

Opportunities

Pre-Intermediate

Students' Book

Michael Harris

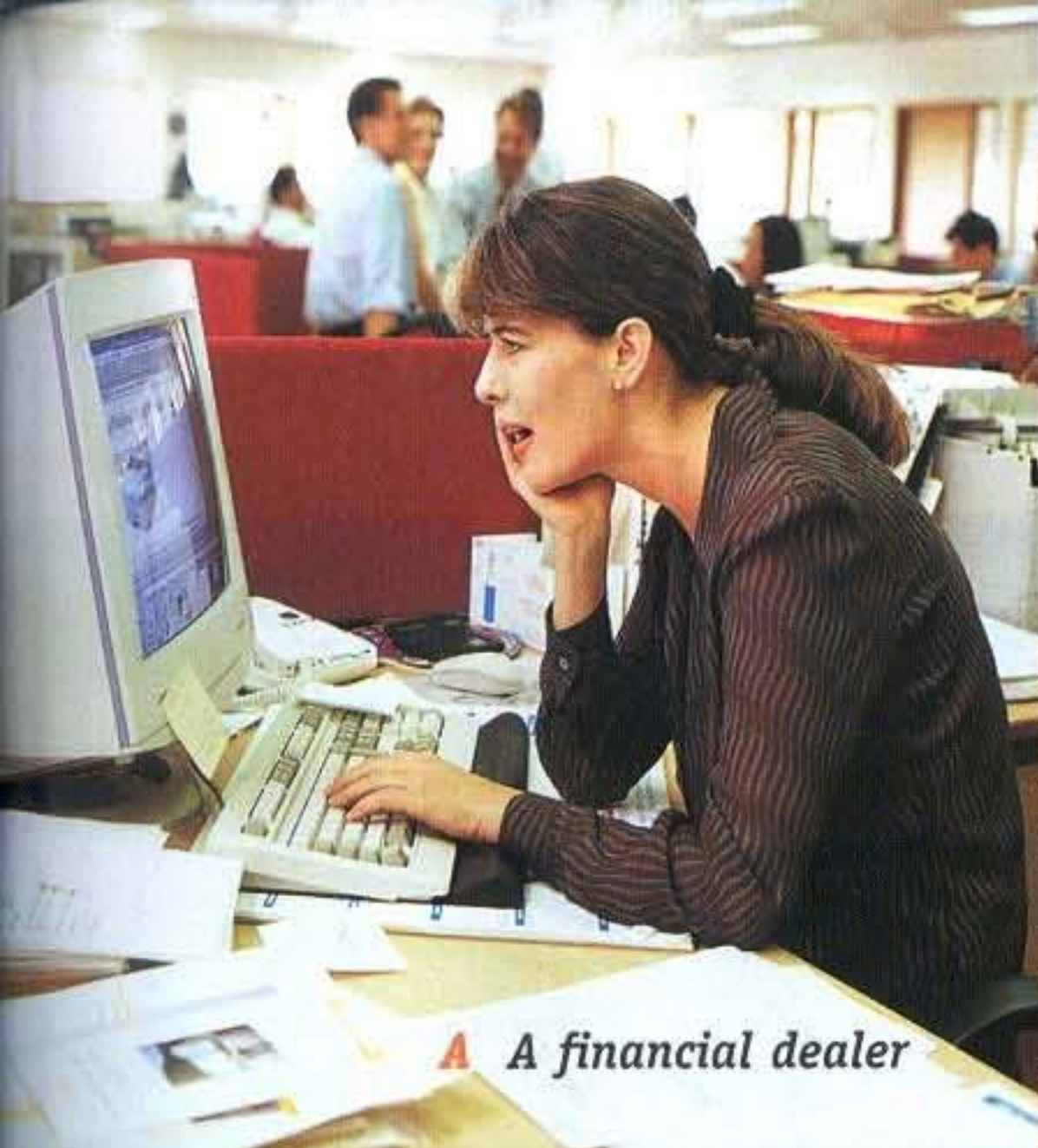
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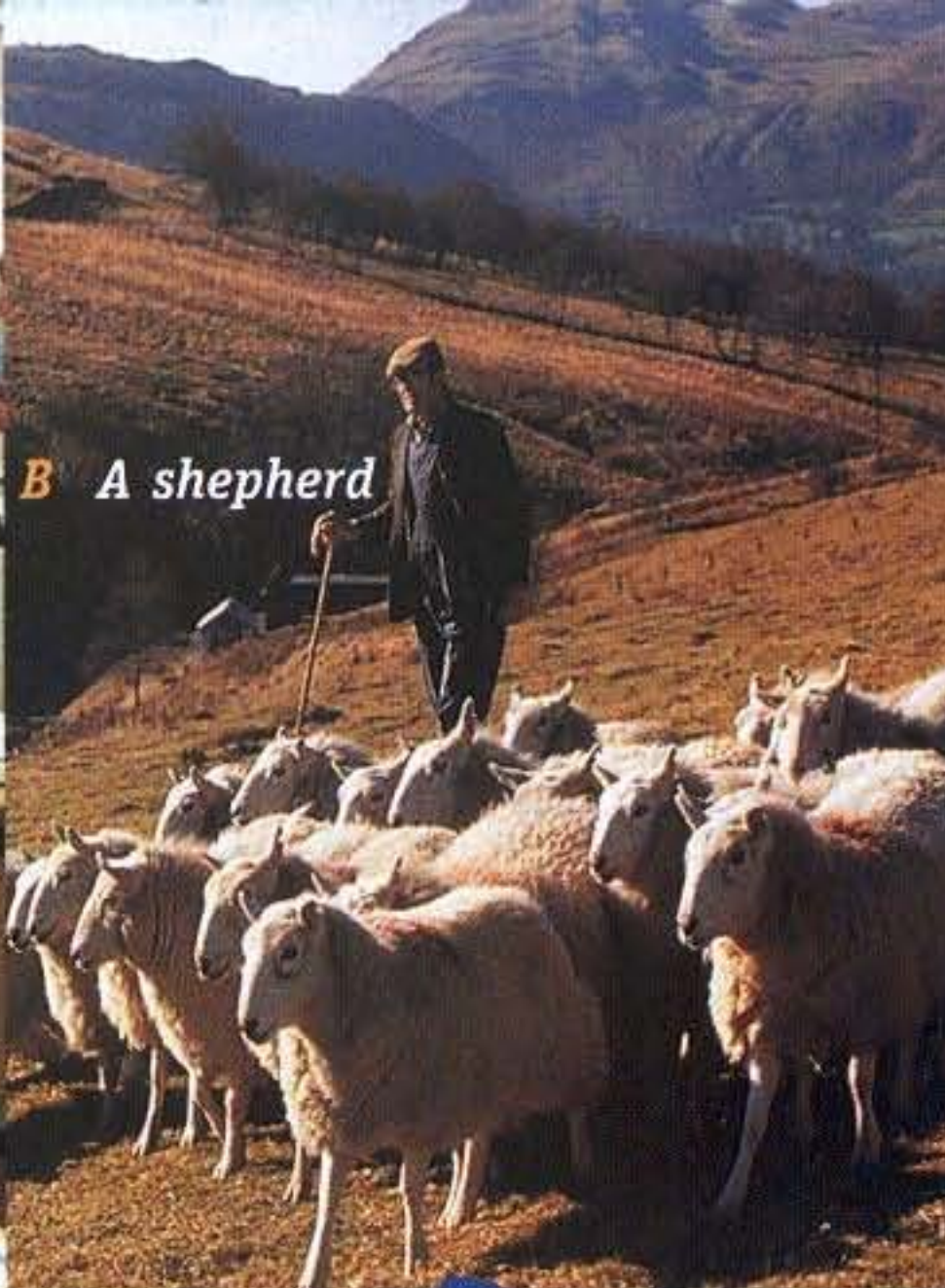


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A A financial dealer



B A shepherd



C A rock star

1 Lifestyles

In this module you will...

- **Talk** about your own lifestyle and find out about other people's.
- **Listen** to an interview, a radio programme and a survey.
- **Read** articles about lifestyles and a personal letter.
- **Write** a personal letter.
- **Learn** how to use the Present tenses.

Warm-up

- 1** Look at the photos. What kind of lifestyle do you think the people have? Use the Key Words to help you.

Example

I think a shepherd's life is peaceful and relaxing – but maybe it's boring sometimes.

KEY WORDS

boring, busy, creative, dangerous, active, easy, lazy, exciting, free, interesting, peaceful, relaxing, stressful

- 2** Listen. Say which of the people in the photos is speaking.

Example 1 a rock star

- 3** Work in pairs. Talk about the lifestyles below. Use the Mini-dictionary to help you.

Example

A: *Mary's life is very interesting because she ...*

B: *Yes, but it's very ...*

- 1 Mary is a business executive in London and she travels a lot. She has two young children. She works very hard so she hasn't got time for hobbies.
- 2 Mick is a police officer in central New York. He is also in a rock group, and sings in clubs once a week. He goes parachuting in his free time.

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

Example

I am a professional tennis player. I live in Los Angeles but I travel a lot.

D A student





A Perfect Day?

GRAMMAR FOCUS

Before you start

- 1 What are your favourite kinds of TV programme? Tell the class. Use the Key Words to help you.

KEY WORDS

sports programmes, plays, the news, soap operas, documentaries, quizzes, game shows, children's programmes, films

Do you ever watch *too much* TV?

- 2 What kind of lifestyle do you think the man in the picture has? Use the Key Words on page 7 to help you.

- 3 Read the text and answer these questions.

- How many hours of TV does Brian watch?
- List the TV programmes Brian watches.
- Find two examples of lazy behaviour.
- What do you think a 'couch potato' is?

PRESENT SIMPLE AND PRESENT CONTINUOUS

Presentation

- 4 Complete the tables with these words:

work, working, works, do, do not (don't), does not (doesn't), is ('s), is not (isn't), are ('re), are not (aren't), am, am not

Present Simple

| | |
|-------------|--|
| Affirmative | I/You/We/They work in England. He/She/It (1) ____ in Scotland. |
| Question | (2) ____ I/you/we/they work in Wales? Does he/she/it (3) ____ in London? |
| Negative | I/You/We/They (4) ____ work in Italy. He/She/It (5) ____ work in Spain. |

Present Continuous

| | |
|-------------|--|
| Affirmative | I am ('m) working . He/She/It (6) ____ working . You/We/They are ('re) (7) ____. |
| Question | (8) ____ I working ? Is he/she/it working ? (9) ____ you/we/they working ? |
| Negative | I (10) ____ working . He/She/It (11) ____ working . You/We/They (12) ____ working . |

A Couch



Forty-three-year-old Brian Blakey from Birmingham is sitting on his sofa and telling me about his perfect day.

When I wake up I don't get up immediately. I turn on the television and watch the children's programmes and old movies until about half-past ten. Then I get up, go downstairs and switch on the telly. For lunch, I have biscuits and a glass of milk, and I watch the news. In the afternoon, I often watch another

- 5 List three things that Brian does every day. What tense does he use to describe them?

- 6 Match the sentences with the rules. Find more examples in the text for each use.

- For lunch, I have biscuits and a glass of milk.
- I like the main news at six o'clock.

The Present Simple tense describes:

- an activity that is repeated regularly (e.g. every day);
- a present state, a feeling or opinion.

- 7 What tense is used in this sentence? Why?

Brian Blakey is sitting on his sofa.

Potato

old film – they're showing some good ones at the moment. In the evenings, I often watch soap operas or sport and the news again. I like the main news at six o'clock. At nine thirty, if there is a good play on BBC 2, I switch over and watch it. Then at night I watch more films and I usually switch off the telly at about two o'clock. I never watch the TV all night.

I watch TV for sixteen or seventeen hours a day. I also do some exercise every day. I take Tina, the dog, for a walk every afternoon. I don't go far, of course. I walk to the wall outside my house. I always take my portable telly and I sit on the wall while the dog walks round in a circle.

Of course, I couldn't live this lifestyle without a good wife. She's not here now because she's working, but she always makes my meals. We haven't got much money, you know, but we're happy. Sit down, watch the telly – you've got the world at your feet. And in your hand. Great!

8 Find these sentences in the text. Which sentence, a or b, means the same?

- Brian is telling me about his perfect day.*
 - Brian is talking to me right now.
 - Brian talks to me regularly.
- They're showing some good ones at the moment.*
 - There's a good film on TV now, while we're talking.
 - There's a good film on TV most afternoons this month.

Complete the rule.

The Present _____ describes:

- an activity happening now, at the time of speaking;
- a present activity that happens regularly but only during a short period of time.

➡ Grammar Summary 1, on page 124.

Practice

9 Look at these pairs of sentences. Decide which of the two people could say each of the sentences.

- 'I watch soap operas.'
 - 'I am watching soap operas.'

(a journalist writing an article about soap operas/Brian Blakey)
- 'I'm working at a restaurant.'
 - 'I work at a restaurant.'

(a waiter/a student on a holiday job)
- 'I travel a lot.'
 - 'I'm travelling a lot.'

(a student on holiday/an airline pilot)

10 Read the dialogue. Put the verbs in brackets into the Present Continuous or the Present Simple.

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

Tom: OK. What (2) _____ (you/read)?

Sue: It's about a journalist. She (3) _____ (work) for the BBC. She's in New York at the moment and she (4) _____ (interview) people about the mafia.

Tom: That's interesting. I (5) _____ (watch) a series about New York at the moment. It's on Tuesday evenings. Who is she interviewing?

Sue: She's talking to lots of different people. There's one man who (6) _____ (drive) a black Cadillac. She (7) _____ (not like) him very much, but he has got lots of information about mafia families. It's exciting because ...

Tom: Sorry, can you smell anything? Maybe the neighbours (8) _____ (have) a barbecue.

Sue: No they aren't. I (9) _____ (cook) sausages for supper! They (10) _____ (burn)!!!!

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

Example

Mark is a mechanic. (repair cars/take dancing lessons)
Mark repairs cars. He's taking dancing lessons this month.

- Cathy is a police officer. (work at police station/visit schools)
- Geoff is a rock star. (play the guitar/learn the piano)

Now write similar sentences about yourself: *I'm a ...*

12 Work in pairs. Is your partner a 'couch potato' or an active person? Use the Key Words to ask questions:

Example *What do you do at weekends? Do you often go swimming?*

KEY WORDS

read, watch TV, play football/tennis;
go jogging/cycling/swimming/dancing/walking;
go to the gym/for a walk/out/to a movie



2 Relaxing

SKILLS FOCUS



Before you start

- 1 Think about the situations below. Use the Key Words to say how relaxing or stressful they are for you.

KEY WORDS

very relaxing, quite relaxing,
a little stressful, very stressful

Example a) *very stressful*

- a) studying for an exam
- b) lying on a beach
- c) waiting for exam results
- d) giving a talk to your class in your own language
- e) giving a talk to your class in English
- f) shopping with a friend

- 2 Talk about activities you find relaxing or stressful.
Example *I find painting or drawing very relaxing.*

- 3 Read the Strategies.

LISTENING STRATEGIES: Prediction

- Before you listen, read the questions carefully. (e.g. question 1 in Exercise 4)
- Try to think of possible answers. (e.g. *students*)
- Use your knowledge of the world to help you. (e.g. *Students have lots of tests.*)

4 Now try to predict answers to the questions. More than one answer is possible.

- Which of these people can suffer from a lot of stress?
a) police officers c) factory workers
b) students d) teachers
- Which of these factors can cause stress?
a) a lot of free time c) some social situations
b) problems with people d) doing sport
- What can we do to relax and reduce stress?
a) organise our work/studies
b) eat a lot
c) do exercise —
d) talk to people about problems

Listening

5 Listen to the interview and check your predictions.

6 Now listen again and answer these questions:

- When do students suffer from stress?
- What social occasion can be difficult for shy people?
- What is a good way of organising work or studies?
- Who can people talk to about their problems?
- What exercises can help reduce stress?

7 Copy the table below. Listen to Mark and complete the table.

| stressful activities | relaxing activities |
|----------------------|---------------------|
| doing exams | |



8 Listen again. Use the verbs to complete the sentences in the Function File.

can't stand, love, like, don't like, quite like, prefer, enjoy, hate

Function File

Expressing Preferences

- I really _____ doing exams.
- I _____ talking in front of the class.
- I _____ going to parties very much.
- I _____ meeting people in small groups.
- I _____ listening to music.
- I _____ reading.
- I _____ sitting and doing nothing!
- I _____ talking to my friends.

9 Write sentences about yourself using the verbs in the Function File.

Example *I really love playing the piano.*

Pronunciation: Hesitation

10 Listen to Mark again. Which words or sounds does he use to hesitate?

Example 1 *mm*

Speaking

11 Work in groups of four. Take turns to talk about activities you like and don't like. Talk for as long as you can. Use hesitation words to give you time to think of ideas while you are speaking.

Example A: *Mm, well, I really love playing football, you know, and my favourite player is ...*

QUOTE ... UNQUOTE

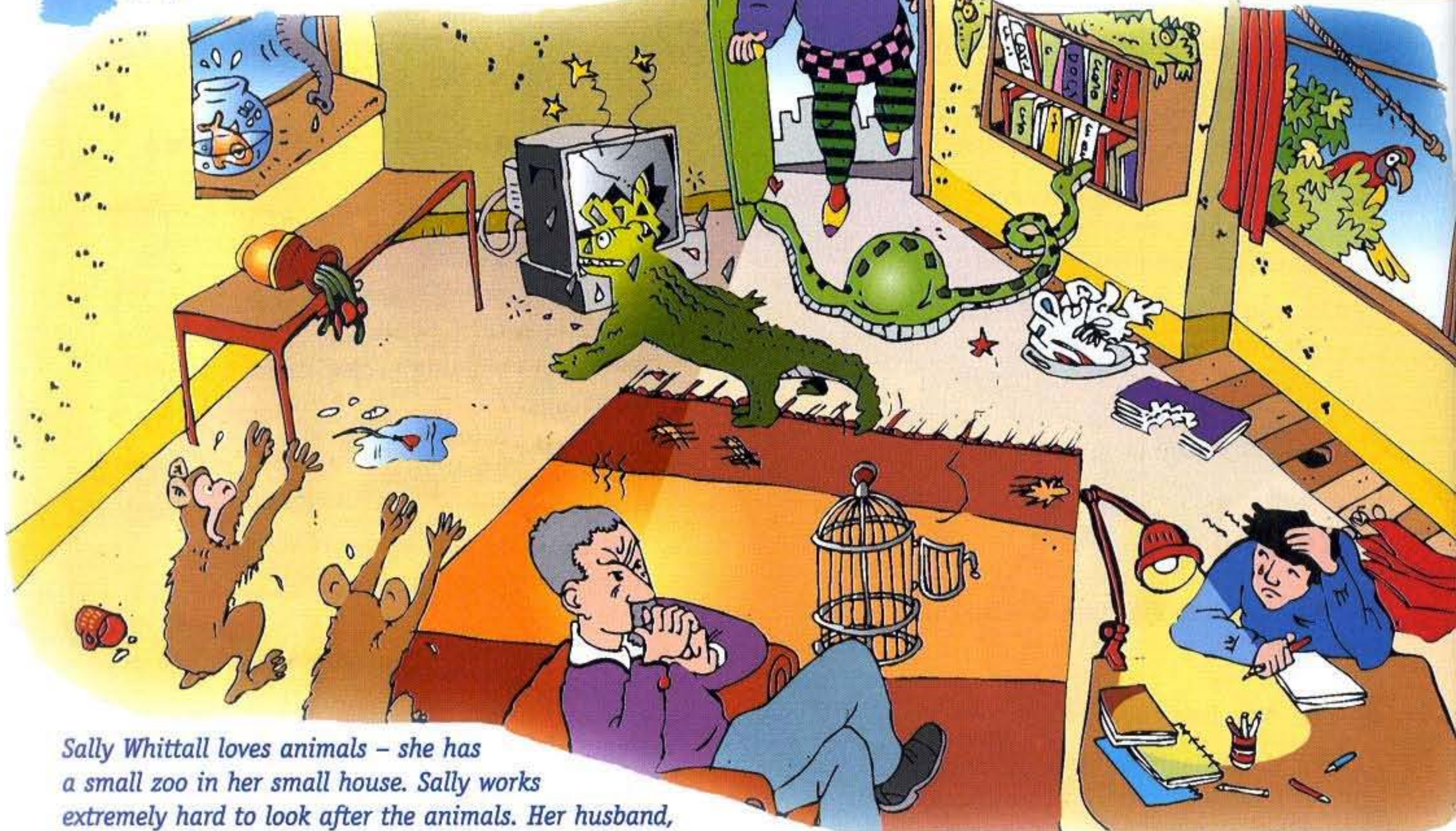
'Happiness is good health and a bad memory.'

Ingrid Bergman, Swedish film actress, (1915-1982)



3 Eccentrics

GRAMMAR FOCUS



Sally Whittall loves animals – she has a small zoo in her small house. Sally works extremely hard to look after the animals. Her husband, Nigel, and son, Kevin, have to look after themselves!

Before you start

1 Look at the picture and read the description. Do you think Sally is eccentric? Do you know anyone who is eccentric? Tell the class.

2 Look at the picture. Complete the dialogue with these words.

alligator, elephant, python, parrot, iguanas

Sally returns from a day out and finds chaos at home ...

Sally: Hi, it's me. Oh no! What's going on here?

Where's the (1) _____? Its cage is empty.

Nigel: Well ... it's escaped.

Sally: Kevin. Why are you crying?

Kevin: That horrible (2) _____ has eaten my football!

Nigel: Yes, and I'm really angry. Look at the TV. Your

(3) _____ has broken it!

Sally: What a disaster. And look at the mess!

Nigel: We haven't cleaned up ... it's impossible with all these animals. Look at the walls – the

(4) _____ have walked all over them!

Sally: And the poor monkeys – just look at them.

Have you fed them?

Kevin: No, Dad hasn't fed them.

Sally: Really Nigel! And look at the goldfish bowl – it's nearly empty. Don't tell me – the (5) _____ has drunk the water! Come on. Let's start work.

PRESENT PERFECT (1)

Presentation

3 Complete the table with these words.

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

Present Perfect

| | |
|-------------|--|
| Affirmative | I/You/We/They (1)___ walked over it. He/She/It (2)___ escaped . |
| Question | (3)_____ I/you/we/they fed them? (4)_____ he/she/it escaped ? |
| Negative | I/You/We/They (5)___ cleaned up. He/She/It (6)___ fed them. |

Which third forms of the verbs in the table are regular and which are irregular?

Find more third forms of verbs in the dialogue. What are their infinitives?

- 4 Complete the table. Give a reason in the Present Perfect for each situation.

| Situation | Why? |
|---|--------------------------------|
| The cage is empty. Kevin is crying. Nigel is angry. The living room is a mess. The walls are dirty. The monkeys are hungry. The goldfish bowl's nearly empty. | <i>The parrot has escaped.</i> |

- 5 Do the situations in the table describe results in the present or the past? Do the reasons describe actions in the present or the past?

Complete the rule with the correct words in brackets.

We use the Present Perfect tense to talk about actions that (are happening now/happened in the past) and have clear consequences in the (past/present).

➡ Grammar Summary 2, on page 124.

Practice

- 6 What are the infinitives of these irregular third forms?

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

- 7 Use the pictures and the words to write sentences.

Example 1 *She has cleaned her teeth.*



1 clean teeth



2 not make bed



3 eat dinner



4 break window



5 not wash dishes



6 lose game

- 8 Listen. Complete the sentences from the first part of the interview with John Baxter, an eccentric inventor.

- As you can see, I _____ invented a lot of things.
- I've _____ a domestic robot.
- That noise means it _____ started cleaning.
- _____ something terrible _____?
- No, it _____. It's only my automatic cat feeder.
- It means my cat Sheba _____ finished her dinner.

- 9 Read the second part of the dialogue. Put the verbs in brackets into the Present Perfect tense.

John: Now, let's go on a tour of the house. As you can see, the lights (1 come on) _____ automatically. BBC 1.

Journalist: Who (2 turn on) _____ the TV?

John: I have. It works by voice control. Watch!

Channel Four. I (3 now switch) _____ over to another channel.

Journalist: Incredible.

John: The windows (4 close) _____ because it's a bit cold.

Journalist: That car outside looks strange.

John: Yes, I (5 paint) _____ it red, white and blue because I'm very patriotic.

Journalist: What's that noise?

John: That's my wife. I (6 invent) _____ a mini helicopter for her. Look out of the window. She (7 just come) _____ home. She (8 be) _____ shopping. Would you like to meet her?

- Listen and check your answers.

- 10 Work in pairs. Student A: Describe how you are feeling. Student B: Find out the reason. Use the Key Words to help you and add some of your own.

Example

A: *I'm really happy!*

B: *Why? Have you passed your exams?*

A: *No, I haven't.*

B: *Have you met someone interesting?*

A: *Yes, I have.*

KEY WORDS

feelings: happy, sad, angry, excited, worried, pleased, tired

reasons: pass exams, win the lottery, break the video, fail exams, receive bad news, lose tennis match, go to a party, have an argument with a friend, lose wallet, sleep badly, buy new clothes



4 Going Underground

SKILLS FOCUS

Before you start

- 1 Read the Strategies.

READING STRATEGIES: Prediction

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

Now guess what the two articles are about:

- 1 people working underground
- 2 homeless people
- 3 underground transport systems
- 4 people living underground

Reading

- 2 Now read the texts quickly and check your guesses.

- 3 Read the texts again and match the paragraphs with these titles. There is one extra title.

- | | |
|------------------------|--------------------|
| a) Self-sufficiency | d) Freedom Tunnel |
| b) A Healthy Lifestyle | e) Homeless Again? |
| c) Underground Trains | f) Ideal Homes |

- 4 Answer these questions about the texts.

- 1 How long have some of the 'mole people' lived in the tunnels?
- 2 How do they survive?
- 3 Why are their homes in danger?
- 4 Why do some people choose to live in caves in Central Turkey?

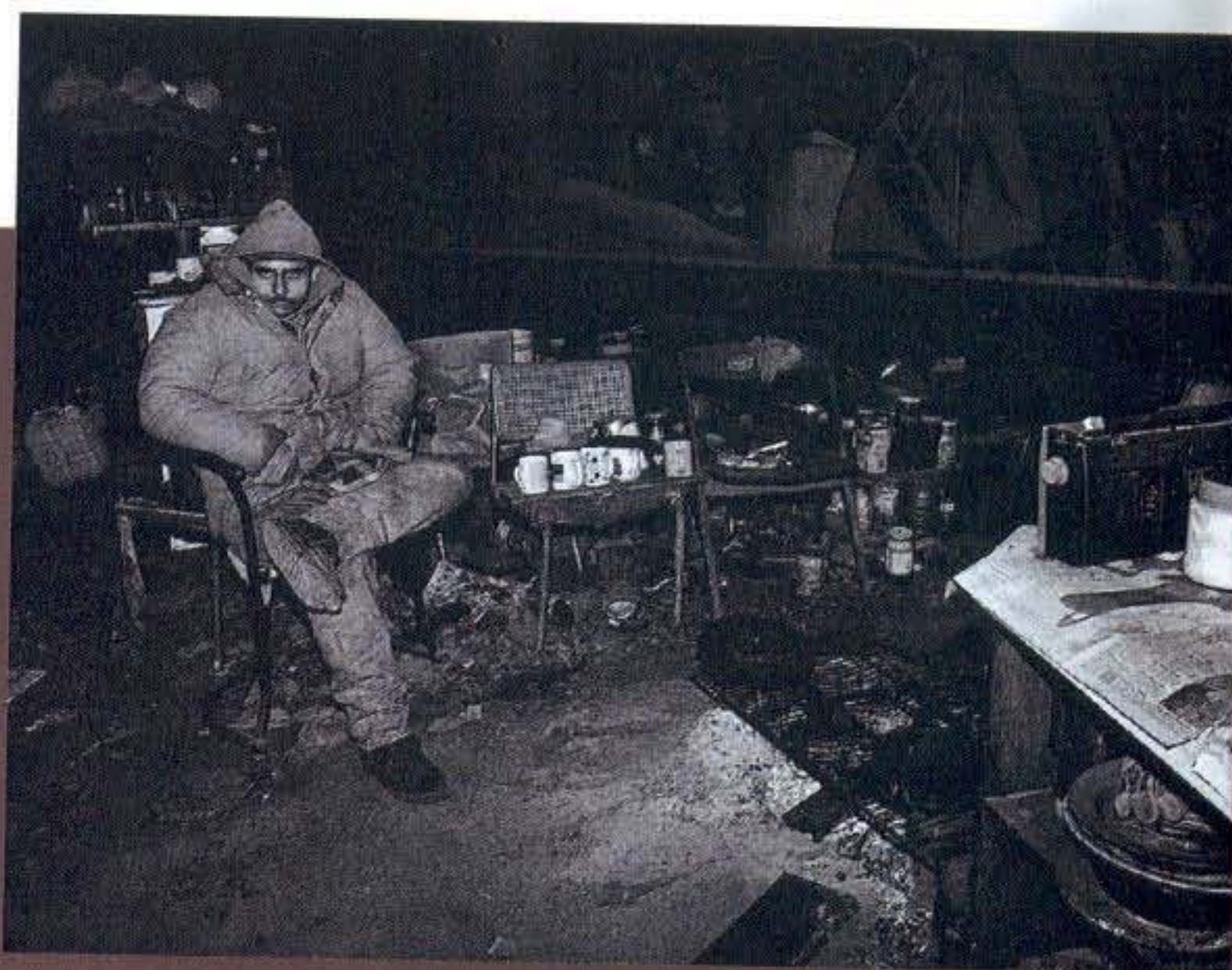
- 5 Would you like to live in a cave in Cappadocia? Tell the class. Why or why not?

Vocabulary: 'good friends' and 'false friends'

- 6 'Good friends' are words which look similar in English and your language and mean the same.

Example *disco, kiosk, computer, apartment*

Add some more words you know.



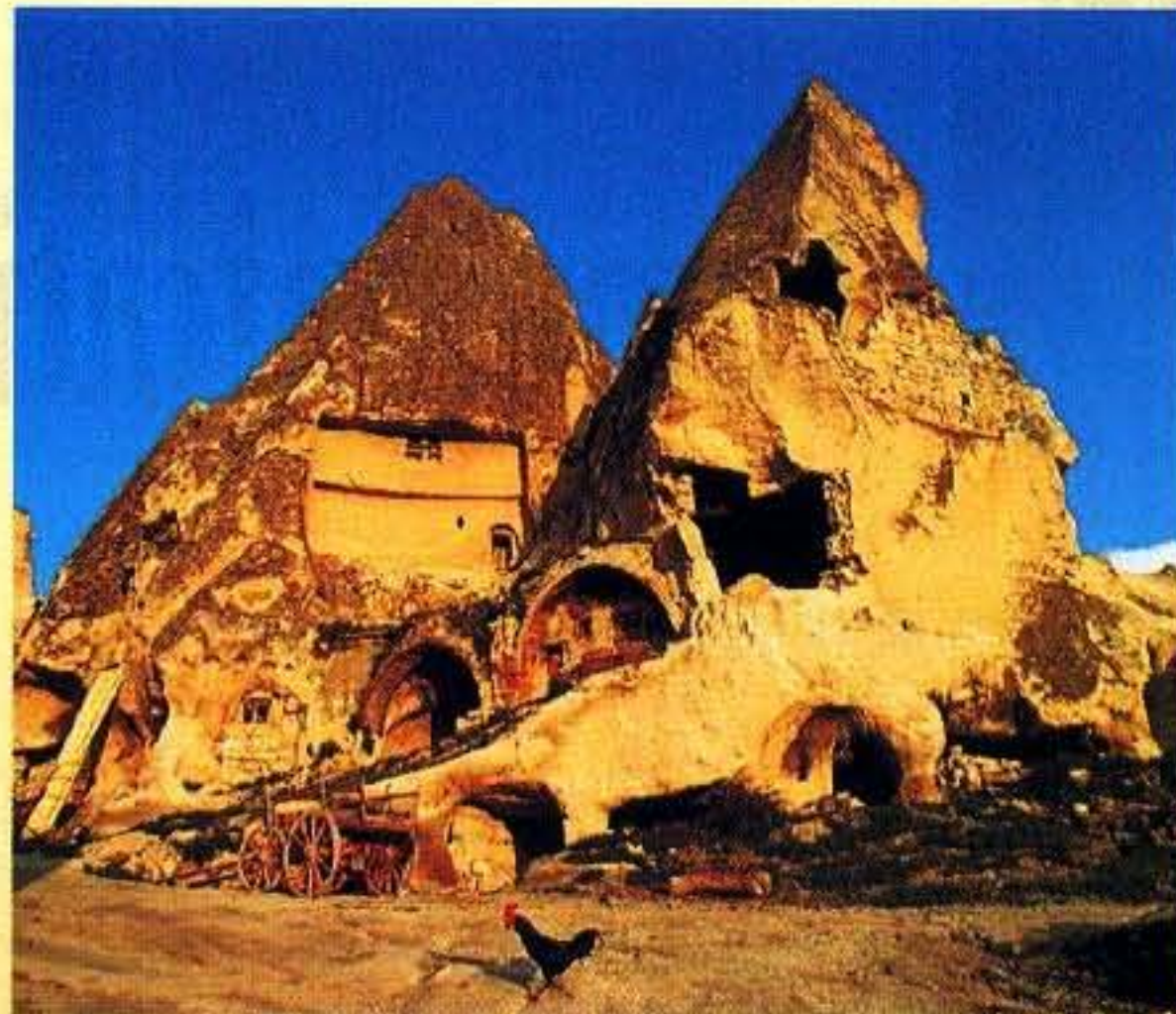
UNDERGROUND IN NEW YORK

Margaret Morton investigates New York's freedom tunnel.

- 1 The number of homeless people in New York increases every year and is probably over 100,000. However, few people have heard of 'the mole people' – a group of about 5,000 people who live underground in railway tunnels that are not used. Some of these people have lived underground for over twenty years. They don't like the name 'mole people'. 'We're not moles, we're people. We call this the freedom tunnel,' says Marcos.
- 2 Life underground is not easy, and the inhabitants of the tunnels are proud that they are self-sufficient. They don't beg for money, but go above ground to make a living. They collect tins in the street and take them to a recycling plant in exchange for a few dollars. They help clean the stairs of apartment buildings. Some collect and sell second-hand books.
- 3 Unfortunately the city council wants to develop the public transport system and they are planning to move the people out of the tunnels. It is therefore possible that they will be truly 'homeless' again.

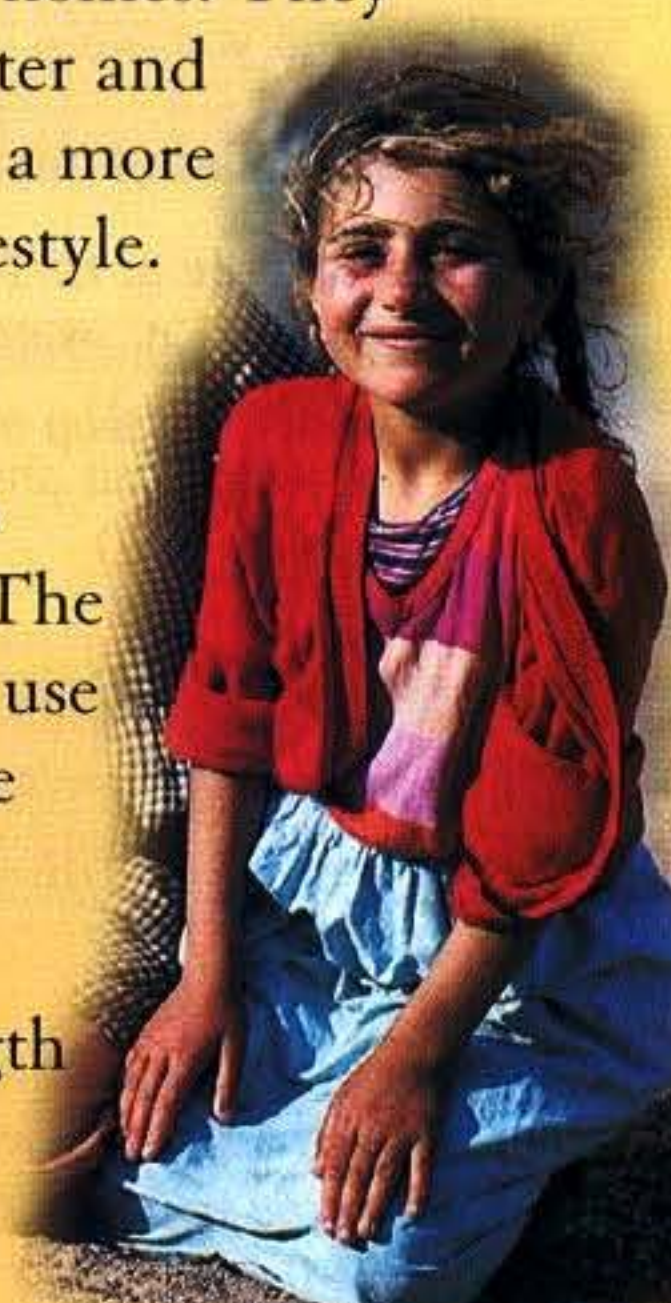
Escape from the Big City

CHRIS MORRIS TALKS TO SOME PEOPLE LIVING IN CAVES IN CAPPADOCIA.



4 CAPPADOCIA, in Central Turkey, is a perfect place for caves, and a cave can be an ideal place to live. Today's inhabitants of the caves have come here to escape the noise and confusion of modern life. 'I've lived in this cave for twenty years,' says Hatice Demirci from her beautiful terrace. 'It's cool in the summer and warm in the winter. I don't want to live in a big modern building in a big city.'

5 People there love their homes. They have electricity and water and they believe they enjoy a more healthy and relaxed lifestyle. 'It's all natural,' said Mustafa Yedek, a local tour guide. There is no pollution in the caves. The air is clean; they didn't use chemicals to build these homes! 'We think the caves can add a good fifteen years to the length of your life,' said Mr Yedek.



7 'False friends' are words which look similar but have a different meaning.

Example *director, conductor, actually*

Can you add more 'false friends'?

8 Which of these words from the first text are similar in your language? Do they mean the same?

apartment, dollar, freedom, group, inhabitant, life, people, street, system, transport, tunnel

9 Find some words in the second text that are similar in your language.

Writing and Speaking

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

the Freedom Tunnel, a cave in Turkey, a desert island, a luxury apartment in New York, a cabin in the forests or mountains, a scientific base in Antarctica

6.30: get up / get dressed
6.45: go to look for water
7.00: wash and have breakfast

11 Work in pairs. Use your notes to ask and answer questions about each other's routine. Guess where your partner is living.

Example

A: What time do you get up?

B: I usually get up at about 6.30.

A: Then what do you do?



Comparing Cultures

Write sentences about a place in your country, for example,

a big city you know or
a village in the forests or mountains.

Use these adjectives to help you:

dangerous, healthy, noisy, peaceful,
polluted, relaxing, stressful



Communication Workshop

Writing: A Personal Letter

Before you start

1 Read Ruth's letter. Match each paragraph with one of the following:

- a reason to end the letter
- questions about the other person
- information about Ruth's life
- saying who you are

2 Find examples of informal style:

- contractions (e.g. *isn't*)
- punctuation (e.g. exclamations (!) and dashes (-))
- informal words and phrases (e.g. *anyway, well*)

Write a letter to someone you knew well but haven't seen for a long time. Follow the stages.

Stage 1

Decide who you are writing to. An old school friend? Someone you met on holiday? An old teacher? A relative? Think about these things:

- What is the person's name?
- Where and when did you meet him/her?
- What kind of person was he/she?
- What were his/her interests then?

Stage 2

Make notes about your life.

- What are you doing now?
- What were your interests then?
- How have your interests changed?

Stage 3

Now write your letter. Tell your friend about the changes in your life. Use Ruth's letter to help you.

➡ **Writing Help 1, on page 120.**

This helps you:

- to organise your paragraphs and content (layout);
- to use linking words and expressions (linking);
- to get to know words and expressions you may need (vocabulary).



56, Sycamore Avenue,
Canterbury.

24th October.

- Dear Laura,
This is Ruth Harker. Remember me? We were friends in Primary School. We haven't seen each other for about ten years - right?
- Anyway, how are you? I got your address from Debbie Turner. What are you doing now? Are you working? You always wanted to be a police officer!
- At the moment I'm studying medicine at the university here. I think I've changed a lot over the years. I don't like heavy metal anymore - I prefer classical music now. Do you remember Tommy Gibbs? He's on the same course as me, and guess what - we're going out together!
- Well, I must finish now because I've got an exam tomorrow. Write back soon and tell me all your news.
All the best,
Ruth.

Talkback

Work in pairs. Read each other's letters. Find out two things that have changed in each other's lives and tell the class.

Example Anka doesn't play chess anymore - she prefers dancing.

Speaking: A Class Survey

Before you start

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

SPEAKING STRATEGIES: Groupwork

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

- 2 Listen to the girl answering questions for a class survey. Copy and complete the table with her answers.

| Questions | Answers |
|-------------------------|----------------|
| How much TV? | 3/4 hrs a week |
| Favourite TV programme? | |
| Favourite music? | |
| Favourite clothes? | |

- 3 Pronunciation. Listen again and write the questions. Then mark the intonation up or down.

Example Do you watch much TV?

Listen again and check your answers.

Do a survey about lifestyles. Follow the stages.

Stage 1

Work in groups. Choose *one* of the areas from the Key Words. Then, work out *three* questions for your survey.

Example

Hobbies: Do you like collecting things?
If so, what?

KEY WORDS

hobbies: collect (stamps/badges/coins), paint/draw, make (models/clothes), play (chess/computer games), take photos

sport: play (tennis/football), go (cycling/swimming), do (gymnastics/judo)

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

television: favourite programmes (sports/nature programmes), TV personalities/actors/actresses

going out: cafés, fast food restaurants, cinema, theatre, concerts

clothes and fashion: favourite clothes, favourite colours, buying clothes, shopping

Stage 2

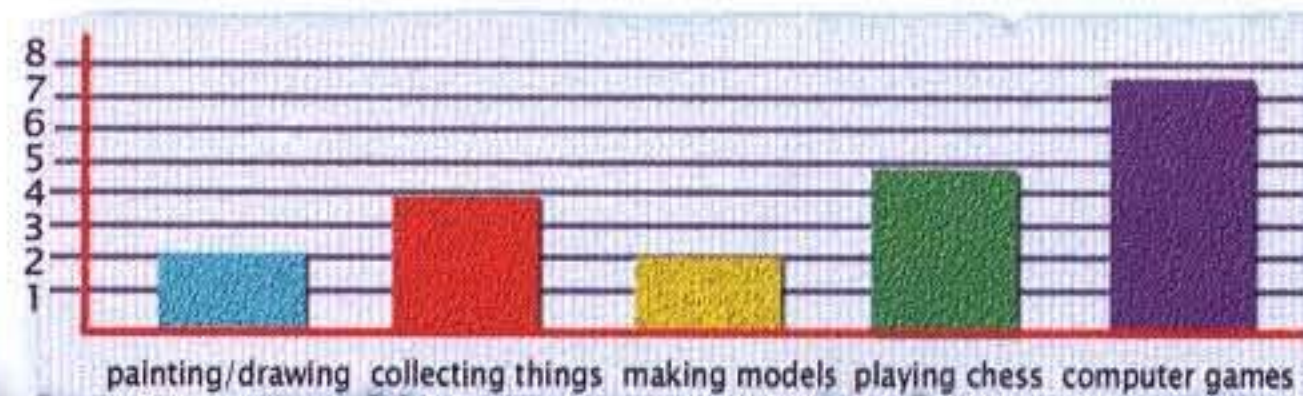
Form *new* groups. Now each person has different questions. Ask and answer the questions. Make a table for the answers.

Example:

| | 1 How much TV a day? | 2 Favourite programmes |
|--------|-------------------------|---------------------------|
| Robert | 2 hours | sport/ game shows |
| Marek | 3 hours | films/ documentaries |
| Eva | 1 hour | the news/ quizzes |

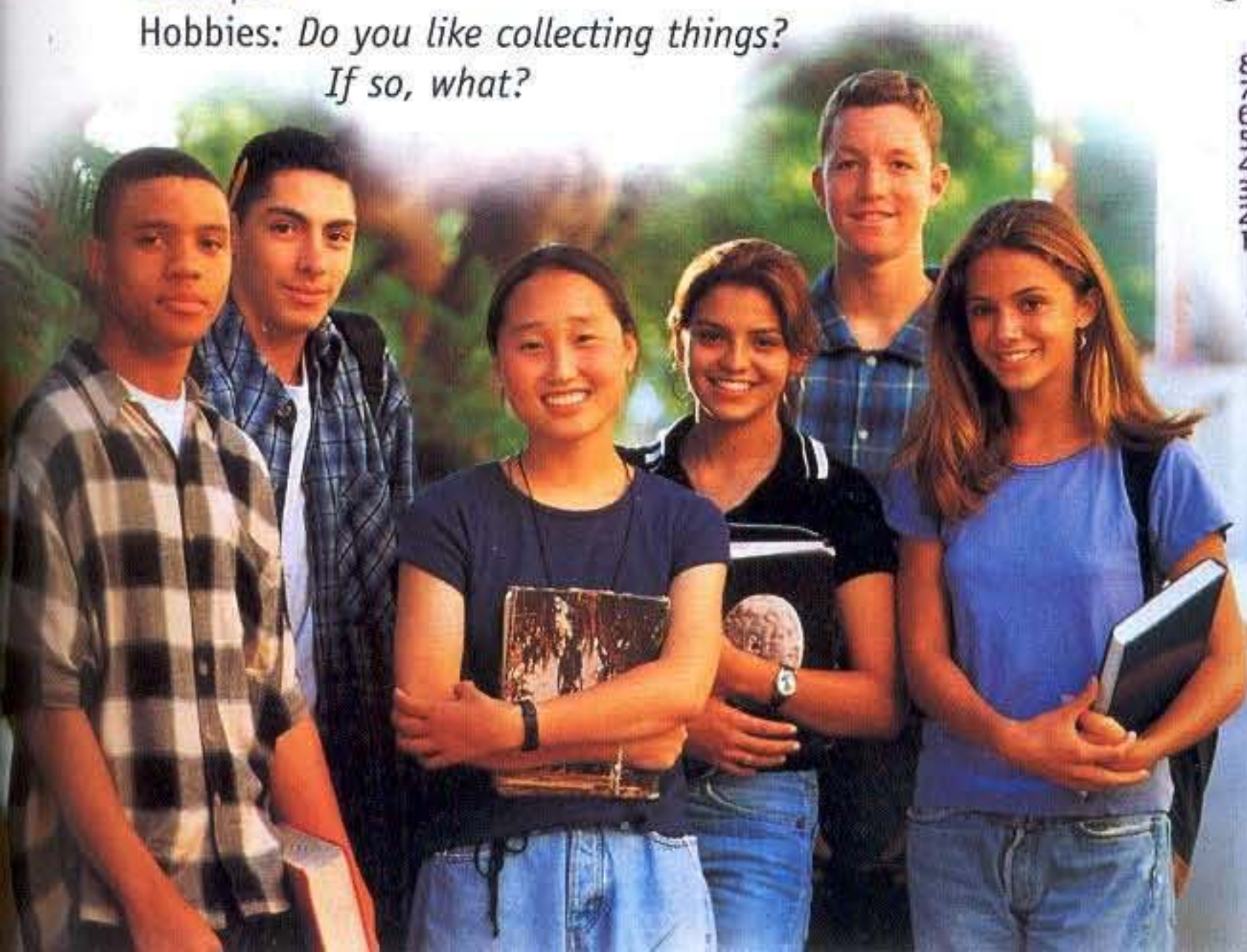
Stage 3

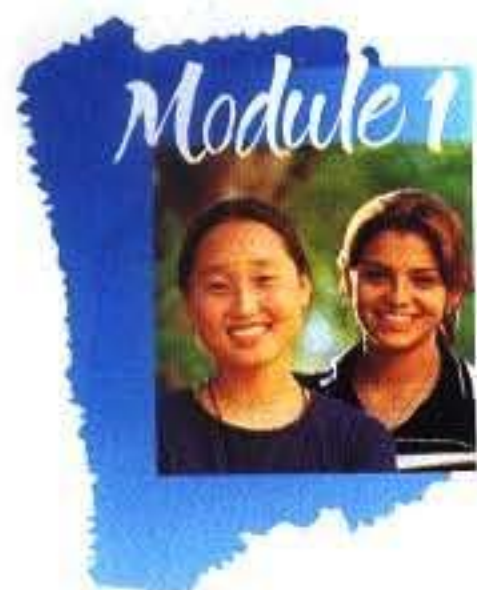
Go back to your *original* groups. Tell the others what you have found out. Prepare your results in the form of a graph.



Talkback

Display your graphs on the wall or pass them to other groups to look at. Were any results surprising? Which was the most interesting survey?





Review

Grammar

1 Put the verbs in the text into the Present Simple or the Present Continuous. Then guess the job.

Wally 1 _____ (do) a very dangerous and stressful job, but it is very interesting and he 2 _____ (enjoy) working outdoors. He usually 3 _____ (work) abroad in places like the USA, Indonesia and the Middle East. At the moment he 4 _____ (work) in the the east of England. His company 5 _____ (build) a new port for very large ships.

Wally 6 _____ (come) from Wales and he 7 _____ (go) home to see his family when he can. He 8 _____ (miss) his wife and children and he 9 _____ (want) to give up the job when he is a bit older. The job he is on at the moment is well-paid and he 10 _____ (save) quite a bit of money.

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

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

3 In pairs or groups, read out your descriptions and guess the jobs.

4 Use the Present Perfect to complete the sentences:

- 1 'There's no milk left. Someone _____ !'
- 2 'Look at all those dirty dishes. You _____ !'
- 3 'I feel terrible about that exam. I _____ !'
- 4 'Listen to that noise. The football game _____ !'
- 5 'I'm really hungry. I _____ !'
- 6 'I can't find my wallet. I _____ !'

Vocabulary

5 Complete the text with the verbs below in the correct form.

get up, go out with, switch off, switch over, turn on, wake up

I (1) _____ at about 7 o'clock and (2) _____ at about 7.15. I (3) _____ the TV and watch the CNN news while I am having breakfast. Sometimes, I (4) _____ to the local channel to watch a soap opera. It's really interesting at the moment. Darren is (5) _____ Julie from next door. Unfortunately, I always have to (6) _____ the TV before it finishes and go to school.

6 Make adjectives from these nouns:

Example 1 *boring*

- 1 boredom, 2 eccentricity, 3 energy, 4 excitement, 5 fame, 6 happiness, 7 health, 8 home, 9 interest, 10 laziness, 11 peace, 12 relaxation, 13 stress, 14 surprise

7 Complete the sentences below with adjectives from Exercise 6.



- 1 My uncle is very _____. He often wears a big pink bow tie and a bowler hat!
- 2 I am afraid my lifestyle is not very _____. I am rather _____.
- 3 He is so _____. He never does any exercise.
- 4 Pavarotti is a _____ singer and his life is quite _____.
- 5 In the summer we go to a _____ village in the mountains. I find it very _____.

8 Match the words to make expressions from the module. Write the expressions in your vocabulary book. Write the translations in your language to help you remember them.

- | | |
|-----------------|--------------|
| 1 portable | a) school |
| 2 lazy | b) behaviour |
| 3 TV | c) channel |
| 4 two-bedroomed | d) bowl |
| 5 goldfish | e) people |
| 6 primary | f) TV |
| 7 homeless | g) music |
| 8 classical | h) house |

Pronunciation: /ɪŋ/, /ɪn/

9 Listen to these sounds:

- a) reading /ɪŋ/ b) in /ɪn/

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

Example 1 a

Listen again and repeat the words.



2 Heroes

In this module you will...

- Read about heroes and heroines and a medieval story.
- Talk about people you admire.
- Listen to dialogues and a radio programme.
- Write a magazine story.
- Learn about the Past Simple, Past Continuous and Present Perfect tenses.

3 Listen to descriptions of three film characters. Match them with the following adjectives:

- a) brave and sensitive
- b) calm and intelligent
- c) dishonest but intelligent

Sigourney Weaver as Ellen Ripley in Alien IV saves the world ... again!

Warm-up

1 Think of different kinds of heroes and heroines:

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

Example a) Ronaldo, b) Mother Teresa, c) Hamlet

Classify the adjectives in the Key Words box as positive (+) or negative (-).

KEY WORDS

aggressive, arrogant, brave, calm, cruel, dishonest, generous, honest, intelligent, kind, romantic, sensitive, violent

2 Now tell the class about some film heroes, heroines and villains. Use the Key Words to help you.

Example *Gwyneth Paltrow was the sensitive and romantic heroine in Shakespeare in Love.*





5 Local Heroes

GRAMMAR FOCUS

Before you start

1 Read the magazine story. Match the paragraphs with these titles.

- | | | | |
|-------------------------|---------------------------------------|--------------------|--------------------------|
| a) Memory Shock | <input checked="" type="checkbox"/> 4 | d) Passengers Walk | |
| b) Quiet Evening Ruined | <input type="checkbox"/> | To Safety | <input type="checkbox"/> |
| c) Immediate Action | <input type="checkbox"/> | e) Bravery Award | <input type="checkbox"/> |

2 How would you describe Liz Pursey's character? How do you think she felt during the rescue and after it?

TRUE LIFE DRAMA



Liz Pursey rescued three people from a burning car.



- 1 One evening I went out with my friend Neil for a quiet meal in a country pub. We left at 9.30 and I offered to take Neil home. We were driving along when, suddenly, a car drove past us out of control. The car crashed and after that it burst into flames.
- 2 First we ran to the burning car. When we got there, we saw three people trapped inside. They were screaming and we knew we had to get them out. It was incredibly hot as we opened the doors.

- 3 The driver was sitting inside, unconscious. We got him out and then went back for the other two people. I had to climb over the front seats to get to them. Surprisingly, they were able to walk away from the car. Meanwhile, some people who were watching from a nearby campsite, called the emergency services.
- 4 In the end, I was standing there in a state of shock when a policeman asked me for my name and address. I couldn't remember!
- 5 I don't think we did anything extraordinary but the police presented us with certificates for our bravery. It's a nice feeling to know you've helped to save someone's life.

PAST SIMPLE AND PAST CONTINUOUS

Presentation

3 Complete the table with these words.

did, didn't, was, were, wasn't, weren't, leave, left, call, called

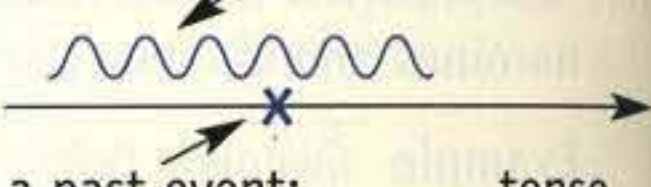
| Past Simple | | Past Continuous | |
|-------------|---|-----------------|--|
| Affirmative | I (1) ____ an ambulance. | Affirmative | I/He/She was driving . |
| Question | Did they call an ambulance? | | We/You/They were driving . |
| Negative | She didn't (2) ____ an ambulance. | Question | (7) ____ I/he/she driving ? |
| Affirmative | We (3) ____ at 9.30. | | (8) ____ we/you/they driving ? |
| Question | (4) ____ you (5) ____ at 9.30? | Negative | I/He/She (9) ____ driving . |
| Negative | He (6) ____ leave at 7.30. | | We/You/They (10) ____ driving . |

4 Look at this sentence from the text.

We **were driving** along when, suddenly, a car **drove** past us out of control.

Add names of tenses to the timeline.

a longer activity: ____ tense



a past event: ____ tense

5 Look at these sentences from the text.

- 1 We **were driving** along **when**, suddenly, a car **drove** past us.
- 2 **When** we **got** there, we **saw** three people trapped inside.

In which sentence does **when** mean

- a) at the same time? b) after?

Match the sentences, 1 and 2, with the timelines.

a) — x — x —>

b) ~~~~~ x —>

➡ Grammar Summary 3, on page 125.

Practice

6 Read *True Life Drama* again and answer the questions.

- 1 What were Liz and Neil doing when the other car crashed?
- 2 What did Liz and Neil do when the other car crashed?
- 3 What were the people in the car doing when Liz and Neil got there?
- 4 What did they do when they got to the car?
- 5 What did the people in the campsite do when they saw the accident?

7 What are the past forms of these verbs?

go, walk, read, work, begin, sit, run, hear, see, watch, come, clean, write, cut, talk

8 Put the verbs in brackets into the Past Continuous or Past Simple.

Sergeant Harris left the police station at 6 p.m. He (1) _____ (walk) across the park when he (2) _____ (see) a little girl playing near the river – she (3) _____ (run) after the birds. The sergeant (4) _____ (sit down) to have a rest and (5) _____ (open) a newspaper. He (6) _____ (read) the sports column when he (7) _____ (hear) a scream: the girl (8) _____ (drown) and her mother (9) _____ (call) for help. Sergeant Harris ran to the river and (10) _____ (jump) into the water. He got to the girl in ten seconds. When he took her out of the water he (11) _____ (look) around: a lot of people (12) _____ (watch) but no one offered to help. In the end everything was all right – the girl was just frightened.

9 Make sentences using the Past Simple and the Past Continuous.

Example walk down the street/see an accident (I)

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

- 1 meet an old friend/stay in Prague (we)
- 2 run into a tree/talk on the mobile phone (she)
- 3 shop/lose wallet (he)
- 4 wash dishes/break a glass (I)
- 5 have a bath/telephone ring (she)
- 6 drive home/run out of petrol (they)

10 Look at the pictures. Then read and answer the questions below.



- 1 Pat was in the bathroom with a hairdryer in her hand when she heard a crash. She looked out of the window and decided to call an ambulance.
 - a) What was Pat doing when she heard the crash?
 - b) What did Pat do when she looked out of the window?



- 2 Jennifer was in the kitchen, her hands in a bowl of flour, when she saw a small boy climb into a lorry. She ran out of the house and took him out.
 - a) What was Jennifer doing when she saw the boy?
 - b) What was the boy doing when Jennifer saw him?
 - c) What did Jennifer do when she ran out of the house?

11 In groups, tell each other the answers to these questions.

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



6 Campaigners

SKILLS FOCUS

Before you start

1 Match these captions with the photos.

- 1 campaigned for the rights of black people in the USA
- 2 ex-president of Ireland who works at the UN to protect human rights
- 3 has tried to promote democracy in Eastern Europe
- 4 worked to help poor people in India

Listening

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

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



Function File

Expressing opinions

Well, I (1) _____ Mary Robinson is very important. She has worked for peace in Ireland and for human rights all over the world.

I'm sorry, but I (2) _____.

(3) _____, Mother Teresa is more important, because she spent her whole life working with poor and homeless people.

Yes, (4) _____, but I think Vaclav Havel is important, too. He has done a lot of good work to promote democracy in Europe.

I (5) _____ with you, but

(6) _____, I think Martin Luther King is the most important, because he fought against racism and his actions changed society.

- 3 You are going to listen to a radio programme about Martin Luther King. Make sure you understand the Key Words. Use the Mini-dictionary to help you.

KEY WORDS

experience, inferior, equal, influence, peaceful protest, boycott, extremist, victory, violence, march, peaceful demonstration

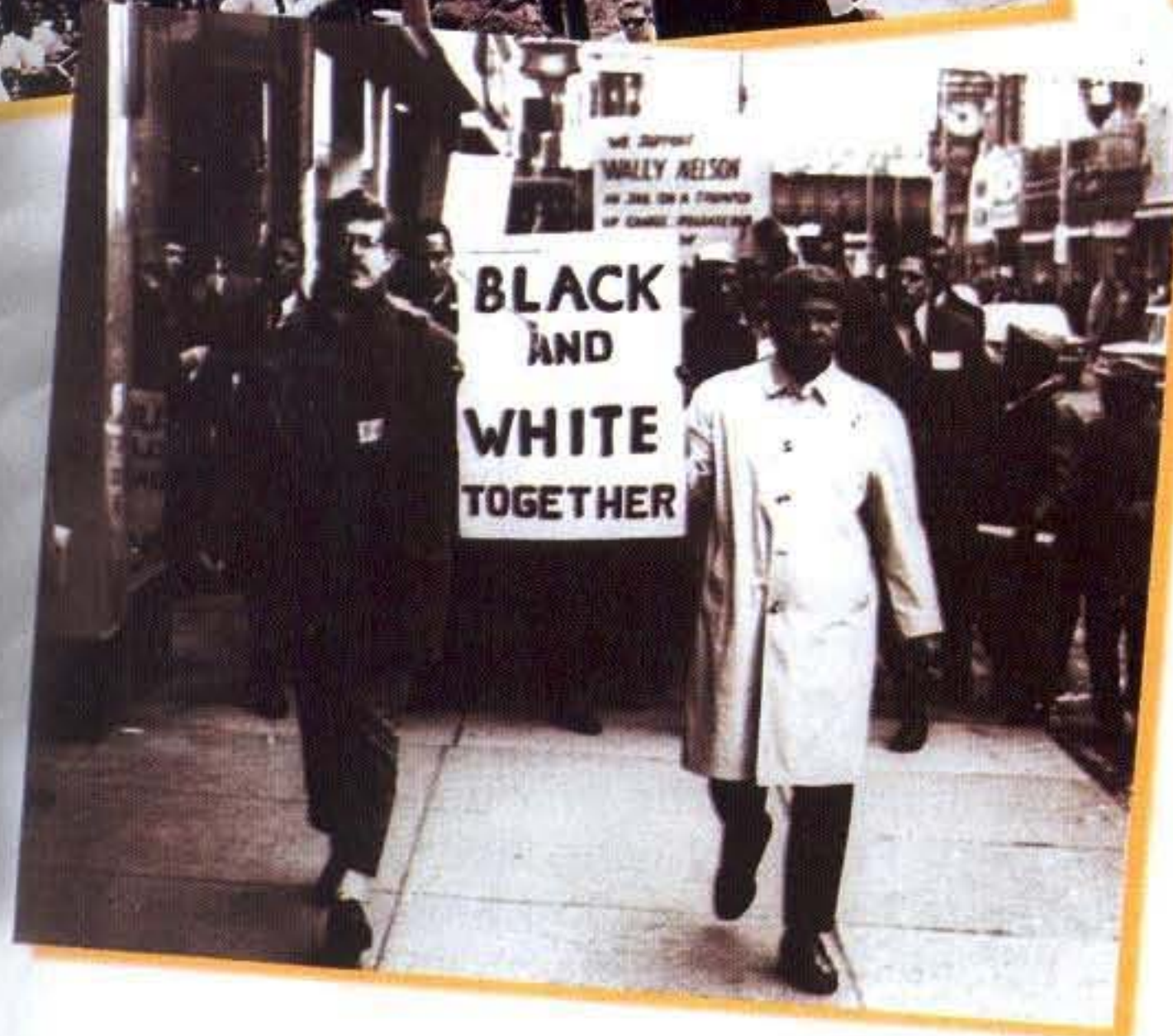
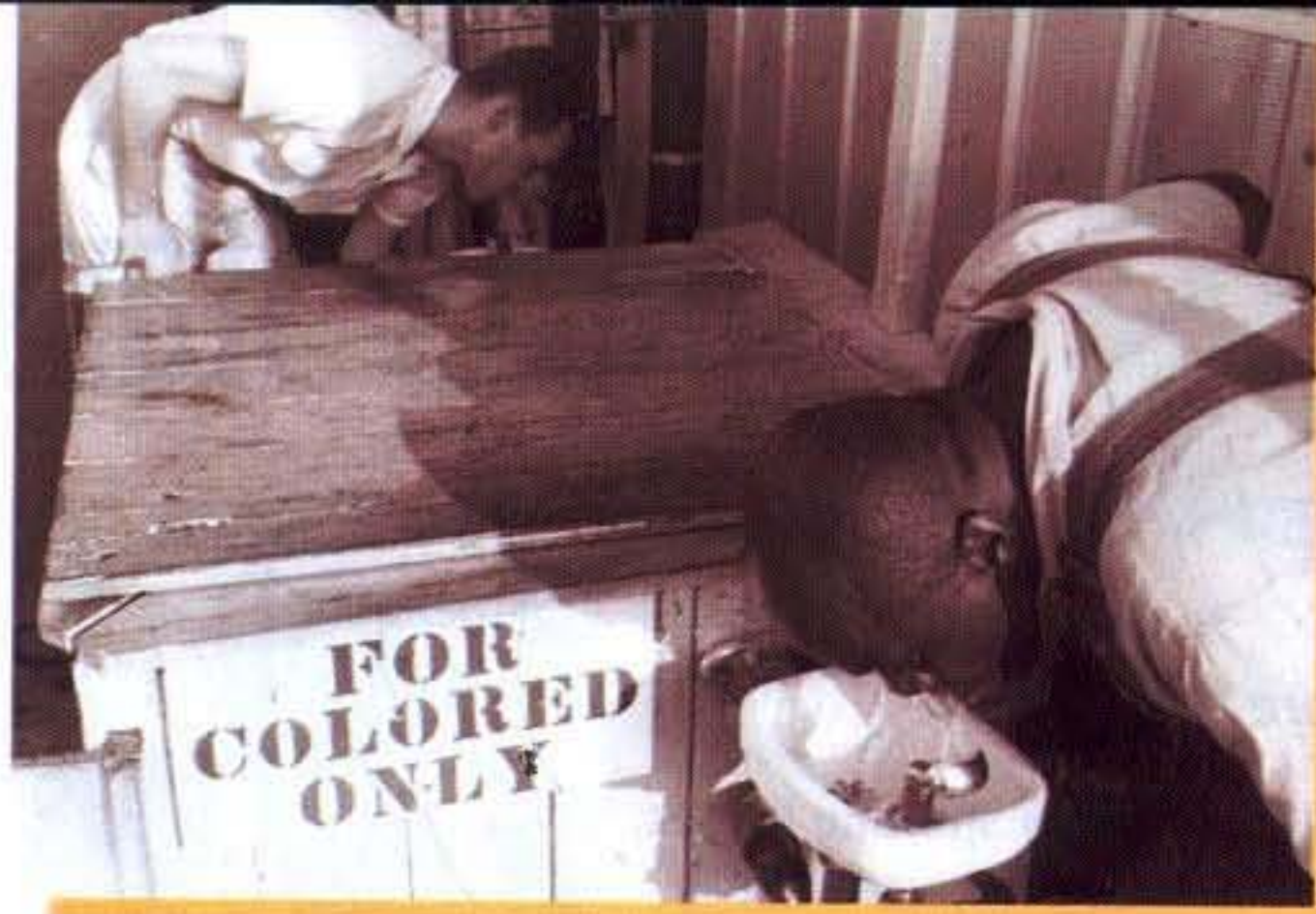
- 4 Read the Strategies.

LISTENING STRATEGIES:

Listening to cassettes

- Before listening, make sure you understand the task (e.g. Is the sentence true or false?).
- If possible, try to guess the answer (e.g. 1 = T?).
- When you listen the first time, don't panic! You will not understand everything – just try to get the general idea.
- Listen again for the specific information you need.

- Now listen to the radio programme.



5 Listen again and decide if the sentences below are true (T) or false (F).

- 1 Martin Luther King was from the south of the United States.
- 2 Martin's first experience of racism was with a bus driver.
- 3 He started making speeches when he was at school.
- 4 Gandhi influenced his ideas about peaceful protest.
- 5 In 1964 he organised a successful boycott of buses.
- 6 He went to prison sixteen times for organising protests.
- 7 He organised a march to Washington in 1963.
- 8 He made a famous speech there beginning with the words: 'I have a dream that ...'
- 9 He received the Nobel Peace Prize in 1965.
- 10 A white extremist killed him in 1968.

Pronunciation: Stress

6 Listen to the sentences and underline the stressed words.

- 1 He was born in Atlanta in 1929.
- 2 Martin liked Gandhi's ideas about peaceful protest.
- 3 He organised a march to Washington.
- 4 A white extremist killed him.

Listen again and repeat the sentences.

Speaking

7 Work in pairs. Think of famous campaigners you know. Make notes about their causes like the example. Use the Key Words to help you.

KEY WORDS

causes

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

against: racism, slavery, violence, war, pollution

Example

Gandhi – pacifist – for Indian independence – against racism/colonialism

8 Form groups with another pair or discuss your opinions with the whole class. Use expressions from the Function File on page 22.

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



Comparing Cultures

Listen to the lecture about three British 'campaigners' and match the people with the causes.

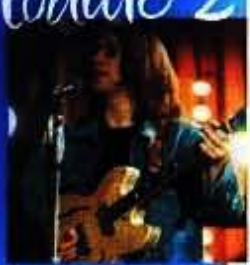
Emmeline Pankhurst, William Wilberforce, Jane Goodall

- 1 fights for animal rights
- 2 fought to abolish slavery
- 3 fought for women's rights

QUOTE ... UNQUOTE

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

Martin Luther King



7 Sports Stars

GRAMMAR FOCUS

Before you start

- 1 Who are your sporting heroes or heroines? In pairs, use the Key Words to talk about them.

KEY WORDS

positive: brilliant, fast, intelligent, skilful, strong

negative: awful, boring, over-rated, slow, terrible, useless, weak

Example

A: *In my opinion, Ronaldo is a brilliant player. He is very fast and skilful.*

B: *I don't agree. I think he's over-rated.*

- 2 Read the article and answer these questions:

- Why are the sisters unusual?
- What kind of background are they from?
- Who helped them to succeed?
- How do the two sisters get on at home?

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



LAST WEEK, VENUS AND SERENA WILLIAMS played each other in the final of a tennis tournament. Venus is now fourth in the world, and her younger sister Serena has moved to ninth.

The two sisters have already come a long way from the poor area in California where they were born. It was full of violence and drugs, and the girls' father, Richard, wanted to move to a safer place. They moved in 1991 and they have never looked back.

Richard started to train Venus when she was four, and says: 'The first time I took Venus to the tennis court, I told my wife, "We have a champion".' She played in her first big tournament in 1996. She has won Wimbledon and the US Open twice. Serena has continued to improve and she has made fantastic progress. In 1999, she won the US Open, but she hasn't won the singles at Wimbledon yet.

Has tennis ever caused problems between the sisters? 'We've played each other before and it hasn't worried us - yet!' says Venus. 'If she wins,' Serena jokes, 'Mama says she has to do the dishes!'



PRESENT PERFECT (2) AND PAST SIMPLE Presentation

- 4 Complete the table with these words.
moved, started, has caused, have looked, played, have played

Present Perfect

- They _____ never _____ back.
- _____ tennis ever _____ problems between the sisters?
- We _____ each other before.

Past Simple

- They _____ in 1991.
- Richard _____ to train Venus when she was four.
- Venus _____ in her first big tournament in 1996.

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

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

Look at this sentence in the text. Does the event have results in the present?

Serena **has moved** to ninth in the world.

- 6 Match the tenses with the uses. We use a) the Present Perfect, b) the Past Simple when:

- something happened at a specific time in the past
- the time of the action in the past is not given or known
- a past action has results in the present
- the past action is not linked with the present

7 Look at the dialogue below and complete the rule with *already* or *yet*.

A: Has Serena won Wimbledon yet?
 B: No, she hasn't won it yet.
 A: Has she won the US Open yet?
 B: Yes, she has already won it.

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

➡ **Grammar Summary 4, on page 125.**

Practice

8 What do you say in these situations, a or b?

- 1 *Star Wars* was on TV last night.
 a) Have you seen *Star Wars*?
 b) Did you see *Star Wars*?
 2 You are talking to a friend who regularly goes to Italy on holiday.
 a) Have you visited Venice?
 b) Did you visit Venice?

9 Complete this interview with an English footballer. Put the verbs in brackets in the Present Perfect or Past Simple.

A: Have you ever played abroad before?
 B: Yes, I have. I (1) _____ (play) for Real Madrid between 1996 and 1997.
 A: (2) _____ you (like) it?
 B: It was OK, but I (3) _____ (not enjoy) the weather very much! It was too hot!
 A: How many goals (4) _____ you (score) this season?
 B: Only five. But we (5) _____ (not play) many games yet. But I'm happy because some good players (6) _____ (join) the team. Last month we (7) _____ (buy) a fantastic new Brazilian player.

10 Complete the sentences with these words: *already*, *ever*, *never*, *yet*.

- 1 Would you like something to eat? No, thanks, I've _____ had lunch.
 2 Have they finished the game _____?
 3 Have you _____ played squash?
 4 I don't know much about golf. I've _____ watched it.
 5 This season my football club hasn't won any matches _____.
 6 Have you _____ been to Venice? No, I have _____ been there.

11 In pairs, ask and answer questions in the Present Perfect using the cues below.

Example *go abroad*

A: Have you ever been abroad?
 B: No, I haven't. / Yes, I have.

- 1 break your leg
 2 play rugby
 3 swim in the ocean
 4 have an accident
 5 watch a chess tournament
 6 ride a horse

12 In pairs, use the cues to ask and answer about your experiences.

Example *go to the USA/see the Grand Canyon*

A: Have you ever been to the USA?
 B: Yes, I have.
 A: Did you see the Grand Canyon?
 B: No, I didn't.

- 1 eat Chinese food/very hot
 2 travel by plane/frightened
 3 go to a football game/enjoy it
 4 see *Titanic*/like the special effects
 5 act in a play/what role
 6 meet a famous person/who

13 Choose a star. Make notes about the important achievements or events in his/her life, and the dates they happened. Don't worry if you are not exact.

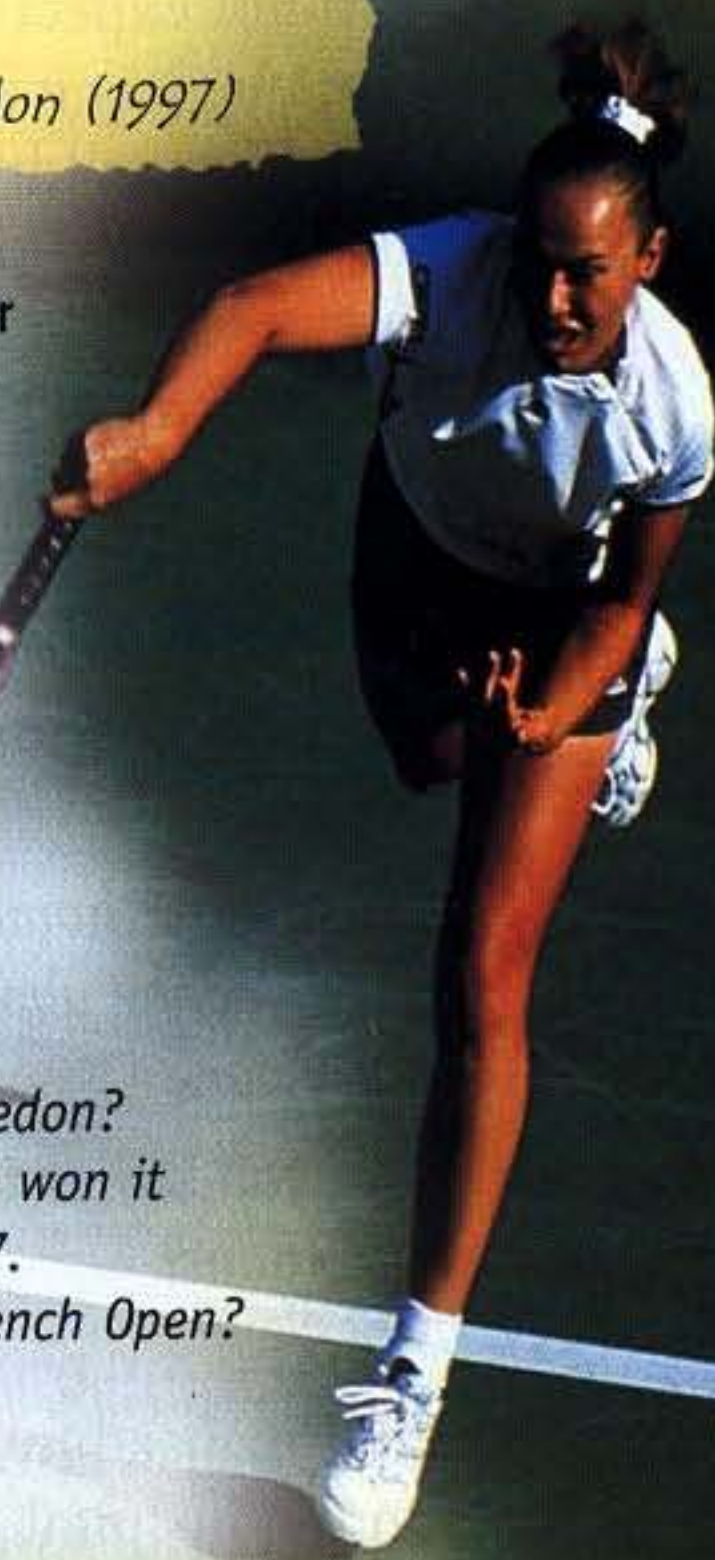
Martina Hingis

won – US Open; Wimbledon (1997)

14 In pairs, ask and answer questions. Try to guess your partner's star.

Example

A: What has your star done in his/her life?
 B: She has won lots of major tennis tournaments – like the US Open and Wimbledon.
 A: When did she win Wimbledon?
 B: I don't know. I think she won it for the first time in 1997.
 A: Has she ever won the French Open?
 B: No, she hasn't.
 A: Is it Venus Williams?
 B: No, it's Martina Hingis!





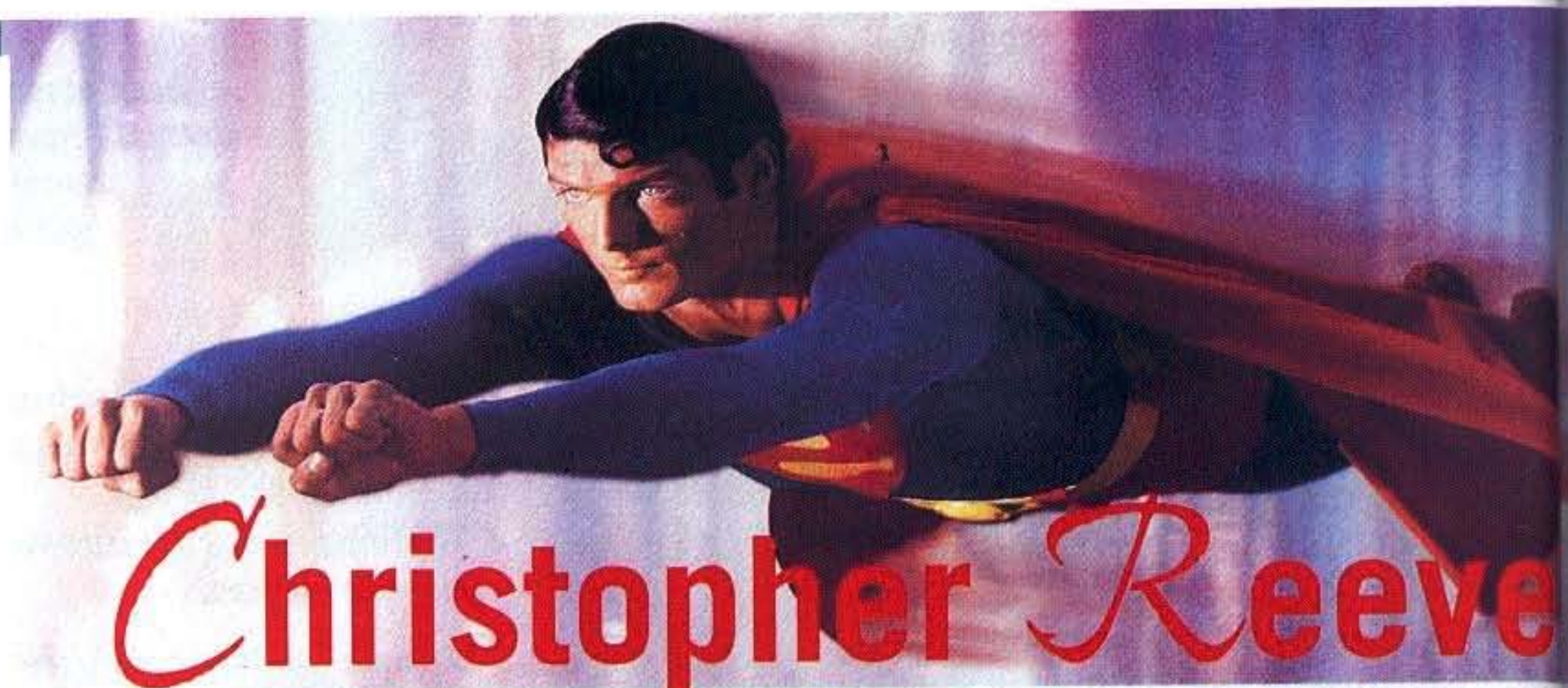
8 Superhero

SKILLS FOCUS

Before you start

1 What do you know about Christopher Reeve? Look at the pictures to help you answer the questions.

- 1 What was his most famous film role?
- 2 What terrible thing happened to him in real life?
- 3 What is he doing nowadays?



'After the accident, Dana was told to say goodbye and people were talking about my funeral.'

- 1 **N**ot long ago, Christopher Reeve had everything. He was a successful actor, famous for the *Superman* films. But in 1996, when he appeared at Hollywood's Oscar ceremony, he went in a wheelchair.
- 2 Disaster came in 1995 when he fell from his horse and broke his back. The doctors did not expect him to live. However, since then he has made remarkable progress. At first, he couldn't breathe without a machine, but now he can breathe on his own.
- 3 His personal campaign to promote research into spinal injuries is also impressive. Christopher has given talks all over the USA about his experiences. This has drawn attention to the issue of spinal injuries.

From their home, Christopher and his wife Dana spoke about their life since the accident.

- 4 **Did you suffer from depression after the accident?**

'No. Four days after the injury, I came to, and realised my situation. Dana and I were in the hospital. The doctor said I was not going to pull through. Dana said: "But you're still you, and I love you." And that

saved my life. Since that moment I have never thought of giving up. Of course, I've had moments of feeling sorry for myself, but I've never had any thoughts of suicide.'

- 5 **Did you think that your marriage was so strong?**

'Yes, because Dana's so terrific. We have always got on really well. Our relationship has always been fantastic.'

- 6 **How did your parents react to the accident?**

'They divorced when I was four. They've got closer since the accident.'

- 7 **What medical research is there into injuries like yours?**

'Scientists are working on a cure. They've already proved that it's possible for nerves in the spinal cords of animals to regrow and reconnect. So, I'm very optimistic.'

- 8 Christopher Reeve has a new purpose in his life. He has raised lots of money for the American Paralysis Organisation. His achievements since his accident have shown him to be a real-life superman.

(Adapted from *Hello!* magazine)

Reading

2 Read the article quickly and check your answers to Exercise 1.

3 Match the topics with the parts of the article.

- | | |
|--|-------------------------------------|
| a) the riding accident | <input checked="" type="checkbox"/> |
| b) his marriage | <input type="checkbox"/> |
| c) his feelings after the accident | <input type="checkbox"/> |
| d) before the accident | <input type="checkbox"/> |
| e) his parents | <input type="checkbox"/> |
| f) his achievements since the accident | <input type="checkbox"/> |
| g) medical research | <input type="checkbox"/> |
| h) his campaign | <input checked="" type="checkbox"/> |

4 In pairs, discuss the following.

- How would you describe Christopher Reeve?
- What kind of person is his wife?



5 Read the Strategies.

READING STRATEGIES: Working out meaning

- Find the word in the text. (e.g. 'ceremony' – part 1)
- Is the word a noun, verb, adjective, etc? (e.g. a noun)
- Think about the context. (e.g. Oscars)
- Is the word similar in your language? (yes)

Now choose the correct meaning for each word. (Numbers in brackets refer to parts of the text.)

- | | | |
|------------------|--|------------------------------|
| 1 disaster (2) | a) something happy | b) something very bad |
| 2 remarkable (2) | a) surprisingly bad | b) surprisingly good |
| 3 research (3) | a) serious study to discover new ideas | b) money raised for charity |
| 4 impressive (3) | a) admirable | b) dangerous |
| 5 issue (3) | a) topic | b) injury |
| 6 optimistic (7) | a) positive about the future | b) negative about the future |

6 Use the Strategies to help you choose the correct meaning for the multi-part verbs.

- | | | |
|--------------------|------------------------------------|---------------------|
| 1 come to (4) | a) to get better | b) to wake up |
| 2 pull through (4) | a) to survive | b) to walk |
| 3 give up (4) | a) to be afraid | b) to stop fighting |
| 4 get on (5) | a) to have a friendly relationship | b) to escape |

Use each multi-part verb in a sentence.

7 Use the multi-part verbs below to write sentences about your life.

KEY WORDS

come from, wake up, get up, go out, get on/off (e.g. bus), get to (arrive), come back (return)

Example *I come from Moscow. I usually wake up at ...*

Writing and Speaking

8 Write questions to ask your partner about changes in his/her life in the last three years.

Examples

Have you started a new hobby or sport?

Do you still like the same kind of music?

Have you met anybody new?

9 Use your questions to interview your partner.

QUOTE ... UNQUOTE

'The really great person is the person who makes everybody feel great.'

G. K. Chesterton, English writer (1874-1936)



Communication Workshop

Speaking: Discussion

Before you start

- 1 Listen to the interview with a mother and daughter. Who likes the people in the photos – the mother (M), the daughter (D), or both (M+D)?



George Clooney



Kate Winslet

- 2 Listen again. Mark the expressions in the Function File which show strong agreement (++), limited agreement (+) or disagreement (-).

Function File

Agreeing and disagreeing

Oh, come off it!
OK, but ...
You're dead right.
Absolutely.
That's true.
You've got a point there.
I suppose ... but ...

Prepare a discussion about one of your heroes or heroines. Follow the stages.

Stage 1

Read the Strategies.

SPEAKING STRATEGIES: Preparation for discussions

- Make notes about your opinions. (e.g. who you admire – Julia Roberts)
- Think of reasons to support your opinions. (e.g. Julia Roberts – excellent actress/very intelligent/good-looking)
- Practise saying your opinions. (e.g. Personally, I think Julia Roberts is ...)

Now use the Strategies to prepare for a discussion about one of your heroes from the world of films, music or sport.



Alanis Morissette



John Lennon

Stage 2

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

Example

- A: I think Oasis are the best group in the world.
B: You're dead right.
C: Oh, come off it! What about ...

Stage 3

Tell the rest of the class if your group agreed on anything.

Example We agreed that Brad Pitt is the best modern actor.

Talkback

Answer these questions about how you did the speaking activity.

- 1 During the activity I spoke English:
 - a) all the time b) most of the time c) not a lot
- 2 I think I spoke to the group:
 - a) very well b) quite well c) not as well as I can
- 3 Can you remember any mistakes that you made?

Writing: A Story

Before you start

Read the newspaper article in Lesson 5 again. Match the paragraphs with these sections of the story.

Example a) = paragraph 1

- a) setting the scene – describes the situation at the beginning and what happened
- b) development of narrative – how the person reacted and what happened
- c) conclusion – what happened in the end

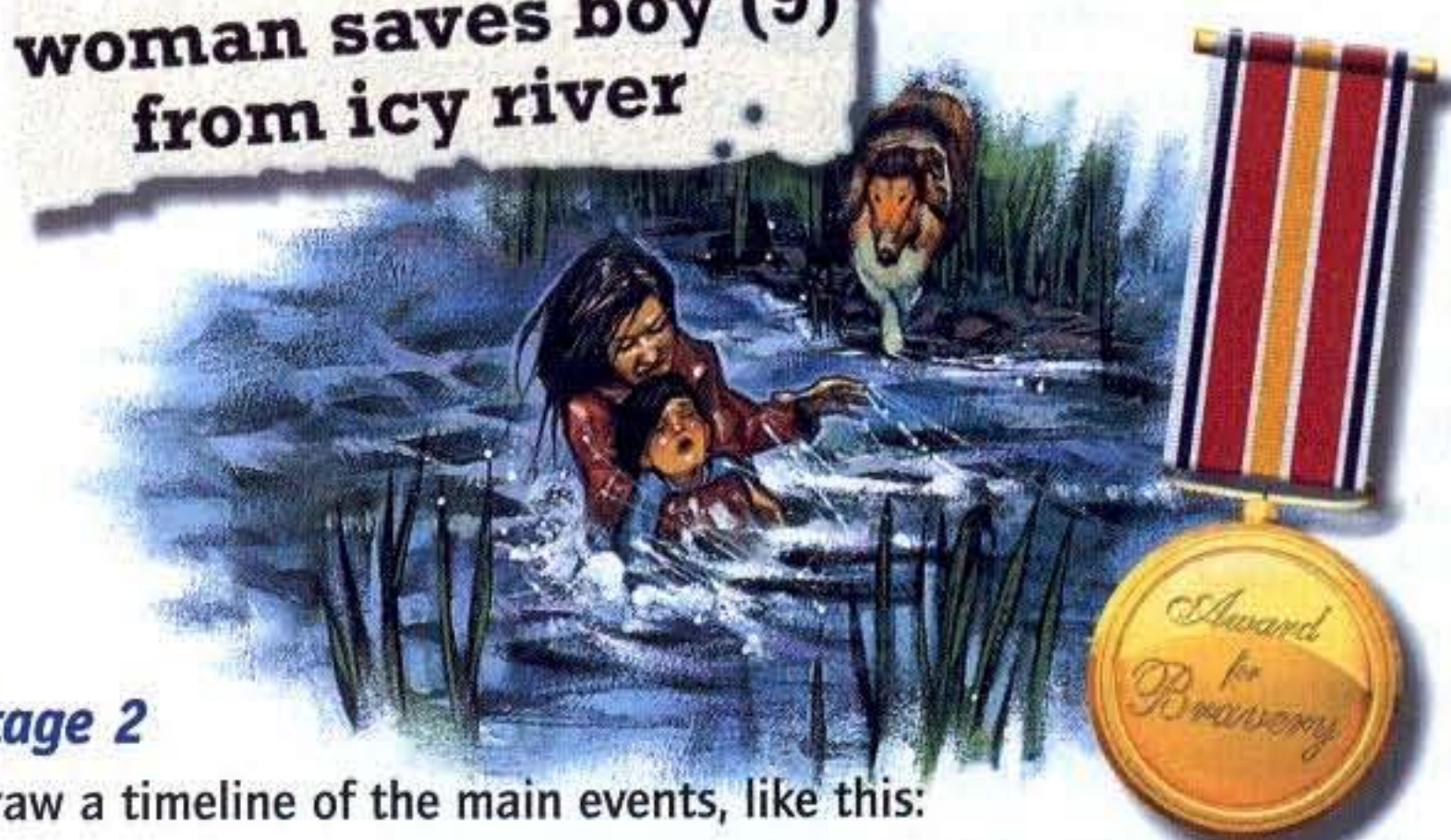
Imagine you or a friend was involved in a rescue. Write the story for your school magazine. Follow the stages.

Stage 1

Decide who is the hero/heroine of your story and what he/she was doing before the action started.

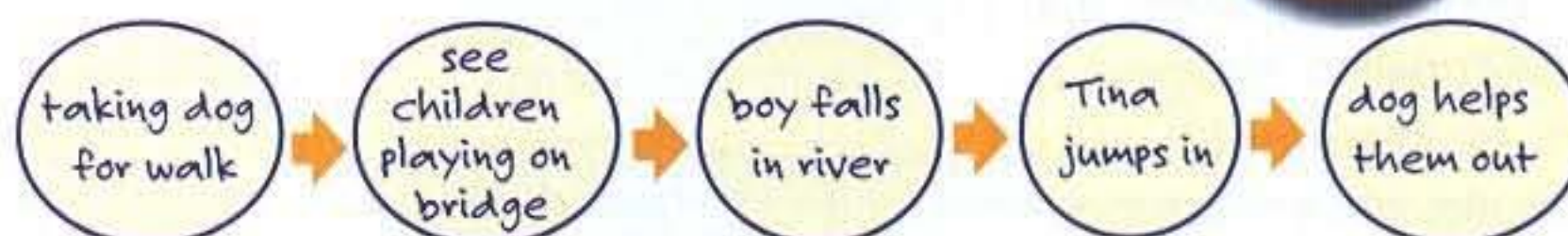
Example A friend (Tina) was taking her dog for a walk near a river.

woman saves boy (9) from icy river



Stage 2

Draw a timeline of the main events, like this:



Stage 3

Write your story in three paragraphs.

➡ **Writing Help 2 (layout, linking and useful vocabulary), on page 120.**

Example

- 1 Set the scene: One Saturday afternoon, my friend ...
- 2 Develop the narrative: Suddenly, she heard ...
- 3 Describe the scene at the end: In the end, they took the ...

Stage 4

Check your story.

➡ **Writing Help 2 (checking).**

Talkback

In groups, read each other's stories. Which do you think are the bravest actions? Tell the class.

Example In Eva's story a girl rescued a dog from a burning building.

Listening

1 Do you know anything about the life of James Dean?

2 Listen to the song and complete part of the lyrics with these words:

clean, cause, screen, mean, fast, was, young

'James Dean' by The Eagles

James Dean ... I know just what you (1) _____.
 James Dean, you said it all so (2) _____.
 And I know my life would look all right
 If I could see it on the silver (3) _____.
 You were the lowdown rebel if there ever (4) _____.
 Even if you had no (5) _____.
 You were too (6) _____ to live,
 too (7) _____ to die,
 bye, bye ...

3 Which of these things does the singer feel?

- a) he thinks James Dean was stupid
- b) he identifies with James Dean
- c) he admires him



Review

Grammar

- 1 Read this modern version of *Hamlet*. Put the verbs into the Past Simple or Past Continuous.

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

- 2 Read about Cameron Diaz. Put the verbs in the Past Simple or Present Perfect.

In recent years Cameron Diaz (1) _____ (become) one of Hollywood's most promising young actresses. Cameron (2) _____ (begin) her career as a model when she was sixteen and (3) _____ (spend) five years travelling around the world. She (4) _____ (not enjoy) modelling and (5) _____ (go) for an audition for a small role in *The Mask* with Jim Carrey. Since then, she (6) _____ (be) in several films and she (7) _____ (make) the transition from model to actress successfully. She (8) _____ (perform) with actors like Keanu Reeves and Harvey Keitel.

- 3 Complete the text with *already*, *never*, *yet* or the verb in brackets in the correct tense.

My brother Wayne (1) _____ (move) to California to look for work as an actor. He has (2) _____ had a major part in a film before. He (3) _____ (arrive) in Hollywood two weeks ago. His friends (4) _____ (introduce) him to some important contacts. He has (5) _____ met two producers, but he hasn't signed a contract (6) _____.

Vocabulary

- 4 Use the adjectives on page 19 to write three sentences about *your* character.

Example *I think I am sensitive and quite romantic. I am quite generous and honest.*

- 5 Complete the text with these words:

up, to (x2), back, out, off

One day Sam was coming (1) _____ from school when he saw a young boy getting (2) _____ a bus and running in front of a car. The car missed him but crashed into a tree and burst into flames. Sam ran to the car. When he got (3) _____ it, it was very hot but he didn't give (4) _____. The driver was unconscious but somehow he got her (5) _____ of the car. After a few seconds she came (6) _____ and then the ambulance arrived.

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

- 1 He always tells the truth. I admire his _____. (honest)
- 2 She was full of _____. She always wanted to get to the top. (ambitious)
- 3 He made the correct _____. He knew what to do. (decisive)
- 4 There is too much _____ on TV nowadays. (violent)
- 5 Do you think people are born with _____, or do they acquire it? (intelligent)

Pronunciation: /θ/, /ð/, /ʃ/, /tʃ/

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

think, there, crash, watch, other, achievement, anything, breathe, issue, research, through, relationship, situation, three, together,

- Group 1: /θ/ think
Group 2: /ð/ there
Group 3: /ʃ/ crash
Group 4: /tʃ/ watch

Listen again and repeat the words.



Now read the story *Sir Gawain and the Green Knight*, Literature Spot 1, page 112.

Culture Corner 1

EATING IN BRITAIN

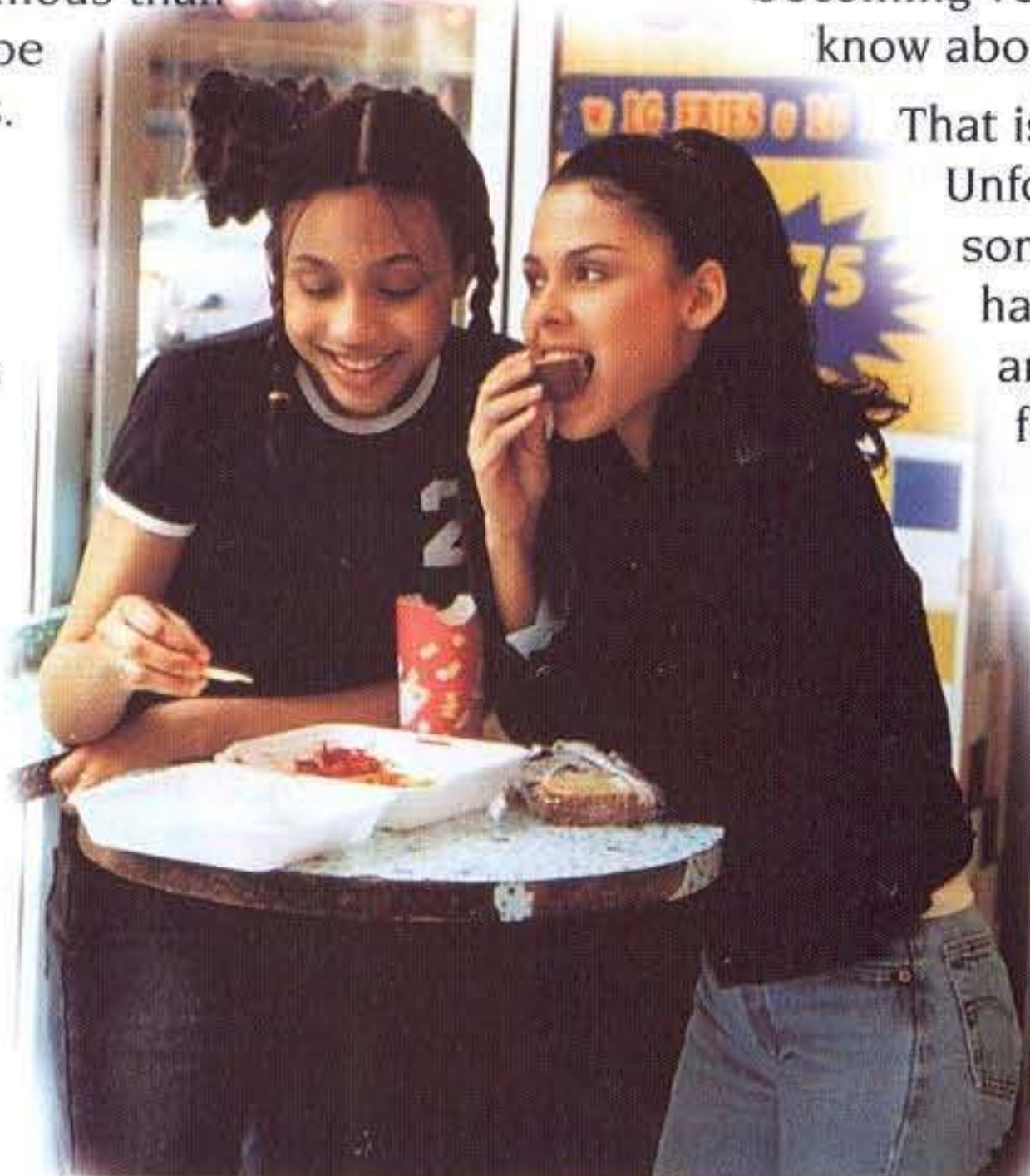
Do you know anything about British food? What kinds of British food do you know? Read on ...

Years ago a Frenchman said that the only way to eat well in Britain was to eat breakfast three times a day. And, let's be honest, most British food was terrible – overcooked vegetables, greasy sausages, boring sandwiches. For a lot of people, eating was something you had to do to survive; it was certainly not an enjoyable experience. But things have changed ...

- Food has become very important in Britain. TV cooks are more famous than writers and their recipe books are bestsellers.

- More of us eat out regularly and we can get excellent food in lots of different kinds of restaurants – French, Indian, Italian, Greek, Thai, Indonesian ... even British!

- Traditional British pubs serve surprisingly good meals at good prices.



- British supermarkets are now full of exotic cooking ingredients, sauces, pasta, cheese, fruit and vegetables.

- The British love all kinds of 'international' food. The most popular is now pizza and, according to a recent survey, 40% of British families have a curry for Sunday lunch, instead of traditional dishes like roast beef.

- We eat less meat and more fresh fruit and vegetables. A growing number of people are becoming vegetarians. Even children know about sugar-free sweets.

That is the good news.

Unfortunately, there is also some bad news. As we work harder and have less time, we are eating more and more fast food and doing less exercise. For lunch, many of us have a hamburger or sandwich and when we come home in the evening we put our ready-made dinner into the microwave before sitting down in front of the TV. Meals are no longer family occasions.

1 Find the Key Words in the text and try to guess their meanings. Then match them with their definitions.

KEY WORDS

cook, dish, food, lunch, meal, recipe, curry

- 1 general word for things you eat
- 2 food you eat at a specific time of the day, e.g. breakfast, dinner
- 3 ingredients and instructions for making a particular meal
- 4 a person who prepares food
- 5 the food you eat between 12.00 and 2.00 p.m. in Britain
- 6 an Indian dish of meat or vegetables with lots of spices
- 7 specific type of prepared or cooked food, e.g. beef stroganoff, spaghetti bolognese

2 Read the article. List three 'good' changes and three 'bad' changes in British eating habits.

3 List some differences between eating habits in Britain and your country.

Example *Curries are not popular in my country.*

4 Write a description of food and eating habits in your country for a foreign visitor.

Language Problem-Solving I

a, an, the

- 1** Study the two dialogues. Then read the statements 1–6 and mark each of them true (T) or false (F).



Jack: Look! I've found a key.

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



John: Look! I've found the key.

Adam: Great! I thought we'd never get inside.

- Jack and Pete see the key for the first time in their lives.
- John and Adam see the key for the first time in their lives.
- Jack and Pete lost the key.
- John and Adam lost the key.
- It's possibly the key to Jack and Pete's flat.
- It's possibly the key to John and Adam's flat.

- 2** Complete the rules with *a* or *the*.

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

- 3** Read each situation and decide which sentence, a or b, is correct.

- You're in class. Your teacher says:
 - Shut the door.
 - Shut a door.
- You come home from school very late. You say:
 - Sorry, but I stopped to help the boy who fell off his bicycle.
 - Sorry, but I stopped to help a boy who fell off his bicycle.
- You're at a restaurant. You ask the waiter:
 - Where is the toilet?
 - Where is a toilet?
- You're about to pay at a restaurant. Your friend says:
 - Don't forget to give the waitress a tip.
 - Don't forget to give a waitress a tip.

- 4** Some of the sentences below contain mistakes. Correct them and explain what is wrong. Think about the classroom you usually have lessons in.

- 'It's very hot in here. Let's open a window.'
- 'We have to ask a headmaster about that excursion.'
- 'The class register is probably in a staff-room.'
- 'The teacher looks very smart today.'
- 'Can I write that sentence on a blackboard?'
- 'Could you put those books in a cupboard?'
- 'Please close a door after you, when you come in!'
- 'I left the book on a teacher's desk.'

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

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

- 6** Decide if you need *a*, *the* or nothing in these expressions.

- | | |
|------------------------|--------------------------|
| 1 have _____ breakfast | 7 to _____ cinema |
| 2 have _____ bath | 8 in _____ France |
| 3 play _____ piano | 9 in _____ United States |
| 4 go to _____ work | 10 go by _____ train |
| 5 at _____ home | 11 in _____ evening |
| 6 at _____ station | 12 on _____ Nile |

- 7** Complete the text with *a*, *the* or nothing.

Jan lives in (1) _____ Budapest on (2) _____ Danube. His life looks quite ordinary. In (3) _____ morning he goes to (4) _____ school. He usually travels by (5) _____ bus, but on (6) _____ Tuesdays his father gives him a lift and he goes by (7) _____ car. He has (8) _____ lunch at school and comes (9) _____ home at about 3 p.m. In (10) _____ afternoon he learns to play (11) _____ guitar – he wants to become (12) _____ musician. In (13) _____ evening the family have (14) _____ dinner, and then Jan does his homework. He has (15) _____ shower and goes to (16) _____ bed at about 10 p.m. Jan has never been abroad, although he's got family in (17) _____ United States and (18) _____ Brazil. He'd like to travel across (19) _____ Atlantic by (20) _____ ship.



3 Celebration ^A

In this module you will...


- **Read** a literature extract, an Internet page and a magazine article.
- **Talk** about celebrations, give advice and chat at a party.
- **Listen** to dialogues and radio programmes.
- **Write** a description of a party.
- **Learn about** *have to/not have to, can/can't*, and the Passive.

Warm-up

- 1 Look at the photos. What are the people celebrating?

KEY WORDS

a christening, a birthday, carnival, Christmas, passing an exam, a retirement, a sporting victory, the New Year, a wedding

- 2  Listen. Which six celebrations do you hear?

- 3 What have you celebrated recently? Tell the class what you did.

Example *We had a party at our house to celebrate my grandmother's seventieth birthday.*



B



C



9 Christmas

SKILLS FOCUS

Before you start

1 Find the Key Words in the pictures. Which of the things do you have at Christmas?

KEY WORDS

balloons, Christmas cracker, Christmas pudding, Christmas tree, snow, snowman, Christmas stocking, presents

Reading

2 Read the Christmas memories. Which Key Words are mentioned? Which other Christmas things are mentioned?

Memories of Christmas

For me, Christmas always began in the middle of the cold, windy month of November. My sister, Alison, and I sat down in front of the fire and wrote a letter to Father Christmas telling him about all the presents we wanted. We solemnly addressed our letters to 'Father Christmas, the North Pole', before sending them up the chimney.

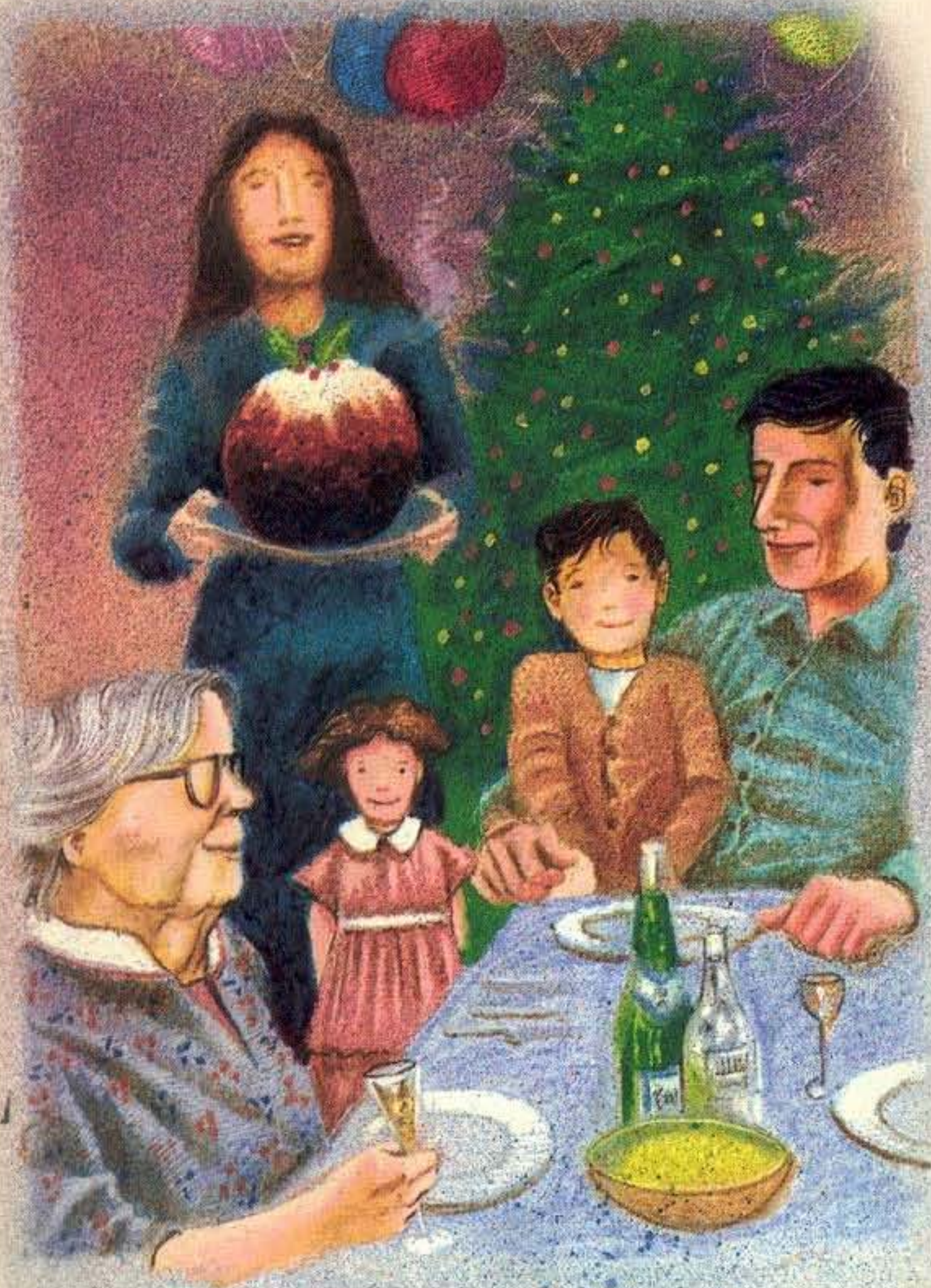
With December our excitement grew each day – as we opened the advent calendar, Christmas cards arrived in the post, the nativity play at our school, Christmas lights in the streets, the town carol service. And of course, snow everywhere. Enough snow to make snowmen, build igloos and to have glorious snowball fights in the school playground.

On Christmas Eve, the whole family helped to decorate the house, put up the Christmas tree and the decorations and blow up the balloons. Then, in the afternoon, when Auntie Kathleen and my two cousins arrived, everything was ready.

Before we went to bed, we left some brandy and mince pies for Father Christmas and then put our stockings at the end of our beds. We tried to stay awake as long as possible to see Father Christmas but the next thing we knew it was morning. Christmas morning!

At the bottom of the bed was the stocking, now full of all kinds of small presents and sweets, and at the bottom a chocolate sixpence and a tangerine. Christmas morning was bright and sunny and, after church, my cousin David and I went out into the garden to play with our new presents. Lunch was always late, but what a lunch! Roast turkey with all the vegetables followed by Christmas pudding and brandy butter. When we pulled the crackers, the dog barked; we took out the plastic toys, laughed at the jokes, put on the silly paper hats and laughed again.

After lunch, the adults slept on the sofas in front of the Queen's speech on television while we all played cards. Then we had tea, with a huge Christmas cake covered with snowmen and polar bears. It didn't seem possible, but we carried on eating. By bedtime all of the children were exhausted. As soon as we turned off the light, we all fell into a deep, contented sleep.





3 In what order did the children do these things?

Example 1 d

- a) act in the school nativity play
- b) put their stockings at the end of the bed
- c) pull the crackers
- d) write a letter to Father Christmas
- e) put up the Christmas tree
- f) go to church
- g) have Christmas cake

4 Read the Strategies.

READING STRATEGIES:
Multiple-choice questions

- Read the question and answers.
- Try to guess the correct answer.
- Find the place in the text where you think the answer is. (e.g. question 1 = paragraph 1)
- Read the text and check your answer.
- Make sure the other two answers are not possible.

Now answer the multiple-choice questions.

- 1 Who do you think reads the children's letters?
a) Father Christmas b) their parents c) nobody
- 2 What do you think people do in a carol service?
a) sing songs b) give presents c) watch a play
- 3 What happened on Christmas Eve?
a) The writer stayed awake all night.
b) Someone put presents in his stocking.
c) The writer saw Father Christmas.
- 4 Why did they laugh?
a) The dog barked at the crackers.
b) The toy and hats were funny.
c) The jokes and hats were funny.
- 5 After lunch:
a) the adults watched the Queen's speech.
b) the children made a snowman.
c) everybody had more to eat.

Vocabulary:
Words that go together

5 In English, some verbs and nouns often go together. Complete the table with these words:

tea, the piano, your homework, a shower, cards, a (snowball) fight, a party, the washing-up, lunch, the shopping

| have | do | play |
|------|----|------|
| tea | | |

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

blow up, pull, go to, put up, have (x2), make, put on

On Christmas Eve, my grandparents arrived. We (1) ____ a snowman in the garden and later we (2) ____ the decorations. I (3) ____ lots of balloons. On Christmas morning, I (4) ____ some warm clothes and (5) ____ a snowball fight with my cousins and then we (6) ____ church. After that, we (7) ____ lunch and (8) ____ the crackers.

Writing and Speaking

7 Make notes about *your* childhood memories of an important festival in your country.

people: family? good friends?
preparations: decorations? invitations?
presents: what? who for? make/buy?
food: meals? special food/drink?
activities: music? dancing? a long walk?
your feelings: happy? sad?

8 Work in pairs. Find out about your partner's memories.



Comparing Cultures

What have you learned about a typical Christmas in Britain? What are the similarities and differences in your country?



10 Weddings

GRAMMAR FOCUS

Before you start

1 Have you been to a wedding party? Who got married?

2 Read the Internet page. Are these statements true or false?

- 1 Indonesian families only invite people they have known for a long time.
- 2 The reception is before the wedding.
- 3 The wedding ceremony is usually smaller than the reception.
- 4 Guests usually give money as a present.

Living in Indonesia

**ETHNIC WEDDINGS –
WHAT TO DO AND WHAT NOT TO DO**

Next

- If a friend gets an invitation to a wedding, you can go with him/her, even if you don't receive an invitation yourself.
- The times of the wedding ceremony and the reception are both on the invitation. However, you shouldn't go to the ceremony because it is only for close family. If you really want to see it, you should ask first. Everyone can go to the reception afterwards.
- Nowadays, Indonesian women don't have to cover their heads, but they usually wear traditional clothes.
- There is a box at the entrance to the reception and you have to put money into it! But don't worry, it doesn't have to be a lot of money.
- And remember – at most wedding receptions you can't drink alcohol.

have to/not have to, can/can't, should/shouldn't

Presentation

3 Look at the text and complete the sentences with these words.

have to, don't have to, should, shouldn't, can't, can

- 1 You _____ go to the reception with a friend, even if you don't have an invitation.
- 2 You _____ cover your head if you're an Indonesian woman.
- 3 You _____ go to the ceremony.
- 4 You _____ put money into the box at the entrance to the reception.
- 5 You _____ drink alcohol at the reception.
- 6 You _____ ask first if you want to see the ceremony.

4 Answer yes or no. Is it OK:

- 1 to go to a wedding with a friend who has been invited?
- 2 to go to the wedding ceremony without asking first?
- 3 if an Indonesian woman doesn't cover her head?
- 4 if you don't put any money into the box at the entrance?
- 5 to put only a little money into the box?
- 6 to drink alcohol at the reception?

5 Match the verbs to their meanings.

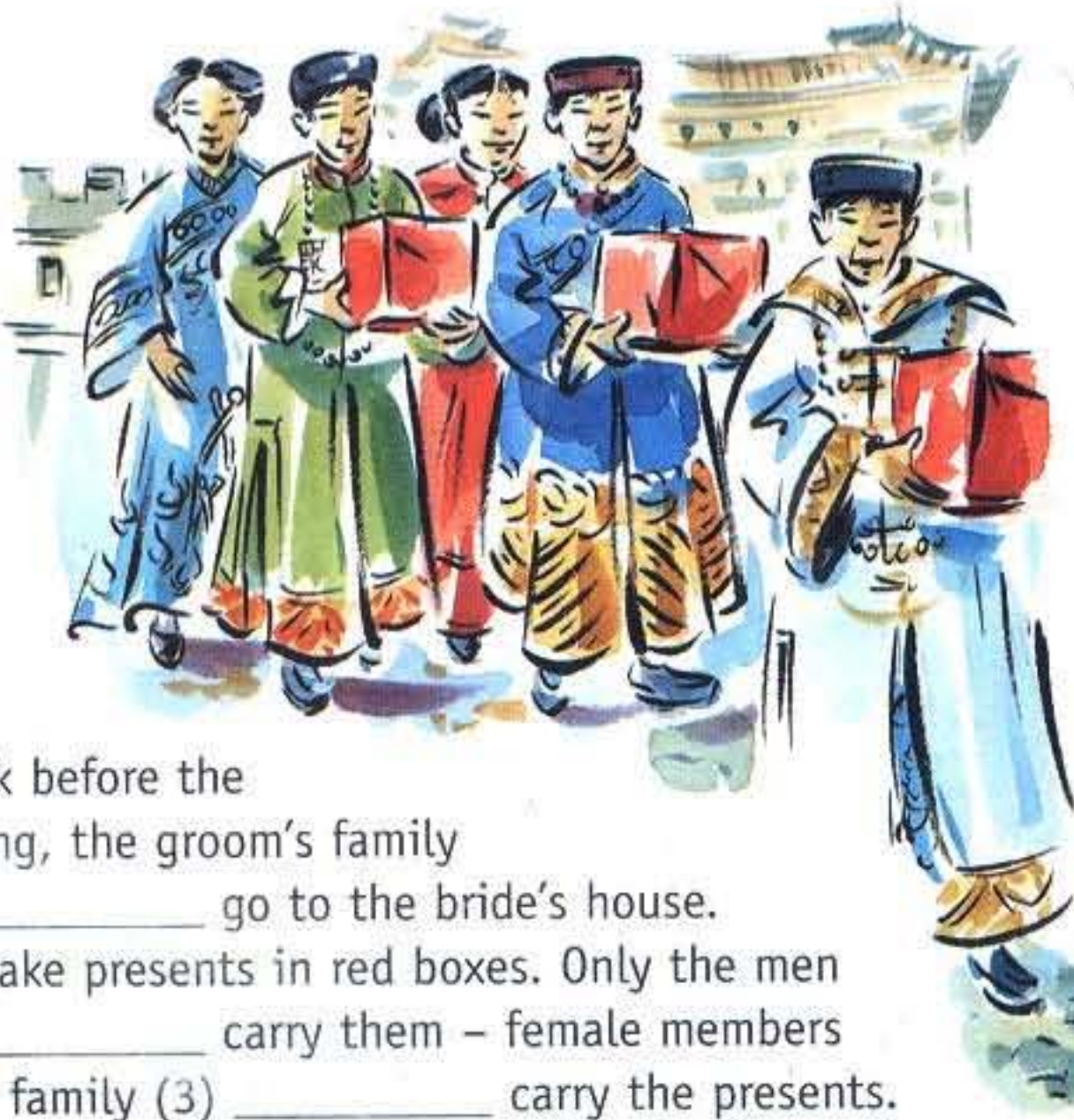
- | | |
|-----------------|-----------------------------|
| 1 have to | a) not necessary |
| 2 don't have to | b) necessary |
| 3 can | c) not allowed/not possible |
| 4 can't | d) allowed/possible |
| 5 should | e) not advisable |
| 6 shouldn't | f) advisable |

➡ **Grammar Summary 5, on page 125.**

Practice

6 Complete the description of traditional Chinese weddings with these words.

have to, don't have to, can't, can



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

7 Think of the rules at your school. Use the Key Words to talk about what you *can* and *can't* do, and what you *have to* and *don't have to* do.

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

KEY WORDS

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

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

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

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

Example

In Britain, the bride and groom have to go to the ceremony separately. The 'best man' (a friend of the groom) has to make a speech.

9 Write eight sentences giving advice to a foreigner who is going to a wedding in your country.

Example

You should arrive on time. You shouldn't arrive late.

Work in pairs. Student A gives advice about what to do. Student B is the foreigner.

Example

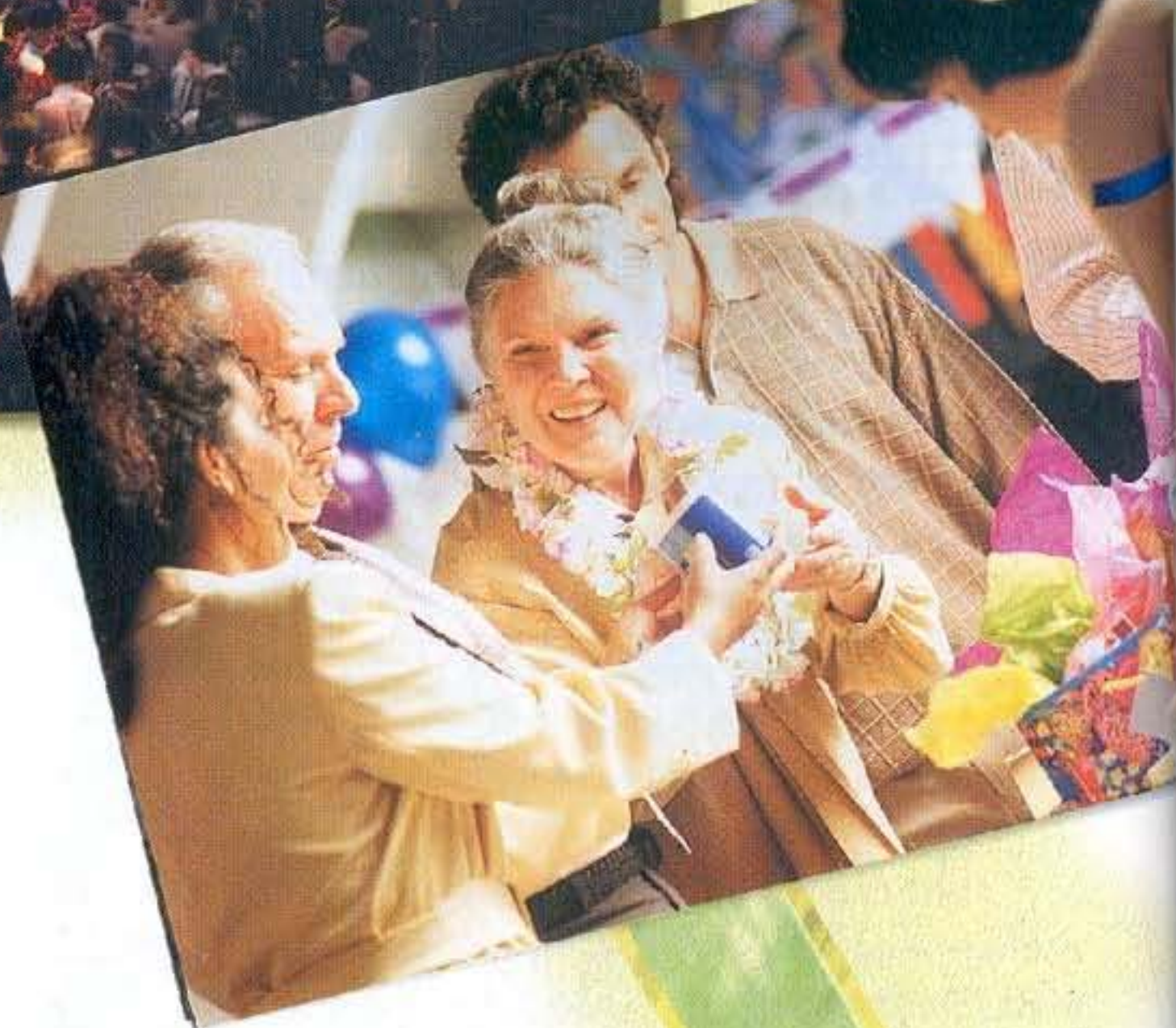
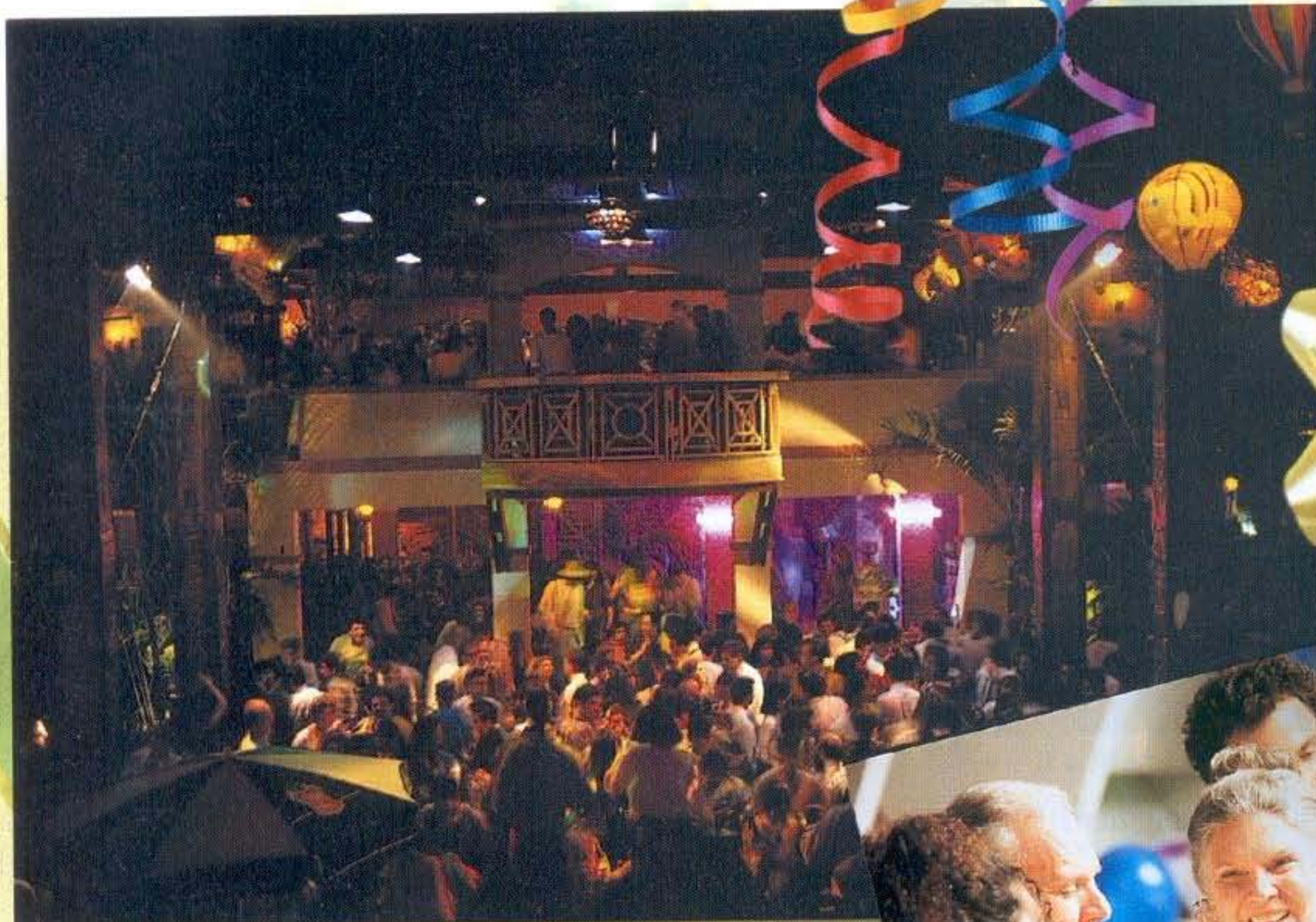
A: *If you are a man, you should wear a suit.*

B: *And what kind of present should I take?*





11 Parties

SKILLS FOCUS


Before you start

- 1 Look at the photos. What is happening at these parties? What kind of party do you prefer?
- 2 Use the Key Words to complete the sentences.

KEY WORDS

alcohol, barbecue, close friends, dancing, family, snacks, music, present, reception, sit-down meal, soft drinks, speech

- 1 We only invited _____ and _____ to my father's retirement party. My father made a really funny _____ about life starting at sixty-five, and he thanked everyone for bringing him a _____.
- 2 At the wedding _____ we had a _____ in a big restaurant – there were about twenty people at each table.
- 3 In the summer we love having a _____ in the garden with friends.
- 4 At our parties, there isn't any _____ to drink, only _____, and there are _____ like nuts, crisps and sandwiches to eat.
- 5 The party was great – really loud _____ and _____ till late!

Listening

- 3 Read the Strategies.

LISTENING STRATEGIES: Understanding the general idea

- Don't worry if you don't understand everything.
- Listen for important words and phrases. (e.g. *failed twice, interview*)
- Try to link key words to topics.
- Listen more than once, if possible.

Now listen and decide why each person is celebrating.

passing his/her driving test, retirement, winning a scholarship, getting a job



4 Look at the advice in the Function File. Try to complete the sentences about what you should and shouldn't do at parties in Britain.

don't have to, should (x 2), shouldn't (x 3), must

Function File

Giving Advice

- 1 If it's very formal, you _____ dress smartly.
- 2 Nowadays you _____ be too formal.
- 3 You _____ arrive late to a dinner party.
- 4 You _____ take something with you.
- 5 You _____ drink too much at parties.
- 6 And you _____ accept a lift home from a person you don't know.
- 7 You _____ be careful.

Listen to the radio programme and check your answers.

Speaking

5 Use the phrases from the Function File to prepare some advice for a foreign visitor who is invited to a celebration in your country:

- a) a birthday party
- b) a local or national festival
- c) a wedding



Write sentences about these things:

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

6 Work in pairs. Student A is a foreign visitor and Student B gives advice. Ask and answer questions.

Example

A: I'm going to a wedding this weekend. What should I wear?

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

A: What should I take?

7 Match the expressions in the Function File with these situations:

- a) someone has passed their exam(s)
- b) some friends have had a baby
- c) someone won the match
- d) it's someone's birthday
- e) someone has won a competition
- f) someone is going to get married

Function File

Congratulations!

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

8 Work in pairs. A: Tell your partner about a celebration. B: Congratulate your partner.

Example

A: I passed my driving test at last!

B: That's great! Well done!

A: Thanks a lot. I'm so pleased.



QUOTE ... UNQUOTE

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

Jules Feiffer, American cartoonist



12 Seasonal Festivals

GRAMMAR FOCUS

Before you start

1 Find the Key Words in the pictures. Use the Mini-dictionary to help you.

KEY WORDS

bonfire, costume, flowers,
ghost, lantern, mask, top hat,
witch

2 Read the texts quickly. Now answer these questions:

- 1 In what language do the people in Cornwall perform the Summer Solstice?
- 2 What do people give children during Halloween?
- 3 How do people decorate the streets in Helston during the festival of the Furry Dance?

Summer



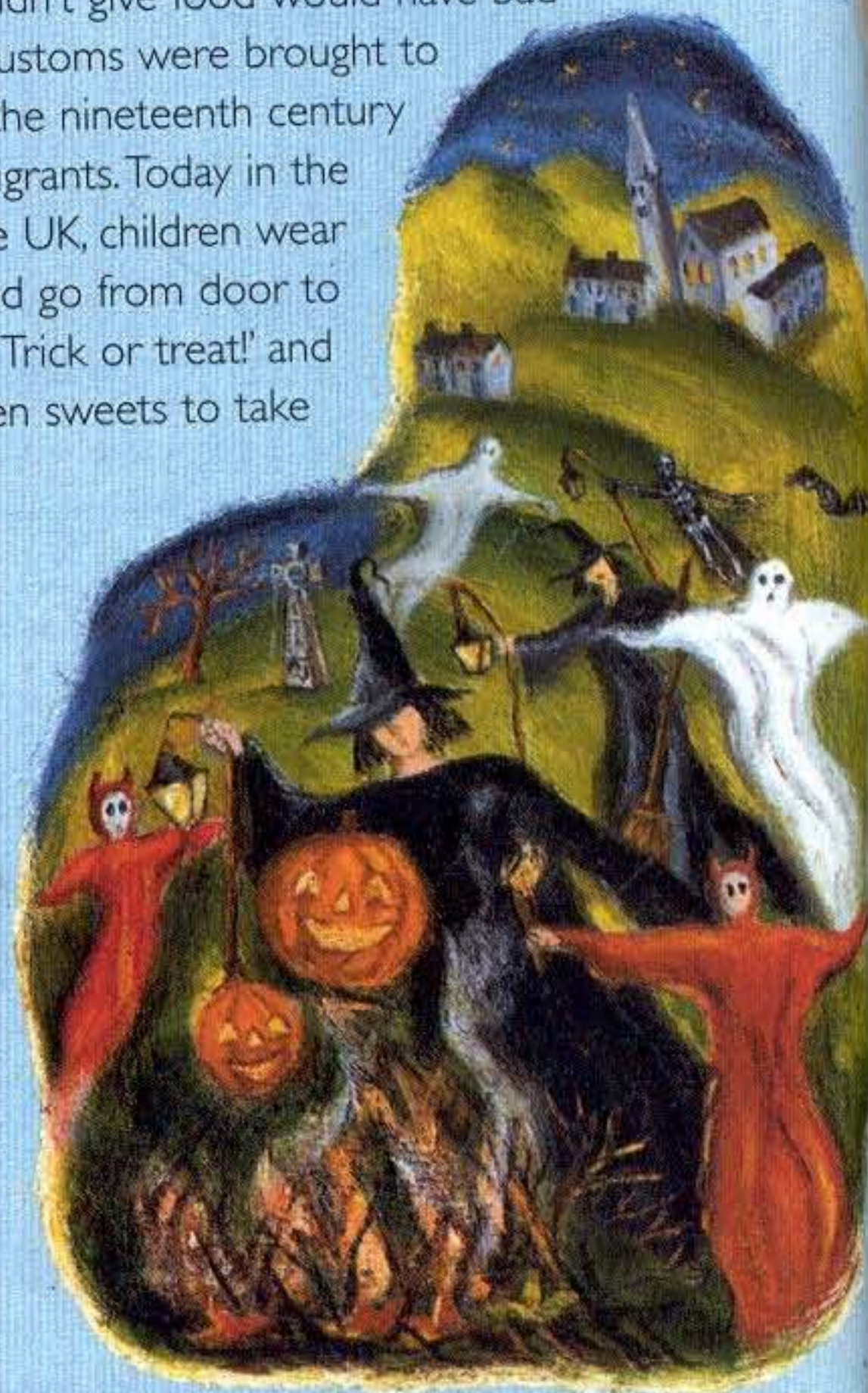
Every year people build bonfires on hilltops all over Cornwall in the south-west of England. These fires are a celebration of summer and they are lit on the night after the Summer Solstice (on 22 June). The ceremony isn't performed in English; it is performed in Cornish, an old Celtic language.

Winter

The celebration of Halloween on 31 October was begun by the Celts over 2000 years ago. Their festival of the dead marked the beginning of winter. People believed that ghosts and witches came out on that night. These beliefs were not encouraged by the church, but the festival wasn't abandoned. The Irish lit lanterns and candles to keep the ghosts away and wore costumes and masks to frighten them. People travelled from village to village and asked for food. They believed that any village that didn't give food would have bad luck. These customs were brought to the USA in the nineteenth century by Irish immigrants. Today in the USA and the UK, children wear costumes and go from door to door saying 'Trick or treat!' and they are given sweets to take home.

Spring

The Helston 'Furry (Floral) Dance' is one of the oldest festivals in England. It takes place in Helston, an old Cornish town. It celebrates the coming of spring. The 'dance' is a procession through the narrow streets of the town. The men wear top hats and suits, the women wear their best dresses and children are dressed in white. The streets are decorated with flowers. People follow an old route through the town and even pass through people's houses, shops and gardens!



THE PASSIVE Presentation

3 Look at the texts again and complete the sentences in the box.

The Passive

(A) Bonfires **are lit** on the night after the Summer Solstice.

The ceremony (1) _____ **performed** in English, it is performed in Cornish.

Children **are** (2) _____ sweets to take home.

(B) The celebration of Halloween **was begun** by the Celts.

Such beliefs **were not** (3) _____ by the church.

The festival (4) _____ **abandoned**.

What tenses are used in A and B?

4 Find other examples of the passive in the texts and complete the rule:

The Present Passive = _____ or _____ or _____ + the _____ form of the verb (past participle)

The Past Passive = _____ or _____ + the _____ form of the verb (past participle)

➡ Grammar Summary 6, page 125.

Practice

5 Put the verbs in brackets into the Passive. Use the Present Simple or Past Simple tense.

Every year, on 23 April, 'Çocuk Bayramı' (1) _____ (celebrate) in Turkey. This holiday (2) _____ (start) by the famous Turkish leader Ataturk in 1920. Special clothes (3) _____ (wear) by children, and in Ankara, the capital city, children from all over the world (4) _____ (invite) to take part in the singing and dancing.

Festivals like Christmas (5) _____ (not celebrate) in India, but each autumn there is Diwali. Years ago, presents (6) _____ (give) but now only cards (7) _____ (send). Special lanterns (8) _____ (prepare) and during the festival these (9) _____ (place) all over the house. Each night firework displays (10) _____ (organise) in the street.

6 Use the cues to write questions.

Example

1 What food is eaten on Christmas Day in England?

1 what food/eat/on Christmas Day/in England?

2 when/Christmas presents/give in your country?

3 how/houses decorate/for Easter/in your country?

4 where/Halloween/celebrate?

5 what/give/to children at Halloween?

6 what food/eat/during Easter/in your country?

Now answer the questions.

Example 1 turkey/Christmas pudding

7 Describe how Thanksgiving Day is celebrated in the United States. Use the Passive and the cues below.

1 Thanksgiving/celebrate/
fourth Thursday in November

2 first American colonists/give
food/by native American
Indians/in 1620

3 they/show how to grow own
food/by native American
Indians

4 in 1621/first Thanksgiving
festival/celebrate/by the
colonists

5 it/make a holiday/by
President Lincoln/in 1864

6 now/turkey and pumpkin pie/
eat/in family dinners

8 Quiz. Use the words below to write questions in the Passive. Add some of your own questions.

1 where/4 July/celebrate?

2 where/goulash/eat?

3 when/Boxing Day/celebrate?

4 who/telephone/invent by?

5 who/Romeo and Juliet/write by?

6 where/BMW cars/make?

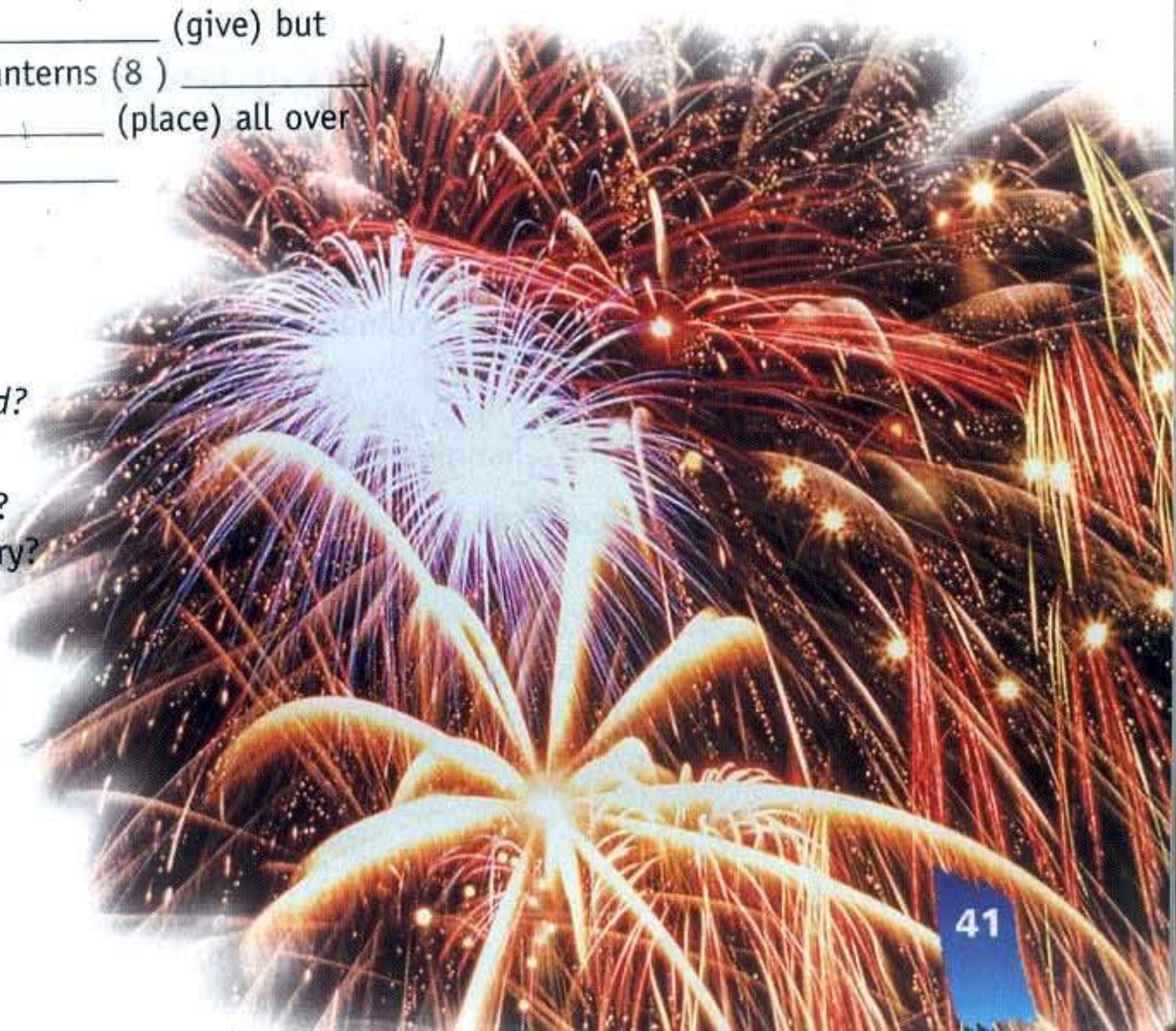
9 Work in groups. Ask and answer your quiz questions.

Example

A: Where is 4 July celebrated?

B: In France?

A: No, the USA!






Communication Workshop

Speaking: Roleplay

Before you start

 Read and listen to the dialogue at a party. Which of the underlined words in the Function File express surprise (S)? Which ask for repetition (R)? Write S or R in the box.

Function File

Showing surprise and asking for repetition

- A: Hi, I'm Jamie.
 B: Ah, hello, my name's Katrina.
 A: Katrina? ☒
 B: Katrina, yes. Pleased to meet you. I'm from Mexico.
 A: Really? ☐ That's interesting. I'm from Tasmania.
 B: I'm sorry? ☐
 A: Tasmania.
 B: No! ☐ That's where my mum's from.
 A: She isn't? ☐
 B: Yeah, she's from Hobart.
 A: I don't believe it. ☐ And what do you do? I'm an astronaut.
 B: An ...? ☐
 A: An astronaut.
 B: Oh, fascinating. I'm a bullfighter.
 A: You're joking. ☐
 B: No, it's true.
 A: And what do you do in your free time?
 B: I enjoy cooking and I collect stamps. And you?



Invent an unusual person and imagine you are that person at a party. Follow the stages.

Stage 1

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

Name: Aristotle Chang

From: Hong Kong

Job: football referee

Interests: heavy metal music, collecting butterflies



Stage 2

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

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

Talkback

Tell the class about the most unusual character in your group.

Example

I met a Mongolian window cleaner called Samantha. She is interested in rock music and nuclear physics!

Writing: Describing an Event

Before you start

1 Read the description of the party. Match these topics with the paragraphs (A–D).

- a) how it ended, b) the situation, c) how it began, d) during the party

- (A) Last year in June, we had a big party to celebrate my mum and dad's twenty-fifth wedding anniversary. We held the party at my sister's house and invited all the family and, of course, lots of my parents' friends. A few of my good friends came as well.
- (B) (1) _____ my cousin and I lit the barbecue. (2) _____ the people started coming and we served drinks. (3) _____ we started serving the food. Unfortunately, (4) _____ I was talking to a friend I burnt the sausages!!
- (C) My Uncle Jim spent all evening taking photos. He took one horrible one of Auntie Barbara giving me a kiss! Dad was very funny. I'll never forget him dancing with mum to one of my heavy metal records. I had a really good time with all my friends.
- (D) The party went on until really late. One of the neighbours came to complain about the noise, but (5) _____ she came in and had a drink. The last people to leave were Tom and Sarah. The house was a bit of a mess and my sister made us all a cup of tea. It was a great party!

Write a description of a party you have been to. Follow the stages.

Stage 1

Use the diagram below to help you think of ideas.

1) Introduction to the situation:

Why? – a birthday party
Where? – house
When? – June, last year
Who? – family and friends

2) The beginning:

What preparations?
What time?
What food?

3) Development:

What happened during the party?

4) Conclusion:

What happened in the end?
When did it finish?
Was it good?

Stage 2

Use your notes to write a description in four paragraphs.

⇒ **Writing Help 3** (layout, linking and useful vocabulary), on page 121.

Stage 3

Check your description.

⇒ **Writing Help 3** (checking).

Talkback

Work in groups. Read each other's descriptions. Give each other ideas on how to improve or correct your descriptions. Then decide which party sounds the best.



Review

Grammar

- 1 Put the verbs in brackets into the Passive.



Festival Factfile

- During harvest festivals in England today, churches (1) _____ (decorate) with flowers, fruit and vegetables in autumn.
- The start of spring (2) _____ (mark) in Valencia, Spain, with a great fire festival. Huge sculptures (3) _____ (burn) in the streets. (see photos)
- In the Virgin Islands, a special thanksgiving festival (4) _____ (hold) to celebrate the end of the hurricane season.
- During the 'Day of the Dead' in Mexico, cemeteries (5) _____ (decorate) with colourful flowers, and candles (6) _____ (light) during the night.
- During San Fermin in Pamplona, Spain, bulls (7) _____ (take) to the centre of the city. Then young people run in front of them through the streets!



- 2 Complete each sentence with one of the following:

don't have to, have to, must, can't, should, shouldn't

- You _____ go to the school party but it will be fun! You _____ take a friend.
- I can't come to the dinner party tomorrow because my boss says I _____ work late.
- You _____ accept a lift from a person if you don't know them.
- I suppose you _____ wear a tie at weddings, but I usually don't.
- You _____ wear jeans at our school. We _____ wear school uniform.
- I think we _____ invite Tom and Julie - they're good friends.

Vocabulary

- 3 Complete the text with these words.

beautiful, tree, chimney, presents, pudding, snowman, turkey

It was a (1) _____ Christmas day. As we arrived at my aunt's house, we could see a (2) _____ in the garden and smoke coming from the (3) _____. In their living room there was a lovely Christmas (4) _____. After giving our (5) _____, we sat down to dinner and ate an enormous (6) _____ and then Christmas (7) _____.

- 4 Match the verbs and the nouns.

Example *make the bed*

verbs: take, go to, make, have, meet

nouns: the bed, a speech, a person, a good time, photos, a party, a cup of tea, some medicine

Now use these words to write sentences:

Example

We had a good time at Tom's party.

- 5 Choose the correct word from the brackets.

- The bride arrived (to/at) the church five minutes late.
- When I got home from the party, my father was waiting (for/to) me.
- My sister doesn't believe (on/in) Father Christmas any more.
- She looked (to/at) the wedding photos and cried.
- I always go (to/in) bed late on New Year's Eve.

Pronunciation: Word Stress

- 6 Listen and put the words from this module into the correct group according to the stress pattern.

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |
|----------|-----------|---------|---------|---------|-------------|
| • • • | • • • | • • | • • • | • • • • | • • • • |
| festival | reception | wedding | balloon | unusual | celebration |

reception, balloon, festival, celebration, unusual, wedding, carnival, birthday, retirement, invitation, traditional, fireworks, exam, Japan, important, spectacular, decoration

Check your answers. Listen again and repeat the words. Can you add more words to the table?



A



B

4 Money

In this module you will...


- **Read** magazine articles, a questionnaire and adverts.
- **Practise** shopping, bargaining, complaining and selling.
- **Listen** to a radio programme, shopping dialogues and a song.
- **Write** an advert.
- **Learn** about quantity words and expressions.

Warm-up

1 Look at the list below. What is important for you? Tell the class.

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

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

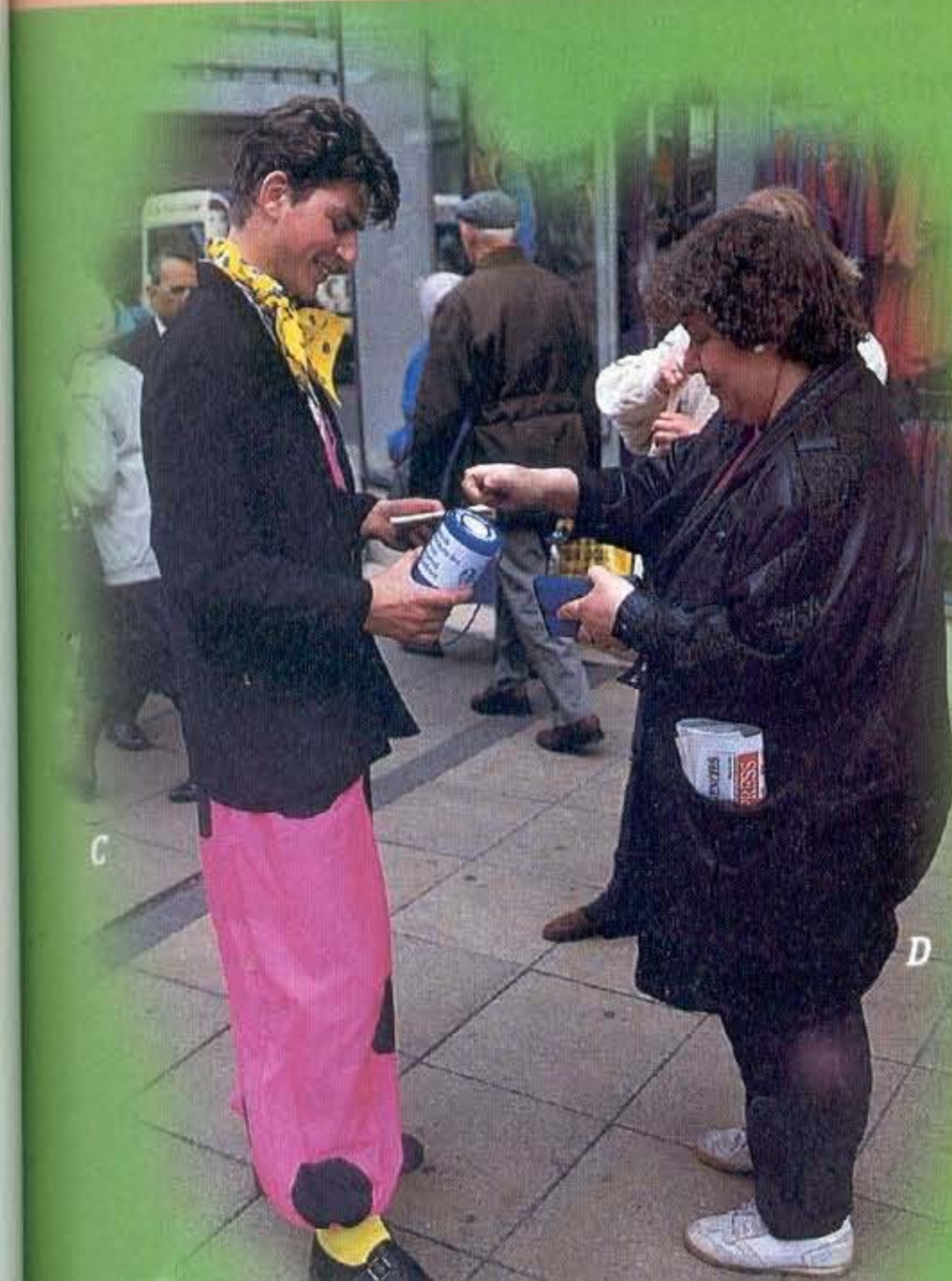
2  Listen. Which of the people in the photos (A-D) are speaking?

3 Complete the sentences with the verbs in the box in the correct form.

KEY WORDS

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

- 1 In a casino you can _____ or _____ money very easily!
- 2 If you _____ money, you can ask a friend to _____ you some or _____ money from a bank.
- 3 His company _____ a lot of money and so he _____ a good salary.
- 4 She is careful with money – she doesn't _____ very much. She _____ £40 a week.
- 5 At the moment she _____ money for charity.



C

D



B A Material World

GRAMMAR FOCUS

Before you start

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

'Who wants to be a Millionaire? I don't,' says Charles Gray



Angus Deayton interviews ex-millionaire Charles Gray

Sixteen years ago, Charles was a college professor with a huge six-bedroom house and a fortune of \$2 million. Today he lives in a small caravan where there is only second-hand furniture. There are certainly no signs that Charles was a rich man! There is a small garden outside with a few fruit trees. Charles grows some vegetables and a few flowers. He gets his clothes and a lot of other things from charity shops. But this change is not a tragedy. Charles was happy to give up the lifestyle of a rich man. He was tired of being a person who had everything in a world where many people have nothing. He made the choice to give all his money away. And this, he says, has brought him happiness.

'A few years ago,' says Charles, 'I was a millionaire, but I knew there were a lot of hungry people in the world.' So he gave away all his money to charities. When he had two thousand dollars left, he gave away small bank notes in the streets of local poor areas. Did he feel like Father Christmas? 'It was a lot of fun,' says Charles. Charles believes that many people want to earn a lot of money so that they will not have any worries. However, most people never make much money. Charles Gray decided to drop out and has discovered that having only a little money makes you free. Are there any things he misses? 'No, I'm much happier now. I wouldn't go back to being rich for anything – no way.'

- 2 Read the article. Decide if the statements below are true (T), false (F) or there is no information (NI).

- Charles Gray was a rich businessman.
- He hasn't got a TV in his caravan.
- He has got a vegetable garden.
- Charles gave his money away to poor people.
- People thought he was crazy when he gave away small bank notes in the street.
- He was happier when he was rich.

- 3 Match the verbs from the text with the correct meanings:

- | | |
|----------------|---|
| 1 to give away | a) to return |
| 2 to drop out | b) to stop doing something |
| 3 to give up | c) to change or leave a lifestyle |
| 4 to go back | d) to give someone something you don't need |

some/any/no, a lot of/many/much

Presentation

- 4 Complete the table with these words from the text. Then add more nouns to the table.

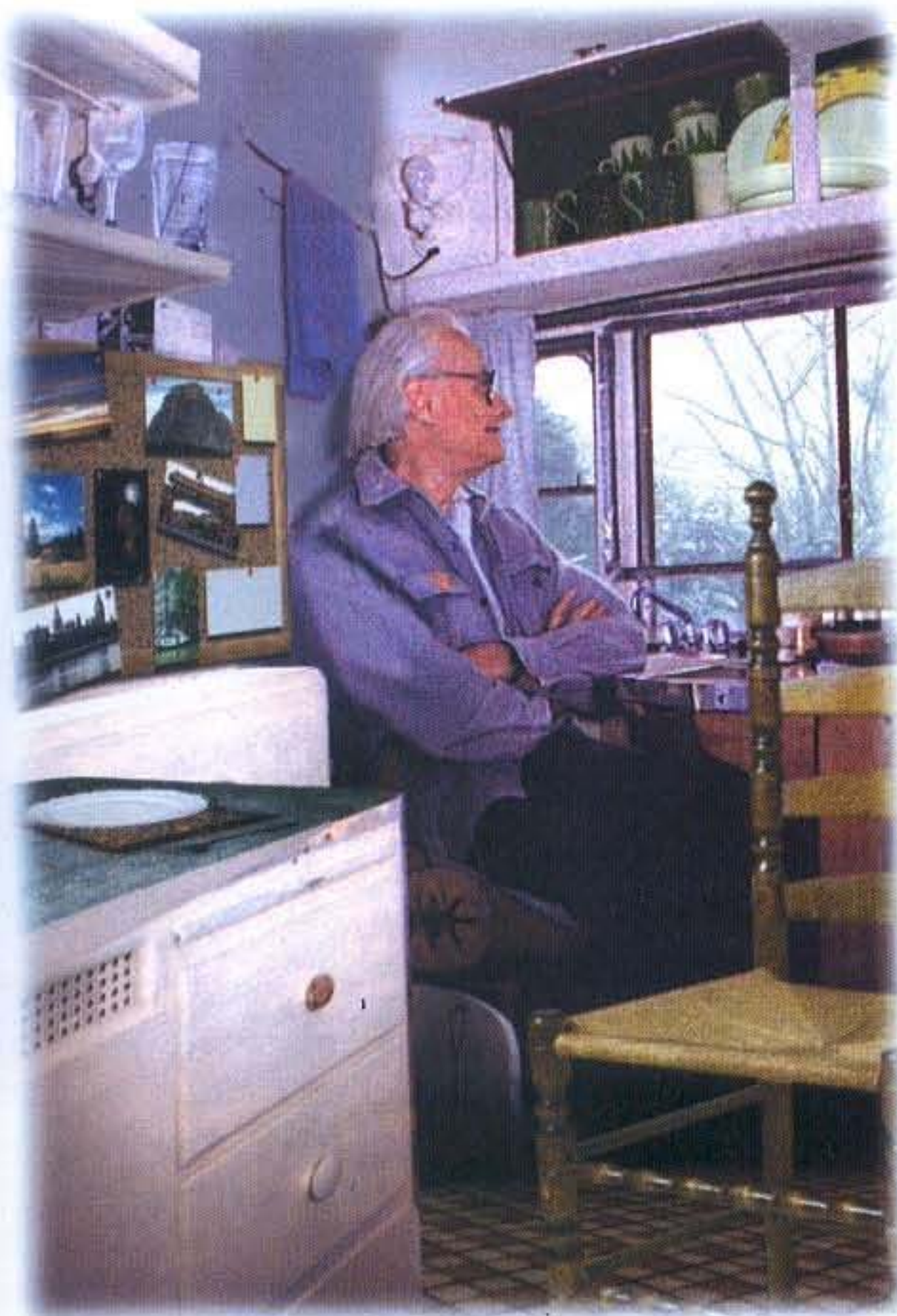
dollars, house, money, fun, caravan, areas, worries, happiness

| uncountable nouns | countable nouns |
|-------------------|-----------------|
| money | dollars |

Which words are plural? Write P next to the word.
Which words are singular? Write S.

- 5 Complete the rules with *can* or *cannot*:

- We _____ use *a* with uncountable nouns.
- We _____ use *the* with uncountable nouns.
- Uncountable nouns _____ be plural.



6 Which of these words can we use with the nouns? Complete the chart. Some words can appear in front of both nouns.

some, any, no, a lot of, many, much, a little, a few

| | | | |
|------|---------|------|-------|
| some | | some | |
| any | | any | |
| | dollars | | money |
| | | | |
| | | | |
| | | | |

Complete the rules with words from the list above.

- We use _____ and _____ with uncountable nouns and the plural form of countable nouns.
- We use _____ and _____ with only uncountable nouns.
- We use _____ and _____ with only the plural form of countable nouns.

7 Look at these sentences from the text. Translate them into your language.

- There is only second-hand furniture in his caravan.
- There are no signs that Charles was a rich man.
- There is a small garden outside.

Practice

8 Complete this interview with Paul McGinty, a millionaire. Choose the correct word from the brackets.

Journalist: How (1) _____ (much/many) houses have you got?

Mr McGinty: Well, I haven't got (2) _____ (much/many). I've only got (3) _____ (a few/a little) – one in Monaco, one in Paris, and one in New York.

Journalist: Are there (4) _____ (some/any) things in the world that you haven't got?

Mr McGinty: Actually, there are (5) _____ (no/some) things I haven't got. I need (6) _____ (some/any) furniture for my Scottish castle. It's difficult to find.

Journalist: How (7) _____ (many/much) money have you got exactly?

Mr McGinty: Well, that's a difficult question. I'm a busy man. I've got (8) _____ (no/some) time to count it.

Journalist: Do you think people with (9) _____ (a lot of/many) money are happier than poor people?

Mr McGinty: No, I don't. (10) _____ (any/some) rich people I know are miserable. Other people I know, with only (11) _____ (a few/a little) money are often a lot happier. But I'm happy because I've got (12) _____ (a little/a lot of) friends.

9 Look at the picture on this page. Finish the sentences to describe Charles Gray's caravan.

There are no _____. There are a lot of _____.
 There are some _____. There isn't much _____.
 There are a few _____. There isn't a _____.
 There aren't many _____.

10 Compare Charles Gray's caravan to his previous home. Use these ideas or make up some of your own.

Persian carpets, paintings, antique furniture, plants, space, six bedrooms

Example

There were many paintings in his house, and now there are only some postcards.

11 Write questions to ask another student about his/her lifestyle and possessions. Ask about these things, using *How much ...?* and *How many ...?*

chocolate, fast food, friends, films, pets, pocket money, TV

Example

How much chocolate do you eat?

Then work in pairs. Ask and answer the questions.



14 The Right Price

SKILLS FOCUS

Before you start

- 1 Match the words with the definitions. Check your answers in the Mini-dictionary.

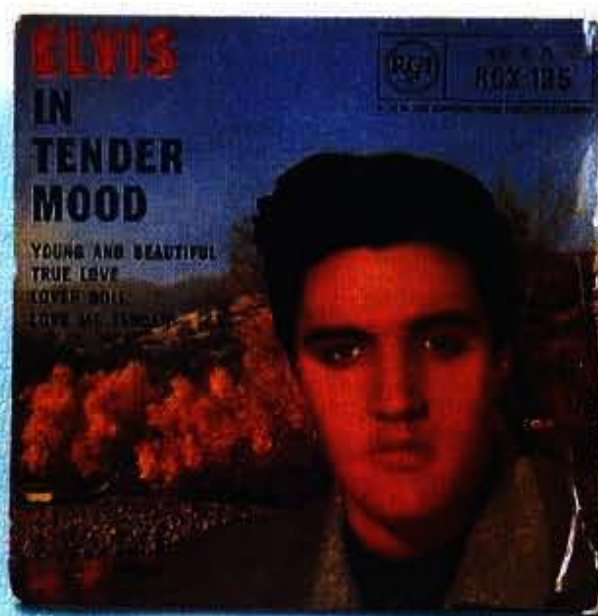
KEY WORDS

a bargain, to bargain, cash, discount, price

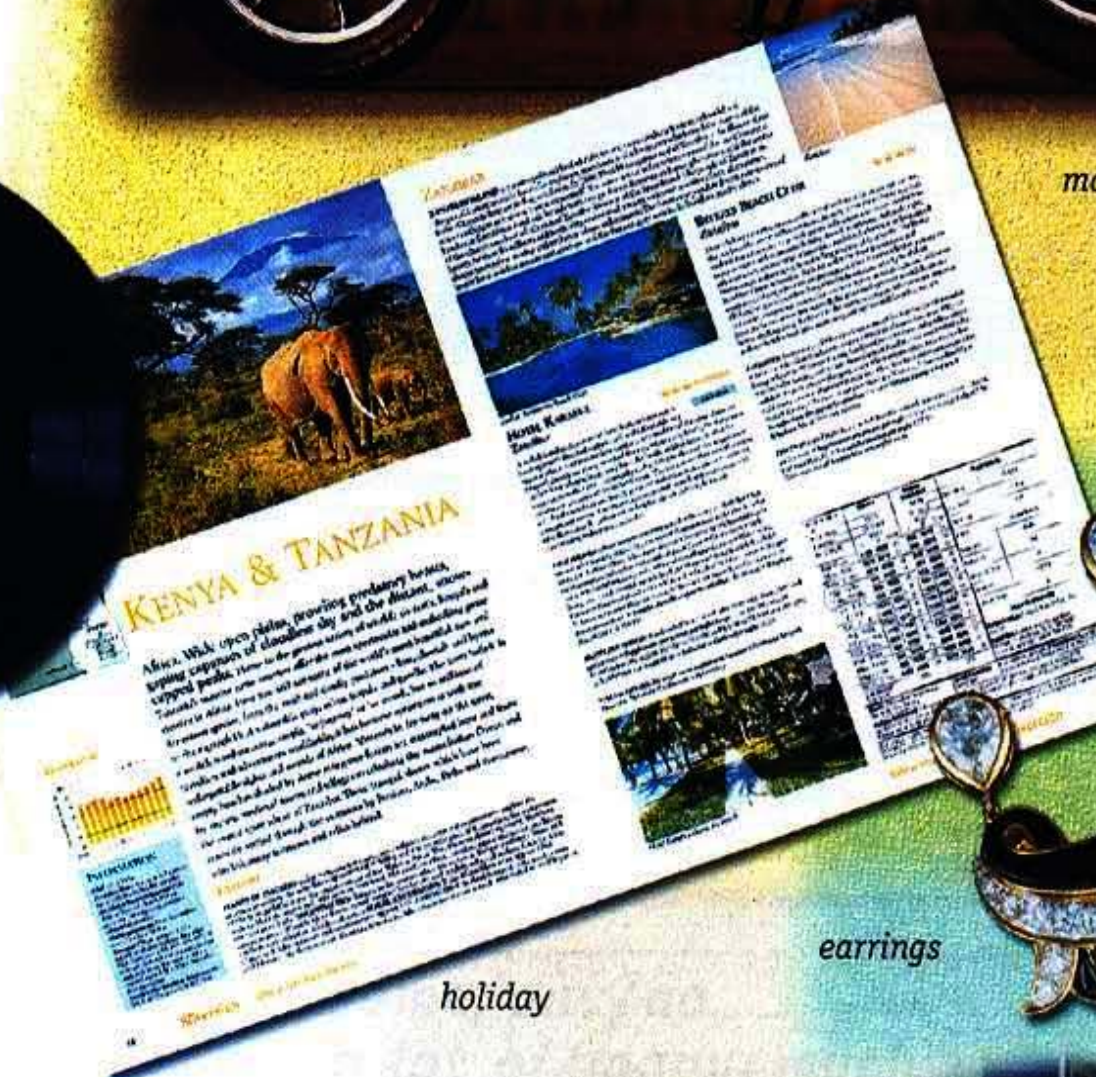
- 1 how much you have to pay for something
- 2 something that is very good value
- 3 money taken off the full price
- 4 to discuss the price of something in order to agree a lower price
- 5 money in coins and notes



motorbike



old record



holiday



earrings

- 2 Look at the pictures. Guess the price of the objects.

Example

I think the motorbike is about ...

Listening

- 3 Listen to Part 1 of an interview with Helen Cooper and answer these questions:

- 1 Which of the following do most British people bargain for?
a) house b) food c) clothes d) car
- 2 Where does Helen say you can't bargain?
a) supermarket b) shops c) markets
- 3 Which things in the photos would Helen bargain for?

- 4 Listen to Part 2. Which of these strategies does Helen use when she bargains?

- a) She is friendly but firm.
- b) She is confident but not aggressive.
- c) She only says bad things about the product.
- d) She says she has not got much money.
- e) If the person says 'no', she gets angry.



- 5 Listen to Helen in the market and complete the sentences in the Function File with words from the list.

come on, I'll take (x2), that's it, I'll give you, offer, cash, fair, worth, good quality

Function File

Shopping and bargaining

They're quite pretty and they're silver, but they aren't very (1) _____.
 (2) _____ ten pounds.
 They're not really (3) _____ more than twelve pounds.
 (4) _____, you're not selling much today.
 (5) _____ seventeen.
 One last (6) _____, fifteen pounds.
 That's (7) _____.
 Sixteen pounds, (8) _____. And
 (9) _____.
 OK (10) _____ them.

- 6 Listen to the first part of the dialogue again. The underlined expressions have a rising intonation. This sounds polite.

Woman: Morning. Can I help you?

Helen: No thanks. I'm just looking. Excuse me? Er, how much are those earrings, please?

Woman: They're twenty pounds.

Helen: Can I have a look at them, please?

Woman: Sure.

Listen to the dialogue again and repeat it.

Speaking

- 7 In pairs, practise the dialogue in Exercise 6 with the objects in the box. Practise getting the intonation right. Take turns to be the customer.

KEY WORDS

a silver bracelet (£15), a CD (£12), a pair of trainers (£50), a leather jacket (£90), a pair of jeans (£30), a T-shirt (£7)

- 8 Choose something you are carrying or wearing (e.g. your watch). Think of a price to 'sell' it to your partner. Then, in pairs, bargain for the object.



Comparing Cultures

What can you bargain for in your country? Have you ever tried to bargain?

QUOTE ... UNQUOTE

'The customer is always right.'

H. Gordon Selfridge, department store owner

15 Your Money

Before you start

- 1 How careful are you with your money? Do you spend all your money? Do you save any money? Tell the class.
- 2 Read the questionnaire and think about your answers.
- 3 Work in pairs. Interview your partner. Find out how careful he/she is with money.

all/none, both/neither

Presentation

- 4 Look at some of the replies to the questionnaire. Tick the right boxes in the table.

- 1 I save *all of the money*.
- 2 I bought *all of those things* last month.
- 2 Last month I bought *none of those things*.
- 3 I take *none of my money*.
- 4 I always buy *both of the things*.
- 4 I buy *neither of the things*.

| | countable nouns (plural) | uncountable nouns |
|--------------|--------------------------|-------------------|
| all (of) | | |
| both (of) | | |
| neither (of) | | |
| none (of) | | |

Look at the replies again. Complete the rules with *all, both, neither, none*.

- 1 We use _____ and _____ when we talk about two people or things.
- 2 We use _____ and _____ when we talk about more than two people or things.
- 3 We use _____ and _____ to make negative sentences.

➡ Grammar Summary 8, on page 126.

HOW CAREFUL ARE YOU WITH MONEY?

- 1 When you get a present of money (e.g. for your birthday), how much of it do you save?
a) all of it b) most of it c) some of it
d) none of it
- 2 How many of the following things did you buy last month?
jeans, a CD, a computer game, a T-shirt
a) none of them b) some of them
c) most of them d) all of them
- 3 When you go out with your friends, how much money do you take with you?
a) none b) not very much c) quite a lot
d) all the money I have
- 4 If you see two things in a shop you really like, do you buy...?
a) neither of them b) one of them
c) sometimes both of them
d) always both of them
- 5 Someone asks you to give something to a charity that you like, how much money do you give?
a) none b) a little c) quite a lot
d) all the money I've got with me

Answer Key

Mainly 'a' answers: you are very careful with money!
Mainly 'b' answers: you are quite careful with money.
Mainly 'c' answers: you aren't very careful with money.
Mainly 'd' answers: you are generous but need to take more care with your money!

Practice

- 5 Who could say these things?
a) a millionaire? b) a poor person?

- Both of my rooms are very small.
- None of my clothes are second-hand.
- All of the bedrooms in my house have bathrooms.
- Neither of my jackets is new.

- 6 Put *all*, *both*, *none* or *neither* in the gaps.

I'm not very careful with money. I spend (1) _____ of it very fast and save (2) _____ of it. (3) _____ my parents get angry with me, especially my dad. And now (4) _____ of my parents give me presents of money. But I'm a very happy person. (5) _____ my friends like me and (6) _____ of them say I'm mean.

- 7 Think of yourself and the person sitting next to you. Make as many sentences as you can beginning with:

Both of us ...
Neither of us ...

- 8 Look at the other students in your class. How many sentences can you make beginning with:

All of us ...
Most of us ...
None of us ...

another, other, the other, the second

Presentation

- 9 Read and listen to the dialogue. Fill in the gaps.

Customer: I bought this lovely _____ here last week and I like it a lot. I'd love another one in a different _____.

Salesperson: We don't have those any more.
But we have other jackets in different colours.
Here are two similar jackets.

Customer: I like the _____ one
but I don't like **the other**
jacket. Do you have **another**
jacket I can try on?

Salesperson: Try the green one
and I'll bring you other
jackets to try on. (5 minutes later)

Salesperson: How are you getting on?

Customer: The first jacket was too _____ and I didn't like the
colour of **the second** jacket. The third was much too _____.
I loved the fourth one so I didn't try on **the other** jackets.



- 10 Look at the words in bold in the dialogue above. How do you translate them in your language?

➡ **Grammar Summary 9, on page 126.**

Practice

- 11 Fill in the gaps with *another*, *the other*, *other* or *the second*.

- Some people are mean, _____ people are generous.
- My friend Susan never saves money, but _____ friend of mine, Mark, never spends a penny.
- There are two things I never buy. One is ketchup, _____ thing is cigarettes.
- These chocolates are delicious. I think I'll buy _____ box.
- I've made only three New Year's resolutions: the first is to learn more, _____ is to take up a sport and the third is to go to the theatre.
- He's very rude and he never thinks about _____ people.
- The restaurant was full so we had to look for _____ one.
- The tennis final wasn't exciting – Agassi was great, but I can't even remember the name of _____ player.

- 12 Match the questions with the best responses.

- | | |
|--|--|
| 1 Do you have two sisters? | a) Yes, all of them are very handsome. |
| 2 Do all your sisters work? | b) Yes, one is a lawyer and the other is an architect. |
| 3 Have you met my twin brothers? | c) None of them is very well. |
| 4 Have you met our school football team? | d) Yes, one is a teacher, another one works in a bank, and the other three are nurses. |
| 5 How are your parents? | e) Neither of them is very well. |
| 6 How are your family? | f) Yes, both of them are very handsome. |



16 Adverts

SKILLS FOCUS

Before you start

- 1 What do you think about these gadgets? Use the Key Words to help you.

Example

I think electric toothbrushes are not very practical.

electric toothbrush, laptop computer, mobile phone, personal stereo, pocket calculator, radio alarm clock

KEY WORDS

cheap, compact, convenient, easy (to use), expensive, practical, reliable, useful

Reading

- 2 Look at the adverts. Which of the gadgets do you think are not real?

- 3 Read the text again. List the advantages of each gadget according to the adverts.

Example

Micro Camera: very small and convenient ...



Micro Camera

Interested in photography? Fujiko have produced an amazing new mini camera – the advanced 1001ix. It is no bigger than a credit card! It is convenient and very reliable. It is really easy to use, too. It has an automatic focus and flash, so you don't have to worry about anything. It's also made from titanium – an attractive and strong material. The micro camera is not expensive either!

Cost: £199.99

Walkabout Headphones

These fantastic headphones from Philips have no wires or cables. You can listen to your stereo while you are walking round the house or garden! You can listen to relaxing music in the bath! With walkabout headphones you can go up to sixty metres away from your stereo or TV. The signals go through glass, wooden doors and walls. These exciting, new headphones give you freedom to move around plus top quality sound. Excellent value at: £80.45



Earplug Earrings

These are attractive, gold earrings. They are also useful, plastic earplugs. You can use these in many different situations. When you are tired of loud disco music, or bored at a party, you don't have to listen. Simply put in your earrings! Thousands of satisfied customers! A bargain at £19.50!

Contact: Practical Jewellery Products, Home Farm, Burrington

Feline Floor Cleaners

Do you find housework tiring and boring? Are you worried about the state of your house or flat? Have you got a cat that walks round your flat all day? Here is the perfect solution. It will change your life. Put the floor cleaners on your cat, then sit back and relax. The cleaners are made from good quality nylon. They are very practical and easy to wash. And they're cheap! Special offer – complete set for only £5.99. Write to: Animal Magic, P.O. Box 123



4 Read the Strategies.

READING STRATEGIES:
Facts and opinions

- To find opinions, look for adjectives (e.g. amazing/attractive).
- Facts give information which is, in theory, true. (e.g. has an automatic focus)

Now find three 'facts' and three 'opinions' in the adverts.

5 Find examples of these linking words in the text:
also, either, plus, too

Now write two sentences using the cues and words in brackets.

Example
Pocket calculators are small and convenient. They are useful for homework too.

- 1 pocket calculators – small and convenient – useful for homework (too)
- 2 electric toothbrushes – expensive – not very practical (also)
- 3 mobile phones – small and useful – cheaper than before (plus)
- 4 laptop computers – very expensive – not very reliable (either)
- 5 radio alarm clock – useful to get up in the morning – very cheap (too)

Vocabulary: Adjectives

6 Complete the table with adjectives from the advertisements.

| | |
|-------------------|-------------------|
| '-ed' adjectives | <i>interested</i> |
| '-ing' adjectives | <i>amazing</i> |

7 Complete the sentences with the correct alternative.

- 1 I find shopping very (bored/boring). I get very (bored/boring) in supermarkets.
- 2 I get (tired/tiring) when I have a lot of homework. For me, maths is very (tired/tiring).
- 3 I am (interested/interesting) in photography. I think black and white photos are more (interested/interesting).
- 4 I don't find football very (excited/exciting). I only get (excited/exciting) when I watch the World Cup.

Speaking

8 Work in groups. One person chooses something from the list below or any other product from this module. The others have ten Yes/No questions to find out what it is.

Example
A: *Do you wear it?*
B: *No.*
C: *Is it expensive?*
B: *Yes, it is.*

| | |
|-----------------------|------------------------|
| <i>CD player</i> | <i>microwave oven</i> |
| <i>car radio</i> | <i>motorbike</i> |
| <i>computer</i> | <i>photocopier</i> |
| <i>earrings</i> | <i>vacuum cleaner</i> |
| <i>food mixer</i> | <i>washing machine</i> |
| <i>leather jacket</i> | |

QUOTE ... UNQUOTE
'The best advertisement is a good product.'
Alan H. Meyer, American advertising executive



Communication Workshop

Writing: An Advert

Before you start

Read the advert. Copy and complete the information about the gadget.

| | |
|--------------------------|--|
| What is it called? | |
| What can you use it for? | |
| Where can you use it? | |
| What is it made of? | |
| What are its advantages? | |
| How much does it cost? | |
| Where can you get it? | |



Save Time and Energy

Do you ever feel tired when your dog wants to go for a walk? Does your dog ever get bored? Is your dog getting fat? Here is the perfect solution to all your problems. The new K9 Dogwalker will change your life – and your dog's too. The K9 exercises your dog in your own home. You don't have to do anything. You can sit back and relax!

The amazing K9 is made in Italy by Cantek. It is made of good quality plastic and has an attractive, modern design too. The dogwalker has a reliable electric motor plus a small computer. You can use the computer to plan your dog's exercise. The dogwalker also weighs only ten kilos. It is easy and convenient to take with you when you go on holiday.

The dogwalker isn't expensive either. It is a bargain at only £39.99! Contact: Cantek Products, Whitcliffe Cottage, Orleton, Nr Ashford, Kent

**Write a similar advert for a gadget.
Follow the stages.**

Stage 1

Choose a gadget (serious or humorous). Use the questions in the table above to think about ideas for your gadget.

Stage 2

Use your notes to write your advertisement.

⇒ *Writing Help 4 (layout, linking, and useful vocabulary), on page 121.*

Stage 3

Check your advertisement.

⇒ *Writing Help 4 (checking).*

Speaking: Selling your Gadget



Before you start

Listen to the dialogue. Complete it with the Key Words in the box.

KEY WORDS

adverbs: extremely, incredibly, not very, quite, really, very

Chris: Have you heard about the new dogwalker? It's
(1) _____ great!
Jane: No, what's that? What does it do?
Chris: Well, it's a gadget. It takes your dog for a
walk. It's (2) _____ convenient.
Jane: But it's (3) _____ useful. Have you got a
picture of it?
Chris: Here it is. It's got a brilliant design, with an
(4) _____ reliable motor – and a computer, too!
Jane: Why has it got a computer?
Chris: Well, you can programme the dog's walks. And
the machine's easy to carry.
Jane: How much does it cost?
Chris: It's only £39.99. That's (5) _____ cheap.
Jane: It isn't. That's (6) _____ expensive! I'm
sorry. I'm not buying it.

Now sell your gadget to other students. Follow the stages.

Stage 1

Prepare to talk about the gadget you designed in the Writing Workshop. Look at your notes and the dialogue above. Practise saying sentences to yourself. Don't read sentences from your description!

Example

'My watch-computer's really convenient!'

Stage 2

Go round the class. Try to sell your gadget to the other students. Ask questions about the other gadgets.

Example

A: Look at this really amazing computer bracelet.

B: Mmmm. What is it for? What does it do?

A: Well, it's a computer. You can carry it on your arm. You can use it to ...

Talkback

Which gadgets did you like? Which gadget would you like to buy? Who was the best seller? Why? Use these phrases:

attractive ideas, enthusiasm, good communication

Listening

Listen to the song and answer these questions.

'Money,
Money,
Money'
by Abba



- 1 Why does the girl work all night and day?
- 2 What would she do if she met a wealthy man?
- 3 What two words in the song rhyme with 'money'?
- 4 Where does the girl 'have to go'?
- 5 What does she hope to do there?



Review

Grammar

- 1 Five of the sentences below are grammatically incorrect. In pairs, you have £100 to 'buy' correct sentences. Write down an offer for each of the correct ones.

Example Sentence 1 – correct? = £20

SENTENCE AUCTION

- Both of my parents have credit cards.
- There are not many millionaires in the world who give away all their money.
- He saves money by walking to work. Other way he saves is by buying second-hand clothes.
- There is very little money in my bank account but there's quite a lot in my sister's.
- How much money have you got on you? I'm afraid I haven't got none.
- All the money in the world can't buy you love.
- Quite a few people don't like bargaining.
- There aren't enough money in my bank account to go on holiday this year.
- My two brothers are older than me. One is eighteen, the second is twenty-one.
- She paid one hundred thousand of pounds for it.

When your teacher reads a sentence, make your offers. The pair with the highest offer buys the sentence. At the end of the game, the teacher says which sentences are correct. The pair with the most correct sentences are the winners. Now correct the wrong sentences.

Vocabulary

- 2 Complete the table with adjectives from this module.

| verb | adjective(s) |
|---------------|-------------------------------|
| 1 to interest | <i>interested/interesting</i> |
| 2 to satisfy | |
| 3 to practise | |
| 4 to attract | |
| 5 to worry | |
| 6 to use | |
| 7 to tire | |
| 8 to amaze | |



- 3 Make adjectives from the word in brackets to complete each sentence.

- She bought some very _____ earrings. (expense)
- That's a very _____ motorbike. (rely)
- It is important for shops to have _____ customers. (satisfy)
- It is _____ how much money you can save by bargaining. (surprise)
- He is very _____ with money – he spends it very quickly. (care)

- 4 Complete the description with these adverbs.

very, really, quite, extremely, incredibly, not very

That shop is (1) _____ good. There are some good and bad things about it. There are some (2) _____ beautiful jeans and some of the jackets are (3) _____ nice. They've also got some (4) _____ attractive shirts and blouses. However, in my opinion, it is (5) _____ expensive and the shop assistants are (6) _____ friendly.

- 5 Complete the sentences below with these verbs in the correct tense.

make, save, borrow, earn, win, spend, lend

- He _____ the lottery and now he _____ a lot of money on clothes.
- I'll _____ you an offer for that car.
- She _____ a good salary and _____ money every month to buy a house.
- Can you _____ me £10? Remember, you _____ some money from me last month.

Pronunciation: /æ/, /e/

- 6 Listen and repeat these words:

a) man /æ/, b) men /e/

Listen to the pairs of words. Repeat them and classify the sounds you hear.

Example

1 sad/said = a/b

2 pen/pan = b/a

Look through the module and find five words with the /e/ sound and five with the /æ/ sound.



Now read the story *A Christmas Carol*, Literature Spot 2, page 114.

Culture Corner 2

Scotland A place to celebrate



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

Hogmanay 31 December

Scotland celebrates Hogmanay, New Year, with bagpipe music and dancing in the street throughout the night. At midnight, there are fireworks and everyone sings 'Auld lang syne', a song by Robert Burns, a famous Scottish poet. Around the New Year period, Scottish families go 'first footing', visiting the houses of friends and relations to continue the celebrations!

Burns Night 25 January

Robert Burns is Scotland's national poet and Scottish people have a big dinner every year to celebrate his birthday. The dinner begins with the sound of bagpipes and the 'haggis', Scotland's national dish, a kind of sausage made from the heart and other organs of a sheep. Then everyone reads poems and sings songs written by the great 'Rabbie Burns' himself.



FACTFILE

Scotland

Area: 78,769 sq km

Population: 5,200,000

Capital: Edinburgh

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

History: The Romans never conquered Scotland.

Between AD 120 and 140, they built Hadrian's Wall, a huge wall of 118 km, to protect their Empire south of the Scottish border. In the middle ages, Scotland became a united country. There were many wars between England and Scotland. In 1603 the Scottish king, James VI, became King of England and a century later Scotland and England were united.



Highland Games May - September

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



Edinburgh Festival August

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

1 Read the text. Which of these sentences are true?

- 1 Scotland has a big population.
- 2 Scotland is an independent country.
- 3 Scottish schools are different from schools in England.
- 4 Scotland has its own football team.
- 5 The Romans conquered Scotland.
- 6 England conquered Scotland and the two countries were united.

Read the factfile and check your answers.

2 Read about Scottish celebrations. Which would these people probably like most?

- 1 Kim loves the theatre and classical music.
- 2 Carol is a sports fanatic and is interested in Scottish culture.
- 3 Lena loves parties and dancing all night.
- 4 Peter is interested in poetry and eating different food from around the world.

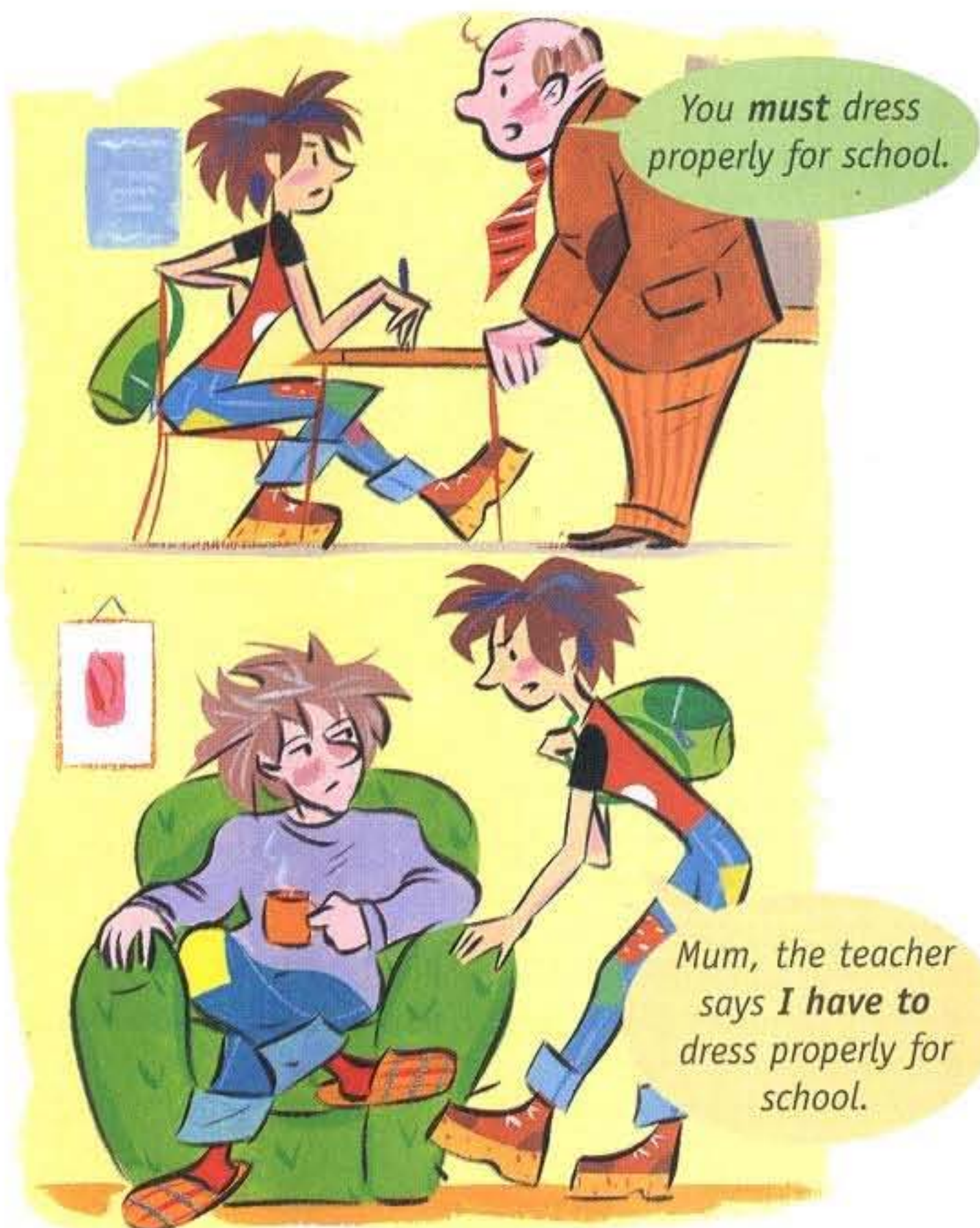
3 Which celebration would you like to go to? Why?

4 Write about two celebrations in your country that visitors from abroad could enjoy.

Language Problem-Solving 2

must/mustn't/needn't and have to/can't/don't have to

- 1 Look at the cartoons. Who made the decisions: the person speaking or another person?



- 2 Look at the verbs in bold. Do they express obligation, prohibition or lack of obligation?

Teacher: You (1) **must** hand in the assignment on Monday.

Maja (to a friend on the phone): I can't come to the party, I (2) **have to** finish my assignment.

Doctor: You (3) **mustn't** go to school before your temperature is back to normal.

Patient: I (4) **can't** stay at home, I'll miss too much work.

Host: You (5) **needn't** bring anything to eat when you come to the party. We'll prepare everything.

Guest (to her husband): He says we (6) **don't have to** bring any food, so I think we'll take a bottle of wine instead.

- 3 Match the rules with the columns.

- a) the speaker made the decision
b) the speaker didn't make the decision, and only reports someone else's decision

| | |
|---|--|
| <i>must</i> <i>mustn't</i> <i>needn't</i> | <i>have to</i> <i>can't</i> <i>don't/doesn't have to</i> |
|---|--|

- 4 Complete the statements with the most suitable modal verb or expression.

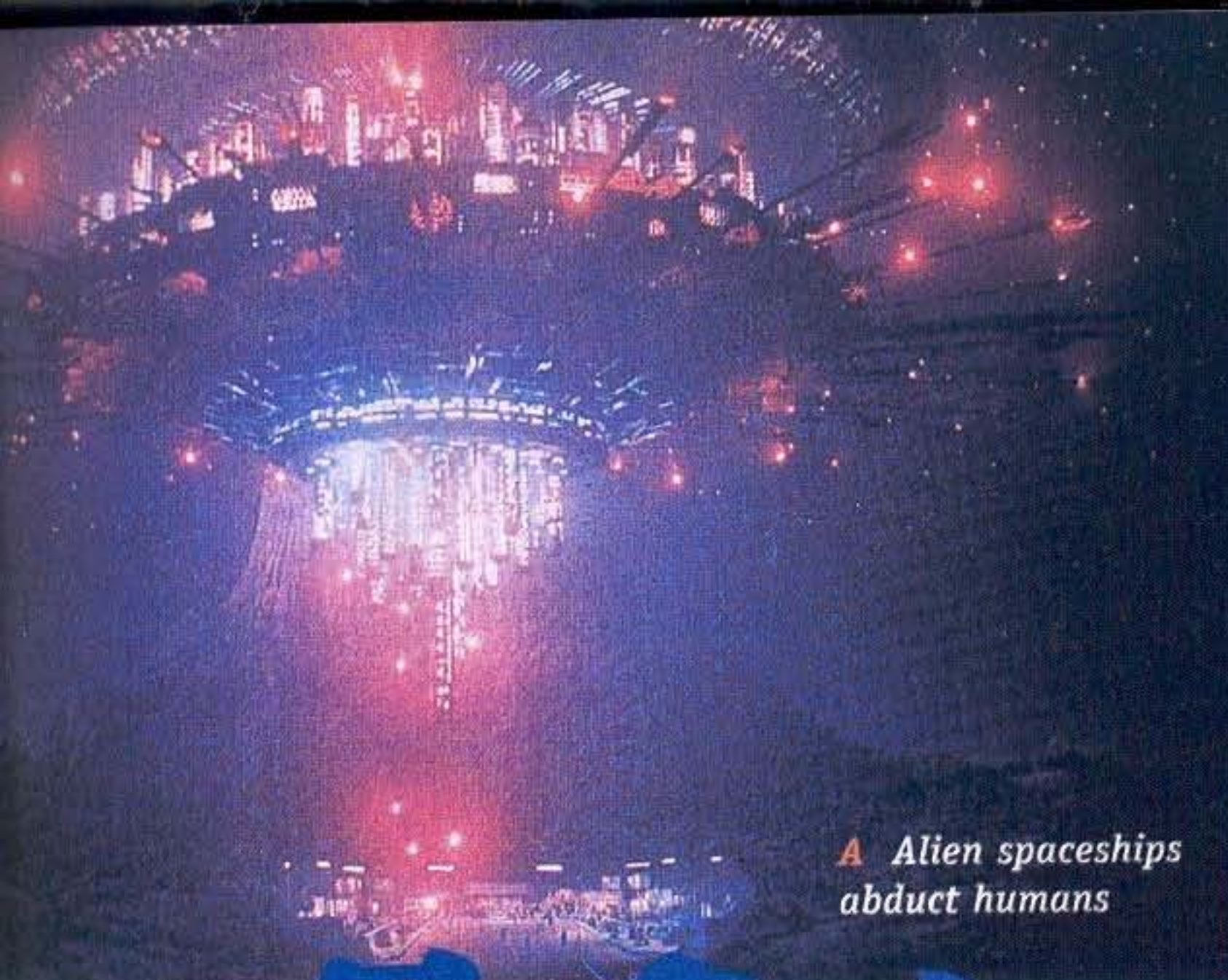
Example 1 *must*

- Headmaster to student: 'That was terrible behaviour! You _____ apologise to your history teacher.'
- Teacher to student: 'You _____ study so hard. The exam is quite easy to pass.'
- Soldier to friend: 'We always _____ wear our uniform when we go out.'
- Prisoner: 'We _____ get up at six a.m. and we _____ smoke in our cells.'
- Father to daughter: 'You _____ be back home by 11 o'clock tonight.'
- Officer to soldiers who have just joined the Army: 'In the army, you _____ obey orders and you _____ question what officers tell you to do.'
- Mother to daughter: 'You can go out tonight. You _____ stay at home to help me.'
- Doctor to patient: 'You _____ eat so many sweets and you _____ do more exercise.'

- 5 Complete these sentences. Explain your choice of verb in each case.

Example 1 *needn't* (e.g. you had your teeth checked a week ago)

- I _____ go to the dentist.
- Next week, I _____ do three exams!
- I _____ invite my friends around to my place for a party.
- I _____ write this essay for tomorrow.
- I _____ see that new film with Leonardo DiCaprio.
- I _____ come home after 11 p.m.
- I _____ change my shoes at school.
- I _____ wear a school tie.



A Alien spaceships abduct humans



B Androids who think and feel like us

5 Cyberspace

In this module you will...

- **Read** about the Internet and virtual reality.
- **Listen** to a phone conversation, documentaries and a song.
- **Practise** telephoning and making suggestions.
- **Write** an e-mail message and an Internet page about your area.
- **Learn** how to make predictions about the future; learn about conditionals.

Warm-up

1818 Mary Shelley wrote about a scientist who creates an artificial human, in *Frankenstein*.

1890s H.G. Wells wrote about a Martian invasion in *The War of the Worlds*.

1932 Aldous Huxley predicted virtual reality and genetic engineering in *Brave New World*.

1949 In George Orwell's 1984 'Big Brother' controls everybody's lives using TV cameras.

1 Which of the films and books on this page have you seen or read? Which of the predictions in them:

- a) have already come true?
- b) do you think will come true in your lifetime?

What other predictions do you know from science fiction books or films that have come true?


2 Which of the Key Words are similar in your language?

KEY WORDS

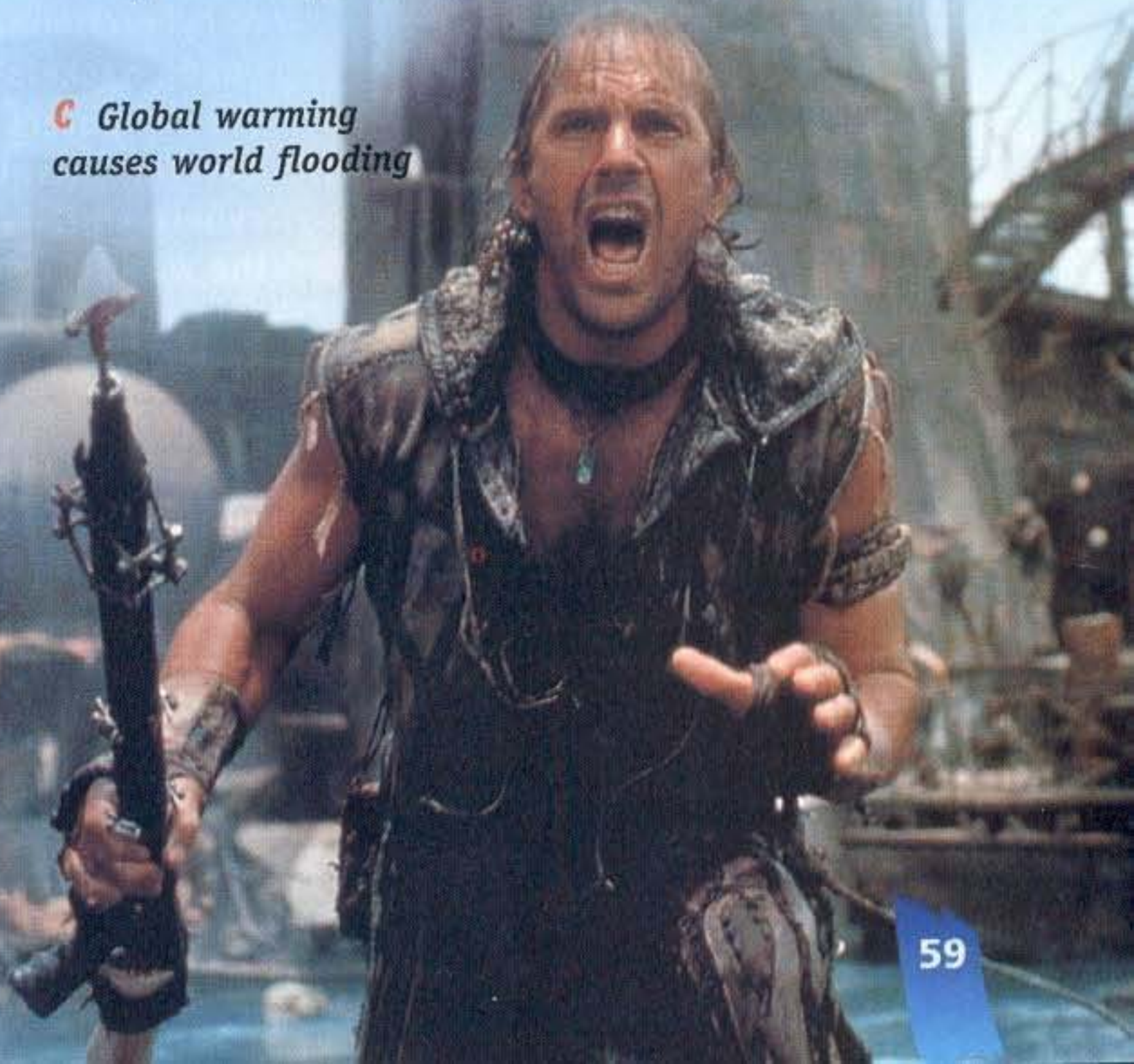
alien, android, cyberspace, genetic engineering, global warming, science fiction, time travel, virtual reality, virus, world flooding

Which word in the box matches this definition?

/n/ a word that describes the place where electronic messages, information, pictures, etc. exist when they are sent from one computer to another.

3  Listen to four experts. Which predictions are they discussing? Use the Key Words to help you.

C Global warming causes world flooding





17 Tomorrow's World

GRAMMAR FOCUS

Before you start

1 Imagine life in the next twenty years. How do you think technology will change our lives?

Example All cars will have computers.

2 Look at the title of the article. Which of these topics do you think it will mention?

- * the Internet * androids
- * genetic engineering * aliens
- * global warming * virtual reality

Read the article and check your guesses.

3 Match the vocabulary from the text with the definitions.

KEY WORDS

cybercriminal, hacker, cyberterrorist, the Net (Internet), virtual (world), e-mail

- 1 a criminal who uses the Internet
- 2 a system where people can send messages (mail) to each other by computer
- 3 images produced by computers that surround the person looking at them and seem to be real
- 4 someone who uses computers for violent political demands
- 5 computer system that allows millions of people around the world to exchange information
- 6 a person who enters other people's computer programmes without permission



The Future of Cyberspace

Peter Taylor finds out how computers and the Internet are going to affect our lives.

1 In the last thirty years, the Internet has grown dramatically. In 1983, there were only 200 computers connected to the Internet; 5 now there are around 50 million and this growth is clearly going to continue.

Some experts are 10 pessimistic about the future. One worry is the activities of cybercriminals. Even now, young hackers can get into the computers of banks and governments. In the future, 15 cyberterrorists may 'attack' the world's computers, cause chaos, and make planes and trains crash.

20 However, many people are optimistic about the future of the Internet. Already, users can buy books, find out about holiday offers, 25 book tickets, and get all sorts of information from the Internet.

'In the next few years,' says Angela Rossetto of Cyberia

30 magazine, 'it is clear that we are going to see an explosion of shopping on the Internet.'

She also believes that, in the future, we will get 35 entertainment from the Net and that television will probably disappear. The postal service may also disappear with the 40 increasing use of e-mail.

Some specialists see our future in virtual reality – the use of computers with 45 sounds and images that make you feel as if you are in a real situation. 'Personally, I think virtual reality will become part of 50 modern life,' says Australian expert Peter Wojciechowski. 'I see people living and working in a virtual world. We will work in virtual 55 offices, shop in virtual supermarkets, and we will even study in virtual schools.'



PREDICTIONS *will* and *going to* Presentation

4 Underline the verb forms that refer to the future.

- The Internet has grown dramatically ... and this growth is going to continue.
- Already, users can buy books ... it is clear that we are going to see an explosion of shopping on the Internet.
- She also believes that, in the future, we will get entertainment from the Net and that television will probably disappear.
- Personally, I think virtual reality will become part of modern life.

5 Find the examples from Exercise 4 in the text. Match these structures with their uses. Use the text to help you.

- be going to* + infinitive
 - will* + infinitive
- to express our opinions and beliefs about the future
 - to talk about a future event we can predict from a present situation

➡ Grammar Summary 10, on page 126.

Practice

6 Which comment is better in each situation?

- You're planning to buy a computer.
 - I hope it will be cheap.
 - It is going to be cheap.
- It's the last ten minutes of a basketball match between Lithuania and the USA. The score is 102:56 to Lithuania.
 - The USA will lose.
 - The USA is going to lose.
- You're going on holiday in Italy.
 - It probably won't rain.
 - It's not going to rain.

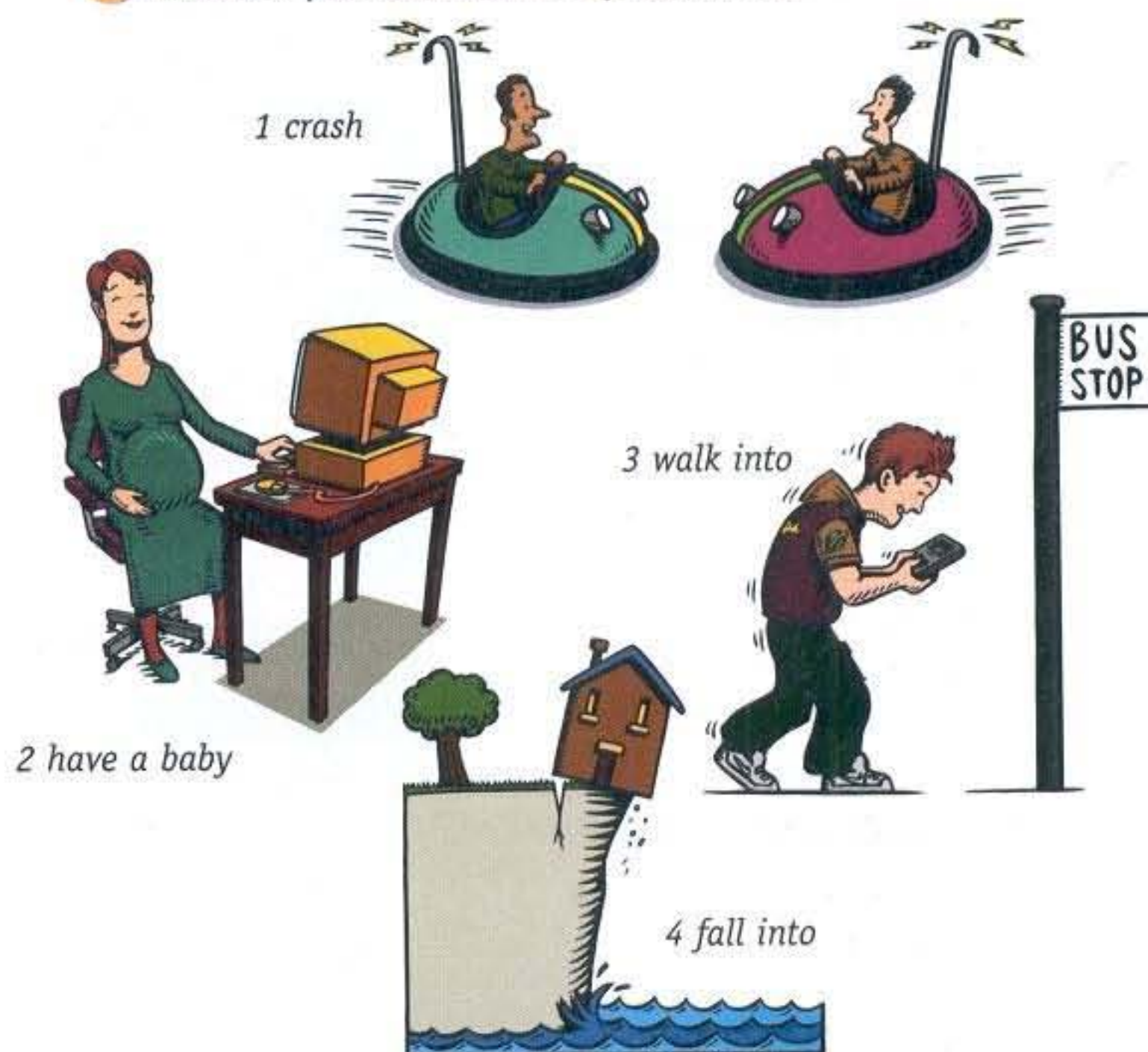
7 Complete the text with *going to* or *will*.

Earth Report!

Futurologist Carla Wright speaks to our journalist.

'We have clear evidence that in the next few years the Earth's climate (1) _____ change. I'm afraid that this probably means that many species of animals, such as the Bengal tiger, (2) _____ disappear soon. Climatic changes (3) _____ certainly affect people's lives too. Because of global warming, the sea has already destroyed parts of the British coastline and some coastal villages. It is obvious that this destruction (4) _____ become more dangerous in the future. We have to take immediate action, or I fear that life on Earth (5) _____ get worse.'

8 Use the pictures to write predictions.



9 Write optimistic and pessimistic predictions about life in thirty years' time. Think of these things:

climate, telephone, Internet, inventions, work, studies, the family, the environment, books, newspapers, transport

Example *I think there will be no newspapers.*

10 Now work in pairs. Student A is a pessimist and Student B is an optimist. Make predictions.

Example

A: *Life on Earth is going to disappear – the sea level is getting higher every year.*

B: *No, I'm sure scientists will be able to stop global warming.*



18 Websites

SKILLS FOCUS

Before you start

- 1 Do you use the Internet? Do you know anyone who uses the Internet? What do you know about the Internet?

Listening

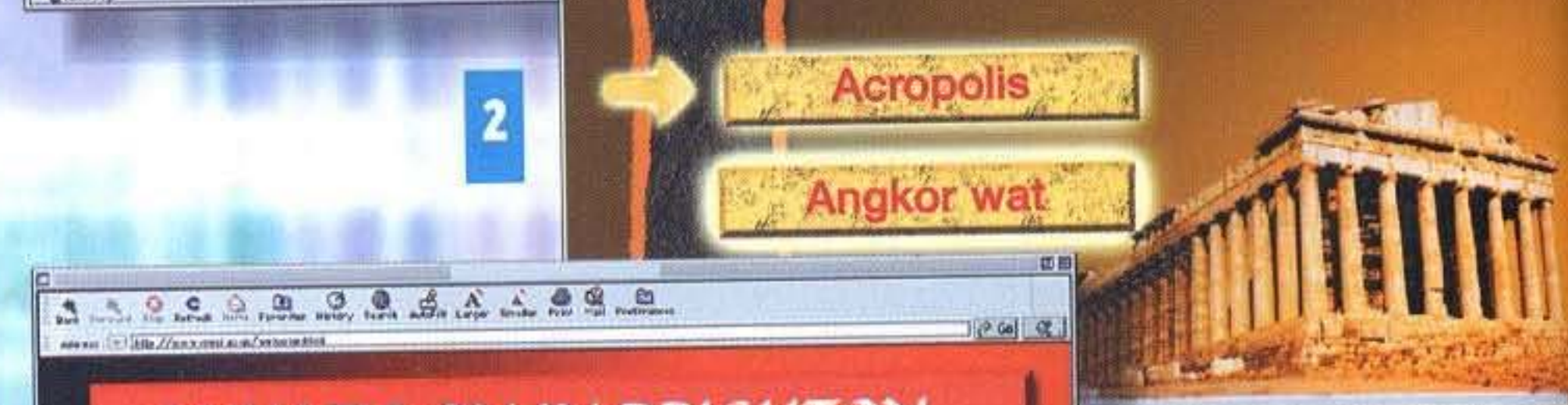
- 2 Can you answer any of these questions about the history of the Internet?

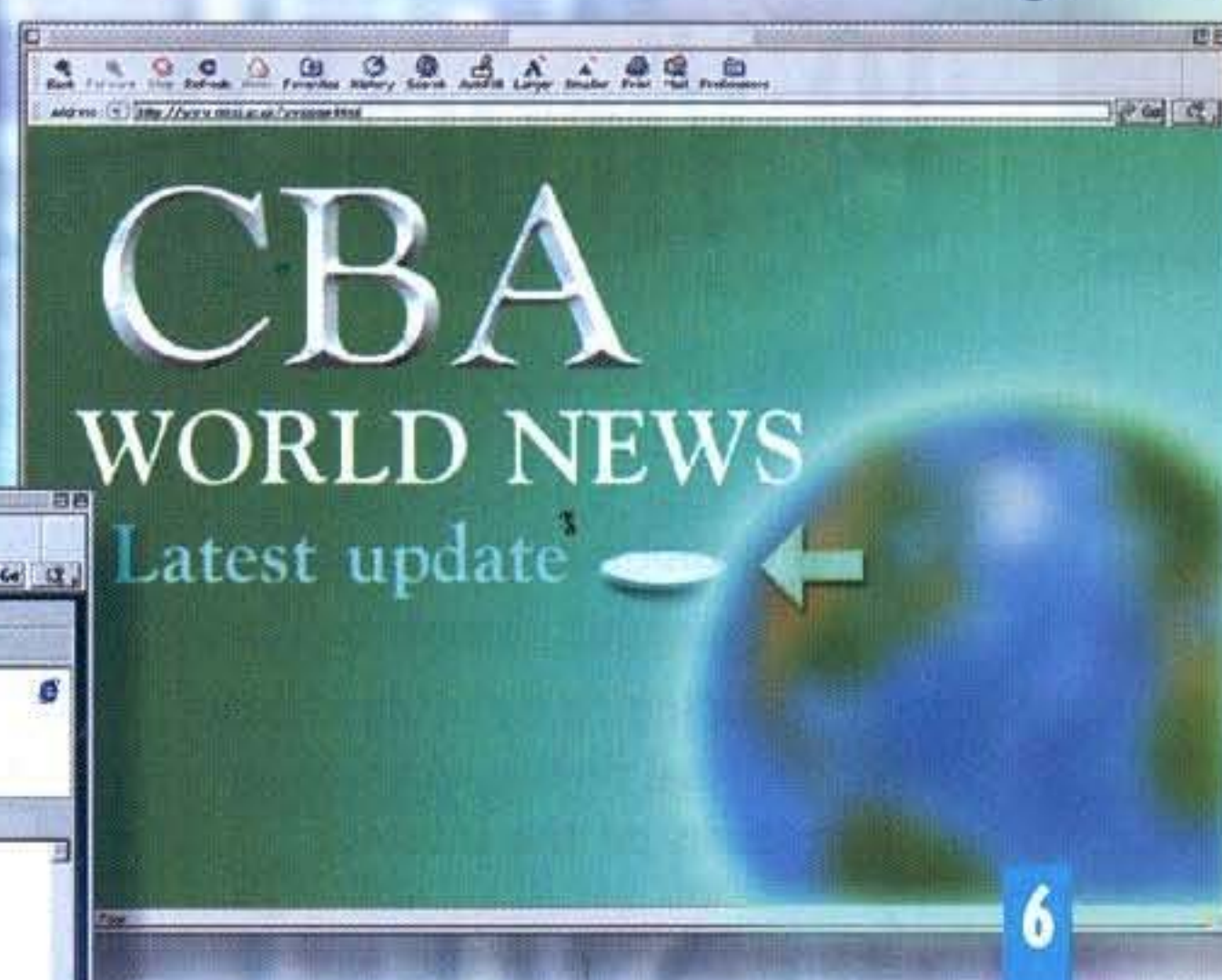
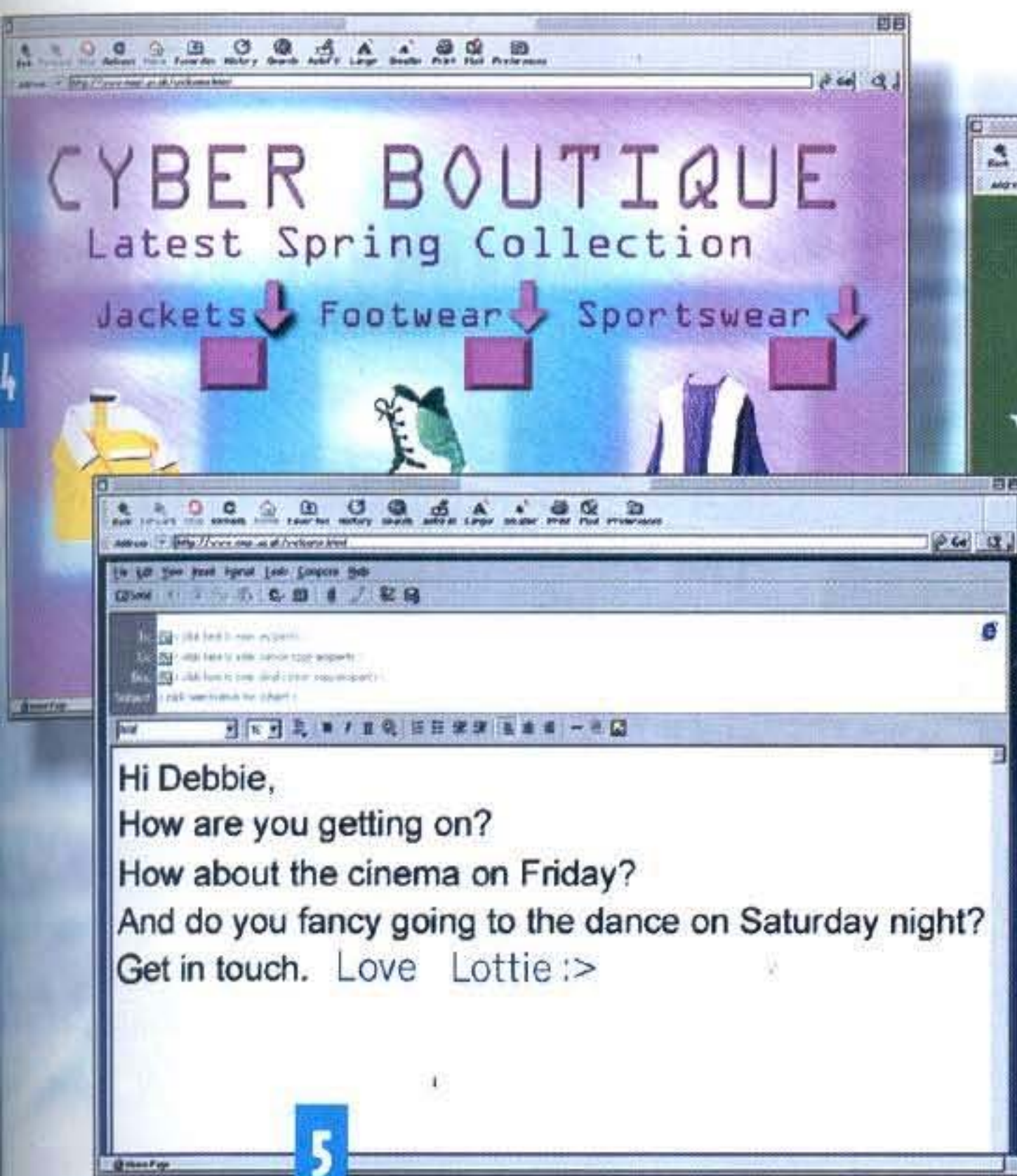
- 1 Why did the Net begin?
 - a) for military reasons
 - b) for scientific reasons
 - c) for business
- 2 What year did it start in?
 - a) 1959
 - b) 1969
 - c) 1979
- 3 When did people start calling it the 'Internet'?
 - a) the 1980s
 - b) the early 1990s
 - c) the late 1990s
- 4 When did the Internet start to grow very fast?
 - a) the late 1980s
 - b) the mid-1990s
 - c) the late 1990s

- 3 Now listen to the radio programme and check your answers.

- 4 Which 'website' on this page can you visit to do these things?

- a) find out what's going on in your town
- b) look for a job
- c) find out the latest world news
- d) get information for a school history project
- e) write to your friends by e-mail
- f) buy clothes





Pronunciation

7 Read the Strategies.

LISTENING STRATEGIES: Important words

- Listen for words that are stressed. They are important words. (e.g. 1 hello/Mandy)
- Do not worry if you do not hear all the other words. (e.g. is/are/this/a/on)

Now listen to some of the sentences from the dialogue. Pay attention to the stressed words. Practise saying the sentences.

Speaking

8 Think of things that you would like to do this weekend in *your* area.

Example

Friday afternoon – go shopping in the centre
Friday night – go to a disco
Saturday morning – play tennis
Saturday evening – go to the cinema to see the latest 'Star Wars' film
Sunday morning – sleep!
Sunday afternoon – watch the local football team

9 Then work in pairs. Have a telephone conversation with your partner and plan the weekend. Use expressions from the Function File.

Example

A: Hello, 988167.
B: Hi, it's Tom.
A: Oh hi!
B: What are you up to this weekend, John?

QUOTE ... UNQUOTE

'Computers are useless. They can only give you answers.'

Pablo Picasso, Spanish artist (1881–1973)

5 Listen to a telephone conversation between two people in Brighton. Which thing from the Internet page do they decide to do?

6 Listen to the conversation again. Complete the Function File with words and phrases from the list.

See you, 973273, Would you like, hang on, are you up to, Do you fancy, I'd better, Why don't we, I can't, I'd love to, Sorry, Let's, This is, please

Telephoning/ Making suggestions

Answer the phone Hello. (1) _____.

Say who you are Hello, Mrs Turner. (2) _____
Mandy.

Ask to speak to somebody Can I speak to Lucy,
(3) _____?

Ask somebody to wait Just (4) _____
a second.

Ask about plans What (5) _____ this weekend?

Say you didn't hear (6) _____?

Make suggestions (7) _____ go on Saturday
morning? (8) _____ doing something on Friday
night? (9) _____ to go?

Reject suggestions Well, (10) _____. I've got a
music lesson.

Accept suggestions Great, (11) _____.

Finish the call Well, (12) _____ go now.

Make an arrangement (13) _____ meet at 6.30,
outside the cinema.

Say goodbye Right. (14) _____ tomorrow.



19 Virtual Reality

GRAMMAR FOCUS

Before you start

1 Which of these uses for virtual reality are possible now?

* virtual reality holidays * learning to fly using virtual reality simulators * playing virtual reality computer games * visiting virtual museums on the Internet

2 Look at the two websites and answer these questions about them:

- Which website do you think is real?
- Would you like to visit the Science Museum website? Why or why not?
- Which virtual reality holiday would you like to go on?
- Do you think virtual reality holidays will be possible in your lifetime?

3 Read the first part of the dialogue and answer these questions:

- Why can't Cathy go out this weekend?
- Where is Tom planning to go?

Tom: Hi, Cathy. What are you up to this weekend?

Cathy: I have to work. *If I don't finish my project on the history of the Internet, the teacher will be angry.* What about you?

Tom: It depends on the weather. *If it's good, we'll probably go camping. But we won't go if it rains.*

Cathy: Can you suggest any good books for my project? *If you tell me some titles, I'll look for them in the library.*

Tom: Use the library computer. *If you go to the Science Museum website, you'll find lots of good information. I'll send you the website address.*

FIRST CONDITIONAL

Presentation

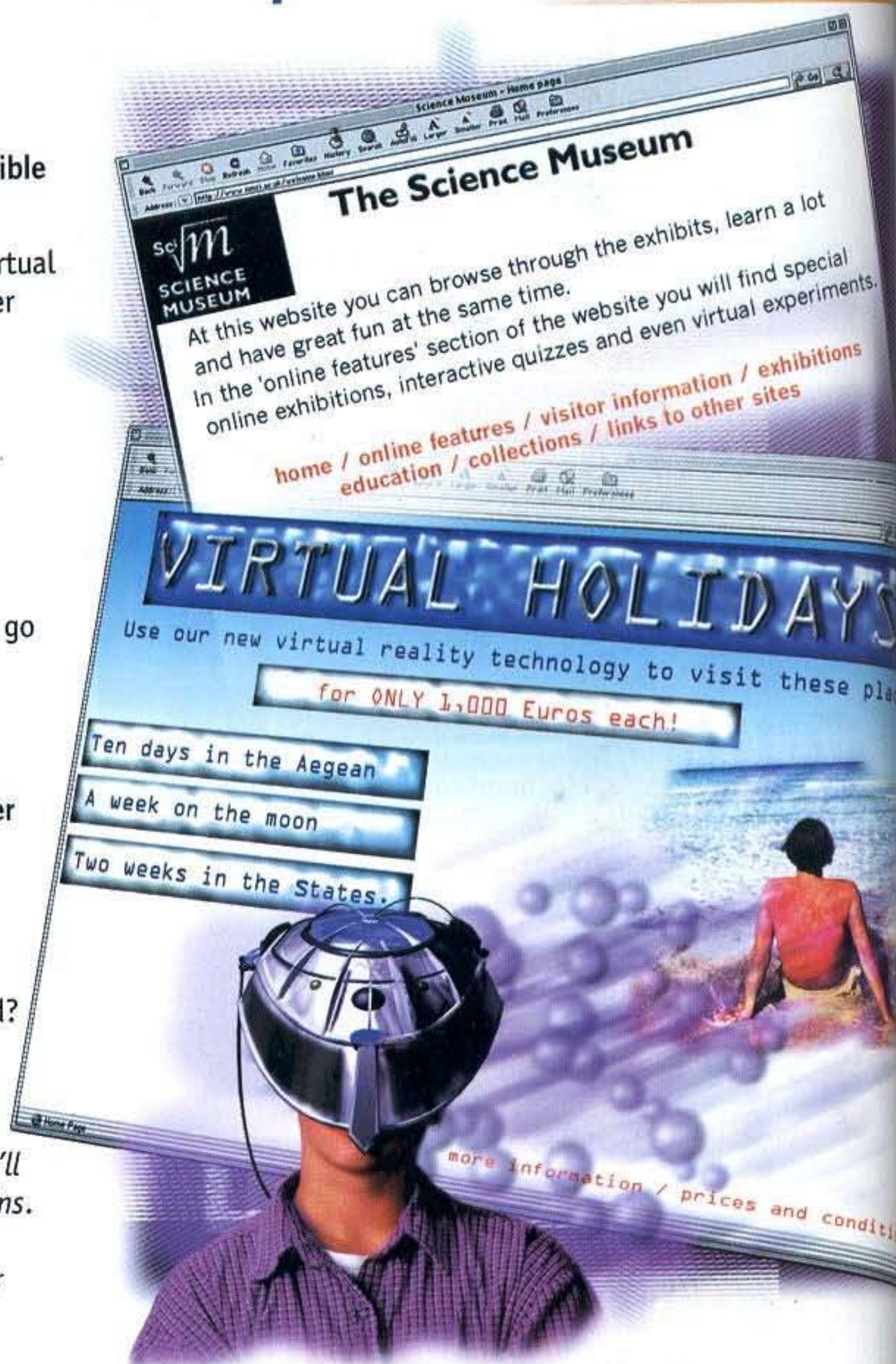
4 Read the sentences in italics in the dialogue. Are the sentences used to talk about:

- unlikely situations in the future?
- possible situations in the future?

Complete the table with the tenses used in the sentences:

| Condition | Result |
|------------------|--------------------|
| if + _____ tense | _____ + infinitive |

➡ Grammar Summary 11, on page 126.



Practice

5 Write these sentences as First Conditionals. Put the verbs in brackets in the correct form.

Example What will you do if your computer doesn't work?

- What (do) if your computer (not work)?
- (You go) out with me on Saturday night if you (finish) the project?
- If you (go) to that website, you (find) some interesting information.
- (you go) to that concert if it (rain)?
- She (buy) a computer if she (get) that job.
- I (give) you the information if you (telephone) me tomorrow.
- What (you do) if the weather (not be) good tomorrow?
- My sister (not go) to London if she (not pass) her exams.

6 Make a chain of five conditional sentences with these beginnings:

- 1 If I pass all my exams, ...
- 2 If I win the lottery, ...
- 3 If it's sunny tomorrow, ...
- 4 If I have a free afternoon, ...

Example

If I pass all my exams, I'll go on a long holiday. If I go on holiday, I'll spend all my money. If I spend all my money, I'll have to come back home early. If I come back home early, my parents will be happy. If they are happy, I'll be happy, too.

SECOND CONDITIONAL Presentation

7 Read the second part of the dialogue. Answer these questions:

- 1 Does Cathy have a programme for 'virtual' holidays on her computer?
- 2 Does she really think she will have the chance to go on a world tour?
- 3 Is she going on holiday with George Clooney?
- 4 Has she got an Internet connection at the moment?

Cathy: Just think. *If we had virtual reality holidays, we wouldn't have any problems with the weather.*

Tom: What do you mean?

Cathy: Well, in the future we'll probably have virtual holidays – you'll be able to use modern technology to go anywhere you like.

Tom: I don't understand. You mean we'll use the computer to imagine the holidays of our dreams?

Cathy: That's right. Just imagine it. *If they invented virtual reality holidays, I'd go on a world tour – to lots of sunny places, like the Caribbean and the South Pacific. Where would you go, if someone gave you the chance to go on a virtual holiday?*

Tom: I don't know. *It wouldn't be the same if it was on the computer, would it?*

Cathy: No. Just think – you'd be able to go with anybody you choose. I'd go with Brad Pitt!

8 Read the sentences and complete the table. What does 'd stand for in the second example?

If we **had** virtual reality holidays, we **wouldn't have** any problems with the weather.

If they **invented** virtual reality holidays, I'd **go** on a world tour.

| Condition * | Result |
|-------------------|--------------------|
| if + _____ tense, | _____ + infinitive |

9 Read the sentences in Exercise 8 again. What are the people expressing?

- a) unrealistic hopes for the future
- b) plans for the future
- c) something that isn't possible now

➡ **Grammar Summary 12, on page 126.**

Practice

10 Who could say these things, a or b?

- 1 If I had the money, I would go on holiday to the Caribbean.
a) a student b) a millionaire
- 2 If I lived in London, I'd visit the Science Museum every month.
a) a Londoner b) a New Yorker

11 Use the cues below to write Second Conditional sentences.

Example have a computer/use the Internet

If I had a computer, I would use the Internet.

- 1 win the lottery/buy a new computer
- 2 play computer games all the time/be a bad student
- 3 go to Tibet/have enough money
- 4 be a computer expert/earn a lot of money
- 5 make new friends/use Internet

12 Which place in the world would you like to go to? Write a conditional sentence about the places below and three other places of your choice.

Example

If I went to the Grand Canyon, I would take a boat trip down the Colorado River.

the Grand Canyon, Paris, China, New York,
the Amazon jungle, Hollywood

13 Write about your ideal future. Think about your home, job, partner, family, etc. Write conditional sentences to explain why you would like this kind of life.

Example

I'd like to live in Africa and work as a doctor. If I was a doctor in Africa, I would help a lot of people.

14 In pairs, discuss your choices.

Example

A: I'd like to be an astronaut. Because if I was an astronaut, I would ...



20 Virtual Tourism

SKILLS FOCUS

Before you start

- 1 Look at the photos and guess four things about Auckland.

Example

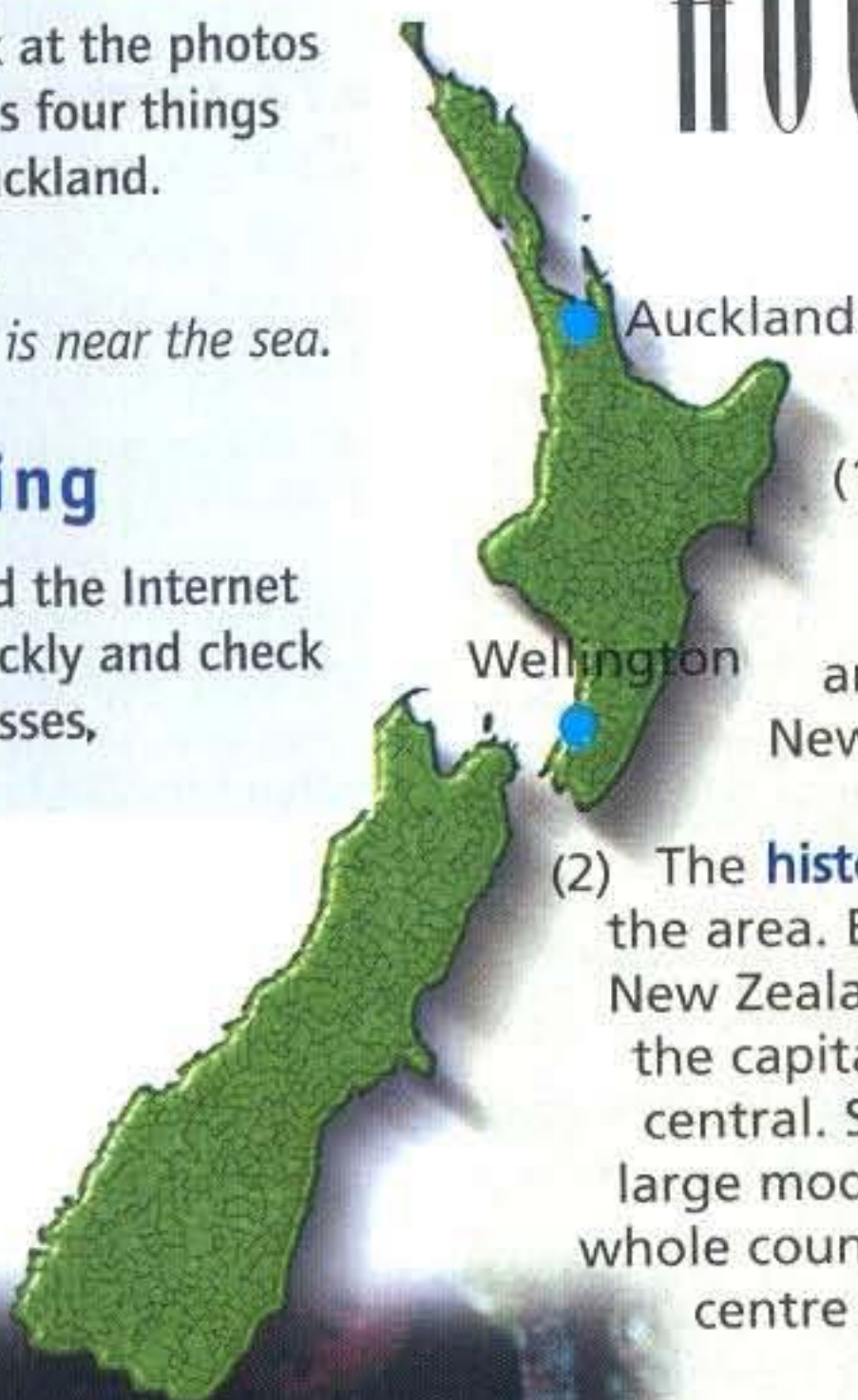
Auckland is near the sea.

Reading

- 2 Read the Internet page quickly and check your guesses.

AUCKLAND * New Zealand

a guide

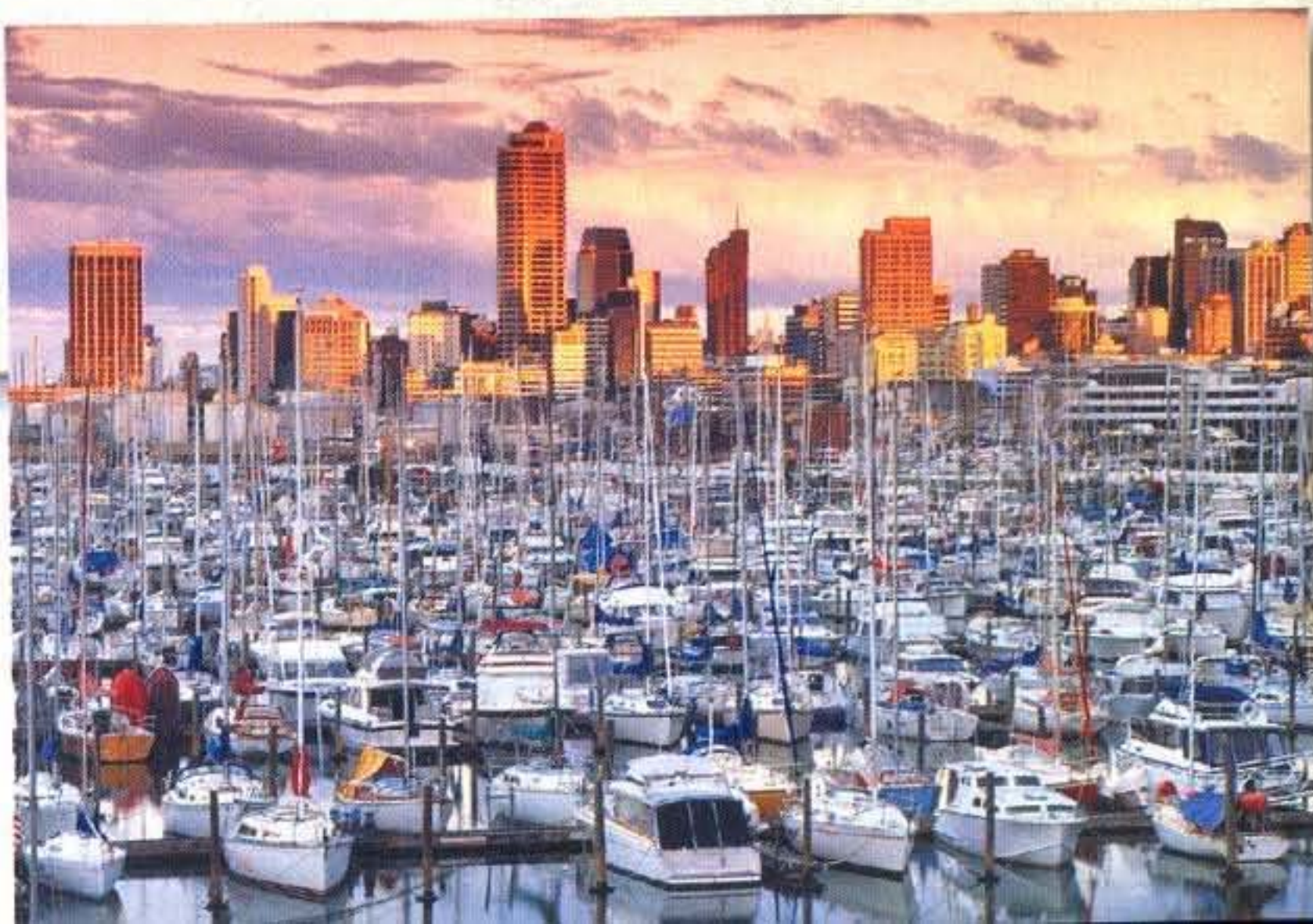


- (1) Auckland is the largest city in **New Zealand**. It has a population of just under a million people and is located on **North Island**. This seaport is an important centre for **business** and **industry**. It is also the most dynamic and multicultural city in New Zealand.
- (2) The **history of the city** goes back 650 years when the **Maoris** settled in the area. European settlement began in 1840 when the British arrived. New Zealand's first governor, Captain William Hobson, made Auckland the capital. Later, the capital moved to **Wellington**, because it was more central. Since 1945, the city of Auckland has grown and it now has large modern suburbs. In 1985 the New Zealand government made the whole country a **nuclear free zone** and since then Auckland has been a centre for protest against nuclear testing in the Pacific.
- (3) Famous sights include **Mt Eden**, one of many large volcanic hills, as well as the **Auckland Harbour Bridge**. At the **Parnell Village** you can visit some of the first European settlers' homes. In the city is the beautiful **Auckland Domain** which is famous for its large palm trees and exotic plants. You can see Maoris perform their traditional dances at the **Auckland Museum**.
- (4) From wherever you are in the city, you can see the sea. Auckland's nickname is 'the city of sails' because it has more boats than anywhere else in the world. It has a warm climate with plenty of sunshine – the average temperature in January (summer) is 23.4°C and in July (winter) it is 7.8°C. It has some of the best beaches in New Zealand for doing water sports: swimming, diving, fishing, sailing and windsurfing.
- (5) It is easy to travel between Auckland and the rest of New Zealand. There are regular international flights, too. Flights from Europe take over twenty-four hours and are expensive.



1 Maori dancer

2 Auckland Harbour





4 Now match the topics a–f with the five paragraphs in the text. There is one extra topic.

- a) the history of the city ☐ d) nightlife in Auckland ☐
 b) travel links ☐ e) water lover's paradise ☐
 c) things to see in Auckland ☐ f) New Zealand's largest city ☐

5 Match this information with the words in blue in the text. These are called 'hot words'. On a real Internet page you can 'click' on these words to get more information.

- 1 New Zealand produces iron and steel, machinery, textiles and motor vehicles.
- 2 The original people of New Zealand came by canoe from other Pacific islands.
- 3 The capital of New Zealand is on the Cook Strait, which separates the two islands.
- 4 This bridge is one of the city's most distinctive landmarks. It was built in 1959.
- 5 New Zealand does not allow nuclear materials anywhere in the country.

6 Complete the description with these linking words from the text.

also (paragraph 1), as well as (paragraph 3), too (paragraph 5)

Auckland is a modern city. It is a nice place to live and it has good weather

(1) _____. The city has lots of good beaches for water sports

(2) _____ lots of good places to fish. It is (3) _____ known as the 'City of Sails' because of all the yachts there.

Vocabulary: Words that go together

7 Read these sentences with *do* and *make*.

When you are in New Zealand, make a visit to Auckland. It is an ideal place to do water sports.

Which verb, *do* or *make*, would you use with these words to complete the table?

a guess, homework, a phone call, a suggestion, a prediction, a mistake, your bed, the shopping, an exam, a noise, very well at English, a cup of tea, friends, the dishes

| | |
|----------|---------|
| do | make |
| homework | a guess |

Write five sentences about your life with examples from the table.

Speaking

8 Imagine you have a weekend in Auckland. Choose places you would like to visit and things you would like to do.

Then work in pairs. Plan a weekend together in Auckland.

Example

A: *Why don't we visit the Auckland Museum on Saturday morning?*

B: *That's a good idea. Do you fancy going to the beach after that?*

Tell the class what you have decided to do.



Comparing Cultures

Listen to the talk about New Zealand. Write information about:

population, capital, largest city, main language, name of native inhabitants, climate

Now write similar information about your country.

3 Read the Strategies.

READING

STRATEGIES:

Matching topics/ paragraphs

- Read each paragraph carefully.
- Pay attention to the first sentence of each paragraph as it often introduces the main idea.
- Identify 3–5 of the most important words and underline them with a pencil.
- Look at the list of topics and match them to the paragraphs.
- Check that the extra topic does not match any of the paragraphs.



Communication Workshop

Writing: An Internet Page

Before you start

Copy and complete the notes about Vancouver with this information:

500,000,
ice hockey,
Gallery of Tribal Art,
Pacific coast,
skiing,
original name – Gas Town,
Vancouver Aquarium

1: INTRODUCTION/HISTORY:

Vancouver
located: Western Canada / _____
general: multicultural / picturesque location
population: over _____
history: established 1862 _____

2: THINGS TO SEE:

places to visit: Stanley Park / _____
Van Dusen Botanical Gardens / _____
landscape: coast/forest/mountains

3: THINGS TO DO:

sports: sailing / _____ / _____
tourism: Rocky Mountains / Victoria Island
going out: international cuisine / Chinatown

Write an Internet page for your city, town or area. Follow the stages.

Stage 1

Write notes in three paragraphs for your Internet page, like the example above.

Stage 2

Use your notes to write key sentences for each paragraph about your country.

Example

Vancouver is an attractive city located on the Canadian Pacific coast.

Stage 3

Write your description. Underline the 'hot words' in your Internet page which someone could click on to get more information about the topic.

➡ Writing Help 5 (layout, vocabulary and linking), on page 122.

Stage 4

Check your own and your partner's writing.

➡ Writing Help 5 (checking).

Talkback

In groups, look at the other descriptions. Ask for and give information about underlined words.

Example

A: I'd like more information about this (going out).
B: Well, there are lots of cinemas and there are ...

Listening

👂 Listen and complete the song.



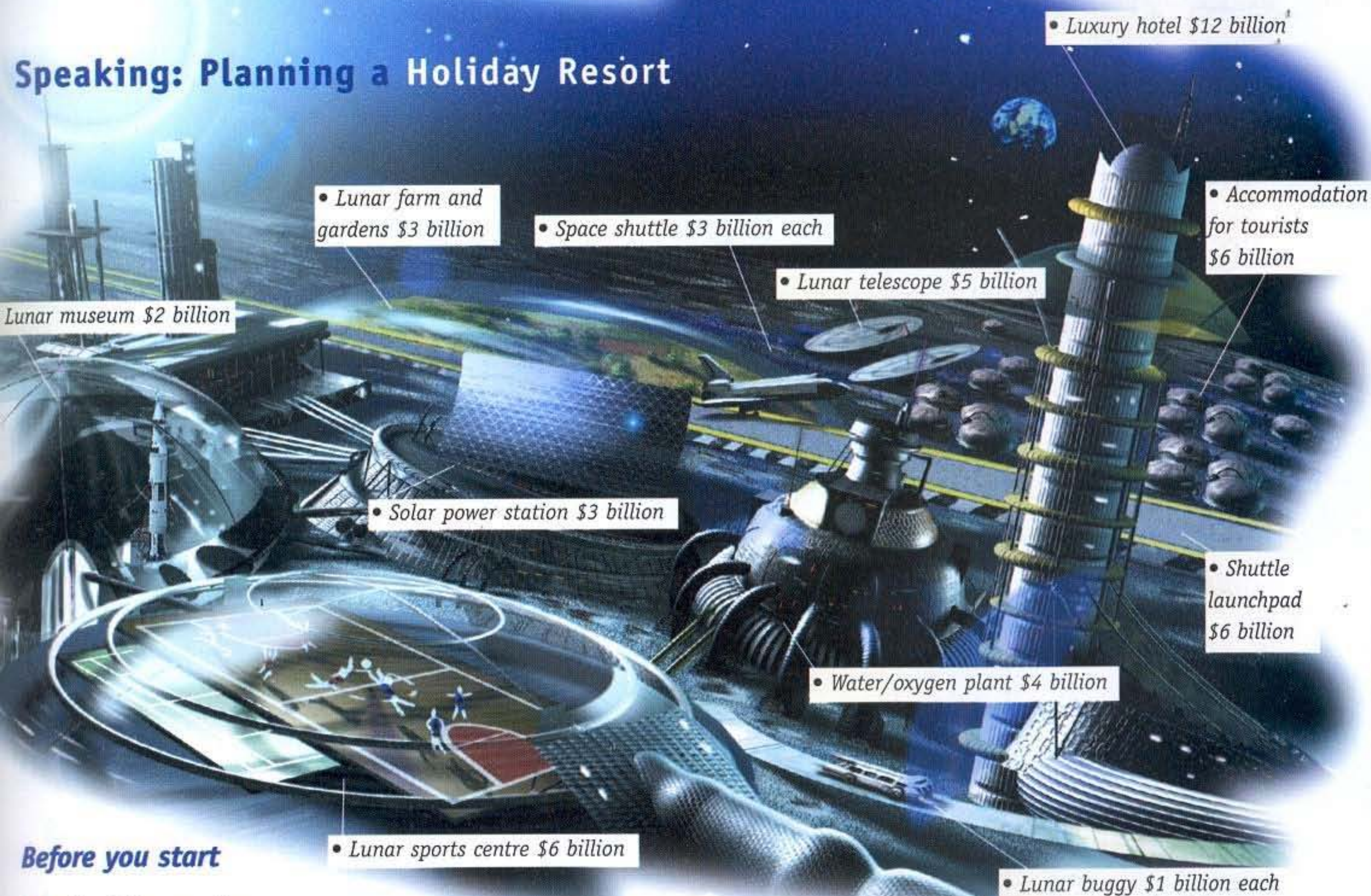
'The Telephone Call'
by Kraftwerk

The (1) _____ you have reached has been disconnected.
I give you my affection and I give you my (2) _____.
Trying to get a connection on the (3) _____ line.
You're so close, but (4) _____ away.
I call you up all (5) _____ and (6) _____.
I call you up from time to (7) _____.
To hear your (8) _____ on the telephone line.

Why is the singer always phoning?

- a) to speak to his girlfriend
- b) to listen to the recorded voice
- c) to get a connection

Speaking: Planning a Holiday Resort



Before you start

1 Read the questions.

- What have scientists discovered on the Moon?
a) air b) ice c) oxygen
- What is the name of the new space shuttle?
a) Explorer b) Navigator c) Venture Star
- In what year will commercial flights probably start?
a) 2003 b) 2012 c) 2025
- What company is going to build a lunar hotel?
a) Hilton b) Holiday Inn c) Hyatt
- What is a Japanese company planning to build?
a) a sports centre b) a golf course c) a hotel
- How many people will live in the Obayashi dome?
a) 10,000 b) 20,000 c) 100,000
- How will they get oxygen to breathe?
a) from rocks b) from Earth c) from ice
- How will you be able to communicate with Earth?
a) by mobile phone b) by radio c) by Internet

2 Then listen to the documentary and answer the questions.

Talk about and then decide on plans for a lunar holiday resort. Follow the stages.

Stage 1

You have \$30 billion to build a lunar holiday centre. Choose which of the things in the pictures you need to have. Write notes with reasons for your choices:

a space shuttle – (\$3 billion) to get to the Earth and back
telescope – (\$5 billion) to look at other stars and galaxies

Stage 2

Work in pairs. Decide what to put in your lunar holiday resort.

Example

A: I think we'll need two shuttles. If we don't have any transport, we won't be able to get to Earth and back.
B: That's true. OK that's 6 billion dollars. What about ...

Remember your limit is \$30 billion!

Stage 3

Prepare a talk on how you are going to spend your \$30 billion to build a lunar holiday centre. Give the reason for your choices. Tell the rest of the class what you have decided on and why.

Example

We've decided to spend \$6 billion to buy two shuttles to travel to Earth and back.

Talkback

Which of these problems did you have when you were giving your talk?

- I got nervous.
- I made a lot of mistakes.
- I forgot some words.

Don't worry when you make a mistake. Continue talking.



Review

Grammar

- 1 Read the Internet horoscope below. Is it going to be a good or bad week for Sagittarians?

Andrea Allbrow's Weekly Zodiac Forecasts:
<http://www.balloon.com/zodiac/allbrow>

Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, Pisces

SAGITTARIUS (Nov 23–Dec 21)

Because of the constellation of your stars, the start of this week is going to be difficult for you. Someone close to you will need your help. Try to be patient. On Wednesday you will have a pleasant surprise and meet someone you knew well a long time ago. At the end of the week you will feel more confident. Your ruling planet Jupiter means that you will meet someone new and interesting at the weekend.



Now choose the star sign of another person in your group and write a short horoscope.

- 2 In groups, read out each other's horoscopes.
 3 Put the verbs in brackets in the correct tense.

Example 1 *studied/would pass*

- Paula is very lazy and always does badly at school. If she (study) more she (pass) her exams.
- There are some good courses on how to use the Internet. You (learn) to use it quickly, if you (do) one of these courses.
- I don't know what the weather's going to be like this weekend. But if it (be) sunny, I (come) swimming with you.
- What (you do) if you (win) the lottery next week? If I (do), I (buy) that motorbike.
- If you (can) visit any planet in the solar system, which one (you like) to go to?
- Unfortunately, we know that, if global warming (continue), there (be) flooding in many parts of the world.
- I (panic) if I (see) an alien. I think I (run) away as fast as possible!
- I (send) you an e-mail, if you (give) me your e-mail address. What is it exactly?

Vocabulary

- 4 Match words in the boxes to make compound words.

Example *virtual reality*

virtual, cyber, space, genetic, computer, web, e-, science
 site, reality, mail, programme, space, fiction, shuttle, engineering

- 5 Match the definitions with the uses of *get* in the sentences.

to receive, to become, to manage, to possess, to continue doing something, to contact, to have a good relationship, to improve

- I used to get on well with her.
- Get in touch before the weekend.
- How are you getting on?
- Online shopping is getting much more common.
- I think things are going to get better next year.
- I'd better get on with my homework.
- In the future, we will get most of our entertainment from the Internet.
- The city has got a large number of boats.

Pronunciation: /r/

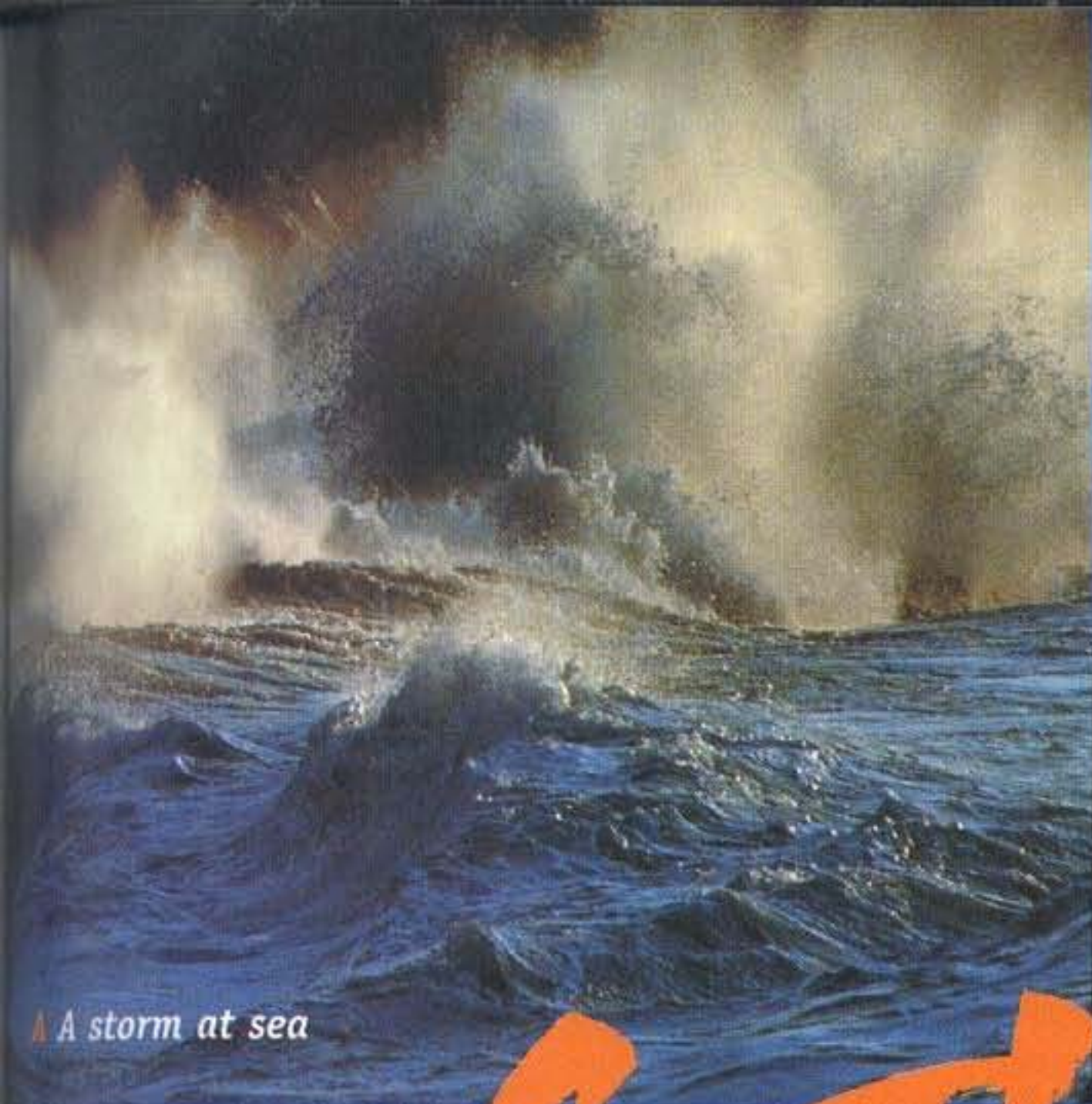
- 6 Look at the examples below. When do we use the /r/ sound in British English? Is it the same as the /r/ sound in your language?

- before a vowel or y? rain, dramatic, worry, astronaut, virus, arrow, reality, history
- before a consonant? warming, learn, world, work, perform, virtual, worse, search
- at the end of a word? computer, tour, hacker, frontier, nuclear, solar, power

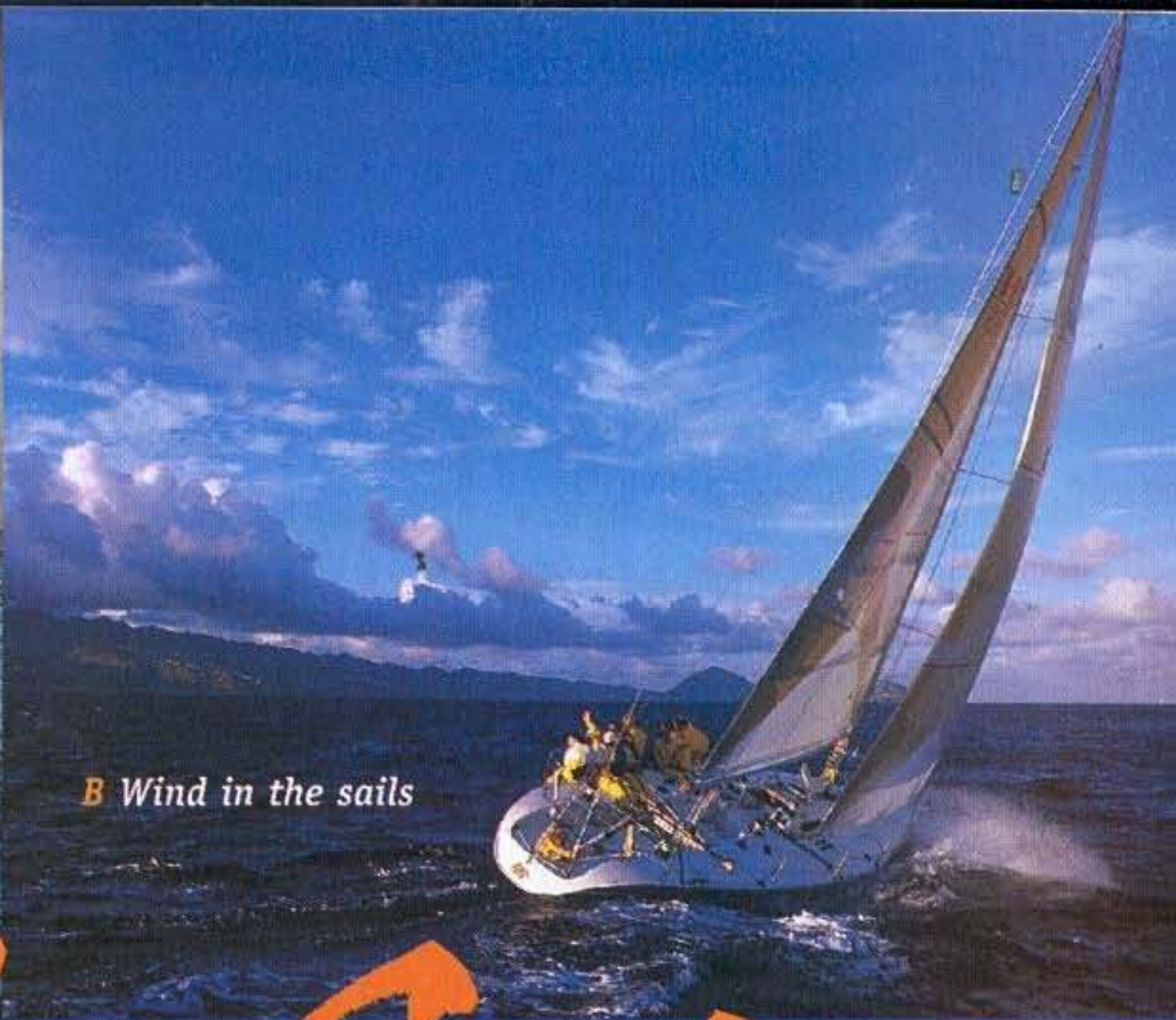
Listen and repeat the words above.

Look through your vocabulary book for words containing 'r' – with and without the /r/ sound.

Example *vocabulary* (with), *word* (without)



A storm at sea



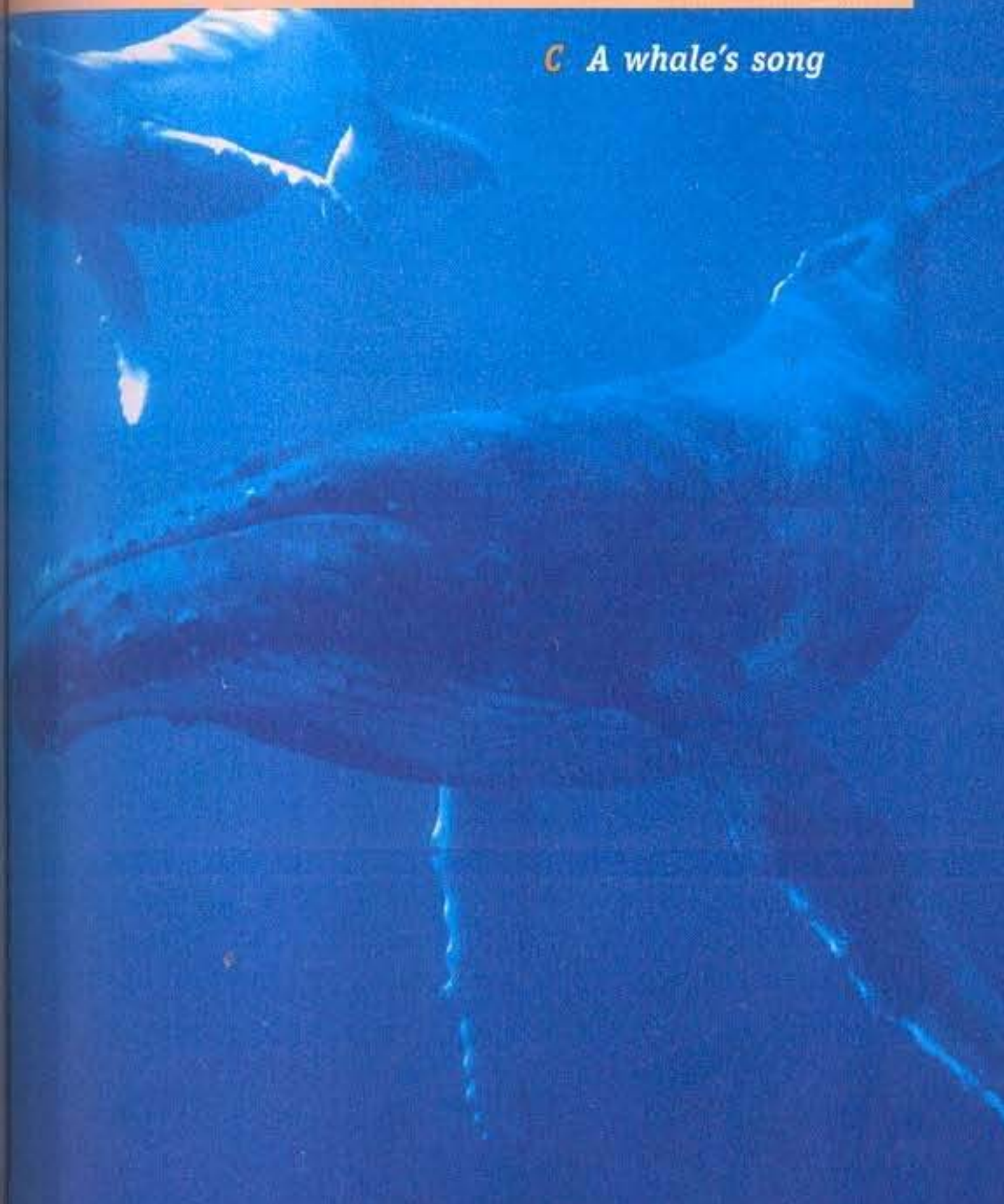
B Wind in the sails

6 The Sea

In this module you will...

- **Read** a short story, a brochure, a letter and a report.
- **Listen** to the experiences of some emigrants, a debate and a song.
- **Talk** about the sea and films; and take part in an interview and a debate.
- **Write** notes and a report.
- **Learn** how to use the Present Perfect and Comparative structures.

C A whale's song



Warm-up

- 1 Listen. Match the four sea sounds with the photos.
- 2 Look at the Key Words. Do you know these activities? Which activities do you do? Which would you like to do? Where? Tell the class.

KEY WORDS

fishing, speedboat racing, sailing, scuba diving, sunbathing, surfing, swimming, water skiing, windsurfing, jet skiing, body surfing

Example *I'd like to go water skiing on Lake Balaton.*

- 3 Listen. Which activity are the four people speaking about?
- 4 Listen again. Which of the Key Words does each speaker use to describe their activity?

KEY WORDS

beautiful, cold, colourful, exciting, free, freezing, frightening, great, relaxing, silent, wet, calm, strange

Example *Speaker 1 – silent, beautiful ...*

D The underwater world



21 Sea Stories

SKILLS
FOCUS

Before you start

- 1 Have you seen any of these films? What did you think of them? Tell the class. Have you seen any other films in which the sea is important?

Titanic, Waterworld, Jaws, Free Willy, 20,000 Leagues Under the Sea, Flipper, The Piano, Treasure Island

Example *I've seen Jaws. It's about a dangerous killer shark. It's very frightening.*

- 2 Look at the Key Words and find them in the pictures.

KEY WORDS

barrel, cloud, fisherman, fishing boat, horizon, moon, wave, whirlpool

Reading

- 3 Read the Strategies.

READING STRATEGIES: Sequencing

- Look at the pictures and decide which shows the beginning, middle and end of the story.
- Read each paragraph. Pay attention to the linking words. They often help you decide the order of events, e.g. *one day, suddenly, in the end.*
- Decide a possible order for the paragraphs.
- Read them in that order to see if the story makes sense.

Now use them to put the paragraphs A, B and C in the correct order.

- 4 Read the story again and answer these questions.

- 1 Why did the writer's younger brother fall overboard?
- 2 Why did the boat go towards the whirlpool?
- 3 Why did the writer tie himself to a barrel?
- 4 Why didn't his brother do the same?
- 5 Why did his old companions not recognise him?



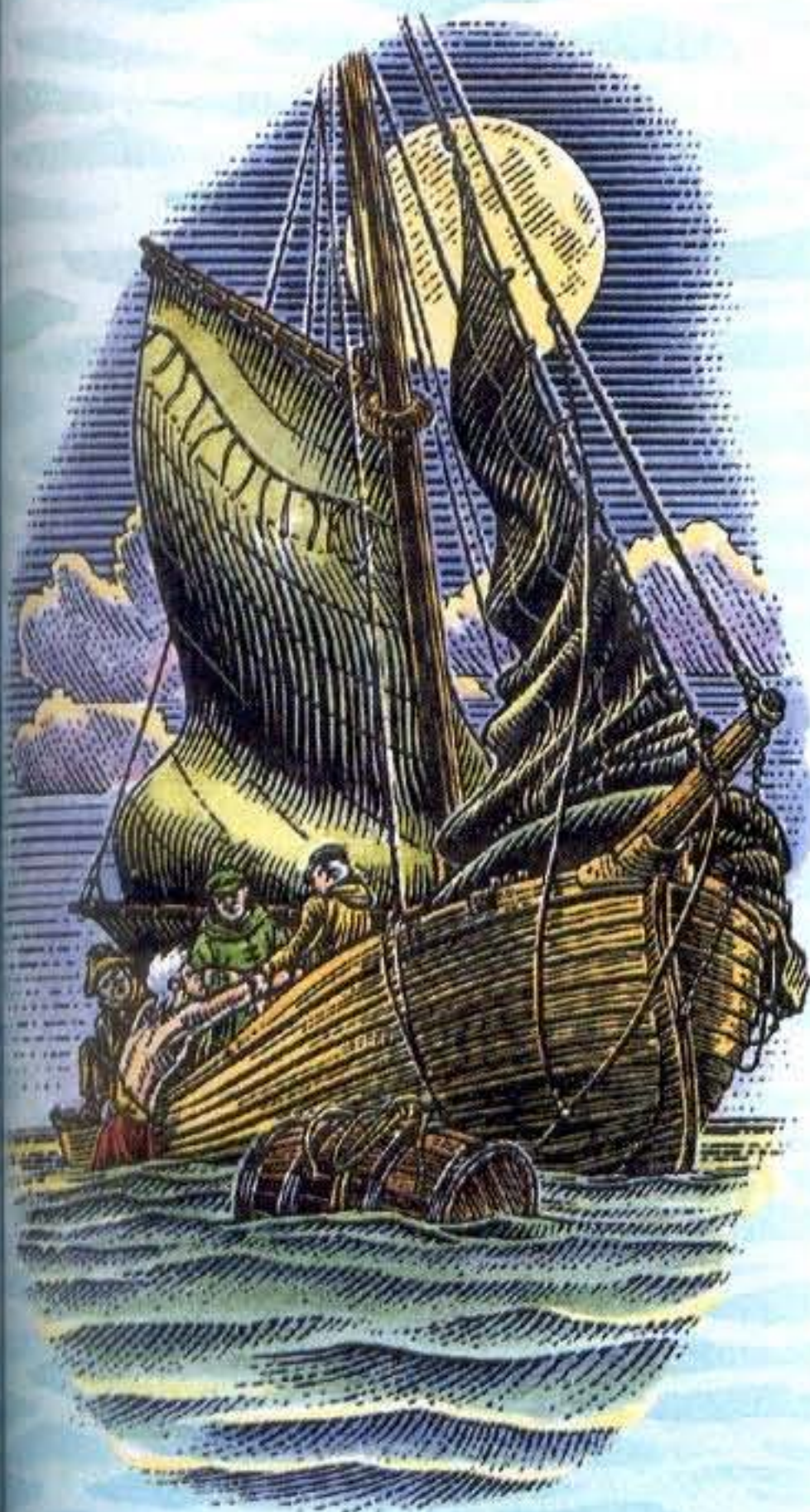
A

It may seem strange, but at that moment, when we were on the edge of the whirlpool, I felt calmer than when we were moving towards it. We went round and round, nearer and nearer to the horrible edge of the whirlpool. Suddenly, we went over the edge. I said a prayer to God; I thought my life was over. But moment after moment passed, and I was still safe. The boat was on the inside of the enormous whirlpool and we were going round in circles at great speed. I saw clearly that there were other objects in the whirlpool – trees and barrels. I noticed that the heavier objects went down more quickly than the smaller, lighter ones. So I tied myself to a barrel to help me float. I tried to make my brother understand, but he was terrified and stayed in the heavy boat. Without waiting, I dived into the sea to try and escape.



B

About three years ago, something terrible happened to me. Those six hours of terror have broken my body and soul. You think I am a very old man – but I am not. It took less than a single day to change my hair from black to white. One day, my two brothers and I were coming back from the islands, our boat full of fish. All at once, the horizon was covered with a cloud and in less than a minute we were in a terrible storm. An enormous wave covered our boat and my younger brother fell overboard. Our boat survived, and I was trying to recover when my elder brother put his mouth close to my ear, and screamed out the horrifying word 'Whirlpool!' With the wind and waves we were going in the direction of the whirlpool, and nothing could save us!



As you can see, I *did* escape. I will bring my story quickly to a conclusion. Some time after I left the boat, with my brother in it, it sank into the bottom of the whirlpool. Soon afterwards, the whirlpool became violent. Then the sky was clear, the wind calmer and the moon was shining. I was still tied to the barrel and the waves soon carried me to an area where the other fishermen were. In the end, a boat picked me up. I was exhausted. The fishermen were my old companions, but they did not recognise me. When I told them my story, they did not believe it. Now I have told you, and I cannot expect you to believe me more than the fishermen did.

(Adapted from *A Descent into the Maelstrom* by Edgar Allan Poe)

- 5 Do you think the story is true? Say why or why not.
- 6 Complete the sentences below with these words from the text:
afterwards, in the end, one day, suddenly, then, when

(1) _____ in 1964, Robert Le Sèrrec was sailing near the Australian coast (2) _____ he decided to stop near an island. (3) _____, he saw a huge creature resting beside his boat. He took a photograph, and (4) _____ the creature swam away. (5) _____, he showed the photograph to scientists, but (6) _____, nobody believed him.

Vocabulary: Wordbuilding

- 7 Find words in the story that the writer uses to describe his feelings.
- 8 You can often make different forms from one word. Complete the table with words from the story.

| Noun | Verb | Adjective | Opposite | Adverb |
|---------|------------|-----------|------------|--------------|
| | to terrify | | ////////// | terrifyingly |
| safety | | | unsafe | safely |
| clarity | | | unclear | |

- 9 Make new words from the words in brackets to complete the gaps. Use the Mini-dictionary to help you.
- (1) Terrifying (terror) experiences at sea are not (2) _____ (common). In 1977, Japanese fishermen caught a (3) _____ (mystery) sea creature in their nets. Its (4) length (long) was ten metres and, (5) _____ (fortune) for the fishermen, it was (6) _____ (death). It smelled very bad and they thought it might be (7) _____ (safe), so they threw it overboard. Because the photographs are (8) _____ (clear), (9) _____ (science) have been unable to (10) _____ (identify) the creature.

Speaking

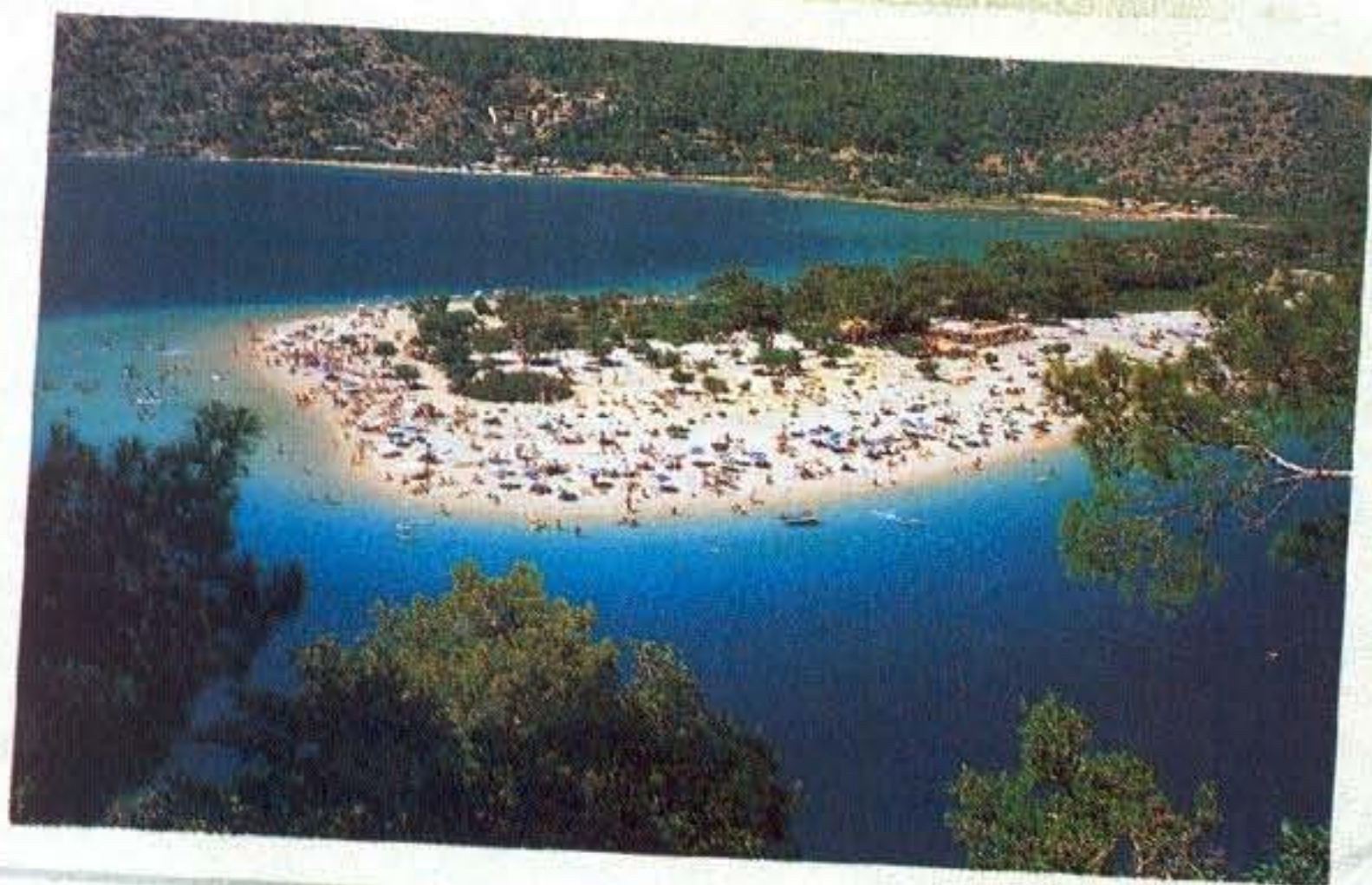
- 10 What would you do in the situations below? Think of ideas.
- Example 1 *tie myself to something light*
- 1 you are in a boat going towards a big whirlpool
2 you are snorkelling and you see a very old boat at the bottom of the sea
3 you are on a desert island
4 you are walking along the beach and you find a bottle with a note in it
- In pairs, discuss your answers.
- Example
- A: *If I was on a boat going towards a big whirlpool, I would tie myself to something light.*
B: *I wouldn't. I'd ...*

QUOTE ... UNQUOTE
"The river is within us, the sea is all about us."
T.S. Eliot, English poet (1888–1965)



22 At The Seaside

GRAMMAR FOCUS



Before you start

- 1 Work in pairs. Ask and answer the questions below. Use the Key Words to help you.

KEY WORDS

doing water sports, eating seafood, going out at night, playing games on the beach, staying in an apartment or hotel, sunbathing, swimming, reading books

- Where do you usually go on holiday?
- Have you ever been to the seaside for a holiday? If so, where did you go?
- What kinds of things do you like doing when you are on holiday?

- 2 Read the letter. Why is Helen enjoying herself?

PRESENT PERFECT (3) Presentation

- 3 Look at these examples of the Present Perfect from the letter. Do the sentences talk about a) the present, b) the past, c) both the present and the past?

The weather's **been** great since last Sunday.
He's **known** her for one week.

Which of the (underlined) time expressions refers to:

- a) a period of time? b) a point in time?

Olu Deniz, Turkey.

13th August.

Dear Rosie,

Thanks for your postcard. We've been here for about two weeks now and the weather's been great since last Sunday. I've always wanted to have a long holiday on the Mediterranean - and here I am!

We've done lots of things since we arrived here. We've been on a couple of terrific excursions into the mountains and I've started to learn windsurfing. I've had six lessons and I've already learnt to go quite fast!

On the first day here, I got a bit burnt. It was painful for a while but for the last few days my sun tan has been great! What's the weather been like in England? I hope it isn't raining... (hee hee!)

My brother Tim's really happy because he's met a very nice girl from France, called Nicole. He's known her for one week and he thinks he's in love. I haven't seen him since he met her! I must go now - it's time for supper. See you in a couple of weeks.

Love,

Helen.

4 Look at these examples of the Present Perfect from the letter. Match them with the uses of the Present Perfect.

- 1 We've been here for about two weeks now.
 - 2 My brother Tim's really happy because he's met a very nice girl.
 - 3 I haven't met anyone interesting yet.
- a) to talk about a past action without saying exactly when it happened
 - b) to emphasise a present result of something that happened in the past
 - c) to describe something that started in the past and continues in the present

➔ Grammar Summary 13, on page 126.

Practice

5 Helen is phoning her boyfriend Colin from Turkey. Put the verbs in brackets into the correct form of the Present Perfect.

Helen: Hi Colin! How are you?

Colin: All right. The weather's awful here. When are you coming back? You (1) _____ (be) away for so long!

Helen: Come on! I (2) _____ (be) here for two weeks. That's not so bad! What's the news at home?

Colin: Well, you know that old motorbike, that Mick (3) _____ (have) for years? Well, he crashed it two days ago.

Helen: I'm not surprised. I (4) _____ (always know) he's a dangerous driver. What about Bob and Julie? (5) _____ (see) them?

Colin: I (6) _____ (not see) them since last weekend. But what about you? How's Turkey?

Helen: Great ... absolutely brilliant. We (7) _____ (have) fantastic weather since we got here.

Colin: Are you missing me? You (8) _____ (not met) anyone else, have you?

Helen: Don't be silly!

6 Match the examples of the Present Perfect tense in Exercise 5 with the uses listed in Exercise 4.

Example 1 use c (she's still away)

7 Complete the sentences below with either *since* or *for*.

- 1 We've been here _____ 5 July.
- 2 Mary's been on holiday _____ six weeks.
- 3 They have known each other _____ many years.
- 4 She's been a smoker _____ she left university.
- 5 I've enjoyed playing football _____ I was at school.
- 6 We've had our dog _____ the last six years.

8 Use the verbs below to write true sentences about your life. Write two sentences for each verb, one in the Present Simple, and one in the Present Perfect to say how long this has been true.

Example I like cats. I've liked them since I was a kid.

like, live, have, hate, be, enjoy, know, play

9 Use the words below to write questions with *how long*.

Example have – a girlfriend/boyfriend
How long have you had a boyfriend?

- a) live – your present flat/house?
- b) be – a student?
- c) know – your best friend?
- d) have – this book?

10 In pairs, ask and answer the questions from Exercise 9.

11 Look at the letter in Exercise 2 again. Write a similar letter to a friend. Use the cues below and add your own ideas.

the Alps, five days, climb two mountains,
weather cold, start to learn hang-gliding,
meet interesting person, not visit Innsbruck yet,
not meet any friends so far

12 Work in pairs. Use the ideas from your letter and the cues below to have a telephone conversation.

Example

A: How long have you been there?

B: I've only been here for five days but I'm really enjoying myself.

be – how long? be – weather? meet people?
visit places? eat interesting food?
do anything interesting? anything happen at home?

23 Going Overseas

SKILLS FOCUS
Before you start

- 1 Do you know anybody who has emigrated? Where did they go to?

Example *My uncle went to live in Australia.*

- 2 Look at these reasons for emigrating. Check the meaning of new words in the Mini-dictionary.

KEY WORDS

family, earthquakes, floods, drought, volcano, political problems, taxes, work, war, education


Listening

- 3 Listen to Part One of the radio programme. Which of the above reasons for emigration are not mentioned?

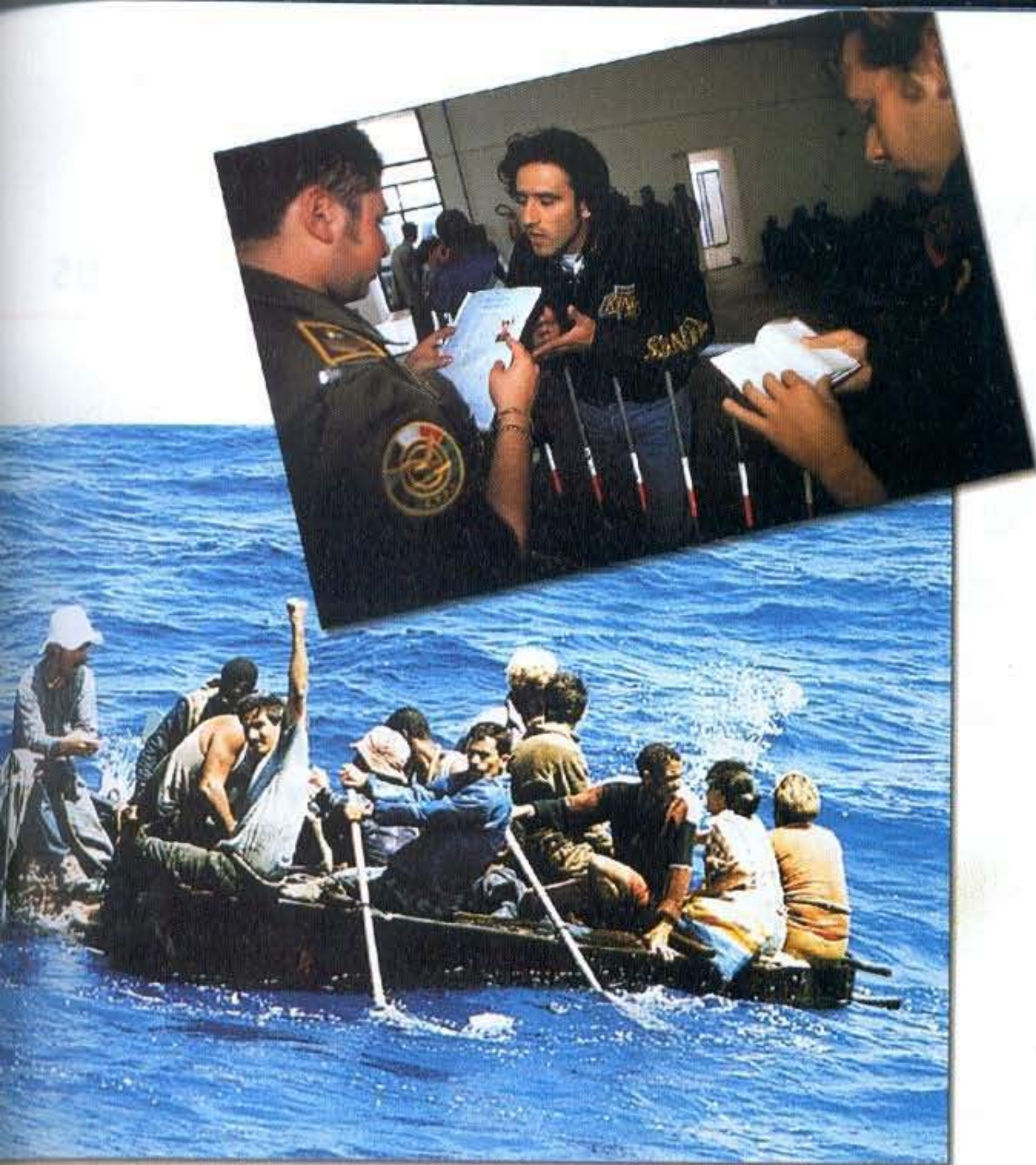
- 4 Read the Strategies.

LISTENING STRATEGIES:
Listening for specific information

- Make sure you know what you have to do, e.g. complete a table, fill in gaps.
- As you listen, make notes and use abbreviations, e.g. *econ. sit.* (= economic situation), *fam.* (= family).
- Use the heading or topics from the table to help you while you are listening, e.g. Reason for emigrating.
- If you miss some information, write a question mark to remind you to listen especially carefully the second time, e.g. *escaped with?*

- Now listen to Part Two of the programme and complete the table.

| | Speaker 1 | Speaker 2 |
|-----------------------|------------|-----------|
| Reason for emigrating | drought | |
| How they escaped | pedal boat | |
| Who they escaped with | | |



- 5 Listen to the first interview from the programme again. Complete the sentences in the Function File with words and expressions that we use to keep a conversation going.

how terrible, maybe, is it, I suppose it isn't, no, really, right, you know what I mean

Interaction

Speaker

My brother and I escaped on a little pedal boat, (1) you know? We just hired a pedal boat and went across! The sea was calm so we didn't have any problems. I suppose they'll send us back. No food for our children. Nothing. That's not wrong, (7) is it?

Listener

Yes, mm, (2) right.
(3) really?
(4) no?
(5) Mm. maybe.
(6) how terrible!
No, (8) I suppose it is.

Pronunciation: Showing interest

- 6 Listen to the conversation. Which words and sounds show that the listener is interested or not interested?

Yes?, Mm, were there?, Mm, did you really?, Mm, Yes?, Really?, Mm?, Mm

Example 1 Yes? – interested

Listen again and repeat the words and sounds.

Writing and Speaking

- 7 Imagine you won a scholarship to study in the United States. Write notes about these things:

- why you wanted to go there
- difficulties at first
- how long you have lived there
- what you have done there (studies/job/family)
- what you are doing now
- are you planning to come back?

- 8 Now work in pairs. Take turns to interview each other about your experiences. When you listen, try to show interest.

Example

A: Why did you want to go to the States?

B: Well, I wanted an opportunity to improve my English.

A: Mm. Where did you go?

B: I went to a high school in Denver.

A: Did you really? Did you have any problems to start with?

B: I was a bit lonely at first, you know what I mean? But I had some relatives there, and they helped me.

A: Mm. That's interesting.

Comparing Cultures

Listen and then answer the questions below.

- 1 What countries have many British people emigrated to?
- 2 From what countries have people emigrated to Britain?

Where have people from your country emigrated to?
Are there any immigrants living in your country? Why are they there?

QUOTE ... UNQUOTE

'How does it feel to be without a home, like a complete unknown, like a rolling stone?'

Bob Dylan, American singer

24 Undersea World

GRAMMAR FOCUS



PENRHYN UNDERSEA WORLD

The Best Aquarium in the West!

Polar World

We have polar bears and a real iceberg too! Watch the acrobatic seals at feeding time. Meet our less athletic but friendly emperor penguins. You'll love them!

Coral Reef

See some of the most beautiful coral and the most exotic tropical fish in the world. Watch rays 'flying' through the water. They are less colourful than other fish but they move beautifully.



Aquatheatre

See our intelligent dolphins. There are spectacular shows every two hours.



Virtual Reality Voyage

Our most up-to-date attraction. Come with us on a 'virtual reality' trip to the ocean floor and see some of the strangest fish in the world.

• **Toadfish.** They can produce sounds up to 100 decibels – that's as loud as your stereo! You certainly won't find a noisier fish.

• **Anglerfish.** They attract other fish with a light on the end of a special fin – and then eat them! They have a huge mouth and can eat fish as big as themselves. Watch out!

• **Goby Fish.** Look carefully for the tiniest fish in the world. It is not as big as a housefly!

• Swim with **giant squids** and face an attack by the deadliest killer in the sea – **the great white shark!**

Discovery Pool

Especially for younger children. They can touch crabs, starfish and other smaller creatures. They can learn all about daily life on the beach in this exciting educational area.



See these and many more! We're open every day from 10.00 till 19.00.

Before you start

- 1 Which of these animals can you see in the pictures?

KEY WORDS

crab, dolphin, polar bear, penguin, squid, seal, shark, starfish, tropical fish, ray

- 2 Read the brochure. Which part of Undersea World would you like to visit?

- 3 Find animals which:

- 1 use a light to attract food
2 can make a loud noise
3 appear to fly in the water

- 4 children can touch
5 are the smallest fish in the world

4 Match these comments from visitors to the different areas of the aquarium.

Example 1 *aquatheatre*

- 1 'It was terrible! There are too many in the pool and I don't think they enjoy the show. I think it's cruel to make them do tricks.'
- 2 'How do they stop it from melting? It was great but I felt quite cold after a while.'
- 3 'On the one hand, we loved most of the attractions, especially the one for the children. On the other hand, I didn't think that the cafeteria was as good as it should be.'
- 4 'I learned a lot. I mean, I didn't know that a fish could be noisy! However, I thought some of the other effects were less realistic.'

COMPARISON Presentation

5 Copy the table below. Find more examples of adjectives in the text and put them in the table.

| | comparatives | superlatives |
|--|-------------------------------|--|
| short adjectives (1 or 2 syllables) | <i>bigger, taller, lazier</i> | <i>the biggest, the tallest, the laziest</i> |
| long adjectives (2 syllables or more) | <i>more intelligent</i> | <i>the most beautiful</i> |
| | <i>less interesting</i> | <i>the least boring</i> |
| irregular adjectives: bad | <i>worse</i> | <i>the worst</i> |

6 Match the underlined structures (1-4) with the uses (a, b, c).

- 1 The toadfish is as loud as your stereo.
- 2 Look carefully for the tiniest fish in the world.
- 3 They are less colourful than some other fish.
- 4 It is not as big as a housefly.

- a) to say that two people, things or activities are similar or equal
- b) to say that something is unique
- c) to say that two people, things or activities are not equal

➡ Grammar Summary 14, on page 127.

Practice

7 Write the comparative and superlative forms of these adjectives from the text.

friendly, athletic, exciting, spectacular, loud, cruel,
cold, good, young, small

8 Write the adjectives in the correct form.

Dolphins are (1 small) _____ than whales but they are probably (2 intelligent) _____ creatures in the sea. (3 big) _____ dolphins can measure four metres but common dolphins are usually less than two metres long. Dolphins are one of (4 friendly) _____ creatures to man and often follow ships. Dolphins also have a (5 good) _____ system of communication than other animals. They are (6 easy) _____ of all animals to train and are often (7 popular) _____ animals in zoos and aquariums round the world.



9 Write sentences comparing the pictures. Use these adjectives:

- 1 expensive, fast, small, comfortable, economical
- 2 young, handsome, tall, slim, heavy, strong, experienced

10 Look at your class and answer the questions.

- 1 Who is the tallest?
- 2 Who is the oldest?
- 3 Who is the youngest?
- 4 Who's got the longest hair?
- 5 Who's got the shortest hair?
- 6 Who's sitting at the best desk?

11 Work in pairs. Student A thinks of an animal and describes it to Student B using comparatives. Student B guesses what the animal is. Use the adjectives in the box.

Example *It's more intelligent than a dog. It's as big as a seal. It's less hairy than a cat. It's more common than a white whale. It's much more friendly than a shark. (dolphin)*

KEY WORDS

intelligent, hairy, fast, slow, common, friendly, dangerous, big, small, colourful, beautiful, ugly, exotic, noisy, heavy

Communication Workshop

Writing: A Report

Before you start

1 Use the notes and the words below to make comments about the aquarium.

on the one hand, on the other hand, however, but

- 1 seals and penguins – fascinating, snackbar – very expensive
- 2 anglerfish – very interesting, dolphin theatre – cruel
- 3 aquatheatre – great fun, virtual reality voyage – not very realistic
- 4 views from cafeteria – very good, food and coffee – terrible

2 Now read the report about Penrhyn Undersea World and match the four paragraphs with these headings:

list of good points, conclusion, list of bad points, general description

Your summer job is to help write a tourist guidebook about your area. Write a report about a place you have visited. Follow the stages.

Stage 1

Work in groups. Talk about some of the tourist attractions in your area, e.g. a zoo, a national park, a museum, a skating rink. Choose one attraction for each person in the group.

Stage 2

Work on your own. Prepare a list of the pros (good points) and cons (bad points) of your attraction.

PROS

- modern buildings/latest technology
- spectacular coral reef
- amazing iceberg
- educational – good for small children
- good picnic area

CONS

- too many fish in small space
- dolphin show (cruel?)
- long queues
- cafeteria food not very good
- poor sound quality in virtual reality show

To: Mrs Brodman
From: Amanda Bartok
Date: 3rd August

Subject: Penrhyn Undersea World

(1) Penrhyn Undersea World is a new aquarium. It is situated on a beautiful part of the sea front, ten kilometres from the city centre.

(2) On the one hand, there are several good things about the aquarium.

a – It has modern buildings and some of the latest technology.

b – It also has some exciting things to see like the man-made iceberg and the coral reef.

c – Excellent picnic area.

(3) On the other hand, some things are not so good:

a – The pool for the dolphins is very small and generally there were too many animals in a small space.

b – The discovery pool is good but you have to wait a long time to get in.

c – There were problems with the sound in the virtual reality show.

(4) Go to the aquarium, especially to see the coral reef and iceberg. However, don't go to the dolphin pool. And take your own food, and use the picnic area.

Stage 3

Plan your paragraphs like the report above. Write down your ideas for each paragraph. Then write a first draft.

➡ **Writing Help 6 (layout, vocabulary and linking), on page 122.**

Stage 4

Read through your report and check it.

➡ **Writing Help 6 (checking).**

Talkback

Work in your groups again. Read each other's reports and see if you agree or disagree with them. Then tell the class your group's conclusions.

Example

We think that the 'Spiders' disco is a great place to go because it has fantastic music and a great atmosphere. However, it is more expensive than a lot of other discos.

Speaking: Public Debate

Before you start

1 Read about Dolwyn Bay.

2 Work in pairs. Make a list of the pros and cons of the plans.

3 Listen to someone giving his opinions of the plans. Which of these people do you think he is?

- a Green Peace activist
- an unemployed person with children
- a local shopkeeper
- the owner of a fishing boat
- someone who has just bought a cottage in Dolwyn Bay
- a representative of the oil company

Dolwyn Bay is a small fishing town (population 8,000). It is in a beautiful coastal area where there is a wildlife park. Most people work in the fishing industry which is unfortunately no longer successful. The population is getting older – many young people have left the area to look for work in the big cities. They have just discovered oil under the sea near Dolwyn Bay and there are plans to build a big oil refinery.

Prepare for and take part in a debate. Follow the stages.

Stage 1

Work in groups. Each person chooses a different role from the list above and writes notes about his/her opinions of the plans. Use the Key Words to help you.

Example *local shopkeeper – good plan, will create jobs, good for local business*

KEY WORDS

business, development, environment, fishing industry, jobs, marine life, noise, oil refinery, pollution, traffic, (un)employment, wildlife

Stage 2

Study the Function File. Work on your own, and practise giving your opinions.

Giving Opinions

Agreeing I am for the plan.

I think/In my opinion the plan will be good/excellent/interesting for ...

Disagreeing I am (totally) against the plan. I think/In my opinion the plan will be bad/a disaster/terrible for ...

Offering alternatives It would be much better if we ...

Stage 3

Work in groups. Take turns to give your opinions.

Example

A: Well, I'm interested in the environment, and I'm against the plan. I think the development of Dolwyn Bay would be a disaster for the marine life in the area.

B: I disagree. I'm for the plan. We could still keep a small area for rare birds. I think it is more important to create jobs. I'm unemployed and ...

Talkback

Tell the class your plans for Dolwyn Bay.

Listening

Listen and complete the song.

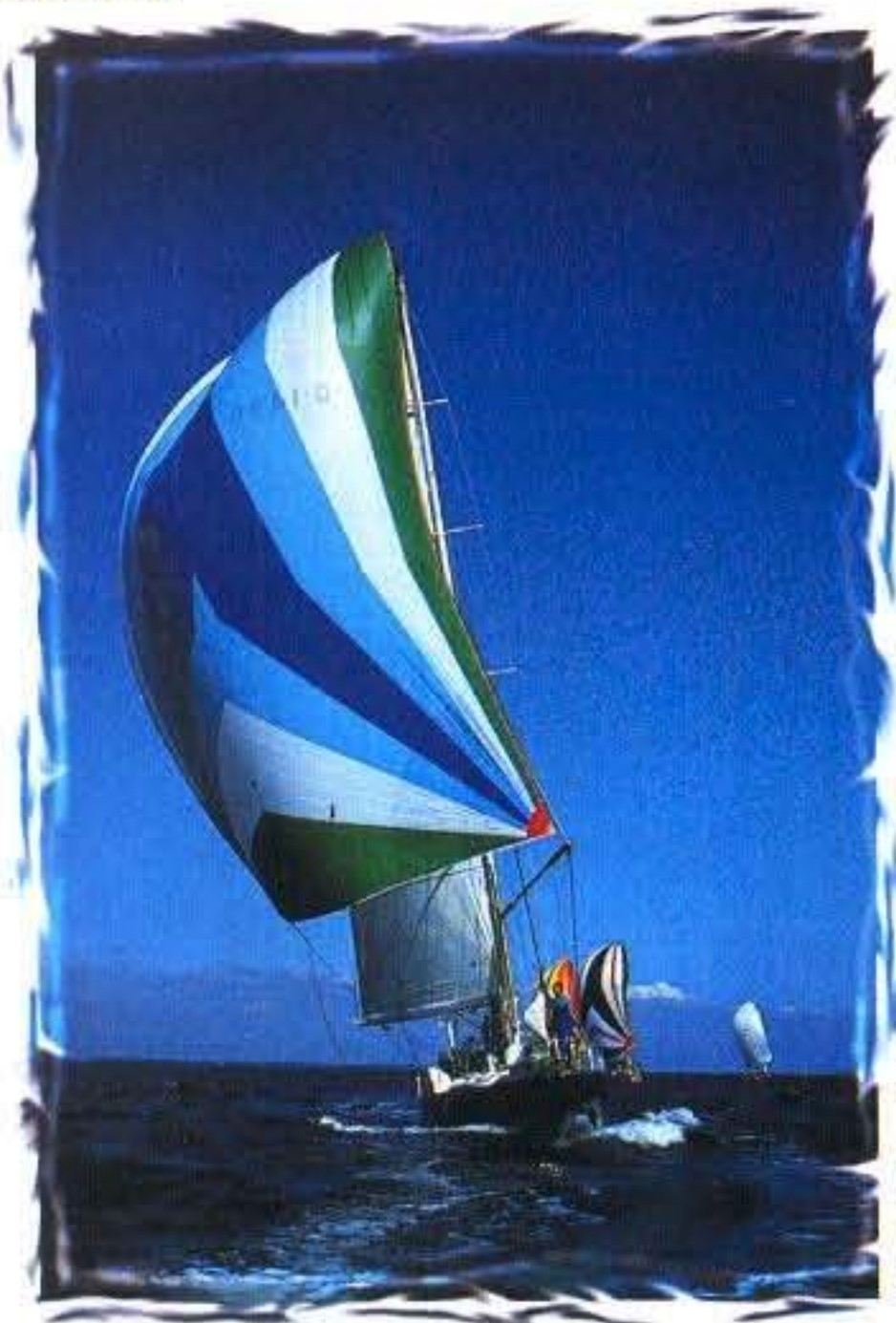
'I Am Sailing'

I am sailing, I am sailing, home again,
across the (1) _____.
I am sailing, (2) _____ waters, to be
near you, to be free.
I am flying, I am flying, like a bird,
across the (3) _____.
I am flying, passing high (4) _____,
to be with you, to be free.
Can you hear me? Can you hear me?
Through the (5) _____ night, far away.
I am dying, forever crying, to be with
you, who can (6) _____?
We are sailing, we are sailing, home
again, across the sea.
We are sailing, stormy waters, to be
near you, to be free.

Do you know any other songs about the sea?

Review

Grammar



1 Imagine you are in a round-the-world solo yacht race. Write answers to a reporter's questions.

- 1 Have you always liked the sea?
- 2 How long have you had this boat?
- 3 How old were you when you started sailing?
- 4 Have you ever had any frightening experiences? What happened?
- 5 Have you ever seen whales or dolphins?
- 6 When and where did you see them?

2 Work in pairs. Ask and answer the questions from Exercise 1.

3 Put the adjectives in brackets into the correct form. Then guess what animal the text is describing.

It is one of the (1) _____ (old) living creatures on Earth – it has been on the planet since prehistoric times. It is (2) _____ (big) than most fish – it can grow to more than 7 metres long. It can swim as (3) _____ (fast) as a dolphin. Its sense of smell is (4) _____ (good) than any other fish – it can smell blood from more than one kilometre away! Its teeth are the (5) _____ (strong) of all animals'. It was the star of the film *Jaws* and is probably (6) _____ (dangerous) kind of shark. In fact, it is (7) _____ (deadly) killer on the planet.

4 Choose a marine animal. Write a similar description to the one in Exercise 3. Give it to your partner to guess what it is.

Vocabulary

5 Make new words from the words in brackets to complete the gaps.

- 1 The amount of sea _____ (pollute) has increased _____ (dramatic) in the last fifty years.
- 2 The largest iceberg was bigger than Cyprus, with a _____ (long) of 335 km!
- 3 Many refugees have made _____ (danger) journeys to find _____ (safe) and _____ (free).
- 4 Our visit to the zoo was very _____ (education).
- 5 We saw some really _____ (colour) tropical fish.
- 6 It was a _____ (beauty) day and I could see the ship _____ (clear) on the horizon.
- 7 I was _____ (terror) when I saw the shark in the water!
- 8 The toadfish is a very _____ (noise) animal!

6 Match the words with the definitions.

- | | |
|-------------|------------|
| 1 whirlpool | 5 island |
| 2 storm | 6 flood |
| 3 wave | 7 iceberg |
| 4 ocean | 8 aquarium |

- a) a body of water which moves up and down
- b) a piece of land surrounded by water
- c) a circular current of water that moves very fast
- d) a huge piece of ice in the sea or ocean
- e) violent weather conditions
- f) an area of water greater than a sea
- g) a tank for keeping marine animals and plants
- h) water that suddenly covers the land, especially after a lot of rain

Pronunciation: /ɑ:/, /ɔ:/ and /ɜ:/

7 Listen to the three sounds.

- a) / ɑ:/ car
- b) / ɔ:/ small
- c) / ɜ:/ bird

Now listen and identify which vowel sound you hear.

Example 1 c

Listen again and repeat the words.



Now read the story *The Pearl*, Literature Spot 3, page 116.

Culture Corner 3

New Zealand Factfile

Government

New Zealand is a democratic country with its own parliament. However, it is part of the British Commonwealth, and therefore the official head of state is Elizabeth II, the queen of England, Scotland and Wales. New Zealand was the first country in the world to give the vote to women in 1893, to have old age pensions and the eight-hour working day.

Geography

New Zealand, in the South Pacific, consists of two large islands plus other smaller islands with an area of 270,000 sq km. North Island has a warm climate and there is quite a lot of volcanic activity. South Island is cooler and has a higher rainfall. In the South Island there are the Southern Alps with Mount Cook (3754 m) the highest mountain in New Zealand.

Economy

New Zealand has some industry but agriculture is more important – there are 55 million sheep, 8 million cows and 1 million goats in New Zealand!

Wildlife

New Zealand was cut off from the rest of the land on Earth for 80 million years and has some unique animals and plants. The tuatara is a reptile that has survived from the era of the dinosaurs. The weta is the largest and heaviest insect in the world and the kiwi (the symbol of New Zealand) is a large bird which cannot fly.

The People

Over 80% of the 3.6 million people are of European (mainly British) origin. Around 9% of the population are Maoris – who came to New Zealand from Polynesia in the thirteenth and fourteenth centuries. The two official languages in the country are English and Maori.

Lifestyle

New Zealanders, who are also known as 'Kiwis', are relaxed people who love the outdoor life. It is not surprising that New Zealand is successful at many sports. Its national sport is rugby and its team, 'The All Blacks', are often the best in the world. Before every game, the All Blacks perform a 'haka', a Maori war dance, to frighten the opposing team!

Places to visit

New Zealand has beautiful landscapes. In North Island, the Bay of Islands has lovely old forests and beautiful beaches and the Coromandel is perfect for sailing and watersports. Rotorua is the centre of Maori culture and has wonderful hot springs. In South Island, the Southern Alps, the West Coast region and the national park of Fiordland all have beautiful scenery.



1 Read the text and complete the table below.

| | |
|-------------|------------|
| Location: | Languages: |
| Population: | Weather: |

Look at the factfile and check your answers.

2 Read it again and answer these questions:

- 1 In what ways was New Zealand advanced in the area of human rights?
- 2 What is the most important part of New Zealand's economy?
- 3 Why are there some strange animals in New Zealand?
- 4 What kind of lifestyle do most New Zealanders have?
- 5 What is there for tourists to see in New Zealand?

3 Find these names in the factfile.

New Zealand's national rugby team, New Zealand people, the highest mountain in New Zealand, the largest insect in the world, the first people of New Zealand

4 List five differences between New Zealand and your country.

5 Write information for a factfile for your country.

Language Problem-Solving 3

PRESENT PERFECT, PRESENT SIMPLE AND PAST SIMPLE

1 Match the sentences with the drawings.



- He worked for the homeless all his life.
- He's worked for the homeless all his life.
- Mary has had a baby.
- Mary had a baby in 1991.

2 Translate the sentences in Exercise 1 into your language. Did you use the same tense for all of them?

3 Put the verbs in the most suitable tense: Present Perfect or Past Simple.

- The cat looks hungry. _____ you (not feed) him yet?
- Maria Skłodowska-Curie and Pierre Curie _____ (work) together for most of their lives.
- Sting _____ (write) a lot of very popular songs.
- My father _____ (work) for the same company since he left university.
- Mozart _____ (write) a lot of interesting music.
- Where _____ you (put) my dictionary? I can't see it on my desk.

4 In which of the sentences below is the person thinking of the past?

I like sweets.

I've always liked sweets.

5 Put the verbs in brackets in the correct tense: Present Simple or Present Perfect.

- I (know) Peter very well. We are in the same class.
- We (have) very bad luck this year. Our car was stolen and our flat was robbed.
- Mark is my best friend. We (know) each other for ages.
- My friend is ill. She (be) in hospital since Sunday.
- I (be) very lucky. I often win competitions.
- I can't work any more. I (have) a terrible cold.

6 Match the sentences with the people.

- I work very hard.*
- I've worked very hard all my life.*
- I worked very hard.*

- a retired millionaire
- a young businessman
- a person who is about to retire

- I've lived in London for a long time.*
- I lived in London for a long time.*
- I live in London.*

- a Londoner
- a person who now lives in Paris
- a person who is moving from London to Glasgow

7 Read the sentences and answer the questions.

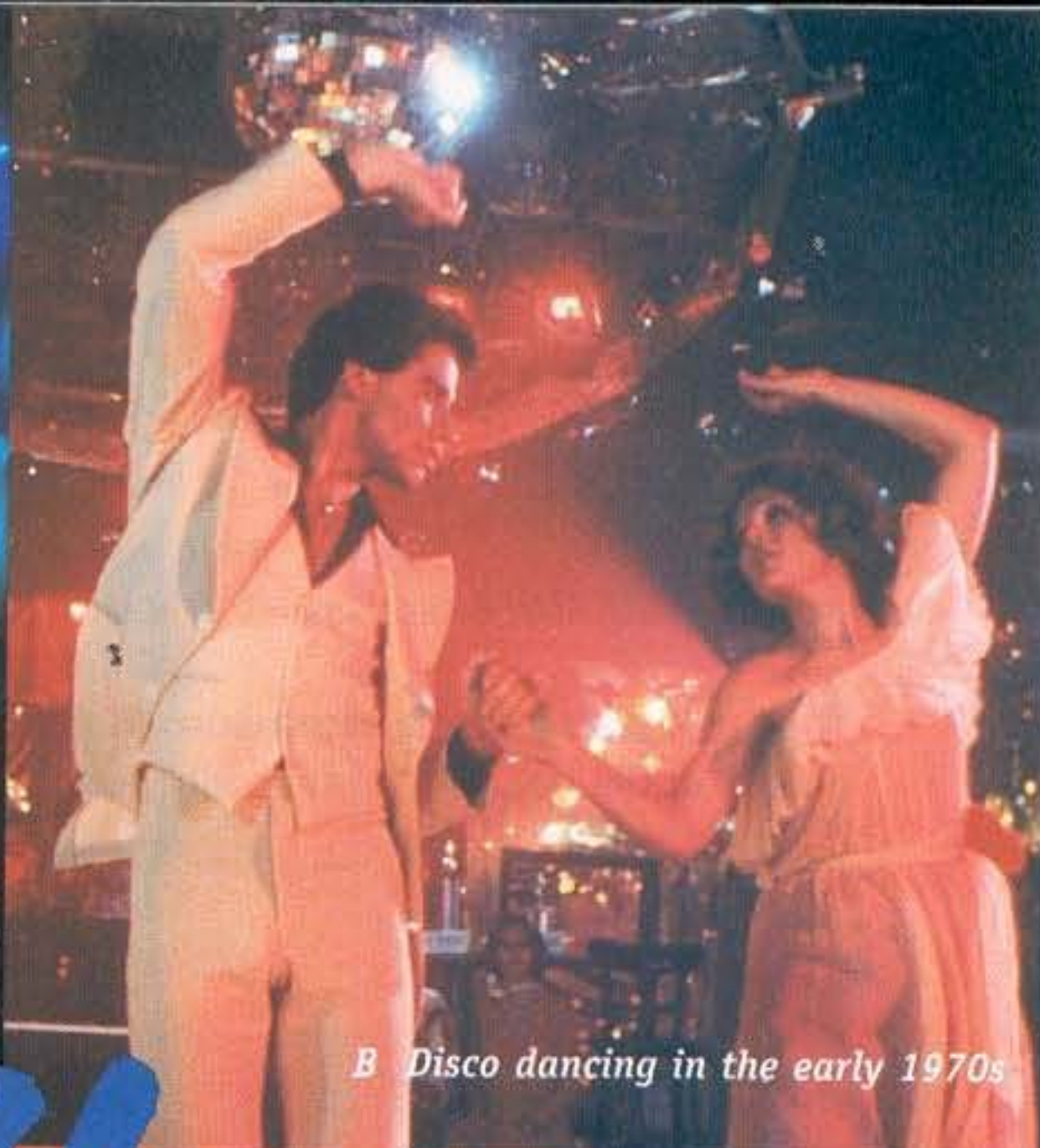
- Peter has been unemployed for two years. Has Peter got a job now?
- I've had a big lunch. Is the person hungry?
- Mary's wanted to be a doctor since she was six. Does Mary want to be a doctor now?

8 Put the verbs in brackets into the correct tense: Present Perfect, Past Simple or Present Simple.

Karen Cookson (1) _____ (always be) interested in the sea. When she was ten her mother (2) _____ (buy) her an aquarium and she (3) _____ (have) collections of tropical fish ever since then. For the last twenty years, she (4) _____ (live) in a big house in Auckland where she has an aquarium. Last year she (5) _____ (open) the aquarium to the public. Thousands of people (6) _____ (already visit) her collection. Her collection includes several sharks which (7) _____ (swim) around looking dangerous. 'People (8) _____ (not understand) sharks,' she says. 'I (9) _____ (never have) any problems with my sharks because I (10) _____ (know) how to behave. Sharks only (11) _____ (attack) humans in certain situations. Once, a great white shark (12) _____ (try) to attack me but I (13) _____ (hit) it on the nose with my camera!'



A Raving in the new millennium



B Disco dancing in the early 1970s

7 Rhythm

In this module you will...

- Read an encyclopedia extract and a concert review.
- Listen to dialogues, a radio programme and a song.
- Talk about going out, dance and music.
- Write a personal note and a concert review.
- Learn how to talk about the future.

Warm-up

- 1 Look at the pictures and the Key Words. What kinds of music and dance do you know? Add to the lists in the Key Words box.

KEY WORDS

Music: house, techno, jazz, rap, reggae, rock 'n' roll

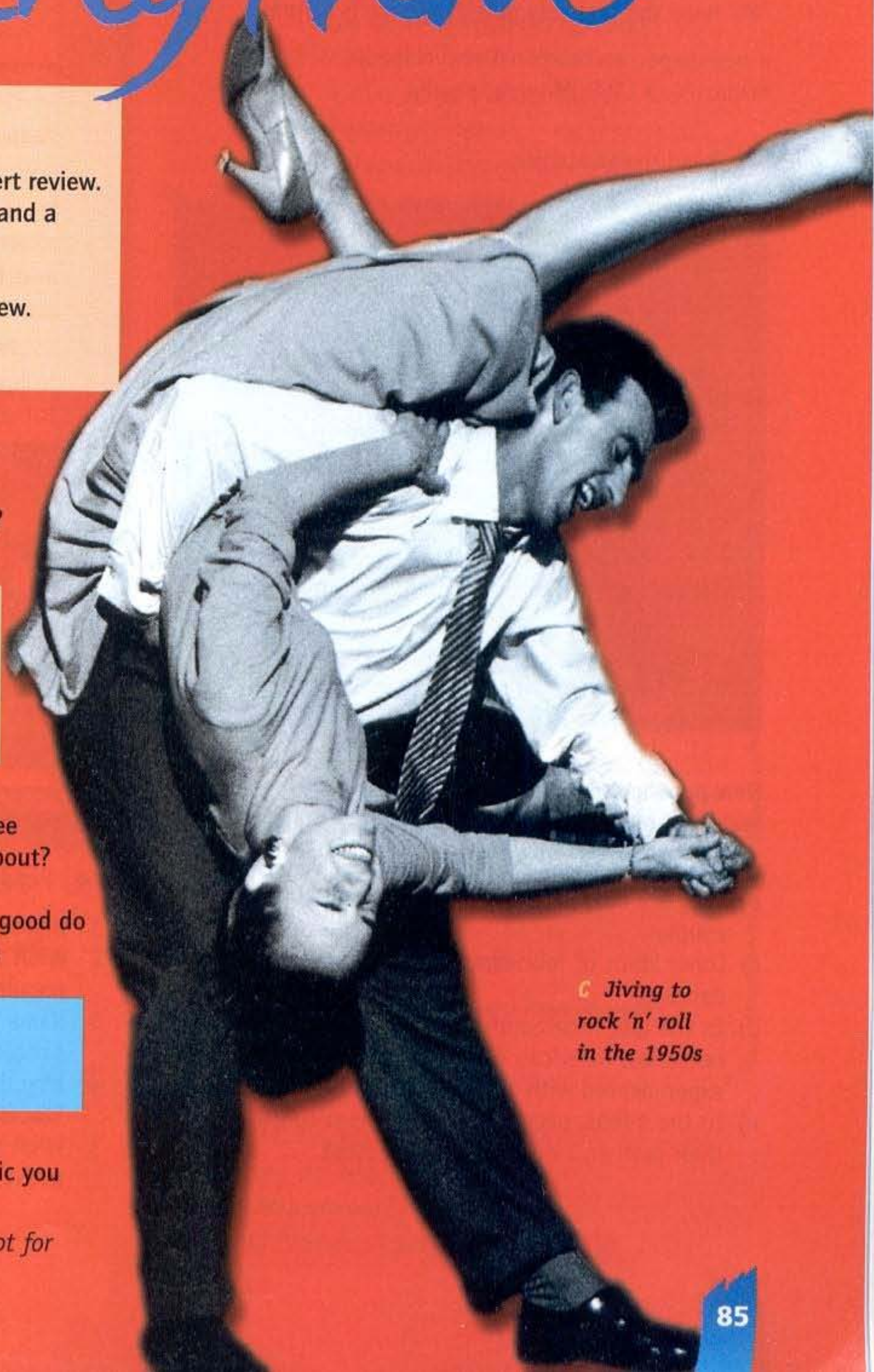
Dances: disco, flamenco, jig, jive, samba

- 2 Look at the photos and listen to three people. Which dance is each person talking about?
- 3 Listen to seven music extracts. How good do you think they are for dancing? Use this scale.

***** Brilliant! Great for dancing all night!
 *** Good fun for parties.
 * Not my kind of music!

- 4 Work in pairs. Tell your partner what music you like listening and dancing to.

Example I really like Alanis Morissette, but not for dancing. My favourite group is ...



C Jiving to rock 'n' roll in the 1950s



25 Let's Dance

SKILLS FOCUS

Before you start

- 1 Listen to the music extracts and identify the dances in the box.

Example 1 *Irish jig*

KEY WORDS

breakdance, the Charleston, classical ballet, flamenco, Irish jig, rock 'n' roll, the twist, waltz

Reading

- 2 Read the text very quickly. Where is it from?

a newspaper, a traditional encyclopedia, a Sunday magazine, a CD ROM encyclopedia

- 3 Read the Strategies.

READING STRATEGIES:

Gapped sentences in texts

- Read the whole text to get the general idea.
- Look at the missing sentences and read the paragraphs with gaps in detail.
- Choose the missing sentence, a) to e), from the list. Make sure the topic of the sentence matches the topic of the paragraph. (e.g. paragraph 1 and sentence d) are both about ballet).
- Make sure that the sentence fits in with the sentences before and after it. Look for time references (e.g. 1960s), pronoun references (e.g. 'they' refers to 'popular or social dances') or contrasting ideas ('American' is contrasted with 'in Europe').

Now put the sentences below in the correct gaps in the text.

- In the mid-1980s breakdancing became popular.
- They are easy to learn and are usually danced in couples.
- Other kinds of folk dances are Maypole and sword dancing.
- In the late nineteenth and early twentieth centuries, American dancers like Isadora Duncan experimented with traditional ballet.
- In the 1960s, people danced without touching their partner, in dances like the twist.

Ballet

Ballet began in Italy and France during the Renaissance and is still an important art form in Western culture. ...(1)... In Europe, dancers like the Hungarian Rudolf von Laban, also tried different ballet forms.



Ballet

Folk Dance

Folk dance is usually traditional and performed by members of a community or nation, for example, the Balkan **Kolo**, English morris dance, and North American square dance. ...(2)... Folk dances are usually group dances that are taught by one generation to another. Today, well-known folk dances are often performed for audiences, for example, the Irish Riverdance.



English Morris dancers

- 4 Read the text again and answer these questions.

- Name two dancers who started modern dance.
- What is the main difference between folk and popular dances?
- Name two ballroom dances that came from folk dances.
- Why did a lot of new dances come from the United States?
- What type of solo dancing became popular in the mid-1980s?

dance

Popular Dance

Tango



Popular or social dances often came from folk dances, although they are usually popular for only a short time. ...(3)...

Until the eighteenth century, social dances were only held in palaces or the homes of aristocrats. However, in the late eighteenth and nineteenth centuries, social dancing became more popular. Ballroom dancing, which was a formal dance in a large room, became popular in Europe and North America. Central European folk dances, such as the waltz and polka, changed and became the most popular examples of ballroom dances.

In the United States the mixing of immigrant cultures produced new forms of dance, such as square dancing and tap dancing. Before the First World War, new ballroom dances came to Europe and America, for example, **Fox Trot, Tango, Rumba, Cha-Cha**. The Argentine Tango was made internationally popular by Carlos Gardel through his songs and films.

From the start of the twentieth century, African-American rhythm and movements also became part of popular social dance: in the 1920s the **Charleston**; in the 1930s and 1940s the jitterbug; and then the rock 'n' roll dances of the 1950s. ...(4)... Dancing in couples returned in the 1970s and 1980s with 'disco' music. ...(5)... This acrobatic form of solo dancing began in the poorer parts of large American cities.

(Adapted from "Dance," Microsoft (R) Encarta)

Vocabulary: Compound Words

5 Make compound words by matching one word from each list.

Example *African-American*

| | |
|---------|----------|
| African | known |
| ball | American |
| rock | room |
| art | dance |
| well | 1980s |
| mid | form |
| folk | music |

6 Match four words from Exercise 5 with their definitions.

- 1 *adj* known by many people
- 2 *noun* a traditional dance from a specific community
- 3 *noun* a large room for formal social dancing
- 4 *adj* in the middle of the 1980s

Speaking

7 Read this questionnaire and think about your answers. Then, in pairs, tell your partner about yourself.

DO YOU WANNA DANCE?

- 1 Do you like dancing?
Yes, I love it. ☐ It's OK. ☐ Not really ☐
- 2 How often do you go dancing?
every week ☐ only at parties ☐
- 3 Who do you dance with?
my boyfriend/girlfriend ☐ my friends ☐
- 4 Where do you go dancing?
discotheques ☐ friends' houses ☐ other? ☐ (say where)
- 5 What kind of music do you like dancing to?
- 6 How well can you dance?
very well ☐ quite well ☐ not very well ☐
- 7 What special dances can you do?
waltz ☐ rock 'n' roll ☐ other? ☐ (say which)
- 8 What dance would you like to learn?

Now tell the class something about your partner.

Example *Jan loves dancing to heavy metal music. He would like to learn the waltz!*



Comparing Cultures

Listen to a description of folk dances in the British Isles. Match the dances with the places.

Dances: jig, morris dance, line dance, sword dance

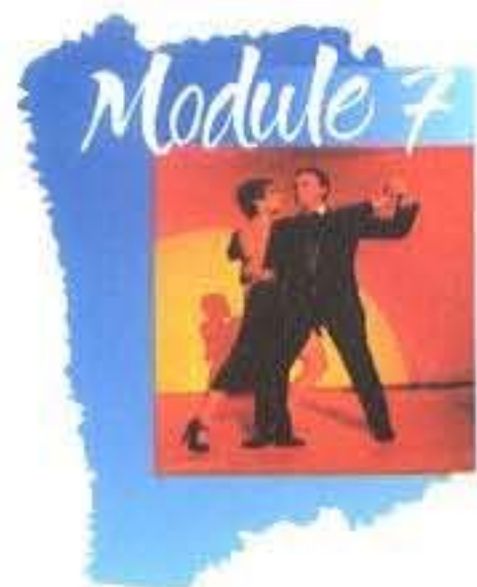
Places: Scotland, Ireland, England

What traditional dances do you have in your country?

QUOTE ... UNQUOTE

'I just put my feet in the air and move them around.'

Fred Astaire, American dancer (1899–1987)



26 On Tour

GRAMMAR FOCUS

Before you start

- 1 Listen to this extract from a song. What kind of music is it? Do you like it?

THE CORRS



Dec 3/4 Nottingham - Royal Concert Hall ■ Dec 6 Liverpool - The Empire
Dec 7/8 Manchester - Labatts Apollo ■ Dec 10 Glasgow - Clyde Auditorium

- 2 Listen to the radio interview with a rock star. Complete his statements with dates or places.

- 1 Next month we're recording our new album.
- 2 We're going to have a great time in _____.
- 3 We get back to Europe at the end of _____.
- 4 In _____ we're doing a mini-tour of the UK.
- 5 On the _____ we play at Wembley Stadium.
- 6 At the end of _____, I'm going to change my lifestyle radically.
- 7 I'm getting married to Judy in _____.
- 8 We're going to move to _____.

FUTURE ARRANGEMENTS AND INTENTIONS

Presentation

- 3 Look at these sentences from the interview. What verb forms are used to talk about the future?

*On the 15th we **play** at Wembley Stadium.*

*I'm **getting** married in June.*

*We're **going to move** to Arizona.*

Which sentence says something about:

- a) Roy's personal arrangements?
- b) an official arrangement that can't be changed?
- c) Roy's intention to do something?

Listen again. Find more examples of each use in the interview.

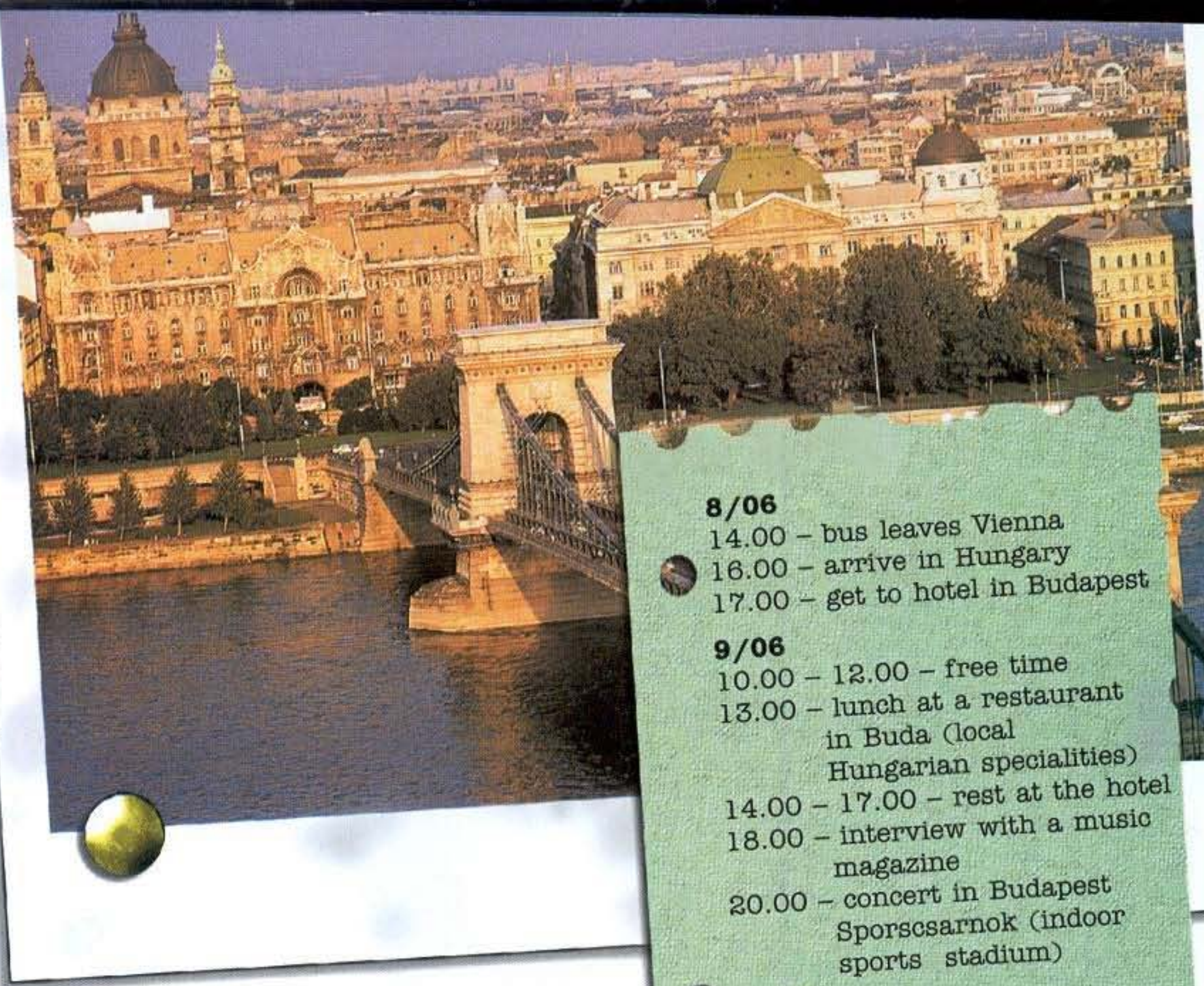
➡ Grammar Summary 15, on page 127.

Practice

4 Decide who could say these sentences.

- 1 We meet the French team at lunchtime.
a) a journalist thinking about a press conference
b) a football supporter
- 2 On the 13th we go to Paris for a concert.
a) a fan b) a rock star

What would the other person say?



8/06

14.00 – bus leaves Vienna
16.00 – arrive in Hungary
17.00 – get to hotel in Budapest

9/06

10.00 – 12.00 – free time
13.00 – lunch at a restaurant in Buda (local Hungarian specialities)
14.00 – 17.00 – rest at the hotel
18.00 – interview with a music magazine
20.00 – concert in Budapest Sporscsarnok (indoor sports stadium)

10/06

10.00 – breakfast at hotel
11.00 – bus leaves for airport

5 Look at the tour programme. Imagine the group's manager is telling the group about it. Write sentences.

Example *Your bus leaves Vienna on the 8th of June at 2 p.m. and you arrive in Hungary at four.*

6 What are the people in the pictures going to do? Write sentences.



4



2



7 What are you going to do in the next few weeks? Use the cues below to make sentences.

Example 1 *I'm not going to learn the tango.*

- | | |
|--------------------|-------------------------------|
| 1 learn the tango | 5 study harder |
| 2 buy some new CDs | 6 stay at home at the weekend |
| 3 have a party | 7 do more exercise |
| 4 go to a concert | 8 redecorate my room |

8 Then work in pairs. Find out what your partner is going to do in the next few weeks.

Example 1

A: Are you going to learn the tango?

B: No, I'm not.

9 Write sentences about the arrangements you've got for after school today.

Example *I'm having a guitar lesson at 6 p.m.*

10 Then work in groups. Arrange to do something together this afternoon. Agree on the best time.

Example

A: Are you doing anything this afternoon?

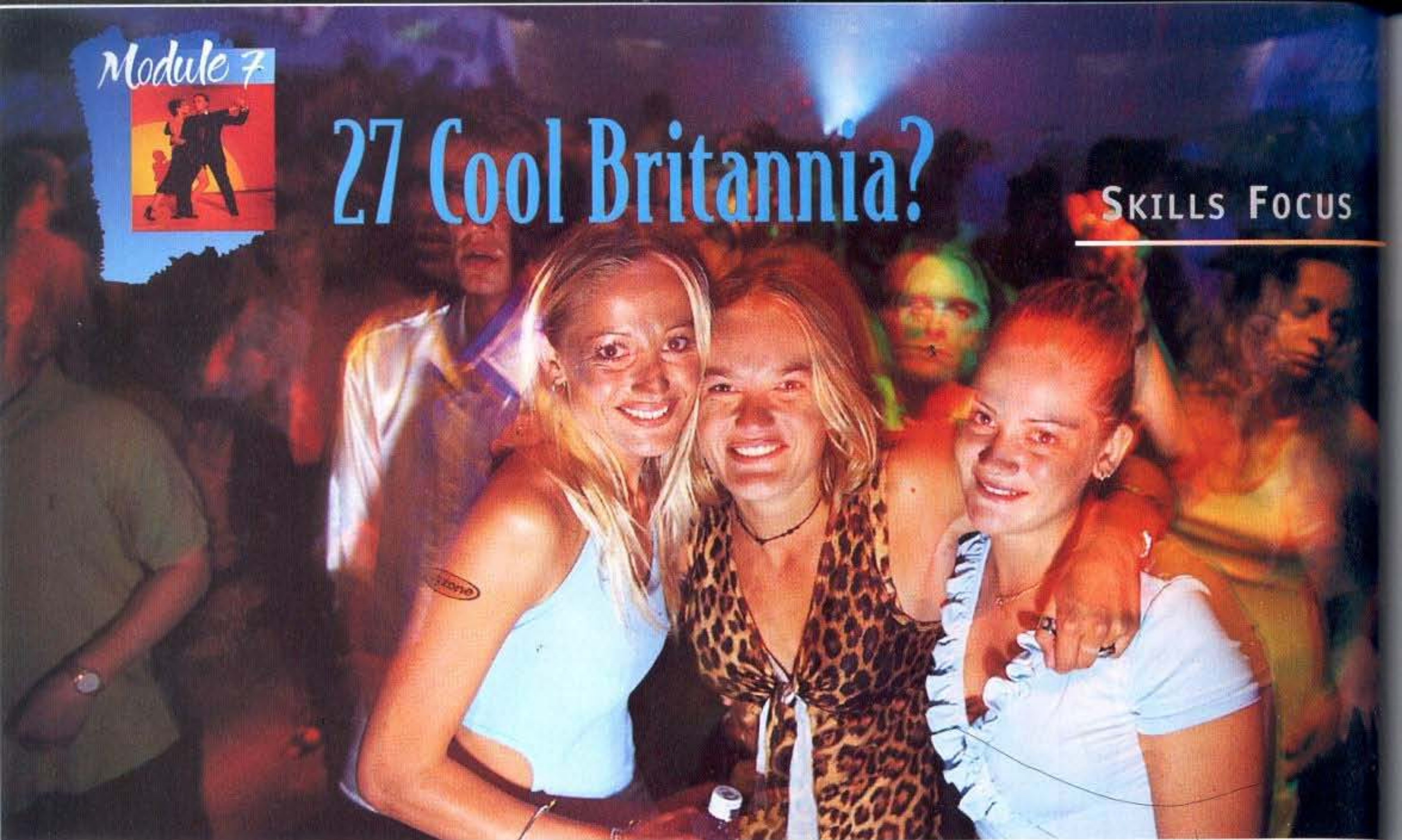
B: I'm having a guitar lesson at 6 p.m.

A: And what about right after school?

B: I'm not doing anything before 6 p.m. Let's go and look for new CDs.



27 Cool Britannia?

SKILLS FOCUS


Before you start

- 1 What people or places do you think are 'cool'?

Example *I imagine New York is really cool. I'd love to go there.*

- 2 Match the Key Words with the definitions.

KEY WORDS

chic, cool, dance floor, disc-jockey (DJ), to rave, nightclub

- 1 a place for dancing and listening to music until late at night
- 2 to dance and party all night
- 3 very good and fashionable (colloquial)
- 4 very elegant and fashionable
- 5 dance area in nightclub
- 6 person who plays music in a nightclub

Listening

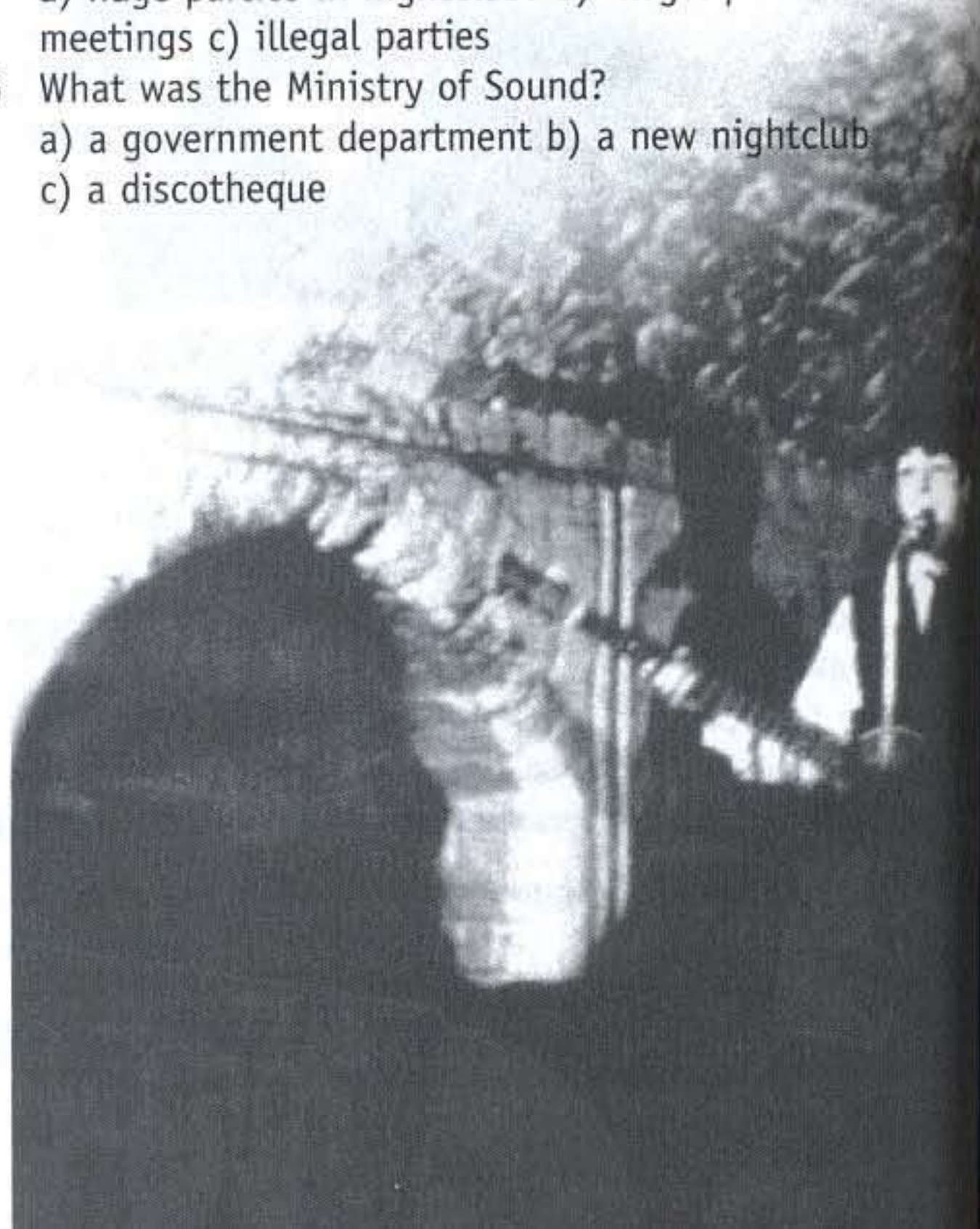
- 3 Read the Strategies.

LISTENING STRATEGIES: Multiple-choice questions

- Before listening, read the questions.
- Where possible, use your general knowledge to predict the answer.
- The first time you listen, try to get the general idea.
- The second time, try to answer the questions. Eliminate answers that are obviously wrong.
- If you don't know the answer, always try to guess.

- 4  Now listen and use the Strategies to answer the questions.

- 1 What was Britain's image in the world for years?
a) cool and chic b) traditional c) a place with exciting nightlife
- 2 Where did most British young people go after 11 p.m.?
a) to a pub b) to a nightclub c) home
- 3 When did the Beatles become popular?
a) 1960s b) 1970s c) 1980s
- 4 When did Britain's image really change?
a) 1970s b) 1980s c) 1990s
- 5 What were the first raves?
a) huge parties in nightclubs b) illegal political meetings c) illegal parties
- 6 What was the Ministry of Sound?
a) a government department b) a new nightclub c) a discotheque



Pronunciation

5 Listen to a sentence from the programme. The unstressed words (underlined) have the /ə/ sound.

But first, here's a report on the dance scene in Britain.

Listen and mark the unstressed words in these sentences.

- 1 Britain was certainly not the cool centre of the universe.
- 2 Pubs closed at eleven o'clock and everyone went home for a take-away Chinese meal or straight home to bed.
- 3 At that time of night, people in other European countries were just starting to go out to cafés and nightclubs.

Listen again and check your answers. Practise the sentences.

6 Listen to two dialogues. What do Malcolm and Andrea get permission for? What do they not get permission for?

Example *Malcolm – permission to go to a nightclub opening*

7 Listen again and complete the Function File with these words:

would, can't, let (x2), could, OK, know, excuse me, must, everyone's going, can, make sure

Function File

Asking for, giving and refusing permission

Informal

You (1) know there's a new nightclub opening in town.
(2) to the opening night on Saturday.
Is it (3) if I go?
Oh all right, I'll (4) you go, if you don't come back too late.
And I was thinking (5) I stay at Pete's house?
No way! You definitely (6) stay at Pete's.
If you want to go, you (7) be back here by midnight.

Formal

(8) , Mr Moore?
(9) it be all right if I brought you my project next week?
OK, but (10) you give it to me on Monday morning.
(11) I do my project with Susan?
No, I'm afraid you can't. I don't (12) people do their final projects with other students.

Speaking

8 Imagine you have to ask for permission in the situations below. Think of good reasons.

| You need permission ... | You need to ask ... |
|---|---------------------|
| 1 to miss a test at school | your teacher |
| 2 to go away for the weekend | your parents |
| 3 to organise a party at school | your head teacher |
| 4 to invite a penfriend to stay at your house in the summer | your parents |

In pairs, use the language from the Function File to act out your dialogues.

Example

A: Excuse me, Ms Tomal?
B: Yes, Marek.
A: Would it be all right if I missed the English test next week?
B: The test! Why?
A: Well, you see ...

9 What do your parents let you do and not let you do? Write five sentences with *let*. Include one sentence that is false.

Examples *My parents don't let me play loud music late at night. (true). My father lets me come home when I want. (false)*

In groups, read out your sentences. See if the others can guess which is false.



28 Performance

GRAMMAR FOCUS

Before you start

- 1 Have you ever watched a concert 'live', on TV or on video? Tell the class about it using the Key Words to help you.

KEY WORDS

| The Concert | Adjectives |
|--|--|
| the music, the singing, the guitar solos, the drums | boring, brilliant, exciting, fantastic, poor, quite good, really loud |
| the lighting, the special effects the stage design | disappointing spectacular |
| the sound | clear, poor |
| the songs, the words | clear, incomprehensible |

Example

I saw a Bruce Springsteen concert last year. The music was brilliant but the special effects were disappointing.

- 2 Read the concert review and match the four paragraphs with the titles (a–d).

- a) the end of the concert ☐
- b) the audience reaction ☐
- c) the songs played ☐
- d) the start of the concert ☐

- 3 Read the review again and answer these questions.

- Did the reviewer like the concert? Why or why not?
- How did the audience react to the singer?
- What things about the concert were not very good?
- From which album were most of the songs?
- What feelings did she show in her songs?

- 4 Find words in the text with the following meanings:

- the people who watch a concert (three different words)
- records or compact discs (two different words)
- the place where you watch a concert

- 5 Would you like to go to one of Alanis Morissette's performances? Why or why not?

Alanis Hypnotises Crowd

- Last Thursday night, hundreds of fans went to the Corn Exchange in Cambridge to see Canadian singer, Alanis Morissette. There was not an empty seat anywhere in the auditorium, although it was an incredibly cold night. 'Sure is cold outside, but I hope we warm it up in here for you,' Morissette said to the crowd before she started to play.
- Morissette used a lot of material from her first album *Conflict*. She also played a few songs from her new album, such as 'Everything But ...', which tells the story of someone looking for love in the wrong places. Morissette's singing was full of feeling; some songs with anger and others with love.
- Although the auditorium was cold and the sound was sometimes poor, the audience really loved the concert. Morissette hypnotised everybody with her performance. Many people in the crowd were obviously real fans and they knew the words and they sang along to nearly every song.
- At the end of the concert, Morissette showed that she was a true performer, with a brilliant version of 'Heartache'. She finished with her latest single 'Ironie' – a song about being a star. While I watched and listened, I knew that I was seeing the performance of a *real* star.



will FOR DECISIONS; TIME CLAUSES

Presentation

6 Listen to the telephone conversation. Who decides to pick up the concert tickets, Sue or Ricky?

7 Listen again. Who said these things, Sue or Ricky?

- 1 I'll pick up the tickets at lunchtime tomorrow.
- 2 I'll go and pick them up as soon as school finishes.
- 3 I'll ask her when she gets back tonight.
- 4 I'll go and get them now, before I go to the dentist.

Check your answers on page 111.

8 What verb form do Sue and Ricky use to make sudden decisions as they speak?

9 Look at this sentence. What time does the underlined part talk about: the present or the future? What tense is used?

I'll go and pick them up as soon as school finishes.

Look at the sentences in Exercise 7. What linking words are used?

10 Complete the rules.

When we express a sudden/spontaneous decision, we use _____ + _____.

When we talk about the future, we use the Present Simple tense after these linking words: _____, _____, _____.

➡ **Grammar Summary 16, on page 127.**

Practice

11 Which is the correct reply, a or b?

- 1 Have you got any plans for Saturday?
 - a) I'll visit my granny.
 - b) I'm going to visit my granny.
- 2 These bags are so heavy!
 - a) I'll help you.
 - b) I'm going to help you.
- 3 Can you tell me where the post office is?
 - a) I'm going to show you the way.
 - b) I'll show you the way.

12 What decision will you make in each situation? What will you say?

Example 1 *Don't worry. I'll help you.*

- 1 Your younger sister is worrying about a maths test tomorrow.
- 2 You're very hungry and you see a café on the other side of the street.
- 3 You're passing a flower stand when you remember that it's your friend's birthday today.
- 4 You're reading a TV programme guide. There's a concert with your favourite singer tonight.
- 5 The telephone rings.
- 6 There's a knock at the door.

13 Finish the sentences.

Example 1 *We'll make tea when the guests arrive.*

- 1 We'll make tea when _____.
- 2 I'll go home as soon as _____.
- 3 I'll tell you before _____.
- 4 We'll have a party when _____.
- 5 They'll help us as soon as _____.

14 Make a chain of sentences using the cues below. Use *as soon as* or *when* in every sentence.

Example *When I finish college, I'll find a job.*

- | | |
|------------------|-----------------------|
| 1 finish college | 5 find a better job |
| 2 find a job | 6 get a promotion |
| 3 rent a flat | 7 earn a lot of money |
| 4 get married | 8 save it |

Now make your own chain.

15 Work in pairs. Ask and answer questions using the cues below. Use *when*, *as soon as* and *before*.

Example

When are you going to buy some new CDs?

I'll buy some new CDs as soon as I get some money.

- 1 buy some new CDs
- 2 have dinner
- 3 do your homework
- 4 go out with friends
- 5 learn to drive
- 6 have a party
- 7 go to the cinema
- 8 go on holiday

Communication Workshop

Writing: A Concert Review



Before you start

Look at the sentences in the box. Then rewrite the sentences below using *although*.

The auditorium was cold, but the audience really loved the concert.

| | | |
|--|--------------------------|--|
| Although | the auditorium was cold, | the audience really loved the concert. |
| The audience really loved the concert, | although | the auditorium was cold. |

- The stage design was excellent, but the special effects were disappointing.
- The sound quality was terrible. However, her performance was brilliant.
- The guitar solo was very good. However, the singing was poor.
- The costumes were beautiful, but the dancing was boring.
- It was a very cold night. However, there was not an empty seat in the auditorium.

Write a review of a concert (real or imaginary). Follow the stages.

Stage 1

Copy and complete the table with information about your concert.

| | |
|--------------------------|---|
| type of music | rock |
| group/singer | Elastica – lead vocals and guitar – Justine |
| time/place | at 8.00 p.m./the Apollo Centre – audience 1,500 |
| performance | excellent, really exciting |
| music | brilliant, very good rhythm |
| lyrics | clear/strong/full of strong feelings |
| sound quality | drums too loud |
| lighting/special effects | OK – not spectacular |
| audience reaction | dancing to all songs |

Stage 2

Use the information from your table to write paragraph notes.

➡ **Writing Help 7 (layout and vocabulary), on page 123.**

- the start of the concert
- the performance
- the audience reaction
- the end of the concert

Stage 3

Write your review.

➡ **Writing Help 7 (linking).**

Stage 4

Check your writing.

➡ **Writing Help 7 (checking).**

Talkback

In groups, read each other's reviews. Tell the class which concert sounds the best.

Speaking: Roleplay

Before you start

Read the Strategies.

SPEAKING STRATEGIES

- Don't translate everything you want to say into English when you are speaking.
- Avoid talking about things that are difficult to express in English.
- When you speak in English, simplify what you want to say.

Roleplay a teenager who wants to go somewhere but his/her parents do not want to let him/her go. Follow the stages.

Stage 1

In groups, decide these things:

- 1 where the teenager wants to go (*a disco, a camping weekend, a rock concert, a party*)
- 2 why his/her parents don't want him/her to go (*too dangerous, too young, has to do homework or something else*)
- 3 who in the group takes the different roles (*teenager, mother, father, brother or sister*)

Stage 2

Work on your own. Make a list of possible ideas for your role.

the teenager
reasons for going on a camping weekend:

- have finished exams - got good marks
- going to safe campsite with responsible friends
- promise to help in house and garden later

Think about which ideas you can talk about easily and which are too difficult to talk about in English. Leave out the difficult parts.

Stage 3

Look at the Function File on page 91 and choose expressions that you can use.

Example *the teenager* – *Is it OK if I go camping this weekend with my friends?*

Stage 4

In groups, practise the scene.

Stage 5

Perform your scene in front of the class. During the performances the others copy and complete the table for each roleplay.

| | |
|-------------------|------------------------|
| ROLEPLAY | 1 |
| topic | <i>camping weekend</i> |
| permission given? | <i>yes</i> |
| how realistic? | <i>very!</i> |

Talkback

Which did you think was the best performance? Tell the class.

Listening

 Listen and complete the song.

'Don't say you love me'
by the Corrs

I've seen this (1) _____ a thousand times,
I've felt this all before.
And every time you call,
I've waited there as though you might not
call at all.

I know this (2) _____ I'm wearing now,
I've seen this with my eyes.
And though it feels so great I'm still afraid,
That you'll be leaving (3) _____.

We've done this once and then you closed the
door.
Don't let me fall again for nothing (4) _____.

Don't say you love me unless (5) _____.
Don't tell me you need me if you're not
gonna (6) _____.

Don't give me this feeling I'll only believe it
Make it real or take it all away.

I've caught (7) _____ smiling alone
Just thinking of your voice.
And dreaming of your touch is all too much,
You know I don't have any (8) _____.

Now answer these questions.

- 1 How does the girl feel?
- 2 What does she want her boyfriend to do?
- 3 What is she afraid of?

Review

Grammar



1 Put the verbs in brackets in the correct tense.

Alex: Hey Vicky, what (1) are you doing (you do) this weekend?

Vicky: Me? I (2) _____ (help) my dad at home. My cousins (3) _____ (come) to stay with us.

Alex: But that's not all weekend. I (4) _____ (go) to a concert on Friday night. That new group (5) _____ (play) in the sports centre. Do you fancy coming?

Vicky: I can't - my cousins' plane (6) _____ (arrive) at six o'clock and we (7) _____ (pick) them up.

Alex: Well, we can go when you (8) _____ (get back). The concert (9) _____ (not start) until 10 o'clock.

Vicky: OK, I (10) _____ (ask) my mum if I can come. But I (11) _____ (have to) be home by midnight!

Alex: Don't worry. We (12) _____ (be back) home before that.

Vicky: I (13) _____ (speak) to my mum, when she (14) _____ (get back) from the office.

Alex: OK. I'm sure she'll let you. I (15) _____ (get) the tickets tomorrow.

2 Read the note below. Choose something to do this weekend and write a similar note.

Hi Glenn,
Just a quick note! Do you fancy coming with us to a concert on Friday? Tom and I are going to watch the Corrs. They're brilliant! We're leaving home at 6 o'clock and having something to eat in town, before we go to the concert. After the concert we're going out for a quick drink. We aren't going to be back home late, as we've got a football match on Saturday.
Give us a ring if you're interested.
Chris

3 Complete the description with these linking words:

although, if, as soon as, when, before

Matthew wants to be a professional violinist. (1) _____ he gets home from school, he starts practising. He always does at least three hours (2) _____ he has supper. After supper, (3) _____ he is very tired, he always sits down to do his homework. At the weekends he starts practising (4) _____ he gets up. (5) _____ it is difficult to study and practise at the same time, Matthew has already played with the National Youth Orchestra. (6) _____ his spectacular progress continues, Matthew will be a great violinist.

Vocabulary

4 Complete the sentences with the correct word from the brackets.

- We saw a new group last (weak/week). The rhythm section was very (weak/week).
- I arranged to (meet/meet) her outside the concert hall. Afterwards she had a vegeburger, because she doesn't eat (meat/meet).
- I (knew/new) you'd like that (knew/new) album.
- You must (right/write) the answers in the column on the (right/write).
- (Wear/Where) can we go out so that I can (wear/where) my new dress?

5 Rewrite the words below correctly.

Example *nightclub, dance floor*

night/club, dance/floor, take/away, pen/friend, mid/1980s, old/fashioned, special/effects, well/known, stage/design, guitar/solo, week/end, camp/site, rock/concert, African/American, news/paper, boy/friend, ball/room

6 Write the opposite of these adjectives.

safe, unpopular, exciting, right, unknown, new, unfashionable, legal, best, inexperienced, quiet

Pronunciation: /d/, /t/

7 Listen and repeat the sounds.

a) had /d/ b) hat /t/

Listen to the pairs of words and write down the sounds you hear.

Example 1 bet/bed = b/a

8 Listen and repeat these words.

great, ground, hard, concert, record, heard, heart, hand, different, around, sound, sit, sad



Guernica – Picasso

8 Design

In this module you will...

- Read a museum guide and an extract from a short story.
- Listen to descriptions of buildings and paintings and a song.
- Talk about paintings, clothes and buildings.
- Write notes and a description of a house.
- Learn how to use prepositions and defining relative clauses.

Warm-up

1 Do you know these painters? Do you know any other works by these painters?

2 Match some of the Key Words with the paintings.

Example A cubist, war, dark colours

KEY WORDS

style: realistic, abstract, pop, cubist

subject: landscape, portrait, war

colours: light/dark, bright, soft

shapes: round, geometric, square

lines: straight/wavy, clear

B Improvisation 28 – Wassily Kandinsky



C A Bigger Splash – David Hockney

3 Listen and identify the paintings.

4 Work in pairs. Talk about the paintings. Which of them do you like most?

Example

A: I think C is nice. I like the bright colours and clear lines.

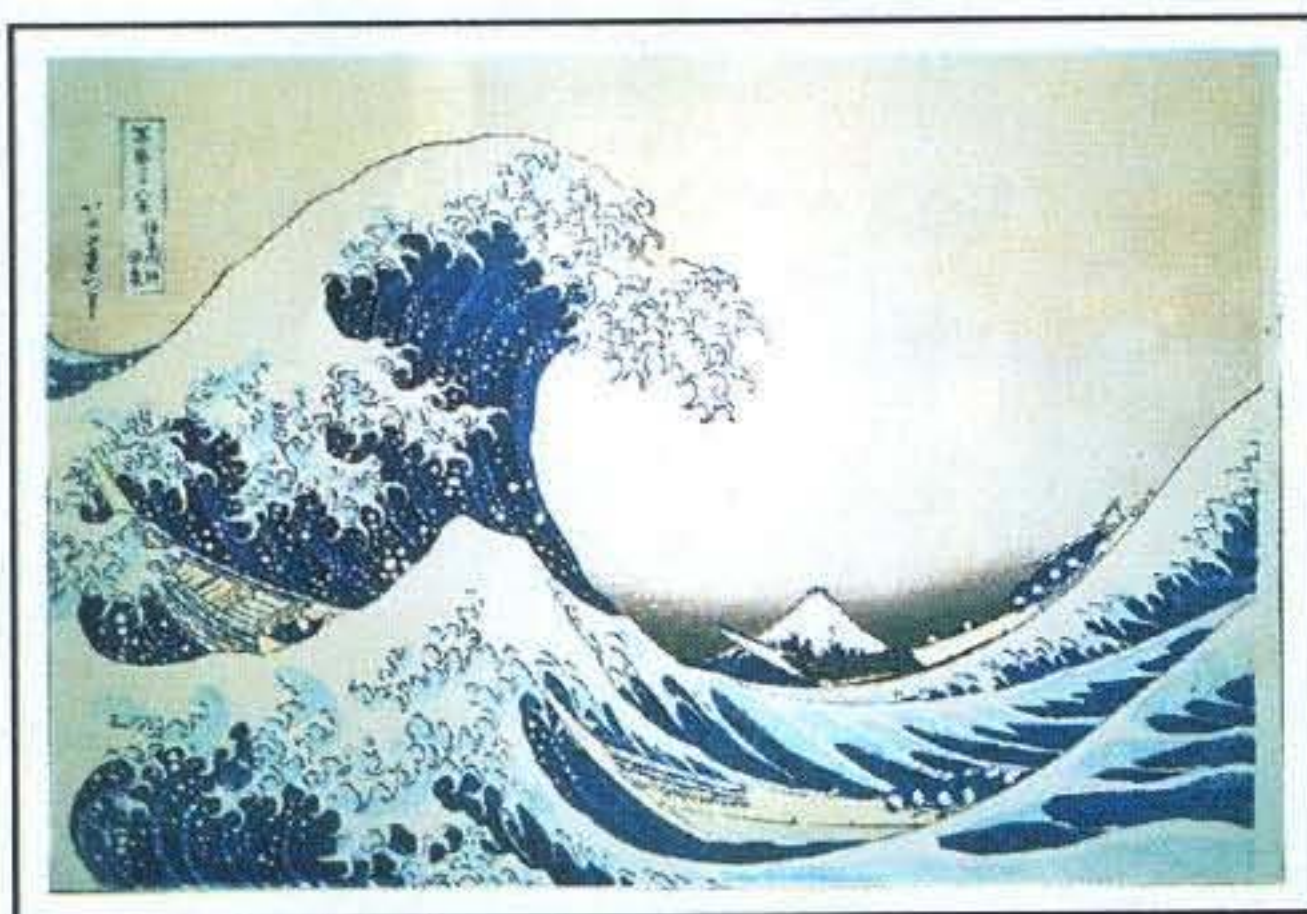
B: Yes, it's OK. But I prefer ...

D I know ... Brad – Roy Lichtenstein



29 A Matter of Taste

GRAMMAR FOCUS



1 The Breaking Wave Off Kanagawa – Hokusai

- (1) The *Ukiyo-e* (or Everyday) was a school of printing in Japan during the eighteenth and nineteenth centuries. The prints show landscapes or scenes from everyday Japanese life. These prints influenced Western artists like Degas and Van Gogh.
- (2) Hokusai (1760–1849) was a well-known artist of the *Ukiyo-e* school. He produced *Thirty-six Views of Mount Fuji* between 1826 and 1833. One print from this series, *The Breaking Wave Off Kanagawa*, shows a huge wave above a fishing boat. The wave is moving across the picture, showing the power of a storm at sea. Under the wave, the men in the boat look tiny. Behind the waves, in the background of the picture, we can see Mount Fuji. Hokusai brilliantly uses dark colours and strong, clear lines in this print.
- (3) Hiroshige (1797–1858) was another artist of the *Ukiyo-e* school. *Rain Shower on the Ohashi Bridge* is a good example of his work. In the foreground of the picture there are people going across a bridge, in heavy rain. Near the bridge there is a fisherman in a boat and in the background, there are trees along the edge of the river. The fishing boat is between the bridge and the trees. In this print, Hiroshige uses dark green and grey colours to show a rainy day in nineteenth century Tokyo.

Japanese Prints

This exhibition starts on 1 July at the Newman Gallery in Dinham and ends on 15 September. At 6.00 p.m. on Friday 3 July there will be a talk on Japanese painting by Dr Alison Enwright. In August there will be talks on Japanese culture.

Opening times: Mon–Sat from 10 a.m. to 6 p.m. Admission: Free

2 Rain Shower on the Ohashi Bridge – Hiroshige



Before you start

- 1 Look at the two prints. Which do you like better? Why?
- 2 Read the text and complete the notes.

| | |
|----------------------|--|
| Place of exhibition: | |
| Dates of exhibition: | |
| School of printing: | |
| Names of artists: | |
| Subjects of prints: | |
| Colours/lines used: | |

- 3 Find adjectives in the texts with the opposite meaning to those below.

- 1 unknown (paragraph 2)
- 2 very small (paragraph 2)
- 3 very big (paragraph 2)
- 4 light (colour) (paragraph 2)
- 5 light (rain) (paragraph 3)

PREPOSITIONS OF TIME AND PLACE
Presentation

4 Look at the introduction to the brochure and complete the table with *in*, *on* and *at*.

| time | place |
|--------------|--------------------------|
| _____ August | _____ Dinham |
| _____ 6 p.m. | _____ the Newman Gallery |
| _____ Friday | |

5 Copy and complete the table with these prepositions from the text:

| | |
|--|----------------------------------|
| during the eighteenth and nineteenth centuries | between the bridge and the trees |
| between 1826 and 1833 | above a fishing boat |
| across the picture | under the wave |
| behind the waves | across a bridge |
| near the bridge | along the edge of the river |

| expressions of time | expressions of place | expressions of movement |
|---------------------|----------------------|-------------------------|
| during | | |

6 Match the prepositions with nouns to create as many time expressions as possible. Then write sentences about yourself using each of the expressions.

Example *I'm usually asleep at midnight.*

| | |
|--------|-------------|
| at | 31 December |
| on | the morning |
| in | midnight |
| during | the weekend |
| | 6.00 p.m. |
| | spring |
| | the lesson |
| | August |
| | Christmas |
| | Monday |

7 Prepare questions to ask your partner about:

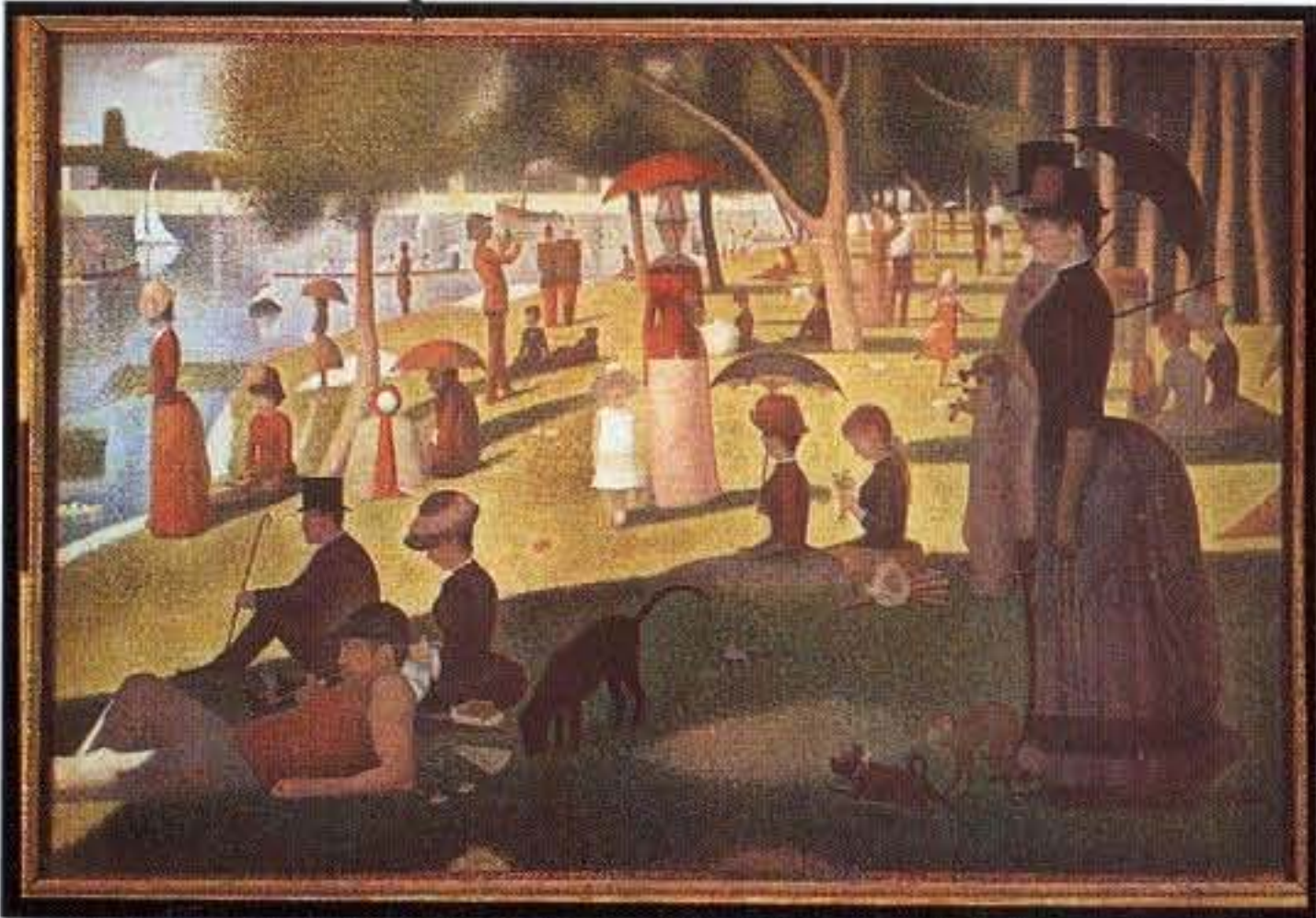
- a) when their birthday is
- b) what time they went to bed last night
- c) when they last went to the cinema
- d) when they usually have lunch
- e) when they are going to go away for a few days

In pairs, ask and answer the questions.

➡ Grammar Summary 17, on page 127.

Practice

8 Complete this description of the picture with the right prepositions.



This was probably painted (1) _____ (in/at) the nineteenth century and shows people (2) _____ (in/between) the park, (3) _____ (in/on) a Sunday afternoon. Some people are sitting (4) _____ (on/in) the grass (5) _____ (under/on) the trees and others are just walking (6) _____ (in/to) the park. (7) _____ (In/On) the background, (8) _____ (on/in) the left, there are a few boats (9) _____ (above/on) the lake. Some people are standing (10) _____ (across/near) the water looking at the boats. (11) _____ (In/On) the centre of the picture there is a woman and a girl. The woman is holding an umbrella (12) _____ (above/on) her head. (13) _____ (In/On) the foreground, (14) _____ (in/on) the left, a woman is sitting (15) _____ (between/above) two men. A black dog is standing (16) _____ (during/behind) them.

9 Draw a simple scene. Include: a road, houses, a river, cars, a bridge, trees, mountains. Add any other things you like. Write sentences about your scene.

Example

There are trees along the road. There is a house on the left. There are mountains behind the house.

10 Then work in pairs. Student A describes his/her scene and Student B draws it. Ask questions if the position of something is not clear. Then compare your pictures.

QUOTE ... UNQUOTE

'All art is quite useless.'

Oscar Wilde, Irish writer (1854–1900)



30 Great Buildings

SKILLS FOCUS


Before you start

1 Match the buildings in the photos with the names.

- a) Palace of the Doges (Venice)
- b) Post Office Savings Bank (Budapest)
- c) Eilean Donan Castle (Scotland)
- d) Chrysler Building (New York)

Which of the buildings do you like best? Why?

Example I like the castle because it's very romantic.

2 Check the meaning of the Key Words in the Mini-dictionary. Which of the different kinds of buildings can you see in the pictures?

KEY WORDS

period: medieval, modern, early twentieth century

materials: stone, marble, glass, tiles, metal, concrete

features: balcony, ornament, tower, roof, statue

kinds of buildings: palace, bank, castle, skyscraper

3 Listen to the radio programme and complete the table with the Key Words from Exercise 2.

| kinds of buildings | style/period | materials | features |
|--------------------|-----------------|---------------|-------------------------|
| 1 <i>palace</i> | <i>medieval</i> | <i>marble</i> | <i>balcony, statues</i> |
| 2 | | | |
| 3 | | | |
| 4 | | | |

4 Listen to someone describing her favourite building. Which of the buildings in the photos does she choose?

Before you start

1 Look at the pictures A–D.

- 1 Which hairstyles do you like most?
- 2 Would you ever dye your hair a bright colour?
- 3 Do you ever argue with your parents about your hairstyle?

2 Work in pairs. Describe the people in the pictures. Use the Key Words to help you.

Example A *He's got red hair and ...*

KEY WORDS

hair: dyed, short, long, wavy, curly, shaved (head), blonde, straight

clothes: (leather) jacket, tie, dress, T-shirt, glasses, shirt, skirt, blouse

3 Read the article and name the people in the pictures.

Example D *Kate George*

RELATIVE CLAUSES Presentation

4 Find these relative pronouns in the text:

who, that, which, where, whose

Which of them:

- a) can refer to people?
- b) can refer to things?
- c) can refer to places?
- d) say something about possession?

5 Look at these expressions from the text:

people (who/that) I know

something (that) you can easily change

men who dye their hair

clothes which match my hair

When can we leave out *who, that, which*?

- a) when it comes before a verb?
- b) when it comes before a noun or a pronoun?

6 Look at Exercise 5 again. The relative clauses are underlined. Find more relative clauses in the text.

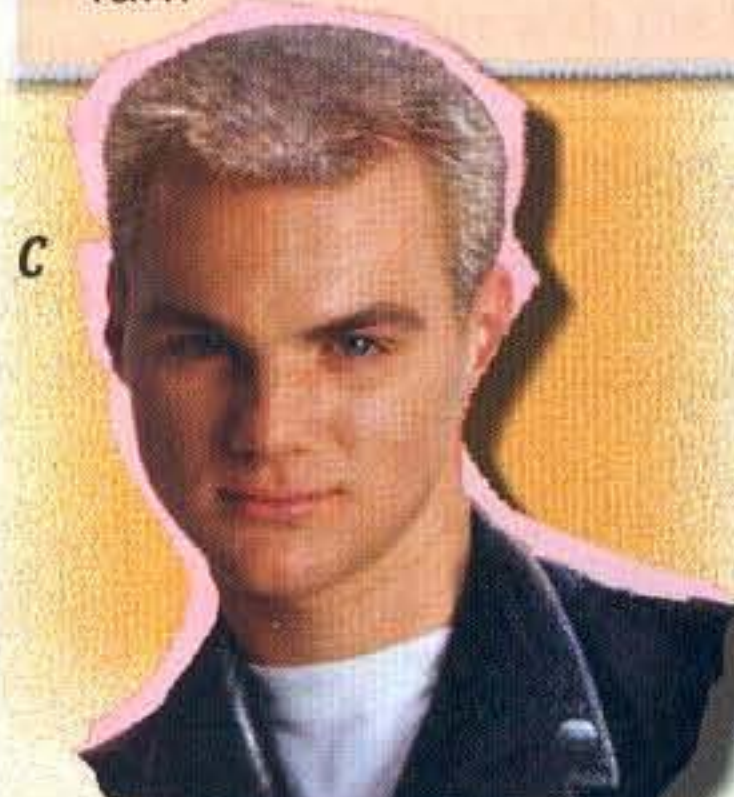
➡ Grammar Summary 18, on page 127.



ALL CHANGE!

HAIR STYLE and colour are very important for people who want to change the way they look. There are some young people who change their hair colour four or five times a year. For example, Kate George from Sheffield went from hair that was long and blonde to bright red curly hair. Then she cut her hair very short and went back to her natural dark brown colour. There are other women whose taste is even more adventurous. 'Hair is something you can easily change – at the moment mine's green, blue and pink,' says Sarah Talbot, from Leicester.

Traditionally, the hairdresser's is not a place where men feel comfortable – but this is beginning to change. There are now more and more men who dye their hair and change their hair style regularly. Mitch Jones, a student at London University, says: 'A lot of people I know change their hair when they feel like it. Now mine's very short, but in the future – who knows?' Martin Chagwell from Liverpool says: 'I like to be someone people look at. I wear clothes which match my hair. Why should the women have all the fun?'



Practice

7 Read the sentences below. Highlight the relative pronouns. Underline the relative clauses. Circle the pronouns which can be left out.

Example *I loved the meal that we had last night.*

- I loved the meal that we had last night.
- The opera that we saw was terribly boring.
- I think the architects who design new buildings in Warsaw are too conservative.
- Have you bought the CD which I was telling you about?
- The place where we met is the oldest square in town.
- He was a painter whose pictures were not well known in his lifetime.

8 Fill in the gaps with relative pronouns: *who, that, which, where, whose*. Put a dash (-) in the gap if the pronoun is not necessary.

I suppose I'm not very fashionable. I like clothes (1) _____ are comfortable and make me feel relaxed. I usually wear jeans and T-shirts (2) _____ I buy at my local market. In the winter, I wear jumpers (3) _____ my mum makes for me. I hate formal occasions like weddings (4) _____ you have to put on a jacket and tie. Some people (5) _____ I know spend lots of money and go to shops (6) _____ the prices are too high, in my opinion. I hate shopping and I always go with a friend (7) _____ helps me decide. The only things (8) _____ I like buying are sports clothes. When I play tennis or do athletics, I like good quality clothes (9) _____ are comfortable. I know there are people (10) _____ style is more elegant, but I'm happy just being me!

9 Add relative clauses to complete the sentences so that they say something true about you.

Example *I enjoy watching films which make me laugh.*

- I enjoy watching films which ...
I enjoy watching films ...
- I like meeting people who ...
I like meeting people whose ...
- I like visiting places where ...
I like visiting places that ...

10 Write definitions of these words.

Example

Henna is something that we use to dye our hair.

henna, art gallery, composer, fashion designer, castle, library, architect, actor, raincoat, clock

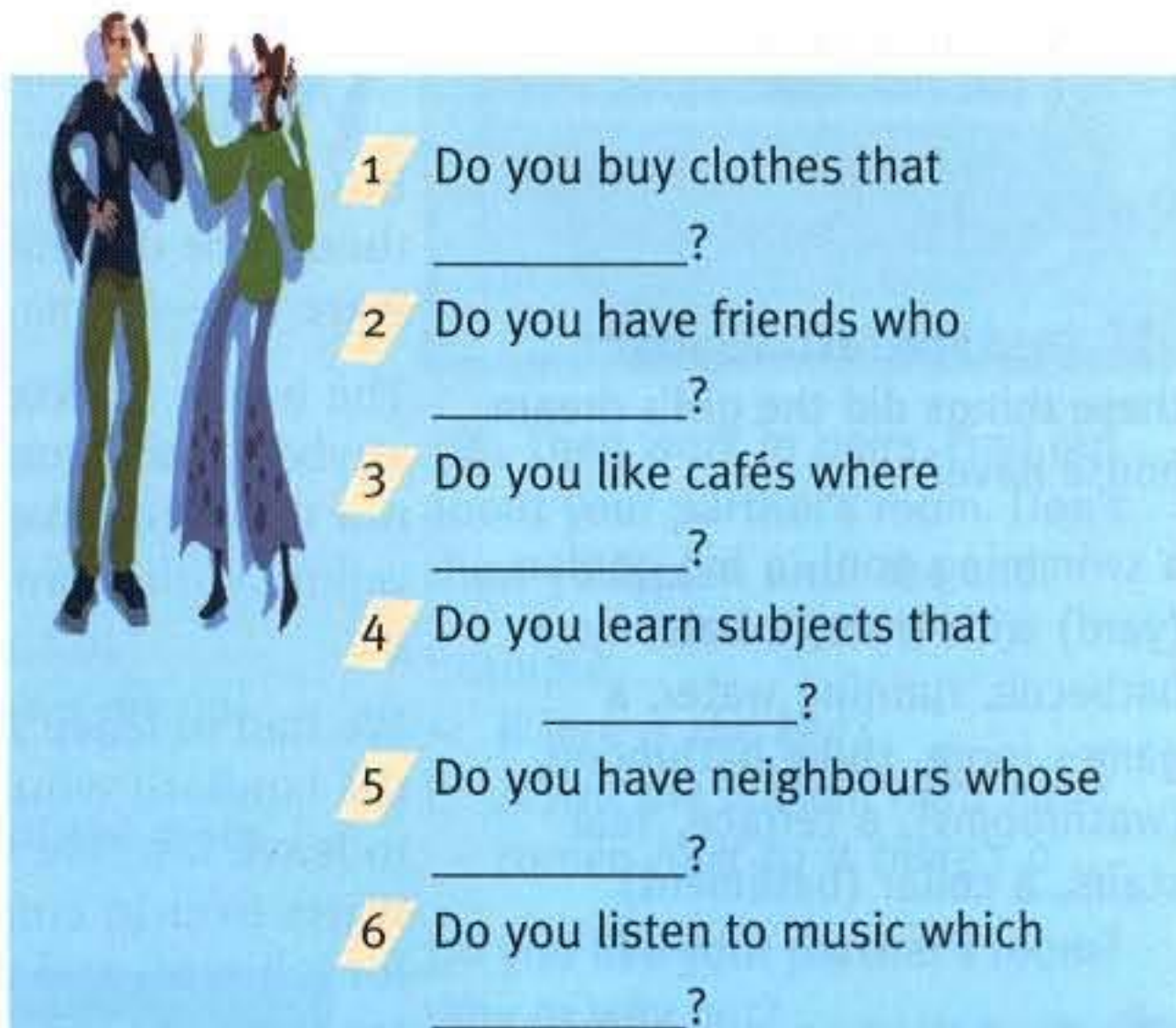
11 Think of three other jobs, places or objects and write their definitions. Work in pairs and guess your partner's words.

Example *A place where you buy clothes --> boutique/department store.*

12 Finish these sentences to make a questionnaire.

Example *Do you buy clothes that are colourful?*

Then work in pairs. Interview your partner using the questionnaire.



32 Dream Houses

SKILLS FOCUS

Before you start

1 Work in pairs. Discuss what your dream house would be like. Use the Key Words to help you.

Example I'd like a big, modern flat in central New York. It would have ...

KEY WORDS

houses: cottage, flat, detached house, semi-detached house, mansion, wood cabin

rooms: bathroom, bedroom, dining room, sitting room, hall, games room, cellar, attic

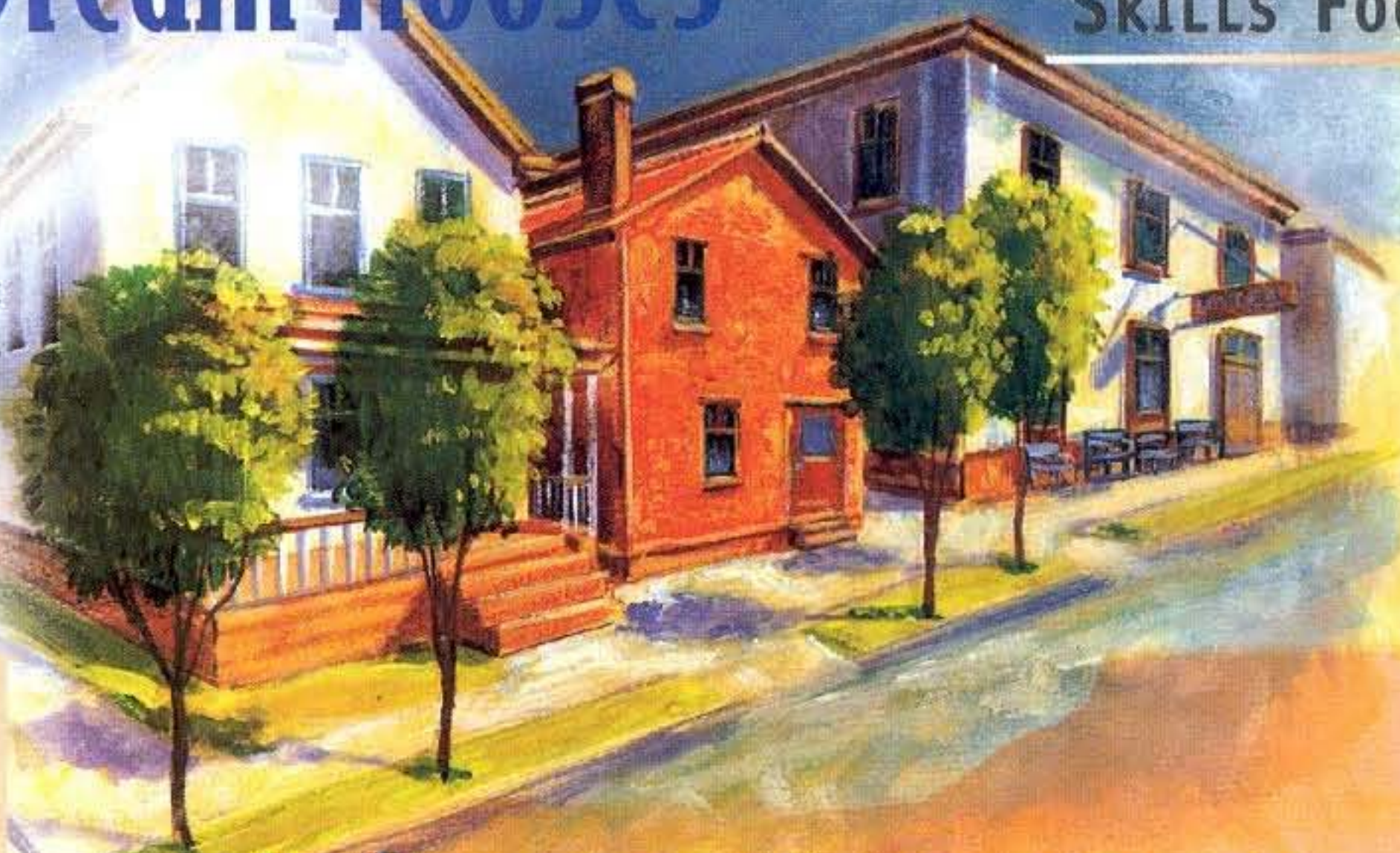
Reading

2 Read the text. Which of these things did the girl's dream house have?

a swimming pool, a big garden (yard) with trees, a balcony, a barbecue, running water, a games room, three bathrooms (washrooms), a terrace, 'real' stairs, a cellar (basement)

3 Read the text again and answer these questions:

- How many places has the girl lived in?
- Where did she live before Mango Street? Why did they leave?
- Why did the girl want at least three bathrooms?
- Who did Mama and Papa talk to about their dream house?
- What do you think was the biggest problem with the house in Mango Street?



The House on Mango Street

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remembered most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six – Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we thought we'd get.

We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the washroom next door and carrying water over in empty milk gallons*. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs**, but stairs inside like the houses on T.V. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in the house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom – Mama and Papa, Carlos and Kiki, me and Nenny.

from *The House on Mango Street*
by Sandra Cisneros

* gallons = milk containers of about 5 litres
** hallway stairs = traditional, closed stairs

4 Read the Strategies.

READING STRATEGIES: Self-assessment

- After you read, think about how difficult the text was for you to understand. (e.g. quite difficult because of a lot of new words).
- Think about how difficult the tasks were for you. (e.g. Exercises 2 and 3).
- List the strategies you used to help you (e.g. using the picture to predict answers, guessing multiple-choice questions, working out meaning of words).

Then use them to assess your reading of the text.

Vocabulary: American and British words

5 Find words in American English in the text which mean the same as these:

garden (line 8), to repair (line 13), bathroom (line 14), cellar (line 22)

6 Match the American words with the British ones (underlined) in the text below.

closet, garbage, elevator, first floor, apartment, subway, downtown area, truck, vacation

After the (1) holidays I moved into my new (2) flat. It's not in the (3) centre of the city, but it's near an (4) underground station. It's on the (5) ground floor of an old house, so it doesn't matter there's no (6) lift. It's got a living room, kitchen and a bedroom with a big (7) wardrobe. The only problem is the (8) lorry which goes past at 7 o'clock every morning to collect the (9) rubbish and which wakes me up!

7 How many of the objects below can you see in the photo of the room from Fallingwater House?

KEY WORDS

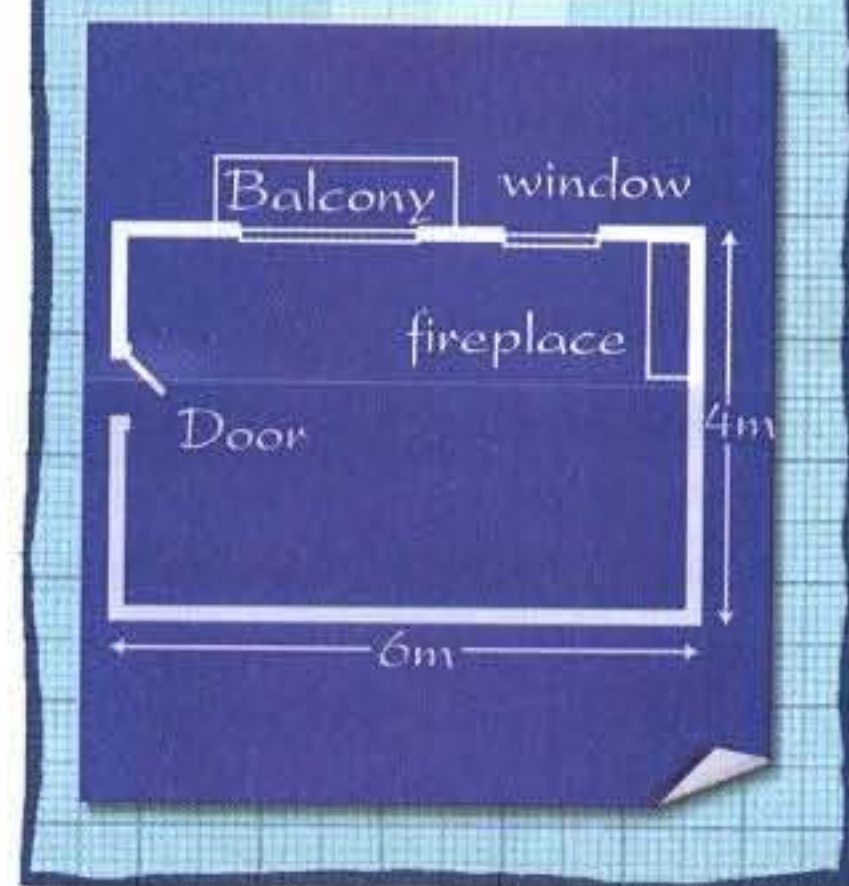
ceiling, walls, floor, door, window, French window, fireplace, curtains, chair, washbasin, table, sofa, desk, bookshelves, bed, plants, lamp



Writing and Speaking

8 Design your own study or bedroom. Copy the plan below. Then draw and write notes on it about these things:

kind of furniture, position of furniture, colours (walls/ceiling/door/window)



9 Then work in pairs. Find out about your partner's room. Don't show your plan until the end.


Example

A: *Where is the bed?*

B: *It's in the bottom right hand corner. Next to it there's a ...*

Do you like your partner's room? Why or why not?

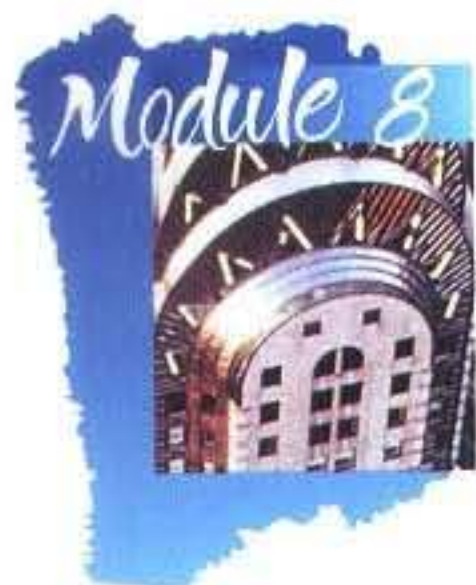
Comparing Cultures

 Listen to a British girl describing her home. Write notes about key information.

Example *semi-detached, small garden*

Describe the typical home of an average family in your country.

QUOTE ... UNQUOTE
'A house is a machine for living in.'
Le Corbusier, French Architect
(1887-1965)



Communication Workshop

Writing: Describing a House

Before you start

1 Look at the sentence. What do the underlined linking words express?

In my house, there is a gymnasium so that we can keep fit.

- show the sequence of two events
- contrast two ideas
- show reasons for doing something

2 Use the notes to write sentences with *so that*.

- 1 central heating – can keep warm in winter
- 2 spare bedrooms – friends can come to stay
- 3 indoor swimming pool – can go swimming every day
- 4 barbecue – can have outdoor parties in summer

Design and describe your perfect house or flat. Follow the stages.

Stage 1

Design your house. Think about these things:

- kind of house
- materials
- rooms
- where
- special features



Stage 2

Use your ideas to make paragraph plans.

➡ **Writing Help 8 (layout), on page 123.**

Paragraph 1: introduction – location / kind of house
Paragraph 2: rooms – what rooms, where they are
Paragraph 3: special features of the house
Paragraph 4: conclusion – why you want to live there

Stage 3

Work in pairs. Give your plans to your partner and discuss your ideas.

Example

A: *This is a great idea, but what about putting the swimming pool at the back?*

B: *Well, it's at the front so that it gets the sun.*

A: *I see. And why don't you put a sauna in the cellar?*



Stage 4

Now write the description of your house or flat. Check your description for mistakes.

➡ **Writing help 8 (linking, useful vocabulary and checking), on page 123.**

Talkback

In groups, read each other's descriptions. Choose the house with the best design.

Listening

🔊 Listen to the song. Which of these words are mentioned?



'Our House', by Graham Nash

fire, table, flowers, vase, sofa, bed, two cats, windows, door, bathroom

Listen again. What is the most important thing about the house?

- a) it is very big and modern
- b) it is very comfortable and pretty
- c) it is located in a very nice place

Why is the singer so happy in the house?

Metropolis by George Grosz (1893–1959). Grosz was a German-American expressionist whose work reflects on the theme of modern man as machine.



Speaking: Discussing a Painting

Before you start

1 Listen to the dialogue. What kind of painting are they talking about?

- a realistic painting of a young woman
- a cubist painting of a woman
- an abstract picture of lines and circles

Who do you agree with, Fiona or Eamon?

2 Listen again. Complete the expressions in the Function File.

prefer, my opinion, top, movement, bottom, really

Discussing paintings

Describing in the background/ foreground at the (1) _____ / at the (2) _____ of the picture you can see ... on the left/right of the painting

Interpreting There's (3) _____ in the painting.

Reactions I (4) _____ don't like it.

Opinions I (5) _____ realistic paintings myself. In (6) _____, anybody could do it.

Describe and discuss a painting. Follow the stages.

Stage 1

Look at the painting above. Write notes about these questions:

- What is happening in the picture?
- What is the painting about?
- What is your opinion of it?
- What kind of art do you like?

Stage 2

Read the Strategies.

SPEAKING STRATEGIES: Expressing yourself fluently

- 1 Use expressions like *well* and *you know* to hesitate and gain time.
- 2 Use expressions like *sort of* when you don't know the exact word. (e.g. 'It's a sort of big shop' = department store)
- 3 Use your hands to help you describe things.
- 4 Describe the word with words you know: 'It's a place where kings and queens live.'

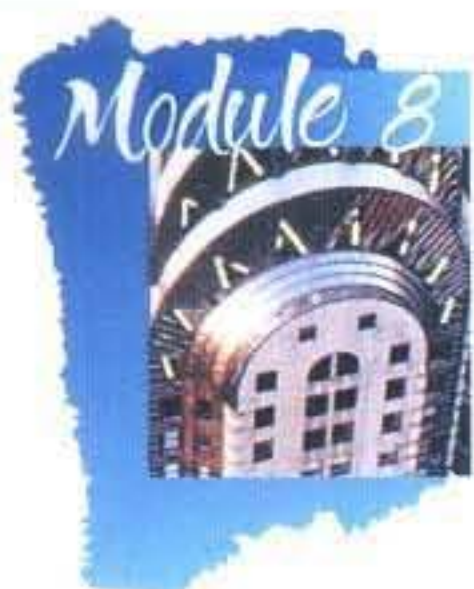
Which of them are most useful for you?

Stage 3

Work in pairs. Discuss the painting. Use the Function File and Strategies to help you.

Talkback

Which of the Speaking Strategies above did you use in the discussion?



Review

Grammar

- 1 Work in groups. Take turns to think of an object in the classroom. The others ask questions to guess what it is.

Example

Is it on the wall? Is it in your bag? Is it near the door? Is it behind you? Is it under a desk?

- 2 Complete the definitions. Then guess the words from this module.

- 1 A person _____ cuts and styles other people's hair.
- 2 A picture _____ is made by using wooden blocks.
- 3 A place _____ you can listen to concerts and operas.
- 4 A machine _____ takes people from one floor to another in a building.
- 5 A place _____ you can look at paintings or prints.
- 6 Someone _____ designs buildings.

- 3 Work in pairs. Use your vocabulary book or the Mini-dictionary to test your partner's vocabulary.

Example

A: *It's a person who spends all day and night in front of the TV.*

B: *I don't know.*

A: *A couch potato.*

- 4 Fill in each gap with relative pronouns (when necessary).

Frank Lloyd Wright (1867–1959) was one of the most important architects of the twentieth century. He went to a university (1) _____ there was no architecture department and so he studied engineering instead. After that he worked for an architect in Chicago (2) _____ had an important influence on him. Wright then started a new philosophy (3) _____ he called 'organic architecture'. In his buildings, he used materials (4) _____ very few architects of the time used. For example, one method (5) _____ he started was the use of concrete blocks. During his life, he designed many buildings (6) _____ are unique – like Fallingwater House and the Guggenheim Museum in New York. He also designed the first offices (7) _____ there were glass doors, air-conditioning and metal furniture. Wright was also a great teacher (8) _____ wrote several of the most important books on architecture in the twentieth century.

Vocabulary

- 5 Copy the table and put these words in the correct column.

castle, purple, kitchen, door, romantic, green, roof, palace, fireplace, skyscraper, pink, bathroom, ceiling, semi-detached, huge, window, bedroom, beige, opera house, stairs, amazing

| Buildings | Rooms | House features | Colours | Other adjectives |
|-----------|---------|----------------|---------|------------------|
| castle | kitchen | door | purple | romantic |

- 6 Rewrite the sentences and replace the words in italics with words which have the opposite meaning.

Example 1 long

- 1 My sister has got very *short* hair.
- 2 At the moment, I am *shorter* than my dad.
- 3 My mum has very *short* holidays.
- 4 Tomorrow there will be *light* rain in the London area.
- 5 In his later period, Goya only used *light* colours.
- 6 At the moment it gets *light* at 8 o'clock.
- 7 When I travel, I always take a very *light* bag.
- 8 In the picture you can see an *old* man standing next to an *old* building.
- 9 That house has very *thin* walls.
- 10 My younger brother is *thin*.

- 7 Write the opposites of these adjectives.

unknown, tiny, useless, careless, nasty, special, boring

Pronunciation: /ɪ/, /i:/

- 8 Listen to the sounds in the words below.

a) fill /ɪ/ b) feel /i:/

Listen to the pairs of words and write down the sounds you hear.

Example

1 sit/seat = a/b

Check the answers with your teacher. Then listen again and repeat the words.



Now read the story *The Picture of Dorian Gray*, Literature Spot 4, page 118.

Culture Corner 4

LONDON

"When a man is tired of London, he is tired of life." Dr Samuel Johnson

LONDON TIMELINE

- **43 AD** When the Romans arrived in Britain, London was already a small town. Under the Romans 'Londinium' became the capital of the Roman province of Britannia.
- **886** King Alfred the Great united England. He captured London from the Danes and made it capital of his kingdom.
- **1666** The Fire of London destroyed much of the city. The reconstruction was organised by the architect Christopher Wren who designed St Paul's Cathedral.
- **1850** By the middle of the nineteenth century, London was the largest city in the world and the most important port. In this period it was famous for its terrible pollution.
- **1939-45** In World War II, London was seriously damaged by German bombing.
- **1980** In the last twenty years, the old port area has been rebuilt. There are big, new skyscrapers and the Millennium Dome, the largest dome in the world, which was finished in 1999. In 2000 it held the millennium exhibition.

Over two hundred years later, Dr Johnson is still right! London is the place to be, with so many different things to do and places to visit. Here are a few.

Royal London

You can visit Buckingham Palace, the Queen's London home and see the Changing of the Guard at 11 a.m. every day. In the Tower of London, you can see the Crown Jewels and visit the place where many famous prisoners lived and died. You can take a boat trip on the Thames to Hampton Court, where Henry VIII lived with five of his six wives. In the gardens of the palace is a famous maze, which is easy to get into but not so easy to get out of!

Rainy Days

London is one of the best places to be on a rainy day (which is quite often!), because of all its museums and galleries. If you like machines, you must go to the Science Museum. Next door you will find the Natural History Museum with its excellent dinosaur exhibition. The British Museum is one of the world's great museums with its excellent collections from ancient Egypt, Greece and Rome. Art-lovers can visit the National Gallery, Tate Modern, Tate Britain or the National Portrait Gallery.

Shopping

London attracts shoppers from all over the world for the latest fashions. The main shopping area is in the West End, around Oxford Street. There are also famous street markets at Portobello Road, Camden Lock and Petticoat Lane where you can buy anything from bargain jewellery to expensive antiques.

Going Out

There is always a wide choice of plays to see at London's many theatres in the West End around Covent Garden. There are many clubs with modern music like house or jungle or more traditional music like salsa and samba. Music lovers can also find many places for top quality classical, jazz and pop music.

1 Would you like to go to London? What would you like to see and do there?

2 Put these events from London's history in the correct order.

- a) damaged by bombing
- b) founded by the Romans
- c) fire destroyed much of the city
- d) many high buildings built
- e) was the biggest city in the world
- f) became capital of England
- g) St Paul's Cathedral rebuilt

Read the London timeline and check your guesses.

3 Teresa is going to visit London. Use the brochure to answer as many of her questions as you can.

shopping – interesting street markets? names of good clubs? palaces to visit?

names of important art galleries? good/cheap places to stay – where?

a boat trip on the Thames? a museum for ancient civilisations?

4 Make a list of places for a tourist to visit in your area.

Language Problem-Solving 4

QUESTION TAGS

1



2



1 Look at the pictures. Which question does the woman ask because:

- a) she doesn't know his nationality?
- b) she thinks she knows his nationality and only wants to check?

2 Look at the question tags below and complete the rule with a) or b).

For a positive sentence we use

a) positive b) negative tag.

For a negative sentence we use

a) positive b) negative tag.

She's hungry, **isn't she?**

They are learning to dance, **aren't they?**

He exercises a lot, **doesn't he?**

You saw the film last night, **didn't you?**

We can go now, **can't we?**

You won't lose it, **will you?**

It isn't too late, **is it?**

He hasn't finished yet, **has he?**

They don't work here, **do they?**

Nothing was ready, **was it?**

3 Complete the questions in the interview.

Interviewer: Your name is Martina Holik, _____?

Student: Yes, it is.

Interviewer: You're from Pilsen, _____?

Student: Yes, I am.

Interviewer: You haven't studied in England before, _____?

Student: No, I haven't.

Interviewer: But you have been to the States, _____?

Student: Yes, I have.

Interviewer: You went to California, _____?

Student: Yes, I did.

Interviewer: You want to study business English, _____?

Student: Yes, I do. You like asking questions, _____?

Interviewer: Yes, I do.

4 Change these yes/no questions into tag questions. Use your knowledge of the world.

Example

Does the panda live in India?

The panda doesn't live in India, does it?

- Are elephants the biggest animals in the world?
- Does Claudia Schiffer come from Germany?
- Have people been to Mars?
- Is Rio de Janeiro the capital of Brazil?
- Did Columbus discover America?
- Can ducks fly?
- Was Copernicus Italian?
- Do bears eat meat?

5 What do you know about your partner? Ask ten tag questions to confirm what you know.

Example

A: *You were born on 21 June, weren't you?*

B: *Yes, I was.*

A: *You don't smoke, do you?*

B: *No, I don't.*

6 What do you know about English-speaking countries? Think of information that you want to check and ask your teacher questions.

Example

There isn't a president in Great Britain, is there?

IRREGULAR VERB LIST

| Infinitive | Second Form (Past Simple) | Third 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 |
| burst | burst | burst |
| buy | bought | bought |
| can | could | been able |
| 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/been |
| grow | grew | grown |
| hang | hanged/hung | hanged/hung |
| 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 |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |
| light | lit | lit |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| must | had to | had to |
| 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 |

| Infinitive | Second Form (Past Simple) | Third Form (Past Participle) |
|------------|------------------------------|---------------------------------|
| shine | shone | shone |
| show | showed | shown |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank | sunk |
| 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 |

Tapescript: Lesson 28, Exercise 6

Sue: Hello.

Ricky: Hi, it's me. Are we still going to the concert on Saturday?

Sue: Yeah, fine.

Ricky: I'll pick up the tickets at lunchtime tomorrow. No ... I can't. I've got choir practice. I know. I'll go and pick them up as soon as school finishes.

Sue: You can't tomorrow. It's early closing. The ticket office closes early.

Ricky: You're right. Maybe my mum can get them. She works near the ticket office. I'll ask her when she gets back tonight.

Sue: I've got a better idea, Ricky. I'll go and get them now, before I go to the dentist ...

Ricky: Oh, all right ... but I said ...

Sue: I have to rush, otherwise I won't have time. Byeeee!

SIR GAWAIN AND THE GREEN KNIGHT

BACKGROUND

Sir Gawain and the Green Knight was written by an unknown English poet towards the end of the fourteenth century. This was a very important time for the English language. After the Norman conquest in 1066, French was the main language for the aristocracy and for government.

However, English gradually became dominant and the late fourteenth century saw a remarkable flowering of English literature, with great writers like Geoffrey Chaucer (*The Canterbury Tales*) and William Langland (*Piers Plowman*).

During this period, as all Europe was going through the horrors of the Black Death, England was involved in the Hundred Years' War with France (1337–1453) which helped to develop a feeling of English national identity.


Sir Gawain and the Green Knight is a classic example of Arthurian literature, popular in Europe in the later middle ages. The story is about the knightly values of bravery and honesty.

Literature Spot 1

Before you start

- 1 Read the historical background to the story. What was happening in *your* country during this period?

Reading and Listening

- 2  Read and listen to the story. Order the sentences below.

Example 1 f

- a) The Green Knight didn't cut off Sir Gawain's head.
- b) Gawain went back to Camelot, but he was unhappy.
- c) Sir Gawain and the lord agreed to exchange everything they received.
- d) Sir Gawain cut off the Green Knight's head.
- e) Ten months later, Gawain went to look for the Green Knight.
- f) When King Arthur was celebrating Christmas, a strange knight arrived.
- g) The Green Knight picked up his head and got on his horse.
- h) Sir Gawain stayed with the lord of a castle.
- i) A lady visited Sir Gawain and kissed him.
- j) The last day she gave him a belt but Gawain said nothing to the lord.

- 3 Read the story again and answer these questions:

- 1 Why did the Green Knight want to play this 'game' at King Arthur's court?
- 2 What were the conditions of the 'game'?
- 3 Who was the lord of the castle?
- 4 Why did Gawain not give the lord the belt?
- 5 Why did the Green Knight use his axe three times?
- 6 Why was Sir Gawain unhappy at the end?

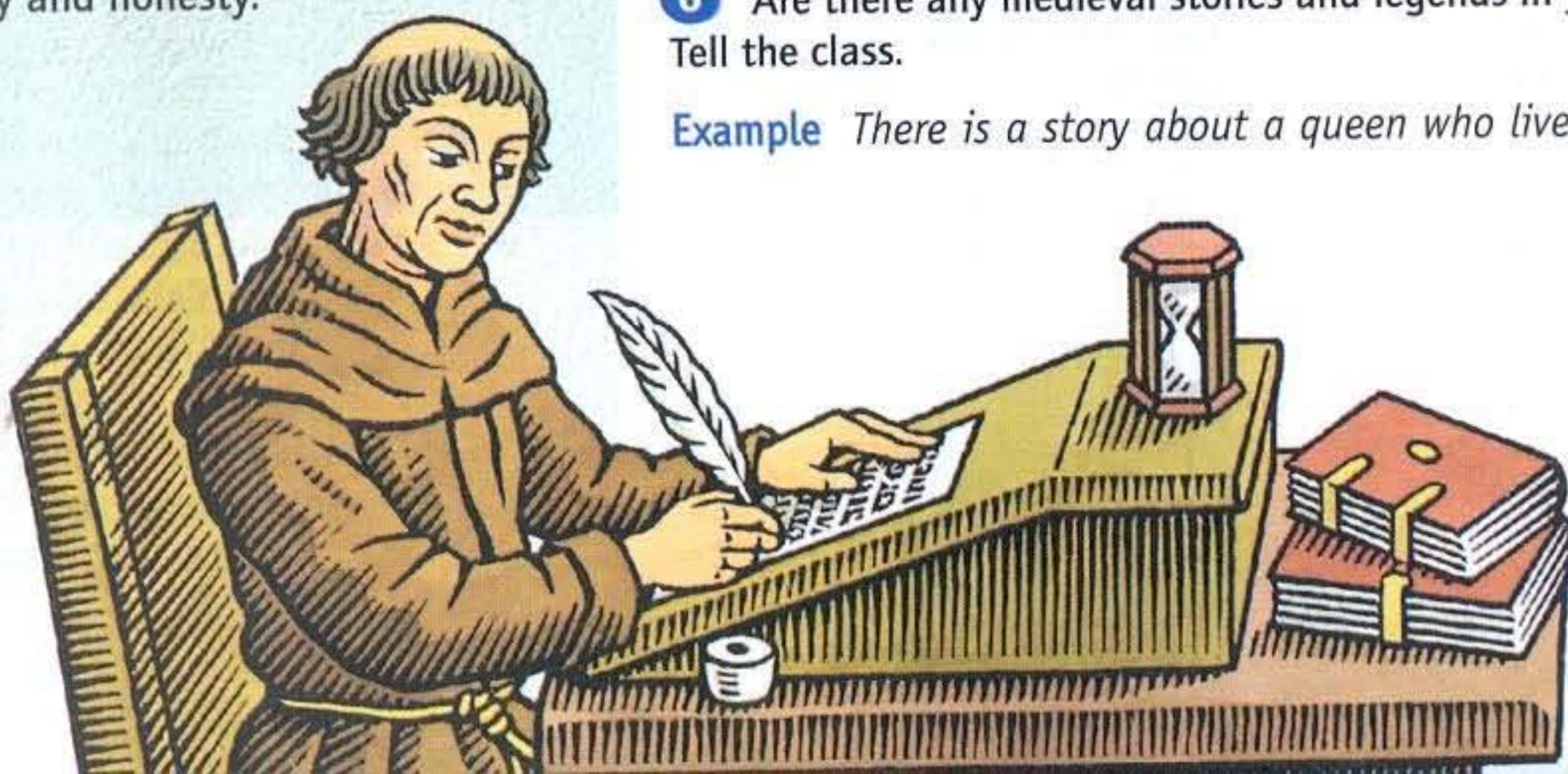
- 4 What was the real purpose of the game? What does the story show us about medieval attitudes to violence and honour?

- 5 Look through the story and choose five words that are new for you. Check the meaning in the Mini-dictionary and write them in your vocabulary books.

Speaking

- 6 Are there any medieval stories and legends in your country? Tell the class.

Example *There is a story about a queen who lived in ...*





was New Year at the court of King Arthur. The King, Queen and all the knights of the Round Table were celebrating. Suddenly the door opened and everybody turned round. A knight rode into the room on a magnificent horse. The knight and his horse were completely green!

The strange green knight got off his horse and spoke. 'I know that King Arthur and his knights are famous for their bravery. I have come to test their bravery with a little game. Here is my axe. One of you brave knights must try to cut off my head. But, next year, on the same day, I will try to do the same to that knight.'

A brave and honest knight, Sir Gawain, stood up and said: 'I will do it.' With no hesitation, he took the axe and cut off the Green Knight's head. Then the strangest thing happened. The Green Knight picked up his head, got on his horse and left the room!

Ten months later, Sir Gawain went off to find the Green Knight. He came to a magnificent castle. The lord of the castle invited him to stay for the New Year. Sir Gawain and the lord made an agreement. They agreed to give each other anything they received.

The next day, the lord of the castle went out hunting. Sir Gawain stayed in bed. Suddenly, the lady of the castle, the lord's wife, came into his room. She was beautiful. She kissed Sir Gawain and then left. When the lord of the castle

returned, he gave Sir Gawain a deer he had caught. Sir Gawain gave the lord a kiss.

The next day the same thing happened. On the third day, the lady of the castle kissed Sir Gawain and then gave him a special belt. She said it would save his life. Sir Gawain did not give the belt to the lord of the castle because he thought it might be useful when he went to see the Green Knight.

On New Year's day, Sir Gawain went to meet the Green Knight. As they had agreed, the Green Knight took the axe. He was going to cut off Sir Gawain's head, when suddenly he stopped. He tried a second time, but again stopped. The third time, he cut Sir Gawain's neck a little, but didn't hurt him.

Sir Gawain was angry. He said: 'Why did you try three times? We agreed only once!' The Green Knight told him that he was, in fact, the lord of the castle. 'I didn't cut you the first two times because you were honest for two days! But on the third day, you didn't tell me about the belt. So I had to cut you!'

Sir Gawain returned to King Arthur's court. He was sad because he had not been honest. He decided to wear the belt around his neck for the rest of his life. He told King Arthur: 'When I become arrogant, I can look at the belt and remember that I am not a perfect knight.'



Literature Spot 2

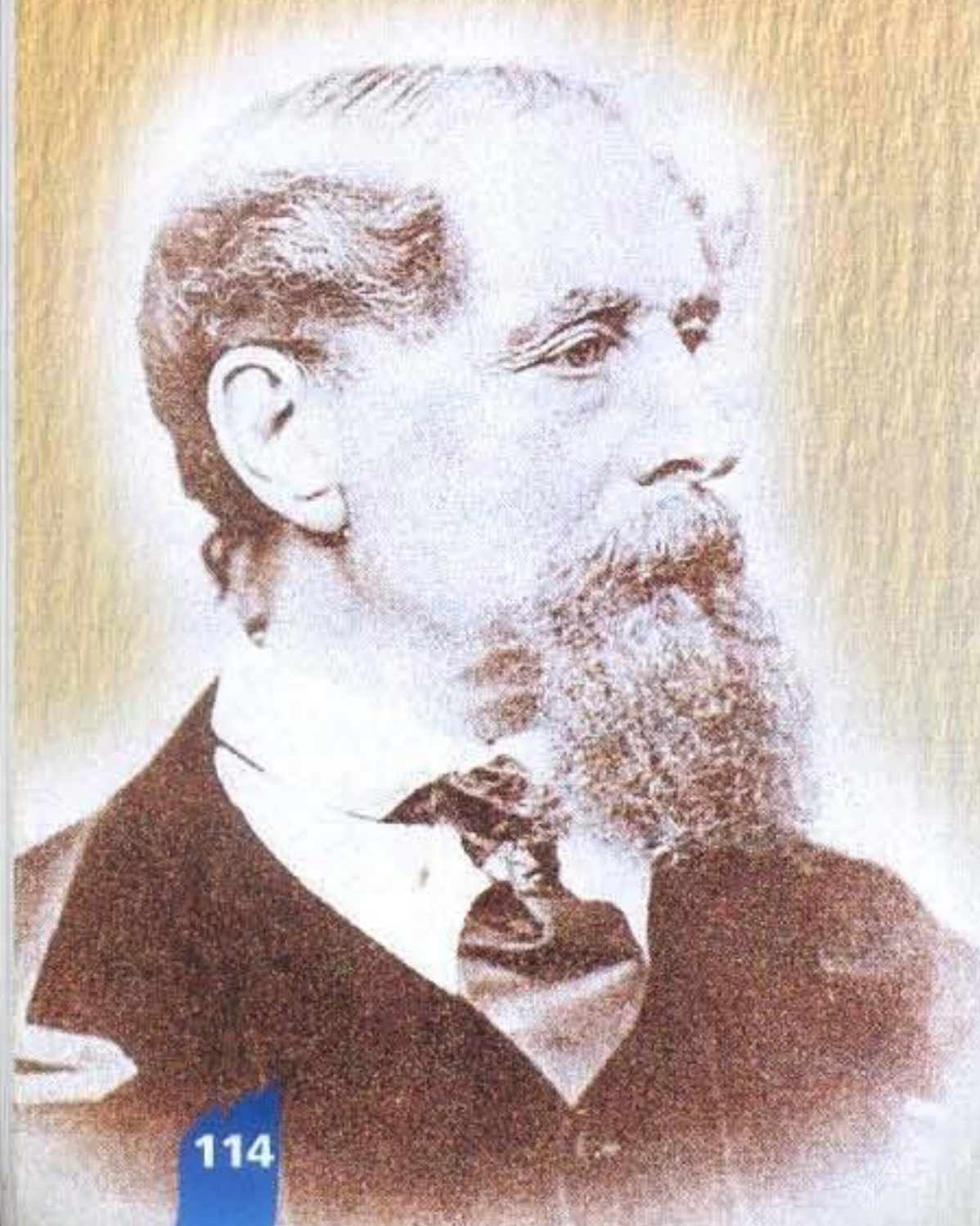
A CHRISTMAS CAROL

BACKGROUND

Charles Dickens (1812–70) was one of the greatest novelists of the nineteenth century. His father was put in prison for debt, so Dickens had to start work when he was very young.

He began writing for popular magazines and became famous with *The Pickwick Papers* (1837), a collection of amusing stories about the eccentric Mr Pickwick and his friends. Dickens' most famous novels include *Oliver Twist* (1838), *Nicholas Nickleby* (1839), *David Copperfield* (1850) and *Great Expectations* (1861). These books have very good stories which criticise Victorian society.

A Christmas Carol (1843) only took a month for Dickens to write. The short story contains a very strong moral about the importance of generosity and compassion and symbolises all the good things of Christmas.



Before you start


- 1 Read about Charles Dickens. Have you read any of the books mentioned or seen films of them?

Reading and Listening

- 2 Look at the pictures in the story. What do you think happens to the main character?

- a) He has some bad dreams on Christmas Eve but when he wakes up he feels the same as before.
- b) He meets some eccentric people, but in the end he has a good Christmas.
- c) He is visited by four ghosts on Christmas Eve, who make him change his attitudes to life.

- 3 Read the story very quickly and check your answer.

- 4  Read and listen to the story. Match the characters with the actions.

- | | |
|--------------------------------------|--|
| 1 Scrooge | a) appeared and told Scrooge about the three ghosts |
| 2 Scrooge's nephew | b) showed Scrooge what was going to happen to him |
| 3 Scrooge's ex-partner, Jacob Marley | c) showed Scrooge the Cratchit family Christmas dinner |
| 4 The Ghost of Christmas Past | d) arrived late on the day after Christmas |
| 5 The Ghost of Christmas Present | e) invited Scrooge for Christmas dinner |
| 6 The Ghost of Christmas Future | f) showed Scrooge his life when he was young |
| 7 Bob Cratchit | g) enjoyed Christmas Day and started to be generous |

- 5 Now order the actions in Exercise 4.

Example 1 *Scrooge's nephew invited him for Christmas dinner.*

- 6 Read the story again and answer these questions.

- 1 How did Scrooge change in the story?
- 2 Why did Marley want to help Scrooge?
- 3 Why was Scrooge unhappy when he saw his past?
- 4 Why was he sad when they visited the Cratchit family Christmas?
- 5 What did the Ghost of Christmas Future show Scrooge?
- 6 What did Scrooge do on Christmas Day and the day after?
- 7 What is the moral of this story? Do you agree with it?

- 7 Look through the story and choose five important words that are new for you. Check the meaning in the Mini-dictionary and write them in your vocabulary books.

It was Christmas Eve. Ebenezer Scrooge was in his office, the office of Scrooge and Marley. His clerk, poor Bob Cratchit, was working. Suddenly, Scrooge's young nephew came into the office.

'Hello uncle. Merry Christmas!' he said happily. 'Do you want to come and have Christmas dinner with us tomorrow?'

'Christmas?' Scrooge replied. 'Bah! Humbug!' Scrooge hated Christmas and he refused his nephew's invitation for dinner on Christmas Day.

His nephew went away. Later two men came to the office, asking for money for the poor.

'Bah! Are there no prisons for these people?' Scrooge refused to give even a penny.

Then, when it was time to close the office, Bob Cratchit asked for the day off, because it was Christmas.

'All right,' Scrooge said, 'but be here early the next morning!'

That evening Scrooge was sitting in front of his fire at home when, suddenly, he saw a ghost in front of him. 'Who are you?' Scrooge asked nervously.

'In life, I was Jacob Marley, your partner. I am wearing these chains and I can never be in peace, because when I lived, I only thought about money. But I am here to help you. You have a chance to escape my terrible destiny. Tonight three ghosts will visit you.' Then the ghost of Marley disappeared.

Scrooge went to bed and fell asleep. But in the night he woke up. The figure of a strange old man appeared near his bed.

'I am the Ghost of Christmas Past. Of your past,' it told Scrooge. The ghost took Scrooge to scenes of Christmases from the past. In one scene Scrooge saw himself as a boy at school. He was reading a book. All the other boys had gone home for Christmas. In another scene Scrooge saw himself as a young man.

He was talking to his girlfriend, who he didn't marry because she didn't have any money. Scrooge began to feel sadder and sadder.

'Stop! Show me no more!' he cried. Finally the ghost brought him home and Scrooge fell asleep again. Later that night, Scrooge woke up again.

'I am the Ghost of Christmas Present. Look at me!' said the second ghost, laughing. He was a large man with a beard, wearing a green robe. He took Scrooge to the house of Bob Cratchit and his family. It was cold in the house and Bob and his family were sitting around a very small Christmas pudding.



'What a wonderful pudding. Merry Christmas everyone!' cried Bob.

Scrooge felt sad, because he could see how poor the Cratchits were. Bob's smallest child, Tiny Tim, was weak and ill. The ghost finally took Scrooge to a very poor area of London. There were two poor children out in the street.

'Can't we do something to help these children?' he asked the ghost, who repeated what Scrooge had said before.

'Are there no prisons?' The ghost laughed and disappeared.

Then, the third ghost appeared. He was dressed in black and looked ...

'Are you the Ghost of Christmas Future?' Scrooge asked nervously.

The ghost did not answer. It took Scrooge and showed him scenes of the future. In one, people were talking about Scrooge's death, but not one person was unhappy about it. The ghost also took him to the Cratchit family. The family was very sad. The little boy, Tiny Tim, had died.

The next morning, Scrooge opened his window and asked, 'What day is it today?'

'Why sir, it's Christmas Day,' replied a young boy in the street.

Scrooge was very happy. He gave money to the boy to buy an enormous turkey for the Cratchit family. Then he went out into the street.

'Merry Christmas! Merry Christmas!' He wished everybody he saw Merry Christmas. He met the man who had asked for money for the poor and gave him a large sum of money. Scrooge then went and visited his nephew and had the best Christmas dinner in his life. The next day he went to his office early. He waited for Bob Cratchit.

'You are late!' said Scrooge in an angry voice.

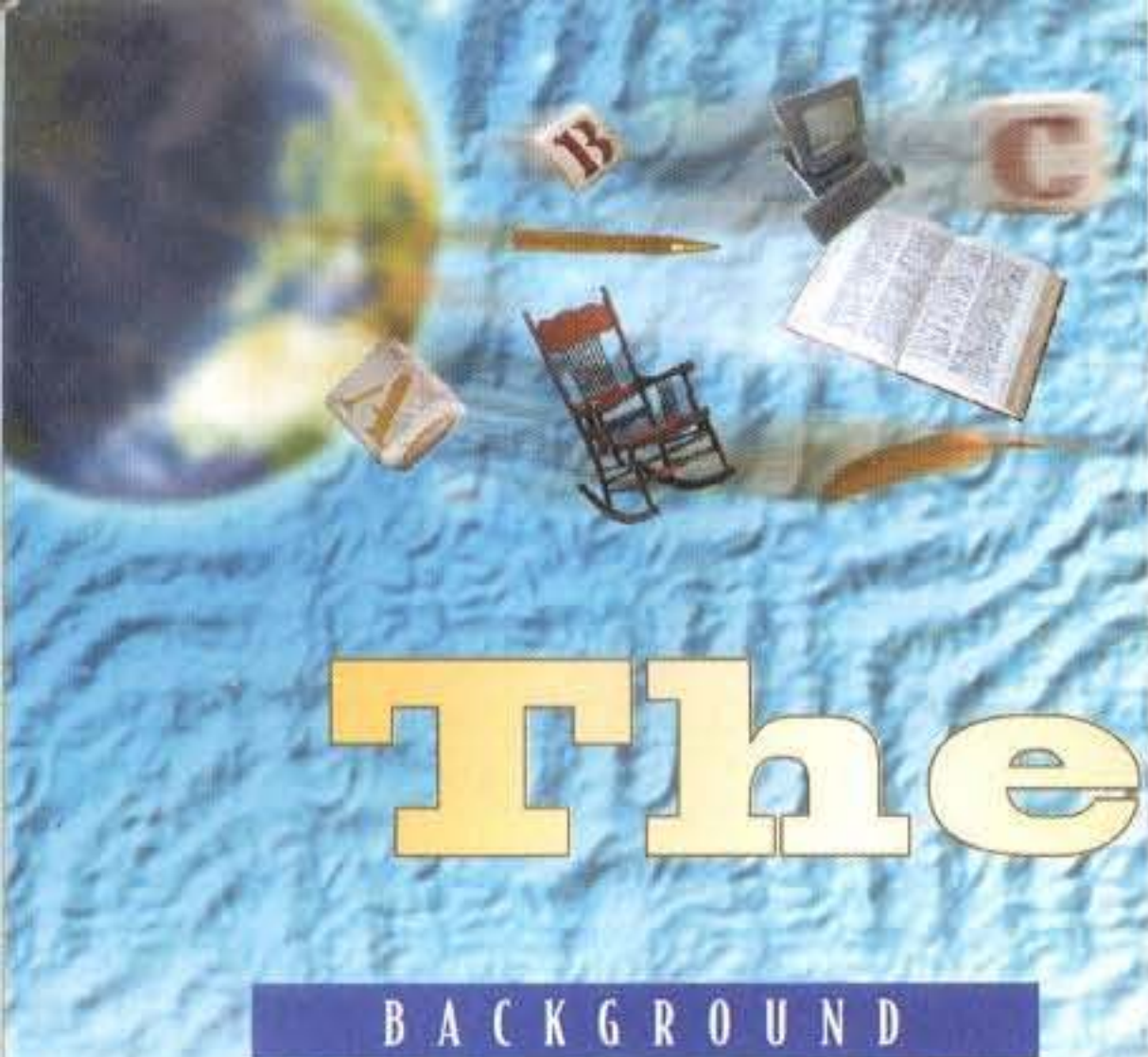
'Yes, I'm very sorry ...' replied poor Bob.

'In that case, I'm afraid I'm going to ... increase your salary! Merry Christmas, Bob!'

From that day, Scrooge was the happiest man in the world. He gave money to the poor. He helped Bob Cratchit's family.

And people always said of him: 'He knew how to celebrate Christmas.'





The Pearl

BACKGROUND

John Steinbeck (1902–68) was born in California. After university, he had several different jobs. He worked on farms looking after cattle or picking fruit. Many of Steinbeck's novels and stories were about the hard lives of farming families in California, like *Pastures of Heaven* (1932) and *Of Mice and Men* (1937). His most famous book, *The Grapes of Wrath* (1939), was about a poor, migrant family in the terrible period of economic depression of the 1930s. Other famous works include *Tortilla Flat* (1935), *Cannery Row* (1945) and *East of Eden* (1952). Many of Steinbeck's novels were later made into Hollywood films. Steinbeck was given the Nobel Prize for literature in 1962.

The Pearl is an old Mexican folk story which Steinbeck tells with his characteristic understanding and love of humanity.

Literature Spot 3

Pearl

Before you start

1 Read about John Steinbeck and answer these questions.


- 1 What kind of people did Steinbeck write about?
- 2 What experience did he have of their lives?
- 3 In what period did Steinbeck write a lot of his most famous novels?

2 The three animals below are important in the story. Match them with the definitions.

oyster, scorpion, coyote

- 1 a kind of wild dog
- 2 a small sea animal that lives in a shell and produces pearls
- 3 a creature like a large insect that has a poisonous sting

Reading and Listening

3  Read and listen to the story. Order the sentences below.

Example 1 h

- a) The hunters thought there was a coyote. One of the hunters shot and killed the baby.
- b) The following day, Kino tried to sell the pearl in the main square of the town.
- c) Somebody burnt down their house and they had to hide.
- d) They left the town and started to walk to the capital.
- e) That day, when he was diving, Kino found an enormous pearl.
- f) Someone tried to get into their house in the middle of the night.
- g) Some men attacked Kino and he killed one of them with a knife.
- h) One day Kino's baby was stung by a scorpion, so he took the baby to the doctor.
- i) In the end, Kino threw the pearl back into the sea.
- j) Some hunters followed Kino and Juana into the mountains.

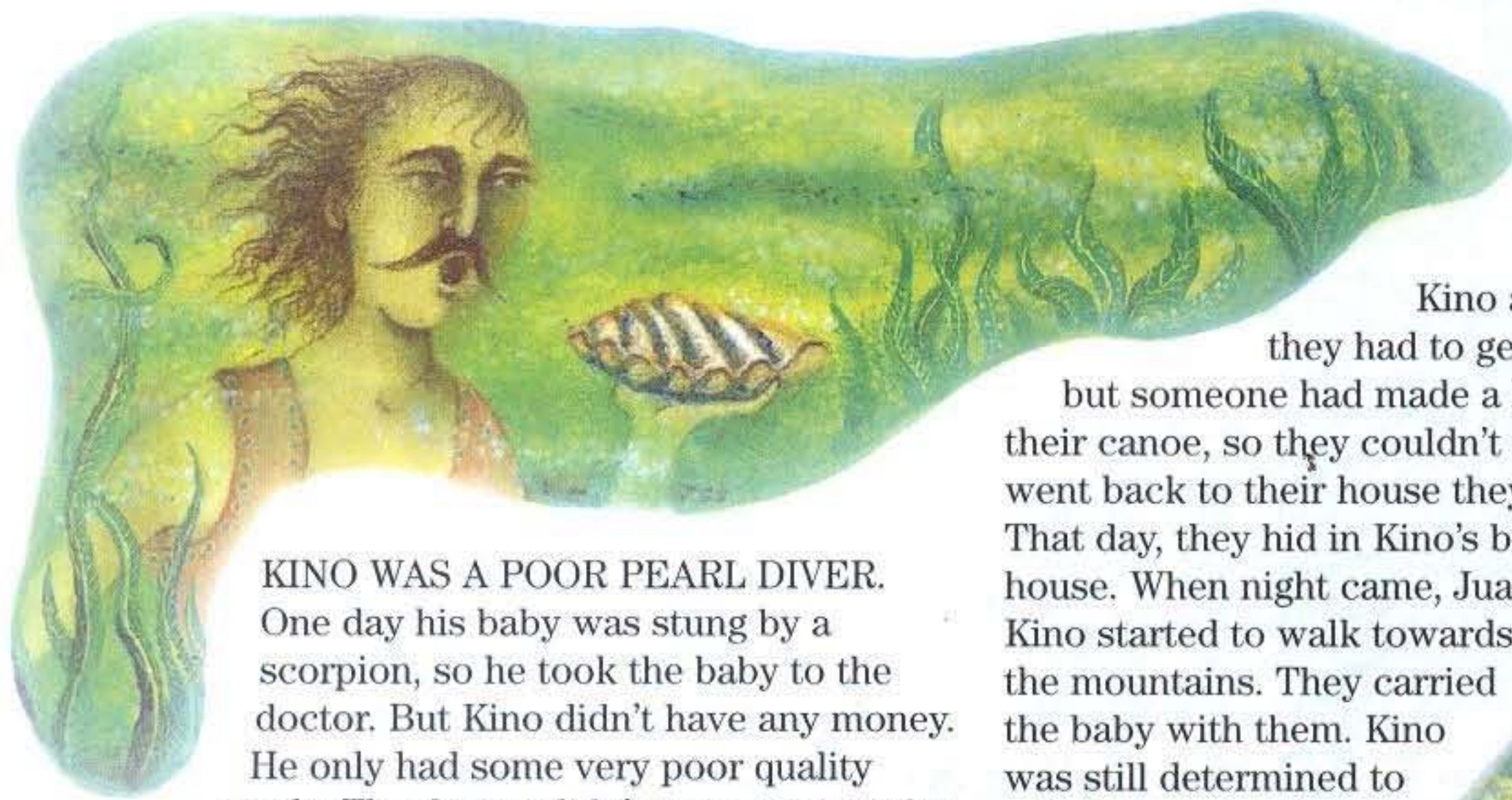
4 Read the story again and answer these questions:

- 1 Why did the doctor refuse to treat their baby?
- 2 Why did he visit them later that day?
- 3 Why did people try to get into Kino and Juana's house?
- 4 Why was Kino unhappy with the price the dealers offered him?
- 5 Why did he decide to go to the capital?
- 6 Why did the hunters follow them?
- 7 Why did Kino and Juana throw the pearl back into the sea?

5 Read the story again. Which of these do you think is the best moral to the story?

- a) money only brings unhappiness
- b) poor people can never win
- c) society is very unfair
- d) we should not exploit the sea





KINO WAS A POOR PEARL DIVER. One day his baby was stung by a scorpion, so he took the baby to the doctor. But Kino didn't have any money. He only had some very poor quality pearls. The doctor didn't want to treat the baby, so the doctor's servant lied to Kino: 'The doctor has gone out.'

That day, Kino went diving for pearls. When he was diving he saw a very large oyster. He swam down and down and picked up the oyster. Then he came to the surface. He took his knife and opened the shell of the oyster. Inside, there was an enormous and beautiful pearl – the greatest pearl in the world!

Kino and his wife Juana were very happy. Now they would have enough money to educate their son and maybe buy new clothes and even a rifle. The news of the pearl spread through the town very quickly. That evening, lots of neighbours came to their house and they talked about what Kino and Juana could do with the money.

The doctor and his servant also came to the house, because they had also heard about the pearl. The doctor made Kino and Juana afraid about the scorpion sting. He gave the baby medicine, which he said would save him. The doctor looked around the house, because he knew that the pearl would be hidden somewhere there.

In the middle of the night, while Kino and his family were sleeping, Kino suddenly heard a noise. Someone was trying to get the pearl! In the darkness, Kino jumped up with his knife but someone hit him on the head and ran away. The next morning he took the pearl to the pearl dealers in the main square of the town. There were many dealers but they all worked for one man and they always gave the divers the lowest possible price for their pearls. Kino went to different dealers but they all said that the pearl was too big and ugly and that it wasn't worth more than 1,500 pesos.

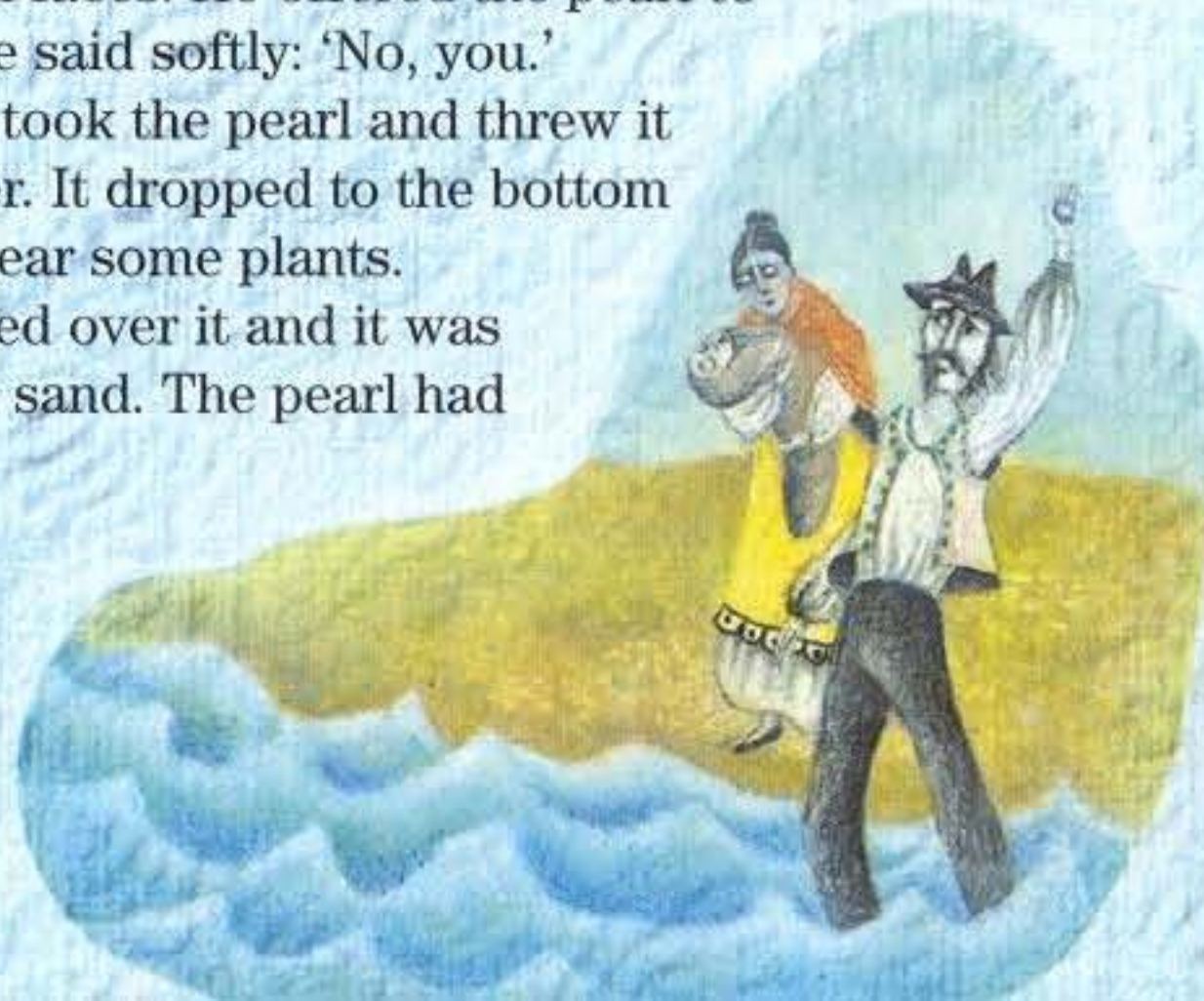
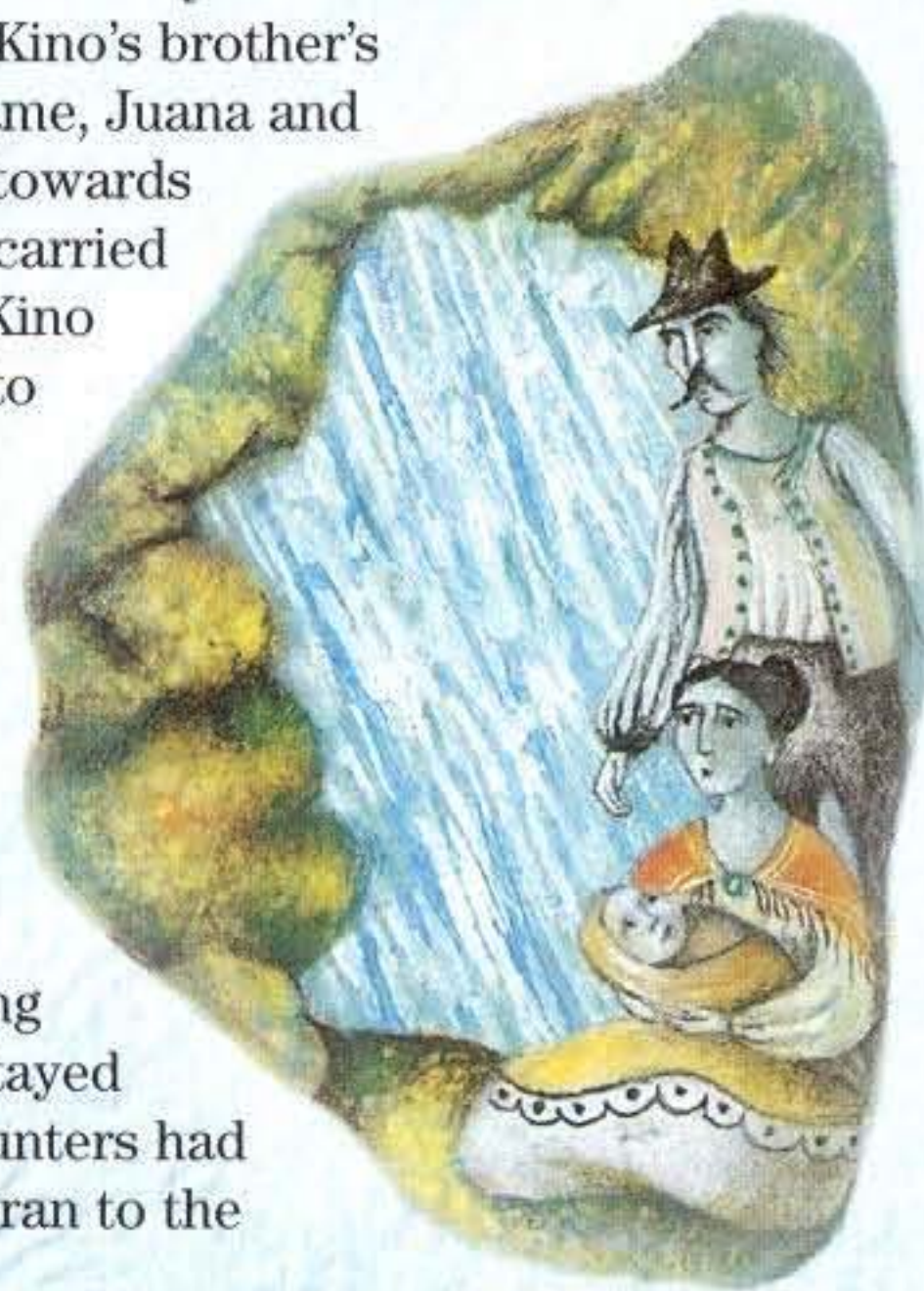
Kino was very angry. He decided to go to the capital city because he knew that the pearl was very valuable. But that night someone attacked him outside his house. Juana said that the pearl was evil and that it was going to destroy them. She tried to throw the pearl into the sea, but Kino stopped her. Soon afterwards, he was attacked in the darkness by a group of men. He defended himself with his knife and killed one of the men.

Kino and Juana knew that they had to get away from the town but someone had made a hole in the bottom of their canoe, so they couldn't go by sea. When they went back to their house they found it in flames. That day, they hid in Kino's brother's house. When night came, Juana and Kino started to walk towards the mountains. They carried the baby with them. Kino was still determined to sell the pearl and kept making plans about the future. During the day, they found a place to hide. They were resting when they saw that three hunters were following them. They hid and stayed very quiet until the hunters had gone past. Then they ran to the mountains.

High in the mountains, they found a stream and a waterfall. They drank water and then decided to hide in one of the caves under the waterfall. That evening, the hunters arrived and camped next to the waterfall. Juana had difficulty keeping the baby quiet, so Kino decided to go down and try to kill the men. He was just about to attack them, when the hunters heard the baby. They thought that it was a coyote.

A man fired his rifle just as Kino attacked. Kino then took the man's rifle and killed the other men. But suddenly everything went very quiet and Kino knew that something was wrong. He went back to the cave. The baby was dead! He had been hit by the first rifle shot. Kino and Juana walked back to the town carrying the body of their dead baby. They walked slowly. The people came out to meet them but Kino and Juana ignored everybody. They walked towards the sea. Kino took out the pearl. It was grey and ugly, and in the pearl he could see evil faces. He offered the pearl to Juana but she said softly: 'No, you.'

Kino took the pearl and threw it into the water. It dropped to the bottom and settled near some plants. A crab climbed over it and it was covered with sand. The pearl had disappeared.





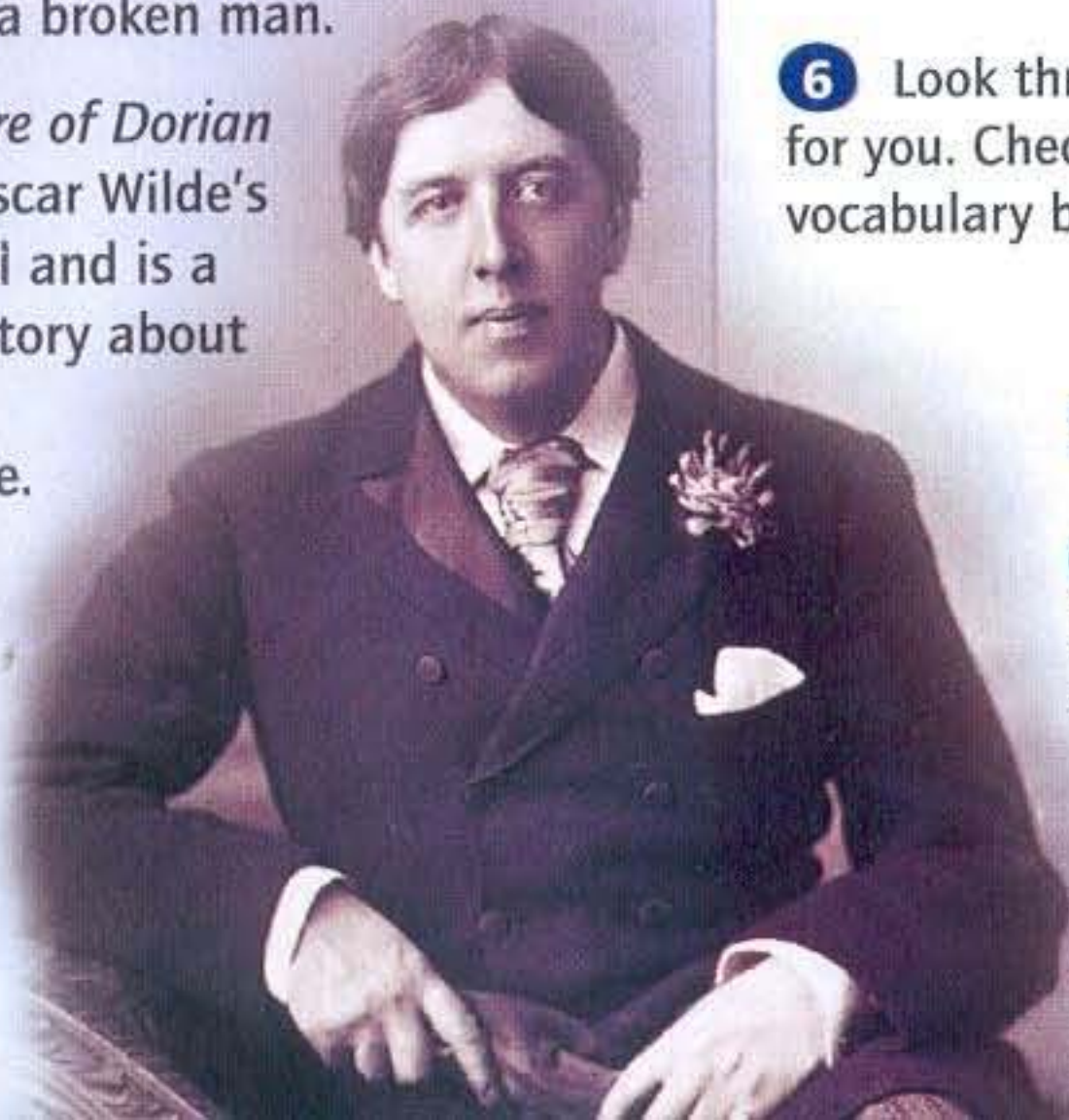
The Picture of Dorian Gray

BACKGROUND

Oscar Wilde (1854–1900) was born in Dublin in Ireland. He went to university at Trinity College Dublin and Oxford and then moved to London. As a young man, Wilde was brilliant and eccentric, with his long hair and extravagant clothes. He began writing poetry but his most famous works are his plays, especially comedies like *Lady Windermere's Fan* (1892) and *The Importance of Being Earnest* (1895) or the more serious *Salome* (1894). Like his conversation, his plays were full of quick humour, such as: 'Nowadays, people know the price of everything and the value of nothing.'

Wilde's career was stopped by scandal. He was sent to prison for homosexuality. When he came out of prison, he moved to Paris and died a broken man.

The *Picture of Dorian Gray* is Oscar Wilde's only novel and is a brilliant story about moral decadence.



Literature Spot 4

Before you start

- 1 Read about Oscar Wilde. What kind of person was he?
- 2 The story mentions some of the subjects below. Make adjectives from the nouns.


Example *fear – afraid*

fear, youth, anger, cruelty, horror, beauty, death, success

Reading and Listening

- 3 Look at the title and the pictures. What do you think the story is about?
a valuable painting, a robbery from an art gallery, obsession with a painting

Read the story quickly and find out.

- 4  Read the story again and listen at the same time. Are these statements about the story true or false?

- 1 Basil Hayward painted a portrait of his friend Dorian Gray.
- 2 Dorian made a wish to stay young and for his portrait to become old.
- 3 Dorian met a beautiful young painter called Sybil Vane and fell in love with her.
- 4 Sybil killed herself after Dorian left her.
- 5 On his thirty-eighth birthday, Dorian killed his friend Basil.
- 6 Sybil's brother followed Dorian and shot Dorian's friend.
- 7 Dorian finally decided to destroy the portrait with an axe.
- 8 When the servants found Dorian his face was old and horrible.

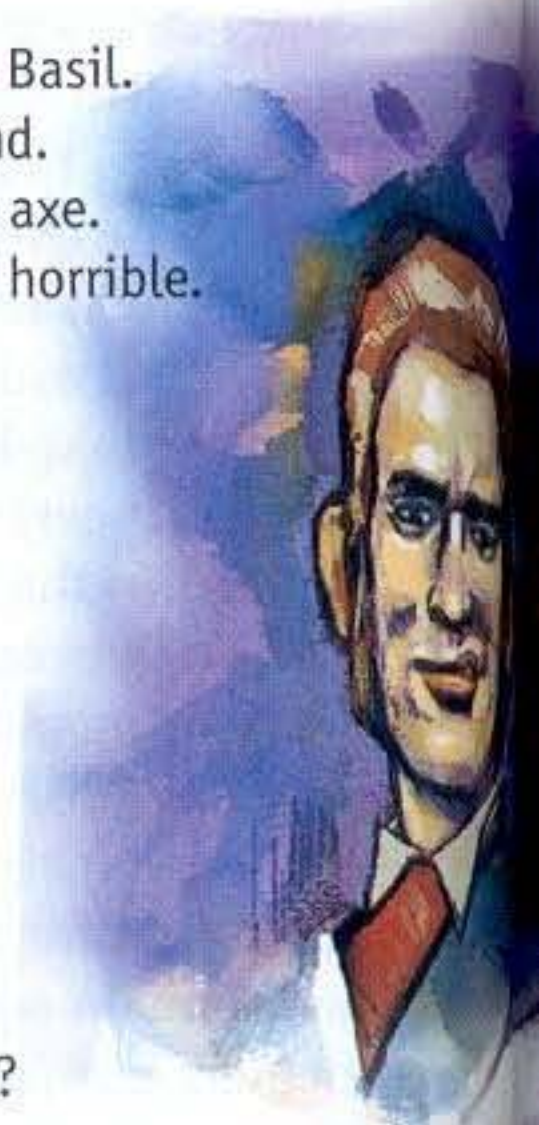
- 5 Read the story again and answer these questions.

- 1 Why did Dorian make his wish about the portrait?
- 2 What happened to his portrait after he left Sybil?
- 3 How did his face in the portrait change?
- 4 How did Dorian change physically over the years?
- 5 Why did Dorian kill Basil?
- 6 Why did the sailor follow Dorian?
- 7 Why did Dorian decide to destroy the portrait?
- 8 What happened to the portrait in the end?
- 9 What is the moral to this story? Do you agree with it?

- 6 Look through the story and choose five important words that are new for you. Check the meaning in the Mini-dictionary and write them in your vocabulary books.

Speaking

- 7 Think of ideas for a story about a very beautiful woman or a very handsome man. Tell the class your ideas.





Basil Hayward was a successful artist. He had nearly finished a portrait of a very handsome young man called Dorian Gray. One day a friend of his, Lord Henry Wotton, saw the

picture Basil was painting and wanted to meet this young man. A

few days later, Lord Henry and Dorian Gray met at Basil's house and went for a walk in the garden.

'Ah, how lucky you are to be so young. There is nothing in the world as important as youth!' said Lord Henry to Dorian. 'But time is your enemy.'

They went inside to see the portrait and Dorian looked at his own picture intensely.

'I wish I could always stay young and the picture could grow old. Oh, why did you paint this picture, Basil? Why should it stay young while I grow old? I wish the picture could change, and I could stay as I am.' Dorian was beginning to fall in love with his own picture.

A few weeks later, Dorian told Lord Henry that he was in love with an actress, called Sybil Vane. She was seventeen and very beautiful. Dorian didn't tell Sybil his name but she called him Prince Charming. He told her that he was in love with her and he wanted to marry her. Sybil's brother was worried about her and this mysterious young man.

'If that man harms my sister, I'll kill him,' he said to a friend.

But Sybil's brother was a sailor and had to go off to Australia.

One night, Dorian took his friends to see Sybil acting as Juliet in *Romeo and Juliet*. She acted badly and after the performance Dorian spoke to Sybil. He was very angry with her. 'But how can I pretend to be Juliet now that I know what real love is?' she said to him. Dorian said that he had loved her because she was a good actress.

Now he didn't love her any more and so he left her.

When he got back home Dorian looked at his portrait again. Somehow it was different. The face in the picture now had a cruel smile. Then Dorian remembered his wish. He realised that he had been cruel to Sybil. Tomorrow he would see her and be good to her and make up for what he had done. But the next day Lord Henry brought Dorian some terrible news. Sybil had killed herself! Lord Henry told him not to worry, that it would have been impossible to marry her anyway – she was just an actress. When Lord Henry left, Dorian looked at the picture of himself again. He realised that he would stay young and handsome forever and that the face in the picture would become ugly, old and cruel.

The years went by, but Dorian Gray stayed young and handsome. He enjoyed all the pleasures there were in life. However, his portrait changed and showed all the terrible secrets of his life. Dorian became more and more obsessed with the picture as the face in it became old and ugly. On Dorian's thirty-eighth birthday, Basil Hayward, the painter, came to see Dorian and told him that he was going away to Paris. Basil told him that people were saying terrible things about Dorian's life. Dorian decided to show Basil the portrait and to tell him his secret. Basil was horrified when he saw the face and told Dorian to change his life. Suddenly, Dorian became very angry with Basil. He took a knife ... and stabbed Basil several times. The next day, Dorian got rid of the body. Nobody would ever miss Basil Hayward. They would think that he had gone to France.

Later that night Dorian was in a bar talking to two women. One of the women said to him, 'Ah, I remember you. You're Prince Charming aren't you?'

A sailor heard this. It was Sybil's brother. He realised that this was the man who had been cruel to his sister eighteen years ago. Dorian was very afraid, but said that it couldn't have been him. He showed the sailor his face, the face of a young man of twenty. Then Dorian went away.

'I nearly killed that boy,' said the sailor.

'Boy?' said the woman. 'I first met him eighteen years ago, but his face hasn't changed in all that time.'

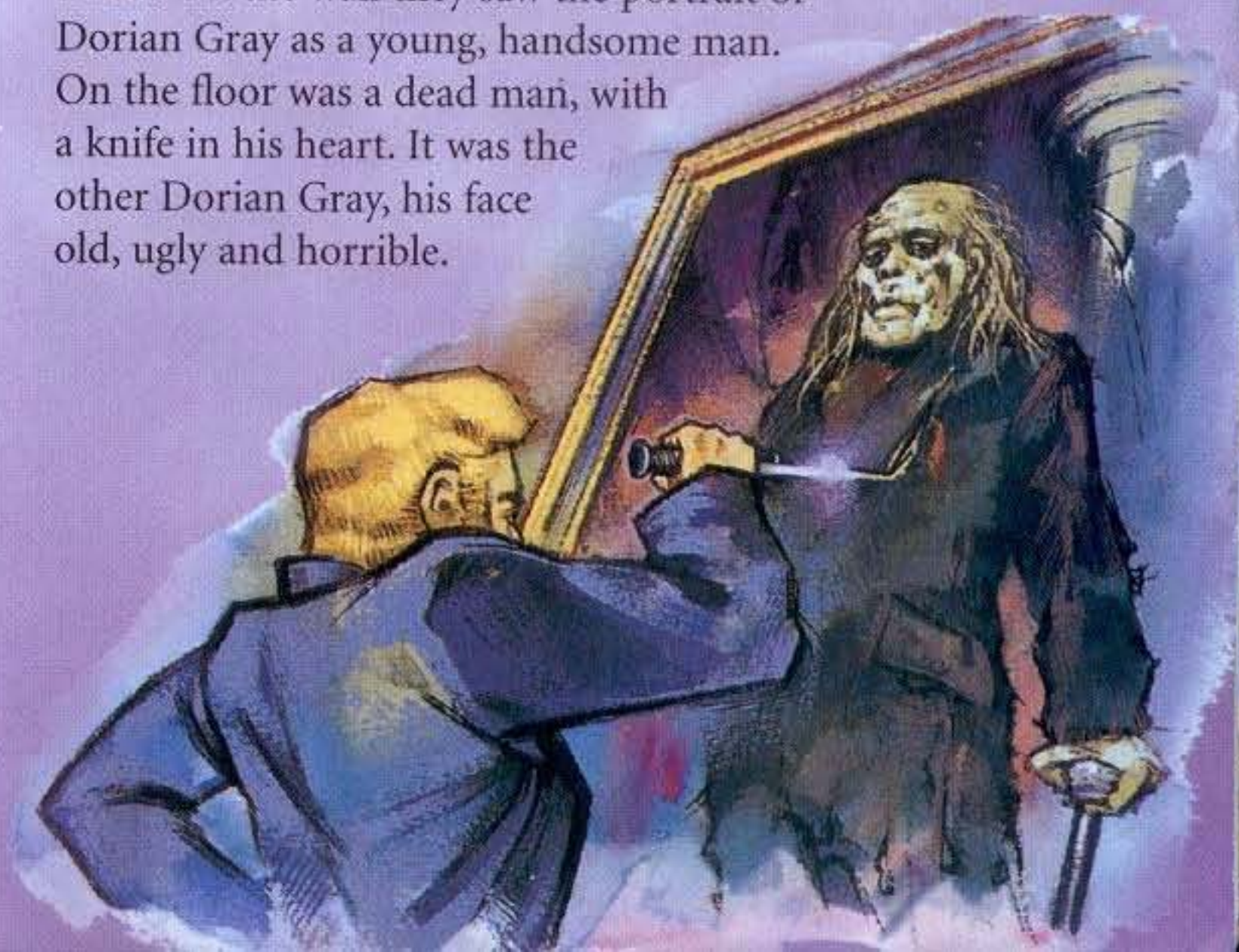
A week later Dorian was in the country staying with some friends, when he realised that the sailor was following him. He became very afraid. The next day he went out walking with some of his friends who were shooting. His friend shot at an animal and there was the cry of a man. He had killed the sailor who had been following Dorian. Dorian decided to change his life.

'Maybe if I have a better life, the face in the picture will not be so ugly and horrible.'

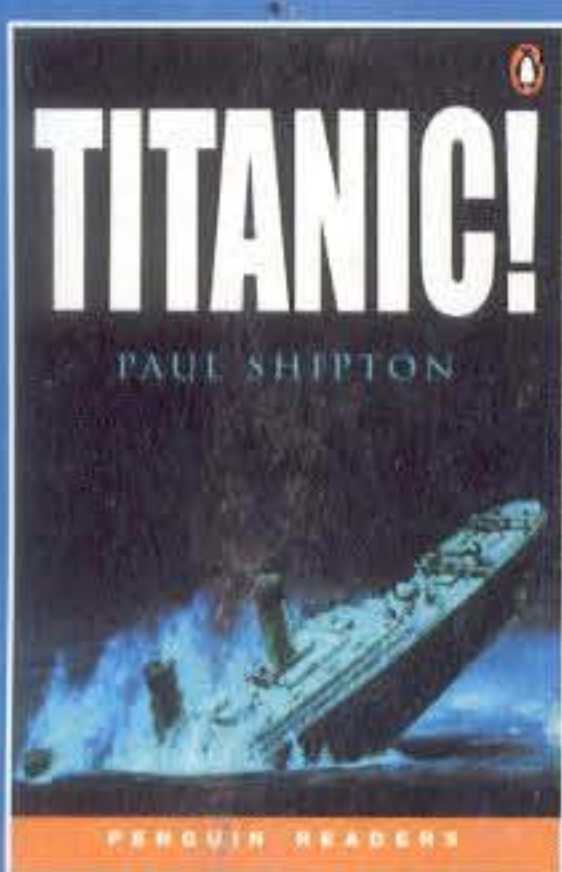
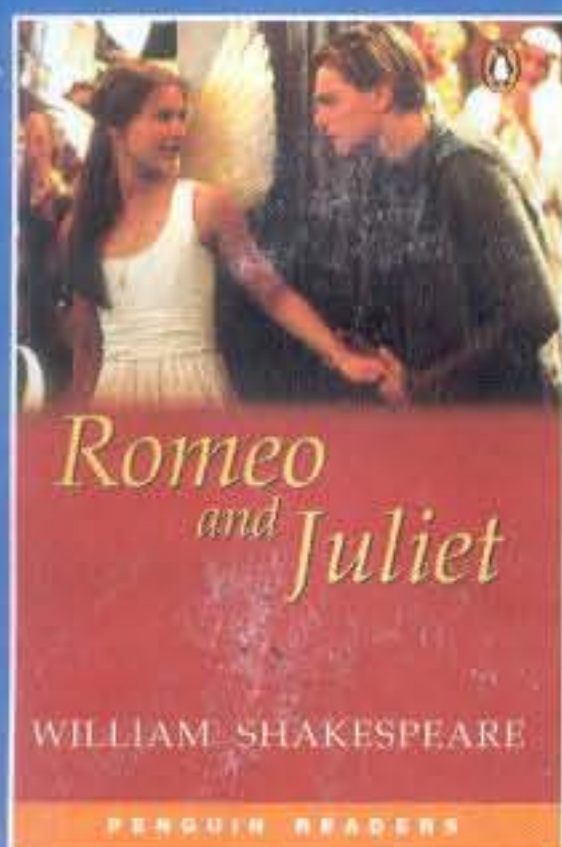
But when he looked at the portrait it was even more terrible than before. He decided to destroy the picture. He picked up a knife and stabbed the painting. There was a loud cry and a crash.

The servants were very afraid. They went into the room. On the wall they saw the portrait of Dorian Gray as a young, handsome man.

On the floor was a dead man, with a knife in his heart. It was the other Dorian Gray, his face old, ugly and horrible.



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See pages 36-37

See pages 66-67

See page 107

See page 57

Components

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