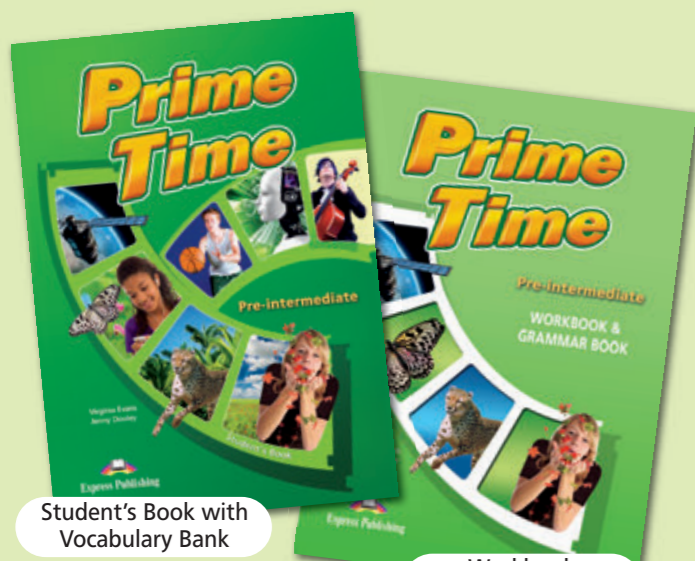


# Prime Time

Pre-Intermediate

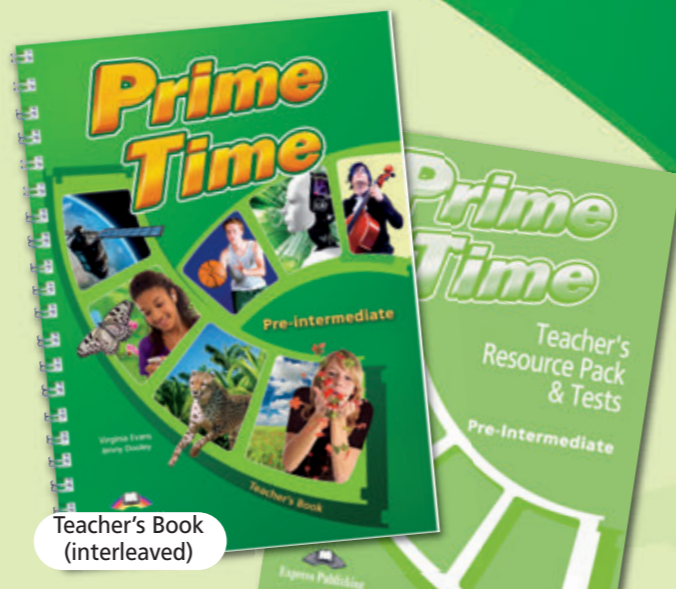


Prime Time Pre-Intermediate is a modular secondary-level course at CEF level B1. The course combines active learning with a variety of lively topics presented in six themed modules.



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 Express Publishing

Prime Time Pre-Intermediate

Student's Book

Virginia Evans – Jenny Dooley

Express Publishing

# Prime Time



Pre-intermediate

Virginia Evans  
Jenny Dooley

Student's Book

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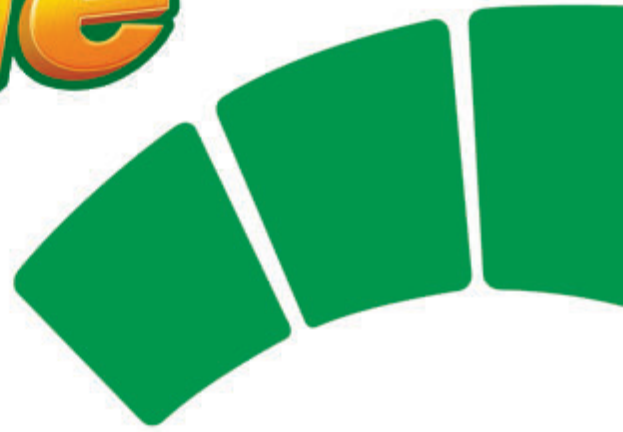
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## Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brɪkʌm/	became /brɪkeɪm/	become /brɪkʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /brɪɡɪn/	began /brɪɡæn/	begun /brɪɡʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	saw /sɔ:/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɔld/	sold /sɔld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
forbid /fə'brɪd/	forbade /fə' bæd/	forbidden /fə'brɪdən/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
get /get/	got /gɒt/	got /gɒt/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
give /gɪv/	gave /geɪv/	given /gɪvən/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
go /gəʊ/	went /went/	gone /gɒn/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
have /hæv/	had /hæd/	had /hæd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hit /hɪt/	hit /hɪt/	hit /hɪt/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hold /həʊld/	held /held/	held /held/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
keep /ki:p/	kept /kept/	kept /kept/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
know /nəʊ/	knew /nju:/	known /nəʊn/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
lay /leɪ/	laid /leɪd/	laid /leɪd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
lead /li:d/	led /led/	led /led/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
			take /teɪk/	took /tu:k/	taken /teɪkən/
			teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
			tear /teə/	tore /tɔ:/	torn /tɔ:n/
			tell /tel/	told /təʊld/	told /təʊld/
			think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
			throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
			understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
			wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
			wear /weə/	wore /wɔ:/	worn /wɔ:n/
			win /wɪn/	won /wʌn/	won /wʌn/
			write /raɪt/	wrote /rəʊt/	written /rɪtən/

# Prime Time



Student's Book

Virginia Evans – Jenny Dooley



Express Publishing

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	<ul style="list-style-type: none"> <li><i>The Terracotta Army</i> (multiple choice)</li> <li><i>Roadside Attractions you really can't miss</i> (T/F/DS)</li> <li><i>It's Venice ... but not as you know it!</i> (multiple choice)</li> <li><i>Totally cool!</i> (missing sentences)</li> <li>Listening (matching speakers to different places)</li> </ul>	<ul style="list-style-type: none"> <li>describe a process</li> <li>describe a building/monument</li> <li>post a parcel</li> <li>report people's words</li> <li>express preferences</li> <li>Pronunciation: assimilation</li> </ul>	<ul style="list-style-type: none"> <li>describe an experience</li> <li>write about a monument</li> <li>create your own mall</li> <li>an email describing a visit to a place</li> </ul>	<ul style="list-style-type: none"> <li><i>The Garma Festival</i> (complete sentences)</li> <li>(Art &amp; Design) Art styles (reading comprehension questions)</li> </ul>





# Starter module

**6** What time is it?



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

## Family

**7** a) Complete the pairs.

- 1 father (dad) - .....
- 2 son - .....
- 3 husband - .....
- 4 granddad - .....
- 5 nephew - .....
- 6 cousin - .....
- 7 uncle - .....
- 8 brother - .....

b) Present your family to the class.

## The weather

**8** a) Label the pictures.



1 b.....  
h.....



2 s.....



3 f.....  
c.....



4 f.....



5 c.....



6 s.....

b) What's the weather like in your city in winter/spring/summer/autumn?

## Places in a town

**9** Write the correct place.

- 1 You can see performances at a t.....
- 2 You can have coffee at a c.....
- 3 You can see ancient statues at a m.....
- 4 You can buy vegetables at a g.....
- 5 You can buy bread at a b.....
- 6 You can post a letter at a p.....
- 7 You can have dinner at a r.....
- 8 You can visit a patient at a h.....

## Everyday English

**10** Circle the correct response.

- 1 A: What was the film like?  
B: a Yes, sometimes I did.  
b I quite liked it.
- 2 A: Let's go to the cinema.  
B: a Here you are.  
b Great idea.
- 3 A: What can I get you?  
B: a I'd like a cola, please.  
b Thank you.
- 4 A: What's your address, please?  
B: a 21, Apple Street.  
b It's on Apple Street.
- 5 A: How much is it?  
B: a It's £1,500 per month.  
b It's 6 o'clock.
- 6 A: How's everything?  
B: a So-so. b Take care.
- 7 A: Goodbye.  
B: a Not bad. b See you later.



7 w.....



8 r.....



# Module 1

## Home and away

**Vocabulary:** adjectives describing places; features of a town/city; public transport; dangers in the countryside; homes; household chores; public services & facilities

**Grammar:** present simple, present continuous, stative verbs, prepositions of movement; comparative – superlative; modals (*can/can't/could/be able to – have to – must – must not; should/ought to*)

**Everyday English:** buying a ticket

**Pronunciation:** /s/, /ʃ/, /dʒ/, /tʃ/

**Writing:** a description of a scene; sentences about a journey in your country; a list of survival tips; an informal email about your home; an informal email of advice

**Culture Corner:** Pacific Coast Highway 1

**Curricular (Citizenship):** Are you a good citizen?

### Vocabulary

#### Adjectives

#### 1 Listen and say.

- 1 busy ≠ quiet (place, streets)
- 2 exciting ≠ boring (nightlife)
- 3 safe ≠ dangerous (place)
- 4 clean ≠ dirty (beaches/place)
- 5 ugly ≠ beautiful (city/town/hotels/parks/buildings)
- 6 modern ≠ historic (city/town/buildings)
- 7 cheap ≠ expensive (shops/hotels/restaurants)

#### 2 Use the adjectives above to describe the places 1-5.

*Rio de Janeiro is in Brazil. I think Rio de Janeiro is a modern city. It has got clean beaches and exciting nightlife.*

#### OVER TO YOU!

I live in .....  
It has .....  
and .....



1 Mykonos, Greece



2 Acapulco, Mexico



3 Montreal, Canada



4 Edinburgh, Scotland



5 Rio de Janeiro, Brazil



# 1 a In the streets

## Vocabulary Features of a town/city

- 1 a) Match the words (1-10) to the items in the pictures (A-J).  
🔊 Listen and check.

- |                            |                |                             |                |
|----------------------------|----------------|-----------------------------|----------------|
| 1 <input type="checkbox"/> | traffic lights | 6 <input type="checkbox"/>  | level crossing |
| 2 <input type="checkbox"/> | zebra crossing | 7 <input type="checkbox"/>  | cycle lane     |
| 3 <input type="checkbox"/> | bridge         | 8 <input type="checkbox"/>  | bus stop       |
| 4 <input type="checkbox"/> | tunnel         | 9 <input type="checkbox"/>  | pavement       |
| 5 <input type="checkbox"/> | bus lane       | 10 <input type="checkbox"/> | road sign      |

- b) Which of these features are there in your local area?

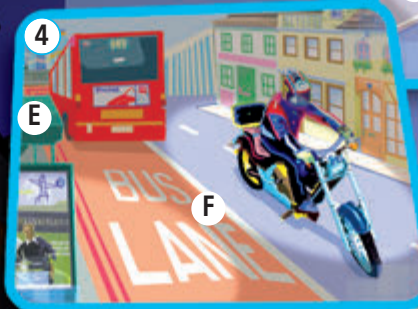
*In my local area there are traffic lights, but there isn't a zebra crossing.*

## Listening & Reading

- 2 Read the title of the text and look at the pictures. What do you think is happening?  
🔊 Listen and read to find out.

- 3 Read the text and mark the statements (1-6) as *T* (true) or *F* (false). Correct the false statements.

- 1 The programme features real police officers. ....
- 2 All the video footage is shot from helicopters. ....
- 3 *Police, Camera, Action!* shows lots of different crimes. ....
- 4 The suspect doesn't injure any pedestrians. ....
- 5 The suspect goes under a bridge. ....
- 6 The police car follows the suspect through a tunnel. ....





# POLICE, CAMERA, ACTION



1a

*Police, Camera, Action!* is a popular TV series of real-life police videos. It is part-documentary and part-reality show. It features video footage from cameras in police cars, helicopters, and sometimes from hand-held cameras, too. It focuses on road crime and bad driving. Each episode has a catchy title and the narrator really draws the viewer into the action. A typical voice-over would go something like this:

*"As we join the scene from the air, the 'eye-in-the-sky' can see the suspect is driving his motorbike very fast through the town. He's driving on the pavement and on the road. There he's going across a zebra crossing. Luckily, there aren't many pedestrians around or else lots of people could be injured. Now he's going toward the traffic lights - no wait - he's doing a U-turn into oncoming traffic. That is so dangerous! Look at him now! He's going along the bus lane and up the hill. I hope no one is on the other side or they'll be shocked. Now where is he? There he is! I don't believe it! He's going under the bridge just as the police car is going over the bridge. They just missed him. He's going along the bike lane towards the tunnel. Now he's going into the tunnel. The officers on the ground are speeding over the level crossing to cut him off at the end of the tunnel. This is so exciting! Yes! It's all over. They got him!"*

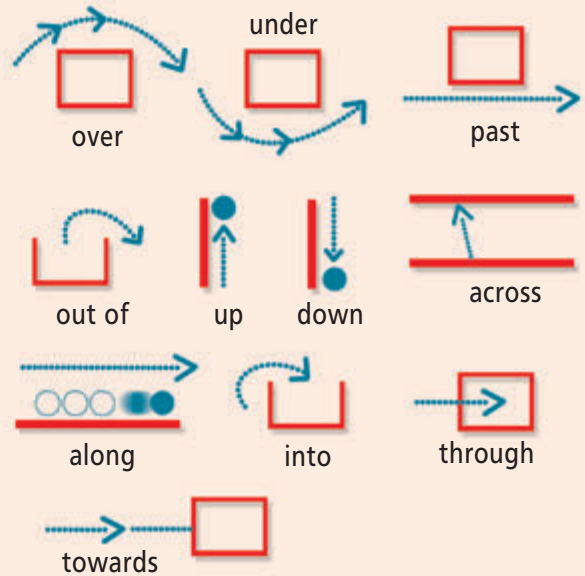
*So next time you're channel hopping, make sure you catch an episode - you'll be glad you did!*

## Check these words

popular, real-life, documentary, reality show, feature, video footage, police car, hand-held camera, focus on, road crime, catchy title, narrator, draw, viewer, voice-over, suspect, pedestrian, injured, U-turn, oncoming traffic, shocked, speed, cut sb off, channel hop

## Grammar see p. GR1 Prepositions of movement

- 4 a) Look at the sketches. Use them to describe what is happening in the pictures (1-8) in Ex. 1.



*In picture 1 the suspect is driving along the pavement.*

- b) Linda wrote to her friend Kate to give her directions to her house. Choose the correct preposition.  
🔊 Listen and check.

When you get off the bus, walk 1) **along/through** Main Street 2) **into/towards** the clock tower. Go 3) **past/out of** some shops on your left and then turn right and go 4) **through/along** some big gates 5) **along/into** Stanley Park. Walk 6) **into/across** the grass and then walk 7) **up/under** the hill and 8) **down/out of** the other side. Go 9) **into/over** the bridge and you'll see a row of houses on the left. My house is number 22. Call me if you get lost!

## Speaking & Writing

- 5 **THINK!** Imagine you are in a police helicopter chasing someone who is driving over the speed limit. Draw the driver and describe what is happening. Use prepositions of movement. In three minutes write a few sentences. Tell the class.



# 1b Hot spots

## Vocabulary

### Places & activities

- 1 a) Listen and say.
- b) What can you do in each place? Use the phrases to make sentences.
- play sports • exercise • swim
  - shop • skate • go on rides
  - go bowling • play video games

You can swim in a water park.

- c) Which of the places in the photographs are there in your area? Which ones do you go to in your free time?

## Reading

- 2 a) Listen to and read the adverts. Which of the places in Ex. 1a does each one advertise?
- b) Read again and match the adverts to the statements.

- 1 An evening visit will be unforgettable. ....
- 2 You can buy something to eat there. ....
- 3 It is open until late on Saturdays. ....
- 4 You can find a large range of activities there. ....
- 5 You can go there six days a week. ....
- 6 You can work out there. ....
- 7 Some customers pay less there. ....
- 8 It is situated on different levels. ....

- c) Match the words in bold to their meanings: *fashionable, find, not very expensive, feel like, a variety of, choice, reductions in prices, a set of clothes, people who are very enthusiastic about being in good shape, complete, supply and serve food.*



### A TEANLOWE CENTRE

With a **selection** of **trendy** shops and food outlets, this is a popular place for anyone who loves shopping. Do you feel like treating yourself to a new **outfit**? Then come and check out the latest fashions and **track down** that must-have accessory. Open seven days a week.

### B THE CUBE

With the latest video games, a coffee bar and a great atmosphere, The Cube is the place to be. You can meet your friends or have fun with your family. With three storeys, there's room for everyone. We offer **discounts** for students and **cater** to birthday parties.

### C THORNTON CENTRE

Offering a **range of** classes and facilities, Thornton Centre has a wide selection of activities for all fitness levels and abilities. For **fitness freaks** there is a special weights room with a collection of machines as well as free weights. What are you waiting for?

### D DERBY PARK

Popular with people of all ages Derby Park has a wide selection of rides and attractions. Entrance prices are **reasonable** and we stay open late every weekend. Ride the roller coasters at night for a thrilling new experience. It's a must!

### E CLEARWATER

Do you **fancy** learning a new sport? Do you want to hang out with your friends in a fun and relaxed atmosphere? Then come to Clearwater. Everyone is welcome from experienced players to **absolute** beginners. Open every day except Monday. Join us today.

### Check these words

selection, trendy shop, food outlet, treat yourself to, check out, track down, discount, fitness freak, entrance price, absolute beginner, except

- d) **THINK!** Which place would you like to go? Why? Find someone in the class who agrees with your choice.

**THINK!** Choose three places from the text and compare them to places in your country.



shopping centre



sports centre



ice rink



gym



amusement park

see pp. GR1-GR2

## Grammar Present simple vs present continuous

3 a) Read the theory. How do we form the *present simple* and the *present continuous*?

- We use the **present simple** for **habits** or **routines**.  
*I **get up** at 7 am every day. What time do you **get up**?* (routine)  
*He usually **watches** TV every night. He **doesn't go** out very often.* (habit)
- We use the **present continuous** for **actions happening now** or **around the time of speaking**.  
*We're **listening** to the radio now.* (action happening now)  
*We **aren't watching** TV. What **are you doing** now?*  
*He's **looking** for a job.* (action around the time of speaking)

### Stative verbs

Some verbs (**believe, belong, hate, hear, know, like, love, need, own, seem, think, understand, want, wish**) do not have continuous forms. These verbs express a state or refer to our senses and emotions.

He **wants** to become an actor. (NOT: ~~He's wanting~~)

b) Find examples of the *present simple* and *present continuous* in the adverts. Then list all the stative verbs. Compare with a partner.

4 Write the third-person singular of the verbs: *catch, drive, go, have, listen, look, start, study, talk, walk, wake up, watch*.

🔊 Listen and check. Listen again and say.

/s/	
/z/	
/vz/	

5 Write the *-ing* forms of these verbs. What are the spelling rules?

- |                |              |
|----------------|--------------|
| 1 make .....   | 4 play ..... |
| 2 work .....   | 5 swim ..... |
| 3 travel ..... | 6 come ..... |

6 Fill in the gaps with the *present simple* and the *present continuous* forms of the verbs in brackets. Which verbs are stative?

- A: ..... (you/walk) round the lake every Sunday?  
B: Yes, but I ..... (not/go) there now because it ..... (rain).
- A: ..... (Dan/do) his homework at the moment?  
B: No, he's at the cinema. He ..... (watch) a film with his friends.
- A: ..... (your parents/work) on Saturdays?  
B: No, we usually ..... (visit) my grandma and then ..... (have) lunch.
- A: Jenny ..... (look) really tired. .... (you/know) why?  
B: Yes, she ..... (not/sleep) well these days.
- A: I ..... (wait) for John. .... (you/know) where he is?  
B: Yes. He ..... (study) in the library.
- A: ..... (you/want) to go swimming?  
B: I'm afraid I can't. I ..... (look after) my little sister all day.

7 Which of the words below do we use with the *present simple/continuous*? Which are adverbs of frequency? Write 6-7 sentences using the words.

- usually • never • now • this morning
- sometimes • often • always • these days
- at the moment • this week • once a week

*I usually go to the amusement park at the weekend.*



# 1c Culture Corner

## Pacific Coast Highway 1

One of the best ways to see California is on a road trip.  
One of the most impressive is along the Pacific coast on Highway 1!



### Check these words

road trip, impressive, coast, steep, cable car, miss, sight, spectacular, cliff, sandy beach, skyscraper, elephant seal, breeding season, fairytale mansion, zebra



Ride up and down San Francisco's **steep** streets on a cable car. Don't miss a visit to see the most popular sight in the city, the Golden Gate Bridge.

San Francisco



Drive along the 'Big Sur' coastline with its **spectacular** cliffs and sandy beaches. **Look out for** the ancient Redwood trees, the oldest trees in the world. Some of them are up to 2,000 years old and they are as tall as **skyscrapers**!



Big Sur

Piedras Blancas

Hearst Castle



Stop and see the elephant seals at Piedras Blancas. Their **breeding season** is from December to February. Then the females go to Alaska to give birth to their pups and return in the autumn.



Last stop – Hearst Castle! This fairytale **mansion** has 165 rooms including 56 bedrooms and 61 bathrooms. There's also a cinema, two swimming pools and beautiful gardens. You can even see zebras there.



### 1 Look at the map and the pictures.

What can someone see along Pacific Coast Highway 1?

Listen, read and check.

### 2 a) Read again and write T (true), F (false) or DS (doesn't say).

- 1 Cable cars are the most popular sight in San Francisco.
- 2 There are skyscrapers along the Big Sur coastline.
- 3 Elephant seal pups are born in Alaska.
- 4 There are wild animals at Hearst Castle.
- 5 Lots of tourists visit Hearst Castle.

b) Explain the words in bold. Look them up in the Word List.

### 3 Fill in: *spectacular, breeding, steep, sandy, fairytale, cable*, and then use the phrases to make sentences about the places in the texts.

- |         |         |         |         |
|---------|---------|---------|---------|
| 1 ..... | streets | 4 ..... | beaches |
| 2 ..... | car     | 5 ..... | season  |
| 3 ..... | cliffs  | 6 ..... | mansion |

### 4 **THINK!** Which do you think is the most interesting sight along Highway 1? Why? Tell your partner. Try to use words from the **Check these words** box.

## Writing

### 5 Draw or find a map of your country. Write a few sentences about a journey in your country that is interesting for tourists. You can write about: *the places you can visit, what is special about each place.*

# Everyday English 1d



1 plane



2 coach



3 underground



4 ferry



5 train



6 bike



7 car



8 motorbike



9 taxi

## Buying a ticket

- 1 a) Listen and say. Which means of transport do you think is: *the cheapest? the most expensive? the slowest? the fastest? the most comfortable? the safest?*
- b) How do you prefer to travel? Why? Tell the class.

*I prefer to travel by ... because it's ... (cheap, the fastest etc.)*

**Note:**  
We say: by car, plane, etc.  
**BUT** on foot

- 2 a) Listen and say.
- Can I help you?
  - I'd like two tickets to Redwood National Park for tomorrow morning, please.
  - Single or return?
  - What time would you like to leave?
  - That's £24, please.
  - Here you are.
  - Here are your tickets.
  - Have a nice day.
- b) Listen and read to answer the questions.

- 1 Where does Dan want to go?
- 2 What time does he want to leave?
- 3 How much do the tickets cost?

Ticket seller: Hello. Can I help you?  
Dan: I'd like two tickets to Redwood National Park, please.  
Ticket seller: Single or return?  
Dan: Return, please.  
Ticket seller: What time would you like to leave?  
Dan: We'd like to take the 11 am bus.  
Ticket seller: OK. That's £24, please.  
Dan: Here you are.  
Ticket seller: Thank you. Here are your tickets. Have a nice day.  
Dan: Thanks, you too.

- 3 Find sentences in the dialogue which mean:  
– *What would you like?* – *When do you want to go?* – *Here's the money.* – *Enjoy yourselves.*

## Pronunciation: /s/, /ʃ/, /dʒ/, /tʃ/

- 4 Listen and check (✓) the correct boxes. Listen again and say.

	/s/	/ʃ/		/dʒ/	/tʃ/
short			jump		
single			cheap		
city			large		
shop			check		

## Speaking

- 5 You are in Liverpool and you want to go on a day trip to the Isle of Man by ferry. Your partner is the ticket seller. Act out your dialogue. Use the sentences in Ex. 2a. Follow the plan.


<b>A</b>		<b>B</b>
Ask how you can help.	→	Say how many tickets you'd like & where to.
Ask if customer wants single or return.	→	Say what you want.
Ask what time customer wants to leave.	→	Say what time.
Say cost.	→	Offer money.
Thank customer & wish them a good day.	→	Reply.



# 1e Survival

## Vocabulary

### Dangers in the countryside

- 1  Listen and say. What are these phrases in your language?



1 get stuck in mud



2 get stung by bugs



3 meet dangerous animals



4 get caught in a flash flood



5 get a snake bite



6 get lost



### Check these words

survive, swamp, escape, get into trouble, swallow, fall into, panic, pull in, lie flat, crawl out, mosquito, scorpion, poisonous, fatal, insect repellent, ground, shake, cliff, hide, bubble, reptile, run away

### The Florida Everglades:

## SURVIVING THE SWAMP!

The Florida Everglades is one of the USA's largest and most beautiful national parks and a great place to go to **escape** from the city. But every year, around 60 visitors get into trouble in its 6,000 square kilometres of swamps! So what are the dangers and what must you do to **survive** your trip there?


- 1 **Mud bogs** The Everglades are full of dangerous mud bogs. They can swallow a car or a person in a few minutes. If you **fall into** one, you shouldn't panic! Moving a lot only pulls you in deeper! Pull each leg out slowly, then lie flat and **crawl out** carefully.

- 2 **Bugs and bites** There are hundreds of mosquitoes, scorpions, and poisonous spiders and snakes in the Everglade swamps. Their bites and stings can be very dangerous and sometimes **fatal**. Always look where you walk, wear long trousers, strong boots and lots of insect repellent.

- 3 **Flash floods** It can rain a lot in the Everglades and flash floods are a real danger. A flash flood is a wall of water that can travel at 96 kmph. Is the ground shaking? Can you hear a strange **noise** like an aeroplane engine? Climb up a cliff or a tree. You have to get to the highest place you can and quickly!

- 4 **Alligators** More than a million alligators live in the swamps and they hide without moving. So how can you see where they are? Well, bubbles on the water can be an alligator getting ready for lunch! These reptiles can run up to 48 kmph. They can't turn quickly, though, so if you see an alligator, you must **run away** as fast as you can.

### Reading & Speaking

- 2 a) Look at the title of the text, the introduction, and the headings. How can this place be dangerous? How can a visitor survive the dangers?  
 Listen and read to find out.



b) Read again and complete the sentences.

- 1 The Everglades is one of the USA's .....
- 2 To get out of a mud bog you .....
- 3 Bites from mosquitoes can be .....
- 4 To keep spiders away you need to .....
- 5 A flash flood can go as fast as .....
- 6 In case you get caught in a flash flood, .....
- 7 When alligators hide they don't .....
- 8 It's not easy for alligators to .....


c) Match the headings to the paragraphs.  
There is one extra heading.

- A Don't be a reptile's lunch.
- B Small creatures aren't always innocent.
- C Your life is in danger.
- D Sudden rush of water? Go high.
- E Very wet areas are dangerous.

### Study skills

#### Guessing meaning


Try to work out the meaning of a new word by looking at the words around it.

- 3 a)  Try to work out the meaning of the highlighted words in the text from their context. What part of speech is each?

*escape (v) = get away*

b) Fill in: *shaking, swallow, fatal, escape, reptiles, poisonous.*

- 1 If you want to ..... from the pressures of the big city, then go to the Florida Everglades.
- 2 Be careful while in the swamps as there are ..... snakes whose bites can be .....
- 3 Suddenly, the ground started ..... It was an earthquake.
- 4 Alligators and snakes are .....
- 5 People say the bog can ..... anything.

- 4 **THINK!**  Listen to the sounds. Imagine you are lost in the Everglades and you are in trouble. What is happening? What can you see and hear? How do you feel? In three minutes write a few sentences. Tell your partner or the class. Try to use words from the **Check these words** box.

see p. GR2

### Grammar

#### Can/Be able to – Can't – Could – (don't) have to – Must – Mustn't

- 5 Read the examples. Then rewrite the sentences using the correct modal verb.

*You can/can't camp here.* (It's allowed./It isn't allowed.)  
*Snakes can be very dangerous.* (It's possible.)  
*Alligators can/are able to run very fast.* (They are able to.)  
*Sam can't/isn't able to swim very well.* (He isn't able to.)  
**Can/Could** *I borrow your boots?* (Is it OK? Asking for permission – informal/formal)  
*You must keep off the grass.* (It's the rule.)  
*You mustn't feed the alligators.* (It isn't allowed. It's forbidden.)  
*You have to be careful.* (It's necessary.)  
*You don't have to travel by ferry.* (It isn't necessary.)

- 1 It's forbidden to swim in the lake.  
*You can't/mustn't swim in the lake.*
- 2 Is it OK to use your insect repellent?
- 3 It's possible to see alligators there.
- 4 We are allowed to put up our tent here.
- 5 Alligators aren't able to move fast in circles.
- 6 It's possible that you will get lost there.

- 6 Choose the correct modal verb.

### PARK RULES

- 1 You **must/can** drive slowly through the park.
- 2 You **mustn't/can't** litter. Take your garbage with you!
- 3 You **can/have to** keep your dog on a leash.
- 4 You **can/can't** fish everywhere – only in certain areas.
- 5 You **mustn't/don't have to** feed the animals. It's forbidden.

### Writing

- 7 **ICT** In groups, collect information about how to be safe in the jungle. Write a list of survival tips. Use *can/can't/have to/must/mustn't*. You can do Internet research using the key words: *jungle survival tips*. Read your tips to the class.





## Vocabulary Types of housing

1 Match the words to the pictures.

- 1  block of flats
- 2  cottage
- 3  bungalow
- 4  townhouse
- 5  semi-detached house
- 6  detached house
- 7  villa
- 8  penthouse

🔊 Listen and check. Which types of housing are there in your country? Which one do you live in?

## Reading

2 a) Read the first two sentences in the emails. What are they about? Which type of house does each girl live in?  
🔊 Listen and read to find out.

Dear Debbie,  
Our new house is just great. I moved into a new house last week and I **couldn't wait** to tell you about it. The house is in one of the most beautiful places you can **imagine**. My parents call it 'our little paradise'. It's a bungalow with a front and back garden. From the front we have a **view** of the sea and behind the house there is a **forest**. It is much nicer than the blocks of flats in town and my bedroom is much bigger than my old one. I hope you can come and visit me one day. Write back soon and tell me about your house.  
Jasmine

Dear Jasmine,  
I'm glad to hear that you like your new home. It sounds much better than your old flat. As for me, I live in a townhouse in the city. Our house is larger than most townhouses; in fact we have three **storeys**. From our house you can see skyscrapers so the view is not as beautiful as it is from your house. I'm also **pretty sure** that it is noisier than where you live. We are very **lucky** though, because my parents also **own** a small cottage near the sea where we go on holiday. I think it would be a great idea for you to come with us next time.  
What do you think?  
Debbie

### Check these words

imagine, front garden, view, forest, skyscraper, pretty sure, lucky, own

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

- 1 Jasmine likes her new house a lot. ....
- 2 Jasmine's house has got two floors. ....
- 3 They can see the sea from Jasmine's house. ....
- 4 Debbie lives in a small house. ....
- 5 Debbie's house is very expensive. ....
- 6 Debbie's parents own a small seaside house. ....

c) Read the emails again and answer the questions.

- 1 Why do Jasmine's parents call the house 'our little paradise'?
- 2 What type of house is it?
- 3 What is there behind her house?
- 4 What type of house does Debbie live in?
- 5 What is the view from Debbie's house?
- 6 Where does Debbie stay when she's on holiday?



d) Match the words in bold to their meanings: *almost certain, think of, fortunate, an area you can see from a high place, an area with lots of trees, was eager, have, floors.*

**3** **THINK!** Which of the two girls' houses would you prefer to live in? Why? In three minutes write a few sentences. Tell the class.

see pp. GR2-GR3  
**Grammar**  
**Comparative & Superlative**

**4** Read the table. What are the spelling rules? Find examples in the texts.

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
<b>Short adjectives</b>	small big heavy	smaller (than) bigger (than) heavier (than)	the smallest of/in the biggest of/in the heaviest of/in
<b>Long adjectives</b>	beautiful	more beautiful (than)	the most beautiful of/in
<b>Irregular</b>	good bad much/many	better (than) worse (than) more (than)	the best of/in the worst of/in the most of/in

We use the **comparative form** to compare two people, things, places, etc. We use the **superlative form** to compare more than two people, things, places, etc. from the same group.

**Note:** We use **as ... as** to show that two things are the same. *Preston isn't as big as Manchester.*

**very + adjective:** *Canada is very big.*

**much + comparative:** *London is much bigger than York.*

**5** Write full sentences, as in the example.

- Jasmine's new bedroom/big/her old bedroom  
*Jasmine's new bedroom is bigger than her old bedroom. Jasmine's new bedroom isn't as big as her old bedroom.*
- a block of flats/tall/a villa
- the city centre/noisy/the suburbs
- a cottage/small/a bungalow
- houses/expensive/flats
- cities/crowded/villages
- the suburbs/beautiful/the city centre

**6** Make comparisons, as in the example.

- Sue's bedroom is *smaller* (small) than Lisa's.
- Lisa's bedroom is ..... (bright) than Sue's.
- Lisa's house is..... (big) than Sue's.
- Sue's kitchen is ..... (messy) of all.
- Tom's bedroom is ..... (dark) than the others.
- Sue's bedroom is ..... (comfortable) than Tom's.
- Tom's house is ..... (big) of all.
- Sue's living room is ..... (small) of all.
- Tom's bedroom is ..... (old-fashioned) than the others.
- Lisa's room is ..... (comfortable) of all.
- Lisa's house is ..... (modern) than Tom's.
- Sue's bedroom is ..... (colourful) than Lisa's.

**Speaking**

**7** Use these adjectives to make sentences comparing places in your country: *big, cold, small, quiet, noisy, modern, cheap, comfortable, sunny, beautiful, cosy, exciting, clean, boring, expensive, crowded.*

*... is bigger than ... . ... is the biggest city in my country.*  
*... is as ... as ... . ... isn't as ... as ... .*

**Writing**



**8** Write an email to your English pen-friend about your home. Write about: *what type it is, what you can see from it, where it is, what makes it special.* Use the emails in Ex. 2 as models.



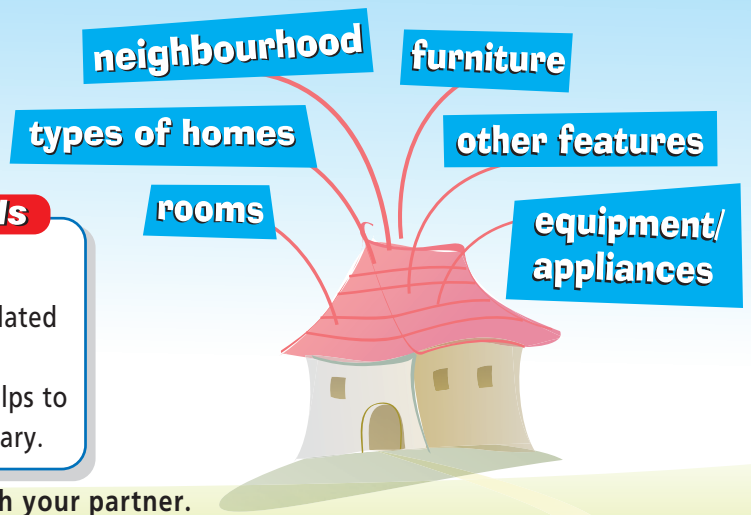
# 1g Skills

## Vocabulary Home & Chores

- 1 a) In two minutes, write as many words as you can think of under the headings in the word map. Compare with your partner.
- b) Use the words to describe your home to your partner.

**Study skills**

Using word maps  
Organise words related to a topic into categories. This helps to build your vocabulary.



I live in a ... . There are ... rooms. It has a kitchen, a ... . In the ..., there is/are ... . My neighbourhood is ... .

- 2 Listen and say. Which chores do you have to/not have to do at home?

I have to do the washing-up, but I don't have to ... .

1 do the washing-up

2 mop the floor

3 dust the furniture

4 make the bed

5 take out the rubbish

6 Hoover the carpets

7 lay the table

8 iron the clothes

## Listening

- 3 You'll hear Tim and Sarah talking about their homes and home life.

Listen and check (✓) True or False.

- Tim doesn't live alone.
- His favourite room is his bedroom.
- He has to do all the chores.
- Sarah lives in a noisy neighbourhood.
- Her home has three rooms upstairs.
- She doesn't do any chores.

	True	False

## Speaking Making requests

- 4 You live in a dorm with your roommates. Use the language in the table and the chores in Ex. 2 to make requests, as in the examples.

Requesting	Replying
<ul style="list-style-type: none"> <li>Can/Could you (please) ...?</li> <li>Do you mind (+ -ing) ...?</li> <li>Do you think you could ...?</li> </ul>	<ul style="list-style-type: none"> <li>Yes, of course.</li> <li>Yes, that's fine.</li> <li>Sure, no problem!</li> <li>I'm afraid I can't. I ... .</li> <li>I'm sorry, but ... .</li> <li>I'd like to, but ... .</li> </ul>

A: Could you please take out the rubbish?

B: Sure, no problem!

A: Do you mind laying the table?

B: I can't. I have to mop the floor/finish my essay, etc.

## An informal email of advice

- 1 Read the extract from Jenny's email. What problem does she have? What advice would you give her?

My house is OK, but I'm having some problems with my flatmates. The house is very dirty and untidy and I have to do all the housework! I can't invite my friends over because I feel embarrassed. What can I do?  
Jenny

- 2 a) Now read Anna's reply. What is her advice?

email

**To:** Jenny  
**From:** Anna  
**Subject:** Your problem

Hi Jenny,

1 I'm sorry to hear that you're having problems with your flatmates. I think I can help you!

2 **The best thing you can do is** to talk about this with your flatmates. **This way, you can** explain how you feel and make them realise that you can't do all the housework yourself, as this is their house, too. Maybe they don't know that you're upset. **I think you should** make a list of all the chores and together decide how to share them. **Then**, everyone has responsibilities and they know what to do.

3 I really hope my advice helps! Write back and tell me what happens.

Anna

- b) Match the paragraphs to the headings.

- A greeting & opening comments  
 B closing comments  
 C advice & expected results

**Should/Ought to** see p. GR3

- 3 a) Read the examples. Find another example in Anna's email.

We use **should/shouldn't - ought/ought not to** to give advice.

**We should/ought to share the household chores.** (It's a good idea.)

**You shouldn't/ought not to walk alone at night.** (It isn't a good idea.)

- b) Fill in the gaps with *should* or *shouldn't*.

- 1 Jenny ..... talk to her flatmates.  
2 She ..... do all the chores herself!  
3 They ..... make a list of chores.  
4 She ..... be that upset.

- c) Which of the phrases in the list: **give advice? express expected results?** Use them to replace the phrases in bold in Anna's email.

- Why don't you
- If you do this,
- It's a good idea
- Then you can

- 4 Read the extract from an email below. Then match the advice to the results. What is your advice? What can the expected results be?

My flatmates are so noisy! They invite their friends over and play loud music when I'm trying to study or sleep. It's awful! Any advice?  
Matt

Advice	Results
1 <input type="checkbox"/> Talk to your flatmates & explain how you feel.	a You know you can always study & sleep after this time.
2 <input type="checkbox"/> Decide on a house rule like 'no noise after 9 pm'.	b If they realise there is a problem, they can try to be quieter.

## Writing (an informal email of advice)

- 5 Use any of the ideas in Ex. 4 to write an email to Matt giving your advice (120-150 words). Follow the plan and use the email in Ex. 2 as a model.

### Plan

Hi .....

Para 1: opening remarks

*I'm sorry to hear ... I think I can help you.*

Para 2: advice & expected results

*Why don't you ...? This way, ...*

*You should also ... Then, ...*

Para 3: closing remarks

*I really hope ... Write back and tell me ...*

.....

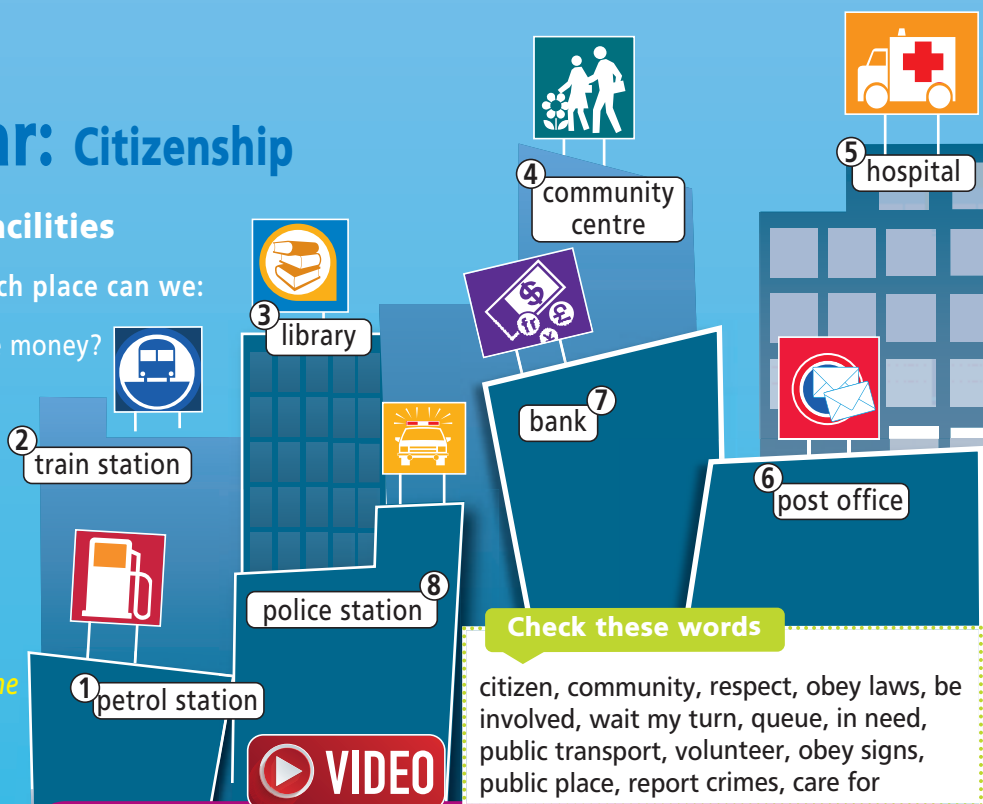


# 1 Curricular: Citizenship

## Public services & facilities

1 Listen and say. In which place can we:

- deposit or withdraw some money?
- take up a new hobby?
- borrow or return books?
- buy a stamp?
- take someone who is ill?
- report a crime?
- check our car tyres?
- buy a train ticket?



### Check these words

citizen, community, respect, obey laws, be involved, wait my turn, queue, in need, public transport, volunteer, obey signs, public place, report crimes, care for

We can deposit or withdraw some money at a bank.

2 Listen to the short dialogues (1-4). In which of the places (1-8) in Ex. 1 does each take place?

- 1 ..... | 3 .....  
2 ..... | 4 .....

3 Read the dictionary entry. In your opinion, what makes a good/bad citizen? Do you think you are a good citizen? Do the quiz to find out.

**citizen** /sɪtəzən/ (n)  
person who lives in a particular city or town

## Are you a Good Citizen?

We can't have great communities without great citizens! To be a good citizen, you must respect and help others, obey rules and laws, and be involved in your community. So, is your community better because of you or worse?

		Always/ Nearly always	Sometimes	Rarely/ Never
		A	B	C
1	I wait for my turn in queues at the bank or post office.			
2	I return my library books and pay my bills on time.			
3	I am polite to staff in shops, banks, libraries, etc.			
4	I help people in need e.g. I give my seat to senior citizens on public transport.			
5	I volunteer my time to help others e.g. helping at a community centre or kids' club.			
6	I follow rules and obey signs in public places.			
7	I take part in community activities & events e.g. festivals, sports events.			
8	I obey the law and report crimes.			
9	I care for the environment in my community e.g. I don't drop litter in the streets!			

Mostly A: You're the perfect citizen! Keep it up!

Mostly B: Not bad, but think about how you can become a better citizen.

Mostly C: Oh no! You need to think about other people more!

4 **ICT** Imagine you are giving a 3-minute speech about being a good citizen at a community centre. Collect more information and make notes under the headings:

- why it's important to be a good citizen
- ways to be a good citizen

You can do Internet research using the key phrase: **good citizens**. Give your presentation to the class.

# Language Review 1

1 Fill in: *do, mop, dust, make, take out, Hoover, lay, iron*. Then make sentences.

- |         |               |         |                |
|---------|---------------|---------|----------------|
| 1 ..... | the floor     | 5 ..... | the rubbish    |
| 2 ..... | the clothes   | 6 ..... | the washing-up |
| 3 ..... | the bed       | 7 ..... | the table      |
| 4 ..... | the furniture | 8 ..... | the carpets    |

2 Choose the correct words.

## Road Safety

Most road accidents happen when people are crossing the 1) **city/street** and are due to 2) **street crime/bad driving**. We should always use a 3) **zebra crossing/tunnel** or cross at the 4) **road signs/traffic lights** for safety. Don't step off the 5) **pavement/road** unless you're sure it's safe. If you're riding your bicycle, stay in the 6) **bus/cycle** lane and take extra care.



3 Match the words (1-7) to the sentences (A-G).

- |                            |                  |   |   |
|----------------------------|------------------|---|---|
| 1 <input type="checkbox"/> | police station   | A | You can borrow books there.                   |
| 2 <input type="checkbox"/> | community centre | B | An area of very wet land.                     |
| 3 <input type="checkbox"/> | skyscraper       | C | This is where the sea meets the land.         |
| 4 <input type="checkbox"/> | swamp            | D | People can meet and do things together there. |
| 5 <input type="checkbox"/> | library          | E | A very tall building.                         |
| 6 <input type="checkbox"/> | coast            | F | Someone walking in a city/town.               |
| 7 <input type="checkbox"/> | pedestrian       | G | You report crimes there.                      |

## Prepositions

4 Choose the correct preposition.

- Highway 1 runs **through/along** the coast.
- Be careful! Don't fall **down/out of** the steps.
- Keep walking **into/towards** me!
- Never run **over/across** the road. Always walk.
- Ben always goes to work **by/on** foot.
- You can get stuck **to/in** mud in the Everglades.
- Cars go under the river **past/through** the tunnel.
- I prefer to travel around the city **by/on** bus.
- There is a comfortable sofa **in/to** our living room.
- Are you taking part **in/of** the football tournament?

## Collocations

5 Fill in: *insect, petrol, get into, road, real-life, snake, sandy, video, be, community*.

- |         |         |          |           |
|---------|---------|----------|-----------|
| 1 ..... | trip    | 8 .....  |           |
| 2 ..... | videos  | 9 .....  | repellent |
| 3 ..... | bite    | 10 ..... | beaches   |
| 4 ..... | station |          | centre    |
| 5 ..... | trouble |          |           |
| 6 ..... | footage |          |           |
| 7 ..... | shocked |          |           |

## GAME

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

- focus on • catchy • pedestrians • police car
- oncoming traffic • road trip • popular sight
- breeding season • survive • public services
- escape from • get into trouble • fatal • chores
- ground shaking • obey rules • report crimes

## Quiz

Read through Module 1 and mark the sentences *T* (true) or *F* (false). Now write a quiz of your own. Give it to your partner. Check his/her answers.

- |   |       |  |       |
|---|-------|--|-------|
| 1 Alligators can't run very fast.         | ..... | 5 The Florida Everglades area has 6,000 km <sup>2</sup> of swamps. | ..... |
| 2 Hearst Castle has 56 bedrooms.          | ..... | 6 Alligators are reptiles.   | ..... |
| 3 Flash floods can travel up to 80 kmph.  | ..... | 7 You can see elephant seals in San Francisco.                     | ..... |
| 4 The Golden Gate Bridge is in Australia. | ..... |  |       |



## The Favelas of Rio de Janeiro



### Reading

#### Study skills

##### True/False statements

Look out for absolute words like *all, none, always, every, never, only, and no*. They often indicate false answers. Qualifying words like *some, many, may, often, usually, most, sometimes* often indicate true answers.

- 1 a) Read the rubric. Then read sentences (1-6). Which sentences are absolute statements? Which are qualified statements? Underline the words which tell you this.

You are going to read a text about Rio de Janeiro. Read the text and mark the sentences (1-6) T (true) or F (false).

- 1 Every rich person in Rio lives next to a poor person.
- 2 Most people in Rio don't live in favelas.
- 3 Favelas are often in unsafe places.
- 4 Many people are happy living in favelas.
- 5 You can only get into a favela if a guide is with you.
- 6 Only rich people have the best views.

	True	False
1		
2		
3		
4		
5		
6		

- b) Explain why each statement is true/false.

Rio de Janeiro is a fascinating city. In many cities around the world, the rich and poor live in separate neighbourhoods. In Rio, though, extremely wealthy people often live side by side with the poor. Walk around Rio and you can see luxurious apartment buildings, and expensive villas with beautiful gardens, directly across the road from crumbling shacks! About 10 million people live in Rio. Roughly 2 million live in poor-quality housing. The worst areas in the city are slums known as favelas. Rio has about 750 favelas! Many have no electricity or running water. The streets are unpaved and there are no rubbish collections.

Life for the people who live in favelas is not easy. Accidents are common because they are usually built on steep hillsides so when it rains heavily there are mudslides. Disease is a problem because many favelas have no sanitation. In addition, the crime rate is very high.

Still, this is only part of the picture! Despite the difficulties, favelas are communities full of life. Most of the people who live in favelas are hard-working, honest people. In fact, a lot of favela residents are so proud of their community, they would not consider moving elsewhere.

The best way to understand a favela is by first-hand experience. Never walk into one on your own though! To be safe, you should only ever enter a favela on a professional tour with a guide.

When you are in Rio, make sure you visit one of the favelas along the steep hillsides of the city. The views are breathtaking. The favela of Vidigal, in south Rio, has a panoramic view of Rio de Janeiro's beautiful beaches and forested mountains. In fact, this is the unique thing about Rio – the wealthy people live on the flat, whereas the poor people live on the hillsides! In most other cities around the world, it is the rich who live in the areas with the best views, but not in Rio!

## Speaking

2 Read the rubric, then do the task.

Candidate A: Here is some information about a gym.  
Candidate B: You don't know anything about the gym so ask A some questions about it.

Candidate A

Candidate B

# FALCON Gym

36 Bramhall Lane

- Full range of fitness equipment
- Café with selection of healthy salads and sandwiches

Membership fee: £25 per month  
Mon-Sat 10 am - 10 pm,  
Sun 11 am - 3 pm

Tel: 0162 777 5252



### Gym

- address?
- lots / equipment?
- what / eat?
- membership fee?
- open / evenings?

## Listening

3 a) Read the rubric then the questions. What are the two speakers talking about?

Listen to Dylan talking to Holly about a water park.  
For questions 1-5, tick (✓) A, B or C. You will hear the conversation twice.

### Example

- |                                    |                   |                                     |
|------------------------------------|-------------------|-------------------------------------|
| 0 Holly can't go to the water park | A on Thursday.    | <input type="checkbox"/>            |
|                                    | B on Friday.      | <input type="checkbox"/>            |
|                                    | C at the weekend. | <input checked="" type="checkbox"/> |

- |                     |                       |                          |
|---------------------|-----------------------|--------------------------|
| 1 The water park is | A on the high street. | <input type="checkbox"/> |
|                     | B in Station Road.    | <input type="checkbox"/> |
|                     | C in Fulton Street.   | <input type="checkbox"/> |

- |                         |                   |                          |
|-------------------------|-------------------|--------------------------|
| 2 Holly doesn't want to | A take the train. | <input type="checkbox"/> |
|                         | B walk there.     | <input type="checkbox"/> |
|                         | C get the bus.    | <input type="checkbox"/> |

- |   |        |                          |
|---|--------|--------------------------|
| 3 The entrance fee after the first month is | A £4.  | <input type="checkbox"/> |
|   | B £6.  | <input type="checkbox"/> |
|   | C £10. | <input type="checkbox"/> |

- |  |                    |                          |
|--|--------------------|--------------------------|
| 4 The bus ride to the water park takes | A ten minutes.     | <input type="checkbox"/> |
|  | B fifteen minutes. | <input type="checkbox"/> |
|  | C twenty minutes.  | <input type="checkbox"/> |

- |                        |               |                          |
|------------------------|---------------|--------------------------|
| 5 The water park sells | A snacks.     | <input type="checkbox"/> |
|                        | B fast food.  | <input type="checkbox"/> |
|                        | C sandwiches. | <input type="checkbox"/> |

- b) Do the task. Give reasons for your answers.

## Writing (notes)

(Writing Bank p. WB2)

4 a) Decide which of the following are true when writing a note.

- 1 begins with *Dear ...*
- 2 has paragraphs
- 3 ends with *Best wishes*
- 4 uses simple, short sentences
- 5 uses abbreviations
- 6 uses the imperative

b) Read the rubric. Which of the sentences below can you use in the note?

You got a phone call from your aunt and you have to go and see her. Leave your English flatmate a note. In your note:

- explain where you are going
- say what chores you've done
- ask your friend to do the washing-up
- ask your friend to meet you at the Internet café later

- 1 Call me if you need me.
- 2 Have to go see my aunt.
- 3 Can you please do the washing-up?
- 4 Be back at 9:00.
- 5 Meet me at the Internet café at 8:00.
- 6 I took out the rubbish and hoovered the carpets.
- 7 Call you later.
- 8 Let me know as soon as possible.

c) Use the sentences from Ex. 4b to write your note.



# 1 Revision

**1** Fill in: *poisonous, hand-held, breeding, signs, focus, police, cuts, fall into, fatal, borrow.*

- 1 Always obey the road .....
- 2 You mustn't panic if you ..... a mud bog!
- 3 Do you ever ..... books from the library?
- 4 Some documentaries use video footage from ..... cameras.
- 5 My dad hates it when another driver ..... him off.
- 6 December to February is ..... season for elephant seals. They give birth to a single pup.
- 7 Try to ..... on what he is talking about.
- 8 The ..... car was chasing the suspect through the streets.
- 9 Scorpion stings can be ....., so you should be very careful.
- 10 There are lots of ..... spiders and snakes in a jungle. Their bites can be very dangerous.

10x2=20 marks

**2** Choose the correct word.

- 1 I **can't/don't have to** work tonight. Let's go to the cinema.
- 2 He **mustn't/doesn't have to** drive a car. He doesn't have a licence.
- 3 Cars **ought/must** stop when the traffic lights are red.
- 4 **Could/Should** you answer the phone, please?
- 5 You **can't/shouldn't** go into a forest without insect repellent.

5x4=20 marks

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

- 1 Ben always ..... (**pay**) his bills on time.
- 2 Tim ..... (**stay**) with his grandparents for the summer.
- 3 Sarah ..... (**make**) her bed every morning.
- 4 ..... (**John/iron**) the clothes at the moment.
- 5 My flatmate never ..... (**tidy**) the house and I feel embarrassed when I invite friends over.

5x4=20 marks

**4** Complete the sentences with the correct *comparative* or *superlative* form of the adjectives in brackets.

- 1 The Empire State Building is ..... (tall) Big Ben.
- 2 ..... (good) way to see San Francisco is on a cable car.
- 3 John thinks riding a bike is ..... (exciting) driving a car.
- 4 What's ..... (busy) street in your town?
- 5 Big cities are usually ..... (dangerous) small towns.

5x4=20 marks

**5** Fill in: *Return, please. – Here you are. – I'd like two tickets to Manchester, please. – We'd like to take the 9:30 am bus.*

- 1 A: That's £36, please.  
B: .....
- 2 A: What time would you like to leave?  
B: .....
- 3 A: Hello. Can I help you?  
B: .....
- 4 A: Single or return?  
B: .....

4x2=8 marks

**6** Your friend has a problem with his/her neighbours. Their dog barks outside all night. Write a short email to your friend giving your advice (80-100 words).

12 marks

Total: 100 marks

## Check your Progress

- talk and write about city life and country life \_\_\_\_\_
- describe movement \_\_\_\_\_
- compare places \_\_\_\_\_
- buy a ticket \_\_\_\_\_
- talk and write about survival in the countryside \_\_\_\_\_
- make requests \_\_\_\_\_
- write an informal email giving advice \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**