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
Mr. Stephens is your math teacher, isn't he?
- before the words asked, said, etc. when followed by direct speech.
"Turn down the music," said Sarah.

Question Mark (?)

A question mark is used:

- to end a direct question.
Where are the children?

Exclamation Mark (!)

An exclamation mark is used:

- to end an exclamatory sentence (i.e., a sentence showing admiration, surprise, joy, anger, etc).
That's a lie! What awful weather!

Quotation Marks (' ' " ")

Single quotation marks are used:

- when you are questioning someone in direct speech (nested quotes).
"Then Helen said, 'Are you sure this is the right address?'"

Double quotation marks are used:

- in direct speech to report the exact words someone said.
"What's your name?" she asked him.

Colon (:

A colon is used:

- to introduce a list.
There were three of us on the boat: my brother, my cousin Lyn and me.

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence.
The most popular newspapers (i.e., The New York Times, The Observer, etc.) can be found almost anywhere in the world.

Apostrophe (')

An apostrophe is used:

- in contracted forms to show that one or more letters or numbers have been left out.
I'm (= I am) writing to complain about ...
She left for Italy in the winter of '98. (=1998)
- before or after the possessive -s to show ownership or the relationship between people.
Tom's car, my friend's husband (singular noun + 's)
my parents' friends (plural noun + ')
women's dresses (irregular plural + 's)

American English – British English Guide

| American English | British English | American English | British English |
|--|--|--|---|
| A account airplane anyplace/anywhere apartment B bathrobe bathtub bill billion=thousand million busy (phone) C cab call/phone can candy check closet connect (telephone) cookie corn crazy D desk clerk dessert downtown drapes drugstore/pharmacy duplex E eggplant elevator F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel) G garbage/trash garbage can gas gas station grade I intermission intersection J janitor K kerosene L lawyer/attorney line lost and found M mail make a reservation motorcycle movie movie house/theater N newsstand O office (doctor's/dentist's) one-way (ticket) overalls | bill/account aeroplane anywhere flat dressing gown bath banknote billion=million million engaged (phone) taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached aubergine lift autumn tap ground floor, first floor, etc torch chips reception rubbish dustbin/bin petrol petrol station/garage class/year interval crossroads caretaker/porter paraffin solicitor queue lost property post book motorbike/motorcycle film cinema newsagent surgery single (ticket) dungarees | P pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse R railroad rest room S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway T truck two weeks V vacation vacuum (v.) vacuum cleaner vest W with or without (milk/cream in coffee) Y yard Z (pronounced, "zee") zero zip code | trousers tights car park road surface zebra crossing crisps state school handbag railway toilet/cloakroom shop assistant timetable pants pavement queue shop underground lorry, van fortnight/two weeks holiday(s) hoover hoover waistcoat black or white garden (pronounced, "zed") nought postcode |
| | | Grammar | |
| | | He <u>just went</u> out./ He <u>has just gone</u> out. | He <u>has just gone</u> out. |
| | | Hello, is <u>this</u> Steve? | Hello, is <u>that</u> Steve? |
| | | <u>Do you have</u> a car?/ <u>Have you got</u> a car? | <u>Have you got</u> a car? |
| | | Spelling | |
| | | aluminum analyze center check color honor jewelry practice(n,v) program realize tire trave(l)ler | aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller |
| | | Expressions with prepositions and particles | |
| | | different <u>from/than</u> live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday | different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday |

Pronunciation

Vowels

| | | |
|-----------|------|--|
| a | /eə/ | care, rare, scare, dare, fare, share |
| | /eɪ/ | name, face, table, lake, take, day, age, ache, late, snake, make |
| | /æ/ | apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner |
| | /ɔ:/ | ball, wall, call, tall, small, hall, warn, walk, also, chalk |
| | /ɒ/ | want, wash, watch, what, wasp |
| | /ə/ | alarm, away, America |
| | /ɑ:/ | arms, dark, bar, star, car, ask, last, fast, glass, far, mask |
| e | /e/ | egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent |
| i | /ɪ/ | in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly |
| | /aɪ/ | ice, kite, white, shine, bite, high, kind |
| o | /oʊ/ | home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold |
| | /ɒ/ | on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox |
| | /aʊ/ | owl, town, clown, how, brown, now, cow |
| oo | /ʊ/ | book, look, foot |
| | /u:/ | room, spoon, too, tooth, food, moon, boot |
| | /ʌ/ | blood, flood |
| | /ɔ:/ | floor, door |
| u | /ɜ:/ | turn, fur, urge, hurl, burn, burst |
| | /ʌ/ | up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck |
| | /ʊ/ | pull, push, pull, full, cushion |
| | /j/ | unique, union |
| y | /aɪ/ | sky, fly, fry, try, shy, cry, by |

Consonants

| | | |
|----------|------|--|
| b | /b/ | box, butter, baby, bell, bank, black |
| c | /k/ | cat, coal, call, calm, cold |
| | /s/ | cell, city, pencil |
| d | /d/ | down, duck, dim, double, dream, drive, drink |
| f | /f/ | fat, fan, first, food, lift, fifth |
| g | /g/ | grass, goat, go, gold, big, dog, glue, get, give |
| | /dʒ/ | gem, gin, giant |
| h | /h/ | heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir |
| j | /dʒ/ | jam, just, job, joke, jump |
| k | /k/ | keep, king, kick |
| l | /l/ | lift, let, look, lid, clever, please, plot, black, blue, slim, silly |

| | | |
|----------|------|--|
| m | /m/ | map, man, meat, move, mouse, market, some, small, smell, smile |
| n | /n/ | next, not, tenth, month, kind, snake, snip, noon, run |
| p | /p/ | pay, pea, pen, poor, pink, pencil, plane, please |
| q | /kw/ | queue, quack, quarter, queen, question, quiet |
| r | /r/ | rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read |
| s | /s/ | sit, set, seat, soup, circle, snow, smell, glass, dress, goose |
| | /z/ | houses, cousin, husband |
| t | /t/ | two, ten, tooth, team, turn, tent, tool, trip, train, tree |
| v | /v/ | veal, vet, vacuum, vote, arrive, live, leave, view |
| w | /w/ | water, war, wish, word, world |
| y | /j/ | youth, young, yes, yacht, year |
| z | /z/ | zoo, zebra, buzz, crazy |

Diphthongs

| | | |
|---------------|------|--|
| ea, ee | /ə/ | ear, near, fear, hear, clear, year, dear, beer, cheer, deer |
| | /i:/ | eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee |
| ei | /eɪ/ | eight, freight, weight, vein |
| | /aɪ/ | height |
| ai | /eɪ/ | pain, sail, tail, main, bait, fail, mail |
| ea | /eə/ | pear, wear, bear, tear |
| | /ɜ:/ | earth, pearl, learn, search |
| ie | /aɪ/ | die, tie, lie |
| ou | /ʌ/ | tough, touch, enough, couple, cousin, trouble |
| | /aʊ/ | mouse, house, round, trout, shout, doubt |
| oi | /ɔɪ/ | oil, boil, toil, soil, coin, choice, voice, join |
| oy | /ɔɪ/ | boy, joy, toy, annoy, employ |
| ou | /ɔ:/ | court, bought, brought |
| au | /ɔ:/ | naughty, caught, taught |

Double letters

| | | |
|-----------|------|---|
| sh | /ʃ/ | shell, ship, shark, sheep, shrimp, shower |
| ch | /tʃ/ | cheese, chicken, cherry, chips, chocolate |
| ph | /f/ | photo, dolphin, phone, elephant |
| th | /θ/ | thief, throne, three, bath, cloth, earth, tooth |
| | /ð/ | the, this, father, mother, brother, feather |
| ng | /ŋ/ | thing, king, song, sing |
| nk | /ŋk/ | think, tank, bank |

Word Formation

- **Prefixes** are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.

anti- = against (*anti-social*)

bi- = two (*bi-monthly*)

co- = with (*co-star*)

counter- = in the opposite direction (*counter-argument*)

ex- = previous, former (*ex-wife*)

inter- = between (*intercontinental*)

mis- = done wrongly or badly (*misjudge*)

mono- = one (*monorail*)

multi- = many (*multimedia*)

non- = not (*non-verbal*)

out- = more, better (*outrun*)

over- = (done) to a great extent (*overcook*)

post- = after (*post-war*)

pre- = before (*pre-war*)

pro- = in favour of (*pro-European*)

re- = again (*redo*)

semi- = half (*semi-circle*)

sub- = under, less (*sub-zero*)

super- = big, more (*superhuman*)

trans- = (travel) from one side, group etc to another (*transatlantic*)

tri- = three (*tripod*)

under- = not enough (*underdeveloped*)

uni- = one (*unidirectional*)

The prefixes below are used to express opposite meanings.

de- *deforest, desensitise*

dis- *disagree, dissimilar*

in- *insincere, incomplete* BUT **il-** (before l) *illegible* **im-** (before b, m, p) *impolite, imbalance* BUT **unpopular** **ir-** (before r) *irrational*

non- BUT *unrest, unrestricted*

un- *non-existent, non-stop, uncomfortable, unlucky*

Some prefixes are added to words to form verbs.

en- *rich – enrich*

BUT **em-** (before b, m, p) *power – empower*

- **Suffixes** are syllables which we add to the end of certain words to form new words.

– **Nouns referring to people**

• verb + **-er/-or/-ar** (*drive – driver, conduct – conductor, lie – liar*)

• noun/verb/adjective + **-ist** (*novel – novelist, cycle – cyclist, social – socialist*)

• verb + **-ant/-ent** (*claim – claimant*)

• noun + **-an/-ian** (*Rome – Roman, politic – politician*)

• verb + **-ee** (passive meaning) (*escape – escapee*)

– **Nouns formed from verbs**

-age *break – breakage*

-al *arrive – arrival*

-ance *perform – performance*

-ation *represent – representation*

-ence *confide – confidence*

-ion *complete – completion*

-ment *pay – payment*

-sion *extend – extension* (verbs ending in **-d/-t**)

-sis *diagnose – diagnosis*

-tion *delete – deletion*

-ure *seize – seizure*

-y *discover – discovery*

– **Nouns formed from adjectives**

-ance *arrogant – arrogance*

-cy *accurate – accuracy*

-ence *confident – confidence*

-ion *perfect – perfection*

-iness *happy – happiness*

-ness *shy – shyness*

-ity *equal – equality*

-ty *safe – safety*

-y *jealous – jealousy*

– **Adjectives formed from nouns**

-ous *courage – courageous*

-al *person – personal*

-ic *hygiene – hygienic*

-ical *myth – mythical*

-ish *girl – girlish*

-ive *excess – excessive*

-ful (with) *meaning – meaningful*

-less (without) *meaning – meaningless*

-ant *importance – important*

-able *comfort – comfortable*

-y *hand – handy*

-ly *time – timely*

– **Adjectives formed from verbs**

-able *count – countable*

-ible *comprehend – comprehensible*
(verbs ending in **-d/-t**)

-ive *dismiss – dismissive*

-ate *consider – considerate*

-ent *depend – dependent*

– **Verbs formed from adjectives**

-en *bright – brighten*

-ise *immobile – immobilise*

– **Verbs formed from nouns**

-en *length – lengthen*

Word Formation

Use the word given in capitals to form a word that fits in the gap.

- 1 Don't the dishwasher with too many dishes. **LOAD**
- 2 The ball hit him so hard he was knocked **CONSCIOUS**
- 3 We were feeling so we decided to run 5 km rather than our usual 2 km. **ENERGY**
- 4 She broke her sister's necklace in a fit of **JEALOUS**
- 5 I thought my essay was fine, but my teacher told me I had to it. **DO**
- 6 My French improved greatly once I was living in France. **PRONOUNCE**
- 7 My that they would marry came true. **PREDICT**
- 8 Our Physics teacher told us to imagine the of space. **EMPTY**
- 9 My neighbours are building an on their house. **EXTEND**
- 10 I can't believe how many there are on this TV channel. **ADVERTISE**
- 11 I was full of for his achievements. **ADMIRE**
- 12 I prefer to my mobile phone plan because then I don't have to worry about bills every month. **PAY**
- 13 I'm really upset you were with me. **HONEST**
- 14 Katie's mother told her to stroke the kitten **GENTLE**
- 15 Farmers large area to graze their cattle. **FOREST**
- 16 Working in journalism is very because there are deadlines every day. **STRESS**
- 17 I bought it because it was on offer as part of a **PROMOTE**
- 18 Your test results aren't ready because we still have to perform the blood **ANALYSE**
- 19 The king rewarded the knight for his **LOYAL**
- 20 GPS can pinpoint our exact location. **GEOGRAPHY**
- 21 It was very of you not to say thank you. **POLITE**
- 22 I'm not a big fan of coffee, but I do like the cup every now and then. **OCCASION**
- 23 It's a good idea to take vitamin supplements to boost your to certain diseases. **IMMUNE**
- 24 I your message and that's why I'm late. Sorry! **READ**
- 25 Does the film have English? **TITLES**
- 26 Nothing is if you put your mind to it. **POSSIBLE**
- 27 Her to join us was disappointing. **REFUSE**
- 28 They're renovating their home because they want to make it more **LIVE**
- 29 Stop being so and make up your mind! **DECISIVE**
- 30 My parents think I'm because I'm always late when they arrange to meet me somewhere. **RESPONSIBLE**
- 31 Philosophers are very good at exposing arguments. **LOGICAL**
- 32 The reason you don't understand what he's saying is that he is talking a lot of **SENSE**
- 33 He lost all his money and now he is **PENNY**
- 34 The chicken was and that's why we all got food poisoning. **COOK**
- 35 It's a really bad idea to do something so **RISK**
- 36 If the two of you, you will get the job done a lot faster. **OPERATE**
- 37 Luckily, our dog and cat with each other quite well. **ACT**
- 38 It's incredible, that for doctors today, a heart is a matter of routine. **PLANT**

Word Formation

- 39 I thought the joke was going to be really funny, but the punchline was a complete **CLIMAX**
- 40 Children, please gather round the blackboard in a **CIRCLE**
- 41 I told my boss I'm so busy I need to hire an to help me. **ASSIST**
- 42 What is this radio station on? **FREQUENT**
- 43 When you faint, you briefly lose **CONSCIOUS**
- 44 I don't think the water in this stream is **DRINK**
- 45 I liked his talk even though it was a bit **REPEAT**
- 46 I think you should get a opinion. **PROFESSION**
- 47 My music teacher expects nothing less than **EXCEL**
- 48 James knew he wanted to become a the first time he stepped on a yacht. **SAIL**
- 49 I'm taking pills to my high blood pressure. **ACT**
- 50 How many do you have working for you? **EMPLOY**
- 51 She had a look of on her face. **CONFUSE**
- 52 The sauce was rich and **CREAM**
- 53 We need to the date of our wedding soon. **FINAL**
- 54 She asked the dressmaker to her trousers. **LENGTH**
- 55 He went to a prison for the criminally **SANE**
- 56 This is a area. You aren't allowed to smoke in here. **SMOKING**
- 57 The of this city left long ago. **INHABIT**
- 58 George pointed out the between science fiction and fantasy. **DISTINCT**
- 59 She is extremely She should grow up. **CHILD**
- 60 My parents give me a small each week. **ALLOW**
- 61 The editor asked the author to write a longer to his book. **INTRODUCE**
- 62 The voted to go on strike. **WORK**
- 63 My daughter wants to become a **VIOLIN**
- 64 Police officers are there to the law. **FORCE**
- 65 They decided to wear costumes. **TRADITION**
- 66 The was caught by the police. **BURGLE**
- 67 I was shy when I was a child, but I taught myself to be **CONFIDE**
- 68 Can you pick up some eggs when you're at the? **MARKET**
- 69 She has been a foreign for that newspaper for over a decade. **CORRESPOND**
- 70 Do you know which mushrooms are? **POISON**
- 71 Taste in art isn't objective; it's **SUBJECT**
- 72 Watch out! That snake is **VENOM**
- 73 You need to that dress – it's far too long. **SHORT**
- 74 He's taking a stand on the issue. **DEFIANCE**
- 75 I thought the game would be closer, but unfortunately, my team were well and truly **CLASSED**
- 76 Can you help me put these books into order? **ALPHABET**
- 77 There is an of wildlife in the park this year. **ABUNDANT**
- 78 My grandfather has glasses because he is both short-sighted and long-sighted. **FOCAL**
- 79 He is a musician. He plays six instruments, sings, composes, produces and arranges. **TALENT**
- 80 I really enjoyed watching that programme, it was very **EDUCATION**

Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence. Do not change the given word.

- 1 He invited both his friends and his colleagues to the party.
ONLY He invited
.... also his colleagues to the party.
- 2 Rather than walk to the hospital, we took a taxi.
INSTEAD
..... to the hospital, we took a taxi.
- 3 People say Brian is a talented actor.
SAID It
..... Brian is a talented actor.
- 4 I was completely unaware of your decision to get a pet.
IDEA I had
..... decided to get a pet.
- 5 Alice prefers playing sport to going to the gym.
RATHER Alice
..... go to the gym.
- 6 They couldn't drive to the hotel because they had flat tyre.
PREVENTED Their flat tyre
..... to the hotel.
- 7 The insurance company asked me to describe the accident in detail.
FULL The insurance company asked me to give
..... of the accident.
- 8 She speaks Spanish fluently.
FLUENT She
..... Spanish.
- 9 When did you start writing the book?
BEEN How
..... the book?
- 10 He won't tell me the reason he is upset, despite my insistence.
EVEN He won't tell me why
..... I insisted.
- 11 It was thoughtless of them to treat their guests with such rudeness.
SO They should
..... to their guests.
- 12 They will be selling tickets for the Christmas pantomime at the box office.
SALE Tickets for the Christmas pantomime
..... at the box office.
- 13 Gary took a taxi so that he wouldn't be late.
FEAR Gary took a taxi
..... late.
- 14 If you go online and book your tickets early, you'll get a better price.
ADVANCE Provided you go online and
....., you'll get a better price.
- 15 I don't find sport at all interesting.
IN I have
..... sport whatsoever.
- 16 Somebody robbed the bank a week ago.
BROKEN The
..... a week ago.
- 17 You'd better see a doctor.
WERE If
..... see a doctor.
- 18 Sally doesn't do as much exercise as she did in the past.
USED Sally
..... than she does now.
- 19 You won't get good marks if you don't study hard.
BY Only
..... you get good marks.
- 20 They bought the building because they planned to start a business.
VIEW They bought the building
..... a business.
- 21 She was about to take a bath when the doorbell rang.
POINT She was
..... a bath when the doorbell rang.
- 22 I am not upset with Joe, despite his breaking my lamp.
THOUGH I am not upset with Joe,
..... my lamp.
- 23 But for the help of my tutor I'd never have passed the exam.
FOR If it hadn't
....., I'd never have passed the exam.
- 24 His voice surprised us when he sang.
ABACK We were
..... singing voice.

Key Word Transformations

- 25 They rejected our offer on the house.
DOWN Our offer on the house them.
- 26 I believe swimming is the best way to stay fit.
SHAPE In my opinion, the best way is to go swimming.
- 27 We try to pay the bills on time.
FALL We don't want the bills.
- 28 They say that the tomb has a curse on it.
SAID The tomb a curse on it.
- 29 He spent ages preparing dinner.
TOOK It dinner.
- 30 Not all unions agreed with the strike.
AGREEMENT Not all the unions with the strike.
- 31 The driving test wasn't as easy as I'd expected.
DIFFICULT The driving test I'd expected.
- 32 John might have an artist paint his portrait.
PAINTED John is thinking by an artist.
- 33 I'm sure he didn't intend to be rude.
INTENTION I'm sure he had rude.
- 34 Can't you think of a better idea?
BEST Is that think of?
- 35 Shall I bring the washing in?
ME Would the washing in?
- 36 Talking in the library isn't allowed.
SUPPOSED You in the library.
- 37 "You ate my sandwich," she said to him.
ACCUSED She her sandwich.
- 38 His parents won't let him buy a motorbike.
ALLOWED He isn't a motorbike.
- 39 When did they move to Switzerland?
SINCE How long moved to Switzerland?
- 40 Joan couldn't get the book she wanted because they had sold out.
UNABLE Joan the book she wanted because they had sold out.
- 41 I'm sure Karen hasn't written the letter yet.
HAVE Karen the letter yet.
- 42 It's probable that he will fly via Amsterdam.
LIKELY He via Amsterdam.
- 43 Everyone brought a packed lunch except Richard.
ONLY The bring a packed lunch was Richard.
- 44 You've bought more apples than you need to make the pie.
SO You needn't apples to make the pie.
- 45 Would you mind if I opened the window?
TO Would you object the window?
- 46 We arrived early so we could get a good seat.
HOPE We arrived early a good seat.
- 47 It's a four-hour flight from London to Athens.
TAKES It from London to Athens.
- 48 She could hardly read the doctor's handwriting.
DIFFICULTY She the doctor's handwriting.
- 49 Nobody knows where the theatre is.
ANYBODY There knows where the theatre is.
- 50 One has to taste it to fully appreciate it.
TASTED It has fully appreciated.
- 51 That's the music school where I learnt the piano.
TAUGHT I at that music school.
- 52 Shall I mow the lawn?
LIKE Would mow the lawn?
- 53 When did you last go to the cinema?
TIME When was to the cinema?

Key Word Transformations

- 54 They made us wait 40 minutes before they showed us to our table.
WERE We
..... 40 minutes before they showed us to our table.
- 55 It was hard for them to get used to their new neighbourhood.
TIME It
..... used to their new neighbourhood.
- 56 He managed to get the promotion.
SUCCEEDED He
..... promotion.
- 57 I think it would be a good idea to call and book a table.
SUGGEST I
..... a table.
- 58 I enjoyed my holiday very much.
FUN I
..... my holiday.
- 59 Dad let me go to the party last week.
ALLOWED I
..... the party last week.
- 60 She is quieter than her sister.
NOT She is
..... her sister.
- 61 "You've scratched my car," she said to him.
ACCUSED She
..... car.
- 62 She will probably be late for the film.
UNLIKELY She is
..... for the film.
- 63 She wishes she hadn't moved so far away from home.
REGRETS She
..... from home.
- 64 After the play finished, the cast made a curtain call.
END At
..... the cast made a curtain call.
- 65 The jeans I bought no longer fit me.
GROWN I
..... the jeans that I bought.
- 66 "I'm sorry I lost your umbrella," she said to him.
FOR She
..... umbrella.
- 67 Jenny hasn't been to dance class in a month.
LAST It's a month
..... dance class.
- 68 He shouldn't have been rude to the customer.
FOOLISH It was
..... rude to the customer.
- 69 I was unable to tolerate my noisy neighbours any longer.
PUT I
..... my noisy neighbours any longer.
- 70 They have cancelled the concert because the singer is ill.
CALLED The concert
..... because the singer is ill.
- 71 Is it OK for me to use your computer?
OBJECT Would you
..... your computer?
- 72 Don't hesitate to tell me if you need anything.
TWICE Don't
..... me if you need anything.
- 73 I'd prefer him to think it over.
RATHER I
..... over.
- 74 His boss won't let him leave early.
ALLOWED He
..... leave early.
- 75 She was late due to the power cut on the underground.
ON She didn't arrive
..... the power cut on the underground.
- 76 "Shall I save this for later?" she asked herself.
WHETHER She
..... save it for later.
- 77 He won't make it to the Olympics this time.
CHANCE He has
..... it to the Olympics this time.
- 78 It's unlikely that I'll finish this project tonight.
TO I'm not
..... this project tonight.
- 79 They're building a new hospital at the moment.
BEING A new hospital
..... at the moment.
- 80 It's pointless complaining about the noise.
WORTH It's
..... about the noise.

| | | | | | | | | | | | | |
|----------------------|--------|-------------|-------|------------|---------|--------------|--------|-----------------|--------|-------------|-------|-----------|
| Abbreviations | (adj) | adjective | (det) | determiner | (phr) | phrase | (pl n) | plural noun | (prep) | preposition | (sth) | something |
| | (adv) | adverb | (esp) | especially | (phr v) | phrasal verb | (pp) | past participle | (pro) | pronoun | (usu) | usually |
| | (conj) | conjunction | (n) | noun | | | | | (sb) | somebody | (v) | verb |

Module 1

1 (p. 7)

beautiful /ˈbjʊ:tɪfəl/ (adj) = not ugly; attractive

boring /ˈbɔːrɪŋ/ (adj) = not interesting; dull

cheap /tʃiːp/ (adj) = not costing a lot of money

city /ˈsɪti/ (n) = a large town

clean /kliːn/ (adj) = not dirty

crowded /ˈkraʊdəd/ (adj) = full of people

dangerous /ˈdeɪndʒərəs/ (adj) = harmful, unsafe

dirty /ˈdɜːti/ (adj) = not clean

exciting /ɪkˈsaɪtɪŋ/ (adj) = making you feel happy and enthusiastic

expensive /ɪkˈspensɪv/ (adj) = costing a lot of money

historic /hɪˈstɒrɪk/ (adj) = having to do with the past

modern /ˈmɒdn/ (adj) = contemporary; recent

neighbourhood /ˈneɪbəhʊd/ (n) = a part of a town

nightlife /ˈnaɪtlaɪf/ (n) = entertainment that happens in the evening

noisy /ˈnɔɪzi/ (adj) = loud

park /pɑːk/ (n) = a large green space in a town

quiet /ˈkwaɪət/ (adj) = having or making little noise

road /rəʊd/ (n) = a surface for vehicles to drive on

safe /seɪf/ (adj) = free from danger

square /skweə/ (n) = a shape with four equal sides

ugly /ʌgli/ (adj) = unattractive

bus stop /ˈbʌs stɒp/ (n) = a place where buses stop for people to get on or off

catchy title /ˈkætʃi ˈtaɪtl/ (n) = the name of a book or film which is easy to remember

channel hop /ˈtʃænl hɒp/ (v) = to change from one TV channel to another in search of sth to watch

crime /kraɪm/ (n) = an illegal action which is punished by law

cycle lane /ˈsaɪkəl leɪn/ (n) = a surface which is part of a road for bicycles to ride on

cut (sb) off /kʌt ˈɒf/ (phr v) = to block sb's exit

documentary /ˌdɒkjəˈmentəri/ (n) = a film or TV programme that shows real events and information about sb or sth

draw /drɔː/ (v) = to pull; to attract

feature /ˈfi:tʃə/ (n) = an interesting or characteristic part of sth

feature /ˈfi:tʃə/ (v) = to include, to present

focus (on) /ˈfəʊkəs ɒn/ (v) = to give a lot of attention to sth

hand-held camera /ˈhænd held ˈkæməərə/ (n) = a piece of equipment which is used for filming and small enough to be used with one or two hands

injure /ˈɪndʒə/ (v) = to hurt

injured /ˈɪndʒəd/ (adj) = hurt or wounded

level crossing /ˈlevəl ˈkrɒsɪŋ/ (n) = a place where a railway crosses a road

narrator /ˈnəreɪtə/ (n) = the person who tells a story

oncoming traffic /ˌɒnkʌmɪŋ ˈtræfɪk/ (n) = vehicles that are coming towards you

pavement /ˈpeɪvmənt/ (n) = a surface beside a road for people to walk on

pedestrian /ˈpɛdɪstriən/ (n) = a person who is walking instead of travelling in a vehicle

police car /ˈpəliːs kɑː/ (n) = a vehicle used by members of the police

police video /ˈpəliːs ˈvɪdiəʊ/ (n) = a recording of an illegal action filmed from police cars, helicopters, etc

popular /ˈpɒpjələ/ (adj) = liked by a lot of people

reality show /ˈriːləti ʃəʊ/ (n) = a television programme that usu presents how people behave in real life or people placed in a situation where they are filmed over a continuous period of time

real-life /ˈriːl laɪf/ (adj) = not imagined

road crime /ˈrəʊd kraɪm/ (n) = an illegal action committed by drivers of vehicles

road sign /ˈrəʊd saɪn/ (n) = a notice that gives information to drivers

scene /siːn/ (n) = a part of a film, play or programme in which a series of actions or events happen in the same place

shocked /ʃɒkt/ (adj) = very surprised and upset by sth bad that happens unexpectedly

speed /spiːd/ (v) = to move or drive fast

suspect /ˈsʌspekt/ (n) = sb who may have committed an illegal action

traffic light /ˈtræfɪk laɪt/ (n) = a set of lights which is used to start and stop vehicles

tunnel /ˈtʌnl/ (n) = a long underground passage

U-turn /ˈjuː ˈtɜːn/ (n) = an action when driving which results in travelling in the opposite direction

1a (pp. 8-9)

bridge /brɪdʒ/ (n) = a structure that is built over a river, railway or road so that people or vehicles can cross

bus lane /ˈbʌs leɪn/ (n) = a surface which is part of a road for buses to drive on

video footage /ˈvɪdiəʊ ˈfʊtɪdʒ/ (n) = a film of an event
viewer /ˈvjuːə/ (n) = sb who watches TV
voice-over /ˈvɔɪs əʊvə/ (n) = the sound of sb speaking and describing what is happening
zebra crossing /ˈziːbrə ˈkrɒsɪŋ, ˈze-/ (n) = black and white lines on a road where people cross

1b (pp. 10-11)

absolute beginner /ˈæbsəluːt bɪɡɪnə/ (n) = a person who is doing an activity for the first time
amusement park /əˈmjuːzmənt ˈpɑːk/ (n) = a place with exciting rides
bowling alley /ˈbəʊlɪŋ æli/ (n) = a place where you play a game trying to knock down objects with a ball
check out /tʃek aʊt/ (phr v) = to go to see
discount /ˈdɪskaʊnt/ (n) = a special reduction in the price of sth
entrance price /ˈentrəns praɪs/ (n) = the cost of entering a building or place
except /ɪkˈsept/ (conj) = not including
exercise /ˈeksəsaɪz/ (v) = to do physical activities to strengthen your body
fitness freak /ˈfɪtnɪs friːk/ (n) = a person who takes it very seriously to be physically strong and healthy
food outlet /ˈfuːd ˈaʊtlet/ (n) = a place where you can buy food
games arcade /ˈɡeɪmz ɑːkeɪd/ (n) = a place where you play games on machines
go bowling (phr) = to play the game of bowling
go on rides (phr) = to do the activities at an amusement park
gym /dʒɪm/ (n) = a place where you go to exercise using equipment

ice rink /aɪs rɪŋk/ (n) = an area of ice which is prepared for people to skate on
play sports (phr) = to participate in competitive physical activities
play video games (phr) = to play games in which you move objects on a screen
selection /sɪˈleɪʃən/ (n) = choice
shop /ʃɒp/ (v) = to go to places that sell things in order to buy them
shopping centre /ˈʃɒpɪŋ ˈsentə/ (n) = a place where lots of shops are built close together
skate /skeɪt/ (v) = to move on ice wearing specially-designed shoes
sports centre /ˈspɔːts ˈsentə/ (n) = a building where you can play different sports
swim /swɪm/ (v) = to move through water using your body
track down /træk daʊn/ (phr v) = to find after a long search
treat yourself to (phr) = to buy sth nice for yourself
trendy shop /ˈtrendi ʃɒp/ (n) = a shop that sells things in fashion
water park /ˈwɔːtə ˈpɑːk/ (n) = a large area with many pools and slides

1c (p. 12)

ancient /ˈeɪnfənt/ (adj) = belonging to the distant past
breeding season /ˈbriːdɪŋ ˈsiːzən/ (n) = a time of year when animals produce young animals
cable car /ˈkeɪbəl kɑː/ (n) = a vehicle that hangs from thick wires and transports people up and down high areas
cliff /klɪf/ (n) = a steep rocky surface next to the sea
coast /kəʊst/ (n) = land next to the sea
coastline /ˈkəʊstlaɪn/ (n) = land which runs along the edge of the sea

elephant seal /ˈeləfənt siːl/ (n) = a very big type of seal
fairytale mansion /ˈfeərɪteɪl ˈmænʃən/ (n) = a very beautiful, large house
fall /fɔːl/ (n) = autumn
female /ˈfiːmeɪl/ (n) = woman
give birth /ˈɡɪv ˈbɜːθ/ (phr) = to have a baby
impressive /ɪmˈpresɪv/ (adj) = causing admiration
including /ɪnˈkluːdɪŋ/ (prep) = having as a part of
miss /mɪs/ (v) = to be late for sth
pup /pʌp/ (n) = a baby seal
return /rɪˈtɜːn/ (v) = to come back to a place
ride /raɪd/ (v) = to sit on a horse or bicycle and control its movement
road trip /rəʊd trɪp/ (n) = a long journey using a personal vehicle
sandy beach /ˈsændi ˈbiːtʃ/ (n) = an area of sand next to the sea
sight /saɪt/ (n) = a tourist attraction
skyscraper /ˈskaɪˌskreɪpə/ (n) = a very tall modern building
spectacular /ˈspekˈtækjələ/ (adj) = impressive; extraordinary
steep /stiːp/ (adj) = (of a road or hill) going up or down very quickly
wild animal /ˈwaɪld ˈænəməl/ (n) = an animal that grows in its natural environment
zebra /ˈziːbrə, ˈze-/ (n) = an animal that looks like a horse with black and white lines

1d (p. 13)

bike /baɪk/ (n) = a motorcycle or a bicycle
car /kɑː/ (n) = a vehicle with four wheels that carries a small number of passengers
cost /kɒst/ (v) = to have a price
coach /kəʊtʃ/ (n) = a bus for long journeys

customer /ˈkʌstəmə/ (n) = sb who buys goods or services, from a shop, company, etc

ferry /ˈferi/ (n) = a boat that takes people, goods and vehicles across an area of water

motorbike /ˈməʊtəbaɪk/ (n) = a vehicle with two wheels and an engine

plane /pleɪn/ (n) = a vehicle that flies

return /rɪˈtɜːn/ (adj) = allowing you to travel to a place and back again

single /ˈsɪŋɡəl/ (adj) = allowing you to take a one-way trip

taxi /ˈtæksi/ (n) = a car with a driver who you pay to take you somewhere

ticket /ˈtɪkət/ (n) = a piece of paper to show that you have paid for a journey

train /treɪn/ (n) = a long vehicle which travels along metal tracks

underground /ˈʌndəgraʊnd/ (n) = a system of trains which travel under a city

1e (pp. 14-15)

bubble /ˈbʌbəl/ (n) = a ball of liquid which contains air or gas

cliff /klɪf/ (n) = a steep rocky surface next to the sea

climb /klaɪm/ (v) = to go up or onto the top of sth

crawl (out) /ˈkrɔːl ˈaʊt/ (v) = to come out of a place on your hands and knees

earthquake /ˈɜːθkweɪk/ (n) = a sudden violent movement of the earth's surface

engine /ˈendʒən/ (n) = the part of a vehicle that uses fuel to make it move

escape /ɪˈskeɪp/ (v) = to get away

fall (into) /fɔːl ˈɪntə/ (v) = to move down into a place without intending it

fatal /ˈfeɪtl/ (adj) = causing death

feed /fiːd/ (v) = to give sb food to eat

get a snake bite (phr) = to receive a wound from the teeth of a snake

get caught in a flash flood (phr) = to be stuck in a place which suddenly became covered in water

get into trouble (phr) = to be in a situation with a lot of problems

get lost (phr) = to lose one's way

get stuck in mud (phr) = to be unable to get out of a mixture of soil and water

get stung by bugs (phr) = to receive wounds from biting insects

ground /graʊnd/ (n) = the surface of the Earth

hide /haɪd/ (v) = to keep sth out of view

insect repellent /ˈɪnsekt rɪpelənt/ (n) = a substance which keeps insects away

lie flat (phr) = to lie down in a horizontal position

litter /ˈlɪtə/ (v) = to leave rubbish on the ground

meet dangerous animals (phr) = to be in the same place as animals which can harm you

mosquito /məˈskiːtəʊ/ (n) = a small insect that flies and feeds on blood

mud bog /mʌd bɒɡ/ (n) = an area of land which is covered in wet soil

noise /nɔɪz/ (n) = a sound which is often loud

on a lead (phr) = wearing a collar that has a chain or sth similar connected to it

panic /ˈpænɪk/ (v) = to suddenly feel frightened

poisonous /ˈpɔɪzənəs/ (adj) = containing or producing poison

pressure /preʃə/ (n) = a situation that causes you to feel stress

pull (in) /pʊl ˈɪn/ (v) = to take hold of sth and move towards oneself

reptile /ˈreptail/ (n) = a cold-blooded creature that lays eggs

rubbish /ˈrʌbɪʃ/ (n) = waste material

rule /ruːl/ (n) = an instruction about what you must or must not do

run away /ˌrʌn əˈweɪ/ (phr v) = to escape

scorpion /ˈskɔːpiən/ (n) = a poisonous creature

shake /ʃeɪk/ (v) = to move sth quickly backwards and forwards or up and down

survive /səˈvaɪv/ (v) = to continue to exist after a threatening situation

swallow /ˈswɒləʊ/ (v) = to make sth or sb disappear

swamp /swɒmp/ (n) = a marsh

trip /trɪp/ (n) = a short journey

1f (p. 16-17)

block of flats /ˌblɒk əv ˈflæts/ (n) = a large building with many flats

bungalow /ˈbʌŋɡələʊ/ (n) = a house that has only one floor

city centre /ˌsɪti ˈsentə/ (n) = the central part of a large town esp where most shops are

cottage /ˈkɒtɪdʒ/ (n) = a small house in the countryside

detached house /dɪˈtætʃt ˈhaʊs/ (n) = a house which is not joined to another house

forest /ˈfɒrəst/ (n) = a large area of land covered with trees

front garden /ˈfrʌnt ˈɡɑːdn/ (n) = an area of land belonging to a house and situated in front of it

housing /ˈhaʊzɪŋ/ (n) = buildings for people to live in

imagine /ɪˈmædʒən/ (v) = to create a picture in your mind about sth

lucky /ˈlʌki/ (adj) = fortunate

move into /ˌmuːv ˈɪntə/ (phr v) = to begin living somewhere

own /əʊn/ (v) = to have sth that belongs to you

paradise /ˈpærədəɪs/ (n) = a perfect place

penthouse /ˈpenthaʊs/ (n) = a flat at the top of a building

pretty sure (phr) = quite certain

semi-detached house /ˌsemi dɪˈtætʃt ˈhaʊs/ (n) = a house which is joined to another house on one side

skyscraper /ˈskaɪˌskreɪpə/ (n) = a very tall modern building

storey /ˈstɔːri/ (n) = floor; level of a building

townhouse /ˈtaʊnhaʊs/ (n) = a house which is joined to other houses on both sides

view /vjuː/ (n) = sight; scenery

villa /ˈvɪlə/ (n) = a large house in a warm country

1g (p. 18)

appliance /əˈplaɪəns/ (n) = an electrical device used in the house

chore /tʃɔː/ (n) = sth boring that needs to be done

do the washing-up (phr) = to wash dishes

dust the furniture (phr) = to remove dirt from tables, cupboards, etc with a cloth

equipment /ˈɪkwɪpmənt/ (n) = a set of necessary things for a particular purpose

feature /ˈfi:tʃə/ (n) = an interesting or characteristic part of sth

furniture /ˈfɜːnɪtʃə/ (n) = large movable things in a house or an office

hoover the carpets (phr) = to clean the carpets using a vacuum cleaner

iron the clothes (phr) = to make clothes smooth using an electrical device

lay the table (phr) = to prepare a table for a meal

make the bed (phr) = to tidy the bed after sleeping in it

mop the floor (phr) = to clean the floor with a stick that has a wet cloth fixed at one end

neighbourhood /ˈneɪbəhʊd/ (n) = a part of a town

take out the rubbish (phr) = to remove waste material from your house and throw it in a bin outside

1h (p. 19)

awful /ˈɔːfəl/ (adj) = terrible

flatmate /ˈflætmeɪt/ (n) = roommate

invite /ɪnˈvaɪt/ (v) = to ask sb to come to a place

realise /ˈrɪəlaɪz/ (v) = to understand

responsibility /ˌrɪˌspɒnsəˈbɪləti/ (n) = the duty we have to deal with situations or people and make decisions

share /ʃeə/ (v) = to have or use sth with another person

upset /ˈʌpset/ (adj) = unhappy; frustrated

1i (p. 20)

bank /bæŋk/ (n) = a building where people keep their money

(be) involved in (phr) = be part of

borrow books (phr) = to take books that do not belong to you and give them back later

car tyre /kɑː taɪə/ (n) = a rubber covering that fits around the wheel of a car

care (for) /ˈkeə fəː/ (v) = to look after

check /tʃek/ (v) = to examine sth to make sure that it is the way it should be

citizen /ˈsɪtəzən/ (n) = a legal resident of a country

Citizenship /ˈsɪtəzənʃɪp/ (n) = a school subject in which students learn about the roles and responsibilities of the people who live in a country

community /kəˈmjuːnəti/ (n) = the people who live in a particular area

community centre /kəˈmjuːnəti ˈsentə/ (n) = a place where local residents meet together and do various activities

crime /kraɪm/ (n) = an illegal action which is punished by law

deposit money (phr) = to put money in a bank

hospital /ˈhɒspɪtl/ (n) = a place where ill or injured people go for treatment

in need (phr) = needing help

library /ˈlaɪbrəri, -bri/ (n) = a building which contains a collection of books you can read or borrow

obey laws (phr) = to follow official rules

obey signs (phr) = to not go against the messages in public places

petrol station /ˈpetrəl ˌsteɪʃən/ (n) = a place where people stop to buy petrol

police station /pəˈliːs ˌsteɪʃən/ (n) = the office of the police

post office /pəʊst ˌɒfəs/ (n) = a place where you can buy stamps and send letters or packages to people living far away

public facility /ˌpʌblɪk fəˈsɪləti/ (n) = a place where a particular activity happens for everyone to use

public place /ˌpʌblɪk ˈpleɪs/ (n) = a place which is accessible to everyone

public service /ˌpʌblɪk ˈsɜːvəs/ (n) = a service which is available for everyone

public transportation /ˌpʌblɪk trænspɔːˈteɪʃən/ (n) = buses and trains that are available for everyone to use

queue /kjuː/ (n) = a row of people waiting for sth

report /rɪˈpɔːt/ (v) = to tell sb that sth has happened

report a crime (phr) = to tell the police that an illegal action has happened

respect /rɪ'spekt/ (v) = to have a good opinion of sb/sth

return books (phr) = to bring back books that you borrowed

sick /sɪk/ (adj) = unwell; ill

stamp /stæmp/ (n) = a small piece of paper which you stick on an envelope to show that you have paid for postage

take up /teɪk 'ʌp/ (phr v) = to start doing sth new

train station /treɪn ,steɪʃən/ (n) = a place where you wait for a train

volunteer /vɒlən'tiə/ (v) = to do charitable or helpful work without pay

wait my turn (phr) = to wait in order to do sth, usu after sb else

withdraw money (phr) = to take out money from a bank

Language Review 1 (p. 21)

cross /krɒs/ (v) = to go across from one side of sth to the other

due to /dju: tə/ (prep) = because of

safety /seɪfti/ (n) = security

step (off) /step 'ɒf/ (v) = to get off a place which has a raised area

tournament /tuənəmənt/ (n) = a competition with a series of games

Skills Practice 1 (pp. 22-23)

crumbling shack /krʌmblɪŋ 'ʃæk/ (n) = a small building which is in very bad condition

obey /əʊ'bei, ə-/ (v) = to not go against

sanitation /sænə'teɪʃən/ (n) = a system for protecting people's health by keeping the area clean

script /skript/ (n) = the words in a film, play, etc

slum /slʌm/ (n) = a poor and crowded area of a city where the buildings are in bad condition

vibrant /vaɪbrənt/ (adj) = full of energy and excitement

Module 2

2 (p. 25)

bean /bi:n/ (n) = the seed of a climbing plant

beef /bi:f/ (n) = the meat of a cow

bread /bred/ (n) = food made by mixing flour, water and yeast

butter /bʌtə/ (n) = food which is a yellow colour and is made from cream, usu eaten on bread

cabbage /kæbɪdʒ/ (n) = a large round vegetable with thick leaves

cauliflower /kəʊlɪ'flaʊə/ (n) = a large round vegetable which is white with green leaves on the outside

cereal /sɪəriəl/ (n) = a grain such as wheat that can be eaten for breakfast with milk

cheese /tʃi:z/ (n) = hard or soft food which is a white or yellow colour and is made from milk

cherry /tʃeri/ (n) = a very small, round red fruit

chicken /tʃɪkən/ (n) = the meat of a bird which is kept on a farm

cod /kɒd/ (n) = a type of fish which is eaten as food

coffee /kɒfi/ (n) = a drink made from dark beans or the powder made from these beans

dairy product /deəri ,prɒdʌkt/ (n) = a type of food made from milk

drink /drɪŋk/ (n) = a liquid that one swallows, usu to refresh themselves

egg /eg/ (n) = food produced by a female chicken

fish /fɪʃ/ (n) = an animal that lives in water sometimes eaten as food

fruit /fru:t/ (n) = sth that grows on a tree or bush and can be eaten

grape /greɪp/ (n) = a green or purple berry used for making wine

lamb /læm/ (n) = meat from a young sheep

lemonade /lemə'neɪd/ (n) = a cold refreshing drink with a lemon flavour

meat /mi:t/ (n) = parts of animals used as food

milk /mɪlk/ (n) = a white liquid produced by female animals such as cows

orange juice /ɒrəndʒ dʒu:s/ (n) = a drink made from a round orange fruit

pasta /pæstə/ (n) = a food which we boil before eating, made from flour, water and eggs

pear /peə/ (n) = a sweet juicy fruit which is wider at the bottom than the top

pepper /pepə/ (n) = a vegetable that can be green, red or yellow in colour and is used in salads and cooking

poultry /pəʊltri/ (n) = birds, such as chickens and turkeys, bred for their meat

prawn /prɔ:n/ (n) = a small pink sea animal with a shell and eaten as food

rice /raɪs/ (n) = small grains that come from a plant which we boil before eating

salmon /sæmən/ (n) = a type of fish which lives in the sea but also swims up rivers

tea /ti:/ (n) = a hot drink made with dried leaves

tomato /tə'mɑ:təʊ/ (n) = a soft round red fruit which is used in salads and cooking

trout /traʊt/ (n) = a type of river fish

tuna /tju:nə/ (n) = a large sea fish

vegetable /vedʒtəbəl/ (n) = a plant such as carrots, cabbage, etc that we eat

yogurt /'jɒgət/ (n) = a thick liquid food made from milk

2a (pp. 26-27)

attract /ə'trækt/ (v) = (of an event) to make sb come to it

banana /bə'nɑ:nə/ (n) = a long, curved fruit with a yellow skin

book /bʊk/ (v) = to make a reservation

broccoli /'brɒkəli/ (n) = a green vegetable used in cooking

carrot /'kærət/ (n) = a long orange vegetable which grows underground

celebrate /'seləbreɪt/ (v) = to do sth enjoyable because of a special occasion

celery /'seləri/ (n) = a vegetable with long green stems that can be used in cooking and salads

citrus /'sɪtrəs/ (n) = an orange, lemon or similar fruit

creation /kri'eɪʃən/ (n) = a thing that has been made

cucumber /'kju:kʌmbə/ (n) = a long green vegetable eaten in salads

design /dɪ'zaɪn/ (v) = to plan and make a detailed drawing of sth

dessert /dɪ'zɜ:t/ (n) = a sweet dish eaten after a meal

event /ɪ'vent/ (n) = an organised occasion

experience /ɪk'spɪəriəns/ (v) = to feel sth

exposition /'ekspə'zɪʃən/ (n) = exhibition

fireworks /'faɪəwɜ:ks/ (pl n) = objects that explode in the sky with bright colours and a loud noise

float /fləʊt/ (n) = a decorated vehicle which is used in celebrations

gather /gæðə/ (v) = to come together

giant /dʒaɪənt/ (adj) = huge

grateful /greɪtfəl/ (adj) = thankful

imagination runs wild (phr) = creativity is uncontrolled

juice /dʒu:s/ (n) = a liquid which comes from fruit or vegetables

lemon /lemən/ (n) = a yellow fruit with a sour taste

local /ləʊkəl/ (adj) = existing in the area where you live

make the most of (phr) = to get the best out of

measure /meʒə/ (v) = to be the size of

onion /'ʌnjən/ (n) = a vegetable that can be used in cooking and salads and when it is cut it makes the eyes sting and water

online /'ɒn'laɪn/ (adv) = on\over the Internet

orange /'ɒrændʒ/ (n) = a round orange fruit which is juicy

parade /pə'reɪd/ (n) = a procession of people

picturesque /'pɪktʃə'resk/ (adj) = pretty, esp in an old-fashioned way

potato /pə'teɪtəʊ/ (n) = a round vegetable with a brown skin which grows underground

product /'prɒdʌkt/ (n) = sth made in a factory and sold

resort /rɪ'zɔ:t/ (n) = a place many people go to for rest, sport etc

similar /sɪmələ/ (adj) = alike

sour /saʊə/ (adj) = having a sharp, sometimes unpleasant, taste

statue /stætʃu:/ (n) = a model of a person or animal

strawberry /'strɔ:bəri/ (n) = a tiny red fruit

sweet /swi:t/ (adj) = having a taste like sugar

theme /θi:m/ (n) = subject; topic

ton /tʌn/ (n) = 1,000 kilos

2b (pp. 28-29)

aisle /aɪl/ (n) = a passage between the lines of goods in a supermarket

bag /bæg/ (n) = a container with handles used to carry things

bakery /'beɪkəri/ (n) = a shop where you can buy bread and cakes

bar /bɑ:/ (n) = a long thin piece of sth

bottle /'bɒtl/ (n) = an object usu made of glass or plastic that contains liquid i.e. water, soft drink etc

box /bɒks/ (n) = a square or rectangular container in which people pack items

bunch /bʌntʃ/ (n) = a group of things that are fastened or held together

carton /'kɑ:tɒn/ (n) = a box made of cardboard which contains a type of liquid

cupboard /'kʌbəd/ (n) = a set of shelves with doors used for storing things

dairy product /'deəri 'prɒdʌkt/ (n) = a type of food made from milk

dinner party /'dɪnə 'pɑ:ti/ (n) = an evening event where people enjoy themselves by eating and drinking

drink /drɪŋk/ (n) = a liquid that one swallows, usu to refresh themselves

eating habit /'i:tɪŋ 'hæbət/ (n) = what you eat usually

expect /ɪk'spekt/ (v) = to believe that sth will happen

fish /fɪʃ/ (n) = an animal that lives in seas or rivers, often eaten as food

fizzy drink /'fɪzi 'drɪŋk/ (n) = a drink that has bubbles of gas

frozen food /'frəʊzən 'fu:d/ (n) = food that is kept in a freezer

fruit /fru:t/ (n) = sth that grows on a tree or bush and can be eaten

jar /dʒɑ:/ (n) = a glass container with a lid

junk food /dʒʌŋk fu:d/ (n) = food which is unhealthy but is quick and easy to eat

- loaf** /ləʊf/ (n) = a large piece of bread that can be cut into slices
- meat** /mi:t/ (n) = parts of animals used as food
- minced beef** /mɪnst 'bi:f/ (n) = meat from a cow which has been cut into tiny pieces
- pot** /pɒt/ (n) = a round container in which food such as yogurt is kept
- purse** /pɜ:s/ (n) = a small bag used by women to hold money
- remember** /rɪ'membə/ (v) = to not forget
- section** /sekʃən/ (n) = a separate part of a supermarket
- snack** /snæk/ (n) = a quick, simple meal
- sweet** /swi:t/ (n) = a piece of food with sugar in it
- tin** /tɪn/ (n) = a metal container in which food can be preserved for a long period of time
- tub** /tʌb/ (n) = a plastic container in which food is kept
- vegetable** /vedʒtəbəl/ (n) = a plant that we eat, such as carrots, cabbage, etc
- What's wrong?** (phr) = What's the matter?
- 2c (p. 30)**
- baked goods** /beɪkt ɡʊdz/ (pl n) = food products that have been cooked in an oven
- batter** /bæɪtə/ (n) = a mixture of flour and water used to cover food before frying
- chipped** /tʃɪpt/ (pp) = cut into long small pieces
- deep fried** /di:p 'fraɪd/ (adj) = cooked in lots of hot oil
- dish** /dɪʃ/ (n) = food that is prepared in a particular way
- ethnic cuisine** /eθnɪk kwi:'zi:n/ (n) = a style of cooking which is specific to a country
- grab a snack** (phr) = get sth quick and easy to eat
- gravy** /greɪvi/ (n) = a warm brown sauce made from the juice that comes from cooked meat mixed with flour and water
- jacket potato** /dʒækət pə'teɪtəʊ/ (n) = a potato baked whole in its skin
- mushy peas** /mʌʃi 'pi:z/ (pl n) = small green vegetables that have been cooked to a thick mixture
- pie** /paɪ/ (n) = a type of food covered in pastry
- sauce** /sɔ:s/ (n) = a hot or cold liquid that you put on food
- side dish** /saɪd dɪʃ/ (n) = food which is eaten in addition to the main meal
- suit every taste** (phr) = appeal to everybody
- vinegar** /vɪnɪgə/ (n) = a sour liquid made from wine and used in salads or cooking
- 2d (p. 31)**
- brownie** /braʊni/ (n) = a small square chocolate cake
- chips** /tʃɪps/ (pl n) = pieces of fried potato
- omelette** /ɒmlət/ (n) = food made with eggs mixed together and fried
- order** /ɔ:də/ (v) = to make a request for food or drinks at a restaurant
- scrambled egg** /skræmbəld 'eg/ (n) = food made with eggs mixed with milk and butter and usually eaten for breakfast
- side order** /saɪd ɔ:də/ (n) = food which you eat along with the main meal at a restaurant
- toast** /təʊst/ (n) = a slice of bread that has been heated until it turns brown
- 2e (pp. 32-33)**
- ask (for)** /ɑ:sk fə/ (v) = to request
- bill** /bɪl/ (n) = a written list showing how much you owe in return for a service
- boiling hot** /bɔɪlɪŋ 'hɒt/ (adj) = being at an extremely high temperature
- book** /bʊk/ (v) = to make a reservation
- cool down** /ku:l 'daʊn/ (phr v) = to become less hot
- curtain** /kɜ:tn/ (n) = a piece of material which covers a window
- customer** /kʌstəmə/ (n) = sb who buys goods or services, from a shop, company etc
- gallery** /gæləri/ (n) = a place or a shop where works of art are shown for people to admire or buy
- get used to** (phr) = to become accustomed to
- ice** /aɪs/ (n) = frozen water
- in the freezing cold** (phr) = where the temperature is extremely low
- landmark** /lændmɑ:k/ (n) = a building or place easily recognised
- leave** /li:v/ (v) = to go away from a place
- long** /lɒŋ/ (adv) = for a long time
- main dish** /meɪn dɪʃ/ (n) = the most important part of a meal
- menu** /menju:/ (n) = a list of food and drinks at a restaurant
- order** /ɔ:də/ (n) = a request for food or drinks at a restaurant
- outside** /aʊt'saɪd/ (adv) = not in a building or room
- pay** /peɪ/ (v) = to give money in return for goods or a service
- regular interval** /regjələr 'ɪntəvəl/ (n) = the period of time between events which are evenly repeated
- serve** /sɜ:v/ (v) = to give sb food or drink in a restaurant
- show** /ʃəʊ/ (v) = to let sb see
- sip** /sɪp/ (v) = to drink small amounts
- so that** /səʊ ðæt/ (conj) = in order to
- staff** /stɑ:f/ (n) = personnel; employees

take an order (phr) = (of a waiter) to write down an order from a customer

thick coat /θɪk 'kəʊt/ (n) = a warm piece of clothing that you wear over your clothes when outside

tip /tɪp/ (n) = extra money given to a waiter for their service

waiter /weɪtə/ (n) = a person who takes your order at a restaurant

2f (pp. 34-35)

based /beɪst/ (adj) = having as a main part

benefit /benəfɪt/ (n) = advantage

cholesterol /kə'lestərəl/ (n) = a type of fat which is harmful

contain /kən'teɪn/ (v) = to include sth as a part of a whole

creamy /kri:mi/ (adj) = having a soft smooth texture

fat-free /fæt 'fri:/ (adj) = having no fat

flavour /'fleɪvə/ (n) = taste

floating market /'fləʊtɪŋ 'mɑ:kət/ (n) = a place where you buy and sell things from small boats

ingredient /ɪn'ɡri:diənt/ (n) = one of the parts that a type of food is made from

iron /aɪən/ (n) = metal which is found in small amounts in the blood

label /leɪbəl/ (n) = the piece of paper on a product that gives information about it

lean /li:n/ (adj) = having very little fat

lower /ləʊə/ (v) = to lessen

low-fat /ləʊ 'fæt/ (adj) = having little fat

mineral /mɪnərəl/ (n) = a chemical that your body needs to stay healthy

olive oil /'ɒlɪv 'ɔɪl/ (n) = a yellow and green liquid extracted from olives, used in cooking

poached egg /pəʊtʃt 'eg/ (n) = an egg that has been cooked gently in boiling water

protein /prəʊti:n/ (n) = a substance found in food such as meat and eggs that is necessary for the body to grow and be strong

remove /rɪ'mu:v/ (v) = to take sth away

replace /rɪ'pleɪs/ (v) = to substitute

salad dressing /sæləd 'dresɪŋ/ (n) = a sauce we put on salads

sensation /sen'seɪʃən/ (n) = a feeling

source /sɔ:s/ (n) = a person, thing or place that we get sth from

takeaway /teɪkəweɪ/ (n) = food that we order to eat at home

trim off /trɪm 'ɒf/ (phr v) = to cut sth away

vinegar /vɪnɪgə/ (n) = a sour liquid made from wine and used in salads or cooking

vitamin /vɪtəmən/ (n) = a natural substance in food that the body needs to stay healthy

2g (p. 36)

add /æd/ (v) = to put sth with sth else

baking soda /'beɪkɪŋ 'səʊdə/ (n) = a white powder used in baking cakes to help them rise

beat /bi:t/ (v) = (in cooking) to mix sth repeatedly

boil /bɔɪl/ (v) = to heat a liquid until bubbles appear

chop /tʃɒp/ (v) = to cut into small pieces

cinnamon /sɪnəmən/ (n) = a sweet brown spice

fry /fraɪ/ (v) = to cook in boiling hot oil

frying pan /'fraɪ-ɪŋ pæn/ (n) = a metal container used to fry food

grill /grɪl/ (v) = to cook food using direct heat esp above it

melt /melt/ (v) = to make sth become liquid (usu because of heat)

mix /mɪks/ (v) = to combine

mixture /mɪkstʃə/ (n) = a

combination of ingredients

peel /pi:l/ (v) = to remove the skin of a fruit or vegetable

pour /pɔ:/ (v) = to serve by flowing from a container

preparation /prepə'reɪʃən/ (n) = the process of things you do to get sth ready

salt /sɔ:lt/ (n) = a white substance which gives flavour to food

slice /slaɪs/ (v) = to cut into thin pieces

sour cream /saʊə 'kri:m/ (n) = a liquid with a sharp taste made from milk

stir /stɜ:/ (v) = to mix with a spoon

tablespoon /teɪbəlspu:n/ (n) = the amount that fits into a large spoon

teaspoon /ti:spu:n/ (n) = the amount that fits into a small spoon

2h (p. 37)

creamy /kri:mi/ (adj) = having a soft smooth texture

delicious /dɪ'lɪʃəs/ (adj) = very tasty

dish /dɪʃ/ (n) = food that is prepared in a particular way

garlic /gɑ:lk/ (n) = a vegetable with a very strong taste

herb /hɜ:b/ (n) = a plant used in cooking to add flavour to food

salty /sɔ:lti/ (adj) = having a lot of salt

seafood /si:fu:d/ (n) = fish and shellfish you can eat

spicy /'spɑ:si/ (adj) = having strong flavours from spices

stew /stju:/ (n) = slowly cooked meat and vegetables

sweet /swi:t/ (adj) = having a taste like sugar

2i (p. 38)

behaviour /bi'heɪvjə/ (n) = the way sb acts; conduct

bone /bəʊn/ (n) = part of a skeleton

brain /breɪn/ (n) = the organ inside the head

breathe /bri:ð/ (v) = to take air into your lungs and send it out again

calcium /kælsiəm/ (n) = a substance found in foods like milk and cheese that is good for teeth and bones

carbohydrate /kɑ:bəu'haɪdreɪt, -drət/ (n) = a substance found in foods such as pasta, potatoes and bread that provides a lot of energy

command /kə'mɑ:nd/ (v) = to tell sb to do sth

control /kən'trəʊl/ (v) = to make sb or sth do what you want

covering /kʌvərɪŋ/ (n) = a layer that is over sth else so as to protect it

digest /daɪ'dʒest, də-/ (v) = to change food in your stomach into substances your body needs

energy /enədʒi/ (n) = the power to be physically and mentally active

fat /fæt/ (n) = an oily or greasy substance found in plants and animals that is very high in energy

muscle /mʌsəl/ (n) = a tissue in the body that connects two bones

natural /nætʃərəl/ (adj) = produced by nature

nervous system /nɜ:vəs ,sɪstəm/ (n) = the system in your body which controls your sensations and movements

oily /ɔɪli/ (adj) = (of food) having a lot of oil or fat

protect /prə'tekt/ (v) = to secure; to keep from harm

protein /prəʊti:n/ (n) = a substance found in food such as meat and eggs that keeps our body strong and healthy

pump blood (phr) = (of the heart) to send blood around the body

repair /rɪ'peə/ (v) = to fix sth damaged

science /saɪəns/ (n) = the study of the physical world

sense of touch /sens əv 'tʌtʃ/ (n) = the ability to feel through touch

skin /skɪn/ (n) = the outer layer of the body

support /sə'pɔ:t/ (v) = to hold sth together

Skills Practice 2 (pp. 40-41)

inventive /ɪn'ventɪv/ (adj) = having clever and interesting ideas

native (to) /neɪtɪv tə/ (adj) = coming from a particular place

Module 3

3 (p. 43)

achievement /ə'tʃi:vmənt/ (n) = accomplishment

become /bɪ'kʌm/ (v) = to begin to be sth

discover /dɪs'kʌvə/ (v) = to find

impress /ɪm'pres/ (v) = to make sb admire you

invent /ɪn'vent/ (v) = to create sth new

light bulb /laɪt bʌlb/ (n) = an object which produces light from electricity

paint /peɪnt/ (v) = to produce a picture using paint

president /prezədənt/ (n) = the leader of a government

walk /wɔ:k/ (v) = to move on a surface using one's feet

3a (pp. 44-45)

a whole range (phr) = a wide variety of

accurate /ækjərət/ (adj) = precise

achieve /ə'tʃi:v/ (v) = to accomplish

ahead of their time (phr) = too advanced to be understood

anatomy /ə'nætəmi/ (n) = the body of a living thing

based (on) /beɪst ɒn/ (adj) = developed from

bridge /brɪdʒ/ (n) = a structure that is built over a river, railway or road so that people or vehicles can cross

calculator /kælkjəleɪtə/ (n) = an electrical device that you use to do mathematical calculations

canal system /kə'næl ,sɪstəm/ (n) = a set of connected artificial rivers

century /sentʃəri/ (n) = a period of a hundred years

consider /kən'sɪdə/ (v) = to think about

construct /kən'strʌkt/ (v) = to build; to create

curious /kjʊəriəs/ (adj) = very interested in learning about sth

design /dɪ'zeɪn/ (v) = to plan and make a detailed drawing of sth

detailed /di'teɪld/ (adj) = elaborate; giving a lot of information

engineer /endʒə'nɪə/ (n) = a person whose job is to design or build machines or buildings

fascinating /fæsəneɪtɪŋ/ (adj) = very interesting

geologist /dʒɪ'ɒlədʒəst/ (n) = a person who studies rocks and soil

human body /hju:mən 'bɒdi/ (n) = the body of a person

include /ɪn'klu:d/ (v) = to have as part of

incredible /ɪn'kredəbəl/ (adj) = fantastic

industry /ɪndəstri/ (n) = mass production of a type of goods

intelligent /ɪn'telɪdʒənt/ (adj) = clever

invent /ɪn'vent/ (v) = to create sth new

inventor /ɪn'ventə/ (n) = a person who creates sth which has never been made before

lifetime /laɪftaɪm/ (n) = the period of sb's life

machine /mə'ʃi:n/ (n) = a piece of equipment with moving parts

map /mæp/ (n) = a picture that shows where countries or roads are

material /mə'tɪəriəl/ (n) = a substance from which sth can be made

mirror /mɪrə/ (n) = a piece of polished glass which you use to look at yourself

paint /peɪnt/ (v) = to produce a picture using paint

parachute /'pærəʃu:t/ (n) = an umbrella-shaped piece of material which allows sb to drop to the ground safely after jumping out of an aircraft

perfect proportions /pɜ:fɪkt prə'pɔ:ʃənz/ (pl n) = the best analogies, amounts

philosopher /fə'lɒsəfə/ (n) = sb who studies or writes about the meaning of life

plant /plɑ:nt/ (n) = a living thing with leaves and roots which grows in earth

sculptor /skʌlptə/ (n) = sb who makes pieces of art from wood, stone, etc

sketch /sketʃ/ (v) = to draw

sketch /sketʃ/ (n) = a quick drawing of sth

study /stʌdi/ (v) = to learn about a subject

survive /sə'vaɪv/ (v) = to continue to exist after a threatening situation

talented /tæləntəd/ (adj) = having a natural ability to do sth well

3b (pp. 46-47)

according to legend (phr) = as said by old stories

army /ɑ:mi/ (n) = an organised and trained group of people that fights battles

bite /baɪt/ (v) = to cut sth using one's teeth

bury /beri/ (v) = to put a dead body into the ground

conquer /kɒŋkə/ (v) = to take complete control of an area

curse /kɜ:s/ (n) = magic words which are intended to bring bad luck

empire /empaɪə/ (n) = a group of countries ruled by one person

explore /ɪk'splɔ:/ (v) = to search and discover

explorer /ɪk'splɔ:rə/ (n) = sb who travels to places that nobody has been to before

fight (against) /faɪt ə'geɪnst/ (v) = to take part in a battle against an enemy

hero /hɪərəʊ/ (n) = a brave character
historical figure /hɪ'stɒrɪkəl 'fɪɡə/ (n) = a famous person who lived in the past

king /kɪŋ/ (n) = a male ruler of a country

land /lænd/ (n) = a country

lead /li:d/ (v) = to guide

leader /li:də/ (n) = a person in control of a group of people

poisoned 'pɔɪzənd/ (pp) = having ingested a harmful and often fatal substance or containing such a substance

poisonous snake /'pɔɪzənəs 'sneɪk/ (n) = a long reptile with no legs that produces a harmful substance that can kill sb or an animal if it bites them

queen /kwi:n/ (n) = a woman from a royal family who rules a country

rule /ru:l/ (v) = to be in charge of a country

ruler /ru:lə/ (n) = the leader of a country

set out /set 'aʊt/ (phr v) = to begin a journey

stab /stæb/ (v) = to put a knife into
temple /tempəl/ (n) = a building used for worshipping gods

tomb /tu:m/ (n) = a large stone structure where sb is buried
treasure /treʒə/ (n) = a collection of valuable objects

warrior /'wɒrɪə/ (n) = a soldier; a fighter in a battle

win a battle (phr) = to be the victor of a fight between armies

win a place in history (phr) = to become a famous historical figure

3c (p. 48)

captain /kæptɪn/ (n) = the person in control of a ship

celebrate /seləbreɪt/ (v) = to do sth enjoyable because of a special occasion

celebration /seləbreɪʃən/ (n) = a special, pleasurable, social event

corn /kɔ:n/ (n) = a crop of grain

crop /krɒp/ (n) = a plant grown in large amounts

feast /fi:t/ (n) = a celebration with food

harvest /hɑ:vəst/ (n) = the crops that have been cut and collected

hunt /hʌnt/ (v) = to chase an animal in order to kill it

ill /ɪl/ (adj) = unwell; sick

join in /dʒɔɪn 'ɪn/ (phr v) = to participate in

land /lænd/ (n) = a country

native /neɪtɪv/ (adj) = local; born and raised in a specific country

newly-discovered /nju:li dɪ'skʌvəd/ (adj) = recently found

pilgrim /pɪlgrəm/ (n) = a person who travels to a place which is important in their religion

sail /seɪl/ (v) = to control a boat, ship etc through the water

settle in /setl 'ɪn/ (phr v) = to become used to living in a new place

ship /ʃɪp/ (n) = a large boat

sick /sɪk/ (adj) = unwell; ill

survive /sə'vaɪv/ (v) = to continue to exist after a threatening situation

tradition /trə'dɪʃən/ (n) = a belief or custom that has existed for a long time

voyage /'vɔɪ-ɪdʒ/ (n) = a long journey by ship

3d (p. 49)

day trip /deɪ 'trɪp/ (n) = a journey in which you visit a place and come back again in one day
famous /feɪməs/ (adj) = well-known
gift shop /ɡɪft ʃɒp/ (n) = a shop where you buy presents or souvenirs for people
go on a tour (phr) = to participate in a guided visit
hang out /hæŋ 'aʊt/ (phr v) = to spend a lot of time in a place
look around /lʊk ə'raʊnd/ (phr v) = to explore
re-enactment /ri: 'ɪnæktmənt/ (n) = a performance of an event that happened in the past
traditional clothing /trə'dɪʃənəl 'kleʊðɪŋ/ (n) = clothes which were worn in the past

3e (pp. 50-51)

after all (phr) = besides; when you think about it
(be) the end of (phr) = to be the reason for no longer existing
blood /blʌd/ (n) = the red liquid in our body
breathe /bri:ð/ (v) = to take air into your lungs and send it out again
cliff /klɪf/ (n) = a steep rocky surface next to the sea
dangerous /deɪndʒərəs/ (adj) = is harmful; unsafe
deep /di:p/ (adv) = a long way into sth
dive /daɪv/ (v) = to go under the surface of the sea, a lake etc
dragon /dræɡən/ (n) = a large imaginary evil animal that has wings and a long tail and breathes fire
evil /i:vəl/ (adj) = bad; wicked
fairy /feəri/ (n) = an imaginary creature with magical powers
fall in love (phr) = to start to feel strong romantic feelings for sb

far away /fɑ:r ə'weɪ/ (adv) = a long distance from a place
fill (up) /fɪl 'ʌp/ (v) = to make sth become full
fire /faɪə/ (n) = flames that appear when burning sth
float /fləʊt/ (v) = to remain on the surface of water and not sink
for good (phr) = for ever
get rid of (phr) = to dispose (of)
giant /dʒaɪənt/ (n) = an imaginary immense human being
grab /græb/ (v) = to reach for sth suddenly
half /hɑ:f/ (adj) = being one of two equal parts
hilltop /hɪltɒp/ (n) = the top of a small area of raised land
hole /həʊl/ (n) = an opening in a surface
horn /hɔ:n/ (n) = a hard pointed growth on the head of an animal
huge /hju:dʒ/ (adj) = enormous
human /hju:mən/ (n) = a person
hut /hʌt/ (n) = a small, simple house or shelter made of wood
lead (down) /li:d 'daʊn/ (v) = to go towards or in a lower place
legend /ledʒənd/ (n) = a very old story that many people know and that may be true
lock /lɒk/ (v) = to close a door using a key
long neck /lɒŋ 'nek/ (n) = a part of the body between the head and the shoulders which is not short
look like (phr) = to have the same appearance as sb else
magical /mædʒɪkəl/ (adj) = fascinating
magical power /mædʒɪkəl 'paʊə/ (n) = a special mystical ability
mermaid /mɜ:meɪd/ (n) = an imaginary creature which is half female and half fish
mysterious /mɪ'stəriəs/ (adj) = strange; unknown

myth /mɪθ/ (n) = an ancient story usu invented in order to explain natural or historical events
sea monster /si: 'mɒnstə/ (n) = an imaginary sea creature
stain /steɪn/ (n) = a dirty mark on sth
steal /sti:l/ (v) = to take away without permission
step /step/ (n) = a movement one makes by putting one foot in front of the other
tail /teɪl/ (n) = the part of an animal that sticks out at the back
tale /teɪl/ (n) = an imaginary story
terrify /terə'faɪ/ (v) = to frighten
terrifying /terə'faɪ-ɪŋ/ (adj) = very frightening; horrifying
tip /tɪp/ (n) = the end of sth long and narrow
to this day (phr) = until now
unicorn /ju:nɪkɔ:n/ (n) = an imaginary animal that looks like a horse with a long horn on its head
win /wɪn/ (v) = to get sth because of skill or hard work
wing /wɪŋ/ (n) = the flat part of a bird's or insect's body which it uses to fly

3f (pp. 52-53)

arrest /ə'rest/ (v) = (of the police) to take sb to a police station to ask them about a crime they may have committed
art theft /ɑ:t θeft/ (n) = the stealing of a painting, sculpture, etc
assume /ə'sju:m/ (v) = to think that sth is true
attempt to sell (phr) = to try to give sth in exchange for money
break into /breɪk 'ɪntə/ (phr v) = to enter a building by force
bullet-proof glass /bulət pru:f 'glɑ:s/ (n) = glass which is so strong not even a bullet fired from a gun can break it

carry (off) /kæri/ (v) = to remove sth and take it away
catch /kætʃ/ (v) = (of the police) to find and arrest a criminal
clue /klu:/ (n) = a piece of information that helps you solve a crime
commit a crime (phr) = to do sth illegal
conflicting rumour /kənˌflɪktɪŋ ˈru:mə/ (n) = sth said that does not match other things that are said about the same thing
curator /kjʊˈreɪtə/ (n) = a person who is in charge of a museum
discard /dɪsˈkɑ:d/ (v) = to throw away
enter /ˈentə/ (v) = to get into
escape /ɪˈskeɪp/ (v) = to get away
fateful /ˈfeɪtəl/ (adj) = having a bad effect
frame /freɪm/ (n) = a structure that goes around the edge of a picture
guard /gɑ:d/ (n) = a person who protects sb or sth
guard on duty (phr) = a guard who is working
homeland /ˈhəʊmlænd, -lənd/ (n) = the country you were born in
inspire /ɪnˈspaɪə/ (v) = to fill sb with a desire to do sth
international search /ˌɪntənæʃənəl ˈsɜ:tʃ/ (n) = the act of looking for sb or sth in many countries
leave your post (phr) = to go away from the place where you guard sth
maintenance worker /meɪntənəns ˌwɜ:kə/ (n) = the person whose job is to keep sth in good condition
missing /ˈmɪsɪŋ/ (adj) = lost
peg (n) = an object on which you hang things
precious artwork /ˌpreʃəs ˈɑ:twɜ:k/ (n) = valuable works of art
reopen its doors (phr) = to open again after being closed for a period of time

rob /rɒb/ (v) = to steal sth from sb or a place with force
serve a sentence (phr) = to be in prison for a crime
shoot pictures (phr) = to take photographs
stairwell /steəwel/ (n) = an enclosed set of steps
star attraction /ˌstɑ:r əˈtrækʃən/ (n) = the most important object in a public setting
thief /θi:f/ (n) = a person who steals
unhook (sth) from the wall (phr) = to remove (sth) from the wall
unlock the door (phr) = to open a door using a key
unsolved /ʌnˈsɒlvd/ (adj) = not yet having had the answer found
untie /ʌnˈtaɪ/ (v) = to unfasten
vandalise a statue (phr) = to cause deliberate damage to a statue

3g (p. 54)

artist /ˈɑ:tɪst/ (n) = a painter, a musician or a sculptor etc
collection /kəˈleɪʃən/ (n) = a group of objects of the same type
health care /ˈhelθ keə/ (n) = a set of services for treating people who are ill
improve /ɪmˈpru:v/ (v) = to become better
nurse /nɜ:s/ (n) = a person whose job is to look after sick people
physicist /ˈfɪzəsɪst/ (n) = sb who studies physics
pop singer /ˈpɒp ˌsɪŋə/ (n) = a singer of modern music which is popular with young people
president /ˈprezədənt/ (n) = the leader of a country
project /ˈprɒdʒekt/ (n) = a detailed piece of school work
scientist /ˈsaɪəntɪst/ (n) = an expert who works in the field of science
writer /ˈraɪtə/ (n) = an author

3h (p. 55)

biography /baɪˈɒɡrəfi/ (n) = a book about the life of a famous person
chronological order /ˌkrɒnələdʒɪkəl ˈɔ:də/ (n) = (of a list of things) in the order that they happened
combine /kəmˈbaɪn/ (v) = to join together
encourage /ɪnˈkʌrɪdʒ/ (v) = to give sb confidence to do sth
exhibit /ɪɡˈzɪbɪt/ (v) = to put on display
exhibition /ˌeksəˈbɪʃən/ (n) = a public show of pictures etc
hometown /ˈhəʊmˈtaʊn/ (n) = the town that one comes from
marriage /ˈmæɪrɪdʒ/ (n) = the relationship of being husband and wife
medicine /ˈmedəsən/ (n) = a substance used to cure an illness
recover /rɪˈkʌvə/ (v) = to become well again after an illness, etc
sequence /ˈsi:kwəns/ (n) = the order of things happening
sold out /səʊld ˈaʊt/ (adj) = having no more tickets available to buy
surrealism /səˈrɪəlɪzəm/ (n) = a style of painting which is dream-like and unreal

3i (p. 56)

brave /breɪv/ (adj) = bold; courageous
brilliant /ˈbrɪljənt/ (adj) = wonderful
cloth /kloth/ (n) = material
coast /kəʊst/ (n) = land next to the sea
explore /ɪkˈsplɔ:/ (v) = to search and discover
gold /gəʊld/ (n) = a precious metal which is yellow in colour
import /ɪmˈpɔ:t/ (v) = to buy foreign products and bring them into one's country in order to sell them there
importance /ɪmˈpɔ:təns/ (n) = significance

make fun of (phr) = to laugh at sb;
to ridicule sb

ornament /ɔːnəmənt/ (n) = an object
used as a decoration

passion /pæʃən/ (n) = a very strong
feeling that cannot be
controlled; a strong interest

reach /ri:tʃ/ (v) = to get to a
particular level

riches /ˈrɪtʃɪz/ (pl n) = valuable objects

route /ru:t/ (n) = the path you follow
to get to a place

sail /seɪl/ (v) = to travel in a boat
that is pushed by the wind

sailing ship /ˈseɪlɪŋ ʃɪp/ (n) = a large
boat which uses the wind to
move

sailor /ˈseɪlə/ (n) = a person who
works on a sailing ship

set sail (phr) = to start a journey
on a sailing ship

southern /ˈsʌðən/ (adj) = situated in
the south part of a country

spice /speɪs/ (n) = an aromatic
substance used in cooking

storm /stɔːm/ (n) = very bad weather,
with thunder, lightning and
heavy rain

supplies /səˈplaɪz/ (n) = food and
equipment needed for an
activity

tip /tɪp/ (n) = the end of sth long
and narrow

trade route /ˈtreɪd ru:t/ (n) = the path
a ship follows to buy and sell
goods in different countries

weaver /ˈwiːvə/ (n) = a person who
makes cloth using machines

backpacking holiday /ˈbækpækɪŋ
ˌhɒlɪdeɪ/ (n) = a holiday where
you explore an area carrying
all your luggage on your back

beach holiday /ˈbi:tʃ ˌhɒlɪdeɪ/ (n) = a
holiday which is mostly spent
sunbathing and swimming

camping holiday /ˈkæmpɪŋ ˌhɒlɪdeɪ/ (n) =
a holiday where you stay in a
tent

cruise /kruːz/ (n) = a holiday which is
mostly spent travelling on a
large and luxurious ship

safari /səˈfɑːri/ (n) = a journey to see
wild animals

4a (pp. 62-63)

adventure tour /ədˈventʃə tuə/ (n) = a
guided trip whose purpose is
to be exciting

ancient monument /ˈeɪnfənt
ˈmɒnjəmənt/ (n) = an old building
or place which is historically
important

bored (of) /ˈbɔːd əv/ (adj) = no
longer interested in

canyon /ˈkænjən/ (n) = a valley with
very steep rocky sides

capital /ˈkæpɪtl/ (n) = the city where
the government of a country
is

climb /klaɪm/ (v) = to go up a steep
place using your hands and
legs

dangerous /ˈdeɪndʒərəs/ (adj) =
harmful; unsafe

desert /ˈdezət/ (n) = an area with
very little rain and no plants

dune buggy /ˈdjuːn ˌbʌgi/ (n) = a
vehicle that travels over sand

endangered species /ɪnˌdeɪndʒəd
ˈspiːʃiːz/ (n) = an animal or plant
that may soon become extinct

enormous /ɪˈnɔːməs/ (adj) = very big;
huge

explore /ɪkˈsplɔː/ (v) = to search and
discover

flight /flaɪt/ (n) = a journey on an
aeroplane

head (back) /hed ˈbæk/ (v) = to return
to where you started

hill /hɪl/ (n) = an area of land higher
than the land around it

lakeside resort /ˈleɪksaɪd rɪˈzɔːt/ (n) = a
place for a holiday which is
situated beside a lake

lava lake /ˈlɑːvə leɪk/ (n) = an area at
the top of a volcano that
contains lava

mountain bike /ˈmaʊntən baɪk/ (v) = to
travel on a bike which is
specially made for rough
surfaces

mountain /ˈmaʊntən/ (n) = a high land
area that might have snow at
the top

narrow /ˈnærəʊ/ (adj) = not wide

piranha fish /ˈpɪrənə ˌfɪʃ/ (n) = small
fish with sharp teeth and
which are dangerous

sandboarding /ˈsændˌbɔːdɪŋ/ (n) = a
sport in which you travel over
sand on a large board

set out /set ˈaʊt/ (phr v) = to begin a
journey

snowy /ˈsnəʊi/ (adj) = having lots of
snow

spectacular /spekˈtækjələ/ (adj) =
impressive; extraordinary

spend the night (phr) = to sleep at
a place

stunning scenery /ˈstʌnɪŋ ˈsiːnəri/ (n) =
amazing views

surrounded (by) /səˈraʊndəd baɪ/ (pp) =
encircled by

time of your life (phr) = an
amazing time

top (of) /tɒp əv/ (n) = the highest
point of

trek /trek/ (v) = a long, difficult
journey

view /vjuː/ (n) = sight; scenery

volcano /vɒlˈkeɪnəʊ/ (n) = a mountain
with a hole at the top and
which sometimes explodes

windy /ˈwaɪndi/ (adj) = twisty

Skills Practice 3 (pp. 58-59)

confirm /kənˈfɜːm/ (v) = to make sth
certain; to prove true

refreshment /rɪˈfreʃmənt/ (n) = small
amounts of food and drink

Module 4

4 (p. 61)

activity holiday /ækˈtɪvəti ˌhɒlɪdeɪ/ (n) =
a holiday with many exciting
things to do

4b (pp. 64-65)

Arctic Circle /ɑ:kʁk 'sɜ:kəl/ (n) = the very cold area around the North Pole

colourful light /kʌləfəl 'laɪt/ (n) = very bright colours

common /kɒmən/ (adj) = ordinary

display /dɪspleɪ/ (n) = a show

enjoy nature (phr) = to get pleasure from natural things in the world

enjoy yourself (phr) = to have a good time

go dog sledding (phr) = to travel on snow in a vehicle pulled by dog

go sightseeing (phr) = to visit historical or famous places

Guess what! (phr) = You'll never imagine!

have a great time (phr) = to enjoy oneself very much

hope /həʊp/ (v) = to want sth to be true

husky dog /hʌski dɒg/ (n) = a type of dog that is used to pull things across snow

Northern Lights /nɔ:ðən 'laɪts/ (n) = a natural phenomenon in which bright colours are visible in the sky

no way (phr) = under no circumstances

pine forest /paɪn 'fɒrəst/ (n) = a large area of evergreen trees

reindeer stew /reɪndɪə 'stju:/ (n) = a dish made with the meat of reindeer

shop for souvenirs (phr) = to go and buy objects that remind them of a place they have visited

sledding /sledɪŋ/ (n) = the activity of travelling over snow on a sled

snowy /sni: / (adj) = having lots of snow

stay in a hotel (phr) = to live as a visitor at a place which you pay for

sunbathe on the beach (phr) = to lie in the sun beside the sea

take photographs (phr) = to use a camera to take pictures

try local food (phr) = to taste food which is specific to an area

visit historical sites (phr) = to go to areas of archaeological interest

4c (p. 66)

adventure /əd'ventʃə/ (n) = an event full of excitement, action and danger

bison /baɪsən/ (n) = a large wild animal which is similar to a cow

canyon /kænjən/ (n) = a valley with very steep rocky sides

cover /kʌvə/ (v) = to spread over the surface of

deep /di:p/ (adj) = extending a long way down from the top or surface

destroy /dɪ'strɔɪ/ (v) = to damage sth badly

elk /elk/ (n) = a large hairy species of deer

erupt /ɪ'rʌpt/ (v) = (of a volcano) to explode

full (of) /fʊl əv/ (adj) = having a lot of sth

geyser /gi:zə/ (n) = a hole in the ground which spurts hot water and steam

grizzly bear /grɪzli 'beə/ (n) = a very large species of bear

hiking trail /haɪkɪŋ 'treɪl/ (n) = a special path through the countryside used for long walks

hot spring /hɒt 'sprɪŋ/ (n) = a place where hot water flows from the ground

huge /hju:dʒ/ (adj) = enormous

impressive /ɪm'presɪv/ (adj) = causing admiration

into the air (phr) = upwards into the atmosphere

on top of (phr) = on the highest point of

scientist /saɪəntɪst/ (n) = an expert who works in the field of science

sight /saɪt/ (n) = a tourist attraction

spectacular view /spektækjələ 'vju:/ (n) = an amazing sight

state /steɪt/ (n) = the condition that sb or sth is in

thermal pool /θɜ:məl 'pu:l/ (n) = a natural phenomenon which consists of areas of hot water

volcano /vɒl'keɪnəʊ/ (n) = a mountain with a hole at the top and which may erupt

watch out for /wɒtʃ 'aʊt fə/ (phr v) = to look out for

waterfall /wɔ:təfɔ:l/ (n) = water dropping from a higher to a lower point

wildlife /waɪldlaɪf/ (n) = all the animals and plants living in the wild

wolf /wɒlf/ (n) = a wild animal which is a species of dog

4d (p. 67)

cost /kɒst/ (v) = to have a price

head (for) /hed fə/ (v) = to go towards

information desk employee /ɪnfə'meɪʃən desk ɪm'plɔɪ-i:/ (n) = a person whose job is to help answer people's questions about a place

opening hours /əʊpənɪŋ 'aʊəz/ (pl n) = the times that a public building opens and closes

plan /plæn/ (v) = to intend

straight /streɪt/ (adv) = not bending or curving

tourist /tuərist/ (n) = a person who visits a place of interest when on holiday

4e (pp. 68-69)

attract /ə'trækt/ (v) = to get the attention or interest of sb

- below the waves** (phr) = under the surface of the sea
- cast a statue** (phr) = to make a statue using a mould of an object
- cement** /sə'ment/ (n) = a mixture of substances that make concrete
- coral reef** /kɒrəl 'ri:f/ (n) = a large area of a substance like rock which is in the sea
- create statues** (phr) = to make solid images of a person or animal
- cyclist** /saɪkləst/ (n) = a person who rides a bicycle
- damage** /dæmɪdʒ/ (v) = to harm; to destroy
- discourage** /dɪs'kʌrɪdʒ/ (v) = to make sb feel less confident about sth
- dive** /daɪv/ (v) = to go under the surface of the sea, a lake etc
- encourage** /ɪn'kʌrɪdʒ/ (v) = to make sb feel that they want to do sth
- flipper** /flɪpə/ (n) = one of the two flat body parts of particular sea creatures (e.g. penguins) which help them swim
- grow** /grəʊ/ (v) = to develop
- life-size sculpture** /laɪf saɪz 'skʌlptʃə/ (n) = a statue of an object which is the same size as the real thing
- local people** /ləʊkəl 'pi:pəl/ (pl n) = residents of a particular area
- pollution** /pə'lju:ʃən/ (n) = contamination
- recognise** /rekəɡnaɪz, 'rekən-/ (v) = to identify
- repair** /rɪ'peə/ (v) = to fix sth broken
- repel** /rɪ'pel/ (v) = to make sb or sth feel that they do not want to go near a place
- sculptor** /skʌlptə/ (n) = a person who makes statues out of wood, clay, etc
- sculpture** /skʌlptʃə/ (n) = a figure made of stone, wood, etc
- sea creature** /si: 'kri:tʃə/ (n) = an animal that lives in the sea
- share** /ʃeə/ (v) = to have or use sth with another person
- snorkel** /snɔ:kəl/ (v) = a piece of equipment that helps you breathe under water
- stunning** /stʌnɪŋ/ (adj) = extremely beautiful or attractive
- take off** /teɪk 'ɒf/ (phr v) = to remove sth that you are wearing
- think about the environment** (phr) = to consider the natural world we live in
- ugly** /ʌɡli/ (adj) = unattractive
- underwater** /ʌndəwɔ:tə/ (adj) = below the surface of water
- 4f (p. 70-71)**
- acoustics** /ə'ku:stɪks/ (pl n) = the effect a building has on the quality of sound
- auditorium** /ɔ:də'tɔ:riəm/ (n) = the part of a theatre where the audience sit
- bay** /beɪ/ (n) = an area of sea surrounded on three sides by land
- block** /blɒk/ (v) = to prevent the movement of sth
- blow (sb) away** /bləʊ ə'weɪ/ (phr v) = to impress (sb) greatly
- climate** /klaɪmət/ (n) = the weather of a region
- construct** /kən'strʌkt/ (v) = to build; to create
- contemporary** /kən'tempərəri/ (adj) = modern
- cosy restaurant** /kəʊzi 'restərɒnt/ (n) = a small and warm place to eat
- diverse** /daɪ'vɜ:s/ (adj) = varied
- exterior** /ɪk'stɪəriəl/ (n) = the outer surface of sth
- flea market** /fli: 'mɑ:kət/ (n) = a market with second-hand goods
- fresh** /freʃ/ (adj) = (of food) made recently
- hectare** /hekteə/ (n) = a measurement of an area of land (10,000m²)
- interior** /ɪn'tɪəriəl/ (n) = the inside of sth
- panorama** /pænə'rɔ:mə/ (n) = a view of a wide area
- pavilion** /pə'vɪljən/ (n) = an outdoor structure used for events
- peaceful garden** /pi:sfəl 'ɡɑ:dən/ (n) = a quiet area of green space
- produce** /prɒdju:s/ (n) = fruit and vegetables
- roar** /rɔ:/ (n) = a deep loud sound
- show (sb) around** /ʃəʊ ə'raʊnd/ (phr v) = to show sb all the interesting features of a place
- speciality** /speʃəli/ (n) = a product which is extremely good in a restaurant or place
- spectacular** /spek'tækjələ/ (adj) = impressive; extraordinary
- stunning view** /stʌnɪŋ 'vju:/ (n) = amazing scenery
- tea-house** /ti:haus/ (n) = a small building in which tea is served
- wide harbour** /waɪd 'hɑ:bə/ (n) = a large area by the coast where boats are kept
- world heritage site** /wɜ:ld 'herətɪdʒ ,saɪt/ (n) = a place that is listed as having special significance
- 4g (p. 72)**
- airline** /eəlaɪn/ (n) = an aircraft company
- awful** /ɔ:fəl/ (adj) = terrible
- crowded** /kraʊdəd/ (adj) = full of people
- dirty** /dɜ:ti/ (adj) = not clean
- flight** /flaɪt/ (n) = a journey in an aircraft
- food poisoning** /fu:d 'pɔɪzənɪŋ/ (n) = an illness caused by eating sth dangerous
- hotel room** /həʊtel ru:m, rum/ (n) = the room in a hotel that you pay for to stay in
- luggage** /lʌɡɪdʒ/ (n) = baggage

miss /mɪs/ (v) = to fail to do, see or notice sth

passport /pæspɔ:t/ (n) = an official document which has a person's information and photograph and allows them to travel to foreign countries

steal /sti:l/ (v) = to take sth from sb without permission

sunburnt /sʌnbɜ:nt/ (adj) = having sore, bright pink skin after spending too much time in the sun

victim /vɪktəm/ (n) = sb who suffers death, injury or loss

weather /weðə/ (n) = conditions such as rain, temperature, etc that occur in a particular area

4h (p. 73)

cloudy /klaudi/ (adj) = in or with clouds in the sky

fishing village /fɪʃɪŋ ˌvɪlɪdʒ/ (n) = a small town where the people fish for a living

luxury hotel /ˌlʌkʃəri hæʊtel/ (n) = a hotel which is very expensive

plantation /plænˈteɪʃən/ (n) = a large farm

rainforest /reɪnfɔrɛst/ (n) = a tropical forest

storm /stɔ:m/ (n) = very bad weather, with thunder, lightning and heavy rain

4i (p. 74)

abroad /əˈbrɔ:d/ (adv) = in or to a foreign country

arts and crafts /ɑ:ts ən ˈkra:fts/ (pl n) = objects made by hand

behaviour code /bɪˈheɪvjə kəʊd/ (n) = a set of principles about how to act

book /bʊk/ (v) = to make a reservation

brand /brænd/ (n) = a product made by a particular company

business /ˈbɪznəs/ (n) = a company

care /keə/ (v) = to protect or look after sth or sb

clean up /kli:n ˈʌp/ (phr v) = to remove the dirt from a place

culture /ˈkʌltʃə/ (n) = the beliefs, arts, philosophy, etc that define a civilisation

custom /ˈkʌstəm/ (n) = sth that is done by people in a particular society

environmentally-responsible /ɪnvaɪrənməntli-rɪˈspɒnsəbəl/ (adj) = not harming the environment

get to know (phr) = to learn about

guest /ɡest/ (n) = a visitor; sb we have invited

handmade /hændˈmeɪd/ (adj) = made using the hands instead of a machine

historical site /hɪˈstɒrɪkəl ˈsaɪt/ (n) = a place of archaeological interest

interested (in) /ɪntrəstəd ɪn/ (adj) = wanting to learn about

local brand /ˌləʊkəl ˈbrænd/ (n) = a product sold in a particular area

locals /ˌləʊkəlz/ (pl n) = the people who live in a particular place

make a good impression (phr) = make sb have a good opinion

memory /ˈmeməri/ (n) = the ability to keep and recall information, experiences, events, etc

monument /ˈmɒnjəmənt/ (n) = a building or a statue built to honour sb/sth special

representative /ˌreprəˈzentətɪv/ (n) = sb who does sth officially for a group of people

respect /rɪˈspekt/ (n) = having a good opinion of sb

show respect (phr) = to display the feeling of respect

smile /smaɪl/ (n) = a shape of the mouth which shows friendliness

support /səˈpɔ:t/ (v) = to give practical help

treat /tri:t/ (v) = to behave towards sb in a particular way

Skills Practice 4 (pp. 76-77)

alike /əˈlaɪk/ (adv) = in a similar way
chalet /ˈʃæleɪ/ (n) = a small wooden house used by people on holiday

colony /kəˈləni/ (n) = a group of animals of the same type that live together

inlet /ɪnˈlet/ (n) = a narrow strip of water between islands

operate /ˈɒpəreɪt/ (v) = to work; to be functional

Module 5

5 (p. 79)

deforestation /diːfɔrəˈsteɪʃən/ (n) = the destruction of forests by humans

endangered animal /ɪnˌdeɪndʒəd ˈænəməl/ (n) = an animal in danger of extinction

global warming /ˌɡləʊbəl ˈwɔ:mnɪŋ/ (n) = a general increase in world temperatures

homelessness /ˈhəʊmləsnes/ (n) = the condition of people having nowhere to live

pollution /pəˈlu:ʃən/ (n) = contamination

racism /ˈreɪsɪzəm/ (n) = the unfair treatment of people because they do not share the same culture and characteristics as oneself

unemployment /ˌʌnɪmˈplɔɪmənt/ (n) = the condition of having no job

5a (pp. 80-81)

affect /əˈfekt/ (v) = to change sth or sb in some way; to influence

awful /ˈɔ:fəl/ (adj) = terrible

challenge /ˈtʃæləndʒ/ (n) = a difficult or demanding task

clear /kliə/ (v) = to remove whatever is blocking an area

conditions /kənˈdɪʃənz/ (pl n) = circumstances

destroy /drɪˈstrɔɪ/ (v) = to damage sth badly

drought /draʊt/ (n) = a long period without rainfall
earthquake /ˈɜːθkweɪk/ (n) = a sudden violent movement of the earth's surface
flood /flʌd/ (n) = an overflowing of water onto land
forest fire /ˈfɒrəst ˈfaɪə/ (n) = a fire in a wooded area
hurricane /ˈhʌrəkən/ (n) = a very violent wind or storm
injury /ˈɪndʒəri/ (n) = damage to sb's body caused by an accident
medical supplies /ˈmedɪkəl səplaɪz/ (pl n) = items needed to treat illness or injury
natural disaster /ˈnætʃərəl dɪˈzɑːstə/ (n) = a catastrophe that has occurred through natural processes rather than people
rebuild /riːˈbɪld/ (v) = to build again
rescue team /ˈreskjʊ tiːm/ (n) = a group of people whose aim is to save sb who is lost or trapped
rubble /ˈrʌbəl/ (n) = piles of broken stone from a collapsed building
running water /ˈrʌnɪŋ ˈwɔːtə/ (n) = water that comes from a tap
suffer /ˈsʌfə/ (v) = to experience pain or unpleasant emotions
tornado /ˈtɔːneɪdəʊ/ (n) = a violent wind storm
tsunami /tsʊˈnɑːmi/ (n) = a very large wave, usu caused by an earthquake under the sea, which can be very destructive
volunteer team /ˌvɒləntɪə tiːm/ (n) = a group of people who offer to help people in need without payment
wage /weɪdʒ/ (n) = regular payment for work

5b (pp. 82-83)

achieve /əˈtʃiːv/ (v) = to succeed in doing
award /əˈwɔːd/ (n) = money or a prize that sb is given

best-selling /ˌbest ˈselɪŋ/ (adj) = extremely popular and sold in large numbers
build /bɪld/ (v) = to construct
campaign /kæmˈpeɪn/ (n) = a planned set of activities intended to achieve a particular result
cause /kɔːz/ (v) = to make sth happen
child labour /ˈtʃaɪld ˈleɪbə/ (n) = practical work done by children often in harsh conditions
courage /ˈkʌrɪdʒ/ (n) = the quality of being brave
disease /dɪˈziːz/ (n) = an illness
end up /ˌend ˈʌp/ (phr v) = to finally be in a particular place or situation
failure /ˈfeɪljə/ (n) = not a success
ground /graʊnd/ (n) = the surface of the Earth
humanitarian /ˌhjuːmənəˈteəriən/ (adj) = involved in reducing the suffering of people
hunger /ˈhʌŋɡə/ (n) = a severe lack of food
hungry /ˈhʌŋɡri/ (adj) = feeling the need to eat
ignorance /ɪɡnərəns/ (n) = a lack of knowledge or understanding
illiteracy /ɪˈlɪtərəsi/ (n) = the inability to read or write
injured /ˈɪndʒəd/ (adj) = hurt or wounded
issue /ɪˈʃuː, ˈɪʃjuː/ (n) = an important subject requiring discussion
look after /lʊk ˈɑːftə/ (phr v) = to take care of
make it (to) /meɪk ɪt/ (phr) = to reach a place
organisation /ˌɔːɡənɪˈzeɪʃən/ (n) = a group of people that work together for a purpose
peace /piːs/ (n) = freedom from war
poor /pɔː/ (adj) = having very little money
poverty /ˈpɒvəti/ (n) = the condition of being poor

promise /ˈprɒməs/ (v) = to say that you will do sth and to give your word
proof /pruːf/ (n) = evidence
raise money (phr) = to collect money for a cause
run /rʌn/ (v) = to move quickly, faster than walking; to be in control of a company, organisation, etc
save /seɪv/ (v) = (of money) to not spend; to put aside
set out /ˌset ˈaʊt/ (phr v) = to start an activity with a particular purpose
smile /smaɪl/ (n) = a shape of the mouth which shows friendliness
stick /stɪk/ (n) = a long thin piece of wood
stumble /ˈstʌmbəl/ (v) = to walk awkwardly
thrilling /ˈθrɪlɪŋ/ (adj) = exciting
top /tɒp/ (n) = peak; summit
war /wɔː/ (n) = fighting between two or more opposing groups or countries
yet /jet/ (adv) = still; until the present time

5c (p. 84)

animal shelter /ˌænɪməl ˈʃeltə/ (n) = a place that gives help and protection to animals
appear /əˈpiə/ (v) = to be present or noticeable
cash /kæʃ/ (n) = money
cause /kɔːz/ (n) = an aim or principle which is socially valuable and which many people support or fight for
celebrity /ˌsəˈlebrəti/ (n) = a famous person; a star
charity event /ˈtʃærəti ɪˈvent/ (n) = sth that happens in order to collect money for those in need
cheque /tʃek/ (n) = a piece of paper used to make payments

clown nose /klaʊn ,nəʊz/ (n) = a round red object that is placed on the nose and which clowns wear

collect /kə'lekt/ (v) = to gather together

comedy /kɒmədi/ (n) = a play, TV programme or film that is designed to be amusing and make you laugh

famine /fæmən/ (n) = severe hunger

get an education (phr) = to go to school to learn things

get involved (phr) = to join in

laughter /lɑ:ftə/ (n) = the sound sb makes when they think sth is funny

make a donation (phr) = to give money to a charity

organise /ɔ:gənaɪz/ (v) = to arrange

part (of) /pɑ:t əv/ (n) = a piece of

raise money (phr) = to collect money for a cause

record a song (phr) = to store a song using electronic equipment

silly outfit /sɪli 'aʊtfit/ (n) = clothes that look ridiculous

sketch /sketʃ/ (n) = a short funny performance

sort (of) /sɔ:t əv/ (n) = kind of

support /sə'pɔ:t/ (v) = to give practical help

take place (phr) = to happen

terrible /tə'reɪbəl/ (adj) = horrible; awful

viewer /'vjʊə/ (n) = a person who watches sth

5d (p. 85)

chance /tʃɑ:ns/ (n) = possibility

collect donations (phr) = to gather together money which is for charity

decorate the venue (phr) = to make the place of an event more attractive

give a hand (phr) = to help with sth

make banners (phr) = to create signs made from cloth

mind /maɪnd/ (v) = to be annoyed by

nearly /nɪəli/ (adv) = almost

put up posters (phr) = to stick posters on walls

sell tickets (phr) = to make tickets available for people to buy

5e (pp. 86-87)

alternative /ɔ:l'tɜ:nətɪv/ (n) = a different choice

by accident (phr) = without intention

challenging /tʃæləndʒɪŋ/ (adj) = difficult and demanding

conservation project /kɒnsə'veɪʃən ,prɒdʒekt/ (n) = a piece of planned work whose aim is to protect natural areas

creature /kri:tʃə/ (n) = anything that is a living being (usu of animals)

cut down /kʌt 'daʊn/ (phr v) = to cause sth to fall by striking with a sharp object like a blade

dawn /dɔ:n/ (n) = the early morning

destroy /di'strɔɪ/ (v) = to damage sth badly

die out /daɪ 'aʊt/ (phr v) = to become extinct

excited /ɪk'saɪtəd/ (adj) = enthusiastic

experience /ɪk'spiəriəns/ (n) = gained knowledge or skill

farming /fɑ:mɪŋ/ (n) = the activity of working on a farm

female /fi:meɪl/ (n) = a woman

float /fləʊt/ (v) = to not sink

fur /fɜ:/ (n) = the thick, soft hair that covers animals' bodies

get caught (phr) = to be seen doing sth wrong or illegal

habitat /hæbɪtæt/ (n) = environment; natural home

hammock /hæmək/ (n) = a bed consisting of a net tied between two supports

hunting /hʌntɪŋ/ (n) = chasing an animal for food or sport

lay (their) eggs (phr) = to produce eggs by pushing out of the body

left /left/ (pp) = having as a remaining amount

location /ləʊkeɪʃən/ (n) = place

meat /mi:t/ (n) = parts of an animal that people eat

mistake (for) /mɪ'steɪk fə/ (v) = to confuse sth with sth different

monitor /mɒnɪtə/ (v) = to watch a situation carefully

nest /nest/ (n) = a place made by a bird or insect for its eggs

net /net/ (n) = a material that is loosely woven so it allows small objects through and traps others

observation team /əbzə'veɪʃən ti:m/ (n) = a group of people who watch carefully the way sth happens

patrol /pə'trəʊl/ (v) = to move around an area to make sure there is nothing wrong

poacher /pəʊtʃə/ (n) = sb who hunts animals illegally

poison /pɔɪzən/ (v) = to add a dangerous substance to sth

polluted /pə'lju:təd/ (adj) = dangerously dirty

porch /pɔ:tʃ/ (n) = a veranda

rainforest /reɪnfɔ:rest/ (n) = a tropical forest

recently /ri:səntli/ (adv) = lately

record /rɪ'kɔ:d/ (v) = to write down information for future use

relaxing /rɪ'læksɪŋ/ (adj) = making one feel calm and pleasant

shocked /ʃɒkt/ (adj) = very surprised and upset by sth bad that happens unexpectedly

species /spi:ʃi:z/ (n) = a set of animals or plants that can breed with each other

spectacular /spek'tækjələ/ (adj) = impressive; extraordinary

steep slope /sti:p 'sləʊp/ (n) = the side of a hill or mountain which rises abruptly

survey /sɜːveɪ/ (n) = a study; a research

team /tiːm/ (n) = an organised group of people

threat /θret/ (n) = a danger to sth

tiring /taɪərɪŋ/ (adj) = making you feel that you need to rest

track /træk/ (v) = to follow by looking at traces left behind

5f (pp. 88-89)

a dream comes true (phr) = when sth you have wished for happens

association /əˌsəʊsi'eɪʃən, əˌsəʊʃi-/ (n) = organisation

bang your head (phr) = to hit your head against sth

challenge /tʃæləndʒ/ (n) = a difficult or demanding task

champ /tʃæmp/ (n) = winner; champion

desert /dezət/ (n) = an area with very little rain and no plants

determination /dɪˌtɜːmə'neɪʃən/ (n) = strong will

follow in (sb's) footsteps (phr) = to do the same as sb else because they inspire you

get a swollen knee (phr) = to injure one's knee and as a result it swells up

get sore feet (phr) = to feel pain in one's feet due to walking too much

make a donation (phr) = to give money to charity

motivate /məʊtəveɪt/ (v) = to make sb want to do sth

nasty fall /nɑːsti 'fɔːl/ (n) = a painful accident caused by suddenly going down onto the ground

on average (phr) = as a typical amount

physical pain /fɪzɪkəl 'peɪn/ (n) = pain that is felt on the body

quit /kwɪt/ (v) = to leave one's job

raise money (phr) = to collect money for a cause

scratch your face (phr) = to cut the skin of one's face slightly with sth sharp

set a world record (phr) = to be the best or fastest ever in a sport or activity

sprain your wrist (phr) = to twist and injure the part of the body between the hand and the arm

sunscreen /sʌnskriːn/ (n) = a lotion or cream that protects your skin from the sun

twist your ankle (phr) = to injure the part of the body between the foot and the leg by bending it awkwardly

5g (p. 90)

camp counsellor /kæmp 'kaʊnsələ/ (n) = the person who gives advice at a summer camp

clean out a pond (phr) = to remove dirt from a small artificial lake

collect rubbish for recycling (phr) = to gather together things that have been thrown away so that they can be used again

cook on a barbecue (phr) = to cook food outside over a fire

eco-camp /iːkəʊ kæmp/ (n) = a camp whose aim is to help the environment and not harm the ecology of an area

first-aid course /fɜːst 'eɪd kɔːs/ (n) = a set of lessons whose aim is to teach basic medical treatment

go on a nature hike (phr) = to participate in long walks in natural surroundings

grow vegetables (phr) = to produce vegetables oneself by planting seeds

plant trees (phr) = to place young trees in the ground in order for them to grow

sit around a campfire (phr) = to gather around a fire made outdoors

sleep in wooden huts (phr) = to sleep in small buildings made from wood

5h (p. 91)

burn down /bɜːn 'daʊn/ (phr v) = to destroy sth by setting fire to it

recycling /rɪ'saɪklɪŋ/ (n) = processing paper, glass, etc so that they can be used again

replace /rɪ'pleɪs/ (v) = to get a new object to use when the old one has broken

tough /tʌf/ (adj) = difficult

5i (p. 92)

control /kən'trəʊl/ (v) = to limit the effects of sth

coral reef /kərəl 'riːf/ (n) = a large area of a substance like rock formed in the sea by the bones of very small sea animals

cover /kʌvə/ (v) = to spread over the surface of

end up /end 'ʌp/ (phr v) = to finally be in a place

factory /fæktəri/ (n) = a building where goods are made with the use of machines

feed /fiːd/ (v) = to give sb or an animal food to eat

float /fləʊt/ (v) = to not sink

harmful /hɑːmfəl/ (adj) = causing damage

heat /hiːt/ (n) = warmth

majestic /mə'dʒestɪk/ (adj) = causing great admiration and respect

make up /meɪk 'ʌp/ (phr v) = to form a specific number as part of a whole

mammal /mæməl/ (n) = an animal that gives birth to babies and feeds them with its milk

ocean current /əʊʃən 'kʌrənt/ (n) = a movement of water in one direction and which is in the sea

overfishing /əʊvə'fɪʃɪŋ/ (n) = the act of catching too many fish

poison /ˈpɔɪzən/ (v) = to pollute sth with dangerous chemicals

precious /ˈpreʃəs/ (adj) = valuable

protect /prəˈtekt/ (v) = to defend sb/sth

rainfall /ˈreɪnfɔːl/ (n) = the amount of rain that falls

record /rɪˈkɔːd/ (v) = to write down for future use

surface /ˈsɜːfəs/ (n) = the area that is on the top or the outside of sth

survival /səˈvaɪvəl/ (n) = existence

take out /ˌteɪk ˈaʊt/ (phr v) = to remove

tuna /ˈtjuːnə/ (n) = a type of fish that lives in the sea

water supply /ˈwɔːtə səˈplaɪ/ (n) = the provision of water

wave /weɪv/ (n) = water which visibly moves across the surface of the sea

whale /weɪl/ (n) = a very large sea mammal

wind pattern /ˈwɪnd ˌpætən/ (n) = the way the wind moves in a particular area

Skills Practice 5 (pp. 94-95)

break the law (phr) = to do sth illegal

critical /ˈkrɪtɪkəl/ (adj) = extremely serious or important

dedicate (oneself to sth)

/ˈdedəkeɪt/ (v) = to give all one's energy and time to sth

fresh start /ˈfref ˈstɑːt/ (n) = a new beginning

neglected /nɪˈgлектəd/ (adj) = not cared for

paramedic /ˌpærəˈmedɪk/ (n) = a person who is not a doctor but who gives medical aid in emergencies

recover /rɪˈkʌvə/ (v) = to become well again after an illness etc

rewarding /rɪˈwɔːdɪŋ/ (adj) = satisfying

show up /ʃəʊ ˈʌp/ (phr v) = to appear

wander (around) /ˈwɒndə/ (v) = to walk around without any specific purpose

Module 6

6 (p. 97)

(be) located in (phr) = to be situated in a place

design /dɪˈzaɪn/ (v) = to plan and make a detailed drawing of sth

oil painting /ˈɔɪl ˌpeɪntɪŋ/ (n) = a painting produced with oil-based paints

reflect /rɪˈflekt/ (v) = to be a sign of a situation or feeling

sailing ship /ˈseɪlɪŋ ʃɪp/ (n) = a large boat that uses the wind to move

sculpt /skʌlpt/ (v) = to create an object out of wood, clay etc using a special tool

statue /ˈstætʃuː/ (n) = an object made to look like a person or an animal

6a (pp. 98-99)

armoury /ˈɑːməri/ (n) = a place where weapons are stored

battle /ˈbætl/ (n) = a conflict between groups of people usu armed

build /bɪld/ (n) = the shape and size of sb's body

burial site /ˈberiəl ˌsaɪt/ (n) = the place where sb is buried

bury /beri/ (v) = to put a dead body into the ground

chariot /ˈtʃæriət/ (n) = a two-wheeled vehicle pulled by a horse, used in ancient times

clay /kleɪ/ (n) = earth that becomes hard when baked

dig /dɪg/ (v) = to make a hole in the ground by moving soil using a tool or a machine

elaborate /ɪˈləbəreɪt/ (adj) = containing many detailed parts

emperor /ˈempərə/ (n) = the male ruler of a group of countries

excavate /ˈekskeɪvət/ (v) = to dig up the ground in order to find ancient objects and study them

facial expression /ˈfeɪʃəl ɪksˌspreʃən/ (n) = the look on sb's face

feature /ˈfi:tʃə/ (n) = an interesting or characteristic part of sth

fortress /ˈfɔːtrəs/ (n) = a strong building used for defence from attack

guard /ɡɑːd/ (v) = to protect

individual /ˌɪndəˈvɪdʒuəl/ (adj) = relating to a single person or thing rather than a large group

life-sized /ˈlaɪf saɪzd/ (adj) = being the same size as the thing it represents

marble /ˈmɑːbəl/ (n) = a kind of hard rock used in building and sculpture

metal /ˈmetl/ (n) = a substance that is hard, i.e. iron, gold etc

model /ˈmɒdl/ (v) = to make a representation of sth real

pit /pɪt/ (n) = a large hole in the ground

possessions /pəˈzeʃənz/ (pl n) = property

reign /reɪn/ (n) = to be the ruler of a country

remain /rɪˈmeɪn/ (v) = to continue in a particular state

reveal /rɪˈviːl/ (v) = to uncover

riches /ˈrɪtʃəz/ (pl n) = valuable objects

splendour /ˈsplendə/ (n) = great beauty

stone /stəʊn/ (n) = a hard solid, mineral substance

terracotta /ˌterəˈkɒtə/ (n) = reddish - brown clay

tomb /tuːm/ (n) = a large stone structure where sb is buried

treasure-filled /ˈtreʒə ˌfɪld/ (adj) = being full of valuable objects

undisturbed /ˌʌndɪ'stɜːbd/ (adj) = not touched or changed in any way

unique /juː'niːk/ (adj) = being the only one of its kind

untouched /ˌʌn'tʌtʃt/ (adj) = unchanged and not damaged by people

well /wel/ (n) = a hole in the ground from which we can get water

wood /wud/ (n) = the material which forms the trunks and branches of trees

6b (pp. 100-101)

astonishing /ə'stɒnəʃɪŋ/ (adj) = amazing

call off /kɔːl 'ɒf/ (phr v) = to postpone

carve (sth out of sth else) /kɑːv/ (v) = to create sth by cutting it out of wood, stone, etc

complete /kəm'pliːt/ (v) = to finish

copper /kɒpə/ (n) = a reddish - brown metal

dazzled /dæzəld/ (pp) = amazed

dinosaur bone /daɪnəsɔː 'bəʊn/ (n) = a part of the skeleton of a prehistoric creature

element /eləmənt/ (n) = part

emu /iːmjuː/ (n) = a large Australian bird which cannot fly

fibreglass /faɪbəglɑːs/ (n) = a light material made with glass and plastic

fossil /fɒsəl/ (n) = a part of or the shape of sth that lived in prehistoric times and is preserved in rock

hand in /hænd 'ɪn / (phr v) = to give sth to sb

have a sweet tooth (phr) = to be fond of sweets

hold /həʊld/ (v) = to have

limestone /laɪmstəʊn/ (n) = a white rock

line /laɪn/ (v) = to cover the inside surface of sth

mighty beast /maɪti 'biːst/ (n) = magnificent creature

mural /mɪjʊərəl/ (n) = a large picture that has been painted on a wall

on display (phr) = on show

plantation /plæn'teɪʃən/ (n) = a large farm

pose (for) /pəʊz/ (v) = to take on a position to be photographed

renovation /renə'veɪʃən/ (n) = the act of repairing and improving a building

repair /rɪ'peə/ (n) = sth which is done to fix sth

roadside attraction /rəʊdsaɪd ə'trækʃən/ (n) = sth that is on the edge of a road and which people want to visit or see

sculptor /skʌlptə/ (n) = sb who makes pieces of art out of wood, stone, etc

steel /stiːl/ (n) = a hard metal made from iron and carbon

transform /træns'fɔːm/ (v) = to change

wildlife reserve /waɪldlaɪf rɪ'zɜːv/ (n) = a protected area of land to keep animals safe

6c (p. 102)

Aboriginal /æbə'rɪdʒənəl/ (adj) = having existed in a continent since the earliest time known to people

announce /ə'naʊns/ (v) = to show that sth is going to happen

attendance /ə'tendəns/ (n) = sb's presence at an event

background /'bækgraʊnd/ (n) = your family and your experience of life

bark /bɑːk/ (n) = the outer surface of a tree

bond /bɒnd/ (n) = a feeling of close connection

come together in unity (phr) = to be joined together and in agreement with each other

constructed /kən'strʌktəd/ (pp) = made

continent /'kɒntɪnənt/ (n) = one of the seven land masses of Earth

didgeridoo /dɪdʒə'rɪduː/ (n) = a long wooden wind instrument

discuss /dɪ'skʌs/ (v) = to talk about

dot /dɒt/ (n) = a very small round mark

gathering /'gæðərɪŋ/ (n) = a meeting when many people come together

handmade boomerang /hændmeɪd 'buːməɾæŋ/ (n) = a curved stick which when thrown comes back to the person who threw it and which is made by hand

hang /hæŋ/ (v) = to be attached to a high place or a wall

highlight /'haɪlaɪt/ (v) = to draw attention to

holy ground /həʊli 'graʊnd/ (n) = land which is related to a religion

invest /ɪn'vest/ (v) = to put money or effort into sth

raise awareness (phr) = to make the public know about a problem

soul /səʊl/ (n) = the spiritual part of a person

spirit /'spɪrɪt/ (n) = the soul; the non-physical part of a person

tribe /traɪb/ (n) = a social group of people of the same race ruled by their leader

6d (p. 103)

airmail /eəmeɪl/ (n) = a system of sending letters by aircraft

envelope /envələʊp/ (n) = a rectangular or square cover usu made of paper which is used to send letters, cards etc

post box /pəʊst bɒks/ (n) = a large container in a public place where you can post letters

postal address /pəʊstl ədres/ (n) = the number of a house and name of road and town where letters can be sent

postmark /pəʊstmɑːk/ (n) = an official stamp on a letter stating what time and from where it was sent

registered post /redʒəstəd 'pəʊst/ (n) = a special postal service that makes sure parcels and letters do not get lost

return address /rɪ'tɜːn ə'dres/ (n) = the address of the sender of a parcel or letter

scales /skeɪlz/ (pl n) = a machine used for weighing people or things

stamp /stæmp/ (n) = a small piece of paper which is stuck on an envelope to show that sb has paid for postage

surface mail /sɜːfəs meɪl/ (n) = a system of sending letters over land and sea rather than by air

6e (pp. 104-105)

accuracy /ækjə'reɪsi/ (n) = precision

attention to detail (phr) = careful thought to small characteristics

authentic /ɔːθentɪk/ (adj) = genuine

baker's /'beɪkəz/ (n) = a place where one buys bread, cakes and other sweets

border /'bɔːdə/ (v) = to form the edge of

bread roll /'bred 'rəʊl/ (n) = a small round loaf of bread

canal /kə'neɪl/ (n) = a passage of water that boats use to travel along and allows water to be directed from one area to another

carnival mask /kɑːnə'vel mɑːsk/ (n) = a face covering which people wear at carnival time

charm /tʃɑːm/ (n) = appeal

chemist's /'keməstɪz/ (n) = a place which sells medicine, beauty and other health-related products

confectioner's /kən'fekʃənərz/ (n) = a shop that sells sweets and chocolates

delicatessen /ˌdelɪkə'tesən/ (n) = a shop that sells high-quality foods

designer clothes /dɪˌzaɪnə 'kləʊðz, 'kləʊz/ (pl n) = clothes made by a famous person or company

disturb /dɪ'stɜːb/ (v) = to bother

dry cleaner's /draɪ 'kliːnəz/ (n) = a shop where clothes are cleaned using chemicals

elegant /'eləɡənt/ (adj) = stylish and graceful

enormous /ɪ'nɔːməs/ (adj) = very big; huge

exclusive /ɪk'sklʊːsɪv/ (adj) = limited to one group of people

eye drops /aɪ drɒps/ (pl n) = medicine for the eyes which can be applied in small amounts

fashion boutique /'fæʃən buːtiːk/ (n) = a shop that sells fashionable clothes

glide /ɡlaɪd/ (v) = to move smoothly and continuously

gondolier /ˌɡɒndə'liə/ (n) = a man who takes people from one place to another in a gondola

high-quality /haɪ 'kwɒləti/ (adj) = being of a very good standard

influence /ɪnfluəns/ (v) = to affect sb's way of thinking and behaviour

inspiration /ɪnspə'reɪʃən/ (n) = idea

inspire /ɪn'spaɪə/ (v) = to fill sb with a desire to do sth

in the open air (phr) = outdoors

jeweller's /dʒuːələz/ (n) = a shop where you buy expensive rings, bracelets, etc

juggler /dʒʌɡlə/ (n) = a person who throws objects into the air and catches them again to entertain people

line /laɪn/ (v) = to form a row along the side of

living statue /ˌlɪvɪŋ 'stætʃuː/ (n) = an entertainer who pretends to be a real statue

optician's /'ɒptɪʃənɪz/ (n) = a shop where you can get your eyes tested and buy glasses

packed (with) /pækt/ (adj) = filled (with)

replica /replɪkə/ (n) = a copy

resemble /rɪ'zembəl/ (v) = to look like

serenade /ˌserə'neɪd/ (v) = to sing for sb

shimmer /ʃɪmə/ (v) = to shine with a light that seems to shake

stationer's /steɪʃənəz/ (n) = a shop that sells things needed for writing

steer /stɪə/ (v) = to control the direction of a vehicle

stroll /strəʊl/ (v) = to walk in a relaxed way

tourist attraction /tuərist ə'trækʃən/ (n) = a place visited by tourists

twilight /'twɑɪlaɪt/ (n) = the time in the evening before it becomes completely dark

6f (pp. 106-107)

approach /ə'prəʊtʃ/ (v) = to come near to

banjo /bəndʒəʊ/ (n) = a stringed musical instrument

(be) worth it (phr) = to be interesting or important enough to do

block /blɒk/ (n) = a solid straight-sided piece of sth

brass instrument /brɑːs 'ɪnstrəmənt/ (n) = a musical instrument which is made of a bright yellow metal such as a trumpet, trombone etc

chill-out /tʃɪl aʊt/ (adj) = relaxing

compose /kəm'pəʊz/ (v) = to write a piece of music

crew /kruː/ (n) = a group of people who work together

deep freeze /diːp 'friːz/ (n) = freezer

didgeridoo /ˌdɪdʒərɪ'duː/ (n) = the traditional musical instrument of Aboriginal Australians

escape /ɪ'skeɪp/ (v) = to get away

experiment /ɪk'sperəmənt/ (v) = to try out new things in order to see the effects they have

flute /flu:t/ (n) = a musical instrument like a thin pipe

freezer /fri:zə/ (n) = a large container like a fridge which keeps things frozen

frozen /frəʊzən/ (adj) = very hard because of being kept at a very low temperature

glacier /glæsiə/ (n) = an extremely large mass of ice

grunge /grʌndʒ/ (n) = a type of loud rock music

harp /hɑ:p/ (n) = a musical instrument made up of many strings which are plucked using both hands

heavy metal /hevi 'metl/ (n) = a type of rock music with a strong beat that is played loudly on electric guitars and often in a distorted manner

hip house /hɪp haʊs/ (n) = a type of music which is a mixture of hip hop and electronic dance music

horn /hɔ:n/ (n) = a musical instrument consisting of a tube which is narrow at one end and wide at the other

icicle /aɪsɪkəl/ (n) = a spike of ice formed by water dripping

in demand (phr) = wanted very much; popular

Mother Nature /mʌðə 'neɪtʃə/ (n) = a metaphorical description of Earth and nature

music critic /mju:zɪk 'krɪtɪk/ (n) = a person whose job is to express their opinion about music

music hall /mju:zɪk hɔ:l/ (n) = a building with a large room where an audience sits and listens to live music

percussion instrument /pə'kʌʃən ,ɪnstrəmənt/ (n) = a musical instrument that you hit or shake, such as drums, maracas etc

percussionist /pə'kʌʃənɪst/ (n) = a person who plays percussion instruments

string instrument /strɪŋ ,ɪnstrəmənt/ (n) = a musical instrument that produces sound with strings that vibrate, such as a violin, guitar etc

take a whole new direction (phr) = to develop in a completely different way

tambourine /tæmbə'reɪn/ (n) = a percussion instrument which looks like a small drum with jingling disks fitted around the edge

trumpet /trʌmpət/ (n) = a brass musical instrument with a curved metal tube that is wide at the end, and three keys that are pressed so as to produce music

tune (in to) /tju:n/ (v) = to listen to sth on the radio

violin /vaɪə'lɪn/ (n) = a stringed musical instrument made of wood and played with a bow

waterfall /wɔ:təfɔ:l/ (n) = water dropping from a higher to a lower point

wind instrument /wɪnd ,ɪnstrəmənt/ (n) = a musical instrument that produces sound when the player blows air into it

6g (p. 108)

(a place) of cultural interest (phr) = (a place) related to a particular society and its art, ideas etc

ancient theatre /eɪnʃənt 'θiətə/ (n) = the remains of a structure which, in the distant past, was a place of entertainment

archaeological site /ɑ:kiə'lɒdʒɪkəl ,saɪt/ (n) = an area of ground which has historical significance

art gallery /ɑ:t ,gæləri/ (n) = a building which exhibits works of art

castle /kɑ:səl/ (n) = a large building with thick walls which was built by kings or lords in the past

crowded /kraʊdəd/ (adj) = full of people

fort /fɔ:t/ (n) = a strong building which can be protected

natural history museum /nætʃərəl 'hɪstəri mjuziəm/ (n) = a building with exhibits related to plants, animals, rocks etc

palace /pæləs/ (n) = a building where kings, queens or presidents live

science centre /saɪəns ,sentə/ (n) = a building which has learning exhibits related to science

spectacular /spek'tækjələ/ (adj) = impressive; extraordinary

temple /tempəl/ (n) = a building used for worshipping gods

travel back in time (phr) = to go back to the past

6h (p. 109)

3D hologram /hɒləgræm/ (n) = an image made with a laser in which the objects look solid

3D projection of objects (phr) = an image of sth which looks solid and which can be seen from all sides

archaeologist /ɑ:ki'ɒlədʒɪst/ (n) = a person who studies the buildings and objects of societies from the past

brick wall /brɪk 'wɔ:l/ (n) = a wall which is made of rectangular blocks of baked clay

exhibit /ɪg'zɪbət/ (n) = sth on display

highlight /haɪlaɪt/ (n) = the best part of sth

high-tech /haɪ 'tek/ (adj) = being of the most advanced technology

hustle and bustle (phr) = busy and noisy activity

impressive /ɪm'presɪv/ (adj) = causing admiration

medieval artefact /ˌmedi-i:vəl 'ɑ:təfækt/ (n) = an object related to the Middle Ages

ruins /ruːnz/ (pl n) = the broken parts of an old building

smokescreen /sməʊkskriːn/ (n) = a cloud of smoke used to hide sth

sound effects /saʊnd ɪfektz/ (pl n) = artificially-made sounds that are added to a film, radio or television programme

thick /θɪk/ (adj) = (of clothes) heavy; warm

underground path /ˌʌndəgraʊnd 'pɑ:θ/ (n) = a track for walking on which is below the surface

6i (p. 110)

academy /ə'kædəmi/ (n) = a school which specialises in a particular skill

affect /ə'fekt/ (v) = to influence

anxious /æŋkʃəs/ (adj) = worried

bring (sth) about /brɪŋ ə'baʊt/ (phr v) = to cause to happen

brushstroke /brʌʃ-strəʊk/ (n) = a mark on a surface made by a painter's brush

capture /kæptʃə/ (v) = to record a representation of sth

combine /kəm'baɪn/ (v) = to join together

concentrate /kənsəntreɪt/ (v) = to come together in one area

confused /kən'fju:zd/ (adj) = baffled; puzzled

develop /dɪ'veləp/ (v) = to form

distort /dɪ'stɔ:t/ (v) = to twist or pull out of shape

emerge /ɪ'mɜ:dʒ/ (v) = to appear

excited /ɪk'saɪtəd/ (adj) = enthusiastic

expressionism /ɪk'spreʃənɪzəm/ (n) = a style of art which expresses people's states of mind

fantasy /fæntəsi/ (n) = imagination; imaginary situations

focus (on) /fəʊkəs ɒn/ (v) = to give most of one's attention to a particular thing

found /faʊnd/ (v) = to establish sth; to set up

impressionism /ɪm'preʃənɪzəm/ (n) a style of painting which represents the effects of light on objects and landscapes

influence /ɪnfluəns/ (v) = to have an effect on people

in odd ways (phr) = using strange methods; in strange ways

memory /meməri/ (n) = the ability to keep and recall information, experiences, events, etc

outrage /aʊtreɪdʒ/ (v) = to make sb feel great anger and shock

persistence /pə'sɪstəns/ (n) = the state of continuing and not giving up

portray /pɔ:'treɪ/ (v) = to represent through art

reaction /rɪ'ækʃən/ (n) = response

reflect /rɪ'flekt/ (v) = to send back light, an image, etc instead of absorbing it

rehearsal /rɪ'hɜ:səl/ (n) = a practice of a performance

represent /reprə'zent/ (v) = to describe sth or to be the symbol of sth

sensation /sen'seɪʃən/ (n) = a feeling

set /set/ (v) = to establish or decide what sth will be

shocked /ʃɒkt/ (adj) = very surprised and upset by sth bad and unexpected

stage /steɪdʒ/ (n) = the area of a theatre on which actors, etc perform

strict convention /strikt kən'venʃən/ (phr) = a way of thinking or behaving which is strongly limited

surrealism /sə'riəlɪzəm/ (n) = a type of art which shows impossible or unusual things happening

terrace /terəs/ (n) = a flat area outside a building where people sit and sometimes eat

touch of paint (phr) = a small amount of paint which has been added to a picture or surface

Skills Practice 6 (pp. 112-113)

budget /bʌdʒɪt/ (n) = the amount of money you have in order to spend on sth

holiday-maker /hə'lɪdi ,meɪkər/ (n) = a person who is on holiday

Irregular Verbs

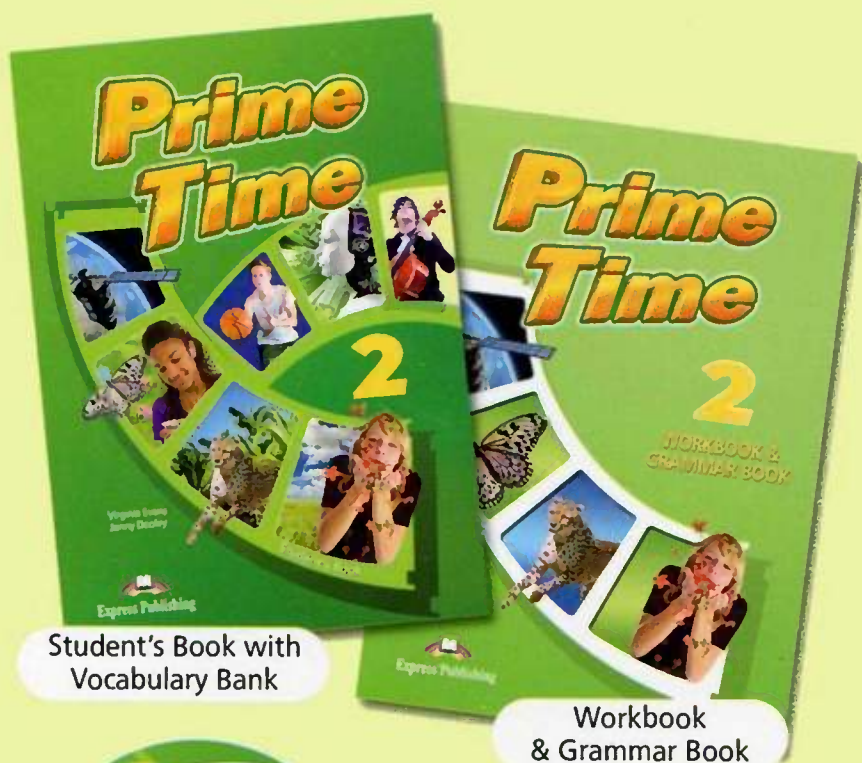
| Infinitive | Past | Past Participle | Infinitive | Past | Past Participle |
|-----------------|-----------------------------------|-----------------------------------|-------------------------|----------------------------------|----------------------------------|
| be /bi:/ | was /wɒz/ | been /bi:n/ | lead /li:d/ | led /led/ | led /led/ |
| bear /beə:/ | bore /bɔ:/ | born(e) /bɔ:n/ | learn /lɜ:n/ | learnt (learned) /lɜ:nt (lɜ:nd)/ | learnt (learned) /lɜ:nt (lɜ:nd)/ |
| beat /bi:t/ | beat /bi:t/ | beaten /bi:tən/ | leave /li:v/ | left /left/ | left /left/ |
| become /bɪkʌm/ | became /bɪkeɪm/ | become /bɪkʌm/ | lend /lend/ | lent /lent/ | lent /lent/ |
| begin /bɪɡɪn/ | began /bɪɡæn/ | begun /bɪɡʌn/ | let /let/ | let /let/ | let /let/ |
| bite /baɪt/ | bit /bɪt/ | bitten /bɪtən/ | light /laɪt/ | lit /lɪt/ | lit /lɪt/ |
| blow /bləʊ/ | blew /blu:/ | blown /bləʊn/ | lose /lu:z/ | lost /lɒst/ | lost /lɒst/ |
| break /breɪk/ | broke /brəʊk/ | broken /brəʊkən/ | make /meɪk/ | made /meɪd/ | made /meɪd/ |
| bring /brɪŋ/ | brought /brɔ:t/ | brought /brɔ:t/ | mean /mi:n/ | meant /ment/ | meant /ment/ |
| build /bɪld/ | built /bɪlt/ | built /bɪlt/ | meet /mi:t/ | met /met/ | met /met/ |
| burn /bɜ:n/ | burnt (burned) /bɜ:nt (bɜ:nd)/ | burnt (burned) /bɜ:nt (bɜ:nd)/ | pay /peɪ/ | paid /peɪd/ | paid /peɪd/ |
| burst /bɜ:rst/ | burst /bɜ:st/ | burst /bɜ:st/ | put /pʊt/ | put /pʊt/ | put /pʊt/ |
| buy /baɪ/ | bought /bɔ:t/ | bought /bɔ:t/ | read /ri:d/ | read /red/ | read /red/ |
| can /kæn/ | could /kʊd/ | (been able to) /bɪn eɪbəl tə/ | ride /raɪd/ | rode /rəʊd/ | ridden /rɪdən/ |
| catch /kætʃ/ | caught /kɔ:t/ | caught /kɔ:t/ | ring /rɪŋ/ | rang /ræŋ/ | rung /rʌŋ/ |
| choose /tʃu:z/ | chose /tʃəʊz/ | chosen /tʃəʊzən/ | rise /raɪz/ | rose /rəʊz/ | risen /rɪzən/ |
| come /kʌm/ | came /keɪm/ | come /kʌm/ | run /rʌn/ | ran /ræn/ | run /rʌn/ |
| cost /kɒst/ | cost /kɒst/ | cost /kɒst/ | say /seɪ/ | said /sed/ | said /sed/ |
| cut /kʌt/ | cut /kʌt/ | cut /kʌt/ | see /si:/ | saw /sɔ:/ | seen /si:n/ |
| deal /di:l/ | dealt /delt/ | dealt /delt/ | sell /sel/ | sold /səʊld/ | sold /səʊld/ |
| dig /dɪɡ/ | dug /dʌɡ/ | dug /dʌɡ/ | send /send/ | sent /sent/ | sent /sent/ |
| do /du:/ | did /dɪd/ | done /dʌn/ | set /set/ | set /set/ | set /set/ |
| draw /drɔ:/ | drew /dru:/ | drawn /drɔ:n/ | sew /su:/ | sewed /səʊd/ | sewn /soʊn/ |
| dream /dri:m/ | dreamt (dreamed) /dremt (dri:md)/ | dreamt (dreamed) /dremt (dri:md)/ | shake /ʃeɪk/ | shook /tʃʊk/ | shaken /ʃeɪkən/ |
| drink /drɪŋk/ | drank /dræŋk/ | drunk /drʌŋk/ | shine /ʃaɪn/ | shone /ʃɒn/ | shone /ʃɒn/ |
| drive /draɪv/ | drove /drəʊv/ | driven /drɪvən/ | shoot /ʃu:t/ | shot /ʃɒt/ | shot /ʃɒt/ |
| eat /i:t/ | ate /eɪt/ | eaten /i:tən/ | show /ʃəʊ/ | showed /ʃəʊd/ | shown /ʃəʊn/ |
| fall /fɔ:l/ | fell /fel/ | fallen /fɔ:lən/ | shut /ʃʌt/ | shut /ʃʌt/ | shut /ʃʌt/ |
| feed /fi:d/ | fed /fed/ | fed /fed/ | sing /sɪŋ/ | sang /sæŋ/ | sung /sʌŋ/ |
| feel /fi:l/ | felt /felt/ | felt /felt/ | sit /sɪt/ | sat /sæt/ | sat /sæt/ |
| fight /faɪt/ | fought /fɔ:t/ | fought /fɔ:t/ | sleep /sli:p/ | slept /slept/ | slept /slept/ |
| find /faɪnd/ | found /faʊnd/ | found /faʊnd/ | smell /smel/ | smelt (smelled) /smelt (smeld)/ | smelt (smelled) /smelt (smeld)/ |
| fly /flaɪ/ | flew /flu:/ | flown /floʊn/ | speak /spi:k/ | spoke /spəʊk/ | spoken /spəʊkən/ |
| forbid /fəbɪd/ | forbade /fə'bæd/ | forbidden /fə'bɪdən/ | spell /spel/ | spelt (spelled) /spelt (speld)/ | spelt (spelled) /spelt (speld)/ |
| forget /fəget/ | forgot /fə'gɒt/ | forgotten /fə'gɒtən/ | spend /spend/ | spent /spent/ | spent /spent/ |
| forgive /fəgɪv/ | forgave /fə'geɪv/ | forgiven /fə'gɪvən/ | stand /stænd/ | stood /stʊd/ | stood /stʊd/ |
| freeze /fri:z/ | froze /frouz/ | frozen /frouzən/ | steal /sti:l/ | stole /stəʊl/ | stolen /stəʊlən/ |
| get /get/ | got /gɒt/ | got /gɒt/ | stick /stɪk/ | stuck /stʌk/ | stuck /stʌk/ |
| give /gɪv/ | gave /geɪv/ | given /gɪvən/ | sting /stɪŋ/ | stung /stʌŋ/ | stung /stʌŋ/ |
| go /ɡəʊ/ | went /went/ | gone /ɡɒn/ | swear /sweə:/ | swore /swɔ:/ | sworn /swɔ:n/ |
| grow /ɡrəʊ/ | grew /gru:/ | grown /ɡrəʊn/ | sweep /swi:p/ | swept /swept/ | swept /swept/ |
| hang /hæŋ/ | hung (hanged) /hʌŋ (hæŋd)/ | hung (hanged) /hʌŋ (hæŋd)/ | swim /swɪm/ | swam /swæm/ | swum /swʌm/ |
| have /hæv/ | had /hæd/ | had /hæd/ | take /teɪk/ | took /tʊk/ | taken /teɪkən/ |
| hear /hɪə:/ | heard /hɜ:d/ | heard /hɜ:d/ | teach /ti:tʃ/ | taught /tɔ:t/ | taught /tɔ:t/ |
| hide /haɪd/ | hid /hɪd/ <None> | hidden /hɪdən/ | tear /tiə:/ | tore /tɔ:/ | torn /tɔ:n/ |
| hit /hɪt/ | hit /hɪt/ | hit /hɪt/ | tell /tel/ | told /təʊld/ | told /təʊld/ |
| hold /həʊld/ | held /held/ | held /held/ | think /θɪŋk/ | thought /θɔ:t/ | thought /θɔ:t/ |
| hurt /hɜ:rt/ | hurt /hɜ:t/ | hurt /hɜ:t/ | throw /θrəʊ/ | threw /θru:/ | thrown /θrəʊn/ |
| keep /ki:p/ | kept /kept/ | kept /kept/ | understand /ʌndə'stænd/ | understood /ʌndə'stʊd/ | understood /ʌndə'stʊd/ |
| know /nəʊ/ | knew /nju:/ | known /nəʊn/ | wake /weɪk/ | woke /wəʊk/ | woken /wəʊkən/ |
| | | | wear /weə:/ | wore /wɔ:/ | worn /wɔ:n/ |
| | | | win /wɪn/ | won /wʌn/ | won /wʌn/ |
| | | | write /raɪt/ | wrote /rəʊt/ | written /rɪtən/ |

Prime Time



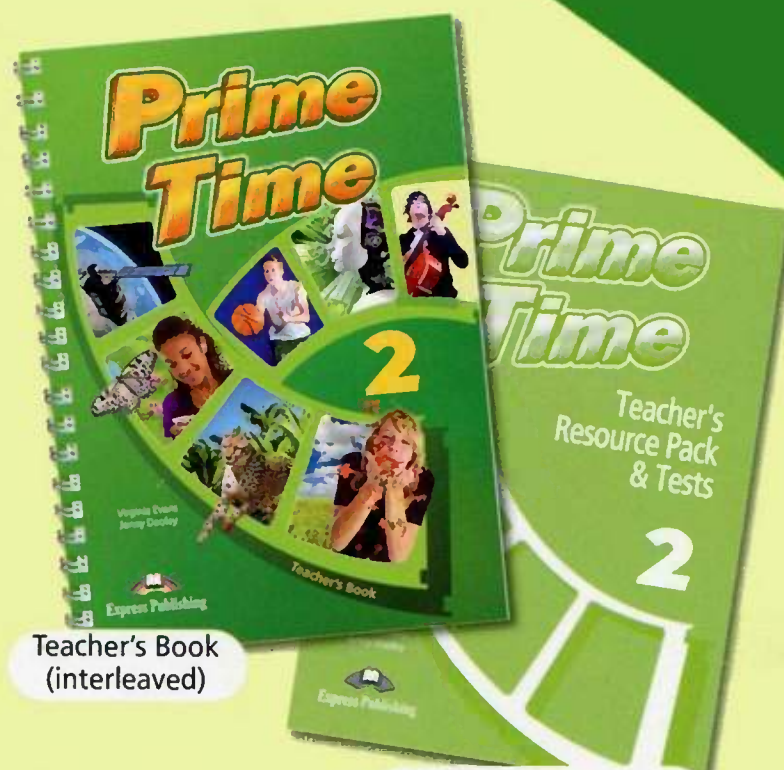
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