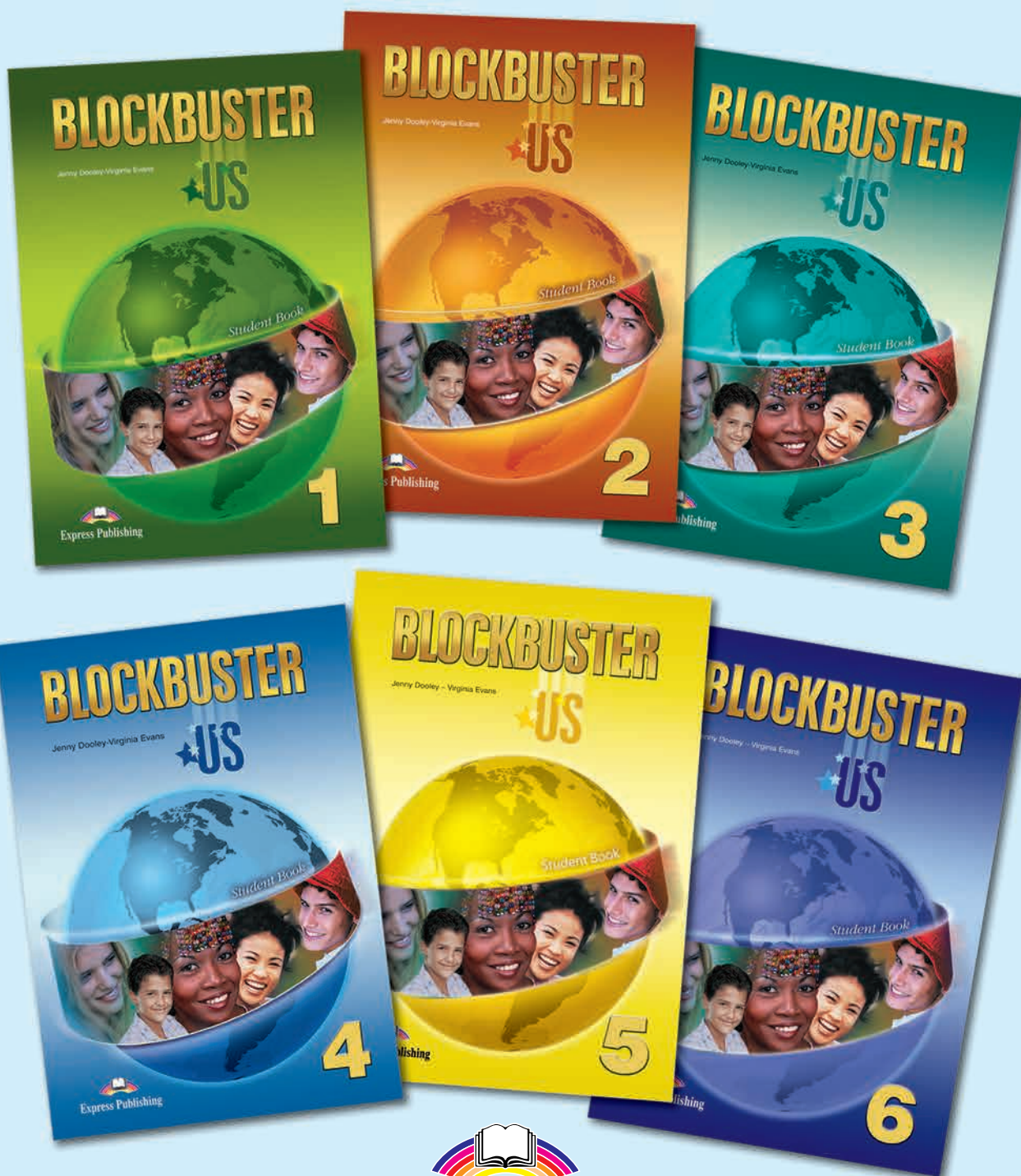


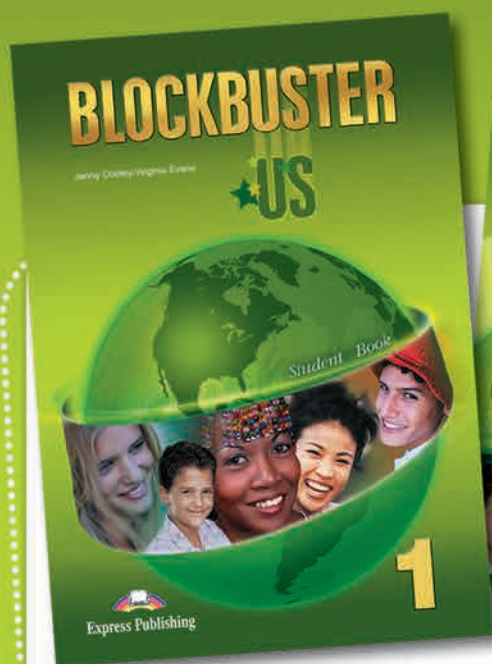
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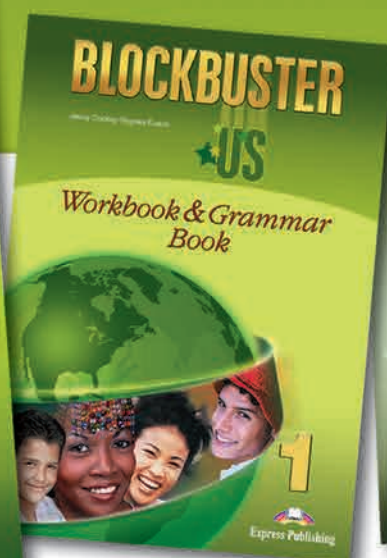


Express Publishing

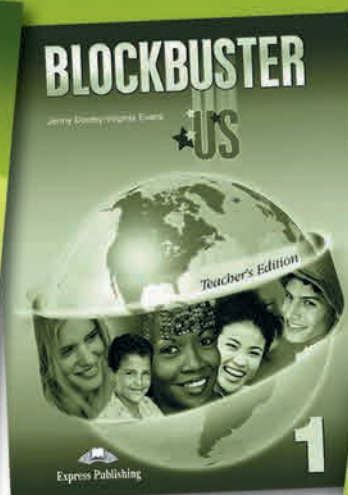
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Student Book



Workbook &
Grammar Book with
Grammar Reference
in English



Teacher's Edition



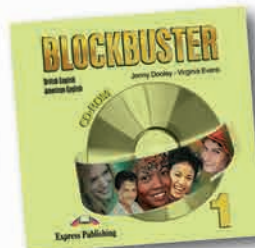
Test Booklet
CD-ROM



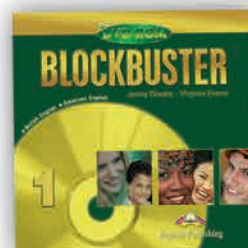
Class CDs



Student's CD



CD-ROM



DVD-ROM

BLOCKBUSTER

Jenny Dooley-Virginia Evans



Student Book



Express Publishing

1

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Work and Play

◆ Before you start ...

- What is your favorite animal?
- What does it look like?
- What can it do?

◆ Look at Module 5

- Where are the pictures (1-5) from? Say the Unit numbers.

◆ Find the page number(s) for

a famous actress

poems

a person's weekly routine

flowers

a dictionary entry

◆ Listen, read and talk about ...

- everyday activities
- daily routines
- days of the week
- months of the year
- seasons
- seasonal activities
- leisure activities
- vacations
- people's appearance/character

◆ Learn how to ...

- talk about daily routines and leisure activities
- say the days/months/seasons
- describe people's appearance and character



MODULE 5

Units 21 - 25

◆ Practice ...

- simple present
- adverbs of frequency
- prepositions of time
- pronunciation of /Λ/

◆ Write ...

- your daily routine
- your weekly routine
- about your favorite season
- an ad about a vacation spot
- an article about a famous actress



Culture Corner: Springtime in Virginia

Cross-Curricular Cut: Spring



21 Day In, Day Out

Vocabulary

Everyday Activities

1 a) Match the pictures (1-9) to the activities (a-i).

- | | |
|--------------------------|---------------------------------|
| a read the paper | f walk to work/school |
| b go to the gym | g go water-skiing |
| c cook lunch | h sleep in |
| d brush your teeth | i take the train to work/school |
| e go to an Internet café | |

Study Skills

Remembering New Words

Try to make sentences using new words. This helps you remember them. Look for examples in your dictionary.

- b) Which of these do/don't you do every day? *I read the paper every day.*
I don't go to the gym every day.

Listening

2 a) Listen and repeat. Can you explain these sentences in your language?

- | | |
|--------------------------------|------------------------|
| • What time do you start work? | • What time is it? |
| • At eight thirty. | • I'm late for school! |
| | • You're right. |

b) Read the sentences. Then close your books and try to remember as many as possible.


Reading

3 a) Read the dialogues and complete the sentences (1-3).

- Claire gets up at
- Claire starts work at
- Mary doesn't have school on

b) Explain the highlighted words in your language.



- 4  Listen to the dialogues (A-B) and read along. Find four differences between the recording and the text.

A Tom: What do you **usually** do in the morning, Claire?

Claire: Well, I get up at 7:00 and I **have breakfast**.

Tom: Do you take the train to work?

Claire: No, I don't. I **always** walk to work.

Tom: What time do you start work?

Claire: At eight thirty.

B Mary: What time is it, Ann?

Ann: It's eight o'clock.

Mary: Oh, no! I'm late for school!

Ann: You don't have school **today**, Mary. It's Saturday.

Mary: You're right!

- 5 Read the dialogues aloud in pairs.

Speaking

- 6 Look at Ex. 2 again. In pairs, say what the other speaker says.

- 7 Look at the pictures. Ask and answer questions, as in the example.

S1: Do you read the paper every day?

S2: Yes, I do. Do you go to the gym every day?

S3: No, I don't. Do you ... etc.

Writing

- 8 **Portfolio:** Write five sentences about your daily routine.


I get up at 7:30 every day.



22 My Week

Vocabulary

Days of the Week

- 1  a) Listen and repeat. Translate the days of the week into your language.



b) Now answer the questions.

- 1 What day is it today?
- 2 What day is it tomorrow?
- 3 What days are on the weekend?

Speaking

- 2 a) Look and say what Paul does each day.



On Mondays, Paul plays soccer.

- b) Tell your partner what you do each day.

On Mondays, I have a piano lesson.

Reading

- 3 a) Sue and Steve are friends. What does Sue do on Sundays? Guess. Then listen and read along. Was your guess correct?

Sue: Do you usually sleep in on Sundays, Steve?

Steve: No, I don't. I get up early and I sometimes go for a walk after breakfast. How about you, Sue?

Sue: I get up early every day during the week, so on Sundays I always stay in bed until lunchtime.

Steve: You lazy thing!

- b) What time do you get up on Sundays?

Exploring Grammar

Adverbs of Frequency

- 4 Study the examples. Do we use adverbs of frequency before or after the verb in English? Find examples in Ex. 3.

*He **always** sleeps in.*

*She **usually** has lunch at 1:00.*

*They **sometimes** go water-skiing.*

*I **often** play basketball.*

*He **never** plays basketball.*

5 Put the words in the correct order and make sentences.

- 1 eat / they / usually / at / lunch / 1 o'clock
- 2 TV / morning / Martha / watches / never / the / in
- 3 on / goes / always / he / swimming / Fridays
- 4 late / Philip / works / often

Listening

- 6 a) Linda is talking to her friend about what she does on weekends. Read sentences 1-5 and try to guess the correct answers.

b) Listen and choose the correct answer: A, B or C.

- 1 On weekends, Linda
 - A never goes out.
 - B always goes out.
 - C sometimes stays in.
- 2 On Saturday mornings, she usually
 - A meets friends.
 - B goes grocery shopping.
 - C goes to the gym.
- 3 Linda meets her friends at
 - A a hotel.
 - B home.
 - C the café in town.
- 4 How often does Linda go for a walk?
 - A every day
 - B very often
 - C every Sunday morning
- 5 Linda goes to the movies on ...
 - A Saturday evenings.
 - B Sunday evenings.
 - C Monday mornings.

Study Skills

Using a Dictionary

A dictionary entry tells you:

- how a word is pronounced
- what part of speech it is
- what the word means
- how the word is used in sentences

usually /yüzh-ə-wə-le/ adv: adv
before v, generally, normally
He usually gets up at 6 o'clock every day.

Songtime!

- 7 Look up the highlighted words in the song in your dictionary. What part of speech are they? Which ones have a direct opposite?

- 8 a) Read the title of the song. What could the song be about? Listen and read and check if you guessed correctly.

b) Read the song and write about the person's weekly routine. Compare it to your weekly routine.

Busy

On Mondays, I play football.
On Tuesdays, I meet friends.
On Wednesdays, I play basketball.
The fun just **never** ends.

*I'm **always** very busy.
I have lots of things to do.
From Monday to Friday.
And on the weekends, too.*

On Thursdays, I go shopping.
And buy the things I like.
On Fridays, I go swimming.
And I **often** ride my bike.

On Saturdays, I watch TV.
And stay up very **late**.
On Sundays, I have lots of fun.
The weekends are **just** great.

Writing

- 9 **Portfolio:** Write your weekly routine.

23 All Year Round

Vocabulary

Months & Seasons

- 1 a) Listen and repeat.
Say the months of each season.



- b) Which is your favorite season?

Reading

- 2 a) Read the title. What is the text about? Which of the words/phrases do you expect to read?

- school • beach • go skiing
- watch TV • ride bike • snow

Listen to the recording or read the text and check if you guessed correctly.

I ♥ winter

Winter is great in Colorado. It's very cold, but when it starts to snow, everything looks beautiful. Sometimes it starts to snow in September. I go skiing as often as I can. It's so much fun. Some of my friends go ice-skating, but not me.

Peter, US

- b) Read the text again. What is Peter's favorite activity?

- 3 What do you *usually/never/always/often/sometimes* do in the summer/spring/winter/fall? Choose from the pictures.



In the summer, I usually go swimming. I never fly a kite.

Exploring Grammar

Prepositions of Time

- We use **on** for days, dates and periods of a day (*on Monday, on March 12th, on Friday morning*).
- We use **in** for months and seasons (*in July, in the summer*).

- 4 Fill in *on* or *in*, as in the example.

- 1 Mark's birthday is *on* March 3rd.
- 2 Al's birthday is August.
- 3 Mike always drives to work Mondays.
- 4 I go ice-skating the winter.
- 5 Bill goes shopping Saturday mornings.

Game

Your teacher names days, dates, months, etc. In teams, repeat the word with the correct preposition (*in, on, or at*). Each correct answer gets 1 point. The team with the most points is the winner.

Teacher: Monday.

Team A S1: on Monday

Teacher: Correct! Team A gets 1 point.
night

Team B S1: at night etc.

Simple Present (Negative & Interrogative)

- 5 Study the table. How do we form the negative and interrogative of the simple present?

NEGATIVE	
I/you/we/they don't he/she/it doesn't	know/like/go, etc.
INTERROGATIVE	
Do I/you Does he/she/it	know/like/go, etc.?
SHORT ANSWERS	
Yes, { I/you/we/they do . he/she/it does .	No, { I/you/we/they don't . he/she/it doesn't .

- 6 Fill in the blanks with *does* or *is*.

A: 1) your brother play football?

B: Yes, he 2) He 3) on the school team.

A: Really? 4) he have a favorite team?

B: Of course he 5) His favorite team 6) the Chicago Bears.

A: 7) he go and watch them play?

B: No, but he watches them on TV.

- 7 Use the prompts to ask and answer questions in pairs, as in the example.

1 you / play basketball?

A: *Do you play basketball?*

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

2 you / walk to school/work?

3 your father / go to the gym?

4 you / get up early?

5 your mother / work?

6 you / go swimming in the summer?

- 8 Study the examples (1-2). Then use *and* or *but* and turn the prompts into complete sentences.

1 Pat / play tennis (✓) - basketball (X)

Pat plays tennis, but she doesn't play basketball.

2 Lyn / like reading (✓) - swimming (✓)

Lyn likes reading and swimming.

3 Tim & Bob / ride a bike (✓) - a horse (X)

4 Rosa / go to the movies (✓) - theater (X)

5 Tony / speak English (✓) - Spanish (✓)

Speaking

- 9 Use the prompts to ask and answer questions in pairs, as in the example.

- live in an apartment?
- play video games?
- take the bus to school/work?
- like pop music?
- dance well?
- get up early on Sundays?
- meet your friends every day?

A: *Do you live in an apartment?*

B: *Yes, I do. What about you?*

A: *I don't. I live in a house. Do you ... etc.*

Writing

- 10 **Portfolio:** What is your favorite season? Write a short paragraph about it.

Include:

- season
- things you/your friends do

24 Free Time!

Speaking

- 1 How do you spend your summer vacation?
Where do you go? With whom? Tell the class.

Listening

- 2  Listen and correct the sentences.

- 1 You can go to a National Park only in the summer.
- 2 Backpacker's Bus Tours offer tours in Europe only.
- 3 Tomson Tours is very expensive.

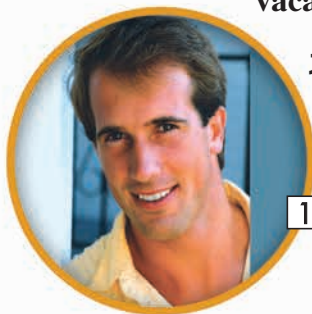
Study Skills

Looking for Specific Information

Underline key words in the descriptions, questions, etc. Read the text(s) and try to find sentences, phrases, etc. that match the underlined key words. The matching sentences, phrases, etc. are usually paraphrased.

Reading

- 3 a) Read description #1 below and focus on the underlined parts. Then read the ads (A-C) and use the key words in description #1 to find the best vacation for Jack.



Jack is a teacher. He likes to meet new people and see new places. Jack gets six weeks' vacation in the summer. In his free time he goes swimming and he reads.

1

Mr. and Mrs. Brown and their children like lots of different sports and activities. They usually go on vacation in the spring, but they don't go abroad.



2

b) Read description #2 and underline the key words. What is the best vacation for the Browns?

c) Now, explain the words in bold in your language.

- 4 Read the ads again and write the opposite of each adjective below.

- 1 boring places \neq interesting places
- 2 old friends \neq friends
- 3 expensive vacations \neq vacations
- 4 old-fashioned motels \neq ... motels
- 5 dirty motels \neq motels

Visit a National

A

Explore America from Maine to Hawaii, 365 days a year.

America's National Parks offer a **wide range** of sports and fun activities for the whole family, all year round.

Why go **overseas** when you can have a great vacation right here at home?

Call the National Park Service
1-800-555-4378
for more **information**.

Everyday English

Talking About Leisure Activities

5 a) Listen and repeat.

A: What do you do in your free time, Mrs. Jones?

B: I usually read a good book or watch TV. What about you?

A: I go swimming!

b) Work in pairs. Pretend you are a famous person. Your partner asks you about your leisure activities.

A: What do you do in your free time, Brad?

B: I go fishing or horseback riding.



Pronunciation /ʌ/

6 Listen and repeat.

brother – does – love –
mother – money

My brother doesn't have a lot of money.

My mother loves the countryside.

Writing (project)

7 Portfolio: Write a short ad about a vacation spot.

Park
near you this year

B

Backpacker's Bus Tours

Join a Backpacker's Bus Tour and spend 4 to 6 weeks this summer in new and interesting places.

We offer tours throughout Europe, the US and Australia.

Come and make new friends along the way!



Visit our website at
www.backpackers/bustours.com

C

Tomson Tours offers
affordable vacations with fun for the whole family.
Visit any state in the US and stay in one of our clean,
modern motels.

Whether you want sun and relaxation at the beach or
want to explore the desert or the mountain, we have
the right package for you.

T T Tomson Tours

Call 1-800-555-1000 now!

25 People I Love

Skills Work

Vocabulary

Appearance

- 1 Read the adjectives and explain them in your language.



fat/chubby



thin

Build

short



tall

Listening

- 2 a) Listen and choose the correct words in bold.

- 1) tall/short and thin – short brown hair – 2) **brown/blue** eyes – beard and mustache



John

- rather 3) **short/thin** – 4) **gray/black** hair – green eyes – glasses



Samantha

- rather short and 5) **thin/fat** – 6) **short/curly** black hair – 7) **brown/green** eyes



Bill

- rather tall but a little 8) **thin/chubby** – 9) **long/short** brown hair – 10) **brown/green** eyes



Kate

- b) Choose a person and describe him/her to your partner.

John is tall and thin. He has ... hair, ... eyes, a ... and ...

Character

- 3 Match the words (1-4) to their meanings (a-d) and then make sentences.

- | | |
|----------|---------------------------------|
| 1 kind | a always tells the truth |
| 2 smart | b is quick to understand things |
| 3 funny | c wants to help other people |
| 4 honest | d can make people laugh |

A kind person wants to help other people.

Speaking

- 4 In pairs, talk about members of your family or friends, as in the example.

A: *What does your mother look like?*

B: *She's tall and thin with blonde hair and blue eyes.*

A: *And what's she like?*

B: *She's kind. She always wants to help people.*

Study Skills

Predicting

The first sentence of each paragraph (topic sentence) usually tells you what a paragraph is about. This helps you predict what the text is about.

Reading

- 5 a) Look at the title of the article and read the first sentence of each paragraph. Which paragraph ...**
- 1** is about Ben's leisure activities?
 - 2** tells us the person's name, job, nationality, year of birth and where they live?
 - 3** tells us how the writer feels about Ben?
 - 4** is about Ben's appearance and character?
- b) Read the article again and say five things about Ben Affleck.**

Famous People

Ben Affleck

by Sylvie

- 1** Ben Affleck is a famous American actor and writer. Ben was born in 1972 and he lives in California.
- 2** Ben is a handsome man. He has short brown hair and brown eyes. He is smart and funny, and he makes friends easily.
- 3** Ben doesn't have much free time. When he does, though, he likes riding his motorcycle, taking photographs and surfing the net.
- 4** Ben Affleck is great. He's an excellent actor and a wonderful person.



Writing

- 6** Use the information in the plan to talk about Holly Marie Combs.

Plan

Para 1 Name:

Holly Marie Combs

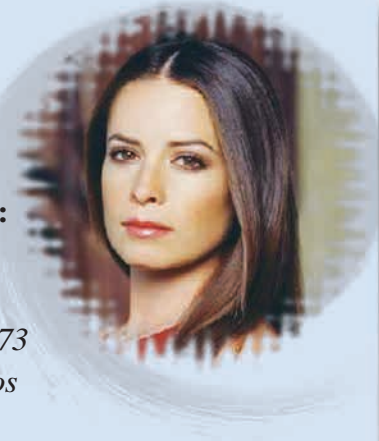
Nationality:

American

Job: actress

Born in: 1973

Lives in: Los Angeles



Para 2 Appearance: beautiful, long brown hair, brown eyes

Character: *kind and honest – never lies to people*

Para 3 Leisure activities: horseback riding, gardening, playing with her cats

Para 4 What do you think of her?

- 7 Portfolio:** Write an article about Holly Marie Combs for your school magazine. You can use the article in Ex. 5 as a model.

Holly Marie Combs is
 Holly is a
 In her free time, she likes
 Holly is wonderful. She is a great actress – one of Hollywood's best.

Now I can...

- talk and write about daily routines, leisure activities and my favorite season
- say the days/months/seasons
- describe people's appearance & character
- write an ad about a vacation spot
- write an article about a famous person

in English

Springtime in Virginia

- 1 Look at the pictures and the title. Where do these flowers grow? What time of the year do they grow?



- 2 Listen to the recording and read the text. Then match the names of the flowers to the pictures.

- 1 Virginia bluebells 2 yellow trout-lilies 3 black locusts 4 pink lady's slippers

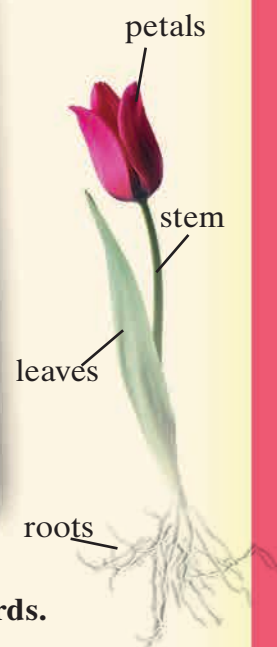
The first **sign** of spring in Virginia is when flowers **appear**. There are lots of different **kinds**, but some of the most beautiful ones are bluebells, black locusts, yellow trout-lilies and pink lady's slippers.

Virginia bluebells are blue and **look like bells**. They bloom in the **woods** before the **leaves** of the trees come out.

The flowers of the Black Locust tree are actually white! They smell very sweet and come out in May. They love the sun, but they also **block** it from other flowers.

Pink lady's slippers are very **rare** and **unusual**. They have pink flowers but no **petals**. They come out in April and they can live up to twenty years.

Yellow trout-lilies open every morning and close every night. **During** the day they follow the sun as it moves **across** the sky.



- 3 Read the text and choose the best title. Then, explain the highlighted words.

- (A) **Spring activities** (B) **Virginia spring flowers** (C) **Enjoy a spring walk**

- 4 Read the text again and find:

- 1 two months
- 2 five colors
- 3 a flower that is difficult to find
- 4 two flowers that are shaped like familiar objects

Make a
POSTER

- 5 **Project:** Attach pictures of flowers in your country on a piece of construction paper. Write their names in English.

Cross-Curricular Cut

Spring

5
Literature

1 a) What is spring like in your country? What activities do you do in spring? What images does spring bring to mind?

b) Which of the following can you see in the pictures?

- bud • bird • bee • green leaves
- smile • grass

2 Listen to the recording and read the poems (A-C). Then answer the questions (1-3).

- 1 Why does Steve love spring?
- 2 How does spring make Ernie feel?
- 3 How does Ann know spring is here?

A

I love spring.
Because every day
There's something new
That is here to stay.
Another bud opens
Another bird flies
Another flower grows
What a treat for my eyes.
Steve

I ♥ Spring

B

Spring

Spring makes the world a happy place.
You see a smile on every face.
Flowers come out and birds arrive,
Oh, isn't it great to be alive?
Ernie

3 **Portfolio:** In groups of three, write a poem about spring. Draw or attach pictures to decorate it. Use these words:

- bee • tree • river

C

Spring is here.
You can smell it
in the air.
On the trees
Leaves are green.
The grass is out
Bees fly around.
Ann

Spring is here

Self-Check 5

Vocabulary

1 Make sentences, as in the example.



0 David goes grocery shopping on Mondays.

(Points: $\frac{\quad}{10}$)

2 Fill in the months in the correct order.

1 2 March

3 May June

4 August 5

6 November 7

(Points: $\frac{\quad}{7}$)

3 Circle the word that doesn't belong.

1 read, cook, walk, school

2 winter, summer, Sunday, spring

3 short, gym, tall, thin

4 kind, chubby, smart, funny

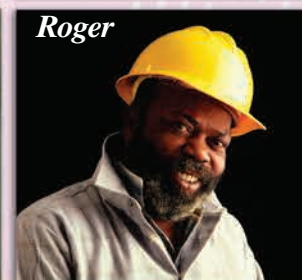
(Points: $\frac{\quad}{8}$)

4 Put the days in the right order.

Saturday Friday
Tuesday Monday Sunday
Thursday Wednesday

(Points: $\frac{\quad}{7}$)

5 Look at the pictures and answer the questions.



1 Who has a mustache?

2 Who has a beard and a mustache?

3 Who has long black hair?

4 Who has curly blonde hair?

(Points: $\frac{\quad}{8}$)

6 Make a sentence for each word/phrase, as in the example.

0 late

I'm late for school.

1 on the weekend

2 hair

3 gym

4 on Saturdays

5 summer

6 tall

7 free time

(Points: $\frac{\quad}{14}$)

- 7 Look at the picture and answer the questions, as in the example.



- 0 Who has long hair?
Mary Joe and Liz have long hair.
- 1 Who has curly hair?
- 2 Who wears glasses?
- 3 Who is chubby?
- 4 Who is thin?
- 5 Who has gray hair?
- 6 Who is tall?
- 7 Who has short wavy hair?
- 8 Who has brown hair?

(Points: $\frac{\quad}{16}$)

Grammar

- 8 Write ten sentences about yourself using the following adverbs of frequency.

always often usually never sometimes

(Points: $\frac{\quad}{10}$)

- 9 Complete the sentences with *do, does, don't* or *doesn't*.

- 1 A: you and Peter like chocolate?
B: I do, but Peter
- 2 A: Ann live in Cleveland?
B: No, she
- 3 A: Paul and Mark go to school?
B: No, they
- 4 A: you and Sarah go out every weekend?
B: Well, I do, but Sarah
- 5 A: they cook dinner every night?
B: No, they

(Points: $\frac{\quad}{10}$)

Speaking

- 10 Answer the following questions.

- What's your favorite day? Why?
- What's your favorite season? Why?
- What do you do on the weekend?
- What time do you get up on Mondays?
- What month is it now?

(Points: $\frac{\quad}{10}$)



Smile!

How do you want your hair cut, Steve?

Like Dad's – leave a hole on top.



My score

Great Good
Could be better

pairwork
activity

Student A looks at page 156. Student B looks at page 160. Ask each other questions and complete your tables.



CHRISTMAS

Around the World!

1 How much do you know about Christmas? Take the quiz to find out. Check your answers.

- The tradition of putting up a tree at Christmas is from:
A Germany **B** Finland
- In North America, children put stockings out at Christmas time. Children in the Netherlands use:
A old hats **B** shoes
- The poinsettia, a traditional Christmas flower, comes from:
A Canada **B** Mexico
- Which name does NOT belong to one of Santa's reindeers?
A Klaxon **B** Blitzen
- In Syria, Christmas gifts are brought by:
A Father Christmas **B** one of the Wise Men's camels
- According to English tradition, Santa Claus lives in:
A the South Pole **B** the North Pole
- Who isn't one of the Three Kings?
A Balaus **B** Gaspar
- At Christmas, tradition says to kiss under the:
A poinsettia **B** mistletoe
- Who is the author of *A Christmas Carol*?
A Mark Twain **B** Charles Dickens
- How many reindeer does Santa have?
A ten **B** eight

2	B	4	A	6	B	8	B	10	B
1	A	3	B	5	B	7	A	9	B



PAIRWORK ACTIVITIES



MODULE 5



Name:	.....
Nationality:	American
Job:	.....
Year of birth:	1978
Lives in:	.....
Father's name:	Chris
Mother's name:	.....
Appearance:	curly brown hair, blue eyes
Character:	.....
Leisure activities:	.....

MODULE 6



	every day	once a week	twice a week	two/three times a month	never
fish					
burgers					
chicken					
cheese					
eggs					
pizza					
carrots					
meat					
potatoes					
fruit					



21 Day In, Day Out

SAMPLE PAGES
FROM BLOCKBUSTER US 1
Workbook & Grammar Book

1 Use the prompts to write complete sentences.



go jogging/every morning



play tennis/every Friday



go to work/by bus



go to the park/every Sunday



like/going shopping/every Saturday



go swimming/every weekend

1 She goes jogging every morning.

2 Complete the phrases by using the correct verb from the list. Then write sentences about yourself and your family.

• brush • walk • go (x2) • sleep • cook • read • have

- 1 to the gym
- 2 lunch
- 3 to school/work
- 4 late

- 5 the paper
- 6 to a video arcade
- 7 your teeth
- 8 breakfast

1 Write the days of the week in the calendar. Then answer the questions.

- What day is April 15th? 6th? 26th? 7th? 30th? 11th? 17th?
- It's Tuesday. What day is it tomorrow?
- It's Sunday. What's the day after tomorrow?
- It's Friday. What day is it in three days?



Grammar

Simple Present

2 Complete the text using the correct *simple present* form of the verbs in parentheses.

This is Antonio. He 1) (be) eleven years old. He 2) (live) in Miami. His mother and father 3) (be) from Cuba, so Antonio 4) (speak) English and Spanish. He 5) (not have) a sister, but he has two brothers. He 6) (want) to be a doctor, like his father.

Antonio 7) (like) all sports, but his favorite sport is swimming. He 8) (go) swimming every day from 7 till 9 in the evening. In his free time he 9) (play) tennis and 10) (meet) his friends. Antonio 11) (not like) computer games, but he likes watching TV. On Sunday evenings he 12) (watch) a video with his brothers or with his friends.



Listening

3 Listen to Sarah and Joan talking about different activities. What does each person do? For questions 1-6, write a letter (A-H) next to each person. You will hear the conversation twice.

- Joan ☒ D
- Ann ☐
- David ☐
- Pete ☐
- Paul ☐
- Sarah ☐

- | | |
|----------------------|-----------------------|
| A plays football | E goes swimming |
| B watches a movie | F goes to the theater |
| C plays basketball | G has a French lesson |
| D has a piano lesson | H goes to the gym |

23 All Year Round

1 a) Do the crossword puzzle.

Across

- 2 tenth month of the year
- 3 fifth month of the year
- 4 first month of the year
- 5 third month of the year
- 6 eighth month of the year

Down

- 1 last month of the year
- 4 sixth month of the year
- 6 fourth month of the year
- 7 ninth month of the year

b) Which months aren't included in the crossword puzzle?

Grammar

Prepositions of Time

2 Circle the correct preposition.

- 1 Sandra has dinner **at/on** 6:30.
- 2 The banks aren't open **in/at** the afternoon.
- 3 Jessie goes on vacation **in/on** June.
- 4 Claire reads books **in/on** the evenings.
- 5 Bob's driving test is **in/on** September 13th.
- 6 She has guitar lessons **at/on** Wednesdays.

3 Look at the bulletin board and write sentences, as in the example.



The rock concert is on March 31st.

Adverbs of Frequency

4 What do these people do when they are on vacation? Write sentences, as in the example.

always	✓✓✓✓	sometimes	✓
usually	✓✓✓	never	✗
often	✓✓		

	play golf	play tennis	go swimming	read books	watch videos
Mark	✓✓✓	✓	✓✓	✓✓✓✓	✗
Pancho & Ria	✗	✓✓	✓✓✓✓	✓	✓✓✓
Will	✓✓	✗	✓✓✓✓	✓✓✓	✓
Tom & Mary	✓	✓✓✓	✗	✓✓	✓✓✓✓

*Mark usually plays golf when he is on vacation.
He sometimes ...*

Grammar

Simple Present

- 1 Use the prompts and the pictures to complete the dialogue, as in the example.



- 1 *Does* John go to the beach on weekends?
No, *he doesn't. He rides his bike on weekends.*



- 2 Peggy stay at home on Fridays?
No,
.....
.....



- 3 you play the piano, Sarah?
No,
.....
.....



- 4 George and Pat cook on Friday evenings?
No,
.....



- 5 Shaquille play with his friends on Saturday mornings?
No,
.....

- 2 Use the phrases to write sentences about you, your family or your friends, as in the example.

- ride a bike • go camping • take pictures • go fishing
- walk on the beach • eat at a restaurant

I ride my bike on weekends.

Everyday English

Weekend Plans

- 3 Use phrases from the list below to complete the conversation.

John: What a day, Mike!

Mike: 1
.....

John: Well, it's Friday and there's a weekend ahead.

Mike: 2
.....

John: Oh, I always sleep late.

Mike: 3
.....

John: Really? Can I come with you tomorrow?

Mike: 4
.....

John: Great. We can meet around 2 pm. Is that OK?

Mike: 5
.....

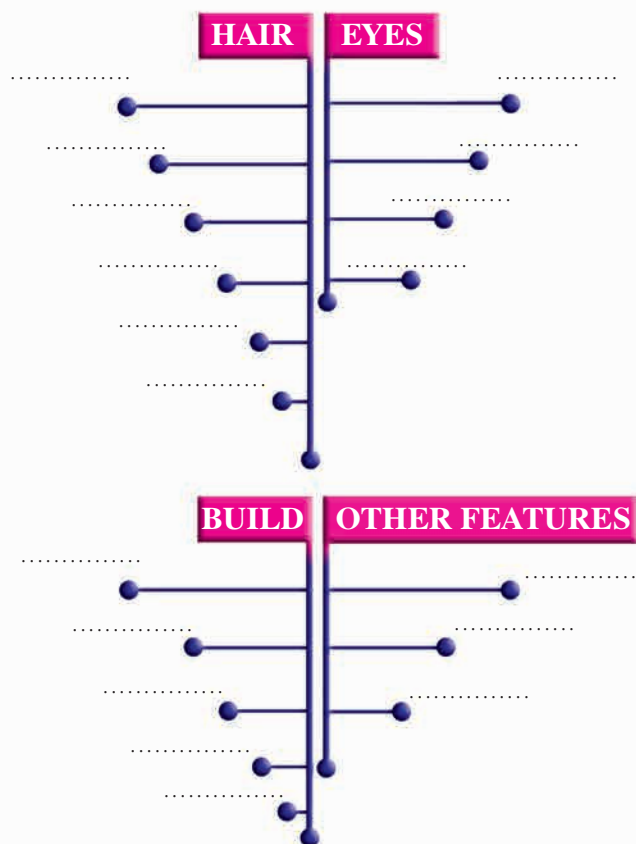
- A Of course you can!
- B I know. Lots and lots of classes.
- C Sure. It sounds fine!
- D Me too. But in the afternoon I usually go and play football.
- E What do you do on Saturday mornings, John?

25 People I Love

1 a) Complete the word maps with words from the list.

- | | |
|--------------|-------------|
| • long | • blue |
| • thin | • beard |
| • glasses | • mustache |
| • brown (x2) | • blond(e) |
| • tall | • chubby |
| • short (x2) | • big (x2) |
| • curly | • gray (x2) |

b) Use the words from Ex. 1a to describe the people in the pictures. Choose one person and write his/her description.



2 a) Read the description of these people's characters. What is the word that describes each one? The first letter is already given.



- 1 Julia always tells the truth. She's very h..... .
- 2 Dewayne is quick to understand things. He's s..... .
- 3 Martha wants to help other people. She's k..... .
- 4 Reggie can make people laugh. He's f..... .

b) Write sentences, as in the example, about your brother/sister; mother/father; best friend; a classmate.

My father is polite; he always says 'please' and 'thank you'.

Writing

(my favorite season)

1 Complete the text with phrases from the list.

- go to the beach • playing beach volleyball
- go abroad • swimming and sunbathing
- go water-skiing

I really like summer. It's sunny and it's warm. I usually 1) with my family for our vacation.

We 2) every day and make new friends.

I like 3)

I sometimes 4)

but I prefer 5)

2 Now write about your favorite season. What do you like to do? What do you usually/often/always/sometimes do?

My favorite season is

I usually

Unit 19

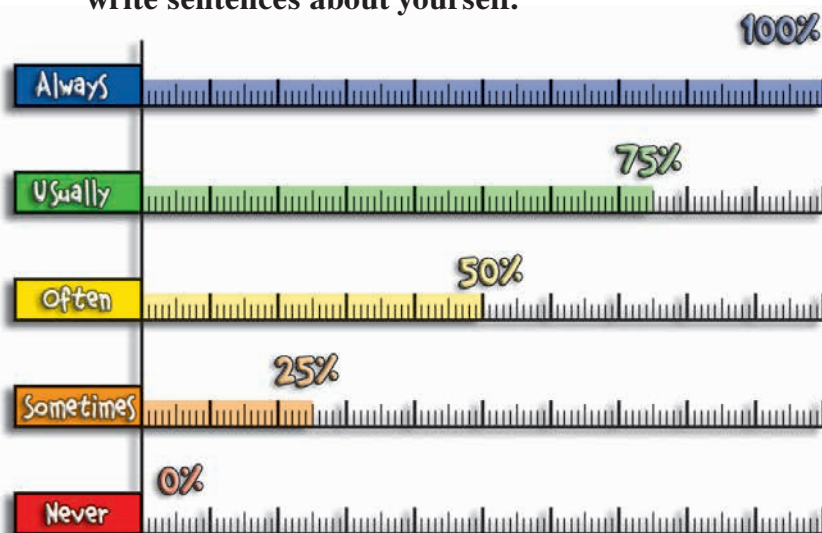
Adverbs of Frequency

- Adverbs of frequency tell us **how often** something happens.
These are:
always (100%) sometimes (25%)
usually (75%) never (0%)
often (50%)
- Adverbs of frequency go **before the main verb**, but **after the verb to be**:
She never wakes up late.
He is usually at work early.

1 Put the words in the correct order to make sentences, as in the examples.

- play / often / on / Sundays / they / football
They often play football on Sundays.
- late / is / she / sometimes
She is sometimes late.
- usually / he / goes / to / on / Fridays / the / movies
.....
- she / the / beach / to / always / goes / in / the / summer
.....
- sometimes / her / does / she / Fridays / on / shopping / grocery
.....
- he / often / rides / bike / to / work / his
.....

2 Use the prompts and the adverbs of frequency to write sentences about yourself.



- get up at 7 o'clock
.....
- take a shower in the morning
.....

- have breakfast in the morning
.....
- have lunch at school
.....
- stay at school until the afternoon
.....
- do homework in the afternoon
.....
- play computer games in the evenings
.....
- cook dinner
.....
- watch TV before I go to bed
.....
- go to bed early
.....

Speaking

Tell the class two things you always – never – usually do on the weekends.

Writing

Write a short paragraph about a typical weekend of yours. Use adverbs of frequency.

Prepositions of Time (at, on, in)

- We use prepositions of time to say when something happens.

We use **at** with

- the time: *at 8 o'clock, at 8:30, etc.*
- the expressions: *at midnight, at night, at noon*

We use **on** with

- days: *on Monday, on Fridays, on weekdays, on the weekend, etc.*
- dates: *on August 2nd, etc.*

We use **in** with

- parts of the day: *in the morning / afternoon / evening*
- months: *in August, etc.*
- seasons: *in the winter / spring / summer / fall*
- years: *in 2003, in 1991, etc.*
- the expressions: *in half an hour, in 30 minutes, etc.*
- the expressions: *in the morning / afternoon / evening*

1 Circle the correct item.

- John goes to work 9:00 am.
A at B in C on
- Joe does his homework the afternoon.
A in B at C on
- We go to the park the weekends.
A in B at C on
- Tony starts work early the morning and he finishes late in the evening.
A in B at C on
- He usually has lunch noon.
A on B at C in
- My dentist appointment is November 29th.
A on B in C at
- They usually go skiing the winter.
A in B on C at
- We leave for our vacation June 3rd.
A on B at C in
- Rosie usually goes swimming Friday afternoons.
A in B at C on

- My friends and I meet 8:30 every Sunday evening.
A on B at C in
- Her birthday is August.
A on B at C in
- We fly a kite the spring.
A on B at C in
- We go to school weekdays.
A in B at C on

2 a) Complete the text with *in* or *at*.

Steve gets up early
1) the morning. He takes a shower and then he has breakfast 2) 7:00.
3) 7:30 he leaves for school. He's at school 4) half an hour. 5) noon he has lunch at school. He gets home 6) 3:00
7) the afternoon. He does his homework and then he watches TV. 8) 7:00 he has dinner. He usually goes to bed 9) 10:30 10) the evening.



5 MODULE

Units 21 - 25

Work and Play

OVERVIEW OF THE MODULE

Module 5 focuses on people's daily routines, everyday activities, leisure activities and people's character and appearance. Ss are introduced to daily routines in Unit 21 with further practice in Unit 22 which introduces the days of the week. *Songtime!* in Unit 22 consolidates the theme. Unit 23 broadens the topic to include the seasons and seasonal activities and in Unit 24 Ss relate activities to summer vacation. In Unit 25, Ss learn language for talking about people's personality and appearance in the context of describing famous people. The *Culture Corner* looks at springtime in Virginia and the *Cross-Curricular Cut* discusses springtime in other countries in poetry form, offering a cross-curricular link with Literature.

In terms of grammar, Ss learn to use adverbs of frequency (Unit 22), prepositions of time and the simple present (negative and interrogative) to talk about daily routines and leisure activities (Unit 23). The module closes with *Self-Check 5* which provides consolidation and review of the items covered in the module plus a pairwork activity.

Before you start ...

Go through the questions with Ss. Ss can work in pairs, asking and answering the questions. Check Ss' answers.

Look at Module 5

- Draw Ss' attention to the title of the module, *Work and Play*, and explain that it summarizes the theme of the module (e.g., vacation/seasonal activities, habits, and leisure activities). Explain that leisure activities are what you do in your free time. Explain that in the next five units, Ss will learn how to talk about their own and other people's habits, personality and appearance. Look through the pictures with Ss. Remind them that they have been taken from Units 21-25 and that they summarize the topics covered in these units.
- Give Ss 3-5 minutes to find the pictures and write the page numbers in the boxes. Check Ss' answers around the class.

ANSWER KEY

- | | |
|---------------------------|----------------|
| • pic. 1 Unit 24 | pic. 4 Unit 21 |
| pic. 2 Unit 23 | pic. 5 Unit 22 |
| pic. 3 Self-Check 5 | |
| • a famous actress | 79 |
| poems | 81 |
| a person's weekly routine | 72 |
| flowers | 80 |
| a dictionary entry | 73 |

Objectives

Go through the objectives of the module with the Ss. Explain that in the next five units they will learn how to do all the tasks listed.

SAMPLE PAGES
FROM BLOCKBUSTER US 1
Teacher's Edition

Objectives

Vocabulary: everyday activities

Reading: reading for specific information (dialogues)

Listening: listening for specific information (dialogues)

Speaking: talking about everyday activities

Writing: sentences about your daily routine

- Draw Ss' attention to the title of the unit, 'Day in, day out', and the pictures. Ask them when we use this expression (*to talk about something we do every day, without variation*).

VOCABULARY

1 a) Matching pictures to prompts

- Ask Ss to look at the pictures (1-9). Elicit that they show everyday activities.
- Read the prompts (a-i) aloud, one at a time. Ss match them to the pictures. Check Ss' answers.

ANSWER KEY

1 b	3 a	5 f	7 c	9 g
2 i	4 e	6 d	8 h	

Study Skills

Go through the Study Skills box with Ss. Point out that Ss can put newly learned words into sentences. It will make it easier for them to remember them. Explain that if Ss can't think of a sentence they can look in their dictionaries. Use a dictionary to show Ss how to use it.

- b) Read the examples aloud. Ss make sentences about themselves. Ss can work in closed pairs. Ask individual Ss to report back to the class.

SUGGESTED ANSWER KEY

I take the train to school every day.

I don't sleep in every day.

I cook lunch every day.

I don't go water-skiing every day. etc.

LISTENING

- 2 a) • Play the cassette/CD. Ss listen and follow the lines. Play the cassette/ CD again with pauses for Ss to repeat either chorally or individually.
- Explain/Elicit the meaning of each sentence by giving examples, synonyms or miming.
 - Ask Ss to translate the sentences into their own language to check understanding.

b) Memory Game

Play the memory game as described in Ex. 2 Unit 6.

READING

3 a) Reading for specific information

- Read sentences 1-3 aloud. Ask Ss to guess what the missing words can be (1, 2: *time* – 3: *day*). Also elicit what the dialogues can be about (*Claire and Mary's daily routines*).
- Give Ss two to three minutes to read the dialogues silently and complete the sentences. Check Ss' answers.

ANSWER KEY

1 7:00	2 8:30	3 Saturday
--------	--------	------------

- b) Help Ss explain the highlighted words in their own language.

4 Listening for specific information

Explain the task. Play the cassette/CD. Ss listen and follow the lines in order to spot the differences. Check Ss' answers.

ANSWER KEY

Dialogue A

7:30 (*instead of 7:00*)

bus (*instead of train*)

Saturday

Dialogue B

9:00 (*instead of 8:00*)

Sunday (*instead of*

Saturday)

21 Day In, Day Out

TAPESCRIPT

Tom: What do you usually do in the morning, Claire?

Claire: Well, I get up at **seven thirty** and I have breakfast.

Tom: Do you take the **bus** to work?

Claire: No, I don't. I always walk to work.

Tom: What time do you start work?

Claire: At eight thirty.

Mary: What time is it, Ann?

Ann: It's **nine o'clock**.

Mary: Oh, no! I'm late for school!

Ann: You don't have school today, Mary. It's **Sunday**.

Mary: You're right!

5 Reading aloud

Play the cassette/CD for Ex. 4 again. Ss act out the dialogues in closed pairs. Choose some pairs to read the dialogues aloud.

SPEAKING

- 6 • Explain the task and choose a S to help you act out an example.
e.g., (S: What time do you start work?
T: At eight-thirty.)
- Ss complete the task in open pairs. Check Ss' answers around the class.

SUGGESTED ANSWER KEY

- A: What time is it?
B: Seven o'clock.
- A: I'm late for school!
B: No, you're not. It's Saturday.
- A: John usually goes to the gym on Mondays.
B: You're right.

7 Exchanging personal information

- Explain the task. Read the examples aloud. Ss ask rolling questions. Alternatively, Ss can do the task in closed pairs.

SUGGESTED ANSWER KEY

S3: ... cook lunch every day?

S4: Yes, I do. Do you brush your teeth every day?

S5: Yes, I do. Do you go to an Internet café every day?

S6: No, I don't. etc.

WRITING

- 8 Explain the task. Do the exercise orally in class and then assign it as written HW.

Workbook Unit 21 (Optional)

Objectives

Vocabulary: days of the week; everyday activities

Reading: reading for specific information (a dialogue)

Listening: listening for specific information (a dialogue); listening for gist (a song)

Speaking: talking about what you do during the week

Grammar: adverbs of frequency

Writing: your weekly routine

- Read the title of the unit aloud. Tell Ss they will be learning about weekly routines.

VOCABULARY

1 a) Days of the week.

- Play the cassette/CD. Ss listen and repeat.
- Ss translate the words into their own language.
- Say the first day of the week. Ss one after the other continue. Alternatively, say days of the week in the correct order. Stop and ask Ss to say the day that follows.

b) Ask questions, one at a time. Ss answer.

SUGGESTED ANSWER KEY

- 1 Monday 3 Saturday and Sunday
2 Tuesday

2 a) Weekly activities

Ss look at Paul's schedule. Read the prompts aloud. Elicit/Explain any unknown words. Read the example aloud. Ss make sentences.

ANSWER KEY

*On Tuesdays, Paul rides his bike.
On Wednesdays, Paul meets his friends.
On Thursdays, Paul plays basketball.
On Fridays, Paul has a piano lesson.
On Saturdays, Paul goes grocery shopping.
On Sundays, Paul watches videos.*

- b) Give Ss some time to prepare their weekly schedule. To help Ss, elicit various activities and write them on the board (e.g., *go to the park, go to the movies, have an English lesson, etc.*). Ss complete the task in pairs. Choose some Ss to report back to the class.

SUGGESTED ANSWER KEY

*On Tuesdays, I go to the park.
On Wednesdays, I watch TV.
On Thursdays, I play football.
On Fridays, I go to the gym.
On Saturdays, I go to an Internet café.
On Sundays, I go to the movies.*

LISTENING & READING

3 a) Listening/Reading for specific information

- Ss cover the dialogue. Explain the situation. Ss try to answer the question.
- Ss uncover the text. Play the cassette/CD. Ss listen and follow the lines. Then, Ss check their answers.
- Choose two Ss to read the dialogue aloud.

ANSWER KEY

Sue stays in bed until lunchtime.

b) (Ss' own answers)

GRAMMAR

4 Adverbs of frequency

- Choose various Ss to read the examples aloud. Explain that the words in bold are adverbs of frequency. Elicit what they mean (*to tell us how often sth happens*). Write on the board:

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

- Ask Ss to match the percentages to the adverbs of frequency (always 100%, usually 75%, often 50%, sometimes 25%, never 0%). Ss can copy these into their notebooks.
- Ask Ss to look at the examples again and say where in a sentence adverbs of frequency are used in English (*before the verb*).
- Ask Ss to compare this to their language.
- Ss, in closed pairs, find examples in Ex. 3.

ANSWER KEY

*Do you usually sleep ... I sometimes go ...
I usually get up ...*

22 My Week

- As an extension, Ss can make sentences about themselves using adverbs of frequency.
- 5 Explain the task. Do the first item with Ss. Give Ss two minutes to complete the task. Check Ss' answers.

ANSWER KEY

- 1 They usually eat lunch at 1 o'clock.
- 2 Martha never watches TV in the morning.
- 3 He always goes swimming on Fridays.
- 4 Philip often works late.

LISTENING

6 a) Listening for specific information

Explain the task and then read questions 1-5 and the multiple choice answers. Help Ss underline the key words. Explain that these words will help them do the task. Ss try to guess the correct answers.

- b) • Play the cassette/CD, twice if necessary. Ss listen and choose the correct answer. Check Ss' answers. Ss can then talk about Linda's weekends.

ANSWER KEY

- 1 B 2 B 3 C 4 C 5 A

On weekends, Linda always goes out. On Saturday mornings she usually goes grocery shopping. She sometimes meets her friends at a café. Linda goes for a walk every Sunday morning. On Saturday evenings she often goes to the movies.

TAPESCRIPT

Sue: Do you often go out on weekends, Linda?

Linda: Yes, I always go somewhere. I never stay in.

Sue: Where do you usually go?

Linda: Well, on Saturdays, I usually go grocery shopping at the supermarket in the morning. Then at noon I sometimes meet my friends at a café in town.

Sue: That's nice. Do you have lunch there?

Linda: I usually have lunch at 1 o'clock, but not always at a café. Sometimes I eat at home.

Sue: And Sundays? What do you do on Sundays?

Linda: I always go for a walk in the morning, and then I often go swimming in the afternoon.

Sue: And what do you do in the evenings?

Linda: Oh, I often go to the movies on Saturday evening. I sometimes go to a restaurant on Sundays, but I never stay out late on Sunday evening because I always get up early on Monday morning.

Sue: Goodness! You never stop, do you?

- As an extension, Ss can talk about their weekends.

Study Skills

Go through the Study Skills box with Ss. Explain to them what a dictionary extract includes. Ask Ss to identify each point in the dictionary extract.

Songtime!

- 7 • Ss work in pairs using their dictionaries. Check that Ss can use their dictionaries. Help Ss if necessary.
- Ss answer the questions. Check Ss' answers.

ANSWER KEY

Part of speech: adverbs

opposites: always – never often – rarely .
late – early

- 8 a) • Ask Ss to look at the title and the pictures and guess what the song could be about (a person's routine).
- Play the cassette/CD. Ss listen and check. Alternatively, Ss can read the song quickly to check their answers.
- b) • Give Ss some time to read the song and complete the task. Ss compare their answers.

ANSWER KEY

On Mondays, he plays football.
On Tuesdays, he meets his friends.
On Wednesdays, he plays basketball.
On Thursdays, he goes shopping.
On Fridays, he goes swimming and he often rides his bike.
On Saturdays, he watches TV and stays up late.
On Sundays, he has lots of fun.

- Ss then use their answers from Ex. 2b to compare their routine to the person's in the song.

9 WRITING

Explain the task. Do the exercise orally in class and then assign it as written HW.

Workbook Unit 22 (Optional)

All Year Round 23

Objectives

Vocabulary: months; seasons

Reading: reading for specific information (a short text)

Listening: listening for specific information

Grammar: prepositions of time; simple present (negative/interrogative); and/but

Speaking: talking about your habits

Writing: a short paragraph about your favorite season

VOCABULARY

- Present the seasons. You can use pictures or the symbols in Ex. 1a. Read the names of the seasons aloud. Ss repeat after you.
 - Play the cassette/CD. Ss listen and repeat the names of the months. Ss can compare the names of the months in English to those in their own language to find similarities/ differences.
 - Say the name of a season. Ss say the relevant months.
 - As an extension, start saying the names of the months, one after the other. Stop at certain points. Ss continue.

b) (Ss' own answers)

LISTENING & READING

2 a) Listening/Reading for specific information

- Ask Ss to cover the text and read the title and guess what the text is about (a person's favorite season).
- Ss, in pairs, decide which words/phrases they might read in the text.
- Play the cassette/CD for Ss to check their answers.

ANSWER KEY go skiing, snow

- Ss read the text silently, and then answer the question. Check Ss' answers.

ANSWER KEY skiing

- As an extension, ask Ss comprehension questions.
e.g., 1 Where's Peter from? (the US)
2 Where exactly? (Colorado)

- Go through the prompts. Ss prepare their answers. Choose various Ss to tell the class.

SUGGESTED ANSWER KEY

In the winter, I usually go ice-skating. I never go swimming.

In the spring, I often go on a picnic. I never make a snowman.

In the summer, I always go to the beach. I usually go swimming. I sometimes go fishing.

In the fall, I sometimes fly a kite. I usually go on a picnic. I never go rock-climbing.

4 Prepositions of time

- Read the theory box. Write on the board: *Thursday, Friday, September, Spring*. Ss say aloud which preposition is used. Elicit further examples from Ss.
- Explain the task and then read item 1 aloud. Give Ss two minutes to do the exercise. Check Ss' answers.

ANSWER KEY

2 in 3 on 4 in 5 on

Game

Quickly review prepositions of time: on, in, at. Play the game as described in the Student Book.

Suggested list: May 1st, October, Sunday afternoon, night, noon, Tuesdays, August, March 6th, Monday evening, etc.

e.g., Teacher: May 1st

Team A S2: on May 1st

Teacher: Correct! October

Team B S2: in October

Teacher: Correct! Sunday afternoon

Team A S3: on Sunday afternoon

Teacher: Correct! night

Team B S3: at night etc.

5 The Simple Present (negative/interrogative)

- Ss close their books. Present the simple present negative, interrogative and short answers. Say: *I don't live in New York. He doesn't live in New York, either*. Then write it on the board. Underline **I don't live**, **he doesn't live**. Explain that we use **don't** and **doesn't** (3rd person singular) to form the negative. Point out that the main verb is the same in all persons.
- Present the interrogative and short answers in the same way. Write on the board: *Do I live in New York? Does she live in New York?*

- Ask Ss to compare these two sentences to the negative ones written previously. Focus Ss' attention on the position of *do/does* (before the personal pronoun).
- Answer the questions: *No, I don't. Yes, she does*. Point out that in short answers we use the verb "do" in the appropriate form, not the main verb.
- Ss open their books. Read the table aloud and then Ss say what the rules are for forming the negative and interrogative of the simple present.

ANSWER KEY

- We form the **third person singular** in the negative with **doesn't + main verb**. We form all other persons in the negative with **don't + main verb**.
- We form the **third person singular** in the interrogative with **does + subject personal pronoun + main verb**. We form all other persons in the interrogative with **do + subject personal pronoun + main verb**.

- Drill your Ss. Say various forms in the affirmative. Ss say the corresponding negative and interrogative forms.

e.g., Teacher: He carries.

S1: He doesn't carry. – Does he carry?

Teacher: I play.

S2: I don't play. – Do I play?

Teacher: They work.

S3: They don't work. – Do they work? etc.

- 6 Explain the task. Give Ss two minutes to do the exercise. Check Ss' answers while Ss read the completed dialogue aloud.

ANSWER KEY

1 Does 3 is 5 does 7 Does
2 does 4 Does 6 is

- 7 Explain the task. Ss do the exercise. Check Ss' answers while Ss read their completed exchanges aloud in pairs.

SUGGESTED ANSWER KEY

- 2 A: *Do you walk to school/work?*
B: *Yes, I do./No, I don't.*
- 3 A: *Does your father go to the gym?*
B: *Yes, he does./No, he doesn't.*
- 4 A: *Do you get up early?*
B: *Yes, I do./No, I don't.*
- 5 A: *Does your mother work?*
B: *Yes, she does./No, she doesn't.*
- 6 A: *Do you go swimming in the summer?*
B: *Yes, I do./No, I don't.*

8 Joining similar/opposition ideas (and/but)

Read the examples aloud, one at a time. Elicit how we use *and* (to join similar ideas) – *but* (to join opposing ideas). Ss do the exercise orally and then in writing.

ANSWER KEY

- 3 *Tim and Bob ride bikes, but they don't ride horses.*
- 4 *Rosa goes to the movies, but she doesn't go to the theater.*
- 5 *Tony speaks English and Spanish.*

SPEAKING

- 9 Ss act out similar dialogues in closed pairs. Check Ss' answers around the class and then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: *... play video games?*
B: *Yes, I do. What about you?*
A: *I don't. Do you take the bus to work?*
B: *Yes, I do. What about you?*
A: *I don't. Do you like pop music?*
B: *No, I don't. What about you?*
A: *I do. Do you dance well?*
B: *Yes, I do. What about you?*
A: *I don't. Do you get up early on Sundays?*
B: *Yes, I do. What about you?*
A: *I don't. Do you meet your friends every day?*
B: *No, I don't. What about you?*
A: *Yes, I do.*

10 Writing a short paragraph

Write the names of the four seasons on the board. Elicit various activities related to each season. Ss use the prompts to prepare their answers. Do the task orally in class and then in writing.

Workbook Unit 23 (Optional)

Free Time! 24

Objectives

Reading: reading for specific information (ads)
Listening: listening for specific information (ads)
Speaking: talking about your leisure activities
Pronunciation: /ʌ/
Writing: a short vacation ad

SUGGESTED ANSWER KEY

- I spend my summer vacation going swimming or going for walks on the beach.*
- I go to an island.*
- I go on vacation with my family/friends.*

LISTENING

2 Listening for specific information

- Explain that Ss will listen to three ads. Ask Ss to read sentences 1-3 and say the names of the agencies.
- Play the cassette/CD. Ss listen and correct the sentences. Check Ss' answers.

SPEAKING

- 1 Read the questions aloud. Ss talk about their summer vacation.

24 Free Time!

ANSWER KEY

- 1 You can go to a National Park **365 days a year**.
- 2 Backpacker's Bus Tours offers tours **in Europe, the US and Australia**.
- 3 Tomson Tours is **affordable**.

READING

3 Reading for specific information

Study Skills

Go through the Study Skills box to explain to Ss how to do the specific reading task.

- a) Ask Ss to read description 1 focusing on the underlined words. These points will help Ss do the task. Ss do the task in closed pairs. Ask Ss to justify their choice by referring to parts of the ads.

ANSWER KEY

- 1 B
- 1 Jack: *meet new people – see new places – six weeks' vacation in the summer* → B: 4-6 weeks – summer – new places – make new friends

- b) Read description 2 aloud. Help Ss underline key words (Mr. and Mrs. Brown and their children, lots of different sports and activities, vacation in spring, they don't go abroad). Ss do the task. Ask Ss to justify their answers.

ANSWER KEY

- 2 A
- 2 Mr. & Mrs. Brown & children – *sports & activities – vacation in spring – don't go abroad* → A: *wide range of sports and fun activities – for the whole family – all year round – why go overseas ... vacation right here at home?*

- c) Help Ss explain the words in bold in their language so as to check understanding.

4 Adjectives & their opposites

- Explain the task. Give Ss four minutes to do the exercise. Check Ss' answers on the board.

ANSWER KEY

- 1 interesting 3 affordable 5 clean
- 2 new 4 modern

- Choose various Ss to read the texts aloud.

EVERYDAY ENGLISH

5 a) Talking about leisure activities

- Play the cassette/CD. Ss listen and follow the lines. Then Ss read the dialogue aloud in pairs.
 - b) • Explain the task and ask two Ss to read the example aloud.
 - Elicit leisure activities from Ss and write them on the board.
- Suggested list:** (read a book, go fishing, surf the net, ride a bike, play tennis, take photographs, watch TV, go horseback riding, etc.)
- Also elicit names of famous people.
 - Ss act out similar dialogues in closed pairs. Check Ss' answers around the class and then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- A: *What do you do in your free time, Julia?*
B: *I go shopping or read a magazine.*
- A: *What do you do in your free time, Ben?*
B: *I take photographs or surf the net.*

PRONUNCIATION /ʌ/

6 Listening for individual sounds

- Play the cassette/CD. Ss listen and follow the lines.
- Play the cassette/CD again with pauses for Ss to repeat, either chorally or individually.

WRITING

7 A short vacation ad

- Ask Ss to look at the ads in Ex. 3. Ask questions to help Ss understand the format and content of an ad.
 - Do we need a title? (*Yes, we do.*)
 - What can it be? (*The name of the agency.*)
 - What information do we need to write?
 - a places to visit (*Yes*)
 - b how many days (*Yes*)
 - c how to travel (*Yes*)
 - d where to stay (*Yes*)

- e how much it costs (Yes)
- f what to take with us (No)
- g when to pay (No)
- h what activities to offer (Yes)
- i who the vacation is for (e.g., families) (Yes)
- j what time to leave (No)
- Do we need to give a name/phone number/ website to contact (Yes)
- Ss do the exercise orally and then in writing. Ask Ss to make their text look like an ad by using a variety of fonts/font size, different colors, pictures, etc.

SUGGESTED ANSWER KEY

Sunshine Tours

Do you want to have fun this summer?

Join us and spend four weeks this summer by the sea in Spain. Stay in clean hotels, enjoy the sea, go water-skiing and meet new people. Come for a great vacation at an affordable price!

Call (212) 555-0246 for more information.

Workbook Unit 24 (Optional)

People I Love 25

Objectives

Vocabulary: describing people (appearance/ character)

Reading: reading for gist and specific information (an article about a famous person)

Listening: listening for specific information (peoples' descriptions)

Speaking: describing family members or friends

Writing: an article about a famous person

- Read the title of the unit aloud. Ask Ss to look at the pictures and say how the title is related to these pictures. (*Family members, friends and celebrities are all people we love.*)

VOCABULARY

1 Appearance

Present the words next to the pictures. Ss translate them into their own language.

LISTENING

2 a) Listening for specific information

- Explain the task. Read the prompts aloud. Explain any unknown words.
- Play the cassette/CD. Ss listen and choose the correct words. Check Ss' answers.

ANSWER KEY

John:	1	tall	Bill:	5	thin
	2	brown		6	curly
				7	brown
Samantha:	3	short	Kate:	8	chubby
	4	gray		9	short
				10	brown

TAPESCRIPT

John: *My name's John, and I'm tall and thin. I have short brown hair and brown eyes. I also have a beard and mustache.*

Samantha: *Hello. I'm Samantha. I'm rather short, and I have gray hair and green eyes. I also wear glasses.*

25 People I Love

Bill: Hi. I'm Bill, and I'm rather short and thin. I have curly black hair and brown eyes.

Kate: Hi. My name's Kate. I'm rather tall, but I think I'm a little chubby. I have short brown hair and brown eyes.

- As an extension, ask comprehension questions.
e.g., T: Who has curly black hair?
S1: Bill.
T: Who has a beard and mustache?
S2: John. etc.
- After you have modeled this, Ss ask and answer questions in teams.
e.g., Team A S1: Who has glasses?
Team B S1: Samantha. Who has a beard?
Team A S2: John. Who has green eyes? etc.

b) Explain the task. Ss describe each person.

ANSWER KEY

He has **short brown** hair, **brown** eyes, a **beard** and **mustache**.

Samantha is rather **short**. She has **gray** hair, **green** eyes and **glasses**.

Bill is rather **short and thin**. He has **curly black** hair and **brown** eyes.

Kate is rather **tall but a little chubby**. She has **short brown** hair and **brown** eyes.

3 People's character

Read the words (1-4) aloud. Explain that these words describe people's character. Help Ss match the adjectives to their definitions, explaining any unknown words by giving an example. Then Ss make complete sentences.

ANSWER KEY

1 c 2 b 3 d 4 a

2 A smart person is quick to understand things.

3 A funny person can make people laugh.

4 An honest person always tells the truth.

SPEAKING

4 Describing family members

Choose two Ss to read the examples aloud. Point out that we use **look like** to ask about a person's physical appearance and **is like** to talk about their character. Ss act out similar dialogues in closed pairs. Check Ss' answers around the class and then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

A: What does your father look like?

B: He's tall and thin, with short brown hair and brown eyes.

A: What is your father like?

B: He's very funny. He can make people laugh.

Study Skills

Go through the Study Skills box with Ss. Point out that they can usually get a good idea of what a paragraph is about by reading the first sentence (topic sentence).

READING

5 a) Reading for gist and specific information

Explain the task. Give Ss two minutes to do the exercise. Check Ss' answers.

ANSWER KEY

1 Paragraph 3

3 Paragraph 4

2 Paragraph 1

4 Paragraph 2

- b) • Ss read the text silently and complete the task.
• Check Ss' answers around the class.

SUGGESTED ANSWER KEY

• Ben Affleck is a famous American actor.

• Ben was born in 1972.

• Ben lives in California.

• Ben makes friends easily.

• Ben likes taking photographs.

WRITING

6 Talking about a famous person

- Ask Ss if they know who the woman in the picture is and then if they have seen her in a movie or TV show (e.g., *Charmed*).
- Read the information with Ss and then ask comprehension questions.
e.g., T: What nationality is she?
S1: American.
T: What does she do?
S2: She's an actress.
T: When was she born?
S3: In 1973.
T: Where does she live?
S4: In Los Angeles. etc.
- Ss use the information to talk about Holly Marie Combs.

7 Writing a descriptive article of a person

- Explain the task and then assign it as written HW.

SUGGESTED ANSWER KEY

Holly Marie Combs is American. She's an actress and was born in 1973. She lives in Los Angeles.

Holly is a very beautiful woman. She has long brown hair and brown eyes. She is kind and honest. She never lies to people.

In her free time, she likes going horseback riding, gardening or playing with her cats.

Holly is wonderful. She is one of Hollywood's best actresses.

- Go through the *Now I can ...* box and remind Ss that these are the skills they have learned in this module. For each bullet point, prompt Ss with questions such as 'What's your mother like?' etc. Correct any mistakes, referring Ss back to the relevant units/exercises if necessary.

Workbook Unit 25 (Optional)

Culture Corner 5: Springtime in Virginia

Objectives

Vocabulary: (Virginian) spring flowers

Reading: reading for specific information (an article)

Listening: listening for gist

Writing: a poster about flowers in your country

- 1 Ss look at the pictures and try to answer the questions. Help Ss where necessary.

ANSWER KEY

- *They grow in fields and in the woods.*
- *They grow in the spring.*

- 2 • Before listening, tell Ss how to pronounce the names of the flowers.

- Ss cover the text. They listen and match the names of the flowers to the pictures.

ANSWER KEY

1 B 2 C 3 D 4 A

- 3 • Ss uncover the text. They read the text silently and choose the best title.

ANSWER KEY

B

- Explain the highlighted words by giving examples, synonyms or miming.
e.g., the woods = an area with trees
- 4 • Ask Ss if they know the names of the parts of a plant. Draw Ss' attention to the labeled picture and read the parts aloud.
- Give Ss four minutes to do the exercise.



Culture Corner 5: Springtime in Virginia

Check Ss' answers around the class.

ANSWER KEY

- 1 *May and April*
- 2 *blue, black, yellow, white, pink*
- 3 *Pink lady's slippers*
- 4 *Virginia bluebells, Pink lady's slippers*

5 Make a poster

Explain the task. Ss should collect flowers in their country and present them on a poster to the class. If Ss have difficulty finding flowers they can use pictures or they can draw them.

(Ss' own answers)



Cross-Curricular Cut 5: (Literature) Spring

Objectives

Vocabulary: words related to spring

Reading: reading for specific information (poems)

Listening: listening for specific information (poems)

Speaking: talking about spring in your country

Writing: a poem about spring

SPEAKING

- 1 a)
 - Before Ss answer the questions, brainstorm with them. Elicit words related to spring from Ss and write them on the board.
 - Now give Ss some time to answer the questions.

SUGGESTED ANSWER KEY

- *In the spring it is warm, but rainy.*
- *In the spring I often go for walks in the park or go on a picnic.*

- *The leaves on the trees are green, bees and birds fly around, flowers grow, buds open.*

- b) Read the words aloud, one at a time. Ss match the words to the pictures.

ANSWER KEY

<i>bud:</i>	<i>Picture A</i>	<i>green leaves:</i>	<i>Picture B</i>
<i>bird:</i>	<i>Picture A</i>	<i>grass:</i>	<i>Picture B</i>
<i>bee:</i>	<i>Picture C</i>		

- 2 Ss read the questions. Elicit that the poems are written by three different people. Play the cassette/ CD. Ss follow the texts in their books. Give Ss four minutes to do the exercise. Check Ss' answers around the class.

Cross-Curricular Cut 5: (Literature) Spring

ANSWER KEY

- 1 *Because every day he can see new things. Buds open, birds fly, flowers grow.*
- 2 *Spring makes Ernie feel happy (because he can see flowers come out and birds arrive as well as a smile on every face).*
- 3 *Ann knows that spring is here because she can smell it in the air. The leaves on the trees are green, the grass is out and bees fly around.*

- 3 Divide Ss into groups of three. Help Ss, if necessary, to write a poem about spring using the words given. Ss can draw or attach pictures to decorate their poems.

(Ss' own answers)

Self-Check 5

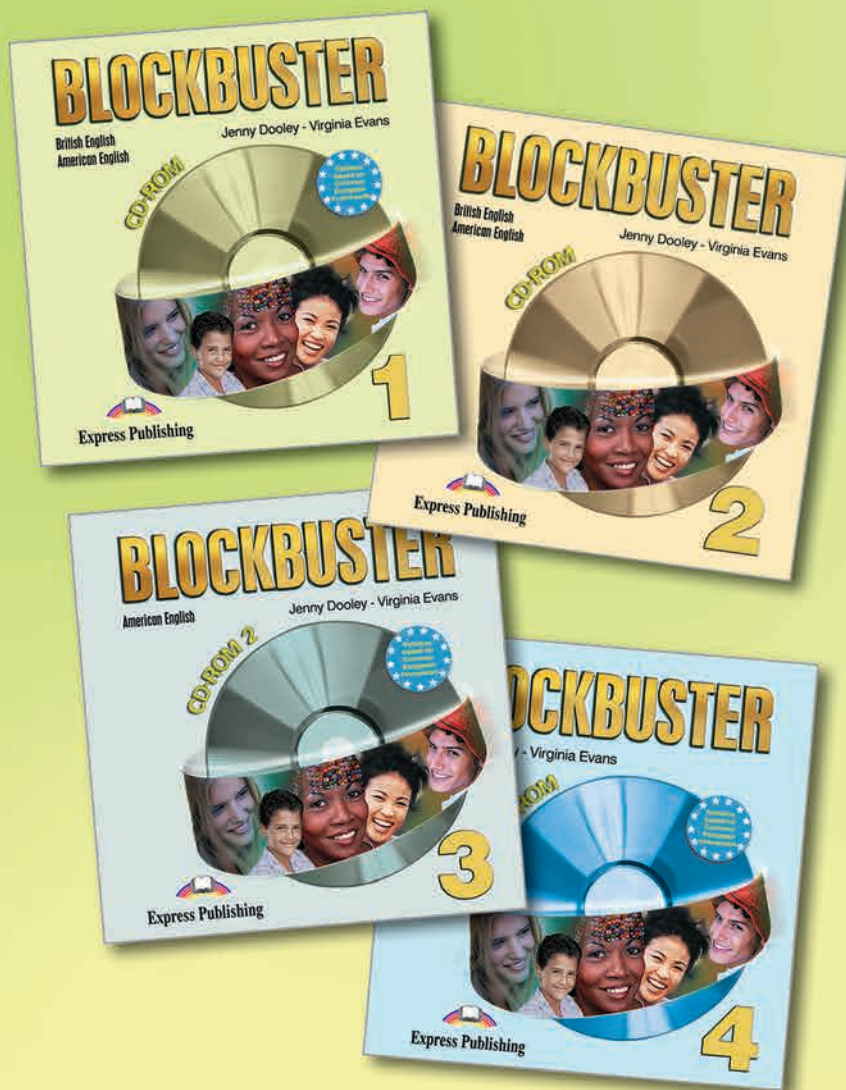
Pairwork Activity

Explain the task. Ss, in closed pairs, ask each other questions to complete their cards. Check Ss' performance and then ask some pairs to act out their dialogues in front of the class.

SUGGESTED ANSWER KEY

- | | |
|---|---|
| A: <i>What's her name?</i> | B: <i>Helen. What does she look like?</i> |
| B: <i>Jessica Blake. What nationality is she?</i> | A: <i>She has curly brown hair and blue eyes. What is she like?</i> |
| A: <i>American. What's her job?</i> | B: <i>She's kind.</i> |
| B: <i>She's a nurse. When was she born?</i> | A: <i>What does she do in her free time?</i> |
| A: <i>In 1978. Where does she live?</i> | B: <i>She surfs the net.</i> |
| B: <i>In Wisconsin. What's her father's name?</i> | |
| A: <i>Chris. What's her mother's name?</i> | |

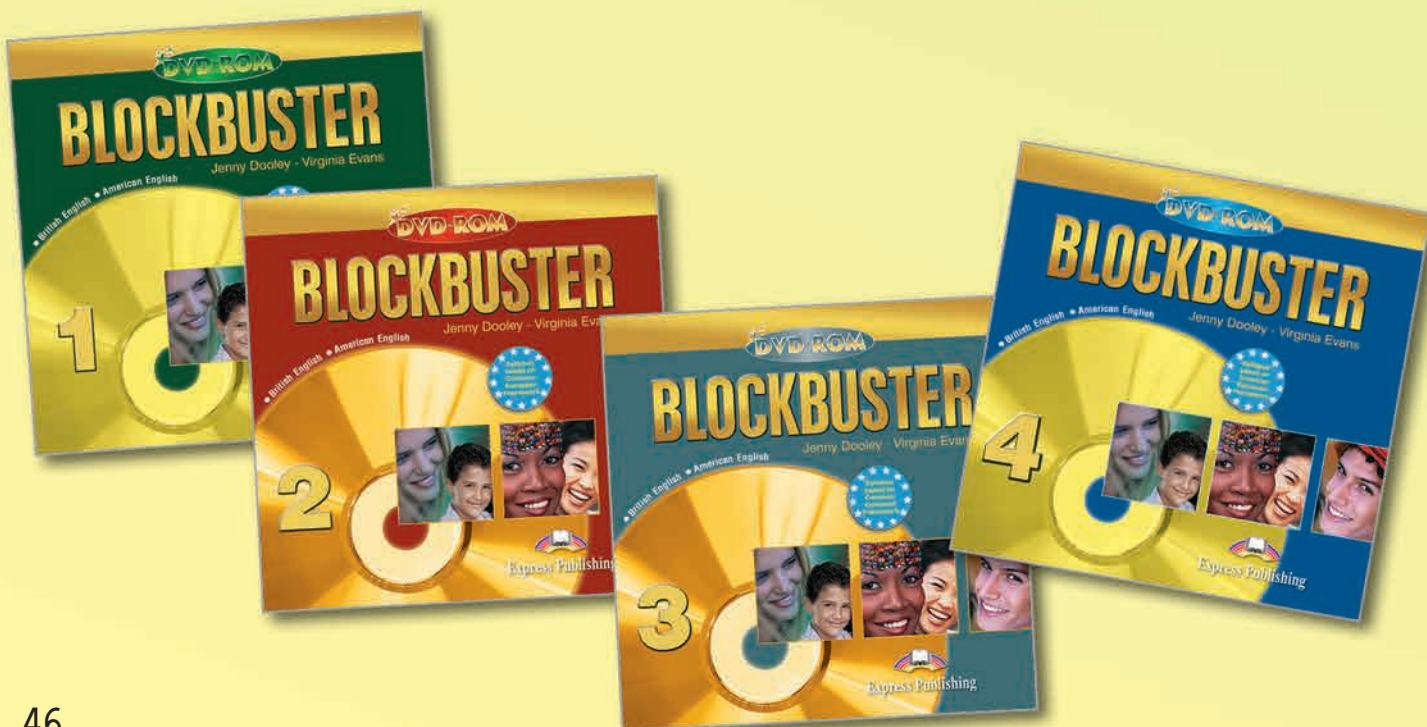
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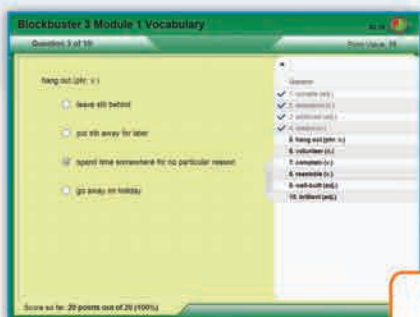


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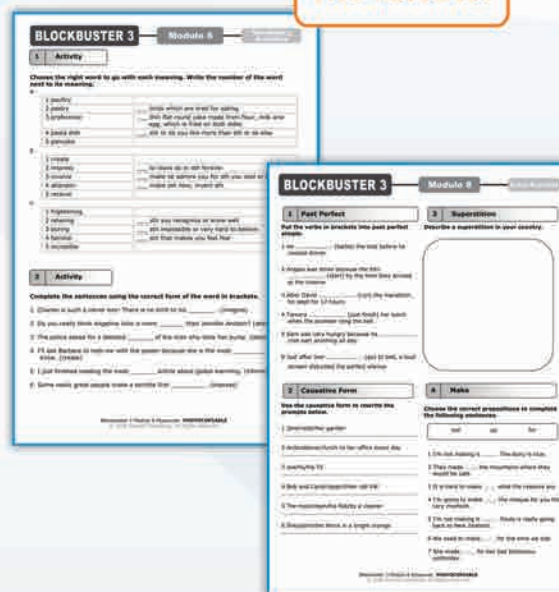
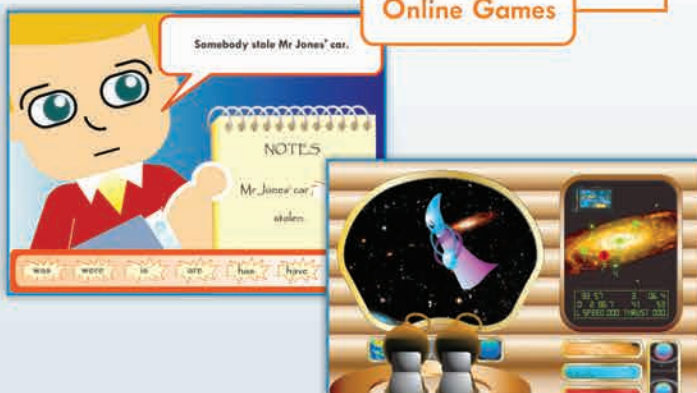
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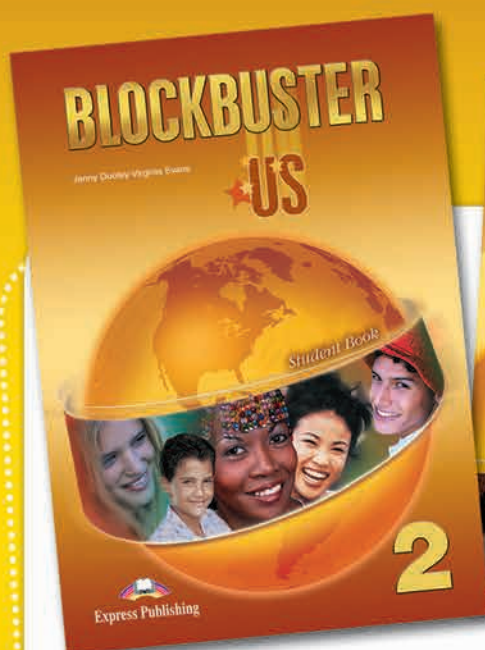
Online Games



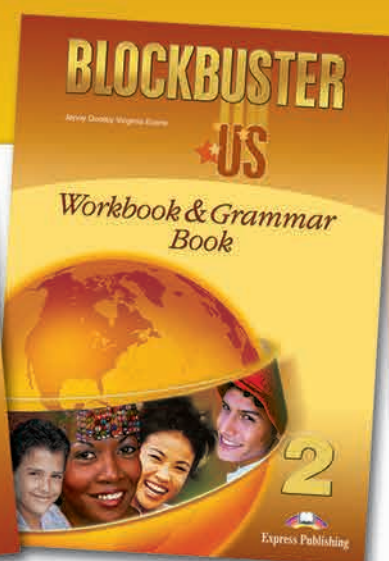
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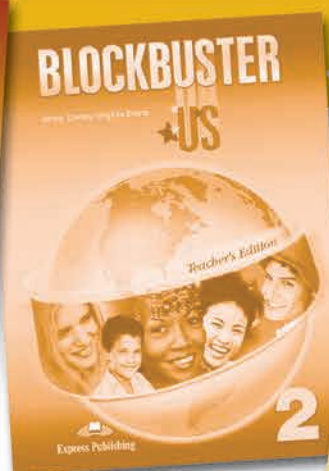
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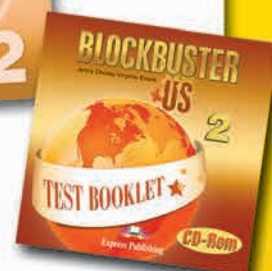
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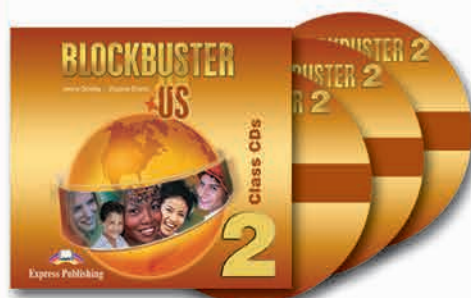
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in English



Teacher's Edition



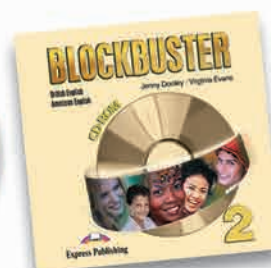
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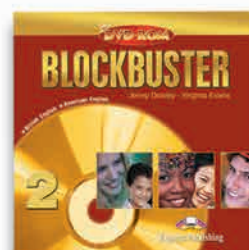
Class CDs



Student's CD



CD-ROM



DVD-ROM

BLOCKBUSTER

Jenny Dooley-Virginia Evans



Student Book



Express Publishing

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Contents

		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING
INTRO UNITS (pp. 4-8)	S1 Meeting people (pp. 4-5)	countries & nationalities	<i>to be</i>	bulletin board messages	greetings & introductions	a personal information form
	S2 My personal things (pp. 6-8)	possessions	possessive adjectives/ pronouns; <i>to have</i> ; plurals; prepositions of place	dialogue; telephone order	describe location of objects	a short paragraph about things in your room
MODULE 1 (pp. 9-22) People	1 Stay in or go out? (pp. 10-11)	free-time activities		dialogue; introduce people	talk about likes – dislikes	a survey about your classmates' free-time activities
	2 What do you do for a living? (pp. 12-13)	jobs	simple present	<i>You and your Job</i> (message board)	talk about jobs	short messages
	3 A sense of style (pp. 14-15)	clothes, accessories & footwear; colors	present progressive	<i>A Passion for Fashion</i> (quiz)	talk about future plans; describe clothes	a short description about people's clothes
	4 Family activities (pp. 16-17)	family members	simple present vs. present progressive	<i>The Russo Family</i> (web page)	talk about family activities	your family web page
	5 Everyday activities (pp. 18-19)	daily routine, everyday activities	adverbs of frequency	<i>A day in the life of ...</i> (article); song	describe your daily routine; paragraph planning	an article about a person's daily routine
	Culture Corner 1: Teenagers at Work (p. 20), Cross-Curricular Cut 1: (Art & Design) Self-Portraits (p. 21) Self Check 1 (p. 22)					
MODULE 2 (pp. 23-36) All around us	6 My house (pp. 24-25)	houses & special features		dialogue	describe your house; learn new words	a poster of typical houses in your country
	7 Where is ...? (pp. 26-27)	places in cities	the imperative	<i>N.Y. The city that never sleeps</i> (article)	ask for/give directions; match people to places	a map & short text about your town
	8 Our world (pp. 28-29)	continents & countries	comparative - superlative	<i>A World of Difference</i> (quiz)	compare cities	a quiz about towns in your country
	9 On the map (pp. 30-31)	map reading; weather	<i>a lot - a bit - much - very</i>	<i>Destination Mexico</i> (factfile)	describe location	some facts about your country
	10 My home, my castle (pp. 32-33)	describing houses	adjectives	e-mail to a friend; song	describe your house	an e-mail to a friend
	Culture Corner 2: Carlsbad Caverns (p. 34), Cross-Curricular Cut 2: (Geology) Cave Formations (p. 35) Self Check 2 (p. 36)					
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	12 Could you ...? (pp. 40-41)	famous people biodata	<i>can-could</i> (ability)	almanac entry for the 1960s	talk about things you can('t)/ could(n't) do	a short text about a famous person
	13 It really happened (pp. 42-43)	events	simple past (regular/irregular verbs)	<i>Unrecognized Pioneers</i> (article)	talk about the past; narrate events	an almanac entry for the '80s
	14 Fun ideas (pp. 44-45)	games & toys	relative pronouns	<i>Yesterday – The story of the Beatles</i> (article); song	verify facts; complete an order form	describe favorite toy/game
	15 It all began ...! (pp. 46-47)	music	-ing/-ed participles		express feelings/surprise (intonation)	an article about a singer/band
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MODULE 4 (pp. 51-64) Life experiences	16 What were you doing? (pp. 52-53)	past activities in progress	past progressive	dialogue	talk about past activities	a paragraph about your day yesterday
	17 It happened to me! (pp. 54-55)	natural phenomena	past progressive	extracts from articles	talk about past experiences	a short account of an experience
	18 In the news (pp. 56-57)	accidents & injuries	past progressive vs. simple past	news report; intonation in exclamations	express surprise/ sympathy	a news report
	19 I used to ... (pp. 58-59)	past habits; past states	used to vs. simple past	<i>Childhood memories</i> (article)	talk about your childhood memories	a short text about childhood memories
	20 Storytime (pp. 60-61)	verbs	adverbs of manner; subject/object questions	story; song	narrate events	a story
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		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING
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	22 What will happen? (pp. 68-69)	star signs; character adjectives	negative prefixes; <i>will</i>	horoscopes	make predictions	next week's horoscope
	23 Progress (pp. 70-71)	the environment	<i>will vs. be going to</i>	<i>Greener cars for a Greener future</i> (an interview)	complete notes	a short paragraph about a car of the future
	24 Smart or silly inventions? (pp. 72-73)	inventions	conditional type 1	<i>Attention Inventors ...</i> (an advertisement)	state opinions	a future product poster
	25 Future life (pp. 74-75)	opinions		<i>A Better Tomorrow?</i> (an essay); a song	give opinions & reasons; paragraph planning; introductions/ conclusions	an opinion essay
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	27 Fun in the city (pp. 82-83)	landmarks & activities	present perfect (affirmative/negative)	a letter to a friend	talk about activities in big cities	a letter to a friend from your vacation
	28 What a city needs (pp. 84-85)	city facilities	present perfect (with yet, already, just, since, for)	an e-mail to a friend	socialize/catch up with news	an e-mail about changes in the place you live in
	29 Eating out in the city (pp. 86-87)	places to eat & dishes	present perfect vs. simple past	<i>eating in Silence</i> (a restaurant review)	express tastes; discuss last visit to restaurant	a restaurant review
	30 Greetings from ... (pp. 88-89)	vacation places; types of vacation; weather; means of transportation		a postcard; match people & activities; a song	opening/closing remarks in postcards; talk about the weather	a postcard from a vacation
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MODULE 7 (pp. 93-106) Safety first	31 Health matters! (pp. 94-95)	health problems & advice	reflexive pronouns	a dialogue	express sympathy/ advice	a joke
	32 Rules & regulations (pp. 96-97)	notices	<i>must(n't), (don't) have to</i>	signs & notices	prioritize; express opinion & reason; agree & add; disagree/suggest alternatives	an ad for a campsite
	33 Eco-friendly! (pp. 98-99)	objects & materials; the environment	countable/ uncountable nouns; quantifiers	<i>Think Green</i> (an article)	give advice (should-shouldn't)	an eco-friendly poster
	34 Home safety (pp. 100-101)	dangerous objects	clauses of purpose	<i>Safe As Houses!!!</i> (an article)	ask for/give/refuse permission	a leaflet about pool safety
	35 Problem solved! (pp. 102-103)	teenagers' problems	<i>should(n't)</i>	a letter giving advice; a song	ask for/give advice	a letter of advice
	Culture Corner 7: US facts about sleep (p. 104), Cross-Curricular Cut 7: (Science) Germs (p. 105) Self Check 7 (p. 106)					
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	37 I'm the fun twin! (pp. 110-111)	habits	-ing form, infinitive, bare infinitive; reported speech (say/tell)	<i>Complete opposites</i> (an article)	state preferences	a paragraph about your favorite free-time activities
	38 Mind your manners! (pp. 112-113)	good manners; polite speech	question tags	<i>Are you polite???</i> (a quiz)	pay and accept compliments	a message
	39 Types of intelligence (pp. 114-115)	ways of learning	<i>some - any - no - every</i> & compounds	<i>What is your main intelligence?</i> (an article)	intonation in apologies/excuses	a poster about the types of intelligence
	40 Films & characters (pp. 116-117)	films; character adjectives	the passive (simple present & past)	<i>I, Robot</i> (a film review); a song	recommend	a film review
	Culture Corner 8: Are You a Survivor? (p. 118), Cross-Curricular Cut 8: (Music) Music & Mood (p. 119) Self Check 8 (p. 120)					

Optional Units: A Very Scary Holiday (pp. 122-123), It's Maine-ly About a Festival! (pp. 124-125)

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16 What were you doing?

SAMPLE PAGES
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Student Book

Vocabulary

past activities in progress

- 1 Look at the pictures. In pairs, discuss what the people were doing yesterday at 6 pm.

A: What were Jack and his dad doing at 6 pm yesterday?

B: They were working on the computer.

Listening

- 2 Listen and repeat. These are expressions from a dialogue between two friends. Group them into expressions of *complaint* and *sympathy*.

- Don't ask! • Oh dear! • It was a nightmare! • Oh, no!
- That's bad. • It gets worse!

- 3 Look at the drawings below and the phrases above. What do you think the dialogue is about? Listen and check.



1

Jack & his dad
work on the computer

2

Roberta
make a salad

Reading

- 4 a) Read the dialogue and find two things that went wrong for Sandy. How did she feel? Then explain the words in bold.

Penny: Oh, Sandy, you're back! How was your day?

Sandy: Don't ask! It was a **nightmare**!

Penny: Oh dear! What happened?

Sandy: Well, at about 10 o'clock this morning I went **shopping** at the new supermarket on Grant Road.

Penny: Oh yes? What's it like? It's **enormous**, I heard.

Sandy: It is, but I'm not going there again.

Penny: Why?

Sandy: To start with, I wasn't looking where I was going and I **knocked over** a whole **display** of cakes with my **shopping cart**.

Penny: Oh, no! Did anyone see you?

Sandy: Two stock boys were filling the shelves **nearby**. When they saw me, they rushed to help, but one of them **slipped** and fell down.

Penny: That's bad.

Sandy: Well, it gets worse! I was waiting to pay at the **checkout** when I realized I didn't have my **wallet**. I had to put all my shopping back.

Penny: You poor thing! Was everyone looking at you?

Sandy: Yes, they were all looking and laughing at me. I was so **embarrassed**.

Penny: What a day!

- b) Which sentences best describe the drawings?



3
Peter
skateboard



4
Tim & Zoe
play video games



5
Alice
walk her dog



6
Anna
do homework

16

Exploring Grammar

Past progressive

- 5 Read the examples and match them to the rules. Find more examples in the dialogue. Use them to say what happened to Sandy.

At about 7 o'clock she **was making** a salad.
Anna **was doing** her homework while Jack **was working** on the computer.
She **was walking** the dog when it started raining.

We use the past progressive to talk about

- a an action happening in the past when another action interrupted it.
- b an action in progress at a certain time in the past.
- c two or more actions which were happening simultaneously in the past.

Form: **personal pronoun + was/were + verb -ing** (*I was walking, you were walking, etc.*)

- 6 What were they doing at 6 o'clock yesterday evening? Use the prompts to ask and answer.

Joe
ride a motorbike (X)/fly a helicopter (✓)

Anna & Tom
drive home (X)/have a snack (✓)

Maria

play the piano (X)/play the violin (✓)

Peter

read a comic book (X)/walk the dog (✓)

Bob & Liz

listen to music (X)/watch TV (✓)

- A: Was Maria playing the piano?
B: No, she wasn't. She was playing the violin.

Speaking

- 7 What were you / your friends / your parents etc. doing yesterday at 8:00 am / 10:00 am / 1:30 pm / 10:00 pm? You can use the activities in the pictures (1-6) and your own ideas.

- A: What were you doing at 8:00 am yesterday?
B: I was having breakfast. What were you doing?
A: I was taking a shower.

- 8 **Portfolio:** Think of a day when everything went wrong. Take roles and act out a dialogue similar to the one in Ex. 4. Use phrases from Ex. 2. Record your dialogue.

Writing

- 9 **Portfolio:** What were you / your family doing yesterday at 7:00 am, 3:00 pm, 8:00 pm? Write a short paragraph.

17 It happened to me!

Vocabulary

Natural phenomena

1 Listen to the sounds of the natural phenomena. Which pictures (A-F) do they match? How do they make you feel?

2 Which of the words/phrases below are related to a *hurricane*/an *earthquake*? Act out these events, without using words.

- deep rumbling noise • buildings/rocking
- objects/flying • wind/howling
- people/shaking • ground/shaking

Reading

3 a) The sentences below are taken from texts A and B on p. 55. What could the texts be about? Listen and read to check.

- A 1 The wind was howling and the sky was dark.
2 A tree flew right past me.
- B 1 As we were running, the tremor was getting worse.
2 The buildings were rocking from side to side.

Study Skills

Reading for detailed understanding

Read the texts quickly. This will help you understand what type they are, their general content, and the author's purpose. Read the statements. Then read again carefully and find the part of the texts that each statement refers to. The information may be phrased in different words.

b) Read the texts and decide whether the statements (1-4) are *Right* (A) or *Wrong* (B). If there is not enough information, choose *Doesn't say* (C). Then, explain the words in bold.

- 1 A tree hit John Lewis as he was running.
A Right B Wrong C Doesn't say
- 2 The weather in Dade County was very bad on August 24th.
A Right B Wrong C Doesn't say
- 3 Mrs. Johnson was shopping at the time of the earthquake.
A Right B Wrong C Doesn't say
- 4 Mrs. Johnson's friend couldn't run fast.
A Right B Wrong C Doesn't say



A “I will never forget what happened on August 24th. It was a dreadful day for everyone in Dade County. The wind was **howling**, and the sky was black. Objects were **flying** all around me as I was trying to find a safe place. As I was **running** towards an **underground shelter**, a tree flew right past me. Inside, some people were **hugging** each other while others were **crying** and **shaking**. It was **unbelievable!**”

John Lewis (45), Miami, Florida

B “It was about 11:30 am, and I was **shopping** with my friend. Suddenly, there was a deep **rumbling** noise and then I felt that the ground was **shaking**, so I **grabbed** my friend’s hand. She was **trembling**. I told her to run. As we were running, the **tremor** was getting worse. The buildings were **rocking** from side to side, and the roads were **cracking**. I was so scared. I thought we weren’t going to **survive!** Everybody was **screaming** and crying. It was terrible!”

Vera Johnson (38), Paso Robles, California

c) Give the articles a title.

Exploring Grammar

Past progressive

4 Match the underlined tense forms in the texts to their uses. Find more examples.


- a** two or more actions happening at the same time in the past
- b** actions giving background information
- c** actions happening at a specific time in the past

- d** an action happening in the past when another action interrupted it
- e** gradual development of an action in the past

5 Put the verbs in parentheses in the *past progressive*.

- 1** A: So what (you/do) at the time of the earthquake?
B: Don’t ask! We (shelter) under the table while the whole house (rock).
- 2** A: (you/watch) TV yesterday at 6:00?
B: No, I (work) in the garden while Anna and Bob (paint) the fence.
- 3** A: What (they/do) at this time yesterday?
B: They (get) ready to go out.

Listening

6  Listen to two eyewitness accounts. Which natural phenomena is each one about?

Speaking

- 7** Use the phrases in Ex. 2 to say what happened to John and Vera.
- 8** Work in pairs. Imagine you experienced each of the phenomena in pictures A-F. Act out short exchanges.

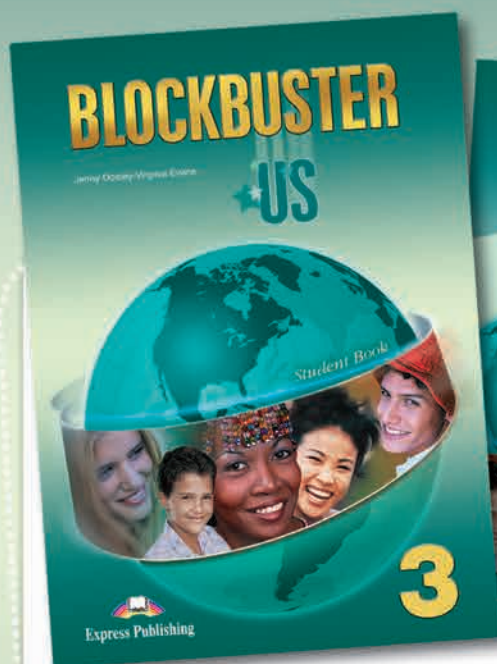
Writing

9 *Portfolio:* Imagine you were an eyewitness to one of the natural phenomena (A-F). Write your account for the local magazine. Write:

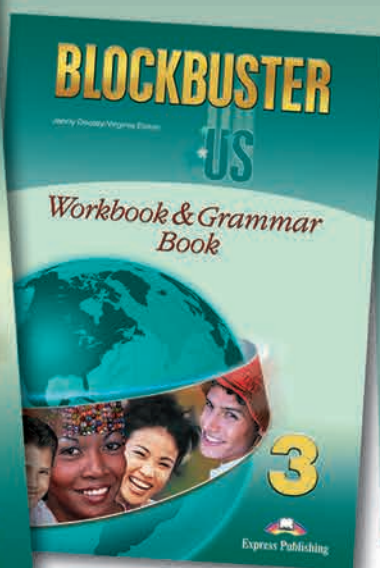
- when it happened
- where you were
- how people were feeling
- what you were doing
- what was happening
- who was with you

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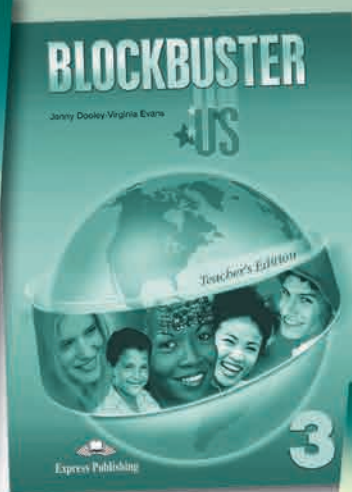
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Student Book



Workbook &
Grammar Book



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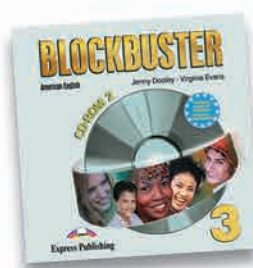
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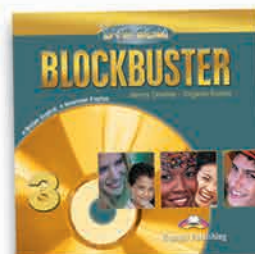
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Jenny Dooley-Virginia Evans

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US

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MODULE 1 (pp. 5-18) <i>The way we live</i>	1 Messy or tidy? (pp. 6-7)	personal belongings	<i>so – such</i> ; phrasal verbs: <i>take</i>	dialogue	listening for gist	express annoyance	short description of your room
	2 Fun time (pp. 8-9)	leisure activities; hobbies	simple present; adverbs of frequency	e-mail to a friend	multiple matching	habits & routines; express likes/dislikes	e-mail to a friend about your hobbies/free time
	3 Chores! (pp. 10-11)	household chores	present progressive; stative verbs	<i>Helping Hands</i> (advertisement)	listening for specific information	make suggestions – agree/disagree	chart showing your chores for next week
	4 Lifestyles (pp. 12-13)	teenagers' lifestyles	present progressive vs. simple present	<i>Being 14</i> (interview)	listening for specific information	talk about lifestyles	interview
	5 Heroes & Villains (pp. 14-15)	character adjectives & appearance	forming adjectives; linking similar/opposing ideas	<i>Simply the Best</i> (article)	listening for gist	talk about character & appearance; join sentences	summary of a text
	Culture Corner 1: <i>Time Off!</i> (p. 16) Cross-Curricular Cut 1: (Literature) <i>Robinson Crusoe</i> (p. 17) Self Check 1 (p. 18)						
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	7 Crime fighters (pp. 22-23)	people who help us	past progressive	<i>Anything can happen ... while on duty!</i> (article)	listening for specific information	narrate a personal experience	short narrative article
	8 In search of truth (pp. 24-25)	detective stories	simple past vs. past progressive	detective story (comic strip)	listening & writing down information	interrogate sb	comic strip
	9 Patrolling the streets (pp. 26-27)	police equipment	<i>used to/would</i>	<i>NYPD Blue on the Streets</i> (article)	multiple matching	express doubt & certainty	strange laws
	10 Things are not always as they seem! (pp. 28-29)		phrasal verbs: <i>break</i> ; linkers	<i>Almost a Crime</i> (story)	listening to identify time sequence	set the scene	story
	Culture Corner 2: <i>Fighting Animal Cruelty: The ASPCA</i> (p. 30) Cross-Curricular Cut 2: (Citizenship) <i>Neighborhood Watch</i> (p. 31) Self Check 2 (p. 32)						
MODULE 3 (pp. 33-46) <i>Changing World</i>	11 What's in store for me? (pp. 34-35)	predictions; star signs; changes in life	<i>will</i> ; time words	dialogue (predictions about the future)	listening for specific information	make predictions	weekly horoscope
	12 Friends in danger (pp. 36-37)	endangered animals, animal categories	<i>will vs. going to</i> ; forming abstract nouns from verbs	<i>Your Voice - Animal Welfare</i> (article); signs	multiple matching	discuss ways to protect endangered species	poster about ways to protect endangered species
	13 Take action now! (pp. 38-39)	environment; global warming	Type 0 & 1 conditionals phrasal verbs: <i>turn</i>	global warming (web page)	listening & writing down information	summarize a text	ad inviting students to plant trees
	14 Technology on your side (pp. 40-41)	gadgets & their uses	Type 2 conditionals	gadgets (advertisements)	listening for specific information	talk about imaginary situations; persuade sb to buy sth	ad for a gadget
	15 A word of advice (pp. 42-43)	teenage problems	<i>should/shouldn't</i>	e-mail giving advice	listening for specific information	ask for/give advice	e-mail giving advice
	Culture Corner 3: <i>Seeds of Hope</i> (p. 44) Cross-Curricular Cut 3: (Science) <i>Disappearing Habitats</i> (p. 45) Self Check 3 (p. 46)						
MODULE 4 (pp. 47-60) <i>Out & About</i>	16 Follow the rules! (pp. 48-49)	rules of the countryside	<i>must/mustn't</i> ; phrasal verbs: <i>pick</i>	dialogue	listening for specific information	reprimand sb – make excuses/apologize	poster of road signs
	17 Travel tips (pp. 50-51)	travel	<i>should(n't) - must(n't)</i>	forum questions: Tokyo	listening to identify key information	give travel advice	forum giving tips for travelers
	18 Summer camps (pp. 52-53)	types of camps	<i>(don't) need to/ (don't) have to/ can't</i>	<i>TechCyber Camps</i> (article)	multiple matching	ask for/give/refuse permission; school rules	dos & don'ts at a summer camp
	19 Going x-treme! (pp. 54-55)	extreme sports & equipment	comparative - superlative; word formation: -ed/-ing adjectives	<i>Would you dare to ... ?</i> (jigsaw reading)	listening for specific information	compare extreme sports	paragraph about a sport
	20 Activity vacations (pp. 56-57)	types of vacations	<i>should/need</i>	e-mail giving instructions	listening to identify key information	suggest & give reasons – agree/disagree	e-mail giving instructions
	Culture Corner 4: <i>American Etiquette</i> (p. 58) Cross-Curricular Cut 4: (History) <i>What did the Native Americans do for fun?</i> (p. 59) Self Check 4 (p. 60)						

		VOCABULARY	GRAMMAR	READING	LISTENING	NOTIONS/ FUNCTIONS	WRITING
MODULE 5 (pp. 61-74) Money, money ...	21 Shop till you drop (pp. 62-63)	clothes/patterns		dialogue - shopping for clothes	listening for specific information	at the cash register	comic strip
	22 On sale (pp. 64-65)	department stores & products	order of adjectives	notices	listening for specific information	describe objects	letter to a hotel about sth you left there
	23 Cash or card? (pp. 66-67)	methods of payment	the passive (1)	<i>Quiz time</i>	listening for detail		quiz
	24 All under one roof (pp. 68-69)	types of stores & products	the passive (2); phrasal verbs: <i>come</i>	<i>Getaways: West Edmonton Mall</i> (article)	listening for detail	recommend a place	descriptive article about a shopping center
	25 Not good enough (pp. 70-71)	faulty products & shoppers' complaints	word formation: negative adjectives	an e-mail of complaint	multiple matching	make complaints/request action & responding	e-mail of complaint
	Culture Corner 5: <i>Marketplaces</i> (p. 72) Cross-Curricular Cut 5: (Math) <i>Catalog Orders</i> (p. 73) Self Check 5 (p. 74)						
MODULE 6 (pp. 75-88) Festive Occasions	26 Places to eat (pp. 76-77)	places to eat; food preferences	<i>prefer/would prefer – like/would like</i>	dialogue (ordering food)	listening & writing down information	specific/general preference	comic strip
	27 Carnival Time (pp. 78-79)	food & celebrations	countable/ uncountable nouns; <i>some/any/a lot of/a few/(a) little</i>	<i>Mardi Gras</i> (article)	multiple matching	describe celebrations	postcard
	28 Happy moments (pp. 80-81)	celebrations	present perfect	e-mail	note taking	invite - accept/ refuse invitations	e-mail
	29 Great entertainers (pp. 82-83)	entertainers	word formation: nouns / adjs from verbs; relatives phrasal verbs: <i>give</i>	<i>People to Remember</i> (article)	multiple choice		biography
	30 Thrilling attractions (pp. 84-85)	theme park attractions	present perfect vs. simple past/ linking words	<i>Birthday Surprise</i> (story)	multiple matching	express surprise/ amazement	story
	Culture Corner 6: <i>Annual Holidays</i> (p. 86) Cross-Curricular Cut 6: (History) <i>We will remember them</i> (p. 87) Self Check 6 (p. 88)						
MODULE 7 (pp. 89-102) Getting it across	31 Leave a message (pp. 90-91)	means of communication	<i>say/tell</i>	dialogues (on the phone)	listening to identify key information	talk about preferred means of communication	greeting message
	32 SEND ME A TXT! (pp. 92-93)	cell phones	reported speech (statements)	SMS texts		check/clarify points	SMS message
	33 Are you online? (pp. 94-95)	feelings; teenage concerns	reported speech (questions); forming abstract nouns from verbs	instant messenger	listening for specific information	describe negative feelings	instant messenger conversation
	34 Breaking the code (pp. 96-97)	parts of the body	reported speech (commands); phrasal verbs: <i>look</i>	<i>Bubble Talk</i> (article)	listening and writing down key information	give instructions for divers	secret message
	35 In touch with the world (pp. 98-99)	TV & the Media	linking words	TV (opinion essay)	listening for detail	give reasons	opinion essay
	Culture Corner 7: <i>Say it with a Puff!</i> (p. 100) Cross-Curricular Cut 7: (Science) <i>Sound & hearing</i> (p. 101) Self Check 7 (p. 102)						
MODULE 8 (pp. 103-116) Supernatural	36 The truth is out there (pp. 104-105)	UFOs	tag questions	comic strip	intonation in tag questions		story
	37 Superstitions (pp. 106-107)	sports & equipment	causative form	<i>Playing it safe</i> (quiz)	listening for specific information	ask about knowledge	quiz
	38 Mysteries (pp. 108-109)	supernatural creatures	past perfect	<i>Ghosts of Hollywood</i> (article)	listening to identify key information	ask comprehension questions	article about ghost stories
	39 Friend or Foe? (pp. 110-111)	character traits	<i>make - let</i> ; word formation: verb opposites	Vote of the Week (web page)	listening for specific information	describe personality	web page
	40 Spooky Tales (pp. 112-113)		phrasal verbs: <i>make</i>	ghost story	listening for specific information		story
	Culture Corner 8: <i>Folklore: Paul Bunyan</i> (p. 114) Cross-Curricular Cut 8: (Literature) <i>Dracula</i> (p. 115) Self Check 8 (p. 116)						

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6 Clumsy crooks!

Vocabulary

Crimes & Criminals

- 1 a) Look at the headlines and complete the table with the missing words.

A GRANDMOTHER IN HOSPITAL
AFTER MUGGING

B Gunmen Kidnap Football
Player in Buenos Aires

C BUS DRIVER CATCHES
PICKPOCKET

D Boys Vandalize
Art Gallery

E POLICE ARREST BANK ROBBER

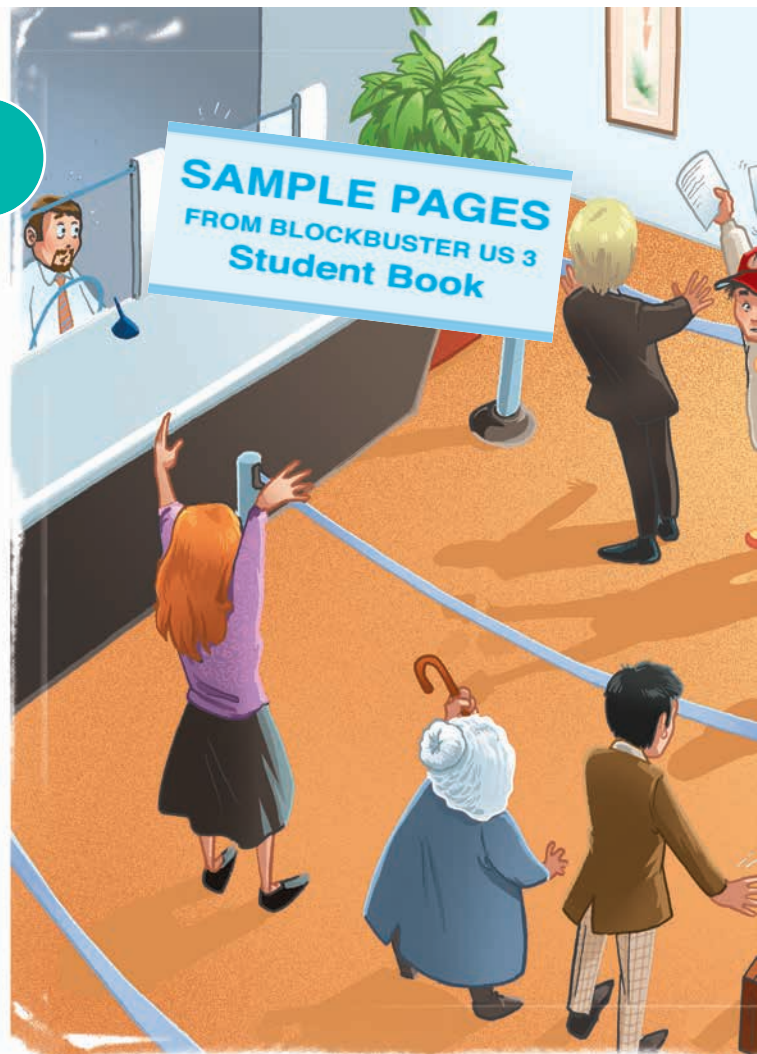
F HOUSE OWNER
SURPRISES BURGLAR

verb	noun (criminal)	noun (crime)
rob	.....	robbery
burglarize	.....	burglary
.....	vandal	vandalism
.....	kidnapper	kidnapping
mug	mugger	.....
pickpocket	.....	pickpocketing

b) In pairs, match the criminals from the table in Ex. 1a to what they do.

- break into homes and rob people
- cause damage to buildings or property
- attack someone in the street & take their money
- take someone away by force
- steal from people's bags or pockets
- steal money or goods from a business like a bank or store

20 *A burglar breaks into homes and robs people.*



Listening

Intonation (stressed words)

- 2 a) Listen and underline the stressed syllables. Listen again and repeat. Which of the expressions: a) *announce news*? b) *express interest or surprise*?

- You have to listen to this!
- You won't believe what he did!
- That's unbelievable!
- It gets worse!
- What happened next?
- He didn't!
- You can say that again!
- How come?
- What a story!

b) The expressions above and the picture are related to the dialogue. What is the dialogue about? Listen and check.

Reading

- 3 a) Read the dialogue and correct the witness statement. Then explain the words in bold.



Witness Statement

Time: 2:30 pm

Date: March 12th

A robber came into the bank wearing a paper bag over his head. He lifted the bag, pulled out a club, and demanded money from the teller. The teller opened the safe, which was full of money, so the robber ran out of the bank with all the money.

b) Which sentence best describes the picture? Which headline from Ex. 1a could belong to the story?

Exploring Grammar

Simple past (regular & irregular verbs)

4 Circle the *simple past* forms in the dialogue. Which are: *regular*? *irregular*? Which are used for:

- an action which happened at a stated time in the past?
- actions that happened immediately one after the other in the past?

5 Complete the interview with the correct verb form.

A: What 1) (you/see) exactly?

B: A man 2) (stop) the woman in the street. He 3) (take) out a gun and 4) (tell) her to give him her purse and cell phone.

A: What 5) (he/look) like?

B: I 6) (not/see) his face.

Speaking

6 **Portfolio:** In pairs, use a headline from Ex. 1a to act out a dialogue similar to the one in Ex. 3. Use sentences from Ex. 2 as well as your own ideas. Record yourselves.

Writing (an eyewitness statement)

7 **Portfolio:** Imagine you were an eyewitness to a robbery. Write your statement for the local police. Write:

- when & how it happened
- what the robber did
- what happened in the end

Sally: Hey Jo! You have to listen to this!

Jo: What is it? I'm busy!

Sally: I'm reading an article about a robber.

Jo: And ...?

Sally: You won't believe what he did!

Jo: Ok tell me, but it had better be good!

Sally: He tried to rob a bank last week ...

Jo: So? That's what robbers do!

Sally: Yeah, but he wore a **canvas sack** to cover his face, so he couldn't see anything!

Jo: That's unbelievable!

Sally: I know! It gets worse!

Jo: Why, what happened next?

Sally: Well, he pulled out a gun, lifted the sack off his face, and **demand**ed money from the teller!

Jo: He didn't!

Sally: He did! The security camera **captur**ed his face on film.

Jo: What a **dumb** crook!

Sally: You can say that again!

Jo: So did he take any money?

Sally: **Accord**ing to the newspaper, he didn't get a penny!

Jo: How come?

Sally: Well, when the teller opened the safe, the alarm **went off**, so he panicked and ran out of the bank **empty-handed**!

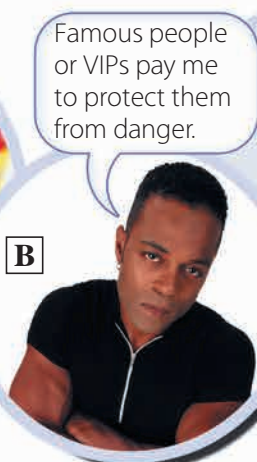
Jo: What a story!

7 Crime fighters



A

I pretend to be a shopper and look out for shoplifters.



B

Famous people or VIPs pay me to protect them from danger.



C

I fight crime in the community.



D

My customers pay me to search for information about people.

E



I protect buildings such as banks or big companies' headquarters.

Vocabulary

People who help us

- 1 a) Read what each person (A-E) says. What do they do for a living? Choose from the list.

- private investigator • judge
- bodyguard • security guard
- police officer • prison guard
- store detective

- b) What do you think the other jobs involve?

Reading

- 2 a) Read the title and the first sentence from each text. What are the texts about? Read, listen, and check.

- b) Read again and mark the statements (1-6) *R* (Right), *W* (Wrong), or *DS* (Doesn't say).

- 1 Jack Barton was going to work.
- 2 The children were very scared.
- 3 The cat wasn't hurt.
- 4 It was Samantha's first day at work.
- 5 Samantha was the only person that chased the man.
- 6 The store owner was a thief.

Anything Can Happen... while on duty!

A "It was about 5:00 pm on a stormy afternoon last summer, and I was cycling back to the police station after a busy day's work. The wind was **howling** and it was starting to **thunder**. As I turned a corner, I saw three children looking up into a tree at a **terrified** little cat. It was **trembling** and **meowing** loudly. While I was thinking about what to do, I noticed a man who was in his garden. Next to him was a long hose which he used to water the plants.

I ran quickly over to the man, **grabbed** the hose, and pointed it up at the cat. The powerful jet of water knocked it out of the tree and into the arms of one of the surprised children below. The cat was soaking wet but **unharméd**. I got back to the station that day with a huge smile on my face. It's great that my job isn't just about fighting crime!"

Jack Barton (40), police officer

B "It was my first week as a store detective in the department store in town. One day, I noticed a **smartly-dressed** man beside me. He was looking around quite **nervously**, so I decided to watch him for a while.

Suddenly, the man **picked up** a bottle of perfume and ran towards the door.

'Stop! Thief!' I shouted. I ran out of the store and **chased** after the man. He was running very fast, but I soon **caught up** with him and **knocked** him to the ground. Then, to my surprise, I saw that the man was laughing. 'Don't worry', he said. 'I'm Mr. Tomkins, the owner of this department store. I wanted to see how good you are. Congratulations, you passed the test!'

Samantha Greene (37), store detective

- c) Explain the words in bold. Then give each text a title.

Exploring Grammar

Past progressive

- 3 Look at the verbs in **bold** and identify the tenses. Then **match them to the rules (a-d)**. Find examples of each use in the texts in Ex. 2.

- 1 ☐ Jane **was talking** to her mom at 10:15 this morning.
- 2 ☐ Steve **was driving** to the police station when his boss **called** him.
- 3 ☐ The sun **was rising** over the hills as I **arrived** at my destination.
- 4 ☐ The thief **was running** fast and three police officers **were trying** to catch him.

- a two or more actions happening at the same time in the past
- b describing the setting or giving background information to a story
- c actions happening at a certain time in the past
- d an action happening in the past when another action interrupted it

- 4 Use the prompts and *at, while, when* to make sentences.

- he/read/ newspaper
- they/go to work
- the children play/in the garden
- she cook/dinner
- he/do/shopping
- 9:00
- yesterday
- she wash/dishes
- cell phone/ring
- someone/steal/wallet
- work/on the computer

He was reading his newspaper while she was washing the dishes.

Speaking

Study Skills


Use recording to improve speaking skills

You can record yourself while doing a speaking activity. This way, you can listen to your performance and improve your grammar, pronunciation, and oral skills.

- 5 **Portfolio:** Imagine that you are one of the children or the department store owner in the stories. Tell your partner what happened that day. Record your story, and then listen and check if you made any mistakes.

It was a stormy afternoon and we couldn't find our cat anywhere. I was looking for her in the garden when I heard her ...

Listening

- 6  a) Listen to the radio announcer talking about an exhibition. What information is missing? Listen and complete the blanks.

Superheroes Exhibition

Where?	Brooklyn Exhibition Center, 1)
When?	May 13 th – 2)
Exhibits include:	<ul style="list-style-type: none"> • Comic book superheroes: from 3) to the present day. • Superheroes in 4)
Opening times:	5) – 6 pm
Admission:	\$6, 6) for children under 12



- b) Would you like to go to this exhibition? Why?

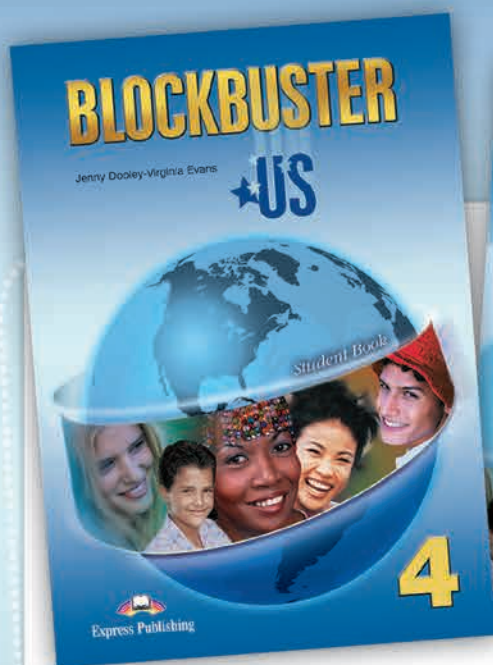
Game

Imagine you are a superhero. Think of a situation (e.g., *saving someone's life or catching a criminal*) and mime it for the class. The class, in teams, narrates your story.

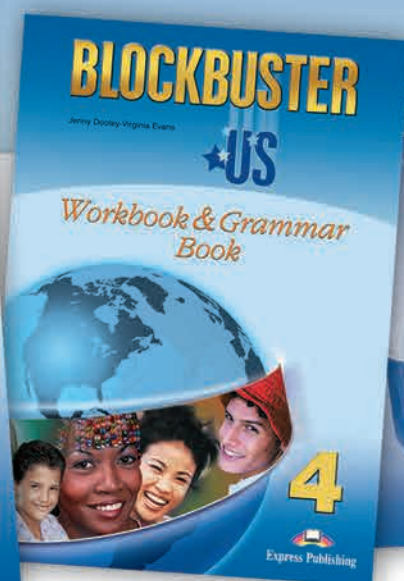
Writing (a short narrative article)

- 7 **Portfolio:** Use your ideas from the game and write your article. Use the texts in Ex. 2 to help you.

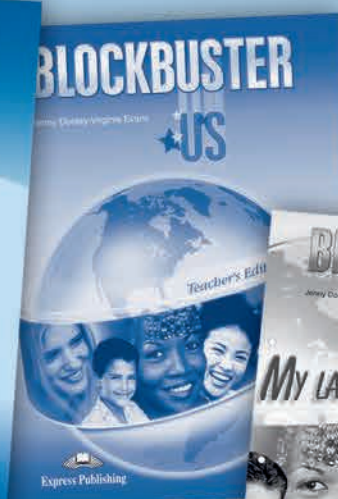
BLOCKBUSTER 4



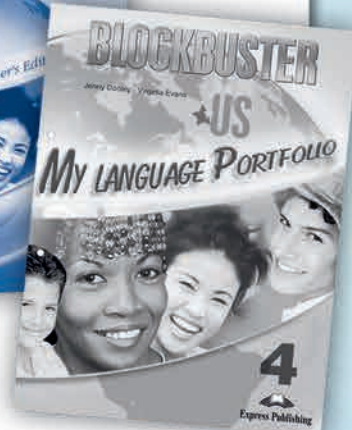
Student Book



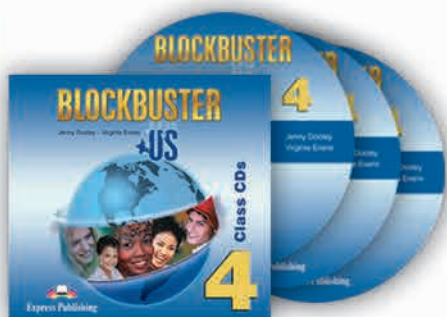
Workbook &
Grammar Book



Teacher's
Edition



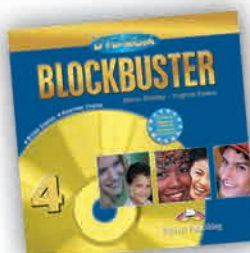
My Language
Portfolio



Class CDs



Student's CD



DVD-ROM



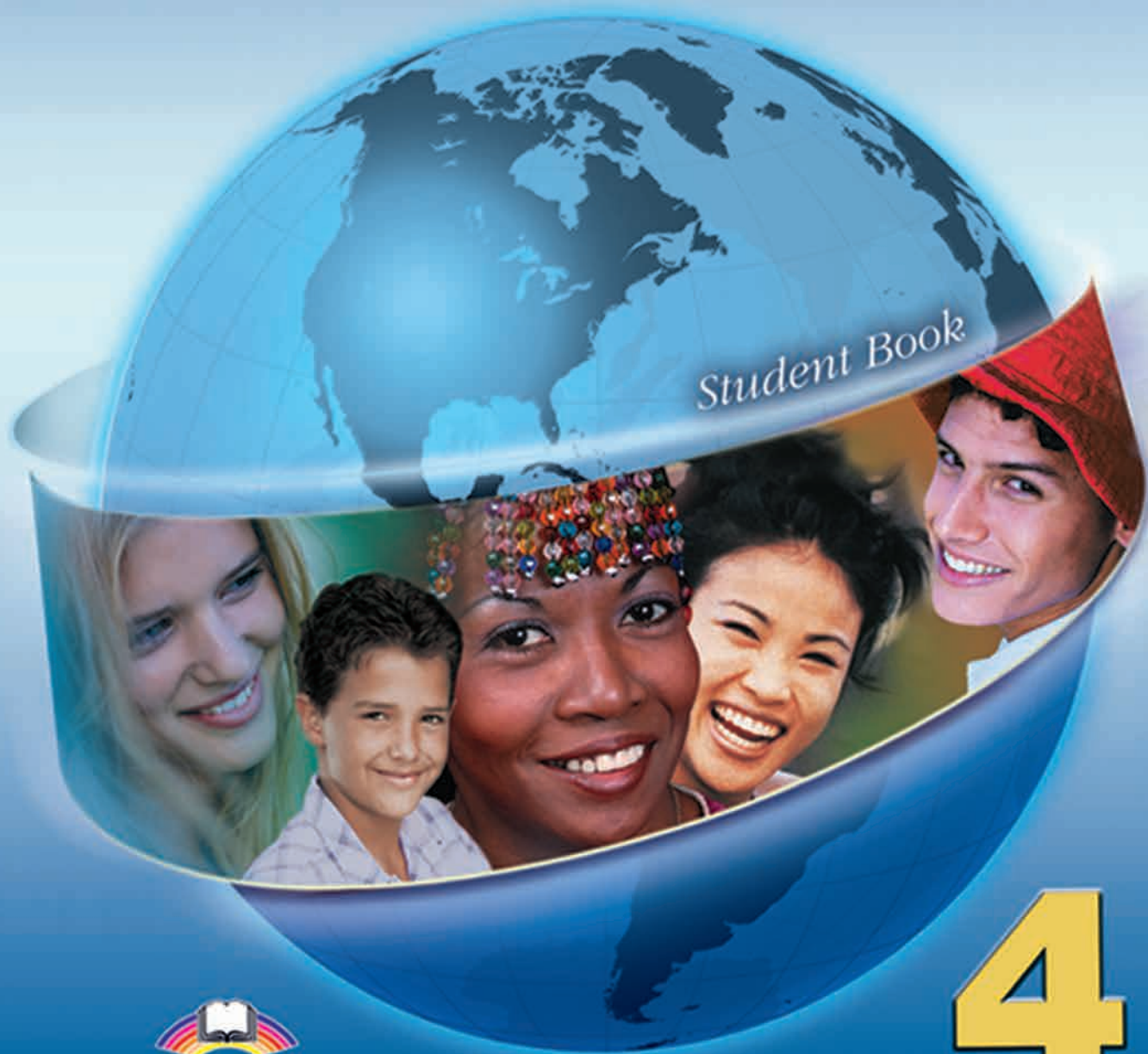
Test Booklet
CD-ROM

BLOCKBUSTER

Jenny Dooley-Virginia Evans



Student Book



4



Express Publishing

Contents

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	2 What are you hooked on? (pp. 8-9)	favorite things	simple present/present progressive, stative verbs, relative pronouns/adverbs, relative clauses	<i>What do teenagers like?</i> (magazine interview)	interview	an interview about a partner's favorite things
	3 Free-time fun (pp. 10-11)	weekend activities		weekend plans (dialogue)	likes-dislikes, preferences, asking for information	weekend plans
	4 Family bonds (pp. 12-13)	family values	forming adjectives phrasal verbs: <i>turn</i>	Who's your inspiration? (article)	family relationships	article - the person who inspires you
	5 Think Green (pp. 14-15)	neighborhoods	adverbs	<i>Clean & Green Weekend</i> (article)	improve your neighborhood	a letter to a friend about what you do to keep your neighborhood clean & green
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	8 Getting around (pp. 24-25)	means of transportation	forming adjectives with negative meaning	buying a ticket (dialogue)	describe pictures, express opinions, express annoyance	a dialogue expressing opinion about favorite means of transportation
	9 Experiences (pp. 26-27)	verb-adverb phrases, feelings	gradable-non gradable adjectives	a story	predict content	a story
	10 Think Green (pp. 28-29)	greener ways to travel	phrasal verbs: <i>put</i>	message board	a speech on eco-friendly transportation	a leaflet about eco-friendly transportation
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	12 The sweet smell of success (pp. 36-37)	famous people	Present Perfect, Present Perfect Progressive, Simple Past, would-used to	<i>Making the best of a bad job!</i> (quiz)	discuss past habits & routines	an article about grandparents' past habits
	13 It's for you... (pp. 38-39)	communication	phrasal verbs: <i>hang</i>	cancel an appointment (dialogue)	telephone language, completing a resumé	a resumé
	14 Job hunting (pp. 40-41)	personal qualities & qualifications	forming compound adjectives	letter of application	formal-informal style	a letter of application
	15 Think Green (pp. 42-43)	Green jobs	full infinitive/gerund	<i>Learn, earn & make a difference</i> (article)	choosing a job	describing feelings about the environment
	Culture Corner 3: <i>We're Off!</i> (p. 44) Cross-Curricular Cut 3: (Literature) <i>A Christmas Carol</i> (p. 45) Self-Check 3 (p. 46)					
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	17 Healthy living (pp. 50-51)	healthy habits, exercise	future tenses	<i>Healthy living week</i> (school ad)	healthy/unhealthy habits	future actions
	18 Letting off steam (pp. 52-53)	stress		relieving stress (dialogue)	persuade/make excuses/give in	a dialogue giving advice on stress
	19 A word of advice (pp. 54-55)	stressful situations	time words, phrasal verbs: <i>break</i>	an e-mail giving advice	teenage problems give advice – accept/refuse	an e-mail giving advice
	20 Think Green (pp. 56-57)	forests	forming verbs with <i>en-</i>	<i>Welcome to Beechwood Forest</i> (article)	a speech about respecting the forest	forests in your country
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	22 Art fit to eat! (pp. 64-65)	food & drinks	the passive, quantifiers	<i>Fruity beauties</i> (article)	offer food & drink	a recipe
	23 Retail therapy (pp. 66-67)	stores & products	phrasal verbs: <i>pay</i>	buy shoes (dialogue), decide on clothes	pay compliments, choose a present	a dialogue based on a picture
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	25 Think Green (pp. 70-71)	packaging	comparatives – superlatives	The EU Eco-label (article)	compare places	eco-labels
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	27 The generation gap (pp. 78-79)	family relationships	modal verbs, making deductions	<i>Troubled waters – can they be bridged?</i> (article)	discuss the generation gap	a text expressing opinion about generation gap
	28 Hey, good-looking! (pp. 80-81)	appearance	phrasal verbs: <i>go</i>	problems with appearance, plastic surgery	complain about appearance/reassure	an e-mail reassuring a friend about appearance
	29 Messages (pp. 82-83)	types of messages		short messages	invite – accept/decline	an e-mail thanking a friend after a party
	30 Think Green (pp. 84-85)	homes	clauses of purpose	<i>Green Houses</i> (article)	describe ideal homes	design of an environmentally friendly house
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MODULE 7 (pp. 89-102) Travel	31 Sunshine & showers (pp. 90-91)	weather		<i>And now for the weather ...</i> (article)	discuss the text	an e-mail about weather in your country
	32 Vacation gadgets (pp. 92-93)	electronic gadgets	reported speech	<i>Don't forget your gadget!</i> (article)	favorite gadgets	a short text about your favorite gadget
	33 It really hurts (pp. 94-95)	injuries & symptoms	causative form	discussing an injury (dialogue)	ask about sb's health	a card about an accident you had
	34 Take your pick (pp. 96-97)	types of vacations	transition words/phrases, forming compound nouns	<i>Are package vacations the best type of vacations?</i> (essay)	pros & cons of camping vacations	a for & against essay about camping vacations
	35 Think Green (pp. 98-99)	endangered animals	phrasal verbs: <i>make</i>	<i>In search of the real King Kong</i> (story)		an e-mail about a trip you went on
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MODULE 8 (pp. 103-116) The Mind	36 Brain power (pp. 104-105)	the mind		<i>Artificial intelligence</i> (article)	express possibility	a paragraph about the future of artificial intelligence
	37 Memory matters (pp. 106-107)	memory	conditionals, wishes	<i>In living memory</i> (article)	express wishes/regrets	a list of your biggest regrets/wishes
	38 Seeing is believing (pp. 108-109)	imagination	phrasal verbs: <i>give</i> forming nouns from verbs	optical illusions (dialogue)	speculating	sentences speculating about pictures
	39 It was a nightmare! (pp. 110-111)	dreams	descriptive verbs	<i>My worst nightmare</i> (story)	retell a story	a story about a scary dream you had
	40 Think Green (pp. 112-113)	sounds & noise		<i>Decibel Madness</i> (article), identify sounds	ask about noise pollution	checking sound levels in your school
	Culture Corner 8: <i>Game Shows</i> (p. 114) Cross-Curricular Cut 8: (Biology) <i>The Brain</i> (p. 115) Self-Check 8 (p. 116)					

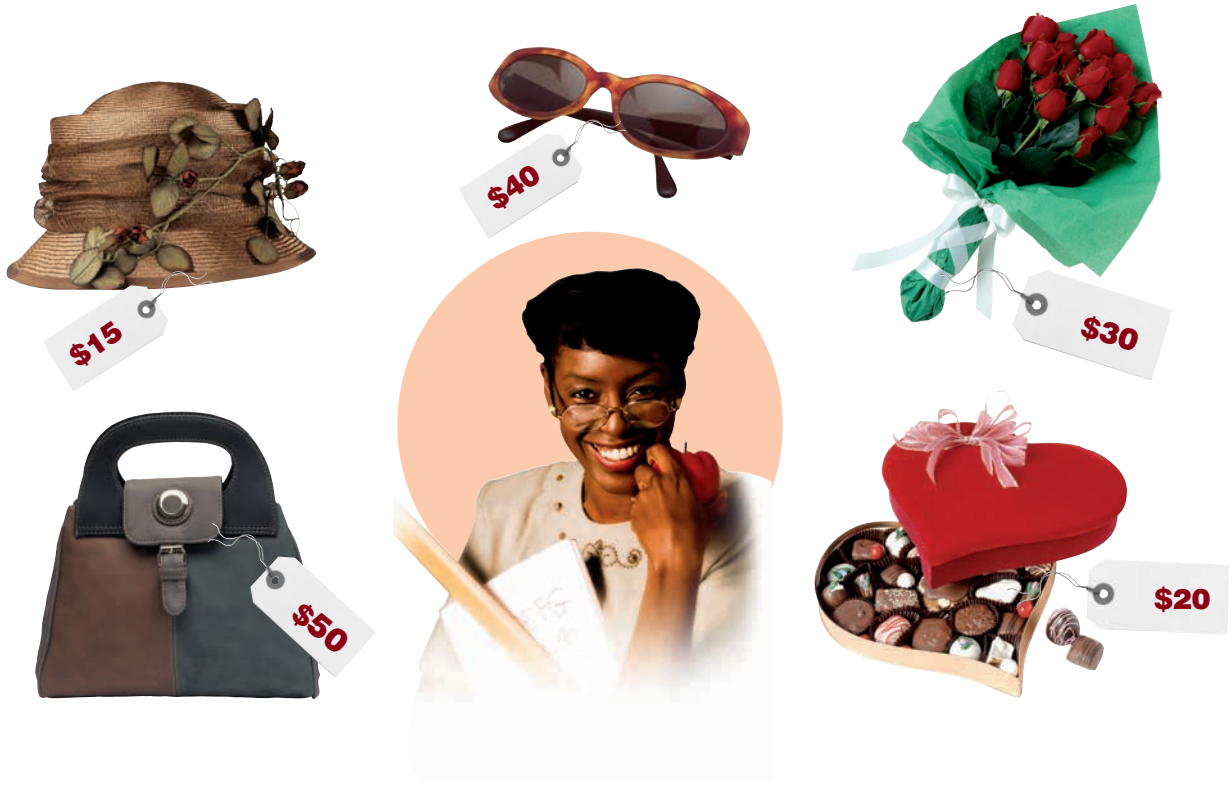
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Pairwork Activities

Visual Materials

MODULE 5 – Making Decisions

- It's your teacher's birthday. You have \$60 to spend. In pairs, decide what to buy her.



MODULE 6 – Describing Pictures

- Describe the pictures in detail.

A



B



- Work in pairs. Your pictures show people celebrating events. Now talk together about how important such celebrations are in people's lives.

Relaxation

MODULE 4

Units 16 - 20

◆ Before you start ...

- What job would you like to have? Why?
- How do you contact your friends?
- What would you like to do to help the environment?

◆ Look at Module 4

Find the page numbers for pictures 1-4.

◆ Find the page number(s) for

- | | |
|-----------------------------|----------------------|
| a plan for a week at school | <input type="text"/> |
| a list of tips | <input type="text"/> |
| an e-mail | <input type="text"/> |
| a poem | <input type="text"/> |

◆ Learn how to ...

- persuade – make excuses/give in
- give advice – accept/refuse
- make a speech

◆ Practice ...

- *going to/will*
- future progressive, and future perfect
- time words
- forming verbs with the suffix/prefix *en*
- phrasal verb: *break*

◆ Write ...

- a leaflet giving advice about what colors to use in a house
- a dialogue about relieving test stress
- an e-mail giving advice

◆ Listen, read, and talk about ...

- color & mood
- color idioms
- healthy habits
- relieving stress
- stressful situations
- forests

Culture Corner: Fun Day Out

Cross-Curricular Cut: (Health) Believe in Yourself!

1



2



3



4



16 Color therapy

Vocabulary

Mood

- 1 Name the colors. Which make(s) you feel:
angry & annoyed? energetic & sociable?
calm & relaxed? peaceful & refreshed?
comfortable & dreamy? confident & cheerful?
mysterious & powerful? pure & innocent?
Tell a partner.

Red makes me feel angry and annoyed.

- 2 How do you feel when ...

- 1 you are waiting for a friend who is late?
- 2 you're lying down in the park?
- 3 you've had a difficult day?
- 4 the weather is sunny and warm?
- 5 you pass a difficult test?

- 6 you meet new people?
- 7 you wake up in the morning?

I feel annoyed when I'm waiting for a friend who is late.

Color idioms

- 3 Complete the sentences (1-5) with the idioms below. Then use them in sentences of your own. Are there similar idioms in your language?

- see red (= feel angry)
- green with envy (= jealous)
- feeling blue (= depressed)
- as white as a sheet (= pale)
- out of the blue (= unexpectedly)

- 1 He lost his job
- 2 Amy isn't very happy today – she's really
- 3 What's wrong, Annie? You're
- 4 Sam's terrible behavior yesterday really made us
- 5 I love Jack's new bike – I'm

Colors & shades

- 4 How do you express the phrases below in your language? Use similar phrases to describe: *a partner's clothes, the classroom, and your room.*

- dull yellow • light brown • bright pink
- pale gray • deep red • dark purple
- greenish blue

My partner is wearing dark blue jeans, a pale yellow top, and ...


Reading


- 5 Look at the title of the text on p. 49. What do you think it is about? Listen, read, and check.
- 6 Read the text again. Which color(s) ...
 - 1 helps you think about ideas?
 - 2 can make you feel afraid?
 - 3 makes you feel hungry?
 - 4 will help you think things through?
 - 5 will cheer you up?
 - 6 is always trendy?
 - 7 will help you meet new people?
 - 8 is good for you if you're feeling ill?





Color your Mood!


We can't **ignore** color – it's all around us! We even use color in our everyday conversations; we say, "I'm green with envy," or "It makes me see red." But what does it all mean? Why are people more relaxed in green rooms? What does it say about your **personality** if you like wearing black? Let's find out!


 Red is **associated with** energy, impatience, and ambition. Try sitting in a red room for a while! Is your heart **beating** faster? Do you feel **awkward**, angry, or annoyed? Red can **stimulate** your appetite, too, which is why fast-food restaurants are often painted red. Red also **attracts attention** and is the color of love, so it's the perfect color to wear if you want that boy or girl to **notice** you!


 Finding it hard to **settle down** to work? Then paint your study room blue! Blue is the color of the mind, so it helps **concentration**. Light blue is also very calming and relaxing, so it's great for **relieving stress**. Be careful, though – too much of this color could leave you 'feeling blue'!


 Green is the color of nature and **healing** and helps you feel peaceful, calm, and refreshed. People waiting to appear on TV sit in 'green rooms' to relax, and hospitals often use green to relax their patients. Green also helps you to sleep.

 Purple is associated with **royalty** and **wealth** because purple **dyes** used to be very expensive to make. Would you like to be more imaginative and creative? Then **surround** yourself with purple! Purple can also relieve anxiety and bring comfort. It's romantic, too!

 Bright sunny yellow certainly **grabs** attention! It's a cheerful color that helps **build self-esteem** and makes you feel optimistic, confident, and happy. On the other hand, dull yellow can be the color of **fear**. Avoid it if you're feeling **tense** or you get upset easily. People often **lose their temper** in yellow rooms and babies cry more.

 Going to a party? Orange will help you feel energetic, happy, and sociable. Don't wear it too often, though – people won't **take you seriously**!

 White is the color of **purity**. It **symbolizes** light, **innocence**, and joy. Spend time in a clean white room if you want to organize your thoughts and emotions. Be careful, though. Too much white can be lonely because it **separates** us from other people.

 Black can make you feel mysterious, powerful, and strong. You might prefer to wear black when you feel like **hiding** from the world. Black is always popular in fashion because it's **elegant**, stylish, formal, and **timeless**. Of course, it can also be a little scary. After all, **villains** such as Dracula usually wear black!

- 7 Explain the words/phrases in bold. Choose two or three and mime or draw their meanings.

Speaking

- 8 In pairs, decide which colors you would use to decorate your ideal house. Present your ideas to the class, giving reasons.

In our ideal house, the bedroom walls would be light blue to help us relax ...

Writing (a leaflet)

- 9 **Portfolio:** Imagine you are a color therapist. Use your answers from Ex. 8 to write a short leaflet advising what colors to use/not to use in different rooms in a house.

Color affects our mood, so think carefully about what colors you use in your house! You could paint your living room walls green, for example, because ... but don't ...

17 Healthy living

Vocabulary

Healthy habits

1 a) In pairs, decide whether each of the following statements is about a healthy or an unhealthy habit. Which statements relate to: *food & drink? exercise? mental health? physical health?*

- I eat junk food almost every day. • I eat in a hurry.
- I get at least eight hours of sleep every night.
- I exercise regularly (play sports, go to the gym, etc.).
- I drink a lot of soft drinks. • I have a sweet tooth.
- I eat five servings of fruits and vegetables each day.
- I drink at least eight glasses of water each day.
- I don't smoke. • I eat a balanced diet.
- I find it difficult to relax. • I have a good sense of humor.
- I often skip breakfast. • I worry and get stressed out a lot.

b) Which statements are true for you? Tell a partner.

I exercise regularly because I'm on the school basketball team, but I also eat a lot of junk food ...

Reading

2 Look at the picture and the title. What is the purpose of the text? What do you think the students might learn during Healthy Living Week? Read and check.

HEALTHY LIVING WEEK

May 26th-30th ROSEDALE HIGH SCHOOL

GRAB YOUR WATER BOTTLE AND SNEAKERS BECAUSE NEXT WEEK IS HEALTHY LIVING WEEK AT ROSEDALE HIGH!

On '**Movement Monday**', you'll be learning about your bodies and what you need to do to 1) them in **tip-top condition**! Special science lessons will focus on why regular exercise and a balanced diet are 2) important for our **heart, lungs, muscles, and bones**, and also for our mental health. Do you have any health problems or **concerns**? Don't worry, because by the 3) of the day, you will all have had the chance to talk them through with the school nurse!

On '**Slim and Trim Tuesday**', we're going to look at some healthy **recipes**, and cook and taste a variety of **nutritious foods**. We'll also be 4) you to take part in the 'healthy lunchbox **challenge**'. This not only means bringing healthy food to eat, but also 5) about the **packaging**.

On '**Workout Wednesday**', it's time to 6) fit! Do you imagine yourself as the next Eli Manning? Then we have a **treat** for you! **Coaches** from the New York Giants will be coming to teach some football **skills** and **fitness training sessions**. In the afternoon, we're all going

to participate 7) a **sponsored** run around the school field. And yes, that includes YOU!

'**Think Fit Thursday**' will encourage you to think about the choices we make that have **to do with** our health. Why do we choose junk food snacks instead of healthy ones, for example? We'll also discuss how to develop a positive body image and **conduct an experiment** to see the 8) of smoking on the lungs!

By '**Fun Friday**' you'll probably be **exhausted** from all the week's activities, but you're still going to have another exciting day! In the morning, you are invited to design a new, healthy menu for the school **cafeteria**. There will be prizes for the 9) entries! Finally, you'll be taking part in sports activities all afternoon!

We hope that by the end of Healthy Living Week you'll have learned new things and had a 10) of fun as well! Take care of your health NOW, and in the future your body will thank you!

3 Read the text again and choose the correct word for each space (1-10). Listen and check.

- | | | | |
|--------------|---------------|---------------|------------|
| 1 A keep | B have | C put | D make |
| 2 A to | B as | C so | D such |
| 3 A final | B end | C finish | D late |
| 4 A hoping | B wishing | C pleasing | D inviting |
| 5 A thinking | B imagining | C considering | D planning |
| 6 A do | B make | C go | D get |
| 7 A at | B in | C with | D for |
| 8 A causes | B impressions | C reasons | D effects |
| 9 A well | B good | C best | D more |
| 10 A many | B lot | C much | D several |

4 Explain the words/phrases in bold. Choose three and mime or draw their meanings. Then, in pairs, tell each other one thing that is going to happen on each day.

Exploring Grammar

Grammar Reference

be going to – will

5 Read the theory in the Grammar Reference section, and then find examples of *be going to* and *will* in the text. What are their uses: a prediction based on what we see/know? an action/event that will definitely happen? a plan/intention? an on-the-spot decision? a promise or threat? a prediction based on what we think/believe will happen?

6 Fill in *will* or *be going to*.

- 1 A: What are your plans for tomorrow?
B: I play football in the park.
- 2 A: I'm going swimming with Jane now.
B: Really? I think I come, too!
- 3 A: What are these oranges for?
B: I make some orange juice.
- 4 A: I'm really tired.
B: Then go to bed early. You feel a lot better.
- 5 A: I have so many things to do!
B: Don't worry – I give you a hand.
- 6 A: Are you going out?
B: Yes. I buy some fruits and vegetables.

Future progressive & future perfect

7 a) Look at the underlined tenses in the text. How are they formed? Which expresses an action which: *will be in progress at a stated future time*? *will definitely happen in the future as a result of a routine/arrangement*? *will have finished before a stated time in the future*? Find more examples in the text.

b) Put the verbs in parentheses into the *future progressive* or *future perfect*.

- 1 By this time next week, we
..... (relax) on the beach!
- 2 She (finish) the project by tomorrow morning.
- 3 Sam (study) all day tomorrow.
- 4 They (wait) for us outside the movie theater.
- 5 (he/make) dinner by the time we get home?
- 6 I (go) to the supermarket later. Do you need anything?

8 a) In pairs, discuss what you will be doing at 7, 8, 9, 10 o'clock tomorrow morning, next Saturday, next Sunday.

b) What will you have done: by the end of the week? by the time you are twenty-five?

Sentence transformations

9 Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 There is a Sports Week planned for next week.
A Sports Week is
..... take place next week.
- 2 All students will participate.
All students
..... part.
- 3 Students will be able to choose different sports every day.
Every day,
..... be different sports for students to choose from.
- 4 All training sessions will have finished by four o'clock.
The training sessions
..... continue after four o'clock.

10 Think of the grammar structures you have learned in this lesson. Make sentences using them. Close your book and tell a partner.

18 Letting off steam

Vocabulary

Relieving stress

- 1 What does the title mean: *do sth to help get rid of your anger, stress, etc., or try to overcome difficulties*? Is there a similar idiom in your language?
- 2 a) Look at the tips in the school newspaper. Imagine you are preparing for a test. Which tips do you think are the most effective? Tell a partner. Give reasons using the words below.
 - relaxing • calming • funny
 - exciting • refreshing
 - entertaining • energetic

I think playing a sport like football is a really good way to let off steam. It's really energetic and helps to relieve stress.

b) Add three more tips. Compare answers with a partner.

Reading

- 3 a) Read the sentences (A-F). What do you think the dialogue is about?
 - A I know, but I really don't have time, Jack.
 - B Well, alright. I'll give it a try!
 - C Do you know how much studying I have to do? My tests start in a week!
 - D I think I'll enjoy myself.
 - E Do you honestly think it would help?
 - F Oh, Jack, it's my tests! I just know I'm not going to do well, and I'm so stressed out!

b) Complete the dialogue with the correct sentences (A-F). There is one that you do not need to use. Compare answers with a partner. Listen and check.

Woodside
School Newspaper

suffering from test stress?

Why don't you ...

- 1 take a yoga/an aerobics class
- 2 play a sport
- 3 go for a walk/jogging
- 4 watch a comedy
- 5 clean up your desk/room
- 6 listen to some music
- 7 meet your friends and talk it through
- 8 do something daring, like bungee jumping or white-water rafting
- 9 take a long, hot bath
- 10 imagine yourself on a warm, sandy beach!



Jack: Ann, you don't look very happy today! What's the matter?

Ann: 1)

Jack: You have to relax! Why don't you play basketball with me tonight?

Ann: 2)

Jack: Oh, come on! It'll be good for you. You really need to calm down.

Ann: 3)

Jack: Look, we'll only be playing for an hour. I really think you should come.

Ann: 4)

Jack: For sure! If you relax for a little while, you'll concentrate better later!

Ann: 5)

Jack: I knew you'd change your mind. You won't regret it!



Everyday English

Persuading – making excuses/giving in

- 4 Portfolio:** In pairs, use the language box, the newspaper tips, and the plan below to make up a dialogue similar to the one in Ex. 3b. Act it out in front of the class. Record yourselves.

A	B
Ask what's wrong.	Say why you're stressed out.
Make a suggestion.	Make an excuse.
Try to persuade.	Make another excuse.
Continue to persuade.	Give in.

Persuading

- Come on! It'll be good for you!/It'll do you good!
- It'll be great/exciting/relaxing, etc.
- I really think you should come.
- You won't regret it!
- I promise you'll enjoy yourself/have fun.
- I really wish you'd come.

Making excuses

- I don't really feel like it.
- I'm not really in the mood.
- ... isn't my thing.
- I really don't have time.
- I don't think I can. I have to ...

Giving in

- Alright, I'll give it a try.
- Oh, OK. I suppose I could!
- Oh, OK! Why not?

Speaking

- 5** In pairs, describe the picture. Think about:

- **place:** Where are the people?
- **people:** How many people are there? What are they doing? What are they wearing? How are they feeling?
- **other details:** What's the weather like? What time of year/day is it?



Study Skills

Multiple choice with visual clues

Before you listen to each short recording (a dialogue or a monologue), read the questions and look at the pictures very carefully. Try to predict the vocabulary you will hear. This will help you to identify each picture when it is mentioned.

Listening

- 6 a)** Read the questions (1-3) and look at the pictures. In pairs, say what vocabulary you expect to hear.

b) Listen, choose the correct picture, and put a check (✓) in the box below it.

- 1** Where did the boy leave his notes?



A ☐



B ☐



C ☐

- 2** When is the school trip?



A ☐



B ☐



C ☐

- 3** How do the friends decide to relax?



A ☐



B ☐



C ☐

Writing

(a dialogue)

- 7 Portfolio:** Your friend's tests start soon and she/he is feeling very stressed. Write a dialogue in which you suggest some things she/he could do. Use ideas from Ex. 2 and any of your own ideas.

19 A word of advice



Vocabulary

Stressful situations

- 1 Rank the stressful situations below from 1-11 (1=most stressful, 11=least stressful). Discuss your choices with a partner.

- a ☐ fighting with your friends
- b ☐ moving to a new house
- c ☐ being bullied/teased
- d ☐ struggling with your schoolwork/tests
- e ☐ having family problems
- f ☐ not being able to sleep
- g ☐ changing schools
- h ☐ having no money
- i ☐ coping with peer pressure
- j ☐ feeling like you don't fit in
- k ☐ worrying about your appearance

- A: I think family problems are the most stressful.
B: Maybe, but it depends on the situation. I think ...

Reading

- 3 Read the first paragraph in the e-mail. What is Debbie's problem, and how does she feel? What do you think Emma will suggest? Discuss in pairs. Listen, read, and check.

Previous Next
Reply Reply all
Print

To: Deb92@coolmail.com

Subject: Re: Help!

Hi Debbie!

1 I'm really sorry to hear that you're feeling down! I think it's only natural to feel a little lonely and miserable when you've just moved to a new house, but there are a few things you could do to cheer yourself up!

2 Firstly, you said that your new classmates don't seem very friendly. Well, **how about** taking the first step and introducing yourself to them? Also, you said you feel like you don't fit in. Well, **if I were you, I'd** join a school club or sports team. You're really good at sports! **That way**, you'll meet people you have something in common with, and it'll be easier to get to know them. Lastly, **I think it's important to** give yourself a little time to get used to things. **If you do this**, you'll be back to your old self in no time!

3 I really hope my advice helps! I'll visit you as soon as I'm finished with my tests. In the meantime, keep your spirits up! Let me know how things turn out.

Lots of love,
Emma

Everyday English

Giving advice – accepting/rejecting

- 2 Work in pairs. Use the language box, the ideas below, and your own ideas to give advice about some of the problems in Ex. 1.

- join a school club or sports team • get a part-time job
- confide in someone you trust • talk to your teachers
- relax before you go to bed • accept yourself as you are
- get to know your new classmates
- give yourself time to get used to things

- A: I'm finding it difficult to sleep.
B: Why don't you relax before you go to bed?
A: I've already tried that, and it didn't work.

Giving Advice

- Have you considered/ thought about ...
- You could/should ...
- If I were you, I'd ...
- Why not ...?
- How about ...?
- I think it's important to ...
- It would be a good idea to ...
- The best thing to do is ...
- You might try ...

Rejecting

- I'm not sure that will work.
- I don't think that would make a difference.
- That won't do any good.
- I've already tried that, and it didn't work.

Accepting

- Yes, that could help/I guess that might help.
- Actually, that's a really good idea.
- OK, I'll try it and see.
- Thanks, I hadn't thought of that.

4 a) Match the paragraphs in the text on p. 54 to the headings below.

- | | |
|--------------------|------------------------------|
| 1 Advice & reasons | 3 Greeting & opening remarks |
| 2 Closing remarks | |

b) Look at the phrases in bold in the e-mail. Which: give advice? give reasons/justifications? What is Emma's advice? What justifications does she give?

5 Find examples of informal style in Emma's e-mail.

Opening/Closing remarks (e-mails)

6 Mark each of the phrases below as opening (O) or closing (C) remarks. Compare with a partner.

- I hope everything goes well.
- I'm so sorry you're having a bad time.
- Write and tell me what happens.
- I hope I've been of some help.
- Here are a few things you could try.

Listening

7 Look at the sentences (1-6) about a conversation between two friends. What do you think the conversation is about? Listen and mark each sentence as T (true) or F (false).

- Sally often fights with her best friend.
- They haven't been best friends for long.
- Sally's best friend is telling lies about someone.
- James agrees with Sally's side of the argument.
- James understands why the friends had a fight.
- In the end, James persuades Sally to call her friend.

Exploring Grammar

Grammar Reference

Time words

8 a) Read the example sentences. What tense do we use after time words? Find an example in the e-mail on p. 54.

I'll call you **before** I leave. (NOT: ~~before~~ I'll leave)
She'll cook dinner **when** she comes home.

b) Use the ideas in the table below to make as many correct sentences as you can. Compare answers with a partner.

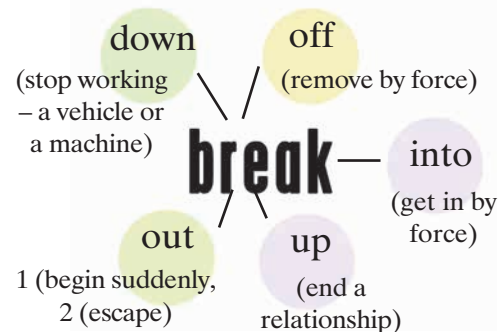
• give you a hand	after	• walk the dog
• go for a walk	before	• go to bed
• mop the kitchen floor	as soon as	• stop raining
• make you a cup of coffee	while	• TV program ends
• buy a new computer	until	• finish tests
• throw a party	when	• save up some money

Game

Play in teams. Take turns saying half sentences using time words (e.g., *As soon as I get home today, ...*). The other team completes your sentences.

Phrasal verbs

9 Use the phrasal verbs below to complete the sentences.



- The bear of its cage.
- Did you hear? Tim and Meg
- Don't branches the trees.
- Burglars his house last night.
- Oh, no! The car has!
- Suddenly, a terrible argument

Writing

(an e-mail giving advice)

10 Portfolio: Read the rubric and underline the key words. Discuss the questions (1-4). Write your e-mail (60-100 words).

This is part of an e-mail you have received from a friend:

My so-called 'friends' tease me all the time about my appearance, especially about my weight. I just don't know what to do. Please help!

Sophie

- What will you write in each paragraph?
- What style will you use?
- What advice could you give?
- How could you open/close the e-mail?



Welcome to Beechwood Forest!

The Request of the Forest

I am the **shelter** of wildlife,
Table for your dinner, bed on which you
sleep.
I give **warmth** from your fireplace during
cold winter nights,
And pleasant **shade** against the summer
sun.
My cool green leaves bring your **troubled**
mind to rest,
And protect your earth from **floods**.
Listen to my request:
Enjoy me, but do not destroy me!

Here at Beechwood Forest, we want you to enjoy **1)** nature has to offer, but also to respect and preserve the natural environment. The forest is a priceless treasure and **deserves** to be **treated** with respect. So, **2)** your visit to the forest, please ...

Respect the flowers, plants, and trees

You should never **pick**, **3)** up, or **tread on** any wildflowers or plants. Flowers soon die in a vase, so let them continue to **bloom** and brighten up the day of those **4)** visit the forest after you. Also, please do not **5)** children **peel** the **bark** off the trees, **carve** anything on tree trunks, walk on the roots, or break off any branches or leaves. Remember that trees are living **beings**, too – every broken branch is a **wound**.

Respect the animals

6) sure that you don't harm any forest animals or insects, or endanger them in **7)** way. Stay on footpaths to avoid disturbing wildlife. Don't litter! Animals can get **trapped** in litter or mistake it for food. If you see an **anthill**, mark it with a **stick** so that no one will **step** on it **8)** mistake, and certainly don't touch any birds' **nests**.

And finally ...

Ensure that **9)** of your friends or family members throw down any burning **matches**, **cigarette butts**, or **flammable substances**. And **NEVER 10)** a fire. Fires can soon get out of control and destroy thousands of acres of forest!

Vocabulary

Forests

1 Which of the following might you *see, hear, feel, or smell* in a forest?

- leaves rustling • birds singing • thick tree trunks
- branches swaying in the wind • morning mist
- sun warming your face • twisted roots • a family having a picnic
- flying insects • sunlight shining through the trees • long shadows on the ground
- rushing water in a stream • animal sounds in the distance • damp leaves on the ground • wildflowers

2 Now listen to the sounds and imagine you are in a forest. Use the phrases in Ex. 1, as well as your own ideas, to say what it is like there.

It's really peaceful in the forest. I can hear the leaves rustling in the wind, and ...

Reading

3 Read the title and the introduction. What is the purpose of the text? Read and check.

- 4 a) Read the text on p. 56 again, and choose the correct word for each blank. Compare answers with a partner. Then listen and check.

- | | | | |
|------------|----------|-----------|---------|
| 1 A what | B who | C which | D that |
| 2 A while | B during | C at | D when |
| 3 A get | B push | C take | D pull |
| 4 A which | B who | C whom | D whose |
| 5 A permit | B allow | C let | D agree |
| 6 A Make | B Do | C Have | D Get |
| 7 A every | B no | C any | D a |
| 8 A as | B from | C by | D with |
| 9 A some | B none | C neither | D any |
| 10 A put | B light | C strike | D open |

b) Explain the words/phrases in bold. Choose five and mime or draw their meanings.

Study Skills

Making a speech

Don't memorize a speech word for word. Instead, use simple notes to remind you of what to say. Look at your audience and speak slowly and clearly. This will make your speech more natural and more enjoyable for your listeners.

Speaking

- 5 Imagine you are a forest ranger at Beechwood Forest. Use the text on p. 56 to make notes on ways to protect the forest. Use your notes to give a two-minute speech to visitors about respecting the forest while they are there.

Word formation (forming verbs)

- 6 Read the theory box, and then form verbs to complete the sentences. Check the dictionary.

We can add the prefix **en-** or the suffix **-en** to some nouns or adjectives to make verbs: *large* – *enlarge*, *short* – *shorten*, *sure* – *ensure*, *dark* – *darken*.

- The poor bird was (**tangle**) in the wire.
- Pollution seriously (**danger**) wildlife.
- Those red curtains really (**bright**) up this room!

- There are plans to (**length**) the path through the forest.
- Marking anthills will (**able**) others to see them.

Words often confused

- 7 Choose the correct word. Check the dictionary. Make sentences with the other word.

- The sun's hot. Let's sit in the **shadow/shade**.
- He suffered minor **wounds/injuries**.
- Lake/Pond** Michigan is in the United States.
- The **root/route** of a plant is the part that grows under the ground.
- He gained **valuable/priceless** experience at his last job.

Prepositions

- 8 Fill in: *from, under, with, to*. Check your dictionary. Make sentences using the prepositional phrases.

- Protect nature harm.
- Floods cause damage plants.
- Treat animals kindness.
- Litter is harmful animals.
- Many species are threat.

- 9 Think of ten words you have learned in this lesson. Make sentences using them. Close your book and tell a partner.

Project

- 10 Work in groups. Collect information about forests in your country and how important they are to people and the environment. Present your findings to the class.

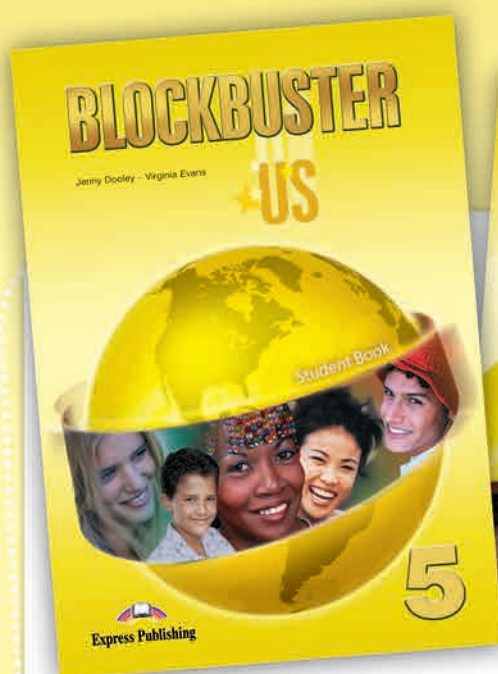
Now I can...

- talk about colors & moods
- talk about healthy habits
- talk about how to relieve stress
- persuade somebody – make excuses/give in
- give advice – accept/refuse
- write an e-mail giving advice
- talk about forests

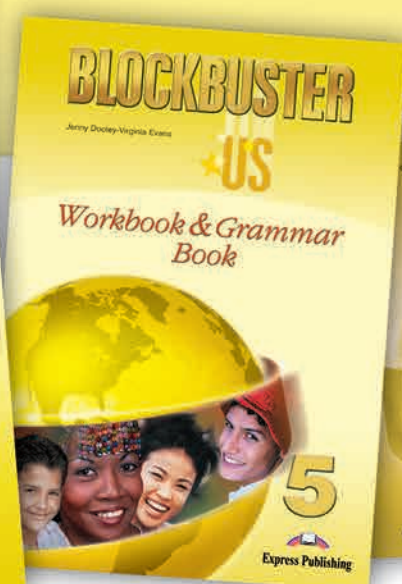
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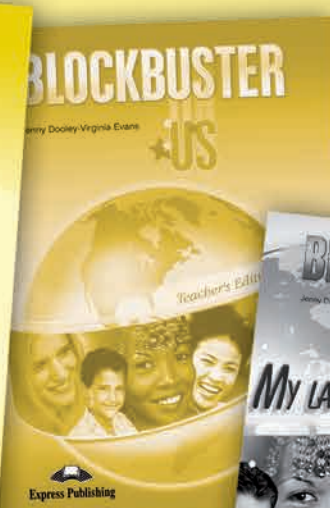
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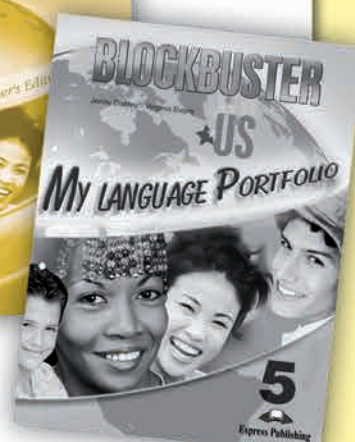
Student Book



Workbook &
Grammar Book with
Grammar Reference
in English



Teacher's
Edition



My Language
Portfolio



Class CDs



Student's CD



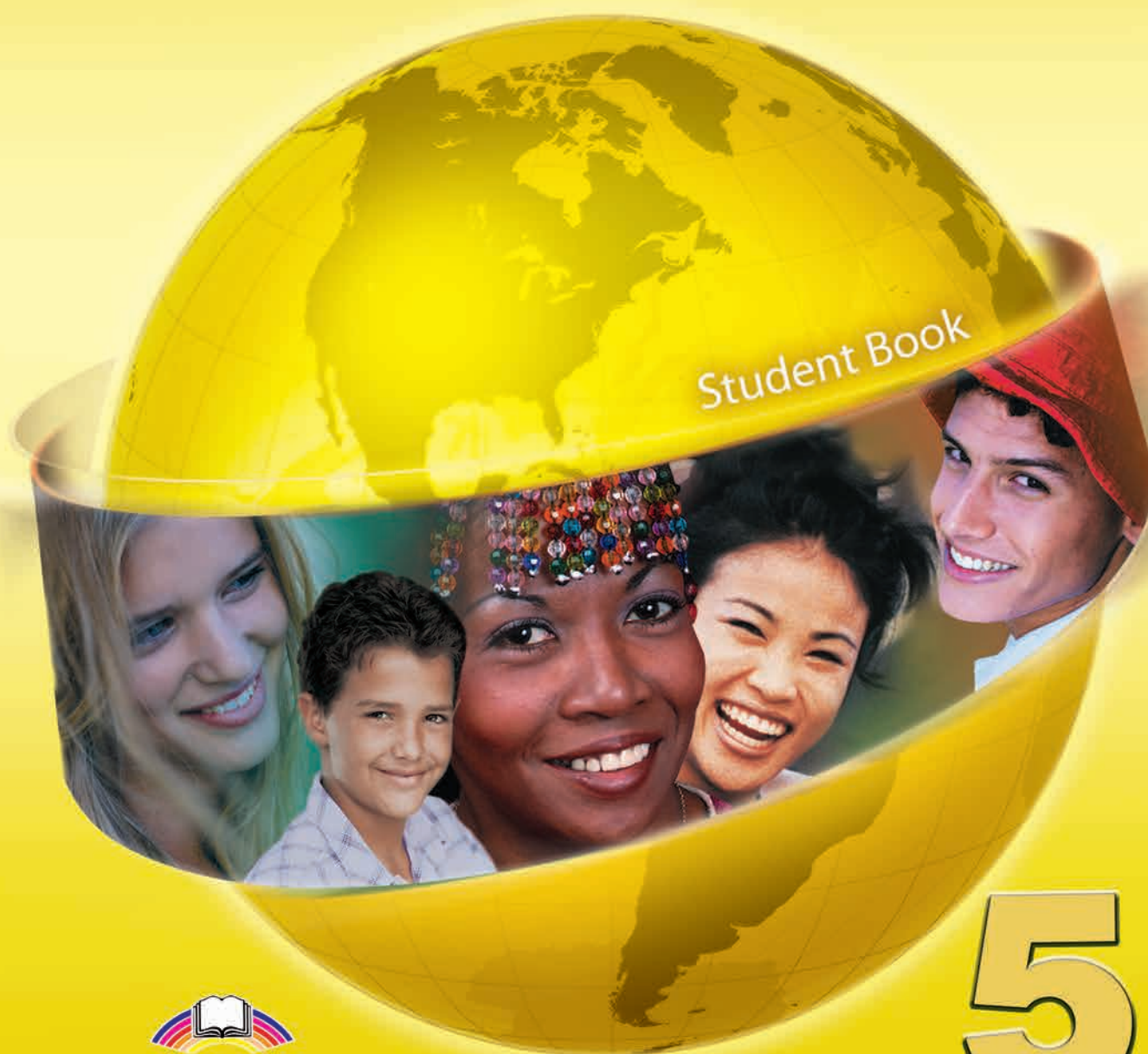
Test Booklet
CD-ROM

BLOCKBUSTER

Jenny Dooley – Virginia Evans

★ ★ ★
US

Student Book



Express Publishing

5

Contents

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	Think Green 1: <i>The recycling loop</i> (p. 15), Culture Corner 1: <i>Teen Fashion in the US</i> (p. 16), Cross-Curricular Cut 1: (Social Studies) <i>Put an end to discrimination!</i> (p. 17), Self-Check 1 (p. 18)					
MODULE 2 (pp. 19-32) <i>Living & Spending</i>	5 Moneywise (pp. 20-21)	spending money		<i>America's young consumers</i> (an article)	an interview, understanding new words	a short paragraph about how you spend your money
	6 I'd love to (pp. 22-23)	free-time activities & personalities, character idioms		a dialogue	inquiring about/expressing preferences, enrolling in a class, suggesting/replying	
	7 How about ...? (pp. 24-25)		gerund/full infinitive/ bare infinitive, forming abstract nouns, phrasal verbs with <i>take</i>			letters asking for/giving advice
	8 Drop me a line (pp. 26-28)	abbreviations		short messages, text messages		short messages
	Think Green 2: <i>Clean Air at Home</i> (p. 29), Culture Corner 2: <i>Great US & UK Sports Events!</i> (p. 30), Cross-Curricular Cut 2: (Economics) <i>How responsible are you with money?</i> (p. 31), Self-Check 2 (p. 32)					
MODULE 3 (pp. 33-46) <i>Schooldays & Work</i>	9 Go! (pp. 34-35)	types of school, school life		<i>Schools around the world</i> (an article)		a short article about your school
	10 9 to 5 (pp. 36-37)	jobs, job qualities, idioms related to work		a dialogue	asking about & expressing wants/intentions, an interview about a part-time job, giving/ reacting to news	
	11 I'm going to ... (pp. 38-39)		future tenses, comparative/ superlative degree, forming personal nouns, phrasal verbs with <i>pick</i>	<i>Hairdressers happiest at work</i> (an article)		a job ad
	12 I am writing to apply ... (pp. 40-42)	resumes, letters of application		a resume, a letter of application	checking your writing	a resume, a letter of application
	Think Green 3: <i>Endangered Species</i> (p. 43), Culture Corner 3: <i>American High Schools</i> (p. 44), Cross-Curricular Cut 3: (Social Studies) <i>My friend needs a teacher</i> (p. 45), Self-Check 3 (p. 46)					
MODULE 4 (pp. 47-60) <i>Earth Alert!</i>	13 The 3 Rs (pp. 48-49)	environmental protection		<i>Use Less Stuff!</i> (a newsletter)	reviewing	a quiz
	14 Planet Earth: SOS (pp. 50-51)	environmental issues, weather idioms		a dialogue, listening for specific information	making notes, expressing concern/ hope, discussing the weather	
	15 We should ... (pp. 52-53)		modals, forming negative adjectives, phrasal verbs with <i>run</i>	a dialogue about environmental awareness	explaining signs	
	16 All in all (pp. 54-56)		transitions	<i>Should cars be banned from the downtown area?</i> (an article)	writing body paragraphs, expressing agreement/ disagreement	a for-and-against essay
	Think Green 4: <i>Tropical Rainforests</i> (p. 57), Culture Corner 4: <i>The Great Barrier Reef</i> (p. 58), Cross-Curricular Cut 4: (Science) <i>Photosynthesis</i> (p. 59), Self-Check 4 (p. 60)					

		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING/PROJECTS
MODULE 5 (pp. 61-76) Vacations	17 Destinations (pp. 62-63)	travel		<i>Beautiful Nepal!</i> (a travel journal)	visualizing a scene	a postcard home from a travel destination
	18 That sounds nice (pp. 64-65)	vacations – problems & complaints		<i>disastrous vacations</i> (a dialogue)	describing a bad experience, sympathizing, talking about vacations, multiple choice	a short account of a bad travel experience
	19 It was when ... (pp. 66-67)	travel idioms	articles (a/an, the), past tenses, forming compound nouns, phrasal verbs with <i>get</i>	<i>Siberia</i> (an article)		
	20 It all happened (pp. 68-72)	stories	adjectives/adverbs, joining words, present/past participles	<i>A perfect day for a Parade</i> (a story)	setting the scene, expressing feelings	a story
	Think Green 5: <i>Marine Litter</i> (p. 73), Culture Corner 5: <i>The Mississippi River</i> (p. 74), Cross-Curricular Cut 5: (Geography) <i>Weather</i> (p. 75), Self-Check 5 (p. 76)					
MODULE 6 (pp. 77-92) Food & Health	21 Rainbow of Food (pp. 78-79)	food, cooking methods		an article about the rainbow diet	talking about healthy/unhealthy eating	a healthy menu
	22 I'll try it (pp. 80-81)	problems related to diet, idioms related to health		a dialogue about health	advising & agreeing/disagreeing, using interjections, talking about health	
	23 If only! (pp. 82-83)		conditionals type 0, 1, 2, and 3, prefixes, phrasal verbs with <i>give</i>		expressing regrets, wishes	a diary entry about sth you regret
	24 The purpose of this report (pp. 84-88)	restaurants, assessment reports	clauses of concession	an assessment report on an Asian food court	concluding	an assessment report
	Think Green 6: <i>Why organic farming?</i> (p. 89), Culture Corner 6: <i>A Night for All Scots!</i> (p. 90), Cross-Curricular Cut 6: (Science) <i>Teeth</i> (p. 91), Self-Check 6 (p. 92)					
MODULE 7 (pp. 93-106) Let's Have Fun	25 Fun time (pp. 94-95)	entertainment		<i>Teens today... a square-eyed generation?</i> (an article)	summarizing a longer text	a survey about popular forms of entertainment in your country
	26 On stage (pp. 96-97)	types of performances		a dialogue (at the opera)	making/accepting/declining invitations, expressing opinions	
	27 You'll be amazed! (pp. 98-99)	cinemas	the passive voice, forming compound adjectives, phrasal verbs with <i>turn</i>	<i>Get Ready to Be Dazzled at the Blank IMAX Dome Theater</i> (an ad)		
	28 Don't miss it! (pp. 100-102)	reviews	modals	types of reviews	recommending	a review
	Think Green 7: <i>Paper</i> (p. 103), Culture Corner 7: <i>Madame Tussauds</i> (p. 104), Cross-Curricular Cut 7: (Music) <i>The triumph of the amateurs</i> (p. 105), Self-Check 7 (p. 106)					
MODULE 8 (pp. 107-120) Technology	29 Hi-tech (pp. 108-109)	high-tech gadgets		<i>3 Things I Couldn't Live Without</i> (an article)	expressing possibility	a short text about your favorite gadgets
	30 What's the problem? (pp. 110-111)	electronic devices & problems, idioms		a dialogue about a faulty piece of electronic equipment	reporting technical problems, responding, making polite requests	an e-mail to your pen pal about a faulty electronic device you bought
	31 They told us (pp. 112-113)		reported speech, reported questions, relative clauses, phrasal verbs with <i>bring</i> , forming verbs	a text about funding	speculating	
	32 In my opinion (pp. 114-116)	opinion essays	joining words	<i>Cell Phones in Schools...</i> (an opinion essay)	expressing opinions, deciding on your opinion	an opinion essay
	Think Green 8: <i>Alternative Energy</i> (p. 117), Culture Corner 8: <i>The Best of Inventions</i> (p. 118), Cross-Curricular Cut 8: (Science) <i>Heating things up!</i> (p. 119), Self-Check 8 (p. 120)					

Special Days: World Health Day (pp. 122-123), Earth Day (pp. 124-125)

Song Sheets (pp. 126-129)

Irregular Verbs (p. 130)

Grammar Reference Section (pp. 131-145)


American English – British English Guide (p. 146)

Word List (pp. 147-174)

Appendix 1 (p. 174)

Key to Self-Check Sections (pp. 175-176)

Module 3

- 1  Look at the pictures and the title. What do you think the song is about? Listen, read, and check your answers.

A place in the **WORLD**

The world is waiting for you
With chances round every turn
Exciting options to choose
Important lessons to learn

*So find your place in the world
The place that's perfect for you
Where you can use your best skills
And do things you love to do*

Your whole life stretches ahead
So much to do and to see
So make the most of your life
And be who you want to be




- 2 a) What advice does the singer give?
b) Do you agree with the singer's advice? Why/Why not?
- 3 What are your dreams and ambitions for the future?

PROVERBS

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- A place for everything, and everything in its place.
 - A good plan today is better than a perfect plan tomorrow.
 - Different strokes for different folks.

Module 4

- 1  Read the title of the song. In what context do you expect to find the phrases below? Listen, read, and check your answers.

- hear it every day • throw it all away
- endangering our lives • our planet won't survive

THINK GREEN

Our planet is in trouble
We hear it every day
And yet, we all continue
To throw it all away
We're threatening our future
Endangering our lives
If we don't take some action
Our planet won't survive

*Think Green! To save the planet!
Think Green! Do all you can!
Think Green! For all our children!
Think Green! For the race of man!*

Recycle all your garbage
Don't buy things you don't need
Don't kill our perfect planet
To satisfy your greed
If we all pull together
Something can be done
If we think green and act fast
The war will soon be won



- 2 a) Why does the singer think the world is in trouble?
b) How does the singer think we can save our planet?
- 3 Do you think humanity will find a better way forward?

PROVERBS

- 4 Explain the sayings. Are there similar ones in your language? Choose one from below and give an example from personal experience to illustrate its meaning.
- Things done cannot be undone.
 - If you're not part of the solution, then you're part of the problem.
 - Actions speak louder than words.
 - All the flowers of tomorrow are in the seeds of yesterday.

Earth Alert!

MODULE 4

Units 13 - 16

◆ Before you start

- What would your ideal job be? Why?

◆ Look at Module 4

Find the page numbers for pictures 1-4.

◆ Find the page number(s) for

- | | |
|-------------------------|----------------------|
| a mind map | <input type="text"/> |
| an adoption certificate | <input type="text"/> |
| newspaper headlines | <input type="text"/> |

◆ Listen, read, and talk about ...

- environmental protection
- environmental issues
- tropical rainforests
- the Great Barrier Reef
- photosynthesis

◆ Learn how to ...

- express concern/hope
- discuss the weather
- express agreement/disagreement

◆ Practice ...

- modals
- word formation: negative adjectives
- phrasal verbs with *run*
- words often confused: *loose/lose*, *weather/whether*, *affects/effects*, *desserts/deserts*

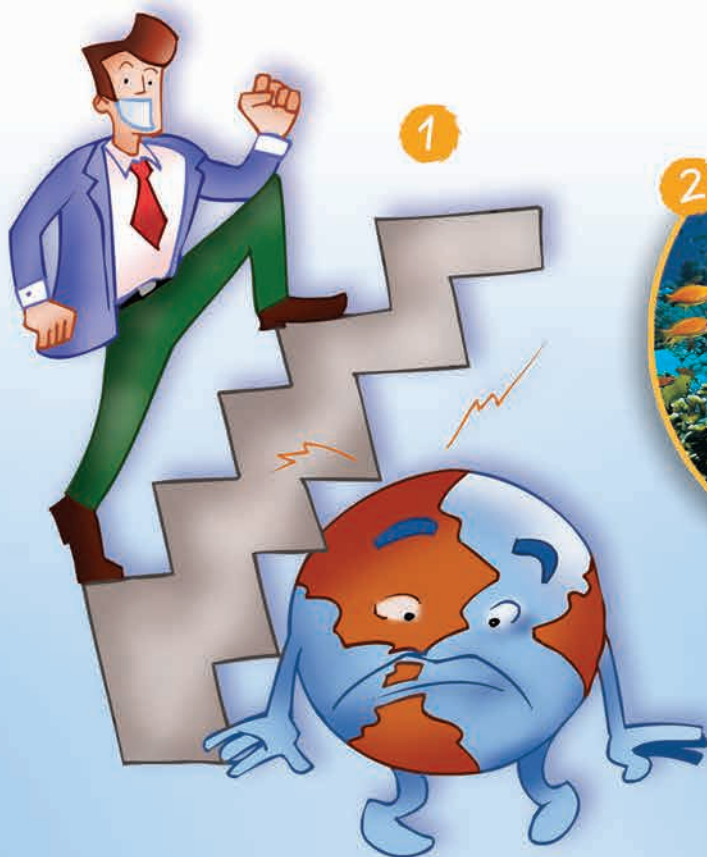
◆ Write/Make ...

- a quiz about how good someone is at reducing, reusing, and recycling things
- a for-and-against essay
- a poster/poem about rainforests
- a short article about a protected area in your country

Think Green: Tropical Rainforests

Culture Corner: The Great Barrier Reef

Cross-Curricular Cut: (Science) Photosynthesis



13 The 3 Rs

Vocabulary

Environmental protection

- 1 What should we do to protect the environment? Use the ideas listed below to make sentences, as in the example.

Reduce

- the amount of water we use
- energy consumption
- burning of oil & coal
- garbage
- use of cars
- paper consumption
- excessive packaging

Reuse

- old cans, shoe boxes, jars, and bottles
- paper
- fruit/vegetable peels
- water
- old towels, sheets, and clothes

Recycle

- glass
- paper
- aluminum
- plastic

THE 3 RS

We should reduce the amount of water we use.

Reading

- 2 a) Look at the title and headings in the text on p. 49. What do you think the writer's purpose was in writing the text? What do you expect to learn from it? Read and check.
- b) Read the text again and choose the correct word (A, B, C, or D) to fill in the blanks (1-8). Compare with a partner. Listen and check.

- | | | | |
|-------------|----------|-----------|----------|
| 1 A Put | B Do | C Make | D Have |
| 2 A take | B give | C put | D do |
| 3 A enough | B such | C so | D much |
| 4 A even | B still | C already | D just |
| 5 A deny | B reject | C avoid | D refuse |
| 6 A several | B few | C some | D any |
| 7 A after | B before | C when | D until |
| 8 A less | B most | C more | D least |

- 3 Complete the sentences with the appropriate word in bold from the text.

- There wasn't enough water left for her to the shampoo out of her hair.
- Our teachers us to use recycled paper.
- Traffic jams both air and noise pollution.
- He her birthday present in recycled paper.
- I feel very tired; I don't think I have the to play football this evening.
- People in our neighborhood have started a paper recycling
- My brother likes to comic books with his friends.
- When substances, they break down into different chemicals.
- She was a wonderful teacher. It will be difficult to her.
- They opened the cage and the animals.

- 4 Match the highlighted phrasal verbs with their meanings: *put in the trash can*, *wear*, *think of*, *lower the intensity of sth*, *stop sth from working*, *reduce*. Then make sentences using them.

Speaking

- 5 Read again and jot down notes under the headings *reduce*, *reuse*, and *recycle*. Which of these things do you do in your daily life? Discuss in pairs.

- A: I always turn off the lights when I leave a room in order to reduce energy consumption.
- B: Me too. I also ...

Writing (a quiz)

- 6 **Portfolio:** Design a simple quiz to find out how good someone is at reducing, reusing, and recycling things. Use ideas from the text as well as your own ideas. Give your quiz to your partner to complete. Then report your findings to the class.

- 1 You are packing your lunch for school. What do you pack?
- a A sandwich and a banana in a reusable container.
- b A sandwich wrapped in aluminum foil and a bag of chips.

Use Less Stuff!

ELIMINATE WASTE & PROTECT THE ENVIRONMENT

BIMONTHLY NEWSLETTER January - February



Simply speaking, waste is anything thrown away or **released** into the environment. Unfortunately, a lot of waste can end up harming the environment. You can help protect the environment by learning about and practicing the 3 Rs: **REDUCE**, **REUSE**, and **RECYCLE**! We've **come up with** some practical ways of doing this ...

► CHOOSE TO REUSE

It's not waste until you waste it! Think carefully about how you can reuse something before you **throw** it away. 1) a compost pile in the backyard with fruit and vegetable matter – it will **decompose** and make an excellent fertilizer for your plants. Also, if things break, try to repair them before you **replace** them. Remember that one man's trash is another man's treasure! If you buy a replacement for something you already have, 2) the old item to someone who can use it. Do your jeans have holes in the knees? Make new shorts out of them or give them to someone who needs them. Don't throw away empty jars and bottles; **rinse** them out and use them to store other things.

► TURN IT DOWN OR TURN IT OFF

Always **turn off** the lights when you leave a room, and use economical lightbulbs that conserve **energy**. You can also turn off the oven a few minutes earlier – there will still be 3) heat to finish cooking the food. Furthermore, why not take showers in cooler water and for shorter lengths of time? That also saves energy. Finally, **turn down** the heat and **put on** warmer clothes if you're cold.

► BE A LEAN, GREEN, SHOPPING MACHINE

Only buy what you really need and use all of it. Thinking about buying something new? Try the 30-day rule – only buy it if you 4) want it 30 days after you first saw it. At the supermarket, 5) buying things you do not need by making a grocery list before you go shopping and

making sure you stick to it. Of course, you should also take your own reusable shopping bags with you to put in your groceries instead of using plastic or paper bags and then throwing them away.

► PUT PACKAGING ON A DIET

First things first – buy things with packaging that can easily be recycled. Better still, choose products with little or no packaging at all! Secondly, if you are preparing a packed lunch to eat at school, take a sandwich in a reusable container, juice in a reusable bottle, and a banana, rather than a sandwich in a plastic bag, a carton of juice and cookies which are each **wrapped** in aluminum foil and even more plastic. And finally ... think BIG! One large box of cereal, for example, uses less packaging than 6) smaller ones and is usually a lot cheaper, too!

► SAVE ON PAPER

Try to **cut down on** the amount of paper you use. Use a computer and proofread your work on the screen 7) you print it out. Use both sides of the paper, and then recycle it. In addition, remember that telephone calls and e-mail messages don't **create** paper waste.

► GET OTHERS INVOLVED

Last but not 8), **encourage** your friends to cut down on waste, too! **Swap** magazines, books, and clothes. Send them a copy of this newsletter (on recycled paper, of course!), or start a "Use Less Stuff!" **campaign** at your school!

Study Skills

Reviewing

Try to recall what you have read (e.g., headings, main ideas, words, grammar structures, etc.) Then summarize what you have learned in your own words. This helps you remember what you have read.

7 Think of what you have learned in this lesson. Close your book and tell your partner.

Words of Wisdom

We create the world in which we live; if that world becomes unfit for human life, it is because we tire of our responsibility.

(Cyril Connolly, *English critic*)

14 Planet Earth: SOS



1

Cutting down trees provides us with wood & paper and creates space for new roads & buildings.

2

Genetically modified (GM) crops improve the quality of food.

3

Power stations provide electricity for our modern lifestyles.

4

Modern transportation (e.g., cars, trains, planes) saves us time & effort.

a

They increase CO₂ emissions, which cause global warming & climate change.

b

It destroys wildlife habitats & increases the amount of pollutants in the air.

c

They may have negative effects on the environment.

d

It congests and pollutes our towns/cities.

Vocabulary

Environmental issues

1

a) Look at the picture. What message does it give? How is the proverb below related to it?

"We never know the worth of water till the well is dry."

(Thomas Fuller, English historian)

b) Match man's actions (1-4) with their consequences (a-d). Then discuss in pairs, as in the example.

A: Cutting down trees provides man with wood and paper and creates space for new roads and buildings.

B: Yes, you're right, but it destroys wildlife habitats and increases the amount of pollutants in the air.

Everyday English

Expressing concern/hope

2

Comment on the information in the fact file in pairs using the expressions in the table, as in the example.

A: I heard the other day that polar bears may be extinct in 100 years.

B: That's really shocking!

Introducing a topic

- I heard the other day that ...
- They say that ...
- Did you know that ...?
- I read somewhere recently that ...

Expressing concern

- That's (just/totally) horrible/ridiculous/irresponsible/etc.
- That's (really/so) terrible/cruel/shocking/etc.!
- I can't bear to think about it/that!

Expressing hope

- Well, maybe we can do something before it's too late.
- Maybe all is not lost. There's still hope.

Earth Alert! Fact File

- Polar bears may be extinct in 100 years.
- Sea levels could rise by 20 inches in the next 100 years.
- The average global temperature could increase by up to 10.4°F by 2100.
- The top ten warmest years since 1860 have all occurred since 1980.
- More than 150 acres of rainforest are lost every minute.

Reading

3

a) The following words/phrases appear in the dialogue on p. 51. What might the dialogue be about? Listen, read, and check.

- giraffe • money • conservation programs • zoo
- donate • endangered species • modern lifestyles
- natural habitats • adoption certificate • adopted

- Susan:** Oh, Vanessa, that giraffe in the picture is so sweet.
- Vanessa:** Yes, and guess what? I've actually **adopted** him!
- Susan:** Adopted him! What do you mean?
- Vanessa:** Well, when you visit the zoo, you can choose an animal you like and donate money every month to help pay for the things it needs. You know, like food, the cleaning of its **enclosure**, those kinds of things.
- Susan:** That's a great idea!
- Vanessa:** Also, some of the money you give goes towards the zoo's **conservation programs**.
- Susan:** So you actually help other **endangered species** as well?
- Vanessa:** That's right. After all, it's our **modern lifestyles** that pollute and destroy the animals' **natural habitats**.
- Susan:** I agree. And it's a good idea to try to do something about it before it's too late. Do you get anything **in return** for all your help?
- Vanessa:** Oh yes, an **adoption certificate** and a ticket to go and visit your animal at the zoo anytime you like.
- Susan:** That sounds cool! I think I might adopt an animal, but which one? I love all animals!
- Vanessa:** Hey, it's your birthday soon. Why don't I give you an adoption certificate as a gift?
- Susan:** Fantastic! Thanks, Vanessa!

b) Read the dialogue again and answer the questions. Then explain the words/phrases in bold.

- 1 What do you do when you adopt an animal?
- 2 In what ways does your support help the zoo?
- 3 What do you get when you adopt an animal?

c) Read the dialogue aloud in pairs.

Listening

- 4 a) Look at the form. What is it for? What do you think the missing words might be?

b) Listen and fill in the blanks (1-6).

Adoption Certificate

This is to certify that Harry 1)
has adopted a(n) 2) tree.

Details: • supports a rich variety of 3)
• can live for over 4) years

Your personalized message: "5), Harry!
Hope you like the gift!"

You also receive: 6) membership with the
'Adopt-a-Tree Foundation' & regular updates from us.



Speaking

- 5 You are Harry. Tell your friend about the tree adoption. Use the dialogue in Ex. 3 as a model. Talk about:

- the type of tree you've adopted.
- what you've received.
- why you are doing this.

Say it right

Discussing the weather

- 6 Choose the correct response in pairs. Then listen and check. Listen again and repeat.

- 1 A: Strange weather we're having for this time of year!
B: a I know what you mean!
b Impossible!
- 2 A: Brrr! It's a bit chilly today!
B: a I know, it's freezing!
b Don't be silly!
- 3 A: You're soaking wet!
B: a Oh, no! It's raining!
b I got caught in the rain!

Idioms

- 7 Complete the sentences with the words *day, cloud, tempest, weather*. Then explain the idioms. Check in the Word List.

- 1 John was so happy, he was on *nine*.
- 2 Lucy looks a little *under the* these days. What's wrong with her?
- 3 Mary is saving money *for a rainy*
- 4 It's just *a* *in a teapot*. I bet that in a few days everyone will have completely forgotten about it.

- 8 Think of ten new words/phrases you have learned in this lesson. Make sentences using them. Close your book and tell your partner.



15 We should ...

Exploring Grammar

Grammar Reference

Modals

- 1 a) Match the modals in the sentences (1-7) with their meanings (A-G).

- 1 ☐ You **mustn't** throw garbage in the streets.
- 2 ☐ You **can't** use your camera in here, I'm afraid.
- 3 ☐ You **have to** have a license to own an exotic pet.
- 4 ☐ I **don't have to** use my car every day.
- 5 ☐ We **should/ought to/had better** walk to school.
- 6 ☐ You **shouldn't** leave the water running when you're brushing your teeth.
- 7 ☐ We **must** try to save energy at home and at work.

- A It's important for you to do so. E It's not allowed.
 B It's not necessary/obligatory. F It's the law.
 C You don't have permission. G It's the best/right thing to do.
 D It's not a good idea — I don't recommend it.

b) Which of the modals in bold express(es): *obligation/strong recommendation? lack of necessity/obligation? permission/possibility? recommendation/advice? prohibition?*

- 2 Choose the most appropriate modal verb to complete the dialogue. Then listen and check.

- A: We're having an environmental awareness day at school tomorrow.
 B: Environmental awareness day? What's that?
 A: It's a special day when we learn about all the things we 1) **should/have to** do to protect the environment. You know, how we 2) **have to/can** help save the planet.
 B: That sounds interesting. What do you do?
 A: Well, for a start, everybody walks or rides a bicycle to school so that we save energy. And we make sure we don't waste energy when we are there.
 B: How do you do that?
 A: To begin with, we remind everybody of what they 3) **can/don't have to** do to save energy.
 B: Like turning lights off when leaving a room, for example?
 A: That's right. We have a rule. The last person to leave a room 4) **can/must** turn off the lights and close the door.
 B: Why do you 5) **must/have to** close the door?
 A: To keep the heat in, of course! You 6) **should/can** never leave doors open because heat will escape!
 B: Goodness! I never thought of that! I think we 7) **had better/have to** have an environmental awareness day at my school, too!

- 3 Use modal verbs and the verbs in the list to explain the signs.

- litter • smoke • go into
- recycle • swim



You **mustn't** litter.

- 4 Make true sentences about your country. Use modals.

- drivers/wear seat belts
- you/pay for local phone calls
- citizens/carry ID cards
- smokers/smoke in public places
- passengers/eat on public transportation
- teenagers/leave school at 16

Drivers **have to** wear seat belts.

- 5 Study the table and then complete the sentences.

Present	Past
must/have to	had to
can	could (general ability in the past) <i>My dad could run really fast when he was young.</i> was/were able to (specific ability in the past) <i>I wasn't able to do my homework last night. I was too tired.</i>

- 1 Before they built those houses, you see the sea from here.
- 2 I was late yesterday because I go to the dentist.
- 3 She didn't know that she take her old cell phone to the recycling center.
- 4 When I was young, I help my mom clean the house.
- 5 It was difficult, but I answer all the questions correctly after all.

Game

Get into pairs. Use **may/could** (formal) or **can** (informal) to ask for the following:

- use the telephone
- ask a question
- go out
- read this magazine
- have some more cake

Your partner has to guess who you are talking to.



A: *May I use the telephone?*

B: *You are asking your neighbor.*

Word formation (forming negative adjectives)

- 6 Read the theory below. Then fill in the blanks in the headlines with the correct words.

We use prefixes such as **un-** (*usual* – *unusual*), **il-** (*logical* – *illogical*), **dis-** (*content* – *discontent*), **in-** (*advisable* – *inadvisable*), **ir-** (*responsible* – *irresponsible*), **mis-** (*informed* – *misinformed*), **im-** (*possible* – *impossible*), or the suffix **-less** (*care* – *careless*) to form negative adjectives.

1 SIX MEN ARRESTED FOR (LEGAL) SALE OF IVORY

2 BUILDERS LEAVE NESTING BIRDS (DISTURBED)

4 OIL PRICES (LIKELY) TO FALL SOON

5 GOVERNMENT CRITICIZED FOR (RESPONSIBLE) ENVIRONMENTAL POLICIES

Dependent prepositions

- 7 Fill in: *of, in, from, about, to, under*. Check in Appendix 1. Then make sentences using the phrases.

- 1 Throwing waste in the sea can be **harmful** marine life.
- 2 A lot of coral reefs are **threat** due to rising sea temperatures.
- 3 More needs to be done to **protect** dolphins getting caught in fishing nets.
- 4 My uncle is an avid **supporter** Greenpeace.
- 5 I feel very **strongly** recycling.
- 6 We shouldn't keep animals **captivity**.

Phrasal verbs

- 8 Study the word web. Then complete the sentences with the correct phrasal verb.



- 1 Eric almost the neighbor's cat!
- 2 I hope we don't gas before we get home!
- 3 I Eddie in the supermarket yesterday.
- 4 Most cars unleaded gasoline.
- 5 The robber tried to the police, but he was eventually caught.

Words often confused

- 9 Choose the correct word. Then check in the Word List. What do the other words mean? Make sentences using them.

- 1 We will **loose/lose** many species if rainforests continue to disappear.
- 2 The **weather/whether** is becoming more and more unpredictable.
- 3 No one can ignore the **affects/effects** of global warming.
- 4 Large areas of land are in danger of becoming **desserts/deserts**.

Key word transformations

- 10 Complete the second sentence so that it means the same as the first. Use two to five words including the word in bold.

- 1 You can't enter the premises.
allowed You the premises.
- 2 It's not necessary for stores to use so much packaging.
need Stores so much packaging.
- 3 I don't think it's a good idea for you to eat so much junk food.
avoid You so much junk food.
- 4 It is illegal to drive without a license.
if You don't have a license.
- 5 We should walk more.
good It to walk more.

16 All in all

For-and-against essays

- 1 Read the writing tip below.
Where can we find this type of writing?

For-and-against essays present the advantages and disadvantages (or pros and cons) of a topic. They consist of:

- an introduction which presents the topic without giving an opinion.
- a body in which the arguments for and against the issue are presented in separate paragraphs. Each argument is supported with justifications or examples.
- a conclusion giving the writer's opinion.

For-and-against essays are normally formal. Short sentences, colloquial expressions, and idioms should be avoided. They can be found in newspaper editorials and magazines.

- 2 a) Read the rubric and underline the key words.
Then answer questions 1-3.

You have had a class discussion about banning cars from the downtown area. Your teacher has now asked you to write an essay for the school magazine presenting the arguments for and against this idea.

- 1 What will the essay be about?
- 2 What style will you write it in?
- 3 Which of the following points could your essay include? Which are pros and which are cons?
 - cars are faster/more comfortable
 - lower gas cost
 - reduce accidents
 - reduce air and noise pollution
 - crowded public transportation
 - public transportation follows fixed routes
 - reduce traffic jams

Can you add any more ideas?

- b) Read the essay and match the paragraphs with the headings below.

- writer's opinion • arguments against & justifications
- presenting the topic • arguments for & justifications

Should cars be banned from the downtown area?



1 Most people would agree that cars have made our lives much easier. They have, however, brought many problems as well. Many people now believe that there should be a total ban on cars in the busy downtown area. Undoubtedly, this suggestion has both advantages and disadvantages.

2 There are many advantages to banning cars from the downtown area. To begin with, it would drastically reduce air and noise pollution. This is extremely important, given that the carbon dioxide emissions from car exhaust pipes pose a serious threat to the environment and our health. In addition, it would probably reduce the number of accidents and generally make the downtown area a more pleasant place to be.

3 On the other hand, banning cars totally from the downtown area would also have its disadvantages. Firstly, it would inconvenience millions of people. Cars are faster and more comfortable than public transportation and unlike buses, trains, and trolleys, they are not limited to fixed routes. Secondly, it is likely that public transportation would be much more crowded. If cars were not allowed access to all parts of the city, then more people would use public transportation.

4 All things considered, although there are many advantages to allowing cars in the downtown area, there is no excuse for people not to use public transportation more often. For this reason, I strongly argue that it would be better in the long run if cars were completely banned from the downtown area.

Study Skills

Writing body paragraphs

Body paragraphs should begin with a topic sentence which introduces or summarizes the topic of the paragraph. This sentence is followed by supporting sentences, which provide details and examples to develop the paragraph.

Topic and supporting sentences

3 Find the topic sentences in the essay on p. 54. Which sentences support them? Suggest alternate ones.

4 Match the topic sentences (1-3) to their supporting sentences (A-C).

- 1 There are certainly a number of good reasons for using natural gas.
- 2 There is no doubt that using public transportation has many advantages.
- 3 There are, however, a few disadvantages to using solar energy.

A Firstly, it is more environmentally friendly because it limits the number of cars on the road. This, in turn, reduces air and noise pollution.

B The main one is that it can be very expensive to set up such a system. Also, it is of no use at night.

C First of all, it doesn't pollute as much as burning coal or oil does.

5 Read the topic sentences below in pairs and write appropriate supporting sentences. Compare your answers with another pair.

- 1 There are many advantages to recycling.
- 2 On the other hand, there are certain disadvantages to clearing forests.

Joining words

6 a) Look at the list of joining words in the table below. Which of them can you find in the essay on p. 54? What is the purpose of each one? Replace them with suitable alternatives.

to list: Firstly, To begin with, Secondly, Finally
to introduce results/examples: Consequently, As a result, For this reason, Therefore
to add a point: Also, In addition, Furthermore, Not only ... but also ...
to contrast: However, Nevertheless, Although, But, While, On the one hand ..., On the other hand ...
to conclude: In summary, To summarize, In conclusion, All things considered

b) Underline the correct joining words.

- 1 There are many advantages to raising parking fees. **However/Therefore**, there are **also/in addition** certain disadvantages.
- 2 **Consequently/Not only** do I think the rainforests should be protected, **but also/what is more** many more trees should be planted.
- 3 **To begin with/In summary**, I am opposed to nuclear energy.
- 4 **In addition/On the one hand**, I agree with using clean fuel in cars. **On the other hand/As a result**, this will inconvenience people.

Beginnings & Endings

To make your writing more effective, you can:

- address the reader directly.
If you use public transportation, you will help reduce pollution.
- use a rhetorical question.
Is there perhaps a better way to encourage people to use bicycles?
- use a quotation/popular saying.
As Ayn Rand once said, "Animals change themselves for the environment, but humans change the environment for themselves."



- 7** Read the extracts below and say whether they are beginnings or endings. What techniques have the writers used to make their writing more effective?

- 1 To sum up, although there are arguments against buying secondhand clothes, I feel that there are certainly enough arguments in favor of it. Besides, as the saying goes, "A penny saved is a penny earned."
- 2 With the wide variety of exotic pets available in pet stores, the trend seems bound to continue. However, are you actually doing the right thing by taking one of these rare creatures home?
- 3 In summary, I believe that there are more pros than cons to reusing household items. After all, doesn't it make sense to save the planet as well as save ourselves quite a large amount of money?

Expressing agreement/disagreement

- 8** a) Which of the following phrases can we use to express: *agreement? disagreement? both?*

- I think/believe that ...
- I would disagree with ...
- I am (strongly/very much/totally) in favor of ...
- In my opinion, ...
- I would argue that ...
- I (strongly, etc.) agree with/believe that ...
- I (strongly, etc.) disagree with ...
- It seems/appears to me that ...
- I am (totally, etc.) opposed to/against ...

- b) Use the issues presented in the extracts in Ex. 7 to express agreement, as in the example.

I am strongly against keeping exotic animals as pets.

Writing (a for-and-against essay)

- 9** Choose any of the following and write your essay (100-150 words). Follow steps 1-7.

1 The local newspaper has asked for essays discussing the pros and cons of creating bike lanes throughout the city. Submit your essay.

2 Your school magazine has asked for essays discussing the advantages and disadvantages of keeping animals in zoos. Write your essay.

3 You have seen the following notice on your school bulletin board. Write an essay in response.

Essays requested

The next issue of our school paper will deal with the issue of whether or not we should recycle paper at school. If you have any ideas on the topic, we would like to hear from you (100-140 words).

STEPS

- 1 How can you present the topic?
- 2 What general remarks can you make?
- 3 What are your arguments in support of the topic?
- 4 What examples/justifications come to mind?
- 5 What are your arguments against the topic?
- 6 What examples/justifications can you think of?
- 7 What is your general opinion?

Remember to:

- put your ideas in a chart first to organize your thoughts.
- begin each paragraph with a topic sentence.
- use appropriate joining words to connect ideas and introduce opposing ideas.

PROS

environmentally friendly

.....
.....
.....
.....

CONS

requires a lot of people to organize it

.....
.....
.....
.....

Now I can...

- talk and write about environmental protection
- talk about environmental issues
- express concern and hope
- discuss the weather
- write a for-and-against essay

in English



TROPICAL RAINFORESTS



What are tropical rainforests?

Tropical rainforests grow in the hot, wet, **humid** places near the Equator. The plants and trees in the rainforest grow to different heights. The forest can be **divided** into four **layers**: the forest floor, the **understory**, the **canopy**, and the **emergent** (layer of larger trees which **stick out** above all the rest).

Why are they important?

They are important for various reasons. Firstly, they clean and renew the Earth's **air supply** by absorbing carbon dioxide and producing oxygen. Secondly, they provide a home to thousands of animal and plant species.

What grows there?

South American rainforests are the home of the wild cocoa plant, from which chocolate is made. The medicines quinine and aspirin come from **tree bark** and **cough syrup** is from tree **resin**, both found in rainforests. Some other important products that come

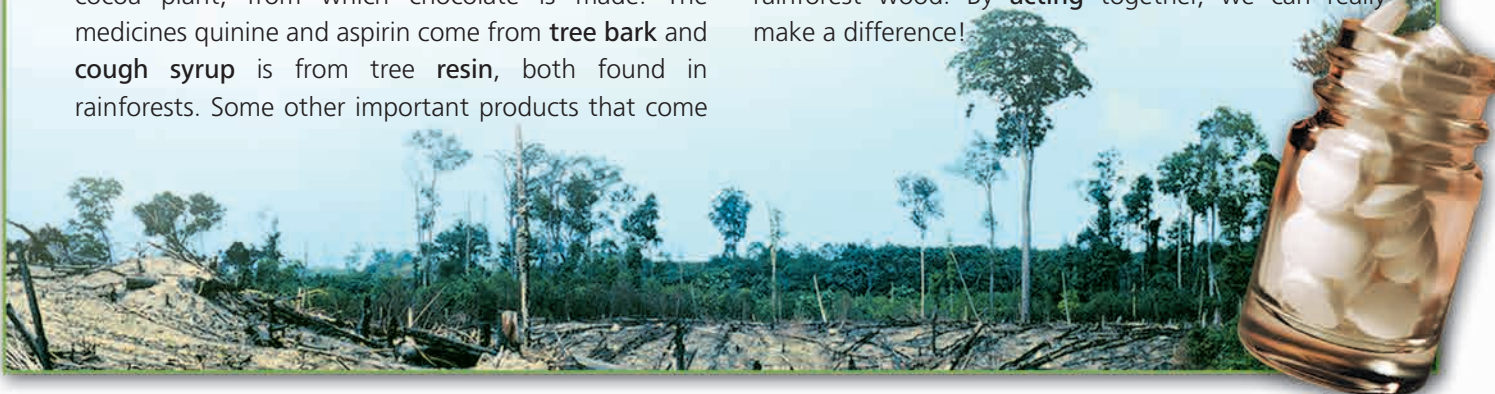
from rainforest plants are mahogany wood, rattan, bananas, paprika, pepper, and coffee.


Why are they in danger?


People are destroying the rainforests at a rate of 115 square miles a day. The trees are cut down and used as building material or fuel. The land on which these forests grow is being used to build homes, factories, farms, cattle ranches, and roads.

What can we do to save them?

There are a lot of things that we can do to help protect the rainforests. Join an organization which tries to save the rainforests, like Greenpeace. Write letters to politicians in countries where there are rainforests, asking them to stop **allowing** companies to cut down the trees. Don't buy furniture which is produced from rainforest wood. By **acting** together, we can really make a difference!



1  Imagine you are in a tropical rainforest. Listen to the sounds. Describe the scene. What can you see, hear, feel, taste, smell?

2  Try to answer the questions in the text. Then listen and check.

3 a) Read the text and answer the questions.

- 1 Where do tropical rainforests grow?
- 2 How do tropical rainforests renew the Earth's air supply?
- 3 Why are tropical rainforests important to wildlife?
- 4 Name two medicines that come from trees.
- 5 Name two ways we can help protect the rainforests.

b) Explain the words in bold.

4 You belong to an environmental protection organization. Prepare a five-minute presentation for your class about rainforests.

Project

5 Work in groups. Prepare a poster for art class entitled *Save the Rainforests*. Alternatively, write a poem about rainforests. Use the words *rainforest*, *things*, *sings*, *rest*, and your own ideas.

Green wisdom

A nation that destroys its soil destroys itself. Forests are the lungs of our land, purifying the air and giving fresh strength to our people.

(Franklin D. Roosevelt, American president)

The Great Barrier Reef

Australia's Natural Treasure

Welcome to Australia's Great Barrier Reef! The 1,243 mile long reef is the 0) **largest** (large) coral reef system in the world – it is so big that it can be seen from space!

Like many other coral reefs in the world, the Great Barrier Reef is in danger. The number of fish and other creatures that live here has 1) (drastic) decreased in recent years because of pollution. We need your help to protect this unique ecosystem.

- 1 a) Look at the picture and the subtitles in the text. What do you think the Great Barrier Reef is? Read the first paragraph to find out.

- b) How do you think the phrases below are related to coral reefs? Read the text and check.

- wastewater • crystal clear
- living organism • breeding ground
- humpback whales • natural treasure

- 2 a) Read the text and fill in each blank with the correct word derived from the word in parentheses. Compare with your partner. Listen and check.

- b) Explain the words in bold.

- 3 What advice is given to tourists? Why? Discuss in pairs.

A: Tourists are advised not to throw garbage into the sea because ...

B: Yes, and ...

Help us protect the water

The ocean waters surrounding the reef have been **polluted** over the years, but you can help **reverse** this. Don't throw garbage into the sea as it may contain 2) (harm) chemicals. Garbage might also **float** to the surface, and we all know that it isn't pretty to look at! Help us to keep the water crystal clear so that it can be enjoyed by 3) (every).

Help us protect the coral

Remember that the reef is very much a 4) (live) organism! It has been formed over thousands of years by the 5) (act) of tiny creatures called coral polyps. We have to protect these creatures if the reef is to survive. So, if you are camping on a beach, please be 6) (care) with what you do with any wastewater. Dishwashing liquid and **bleach** can be **fatal** to coral. Also, if anyone offers to sell you a piece of coral, don't buy it. If you see coral for sale in a store, notify the **authorities** 7) (immediate).

Help us protect the wildlife

The reef is home to 1,500 species of tropical fish, over 200 types of birds, and 20 species of reptile, 8) (include) the **endangered** Green Sea Turtle. It is also a breeding ground for humpback whales from the Antarctic. Remember – all these creatures depend on the reef for their 9) (survive). Please never fish for 10) (any)! Many species of fish are in danger of 11) (extinct), and therefore protected by law. The same goes for shellfish and other creatures. They may look 12) (beauty), but remember that the reef is their home. How would you feel if 13) (some) picked you up and took you far away from your home?

Please help us to **conserve** Australia's natural treasure so that it can be enjoyed for 14) (generate) to come!

Study Skills

Working in groups

When you work in groups, it is important to decide who will perform each task. Assigning tasks ensures that group members share the responsibility for the overall success of the project.

- 4 **Portfolio: Work in groups. Think of a protected area in your country.**

- Where is it? • What lives there?
- What problem(s) does it face?
- What can tourists do to help?

Collect information. Use your answers to write a short article for the school magazine.

- 1 What do green plants need to make food? Read the definition to check.

Photosynthesis [N-UNCOUNT] is the way that plants make their food using sunlight.

- 2 Write down two questions you have about photosynthesis. Then read the text. Can you answer your questions?

- 3 a) Match the paragraphs (A-E) to the headings below (1-5). Then listen and check.

- 1 NOW FOR THE SCIENCE PART!
- 2 WHAT IS PHOTOSYNTHESIS?
- 3 FOOD FROM THE SUN
- 4 A LIFE-GIVING PROCESS
- 5 THE LIGHT AND DARK REACTIONS

b) Explain the words in bold.

- 4 Use the words below to complete the following definition.

- light energy • water
- carbon dioxide • chlorophyll

Photosynthesis is the production of carbohydrates from 1) and 2) using 3) from the sun and 4) which exists in the cells of green plants.

Project

- 5 Jot down notes under the headings in Ex. 3a. Then use them to explain how photosynthesis works.

PHOTOSYNTHESIS

A

Energy moves along the food chain from one life form to another. Some animals eat plants to get energy. Other animals then eat these animals to obtain the energy they need. Plants, on the other hand, produce their own food using energy from the sun. They do this through a **process** called “photosynthesis.”

B

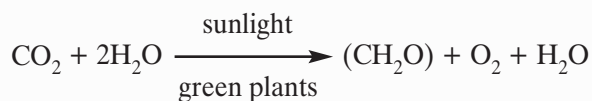
Photosynthesis uses energy from the sun to change carbon dioxide (CO₂) and water (H₂O) into carbohydrates. Carbohydrates are chemicals that contain hydrogen, carbon, and oxygen and they are the plant’s food. To start the process, the plant **absorbs** carbon dioxide through tiny holes in its leaves and **sucks up** water from the soil through its **roots**. A green **substance** in the plant’s leaves called chlorophyll absorbs energy from the sun. The plant now has all it needs for photosynthesis to begin.

C

There are two stages to the photosynthesis process. In the first stage, called the light **reaction**, light energy from the sun is converted into chemical energy. This energy is stored in a chemical called ATP (adenosine triphosphate). The second stage of the process is the dark reaction. In this reaction, the plant **converts** the carbon dioxide and water into carbohydrates. Carbohydrates provide the plant with the food it needs in order to grow.

D

The chemical reaction involved in photosynthesis can be summarized by this **equation**:



E

The equation shows how important photosynthesis is for life. As well as providing food for the plant from the sun’s energy, the equation shows that the reaction also produces the oxygen that we need to breathe. Without photosynthesis, our planet could not support life as we know it.

Self-Check 4

1 Fill in: *repair, congests, turn, trash, glass, banned, packed, campaign, emissions, extinction.*

- 1 One man's is another man's treasure.
- 2 We shouldn't throw away plastic, paper, aluminum, and They can all be recycled!
- 3 Try to your CD player before you buy a new one.
- 4 I always take a lunch to school.
- 5 I've started a recycling at school.
- 6 We have to find ways to decrease carbon dioxide
- 7 Modern transportation our roads.
- 8 Many wild animals are in danger of
- 9 Keeping exotic pets should be totally
- 10 We can save energy if we off the lights when we leave a room.

(Points: $\frac{\quad}{20}$)

2 Fill in: *global, adoption, vegetable, compost, environmental, endangered, natural, power, modern, climate.*

- | | |
|---------------------|-------------------|
| 1 species | 6 change |
| 2 lifestyles | 7 awareness |
| 3 peels | 8 station |
| 4 certificate | 9 habitat |
| 5 pile | 10 warming |

(Points: $\frac{\quad}{20}$)

3 Fill in: *could, had to, ought to, must, shouldn't, don't have to.*

- 1 You turn off the light when you leave the room.
- 2 I couldn't come out last night because I finish writing an essay.
- 3 You go out in the rain – you'll get sick!
- 4 It's a national holiday tomorrow, so I go to work.
- 5 I speak French from the age of ten.
- 6 We stop the destruction of the rainforests – before it's too late!

(Points: $\frac{\quad}{18}$)

4 Complete the sentences by forming negative adjectives from the words in parentheses.

- 1 I find some math problems (possible) to solve!
- 2 John is a nice person, but he can be rather (responsible) at times.

3 Smoking in public places is now (legal) in many countries.

4 Levels of CO₂ emissions are still (acceptable).

5 Many animal species will soon (appear).

(Points: $\frac{\quad}{15}$)

5 Fill in: *over, into, out of, on, away from.*

1 My dog almost got run by a car yesterday.

2 We've run gas. We need to find a gas station.

3 A lot of cars in Russia run natural gas.

4 Guess what? I ran Greg at the library today.

5 I saw a thief running the police last night.

(Points: $\frac{\quad}{15}$)

6 Complete the exchanges.

1 A: They say that global warming will cause climate changes and floods.

B: Maybe all is not lost. There

2 A: I heard the other day that mountain gorillas will soon disappear.

B: Oh, no! I can't bear

3 A: You're soaking wet!

B: I got caught

4 A: Strange weather for this time of year!

B: I know

(Points: $\frac{\quad}{12}$)

My total score

Great Good Try harder



Smile!

Your essay on zoos is very good, Sally. But I wonder how you and your sister wrote exactly the same essay.

Same zoo, Miss Jones.

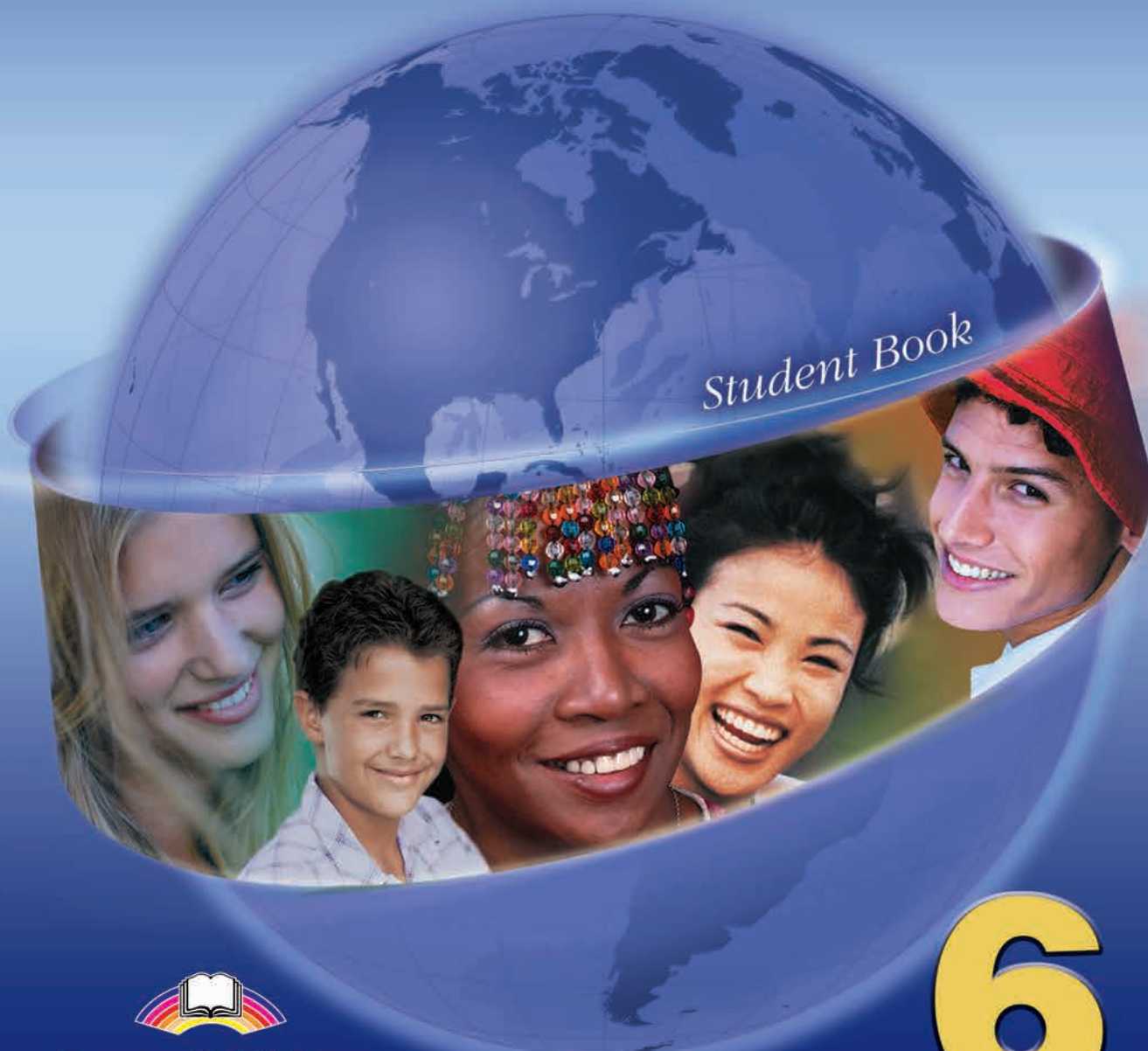


BLOCKBUSTER

Jenny Dooley – Virginia Evans



Student Book



Express Publishing

6

Contents

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	2 English in Use (pp. 8-9)		present & past tenses		adding to a chain story in the past	
	3 Free-time activities (pp. 10-11)	free-time activities		listening for specific information	predicting content from pictures	
	4 Sightseeing by ... (pp. 12-13)	transportation; collocations with <i>make</i> , <i>book</i> , and <i>reserve</i>		reading for specific information (tour ads)		free-writing about the safest and most dangerous forms of transportation
	5 Planning ahead (pp. 14-15)	weekend activities; phrasal verbs/dependent prepositions	future tenses	listening for specific information	asking about/expressing plans/intentions	
	6 Your turn at the mic (pp. 16-17)	presenting yourself; after-school activities		listening for specific information	presenting yourself; expressing opinions & choosing between options	
	7 Having fun (pp. 18-19)	entertainment; idioms with "act"		<i>La Ronde</i> (reading for specific information)	reading for specific information; describing your favorite amusement park	free-writing about the types of entertainment you enjoy
	8 What do you suggest? (pp. 20-25)	formal language	linking words/phrases	reading for specific information	brainstorming for ideas	a formal essay/letter making suggestions/solving a problem
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MODULE 2 (pp. 27-48) Health Matters	9 Health (pp. 28-29)	acne; health; collocations with <i>perform</i> , <i>provide</i> , and <i>prescribe</i>		listening for specific information & gist (multiple-choice questions)	reading for global understanding; talking about suffering from acne, how you dealt with it, and how it affected your everyday life	free-writing about the health issues teens are most concerned about
	10 English in Use (pp. 30-31)		bare infinitive/full infinitive/gerund; the subjunctive; adjectives/adverbs/comparisons		talking about fast food vs. homemade food	a paragraph comparing fast food and homemade food
	11 Sweet treats (pp. 32-33)	sweets & candy manufacturing		listening for specific information	note-taking	
	12 Eating out (pp. 34-35)	food; collocations with <i>obtain</i> , <i>accept</i> , and <i>receive</i>		reading for specific information (restaurant ads)	reading for specific information	free-writing about the importance of physical appearance for teens & the potential problems it causes
	13 Party time! (pp. 36-37)	types of parties; phrasal verbs/dependent prepositions	modals	reading for gist	planning an event; acting out a dialogue about planning an anniversary party	
	14 Eating: habits and disorders (pp. 38-39)	eating disorders		listening for specific information	expressing opinions & giving reasons; interactive speaking	
	15 Keeping fit (pp. 40-41)	healthy living; idioms with "time" and "age"; collocations with <i>strengthen</i> , <i>strain</i> , and <i>stretch</i>		<i>New You Fitness Club</i> (reading for specific information)	reading for specific information; talking about gym classes	free-writing about the benefits and risks of exercising
	16 Pros & Cons (pp. 42-47)	advantages/disadvantages		reading for specific information	brainstorming for ideas; supporting advantages/disadvantages with justifications	a formal discussion essay listing advantages/disadvantages
Self-Check 2 (p. 48)						

	VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING/PROJECTS
17 Safe travels (pp. 50-51)	travel tips & safety; collocations with <i>spend</i> , <i>extend</i> , and <i>prolong</i>		reading for specific information & gist (multiple-choice questions)	talking about the dangers of the ocean and the general dangers travelers encounter	free-writing about what travelers should do to have a safe trip
18 English in Use (pp. 52-53)	landmarks; travel news headlines	countable/ uncountable nouns; measure words; a/some/any – much/ many; the passive	reading for specific purposes (trivia quiz)	news headlines	a short trivia quiz about landmarks in your country
19 On the road (pp. 54-55)	the Alamo		listening for specific information		
20 Accomodations (pp. 56-57)	travel arrangements & accommodations; compound nouns with <i>trip</i> , <i>travel</i> , and <i>tour</i>		reading for specific information (restaurant ads)	talking about the amenities you look for when booking accommodations	free-writing about the type of accommodations you prefer when on vacation
21 Is there a problem? (pp. 58-59)	vacation problems; phrasal verbs/ dependent prepositions	the causative	reading for specific information	making a complaint	
22 So many choices! (pp. 60-61)	types of vacations		listening for specific information	presenting advantages/ disadvantages; elaborating	
23 Touring the city (pp. 62-63)	tourism		<i>Traveling to Montreal (travel guide excerpt)</i> (reading for specific information)	reading for specific information; comparing/ contrasting your city/town to Montreal	free-writing about a foreign city/town you would like to visit
24 If you want my advice, ... (pp. 64-69)	advice		reading for specific information	brainstorming for ideas; supporting advantages/ disadvantages; text cohesion	developing body paragraphs; a formal letter giving advice

Self-Check 3 (p. 70)

25 The world we live in (pp. 72-73)	environmental issues; compound nouns related to the environment		reading for specific information & gist (multiple-choice questions)	talking about the problems we face today regarding energy sources, whether it is acceptable to interfere with nature, and what we can do to protect it	free-writing about whether the benefits of hydropower outweigh its disadvantages
26 English in Use (pp. 74-75)		reported speech; definite/indefinite articles	reading for specific purposes (short texts)		
27 Environmental awareness (pp. 76-77)	environmental protection agencies		listening for specific information		
28 Saving the planet (pp. 78-79)	conservation projects; going green; collocations with <i>collect</i> , <i>gather</i> , and <i>assemble</i>		reading for specific information (a community cleanup flyer)	talking about the conservation projects you would like to get involved in and how organizations can get people involved	free-writing about whether environmental awareness should be part of the school curriculum
29 In need of protection (pp. 80-81)	threats to wildlife; phrasal verbs/ dependent prepositions	tag questions	reading for specific purpose (dialogue)	making suggestions to sb; making suggestions on how to protect animal rights	
30 Planet Earth in danger (pp. 82-83)	environmental problems		listening for specific information	offering suggestions/ giving reasons; agreeing/disagreeing	
31 Viewing wildlife (pp. 84-85)	wildlife issues; animals and group words (<i>flock</i> , <i>herd</i> , <i>pack</i> , <i>school</i>)		<i>William L. Finley National Wildlife Refuge</i> (brochure) (reading for specific information)	reading for specific information; talking about what we can do to protect animals	free-writing about whether animals should be kept captive in zoos/ wildlife parks or set free
32 In my opinion, ... (pp. 86-91)	ecological debates		reading for specific information	brainstorming for ideas; developing body paragraphs	a formal essay/letter expressing an opinion

Self-Check 4 (p. 92)

		VOCABULARY	GRAMMAR	READING & LISTENING	SPEAKING, FUNCTIONS & STUDY SKILLS	WRITING/PROJECTS
MODULE 5 (pp. 93-114) Crime & Technology	33 Fighting crime (pp. 94-95)	words related to crime and punishment; collocations with <i>refuse</i> and <i>deny</i>		reading for specific information & gist (multiple-choice questions)	talking about methods investigators use to solve crimes	free-writing about the pros and cons of being a crime scene investigator
	34 English in Use (pp. 96-97)		relative clauses; clauses of concession; clauses of purpose; quantifiers	reading for specific purposes (short texts)	talking about how much time you spend on the computer and what you use it for	
	35 Technological advances (pp. 98-99)	technology fair		listening for specific information		
	36 Practical inventions (pp. 100-101)	inventions; collocations with <i>produce</i> and <i>generate</i>		reading for specific information (magazine ads for practical inventions)	talking about whether we rely on technology too much today and why	free-writing about how modern technology and inventions have changed our lives
	37 Better safe than sorry (pp. 102-103)	keeping safe; phrasal verbs/dependent prepositions	some/any/no & compounds	reading for specific purpose (a dialogue)	expressing shock/consoling	
	38 Which one is better? (pp. 104-105)	technological gadgets		listening for specific information	discussing the pros and cons of options; expressing preference	
	39 Leap into technology (pp. 106-107)	technology and related words		<i>Take Part in Transforming Canada!</i> (museum brochure)	talking about your favorite technological gadget	free-writing about what you think the world will be like 100 years from now
	40 What should be done? (pp. 108-113)	formal essays describing problems and offering solutions		reading for specific information	using a graphic organizer; brainstorming for ideas; developing body paragraphs	a formal essay describing problems and offering solutions

Self-Check 5 (p. 114)

MODULE 6 (pp. 115-136) Amazing Sights	41 Wild weather (pp. 116-117)	climate & environmental conditions and related words; collocations with <i>clean</i> and <i>clear</i> (including idioms)		reading for specific information & gist (article-multiple-choice questions)	talking about how the climate is affected by changes in the environment	free-writing about what can be done to reduce rising temperatures and environmental pollution
	42 English in Use (pp. 118-119)		conditionals type 1, 2, and 3; wishes & regrets	reading for a specific purpose (a short text)	expressing wishes/regrets	writing about three wishes and three regrets
	43 Strange natural phenomena (pp. 120-121)	strange natural phenomena		listening for specific information		
	44 Mysterious events (pp. 122-123)	superstitions & phenomena; collocations with <i>false</i> and <i>artificial</i>		reading for specific information (a flyer for a film festival)	talking about the best and worst movie you have ever seen	free-writing about the strangest or most unusual thing that has happened to you
	45 Glorious skies (pp. 124-125)	unusual phenomena; phrasal verbs/dependent prepositions	inversion	reading for gist (a dialogue)	expressing amazement	
	46 When disaster strikes (pp. 126-127)	types of natural disasters and related words		listening for gist (matching); listening for specific information	offering suggestions/giving reasons; agreeing/disagreeing; helping solve a problem	
	47 Defying nature (pp. 128-129)	weather words and descriptive adjectives; elements of nature		<i>Adventures in the Wild</i> (a book fair flyer) (reading for specific information)	reading for specific information; talking about different types of storms	free-writing about storms and appropriate safety precautions
	48 To illustrate my point, ... (pp. 130-135)	descriptive details		reading for specific information	brainstorming for ideas; developing introductions & conclusions	a formal essay/letter including descriptive details

Self-Check 6 (p. 136)

Extra Clips (pp. 137-143)

Irregular Verbs (p. 144)

Grammar Reference Section (pp. 145-161)

American English – British English Guide (p. 162)

Appendices: Grammar Appendix (pp. i-v), Speaking Appendix (p. vi), Vocabulary Appendices 1, 2, and 3 (pp. vii-xiv), Writing Appendices I-VI (pp. xv-xxi)

Key to Self-Check Sections

Sports & Entertainment

MODULE 1

Units 1 - 8

◆ Before you start

- How was your summer vacation? Talk about it.

◆ Look at Module 1

Find the page numbers for pictures 1-4.

◆ Find the page number(s) for

an ad for a cruise

an e-mail

a letter to a UNICEF ambassador

◆ Listen, read, and talk about ...

- sports & leisure activities
- transportation
- weekend activities
- entertainment

◆ Learn how to ...

- ask about/express plans/intentions
- present yourself
- express an opinion

◆ Practice ...

- present tenses
- past tenses
- future tenses

◆ Write ...

- formal essays/letters making suggestions/solving a problem



1 Going for the win

Lead-in

- 1 Do you play any sports? What is your favorite sport? Why? Are there any sports you would like to try? Discuss in groups.

Reading

- 2 Read the text on the right of the page and answer the questions (1-8).

Study Skills

Multiple-choice questions

- Scan the multiple-choice questions without looking at the choices.
- Read the text carefully to understand what it is about.
- Look at the first part of the question and underline key words. Do not read the options (a-d) yet. Find the part of the text the question refers to.
- Go through the choices and choose the answer that fits best and is based on what the text says, not your own experience. Keep in mind that the information may be paraphrased.
- Even if you think you know the correct answer, always check that the others are not appropriate. Double check your answer. Do not hastily go for the obvious one as it may be a trap.

- 1 What is the author's attitude towards her horse?
- a She wants him to win awards.
 - b She pushes him to compete in important shows.
 - c She would rather have her mom train him.
 - d She thinks he's the reason she does well in shows.
- 2 In the first paragraph, what is a "mantel"?
- a a type of shelf
 - b a riding jacket
 - c a type of horse
 - d a bulletin board
- 3 According to the article, what do horses do at their first jump?
- a They stand still and do not move.
 - b They slowly walk over the jump.
 - c They become upset and afraid.
 - d They find another way around the jump.
- 4 Most advanced training courses for show jumping ...
- a are straight with jumps spaced far apart.
 - b contain jumps arranged on a winding course.
 - c contain large bodies of water.
 - d are surrounded by high walls.



I've known my horse, Simon, all his life. I was there when he was born, and right after his birth, I remember my mom saying he had the look of a winner. I've spent years training with Simon, competing in one arena after another, taking home more trophies than I can fit on my mantel. This weekend, we're participating in the Brentina Cup, a championship for riders 18 to 26 years old. The event is the perfect stepping-stone for the Grand Prix, the most challenging competition in show jumping.

Simon and I have spent endless days practicing in the ring together to get to this point in our careers. I say "our" careers because I believe that Simon, through his love of showing off, decided for himself that this is what he wanted to do. I remember his first training jumps – over a pole laid two inches off the ground. At first, he preferred to walk around the pole, like any other reasonable creature. Not long after, he was making the jump with the grace and courage of a true equestrian show jumping horse. As time went on, the jumps became higher and closer together on a course of twists and turns. I was very careful not to push Simon too hard. I didn't want to shake his confidence if he happened to miss difficult jumps. Eventually, Simon and I were jumping over pools of water, and walls six feet high, and so far, we've competed in dozens of shows. I'm so proud of Simon; I owe my success in show jumping to him.

- 5 According to the article, Simon became a show jumping horse because ...
 a it was decided at his birth.
 b the rider's mom wanted him to be one.
 c of his attitude towards jumping.
 d he has competed in many shows.
- 6 What is true about the Brentina Cup?
 a It is the most important show in show jumping.
 b It is mainly a show for young horses.
 c It is a good competition for advancing to other shows.
 d It is a required competition for entering the Grand Prix.
- 7 Simon and the rider usually practice ...
 a in a ring.
 b on a race course.
 c in an arena.
 d in an area with flag poles.
- 8 Which statement best describes the main idea of the text?
 a Show jumping is a challenging but thrilling event.
 b The rider and her horse have a very special bond.
 c Show jumping requires grace and courage.
 d The horse, Simon, was born to compete in show jumping.

Vocabulary

Sports/Leisure Activities

- 3 Fill in: *trophy, competition, winner, grace, arena, courage*.
- 1 Alicia moved with as she exercised on the field.
- 2 The rider and her horse entered the to begin the course.
- 3 Jason faced stiff during the basketball tryouts.
- 4 It takes great to perform in a stadium full of people.
- 5 His bowling team was awarded the first-place
- 6 Shelly emerged as the clear in the race.

4 Choose the correct item.

- 1 The Youth Theater Group gave their best of the season last night.
 a achievement c performance
 b conference d progress
- 2 Many parents their children to participate in school sports.
 a reassure b encourage c position d promote
- 3 Was the decision for Jack's team?
 a favorable b challenging c offensive d popular
- 4 Josie didn't losing the championship very well.
 a get b receive c take d carry
- 5 You can a lack of natural talent by practicing a lot.
 a overcome b grasp c master d succeed

5 Underline the correct word.

- 1 Laurie pulled a muscle from **extending/stretching/expanding/tightening** too much.
- 2 The Flatpoint High soccer team played a great game, but they were **defied/defined/defended/defeated** in the end.
- 3 Did the coach **tackle/confront/encounter/oppose** Josh about his bad behavior?
- 4 The basketball player **strained/pressured/toughened/stressed** to make the difficult shot.

6 Check (✓) the appropriate box(es). Then use the correct phrases to complete the sentences below.

win	gain	earn

a living
 experience
 a competition
 confidence
 a prize
 a salary



- 1 She wanted to doing a job she loves.
- 2 The only way to is to finish in first place.

Speaking & Writing

- 7 • Other than being a great form of physical activity, what other benefits can practicing a sport offer?
- Is competition healthy? Discuss in groups.
- Do you think animals should be used for sports? Why/Why not? Spend three minutes writing about the topic.

2 English in Use

Exploring Grammar

Grammar Reference

Present Tenses

- 1 Name the present tenses in bold, and match each one to its use (a-h). Then provide an example of your own for each use.

- 1 ☐ He usually **watches** TV after dinner.
- 2 ☐ They **have been sunbathing** all afternoon.
- 3 ☐ The game **starts** at 7 pm.
- 4 ☐ We **are playing** basketball right now.
- 5 ☐ She is happy because she **has** just **bought** a new car.
- 6 ☐ We **are flying** to Paris next week.
- 7 ☐ Sports cars **are getting** more and more expensive.
- 8 ☐ Snow **falls** in the winter.

- a fixed arrangement for the future
- b timetable
- c action which started in the past and continued up to the present with emphasis on duration
- d changing or developing situation
- e law of nature
- f action happening at the time of speaking
- g daily routine
- h action that happened at an unstated time in the past

- 2 Fill in the blanks using the *simple present* or *present progressive*. How do we use each tense?

music downloads

Nowadays, more and more schools 1) (**face**) new problems concerning Internet use. Currently, the music industry 2) (**file**) complaints with universities across the country and 3) (**accuse**) students of sharing MP3 files over school networks. In most cases, a student 4) (**pay**) for the MP3 file, but 5) (**make**) it available to his or her friends at no charge. When asking students why they do it, they simply reply: "Everyone 6) (**do**) it because nobody 7) (**think**) they will get caught!" Experts hired by record companies usually 8) (**identify**) the students by their numerical Internet address and then 9) (**report**) them to the universities. Record companies 10) (**also/improve**) their software to stop future MP3 sharing.

- 3 Complete the sentences using the *present perfect* or the *present perfect progressive*.

- 1 A: I didn't know Phil had a dog!
B: Yeah, he (**have**) it for two years.
- 2 A: I'm going out!
B: Already? You (**only/work**) for half an hour!
- 3 A: Why are you angry at your brother?
B: He (**use**) my computer all week without asking me.
- 4 A: Angela is a wonderful girl.
B: Yes, she is. I (**know**) her since high school.
- 5 A: (**she/talk**) on the phone all this time?
B: Yes, that's why our phone bill is so high.

- 4 Put the verbs in parentheses in the *simple present*, *present progressive*, *present perfect*, or *present perfect progressive* tense. Which words helped you decide?

- 1 A: Stan (**exercise**) a lot lately.
B: Yeah, he (**compete**) in a triathlon next week.
- 2 A: After work, I usually (**walk**) the dog and then (**cook**) dinner.
B: I (**always/watch**) the 6 o'clock evening news when I get home from work.
- 3 A: Ben (**take**) his driving test tomorrow, right?
B: Yes, but he probably won't pass because he (**not/practice**).
- 4 A: They (**already/pack**) for their vacation.
B: Really? They (**not/leave**) until next week!
- 5 A: I (**not/see**) Sarah much this summer.
B: She (**play**) soccer every day.

Speaking

- 5 Look at the pictures and answer the questions using the appropriate present tense. In pairs, use the pictures to make up more questions and answer them.

1 Has she caught anything?



Exploring Grammar

Grammar Reference

Past Tenses

- 6 Complete the sentences using the *simple past* or the *past progressive*. Which tense do we use to refer to: *actions that started and finished in the past?* *actions in progress at a specific time in the past?*

- 1 A: What (you/do) when the accident happened?
B: I (walk) my dog.
- 2 A: Where (you/be) at 9 pm last night?
B: I (work out) at the gym.
- 3 A: (you/enjoy) the opera?
B: Not really. The couple next to us (constantly/whisper).
- 4 A: Paul (leave) work early today.
B: I know, he (have) an early business dinner to attend.
- 5 A: What (happen) after I left yesterday?
B: The opposing team (score) one more goal and shortly after, the game (end).
- 6 A: (you/manage) to get there on time?
B: Well, it (take) me a while to get a taxi, but I finally (make) it.

- 7 A: Who (you/write) an e-mail to when your computer crashed?
B: To a friend I (meet) in Paris last summer.
- 8 A: What time (you/leave) the house this morning?
B: I (leave) on time, but my car broke down as I (drive) to work.

- 7 Match the events and put the verbs in bold in the correct tense, as in the example. When do we use: *the past perfect?* *the simple past?*

- 1 f Mr. Phillips **had already left** (already/leave) the office
- 2 I (just/save) all my work
- 3 She (faint)
- 4 Within 6 months, he (spend) all the money,
- 5 By the time we (get) home
- 6 The thieves (already/get away)
 - a because she (not/eat) anything all day.
 - b the children (fall) asleep.
 - c by the time the police (arrive).
 - d when the computer (crash).
 - e he (inherit) from his uncle.
 - f when his wife **came** (come) by to see him.

- 8 Fill in the blanks using the appropriate *present* or *past* tenses.

SPORTS RITUALS

Pre-game rituals 1) (become) more and more popular. Some athletes carry good-luck charms, while others 2) (wear) the same pair of socks to every game. Before a game, college basketball star Carrey Smith 3) (listen) to opera music while she 4) (get) dressed. She 5) (believe) this is what helps her stay focused. "I 6) (start) this ritual when I was in high school and the first time I tried it, I 7) (score) fifty points!" She 8) (tune) into her favorite opera station for the last two years. Ever since she 9) (begin) her ritual, Carrey 10) (not/score) less than thirty points in a game.

Speaking

- 9 Continue the story using a variety of past tenses.

It was raining heavily as Phil ran to the bus stop. ...



3 Free-time activities

Listening Skills

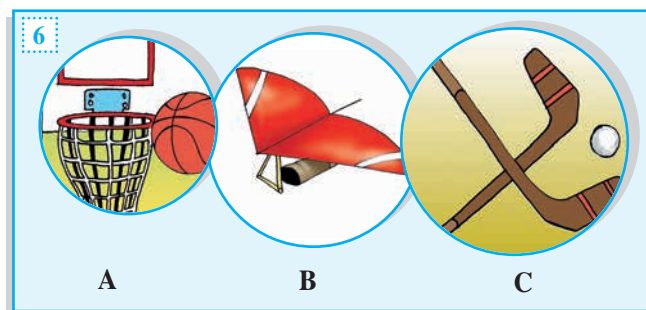
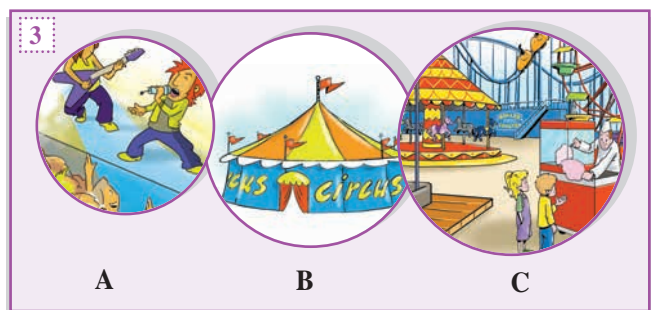
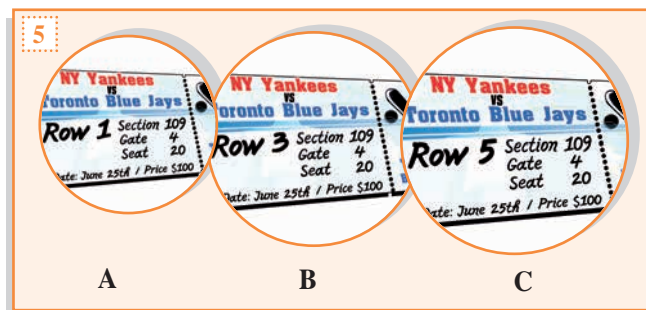
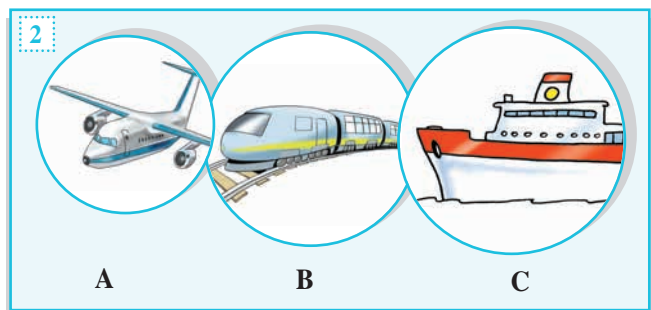
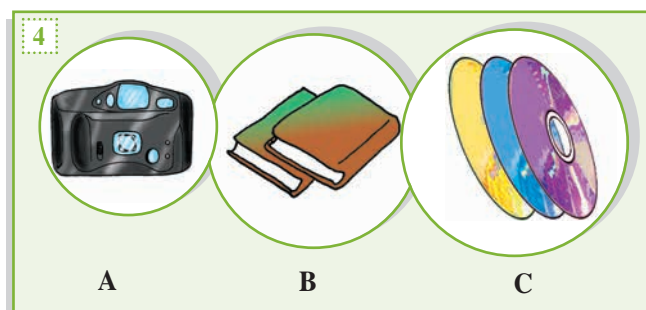
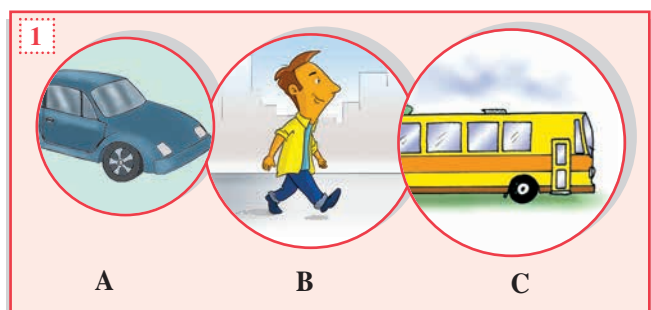
Predicting content

1 a) Work in pairs. Look at the pictures below and brainstorm what you think the conversations will be about.

b) Which of the words/expressions below do you expect to hear? Match each word/phrase (a-l) to the appropriate set of pictures (1-6).

- | | | | | | |
|-------------------|--------------------------|---------------------|--------------------------|-------------------|--------------------------|
| a credit card | <input type="checkbox"/> | e boarding pass | <input type="checkbox"/> | i hockey practice | <input type="checkbox"/> |
| b hang gliding | <input type="checkbox"/> | f vacation | <input type="checkbox"/> | j reading | <input type="checkbox"/> |
| c front row seats | <input type="checkbox"/> | g drop somebody off | <input type="checkbox"/> | k file folders | <input type="checkbox"/> |
| d clown | <input type="checkbox"/> | h baseball | <input type="checkbox"/> | l train ticket | <input type="checkbox"/> |

c) What question do you think is going to be asked for each set of pictures (1-6) below?



2 Match the following questions to the sets of pictures above.

- | | |
|--|-------|
| A Which activity would best suit the man? | ..... |
| B How will he get to soccer practice? | ..... |
| C Where will the man sit? | ..... |
| D Where will they go? | ..... |
| E What activity does she NOT have time for? | ..... |
| F What kind of transportation is the man taking? | ..... |

3 Look at the pictures in Ex. 1 again. Now listen to the short conversations and circle the correct answer (A, B, or C).

Listening Task

- 4 You will hear several short conversations. After each conversation, you will be asked a question. Listen, look at the pictures, and mark *A*, *B*, or *C*. Here is an example:

EXAMPLE:



A



B



C

The correct answer is *B*.
Now, let's continue.



1

A



B



C



6

A



B



C



2

A



B



C



7

A



B



C



3

A



B



C



8

A



B



C



4

A



B



C



9

A



B



C



5

A



B



C



10

A



B



C

4 Sightseeing by ...

Lead-in

- 1 How do you travel around your city: *by bus? by train? or by car?* Why? Discuss in pairs. Is it easy to travel around your city? Why or why not? Tell the class. What form of transportation have you never taken but would like to try? Why?



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1

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3

Burt's Bike Tours

Stop by Burt's Bike Tours and sign up for one of our many guided city bike tours. One of Burt's expert biking staff members will help you choose the tour that's right for you and then lead you through the city at your choice of pace. Tours include:

- The Town Lake Trail Ride
- The State Capitol and Governor's Mansion Ride
- The Celebrity Sightings Ride

Open March – November

Call for seasonal hours and tour prices. Discount price for children under 10.



5

TOWN LAKE CRUISES

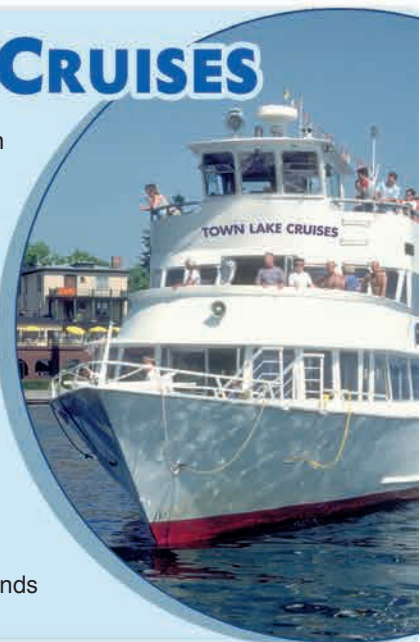
Climb aboard and explore Austin's Town Lake on one of our 40-, 50-, or 60-foot cruisers! We offer sightseeing tours, dinner cruises, and boat charter services for private parties.

Sightseeing tours – \$10 for adults and \$5 for children 11 and under.

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Study Skills

Identifying key words

When you have multiple-choice questions in which you have to select between a number of short texts, read the questions first and underline the key words. Then look for similar and/or related words in the short texts in order to identify the correct answer.

Reading

- 2 Imagine that you and your family have just moved to Austin, Texas, USA. Look at the above ads listed in the local newspaper about ways to travel around and explore the city, and answer the questions.

- 1 Which service is offered both by the day and by the hour?
a 1 b 2 c 4 d 5

- 2 Which businesses have an age restriction?
 a 1 and 2 c 2 and 3
 b 1 and 3 d 4 and 5
- 3 Which businesses do you have to call for rates?
 a 1 and 2 c 3 and 4
 b 2 and 4 d 3 and 5
- 4 Which business is open every day?
 a 1 b 2 c 3 d 4
- 5 Which business advertises a tour which includes a meal?
 a 1 b 2 c 3 d 5
- 6 Which businesses offer reduced rates for kids?
 a 1 and 2 c 3 and 5
 b 2 and 3 d 4 and 5
- 7 Your grandparents will be visiting for the Christmas holiday. Which activity won't be available during their visit?
 a 1 b 2 c 3 d 5
- 8 Your youngest sister is 14 years old. Which activity can't she participate in?
 a 1 b 2 c 3 d 5
- 9 Which businesses require a certain number of hours of participation?
 a 1 and 3 c 3 and 4
 b 2 and 3 d 4 and 5
- 10 Which business holds a special event only once a year?
 a 1 b 2 c 3 d 4
- 11 Which business will keep your money if you cancel your reservation?
 a 1 b 3 c 4 d 5
- 12 Which businesses have professionals on staff?
 a 1 and 2 c 3 and 5
 b 2 and 3 d 4 and 5

Vocabulary

Transportation

- 3 **Fill in:** *beverages, price, options, pace, reservations, members.*
- 1 If you need assistance in choosing the right tour, one of our staff can help you.
- 2 The benefit of taking the tour without a guide is you can go at your own

- 3 What kind of rental are there if we need a car for the week?
- 4 All food and are included with this type of package.
- 5 Do you recommend making, or can we just show up for the event?
- 6 Is there a discount available for large groups?

4 Underline the correct word.

- 1 Train fares are **restricted/regulated/restrained/reduced** by the government so that they do not go too high.
- 2 Pets must be kept in **open/remote/public/confined** spaces while traveling on airplanes.
- 3 Frank was very **aimless/useless/reckless/careless** on the written part of his driving test.
- 4 First-class seating on airplanes **supplies/contributes/caters/furnishes** to wealthy travelers.
- 5 Did Robert pay too much for cab **sum/fare/price/cost**?
- 6 The government **issued/provided/commanded/summoned** a warning about traveling to that country.
- 7 This road is **broadly/roughly/chiefly/nearly** used by commercial vehicles.
- 8 Train travel is one **decision/option/selection/substitute** for traveling from New York to Boston.
- 9 Did Jennifer have trouble **recognizing/recalling/retelling/recounting** the exact time of her flight?
- 10 The CD player in Mike's car stopped working, so he had a new one **installed/established/constructed/designed**.

5 Check (✓) the appropriate box(es) and use the correct phrases to complete the sentences below. Then choose four phrases and make sentences of your own.

make	book	reserve
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

a reservation
 a ticket
 a table
 a hotel room
 the right (to do sth)
 a choice



- 1 Did you by the window at the restaurant?
- 2 You must; do you want red or blue?

Speaking & Writing

- 6 • In terms of transportation, what are the advantages of cycling compared to: walking? driving? Give a one-minute talk to the class.
- What do you think is the safest form of transportation? The most dangerous? Why? Spend three minutes writing about the topic.

6 Your turn at the mic

Study Skills

Presenting yourself

When you are asked to present yourself, do not just say your full name. For example, talk about where you come from, where you study/work, where you live, what your family is like, and what your favorite free-time activities are. This will help your listener form a more complete picture of who you are.

1 Read the following sentences.

What else might you say to present yourself to someone? Use the questions in the table below to help you.

- I am Brenda.
- I am a student.
- I live in Cleveland, Ohio.
- I can speak English.
- My favorite hobby is basketball.
- I like going to the movies.



Listening

2 Now listen and complete the blanks. How has Brenda expanded on the statements in Ex. 1?

I'm Brenda. My name is Scandinavian, and it means 1) I'm a student at 2) I live in Cleveland, a 3) in 4) Ohio. I can speak English 5) I'd love to learn 6), too. I really enjoy 7) languages. My favorite hobby is basketball. I play 8) four times a 9) It's thrilling. I don't have a lot of 10), but when I can, I like going to the 11) with my 12) We usually go every 13) Saturday.

3 Work in pairs. Talk about yourself to your partner. Use Brenda's introduction in Ex. 2 as a model.

✓ Education	What are your favorite subjects? Where do you go to school? Do you plan on continuing your studies?
✓ Employment	Describe your job or the type of job you are looking for.
✓ Name	What does your name mean? What is its origin? Who/What are you named after?
✓ Place of residence	Where do you live? What is the population? How do people get around? What do you like about your town/city? What do you dislike about it?
✓ Languages	What languages do you speak? Why are you interested in learning English? What is your view on learning different languages?
✓ Vacations	Describe a recent vacation. Do you have any plans for future vacations? Where would you like to go on vacation?
✓ Free time	What do you do in your free time? Do you have any hobbies? What do you do for fun?
✓ Entertainment	What types of books/movies do you enjoy? What kind of television programs do you prefer? What kind of music do you listen to?
✓ Sports	What sports do you play? How often? What is your favorite sport? Which athletes do you admire?

Study Skills

Expressing opinions

In order to express an informed opinion on a given topic, you must first gain a good understanding of it. First ask questions to clarify information and listen carefully to the answers you are given as they will help you form your opinion. Then express your opinion. Make sure you justify your opinion and use appropriate linkers.

- 4** Work in pairs. Read the information below. Then use the list of points to consider and the language box to do the task.

Choosing An Option

INFORMATION

Situation

I am your cousin and I am interested in taking up an after-school activity. I have two activities in mind, but I would like to hear your opinion on which activity to choose.

First

Look at the pictures and ask.

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then

When you get all the information you need, use it to give your partner some advice to help him/her make a decision. You can choose from one of the options or provide a new one. Remember to use information you learn from asking questions to explain your final choice.

Finally

After you have shared your decision, your partner will ask you more questions about the topic.

Option 1



Option 2



PARTNER'S NOTES (See Speaking Appendix 1)

Points to consider

Soccer

- allows you to be physically active
- involves teamwork and sportsmanship
- may have to play during bad weather
- can result in physical injury

Painting

- gives you the opportunity to be highly creative
- allows you to work independently
- can be expensive
- requires patience

Expressing Opinions


- I think/I believe ...
- In my opinion, ... because ...
- As I see it, ...
- ... is the best choice for ... because ...
- I don't think you should ... because ...
- It's not a good idea to ...

- 6** Discuss the following questions in pairs.

Elaboration Questions

- 1 What types of after-school activities do you enjoy?
- 2 Why do people play sports? Why do people like art?
- 3 Do you think it's important for students to be involved in after-school activities? Should after-school activities be only about having fun? What can students learn through after-school activities?

Model Interview

- 5**  Listen to a pair doing the task in Ex. 4. Find out the reason why the man chose one option and rejected the other(s).

8 What do you suggest?

Formal essays/letters making suggestions/solving a problem

A(n) letter/essay making suggestions or solving a problem is a formal piece of writing in which you offer solutions to a problem and explain the results that would follow. It is important that each body paragraph contains a topic sentence that states the main idea of the paragraph, followed by supporting details. Study the plan below.

PLAN

Introduction (Para 1)

- state problem
- give reason for writing (*letter*) or statement that indicates essay will offer suggestions (*essay*)

Body (Paras 2 & 3)

- suggestion 1 & supporting details
- expected result
- suggestion 2 & supporting details
- expected result

Conclusion (Para 4)

- summarize suggestions
- restate the positive effect that the suggestions will have on the problem

- 1 a) Work in pairs. Read the newspaper article excerpt and the task which follows. Then answer the questions.**

Children and television

There is concern about the television programs children are watching these days. Studies show that many TV programs contain unsuitable content. Child psychologists are urging parents to pay close attention to the types of programs their children are watching.



Task Essay

Many parents are concerned about what their children watch on television but do not know what to do about it. Write an essay making suggestions on how parents can make sure their children are watching acceptable programs. Include examples.

- 1 Who will read your essay?
- 2 Do you think children watch TV shows that contain inappropriate content?
- 3 What sorts of solutions can you think of for this problem?

b) Read the model essay. Are any of your suggestions mentioned in it?

MODEL

There is concern regarding children and their television viewing choices. Clearly, there are some simple measures parents can take to help children choose television programs that are suitable for their age.

First, parents should take the time to watch television with their children and discuss the content of the programs they like watching. For example, parents can explain their feelings and point out the things they object to. This would also give parents the opportunity to listen to their children express their opinions. Consequently, children will gradually be able to develop their own understanding of which programs are acceptable to watch and which are not.

Furthermore, parents should take the time to read the TV guide together with their children. Parents can discuss which shows listed send positive messages and point out which ones do not. In addition, they can teach children to determine if a show is age-appropriate and explain why. As a result, parents will be able to build trust with their children and their decisions regarding which programs to watch.

All in all, as parents cannot always be present, taking the time to discuss programs and study the contents of the TV guide beforehand can bring positive results. Soon enough, children will become responsible television viewers.

- 2 a) Read the model essay again. Then answer the following questions in pairs.**

- 1 What are the two suggestions the writer makes?
- 2 Is each suggestion backed up with supporting details? If so, what are they?
- 3 Is a result offered for each suggestion that is offered? What are the results?

b) What is each body paragraph about?

- 3 a) Read the theory. Then read the model essay in Ex. 1b again and underline the linkers used. What is each linker's function? Replace them with other synonymous ones.

Linking Words/Phrases

A linking word/phrase, or "linker," is a word or set of words that can act as a bridge between ideas. Linkers help make a piece of writing flow and are also known as "transitions." Grammatically, the linker is not necessary to the structure of the sentence; the sentence can stand alone without it.

Grammatical Structure: linker + comma + complete sentence

e.g., *First of all, music helps people relax.*

NOTE: Linkers are used in a piece of writing to give it structure and to help the reader follow the ideas. However, **incorrect usage** of linkers can cause confusion. Likewise, **overuse** of linkers can get in the way of the ideas and as a result distract the reader or even make a piece of writing sound unnatural.

FUNCTION	LINKERS
introduce topic (start piece of writing by making general statement)	<i>evidently, clearly, obviously, certainly, by and large, in general, generally</i>
introduce points (bring up a new idea or state first point)	<i>in the first place, first of all, to start with, to begin with, for one thing, first, firstly</i>
list points (state second, third, forth, etc. point)	<i>second, secondly, second of all, thirdly, etc. finally, lastly, last of all, last but not least (for final point only)</i>
add points (present additional idea or point)	<i>furthermore, in addition, what is more, also, moreover, additionally, likewise, for another thing</i>
explain/elaborate on point	<i>in other words, that is</i>
illustrate point	<i>for example, for instance</i>
indicate result (explain how something happens because of something else)	<i>as a result, consequently, therefore, accordingly, in turn</i>
conclude (end piece of writing)	<i>in short, in conclusion, to sum up, to conclude, all in all, all things considered, in the end, taking everything into account</i>

b) Use a linker to rewrite the following sentences.

- There has been a rise in the number of foreign films in the past few years. (**introduce topic**) *Evidently, there has been a rise in the number of foreign films in the past few years.*
- It is expensive to take pets with you when you fly. (**introduce point**)
- Reading to your children is an excellent way to get a head start on their education. (**add point**)
- People are buying fewer and fewer CDs. (**indicate result**)
- An MP3 player is a wise investment. (**conclude**)
- Your relatives will understand that you have other commitments. (**indicate result**)
- Soccer is not as popular in the United States as it is in Europe. (**introduce topic**)
- Volunteering at the homeless shelter gives you a new perspective on life. (**add point**)
- Carpooling saves money spent on gas. (**introduce points**)

- 4 Read the model letter and answer the questions.

MODEL

Dear UNICEF Ambassador,

Generally, people are often so concerned about their own problems that they forget about others suffering around the world. That is why I would like to request that you come to my school to encourage students to become involved in the effort to help children in need around the world.

First of all, you could tell the students at my school about the children in Africa and other places who are starving. In other words, you can explain to them how poverty and drought in developing countries often lead to malnutrition. As a result, students will be inspired to donate money to UNICEF so that the organization can provide food for these children.

What is more, you could show pictures of the people you have aided and the places you have visited. For instance, you can tell them stories about the children you have met and the adventures you have had while traveling the world. In turn, students will see how caring about others can be rewarding and enriching.

In conclusion, I would be so appreciative if you came to my school to give a presentation on the work of UNICEF. I know that it would raise awareness among the students and cause them to act on behalf of the struggling youth around the world.

Sincerely,
Juliette Hobbs

- What is the problem and what linker does the writer use to introduce it?
- Why is the writer writing this letter?
- What are the two suggestions the writer makes?
- Is each suggestion supported with details? If so, what are they?
- Is a result offered for each suggestion that is made? What are the results?
- What is the function of each sentence in the conclusion?
- Circle all examples of linkers in the model letter.

Formal Language vs. Informal Language

Formal language is used for essays, articles, reports, and letters or e-mails to people you do not know personally.

Informal language is used to communicate with a friend and more often in conversation as opposed to writing.

Formal language is characterized by:

- formal expressions, advanced vocabulary, and longer sentences. *e.g., **Taking everything into consideration**, it can be said that hotel **facilities** have improved over the past decade.*
- formal linking words/phrases (e.g., However, Nevertheless, In addition, Consequently, etc.). *e.g., The fine arts building should include a theater and a cinema. **Furthermore**, an exhibition hall should be provided for lectures.*
- the lack of contracted forms (i.e., I'm, there's, ...). *e.g., I **would** be grateful if ... (instead of: I'd be grateful if ...)*
- impersonal tone (i.e., use of the passive, no description of feelings). *e.g., Thousands of people **were left** homeless after the flood.*
- factual presentation of information. *e.g., The students **encountered a number of difficulties** on the exam. (instead of: The exam was very demanding.)*

Introduction – Objective Statements

In an objective statement, the author gives information about the topic without letting the reader know his/her opinion. He/She states the problem as a fact, and not as a personal feeling.

Examples:

Objective Statement: *Young athletes know that many basketball players in the NBA do not have college degrees.* NOT: *In my view, it sets a bad example for young athletes that many basketball players in the NBA do not have college degrees.*

Objective Statement: *The subway system does not meet standards of cleanliness.* NOT: *I feel that the subway system is dirty and an embarrassment to the city.*

Useful Language:

- | | |
|---|---------------------------------|
| • it is evident/agreed/
understood/true that | • there is concern
regarding |
| • given the fact that | • oftentimes |
| • based on the fact that | • recently/currently |
| • taking into account that | • experts say/argue that |

Refer to Writing Appendix I in the back of the book for the correct usage of the useful language.

5 Write *F* for formal and *I* for informal next to each sentence to indicate the style in which it is written. Justify your answers.

- 1 The public bus system is the most affordable means of transportation in the city.
- 2 Taking the bus is the best deal in town.
- 3 I'd like to give the principal a piece of my mind about the new "no iPods at school" rule.
- 4 I would like to speak with Principal James regarding the ban on iPods within school grounds.
- 5 Mountain climbing takes serious guts.
- 6 Mountain climbing is an activity that requires a great deal of stamina, concentration, and courage.
- 7 Most musicians would consider it an honor to perform as the opening act for a band as famous as U2.
- 8 Opening for U2 would be awesome!

6 a) Work in pairs. For each item, circle the sentence that is an objective statement.

- 1 a It is evident that children eating too much and becoming overweight is an issue of great concern in the United States.
b In my opinion, it is the fault of fast food chains that children in the United States are eating too much and becoming overweight.
- 2 a I think that violent video games encourage children to behave aggressively.
b Experts say that many video games encourage aggressive behavior in children.
- 3 a It is true that the children of this generation watch more television than children of previous generations.
b I believe that parents should control the amount of television their children watch.
- 4 a Currently, hundreds of tourists are victims of passport theft.
b To me, tourists who allow their passports to be stolen are irresponsible.
- 5 a I think that going on a ski trip this winter is a waste of money.
b Based on the fact that there has been so little snow this winter, ski resorts are suffering.

b) Write an objective statement for each of the following.

- 1 talking about a friend behind his/her back
- 2 disobedient pets
- 3 students competing with one another for good grades in school
- 4 careless drivers causing accidents



Body Paragraphs – Suggestions/Solutions, Supporting Details, Results

When writing body paragraphs for letters/essays making suggestions or providing solutions to problems, we normally use three types of statements to express our ideas: suggestions, supporting details, and results.

Refer to Writing Appendix I in the back of the book for the correct usage of the useful language.

Suggestions	Supporting Details	Results
<i>used to offer a way of solving the problem</i>	<i>used to give reasons and/or examples</i>	<i>used to explain the outcome of our suggestions and their consequences</i>
Useful Language: <ul style="list-style-type: none"> You should/could/might ... You could try ... It might work if ... I suggest that ... One way to ... Another thing to do ... In addition to ... As well as ... [imperatives] <i>Take a yoga class in your free time.</i> 	Useful Language: <ul style="list-style-type: none"> [imperatives] in other words, ... that is ... for example, ... for instance, ... 	Useful Language: <ul style="list-style-type: none"> it would follow that ... in doing so ... that/this way ... if ..., then would allow ... not only ..., but also ... then, ...
<i>e.g., I suggest that you listen to Spanish songs in order to improve your Spanish.</i>	<i>e.g., Buy a Shakira CD and sing along by reading the lyrics.</i>	<i>e.g., Not only will you learn more Spanish this way, but you will also have fun doing it.</i>

7 Match the suggestions (1-5) with their supporting details (a-e) and their results (i-v). Expand them into full paragraphs using appropriate useful language.

Suggestions

- 1 ☐ Make time for your family.
- 2 ☐ Always wear your seat belt.
- 3 ☐ Study in 45-minute blocks.
- 4 ☐ Use a calendar to recall important dates.
- 5 ☐ One thing to do is to monitor TV time.

Supporting details

- a Have a snack or a drink or simply stretch your legs.
- b Circle birthdays in red.
- c Eat dinner together and go on outings.
- d Limit your kids to two hours a night.
- e Buckle it as soon as you get in the car.

Results

- i As a result, your relationship will become stronger and more supportive.
- ii Taking regular breaks prevents you from becoming overtired and losing concentration.
- iii This would allow them to have more time for homework.
- iv This way, you will have a better chance of surviving an accident.
- v In doing so, you will be more organized and will not get in trouble for forgetting important dates.

8 a) Write supporting details for the following suggestions.

- 1 **Suggestion:** One way to improve your English is to listen to American music.
- 2 **Suggestion:** In addition to taking your vacation during the off-season, think of other ways to save money on travel.
- 3 **Suggestion:** I suggest that you monitor your child's use of the Internet.

b) Write a result for each of the suggestions above.

9 Write a suggestion, a supporting detail, and a result for each of the tasks below. Write complete sentences and use appropriate linkers.

- 1 Make suggestions to a friend on how to deal with classmates talking about her behind her back.
- 2 Make suggestions on how to reduce competition for better grades among students.
- 3 Make suggestions to drivers on how to make the roads safer.

10 Circle the correct item.

- 1 It is agreed that an issue for women who travel alone at night.
 - a riding the subway
 - b people think
 - c subway safety is
 - d all subways threaten
- 2 There is concern regarding
 - a the museum lost money
 - b price museum tickets
 - c to donate to the museum
 - d museum funding
- 3 Oftentimes,
 - a people wanting to retire
 - b the standard age for retirement in the US is 65.
 - c people save money for retirement
 - d how many people save enough for retirement
- 4 Experts say
 - a the therapy is successful
 - b I find music therapeutic
 - c music can be therapeutic
 - d listen to music more

Brainstorming for Ideas

Brainstorming for ideas (i.e., thinking of things to include in your letter or essay) is an important prewriting technique. First look at the newspaper article excerpt and the task below. Then read carefully through the five brainstorming steps.

Rise in Child Obesity

Doctors are concerned about the recent increase in child obesity. One doctor blames poor diets: "There are many reasons why children are gaining too much weight, but the biggest reason is that their eating habits are not healthy." Nutritionists are concerned, as well. They urge parents and other people who influence children to help them lead a healthier lifestyle.

Task Essay

Many parents show an active interest in their children's diet, but are not always successful in changing their eating habits. What can they do to succeed in helping their children eat better? In an essay, suggest ways to improve children's eating habits and help them lead a healthier lifestyle. Be specific.

Step 1: Read the task and underline what you are asked to do. This will help you focus your essay. (See the underlined words in the task above.)

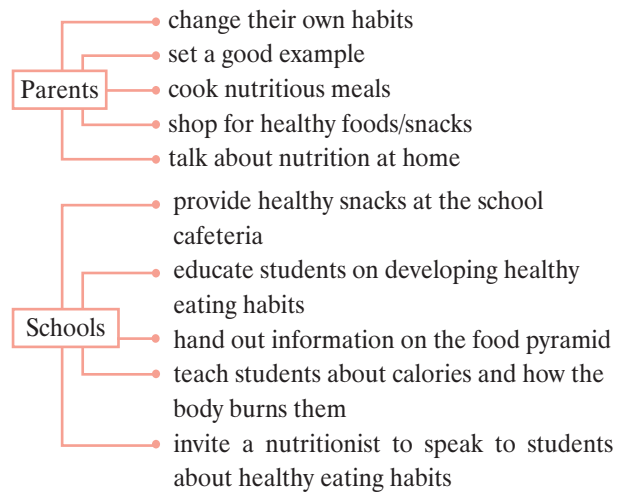
Step 2: Read the newspaper excerpt and circle the words/phrases you think are most important to help you write the essay. Then read the underlined parts of the task aloud and make a list of words or phrases that come to mind.

• food pyramid	G	• cafeteria	S
• overweight	S	• setting an example	S
• parents	G	• change of habit	S
• fast food	S	• diet	G
• unhealthy snacks	S	• meals	S
• carbohydrates	S	• sugar	S
• nutrition education	G	• school	G

Step 3: Look at the words and phrases you've written and decide if each one indicates something that is specific or something that is general. Write an "S" next to the specific words or phrases and a "G" next to the general words or phrases. (See Step 2.) Now look at the words/phrases with a "G" next to them and pick two from which you could make suggestions.

Example: parents, school

Step 4: Think of suggestions that have to do with each of the two words/phrases you chose. You can use some of your brainstorming phrases, if they fit. Remember not to stray from the topic.



Step 5: Choose the best suggestions from your lists above, and then think of the results those actions would produce.

Example:

cook nutritious meals

- Children will eat healthier food and get used to it.
- You will be setting a good example regarding food selection.

educate students on developing healthy eating habits

- They will know more about the food they eat.
- They will establish healthy eating habits.

Conclusion – Summarizing Suggestions/Solutions

The concluding paragraph of an essay/letter making suggestions or providing solutions to problems should summarize the suggestions/solutions that were made and restate the positive effects that those suggestions/solutions will have on the problem at hand.



Conclusion: All in all, cooking nutritious meals and educating children regarding healthy eating habits are two of the most important things we can do to improve their diets. In doing so, we can help them avoid the pitfalls of obesity and enjoy a healthy life.

11 a) Match the introductions (1-3) to the conclusions (A-C).

Introductions

- 1 Clearly, members of families are living further and further apart. If you live far from your loved ones, I would like to offer you some suggestions on how to make coping with the distance less difficult.
- 2 Evidently, there are still people who think that women cannot be serious athletes. Here are some ways people can go about solving this problem.
- 3 It is apparent that strict airport security can often inconvenience passengers. I am writing to suggest how you might make the check-in and boarding process easier.

Conclusions

- A All in all, being prepared and knowing the security restrictions in advance will save you time and trouble at the airport. You can avoid delays.
- B All things considered, we need to recognize the accomplishments of world-class female athletes and improve the programs and facilities for younger ones. Doing so will raise the level of respect for women's sports.
- C In conclusion, families need to make an effort to communicate more often and to see one another on holidays and vacations. Although this will not bridge the gap created by distance, it will allow relatives to remain close.

b) In pairs, decide which introduction/conclusion can be improved and rewrite it.

Writing

12 Read the newspaper excerpt below. What is the topic? Read the tasks that follow and answer the questions in pairs.

Teens' after-school activities



The New York State Department of Health is worried that teens are spending more and more time in front of the computer and the television and are not getting enough physical exercise. Researchers state that a rise in teen obesity is due to the fact that teens do not play enough sports. The New York State Department of Health is teaming up with the New York State Education Department to think of programs that will encourage teens to exercise more.

Task A Letter

In what ways can teens incorporate physical exercise into their lives? Write a letter to the school newspaper making suggestions on how teens can improve their health by exercising. Give examples. Start your letter, "Dear Editor."

Task B Essay

Some teenagers feel intimidated by the idea of playing sports. How can they be encouraged to participate? What should friends, parents, schools, and/or coaches do to convince them to take part in athletics? Write an essay on what can be done to solve this problem.

Letter: Who will you address the letter to? What are your suggestions? Think of appropriate supporting details and expected results.

Essay: What solutions can you think of? What would the expected results be?

13 Using the newspaper excerpt, write either the letter or the essay. Use your ideas from Ex. 12.

Checklist

14 After you have finished writing your letter/essay, check for the following.

- Is the problem stated clearly and objectively in the introduction?
- Is your reason for writing stated in the introduction (letter only)?
- Is the suggestion/solution stated clearly at the beginning of each body paragraph?
- Are specific supporting details provided for each suggestion/solution?
- Is a logical result provided for each suggestion/solution?
- Are the suggestions/solutions summarized in the last paragraph? Is the summary followed by a restatement of the general positive effects the suggestions/solutions will have on the problem?
- Are linkers/useful language used correctly to make the letter/essay flow?
- Is a wide range of appropriate vocabulary used?
- Is polite, formal language used?

Now I can...

- talk about sports and leisure activities, different forms of transportation, and entertainment
- ask about/express plans/intentions
- present myself
- express an opinion on a topic
- write a formal letter/essay making suggestions/solving a problem



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