

Prime Time



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Student's Book



Express Publishing



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<ul style="list-style-type: none"> Life in a shell (T/F/DS); predicting content A house out of this world (comprehension) Viewing a flat (dialogue) The Floating Islands of Lake Titicaca (missing sentences) a dialogue (asking for & giving directions) listening for specific information an email (comprehension) 	<ul style="list-style-type: none"> describing a house talking about position arranging to see a flat for rent describing lifestyles giving directions Pronunciation: /u:/, /ʌ/, /ðə/, /ð/ 	<ul style="list-style-type: none"> a short text describing your house a short text describing your bedroom compare the Uros' lifestyle to yours giving directions an email to a friend describing your house & favourite room; Skills: punctuation 	<ul style="list-style-type: none"> I ♥ NY City (multiple matching) (Art & Design) Towers (identifying information)
<ul style="list-style-type: none"> Snake milking (sentence completion) In the Wild (T/F); listening for specific information a dialogue (making arrangements) What's for Breakfast? (multiple choice) The Flying Fruit Fly Circus School! (missing sentences) identifying people; dialogue about two people's families (T/F) 	<ul style="list-style-type: none"> expressing likes/dislikes; describing your daily routine talking about activities; expressing frequency asking for/telling the time; arranging for a time to meet identifying people; discussing relations describing reptiles Pronunciation: /s/, /z/, /ɪz/; /θ/, /ð/ 	<ul style="list-style-type: none"> compare a person's daily routine to yours sentences about what you do at weekends an email describing your visit at Giraffe Manor an email to a friend about your family; Skills: linking ideas: <i>and, but, or</i> a quiz about an animal category 	<ul style="list-style-type: none"> College Life (T/F statements) (Science) reptiles (a quiz)
<ul style="list-style-type: none"> A visit to Puebla (T/F) a dialogue (buying a present) a dialogue (buying drinks & snacks) postcards from market places (multiple matching); listening for specific information Breakfast around the world! (comprehension) an advert for a festival (gap filling) 	<ul style="list-style-type: none"> describing a place describing activities happening now buying food/drinks making suggestions describing characteristics of different types of climate Pronunciation: <i>-ing ending</i>; /aɪ/, /eɪ/ 	<ul style="list-style-type: none"> a postcard from Puebla saying what you are doing now a short text describing what is happening in photographs a postcard from a festival; Skills: informal style; opening/closing remarks in informal emails a short text about different types of climate 	<ul style="list-style-type: none"> The Mall of America (completing a graphic organiser) (Geography) Tundra Climate – Hot Desert Climate (multiple matching)
<ul style="list-style-type: none"> Troy (reading for specific information) Ancient Egyptians (T/F) a dialogue (childhood memories) Machu Picchu (matching headings to paragraphs) Francis Drake: Hero or villain? (multiple choice) listening: favourite movies (multiple matching) 	<ul style="list-style-type: none"> describing Troy describing childhood memories describing a lost city talking about films; expressing feelings recommending a film Pronunciation: <i>-ed ending</i>; minimal pairs /æ/-/ɑ:/, /ɪ/-/i:/, /ɒ/-/ɔ:/ 	<ul style="list-style-type: none"> sentences about Troy a quiz (T/F statements) sentences about what Machu Picchu was like an informal email describing a film you saw; Skills: recommending 	<ul style="list-style-type: none"> Life in the UK: The Swinging 1960s (complete sentences) (History) Native Americans (multiple matching)
<ul style="list-style-type: none"> postcards (multiple choice) strange experiences (T/F) embarrassing moments with my gadgets (missing sentences) social etiquette (paragraphs to headings) listening: matching speakers to injuries 	<ul style="list-style-type: none"> narrating experiences offering to help give advice Pronunciation: diphthongs 	<ul style="list-style-type: none"> an informal email a blog entry about an experience of yours a paragraph about social etiquette in your country a story; Skills: sequencing 	<ul style="list-style-type: none"> VSO: (Matching paragraphs to headings) (Science) Mobile Phone Network (T/F)

Starter unit

The alphabet

- 1 Listen and repeat.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Asking about names

- 2 Ask and answer.

1 Peter Ross

A: *What's your name?*

B: *Peter.*

A: *And your surname?*

B: *Ross.*

A: *How do you spell it?*

B: *R - O - double S*

2 Luisa Fernandez

3 Martin Williams

4 Stephen Smithers

5 Alessandro Alvarez

6 Doug Benson

7 Bobby Myles

8 Susan Perry

Cardinal numbers

- 3 a) Listen and repeat.

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

21 twenty-one

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

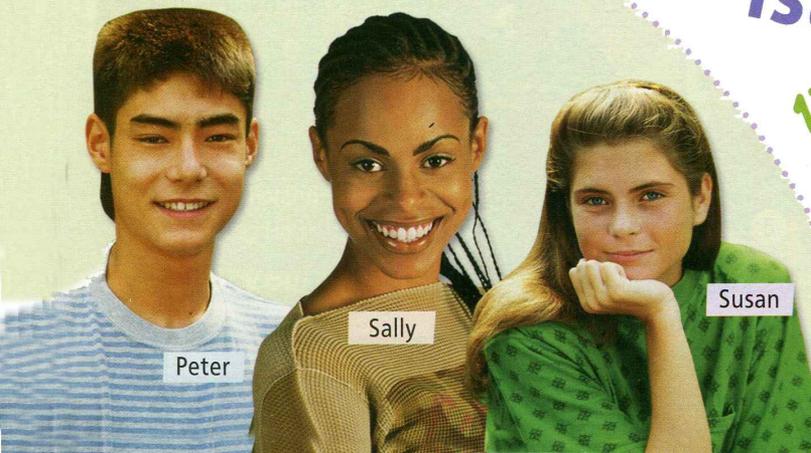
80 eighty

90 ninety

100 a/one

hundred

- b) Listen and say how old each person is.



Asking about addresses

- 4 Ask and answer.

1 212 Milton Street – 272-8856

A: *What's your address?*

B: *212 Milton Street.*

A: *And your telephone number?*

B: *It's two – seven – two – double eight – five – six.*

2 128 Burton Street – 976-5987

3 413 Broadway Avenue – 6689765

4 182 Graig Avenue – 572-8309

5 927 Lawton Street – 346-7859

Ordinal numbers

- 5 Match the cardinal numbers to the ordinal numbers, then listen and check.

Listen and repeat.

3

10

1

2

11

5

12

9

8

4

6

7

second (2nd)

fourth (4th)

sixth (6th)

first (1st)

third (3rd)

fifth (5th)

eleventh (11th)

ninth (9th)

twelfth (12th)

seventh (7th)

eighth (8th)

tenth (10th)

- 6 Listen and circle the numbers you hear.

1st 10 20 5

13th 9 19th 3

6th 10th 19

6 13 3rd

Starter unit

Vocabulary

School Subjects

- 7 a) Match the pictures to the school subjects.
 Listen and check, then say.
 b) Which of these subjects can you study at university?

Grammar

A/An

- 8 Read the theory box. Fill in: *a* or *an*.

A/An

We use **a/an** before singular nouns. *a dancer, an actor*
 We use **a** before consonant sounds (b, c, d, f, etc).
 We use **an** before vowel sounds (a, e, i, o, u).
He's a teacher. She's an actress.



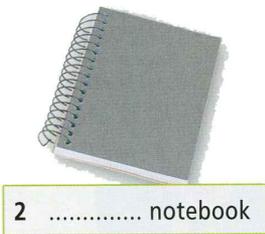
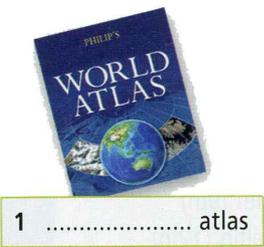
- Maths
- History
- English
- Art
- Geography
- Music
- Science
- ICT
- PE

Colours

- 9 a) Listen and say.
 b) Look at the items in Ex. 8. Ask and answer, as in the example.

A: *What's this?*
 B: *It's an atlas.*

A: *What colour is it?*
 B: *It's blue.*



- 10 Ask and answer about yourselves.



A: *What's your name?*
 B: *Alfonso.*
 A: *And your surname?*
 B: *Perez.*
 A: *How old are you?*
 B: *I'm 18.*
 A: *What's your favourite colour?*
 B: *Blue.*



In this module you will learn ...

Vocabulary: countries; nationalities; sports & hobbies; jobs; physical appearance; days of the week; months; abilities

Grammar: the verb *to be*; subject pronouns; possessive adjectives; possessive pronouns; the verb *have got*; *can*; question words; comparatives/superlatives

Everyday English: ask personal information; introduce yourself & others; greet people; say goodbye

Intonation/Pronunciation: intonation in questions; th /ð/, /θ/

Writing: an informal email to a pen-friend about you and your favourite sports

Culture Corner: the UK's flag and holidays

Curricular (Geography): World Landmarks

Module 1

People around the world

Vocabulary

Countries & Nationalities

1 Match the countries to the nationalities.

Listen and check. Listen and repeat.

- | | | | |
|----|-----------|---|-------------|
| 1 | Poland | A | Mexican |
| 2 | England | B | Chilean |
| 3 | Italy | C | Spanish |
| 4 | Peru | D | Argentinian |
| 5 | Russia | E | Brazilian |
| 6 | Argentina | F | American |
| 7 | Mexico | G | Polish |
| 8 | the USA | H | Italian |
| 9 | Ireland | I | English |
| 10 | Brazil | J | Peruvian |
| 11 | Chile | K | Irish |
| 12 | Spain | L | Russian |
| 13 | Germany | M | Portuguese |
| 14 | France | N | German |
| 15 | Portugal | O | French |

2 Look and say.

Halina is from Poland. She's Polish.

Juan's from He's

OVER TO YOU!

I'm from

I'm

1 Hi! I'm Halina and I'm from Poland.

2 Hi! I'm Juan and I'm from Spain.

3 Hi! I'm Yuri and I'm from Russia.

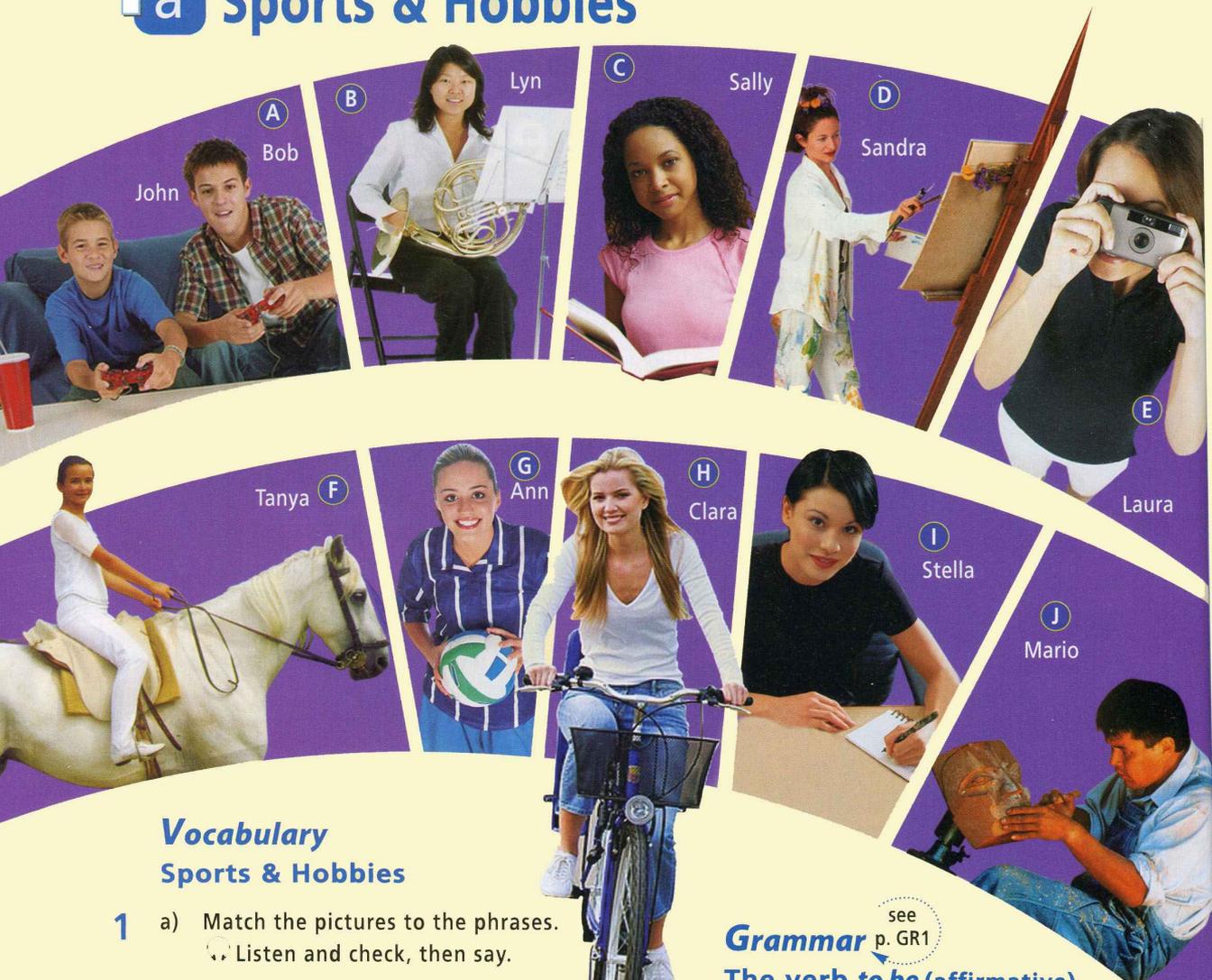
4 Hi! I'm Nen and I'm from Egypt.

5 Hi! I'm Lin and I'm from China.

6 Hi! I'm Carla and I'm from Mexico.

7 Hi! I'm Laura and I'm from the USA.

1a Sports & Hobbies



Vocabulary Sports & Hobbies

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

- | | | | |
|----------------------------|---------------|-----------------------------|------------------------|
| 1 <input type="checkbox"/> | horse riding | 7 <input type="checkbox"/> | cycling |
| 2 <input type="checkbox"/> | volleyball | 8 <input type="checkbox"/> | painting |
| 3 <input type="checkbox"/> | photography | 9 <input type="checkbox"/> | playing computer games |
| 4 <input type="checkbox"/> | playing music | 10 <input type="checkbox"/> | writing |
| 5 <input type="checkbox"/> | woodwork | | |
| 6 <input type="checkbox"/> | reading | | |

- b) Write sentences, as in the example. Tell the class.

John and Bob's favourite hobby is playing computer games.

- 2 Listen to three teenagers talking. Write each person's favourite hobby.

Kate	Bob	Rosa

Grammar see p. GR1 The verb *to be* (affirmative)

- 3 Read the table. Then complete the sentences with *am, are, is*.

AFFIRMATIVE	
<i>I am/I'm</i> <i>You are/You're</i>	<i>Mexican.</i> <i>16 years old.</i>
<i>He is/He's</i> <i>She is/She's</i> <i>It is/It's</i>	
<i>We are/We're</i> <i>You are/You're</i> <i>They are/They're</i>	

- I 17 years old.
- We teenagers.
- You in my class.
- My favourite sport football.
- They from Spain.

Listening & Reading

- 4 a) Who are the athletes in the pictures? What do you know about them?
 b) Listen and read the forum. What is each teenager's dream?

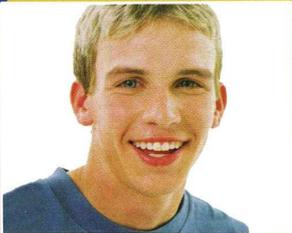


Check these words

student, favourite, dream, become, famous, basketball player, like, hero, good at, team, tennis club

Star forum

Join Blog Search Members



Hi! My name's Marco and I'm from Spain. I'm 17 years old and I'm a student. My favourite sport is basketball. My dream is to become a famous basketball player like my hero, **Pau Gasol**. My brother, Pedro, is 16 and he's very good at football. His favourite team is Real Madrid and his favourite footballer is **Cristiano Ronaldo**.

THE FAN



Hello! I'm Orla and this is my sister, Molly. I'm 16 and she's 18. We're from Ireland. Our favourite sports are basketball and tennis. We are very good at tennis. We're in the school tennis club. Our dream is to become famous tennis players like the famous American tennis stars, Venus and Serena Williams.

KITTEN GIRL

5 Read the text and complete the sentences. Use up to three words.

- 1 Marco and Pedro are from *Spain*.
 2 Orla and Pedro are old.
 3 Molly and Orla are good at
 4 Marco's dream is to become
 5 Marco's brother is good at
 6 Orla and Molly are in the

Speaking

6 Read the text again and complete the table. Use your notes to tell the class about each person.

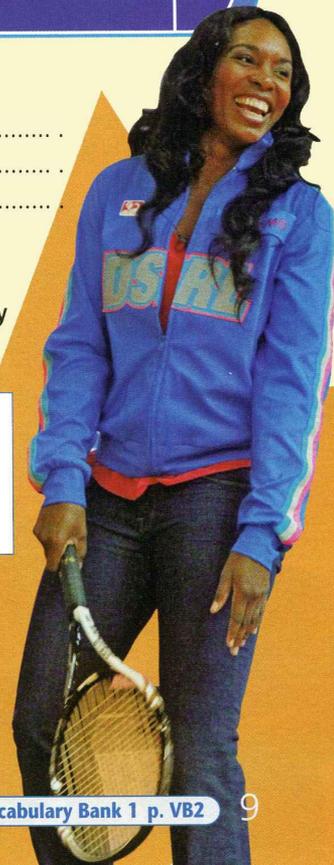
	Country of origin	Age	Job	Favourite sport /athlete
Marco	Spain	17	student	basketball, Pau Gasol
Pedro				
Orla				
Molly				

Marco's from Spain. He's 17. He's a student. His favourite sport is basketball and his favourite athlete is Pau Gasol.
 Orla's from She's

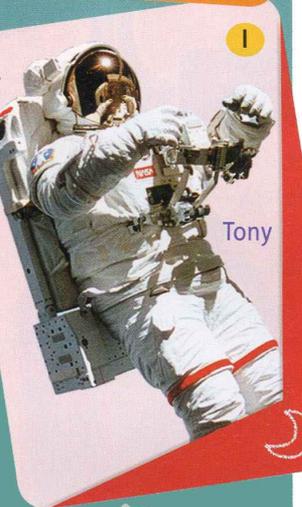
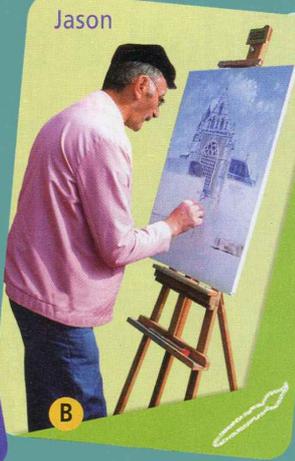
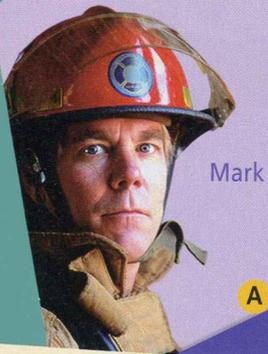
Writing

7 Complete the blog entry below about yourself.

My name's ... and I'm from
 I'm ... years old and I'm a My favourite sport is My dream is to become a



1 b Jobs



Vocabulary & Listening

- a) Match the words to the pictures.
 Listen and check, then say.

- 1 vet
- 2 astronaut
- 3 waiter
- 4 electrician
- 5 artist
- 6 fire fighter
- 7 nurse
- 8 architect
- 9 pilot
- 10 actress
- 11 author

- b) Write sentences.
Laura is a vet.

- 2 Listen and write each person's job.

- 1 Peter
- 2 Kelly
- 3 Anna
- 4 Steven

see p. GR1
Grammar
 The verb **to be** (negative & interrogative)

- 3 a) Read the table.

NEGATIVE	
<i>I am not / I'm not</i>	<i>a doctor. Spanish. 10 years old.</i>
<i>You are not / You aren't</i>	
<i>He/She/It is not / He/She/It isn't</i>	
<i>We/You/They are not / We/You/They aren't</i>	

INTERROGATIVE	SHORT ANSWERS
<i>Am I</i>	<i>Yes, I am. / No, I'm not.</i>
<i>Is he/she/it</i>	<i>Yes, he/she/it is. No, he/she/it isn't.</i>
<i>Are we/you/they</i>	<i>Yes, we/you/they are. No, we/you/they aren't.</i>

- b) Fill in: 'm not, isn't or aren't.

- 1 She's from Mexico. She *isn't* from Spain.
- 2 You Italian. You are German.
- 3 My favourite sport is tennis. It football.
- 4 I am Polish. I French.
- 5 We vets. We are pilots.
- 6 I am an artist. I a teacher.
- 7 Tony's sixteen years old. He sixty years old.
- 8 They from Spain. They are from Portugal.



4 Fill in: *is, are, 'm, 's, 're, 'm not, isn't or aren't.*

- A: *Is* he from Mexico?
B: No, he He from Japan.
- A: they Spanish?
B: No, they They English.
- A: What your favourite sport?
B: My favourite sport tennis.
- A: she twenty years old?
B: No, she She twenty-two.
- A: you from Hungary?
B: No, I I from Bulgaria.

Subject pronouns/Possessive adjectives/Possessive pronouns

5 Read the table. Then choose the correct word.

Subject pronouns *I, you, he, she, it, we, you, they*

Possessive adjectives *my, your, his, her, its, our, your, their*

Possessive pronouns *mine, yours, his, hers, -, ours, yours, theirs*

*I am Spanish. My favourite sport is football.
This is my ball. It's mine.*

- Ann's from Italy. **She/Her** is 15 years old. **His/Her** favourite sport is basketball. These shoes are **hers/her**.
- Bob and Sally are 15. **Their/They** are British. **Their/They** favourite actor is Brad Pitt.
- Peter's 16. **He's/It's** from the USA. **Its/His** friends are good at tennis.
- We/Our** are Polish. **We/Our** favourite singer is Beyoncé. **She/Her** is great. This CD is **our/ours**.
- I/My** parents aren't teachers. **They/We** are vets.
- Tony's good at football. **Her/His** favourite footballer is Beckham. This poster is **his/my**.

Reading & Writing

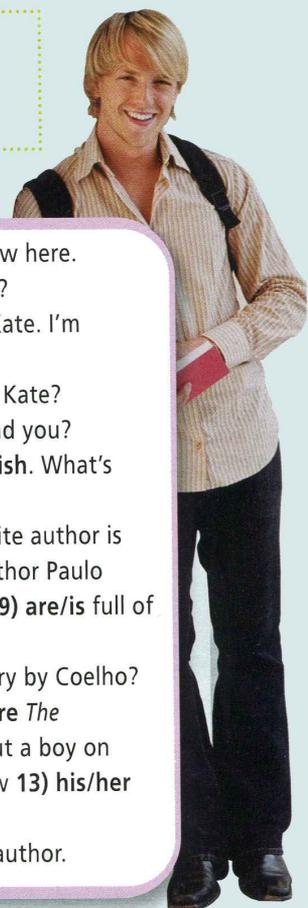
6 Read the dialogue and underline the correct words.

🔊 Listen and check.

Who's Kate's favourite author?

Check these words

new, here, what, subject, literature, author, story, full of magic, journey, dream



- John: Hi! I'm John Green. I'm new here. What's **1) you/your** name?
- Kate: Hi John, **2) my/I** name is Kate. I'm **3) an/a** student here, too.
- John: Where **4) is/are** you from, Kate?
- Kate: I'm from New Zealand. And you?
- John: I'm from **5) England/English**. What's your favourite subject?
- Kate: Literature. **6) My/I** favourite author is the **7) Brazilian/Brazil** author Paulo Coelho. **8) His/He** stories **9) are/is** full of magic.
- John: What's your favourite story by Coelho?
- Kate: My favourite one **10) is/are** *The Alchemist*. **11) Its/It's** about a boy on **12) a/an** journey to follow **13) his/her** dream.
- John: Coelho is **14) a/an** great author.

7 Write questions. Answer them.

- Kate/actress?
Is Kate an actress? No, she isn't. She's a student.
- John/student?
- John & Kate/from the USA?
- Kate's favourite author/Mark Twain?
- Coelho's stories/full of magic?

8 Write a dialogue like the one in Ex. 6. Ask about nationality, favourite author and favourite story. Then act it out with your partner.

1 Culture Corner

Days:

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

Months:

January, February, March, April, May,
June, July, August, September, October,
November, December

THE FLAG OF THE UNITED KINGDOM

Check these words

symbol, cross, each, nation,
except for, every,
government building,
certain, special, holiday,
Commonwealth, on display

The Union Flag is the symbol of the United Kingdom. The colours of the UK flag are red, white and blue. It has got three crosses that are from each nation of the United Kingdom except for Wales. The flag is on every government building on certain special days and holidays. The Union Flag is also on the flags of some Commonwealth nations, such as Australia and New Zealand.

Second Monday
in March

Commonwealth Day

21st April

Birthday of
Queen Elizabeth
II

2nd June

Coronation Day

Second Sunday
in November

Remembrance
Sunday

14th November

Birthday of the
Prince of Wales

Note:

We say: on Monday,
Tuesday, etc.
in January, February, etc.
BUT on 1st January

Days & Months

- 1 Listen and say. Which days are at the weekend? Which month(s) have got 31 days/30 days/28 days?

Reading & Listening

- 2 What colours are on the British flag? How many crosses are on it?
Listen, read and check.
- 3 When is the flag of the UK on display?

The flag of the UK is on display on Commonwealth Day, the second Monday in March.

Writing

- 4 What is your country's flag like? When is it on display? In five minutes write a short text like the one in Ex. 2. Tell the class.

Did you know?

The Union Jack is the nickname of the UK flag.

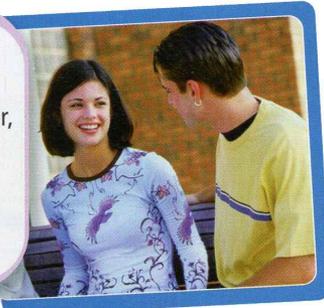
Introductions & Greetings

- 1 Listen and read the dialogues. Match them to the headings.

Introducing yourself

Introducing others

A
 Tony: Excuse me. Are you Sally?
 Sally: Yes, I am.
 Tony: Hi. I'm your new neighbour, Tony, Tony Hay.
 Sally: Oh, hello, Tony. Nice to meet you.
 Tony: Nice to meet you, too.



B
 Jane: Hello, Patrick. How are you?
 Patrick: Hi, Jane. Not bad. And you?
 Jane: I'm OK. Patrick, this is Lucy. She's my friend from America.
 Patrick: Pleased to meet you, Lucy.
 Lucy: Pleased to meet you too, Patrick.



Study skills

Role playing

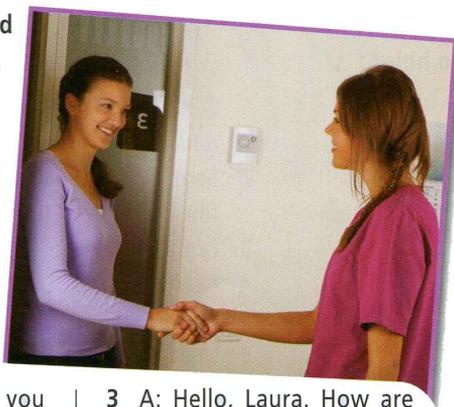
When you act out a dialogue you need to sound natural. Try using gestures and appropriate intonation.

- 3 Use the useful language below to act out dialogues for the situations (1-3).

Greet people	Respond
<ul style="list-style-type: none"> Hi! How are you? How's everything? How's it going? Hello! I'm ... 	<ul style="list-style-type: none"> Great. I'm fine, (thanks). I'm OK. Not bad. So-so.
Introduce yourself/others	Respond
<ul style="list-style-type: none"> Hi! I'm ... Hello! I'm ... This is ... 	<ul style="list-style-type: none"> Nice to meet you. Hi! I'm ... Hello! I'm ... Oh, hi. I'm ...
Say goodbye	
<ul style="list-style-type: none"> Goodbye. Bye. See you. 	<ul style="list-style-type: none"> See you later. See you tomorrow. Take care.

Greetings/Saying goodbye

- 2 Listen to and read the exchanges (1-4). Which are greetings? Which are goodbyes? Which dialogue(s) match(es) the picture?



- | | |
|--|---|
| <p>1 A: Bye, Tom. See you later.
B: Bye, Peter. See you.</p> <p>2 A: Good morning, Paul. How's it going?
B: Not bad, Mary. And you?
A: I'm fine, thanks.</p> | <p>3 A: Hello, Laura. How are you?
B: I'm OK, Helen. And you?
A: So-so.</p> <p>4 A: Goodbye, Ted. Have a nice evening.
B: You too, Alex. Goodbye.</p> |
|--|---|

- You see your friend in the street. Greet him/her.
- Sally is a new student at your school. Introduce yourself and your friend to her.
- The school day is over. Say goodbye to your friend.

Pronunciation: /θ/ /ð/

- 4 Listen and tick (✓). Then repeat.

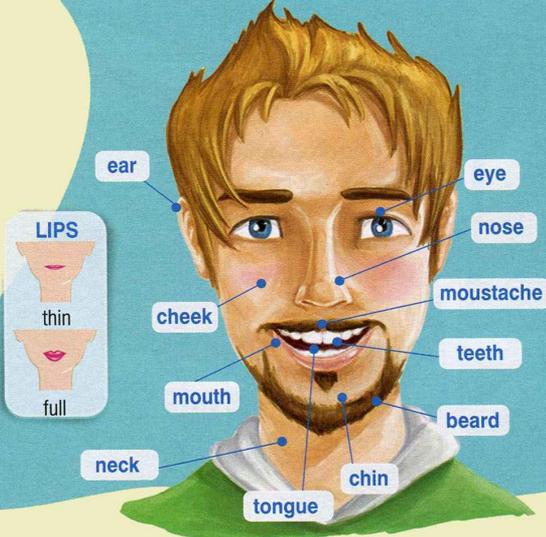
	/θ/	/ð/		/θ/	/ð/
the			mother		
this			eighth		
thanks			tenth		

1e Appearance

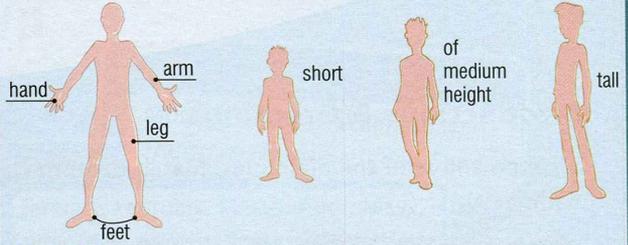
HAIR



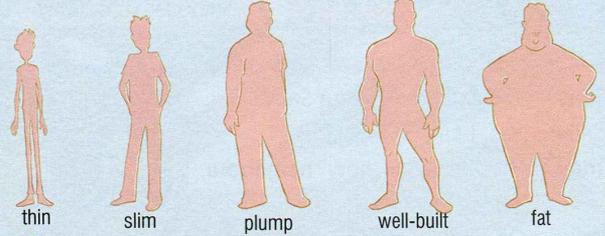
HEAD/FACE



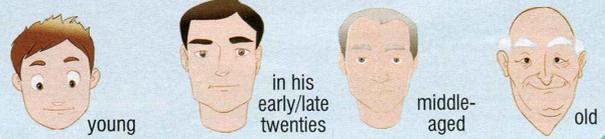
BODY HEIGHT



WEIGHT



AGE



b) Look at the pictures and complete the sentences with: *have got*, *has got*, *haven't got* or *hasn't got*.

Vocabulary Physical appearance

- Listen and say. Point to your face. Your partner says the part of the face you point to.
 - Mime and say words related to height and weight.

Grammar see p. GR1 Have got

- Read the table.

AFFIRMATIVE	NEGATIVE
I/You/We/They ve got blue eyes. He/She/It's got blue eyes.	I/You/We/They haven't got green eyes. He/She/It hasn't got green eyes.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they got long hair? Has he/she/it got long hair?	Yes , I/you/we/they have . No , I/you/we/they haven't . Yes , he/she/it has . No , he/she/it hasn't .
We use have got/has got to express possession. I've got blue eyes. My friend has got long hair.	



- Betty *hasn't got* blue eyes. She dark eyes.
- Sam dark hair. He fair hair.
- Lyn and Betty curly hair.
- Betty straight hair.
- Mark dark hair.
- Mark and Sam short hair.

c) Fill in: *has*, *have*, then answer the questions.

- Has* Betty got long, straight hair? Yes, she *has*.
- Sam and Mark got beards?
No,
- Mark got long hair?
- Sam got wavy hair?
- Sam got a moustache?
- Lyn and Sam got full lips?

Reading

- 3 What do you know about the people in the pictures? What is special about them?
 Listen and read to find out.

Check these words

tribe, leg, famous for, ring, around, sign, wealth, beauty, skin, hole, heavy earrings, make, beautiful

Special people

The Maasai are a tribe in Africa. The men are very tall. They've got long legs and short black curly hair.



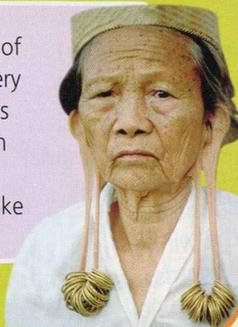
The Karen, or Long-necks, are tribes in Burma and Thailand. The women are famous for the rings they have around their necks. The rings are a sign of wealth and beauty.



Pygmies are very short people in Africa. They are under 1.5 m tall. They've got dark skin and short legs.



The Dayak women of Borneo have got very long ears. Their ears have got holes with heavy earrings in them. This is to make them beautiful.



- 4 a) Read the text and complete the sentences. Use the words: *heavy, curly, dark, tall, short, long.*

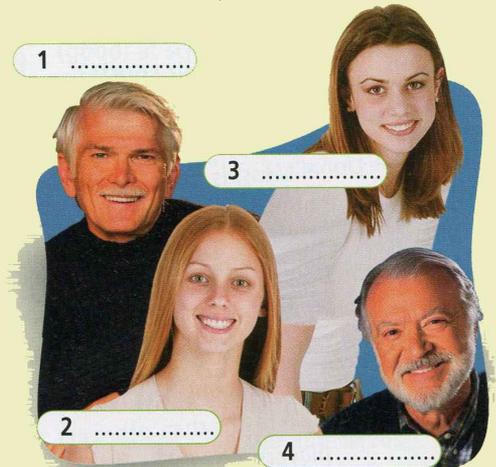
- 1 The Maasai are Their hair is and
- 2 Pygmy people have got skin.
- 3 Karen women have got very necks.
- 4 The Dayak women have earrings in their ears.

b) Describe the special people in the pictures.

- 5 **THINK!** Say one thing you can remember about each tribe in the text. Then compare yourself to them.

Listening & Speaking

- 6 a) Listen and label the people with the names: Chris, Sally, Jim, Mary



- b) Choose one of the people in Ex. 6a and describe him or her to your classmates.

Writing

- 7 In three minutes write a few sentences describing yourself. Read them to the class.

1 f Games & Leisure

Vocabulary

Sports

- 1 a) Listen and say. Are these words the same in your language?
- b) Which are team sports? Which is your favourite one?



swimming



canoeing



basketball



golf



hockey



martial arts



surfing



cricket



football



tennis



cycling

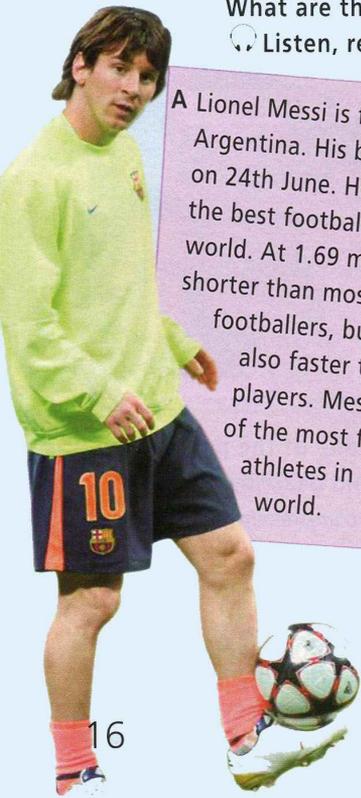


pole vault

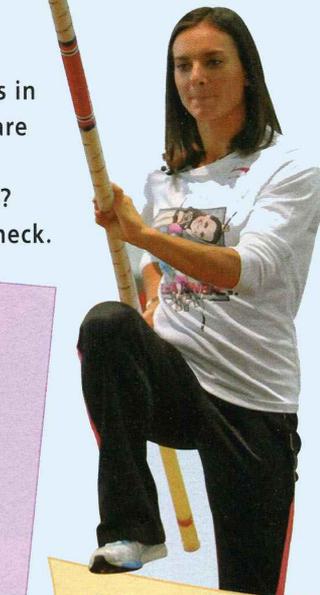
SPORTS STARS

Reading

- 2 a) What do you know about the sports stars in the pictures? Where are they from? What are their sports?
- Listen, read and check.



A Lionel Messi is from Argentina. His birthday is on 24th June. He is one of the best footballers in the world. At 1.69 m tall, he is shorter than most footballers, but he is also faster than other players. Messi is one of the most famous athletes in the world.



B Yelena Isinbayeva is a Russian pole vaulter. Her birthday is on 3rd June and she is 1.74 m tall. Yelena has got two Olympic gold medals and she is the winner of many other awards. She is the best female pole vaulter of all time.



C Michael Phelps is from the USA. His birthday is on 30th June. He has got 14 Olympic gold medals. That makes him the most successful Olympic athlete in history. The 1.93 m tall swimmer has also got more world records than any other swimmer.

- b) Read and correct the sentences.

- Lionel Messi is Italian.
Lionel Messi isn't Italian. He's Argentinian.
- Lionel Messi is taller than most footballers.
- Yelena Isinbayeva is 1.69 m tall.
- Yelena Isinbayeva has got three Olympic gold medals.
- Michael Phelps is British.
- Michael Phelps has got 13 Olympic gold medals.

- c) Say two facts about each athlete.

Grammar see p. GR2
Adjectives (Comparative/Superlative)

3 Read the table. Find examples in the text.

	Adjective	Comparative	Superlative
Short Adjectives	young	younger (than)	the youngest
	thin	thinner (than)	the thinnest
	heavy	heavier (than)	the heaviest
	nice	nicer (than)	the nicest
Long Adjectives	beautiful	more beautiful (than)	the most beautiful
Irregular	good	better	best
	bad	worse	worst
	much/many	more	most

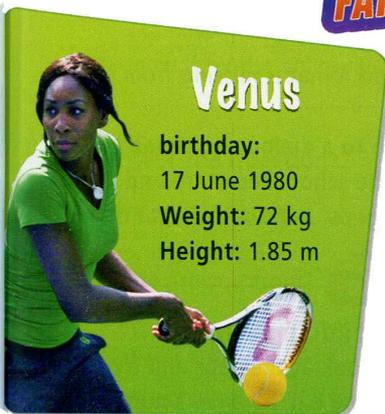
We use the comparative to compare two people, things, etc.
Dennis is shorter than Michael.
 We use the superlative to compare more than two people, things, etc.
Ann is the shortest of all. Ann is the shortest in her class.

4 Write the **comparative** form of the adjectives below.

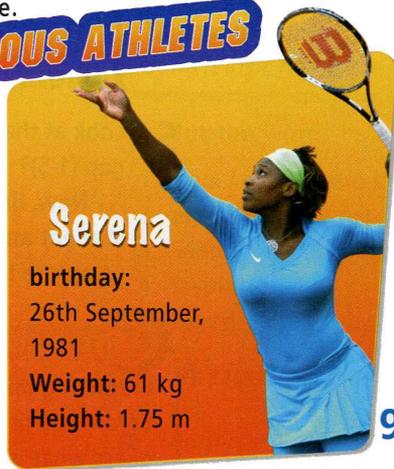
- | | |
|-------------------|-------------------|
| 1 dark | 5 easy |
| 2 plump | 6 fat |
| 3 famous | 7 beautiful |
| 4 difficult | 8 good |

5 Look at the photos and the fact files. Then, put the adjectives in the comparative.

FAMOUS ATHLETES



Venus
 birthday:
 17 June 1980
 Weight: 72 kg
 Height: 1.85 m



Serena
 birthday:
 26th September, 1981
 Weight: 61 kg
 Height: 1.75 m

- Serena is (young) than Venus.
- Venus is (heavy) than Serena.
- Venus is (tall) than Serena.
- Serena has got (short) hair than Venus.
- Serena has got (many) Grand Slam titles than Venus.

6 Write the **superlative** form of the adjectives in Ex.4.

dark – the darkest

7 Put the adjectives in brackets into the **superlative**.

- Football is (popular) sport in the world.
- Usain Bolt is the (fast) runner in the world.
- (long) golf hole in the world is at the Satsuki Golf Club in Japan.
- Kung Fu is one of (old) martial arts.
- Michael Phelps is (successful) swimmer in history.
- (high) tennis court in the world is in Dubai.

8 Complete the sentences with the adjectives in the **comparative** or the **superlative** form.

- History is (difficult) than Geography.
- Russia is (big) country in the world.
- Molly is (good) at science than Jennifer.
- Pygmies are (short) than the Maasai.
- Janet has (long) hair than Maya.
- Basketball is a (fast) game than football.

Speaking & Writing

9 Think of three friends or classmates. Use the adjectives below and compare them, as in the example.

- tall • short • long • young
- old • thin

Ben is taller than Niles. John is the tallest of all.

John has got shorter hair than Niles. Ben has got the shortest hair of all...

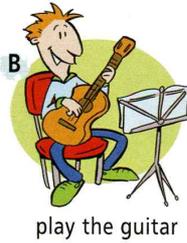
1g skills

Can (Ability)

1 a) Listen and say.



dance



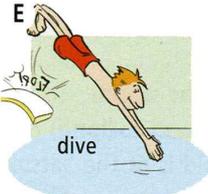
play the guitar



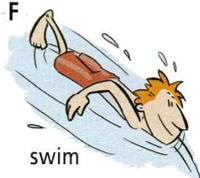
sing



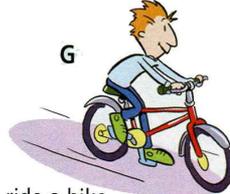
cook



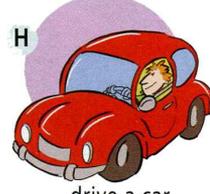
dive



swim



ride a bike



drive a car



run fast

b) Listen to Paul. What can he do?
What can't he do?

Paul can ..., but he can't ...

2 Read the table. Ask and answer, as in the example.

AFFIRMATIVE	NEGATIVE
I/You/He, etc can paint.	I/You/He, etc can't dance.
INTERROGATIVE	SHORT ANSWERS
Can I/you/he, etc dive?	Yes , I/you/he, etc can . / No , I/you/he, etc can't .

A: **Can you jump?**

B: **Yes, I can.**

Asking questions see p. GR2

3 Read the table. Say the examples in your language.

- Who** – asks about a person.
Who's she? She's Tanya.
- What** – asks about something we don't know.
What's this? It's her ball.
- Where** – asks about a place.
Where's Tanya from? The USA.
- How old** – asks about age.
How old is she? 15.
- Which** – asks when there are two or more possible answers.
Which is her favourite school subject: Maths or Science? Maths.

Fill in: *who, what, where or how old.*

-'s Rosa from? Mexico.
-'s your name? Angela.
- is he? 14.
-'s she? Helen.
- is her favourite school subject: Art or Music?

Intonation in questions

4 a) Read the theory.
Listen to the examples.

The intonation goes up at the end of yes/no questions. It goes down at the end of wh-questions.

Can you speak Spanish? *What can you do?*

b) Listen and say.

- How old are you?
- Can he ride a bike?
- Who can run fast?
- What's your name?
- Are they from Poland?
- Who's Peter?

Listening & Speaking

5 Look at the card. What is missing from each gap (1-5)?
Now, listen to a dialogue between a student and the school secretary and complete the gaps. Act out a similar dialogue.

Study skills

Predicting missing information

Before you listen, look at the gaps and try to guess what is missing e.g. a name, a number, etc. This helps you do the task.

First Name: 0) *Kelly*
Surname: 1)
Single: Married: Divorced:
Nationality: 2) Age: 3)
Address: 4)
Telephone Number: 5)

Emails

- 1 Read the theory. Find examples in the email.

Writing Tip

Capital letters

In English we use capital letters with: **names/surnames** (*Mary Stuart*), **cities/countries/nationalities** (*Dublin/Ireland/Irish*), **days/months** (*Monday/June*), **languages** (*French*), **rivers** (*the Thames*) & **the personal pronoun I** (*Tom and I*).

- 2 Read the email. Where's John from? What are his favourite sports?

- 3 Capitalise the sentences.

- richard is from cracow, poland.
.....
- their favourite actress is nicole kidman. she's australian.
.....
- his favourite day is sunday.
.....
- moscow is by the volga river.
.....

- 4 Answer the questions.

- What's your name?
.....
- Where are you from?
.....
- How old are you?
.....
- What can you do?
.....
- What are you good at?
.....
- What are your favourite sports?
.....
- Who's your favourite singer/actor?
.....

From: John
To: Olaf
Subject: Hi!

Hi! My name's John and I'm from Dublin, Ireland. It's a great city with a lot of interesting places. I'm 18 years old and I'm a student of English literature at New York University.

I'm good at languages. I can speak Spanish and Russian very well. My favourite sports are football and swimming. I'm good at baseball, too. My favourite football player is Lionel Messi. He's great!

What about you?
Where are you from?
What are your favourite sports?
Please write soon.
John Miles

Study skills

Word Order

In affirmative and negative sentences, the subject always comes before the verb, while in questions the subject follows the auxiliary verb.

John is Irish. He isn't English. Is he 18 years old?

- 5 Put the words in the correct order.

- | | |
|--|---|
| 1 from / are / where / they? | 5 you / are / Italian? |
| 2 at / he / good / Art / isn't | 6 her / History / is / favourite subject? |
| 3 Sandra / is / her / name? | 7 he / well / swim / can |
| 4 favourite singer / Beyoncé / my / is | |

Writing (an email)

- 6 **Portfolio:** Write an email to a new pen friend, Martyn. Use your answers in Ex. 4 and the plan below.

Plan

- Para 1:** name/city/country/age/school
Hi! My name's ... I'm from ... I'm ... years old. I'm a(n) ...
- Para 2:** what you're good at, what you can do, favourite sports/famous people
I'm good at ... My favourite sports are ...
- Para 3:** questions about pen friend

1 i Curricular: Geography

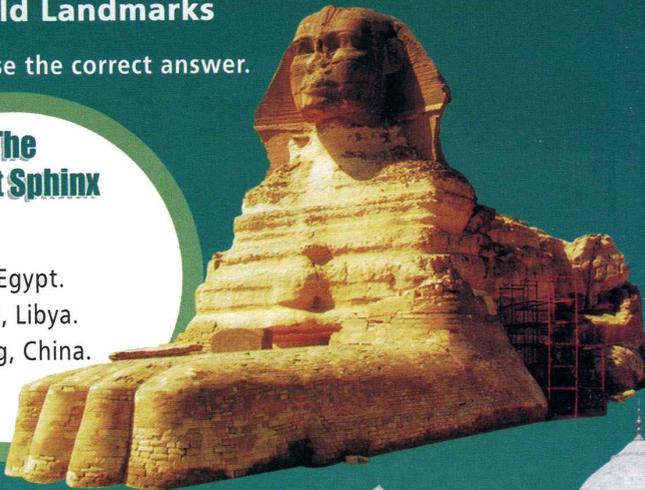
World Landmarks

1 Choose the correct answer.

1 The Great Sphinx

is in

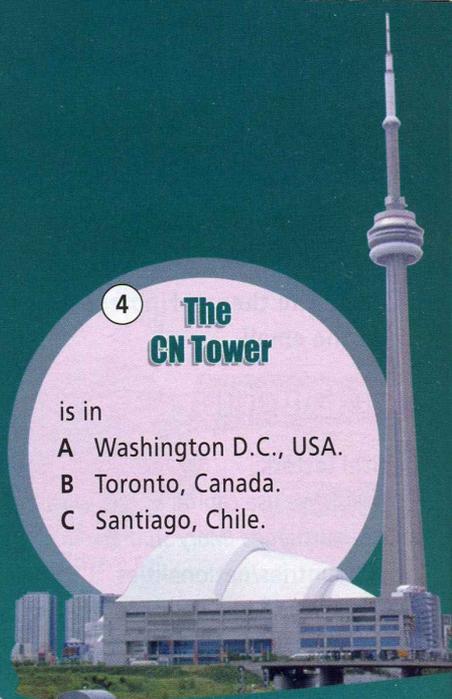
- A Giza, Egypt.
- B Tripoli, Libya.
- C Beijing, China.



4 The CN Tower

is in

- A Washington D.C., USA.
- B Toronto, Canada.
- C Santiago, Chile.



2 The Leaning Tower of Pisa

is in

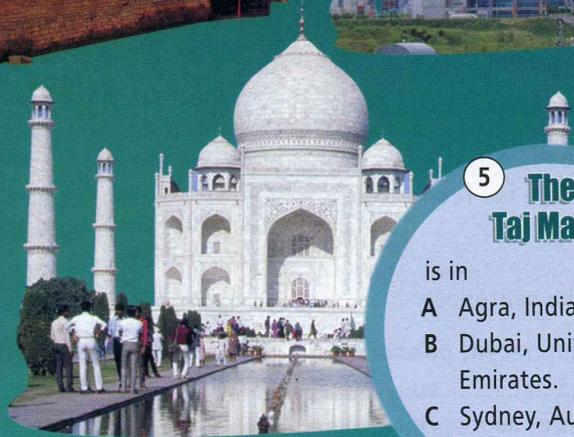
- A Spain.
- B Turkey.
- C Italy.



5 The Taj Mahal

is in

- A Agra, India.
- B Dubai, United Arab Emirates.
- C Sydney, Australia.



3 The Sun Pyramid of Teotihuacán

is in

- A Mexico.
- B Colombia.
- C Ecuador.



6 The Emerald Buddha

is in

- A Beijing, China.
- B Bangkok, Thailand.
- C Kuala Lumpur, Malaysia.



2 Listen and check. Write sentences, as in the example.

The Taj Mahal is in ...

3 **ICT**  Write a similar quiz about landmarks in various countries. You can do some research on the Internet using these key words: *World Landmarks*. Ask your partner to do the quiz.

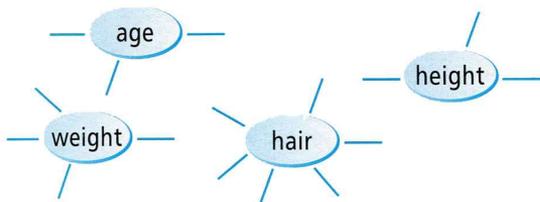
Language Review 1

1 Fill in: *favourite, riding, tribe, fighter, good, crosses, landmark, wavy, dream, capital.*

- 1 Anna's at football. She's in the school team.
- 2 His sport is basketball.
- 3 He's got short hair and thin lips.
- 4 Tony is a fire
- 5 His is to become a famous singer.
- 6 Her favourite hobby is horse
- 7 The UK flag has got three
- 8 Mexico City is the city of Mexico.
- 9 Pygmies are a in Africa.
- 10 The CN Tower is a famous in Toronto.

2 Complete the spidergrams with words from the list.

- middle-aged • fair • straight • curly • long
- wavy • fat • plump • thin • tall • short
- old • of medium height • young • slim



3 Write the nationalities.

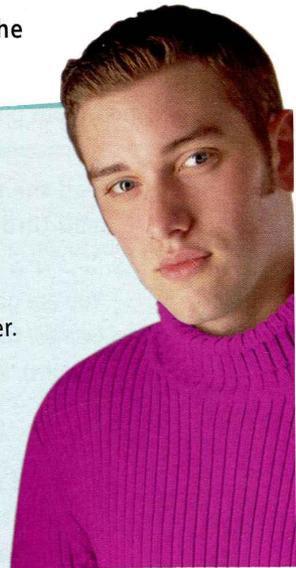
- | | |
|----------------|-----------------|
| 1 Brazil | 4 France |
| 2 Spain | 5 Ireland |
| 3 Poland | 6 Germany |

4 Write the opposites of the adjectives.

- | | |
|-------------------------------|---------------------|
| 1 tall boy ≠ <i>short boy</i> | 5 dark hair ≠ |
| 2 slim girl ≠ | 6 full lips ≠ |
| 3 big eyes ≠ | 7 big nose ≠ |
| 4 straight hair ≠ | 8 long hair ≠ |

5 Read the text and underline the correct word.

Hi! I 1) 'm/'re Cormac. I'm from Manchester, England. I'm 2) British/Britain. I'm 23 years old. 3) My/I favourite person 4) is/are Wayne Rooney, the 5) England/English football player. 6) He/They is very fast. Rooney 7) is/are one of 8) three/third children and 9) his/he family is very important to 10) him/his.



GAME

In teams make sentences. Use words from the list. Each correct sentence gets one point. The team with the most points is the winner.

- famous for • old • slim • dark skin
- famous landmark • favourite • good at
- have a dream • short curly hair • long legs
- wealth and beauty • heavy earrings • tribe
- school subject

Team A S1: Paris is famous for the Eiffel Tower.

Quiz

Mark the sentences *T* (true) or *F* (false). Write a quiz of your own for Module 1.

- | | |
|--|--|
| 1 Cristiano Ronaldo is an author. | 6 The Maasai are from America. |
| 2 The Maasai are very short. | 7 Coronation Day is on 2nd June. |
| 3 Venus Williams is an artist. | 8 The Taj Mahal is in the United Arab Emirates. |
| 4 Paulo Coelho is from Brazil. | |
| 5 The Karen women have got long ears. | |

Reading

Study skills

Right/Wrong/Doesn't say statements
(3 option multiple choice text)

Read the rubric and the statements to familiarise yourself with the content of the text. Underline the key words in the statements and think of synonymous phrases. This will help you do the task.

- 1** Read the rubric. What is the text about? Read through and check.

You are going to read a text about the Olympic Games. For questions 1-7, mark the statements R (right), W (wrong) or DS (doesn't say).

- 2** a) Read example (0) below. Look at the underlined words in the sentence, then look at the underlined words in the text. Is the sentence true or false?

Example

0 The Summer Olympics happen every two years.

A Right **B Wrong** C Doesn't say

- 1 The Olympic Games are very expensive.
A Right B Wrong C Doesn't say
- 2 The Summer Olympics and the Winter Olympics take place in the same city.
A Right B Wrong C Doesn't say
- 3 Boxing is one of the first Olympic sports.
A Right B Wrong C Doesn't say
- 4 Usain Bolt has gold medals from the Paralympics.
A Right B Wrong C Doesn't say
- 5 The Winter Olympics has more sports than the Summer Olympics.
A Right B Wrong C Doesn't say
- 6 Russia has got very good ice hockey players.
A Right B Wrong C Doesn't say
- 7 The Finns can play hockey very well.
A Right B Wrong C Doesn't say



The Olympic Games

The Olympic Games are the biggest and most famous sport event in the world. There are three kinds of Olympics –

the Summer Olympics, the Paralympics and the Winter Olympics. A different city has the Summer Olympics every four years. The Games are during two weeks of July or August. Then the same city has the Paralympics. It's an event for athletes who have got special bodies. American swimmer Jessica Long, for example, hasn't got legs, but she has got lots of medals. The Winter Olympics are in February or March two years after the summer events, in a different city. There are 28 Summer Olympic sports. Some of the oldest Olympic sports are boxing and running. Tennis and the martial art taekwondo are two of the newest ones. Jamaican runner Usain Bolt is one of the most famous 21st-century Olympians. He has longer legs than the other runners. He's also very tall – 1.96m – and his arms are well-built. Bolt is the fastest athlete in the world. He can run the 100m in 9.58 seconds and the 200m in 19.19 seconds. He has Olympic gold medals for both events. There are 15 sports in the Winter Olympics. Ice hockey is one of the most popular of all. It's also one of the hardest, because it's so fast. The Canadians, Czechs, Finns, Russians, Slovaks, Swedes and Americans are the best ice hockey players of all. The sport is a favourite hobby in their countries. Cold countries have got the best winter sport athletes. But Spain has got just two medals from 60 or 70 years of Winter Olympics!

- b)** Now do the task. Compare with a partner.

Speaking

- 3** a) Answer the question.

What's your favourite hobby? Why?

- b)** Now listen to two people answering the question. Who uses:

	Anna	Sam
full sentences		
appropriate stress		
appropriate intonation		
correct pronunciation		

Tick (✓) the boxes accordingly.

c)  Ask and answer the questions.

- 1 What's your name?
- 2 Where are you from?
- 3 How old are you?
- 4 What's your favourite sport? Why?
- 5 What's your favourite school subject? Why?
- 6 What languages can you speak?

Listening

Study skills

Multiple matching

Read the rubric, then read the questions to familiarise yourself with the content of the recording. While you listen be careful because each speaker can use words from the statements which may mislead you.

4 a) Read the rubric and the information. What will each speaker talk about?

You are going to listen to four people talking about sports and hobbies.  Listen and match the people (A-D) to the sentences (1-5). One sentence is extra.

Which person ...

- | | |
|---|--------|
| A | Antony |
| B | Becky |
| C | Chris |
| D | Donna |

- 1 can play basketball well?
- 2 is good at football?
- 3 isn't good at playing music?
- 4 is good at painting?
- 5 can play cricket well?

b)  Now listen to Speaker A and read what he says. Which sentence (1-5) does he match?

I'm Antony and I'm from Brazil. Most people in my country are good at football, but I'm not. My favourite sports are basketball and cricket. I can't play cricket well, but I'm very good at basketball. I'm in the school team.

Read the script again. Which words from statements 1-5 does he use?

c)  Do the listening task. Compare your answers to your partner's.

Writing (Writing Bank 1: informal letters p. WB1)

5 a) Read the rubric and look at the words in bold. Answer the questions.

This is part of a **letter** from your **English pen friend**, Marta.

*What sport does your favourite athlete do?
What does he/she look like? What about you?
What's your favourite sport?*

Write your English pen friend your letter 50-60 words.

- 1 Who is going to read your letter?
- 2 What information should you include?

Writing Tip

Informal style

When we write to people we know well, e.g. family members, friends, people our own age, we usually use informal style; that is: contractions (*I'm, you're, etc.*) and everyday language (*I'm OK*).

b) Now write your letter to your pen-friend. Use the language below to start/end your letter. Follow the plan.

Plan

Dear (friend's first name),

Para 1: opening remarks (*Hi!/Hello! How are you? Thanks for your letter*), your favourite athlete's name, nationality, and the sport he/she does.

Para 2: description of your athlete (*... is tall with ... eyes and ... hair. ... is kind/polite etc.*)

Para 3: your favourite sport, ask your friend's favourite sport, closing remarks (*My favourite sport is ... Write back soon/Please write back*)

Yours,
(your first name)

1 Revision

1 Write the nationality.

- | | |
|-----------------|------------------|
| 1 England | 6 Germany |
| 2 Spain | 7 Ireland |
| 3 Russia | 8 Italy |
| 4 Brazil | 9 France |
| 5 Poland | 10 the USA |

10x1=10 marks

2 Circle the odd word out.

- photography – pilot – cycling – horse riding
- neck – author – nose – chin
- electrician – waiter – nurse – woodwork
- Tuesday – October – August – March
- curly – straight – plump – wavy
- lip – History – Science – Art
- cheek – mouth – teeth – Geography
- Friday – Sunday – Monday – July
- moustache – beard – hair – music
- pole vault – martial arts – eyes – tennis

10x1=10 marks

3 Fill in: necks, lips, curly, height, late, moustache, dark.

- Betty's got long hair.
- He's got a beard and a
- The Karen women have got long with rings around them.
- James is of medium
- She's got full
- Pygmy people have got very skin.
- Peter is in his twenties.

7x2=14 marks

4 Circle the correct word.

- Thomas **are** / **isn't** from England.
- Has** / **Have** Maria got long hair?
- Emily and Jane **is** / **aren't** sisters.
- I **have** / **am** 16 years old.
- Can** / **Have** you got blue eyes?
- She **isn't** / **can't** play football well.
- Is** / **Are** you good at Maths?
- Can** / **Are** you ride a bike?
- She **hasn't got** / **can't** thin lips.
- He **can't** / **can** dive, but he can swim.

10x1=10 marks

5 Circle the correct item.

- They** / **Their** are from Mexico.
- Who** / **How** old are you?
- Her** / **She** favourite football player is Robbie Keane.
- Mike is 14. **He** / **His** parents are teachers.
- Who's** / **What's** he? He's Peter.

5x2=10 marks

6 Put the adjectives in brackets into the comparative/superlative.

- Tony is (**tall**) than Mary.
- She's (**heavy**) than me.
- John's (**short**) of all.
- Maths is (**difficult**) subject of all.
- Bob's (**old**) of all.

5x2=10 marks

7 Complete the exchanges with: See you later, I'm fine thanks, How's it going?, Have a nice evening, Nice to meet you, Are you Tony?.

- A: How are you, Liam?
B:
- A: Bye, Ray.
B: You too, Jake.
- A: Bye, Jamie.
B: Bye, Mary.
- A: Hi, Ann.
B: Not bad! And you?
- A: This is Jenny.
B:
- A: Excuse me.
B: Yes, I am.

6x3=18 marks

8 Write a short paragraph about yourself. Write your name, age, nationality, what you look like, your favourite school subject and your favourite sport.

18 marks

Total: 100 marks

Check your Progress

- talk about hobbies, sports & abilities _____
- talk about people's professions _____
- describe & compare people _____
- introduce yourself & others _____
- greet people & give personal information _____
- write an informal email _____

GOOD ✓ **VERY GOOD** ✓✓ **EXCELLENT** ✓✓✓

Vocabulary: houses, rooms, buildings, furniture, appliances, places in a town, shops

Grammar: *there is/there are, some/any, plurals, this/these – that/those, a/an – the, prepositions of movement, prepositions of place, the imperative*

Everyday English: viewing a house, asking for – giving addresses/phone numbers; asking for/giving directions

Pronunciation: /u:/, /ʌ/, /ðə/, /ði/

Writing: an email to a friend about your house

Culture Corner: I ♥ NYC!

Curricular (Art & Design): Towers

Module 2

East, West, Home's Best

Vocabulary

Rooms in a house

- 1 Look at the pictures.
🔊 Listen and say.
- 2 🎧 Listen to Tom talking about his house and complete the sentences.

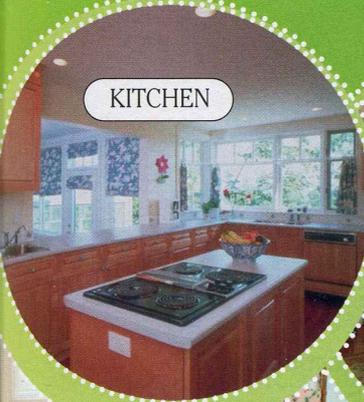
In Tom's house there is
His favourite room is

OVER TO YOU!

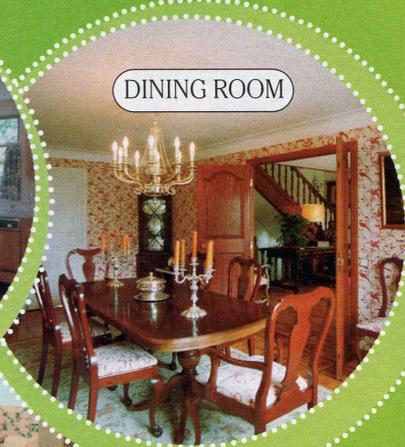
In my house there is

My favourite room is

KITCHEN



DINING ROOM

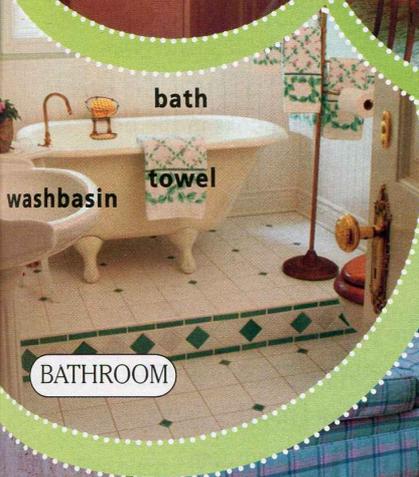


pillow



BEDROOM

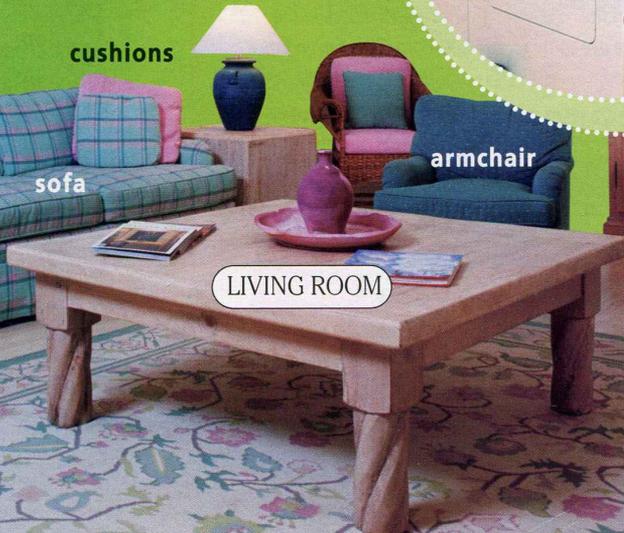
bath



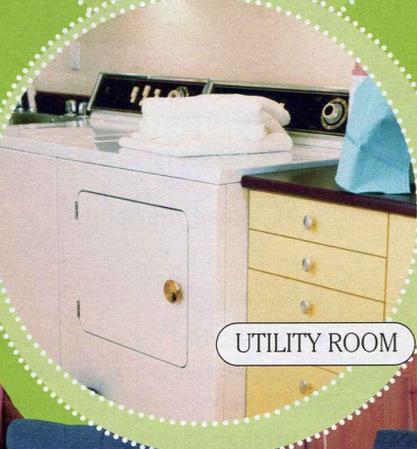
BATHROOM

cushions

sofa



LIVING ROOM



UTILITY ROOM

armchair



carpet



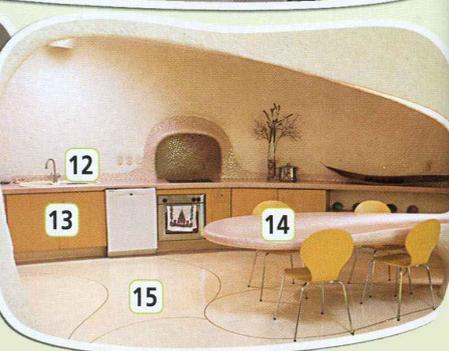
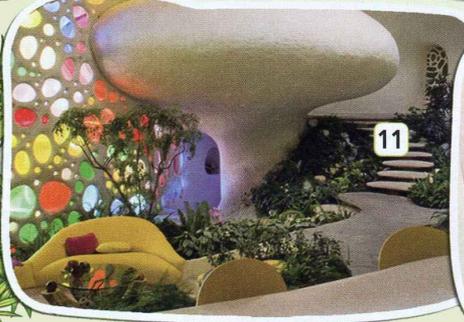
2a The Nautilus House

Vocabulary Furniture/Fixtures

1 Match the words to the numbers.

🔊 Listen and check.

- A bookcase
- B desk
- C wardrobe
- D bed
- E door
- F sink
- G window
- H cupboard
- I mirror
- J table
- K chair
- L stairs
- M sofa
- N garden
- O floor



Grammar There is/There are

see p. GR2

2 a) Read the table.

AFFIRMATIVE	NEGATIVE
<i>There's a bed in the bedroom. There are some pillows on the bed.</i>	<i>There isn't a desk in the bedroom. There aren't any paintings on the walls.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Is there a window? Are there any flowers in the vase?</i>	<i>Yes, there is./No, there isn't. Yes, there are./No, there aren't.</i>
Some/Any	
<ul style="list-style-type: none"> We use some in affirmative sentences. <i>There are some armchairs in the living room.</i> We use any in negative sentences and questions. <i>There aren't any flowers in the garden. Are there any chairs in the study?</i> 	

b) Look at the pictures and fill in: *is, are, isn't or aren't*.

- There a sofa in the kitchen.
- There some books in the bookcase.
- There a table in the kitchen.
- There a window in the kitchen.
- There some cupboards in the kitchen.
- There any towels in the bedrooms.

3 Fill in: *Is there* or *Are there*. Look at the pictures and answer the questions.

- Is there* a table in the kitchen? *Yes, there is.*
- a mirror in the bedroom?
- any books on the beds?
- any armchairs in the bedrooms?
- a wardrobe in the living room?
- any chairs in the kitchen?

Life in a Shell

Imagine living in a house in the shape of a seashell. In Mexico City there is a house like that. The architect of the house is Javier Senosiain. The Nautilus House is the house of a young couple and their two children. The house has got two floors and spiral staircases. Inside there is a living room, a huge bedroom, a kitchen and a bathroom. There are plants in every room. The bathroom is blue and yellow with small windows everywhere. It's very bright. In the living room there is a grass carpet on the floor, a stream and windows of different colours. Outside there is a nice garden with trees. The house is earthquake-proof. It's also friendly to the environment and has a great view of the mountains. It's like Alice in Wonderland!

Check these words

shape, seashell, young couple, spiral staircase, huge, plant, every, room, everywhere, bright, grass carpet, stream, trees, earthquake-proof, friendly to the environment, view, mountain, like

Listening & Reading

- 4 a) Read the title of the text. What is the text about? What do you think it is like living in this house?
 🎧 Listen and read to find out.
- b) Read again and mark the sentences T (true), F (false) or DS (doesn't say).

- 1 The Nautilus house is like an animal.
- 2 There aren't any stairs in the house.
- 3 There are lots of windows.
- 4 There is a big garden outside.
- 5 The family hasn't got any neighbours.

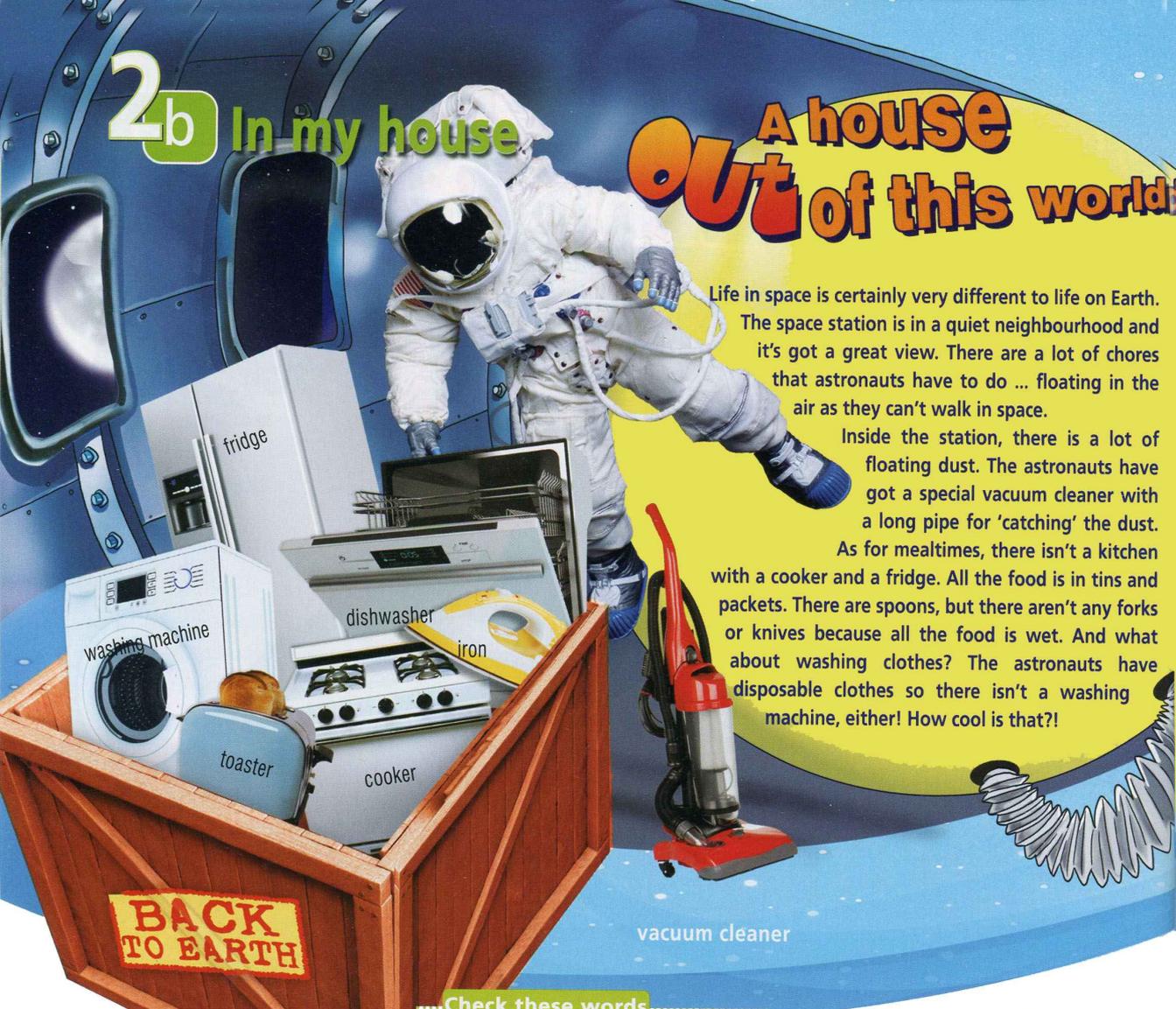
Speaking & Writing

- 5 **THINK!** Do you like this house? Give two reasons why you could live in it. Use words from the **Check these words** section.
- 6 **THINK!** Compare your house to the Nautilus house. Write about: *number of rooms, what there is inside the house, garden*. Tell the class.

The Nautilus House has got two floors. My house hasn't got two floors. It's got one floor. etc

2b In my house

A house OUT of this world



Life in space is certainly very different to life on Earth. The space station is in a quiet neighbourhood and it's got a great view. There are a lot of chores that astronauts have to do ... floating in the air as they can't walk in space.

Inside the station, there is a lot of floating dust. The astronauts have got a special vacuum cleaner with a long pipe for 'catching' the dust.

As for mealtimes, there isn't a kitchen with a cooker and a fridge. All the food is in tins and packets. There are spoons, but there aren't any forks or knives because all the food is wet. And what about washing clothes? The astronauts have disposable clothes so there isn't a washing machine, either! How cool is that?!

vacuum cleaner

Check these words

space station, neighbourhood, chore, floating dust, pipe, catch, mealtime, tin, packet, wet, wash, disposable clothes

Vocabulary Appliances

- 1 Listen and say. Which of these things have/haven't you got in your house? Write sentences.

We've got a cooker, a fridge, ... and ...

Reading

- 2 a) Read the title of the text and look at the pictures. What could a 'house out of this world' be like?
 Listen and read the text to find out. Tell the class three things you remember from the text.

- b) **THINK!** How are chores in space different from those on Earth? How does the writer feel about this house? Would you like to live there? Why (not)? Tell the class.

see

p. GR3

Grammar Plurals

- 3 Read the table. Find examples in the text.

PLURALS

- nouns + -s *vase - vases*
- s, -ss, -sh, -ch, -x, -o, + -es
bus - buses, glass - glasses, brush - brushes, bench - benches, fox - foxes, tomato - tomatoes
- consonant + y → ies *lady - ladies, BUT toy - toys*
- f/-fe → -ves *leaf - leaves, BUT roof - roofs*

IRREGULAR PLURALS

child - children, woman - women, man - men, foot - feet, tooth - teeth, mouse - mice, person - people

Prepositions of place

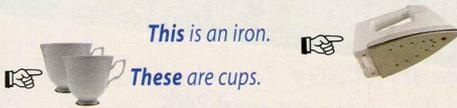
4 Write the plural forms.

- | | |
|----------------------|-----------------|
| 1 dishwasher - | 6 dish - |
| 2 pillow - | 7 boy - |
| 3 cooker - | 8 glass - |
| 4 lady - | 9 knife - |
| 5 child - | 10 man - |

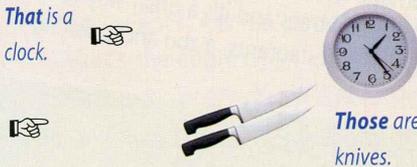
This/That - These/Those

5 a) Read the table.

• We use **this/these** for things near us.



• We use **that/those** for things far from us.



b) Point to things near you/far from you. Ask and answer.

A: *What's this?*

B: *This is an eraser. What is that?*

6 Fill in: *this, that, these, those.*



1 is a fork and is a knife.

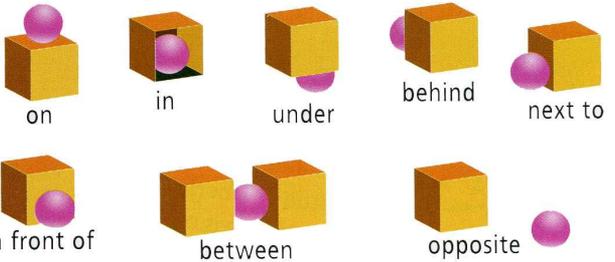


2 is a dish and are spoons.



3 is an iron and are kettles.

7 a) Listen and then make sentences.



The ball is on the box.

b) Complete the text with the correct prepositions.

Listen and check.



There's a fridge 1) the counter, 2) the table. There's a table 3) the windows. The table is 4) some chairs. There are some magazines 5) the table. There are a lot of cupboards 6) the wall. There's a kettle 7) the toaster and the dish drainer. There are some dishes 8) the dish drainer. 9) the dish drainer, there's a dishwasher.

Talking about position

8 Look at the kitchen. Ask and answer.

A: *Where's the sink?*

B: *It's under the cupboards.*

Speaking & Writing

9 a) What's your favourite room? Ask each other questions to find out what there is in it. Draw the room.

A: *Is there a desk in your bedroom?*

A: *Where is it?*

B: *It's next to the bed.*

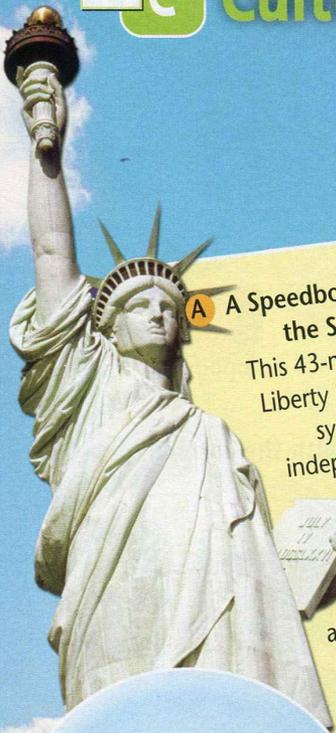
B: *Yes, there is.*

b) Write a short text describing your favourite room. Include a picture. Read your description to the class.

2c Culture Corner

Check these words

statue, symbol of independence, ride, chance, boat, get wet, forget, horse and carriage, path, huge, lake, zoo, skating rink, skyscraper, flight



A A Speedboat Ride around the Statue of Liberty

This 43-metre statue is on Liberty Island and it's the symbol of American independence. The 30-minute ride is the best chance to take great photographs and have fun. There's a boat every hour. Be ready to get wet. Don't forget your camera!



B A Horse-and-Carriage Ride in Central Park

Taking a horse-and-carriage ride in a city?! Well, yes! There's a 6-mile path through beautiful trees and it's a great way to see this huge park! It's got lakes, restaurants, a zoo and a skating rink.

I ♥ NY city

NEW YORK CITY HAS IT ALL!

Reading & Listening

1 Look at the leaflet about New York. What do you know about this city? What is there for tourists to see?

🎧 Listen and read the leaflet to check.

2 Read again and write the place (A, B or C).

- | | |
|--|-------|
| 1 This is a good place to take photos. | ..... |
| 2 There are animals here. | ..... |
| 3 You can see shows here. | ..... |
| 4 It's a place to see all of New York. | ..... |

3 Fill in: *huge, horse-and-carriage, get, skating, fantastic, take*. Use the phrases to make sentences about the places in the leaflet.

- | | | | |
|---------|-------|---------|-------------|
| 1 | park | 4 | ride |
| 2 | rink | 5 | wet |
| 3 | views | 6 | photographs |

C A Skyride in the Empire State Building

The Empire State Building is a skyscraper with 102 floors and fantastic views! The Skyride on the second floor is a fun flight around the city, but it isn't on a plane – it's in a huge cinema!

Writing

4 In groups, write two paragraphs about two tourist attractions in your town/city. Tell the class.

Everyday English 2d



Flat hunting

1 Read the adverts. What are they about?

A

TYPE: 3rd Floor Flat
 Bedrooms: 2 £2,300 per month
 2 bathrooms, living room, large modern kitchen & study
 Near the underground tel: 347-8628

B

TYPE: 1st Floor Flat
 Bedrooms: 1 £1,450 per month
 living room, bathroom, kitchen
 Close to the university
 tel: 347-3226

2 a) The following sentences appear in the dialogue below. Who says each: *an estate agent* or *a student*?

🔊 Listen and read to find out.

- How can I help you? • OK, let me see.
- How many rooms has it got?
- And how much is it? • Which floor is it on?
- Can I see it? • Is 6 o'clock this evening OK?
- What's the address?

4 🎧 Listen and repeat. Then, in pairs, act out similar dialogues using the ideas below.

A: What's your address, please?

B: *20 Milcote Road.*

A: Can you spell it, please?

B: *M-I-L-C-O-T-E.*

• 12 Longhurst Lane.

• 17 Morrison Avenue.

• 21 Primrose Street.

Pronunciation: /u:/, /ʌ/

5 🎧 Listen and tick (✓) the correct boxes. Listen again and repeat.

	/u:/	/ʌ/		/u:/	/ʌ/		/u:/	/ʌ/
much	<input type="checkbox"/>	<input type="checkbox"/>	dust	<input type="checkbox"/>	<input type="checkbox"/>	view	<input type="checkbox"/>	<input type="checkbox"/>
roof	<input type="checkbox"/>	<input type="checkbox"/>	blue	<input type="checkbox"/>	<input type="checkbox"/>	under	<input type="checkbox"/>	<input type="checkbox"/>

Speaking

6 🗣️ Work in pairs. You are interested in the flat in advert A. Call the estate agent to find out information about it. Act out your dialogue. Follow the plan.

A: Hello. Top Real Estate, this is Jenny. How can I help you?
 B: Hi, my name's Kevin Meyer and I want to rent a flat near the university.
 A: OK, let me see. There is a very nice flat for rent in that area.
 B: How many rooms has it got?
 A: It's a one-bedroom flat with one bathroom, a living room and a small kitchen.
 B: And how much is it?
 A: It's £1,450 per month.
 B: That's perfect. Which floor is it on?
 A: It's on the first floor.
 B: Can I see it?
 A: Of course. Is 6 o'clock this evening OK?
 B: Yes. That's great. What's the address?
 A: It's 91 Ridgeway Street.
 B: Could you spell it, please?
 A: Yes, it's R - I - D - G - E - W - A - Y.
 B: Thank you.

b) Which advert does the dialogue match?

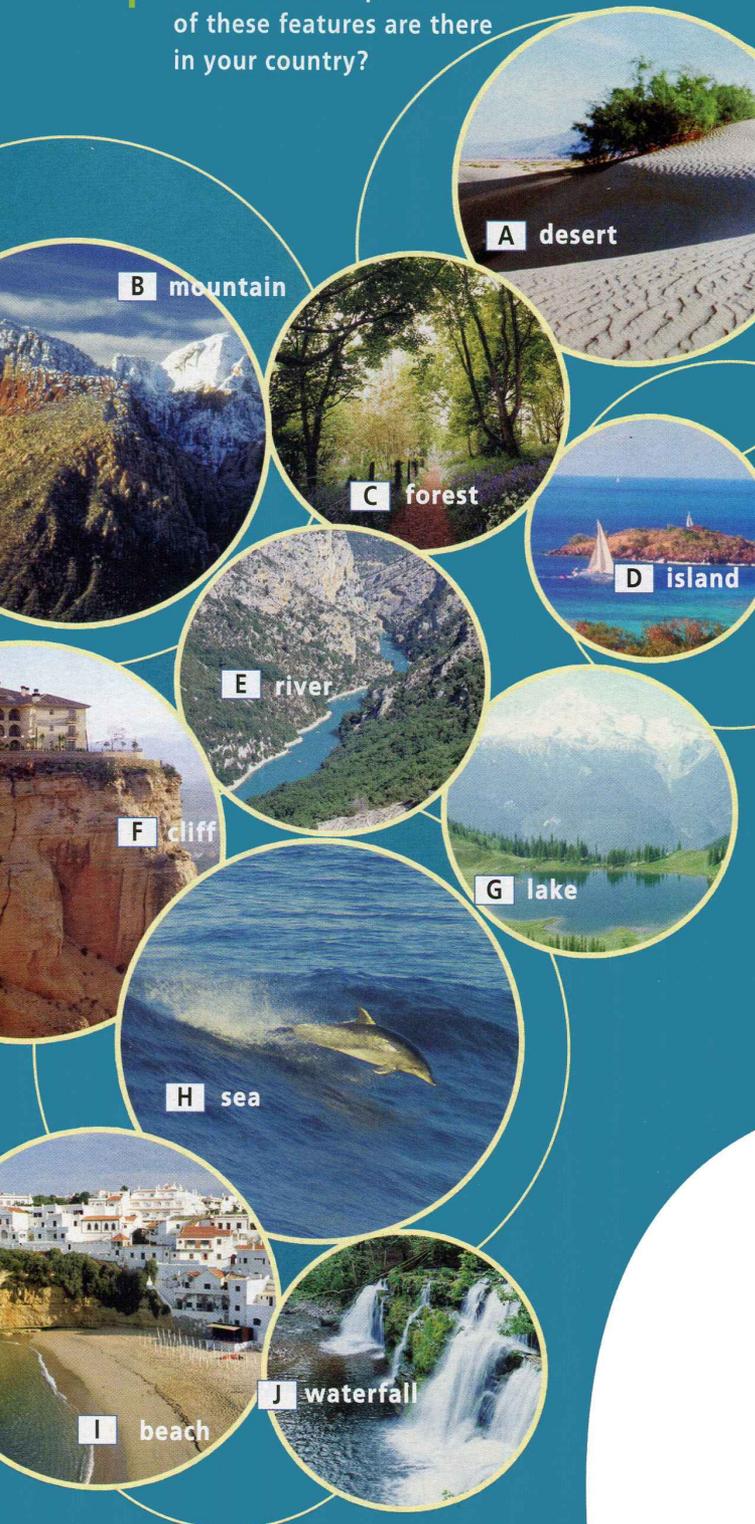
3 Find sentences in the dialogue which mean:
What can I do for you? – How much does it cost? – That's OK with me.

A		B
Greet B. Offer to help.	↔	Say who you are & what you want.
Say what is available.	↔	Ask about number of rooms.
Name the rooms.	↔	Ask about rent.
Say how much it costs.	↔	Ask which floor it is on.
Name the floor.	↔	Ask if you can see it a time.
Agree. Mention a time.	↔	Agree. Ask about the address.
Say the address.	↔	Thank.

2^e Special places

Vocabulary Geographical features

- 1  Listen and repeat. Which of these features are there in your country?



In my country there are a lot of lakes.

The Floating Islands of Lake Titicaca

What is it like having a different view from your window every day? Well, it's just like this for the Uros people of Lake Titicaca in Peru. There are over forty 'floating' islands here. Every day they are in a different place on the lake which is 3,812 metres above sea level.

These floating islands are home to about 300 people. Their surface is very soft and wet because they make the islands with totora reeds. There are small villages with three to ten families on each island.

Uros homes are small reed huts with one room. There is only one bed for the whole family. There isn't any heating and it is sometimes very cold on the lake.

Life on the islands is very simple. The men are fishermen on the lake. They have reed boats with amazing animal faces to go fishing. The women are at home with the children. There's one school for the children but there isn't a hospital or doctors nearby.

These days, the islands are very popular with tourists. It's only a 30-minute motor boat ride from the city of Puno to the islands. Everyone is welcome to experience this unique way of life!

Check these words

floating islands, place, home to, surface, soft, wet, totora reeds, reed huts, heating, simple, fishermen, reed boats, school, hospital, nearby, popular with, tourists, experience a unique way of life

Reading & Listening

- 2 What is an island? What is unusual about the islands of Lake Titicaca?

 Listen and read the text to find out.

3 a) Read again and mark the sentences *T* (true) or *F* (false). Correct the false ones.

- | | |
|--|---|
| 1 The Uros people live on a lake. | 4 Uros men make boats out of wood. |
| 2 The islands of the Uros are man-made. | 5 Uros children don't go to school. |
| 3 Uros homes have only two rooms. | 6 Tourists travel to the islands by car. |



Study skills

Identifying the author's purpose

When we read it is important for us to understand why the author wrote the text. Does he/she write to entertain, to persuade or to inform? This helps us understand the text better.

b) What is the author's purpose?

4 Use the words in the list to complete the sentences.

• welcome • different • popular • simple

- 1 People on the island have a life.
- 2 Tourists are on the islands.
- 3 The islands are in a place every day.
- 4 The islands are with tourists.

Speaking & Writing

- 5 a) Use words from the **Check these words** box to describe the picture.
b) Imagine you are on one of the floating islands of Lake Titicaca. Write an email to your friend. Write: *where you are, what there is there, how you like it.*

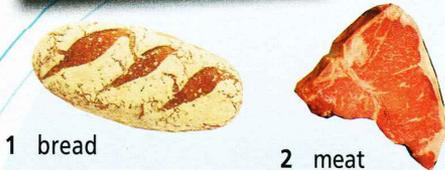
- 6 **THINK!** How does the Uros lifestyle differ from yours? In three minutes, write a few sentences. Read them to your partner.

2f Going around

Vocabulary Shops & products

- 1 Match the shops to the products.
 Listen and check, then say.

Products



1 bread

2 meat



3 medicine



4 flowers



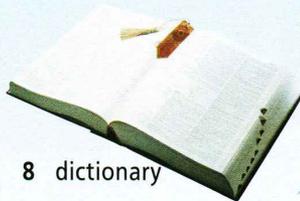
5 dog



6 pasta



7 jacket

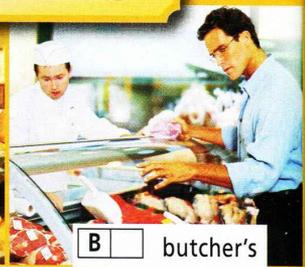


8 dictionary

SHOPS



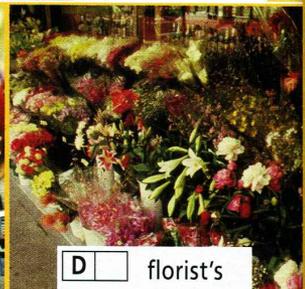
A baker's



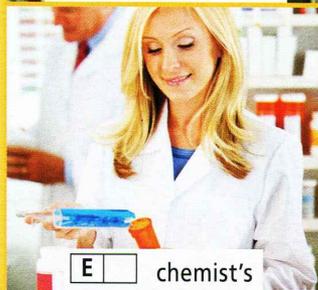
B butcher's



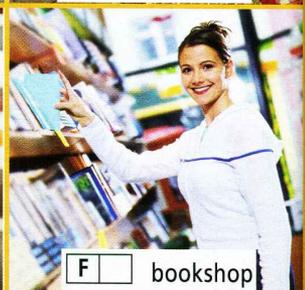
C supermarket



D florist's



E chemist's



F bookshop



G pet shop



H clothes shop

Check these words

address, underground, station, turn left, turn right

Reading

- 2 Look at the email. Who is it to/ from? What is it about? What shops are there in the author's neighbourhood?

Listen and read to find out.

- 3 Read the email and answer the questions.

- 1 When is Billy's birthday?
- 2 What time is the party?
- 3 How can Sam get to Billy's house?

email

To: Sam
 From: Billy
 Subject: party

Hi Sam,
 There's a party at my house for my 13th birthday. It's at 5 pm on Saturday, 20th November. My address is 22, Forest Street.
 Here's how you can get there. Take the underground to Central Station, go up the stairs and come out of the station onto High Street. There is a supermarket opposite the station. Turn left at the supermarket and walk along the street. Walk past the baker's. Turn left at the pet shop, then you're on King Street. Walk across the street. Then turn right at the next street. That's my street. My house is next to the florist's.
 Be there!
 Billy

2g Skills

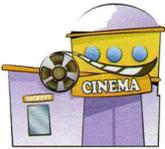
Vocabulary Places in an area

1 Look at the map and answer the questions.

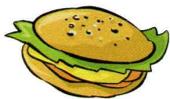


- 1 Which place is behind the bookshop?
- 2 Which place is between the clothes shop and the cinema?
- 3 What is opposite the butcher's?

2 Where can you ...



- 1 watch a film? 2 borrow books



- 3 eat burgers? 4 have lunch? 5 buy stamps? 6 swim?

1 You can watch a film at the cinema.

Reading & Listening

3 Read and listen to the dialogue. Mark Ann's route on the map.

Ann: Excuse me, can you tell me where the post office is, please?

Bob: Sure. It's on Milton Street. Go down Merton Street, past the baker's and turn left into High Street. Walk past the library. Cross Milton Street. The post office is opposite the supermarket on your right.

Ann: Thanks!

Bob: You're welcome.

Speaking Giving directions

4 Use the phrases below to give directions to different places on the map. Follow the plan.

- Go down ... and turn left/right into ...
- Go straight on.
- The ... is on your left/right/opposite/next to/between/behind ...

A

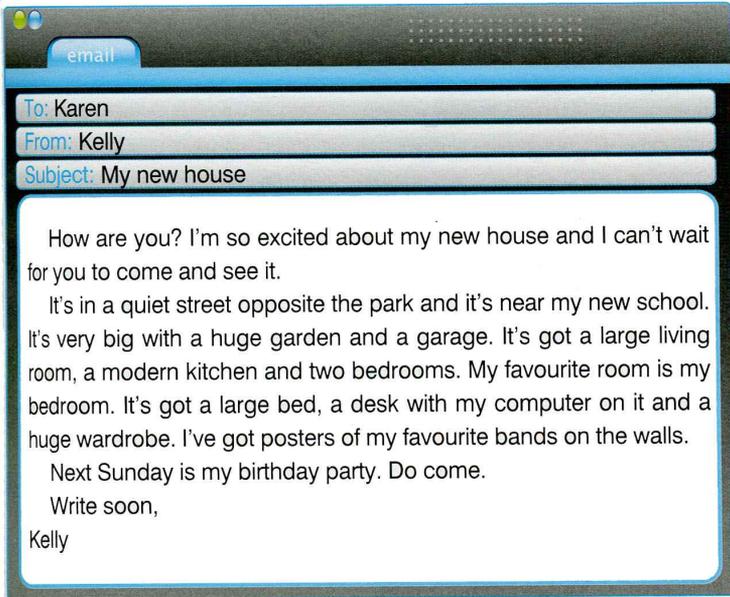
B

- Ask where X is. → Name the street.
Ask for directions. → Give directions.
Thank B. → Say goodbye to A.

An email to a pen-friend

1 Read the first two sentences in the text. What is the email about?

🔊 Listen, read and check.



2 Which of the following are there in Kelly's email?

- Kelly's address
- where her house is
- how big it is
- what there is in each room
- who is in Kelly's family

3 Read the theory. Is it the same in your language?

Writing Tip

Punctuation

We use a **full stop** (.) at the end of affirmative and negative sentences. We use **question marks** (?) at the end of questions. We use a **comma** (,) to separate a list of items. We use an **exclamation mark** (!) at the end of sentences that express strong feelings.

4 Complete the sentences with the correct punctuation.

Use: (.), (?), (,), (!).

- 1 Where is the baker's
- 2 It's fantastic
- 3 There are two banks on Princess Street
- 4 The flat has got a living room a kitchen a bathroom and two bedrooms
- 5 Is there a sports centre in the area

5 Read the theory. Find examples in the email, then put the words in the correct order.

see p. GR4

Adjectives describe nouns. They can go before nouns or after the verb **to be**. *My flat is big. It's a very beautiful flat.*

- 1 house/my/small/is
- 2 got/it's/nice/garden/a
- 3 living room/got/has/the/ furniture/modern
- 4 house/my/street/busy/is/a/in
- 5 is/there/garage/a/big

Writing (an informal email about your house)

6 Answer the questions.

- 1 Where's your house?
.....
- 2 What rooms are there?
.....
- 3 What's your favourite room?
What's in it?
.....

7 **Portfolio:** Use your answers in Ex. 6 to write an email to your friend describing your house (50-70 words). Follow the plan.

Plan

Hi ...,

Para 1: greeting, opening remarks
(Thanks for your email about your house!)

Para 2: where your house is, what rooms there are, (My house is ... near ... It's ...) your favourite room (My favourite room is It has got ... There is also ...)

Para 3: closing remarks (That's all for now.)

.....

2i Curricular: Art & Design

Listening & Reading

- 1 What is each tower in the pictures made of?

WOOD **Glass**
Steel **Brick**

Listen, read and check.



Check these words

wood, glass, brick, steel tower, stand out, skyline, tonne, top, sight, cool, spaceship, second, great view, hundreds of flats, glass cube, slide out

Towers

Every city has its tower, but some are really amazing.

Eiffel Tower

The Eiffel Tower is a beautiful steel tower that stands out in the Paris skyline. It is 324 m tall and weighs over 10,000 tonnes. From the top you can see all the other wonderful sights of Paris. Over six million people visit the Eiffel Tower every year.

Space Needle

The Space Needle is a very cool steel tower in Seattle, Washington. It is 184 m tall. The top looks like a spaceship. It only takes 43 seconds to get to the top where there is a great view of the Cascade Mountains.

Eureka Skydeck 88

Eureka Skydeck 88 is a glass tower in Melbourne, Australia. It is 300 m tall and has got hundreds of flats. From the top there is an amazing view. There is also a glass cube that slides out with visitors inside.

- 2 Read the text. What do these numbers refer to: 184 m, 300 m, 43 seconds, 324 m, 10,000 tonnes, 6 million?

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

- 1 From the top there's a of the city below.
- 2 Eureka Skydeck 88 has got for people to live in.
- 3 Tourists at the Skydeck can travel in a

- 4 **THINK!** Which tower is the most impressive to you? Why?

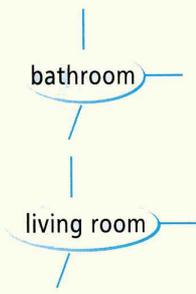
- 5 **ICT**  In groups collect information about another tower or building. *Where is it?, What is it made of?, What does it look like?*

Present it to the class.

Language Review 2

1 Complete the spidergrams with these words. Add one more word.

- fridge • cupboard • toilet • bed • sofa
- dishwasher • wardrobe • sink • washbasin
- pillow • armchair • cushion • bath



2 Fill in: *quiet, earthquake, washing, skating, get, sea, estate, spiral.*

- | | | | |
|---------|---------------|---------|---------|
| 1 | shell | 5 | machine |
| 2 | staircase | 6 | rink |
| 3 | -proof | 7 | agent |
| 4 | neighbourhood | 8 | wet |

3 Choose the correct word.

- The house has a great **site/view** of the lake.
- The lake is high above sea **ride/level**.
- The Uros people have a unique **type/way** of life.
- There are **floating/popular** islands on the lake that are in a different place each day.
- There isn't a school **nearby/straight**.
- Their houses are small **hats/huts** of reeds.
- We have picnics **in/at** weekends.

4 Choose the correct preposition.

- The house is **in/at** the shape of a seashell.
- There are posters **on/in** the walls.
- You can't walk **in/at** space.
- There are small huts **in/on** the island.
- The flat is **at/on** the third floor.
- We're excited **for/about** our new house.
- The place is popular **with/for** tourists.
- The island is home **for/to** twenty families.

5 Write the correct shop: *There you can buy ...*

1
b

2
c
medicine

3
p o

4
c s

5
f r

6
b

bread

GAME

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

- sea level • home to • go straight • turn left
- unique way of life • estate agent
- second floor • huge park • chores
- vacuum cleaner • small windows
- friendly to the environment • great view

Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 2 and write a quiz of your own.

- | | |
|--|--|
| 1 The Nautilus House is like a snake. | 5 You can't walk in space. |
| 2 The Space Needle is in Melbourne. | 6 The Statue of Liberty is on Ellis Island. |
| 3 The Uros people have got reed boats. | 7 There aren't any lakes in Central Park. |
| 4 The Empire State Building has got 100 floors. | 8 Lake Titicaca is in Peru. |

Reading

- 1 a) You are going to read a text about IKEA. What do you know about IKEA? Are there IKEA stores in your country? What can you buy there?



IKEA is a Swedish furniture company 0) stores in over 35 countries. It sells good-quality furniture, and kitchen and bathroom items at 1) low prices. You can buy everything 2) from beds and bookcases to dish racks and towels.

IKEA stores are usually 3) to motorways outside city centres. Stores are not difficult to see 4) they are always dark blue and yellow, and they are huge – about the size of five football fields!

Most IKEA stores are environmentally-friendly. Some stores even have thousands of plants on 5) roof to control the store's temperature.

Many customers go to IKEA to buy only one 6) two things. When they leave the store though, most shoppers have a lot more items in their shopping bags! 7) is because the products IKEA sells are good quality and reasonably priced.

IKEA stores aren't just about furniture though. Most stores have play areas for children, and restaurants. You 8) eat delicious Swedish food like salmon or meatballs at IKEA, as well as local food. In fact, many customers spend the whole day at IKEA.

Study skills

Multiple choice text

Read the text to get the gist. Read again and try to decide which word best completes each gap. Read the completed text again to see if it makes sense.

- b) Choose the correct word A, B or C to complete the gaps (1-8)

Example

0	A of	B with	C in
1	A very	B much	C the
2	A they	B their	C there
3	A next	B by	C at
4	A because	B and	C or
5	A they	B them	C their
6	A with	B or	C and
7	A There	B This	C Those
8	A do	B have	C can

Speaking

- 2 Read the rubric, then in pairs do the task.

B: Here is some information about a fast food restaurant.

A: You don't know anything about the fast food restaurant, so ask B some questions about it.

B – your answers

HARRY'S
Fast Food Restaurant

1500 Cedar Ave

You can get
breakfast all day!

Sunday-Thursday 8:00am-11pm
Friday & Saturday 8:00am-1am

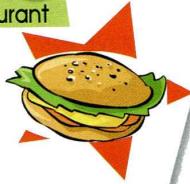
Discounts for university students
and senior citizens

Tel: **501-2323**

A – your questions

HARRY'S Fast Food Restaurant

- address?
- closed / Mondays?
- when / breakfast?
- telephone number?
- discount / senior citizens?



- b) Read the rubric, then do the task. Compare with your partner.

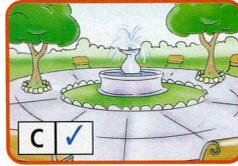
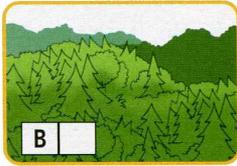
You will hear five short conversations. You will hear each conversation twice. For questions 1-5, (✓) A, B or C.

Listening

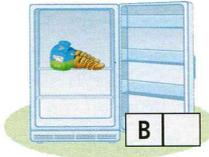
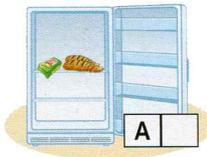
- 3 a) Look at the pictures. What does each show?

Example

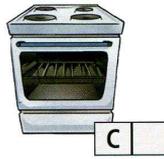
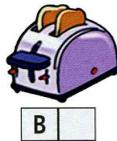
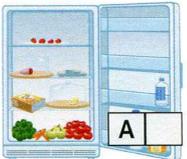
0 What can the girl see from her flat?



1 Where is the bread?



2 What hasn't the girl got?



3 Where is the nearest open chemist's?



4 How much is Jenny's rent?

£315

A

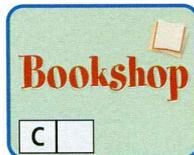
£415

B

£350

C

5 What is next to the supermarket?



Writing (Writing Bank 2: Notices p. WB2)

Writing Tip

Notices

Notices are short pieces of writing which we write when we want to inform others about something. We use short clear sentences and avoid being chatty.

- 4 a) Read the rubric and answer the questions.

You are studying English at York university. You want to rent a flat nearby. Write a short notice to put on the student noticeboard (25-35 words). Include:

- what you want to rent
- details of what size flat, rooms, etc. you need
- the location you want
- how much rent you can afford

- 1 What are you going to write?
- 2 What information should you include?
- 3 Who is going to read it?

- b) Write your notice. Make sure you include all the points in the rubric.

2 Revision

1 Fill in: *pillow, view, forest, floor, home, way, cushions, popular, level, friendly.*

- 1 There are some on the sofa.
- 2 The house has got a great of the mountains.
- 3 The islands are to 300 people.
- 4 Their flat is on the first
- 5 The park is with tourists.
- 6 Is there a on the bed?
- 7 They've got a unique of life.
- 8 The house is to the environment.
- 9 There are trees in the
- 10 The lake is above sea

10x2=20 marks

2 Circle the odd word out.

- 1 kitchen – living room – laundry room – garden
- 2 sofa – dishwasher – armchair – chair
- 3 fridge – cooker – toaster – washbasin
- 4 iron – roof – attic – chimney
- 5 chemist's – butcher's – baker's – towel

5x2=10 marks

3 Write the correct shop.

- 1 You can buy bread at the b
- 2 You can buy meat at the b
- 3 You can buy medicine at the c
- 4 You can buy stamps at the p

4x2=8 marks

4 Choose the correct word.

- 1 **There/This** is a bed in the bedroom.
- 2 Is **that/these** a bookcase?
- 3 Walk **along/out of** the street.
- 4 There are **some/any** books on the desk.
- 5 Are there **some/any** posters on the wall?
- 6 There's a computer **on/in** the desk.
- 7 There aren't **some/any** forks on the table.
- 8 These are Ann's **child/children**.
- 9 Those are **knives/knives**.
- 10 These **men/mans** are from Mexico.

10x2=20 marks

5 Fill in: *a, an or the.*

- 1 There's baker's near my house.
- 2 Have you got fridge?
- 3 Is this island?
- 4 chemist's near the park is very big.

4x2=8 marks

6 Circle the correct response.

- 1 A: Where's Ann?
B: a It's a lake.
b At home.
- 2 A: Is there a poster on the wall?
B: a Yes, there is.
b No, it isn't.
- 3 A: What's that?
B: a It's under the bed.
b It's an iron.
- 4 A: What's your address, please?
B: a M – E – R – T – O – N.
b 20, Merton Street.
- 5 A: Can you tell me where the cinema is?
B: a It's on Milton Street.
b 16, Primrose Street.
- 6 A: Can I see it?
B: a Yes, I can.
b Yes, of course.
- 7 A: How much is it?
B: a It's £1,000 a month.
b 16, Primrose Street.

7x2=14 marks

7 Write a short text about your favourite room (50-60 words).

20 marks

Total: 100 marks

Check your Progress

- describe houses and rooms _____
- describe a location _____
- arrange to view a house for rent _____
- compare different lifestyles _____
- ask for/give directions _____
- write an informal email describing my new house and favourite room _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: free-time activities, daily routines, animals, pets, school rules, family members

Grammar: present simple, prepositions of time (*in/at/on*), adverbs of frequency, possession, *have to/not have to, should, shouldn't, ought to, oughtn't to*, adverbs/adjectives; linkers (*and/or/but*)

Everyday English: making arrangements, telling the time

Pronunciation: /s/, /z/, /ɪz/, /d/, /ð/

Writing: an email giving news

Culture Corner: College Life in the USA

Curricular (Science): Reptiles

Module 3

Day after day

Vocabulary

Free-time Activities

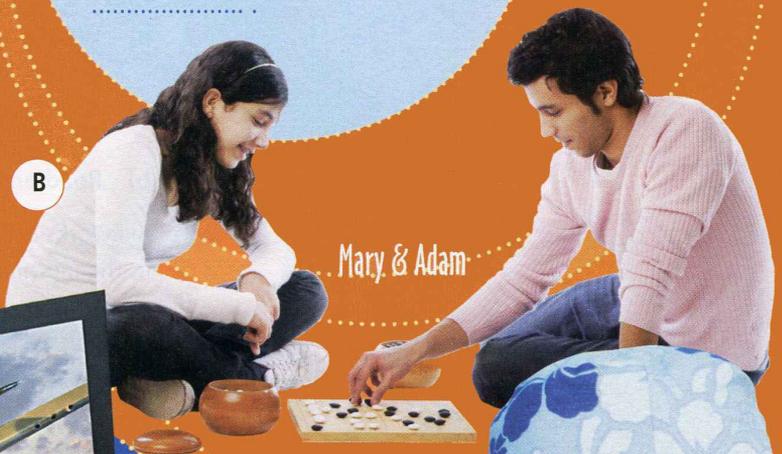
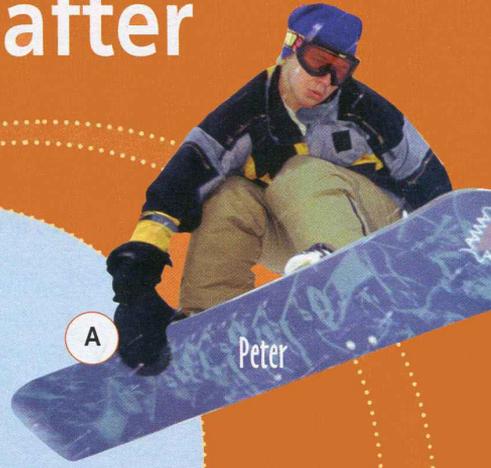
1 Listen and say.

- playing board games
- watching DVDs
- sending text messages
- snowboarding
- going to the library
- listening to music
- rollerblading
- surfing the Net
- going to the pool
- hanging out with friends
- reading books

OVER TO YOU!

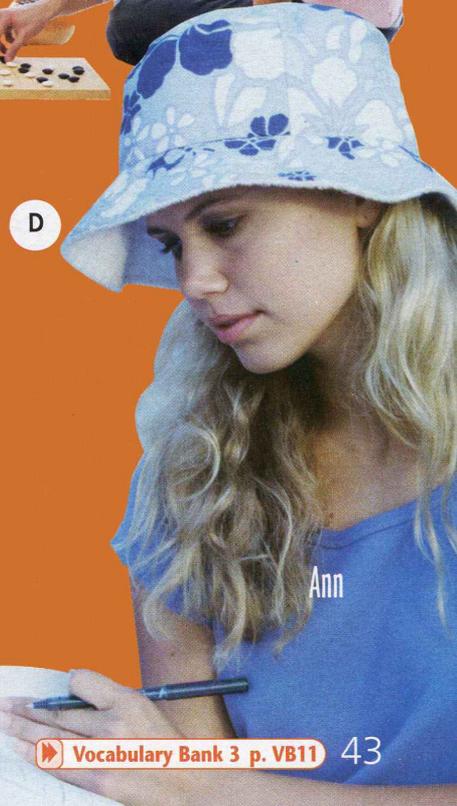
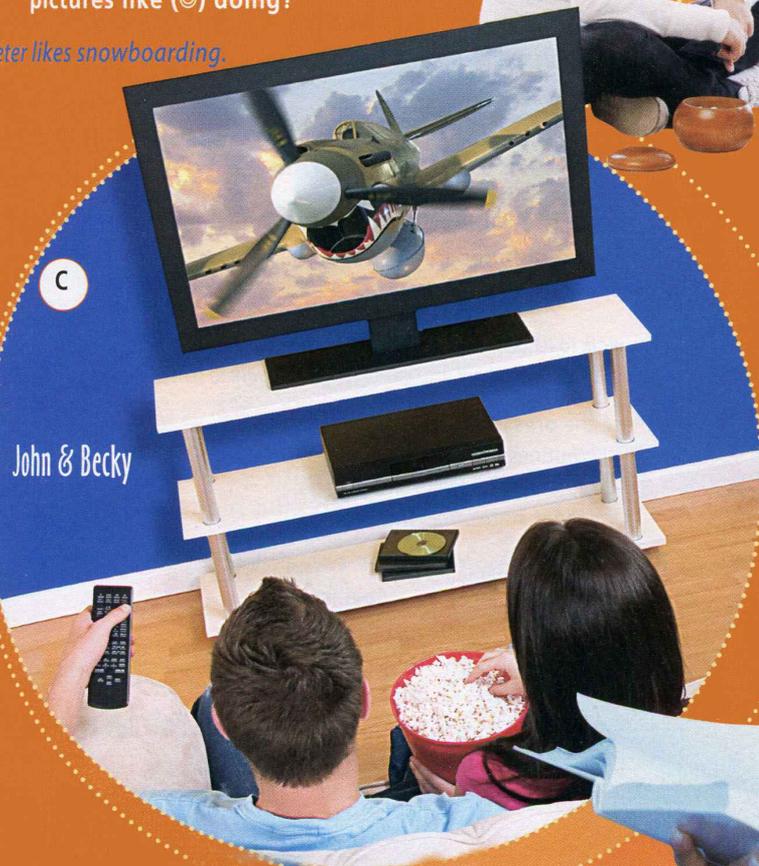
like ☺ not like ☹

I like
and
I don't like and



2 Which activity does each person in the pictures like (☺) doing?

Peter likes snowboarding.



3a Daily routines

Vocabulary

- 1 a) Fill in with: *get, have (x4), walk (x2), do (x2), watch, brush, go*.
 Listen and check then say.
- b) What do you do *in the morning* ☀️, *in the afternoon* 🌞, *in the evening* 🌙?

In the morning, I get up, I have ... and then I ...



1 up



2 a shower



3 breakfast



4 to school



5 lessons



6 sport



7 dinner



8 my homework



9 the dog



10 a DVD



11 my teeth



12 to bed

Snake Milking



Reading

- 2 a) We usually milk cows, sheep and goats. Can we milk snakes? What does Bill do at work? Is his job dangerous?
 Listen and read to find out.
- b) Read and complete the sentences.

- Bill works at
- In the morning, he
- At work he
- Bill's job is important because

Grammar see p. GR4

Present simple (affirmative)

- 3 Read the table. How do we form the *present simple*? Find examples in the text.

SINGULAR	PLURAL
<i>I/You walk to school.</i> <i>He/She/It walks to school.</i>	<i>We/You walk to school.</i> <i>They walk to school.</i>
We use the present simple to talk about:	
<ul style="list-style-type: none"> daily routines: <i>Every morning, I eat eggs for breakfast.</i> habits: <i>John plays tennis on Saturdays.</i> permanent states: <i>They live in London.</i> 	
Time expressions: every day/week, every afternoon/evening, on Mondays, etc.	
Spelling rules	
<ul style="list-style-type: none"> verb + -s → <i>I run – he runs</i> verbs ending in -ch, -o, -sh, -ss, -x, + -es → <i>I watch – he watches, I go – he goes, I wash – he washes</i> verbs ending in consonant + y drop the -y and take -ies → <i>I study – he studies</i> 	

We milk cows, we milk goats, but what about milking snakes? Well, Bill Hernandez does this every day! He works at a snake farm in Florida, USA. His daily routine is dangerous. The snakes often bite Bill on his hands and arms. Every morning, Bill gets up early and walks to the farm. He catches different types of poisonous snakes from their enclosures and 'milks' them in his laboratory. The snakes bite a special glass cup and the venom falls into it from their teeth. In the afternoons, Bill and his team make medicine or 'antivenin' from this venom. Bill knows his job is very important. "Each year, poisonous snakes bite 8,000 people in the USA. They die without antivenin," he says. In the evenings, Bill tries to forget all about snakes! He walks his puppy, Holly, and watches a DVD before he goes to bed.

Check these words

milk, cow, goat, snake farm, dangerous, bite, hand, arm, early, catch, type, poisonous, enclosure, laboratory, venom, teeth, team, make, medicine, antivenin, die, puppy

4 Put the verbs in brackets in the **present simple**. Which express: *a daily routine? a habit? a permanent state?*

- 1 I (listen) to music after school.
- 2 Matt (like) reading.
- 3 Tony and Jill (work) in a shop.
- 4 Sally (walk) to school every day.
- 5 We (live) in a village.

Pronunciation: /s/, /z/, /ɪz/

5 Write the 3rd-person singular forms of the verbs from the text.

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

- 1 I do - he
- 2 I work - he
- 3 I get up - he
- 4 I catch - he
- 5 I fall - it
- 6 I know - he
- 7 I say - he
- 8 I try - he

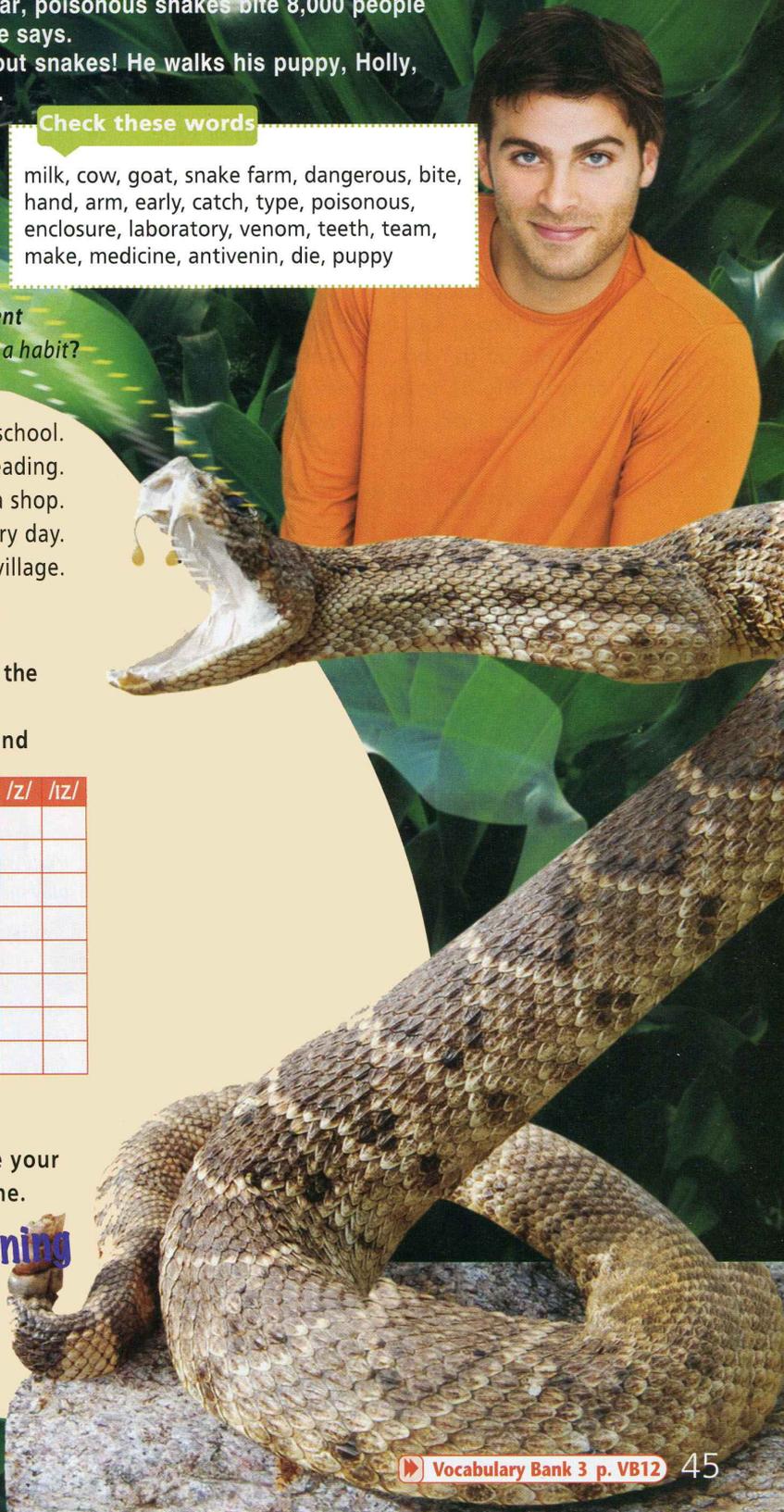
/s/	/z/	/ɪz/
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Speaking & Writing

6 Make notes under the headings. Use your notes to talk about Bill's daily routine.

Morning Afternoon Evening

THINK! Compare your routine to Bill's. In three minutes write a few sentences. Tell the class.



3b Work days

Check these words

office work, outdoors, wildlife photographer, dawn, get ready, work shifts, hide, jungle, keep still, wait for a chance, return, share, beauty of nature

In the wild

Do you catch the bus or tube in the mornings? Lots of people do this to get to work but Nathan Dell doesn't. Nathan doesn't do office work. He works outdoors as a wildlife photographer. He often gets up before dawn, has breakfast then he gets ready to go to work. He doesn't work shifts or even 9 to 5. He hides among trees in the jungle, keeps very still and waits for a chance

to photograph an animal. At the end of the day he returns to his camp. After dinner he checks the photographs on his computer. He sometimes works late to send the pictures to the magazine he works for. It's a tiring and dangerous job but Nathan is happy to share the beauty of nature with people all over the world through his photographs.

Vocabulary & Reading

- Write down as many jobs as you can think of.
- Look at the man in the photo. Which of the sentences (1-5) are true about him?
 Listen, read and check.
 - Nathan works in a park.
 - He catches the tube to work.
 - He starts work early in the morning.
 - He sends his work using a computer.
 - He doesn't like his job.

3 a) Use words from the **Check these words** section to complete the sentences.

- Nurses work in the morning or in the evening. They
- and don't move. There's something on your head.
- Secretaries do, such as sending emails or answering phonecalls.
- Police officers don't usually work indoors. They work
- The morning shift starts very early, just before

b) **THINK!** Complete the sentence.

I admire Nathan because ...

Grammar ^{see p. GR4} Present simple (negative/interrogative)

4 Read the table. Find examples in the text.

NEGATIVE	
<i>I/You/We/They don't play sport.</i>	<i>He/She/It doesn't play sport.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Do I/you/we/they go running on Saturday?</i>	<i>Yes, I/you/we/they do./ No, I/you/we/they don't.</i>
<i>Does he/she/it cook on Sunday afternoons?</i>	<i>Yes, he/she/it does./ No, he/she/it doesn't.</i>



5 Jane and Tom Smith have busy weekends. Look at their timetables and correct the sentences. Use the verbs, *have, do, go, watch, play*.

	Jane	Tom
Saturday	10:00 tennis lesson	football practice
	16:00 homework	chores
	18:00 out with friends	out with friends
Sunday	10:00 chores	computer games
	16:00 violin lesson	homework
	18:00 DVD	DVD

- Jane and Tom have a music lesson on Saturday mornings. *Jane and Tom don't have a music lesson on Saturday mornings. Jane has a tennis lesson and Tom has football practice.*
- Jane hangs out with her friends on Saturday mornings.
- Tom does chores on Sunday mornings.
- Jane and Tom watch DVDs on Saturday evenings.
- Jane does her homework on Sunday afternoons.
- Jane and Tom play computer games on Sunday evenings.

Listening

6 a) Listen to Jack and Kate. Mark T (true) or F (false).

	Jack	Kate
go to school		
like Maths		
do sport		
get up early		
live in a flat		



b) Fill in *do, does*. Then answer the questions.

- Jack go to school?
- Jack get up early?
- Jack and Kate live in a flat?
- Kate like Maths?
- Kate do sport?

Prepositions of time

7 a) Study the table, then fill in *at, in* or *on*.

AT	the time (<i>at 3 o'clock, at weekends/ the weekend, at midday/night</i>)
IN	<i>in the morning/afternoon/evening, months/seasons (in May, in the winter), years (in 2010)</i>
ON	days (<i>on Saturday(s), on Monday morning(s)</i>), dates (<i>on 8th June</i>), <i>on weekdays</i>

- Sue doesn't work Saturdays.
- My birthday is 20th December.
- He never works the evening.
- They go to school weekdays.
- I have a dancing lesson 6 o'clock.

Speaking

b)  Use the phrases to ask and answer.

- watch TV/the evenings • get up/7 o'clock
- do your homework/Friday evenings
- do sport/the winter
- buy a magazine/weekends

A: *Do you watch TV in the evenings?*

B: *Yes, I do. Do you ... ?*

Adverbs of frequency

8 a) Read the theory box.

Adverbs of frequency tell us how often something happens. They go before the main verb, but after the verb 'to be'. *Tommy often goes skating. He is never late.*

100%	always
75%	usually
50%	often
25%	sometimes
0%	never

b)  How often do you ...

- read in bed? • help with chores?
- catch a bus? • go to the library?
- buy a newspaper? • do the shopping?
- send text messages?

Writing

9 Write a few sentences about what you do at weekends. Use adverbs of frequency (*often, always, usually, sometimes, never*).

3C Culture Corner

Check these words

exciting, study hard, make friends, Biology, Physics, Chemistry, English Literature, do projects, campus, dorm, adventure, live alone, meal plan, low price, join clubs, drama, newspaper, organise events, hold events, raise money, charity, poor, clean up the environment

1 What is college life like in the US?

Decide which sentences are **T (true)** and which are **F (false)**.

🔊 Listen, read and check.

- 1 Students attend lessons for about five hours each day.
- 2 There are lessons every day.
- 3 Students spend more time doing projects than attending lessons.
- 4 Students can live on campus.
- 5 Students can't live on their own.
- 6 Students can become members of various clubs.

2 Choose the correct word.

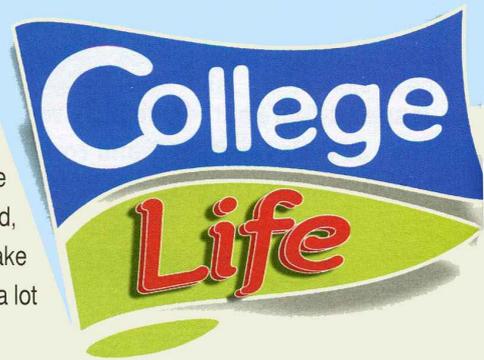
- 1 Students **do/make** projects on the subject they study.
- 2 Most students live on **dorm/campus**. They stay in a room of their own in a **dorm/club** or **live/share** a room with another student.
- 3 Most students **do/join** a club that interests them a lot, such as sports or drama.

3 Read again and make notes under the headings. Use your notes to talk about colleges in the USA.

- Subjects • Lessons • Food
- Accommodation • Clubs

4 What is college/university life like in your country? Make notes under the headings in Ex. 3. Tell the class.

College life in the US is very exciting. College students study hard, learn a lot of things, make new friends, and have a lot of fun.



College Studies

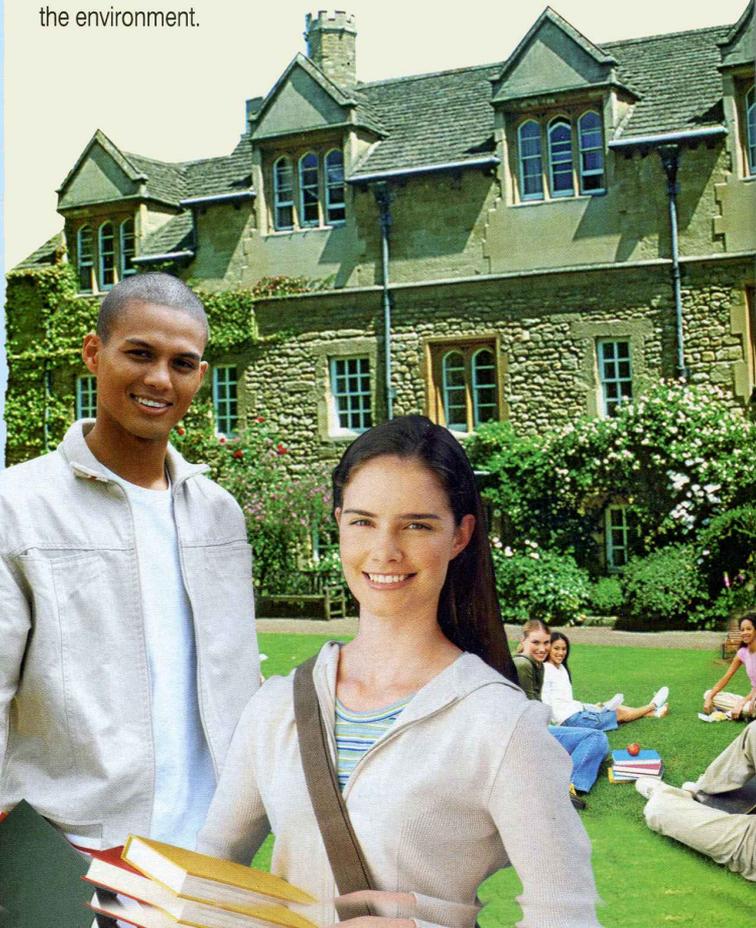
College students in the US study many different subjects like Science, Biology, Physics, Chemistry, Maths or English Literature. College students go to lessons for about five hours a day, five days a week and study or do projects for about three hours or more.

Life on Campus

Living on campus in a dorm is an adventure! It isn't like living at home. College students usually share a room in the dorm with another person. But sometimes they live alone. Most college students have a 'meal plan'. They can eat in the college dining hall for a low price.

Clubs

Many college students join clubs like sports, drama, newspaper and art. The clubs organise events like parties and dances. They also hold events to raise money for charity, collect clothes for the poor and even clean up the environment.



Everyday English 3d

Asking/Telling the time

1 Listen and say.



six o'clock
or
six



half past
six or
six thirty



(a) quarter
to six
or
five forty-five



(a) quarter
past six
or
six fifteen



twenty to
six
or
five forty



twenty
past six
or
six twenty

2 a) Listen and number the clock faces in the order you hear them.

10:40

12:00

14:30

A

B

C

5:15

9:45

8:50

D

E

F

b) In pairs, use the clock faces in Ex. 2a to ask and tell the time, as in the examples.

A: Excuse me. Have you got the time, please?

B: Yes, it's ten forty/twenty to eleven.

A: Excuse me, please. What time is it?

B: It's twelve o'clock.

Making arrangements

3 a) Listen and say.

- Do you want to ...?
- That sounds good.
- What time do you want to meet?
- What time is it now?
- Is 6:30 OK for you?
- Let's meet (at the tennis courts) at 7:30.
- OK, see you there.

b) The sentences are from a dialogue between two friends. Where do they agree to meet? At what time?

Listen and read to find out.

Tom: Do you want to play tennis in the park later, Jamie?

Jamie: That sounds good. What time do you want to meet?

Tom: What time is it now?

Jamie: It's quarter past three.

Tom: Right. Well, is 6:30 OK for you?

Jamie: Not really. My guitar lesson finishes at 6:30.

Tom: That's not a problem. Let's meet at the tennis courts at 7:30, then. Don't be late.

Jamie: OK, see you there.

- 4 Find sentences in the dialogue which mean:
- Make sure you're on time.
 - That's a great idea.
 - No, it isn't.
 - Do you want to meet at half past six?
 - That's OK.

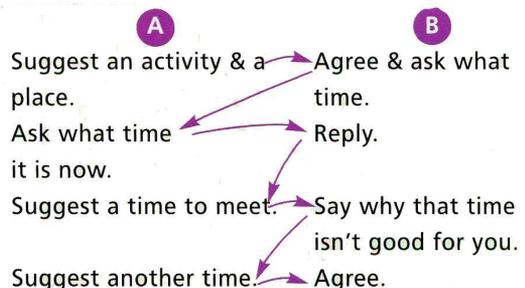
Pronunciation: /d/, /ð/

- 5 Listen and tick (✓) the correct boxes. Listen again and repeat.

	/d/	/ð/	/d/	/ð/	/d/	/ð/
dad	<input type="checkbox"/>	<input type="checkbox"/>	dirty	<input type="checkbox"/>	there	<input type="checkbox"/>
that	<input type="checkbox"/>	<input type="checkbox"/>	then	<input type="checkbox"/>	dear	<input type="checkbox"/>

Speaking

- 6 Arrange to meet your partner. Use the sentences from Ex. 3a to act out your dialogue. Follow the plan.



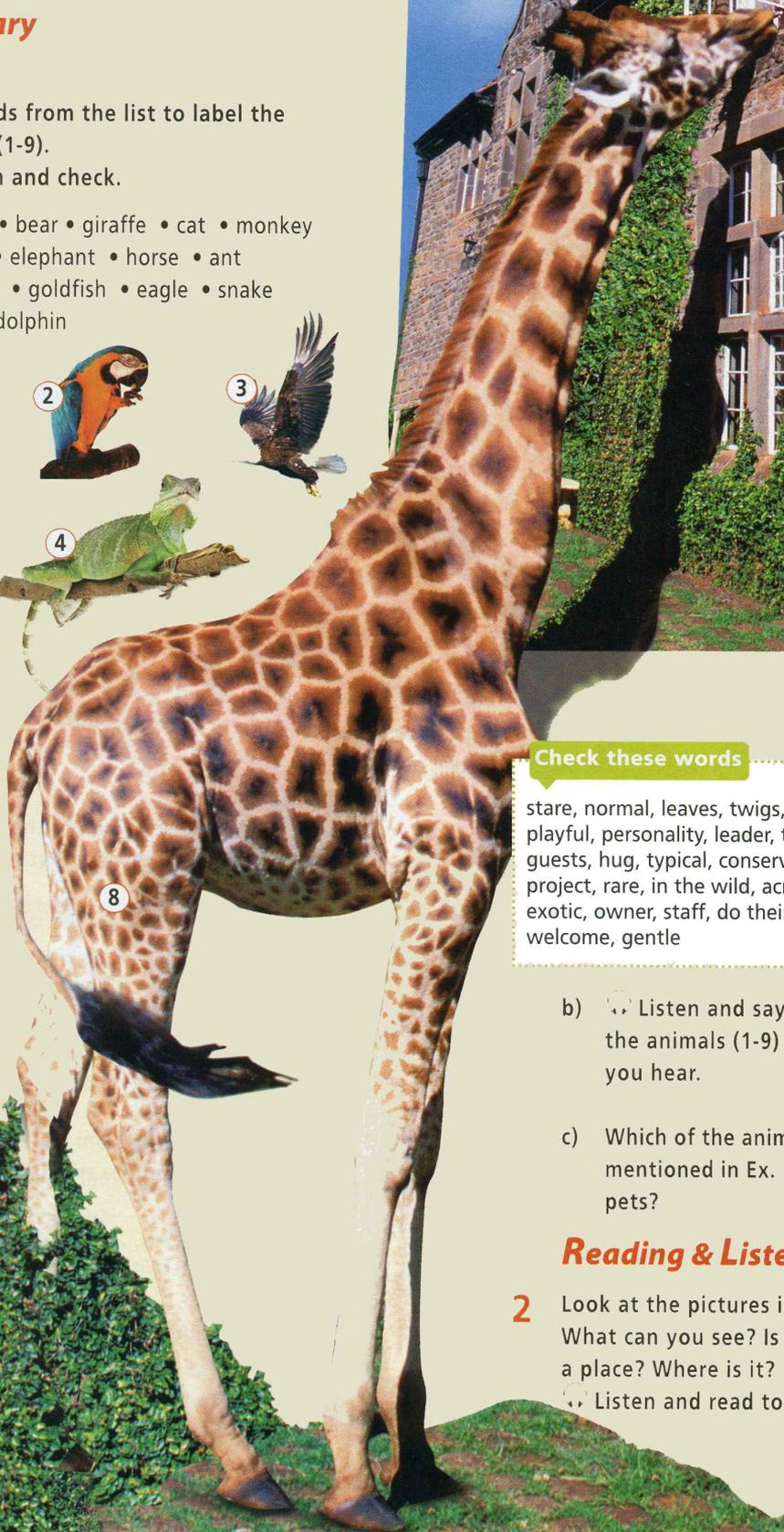
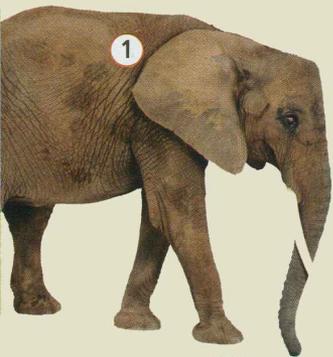
3e True Friends

Vocabulary Animals

1 a) Use words from the list to label the animals (1-9).

🔊 Listen and check.

- iguana • bear • giraffe • cat • monkey
- parrot • elephant • horse • ant
- hamster • goldfish • eagle • snake
- duck • dolphin



Check these words

stare, normal, leaves, twigs, slice, playful, personality, leader, treat, guests, hug, typical, conservation project, rare, in the wild, acre, estate, exotic, owner, staff, do their best, feel welcome, gentle

- b) 🔊 Listen and say which of the animals (1-9) in Ex. 1a you hear.
- c) Which of the animals mentioned in Ex. 1a can be pets?

Reading & Listening

2 Look at the pictures in the text. What can you see? Is there such a place? Where is it?

🔊 Listen and read to find out.

What's for Breakfast?

3e



What's it like to wake up in the morning and see Lynne, a 5-metre tall Rothschild giraffe, staring through your window? It sounds **strange**, but this is a **normal** morning at the Giraffe Manor, a hotel in Kenya, Africa.

Every morning before 9 o'clock, the giraffes walk over and put their heads through the open windows to see what's for breakfast. In the wild, giraffes eat leaves and twigs, but here at the hotel they prefer a slice of toast and some orange juice. These **playful** creatures are like members of the family. Each one has its own name and personality. Lynne is the leader and loves treats from the guests. Arlene likes hugs while Barney is like a typical teenager – even though he's only 3.

The hotel is also a conservation project. The Rothschild giraffe is a **rare** animal with only a few hundred left in the wild. On the 140-acre estate there are also exotic birds and antelopes. The owners and the staff do their best to make their guests feel welcome. Giraffe Manor is a place that promises an **amazing** experience and lots of photographs with its **gentle** creatures.

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

- 1 What animals live at Giraffe Manor?
A Only giraffes.
B Wild animals.
C Only rare animals.
D Birds, giraffes and antelope.
- 2 What do the giraffes like doing in the morning?
A Eating from the trees.
B Sharing guests' meals.
C Opening the windows.
D Playing with the families.
- 3 What does Lynne enjoy?
A Hugs. C Kisses.
B Treats. D Leaves.
- 4 What is special about the Rothschild giraffes?
A They are very tall.
B They are exotic.
C There aren't many left.
D They only eat sweets.

4 Use words from the **Check these words** section to complete the sentences.

- 1 Lynne, the giraffe, doesn't think it's rude to at people through windows.
- 2 The in the hotel are very friendly and always ready to help guests.
- 3 Chocolate is a welcome sweet for everyone.
- 4 You can't see a Rothschild giraffe everywhere. It's a animal.
- 5 On the there are exotic birds and antelope.
- 6 The owners made all their feel welcome.
- 7 Giraffes eat and
- 8 The is the head of the group that everyone else follows.
- 9 The staff always to make sure the guests have a nice time.

5 Match the adjectives in bold in the text to their synonyms: *exceptional, typical, uncommon, kind, lively, fantastic.*

Speaking & Writing

- 6 **THINK!** In three minutes write some reasons why someone should go to Giraffe Manor. Tell the class.
- 7 Imagine you are at Giraffe Manor. Send your English pen-friend an email. In your email write: *where you are, what the place is like, what is special about it and what you like the most.*

3f An amazing school

Vocabulary

School & school rules

- 1 a) In a minute write down as many school subjects as you can. Which is your favourite?
- b)  Listen and say.



1 switch off your MP3 player



2 be on time



3 wear a school uniform



4 bring a packed lunch

5 take part in sports

Reading & Listening

- 2 Look at the pictures with the text. What is unusual about this school? What subjects do you think students study here? Read to find out.

The Flying Fruit Fly Circus School

1

Imagine a school where the students don't play football and basketball in their sports lessons. Instead, they learn to juggle and fly fast through the air on a trapeze! Well, a school like this really exists. It's called the Flying Fruit Fly Circus School and it's in Wodonga, Australia.

2

The students at this school study circus skills such as acrobatics, clowning, trapeze, and tightrope walking. They also study dance, theatre and music and take part in many performances and tours.

3

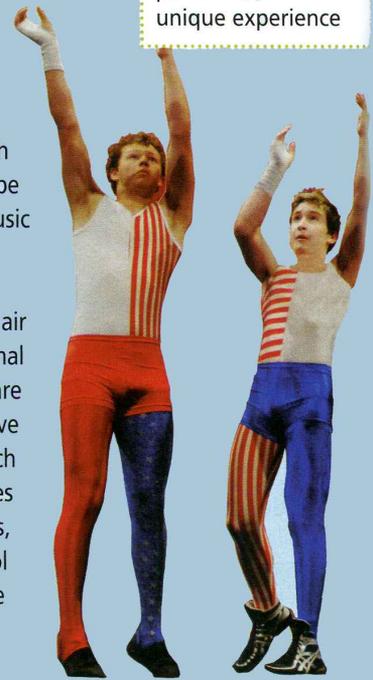
Students don't spend all day flying through the air though! They have to work hard at all the normal subjects, like Maths and Science, too. There are also rules like at an ordinary school. Students have to be on time, wear a school uniform and switch their mobile phones off in class (they sometimes don't have to switch off their MP3 players, though!). Also, they don't get into the school easily. They have to do a circus skills course and then the school chooses its students.

4

After leaving the circus school, some students become performers, and others don't. But all the students have a unique experience at the school. It's a place where ordinary students can do extraordinary things!

Check these words

juggle, trapeze, exist, circus skills, acrobatics, tightrope walking, performance, course, performer, unique experience



The Flying Fruit Fly Circus has videos of its performances on YouTube! You should take a look. They're amazing!

- 3 a) Read again. Match the headings (A-E) with the paragraphs (1-4). There is one extra heading.

A Not All Fun and Games	D Be Famous
B An Unforgettable Time	E A Special School
C Special Studies	

- b)  Listen and check. How similar is this school to yours? Write sentences.

In my school we don't study circus skills, but in the Flying Fruit Fly Circus School students study acrobatics, clowning, trapeze and tightrope walking.

Grammar

see p. GR5

Have to

4 Read the theory. Find examples in the text in Ex. 2.

AFFIRMATIVE/NEGATIVE	
I/You/We/They have to/don't have to work.	
He/She/It has to/doesn't have to work.	
INTERROGATIVE	SHORT ANSWERS
Do I/you/we/they have to work?	Yes, I, etc do ./No, I, etc. don't .
Does he/she/it have to work?	Yes, he, etc. does ./No, he, etc. doesn't .
<ul style="list-style-type: none"> We use have/has to to express obligation/duty. <i>We have to wear a uniform at school.</i> (It's the rule./It's a duty.) We use don't/doesn't have to to express lack of obligation. <i>She doesn't have to work on Saturdays.</i> (It isn't necessary.) 	

5 a) Fill in: *have to, has to, don't have to, doesn't have to, as in the example.*

- Jane *doesn't have to* sign in every morning. (X)
- Jane and Steve respect their teachers. (✓)
- Jane and Steve be silent in the school library. (✓)
- Jane and Steve wear a uniform. (X)
- Steve show an ID card. (X)
- Jane study acrobatics. (✓)

b)  Use the phrases to ask and answer questions, then tell the class what your partner *has to/doesn't have to* do.

- do sport at school
- do the washing-up every day
- walk to school
- do homework every evening
- share your bedroom with a brother/sister

A: *Do you have to do sport at school?*

B: *Yes, I do./No, I don't.*

A: *Do you have to ...*

Should/Ought to

6 Read the theory, then fill in *should/ought to* or *shouldn't/oughtn't to*.

We use **should/shouldn't** to give advice/make a suggestion. *You **should** go to the circus! It's great!* (It's a good idea.) *You **shouldn't** smoke.* (It's not a good idea.) We use **ought to/oughtn't to** to give advice. *You **ought to** be polite.* (It's morally right.)

In class ...

- You always listen to the teacher.
- You talk to others.
- You ask questions if you don't understand.
- You chew gum.

Adjectives/Adverbs

7 Read the theory and find examples in the text in Ex. 2.

- Adjectives** describe nouns. They usually go before nouns but after the verb *to be*. *He's a **good** teacher.* They are the same in the singular and plural. *The **students** are **great**.*
- Adverbs** describe verbs. *He **speaks** Russian **well**.* (How does he speak Russian? Well.)

Formation

adjective + -ly *quiet* → *quietly*; adjective ending in -~~g~~ + -ly *terrible* → *terribly*; adjective ending in -y + -ily *happy* → *happily* Irregular forms: *good* → *well*; *fast* → *fast*; *hard* → *hard*; *early/late* → *early/late*

8 Choose the correct word.

- Max juggles really **good/well**.
- Angie walks **quickly/quick**.
- She's a **careful/carefully** driver.
- Sam is really **badly/bad** at Maths.
- My teacher speaks **softly/soft**.
- Tina sings **bad/badly**.

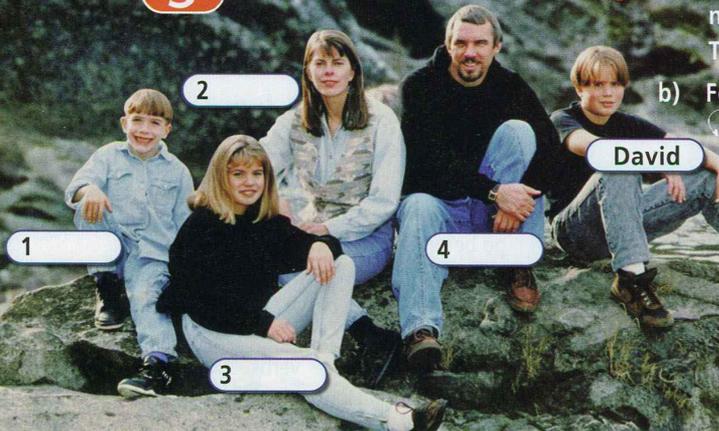
9 Complete the sentences with the correct adverbs formed from the adjectives in the list.

- polite
- late
- happy
- quiet
- good

- The children play in the playground.
- I think Ellie sings really
- He sat and waited.
- He often leaves work
- Speak to your teachers

Speaking & Writing

10 Write what you *have to/don't have to do* at your school. Tell the class.



- 1 a) Listen and label the people with their names. Who's David's father, mother, brother, sister? Tell the class.
 b) Form pairs.
 Listen and check, then repeat.

father (dad) sister daughter
 son husband mother (mum)
 brother uncle wife aunt
 grandson cousin grandmother/grandma
 grandfather/grandad granddaughter
 nephew cousin niece

- 2 a) Look at Lisa's family tree. Complete the sentences.



- Mark is Lynn's
- Lynn is John and Stella's
- Mary is Lisa and Karla's
- John is Peter's
- Larry is Peter's
- Karla is Peter's
- Mark is Peter's
- Stella is John's
- Karla is John's
- Stella is Lisa's

b) Fill in: *married, twins, single, only, divorced.*

- Peter hasn't got a wife. He's
- Mark and Lynn are
- Mary and Larry aren't married now. They're
- Peter hasn't got any brothers or sisters. He's a(n) child.
- Lisa and Karla look the same. They're

- 3 Ask and answer questions. Use *who's* or *whose*.

Possession

- noun singular + 's. *John's mum*
- plural noun + 's. *the girls' aunt*
- irregular plural + 's. *the men's house*

Who's ...? Who is ...? *Who's Lynn? She's Mark's wife.*
 Whose ...? (ask who the possessor is) *Whose daughter is Lynn? John and Stella's.*

see p. GR5

- A: *Who's Karla?*
 B: *She's Lisa's sister. Whose cousin is Peter?*
 A: *He's Lisa and Karla's cousin. Who's Larry?*

- 4 Listen to Amy and Nick talking about their families and tick (✓) True or False.

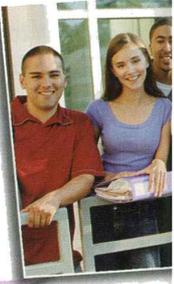
- Amy is Nick's cousin.
- Nick is an only child.
- Amy has got a big family.
- Amy's mum is a doctor.
- Nick's parents are divorced.
- Nick lives with his grandparents.

True	False

Identifying people

- 5 a) Read the dialogue. Who's Mary?

A: Who's that girl with you, Sandy?
 B: Which one?
 A: The one with the long brown hair.
 B: That's my cousin, Mary.
 A: She's very pretty.
 B: Thanks.



- b) Bring family photographs. Act out similar dialogues to find out who each person is.

An email giving news

- 1 a) Read the rubric and answer the questions.

This is part of an email you received from your cousin Stella.

"How are things there? Are your parents OK? Write back and tell me all about you."

Write an email to Stella giving her your news.

- 1 What does the rubric ask you to write?
- 2 Who is the reader?
- 3 What is it about?

- b) Read the email. Name the people in the photograph.

- 2 Match the paragraphs to the headings.

- A closing remarks – request to write back
 B opening remarks; comment on last email
 C family news

- 3 a) Read the theory box. Find examples in Julia's letter.

Linking ideas

see
p. GR5

We use **and** for things that are similar.

Emma likes skiing and snowboarding. We use **but** for things that are different. *I enjoy PE, but I don't like Maths.*

We use **or** to give a choice. *You can have cola or orange juice.*

- b) Fill in: *and, but, or.*

- 1 Jane likes music, she doesn't like ICT.
- 2 Do you want to go to the cinema watch a DVD?
- 3 I love surfing the Net sending emails.
- 4 PE is really fun, it's sometimes tiring.
- 5 ICT is interesting fun.

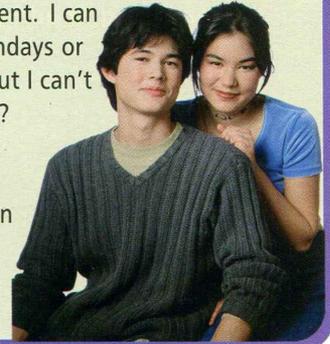
Dear Stella,

1 Hi! I'm glad you're OK! Everything's fine here. I've only got good news to tell you.

2 Mum's got a new job. She works as a teacher at a primary school three blocks from home. She likes it a lot. The only problem is that she gets up very early. She has to be at school at 7:30 every morning. Dad wants to learn Spanish! He has lessons every afternoon. Sam and I go swimming. We go to the pool five times a week. Sam finds it tiring, but I'm really keen on it. I think it's fun. I also want to learn to play a musical instrument. I can have guitar lessons on Mondays or piano lessons on Fridays, but I can't decide. What do you think?

3 Have to go now. Mum wants me to help her with the housework. Write again soon.

Love,
Julia



Writing (an email giving news)

- 4 Answer the questions.

- 1 How many people are there in your family?
- 2 What are their names?
- 3 What do they do?
- 4 What extra activities do you do?

- 5 **Portfolio:** Use your answers in Ex. 4 to write an email to your English friend giving your news (80-100 words). Follow the plan. You can use Julia's email as a model.

Plan

Dear (your friend's first name),

Para 1: opening remarks (*Hi! How are you?*)

Para 2: write your news (*what your parents/brothers/sisters do; how often*)

Para 3: closing remarks; ask your friend to write back. (*Have to go now ... Write back ...*)

Yours,

(your first name)

3i Curricular: Science

- 1 a) Match the animals to the names.
🔊 Listen and check.

1 alligator

2 snake

3 lizard

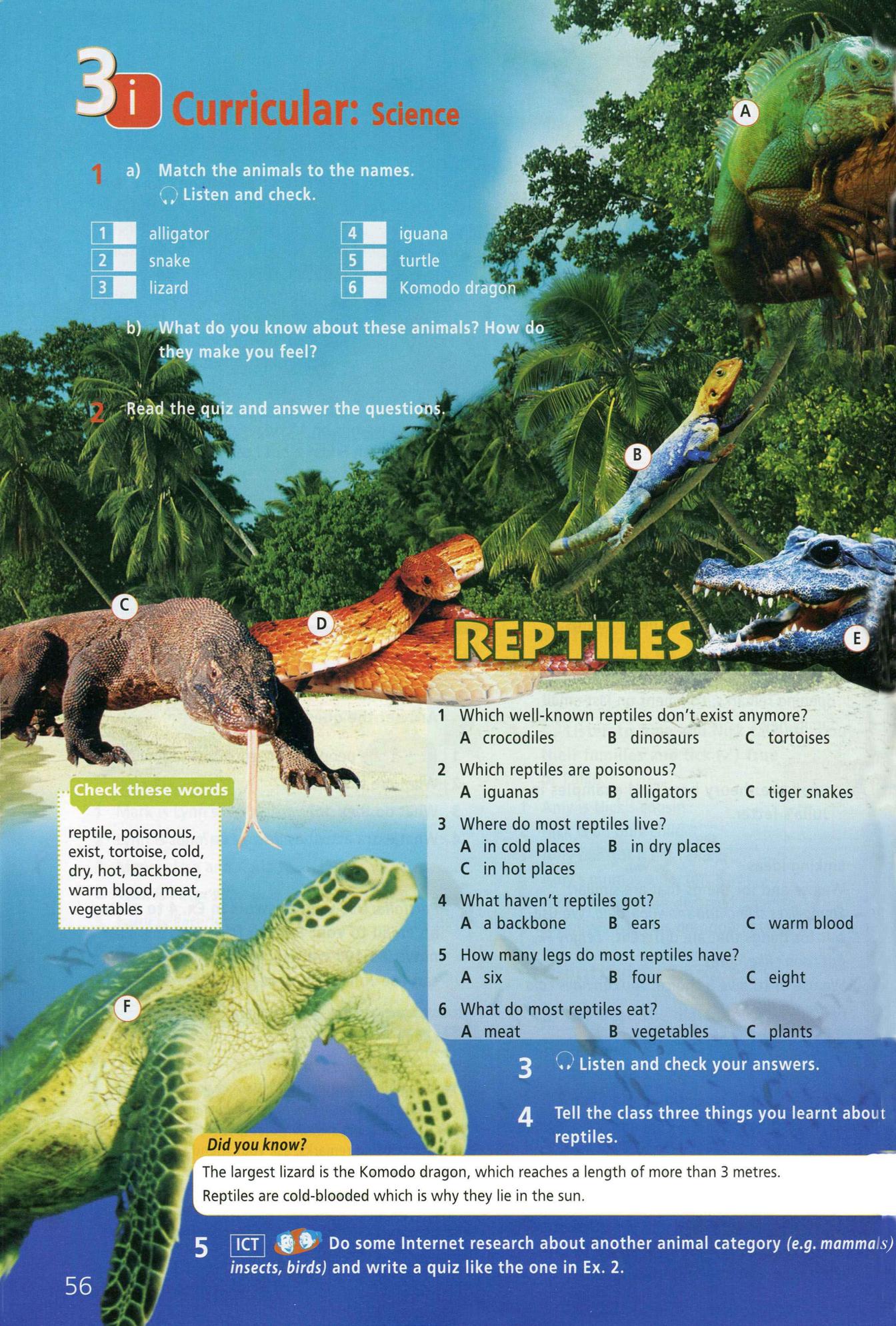
4 iguana

5 turtle

6 Komodo dragon

- b) What do you know about these animals? How do they make you feel?

- 2 Read the quiz and answer the questions.



REPTILES

Check these words

reptile, poisonous, exist, tortoise, cold, dry, hot, backbone, warm blood, meat, vegetables

- Which well-known reptiles don't exist anymore?
A crocodiles B dinosaurs C tortoises
- Which reptiles are poisonous?
A iguanas B alligators C tiger snakes
- Where do most reptiles live?
A in cold places B in dry places
C in hot places
- What haven't reptiles got?
A a backbone B ears C warm blood
- How many legs do most reptiles have?
A six B four C eight
- What do most reptiles eat?
A meat B vegetables C plants

- 3 🔊 Listen and check your answers.

- 4 Tell the class three things you learnt about reptiles.

Did you know?

The largest lizard is the Komodo dragon, which reaches a length of more than 3 metres. Reptiles are cold-blooded which is why they lie in the sun.

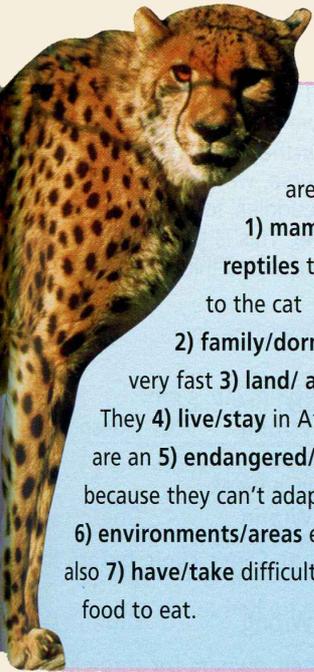
- 5   Do some Internet research about another animal category (e.g. mammals) insects, birds) and write a quiz like the one in Ex. 2.

Language Review 3

1 Match the words.

- | | | |
|-----------------------------|----------|------------------------|
| 1 <input type="checkbox"/> | send | A a shower |
| 2 <input type="checkbox"/> | do | B work |
| 3 <input type="checkbox"/> | catch | C with friends |
| 4 <input type="checkbox"/> | have | D the dog |
| 5 <input type="checkbox"/> | start | E my homework |
| 6 <input type="checkbox"/> | walk | F text messages |
| 7 <input type="checkbox"/> | go | G the Internet |
| 8 <input type="checkbox"/> | hang out | H the bus |
| 9 <input type="checkbox"/> | surf | I a musical instrument |
| 10 <input type="checkbox"/> | play | J to bed |

2 Choose the correct words.



Cheetahs are

- 1) mammals/ reptiles that belong to the cat
 2) family/dorm. They are very fast
 3) land/ air animals.
 They 4) live/stay in Africa. They are an 5) endangered/risky species because they can't adapt to new 6) environments/areas easily. They also 7) have/take difficulty finding food to eat.

3 Write the times.

- | | | | | | |
|---|--------------|-------|---|--------------|-------|
| 1 | 10:30 | ..... | 4 | 8:30 | ..... |
| 2 | 9:15 | ..... | 5 | 12:00 | ..... |
| 3 | 20:45 | ..... | 6 | 3:10 | ..... |

4 Write the correct word.

- My mum's sister is my
- My aunt's husband is my
- My dad's parents are my
- My mum's mum is my
- My parents' son is my

5 Choose the correct prepositions.

- | | |
|---|---|
| 1 He listens to/at music while he does his homework. | 5 Let's look at the photographs on/in the computer. |
| 2 Snakes can bite you in/on your hands. | 6 He takes photographs of/from wild animals in/into the jungle. |
| 3 How do you get at/to work? | 7 What is life in/on campus like? |
| 4 She starts work in/at 9 o'clock. | |

6 Fill in: daily, office, do, conservation, brush, take, work, share, hours, poisonous.

- | | | | |
|---------|----------|--------------------|----------|
| 1 | outdoors | 6 | medicine |
| 2 | routine | 7 | a room |
| 3 | snake | 8 | project |
| 4 | my teeth | 9 | my best |
| 5 | work | 10 work long | |

GAME

In teams use the words below in sentences. Each correct sentence gets a point. The team with the most points wins: *exotic birds, aunt, uncle, grandmother, study hard, typical teenager, keep still, work shifts, work late, go shopping, have dinner, go to bed, free time, have lunch, dining hall, take part in, do a project, get up, niece, office work.*

Quiz

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

- | | |
|---|---|
| 1 Some snakes are poisonous. | 6 The Rothschild giraffe is an endangered species. |
| 2 Snakes haven't got legs. | 7 People can make antivenin from snakes' venom. |
| 3 Snakes are cold blooded. | |
| 4 Reptiles haven't got a backbone. | |
| 5 Kenya is in Europe. | |



Veterinarian – Sam Martin

Listening

- 1 a) Read the rubric then read the sentences and possible answers. What do you think the recording will be about?

Listen to James talking to Emma about a photograph. For questions 1-5, tick (✓) A, B or C. You will hear the conversation twice.

Example

- 0 Charlotte is James'
 A aunt.
 B mum.
 C cousin.

- 1 James' aunt acts
 A in films.
 B in plays.
 C on TV.

- 2 Emma loves
 A French food.
 B Spanish food.
 C Italian food.

- 3 James looks more like
 A his mum.
 B his dad.
 C his brother.

- 4 Emma's mother wants her to work as
 A a vet.
 B an artist.
 C an author.

- 5 Emma wants to read James'
 A books.
 B articles.
 C short stories.

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

Reading

- 2 Read the rubric and do the task. Justify your answers.

Read the article about a vet. Are sentences 1-7 'Right' (A), or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

It's fun being a vet. I like it because although it is hard work, every day is different! It all depends on what is wrong with the animals that come in.

At my clinic, I work long days on Mondays, Wednesdays and Fridays, and short days on Tuesdays, Thursdays and Saturdays. Sunday is my day off so I can spend some time with my family.

My day at my clinic begins at 7 am. My receptionist opens the door, turns on some music, and makes everyone a cup of tea or coffee. My assistant cleans and feeds the animals. The phones start to ring, and people make appointments. This is a very busy time of day!

At 9 am, pet owners start to arrive with their sick pets. Appointments take up the whole morning. At midday, I stop for 2 hours. I don't examine any new animal patients. I use these 2 hours to have lunch and do all my paperwork.

At 2 pm, I start to see sick animals again. At 5 pm, three students from a local school who love animals arrive to help out. I am always happy to see their smiling faces!

From 5 pm to 7 pm, I continue to see animal patients. Then, at 7 pm, we close our doors and the clean-up begins! We tidy the clinic, and feed and clean the animals. Of course, we also stroke them, and give them hugs and cuddles, too! Then, we turn off the lights and go home. This is the type of day I aim for. But of course unexpected things sometimes happen!

Example

- 0 There is a lot of variety in Sam's job.
 (A) Right B Wrong C Doesn't say

- 1 Sam works seven days a week.
 A Right B Wrong C Doesn't say

- 2 There is a lot to do at Sam's clinic before the sick pets arrive.
 A Right B Wrong C Doesn't say

- 3 Sam sees pets and their owners for three hours in the morning.
 A Right B Wrong C Doesn't say

- 4 Sam doesn't eat anything until the end of the day.
 A Right B Wrong C Doesn't say

- 5 The three local schoolchildren want to become vets.
 A Right B Wrong C Doesn't say

- 6 The clinic is open 24 hours a day.
 A Right B Wrong C Doesn't say

- 7 Sam usually has a lot of surprises in his daily work.
 A Right B Wrong C Doesn't say

Reading

- 3 a) Read the rubric, then read the example. Which words in Joshua's sentences make F the right answer?

Read the conversation between Joshua and Sophie, then complete the gaps using sentences (A-H). There are two sentences you don't need.

Example

Joshua: What do you want to do at the weekend?

Sophie: 0) F

Joshua: That sounds good. Is it near?

Sophie: 1)

Joshua: Are there lions and tigers?

Sophie: 2)

Joshua: So what kind of animals has it got?

Sophie: 3)

Joshua: I love snakes.

Sophie: 4)

Joshua: How much are the tickets?

Sophie: 5)

Joshua: Let's phone and find out.

- A It's got monkeys, parrots and snakes.
- B I don't like snakes. Monkeys are my favourite animal.
- C Yes, it's about half an hour away on foot.
- D I think they're £10 each, but I'm not sure.
- E What time does it open?
- F Let's do something special. How about going to the zoo?
- G No, it's not a big zoo but it has lots of other animals.
- H Can we feed them?

- b) Do the task. When you finish, read the completed dialogue to see if it makes sense.

Speaking

- 4 a) Listen to someone describing the photograph and complete the gaps.

The photograph shows a family having
1) There's the father, mother and two 2) They are at the table in the 3) They are in casual 4) On the 5), there are cornflakes, fruit and orange juice. The parents look happy.

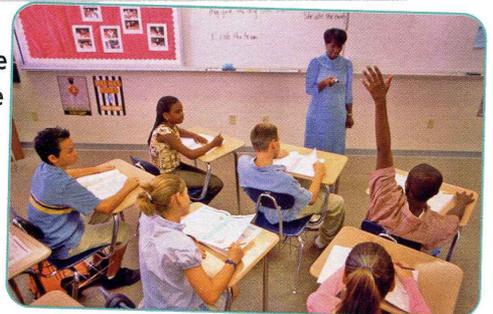


Study skills

Describing photographs

When you describe a photo, imagine you are describing it to a person who can't see it. Be as detailed as possible. Talk about people and their clothes, time of day, place, weather, other things/objects you can see and people's feelings.

- b) Look at the photo and make notes under the headings in the Study Skills box. Use your notes to describe the photo.



Writing (Writing Bank 1: Informal letters p. WB1)

- 5 a) Read the rubric. Think of vocabulary related to the points in the rubric. Write it down under the headings: morning activities – afternoon activities – evening activities

You have received a letter from your English penfriend, Kim.

What is a typical weekday routine for you? When does your day start? What do you do in the morning, afternoon and evening?

Write her a letter and answer her questions (50-60 words).

- b) Use the activities from Ex. 5a to write your letter. Follow the plan.

Plan

Dear Kim,

Para 1: opening remarks

Para 2: describe your typical weekday routine

Para 3: closing remarks, ask about Kim's typical weekday routine (your first name)

Remember!

Informal style

- short forms
- everyday vocabulary
- everyday expressions

3 Revision

1 Fill in: *chores, exotic, promises, tiring, bite, typical, staff, poisonous, rare, stare.*

- The jungle an amazing experience.
- It's rude to at people.
- Be careful! Snakes can!
- What is a Saturday for you?
- The at the hotel are very helpful.
- Some snakes are so be careful.
- You can see a lot of birds at the zoo.
- Tina does all her on Saturday mornings.
- The Rothschild giraffe is a animal. There are only a few hundred left.
- The forty-minute walk to school is very

10x2=20 marks

2 Complete the sentences with the *present simple* form of the verbs in brackets.

- Dad always (wash) the car on Sundays.
- I (not/want) to go out.
- Snakes (make) loud hissing noises.
- (he/often/get up) late?
- Katie (catch) the bus to work every morning.
- He (not/work) in an office.
- (you/walk) to school?
- She (be) always late for work.
- (he/play) football?
- Kate (not/have) a shower in the morning.

10x1=10 marks

3 Choose the correct word.

- He takes a **packed/treat** lunch with him to school.
- Switch/Put** off your MP3 players in class.
- Do you have to wear a **course/uniform** at school?
- They take **part/place** in performances.
- The students study circus **skills/tours** such as acrobatics.

5x2=10 marks

4 Fill in: *in, on, at.*

- What do you do the evenings?
- I'm usually asleep midnight.
- Grace wakes up early weekdays.
- Tim's birthday is September.
- It's Emma's birthday party Saturday night.

5x2=10 marks

5 Choose the correct word.

- We **have to/should** wear a uniform at school.
- You **should/have to** respect your teachers.
- He speaks Spanish **good/well**.
- You **don't have to/shouldn't** lie to your parents.
- He drives very **careless/carelessly**.

5x2=10 marks

6 Match the exchanges.

- Is 1:30 OK for you?
- What time is it now?
- Don't be late!
- Can we meet later?
- Thank you.

- It's 7:15.
- OK, see you there.
- That's not a problem.
- You're welcome.
- Not really.

5x4=20 marks

7 Write a short text about a typical Saturday. Write what you do in the morning/afternoon/evening (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about my daily routine _____
- talk and write about free-time activities _____
- talk about college life & school rules _____
- talk about animals and pets _____
- talk about reptiles _____
- identify people _____
- tell the time _____
- write an email giving news _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: seasons, weather & climate, holiday activities, clothes, drinks & snacks, market products, festivals & celebrations, food & drinks

Grammar: present continuous, present simple vs present continuous, stative verbs, **must – can**, object pronouns; *some/any/a lot of/a few/a little/much/many*; *going to*, countable/uncountable nouns/quantifiers, *be going to*

Everyday English: buying drinks & snacks

Pronunciation: *-ing* ending; /aɪ/, /eɪ/

Writing: a postcard describing a festival

Culture Corner: Mall of America

Curricular (Geography): Climate

Module 4

Come rain or shine

Vocabulary

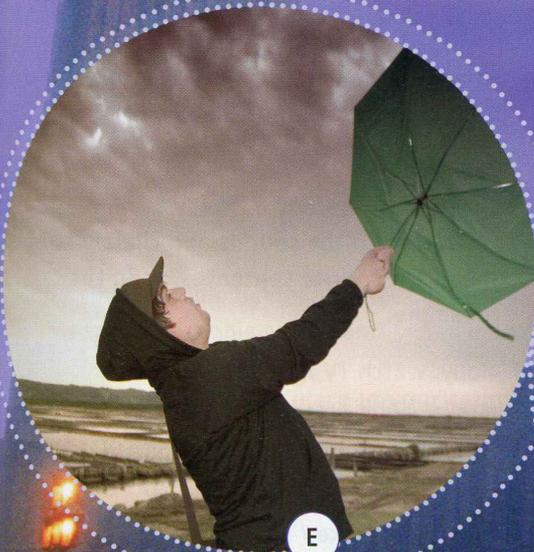
Weather & Seasons

- 1 Match the descriptions (1-5) to the pictures (A-E).

🔊 Listen and check.

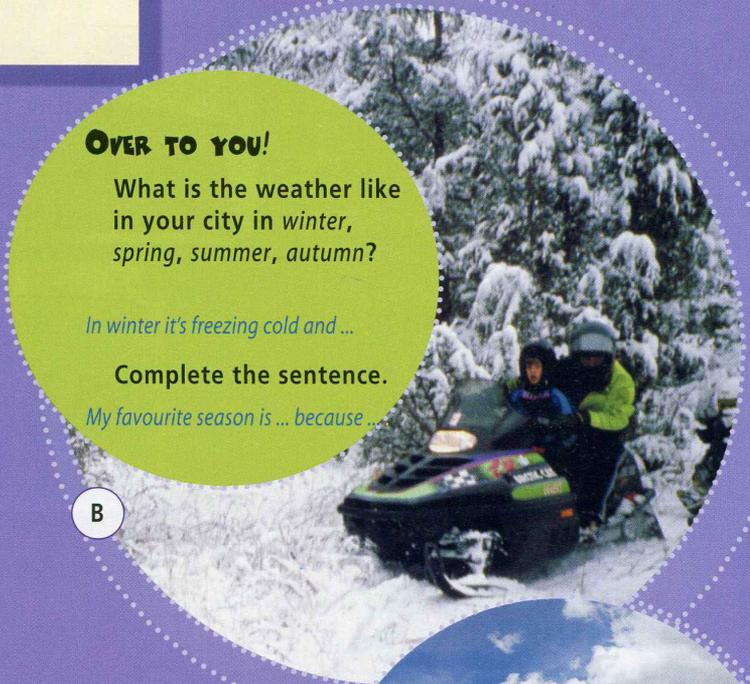
- 1 It's freezing cold and snowy.
- 2 It's boiling hot and sunny.
- 3 It's windy, cold and rainy.
- 4 It's chilly and foggy.
- 5 It's warm, but it's cloudy.

A



E

B



OVER TO YOU!

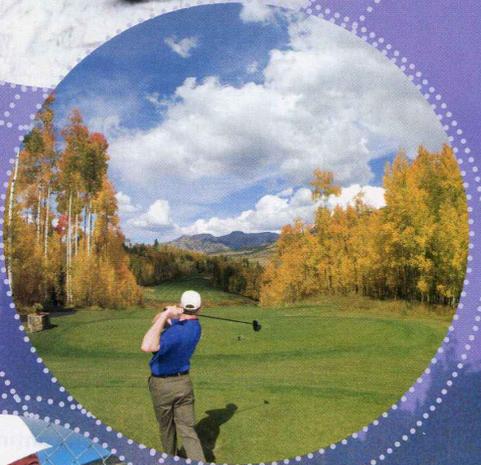
What is the weather like in your city in *winter*, *spring*, *summer*, *autumn*?

In winter it's freezing cold and ...

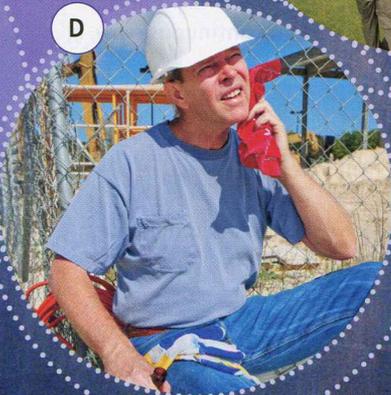
Complete the sentence.

My favourite season is ... because ...

C



D

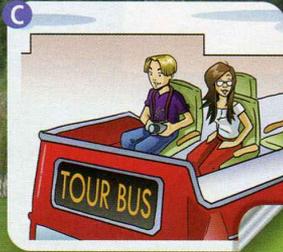


4a On the go

Vocabulary Holiday activities

- 1 Match the sentences to the pictures.
 Listen and check, then say.

- 1 They're sightseeing on a tour bus.
- 2 He's shopping for souvenirs.
- 3 He's swimming.
- 4 She's sunbathing.
- 5 They're eating local dishes.
- 6 They're hiking.



see p. GR 5
Grammar
Present continuous (affirmative)

- 2 Read the table and complete the rule. Find examples of the spelling rules in the sentences in Ex. 1.

LONG FORM	SHORT FORM
<i>I am walking.</i>	<i>I'm walking.</i>
<i>You are walking.</i>	<i>You're walking.</i>
<i>He/She/It is walking.</i>	<i>He's/She's/It's walking.</i>
<i>We/You/They are walking.</i>	<i>We're/You're/They're walking.</i>

We use the **present continuous** for **actions happening now/at the moment/today.**

Form: noun/pronoun + + verb -ing form

Time expressions with the present continuous: now, at the moment, today

Spelling rules

- most verbs: + **-ing** → *fly - flying, eat - eating*
- verbs ending in consonant + **-e** → **-e** + **-ing**
come - coming
- verbs ending in a **vowel + a consonant**: **double the consonant and take -ing**
shop - shopping

Pronunciation

- 3 a) Write the **-ing** form of the verbs.

- | | |
|--------------|---------------|
| 1 play | 7 stop |
| 2 wear | 8 write |
| 3 swim | 9 run |
| 4 make | 10 read |
| 5 do | 11 have |
| 6 send | 12 sit |

- b) Listen and say. Pay attention to the pronunciation of the **-ing** ending.

Listening

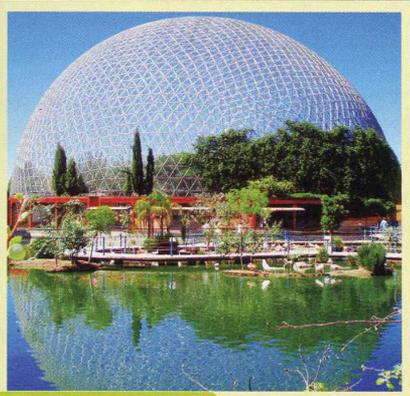
- 4 Listen to the sounds and circle what you hear. Then write sentences, as in the example.

- 1 Tony: watch TV / **play tennis**
- 2 Stella: swim / sleep
- 3 Mike & Tom: play computer games / play the guitar
- 4 Dan: ride a bike / ride a horse

Tony is playing tennis.

Reading

- 5 a) Read the first sentence in Peter's postcards. Where is he? What is he doing there?
 Listen and read to find out.
- b) Read the postcards and mark the sentences *T* (true) or *F* (false) or *DS* (doesn't say).



Check these words

guide, route, coach, snow-capped, mountain, volcano, can't wait, tour, sights, fort, it's a pity, flea market, crafts, snack

- 1 Puebla is near Mexico City.
- 2 Peter is travelling alone.
- 3 There are beautiful buildings in Puebla.
- 4 You can buy souvenirs at Los Sapos.
- 5 The weather is the same during Peter's visit.
- 6 List all the present continuous forms in the text. Write their corresponding *present simple* forms.

Speaking & Writing

- 7 Use these words to write sentences about Mexico. Tell the class.
- snow-capped mountains & volcanoes • sights • forts
 - city centre • animals & plants • flea market • crafts
- 8 Imagine you are in a place in your country. Write a postcard to your pen-friend. Say:

- where you are
- who else is with you
- what the city is like
- what you are doing now

Dear ...,
 Greetings from ... I'm with ... Right now ...
 See you soon,

Friday, 10th September

Hi John,
 After three days in Mexico City we're leaving for Puebla. It's hot and sunny today. The guide says the route is fantastic. The coach goes past snow-capped mountains and volcanoes. As for Puebla, everyone says it's beautiful with lots to do. I can't wait.
 Peter

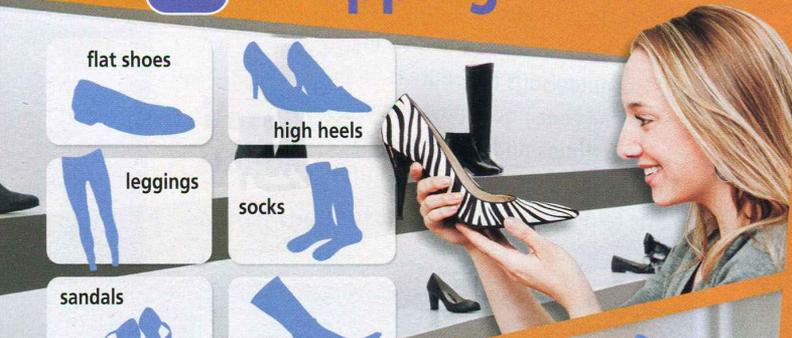
Saturday, 11th September

Dear Jenny,
 Hi from Puebla. We're staying at a hotel near the centre. It's a bit chilly today. We're going on a tour around the city now. The bus stops along the route so we can visit lots of sights. I want to see the forts. Andy isn't coming with us. He wants to walk around the city centre and photograph the houses there. It's a pity you aren't here. See you soon.
 Peter

Sunday, 12th September

Mike,
 Greetings from Los Sapos. We're having a great time here. We're back from Parque Ecológico. It's a beautiful place with lots of animals and plants. Right now we're shopping for souvenirs. There's a flea market here with lots of crafts. The only problem is it's raining now so we are having a snack at a café and waiting for the rain to stop. Talk to you soon.
 Peter

4b Shopping time



flat shoes

high heels

leggings

socks

sandals

boots



trainers

trousers

skirt

top

coat

dress



gloves

hat

sunglasses

scarves

cap

bag



sweatshirt

shirt

tie

T-shirt

shorts

Vocabulary Clothes

- 1 Listen and say. What do you usually wear: *at school? at a party? on a hot and sunny day? when it's raining and it's cold?* Tell your partner.

I usually wear ... at a party. etc.

Reading

- 2 Sandy is at a department store. What is she doing there? What does she buy?

Listen and read to find out.

Check these words

look for, present, success, together, expensive, guess, top, gorgeous, half-price, match

Sandy: Hi, Ann. How are you?
 Ann: Oh, hi Sandy. What are you doing here? Are you shopping for clothes?
 Sandy: No, I'm not. I'm looking for a present for Angela but I'm not having much success.
 Ann: Let's find her something together.
 Sandy: OK. Any ideas?
 Ann: How about a bag?
 Sandy: Good idea. She likes bags. What do you think of this blue one?
 Ann: It's nice but I think it's a bit expensive.
 Sandy: I guess you're right. What about these scarves?
 Ann: She doesn't wear scarves. Wait! Here! These tops are gorgeous. Oh, and they are half-price. Do you like this one?
 Sandy: That's great. Green matches the colour of her eyes.
 Ann: Buy this, then.

3 Read and complete the sentences.

- Sandy wants to buy
- Ann offers to
- They aren't buying the blue bag because
- Angela doesn't wear
- Sandy decides to buy because

Grammar see p. GR 5

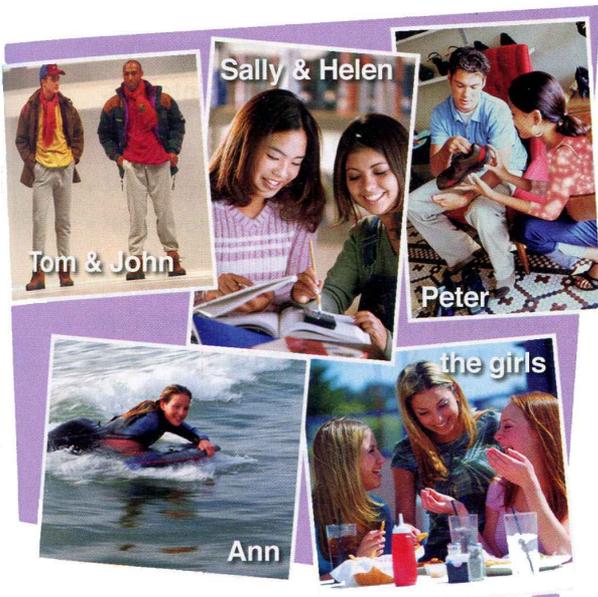
Present continuous (negative & interrogative)

4 Read the table. How do we form the negative/interrogative of the *present continuous*? Find examples in the dialogue in Ex. 2.

NEGATIVE	
<i>I am not / 'm not</i>	} <i>wearing a scarf.</i>
<i>You/We/They are not / aren't</i>	
<i>He/She/It is not / isn't</i>	
INTERROGATIVE	SHORT ANSWERS
<i>Am I winning?</i>	<i>Yes, I am. / No, I'm not.</i>
<i>Are you/we/they winning?</i>	<i>Yes, you/we/they are. / No, you/we/they aren't.</i>
<i>Is he/she/it winning?</i>	<i>Yes, he/she/it is. / No, he/she/it isn't.</i>

5 Look at the pictures. Ask and answer questions. Use the phrases.

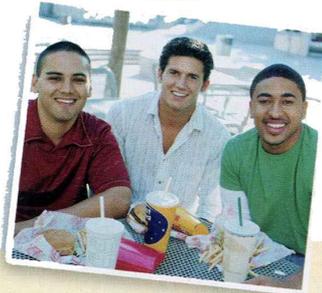
- try on shoes • do their homework
- have lunch • surf • wear scarves



- Tom and John/wear ties?
Are Tom and John wearing ties? No! They aren't wearing ties. They are wearing scarves.
- Sally and Helen/listen to music?
- Peter/try on a sweatshirt?
- Ann/swim?
- The girls/look for a present?

6 Use the verbs in the list in the *present continuous* to complete the gaps.

- not rain • eat • have (x2)
- drink • sit • wear (x2)



These are my friends at university. They **1)** at a café and **2)** lunch. They **3)** burgers and fries and **4)** cola. It **5)** today. It's quite hot actually. Jason and Jeff **6)** shirts. Mike **7)** a T-shirt. They **8)** a great time.

Present simple vs. present continuous

7 a) Read the table.

We use the **present simple** to talk about habits & routines. *She often wears boots.*

We use the **present continuous** to talk about actions happening now. *I'm wearing my new dress today.*

Note: Some verbs don't have continuous forms because they express a state (e.g. *want, believe, like, etc.*).
I want to go out now. (NOT: I'm wanting.)

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

- A: We (go) shopping.
..... (you/want) to come?
B: I can't. I (help) Mum.
- A: Why (you/take) the umbrella?
B: It (rain) outside.
- A: What (you/wear) at school?
B: I usually (wear) a school uniform, but today I (wear) my jeans and a T-shirt.
- A: What (they/talk) about?
B: I (not/know). I (think) they (try) to decide what to do tonight.

Speaking & Writing

8 Find pictures of your friends & family. Write sentences describing *where they are, what they are doing* and *what they are wearing*. Tell the class.

4c Culture Corner



MALL OF AMERICA



The USA is famous for its skyscrapers that appear in most big cities and its huge shopping malls. Americans love shopping there.



The Mall of America, or MOA, in Minnesota with over 520 shops is the biggest mall in the USA. About 40 million people from many countries visit it every year. You can find everything there from accessories and books to electronics, toys and travel agents. When you get tired of shopping, you can eat in two big food courts. 20 fast food restaurants serve a variety of dishes and snacks. After that you can watch a film in a 14-screen cinema, visit a dinosaur museum, have fun at the indoor amusement park with roller coasters or play golf.

There is even an aquarium with over 4,500 sea creatures including sharks! MOA has got something for everyone!

Did you know?

- The Mall of America can hold 32 Boeing 747s. You can even fit 258 Statues of Liberty in it.

Check these words

skyscraper, appear, shopping mall, biggest, accessories, electronics, toys, travel agent, get tired of, food court, serve, variety of dishes, snack, dinosaur museum, indoor, roller coaster, aquarium, sea creature, shark

- 1 Where do you go shopping? How often? Are there shopping malls in your city? What can you buy there? Tell the class.
- 2 a) Which of the following can you do in the Mall of America?
 Listen, read and check.
 - shop for clothes • book tickets • have lunch
 - watch a film • stay in a hotel
 - visit a museum • see sharks
 - go on a roller coaster • dance
 b) Read again and complete the chart.

Name:	
Location:	
Shops:	
Things to do:	

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

- 1 You can see fish in a(n)
- 2 You can eat at a(n)
- 3 There are at an amusement park.
- 4 There is a(n) golf course so don't worry if it starts raining.
- 5 When you walking you can relax at one of the cafés.

- 4 a) Imagine you are at the Mall. Call your friend to tell him/her about it.

A: Hi, Bob. It's Mark.

B: Hi, Mark. Where are you?

A: I'm calling from

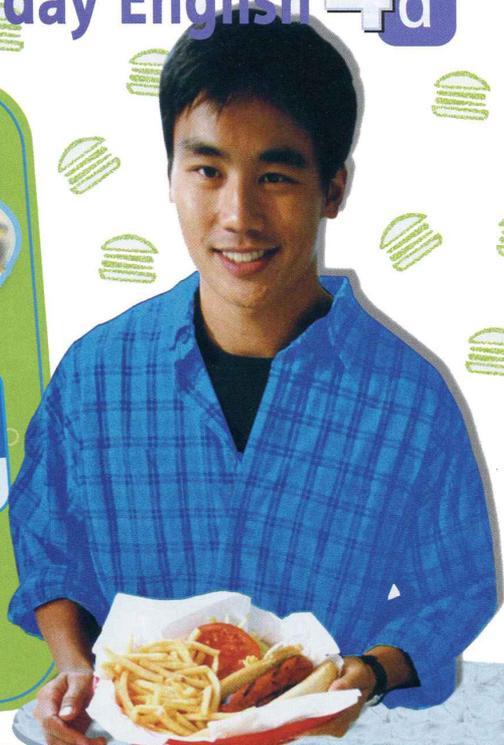
- b) **THINK!** Would you like to visit this mall? Why/Why not? Tell the class.

- 5 Where do people in your city go shopping? What is the place like? Write a few sentences about it. Tell the class.

Mayvale Mall Food Court

Jerry's Snacks

Everyday English 4d



slice of pizza
£4.00

chips
£2.50

Hot dog
£2.75

Soft drinks (cola, lemonade)
£2.40

Ice cream cornet
£1.40

Coffee
£2.00

Buying drinks & snacks

1 How often do you eat out? What do you usually eat/drink? Do you buy any of these drinks or snacks on the menu above?

2 a) Listen and say.

- What can I get you? • I'd like a hot dog, please.
- Anything else? • Can I have a cola, please?
- That's £5.15, please. • Here you are.
- Here's your change.

b) The phrases in Ex. 2a are from a dialogue at a snack bar at a food court. Who says each phrase, the cashier or the customer?

Listen and read to find out.

3 Find sentences in the dialogue which mean:

- What would you like? - Of course.
- They cost £5.15.

Pronunciation: /aɪ/, /eɪ/

4 Listen and tick (✓) the correct boxes. Listen again and repeat.

	/aɪ/	/eɪ/		/aɪ/	/eɪ/		/aɪ/	/eɪ/
buy			wait			I		
pay			my			late		

A: Next please. What can I get you?

B: Hi. I'd like a hot dog, please.

A: OK. Anything else?

B: Can I have a cola, please?

A: Sure. Here's your hot dog ... and your cola. That's £5.15, please.

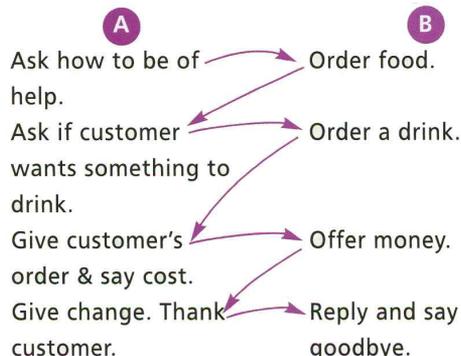
B: OK. Here you are.

A: Thank you. Here's your change.

B: Thanks. Bye.

Speaking

5 Take roles. You are a customer and your partner is a snack bar cashier. Order something to eat and drink. Use the menu in Ex. 1 to act out your dialogue. Follow the plan.



4e Weekend markets

Vocabulary Market products

1 a) Listen and say.



1 jewellery



2 antiques



3 clothes



4 animal



Hi Jane!

Greetings from Guatemala! It's hot and sunny here and we're enjoying ourselves. Sunday is market day here, so we're shopping at the Chichi Market. It's in the mountains and it's very colourful. Lots of people are walking around the stalls and buying things. Most of them are locals in their traditional costumes. They're speaking their language. I don't understand anything but I like it. You can find all sorts of things like clothes, tools, animals and pottery as well as fruit and vegetables. Right now we're in a café at the centre of the market. Sandra is eating tortillas while Larry is taking photographs.

See you soon,
Fiona

Check these words

mountain, colourful, stall, local, traditional costume, speak their language, tool, follow, map, get lost, delicacy, fried insects, delicious, pineapple juice

b) Are there any street markets in your area? Which are market days? Which of the items in Ex. 1 can you find there? Tell the class.

2 **THINK!** Listen to the sounds. Imagine you are at a street market. What are you doing? Who else is with you? What can you see? What are the people around you doing? How do you feel? Tell the class.

Reading

3 a) The pictures show two different markets. Where is each one? What products do you think you can find there?

Listen and read to find out.

b) Read again and write the name of the market, Chichi or Chatuchak.

- 1 People don't wear their everyday clothes there.
- 2 This market is open one day a week.
- 3 There are some strange foods there.
- 4 Mainly people from the area do their shopping there.
- 5 You can lose your way easily there.

4 Fill in: *get, colourful, fried, traditional, food, follow*. Use the phrases to write sentences about Chichi and Chatuchak Markets.

- | | | | |
|---------|----------|---------|---------|
| 1 | market | 4 | insects |
| 2 | costumes | 5 | lost |
| 3 | a map | 6 | stall |

The Chichi Market is a very colourful market.



5 flowers

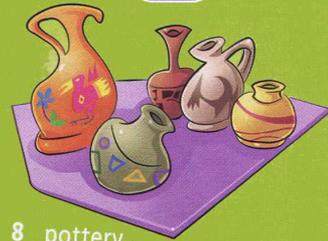


6 fruit & vegetables



7 meat & fish

4e



8 pottery



Hi Tony,
 I'm in Thailand with my classmates. Right now we're at the Chatuchak Weekend Market. You must follow a map when you walk around because the market has got 15,000 stalls and it's easy to get lost! You can find everything here: clothes, books, antiques, jewellery, shoes, flowers, pottery, pets and many other things. There are lots of delicacies to choose from, even fried insects! I'm drinking a delicious pineapple juice at a food stall at the moment while my friend is shopping for souvenirs. We're having a great time!
 See you next week,
 George

Grammar
Can - Must

see
 p. GR 6

5 Read the theory. Find examples in the postcards in Ex. 3.

- You **can** visit the market on Mondays. (It's possible./It's allowed.)
- You **can't** visit the market on Fridays. (It isn't possible.)
- You **must** use the litter bins. (It's necessary./It's the rule.)
- You **mustn't/can't** bring pets here. (It isn't allowed.)

6 Rewrite the sentences using *can, can't, mustn't, can't*.

- 1 It's possible to buy flowers there.
 You **can buy flowers there**.
- 2 It isn't allowed to ride through the stalls.
 You
- 3 It's possible to eat fried insects there.
 You
- 4 Throw empty cans in the bins. It's the rule.
 You
- 5 It's possible to have lunch there.
 You

Listening

7 Listen to four short exchanges at the Chatuchak Weekend Market. What does each person want to buy?

- A Sonya
- B Peter
- C George
- D Alfred

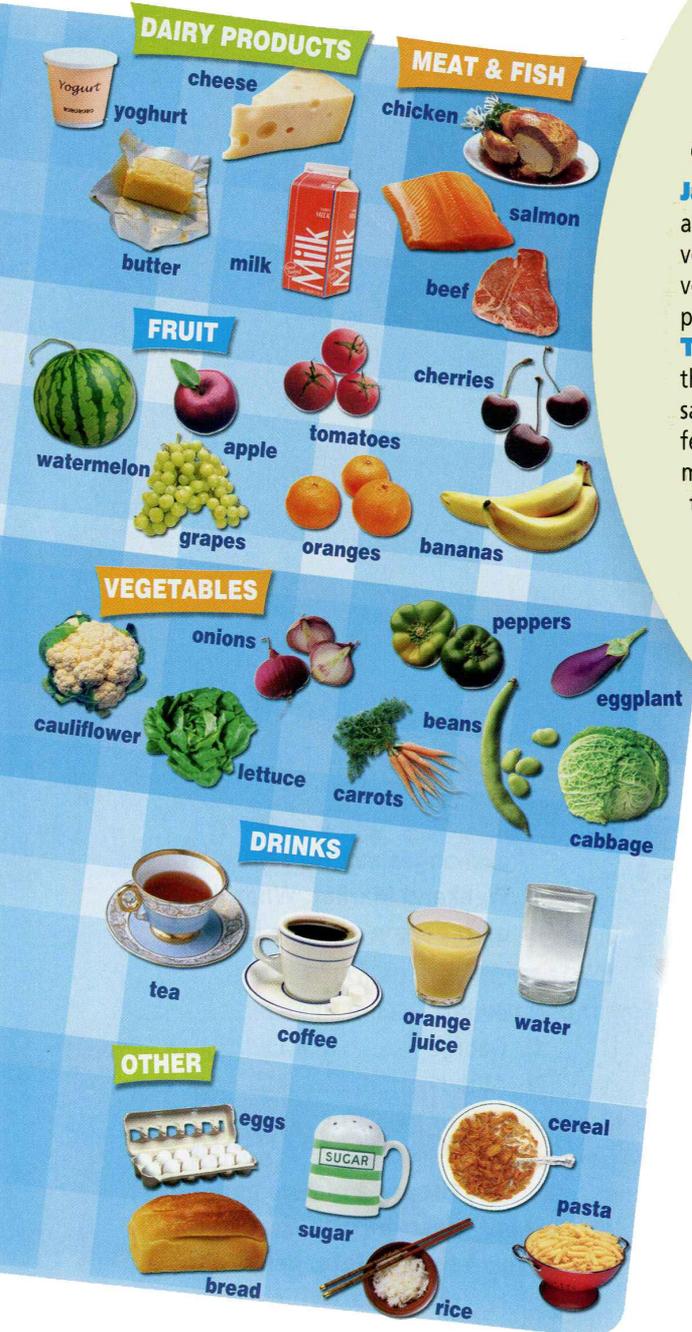
Speaking & Writing

- 8 a) Choose a picture and describe it to the class. Talk about: place, people, clothes, activities, feelings.
- b) **THINK!** Which of the two markets in Ex. 3 do you want to visit? Why? In three minutes, write a few sentences about it. Read your sentences to the class. 69

4f Food & drinks

Vocabulary Food & drinks

1 a) Listen and say.



b) Complete the sentences about you.

- 1 I eat every day.
- 2 I never eat
- 3 I never drink
- 4 I sometimes eat

Breakfast around the world!

What are you going to make for breakfast tomorrow? What do people eat in other parts of the world?

Japan: A traditional Japanese breakfast includes a bowl of soup and some steamed rice. People serve these with some fish and vegetables, together with a cup of green tea. Good manners are very important at the table; the rice should always be on a person's left-hand side and the soup on the right.

The United Kingdom: The typical English breakfast is a 'fry-up' that includes a lot of fried food, like eggs, mushrooms, bacon, sausages and tomatoes with baked beans! They serve it with a few slices of toast and some butter and a cup of tea to finish. Not many people eat a 'fry-up' every morning. When they wake up tomorrow, most Brits are probably going to eat a bowl of cereal.

Poland: Polish people like a breakfast spread with a lot of choice. Fresh bread and creamy butter are essential. They prepare scrambled eggs, cold meats, sliced tomatoes and many different types of cheese for the breakfast table. They even have a soup made from milk. These days people can also have some yoghurt or cereal. Strong coffee or a pot of tea is always available.

Check these words

traditional, includes, steamed, good manners, important, fried, toast, breakfast spread, scrambled eggs, sliced, available

Reading

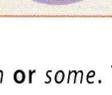
2 a) What do you usually have for breakfast? Is it the same in other countries?
Listen and read to find out.

b) Read the text and write the countries: Japan, the UK or Poland.

- 1 They eat rice for breakfast in
- 2 Most people eat a bowl of cereal with milk in
- 3 They serve breakfast with toast and butter in
- 4 Table manners are important at breakfast in
- 5 Fresh bread and butter are important for breakfast in

Grammar see p. GR 6
Countable/Uncountable nouns/Quantifiers

3 Read the theory. Find examples in the text.

<ul style="list-style-type: none"> Countable nouns are nouns we can count. They have plural forms. <p><i>an apple</i>  <i>two apples</i> </p>	<ul style="list-style-type: none"> Uncountable nouns are nouns we can't count. They don't have plural forms. <p><i>milk</i> </p>
<p>Countable Nouns</p> <p>I eat a lot of oranges. <i>How many oranges do you eat?</i></p> <ul style="list-style-type: none"> too many oranges (more than I need)  a lot of/lots of oranges  a few/some oranges  few oranges  	<p>Uncountable Nouns</p> <p>I drink a lot of milk. <i>How much milk do you drink?</i></p> <ul style="list-style-type: none"> too much milk (more than I need)  a lot of/lots of milk  a little/some milk  little milk 

4 Write *a/an* or *some*. Then mark the nouns C (Countable) or U (Uncountable).

- | | |
|-----------------|------------------|
| 1 bread | 6 potatoes |
| 2 chicken | 7 peppers |
| 3 milk | 8 beans |
| 4 carrots | 9 apple |
| 5 rice | 10 tea |

5 Choose the correct word.

- A: Can I have **a few/a little** onions, please?
B: OK. Anything else?
- A: **How much/How many** cheese do we need?
B: Very **few/little**.
- A: Here's your coffee.
B: There's **too many/too much** milk in it.
- A: We've got **a few/a little** cherries.
B: Great! We can make a cherry pie.
- A: **How much/How many** peppers are there?
B: There are **too many/lots of**. Don't buy any.

Be going to

6 Read the table. Are there similar structures in your language?

Affirmative	Negative
I'm going to eat pasta.	I'm not going to eat pasta.
He/She/It's going to eat pasta.	He/She/It isn't going to eat pasta.
We/You/They're going to eat pasta.	We/You/They aren't going to eat pasta.
Interrogative	
Am I going to eat pasta?	
Is he/she/it going to eat pasta?	
Are we/you/they going to eat pasta?	
We use (be) going to to talk about plans and intentions in the future. <i>What are you going to do tomorrow?</i>	
Time expressions: tomorrow, next week/month/year, etc.	

7 Complete the sentences with the verbs in brackets. Use the affirmative or negative of **(be) going to**.

- Next Sunday we (visit) the Real Food Festival.
- Joanna (not/buy) any apples today.
- The girls (have) a birthday party next weekend.
- Mum (cook) pasta for lunch.
- They (not/eat) pizza tonight.

Speaking & Writing

8 Find out what your partner *is going to/isn't going to* do this weekend. Use these ideas. You can use your own ideas as well.

- visit the aquarium
- do homework
- cook chicken
- play the guitar
- book tickets for theatre
- shop for clothes
- buy a birthday present
- go hiking
- have dinner with friends
- make a cake

A: *Are you going to visit the aquarium?*

B: *Yes, I am./No, I'm not.*

9 Write six sentences about what you are going to do and what you aren't going to do this weekend.

4g Skills



Vocabulary Festivals & celebrations

1 Match the phrases to the pictures.

🔊 Listen and check.

- 1 play music in the streets
- 2 dance in the streets
- 3 watch a parade
- 4 watch a fireworks display
- 5 crown the queen
- 6 paint their faces

2 Imagine you are at the place in picture F. Describe the scene. Think about:

- place • weather • people
- clothes • activities • feelings

It's ... People ... They are wearing ... They are ... Everyone is having ...

Listening

3 Read the advert. What kind of information is missing in each gap?

🔊 Now listen and complete the gaps.

CINCO DE MAYO

Omaha, Nebraska

Be there!

30th April – 1) May

- crown the 2)
- carnival rides and a 3)
- live 4), food, fun
- Burrito 5) contest
- 5K Run/Walk



Speaking

Making suggestions

4 You and your friend are at the town carnival. Use the phrases in Ex. 1, your own ideas and the language in the table to act out exchanges, as in the example.

Suggesting	Replying
• Let's ...	• That sounds good.
• Shall we ... ?	• Great idea!
• Do you feel like (watching etc.) ... ?	• Sure, why not!
	• I'd rather not. Let's ... instead.

- A: *Let's dance in the streets.*
- B: *I'd rather not. Let's watch the fireworks display instead.*
- A: *Sure, why not!*

A postcard from a festival

- 1 Read the postcard. Who is writing it? Where is she? What is happening there?
- 2 Which of the following does Erica mention in her postcard?
 - 1 the weather
 - 2 the name of the festival
 - 3 when the festival is
 - 4 where Erica is staying
 - 5 how people usually celebrate the festival
 - 6 when the festival ends
 - 7 what Erica is doing now
 - 8 what other people are doing now

- 3 Which of the sentences (1-5) are O (opening remarks), C (closing remarks)? What opening & closing remarks does Erica include in her postcard?

- 1 Well, here I am in India.
- 2 Bye for now!
- 3 I'm having a great time here in India.
- 4 See you when I get back.
- 5 That's all for now!

Object pronouns see p. GR 7

- 4 a) Read the theory. Find examples in the postcard.

me	us	Object pronouns go after the main verb and in prepositional phrases. <i>I love this festival. I love it.</i> <i>Give this to Sue. Give this to her.</i>
you	you	
him		
her	them	
it		

- b) Replace the words in bold with appropriate object pronouns.

- 1 Look at **these elephants**.
- 2 He's taking a photo of **the parade**.
- 3 Give **this** to **your aunt**.
- 4 She is dancing with **John**.

Hi Amy,

Greetings from Jaipur! It's hot and sunny and we're having a wonderful time! We're staying at my aunt and uncle's house. It's Holi here in India now – the festival of colours. People celebrate it every spring. They light bonfires and dance and sing around them. They also throw coloured powder at each other. At the moment

we're watching a parade of painted elephants! It's really exciting here.

People are dancing in the streets.

I'm taking lots of

fantastic photos! Give

your parents my love.

See you next week,

Erica

- 5 Rewrite the sentences. Use short forms or omit a pronoun.

Writing Tip

When writing postcards to friends, use short forms (*We're staying*) and omit pronouns (e.g. *See you soon*, NOT: ~~I'll see you soon~~.) This helps you write in a friendly, informal style.

- | | |
|-----------------------------------|---------------------------|
| 1 It is a bit cloudy today. | 5 I do not want to leave! |
| 2 I can't wait to see you. | 6 I hope you are OK. |
| 3 We miss you. | |
| 4 We are watching the parade now. | |

Writing (a postcard from a festival)

- 6 **Portfolio:** Imagine you are at a festival in your country. Write a postcard to your English pen-friend. Follow the plan.

Plan

Hi ... ,

Write your opening remarks, describe the weather, & say where you're staying. (*Greetings from ... It's ... We're staying ...*)

Write the name of the festival, say when it is & what usually happens. (*It's ... here now. People celebrate it every ... They ... and ...*)

Describe what's happening now/what you are doing (*At the moment people are ... I'm/We're ...*)

Write your closing remarks. (*See you next week,*)

.....

i Curricular: Geography

Check these words

low temperature, characterise, exist, last, reach, shine, midnight sun, dark, drop, survive, dry, below freezing, hold in

- 1 a) Read the dictionary entry. What is the climate in your country?

climate /klaɪmət/ (n) the typical weather conditions of a particular place
e.g. wet, humid, etc.

- b) What characterises tundra and hot desert climates?

🔊 Listen and read to find out.

- 2 Read the text again and mark the sentences **T** (for tundra climate) or **HD** (for hot desert climate).

- 1 It doesn't rain very often.
 2 It's very cold even during summer time.
 3 Some kinds of plants can live there.
 4 There's hardly any sunshine during the winter.
 5 It can be hot in the morning but freezing cold in the evening.



TUNDRA CLIMATE

Cold weather and low temperatures characterise the tundra climate all year round. The winter season is long and hard. A short summer season exists. It lasts about 6 to 10 weeks and temperatures reach -1°C . The sun shines almost 24 hours a day during this season so people call the tundra "the land of the midnight sun". During the long winter months it is dark most of the day and temperatures drop to -35°C . No plants can survive in the tundra.

HOT DESERT CLIMATE

Deserts are usually very hot all year round with temperatures over 46°C . They get very little rain and have very long dry periods. At night temperatures drop to below freezing. Only plants that hold in a lot of water can survive in hot desert climates.



- 3 Complete the sentences with words from the **Check these words** section.

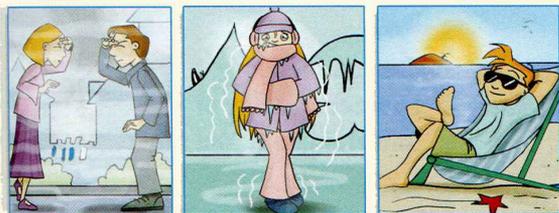
- 1 Not many plants in deserts.
 2 Winters in the tundra climate are very long, they can ten months.
 3 It's so cold, the temperature is
 4 It's very difficult for plants to without water.
 5 High temperatures the hot desert climate.

- 4 **ICT** In groups collect information about different types of climate. Use textbooks, encyclopaedias or the Net. You can use the key words: *climate types*. Present them to the class.

Language Review 4

1 Label the pictures.

- freezing cold • snowy • sunny • windy
- rainy • foggy



1 2 3



4 5 6

2 Fill in: sights, sightseeing, malls, chilly, boots, map, survive, parade, tired.

- It's and foggy today. Take a coat with you.
- There are a lot of to visit in Puebla.
- It's raining. Put on your, please.
- They are on a tour bus.
- Most Americans do their shopping at shopping
- You need a to find your way.
- We are watching the carnival now.
- Plants can't in very low temperatures.
- I'm of shopping; let's have a snack.

3 Circle the odd word out.

- boots – trainers – sandals – socks
- market – beach – mall – stalls
- trousers – shorts – shoes – jeans
- chilly – hot – warm – display

4 Fill in: fireworks, snow-capped, flea, half, traditional, high, amusement, below, fried, roller.

- | | |
|------------------|--------------------|
| 1 market | 6 heels |
| 2 coasters | 7 costumes |
| 3 .....-price | 8 display |
| 4 park | 9 freezing |
| 5 insects | 10 mountains |

5 Choose the correct preposition.

- The weather in Ireland **at/in** winter is often cold and windy.
- There are thousands of stalls **at/to** the Chatuchak Market!
- People are dancing **on/in** the streets.
- Many people dance **at/in** the Rio Carnival.
- Let's go **on/at** a tour around the city.
- I'm tired **for/of** walking. Let's go for a coffee.
- There are lots of souvenirs to choose **of/from**.

GAME

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

- traditional costumes • tour bus • get lost
- snow-capped mountains • roller coaster
- tired of • follow a map • low temperatures
- freezing cold • watch a parade
- dance in the streets • paint their faces

Quiz

Answer the questions. Look at Module 4 and write a quiz of your own.

- | | |
|---|---|
| 1 Is it cold in deserts at night? | 6 Is the Chichi Market in Thailand? |
| 2 Is the Chatuchak Weekend Market in Guatemala? | 7 What do people call 'the land of the midnight sun'? |
| 3 What is Holi? | 8 Is there an aquarium in the Mall of America? |
| 4 Can plants survive in the tundra? | |
| 5 What is Los Sapos? | |

Reading

- 1 a) Read the rubric, then read the example. Pay attention to the underlined words. Underline the words in notice H that match the underlined words in the example.

Which notice (A-H) says this (1-5)? For questions 1-5, mark the correct letter A-H. There are 2 extra notices.

- b) Underline the key words in sentences 1-5. Do the task. Justify your answers.

Example

0 Everyone can have lessons here. H

- 1 You can always get something to eat here.
- 2 These are cheaper when you buy more.
- 3 You cannot use this at the weekend.
- 4 It's a good idea to buy something today.
- 5 You can get souvenirs here.

G

FOOD COURT
OPEN FROM
9:00 AM
NO DOGS ALLOWED

A

SWIMMING POOL
OPEN MON-FRI

B

15% off for all students

C

Flea market
arts and crafts
Open Saturday/Sunday

D

Airport Café
open 24 hours a day/
7 days a week

E

Slice of pizza
£2.00
2 for £3

F

One day sale
-50% off everything!

H

Spanish Classes
for Children and Adults
Third Floor

Reading

- 2 a) Read the rubric, then read the advert and the note. What are the note and advert about?

Read the information about the Barnham Festival.
Complete Jemma's notes.

- b) Look at Jemma's notes. Underline the information in the texts that match each heading. Then, complete the notes. Check with your partner.

BARNHAM FESTIVAL

Main Parade: 4 pm

Millennium Park
21 May 1 pm till late

Join us for a
spectacular day of
entertainment and fun!

Crowning of May Queen: 3 pm

Jemma

Do you fancy going to the festival on Saturday? It should be fun. It's got a lot of fun activities, and we can dress up for the fancy dress competition and maybe win something. Meet me at the entrance to the park half an hour before everything kicks off so we don't miss anything. Bring your camera.

Elisa

Jemma's notes

Place: 0) Millennium Park

Prizes for: 1)

Date: 2)

Meet at: 3)

Time: 4)

Do not forget to take: 5)

Speaking

- 3 Read the rubric, then in pairs, do the task.

B: Here is some information about a department store.

A: You don't know anything about the department store, so ask B some questions about it.

A, ask B your questions about the department store and B, you answer them.

B – your answers

A – your questions

Opening soon!



Harpers
Department Store
44 Silverstone Avenue

Opening Day – 10th September
20% discount for all customers
Monday-Saturday 10:00am-8:00pm

Free Parking

Department Store



Harpers

- open / yet?
- address?
- discounts?
- open / weekends?
- cost / parking?

Listening

- 4 a) Read the rubric, then read the questions and possible answers. What is the recording about?

Listen to Eddy and Maria talking about the weather. For questions 1-5, tick (✓) A, B or C. You will hear the conversation twice.

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

Example

- | | | |
|---|------------------|-------------------------------------|
| 0 On a summer's day, the average temperature is | A 30°C. | <input type="checkbox"/> |
| | B 35°C. | <input checked="" type="checkbox"/> |
| | C 45°C. | <input type="checkbox"/> |
| <hr/> | | |
| 1 Eddy's favourite season is | A spring. | <input type="checkbox"/> |
| | B autumn. | <input type="checkbox"/> |
| | C summer. | <input type="checkbox"/> |
| 2 Gardens in Eddy's country have | A grass lawns. | <input type="checkbox"/> |
| | B flowers. | <input type="checkbox"/> |
| | C desert plants. | <input type="checkbox"/> |
| 3 Eddy doesn't go to school when it is | A windy. | <input type="checkbox"/> |
| | B rainy. | <input type="checkbox"/> |
| | C snowy. | <input type="checkbox"/> |
| 4 Maria thinks the weather today is | A cold. | <input type="checkbox"/> |
| | B warm. | <input type="checkbox"/> |
| | C chilly. | <input type="checkbox"/> |
| 5 Eddy doesn't like it when the weather is | A rainy. | <input type="checkbox"/> |
| | B cold. | <input type="checkbox"/> |
| | C windy. | <input type="checkbox"/> |

Writing (Writing Bank 1: emails p. WB1)

- 5 a) Read the rubric, underline the key words then, in pairs, brainstorm for ideas under the headings:

You have received this email from your English friend, Paul.

Summers in my country are hot but sometimes it rains. What is the weather like in your country in summer? What do people like doing in summer? What do you like doing in summer?

Write Paul an email and answer his three questions (40-50 words).

weather boiling hot, ...

activities go to the beach, ...

reasons spend time with friends/family, ...

- b) Use your ideas from Ex. 5a to write your email. Follow the plan.

Plan

Dear Paul,

Para 1: opening remarks, (Hi! How are you?)

Para 2: describe the weather, activities you do, reason you like them (The weather is ... It's ... we often go ... I like it because ...)

Para 3: ask Paul about what people in his country do in summer, closing remarks (Write back soon.)

(your first name)

4 Revision

- 1 Fill in:** *flea, stalls, traditional, season, trainers, display, map, drop, freezing, boiling.*
- Many people at the festival are wearing costumes.
 - Don't forget your scarf and gloves – it's cold today!
 - He's wearing shorts and and he's playing football.
 - It's hot today. Why don't we go to the beach?
 - There are a lot of souvenirs in the market.
 - Let's watch the fireworks
 - There are a lot of selling many different things.
 - We need to buy a so we don't get lost.
 - Temperatures in winter.
 - Summer is my favourite because I love warm weather.

10x1=10 marks

2 Circle the odd word out.

- cheese – butter – milk – salmon
- eggs – grapes – cherries – watermelons
- beans – beef – onions – eggplant
- rice – pasta – carrots – cereal
- cabbage – cauliflower – lettuce – yoghurt

5x2=10 marks

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

- (Ben always/wear) a suit to work?
- We (watch) the parade at the moment.
- Mum (not/take) photographs now.
- It usually (snow) a lot in the winter in Canada.
- The sun (shine) – it's a beautiful day!
- He (want) to buy some carrots.
- (they/eat) breakfast every day?
- She (drink) coffee now.

8x2=16 marks

4 Choose the correct word.

- There are a few/a little carrots. We can make a salad.
- There's too much/many sugar.
- There isn't much/many chicken.
- I've got very few/a little juice.
- We have too much/many eggs.
- We've got a lot of/much cherries.
- There are very few/little grapes in the fridge.

7x2=14 marks

5 Complete the sentences with the correct *be going to* form of the verbs in brackets.

- Rachel (not/wear) her trainers tomorrow.
- What (Max and Amy/do) tonight?
- Tom and Jane (meet) Peter later.
- Becky (shop) for souvenirs tomorrow.
- (you/have) a party on Sunday?

5x2=10 marks

6 Match the exchanges.

- | | | |
|----------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> 1 | What can I get you? | A Thanks. |
| <input type="checkbox"/> 2 | Here's your change. | B Here you are. |
| <input type="checkbox"/> 3 | Do you feel like dancing? | C It's £1.50. |
| <input type="checkbox"/> 4 | That's £1.95, please. | D I'd like a hot dog, please. |
| <input type="checkbox"/> 5 | How much is an ice cream cone? | E Great idea! |

5x4=20 marks

7 You are at a festival in your country. Write an email to your friend telling him/her all about it (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about the weather, seasons & activities _____
- describe people's clothes _____
- buy drinks & snacks from a snack bar _____
- talk about market products _____
- describe pictures _____
- write a postcard about a festival _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: places in a town, ancient civilisations, past activities, personal memories, types of films, famous figures

Grammar: *was/were, had, could*, past simple of regular/irregular verbs

Everyday English: talk about childhood memories

Pronunciation: *-ed* ending; /æ/ - /ɑ:/, /ɪ/ - /i:/, /ɒ/ - /ɔ:/

Writing: an email to a friend recommending a film

Culture Corner: Life in the UK: The Swinging 1960s

Curricular (History): Native Americans

Module 5

Life in the past

Vocabulary

Places

- 1 Read the box. Which of the places *can/can't* you see in the pictures?

pool/theatre/beach/park/zoo/
gym/library/fast food restaurant/
opera house/aquarium/supermarket

I can see a zoo, but I can't see a school or a supermarket.

I can see ..., but I can't see ... or ...

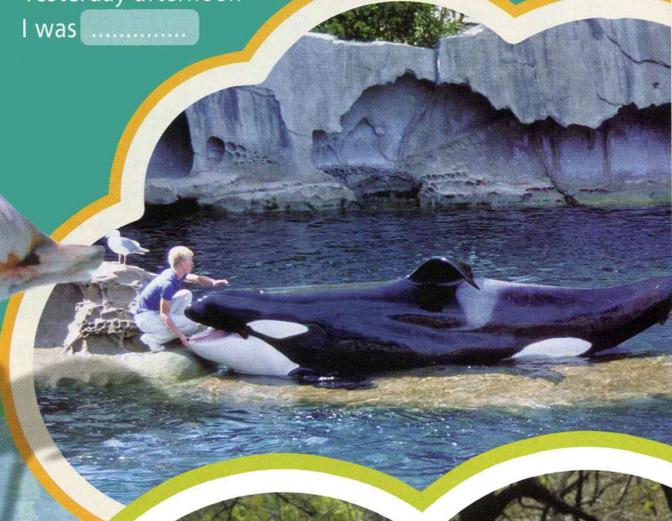
- 2  Listen and circle.

- 1 Jane was at the **pool/zoo/park**.
- 2 Tony was at the **library/theatre/aquarium**.
- 3 Sandy and Mark were at **work/home/school**.

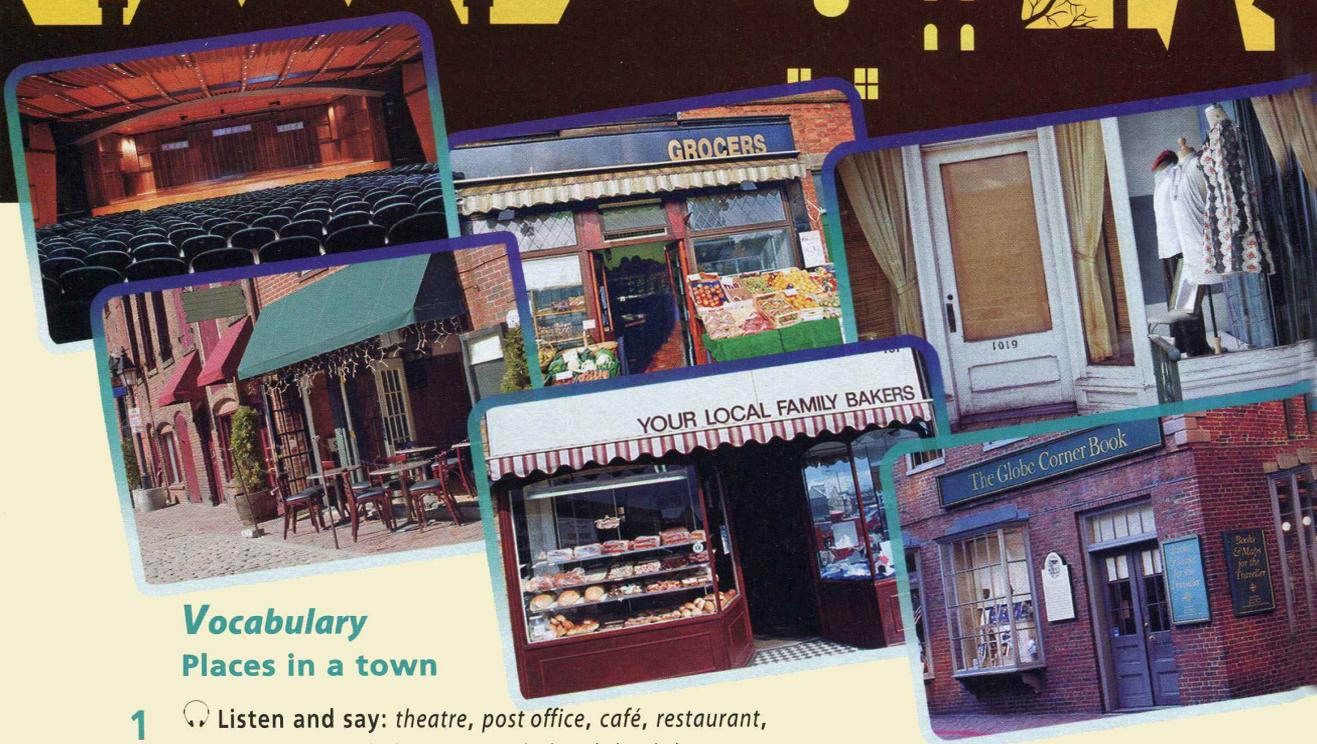
OVER TO YOU!

Yesterday afternoon

I was



5a Long Ago



Vocabulary Places in a town

- 1 Listen and say: *theatre, post office, café, restaurant, department store, baker's, car park, hotel, bookshop, museum, hospital, block of flats, clothes shop, grocer's.*

Grammar see p. GR7 was/were

- 2 Read the exchange. Use the verbs in bold to complete the table.

A: **Were** you at the gym yesterday afternoon?
B: No, I **wasn't**. I **was** at the zoo.

AFFIRMATIVE		NEGATIVE	
I/He/She/It 1)	} at the museum yesterday.	I/He/She/It wasn't	} at the zoo last Saturday.
We/You/They were		We/You/They weren't	
INTERROGATIVE		SHORT ANSWERS	
Was I/he/she /it 2)	} at the theatre last night?	Yes, I/he/she it was./	
were we/you/they		No, I/he/she it 3)	
		Yes, we/you/they were./ No, we/you/they weren't.	

- 3 Fill in *was, were, wasn't, weren't*.

- A: Where 1) Steve last night?
B: He 2) at home.
A: 3) Bob with him?
B: No, he 4) He and Kelly 5) at the theatre.
- A: 6) you at the gym yesterday afternoon?
B: No, we 7) We 8) at the zoo. Where 9) you?
A: I 10) at the library.

- 4 Look and say what *there was/there wasn't* on Kingsley Street 50 years ago. Make sentences.

There was a theatre on Kingsley Street 50 years ago. There wasn't a post office.

TROY

Listening & Reading

- 5 What do you know about Troy?
Why was it famous?
Listen and read to find out.
- 6 Match the underlined adjectives in the text to their opposites: *empty, small, thin, unlucky, modern, wide*.

Grammar

see
p. GR7

Had (past simple of to have)

- 7 a) Read the table. Find examples in the text.

AFFIRMATIVE	NEGATIVE
I/You/He, etc had a bike at the age of five.	I/You/He, etc didn't have a car.
INTERROGATIVE	SHORT ANSWERS
Did I/you/he, etc have a bike?	Yes , I/you/he, etc did ./ No , I/you/he, etc didn't .

- b) Now make true sentences about Troy. Use *was, wasn't, were, weren't, had, didn't have*.

- Troy a small city.
- There a palace in the city.
- There any hotels in the city.
- The city thick stone walls.
- The city narrow streets.
- There a temple in the city.
- The city a university.
- They supermarkets then.

Speaking & Writing

- 8 **THINK!** Read the text again. Imagine you are an archaeologist. In three minutes write about Troy and what life was like in the city. Tell the class.

Troy was an ancient city in northwestern Turkey. It was the capital of the region of Troad and was the home of the king, his family and his officials. It was a fortress city and had thick stone walls and watchtowers. The king's palace was at the centre of the city and there was a large temple, a large marketplace, and houses nearby. There were also workshops to make clothes and to work metal and pottery. It was a busy city and its narrow streets were full of people. Hundreds of traders, farmers and other workers had small mud houses outside the city wall. It wasn't a very lucky city though. In the 12th century BC, it was the scene of one of the most famous wars in history, the Trojan War.

Check these words

ancient, region, officials, watchtowers, temple, workshops, pottery, mud

5b Ancient Civilisations

ANCIENT EGYPTIANS



1 ruled

Ancient Egyptians lived along the banks of the River Nile in northeast Africa. Pharaohs ruled this great and powerful empire for more than 2,500 years.

The ancient Egyptians lived in houses made of mud bricks, but they also built houses and gigantic pyramids from stone. They worked as farmers and artists. They hunted for animals and went fishing on the River Nile. They also had boats and transported food and other goods along the river. In their free time they played music or board games. Only wealthy boys could attend school. They studied hieroglyphics*.

Ancient Egypt had a great civilisation which many people still study and admire today.

* ancient Egyptian writing



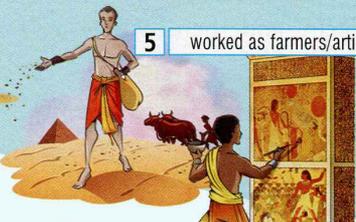
2 played board games



3 played music



4 fished



5 worked as farmers/artists



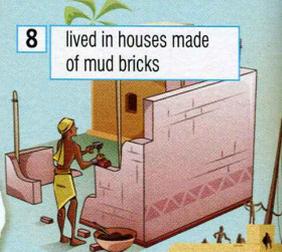
6 had boats and transported goods



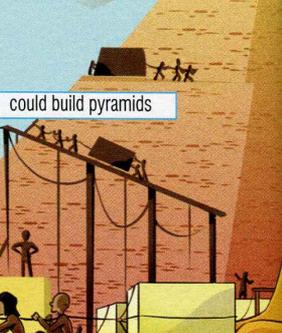
10 attended school



9 hunted



8 lived in houses made of mud bricks



7 could build pyramids

Listening & Reading

1 Listen and say. Say the phrases (1-10) in your language.

2 The pictures show the lifestyle of the ancient Egyptians. Which sentences below are true about them?

Listen and read the text to find out.

- 1 They were farmers.
- 2 They fished on the River Nile.
- 3 They played football.
- 4 Only boys attended school.

Grammar see p. GR7

Could (past simple of can)

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

AFFIRMATIVE	NEGATIVE
I/You/He, etc could walk at the age of five.	I/You/He, etc couldn't talk at the age of two.
INTERROGATIVE	SHORT ANSWERS
Could I/you/he, etc write at the age of five?	Yes, I/you/he, etc could. / No, I/you/he, etc couldn't.

b) Use the text to complete the sentences with *had*, *didn't have*, *could* or *couldn't*.

- 1 Ancient Egyptians **could** build huge pyramids.
- 2 They boats.
- 3 They transport things by boat.
- 4 They blocks of flats.
- 5 They travel by plane.
- 6 They cars.

Listening

4 Listen and tick (✓) what the ancient Romans could do. Write complete sentences.

- 1 play football | 4 write
- 2 swim | 5 play the piano
- 3 read | 6 ride bikes

The ancient Romans could play football.

5 What about you? Use the verbs/phrases in Ex. 4 to ask and answer questions.

A: Could you play football at the age of six?

B: Yes, I could./No, I couldn't.

see p. GR7
Past simple
 (regular/irregular verbs)

6 a) Read the table. How do we form the affirmative/negative of the *past simple*?

AFFIRMATIVE
I/You/He, etc played tennis/swam yesterday.
NEGATIVE
I/You/He, etc didn't play tennis/didn't swim yesterday.
INTERROGATIVE
Did I/you/he, etc play tennis/swim yesterday?
SHORT ANSWERS
Yes, I/you/he, etc did./No, I/you/he, etc didn't.
We use the past simple for actions which happened at a certain time in the past. He phoned his friend last Monday.
Irregular verbs have irregular past forms. See list at the back of the book.
Time expressions: last week/month/ year, etc, a week/two days ago, yesterday afternoon/evening, etc.

b) Read the theory box. Find examples in the text.

Spelling rules

- verb + **-ed** → *start – started*
- verb ending in **e + -d** → *dance – danced*
- verb ending in consonant + **-y + -ied** → *carry – carried*
- verb ending in one stressed vowel between two consonants double the last consonant + **-ed** → *travel – travelled*

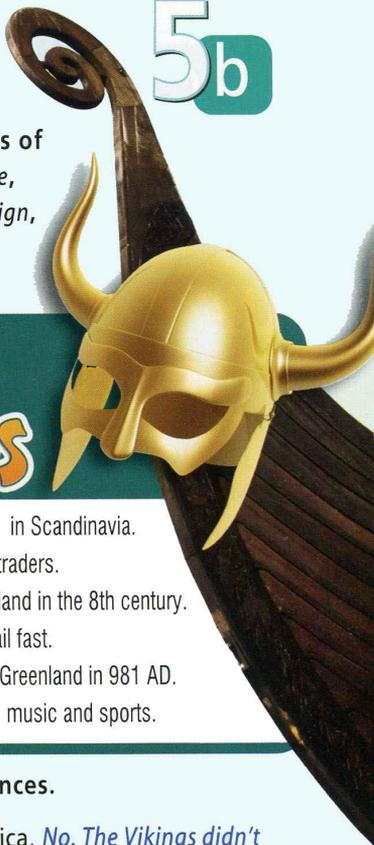
Pronunciation: /t/, /d/, /ɪd/

c) Now write the *past simple* forms of the verbs below.
 Listen and tick (✓) the correct boxes.
 Listen again and repeat.

	/t/	/d/	/ɪd/
1 arrive –			
2 exist –			
3 play –			
4 design –			
5 ask –			
6 hurry –			
7 want –			
8 stop –			
9 travel –			
10 discover –			

7 a) Use the past forms of the verbs *work, live, discover, travel, design, play* to complete the sentences.

The Vikings



- The Vikings in Scandinavia.
- They as traders.
- They to England in the 8th century.
- They ships to sail fast.
- Erik the Red Greenland in 981 AD.
- They games, music and sports.

b) Correct the sentences.

- The Vikings lived in Africa. **No. The Vikings didn't live in Africa. They lived in Scandinavia.**
- They worked as sailors.
- They designed aeroplanes.
- Eric the Red discovered China in 981 AD.

8 a) Read the table. How do we form the interrogative form of the *past simple*?

b) Use the phrases to ask and answer questions about the ancient Egyptians.

- live on boats? • work as farmers?
- fish on the river? • sail boats?
- play music? • play football?
- girls attend school?

- A: *Did they live on boats?*
 B: *No, they didn't.*

Speaking & Writing

9 Use the pictures on p. 82 to tell your partner about the ancient Egyptians.

The ancient Egyptians lived along the banks of the ...

10  **ICT** Collect information about the Aztecs. Write six T/F statements about them. Exchange with another group. You can do some research on the Internet using these key words: *the Aztecs*.

Life in the UK

The Swinging 1960s

MUSIC & DANCE

Music was very important to teenagers in the 1960s. They were crazy about music and they listened to their favourite rock and roll bands, like *The Beatles* and *The Rolling Stones*, on the new radio station, BBC Radio 1. Young people also enjoyed dancing in the '60s. They wore the latest fashions at the dance halls and danced all night long.

FASHION

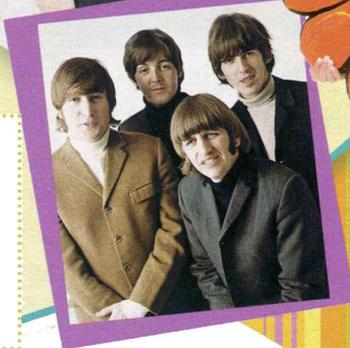
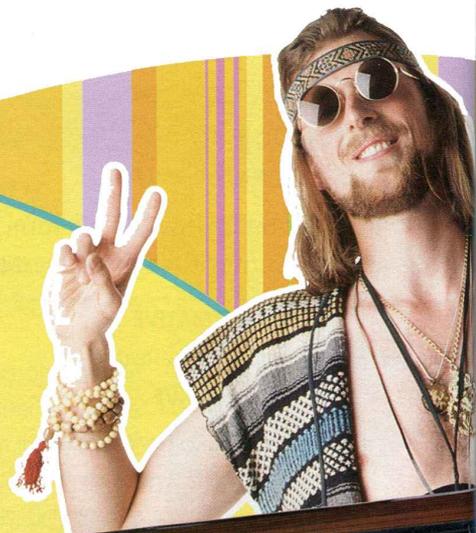
The 1960s fashion fads were cheap and colourful. Teenagers made their own clothes. Girls wore short mini skirts and tall boots. A lot of people were shocked when long hair became fashionable for boys. The colourful, floral prints of the 'hippy' style were also popular.

FILMS & TELEVISION

Spy films and TV shows, like *James Bond* and *The Avengers*, were big hits in the cinema and on TV. Most people had a television at home in the '60s. Programmes like *Top of the Pops*, which showed live pop music, were the craze. In 1969, families all over the UK watched Neil Armstrong walk on the moon!

Check these words

crazy about, band, radio station, latest fashion, dance hall, fad, shocked, fashionable, floral print, hippy style, popular, big hit, craze, moon



- 1 What do the pictures tell us about life in the 1960s?
- 2 Read the text and complete the sentences.
 - 1 In the 1960s, teenagers listened to
 - 2 Their favourite music bands were
 - 3 They liked dancing at
 - 4 The girls wore
 - 5 The boys wore their hair
 - 6 In the 1960s, most homes had a
 - 7 *Top of the Pops* showed
 - 8 In 1969 Neil Armstrong

🔊 Listen, read and check.

- 3 Match the words in bold to their definitions: **enthusiastic** about, **very surprised**, **fashion**, **most recent**, **successes**.

- 4 Use the pictures to tell the class what the 1960s were like in the UK.

Young people loved dancing in the 1960s.

- 5 **THINK!** Compare life in the UK in the 1960s to life in your country nowadays. In three minutes, write a few sentences about it. Write about: *music, dance, fashion, films and TV*. Tell your partner.

Everyday English 5d

Talking about childhood memories

- 1 Listen and say. Which of these activities did/didn't you do as a child?

played outside all day



delivered newspapers



walked the dog



had fancy dress parties



helped my parents with chores



- 2 a) Listen and repeat.

- I lived on a farm. • Did you like it?
- What about you? • How was that?
- Was it boring? • Do you miss all that?

- b) The sentences above are from a dialogue between two friends. Where did they live when they were children?

Listen and read to find out.

Angie: Did you live around here when you were a child, Paul?

Paul: No, I didn't. I lived in a small town by the sea.

Angie: Did you like it?

Paul: Yes, I did. After school, I delivered newspapers and walked the dog on the beach. At weekends, I played basketball with my friends.

Angie: It sounds like you had a nice life there.

Paul: Yes, it was great. What about you?

Angie: I lived on a farm.

Paul: How was that? Was it boring?

Angie: No, not at all. I helped my parents with chores after school. Sometimes, I milked the cows. At weekends, I had picnics with my friends and played outside all day long.

Paul: Do you miss all that?

Angie: Yes, sometimes I do!

- 3 Find sentences in the dialogue which mean:
Was your childhood home near here? – What was that like? – Do you wish you could go back sometimes? – I think you enjoyed your time there.

Pronunciation – minimal pairs

- 4 Listen and tick (✓) the correct boxes. Listen again and repeat.

	/æ/	/ɑ:/	/ɪ/	/i:/	/ɒ/	/ɔ:/
hat			sit		pot	
heart			seat		port	
park			sheep		spot	
pack			ship		sport	

Speaking

- 5 Discuss your childhood memories. Use sentences in Ex. 2 to act out your dialogue. Follow the plan.

A	B
Ask if B lived there as a child.	Say where you lived.
Ask if B liked it.	Respond & say what you did.
Comment on B's description.	Ask where A lived.
Say where you lived.	Ask A how it was.
Respond.	

5e Lost Cities

Listening & Reading

- 1 a) Look at the picture. What do you know about this place? What would you like to know about it? Write two questions.
- b)  Listen, read and see if you can answer your questions.
- 2 Read the text and match the headings (A-D) to the paragraphs (1-3). One heading does not match.

- A Culture C History
B Architecture D The people

Study skills

Matching headings to paragraphs
The title of a paragraph gives the main idea of that paragraph. Read the paragraph once to get the main idea. Then look for words related to the title. This will help you match the paragraph to its title.

Machu Picchu

It was 24th July, 1911. Hiram Bingham, an American archaeologist, was in the Andes Mountains in Peru. Suddenly he saw walls of stone in front of him. He couldn't believe it! Was this the lost city of Machu Picchu?

1

Machu Picchu is an ancient Inca site in the Andes Mountains in Peru. It **dates back** to 1436. But what was it exactly and why did the Incas build it so high in the mountains? No one is really certain.

2

Bingham found amazing things in Machu Picchu. He discovered stone buildings with thick walls, homes for the people and a beautiful palace for the **emperor**. There was even a huge pyramid. The city also had a tall tower, temples, storage rooms, baths, about 150 houses and a park. It had running water and water fountains. All the buildings were very strong. Even **earthquakes** didn't **destroy** them!

3

The Incas were clever people and they knew how to do many things. They weren't only great builders and **astronomers**. They were also good farmers. They **constructed terraced** fields around the city and they **grew** potatoes, corn and cocoa.

Machu Picchu was a great city. Hundreds of people lived there. Then, one day, they left, and no one really knows why.

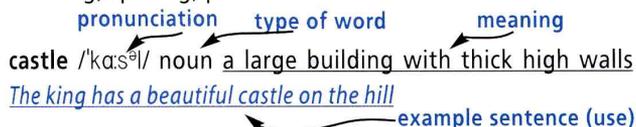
Did you know?

The name Machu Picchu means 'old mountain'.

Study skills

Using dictionaries to explain words

A dictionary presents words in alphabetical order. For each word there is information about the type of word and its meaning, spelling, pronunciation and use.



- 3 Use your dictionaries to explain the words in bold in the text.

Vocabulary Structures

- 4 Match the words to the structures (1-11). What are these words in your language? Use them to make true sentences about Machu Picchu.

baths , fountain , storage rooms , palace , park ,
 temple , tower , wall , bridge , pyramid ,
 houses

There were baths in Machu Picchu.



Adjectives

- 5 a) Complete the opposites. Use: *small x 2, modern, thin, weak, ugly.*

- | | |
|--------------------------------------|--------------------------------|
| 1 thick walls ≠ walls | 4 tall tower ≠ tower |
| 2 strong buildings ≠ buildings | 5 huge pyramid ≠ pyramid |
| 3 beautiful palace ≠ palace | 6 ancient town ≠ town |

- b) Fill in: *ancient, thick, storage, stone, terraced, running.*

- 1
- 2
- 3
- 4
- 5
- 6

- 6 Ask and answer questions, as in the example.

- 1 Where/Hiram Bingham/travel to?
A: Where did Hiram Bingham travel to?
B: He travelled to Peru.
- 2 What/he/discover?
- 3 Who/live there?
- 4 When/the Incas/build Machu Picchu?
- 5 What/buildings/survive?
- 6 Earthquake/destroy them?
- 7 What/Inca farmers/construct?

Speaking & Writing

- 7 Make statements using the prompts. Your partner agrees or disagrees.

- 1 Hiram Bingham/a scientist X
A: Hiram Bingham was a scientist.
B: Wrong! He was an archaeologist.
- 2 He/American ✓
A: He was American.
B: Correct! He was American.
- 3 Hiram Bingham/discover/Machu Picchu/1912 X
- 4 The Inca/live/there ✓
- 5 Earthquakes/destroy buildings X
- 6 Many buildings/survive ✓
- 7 Farmers/construct/terraced fields ✓
- 8 Incas/be clever people ✓

- 8 **THINK!** Imagine you are Bingham. In three minutes write a few sentences about Machu Picchu. Read them to the class.

I found amazing things in Machu Picchu.

5f Heroes & Villains

Vocabulary Famous figures

- 1 Look at the people in the pictures. Who was: *a French military leader? a Romanian prince? a Polish soldier & politician? an English admiral? an Italian explorer? a Russian tsar? an English pirate?*

🔊 Listen and check then make sentences.

Casimir Pulaski was a Polish soldier and politician.



Casimir Pulaski
(1745-1779)



Lord Nelson
(1758-1805)



Christopher Columbus
(1451-1506)



Napoleon Bonaparte
(1769-1821)



Vlad the Impaler
(1431-1476)



Ivan the Terrible
(1530-1584)



Blackbeard
(1680-1718)

Francis Drake: A man history won't forget

Francis Drake was a sailor, an explorer, a pirate, and more. To the English, he was one of their greatest heroes of all time. He was the first Englishman to sail around the world and the man who saved his country from a Spanish invasion. To the Spanish, he was a villain; a pirate who stole their gold and terrorised them at sea.

Francis Drake was born in Devon, England, around 1540. His parents were poor farmers and Francis was the eldest of their 12 sons. Around the age of 13, he got a job on a ship and within 15 years he became one of the best sailors and navigators in the world. With the secret approval of England's Queen Elizabeth, Drake sailed the seven seas attacking Spanish ships and stealing their treasure. While he was working for his country the Spanish hated and feared him. They called him 'El Draque', the Dragon, and believed that he had supernatural powers.

In 1577, Queen Elizabeth asked Drake to sail to the Pacific coast of South America. The Spanish were building colonies there and Elizabeth wanted to stop them and set up her own colonies. Between 1577 and 1580, Drake attacked Spanish ships and colonies whenever he had the chance. He captured a Spanish treasure ship that was sailing off the coast of Lima in Peru and another that was carrying large amounts of gold and silver from South America to the Philippines. He stole so much treasure that when he returned to England in 1580 Queen Elizabeth was able to pay off the country's debt. She was so happy that she made Francis Drake a knight and people called him Sir Drake.

After Drake's return, King Philip of Spain discovered that Elizabeth was planning to set up colonies in the New World and was furious. He immediately began to build a huge navy to invade England and stop Elizabeth. On 19th July 1588, the Spanish Armada, Spain's mighty navy, set sail to attack England but Drake easily defeated it. The victory was one of the proudest moments of Elizabeth's reign and of English history.

Check these words

explorer, pirate, invasion, terrorised, navigator, approval, treasure, supernatural powers, colonies, debt, navy, mighty

After defeating the Spanish, Drake returned to sea. He died in January 1596 while he was sailing in the Caribbean and his crew buried him at sea.

Listening & Reading

- 2 a) Look at the text. How are these names related to Francis Drake?

the Caribbean Devon
Elizabeth I **New World** King Philip of Spain

🔊 Listen and read to find out.

b) Read the text and answer the questions.

1 The Spanish and English

- A disagree about the kind of man Drake was.
- B agree Drake was part hero, part villain.
- C think Drake was the greatest sailor in history.
- D admire Drake's skill as a pirate.

2 From the text, we know that

- A sailing was a popular job in 1500s England.
- B Drake's family was not wealthy.
- C Drake was the youngest child in his family.
- D there were few talented sailors in the 1500s.

3 Queen Elizabeth I sent Drake on a voyage because

- A England was in debt and she needed money.
- B she needed a reason to make Drake a knight.
- C England's colonies were under Spanish attack.
- D she didn't want Spain to control the New World.

4 In 1588,

- A England had colonies all over the New World.
- B Elizabeth I made Drake a knight.
- C England's navy was defeated.
- D Spain attacked England.

5 After his victory over the Spanish Armada, Drake

- A became ill. C moved to the Caribbean.
- B retired. D never enjoyed a greater success.

Grammar see p. GR8
Past continuous

3 Read the table. Find examples in the text.

AFFIRMATIVE	NEGATIVE
I was sailing	I wasn't sailing
You were sailing	You weren't sailing
He/She/It was sailing	He/She/It wasn't sailing
We/You/They were sailing	We/You/They weren't sailing
INTERROGATIVE	SHORT ANSWERS
Was I eating?	Yes, I was./No, I wasn't.
Were you eating?	Yes, you were./No, you weren't.
Was he/she/it eating?	Yes, he/she/it was./No, he/she/it wasn't.
Were we/you/they eating?	Yes, we/you/they were./ No, we/you/they weren't.

We use the past continuous for actions: a) which took place at a specific time in the past. *They **were sleeping** at 7 am yesterday.* b) which were happening at the same time in the past. *He **was reading** while she **was watching** TV.*

4 Put the verbs in brackets into the *past continuous* to complete the sentences.

- 1 The wind (**blow**) softly.
- 2 He (**play**) tennis at 6 pm yesterday.
- 3 Mum (**cook**) dinner while Dad (**do**) the gardening.
- 4 He (**fish**) all afternoon yesterday.
- 5 Julia (**sleep**) at 6:00 yesterday.

5 What were you doing:

- at 5 o'clock yesterday afternoon?
- this time yesterday?
- at 10 o'clock last Sunday morning?
- at 8 o'clock yesterday in the evening?

6 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 He (**get**) a job on a ship when he was 14.
- 2 The explorer (**discover**) an island.
- 3 The sailors (**clean**) the boat while the officers (**have**) a meeting.
- 4 He (**sail**) in the ocean when a pirate ship attacked them.
- 5 The men (**drive**) to Madrid at 9 o'clock last night.

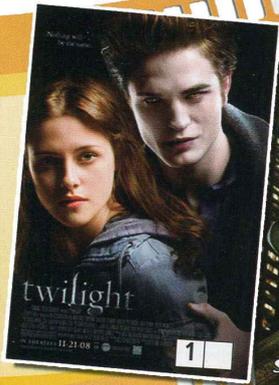
Speaking & Writing

7 Read the text again and write what happened in the years in the list below. Use your notes to present Francis Drake to the class.

- 1540 • age of 13 • 1577 • 1577-1580
- 1588 • 1596

8 **THINK!** Why is Drake a hero in English history? In three minutes write a few sentences. Tell the class.

9 Write a paragraph about a famous person from history. Include: *name, date/place born, his/her achievements, date died.* Tell the class.



Vocabulary Films

- 1 a) Look at the film posters (1-5). What type of films (A-L) do you think they are?

- | | |
|-------------------|-------------|
| A fantasy | G animated |
| B action | H comedy |
| C thriller | I superhero |
| D adventure | J musical |
| E science-fiction | K horror |
| F romance | L western |

Indiana Jones is a ...

- b) Listen to two musical extracts. Which type of film (A-L) does each match?

- 2 What types of films do you like/dislike? Use the adjectives to discuss, as in the example.



boring



interesting



sad/depressing



funny



exciting/
amazing



frightening/
scary

- A: What type of films do you like?
 B: I like comedies because they are funny. How about you?
 A: I don't like comedies. I think they are boring. I prefer science-fiction films. I think they're exciting.

Study skills

Listening for specific information

Read the rubric then go through the sentences and underline the key words. They'll help you do the task.

Listening

- 3 You will hear five people talking about films.
 Listen and match the sentences to the speakers. One sentence **DOES NOT** match.

- A I spend all my money at the cinema.
 B I only go to the cinema at weekends.
 C I like all types of films.
 D I find it hard to stay awake during films.
 E I never go to the cinema.
 F Going to the cinema is an important part of my life.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking

Talking about films

- 4 Put the verbs in brackets in the **past simple**.

- A: What 1) (you/do) last night?
 B: I 2) (watch) a film on TV.
 A: Which one?
 B: *17 Again*. It's a comedy.
 A: What 3) (it/be) like?
 B: It 4) (be) great.
 I 5) (love) it. Make sure you watch it.

- 5 Use the language in the table to talk about a film you saw. Use the dialogue in Ex. 4 as a model.

Asking	
What was ... like?	
Expressing likes/dislikes	
<ul style="list-style-type: none"> It was great/amazing/fantastic, etc. I loved it. I quite liked it. 	<ul style="list-style-type: none"> It wasn't very good. It was boring/tiring/frightening, etc. I didn't like it.

Writing

5h

An email about a film

- 1 Read an email about a film. Which of the following are in it?
 - title of the film
 - type of film
 - names of actors
 - main points of the plot
 - recommendation
- 2 Fill in the table with synonyms from the list:
 - amusing • dull
 - depressing • scary
 - great • thrilling
 - terrible

good	<i>great</i>	funny	
bad		frightening	
boring		exciting	
sad			

- 3 Rewrite the extract using positive adjectives.

The story was **boring** and the acting was **awful**. The special effects were **terrible** and the music was **dull**. I think it was a **bad** film.

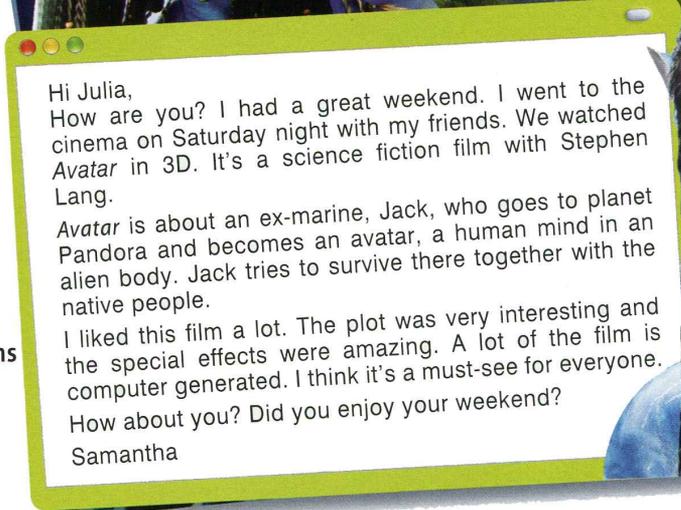
Recommending

- 4 Complete the reviews with: *you'll love it, It's a bore to watch, should see it, a must-see, miss it.*

A *Journey to the Centre of the Earth* was full of action and great special effects. It's 1) Don't 2)

B *Target* was too long. The story was confusing and the acting was terrible. 3)

C *Indiana Jones* was a great film. The acting was great and the plot was thrilling. You 4) I'm sure 5)



Writing (an informal email)

- 5 Read the rubric and answer the questions.

This is part of an email you received from your English pen-friend, Sally, in which she asks:

- "Did you enjoy the cinema on Saturday night and why?"
- What was the title of the film you saw and what type of film was it?
- Who starred in it and what was it about?
- What did you like most about it and why?

Write an email in reply.

- 1 What are you going to write about? To whom?
- 2 What's the name of the film?
- 3 What type is it?
- 4 Who stars in it?
- 5 What is the film about?
- 6 What did you like most?

Portfolio: Use your answers to write your email. Follow the plan.

Plan

Dear ...

Para 1: opening remarks, reason you are writing
(*How are you? I had ... I went ... and I saw ... I like ... film ... with ...*)

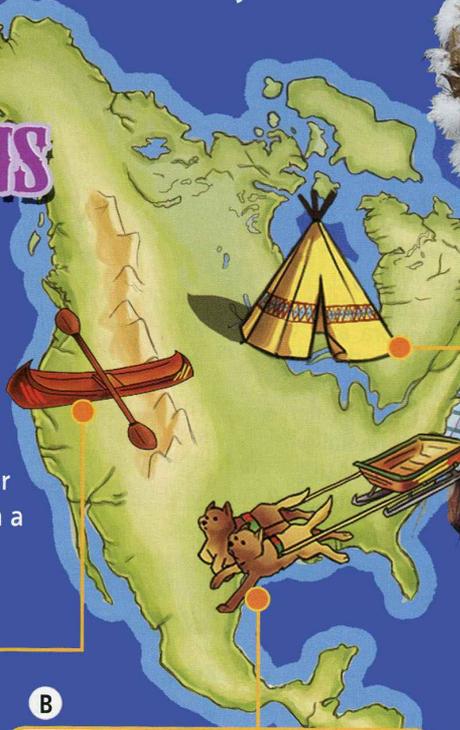
Para 2: main points of the plot (*The film was about ...*)

Para 3: your comments & recommendation (*I liked/ didn't like it because ...*)

Para 4: closing remarks (*How about you?*)

NATIVE AMERICANS

When the Europeans arrived on the continent they called America in the 15th century, many different native tribes already lived there. These people respected the environment and their ways of life can still teach a lot to the modern world.



A **The Kwakiutl** were fishermen. They had large wooden houses. Seven families could live in one house. They had canoes for fishing, hunting and trading. They used animal skin and even wood to make their winter clothes.

B **The Navajo** were farmers and grew crops. They lived in houses made of earth and wood. They travelled on foot. Sometimes dogs pulled them on sleds. The women farmed, looked after the children and did the housework. The men hunted and protected the tribe.

C At first, **The Cheyenne** lived like the Navajo. When the Europeans brought horses to America, they left their farms and moved from place to place. The men hunted buffalo. The women built their houses called 'tepees'. They used buffalo skin. They could take them down and move the village in an hour!

Listening & Reading

- 1 Close your eyes and listen to the music. Travel back in time. Now open your eyes. • *Where were you?* • *Who were you with?* • *What did you do there?*
- 2 **Who are Native Americans?**
 Listen and read to find out.
- 3 Write *N* (Navajo), *C* (Cheyenne) or *K* (Kwakiutl).

Which tribe(s) ...

- 1 made houses out of skin?
- 2 used animals to travel?
- 3 used parts of trees as clothes?
- 4 didn't live in one place?
- 5 lived near the sea?
- 6 grew their own food?

Check these words

arrive, continent, native tribe, respect, wooden, canoe, hunting, trading, animal skin, sled, look after, protect, buffalo

- 4 Make notes in the table about each tribe. Choose one tribe and use your notes to tell your partner about it.

	Kwakiutl	Navajo	Cheyenne
homes	wooden houses		
transport			
work/clothes			

- 5 **ICT** Collect more information about these tribes. You can do some Internet research using these key words: **Native American tribes**. Present your information to the class.

1 Match the words to the descriptions.

- 1 watchtower
- 2 marketplace
- 3 temple
- 4 museum
- 5 baker's
- 6 aquarium
- 7 post office
- 8 grocer's

- a It gives the person a good view of the area around the place they are guarding.
- b You can buy sugar and flour there.
- c You can see statues there.
- d You can buy bread there.
- e A small area in a town where people buy and sell goods.
- f A building to worship gods in.
- g A place where you can see fish.
- h You can buy stamps there.

2 Choose the correct words.

Inishmore is a beautiful little island off the west coast of Ireland. At first, it seems exactly as it 1) **was/were** eighty years 2) **ago/before**, but in fact it isn't.

Back then, only a few tourists 3) **went/go** to the island. There 4) **wasn't/weren't** any ferry boats or an airport in those days. Life was 5) **thin/difficult**. People didn't 6) **have/had** much money. They 7) **lived/stayed** in small stone cottages. They didn't even have electricity or 8) **moving/running** water. Inishmore is very 9) **boring/busy** today. There 10) **are/were** guesthouses, restaurants and a lot of shops. People have got 11) **ancient/modern** houses and fast cars. There is electricity in every house. There is even an airport. Inishmore is still beautiful, though.

3 Choose the correct preposition.

- 1 The streets were full **with/of** people.
- 2 The ancient Egyptians lived **across/along** the banks of the River Nile.
- 3 The Navajo had houses made **with/of** earth.
- 4 They travelled **by/on** foot.
- 5 Teenagers were crazy **about/for** *The Beatles*.
- 6 We lived **in/on** a farm ten years ago.
- 7 We had picnics **in/at** weekends.

4 Fill in: *animal, opera, attend, help, hunt, transport, deliver, native, running, special.*

- | | | | |
|---------|---------|----------|-------------|
| 1 | tribes | 6 | school |
| 2 | skin | 7 | goods |
| 3 | house | 8 | |
| 4 | for | | newspapers |
| | animals | 9 | with chores |
| 5 | water | 10 | effects |

GAME

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

- ancient city • busy city • narrow street
- running water • destroy • powerful empire
- hunted for animals • transported goods
- science-fiction film • thick walls
- attended school • grew potatoes
- dates back to • a must-see • thrilling plot
- looked after • respected the environment
- protected

Quiz

Read through Module 5 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

- | | |
|---|---|
| 1 Where was Troy? | 6 What did Neil Armstrong do? |
| 2 What happened in Troy in the 12th century? | 7 Where is Machu Picchu? |
| 3 Where did the Vikings live? | 8 What does 'Machu Picchu' mean? |
| 4 Who ruled the ancient Egyptians? | 9 What is special about <i>Avatar</i> ? |
| 5 Which rock bands were popular in the UK in the 1960s? | 10 What are tepees? |

Reading

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

Read the article about the Ancient Phoenicians. Are sentences 1-7 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

The Ancient Phoenicians

The ancient Phoenicians were a great civilisation that inhabited the east coast of the Mediterranean Sea. The Phoenician civilisation lasted over 1,000 years. It began about 1550 BC and ended about 300 BC.

The Phoenicians were the best shipbuilders and sailors of the ancient world. For more than 400 years, they ruled the seas! They were the first people to learn how to sail using the stars at night.

The Phoenicians were brilliant traders too. They sailed their ships around the Mediterranean and sold things like wood and glass. One special item that they traded made them very rich. It was a purple-coloured dye. Purple was the colour of royalty in ancient times. No one in the ancient world knew how to make purple clothes except the Phoenicians.

Historians think the Phoenicians were the first civilisation in the world to use an alphabet. They also think that all the alphabets in the world today come from the Phoenician alphabet. The Phoenicians invented an alphabet and a writing system around 1,400 BC because they wanted to communicate with their trading partners. It consisted of 22 letters based on sound.

- b) Do the task. Underline the words in the text and in the sentences that helped you decide. Compare with a partner.

Example

0 The Phoenicians lived beside the sea.
A Right B Wrong C Doesn't say

1 No one knows why the Phoenician civilisation ended.

A Right B Wrong C Doesn't say

2 Phoenician sailors used the stars to guide them in the right direction.

A Right B Wrong C Doesn't say

3 The Phoenicians traded glass for wood with the Greeks.

A Right B Wrong C Doesn't say

4 The Phoenicians became very wealthy by selling ships to royalty.

A Right B Wrong C Doesn't say

5 The Phoenicians developed their alphabet to record their history.

A Right B Wrong C Doesn't say

6 The Phoenician alphabet had letters based on what they could hear.

A Right B Wrong C Doesn't say

Listening

- 2 a) Read the rubric, then the information.
What does each gap (1-6) ask for: noun, number, etc.?

You will hear some information about an aquarium. Listen and complete questions 1-6.

High Fin's Aquarium

Information

Entrance through:	Aquatunnel moving walkway
Length of walkway:	1)
Number of species:	2)
Dive Week:	
Price of Tickets – children	3)
Aquatheatre:	4) shows per day.
Price of map:	5)
Closing time today:	6)

- b) Do the task. Check answers with your partner.

Speaking

- 3 a) Read the rubric, then in pairs do the task.

B: Here is some information about a National History Museum.

A: You don't know anything the National History Museum, so ask B some questions about it.

A, ask B your questions, and B, you answer them.

B – your answers

William Park's National History Museum

314 Oak Street

Where history comes to life!

OPEN Tuesday – Friday 10 am-6 pm
Books, postcards & souvenirs available at the museum shop

Tickets: Adults €7.00 Children €4.00
Family €18.00

(Pick up your copy of our free guide book at the museum entrance)



A – your questions

National History Museum

where?
open / Mondays?
buy / souvenirs?
guidebook?
types of tickets?



- b) Listen to another pair doing the task. Compare their dialogue to yours.

Writing

(Writing Bank 3: Postcards p. WB 3)

Writing Tip

Postcards

Postcards are short pieces of writing we send to people we know very well to tell them our news.

- 4 Read the rubric and underline the key words. Make notes under the headings, as in the example.

Read the postcard from your English pen-friend, Laura.

I'm having a great time in Ankara. Are you having a nice time? When did you arrive? Where are you staying? Which places have you visited? Write back.

Laura

Write Laura a postcard. Answer her questions (25-35 words).

Place	Rome	Favourite place	museum, art gallery, ...
Accommodation	hotel, five star ...	Date you return	next week
Date of arrival	last week	Feelings	happy, relaxed ...

- 5 a) Which of these sentences can you use in your postcard?

- Greetings from ...
- The weather's just fine.
- I'm staying at a beautiful ...
- It's the best holiday in my life.
- To get there take bus No. 7.
- My family and I wanted to visit the art gallery but it was closed.
- Every morning we go sightseeing.
- Give me a call later
- Everyone can come.

- b) Which set can you use to start and end your postcard?

A Dear friend,
Yours,

B Dear Laura,
See you,

C Dear Laura Smith,
Love,

- 6 Write your postcard.

5 Revision

1 Fill in: *goods, ancient, science-fiction, frightening, palace, thick, board, ruled, hunted, chores.*

- The Inca emperor lived in a beautiful
- The Cheyenne Indians buffalo.
- Do you help your parents with
- Star Trek* is a(n) film.
- The ancient Egyptians transported on the River Nile.
- Pharaohs ancient Egypt for 2,500 years.
- We often play games.
- Troy was a(n) city in Turkey.
- There were stone walls in Machu Picchu. They were very strong.
- I don't like horror films. They're

10x1=10 marks

2 Choose the correct word.

- Sadly his **glory/invasion** days were over, and he died a few months later.
- People believed he had **supernatural/huge** powers.
- Spain was proud of its **glory/mighty** navy.
- Drake **founded/became** a lot of English colonies.
- Avatar* is a computer-**generated/fiction** film.

5x2=10 marks

3 Match the words.

- | | | |
|----------------------------|---------|-------------|
| <input type="checkbox"/> 1 | running | A commander |
| <input type="checkbox"/> 2 | narrow | B water |
| <input type="checkbox"/> 3 | naval | C tribe |
| <input type="checkbox"/> 4 | floral | D streets |
| <input type="checkbox"/> 5 | native | E print |

5x2=10 marks

4 Fill in the gaps with *had, could, was, were.*

- Troy a famous ancient city.
- Where you yesterday?
- The ancient Greeks a large empire.
- I swim at the age of six.
- Ancient Egyptians houses made of mud bricks.

5x2=10 marks

5 Put the verbs in brackets into the *past simple* or the *past continuous*.

- Nobody knows why the Incas (leave) Machu Picchu.
- The ancient Egyptians (transport) goods by boat.
- Hiram Bingham (find) towers, temples and even a pyramid in Machu Picchu.
- Christopher Columbus (sail) to America.
- They (not/play) football at 7:00 yesterday afternoon.
- Francis Drake (become) a knight.
- When (he/die)?
- Native Americans (respect) the environment.
- He (fix) his boat when it started raining.
- She (read) a book while he (fish).

10x2=20 marks

6 Match the exchanges.

- | | | |
|----------------------------|-------------------|---------------------|
| <input type="checkbox"/> 1 | What was it like? | A I watched TV. |
| <input type="checkbox"/> 2 | How are you? | B No, I wasn't. |
| <input type="checkbox"/> 3 | What did you do? | C Yes, I did. |
| <input type="checkbox"/> 4 | Were you at home? | D It was fantastic. |
| <input type="checkbox"/> 5 | Did you like it? | E Not bad, thanks |

5x4=20 marks

7 You went to the cinema to see a film. Write an email to your friend telling them about the film (60-80 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about places in a town _____
- talk about ancient civilisations & historical figures _____
- talk about life in the past _____
- write an email recommending a film I saw _____
- talk about my childhood memories _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

In this module you will learn ...

Vocabulary: experiences, means of transport, charity/volunteer activities, gestures & body language, accidents & injuries, technology

Grammar: present perfect, present perfect vs past simple, *yet, already, ever, never, just, since, for, the passive*

Everyday English: volunteering/offering to help

Pronunciation: /ə/, /i:/, /eɪ/

Writing: a short story describing an experience

Culture Corner: VSO (Volunteering Overseas)

Curricular (Science): Mobile Phone Network

Module 6

Have you ever ...?

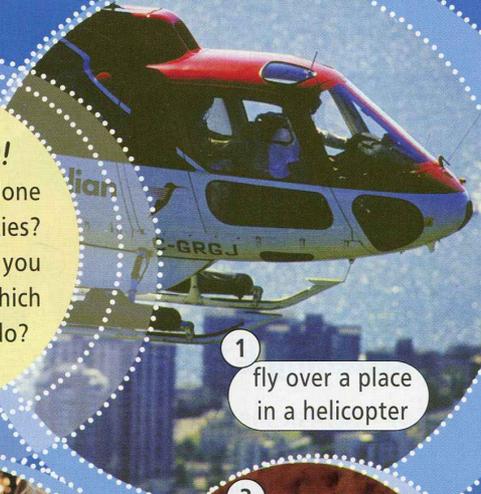
Vocabulary

Exciting experiences

- 1 Listen and say.
- 2 Listen to John describing a photograph. Which one is he describing? What does he say about: *the place? the time of year? the weather? the people? people's clothes? the activity? people's feelings?*
- 3 Choose a photograph and make notes under the headings in Ex. 2. Use your notes to describe the photograph to the class.

OVER TO YOU!

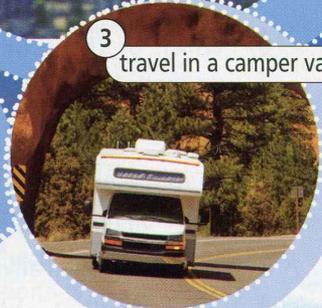
Have you ever done any of these activities? If yes, when did you do it? If not, which would you like to do?



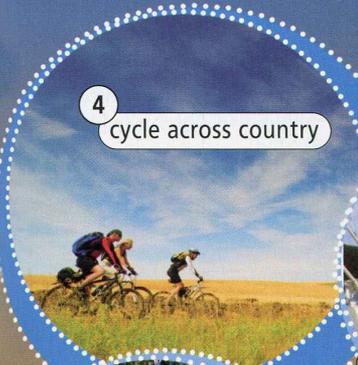
1 fly over a place in a helicopter



2 go camping



3 travel in a camper van



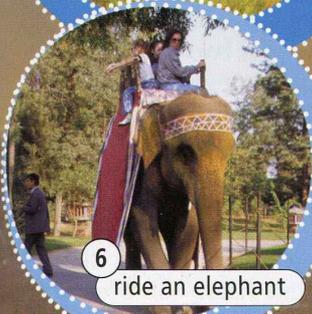
4 cycle across country



5 sail on a yacht



8 go sightseeing on an open-top double-decker bus



6 ride an elephant



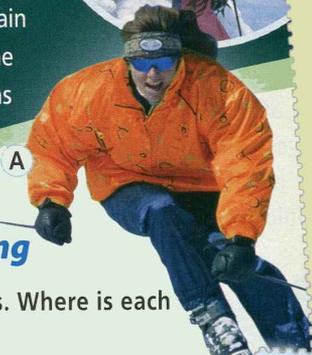
7 drive a quad bike

6a Amazing Adventures

Vocabulary Activities

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

1	<input type="checkbox"/>	climb a volcano
2	<input type="checkbox"/>	ride a camel
3	<input type="checkbox"/>	go bungee jumping
4	<input type="checkbox"/>	dive with sharks
5	<input type="checkbox"/>	ski down a mountain
6	<input type="checkbox"/>	jump out of a plane
7	<input type="checkbox"/>	swim with dolphins
8	<input type="checkbox"/>	try ice climbing



Hi Anna!
 I'm having a brilliant time here in Perth, Australia! I've been here for a few days now and I've already taken a ferry ride to see the city skyline. I took some great photographs. I've also made a dream come true because I've swum with dolphins! It was an amazing experience! The water was so clear, and the dolphins swam really close to me. They were really happy and friendly. It was the highlight of my trip!
 Best wishes,
 Paul

Listening & Reading

- 2 a) Look at the postcards. Where is each person?
 b) Which of the activities in the pictures do you think each writer has done?
 Listen and read to find out.
 c) Read the postcards again and choose A, B, C or D to complete each statement.

- 1 Paul liked, more than anything,
 A the city skyline. C the ferry ride.
 B swimming with dolphins. D taking photographs.
- 2 Sarah thinks she will always remember
 A the helicopter ride. C the camel ride.
 B the river cruise. D the Pyramids.
- 3 James is spending most of his time
 A climbing. C walking.
 B swimming. D cycling.

- 3 Match the words to make phrases. Use the phrases to make sentences based on the postcards.

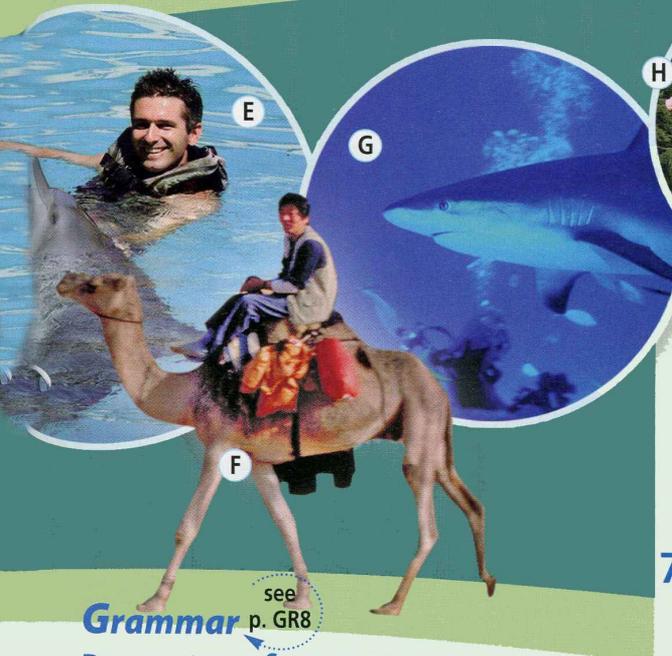
1	<input type="checkbox"/>	dream	A a ferry ride
2	<input type="checkbox"/>	never	B comes to life
3	<input type="checkbox"/>	go on	C of the trip
4	<input type="checkbox"/>	highlight	D forget
5	<input type="checkbox"/>	history	E come true

Hello David,
 Greetings from Egypt! What a country! There's so much to see and explore; history really comes to life here. I've already been sightseeing and taken loads of photos, but you'll never guess what I've done today! I've ridden a camel! We were in the desert with the Pyramids behind us. What an experience! I'll never forget it. Tomorrow, we're going on a river cruise down the Nile, travelling south. After that, we're taking a helicopter ride over the source of the Nile. I'm so excited!
 Speak to you soon,
 Sarah

Hi Mark,
 It's really beautiful here in Sicily, Italy. It's a really interesting island, with a great climate and beautiful coastlines. I'm cycling around the island in order to experience as much of it as possible. I've seen some fantastic ancient ruins, and have gone swimming on beautiful beaches. I've also climbed up Mount Etna. It's the largest active volcano in Europe and it can get pretty hot up there! It was a thrilling climb. Sicily has been a fantastic experience, I definitely won't forget it.
 Bye for now,
 James

Check these words

ferry ride, skyline, make a dream come true, clear, highlight, explore, desert, river cruise, source, climate, coastline, ancient ruins, active volcano



- b) Which of these have you done today? Write sentences.
- walk the dog • do your homework
 - watch TV • play football • eat breakfast

Have been/Have gone

7 Complete the sentences with: *have/has been* or *have/has gone*.

- A: Where are Lyn and Tim?
B: They on a ferry ride.
- I don't live in Liverpool. I only there once.
- Tina is alone in the house. Her parents on holiday.
- A: Is Henry at home?
B: No, he to work.
- Craig wants me to go on holiday to Paris this summer, but I already there.
- Lisa has just come home. She at the sports centre.

Speaking & Writing

8 a) Read the texts again and complete the table. Use the table to say what each person has done while on holiday.

Name	Place	Activities
Paul	Perth	- take a ferry ride - swim with dolphins

- b) Which holiday do you think is the most exciting? In three minutes write a few sentences. Tell the class.
- c) Imagine you are on holiday. Write a short email to your English pen-friend. Write:
- where you are • where you are staying
 - what activities you have done
 - how you like it

Grammar see p. GR8
Present perfect (affirmative)

4 Read the table and find examples in the texts.

Form have/has + past participle

AFFIRMATIVE

I/You	have	(just/already) flown to Rome.
He/She/It	has	
We/You/They	have	

We use the **present perfect** for:

- experiences. *He has travelled abroad.*
- actions which started in the past and continue up to the present. *He has lived here for ten years/since May.* (He still lives here.)

Note: *He has gone to London.* (He is still there.)

He has been to Edinburgh. (He has come back.)

5 Match the *infinitives* to the *past participles*.

- go • work • sleep • walk • read • swim • see
- tell • give • eat • make

- eaten • worked • gone • told • read • given
- seen • walked • slept • made • swum

6 a) Put the verbs in brackets into the **present perfect**.

- Karen (sail) solo around Britain twice and is planning to sail to Iceland soon.
- Ken and Paula (fly) in a helicopter over New York and say it is an amazing experience.
- We (drive) quad bikes on the highlands in Scotland once and we loved it.
- Tony (already/ride) a camel in the desert and would like to try riding an elephant through a jungle.
- Phil's dad (travel) across Alaska on a dog sled. He's a real adventurer.

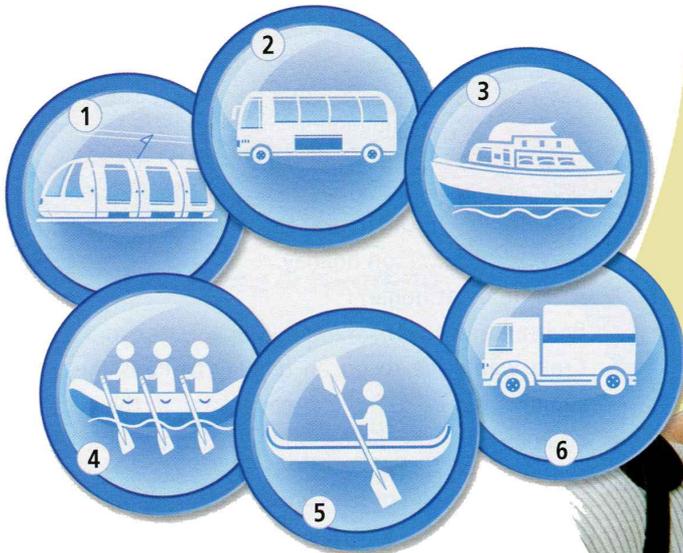
6b Travel Experiences

Vocabulary

Means of transport

1 Listen and say. Which of the following can you see in the photographs?

- tram • boat • bus • car • cable car
- coach • lorry • helicopter • raft • van
- scooter • gondola • ship • taxi • ferry
- train • bike • canoe



Note: in a car/taxi **BUT** on a plane/bus/boat/bike/ferry/coach;
by car/taxi/bus/plane/ship **BUT** on foot

Listening & Reading

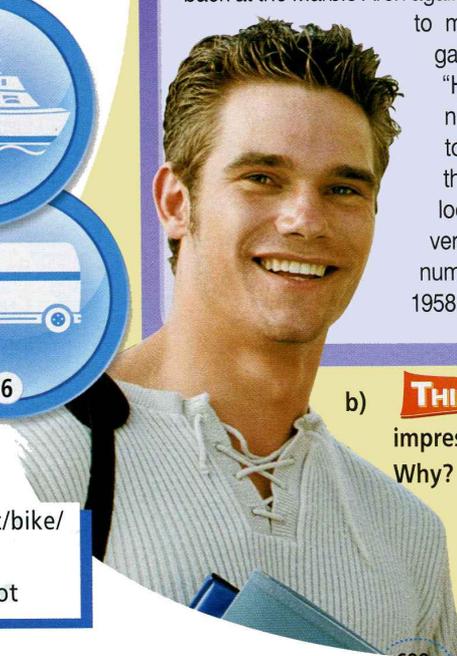
- 2 a) Look at the text. What is a blog? Where can you see it?
- b) What can Nick's blog be about?
Listen and read to find out. What means of transport does it mention?

3 a) Read the text and mark the sentences T (true) or F (false).

- 1 Nick lives in London.
- 2 The bus was full when Nick got on.
- 3 The number 7 bus stopped running years ago.
- 4 The woman on the cable car was old.
- 5 John didn't see the woman.

Strange experiences

I've just come back from Europe. I really enjoyed it! But something very weird happened in London. One day, I was at Marble Arch and I decided to get on a London bus. Seconds later, a bus arrived. I was so excited; it was an old-style, red, double-decker bus! It was also a number 7, my lucky number, so I jumped on board. There were only two elderly ladies travelling; one smiled at me. The bus went through a strange part of London. There were very few cars around and all the streets, houses and even the people looked old-fashioned. The bus didn't stop anywhere. Ten minutes later we were back at the Marble Arch again. I got off the bus and went to my hotel. The receptionist gave me my room key. "Have you been anywhere nice today?" she asked. I told her about my tour on the number 7 bus. She looked surprised. "That's very strange," she said, "the number 7 bus hasn't run since 1958!"



b) **THINK!** Which experience impressed you the most? Why? Tell the class.

Grammar see p. GR9 Present perfect (negative & interrogative)

4 Read the table and find examples in the text.

NEGATIVE		
I/You	haven't	
He/She/It	hasn't	flown to Milan yet.
We/You/They	haven't	
INTERROGATIVE		SHORT ANSWERS
Have I/you ever travelled abroad?		Yes, I/you have. No, I/you haven't.
Has he/she/it ever travelled abroad?		Yes, he/she/it has. No, he/she/it hasn't.
Have we/you/they ever travelled abroad?		Yes, we/you/they have. No, we/you/they haven't.

Nick's blog:



Check these words

weird, on board, elderly, old-fashioned, get off the bus, ghost, wear my hair in a bun, bouquet, lost in thought, puzzled look

Post a comment

Wow! That's so strange. Have you ever seen a ghost? I think I have! I was in San Francisco. My friend John and I took a ride on one of the famous cable cars. We were the only people travelling when a beautiful woman our age got on. She was dressed in a very old-fashioned grey suit. She wore her blonde hair in a bun and she carried a small bouquet of roses. She looked like someone from an old photograph. She was very still and lost in thought. John asked me to take some photographs because the view was amazing. I only looked out of the window for a moment, but when I turned back, the woman wasn't there. I asked John about her. John gave me a very puzzled look. "What woman?" he asked. But I know I saw her.

Posted by Judy (25)

5 Put the verbs in brackets into the present perfect.

- A: (you/ever/ride) a camel?
B: No, but I (fly) on a plane.
- A: Sarah (never/be) snorkelling.
B: No, she hasn't but she (be) bungee jumping once.
- A: How is your holiday? (you/do) anything special so far?
B: We (swim) with dolphins and (climb) up a volcano so far.
- A: How's Tony?
B: I don't know. I (not/see) him lately.
- A: (they/reach) London?
B: Yes, they (just/arrive).
- A: (he/be) on a plane before?
B: No, this is the first time he (travel) by plane.
- A: (you/hear) from Jenny?
B: Yes, she's in Spain. She (be) there a week now.

6 Write complete questions. Answer them.

- you/ever/drive a lorry?
Have you ever driven a lorry?
Yes, I have./No, I haven't.
- your parents/ever/travel to San Francisco?
- you/ever/ride a scooter?
- your teacher/ever/see a ghost?
- you/ever/be on a double-decker bus?
- your friends/ever/spend a night in a castle?

7 Study the table. Find examples in the text.

already – yet – since – for – just – ever – never

- We use **already** in affirmative sentences to say that sth is now finished. *He has **already** bought the tickets.*
- We use **yet** with negative and interrogative sentences to show that we expect sth to happen. *He **hasn't** arrived **yet**. Have they called **yet**?*
- We use **just** in affirmative sentences to say that sth happened recently. *She has **just** arrived.*
- We use **since** to say when sth started. *I've lived here **since** 2009.*
- We use **for** to say how long sth lasted. *He's lived here **for** ten years.*
- We use **ever** in the interrogative. *Have you **ever** travelled abroad?*
- We use **never** instead of the negative form to say that sth has not happened. *He has **never** ridden an elephant. = He **hasn't** ridden an elephant.*

8 Choose the correct word. Write sentences using the words you didn't use.

- I have **ever/never** visited San Francisco.
- Janet has lived in London **since/for** 2008.
- She has **already/yet** booked the hotel room.
- I haven't been abroad **since/for** years.
- Have you **ever/never** ridden a bike?
- John has **just/yet** missed the bus.
- The Smiths have **just/yet** reached Sicily.
- They haven't been on a cable car **already/yet**.

Writing

- Have you ever had a strange experience? Post your comment to Nick's blog. Write: *where you were – who was with you – what happened – how you felt.*



**Sharing skills
Changing lives**

1 Voluntary Service Overseas (VSO) is a charity organisation that organises many aid programmes around the world. The programme started in London in 1958 and today it is one of the largest volunteer organisations.

2 Volunteers must be between 18 and 75 years old. Long-term volunteers must have at least five years of experience in their field. There are many different types of professionals, from doctors to teachers, who volunteer for VSO.

3 If you want to volunteer, but don't have enough experience yet, you can still participate. Young people from 18-25 years old can be part of the six-month-long Global Xchange programme. This programme allows volunteers to live in a different country while working with the local people of the host community. Volunteers work in many different places around the world, including Cameroon, Nepal and Indonesia.

4 Being a volunteer changes your life. You learn about different cultures while working in a foreign community, hand in hand with the local people. The fulfilment of helping people bring positive change to their communities is an experience you never forget. For more information visit:

www.vso.org.uk



Check these words

charity, aid programme, volunteer, experience, field, participate, allow, host community, hand in hand

1 Look at the pictures. What is the woman on the right doing there? How do you think she is feeling?

2 a) What do you think VSO is? How can it help people like the children in the picture?
 Ⓛ Listen and read to find out.

b) Match the paragraphs (1-4) with their correct headings (A-E). One heading does not match.

- A BEING A VSO VOLUNTEER
- B UNSKILLED VOLUNTEERS
- C HOW TO MAKE DONATIONS
- D EVERYONE CAN HELP
- E WHAT IT IS

3 Think of a different heading for each paragraph.

4 Use the words from the **Check these words** box in the correct form to complete the sentences.

- 1 We are searching for to help clean up the beach this weekend.
- 2 You can work with the local people to help rebuild houses.
- 3 Jeff and Carol in the tennis match last Friday.
- 4 The organised a concert to raise money to help the homeless.
- 5 Doctors Without Borders accepts volunteers who work in the of medicine.
- 6 My trip to the Amazon was an unforgettable

5 What type of voluntary work would/wouldn't you like to do? Why (not)? Tell the class.

6 What sort of charity organisations are there in your country that young people can do voluntary work for? Write a short paragraph. Present it to the class.



1 run in a race



2 work with children in schools



3 help look after animals



4 donate/collect old clothes



5 attend/organise a fundraising event



6 care for old/disabled people



7 buy/sell raffle tickets



8 donate/collect money

Volunteering/Offering to help

1 Listen and repeat. Which of these have you done in aid of a charity?

2 a) Listen and repeat.

- I'm interested in volunteering.
- When are you available?
- I'm free on Saturday afternoons.
- We could use someone to walk the dogs.
- You can start on Saturday if you like.

b) The sentences above are from a dialogue between two people. Who do you think the speakers are and what are they talking about?

Listen and read to find out.

A: Good morning, Avondale Animal Shelter.
 B: Hello, I'm interested in volunteering for the shelter.
 A: Well, we are always looking for new volunteers. When are you available?
 B: I'm free on Saturday afternoons.
 A: Fantastic. We could use someone to walk the dogs. We are also looking for someone to help with fundraising. Are you interested?
 B: I can definitely walk the dogs. As for fundraising, I can help to collect donations.
 A: Great! You can start on Saturday if you like. Just come in around 2 pm and ask for Maria.
 B: OK, I will be there. Goodbye.

3 Find sentences in the dialogue which mean:
 When are you free? – I can make it on Saturday afternoons. – How does that sound to you? – Is Saturday OK with you? – I'll see you there.

Pronunciation (diphthongs)

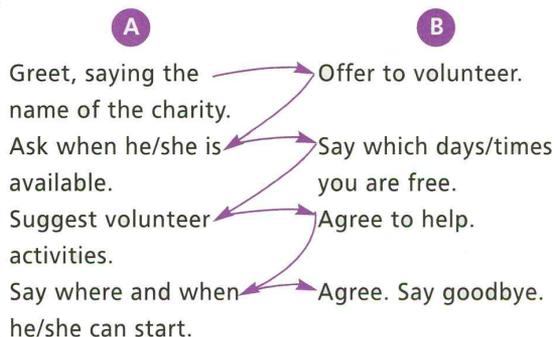
4 Listen and say. Find words with these sounds in the dialogue in Ex 2. Can you add one more word for each sound?

- /əʊ/ ear, near, hear, dear, cheer,
- /i:/ eat, each, clean, keep, feed,
- /eɪ/ pain, sail, main, mail,

Speaking

5 You want to help out in a(n) animal shelter/charity shop/home for the elderly. Take roles and act out a similar dialogue. Use the sentences in Ex. 2 and the plan below. Make sure to:

- say the reason you are calling & offer to volunteer,
- say the days/times you are available & ask how you could help,
- say what you can do,
- agree on suggested day to start.



6e Technology

Vocabulary Gadgets

- 1 a) Listen and say.
- text friends
 - instant message someone
 - send an email
 - share photos
 - write a blog
 - chat online
 - play video games
 - look up maps
 - listen to music
 - download music/films, etc.
 - browse web pages
 - use a social networking site, e.g. Twitter, Facebook, Flickr, etc.
 - use a search engine, e.g. Google, Searchalot, Yahoo, etc.
- b) Use the phrases in Ex. 1a to say how we use these gadgets.
- smartphone • MP3 player
 - tablet computer • laptop
 - GPS receiver
 - video games console

We can text friends with a smartphone.

Reading

- 2 a) Look at the text. Where can you see forums: *on the Internet, in a newspaper, in a magazine?*
- b) What is this forum about? Read through and check.

- 3 a) Read the text and fill in the gaps with the missing sentences (A-F). There is one extra sentence. Compare with your partner. Which words helped you decide?

FORUM: Embarrassing moments

A lot of us just can't live without our gadgets. In fact, we are so caught up in texting, tweeting, surfing and updating our Facebook statuses that we are unaware of what is happening in the world around us. Although gadgets are very useful, sometimes they can get us into trouble.

Post 7 of 36 Lauraloo

21:50

I've had a few awkward moments while using some of my gadgets. **1** Last year I moved to London to go to university. My dad bought me a GPS receiver so I could find my way around town easily. One evening I decided to use it to walk to a restaurant with my new friends. **2** Everyone followed me eagerly. But after walking half an hour we found ourselves at the same spot. I was puzzled. Suddenly one of my friends pointed across the square. There was the restaurant. **3** Then I understood. The GPS receiver was on driving mode and took us through all the one-way streets to reach the restaurant!

Post 8 of 36 Darioti

22:16

I think the most embarrassing moment I've ever had with a gadget was with my new smartphone. I bought this really cool smartphone one day when I was out shopping. **4** I took it out of its box and started playing around with it. It has an excellent menu and loads of applications but it was all new to me then. I was so busy going through the menu when suddenly I walked smack-bang into someone and their ice cream went all over me. Everyone around laughed at me standing there like a circus clown with ice cream all over my face. **5** I had a good laugh about it with my parents later that day though.

Check these words

- A I couldn't wait to try it out.
- B I felt so stupid in front of the others.
- C I threw my old phone away.
- D The worst was with my GPS receiver.
- E I was so embarrassed.
- F I took it out of the car and entered the name of the restaurant.

gadget, awkward, mode, spot, puzzled, can't wait, application, smack-bang

- b) Listen and read the text. Which story do you think is the most embarrassing? Tell the class.

see
p. GR9

Grammar

Past simple vs present perfect

4 Read the theory. Find examples in the text.

We use the **past simple** for:

- an action which happened at a stated time in the past. *Peter **bought** a new CD last week.* (When? Last week.)
- an action that started and finished in the past. *Sue **had** the flu for two weeks.* (She hasn't got the flu anymore.)

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

We use the **present perfect** for:

- an action which happened at an unstated time in the past. *David **has bought** a lot of CDs.* (When? We don't know. The time is not stated.)
- an action which started in the past and is still continuing in the present. *Lisa **has had** a cold for three days.* (She has still got a cold.)

Time expressions used with the present perfect: since, already, for, just, yet, ever, never, etc.

5 Choose the correct verb.

- 1 Julie **has sent/sent** Mary several text messages last night.
- 2 Dave is going to recycle his old computer. He **has had/had** it for over 10 years.
- 3 **Have you ever used/Did you ever use** Flickr to share photographs?
- 4 We **have had/had** a great time playing video games at Paul's house last night.
- 5 Jane **bought/has bought** a new mobile phone yesterday.
- 6 I **haven't received/didn't receive** a reply from the university yet.
- 7 Tara **was/has been** on the Internet since this morning.
- 8 How many emails **have you sent/did you send** so far today?
- 9 **Have you ever had/Did you ever have** an accident while text messaging?
- 10 Last Monday I **have left/left** the library at about 4:30 pm.

6 Complete the sentences with the verbs in brackets in the *past simple* or the *present perfect*.

- 1 A: Lisa (win) a new laptop on the quiz show last night.
B: Yeah. I (just/hear). Isn't she lucky?
- 2 A: (you/see) my new profile picture on Facebook?
B: Yes, I (be) on Facebook last night. It's a cool photo.
- 3 A: I (have) this laptop for years. I need to get a new one.
B: You can get cheap ones now. My brother (buy) a new one last month.
- 4 A: Tony (not/visit) us for ages. Is he all right?
B: Yeah. I (chat) with him online the other day.
- 5 A: Owen (tell) me you got a new smartphone.
B: Yes, it's great.

7 Complete the sentences with the correct *adverbs* from the list.

- always • never • since • already • ago
- just • yet • ever

- 1 My dad has had the same mobile phone 2006.
- 2 I've had a GPS receiver. I prefer to use maps.
- 3 Karen only bought her MP3 player yesterday and she's broken it.
- 4 Have you thought about creating your own website?
- 5 Liam has loved video games. He plays almost every day.
- 6 Martha is delighted. She has won an iPad.
- 7 She hasn't left
- 8 John bought a new laptop a week

Speaking & Writing

- 8 Think of an embarrassing moment you had using any of your favourite gadgets. Write a short paragraph about it. Write: *where you were, who with, what happened, how you felt.*

6f Cultural Habits

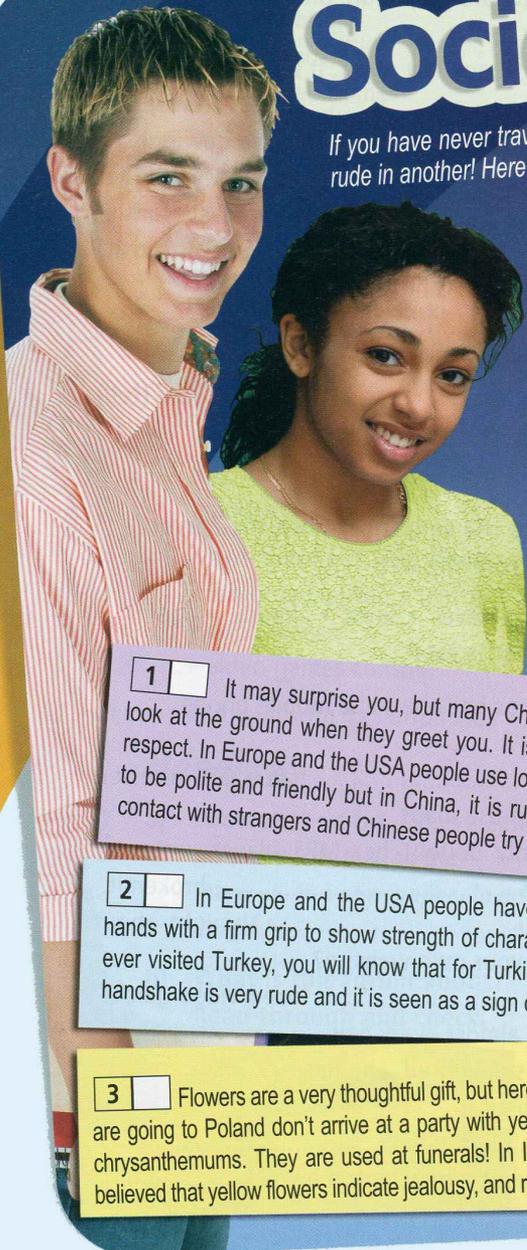
Vocabulary Social etiquette

1 Listen and say.



Social Etiquette Around the World

If you have never travelled abroad you may not know that what is polite in one country could be very rude in another! Here are a few things you might like to know about social rules around the globe.



4 Be careful what you do with your feet! In Thailand it has always been very disrespectful to point your feet, particularly the soles of your feet, at another person, or to show your feet in any way. So remember, if your host tells you to make yourself comfortable that doesn't mean you should put your feet up on the coffee table!

5 Has anyone ever told you it's impolite to point at people? In Malaysia it is rude to point at someone with your index finger. People use the whole fist and thumb to show direction. In the Philippines, people only point by moving their eyes towards a person or thing, or even by pursing their lips and pointing with their mouth.

6 Thinking about visiting Bulgaria? If so, then it can really help to remember the following: in Bulgarian body language, nodding your head up and down means no, while shaking your head from side to side means yes! So be careful how you move your head.

1 It may surprise you, but many Chinese people will look at the ground when they greet you. It is a way to show respect. In Europe and the USA people use lots of eye contact to be polite and friendly but in China, it is rude to make eye contact with strangers and Chinese people try to avoid it.

2 In Europe and the USA people have always shaken hands with a firm grip to show strength of character. If you have ever visited Turkey, you will know that for Turkish people, a firm handshake is very rude and it is seen as a sign of anger.

3 Flowers are a very thoughtful gift, but here's some advice. If you are going to Poland don't arrive at a party with yellow flowers known as chrysanthemums. They are used at funerals! In Italy, people have long believed that yellow flowers indicate jealousy, and red ones show secrecy!

7 Don't get confused! In some parts of the world it's polite to eat all of the food on your plate at dinner but in China and Korea you should leave something. This shows that you were given enough food by your host. If you eat everything, your Chinese host feels obliged to offer you more. That is because he thinks you are still hungry!

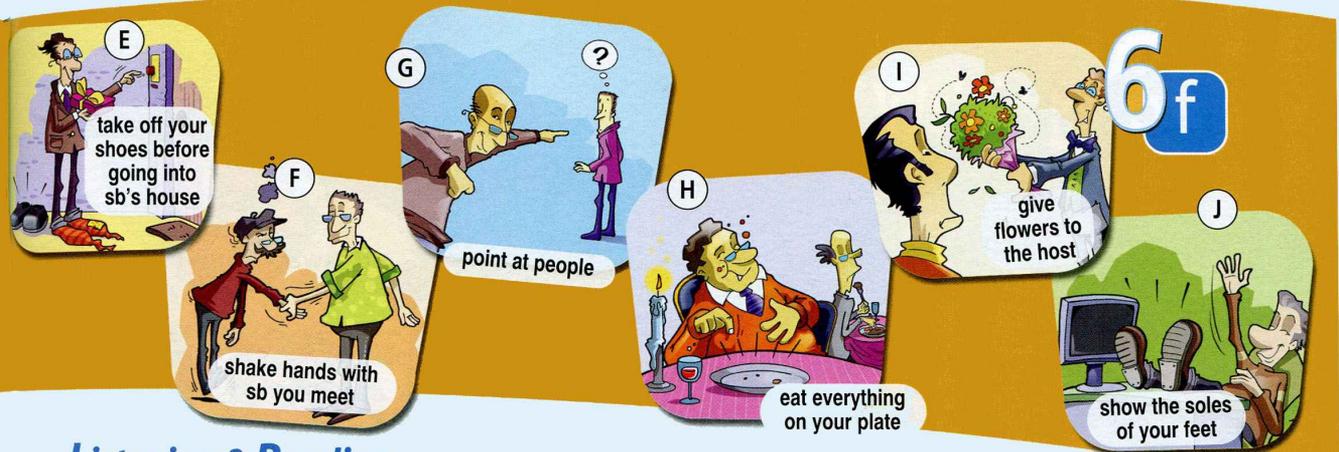


Check these words

etiquette, polite, rude, globe, ground, respect, make eye contact, avoid, shake hands, strength, firm handshake, thoughtful, advice, jealousy, secrecy, disrespectful, sole, host, index finger, purse your lips, nod your head, side to side, confused, appreciate, obliged

2 Which of the actions in Ex. 1 do people in your country consider impolite?

In my country it's impolite to burp after a meal.



Listening & Reading

- 3 a) Look at the title of the text and the headings (A-H). What do you think the text is going to be about?
 Listen, read and check.

- A DON'T USE YOUR HANDS
- B CHOOSE YOUR COLOURS CAREFULLY
- C KEEP YOUR SHOES ON THE GROUND
- D BE CAREFUL DURING MEALS
- E DON'T TALK WITH YOUR MOUTH FULL
- F EYES DOWN
- G A NOD IN THE RIGHT DIRECTION
- H SHAKE LIGHTLY

- b) Read paragraphs (1-7) in the text. What is the main idea in each?
- c) Read the text and match the paragraphs to the headings. There is one extra heading. Which words helped you decide?

- 4 Fill in: *show, social, to make eye, firm, thoughtful, index, body, nod.* Then use the phrases to write sentences about social etiquette based on the text.

- | | |
|-----------------|-----------------|
| 1 contact | 5 respect |
| 2 my head | 6 finger |
| 3 rules | 7 language |
| 4 .. handshake | 8 gift |

Americans make eye contact when they greet people to show politeness.

- 5 Read the text. Make a list of dos and don'ts for the following: • China • Europe • USA • Turkey • Poland • Thailand • Malaysia • Philippines • Bulgaria • Korea
- Use the list to tell the class about social rules in these countries.

Grammar see p. GR9 The passive

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

Form: **to be + past participle** of the main verb

We use the **passive** when we don't know who carried out an action or when the action is more important than the person who carries it out.

Present Simple
 Active: *People send chrysanthemums to funerals.*
 Passive: *Chrysanthemums are sent to funerals.*

Past Simple
 Active: *Peter painted the portrait.*
 Passive: *The portrait was painted by Peter.*

The object of the active sentence becomes the subject of the passive sentence. We use **by** in the passive sentence to introduce the person who did the action.

- 7 Rewrite the sentences in the passive.
- In many countries, people offer handshakes as a greeting.
 - People give sweets and flowers as gifts to their host in Malaysia.
 - They kissed him three times on the cheek.
 - They serve dinner at 7 o'clock.
 - He offered flowers to the hostess.

Speaking & Writing

- 8 **THINK!** Do any of the social rules in the text apply in your country? Tell the class.

In my country people shake hands to greet each other.

- 9 What other social rules are there? Write a short paragraph about social etiquette in your country (60-70 words).

6g Skills

Vocabulary Minor injuries/ ailments

1 Listen and say, then match the phrases to the pictures.



- | | | |
|----|--------------------------|---------------------|
| 1 | <input type="checkbox"/> | cut your finger |
| 2 | <input type="checkbox"/> | have a fever |
| 3 | <input type="checkbox"/> | sprain your wrist |
| 4 | <input type="checkbox"/> | have a toothache |
| 5 | <input type="checkbox"/> | twist your ankle |
| 6 | <input type="checkbox"/> | have a cold/the flu |
| 7 | <input type="checkbox"/> | have a headache |
| 8 | <input type="checkbox"/> | have a nosebleed |
| 9 | <input type="checkbox"/> | have a sore throat |
| 10 | <input type="checkbox"/> | have a stomach ache |
| 11 | <input type="checkbox"/> | get sunburnt |

Speaking Giving advice

4 Listen to a dialogue between a doctor and a patient. Who says these phrases? What is the problem? What should the patient do?

- What are the symptoms?
- You can also take this to get your temperature down.
- What seems to be the problem?
- I think you should stay in bed for a couple of days.

2 Ask and answer questions, as in the example.

A: *Have you ever cut your finger?*
B: *Yes, I have. /No, I haven't.*

Listening

3 Listen and match the speakers to the sentences. There is one extra sentence.

- A The speaker ruined their new clothes.
- B The speaker had a high temperature.
- C The speaker ate too much.
- D The speaker fell down.
- E The speaker had to get professional help.
- F The speaker wasn't able to walk.

1	2	3	4	5

5 Work in pairs. You have a runny nose and a cough and you can't stop sneezing. Your partner is the doctor. Use the language below to act out your dialogue. Follow the diagram.

Give advice
Why don't you ...?
I think you should/shouldn't ...
My advice is to ...
If I were you, I would ...

Have you got the flu?

- Drink lots of fluids.
- Take cough medicine.
- Get lots of sleep.
- Wash your hands.



A story

- 1 Read the rubric. Answer the questions.

A teen magazine has asked its readers to send in stories that end with *We never found out what that noise was* for its annual story competition. The best story wins a week's holiday. (120-150 words)

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 Is it a first person narrative or a third person narrative?
- 4 How many main characters can there be?
- 5 Should the story be true or imaginary?
- 6 What tense should you mainly use?

Study skills

Sequencing

When you write a story, present the events in the order they happened. This helps the reader follow your story.

- 2 Read the story and put the events in the order they happened.

- A We put up our tent.
- B We heard a noise.
- C Travis tripped on a rock.
- D Travis and I went camping.
- E We went to get firewood.
- F We started running.
- G I called for help.
- H I pulled him to the tent.
- I A ranger picked us up.

- 3 Find all the words in the story that show the sequence of events.

Close Encounters

by Jim Hewitt

Last summer my brother Travis and I decided to go camping. The mountain trail was not easy.

An hour later we found the perfect spot and put up our tent. Then we both looked for firewood. Suddenly we heard a strange noise. It was a low moaning sound, as if a creature was in pain. We froze. The noise became louder so we dropped the wood and ran as fast as we could back to our tent. Unfortunately, Travis tripped on a rock and twisted his leg. I dragged him back into the tent and then I called for help. Thirty minutes later a ranger came to pick us up. We felt relieved. Travis ended up with a sore ankle. We never found out what that noise was.

Writing Tip

When you write a story you should start by setting the scene. Describe the place (where), the time (when), the main characters (who), the weather and what happened first.

- 4 How does the writer set the scene in the story?

- 5 Read the rubric and answer the questions.

Your teacher has asked you to write a story about a(n) exciting/scary/embarrassing experience you had for the school's English magazine. Write your story (120-150 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What can the story be about?

- 6 **Portfolio:** Listen to Jane narrating her experience and take notes to answer the questions in the plan. Now use your notes and the plan below and write the story.

Plan

- Introduction** (set the scene)
- Para 1:** Who? Where? When? What?
- Main body** (events in the order they happened)
- Paras 2-3:** What happened? What was the main event?
- Conclusion** (end of the story, how people felt)
- Para 4:** What happened in the end? How did you feel?

Mobile Phone Network

Millions of people around the world use mobile phones to keep in touch with friends and family, and there is an 80% chance that you've got a mobile phone in your pocket or bag. Have you ever wondered, though, how a mobile phone network works?

A mobile phone is actually a sophisticated radio that uses radio waves to communicate, like a really good walkie-talkie. A walkie-talkie uses one channel and one **frequency** so only one person can talk at the same time. The mobile phone uses two frequencies, one for talking and one for listening, which means both users can talk at the same time; and it can use over 1600 channels.

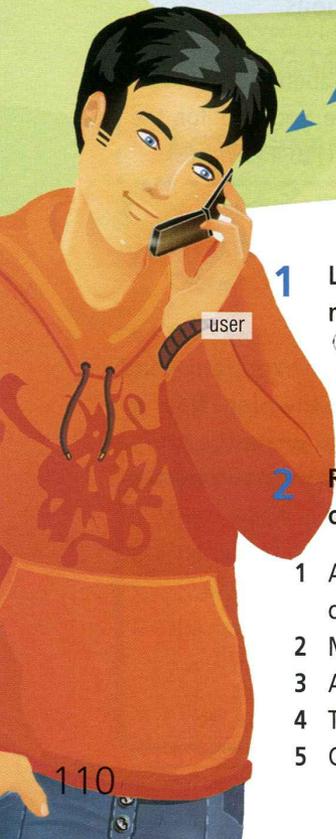
When your mobile phone is on, the phone communicates to what we call a base station. A base station is a special antenna which can be on the top of a building or a communications tower. There are usually hundreds of base stations in cities all over the world. Sometimes telephone companies **disguise** their base stations so you don't even notice them. Each base station is at the centre of an area called a cell. All calls and messages in that area go to the cell's base station where a special base station controller **transmits** the call. Controllers can only take a certain number of calls at the same time so if a lot of people call, some of them may not be able to **get through**. This doesn't happen very often though because there are antennas everywhere. Keep an eye out for them!

Check these words

keep in touch, sophisticated, frequency, base station, antenna, cell, transmit

Did you know?

It is possible to locate a mobile phone user to a couple of metres anywhere on the planet.



- 1 Look at the picture. How do you think a mobile phone network works?
 Listen and read the text to find out.
- 2 Read the text and mark the sentences *T* (true) or *F* (false).
 - 1 A mobile phone uses radio waves to communicate.
 - 2 Mobile phones use three frequencies.
 - 3 All base stations are clearly visible.
 - 4 There is a base station in every cell.
 - 5 Controllers can usually take all calls.

- 3 Match the words/phrases in bold in the text to their meaning.
 - 1 to manage to connect
 - 2 to hide or cover sth so you can't see it
 - 3 sends (a signal)
 - 4 a radio signal
 - 5 a system that joins things

- 4 **ICT**  How does a GPS system work? Collect information from the Internet. Make notes and present the information to the class.

Language Review 6

1 Fill in: *ruins, donation, handshake, active, thought, contact, charity, burp, cruise, climate.*

- In Japan it is rude to make eye with strangers.
- When I was in Egypt, I saw lots of ancient
- Etna is one of the world's volcanoes.
- Because of its warm, Greece is a nice place to visit during the autumn.
- He was lost in so he didn't notice the car approaching.
- In the UK, men often greet new people with a firm
- VSO is a organisation that helps people in need.
- Last year we went on a river down the Nile.
- It's not polite to after a meal.
- You can make a to help charity.

2 Fill in the correct word from the list: *purse, animal, firm, radio, social, blow, index, puzzled, donate, disabled.*

- | | |
|-------------------|-------------------|
| 1 etiquette | 6 your lips |
| 2 your nose | 7 look |
| 3 waves | 8 money |
| 4 grip | 9 people |
| 5 finger | 10 shelter |

3 Fill in: *on, in, or by.*

- | | |
|----------------|-----------------|
| 1 a bus | 6 a ferry |
| 2 a car | 7 a coach |
| 3 foot | 8 train |
| 4 plane | 9 ship |
| 5 a boat | 10 a bike |

4 Choose the correct words.

- I've **twisted/cut** my finger.
- Riding a camel in Egypt would make my dream come **alive/true**.
- Last year, I had a great holiday in a camper **lorry/van**.
- Keep in **hand/touch** when you move to Poland.
- Just **nod/contact** your head if you agree.
- Jeff volunteered for a(n) **aid/host** programme in China.
- Rachel **looked/cared** after my cat while I was away.

5 Choose the correct preposition.

- Lucy always eats everything **on/in** her plate.
- He cares **of/for** the elderly.
- A dolphin came close **at/to** us while we swam.
- A young man jumped **in/on** board the bus.
- I'm free **on/in** Sunday mornings.
- Darren couldn't get **off/through** on the telephone.
- She was **by/on** a plane to Rome.
- We're interested **to/in** helping to collect money for the shelter.

GAME

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

- volunteer • elderly people • gadget • raise money • fundraising event • raffle tickets
- animal shelter • browse a web page • point at people • text someone • chat online
- write a blog • twist your ankle • have a cold
- have a stomach ache • awkward

Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 6 and write a quiz of your own.

- | | |
|---|---|
| 1 The Nile is in China. | 7 Mount Etna is in Sicily. |
| 2 Marble Arch is in London. | 8 The Chinese look at the ground when they greet people. |
| 3 Yellow flowers mean secrecy in Italy. | 9 Perth is in Australia. |
| 4 Shake hands gently in Turkey. | 10 In Bulgaria, nodding your head up and down means 'yes'. |
| 5 San Francisco has got cable cars. | |
| 6 You shouldn't point your finger in Malaysia. | |

Listening

- 1 a) Read the rubric, then look at the list of transport words. What is the recording about?

Listen to Matt talking to a friend about transport to school. Which type of transport does each person prefer? For questions 1-5, write a letter (A-H) next to each person. There are two extra letters. You will hear the conversation twice.

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

Example

0 Matt D

People		Transport
1 Steve	<input type="checkbox"/>	A tram
2 Patrick	<input type="checkbox"/>	B car
3 Michael	<input type="checkbox"/>	C bike
4 Jenny	<input type="checkbox"/>	D train
5 Steve	<input type="checkbox"/>	E taxi
		F scooter
		G ferry
		H bus

Reading

- 2 a) Read through the postcard. What is it about?

Complete this postcard. Write ONE word for each space.

Example

0 from

Hi Ralph,
Greetings 0) Canada. I 1) having a wonderful time. The weather outside 2) freezing cold but I'm sitting in front 3) an open fire at the hotel and writing my postcards. I 4) spent most of my time here skiing 5) the mountain. The view from 6) top is spectacular. Yesterday, Colin 7) I tried ice climbing - it was really exciting. I can't believe we have been here 8) two weeks. It has 9) a fantastic experience. It's 10) pity you aren't here!
See you soon,
Simon

- b) Do the task. Read the completed postcard to check if it makes sense.

Speaking

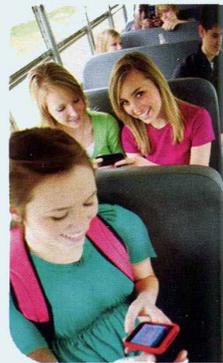
Study skills

Talking about a picture

Start by describing the picture as a whole (e.g. where, what), then go into more detail (who, how, what kind, how many, etc.). End by speculating about the scene. This will show you can go beyond a simple description.

- 3 a) Look at the picture and complete the gaps.
 Listen and check. Underline the sentence which speculates on the scene.

The picture shows a group of teenagers on a 1) There are three girls near the front and a boy sitting 2) them. Others are sitting at the back. The girls are wearing bright 3) clothes and smiling. They and the boy are 4) texts or playing games on their mobiles. They all seem to be enjoying themselves so they are probably on a school trip somewhere. I personally find days out like this a welcome 5) from the dull routine!



- b) In pairs, make your own speculations about the scene.

e.g. Where are they going? What are they thinking? How do they feel?

- c) Describe the photo.



Now answer the questions:

- Do you think the people in the photo are enjoying their travel experience? Why (not)?
- What was your favourite travel experience? Why?
- What is your least favourite means of transport? Why?

Reading

- 4 Read the rubric, then do the task. Underline the parts in the information that answer each gap.

Read the information about a summer bazaar. Complete Chloe's notes.

Summer Bazaar
 Saturday 15 May 3pm
 Town Hall
 Refreshments available in hall canteen
 (All money raised to go to local children's charity)

Chloe
 Can you call the caterer and confirm the arrangements for tomorrow? We have ordered refreshments for 200 people at a cost of £0.50 per person. Ask them to deliver an hour before we start. Their number is 0123 659 136. We also need them to prepare a receipt.
 Sandra

Chloe's notes

Date: 0) 14 May
 Quantity: 1)
 Total cost: 2)
 Delivery time: 3)
 Telephone: 4)
 Ask for: 5)

Reading

- 5 Read the rubric, then do the task. Compare with your partner.

Complete the five exchanges. For questions 1-5, mark A, B or C.

- When are you available?
 A Yes, definitely.
 B You can start tomorrow.
 C I'm free in the evenings.
- How long have you lived here?
 A About two years.
 B For another two years.
 C Two years ago.
- Good morning, Ann speaking.
 A Have a nice day, too.
 B Okay, I'll be better.
 C Hello, can I speak to Steve?
- Is Jack at home?
 A No, he's been to work.
 B No, he has gone to work.
 C No, how does it work?
- What's the problem?
 A Are you interested?
 B Drink lots of fluids.
 C I have a high temperature.

Writing (Writing Bank 5: Notes p. WB5)

Writing Tip

A note

Notes are short pieces of writing we write to inform people about something/ask for something, etc. We normally write them to people we know well. They are short and to the point.

- 6 a) Read the rubric. Which beginning/ending below can you use for your note?

You've arranged to go out with your flatmate but the animal centre you volunteer at suddenly needs your help. Leave your flatmate a note. In your note:

- explain why you left
- say when you'll be back
- suggest you can go out tomorrow
- ask your flatmate to call if he needs you

A

Peter,
 See you,
 Jack

B

My dear Peter,
 Your flatmate,
 Jack

C

My friend,
 Yours,
 Jack Perry

- b) Rewrite the sentences to make them shorter.

- I am really very sorry but I am afraid we can't go out tonight.
- I have to go to the shelter because one of the people who works there is sick and they need help.
- I don't think I'll be back until midnight.
- Do you think we could go out tomorrow?
- You can call me if you need anything.

- c) Write your note. Make sure it isn't chatty.

6 Revision

1 Fill in: *thought, puzzled, purse, bun, participate, blow, volunteer, elderly, come, point.*

- 1 She wore her hair in a
- 2 Tom was lost in and didn't notice the young woman.
- 3 We for a children's hospital charity.
- 4 Ann gave me a look, not knowing what to do.
- 5 This organisation raises money to help the
- 6 Everyone can in the programme.
- 7 Visiting China was a dream true.
- 8 You shouldn't your nose in public.
- 9 Don't with your finger; it's rude.
- 10 To whistle, you just your lips and blow. 10x1=10 marks

2 Fill in: *ankle, flu, social, eye, finger, index, shake, nod, programme, disabled.*

- 1 twist your
- 2 cut your
- 3 have the
- 4 etiquette
- 5 finger
- 6 hands
- 7 make contact
- 8 your head
- 9 care for people
- 10 aid 10x1=10 marks

3 Put the verbs in brackets in the *past simple* or the *present perfect*.

- 1 They (leave) for Italy last night.
- 2 We (already/book) the tickets.
- 3 (you/ever/be) abroad?
- 4 He's tired. He (just/finish) work.
- 5 Maria (travel) abroad last year.
- 6 Gary (not/arrive) yet.
- 7 We (move) to Rome last year.
- 8 Sam (go) bungee jumping last summer.
- 9 Lisa (cycle) across country many times.
- 10 Paul (ride) a camel last year. 10x2=20 marks

4 Fill in: *already, just, yet, never, ever, since, for.*

- 1 I've seen that film.
- 2 How long has Jane worked there
- 3 Jack has come back from India.
- 4 Tina has been abroad.
- 5 I haven't been on holiday two years.
- 6 Have you visited China?
- 7 This is the best meal I've eaten.
- 8 Has Jane woken up
- 9 How long has it been you last went to the cinema?
- 10 It's been 6 months I saw Katy. 10x2=20 marks

5 Match the exchanges.

- 1 When are you available?
- 2 Are you interested?
- 3 You can start next week.
- 4 I'm interested in volunteering.
- 5 I have a cold.

- A Yes, definitely.
- B We could really use a new volunteer.
- C I'm free on Monday evenings.
- D Okay, I'll be there.
- E Why don't you see a doctor?

5x4=20 marks

6 Write a story using the phrases below (120-150 words).

- my family and I • on holiday in Egypt
- ride a camel/see Pyramids • fall off
- break leg • go to hospital • feel disappointed

20 marks

Total: 100 marks

Check your Progress

- talk and write about experiences _____
- write about a charity organisation _____
- volunteer/offer help to a charity _____
- talk and write about cultural habits _____
- talk about gadgets _____
- talk about minor injuries _____
- write a short story _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓