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- discussing a holiday with a travel agent (dialogue)  
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| UNIT 4 (pp. 34-41) | - weather  
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- shops & products  
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- deciding on a present (dialogue)  
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American English-British English Guide (p. 140); Irregular Verbs (p. 141); Word List (pp. 142-152)
Moments in life

Module 1 (Units 1 & 2)

► Look at Module 1
  • Find the page numbers for pictures 1-5.

► Find the unit and page number(s) for
  • a biography
  • a job advertisement
  • a song
  • diary entries
  • a history quiz
  • an email

In this Module you will ...

► listen, read and talk about ...
  • jobs & personal qualities
  • daily & free-time activities
  • famous people of the past & their achievements
  • nationalities
  • feelings
  • houses & furniture

► learn how to ...
  • describe people’s jobs
  • talk about your daily routine
  • make & respond to requests
  • ask for/give personal information
  • make/respond to suggestions
  • talk about past experiences

► practise ...
  • present simple & adverbs of frequency
  • present continuous
  • present continuous (future meaning) & going to
  • past simple
  • used to

► do a project about ...
  • jobs in your country
  • a history quiz
  • life in the past

Culture Clip: School of the Air

Literature Corner: Charlie & the Chocolate Factory
(The Oompa-loompa Song)

Across the Curriculum: (History) Life in Tudor Times
Work day

Reading

1 Read the title, the introduction and the questions in the text. What is the text about? Listen, read and check.

2 a. Read the text. What do these numbers refer to? • 15 • 350 • 10 • 12

b. Mark the statements R (right), W (wrong) or DS (doesn’t say). Then, explain the words in bold.

1 Daniel sometimes works indoors.
2 Shark scientists usually get an excellent salary.
3 Sharks eat other sea creatures.
4 People often kill sharks for fun.
5 Shark scientists can find a job easily.

Sink your teeth into this!

Sharks terrify most of us, but Daniel Weaver, shark scientist, swims with them for a living! We asked him some questions about his curious career.

So Daniel, what’s it like to be a shark scientist?

Well, it’s an extremely rewarding job. I often travel to faraway places like South Africa and Fiji to study sharks. We attach tags to them and follow them by satellite. Then, I analyse the data and discover new and amazing things about the sharks. It’s very exciting! On the other hand, a shark scientist sometimes does boring desk work, such as writing reports. Also, shark scientists don’t usually get paid a lot.

What qualities do you need to become a shark scientist?

Shark scientists need to be intelligent and physically fit. They enjoy working outdoors and they have to be calm and patient. They also have to be quite brave!

So do you think it’s a dangerous job?

Well, sharks have up to 15 rows of sharp teeth, extremely strong jaws and excellent senses. They also swim very fast! However, sharks rarely attack humans. There are over 350 species of sharks in the world and only about 10 are dangerous to us. In fact, dogs kill more people every year than sharks! Humans kill over 12 million sharks a year for food and sport!

How do you become a shark scientist?

A shark scientist usually studies Marine Science or Zoology at university. It’s also good to get some work experience in an aquarium. It’s not an easy job, but sharks are beautiful, fascinating creatures. In my opinion, I have the best job in the world!
Speaking
3. Make notes under the questions in the text. Use them to give a summary of the text.

Vocabulary
► Jobs
4. Which of the adjectives below can describe the job of a shark scientist, doctor, teacher, detective, porter? Tell the class. Give reasons.
- interesting • exciting • dangerous
- stressful • boring • relaxing • difficult
- demanding • tiring • rewarding

I think a shark scientist's job is interesting because they travel to faraway places.

Pronunciation (word stress)
5. Listen and underline the stressed syllables. Listen again and repeat.
- bank clerk • waiter • lawyer • bus driver
- security guard • shop assistant • writer
- hairdresser • bodyguard • mechanic • nurse
- journalist • pilot • secretary • receptionist
- firefighter • graphic designer • teacher

6. Which qualities are necessary for each job?
- intelligent • brave • physically fit • calm
- reliable • friendly • patient • polite
- creative • imaginative • skilful • caring

A bank clerk needs to be reliable, polite and patient.

7. Use the phrases below to tell your partner three facts about one of the jobs in Ex. 5. Your partner has to guess the job.

TRAVEL A LOT • work part-time
GET GOOD SALARIES • work outdoors
use a computer • work shifts
work indoors • work long hours
work 9 to 5 • wear a uniform
start early in the morning • work with their hands

A: They usually work 9 to 5. They use a computer. They don't work outdoors.
B: Are they secretaries?

Exploring Grammar
► Present Simple

8. Which tense do we use to express routines/habits — permanent states? Find examples in the text.

a. In pairs, ask and answer questions about the text.
A: Does a shark scientist travel a lot?
B: Yes, he/she does.

Listening
9. Look at the job advert and predict what kind of answer you expect for each gap (1–5). Listen and fill in the gaps.

Science teacher

Hollingsworth Secondary School,
Colchester, Essex

Qualified teacher required to teach science to pupils from year 7 to 11.

The school is well-known for its motivated pupils, highly-qualified staff and excellent facilities.

Permanent part-time position.

Available from September or 5 December.

For an application form and further details call 129458.

Writing (a poster)

10. Portfolio: Imagine you are producing a poster to help local students choose a career. Write a short description of five jobs. Add pictures and titles. Present your leaflet to the class.

Firefighters work shifts. Their job is dangerous and difficult and they don't get good salaries. However, it is a rewarding job as they save people's lives. They have to be physically fit, calm and brave.
**Vocabulary**
- **Daily activities**

**Routines**

**Do you ... ?**
- get up early on weekdays
- have (a big) breakfast/lunch/dinner
- catch the bus to school/work
- go to bed late
- do homework
- work out in the gym

1 Which of the activities above do you rarely/often/sometimes/usually/always do? Which do you do every day/morning/afternoon? once/twice a week? at weekends?

I always get up early on weekdays. I catch the bus to school every morning. I meet my friends once a week.

2 Listen to the sound and say four things you normally do after you hear it. Compare your answers with your partner's.

3 What is a typical day for you? Use the time phrases to write down your daily routine. In pairs, compare your lists.

A: What time do you get up?
B: At 7 o'clock. And you?
A: Well, I get up at half past seven. etc

4 Listen and repeat. The sentences are from a dialogue between two friends. What do you think the dialogue is about?

- Long time no see! • I'd love to catch up. • Never mind
- Are you free tonight? • What about Friday evening?
- Friday's no good for me. • Oh, what a shame!
- What are you doing now? • Are you kidding?
- Let's meet now then!
5 Complete the dialogue. For spaces 1-5, choose the correct sentences (A-H). Listen and check.

Laura: Hi, Sally – it’s Laura!
Sally: 1)
Laura: Well, things are really busy but I’m fine. Listen, I’d love to catch up. Are you free tonight?
Sally: 2)
Laura: Erm … no, Friday’s no good for me. I always play tennis then.
Sally: 3)
Laura: Me too … Hey, what are you doing now?
Sally: 4)
Laura: Are you kidding? Me too!
Sally: 5)
Laura: Great! See you in ten minutes at the Circus Café!

A Erm … Well, I don’t want to go to bed late. I get up really early on weekdays. What about Friday evening?
B I don’t think so. Are you free on Monday?
C Never mind. We can meet some other time.
D I’m just doing a bit of shopping in town.
E I’m doing my homework.
F Well, let’s meet now then!
G Laura! Long time no see! How are you?
H Oh, what a shame! I’d love to see you.

6 Work in pairs. Call your friend to find out how he/she is and arrange to meet. Use the sentences in Ex. 4 to act out your dialogue.

Exploring Grammar

Present Continuous vs Present Simple

Grammar Reference

7 Which tense expresses: a habit/routine? actions happening now/temporary actions? Find examples in the dialogue.

1 She goes to work by car every weekday.
2 He’s cooking pasta now.
3 He’s living with Ann until he finds a flat.

8 Choose one picture from those on p. 8.
Describe it to your partner. Make one mistake. Your partner corrects it.

It’s 7:00 in the morning. They are having lunch. They look happy, etc

9 Listen and underline the correct sound.
Ask and answer.

1 Bob: water plants/vacuum carpet
2 Mary: play tennis/play the guitar
3 Susan: cut the grass/ride a motorbike
4 Tim & Ann: listen to music/watch TV

A: Is Bob watering the plants?
B: No, he isn’t. He’s vacuuming the carpet.

10 Use the following to make sentences: now, every, on Mondays, at the moment, on Sunday evenings, usually, never

11 In pairs, use the table below to make exchanges. Use phrases from Ex. 1 Chores.

Making Requests | Responding
--- | ---
Can you please …? Yes, of course.
Could you …? Sorry, I can’t. I’m …
Would you mind (verb + -ing) …? No problem. I’m …
I’m afraid not. I’m …

A: Can you please take out the rubbish?
B: Yes, of course.

12 Portfolio: Find pictures of you/your family doing some activities. Write a short description of each. Write: • who they are • where they are • what they are doing/wearing • how often they do so
Vocabulary

- **Weekend activities**
  - going camping
  - relaxing at home
  - going swimming
  - cooking for friends
  - renting DVDs
  - going to the cinema
  - visiting relatives
  - eating out
  - having a barbecue
  - going dancing

**Study skills**

**Categorising vocabulary**

Sorting new words into different categories can help you remember them better.

1. In pairs, sort the activities into the categories below. Think of more free-time activities to add.

   **Indoors**
   - renting DVDs

   **Outdoors**

**Reading**

2. a. Look at the title of the quiz. What does it mean? Which of the following adjectives best describe a party animal/a home bird?
   - outgoing
   - sociable
   - quiet
   - popular
   - shy
   - friendly

   b. What type of person are you? Do the quiz to find out.

**Quiz**

**Are You a Party Animal or a Home Bird?**

1. A classmate is having a party on Saturday. What are you going to do?
   - A: You're going to stay in. There's a great film on TV!
   - B: You're going to go, but you're not crazy about the idea.
   - C: You're definitely going to go. You can't wait!

2. You're going to a wedding reception and you don't know many people. How do you feel?
   - A: Horrible. You really don't want to go.
   - B: A bit nervous, but you're going to try to be sociable.
   - C: Great! You love meeting new people!

3. Your parents are going away this weekend. What are you going to do?
   - A: You're going to rent DVDs and relax at home.
   - B: A few close friends are coming over and you're having a barbecue in the garden.
   - C: You're going dancing with friends.

4. Your friend calls to invite you out for coffee but you're comfortable on the sofa and a little bit tired. What are you going to do?
   - A: You're not moving. You really don't want to go out!
   - B: You're going to invite your friend over. You can have a coffee at home!
   - C: You're going! The night is young.

**Your Score**

**Mostly A's:** Just because you like staying in, it doesn't mean you can't have company. Share your sofa with friends some time or go out for a cosy meal!

**Mostly B's:** You are friendly and popular, but sometimes you just want to stay at home. Good for you! You don't always have to go out to have a good time!

**Mostly C's:** You're the life and soul of the party and everyone's best friend. Just be careful not to tire yourself out. Why not relax at home once in a while or invite friends over to your house?
Exploring Grammar

**Present Continuous – going to**

3 Look at the verb forms in the sentences below. Which one describes: a *fixed arrangement*? an *intention/plan*? Find examples of each use in the quiz.

I’m saving money, because I’m **going to** buy a new car next year.
I’ve got the train tickets. **We’re leaving** at 10 o’clock on Monday morning.

4 Fiona has made some notes about next week. In pairs, ask and answer questions as in the example.

**A:** Is Fiona playing tennis with Paul on Monday at 6 pm?
**B:** No, she isn’t. She’s playing tennis at 7 pm.

Everyday English

**Making suggestions**

6 Use phrases from the box to complete the exchanges. Listen and check.

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<tr>
<th>Making suggestions</th>
<th>Responding</th>
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<tr>
<td>Why don’t we ...?</td>
<td>That’s a good idea.</td>
</tr>
<tr>
<td>What about ... +ing?</td>
<td>Sure, I’d love to!</td>
</tr>
<tr>
<td>Would you like to ...?</td>
<td>Why not?</td>
</tr>
<tr>
<td>Let’s ...</td>
<td></td>
</tr>
<tr>
<td>Shall we ...?</td>
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</table>

1 A: Why don’t we go to the cinema?
B: I’d .......... to.

2 A: .......... having a picnic?
B: I'd rather not.

Speaking

7 Portfolio: Your friend wants to do something together this afternoon. He/She wants to eat out. Record yourselves.

- suggest watching a DVD
- turn down suggestion/to go out to eat
- explain you are tired/suggest cooking at home

Listening

8 Listen and match the people to what they are doing this weekend.

<table>
<thead>
<tr>
<th>People</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Simon</td>
<td>A visiting relatives</td>
</tr>
<tr>
<td>Andrew</td>
<td>B going on a picnic</td>
</tr>
<tr>
<td>Chloe</td>
<td>C cooking for friends</td>
</tr>
<tr>
<td>Helen</td>
<td>D relaxing at home</td>
</tr>
<tr>
<td>Danny</td>
<td>E having a barbecue</td>
</tr>
<tr>
<td></td>
<td>F going to the cinema</td>
</tr>
<tr>
<td></td>
<td>G going camping</td>
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</tbody>
</table>

Writing (notes)

9 Portfolio: What are your fixed arrangements for next week? Make notes in your diary. Tell the class.

5 Tell your partner your fixed arrangements and plans for **next weekend, in the summer, next month**

I’m visiting some relatives next weekend.
I’m going to spend the summer in England.
Getting Started

1. How often do you send emails? To whom? Why?

Let's look closer

2. Read the rubric.
   
   This is part of an email from Samantha to her friend, Grace.
   
   Well, that's my news! How about you? Write and tell me what you're doing this summer! Are you just relaxing or have you got a job?

What is Grace doing this summer? Read the first paragraph to find out.

3. Read the email and match the paragraphs (1-4) to the descriptions (A-D). Then, explain the words in bold.

   A. closing remarks/ask friend to write back
   B. opening remarks/reason for writing
   C. job description
   D. job qualities/other comments

Opening/Closing remarks

4. Mark the sentences O (opening remarks) or C (closing remarks).

   1. How are things?
   2. See you soon.
   3. Have to go now.
   4. It's been ages, hasn't it?

Which opening/closing remarks does Grace use?

Hi Samantha!

Great to hear from you. Guess what— I've got a summer job! I'm working at 'Magic Mountain Theme Park' just out of town. It's amazing!

In the mornings, I usually greet visitors at the main entrance. I answer their questions, show them where to buy their tickets and give them a map of the park. In the afternoon, I help in one of the gift shops inside the park. We're always busy, so I get very tired!

So far, I'm really enjoying the job! You don't need a lot of experience, but you have to be cheerful and outgoing because you deal with people every day. I'm working there for another two months. Why don't you apply for a job there too? That would be great!

Anyway, that's all for now. Write back soon.

Love,
Gracie

Study skills

Brainstorming

Before you start writing, brainstorm for ideas. Write down everything that comes to mind. This will help you decide what you are going to write about.

Writing (an email to a friend)

5. a. Read the rubric.

   So what are you doing this summer? Going on holiday or something? Write back.

   b. Portfolio: Use the plan in Ex. 3 to organise your ideas into paragraphs. Write your email (50-100 words).
Listening

1  a. Look at the pictures. What do you think the School of the Air is?
   
   b. In one minute, list as many words as possible related to school. Listen to the text and tick the words on your list that you hear.

Reading

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

1 Students in Australia attend the School of the Air because their families live far ....
2 The children of this school have their lessons over ....
3 The children belong to a class, but they study ....
4 Each lesson lasts ....
5 Students send their homework ....
6 The teacher usually meets the students ....

Speaking

3 Close your books and say six things you remember about the School of the Air.

In Australia, many families live a long way from a town, so the nearest school is often very far away.

For this reason, many children attend a very different kind of school. It is called the School of the Air because the students have lessons over the radio.

Most areas have a school like this for children between 4 and 12 years old. They study at home, but they are still members of a class. The children have radio lessons with their class three times a week. Each lesson is about 30 minutes. Students also have a 10-minute private lesson with their teacher once a week.

The school provides the radio, books, videos and other resources. The children send their work to the teacher once a week. The teachers prepare the lessons and the children’s parents help them to do their work at home. Teachers and students also communicate by phone, fax and email and the teacher visits children at home at least once a year.

The School of the Air may sound like a strange idea. For the isolated students of Australia it’s the only way to learn.

Writing (an article)

4 Portfolio: Find information about a school in your country that is different from typical schools and write a short description of it for your school magazine. Write:

- how the school is different from other schools
- how many days a week/hours a day students attend
- what subjects they study
History's Hall of Fame

The Master

Ludwig van Beethoven was born in 1770 in Bonn, Germany. He was the eldest of three boys. His father and grandfather were musicians. Ludwig started learning the violin and piano at a very early age. In 1783 he published his first composition. He was only 13. In 1787 he travelled to Vienna to study under Mozart, but returned to Bonn because his mother was dying. After her death he moved to Vienna. He never returned to his hometown. In 1795 he gave his first public performance as a pianist. It was a success. In the late 1790s, Beethoven began to lose his hearing and by 1819 he was completely deaf. It was during this period that he wrote some of his most famous compositions like Moonlight (1801), Eroica (1804), Pastoral (1808) and Emperor (1809). After he became deaf, he continued to compose great music which was joyful and optimistic. In his later years, he was lonely and depressed and didn’t write much. Although he fell in love several times he never married. Beethoven died on March 26, 1827 in Vienna after he caught pneumonia. More than 10,000 people came to his funeral.

Beethoven was the first composer who used music to express deep feelings and ideas, such as his belief in freedom and heroism. Even today he is, for many people, the greatest composer ever.

Reading

1. Listen to three pieces of music by Beethoven. What images come to mind? How do you think Beethoven felt when he wrote each of them? Choose from the following:
   - calm • lonely • pessimistic • cheerful
   - depressed • angry • sad • confused
   - joyful • optimistic • upset • excited
   - heroic

2. a. Think of three questions you would like to ask about Beethoven. Listen and read. Can you answer them now?

   b. Read again and complete the sentences. Then, explain the words in bold.

   2. He could play ..................
   3. He was only 13 when ..................
   4. It wasn’t until 1819 that he ..................

   5. He never .................... or had children.
   6. He strongly believed ..................

Speaking

3. Say three things you remember about Beethoven.

Vocabulary

- Famous people & nationalities

4. a. Look at the pictures. Who was:
   - an astronaut? • a writer? • a scientist?
   - a politician? • a painter? • an actress?
   - an explorer?

   Can you think of other famous people in these categories?

   b. What nationality was each person?
   Christopher Columbus was Italian.
Everyday English

- Asking for/Giving personal information

5 In pairs, ask and answer questions about these famous people, as in the example.

A: Who was Ella Fitzgerald?
B: She was a famous singer.
A: Where was she born?
B: In Newport, USA.
A: When was she born?
B: She was born in 1917.
A: When did she die?
B: She died in 1996.

Exploring Grammar

- Past simple (regular & irregular verbs)

6 a. Find the past simple form of the verbs 1-15 from the text. Which are regular/irregular? How is the past simple formed?

b. Read the theory. Find examples in the text. Which are in the negative form?

We use the past simple for:
- an action which happened at a specific time in the past
- actions which are related to people no longer alive.

7 Use the dates to tell your partner about Beethoven.

1770 1783 1787 1795 1801 1804
A: Beethoven was born in 1770.
B: In 1783 he...
1809 1819 1827

Pronunciation ("e" pronounced or silent)

8 Listen and underline the words where the letter "e" is pronounced. Listen and repeat.
liked, wanted, hated, walked, looked, moved

Listening

9 Listen and complete the poster.

Winter Concert

On 5th [ ] at [ ] pm
Forest Road, Loughborough
The Loughborough Orchestra performs
Beethoven's Piano Concerto No. [ ]
and Sibelius's Symphony No. 3.
Conductor: Peter [ ]
Soloist: Tom [ ]

Writing (a biography)

10 Portfolio: Write a short biography about a famous person in your country. Write:
- date and place of birth • important events
- personal life • famous works • beliefs
- date and place of death
Reliving the past

Vocabulary
- Medieval battles

Study skills

Using a dictionary
When you look up a word in a dictionary, you can see if it is a verb, a noun, an adjective etc by looking at the symbols next to the word (N, V, ADJ etc)

1 Look up the following words in a dictionary. Which are: nouns? verbs? both? Which are names of weapons? Use them to describe the picture.
- horses • ride • wear • flag
- army • soldier • knight • hold
- sword • battle • axe • shield
- armour • helmet • attack
- fight • spear

Listening
2 Listen and repeat.
- How was your weekend?
- Well, nothing special.
- Oh, I had a great time!
- I watched a re-enactment of the battle!
- You’re kidding!
- What was it like?
- Oh, you’ve got to see it!
- Didn’t you know that?

b. The sentences in Ex. 2a are from the dialogue in Ex. 3. What do you think the dialogue is about? How do you think it is related to the picture? Listen, read and check.

Reading

3 a. Read and complete the facts about the Battle of Hastings

Danny: Hi, John. How was your weekend?
John: Well, nothing special. I just relaxed at home. What about you?
Danny: Oh, I had a great time!
John: Really? Where did you go?
Danny: I went to Hastings – you know, where the famous Battle of Hastings took place in 1066.
John: Oh, yes – that’s the only date I remember from my History class! So what did you do there?
Danny: I watched a re-enactment of the battle!
John: You’re kidding! What was it like?
Danny: Oh, you’ve got to see it! It was amazing! The two armies put up a real fight! You know, knights in medieval armour, with swords, spears, axes ...
John: Wow! Did you take any photos of them?
Danny: Oh, I took loads of photos! We also spoke to some of the soldiers.
John: So, who won the battle?
Danny: The Normans, of course! Didn’t you know that?
John: I told you, History wasn’t my favourite lesson!

The Battle of Hastings
Where: Hastings, Sussex, southeast coast of England
When: 14th October, 1066
What happened: The British fought against the Saxons and took control of England.
Special events: An annual re-enactment of the festival including music, art, sports and exhibitions.
b. Use the information in the box to talk about the battle to the class.

The Battle of Hastings took place in Sussex.

Exploring Grammar

Breadcrumb Past simple/wh-questions

4 Look at the examples. Which question asks about the subject/object of the sentence? How is each question formed? Find examples in the dialogue and the quiz below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who did you call?</td>
<td>I called</td>
<td>Mary.</td>
</tr>
<tr>
<td>Who called Mary?</td>
<td>John called</td>
<td>Mary.</td>
</tr>
</tbody>
</table>

Everyday English

Talking about a past experience

5 Use the language below to make short exchanges as in the example.

- Asking:
  - How was your (weekend/summer/holiday etc.)?
  - How did you spend (your weekend etc.)?
  - What did you do (at the weekend/during summer etc.)?

- Responding:
  - It was great/fantastic/amazing/boring etc.
  - I had a great time.
  - Nothing special.
  - I went/visited/saw/met etc.

A: How was your weekend?
B: Oh, it was fantastic! I went to the seaside with friends. What about you? What did you do?
A: Nothing special, I stayed at home.

Speaking

6 Portfolio: Imagine you attended a celebration of a historic event or any other event in your country. Use the phrases in Ex. 2a. Think about: where, when, what happened, events that took place. Act out a dialogue similar to the one in Ex. 3. Record your dialogues.

Writing (a history quiz)

7 In pairs, do some research and make your own history quiz. Exchange your quiz with another pair.
Vocabulary

Houses

1. Add two more words to the spidergram. What type of house do you live in?
   - terraced
   - mansion
   - semi-detached
   - cottage
   - studio
   - detached
   - castle
   - bungalow

2. Match the opposites. Which adjectives best describe your house?
   1. modern    a. expensive
   2. cheap     b. spacious
   3. small     c. decorated
   4. attractive d. traditional
   5. plain     e. ugly

3. List the words under the headings. Use them to talk about your house.

   - Rooms: attic, living room, kitchen, garden, rug, floor, fence, pillows, windows, porch, balcony, cushions, hall, fireplace, brick walls, lamp, bedroom, dining room, four-poster beds, cupboard, chest of drawers, carpet, wardrobe, mirror, fridge, cooker, towels, shower, staircase, garage, chimney

   - Features: Indoor/Outdoor

   - Furniture/Appliances

Reading

4. a. Look at the headings and the pictures. What are the texts about? Which country are these houses in?

b. In pairs, make a list of ten words related to houses you expect to read in the texts. Read and check.

Victorian houses

The early Victorians liked large houses with plenty of decoration. Later in the Victorian period, houses were simple and plain. Wealthy people used to live large detached houses with lots of rooms and expensive furniture. Servants used to live the top floor of the house or the attic. The exterior of the house was a work of art with a steep tiled roof, tall chimney pots and large bay windows. Sometimes, they had a front porch and steps up to the front door. Working people used to live in terraced brick houses with a simple exterior. Those houses were small, with two to four rooms. Was no electricity, no water and no toilet.

Elizabthan houses

Elizabethan manor houses often had an E-shape to show respect for queen. They had brick walls with strong wooden frames. The houses were spacious and comfortable with a large hall, a dining room and bedrooms. The furniture was big and elaborate and four-poster beds were very popular. Many people used to have servants. Used to live in rooms in the attic.
Reading & Listening

1. Look at the picture. Describe the people. Who are they? Read the text below and find out.

Roald Dahl (1916 - 1990) was born in Wales in the UK. He started his writing career as an author of short stories for adults. Then, in 1961, he wrote a story called James and the Giant Peach for his own children. It became a best seller. Several other best sellers followed, including Charlie and the Chocolate Factory. The book is about a strange man, Mr Wonka, and his mysterious chocolate factory, where he makes amazing, magical sweets. His workers are Oompa-Loompas - doll-sized people with long hair, who love dancing and making up songs.

2. Read the first four lines of the song and look at the picture. What is “the set” (line 2)? What problem might parents have if they “take the set away”? What do you think the Oompa-Loompas will suggest? Read quickly and check.

3. Read the song and choose the correct word for each gap. Listen and check.

b. Match the highlighted words to their meanings: put in, messed, happy, continue.

4. a. Look at the words in bold. Who or what is the writer referring to?

b. Why do you think Dahl wrote this song?

The Oompa-Loompa SONG

“All right!” you’ll cry. “All right!” you’ll say. “But if we take the set away, What shall 0) we do to entertain Our darling children? Please explain!” We’ll answer 1) …………… by asking you, “What used the darling ones to 2) ……………? How used they keep themselves contended. 3) …………… this monster was invented?” Have you forgotten? Don’t you 4) ……………? We’ll say it very loud and slow: THEY USED TO READ! They’d READ and READ, And READ and READ, and then proceed To READ and READ and READ some more. Books cluttered up the nursery floor! And in the bedroom, by the bed, More books were waiting to be read! Oh, books, what books they used to know, Those children living long 5) ……………! So please, oh please, we beg, we pray, Go throw your TV set away, And in its place you can install A lovely bookshelf on the wall!

0 A we
1 A the
2 A have
3 A After
4 A know
5 A before

B us
B these
B do
B Before
B knew
B until

C our
C this
C be
C While
C knows
C ago

Speaking

5. Portfolio: Take the roles of an Oompa-Loompa and a parent. Use the song to act out your dialogue. Record yourselves.
Self-Assessment
MODULE 1

Vocabulary

1 Circle the correct answer.
1 A .............. travels a lot.
   A shop assistant B pilot C waiter
2 Fire fighters need to be ..............
   A patient B creative C brave
3 .............. always wear a uniform.
   A Nurses B Graphic designers
   C Gardeners
4 She enjoys her job although it is ..............
   A stressful B exciting
   C rewarding
5 He .............. work early in the morning.
   A likes B uses C starts
6 He doesn't like his job; he finds it ..............
   A rewarding B exciting C boring
7 Receptionists must be very ..............
   A physically fit B polite
   C imaginative
8 Mechanics work with their ..............
   A hands B feet C family
9 Nurses normally work ..............
   A part time B hours C shifts
10 Writers must be ..............
    A creative B polite C friendly

(10 marks)

2 Underline the correct word.
1 Could you please iron/mow the lawn?
2 Paul, could you make/do your bed, please?
3 Mum dusts/vacuums the carpets every day.
4 John lives in a brand new apartment in the city centre. It's really modern/traditional.
5 He can't afford to buy such a(n) expensive/cheap car.
6 They usually have/go barbecues on Sunday afternoons.
7 She often cooks/visits for friends.
8 How about having/eating out? There's a new restaurant down the street.
9 Do you often go/visit your relatives?
10 They often play/go camping in the summer.

(10 marks)

3 Decide if the following are R (rooms), FA (furniture/appliances) or F (features indoor/outdoor).
1 wardrobe ............ 6 fridge ............
2 dining room ........... 7 staircase ...........
3 pillows .............. 8 fence ............
4 kitchen .............. 9 lamp ............
5 fireplace ............ 10 garden ............

(10 marks)

Reading

4 Read the text and mark the sentences R (right), W (wrong) or DS (doesn't say).

VISIT JORVIK THE VIKING CITY

• Discover what life was really like for the Vikings over 1000 years ago.
• Visit a real Viking street and see the shops and houses that once stood there.
• Learn about what the Vikings ate, how they worked and what made them ill.
• Find out how the Vikings made their clothes, shoes, jewellery and try them on for yourself at the 'Fearsome Craftsmen' exhibition.
• Buy souvenirs at the JORVIK shop.

Entrance: £7.20 Adults,
           £5.10 Children,
           £6.10 Seniors & Students

Open every day except 25th December
Address: JORVIK, Coppergate, York

1 Vikings lived in Normandy.
2 You can learn all about the life of Vikings.
3 You can dress up as a Viking.
4 Children don't pay.
5 The Jorvik centre is open every day.

(10 marks)
Grammar

5. Put the verbs into the present simple, present continuous or be going to.

1. He ____________ (cook) dinner at the moment.
2. Pete ____________ (play) tennis every Friday.
3. Sally ____________ (write) a novel this year.
4. Now that John has the money he ____________ (buy) a new car.
5. Mary ____________ (move) into her new house this Tuesday.
6. Pauline ____________ (have) a birthday party this Saturday.
7. ____________ (they/go) to the park every Sunday?
8. We ____________ (visit) Ann this Sunday.
9. Jack ____________ (play) chess every afternoon.
10. ____________ (Ann/work) late tonight?

(20 marks)

Communication

6. Complete the exchanges.

a) I'd love to  
   A:  ____________  
   B: That's a good idea!

b) It was fantastic  
   A: Would you mind coming to the doctor's with me?  
   B: Sorry, ____________ I'm working late

c) Nothing special  
   A: Let's go out for dinner.  
   B: Sure, ____________

d) Why don't we ...  
   A: How was the rock concert?  
   B: ____________ I had a great time.

(15 marks)

Listening

7. Listen and fill in the gaps.

The BRIT School

Name: The Brit School for Performing 1) and Technology.

Start age: 2)

Leaving age: 3)

Special features: - Dancing, 4) , singing and music lessons.
   - Students don't wear 5)

Exams taken: GCSEs & 'A' Levels

(15 marks)

Writing (an email)

8. You went on a school trip last Friday. Write an email to your friend. Write:
   . where you went  . when you went
   . what you did/saw there (50-80 words)

(10 marks)

(Total = 100 marks)

NOW I can...

. talk about jobs & job qualities
. talk/write about daily routine/free-time activities
. talk about famous people
. talk/write about life in the past & past experiences
. write an email about my summer plans
. write an article about a visit to a museum

... in English!
Listening

1. Look at the street scene from Tudor times (1485-1603 in England). Describe the houses and the people. What do you think their lives were like? Listen and check.

Reading

2. Read the text and put the headings (A-D) in the correct spaces (1-4). Then explain the words in bold.

A. Eating habits
B. Housing
C. Entertainment
D. Work

3. Read again and find: two jobs, six foods, six sports.

Speaking

4. Make notes under the headings the rich and the poor. Use your notes to tell a partner the differences between the two.

Project: Who were the six Tudor kings and queens? Collect information under the headings, then present them to the class.

- name
- born/died
- ruled England (dates)
- what famous for

Life in Tudor Times

The six powerful Tudor kings and queens ruled England from 1485-1603. The most famous king was Henry VIII, who married six times and beheaded two of his wives! It was one of the most exciting times in British history, but whether you were rich or poor, life could be very difficult.

1) Rich tudors lived in fine houses with many rooms and big windows. Poor country people lived in small wooden houses with mud floors. In the towns, the streets were narrow, gloomy and crowded, which made it easy for criminals to steal from shops and people.

2) Wealthy people and noblemen owned land or even helped the King or Queen to rule the country. Most people, however, were poor and worked in the countryside. Slightly richer people worked as craftsmen or merchants in the towns. Tudor shops had picture signs outside to show people what they sold, as many people could not read.

3) In Tudor times, rich people often held huge banquets where they ate far too much! They had quite an unhealthy diet as they ate lots of very salty meat from the animals they owned or hunted. They also ate very little fruit, vegetables, milk, butter and eggs as they thought these foods were only suitable for poor people to eat!

4) It was the law that every man had to practise archery every Sunday morning! Rich people liked to fence and play tennis while ordinary people played games like bowls, hockey and football or went to the theatre. William Shakespeare lived in Tudor times. His plays are still performed today all over the world!
In a world of our own

Module 2 (Units 3 & 4)

Before you start
- What do your parents do for a living?
- What do you enjoy doing in your free time?
- What’s a typical Monday like for you?
- Name some historical people from your country. What are they famous for?

Look at Module 2
- Find the page numbers for pictures 1-5.
- Find the unit and page number(s) for:
  - a weather forecast
  - a homepage about festivals
  - a holiday advert

In this Module you will...
- read, listen and talk about...
  - holiday activities
  - means of transport
  - festivals & celebrations
  - festive activities
  - weather & feelings
  - geographical features
  - animals
- practise...
  - the present perfect
  - present perfect vs past simple
  - comparatives/superlatives
  - pronouncing homophones
- do a project about...
  - signs/notices related to means of transport
  - the weather in your country
  - geographical features in your country
  - a poster about a missing pet
  - a place in your country
  - a moutain range in your country
  - endangered animals in your country
- write...
  - a holiday advert
  - a homepage about festivals you have attended
  - a letter from a holiday resort
  - a letter of advice

Culture Clip: What’s on in Orlando, Florida?
Curricular Cut: (Geography) The Himalayas
Across the Curriculum: (Citizenship) WWF for a living planet
Reading

1. Look at the text. What type of text is it? Where could you see it? What is the purpose of the text?

2. What do the pictures tell you about the things you can do and see in Mexico? Discuss with your partner. Read and listen to check.

   A: It looks like you can do watersports in Mexico.
   B: So it does. You can also ...

---

13-DAY Mexican Adventure Tour

Have you ever wanted to hike through a jungle, go cliff diving or climb a pyramid? Have you always dreamed of swimming with dolphins and relaxing on white sandy beaches?

If you haven't lived your dream holiday yet, here's your chance to do all these things and more!

**Mexico City, Guadalajara, Acapulco, Oaxaca, Cancun, Chichen Itza**

**Accommodation:** Stay in luxurious 5-star hotels – single or double rooms and suites available.

**Sports activities:** Try a wide range of water sports – water-skiing, snorkelling, windsurfing, white water rafting or jet skiing. Play golf, tennis or go horse riding. Take a hike through the jungle or try something more relaxing like deep-sea fishing.

**Entertainment:** Go to beach barbecues, and night clubs. Take part in cultural events with traditional costumes and dances. Eat quality food at a variety of restaurants and try delicious local dishes.

**Other activities:** Visit museums and galleries. Buy handmade souvenirs. Take a tour of ancient ruins and temples and climb the pyramid at Chichen Itza. Walk along narrow cobbled streets. See the famous cliff divers diving from 45m and even try it yourself! Relax on white sandy beaches and swim with the dolphins.

**Total cost:**
- Single room: £2,500
- Double room: £3,500
- Suite: £5,200

**Prices include:** Flight, hotels, meals and tour and transport costs.

**Contact:** Consort Travel,
52, Hadley Street, Swansea
email: consort travel.co.uk
3 Read the text and circle the correct answer.
1 The weather is good in Mexico.
   A Right   B Wrong   C Doesn’t say
2 The tour lasts for almost two weeks.
   A Right   B Wrong   C Doesn’t say
3 They offer a lot of different water sports.
   A Right   B Wrong   C Doesn’t say
4 A room for two people costs £5,200.
   A Right   B Wrong   C Doesn’t say
5 The price includes breakfast only.
   A Right   B Wrong   C Doesn’t say
6 The tour leaves from Swansea.
   A Right   B Wrong   C Doesn’t say

4 Explain the highlighted words. Then give three reasons why someone should visit Mexico.

Vocabulary
Holidays

5 a. Match the verbs to the nouns and make sentences.
1 relax       a in a hotel/at a campsite
2 visit       b watersports
3 play        c on the beach/by the pool
4 stay        d a tour
5 buy         e museums/galleries
6 take        f tennis/golf
7 try         g souvenirs
8 swim        h the sights
9 do          i local dishes
10 see        j in the sea/pool

We enjoy relaxing on sandy beaches.

Study skills
Adjective-noun collocations
Learn nouns with the adjectives they go with. This helps you build up your vocabulary.

b. Find one more adjective in the text for each noun.
1 expensive, family, hotels
2 delicious, spicy, food
3 white, clean, beaches
4 bright, colourful, costumes
5 busy, cobbled, streets

9 Portfolio: Imagine you work for a travel agent’s. Write an internet advert for a 13-day tour in your country. Use the advert on p. 26 as a model.

Speaking
6 You have just returned from Mexico. Use the text to tell your partner about your trip.
   • where you went/how you got there
   • how long you went for
   • what you did and saw during your stay

Exploring Grammar
Present Perfect
Grammar Reference

7 a. Read the rule and the examples. Find examples in the text.

We use the present perfect to talk about a period of time which continues from the past until now.
She has visited Mexico City twice.
She hasn’t travelled abroad.

b. In pairs, use the phrases to ask and answer.
1 you/ride/a camel?
   A: Have you ever ridden a camel?
   B: Yes, I have./No, I haven’t.
2 your parents/travel abroad?
3 you/try/paella?
4 your family/go camping?
5 you/do/bungee jumping?

Listening

8 Listen to Bill talking to a friend. What has each person done?
Vocabulary

Transport

1. a. Look at the notices (1-5). Which means of transport do they match?
   - fast • cheap • expensive
   - comfortable • enjoyable
   - safe • convenient • slow
   - tiring • boring

   I enjoy travelling by plane. It's fast. I don't like travelling by coach. It's tiring.

2. Which of the following have you done? Ask and answer, as in the example.
   - travel on a cruise ship • fly on a plane • take the wrong bus/train
   - ride a motorbike/bike • hire a car • use the underground

   A: Have you ever travelled on a cruise ship?
   B: No, I haven't. Have you ...?
4 Read again and mark the sentences 1 - 4 T (true) or F (false). Correct the false statements.
1 The man read the advert in a magazine.
2 The man knows exactly what the wants.
3 The man wants to go on holiday.
4 The man is married.

Speaking

5 Portfolio: You’ve seen this advert in a newspaper. Call the travel agent’s and act out a dialogue similar to the one in Ex. 3. Use sentences from Ex. 3. Record yourselves.

Virgin Islands Cruise
7 nights (cruise only)
Departure: Miami, Florida
5th/19th/29th June/July/August
Price: From £329 per person
For more details call Sun Search Travel: 222 222 22

Exploring Grammar

Present Perfect

Grammar Reference

6 Match the adverbs in bold to the meaning: at no time, a short time ago, at any time, until now, before now

1 She has already booked the tickets.
2 He has just posted the letters.
3 They haven’t been to Moscow yet.
4 She has never travelled by train.
5 Have you ever tried paella?

7 Complete the exchanges.
1 A: .............................. (you/every/be) on a package holiday?
   B: No, .............................. (never/be) on one.
2 A: Don’t forget to book tickets
   B: I .............................. (already/do) that.
3 A: Is the bus here?
   B: Yes, it .............................. (just/arrive).
4 A: Where’s Tom?
   B: He .............................. (not/come in/yet).

8 Fill in for or since, then make sentences.
1 .......... years and years; 2 .......... last summer;
3 .......... 1998; 4 .......... ages; 5 .......... I was four;
6 .......... Christmas; 7 .......... three months

9 Liz and Bob are going on holiday. Look at their list. In pairs, ask and answer.
   • pick up tickets ✓
   • buy rolls of film x
   • pack suitcases ✓
   • cancel milk delivery x

A: Have they...
B: Yes, they’ve already ...
A: No, they haven’t ...

Listening

10 Listen to the dialogues and tick (✓) the correct answer (A, B or C).

1 What time did the train leave?
A 06:00  B 06:25  C 07:30

2 What has happened?
A  
B  
C  

3 What has the woman lost?
A  
B  
C  

Intonation

Reacting to bad news

11 Listen and repeat. What do you think has just happened to each person:
   find/fly in soup, see/spider in bathroom,
   fail/exam, miss/bus.

1 Yuck!  2 No!  3 Tut!  4 Aaaah!

1 He has just found a fly in his soup.

Writing (a cruise advert)

12 Portfolio: Write a short advert about a cruise.
   Use the one in Ex. 5 as a model.
Let’s celebrate!

Reading

Study skills

Predicting content

The title, subheadings, pictures and layout of a text can help you predict what information to look for.

1. a. Look at the text, the title, the subheadings and the pictures. What type of text is it? What do you think it is about?

   b. How are the pictures related to the title of the unit? Which country is each from? Read through and check.

2. Read again and complete the gaps (1-8). Listen and check. Explain the words in bold.

3. a. Which adjectives does Philip use to describe the:

   - weather  • caber-tossing contest
   - Scottish dish  • costumes  • street parade

   b. Using your dictionaries, suggest opposites for each adjective.

Speaking

4. What activities does Philip mention for each festival? Make a list. Use your list to talk about these festivals.

Philip’s Homepage

I’ve been to lots of countries and have had a great time. Take a look.

Went to know more about me? Click on Philip.

Tulip Festival
I’ve never seen 0) so many flowers in my life as I saw at the Tulip Festival in Ottawa, Canada in 2001. The weather was beautiful and sunny! The festival lasted 1) ....... three days and I got the chance to see many bands performing live. I voted for the best tulip garden and I even made a flower arrangement myself!

Highland Games
I’ve just returned 2) ......... beautiful Scotland, where I had an incredible time at the Highland Games, 3) ......... traditional Scottish contest of athletics, dancing and music. I loved the sound of bagpipes and I enjoyed the exciting tossing the caber contest. I bought a tartan kilt and I even tasted haggis, a famous traditional Scottish dish! Despite the terrible things I’ve heard about 4) ......... , I found it pretty tasty!

Balloon Festival
The first time I went on a balloon ride in my life was 5) ......... 2003, during the Balloon Festival in New York! Soon after the launch, the sky changed into a colourful canvas as hot air balloons of all shapes 6) ......... sizes rose into the air.

Paekche Festival
I attended the Paekche Festival while I was in Korea in 2002. People wore the most impressive costumes I’ve 7) ......... seen and there was a spectacular street parade. I took many pictures and I even performed the Korean fan dance, a tradition people 8) ......... kept alive for years!
Vocabulary

- Festive activities

5 a. Match the words in the columns. Which of the five festivals do the phrases describe? Make sentences.

1 let off  
2 eat  
3 wear  
4 put up  
5 make  
6 dance  
7 sing  
8 watch  
9 exchange  
10 dress up  

a colourful costumes  
b around the Maypole/in the streets  
c as witches/ghosts etc  
d traditional songs  
e fireworks  
f decorations  
g gifts  
h wreaths/pumpkin lanterns  
i parades  
j stuffed turkey

5 b. In pairs, think of other festivals/celebrations that you know. What customs are related to them?

Exploring Grammar

- Present Perfect vs Past Simple

Grammar Reference

6 Compare the sentences. Which tense is used for an action that happened:

- at an unstated time in the past?
- at a definite time in the past? (stated or implied)

We've put up the decorations. (When? We don't know.)
She finished an hour ago. (When? An hour ago.)
Was the weather good when you were on holiday? (When? When you were on holiday. - time is stated)

7 Put the verbs in brackets into the present perfect or the past simple.

1 A: Is Ann here?
   B: No, she .................. (already/leave).
2 A: .................. (Tony/arrive/yet)?
   B: I'm afraid not. His plane .................. (not/land) because of bad weather.
3 A: .................. (you/try) haggis?
   B: Yes, I .................. (eat) haggis when I .................. (be) in Scotland last month. It was delicious.
4 A: .................. (you/ever/travel) abroad?
   B: Yes, I .................. (go) to Spain last year. It .................. (be) great.
5 A: Oh! He .................. (cut) himself!
   B: Really? How .................. (he/do) that?

8 Use the adverbs of time to make sentences.

- yet • ago • since • yesterday • last month
- for • never • in 2004 • already • just
- last summer • ever

Everyday English

- Catching up on news

9 Read the language box. Imagine you attended one of the festivals on Philip's homepage. You are back now. Use the language to tell your partner: where you were, what you did, what you saw, if you liked it.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where have you been?</td>
<td>I've been to/in ...</td>
</tr>
<tr>
<td>... I haven't seen you for ages!</td>
<td>I've been really busy for (a few days/weeks etc)</td>
</tr>
<tr>
<td>It's been a long time!</td>
<td>I haven't been around for a while.</td>
</tr>
</tbody>
</table>

10 Portfolio: Think of festivals you have attended in your country. Make your own homepage. Write:

- name of festival • where it happens
- when you were there • what you did/saw

Use Philip's homepage as a model.
Greetings from ...

Getting started

1. Do you send letters while on holiday? Who to? What do you write about?

Let's look closer

2. Underline the key words in the rubric. Answer the questions.
   - You are on holiday. Write a letter to a friend at home.
   - Write about the place you are staying at and what you have seen and done.

   1. Who are you writing the letter to?
   2. How can you start/end your letter?
   3. What should you write about?

3. Read the letter and correct the underlined mistakes.

Dear Mel,
Hi! How are you? I'm on holiday in Hawaii and I thought I'd drop you a line to tell you all about it.
We're staying in a lovely little hotel by the sea. Right now, I'm on the beach with Matt. Mum and Dad has gone shopping, but we were too tired to go.
Hawaii is a wonderful place. We've done all sorts of exciting things. Yesterday, we climbed the top of Mount Haleakula. The view was spectacular, but Matt is a bit frightened! I've bought some great souvenirs, too!
Well, that's all for now. See you soon.
Love,
Jane

4. Which paragraph is about:
   - what you have done so far - past activities
   - name of place - reason for writing
   - closing remarks
   - where you are staying - who with - what you are doing now

GAME

Imagine you were on holiday. Mime what you did. Your partner tells the class.

Study skills

Brainstorming vocabulary

Spidergrams can help you brainstorm words related to the topic and to organise your ideas before writing.

5. Imagine you are on holiday. Think of words related to the topic and complete the spidergram.

Accommodation
Sights

Feelings
Activities
Entertainment

6. Portfolio: Use your answers in the spidergram to write a letter to your friend (50-80 words). You can use the letter in Ex. 3 as a model.
Reading & Listening

1. Read the introduction and look at the pictures. What do you think you can do in these three places? Read, listen and check.

2. a. Read again and find:
   1. something young children will enjoy seeing.
   2. something you can give food to.
   3. a person you can talk to.
   4. something you can put your hands on.
   5. somewhere you can eat.

What's on in Orlando Florida?

The coolest place to visit this summer!

With its year-round sunshine and magnificent collection of exciting theme parks, restaurants, water parks and museums, Orlando, Florida, has something for everyone!

Take a look at just a few of the wonderful attractions on offer!

Kennedy Space Center

Take a journey into space at the Kennedy Space Center. Here you can touch a meteorite from Mars and meet an astronaut. Watch a 3D space film on a giant screen at the IMAX theatre and experience the thrill of a space flight. Don't forget to put your name on the list for a future space mission!

Guided bus tours of the space center leave from the entrance every 15 minutes from 10 am to 3:45 pm.

Walt Disney World

Enter a magical world full of fun for the whole family at Walt Disney World. Enjoy the exciting new rides, shows and attractions in the Magic Kingdom. Go on an African safari in Disney's Animal Kingdom Park. Don't miss the amazing fireworks display at the Epcot Center. The kids will love it!

SeaWorld

Come and see what's happening at Orlando's SeaWorld Adventure Park! Watch the underwater circus at the Nautilus theater. Enjoy a meal in the underwater restaurant, then feed the dolphins in Dolphin Cove. At SeaWorld, you can meet Shamu, the famous killer whale and even count the teeth of a shark!

Speaking

3. Make notes of what you can see and do in each place. Use your notes to give a short summary of the text to the class. Which of the attractions above would you like to visit the most? Why? Explain the words in bold.

Writing (a brochure)

4. Portfolio: In groups, make a similar brochure for a place in your country and present it to the class. Write: recommendation, where the place is, what the visitor can see/do there
**Vocabulary**

- **Weather & Seasons**

1. a. Match the words to the symbols in the pictures, then make sentences.
   - snowy • sunny • rainy (wet) • foggy • cloudy
   - windy
   
   *It's sunny in Prague today.*

   b. Which of the adjectives in Ex. 1a go with adjectives describing temperature?
   - hot and sunny

2. c. In pairs, ask and answer about weather conditions in your country. Talk about:
   - today • yesterday • summer • spring
   - winter • autumn

   A: *What's the weather like today?*
   B: *It's warm and sunny. What was ...*

3. a. What kind of weather do you like/dislike? How does each kind of weather make you feel: happy, sad, relaxed, stressed, scared, cheerful, depressed?

   A: *I like rainy weather. It makes me feel relaxed. What about you?*
   B: *I don't like rainy weather. It makes me feel sad.*

   b. Listen to the music extract. What images come to mind? What season is it? What is the weather like? How do you feel? Draw a picture and describe it to the class.

**Reading**

3. Which countries/cities can you see on the map of Britain? Which are in the north, south, east, west, Scotland is in the north of Britain.

4. Which place(s) expect(s) ... ?
   - a heavy rain
   - c strong winds
   - b storms
   - d light winds

   Listen, read and check.

5. Explain the highlighted words. What are max, min and temp short for?

**Speaking**

6. Look at the symbols on the map. What will the weather be like in each city today? Tell the class.

   *In London it will be sunny at first, but cloudy later.*

South West England and Wales: A windy day with spells of light rain for most of the morning. Strong winds during the afternoon and possible storms by early evening. Max temp 8-10°C (46-50°F). Tonight, strong winds. Min temp 6-8°C (42-46°F).

North East England: Early sunshine will give way to clouds and rain for most of the day. Max temp 9-11°C (48-52°F). Tonight, heavy rain. Min temp 5-7°C (44-44°F).

North West England: A few sunny spells during the morning, but becoming cloudy by early afternoon with rain until late evening. Max temp 7-9°C (46-50°F). Tonight, rain. Min temp 4-6°C (38-42°F).

Scotland: Cloudy and wet. Heavy rain throughout the day. Max temp 5-7°C (40-44°F). Tonight, storms. Min temp 4-6°C (38-42°F).


Listening
7 Listen and match the people to the activities.

1 David a go to the beach
2 Kathy b watch video
c go skiing
d listen to music
e play table tennis
f go fishing
g play football
h go on a bike ride

b. What do you do in hot/warm/cool/cold/good/bad weather?
I usually go to the beach when the weather is hot.

Everyday English
Requesting Permission
8 Read the table. Then, use ideas from Ex. 7 and your own to act out exchanges.

<table>
<thead>
<tr>
<th>Requesting Permission</th>
<th>Giving Permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can/Could I/we ...</td>
<td>Sure, certainly, of course!</td>
</tr>
<tr>
<td>Refusing permission</td>
<td>I'm sorry but ..., I'm afraid you can't.</td>
</tr>
</tbody>
</table>

A: It's hot today. Can we go to the beach?
B: Certainly.

Pronunciation (homophones)
9 Listen and mark if the words in each pair sound the same (/) or slightly different (x). Listen again and repeat.
1 weather whether
2 warm arm
3 see sea
4 wear where

Writing (a weather forecast)
10 Portfolio: Write a weather forecast for two cities in your country. You can use the text in Ex. 6 as a model.
Vocabulary
- Geographical features

1 Find the places in the picture.
- desert • river • mountain • lake • forest
- valley • waterfall • sea • beach

GAME
Imagine yourself in one of these places.
Describe what you can see and/or hear.
Your partner guesses the place.
A: There are a lot of trees and plants here. I can hear birds singing.
B: Are you in a forest?

Reading
2 Look at the title and the headings in the text. Can you guess which places the text is about? Read and check.

3 a. Read and fill in the missing words.
Listen and check. Explain the words in bold.

3 b. Underline all the names of places in the text. Which take the: countries, continents, rivers, mountains, oceans, lakes?
4 a. Look at the picture. Use the adjectives to ask and answer.

- long • deep • wide • high

A: How long is the box?
B: It’s 60 cm.

b. Which of these words can you find in the text? What can we measure?

Speaking

5 Close your books and say five facts you can remember from the text.

Exploring Grammar

◆ Comparatives/Superlatives

6 Read the sentences. Which form do we use to compare:

- two people, places, things etc?
- more than two people, places, things etc?

The Eiffel Tower is taller than the Leaning Tower of Pisa.
The Empire State Building is the tallest of the three.

7 Complete the table. How do we form the comparative and superlative of: short adjectives (one syllable)? longer adjectives (two or more syllables)? Are there any changes in spelling? Which adjectives are irregular?

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>higher (than)</td>
<td>the highest (of)</td>
</tr>
<tr>
<td>small</td>
<td>smaller (than)</td>
<td>the smallest (of)</td>
</tr>
<tr>
<td>big</td>
<td>bigger (than)</td>
<td>the biggest (of)</td>
</tr>
<tr>
<td>far</td>
<td>farther (than)</td>
<td>the farthest (of)</td>
</tr>
<tr>
<td>long</td>
<td>longer (than)</td>
<td>the longest (of)</td>
</tr>
<tr>
<td>large</td>
<td>larger (than)</td>
<td>the largest (of)</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive (than)</td>
<td>the most expensive (of)</td>
</tr>
<tr>
<td>much/many</td>
<td>more (than)</td>
<td>the most (of)</td>
</tr>
<tr>
<td>good</td>
<td>better (than)</td>
<td>the best (of)</td>
</tr>
<tr>
<td>bad</td>
<td>worse (than)</td>
<td>the worst (of)</td>
</tr>
</tbody>
</table>

8 Make sentences. Use the comparative or superlative form.

1 Australia/small continent/in the world
   Australia is the smallest continent in the world.
2 Asia/large/Europe
3 China/large/population/world
4 weather in Spain/good/weather in England
5 Paris/popular/tourist destination/Europe
6 Antarctica/cold & windy/Arctic
7 Pacific Ocean/deep/Atlantic Ocean

9 Make four true sentences comparing yourself to members of your family.

I’m the youngest in my family.

10 Work in pairs. Think of three cities in your country. Make sentences comparing them. Think about: • weather • shops • hotels • noise • people • cinemas • size • lifestyle

- stressful • boring • difficult
- expensive • quiet • small • cheap
- big • cold • noisy • friendly • large

It’s colder in ... than ... ... is the coldest of all.

◆ Intonation (Expressing surprise)

11 a. Listen and repeat.

- Is it really? • I had no idea!
- I didn’t know that! • Really?
- Wow! That’s amazing!

b. Use the phrases and ideas from Ex. 8 to act out short exchanges.

A: Did you know that Australia is the smallest continent in the world?
B: Is it really?

Writing (a poster about geographical features in your country)

12 Portfolio: Find pictures and interesting facts about your country’s geographical features. Think about: longest river, highest mountain, etc. Make a poster and present it to the class. Use the text in Ex. 3 as a model.
Vocabulary

▸ Animals

1. Listen and circle the animals you hear. Say the plurals. Which are irregular?
   - goose • fox • tortoise • deer • peacock
   - elephant • snake • goat • sheep • owl
   - zebra • rhino • parrot • lizard • alligator
   - eagle • goldfish • stork • kangaroo • rabbit
   - dolphin • wolf • tiger • giraffe • camel
   - polar bear • hamster • pigeon • monkey

   b. Which of these animals normally live: in deserts; on mountains; in the sea; in rivers; in polar regions; in tropical forests; on farms?

2. What animals can you see on the zoo map? Which has: a mane; wings; a long tail; a horn; a short beak; a long neck; whiskers; short legs; claws; paws; fins and flippers?

3. Choose an animal from Ex. 1a. Your partner asks you five yes-no questions to find out what it is.
   A: Has it got a long neck?  B: No, it hasn’t. etc

Listening & Reading

4. a. These sentences are from the following dialogue. What is the dialogue about? Where does it happen? Listen, read and check.

   b. Explain the words in bold.

Looking for something in particular, sir?
It’s his birthday, you see.
How about a dog?
I guess you’ve got a point there.
Let’s have a look.
I think I’ll have that one.
Excellent choice, sir.

A: Hello. Looking for something in particular, sir?
C: Actually, yes. I want a pet for my son. It’s his birthday, you see.
A: How old is he?
C: He’s 8 this coming Sunday. Maybe a dog is a good idea.
A: Well, dogs are playful but they need a lot of care and this is maybe too much responsibility for an eight-year-old.
C: I see.
A: What about a rabbit?
C: A rabbit? Don’t they smell a lot?
A: Well, you do need to clean out the cage regularly. But they don’t need walks, and they aren’t as noisy as dogs.
C: That’s true. I see you’ve got some tortoises over there. They’re easy to take care of, aren’t they?
A: Tortoises are much easier than rabbits or dogs. They don’t do very much.
C: I guess you’ve got a point there.
A: What you need is a pet that is friendly and playful but doesn’t take up too much time.
C: What about a kitten, then?
A: Kittens are sweet and easy to look after. We have some over there. Let’s have a look.
C: That one’s cute. I think I’ll have that one.
A: Excellent choice, sir, and perfect for a young boy.
c. Read again and find four pets. What are the pros and cons of having each as a pet? List them, then tell your partner.

Exploring Grammar

- Comparative structures

5 Read the theory. Use the adjectives to compare animals from the picture.

- much + comparative form of the adjective
  Dogs are much friendlier than cats.
- as + adjective + as
  This dog is as friendly as that one.

- friendly • playful • noisy • smart • cute • short
- beautiful • funny • clean • heavy • long • tall

Elephants are much heavier than rhinos.

Question Words

6 Circle the correct question words. Can you answer the questions?

1 Where / What do kangaroos live?
2 What / Which do they eat?
3 How long / How much do they usually live?
4 How many / How much legs have they got?
5 How fast do they run?

7 Ask your partner questions about his/her favourite animal.

Everyday English

- Giving advice

8 Your friend wants to buy a pet. He has asked for help. Use the table to:

- reject your friend's suggestion
- advise your friend to get a different pet instead
- explain why your suggestion is better

<table>
<thead>
<tr>
<th>Giving advice</th>
<th>Accepting</th>
</tr>
</thead>
<tbody>
<tr>
<td>How about (verb + ing) ...?</td>
<td>Great idea</td>
</tr>
<tr>
<td>Why don't you (inf) ...?</td>
<td>I think you're right</td>
</tr>
<tr>
<td>Have you thought of (verb + ing) ...?</td>
<td>Rejecting</td>
</tr>
<tr>
<td></td>
<td>I'm not sure ...</td>
</tr>
<tr>
<td></td>
<td>I don't think it's such a good idea ...</td>
</tr>
</tbody>
</table>

Listening

9 🎧 Listen and complete.

MISSING

Lost: Mitzi the cat
Age: 0 3 years old
Description: Grey and 1) ............... , with a long 2) ........... tail, one black paw and green 3) ...........
Went missing on: 4) ............... , near Church St.
Please call: 5) ............... 

Writing (a poster)

10 Portfolio: Imagine your pet is missing. Design a poster to let people know about it.
Getting Started

1. Think of the last time you gave someone a piece of advice. What was it about? What did you say? Why?

Let's look closer

2. Read the rubric. What's Carol’s problem? What kind of things does Lisa have to think about before giving advice? Think about: type of animal • cost • space • care. Read and check.

Carol has written to her friend Lisa. This is part of the letter:

Our new flat is great—not big, but enough for the three of us. Now, I’m thinking of buying a pet. Any idea what I should choose?

3. Read Lisa’s letter and fill in the gaps with the phrases giving advice below.

- You should • Why don’t you • How about

Dear Carol,

Hi! How are you? I think it’s a really good idea to get a pet. Here’s what I suggest.

1) _______________ get a small pet, because you live in a flat and you don’t have a lot of space. 2) _______________ getting a cat? They’re great pets to have in flats, as they don’t need to go out for walks. 3) _______________ get a cat from a rescue centre? That way you can help an animal and get a cheap pet at the same time.

Well, I must go now. I hope I have helped. Let me know what you decide.

Best wishes,

Lisa

4. a. Which paragraph contains Lisa’s advice? What are the reasons for each piece of advice?

b. Does Lisa use the words in bold to give advice or reasons for her advice?

Writing (a letter of advice)

5. This is part of a letter you received from a friend. Underline the key words. What information do they give us about:

- reason(s) for writing • who you are writing to • what you need to write

... I’m writing to ask for your advice. My aunt Sophie gave me a puppy for my birthday. The problem is I don’t know how to take care of him ... Since you have got one, can you tell me what to do?

6. Match each piece of advice to a suitable reason. Make full sentences using phrases for giving advice.

<table>
<thead>
<tr>
<th>ADVICE</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>take him to the vet</td>
<td>a dogs love to chew things as since because</td>
</tr>
<tr>
<td>take him for regular walks</td>
<td>b needs different injections/regular check-ups</td>
</tr>
<tr>
<td>buy toys</td>
<td>c exercise is really important for dogs</td>
</tr>
</tbody>
</table>

You should take him to the vet, as he needs different injections and regular check-ups.

7. Portfolio: Use your answers in Ex. 6 and the plan to write your letter of advice (80-100 words).

Plan

Paragraph 1:
greet friend & explain reason for writing

Paragraph 2:
your advice & reasons

Paragraph 3:
ask friend to write back and tell you if your advice helped

Comedy Zone

I've lost my dog.

Put an advert in the newspaper.

Don't be silly. My dog can't read.
Reading & Listening

1 How are mountains formed? Read text A to find out.

A How Are Mountains Formed?
The ground we stand on is called the Earth's crust. When there is a strong push under that crust, continents hit each other, fold upwards and form mountains.

2 a. Think of three questions you want to ask about the Himalayas. Read, listen and see if you can answer them.

b. What do the following numbers refer to? 14 – 200 – 27,000 – 2,400 – 20 – 8,000

3 Read again and find the:
1 continent the Himalayas are in
2 five countries the Himalayas cross
3 names of four animals
4 capital city of Nepal

Study skills

Understanding new words
To understand the meaning of words you don't know, check if the rest of the sentence can help you.

4 Explain the words in bold.

Speaking

5 Close your books. What can you remember from the text?

Writing (a short text)

6 Portfolio: Find out about a mountain range in your continent. Write a short text about it. Write: where it is, length/height, people/wildlife

The Himalayas

The Himalayas (or 'Land of Snow') in Asia is the highest mountain range in the world! It is 2,400 km long and 200 km wide. It crosses Northeastern Pakistan, Northern India, Southern China (Tibet), Nepal and Bhutan. Ten of the world's 14 highest mountains, including Mount Everest, are part of the Himalayas and are all over 8,000 metres high.

Extreme weather conditions, high altitudes and rocky ground make life very difficult for people who live in the Himalayas. These people use simple hand tools and oxen to grow just enough food to live. Many animals and plants cannot survive there. Some, however, have adapted to the harsh environment. Among them are the mountain goat, with its thick warm coat and strong hooves, the red panda, the snow leopard and the yak.

Like other mountain areas, the Himalayas attract many tourists. In 1964, only 20 hikers visited Kathmandu, the capital of Nepal. In 2000, there were 27,000! This tourism provides income for locals, but it also causes many problems as tourists destroy mountain paths and leave tons of rubbish behind.

1 2,400 = two thousand four hundred
2 8,000 = eight thousand
Vocabulary

1 Complete the sentences.

1 It's b_______ hot today. It's 35°C.
2 They stayed in a five-star h_______.
3 Do you like white-water r_______?
4 I love sunbathing on clean s_______ beaches.
5 Camels live in d_______.
6 Cats have got long w_______ on their face.
7 Children d_______ up as witches during Halloween.
8 Dolphins have got f_______ and fins.
9 There's a wide r_______ of water sports to choose from.
10 It's f_______ cold outside. Turn on the central heating, please.

(10 marks)

2 Circle the odd word out.

1 expensive, family, cobbled hotels
2 busy, crowded, spicy streets
3 comfortable, fast, credit train
4 foggy, strong, windy weather
5 colourful, cultural, bright costumes

(10 marks)

3 Underline the correct word.

1 Have you ever flown/ridden in a plane?
2 We enjoy trying twin/local dishes.
3 The festival took/lasted for three days.
4 People let/put off fireworks on that day.
5 There are heavy/strong winds today.

(10 marks)

Grammar

4 Circle the correct item.

1 The Amazon is one of the longest rivers in the world.
   A at      B on      C in
2 George is _______ than Nick.
   A tallest    B tall     C taller

(10 marks)

5 Put the verbs in brackets into the correct tense.

1 John (not/arrive) yet.
2 Ann (not/come) yesterday.
3 (you/ever/travel) on a ship?
4 They (not leave/yet).
5 John is upset because he (lose) his passport.

(10 marks)

Communication

6 Complete the exchanges.

a There's a fly in your soup.
b I've been away on holiday.
c What's the weather like today?
d Mum, can I go to Sarah's after school?
e I had no idea.
f Oh, no!
1. A: Mark, it's been ages. Where have you been?
   B: ........................................

2. A: Simon lost his credit card.
   B: ............... That's terrible.

3. A: Did you know Mark left yesterday?
   B: ...................... He didn't tell me.

4. A: ..................................
   B: Yes, of course you can.

5. A: ..................................
   B: It's hot and sunny.

**Reading**

8. Read and choose the correct word for each space.

Dear Julie,

Greetings 1) ............... Ibiza. It's very hot and I'm getting a nice suntan. There's lots more to do here 2) ............... just sunbathing though. I've tried windsurfing, water-skiing and snorkelling, 3) ............... I haven't been on a jet ski yet.

The nightlife here 4) ............... fantastic, too. I've 5) ............... been to a beach barbecue and quite a few nightclubs. I've also 6) ............... at some great restaurants and tasted some delicious local dishes. I haven't bought any souvenirs 7) ............... but I've seen some nice things I want to buy.

Well that's all for now. See 8) ............... when I get back.

Love, Emma

Miss Julie Carlton
22 Bradshaw Lane
Brindley-on-Sea
Essex
EX1 5PM

**Listening**

7. Listen to a conversation at a travel agency and complete the gaps (1-5).

**Writing**

(a postcode)

9. Imagine you are on holiday. Send your friend a postcard. Write: where you are, where you are staying, what you've done so far. (40 - 50 words)

(16 marks)

(12 marks)

(Total = 100 marks)

**NOW**

I can...

- talk and write about holidays, transport and festivals
- describe weather conditions
- talk about geographical features
- talk and write about animals and their habitats
- catch up on news
- ask/give/refuse permission
Across the Curriculum

Reading & Listening

1. Look at the pictures of wild animals. Can you guess what they have in common? What kind of problems might they face? Think about: habitats, pollution, people, food.

2. a. Read the introduction. What is the leaflet about? What do you expect to read under each heading? Listen, read and check.

   b. What does the text say about: giant pandas, black rhinos, wildlife products, illegal wildlife trade, whaling? Explain the words in bold.

Speaking

3. Use the headings in the text to make a short speech to the class about ways you can help to protect wildlife.

Project: Use books and/or websites to find information and pictures about an endangered animal of your choice. Make information leaflets and display them in class.

The WWF was founded in 1961 as the World Wildlife Fund and operates in over 100 countries.

Today, many species of turtle face extinction. Giant Pandas have lost half their habitat. 90% of tigers disappeared in the 20th Century and black rhinos are one of the most endangered mammals on earth.

Our Global Species Programme aims to protect endangered and threatened species around the world, but we can't do it without your help!

So What Can You Do?

Think before you buy

Don't buy products made from plants or wildlife before you know if they are endangered or even illegal e.g. tortoise shell or ivory souvenirs, animal furs or exotic flowers and plants.

Report wildlife crimes

Let the police or an animal protection organisation in your country know if you spot any illegal wildlife trade or any other suspicious activities related to wildlife.

Go whale watching

Whaling, fishing, pollution and climate change all endanger whales. Take a trip with whale watchers and encourage whale and dolphin conservation!

Make a donation

Make a financial donation to the WWF or to another respected conservation organisation.
Before you start
- Where did you go on holiday last year? What did you do?
- What’s the weather like in your country today?
- Which is your favourite animal? Why?
- Describe it.
- Which was the last festival you attended? Talk about it.

Look at Module 3
- Find the page numbers for pictures 1-5.

Find the unit and page number(s) for
- diary entries
- a news report
- a weekly advice column
- newspaper headlines
- a joke

In this Module you will ...
- read, listen and talk about ...
  - disasters
  - accidents
  - bad days
  - illnesses
  - medical professions & workplaces
  - healthy/unhealthy lifestyles
  - micro-organisms on your body

- learn how to ...
  - narrate past experiences
  - give news & react
  - ask for medicine at the chemist’s
  - advise on health matters

- practise ...
  - past continuous vs past simple
  - reflexive pronouns
  - past perfect
  - linkers (when, while, as, and)
  - modals (mustn’t, should, can, need)
  - pronunciation of: /ʌ/

do a project about ...
- safety at home
- an event which happened in your country
- health rules

write ...
- diary entries
- a news report
- a story
- a cartoon strip
- letters asking for and giving medical advice
- an article making suggestions

Culture Clip: The Great Plague

Curricular Cuts: (Science) Micro-organisms on your body

Across the Curriculum: (Geography) Volcanoes
Nature’s attack!

Vocabulary

Disasters

1 Which picture shows: an earthquake, a fire, a hurricane, a flood, a volcanic eruption? Which are: natural disasters? caused by man?

2 Use the words to describe the pictures.
   - road/flood
   - lava/erupt
   - flames/spread
   - building/collapse
   - strong winds/blow

   In picture A flames are spreading.
   In picture B a building has collapsed.

Reading

3 a. Look at the texts. What type are they? Read the first sentence in each entry. What natural disaster are they about? Read through and check.

Study skills

Multiple Choice Cloze

Read the text quickly to get the general idea. Read again, one sentence at a time. Look at the choices for each gap. Focus on the words before and after each gap. They will help you decide on the correct word. Read the completed text to make sure it makes sense.

b. Read again and choose the best word (A, B or C) for each gap (1-8). Listen and check.

   1 A heard B hear C hears
   2 A many B lots C some
   3 A onto B from C to
   4 A finding B find C finds
   5 A spend B spending C spent
   6 A many B much C more
   7 A after B but C so
   8 A still B yet C already

   What a nightmare of a day! I was walking home from work at 6 o’clock. Suddenly, I 1) _______ a terrible noise. It sounded like 2) _______ of people were jumping up and down on a wooden floor. Then, I realised that the pavement was wobbling. Trees were swaying and windows were smashing 3) _______ the street. People were running. It was terrifying.

I got home and found Clare, my roommate, outside the building. She looked very shocked and she was shaking. She was too scared to go into our apartment in case the shaking started again, so we went to the park to 4) _______ a safe place to sit.

5th March

There were more tremors last night so we 5) _______ the night in the park. People were walking around and talking all night, so I didn’t really sleep. The Red Cross was giving out hot soup and blankets as it was cold. We are going to wait a few 6) _______ hours and then go home and check the apartment.

6th March

The tremors finally stopped. 7) _______ we went home. There isn’t too much damage. Our bathroom window is broken and some of our ornaments have smashed. The earthquake damaged quite a few houses in our area very badly. We were quite lucky, I suppose. Clare is 8) _______ worried, though. She wants to stay awake tonight, just in case, but I’m so tired I could sleep for a week!
Exploring Grammar

Past Continuous vs Past Simple

We use the past continuous for:
- an action happening in the past when another past action interrupted it. He was sleeping when the fire started.
- the setting or background information to a story. It was raining and the wind was blowing.
- two actions happening at the same time in the past. She was sleeping while he was watching TV.

Put the verbs in brackets into the past continuous or the past simple.

1. It (rain) heavily as Lisa (drive) to the station.
2. I (come) back from work late that afternoon. It (snow) and the streets (be) empty.
3. The forest fire (burn) all night. Firefighters (try) to put it out while farmers (move) their sheep to a safer place.
4. The hurricane (get) stronger so people (leave) their homes.
5. We (watch) TV last night. Suddenly, the lights (go out).

Listening

You will hear a radio programme about safety during floods. Read the leaflet and guess the missing words. Listen and complete it.

Follow these simple rules and be safe

Do
- Turn off (0) gas and electricity.
- Move (1) …………. and valuables to safety.
- Leave the building and get to a higher (2) …………. .

Don’t
- Return to a building before you are certain it is (3) …………. .
- Walk around in (4) …………. that is higher than your ankles.
- Drive through closed roads and (5) …………. areas.

Remember
- STAY CALM! Call the Flood helpline 0844 223 6698 for assistance during a flood.

Pronunciation (/ʌ/)

Listen and repeat.

blood, flood, love, brother, mother, other, enough, rough, tough, money, some

Writing (diary entries)

Portfolio: Imagine you’ve experienced a flood. Use the information from Ex. 7 to write two short diary entries. Write:
- when it happened • what happened
- what you did • how you felt

It was early evening and I was having dinner, when suddenly...
Vocabulary

*Parts of the body & accidents*

1. Name as many parts of the body as you can remember.
2. What happened to each person? Use the prompts to make sentences.
   - cut finger
   - twist ankle
   - scald hand
   - hurt back
   - graze knee
   - break tooth

2. Have you ever had a similar accident? How did it happen? Tell your partner.

Listening & Reading

3. The sentences are from the following dialogue between two friends. What is the dialogue about? Listen, read and check.
   - You look awful!
   - Are you alright?
   - What happened?
   - That must have really hurt!
   - You can say that again!
   - Oh, you poor thing.
   - And, as if that wasn’t enough,...

*Dialogue*

Amy: Mike! You look awful! Are you alright?
Mike: No, I’m not. I’ve had the worst day of my life. I was trying to do some work around the house and everything went wrong.
Amy: Why? What happened?
Mike: Well, first of all, I was cleaning the upstairs windows when the ladder slipped and I fell and hurt my back.
Amy: Oh no! That must have really hurt!
Mike: You can say that again! Then, I was hanging a picture on the living room wall when I hit my finger with the hammer.
Amy: Oh no!
Mike: Exactly. And as if that wasn’t enough, I was making myself a cup of tea when I split boiling water over my hand and scalded myself.
Amy: Oh, you poor thing. You have been in the wars. Tell you what – why don’t you come round to my house for dinner. It might make you feel better.
Mike: That’s a great idea. I don’t think I should risk cooking with the day I’m having.

4. Read and answer the questions. In pairs, think of a title for the dialogue. Then explain the words in bold.

1. Why is Mike miserable?
2. Where did the accidents happen?
3. How did Mike scald his hand?
4. What does Amy offer to do?

5. What do you think happened to Mike when he went to Amy’s? Listen and mark the sentences T (True) or F (False).

1. Mike fell down a step at Amy’s house.
2. Mike hurt his hand on the door.
3. Mike split a drink over Amy.
Speaking

6 Portfolio: Imagine you had a bad day like Mike. Take roles and act out a similar dialogue. Use the phrases in Ex. 3. Record yourselves.

Exploring Grammar

> Past Continuous/Past Simple when – while

Grammar Reference

7 Put the verbs in brackets into the past simple or the past continuous.

1 Tim (play) football when he (fall) and hurt his leg.
2 Simon was working on his computer while James (talk) on the phone.
3 Frank (write) a report when his boss (call) him.
4 Sandra (watch) TV while her mum (get) home.
5 It (rain) and lightning (flash) in the sky as Lisa was driving to the station.
6 The children (do) their homework when the lights (go) out.

8 Complete the sentences. Use when or while.

1 He was walking down the street .
2 He was waiting for the bus .
3 She was cleaning .
4 They were driving .

GAME

Choose a leader. He/She says what happened to him/her yesterday evening. In teams, ask four questions each to guess the reason.

Leader: I cut my finger yesterday.
Team A: S1: Were you cutting bread?
Leader: No, I wasn't, etc

> Reflexive pronouns

Grammar Reference

9 Read the rules. How do we form reflexive pronouns? Find examples in the dialogue.

We use reflexive pronouns when:
- the subject and the object are the same
  She cut herself.
- with a preposition meaning 'without help'
  He pointed the room by himself. (=on his own)
- to emphasise the subject
  I made the cake myself.

10 Complete the sentences. Use reflexive pronouns.

1 Jill has hurt .
2 They cleaned the house by .
3 She scalded .
4 Have some cake. I made it .
5 He fixed the roof .

> mustn't – can

Grammar Reference

11 a. Read the rules.

We use mustn't to express prohibition.
You mustn’t touch these wires. (it’s forbidden)
We use can to express possibility.
They can electrocute themselves. (it’s possible)

b. Look at the pictures. Use the phrases to say how these are dangerous for children.

- cut • scald • poison • electrocute • start a fire

A: Children mustn’t play with scissors. They can cut themselves.
B: That’s true. They can also hurt others.

Writing (a leaflet)

12 Portfolio: Prepare a leaflet on how to make a house safe for children. Use ideas from Ex. 11b as well as your own.
News flash!

Vocabulary
- Accidents & disasters

1 a. Which newspaper headlines match the pictures?

b. Which type of accident does each headline match? Which words helped you decide?
- poisoning, explosion, road accident, drowning, plane crash, rail accident, fire, environmental disaster

Everyday English
- Giving news & reacting

2 Use the headlines in Ex. 1 and the language in the box to make exchanges as in the example.

Giving Bad News
- You won’t believe what happened!
- Did you hear?/Have you heard?
- Look at this!

Reacting to bad news
- Oh no!/Oh dear! /Really? /That’s terrible!/How sad!/How awful!

A: Did you hear? Five people died in a factory blast yesterday.
B: That’s terrible.

Reading
3 Look at the title of the article. In what context do you expect to find the words/phrases below? Listen, read and check.
- emergency landing, crew members, freak storm, bolt of lightning, hit plane, make contact with, air traffic control, pour with rain, crash, landed, passengers

4 a. Read and put the events in the order they happened.

A [Plane flew into a freak storm]
B [Onboard computer crashed]
C [Pilot landed plane in a field]
D [Pilot couldn’t contact air traffic control]
E [Bolt of lightning hit plane]

b. Explain the words in bold, then suggest opposites for the highlighted words.
"I'M NOT A HERO," says pilot

The pilot of the Midlands Airways 747, who made an emergency landing outside Frankfurt yesterday afternoon, insists that he's not a hero. However, he saved the lives of 4 crew members and 194 passengers.

"I just did what I had to do," says pilot Russell Armstrong. "The plane was experiencing problems because we had flown into a freak storm. The onboard computer had crashed and we couldn't make contact with air traffic control. It was pouring with rain and it was very dark. Suddenly, a huge bolt of lightning hit the plane. I was terrified that the plane would crash." Armstrong decided to make an emergency landing. He eventually landed the plane in a field outside Frankfurt.

"It was the first time I've had to make an emergency landing, and I'm just glad I got everyone to safety," Russell says. "I don't want praise, though. I was just doing my job." The passengers of Midland Airways flight MA 234 took a different view, however. "I don't care what anyone says," said passenger Irene Kent. "Russell Armstrong is a hero."

Speaking

5 Use the notes in Ex. 4a to make a short summary of the article. In pairs, think of another title.

Exploring Grammar

> Past Perfect

Grammar Reference

6 a. Read the rules. Find examples in the article.

We use the past perfect for an action which happened before another action in the past. He had left when Ann came. (First he left, then Ann came.)

b. In which sentence did the people NOT meet John?

A When we arrived, John left.
B When we arrived, John had left.

7 Arrange the words to form full sentences using the past perfect.

1 he/get wet/leave umbrella at home
   He got wet because he had left his umbrella at home.
2 she/be late for work/miss bus

Listening

8 Explain the emergency services a-f. Match them to the symbols at the bottom of the leaflet. Which emergency services operate in your country? What number(s) do you dial?

a mountain rescue   d ambulance
b coast guard   e police
c fire service   f cave rescue

9 You will hear some instructions about what to do in an emergency. Listen and fill in the gaps.

In an emergency, call 999

1 Lift the 0 telephone handset and dial 999. You may also use 1 as an alternative to 999.

2 Tell the operator which of the following emergency services you want.
   - fire
   - coastguard
   - mountain rescue
   - ambulance
   - cave rescue

3 Wait for the operator to 3 you to the emergency service.

4 Tell the emergency service:
   - where the trouble is;
   - what the trouble is;
   - where you are;
   - the 4 of the phone you are using.

Never make a 5 call.

Writing (a news report)

10 Portfolio: Choose newspaper headline from Ex. 1 and write a short news report about it. Write: • when/where it happened • details • what happened in the end • feelings
What a day!

Getting Started

1. What could make a day unforgettable? Think about: an unexpected visit, an accident etc. How could someone feel in each situation: surprised, embarrassed, relieved, happy, shocked?

Let’s look closer

2. Look at the underlined phrases and answer the questions.
   
   A teen magazine has asked its readers to send in stories entitled “What a day!” Write your story for the competition. (100 - 120 words)

1. What are you going to write?
2. What could your story be about?
3. Who could the main character be?
4. Which tense(s) will you use?

3. a. Read the story and put the paragraphs in the correct order. Then explain the words in bold.

   A. The two girls were very frightened. They jumped out of bed and ran onto the landing. Flames were slowly climbing up the stairs. The air was hot and thick with smoke. “You wake Mum and Dad,” said Kate. “I have to call the fire brigade.”

   B. As soon as the fire was finally out, one of the fire fighters came over to Kate and Lucy. “You were very brave,” he said. “You acted very quickly. Well done!” Everybody smiled. They were relieved that the nightmare was over.

   C. It was a cool night and Kate was lying awake in bed. Her sister, Lucy, was sleeping peacefully on the other side of the room. She had come home late and was tired. Kate didn’t know what had woken her up, but she felt that something was wrong.

   D. When the fire brigade arrived, the whole family were standing by an upstairs window. The fire fighters climbed up a ladder and carried them down to safety. Then, they put out the fire with long hoses.

   E. Suddenly, she smelt a strange burning smell. She sat up in bed. “Lucy!” she said. “What is it?” Lucy asked, as she opened her eyes. “Can you smell smoke?” asked Kate. Lucy sniffed the air. “Yes,” she said. “Oh no! The house is on fire!”

b. Read again and underline:
   - words/phrases which describe the weather
   - adjectives which describe feelings
   - words which link actions/events
   - words/phrases which describe the atmosphere

4. Which paragraph tells us: when and where the story happened? what the weather was like? what happened before the climax event? what the climax event was? what happened in the end? who the main characters are?

Writing (a story)

5. Look at the pictures and listen to the sounds. Can you guess what the story is about? Think about:
   - main characters
   - events in order
   - climax event
   - feelings

6. Join the sentences. Use when, as, and, while.
   
   1. It was dark and stormy. Toby arrived home from work.
   2. Toby laughed. He saw his neighbour’s cat on the kitchen table.
   3. He was taking his coat off. He heard a strange noise.
   4. He picked up his umbrella. He slowly opened the kitchen door.

Study skills

Sequence of events

Before you start writing, decide on the main character(s), setting & time and what events you will include. Write the events in the order they happened. This helps the reader understand the story more easily.

7. Portfolio: Use your answers in Exs 5 & 6 to write your story for the magazine (100-120 words). Follow the plan.

Plan

Introduction (Para 1)
   set the scene (who, when, where, what)

Main Body (Paras 2 - 4)
   events in the order they happened

Conclusion (Para 5)
   what happened in the end, your feelings
Reading

1. Read the poem. How could it be related to the title and the pictures? Listen and read to find out.

2. Read the article. What do these numbers refer to? 1665 – 100,000 – 12 – 7,000 – 1666

3. Read the text and replace the words in bold in sentences with words from the text.
   1. British children enjoy playing it.
   2. It is about the Great Plague in London.
   3. People put them in their pockets.
   4. Many left London because of it.
   5. They were the reason for the disease.
   6. He designed streets in London.

4. Read again and explain the words in bold. In pairs, give each paragraph a title.

Speaking

5. Say three things you remember from the text.

Writing (a short text)

6. Portfolio: Think of an event which happened in your country in the distant past e.g. fire, earthquake, flood etc. Collect information and write a short text about it. Write: where, what happened, when it happened, what happened in detail, what happened in the end. Present your article to the class.
What's the matter, Jane? You don't look very well.

No, I feel awful! I've got a splitting headache.

What's that?

Oh, no! Now I've got measles! Enough of your silly inventions!

I'm preparing a magic potion. It works great for measles!

What's this? Another invention?

Yes, but now I've got a terrible stomach ache! I'll use my magic wand. Stomach ache, go away!

Wow! The spots have disappeared!

I think I've got a temperature!

Try it! If it doesn't work, I'll call a doctor.

Great! Thanks, Joe. That invention works wonders! What is it?

It's called ... an aspirin! Sometimes simple cures work best!
Vocabulary

- **Health problems**

1. Look at the cartoon strip. What is special about Jane and Joe? Which of the following health problems does Jane mention?
   - toothache • a splitting headache
   - stomach ache • a sore throat • earache
   - a cold • measles • a cough
   - a temperature

2. What do you do when you have any of the problems in Ex. 1?
   - take medicine/antibiotics/painkillers
   - see a dentist • have a cough sweet
   - take an aspirin • take some vitamin C
   - call/see a doctor • stay in bed

   When I have toothache, I see a dentist.

Reading

3. Which cure works the best for Jane? Listen and read to find out. Read again and find words/phrases which mean:
   - really bad (x3) • stupid • vanish (x3)
   - is excellent (x2)

Everyday English

- **Talking about health problems**

4. Imagine you have some of the problems in Ex. 1. Use the table to act out dialogues as in the example.

 Asking about health | Complaining | Sympathising & giving advice | Responding
---|---|---|---
• What's wrong? | • I'm not feeling well. | • You poor thing. / Oh no! Oh dear! | • That's a good idea.
• What's the matter? | • I've got (a) (terrible/ really bad) ... | | • I think I will.
• Are you all right? | | | • Maybe I should.

**A:** What's the matter?
**B:** I'm not feeling well. I've got a splitting headache.
**A:** Oh dear! Why don't you take a painkiller?
**B:** I think I will.

Exploring Grammar

- **Conditionals Types 0 & 1**

Grammar Reference

5. How are conditionals Types 0 & 1 formed? Which word introduces the hypothesis? Find examples in the cartoon strip.

1. If the temperature of water reaches 100°C, it boils. *(type 0 – law of nature/general truth)*
2. If Alex eats too many sweets, he will get stomach ache. *(type 1 – future possibility)*

6. Put the verbs in brackets into the correct tense. What type of conditional is each sentence?

   1. If you ........................................... (not/stay) at home, you ........................................... (get) worse.
   2. If I ........................................... (have) a headache, I ........................................... (take) an aspirin.
   3. Water ........................................... (turn) to ice if the temperature ........................................... (drop) below 0°C.
   4. You ........................................... (catch) a cold if you ........................................... (not/wear) your jacket.
   5. If you ........................................... (boil) water, it ........................................... (evaporate).
   6. All metals ........................................... (expand) if you ........................................... (heat) them.

7. Complete the sentences. Use: open, call, melt, tell, do.

   1. If his temperature doesn’t drop, we ........................................... .
   2. If I need anything, I ........................................... .
   3. If you turn the switch, the door ........................................... .
   4. If I have time, ........................................... .
   5. If you leave butter in the sun, it ........................................... .

8. **Portfolio:** Work in pairs. This time it’s Joe who isn’t feeling well. Use phrases from Ex. 4 to act out a dialogue similar to the one on p. 54. Record yourselves.

9. **Writing (a cartoon strip)**

   **Portfolio:** Write your dialogue as a cartoon strip.
Vocabulary

Medical professions

1 Who do you need to see if you:
• have a toothache? • need an operation?
• need glasses? • have an eye infection?
• have a bad tooth? • have tired eyes?
• have pneumonia? • have a cough?

If you have a toothache, you need to see a dentist.

2 Where do the people in the pictures work?
Who can write prescriptions?
• surgery • hospital • chemist’s • lab
• clinic • optician’s

A chemist works in a chemist’s or a lab.

Listening & Reading

3 The following sentences are taken from two dialogues, a and b. Where do they take place?

A Thank you. Oh, and something else.
B How often can I use them?
C Could I have something for sunburn, please? My back is really burnt.
D What do you have for tired eyes?

E Oh, no. I hate the drill!
F What’s that?
G Well, I’ve got toothache.
H Oh, OK. As long as it’s not a needle. I hate needles.

4 a. Use the sentences A-H to complete the dialogues. Listen and check.

b. What is each person’s problem? What do the chemist and dentist advise?

Study skills

Completing a dialogue

Read the sentences. Read through the dialogue once. Read carefully before and after each gap before you choose an answer. Some answers may fit with what comes before the gap, but not with what follows. When you complete the dialogue, read it through to see if it makes sense.

a A: Good morning. How can I help you?
B: 1)
A: I suggest you use this skin cream. You apply it twice a day.
B: 2)
A: Yes, madam?
B: 3)
A: Try some of these eye drops. They’re excellent!
B: 4)
A: Whenever your eyes are sore. But you mustn’t use them more than three times a day.
B: OK, thank you.

b A: Hello, Judy. Come and sit down. What’s the problem?
B: 5)
A: OK, let me have a look. Open wide.
B: 6)
A: It’s just a mirror. See? You needn’t be afraid.
B: 7)
A: Hmm ... I’m afraid you need to have a filling.
   We must do it now before it gets worse.
B: 8)
A: Don’t worry. You won’t feel a thing!
Everyday English

*At the chemist's*

5 Portfolio: Imagine you have some of the problems below. In pairs, take the roles of the customer and the chemist. Use the language and the phrases to act out a dialogue.

- sunburn/skin cream
- cough/cough syrup
- insect bites/ointment
- cold/vitamin C tablets

<table>
<thead>
<tr>
<th>Asking for medicine</th>
<th>Suggesting</th>
</tr>
</thead>
</table>
| What do you suggest/have for ...? | Try some ...
| Could/Can I have something for ...? | I suggest ...
| | You should ...
| | You can try ...

Exploring Grammar

*must(n't) – need(n't)*

6 Read the rules. Find examples in the dialogues.

We use *must* to express:
- strong advice: You must brush your teeth after meals. (I strongly advise you to do)
- necessity: You must take one tablet three times a day for five days. (it's necessary that you do it)

We use *mustn't* to express:
- strong advice: You've got a temperature. You mustn't go out. (I strongly advise you not to do)
- prohibition: You mustn't enter this area. (it's forbidden)

We use *need*/*needn't* to express:
- necessity/lack of necessity: We need to be there on time. (it's necessary) You needn't worry. Everything will be fine. (it isn't necessary)

Ann has pneumonia. Imagine you are a doctor. Use the prompts to tell her what she must/mustn't do.

- drink lots of fluids
- forget your medicine
- get plenty of rest
- go to work
- eat well
- go out

8 Match the notices to their meanings. What do the other two notices mean?

A **DOCTOR ON CALL**
B **SLOW! CHILDREN CROSSING**
C Back in 10 minutes
D Flu Vaccinations Now Available
E AMBULANCES ONLY
F **NO SMOKING**

1 You must not drive fast here.
2 You must come back later.
3 You must not park your car here.
4 You must not smoke here.

9 Fill in with *need* or *needn't*.

1 You __________________ worry about me. I'm fine.
2 Let's go! We __________________ be at the airport before 10:00.
3 I __________________ make a phone call. It's an emergency.
4 You __________________ go to the doctor. It's just a cold.

Listening

10 You will hear some information about dental health. Listen and fill in the gaps.

**HOW TO KEEP YOUR TEETH & GUMS HEALTHY**

- Brush your teeth after every 0 meal or at least 1 a day.
- Brush for at least 2 minutes.
- Avoid 3 and sugary drinks.
- Eat lots of fresh 4 vegetables.
- Visit your dentist every 5 months for a check-up.

Writing (rules)

11 Use your answers in Ex. 7 to write a set of five rules about what you must/mustn't do when you have pneumonia.

*You must drink lots of fluids.*
Do you?

Healthy Lifestyles
- eat a balanced diet
- sit around/sit at a desk all day
- eat lots of fatty foods/fast food
- drink a lot of caffeine
- exercise regularly
- get enough sleep
- skip meals
- take plenty of exercise
- get stressed out
- drink plenty of water
- stay up late
- walk
- eat lots of fruit/vegetables

You asked Andrew...
Weekly advice column for all your health concerns

Dear Andrew,
I'm really overweight! I've cut out breakfast and all fatty foods, but I just can't seem to lose weight. I'm desperate - please help!
Hungry & Miserable, Coventry

Dear Andrew,
I'm always stressed out! I work long hours and find it hard to relax when I get home. What can I do?
Stressed, Brighton

Dear Andrew,
I sit at a desk all day, but I always seem to feel tired! Any suggestions?
Sleepy, Cardiff

A
Don't despair! First of all, you should always eat breakfast! Imagine you're a car. If your 'fuel tank' is empty, it doesn't go anywhere! Also, if you skip meals, you often eat more later and put on weight. You should eat a balanced diet and take plenty of exercise. That's the best way to lose weight!

B
Try going for a quick swim in the morning or walking to work. When you exercise, your heart beats faster and your blood carries more oxygen to your brain. This gives you more energy and helps you to think more clearly! Also, do you get enough sleep? Remember, most people need 7-8 hours of sleep to function well the next day!

C
Take it easy! There's more to life than work you know! Why not take up a new sport or hobby to get out of the house? You could join a gym! If you exercise regularly, your body cope with stress much better. Also, try not to drink too much coffee and tea. If you drink a lot of caffeine, it increases anxiety.

Vocabulary
Lifestyles

1. Have you got a healthy lifestyle? In pairs, ask and answer questions from the magazine extract to find out.

Reading

2. a. Read the letters Andrew received. What is each person's problem? What advice might he give?

b. Match Andrew's answers A, B or C to the correct letter. Listen and check. What advice does he give?

c. Match the words in bold with a synonym below.

- manages
- start
- work
- stopped eating
- gain
3 Look at the text again. What happens if/when ...
- you skip breakfast?
- you exercise regularly?
- you drink a lot of caffeine?

Exploring Grammar

Exploring Grammar

4 Read the rules. Find examples in the text.
We use should/shouldn't to give advice.
You should avoid fatty foods. (it's the right thing to do)
You shouldn't eat too many sweets. (it's not the right thing to do)

5 Make sentences using should and shouldn't.
What would you say to a friend who ...
1 eats too many sweets?
2 has got a bad cold?
3 gets stressed too easily?
4 is overweight?
5 doesn't exercise at all?
6 has a headache?
You shouldn't eat so many sweets.

Speaking

6 Imagine you are one of the three people in the text. Work in pairs. State your problem. Your partner advises you what to do.

Intonation (conditional sentences)

7 Listen and repeat.
1 If you eat less, you’ll lose weight.
2 If I see Ann, I’ll tell her.
3 If you exercise, you’ll feel better.

8 Answer the following questions about yourself. Then, tell your partner.
What do you do if you ...
1 can't get to sleep?
2 feel hungry and there's no food at home?
3 are tired, but have to study/work?
4 put on weight?
5 have a headache?
A: If I can't get to sleep, I watch TV
B: Really? I read a book. / Me too.

Listening

9 You will hear four short conversations. For questions 1-4, put a tick (✓) in the box under the right answer.

1 What is John doing now?

2 What is Kate having?

3 When is the exam?

4 What's wrong with Ann?

Writing (letters asking for & giving advice)

10 Portfolio: Write a letter to the 'Ask Andrew' advice column. Exchange letters with a partner and write a suitable reply.
Getting Started

1. Read the opinions about studying for exams. Which ones do you agree with?

- You'll definitely avoid stress if you just leave all your studying until the last minute.
- You should cut out all fun activities when studying for exams.
- Relaxation and a healthy diet are important at exam time.
- Studying in a library is better than studying at home.
- Planning your studying well is the best way to avoid exam stress.

Let's look closer

2. a. Look at the title of the article. Which of the suggestions in Ex.1 do you think the writer will include? Read and check.

b. Fill in the gaps (1-8) with an appropriate word. Think of another title for the article.

So you want to avoid exam stress?

It's exam time again, but how do you cope? Leave your studying until the last minute and then cut out everything you enjoy and study all the time, right? Wrong! All you need is to be sensible 1) ................... organise your time.

First of all, you need 2) ................... begin studying early. If you just revise 3) ................... night before, you'll definitely get stressed! Just draw up a study plan and stick to it. In this way, you'll make sure you complete everything on time. You will also be much calmer and a lot more relaxed.

Secondly, you should eat well and get enough sleep. 4) ................... you have plenty of energy and your mind is rested, you will be able to think more clearly. Also, don't forget you need to find time to relax and 5) ................... fun! Take the dog for a walk, for example, or have a quick snack with friends. This 6) ................... help to clear the mind.

All in all, what you 7) ................... is to plan your time carefully. If you do this, exam stress 8) ................... be no problem.

3. a. Which paragraph(s): make suggestions and give reasons/examples? gets the reader's attention and presents the main idea? summarises the writer's ideas?

Writing (an article making suggestions)

4. Underline the key words in the rubric below. Then, match the suggestions (1-3) to the reasons (a-c). Make complete sentences.

Your teacher has asked you to write an article for your school magazine making suggestions about how to lose weight. Write your article (100-120 words).

- eat a variety of foods
- not miss meals
- take up a sport you like

a. body/burn/calories more slowly/can put on weight
b. if/exercise regularly/lose weight
c. if/only eat salads/not have energy/get through the day

You should eat a variety of foods. If you do this, ...

5. Portfolio: Use your answers in Ex. 4 to write your article (80-100 words). Follow the plan.

Plan

Introduction (Para 1)
- present the topic

Main Body (Paras 2-5)
- first suggestion and reasons/examples
- second suggestion and reasons/examples

Conclusion (Para 4)
- summarise your suggestions
Micro-organisms on Your Body!

Head & Hair
Between 60 and 12 million people worldwide get them every year and it doesn't matter if their hair is dirty!

1) ........... clean! Lice can't jump or fly, so you can only get them by touching heads or sharing a brush with someone who has lice. They can survive for 30 days 2) ........... your head and lay up to 8 eggs a day! Yuck!

Mouth & Teeth
There are more bacteria, fungi and viruses in your mouth 3) ........... the entire world's population! Most of them are harmless, apart from streptococcus bacteria. These feed on the sugar on your teeth and produce plaque that destroys 4) ...........

Pores & Eyelashes
What's for dinner? You are! This little guy, the 'follicle mite', dines on dirt and fat in the pores on your face, and on 5) ........... eyelashes! Gross!

Skin & Nails
The itchy condition called 'Athlete's Foot' doesn't just affect athletes. Anyone can get this microscopic fungus 6) ........... eats old skin cells and grows in hot, sweaty places like smelly socks and shoes! Ugh!

Listening & Speaking

1. Look at the pictures. What do you think they show? How are they related to human bodies? Read through to find out.

2. Read and complete the missing words. Listen and check. Explain the words in bold.

3. Match the quotes to the problems in the text.
   A "Last night when I was taking my socks off, I noticed that my toenails were a strange colour."
   B "When I brushed my hair this morning, I noticed that there were little black spots on my hairbrush."
   C "After I brushed my teeth this morning, one of them started to really hurt."

Speaking

4. Portfolio: Make notes about each micro-organism. Use your notes to tell the class about them. Record yourselves.
Self-Assessment

MODULE 3

Vocabulary

1 Fill in the correct word.
   • flames  • eruption  • twisted  • scalded
   • temperature  • earthquake  • ambulance
   • burnt  • antibiotics  • flooded

1 They knew it was a(n) ................... when the ground began to shake.
2 Mark fell off the ladder and ........................... his ankle.
3 She ........................... her finger while she was ironing.
4 Did you hear about the volcanic ................... in Tahiti? A whole village was destroyed.
5 I feel so hot. I must have a very high ................... 
6 The doctor gave me ........................... to clear up an infection.
7 The ................... spread so quickly that the whole forest burned down in minutes.
8 Quick! Call a(n) ........................... Mike's hurt his back.
9 He split boiling water over himself and ........................... his leg.
10 It rained so hard the whole village ...........................................

(10 marks)

2 Who do you visit if you ...
   • doctor  • dentist  • ophthalmologist
   • surgeon  • optician  • chemist

1 ... break a tooth? ...........................
2 ... need glasses? ...........................
3 ... need to pick up some pills? ...........................
4 ... need an operation? ...........................
5 ... have a fever? ...........................
6 ... have an eye infection? ...........................

(6 marks)

Grammar

3 Underline the correct item.

1 You needn't/mustn't wash the dishes, I'll do it later.
2 You mustn't/needn't make any noise after 11pm.

3 I didn't see Jamie. He had left/left before we arrived.
4 They went/had gone to Disneyland last week.
5 The sun was shining/shine all week.
6 He was washing the car when it started/had started to rain.
7 If you heat water, it will boil/boils.
8 You need/must take short breaks every hour when you work on a computer.
9 Gerry was working in the garden while Jane and Penny had cooked/were cooking lunch.
10 Laura couldn't get into the house as she lost/had lost her keys.
11 He decorated the flat himself/herself.
12 If you study hard, you pass/will pass your exams this time.
13 I made/was making dinner when the phone rang.
14 If he will win/wins the lottery, he'll go on a round-the-world trip.
15 If he eats lots of junk food, he puts on/will put on weight.

(30 marks)

4 Complete the exchanges.

   a What's wrong?
   b Oh, you poor thing.
   c That's terrible!
   d What do you suggest I take for a cold?
   e I think I will.

1 A: Did you hear? There was a train crash yesterday?
   B: ...........................

2 A ...........................
   B: I've got a really bad headache.

3 A: I'm not feeling very well.
   B: ...........................

4 A: If you have a temperature, take an aspirin.
   B: ...........................

5 A: ...........................
   B: Try some of these vitamin C tablets.
Reading
5 Read the text and choose the best word (A, B or C) for each gap.

Antibiotics
What are antibiotics?
Antibiotics are important medicines as 1) ... help fight infections caused by bacteria. However, bacteria 2) ... ways to resist antibiotics, so that they no longer work. The more we use antibiotics, the less effective they become, so we 3) ... use them carefully.

How to use antibiotics carefully.
Basically, don’t take them 4) ... you don’t need them. If you have a virus antibiotics won’t work. Since viruses cause all colds and most sore throats and coughs you should ask 5) ... chemist for advice rather than take antibiotics.

When are antibiotics the answer?
Your doctor 6) ... prescribe antibiotics when you need them, for example, for pneumonia. Remember, if you only 7) ... antibiotics when necessary, they are more likely to work when you really need 8) ...


Listening
6 You will hear four short conversations. For questions 1-4, put a tick (✓) under the right answer.

1 What time is the man’s appointment?

10:00
10:30
11:30
A
B
C

2 How many people were injured?

A
B
C

3 What happened to Pete?

A
B
C

4 How was John travelling?

A
B
C

Writing (a short story)
7 Write a short story for the school magazine entitled ‘A bad day’. (100 - 120 words)

(20 marks)
(Total = 100 marks)

NOW I can...
- talk and write about disasters & accidents
- narrate past experiences
- give news & react
- ask for medicine at the chemist’s
- describe healthy/unhealthy lifestyles
- write a story

... in English!
Volcanoes

There are more 1) ............... 500 active volcanoes in the world, but what exactly is a volcano? Well, under the Earth's crust there 2) ........... a deep layer of molten rock called magma. As this magma boils, like water in a pot, 3) .............. sometimes pushes up through a weak spot in the crust and boiling lava flows out. This lava becomes hard and eventually forms a volcanic mountain. Sometimes volcanoes erupt, sending hot ash, gases and rocks flying into 4) ............... air. When these last back down, 5) ............ often fall back into a circle and form a large hole in the middle called a crater. An erupting volcano 6) ............... cause great problems. When Mount St Helens in Washington, USA, erupted 7) ............... 1980, for example, it caused large earthquakes, massive avalanches, mudslides 8) ............... huge explosions. 57 people were killed.

Listening & Reading

1 What is a volcano? How do you think it erupts? Look at the diagram and discuss with a partner. Read and check.

2 Read again and complete the gaps (1-8). Listen and check. Then, explain the words in bold.

Speaking

3 Use the diagram to talk to the class about volcanoes.

Project: Put the instructions in the correct order and make your own volcano.

Make Your Own Volcano!

You will need: a large tray, some old newspaper, some sand or clay, a glass jar, 3 tablespoons of baking soda, red food colouring, half a glass of water, a glass of vinegar.

Instructions:
- Add the vinegar and stand back!
- The chemical reaction makes the red liquid bubble up and flow down the sides of your volcano, just like a real one!
- Put the baking soda in the jar and add the food colouring and water.
- Put the newspaper on the tray. Put the jar in the centre and build sand/ clay around it to make a volcano shape.
Module 4 (Units 7 & 8)

Before you start
- Have you ever experienced a natural disaster? Talk about it.
- Think of a bad day you had. Tell the class what happened.
- Have you got a healthy/unhealthy lifestyle? Talk about it.
- Name some everyday health problems. What do you usually do for each?

Look at Module 4
- Find the page numbers for pictures 1-5.
- Find the unit and page number(s) for
  - a takeaway menu
  - a restaurant advert
  - a restaurant review
  - a gym advert
  - film reviews

In this Module you will ...
- read, listen and talk about ...
  - food & drink
  - shops & products
  - shopping habits
  - money
  - hobbies & personalities
  - sports & equipment
  - types of entertainment
- learn how to ...
  - order food from a takeaway
  - decide on clothes
  - buy things
  - recommend a restaurant
  - express agreement - disagreement
  - talk about entertainment & feelings
- practise ...
  - countable - uncountable nouns
  - quantifiers & containers

mustn't - don't have to
- going to - will
- infinitive, -ing form
- -ing/-ed participles
- pronunciation of /i/ -/d/, /ɪ/-/s/; stressed syllables

- do a project about ...
  - a restaurant advert
  - a poster for a sports centre

- write/make/do ...
  - a restaurant advert
  - a note
  - comments for a message board
  - a restaurant review
  - a text about a national dish
  - your profile for a contest
  - reviews
  - an email recommending a film
  - a diary entry

Culture Clip: National Dishes
Curricular Cuts: (Literature) The Prisoner of Zenda
Across the Curriculum: (PSHE) Budgeting
APPETIZERS
Spring rolls £3.50
Chicken wings £4.25
Mussels in Black Bean Sauce £4.25
Tuna salad £4.25
Chicken salad £3.20

SNACKS
Cheeseburger & French Fries £2.10
Tuna Sandwich £1.50
Grilled Sandwich & French Fries £2.60

DESSERTS
Chocolate cake £4.00
Cherry pie £3.75
Fresh fruit salad £3.50
Ice cream £2.90
Pancakes £3.70
Toffee Apple £2.50

SOUPS
Chicken & Sweet Corn soup £2.50
Hot & Sour soup £2.50
Vegetable Bean soup £2.20

MAIN COURSES
Sweet & Sour Chicken £4.80
Sliced Beef & French Fries £6.60
Roast Duck £8.50
Fresh Lobster with Ginger £7.00
Egg fried Rice £2.00
Steak and Onions £5.00
Steak & Baked potato £5.20

DRINKS
Mineral water £1.50
Cans (Coke, Diet Coke, Fanta) £0.60

All prices include VAT at 17.5%.

Vocabulary
Food & drink

1 Look at the menu. What are these dishes/desserts in your language? Have you tried any? Which do you eat with a knife & fork, spoon, your fingers?

2 How can you cook: • potatoes • chicken • fish • rice • steak • eggs • beef • beans • pie

1 roasted; 2 grilled; 3 cooked; 4 baked; 5 boiled; 6 fried

Potatoes can be roasted, grilled, baked, boiled or fried.

How do you usually eat them in your country?

Everyday English
Ordering food from takeaway

3 Work in pairs. Imagine you have got guests at home. Order a takeaway. Use the menu above and the language below.

A
Hello! Laura’s takeaway!
Can I help you?
What would you like?
Would you like anything else?
(address and telephone number?)
(name?)
Thank you.

B
I’d like to order...
Can I have/I’d like to have...
Yes, please. I’d also like...
No, that’s all, thanks.
(give address/telephone number)
(give name)
8 Match the examples to the rules.
We use some in the affirmative with uncountable and countable nouns in the plural and in requests.
We use any in the negative and interrogative.
We use a few with countable nouns.
We use a little with uncountable nouns.

1 Can I have some strawberries, please?
2 There isn’t any sugar left.
3 Have you got any tomatoes?
4 Would you like some ice cream?
5 I need a few peppers. (= a small number)
6 I’d like a little cheese. (= a small amount)

9 Fill in some, any, a few or a little. In pairs, write your shopping list.

A: We need to do 1) shopping.
B: Yes, we haven’t got 2) potatoes and we need 3) peppers, too.
A: We’ve got milk, but we haven’t got 4) biscuits left. Can you buy 5)?
B: OK. How much bread have we got?
A: Just 6) You’d better buy 7)
B: I think I’ll get 8) tomatoes, too.
A: Good idea and we need 9) olive oil. There’s only 10) left.
B: Do we need 11) eggs?
A: No, we’ve got 12)
B: OK. I think that’s everything.

Reading
4 Look at the notices. Where can you see them? restaurant, hamburger bar, takeaway, canteen, hotel dining room, coffee shop

5 Which notice (A-G) means this (1-5)?
1 12-year-olds pay full price for their meal.
2 This offer is not valid in the evening.
3 The price doesn’t include a tip.
4 You can order this any time you like.
5 Have another hot drink without extra charge.

Exploring Grammar
Countable/Uncountable nouns – Quantifiers

5 Read the rules. Mark the nouns C (countable) or U (uncountable).

Countable nouns are those nouns we can count: one egg, two eggs. Uncountable nouns are those we cannot count: some salt NOT: one salt, two salts

6 Some uncountable nouns can be made countable if we use these words. • bag • bunch • tub • box • loaf • tin • jar • carton. Use them to fill in the phrases 1-8.
1 a of sugar; 2 a of bread;
3 a of flowers; 4 a of butter;
5 a of sardines; 6 a of honey;
7 a of chocolates; 8 a of milk

Listening
10 Listen and complete the gaps 1-5.

The Roebuck Inn
54 Garstang Road Ingle
A la carte restaurant

Veal Dishes • Steak Dishes • Chicken Dishes • Fresh 1) Specials
Dinner served 2) to 11pm.
Mon - 3)
Traditional Roast lunch served Sundays 4)
to 2 pm. Vegetarian 5) available.

For reservations please call: 0995 659200

Writing (a restaurant advert)

11 Portfolio: Imagine you own a restaurant. Prepare an advert for it.
Vocabulary

Shops & products

1. Which of the shops can you see in the pictures?
- chemist's
- bookshop
- greengrocer's
- boutique
- baker's
- butcher's
- toy shop
- florist's
- grocer's
- stationer's
- delicatessen
- fishmonger's
- newsagent's
- jeweller's
- electrical shop

b. Circle the odd word, then make sentences.
1 envelopes, pencils, notebooks, T-shirts
2 dictionaries, books, pens, encyclopaedias
3 steak, carrots, minced meat, chops
4 bananas, pears, bread, oranges
5 aspirin, CDs, toothbrushes, plasters
6 cheese, cauliflowers, cucumbers, celery
7 skirts, T-shirts, bananas, jeans
8 dolls, teddy bears, model cars, beef

We can buy envelopes, pencils and notebooks at the stationer's.

2. List the nouns under the headings. Which of them do you wear: at school/work/parties? What are you wearing now?

Clothes
- dress
- sunglasses
- hat
- trousers
- coat
- skirt
- dungarees
- jacket
- cap
- tie
- gloves
- anorak
- T-shirt
- shorts
- top
- jeans
- jumper
- ring
- cap
- bracelet
- earrings
- raincoat
- handbag
- suit
- uniform

Accessories

Listening & Reading

3. a. Read the first two exchanges in the dialogue and try to answer the questions.
1 Where are Liz and Ann?
2 What are they going to do?
Listen and read to check.

Liz: Hi, Ann! What are you doing?
Ann: Oh, hi, Liz! It's my sister's birthday this Friday and I want to buy her a present.
Liz: So, what are you going to get her?
Ann: I think I'll buy her a skirt.
Liz: A skirt! That's a nice idea. What about this one? I'm sure it'll look good on her.
Ann: It's nice, but she won't like the colour. She prefers blue.
Liz: I'll ask the assistant. Excuse me, have you got this skirt in blue?
Assistant: Yes, we have. What size would you like?
Ann: Medium, please.
Assistant: Here you are.
Ann: Thanks. It's nice and not very expensive, but what if it doesn't fit her?
Liz: I'm sure she can exchange it. Anyway, I'm the same size. I'll try it on.
Ann: OK. The fitting room is over there.
Liz: I was right about this skirt. It's just perfect.
Ann: I'll buy it, then.
Liz: We'd better hurry up. The shop is going to close soon.
Ann: You're right. It's almost 8:00. Let's buy it and then we can go for a snack.
Liz: Great idea. Treat's on me!

b. Read again and complete the sentences. Use up to four words. Explain the words in bold.
1 Liz and Ann are at .....................
2 Ann wants to buy a present for .....................
Speaking

4 Work in pairs. You are in a department store shopping for clothes. Use words from Ex. 2 to act out a similar dialogue to the one in Ex. 3.

Exploring Grammar

Going to - will

Grammar Reference

5 Read the note. Which form expresses:

A an on-the-spot decision?
B a future plan/intention?
C a prediction of a future event based on what we think or believe will happen?
D a prediction based on what we see or know?
E a threat or a promise?
Find examples in the dialogue in Ex. 3.

Tony,
I'm going to go shopping for an hour. Jack thinks he'll be late so don't worry. Please turn on the heating. They say it's going to be cold later. I'll put the coffee on for you now so just help yourself. I promise I won't be long.
June

6 Fill in will or going to.

1 A: What would you like for dessert?
   B: I ....................... have the fruit salad, please.
2 A: How are you celebrating Jim's birthday?
   B: We ....................... have dinner at Tony's.
3 A: We haven't got any eggs.
   B: I ....................... go and get some.
4 A: Did you book a table for Tuesday?
   B: Sorry, I didn't. I ....................... do it now.
5 A: Have you decided to have a party?
   B: Yes, we ....................... invite lots of people.
6 A: Why have you bought all these things?
   B: I ....................... make a cake.

7 Look at the pictures. What are the people going to do?
   - eat pizza
   - try on blouse
   - buy car
   - make a photocopy

Listening

8 Listen and match the people to the shops.

Ann
Mark
Pat
Laura
Steve

Toy shop
Butcher's
Supermarket
Bookshop
Chemist's
Florist's
Delicatessen
Newsgagent's

Game

Play in teams. Say the name of a shop. The other team say two things they can buy there.

Team A 51:  newsagent's
Team B 51:  magazines, newspapers etc

Writing (a note)

9 Portfolio: Write a note to a family member. In your note:
   - say where you are going - when you'll be back
   - explain that you want to buy a present - sister has got birthday party
   - ask him/her to lay table - explain a friend is visiting you tonight
Vocabulary

**Shopping & money**

1. Match the Internet pictures of goods to the categories. Can you think of other goods for each category? Discuss in pairs.

   If you want a scarf, you need to click on jewellery and accessories.

2. What do you spend your money on? Choose from the pictures and discuss.

   **A:** I usually spend my money on ... How about you?
   **B:** Well, I only get £5 a week pocket money, so...

3. Fill in the correct form of: *win, borrow, lend, earn, spend, save, cash* and *change*. Use your dictionaries to help you.

   1. John ................. £250 on the lottery.
   2. You can ............... traveller's cheques at a bank.
   3. Jim ................. £20 from Steve and he hasn't paid him back yet.
   4. You must never ............... your credit card to anyone.

4. Underline the correct word.

   1. Kevin earns a good **pay/salary**.
   2. He always pays by **credit card/cash**.
   3. Mark's dad gives him an allowance of **money** of £350 a week.
   4. Tom gets paid his **cash/wages** every Friday.
   5. Can you **put/credit** this to my account please?

**Reading**

5. a. Look at the title of the text. What does it mean? What do you think the text is about? Listen, read and check.

   b. For questions 1-4, choose the best answer, A, B or C. Explain the words in bold.
**Study skills**

Choosing the best answer

Read the text once to get the general idea. Read each question then scan the text to find the part that refers to that question. Look for synonyms or rephrasing. This will help you choose the right answer.

---

**Shop 'til you drop!**

Elton John spent £40 million in 20 months while Imelda Marcos, former first lady of the Philippines, wasted her country's money on jewellery and 3,000 pairs of shoes! However, it's not just the rich and famous who like to 'shop 'til they drop'. We live in a 'spend-happy' society. Whether we earn a little or a lot, we sometimes spend money we don't have and regret our purchases the next day. Does this mean we have a problem? Well, not necessarily. A true shopaholic shops because they simply can't stop.

What about you? Can you save, or do you reach for your credit card and blow your salary on things you don't need when you're feeling a bit down?

"My bank account is always empty. Sometimes, I even borrow money or get into debt to buy new things. My cupboards are full of clothes I've never worn."

*Claudia, Lancaster*

"I hardly ever walk out of a shop without a receipt in my hands. Jumpers, jeans, shirts, handbags, chocolate – you name it, I'll buy it! My finances are a mess!"

*Susan, Stafford*

"I know people who buy 10 CDs at a time or 5 shirts, perhaps in slightly different colours or styles. I even read about a man who bought 55 cameras! I enjoy shopping, but I think it's important to stay in control."

*Samuel, Warrington*

---

1. According to the writer, shopaholics
   A. have got lots of money.
   B. spend a lot on shopping.
   C. like jewellery and shoes.

2. Why does Claudia sometimes borrow money?
   A. Because she wants to put it in her bank account
   B. Because she needs it to pay for her shopping
   C. Because she hasn't got enough clothes

3. When Susan goes shopping
   A. she always buys clothes and sweets.
   B. she never throws her receipts away.
   C. she rarely leaves a shop without something new.

4. Samuel thinks that
   A. you should be sensible when you go shopping.
   B. it's OK to buy lots of the same thing at one time.
   C. people who go shopping are out of control.

---

**Speaking**

6. Portfolio: In pairs, act out an interview between a journalist and either Claudia, Susan or Samuel. Use information from the text. Record your interview.

---

**Everyday English**

**Buying things**

7. Use the pictures to act out dialogues as in the example.

   A: How much are these pens, please?
   B: They're 50p each. How many would you like?
   A: I'll take six, please.
   B: How would you like to pay?
   A: In cash. Here you are.
   B: Thank you. Here's your receipt and your change.

---

**Writing** (comments for a message board)

8. Portfolio: Write your own comment for the message board in Ex. 5. Use the other comments as models.
Getting Started

1a. Look at the picture of the restaurant. What do you think it is like?
   atmosphere: cozy, friendly, relaxed
   prices: high, reasonable, low, expensive
   dishes: delicious, tasty, spicy, wonderful
   service: excellent, fast, good
   staff: polite, friendly, fast

b. Describe a restaurant that you really like. Why do you like it?

2 Where might you read a restaurant review? What kind of information might you find in it? Read and check.

Let's look closer

3 Read the restaurant review again and replace the adjectives in bold with synonyms from Ex. 1a.

**Pierre's knows best**

1) I never get tired of visiting Pierre's restaurant in Preston Street. It is a family-run French restaurant with a cozy atmosphere and a great choice of food.

2) At first, you might think the prices at Pierre's are a bit high, but all the food is home-made from traditional French recipes with fresh, quality ingredients. I chose a delicious fish dish, but Pierre's also serves some excellent meat dishes and tempting desserts!

3) As well as serving excellent food, Pierre's has extremely polite staff. The service is excellent, too.

4) Pierre's has a great atmosphere and top-class cuisine. A visit to Pierre's is a dining experience to remember and perfect for a relaxed evening with family and friends.

4 Which paragraph(s) mention(s): location, type of restaurant, atmosphere, food, service, price, staff, recommendation?

**Writing (an article reviewing a restaurant)**

**Study skills**

**Organising your writing**

Before you start writing, think about what aspects topics you want to mention. Make notes under each topic and organise your notes into paragraphs.

5 Underline the key words in the rubric below. Think about a restaurant that you've been to recently. What did/didn't you like about it? Why? Make notes under the headings in Ex. 4.

You work for a local newspaper and your editor has asked you to write an article reviewing a new restaurant that has just opened. Write your article, describing your experience at the restaurant and saying whether you recommend it or not and why.

6 Portfolio: Now use your answers to Ex. 5 to write your review. You can use the review in Ex. 3 as a model (100-120 words). Follow the plan.

**Plan**

**Introduction (Para 1)**
name of restaurant, type, location

**Main Body (Paras 2 - 3)**
atmosphere, prices, food, service, staff

**Conclusion (Para 4)**
your recommendation

**Comedy Zone**

Oh, sir! I'm really sorry I spilled water on you.

That's OK. My suit was too big anyway!
Listening & Reading

1. Look at the pictures of two traditional dishes in Britain. Which of the following ingredients do people use for each? Listen and read to check.
   - potatoes  • sheep’s heart  • sheep’s stomach
   - oatmeal  • lamb  • liver  • carrots  • leeks
   - lungs  • meat  • vegetables

2. Read the text and mark the statements T (true) or F (false). Then explain the words in bold.
   1. Most people like haggis.
   2. Scottish people usually eat haggis at special celebrations.
   3. You can cook haggis in different ways.
   4. You can use various kinds of meat to make Irish stew.
   5. Irish stew takes quite a long time to make.

Speaking

3. Use the ingredients in Ex. 1 to talk about the dishes.

4. What are the most popular foods/dishes in your country/region? How do you make them? Tell the class.

Writing

5. Portfolio: Write a short text about a traditional dish in your country. Write:
   - name
   - ingredients
   - how to cook it
   - when you eat it

Pronunciation (ŋ/-ŋ, ʌ/-ə)

6. Listen and number the words in the order you hear them. Listen again and repeat.

- eats
- peach
- cheese
- juice
- each
- peas
- she's
- it's
- piece
- sees
- choose
- shoes

GREAT NATIONAL DISHES

Haggis

is a delicious dish that you can only find in Scotland. Many people don’t even want to try it when they hear what ingredients it has in it! It contains sheep’s heart, lungs and liver, which you mix with oatmeal then put into a sheep’s stomach and boil for about three hours! The Scots traditionally eat it on special occasions and it is an important part of Scottish culture. The Scottish poet Robert Burns even wrote a poem about it called Address to the Haggis.

Irish stew

is the most famous Irish dish. Wherever you are in Ireland, you are sure to find a restaurant that serves its own Irish stew recipe. Irish stew always has meat, potatoes and vegetables in it and usually includes carrots and leeks. The meat is typically lamb, but you could use beef or rabbit instead. The ingredients cook together slowly in a large pot. Irish stew is a delicious meal.
Vocabulary

Hobbies & personalities

1. Look at the pictures. What kind of people usually enjoy these hobbies? Tell your partner.
   - adventurous
   - imaginative
   - active
   - quiet
   - artistic
   - creative
   - daring

I think that daring people usually do sports like skydiving and mountaineering.

Listening

2. a. Listen to some people talking about their hobbies and circle the adjective they think best describes their hobby. What are the hobbies?
   1. boring, stressful, relaxing
   2. weird, dangerous, exciting
   3. cheap, easy, tiring

   b. Which of the activities in the pictures have you tried/would you like to try? Use the adjectives in Ex. 2a to discuss.

   A: Have you ever tried skydiving?
   B: No, I haven't. It looks dangerous.

Reading

3. Read the title of the article. What do you think the article is about? Listen and read to find out.

Study skills

Reading for specific information

Underline the key words in the questions. Read the text and try to find sentences and phrases that match the underlined key words. The matching sentences are usually paraphrased.

4. a. Which of the contestants G (Greg), S (Sonia) or R (Richard):

   1. likes trying things they've never done before?
   2. is a little bit anxious about taking part in the show?
   3. doesn't find it difficult to live without luxuries?
   4. enjoys being in the countryside?
   5. is a very sociable person?

   b. Explain the words/phrases in bold. How does each person feel?
SURVIVAL UK

16 survivors
1 desert island
39 days

PRIZE MONEY! £1,000,000

8a

GREG, AGED 24, LAWYER

SURVIVOR QUOTE: I really enjoy experiencing new things. In my spare time I love doing extreme sports, especially bungee jumping and sky-diving. I also love any kind of martial arts! Generally, I can't stand spending time alone — I prefer being with others, so I'm really looking forward to meeting the other survivors!

LUXURY ITEM: A PAIR OF TRAINERS

SONIA, AGED 33, MUSICIAN

SURVIVOR QUOTE: I think this will be one of the greatest opportunities of my life! I love being away from the city! I also enjoy playing jazz music, ballet dancing and painting watercolours. I can't help feeling a bit nervous, but I'm also excited at the same time!

LUXURY ITEM: SKETCH BOOK

RICHARD, AGED 65, RETIRED TEACHER

SURVIVOR QUOTE: I've done a lot in my life, but now I want to try something completely different! I enjoy doing outdoor activities like gardening, hiking and fishing. I don't mind living without home comforts, so I can't wait to get out to the island and see what challenges are ahead!

LUXURY ITEM: FISHING ROD

Exploring Grammar

#### Infinitive/-ing forms

Grammar Reference

5. a. Which sentence contains:
   a) an -ing form, b) a bare infinitive, c) a to - infinitive.

   1. Frank loves collecting shells.
   2. He'd love to get a real one.
   3. She can't decide what to do.

   b. Look at the highlighted words in the text. Which verb form follows them?

6. Put the verbs in brackets into the correct form.

   1. He wants ........ (buy) a car.
   2. I'll ............ (call) you soon.
   3. I can't stand ............... (walk) in the rain.
   4. We can't wait ............... (see) Ann again.
   5. Tom likes ............... (make) models in his spare time.

7. Complete the sentences about yourself.

   1. I enjoy ....; 2. I'm looking forward to ....; 3. I'd love ....; 4. I can't stand ....; 5. I can ....; 6. I prefer ....; 7. I'll ....

Everyday English

#### Expressing agreement-disagreement

8. Read the table. In pairs, discuss your hobbies.

<table>
<thead>
<tr>
<th>Stating preferences</th>
<th>Agreeing/Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love cycling</td>
<td>So do I. It's relaxing.</td>
</tr>
<tr>
<td></td>
<td>I don't. It's tiring.</td>
</tr>
<tr>
<td>I don't like fishing</td>
<td>Nor do I. It's boring.</td>
</tr>
<tr>
<td></td>
<td>I do. I find it relaxing.</td>
</tr>
</tbody>
</table>

Speaking

9. Work in pairs. You are a TV presenter. Use the information in the text to interview one of the contestants in the text.

Writing (your own profile for a contest)

10. Portfolio: Imagine you want to take part in “Survival UK”. Write a short text about yourself. Include: name, age, job, hobbies/likes, feelings towards game and a luxury item.
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Vocabulary

► Sports & Sports places

1 a. Which of the sports in the poster are: team sports?
dangerous sports? outdoor sports? indoor sports?
What are these sports in your language? What sports do you do?

b. Write the correct word.
1 You can play golf there.

c ___ ___ ___
2 You can play basketball there.

c ___ ___ ___
3 You can swim there.

p ___ ___
4 You can play football and cricket on this.

p ___ ___ ___
5 You can box there.

r ___ ___

► Sports equipment

2 In pairs, ask and answer.

A: What are the goggles for?
B: They are for swimming.
Reading

Match the notices (A-H) to the sentences (1-5).

1. You mustn’t eat or drink in the sports areas.
2. Children below the age of 8 mustn’t swim there.
3. You don’t have to rent a locker.
4. Only members can use the facilities.
5. You must leave your card at the front desk.

Exploring Grammar

mustn’t – don’t have to

Grammar Reference

4. a. Read the theory.

We use mustn’t to express prohibition.
You mustn’t wear boots inside the clubhouse. (You aren’t allowed to. It’s forbidden.)

We use don’t have to to say that it isn’t necessary to do something.
You don’t have to use the lockers. (It’s not necessary.)

b. Use the phrases to say what you mustn’t/don’t have to do at a swimming pool.

- run near the pool
- dive in the shallow end
- leave children unattended
- wear goggles
- swim after a meal
- bring your own hairdryer
- join a swimming class
- use all the facilities

5. What mustn’t you/don’t you have to do at school? Tell the class.

We mustn’t use our mobile phones during lessons.
We don’t have to wear our school uniform on school trips.

Speaking

6. You are a swimming instructor. Use the phrases in Ex. 4b to tell newcomers what the rules are at the pool.

GAME

Play in pairs. Think of a sport and its equipment. Tell your partner one piece of equipment you are using or wearing. Add more information until your partner guesses the sport.

A: I’m wearing a helmet.
B: You’re going to play cricket.
A: No. I’m wearing skates, too.

Listening

7. Listen to Sam talking to his friend Jake about a visit to a sports club. Match the people (1-5) with the sports (A-G).

1. Paul
2. Greg
3. Hannah
4. Susan
5. Mike

A weight training
B table tennis
C water aerobics
D tennis
E boxing
F badminton
G hockey

Writing (a poster)

8. Portfolio: Your school has decided to start a sports centre. Prepare a poster to advertise it. Include: name of centre, sports activities it offers, telephone number. Use the poster on p. 76 as a model.
8c What’s on?

Vocabulary

> Entertainment

1 a. Listen to three musical extracts. Which type of film does each go with? What types of film are the posters advertising?

b. What’s your favourite type of film? Discuss in pairs.
- dramatic • exciting • fun
- boring • frightening
- scary • depressing
- thrilling • relaxing

A: What kinds of film do you like?
B: I really enjoy science fiction.
A: Really? Why’s that?
B: I think they’re exciting. How about you?
A: I think science fiction films are boring. I prefer comedy films.

2 Circle the odd word out. In pairs, think of two more words for each type of entertainment.

TV: news, chat show, sitcom, stage, documentary
Radio: DJ, station, camera, programme
Cinema: cast, plot, quiz show, director
Theatre: play, film, stage, box office
Opera: orchestra, conductor, performance, series
Ballet: dancer, musician, script, costumes
Concert: singer, spot lights, sound effects, plot

Listening & Reading

3 The sentences below are from the following dialogue between two friends. What is the dialogue about? Read through and check.

A No, I’m not in the mood for comedy.
B I’m not sure. Have you anything in mind?
C Isn’t the concert sold out?
D Come off it! Isn’t there anything else on?
E Ballet? That sounds a bit boring.
F What’s that?
G You bet! When does it start?

Jim: Hi, Bill. Fancy doing something tonight?
Bill: 1)
Jim: What about the Comedy Night at Murphy’s?
Bill: 2)
Jim: OK, then. Do you like ballet? There’s Swan Lake on. It should be quite good.
Bill: 3)
Jim: Let’s go to the cinema, then. There’s a good thriller on.
Bill: 4)
Jim: What about the U2 concert? It’s going to be the best gig of the year.
Bill: 5)
Jim: Yes, but I’ve got a surprise for you.
Bill: 6)
Jim: My brother gave me two tickets for tonight’s show. Interested in coming?
Bill: 7)
Jim: At 8 pm. It’s 5:30 now, so we’d better hurry.

4 Read and complete the dialogue. Listen and check.
5 Work in pairs. Look at the reviews. Use sentences from Ex. 3 to decide where to go.

Chicago Observer  ★★★★★
Star Wars is just thrilling. Full of action and great special effects. You won’t be disappointed. Science fiction at its best.

The Times  ★★★★★
The Phantom of the Opera is just amazing. A great musical with excellent acting and dazzling costumes. You’ll be thrilled. Don’t miss it.

London Herald  ★★★★★
Swan Lake was superb. The lead dancers were amazing and the orchestra was wonderful. Simply perfect.

Exploring Grammar

- ing/-ed participles

6 a. Read the theory box. Look at the adjectives in bold in the reviews in Ex. 5. What does each describe?

-ing participles describe what something/someone is like. The film was exciting. (How was it? Exciting.)
ed participles describe a person’s feelings. They were excited by the performance. (How did they feel? Excited.)

b. Underline the correct adjectives.

1 I was surprised/surprising to see you at the concert last night, Sam! I didn’t know you were interesting/interested in jazz music.
2 I didn’t like the play at all. It was so bored/boring!
3 That museum we went to at the weekend was fascinated/fascinating. You have to go!
4 We were a bit disappointed/disappointing with that new musical.
5 Ann wanted to go out dancing last night, but she felt tiring/tired.
6 I don’t think you’ll like that new movie. It’s really frightening/frightened!

7 Work in pairs. Think of the last performance/film/concert you went to. Use words from Exs. 1 & 2 and the phrases in the box to act out exchanges.

A: What was the film like last night?
B: Oh, it was wonderful! You really have to go!

Everyday English

Talking about evenings out

8 You will hear someone buying tickets at the cinema box office. Listen and choose the correct answer A, B or C.

1 The name of the movie is Space
   A 3100   B 3001   C 3010
2 What time does the film start?
   A 7 o’clock   B 9 o’clock   C 11 o’clock
3 How old is Joey?
   A 18   B 19   C 20
4 How much do the tickets cost?
   A £3   B £6   C £12

9 Listen and underline the stressed syllable. Listen again and repeat.

1 dra-ma → dra-ma-tic
2 co-me-dy → co-me-dian
3 hi-sto-ry → hi-sto-ri-cal
4 ar-tist → ar-tis-tic

Writing (a review)

10 Portfolio: Think of three performances (ballet, concert, theatrical, etc) you have seen and write short reviews of them.
Don’t miss it

Getting Started

1 What’s your favourite type of entertainment? Why? What’s the last performance you attended? Did you like it?

Let’s look closer

2 a. Underline the key words in the rubric.
   
   You went to the theatre/cinema last Saturday evening. Send an email to your friend. In your email:
   
   • describe what you saw/short plot
   • comment on performance/film (acting, costumes, music, special effects etc)
   • recommend it to your friend

   Read the email. Has Sophie covered all the points in the rubric?

3 a. Read again. What adjectives does Sophie use to describe the: performance, plot, costumes, music, performers
   
   b. Use the adjectives below to replace the ones in bold in sentences 1-4.

   • amazing • wonderful • terrific • fabulous

   1 The show was nice.
   2 Jennifer Lopez was good in her role as a waitress.
   3 The special effects were good.
   4 The costumes clothes were nice.

4 Imagine Sophie didn’t like the performance. Use the words/phrases below to replace the parts of the email in bold.

   • and this one was no exception • extremely disappointed
   • we both hated it • the worst thing of all
   • was really disappointing • terrible

   Writing (an email recommending a film)

5 a. Think of the last film you saw. Make notes under the headings.

   • name/type of film • plot • actors
   • music • special effects • recommendation

   b. Portfolio: Use your notes to write an email to your friend about it (60-80 words). Follow the plan.

Plan

Paragraph 1

greet friend, write name & type of film when you saw it/who with

Paragraph 2

write about plot, costumes, music, actors etc

Paragraph 3

end email - ask friend to write back

Comedy Zone

I really enjoyed the play last night

Did it have a happy ending?

Oh yes, I was thrilled when the curtain came down.
Reading & Listening

1. Look at the picture. What is strange about the two men? What do you think is the connection between them and the castle? Read the author's notes to find out.

Anthony Hope (1863-1933)

Anthony Hope Hawkins was born in London, England. He became a lawyer in 1887 and wrote stories in his spare time. After the success of his most famous novel, The Prisoner of Zenda (1894), he became a full-time writer. He became Sir Anthony Hope Hawkins in 1918.

The Prisoner of Zenda is a romantic adventure set in Ruritania — an imaginary kingdom somewhere in Central Europe — about 150 years ago. Rudolf Rassendyll, a rich young Englishman, has travelled to Ruritania to see the coronation of his distant relative, King Rudolf V. When the 'cousins' meet, they see they are almost identical. Then, the King is kidnapped, and Rudolf Rassendyll risks his life by pretending to be his cousin.

2. Read the first sentence in each paragraph. How many people are there? Who are they? Who is telling the story? What is the extract about? Listen, read and say.

3. Replace the pronouns below with the correct name. Then explain the words in bold in the passage.

1. He was behind a tree.
2. He bowed to the King.
3. They looked almost the same.
4. He explained who Rudolf was.
5. They were cousins.

Speaking

4. List the main points in the extract. Use your list to give a summary of the extract.

Writing (a diary entry)

5. Project: Write Rudolf's diary entry for the day he met the King.

The Prisoner of Zenda

At that moment, a loud voice called from the wood:

"Fritz, Fritz!
Where are you, man?"

"It's the King!" Fritz said nervously, and Colonel Sapt laughed softly again.

Then a young man appeared from behind a tree and stood next to us. As I looked at him, I cried out, astonished, and he too saw me and stepped back in surprise. Apart from the fact that he was a little shorter than me, the King of Ruritania might have been Rudolf Rassendyll, and I might have been Rudolf, the King.

For an instant we stood without moving, staring at each other. Then I took my hat off and bowed. The King asked in a puzzled voice:

"Colonel ... Fritz ... who is this gentleman?"

I was about to answer, but Colonel Sapt began to talk to his Majesty quietly. As he listened, the King looked at me a few times. I looked at him, too, long and carefully, and I noticed some differences between us. The King's face was slightly fatter than mine, and his mouth was softer. But, despite these things, the likeness was amazing.

Sapt stopped speaking, and the King still frowned. Then the corners of his mouth began to move, his nose came down (as mine does when I laugh), his eyes twinkled, and suddenly he burst into loud laughter, which rang through the woods and showed what a happy person he was.

"Well met, cousin!" he cried. He slapped me on the back, still laughing. "You must forgive me if I was surprised. It's like seeing double, eh, Fritz?"
**Self-Assessment**

**MODULE 4**

**Vocabulary**

1 Fill in the correct word.

1. How much do you get as p_________ money?
2. Never lend your c_________ card to anyone.
3. He e_________ €1000 a month.
4. I want to try this skirt on. Where’s the f_________ room?
5. What s_________ are you? Medium.
6. What would you like as a m_________ course?
7. Can I please have a l_________ of bread?
8. Basketball is a t_________ sport.
9. I’m not in the m_________ for comedy.
10. I really enjoy s_________ fiction films.

(10 marks)

2 Fill in: packet, carton, tin, tub, box.

1. a_________ of tuna
2. a_________ of orange juice
3. a_________ of butter
4. a_________ of tea bags
5. a_________ of spaghetti

(5 marks)

3 Where would you buy the following:

1. newspapers
2. tomatoes
3. sausages
4. plasters
5. earrings

(5 marks)

4 Circle the odd word out.

1. shuttlecock, helmet, racket, shrimp
2. thrilled, roasted, grilled, fried
3. comedy, action, boxing, drama
4. ice cream, apple pie, starter, cake
5. salary, wages, pay, bargain

(5 marks)

5 Fill in: some, any, a few, a little, much, many.

1. A: Are there s_________ eggs in the fridge?  
   B: Yes, there are just s_________ left.
2. A: How m_________ sugar have we got?  
   B: There’s only m_________ left in the cupboard.
3. A: Jim, I need m_________ peppers.  
   B: How m_________ do you need?
4. A: Would you like m_________ more milk?  
   B: Yes please. Just m_________.

(8 marks)

6 Fill in the gaps with either will / I am going to.

1. I __________ be a scientist when I’m older.
2. It’s freezing in here. I __________ shut the window.
3. I __________ travel to France next month.  
   Here’s my ticket.
4. I __________ be back as soon as the meeting is over.
5. I’ve already decided I __________ buy a new car.

(10 marks)

7 Put the verbs in brackets into the correct form (to) - inf or - ing form.

1. You need __________ (exercise) more if I want to lose weight.
2. My brother really enjoys __________ (watch) horror films.
3. Tim decided __________ (spend) all his savings on a new computer.
4. You must __________ (return) the video by Tuesday, or you will have to pay a fine.
5. I can’t stand people __________ (tell) me lies.
6. Let’s __________ (eat) at the Italian restaurant near my house.

(12 marks)
Everyday English

8 Complete the exchanges.

a. It was amazing. I loved it.

b. How much are these apples, please?

c. Nor do I. It’s really boring.

d. In cash.

e. Bonzo’s takeaway. How can I help you?

1. A: I really don’t like ballet dancing.
   B: ..................................................

2. A: What did you think of that new comedy show last night?
   B: ..................................................

3. A: ..............................................
   B: I’d like two cheeseburgers, French fries and two cans of coke, please.

4. A: ................................................
   B: They are 20p each.

5. A: How would you like to pay?
   B: ................................................

(10 marks)

Listening

10 Listen to Tony talking to a friend about an activity week. What did each person do?

0. A: ball games

1. B: water polo

2. C: ice skating

3. D: tennis

4. E: mountain biking

5. F: kick boxing

6. G: climbing

7. H: boxing

(10 marks)

Writing (a fast food review)

11 You work for a magazine. You have been asked to write a review about a new fast food restaurant which opened in your area. Write your review. (80-100 words)

(Total = 100 marks)

NOW I can...

- talk and write about food, drinks, shops & products
- order food at a takeaway
- talk and write about hobbies, sports & equipment
- buy things at a shop
- express agreement-disagreement
- talk and write about types of entertainment
- recommend a restaurant/a film

... in English!
Across the Curriculum

Reading

1. Read the dictionary entry. Do you ever budget or keep a record of how much you spend? How do you do this? Discuss in pairs.

**budget** (v) – to plan the money you spend (expenditure) according to how much money you have (income)

2. Read the case study. In pairs, discuss how you are the same/different to Ian, then explain the highlighted words.

**Case Study**

- Ian, age 16, student

Ian is a generous person who likes to buy gifts and treat his friends and family. He is a bit disorganised and usually throws away or loses receipts. He has a Saturday job, but he only works a few hours and it doesn’t pay very well. He sometimes borrows money from his parents or friends and forgets to pay them back. He wants to buy a laptop computer, but he never seems to be able to save enough money.

3. a. Read Ian’s record of his income and expenditure last week. Which of the items in his expenditure column are wants and which are needs?

   **Sun June 1st – Sat June 7th**

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>allowance</td>
<td>20.00</td>
</tr>
<tr>
<td>Saturday job</td>
<td>16.00</td>
</tr>
<tr>
<td>birthday money</td>
<td>20.00</td>
</tr>
<tr>
<td>from Grandma</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>takeaway</td>
<td>10.00</td>
</tr>
<tr>
<td>lunches (x5)</td>
<td>8.50</td>
</tr>
<tr>
<td>gift for sister</td>
<td></td>
</tr>
<tr>
<td>designer</td>
<td></td>
</tr>
<tr>
<td>T-shirt</td>
<td>20.00</td>
</tr>
<tr>
<td>CDs (x2)</td>
<td>16.00</td>
</tr>
<tr>
<td>shampoo &amp;</td>
<td>3.75</td>
</tr>
<tr>
<td>toothpaste</td>
<td>6.00</td>
</tr>
<tr>
<td>bus pass</td>
<td></td>
</tr>
</tbody>
</table>

   b. Subtract Ian’s total expenditure from his total income. Has he spent more money than he’s got? Where do you think the extra money came from?

Speaking

4. In pairs, look at Ian’s income and expenditure record and the information in the case study. Then suggest how he could budget better (e.g. cut back on his spending, work more hours, etc).

   **A:** I think Ian should cut back on his spending.
   **B:** I agree. He doesn’t need to buy takeaway lunches so often. He could eat at home or take sandwiches.

   **Project:** Write a record of your income and expenditure for the last week. How does yours compare to Ian’s?
Incredible but true

Module 5 (Units 9 & 10)

► Before you start
- What's your favourite hobby/sport? Why?
- What's your favourite type of entertainment?
- Which was the last film you watched? Talk about it.
- How often do you eat out? Where?
- How often do you go shopping? Where?

► Look at Module 5
- Find the page numbers for pictures 1-5.
- Find the unit and page number(s) for
  - magazine advertisements
  - a museum advertisement
  - a shuttle
  - a fairy
  - a constellation

In this Module you will ...

► read, listen and talk about ...
- gadgets
- inventors & inventions
- computers & their uses
- space
- extra terrestrials
- unexplained mysteries
- the supernatural
- environmental issues

► learn how to ...
- describe objects
- offer help
- exchange opinions
- summarise a text
- start/end a story

► practise ...
- order of adjectives
- the passive
- question tags
- reported speech (statements, questions, commands)

- relative pronouns
- intonation of question tags
- pronunciation of /h/

► do a project about ...
- a gadget you want to sell
- inventions
- constellations

► write ...
- a short note
- a for and against essay
- an article about a museum in your country
- a short story about UFOs
- a cartoon strip
- a summary
- a story
- a poem

Culture Clip: International Spy Museum Washington DC

Curricular Cuts: (Science) Stars

Across the Curriculum: (Literature) The Flowers
Vocabulary

Gadgets

1 Match the words to the gadgets, then make sentences, as in the example.
   - green • transparent • lightweight grey stand
   - long • slim • plastic • buttons • black straps
   - display screen • black/grey face covers

The Magic Singalong Microphone is long and slim with buttons.

2 Which of the following can each gadget do? In pairs, match the uses (a-d) to the gadgets (1-4). Then make sentences, as in the example.
   a. store songs and help you to sing along
   b. help you operate your TV, DVD player and video
   c. let you enjoy music wherever you are
   d. allow you to keep in touch without others hearing your conversation

The Magic Singalong Microphone stores songs and helps you to sing along.

Reading

3 Read the title and the subheadings in the text. Where could you read it? How is it related to pictures 1-4? Listen, read and check.
4 a. Answer questions 1-5, then explain the words in bold.

Which gadget(s):
• can be used anywhere?
• work with your TV?
• does not need batteries?
• comes with batteries?
• is operated with buttons?

b. What do the highlighted words refer to?

Exploring Grammar

Order of Adjectives

Grammar Reference

6 Read the theory. Find all the adjectives in the text. What type is each?

• Adjectives describe nouns (a black watch).
• Opinion adjectives go before fact adjectives.
• We rarely use more than three adjectives to describe a noun. We put them in this order.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>size</td>
</tr>
<tr>
<td>big</td>
<td>age</td>
</tr>
<tr>
<td>old</td>
<td>shape</td>
</tr>
<tr>
<td>square</td>
<td>colour</td>
</tr>
<tr>
<td>black</td>
<td>origin</td>
</tr>
<tr>
<td>French</td>
<td>material</td>
</tr>
<tr>
<td>wooden</td>
<td>noun</td>
</tr>
</tbody>
</table>

7 Put the adjectives in the correct order.
1 a grey/square/metallic object
2 a plastic/round/yellow ball
3 a rectangular/old/Italian box
4 a small/green/modern vase

Spy Time

Do you dream of starring in a James Bond movie? Now you can really look the part with the first ever Walkie Talkie Watch. These are real watches which have hidden microphones and earpieces so that no one else can listen to your conversation! With clear reception and a range of up to 250 feet, they are a great way to keep in touch. The watches have black straps and come with a choice of black or grey face covers. Batteries not included.

Cost: £320
Call: 01299 444 9883

Machine Master

Now you can change the channel or volume on your TV without touching the remote! This new voice-activated remote control uses your voice to operate your video, DVD player or TV. It recognises up to 50 commands from four or five different people, so it’s perfect for families. The remote has a liquid crystal display screen and comes with its own stand. Takes four AA batteries (included).

Cost: £30
Call: 0872 244 0282

Listening

8 Listen and complete gaps 1-5.

Writing (an advert)

9 Portfolio: Write an advertisement for a gadget you want to sell. Write about:
• name
• use
• description
• price
• phone number
Quiz

How much do you know about them?

1900  The Zeppelin was invented by
      A  Count Ferdinand von Zeppelin  B  The Wright brothers

1901  The safety razor was invented by
      A  Tom Wilkinson  B  King Camp Gillette

      In the same year, the vacuum cleaner was patented by
      A  Arthur Bosch  B  Hubert Booth

1906  Cornflakes were invented by
      A  William Kellogg  B  Mr John Bread

1919  The pop-up toaster was invented by
      A  Charles Strite  B  Tom Pepper

1927  The first quartz clock was developed by
      A  Jim Quartz  B  Warren Morrison

1930  Scotch tape was patented by
      A  Paul Scotch  B  Richard G. Drew

1942  The first electronic computer was built by
      A  John Atanasoff & Clifford Berry  B  John Baird

1946  The microwave oven was invented by
      A  Samuel Koff  B  Percy Spencer

1974  The post-it note was invented by
      A  Arthur Fry  B  Juliet Blanco

1979  The first Walkman was launched by
      A  Philips  B  Sony

Vocabulary

Inventions & uses

1  Look at the pictures. What is each used for?
   - fly in  •  shave  •  eat  •  listen  •  clean
   - write  •  toast  •  cook  •  store information
   - stick  •  wake up

   We (can) eat cornflakes for breakfast.

Reading

2  Look at the text. What information do you expect to read? Read through and check.

Listening

3  Take the quiz. Listen and check if your answers were correct.

Speaking

4  Close your books and try to remember three facts from the text.
Exploring Grammar

The passive

5 Read the theory. Find examples in the quiz.

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>They make cars in Japan.</td>
<td>Cars are made in Japan.</td>
</tr>
<tr>
<td>Alexander Fleming discovered</td>
<td>Penicillin was discovered in 1928 by Alexander</td>
</tr>
<tr>
<td>penicillin in 1928</td>
<td>Fleming.</td>
</tr>
</tbody>
</table>

We use the passive
- when the action is more important than the person who did it.
  To change an active sentence into the passive
  - the object of the active sentence becomes the subject of the passive sentence
  - the active verb changes into a passive form (be + past participle)
  - the subject of the active sentence becomes the agent of the passive sentence.

6 Write passive sentences as in the example.

1 The first aeroplane/built/the Wright brothers
   The first aeroplane was built by the Wright brothers.
2 Dynamite/invented/Alfred Nobel
3 The CD invent/James T Russell
4 Cameras/use/take pictures
5 X-rays/use/doctors to look at broken bones

7 a. Read the table and then make sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolognese sauce</td>
<td>cover</td>
<td>fresh tomatoes.</td>
</tr>
<tr>
<td>A lot of tea</td>
<td>enjoy</td>
<td>millions of people.</td>
</tr>
<tr>
<td>His bedroom wall</td>
<td></td>
<td>a saw.</td>
</tr>
<tr>
<td>Wood</td>
<td>make</td>
<td>pictures.</td>
</tr>
<tr>
<td>Adventure stories</td>
<td>cut</td>
<td>English people.</td>
</tr>
</tbody>
</table>

b. Ask and answer, as in the examples.

A: What is Bolognese sauce made with?
B: It is made with fresh tomatoes.

Speaking

8 Work in pairs. Use the information in the quiz to ask and answer.

A: Who was the Zeppelin invented by?
B: It was invented by Count Ferdinand von Zeppelin.

Listening

9 a. You are going to listen to a conversation between two people. Look at the statements (1-4). What are the people talking about?

b. Listen and for questions 1-4, choose A, B, or C.

1 Stephanie’s new book is about
   A travel.
   B inventions.
   C cooking.

2 George Crum was
   A a customer in a restaurant.
   B a waiter in a restaurant.
   C a chef in a restaurant.

3 What new food is Stephanie talking about?
   A crisps
   B French fries
   C potatoes

4 The invention took place in
   A 1853.
   B 1850.
   C 1835.

Writing (short fact files)

10 Portfolio: Write about three inventions. Describe when they were invented, what they are made of and what they are used for. Use pictures to decorate your project.
Vocabulary

**Computers**

1. Label the parts of the computer.
   - monitor
   - speakers
   - keyboard
   - mouse
   - tower
   - scanner
   - modem
   - printer

2. Now use the words to complete the text.

The most important parts of a computer are the 1) ____________, which powers your computer, the 2) ____________, which you use to type, and the 3) ____________, which lets you see what you are doing. You will also need a 4) ____________ to print documents, a 5) ____________ to click on icons and a 6) ____________ to connect to the Internet. If you want sound, you need to buy some 7) ____________, too. A 8) ____________ can be useful to scan documents and photos into your computer.

2. Tick the ways you use computers. Compare with your partner.
   - play games
   - do online shopping
   - send emails
   - type/print letters
   - store pictures
   - do homework
   - surf the net
   - collect information
   - chat online
   - play music

   A: I usually use my computer to surf the net and do shopping. What about you?
   B: I prefer to use my computer to send emails and chat with my friends.

Listening & Reading

3. a. Listen and repeat.

   What's wrong, Steve?
   What seems to be the problem?
   Of course I did!
   OK, OK. I was only asking.
   Right then, let's see.
   What?
   Don't tell me it's crashed.
   Don't worry.
   Actually, I don't think I did.
   There's no point saying that now, is there?

   b. The sentences are related to the dialogue and the picture on p. 91. What do you think the problem is? Listen and read to find out.

Study skills

Using interjections

To sound more natural when speaking, use interjections, i.e. short exclamations to express your feelings. Ouch! (pain), —Ah! —Eh? —Hey — Dear me!

4. a. Read the dialogue. What interjections can you find in it?

   b. Write the correct word from the dialogue.

   1. You do this when you switch off the computer and switch it back on again.
      f____ ____ ____

   2. A group of files stored together on a computer.
      f____ ____ ____

   3. Keep a file or document on the hard disc until the next time you need it. s____ ____

   c. Read out the dialogue in pairs.
Exploring Grammar

5. Question Tags

a. Read the sentences. How do we form question tags? Find examples in the dialogue.

You switched on the computer, didn't you?
You haven't finished yet, have you?

b. Listen to the questions. Which one shows that:

a. the speaker is almost sure that the statement is true and does not expect an answer?

b. the speaker is not sure and expects an answer?

Intonation

6. Complete the question tags. Listen and tick (✓). Listen again and repeat.

<table>
<thead>
<tr>
<th></th>
<th>She lives next door to you, ....................?</th>
<th>(not sure)</th>
<th>(sure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Everyday English

Offering help

7. Use the language box and the phrases to act out exchanges, as in the example.

- print that photograph  - type your essay
- scan this document  - wash the dishes
- walk the dog  - make the dinner

Offering

- Can I help you to ...?
- Can I/Would you like me to ...?
- Do you need a hand (with + verb + ing)?
- Shall I ... for you?

Accepting

- Yes, please./Sure, why not!
- Thanks – that's really kind of you.

Refusing

- It's OK – I'm fine, thanks. I think I can manage.

A: Would you like me to print that photograph?
B: Thanks – that's really kind of you.

Writing

8. Portfolio: Your computer has crashed. You take it to be fixed. Leave a note for your friend. In your note say: where you are, why you are there, when you are coming back.
To sum up

Getting Started

1 Do you use a computer at school/work/home? How important do you think computers are in our lives? Discuss in groups.

Let's look closer

2 a. Underline the key words in the rubric below. What are you going to write? Who is going to read it?

A computer magazine has asked readers to write an article discussing the advantages and disadvantages of using computers at work. Write your article.

b. Think of two reasons for and two reasons against using computers at work. Compare your answers with the reasons given in the article.

Isaac Asimov, a science fiction writer, once said, 'I do not fear computers. I fear the lack of them.' These days, most people cannot work without a computer. However, is it true that the use of computers is always beneficial?

Without doubt, there are several advantages to using computers at work. First of all, they help people to work faster. For example, word-processing is much faster than writing by hand and can help you avoid spelling and grammar mistakes. Moreover, employers can organise their work better with a computer. They can save their work and organise their files into folders so that they can find what they need easily.

However, using computers at work also has some disadvantages. One disadvantage is that it is not safe to store all your work on a computer. Documents can get lost if the computer crashes or breaks down. Also, people are losing their jobs as computers replace people at work.

To sum up, using computers can be both advantageous and disadvantageous. Despite the problems, however, I believe that they are an important tool at work and we should try to make the best of them.

3 Which paragraph presents: the disadvantages with reasons/examples?, the writer's opinion?, the advantages with reasons/examples?, the topic?

Study skills

Starting paragraphs

When writing an essay, start the main body paragraphs with a topic sentence i.e. a sentence which gives the main idea or summarises the paragraph. This helps the reader to follow your essay better.

4 a. Find the topic sentences. Replace them with other appropriate ones.

b. Which sentences give reasons and examples for each topic?

5 Replace the underlined linking words in the text with the following: to begin with, in addition, furthermore, on the other hand, in spite of, for instance, in conclusion, because

Writing (a for and against essay)

6 Underline the key words in the rubric, then match the arguments (1-4) to the reasons (A-D). Which are pros/cons?

Your teacher has asked you to write a short article for the school magazine discussing the pros and cons of school children using computers. Write your article for the magazine (100-120 words).

1 can learn more
2 can be unhealthy
3 waste their time
4 develop skills which they will use later in life

A most jobs involve using a computer
B play games or surf on the Net instead of studying
C damage children's eyes, cause headaches
D use the Net to obtain information

7 Portfolio: Use your answers to Ex. 6 to write your article. Follow the plan.

Plan

Introduction (Para 1) state the problem
Main Body (Paras 2 - 3) advantages with reasons/examples disadvantages with reasons/examples
Conclusion (Para 4) summarise your opinion
Listening & Reading

1. Listen to the music. What images come to mind?

2. Read the title and the introduction to the article. How are the pictures related to it? Read the article to find out.

3. Fill in the gaps (1-8) with a suitable word. Listen and check. Then, explain the words in bold.

Speaking

4. Make notes under the headings. Use your notes to give a summary of the text.
   - name
   - location
   - what to see
   - its mission
   - tickets
   - opening hours
   - phone number

Writing (an article)

5. Portfolio: Think of a special museum in your country. Make notes under the headings of Ex. 4. Use your notes to write an article about it for the school magazine.

Have you ever watched a James Bond movie and wondered what gadgets spies really use?

Well, a lipstick gun, 1) ................ umbrella with poison in its tip and a pipe pistol are just some of the gadgets on display at the world's first International Spy Museum. The museum has the largest collection of gadgets used by men and women in 2) ................ most secret espionage missions in world history. There's a solar powered tree stump listening device 3) ............ spies left in the woods to listen to the enemy. You will also learn how pigeons had cameras attached to 4) ............ to take photos of battlefields during World War I.

As well 5) ............... looking at the gadgets, you will find out about 6) ............... history of spying from ancient times 7) ............... the present day. The mission of the museum is to educate the public about espionage in an interesting way and make people appreciate the role 8) ............... intelligence throughout history.
10a The truth is out there!

We are not alone ... or are we?

UFOs, alien abductions, lost time ... It might sound like the latest series of the X-Files, but many people believe that these things really exist!

We asked Jack Smith, a top UFO researcher, what makes him believe that we're not alone. 'Well,' he told us, 'just picture the scene ... I am riding my bike home one evening with my sister when suddenly a strange bright light appears in the sky in front of us. I think it's a star until it starts to change colour and move up and down and from side to side. I'm afraid, but then I feel strangely calm. After a few minutes, it disappears behind the hills and my sister and I ride home as fast as we can.'

Vocabulary

Space & sightings

1. Read the title and listen to the music. How does it make you feel? What images come to mind?

2. Which of the following can you see in the pictures?
   - stars
   - a comet
   - the moon
   - the Earth
   - the Sun
   - planets
   - a satellite
   - our solar system
   - an alien
   - a space shuttle
   - a UFO

Reading

3. a. Read the title of the article. What do you think the article is about? Read the first and the last paragraph to check.

   b. Listen and read. For questions 1-7 choose the best answer A, B or C.

1. The X-files TV series deals with unexplained mysteries.
   A Right  B Wrong  C Doesn't say

2. Jack Smith believes in UFOs.
   A Right  B Wrong  C Doesn't say

3. Jack Smith has talked to aliens.
   A Right  B Wrong  C Doesn't say

4. Not many people have made contact with aliens.
   A Right  B Wrong  C Doesn't say

5. UFOs never leave traces behind them.
   A Right  B Wrong  C Doesn't say

6. The Sun is the only star in our solar system.
   A Right  B Wrong  C Doesn't say

7. People have seen aliens among us.
   A Right  B Wrong  C Doesn't say

4. Explain the words in bold. What does Mr Smith believe about UFOs? Do you agree with his opinion?

Speaking

5. Work in pairs. Imagine you are a TV presenter. Use the information from the article to act out an interview between you and Jack Smith.
Astronauts, pilots, scientists, even presidents have had similar experiences. Some witnesses have even found debris and burn marks on the ground from UFO crashes. One UFO society, however, collected a list of 70,000 sightings from all over the world and found explanations for 80% of them: comets, meteors, bright planets like Venus, aircraft lights or even birds, anything but UFOs! But what about the other 20%? 'Well, there are thousands of solar systems, or planets that go around a central star like our sun,' Jack told us. 'If the right conditions exist on just one of these planets, it is possible that life exists there. Personally, I'm convinced that aliens are here and that they walk among us!'

There is just one problem with this. So far no one has ever found any real aliens. So, is there a logical explanation for UFO and alien sightings, or is the truth still out there? You decide!

Exploring Grammar

Reported speech

Grammar Reference

6 Read the theory then look at the sentences in the table. How do the tense forms and pronouns change in reported speech?

- Direct speech is the exact words someone said.
  "I am afraid of UFOs," he said.
- Reported speech is the exact meaning of what someone said, but not the exact words.
  He said (that) he was afraid of UFOs.
- We use "told" + personal pronoun, noun or name.
  He told us it was moving.
- We use "said to" + personal pronoun, noun or name.
  She said to Steve (that) she was tired.
- We use said without a personal pronoun, noun or name.
  He said (that) he liked the story.

7 a. Fill in said or told and then put the verbs in the correct tense.

1 She ........... that she .............. (work) in a UFO research centre.
2 They .............. us the spaceship ............. (be) from a planet millions of miles away from Earth.
3 He .............. that he .............. (be) interested in astronomy.
4 I .............. him that I .............. (not/believe) Martin's story about seeing a UFO.

b. Rewrite the second paragraph of the article in reported speech. Start like this:

He told us that he was riding his bike home one evening...

Listening

8 Listen and fill in gaps 1-5.

UFO Exhibition

Ground floor:
- 1) photographs of UFOs
- stories & 2) .............. of sightings
First floor:
- collection of objects found near sightings
- Dr Charles Marshall, 3) .............. investigator
- .............. shop and cafeteria
Price of guidebooks: 4) $..............
Exhibition center closes at: 5) ..............

Writing (a short story)

9 Listen to the sounds. Then use the words/phrases to write a short story entitled Visitors from outer space.

- quiet night
- scared
- talked
- shocked
- spaceship land
- ride bike
- took off
**Are you a believer?**

**Do you believe that...**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Your Score:***

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 Yes</td>
<td>What a skeptic! Try opening your mind a little more!</td>
</tr>
<tr>
<td>3-5 Yes</td>
<td>So you're pretty normal! You know there's some strange stuff out there, but you don't believe everything you hear.</td>
</tr>
<tr>
<td>6-8 Yes</td>
<td>Wow, you're a true believer! Aren't you taking things a bit far?</td>
</tr>
</tbody>
</table>

**Vocabulary**

**The supernatural**

1. a. Listen to the music and look at the pictures. What images come to mind?
   
b. Which picture shows: a monster, a haunted house, a crop circle, a ghost, a fairy, a witch? Do you believe in these things? Do the quiz to find out.

**Listening & Reading**

2. The sentences (1-8) below are from the following dialogue between two friends. Read them and try to answer the questions (A-C).

   A. Where do you think they were?
   B. What was strange about the place?
   C. Why did they decide to leave?

   1. I don't think coming here was such a good idea.
   2. This place gives me the creeps.
   3. You know there are no such things as ghosts.
   4. What do you mean they disappeared?
   5. I don't believe it.
   6. I wonder what's behind this door.
   7. What on earth was that?
   8. Let's get out of here.

   Listen to check.

3. a. Read the dialogue and replace the words in bold (1-5) with words from the dialogue.

   1. People believe it is haunted.
   2. He was kidnapped.
   3. They disappeared suddenly.
   4. She feels scared.
   5. He can't open it.
Angie: James, I really don’t think coming here was such a good idea. This place gives me the creeps.

James: Oh come on! Surely you don’t believe those people who say this house is haunted, do you? You know there are no such things as ghosts!

Angie: I know, but it’s so cold and dark in here. And just listen to that wind howling outside.

James: Who lived here anyway?

Angie: This is the house which belonged to that rich old couple, you know, Mr and Mrs Fairbanks.

James: Aren’t they the couple whose baby was kidnapped?

Angie: That’s right. But the strange thing is that a week after the Fairbanks lost their son, they disappeared and no one has seen them since.

James: What do you mean they disappeared? They probably just moved away.

Angie: Well, no one saw them leaving and all their belongings are still here. No one else has lived here for over fifty years! There are people who say that sometimes they can hear the sound of a baby crying coming from inside the house.

James: I don’t believe it! Hey look! I wonder what’s behind this door.

Voice: LEAVE US ALONE. GET OUT OF OUR HOUSE.

James: Ahhhhh!!! What on earth was that? Come on Angie, let’s get out of here!

2 That’s the man whose/which father studies unexplained mysteries.
3 This is the house which/who people believe is haunted.

Find examples in the dialogue.

6 a. Fill in who or whose.
1 That’s the man ………… dog bit me.
2 He is the one ………… wrote the note.
3 Sally is the girl ………… brother saw a ghost.
4 The girl ………… is singing is Lyn.
5 Bill is the one ………… father is a Ufologist.

b. Use who or which to make sentences, as in the example.
1 fortune teller/predict our future
A fortune teller is someone who predicts our future.
2 spaceship/astronauts travel in
3 flying saucer/aliens use to travel in
4 bats/animals/only come out at night
5 ufologist/study UFOs

7 Match the parts to make complete sentences.

1 John is the boy who/which a is sitting in front of you is my aunt.
2 That’s the cat which b I just bought is for my dad’s birthday.
3 The woman who/whose c John gave me.
4 That’s the present whose d sister I know well.
e always follows me home.

b. Explain the words/phrases in bold. In pairs read out the dialogue.

Speaking
4 What happened to James and Angie? In pairs, continue their dialogue.

Exploring Grammar

Relative pronouns

Grammar Reference

5 Read the examples. Which relative pronoun do we use for people only? for things or animals? to show possession?
1 Ann is the woman who/which believes in witches.

Writing (a cartoon strip)

Think of a person, object, etc. In teams, make sentences using relative pronouns. The other team guesses who/what you are talking about.

Team A 51: It’s someone who works in a school.
Team B 51: Teacher, etc

Portfolio: Write the dialogue in Ex. 3 as a cartoon strip. Give your cartoon strip a different ending.
Where there's a will there's a way...

Our planet is in big trouble – creatures are dying out, the sea and the air are filthy, more and more airports, cities and roads covering our land and we only have ourselves to blame – So what are you going to do? You can add to the problem or start being part of the solution. Got some questions? We’ve got some answers… the rest is up to you!

**How can we cut down on rubbish?**
Recycle, recycle, recycle! Don’t throw away plastic bottles, glass jars, newspapers, cardboard boxes and cans. They can all used again. Take a few moments to separate your rubbish and take it your nearest recycling centre. No recycling centre nearby? Don’t hesitate. Start a campaign!

**How can we solve the problem of pollution?**
Pick up people who work at the same place you and fill up those empty seats in your car! Better still, use public transport instead. Or why not walk or cycle to school or work? It’s free, good exercise and doesn’t harm the environment all!

**How can we stop harmful genetic engineering?**
We all know what genetic engineering doing to our food and to wildlife! Always buy organic products! Want to go a step further? Join a local group that campaigns to stop genetic engineering. You’ll be surprised what a difference you can make!

**How can we save the earth’s natural resources?**
Water means life! Take showers instead of baths and use less water you wash dishes or wash the car or water the plants. Don’t waste electricity either. Switch lights off when you leave a room and use low-energy bulbs!

Got the message? Then let’s work together to make a difference! Our planet is full of beauty and life, but only WE have power to save it.

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**Vocabulary**

- **Environmental issues**
  1. Look at the pictures. What problem does each sentence match?
  1. We are cutting down too many trees.
  2. We are poisoning the water, air and land.
  3. Some say there are too many people on earth.
  4. Changing the genes of plants, animals, or people is dangerous.

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5. It is getting hotter and hotter and it’s all our fault.
6. Countries spend billions on weapons.
7. Animals are losing their habitats.
8. We are using up our natural resources.

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**Reading**

2. Look at the title of the article and the questions. What’s the text about? Read and check.
3 Fill in the missing words (1-8). Listen and check. Then explain the words in bold.

**Everyday English**

**Exchanging Opinions**

4 Read the table. Use the text in Ex. 2 to discuss what we can do to protect our environment.

<table>
<thead>
<tr>
<th>Giving Opinions</th>
<th>Replying to opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In my opinion ...</td>
<td>• That's true/That's right.</td>
</tr>
<tr>
<td>• I (strongly) believe/think (that) ...</td>
<td>• I agree. Definitely.</td>
</tr>
<tr>
<td>• The idea that ...</td>
<td>• You're (dead) right.</td>
</tr>
<tr>
<td>• is totally right/simply wrong</td>
<td>• You've got a point there.</td>
</tr>
<tr>
<td>• There's this idea that ...</td>
<td>• I see what you mean, but ...</td>
</tr>
<tr>
<td>• As I see it ...</td>
<td>• I suppose you are right, but ...</td>
</tr>
</tbody>
</table>

A: I strongly believe that we can cut down on rubbish. We can all recycle.
B: That's true. Everything can be recycled.

**Listening**

5 🎧 Look at the advert. What is it about? Listen and fill in gaps 1-5.

### Paws for Thought!

**Help us to help the environment!**

Donate: old 0) computer equipment
mobile 1) ..................

We 2) ..................... them to raise funds for
homeless 3) ..................
Drop-off point: 705, Milner 4) ..................
Greensboro 336 – 574 – 5) ..................

**Pronunciation (/h/)**

6 🎧 Listen and circle the words where h is pronounced. Listen again and repeat.
hurt, heart, hour, honest, ghost, exhaust, whole, perhaps, exhibition

**Exploring Grammar**

- **Reported Questions**

7 a. Read the examples and the rules. What changes happen?

`Where is Josh?` She asked **where** Josh was.
`Are you OK?` She asked **if/whether** I was OK.

When we report a yes/no-question we use **if/whether**. When we report a wh-question, we use the same question word.

b. Report the sentences.

1. Can you give me a lift home?
2. Why are you throwing this away?
3. What's wrong?
4. Do you like it?

- **Reported Commands**

8 a. Read the examples. How do we report positive/negative commands?

`Stand up!` He told me to **stand up**.
`Don't sit down!` He told me not to **sit down**.

b. Find commands in the text in Ex. 2. Report them to the class.

**Study skills**

**Summarising a text**

To write a summary:
- read the text to understand the main topic
- underline or highlight main ideas
- list the points you need under headings.
- write short sentences which include the main ideas of the text. Use your own words.

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9 Portfolio: Write a short summary of the text on p. 98.
Believe it or not

Getting Started

1 Think of something scary or unexpected that has happened to you or someone you know. What happened? How did you/that person feel?

Let's look closer

2 a. Read the first paragraph of the story. Who are the main characters? When and where did the story take place?

b. What do you think might happen next? Listen to the sounds and say. Read through to check your answers.

Afraid not!

It was a bitterly cold, wintry evening and Katie and Lucy were driving home over the hills. (1) ... Suddenly, they drove into dense fog. 'Let's try to carry on a bit. Remember that spooky story our friends told us about the ghost of the man who died in a car accident out here?'

Before long, they could hardly see where they were going. (2) ... They had driven headlong into a tree! 'Oh no!' cried Lucy. As the girls were thinking about what to do, Lucy spotted something in the distance. 'Katie!' she cried. 'Look at that strange light over there in the fog! It's getting closer! What if it's the ghost?' Both girls screamed and covered their eyes with their hands.

Suddenly, there was a gentle knock on the window. (3) ... When they looked up, they saw a tall, kind-looking man carrying a torch. 'Don't be afraid!' he called through the window. 'I was just out walking my dog. I saw that you had stopped and wondered what had happened.'

The man took out his mobile phone and called the garage for help. (4) ... The man was perfectly human! They would be home in no time!

3 Complete the gaps (1-4) with the sentences (A-D). Listen and check. Explain the words/ phrases in bold.

A Suddenly, the car hit something hard and stopped.
B The girls screamed again!
C They had just spent a lovely weekend in the country with their friends and were chatting together happily.
D Katie and Lucy looked at each other and breathed a huge sigh of relief.

4 List the events in the order they happened to tell a summary of the story.

Beginnings – Endings

5 Look at the pictures. Write a beginning/ending to a story.

Study Skills

Starting/Ending stories

To start a story use your senses to set the scene and describe the weather, atmosphere, surroundings or people's actions to create mystery. To end a story, describe people's feelings.

Writing (a story)

6 Portfolio: Read the rubric. Think of a plot line for the story. Write your story. Follow the plan.

A magazine has asked its readers to write a story for the magazine's annual short story competition. The story should end with: 'Who would believe me? 

Plan

Introduction (Para 1)
set the scene (who, when, where, what, weather)

Main Body (Paras 2 - 3 )
events in the order they happened

Conclusion (Para 4)
what happened in the end/feelings

Toast and marmalade

Do you know what mermaids eat for breakfast?
Reading & Listening

1. How much do you know about stars? Try to answer the questions. Listen and check.
   A. What are constellations?
   B. Why do stars shine so brightly?
   C. Why do constellations appear to change position?
   D. Which star is closest to the Earth?
   E. What are stars made up of?

2. Read the text and match the questions (A-E) above to the paragraphs (1-5). Were your answers in Ex. 1 correct? Explain the words in bold.

3. Replace the words in bold with words from the text.
   1. They are hot clouds of gas.
   2. They give out their own light.
   3. It is the nearest star to Earth.
   4. There are billions of stars there.
   5. They orbit round stars.
   6. They are groups of stars.
   7. It looks like a hunter.
   8. It seems to move towards the west.

Speaking

4. Use the questions in Ex. 1 to give the class a short summary of the text.

Writing

5. Project: Collect information about various constellations. Write their names and a few sentences about them. Present your project to the class.

Over millions of years, hot clouds of gas called nebulae grow until they explode and form huge, blazing balls of fire. This is how stars are born. Our own sun is a star. Eventually, like all stars, it will run out of fuel and die. Don’t worry though – this won’t happen for another 4 billion years!

Stars are sources of light. This is the reason they shine so brightly in the sky. The moon, planets and comets also shine, but they don’t give out their own light. They just reflect it from the sun.

Stars are very, very far away. In fact, when their light reaches our eyes, we sometimes see them as they were thousands of years ago! Our sun is the nearest star to Earth, but it is still about 150 million km away! It is part of the Milky Way galaxy, a white band of stars that stretches across the night sky. There are more than 100 billion stars in the Milky Way and many of them, like our sun, have planets that orbit around them.

Constellations are groups of stars. If you draw lines between them (and use lots of imagination!) they sometimes look like objects, animals or people. The ancient Greeks thought that Orion looked like a giant hunter with a sword attached to his belt!

As the earth moves around the sun, we see the constellations in different positions in the sky at different times of the year. In the same way, the whole sky seems to move towards the west as the earth rotates on its axis throughout the night.
Self-Assessment

MODULE

Vocabulary

1. Circle the correct item.
   1. An icon should show on the ........ screen when you press 'play' on the ipod.
      A display       B stand       C face
   2. ................ your rubbish before you take it to the recycling centre.
      A Hesitate       B Separate     C Move
   3. Use your ................. to click on the icons.
      A tower         B keyboard      C mouse
   4. Pollution ................. the environment.
      A blames         B harms        C stops
   5. The ghost smiled at us, then it ............
      A disappeared   B burnt        C lost
   6. She often shops .............
      A display       B remote       C online
   7. Fish are .............. out.
      A dying         B separating    C helping
   8. The vacuum cleaner was ...... by H. Booth.
      A developed   B launched      C invented
   9. This house ............... me the creeps.
      A gives          B makes       C does
10. It was .......... cold for a spring evening.
      A wintry         B pleasantly    C bitterly

2. Underline the correct word.
   1. You can store/attach 500 songs on this ipod.
   2. You can use your voice to operate/turn your video with this new remote control.
   3. The speakers require/play six AA batteries.
   4. Do you watch/surf the Net?
   5. If you are using a computer, you should save/send your work every few minutes.
   6. Do you believe witches can predict/cast real spells?
   7. I'm convinced/skeptical he was lying.
   8. In order to understand, you must picture/draw the scene.
   9. Animals are losing their climate/habitat.
10. Can horoscopes predict/tell the future?

3. Write the missing word.
   1. She often visits f .............. to find out what the future holds.
      h_ _ _ _ _ _ _ 
   2. I'm too scared to go in this house by h_ _ _ _ _ _ _ _
   3. We must save Earth's n .............. resources.
   4. G .............. engineering is harmful to wildlife.
   5. Why don't you j ............. a local group?
   6. If we work together we can m .............. a difference.

Reading

4. Read the article about a young inventor and fill in the missing words 1-8.

"Hands off my lunch!" says young inventor

It's no fun when people keep stealing your lunch, but what can (0) do? Most kids have faced (1) problem, at least once, but Nic James decided to go one step further. The 12-year-old school boy (2) invented a special lunchbox alarm to catch the thieves red handed!

Nic put a small siren and a radio transmitter into his drink carton (3) placed the carton inside his lunchbox. (4) anyone opens the lunchbox, the siren goes off and gives the thief a nasty shock. Nic also carries a small radio (5) him, so he can hear the alarm wherever he is!

Nic (6) awarded a prize in the "Bright Sparks" competition for inventors last year. He has been on TV and radio shows in his home country as well as (7) Britain and the US.

Nic hasn't let fame go to his head, and he is keen to keep on inventing. He is already working on (8) invention for next year's competition. What will he think of next?

Grammar

5. Choose the correct answer.
   1. Computers are .......... in factories.
      A make       B made        C making
   2. This sauce is made .......... mushrooms.
      A for       B with        C by
You turned off the lights, ...........?
A did you      B didn't you
C won't you

You have been to Spain, ...........?
A haven't you      B have you
C you have

He ........... he was convinced that there were aliens here.
A says      B told      C said

Mary ........... us that John was ill.
A tell      B told      C said

Jim is the man ........... saw the UFO.
A which      B whose      C who

That's the cake ........... Ann made by herself.
A which      B who      C whose

John asked Claire where their children ...........?
A was      B are      C were

Bill told me ........... wait for him.
A to not      B not to      C to don't

Listening

1 Listen to a radio interview with a NASA scientist. For questions 1-5 choose the correct answer (A, B or C).

The first NASA space flight took place in

Which planet did NASA make a map of using radar?
A Venus      B Saturn      C Jupiter

The Voyager crafts are now in
A the sun's orbit.      B our solar system.      C outer space.

What will we see on Mars by 2019?
A a human being      B footprints      C a spacecraft

James likes to study space from
A a rocket.      B other planets.      C Earth.

Communication

Complete the exchanges.

You're dead right!
A: ........... that aliens don't exist!
B: I agree.

Sure - why not?
A: We should stop cutting down trees.
B: ........... 

Can I help you with those bags?
A: Can I help you with those bags?
B: Thanks. ........... 

Do you need a hand with the shopping?
A: Do you need a hand with the shopping?
B: ........... 

Would you like me to pick you up tomorrow?
A: Would you like me to pick you up tomorrow?
B: ........... 

Writing (a short story)

Write a short story for the school magazine. Your story ends with: "It was the happiest day of my life."
Reading & Listening

1 Look at the pictures. What do you think Robert Louis Stephenson usually wrote about? Read the first text and check.

Robert Louis Stevenson
(1850-1894)

Robert Louis Stevenson was born in Edinburgh, Scotland, in 1850. He loved to travel all over the world and often used the places he visited as settings for his novels.

Some of his best-known books are Treasure Island (1883), the adventure tale Kidnapped (1886) and The Strange Case of Dr Jekyll and Mr Hyde (1886). He was also famous for A Child’s Garden of Verses (1885), a beautiful collection of poems. The poems are about pirates and sailing ships, distant stars, the seaside, imaginary friends, fairies and many other things that delight the imagination of little boys and girls.

2 Listen and read the poem. Which picture illustrates it?

3 Read again and answer the questions (1-3).
   1 What are the fairies in the poem like?
   2 Where do they live?
   3 What do we learn about the author in the poem?

4 Find the words in the poem that rhyme e.g. nurse, purse. Which have similar spellings and which don’t?

Project: Use these words to write a short poem. Choose appropriate music and recite it to the class.

trees – bees
fairy – cherries
sun – fun
boys – toys

The Flowers

All the names I know from nurse:
Gardener’s garters, Shepherd’s purse,
Bachelor’s buttons, Lady’s smock,
And the Lady Hollyhock.

Fairy places, fairy things,
Fairy woods where the wild bee wings,
Tiny trees for tiny dances –
These must all be fairy names!

Tiny woods below whose boughs
Shady fairies weave a house;
Tiny tree-tops, rose or thyme,
Where the braver fairies climb!

Fair are grown-up people’s trees,
But the fairest woods are these;
Where, if I were not so tall,
I should live for good and all.

1 my nanny
2 flies
3 women
4 tree branches
5 herbs
6 beautiful