



RUSSIAN EDITION

CHOICES



MICHAEL HARRIS • ANNA SIKORZYŃSKA
MARIA VERBITSKAYA

ALWAYS LEARNING

PEARSON

Харрис М.

X 20 **Choices : Intermediate : Russian Edition : учебное пособие по английскому языку / М. Харрис, А. Сикоржинска, М. Вербицкая. — Харлоу, Pearson Education Limited, 2012. — 144 с. : ил.**

ISBN 978-1-4082-6606-9

Учебное пособие пятиуровневого курса английского языка «Choices» является частью УМК, включающего рабочую тетрадь с CD-диском, онлайн-приложение MyEnglishLab, а также пособие для учителя с мультимедийным приложением на DVD-диске, CD-дисками для работы в классе и приложением для интерактивной доски. Предназначено для обучения в 9 классе общеобразовательных учреждений. Пособие подготовлено к изданию при участии Издательского центра «Вентана-Граф».

ББК 81.2(Англ)я71

Подписано в печать 24.02.12. Формат 60×90/8. Печ. л. 18,0
Тираж 15 500 экз. Заказ № 2012

Pearson Education Limited
Edinburgh Gate, Harlow Essex, CM20 2JE, England
and Associated Companies throughout the world.
www.pearsonELT.com

Отпечатано в Neografia a.s.
Словакия
Printed in Slovakia by Neografia a.s.

© Pearson Education Limited, 2012
First published 2012

The right of Michael Harris, Anna Sikorzynska and Maria Verbitskaya to be identified as authors of this Work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

Acknowledgements

The publishers and authors would like to thank the following people for their feedback and comments during the development of the material:

Majorova Natalia, Oksana Zakharchuk, Dorota Ostaszewska, Aleksandra Gajewska, Maria Fernanda Jaureche, Irina Solokova, Natalia Radek, Svetlana Konstantinova, Natalia Golobova, Galya Dokukina, Yana Saburenkova

We are grateful to the following for permission to reproduce copyright material:
Figures

Figure on page 35 from Census at School, reproduced by kind permission of the CensusAtSchool team (www.censusatschool.org.uk).

Text

Extract on page 17 adapted from Interview with Francois Pienaar – 1995 by Matt Majendie, http://news.bbc.co.uk/sport2/hi/rugby_union/rugby_world_cup/history/3110397.stm, bbc.com/sport; Extract on pages 54-55 adapted from Incredible Shark Adventures and More, http://www.incredible-adventures.com/shark_encounter.html, with permission from Jane E. Reifert, President and Chairman, Incredible Adventures, Inc; Extract on pages 64-65 adapted from After three months of dark, it's morning at last, *The Guardian*, 8th March 2008 (Jones, S.), Copyright Guardian News & Media Ltd. 2008; Extract on pages 96-97 adapted from What happened to those inventions of the future?, Daily Telegraph, 26 January 2010 (Chivers, T. and McDiarmid, I.), © Telegraph Media Group Limited 2010; Lyric on page 110 from An Ordinary Life by Amy Elizabeth Macdonald, Warner/Chappell Music Publishing Ltd. (PRS). From the album, A Curious Thing, Melodramatic Records.

In some instances we have been unable to trace the owners of copyright material, and we would appreciate any information that would enable us to do so

Illustration acknowledgements

Seb Camagajevac: p. 105, 109; Rachel Clowes: p. 107, 112; Nigel Dobbyn: p. 6-7, 80-81, 96-7; Boy Fitzhammond: p. 79, 98, 114, 128; Jo Goodberry: p. 111; Akis Melachris: p. 14; Martin Sanders: p. 8, 56, 108; David Shephard: p. 20, 103

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

Alamy Images: AfriPics.com 31, Art Directors & Trip 29tr, Pat & Chuck Blackley 108b, Bon Appetit 21c, Nic Cleave Photography 13b, foodfolio 21br, Fotosonline 18, Stephen Frink Collection 55t, Alexander Gatsenko 50, David Grossman 69r, Doug Houghton 56t, Andrew McConnell 21tr, RIA Novosti 45 (d), United Archives GmbH 66, Patrick Ward 69l, World History Archive 94l; **©Architecturstudio HH:** 33; **Bridgeman Art Library Ltd:** Christie's Images 88b, Korovin, Konstantin Alekseevich (1861-1939) 89t, The Starry Night, June 1889 (oil on canvas), Gogh, Vincent van (1853-90) / Museum of Modern Art, New York, USA 88t, 126; Corbis: Alyson Aliano 73tr, Nic Bothma / EPA 53b, Philippe Giraud / Sygma 58t, Heritage Images 45 (a), Jon Jones / Sygma 61t, Mike Kemp / In Pictures 68, Michael Rosenfield / Science Faction 77l, Steve Starr 61b, Tom Stewart 36, **© STRINGER / RUSSIA / Reuters** 82b, John Van Hasselt 46cl; **Education Photos:** John Walmsley 69c, 71; **Mary Evans Picture Library:** AISA Media 45 (c), INTERFOTO / Sammlung Rauch 106b; **Fotolia.com:** Sergiu Bacioiu 6cl, Jaspal Bahra 104l, marksykes 24b, Tyler Olson 62b, PixAchi 104r, Giuseppe Porzani 93 (a), Radu Razvan 93 (f), Remco Rutten 30l, James Steidl 98cl, 98bc; Getty Images: Absodels 5bl, AFP 14l, AFP / Carl De Souza 13c, AFP / John Gurzinski 19, AFP / Manpreet Romana 47r, AFP / Patrick Baz 77r, AFP / Paul Ellis 102, Beat Kammerlander / Barcroft USA 53tl, 53tr, Bloomberg 77c, Digital Vision / Ableimages 100, Sergio Dionisio 53cl, Christopher Furlong 10r, Hulton Archive 90 (c), 105, Hulton Archive / Apic 90 (a), 90 (d), Hulton Archive / Dinodia Photos 45 (e), Hulton Archive / John Kobal Foundation 106 (c), Keystone-France / Gamma-Keystone 106 (a), Minden Pictures / Michael & Patricia Fogden 79, National Geographic / Joy Tessman 30r, Per-Anders Pettersson 46tr, PhotoAlto / Katarina Sundelin 34, Photographer's Choice / Mark Scott 78, Riser / LWA 73tl, Riser / Rana Faure 74, Stringer 13t, Time & Life Pictures / March of Time LC14, Ulf Andersen 113t, Noel Vasquez 53bc, WireImage / Venturelli 37 (d), WireImage / Eduardo Parra LC12, WireImage / Baptiste Lacroix 37 (f), Workbook Stock / James F. Dean 38br, **www.incredible-adventures.com:** 54t, 54b; **iStockphoto:** 9240816 3c (Background), blackred 93 (h), Calvinng 98cr, largeformat4x5 38l, LauriPettersson 24c, plientje 16tl, ProfessorVasilich 62t, w. d. put 51c, ZargonDesign 57bl, Zocha_K 57br; **www.hel-looks.com © 2005-2011 Liisa Jokinen and Sampo Karjalainen:** 40 (Greg), 40 (Sandy), 41; **Kobal Collection Ltd:** © 20th Century Fox / Sue Adler 111t, Miramax / Universall / Alex Bailey 106 (e); **Magnum Photos Ltd:** Alex Webb 47l; **Masterfile UK Ltd:** AlaskaStock 63t, Ty Milford 73b; **Pearson Education Ltd:** Gareth Boden 8c (a), 84 (b); **Penguin Books Ltd:** Lorna Doone by R D Blackmore ISBN 9780141000633. Television tie-in Edition (30 Nov 2000) 51; **Photolibrary.com:** AGE Fotostock 29b, 64-65t, All Caras Photos / Randy Lincks 58b, Frederic Cirou 70, Fresh Food Images 21l, Fresh Food Images / Philippe Desnerck 25b, Image Source 41 (Julie), Planet Observer 64b, Still Pictures / Adrian Arbib 45c, Still Pictures / Shehzad Noorani 52t; **Photoshot Holdings Ltd:** **Press Association Images:** AP / Jason DeCrow 52t, Ross Kinnard / EMPICS Sport 16b, PA Archive / Ben Birchall 91t, PA Archive / Kenneth O'Halloran 56b, PA Archive / Myung Jung Kim 25l, PHMCK 6 Christian Couzens 10l; **Rex Features:** 37 (a), 94cl, 94cr, 94c, Sam Barcroft 32t, 32b, Alex J. Berliner / BEI 42, Paul Brown 96, 96c, Dean 25t, Everett / © CSU Archv 90 (b), Everett / © Paramount 48b, Everett / © Universal 48t, Everett / © Warner Br 27, Harding / Rob Cousins 95, ITV 90 (e), 106 (b), Nils 113b, LARUFFA 45 (b), Paul Marnet 85tl, David Marsden 113t, Ken McKay 82t, Alastair Muir 85tr, 85b, Brian Rasc 113t, Geoffrey Robinson 29tl, Sam Rosewarne / Newspix 53c, Adrian Sheratt 109t, SIPA Press 14t, 103tr, Startraks Photo 37 (a), 37 (e), Charles Sykes 37 (b); **Science & Society Picture Library:** **Shutterstock.com:** Iwona Grodzka 53 (e), Jim Hughes 93 (c), Anan Kaewkharn 93 (d), 93 (e), 98bl, Kokhanchikov 93 (b); **TopFoto:** Ria Novosti 113c, **CartoonStock.com:** 99; **www.imagesource.com:** ALFORD OPEN 5t; **www.willlew.com:** Will Lew 23

Cover images: Front: Alamy Images: Daniela Delmonico
Getty Images: Nick Koudis c, Juliet White c
Photolibrary.com: Image Source r: Plainpicture USA

All other images © Pearson Education

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

CONTENTS

Language

Skills

1 IDENTITY

Topic Talk (p. 5)	Vocabulary network: Identity Pronunciation: Contractions	Listening: Three interviews Speaking: Talking about your identity
1 Avatars (pp. 6-7)	Word Builder: Compound adjectives Sentence Builder: Uses of <i>like</i>	Reading: Article about avatars (Matching, T/F/NS) Writing: Personal description
2 Languages (pp. 8-9)	Grammar: Present tenses Grammar Alive: Personal information	Reading: Article about saving languages Listening: Dialogue about languages
3 Tribes (pp. 10-11)	Vocabulary: Urban tribes Talk Builder: Agreeing and disagreeing (1) Pronunciation: Intonation (replies)	Listening: Interview with a sociologist (T/F/NS) DVD Choice: Documentary about goth weekend (Matching) Watching/Speaking: Two interviews (Matching)
Language Review (p. 12)	Revision: (Gap fill)	Self Assessment

2 BIG EVENTS

Topic Talk (p. 13)	Vocabulary network: Memories Pronunciation: Emphatic stress	Listening: Two interviews Speaking: Talking about memories
4 The Rescue (pp. 14-15)	Grammar: Past Perfect Grammar Alive: Excuses and explanations	Reading: Personal accounts of a historical event Listening: Short dialogues
5 The Big Game (pp. 16-17)	Word Builder: Multi-part verbs (1) Sentence Builder: Uses of <i>just</i>	Listening: Dialogue (Multiple choice) Reading: Newspaper interview (T/F/NS)
6 Birthdays and Funerals (p. 18)	Grammar: <i>used to</i> and <i>would</i>	Reading: Personal memory
EF3 Writing Workshop 1 (p. 19)	Text Builder: Informal style Sentence Builder: Time linkers: <i>after</i> , <i>before</i> , <i>while</i> + <i>-ing</i>	Reading/Writing: Email with a personal anecdote
EF3 Speaking Workshop 1 (p. 20)	Pronunciation: Intonation (reactions) Talk Builder: Telling stories	Listening: A story (ordering pictures) Speaking: Telling stories
Culture Choice 1 (pp. 102-103)	Story: <i>Fever Pitch</i> by Nick Hornby	Project: A sporting event

3 TASTE

Topic Talk (p. 21)	Vocabulary network: Food Pronunciation: Word boundaries	Listening: Dialogue about food habits/likes Speaking: Talking about food habits/likes
7 Cooking (pp. 22-23)	Word Builder: Verbs + prepositions Sentence Builder: Reason linkers: <i>because</i> , (<i>just</i>) <i>in case</i> , <i>as</i>	Reading: Magazine profile (Matching, Multiple choice) Writing: Invitation
8 Ice Cream (pp. 24-25)	Grammar: The Passive Grammar Alive: Describing a process	Reading: The history of ice cream Listening: Tour guide presentation
9 Restaurants (pp. 26-27)	Vocabulary network: Eating out Talk Builder: Eating out (requests/replies) Pronunciation: Polite requests	Listening: Review of a TV programme (Gap fill) DVD Choice: Documentary about <i>Fifteen</i> restaurants (T/F/NS) Watching/Speaking: Dialogue in a restaurant (Matching, Role-play)
Language Review (p. 28)	Revision: (Gap fill, Sentence transformation)	Self Assessment

4 HOUSES

Topic Talk (p. 29)	Vocabulary network: Houses Pronunciation: Unstressed function words	Listening: Three descriptions of homes Speaking: Talking about your home
10 An African Village (pp. 30-31)	Grammar: Present Perfect Continuous Grammar Alive: Explanations	Reading: Interview with anthropologists Listening: Dialogues
11 Floating Homes (pp. 32-33)	Sentence Builder: Modifiers and comparatives: <i>much</i> , <i>a bit</i> , <i>even more</i> , <i>slightly more</i> Word Builder: Prepositions and adverbs (e.g. <i>downstairs</i> , <i>go downstairs</i>)	Reading: Magazine article about a new island (Gap fill) Listening: Description of a house
12 Makeovers (p. 34)	Grammar: <i>have/get</i> something done	Reading: Magazine article about a makeover
EF3 Writing Workshop 2 (p. 35)	Text Builder: Language for reports	Reading/Writing: Report and graph
EF3 Speaking Workshop 2 (p. 36)	Talk Builder: Asking about accommodation/Making offers Pronunciation: Intonation (offers)	Listening: Hostel dialogue Speaking: Hostel roleplay (Role-play)
Culture Choice 2 (pp. 104-105)	Story: <i>Dracula</i> by Bram Stoker	Project: A famous building

Language

Skills

5 IMAGE

Topic Talk (p. 37)	Vocabulary network: Appearances Pronunciation: Word boundaries	Listening: Descriptions of celebrities Speaking: Describing a celebrity
13 Looking Good (pp. 38-39)	Word Builder: Word pairs (e.g. <i>black and white</i>) Sentence Builder: Verb patterns (e.g. <i>want somebody to do something</i>)	Reading: Magazine article about clothes shopping (Matching) Writing: Note to a friend
14 Fashion Contest (pp. 40-41)	Grammar: Speculating about the present Grammar Alive: Gossiping	Reading: Dialogues about a fashion competition Listening: Dialogue for speculating
15 Celebrity Culture (pp. 42-43)	Vocabulary network: Celebrity Talk Builder: Complaining and apologising (in shops) Pronunciation: Intonation	Listening: Talk about celebrity (Matching) DVD Choice: Documentary about celebrity (Matching) Watching/Speaking: Dialogues in a shop (Matching, Role-play)
Language Review (p. 44)	Revision: (Multiple choice, Gap fill, Sentence transformation) Self Assessment	

Topic Talk (p. 45)	Vocabulary network: Biography Pronunciation: Dates	Listening: Descriptions of life stories Speaking: Describing a hero/heroine
16 Little Hero (pp. 46-47)	Grammar: Speculating about the past Grammar Alive: Making guesses	Reading: Newspaper article about child labour Listening: Dialogue with guesses
17 Action Heroes (pp. 48-49)	Sentence Builder: Prepositions at the end of sentences (questions/relative clauses) Word Builder: Prefixes	Reading: Dialogue about a film (Gap fill) Listening: Novel extracts: <i>The Bourne Identity</i>
18 Local Hero (p. 50)	Grammar: Question tags	Reading: TV Interview
EF3 Writing Workshop 3 (p. 51)	Text Builder: Organisation and style Sentence Builder: Addition linkers	Reading/Writing: Book review
EF3 Speaking Workshop 3 (p. 52)	Talk Builder: Talking about photos (vague language, speculation, additions) Pronunciation: Intonation (end of sentences)	Listening: Describing a photo Speaking: Describing a photo
Culture Choice 3 (pp. 106-107)	Story: <i>Jane Eyre</i> by Charlotte Bronte	Project: A fictional hero/heroine

7 ADVENTURE

Topic Talk (p. 53)	Vocabulary network: Adventure Pronunciation: Emphatic stress	Listening: Dialogue about extreme sports Speaking: Talking about adventure
19 Risk (pp. 54-55)	Word Builder: Confusing nouns Sentence Builder: Prepositions + -ing forms	Reading: Adverts for extreme sports (Matching) Writing: Personal email about holiday
20 Expedition (pp. 56-57)	Grammar: Predictions, intentions, arrangements Grammar Alive: Plans and predictions	Reading: Diary of an expedition Listening: Dialogues with plans and predictions
21 Adventure Holidays (pp. 58-59)	Vocabulary network: Adventure sports Talk Builder: Asking for information Pronunciation: Polite intonation	Listening: Radio adverts DVD choice: BBC documentary about adventure holidays Listening/Watching: Dialogue in a tourist information centre (Multiple choice, Role-play)
Language Review (p. 60)	Revision: (Gap fill, Sentence Transformation) Self Assessment	

Topic Talk (p. 61)	Vocabulary network: My environment Pronunciation: Word stress	Listening: Dialogue about environment Speaking: Talking about your environment
22 Into the Wild (pp. 62-63)	Grammar: Future Continuous Grammar Alive: Requests	Reading: Dialogue about survival tips Listening: Dialogues with requests
23 The Sun (pp. 64-65)	Word Builder: Uses of <i>take</i> Sentence Builder: Reduced relative clauses (e.g. <i>tourists coming to the island</i>)	Listening: Interview with a scientist Reading: Article about Longyearbyen (Multiple choice)
24 Going Green (p. 66)	Grammar: <i>myself, yourself, ourselves; each other</i>	Reading: Newspaper article about green living
EF3 Writing Workshop 4 (p. 67)	Text Builder: Informal style Sentence Builder: Cause linkers	Reading/Writing: Informal letter of complaint
EF3 Speaking Workshop 4 (p. 68)	Text Builder: Agreeing and disagreeing (2) Pronunciation: Intonation	Listening: Dialogue about traffic Speaking: Discussing visual material
Culture Choice 4 (pp. 108-109)	Story: <i>A Walk in the Woods</i> by Bill Bryson	Project: A beautiful natural area

CONTENTS

Language

Skills

9 LEARNING

Topic Talk (p. 69)	Vocabulary network: School (1) Pronunciation: Contractions	Listening: Three monologues about school Speaking: Talking about school
25 Co-education? (pp. 70-71)	Word Builder: Making nouns (-ation/-ment/-ence/-ity/-ship) Sentence Builder: Example linkers	Reading: Online magazine posts (Matching, Multiple choice) Writing: Blog post
26 Brain Power (pp. 72-73)	Grammar: Reported statements Grammar Alive: Reporting (1)	Reading: Advice website Listening: Radio interview
27 School Life (pp. 74-75)	Vocabulary network: School (2) Talk Builder: Asking for permission Pronunciation: Intonation	Listening: Dialogue about schools DVD choice: BBC programme extract Watching/Speaking: Dialogues asking for permission (Matching, Role-play)
Language Review (p. 76)	Revision: (Gap fill, Sentence transformation)	Self Assessment

10 CAREERS

Topic Talk (p. 77)	Vocabulary network: Careers Pronunciation: Unstressed function words	Listening: Interviews about careers Speaking: Talking about careers
28 Odd Jobs (pp. 78-79)	Grammar: Reported questions Grammar Alive: Reporting (2)	Reading: Website about jobs Listening: Dialogue/Job interview
29 Future Jobs (pp. 80-81)	Word Builder: Multi-part verbs (2) Sentence Builder: Asking what to do	Reading: Job adverts (Matching) Listening: Phone-in programme (Multiple choice)
30 Got Talent (p. 82)	Grammar: Conditionals	Reading: Article about talent shows
EF3 Writing Workshop 5 (p. 83)	Text Builder: Organisation Sentence Builder: Purpose linkers	Reading/Writing: Curriculum vitae; Letter of application
EF3 Speaking Workshop 5 (p. 84)	Pronunciation: Intonation (requests) Talk Builder: Polite requests (indirect questions)	Listening: Job interviews Speaking: Job interview roleplays (Role-play)
Culture Choice 5 (pp. 110-111)	Song: <i>An Ordinary Life</i> by Amy Macdonald	Project: A famous musician

11 INSPIRATION

Topic Talk (p. 85)	Vocabulary network: The arts (1) Pronunciation: Word boundaries	Listening: Dialogue about the arts Speaking: Talking about the arts
31 Musicals (pp. 86-87)	Word Builder: Noun + noun (e.g. <i>pop singer</i>) Sentence Builder: Contrast linkers	Reading: Two reviews Writing: Short review of a performance
32 Masterpieces (pp. 88-89)	Grammar: Past Conditional Grammar Alive: Regrets	Reading: Exhibition catalogue Listening: Dialogue at a museum
33 Young Artists (pp. 90-91)	Vocabulary network: The arts (2) Talk Builder: Opinions: Reasons and examples Pronunciation: Intonation	Listening: Radio interview (Matching, Multiple choice) DVD choice: Interviews with artists Watching/Speaking: Classroom debate
Language Review (p. 92)	Revision: (Gap fill, Sentence transformation)	Self Assessment

12 INNOVATION

Topic Talk (p. 93)	Vocabulary network: Science and technology Pronunciation: Word stress	Listening: Dialogue about science Speaking: Talking about science and technology
34 DNA Detectives (pp. 94-95)	Grammar: Past modals Grammar Alive: Obligations and mistakes	Reading: Science magazine article Listening: Dialogues about obligations and mistakes
35 Science Fiction? (pp. 96-97)	Word Builder: Multi-part verbs (3) Sentence Builder: <i>whatever/whenver, etc.</i>	Reading: Newspaper article (Multiple choice) Listening: Interview about science fiction writers
36 Experiment (p. 98)	Grammar: Verbs with -ing or infinitive	Reading: Magazine article about an experiment
EF3 Writing Workshop 6 (p. 99)	Text Builder: Organisation; Discursive language	Reading/Writing: Opinion essay
EF3 Speaking Workshop 6 (p. 100)	Talk Builder: Giving presentations Pronunciation: Intonation (linking expressions)	Listening: Presentation about an invention Speaking: Presentation
Language Review (p. 101)	Revision: (Gap fill, Sentence transformation)	Self Assessment
Culture Choice 6 (pp. 112-113)	Poems: Two poems by Joseph Brodsky and Wendy Cope	Project: A famous poet

Objectives: Listen, read and talk about your identity and other people's; discuss urban tribes; write a short description; learn more about present tenses.

Reading Task 1; Listening Task 2

TOPIC TALK

1 Make guesses about which of the people in the photos (a-c):

- are proud of their nationality
- belong to an urban tribe (e.g. goths/skaters/punks)
- are into sport
- care about the environment

2 **1.2 1.3** Listen to the people (1-3) and check your guesses from Exercise 1.

3 **1.4 1.5** Listen again to the first person. Complete the information in the network.

Identity

My family roots are in ¹England/Wales.

I am proud of my/our ²_____.

One thing I love about my country is the ³_____.

I suppose I'm a/an ⁴_____ type of person but I'm a bit too ⁵_____.

I'm ⁶passionate about/keen on ⁷art/fashion/nature/sport, etc.

I'm (not) into ⁸_____.

country, flag, language, national anthem, national landmarks (e.g. famous buildings/places), national sports teams, traditional costume/music/houses

climate, food, landscape, lifestyle, people, wildlife

adventurous, creative, easy-going, energetic, hard-working, idealistic, outdoor, outgoing, practical, romantic, sporty

independent, laid-back, rebellious, shy, untidy

wearing badges, band T-shirts, clothes with designer labels, team shirts, T-shirts with logos
piercings, tattoos

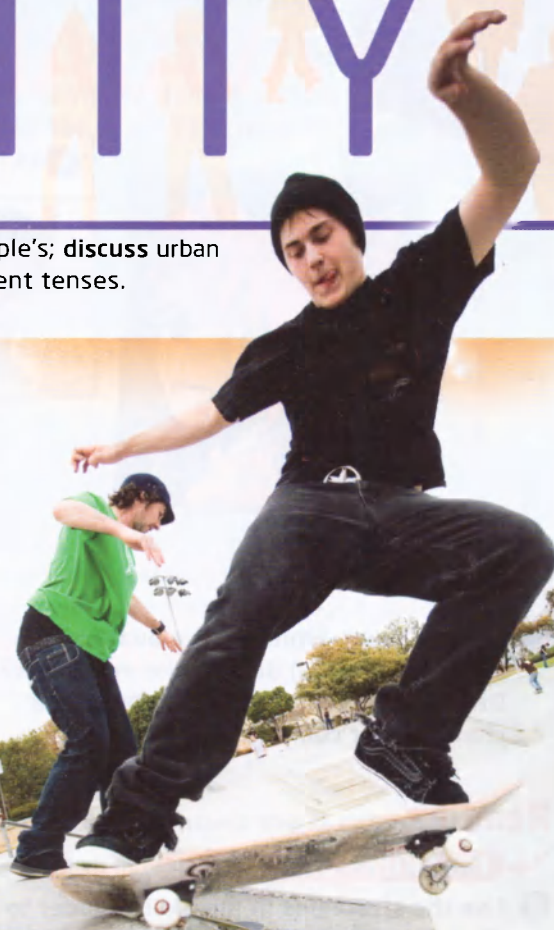
4 **1.6 Pronunciation** Listen and write down the contractions. Then listen again and repeat them.

1 - I'm

LANGUAGE CHOICE 1:
VOCABULARY PRACTICE

5 Work in groups. Use the network to talk about *your* identity.

a



b



c





Warm Up

- 3 Work in pairs. Which of the avatars in the pictures (a-d) do you like most? Why? Describe an avatar you have used in a chat, blog or computer game.

Reading

EF3 SKILLS BUILDER 13

- 3 Use the strategies in the Skills Builder to choose a title (a-c) for the article.

- a More Avatars than People
- b Creating Identity Online
- c The Dangers of Avatars

EF3 SKILLS BUILDER 14

- 3 Use the strategies to match the paragraphs (1-6) with the headings (a-g). There is one extra heading.

- a How avatars have developed
- b The future of avatars
- c Avatars in virtual worlds
- d Your avatar and you
- e Buying virtual jewellery
- f Improving your looks
- g Identity online

- 3 Read the text again. Are the sentences true (T) or false (F) or is not stated (NS)?

- 1 When you are online, you can take on any identity. T
- 2 Avatars first appeared on internet chats.
- 3 Some people spend a lot of money on their avatars.
- 4 People use avatars to express their own identity.
- 5 A person's avatar is usually not as good-looking as he/she is in real life.
- 6 Virtual worlds will be more expensive in the future.

Simon Boswell investigates the weird and wonderful world of online avatars.

- 1 When you are online you can be anyone or anything you can create your own image and a new personality, you can be anyone you want to be.
- 2 The first, simple two-dimensional avatars appeared in the mid 1980s in role-playing computer games. By the late 1990s, they were in web chats like Instant Messenger. Nowadays, avatars are everywhere. In most chats, people use simple, ready-made images or upload their own images but you can also use dynamic avatars that move around and talk when you type in your message.
- 3 Avatars in online worlds like *Second Life* can talk, walk and fly around, meet people, go shopping or go to classes. There is lots of room for creativity and you can get a brand-new identity. If you're well-off you can spend a fortune on buying virtual clothes and jewellery for your well-dressed, fashionable avatar.
- 4 Of course, the avatar you choose says a lot about your personality. If your blog avatar is a picture of a kitten, your message is 'I'm a playful, laid-back person.' Well-known cartoon characters or laughing chimpanzees say 'I'm a really funny person.'
- 5 Surprisingly, most people create avatars that look more or less like them and behave like them. However, nearly all avatars are tall, young and nice-looking so people obviously make a few improvements to their bodies and they also experiment with things like long hair, tattoos and piercings. Many people have more than one avatar: a sensible one for work, a good-looking, easy-going one for meeting people and a silly one for having fun.
- 6 Soon, over eighty percent of internet users will have at least one avatar and in some countries there will be more avatars than real people. Some people say that we spend too much time in virtual worlds and will become afraid of meeting people in the real world. Others look forward to the time when their avatar will look and act just like a real person and be able to travel around bigger, more exciting virtual worlds.

- 9 **Vocabulary** Look at the Word Builder. Match the adjectives with the meanings below.

rich attractive (x 2) stylish relaxed (x 2)
totally new can be used immediately
a flat image into wearing all the latest styles
famous

Word Builder Compound adjectives

brand-new, easy-going, fashion-conscious,
good-looking, laid-back, nice-looking,
ready-made, two-dimensional, well-dressed,
well-known, well-off

LANGUAGE CHOICE 2: VOCABULARY PRACTICE

- 9 **Work in pairs. Ask and answer the questions.**

- 1 What well-known stars (film/music/sport) do you think are good-looking?
- 2 How fashion-conscious are you? Give examples.
- 3 What do you wear when you want to be well-dressed?
- 4 How easy-going are you? Give examples.
- 5 If you suddenly became very well-off, what brand-new thing would you buy?

Writing

- 9 **Read the description and look at the picture. Find four differences.**

What does my avatar look ¹like? Well, she looks a bit ²like me but she's a bit taller and slimmer and she's got long brown hair and blue eyes. What is she ³like? When she's in her virtual world, she usually behaves ⁴like me. She's an alternative and rebellious kind of person, just ⁵like me. She ⁶likes really cool black clothes and silver jewellery and she ⁷likes going to concerts and hanging out in cool places in the virtual world, ⁸like the coffee shops on Bora Island.



- 9 **Look at the Sentence Builder. Match other examples of like (1-8) in Exercise 7 with the uses (a-e) below.**

Sentence Builder like

- a I like chatting online.
(verb: to talk about preferences)
- b My handwriting is like my dad's. / My handwriting looks like my dad's.
(preposition: similar to)
- c What is your friend like?
(preposition: ask for a general description)
- d What does my avatar look like?
(preposition: ask for a description of appearance)
- e There are various virtual worlds, like *Second Life*.
(preposition: for example)

EF3 SKILLS BUILDER 25

LANGUAGE CHOICE 3

- 9 **Work in pairs. Ask and answer the questions.**

- 1 Who are you like in your family? Who do you look like?
- 2 What clothes do you like? Give examples with like.
- 3 What do you like doing online? What kind of computer games do you like? Give examples.
- 4 What websites do you visit most often? Give examples with like.

- 10 **Create your own avatar. Write notes about the things below:**

- what it looks like
- how it behaves
- where you use it
- why you chose your avatar

- 10 **Use your notes to write a description of your avatar like the one in Exercise 7.**

- 10 **Work in groups. Ask and answer questions about your avatars. Use the cues in Exercise 10.**

A: *What does your avatar look like?*

B: *He's tall with long red hair. He looks a bit like me.*

No Comment

'I never forget a face but in your case I'll make an exception.'

Groucho Marx, American comedian

Warm Up

- 3 Look at the map of world languages. Which continents have the lowest number of endangered languages?
- 3 Read the text and answer the questions.
- 1 Why do languages disappear?
 - 2 What do scientists do to save languages?
 - 3 Why do we want to save them?
- 3 **Your Culture** Where in the world is your language spoken? What languages have influenced your language? What foreign words are used in your language now?

Present tenses

- 3 Name the tenses (Present Simple or Present Continuous) in the sentences (1-5) underlined in the text and match them with the things they talk about (a-e).

- a feelings and opinions
- b facts and permanent situations
- c routines, things that happen regularly 1
- d things happening exactly at the time of speaking
- e things happening around now, not necessarily at the time of speaking

- 3 Read the rule. Can you change the verb forms in **bold** in the sentences (1-2) into the continuous?

- We use the Present Simple (not Present Continuous) with **state** verbs like these: *be, believe, belong, know, like, prefer, remember, want, understand.*

- 1 Older speakers of the language **die**.
- 2 We **believe** we can help save some endangered languages.

- 3 Match the Present Perfect sentences (1-2) with the uses (a-b).

- 1 Australian and South American natives **have** always **used** plants to treat people.
- 2 A lot of languages of smaller cultures **have disappeared**.

- a We talk about past events when it doesn't matter when they happened (often they have some consequences in the present).
- b We talk about a situation or habit that started in the past and is still going on.

Key

⊙ = endangered language

1.8

SAVE LANGUAGES

¹Every two weeks, a language dies. Languages are becoming extinct faster than endangered animals. Because language is part of national identity, minority languages have often been discriminated against. In the 19th century, Native Australians and American Indians were not allowed to use their native languages in public in Australia and the United States. It was also illegal to speak Celtic languages in Ireland, Scotland and Wales in the street. Some languages die naturally. While the languages of powerful groups have always spread, the languages of smaller cultures have disappeared. Small communities stop speaking their traditional language and choose the more 'popular' one. Slowly, older speakers die and the original language is forgotten.

Practice

- 3 Which of the people (a-c) could not say these sentences? Why?

- 1 'I'm living in the Amazon jungle.'
 - a a native Amazon Indian
 - b a student on holiday in the jungle
 - c an engineer building a road in the jungle
- 2 'I teach English.'
 - a an experienced teacher of English
 - b a full-time English teacher
 - c a PE teacher teaching an English class
- 3 'I've done my homework.'
 - a a student giving her homework to the teacher
 - b a student after she finished her homework
 - c a student planning to do her homework

→ LANGUAGE CHOICE 4



² Many endangered languages have no written form but they carry amazing knowledge of local environments. Native Australians and South Americans have always used plants to treat people. Unfortunately, many of their languages are dying and this knowledge may one day be lost forever.

Christine Davies, from the Enduring Voices project, told us: ³ We believe we can help save some endangered languages. ⁴ We are recording the speakers of endangered languages on all continents. For example, in Australia we have recorded the only living speaker of Amurtag, so this language won't disappear completely. But while ⁵ we're talking now, the last speakers of some native languages all over the world are dying, taking their culture and knowledge with them. So we have to hurry.'

- 9** Use the notes to write sentences the people (1-3) could say. Use the Present Simple, Present Continuous and Present Perfect.

I'm learning my 10th language now.

I work at university.

I've studied languages since I was at school.

- 1** an expert on languages
 - learn my 10th language now
 - work at university
 - study languages since I was at school
- 2** a 6-year-old native Australian child
 - speak our language at home
 - learn to write in English at school
 - never speak to a foreigner
- 3** an explorer
 - be a traveller since I was twenty
 - spend very little time at home
 - prepare for a trek in the Andes

EF3 LANGUAGE CHOICE 5

Grammar Alive

Personal information

- 9** **1.9** Listen to the dialogue. Answer the questions about Martha and James.

- 1** What languages do they speak well?
- 2** What languages are they learning?
- 3** What countries have they been to?

- 12** Work in pairs. Use the cues to make dialogues.

A: *Have you ever learned a foreign language?*

B: *Sure. I study French at school. I'm revising for a test now.*

A starts

- 1** learn a language?
- 2** visit Barcelona?
- 3** talk to a famous person?
- 4** buy designer clothes?

B starts

- 5** appear on TV?
- 6** feel really stressed?
- 7** fall in love?
- 8** use a laptop

B answers

- 1** study French at school - revise for a test now
- 2** often go to Spain - learn Spanish now
- 3** talk to famous people all the time - text Zac Efron now
- 4** buy designer clothes all the time - wear an Armani jacket today

A answers

- 5** appear on TV regularly - act in a soap opera this week
- 6** feel stressed often - feel stressed about the next class
- 7** fall in love all the time - fall in love with you right now
- 8** often use a laptop - chat online on it right now

- 12** Use the cues to write a questionnaire. Use correct tenses.

- 1** How many languages - speak?
How many languages do you speak?
- 2** What languages - learn now?
- 3** What subjects - like learning?
- 4** How many different countries - visit?
- 5** How many times - speak to a foreigner?
- 6** What foreign language - need most often?

- 12** Work in pairs. Ask and answer the questions. Tell the class about your partner.

Warm Up

- 4 **Vocabulary** Look at the network and the photos (a-b). Try to match the tribes with the descriptions (a-g).

Urban tribes
emos, geeks, goths, metal heads, punks,
skaters, trendies

Descriptions

- a have dyed black/straight hair - into pessimistic punk music - wear dark clothes *emos*
- b into horror films - have dyed hair - wear silver jewellery/black make-up - into *Evanescence*
- c have scruffy clothes/shaved hair - chains/piercings
- d like designer labels/loose shirts (male) - into clubbing/shopping
- e wear dull clothes - obsessed with technology and gaming
- f have long hair/beards - wear leather jackets/black T-shirts - into heavy metal
- g wear baggy clothes - hang out at skate parks - into indie and punk

LANGUAGE CHOICE 6:
VOCABULARY PRACTICE



Listening

- 4 1.10 1.11 Listen to an interview about urban tribes in the UK. Check your guesses from Exercise 1.

EF3 SKILLS BUILDER 9

- 4 1.10 1.11 Listen again. Are the sentences true (T), false (F) or not stated (NS)?

- 1 Urban tribes started in the 1970s and 80s. *F*
- 2 There are more tribes around these days.
- 3 Tribes are changing faster than before because of the internet.
- 4 Members of each tribe are in the same age group.
- 5 Tribes are always based on tastes in music and clothes.
- 6 The identity of some tribes is based on interests.
- 7 Most young people now only belong to one tribe.

- 3 **Your Culture** Work in pairs. Which of the tribes in Exercise 1 do you have in your country? Can you think of any others? Tell the class.



- 5 **OVD 1** Watch the documentary without sound. Order the things the journalist does (a-e). Then watch it with sound and check your answers.

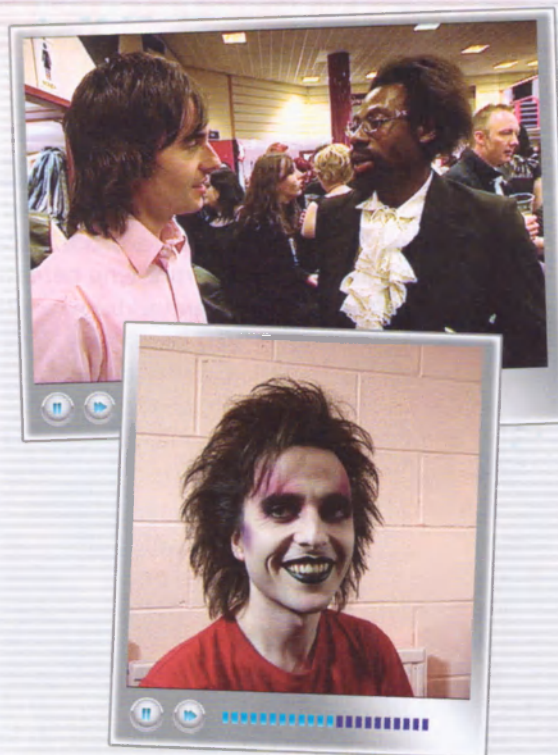
- a He goes to the party in goth clothes and make-up.
- b Two goths put make-up on him and change his hair.
- c He feels relaxed with his appearance.
- d He travels to Whitby for a goth weekend. 1
- e He interviews some goths.

- 8 **OVD 1** Watch again. Match the descriptions (1-5) with the people (a-d).

- a journalist (x 2)
- b goth man
- c goth woman
- d goth musician

- 1 has been a goth for a long time b
- 2 usually feels different from other people but not in Whitby
- 3 is worried about dressing up like a goth
- 4 doesn't like the journalist's clothes
- 5 now feels confident in goth clothes

- 9 Would you like to go to the Whitby Goth Weekend? Would you dress up like a goth?



Watching and Speaking

- 8 **1.12 OVD 2** Listen to or watch two interviews. Match the descriptions (1-5) with the people.

- Tim • George • Tom • Harry

- 1 dislikes goths Tim and Tom
- 2 likes goth music
- 3 likes punk music
- 4 has got tattoos
- 5 thinks he is independent but isn't

- 9 **1.12 OVD 2** Look at the Talk Builder. Listen or watch again. Choose the replies to the opinions you hear.

Talk Builder Agreeing and disagreeing (1)

- | | Agree | Disagree |
|--------------------------------|-----------------|------------|
| 1 I think they're a bit silly. | a So do I. | c I don't. |
| | b Me too. | |
| 2 I'm not into their clothes. | a Neither am I. | c I am. |
| | b Me neither. | |
| 3 I don't think we're a tribe. | a Neither do I. | c I do. |
| | b Me neither. | |
| 4 I just love urban tribes. | a So do I. | c I don't. |
| | b Me too. | |
| 5 I'm into their music. | a So am I. | c I'm not. |
| | b Me too. | |
| 6 I don't like those groups. | a Neither do I. | c I do. |
| | b Me neither. | |

EF3 SKILLS BUILDER 41

- 10 **1.13 Pronunciation** Listen to the opinions and replies and notice the intonation. Listen and repeat the replies.

- 10 Write replies to the statements below with your opinions.

Neither am I.

- 1 I'm not into heavy metal.
- 2 I think goth clothes are great.
- 3 I don't think urban tribes are bad.
- 4 I'm really into hip hop and rap.
- 5 I don't like beards and long hair.
- 6 I think piercings and tattoos are horrible.

- 10 Choose one of the topics (a-e). Write five statements about your topic.

I don't think that goths are very interesting.

- a urban tribes in your country
- b clothes and fashion
- c different styles of music
- d personal appearance
- e interests and habits

- 10 Work in groups. Take turns to say your statements to each person in your group. Record their responses.

A: I like band T-shirts.

B: So do I.

C: I don't.

- 10 Report your results to the class.

Sixty percent of the class don't like piercings. Forty percent like them.

Language Review Module 1

1 Use of English, Task 3 Identity Choose the correct answer a, b, c or d.

I'm very proud ¹ _____ my surname, Bruce, because my ancestor was Robert the Bruce who defeated the English at the battle of Bannockburn in 1314. One thing I really love ² _____ Scotland is our traditional costume, the kilt, and I sometimes wear mine on special occasions like weddings. I'm a ³ _____ too rebellious and I sometimes have problems at school. I'm passionate ⁴ _____ folk music and I'm keen ⁵ _____ playing the guitar. I'm not ⁶ _____ wearing band T-shirts.

- 1 a) for b) in c) of d) off
2 a) about b) in c) for d) on
3 a) some b) small c) little d) bit
4 a) of b) about c) on d) for
5 a) of b) on c) for d) about
6 a) in b) on c) into d) for /6

2 Compound adjectives Add one extra word to the words in brackets to complete the sentences with the correct adjectives.

- A My sister is very ⁷ _____ (fashion) and she loves wearing ⁸ _____ (new) designer clothes.
B I am not very ⁹ _____ (well) so I haven't got much money for clothes but I always try to be ¹⁰ _____ (dress).
C Robert Pattinson is a really ¹¹ _____ (know) actor and he's very ¹² _____ (good) - everybody likes him.

/6

3 like Put like in the correct place in the sentences.

- 13 What does your cousin, Jenny, look?
14 She looks a bit me but she is taller and slimmer.
15 And what is she?
16 She is an easy-going and laid-back type of person my brother, Tom. .
17 She is really into doing sports hockey and basketball.

/5

4 Present tenses Use the cues to write questions.

- 18 what language / you usually speak?
19 what languages / you learn this year?
20 what language / want to learn?
21 how many countries / you visit so far?
22 you ever do a language course abroad?

/5

5 Present tenses Complete the phone conversation with the verbs in brackets in the correct tense.

- A: Hi, Anna. How are things?
B: Okay, Claire, but I'm a bit tired because I ²³ _____ (have) two exams today.
A: What ²⁴ _____ (do) at the moment?
B: I ²⁵ _____ (write) to my cousin Eric.
A: The one from Belgium? I ²⁶ _____ (never meet) him.
B: He's really nice. He ²⁷ _____ (live) in Brussels and he can speak four languages. His English is so good that people often ²⁸ _____ (think) he is English.
A: Lucky him. I ²⁹ _____ (want) to learn Italian but we can't do it at school. I ³⁰ _____ (study) French for three years but I'm terrible at it.
B: Well, I ³¹ _____ (visit) Italy a couple of times and I ³² _____ (understand) a bit of Italian. It's a great language.

/10

6 Agreeing and disagreeing (1) Complete the dialogues.

- A: I think punk music is great. → (agree)
B: So ³³ _____
A: I like goth clothes. → (disagree)
B: I ³⁴ _____
A: I'm not into piercings. → (agree)
B: Me ³⁵ _____
A: I don't like skater clothes. → (disagree)
B: I ³⁶ _____
A: I'm into urban tribes. → (agree)
B: Me ³⁷ _____
A: I don't like tattoos. → (agree)
B: Neither ³⁸ _____
A: I'm not into dyed black hair. → (disagree)
B: I ³⁹ _____
A: I'm into clubbing and shopping. → (agree)
B: So ⁴⁰ _____

/8

Self Assessment

1.14 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 1
2	Language Choice 2
3	Language Choice 3
4 and 5	Language Choice 4 and 5
6	Students' Book (SB) p.11 ex.9

2 BIG EVENTS

Objectives: Listen, read and talk about important events; listen to stories and anecdotes; write an email; learn more about past tenses.

EF3 Task Focus: Listening Task 3

TOPIC TALK

- Look at the photos (a-c). What big events do they show? Use the network to help you.
- 1.15 1.16** Listen to two people talking about their memories. What five happy events do they mention
- 1.17 1.18** Listen again to the first person. Complete the information in the network about memories.
- 1.19 Pronunciation** Listen and write down the sentences. Then underline the stressed words.

It was great because we danced all night.

LANGUAGE CHOICE 7: VOCABULARY PRACTICE

- Write a timeline of your life with some important memories. Then work in groups. Use the network to talk about *your* memories.

Memories

One special event I remember was the

¹ wedding of my older sister.

It was great because we ² _____.

A sad occasion was the funeral of my

³ grandfather/grandmother.

One of my best sporting memories was ⁴ _____.

The best bit was when ⁵ _____.

One of my ⁶ earliest/strongest memories was the

⁷ _____ when I was about six.

When it happened, I was ⁸ watching TV/
at home with my family/at school.

Accidents: car/plane/train crash, fire, nuclear disaster
Politics: election of ..., start of the war, terrorist attack
Natural disasters: earthquake, flood, forest fire, storm



Personal/family events

anniversary of ..., birth of ..., wedding of ...
party to celebrate ...

danced all night, had a great time, hugged each other,
laughed a lot, sang songs

Sporting events

the cup final, the game between ... and ...,
the Olympics, the world championships

my team scored a goal, won the game/race
collected the medal/prize/trophy
the crowd cheered/went wild



THE RESCUE

Warm Up

- 1 Look at the photos (a-b) and read the information about the Chile mine rescue. When were the photos taken? Describe how the people are feeling.



On August 5, 2010, the world was shocked to learn that a rock fall in a mine in northern Chile had resulted in 33 miners becoming trapped. The mine was deep underground, 624 metres below the surface. For 17 days, the miners had no contact with the outside world and it was feared that they had died. Miraculously, however, they hadn't, and rescue teams worked non-stop to clear the tunnel and get them out. When the last miner emerged from the tunnel on October 14th, they had been trapped for a total of 70 days.



- 2 Read about people's memories of the mine rescue. What were Elena, Paul and Ricardo doing on the day of the rescue?

1.20

I'm a journalist and I was reporting on the situation at the mine. The atmosphere was very tense, but hopeful. People had come from all over the country to witness the rescue. We cheered every miner that was pulled to the surface. But I remember being there on the day the mine had collapsed, too – it had been very different that day, with worried relatives crying, engineers trying to find a way to get the miners out, and ambulance crews waiting. **Elena, Argentina**

For 70 days the world sat glued to their TV sets, praying all the miners would survive. The truth is, we hadn't been very hopeful, but when we saw the last miner emerging, it was an incredible feeling. The man, who was in charge of the miners, had volunteered to be the last one rescued. He had refused to leave until he knew all his men were safe. It was an amazing story of courage and survival. **Paul, UK**

It was like a dream. After more than two months, the miners had been rescued. I was on duty at the hospital in Copiapo where they were brought for treatment. They all had dental infections and some had eye problems, too, after so much time spent underground. However, they all appeared to be in far better condition than we had expected. We experienced a day we will never forget, full of emotion and joy. **Ricardo, Chile**

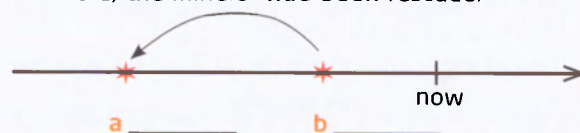
Past Perfect

- 3 Read the Past Perfect sentences. Find more examples in the text.

Affirmative	People had come from all over the country to witness the rescue.
Negative	The truth is, we hadn't been very hopeful.
Question	Had the miners developed any health problems?

- 4 Read the sentences. Which event (1 or 2) happened first? Which event is given first by the author? Put the names of tenses on the timeline.

It ¹**was** like a dream. After more than two months, the miners ²**had been** rescued.



- 5 Read the sentences. Match the verb forms (1-3) with the uses (a-c). Write the names of the tenses for the uses (a-c).

I'm a journalist and I ¹**was reporting** on the situation at the mine. The atmosphere ²**was** very tense, but hopeful. People ³**had come** from all over the country to witness the rescue.

- _____ a an event that happened before other events in the past
 _____ b an event in the past
 _____ c an activity that continued for a period of time in the past 1

- 6 Your Culture What has been the most important event in your country's recent history?

Practice

- 8 Match the sentences (1-3) with the time of events at the mine.

- 1 At that time, the tunnel was collapsing.
- 2 When I arrived, the tunnel had collapsed.
- 3 The mine was safe and the tunnel hadn't collapsed.

a August 17 b August 1 c August 5

LANGUAGE CHOICE 8

- 8 Use the information from the text and the Past Perfect to complete the sentences. Use the verbs from the box.

come fall suffer die be

- 1 The tunnel from the mine to the surface was blocked because rocks had fallen into it.
- 2 There was a crowd of people at the mine who _____ from all over the country.
- 3 For 17 days, no one knew if the miners were alive or _____ in the rock fall.
- 4 Waiting so long to see their loved ones _____ very difficult for the families of the miners.
- 5 All of the miners _____ severe problems with their teeth, and some had problems with their eyes.

- 8 Complete the sentences with the verbs in brackets in the Past Simple, Past Continuous and Past Perfect.

- 1 When an earthquake struck Haiti in 2010,
 - a scientists had warned (warn) that the island was at risk many times.
 - b a lot of countries _____ (send) rescue teams there.
 - c a lot of people _____ (sleep) in their homes.
- 2 When the World Trade Center towers in New York were attacked on 11 September 2001,
 - a a lot of New Yorkers _____ (travel) to work.
 - b firemen _____ (try) to rescue the people from the buildings.
 - c terrorists _____ (hijack) four planes.
- 3 When Princess Diana died in 1997,
 - a most British people _____ (cry).
 - b she _____ (run away) from photographers.
 - c she and Prince Charles _____ (be) divorced for a year.

LANGUAGE CHOICE 9

Grammar Alive Excuses and explanations

- 13 1.21 Listen to the dialogues and answer the questions.

Dialogue 1:

- 1 Where was Fiona going?
- 2 Why did the underground close?
- 3 Was Fiona in danger?

Dialogue 2:

- 4 Where was Mark going?
- 5 What caused the problem on the bus?
- 6 Why were the police called?
- 7 Why was Mark late?

- 13 Work in pairs. Use the cues to make dialogues.

A: *Why didn't you eat anything?*

B: *I wasn't hungry. I had eaten a big lunch.*

A starts

- 1 You didn't eat anything.
- 2 You didn't laugh.
- 3 The teacher shouted at you.
- 4 You walked home.

B answers

- 1 I / not hungry / eat big lunch
- 2 I / hear the joke before
- 3 She / angry / I / not do my homework
- 4 Someone / steal my bike

B starts

- 5 You didn't go to the cinema with us.
- 6 You didn't come to the school dance.
- 7 You missed the concert.
- 8 Your parents didn't believe in your story.

A answers

- 5 I / already see the film
- 6 I / have an argument with my boyfriend
- 7 I / not get the ticket
- 8 I / lie to them before

- 13 Use the notes to prepare explanations of why you did not go to a friend's birthday party. Use the Past Simple, Past Continuous and Past Perfect.

I was going to your party when I realised that I had left your present at home. I walked back home and I slipped and broke my arm.

- 1 go to your party - realise - leave your present at home - walk back home - slipped and break my arm
- 2 in the shopping mall, look for a present for you - police arrest a man - he robbed a bank the day before - police interview all shoppers - home at midnight
- 3 travel on the underground - someone stop the train - a group of football fans start a fight - spend two hours on the platform
- 4 jog in the park - see a girl in the lake - fall into water - jump in and save her - take a first aid course earlier in the year

- 13 Work in pairs. Ask for and give explanations.



Warm Up

- 1 **Your Culture** Work in pairs. Ask and answer the questions.
- 1 What are the national sports in *your* country?
 - 2 What are the names of some of your greatest national sporting heroes?
 - 3 What have been your country's most famous national sporting victories? Do you remember them? How did you feel? How did you celebrate?

Listening

EF3 SKILLS BUILDER 1

- 2 **1.22 1.23** Look at the photos (a-b). Listen and choose the main topic in the conversation.
- | | |
|-------------------------|----------------------------|
| a South African rugby | c the film <i>Invictus</i> |
| b South African history | d Nelson Mandela |

EF3 SKILLS BUILDER 2

- 2 **1.22 1.23** Use the strategies in the Skills Builder to listen again and choose the best answers to the questions.
- 1 The system of 'apartheid' in South Africa:
 - a was bad for white South Africans.
 - b finished after 1995.
 - c separated people of different races.
 - d was good for black South Africans.
 - 2 When did Nelson Mandela become president?
 - a 1918
 - b 1990
 - c 1994
 - d 1995
 - 3 Black South Africans didn't like their rugby team before the World Cup because:
 - a all the players were white.
 - b South Africa weren't very good.
 - c Pienaar was the captain.
 - d the team was a symbol of apartheid.
 - 4 White South Africans changed their attitudes to the 'new' South Africa because:
 - a the team sang the old national anthem.
 - b Mandela appeared in the team jersey.
 - c the team had five non-white players.
 - d Mandela spoke to the crowd.
 - 5 What happened in the final?
 - a It was a 12-12 draw.
 - b New Zealand played badly.
 - c South Africa won in the end.
 - d South Africa won easily.
 - 6 The most important result of the game was that:
 - a South Africans became more united.
 - b the crowd went wild.
 - c Pienaar got the trophy.
 - d there were big celebrations.



- 3 **1.24 Vocabulary** Look at the Word Builder. Match the sentences (1-8) from the dialogue with the people they are about (a-e). Then listen to the sentences and check your answers.

a Francois Pienaar b South Africans c the crowd
d Nelson Mandela e the South African team

Word Builder Multi-part verbs (1)

- 1 He **came out** of prison in 1990. *d*
- 2 They **met up**.
- 3 They **got on** well.
- 4 He **went out** to speak to the players.
- 5 They **stood up** and cheered.
- 6 Everyone **joined in**.
- 7 They **kicked off**.
- 8 They **got together** and celebrated.

EF3 LANGUAGE CHOICE 10: VOCABULARY PRACTICE

Reading

- 1 **Read the newspaper interview.** What is it about?

EF3 SKILLS BUILDER 15

- 1 **Vocabulary** Use the strategies in the Skills Builder to match the words in **red** with the meanings (a-e):
- | | | |
|--|-------------------------------------|----------|
| a to stand on the road and ask car drivers to take you somewhere | b stressful | c all of |
| d something becomes very important and urgent | e with no contact with other people | |
- 2 **Read the interview again.** Are the sentences true (T), false (F) or not stated (NS)?
- 1 South Africa were the favourites to win. *F*
 - 2 Francois felt nervous before the game.
 - 3 He hasn't got strong memories of the game.
 - 4 The game brought all South Africans together.
 - 5 Francois was very grateful to Nelson Mandela.
 - 6 Francois cried when he received the trophy.
 - 7 The car driver was amazed to see them.



125

Francois Pienaar received the trophy for the 1995 Rugby World Cup from then President Nelson Mandela after an exciting, low-scoring final. Here Pienaar talks about his country's historic victory over New Zealand.

You were not one of the favourites to win, were you?

The South African public was hoping we'd do well but we had a young team and had just come out of sporting **isolation** because of apartheid. We'd had a good season but the Australians were the favourites.

What about the day of the final? Was it exciting from start to finish?

It was incredibly **tense** and emotional – some of the guys were physically ill. You can't imagine but it's such an important hour-and-a-half in your life. Then **the pressure was on**. Can South Africa do it? The night before, I only slept four or five hours – I was constantly thinking about the game. When I woke up, I thought about getting the trophy. Later, when we got to the ground, there were sirens and screaming. It was like a scene out of a movie. It was good to finally play.

What do you remember about the game?

I remember every minute of the game. It's still very clear in my mind.

What was your reaction when the final whistle went?

I fell to my knees. Then all of a sudden I realised the **whole** team was around me – that was a special moment.

Was it all a little crazy afterwards?

The atmosphere on the streets of South Africa was just incredible. For the first time, all the people had come together and all races and religions were hugging each other. It was just wonderful.

And getting the trophy from Nelson Mandela was something special?

Nelson Mandela said, 'Thank you very much for what you've done for South Africa.' but I said, 'Thank you for what you've done.' I almost felt like hugging him but it wasn't appropriate, I guess. Then I lifted the trophy. It was unbelievable – I can't describe the feeling.

And what about the night out afterwards?

When we got back to the hotel after the official dinner, nothing was planned. I ended up **hitch-hiking** with my girlfriend and Joel Stransky and his wife. There was no transport because the other guys had taken it but we'd decided to go for a drink. So we hitched. This car stopped and the look on the driver's face was incredible – he was so surprised. He just said 'please get in' and then couldn't speak for the rest of the journey.

Interview: by Matt Majendie

- 9 Look at the Sentence Builder. Match the words (a-c) with the different uses of **just** (1-3).

a really b only c very/recently

Sentence Builder **just**

- 1 We had **just** come out of isolation.
- 2 The atmosphere was **just** incredible.
- 3 He **just** said 'please get in'.

LANGUAGE CHOICE 11

- 9 Write six sentences about your life with **just**.

I have just closed my notebook.

I think Arsenal are just fantastic.

I just love rugby.

- 10 Choose a sporting event you have participated in or watched. Write notes about the things below:

- when and where it happened
- how you felt before it
- what happened during it
- what the result was
- how you felt afterwards

- 11 Work in groups. Ask and answer questions about your sporting events.

No Comment

'In my country we go to prison first and then become President.'

Nelson Mandela

BIRTHDAYS AND FUNERALS

Warm Up

- 3 Look at the photo. What is the relationship between the people?
- 3 Read the text. Why was the baby named Joy?



1.26

My great-grandmother Joy was a lovely person. She used to spend a lot of time helping others – she would bake cakes for people's birthdays or knit sweaters for the homeless. She didn't use to stay at home much. She would go to every family wedding and funeral and wouldn't forget anyone's birthday. She used to believe that our birth and our death are the two really important events in our lives. My family were Catholic and used to name the children after saints – I was born on St Patrick's day, so I was called Patrick.

My youngest sister was born on 4 December, St Barbara's day. Granny Joy was celebrating her 89th birthday on that day but she came to see my sister in hospital. The baby started crying but when Granny Joy took her into her arms, she smiled and fell asleep. Granny Joy died in her sleep that night. Her funeral was a big event – all the people she used to help came to say goodbye. And my parents ignored the tradition and called their youngest daughter Joy and not Barbara.

Each 4 December we remember the anniversary of two important events in our family history: Joy's arrival and Granny Joy's departure.

used to and would

- 3 Read these sentences and complete the rule.
Find more examples of *used to* and *would* in the text.

Affirmative	She used to spend a lot of time helping others. She would bake cakes for people's birthdays.
Negative	She didn't use to stay at home much. She wouldn't forget anyone's birthday.
Questions	Did she use to have a lot of friends? Would she help the neighbours?

- We use *used to* and *would* + infinitive to talk about single/repeated activities or situations in the past.

- 3 Read the sentences. Then match the verbs (1-2) with the uses (a-b) to complete the rules.

She *would/used to* go to every funeral.

She *would/used to* believe that birth and death are important events.

She *would/used to* help the neighbours.

She *would/used to* have a lot of friends.

1 We use *used to* or *would*

2 We use only *used to*

a with repeated activities in the past.

b with states in the past (*be, have, know, believe, etc.*).

- 5 Read the sentences (1-6) about life in modern Europe. Then use the cues in brackets and *used to/didn't use to* to describe what things were like a hundred years ago.

1 Most women give birth in hospital. (*at home*)

A hundred years ago, women in Europe used to give birth at home.

2 Fathers look after babies. (*not look after babies*)

3 Small children go to nursery school. (*stay at home*)

4 Teenagers don't work to earn their living. (*work*)

5 People live about seventy-six years on average. (*about forty years*)

6 Most teenagers go to school until they are sixteen. (*not go to school*)

LANGUAGE CHOICE 12

- 3 Rewrite the underlined verbs using *used to* or *would*. There are two verbs that cannot be changed.

My grandfather Ronald ¹loved ceremonies and celebrations. He ²organised parties on every possible occasion, he ³didn't miss a wedding, he ⁴made speeches and ⁵told anecdotes. He ⁶knew everybody in our town. His funeral ⁷became quite an event, too. The people he ⁸knew all came. In the middle of the ceremony, a mobile ⁹rang really loudly. The sound was coming from the coffin. Granddad ¹⁰carried his phone in his pocket all the time and someone had left it there. And someone said 'Ron ¹¹liked company, so I guess he wanted to keep in touch after he'd gone.'

- 3 Think of the time when you went to primary school. Describe your memories using *used to* and *would*.

I used to walk to school. After school, we would play football in the school playground. I didn't use to be a good player but I loved it.

EF3 Writing Workshop 1



3 Look at the photo of a Star Trek wedding. Which of these people (a-d) can you see?

- | | |
|------------------|----------------|
| a the bride | c the groom |
| b the bridesmaid | d the best man |

3 Read the email. Would you like to go to a Star Trek wedding? Why/Why not?

From: Katy
Subject: **My cousin's weird wedding!**
Date: 3 March 20:32:06 BDT
To: Isobel

Hi there Isobel,

How's everything? We've just been to my cousin Carol's wedding in London - it was really WEIRD!!!!!!!!!!!! After arriving at the hotel, we met Carol and Dave, her future husband. They told us about the surprise Star Trek ceremony before giving us our Star Trek clothes. We then went to the registry office for the civil ceremony which was quite short.

Afterwards, we went back to the hotel to change into our Star Trek gear. My Uncle Alan was Captain Kirk, Martin, the best man was an alien and Sally, the bridesmaid, was a doctor. During the ceremony, Uncle Alan spoke in Klingon (the Star Trek language) which was very strange. Then Dave dropped his laser pistol while kissing the bride and I couldn't stop laughing. After the second ceremony, there was a big lunch with lots of speeches and later, there was a disco.

Unfortunately, the journey home was a NIGHTMARE because the trains were delayed. In the end, it took six hours - when we got home I felt completely wiped out!

Write soon. :-)

All the best,

Katy xxxxx

Text Builder

EF3 SKILLS BUILDER 16

3 Match the informal words and expressions in blue in the email with the words and expressions (1-6).

- | | | |
|-----------|--------------|------------|
| 1 clothes | 3 very tired | 5 horrible |
| 2 Dear | 4 goodbye | 6 a lot of |

3 Look at the Sentence Builder. Rewrite the sentences (a-d) below.

Sentence Builder after/before/while + -ing

- After getting (after we had got) to the hotel, we met Carol and Dave.
- They told us about the ceremony before giving us (before they gave us) our clothes.
- Dave dropped his laser pistol while kissing (while he was kissing) the bride.

EF3 SKILLS BUILDER 26

- Before we got on the train, we had a snack.
Before getting on the train, we had a snack.
- We talked about him while we were waiting for the train.
- After we had got to the station, we drove home.
- While he was talking on the phone, he checked his emails.

3 Write an email to a friend about a social event.

EF3 SKILLS BUILDER 27

1 Choose an event. Write notes about the things below:

- when and where it happened
- who was there / how people felt
- what happened before / during the event
- what was funny
- how it finished / how you got home

2 Use your notes to write your email.

3 Give your email to your partner to check for mistakes. Then rewrite it.

3 Work in groups. Ask and answer questions about your event (see ideas above in Stage 1).

A: *What sort of event was it?*

B: *It was a party after a summer course.*

EF3 Speaking Workshop 1



3 Look at the drawings (a-d) and guess the order.

3 1.27 1.28 Listen to the story and check your guesses.

3 1.27 1.28 Listen again and order the sentences (a-j) in the Talk Builder.

Talk Builder Telling stories

- a It was the weirdest thing that's ever happened to me.
- b So the next thing I did was to use my judo.
- c I'd just finished classes.
- d I was riding my bike.
- e It happened the other day. 1
- f So anyway, then I went towards the mugger.
- g Eventually, everything was fine.
- h But then, the old guy was angry.
- i After that, the director came over.
- j Suddenly, I saw these two guys.

EF3 SKILLS BUILDER 42

3 1.29 Pronunciation Listen to the listener's reactions (1-4). Match them with their meanings (a-d). Then listen again and repeat them.

- | | |
|------------------------|---------------------------------|
| 1 And then? What? And? | a a bit worried |
| 2 No! Wow! Amazing! | b surprised about something bad |
| 3 Oh no! | c surprised/excited |
| 4 Really? | d wanting to know more |

3 Complete the story with expressions from the Talk Builder.

It happened the ¹ other day. I'd ² _____ got off the bus and I ³ _____ walking along the street in the centre of town. ⁴ _____, I saw this guy and I thought I recognised him. He looked like this friend I had when I was at primary school. So ⁵ _____, then I went up to him and started speaking to him but he looked at me very strangely. Maybe, he thought I was a bit crazy. So the next ⁶ _____ I did was to say sorry and start to walk away. But ⁷ _____, I heard him call my name. He had remembered me! After ⁸ _____, we started talking about the old days at school. ⁹ _____ we went for a burger together. I felt really pleased to see him because we'd lost contact. Now we see each other every weekend. It was the nicest ¹⁰ _____ that's happened to me recently.

3 Tell a story about an experience you have had.

1 Choose something (true or invented) that happened to you.

- meeting someone for the first time
- an exciting or dangerous experience
- going to a big event (e.g. a football match)

EF3 SKILLS BUILDER 43

2 Use the strategies in the Skills Builder to write notes and prepare to tell your story.

3 Work in groups. Take turns to tell your story to your partners.

3 What was the best story in the group? Tell the class.

Irina's story was about meeting her boyfriend. It was very funny because they didn't get on at first and they had an argument ...

LEARNING LINKS: 1 Read and listen to an extract from *Fever Pitch* in Culture Choice 1 on page 102. Then do a project about a sporting event in your country.

2 Check Your Progress 2 → MyLab / Workbook page 17. Complete the Module Diary.

3 EF3 Exam Choice 1 → Workbook pages 18-20.

MODULE 3 TASTE

Objectives: Listen, read and talk about food; write an invitation; act out a restaurant situation; learn more about Passives.

Reading Tasks 1 and 3; Listening Task 2



a snails



b bread ice cream



c chip butty



e grilled rat

TOPIC TALK

1 Classify the dishes in the photos (a-d):

- absolutely delicious!
- okay
- not very nice
- really disgusting!

2 Look at the network. Give examples of the types of food listed and add more examples of dishes.

cereals - rice dishes - pizza

3 **1.30 1.31** Listen to a conversation. What kind of food do Georgina and Harry eat? List two examples of healthy and unhealthy food that they mention.

4 **1.30 1.31** Listen again. Complete the information in the network for Harry.

5 **1.32 Pronunciation** Listen to the words. Which letters can't you hear?

What's that? chip butty roast beef
important meal favourite dish tastes bitter

→ **LANGUAGE CHOICE 13 AND 14: VOCABULARY PRACTICE**

6 Work in groups. Use the network to talk about the food *you* like and dislike.

Food

I eat a lot of ¹ meat but I don't like ² _____ very much.

It's/They're good/bad for you because it's/they've got a lot of ³ _____.

The most important meal for me is ⁴ breakfast/lunch/dinner.

My all-time favourite dish is ⁵ _____.

It tastes ⁶ _____ and it's got a ⁷ _____ texture.

⁸ I'd like to/I'd never try ⁹ rats/snails/kangaroo.

Types of food

cereals, dairy products, fish, fruit, meat, seafood, vegetables
fast, fattening, fresh, home-made, organic, vegetarian food

Health

calories, carbohydrates, fat, fibre, minerals, protein, salt, sugar, vitamins

Dishes

apple pie, bacon and eggs, boiled lobster, a chip butty, chocolate cake, curry, dark-chocolate ice cream, fish and chips, fried chicken, grilled steak, omelette, roast beef

Taste: bitter, delicious, sour, spicy, sweet

Texture: creamy, crispy, crunchy, smooth, soft

Warm Up

- 3 Look at the cook in the photo. Make guesses about his age, nationality, interests, etc.

Reading

- 3 Read the text. Check your guesses from Exercise 1.

- 3 Read the text again. Match the headings (a-h) with the paragraphs (1-7). There is one extra heading.

- | | |
|--------------------|---------------------------|
| a The future | e Luke's style of cooking |
| b Cooking meat | f Introducing Luke |
| c Learning to cook | g An unusual child |
| d Some advice | h Famous restaurant |

EF3 SKILLS BUILDER 17

- 3 Read the text again and use the strategies in the Skills Builder to choose the best answer to the questions.

- What type of text is it?
a a newspaper report b a magazine profile
c a website d a teenage magazine article
- Who is it written for?
a other professional chefs b teenagers
c people interested in food
d English language students
- Who is it written by?
a a professional journalist b a friend of Luke's
c one of his customers d a professional chef
- What is the writer trying to do?
a give news b tell people about the restaurant
c tell people about Luke
d give his/her opinions about food

- 3 Vocabulary Look at the Word Builder. Find the verbs and prepositions in blue in the text. Then answer the questions below about Luke.

Word Builder Verbs + prepositions

- | | |
|------------------|---------------------|
| 1 to talk about | 5 to learn about |
| 2 to be about | 6 to care about |
| 3 to know about | 7 to find out about |
| 4 to think about | |

- What was the article about?
- What have you learned about Luke?
- What do you know about his food?
- What does Luke care about?
- What else would you like to find out about Luke?

LANGUAGE CHOICE 15: VOCABULARY PRACTICE

Luke Hayes-Alexander

Teenage Master Chef

1 Luke looks like a typical eighteen-year-old. He is tall (1.95 metres), skinny and pale and is into strange hats and loud music. Luke speaks softly and is quite shy but when he **talks about** food, you can hear his passion for cooking. 'My life **is about** food - shopping, preparing, developing and serving.'

2 Luke Hayes-Alexander is executive chef of *Luke's* in Kingston, Canada, started by his parents in 1993 and named after their eighteen-month-old son. *Luke's* now attracts food lovers from all over the world because of the exciting new dishes created by its brilliant young chef.

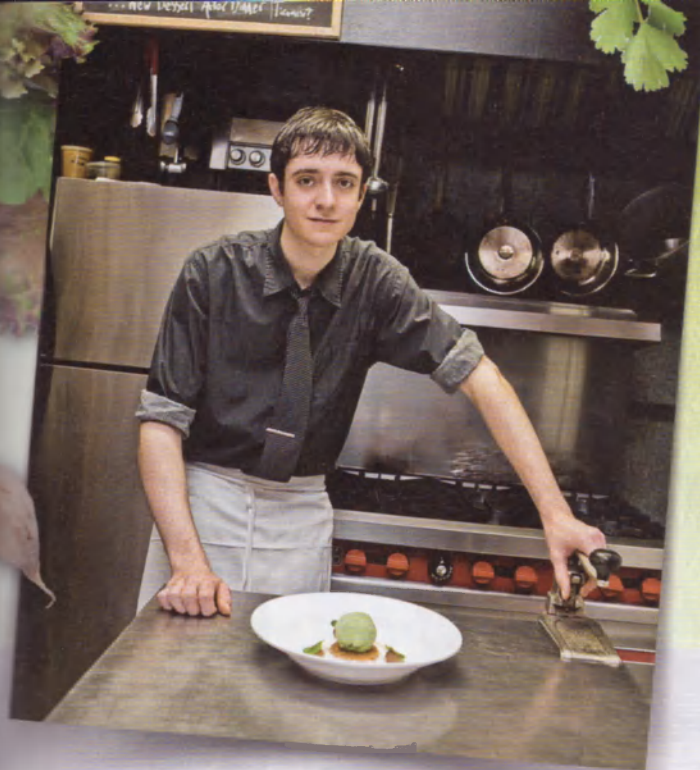
3 Luke did not have a typical childhood. When he was a kid, he did not play video games or watch TV and he hated sport. He read *War and Peace* when he was seven (and understood it!) and he preferred cookbooks to comic books. After finding out that he had diabetes, he had to **know about** all of the ingredients in the food he ate. Soon, he started helping his father in the kitchen and **thinking about** new recipes.

4 At the age of fourteen, Luke left school and, with his parents' help, combined home schooling with **learning** more **about** food. Then, when Luke was only sixteen, he took the position of chef from his father and started changing the small family restaurant into a centre of creative cuisine.

5 Luke loves looking for new and unusual combinations of flavours and textures for his dishes. Luke **cares** a lot **about** his ingredients; they all come from local farms and everything in the restaurant is home-made. 'I enjoy cooking almost everything,' he says, 'if it is beautiful and fresh.' Surprisingly, although he is a vegetarian, Luke is an expert at preparing and cooking meat and his smoked sausages are delicious.

6 Luke is happy in Kingston but has many plans and is already working on a cookery book with dozens of his interesting recipes. 'I'd love to write books to teach people, to inspire them,' he says. He would also like to go to Europe to **find out** more **about** European cooking and talk to his heroes like the Spanish cook Ferran Adrià.

7 What tips does Luke have for other teenagers interested in food? 'Have fun, get dirty, listen to some good, funky music and COOK!'



Writing

- B** Read the invitation (a) and replies (b-c). Match the informal words and expressions in **blue** with the words and expressions below.

- invitation **invite** • come (to the party)
- contact you • goodbye (x 3) • I am organising

a

Hi everyone,

Am having a party at home (27 Mill Street, Leighton) on Saturday 20 July at six o'clock because it's my **EIGHTEENTH** birthday! I'm going to make pizzas and my brother will be busy on the barbeque in the garden! Bring a jacket in case it gets cold. You can stay overnight and there's lots of room but tell me beforehand just in case there's a problem. Hope you can **make it**.

All the best,
Alex

b

Hi Alex,

Thanks for the invitation. I'm afraid I can't come as I'm going to be away on holiday. Hope you have a great time - I'll **be in touch** when I get back.

Take care,
Chloe

c

Hi Alex,
Thanks for the **invite**. I'd love to come but can I bring a friend? I've got an exchange student from Finland staying. He's very nice!

Cheers,
Tom

- 7** Look at the Sentence Builder. Which of the words in **bold** express a reason to prepare for something that may happen in the future? What tense do we use after those linkers?

Sentence Builder Reason linkers

- 1 I'm having a party **because** it's my birthday.
- 2 I can't come **as** I'm going to be in Scotland.
- 3 Bring a jacket **in case** it gets cold.
- 4 Tell me before hand **just in case** there's a problem.

ET3 SKILLS BUILDER 28

- B** Use the linkers from the Sentence Builder to complete the sentences.

- 1 Bring an umbrella **in case** it rains.
- 2 I'm afraid I can't come _____ I've got exams.
- 3 You might want to go for a swim. Bring your swimsuit _____.
- 4 This is my phone number _____ you get lost.
- 5 I'm having a party _____ I've passed my final exams.

- B** Plan a meal or a party. Write notes about the things below:

- food to buy
- dishes you are going to make
- when/where it is and why

- 12** Work in pairs. Write an invitation and then give it to your partner. Write a reply to your partner's invitation.

- 12** Tell the class about your partner's invitation.

Mario invited me for dinner next Saturday. He is going to make burgers. I am going, of course!

No Comment

'I don't even butter my bread; I consider that cooking.'

Katherine Cebrian

Warm Up

- 1 Is ice cream popular in your country? Is it healthy or unhealthy? Why?
- 2 Read the text. Which of these ingredients was ice cream made of in the past? Which are used now?
 - fruit • milk • cream
 - sugar • snow • rice
- 3 What is your favourite flavour of ice cream? What is the most unusual flavour you have tried?

The Passive

- 3 Complete the table with examples of the Passive from the text.

Tense	The Passive: example
Present Simple	
Present Continuous	
Present Perfect	
Past Simple	
Past Continuous	
Past Perfect	
going to + infinitive	<i>New ice cream flavours are going to be invented.</i>
can/will/should + infinitive	

- 3 Read the Passive sentences (1-4) from the text. Match them with the uses (a-b).

- 1 The production process **is carried out** by electric ice cream makers.
- 2 Ice cream **can be bought** everywhere.
- 3 Ice cream and sorbets **have been eaten** since ancient times.
- 4 Ice cream **was defrosted and frozen** again by vendors.

- a We use the Passive when we don't know who does the action or the action is more important than the person who does it.
- b We use a by phrase to put emphasis on who does the action.



1.34

Ice cream and sorbets

have been eaten all over the world since ancient times. A frozen mixture of milk and rice was invented around 200 BC in China. The Roman Emperor Nero ate fruit mixed with snow from the mountains.

For a long time, ice cream was a luxury and was made by hand. A bowl with the ingredients, e.g. fruit and cream, was placed inside another bowl filled with ice and salt. The ice and salt mixture was used for freezing – when the ice cream ingredients were being stirred, they slowly changed into ice cream.



Ice cream maker

Nowadays, ice cream can be bought everywhere. The production process is carried out by electric ice cream makers. The mixture of cream, sugar and other ingredients is stirred mechanically while it is being cooled to get a smooth, creamy texture.

Before the second half of the 20th century, when electric freezers became common, eating ice cream was considered quite risky. People were often poisoned after eating ice cream which had been defrosted and frozen again by vendors. Now, everybody knows that to prevent the development of bacteria and avoid food poisoning, ice cream shouldn't be left out of the freezer for long.

There are already hundreds of flavours of ice cream and sorbets. And no doubt unusual flavours, like tomato sorbet or green pepper ice cream, will soon be sold.





Practice

- 8 Complete the sentences with the verbs in correct forms. There is one sentence where the Passive cannot be used. Why?
- Sorbets are made (make) from fruit, sugar, water and egg whites.
 - The first ice cream maker _____ (invent) by Nancy Johnson in 1843.
 - Ice cream can _____ (produce) at home.
 - Electric freezers _____ (use) since the mid 20th century.
 - Marco Polo _____ (bring) recipes for ice cream from China in the 13th century.
 - Calorie-free ice cream is going to _____ (advertise) by big ice cream companies.

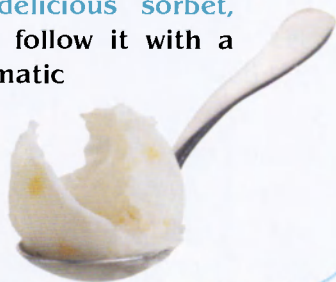
LANGUAGE CHOICE 16

- 9 Rewrite the advertisement using the Passive for the underlined verbs (1-6). The phrases in blue are the new subjects.

Dream Cream ice cream and sorbets have been made for thirty years.

¹We have made TM DREAM CREAM ice cream and sorbets for thirty years. ²We carefully select all ingredients and they are always the best quality. In the past, ³you could only find our sorbets in the best restaurants and cafés. Now, ⁴you can buy our famous lemon sorbet in most supermarkets. Soon, ⁵we are also going to sell our peach and orange sorbets. And while ⁶your guests are enjoying the delicious sorbet, don't forget to follow it with a cup of our aromatic

TM DREAM CREAM espresso.



EF3 LANGUAGE CHOICE 17

Grammar Alive Describing a process

- 9 **1.35** Listen to a man talking about chocolate. Complete the information.

- Chocolate was discovered by Mayas and Aztecs.
- Cocoa beans _____ to Spain by Hernan Cortez, the conqueror of Central America.
- Milk _____ to the paste after sugar and cocoa butter.
- Bad cocoa beans _____.
- The chocolate mixture _____ constantly to give it a smooth texture.

- 9 Work in pairs. Use the cues and the Passive in the correct tenses to write your questions. Then ask and answer the questions.

A: *How can ice cream be made at home?*

B: *It can be made with an ice cream maker.*

A starts

- How can / ice cream / make at home?
- Where / cola / invent?
- When / healthy fast food / going to sell in the shops?
- Where / tapas / eat?

B starts

- What / sushi / make of?
- When / first electric fridge / invent?
- How should / tea / serve?
- How long / coffee / drink in Europe?

B answers

- with an ice cream maker
- in the USA
- now in some shops
- in Spain

A answers

- rice and raw fish
- at the beginning of the 20th century
- in a cup, with milk or lemon
- since the 17th century

- 10 Use the cues and the passive to talk about the food items below.

Yoghurt is made of milk. It should be kept in the fridge. It can be eaten on its own or used to make desserts.

- yoghurt - make of milk - should keep in the fridge - can eat on its own or use to make desserts
- tea - grow in Asia - drink all over the world - can drink with milk or lemon
- eggs - eat for thousands of years - should eat fresh - can boil or fry
- pasta - invent in Italy - make in different shapes - cook in water - often eat with tomato sauce



Warm Up

1 **Vocabulary/Your Culture** Look at the vocabulary network. Ask and answer the questions.

- 1 What kind of cafes and restaurants are the most common in your city or area?
- 2 What sort of food and drink can you find there? What dishes are the most popular?
- 3 When you go out with your family and friends, who usually books the table? How much do people usually leave as a tip in your country?

Places

cafe/coffeehouse, fast-food bar,
pizzeria, take-away
Indian/Thai/Japanese, fish, seafood,
self-service, vegetarian restaurant

Eating out

Actions
book a table, ask for the menu,
order food, pay the bill (by credit
card/in cash), leave a tip

Courses

starter/first course,
main course, dessert

Listening

2 **2.1 2.2** Look at the photo of the famous chef, Jamie Oliver. What kind of person do you think he is? Listen to a programme about him and check your guesses.

LEARNING SKILLS BUILDER 3

1 **2.1 2.2** Use the strategies in the Skills Builder to listen again and complete the notes.

Born in: ¹ 1975
 Helped in the kitchen of: ² _____ near London
 Left school at the age of: ³ _____
 Worked in: ⁴ _____ restaurants
 1998: noticed by the ⁵ _____
 1999: first successful ⁶ _____ and cookbook
 2002: created the Fifteen Foundation for young people with: ⁷ _____
 Trainees learn to: ⁸ _____ other people and ⁹ _____ their lives
 2005: TV programme and campaign to improve: ¹⁰ _____ food in Britain
 2008: campaign to teach ¹¹ _____
 2010: campaign to improve food in the

LANGUAGE CHOICE 18: VOCABULARY PRACTICE

DVD Choice

- 4 **DVD 3** Watch the clip about the *Fifteen* restaurants without sound. Try to guess which of the things (a-c) it is about. Then watch it with sound and check your guess.

- a the food and style of cooking at the restaurants
- b the training programme for young people
- c Jamie Oliver's reasons for starting *Fifteen*

- 5 **DVD 3** Watch again. Are the sentences true (T), false (F) or not stated (NS)?

- 1 Trainees on the programme are between sixteen and twenty-four. **T**
- 2 Lorna thinks *Fifteen* is a great restaurant.
- 3 Trainees spend two years on the course.
- 4 Trainees work two days a week at the restaurant.
- 5 The *Fifteen* programme has changed Portia's life.
- 6 Trainees are helped with their personal problems.
- 7 Jamie Oliver thinks Portia is the best graduate.

- 6 Would you like to go on a catering course? Why/Why not? Would you like to eat out at a *Fifteen* restaurant?



Watching and Speaking

- 7 **2.3 DVD 4** Listen to or watch the restaurant situation. Match the descriptions (a-g) with the people: Charles (C), Julie (J) or waiter (W).

- a is friendly
- b is a bit bossy
- c has a food allergy
- d loves fattening food
- e makes a mistake
- f enjoys the meal

- 8 **2.3 DVD 4** Look at the Talk Builder. Match the phrases (1-13) with the people: the customers (C) or the waiter (W). Then match the replies (a-f) to the requests in bold.

- a Of course, madam.
- b Certainly, sir.
- c Right, sir.
- d Of course, sir.
- e Right, madam.
- f All right.

Talk Builder Eating out

- 1 A table for two, please. **C**
- 2 Have you got a reservation?
- 3 **Would you mind** waiting for a couple of minutes, please? **f**
- 4 Can I take your coats?
- 5 **Could we have** the menu, please?
- 6 I'm afraid we're out of salmon.
- 7 **Could you bring us** a large bottle of mineral water, please?
- 8 **I'll have** a large glass of cola, please.
- 9 Are you ready to order?
- 10 **I'd like** the vegetable soup for a starter, please.
- 11 How would you like your steak: rare, medium or well-done?
- 12 **Can we have** the bill, please?
- 13 Would you like to pay by cash or credit card?

EF3 SKILLS BUILDER 44

- 7 **2.4 Pronunciation** Listen and repeat the requests. Notice the polite intonation.

- 11 Work in pairs. Think of a restaurant. Write notes about the things below:

- the restaurant (What type of food is there? Is it expensive or cheap?)
- the menu: think of nine dishes (starter/main course/dessert)
- the prices

- 12 Work in pairs. Use the Talk Builder to act out your dialogue. Take turns to be the waiter and the customer.

Language Review Modules 2 and 3

1 Memories/Food Complete the sentences with the correct words.

- 1 One special _____ I remember was my tenth birthday.
- 2 That party was great _____ we all danced until 3 a.m.
- 3 A sad _____ I remember was my granddad's funeral.
- 4 One of my best sporting _____ was when my club won the FA Cup.
- 5 Finally, one of my earliest memories was a forest fire. When it _____, we were at my aunt's house.
- 6 I eat seafood but I don't like fish very _____.
- 7 The most important _____ for me is lunch.
- 8 My all-time favourite _____ is my mum's chocolate cake.
- 9 That ice cream _____ delicious!
- 10 I'd like to _____ snails.
- 11 I'd _____ eat rats because I think they're disgusting. /11

2 Multi-part verbs (1)/Verbs + prepositions Complete the sentences with the correct words.

- 12 My family often gets _____ for big meals.
- 13 We usually meet _____ in an Italian restaurant.
- 14 My grandma knows a lot _____ food.
- 15 At the meal, grandma stood _____ and made a speech.
- 16 Then we all joined _____ to sing *Happy Birthday*.
- 17 Everyone talked _____ the party for weeks. /6

3 just, Reason linkers, after/before/while + -ing Order the words in the sentences.

- 18 to the hotel / after / getting back / we had lunch
- 19 an umbrella / it rains / bring / in case
- 20 just / that book / reading / finished / I've
- 21 a party / because / we're having / it's Christmas
- 22 that chocolate cake / just / was / delicious
- 23 talked / met / we just / when we / for hours
- 24 away / I'll be / as / I can't come / to your party
- 25 driving / while / had / to work / an accident / she /8

4 Past Simple, Continuous and Perfect Use the cues to make sentences in the past.

- 26 when I get up / my dad already leave for work
- 27 when I go into the kitchen / my mother have breakfast
- 28 when I got home / I already / do my homework

- 29 while I go to school / I text my friend Alice
- 30 I arrive at school / then I go to the library /5

5 Past tenses/used to and would Complete the sentences with *would*, *used to* or the Past Simple when they are not possible.

In 2003, I ³¹ _____ (believe) in Father Christmas but that year, I ³² _____ (see) my dad bring in the presents. We ³³ _____ (always celebrate) Christmas at home and I ³⁴ _____ (love) opening my presents. For lunch, we ³⁵ _____ (have) turkey. /5

6 The Passive Rewrite the sentences in the Passive.

- 36 The Mayans discovered chocolate. (*Chocolate ...*)
- 37 When the Spaniards arrived, the Aztecs used chocolate beans as money. (*Chocolate beans ...*)
- 38 In the 17th century, Londoners drank hot chocolate. (*Hot chocolate ...*)
- 39 We have eaten chocolate for years. (*Chocolate ...*)
- 40 We will use chocolate as medicine. (*Chocolate ...*) /5

1 Use of English, Task 3 Eating out Choose the correct answer.

- C: A table for one, please.
 W: Have you got a ⁴¹ _____, madam?
 C: Yes. Could I have the menu, please?
 W: Certainly. I'm afraid we're ⁴² _____ of salad.
 C: Would you ⁴³ _____ bringing me a cola, please?
 W: Are you ready to ⁴⁴ _____, madam?
 C: I'd like steak, please.
 W: Would you like it rare, medium or ⁴⁵ _____?
 41 a) tip b) food c) bill d) reservation
 42 a) no b) out c) some d) without
 43 a) mind b) like c) be d) want
 44 a) order b) buy c) eat d) pay
 45 a) roast b) boiled c) well done d) cooked /5

Self Assessment

2.5 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 7 and 13
2	Language Choice 10 and 15
3	Language Choice 11; SB p.23 ex. 7, p 19 ex. 4
4 and 5	Language Choice 8, 9 and 12
6	Language Choice 16; SB p.20 ex.5
7	Language Choice 18

MODULE 4 HOUSES

Objectives: Listen, read and talk about houses; act out hotel dialogues; write a short report; learn about the Present Perfect Continuous and *have/get* something done.

TOPIC TALK

- 1 Look at the homes in the photos (a-c). Find out more about them on page 129. Which of them would you like to live in? Why?
- 2 **2.6 2.7** Listen to three people. What type of homes do they live in and what are their dream homes?
- 3 **2.8 2.9** Listen again to the first person. Complete the information in the network.



a Walking House



b Houseboat

Houses

I live in a ¹ terraced house .
 It's got ² two/three/four bedrooms.
 It's also got ³ _____ .
 I like my room because it's ⁴ _____ .
 My flat/house is ⁵ _____ .
 My dream is to live in a ⁶ one/two-bedroom flat with a big ⁷ terrace/garden.
 I'd like to live ⁸ in the centre/in the country.

Type

bungalow, cottage, detached house, two-bedroom flat/apartment (US), hut, motor home, semi-detached house, terraced house

Features

air-conditioning, central heating, fitted cupboards/wardrobes, a fireplace, games room, garden, home cinema, lawn, pond, staircase, terrace

Appliances

a dishwasher, fridge, freezer, oven, washing machine

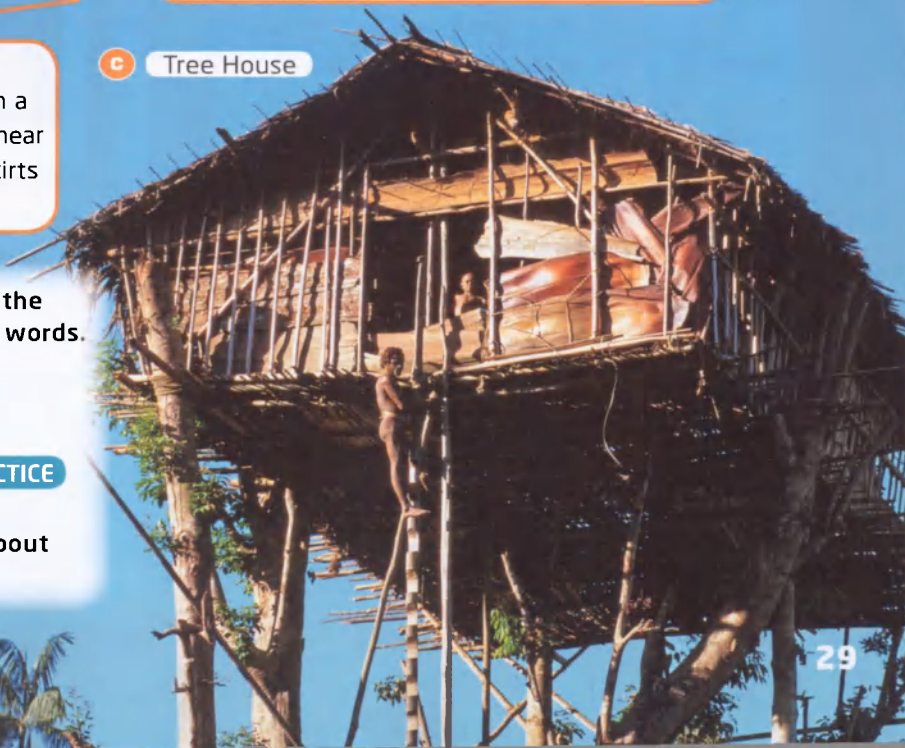
Advantages

cosy, quiet, warm, got nice views/lots of space

Location

in the centre/downtown (US), in the country, in a busy/quiet street, in the suburbs, in a village, near a tube station, on the sixth floor, on the outskirts of town, twenty minutes from the centre

c Tree House



- 4 **2.10 Pronunciation** Listen and write down the sentences. Then underline the unstressed words.

We've also got a little garden at the back - with a small lawn and a pond.

ET3 LANGUAGE CHOICE 19: VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about *your* home and *your* dream home.

10 AN AFRICAN VILLAGE

Warm Up

- 3 Look at the photos (b-c) and read the information below. Which of these things do you think a Himba home has?

- a bathroom
- a kitchen
- a fireplace
- a staircase

The Himba people live in northern Namibia. They move their 'villages' from one place to another to find food for their animals: cattle and goats. They have adapted to living with almost no water. The Himba women are famous for their amazing hairstyles.



- 3 **2.5.1** Read and listen to the interview and check your guesses from Exercise 1.

- 3 Would you find the Himba lifestyle easy or difficult? Why?

Present Perfect Continuous

- 3 Read the Present Perfect Continuous sentences and complete the patterns.

Affirmative	<i>We've been using ash to wash our hands.</i> subject + have/has + ____ + v-ing
Negative	<i>We haven't been washing our clothes.</i> subject + have/has (not) + ____ + v-ing
Question	<i>Have you been eating enough?</i> have/has + subject + ____ + v-ing

- 3 Read the Present Perfect Continuous sentences (1-2) from the text. Match them with the uses (a-b).

- 1 *We've been eating dried meat.*
- 2 *I smell horrible, I've been collecting cow dung.*

- a an activity that started in the past and is still going on at present
- b an activity (finished or not) which has some visible side effects in the present

Living with the Himba

For the last two months, anthropologists Alice and Rob Smythe have been living in a Himba village. Peter Stewart talked to them about their new home.

Peter: You don't smell very nice. What have you been doing?

Rob: We've been collecting cow dung to finish our house. The Himba kids are helping us.

Peter: It's this hut, right? It looks very simple.

Alice: Yes, it's one room, with just a fireplace to keep us warm at night. We've been building it for two weeks. We've built the walls but the roof is not ready yet. We use dung because mud is too dry.

Peter: I see ... There is no bathroom in your hut, I suppose, so how do you keep clean?

Alice: Well, we've been using ash to wash our hands and brush our teeth, just like the Himba. I've been taking aromatic smoke saunas, like all Himba women. We haven't been washing our clothes because there isn't enough water - it is only used for drinking.

Peter: You look thin. Have you been eating enough?

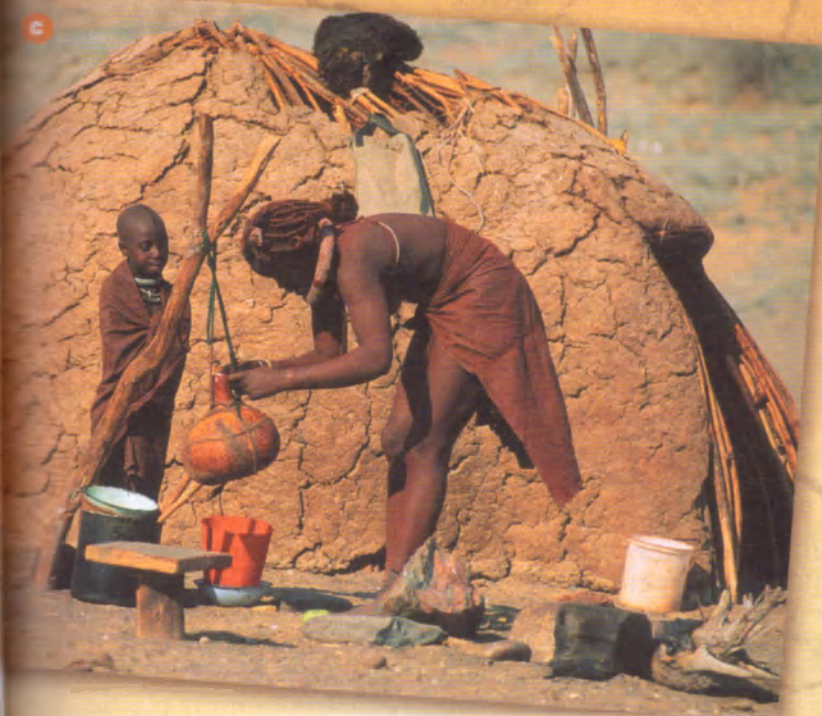
Alice: We've mainly been eating dried meat and milk. Let us show you the village kitchen - it's that open hut over there.



- 3 Read the sentences (1-2). Underline the correct words in the rules below.

- 1 *We've been building the hut for two weeks.*
- 2 *We've built the walls.*

- We use the *Present Perfect/Present Perfect Continuous* when we want to focus on the activity or process, finished or unfinished.
- We use the *Present Perfect/Present Perfect Continuous* when we want to focus on achievements, on the results of a finished activity.



Practice

- 7 Use the cues and the Present Perfect Continuous to explain what has been happening.

- Alice is dirty. (repair the roof, collect mud)
She has been repairing the roof. She has ...
- Alice is tired. (milk cows, write about the Himba)
- Alice is relaxed. (watch the sunset, talk to other women)

LANGUAGE CHOICE 20

- 9 Make sentences about Alice. Use the cues and the Present Perfect or the Present Perfect Continuous.

- drink only milk for two weeks - drink half a litre today
Alice has been drinking only milk for two weeks. Alice has drunk half a litre today.
- look for a lost cow - not find it
- save water - use only 5 litres of water this week
- carry water all morning - bring 10 litres of water to the village today
- collect cow dung - not collect very much

LANGUAGE CHOICE 21

- 9 Use the cues to write sentences about the life of Nathan, a researcher in Africa. Use the Present Perfect or the Present Perfect Continuous.

- live among tribes in Kenya for five years
Nathan has been living among tribes in Kenya for five years.
- write a book about Africa for two years
- build a few huts in his life
- observe the Masai people since last year
- interview 120 people
- publish some articles about Kenya

Grammar Alive Explanations

- 12 2.12 Listen to a dialogue between a brother and sister. Complete the information.

	What has he/she been doing?	What has he/she done?
Amy		
Bill		
Pat		

- 12 Work in pairs. Use the cues to act out dialogues.

A: *Your eyes are red.*

B: *I've been reading all night.*

A starts

- eyes - red
- look worried
- white marks on your hands
- jeans - dirty

B answers

- read all night
- listen to the news about the hurricane
- paint my room
- repair my bike

B starts

- brown marks on your face
- look sleepy
- kitchen - mess
- look tired

A answers

- build a mud house
- work on a project all night
- cook lunch
- clean the house

- 12 Use the cues and your own ideas to write sentences about yourself in the Present Perfect and the Present Perfect Continuous.

I've been reading Frankenstein.

I've written an essay on the French Revolution.

read a book work on a project
write an essay go out with someone
work out in the gym play tennis/football
think about my future

No Comment

'Home is the place where, when you have to go there, they have to take you in.'

Robert Frost, American poet

FLOATING HOMES

Warm Up

- 3 Look at the title of the article, the first line and the photos (a-b) in it. Guess what it is about.
- a making an island that floats on plastic bottles
 - b using plastic bottles to build a house on a tropical island
 - c the problems of plastic bottles in tropical islands

Reading

- 3 Read the article quickly and check your guess from Exercise 1.

EF3 SKILLS BUILDER 18

- 3 Read the article again. Use the strategies in the Skills Builder to complete the notes below.

Rishi Sowa:

Occupations: ¹ _____

Personality: ² _____

and optimistic

Ambitions: solve the problems of ³ _____ and ⁴ _____

Spiral Island 1: Construction: from ⁵ _____ to 2005

Destroyed by: ⁶ _____

Spiral Island 2: two-storey house ⁷ _____ power

Self-sufficient: grows

⁸ _____ and keeps chickens

(2.13)

Building Paradise on Plastic

Debbie Green investigates one man's dream to build a paradise on top of rubbish and help the environment.



'Spiral Island II' feels like an island and certainly looks like one with its beaches, mangroves, palm trees, two ponds and waterfall. But unlike most tropical islands, underneath it there are thousands of plastic bottles to keep it afloat.

All of this is the work of one man, Rishi (Richart) Sowa, artist, musician, carpenter and idealist. In 1998, Rishi gave up his job and left the UK to live a much simpler life in Mexico. He did not have enough money to buy land so, because he is a practical person, he decided to build his own island which he called 'Spiral Island'. He collected 250,000 empty plastic bottles, put them into nets and built a wooden structure on top of them. On it, he built a small house and collected soil to plant trees and bushes in.

Rishi lived happily on the island with his dog, Rainbow, cats, Bonita and Easy, two chickens and a duck until 2005 when Hurricane Emily washed his island onto the beach and destroyed his home. However, Rishi did not give up and immediately started another island in a slightly more protected part of the coast.

Spiral Island II is a bit smaller than the first island but is even more comfortable and Rishi's two-storey house has wind and solar power. It also has a compost toilet, a solar-powered oven, a wave-powered washing machine and a solar-powered waterfall plus a fountain. Rishi's island is almost self-sufficient; he keeps chickens and so always has a supply of fresh eggs and he grows coconuts, lemons, bananas, tomatoes and almonds.

Rishi's island is near the tourist resort of Cancun and the local people have been very understanding and helpful. Visitors help to finance his project and he has a website where he shares his ideas about the future. According to Rishi, his islands help to solve the problem of plastic rubbish which pollutes the sea and kills sea creatures. At the same time, his islands can deal with the problems of rising sea levels and over-population: 'Maybe building islands is the answer,' says Rishi. 'You can be totally self-sufficient on a spiral island. You can catch rainwater for showers and grow your own produce.' Rishi is optimistic about the future: 'One day we'll sail out on the ocean and become a small, floating country,' he says.

- 8 Work in pairs. Ask and answer the questions about the text.

- 1 What are the advantages and disadvantages of Rishi's island?
- 2 Would you like to visit Rishi's island and meet him? Why/Why not?
- 3 Why are plastic bottles so bad for the environment? How could you use fewer bottles?

- 5 Look at the Sentence Builder. How do you say the expressions in bold in your language?

Sentence Builder

Modifiers and comparatives

- 1 He wanted a **much simpler** life in Mexico.
- 2 The new island is **a bit smaller** but **even more comfortable**.
- 3 He started a new island in a **slightly more protected** part of the coast.

LANGUAGE CHOICE 22

- 8 Work in pairs. Take turns to say sentences about the rooms (a-c) with the adjectives below:

My parents' bedroom is a bit bigger than my bedroom but my room is much cosier.

- a your bedroom/your parents' bedroom
- b your classroom/the school library
- c your living room/the local sports hall

big small (un)comfortable
attractive ugly cosy quiet
noisy warm cold good views

Listening

EF3 SKILLS BUILDER 4

- 7 2.14 2.15 Work in pairs. Listen to Edda's description of her house. Use the strategies in the Skills Builder to write notes about one of the lists (A or B).

Student A

- reasons for the design
- how you get to it
- Edda's bedroom
- the views from the house
- the top floor

Student B

- the ground floor
- the living room
- the main terrace
- the cellar
- advantages of living there

- 8 Vocabulary Look at the Word Builder. How do you say the words in your language? Do you use the same words for place and movement?

Word Builder Prepositions and adverbs

Place

- 1 downstairs there is ...
- 2 upstairs there is ...
- 3 inside there is a ...
- 4 outside there is a ...
- 5 along one wall there are ...
- 6 on one side of the room there is ...
- 7 in the corner there is ...
- 8 below the ground floor there is ...
- 9 above the living room there is ...

Movement

- go downstairs
go upstairs
go inside
go outside
go along the path
go onto the terrace
get into the boat
go down to the storage area
go up to the top floor

LANGUAGE CHOICE 23: VOCABULARY PRACTICE

- 8 Work in pairs. Use your notes from Exercise 7 and expressions from the Word Builder to ask and answer questions about Edda's house.

A: *What is there on the ground floor?*

B: *Downstairs, there's ...*

- 10 Choose one of the options (a-c). Write notes about it.

- a your home
- b your ideal home
- c another home you know well

- 11 Work in groups. Ask and answer questions about your home from Exercise 10.

A: *What do you see when you go through the front door?*

B: *There's a small hall with three doors.*

Warm Up

3 Look at the photo. Who do you think lives in the flat?

- a a group of male students
- b a group of female students
- c a mixed group of students

3 Read the text. What problem did the students have with the things (a-d) below?

- a their clothes c their kitchen
- b washing d cooking

3 Are you clean and tidy at home? Why/Why not?



(2.16) Carrie Douglas presents a TV programme about housekeeping. She helps people clean their homes and tidy the mess. She talks about three college students who took part in her show.

'They were the messiest people I've seen. They rented a flat together and never cleaned anything. There were dirty clothes everywhere. They didn't have a washing machine so **we had one installed** for them so that they could wash their clothes. The flat was full of rubbish, like old magazines, dead plants and ugly souvenirs. We got all these things removed. The worst place was the kitchen – the smell was horrible, the table and worktops were covered with unfinished take-away meals (they never cooked, **they had all their meals delivered**), and the sink was full of dirty mugs and plates. There were insects in the cupboards so we had to get the whole kitchen disinfected.

The girls took part in our programme because they had no idea how to keep their home clean. I'm still in touch with them. They say they have changed and now they clean regularly, they have their carpets cleaned once a year. **They've had their old clothes taken away** to be sold by a charity. Let's hope the change is permanent!'

have/get something done

3 Read the sentences (1-3) from the text. Who did all of the activities (a or b)?

- 1 We **got** all these things **removed**.
- 2 We **had to get** the whole kitchen **disinfected**.
- 3 They **have** their carpets **cleaned**.

- a the person who is the subject of the sentence
- b someone else, an expert

3 Find similar sentences in bold in the text and complete the pattern.

- subject + *have/get* + something +

LANGUAGE CHOICE 24

3 Rewrite the sentences using *have/get something done*.

- 1 A person washed the carpets yesterday.
We had the carpets washed yesterday.
- 2 I'll ask someone to paint the kitchen.
- 3 The builders have replaced all the windows.
- 4 Someone has to repair the roof.
- 5 A person regularly checks our gas cooker.
- 6 Someone will cut the grass in our garden tomorrow.

3 Use the verbs in brackets to write sentences about these situations (1-6). Use correct tenses.

- 1 The window is broken. (*replace*)
We have to have the window replaced.
- 2 The tap leaked. (*repair*)
- 3 The clock has stopped. (*fix*)
- 4 The tree was too high. (*cut*)
- 5 The living room walls are dirty. (*paint*)
- 6 The computer doesn't open those files. (*upgrade*)

3 Use the cues to write sentences about what people have done in the places (1-6).

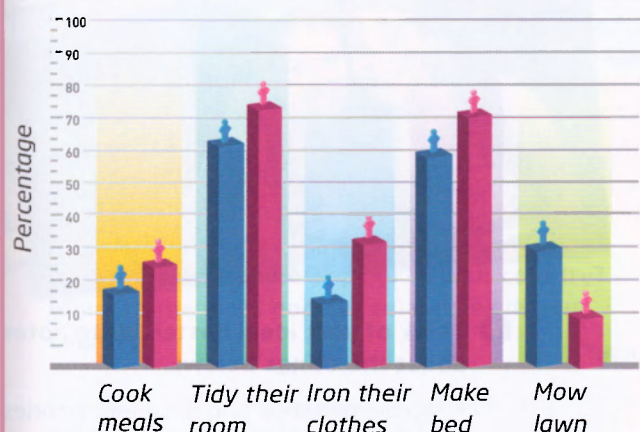
We have our car repaired in a garage.

teeth - checked health - checked
car - repaired car - washed hair - cut
glasses - made

- 1 garage 4 optician's
- 2 dentist's 5 hair salon
- 3 doctor's 6 car wash

EF3 Writing Workshop 2

Graph about household chores amongst children and young people in the UK -



3 Look at the graph. Which of the household chores do you hate doing? What other chores do you do? Tell the class.

2 Look at the graph and read the report. Find two differences between the results in the national and the school survey. Do you agree with the writers' conclusions?

(2.17)

Survey of Household Chores: Yarpole School

According to various studies, British women still spend much more time on household chores than men. We interviewed **just over** a hundred students at our school to find out about differences between male and female teenagers. Here are the results:

- 1 **Around** 12% of boys and **only** 3% of girls do nothing at home. **Most** of the students do some household chores. However, **none** of the students spend more than an hour a day on chores.
- 2 More girls than boys do chores at home except for mowing the lawn, taking out the rubbish and walking the dog.
- 3 **Over** 75% of girls and boys make their beds and tidy their rooms.
- 4 Only **about** 18% of boys and around 25% of girls cook meals at home.
- 5 **Under** 30% of girls and **just under** 10% of boys sometimes iron their clothes.

To sum up, girls do more housework than boys although **all** of the students at our school have the same amount of homework and free time. This is probably because **some** of the parents treat girls unfairly and expect them to do more housework than their brothers.

Text Builder

3 Match the words in **blue** in the report with the meanings (a-j).

- | | |
|-------------------------------------|-------------------|
| a approximately (x 2) | f more than |
| b a bit more than | g less than |
| c a bit less than | h the majority of |
| d not more than a particular number | i 0% of |
| e 100% of | j a few of |

EF3 SKILLS BUILDER 29

3 Look at the percentages in brackets. Choose the correct words to complete the sentences.

- 1 Only/Under/Over/Just over 70% of the class make their beds. (71%)
- 2 About/Only/Under/Just under 60% of the class tidy their rooms. (59%)
- 3 Most of/All of/None of/Some of the class do something at home. (90%)
- 4 About/Under/Over/Just over 20% of the class iron their clothes. (15%)
- 5 Only/Under/About/Over 2% of the class do the cooking. (2%)

3 Work in pairs. Write five questions about household chores.

*How long do you spend on chores every day?
What chore do you like/hate doing?
Do you ever cook meals at home?*

3 Work in groups or go around the class. Ask and answer your questions. Write down the results.



3 Work in pairs. Use your information to write a report.

EF3 SKILLS BUILDER 29

- 1 Calculate your results in percentages. Then use these results to draw a graph.
- 2 Use your graph to write a report like the one in Exercise 2.
- 3 Pass your reports around the class.

3 What was the most interesting report? What results surprised you? Tell the class.

EF3 Speaking Workshop 2

- 1 **2.18 2.19** Look at the photo and listen to the dialogue. Write information about the things (1-8) below.

- 1 type of hotel *backpackers' hostel*
- 2 cost of a double room
- 3 location of single-sex showers
- 4 cost of internet
- 5 cost of breakfast
- 6 times of breakfast
- 7 common room equipment
- 8 reception opening times



- 2 **2.18 2.19** Listen again. Answer the questions.

- 1 What kind of accommodation do Tereza and Katerina choose?
- 2 Which of the sisters wants to see round the hostel?
- 3 Which of them wants to go to bed early?
- 4 Which of them is friendly to the receptionist?
- 5 Which of them is a bit bossy?

EF3 SKILLS BUILDER 45

- 3 **2.20** Listen to four parts of the dialogue again. Which of the strategies in the Skills Builder are used to correct the mistakes (1-4)? What are *your* most common mistakes? Tell the class.

- 1 *too much things*
- 2 *a reserve*
- 3 *double room with bath*
- 4 *washing place*

- 3 Look at the Talk Builder. How would you say the offers in your language?

Talk Builder Offers

	Accept	Refuse
1 Can I help you?	Yes, please.	I'm okay, thanks.
2 Do you want a hand with your luggage?	Thanks a lot.	It's okay, thanks. I'll manage.
3 Shall I give you my credit card?	Okay. Thanks.	No, it's okay.
4 Would you like me to show you around the hostel?	That's kind of you, thanks.	No, thanks.
5 I'll give you a map, if you like.	Yes, please.	No, thanks.
6 Let me show you some places to go.	Okay, great.	It's all right, thanks.

EF3 SKILLS BUILDER 46

- 3 **2.21** Pronunciation Listen and repeat the offers and replies.

- 3 Work in pairs. Use the Talk Builder to practise making offers and replying.

- 3 Think of your ideal hostel. Write notes about the things below:

- accommodation and price (dormitories, rooms, cost per night, breakfast included)
- washing facilities and laundry (showers, washing machines, etc.)
- common rooms (sitting area, TV room, games area, kitchen)
- other facilities (internet access, swimming pool, sports facilities, 24-hour reception)

- 3 Work in pairs. Act out a dialogue at a hostel.

EF3 SKILLS BUILDER 46

- 1 One person is the receptionist and the other person is the hostel guest. Write questions about the hostel (the guest) or think of offers to make (the receptionist).
- 2 Act out the role-play. Use the information from Exercise 7, the expressions from the Talk Builder and the strategies from Exercise 3 to correct your mistakes.
- 3 Change roles and act out another role-play.

- 3 Tell the class about your partner's hostel.

Natasha's hostel is amazing. It's got an Olympic-size swimming pool and a sports centre. Breakfast is incredible and only costs 5 euros!

MODULE 5 IMAGE

Objectives: Listen, read and talk about appearance, clothes shopping, fashion and celebrities; write a short note; complain about problems; learn about modals for speculation.

Reading Task 2; Listening Task 1

TOPIC TALK

- 1 Your Culture** Look at the photos (a-f). Which of the celebrities are popular in your country? Who are the most popular celebrities in your country?
- 2** Listen to three descriptions (1-3). Find the people in the photos (a-f).
- 3** Listen again to the first person. Complete the information in the network.

Appearances

I think _____ is ¹ stunning .
 He/She is in his/her ² early/mid-/late teens/twenties/thirties/forties .
 He/She's ³ _____ and ⁴ _____ .
 He/She's got (a) ⁵ _____ with (a) ⁶ _____ .
 He/She tends to wear ⁷ _____ like ⁸ _____ .

casual, colourful, dark, designer, elegant,
 formal, good quality, imaginative,
 old-fashioned, smart **clothes**

 baseball caps, dinner jackets, evening dresses,
 jeans, leather jackets, overcoats, suits, T-shirts

attractive, cute, good-looking,
 glamorous ♀, gorgeous,
 handsome ♂, pretty ♀,
 stunning ♀, ugly, unattractive

muscular, overweight,
 plump, skinny, slim,
 tall/short, well-built

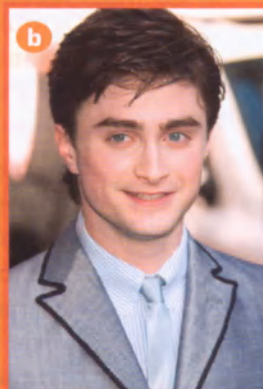
long/round/square/thin **face**
 big/small/nice chin, ears,
 eyebrows, eyes, lips,
 mouth, nose, teeth
 high/low **forehead**
 long/short, curly/straight/
 wavy, blond/fair/grey/
 brown/red **hair**

- 4** **2.26 Pronunciation** Listen and write down the words. Which letters can't you hear?

best-looking

LANGUAGE CHOICE 25:
VOCABULARY PRACTICE

- 5** Work in groups. Choose a celebrity and use the network to talk about his/her appearance.





2.27

Warm Up

- 1 Do you enjoy clothes shopping? Why/Why not? Tell the class.

Reading

- 1 Read the questions and advice. Where is the text from?

- a a women's magazine
- b a men's magazine
- c a blog for teens

→ **EF3 SKILLS BUILDER 19**

- 1 Use the strategies in the Skills Builder to match the sentences (a-f) with the gaps (1-5) in the text. There is one extra sentence.

- a Choose ones made of organic cotton and recycled plastic and rubber. **3**
- b Does the website give enough information about them?
- c Try it on, decide where you want to put the design and measure it.
- d In fact, they can do them serious damage.
- e I'm afraid these ones are obviously not very good quality.
- f They should be four or five centimetres from the floor.

- 1 Which of the advice do you think is most useful? Have you got any shopping tips? Tell the class.

It's better to go clothes shopping with just one good friend and not in a big group.

ASK BORIS

Shopping expert, Boris Baxter, answers our readers' questions.



Original, good quality clothes are so expensive and I'd love to make my own but it's really complicated. Any ideas, please? Tim, Brighton

Making your own personalised T-shirts can help you save money. First of all, buy a plain cotton T-shirt and some printable fabric. ¹ _____ Then choose a design and scan it to your computer or **cut and paste** one from the Net. After that, put the printable fabric into your printer and print the drawing from your computer onto it. Then cut out the design, sew the fabric onto the shirt and use marker pens to add colour. Now you've got your own personalised T-shirt – it's **nice and easy** to do and you can use **bits and pieces** of the fabric again!

I'm not exactly tall and slim and I have problems buying nice jeans to fit me. I'd like someone to give me some advice. Please help!

Sam, Bristol

There is nothing worse than badly fitting jeans but the right ones can make you look a lot better. First, measure yourself around the waist and go for one size bigger so the jeans are not too tight. Avoid flared jeans and ones that are low around the waist. Go for darker colours, too and make sure they are not too short. ² _____

Lots of trainers are made in factories around the world with terrible working conditions. Where can I get men's trainers that look good but don't involve exploitation?

Colin, Oxford

The big brands like Nike and Adidas are not as bad as they used to be but it's safer to choose trainers from smaller brands. All trainers should also have detailed information about the materials used to make them. ³ _____ If you're a vegetarian, look out for logos that show that there are no animal products either.

I bought some attractive designer sunglasses on the Net but my family and friends say they are fake and don't want me to wear them. Can you help me identify the genuine article?

Stuart, Glasgow

Many things that people buy and sell on the Net are not genuine and the problem is getting worse. Fake sunglasses are dangerous because they don't protect your eyes. ⁴ _____ Look at the price, too because if they are too cheap they can't be the real thing. Also, when buying online, look for information about the quality of the sunglasses, especially of the lenses. ⁵ _____ Check that there is a proper box and guarantee and look out for spelling mistakes (e.g. Guci not Gucci).



- 9 **Vocabulary** Look at the Word Builder. Complete with word pairs in blue from the text.

Word Builder Word pairs

Adjectives: black and white, good and bad, rich and famous, nice and ¹_____, tall and ²_____

Nouns: brother and sister, men and women, mum and dad, family and ³_____, bits and ⁴_____

Verbs: ask and answer, come and go, eat and drink, buy and ⁵_____, cut and ⁶_____.

- 7 **Complete the sentences with word pairs from the Word Builder.**

- 1 You should listen to advice from friends and family.
- 2 Choose the right jeans to make you look and _____.
- 3 Be careful because a lot of things that people _____ and _____ on the Net are fake.
- 4 When you make your own clothes, never throw away _____ and _____ of fabric.
- 5 You can _____ and _____ designs from the Net.
- 6 It's _____ and _____ to personalise a T-shirt.

LANGUAGE CHOICE 26: VOCABULARY PRACTICE

Writing

- 7 **Look at the Sentence Builder. Match the sentences (1-4) with the patterns (a-b). How do you say the sentences in your language?**

Sentence Builder Verb patterns

- 1 I'd like someone to give me some advice.
- 2 They can **make** you look a lot better.
- 3 It can **help** you save money.
- 4 They don't **want** me to wear them.

EF3 SKILLS BUILDER 30

- a verb + object + to + infinitive
b verb + object + infinitive

LANGUAGE CHOICE 27



- 9 **Read the messages (1-2). Complete them with the words below.**

is making someone help I'd like you me

1

Hi Sue,

My mum wants ¹ me to go to a family wedding with her on Saturday. I need ² _____ to lend me a smart coat as mine is a bit old. Do you think I could borrow your nice black one? We're about the same size. I'll help ³ _____ finish that English project if you do!!!!

All the best,

Sophie

2

Hi Graham,

My sports teacher ⁴ _____ we take part in the tennis competition next week but I haven't played much.

⁵ _____ someone to give me a bit of coaching. You're really good – could you help me? I know you're busy but I'll

⁶ _____ you do your pizza delivery on Saturday night if you do. Give me a ring.
Rick

- 9 **Choose one of the options (a-c). Write a note to a friend about it.**

- a ask to borrow something
b ask him/her to go shopping with you
c ask for advice about clothes

- 10 **Work in pairs. Give your note to your partner and reply to it.**

Hi Carla,

Of course I can lend you that silk scarf ...

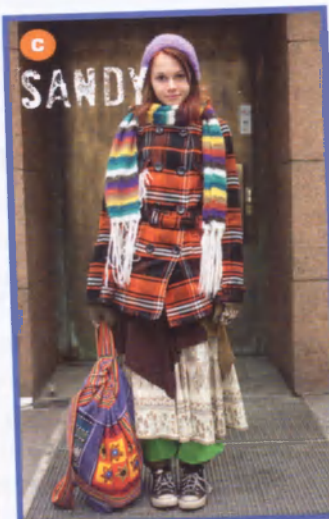
Your Choice

No Comment

'Fashion can be bought. Style, one must possess.'

Edna Woolman Chase, former editor of Vogue

Parkway High School Fashion Competition !!!



Inspired by classic trends, students model their own styles.
Vote online (www.parkwayhigh.com/fashion/vote) for your favourite outfits.
The main prize this year is a £100 voucher to spend in clothes shops.

Warm Up

- 1 Look at the poster for a fashion contest. Which of the people in the photos do you think should win? Why?
- 2 Read and listen to two friends discussing the photos. Match the dialogues (1-4) with the photos (a-d). Which styles do Amy and Beth like?
- 3 How important is fashion to you? What clothes do you like wearing? Where do you buy them?

- 1 **Amy:** Look at her. She must love hippie clothes. She looks cute, don't you think? I think her mum was a hippie in the 1970s. These could be her mum's old clothes.
Beth: Maybe, they look old. But she might buy them in second-hand shops as well. They've got loads of hippie stuff there, too.
- 2 **Amy:** This girl looks really cool. She's so smart and confident.
Beth: Yes, she may be working as a part-time model.
Amy: I think she should win. She looks really glamorous.
Beth: Personally, I think she looks a bit too serious. Her clothes are all designer labels. She must spend a fortune on them. But they make her look old.
Amy: Oh, come on. You're just jealous.
- 3 **Amy:** Do you know that boy?
Beth: No. He may be Scottish. Scottish people wear kilts, don't they?
Amy: I don't think he's Scottish. He could be wearing the kilt just to look more interesting.
Beth: The problem is, I think, that the kilt doesn't go very well with his boots.
Amy: I don't agree. I like his style, it's different.
- 4 **Amy:** Look at him! He probably borrowed these clothes from his grandfather. They can't be new. They look so old-fashioned.
Beth: Perhaps they are old but I think he looks very original. He may just not like modern fashion. But he's got style. He's my favourite, definitely.

Speculating about the present

8 Read the sentences (1-6) from the text. Complete the table with correct modals.

- 1 She **must** spend a fortune on clothes.
- 2 These **could** be her mum's old clothes.
- 3 They **can't** be new.
- 4 He **may** be Scottish.
- 5 He **may not** like modern fashion.
- 6 She **might** buy her clothes in second-hand shops.

Meaning	Modals
I'm certain it's true. =	_____
I'm certain it's not true. =	_____
Perhaps it's true. =	<i>may</i> , _____
Perhaps it's not true. =	<i>may not</i> , _____

8 Match the sentences (1-2) with the uses (a-b).

- 1 She **may be working** as a model.
- 2 She **may like** hippie clothes.

- a We're speculating about a present habit or state.
b We're speculating about an activity going on now or around now.

Practice

6 Match the situations (1-3) with the comments (a-b).

- 1 A man is wearing designer clothes.
 - a He must be rich.
 - b He can't be rich.
- 2 A woman is drawing in a cafe.
 - a She could be working on new designs.
 - b She could work on new designs.
- 3 A boy is buying a jacket in a second-hand clothes shop.
 - a He may have enough money to buy new clothes.
 - b He may not have enough money to buy new clothes.

LANGUAGE CHOICE 28

8 Rewrite the sentences using correct modals and infinitives.

- 1 I'm sure Monica is interested in fashion.
Monica must be interested in fashion.
- 2 Perhaps she is watching *Young Fashion* on TV at the moment.
She _____ *Young Fashion* at the moment.
- 3 Perhaps she doesn't know what clothes she looks good in.
She _____ what clothes she looks good in.
- 4 It's obvious that she doesn't buy her clothes from chain stores.
She _____ her clothes from chain stores.
- 5 I'm certain she is planning her outfit for the party.
She _____ her outfit for the party.

LANGUAGE CHOICE 29

Grammar Alive Gossiping

9 Look at the photo of Mark. What are your first impressions of him?

9 2.29 Listen to Lizzie, Judy and James talking about Mark. Complete the speculations with correct modal verbs.

- 1 Judy: He can't be older than sixteen.
- 2 Lizzie: He _____ fashion.
- 3 Judy: His jacket _____ second-hand.
- 4 Lizzie: He _____ as young as you think.
- 5 Judy: His gloves _____ his mother's.
- 6 Judy: He _____ a lot of time doing his hair.



10 Work in pairs. Use the cues and **must/may/might/could** to make dialogues.

- A: *Alex always cycles to school.*
B: *He must be fit.*

A starts

- 1 Alex - always cycle to school
- 2 Maria - look smart
- 3 Mike - be dressed in black today

B answers

- 1 be fit
- 2 going to a party
- 3 be in a bad mood

B starts

- 4 Jenny - never eat meat
- 5 Sally - running across the park
- 6 Nick - always busy at weekends

A answers

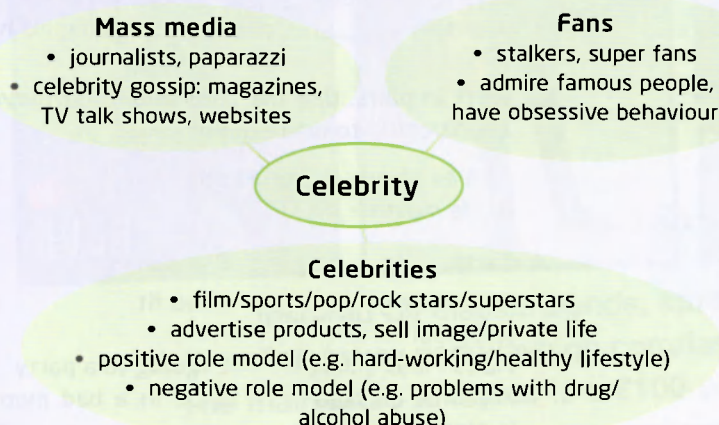
- 4 be vegetarian
- 5 doing her morning exercise
- 6 have an interesting life

11 Look at the photos on page 40. Use the cues and your own ideas to make guesses about the people. Justify your opinions.

- be cheerful/conservative/rebellious/sad/friendly
Hugh can't be cheerful. Cheerful people don't wear black.
- like shopping in his/her free time
- want to become a model/fashion designer/musician in the future
- be interested in fashion/sport/computers
- (not) have a lot of money
- like rock/punk/classical music

Warm Up

- 3 Look at the photo below. Describe what is happening in it.
- 3 **Vocabulary** Find words in the network with these meanings.
- someone who takes photos of celebrities for a living
 - a fan who follows a celebrity around obsessively
 - talking about celebrities' private lives
 - a famous person who other people imitate



EF3 LANGUAGE CHOICE 30: VOCABULARY PRACTICE

- 3 **Your Culture** Work in pairs. Ask and answer the questions.
- How much celebrity gossip is there in your country?
 - Who are the most famous stars? Which of them advertise products or sell information about their private life?
 - Which celebrities are negative or positive role models? Why?



Listening

EF3 SKILLS BUILDER 5

- 4 2.30 2.31 Use the strategies in the Skills Builder to listen and match the parts of the talk (1-7) with the headings (a-g). There is one extra heading.
- The history of celebrity
 - Advice about celebrities
 - The price of fame
 - Why people are fans
 - Negative role models
 - Obsessive fans
 - What celebrity culture is 1
 - Celebrity culture now
- 3 2.30 2.31 Listen again and answer the questions.
- What is one of the earliest examples of celebrities?
 - Why did celebrity culture develop a lot in the 20th century?
 - How has the internet changed celebrity culture?
 - Who was Mark David Chapman?
 - Why is Britney Spears a bad role model?
 - What disadvantages are there of being famous?



- 6 **DVD 5** Watch the documentary without sound. Which of the celebrities do you recognise? Which of them do you like?
- 7 **DVD 5** Watch the documentary with sound. Match the descriptions (1-4) with the people (a-d).
- | | |
|-----------|------------------|
| a Jeff | c the first fan |
| b Melanie | d the second fan |
- has come from Australia to see film stars
 - thinks celebrity is a good thing
 - has waited a long time to see her favourite stars
 - thinks celebrity can be a bad thing
- 8 **DVD 5** Watch again. Answer the questions.
- What new class of people has appeared?
 - Why do people like celebrities according to Jeff?
 - What does Melanie think can be dangerous?
 - What kind of event are the two fans at?
 - What are newspapers and magazines full of?

Watching and Speaking

- 7 **2.32 DVD 6** Listen to or watch two dialogues. Which problems are there with the celebrity products the customers bought?

is scratched is broken has lost shape
has faded (lost colour)
has shrunk (got smaller) is fake
is torn or ripped

- 13 **2.32 DVD 6** Listen or watch again. Match the descriptions (1-8) with the customers: A, B or both of them.
- doesn't complain very confidently **A**
 - brings along the thing she bought
 - brings a receipt for the product
 - brings the box and the guarantee
 - didn't follow the instructions
 - asks for a refund
 - accepts the shop assistant's explanations
 - gets her money back

- 13 Look at the Talk Builder. Match the phrases (1-10) with the people who say them: the customers (C) or the shop assistant (SA).

Talk Builder Complaining and apologising

- I'd like to complain about ... / I'd like to make a complaint about ... **C**
- What's the problem, exactly? / Can you tell me about the problem?
- The problem is that ...
- Have you got a receipt/guarantee?
- Yes, I have. Here's the receipt. / I'm afraid I lost it.
- Did you follow the instructions?
- Can you give me a refund, please? / I'd like a complete refund, please.
- I'm afraid we don't give refunds without receipts./ We can give you the full refund.
- I'm very sorry about that. / We're sorry for causing you all this trouble.
- Never mind. / That's all right. / Right, but what are you going to do about it?

EF3 SKILLS BUILDER 47

- 19 **2.33 Pronunciation** Listen and repeat the sentences. Notice the intonation.
- 19 Work in pairs. Choose the correct options to complete the dialogue. Then act it out.
- A: I'd like to ¹do/make a complaint about this shirt I bought last week.
B: What's the problem?
A: The problem is that ²it has 'faded/it is broken.
B: Have you got the ³receipt/guarantee?
A: Yes, I have. Here ⁴is it/it is. I ⁵want/'d like a complete refund, please.
B: Of course. We can give you the ⁶full/total refund. We're sorry ⁷about/for causing you all this trouble.
A: Never mind. That's ⁸all okay/all right.

- 19 Choose an object you have bought. Write notes about the things below:

- the object you bought/when you bought it
- what happened when you opened it/ started using it/washed it
- what problems there are now
- what things can you take to the shop
- what you want

- 19 Work in pairs. Take turns to be the customer and shop assistant. Act out the dialogue. Tell the class about your complaint.

I made a complaint about a pair of jeans. The problem was that ...

Language Review Modules 4 and 5

3 EF3 Use of English, Task 3 Houses/Apearances Choose the correct answer (a, b, c or d).

My cousin, David, is in his late ¹_____ and lives in a one-bedroom flat in the ²_____ of Edinburgh. The flat hasn't got a lot of ³_____. But I like it because it has nice ⁴_____ of the castle. David loves animals and his ⁵_____ is to buy a cottage in the country with a big ⁶_____ and live there with his girlfriend, Kirsty. Kirsty is very nice and I think she is very ⁷_____. She is a bit ⁸_____ but she's got lovely green eyes and long, ⁹_____ red hair. She tends to wear formal clothes ¹⁰_____ suits and dresses.

I think David and Kirsty will be very happy together.

- 1 a) twenties b) age c) years d) time
- 2 a) street b) centre c) area d) country
- 3 a) room b) space c) place d) seat
- 4 a) looks b) picture c) site d) views
- 5 a) thought b) idea c) dream d) wish
- 6 a) space b) land c) ground d) garden
- 7 a) pretty b) handsome c) ugly d) attractively
- 8 a) fat b) big c) small d) plump
- 9 a) weary b) worry c) wavy d) wary
- 10 a) such b) like c) as d) in /10

3 Modifiers and comparatives/Word pairs Choose the correct words to complete the advertisements.

DESIGNER SUNGLASSES - ONLY €10

Our 'Star' sunglasses are cheap but look like those worn by rich and ¹¹*attractive/famous* people. Our new 'Five-star' sunglasses are a ¹²*slightly/bit* more expensive at €11 but are ¹³*even more/much* better quality.

star-sunglasses@cash.com

ANIMAL T-SHIRTS - FROM €8

A great present for ¹⁴*parents/family* and friends this Christmas. Our T-shirts are ¹⁵*a bit/much* more original than any other T-shirts you can buy and have lovely animal designs in both colour and black and ¹⁶*white/red*.

AnimaliaTshirts@presents.com

SECOND-HAND CLOTHES

We ¹⁷*sell and buy/buy and sell* quality second-hand clothes from the 1980s for both men and ¹⁸*girls/women*. secondisbest@cool.com

/8

3 Verb patterns/Prepositions and adverbs Order the words in the sentences.

- 19 me / my room / on Sundays / my mum / tidy / makes
- 20 there is a terrace / on one side / and outside / of my room / there is a big window
- 21 to go downstairs / the central heating / I'd like you / to check

- 22 helps me / in the flat upstairs / to do my art homework / the lady
- 23 a flat / my parents / my sister / to get / in the centre of town / wants
- 24 and it is / go downstairs / to get to the office / on the left / to the ground floor /16

3 Present Perfect Continuous/have/get something done Complete the dialogue with the verbs in the correct form.

A: You look really tired. What ²⁵_____ (do)?

B: I ²⁶_____ (work) on my new flat.

I ²⁷_____ (do) ten hours a day.

A: Wow! So, what changes ²⁸_____ (made)?

B: Well, I ²⁹_____ (paint) all the rooms.

A: Have you done everything yourself?

B: No, I ³⁰_____ (have) the windows ³¹_____ (replace) and next week I am going to get air-conditioning ³²_____ (install). /8

3 Speculating about the present Rewrite the sentences with modals.

- 33 Tim definitely spends a lot of money on clothes.
- 34 It is obvious that Tim never buys second-hand clothes.
- 35 Perhaps Tim is saving money for a new coat.
- 36 Maybe Tim is not into wearing T-shirts and jeans.
- 37 I think it's possible that Tim is looking for a girlfriend.
- 38 I'm sure Tim is into fashion because he reads *Vogue*. /6

3 Offers Complete the hotel dialogues with the correct words.

A: Good morning. ³⁹_____ I help you?

B: Yes, ⁴⁰_____. I've got a reservation for two nights. ⁴¹_____ I give you my passport?

A: Thanks. You're in room 22. Would you ⁴²_____ someone to show you to your room?

B: That's ⁴³_____ of you, thanks.

A: Do you want a ⁴⁴_____ with your luggage?

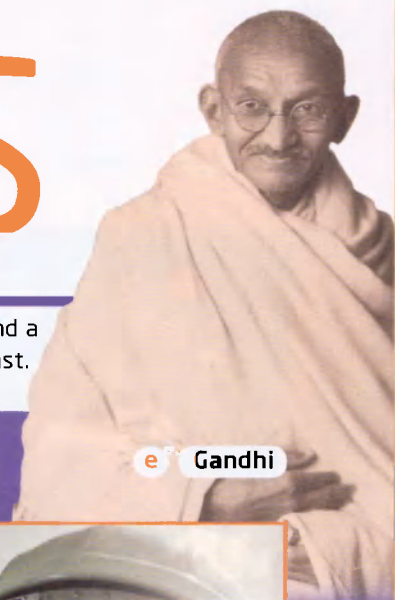
B: It's ⁴⁵_____ thanks. I'll manage. /7

Self Assessment

3.1 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 19 and 25
2	Language Choice 22 and 26
3	Language Choice 27 and 23
4	Language Choice 20 and 24
5	Language Choice 28 and 29
6	SB p.36 ex.4

6 HEROES



e Gandhi

Objectives: Talk about and listen to descriptions of heroes and heroines; read a story and a film review; write a film review; learn about modals for speculation in the past.

EF9 Task Focus: Reading Task 2; Listening Tasks 2 and 3



a Elizabeth I



b Aung San Suu Kyi



c Jose de San Martin



d Valentina Tereshkova

TOPIC TALK

- 1 Work in pairs. Look at the photos (a-e) and the network. Which of the people have you heard about? What did they do? When did they live? (e.g. in the 20th century)
- 2 **3.2 3.3** Listen and identify three of the heroes in the photos (a-e). Why were they heroes?
- 3 **3.4 3.5** Listen again to the first person. Complete the information in the network.
- 4 **3.6 Pronunciation** Listen and write down the dates. Then listen again and repeat them. What dates are important in your country's history?

→ **LANGUAGE CHOICE 31: VOCABULARY PRACTICE**

- 5 **Your Culture** Choose a hero/heroine from your country. Find out information about him/her. Then work in groups. Use the network to talk about your person.

Biography

_____ was a great man/woman. He/She came from ¹England/India/South Africa. He/She was born into a/an ²_____. He/She had a ³difficult/happy/privileged childhood. As a young man/woman he/she ⁴_____. After that, he/she ⁵_____ of Indians in South Africa. Later, he/she ⁶_____ India. In my opinion, he/she was a great ⁷_____.

aristocratic, middle-class, poor, privileged, royal, wealthy, well-known, working class **family**

joined the army, civil service
studied law, medicine, science
took part in/organised (peaceful) demonstrations, protests, a rebellion
worked as a doctor, lawyer, scientist, teacher

campaigned/fought for equal rights, freedom of speech, human rights, peace, the independence of ... , women's rights
campaigned/fought against child labour, colonialism, discrimination, poverty, racism, slavery, the invaders

artist, explorer, leader, liberator, pioneer, revolutionary, ruler, scientist, social reformer, soldier, thinker, writer

16 LITTLE HERO



Child Hero Shot in Pakistan

(3.7)

Iqbal Masih, 12-year-old campaigner against child labour in Pakistan, has been murdered, probably by the powerful 'carpet mafia'. Iqbal became a slave at the age of four and worked in a carpet factory for six years before he managed to escape. After this he contacted Bonded Labor Liberation Front, a Pakistani NGO* and helped to free a lot of children himself. He sneaked into factories, took photos and collected evidence for the police, who later arrested the owners and freed the slave workers. He was shot two years after his escape. There may be over 250 million working children worldwide.

*NGO – non-governmental organisation

We started work at sunrise. We were forbidden to stop or to talk. Our arms and shoulders ached. Our hands worked on their own, out of habit. If we didn't work fast enough, we were punished.

There were fourteen of us. Fatima was the youngest – she can't have been older than five, she was so small. The oldest was Karim. He must have worked in the factory since he was very little because he couldn't even remember his family or home. His parents may have sold him to our master to pay their debts, like most of our families. Salman was chained to his machine, day and night. I don't know why – he might have made a mistake in the carpet pattern. Nobody had the courage to run away. From the moment he arrived we knew that Iqbal was different. When he escaped and came back with the police to free us all, our master was shocked. He must have thought that Iqbal was just another helpless child. But he wasn't.

Warm Up

- 3 Look at the photos (a-b). Make guesses about the children.

The children might be from India. They could be earning money for their families.

- 3 Read the newspaper cutting about Iqbal and an extract from a novel about his life. Answer the questions.

- 1 What was life and work in the carpet factory like?
- 2 Why did the children work there?
- 3 What did Iqbal do? Why did he die?

- 3 Your Culture Are there any child workers in your country? At what age can you start work?

Speculating about the past

- 3 Read the speculations (1-3) from the text. Complete the rule.

- 1 He **might have made** a mistake.
- 2 She **can't have been** older than five.
- 3 He **must have worked** in the factory since he was very little.

- When we speculate about the past, we often use **must/may/might/could/can't** + ____ + 3rd form of the verb (perfect infinitive).

- 3 Read the sentences (1-2). Match them with the uses (a-b).

- 1 There **may be** over 250 million working children worldwide.
- 2 Our master **must have thought** that Iqbal was a helpless child.

- a speculation about the present
- b speculation about the past

Practice

- 9 Match the sentences (1-3) with the best paraphrases (a-b).

- 1 He *can't have made* a mistake.
a Maybe he didn't make a mistake.
b I'm certain that he didn't make a mistake.
- 2 He *must have worked* in a carpet factory.
a I'm sure he works in a carpet factory.
b I'm sure he worked in a carpet factory.
- 3 The children *may have escaped* from slavery.
a Perhaps the children escaped from slavery.
b The children certainly escaped from slavery.

LANGUAGE CHOICE 32

- 9 Use the cues to complete the sentences.

- 1 Iqbal sneaked into carpet factories many times. He must have been clever (must / be clever).
- 2 A factory manager has been arrested. He _____ (may / employ children in his factory).
- 3 A girl is selling snacks in the street. She _____ (can't / be born into a rich family).
- 4 The child disappeared from the street. The carpet mafia _____ (may / kidnap her).
- 5 The children look hungry. They _____ (might / not eat anything all day).
- 6 This carpet is beautiful. It _____ (must / take a lot of time to make it).

LANGUAGE CHOICE 33

- 8 Use the cues and *must/may/might/could/can't* and *have* + the 3rd form of the verb to make sentences about Iqbal.

have a lot of courage be weak
have a rich family be intelligent
hate his situation dream about freedom
plan his escape for a long time go to school

Grammar Alive Making guesses

- 9 3.8 Listen to the dialogue. What reasons do Lisa and Rob give for James becoming a volunteer?

- 12 Work in pairs. Use the cues and modals to make dialogues.

A: *Anna is crying.*

B: *She may have broken up with Jake.*

A: *She can't have broken up with him. She loves him!*

A starts

- 1 Anna is crying. (She loves Jake.)
- 2 Mike hasn't come to school today. (He's very healthy.)
- 3 Kate looks unhappy. (She's the best student.)
- 4 Dave is late. (He's always on time.)
- 5 Maria isn't answering the phone. (She's waiting for Jack's call.)

B starts

- 6 Vicki is out. (It's only 8 a.m.)
- 7 Nick is driving! (He's a terrible driver.)
- 8 Fiona has a great sun tan. (I saw her at school last week.)
- 9 Adam has no time for his friends. (He is too lazy.)
- 10 Colin didn't come to the party. (He has very good memory.)

B answers

- 1 may / break up with Jake
- 2 may / catch a cold
- 3 must / fail a test
- 4 could / miss the bus
- 5 must / switch it off

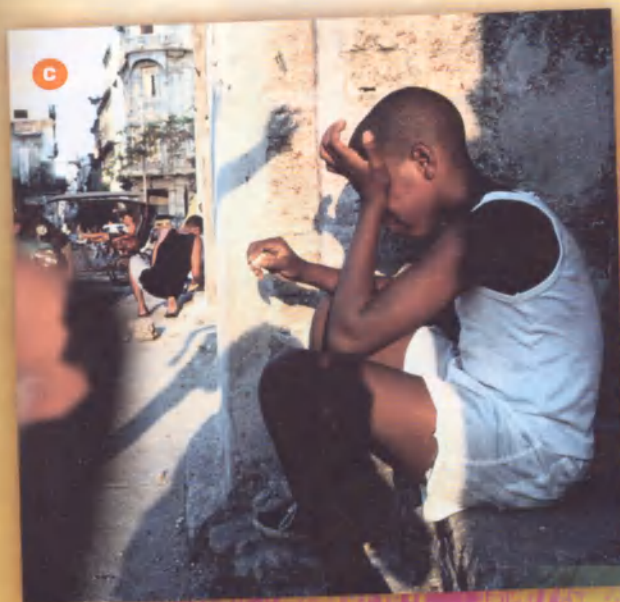
A answers

- 6 may / go to the cinema
- 7 must / pass his driving test
- 8 could / be on holiday
- 9 must / find a part-time job

- 10 may / forget

- 12 Look at the photos (c-d) and make guesses about the people.

He may have run away from home. He must be frightened.



Warm Up

- 1 Look at the photos (a-b). Who are your favourite action heroes and what are your favourite action films?

Listening

EF3 SKILLS BUILDER 6

- 1 **3.9 3.10** Use the strategies in the Skills Builder to listen to a conversation about a film and choose the best answer for the questions.
- What has Alice been doing?
a studying b doing exercise c shopping
 - How does Simon feel?
a bored b relaxed c tired
 - How does Alice feel?
a bored b worried c impatient
 - What does Simon become?
a bored b irritated c tired
 - Where are Alice and Simon?
a at school b at home c on holiday
 - Who are Alice and Simon?
a friends b classmates c brother and sister

- 2 **3.11** Look at the Sentence Builder. Try to complete the sentences. Then listen and check your guesses. How would you say them in your language?

Sentence Builder

Prepositions at the end of sentences

Questions

Who's he working **for**?
 What are you talking ¹ _____ ?
 Who is he talking ² _____ ?
 Why don't you ring someone ³ _____ ?

Relative clauses

He's an actor I've never been keen **on**.
 That's what he's famous ⁴ _____ .
 She's watching that quiz show she's good ⁵ _____ .

LANGUAGE CHOICE 34

- 1 Work in pairs. Ask and answer the questions.
- What new film is everybody talking about?
 - What actors and actresses are you keen on?
 - What films are they famous for?
 - What cinema do you usually go to?
 - Who do you usually ring up and arrange to go to the cinema with?



Jason Bourne

Reading

EF3 SKILLS BUILDER 19

- 1 Read the extracts from Robert Ludlum's novel, *The Bourne Identity*. Fill in the gaps in the text with phrases from the list (1-8). One phrase is extra.

- that looked out over
- directed to a first floor
- cause his patient new psychological
- take him on a route that he knew
- that was shown to him
- important as the surgery
- who stared at the top of the page
- was needed this time, just the

'Who's there? Who's in this room?' (3.12)

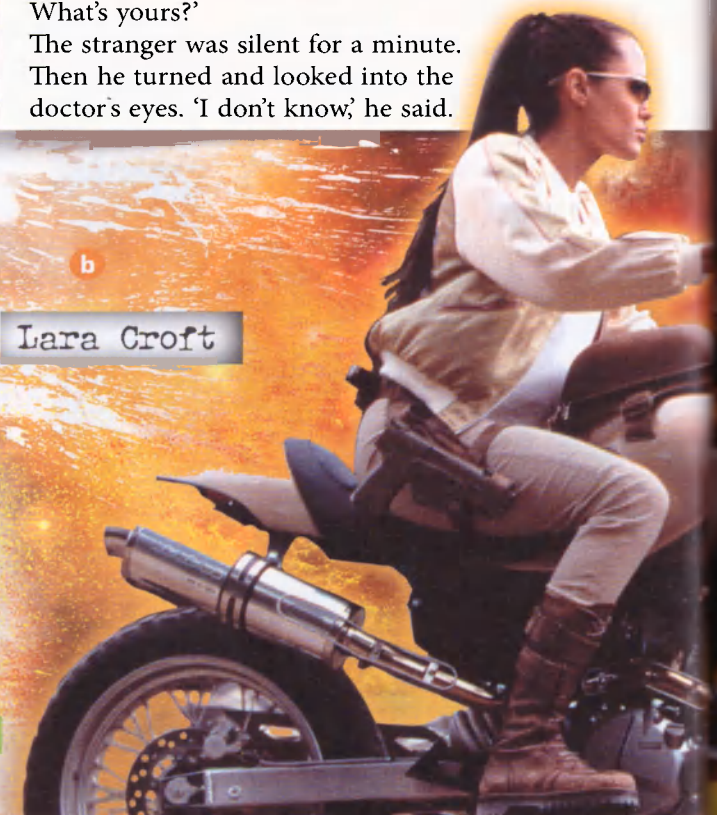
Washburn went quietly to the bed. He did not want to make a sudden noise or movement that could (A) ☐ damage. The next few minutes would be as (B) ☐ he had performed on the man many times during the past month.

'A friend,' he said softly. 'You speak English. I thought you would. How do you feel?'

'I'm not sure.'

'You were brought here, to the French island of Ile de Port Noir, by fishermen who found you in the Mediterranean. You'd been shot, many times. I'm a doctor – your doctor. My name is Geoffrey Washburn. What's yours?'

The stranger was silent for a minute. Then he turned and looked into the doctor's eyes. 'I don't know,' he said.



Lara Croft

I found this piece of film under your skin. It says:
Die Bank Gemeinschaft, 11 Bahnhofstrasse, Zurich,
07-1712-0-14-260.'

'Bank details?'

Exactly. The numbers are in your handwriting –
they're your signature for an account in Zurich.'

He knew the name of the hotel. Carillon du Lac. He
had given it to the taxi driver without thinking. He
knew the reception area, and the big glass windows
(C) ☐ Lake Zurich. He had been there before.

'It's good to see you again, sir,' the receptionist said.
But I don't know you! I don't know me! Help me!
Please!

'Thank you,' he said. 'I've hurt my hand. Could you
fill in the form for me and then I'll try to sign it.'
The patient held his breath.

'Of course, sir.' The receptionist completed the form,
then turned it around for the signature.

Mr J. Bourne, New York, NY, USA.

He stared at it. He had a name – part of a name.

J. Bourne. John? James? Joseph? He signed.

He left his room and walked into the street. His
feet seemed to (D) ☐ – and then there was the
Gemeinschaft Bank.

He entered through the heavy glass doors and was
(E) ☐ receptionist.

'Your signature, please,' the man requested, passing
him a form.

He looked and understood; no name (F) ☐

number of the account. He wrote out the numbers
and was shown to a private room.

The banker opened the box and passed the papers
to the other man, (G) ☐ in disbelief. The amount
in the account was 11,850,000 Swiss francs. More
than four million American dollars. How? Why?

The bottom statement showed that the first
payment into the account had been from Singapore:
51,750 Swiss francs. Below that was an envelope
with 'Owner only, officer of the Treadstone Seventy-
One Company' typed on it. He opened it and read:

Owner: Jason Charles Bourne

Address: Unlisted

Nationality: American

- 8 Read the film synopsis. Find three differences
between the book and the film.

*In the book, he finds a bank statement in the box.
In the film, ...*

③ A fishing boat picks up an **unidentified** man who
is badly wounded. The captain is **unsympathetic** but
the ship's engineer looks after the man; he removes
two bullets from his back and finds a plastic tube under
his skin. When the man wakes up, he does not know
who he is. The engineer **unwraps** the tube and finds
information about a bank account in Zurich. The man
recovers from his wounds but can't remember anything
and is **impatient** to get to Zurich. When he arrives there,
he sleeps in a park and two policemen try to arrest him
because it is **illegal**. After a fight, he **disappears** and
in the morning goes to the bank where they take him
to an **impersonal** underground room and give him a
box. Inside it there is a passport in the name of Jason
Bourne, lots of money in cash and a gun. The man
unpacks the things and finds five more passports with
five different names.

- 8 Vocabulary Look at the Word Builder. Find words in
blue in the film synopsis to complete the box. Then
add prefixes to the words (a-g) to make opposites.

a tidy b like c comfortable d correct
e known f friendly g happy

Word Builder Prefixes

un + adjective/adverb: unpleasant, ¹ **unidentified**, ² _____

un + verb: **undress**, ³ _____, ⁴ _____

il/in/im + adjective: **invisible**, irregular, **impossible**,
⁵ _____, ⁶ _____, ⁷ _____

dis + verb: **disagree**, ⁸ _____

EF3 LANGUAGE CHOICE 35: VOCABULARY PRACTICE

- 9 Work in pairs. Take turns to complete the sentences.

- 1 I get impatient when people ...
- 2 The things I find unpleasant are ...
- 3 The most uncomfortable place I know is ...
- 4 In my country, it is illegal to ...

- 9 Choose a film that you like. Write notes about
the things below:

- general information • summary of story
- favourite scenes

- 10 Work in groups. Tell your partners about the
film. They have to try to guess the film.

Warm Up

- 3 Look at the photo. Who are the people?

→ EF3 SKILLS BUILDER 9

- 2 3.14 Read and listen to the interview. Are the sentences true (T), false (F) or not stated (NS)?

- 1 The robber was wearing a mask.
- 2 Michael hit the robber with a bottle.
- 3 Michael has been taking self-defence lessons.



Reporter: With us here is Michael Franklin, who's helped arrest a robber. Michael, you live in this street, don't you?

Michael: Yes, I live near the shop.

Reporter: Tell us what happened. You were buying a newspaper at this local shop, weren't you?

Michael: Yes, I was paying when this man ran in and ...

Reporter: He wasn't armed, was he?

Michael: Well, he had a kitchen knife and he ...

Reporter: He threatened to kill everyone, didn't he?

Michael: No, he told the owner to give him the money from the till.

Reporter: Were there any other people in the shop?

Michael: Yes, there were four other people.

Reporter: So you took a bottle and hit him, didn't you?

Michael: I did.

Reporter: You haven't been taking self-defence lessons, have you?

Michael: No, I haven't but I ...

Reporter: But now you will, won't you?

Michael: I don't know.

Reporter: Thank you, Michael. We've been talking to Michael Franklin, who's saved four lives today. And now ...

Question tags

- 3 Read the reporter's questions (1-2). Match them with the explanations (a-b).

- 1 You hit him, *didn't you*?
- 2 Were there any other people in the shop?

- a The reporter thinks he knows the answer and only wants Michael to confirm.
- b The reporter doesn't know the answer.

- 3 Read the questions (1-4). Underline the correct words to complete the rule.

- 1 You *live* in this street, *don't you*?
- 2 He *wasn't* armed, *was he*?
- 3 He *threatened* to kill everyone, *didn't he*?
- 4 You *haven't been taking* self-defence lessons, *have you*?

- We normally use a *positive/negative* tag after a positive statement and a *positive/negative* tag after a negative statement.

- 3 Complete the questions with correct question tags.

- 1 You live in this street, don't you?
- 2 He wasn't masked, _____?
- 3 The streets were empty, _____?
- 4 You can't do karate, _____?
- 5 You have talked to the police, _____?
- 6 The shop will be closed tomorrow, _____?
- 7 You wouldn't do it again, _____?
- 8 You haven't been coming recently, _____?
- 9 The people are grateful to you, _____?

→ LANGUAGE CHOICE 36

- 3 For each question (1-6), make positive and negative questions with question tags.

- 1 Are your friends brave?
Your friends are brave, aren't they?
Your friends aren't brave, are they?
- 2 Can you put out a fire?
- 3 Have your friends done first aid training?
- 4 Was there an accident in your school last year?
- 5 Did the criminal have a gun?
- 6 Would you like to learn self-defence?

- 3 Use the cues and your knowledge of your partner to ask positive or negative tag questions. Add three questions of your own.

- 1 (not) be very brave
You are very brave, aren't you?
You aren't very brave, are you?
- 2 (not) learning self-defence
- 3 (not) be in a dangerous situation
- 4 (not) want to become a hero
- 5 (not) can give first aid
- 6 (not) become a police officer

- 3 Work in pairs. Ask and answer your questions.

- A: *You are very brave, aren't you?*
B: *No, I am not.*

EF3 Writing Workshop 3

- 1 Look at the book cover. What sort of story do you think it is? Read the book review and check your guess.

3.15

1 *Lorna Doone* was written by R.D. Blackmore in 1869 and is a historical romance set in 17th century England. It was a best-seller when it came out and since then at least ten films have been made of the book.

2 The story is about the love between the heroine, Lorna Doone, and a farmer's son called John Ridd. One day, young John meets Lorna after finding his way into the secret valley where she lives. Later, he finds out that she is from a family of robbers and murderers but he likes Lorna and knows it is not her fault she is a Doone. When he is older, John goes back to the valley and he and Lorna fall in love. However, Carver Doone, the murderer of John's father, wants to marry Lorna, too and soon the battle between the two men begins.

3 The plot is full of both action and drama and the main characters are generally interesting. John Ridd is the strong, silent type who is not only loyal and honest but also brave. His enemy, Carver Doone, is also strong and good-looking but is a violent and evil man. Lorna is kind and sensitive as well as extremely beautiful though she is sometimes a bit too good to be true. Another criticism that can be made of the book is that the fight between the good and evil is a bit too obvious.

4 To sum up, the book is an exciting story of love and murder. If you enjoy romance and action, I would definitely recommend reading this classic story.



Text Builder

- 3 Match the paragraphs (1-4) with the topics (a-d).

- a summary and recommendation
- b description of the plot
- c introduction and background
- d opinions about character and plot

- 3 Find formal expressions in blue in the text with these meanings (1-4).

- 1 you should really read it
- 2 it happens in ...
- 3 the story's got lots of
- 4 one more bad thing is ...

- 3 Look at the Sentence Builder. How do you say the linkers in bold in your language?

Sentence Builder Addition linkers

- 1 The plot is full of **both** action **and** drama.
- 2 John Ridd is **not only** loyal and honest **but also** brave.
- 3 Lorna is kind and sensitive **as well as** beautiful.

EF3 SKILLS BUILDER 31

- 3 Use the cues and the linkers in brackets to write sentences about *Lorna Doone*.

- 1 The Doones: robbers / murderers (*both / and*)
The Doones were both robbers and murderers.
- 2 Lorna: beautiful woman / good person (*as well as*)
- 3 John: very strong + brave / honest + loyal (*not only / but also*)
- 4 The book: exciting to read / very romantic (*both / and*)

- 3 Write a short book review.

EF3 SKILLS BUILDER 32

- 1 Choose a story you have read recently. Write notes about it using the topics in Exercise 2.
- 2 Use your notes to write a review.
- 3 Check spelling, vocabulary and grammar.

- 3 Work in groups. Read each other's reviews. Which of the books would you like to read? Tell the class.

SKILLS

EF Speaking Workshop 3

1 Look at photo a. Make guesses about:

- the place • the woman:
- her age - nationality - job
- why she is a heroine

2 3.16 3.17 Listen to Karen talking about the photo. Which of her guesses are the same as (or similar to) yours?

2 Look at the Talk Builder. Match the functions (a-d) with the groups of expressions in bold (1-4).

- a vague language (you use when you don't know the word or are not sure about something)
- b speculation (about the present or the past)
- c additions to the end of the sentence (e.g. to clarify or comment)
- d descriptions of position in the photo

Talk Builder Talking about photos

- 1 She **must be** in her mid thirties.
She's **probably** from a Muslim country.
It **might be** Syria or Turkey.
She **looks** friendly.
She **may have** done something for poor people.
- 2 She's wearing **a kind of** scarf.
It might be Syria **or somewhere like that**.
She looks a kind **sort of** person.
- 3 **In the background**, you can see more children.
Behind her, on the left **of the photo**, there is a notice board.
- 4 You can see them clearly, **the children I mean**.
She must be good at her job, **I think**.

EF SKILLS BUILDER 48

3 3.18 Pronunciation Listen and repeat the sentences. Notice the intonation at the end of the sentences.

3 Complete the sentences.

- 1 The teacher is fifty and the student about fifteen.
She looks experienced, the teacher I mean.
- 2 It could be a theatre, or _____ like that.
- 3 She looks a nice person, I _____.
- 4 The police officer is arresting the man. He looks worried, the _____ I mean.



3 Describe the man in photo b.

EF SKILLS BUILDER 48

1 Look at the photo and write notes about the things below:

- where it is
- who is in the photo
- what else you can see in the photo (e.g. in the background)
- what is happening now
- what has happened before
- what is going to happen next

EF SKILLS BUILDER 49

2 Read the strategies in the Skills Builder for how to keep talking. Practise saying sentences.

3 Work in pairs. Ask and answer questions about the two photos.

3 Tell the class your guesses about the photo. Then check them on page 129.

LEARNING LINKS: 1 Read and listen to an extract from *Jane Eyre* in Culture Choice 3 on page 106.

Then do a project about a fictional hero or heroine from your country.

2 Check Your Progress 6 → MyLab / Workbook page 53. Complete the Module Diary.

3 EF Exam Choice 3 → Workbook pages 54-56.

Objectives: Listen, read and talk about adventure; write a short personal email; ask for and give information; learn more about future tenses.

EF9 Task Focus: Reading Task 1; Listening Task 3

TOPIC TALK

- 1 Work in pairs. Look at the network and the people in the photos (a-c). Make guesses about these things:

• nationality • age • why they are famous

- 2 3.19 3.20 Listen to Sam talking to a friend about a TV documentary. Check your guesses from Exercise 1.

- 3 3.19 3.20 Listen again. Complete the information in the network for Sam.

Adventure

There is no way I would ever go ¹ extreme skiing.

I would rather go ² _____ than ³ _____.

I think people who go ⁴ _____ are ⁵ crazy/brave/stupid. But I'd love to go ⁶ _____.

The most exciting experience I've ever had was when I ⁷ _____.

It was ⁸ _____ but I was ⁹ _____.

awesome, exhilarating, great fun, incredible, thrilling, the ultimate thrill

a bit frightened, petrified, really scared, scared stiff, terrified

backpacking, BASE jumping, BMX riding, canoeing/kayaking, camping, caving, extreme skiing, high lining, hiking, (rock) climbing, sailing, scuba diving, ski jumping, skydiving, snorkelling, snowboarding, surfing

climbed a tree, a cliff, a mountain
dived/jumped into a river, the sea, a pool
went on a boat, horse, motorbike, plane, roller coaster, yacht
went caving, surfing, etc.
travelled to ...



a Dean Potter - BASE Jumping



b Jessica Watson - round the world sailing

c Maya Gabeira - big wave surfing



- 4 3.21 Pronunciation Listen to the sentences. Which words have special stress (for emphasis)?

amazing

LANGUAGE CHOICE 37:
VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about *your* adventures.

Warm Up

- 3 Work in pairs. Order the activities (a-g) in terms of danger. Check your answers on page 129. Which figures surprised you?

- | | |
|----------------|---------------|
| a scuba diving | e cycling |
| b car travel | f football |
| c smoking | g parachuting |
| d climbing | |

Reading

EF3 SKILLS BUILDER 14

- 3 Read the adverts. Match the questions (1-7) with the gaps (a-f) in the text. There is one extra question.

- 1 What exactly do I get for my money? **d**
- 2 How exciting is it?
- 3 How much does it cost?
- 4 Aren't they very dangerous?
- 5 How safe is jumping?
- 6 How does it work?
- 7 Are these eco adventures?

EF3 SKILLS BUILDER 20

- 3 Look at the facts and opinions from the adverts on page 130. Use the strategies to identify three facts and three opinions.

Opinion: It's great value.

Fact: The plane is a De Havilland DHC-3.

- 3 Read the adverts again. Which of them gives the most useful information?
- 3 **Vocabulary** Look at the words in **red** in the text. Match the words in bold (1-7) in the Word Builder with the definitions (a-g).

Word Builder Confusing nouns

- | | |
|-----------|---|
| 1 journey | a going somewhere by aeroplane |
| 2 trip | b time spent travelling from one place to another |
| 3 flight | c going somewhere by ship or boat |
| 4 voyage | d going away for a certain time and then coming back |
| 5 surface | e the surface of the earth |
| 6 ground | f the surface you stand on inside a building, aeroplane, etc. |
| 7 floor | g the top layer of something (e.g. of water) |

LANGUAGE CHOICE 38: VOCABULARY PRACTICE

3.22



Zero Gravity

**Lose Weight the Fun Way –
No Astronaut Experience Required.**

Where does it take place?

Our newest fantastic zero-g adventure can be experienced at the Aurora Aerospace Training Center in St Petersburg, Florida.

a _____

We simulate the zero-gravity of space when our plane dives from 34,000 feet* to 24,000. When the plane starts going down, for ten seconds gravity seems to disappear and everything floats off the **floor** of the plane. We will film and photograph you during the **journey** and you're free to fly, float and somersault about the cabin.

b _____

This incredible space adventure is only \$4500 and that includes both training and hire of a special suit (but not transport or accommodation). It's great value because, when you book a space adventure with us, it's just you, your pilot and your coach. You don't have to share floating space with anyone else and you can decide when you want to take your **flight** with us.

*Key: 1 foot – 0.3 metres

TANDEM SKY DIVING

Prepare for the ultimate skydive adventure – a military-style, high altitude jump. For just \$3495!

How much experience do I need?

None. We'll teach you everything you need to know to jump and land safely on the **ground**.

c _____

Skydiving is risky but you'll be with an expert jumper and will have the best possible equipment. You must be in good health and weigh less than 225 lbs*. You exit the plane (a De Havilland DHC-3) at approximately 30,000 feet (depending on conditions) and experience up to two minutes of freefall.

d _____

It includes jump training, the jump itself and a video of the adventure so it is amazing value.



*Key: 1 pound (lb) – 0.45 kilo



Diving with Sharks

Dive with great white sharks the size of cars! Dives are in the USA, Mexico and South Africa and no dive experience is required.

e _____

Our amazing shark dive adventures use protected cages and special snorkel-like equipment to provide air. You are always near the **surface** so diving with us is as easy as snorkelling. There are many myths about sharks and people think that they are killing machines but, according to International Shark Attack File, you are more likely to be killed by other animals like dogs.

f _____

Yes, but please don't tell anyone. People tend to think of eco tours as boring nature lessons and our shark adventures are the opposite. On every **trip** there are expert marine biologists who will share their knowledge, so you'll learn a lot while having lots of fun during your **voyage** on our 116-foot safari boat *Nautilus Explorer*.

- 9 Look at the Sentence Builder. How do you say the sentences in your language? Find two more examples of prepositions + *-ing* forms in the email in Exercise 6.

Sentence Builder

Prepositions + *-ing* forms

- 1 Thanks **for** sending me your photos.
- 2 I'm writing this email **before** going for a swim.
- 3 I was a bit **worried about** coming here.
- 4 It went away **without** attacking us.

ET3 SKILLS BUILDER 33

LANGUAGE CHOICE 39

- 9 Work in pairs. Use the cues to say sentences. Add sentences of your own.

- 1 interested / go to Florida
I'm interested in going to Florida.
- 2 worried / do badly in exam
- 3 bored / watch action films
- 4 thanks / help me with homework
- 5 going to relax a bit / after get home
- 6 can do this exercise / without use a dictionary

- 9 Choose a holiday destination in your country or abroad. Imagine you are there and write notes about the things below:

- the place you are staying
- what you have done so far
- what your plans are

- 10 Use your notes to write a personal email.

- 11 Work in pairs. Ask and answer questions about your and your partner's holiday.

A: *Where are you staying?*

B: *In a hotel on the Bulgarian coast.*

No Comment

'The first time I went skiing I wasn't very good and broke a leg. Luckily, it wasn't mine.'

Michael Green

Writing

- 9 Read the email. Match the paragraphs (1-3) with the topics (a-c).

- a reason to finish the email b introduction
c news about the holiday

To: Angie From: Lucy@toodle.co.net
Subject: Holiday photos

Hi Angie,

1 Thanks for sending me your holiday photos. I'm writing this email in the hotel before going for a swim (the pool's great!).

2 I was a bit worried about coming to Florida but I'm really enjoying it. At the weekend, we were on a boat trip when a huge alligator suddenly appeared – I was scared stiff of being eaten but it went away without attacking us. Yesterday, we went to the Kennedy Space Centre. I was getting a bit bored of going around until we got to the cinema. Tomorrow, we're going to Disney World and I'm really interested in going on the Rockin' Roller Coaster.

3 Well, I must go now because Mum wants to use the laptop.

See you next week.

Take care,

Lucy



VIKING SHIP IN DUBLIN AGAIN

15 August 2007

After a six-week voyage from Denmark, the *Sea Stallion*, a replica of a Viking ship with an international crew, was greeted by crowds of people as it sailed into the Dublin Docklands. The ship repeated the voyages the Vikings made from Scandinavia to the British Isles over 1200 years ago.

Warm Up

- 1 Look at the photos (a-b) and read the newspaper extract. What is unusual about the *Sea Stallion*?
- 2 Read the diary of the *Sea Stallion* voyage, written by an Irish sailor. List two pleasant and two unpleasant things that happened during the voyage.
- 3 Would you like to take part in the *Sea Stallion* voyage? Why/Why not?

Predictions, intentions and arrangements

- 1 Match the sentences in bold in the text (1-12) with the meanings (a-g).
- a **will** (spontaneous decision) 7
 - b **will** (prediction based on experience/knowledge/intuition)
 - c **may** (uncertain prediction)
 - d **be going to** (prediction based on the present situation)
 - e **be going to** (intention)
 - f **Present Continuous** (personal arrangement that we can change)
 - g **Present Simple** (official arrangement, impossible to change)

(3.23)

- 1 July** According to the official schedule, ¹**we leave Roskilde in two hours!** I'm really excited!
- 6 July** Norway. The sky is completely grey – it looks like ²**it's not going to stop raining** for the next few days. And the latest weather forecast is that it ³**won't change** soon. It's so bad we ⁴**may be stuck** here for a week or so. I can't stand the food – dark bread and tinned fish all the time. But the Danes seem to love it!
- 15 July** The weather has finally got better so ⁵**we are leaving** for Scotland at midnight.
- 19 July** At 2 a.m., we finally saw the lighthouses on the Orkney Islands. In the morning, ⁶**I am going to have a proper Scottish breakfast**. I think ⁷**I'll invite some of my Danish friends** – ⁸**they'll love it!**
- 22 July** I'm not surprised that the Vikings chose the Orkney Islands as their base. It's absolutely charming here. The forecast is good so ⁹**we are leaving for the Isle of Skye tomorrow morning**. ¹⁰**We'll probably see some seals or even whales on the way**.
- 24 July** Isle of Skye. We went sightseeing and were almost eaten alive by midges. ¹¹**I'm not going to leave the ship again!**
- 30 July** Arrived at Islay. We can use the public swimming pool and showers for free! This is good news – we haven't had a proper bath for weeks!
- 11 August** Ireland at last! ¹²**We sail into Dublin tomorrow**. I wonder how many people will come to greet us.



Practice

LANGUAGE CHOICE 40

- 8 Complete the predictions with the verbs in brackets and *will*, *may* or *be going to*.

- Maybe we will see (see) some whales during our voyage.
- There are dark clouds everywhere and the wind is getting stronger. There _____ (be) a storm.
- I'm sure you _____ (enjoy) the voyage.
- The sea looks calm but who knows ... The weather _____ (change) any time.
- I've eaten that tinned fish and I feel horrible. I _____ (be) sick.
- It has stopped raining but the captain _____ (decide) to stay for another day.

- 9 Complete the dialogues with sentences describing decisions, intentions or arrangements. Use *will*, *be going to*, Present Continuous or Present Simple.

- Hi, Jane. How is your tour? Is it well-organised?
Hi, Mum. Yes, the plane to Florida takes off at 1 p.m. (the plane to Florida / take off at 1 p.m.) I'm a bit tired so _____ (I / sleep on the plane).
- I haven't seen our guide this afternoon. He's away. _____ (He / meet some friends tonight).
- Not that again, we've had fish every day this week!
Okay then, _____ (I / cook chicken curry).
- How shall we celebrate our last night at the camp?
Well, _____ (I / cook something special). What about you?
- Have you got any holiday plans?
Yes, _____ (we / go to Scotland in July to do some sea kayaking).
- I can't leave before the end of June. I've got exams.
Okay, _____ (I / change the reservation).

EF3 LANGUAGE CHOICE 41

Grammar Alive Plans and predictions

- 9 3.24 Listen to a conversation before a trip to the mountains. Answer the questions.

- When does the trip begin and end?
- What are the arrangements for accommodation and food?

- 9 Work in pairs. You are planning a camping holiday. Make sure you can answer all the questions below.

Me and Joe are going to the Lake District. We're going to sleep in a tent - Joe is taking it. ...

- Where are you going?
- What time does the train/bus leave?
- Who is going to buy the tickets?
- Where are you going to sleep?
- Are you taking your own food?
- Who is going to cook?
- When are you going to come back?

- 9 Work in groups. Ask and answer the questions from Exercise 8 about your holidays.

A: *Where are you going?*

B: *We are going to the Lake District.*

- 13 E25 Listen to the two trekkers talking about the weather. What weather is predicted for tomorrow by:

- a the radio? b Paul? c Mark?

- 13 Work in pairs. Take turns to ask about tomorrow's weather. Use the cues and *will* or *be going to* to answer.

A: *What do you think the weather will be like tomorrow?*

B: *Maybe it will rain.*

- maybe ... (rain)
- It's cold and cloudy ... (snow)
- It's windy ... (weather - change)
- think ... (be sunny)
- It's frosty ... (roads - be icy)
- sure ... (temperature - drop)
- probably ... (be windy)

- 13 Think of tomorrow's weather. Use *will* and *be going to* to write a weather forecast.

It will be windy and cloudy. The temperature is falling so it is going to snow at night.



Warm Up

- 2 **Vocabulary** Look at the list of adventure sports. Which activities can you see in the photos (a-c)? Choose three activities that you would like to do. Tell the class.

Adventure sports

do a **bungee jump** off a bridge
 fly in an **ultra-light** plane over some waterfalls
 go **canyoning** down a waterfall
 go on a **canoe safari** along a river
 go **white-water rafting** down some rapids
 go **sea kayaking** along the coast
 go **trekking** in the mountains
 go on a **zip-line** across a canyon

LANGUAGE CHOICE 42: VOCABULARY PRACTICE

Listening

- 2 **3.26 3.27** Listen to two radio adverts. Which activities from Exercise 1 can you do with these companies?

- a Scottish Adventure
- b Victoria Adventure Holidays

EF3 SKILLS BUILDER 7

- 3 **3.26 3.27** Use the strategies in the Skills Builder to listen again and list three facts and three opinions.

Fact: Scottish Adventure organises weekend expeditions.
Opinion: They are the top adventure company in Scotland.



- 4 **DVD 7** Watch the BBC documentary without sound. What activities can you see? How do you think the presenters feel about doing them? Notice these things:

- body language (how they stand)
- gestures • facial expressions

- 5 **DVD 7** Watch the documentary with sound. Check your answers to Exercise 4.

- 8 **DVD 7** Watch again. Match the descriptions (1-6) with the people: man (M), woman (W) or both of them (B).

- 1 thinks the atmosphere is amazing **W**
- 2 does a sixty-foot jump
- 3 before it, doesn't want to do the activity
- 4 thinks the activity is great fun afterwards
- 5 decides not to do the jump



Watching and Speaking

EF3 SKILLS BUILDER 2

- 9 **3.28 DVD 8** Listen to or watch the dialogue and choose the best answers to the questions.

- 1 What is the young man's job?
 - a to sell holidays
 - b to give directions
 - c to help tourists
- 2 What does the older man want to do?
 - a something exciting
 - b bungee jumping
 - c extreme skiing
- 3 What is the older man's last request?
 - a for directions
 - b for a taxi
 - c for a phone number
- 4 How does the young man react to the situation?
 - a He is rude and unhelpful.
 - b He is surprised and amused.
 - c He is bored and irritated.

- 9 Look at the Talk Builder. Which of the things (a-d) do the sentences (1-12) do?

- a ask for advice/information
- b agree to give information
- c ask for clarification
- d apologise for not giving information

Talk Builder Asking for information

- 1 Excuse me? Could you give me some information about ... , please?
- 2 Of course.
- 3 I'd like some information about ... , please.
- 4 What activities do you recommend?
- 5 Sorry, what does ... mean?
- 6 Could you tell me about ... , please?
- 7 Do you know where I can do ... ?
- 8 I'm sorry, what is ... exactly?
- 9 Have you got any information about ... , please?
- 10 I'm afraid I can't help you. But here's the number of the ...
- 11 Can you tell me where it is, please?
- 12 No problem.

EF3 SKILLS BUILDER 50

- 9 **3.29 Pronunciation** Listen and repeat the questions. Notice the polite intonation.

- 12 Work in pairs. Rewrite the questions below. Then ask and answer about your area.

- 1 I'd like some information about the town.
Could you give me some information about the town, please?
- 2 Could you give me some information about sailing, please? (*Have ... , please?*)
- 3 Where can I do it? (*Do ... do it?*)
- 4 What are the best adventure activities? (*What ... recommend?*)
- 5 Have you got any information about canoeing, please? (*Could ... , please?*)
- 6 Where is the outdoor centre? (*Can ... is, please?*)

- 12 **Your Culture** Choose a place in your country and write notes about an adventure holiday. Write about the things below:

- the place
- the adventure activities
- the accommodation
- the costs (and what is included)

- 12 Work in groups. Ask and answer the questions about your holidays.

Language Review Modules 6 and 7

3 Biography/Adventure Complete the texts with the words below.

stiff way as experience childhood
against went rather opinion into

Nelson Mandela was born ¹ _____ an aristocratic family and he had quite a privileged ² _____. As a young man he worked ³ _____ a lawyer. He campaigned ⁴ _____ apartheid and spent nearly thirty years in prison. In my ⁵ _____, he was a great leader.

There is no ⁶ _____ I would ever go skydiving and I would ⁷ _____ go caving than snow boarding. The most exciting ⁸ _____ I have ever had was when I ⁹ _____ on my uncle's motorbike. It was exhilarating but I was scared ¹⁰ _____. /10

2 Use of English, Task 2 Prefixes Add a prefix to the words in capital letters to complete the sentences.

A: The *flight* was ¹¹ _____ because PLEASANT
the plane was old.

B: I am ¹² _____ and my bedroom TIDY
floor is a mess.

C: I ¹³ _____ the car journey to school. LIKE /3

3 Prepositions with questions, relative clauses, + -ing forms Choose the correct prepositions to complete the dialogue.

A: Thanks ¹⁴to/for inviting me to your party. I'd love to come but I'll be busy before ¹⁵go/going on holiday.

B: When are you going ¹⁶out/away?

A: Monday, to Spain - somewhere I'm interested ¹⁷on/in. But I'm worried ¹⁸for/about flying.

B: Who are you going ¹⁹to/with?

A: A person I work ²⁰with/at. She's ²¹of/into travelling. /8

3 Speculating about the past Use the cues to write sentences.

22 Tim looks pale / so he may be ill recently

23 Helen is absent from the lesson / so she could catch a cold

24 Mary's hairstyle is great / so she must find / an excellent hairdresser

25 Zoe has a sun tan / so she must be / in Spain recently

26 Sam is happy / so he may pass / his exams last week

27 Tom isn't here / so he can't / get my message

28 Sue looks depressed / so she might have an argument / with her boyfriend

29 Andy is tired / so he could be / at that party last night /8

5 Question tags/Predictions, intentions and arrangements Complete the question tags and put the verbs in brackets into the correct form.

A: It's the last day of school. It's great, ³⁰ _____ it?

B: Fantastic, what are you doing in the holidays?

A: I ³¹ _____ (visit) my family in Canada.

B: You've got cousins in Canada, ³² _____ you?

A: Yes. I ³³ _____ (fly) on Friday. But I've got to go clothes shopping first.

B: ³⁴ _____ (I / help) you! Last time we had fun, ³⁵ _____ we?

A: Yes. Let's meet this evening. At 4.30, ³⁶ _____ (I / have) a dentist appointment. /7

3 Addition linkers Rewrite the sentences with the words in brackets.

37 The book is funny and realistic. (both)

38 The plot is clear and exciting. (as well as)

39 There is a lot of comedy and action. (as well as)

40 The language is beautiful and easy to understand. (not only, but also) /4

3 Talking about photos Choose the best options to complete the description.

The woman ⁴¹probably/really works for the UN and she ⁴²can't/must be a doctor because she is treating a baby. I think she is a very nice ⁴³sort/class of person. It must be in Burma or ⁴⁴somewhere/something like that. It is probably in a hospital because they are ill - the people, I ⁴⁵think/mean. /5

3 Asking for information Order the words in the questions.

46 give / me / the town / please / some information / you / about / could

47 tickets / got / have you / any / about / information

48 recommend / what / do / activities / you

49 tell / sailing / could / me / you / about

50 I / you / rent a boat / can / do / where / know /5

Self Assessment

3.30 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 31 and 37
2	Language Choice 38 and 35
3	Language Choice 34 and 39
4	Language Choice 32 and 33
5	Language Choice 36, 40 and 41
6	SB p.51 ex.5
7	SB p.52 ex.5
8	SB p.59 ex.10

8 HABITAT

Objectives

Listen, read and talk about habitats and the environment;
write a letter of complaint to a friend; learn about the Future Continuous.

EF3 Task Focus: Reading Task 3

TOPIC TALK

- 1 Look at the photos (a-c) and the network.
What environmental problems do they show?
- 2 3.31 3.32 Listen to a conversation between two university students. Match the descriptions (1-6) with the people: Lucy (L), Carlos (C), or both of them (B).

1 cares about the environment B	4 loves the coast
2 lives near a big road	5 hates litter
3 doesn't like rain	6 lives near the sea
- 3 3.31 3.32 Listen again. Complete the information in the network for Lucy.

My environment

My area's got a ¹ mild climate.
The temperature ² often/sometimes/rarely/never goes up to more than 30 degrees and rarely drops below minus 5 degrees.
My favourite beauty spot is a ³ _____.
The biggest problem(s) in my area is/are ⁴ _____.
I think we should ⁵ _____.
In my family, we try to ⁶ _____.

Climate

dry (desert/semi-desert), equatorial, extreme, Mediterranean, mild, subtropical, temperate, tropical, wet

Landscape

beach, cliff, desert, forest, hill, lake, marsh, mountain, plain, rainforest, valley

Problems

air/noise/water pollution, climate change, CO₂ emissions, deforestation, desertification, the extinction of species, extreme weather, flooding, forest fires, litter, smog, traffic (exhaust fumes, traffic jams)

Solutions

cycle/walk more, help wildlife, plant trees, recycle glass/paper, reduce consumption, re-use things, save energy, share cars, use public transport, use renewable energy (solar panels/wind turbines)

- 4 ~~3.33~~ Pronunciation Listen to the words.
Write them down and then underline the stress.
temperature.

EF3 LANGUAGE CHOICE 43: VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about your area.



Warm Up

- 3 How cold is it where you live? What do people do to keep warm?
- 3 Read these tips for surviving in very low temperatures. Are they bad (B) or good (G) advice?
- Take off some clothes if you feel hot. *G*
 - Don't touch snow.
 - Keep some wood inside your clothes.
 - Don't cover your head with a sleeping bag at night.
 - Don't drink too much.
 - Eat snow or ice if you are thirsty.
- 3 3.34 Read and listen to an arctic survival expert giving tips to a group of travellers in Northern Canada. Check your guesses from Exercise 2.
- 3 Explain why some of the tips in Exercise 2 can be dangerous.

Future Continuous

- 3 Look at the Future Continuous sentences from the text. Find more examples.

	Future Continuous
Affirmative	<i>At this time on Saturday, a helicopter will be waiting for you.</i>
Question	<i>Will anyone be helping us?</i>
Negative	<i>We won't be following you.</i>

- 3 Read the sentences (1-2) from the text. Match them with the uses (a-b).
- 1 The temperature **will drop** to minus 30 degrees.
 - 2 You **will be carrying** GPS trackers.
- a an event in the future
b an activity during a certain time or around a point in time in the future

Expert: So, let's look at your map.

You should reach this point in forty-eight hours. We won't be following you but we'll know where you are.

Traveller: How?

Expert: You will all be carrying GPS trackers and we'll be watching your position all the time. Now, your biggest problem is the cold. The temperature will drop to minus 30 degrees at night. You have to save the energy you've got in your body. Before it gets dark, build a shelter.

Traveller: Will anyone be helping us?

Expert: This morning we taught you how to build a shelter with tree branches and snow so this time you'll do it on your own. When you are working, take off some of your clothes to keep cool and dry – you don't want the sweat to freeze in your clothes later. And don't touch snow or metal – they will conduct heat out of your body.

Traveller: Will we have to make fire?

Expert: Yes. Use dry wood – you can keep some of it warm inside your clothing. Build your beds above the ground so that hot air from the fire can get under your bed. You will be using sleeping bags but don't cover your faces with them – the water from your breath will make you cold later.

Traveller: What about food?

Expert: You've got plenty. But remember to drink a lot – if you don't drink, your blood circulation slows down and you get colder. And drink only warm stuff – by eating snow you will only waste calories and body heat. And think positively. At this time on Saturday, a helicopter will be waiting for you near this lake. You'll find us in this clearing.



Grammar Alive Requests

- 8 **3.35** Listen to dialogue 1. What does Anna really want to do when she says *Will you be going out?*

- a She makes an offer.
- b She signals that she will ask Mark to do something.
- c She wants to know Mark's plans.

- 12 **3.36** Listen to dialogues 2 and 3. What does Anna want Mark to do in each dialogue? What questions does she ask before the requests?

Dialogue 2 _____

Dialogue 3 _____

- 11 Use the cues to complete the requests with introductions in the Future Continuous.

go out with your friends use your MP3 player
cook dinner go to the supermarket
~~buy tickets to the Beyonce concert~~ watch TV

- 1 Will you be buying tickets to the Beyonce concert? Could you buy me one, too?
- 2 _____? Can you get me some fruit?
- 3 _____? Could I listen to some of your songs?
- 4 _____? Could you watch the weather forecast for tomorrow?
- 5 _____? Could you make spaghetti bolognese?
- 6 _____? Could I join you?

- 12 Work in pairs. Use the cues to make requests and respond to them.

A: Will you be making tea? Could you make me a cup, too?

B: Sure, no problem.

- 1 make tea / make me a cup
- 2 read the newspaper / look up the opening hours of the National Gallery
- 3 go on the internet / check the football score
- 4 sit here / look after my bags for a minute
- 5 go shopping / buy me some bread
- 6 see Jim / tell him about the party

Practice

- 8 The travellers are preparing for a walk in the forest. Complete the sentences they say with the verbs in the Future Continuous.

- 1 At 8 a.m., we will be packing (pack) our backpacks.
- 2 I can leave my cosmetics here, I _____ (not use) them for the next two days.
- 3 _____ (you / wear) this anorak?
- 4 At 1 p.m., we _____ (walk) through this forest.
- 5 In the afternoon, everyone _____ (collect) wood for the fire.
- 6 I _____ (not make) the fire, I _____ (build) the shelter.
- 7 What time _____ (they / cross) the lake?
- 8 At this time on Sunday, I _____ (sit) in a hot bath.

LANGUAGE CHOICE 44

- 8 Use the cues and *will* + infinitive or the Future Continuous to write the sentences.

- 1 In the afternoon / we / find a good place for a shelter
- 2 At 11 p.m. tomorrow night / I / lie in my bed
- 3 On Saturday morning / a helicopter / pick us up
- 4 At 8 p.m. tomorrow / we / get ready for the night
- 5 We / send a radio signal if we are in trouble
- 6 At this time on Saturday, we / look for a nice place to celebrate
- 7 The rescue team / monitor you all the time
- 8 Don't worry, you / not freeze

LANGUAGE CHOICE 45

Warm Up

- 5 **Vocabulary** Match the subjects (a-d) with the lists of words (1-4). Which subject is most interesting?
- a medicine b physics c astronomy d biology
- 1 photosynthesis / oxygen / carbon dioxide / plants
 - 2 galaxy / universe / planet / star / light year
 - 3 hydrogen atom / radiation / heat / light / fusion
 - 4 skin cancer / Vitamin D / immune system / depression

Listening

EF3 SKILLS BUILDER 8

- 2 Work in pairs. Use the strategies in the Skills Builder to write four questions about the Sun before listening to an interview with a scientist.

How old is the Sun?

- 3 4.2 4.2 Listen to the interview. Try to answer your questions from Exercise 2.

How old is the Sun? About 4.6 billion years old.

- 5 4.1 4.2 Listen again. Complete the information.

- 1 diameter of the Sun 1.4 million km
- 2 distance to our nearest neighbour
- 3 temperature on the Sun's surface
- 4 chemicals in photosynthesis
- 5 % of skin cancer caused by sun
- 6 sun gives our bodies
- 7 too little sunshine can cause
- 8 solar energy in 2050 (% of total)

- 5 4.3 **Vocabulary** Listen to the sentences from the interview. Match the verbs (1-5) in the Word Builder with the meanings (a-e).

- a do something with other people
b stop work
c do something
d look after someone/something
e make good use of something

Word Builder take

- 1 take a break
- 2 take part in something
- 3 take advantage of something
- 4 take action
- 5 take care of something/someone

LANGUAGE CHOICE 46: VOCABULARY PRACTICE

(4.4)

Here comes the sun



Day by day in late January and early February, the sky grows light again. And today, the people living in Longyearbyen, Spitsbergen, probably the most northern town in the world, will have their first sight of the sun since early October. Spring's light has been around the island this week, so the mountains look pink, the sea deep blue and the sky pink, green and yellow.

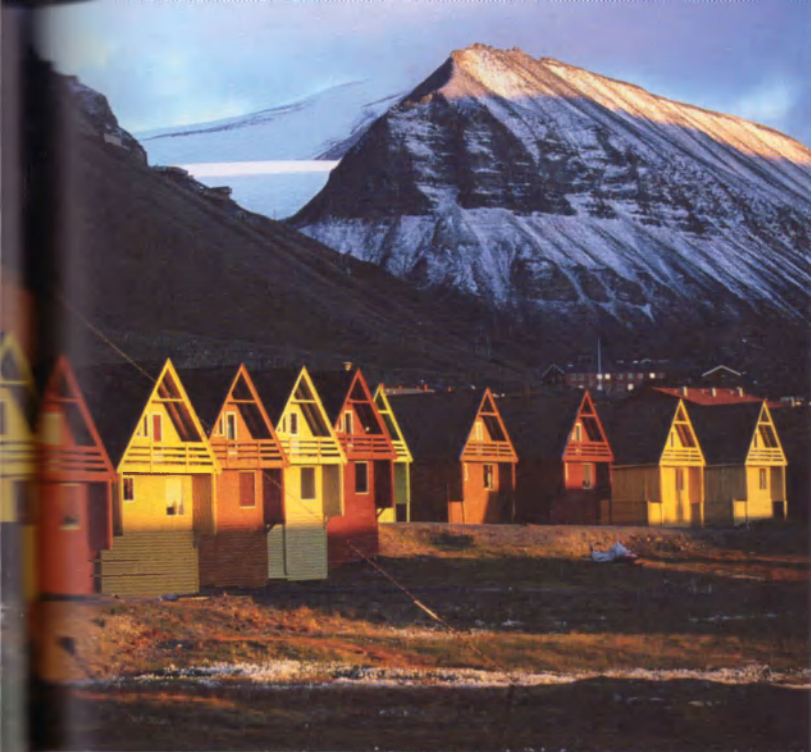
However, the 2000 inhabitants pay a high price for this: three months of freezing and total blackness. When the darkness comes, there is little to do but work; coal

Reading

EF3 SKILLS BUILDER 17

- 5 Read the article. Choose the best answer for the questions.

- 1 What is the article about?
a the cold c the summer
b the spring d the darkness
- 2 How long is it completely dark in Longyearbyen?
a for three months c from early October
b for four months d until March
- 3 What are the main activities on the island?
a mining and research c winter sports
b tourism and research d tourism and mining
- 4 What does *not* happen to people in the long winter?
a They get less sociable. c They get depressed.
b They leave the island. d They get a bit scared.
- 5 Who does the darkness affect most?
a tourists c people working underground
b young people d people who stay at home



must be mined, scientific experiments done and the community fed and cared for.

Founded a century ago by US mining magnate John Longyear, Longyearbyen is now an international centre for mining and environmental research. Most residents are Norwegian but there are a few hundred Russians, seventy or eighty Thais and a solitary Iranian selling kebabs from a van. The community, though, is changing, partly because of ¹the tourists coming to ride snowmobiles and look for the bears, and partly because of ²new immigrants arriving from all over the world.

'The darkness is very hard,' says Mary-Ann Dahle, who runs one of the town's three hotels. 'It feels good when the light starts to come back, the darkness can be very depressing especially for ³those not taking part in the community.' She thinks the long, dark winters are one reason why ⁴people coming to the island don't stay as long as they used to. 'Young people used to come here for about five or ten years but now they only stay for one.'

Like many ⁵workers spending much of their lives underground, Longyearbyen's miners are indifferent to the changing seasons. 'The dark is okay,' says 30-year-old Guttorm Wilhelmsen, 'I do have friends who can't take the dark. They just go back to the mainland when it comes.' The constant light of the midnight sun from April to September is far more annoying to him.

Liv Rose Flygel, ⁶a glass artist also working in the cafeteria at the tiny airport, came to Longyearbyen when she was a baby. 'I like the darkness and it doesn't bother me because I have grown up with it. She believes the start of winter tends to unite Longyearbyen. 'When it gets dark, people come together, because they are scared of the darkness - and the polar bears. They start visiting, too.' When Liv Rose and her husband retire, they will probably have to leave the island and go to Norway but for her Longyearbyen is her home. 'I love it here,' she says.

Sam Jones in Longyearbyen 8 March

- 9** Look at the Sentence Builder. Rewrite the expressions in blue (1-6) in the text with full relative clauses.

The community is changing because of the tourists who come to ride snowmobiles.

Sentence Builder

Reduced relative clauses

- 1 The people living in Longyearbyen (who live in Longyearbyen) will have their first day of sun.
- 2 There is a solitary Iranian selling kebabs (who sells kebabs).

LANGUAGE CHOICE 47

- 9** Work in pairs. Student A, look at the picture on page 129. Student B, look at page 130. Take turns to describe the picture and find four differences. Use the structures from the Sentence Builder.

A: *There is a man wearing red winter clothes.*

B: *In my picture, there is ...*

- 9** **Your Culture** Choose your favourite (or least favourite) season in your country and write notes about the things below.

- light/sun • weather
- nature (wildlife/plants)
- effects on life (feelings/outdoor activities)

- 10** Work in pairs. Ask and answer questions about your seasons.

A: *My favourite season is spring.*

B: *Why?*

A: *I like the flowers and ...*

No Comment

'It's spring in England. I missed it last year. I was in the bathroom.'

Michael Flanders, actor and singer



Warm Up

- 3 Read the text. List advantages and disadvantages of 'going green'.

Green Living

(4.5)

In these times of growing urbanisation, there are people who choose to escape from cities and live a simpler, cleaner life. We talked to Lillian Harper, from Canada. 'We use solar panels and a wind turbine to heat the house and produce electricity. But we still have to save energy so we wash our clothes ourselves, without a washing machine, and we cook on a wood stove which also heats up the water in which we wash ourselves. To save wood, we and our neighbours cook for each other. It's great to think about others and not just yourself. Our biggest challenge is entertainment. You can't stay up late watching TV because that uses a lot of energy. I myself didn't use to watch television a lot but my husband missed football games at first. My children can't play computer games or listen to their MP3 players all the time - they need new ideas to amuse themselves. Surprisingly, we have found that life without electric gadgets is quite liberating. We read more, we talk to each other and we spend more time outside.'

- 3 Would you like to live like the people in the text? Why/Why not?

myself, yourself, ourselves

- 3 Complete the table with the correct pronouns.

Subject	Object	Reflexive/emphatic
I	me	
you	you	
he	him	himself
she	her	herself
it	it	itself
we	us	
you	you	yourselves
they	them	

- 3 Read the sentences (1-3) from the text. Match them with the uses (a-c).

- 1 I **myself** didn't use to watch television a lot.
- 2 It heats up the water in which we wash **ourselves**.
- 3 We wash our clothes **ourselves**.

- a The person did something with no one's help.
- b The person is the object of their own action.
- c We emphasise the fact that we mean this person and not anyone else.

- 3 Complete the sentences with the correct pronouns: **myself, yourself, etc.**

- 1 They installed the wind turbine themselves.
- 2 I bought _____ a battery-operated TV set.
- 3 The prime minister _____ promotes using green energy.
- 4 My brother cut _____ when he was chopping wood.
- 5 Painting walls isn't difficult. We usually do it _____.

LANGUAGE CHOICE 48

- 3 Complete the sentences with **me/you, etc. or myself/yourself, etc.**

- 1 My parents love music so I bought them a CD player.
- 2 I don't like fast food so I usually cook for _____.
- 3 I will help _____. You can't wash all this _____.
- 4 I was hungry so Mum made _____ a sandwich. She made one for _____, too.

each other

- 3 Match the sentences (1-2) with the explanations (a-b). Translate the sentences into your language.

- 1 *Me and my friends cook for each other.*
- 2 *Me and my friends cook for ourselves.*
- a My friends cook for me and I cook for them.
- b I cook for myself and my friends cook for themselves.

- 3 Complete the sentences with **ourselves/themselves/yourselves or each other**.

- 1 You don't know yourselves very well if you think you could live without electricity.
- 2 They must love _____ very much if they built this cabin for _____ in the middle of nowhere.
- 3 Ben and I have known _____ since primary school.
- 4 We produce enough electric power for _____ and our neighbours.
- 5 In our village, the neighbours help _____ to repair the wind turbines.

LANGUAGE CHOICE 49

EF3 Writing Workshop 4

- 3 Read the brochure. Which of the animals really exists? Check your answers on page 130.



ECO-COSTA HOLIDAYS

Day 1: Arrival in Santa Marta, the capital of Costaguana.

Days 2-4: Rainforest trek with an experienced native guide. See wild kinkajous, giant hamsters and the rare flying penguin.

Days 5-8: Cruise on our luxury yacht. Go snorkelling and diving. See giant octopuses and pink and yellow sharks.

Price (£2200) includes: five-star accommodation, delicious food, transport and direct flight from London. We plant a tree for each person on the trip.

eco-costa@co.cstg

- 3 Read the letter to a friend. List five mistakes in the brochure.

The flight was not direct.

Hi Sue

- How are things? Hope you and your family are well!
- I must tell you about my holiday last month! I went with Eco-Costa Holidays and it was TERRIBLE!
- To start with, as there was no direct flight, the journey took twenty hours and we arrived ten hours late due to the delays. Then on the rainforest trek we only saw a few kinkajous in a zoo! And the luxury cruise they advertised was actually on an old fishing boat, not a luxury yacht! Then the food was terrible and so was the accommodation. I couldn't sleep because of the mosquitoes! What's more, there was nothing 'eco' about the holiday anyway!!! For example, we flew 3000 kilometres extra because there were no direct flights. And Silvia, who was our guide, was from Australia and didn't know anything about the local plants and wildlife!
- Then when I complained, Silvia was very rude. I think I'm going to write and ask for my money back. What do you think?

Anyway that's enough about me. What about you? Did you have a good holiday? Where did you go? Did you enjoy it?

Write soon

Maria xxx

Text Builder

EF3 SKILLS BUILDER 16

- 3 Read the letter again and find five examples of informal style.

Hi Sue,

- 3 Look at the Sentence Builder. Which linkers in bold are followed by a noun?

Sentence Builder Cause linkers

- As there was no direct flight, the journey took twenty hours.
- We flew 3000 kilometres extra **because** there were no direct flights.
- We arrived ten hours late **due to** the delays.
- I couldn't sleep **because of** the mosquitoes.

EF3 SKILLS BUILDER 34

- 3 Use the words in brackets to join the sentences.

- The flight was late. The weather was bad. (due to)

The flight was late due to bad weather.

- The journey was awful. There were stop-offs in New York and Hawaii. (because of)
- The trip was not 'eco'. We travelled in a large old bus. (as)
- The station was closed. There was a fire. (due to)

- 3 Write notes with ideas for a fantastic holiday. Write about the things below:

- destination
- activities
- accommodation/food
- transport
- the guide(s)



- 3 Write a letter to a friend about a holiday.

EF3 SKILLS BUILDER 35

- Work in pairs. Read your partner's notes. Choose three or four things that possibly went wrong.
- Use your notes to write your letter to a friend about the holiday you didn't like much. Ask your friend 3 questions about his/her holiday.
- Check your letter for mistakes.

- 3 Work in groups. Read your partners' letters. Which do you think is the best letter?

EF3 Speaking Workshop 4

- 3 Which of the things below do you have in your area?
- speed limits/cameras
 - bike and bus lanes
 - road humps (to slow cars down)
 - a congestion charge (payment for cars going into the centre)

- 3 4.6 4.7 Listen to a conversation. Match the descriptions (1-7) with the people: Tim (T), Ruby (R), both (B) or neither (N).

- 1 is in favour of bike lanes **T**
- 2 is against road humps
- 3 thinks people should walk and cycle more
- 4 is in favour of a congestion charge
- 5 doesn't think pollution is a problem
- 6 doesn't think local public transport is very good
- 7 doesn't like cycling

- 3 Look at the Talk Builder. How do you say the expressions in bold in your language?

Talk Builder

Agreeing and disagreeing (2)

Agree/disagree

- | | |
|---|--|
| 1 They are great.
Don't you think so? | Yes, I do. / No I don't (think so). |
| 2 I think people should cycle more, don't you? | No, I don't (think so).
/ Yes, I think so, too. |
| 3 That's a good thing, isn't it? | Yes, it is. / No, it isn't. |
| 4 It's really bad.
Don't you agree? | Yes, I do. / No, I don't. |
| 5 I think it would be good. | So do I. / I don't. |
| 6 I don't think that's a very good thing. | Neither do I. / I do. |

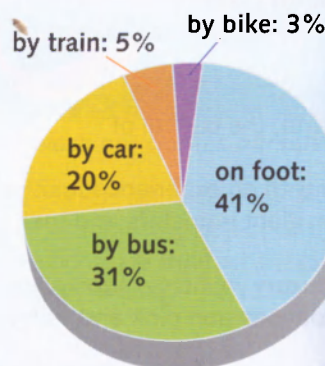
EF3 SKILLS BUILDER 51

- 3 4.8 Pronunciation Listen to the questions and repeat them. Notice the intonation.
- 3 Work in pairs. Give your opinions about the plans (1-4). Agree and disagree with your partner.

A speed limit of 80 kmph is a good idea, isn't it?

- 1 a speed limit of 80 kmph
- 2 better public transport
- 3 more bike lanes and speed cameras
- 4 free public transport for under-eighteens

Travel to school in the UK (11-16-year-olds)



More commuters on two wheels

There has been a 15% increase in people cycling to work since the price of petrol started to go up last year.

Traffic jams outside schools

Every morning and afternoon, parents in large four-wheel-drive vehicles drop off and pick up their children near my house.

- 3 Use the information above to have a discussion about the environment.

EF3 SKILLS BUILDER 52

- 1 Use the strategies for discussing visual material and write notes.

- 2 Work in pairs or groups. Discuss these questions:

- What issues does the material deal with?
- What advantages and disadvantages are there with the different kinds of transport? (energy/emissions/health/convenience)
- What could we do to improve transport in cities?
- What transport do you use? How could you reduce your energy use?

- 3 What did you agree about? Tell the class.

We both think that bike lanes are a good thing.

LEARNING LINKS: 1 Read and listen to a story about the Appalachian Trail in Culture Choice 4 on page 108.

Then do a project about a beautiful natural area in your country.

2 Check Your Progress 8 → MyLab / Workbook page 71. Complete the Module Diary.

3 EF3 Exam Choice 4 → Workbook pages 72-74.

Objectives: Listen, read and talk about learning and schools; write a blog post with your opinions; learn more about taking part in conversations; learn more about reported statements.

EF3 Task Focus: Reading Task 1; Listening Task 2



TOPIC TALK

- 1 Look at the photos (a-c). Find the activities in the network and add more school subjects.
- 2 **Your Culture** Read the notes on page 130. How is education in your country different?
- 3 **4.9 4.10** Listen to three English secondary students. Which of them is most like you?
- 4 **4.11 4.12** Listen again to the first person. Complete the information in the network.

- 5 **4.13 Pronunciation** Listen to the sentences and write down the contractions. Then write out the full forms. Listen again and repeat the sentences.

It'd be (it would be) great.

→ **LANGUAGE CHOICE 50: VOCABULARY PRACTICE**

- 6 Work in groups. Use the network to talk about your learning.

School (1)

The subject I like best is ¹ geography .
 And my least favourite subject is ² _____.
 I'd like to drop it and do ³ _____ instead.
 I suppose I'm good at ⁴ _____ but I'm not
 so good at ⁵ _____.
 Outside class, I ⁶ _____ and ⁷ _____.
 It'd be great to ⁸ _____.

Subjects

art and design, business studies, citizenship, drama, economics, English language/literature, geography, ICT (information and computer technology), philosophy, politics, religious education, technology

Learning skills

analysing information/ideas, assessing my progress, concentrating in class, memorising facts/numbers/ideas/images, organising my learning, passing exams, presenting work neatly, solving problems, working in teams, working online

Extra-curricular activities

belong to the cadets (army), choir, debating club, film club, orchestra, poetry club
do adventure activities, astronomy, chess, climbing, dancing, painting, sport, voluntary work
learn about carpentry, cookery, first aid/life saving, personal finance
write for the school magazine

Warm Up

- 3 Look at the photos. Is your school single-sex or mixed?

Reading

EF3 SKILLS BUILDER 22

- 3 Use the strategies in the Skills Builder to match the points of view (a-f) with the introduction and the posts (1-5) in the magazine. There is one extra point of view.

- a 'I'm totally against single-sex schools.' 3
- b 'Boys do badly in mixed schools.'
- c 'Single-sex schools are old-fashioned.'
- d 'I'm in favour of cooperation between single-sex schools.'
- e 'I can see that there are two sides to the argument.'
- f 'Girls have more freedom at all-girls' schools.'

- 3 Read the texts again. Are the arguments (1-8) for (F) or against (A) mixed schools?

- 1 They help you socialise with people of the opposite sex. F
- 2 Male and female brains are different.
- 3 Personality is more important than gender.
- 4 These schools educate you for real life.
- 5 Boys and girls learn differently.
- 6 Boys do badly because of the way students' work is marked.
- 7 Girls don't do technical subjects because of stereotypes.
- 8 Sport is too important in all-boys' schools.

- 3 Vocabulary Look at the Word Builder. Find ten more examples of nouns with these endings in blue in the text.

Word Builder Making nouns

ation:	cooperation, education
ment:	development
ence/ance:	difference
ity:	ability
ship:	championship

EF3 LANGUAGE CHOICE 51:
VOCABULARY PRACTICE

Life Education

Should we go back to single-sex schools?

(4.14)



1 More and more state schools in the USA are changing back to single-sex education. According to some American experts, male and female brains are not the same, boys and girls develop at a different rate and they learn differently. Other experts disagree; according to them, there are more learning differences between individuals than between the two genders and girls and boys learn better together. They say there is no evidence that single-sex schools improve academic performance either.

What do you think?

2 I went to a mixed school until last year when I moved to an all girls' school. In my previous school, the boys talked all the time and there were lots of discipline problems in class. There were a lot of stereotypes, appearance was really important and was linked to the girls' popularity. There were only two girls in the ICT classes so I didn't do that as an option. Now, at my new school, classes are quieter and we can talk about things more openly. I feel more relaxed in class, too – I'm not worried about what the boys think about me. This year I'm doing ICT and I'm in the school football team, too!

Andrea (Birmingham)

- 3 Work in pairs. What do you think are/should be the most important things at school? Order the elements and give your reasons.

- A: I think the most important thing is preparation for the world of work.
B: I don't agree. I think it should be ...

- friendships with other people
- preparation for the world of work
- academic performance
- passing public examinations
- learning about cooperation and teamwork
- personal development

'The boys talked all the time and there were lots of discipline problems.'



3 I'm at a mixed school and I'm against single-sex classes. I think that it's not your gender that's important but your **personality**. I think it's important to have **friendships** with both boys and girls. For example, I have more in common with two or three girls I know than with lots of boys. I think male single-sex schools are dull, too because they are obsessed with sports such as football, cricket and rugby and I'd hate that! Guys at all-boys' schools don't learn to socialise with girls, like a friend of mine who dies of **embarrassment** every time he meets a girl. I wouldn't like to be like him! So I'm in favour of mixed education because it educates you for life. **Simon (Cardiff)**

4 I go to a mixed school but most of my teachers are women. In some subjects, I don't get such good marks because my work is not very neat and my handwriting is terrible – I don't think that is very fair. We have lots of project work, too but I'd prefer to have **examinations** as I do better in them. Also, among the boys in my class studying is considered a 'girly' thing. If you do well at something, the others laugh at you. I think I'd do better at an all-boys' school.

Alan (Ipswich)

5 I go to a girls' school but there's a boys' school next door. I think it's the best kind of **arrangement** because we have lots of social events together but we study separately.

Carol (Liverpool)

Writing

- 9** Look at the Sentence Builder. How do you say the words in bold in your language?

Sentence Builder Example linkers

- 1 For **example**, I have more in common with girls.
- 2 They are obsessed with sports **such as** football.
- 3 They don't learn to socialise, **like** a friend of mine who is very shy with girls.

ET3 SKILLS BUILDER 36

- 9** Complete these sentences about your life.

- 1 I am interested in subjects such as _____.
- 2 I don't enjoy subjects like _____.
- 3 I would like to study other subjects at school. For example, _____.
- 4 I have to do things for homework such as _____.
- 5 We do activities outside class like _____.

- 8** Choose the kind of education you are in favour of (a-d). Think of arguments for it.

You learn to socialise with the opposite sex.

- a single-sex schools b mixed education
c single-sex classes in a mixed school
d two single-sex schools that work together

- 9** Use your notes to write a blog post like those above. Use the expressions below and give examples to support your arguments.

I'm in favour of ... because ...

I'm against ... because ...

- 10** Work in groups. Read each others' posts. What do you think? Tell the class.

We're all in favour of mixed education because ...

No Comment

'Education is not the filling of a bucket but the lighting of a fire.'

W.B. Yeats, Irish poet

Warm Up

- 3 Look at the photos (a-c) on page 73. Which of the people are doing something good for their brain?
- 3 Read the online forum. Were your guesses correct? What tips about brain power have you learned?
- 3 How well do you look after your brain? What good and bad things do you do?

Reported statements

- 3 List the verbs in bold from the text that people use to report people's words, thoughts or actions.

believe, ...

- 3 Read the sentences and see how they are reported in the text. When does the tense of the original sentence change?

Junk food is bad for the brain.

→ Scientists **claim** (that) *junk food is bad for the brain.*

Caffeine and alcohol kill brain cells.

→ My grandmother **thought** (that) *caffeine and alcohol killed brain cells.*

- 3 Write the reported sentences from the text. Name the verb forms.

- 1 Oily fish is the best brain food. (Present Simple)

*She **thought** that oily fish **was** the best brain food. (Past Simple)*

- 2 We don't produce new brain cells. (Present Simple)

- 3 These kids are getting poor results in memory tests. (Present Continuous)

- 4 He didn't make any big discoveries on the run. (Past Simple)

- 5 The rats can't solve problems that they have already solved. (Present Perfect)

- 6 Negative people will make you depressed. (*will*)

- 7 The rats can't solve problems. (*can*)

- 3 Read the sentences (1-2) from the text. What were the original sentences? How did the pronouns in bold change?

- 1 He **admitted** that **he** hadn't made any big discoveries but **said** that running helped **his** mind relax.

- 2 My **granddad** always **warned** me that negative people would make **me** depressed.

Home

Newsletter

About us

Contact

'I've read somewhere that there are ways to increase brain power. Any tips on that? I really have to make my brain work at its best to revise before the exams.'

Replies



Jessica posted 12 April 23:10

1 Go jogging! Until recently, scientists **believed** that new brain cells were not produced after we were born but actually, physical exercise stimulates the growth of new brain cells. Running or aerobics can increase your concentration and learning ability. My science teacher **said** running gave him time to think. He **admitted** that he hadn't made any big discoveries on the run but **said** that running helped his mind relax.



Dmitri posted 12 April 22:57

2 Get more sleep. Lack of sleep does awful things to your concentration and learning ability. Scientists **claim** that after 21 hours without sleep (or three late nights and early mornings) our brain works similarly to someone who is drunk. When we sleep, the brain processes new information and even solves problems. The Russian chemist Mendelev 'invented' the periodic table in a dream.



Jonathan posted 12 April 17:28

3 You should always eat breakfast. But watch what you eat! Scientists studied kids who usually had fizzy drinks and sugary snacks for breakfast. After the study they **announced** that these kids were getting the same results as 70-year-olds in memory tests. My grandmother **thought** caffeine and alcohol killed brain cells. She often told me that oily fish, like salmon or tuna, was the best brain food and she was right. Also, scientists **claim** that junk food is bad for the brain. I recently read about an experiment on rats that were given only junk food to eat. The authors **said** that the rats couldn't solve problems that they had already solved before.



Maria posted 11 April 12:02

4 Being happy and positive helps the brain so find friends who have a good sense of humour and avoid people who complain. My granddad always **warned** me that being with negative people would make me depressed.

a

b

c

Practice

- 9 Match the reported statements (1-4) with the time the original words were said (a-b).

- | | |
|--|-------------------|
| 1 She said she had failed the exam. | a after the exam |
| 2 She said she would fail the exam. | b before the exam |
| 3 The student thought the test was going to be easy. | a during the test |
| 4 The student thought the test was easy. | b before the test |

LANGUAGE CHOICE 52

- 9 Use the beginnings in brackets to report what Mary, a brain scientist, said in an interview.

- I'm interested in brain chemistry. (She said ...)
She said that she was interested in brain chemistry.
- I failed some tests in primary school. (She admitted ...)
- My team have done lots of work. (She reported ...)
- We're going to study emotions. (She says ...)
- There will be more and more research into abstract thinking. (She believes ...)
- I'm working on learning styles. (She told us ...)
- I don't remember people's names. (She admitted ...)
- Alcohol can cause brain damage. (She warned ...)

LANGUAGE CHOICE 53

Grammar Aiive Reporting (1)

- 13 4.16 Listen to an interview with Brian, talking about speed learning. Which of the reported statements below are correct? Correct the ones which are not.

- Brian said they had started many years earlier.
incorrect - Brian said they had started three years earlier.
- Brian said they trained over ten thousand people a year.
- Brian said they taught people how to concentrate more effectively.
- Brian said that we couldn't improve our learning ability.
- Brian said they were interested in memory.
- Brian said they had worked out a memory training programme.
- Brian said they had three new courses on offer.

- 13 4.17 Listen to a student's statements and report her words in your notebook.

She said that she slept too little and that she drank too much coffee.

- 13 Work in pairs. Write three sentences about your true or made-up achievements, habits, interests, etc. Share them with your partner.

I am learning Russian. I've won a song contest. I am a fast reader.

- 13 Work with another person. Report to them what your previous partner said.

*She said she was learning Russian.
She said she had won a song contest.
She claimed she was a fast reader.*

Warm Up

- 1 **Vocabulary** Use the vocabulary network to answer the questions.

- 1 What sort of school do you go to?
- 2 What facilities has your school got?
- 3 What equipment have your classrooms got?
- 4 What is the atmosphere in your school like?
- 5 Which rules do you have at your school?

Atmosphere:
competitive, friendly,
laid-back, lively, noisy, relaxed,
serious, sociable, strict

Problems:
aggressive behaviour,
bullying, fighting,

Schools:
UK: primary (4/5-11), secondary
(e.g. comprehensive school) (11-18),
sixth-form college (16-18)
US: elementary school (5-11),
middle school (11-14),
high school (14-18)

SCHOOL (2)

Rules:
arrive on time, attend
school daily, hand in homework
on time, leave personal items
at home (e.g. phones), no hats/
hoods/jewellery,
wear a uniform

Facilities:
science/computer/language
lab, sports hall/gym, theatre/
assembly hall, library

Equipment:
computers, projectors and
screens, high-speed internet
access/wi-fi

LANGUAGE CHOICE 54: VOCABULARY PRACTICE

Listening

- 3 **4.18 4.19** Work in pairs. Listen to two exchange students (Alice and Polly) talking about their schools. Student A answers the questions in Exercise 1 for Alice. Student B answers the questions for Polly.

- 3 **4.18 4.19** Listen again and answer the questions.

- 1 Which of the two girls is more enthusiastic about her school?
- 2 What are the girls' favourite extra-curricular activities?
- 3 Where do Polly's ideas about US high schools come from?
- 4 What kind of problems were there in Alice's old school?
- 5 What is Polly surprised about?
- 6 What are they both looking forward to?

- 4 **DVD 9** Watch the extract from a BBC programme without sound and order the events (a-e). Watch the extract with sound and check your guesses.

- a The teacher gives him a punishment.
- b Dennis doesn't hand in his homework.
- c Dennis is having breakfast and listening to the radio.
- d Dennis makes a joke.
- e His notebook catches fire on the toaster.

- 3 **DVD 9** Watch again. Are these sentences true (T), false (F) or it is not stated (NS)?

- 1 The radio news was about an asteroid that might hit the Earth. T
- 2 The news about the asteroid made the listeners worried.
- 3 The teacher gets very angry because of Dennis's excuse.
- 4 The teacher makes Dennis do extra homework.
- 5 The teacher will not punish Dennis if the world ends at 3.20 because of the asteroid.
- 6 The teacher is in a bad mood because he has had too much coffee.

- 6 Has anything ever happened to your homework? Did your teacher believe you? What is the funniest excuse you have heard in class?





Watching and Speaking

ET3 SKILLS BUILDER 10

- 7 **4.20 DVD 10** Use the strategies in the Skills Builder to listen to or watch two dialogues and match the people with their intentions (1-7). There is one extra intention.

- Jamie (J) • Miss Roberts (MR)
- Katie (K)

- 1 doesn't want to help the other person **K**
- 2 wants to borrow something
- 3 needs to get to a class
- 4 wants to invite someone to a match
- 5 wants to get to a meeting
- 6 wants more time for a project
- 7 wants to arrange to meet

- 9 Look at the Talk Builder. Which of the expressions (a or b) are more formal?

Talk Builder Asking for permission

- 1 **Attract attention:**
a Excuse me, Miss Roberts. b Hey, Katie!
- 2 **Ask to speak to someone:**
a I want to speak to you. b Could I possibly have a word with you, please?
- 3 **Make a request:**
a Can I ... ? / Can't I ... ? b Would it be all right if I ... ? / Is it okay if I ... ?
- 4 **Refuse permission:**
a Sorry. b I am sorry but ...
- 5 **Give permission:**
a Oh, all right. b Yes, you can do that.
- 6 **Try to end a conversation:**
a I'm sorry but I really must be going. b Look, I've really got to go.
- 7 **Say goodbye:**
a Bye, see you. b Goodbye. See you on Monday.

ET3 SKILLS BUILDER 53

- 9 **4.21** Listen and repeat the questions and replies. Notice the intonation.

- 13 Complete the dialogues with words and expressions from the Talk Builder.

A: ¹ *Excuse me*, Mr Smith. Could I possibly ² _____ with you, please? I need more time for my maths homework.

³ _____ all right if I handed it in tomorrow?

B: Yes, you ⁴ _____ that. I'm ⁵ _____ I really must be going.

C: ⁶ _____, Sam. I want to speak to you. ⁷ _____ borrow your dictionary?

D: ⁸ _____, Annie. It's at home.

C: Well, ⁹ _____ come round and get it?

D: Oh, ¹⁰ _____.

- 13 Work in pairs. Act out the dialogues above. Change the things to ask for.

- 13 Choose two situations to act out - one from each list (1-2). Think of imaginative reasons.

- 1 You want permission from your teacher to:
a miss an exam. b leave school early.
c use a computer in an exam.
- 2 You want to:
a use a friend's computer.
b borrow a schoolmate's laptop.
c come to his/her house to study together.

- 13 Work in pairs. Act out the dialogues. Make it difficult for your partner!

A: *Is it all right if I arrive late?*

B: *Why are you going to be late? I'm sorry but ...*

Language Review Modules 8 and 9

3 Environment/School Complete the texts with the correct words.

I live in a subtropical ¹_____ and the temperature never drops ²_____ freezing. The biggest problem is traffic and air ³_____ and this causes health problems. I think people should use their cars less and I always try to walk or ⁴_____ everywhere. I go to a big secondary school which is very friendly. The only thing I don't like is that we have to wear a ⁵_____. At school, I do well at science and the ⁶_____ I like best is biology. However, I'd like to drop PE and do drama ⁷_____. Outside class, I do debating. It'd be ⁸_____ to learn cookery because it is so useful. /8

3 EF3 Use of English, Task 2 Making nouns Complete the text with the correct form of the words in capital letters.

I go to an experimental school with no classes or ⁹_____ - the adults are ¹⁰_____ TEACH
'advisers' who take care of our ¹¹_____. LEARN
The first big ¹²_____ from other DIFFER
schools is that there are no classrooms but one big room with the ¹³_____ of APPEAR
a modern office. Students can take part in group projects and can also take breaks when they want. There are no compulsory ¹⁴_____ EXAM
¹⁵_____ but the students' academic ¹⁶_____ is above average for the USA. PERFORM
I like the school because it is a more creative type of ¹⁷_____. If you take ¹⁸_____ EDUCATE
advantage of the school you learn a lot, like ¹⁹_____ with other people. COOPERATE /8

3 Cause linkers/Example linkers/Reduced relative clauses Join sentences 17-21 using the words in brackets. Re-write sentences 22-24 as reduced relative clauses.

- 17 There is a lot of pollution. It is caused by exhaust fumes from cars. (*due to*)
- 18 Forest fires are increasing. The reason for this is climate change. (*because of*)
- 19 I always walk everywhere. I have not got a car. (*as*)
- 20 We should find new ways to save energy. Car sharing is one example. (*such as*)
- 21 I am in favour of renewable energies. Solar energy is one type. (*like*)
- 22 There are a lot of accidents on that road. The accidents are happening because people drive too fast.
- 23 Scientists have produced a new report. The scientists are working on climate change.
- 24 People consume twice as much energy as those in the UK. These people are living in the USA. /8

3 Future Continuous Complete the dialogue with the Future Continuous form of the verb in brackets.

- A: You're going on holiday tomorrow? Lucky you!
B: Yes, we ²⁵_____ (leave) the house at 6.30.
A: What time ²⁶_____ (you arrive) in New York?
B: Tomorrow afternoon. This time tomorrow ²⁷_____ (we walk) around Manhattan.
A: ²⁸_____ (you go) to the NBA shop?
B: Yes, ²⁹_____ (I definitely go) there! /5

5 Pronouns Complete the sentences with myself, ourselves, himself, or each other (x 2).

- 30 I got up and looked at _____ in the mirror.
- 31 We painted the bedrooms at home _____.
- 32 My neighbours are friendly and we help _____.
- 33 My brother hurt _____ when he fell over.
- 34 We have known _____ since we were four. /5

3 Reported statements Report the statements below.

- 35 She's having her coffee. (*He said that ...*)
- 36 I finished my project. (*She told me ...*)
- 37 'I'm good at remembering dates.' (*He said ...*)
- 38 'I have never failed an exam.' (*She told us ...*)
- 39 'Not sleeping can be unhealthy.' (*He warned ...*)
- 40 'There will be more computers.' (*He believes ...*)
- 41 'I'm bad at doing homework.' (*He admitted ...*)
- 42 'ICT is going to be important.' (*He told us ...*) /8

3 Agreeing and disagreeing (2)/Asking for permission Complete the dialogues.

- A: Excuse me. Could I ⁴³_____ have a word with you? ⁴⁴_____ it be all right if I used a computer in the exam?
B: I am ⁴⁵_____ but we don't usually allow that.
A: But I hurt my finger. Is it ⁴⁶_____ if I use one just this time?
A: I think ICT classes are great, ⁴⁷_____ you?
B: No, I don't think ⁴⁸_____. They're not interesting. Don't you agree?
A: No, I ⁴⁹_____.
B: But maths is more useful. Don't you think ⁵⁰_____? /8

Self Assessment

4.22 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

- 1 _____ Language Choice 43 and 50
- 2 _____ Language Choice 46 and 51
- 3 _____ SB p.67 ex.5, p.71 ex.7; Language Choice 47
- 4 _____ Language Choice 44
- 5 _____ Language Choice 48 and 49
- 6 _____ Language Choice 52 and 53
- 7 _____ SB p.68 ex.5, p.75 ex.10

10 CAREERS

Objectives: Listen, read and talk about careers and jobs; listen to interviews; write a job application letter; learn about reported questions and more about conditionals.

EF3 Task Focus: Listening Task 3



TOPIC TALK

- 1 Look at the photos (a-c). Use the vocabulary network to identify the jobs, career areas and the abilities needed to do them.

surgeon - medicine - using tools

- 2 4.23 4.24 Listen to three students talking to their careers teacher. Match the people (1-3) with the descriptions (a-d). There is one extra description.

- | | |
|--------------------------|----------------------|
| a organised/enterprising | c practical/creative |
| b caring/practical | d caring/sociable |

- 4 4.27 Pronunciation Listen and write down the sentences. Then underline the unstressed words.

And I'd like the social life at a camp.

EF3 LANGUAGE CHOICE 55: VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about your abilities, career possibilities and part-time jobs.

- 3 4.25 4.26 Listen again to the first person. Complete the information in the network for Andy.

Careers

I'm pretty good at ¹ *dealing with people*.

I'd like to be better at ² _____.

I've got ³ a good/some/no idea about what I want to do in the future.

I think I'd enjoy a career in ⁴ _____.

I (don't) want to work in a/an ⁵ bank/office/factory/hospital.

In the future, I think I might like a job as a ⁶ _____.

I've done part-time work as a ⁷ shop assistant/cleaner. I'd like to do a summer job as a

⁸ tour guide/life guard.

Abilities

communicating ideas/information, designing things, dealing with people/information/money, doing calculations/experiments/sport, making money/things, repairing things, using computers/machines/tools

Career areas

art/design, business, construction, education, engineering, farming, fashion, finance, ICT, industry, law and security, the media, medicine, politics, science, show business, sport, tourism

Jobs

businessman/woman, comedian, dealer, detective, farmer, fashion designer, journalist, lawyer, mechanic, police officer, psychotherapist, surgeon, technician

Warm Up

- 3 Look at the photos (a-b). Which of the jobs do you think:
- a is dangerous?
 - b requires physical activity?
 - c is boring?
 - d is very well-paid?
 - e is tiring?
- 3 Read the text and check your guesses from Exercise 1.
- 3 Would you like to do either of these jobs? What is the most unusual job you know?

Reported questions

- 3 Read how Jane reported the interview to a friend and complete the table with the reported questions.

They asked me how long I had been a furniture tester.
Then, they wanted to know what I did.
They asked if I was tired at the end of the day.
Finally, they wanted to know whether I was enjoying the job.

Questions	Reported questions
How long have you been a furniture tester?	
What do you do?	<i>They wanted to know what I did.</i>
Are you tired at the end of the day?	
Are you enjoying this job?	

- 3 Look at the table in Exercise 4 and complete the rules.

When we report a question:

- We use reporting verbs (e.g. *ask*) and expressions (e.g. *want to know*).
- We use _____ or *whether* when there is no question word (e.g. *what, when, why*) in the question.
- We use the word order of a *statement/question*.
- We change the tense in the reported question if the reporting verb is in the past tense.

(4.28)

We're running a series on strange jobs. Read about people who do really unusual things for a living.



FURNITURE TESTER

Jane, how long have you been a furniture tester?

I started last year, when I lost my last job.

What do you do?

Everybody asks me if I sit on the sofa all day but in fact I work really hard – I have to sit on hundreds of chairs, move them, lean back and forward and assess the level of comfort.

Are you tired at the end of the day?

Oh, yes. I often feel like I've run a marathon.

Are you enjoying the job?

I think I'll leave as soon as I find something more interesting. It's pretty boring to sit on chairs all day, you see.

Practice

- 3 Match the direct questions (1-5) with the reported questions (a-d). There are two direct questions that go with one reported question.

- | | |
|--------------------|-------------------------------|
| 1 Do you work? | a I asked if she worked. |
| 2 Have you worked? | b I asked if she was working. |
| 3 Did you work? | c I asked if she would work. |
| 4 Will you work? | d I asked if she had worked. |
| 5 Are you working? | |

LANGUAGE CHOICE 56

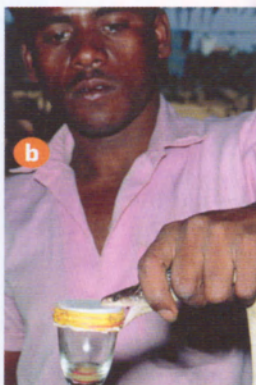
- 3 Order the words in the reported questions.

- 1 She asked / was / interesting / my job / whether
She asked whether my job was interesting.
- 2 He wanted to know / working hard / was / I / if
- 3 She asked / started work / what time / I
- 4 He asked / chosen this job / had / why / I
- 5 She asked / could / I / eat lunch at work / if
- 6 She asked / how long / would / work here / I

SNAKE MILKER

Ross, you are a snake milker. Is your job dangerous?

Well, the snakes I deal with are extremely poisonous. So if you don't know enough about snakes or if you lose concentration, you can be bitten and even die.



How do you get the venom out of a snake?

You hold the snake by the head and press the venom glands behind the snake's eyes. The venom is then taken to a laboratory and used to produce anti-venom.

Have you ever been bitten by a snake?

Yes, once, but I got the anti-venom at once so I was just a bit unwell for a few days.

Are you planning to do this for the rest of your life?

Yes, this is a great job! And it's well-paid, too – snake venom can cost a few thousand pounds per gram!

9 Complete the reported questions. Decide if you need to change the tense.

- 1 Do you like your job?
People ask me if I like my job.
- 2 Is your job unusual?
She wanted to know _____.
- 3 How long have you worked for your company?
She asked _____.
- 4 Who is your boss?
They want to know _____.
- 5 What are you working on?
The teacher asked _____.
- 6 When will you have a holiday?
My family wanted to know _____.
- 7 Can you take a break from time to time?
I wanted to know _____.
- 8 Was it easy to get this job?
Everybody asked _____.

LANGUAGE CHOICE 57

9 Read the interview with the snake milker again and write a report that Ross could make. Use the furniture tester's report in Exercise 4 as a model.

They wanted to know if my job was dangerous. Then, ...

Grammar Alive Reporting (2)

13 4.29 Listen to Sharon talking about her job interview. What job did she get? Write three of the questions that the manager asked her.

Have you been waiting long?

13 4.30 Listen to a job interview in a restaurant. Do you think the boy will be a good waiter? Make notes and then report the questions.

Question: What do you do?

She asked him what he did.

13 Choose a job from the list below. Prepare five interview questions for a candidate who wants to do the job.

a teacher - Have you worked with children? Do you like teaching others?

- | | |
|------------------|------------------|
| a teacher | d shop assistant |
| b dancer | e farmer |
| c police officer | f dentist |

13 Work in pairs. Interview each other for the job. Decide if they would do the job well.

A: Do you like children?

B: Yes, I do.

13 Work with a new partner. Report the questions you were asked in the interview.

Marta asked me if I liked children.

No Comment

'The longer the title, the less important the job.'

George McGovern, American historian



Warm Up

- 3 Look at the pictures (a-c) and the job titles (1-4) in the text. Which of the jobs looks most interesting? Why?

Reading

- 3 Read the adverts. Which job would you like to do?

→ **EG3 SKILLS BUILDER 23**

- 3 Use the strategies in the Skills Builder to choose the correct definitions below for the words in **blue** (1-4) in text 1. Then use a dictionary to work out the meanings of the other words in **blue**.

- 1 **a** a business organisation **b** when someone is with you
 2 **a** knowledge/skill from doing a job
 b something that happens to you
 3 **a** an area of land **b** a subject that people study
 4 **a** a group of people who play sport
 b a group of people at work

- 3 Read the adverts again. Which of the jobs (1-4) would be good for the people (a-e)? Give reasons. There is one extra person.

- a** I'm good at working with people and communicating information. I am healthy and love travel. **4**
b I'm creative and I'm good at thinking of new ideas. I've travelled a lot and my mother is Chinese and my father is Australian.
c I got a good degree in Information Technology at Montreal University where I come from. I'm good at languages and am good at dealing with information.
d I'm systematic and good at doing experiments. I'm hard-working and am an experienced scientist.
e I'm practical and good at using machines and repairing things. I don't mind difficult weather conditions.

- 3 **Vocabulary** Look at the Word Builder. Match the multi-part verbs in bold in the sentences (1-7) with the meanings (a-g).

- a** contact **b** hope to **c** think of
d have a good relationship with **e** assist with
f update your knowledge about **g** look after

Word Builder Multi-part verbs (2)

- 1 You will need to **come up with** ideas.
 2 You will need to **keep up with** the latest developments.
 3 You must be able to **get on with** people.
 4 You must **take care of** passengers.
 5 You must **help out with** social events.
 6 **Get in touch with** Anne Cosby.
 7 We **look forward to** receiving applications.

→ LANGUAGE CHOICE 58: VOCABULARY PRACTICE

GLOBAL JOB OPPORTUNITIES



1 HOLOGRAM TECHNICIAN

Holomeeting Ltd is a software ¹company specialising in holograms for virtual business meetings. We are looking for highly-motivated graduates with ²experience in the area of holographic business meetings. You will need to come up with ideas for improving hologram quality and to keep up with all the latest developments in the ³field. You will work in our international ⁴team and must be able to get on with people from different backgrounds and cultures. Fluent English and Chinese are essential. Salary and conditions are negotiable. Send your CV before 05/10/30 to www.holomeeting.com/job

2 WIND FARMER

An experienced technician is needed for our North Atlantic offshore wind farm, 200 km south of Reykjavik. You must be an engineering graduate with a pilot's licence and experience of offshore wind farm maintenance. You will be expected to check the installations and carry out repairs. Starting salary is \$300,000 for eleven three-week periods a year. Accommodation is provided at the farm. Closing date for applications: 20/05/30

Planet 23/04/30



3 ORGAN DEVELOPER

A highly-qualified bio-scientist is needed for the New York laboratory of FaceChangeBiotech.com. We are looking for someone with a PhD in biotechnology and at least five years of research experience. You will be working on the growth of eyes, noses and ears for our cosmetic surgery programme. Virtual interviews can be arranged by contacting Jake Allen at jkallen@facechangebiotech.com before 17/05/30. Salary depends on qualifications and experience.

4 SPACE TOUR GUIDE

Galactic Odyssey Tours offers an exciting opportunity for a guide on our new space holidays. You must have a **degree** in astronomy and two years experience in the field of space tourism. You must be a good communicator, take care of passengers and help out with social events. A good knowledge of at least three major languages, IT skills and multi-media is needed and you must pass our medical examination. Basic salary starts at \$100,000. For more information, get in touch with Anne Cosby at acosby@galacticodyssey.co.uk. We look forward to receiving applications before 20/05/30.



Listening

EF3 SKILLS BUILDER 2

9 4.32 4.33 Listen to a phone-in programme with a careers expert. Choose the best answers to the questions.

- What do they talk about?
 - Scottish jobs
 - future jobs in Scotland
 - skills for the future
- What does the expert try to do?
 - convince people of the importance of skills
 - predict what jobs there will be in the future
 - talk about the skills needed for different jobs
- Which of these things will be *least* important?
 - foreign languages and people skills
 - knowledge of one subject
 - communication and IT skills
- Why will learning to learn be important?
 - people will have four or five jobs
 - people will have different careers
 - people will have one job for life
- How will people work?
 - with other people in the same building
 - remotely from their own home
 - in different countries
- What abilities are important for 'critical thinking'?
 - to remember and repeat information
 - to understand and select good information
 - to come up with new ideas

9 Look at the Sentence Builder. Write simple questions for the polite questions (1-4).

1 *What should I do?*

Sentence Builder Asking what to do

- Could you advise me what to do?
- Could you advise me how to prepare for the future?
- Can you tell me where to get more specific advice?
- Can you recommend which foreign languages to learn?

LANGUAGE CHOICE 59

9 Write six questions asking for careers advice using the structures in the Sentence Builder and the cues below.

I'm interested in a job as a wind farmer. Can you tell me what practical skills to learn?

Skills: communication skills, languages, ICT skills, practical skills

Education: places to study at, courses to study, qualifications to get

Experience: jobs to do, places to visit, companies to work for

Practical help: places to find information, people to talk to

9 Work in pairs. Ask for and give careers advice.

A: *I'd like to be a wind farmer. Can you tell me what ... ?*

EF3 Listening Task 3

LEARNING LINKS: Online Skills 5 → My Lab / Workbook

Warm Up

- 3 Would you like to have a career in show business? What would you like to do?
- 3 Read the text. In what ways were the two performances similar/different?
- 3 What are the good and bad things about talent shows?

5.1

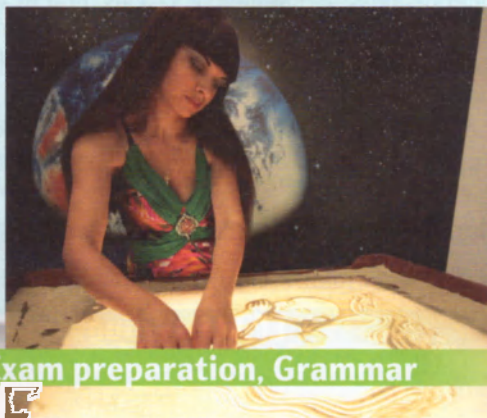


The *Got Talent* show is now produced in over thirty countries. In the show, singers, dancers and other performers compete for audience support. If they are really good, they get a chance to record a CD or travel with their act.

Susan Boyle's performance on *Britain's Got Talent* made the 47-year-old Scottish charity worker globally famous. 'You see a plain middle-aged woman and you expect her to fail. But she opens her mouth and it is magical. If she had movie-star looks, the effect wouldn't be the same,' said a member of the audience. Susan's first album was the number one best-selling CD in the world. If she ever stopped singing, millions of her fans would be very disappointed.

24-year-old Kseniya Simonova, the winner of *Ukraine's Got Talent*, used dramatic music, a huge light box and 'sand painting' to tell the story of Germany's invasion and occupation of Ukraine during World War II. Most people in the studio cried during her performance.

Kseniya's performance got over 4 million hits on YouTube. 'If she visits London with her show, I'll certainly go to see it,' said theatre critic Melvin Barge.



Conditionals

- 3 Match the conditional sentences (1-4) with the meanings (a-d).
- 1 If they **are** really good, they **get** a chance to record a CD. (present) **a**
- 2 If she **had** movie-star looks, the effect **wouldn't be** the same. (present) **b**
- 3 If she ever **stopped** singing, millions of her fans **would be** very disappointed. (future) **c**
- 4 If she **visits** London with her show, I'll certainly **go** to see it. (future) **d**

- a a rule, something that is always true **1**
- b a future situation that is unlikely
- c a present situation that is unreal
- d a future situation that is possible

- 3 Look at the sentences in Exercise 4. Complete the patterns (1-3) and match them with the uses (a-d) in Exercise 4. One pattern goes with two uses.

- 1 if + _____, Present Simple
- 2 if + _____, will + infinitive
- 3 if + _____, would/could + infinitive

LANGUAGE CHOICE 60

- 3 Use the cues to complete the sentences.

- 1 If Susan's voice wasn't good (not be) good, she wouldn't sing in a church choir.
- 2 If I _____ (find) Susan's CD in a shop, I'll buy it.
- 3 The performer is unhappy if the audience _____ (not applaud).
- 4 If I _____ (can sing), I'd be in a talent show.
- 5 Kseniya could go on a tour if she _____ (want).
- 6 If someone _____ (not have) talent, the judges criticise them.

- 3 Write conditional sentences based on these situations.

- 1 He is probably a good dancer so I think he will do well in the talent show.
If he is a good dancer, he will do well in the talent show.
- 2 I am not very funny so I can't be a comedian.
If I was _____.
- 3 Musicians who practise a lot are good.
If musicians practise _____.
- 4 I'm not going to take part in a dancing contest because I will be the worst.
If I took part _____.

EF3 Writing Workshop 5

- 3 Read the job advert, Jonathan's CV and his letter.
Do you think he will get the job? Why/Why not?

Devon Adventure is looking for group leaders for our summer camps in Barnstaple next year (canoeing, kayaking, riding, climbing, trekking). Free accommodation and board. Contact us at devonadventure@

Curriculum Vitae

Personal information

Name: Jonathan Smith

Date of birth: 15/05/95

Nationality: British

Address: 22 Corve Street, Barnstaple EX9 IGH

Email: jrsmith@zmail.com

Tel: 004415973387

Education and qualifications

School: Exeter sixth-form

GCSEs: maths, science, history, geography, economics, English, French, Spanish

Experience: 2009, Voluntary work with disabled riders

Other skills: Advanced Certificate in Riding, British Red Cross First Aid Certificate, Driving licence

Interests: riding, painting, guitar, singing

Dear Sir/Madam,

1 I am writing to apply for the position of group leader at your summer camp advertised in *The Daily Telegraph* last week.

2 I am in my final year at sixth-form college and I will be doing my A levels this summer. I am a keen rider and I belong to my local riding club. I have certificates in riding and first aid, I can drive and I speak some French and Spanish. In the last two years, I have done voluntary work with young disabled riders so I have plenty of experience in outdoor activities and dealing with younger teens.

3 I am interested in working for your organisation in order to use my riding skills and so that I can learn more about dealing with people. I would also like to do the job for the practical work experience.

4 I look forward to hearing from you.

Yours faithfully,

Jonathan Smith

Text Builder

- 3 Match the parts of the letter (1-4) with the topics (a-e). There is one extra topic.

- a formal ending b reasons for wanting the job
c relevant qualifications and experience
d personal qualities e reason for writing

- 3 Look at the Sentence Builder. Which of the linkers in bold is followed by a a noun, b an infinitive or c a pronoun and modal verb (e.g. *can/could*)?

Sentence Builder Purpose linkers

- 1 I am writing **to** apply for the job.
- 2 I am interested in working for you **in order to** use my riding skills.
- 3 I would like to work for you **so that** I can learn more about dealing with people.
- 4 I would like the job **for** work experience.

EF3 SKILLS BUILDER 37

- 3 Complete the sentences with purpose linkers: *to/in order to, so/so that or for*.

- 1 I am writing to ask for information.
- 2 I would like the job _____. I can practise canoeing.
- 3 I did the job _____ money.
- 4 I studied languages _____. I could work abroad.
- 5 I am interested in the job _____ learn about adventure sports.

- 3 Write a CV and covering letter to apply for one of the jobs on page 130.

EF3 SKILLS BUILDER 38

- 1 Choose one of the jobs. Write a simple CV.
- 2 Use your CV to write notes for your covering letter. Think about these things:
 - reasons for wanting the job
 - relevant qualifications and experience
- 3 Use your notes to write your letter.

- 3 Work in pairs. Read your partner's letter. Check the letter for mistakes and make suggestions for improving it.

EF3 Speaking Workshop 5



- 1 Look at the photos (a-b). Which of the interviewees do you think will get the job at the summer camp in the Writing Workshop? Think about the things below.

- body language
- facial expression
- appearance
- general attitude

- 2 (5.2 5.3) Listen to two interviews. Match the descriptions (a-f) with the interviewees (1-2).

- a sounds calm
- b takes notes
- c asks questions
- d answers the questions well
- e speaks clearly
- f has to turn off his mobile

- 3 Which interviewee do you think gets the job? Give reasons.

EF3 SKILLS BUILDER 11

- 4 (5.4 5.5) Use the strategies in the Skills Builder to listen again to the first interview and write down two expressions that sound too informal in a job interview.

No problem. Yeah ...

- 5 Look at the Talk Builder. Write a direct question for each polite request (1-5). Notice the differences in word order in 2 and 3.

1 *Can I take notes?*

Talk Builder Polite requests

- 1 Is it okay if I take notes?
- 2 Could you tell me why you're interested?
- 3 Can you say what problems you might have?
- 4 Do you mind if I ask you a question?
- 5 Do you think I could look around, please?

EF3 SKILLS BUILDER 54

- 6 (5.6) Pronunciation Listen and repeat the requests. Notice the intonation.

- 7 Rewrite the sentences so that they have the same meaning. Then work in pairs and ask and answer the questions.

- 1 Can I open the window?

A: *Is it okay if I open the window?*

B: *Sure, no problem.*

- 2 What qualifications have you got?

Can you tell me _____?

- 3 How old are you?

Could you tell _____?

- 4 Why do you want the job?

Can you say _____?

- 5 Could I have a look round?

Do you mind _____?

- 8 Work in pairs. Act out job interviews.

- 1 Look through your CV and covering letter from Writing Workshop 5. Write notes to answer questions about the job.

- 2 Think of questions to ask when you are the interviewer. Practise asking them.

EF3 SKILLS BUILDER 55

- 3 Look at the strategies for gaining time in the Skills Builder. Use them to act out the interviews. Take turns to be the interviewer and the interviewee.

- 9 Would you give your partner the job? Tell the class. Give reasons.

LEARNING LINKS: 1 Read and listen to a song by Amy Macdonald in Culture Choice 5 on page 110.

Then do a project about a famous singer or musician from your country.

2 Check Your Progress 10 → MyLab / Workbook page 89. Complete the Module Diary.

3 EF3 Exam Choice 5 → Workbook pages 90-92.

Objectives: Listen, read and talk about art and culture; write your point of view; learn more about giving your opinions; learn more about Conditionals.

EF3 Task Focus: Reading Task 1; Listening Tasks 2 and 3

TOPIC TALK

a a sculpture exhibition

1 Look at the photos (a-c). Which of the events would you most like to go to? Why?

2 **5.7 5.8** Listen to a conversation. Match the descriptions (1-6) below with the people: Kathy (K), Seb (S) or both of them (B).

- | | |
|-------------------------------------|---------------------------|
| 1 lives in the country | 4 lives in a big city |
| 2 goes to the cinema | 5 is into the visual arts |
| 3 has been to a good event recently | 6 is into music |

3 **5.7 5.8** Listen again. Complete the information in the network for Seb.

The arts (1)

There ¹is/isn't a lot on where I live.

I go to ²_____ quite a lot and from time

to time I go to ³_____.

I prefer seeing ⁴_____ than ⁵_____.

I *often/sometimes/occasionally* ⁶_____.

I'd love to be able to ⁷_____.

The ⁸best/worst thing I've been to recently was a concert. It was really ⁹_____.

art galleries, the cinema, museums, the theatre,

ballets, contemporary dance performances, concerts, painting exhibitions, action/drama/comedy films, musicals, operas, plays

act in plays/films, compose music, create sculptures, draw/paint pictures, play in a group/orchestra, sing in a choir, take photos, write poems/stories/song lyrics

amazing, awful, brilliant, entertaining, funny, good fun, disturbing, dull, inspiring, moving, original, shocking, spectacular, weird

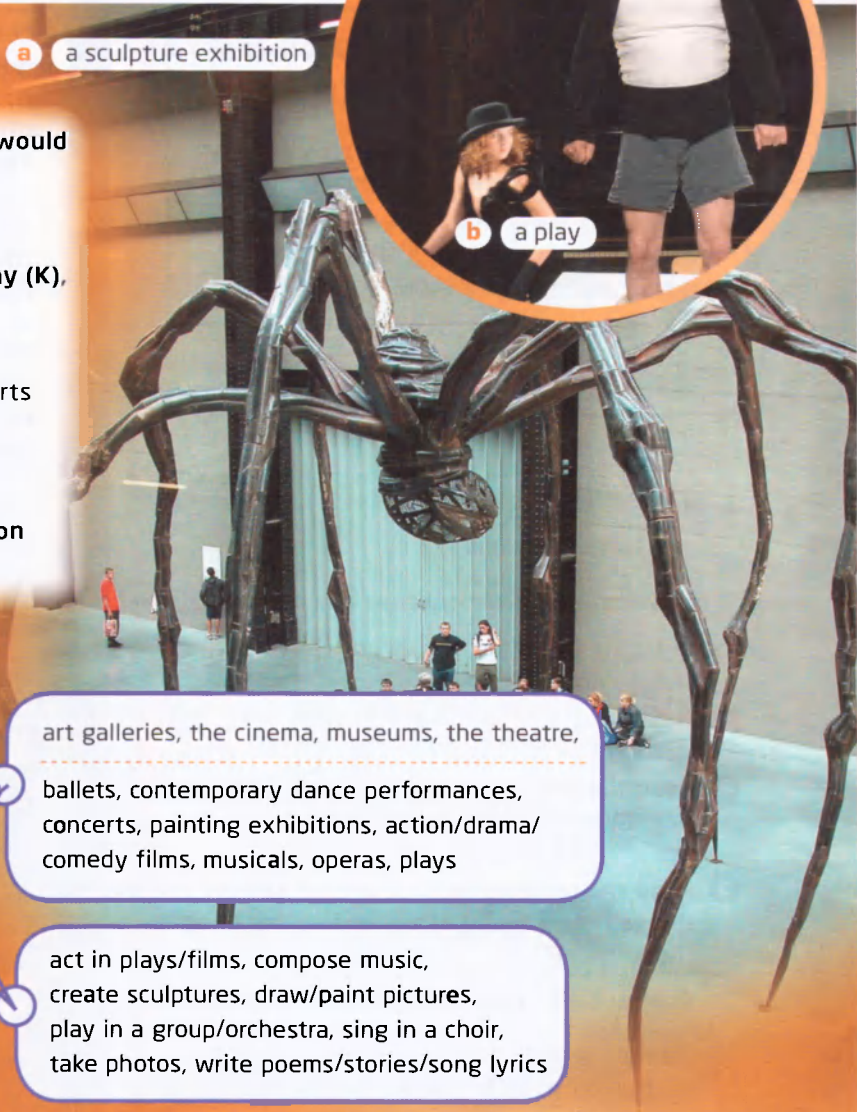
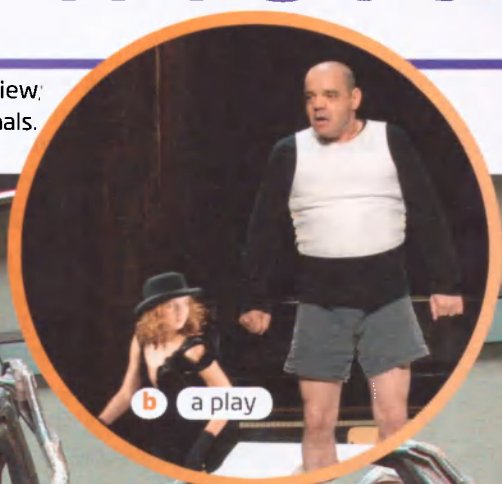
c a musical

4 **5.9 Pronunciation** Listen and try to write down the words. Then listen and repeat them.

nearest town

EF3 LANGUAGE CHOICE 61:
VOCABULARY PRACTICE

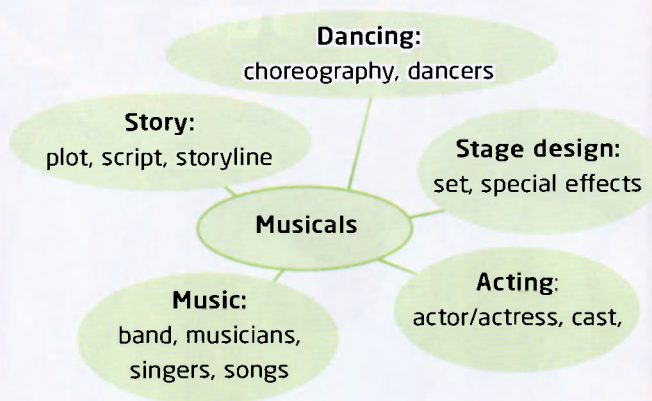
5 Work in groups. Use the network to talk about the art and culture *you* enjoy.



Warm Up

- 3 **Vocabulary** Look at the photos and the network and answer the questions.

- What musicals have you seen (live or on TV)? What was good about them? What was *not* so good?
- Which of the things in the network do you think are most important in a good musical?



➔ LANGUAGE CHOICE 62: VOCABULARY PRACTICE

Reading

- Read the two reviews quickly. Which of them is negative and which is positive?
- Read the reviews again. For each review, are the things below listed as arguments for or against the musical?

Review 1: For: *comedy/jokes*, ... Against: *plot*, ...

acting comedy/jokes dancing
lead singer/guitarist plot special effects music

➔ (E3) SKILLS BUILDER 24

- Work in pairs. Use the strategies in the Skills Builder to answer the questions for each review.

- What useful or interesting information do you get from it?
a not very much b a lot
- How well-organised is it?
a it is difficult to read
b it has clear paragraphs and organisation
- How well-argued is it?
a the opinions are supported by facts and examples
b it just lists opinions

- Would you like to go to see the musical in the texts? Why/Why not?

1 5.10

The West End musical *We Will Rock You* has been running for over eight years despite not getting any good reviews from the critics. The script was written by Ben Elton to include most of the **hit songs** of the 1980s British band, Queen, and their **celebrity singer**, Freddie Mercury, who died in 1991. It was produced by Robert de Niro with the musical direction of Brian May and Roger Taylor, who are still members of Queen.



The story is set in 2032 on Planet Mall where the big corporation, Global Soft, controls the world's **music industry**. It has banned all musical instruments and people can only listen to computer-generated songs by girl and **boy bands**. However, young Galileo and his girlfriend, Scaramouche, try to keep alive the legend of **rock music** and to fight against Global Soft and its evil leader, the Killer Queen.

Although the plot is weak in places, it does not matter because it links together all of the songs and there is some great comedy. There are some excellent special effects with lasers and huge digital **TV screens** although some of the choreography and dancing could be better. Despite having a strong voice and sounding like the great Freddie Mercury himself, the **lead actor** playing Galileo is sometimes uncomfortable on stage, unlike other members of the cast such as the funny Scaramouche or the brilliant Killer Queen.

However, the best thing of all is the music and even if you have never heard Queen before, you will love listening to their greatest hits like *Under Pressure* and *We Are the Champions*. That explains why over ten million people around the world have been to see the show despite the opinions of the **theatre critics**.

- Vocabulary** Complete the Word Builder with nouns in the text in **blue** that we use like adjectives.

Word Builder Noun + noun

lead actor, ¹ _____ guitarist,
pop music, ² _____ music,
girl band, ³ _____ band,
West End musical, ⁴ _____ musical,
⁵ _____ singer, ⁶ _____ song,
⁷ _____ industry, ⁸ _____ screen,
⁹ _____ critic, greatest ¹⁰ _____ album

➔ LANGUAGE CHOICE 63: VOCABULARY PRACTICE

The Review

2

Some long-running **London musicals** like *Les Misérables* and *Mamma Mia* are successful because, as well as the fantastic music, there is a convincing storyline to keep you interested. This does not happen with *We Will Rock You* and unless you are a real Queen fan, you will be falling asleep after the first half hour. The musical is set in a futuristic world of 'Gaga' **pop music** where the government wants to destroy all individuality. However, the plot never works and the songs often have very little to do with what is actually happening on stage. Although there are some strong singers, the jokes are weak and the acting is generally poor. The special effects are spectacular but do not really add anything.

The best thing about the show is definitely the band. The musicians, who play live but unseen, are real professionals, especially the **lead guitarist**. However, if you want to listen to some good Queen songs, it would be a lot cheaper and more fun to buy their **greatest hits album** and listen at home than sit through this uninspiring musical.



Writing

8 Look at the Sentence Builder. Which of the linkers in **bold**:

- a always comes at the start of a new sentence?
- b comes before an *-ing* word or a noun?

Sentence Builder Contrast linkers

- 1 There are some great special effects **although** the dancing could be better.
- 2 There are some great special effects. **However**, the dancing could be better.
- 3 **Despite** having a good voice, Galileo is not confident on stage.
- 4 Galileo is not confident on stage, **despite** his good voice.

EF3 SKILLS BUILDER 39

8 Find more examples of the linkers in the reviews.

12 Rewrite the sentences with the words in brackets.

- 1 The film was exciting but I didn't like the ending. (*although*)
The film was exciting although I didn't like the ending.
- 2 It has got lots of good paintings. However, the museum only has a few visitors. (*despite*)
- 3 That TV series is long-running but the storyline is very weak. (*although*)
- 4 There were some good scenes but I didn't enjoy the play. (*despite*)
- 5 The ballet was too long but I liked one of the scenes. (*however*)

12 Choose one of the things (a-e) below that you have seen/listened to recently. Use the network in Exercise 1 to write a 'for and against' list.

- | | |
|--------------------|---------------|
| a a film | d a play |
| b a concert | e a TV series |
| c an album or song | f a musical |

13 Use your notes to write a short review (a paragraph) with your opinions.

13 Work in pairs. Read your partner's review. Do you agree with it? Tell the class.

7 Work in pairs. Think of examples of the things below and give your opinions of them.

A: *My favourite celebrity singer is Lady Gaga. I think she is great.*

B: *I don't think so. I prefer ...*

celebrity singer girl/boy band

lead actor in a recent film a hit song

lead guitarist of a rock band greatest hits album

Warm Up

- 3 Choose one of the paintings (a-c). Which words below describe it best? Explain your choice.

beautiful weird scary disturbing
moving original intellectual

- 3 Read the texts (1-3) and match them with the statements (a-c).

- a The artist expressed his feelings through his paintings.
b The original shapes and colours in the painting are due to the author's illness.
c The painting combines elements of different styles.

- 3 Which of the paintings would you like to have in your room? Why?

Past Conditional

- 3 Read the Past Conditional sentence and answer the questions.

If Van Gogh's vision had been 'normal', he could have sold more than one painting in his life.

- 1 Was Van Gogh's vision normal?
2 Did he sell more than one painting in his life?

- 3 Read the Past Conditionals in **bold** in the text and complete the pattern.

(condition)	(result)
if + _____ tense.	would/could/might + _____ + 3rd form of the verb

- 3 Read the rule. Then write the facts from the past which the conditionals refer to.

- We use the Past Conditional to talk about unreal past situations that we only imagine and their imagined consequences.

- 1 If Van Gogh **hadn't been** ill, he **would have painted** *Starry Night* differently.

Fact 1: *He was ill.*

Fact 2: *He painted **Starry Night** as we can see it.*

- 2 If Klee **hadn't wanted** to make people think, he **would have painted** a realistic scene.

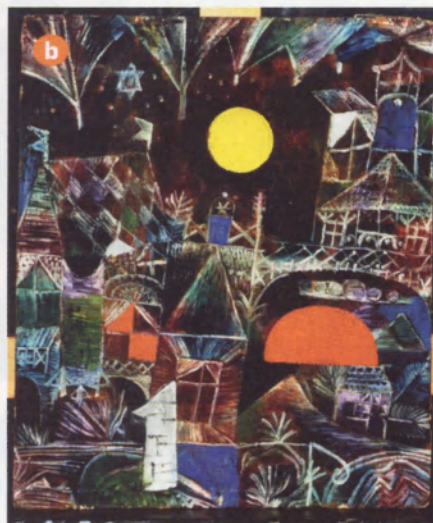
Fact 1: _____ . Fact 2: _____ .

- 3 Korovin **might not have painted** the scene in this way if he **had been** a more traditional painter.

Fact 1: _____ . Fact 2: _____ .



1 Vincent Van Gogh's *Starry Night* shows the night sky with clouds, stars in circles of light and a bright moon. Van Gogh had vision problems and maybe, if he hadn't been ill, he would have painted *Starry Night* differently. Experts think that he was poisoned with the lead from the paints he used and may have seen circles of light around objects. Van Gogh also suffered from epilepsy and took a drug that can make you see yellow spots, just like the stars in this painting. Unfortunately, Van Gogh's unique painting wasn't very popular and he only sold one painting in his life. Who knows, he could have sold more if his vision had been 'normal'.



2 *Moonrise and Sunset* is a painting by Paul Klee, a painter whose style combined elements of Surrealism, Expressionism and Cubism. This painting presents a night scene which looks as if it might be painted from a child's fantasy world. Klee's paintings are experiments with colour and light, playing with reality and illusion. His method was to attract viewers with a simple painting and challenge their preconceptions about what is simple. If he **hadn't wanted** to make people think, he **would have painted** a realistic scene.

3 The Marina in Gruzuf, by Konstantin Korovin, is an impressionist painting, showing a woman sitting at a cafe table against a background of light, water and sky. The painting is full of colour and movement. Korovin was one of the greatest Russian painters to be influenced by the French impressionist movement and expressed his feelings for nature and life in the strong blues and yellows of the sky and the sea. He might not have painted the scene in this way if he had been a more traditional painter.

Practice

8 Which of the sentences (1-2) is correct about Konstantin Korovin? Why? How do you say the sentences in your language?

- 1 If Korovin hadn't painted *The Marina in Gruzuf*, he wouldn't have become famous.
- 2 If Korovin had painted *The Marina in Gruzuf*, he would have become famous.

LANGUAGE CHOICE 64

9 Complete the Past Conditionals with correct forms of the verbs in brackets.

- 1 Van Gogh would have sold (sell) more paintings if he had not had (not have) vision problems.
- 2 If Van Gogh _____ (not kill) himself at the age of thirty-eight, he _____ (become) a successful painter.
- 3 If Klee _____ (not play) with reality and illusion, he _____ (not attract) the viewers' attention.
- 4 Korovin _____ (not use) such strong colours in his paintings if he _____ (not be) influenced by the French impressionist movement.

9 Write Past Conditionals based on these facts.

- 1 Picasso lived for ninety-two years. He painted hundreds of pictures.
If Picasso hadn't lived for ninety-two years, he wouldn't have painted hundreds of pictures.
- 2 Leonardo da Vinci was a perfectionist. He spent twelve years painting *Mona Lisa's* lips.
- 3 The Mexican painter Frida Kahlo had an accident as a child. She painted self-portraits full of pain.
- 4 Rembrandt was a respected painter in his lifetime. He taught a lot of important Dutch painters.
- 5 Andy Warhol loved celebrities. He painted Marilyn Monroe.

LANGUAGE CHOICE 65

Grammar A1ive Regrets

10 **6.1.2** Listen to two people visiting a museum. What three things does Heather regret about her past actions?

10 Work in pairs. Use the cues to take turns to ask and answer about things you regret about the past.

- A: Do you regret anything from your past?
B: If I had gone on the school trip to Paris, I would've seen the most famous impressionist paintings.

- 1 didn't go on the school trip to Paris - didn't see the most famous impressionist paintings
- 2 painted my room dark red - I had to repaint it after two weeks
- 3 didn't buy a Picasso poster - couldn't hang it in my bedroom
- 4 haven't been to Madrid - haven't visited the Prado
- 5 didn't go to art classes - didn't learn to draw
- 6 spent all my money on silly things - couldn't buy a Gauguin reproduction
- 7 painted a picture for my girlfriend - she left me
- 8 wasn't born in an artistic family - didn't learn to paint

10 Complete the sentences to say something true about yourself. Write three more conditional sentences to talk about your imagined past.

- 1 If I had been born a hundred years ago,
- 2 If I had been brought up abroad,
- 3 If I had chosen a different school,

No Comment

'A man paints with his brains and not with his hands.'

Michelangelo



a Lord Byron



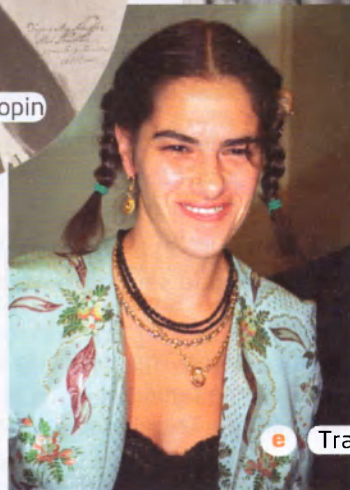
b Mary Shelley



c Frédéric Chopin



d Pablo Picasso

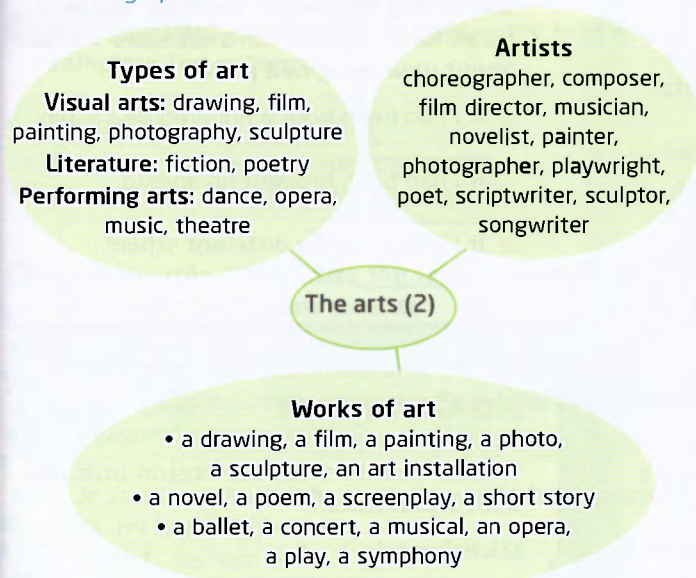


e Tracey Emin

Warm Up

- 1 **Vocabulary** Look at the network. Match three types of artists with their types of art and the works they create.

choreographer - dance - ballet



LANGUAGE CHOICE 66: VOCABULARY PRACTICE

- 2 **Your Culture** Choose two of the greatest artists from your country. What are they famous for?

Leo Tolstoy is the most famous Russian writer. He wrote fiction and his most famous novel is War and Peace.

Listening

- 3 **5.13 5.14** Look at the pictures of the artists (a-e). Listen and match them with the descriptions (1-5).

- 1 This artist painted a picture at the age of twenty-six that changed modern art. **d**
- 2 This artist presented her own bed as a piece of art in the 1990s.
- 3 This person started composing music in his teens and died young.
- 4 This person wrote a famous novel at the age of twenty during a wet summer.
- 5 This English Romantic poet, called 'mad, bad and dangerous to know', died at thirty-five.

- 3 **5.13 5.14** Listen again and answer the questions.

- 1 The artists who most often do their best work when young are:
a painters and sculptors. **b** musicians and poets.
c film directors and novelists.
- 2 Young artists often want to:
a do things the same way as always.
b express more emotion. **c** try new styles.
- 3 The lives of the English Romantic poets were often:
a unconventional. **b** not very interesting.
c conventional.
- 4 Chopin produced his best work in his:
a teens. **b** twenties. **c** thirties.
- 5 Tracy Emin's work:
a was shocking. **b** changed modern art.
c is now considered great.

- 5 **DVD 10** Watch two interviews without sound. Are the sentences true (T), false (F) or not stated (NS)? Watch the interviews with sound and check your guesses.

- 1 Interest in modern art is increasing in the UK. **T**
- 2 There is more and more art outside the galleries and museums.
- 3 Stuart Semple sent thousands of smiley clouds into the sky in Bristol.
- 4 Stuart's clouds are made of helium and snow.
- 5 Jeppe Heine's labyrinth is made of thousands of mirrors.
- 6 The labyrinth cost a lot of money.



- 6 **DVD 11** Watch again. Match the things the artists want to do with their installations (a-d) with the artists: Stuart (S) or Jeppe (J).

- a get people to interact with art
- b become part of the installation
- c help people to make contact with each other
- d make people happy and laugh



Watching and Speaking

- 8 **5.15 DVD 12** Listen to or watch a classroom presentation. Answer the questions.

- 1 What reasons does Katie give for liking *Follow Me*?
- 2 Why does Jamie like the statue of Cary Grant?
- 3 Why doesn't he like *Follow Me*?
- 4 Why doesn't Katie like the statue of Cary Grant?

- 9 Look at the Talk Builder. Which of these things (a or b) do the expressions (1-10) do?

- a give examples to support an opinion
- b give reasons to support an opinion

Talk Builder Opinions: Reasons and examples

- 1 In my opinion, it's really interesting because of all the reflections. **b**
- 2 For example, you can see reflections.
- 3 The main reason I like the statue is that it's so natural.
- 4 Another reason I like it is that you can also see reflections of yourself.
- 5 The details are great, like the lines on his face.
- 6 Another example is his book.
- 7 The reason for that is that I'm not really into modern art.
- 8 I prefer traditional art as it's more natural.
- 9 Take Jeppe Hein's labyrinth, for example.
- 10 I didn't like it because it's not very imaginative.

EF3 SKILLS BUILDER 56

- 9 **5.16 Pronunciation** Listen and repeat the expressions.

- 12 Use the Talk Builder to write sentences with *your* opinions about the two works of art.

- 12 Work in pairs. Choose one of your favourite works of art from the list (a-d) below. Write notes about your reasons for liking it with examples.

- a a famous painting, drawing or photo
- b a play, musical or film
- c a piece of music or concert
- d a poem, short story or novel

- 12 Work in pairs. Use your notes to talk about your works of art.

Language Review Modules 10 and 11

1 Careers/The arts Complete the texts with one word for each gap.

I'm good at ¹ _____ with people so I'd enjoy a ² _____ in the media. In the ³ _____, I might work as a reporter. In the past, I've done part-time ⁴ _____ as a life guard. There is quite a lot ⁵ _____ where I live. I ⁶ _____ watching plays to reading novels. I'd love to be ⁷ _____ to paint better. The best ⁸ _____ I've been to recently was a musical. /8

2 EF3 Use of English, Task 3 Multi-part verbs (2)/Noun + noun

Choose the correct answer (a, b, c or d).

I went to a concert with a friend who I get ⁹ _____ very well. I was looking forward ¹⁰ _____ it but the group played pop ¹¹ _____ and they have come ¹² _____ some terrible new songs. The ¹³ _____ singer was bad and the drummer couldn't keep ¹⁴ _____ the rest of the group. They played songs from their greatest hits ¹⁵ _____ but we were disappointed.

- 9 a) away with b) on with
c) in with d) across
10 a) in b) for
c) to d) on
11 a) music b) concert
c) festival d) song
12 a) across b) down with
c) up against d) up with
13 a) main b) first
c) lead d) last
14 a) on with b) up with
c) in with d) for with
15 a) lyrics b) collection
c) record d) album /7

3 Asking what to do Order the words to make questions about London.

- 16 advise / you / could / me / where / to visit?
17 what / do you / know / there is / to do?
18 how / you / could / to travel / advise me / around?
19 where / tell me / concerts? / to see / can / you
20 to visit? / which / you / do / know / museums /5

4 Purpose/Contrast linkers Use the words in brackets to join the sentences.

- 21 You should study ICT. It's important for a job. (in order to)

- 22 I did a part-time job. I needed the money. (for)
23 I am doing a Spanish course. I want to work in Spain. (so that)
24 The salary is good. The hours are long. (although)
25 She has good qualifications. She has no experience. (despite)
26 She didn't get the job. Her CV was good. (although) /6

5 Reported questions/Conditionals/Past Conditionals Rewrite the sentences with the words in brackets.

- 27 'How long have you been a doctor?' (He wanted to know ...)
28 'Did you enjoy the musical?' (I asked them ...)
29 'What languages are you studying?' (She asked me ...)
30 'What will you do after the exam?' (They asked her ...)
31 People who study at that university get good jobs. (If you study at ...)
32 She can't get a job because her English is poor. (If her ...)
33 My cousin did not study and he got a bad job. (If my cousin ...)
34 He needs to do a good interview to get the job. (If he ...)
35 I am bad at maths so I can't study ICT. (If I wasn't ...)
36 I didn't enjoy it because the acting was bad. (If the acting ...)
37 I failed because I didn't answer the question. (If I ...)
38 Van Gogh saw things differently so his paintings were original. (If Van Gogh ...) /12

6 Polite requests Use the words in brackets to rewrite the questions.

- 39 Can I ask you a question? (is / okay)
40 Can I close the window? (do / mind)
41 Could I take a break? (do / think)
42 Why do you want to learn English? (can / say)
43 Where are the toilets? (can / tell me) /5

7 Opinions: Reasons and examples Complete the monologue.

In my ⁴⁴ _____, that musical was good ⁴⁵ _____ of the songs in it. For ⁴⁶ _____, the last one was great. Another ⁴⁷ _____ I enjoyed it was that the acting was good. ⁴⁸ _____ the lead singer, for ⁴⁹ _____ - he's a brilliant dancer. I didn't like the story - the ⁵⁰ _____ for that was the weak ending. /7

Self Assessment

5.17 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 55 and 61
2	Language Choice 58 and 63
3	Language Choice 59
4	SB p.83 ex.4, p.87 ex.10
5	Language Choice 56, 57, 60, 64 and 65
6	SB p.84 ex.5
7	SB p.91 ex.10

Objectives: Listen, read and talk about science and technology; give a presentation; write a 'for and against' essay; learn more about modals and verb patterns.

EF9 Task Focus: Reading Task 3; Writing Task 2

TOPIC TALK

- 1 Look at the photos and the network. Find the names of the inventions in the network (a-h). Then try to match them with the dates. Check your answers on page 130.

a - zip - 1913

3500 BC 1190 1235 1800 1826 1899 1913 1958

- 2 **5.18 5.19** Listen and match the descriptions (1-5) with the people: Joe (J) or Vikki (V).

- 1 gave up science at the age of sixteen ✓
- 2 loves doing experiments
- 3 thinks maths is very important
- 4 is interested in social sciences
- 5 thinks science can be dangerous

- 3 **5.18 5.19** Listen again. Complete the information in the network for Joe.

Science and technology

I've studied ¹ biology , and
I ² like / don't like science because of the
³ maths / facts / experiments / teachers.
I'd like to learn (more) about ⁴ _____ .
I think the two most important inventions ever
are (the) ⁵ _____ and (the) _____ .
Two inventions that make life more
comfortable are (the) ⁶ _____ and (the) _____ .
In the 21st century, I predict that ⁷ _____ will
become more important.

Science/Social Science

archaeology, architecture, anthropology, astronomy, botany, biology, chemistry, ecology, economics, engineering, genetics, geography, geology, ICT, medicine, meteorology, physics, psychology, zoology

Inventions

abacus, aspirin, battery, bicycle, button, camera, compass, computer, fridge, gun, internet, light bulb, match, microchip, mobile phone, paper, penicillin, wheel, zip

Research areas

artificial intelligence, bio-technology, genetic engineering, nanotechnology, robotics, space travel, virtual reality

- 4 **5.20 Pronunciation** Listen and underline the main stress on words from the network.

archaeology

LANGUAGE CHOICE 67: VOCABULARY PRACTICE

- 5 Work in groups. Use the network to talk about your interests and ideas about science and technology.

DNA DETECTIVES

Warm Up

- 1 Read the information below about Nicolaus Copernicus. Which facts did you know before and which were new?

Nicolaus Copernicus

(1473–1543), a Polish mathematician, physician, artist, astronomer, diplomat and economist, was the first scientist to create a mathematical model of the universe with the Sun, not the Earth, at the centre.



- 2 Read the text and look at the photos. Which features of Copernicus's face did scientists discover from his skull and his DNA? How did they identify Copernicus's skeleton?
- 3 Do you know about any other cases where DNA tests were used to identify someone? Tell the class about it.

Past modals

- 1 Look at the verb forms in bold in the text and complete the rule.

When we talk about past actions, we often use these modal verbs and expressions:

- *was/were able to, could/couldn't, had to/didn't have to* + _____.
- *should/shouldn't* + _____ + 3rd form of the verb.

- 5 Match the sentences (1-6) with the meanings (a-f). Use the examples in bold in the text to help you.

- | | |
|-----------------------------|---|
| 1 I was able to do it. | a I didn't do it because it was impossible/too difficult. |
| 2 I couldn't do it. | b I was obliged to do it. |
| 3 I had to do it. | c I was not obliged to do it. |
| 4 I didn't have to do it. | d I had the ability/possibility to do it. |
| 5 I should have done it. | e I did it and I feel bad about it. |
| 6 I shouldn't have done it. | f I didn't do it and I feel bad about it. |

Copernicus's Grave Found

Researchers used DNA evidence to identify Copernicus's bones.



In 2005, Polish archaeologists found a skull and an incomplete skeleton in the cathedral in Frombork, where Copernicus was buried on 24 May 1543.

The skull was used for identification and forensic experts found that it had belonged to a 70-year-old man, with a broken nose and a cut above the left eye. Copernicus died at seventy, had a broken nose as a result of a childhood accident and in a self-portrait painted himself with a scar above the left eye. Experts **were able to reconstruct** the man's face and it matched Copernicus's contemporary portraits.

However, they **had to perform** DNA tests to confirm the identity of the skull's owner. They **couldn't** easily **find** genetic material from Copernicus's close relatives but they **were able to find** a book he had owned for decades, at Uppsala University. They **didn't have to look** long to find nine hairs within the pages, some with good DNA samples. The DNA from the hair was the same as from the bones found at Frombork cathedral. Interestingly, the analysis revealed that Copernicus probably had blue eyes, although he usually has dark eyes in his portraits.

Some scientists say the team **should not have announced** their findings so early – they **should have looked** more carefully for the DNA from Copernicus's mother or her relatives to check the results, as it is the mother's DNA that is passed on intact from mother to child.

Despite these controversies, the great astronomer was officially buried again on 22 May 2010 in Frombork cathedral. The search for his mother's DNA still continues.

Practice

9 Match the sentences (1-3) with the comments (a-b).

- 1 *After a long search I found a photo of Copernicus' DNA.*
 a I was able to find a photo of Copernicus's DNA.
 b I couldn't find a photo of Copernicus's DNA.
- 2 *I failed the exam because I didn't study.*
 a I had to study.
 b I should've studied.
- 3 *I didn't have astronomy at school so I didn't learn it.*
 a I didn't have to learn astronomy.
 b I shouldn't have learned astronomy.

LANGUAGE CHOICE 68

9 Rewrite the sentences using the modals from Exercise 5.

- 1 It wasn't easy but scientists discovered the DNA of a 419 million-year-old bacteria.
Scientists were able to discover the DNA of a 419 million-year-old bacteria.
- 2 It was impossible for Copernicus to publish his work for thirty years.
- 3 I wasn't obliged to learn about DNA at school.
- 4 Archeologists were obliged to provide more evidence for their findings.
- 5 Forensic experts made a mistake - they destroyed a piece of evidence.
- 6 It was a mistake that I didn't study more science subjects.
- 7 My science teacher had the ability to explain the most difficult problems to us.

9 Complete the sentences about the past with *had to*, *didn't have to*, *couldn't*, *was/were able to*, *should have*, *shouldn't have* and a correct form of the verb in brackets.

- 1 My dad couldn't get (get) a job as a science teacher because he didn't have a degree in science.
- 2 The mummy was in bad condition but scientists _____ (identify) its DNA.
- 3 The police at the crime scene _____ (put on) gloves - they damaged some evidence.
- 4 Scientists _____ (do) a lot of tests in order to confirm their theory.
- 5 We _____ (search) for evidence for a long time, we found it very quickly.
- 6 I _____ (choose) to study science - I hate sitting in a laboratory all day.

LANGUAGE CHOICE 69

Grammar Alive

Obligations and mistakes

9 5.22 Listen to dialogue 1. What were Peter's duties? What did he not have to do?



12 Work in pairs. Use the cues to act out dialogues.

- A: *What did you do last summer?*
 B: *I worked in a restaurant.*
 A: *What did you have to do?*
 B: *I had to take orders and serve the food.*
 A: *Did you have to wash up?*
 B: *No, I didn't.*
- 1 in a restaurant / (+) take orders and serve the food / (-) wash up
 - 2 at a petrol station / (+) wash windscreens / (-) serve the customers
 - 3 at a swimming pool / (+) teach swimming / (-) play with small kids
 - 4 in a hotel / (+) carry the customers' luggage / (-) deal with money
 - 5 at a fast-food bar / (+) prepare the food / (-) clean

12 5.23 Listen to dialogue 2. What mistakes does Peter think Joe made?

12 Work in pairs. Take turns to use the cues to act out dialogues.

- A: *I'm hungry.*
 B: *You should've eaten a bigger breakfast.*
- 1 hungry → eat a bigger breakfast
 - 2 have got a headache → not go to bed so late
 - 3 fail the test → study more
 - 4 have got a cold → wear warmer clothes
 - 5 haven't got any money → not spend it on CDs
 - 6 tired → not play computer games all night

12 Use the beginnings to write about things that happened to you last week.

- 1 I had to _____.
- 2 I should have _____.
- 3 I was able to _____.
- 4 I couldn't _____.

Warm Up

- 3 Look at the headings in the text. Which of the things predicted by science fiction exist now or have happened?

Reading

- 3 Read the text and check your guesses from Exercise 1.

→ **EF3 SKILLS BUILDER 17**

- 3 Read the article again and answer these questions.
- The text is from:
 - a scientific textbook.
 - (b)** a newspaper.
 - a scientific journal.
 - a teenage magazine.
 - The writer's intention is to:
 - review sci-fi films
 - talk about his favourite science fiction.
 - laugh at sci-fi mistakes.
 - explain the science in science fiction.
 - The writer was a child in:
 - the 1950s.
 - b** the 1960s.
 - the 1980s.
 - the 1990s.
 - He thinks current technology is:
 - amazing.
 - disappointing.
 - c** useful.
 - like that in sci-fi films.
 - He thought that the toys when he was a kid were:
 - exciting.
 - b** boring.
 - sophisticated.
 - futuristic.
- 3 Use a dictionary to match the verbs in **blue** in the text with the meanings (1-8). Then classify the verbs as a, b or c below.
- to be made public
 - to stop doing something
 - to move
 - to disappoint somebody
 - to give something to someone
 - to do a job
 - to find something
 - to invent something
- no object, e.g. *to come out*
 - object is always at the end, e.g. *to come across something/somebody*
 - object can go in the middle or at the end, e.g. *to think something up*

What happened to those

Inventions of the future?

If you were a child in the 1950s, by 2010 you would have expected to see moon bases and a robot in every house. As recently as the 1980s, we were told to expect flying cars and hover-boards but what do we actually have now? We just have touch-screen mobile phones and Wikipedia, not what we were promised by science fiction. So who **thought** these predictions **up** and got them wrong?

Intelligent Robots

The 1949 short story *Robbie* by Isaac Asimov is set in the year 1998 and is about a robot helper and a friend to a child called Grace. However, in 1998 the only robots you could find in real life were those in car factories. Nowadays in Japan, robots **carry out** simple domestic tasks but they are certainly not friendly or clever.

Space Travel

Stanley Kubrick's 1968 film, *2001: A Space Odyssey*, predicted many things: killer computers, moon bases and video phones (that guess was right although they've never been that popular). One of the main predictions was a trip to Jupiter and frequent space flights on which strangely dressed space-hostesses **hand** drinks **out**. In the real world a few years after 2001, there are plans for space tourism to take people into orbit for short periods. NASA had plans

- 3 **Vocabulary** Look at the Word Builder. Answer the questions.

- When do we put the object in the middle of the verb: when it is long or short?
- When we use a pronoun, where do we put it?

Word Builder Multi-part verbs (3)

- Who **thought** these predictions **up**?
- Who **thought up** all these science fiction predictions?
- Who ~~thought~~ all these science fiction predictions **up**?
- Who **thought** them **up**?
- Who ~~thought up~~ them?

→ LANGUAGE CHOICE 70: VOCABULARY PRACTICE



to send astronauts to Mars but it is quietly **giving** them **up**. So *Space Odyssey* was nearly right about space travel.

Discovering Alien Life

In the 1984 film, *Odyssey II*, a spaceship **comes across** alien life in the oceans of Europa, one of Jupiter's moons. This prediction is reasonable because astro-biologists consider Europa one of the best places for extraterrestrial life in our solar system. Unfortunately, nobody will be there any time soon.

Anti-gravity Skateboards

According to the *Back to the Future* film series which was popular in the late 1980s and early 1990s, young people should now be **going around** everywhere on hover-boards.

A generation of children, like me, wanted one in their Christmas stocking but our parents **let us down** – all we got were disappointing 'futuristic' toys such as a virtual pet called a Tamagotchi which came out in 1996.

Time Travel

There have been many films about time travel but the 1994 film, *Timecop*, starring Jean-Claude Van Damme, said that time travel would take place in the year that it **came out**. It was wrong.



Listening

EF3 SKILLS BUILDER 12

- 6 **5.25 5.26** Use the strategies in the Skills Builder to listen to an interview about science fiction and work out the meaning of the words (a-h).

a sky-scrappers b high-speed train c atom bomb
d test tube babies e cloning f closed-circuit TV cameras
g communications satellites h manned space mission

- 7 **5.25 5.26** Listen again. Write notes with the writers' predictions.

a Mary Shelley: *the dangers of science, artificial life*
b Jules Verne c HG Wells d Karel Capek
e Aldous Huxley f George Orwell g Stanislaw Lem
h Arthur C Clarke

- 9 Look at the Sentence Builder. When do we use the words in **bold**?

a to talk about a specific time/person/place
b when we don't want to be specific

Sentence Builder *whatever/whenever, etc.*

There are closed-circuit TV cameras **wherever** you go.
They film **whoever** goes past them and **whatever** they do.
Whenever it is, it'll be very exciting.
However we look at it, science can be dangerous.

LANGUAGE CHOICE 71

- 9 Work in pairs. Think up a strange planet and complete the sentences.

1 On the surface of the planet, you can see red rocks and blue clouds wherever you look.
2 Whenever you go outside you need to _____.
3 However you travel around the planet, don't forget to _____.
4 Whatever you do, don't _____.
5 Whenever you see an alien you should _____.

- 10 Choose two of the questions (a-d) below. Write notes about the answers. Tell the class your answers.

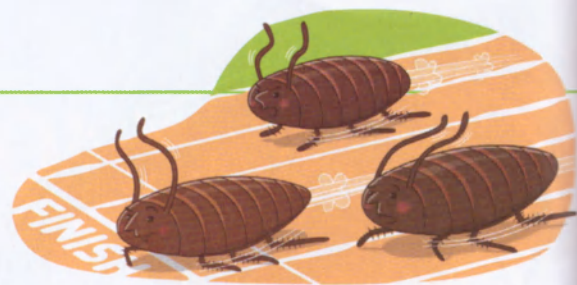
a Do you like science fiction? Why/Why not?
b What are the best sci-fi films, books and computer games ever? Why?
c What science fiction predictions do you think will come true in the future?

Your Choice

No Comment

'The surest sign that intelligent life exists elsewhere in the universe is that it has never tried to contact us.'

Mark Russell



Racing Roaches (5.27)

In the 1960s, a decade of famous experiments in social psychology, a lot of researchers **decided to study** social behaviour in innovative ways.

An American psychologist, Robert Zajonc, experimented with cockroach races. He put a cockroach in a box and switched on a strong light – he **wanted the insect to get scared**. The cockroach **started to run** away from the light and Zajonc timed the run. He **denied doing** it just for sport – he **wanted to see** how individuals reacted to an audience. He found that cockroaches ran faster in the presence of their mates.

This phenomenon has been tested on other animals and, of course, humans. Researchers

discovered that joggers **start running** faster when passing someone **sitting** by the side of the path. The same effect seems to work in most animal species.

The explanation is simple: when you are alone, you can take things easy but if other people are around, they don't let you do it. You can't **risk relaxing** in case you **need to respond** to something they do. This extra alertness **helps you to improve** your performance in simple tasks, like running. However, in complex tasks, where we **have to concentrate**, the audience doesn't **help us perform** better. When Zajonc **made the cockroaches go** through a simple maze, they finished later if their companions watched.

Warm Up

- 3 Read about an experiment. What did the researcher learn about cockroaches' behaviour?
- 3 In which of these situations should having an audience improve your performance? Why/Why not?
 - athletics competition
 - chess tournament
 - repairing a bike
 - exam

Verbs with -ing or infinitive

- 3 Complete the table with the verbs in **bold** in the text. Some verbs belong to more than one category.

verb + to infinitive	<i>decide</i>
verb + object + to infinitive	
verb + object + infinitive	
verb + -ing form	

- 3 Use your knowledge and a dictionary to add these verbs to the table.

admit advise agree ask avoid can't stand
celebrate don't mind enjoy fail hope
learn love manage offer plan
practise promise refuse suggest tell

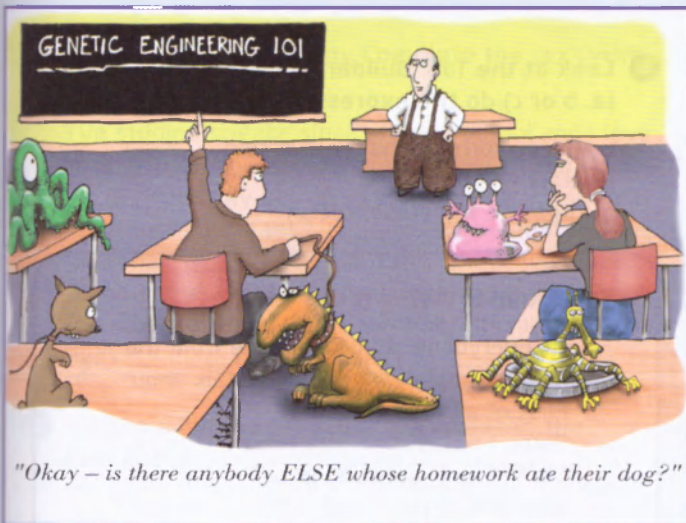
- 3 Circle the verbs that can complete the sentences. There may be more than one correct answer.

- 1 The student _____ to help with the experiment.
a offered b promised c suggested
- 2 The cockroach _____ to take part in the race.
a refused b enjoyed c didn't want
- 3 The psychologist _____ me to take a holiday.
a told b made c advised
- 4 I _____ reading psychology handbooks.
a manage b admit c enjoy
- 5 They _____ experimenting on animals.
a agreed b denied c started
- 6 They _____ the rats eat everything.
a let b decided c loved

- 3 Complete the description of an experiment with the correct forms of the verbs in brackets.

The researcher asks ¹ you to watch (you / watch) a basketball game between a white team and a black team. She wants ² _____ (you / count) the number of times the white team pass the ball. The video starts ³ _____ (play) and you start ⁴ _____ (count) the passes. You successfully avoid ⁵ _____ (get) distracted and you hope ⁶ _____ (get) a good result. You don't enjoy ⁷ _____ (do) the task very much but you manage ⁸ _____ (count) fifteen passes. When you tell her the number, she asks: 'Did you see the gorilla?' What gorilla?! She lets ⁹ _____ (you / watch) the video again. Halfway through it you see a gorilla in the crowd of players. How did you fail ¹⁰ _____ (see) it?

EF3 Writing Workshop 6



1 Look at the cartoon. Which of these areas is genetic engineering used in?

- robotics • farm animals • crops
- endangered species • curing diseases
- making micro-chips • developing drugs

8 Read the essay and check your guesses from Exercise 1.

(5.28)

1 'Genetic engineering' (GE) is when scientists change the genes of a plant or animal. In the 1990s, the first companies produced genetically modified (GM) crops and gene therapy has been used in medicine. However, there is still debate about the **pros and cons** of genetic engineering.

2 **On the one hand**, the **supporters** of GE claim that it increases food production because GM plants are more resistant so it can make food cheaper, more nutritious and tastier. Other **benefits** include making farm animals more productive and saving endangered species. **As well as that**, GE has medical uses such as curing diseases, developing plants for drugs and producing transplant organs from animals.

3 **On the other hand**, the **opponents** of GE point out its **drawbacks**. **According to them**, GM plants breed with other plants and affect the environment and 'Frankenstein food' can have bad effects on human health, such as increasing allergies. They also say that GM crops are bad for farmers in poorer countries because the seeds are so expensive. Other critics are against gene therapy in medicine for religious reasons.

4 **To sum up**, genetic engineering has great potential. However, in my opinion, we should be careful with GM crops because of their possible **impact** on the environment and on people's health.

Text Builder

8 Match the expressions in **blue** in the essay with the meanings (1-11).

- 1 one side of the argument is ... **on the one hand** ...
- 2 the opposite point of view is ...
- 3 in conclusion 4 in addition 5 they say that ...
- 6 people who are against something
- 7 people who are for something
- 8 the advantages and disadvantages
- 9 the disadvantages
- 10 the advantages
- 11 the influence of something

8 Rewrite the sentences using expressions from Exercise 3.

According to some scientists, ...

- 1 **Some scientists think that** the **influence** of GE on the environment is bad.
- 2 **One point of view is that** GE produces more food. **The opposite argument is that** it's dangerous.
- 3 **People for** GE disagree with **people against** GE about its **influence** on human health.
- 4 I think there are some **good things** about GE.
- 5 **To conclude**, you can talk for hours about the **advantages and disadvantages** of GE.

8 Write an opinion essay.

EF3 SKILLS BUILDER 40

- 1 Choose one of the essay titles (a-c):
 - a 'Science has created more problems than it has solved.'
 - b 'Scientists are more creative than artists.'
 - c 'We depend too much on technology.'
- 2 Brainstorm ideas for and against:

for: *bad things from science: nuclear bombs*
 against: *because of science we live longer, ...*
- 3 Write notes for four paragraphs:
 - introduction • reasons against
 - reasons for • conclusion
- 4 Use your notes to write an essay. Use expressions from this lesson.
- 5 Check your essay for mistakes.

8 Work in groups. Read each other's essays and then have a discussion about them.

EF3 Speaking Workshop 6



8 Look at the photo and answer the questions.

- 1 Have you ever given presentations in class in your language or in English?
- 2 Why is giving a good presentation difficult?
- 3 Which of these things do you think can make a presentation interesting?
 - PowerPoint slides with pictures/information
 - music/short video clips
 - objects to show people
- 4 Which of these things are important for a talk?
 - clear organisation of ideas
 - practice before the presentation
 - good examples
 - information but not too much
 - a bit of humour

2 5.29 5.30 Listen to a presentation about an invention. In which order are these questions answered?

- a What are its disadvantages?
- b When did it become popular?
- c What are its advantages?
- d When was it invented?
- e How has TV content changed? (e.g. game/talk shows, soap operas, reality TV)
- f What about the future?
- g What is the subject of this talk? 1
- h When did it start to be used?

3 5.29 5.30 Listen again. Answer the questions from Exercise 2.

3 Use the scale below to evaluate the presentation.

- A: interesting and very well prepared and presented
 B: quite interesting and well presented but sometimes difficult to follow
 C: neither very clear nor interesting

3 Look at the Talk Builder. Which of these things (a, b or c) do the expressions (1-10) do?

- a clarify/correct what you've said
- b start and finish
- c organise the presentation

Talk Builder Giving presentations

- 1 Hi, everybody. As you can see from the picture, today we're going to talk about ... b
- 2 First of all, let's look at ...
- 3 Sorry, I mean ...
- 4 So, the next question is: ... ?
- 5 What I mean is ...
- 6 Now let's look at ...
- 7 To start with, ... / Then, ... / In the last few years, ...
- 8 That brings us to ...
- 9 So, to sum up ...
- 10 Thanks very much for listening to us. Has anybody got any questions?

EF3 SKILLS BUILDER 57

3 5.31 Pronunciation Listen and repeat the expressions.

3 Work in pairs. Give a presentation to the class.

EF3 SKILLS BUILDER 57

- 1 Choose one of the titles (a-c).
 - a 'Is television a good influence on society?'
 - b 'What is the most important invention in the last twenty years?'
 - c 'Computers are necessary in modern life.'

EF3 SKILLS BUILDER 58

- 2 Use the strategies in the Skills Builder to find out information about your topic, write notes, organise the information and prepare visual material.
- 3 Rehearse your presentation with your partner.
- 4 Give your presentation to the class.

3 Use the scale in Exercise 4 to evaluate other people's presentations. Think of questions to ask them.

When did colour television start?

Language Review

Module 12

1 Science and technology Complete the text with the correct words.

I've studied science since primary school and I love it ¹ _____ of the experiments. I'd like to learn more ² _____ zoology because I love animals. I think the two most important ³ _____ are the wheel and the personal ⁴ _____. Without the wheel, we would be nowhere and the PC is changing our lives. Two inventions that make life more comfortable are the light ⁵ _____ and the mobile ⁶ _____. /6

2 Multi-part verbs (3) Order the words in the sentences.

- 7 because he / me down / my birthday / my uncle / forgot / let
- 8 at the start / out / the art teacher / brushes / handed / of the lesson
- 9 given / Dave smoked / up / but now / he's / for years / it
- 10 carry / in the / complicated jobs / robots will / future / out
- 11 some / thought / stories / Isaac Asimov / science fiction / up / fantastic /5

3 whatever/whenever, etc. Complete the sentences with whatever, whenever, etc.

- 12 You can come _____ you like - I'll be in all day.
- 13 _____ you do the experiment, be very careful because it's dangerous.
- 14 _____ does the best project will win the prize.
- 15 _____ you go in the safari park, never get out of your car.
- 16 Don't get nervous _____ happens.
- 17 _____ I want to go for a walk it starts raining. /6

4 Essay language Complete the essay.

There is a lot of debate about the pros and ¹⁸ _____ of nuclear power. On the one ¹⁹ _____, supporters of nuclear power say that it has many ²⁰ _____ such as being cheap and reliable. ²¹ _____ well as that, it does not produce a lot of CO₂ emissions like many other kinds of energy. On the ²² _____ hand, opponents of nuclear power point out its drawbacks. ²³ _____ to them, it is unsafe and radiation has terrible ²⁴ _____ on human health. To sum ²⁵ _____, nuclear power has some advantages but, in my opinion, it is too dangerous to use. /8

5 Past modals Rewrite the sentences with had to, should have, shouldn't have, didn't have to, couldn't, was/were able to.

- 26 I managed to find the information on a new website. (I ...)
- 27 It was impossible to finish the report because I didn't have enough time. (I ...)
- 28 She needed to do more revision for that English exam to pass it. (She ...)
- 29 We left the cooker on when we left home this morning. (We ...)
- 30 When I was at primary school they made us wear a uniform. (I ...)

/5

6 Use of English, Task 1 Verbs with -ing or infinitive Complete the description of an experiment with the correct form of the verbs in capital letters.

In 1971, Dr Philip Zimbardo, a psychologist at Stanford University, asked some university students ³¹ _____ in an experiment about prison life. He told them ³² _____ the uniforms of 'guards' and 'prisoners' and gave the guards weapons. During the experiment Zimbardo let the guards ³³ _____ what they wanted and soon some of them became cruel. The guards seemed to enjoy ³⁴ _____ the prisoners badly and made the prisoners ³⁵ _____ difficult tasks. /5

TAKE PART

PUT ON

DO

TREAT

DO

7 Presentations Complete the linking expressions in the presentation.

First of ³⁶ _____, let's look at the invention of the car. So, the next ³⁷ _____ is: when did people actually start using cars? Now ³⁸ _____ look at the different makes of cars, like Citroen in France. That ³⁹ _____ us to the debate about cars. So, to sum ⁴⁰ _____, cars are still very important. /5

Self Assessment

6.1 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 67
2	Language Choice 70
3	Language Choice 71
4	SB p.99 ex.3
5	Language Choice 68 and 69
6	Language Choice 72
7	SB p.100 ex.5

EF3 USE OF ENGLISH, TASK 1

LEARNING LINKS: 1* Read and listen to two poems in Culture Choice 6 on page 112. Then do a project about a famous poet from your country.

2 Check Your Progress 11 → MyLab / Workbook page 107. Complete the Module Diary.

3 EF3 Exam Choice 6 → Workbook pages 108-110.

Culture Choice 1

- 9 **Vocabulary** Look at the network. What do you like and dislike about football?

I love big games when my team scores a goal!



- 9 **Your Culture** Work in pairs. Ask and answer the questions about your country.

- How popular is football with young people?
- What are the most famous clubs and players?
- What style of football does your national team play?
- How do supporters from your country behave at football matches?

- 9 **Quiz** Work in pairs. Try to answer the quiz.

- Where and when were the rules of football invented?
a Italy in the 16th century
b England in the 19th century c France in 1904
- How many football players (amateur and professional) are there in the world?
a 25 million b 250 million c 2.5 billion
- How many people watched the 2010 World Cup Final between Spain and Holland?
a 70 million b 700 million c 2.7 billion
- What is the typical style of football in England?
a skilful b creative and stylish c fast and physical
- What are the two 'big' South American football nations?
a Brazil/Chile b Uruguay/Argentina
c Argentina/Brazil
- Which country has won the World Cup five times?
a Argentina b Italy c Brazil
- Which supporters sing *You'll never walk alone*?
a Manchester United b Arsenal c Liverpool
- How many female football players are there in the world?
a 3 million b 13 million c 30 million

- 9 Read the information about Nick Hornby on page 103. When did he become an Arsenal fan? What are his feelings about his club?

- 9 Look at the drawing about one of Nick Hornby's experiences. Which of these things do you think happened?

- Nick went to an Arsenal game with his girlfriend.
- His team scored a goal.
- They both celebrated the goal.
- His girlfriend thought the situation was funny.

- 9 **6.4** Read and listen to the extract from *Fever Pitch* and check your guesses from Exercise 6.

- 9 Use the glossary to read the extract again. Are the statements true (T) or false (F)?

- Nick did not study very hard in his first year at university. *F*
- He fell in love with a woman who was training to be a nurse.
- They had a serious relationship.
- Arsenal was having a very good season that year.
- One Arsenal player scored three goals.
- His girlfriend laughed at the people when they celebrated the goal.

- 9 **Work in pairs. Answer the questions.**

- What other situation does Nick Hornby mention that looks silly from a different angle?
- Have you been in a 'serious' situation that you thought was funny?



- 9 **6.2 6.3** Listen to the talk about football and check your guesses from Exercise 3.



Nick Hornby

(1957-) lived near London when he was a boy and started going to watch Arsenal at Highbury with his father when he was eleven. After leaving school, Nick studied English Literature at Cambridge University and continued supporting Arsenal. After university, Nick taught English and then became a journalist and writer. His first book, *Fever Pitch* (1992), was about his experiences as a fanatical Arsenal fan and his love/hate relationship with his team. Since then he has written successful novels like *High Fidelity* and *About a Boy* that have become Hollywood films.

Boys and Girls

ARSENAL

V LEICESTER CITY

In his first year at Cambridge University, Nick went to see Arsenal with his new girlfriend and found her reaction to the game very interesting.

I did something else in that year, apart from watch football, talk and listen to music: I fell stomach-clenchingly for a smart, pretty and vivacious girl from the teacher-training college. We spent much of the next three or four years in each other's company.

She is part of this story, I think in several ways. For a start, she was the first girlfriend who ever came to Highbury (in the Easter holidays at the end of our second term). Arsenal had just beaten the club record for the longest losing streak in their history – they had managed to lose, in consecutive games, to Manchester City, Middlesbrough, West Ham, Everton, Ipswich, West Brom and QPR. She charmed the team, however, much as she had charmed me, and we scored three times in the first quarter of the game. Graham Rix got the first on his debut and David O'Leary, who went on to score maybe another half a dozen times in the next decade, got two in the space of ten minutes.

Because it was a special occasion, Nick had bought expensive tickets so that they could watch the game comfortably sitting down.

It was strange having her there – all I remember is how she responded each time Arsenal scored. Everyone in the row stood up apart from her – three times I looked down to see her shaking with laughter. 'It's so funny,' she said by way of explanation, and I could see her point. It had never really occurred to me before that football was, indeed, a funny game, and that like most things which only work if one believes, the back view (and because she remained seated she had a back view, right down a line of mostly misshapen male bottoms) is preposterous, like the rear of a Hollywood film set.

Glossary

- bottom:** (n) the part of your body you sit on
charm: (v) to make someone like you
company: (n) when someone is with you
consecutive: (adj) one after another
debut: (n) first public appearance of a player or actor
decade: (n) a period of ten years
fall for someone: (v) to fall in love with someone
film set: (n) where a film is made
losing streak: to lose several times in a period of time
misshapen: (adj) not a normal shape
occur to someone: (n) to have an idea about something
preposterous: (adj) silly or ridiculous
rear: (n) the back of an object or a place
row: (n) a line of things or people
see someone's point: (v) to understand someone's opinion
shake with laughter: (v) to laugh violently
stomach-clenchingly: (adj) painfully, madly
vivacious: (adj) full of life

My Culture Project

- 17** Choose a sporting event that was important for your country, region or city. Write notes about the things below.

- why it was important
- the atmosphere before it
- who you watched the event with
- what happened during the event
- how you felt at the end
- what happened afterwards

- 17** Work in pairs. Ask and answer questions about the sporting event.

A: *Why was it important?*

B: *Well, it was the final of the World Cup and my country had never won it before.*

Culture Choice 2



The Tower of London



Bran Castle in Romania

- 3 **Vocabulary** Look at the network. Choose a historic building from your country. Use the network to say two or three things about it.

Bran Castle in Romania became famous because of Bram Stoker's book, Dracula. 'Dracula's Castle' is now a museum.

Uses: museum (exhibitions/ collections, e.g. armour and weapons), prison, royal palace

Castles

Features: banqueting hall, chapel, dungeon, entrance, fireplace, royal apartments, stables, tower, (inner/outer) wall

- 3 **6.5 6.6** Listen to a guide talking about the Tower of London. Complete the information.

- ¹ 1066: William the Conqueror builds the first castle of wood
- ² _____: The White Tower built of stone
- 1244: The last independent Prince of ³ _____ dies trying to escape
- 1483: Murder of Edward V and his brother by their ⁴ _____
- ⁵ _____: Execution of Anne Boleyn, Henry's second wife
- 1542: Execution of Catherine Howard, Henry's ⁶ _____ wife
- ⁷ _____: Execution of Guy Fawkes for trying to blow up the Houses of Parliament
- 1944: There was only one raven left in the Tower during World War ⁸ _____.

- 3 **6.5 6.5** Listen again and answer the questions.

- 1 Why did William the Conqueror build the White Tower?
- 2 What was the Tower used for until the 17th century?
- 3 What happened in the Bloody Tower?
- 4 What ghosts can you see in the Tower?
- 5 What is there to see in the White Tower?

- 3 Read the information about Bram Stoker on page 105. What was Stoker's story about? How successful has the story been?

- 3 **6.7** Read and listen to the extract from *Dracula*. Order the sentences (a-h).

- a Jonathan gets a letter from Count Dracula.
- b The coach drops off Jonathan at the Borgo Pass.
- c Jonathan falls asleep and wakes up at Dracula's castle.
- d The lady at the hotel asks Jonathan not to go to see Dracula.
- e Count Dracula invites Jonathan to come in.
- f A carriage comes and picks Jonathan up.
- g Jonathan gets to the hotel. **1**
- h People point to Jonathan outside the hotel.

- 3 Read the extract again and answer the questions.

- 1 Why was St George's Day so special?
- 2 Why did Jonathan have to go to see Dracula?
- 3 Why didn't the coach driver want to leave him?
- 4 What was strange about the carriage driver?
- 5 What was Dracula's castle like?
- 6 What was strange about the count?

My Culture Project

- 3 **Work in pairs. Choose another of the buildings from your country. Write notes about the things below:**

- where it is
- why it is important
- a description of it
- its history
- stories and legends about it

- 3 **Use your notes to tell the class about your building.**

DRACULA

Jonathan Harker's Journal

3 May: Count Dracula had directed me to the hotel, The Golden Crown. I was expected because an elderly woman in peasant dress said, 'The Herr Englishman?' 'Yes,' I said, 'Jonathan Harker.'

She smiled and her husband brought me a letter:

'My friend, welcome to the Carpathians. I am anxiously expecting you. Sleep well tonight. Tomorrow, the coach will leave for Bukovina. At the Borgo Pass my carriage will collect you and bring you here. I hope that your journey from London has been a happy one, and that you enjoy your stay in my beautiful land. - Your friend, Dracula.'

When I asked him about Count Dracula, both he and his wife refused to answer. They looked very frightened.

4 May: This morning before I left, the old lady said anxiously: 'Must you go? Tonight is the eve of St George's Day and at midnight all the evil things in the world will take over. Do you know where you are going, and what you are going to?' Finally, she went down on her knees and begged me not to go. It was all very ridiculous and I felt uncomfortable but I had important business to do.

5 May: (The Castle): Many strange things happened yesterday. Before we left, there was an anxious crowd around the hotel door and they all stared and pointed at me. The journey was through beautiful countryside and it was getting dark when we entered the Borgo Pass.

The driver spoke to me: 'There is no carriage here. You are not expected after all. You can return tomorrow or the next day.'

While he spoke, the horses began to move wildly and the passengers screamed as a carriage with four horses came up to the coach. They were driven by a tall man, with a long beard and a large black hat which hid his face. I could only see a pair of very bright red eyes. 'Give me the Herr's luggage,' said the driver, and soon I was in his carriage.

I was frightened while we travelled to the castle because of the howling of wolves. I wanted to jump from the carriage and run but the driver carried on. I fell asleep and woke up when we were arriving at the huge, sinister castle. The driver helped me get down and I noticed how strong he was. He put my things next to a large door and left me there. I waited there for a long time and started asking questions. What kind of person was I dealing with? Who was this mysterious count? What would Mina think of it all? It all felt like a terrible nightmare.

Then the door opened and inside stood a tall old man with a long white moustache, dressed in black. He spoke:

'Welcome to my house!' He took my hand so strongly that it hurt; his hand was as cold as ice, more like the hand of a dead man than of a living man.

I said, 'Count Dracula?'

He bowed and replied, 'I am Dracula, and I welcome you, Mr Harker, to my house.'

Glossary

anxiously: (adv) in a way that is worried or nervous; in a way that shows you are keen for something to happen

beg: (v) to ask for something in a very nervous way

bow: (v) to put your head and body forward to show respect

carriage: (n) a small vehicle pulled by a horse

coach: (n) a vehicle pulled by a horse

eve: (n) the night or day before an important event (Christmas Eve)

evil: (adj) very cruel and bad

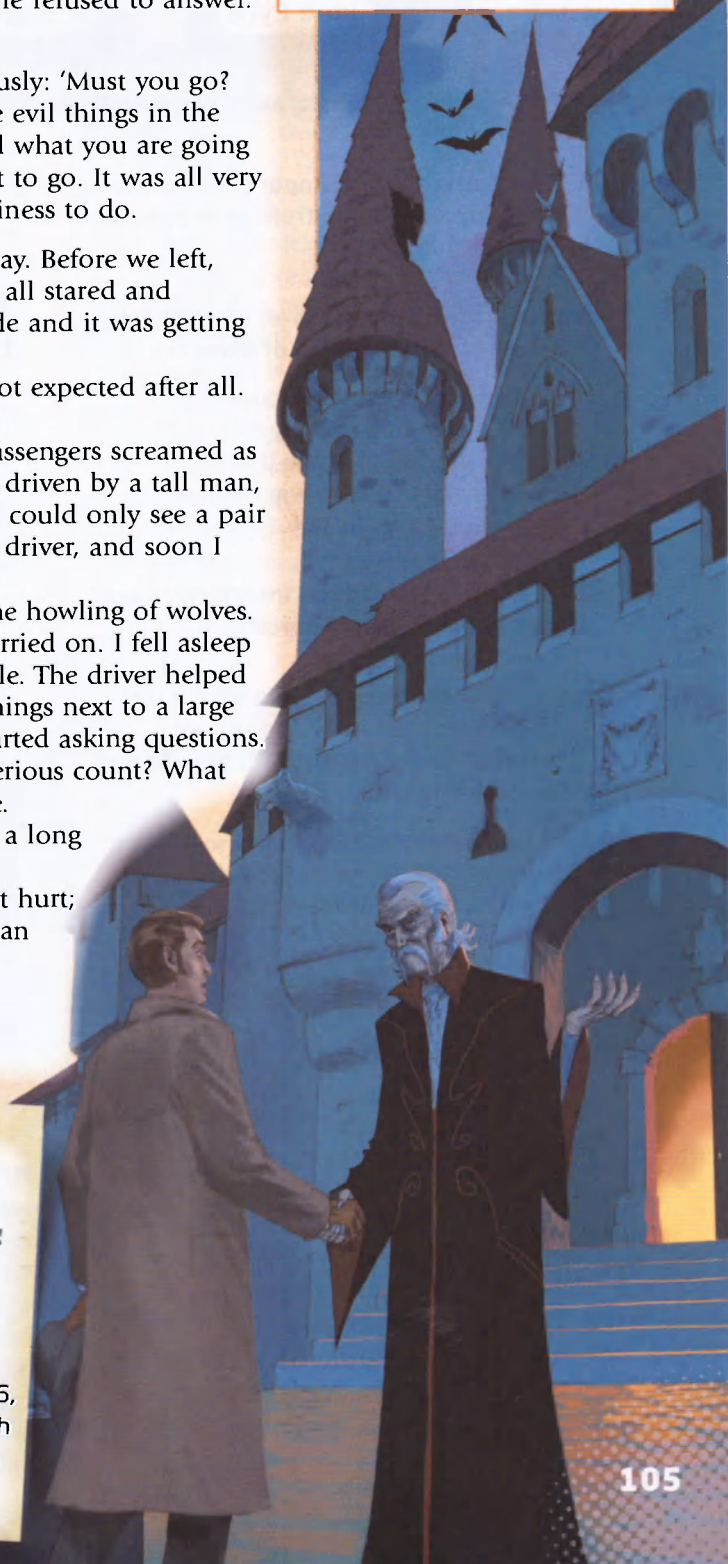
peasant: (n) a person from a poor country area

sinister: (adj) looking bad or evil



Bram Stoker (1847-1912) was an Irish novelist. His most famous work is *Dracula* (1897), a horror novel about a young English lawyer who visits Count Dracula in his Transylvanian castle. Stoker based the character of Dracula on Prince Vlad of Wallachia (now a part of Romania), a strong

and brave ruler but a very cruel man. After Vlad's death in 1476, there were many stories about him and Stoker linked these with other legends about vampires. The best-selling story of Dracula has been made into many films and vampires appear in popular films, such as the *Twilight* series.



Culture Choice 3



Cleopatra



Jane Eyre



Scarlett O'Hara



Natasha Rostova



Bridget Jones

- 1 Your Culture Which important heroines from novels or films from your country can you think of?

- 2 Look at the pictures (a-e) of fictional heroines. Guess which of them is:

- 1 a governess at a big house
- 2 the queen of a country
- 3 from the South of the USA
- 4 in her thirties and from London
- 5 a young romantic girl

- 3 6.8 6.9 Listen to the interview. Check your guesses from Exercise 2.

- 4 6.8 6.9 Listen again and match the descriptions below with the five heroines in the pictures. There are two for each woman.

- 1 can control other people a
- 2 has a good sense of humour
- 3 wants to be equal to her man
- 4 tries to look after her family
- 5 understands other people's feelings
- 6 becomes a better person during the story
- 7 does not appear very attractive
- 8 wants her independence
- 9 is a very powerful woman
- 10 is not a perfect modern woman

- 5 Which of the heroines do you think is the most interesting? Give your reasons.

- 6 Read the information about Charlotte Bronte. How was Charlotte like her most famous character, Jane Eyre?

Jane Eyre

One summer evening, I was walking in the garden at Thornfield when I saw Mr Rochester.
 'Jane,' he said, 'Thornfield is a pleasant place in summer. isn't it?'
 'Yes, sir.'
 'And I can see you are fond of little Adele, too. What a pity that you have to leave.'
 'Must I leave Thornfield?' I asked. 'I am sorry, Jane, but I suppose so.'
 'Then you ARE going to be married, sir?'
 'Yes, in about a month's time. But I will try to find a place for you somewhere else. Maybe in Ireland as my future mother-in-law has contacts there.'
 'It is a long way away, sir. A long way from YOU, sir.' I said this without thinking.
 'It is, to be sure. We have been good friends Jane, haven't we?'
 'Yes, sir.'
 'I shall miss you a lot. When I am with you I have a strange feeling for you - I feel close to you. But you will forget about me soon.'
 'That I NEVER will, sir. I love Thornfield. I love it, because I have known you, Mr Rochester. But I have to leave because of your future bride, Miss Ingram. I must go.'
 'No: you must stay!'
 'I must go! Do you think I can stay to become nothing to you? Do you think I am an automaton - a machine without

Charlotte Bronte (1816-1855) was a novelist and poet, the eldest of three sisters who were all famous writers. In her twenties, Bronte worked as a governess and teacher but was very unhappy in both jobs, because she wanted to be more independent and to write. She wrote her first books under a male name but before her death had become a well-known writer using her own name. In her writing, Bronte defended the basic right of women to be equal to men.



Glossary

bride: (n) woman who is going to get married

destiny: (n) the future of a person

doubt: (n) feeling of uncertainty

fond of (adj.): to have affection for someone or something

liar: (n) someone who does not tell the truth

plain: (adj) not very attractive

possessions: (n) things and money that you have

swear: (v) to make a formal promise

feelings? Do you think that, because I am poor, plain, and little, I have no heart? You are wrong! If I were beautiful and rich, I would have made it as hard for you to leave me, as it is now for me to leave you. We are equals before God.'

'We are!' repeated Mr Rochester. He took me in his arms and kissed me but I fought to get free.

'But you are going to marry someone you don't love. I am a free human being and I have decided to leave this place.'

'And you shall decide your destiny,' he said: 'I offer you my hand, my heart, and a share of all my possessions.'

'You are laughing at me.'

'No, I ask you to spend your life with me.'

'But you have already decided.'

'Come here, Jane, and let us talk.'

'No, your bride stands between us.'

'My bride is here,' he said, again pulling me towards him, 'because my equal is here. Jane, will you marry me?'

I did not answer.

'Do you doubt me, Jane?'

'Totally.'

'Do you think I am a liar?' he asked. 'What love do I have for Miss Ingram? None: and you know that. What love has she for me? None. When she thought that I was not so rich, she and her mother were cold to me. I love YOU. I beg you to marry me!'

'But I have no friends in the world or any money!'

'But I want you. Will you be mine? Say yes, quickly.'

'Mr Rochester, let me look at your face.'

His face was full of emotion.

'Jane accept me quickly. Say, Edward – give me my name – Edward – I will marry you.'

'Do you really love me? Do you sincerely want me to be your wife?'

'I do, I swear it.'

'Then, sir, I will marry you.'



8 6.10 Use the glossary to read and listen to the extract from *Jane Eyre*. Match the sentences (1-10) with the characters: Jane (J) or Mr Rochester (R).

- 1 I'm sorry, but you'll have to leave your job in my house. **R**
- 2 I'll try and get you a job somewhere else.
- 3 I'll miss you when you leave here.
- 4 I can't stay here and see you married to another person.
- 5 I'm not rich or attractive but I have emotions like everybody else.
- 6 I am independent and want to decide my own future.
- 7 I don't want to marry that other person because it is just about money.
- 8 I want to marry you because I love you.
- 9 I don't believe what you are saying.
- 10 I'll marry you if you really love me.

9 Read the extract again and answer the questions.

- 1 What kind of relationship do Jane and Mr Rochester have at the beginning of the dialogue? (e.g. formal/informal)
- 2 Why does Jane have to leave Thornfield?
- 3 Why will Mr Rochester miss Jane?
- 4 Why does Mr Rochester not want to marry Miss Ingram?
- 5 How has Jane and Edward's relationship changed by the end of the dialogue?
- 6 What decisions have they changed?
- 7 How do you think they feel about each other?

My Culture Project

9 Work in pairs. Choose a fictional hero or heroine from your country. Write notes about the things below:

- background and early life
- personality and abilities
- what he/she did
- what happened to him/her in the end
- why you like him/her

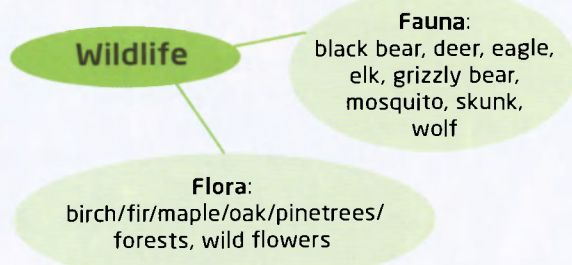
10 Work in groups. Ask and answer questions about your heroes or heroines.

A: Why do you like her?

B: I like her because she is a real person with a ...

Culture Choice 4

- 3 **Vocabulary** Look at the network. What wildlife can you see in your country?



- 2 **6.11 6.12** Look at the photo and map of the Appalachian Trail below. Listen to the dialogue and complete the notes below.

Total distance: ¹ over 2000 miles

Time needed: ² _____

Wildlife: ³ _____

Forests: (the South) ⁴ _____

(the North) ⁵ _____

Advantages of trail in Maine: ⁶ _____

Equipment needed: ⁷ _____

- 3 **6.11 6.12** Listen again and answer the questions.

- 1 What are the Appalachians?
- 2 What accommodation is there on the trail?
- 3 What is one of the biggest problems on the trail?
- 4 Why is it not easy to get lost?
- 5 How experienced at hiking is the man?
- 6 What part of the trail in Maine does she recommend?
- 7 Why does she recommend it?

- 3 Read the information about Bill Bryson on page 109. Why do you think he and his friend found the trail difficult?

- 3 **6.13** Read and listen to the extract. Find three mistakes in the drawing.

- 3 Use the glossary to read the extract again. Answer the questions.

- 1 How do you think Bill feels when he hears the noise? Why?
- 2 What objects have they got for defence?
- 3 What kind of animal might it be?
- 4 What does Bill do to frighten the animal away?
- 5 How sympathetic and helpful is Stephen?
- 6 What are the animals doing there?
- 7 What happens in the end?

My Culture Project

- 3 Choose a national park in your country. Write notes about the things below.

- location/size
- flora, fauna and landscape
- climate/best season to visit
- outdoor activities
- tourist information

- 3 Work in pairs. One person is a foreign tourist and the other is a travel agent. Act out the situation.





Bill Bryson (1951-) was born in the USA but has lived most of his life in Britain. He was a journalist before becoming a best-selling author of books about travel, science and the English language. Bill is interested in the environment

and is President of The Campaign to Protect Rural England. In his travel book, *A Walk in the Woods*, Bill describes his attempts to walk the Appalachian Trail with an old friend. Both of the men are middle-aged and a bit overweight and have various adventures on the trail. Robert Redford has plans to make a film of the book.

Glossary

blink: (v) close and open your eyes quickly
bolt: (v) to run away
brute: (n) cruel person
buck: (n) male deer
despairing: (adj) losing hope
distressingly: (adv) causing unhappiness
How the hell ...?: to show you are angry/surprised
imitation: (n) copy of someone else
joyous: (adj) very happy
loosen your grip: stop holding something strongly
merciless: (adj) unkind
nail clippers: (n) object to cut your fingernails

pack: (n) to put things into a case or bag
pause: (v) to stop for a moment
roll over: (v) move your body to another side
Scat! Go away!
sharp: (adj) something that cuts well
silence: (n) quiet
snuffle: (v) make a noise with your nose
stare: (v) to look for a long time
stick: (n) a piece of wood
timid: (adj) shy
weary: (adj) tired
whisper: (v) to speak quietly
with a light heart: in a relaxed way
withdraw: (v) to leave

Bill Bryson and Stephen Katz are in their tents after a long day's walk close to a freshwater spring. Bill hears a noise and immediately thinks, 'BEAR!!'

'Stephen, you awake?' I whispered.
 'Yup,' he replied in a weary but normal voice.
 'What was that?'
 'How the hell should I know?'
 'It sounded big.'
 'Everything sounds big in the woods.'

Bill takes out his tiny knife, climbs out of his tent and shines his torch into the darkness.

Something about fifteen or twenty feet away looked up at me. I couldn't see anything at all of its shape or size – only two shining eyes. It went silent, whatever it was, and stared back at me. 'Stephen,' I whispered at his tent. 'Did you pack a knife?'
 'No.'

'Have you got anything sharp at all?'
 He thought for a moment. 'Nail clippers.'
 I made a despairing face. 'Anything a little more vicious than that? Because there is definitely something out here.'
 'It's probably just a skunk.'
 'That's one big skunk. Its eyes are three feet off the ground.'

'A deer then.'
 I nervously threw a stick at the animal, and it didn't move, whatever it was. A deer would have bolted. This thing just blinked once and kept staring. I reported this to Katz.

'Probably a buck. They're not so timid. Try shouting at it.' I cautiously shouted at it: 'Hey! You there! Scat!' The creature blinked again, singularly unmoved. 'You shout,' I said.
 'Oh, you brute, go away, do!' Katz shouted in merciless imitation. 'Please withdraw at once, you horrid creature.'

Bill moves his tent closer to Stephen's but sees another pair of eyes.

'Well, I'm going to sleep,' Katz announced.
 'What are you talking about? You can't go to sleep,' I ordered.

'Sure I can. I've done it lots of times.' There was the sound of him rolling over and a series of snuffling noises, not unlike those of the creature outside. 'Stephen, you can't go to sleep.' But he could and he did, with amazing rapidity.

Bill gets into his tent and sits there nervously with his knife and a walking stick to defend himself.

The bears – animals, whatever they were – drank for perhaps twenty minutes more, then quietly departed the way they had come. It was a joyous moment – but I knew from my reading that they would be likely to return. I listened and listened, but the forest returned to silence and stayed there. Eventually, I loosened my grip on the walking stick and put on a sweater – pausing twice to examine the tiniest noises ... – and after a very long time got back into my sleeping bag for the warmth. I lay there staring at total blackness, and knew that never again would I sleep in the woods with a light heart.

And then, irresistibly and by degrees, I fell asleep.



Culture Choice 5

9 Your Culture Work in pairs. Ask and answer the questions.

- 1 Which performer (singer/dancer/actor) from your country has had the most successful international career in the last few years?
- 2 Which young performer do you think might be successful in the future?

2 6.14 6.15 Listen to the radio interview. Match the descriptions (1-8) with the people: Amy Macdonald (A), Ewan McGregor (E) or both of them (B).

- 1 is from a small Scottish town B
- 2 became interested in performing in his/her teens
- 3 completed his/her studies at school
- 4 was helped by an uncle
- 5 had music or drama lessons
- 6 sent a CD to a music producer
- 7 became successful and famous in his/her twenties
- 8 is now an international star

3 6.14 6.15 Listen again. Answer the questions (1-5) about their careers.

- 1 What made Amy want to learn the guitar? How did she learn?
- 2 What was her first song about?
- 3 What was Ewan good at doing at school?
- 4 Why did he leave school?
- 5 Who helped Amy in her career? How?

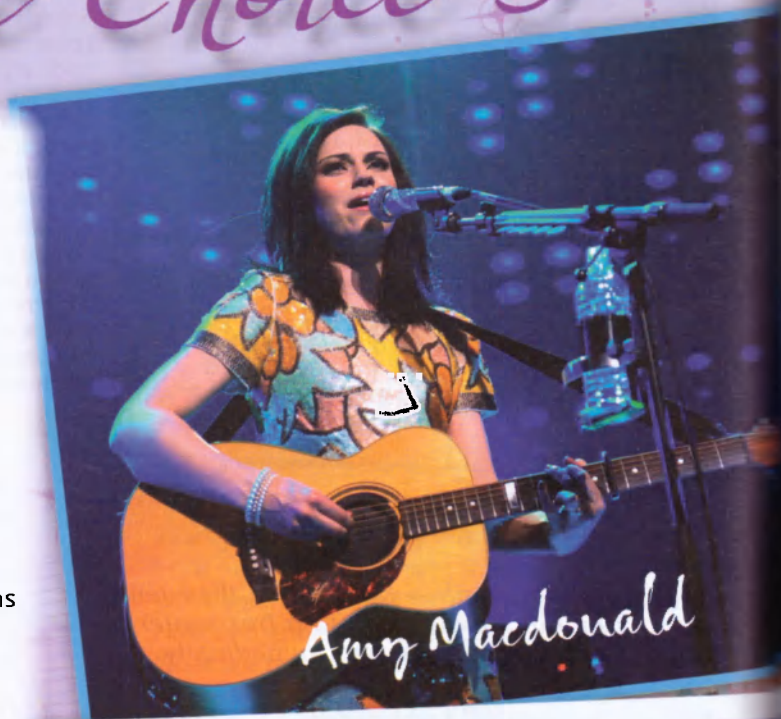
3 6.16 Listen to the song by Amy Macdonald and read the lyrics. Do you like it? Why/Why not?

3 6.16 Read and listen to the lyrics again. Match the words and expressions in blue in the lyrics with the meanings (1-5).

- 1 to admire someone a lot
- 2 to be better than/different from other people
- 3 make you angry
- 4 to be without anybody else
- 5 lights for singers/actors on a stage

3 Read the lyrics again and try to answer the questions.

- 1 Who is the singer talking to in the song?
- 2 How is that person different from everybody else?
- 3 How does the singer feel about fame?
- 4 How might her life change in the future?
- 5 What are her main objectives in life?



An Ordinary Life by Amy Macdonald

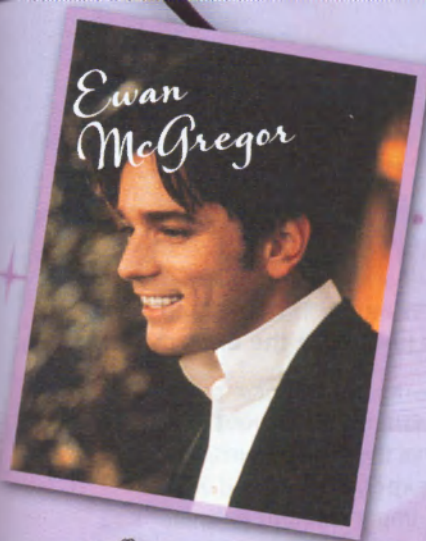
What makes you different from anyone in here?
What makes you **stand out** from the crowd?
What makes your mother so proud of you?
What makes us **worship at your ground**?

At night when you go to bed
Do these thoughts run through your head?
When you're lying there **all alone**
Do you think of us instead?

I don't know where I'll be in ten years' time
I want to be free
I don't care about the cameras
I don't care about the lights
All I wanted was an ordinary life

What makes you happy?
What makes you sad?
Do paparazzi **drive you mad**?
Do you miss your life back home?
Were they the best days that you had?

I don't know where I'll be in ten years' time
Where will the music take me?
I don't care about the **spotlights**
I don't care about the nights
All I wanted was an ordinary life



- 9 Read the information from Amy's website and check your answers from Exercise 6. How has Amy's life not changed in the last few years? What kind of person do you think she is?

AMY MACDONALD

The title of Amy Macdonald's new album, *A Curious Thing*, is taken from one of the new songs on it called *No Roots*: 'this life I lead, it's a curious thing but I can't deny the happiness it brings'. It's a reflection on how her life has changed in the four years since she signed a record deal at the age of eighteen. Of course, many things are still the same for her. Home is still a small town in Scotland, a few miles from Glasgow; inspiration continues to come from her heart; and her favourite creative environment is still the small studio in the Surrey home of her manager and producer, Pete Wilkinson. 'It's the way we do it and the way we're comfortable and the way we like it,' she says firmly.

Amy Macdonald began writing songs for the album last spring during a short break from touring. In the song, *An Ordinary Life*, Macdonald describes Scots-born Hollywood actor Gerard Butler at a party he held in Glasgow late last year to mark the opening of a new film. Lots of people wanted to talk to him and be around him just because he was so famous. Amy tried not to bother Gerard, even though he'd already said how much he loved her first album. 'I thought, this is strange, this Hollywood actor telling me I'm amazing!' But that night there were so many people there just so hungry for fame that Amy and Gerard weren't able to talk.

'So that song's actually about him,' she continues. 'You're in this room and everyone's looking at you. For me, I've still got that ordinary life and I just want to hold on to that for as long as I can. I don't ever want to have album launch parties where people interested in fame come along and bother me!' However, Amy Macdonald needs to be careful as *A Curious Thing* is likely to make her even more popular than she is now.

My Culture Project

- 9 Choose a famous singer or musician from your country from now or from the past. Find out information about the things below:

- his/her career
- his/her songs and music
- his/her personal life
- music awards/prizes
- other achievements

- 9 Work in pairs. Ask and answer questions about your singers.

A: When did he make his first record?

B: When he was eighteen but it didn't sell very well.

Culture Choice 6

- 3 Your Culture Work in pairs. Ask and answer the questions.

- 1 Who are the most famous poets in your country? Which of them is your favourite?
- 2 Do you know any famous lines of poetry? Can you translate them into English?
- 3 What are your favourite lines of poetry? Why do you like them?

- 3 Read the extracts of poems (1-3). Match them with the images (a-c). Which of the extracts do you like best?

- 1 'Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.'

Sonnet 18 by William Shakespeare

- 2 'I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us — don't tell!'

I'm nobody! Who are you?
by Emily Dickinson

- 3 'I wandered lonely as a cloud ...
When all at once I saw a crowd,
A host of golden daffodils.'

Daffodils by William Wordsworth

- 3 Read the extracts again. Try to match the descriptions (a-e) with the extracts of poems (1-3).

- a it is to a close friend of the poet 2
- b it is to someone the writer loves
- c it is about an experience
- d it is about the importance of nature
- e it is about friendship

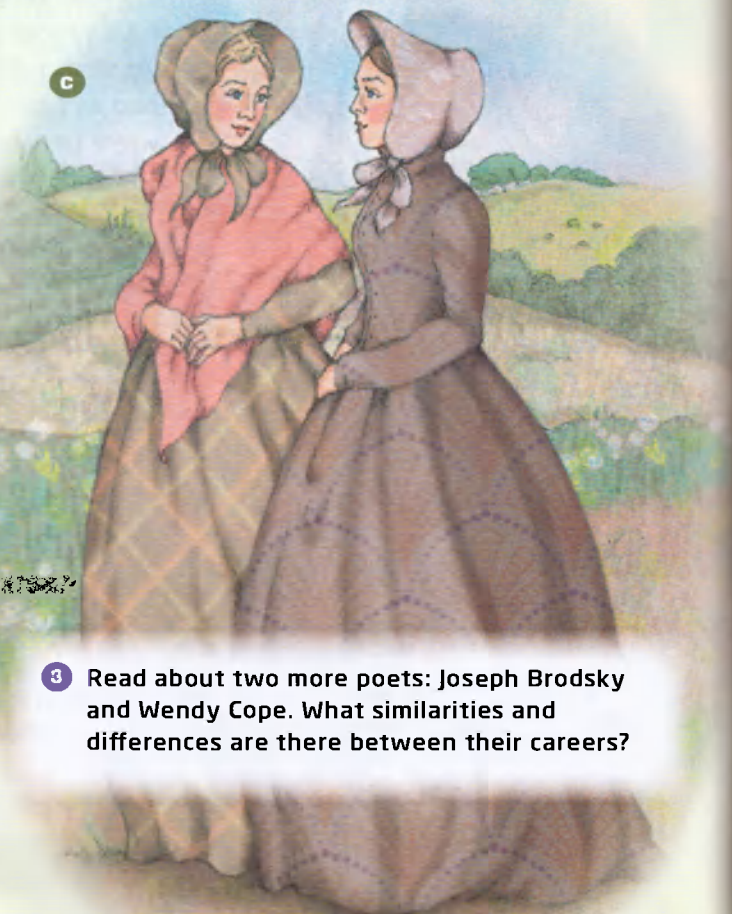
- 3 6.17 6.18 Listen to the radio programme and check your guesses from Exercise 3.

- 3 6.17 6.18 Listen again. Why is each poem personally important for Tom?

b



c



- 3 Read about two more poets: Joseph Brodsky and Wendy Cope. What similarities and differences are there between their careers?

a



- 9 **6.19** Read and listen to the poems (1-2). Answer the questions.

Poem 1

- 1 Where is the person who is speaking?
- 2 Where is the person he is speaking to?
- 3 How does he feel? Why?

Poem 2

- 4 How is the man different from other men?
- 5 Why did he think about giving his wife/girlfriend flowers but not get them in the end?
- 6 What was her reaction? How does she probably still feel about him?

- 9 **Work in pairs. Ask and answer the questions.**

- 1 Which of the poems do you like best? Why?
- 2 Have you ever felt the same as the people in the poems?
- 3 Have you ever written poetry? What was it about?

Joseph Brodsky (1940-1996)

was born in St Petersburg. He left school at the age of fifteen. 1972 he was exiled from the Soviet Union and settled in America. In 1987 he was given the Nobel Prize for Literature. He wrote in Russian and English and often translated his own poems. He often wrote about home, memory, and the idea of losing something.



Wendy Cope (1945-)

worked as a teacher for fifteen years after leaving Oxford University and before becoming a full-time writer and journalist in the 1980s. Her poems are about simple, everyday topics and are often funny. She is married to the Scottish poet, Lachlan Mackinnon. She has won two awards and is one of Britain's most popular poets.



1 A Song

I wish you were here, dear,
I wish you were here.
I wish you sat on the sofa
and I sat near.
The handkerchief could be yours,
the tear could be mine, chin-bound.
Though it could be, of course,
the other way around.

I wish you were here, dear,
I wish you were here.
I wish we were in my car,
and you'd shift the gear.
We'd find ourselves elsewhere,
on an unknown shore.
Or else we'd repair
To where we've been before.

I wish you were here, dear,
I wish you were here.
I wish I knew no astronomy
when stars appear,
when the moon skims the water
that sighs and shifts in its slumber.
I wish it were still a quarter
to dial your number.

I wish you were here, dear,
in this hemisphere,
as I sit on the porch
sipping a beer.

It's evening, the sun is setting;
boys shout and gulls are crying.
What's the point of forgetting
If it's followed by dying?

Joseph Brodsky

Glossary

chin-bound (n. phr) moving towards the chin
elsewhere (pr) somewhere different, in another place
gear (n) the lever in cars used to move to higher or lower speed
gulls (n) seabirds
porch (n) a sitting place at the front of a house
quarter (n) an American coin worth 25 cents
repair (v) go
shift (v) move
shore (n) the edge of the sea
sipping (v) drinking
skims (v) move across the top
slumber (n) sleep

2 Flowers

Some men never think of it.
You did. You'd come along
And say you'd nearly brought me flowers.
But something had gone wrong.

The shop was closed. Or you had doubts -
The sort that minds like ours
Dream up incessantly. You thought
I might not want your flowers.

It made me smile and hug you then.
Now I can only smile.
But, look, the flowers you nearly bought
Have lasted all this while.

Wendy Cope

Glossary

doubt: (n) feeling of uncertainty
hug: (v) to hold someone tightly
incessantly: (adv) all the time
last: (v) to remain in good condition
mind: (n) brain

My Culture Project

- 9 **Write about a famous poet from your country.**

- Find out about his/her life and work and write notes.
- Choose your favourite line or lines from his/her work and try to translate them into English (use a dictionary and ask for help).

- 10 **Work in groups. Read out your lines and tell your group about the poet you have chosen.**

Listening

1 Matching (identifying the main topic)

Page 16, Exercise 2

- Before you listen, look carefully at the list of topics. Use photos and any other information to make guesses about what the text is going to be about.
- Listen and check your guess. Remember that all the topics can be mentioned but the main topic is the one that sums up the text best.

2 Multiple choice (specific information)

Page 16, Exercise 3

- Before you listen, read the questions carefully.
- Try to guess answers to the questions where possible. Use your knowledge of the world and use any pictures there are.
- Often the information in the text is expressed in a different way from the question. Sometimes it is in a different form:
Question = Apartheid was bad for black South Africans.
Text = Black South Africans had no rights.
- When you listen again, try to get the rest of the information.
- When you don't know an answer, make a guess.

3 Note completion (specific information)

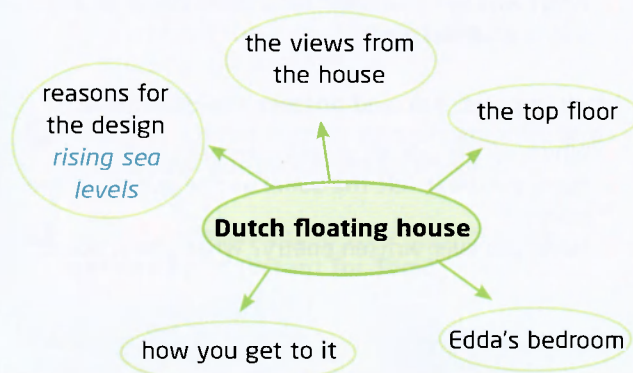
Page 26, Exercise 3

- Read the task first. Guess what kind of information you are listening for (e.g. a year, a number, a place, an activity, an action).
- Make guesses about the information where possible. (e.g. 1 *born in 1980* - from the photo of Jamie Oliver) Also use your general knowledge to help you.
- When you are listening, listen out for the key words in the notes (e.g. *campaign*). Also listen out for words with a similar meaning (e.g. *work to improve ...*).
- Use abbreviations to write down the information on a piece of paper (e.g. 2 *rsts* 2 *restaurants*).
- After listening, write out your notes. Make guesses when you are not sure.

4 Taking notes

Page 33, Exercise 7

- Before you listen, draw an empty network to complete or use any topics that are given to draw it.



- When you listen the first time, identify the list of topics (or write down a list of them).
- When you listen again, write down important information related to each topic. Do not try to write down too much information. Use abbreviations.
- After listening, add any other information to the network that you remember and that is relevant.

5 Matching (headings/parts of a talk)

Page 42, Exercise 4

- Look at the list of headings to get a general idea of the talk.
- Underline key words in the list (e.g. *history/advice*).
- Make guesses about what is going to be mentioned (e.g. *obsessive fans - stalkers, dangerous fans*).
- When you listen the first time, try to get a general idea of each part of the talk. Write notes.
- Remember that the talk will have some words related to different topics to distract you.
- If you are not sure about the answers, make a guess.

6 Multiple choice (context)

Page 48, Exercise 2

- First, identify the basic situation (where it is and what is happening). Then listen out for information about what has happened beforehand.
- Think about the people. Who are they and what is the relationship between them? What do they call each other? What do they know about each other? What sort of language (formal/informal) do they use when they speak to each other?
- Listen closely to the intonation of the speakers to identify how they are feeling. Also listen out for sounds like sighing or yawning or words or expressions that show their mood (e.g. *I've had a really hard day*).

7 Identifying facts and opinions

Page 58, Exercise 3

- Read the information again about facts and opinions in Skills Builder 19 (reading) again.
- Draw a table or network:

Adventure Holidays	
FACTS	OPINIONS
Scottish Adventure: organise weekend expeditions	SA - top adventure company in Scotland

- The first time you listen, write down facts. Use abbreviations to take notes. See Skills Builder 4 (Taking notes).
- Listen again and complete your table or network with opinions.
Notice opinion adjectives with special emphasis. (e.g. *You can see **amazing** wildlife*).

8 Asking questions before listening

Page 64, Exercise 2

- Look at the topic and kind of text you are going to listen to or watch (e.g. *an interview with a scientist about the Sun*).
- First, think about what you know about the topic (e.g. *the Sun gives us light and heat*).
- Make predictions about what the people are going to talk about (e.g. *a scientist will probably give facts about the Sun*).
- Write down four questions that you would like to know the answers to. Think about different areas related to the topic (e.g. *age of the Sun, size, location, its effects on life, etc.*).
- When you have written your questions, check them and compare them with your partner's.
- While listening, listen out for answers to your questions. Don't worry if you can't answer all (or even most) of your questions.
- Tell the class what information you have found out and what you wanted to know but didn't find out.

9 True/ False / Not stated (Specific information)

Page 10, Exercise 3

- Read the statements and identify the key words.
- Make guesses about which statements might be true, which false and what might not be included in the text. Use the photos and your general knowledge to help you.

- The first time you listen, try to get the general idea of the text. Try to match the key words in the statements with what you hear.
- Listen again and mark which statements are true, false or not included in the text.

10 Matching (speakers/intentions)

Page 75, Exercise 7

- Listen the first time to get the general idea of the situation. Who is speaking? Where are they? What is the relationship between the people? What is going to happen next?
- Listen again. Notice the speakers' tone of voice. Are they friendly, relaxed, stressed or angry? How much time have they got to talk?
- Decide which of these things they want to do:
 - help the other person
 - give information/tell somebody something
 - make a suggestion/give advice/express an opinion
 - ask for something (help/information/permission/to borrow something)
 - react positively or negatively to requests/suggestions

11 Identifying informal style

Page 84, Exercise 4

- When you listen to dialogues, you can notice informal style from language like this (formal language in brackets):

Titles/Names

Mary, Tim (Mr Baxter, Ms Williams)

Informal expressions

Hi there/Hello (Good morning); Bye (Goodbye); Hey (Excuse me); Of course (No problem)

Requests

Can I sit down? (Could I sit down, please?); Would it be all right if I sat down, please?)

Informal words

cool (lovely, very nice); kids (children)

12 Working out the meaning of words from context

Page 97, Exercise 6

- Look at the words and try to guess the meanings before you listen. (e.g. Is it similar to a word in your language?)
- When you listen, try to work out the meaning. Notice the part of speech (e.g. noun/verb) and the context (e.g. *test tube babies - babies created in laboratories*). Use your knowledge of the subject to help you guess.

Reading

13 Multiple choice (choosing a title)

Page 6, Exercise 2

- First, look quickly at the text and any photos or drawings with it. Try to guess the topic.
- Read the text quickly to check your guess. Do not try to understand all the words.
- Read the question and look again at the different titles.
- Look through the text more slowly. Find parts of the text related to the titles.
- Which title sums up the *general* topic of the text? Choose that one.

14 Matching (headings/paragraphs)

Page 6, Exercise 3

- Read all of the text quickly to get the general idea.
- Read each paragraph carefully, especially the first sentence which usually introduces the topic of the paragraph.
- Underline important words in each paragraph and select a heading for each paragraph.
- Make sure one of the headings does not match a paragraph.

15 Matching (words/meaning)

Page 16, Exercise 6

- Work out what part of speech the word is: a verb, adjective, noun, adverb, preposition or fixed expression.
- Is it similar to a word in your language? (e.g. *isolation*)
- Use the context in the text to guess the meaning (e.g. It is about a big sporting event).
- Match the words and the meanings. If you are not sure, guess.

16 Identifying informal style

Page 19, Exercise 3

- Notes, emails, letters or postcards to friends or family have an informal style. Blogs and chats on the internet are also usually informal.
- Some features of informal style:
 - starting letters, etc.: *Hi; Hi there; Hello; How are things?; How are you?*
 - finishing: *Write soon; See you; Take care; All the best; Love*
 - colloquial words: *cool, mate, okay, anyway*
 - short forms: *(I'm) Having a great time./(I'll be) Back on Tuesday.*
 - punctuation: contractions (e.g. *can't*); AMAZING (capital letters); !!!!! (exclamation marks); - (dashes); xxxxx (kisses at the end of a letter); the use of smileys (e.g. ☺)

17 Multiple choice (focus on context)

Page 22, Exercise 4

- Before you read, think about what kind of text it looks like (e.g. newspaper report, magazine article, teenage magazine article, brochure, letter, website, blog). Think about the format and design, the number of pictures and the size of the text.
- Read the text quickly to check your guess about the kind of text. Notice the style. Is it formal (e.g. a newspaper/formal letter) or informal (blog/postcard/informal letter)?
- Decide what kind of reader the text is written for (age, occupation, nationality). Think about the topics mentioned and the references to places (e.g. *Kingston, Canada*).
- Think about the relationship of the writer to his/her subject. Is he/she an expert? How well-written is the text? Has it been written by a professional?
- Read the text closely to find out what the writer is trying to do: give information; express opinions; tell a story; sell something; ask for something; complain about something.

18 Getting specific information (completing notes)

Page 32, Exercise 3

- Read the text first to get the general idea.
- Then look at the notes. Guess what kind of information you are looking for (e.g. jobs, dates, features of a house/information about personality).
- Make guesses about the information using any photos and your general knowledge.
- Read the text again and underline key words and information with a pencil.
- Use abbreviations to write down the information. Make guesses when you are not sure.

19 Sentence gaps (connections/linking)

Page 38, Exercise 3

- Read the text(s) and identify the topics of the different texts or parts of the text.
- Read the gapped sentences. Identify the topics.
- Read the sentences before and after the gaps. Look for linking words (e.g. *first/then/because*).
- Look closely at reference words in the gapped sentences and those after them. These words refer back to something: *one/ones, he/she/his/her, it/them, this/these, that/those, then (time), there (place)*.
- Check that these reference words work in the text (e.g. *choose ones = materials*).
- Check that the extra sentence does not fit in any gap.

20 Identifying facts and opinions

Page 54, Exercise 3

- **Facts** have information which is presented as true (e.g. *The boat is 116 feet long*). However, be careful – sometimes writers get their facts wrong! If you are not sure about a 'fact', check it.
- Look out for references in books or hypertext in websites that give the source of information (e.g. *according to UNESCO*) to check the fact.
- Facts about travel often have numbers, dates, prices and names.
- **Opinions** often contain opinion adjectives (e.g. *amazing, incredible*).
- There are opinions in many predictions (e.g. *You'll have a great time*), comparisons and superlatives (e.g. *This is the most exciting trip you'll ever go on*).

21 Identifying formal style

Page 67, Exercise 3

- In formal, written English we do not use contractions (e.g. *I'm writing to you*), colloquial words and expressions (e.g. *it's cool*) or direct requests (e.g. *I want you to send me ...*).
- Look out for these features to start and finish formal letters:
 - *Dear Sir/Madam, Dear Mr/Ms Smith*
 - *Yours faithfully, Yours sincerely, With best wishes, With kind regards*
- Look out for these formal expressions in letters:
 - *I am writing to complain about/ask about/tell you about ...*
 - *I would be grateful if you could give me a full refund/give me information about ...*
 - *I look forward to hearing from you.*

22 Matching (texts/points of view)

Page 70, Exercise 2

- Read the texts quickly. Read each text again and identify the main topics.
- Read it again and underline opinions (e.g. *I am in favour of ... , I am against ... , I feel ... / I think ... / I don't think ...*)
- Also underline sentences which compare two things (e.g. *classes are quieter / we can talk more freely*).
- Texts which present both sides of an argument usually report other people's opinions (e.g. *according to American experts*) and do not express personal preferences and opinions.

23 Choosing definitions (dictionary skills)

Page 80, Exercise 3

Use the strategies in Skills Builder 14 to try to work out the meaning of new words.

- If you cannot guess the meaning, use a dictionary. Decide if the word in the text is a verb, adjective, noun or adverb, etc. Look for that use of the word in the dictionary (e.g. **programme** n.) Common dictionary abbreviations are: n (noun); adj (adjective); adv (adverb); prep (preposition); pron (pronoun); v (verb).
- Under that use, you will often find more than one definition. Example:
programme n. **1** a show on television or radio: What's your favourite TV programme? **2** an important plan to develop or improve something: the US space programme. **3** a set of planned activities: a fitness programme. **4** a written description you get at a concert, play, etc. that tells you about it.
- Choose the definition that fits in best with the use of the word in the text (e.g. *training programme*).
- Finally, read the sentence again and check to see if it makes sense with this meaning.

24 Evaluating texts

Page 86, Exercise 4

To evaluate a text in English, try to answer these questions:

- 1** How **easy** was it to understand? Why? (e.g. the language, the topic)
 - 2** Is the **information** that is in it interesting and new to you? Is it useful, practical? Is there any information missing?
 - 3** How clear is the **organisation** and layout of the text (e.g. pictures, size of the text)? Does it have clear paragraphs? Does it have titles and sub-titles that make it easier to read? How clear is the order of the information?
 - 4** What are the **opinions and arguments** in the text? Are they for or against something? Do they show different points of view about a subject? How convincing are the arguments for you? Are the opinions backed up by facts and examples?
- Grade the text out of five for each of the areas above. Discuss your evaluation with someone else.

Writing

25 Descriptions of people with *like*

Page 7, Exercise 8

What does my avatar look *like*? Well, he looks very *like* me but he's taller and he's got short green hair and yellow eyes. What is he *like*? He does not really behave *like* me because I'm quite shy and he is very outgoing. He *likes* meeting people in cool places in the virtual world *like* the cafés.

26 *after/before/while + -ing*

Page 19, Exercise 4

After leaving the church, we went to the hotel for the reception. (After we had left the church ...)

Before having lunch, we listened to a speech by the best man. (Before we had lunch ...)

While walking back to the hotel there was a big storm. (While we were walking ...)

27 An informal email

Page 19, Exercise 5

Key
informal style
story linkers

introduction

Hi Andy,

How's it going? I've just come back from my sister's wedding. It was really **COOL!!!!!!**

before the event

It was in **some kind of** Scottish castle and we arrived late the night **before**. The next day, **after** having breakfast, we went out for a walk **and then** we got changed for the ceremony.

the event

Before going into the church, my dad took lots of photos. **During** the ceremony, Fred's mobile **suddenly** went off and everyone looked at him. **Afterwards**, we had a big lunch with **lots of** speeches and **later** some Scottish dancing. **While** dancing, I met this **AMAZING** girl called Sophie and we **immediately** got on well and talked **for ages**. **In the end**, I went to bed at 3 a.m.

after the event

The next day, we got the train back to London - **luckily** Sophie was on the same train. I think I'm in love!!!!!! **Anyway**, I'll tell you all about her soon.

Write soon.

All the best,

Keith

28 Short notes/Reason linkers

Page 23, Exercise 7

Key
informal style
reason linkers

Hi everyone,

Am having a party at home on Friday 15 August at eight o'clock to celebrate getting into **UNIVERSITY!!!!** I'm going to make my famous chicken curry. Bring some drinks **in case** we run out. My **mum** can pick you up from the station but tell us beforehand **just in case** she's busy. Hope you can **make it**.

All the best,

Sam

Hi Sam,

Thanks for the invitation. I'm afraid I can't come **as** I'm going to be in London. Hope you have a great time - I'll be **in touch** when I get back.

Take care,

Lucy

Hi Sam,

Thanks for the **invite**. I'd love to come but can I bring **a mate of mine**? It's **because** an old friend is staying with me.

Cheers,

Tim

29 A report

Page 35, Exercises 3 and 7

Key
describing quantities
linking words
useful phrases

Survey of Household Chores

According to various studies, Scottish women still spend much more time on household chores than men. We interviewed just over fifty students at our school to find out about differences between male and female teenagers. Here are the results: Around 8% of boys and only 5% of girls do nothing at home. Most of the students do some household chores. However, none of the students spend more than an hour a day on chores.

More girls than boys do chores at home except for mowing the lawn, taking out the rubbish and walking the dog.

Over 80% of girls and boys make their beds and tidy their rooms.

Only about 20% of boys and around 30% of girls cook meals at home.

Under 20% of girls and just under 15% of boys sometimes iron their clothes.

To sum up, girls do more housework than boys although all of the students at our school have the same amount of homework and free time. This is probably because some of the parents treat girls unfairly and expect them to do more housework than their brothers.

background/
reasons for
survey

results

conclusions

30 Short notes/Verb patterns

Page 39, Exercise 7

Hi Fred,

My girlfriend wants me to go to the fancy dress as Elvis Presley on Saturday because I've made her go as Greta Garbo! I need someone to lend me a leather jacket. Do you think I could borrow your nice black one? We're about the same size. I'll help you fix your computer.

All the best,

Sam

situation

request

offer

31 Addition linkers

Page 51, Exercise 4

Linking nouns

The plot is full of both action and drama.

There plot is not only full of action but also of drama.

The plot is full of action as well as drama.

Linking adjectives

Jane is not only kind and sensitive but also intelligent.

Jane is both kind and sensitive and intelligent.

Jane is kind and sensitive as well as intelligent.

32 A book review

Page 51, Exercise 6

Key
linking expressions
useful expressions

Jane Eyre was written by Charlotte Bronte in 1847, is set in 19th century England and is partly autobiographical. It was successful when it came out and since then many films have been made of the book.

introduction/
background

The story is about the life of Jane Eyre, whose parents die when she is young and who is later sent away to a horrible school. After leaving school, she goes to work in a big house, where she falls in love with the owner, Edward Rochester. They are going to get married when she finds out a terrible secret.

description of
the plot

The plot is full of both action and drama and the two main characters are brilliant. Edward Rochester is an experienced man though he is rather selfish. Jane is not only kind and sensitive but also intelligent. Although she is poor, she fights to be independent. *Jane Eyre* has become one of the most important books in English literature as well as important reading for modern feminists.

character
and plot

To sum up, the book is the fascinating story of one woman's life and her great love. If you like great literature, I would definitely recommend reading this classic story.

conclusion and
recommendation

33 Short holiday emails/Prepositions + -ing forms

Page 55, Exercise 7

Key
verb patterns
informal style

Hi Simon,

Thanks for sending me an invitation to your party on Facebook. It looks great!!!!

introduction

I was a bit worried about coming to London but I'm really enjoying it. At the weekend, we were on a boat trip down the Thames when there was an accident - I was scared stiff of falling in but we got back without having any problems. Yesterday, we went to the Science Museum. I was a bit tired of looking at stuff about energy until we got to the 3-D cinema. Tomorrow, we're going to Cambridge and I'm really interested in going on the river in a boat which people say is really cool.

news about
holiday

Well, I must go now. I've got to get changed before going out.

reason to finish

See you next week.

Take care,

Lucy

Other examples of prepositions + -ing forms:

After arriving at the airport, we took a taxi to the centre.

I'm sorry for forgetting your birthday.

I'm good at playing football.

I'm unhappy about failing the exam.

I'm bad at doing maths.

34 Cause linkers

Page 67, Exercise 4

As the airline delayed our flight, the journey took twenty hours. (as + subject + verb)
*The journey took twenty hours **because** the airline delayed the flight.* (because + subject + verb)
***Because of** the airline delay, the journey took twenty hours.* (because of + noun)
*The journey took twenty hours **due to** the airline delay.* (due to + noun)

35 A personal letter

Page 67, Exercise 7

Key
 informal expressions
 cause linkers

Hi Tom,

Thanks for your letter. I was really pleased to hear about your great holiday!

Must tell you about my holiday last month at the Superb Hotel! Fun Tours organised everything but it was AWFUL!

First of all, **as** the tour bus had mechanical problems, the trip took over ten hours, which was twice as long as we thought. And then, when we finally arrived, tired and hungry, there was no food at the hotel! Can you imagine? But that wasn't all - I **couldn't** sleep at all **because of** the cockroaches in our room! And there was no en-suite bathroom and **due to** that I fell over one night because I had to walk down the corridor to the bathroom and it was so dark! **Because** breakfast was just some fruit, I felt hungry all morning! **And the hotel staff weren't helpful at all**, sometimes they were quite rude.

Have you ever had an awful holiday? Why didn't you like it? Did you complain to the travel agency and what was their reaction?

All the best

Nick

reference to
letter received

reason for
writing

body of the
letter

what you want
to know

36 Examples linkers

Page 71, Exercise 6

*There are lots of extra-curricular activities at our school **like** debating, sport and music.*
*There are lots of extra-curricular activities at our school **such as** debating, sport and music.*
*There are lots of extra-curricular activities at our school. **For example**, there is debating, sport and music.*
*At A level, you can study subjects **like** business studies and psychology.*
*At A level, you can study subjects **such as** business studies and psychology.*
*At A level, you can study different subjects. **For example**, you can do business studies and psychology.*

37 Purpose linkers

Page 83, Exercise 3

+ infinitive (to/in order to)

*I am writing **to** ask for information about the job.*
*I am interested in doing the job **in order to** get experience with computers.*

+ modal (can/could)

*I would like to do the job **so that** I **can** practise my English.*
*I wanted to do the job **so that** I **could** practise my English.*

+ noun (for)

*I would like to do the job **for** the work experience.*
*I am only doing this job **for** the money.*

38 A job application letter

Page 83, Exercise 5

Key
formal expressions
linkers

Dear Sir/Madam,

I am writing to apply for the position of part-time shop assistant at your computer shop advertised in the *Ashford Journal* last week.

I am in my first year at sixth-form college and I will be doing my A levels next year (maths, physics and ICT). As well as studying ICT at school, I have done courses in computer programming and I can repair computers. I know all the latest models of computers and I can also speak some French. In the last two years, I have often worked in my uncle's clothes shop on Saturday mornings and because of that I have plenty of experience in dealing with customers.

I am interested in working for your shop in order to get more experience and I can also develop my computer skills. I would also like to do the job for fun as I love computers.

I look forward to hearing from you.

Yours faithfully,

Tom Jones

reason
for writing

relevant
qualifications
and experience

reasons for
wanting the job

formal ending

39 Contrast linkers

Page 87, Exercise 8

although + subject + verb

Although the plot is weak, it links together the songs in the musical.

The plot is weak **although** it links together the songs in the musical.

however links two sentences

The plot of the musical is weak. **However**, it links together the songs in the musical.

despite + -ing forms/nouns

Despite being weak, the plot links together the songs in the musical.

The plot links together the songs in the musical, **despite** being weak.

The musical is good **despite** the weak plot.

Despite the weak plot, the musical is good.

Key
advantages/
disadvantages
linking expressions

40 An opinion essay

Page 99, Exercise 5

The television is a machine which transmits moving images and sound using radio waves. It was developed in the early 20th century in various countries such as Germany, the United Kingdom and the USA. It is very popular nowadays and some programmes, like football World Cup finals, get several hundred viewers. However, there is still debate about the pros and cons of television.

On the one hand, television news programmes help us to see what is happening around the world. Other benefits of TV are educational and there are many documentaries about nature and science. As well as that, television is good for people who live on their own or who have mobility problems.

On the other hand, television has its drawbacks. According to some experts, we watch too much television and in the UK three hours a day is the average. Too much TV can affect our social lives and have bad effects on our health because we do not do enough exercise. Other critics are against reality shows and say that there is too much sex and violence on TV.

To sum up, the television has been a very successful invention although, in my opinion, we should not watch too much because of its negative impact on our health.

introduction
basic
information

advantages/
reasons for

disadvantages/
reasons against

conclusions

Speaking

41 Agreeing and disagreeing (1)

Page 11, Exercise 9

- A: I think punks look a bit silly.
 B: So do I.
 C: I don't. I think they're quite cool.
 A: I don't think piercings look very nice.
 B: Me neither. They're horrible!
 A: I don't like heavy metal.
 B: Neither do I. It's too loud.
 C: I do. I think it's great!
 A: I love clothes with designer labels.
 B: Me, too. But they're so expensive.
 A: I'm not into tattoos.
 B: Neither am I.
 C: I am. I'd like to have one.
 A: I'm really into hip hop and rap.
 B: So am I.
 C: I'm not. I prefer rock.

42 Telling stories

Page 20, Exercise 3

- A: Well, it happened the other day. I'd just finished classes and I was riding my bike down the street.
 B: And then?
 A: And suddenly, I saw these two guys. An old guy, and a young guy in jeans with a knife.
 B: Wow!
 A: So anyway, then I went towards the mugger. The mugger started to run. So the next thing I did was to use my judo and get him on the ground.
 B: Yeah? Really?
 A: But then, the old guy was angry. When I turned round, I saw a film crew.
 B: Oh, no!
 A: Well anyway, I felt really terrible. But after that ...
 B: What?
 A: After that, the director came over to talk to me.
 B: And?
 A: Eventually everything was fine. The director invited me to watch the filming and meet the actors afterwards!
 B: No! He didn't!
 A: Yes! I'm going to have dinner with them.
 B: Wow! Amazing!
 A: Yeah, it is, isn't it? It was the weirdest thing that's ever happened to me.

43 Preparation strategies

Page 20, Exercise 6, Stage 2

- First, choose an event to talk about.
- Write short notes about what you want to say. Write notes to answer these questions:
 - When and where did it happen?
 - What had you just done?
 - What were you doing?
 - What suddenly happened?
 - What did you do?
 - What happened in the end?
 - How did you feel?
- When writing notes, don't try to translate directly from your own language. If you don't know the vocabulary or the grammar, don't try to say it or say it in a simpler way.
- Use your notes to practise. It can be useful to record yourself and listen to yourself. Get a friend or member of your family to listen to you, too!

44 Eating out

Page 27, Exercise 8

- A: Good evening, a table for one, please.
 B: Good evening, *sir/madam*. Have you got a reservation?
 A: No, I'm afraid I haven't.
 B: Would you mind waiting for a couple of minutes, please?
 A: All right.
 B: Can I take your coat?
 A: Thank you.
 A: Could I have the menu, please?
 B: Certainly, *sir/madam*. I'm afraid we're out of chicken.
 A: Could you bring me a large bottle of mineral water, please?
 B: Of course, *sir/madam*.
 B: Are you ready to order?
 A: Yes, I'd like the tomato soup for a starter, please. And steak for the main course.
 B: Right, *sir/madam*. And how would you like your steak: rare, medium or well-done?
 A: Rare, please.
 B: Would you like dessert?
 A: I'll have some apple pie, please.
 B: Right, *sir/madam*.
 A: Could you bring me the bill, please?
 B: Of course, *sir/madam*. Would you like to pay in cash or by credit card?
 A: Cash, please. Thank you very much.
 B: Not at all, *sir/madam*. We look forward to seeing you again.

45 Dealing with mistakes

Page 36, Exercise 3

- If you know you have made a simple mistake, correct yourself. Use expressions like: *I mean ...*, *Sorry ...* and say the sentence or expression correctly.
- If you think something might be wrong, ask about it. (e.g. *Is that correct? Is that right? Do you say it like that?*)
- If you are really not sure, carry on speaking. Don't worry too much. The most important thing is to communicate.
- If the other person does not understand you, try to say it in a different way. (*I mean ...*, *What I mean is ...*)
- Write down a list of your most common mistakes with their corrections. Try to remember the correct form.

46 Asking about accommodation/Making offers

Page 36, Exercises 4 and 8

- A: Good evening. Can I help you?
B: Yes, please.
A: Do you want a hand with your luggage?
B: It's okay, thanks. I've got a reservation for one room for two nights. Here's my passport. Shall I give you my credit card, too?
A: Thanks. You've got a reservation for one single room with en-suite bathroom. That's £50 a night.
B: Fine. Is breakfast included in the price?
A: No, it's £6 and it's served in the cafe from 7.00 until 10.00 in the morning.
B: What about the internet? How much does it cost?
A: There's wi-fi in most of the hostel. It's free. And there's a common room with a TV lounge and games area. Would you like me to show you around the hostel?
B: That's kind of you, thanks. Maybe later. What time do we have to be back in the hostel?
A: The reception's open twenty-four hours a day. I'll give you a map of the area, if you like.
B: Yes, please.
A: Let me show you some good places to go on the map.
B: Okay, great. Thanks.

47 Complaining and apologising

Page 43, Exercise 11

- A: Good morning. Can I help you?
B: Yes, you can. I'd like to make a complaint about these jeans I bought at this shop last week.
A: Right. What's the problem, exactly?
B: Well, the problem is that the jeans are torn here and I didn't do it. The jeans have also shrunk and lost shape. The colours have faded, too.
A: I'm very sorry about that. Have you got a receipt?
B: Yes, I have. Here's the receipt.
A: It says here you shouldn't put it in the washing machine. Did you follow the instructions for washing it?
B: Yes, I did.
A: Well, I'm sorry about that.
B: Right, but what are you going to do about it? I'd like a complete refund, please.
A: Well, okay, I'll give you a full refund.
B: Thank you. I'd like the refund in cash, please.
A: Right. Here you are. And I'm sorry for causing you all this trouble.
B: Never mind. That's all right.

48 Talking about photos

Page 52, Exercises 3 and 6

- Speculation:** He must be in his early or mid forties. He's probably from a European country. It might be Germany. He may have done something brave.
Vague language: He's wearing a kind of uniform. It might be a policeman's or something like that. He looks a nice sort of person.
Photo: In the background, you can see three or four more people. Behind the policeman, on the left of the photo, there is a notice board.
Additions: You can see them clearly, the people I mean. He'd be interesting to meet, I think.

49 How to keep talking (strategies)

Page 52, Exercise 6, Stage 2

- When you are talking, don't try to use long, complex sentences. Use short chunks that you can add on to: *She looks nice. Very kind, I think.*
- When you don't know a word in English, don't stop speaking but use these strategies to continue talking:
 - Try to make a word from your language 'sound English': *I've got a 'camera video' (video camera).*
 - Use vague language to describe the word: *a sort of school, a kind of school, a school or something like that.*
 - Use gestures and sounds to describe the word, e.g. *a kind of scarf.*
 - Where possible, describe it in words: *It's a scarf which a lot of women wear on their heads in some countries.*

- When you're not sure that the other person understands you, try to clarify: *It seems poor, the place I mean.*

50 Asking for and giving information

Page 59, Exercise 8

- A: Excuse me? **Could you give me some information about** the town, please?
- B: Of course. What would you like to know?
- A: **I'd like information about** outdoor activities, please. What activities do you recommend?
- B: We've got brochures about different activities here. You can go sailing or canoeing on the loch.
- A: Sorry. **What does 'loch' mean?**
- B: It's a lake or a closed part of the sea.
- A: Thanks. **Could you tell me about high lining,** please? **Do you know where I can do that?**
- B: I'm sorry, **what is high lining exactly?**
- A: It's walking across a canyon on a wire. **Have you got any information about it, please?**
- B: **Well, I'm afraid I can't help you.** But, here's the number of the local outdoor centre. I'm sure they can help.
- A: **Can you tell me where it is, please?**
- B: **No problem.** It's down the street next to the park.
- A: **Thanks for your help.**
- B: **Not at all.** Enjoy your stay here.

51 Agreeing and disagreeing (2)

Page 68, Exercise 3

- A: I think speed cameras are a good thing. **Don't you think so?**
- B: **Yes, I do.** They reduce speed and save lives.
- C: I **don't.** The police just use them to get money.
- A: Road humps are useful, **aren't they?**
- B: **No, they aren't.** They are bad for cars.
- C: **Yes, they are.** They stop accidents.
- A: I think it would be good to build a new motorway, **don't you?**
- B: **Yes, I think so, too.** It would reduce the traffic jams.
- C: **No, I don't think so.** Motorways just create more traffic.
- A: Cars produce CO₂ emissions and they cause climate change. **Don't you agree?**
- B: **Yes, I do.** We should reduce them.
- C: **No, I don't.** I don't think the climate's changing.
- A: I **don't think** the buses are very good.
- B: **Neither do I.** They're always late.
- C: I **do.** They're very cheap.
- A: I **think** bikes are better than cars.
- B: **So do I.** They're much healthier for people.
- C: I **don't.** They're more dangerous.

52 Talking about visual material

Page 68, Exercise 6, Stage 1

- Look at the visual material (e.g. photos, headlines, captions, short extracts, adverts, notices, graphs, etc.).
- Make a list of useful words and expressions linked to the topic (e.g. *commuters, bus lanes, congestion charge*).
- For each item think about these things:
 - where it might be from (e.g. a teenage magazine)
 - if it gives you facts or opinions
 - how the topic relates to you personally (e.g. your journeys to school and back)
 - your opinions on the topic (e.g. Do you think bike lanes are useful? Are you in favour of speed cameras?)
- Think about questions someone might ask you about the material and your possible answers.

53 Asking for permission

Page 75, Exercise 8

FORMAL:

- A: **Excuse me,** Mr Smith? **Could I possibly have a word with you, please?**
- B: Hello, Joanna. What is it?
- A: You see, **I've got problems with** my project.
- B: And what's the problem?
- A: Well, I won't be able to finish it by Monday. **Would it be all right if I handed it in on Wednesday?**
- B: **Yes, you can do that,** Joanna.
- A: **By the way,** Mr Smith. **Just one more thing.** **Would it be okay if I used some photos of my own?**
- B: **Of course you can.** That's a good idea. Now, I'm sorry, I really must be going.
- A: Thanks a lot.

INFORMAL:

- A: **Hey, Tim! I need to speak to you.**
- B: What, Suzie? I'm in a hurry.
- A: **Can I borrow** your copy of *Lorna Doone*? I've lost mine and we've got to write a review of it.
- B: **Sorry,** Suzie, I'm really busy. Can't you buy another one?
- A: **Oh come on,** Tim. **Can I drop round and pick it up?** I can come this evening.
- B: We'll all be out. **Sorry,** Suzie.
- A: Well, what about tomorrow evening?
- B: **Oh, all right.** At about 6.00. Look, I've got to go. I've got football in ten minutes.

54 Polite requests (indirect questions)

Page 84, Exercise 5

- A: Is it okay if I take notes?
 B: Of course. **Could you tell me why** you're interested in the job in our computer shop?
 A: Well, I'd really like to work with computers. I've always loved them.
 B: **Could you tell me what** experience you've got with computers?
 A: I'm doing ICT at school and I've done two courses in programming. I've also repaired several computers for family and friends. I'm good with machines.
 B: **Can you say what** models of computers to recommend to customers?
 A: Well, that depends on what they are going to use them for and how much money they have to spend. **Do you mind if I ask a question?**
 B: **Of course not. Go ahead.**
 A: **Could you tell me how much** you pay?
 B: £10 an hour.
 A: **Do you think I could** look around the shop, please? I'd like to see the latest computers you've got.
 B: Of course. Right, we'll get in touch with you this week.
 A: Thank you, Ms Jones. I look forward to hearing from you.

55 Gaining time

Page 84, Exercise 8, Stage 3

- When you are speaking in English, you need time to think about what you are going to say, especially in difficult situations like interviews.
- Use hesitation words and expressions: *Mm; Well ... ; You know; I mean; You see; You see what I mean.; Actually; Of course.*
- Repeat the questions you are asked: *What qualifications have I got? Well, I ... ; Experience? First, I ...*
- Do not try to answer a question immediately:
 A: *Why do you want the job?* B: *Well, I would like the job for various reasons. First, I'm interested in computers. Second, I would like ...*
- Do not try to use long or complicated sentences. You do not always need to answer with full sentences: A: *How many A levels have you got?* B: *Three. I've got three. In ICT, maths and science.*

56 Opinions: Reasons and examples

Page 91, Exercise 8



*In my opinion, Starry Night by Van Gogh is very interesting **because of** the way it is painted.*

*The **main reason I like it is that** the colours are lovely.*

***For example,** I like the contrast between the yellow stars with the blue sky and the black tree on the left of the picture.*

***Another example** is the orange and yellow Moon which you can see on the right.*

***Another reason I like it is that** it is full of movement.*

*You can see movement everywhere, **like** the tree which is moving like a dancer or the clouds in the sky.*

Personally, I think Van Gogh is one of the best painters ever.

***The reason for that is that** he saw the world differently from other people.*

***Take his picture, Starry Night, for example,** which is very original because of the colours and patterns.*

57 Giving presentations

Page 100, Exercises 5 and 7

Key

linking expressions to
organise presentation
correction/clarification
other linkers

As you can see from the picture, **today we're going to talk about** television.

introduce topic

First of all, let's look at the invent of the TV. **Sorry, I mean** its invention. Various scientists developed it, **for example** Gottlieb, Rosing and Baird.

basic information

So, the next question is when did people start actually watching television?
What I mean is when did people have TVs to watch?

history/
background

Now let's look at programmes. **To start with**, programmes were like those on the radio. Then game shows started to appear. **In the last few years**, there have been more and more reality programmes.

That brings us to the debate about TV. Some people say it has a lot of **advantage**... **advantages**. **But** there are a lot of disadvantages, **too**. **First**, it is easy to watch too much. **Because of that**, people don't get out. There is also too much advertising, **especially** for children. Finally, a lot of people criticise reality shows.

pros and
cons

So, to sum up, TV is still important. **But** we think it's going to be less important this century.

conclusion

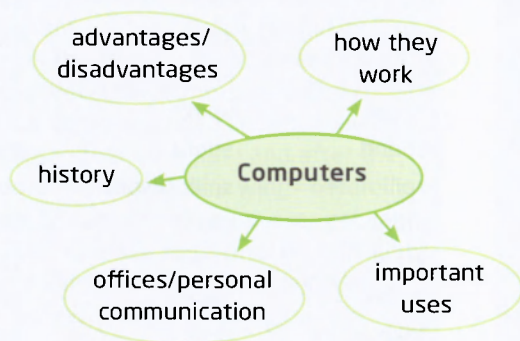
Thanks very much for listening to us. Has anybody got any questions?

ask for
questions

58 Preparing presentations

Page 100, Exercise 7, Stage 2

- First, decide on the topic and write it down on a piece of paper. Create a network and write down the possible areas to talk about.



- Add useful information to the network that you know.
- Then think of four or five more questions to ask about the subject (see Skills Builder 8 – Asking questions before listening). Example: *When were computers invented?*
- If you are working with a partner, divide up questions to answer.
- Use a search engine like Google to find three or four useful websites in English.
- Evaluate them: **a** easy to understand **b** clear information **c** useful pictures
- Write notes to answer your questions. Do not write down more information than you need. Check important facts on more than one website.
- Organise your notes into a clear order (see Skills Builder 56 – Giving presentations). Example: basic information/history/use/pros and cons. Do not write out the presentation.
- Find visual aids to help you: slides, photos, diagrams, etc.
- Practise giving your presentation by yourself or with your partner. Go through it again just before you are going to give it.

IRREGULAR VERBS

Infinitive	2 nd Form (Past Simple)	3 rd Form (Past Participle)
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left

Infinitive	2 nd Form (Past Simple)	3 rd Form (Past Participle)
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

STUDENT A

M4, Topic Talk, Exercise 1

A Korowai Tree House (Papua in Indonesia)

The Korowai people live in a remote area of Papua. They build tree houses when they have problems with their neighbours. The tree houses can be up to 50 metres high and family groups live in them.

The Walking House (Denmark)

It was designed by a group of Danish artists in 2008. It 'walks' at the speed of 60 metres an hour and has solar panels. It is 3.5 metres high and is designed for one or two people.

A Houseboat (Amsterdam, the Netherlands)

There are houseboats all over the world but those in Amsterdam are some of the most famous. 2400 families live in houseboats on the canals of the city. In Amsterdam, there are houseboat hotels and even a flower market on houseboats.

M6, Speaking Workshop 3, Exercise 7

'Sully' Sullenberger is a 57-year-old American pilot. After leaving school he joined the United States Air Force for several years before becoming a commercial pilot for US Airways. He is an international expert on airline safety. On 15 January 2009, Sully had to put into practice all his knowledge and experience to save his aeroplane, an Airbus 320. Soon after leaving La Guardia airport, New York, large numbers of birds disabled the engines of Flight 1549. Air traffic controllers advised him to land at the nearest airport but Sully knew that he would not get to an airport and wanted to avoid a disaster in the highly populated area of Manhattan. He decided to land the aeroplane on the Hudson River, an extremely dangerous procedure. Because of the skill of Sully and his co-pilot, the aeroplane landed successfully on the river. All 155 passengers were safe and after the landing went out onto the aeroplane's wings before rescue boats arrived. Sully checked the passenger cabin twice and was the last to leave the plane. He was given various medals and awards for his bravery and skill in avoiding a terrible accident.

M7, Lesson 19, Exercise 1

Activity	Fatalities per million participants
smoking	3000
climbing	567
parachuting	269
scuba diving	43.8
car travel	19.9
cycling	16.5
football	0.12

M8, Lesson 23, Exercise 8

Take turns to describe the picture.

There is a man wearing red clothes.



STUDENT B

M7, Lesson 19, Exercise 3

- 1 You'll learn a lot while having lots of fun. *Opinion*
- 2 You exit the plane at approximately 30,000 feet.
- 3 It is amazing value.
- 4 According to Shark Attack File, you are more likely to be killed by other animals like dogs.
- 5 Diving with us is as easy as snorkelling.
- 6 Our shark dive adventures use protected cages and special snorkel-like equipment to provide air.

M8, Lesson 23, Exercise 8

Take turns to describe the picture.

There is a man wearing blue clothes.



M8, Writing Workshop 4, Exercise 1

Animals that exist:

- Kinkajous (honey bears): live in Central and South America and spend most of their time in trees
- Giant octopuses: live in the Pacific and can weigh up to 70 kilos

Animals that don't exist:

- Flying penguin (penguins can't fly)
- Giant hamsters (though there is a large animal called the capybara which looks a bit like a giant hamster)
- Pink and yellow shark (though there is a rare shark called the goblin shark which is pink)

M9, Topic Talk, Exercise 2

Education in England and Wales:

- Number of subjects studied from the age of 14 to 16: between 8-10
- Number of subjects studied from the age of 16 to 18: between 3-4
- Public exams at the age of 16: GCSEs
- School-leaving exams (at the age of 18): A levels

M10, Writing Workshop 5, Exercise 5

Job adverts

Waiters/waitresses are needed for July and August at our new Fast 'n' Easy restaurant. Good conditions and pay. Contact Ms June Cordell at ...

Tiverton Amusement Park are looking for students to work in the summer (cleaning/ticket sales/helping with children). Contact ...

M12, Topic Talk, Exercise 1

Inventions: abacus (190 AD), aspirin (1899), battery (1800), bicycle (1861), button (1235), camera (1826), compass (1190), fridge (1235), gun (14th Century), light bulb (1848), match (1826), microchip (1958), mobile phone (1947), paper (105 AD), Computer (1977), penicillin (1928), internet (1969), wheel (3500 BC), zip (1913)

WORD LIST

Module 1

Page 5

National identity

climate	The climate in Mexico is hot and dry.
country	How many countries are there in Europe?
flag	The French flag has blue, white, and red stripes.
food	We went to the supermarket to buy food.
landscape	The landscape looks completely different when it snows.
language	She speaks three languages, including Japanese.
lifestyle	Children who grow up on farms have an outdoor lifestyle.
national	4 July is a national holiday in the United States.
national anthem	The crowd sang their national anthem before the match started.
landmark	The Empire State Building is a famous landmark in New York.
sports team	It is one the top sports teams in the country.
traditional	The restaurant serves traditional Italian food.
costume	The villagers were dressed in traditional national costume.
wildlife	We saw a lot of wildlife, including bears and wolves.

Adjectives describing people

adventurous	Adventurous people like travelling and extreme sports.
creative	My sister is very creative and makes her own jewellery.
easy-going	My boss is easy-going and very friendly.
energetic	Small children are energetic and enjoy running around.
hard-working	He's a hard-working teacher who puts in a lot of effort.
idealistic	As an idealistic young man, he wanted to change the world.
independent	My grandmother still lives alone and is very independent.
laid-back	She seems very laid-back about her exams.
nationalistic	He is nationalistic about the importance of his country.
outdoor	He likes hiking and other outdoor activities.
outgoing	Everyone likes him because he is so outgoing and friendly.
passionate	He is passionate about football and plays every week.
practical	He's a practical person even when he's in a difficult situation.

proud	I was proud of my son when he became a doctor.
rebellious	Karl was very rebellious and wouldn't follow the rules.
romantic	My boyfriend is very romantic and often buys me flowers.
shy	She is very shy and doesn't have many friends.
sporty	I was quite sporty at school and played for the football team.
untidy	Why is your bedroom always so untidy?

Fashion

badge	The police officer was wearing a badge on his uniform
baggy	He feels more comfortable wearing a baggy T-shirt and jeans.
designer label	I cannot afford to buy expensive designer labels.
logo	The company logo appears on its letters.
tattoo	She has a tattoo of a rose on her ankle.
piercing	Did it hurt to have a body piercing?
family roots	He's from New York but has family roots in Russia.
nature	We grew up in the countryside surrounded by nature.
punk	I was in my bedroom listening to punk music.
rugby	I got injured playing rugby.
skateboarding	Skateboarding is very popular with all my friends.
skater	The skaters often meet up at the skatepark.
urban tribe	Urban tribes consist of young people who wear the same clothes and do the same things.
goth	My brother was a goth and always wore black clothes.
identity	Irish people have a strong sense of national identity.
keen	She seemed keen to sport and dancing.

Page 10-11

Tribes

geek	He is a computer geek who spends all day on the internet.
goth	When I was a goth, I died my hair black.
metal head	Metal heads love bands like Led Zeppelin.
punk	A group of punks with spiky hair and leather jackets arrived.
skater	The skate park was full of skaters and skateboarders.
trendie	This part of London is very popular with young trendies.
baggy	He prefers wearing a baggy T-shirt and jeans.

chain She wore a gold chain around her neck.
piercing Does it hurt to get a body piercing?
shaved Many of the soldiers had shaved heads.

Module 2

Page 13

Personal/family events

anniversary They are celebrating their wedding anniversary.
birth Congratulations on the birth of your daughter.
celebrate The team celebrated winning the game.
death After her husband's death, she lived alone.
funeral I was too upset to go to my aunt's funeral.
wedding I haven't been invited to their wedding.

Sporting events

championship An English tennis player won the championship.
cheer Fans cheered as the players ran onto the field.
crowd There was a crowd of people waiting for the bus.
cup final The FA cup final is played at Wembley.
goal Russia scored three goals in sixteen minutes.
medal He won an Olympic gold medal for the 100 metres hurdles.
prize She won first prize in a poetry competition.
race Twelve people took part in the race.
score Jim scored the winning goal in the last minute of the game.
trophy Stella won the Rosebowl Trophy for best young singer.

Accidents

crash There was a bad car crash on the motorway.
fire The village was completely destroyed by fire.
nuclear The accident at Chernobyl was the worst ever nuclear disaster.
disaster

Politics

election Felicia won the election with more votes than Ben.
terrorist Hundreds were killed or injured in the terrorist attack.
attack
war Many families have been homeless since the war.

Natural disasters

earthquake The earthquake destroyed large parts of the city.
flood Some of the farmer's animals were killed in the floods.

forest fire The forest fires was started by a barbeque.
storm The storm blew down a tree outside our house.

barbeque We cooked some meat on the barbeque.
collect Can you collect all the books and put them on my desk?
earliest Going to a football match is one of my earliest memories.
event He could never forget the events that took place.
hug The players were hugging each other and celebrating.
laugh We couldn't stop laughing at his jokes.
memory She has a good memory for names.
occasion I went there on several occasions.
party I'm having a party to celebrate my birthday.
sing The lady was singing a song softly to her baby.
strongest Love is the strongest emotion.
wild The crowd went wild when she appeared on stage.

Module 3

Page 21

delicious This soup is delicious - can I have some more?
disgusting This medicine tastes disgusting!
dish Lasagna is a well-known Italian dish.
good/bad Potatoes are good for you but chips are bad for you.
for you
healthy Fruit and vegetables are healthy foods.
kangaroo The kangaroos were resting in the shade of the tree.
meal Would you like to come to our place on Sunday for a meal?
rat Rats carry disease.
snail In France, people eat snails.
taste The mushrooms tasted really disgusting.
taste I don't like the taste of fish.
unhealthy The problems are the result of her unhealthy diet.

Types of food

cereal I had a bowl of cereal for breakfast.
dairy product You must keep dairy products such as milk in the fridge.
fast I lived on fast food when I was at college.
fattening Try to avoid fattening foods like chocolate.
fish We had fish cooked with onions and tomatoes.
fresh I eat plenty of fresh fruit.
fruit Bananas are my favourite fruit.
home-made I prefer home-made ice cream to ice cream you buy in a store.

meat	I'm a vegetarian so I don't eat meat.
organic	The farm grows organic vegetables.
seafood	I don't eat fish because I don't like seafood.
vegetable	It's important to eat plenty of fresh vegetables.
vegetarian	Vegetarian food does not contain meat.

Health

calorie	Don't eat high-calorie food if you're trying to lose weight.
carbohydrate	Bread and rice contain a lot of carbohydrates.
fat	Doctors tell us we should eat less fat.
fibre	Try to eat foods that are high in fibre.
mineral	Fish is a good source of vitamins and minerals.
protein	Eggs contain a lot of protein.
salt	This sauce needs more salt.
sugar	Do you want sugar in your tea?
vitamin	Oranges contain a lot of vitamin C.

Dish

apple pie	I think I'll have another slice of apple pie.
bacon and eggs	Do you want bacon and eggs for breakfast?
beef	Roast beef sandwiches are my favourite.
boiled	Dinner was usually meat and boiled vegetables.
cake	I have made a chocolate cake for dessert.
chicken	Would you like a chicken sandwich?
chip butty	I had a chip butty for lunch.
chocolate	Can I have another piece of chocolate?
curry	I don't like spicy food like curry.
dark chocolate	I like most flavours but dark chocolate
ice cream	ice cream is my favourite.
egg	I had a boiled egg and toast for breakfast.
fish and chips	We sat on a bench to eat our fish and chips.
fried	I put some fried onions on my burger.
grilled	Grilled bacon contains less fat than fried bacon.
omelette	I had a cheese omelette for lunch.
roast	We had roast beef for Sunday dinner.
steak	I'll have the grilled beef steak, please.

Taste

bitter	The leaves taste quite bitter.
sour	The apple pie was sour so I added some sugar.
spicy	Some curries are very spicy and very hot.
sweet	Chocolate sauce is very sweet.

Texture

creamy	This soup is lovely and creamy.
crispy	I like my bacon crispy.

crunchy	I prefer apples that are nice and crunchy.
smooth	The cheese sauce was very smooth.
soft	The meat had a lovely soft texture.

Pages 26-27

Places to eat out

cafe	We had a cup of tea in a cafe near the lake.
coffeehouse	We stopped at a coffeehouse for a drink.
fast-food bar	The High Street is full of fast food bars.
fish	I went to a fish restaurant on my birthday.
Indian	Would you like to go out to an Indian restaurant?
Japanese	I love Japanese restaurants, especially sushi bars.
pizzeria	Paola owns a pizzeria in Covent Garden.
seafood	Boston is famous for its seafood restaurants.
self-service	We chose our own food at the self-service restaurant.
take-away	I ordered chow mein from the Chinese take-away.
Thai	Thai restaurants are my favourite.
vegetarian	The vegetarian restaurant does not serve meat.

Courses

dessert	For dessert we had apple pie and ice cream.
first course	I had soup as a first course.
main course	The waiter asked us what we wanted as the main course.
starter	We had soup as a starter, followed by steak.

Actions

bill	He checked the bill and paid using his credit card.
book	He booked a table at the restaurant for eight o'clock.
cash	I haven't got much cash. Can I pay by cheque?
credit card	You can pay by cash or by credit card.
menu	I looked at the menu and ordered a hamburger.
order	The waiter asked us if we were ready to order.
pay	You pay over there at the till.
tip	Did you leave a tip for the waiter?

Module 4

Page 29

Types of houses

apartment	I live in a two-bedroom apartment on the second floor.
bedroom	My parents live in a big house with five bedrooms.

bungalow	They moved to a small bungalow near the coast.
camper van	We set off to France in an old camper van.
cottage	I always wanted to live in a country cottage.
detached	We plan to sell our flat and buy a detached house.
dream	My dream house would be near the ocean.
flat	They're moving to a new flat in the city centre.
hut	The local people live in huts in the forest.
motor home	We toured around Europe in a motor home.
semi-detached	It was a nice semi-detached house on a pleasant street.
terraced	The row of terraced house were all painted the same colour.
two-bedroom	I'm moving to a two-bedroom flat near Regents Park.

Advantages

cosy	This is a really cosy little house in the winter.
quiet	We live on a nice quiet road next to the park.
space	There isn't enough space in our house to have a big party.
view	There is a lovely view of the bay from our bedroom.
warm	It got quite warm in the room when the fire was on.

Features

air-conditioning	You need air-conditioning in the summer.
central heating	The central heating is on all day in the winter.
cupboard	I'm going to clean the kitchen cupboards.
fireplace	The room has an original fireplace but we don't use it.
fitted	The bedroom has fitted cupboards and wardrobes.
games room	The hotel has a games room and a gym.
garden	The kids are playing in the garden.
home cinema	I like watching films so I bought a home cinema system.
lawn	The children were running around outside on the lawn.
pond	We fed the ducks at the pond.
staircase	He carried his bags up the staircase.
terrace	We sat on the terrace and watched the sunset.
wardrobe	I hung my dress in the wardrobe.

Appliances

dishwasher	Please put the dirty dishes in the dishwasher.
------------	--

freezer	There's some ice cream in the freezer.
fridge	Is there any milk in the fridge?
oven	Heat the oven to 200 degrees Celsius.
washing machine	We use the washing machine every day.

Location

busy	The motorway is always busy at rush hour.
centre	The city centre has lots of shops and restaurants.
country	He went to live on a farm in the country.
downtown	I usually take the subway if I am going downtown.
floor	My office is on the third floor.
outskirts	We moved to the outskirts of London because it was cheaper.
quiet	We live on a nice quiet road near the park.
street	Go to the end of the street and turn left.
suburb	I lived in a suburb of New York until I moved to Manhattan.
tube station	His flat is just a short walk from the nearest tube station.
village	I grew up in a small village in Yorkshire.

Module 5

Page 37

Appearances

attractive	His new girlfriend is very attractive.
cute	What a cute kitten.
good-looking	All the girls think Jason is good-looking.
glamorous	People always think that actors have such a glamorous life.
gorgeous	She looked gorgeous in her wedding dress.
handsome	He's a very handsome man, with black hair.
pretty	Alison was sixteen and very pretty.
stunning	He looks absolutely stunning in that suit.
ugly	The witch was an ugly old woman with a long bent nose.
unattractive	He was extremely unattractive, with his long greasy hair.

Build

muscular	All the guys in the gym had big muscular arms.
overweight	You are overweight and should get more exercise.
plump	Dora's not fat, she's just a little plump.
short	Short people are not usually good at basketball.
skinny	She was very skinny at school but now she's really fat.
slim	The dancers were all very slim.

tall	William must be six foot, which is tall for a boy of twelve.
well-built	Basketball players are usually tall and well-built.
Face	
beard	I decided to shave my beard off.
chin	I cut my chin shaving.
ear	She whispered something in his ear.
eye	Her baby has big blue eyes and blond hair.
eyebrow	He raised his eyebrows in surprise.
forehead	Her fringe covers most of her forehead.
freckle	Jenny has red hair and a lot of freckles on her nose.
glasses	Glen's eyesight is now so poor that he has to wear glasses.
lip	Her lips are big and red.
moustache	Do you think I should grow a moustache?
mouth	Her mouth is pretty when she smiles.
smile	"Hello darling," Mum said, with a smile.
tooth	Don't forget to brush your teeth.
wrinkle	She puts a cream on her face that helps prevent wrinkles.

Hair	
blonde	She is very beautiful, with long blonde hair.
brown	He has brown hair and brown eyes.
curly	My son had lovely curly hair when he was a child.
fair	Like her mum, June has blue eyes and fair hair.
grey	My mum's hair started to go grey when she was around fifty.
hair	She washed her face and brushed her hair.
long	She's tall and slim, with long brown hair.
red	I have got red hair but my sister's hair is brown.
short	She has short hair like a boy.
straight	My hair is straight but I wish it was curly.
wavy	Her long, wavy hair covers her shoulders.

Adjectives describing clothes

casual	I wear casual clothes at work, usually jeans and a T-shirt.
colourful	They wore colourful costumes, some silver and others red.
dark	Her hair is very dark, almost black.
designer	Designer clothes look good but they are so expensive.
elegant	Mary wore an elegant dress to the dinner party.
formal	You should always wear formal clothes for a job interview.
good quality	Buy good quality shoes and they will last you a long time.

imaginative	The girls have a lot of imaginative ideas about fashion.
old-fashioned	The clothes from the 1940s look really old-fashioned now.
smart	You should wear a smart suit if you are going to a wedding.

Types of clothes

baseball cap	He likes to wear his baseball cap backwards.
dinner jacket	I had to borrow a dinner jacket to go to the event.
evening dress	The other women were wearing beautiful evening dresses.
jeans	You won't be allowed into a club wearing an old pair of jeans.
leather jacket	He rode a motorbike and wore a black leather jacket.
overcoat	Take your overcoat with you - it's cold.
suit	The train was full of businessmen wearing dark blue suits.
T-shirt	Mike tends to wear jeans and a T-shirt most of the time.

Pages 42-43

Fans

admire	I admire her acting skills.
obsessive	Admiration can lead to obsessive behaviour.
stalker	The stalker followed her everywhere that she went.
super fan	Lily Allen superfans queued for days to get tickets.

Celebrities

abuse	The figures show that alcohol abuse is increasing.
advertise	Do you plan to advertise the product on TV?
alcohol	I didn't drink alcohol until I was eighteen.
drug	He insists that he never takes drugs.
fame	Appearing in the film brought him instant fame.
hard-working	Dylan is a hard-working student who will pass his exams.
healthy	He maintains a healthy lifestyle by exercising regularly.
lifestyle	
negative	I think some rap artists are negative role models for children.
positive	I see myself as a positive role model for young kids.
role model	A father should be a good role model for his sons.
star	He dreamed of becoming a famous film star.
superstar	My guest tonight is Hollywood superstar Tom Cruise.

Mass media

celebrity	There were a lot of TV celebrities at the ceremony.
gossip	I don't believe the celebrity gossip you read in magazines.
journalist	The journalist wants to interview you about the film.
magazine	I bought a magazine to read on the train.
paparazzi	The paparazzi follow her everywhere.
TV talk show	He is the host of a popular TV talk show.
website	For more information about the hotel, visit our website.

Problems with products

box	He put the books in a large cardboard box.
complain	Several people complained about the food.
fade	The dark blue curtains had faded to light blue.
fake	He used a fake ID to get into the building.
guarantee	The laptop has a 12-month guarantee and will be replaced.
instruction	Follow the instructions on how to use the machine.
lose shape	Woollen clothes lose their shape if you wash them often.
receipt	I paid for the bag and the assistant gave me a receipt.
refund	I brought the dress back to the store and asked for a refund.
rip	I felt my trousers rip when I bent down.
scratch	Someone had scratched the car door with a key.
shrink	My dress shrank when I washed it.
tear	I tore my pocket on a nail.

Module 6

Page 45

Biography

aristocratic	She is from a rich aristocratic family.
childhood	I had a happy childhood.
difficult	He had a difficult childhood after his father died.
happy	I was so happy to hear about the birth of your baby.
middle-class	Middle-class families are likely to have two cars.
poor	We were so poor we couldn't afford to heat the house.
privileged	Students from privileged backgrounds study there.
royal	She met Prince Harry and other members of the royal family.
wealthy	Wealthy people can afford to live in big houses.

well-known	We have paintings by well-known artists, including Van Gogh.
working class	He was working-class and worked as a carpenter.

Achievements

army	My brother decided to join the army.
campaign	She campaigned for an end to the war.
child labour	The laws regulating child labour are being ignored.
civil service	I joined the civil service nearly thirty years ago.
colonialism	Gandhi was against British colonialism in India.
demonstration	We took part in the demonstration against the war.
discrimination	The company was found guilty of racial discrimination.
equal rights	Woman started to demand equal rights and equal pay.
fight against	They want to fight against discrimination.
fight for	We are fighting for better pay and working conditions.
freedom of speech	I support his right to freedom of speech even if I don't agree with him.
human rights	The new law goes against human rights.
independence	India got its independence in 1947.
invader	People hated and feared the foreign invaders.
join	Helen has joined a running club to try and get fit.
march	Eve took part in the march against the war.
organise	The school has organized a trip to the seaside.
peace	After twenty years of war, people want peace.
peaceful	The protests were peaceful.
poverty	Millions of people around the world are living in poverty.
protest	He took part in a protest against the budget cuts.
racism	We will not tolerate racism in this organization.
rebellion	There was widespread rebellion and eventually civil war.
slavery	Slavery was abolished in the US after the Civil War.
take part in	Thousands of people took part in the protests.
women's rights	They urged people to campaign for women's rights in Iraq.

Heroes

artist	Salvador Dali was a famous Spanish artist.
--------	--

explorer	Early explorers did not have had any maps to help them.
leader	The issue will be discussed at the meeting of world leaders.
liberator	The soldiers were greeted as liberators.
pioneer	He was a pioneer in the study of African languages.
revolutionary	A group of revolutionaries stormed the embassy.
ruler	He became the ruler of Egypt when he was nine.
scientist	Scientists think that there may be water on the Moon.
soldier	The soldiers wore uniforms and carried heavy guns.
social reformer	Social reformers want to fight poverty.
thinker	He is one of the great thinkers of his age.
writer	Have you always wanted to be a writer?

Module 7

Page 53

Adventure sports

(rock) climbing	You should always go rock climbing with a partner.
backpacking	We plan to go backpacking in America this summer.
BASE jumping	Base jumping is a very dangerous sport.
BMX riding	BMX riding is popular in my town.
boat	They went down the river in a small boat.
camping	My friends and I went camping in France last summer.
canoeing	We plan to go canoeing on the river on Saturday.
caving	Before you go caving, you need to have the right equipment.
cliff	Don't go too near the edge of the cliff.
climb	We tried to climb to the top of the tree.
dive into	Chris dived from the rock into the pool.
extreme skiing	My friend broke his leg when he went extreme skiing.
high lining	High lining is a dangerous balance sport.
hiking	I like to go hiking in the mountains.
horse	I learned to ride a horse when I was quite young.
jump into	He jumped into the lake to cool down.
kayaking	We found a fast river and went kayaking.
motorbike	He was fined for riding a motorbike without a helmet.
mountain	We spent the weekend climbing in the Peak District.
plane	Our plane landed in Chicago just after 6.00.
pool	The river is full of deep pools.
roller coaster	I wanted to go on the roller coaster but Fran was too scared.

sailing	They invited us to go sailing on their yacht.
scuba diving	I had scuba diving lessons on holiday in Turkey.
sea	It was too cold to swim in the sea.
ski jumping	Ski jumping must be so dangerous, I could never do it.
skydiving	He loves the thrill he gets from skydiving.
snorkelling	We went snorkelling on the reef.
snowboarding	Many people would rather go snowboarding than skiing.
surfing	We went surfing every day when we were in Australia.
travel to	We travelled by train to Bangkok.
tree	There are hundreds of trees in the park.
yacht	We plan to sail around the Mediterranean in his yacht.

Positive feelings

awesome	Jumping out of a plane was awesome!
exhilarating	Flying over the Grand Canyon was an exhilarating experience.
great fun	It was great fun to windsurf at the beach.
incredible	Climbing the mountain gave me an incredible thrill.
thrilling	Arsenal beat Spurs 3-2 in a thrilling game.
ultimate thrill	Surfing those huge waves must be the ultimate thrill.

Negative feelings

frightened	Liz has always been frightened of the dark.
petrified	I'm petrified of spiders.
scared	I'm not scared of ghosts, are you?
scared stiff	I was scared stiff at the thought of base jumping.
terrified	He could not swim and was terrified of drowning.

Pages 58-59

Adventure sports

bungee jump	I did a bungee jump off a bridge in Australia.
canoe safari	We went on canoe safari on the Lower Zambezi River.
canyoning	Colorado is a great place for activities like canyoning.
sea kayaking	The men went sea kayaking off the coast of Cornwall.
trekking	Have you ever been trekking in Nepal before?
ultra-light plane	They flew over Victoria Falls in an ultra-light plane.
white-water rafting	We went white-water rafting along a fast river.

zip-line The zip line descends 918 feet, and you travel at nearly 100 mph.

Natural places

canyon The Colorado River flows through the Grand Canyon.
coast We usually go to the coast in the summer.
rapids We passed through white-water rapids in a canoe.
waterfall Water flowed noisily over the top of the waterfall.

Module 8

Page 61

Climate

desert The sand in the desert was very hot during the day.
dry California has a very dry climate.
equatorial Equatorial rainforests are warm and wet all year round.
extreme The extreme weather conditions make daily life difficult.
Mediterranean Spain and Italy have a Mediterranean climate.
mild Spain has quite a mild climate, with very little snow.
semi-desert Few plants can grow in these arid semi-desert conditions.
subtropical Despite the subtropical climate, we felt comfortable.
tropical Plants grow quickly in Queensland's warm tropical climate.
temperate The temperate climate is ideal for growing grapes.
wet It was a wet summer with ten inches of rain.

Landscape

beach We walked along the beach and looked at the ocean.
cliff Don't go near the edge of the cliff.
desert The Sahara Desert is one of the hottest places on Earth.
forest In this forest, there aren't any paths through the trees.
hill Their house is on a hill above the sea.
lake They live in a houseboat near Lake Michigan.
marsh The plant grows in wet areas such as marshes and ponds.
mountain We spent the weekend climbing in the mountains.
plain From the mountains, we could look down across the plain.
rainforest The Brazilian rainforest is home to many strange insects.
valley The village is in the Loire Valley, near Angers.

Problems

air pollution Air pollution causes breathing problems.
climate change Farmers worry about the effects of climate change.
CO² emissions CO² emissions from cars add to global warming.
deforestation Deforestation in the Himalayas led to flooding.
desertification Desertification is a problem in the Amazon.
exhaust fumes The exhaust fumes from the traffic pollute the air.
extinction of species Climate change could lead to the extinction of several species.
extreme weather Extreme weather includes hurricanes and floods.
flooding Heavy rain caused a lot of flooding.
forest fire The forest fire burnt for three days.
litter The streets were covered in litter after the parade.
noise pollution Noise pollution can cause loss of hearing.
pollution Pollution in the river has killed all the fish.
smog The smog over the city will get thicker as traffic increases.
traffic There won't be much traffic on the roads at night.
traffic jam We got stuck in a traffic jam and missed our flight.
water pollution Putting waste into rivers causes water pollution.

Solutions

consumption Turn off the lights to reduce electricity consumption.
cycle She cycled over to Jane's house on her brother's bike.
recycle You should recycle used bottles, paper and cans.
reduce We had to reduce the price to £100.
renewable energy Renewable energy will never run out.
re-use You can re-use plastic shopping bags several times.
save energy Insulating your home saves energy.
share a car The four of us shared a car for the journey to Leeds.
solar panel The solar panels in the roof supply all our energy needs.
use public transport Most Londoners use public transport rather than drive to work.
walk I usually walk or cycle to college.
wind turbine Wind turbines generate green energy.

Module 9

Page 69

Subjects

art and design	I love painting so art and design is my favourite subject.
business studies	The college runs a course in business studies.
citizenship	I must take classes in citizenship.
drama	Drama classes allow students to try acting.
economics	I want to study economics at university.
English language	English language is my least favourite subject.
English literature	I have an A-level in English literature.
geography	We have four geography lessons a week.
ICT	We have new computers in the ICT department.
philosophy	He studied philosophy at university.
physical education	The physical education teachers organised matches.
politics	He got an A for his politics essay.
religious education	I would like to drop religious education and do history.
technology	Girls who study technology find it an interesting subject.

Learning skills

analyse	Scientists analysed the water and found chemicals.
information	We did the survey and then analysed the information.
idea	That's a good idea, let's see if it works.
assess my progress	My teacher assessed my progress over the last year.
concentrate in class	He finds it hard to concentrate in class and his work is suffering.
memorise	I like history but I find it hard to memorise all the facts.
fact	The book is full of interesting facts about the war.
idea	That's a good idea, let's see if it works.
image	It is sometimes easier to remember images than words.
number	Add all the numbers together and divide the total by two.
organise my learning	I learnt to organise my learning and hand assignments in on time.
pass an exam	I passed all my exams and went to university.
present work neatly	You must present work neatly so that others can read it.
solve problems	You must solve the problems in each question.
work in teams	I want you work in teams and then discuss your ideas.
work online	I worked online from home before going into the office.

Extra-curricular activities

adventure activity	Adventure activities at the centre include rock climbing.
astronomy	I like astronomy so I bought a telescope.
belong	Put the books back on the shelf where they belong.
cadet	Police cadets have to pass a final examination.
carpentry	He is good at carpentry and wants to become a carpenter.
chess	Would you like to play a game of chess?
choir	Sue belongs to the choir and sings at church every Sunday.
cooking	I learnt all I know about cooking from my mum.
dancing	We went dancing on New Year's Eve.
debating club	The debating club learn how to speak in public.
film club	How many students belong to the film club?
first aid	At scouts, we learnt about giving someone first aid.
life saving	Volunteers must have a life saving qualification.
orchestra	She plays violin in the school orchestra.
painting	He did a wonderful painting of a horse.
personal finance	How can I manage my personal finance?
poetry club	Is there a poetry club I can join?
school magazine	Jack wrote an article for the school magazine.
sport	I like to play most sports but basketball is my favourite.
voluntary work	Dr Miller does voluntary work for the Red Cross.
process	Learning a new language is a long and complex process.
solve	We will only solve this problem if we work together.
stimulate	The pictures help to stimulate the reader's imagination.

Pages 74-75

School life: atmosphere

competitive	Steve is very competitive and hates to lose.
friendly	The nursery school has a warm, friendly atmosphere.
laid-back	The atmosphere at college is more laid-back.
lively	A group of lively six-year-olds were running around.
noisy	I cannot concentrate when your friends are being so noisy.
relaxed	She looks happy and relaxed in her holiday photos.
serious	The chess match took place in serious atmosphere.

sociable	Susan is a very sociable person and has a lot of friends.
strict	Her parents are very strict and never let her stay out late.

School life: Problems

aggressive behaviour	We will not tolerate aggressive behaviour towards members of staff.
bullying	He was a victim of bullying at school.
fighting	The teacher saw David and Bill fighting.

School life: Types of school

comprehensive school	Children go to comprehensive school from the age of eleven.
elementary school	I went to elementary school in Newark until we moved to Denver.
high school	My sister is in 10th grade at Somerville High School.
middle school	He is in middle school now but will go to high school soon.
primary school	Pupils at the primary school have to wear a school uniform.
public school	Fees at some public schools can be very expensive.
secondary school	I went to secondary school until I was sixteen.
sixth-form college	I did my A levels at sixth-form college in Birmingham.
state school	Government funding for state schools will not be cut.

School life: Facilities

assembly hall	We have assembly every morning in the assembly hall.
computer lab	The school has a well-equipped computer lab.
gym	I go to the gym two or three times a week.
language lab	We used the language lab to practice our French.
library	I went to the library to borrow some books.
science lab	There was a small explosion in the science lab.
sports hall	The sports hall has indoor tennis and basketball courts.
theatre	Would you like to go to the theatre to see a play?

School life: Equipment

computer	I saved my work and turned off the computer.
high-speed internet access	High speed internet access allows you to download films and music quickly.
projector	The information is displayed on a screen using a projector.
screen	The television has a 42-inch screen.

wi-fi	The hotel has wi-fi, so I will be able to email you.
-------	--

Module 10

Page 77

Careers

part-time	Like many students, I had to get a part-time job.
summer job	Will you get a summer job or have a holiday?

Abilities

calculation	Our teacher did the calculations on the blackboard.
communicate	He is able to communicate his ideas clearly.
idea	That's a good idea, let's see if it works.
information	We did a survey and then analysed the information.
deal with	The system cannot deal with too much information.
design	Sally designs and makes all her own clothes.
experiment	We did an experiment on the effect of acid on metal.
machine	We bought a new washing machine to replace the old one.
make money	Companies that don't make money go out of business.
repair	How much will it cost to repair the car?
sport	I like to play most sports but basketball is my favourite.
tool	I did not have the right tools to fix the car.
use computers	I learnt how to use computers at school.

Career areas

art and design	I love painting so art and design is my favourite subject.
business	I enjoy studying business.
construction	Construction of the road will take two years.
education	I wanted to work in education so I became a teacher.
engineering	The engineering firm I work for makes parts for car engines.
farming	Europe has a large farming industry.
fashion	I would like to work in the fashion industry as a designer.
finance	I decided to pursue a career in finance by working for a bank.
ICT	The designers in ICT have developed a new graphics program.
industry	Britain's manufacturing industry is becoming weaker.
law	She studied law and became a successful lawyer.
medicine	He studied medicine and became a top doctor.

politics	He retired from politics after losing the election.
science	Developments in science have changed our lives.
security	He is in charge of security at the airport.
show business	I love singing and I want a career in show business.
sport	I like to play most sports but basketball is my favourite.
the media	The crime was widely reported in the media.
tourism	Tourism is the island's main industry.

Jobs

businessman	A local businessman is planning to buy the company.
businesswoman	She gave up a job as a businesswoman to have children.
cleaner	The cleaners start work early, before the other staff arrive.
comedian	He's a very funny comedian.
dealer	I sold the painting to an art dealer.
detective	The man is being interviewed by senior detectives.
farmer	Farmers are worried about the lack of rain.
fashion designer	He is one of Milan's top fashion designers.
journalist	There's a journalist on the phone - he wants to interview you.
lawyer	He instructed his lawyer to sue the newspaper.
life guard	There must be a life guard on duty when the pool is open.
mechanic	We asked the mechanic if he could fix the car.
police officer	The public want to see more police officers on the streets.
psychotherapist	He discussed his problems with a psychotherapist.
shop assistant	I asked the shop assistant for help.
surgeon	He will be operated on by surgeons later today.
technician	Getting the science lab ready is part of the technician's job.
tour guide	The tour guide told us all about the history of the building.

Module 11

Page 85

Arts & Culture: Places

art gallery	We spent all afternoon looking around the art gallery.
cinema	Shall we go to the cinema to see that film you mentioned?
museum	I decided to go on the school trip to the museum.

theatre	Would you like to go to the theatre tonight?
---------	--

Arts & Culture: Events

ballet	I've only been to the ballet once but I enjoyed it.
classical concert	Do you like classical music? My friends and I went to a rock concert last night.
contemporary dance performance exhibition	They mix traditional and contemporary dance performance very effectively. We went to an exhibition of his paintings at the art gallery.
film	Have you ever acted in a Hollywood film?
musical	We saw a production of the musical <i>Guys and Dolls</i> .
opera	Do you ever go to the opera?
painting	Her son did a lovely painting of a horse.
photography	He is interested in photography and takes lots of photographs.
play	He starred in production of the play at the Globe Theatre.
sculpture	The museum displayed the sculptures with the paintings.
act in films	Have you ever acted in a Hollywood film?
act in plays	I started acting in plays at school.
compose music	He composed all the music for the album himself.
create sculpture	He created several bronze sculptures as a young artist.
draw	I tried to draw a picture of the scene.
group	A group of teenage boys were standing next to the car.
orchestra	She plays violin in the school orchestra.
paint picture	He painted a beautiful picture of a sunflower.
sing in a choir	She sings in the church choir every Sunday.
song lyrics	Do you know who wrote the lyrics of the song?
stories	He has written two novels and a book of short stories.
take photos	I took some photographs of the landscape.
write poems	Wordsworth wrote some wonderful poems.

Arts & Culture: Adjectives describing art

amazing	I liked it because the singing was amazing.
awful	The cinema was dirty and the film was awful.
brilliant	The show was brilliant, I really enjoyed it.
disturbing	The scene where his parents die was quite disturbing.
dull	The film was so dull I fell asleep.

entertaining	It was a lively and entertaining film, with plenty of comedy.
funny	His jokes are so funny they always make me laugh.
good fun	That was really good fun, I'd love to do it again.
inspiring	He is an inspiring athlete, a fine example to others.
moving	It's a moving story of a man who fights against slavery.
original	The book is full of original ideas for decorating your home.
shocking	He painted shocking pictures of animals kept in tiny cages.
spectacular	The stage design was spectacular.
weird	There was a weird scene with a dog that was able to talk.

Pages 90-91

Artists

choreographer	Before he became a choreographer, he was a ballet dancer.
composer	The opera is by German composer Richard Wagner.
film director	As a film director, I get to work with many talented actors.
musician	His friends are all experienced jazz musicians.
novelist	The novelist Dan Brown has written many bestsellers.
painter	My favourite painter is Monet.
photographer	The photographer took some pictures for the magazine.
playwright	Shakespeare is the most famous English playwright.
poet	The Scottish poet Liz Lockhead has won several awards.
scriptwriter	The scripwriters made some changes to the script.
sculptor	The gallery has pieces by the sculptor Henry Moore.
songwriter	He is one of the best songwriters of his generation.

Works of art

art installation	These pieces are part of a big art installation.
ballet	She had never been to see a ballet before.
concert	We went to the Lady Gaga concert last night.
drawing	He did a drawing of a cat at school.
film	<i>Star Wars</i> is one of my favourite films.
musical	Some musicals, like <i>Chicago</i> , get made into films.
novel	She wrote her first novel when she was twenty.
oil painting	There is an exhibition of his oil paintings at the gallery.

opera	Mozart wrote many famous operas.
painting	The painting was sold at auction for £2 million.
photo	I took some black and white photos of the beach.
play	The play is set in 16 th century Paris.
poem	My favourite poem is <i>Ode to a Nightingale</i> by John Keats.
sculpture	As a young artist, he created several bronze sculptures.
short story	<i>The Dubliners</i> is a collection of short stories by James Joyce.
symphony	The orchestra played Beethoven's <i>Fifth Symphony</i> .
watercolour	He owns three watercolours by the artist A B Frost.
work/piece of art	The walls inside the Vatican are covered in works of art.

Types of art

dance	I like modern dance but I prefer ballet.
drawing	I am not very good at drawing.
fiction	My brother likes books about science but I read fiction.
film	The actor is best known for his work in film.
labyrinth	The old part of town is a labyrinth of narrow streets.
literature	I'm interested in English literature, especially novels.
modern art	His interest in modern art began when he lived in Paris.
music	I like to listen to music when I am driving.
opera	I don't like opera at all, do you?
painting	I took classes in painting and drawing.
performing arts	He studied dance at a school of performing arts.
photography	He loves photography and has an expensive camera.
poetry	Have you read any of her poetry?
sculpture	He is good at art, especially painting and sculpture.
theatre	His career in theatre began with a small part in <i>Othello</i> .
visual arts	I became interested in the visual arts at art college.

Module 12

Page 93

Sciences

anthropology	I'm studying African anthropology at Glasgow University.
archaeology	She needs three A levels to study archaeology at university.
architecture	He wants to study architecture and become an architect.
astronomy	I was interested in astronomy, so I bought a telescope.

biology	In biology, we're studying how plants get energy from sunlight.
botany	I wanted to study botany because I love plants.
chemistry	In chemistry class, we did experiments with different metals.
ecology	Cutting down the forest will damage the ecology of the area.
economics	He is a professor of economics at Cambridge University.
engineering	The course gives students an introduction to engineering.
genetics	He plans to do research into genetics.
geography	I enjoyed learning about volcanoes in geography class.
geology	He graduated from university with a degree in geology.
ICT	The computers in the ICT department are getting quite old.
medicine	This branch of medicine studies infectious diseases.
meteorology	The course covers the topic of meteorology.
physics	In physics, we learned about magnets.
psychology	She studies psychology and learns how the mind works.
zoology	He spent three years studying for a degree in zoology.

Inventions

abacus	He calculated the total amount using an abacus.
aspirin	She had a headache so she took some aspirin.
battery	I need to recharge the batteries for my camera.
bicycle	Did you come by bicycle or bus?
button	A button has come off my shirt.
camera	I brought my camera to take some pictures of the baby.
compass	Take a map and compass with you if you go hiking.
computer	I switched on the computer and logged on.
fridge	Is there any milk in the fridge?
gun	The police in America all carry guns.
internet	I bought it from a website on the internet.
light bulb	Sue changed the light bulb put in a new one.
match	He struck a match and lit the candle.
microchip	Each microchip performs a special job.
mobile phone	I tried to call him on his mobile phone.
paper	Write your answers on a sheet of paper.
penicillin	I took penicillin to get rid of the infection.
wheel	A bicycle has two wheels.
zip	The zip on my jacket has broken.

Research areas

artificial intelligence	Artificial intelligence will never replace human beings.
bio-technology	The drug was developed by a bio-technology company.
genetic engineering	Could genetic engineering produce plants that harm the environment?
nanotechnology	With nanotechnology, computers will be smaller and faster.
robotics	Advances in robotics allow us to use unmanned spacecraft.
space travel	In the 1960s space travel became a reality.
virtual reality	Virtual reality is a useful tool for training pilots.