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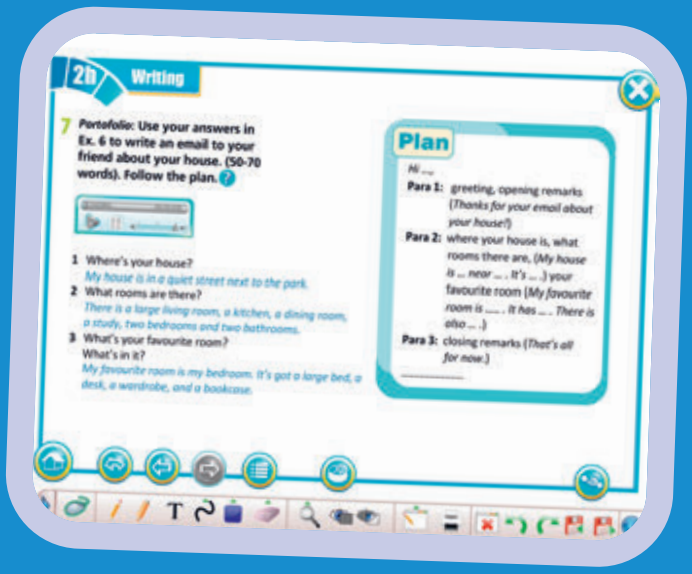




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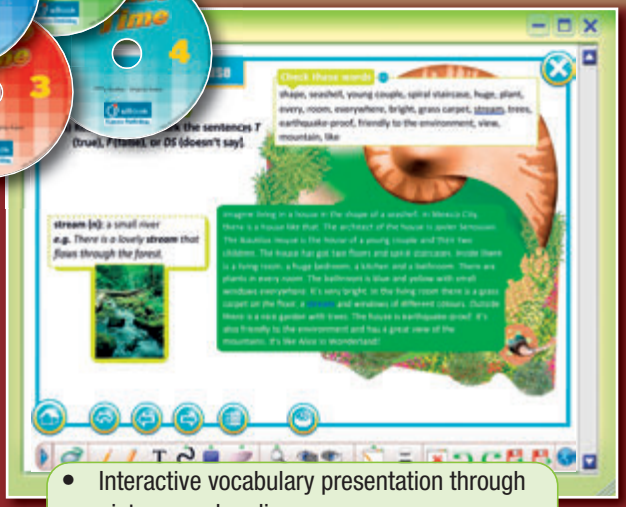
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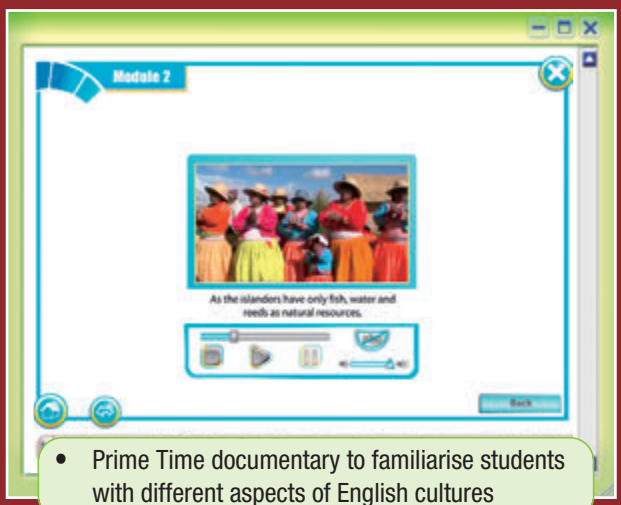
- Interactive vocabulary presentation through pictures and audio



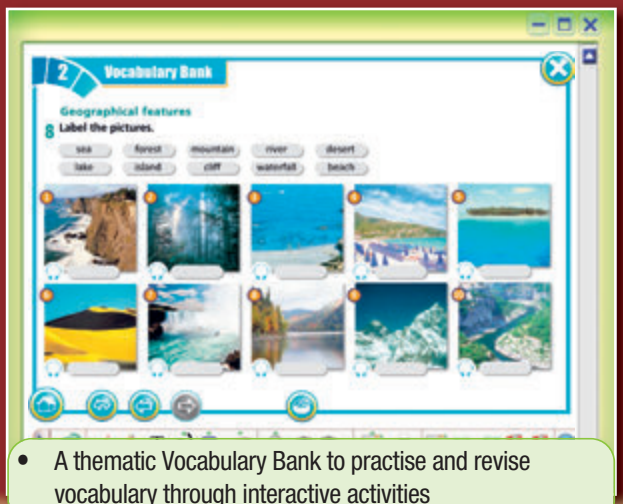
- Fully interactive activities to practise grammar



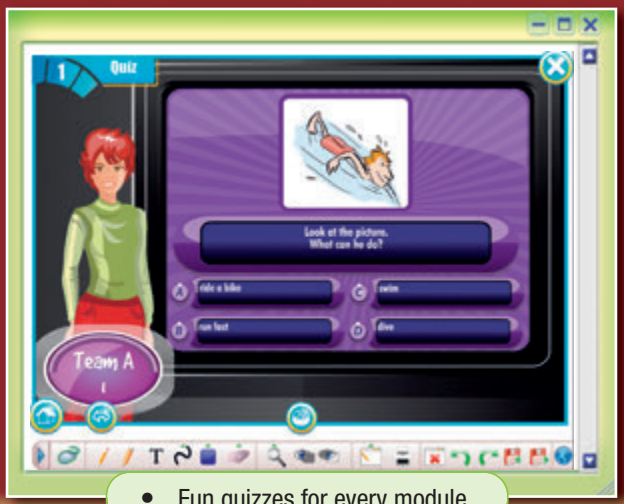
- Prime time videos! Amazing educational videos thematically related to the modules



- Prime Time documentary to familiarise students with different aspects of English cultures



- A thematic Vocabulary Bank to practise and revise vocabulary through interactive activities



- Fun quizzes for every module

Learning in Prime Time

Knowledge for Lifetime!



Interactive Whiteboard Software

- **Interactive Whiteboard software & ieBook software applications.**
- **Amazing educational videos thematically related to the Modules.**

eBook
Express Publishing

Prime Time









1

Virginia Evans
Jenny Dooley

Student's Book

Express Publishing

Contents

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	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Curricular
		• asking about addresses • asking personal information		
	• Star forum (sentence completion) • listening: identifying main points • dialogue (asking for personal information) • dialogue; introductions & greetings; listening: matching; identifying content • Special people (sentence completion); identifying people • completing a library card (gap filling) • Sports Stars (comprehension)	• talking about age; giving personal information • asking for/giving personal information • introducing yourself & others; greetings; saying goodbye • making comparisons • describing people • talking about abilities • intonation in questions • Pronunciation: /θ/, /ð/	• a blog entry about yourself, your favourite sport & sports person • a dialogue presenting yourself • a short text describing yourself • an informal email presenting yourself; Skills: word order; capital letters	• The Flag of the UK (answering comprehension questions) • (Geography) World Landmarks (quiz)
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	• Snake milking (sentence completion) • In the Wild (T/F); listening for specific information • a dialogue (making arrangements) • What's for Breakfast? (multiple choice) • The Flying Fruit Fly Circus School! (missing sentences) • identifying people; dialogue about two people's families (T/F)	• expressing likes/dislikes; describing your daily routine • talking about activities; expressing frequency • asking for/telling the time; arranging for a time to meet • identifying people; discussing relations • describing reptiles • Pronunciation: /s/, /z/, /ɪz/; /θ/, /ð/	• compare a person's daily routine to yours • sentences about what you do at weekends • an email describing your visit at Giraffe Manor • an email to a friend about your family; Skills: linking ideas: *and, but, or* • a quiz about an animal category	• College Life (T/F statements) • (Science) reptiles (a quiz)
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	• Troy (reading for specific information) • Ancient Egyptians (T/F) • a dialogue (childhood memories) • Machu Picchu (matching headings to paragraphs) • Francis Drake: Hero or villain? (multiple choice) • listening: favourite movies (multiple matching)	• describing Troy • describing childhood memories • describing a lost city • talking about films; expressing feelings • recommending a film • Pronunciation: *-ed* ending; minimal pairs /æ/-/ɑː/, /ɪ/-/iː/, /ɒ/-/ɔː/	• sentences about Troy • a quiz (T/F statements) • sentences about what Machu Picchu was like • an informal email describing a film you saw; Skills: recommending	• Life in the UK: The Swinging 1960s (complete sentences) • (History) Native Americans (multiple matching)
	• postcards (multiple choice) • strange experiences (T/F) • embarrassing moments with my gadgets (missing sentences) • social etiquette (paragraphs to headings) • listening: matching speakers to injuries	• narrating experiences • offering to help • give advice • Pronunciation: diphthongs	• an informal email • a blog entry about an experience of yours • a paragraph about social etiquette in your country • a story; Skills: sequencing	• VSO: (Matching paragraphs to headings) • (Science) Mobile Phone Network (T/F)

Starter unit

Vocabulary
School Subjects

7 a) **Match the pictures to the school subjects.**
Listen and check, then say.

b) **Which of these subjects can you study at university?**



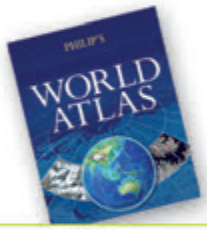
- ☐ Maths
- ☐ History
- ☐ English
- ☐ Art
- ☐ Geography
- ☐ Music
- ☐ Science
- ☐ ICT
- ☐ PE

Grammar
A/An

8 **Read the theory box. Fill in: *a* or *an*.**

A/An

We use **a/an** before singular nouns. ***a*** *dancer,* ***an*** *actor*
We use **a** before consonant sounds (b, c, d, f, etc).
We use **an** before vowel sounds (a, e, i, o, u).
He's ***a*** *teacher. She's* ***an*** *actress.*



1 ..... atlas



2 ..... notebook



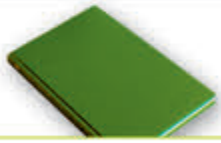
3 ..... folder



4 ..... briefcase



5 ..... eraser



6 ..... book



7 ..... schoolbag



8 ..... ruler



9 ..... pencil case

Colours

9 a) **Listen and say.**
b) **Look at the items in Ex. 8. Ask and answer, as in the example.**

A: What's this?
B: It's an atlas.

A: What colour is it?
B: It's blue.



10 **Ask and answer about yourselves.**



A: What's your name?
B: Alfonso.
A: And your surname?
B: Perez.
A: How old are you?
B: I'm 18.
A: What's your favourite colour?
B: Blue.



Vocabulary: houses, rooms, buildings, furniture, appliances, places in a town, shops

Grammar: *there is/there are*, *some/any*, plurals, *this/these – that/those*, *a/an – the*, prepositions of movement, prepositions of place, the imperative

Everyday English: viewing a house, asking for – giving addresses/phone numbers; asking for/giving directions

Pronunciation: /uː/, /ʌ/, /ðə/, /ðɪ/

Writing: an email to a friend about your house

Culture Corner: I ♥ NYC!

Curricular *(Art & Design)*: Towers

Module 2

East, West, Home's Best

Vocabulary

Rooms in a house

1 Look at the pictures.
Listen and say.

2 Listen to Tom talking about his house and complete the sentences.

In Tom's house there is ..... .
His favourite room is ..... .

Over to you!

In my house there is
..... .
My favourite room is
..... .



2a The Nautilus House

Vocabulary
Furniture/Fixtures

1 **Match the words to the numbers.**
Listen and check.

A		bookcase
B		desk
C		wardrobe
D		bed
E		door
F		sink
G		window
H		cupboard
I		mirror
J		table
K		chair
L		stairs
M		sofa
N		garden
O		floor



Grammar
There is/There are

see p. GR2

2 **a) Read the table.**

AFFIRMATIVE	NEGATIVE
There's *a bed in the bedroom.* ***There are*** *some pillows on the bed.*	***There isn't*** *a desk in the bedroom.* ***There aren't*** *any paintings on the walls.*
INTERROGATIVE	**SHORT ANSWERS**
Is there *a window?* ***Are there*** *any flowers in the vase?*	***Yes,*** *there* ***is./No,*** *there* ***isn't****.* ***Yes,*** *there* ***are./No,*** *there* ***aren't****.*
Some/Any	
• We use **some** in affirmative sentences. *There are* ***some*** *armchairs in the living room.*	
• We use **any** in negative sentences and questions. *There aren't* ***any*** *flowers in the garden. Are there* ***any*** *chairs in the study?*	

b) Look at the pictures and fill in: *is*, *are*, *isn't* **or** *aren't*.

1 There ..... a sofa in the kitchen.
2 There ..... some books in the bookcase.
3 There ..... a table in the kitchen.
4 There ..... a window in the kitchen.
5 There ..... some cupboards in the kitchen.
6 There ..... any towels in the bedrooms.

3 **Fill in:** *Is there* **or** *Are there*. **Look at the pictures and answer the questions.**

1 *Is there* a table in the kitchen? *Yes, there is.*
2 ..... a mirror in the bedroom? .....
3 ..... any books on the beds? .....
4 ..... any armchairs in the bedrooms? .....
5 ..... a wardrobe in the living room? .....
6 ..... any chairs in the kitchen? .....

2a

Life in a Shell



VIDEO

Imagine living in a house in the shape of a seashell. In Mexico City there is a house like that. The architect of the house is Javier Senosiain. The Nautilus House is the house of a young couple and their two children. The house has got two floors and spiral staircases. Inside there is a living room, a huge bedroom, a kitchen and a bathroom. There are plants in every room. The bathroom is blue and yellow with small windows everywhere. It's very bright. In the living room there is a grass carpet on the floor, a stream and windows of different colours. Outside there is a nice garden with trees. The house is earthquake-proof. It's also friendly to the environment and has a great view of the mountains. It's like Alice in Wonderland!

Check these words

shape, seashell, young couple, spiral staircase, huge, plant, every, room, everywhere, bright, grass carpet, stream, trees, earthquake-proof, friendly to the environment, view, mountain, like

Listening & Reading

4 a) **Read the title of the text. What is the text about? What do you think it is like living in this house?**
Listen and read to find out.

b) **Read again and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).**

1 The Nautilus house is like an animal. .....
2 There aren't any stairs in the house. .....
3 There are lots of windows. .....
4 There is a big garden outside. .....
5 The family hasn't got any neighbours. .....

Speaking & Writing

5 THINK! **Do you like this house? Give two reasons why you could live in it. Use words from the Check these words section.**

6 THINK! **Compare your house to the Nautilus house. Write about: *number of rooms, what there is inside the house, garden*. Tell the class.**

The Nautilus House has got two floors. My house hasn't got two floors. It's got one floor. etc

Vocabulary Bank 2 p. VB7

2b In my house

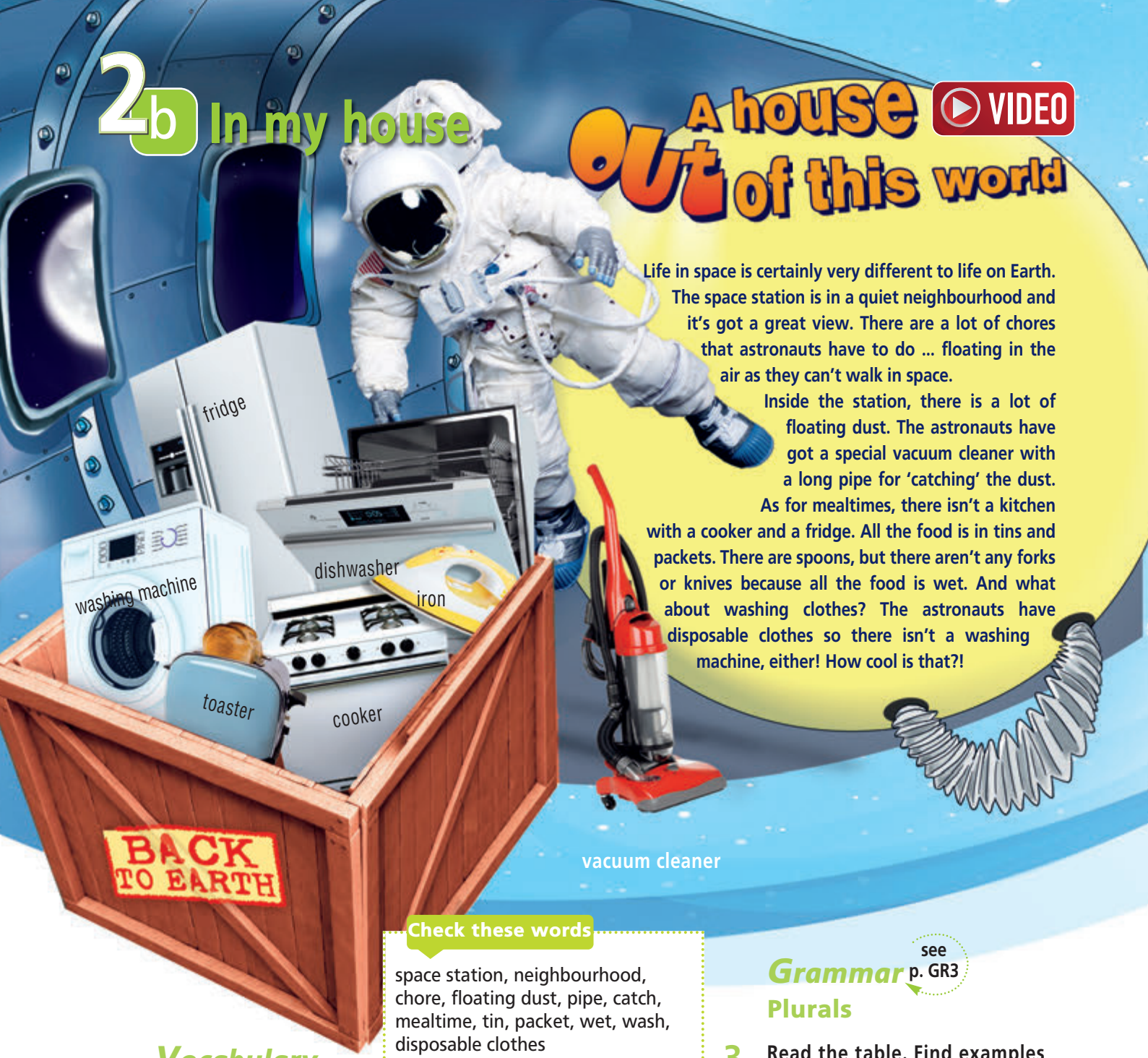
A house out of this world

VIDEO

Life in space is certainly very different to life on Earth. The space station is in a quiet neighbourhood and it's got a great view. There are a lot of chores that astronauts have to do ... floating in the air as they can't walk in space.

Inside the station, there is a lot of floating dust. The astronauts have got a special vacuum cleaner with a long pipe for 'catching' the dust.

As for mealtimes, there isn't a kitchen with a cooker and a fridge. All the food is in tins and packets. There are spoons, but there aren't any forks or knives because all the food is wet. And what about washing clothes? The astronauts have disposable clothes so there isn't a washing machine, either! How cool is that?!



Check these words

space station, neighbourhood, chore, floating dust, pipe, catch, mealtime, tin, packet, wet, wash, disposable clothes

Vocabulary
Appliances

1 🎧 Listen and say. Which of these things have/haven't you got in your house? Write sentences.

We've got a cooker, a fridge, ... and ... .

Reading

2 a) Read the title of the text and look at the pictures. What could a 'house out of this world' be like? 🎧 Listen and read the text to find out. Tell the class three things you remember from the text.

b) THINK! How are chores in space different from those on Earth? How does the writer feel about this house? Would you like to live there? Why (not)? Tell the class.

Grammar
see p. GR3

Plurals

3 Read the table. Find examples in the text.

PLURALS

- nouns + -s *vase – vas**es***
- -s, -ss, -sh, -ch, -x, -o, + -es *bus – bus**es**, glass – glass**es**, brush – brush**es**, bench – bench**es**, fox – fox**es**, tomato – tomato**es***
- consonant + y → ies *lady – ladies*, BUT *toy – toy**s***
- -f/-fe → -ves *leaf – lea**ves*** BUT *roof – roof**s***

IRREGULAR PLURALS

child – children, woman – women, man – men, foot – feet, tooth – teeth, mouse – mice, person – people

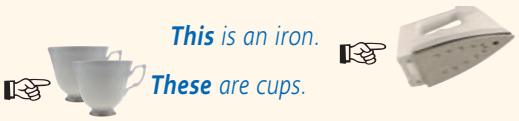
4 **Write the plural forms.**

1 dishwasher –	6 dish – .....
2 pillow –	7 boy – .....
3 cooker –	8 glass – .....
4 lady –	9 knife – .....
5 child –	10 man– .....

This/That – These/Those

5 **a)** **Read the table.**

- We use **this/these** for things near us.



- We use **that/those** for things far from us.



b) **Point to things near you/far from you. Ask and answer.**

A: What's this?
B: This is an eraser. What is that?

6 **Fill in:** *this*, *that*, *these*, *those*.



1 ..... is a fork and ..... is a knife.



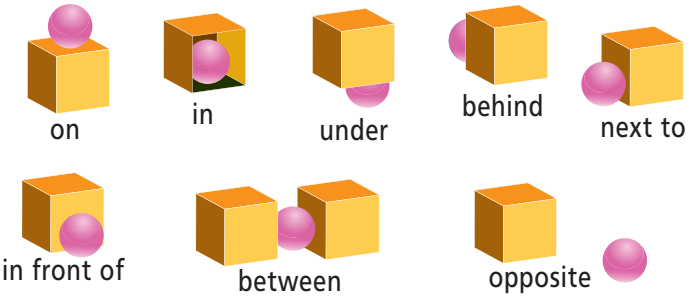
2 ..... is a dish and ..... are spoons.



3 ..... is an iron and ..... are kettles.

Prepositions of place

7 **a)** **Listen and then make sentences.**



The ball is on the box.

b) **Complete the text with the correct prepositions.**
Listen and check.



There's a fridge **1)** ..... the counter, **2)** ..... the table. There's a table **3)** ..... the windows. The table is **4)** ..... some chairs. There are some magazines **5)** ..... the table. There are a lot of cupboards **6)** ..... the wall. There's a kettle **7)** ..... the toaster and the dish drainer. There are some dishes **8)** ..... the dish drainer. **9)** ..... the dish drainer, there's a dishwasher.

Talking about position

8 **Look at the kitchen. Ask and answer.**

A: Where's the sink?
B: It's under the cupboards.

Speaking & Writing

9 **a)** **What's your favourite room? Ask each other questions to find out what there is in it. Draw the room.**

A: Is there a desk in your bedroom?
B: Yes, there is.
A: Where is it?
B: It's next to the bed.

b) **Write a short text describing your favourite room. Include a picture. Read your description to the class.**

Vocabulary Bank 2 pp. VB8-VB9 Ex. 7

2c Culture Corner

Check these words

statue, symbol of independence, ride, chance, boat, get wet, forget, horse and carriage, path, huge, lake, zoo, skating rink, skyscraper, flight

VIDEO

A A Speedboat Ride around the Statue of Liberty
This 43-metre statue is on Liberty Island and it's the symbol of American independence. The 30-minute ride is the best chance to take great photographs and have fun. There's a boat every hour. Be ready to get wet. Don't forget your camera!





B A Horse-and-Carriage Ride in Central Park
Taking a horse-and-carriage ride in a city?! Well, yes! There's a 6-mile path through beautiful trees and it's a great way to see this huge park! It's got lakes, restaurants, a zoo and a skating rink.

I ♥ NY city

NEW YORK CITY HAS IT ALL!



C A Skyride in the Empire State Building
The Empire State Building is a skyscraper with 102 floors and fantastic views! The Skyride on the second floor is a fun flight around the city, but it isn't on a plane – it's in a huge cinema!

Reading & Listening

1 **Look at the leaflet about New York. What do you know about this city? What is there for tourists to see?**
Listen and read the leaflet to check.

2 **Read again and write the place (A, B or C).**

1 This is a good place to take photos. .....
2 There are animals here. .....
3 You can see shows here. .....
4 It's a place to see all of New York. .....

3 **Fill in: *huge*, *horse-and-carriage*, *get*, *skating*, *fantastic*, *take*. Use the phrases to make sentences about the places in the leaflet.**

1 ..... park
2 ..... rink
3 ..... views
4 ..... ride
5 ..... wet
6 ..... photographs

Writing

4 **In groups, write two paragraphs about two tourist attractions in your town/city. Tell the class.**

Everyday English 2d

Flat hunting

1 **Read the adverts. What are they about?**



A

TYPE: 3rd Floor Flat
Bedrooms: **2** £2,300 per month
2 bathrooms, living room, large modern kitchen & study
Near the underground tel: 347 8628

B

TYPE: 1st Floor Flat
Bedrooms: **1** £1,450 per month
living room, bathroom, kitchen
Close to the university
tel: 347 3226

2 **a)** **The following sentences appear in the dialogue below. Who says each: *an estate agent* or *a student*?**
Listen and read to find out.

- How can I help you? • OK, let me see.
- How many rooms has it got?
- And how much is it? • Which floor is it on?
- Can I see it? • Is 6 o'clock this evening OK?
- What's the address?

A: Hello. Top Real Estate, this is Jenny. How can I help you?
B: Hi, my name's Kevin Meyer and I want to rent a flat near the university.
A: OK, let me see. There is a very nice flat for rent in that area.
B: How many rooms has it got?
A: It's a one-bedroom flat with one bathroom, a living room and a small kitchen.
B: And how much is it?
A: It's £1,450 per month.
B: That's perfect. Which floor is it on?
A: It's on the first floor.
B: Can I see it?
A: Of course. Is 6 o'clock this evening OK?
B: Yes. That's great. What's the address?
A: It's 91 Ridgeway Street.
B: Could you spell it, please?
A: Yes, it's R – I – D – G – E – W – A – Y.
B: Thank you.

b) **Which advert does the dialogue match?**

3 **Find sentences in the dialogue which mean:** *What can I do for you? – How much does it cost? – That's OK with me.*

4 **Listen and repeat. Then, in pairs, act out similar dialogues using the ideas below.**

A: What's your address, please?
B: *20 Milcote Road.*
A: Can you spell it, please?
B: *M – I – L – C – O – T – E.*

- 12 Longhurst Lane
- 17 Morrison Avenue
- 21 Primrose Street

Pronunciation: /uː/, /ʌ/

5 **Listen and tick (✓) the correct boxes. Listen again and repeat.**

	/uː/	/ʌ/		/uː/	/ʌ/		/uː/	/ʌ/
much			dust			view		
roof			blue			under		

Speaking

6 **Work in pairs. You are interested in the flat in advert A. Call the estate agent to find out information about it. Act out your dialogue. Follow the plan.**

A	B
Greet B. Offer to help.	Say who you are & what you want.
Say what is available.	Ask about number of rooms.
Name the rooms.	Ask about rent.
Say how much it costs.	Ask which floor it is on.
Name the floor.	Ask if you can see it.
Agree. Mention a time.	Agree. Ask about the address.
Say the address.	Thank.

2e Special places

Vocabulary
Geographical features

1 Listen and repeat. Which of these features are there in your country?



In my country there are a lot of lakes.

VIDEO

The Floating Islands of Lake Titicaca

What is it like having a different view from your window every day? Well, it's just like this for the Uros people of Lake Titicaca in Peru. There are over forty 'floating' islands here. Every day they are in a different place on the lake which is 3,812 metres above sea level.

These floating islands are home to about 300 people. Their surface is very soft and wet because they make the islands with totora reeds. There are small villages with three to ten families on each island.

Uros homes are small reed huts with one room. There is only one bed for the whole family. There isn't any heating and it is sometimes very cold on the lake.

Life on the islands is very simple. The men are fishermen on the lake. They have reed boats with amazing animal faces to go fishing. The women are at home with the children. There's one school for the children but there isn't a hospital or doctors nearby.

These days, the islands are very popular with tourists. It's only a 30-minute motor boat ride from the city of Puno to the islands. Everyone is welcome to experience this unique way of life!

Check these words

floating islands, place, home to, surface, soft, wet, totora reeds, reed huts, heating, simple, fishermen, reed boats, school, hospital, nearby, popular with, tourists, experience a unique way of life

Reading & Listening

2 What is an island? What is unusual about the islands of Lake Titicaca?
Listen and read the text to find out.

3 a) **Read again and mark the sentences *T* (true) or *F* (false). Correct the false ones.**

1 The Uros people live on a lake. .....
2 The islands of the Uros are man-made. .....
3 Uros homes have only two rooms. .....
4 Uros men make boats out of wood. .....
5 Uros children don't go to school. .....
6 Tourists travel to the islands by car. .....



Study skills

Identifying the author's purpose
When we read it is important for us to understand why the author wrote the text. Does he/she write to entertain, to persuade or to inform? This helps us understand the text better.

b) **What is the author's purpose?**

4 **Use the words in the list to complete the sentences.**

• welcome • different • popular • simple

1 People on the island have a ..... life.
2 Tourists are ..... on the islands.
3 The islands are in a ..... place every day.
4 The islands are ..... with tourists.

Speaking & Writing

5 a) **Use words from the Check these words box to describe the picture.**

b) **Imagine you are on one of the floating islands of Lake Titicaca. Write an email to your friend. Write: *where you are, what there is there, how you like it.***

6 THINK! **How does the Uros lifestyle differ from yours? In three minutes, write a few sentences. Read them to your partner.**

Vocabulary Bank 2 pp. VB9 Ex. 8-VB10 Ex. 9

2f Going around

Vocabulary
Shops & products

1 **Match the shops to the products.**
Listen and check, then say.





Reading

2 **Look at the email. Who is it to/ from? What is it about? What shops are there in the author's neighbourhood?**
Listen and read to find out.

3 **Read the email and answer the questions.**

1 When is Billy's birthday?
2 What time is the party?
3 How can Sam get to Billy's house?

Check these words
address, underground, station, turn left, turn right

email

To: Sam
From: Billy
Subject: party

Hi Sam,
There's a party at my house for my 13th birthday. It's at 5 pm on Saturday, 20th November. My address is 22, Forest Street.
Here's how you can get there. Take the underground to Central Station, go up the stairs and come out of the station onto High Street. There is a supermarket opposite the station. Turn left at the supermarket and walk along the street. Walk past the baker's. Turn left at the pet shop, then you're on King Street. Walk across the street. Then turn right at the next street. That's my street. My house is next to the florist's.
Be there!
Billy

Grammar

see pp. GR3-GR4

The Imperative

4 **Read the theory. Look at the signs and write sentences.**

To give orders we use **the imperative**.
Turn *right.* (affirmative) ***Don't turn*** *left.* (negative)


1 straight on (✓)
Go straight on.

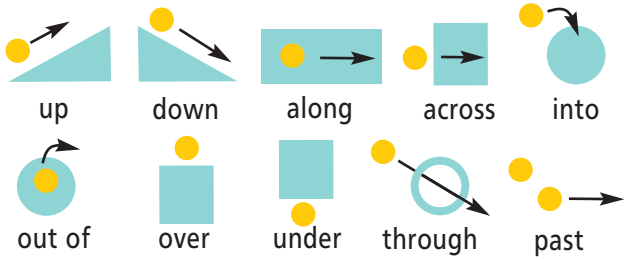

2 turn left (✗)


3 enter (✗)


4 turn right (✓)

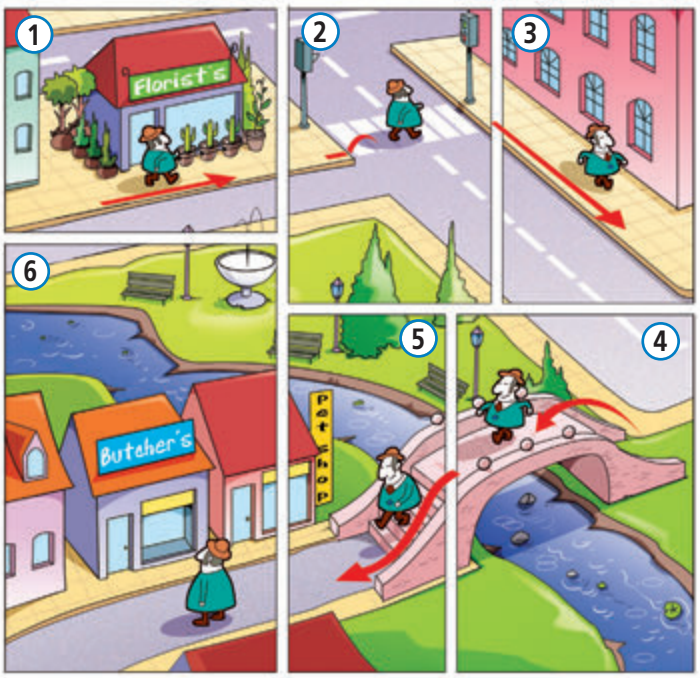
Prepositions of movement

5 **a)** **Listen and say. Find examples in the text.**



NOTE: go on foot **BUT** go by plane/train/bus/ car

b) **Look at the pictures and write the correct preposition.**
Listen and check.



Go **1)** ..... the florist's. Walk **2)** ..... the street at the traffic lights. Walk **3)** ..... the road. Go **4)** ..... the bridge and **5)** ..... the stairs. The pet shop is on your right – next to the butcher's.

A/An – The

6 **Read the theory. Find examples in the text.**

We use **a/an** before countable nouns (nouns we can count, e.g. one iron, two irons) in the singular when we talk about something for the first time.
There's ***a*** *cup on the table.*
We use **the** to talk about something specific.
The *cup is green. (Which cup?* ***The*** *cup on* ***the*** *table.)*
We don't use **the**:
a) before proper nouns. *John's here.*
b) with the words *this/that/these/those*. *This cup is blue.*
c) with possessive adjectives. *It is my cup.*
d) names of countries (*Spain*), cities (*Madrid*), continents (*Europe*).

7 **Fill in *a/an*, *the* or –.**

1 There is ..... table in the dining room. ..... table is brown.
2 There's ..... florist's in my neighbourhood. ..... florist's is next to a baker's.
3 Have you got ..... washing machine?
4 ..... their house is in ..... Cracow.
5 ..... view from my balcony is great!
6 ..... my house is next to ..... baker's.
7 ..... this desk is green.
8 ..... Jason has got ..... big room.
9 ..... carpet in my room is red.
10 There's ..... vase on ..... table. ..... vase is green.

Pronunciation: /ðə/, /ðiː/

the /ðə/ – words starting with consonant sound ***the*** *cup*
the /ðiː/ – words starting with vowel sound ***the*** *apple*

8 **Practise reading *the*.**
Listen and check.

- the fridge • the iron • the toaster
- the spoon • the eraser • the sofa
- the armchair • the bedroom

Speaking

9 **Draw the route you follow from your school to the nearest supermarket. Tell your partner.**

Vocabulary Bank 2 p. VB10 Exs. 10-12

2g Skills

Vocabulary

Places in an area

1 **Look at the map and answer the questions.**



1 Which place is behind the bookshop?
2 Which place is between the clothes shop and the cinema?
3 What is opposite the butcher's?

2 **Where can you ...**





1 watch a film? **2** borrow books









3 eat burgers? **4** have lunch? **5** buy stamps? **6** swim?

1 You can watch a film at the cinema.

Reading & Listening

3 **Read and listen to the dialogue. Mark Ann's route on the map.**

Ann: Excuse me, can you tell me where the post office is, please?
Bob: Sure. It's on Milton Street. Go down Merton Street, past the baker's and turn left into High Street. Walk past the library. Cross Milton Street. The post office is opposite the supermarket on your right.
Ann: Thanks!
Bob: You're welcome.

Speaking

Giving directions

4 **Use the phrases below to give directions to different places on the map. Follow the plan.**

- Go down ... and turn left/right into ...
- Go straight on.
- The ... is on your left/right/ opposite/next to/between/ behind ...

A	B
Ask where X is.	Name the street.
Ask for directions.	Give directions.
Thank B.	Say goodbye to A.

Writing 2h

An email to a pen-friend

1 **Read the first two sentences in the text. What is the email about?**

Listen, read and check.

email

To: Karen
From: Kelly
Subject: My new house

How are you? I'm so excited about my new house and I can't wait for you to come and see it.

It's in a quiet street opposite the park and it's near my new school. It's very big with a huge garden and a garage. It's got a large living room, a modern kitchen and two bedrooms. My favourite room is my bedroom. It's got a large bed, a desk with my computer on it and a huge wardrobe. I've got posters of my favourite bands on the walls.

Next Sunday is my birthday party. Do come.

Write soon,

Kelly

2 **Which of the following are there in Kelly's email?**

• Kelly's address • where her house is • how big it is
• what there is in each room • who is in Kelly's family

3 **Read the theory. Is it the same in your language?**

Writing Tip

Punctuation

We use a **full stop** (.) at the end of affirmative and negative sentences. We use a **question mark** (?) at the end of questions. We use a **comma** (,) to separate a list of items. We use an **exclamation mark** (!) at the end of sentences that express strong feelings.

4 **Complete the sentences with the correct punctuation. Use:** *(.), (?), (,), (!).*

1 Where is the baker's
2 It's fantastic
3 There are two banks on Princess Street
4 The flat has got a living room a kitchen a bathroom and two bedrooms
5 Is there a sports centre in the area

5 **Read the theory. Find examples in the email, then put the words in the correct order.**

see p. GR4

Adjectives describe nouns. They can go before nouns or after the verb **to be**. *My flat is **big**. It's a very **beautiful** flat.*

1 house/my/small/is
2 got/it's/nice/garden/a
3 living room/got/has/the/furniture/modern
4 house/my/street/busy/is/a/in
5 is/there/garage/a/big

Writing (an informal email about your house)

6 **Answer the questions.**

1 Where's your house?
.....
2 What rooms are there?
.....
3 What's your favourite room? What's in it?
.....

7 ***Portfolio:*** **Use your answers in Ex. 6 to write an email to your friend describing your house (50-70 words). Follow the plan.**

Plan

Hi ...,

Para 1: greeting, opening remarks *(Thanks for your email about your house!)*

Para 2: where your house is, what rooms there are, *(My house is ... near ... . It's ... .)* your favourite room *(My favourite room is ..... . It has got ... . There is also ... .)*

Para 3: closing remarks *(That's all for now.)*

.....

Writing Bank 2 p. WB2

2i Curricular: Art & Design

Listening & Reading

1 What is each tower in the pictures made of?

WOOD Glass Steel Brick

Listen, read and check.



Check these words

wood, glass, brick, steel tower, stand out, skyline, tonne, top, sight, cool, spaceship, second, great view, hundreds of flats, glass cube, slide out

Towers

Every city has its tower, but some are really amazing.

Eiffel Tower

The Eiffel Tower is a beautiful steel tower that stands out in the Paris skyline. It is 324 m tall and weighs over 10,000 tonnes. From the top you can see all the other wonderful sights of Paris. Over six million people visit the Eiffel Tower every year.

Space Needle

The Space Needle is a very cool steel tower in Seattle, Washington. It is 184 m tall. The top looks like a spaceship. It only takes 43 seconds to get to the top where there is a great view of the Cascade Mountains.

Eureka Skydeck 88

Eureka Skydeck 88 is a glass tower in Melbourne, Australia. It is 300 m tall and has got hundreds of flats. From the top there is an amazing view. There is also a glass cube that slides out with visitors inside.

2 Read the text. What do these numbers refer to: *184 m, 300 m, 43 seconds, 324 m, 10,000 tonnes, 6 million*?

3 Use words from the **Check these words** section to complete the sentences.

1 From the top there's a ..... of the city below.
2 Eureka Skydeck 88 has got .... for people to live in.
3 Tourists at the Skydeck can travel in a ..... .

4 THINK! Which tower is the most impressive to you? Why?

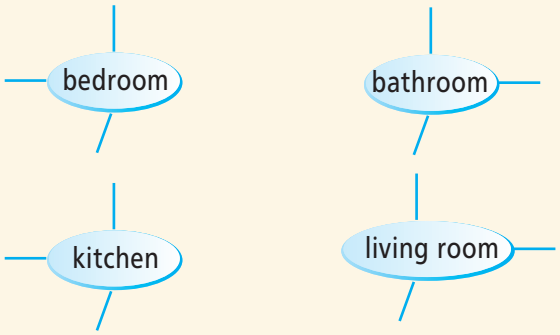
5 ICT In groups collect information about another tower or building.
Where is it?, What is it made of?, What does it look like?

Present it to the class.

Language Review 2

1 Complete the spidergrams with these words. Add one more word.

• fridge • cupboard • toilet • bed • sofa
• dishwasher • wardrobe • sink • washbasin
• pillow • armchair • cushion • bath



2 Fill in: *quiet*, *earthquake*, *washing*, *skating*, *get*, *sea*, *estate*, *spiral*.

1 ..... shell
2 ..... staircase
3 .....-proof
4 ..... neighbourhood
5 ..... machine
6 ..... rink
7 ..... agent
8 ..... wet

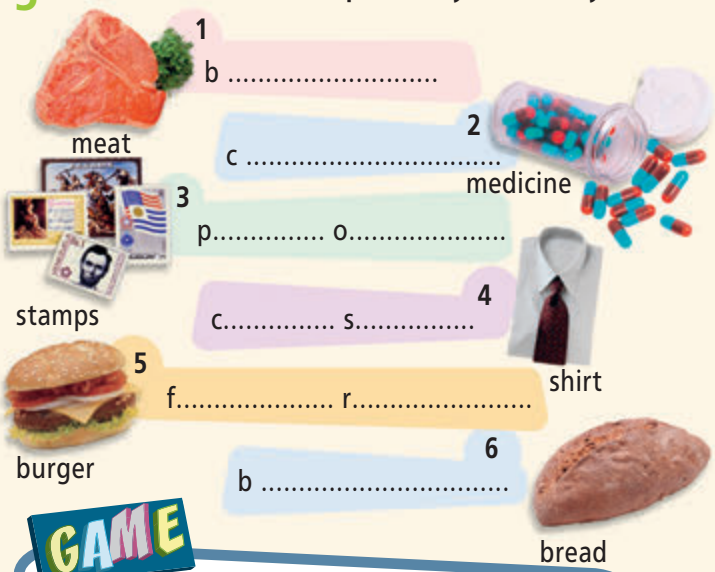
3 Choose the correct word.

1 The house has a great **site/view** of the lake.
2 The lake is high above sea **ride/level**.
3 The Uros people have a unique **type/way** of life.
4 There are **floating/popular** islands on the lake that are in a different place each day.
5 There isn't a school **nearby/straight**.
6 Their houses are small **hats/huts** of reeds.
7 We have picnics **in/at** weekends.

4 Choose the correct preposition.

1 The house is **in/at** the shape of a seashell.
2 There are posters **on/in** the walls.
3 You can't walk **in/at** space.
4 There are small huts **in/on** the island.
5 The flat is **at/on** the third floor.
6 We're excited **for/about** our new house.
7 The place is popular **with/for** tourists.
8 The island is home **for/to** twenty families.

5 Write the correct shop: *There you can buy ...*



GAME

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

• sea level • home to • go straight • turn left
• unique way of life • estate agent
• second floor • huge park • chores
• vacuum cleaner • small windows
• friendly to the environment • great view

Quiz

Mark the sentences *T* (true) or *F* (false). Read through Module 2 and write a quiz of your own.

1 The Nautilus House is like a snake. .....
2 The Space Needle is in Melbourne. .....
3 The Uros people have got reed boats. .....
4 The Empire State Building has got 100 floors. .....
5 You can't walk in space. .....
6 The Statue of Liberty is on Ellis Island. .....
7 There aren't any lakes in Central Park. .....
8 Lake Titicaca is in Peru. .....

2 Revision

1 **Fill in:** *pillow*, *view*, *forest*, *floor*, *home*, *way*, *cushions*, *popular*, *level*, *friendly*.

1 There are some ..... on the sofa.
2 The house has got a great ..... of the mountains.
3 The islands are ..... to 300 people.
4 Their flat is on the first ..... .
5 The park is ..... with tourists.
6 Is there a ..... on the bed?
7 They've got a unique ..... of life.
8 The house is ..... to the environment.
9 There are trees in the ..... .
10 The lake is above sea ..... .

10x2=20 marks

2 **Circle the odd word out.**

1 kitchen – living room – laundry room – garden
2 sofa – dishwasher – armchair – chair
3 fridge – cooker – toaster – washbasin
4 iron – roof – attic – chimney
5 chemist's – butcher's – baker's – towel

5x2=10 marks

3 **Write the correct shop.**

1 You can buy bread at the b..... .
2 You can buy meat at the b..... .
3 You can buy medicine at the c..... .
4 You can buy stamps at the p..... .

4x2=8 marks

4 **Choose the correct word.**

1 **There/This** is a bed in the bedroom.
2 Is **that/these** a bookcase?
3 Walk **along/out of** the street.
4 There are **some/any** books on the desk.
5 Are there **some/any** posters on the wall?
6 There's a computer **on/in** the desk.
7 There aren't **some/any** forks on the table.
8 These are Ann's **child/children**.
9 Those are **knifes/knives**.
10 These **men/mans** are from Mexico.

10x2=20 marks

5 **Fill in:** *a*, *an* **or** *the*.

1 There's ..... baker's near my house.
2 Have you got ..... fridge?
3 Is this ..... island?
4 ..... chemist's near the park is very big.

4x2=8 marks

6 **Circle the correct response.**

1 A: Where's Ann?
B: **a** It's a lake.
b At home.

2 A: Is there a poster on the wall?
B: **a** Yes, there is.
b No, it isn't.

3 A: What's that?
B: **a** It's under the bed.
b It's an iron.

4 A: What's your address, please?
B: **a** M – E – R – T – O – N.
b 20, Merton Street.

5 A: Can you tell me where the cinema is?
B: **a** It's on Milton Street.
b 16, Primrose Street.

6 A: Can I see it?
B: **a** Yes, I can.
b Yes, of course.

7 A: How much is it?
B: **a** It's £1,000 a month.
b 16, Primrose Street.

7x2=14 marks

7 **Write a short text about your favourite room (50-60 words).**

20 marks

Total: 100 marks

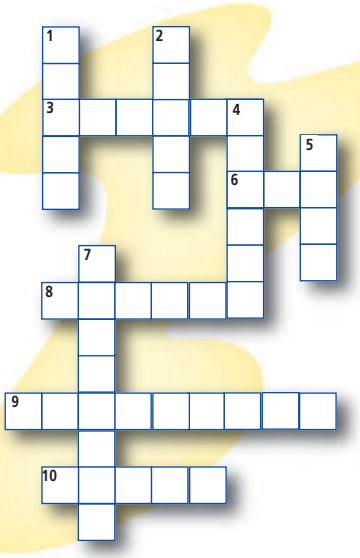
Check your Progress

- describe houses and rooms ____
- describe a location ____
- arrange to view a house for rent ____
- compare different lifestyles ____
- ask for/give directions ____
- write an informal email describing my new house and favourite room ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

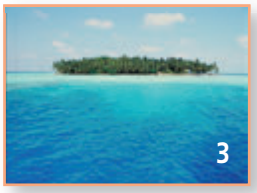
Vocabulary

1 ★ **Do the crossword.**





















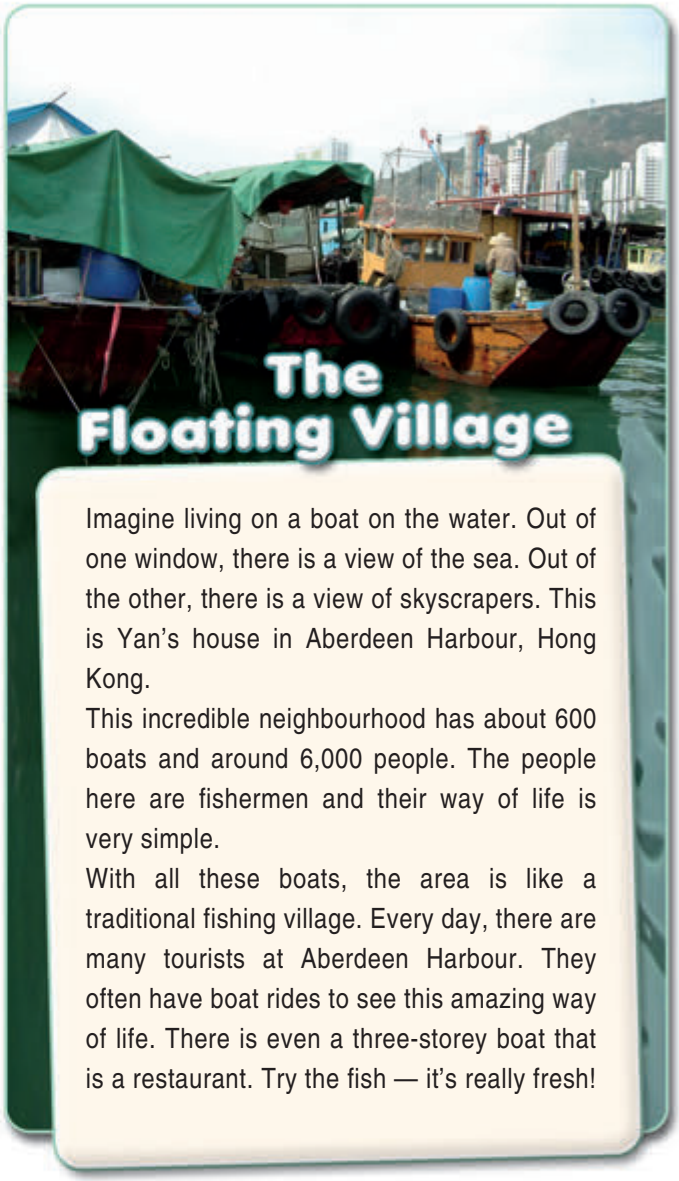


2 ★ **Choose the correct preposition.**

1 There are often lots of boats **on/in** the lake.
2 The islands are home **of/to** the Uros people.
3 Life **in/on** the islands is very quiet.
4 The lake is popular **with/of** tourists.
5 The hotel has got a great view **of/from** the lake.
6 Lake Titicaca is 12,500 feet **over/above** sea level.
7 The Uros women are **in/at** home all day.

Reading

3 ★ **Read and mark the sentences *T* (true) or *F* (false).**



The Floating Village

Imagine living on a boat on the water. Out of one window, there is a view of the sea. Out of the other, there is a view of skyscrapers. This is Yan's house in Aberdeen Harbour, Hong Kong.

This incredible neighbourhood has about 600 boats and around 6,000 people. The people here are fishermen and their way of life is very simple.

With all these boats, the area is like a traditional fishing village. Every day, there are many tourists at Aberdeen Harbour. They often have boat rides to see this amazing way of life. There is even a three-storey boat that is a restaurant. Try the fish — it's really fresh!

1 Yan's house is in a skyscraper. .....
2 It's got a great view of the city. .....
3 There are very few people living on the boats. .....
4 Visitors can have lunch on a boat. .....

4 ★★ **Read and complete the sentences.**

1 The boats have views of..... .
2 There are around 6,000 people on ..... .
3 Their lives are ..... .
4 There are boat rides for..... .
5 The restaurant is a ..... .

SAMPLE PAGES FROM PRIME TIME 1 WORKBOOK SECTION

Vocabulary

1 a) ★ **Write the shops.**

1 You can buy bread at the ..... .
2 You can buy meat at the ..... .
3 You can buy pasta at the ..... .
4 You can buy flowers at the ..... .
5 You can buy medicine at the ..... .
6 You can buy a dictionary at the ..... .
7 You can buy a cat at the ..... .
8 You can buy a jacket at the ..... .

b) ★ **Which of the shops in Ex. 1a are there in your neighbourhood? Which aren't?**

In my neighbourhood, there .... There aren't ..... .

Grammar

2 ★ **Use the verbs to write what the signs below mean.**

• turn right • park • smoke
• turn left

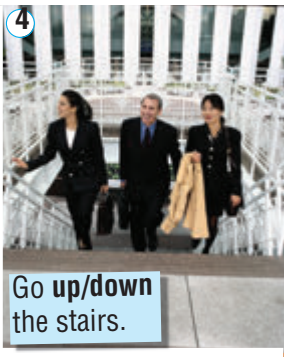


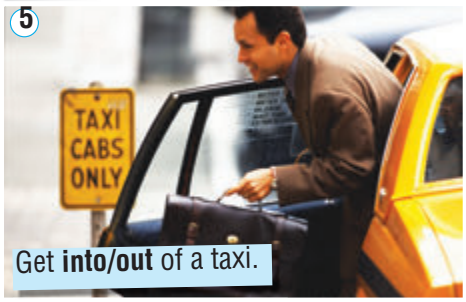
3 ★ **Choose the correct preposition.**


1 Walk **through/across** the street.


2 Drive **over/through** the bridge.


3 Go **down/over** the escalator.


4 Go **up/down** the stairs.



5 Get **into/out** of a taxi.


6 Drive **under/through** the tunnel.


7 Walk **along/past** the street.


8 Get **into/up** a bus.

4 ★ **Fill in *a/an*, *the* or –.**

1 A: Excuse me, is there ..... chemist's in ..... neighbourhood?
B: Yes, ... chemist's is across ..... street.

2 A: Where can I buy ..... umbrella?
B: At ..... supermarket around ..... corner.

3 A: Can you go to ..... baker's down ..... road?
B: Sure, right away.

4 A: Are ..... those ..... your books?
B: Yes, they are from ..... bookshop in ..... London.

5 A: Where is ..... Paul?
B: He's at ..... butcher's.

6 A: Are there nice clothes shops in ..... Paris?
B: Yes, they are some of the best in ..... Europe.

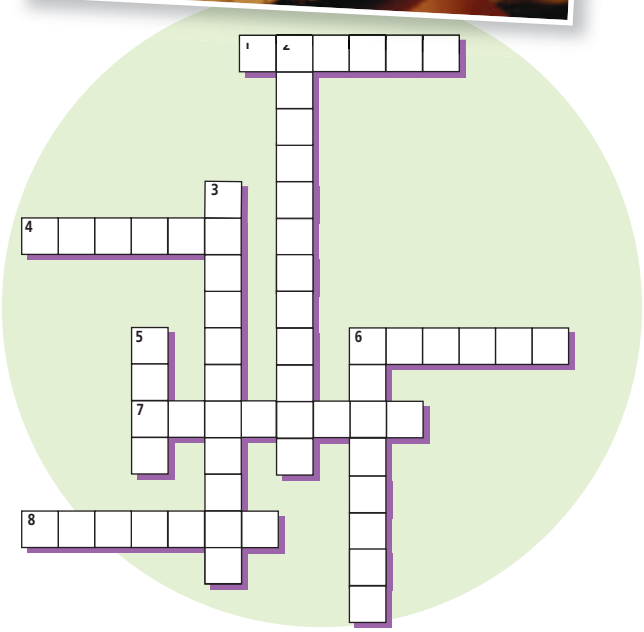
7 A: Is ..... this ..... your jacket?
B: No, it's ..... red one over there.

8 A: Oh! Look at ..... that dog in ..... pet shop!
B: Aw! It's very cute!

Vocabulary

1 ★ **Complete the crossword. Which one can you see in the picture?**





Across

1 You can watch films there.
4 There are teachers and students there.
6 You can buy fresh bread there.
7 You can eat burgers and chips at a ..... restaurant.
8 You can buy animals there.

Down

2 You can go there to send emails.
3 You can buy T-shirts there.
5 You can drink hot and cold drinks there.
6 You can buy books there.

Everyday English

2 ★ **Complete the dialogue.**

- turn right • walk past • you're welcome
- next to the baker's on your left
- do you know where the post office is
- go down

Billy: Excuse me, **1)** .....?
Jessica: Yes. It's in Mills Street. **2)** ..... here and **3)** ..... Dame Street. **4)** ..... the supermarket and turn left. The post office is **5)** ..... .
Billy: Thanks!
Jessica: **6)** ..... .

3 ★★ **Give directions to your friend to get from your school to your house.**

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

Listening

4 ★ 🎧 **Listen to dialogues A-D. Which picture does each match?**



1 .....



2 .....



3 .....



4 .....

5 ★★ **Write short exchanges to match the pictures below.**





SAMPLE PAGES FROM PRIME TIME 1 WORKBOOK SECTION

Writing (An email to a friend)

1 ★ **Read the email. Put the paragraphs A-C in the correct order.**



email

A ☐ Come and visit next weekend. Take the number 52 bus. Get off at Bailey Street. Opposite the bus stop is a pet shop. My house is next to the pet shop on the fifth floor.
Dave

B ☐ Hi Ken,
How are you? My new flat is great! I am very excited about it. I can't wait to tell you about it.

C ☐ It's in a modern building in the city centre. The flat is not very big. It has got one big living room, a bedroom, a small kitchen and a bathroom. The best thing about it is the balcony. I've got a great view of the city.

2 ★ **Complete the sentences with the correct punctuation.**

1 How are you
.....
2 The bank is next to the sport centre
.....
3 In my bedroom there is a bed a wardrobe a desk for my computer and a bookcase
.....
.....
4 My favourite room is the kitchen
.....
5 What is opposite the bakery
.....
6 My room is great
.....

Word order

3 ★ **Put the words in the correct order.**

1 got/huge/a/garden/has/it
.....
2 big/bedroom/is/my
.....
3 great/from/is/balcony/view/the/there/a
.....
4 in/neighbourhood/it's/quiet/a
.....
5 next/big/my/is/a/to/flat/park
.....
6 there/small/the/a/bookcase/is/study/in
.....

4 ★ **Answer the questions.**

1 Where's your house?
.....
2 How many rooms are there?
.....
3 What is there in your room?
.....
4 What's the best thing about your house?
.....
5 What shops are/aren't there in your neighbourhood?
.....

5 ★★ **Read the rubric and use your answers in Ex. 4 and the plan below to write a short paragraph.**

Write a short paragraph describing your house and neighbourhood (40-50 words).

- Describe where you live.
- Write how many rooms there are in your house.
- Describe your room and what's inside it.
- Write what the best thing about your house is.
- Write about the shops in your neighbourhood.

My house is ..... .
There are ..... .
In my room there is ..... .
The best thing ..... .
In my neighbourhood there is ....., but there isn't ..... .

SAMPLE PAGES FROM PRIME TIME 1 WORKBOOK SECTION

Vocabulary

1 ★ **What is each tower made of:** *glass*, *steel*, *wood*, *brick*?



This is a s _ _ _ _ tower.



This is a g _ _ _ _ tower.

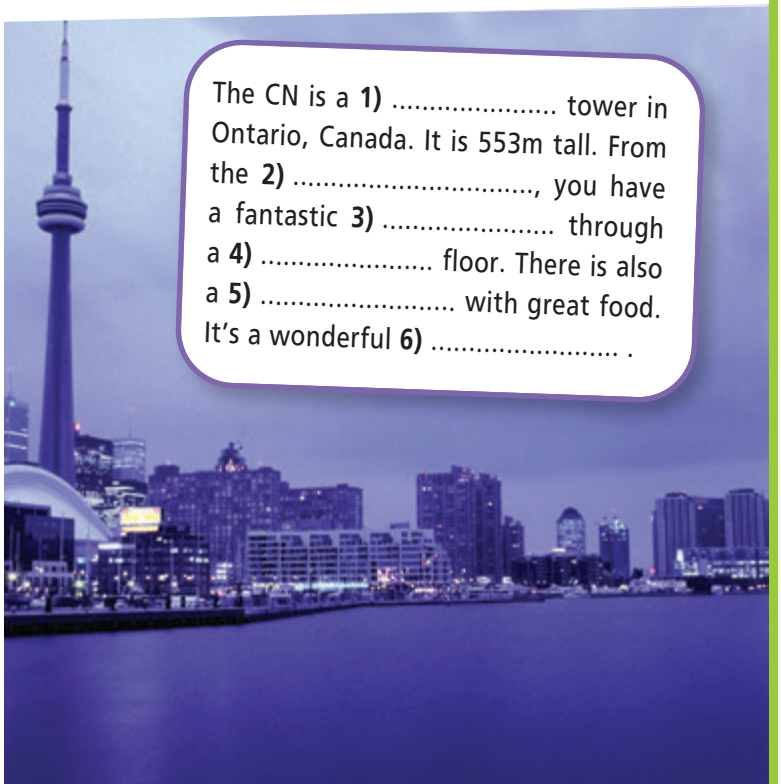


This is a w _ _ _ tower.



This is a b _ _ _ _ tower.

2 ★ **Read the text and fill in the gaps with:** *steel*, *top*, *view*, *restaurant*, *sight*, *glass*.



The CN is a **1)** ..... tower in Ontario, Canada. It is 553m tall. From the **2)** ....., you have a fantastic **3)** ..... through a **4)** ..... floor. There is also a **5)** ..... with great food. It's a wonderful **6)** ..... .

Notions & Functions

Choose the correct response.

1 A: How can I help you?
B: **a** Yes, of course.
b I want to rent a flat.

2 A: Is 4 o'clock this afternoon OK?
B: **a** That's right.
b Yes, that's great.

3 A: Excuse me, can you tell me where the library is?
B: **a** It's in Merton Street.
b Next to the desk.

4 A: Is there a toaster in the kitchen?
B: **a** No, it isn't.
b Yes, there is.

5 A: Which floor is it on?
B: **a** It's got five floors.
b It's on the fifth floor.

6 A: How many bedrooms has it got?
B: **a** It's a two-bedroom flat.
b It's a small flat with a balcony.

7 A: Can I see the flat?
B: **a** Yes, of course.
b That's OK.

8 A: What's that?
B: **a** It's an iron.
b It's on the desk.

9 A: Can you spell it?
B: **a** Yes, sure.
b Yes, that's perfect.

10 A: The park is opposite the school.
B: **a** Thank you.
b You're welcome.

11 A: What's your address, please?
B: **a** 20 Milton Street.
b M – I – L – T – O – N.

12 A: How much is it?
B: **a** It's 212 Apple Street.
b It's £2,000 per month.

2

SAMPLE PAGES FROM PRIME TIME 1 WORKBOOK SECTION

Language & Grammar Review

Choose the correct answer.

1 A: Is tomorrow at seven OK?
B: **A** No, there isn't. **B** Yes, that's great. **C** No, why?

2 The ..... of Liberty is on Liberty Island.
A Lake **B** Statue **C** Rink

3 There's a ..... on the floor.
A grass **B** carpet **C** garden

4 Is ..... your pencil?
A this **B** these **C** the

5 We have got paintings ..... the wall.
A in **B** under **C** on

6 They've got two ..... .
A children **B** child **C** boy

7 Are there ..... cushions on your sofa?
A some **B** the **C** any

8 There's a house for ..... in the area.
A advert **B** rent **C** address

9 There are three ..... in the kitchen, so it's very bright.
A plants **B** stairs **C** windows

10 Her house is in a ..... neighbourhood.
A different **B** floating **C** quiet

11 Are there any astronauts in the space .....?
A station **B** house **C** machine

12 The books are ..... the bookcase.
A in **B** under **C** between

13 How many ..... are there in your house?
A rinks **B** rides **C** floors

14 Where's the ..... cleaner?
A iron **B** washing **C** vacuum

15 There are ..... in the kitchen.
A wardrobes **B** cupboards **C** baths

16 A: Is there a sofa in the living room?
B: **A** No, thank you. **B** Yes, there is. **C** Yes, it is.

17 Don't miss the ..... to take great photographs.
A chance **B** path **C** ride

18 There aren't ..... shops near our house.
A some **B** the **C** any

19 He's a(n) ..... agent.
A riding **B** estate **C** skating

20 ..... wardrobe in my room is white.
A A **B** – **C** The

21 A: Can I see the house tomorrow?
B: **A** Yes, of course. **B** You're welcome. **C** How is it?

22 Look up in the sky; is ..... a plane?
A this **B** these **C** that

23 The house is in the ..... of a spaceship.
A place **B** shape **C** level

24 A: What are those?
B: **A** They're cushions. **B** On the balcony. **C** That's on the table.

25 I've got a great ..... from my window.
A view **B** sight **C** park

26 Walk ..... the bridge and turn left.
A under **B** in **C** between

27 A: What's your address, please?
B: **A** 52 Henry Street. **B** No, it isn't. **C** It's €400 per month.

28 The island is ..... with tourists.
A popular **B** surprising **C** unique

29 They've got ..... to go fishing.
A dishes **B** huts **C** boats

30 Come to ..... this unique way of life.
A experience **B** live **C** visit

31 There's an island on the ..... .
A waterfall **B** mountain **C** lake

32 There are a lot of trees in the ..... .
A forest **B** river **C** cliff

33 Return the book to the ..... .
A library **B** chemist's **C** post office

34 You can buy bread at the ..... .
A butcher's **B** baker's **C** chemist's

35 The forest is ..... to some tribes.
A home **B** flat **C** house

Reading Task (matching headings to paragraphs)

Read the information about a house in India. Match the headings (A-H) with their correct paragraphs (1-7). One heading does not match.

A Place Called Home

Is it a dream home? Well it's definitely expensive! Antilia is a house in South Mumbai, India and it's currently the most expensive home in the world. It's worth over a billion US dollars. Let's take a look ... .

A A GREAT VIEW
B A HOME FOR FIVE
C NO NEED TO SHARE A ROOM
D KEEP FIT AT HOME
E A GOOD TIME FOR EVERYONE
F A HOUSE IN THE CLOUDS
G HOT OUTSIDE, COLD INSIDE
H A QUIET HOME

1 ☐ Antilia is on the 10th most expensive street in the world. It's 174 metres tall and has got 27 floors. Each floor is completely different. It's more of a skyscraper than a house.

2 ☐ Antilia is the new home of business man Mukesh Ambani, his wife and three children. Mukesh Ambani is the richest man in India. There are three helipads on the top of the building for Mr. Ambani's helicopters. There are also six floors that can fit 168 cars!

3 ☐ Then there are the family's floors. These are on the top four floors of the building. Each member of the family has got their own bedroom, living room and bathroom.

4 ☐ The home has got a health club, with swimming pools and yoga rooms. The family can exercise in the gym or dance in the dance studios. They can also relax in a hot spa bath.

5 ☐ In the evening, they can enjoy a film in the home cinema. Fifty people can watch a film in the cinema. There is also a ballroom where the family and guests can have dinner and parties.

6 ☐ Another special room in the home is the ice room. Here the Ambani family can cool off from the hot Indian weather. This amazing room can even make snow!

7 ☐ Finally, Antilia has got beautiful gardens on the outside of the building and green rooms, with many different flowers and plants. From the top floors you can see the Mumbai city skyline and the Arabian Sea.



Components

For the student



Student's Book with Vocabulary Bank



ieBook



Student's audio CDs



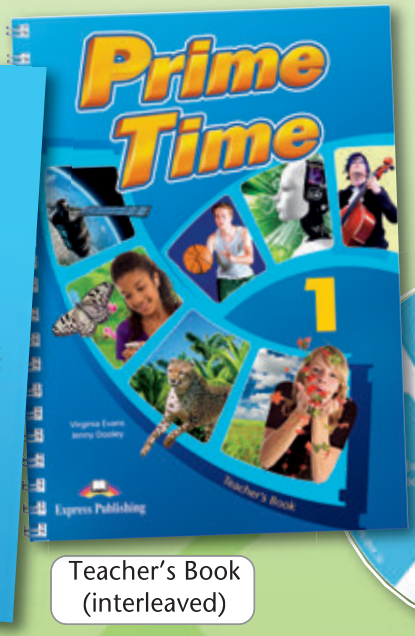
Workbook & Grammar Book

For the Teacher



Student's Book with Vocabulary Bank

Workbook & Grammar Book



Teacher's Book (interleaved)



Teacher's Resource Pack CD-ROM



Class audio CDs & Tests



IWB Software

Prime Time









2

Student's Book

Virginia Evans
Jenny Dooley

Express Publishing

Contents

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2	**Food & Drinks** pp. 25-38 Language Review 2 p. 39 Skills Practice 2 pp. 40-41 Revision 2 p. 42	• countable/uncountable nouns *(a/an – some/any)* • quantifiers • *too/enough* • *-ing* form/(to) infinitive	• food/drinks • containers/partitives • supermarket sections & products • food preparation • tastes
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	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Curricular
		• describe a room • describe the weather • describe appearance • tell the time		
	• *Police, Camera, Action* (T/F statements) • Hot Spots (multiple matching) • *The Florida Everglades: Surviving the Swamp* (open-ended sentences) • emails about different types of houses (R/W/DS statements & comprehension questions) • Listening for specific information (T/F)	• buying a ticket • compare places • make requests in the home • ask for/give advice • Pronunciation: /s/, /ʃ/, /dʒ/, /tʃ/	• describe something happening • sentences about a journey in your country • a list of survival tips in the jungle • an informal email about your house • an informal email of advice	• *Pacific Coast Highway 1* (T/F/DS) • (Citizenship) *Are you a good citizen?* (quiz)
	• *Lemon Art: French style* (open-ended sentences) • buying things in a supermarket (dialogue) • *Chillout* (multiple choice cloze) • *Can unhealthy be healthy?* (matching headings to paragraphs) • a recipe (reading for specific information) • Listening for specific information (Yes/No)	• talk about your eating habits • order food in a café • make a restaurant booking • give instructions on how to make a dish • Pronunciation: /n/, /ŋ/	• a description of a food festival in your country • short texts about places to eat out in your country • a description of your own strange restaurant • an informal email about your favourite dish	• *Eating out in the UK* (reading for specific information) • (Science) *Food for life!* (note taking & summarising)
	• *Is this the most talented person who ever lived?* (T/F/DS statements) • *Heroes of the Ancient World* (quiz) • *Creatures of Legend* (open-ended sentences) • *The Vanishing Smile* (multiple choice) • Listening (gap filling)	• discuss past activities • talk about past actions • read dates • ask for & give personal information • Intonation: stressed syllables/weak vowels	• a quiz about famous historical figures • a description of a traditional celebration in your country • a story about a legendary creature • write about a theft • a biography of a famous person • a text about an explorer	• *The Pilgrims – Sailing to a new life!* (T/F statements) • (US History) *Christopher Columbus* (matching headings to paragraphs)
	• *Adventure Tour South America* (multiple matching) • *Sculptures Under the Sea* (multiple choice) • *Six Reasons to see Sydney* (answer questions) • Listening (matching speakers to problems)	• future plans & intentions • ask for information • talk about your holiday • Pronunciation: *'ll/won't;* /h/	• an itinerary for a tour in your country • a pamphlet advertising a national park or area of natural beauty in your country • a letter about your holiday • how to be a responsible tourist	• *Yellowstone National Park* (multiple matching & comprehension questions) • (Citizenship) *How to be a responsible tourist (T/F)*
	• *Haiti earthquake* (T/F/DS statements) • listening for specific information • *From Climbing Mountains ... to Moving Mountains* (filling in sentences in a text) • *Animal SOS* (multiple matching) • *Lead the Way* (multiple choice cloze)	• talk about a disaster • ask for and offer help • make suggestions/express preferences • Pronunciation: homophones	• a short diary entry about a hurricane • an interview • an email giving your news • information about any of the five oceans	• *Red Nose Day* (gap filling) • (Geography) *The World's Amazing Oceans* (matching headings to paragraphs)
	• *The Terracotta Army* (multiple choice) • *Roadside Attractions you really can't miss* (T/F/DS) • *It's Venice ... but not as you know it!* (multiple choice) • *Totally cool!* (missing sentences) • Listening (matching speakers to different places)	• describe a process • describe a building/monument • post a parcel • report people's words • express preferences • Pronunciation: assimilation	• describe an experience • write about a monument • create your own mall • an email describing a visit to a place	• *The Garma Festival* (complete sentences) • (Art & Design) Art styles (reading comprehension questions)

Vocabulary Bank 2

SAMPLE PAGE VOCABULARY BANK SECTION

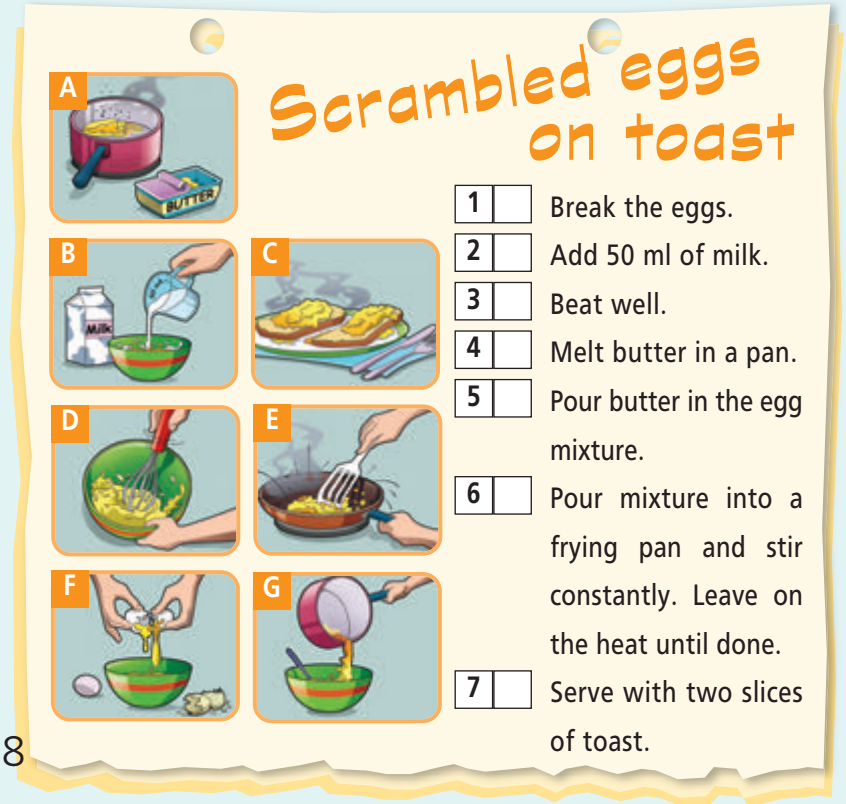
Cooking Methods

1 **Look at the pictures and complete the gaps with the right word.**

• mash • peel • simmer • bake • grate • stir • fry • grill • slice



2 **Match the instructions to the pictures.**



3 **Read the recipe and choose the correct word.**

Pasta in Tomato Sauce

1 First, **wash/grease** the vegetables.
2 Then, **chop/peel** two onions into small pieces.
3 **Fry/Bake** the onions in olive oil.
4 **Add/Put** three chopped tomatoes and some oregano and let the sauce simmer for 20 minutes.
5 **Boil/Mix** 500 g pasta in water for around 10 minutes.
6 When it is ready, **drain/pour** the water.
7 **Put/Add** the pasta on a plate and top it with sauce.
8 Finally, **sprinkle/beat** some cheese on top and serve.

Speaking

4 **Match the cooking methods to the foods. Which is your favourite way to eat these foods? Discuss with your partner, as in the example.**

1	fried	A	potatoes
2	baked	B	eggs
3	boiled	C	vegetables
4	grilled	D	fish
5	roast	E	beef
6	scrambled	F	rice
7	mashed		
8	steamed		

A: How do you like to eat potatoes: boiled, mashed or fried?
B: Actually, I prefer roast potatoes. etc

Vocabulary: food & drinks, food groups, supermarket sections, containers/partitives, restaurants, food preparation, ingredients & measurements, adjectives describing food, healthy lifestyles

Grammar: countable/uncountable nouns, ***a/an – some/any***, quantifiers ***(how) many***, ***(how) much***, ***too many/much***, ***a lot of***, ***some***, ***(a) few***, ***(a) little***, ***no/not any***, ***too – enough***, ***-ing form/(to) infinitive***

Everyday English: ordering food in a café

Pronunciation: /n/, /ŋ/

Writing: a description of a food festival; a text about places to eat out; a description of your own restaurant; an email about a favourite dish

Culture Corner: Eating out in the UK

Curricular *(Science)*: Food for life

Module 2
Food & Drinks

Vocabulary
Food & Drinks

1 **Label the groups.**
Listen and check, then say.

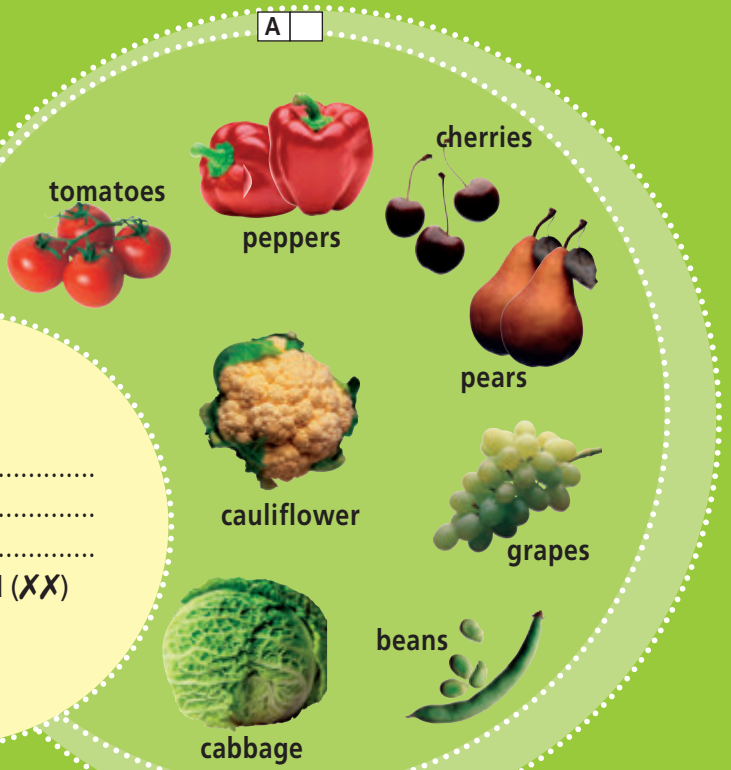
1 drinks
2 fruit & vegetables
3 meat, poultry, fish & seafood
4 dairy products
5 other

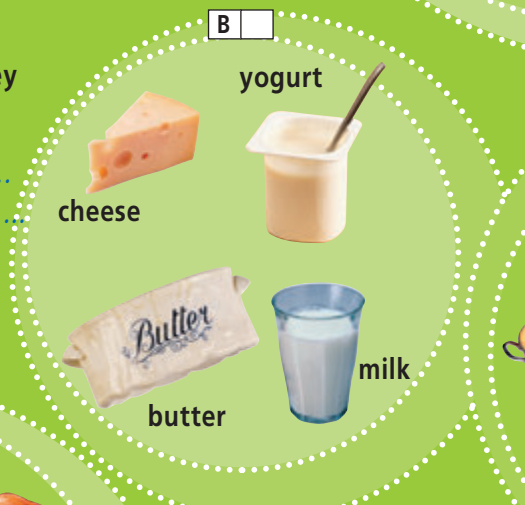
2 **Listen to Tim and Julie. Which foods/drinks do they like/not like?**

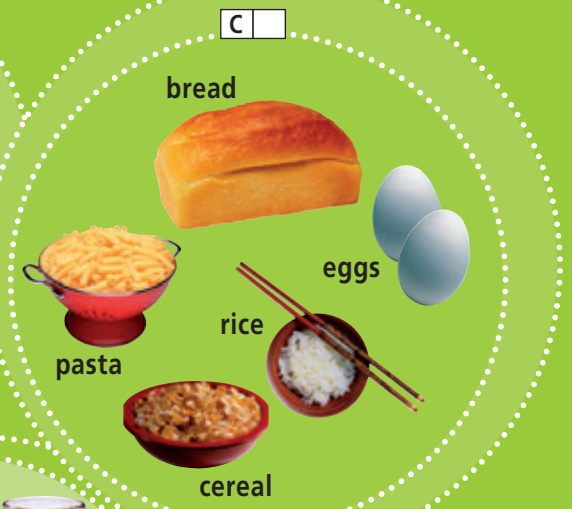
Tim likes …, but he doesn't like …
Julie likes …, but she doesn't like …

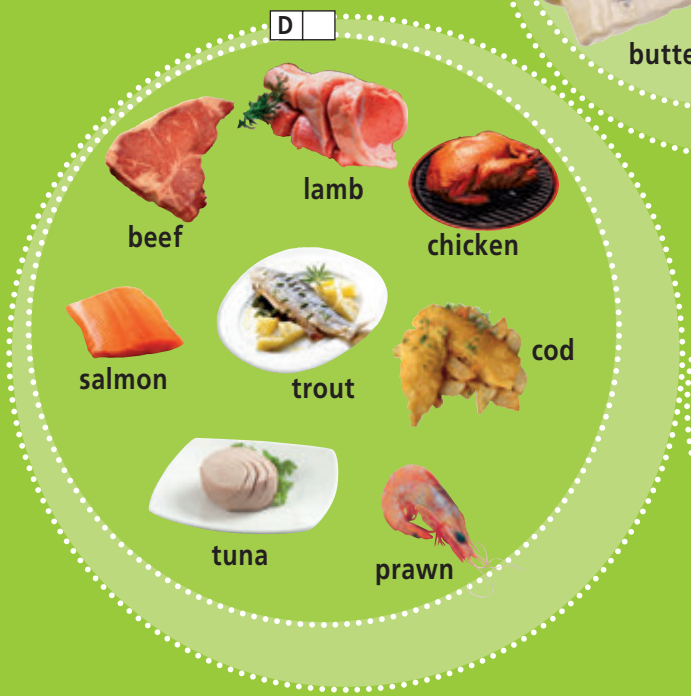
OVER TO YOU!

I like (♥) .....
I love (♥♥) .....
I don't like (✗) .....
I hate/can't stand (✗✗)
.....









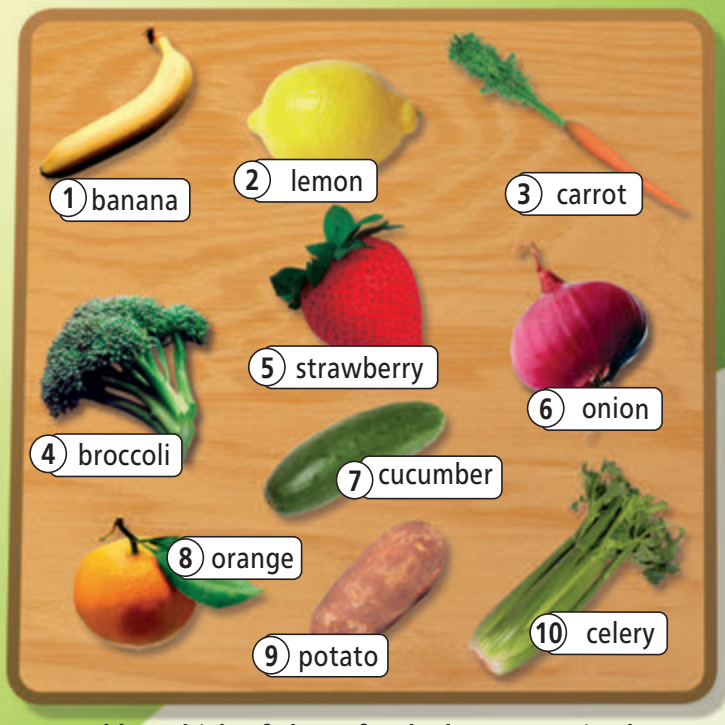


2a Food art



Vocabulary
Food

1 a) 🎧 **Listen and say.**



b) **Which of these foods do you see in the pictures on pp. 26-27?**

Grammar see p. GR3
Countable/Uncountable nouns – *A/An – Some/Any*

2 a) **Read the table. Which of the foods in Ex. 1 are: *countable*? *uncountable*?**

Countable nouns (nouns we **can** count):

a *banana*  ***an*** *apple* 

*two/**some** bananas* 

Uncountable nouns (nouns we **can't** count):

some *milk* (*NOT: ~~a/one milk, two milks~~*)

- We use **a/an** for singular countable nouns. *There's **an** apple.*
- We use **some** in the affirmative for uncountable nouns and for plural countable nouns. *There is **some** rice. We have **some** strawberries.*
- We use **any** in the negative and interrogative for uncountable nouns and for plural countable nouns. *There aren't **any** eggs./Do we have **any** pasta?*
- We can also use **some** in offers & requests. *Would you like **some** cake? Can I have **some** water, please?*

b) **Fill in:** *a/an*, *some* **or** *any*.

1 There is ..... tea, but there isn't ..... coffee.
2 Do you want ..... banana?
3 There are ..... cherries in the fridge.
4 Is there ..... milk left?
5 There are ..... strawberries and ..... apple in the bowl.
6 There aren't ..... carrots, but there are ..... potatoes.
7 "Can I have ..... orange juice, please?" "Sorry, but there isn't ..... ."
8 Would you like ..... coffee?

Reading & Listening

3 a) **Read the saying in the first sentence in the text. What do you think it means? Choose *A*, *B* or *C*.**

A You must turn sour things into sweet things.
B You should make the most of everything.
C You should be grateful for what you have.

b) **What do you think the text is about?** 🎧 **Listen and read to find out.**

Lemon Art: French style

Lemons are a great fruit. You can make lemonade and desserts from them or even use their juice for cooking or in salads.

'When life gives you lemons make lemonade,' the saying goes. In the beautiful and **picturesque** seaside resort town of Menton in the south of France, people make a lot more than just lemonade with their lemons. Believe it or not, they make art, and have a lot of fun doing it!

Every February to March, the people of Menton celebrate their lemons and oranges with a three-week long lemon festival that attracts over 200,000 visitors. Artists **design** and create amazing giant statues for the festival using over 145 tons of lemons and oranges. The artists make everything from **giant** bananas to dinosaurs and some of the statues can **measure** more than 10 metres tall. There is a daily Citrus Exposition where people come to see the amazing creations and buy **local** products made from oranges and lemons. On Sundays, floats carrying the citrus statues go through the town in the Parade of Golden Fruit and on Thursdays, crowds **gather** to watch colourful night parades with music and dancers as well as fireworks. Each year, there is a different **theme** and the creators let their imaginations run wild. Whether you like food and art, or simply need some vitamin C, Menton is a pretty good place to be in February and March.

If you want to experience the festival next year, visit www.fete-du-citron.com and book your tickets online as places for each event go fast.

Check these words

dessert, juice, picturesque, resort, celebrate, attract, design, statue, measure, citrus, creation, float, fireworks, theme, imagination runs wild

c) Complete the sentences.

1 Menton is .....
2 Every spring, over 200,000 people come to Menton for .....
3 Artists make statues with .....
4 People come to see the artists' creations at the .....
5 After the parades on Thursdays people watch .....

d) Use five words from the Check these words box to make sentences about the festival.

The people of Menton celebrate the Lemon Festival every year.

e) Match the words in bold in the text with their meanings: *regional, attractive, huge, plan, come together in a group, main idea, have the size of.*

Speaking & Writing

4 a) Read the text again and make notes under the headings. Use your notes to present the festival to the class.

- name of festival • place
- date • reason • activities

b) THINK! In three minutes write a few sentences giving reasons why someone should go to the Lemon Festival. Tell the class.

5 Is there a similar food festival in your country? Make notes under the headings in Ex. 4a, then write a short text about it.

VIDEO

Vocabulary Bank 2 p. VB5

2b At the supermarket

Vocabulary
Containers/Partitives

1 🎧 **Listen and say. In which supermarket section can we usually find these products (1-11)? Make sentences as in the example.**

*We can usually find **a loaf** of bread in the bakery section.*





Reading

2 **Ann and Tony are shopping for a barbecue. What do they need?**
🎧 **Listen and read to find out. What is the problem?**

Ann: Right, that's all the meat and bread! What else do we need?
Tony: Well, here's the drinks aisle. Let's get a few cartons of juice … and some bottles of cola and lemonade.
Ann: OK … Let's go to the bakery section. We need some cakes.
Tony: Yes, let's get two of these big chocolate ones! They look tasty.
Ann: Good idea. Do we have any ice cream?
Tony: Only a little. We can get another tub if you want to.
Ann: We have a lot of food here, Tony! Are you sure it isn't too much?
Tony: No! We are expecting thirty people, remember?
Ann: Yes, you're right! Let's go and pay … Oh, no!
Tony: What's wrong?
Ann: I'm afraid I left my purse on the kitchen table! How much money do you have?
Tony: Erm, not much … only £5 … .
Ann: Oh, no! Now what are we going to do?

Check these words
aisle, expect, remember, What's wrong?, purse



Grammar Quantifiers

see p. GR3

3 Read the table. Find more examples in the dialogue in Ex. 2.

COUNTABLE	UNCOUNTABLE
How many *sweets are there?*	***How much*** *milk is there?*
There are ***too many*** *sweets.*	*There is* ***too much*** *milk.*
There are ***a lot of*** *sweets.*	*There is* ***a lot of*** *milk.*
There are ***some/ a few*** *sweets.*	*There is* ***some/ a little*** *milk.*
There are (very) ***few*** *sweets./ There are****n't many*** *sweets.*	*There's (very)* ***little*** *milk./ There is****n't much*** *milk.*
Are there ***any*** *sweets? There aren't* ***any*** *sweets./ There are* ***no*** *sweets.*	*Is there* ***any*** *milk? There isn't* ***any*** *milk./ There's* ***no*** *milk.*

4 Choose the correct word. Compare with your partner.

1 A: How **many/much** butter have we got?
B: Very **few/little**. Get some more.
2 A: Is there **many/any** fruit?
B: There are **much/a lot of** bananas and apples, but there aren't **some/many** oranges.
3 A: How **much/many** eggs do we need for the omelette?
B: Not **a lot/many**. Just three or four.
4 A: There isn't **some/much** flour left in the cupboard. Only half a bag.
B: OK. Get **some/few** more then.
5 A: Do we need **some/any** tomatoes?
B: Yes, there are only **a little/a few** left.
6 A: There's very **few/little** cheese left.
B: I'll get some. How **many/much** do you want?
7 A: There's **many/no** bread left.
B: Let's buy a loaf, then, and **some/any** biscuits.
8 A: There's **too much/too many** sugar in my coffee. I can't drink it.
B: Really? I always put **a lot of/much** sugar in my coffee.

Study skills

Learning grammar
Make a note of your grammar mistakes and their corrections. This will help you to avoid making similar mistakes.

Listening

5 a) Julie is making a shopping list for a dinner party. Listen and put a tick (✓) next to the things she needs and a cross (✗) next to the things she doesn't need.

Shopping List

2 kilos of chicken ✓	2 bottles of cola
6 eggs ✗	1 carton of apple juice
1 kilo of cheese	1 bag of rice
3 bags of crisps	20 sausages

b) Ask and answer questions, as in the example.

A: How much chicken does she need?
B: She needs a lot – two kilos!
How many eggs does she need?
A: She doesn't need any eggs.

Speaking & Writing

6 Use the words below to ask and answer questions about your eating habits.

EAT
• junk food • fruit • eggs • meat • chocolate • bread • vegetables
DRINK
• fizzy drinks • milk • water • lemonade • tea • orange juice • coffee

• a lot of/lots • too much/many
• a few/a little • some
• very few/little

A: How much junk food do you eat each week?/Do you eat much junk food?
B: I eat a little, but not too much.

7 Use your answers in Ex. 6 to write a few sentences about your eating habits. Read your sentences to the class.

Vocabulary Bank 2 p. VB6

2c Culture Corner

EATING OUT IN THE UK

There are many interesting places to eat a meal or grab a snack in the UK. Eating out in the UK offers much more than fast food restaurants, there's something to suit every taste.



CHIPPIES

Fish 'n' chips is a popular and internationally famous English dish. It is deep fried fish in batter and fried, **chipped** potatoes with salt and vinegar. The restaurants and takeaway shops that sell it are traditionally called 'chippies'. You can also get a **range** of pies, sauces and side dishes with chips so you can choose your favourite combinations such as fish, chips and **mushy** peas or cheese and onion pie, chips and gravy.

TRADITIONAL CAFÉS



Many Britons have lunch or a snack at a café. They serve delicious sandwiches, salads and hot snacks such as soup or jacket potatoes. There is also a wide range of cooked meals to choose from. You can also get tea, coffee and cold drinks as well as baked goods like cakes and biscuits.

Did you know?

British people spend £42 billion on average per year on eating out.

ETHNIC RESTAURANTS

Britain is a multi-cultural society and the cuisine shows this. The three most popular **ethnic** cuisines are Indian, Chinese and Italian. Indian restaurants serve chicken, prawns or meat with rice and a variety of curry sauces, such as chicken tikka masala. Chinese food is Cantonese with dishes like sweet and **sour** pork, chicken with cashew nuts and beef in black bean sauce. The most popular Italian dishes are pizza, spaghetti bolognese, and lasagne.



Check these words

grab a snack, suit every taste, dish, deep fried, batter, chipped, vinegar, pie, sauce, side dish, mushy peas, gravy, ethnic cuisine, jacket potato, baked goods

1 **How often do you eat out? Where do you usually go?**

2 **a)** **Look at the pictures and the headings in the text. What kind of food do you think you can get at each of these places?**
Listen and read to find out.
b) **Read again and replace the words in bold with words from the text.**

1 **It** is England's most famous dish.
2 **They** are Italian dishes most people like.
3 The British often have a snack **there**.
4 You can buy fish 'n' chips **there**.
5 They serve **these** at cafés.
6 You can usually eat **them** in an Indian restaurant.

c) **Match the words in bold with their meanings: *variety, bitter, soft, cut into long thin pieces, from another country.***

3 **Use words from the Check these words box to complete the sentences.**

1 The British often ..... such as a sandwich for lunch.
2 The restaurant serves a variety of dishes to ..... .
3 Fish 'n' chips is a traditional British ..... .
4 Indian is one of the most popular ..... in the UK.

4 **Tell your partner one thing you remember about each type of place to eat out.**

5 **What kinds of places to eat out are there in your country? What kinds of food and drinks can you get there? Write short texts. Tell the class.**

Everyday English 2d

Ordering food in a café

1 **What do you usually have for breakfast/ lunch/dinner? Are any of these foods/drinks on Ruby's menu?**

2 **a)** 🎧 **Listen and say.**

- Are you ready to order or do you need a few more minutes?
- Would you like any side orders?
- Not for me, thank you.
- And what would you like to drink?
- I'd like a glass of orange juice, please.

b) **The sentences above appear in a dialogue at a café. Who says each: *a customer/the waiter*?**
🎧 **Listen, read and check.**

Waiter: Hello. Are you ready to order or do you need a few more minutes?
Carl: I think we're ready … erm, can I have scrambled eggs on toast, please?
Waiter: Sure. And for you, madam?
Anna: I'd like a cheese omelette.
Waiter: OK. Would you like any side orders?
Carl: Erm … yes, chips, please.
Anna: Not for me, thank you.
Waiter: And what would you like to drink?
Carl: I'd like a glass of orange juice, please.
Anna: A cup of coffee for me, please.
Waiter: OK. So that's scrambled eggs on toast, chips, a cheese omelette, a glass of orange juice and a cup of coffee.
Carl: That's right. Thank you.

c) **What do Carl and Anna order?**

3 **Find sentences in the dialogue which mean:** *We can order now. – What about you? – I don't want a side order, thanks. – That's correct.*

Pronunciation: /n/, /ŋ/

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

	/n/	/ŋ/		/n/	/ŋ/
thin			tin		
thing			tongue		
king			ton		

Speaking

5 **Work in groups of three. Take roles and act out a dialogue at Ruby's ordering lunch. Use the menu and the plan.**

A	B & C
Ask if customers are ready to order.	B replies & orders food.
Ask what C wants.	C replies.
Ask if customers want side orders.	B&C reply.
Ask what customers want to drink.	B&C reply.
Repeat customer's order.	B confirms order.

Ruby's MENU

All-day Breakfast

Scrambled or fried eggs on toast	£2.75
Full English breakfast	£3.75
Omelette (cheese or mushroom)	£2.50

Side orders ❊

Chips	£1.25
Mixed salad	£1.50
Coleslaw or baked beans	£0.75

Lunch/Dinner ❊

Burger & Chips	£6.25
Jacket potato (choice of fillings)	£2.75
Sandwiches (cheese, tuna, BLT, chicken)	£2.95

Desserts ❊

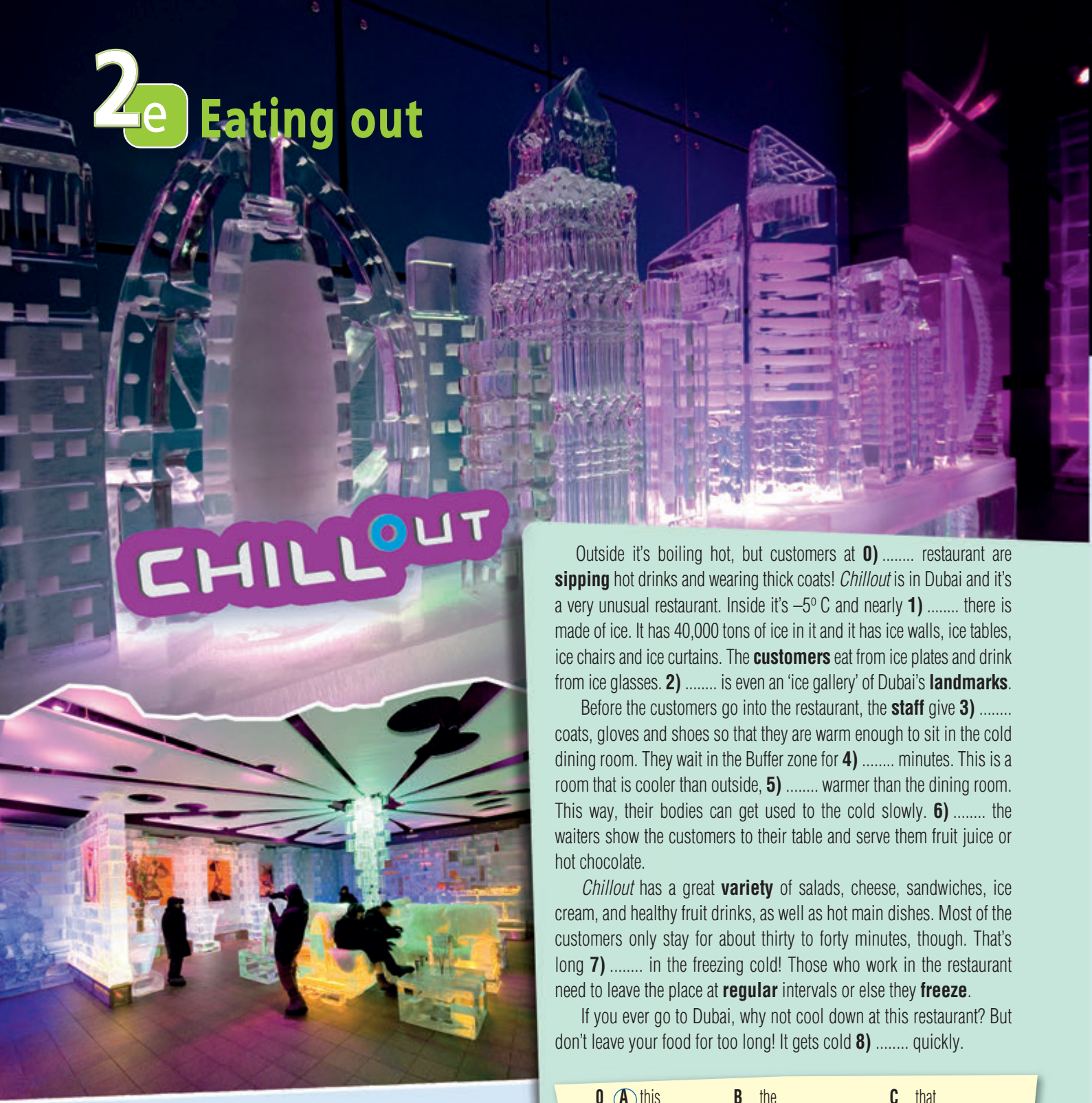
Pancakes or waffles with fruit & ice cream	£4.50
Apple or cherry pie	£2.75
Chocolate brownie	£2.25

Drinks ❊

Tea	£1.30
Coffee	£1.50
Orange juice	£1.80
Soft drinks (cola, lemonade)	£1.30
Hot chocolate	£1.50



2e Eating out



Outside it's boiling hot, but customers at **0)** ..... restaurant are **sipping** hot drinks and wearing thick coats! *Chillout* is in Dubai and it's a very unusual restaurant. Inside it's –5° C and nearly **1)** ..... there is made of ice. It has 40,000 tons of ice in it and it has ice walls, ice tables, ice chairs and ice curtains. The **customers** eat from ice plates and drink from ice glasses. **2)** ..... is even an 'ice gallery' of Dubai's **landmarks**.

Before the customers go into the restaurant, the **staff** give **3)** ..... coats, gloves and shoes so that they are warm enough to sit in the cold dining room. They wait in the Buffer zone for **4)** ..... minutes. This is a room that is cooler than outside, **5)** ..... warmer than the dining room. This way, their bodies can get used to the cold slowly. **6)** ..... the waiters show the customers to their table and serve them fruit juice or hot chocolate.

Chillout has a great **variety** of salads, cheese, sandwiches, ice cream, and healthy fruit drinks, as well as hot main dishes. Most of the customers only stay for about thirty to forty minutes, though. That's long **7)** ..... in the freezing cold! Those who work in the restaurant need to leave the place at **regular** intervals or else they **freeze**.

If you ever go to Dubai, why not cool down at this restaurant? But don't leave your food for too long! It gets cold **8)** ..... quickly.

0	**A** this	**B** the	**C** that
1	**A** any	**B** everything	**C** each
2	**A** That	**B** It	**C** There
3	**A** they	**B** them	**C** their
4	**A** a few	**B** a little	**C** a lot
5	**A** but	**B** and	**C** so
6	**A** After	**B** When	**C** Then
7	**A** too	**B** enough	**C** much
8	**A** very	**B** much	**C** so

Reading & Listening

1 **What's your favourite restaurant? What do you like about it? What can you eat there? Tell the class.**

2 **Look at the pictures of an unusual restaurant and read the first sentence of the text. Where do you think it is? What is unusual about it? Read to find out.**

3 **Read again. Choose the best answer *A*, *B* or *C* for each space. Compare your answers with your partner.**

Check these words

boiling hot, customer, sip, thick coat, ice, curtain, landmark, staff, get used to, waiter, serve, main dish, freezing cold, regular interval, cool down



2e

4 a) **Use words from the Check these words box to complete the sentences.**

1 It's ..... in Dubai in the summer.
2 A lot of the customers at *Chillout* ..... hot chocolate to keep warm.
3 Customers at *Chillout* have to wear a ..... to keep warm while they eat.
4 The Buffer zone helps customers to ..... the cold.
5 Most customers don't stay in the restaurant for long because it's ..... !

b) **Match the words in bold with their meanings: *employees*, *even*, *drinking slowly*, *famous buildings*, *feel very cold*, *clients*, *range*.**

5 **Match the words.**
Listen and check. Use each phrase to write a sentence of your own.

1 ☐	serve	a	the bill
2 ☐	take	b	customers
3 ☐	show you	c	the menu
4 ☐	ask for	d	a tip
5 ☐	pay	e	a table
6 ☐	leave	f	to your table
7 ☐	book	g	your order

*Waiters **serve customers** hot chocolate at* Chillout.

Grammar
Too – Enough

see p. GR4

6 a) **Read the theory box. Find examples in the text.**

- ***too* + adjective/adverb** (more than someone needs or wants) *His steak is **too salty**.* (He can't eat it.) *The waiter speaks **too quickly** for me to understand.* (I can't understand him.)
- **adjective/adverb + *enough* / *enough* + noun** (as much as someone wants or needs) *Is your soup **hot enough**?* (Is it OK?) *Don't worry. We've got **enough money** to pay the bill!* (We can pay it.)

b) **Fill in *too* or *enough*.**

1 The service is ..... slow in this restaurant.
2 Is your coffee sweet .....?
3 That new restaurant is ..... expensive for us to afford to eat there.
4 This chicken is ..... spicy. I don't like it.
5 There isn't ..... oil in the salad.

Making a restaurant booking

7 a) **Listen and read.**

A: Hello, Maddison's Restaurant.
B: I'd like to book a table for six for Saturday night, please.
A: Certainly, madam. What time?
B: 8:30, please.
A: That's fine. Can I take your name, please?
B: Yes, it's Walton. That's W – A – L – T – O – N.
A: OK. See you on Saturday.

b) **Use the words to act out similar dialogues.**

Chillout – four – Sunday lunch – 1:30 – Grimes

Pete's – two – next Friday – 9:00 – Brentwood

Speaking & Writing

8 a) THINK! **Listen to and read the text in Ex. 2. Would you like to visit the ice restaurant in Dubai? Why (not)? Tell the class.**

VIDEO

b) **Think of your own strange restaurant. In three minutes write a few sentences. Read them to the class.**

Vocabulary Bank 2 p. VB7

2f Healthy eating

Can unhealthy be healthy?





People often say 'You are what you eat' and we all know that to be healthy we need to eat healthy food. What is really healthy, though?

1 All fruit juices **contain** high amounts of sugar. Some juices have only very low **amounts** of fruit in them – and as much sugar as a glass of cola or a chocolate bar.

2 It's true that salads are full of vitamins and minerals. Creamy mayonnaise-based salad dressings, however, can contain a lot of fat, sugar and salt. To enjoy a healthy, **tasty** salad at home, make a dressing by adding lemon juice or vinegar to a small amount of olive oil instead of using heavy mayonnaise.

3 Food companies like using the words 'fat-free' or 'low-fat' on their labels. Unfortunately they often **replace** the fat in these 'healthier' products with salt and sugar to give them **flavour**. It's a good idea to read the whole label.

4 People think chocolate is bad for them, but it has some **benefits**. Good quality dark chocolate helps protect your heart by **lowering** your cholesterol. Eating chocolate also has a positive effect on how we feel. All chocolate is high in fat, though, so you shouldn't eat it after every meal.

5 Eggs are a good source of protein and vitamins. Frying an egg though, is less healthy than boiling them. A fried egg contains around 30% more fat than a boiled or poached egg. If you prefer fried eggs, try frying them in olive oil instead of butter.

6 Red meat such as beef can be part of a healthy diet. Including red meat in a meal a couple of times a week helps your body to get enough iron and protein. Just make sure you **trim off** the fat and buy only **lean** meat.

Check these words

contain, vitamin, mineral, creamy, salad dressing, vinegar, olive oil, fat-free, low-fat, label, flavour, benefit, lower, cholesterol, source, iron, protein, lean

Vocabulary
Food/Drinks

1 **Which of the foods/drinks (1-8) contain the following? Decide in pairs.**

• sugar • fat • minerals • iron
• protein • vitamins • salt

Listen and read to find out.

2 **a) Read the text and match headings A-G to paragraphs 1-6. There is one extra heading.**

A CHOOSE THE LIGHTER OPTION
B REMOVE THE BAD BITS
C ASK YOURSELF WHAT'S IN YOUR GLASS
D ENJOY A SWEET SENSATION
E SOME FAT IS GOOD FOR YOU
F COOK WITH A HEALTHIER FAT
G ALWAYS CHECK THE INGREDIENTS

Vocabulary Bank 2 p. VB8

b) **Match the words in bold with their meanings: *cut away, taste, quantities, substitute, reducing, without fat, have inside, delicious, advantages.***

Grammar

see p. GR4

-ing/*to*-infinitive

3 **Read the theory. Are there similar structures in your language?**

We use the ***-ing* form**:
- as the subject of a sentence. ***Eating*** *vegetables is good for you.*
- after **like**, **have**, **enjoy**, **don't mind**, **dislike**, **hate**. *I* ***like drinking*** *milk.*
- after **avoid**, **appreciate**, **be used to**, **consider**, **continue**, **deny**, **fancy**, **go** (+ activity), **imagine**, **miss**, **save**, **suggest**, **practise**, **prevent**, **spend/waste** (time/money) **on**. *Do you* ***fancy eating*** *out?*
- after prepositions. *How* ***about making*** *a cake?*
- with the phrases **it's worth**, **can't stand**, **have difficulty**, **look forward to**, **can't help**. *I* ***can't stand eating*** *spicy foods.*

We use the ***to*-infinitive**:
- to express purpose. *He went out* ***to buy*** *some milk.*
- after **would like**, **would prefer**, **would love**. *I'* ***d like to have*** *a steak, please.*
- after **too/enough**. *It was* ***too*** *difficult for her* ***to learn*** *how to cook.*
- after **ask**, **decide**, **explain**, **want**, **hope**, **expect**, **promise**, **refuse**, etc. *He* ***decided to order*** *takeaway.*

BUT make, **let** and **modal verbs** take **infinitive without to**.
I ***can't go*** *to the supermarket today.*

Certain verbs take ***to*-infinitive** or ***-ing*** form with a difference in meaning. Compare:
Oh, no! I ***forgot to buy*** *some tea.* (not remember)
I'll never ***forget trying*** *sushi. I really liked it.* (recall)

4 **Choose the correct item.**

1 A: What will we **to have/have** for dinner tonight?
B: I may **to cook/cook** some pasta.
2 A: Would you like **to order/order** a takeaway?
B: No. Let's **to make/make** some sandwiches.
3 A: You promised **to help/help** me with the household chores.
B: I know, but I was very busy **to prepare/preparing** the food.
4 A: You mustn't **to eat/eat** so much junk food.
B: I guess you are right.
5 A: There's nothing **to eat/eat**.
B: Let's **to go/go** to the supermarket **to buy/buying** some food.
6 A: The doctor advised me **going/to go** on a diet.
B: That's a good idea. You should also **join/to join** a gym.
7 A: I promised **to take/taking** her shopping, but I can't.
B: There's no point **to worry/worrying** about it. I'll go.
8 A: Have you seen Tom? I want **to ask/asking** him if he fancies **to help/helping** me with the cooking.
B: No, sorry. I haven't.

5 **Put the verbs in brackets into the *to*- infinitive or *-ing* form.**

1 I tried ..... **(bake)** a cake, but I burnt it.
2 Try ..... **(add)** some salt. It'll taste better.
3 Oh no! I forgot ..... **(go)** to the market.
4 I'll never forget ..... **(shop)** at the floating market in Thailand.
5 Let's stop ..... **(eat)** here. This café looks nice.
6 Lisa stopped ..... **(eat)** meat five years ago.
7 Did you remember ..... **(turn)** the oven off?
8 I remember ..... **(meet)** John at Claire's party.
9 I'm sorry ..... **(tell)** you this, but this cake is awful.
10 Paul was sorry for ..... **(tell)** her that she was an awful cook.

Speaking & Writing

6 **Complete the sentences about you. Tell the class.**

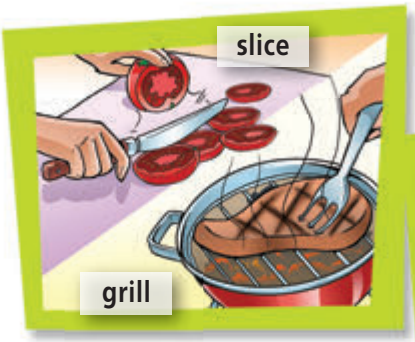
1 I like *eating out.*
2 I don't mind .....
3 I'm tired of .....
4 I can't stand .....
5 I can .....
6 I'd rather not .....

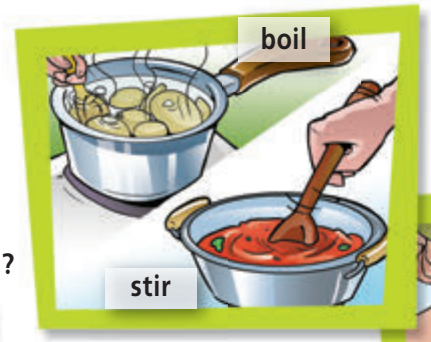
7 THINK! **How much of the information in the text did you know? What did you learn from the text? In three minutes write a few sentences. Tell the class or your partner.**

2g Skills

Vocabulary
Food preparation

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













2 Fill in the gaps in the recipe with verbs from Ex. 1. Listen and check.

Note:
tbs = tablespoon tsp = teaspoon

Apple-Cinnamon Blini

1 large apple
1 tbs sugar
1 tsp cinnamon
2 tbs butter
1 cup flour
1/2 tsp baking soda
1/2 tsp salt
1 egg
3/4 cup sour cream
1/4 cup milk

- **1)** ..... the apple, then **2)** ..... it.
- **3)** ..... the butter in a frying pan, then cook the apple slices in the butter for 4 minutes.
- **4)** ..... the flour, salt, baking soda, sugar and cinnamon together in a large bowl.
- **5)** ..... the egg with ½ cup of the sour cream and the milk, then **6)** ..... it to the flour mixture.
- **7)** ..... in the cooked apple.
- Put spoonfuls of the mixture into a hot frying pan. **8)** ..... for a few minutes on each side.
- Serve warm with a teaspoonful of sour cream on top.

Listening

3 Listen to Maria and Frank talking about a TV programme and for questions 1 to 5 tick (✓) the correct box *Yes* or *No*.

		Yes	No
1	Frank really enjoyed watching *Chef Jeff* last night.		
2	Chef Jeff went to a restaurant that only serves steak.		
3	Maria never eats meat.		
4	Chef Jeff closed down the restaurant so they could clean it.		
5	Once, Chef Jeff showed a Spanish chef how to cook paella.		

Speaking
Giving instructions

4 Tell your partner how to make apple-cinnamon blinis. Use ***First***, ***Next***, ***Then***, ***Finally***.

First, peel and slice the apple. Then, melt … . Next, … . Finally, … .

Vocabulary Bank 2 p. VB8

Writing 2h

An email about a favourite dish

1 **Read the writing tip. Find examples of informal style in Maria's email.**

Writing Tip

Using informal style

When we write emails to friends or relatives, we use informal style. This includes informal greetings/ closing remarks (*How are you? That's all for now!*), short forms (*It's delicious!* NOT: ~~*It is*~~) and everyday vocabulary and expressions (*How are things? How about you?*). We may also omit pronouns (*Hope you are well!*).

Hi James,

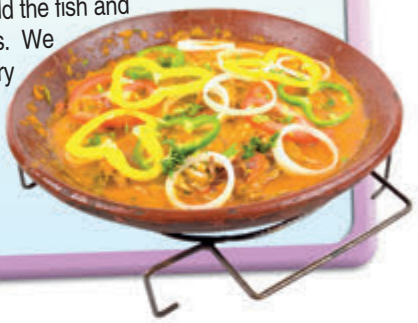
1 Great to hear from you! So, you want to know about my favourite dish from my country. Well, it's a traditional dish called Moqueca and it's very popular here in Brazil.

2 Moqueca is a spicy seafood dish with fish, onions, tomatoes, peppers, chilies, garlic and herbs. It's very easy to make. First, we chop the vegetables and fry them with the garlic and herbs. Then, we add the fish and boil everything slowly for about five minutes. We usually serve this stew with rice. This is a very tasty dish! Hope you can try it one day!

3 How about you? Do you have a favourite dish from your country?

Write soon,

Maria



2 **Read again and match the paragraphs to the headings.**

A ☐ closing remarks

B ☐ opening remarks & reason for writing

C ☐ description of how to make the dish

3 **Complete the sentences with the words in the list.**



1 It's a very ..... dish with a lot of chili peppers in it.

2 This dish is usually quite .... It has a lot of salt in it.

3 You can add yogurt and milk to the sauce to make it ..... .

4 You must try this. It's absolutely ... .!

5 There's a lot of sugar in this dessert so it's very ..... .

Study skills

Understanding rubrics

Always read rubrics carefully. They give you important information e.g. *who you are writing to, what you have to write, what you should write about, how many words you should write*. Make sure you include everything in the rubric in your piece of writing.

4 **Read the rubric and look at the underlined words. Then answer the questions.**

VIDEO

This is part of an email from your English pen-friend, Georgia. Write an email in reply (80-100 words).
I'm doing a school project about food around the world. What's your favourite dish from your country? What are the ingredients? How do you make it? What does it taste like?

1 What are you writing?
2 Who are you writing to?
3 What must you include?
4 How many words should you write?

Writing (an email about a favourite dish)

5 **Write your reply to Georgia's email. Follow the plan below.**

Plan

Hi ..... ,

Para 1: opening remarks, reason for writing, name of dish *(How are you? So, you want to know ... . Well, it's a dish called ... .)*

Para 2: type of dish, ingredients, how to make it, how you serve it *(It's a ... dish. It's got ... . First, we ... . Then, ... We usually serve it ... .)*

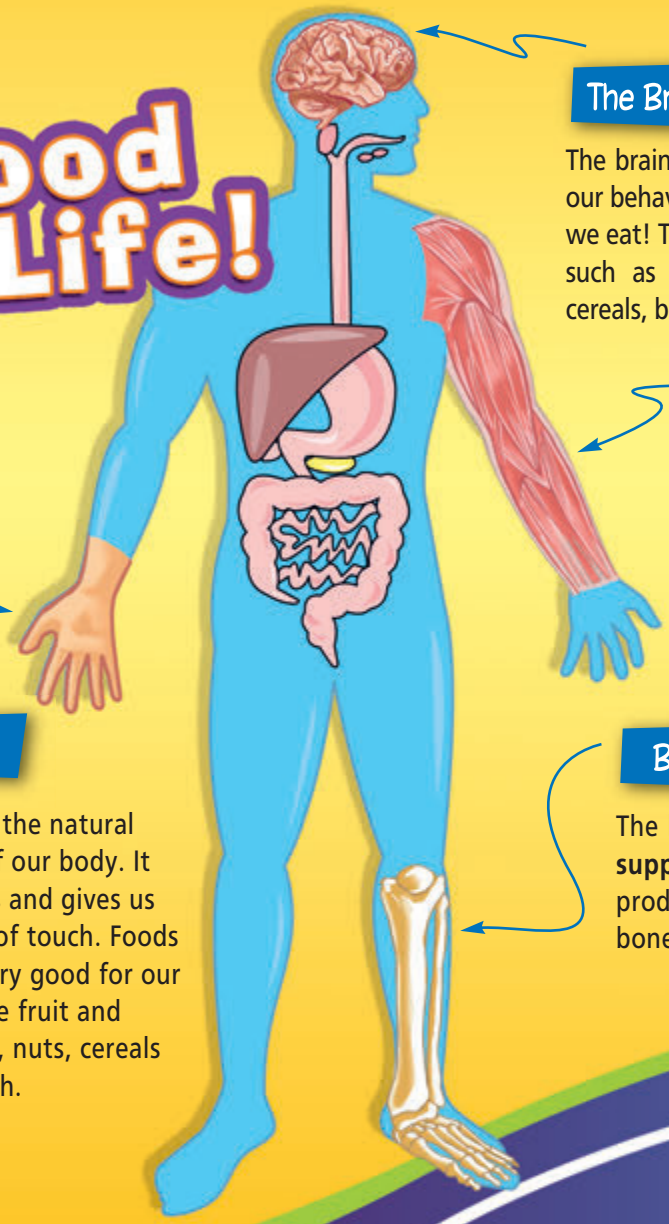
Para 3: closing remarks *(How about you? ...)*

.....

Writing Bank 1 p. WB1

2i Curricular: Science

Food for Life!



The Brain

The brain **commands** our nervous system and controls our behaviour. It uses 20% of the energy from the food we eat! The brain needs green vegetables, healthy fats, such as those in **oily** fish, and carbohydrates like cereals, bread and pasta.

Muscles

The human body has over 600 muscles! Without them, we couldn't move, breathe, pump blood around our body or **digest** our food. To build and **repair** muscles, we need protein. We can find this in foods like meat, fish and eggs.

The Skin

Our skin is the natural covering of our body. It protects us and gives us our **sense** of touch. Foods that are very good for our skin include fruit and vegetables, nuts, cereals and oily fish.

Bones

The human skeleton has over 200 bones which **support** and protect our body. Calcium in dairy products like milk, cheese and yogurt keeps our bones healthy.

Check these words

command, nervous system, control, behaviour, energy, fat, oily, carbohydrate, breathe, pump blood, digest, repair, muscle, protein, bone, support, protect, calcium, sense of touch

1 In a minute write as many parts of the body as possible. Compare with your partner.

2 a) Look at the headings in the text. Which foods are important for keeping these organs/parts of the body healthy? 🎧 Listen and read to find out.

b) Match the words in bold with their meanings: *break down, controls, mend, feeling, containing fat, hold together.*

3 Read again and make notes under the headings. Use your notes to tell your partner about each organ/body part.

Organ/Body part	What to eat to keep it healthy
brain	*green vegetables, healthy fats, oily fish, cereals, bread, pasta*

Our brain commands ... . To keep it healthy we should eat ... .

VIDEO

4 ICT Do some Internet research about other organs/parts of the body and the food we should eat to keep them healthy *e.g. the heart, the eyes, liver, etc.* Write a few sentences about it, then tell the class.

Language Review 2

1 **Put the words into the correct categories. Add one more word to each category.**

• broccoli • beef • apple pie • lamb • milk
• banana • coffee • cabbage • chicken
• chocolate brownie • strawberries • cola
• tea • salmon • ice cream • waffles



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2 **Choose the correct words.**

The drive-through restaurant is one of the USA's great traditions. It's unusual because the **1) waiters/ customers** don't usually go inside! They drive up to a speaker outside the restaurant, **2) grab/order** their food from a worker and get it from a window. Customers can go inside and eat at a **3) table/booth**, but taking your food to go is more **4) famous/ popular**. Drive-throughs are very popular in the USA and sell a wide **5) variety/type** of **6) extra/fast** food, like burgers and fries.

3 **Circle the odd word out.**

1 tub – carton – jar – jam
2 protein – bones – muscles – skin
3 boil – fry – order – grill
4 pepper – onion – prawn – celery
5 salty – fried – sweet – creamy

Collocations

4 **Fill in:** *side*, *fast*, *top*, *thick*, *scrambled*, *cherry*, *frying*, *French*, *freezing*, *cold*.

1 ..... drinks
2 ..... chef
3 ..... eggs
4 ..... order
5 ..... pan
6 ..... coat
7 ..... food
8 ..... pie
9 ..... toast
10 ..... cold

Prepositions

5 **Choose the correct preposition.**

1 Visitors buy local products made **of/from** oranges.
2 There's a great choice **of/from** snacks to choose **of/from**.
3 *Ann's* is famous **for/of** its delicious cherry pie.
4 Tables inside *Chillout* are made **of/from** ice.
5 Serve the stew **by/with** rice.

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.

• resort • staff • dessert • poultry • creamy
• drinks aisle • dairy products • frozen food • grill
• salty • tub of ice cream • loaf of bread • protein
• looks like • baked goods • serve • dish
• scrambled eggs • customers • menu • chop
• pay the bill • spicy • show you to your table

Quiz

Read through Module 2 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

1 How many tons of fruit do they use in the Menton Lemon Festival?
2 In which section can you find yogurt in a supermarket?
3 What is a chippy?
4 What can you eat in an ethnic restaurant ?
5 What is the temperature inside *Chillout*?
6 Where's *Chillout*?
7 What does red meat contain?
8 How many bones are there in the human body?
9 What does our skin do?
10 What foods have a lot of calcium in them?

Components

For the student



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For the Teacher



Student's Book with Vocabulary Bank

Workbook & Grammar Book

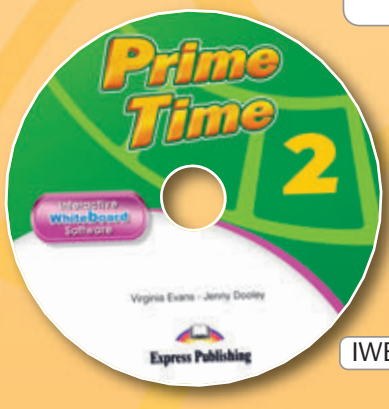


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3

Virginia Evans
Jenny Dooley

Student's Book

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Contents

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1	**Work & Play** pp. 7-20 Language in Use 1 p. 21 Skills Practice 1 pp. 22-23 Revision 1 p. 24	• Adverbs of manner • Present simple/Present continuous • Stative verbs • Comparisons • *(to)*-infinitive/*-ing* form	• Jobs • Character adjectives • Hobbies • Sports • Applying for a job • Student jobs • Phrasal verbs: *break*, *bring* • Word formation: person nouns
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• *Hot Jobs* (multiple choice) • *UFO Hunter* (open-ended sentences) • Listening: identifying main points • *Take a Deep Breath* (multiple choice) • Listening: multiple matching • *Voluntourism: how to make a difference* (T/F/DS)	• Talking about jobs • A job interview • Talking about adventure sports • Asking for/giving personal details • Pronunciation: intonation in questions	• Taking notes about jobs • Sentences about UFO Hunting • A cover letter, applying for a job • A paragraph about your hobby	• *Cash in Hand* • PSHE: What's the job for you? (quiz)
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• *Matt of the Antarctic* (T/F statements) • *Extremely weird* (multiple choice) • *Climate change* (T/F statements) • *Trapped in the Wilderness* (gapped text) • Listening: identifying specific information (multiple choice)	• Talking about the weather • Talking about extreme activities • Booking accommodation/ asking for and giving information • Talking about environmental problems • Describing pictures • Pronunciation: intonation – stress in compound nouns	• A short text about Antarctica • Sentences about extreme sports • A short paragraph about global warming • A semi-formal email asking for information • A summary of a text	• *The Appalachian Trail* • Geography: Caves
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• *It's annoying* (T/F / DS statements) • *Steven Marshall* (T/F statements) • *A change for the better* (reading for specific information • *Rites of Passage* (multiple choice) • Listening: (T/F statements)	• Talking about annoying situations • Talking about social etiquette in your country • Complaining and apologising • Commenting on changes in appearance • Pronunciation: linking sounds	• Writing a post about an annoying situation • Sentences speculating about a character • Writing sentences about person you admire • A for-and-against essay	• *Social Etiquette in the UK* • Science: Body Talk
• *Street Art: Art or not?* (T/F) • Ben Langdon: Forensic Scientist • *CyberCrime Going Crackers!* (headings to paragraphs) • Mark's Blog (multiple matching)	• Give a witness statement • Pronunciation: epenthesis • Comment on an event	• An account of an experience • Writing about an inspirational figure • Presentation on cybercrime • An interview • A letter to the editor making suggestions	• *The Civil Rights Movement in the USA* • Citizenship: Amnesty International

2 Revision

SAMPLE PAGE REVISION

1 **Fill in:** *locals*, *biting*, *shared*, *seasick*, *caught*, *lighting*, *carried*, *audience*, *rose*.

1 Nicky got ..... because there were big waves and the boat was moving up and down.
2 He got ..... in bad weather.
3 Beth really enjoys meeting the ..... when she's travelling.
4 The ..... made the whole theatre look red and gold.
5 He ..... his travel experiences with his friends.
6 Max had trouble sleeping because the mosquitoes were ..... him all night.
7 The curtain ..... and a beautiful actress appeared on stage.
8 The ..... clapped loudly at the end of the performance.
9 The singer's voice ..... over the sound of the crowd.

9x2=18 marks

2 **Put the verbs in brackets in the *past simple* or the *past continuous*.**

1 Gary was writing postcards while Laura .... **(take)** photos.
2 We ..... **(watch)** a film at 8 o'clock yesterday evening.
3 Susan opened the door and ..... **(run)** out of the house.
4 Larry Page and Sergey Brin ..... **(meet)** in 1995.
5 ..... **(you/listen)** to music when I called?

5x2=10 marks

3 **Complete the sentences with *used to*.**

1 In ancient times the actors ..... **(wear)** brightly-coloured costumes in Chinese opera.
2 ..... the ancient Greeks ..... **(perform)** in outdoor theatres?
3 Lily ..... **(not/live)** in the city when she was 5.
4 Harry ..... **(take)** long walks in the countryside when he was young.

4 **Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.**

1 He ..... **(walk)** for an hour before he reached the cabin.
2 She was tired because she .... **(not/sleep)** the previous night.
3 Greg ..... **(look)** for his book for two hours before he found it.
4 They were lost because they .... **(not/take)** a map with them.
5 He ..... **(work)** since morning on his computer and his eyes were red.

5x4=20 marks

5 **Match 1-5 with A-E to make exchanges.**

1 ☐ What was the concert like?
2 ☐ Do you want to go for a walk later?
3 ☐ What did you do on Friday?
4 ☐ Did you enjoy the concert?
5 ☐ Is your book good?

A Sure! I'll give you a call.
B I watched a film on TV.
C Not really. It was nothing special.
D It was fantastic!
E No, I'm not really enjoying it.

5x4=20 marks

6 **Write a story entitled *"A day to remember"* (120-200 words).**

20 marks

Total: 100 marks

Check your Progress

- talk and write about travel experiences ____
- talk and write about Google and Facebook ____
- talk about actions in progress in the past ____
- write an information leaflet about historical attractions in your country ____
- express positive and negative opinions ____
- write a descriptive email ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: cultural activities, travel experiences, historical attractions, types of music performances, types of reading material and books
Grammar: past continuous, past continuous vs past simple, *used to*, past perfect/past perfect continuous
Everyday English: expressing opinions
Pronunciation: intonation when expressing emotions
Writing: an account of a story; notes to present an event; an email about a concert you attended
Culture Corner: London's Top Historical Attractions
Curricular *(ICT)*: Social Networking
Phrasal verbs: *fall, get, give*
Word formation: abstract nouns from verbs

Module 2

Culture & Stories

Vocabulary

Cultural activities

1 **Match the phrases (A-F) with the pictures (1-6).**
Listen and check, then say.

- A ☐ taking a guided tour of a museum
- B ☐ attending a rock concert
- C ☐ attending a theatre performance
- D ☐ reading a classic novel
- E ☐ practising playing the flute
- F ☐ watching traditional dancing

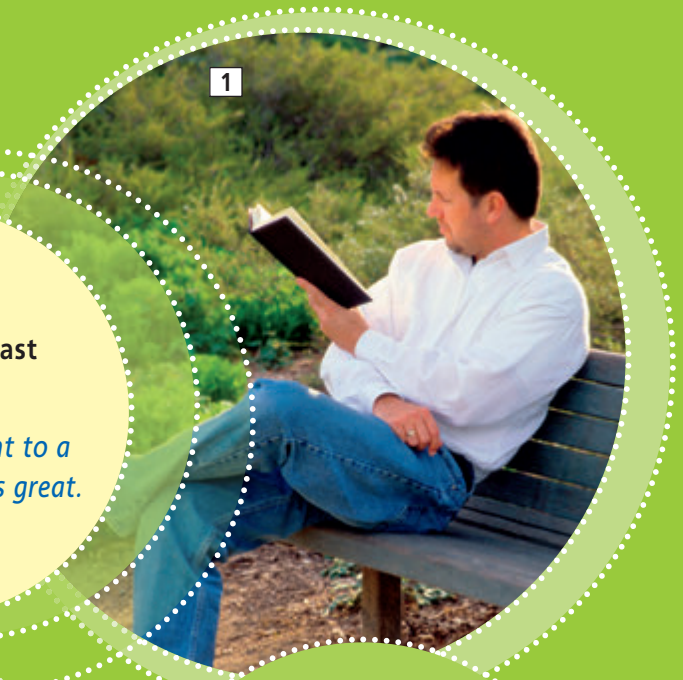
2 **The pictures were taken yesterday at 6 o'clock in the evening. What were the people doing in each picture (1-6)?**

1 *He was reading a classic novel.*
2 *They were ...*

Over to you!

What did you do last weekend?

Last weekend I went to a rock concert. It was great.

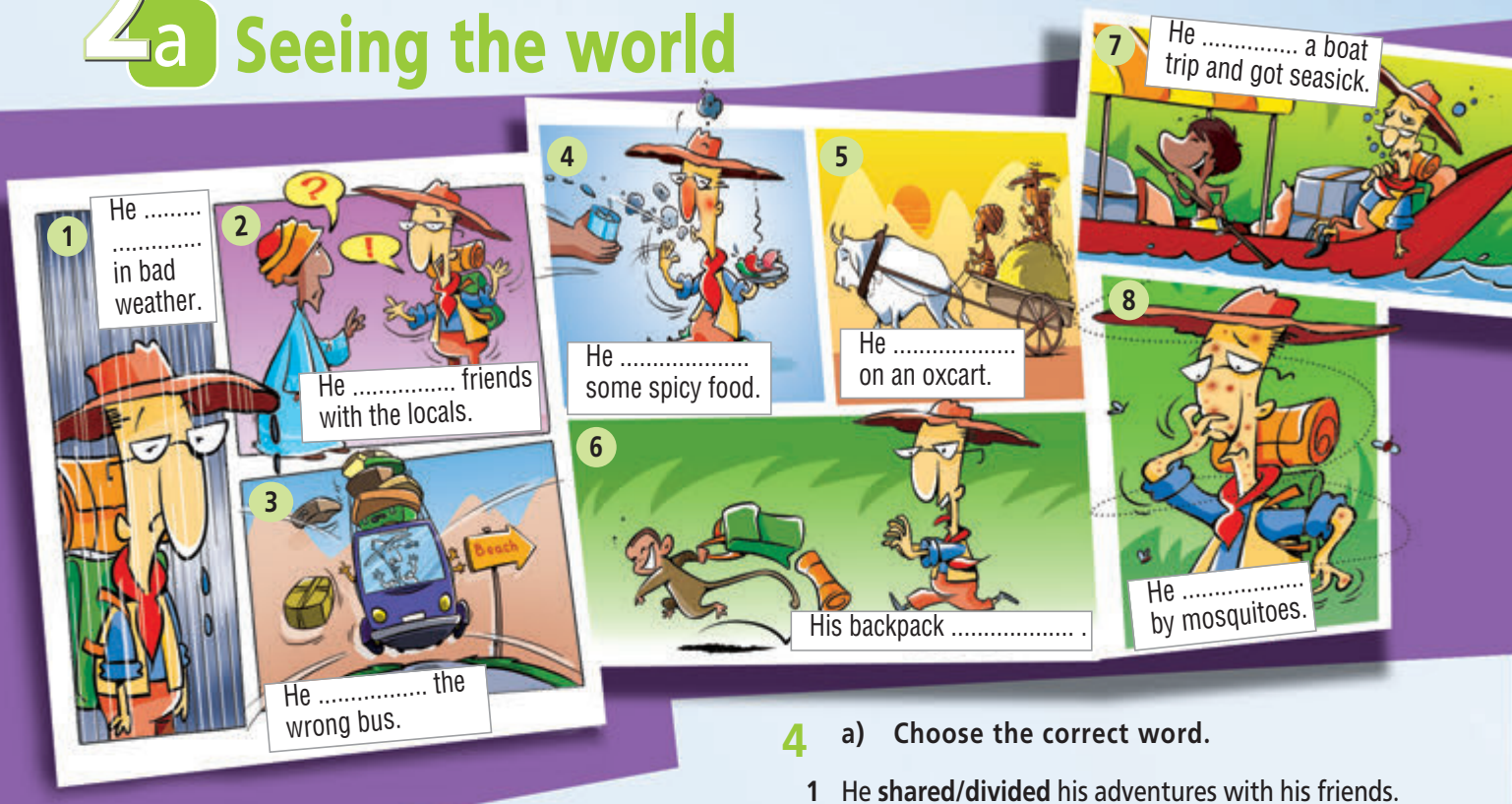








2a Seeing the world



Vocabulary
Travel experiences

1 **a)** **Fill in:** *got bitten, got stolen, went on, tried, got caught, made, travelled, caught.*
🎧 **Listen and check, then say.**

b) **Have you had any of these experiences while travelling? Tell your partner.**

A: I once got caught in bad weather in Ireland. It rained a lot and it was very windy. What about you?
B: I went on a boat trip around the Caribbean once and I got seasick! It was horrible.

Reading

2 **Look at pictures 1-8. What do you think happened to John in India and Thailand?**
🎧 **Listen, read and check.**

3 **Read again and complete the sentences.**

1 In India, John wanted to visit ....., but he went to ..... by mistake.
2 He went back to Delhi by ..... .
3 It took John ..... to get back to Delhi.
4 During his boat trip, John felt ..... .
5 He lost his passport because ..... .

4 **a)** **Choose the correct word.**

1 He **shared/divided** his adventures with his friends.
2 We **grabbed/caught** the first train home.
3 I can't stand mosquitoes **biting/stinging** me.
4 The wind started **puffing/blowing** strongly as we were going to the village.
5 We took an hour to **reach/arrive** the village.

b) **Match the words in bold with their meanings: *divided, adventures, hot, took quickly, societies, arrive in, calm.***

Grammar
see p. GR3
Past continuous

5 **Read the table. Find examples in the text.**

We use the past continuous to talk about actions in progress at a certain time in the past.
Form: *was/were* + main verb + *-ing*

AFFIRMATIVE	
*I **was** travell**ing**.*	*He/She/It **was** travell**ing**.*
*You **were** travell**ing**.*	*We/You/They **were** travell**ing**.*

Time expressions used with the past continuous: *while, when, as, all day/morning/year,* etc, *at 8 o'clock yesterday morning,* etc.

Spelling:
- verb + -ing *talk – talk**ing***
- verb **-e** + -ing *make – mak**ing***
- one-syllable verb ending in vowel + consonant → double consonant + -ing *swim – swim**ming***
- a stressed vowel between two consonants → double consonant + -ing *begin – begin**ning***

JOHN'S TRAVELS

2a

TRAVEL STORIES | TRAVEL TIPS | PHOTO GALLERY | VIDEO

Hi, I'm John Thompson from Chicago, USA. I'm 19 years old, and I was travelling around the world all last year. I learnt so much about different **cultures** and I had some crazy **experiences**, too. I thought I'd share some of my adventures with you. I hope you enjoy them!



Travelling by oxcart!

I was travelling in India last September. One day, I somehow caught the wrong bus while trying to get from Delhi to Agra to see the Taj Mahal. I ended up in a small village in the middle of nowhere! "Next bus back to Delhi… tomorrow," the bus driver told me. Just then, a man was passing by with an oxcart. The bus driver stopped him. Before I knew it, I was sitting on top of some sacks on the man's cart, and we were heading back to the city. Most of the way, it was raining, and mosquitoes were buzzing around the ox and biting me. Sanjit only spoke Hindi, but he was smiling and laughing all the way, and he even **shared** his lunch with me. It was very **spicy** but delicious. It took us four hours to **reach** Delhi! Despite the rain and mosquitoes, it was a lot of fun.

Big waves and little monkeys!

I had another crazy day while I was visiting the Phi Phi Islands in Thailand in March. One morning, I decided to go on a long-tail boat trip around the islands. Unfortunately, the wind was blowing strongly that day and before long, I was feeling very seasick. So, I was very **relieved** when we stopped at a place called 'Monkey Beach'. Hundreds of monkeys were running towards us as we got off the boat. But then, as I was feeding a piece of pineapple to one monkey, another **grabbed** my small backpack and quickly ran into the bushes with it! I tried to run after it, but it was too fast. The bag had my passport in it! I never saw my passport again. I had to get a new one from my embassy in Bangkok!



Click here for more travel stories!

Check these words

culture, experience, adventure, end up, in the middle of nowhere, pass by, sack, head back to, buzz around, bite, share, long-tail boat, grab, bush, run after, passport, embassy

6 **Use the verbs in the list in the *past continuous* to complete the sentences.**

• write • buy • ride • take (x2)

At 11 o'clock yesterday morning…

1 John ..... a camel in the desert.
2 Harry and Suzy ..... photos of the Pyramids.
3 Peter ..... a boat trip on the Nile River.
4 Kim and Sam ..... souvenirs.
5 Megan ..... some postcards.

Speaking

7 **Tell your partner what you were doing: *at 9 o'clock last night, yesterday morning, at 10 o'clock this morning.***

At 9 o'clock last night, I was writing emails.

Listening, Speaking & Writing

8 a) 🎧 **Listen to Sarah talking about her experience while travelling in Ecuador, and put the events in the order they happened.**

A ☐ She realised it was just a branch.
B ☐ Her kayak hit a rock and she fell out.
C ☐ It was moving closer to her.
D ☐ She decided to go on a kayaking trip.
E ☐ She saw a crocodile in the water.

b) **Use the sentences from Ex. 8a to write a short account of the story for Ann's travel website. Tell the class.**

I was travelling in Ecuador and I decided…

THINK! **Which of the two adventures in the text did you enjoy most? Why? In three minutes, write a few sentences. Tell the class.**

2b Times change



The Story of Google™

Google was the **brainchild** of Larry Page and Sergey Brin. They met in 1995 at Stanford University, USA, while they were studying Computer Science. You could say Google started with an **argument** as, at first, Sergey and Larry didn't really get on! In fact, they argued and disagreed on just about everything. However, there was one thing they did share: a **commitment** to making the Internet more user-friendly.

At that time, Internet search engines were slow and **complicated**. They listed search results according to the number of times the search term appeared on a page. Larry and Sergey found this frustrating. An idea came to them: why not list search results according to a website's popularity?

So, they set about creating a search engine that could **calculate** how important a particular web page was. At first, their research received a fair amount of **criticism** from experts, but the two friends didn't give up and managed to raise enough money from investors, family and friends to **support** themselves.

While they were developing the search engine, Larry and Sergey realised it needed a **catchy** name. They were inspired by a mathematical word, 'googol' which means '1 followed by a hundred zeros'. They thought it was a really good name, considering the endless amount of information available on the Net, and so 'googol' became 'google'.

In 1998, Larry and Sergey set up their office in a friend's garage and Google went online. Soon, they were answering thousands of search requests per day. People really liked Google's simple, neat design and, of course, its **speedy** performance! Before long, Sergey and Larry moved their operations to a new headquarters they called Googleplex.

In 2000, Google introduced ten foreign language versions and **officially** became the world's most popular search engine. Google now responds to about a billion search requests per day and its success shows no signs of **fading**. For most people seeking information, Google is the place to go!

Check these words

brainchild, argument, search engine, commitment, user-friendly, complicated, frustrating, popularity, calculate, a fair amount, criticism, investor, catchy, inspired, neat, performance, headquarters, respond, fade

Reading & Speaking

1 **What is Google? What does its name mean? How do you think it got started?**
Listen and read to find out.

2 **Read the text again and mark the sentences below as *T* (true) or *F* (false).**

1 Larry and Sergey usually shared the same opinions. .....
2 Google was the first search engine on the Net. .....
3 From the very beginning, everybody thought Google was a good idea. .....
4 It took a while for Google to become successful with Internet users. .....
5 Google is gaining popularity nowadays. .....

3 **a) Complete the sentences with words/phrases from the Check these words box.**

1 Google made the Internet more ..... for everyone.
2 They thought of a ..... name to attract attention.
3 It's very ..... when you can't find the information you want on the Internet.
4 The company's new ..... are in New York.
5 The company's plans received a lot of .... so they didn't go ahead.

b) Match the words in bold with their meanings: *fast, difficult, idea, promise, work out, help, negative comments, formally, disagreement, easy to remember, becoming less.*

4 a) Tell the class a short summary of the text.

b) THINK! Imagine Google went down for a week. How would this affect the lives of those who use it every day? In three minutes write a few sentences. Tell the class.

see pp. GR3-GR4

Grammar

Past continuous (negative, interrogative & short answers)

5 Read the table. How do we form the negative and interrogative in the *past continuous*?

NEGATIVE	
*I **wasn't working**.*	*He/She/It **wasn't working**.*
*You **weren't working**.*	*We/You/They **weren't working**.*
INTERROGATIVE	**SHORT ANSWERS**
***Was** I **working**?*	*Yes, I **was**./No, I **wasn't**.*
***Were** you **working**?*	*Yes, you **were**./ No, you **weren't**.*
***Was** he/she/it **working**?*	*Yes, he/she/it **was**./ No, he/she/it **wasn't**.*
***Were** we/you/they **working**?*	*Yes, we/you/they **were**./ No, we/you/they **weren't**.*

6 Form questions and full answers based on the text in Ex. 2, as in the example.

1 Larry and Sergey/study/Maths in 1995?
Were Larry and Sergey studying Maths in 1995? No, they weren't. They were studying Computer Science.
2 Search engines/list results/according to popularity/ before Google?
3 Larry and Sergey/work/from their house in 1998?
4 People use Google/in 1998?

7 Use the words to ask and answer questions in pairs.

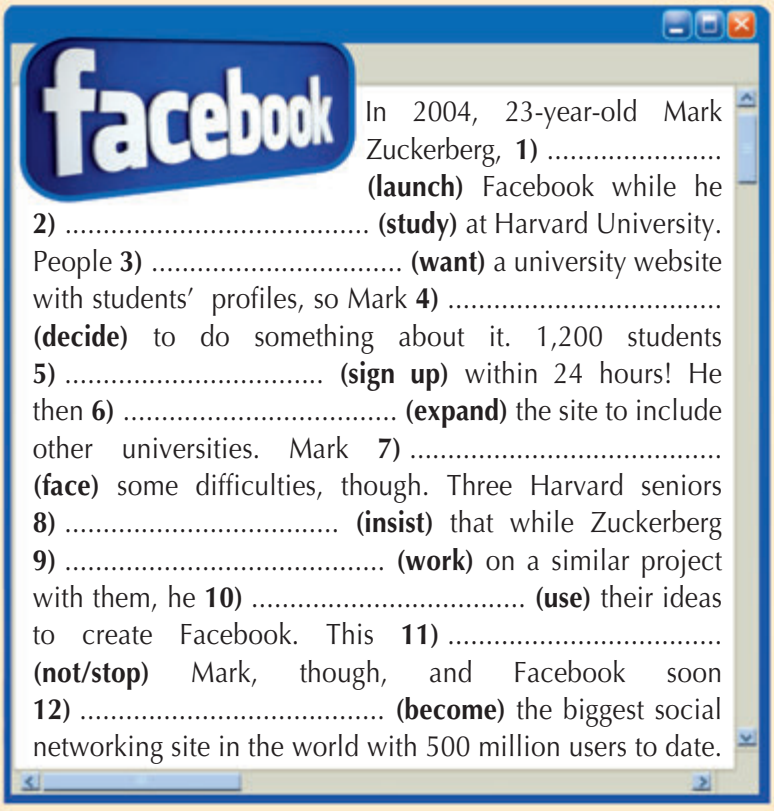
1 you/study/9 o'clock yesterday evening?
A: Were you studying at 9 o'clock yesterday evening?
B: No, I wasn't. I was watching TV.
2 you/walk in the park/last Sunday afternoon?
3 you/chat on the phone/an hour ago?
4 your friend/eat dinner/8 o'clock last night?
5 your parents/work/last Saturday morning?

Past continuous vs past simple

8 Read the theory. Find more examples in the text in Ex. 2.

PAST CONTINUOUS
• for actions which were happening at a specific time in the past. *We **were sleeping** at 2 o'clock yesterday afternoon.*
• for two actions happening at the same time in the past. *Sam **was working** in the garden while I **was cooking** dinner.*
• for an action happening when another action interrupted it. *He **was reading** a book when the doorbell **rang**.*
PAST SIMPLE
• for completed actions in the past. *He **left** last Monday.*
• for actions which happened one after the other in the past. *He **went down** the cellar stairs, **opened** the door, and **walked** inside.*

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



In 2004, 23-year-old Mark Zuckerberg, **1)** ..... **(launch)** Facebook while he **2)** ..... **(study)** at Harvard University. People **3)** ..... **(want)** a university website with students' profiles, so Mark **4)** ..... **(decide)** to do something about it. 1,200 students **5)** ..... **(sign up)** within 24 hours! He then **6)** ..... **(expand)** the site to include other universities. Mark **7)** ..... **(face)** some difficulties, though. Three Harvard seniors **8)** ..... **(insist)** that while Zuckerberg **9)** ..... **(work)** on a similar project with them, he **10)** ..... **(use)** their ideas to create Facebook. This **11)** ..... **(not/stop)** Mark, though, and Facebook soon **12)** ..... **(become)** the biggest social networking site in the world with 500 million users to date.

Speaking & Writing

10 THINK! Imagine you are Mark in Ex. 9. Describe the events leading up to your creation of Facebook. Tell your partner or the class.

Vocabulary Bank 2 p. VB4

2C Culture Corner



1 Look at the headings in the text. Which of the three buildings is the oldest? Listen and read to find out.

Check these words

nearly, prison, legend, landmark, government, destroy, wax model, entrance

London's Top Historical Attractions

VIDEO

A The Tower of London

The Tower of London started its life **nearly** one thousand years ago as a castle. It is the oldest castle, palace and prison in Europe. Guy Fawkes was in the Tower when it was a **prison** in the 17th century. Today the Tower of London is a popular **tourist attraction**.

Did you know?

Ravens live in this place. Legend has it that if they escape, then England won't be a free country any more.

B The Houses of Parliament

The Houses of Parliament is a **famous** landmark and tourist attraction in London. It dates back to the 11th century. Then, it was Westminster Palace. King Henry VII offered the palace to the **government** in 1530. It got a new name: the Houses of Parliament.

Did you know?

Fire destroyed much of the palace in 1834.

C Madame Tussauds

Madame Tussaud, a French wax model maker, **opened** a small museum in London in 1835. The museum had 400 wax **figures** of famous people. They all looked real. Today Madame Tussauds is one of the most popular tourist attractions in London with 3 million visitors a year. There are Madame Tussauds in many other cities.

Did you know?

Eight years before her death, Madame Tussaud **created** a wax self-portrait. You can see it at the **entrance** to her museum.



2 Read again and match the sentences 1-6 to the places A-C.

1 ☐ It was a place to keep criminals.
2 ☐ Fire destroyed it.
3 ☐ It has got branches in other countries.
4 ☐ There are birds living there.
5 ☐☐ It was originally a palace.
6 ☐ The person who started it was from France.

3 Match the words in bold to their definitions.

place where they keep criminals
well-known
almost
authority
bodies
produced
started
place people want to see
door

4 Say three things you learnt from the text.

The Tower of London was a prison.

5 ICT Name three historical attractions in your country. Write a short information leaflet about these three places. Write: *their names, how old they are, what they were, what they are nowadays.*

VIDEO Everyday English 2d

Expressing opinions

1 🎧 **Listen and say. Which type of performance did you last see? Did you enjoy it? Tell the class.**

2 **a)** 🎧 **Listen and say. Which sentences: *ask for an opinion*? *express a positive (✓) opinion*? *express a negative (✗) opinion*?**

- What was it like?
- It was fantastic!
- The dancers were amazing!
- Did you enjoy it?
- Not really.
- It was nothing special.

b) **What did Julie and Mark do on Saturday? Did they like it?**
🎧 **Listen and read the dialogue to find out.**

Mark: Hi, Julie – it's Mark! I tried calling you on Saturday night, but you didn't answer your phone.
Julie: Oh, hi Mark! Yes, sorry! I was at the ballet.
Mark: Really? What was it like?
Julie: It was fantastic! The dancers were amazing! What did you do on Saturday?
Mark: Oh, I just stayed home with my brother and we watched a film on TV.
Julie: Did you enjoy it?
Mark: Not really. It was nothing special. Listen, do you want to go for a walk later?
Julie: Sure!
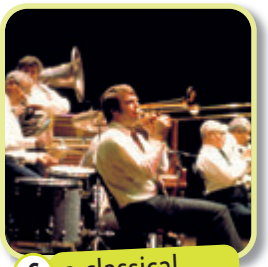

1 an opera


2 a musical


3 a ballet


4 a play


5 a pop/rock concert


6 a classical music concert

3 **Find sentences in the dialogue which mean:** *Of course! – What did you think of it? – Did you have a good time? – It wasn't great.*

Intonation: expressing feelings

4 **a)** 🎧 **Listen and say.**

↗	↘
Really? interest/surprise/enthusiasm	Really? disbelief/annoyance

b) 🎧 **Now listen and tick (✓) the adjective that best describes each speaker's feelings. Is each speaker's intonation rising or falling? Listen again and say.**

1	I don't believe it!	a	annoyed ☐	b	surprised ☐
2	What's the problem?	a	interested ☐	b	annoyed ☐
3	Sure!	a	enthusiastic ☐	b	disbelieving ☐
4	No way!	a	surprised ☐	b	annoyed ☐

Speaking

5 **Imagine you saw a performance last Saturday and your partner is asking you about it. Use the sentences in Ex. 2a to act out your dialogue. Follow the diagram.**

A	B
Say who it is & explain you tried calling on Saturday.	Greet A & say where you were.
Express surprise & ask B what it was like.	Give your opinion & ask what A did on Saturday.
Say what you did.	Ask if A enjoyed what he/she did.
Reply. Suggest doing something later.	Agree.

2e Amazing performances



VIDEO

If you want to watch a music performance that combines song, dance, and striking design, just forget about the latest pop video. Take a look at a truly original style of musical performance: Chinese opera. Last month I was on a trip in Shanghai. I was staying with my Chinese friend Mai-Li. She insisted that we go to the Chinese opera and I have to admit the experience was amazing from beginning to end.

Opera has a long history in China. In ancient times, actors performed the operas on the streets on **temporary** stages with only hanging lanterns for lighting. It's funny to think that such grand art started out like that!

We arrived at the theatre just before the lights went down. As the curtain rose, the actors came on stage in their beautiful costumes; the fiery reds and ribbons of gold and silver were like a kaleidoscope of colour! The costumes go all the way back to the street show days, when the actors used to wear bright colours to **stand out** in the dark.

The singing was quite strange – very sharp and high-pitched. Just like the costumes, the singing style was really ancient. The street performers used to sing that way so that their voices could **carry** over the crowds who gathered to watch.

The opera we saw was 'Lady White Snake'; a classic Chinese folk tale. A white snake changes into a beautiful girl, and then falls in love with a human. But the actors didn't only tell the story through song; the dancing and acrobatics were fantastic, too. The actors used not only their faces but also their whole bodies to act out the story and show their emotions. These actors train very hard at opera schools for years from about the age of 7 or 8. There weren't a lot of stage props or scenery because the actors use a lot of symbols to help tell the story. An actor galloping with a whip, for example, means they are riding a horse. Doing somersaults from a table or a pile of chairs means they are running down a mountain.

The actors' make-up was incredible. Each colour has a special meaning and **reveals** something about their character; red means loyalty and bravery, black shows a warrior or a wild character, blue means cruelty and gold and silver means mystery. At the finale, it was **breathtaking** to see them all on stage together in their bright costumes and make-up. I didn't think that opera was **for me**, but I can't believe how much I enjoyed it. You must all see a Chinese opera one day!

Study skills

Predicting content
The title, photographs and the first and the last sentence in each paragraph help us predict the content of a text.

Reading

1 **Look at the pictures and read the title and the first and last sentence of each paragraph of Iris' blog entry. What do you think Chinese opera is like?**
Listen and read to find out.



Check these words

ancient times, hanging, lantern, grand, start out, fiery, ribbon, kaleidoscope, sharp, high-pitched, crowd, gather, fall in love with, acrobatics, emotion, gallop, whip, somersault, reveal, loyalty, bravery, warrior, wild, cruelty

2 a) **Read the text again. For each question (1-5), choose the correct answer *A*, *B*, *C* or *D*.**

1 When Chinese opera first started,
- **A** it didn't have any lighting.
- **B** performances took place outside.
- **C** there was no stage or costumes.
- **D** it wasn't very popular.

2 In the past, the actors wore costumes that were
- **A** very simple.
- **B** only red, gold, and silver.
- **C** easy to see.
- **D** easy to wear.

3 The actors sang in a high-pitched voice because they wanted to
- **A** help the audience hear.
- **B** follow tradition.
- **C** make the audience laugh.
- **D** attract more attention.

4 The audience mainly follow the story of a Chinese opera through the singing and
- **A** a lot of props and scenery.
- **B** the colours on the characters' costumes.
- **C** changes in the lighting.
- **D** the characters' movement and make-up.

5 At the end, we learn that Iris was
- **A** planning to see the opera again.
- **B** surprised that she enjoyed the opera.
- **C** not interested in going to another opera.
- **D** unsure if her readers would enjoy Chinese opera.

b) Match the words in bold in the text with their meanings: *amazing & impressive, something I like, be clear, shows, there for a short time, be heard.*

3 **Match the highlighted words in the text with their descriptions (1-7).**

1 The people who take part in the performance.
2 This rises at the beginning of the performance and comes down at the end.
3 The actors & actresses wear these.
4 The objects or furniture used in a performance.
5 The performances take place on these.
6 The painted backgrounds that show where the story takes place.
7 The use of lights to give different effects during the show.

Grammar

see p. GR4

Used to

4 a) **Read and find examples in the text.**

AFFIRMATIVE	NEGATIVE
I/You/He, etc ***used to go*** *to musicals a lot as a child.*	*I/You/He, etc* ***didn't use to go*** *to the opera.*
INTERROGATIVE	**SHORT ANSWERS**
Did *I/you/he, etc* ***use to go*** *to the cinema?*	***Yes****, I/you/he, etc* ***did****.* ***No****, I/you/he, etc* ***didn't****.*

We use ***used to*** or the past simple for past habits or actions that happened regularly in the past but do not happen now. *He* ***used to have/had*** *short hair.* **BUT** *He went to the Opera yesterday. (NOT: He ~~used to go~~ to the Opera yesterday.)*

b) Write sentences about ancient Greek theatre using *used to/didn't use to*.

1 it/be/very popular (✓)
It used to be very popular.
2 Women/perform (✗)
.....
3 They/perform in outdoor theatres. (✓)
.....
4 The actors/wear masks (✓)
.....
5 The actors/wear make-up (✗)
.....

5 **Write two things you used to do when you were 10 and two things you didn't use to do.**

When I was 10, I used to go to the cinema every week.

Speaking & Writing

6 **Make notes under the headings. Use them to present the Chinese opera to the class.**

• costumes • singing • actors
• stage props/scenery • make-up

7 THINK! **In three minutes write three reasons why someone should attend a Chinese opera. Tell another group or the class.**

2f Haunted buildings

VIDEO

www.cultural-getaways.com

The Haunted City of York

If you like the idea of exploring historic places around the world, the city of York in northern England should definitely be on your list of places to visit. The Romans founded this city in 71 AD and it's full of fascinating history and culture. It's a lot of fun to go on a city tour of York and walk along the ancient city walls, visit York Minster, one of the largest medieval cathedrals in Europe and wander down the pretty cobbled streets. York is also famous for something else. It is one of the most haunted cities in the world, with about 140 ghosts! In fact, York's many night-time ghost walks are very popular with tourists as they are an entertaining and spooky way to learn about the city's history. One York ghost story, however, stands out above all the rest. It's the story of the Treasurer's House, one of York's many historic buildings …

One day in February 1953, a plumber, Harry Martindale, had been in the cellar of the Treasurer's House since morning. He had heard lots of stories about the place being haunted. Just before midday, he was working when he heard a strange noise like a trumpet. He looked back and saw the helmet of a Roman soldier coming through the wall! Harry couldn't believe his eyes. Then, a whole soldier on a horse came through the wall and left through the wall on the other side! Twenty more Roman soldiers followed him. They were marching unhappily in pairs and they were carrying shields and spears. What Harry hadn't noticed was that the soldiers weren't walking on the floor of the cellar, because he couldn't see their legs. When he realised that, Harry ran out of the cellar, terrified. He found out later that some Roman soldiers had gone missing in York many centuries before.
Maybe the soldiers he saw were the missing soldiers and they were walking on the old Roman road below the cellar!

Want to know more? Visit www.visityork.org for more information about York and its ghostly attractions!



Check these words

haunted, explore, historic, found, fascinating, ancient wall, medieval cathedral, wander, cobbled street, ghost, spooky, stand out, march, shield, spear, terrified, find out, go missing, ghostly attraction

Vocabulary & Reading & Speaking

1 **a) Look at the pictures. Which shows:**

1 a plumber working in a cellar?
2 a soldier on a horse coming through the wall?
3 Roman soldiers marching, carrying shields and spears?
4 a man running out of a cellar?

b) Now listen to the sounds. What do you think the text is about? Tell the class.

c) Listen, read and check.

2 **Read again and number the events in the order they happened. Use the pictures to tell your partner a summary of the story.**

A ☐ He saw the helmet of a Roman soldier coming through the wall.
B ☐ A horse with a Roman soldier on it walked through the cellar.
C ☐ Harry ran out of the cellar.
D ☐ Harry Martindale, a plumber, went to work in the cellar.
E ☐ He heard a strange noise like a trumpet coming from the wall.
F ☐ Twenty Roman soldiers marched through in pairs, carrying shields and spears.

3 **Fill in: *medieval*, *city*, *cobbled*, *ghost*, *ancient*. Use the phrases to make sentences.**

1 ..... tour; **2** ..... city walls; **3** ..... cathedrals; **4** ..... streets; **5** ..... story

4 **Choose the correct word. Check in your dictionaries.**

The **1) historic/historical** city of York is a **2) popular/typical** holiday destination in England. The Romans **3) created/founded** York almost 2,000 years ago on the north east bank of the River Ouse. Tourists enjoy **4) wondering/wandering** York's narrow streets during the daytime and taking part in ghost **5) walks/marches** at night. People believe that a lot of places there are **6) ghostly/haunted**. One such place is the Treasurer's House whose **7) history/story** is quite fascinating. A plumber working there heard a noise, then saw Roman soldiers coming through the walls **8) carrying/bringing** shields and spears. When the plumber **9) observed/noticed** the soldiers had no legs, he left the cellar **10) terrified/afraid**.

Grammar

see pp. GR4-GR5

Past perfect/Past perfect continuous

5 **Read the theory. Find examples in the text.**

Past Perfect Continuous (*had been* + verb *-ing*)	
AFFIRMATIVE	I/you/he, etc **had been working**.
NEGATIVE	I/you/he, etc **hadn't been working**.
INTERROGATIVE	Had I/you/he, etc **been working**?
SHORT ANSWERS	Yes, I/you/he, etc **had**. No, I/you/he, etc **hadn't**.

6 **Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.**

1 They went to the museum after they .... **(finish)** their homework.
2 They got lost because they ..... **(not/take)** a map with them.
3 She ..... **(already/arrange)** to go to Edinburgh so she didn't come with us to York.
4 Terry ..... **(work)** in the cellar since morning and he felt very tired.
5 He ..... **(not/sleep)** for two days and felt exhausted.
6 Her eyes were red. ..... **(she/cry)**?
7 She ..... **(live)** in York for ten years before she decided to move to London.

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



A scary night!

Last summer, Jim and his friend Bob **1)** ..... **(decide)** to spend the night in a haunted castle. They **2)** ..... **(travel)** since morning so they **3)** ..... **(feel)** very tired when they finally **4)** ..... **(arrive)** late in the evening. After they **5)** ..... **(have)** a light dinner, they **6)** ..... **(go)** straight to their room. They **7)** ..... **(lie)** in their beds for an hour, when suddenly they **8)** ..... **(hear)** loud footsteps in the corridor. They **9)** ..... **(try)** to open their door, but it seemed it **10)** ..... **(get stuck)**! Eventually, the door **11)** ..... **(open)** and a woman in a white dress **12)** ..... **(appear)**. She **13)** ..... **(walk)** slowly and **14)** ..... **(sing)** a sad song. They immediately **15)** ..... **(run)** out of the castle and never **16)** ..... **(go)** back again.

Key word transformations

8 **Complete the second sentence so that it means the same as the first. Use the word in bold.**

1 He had lunch, then he visited the library. **(AFTER)**
He visited the library .... lunch.
2 The museum closed before we arrived. **(TIME)**
The museum .... we got there.
3 They waited at the bus stop for an hour, then the bus came. **(UNTIL)**
The bus didn't come .... for an hour at the bus stop.
4 She spent the whole morning in the garden and she was tired. **(WORKING)**
She ..... in the garden since morning and she was tired.
5 They didn't take a compass with them and they lost the way. **(TAKEN)**
They got lost because they .... with them.

2g Skills

Vocabulary
Types of reading material

1 a) **The bar chart shows what types of reading material UK teens prefer. Use the language below to read it.**

- Most people/The majority (80% +)
- A lot of (60%-70%) • Half of (50%)
- Twenty percent of (20%) • A few (10%)
- Very few (5%) • No one (0%)



Most people prefer reading books.

b) **What do you prefer reading? How often do you read?**

2 a) 🎧 **Listen and say. What do you enjoy reading?**

b) **What's your favourite book? What is it about?**



I enjoy reading fantasy novels. My favourite one is ... It's about ...

Listening

3 🎧 **You'll hear Brian and Stacey talking about books they have read recently. For sentences 1-6 listen and tick (✓) *T* (true) or *F* (false).**

	T	F
1 Stacey has just read a biography.		
2 She really liked the book.		
3 She found the ending a bit slow.		
4 Others recommended this book to Brian.		
5 He liked it from the beginning.		
6 He has read lots of other similar books.		

Speaking

4 a) 🎧 **Listen and repeat.**

A: What are you reading, Suzy?
B: It's a **fantasy novel** called ***The Golden Compass*** by **Philip Pullman**.
A: What's it about?
B: It's about **a girl who lives in a strange universe**.
A: Is it good?
B: **Yes, it's great. I can't put it down!**

b) **Use the ideas below and the language in the box to replace the words in bold and act out similar dialogues. You can use your own ideas.**

1 adventure novel – *The Lost Symbol*, Dan Brown – a historian who must follow an ancient symbol
2 fantasy novel – *Clockwork Angel*, Cassandra Clare – a teenager who tries to save the world

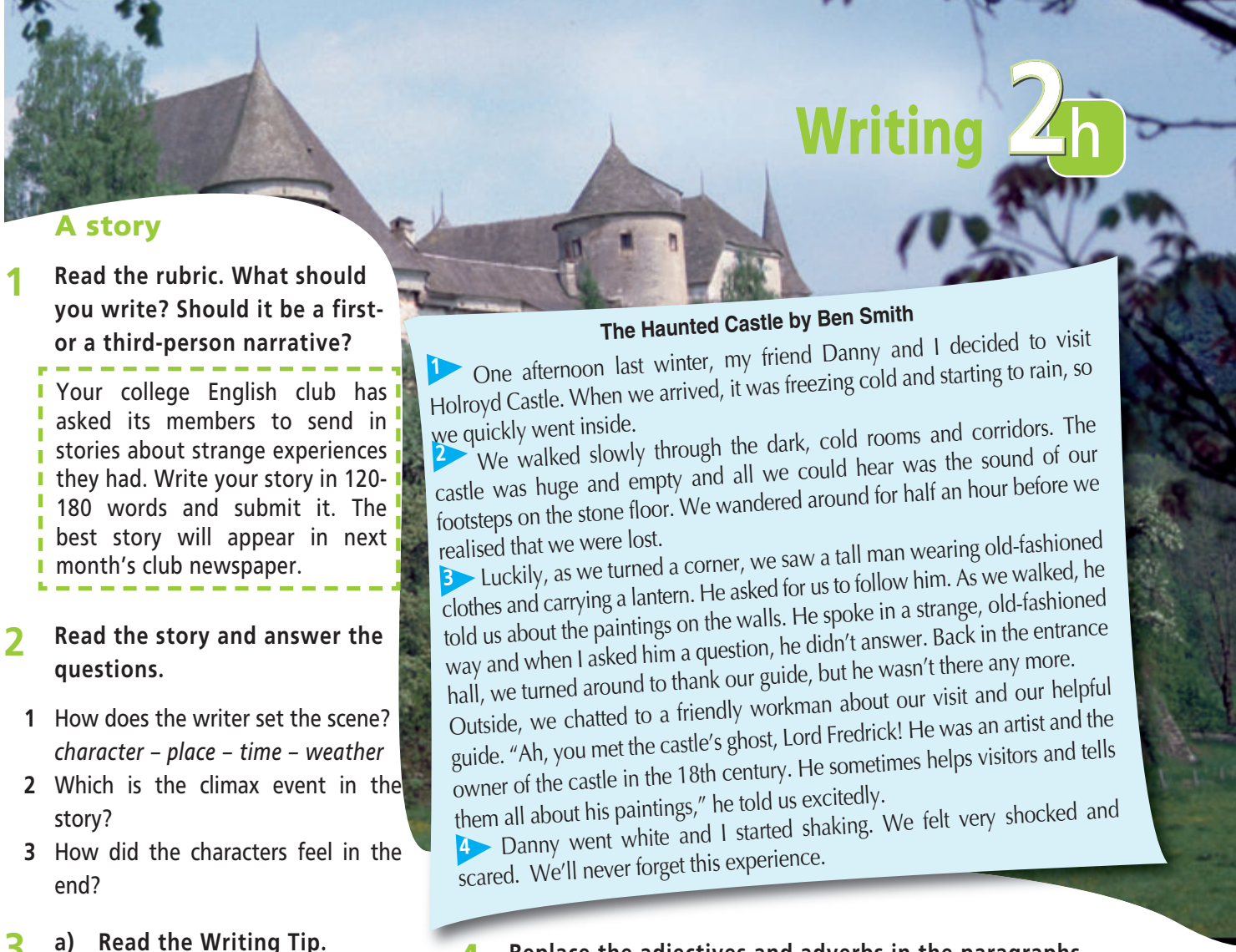
Expressing positive opinions ☺	Expressing Negative opinions ☹
• It's great/fantastic/ amazing, etc. • I really love it. • I'm really enjoying it. • I can't put it down.	• It isn't that good, really. • I don't really like it. • It's boring/slow-moving/ dull, etc. • I'm not really enjoying it.

5 **Discuss the questions, then tell the class about your partner's reading habits.**

1 What do you usually read?
2 How much time do you spend reading?
3 Where do you read? *(at home, on the bus/train, in a café, etc)*
4 What was the last book you read? What was it called? What was it about?

Anna often reads crime thrillers. She reads every day ...

Vocabulary Bank 2 p. VB5



Writing 2h

A story

1 **Read the rubric. What should you write? Should it be a first- or a third-person narrative?**

> Your college English club has asked its members to send in stories about strange experiences they had. Write your story in 120-180 words and submit it. The best story will appear in next month's club newspaper.

2 **Read the story and answer the questions.**

1 How does the writer set the scene?
character – place – time – weather
2 Which is the climax event in the story?
3 How did the characters feel in the end?

The Haunted Castle by Ben Smith

1 One afternoon last winter, my friend Danny and I decided to visit Holroyd Castle. When we arrived, it was freezing cold and starting to rain, so we quickly went inside.

2 We walked slowly through the dark, cold rooms and corridors. The castle was huge and empty and all we could hear was the sound of our footsteps on the stone floor. We wandered around for half an hour before we realised that we were lost.

3 Luckily, as we turned a corner, we saw a tall man wearing old-fashioned clothes and carrying a lantern. He asked for us to follow him. As we walked, he told us about the paintings on the walls. He spoke in a strange, old-fashioned way and when I asked him a question, he didn't answer. Back in the entrance hall, we turned around to thank our guide, but he wasn't there any more. Outside, we chatted to a friendly workman about our visit and our helpful guide. "Ah, you met the castle's ghost, Lord Fredrick! He was an artist and the owner of the castle in the 18th century. He sometimes helps visitors and tells them all about his paintings," he told us excitedly.

4 Danny went white and I started shaking. We felt very shocked and scared. We'll never forget this experience.

3 a) **Read the Writing Tip.**

Writing Tip

Using adjectives & adverbs
Use a variety of adjectives and adverbs to make your story more interesting.
*A **tall thin** man walked **slowly** towards us.*

b) **Which adjectives does the author use to describe the following?**

- the rooms • the castle
- the floor • the man
- the man's clothes
- the workman • the guide

c) **List all the adverbs used in the story.**

Study skills

Sequence of events in stories
Always write the events in a story in the order they happened. This helps the reader follow the story.

4 **Replace the adjectives and adverbs in the paragraphs below with:** *quickly, roaring, horrible, extremely, heavily, relaxing, terrifying, chilly.*

It was a(n) **1) very cold** evening. I was hurrying home and looking forward to a(n) **2) good** night in front of a(n) **3) nice** fire. Suddenly, it started raining **4) a lot** and I decided to get a taxi.

We were **5) very** lucky to escape and ran away as **6) fast** as we could. It was a(n) **7) scary** experience for all of us, and we promised never to go back to that **8) bad** house again.

5 a) **Listen to an experience Ben had while he was in Rio de Janeiro and answer the questions in the plan.**

Plan

The Best Dancer

Para 1:	Who were the main characters? Where were they? What were they doing? What was the weather like?
Paras 2 & 3:	What happened? (The events of the story in the order they happened.) What was the climax event?
Para 4:	What happened in the end? How did the main character(s) feel?

b) **Imagine you are Ben. Use ideas from Ex. 5a to write his story for the college magazine (120-200 words).**

Writing Bank p. WB2

2i Curricular: ICT



1 a) **How do you communicate with your friends? Do you use social networking sites such as Facebook, MySpace, Twitter, etc?**

b) **How do social networking sites work?**
Listen, read and check.

VIDEO

http://www.facebook.com/

Social Networks
How do they work?

Do you use Facebook, MySpace, Twitter, Friendster or Linkedin? If so, then you are part of a social network. Social networking sites allow us to see our social connections. We can see our friends and their friends through pictures and links in a user-friendly interface.

When you create a profile on a social networking site, you open up a huge range of possible social connections. You can look up old friends, make new friends and share music, photos and videos with them. You can also join groups based on your interests or hobbies, favourite TV shows or music.

Setting up a social networking account is simple. You just create and post a personal profile. For this you need a login name, password and an email account. Then you add some personal information such as name, age, sex, location, interests, etc. You can also add a photo of yourself. You can personalise your profile and share as much information about yourself as you want. You can also control who sees your profile. For example, you can make sure that you only allow the friends that you have added to your network to see it. The next step is to search the network for your contacts, browse for new ones and add them to your network. You can invite offline friends to join by email or search for friends who are already signed up by name, school, or workplace. Then you can search your friends' connections for anyone else you'd like to add to your network.

Different social networking sites allow people to interact in different ways. There are straightforward sites that allow you to expand your personal community such as Facebook. Then there are ones that involve media sharing, such as YouTube, where members upload and look at other people's pictures and videos. There are also ones that specialise in sharing music, such as Last.FM, and finally, ones that allow bloggers to form online communities, such as Livejournal.

The latest trend in social networking is to create your own independent social network. Companies do this to promote their brand and individuals can do it to create a very tight-knit community.

Check these words

social networking site, connection, user-friendly interface, post, profile, login name, personalise, contact, browse, interact, straightforward, expand, community, media, blogger, trend, independent, promote, tight-knit

2 a) **Read again and answer the questions.**

1 What is the purpose of social networking sites?
2 What kinds of things can you do when you create a profile?
3 How do you set up a social networking account?
4 How can you personalise your profile?
5 How do you build up your list of friends?
6 What different kinds of social network sites are there?
7 Why are some companies creating their own social networks?

b) **Match the highlighted words with their meanings:** ***depending on, let, communicate, fashion, make, starting, search, make bigger.***

c) **Use the words in the Check these words box to tell your partner about social networks.**

3 THINK! **Why do you think social networks have become so popular? In three minutes, write a few sentences. Tell another group or the class.**

4 ICT **In small groups, find out more information about a social network e.g. Twitter. Present your information to the class.**

Language in Use 2

Phrasal verbs/Prepositions

1 **Choose the correct particle.**

fall for: become attracted to
fall out: argue and stop being friends
fall through: not happen (plans)
get away: escape
get on/off: enter/leave a bus/train
get along with sb: have a friendly relationship
get through: reach by phone
give away: make known, give free of charge
give off/out: produce (smell, gas)
give up: stop a bad habit

1 I know you've already read the book, so don't give **up/away** the ending!
2 Emma tried to call the theatre, but she couldn't get **on/through**.
3 We got **off/on** the bus and sat down behind the driver.
4 John's plans to travel around Asia last month fell **out/through** at the last minute.
5 Mary gets **away/along** with Jo really well.
6 The fire gave **up/off** a lot of smoke.

2 **Choose the correct preposition.**

1 Harry dreamed **of/up** travelling the world.
2 The museum is popular **for/with** tourists.
3 Peter went **in/on** a business trip to China.
4 We went **to/on** a guided tour of the museum.
5 He left the room **in/at** a hurry.
6 I want to share my experiences **with/in** you.
7 The actors all went **on/in** stage **in/with** their bright costumes for the finale.
8 The search results appear **on/in** the screen instantly.

Word formation

3 **Fill in the correct word derived from the word in brackets.**

Word Formation – Abstract nouns from verbs
We use these endings to form nouns from verbs:
-ance (*annoy – annoy**ance***), **-(t)ion** (*act – act**ion***), **-ment** (*enjoy – enjoy**ment***) and **-al** (*refuse – refus**al***).

1 The volcanic ..... at the end of the film was amazing in 3D. **(ERUPT)**
2 The lead actress made a personal ..... to promote the new film. **(APPEAR)**
3 Jack went to see the band's ..... at the airport. **(ARRIVE)**
4 What time does the ..... start this evening? **(PERFORM)**
5 The ..... says the rock concert starts at 7:30. **(ADVERTISE)**
6 The Sydney Opera house is Sydney's most popular tourist ..... . **(ATTRACT)**

Collocations

4 **Fill in:** *spicy*, *ghost*, *classic*, *search*, *officially*, *lead*, *bright*, *social*, *crime*, *wax*.

1 ..... engine
2 ..... network
3 ..... singer
4 ..... colours
5 ..... food
6 ..... novel
7 ..... model
8 ..... became
9 ..... story
10 ..... thriller

Quiz

Mark the sentences as *T* (true) or *F* (false). Correct the false sentences. Read through Module 2 and write a quiz of your own.

1 Larry Page studied engineering. .....
2 The Taj Mahal is in Delhi, India. .....
3 Ravens live at the Houses of Parliament. .....
4 Google went online in 1998. .....
5 Chinese opera actors train from the age of 10. .....
6 In Chinese opera, blue make up means mystery. .....
7 Googol means 1 followed by a thousand zeros! .....
8 Madame Tussauds opened in 1835. .....

Revision 2 p. 42

Components

For the student



Student's Book with Vocabulary Bank



ieBook

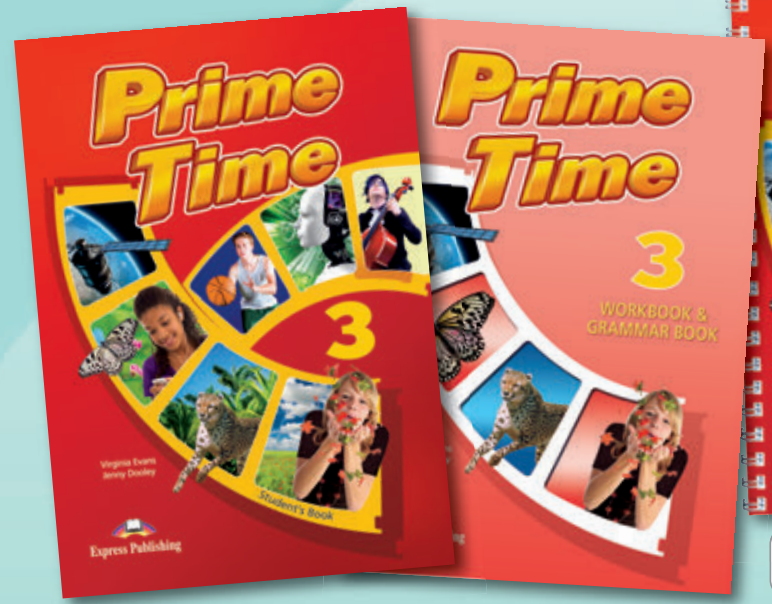


Student's audio CDs



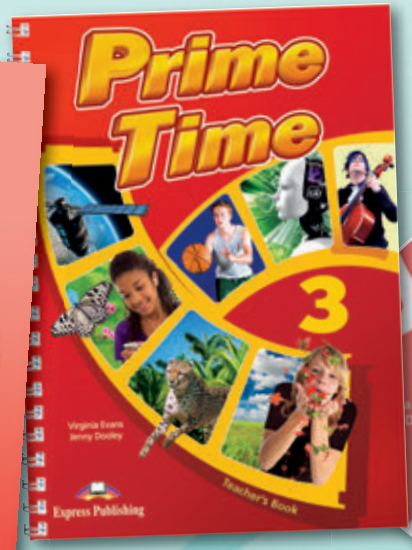
Workbook & Grammar Book

For the Teacher



Student's Book with Vocabulary Bank

Workbook & Grammar Book



Teacher's Book (interleaved)



Teacher's Resource Pack CD-ROM



Class audio CDs & Tests



IWB Software

Prime Time









4

Virginia Evans
Jenny Dooley

Student's Book

Express Publishing

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	Modules	Grammar	Vocabulary
Starter	**Starter** pp. 5-6		• Jobs • Extreme Sports • Entertainment • The Internet • The Weather • Health Issues • Appearance & Character • The Environment
1	**Breaking news** pp. 7-21 Skills Practice 1 pp. 22-24 Language in Use 1 p. 25 Revision 1 p. 26	• Present/Past tenses (revision) • Past perfect/Past perfect continuous • Quantifiers *(the whole of, both, neither, either, none)*	• World events • Volcanoes • Accidents & injuries • Types of TV programmes • Weather phenomena and weather idioms • Disasters • Phrasal verbs: *back*, *call*, *carry* • Word formation: compound adjectives
2	**Consumer society** pp. 27-41 Skills Practice 2 pp. 42-44 Language in Use 2 p. 45 Revision 2 p. 46	• Future tenses (revision); future continuous • *-ing/(to)*-infinitive form (revision) • Comparisons (revision) • Future perfect/Future perfect continuous • Clauses of concession	• Shops & services • Materials & substances • Supermarket shopping • Furniture & appliances • Faulty products • Phrasal verbs: *do*, *drop*, *get* • Word formation: verbs from nouns/ adjectives
3	**The right thing to do** pp. 47-61 Skills Practice 3 pp. 62-64 Language in Use 3 p. 65 Revision 3 p. 66	• Modals (revision) • Conditionals 0, 1, 2, 3 • Wishes • Relative clauses • Mixed conditionals	• Community action • Members of society • World problems • Raising awareness • Space colonisation • Environmental problems • Phrasal verbs: *hand*, *hang*, *join* • Word formation: prefixes used with nouns to form nouns
4	**Still a mystery** pp. 67-81 Skills Practice 4 pp. 82-84 Language in Use 4 p. 85 Revision 4 p. 86	• The passive personal/ impersonal constructions • Question tags • Articles (*a*, *an*, *the*, –) • Reflexive/emphatic pronouns	• Mysterious events/places • UFOs • Strange Creatures • Ways of looking • Unexplained phenomena • Sound verbs • Types of books • Phrasal verbs: *keep*, *let*, *pick* • Word formation: forming nouns from verbs/adjectives
5	**Lifelong learning** pp. 87-101 Skills Practice 5 pp. 102-104 Language in Use 5 p. 105 Revision 5 p. 106	• Reported speech (statements) • Reported questions/commands • Special introductory verbs • Time clauses	• Learning experiences • Martial arts skills • School subjects • Technology in education • Achievements • Gap year experiences • Higher education • Phrasal verbs: *pass*, *stick*, *think* • Word formation: abstract nouns
6	**Getting to know you** pp. 107-121 Skills Practice 6 pp. 122-124 Language in Use 6 p. 125 Revision 6 p. 126	• The causative • Speculating & making assumptions • Clauses (purpose, result, reason & manner) • Inversion	• Appearance & Character • Changing one's appearance • Personality types • Body language • Body idioms • Communication mistakes • Phrasal verbs: *fill*, *hold*, *try* • Word formation: nouns from verbs

Vocabulary Bank pp. VB1-VB23
Writing Bank pp. WB1-WB6

Grammar Reference pp. GR1-GR19
Rules for Punctuation p. GR20

American-British English p. GR21
Pronunciation p. GR22

	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Curricular
		• Revision		
	• *In the Heat of the Moment* (multiple choice) • *Trapped!* (missing sentences) • *Strange weather we're having!* (T/F/DS) • *The Day the Earth Moved* (missing sentences) • A news report (T/F)	• An interview • Decide what to watch on TV • Give bad news & react • Intonation: echo questions	• What it's like to be near a volcano • An interview • An experience someone had • A story	• *Hurricane Katrina: The tragedy of New Orleans* (headings) • *Tsunami: A wave of disaster* (Geography)
	• *Tomorrow's World* (multiple matching) • *Exposed! The Tricks of the Trade* (headings) • *Living in a time warp* (multiple choice) • *Growing up* (missing sentences) • Monologues (multiple matching)	• Buy clothes • Describe sb's life • Compare lifestyles • Make complaints & request action • Intonation: exclamations	• How inventions will improve our lives • An email of complaint • A comparison of two lifestyles • How vertical farms can benefit society	• *Made in the USA* (answering questions) • *How to be a responsible shopper* (Citizenship)
	• *A day in the shoes of ...* (sentence completion) • *A Street Education* (multiple choice) • *The Worst Place to Take a Walk!* (missing sentences) • *Space Colonisation Future or Fantasy?* (missing sentences) • An interview (multiple choice)	• Make a donation to charity • Express opinion • Intonation: polite requests • A radio interview	• A short account of a day in the life of an unemployed person • A letter about an experience • A lecture • An opinion essay	• *Glastonbury Festival* (open cloze) • *What is Deforestation?* (Geography)
	• *The Truth isn't out there ... or is it?* (missing sentences) • *In Search of Monsters* (multiple choice) • *Mysterious Places* (multiple matching) • *Back to Life!* (missing sentences) • Monologues (multiple matching)	• Book tickets for a guided tour • Intonation: question tags	• A book review • A paragraph about a tour • A summary • A description of an experience • A presentation on dinosaurs	• *Haunted London* (multiple choice cloze) • *The Day of the Triffids* (Literature)
	• *Training with the Shaolin Monks* (missing sentences) • *Khan Academy* (multiple choice) • *The Boy who Harnessed the Wind* (multiple choice) • *Take a break* (multiple matching) • Higher education experiences (multiple matching)	• A radio interview • Borrow library books • Pronunciation: emphatic stress • Compare photos	• A for-and-against essay • An interview • How an inventor feels • What someone learnt from an experience	• *The Duke of Edinburgh's Award* (open cloze) • *Train your brain!* (PSHE)
	• *You are what you think you are!* (multiple choice) • *Dealing with Difficult People* (multiple matching) • *Liar, liar!* (T/F/DS) • *Do you speak dolphinese?* (missing sentences) • A monologue (multiple choice)	• Speculate & make assumptions • Rearrange an appointment • Pronunciation: expressing sympathy • Criticise & respond	• A descriptive article about a person • A summary • A paragraph about a personality type • A talk	• *Haka!* (open cloze) • *Nature speaks* (Science)

SAMPLE PAGE FROM WRITING BANK

Stories

Stories can be written either in the first or the third-person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introductory paragraph** which sets the scene *(describes the time, place, people, activity, weather, etc)*,
- **main body paragraphs** *(describing incidents leading up to the main event, the main event itself and its climax)*,
- a **concluding paragraph** *(describing what happens in the end, people's reactions/feelings, etc)*

Stories are characterised by:

- **the use of past tenses** *(The sun was shining brightly when they set out. She put on her coat, opened the door and went outside. When the waiter brought the bill, Mr Bartlett was embarrassed to find he had forgotten to bring his wallet.)*
- **linking words/phrases that convey time and sequence of events** *(first/at first, then/next, after/before that, during, while, meanwhile, as soon as, the moment that, by the time, in the end/finally, etc)*.
- **descriptive adjectives/adverbs** to make the story more interesting *(elegant, pleasant, breathtaking, fast, politely, softly, etc)*
- **direct speech** to make the story more dramatic *("What are you doing?" she yelled.)*

Useful Language

Starting a story/Setting the scene

- Karen felt *(exhausted)* as she had been *(studying hard for her exams for six months)*.
- The birds were singing happily when Tom woke up on Saturday.

Leading up to the main event

- At first, we didn't notice *(anything strange)*.
- The *(party)* had only just *(started)* when ...
- The next thing *(Tom)* knew, *(he was ...)*.

The main event/climax of the story

- They started *(screaming and shouting in panic)*.
- I felt sure *(the plane)* was going to *(crash)*.

Describing people/places/objects/feelings

- The old man behind the counter ...
- The streets of the small town were crowded and bustling during Carnival week.
- Small puffy white clouds drifted lazily above our heads.
- To their *(surprise/disgust/horror, etc)* ...,
- Imagine our *(disappointment)* when ...

Ending a story

- I've never felt so *(relieved/scared, etc)* in my whole life.
- He knew he would never *(go)* again.
- It was the most *(embarrassing)* moment I've ever experienced.

An English magazine has asked its readers to send in short stories with the title: 'A Lucky Escape'. The best story wins £250. Write your story for the competition (120-180 words).

A Lucky Escape by Jane Lucas

1 One Friday afternoon, last winter, I was travelling home on the bus. It was very cold and the rain was pounding heavily against the windows. I was looking forward to having a hot bath and a cooked meal to warm myself up once I got home. I had no idea that I would have a very lucky escape.

2 The bus was making its way along the high street when something went terribly wrong. We were only about five minutes away from my house when suddenly the driver slammed his brakes on. Everyone on the bus was thrown forwards and then the bus skidded, spun around and veered off the road. The last thing I remember is spinning over and over.

3 When I came round, people were moaning. My head was throbbing and there was blood running down the side of my face. I realised I was trapped in the bus which was on its side, but I could hear the sound of sirens in the distance. Soon after that, the emergency services were cutting us out of the vehicle and taking people to hospital.

4 Fortunately, a couple of hours and three stitches later, I was able to go home. I was extremely relieved that no one was seriously injured and very happy to finally make it home.

Practice

1 Answer the questions.

1 How has the writer set the scene?
2 What senses has the writer referred to?
3 What is the climax event?
4 What adjectives/adverbs has the writer used?
5 What time words has the writer used to show the sequence of events?

Vocabulary: world events, volcanoes, accidents & injuries, types of TV programmes, rare weather phenomena, disasters

Grammar: present & past tenses (revision); past perfect & past perfect continuous; quantifiers

Everyday English: deciding what to watch on TV

Intonation: echo questions

Phrasal verbs: *back*, *call*, *carry*

Word formation: compound adjectives

Writing: a story

Culture Corner: Hurricane Katrina: The tragedy of New Orleans

Curricular *(Geography)*: Tsunamis

Module 1

Breaking news

Vocabulary

World events

1 🎧 **Listen and say.**

- technological invention
- volcanic eruption
- huge tropical storm
- mine collapse
- earthquake
- tsunami

2 a) **Look at the events in the pictures and complete the sentences with:** *hit*, *rescued*, *launched*, *caused*, *erupted*.

b) **Match the events in Ex. 1 to the pictures (A-E).**

3 🎧 **Listen to extracts from two news reports. Which of the events in the headlines is each about?**

OVER TO YOU!

Close your books and say a few things you remember about the events that have happened in the 21st century so far.

VIDEO

A



In 2002, the Microsoft Corporation **1)** ..... the first ever tablet PC.

B



In 2010, 33 men were **2)** ..... from a collapsed mine in the Atacama Desert, Chile.

C



In 2005, Hurricane Katrina **3)** ..... massive flooding and loss of life in New Orleans, USA.

D



In 2010, the Eyjafjallajökull volcano in Iceland **4)** ..... and people had to evacuate.

E

In 2011, a 9.0 earthquake **5)** ..... Japan followed by a huge tsunami that killed thousands of people.

1a Volcano chasers

Vocabulary
Volcanic eruptions

1 🎧 Listen and say. Use the picture and the captions to tell the class what happens when a volcano erupts.

Listening & Reading

2 a) Read the title of the text, the introduction and the first sentence in each paragraph. What is the text about?
🎧 Listen, read and check.

Check these words

volcano, erupt, grab, heat, burn, lava flow, ground is shaking, deafening roar, take off, acid, flaming hot lava, freelance, stunning photograph, in high demand, dedicated, dormant volcano, steam, block the view, mystify, be worth it, be on the scene, spectacular shot, lava fountain, jet of lava, shoot up, shelter, boulder, take precautions, poisonous gas, sharp, admit, matter of survival

Ash and gas fly up into the atmosphere.

Rocks and lava erupt out of the **crater**.

Lava pushes through **vents** in the side of the volcano.

In the Heat of the Moment

VIDEO

When a volcano erupts, most people want to get as far away as possible, as quickly as they can! German engineer Martin Rietze, on the other hand, grabs his camera and tries to get as close as he can and stay alive at the same time!

He's so close that he can feel the heat burning his face even through his gas mask. The lava flow is about a metre away and it's getting closer every second. The **ground** beneath his feet is **shaking** and there is a deafening roar like a plane taking off. He can't stay this close for too long because the gases and acids will destroy his camera, but Martin Rietze waits just long enough to see flaming hot lava and ash explode out of the nearby crater – and gets the perfect shot.

Martin is a **freelance** photographer whose stunning photographs of volcanic eruptions are in high demand with newspapers and magazines all over the world. He is one of a small but **dedicated** group of volcano chasers. When a dormant volcano becomes active, they book the first flight to be as near as possible to it, set up camp and wait, sometimes for as long as two weeks. It takes a lot of patience as a volcano can erupt at any time, night or day, and clouds, fog and steam often **block** the view. The final results though, like Martin's shots of volcanic lightning – a phenomenon that still **mystifies** scientists – are definitely worth it!

When the Eyjafjallajökull volcano in Iceland erupted in 2010 and ash clouds closed airspace over Northern Europe, Martin was already on the scene for some of his most spectacular shots. After spending three sleepless nights in freezing temperatures, Martin got within three feet of the lava flow and even took photos of lava fountains – jets of lava that shoot up as high as a thirty-storey building! He didn't get any sleep because the volcano was throwing out rocks the size of cars, so for most of the time he was **sheltering** behind a large **boulder**!

Martin says that he's had more accidents when mountain climbing than volcano chasing, but that doesn't stop him from taking **precautions** because this is a job where safety is a priority. Goggles and a gas mask provide protection from poisonous gases, but gloves are just as important because fresh lava can be as sharp as a knife. Volcano chasing is quite risky. As Martin admits, "One has to know when it is safe to come near and when it is a matter of survival to stay away – sometimes many kilometres away!"

b) Now read the text again and for questions 1-5, choose the best answer *A*, *B*, *C* or *D*. Justify your answers.

1 Martin Rietze can't stay near a volcano for a long time because ...
- **A** it's bad for his equipment.
- **B** he can't stand the heat.
- **C** it's too loud.
- **D** it's dangerous for his health.

2 Volcano chasers have to be ...
- **A** very active.
- **B** talented scientists.
- **C** patient.
- **D** freelancers.

3 When the Eyjafjallajökull volcano erupted, it was difficult for Martin to ...
- **A** get a flight to Iceland.
- **B** find somewhere to stay.
- **C** get close enough to take good photos.
- **D** protect himself from flying rocks.

4 It seems that Martin ...
- **A** doesn't take enough safety precautions.
- **B** understands the risks he's taking.
- **C** often gets injured.
- **D** underestimates the dangers of volcano chasing.

5 Martin suggests that ...
- **A** he sometimes takes photos when he knows it's too dangerous.
- **B** volcano chasing is for anyone.
- **C** volcanoes aren't as dangerous as people think.
- **D** a volcano is sometimes too dangerous to photograph up close.

3 Match the words in bold in the text to their synonyms. What part of speech is each? *rock, earth, devoted, puzzles, moving up and down, not employed by others, prevent you from seeing, hiding, safety measures*.

4 Use words from the Check these words box in the correct form to complete the sentences.

1 The 3300 ft Chilean Chaiten v..... e..... last Thursday for the first time after thousands of years of causing earth tremors.
2 The d..... r..... scared people who hurried to evacuate the area.
3 The d..... v..... awoke after 9,000 years of silence.
4 P..... g..... caused breathing problems for residents.
5 F..... h..... l..... started flowing down the volcano.
6 Clouds of steam and ash b..... the v..... for miles, making it difficult to see.

Grammar
Tense revision

see pp. GR1-GR4

5 Put the verbs in brackets in the *present simple*, *present continuous*, *past simple*, *past continuous* or the *present perfect*. Give reasons.

1 John ..... **(trip)** and ..... **(cut)** his knee as he ..... **(walk)** up the volcano.
2 Martin ..... **(not/reach)** the crater yet.
3 Look at the volcano. Huge rocks ..... **(explode)** out of the crater!
4 They ..... **(go)** volcano surfing tomorrow.
5 Luke often ..... **(go)** mountain climbing.
6 We ..... **(leave)** for Chile next Monday.
7 People ..... **(look)** at the volcano as lava ..... **(flow)** down during the eruption last night.

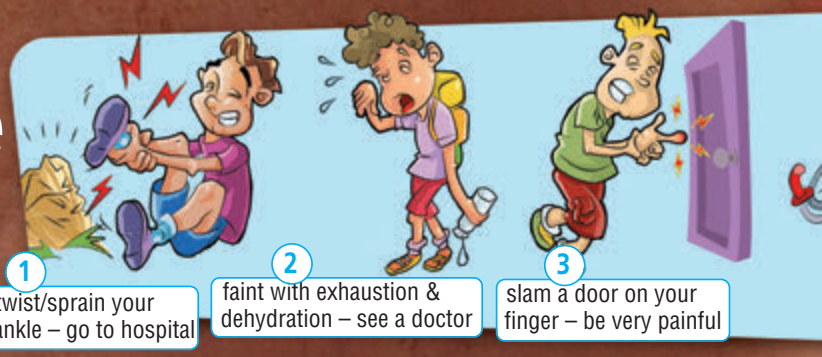
6 Use the adverbs to make sentences about you: *every day*, *last week*, *at this time last Monday*, *ago*, *yet*, *now*, *for a month*, *already*, *since last weekend*.

Speaking & Writing

7 THINK! **Imagine you are Martin Rietze and you are close to an erupting volcano. What has happened? What can you hear and see? How do you feel? In three minutes, write a few sentences on the topic. Read them to the class or your partner. Start like this: *The volcano has just erupted. I can hear ...***

Vocabulary Bank 1 pp. VB1-VB2

1b Amazing escape



Vocabulary

Accidents & injuries

1 a) Listen and say.

b) Have you ever had any accidents similar to these? Tell the class what happened.

I once slammed a door on my finger at home. I had to go to hospital.

Check these words

remote, canyon, sacrifice, climbing gear, first aid kit, crack, disaster struck, boulder, trap, canyon wall, struggle, get free, chip away at, exhaustion, dehydration, delirious, blunt penknife, administer first aid, be missing, notify authorities, rescue crew, live life to the fullest, prosthetic arm, motivational speaker, disabled athlete, troubled teenager, desperate struggle, loved ones

Reading

2 a) Look at the picture and read the title and the introduction. What sacrifice do you think Aron had to make? Read to find out.

Trapped!

VIDEO

When 27-year-old Aron Ralston set out to climb in the remote Blue John Canyon in Utah one Sunday in May 2003, he had no idea that he would have to make an incredible sacrifice to stay alive.

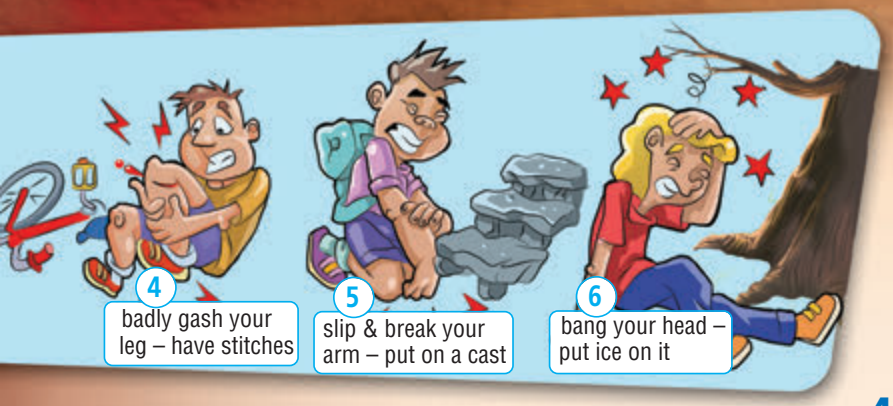
Aron had gone climbing alone many times before, only this time, he hadn't told anyone where he was going and he didn't even take his mobile phone. Apart from his climbing gear, Aron carried only a backpack containing a small first aid kit, a knife, a video camera, one litre of water, and a few snacks. 1 ☐

Aron had been climbing all day and was about to stop, but as he was crossing a 1-metre wide crack in the canyon, disaster struck; a 365-kilo boulder moved and trapped his arm against the canyon wall. 2 ☐ There was no way he could move.

At first Aron hoped that help would arrive, but nobody came. He struggled to get free, and using his penknife, tried to chip away at the boulder without success. 3 ☐ Aron used his video camera to keep a video diary and then to record a goodbye message to his parents. Fighting exhaustion and dehydration, Aron became more and more delirious.

On the fifth day, Aron reached a decision to do the one thing – the only thing – that could save his life: to cut off his own arm. 4 ☐ He used his body weight to bend his arm until he felt it break. Then, using his blunt penknife, he slowly cut through his arm. The whole procedure took an hour. He administered first aid to himself, then he fixed a rope to the rock and climbed down nearly 21 metres to the canyon floor. After hiking 8 km, he came across a Dutch family who gave him water and helped him to walk on.

Meanwhile, Aron's friends and family had realised he was missing and notified authorities who found out Aron had used his credit card to buy groceries in Moab, Utah. When a rescue helicopter crew finally spotted him, the rescuers were amazed to see Aron walking back to his truck. He hardly needed them to rescue him! 5 ☐ With his prosthetic arm, he has become a better climber than before his accident. He also works as a motivational speaker, helping disabled athletes and troubled teenagers. In 2010, a blockbuster film came out about his experience called *127 hours*, the exact amount of time he spent trapped. Aron still revisits Blue John Canyon to remember his desperate struggle to survive and return to his loved ones.



b) Read the text again. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence. Justify your answers.

A It crushed Aron's arm so tightly he could only feel his fingertips.
B If he didn't rescue himself now, he wouldn't have the strength to do it later.
C It was a struggle for him to get free.
D Aron hasn't let his accident stop him from living life to the fullest.
E He felt sure he would be back before nightfall.
F Four days and freezing cold nights passed with Aron in terrible pain and surviving on just sips of water and pieces of chocolate.

3 Complete the summary using words/phrases from the Check these words box in the correct form.

Aron Ralston, an experienced climber, went on a trip into the remote Blue John **1)** ..... .
He hadn't told anyone where he was going and he only had a knife, a small **2)** ....., a video camera and a few snacks with him.
Unfortunately, **3)** ..... while he was crossing a three-foot-wide crack in the canyon. A **4)** ..... slipped and trapped his arm against the canyon wall. He **5)** ..... to get free, but he couldn't. He was trapped for five days and he suffered from **6)** ..... and **7)** ..... . He decided to cut off his own arm using a **8)** ..... to free himself. Meanwhile, his family had **9)** ..... who managed to find him walking to his truck.
Today, he has a **10)** ..... that helps him lead a normal life.

1b

Grammar

see p. GR 4

Past perfect & past perfect continuous

4 Read the theory and find examples in the text in Ex. 2.

We use the **past perfect** (had/hadn't + past participle) for an action that happened before another action in the past. *He **had left** before she arrived.*
Time expressions: before, after, until, by the time, already, yet

We use the **past perfect continuous** (had/hadn't + been + verb *-ing*) for an action that had been happening for a period of time before another action in the past. *She **had been waiting** for ten hours before help arrived.*
Time expressions: for, since
We can use the past perfect or the past perfect continuous for an action which finished in the past and whose results were visible in the past. *They were very happy because they **had managed** to reach the top of the mountain. He was very tired. He **had been hiking** all day.* (emphasis on duration)

5 Put the verbs in the *past perfect* or the *past perfect continuous*.

1 By the time we arrived at the canyon, it .... **(stop)** snowing.
2 Jane's feet were aching because she .... **(walk)** since early that morning.
3 Most people ..... **(leave)** before the volcano erupted.
4 Simon got lost because he ..... **(not/take)** a map with him.
5 Julia and Amy were soaking wet because they .... **(hike)** in the rain.

6 Use the phrases to make sentences. Put the verbs in bold in the *past perfect* or the *past perfect continuous*. Use the adjectives in the phrases to talk about you.

1 Jeff/happy – **win** first prize; **2** Lucy/tired – **work**/all morning; **3** Betty/sad – **fail** the test; **4** they/exhausted – **dig** the garden/all day; **5** Mark/thrilled – **graduate** from college

I was happy because I had passed my test. I was tired because ...

Speaking & Writing

7 Listen and read the text. Imagine you are interviewing Aron for a TV show. Prepare questions and answers. Present your TV interview to the class.

TV Presenter: Aron, great to have you on the show! Now, was this the first time you had gone climbing alone? etc

8 THINK! Did Aron's decision surprise you? Why? Do you agree with his decision? In three minutes, write a few sentences. Tell your partner or the class.

Vocabulary Bank 1 pp. VB3-VB4

1c Culture Corner



1 How do you think Hurricane Katrina affected New Orleans? 🎧 Listen and read to find out.

2 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading. Compare with your partner. Which words helped you decide?

A Surrounded by water
B Gathering strength
C Collapsing buildings
D Moving on
E The birth of the storm
F Help at last
G An awful situation

3 Match the words in bold with their meanings: *broke, manage, moved from the sea to land, sending people to a place of safety, old people, in danger, asking anxiously, stealing, announced.*

4 Fill in: *threat, recovery, beg, declare, shelters, pump, tropical, level, rise, struggle, lose, eye.*

1 ..... storm; **2** ..... a state of emergency; **3** the ..... of the storm; **4** be under ..... from; **5** below sea .....; **6** in temporary .....; **7** waters .....; **8** ..... for help; **9** ..... to cope; **10** ..... water out; **11** ..... their lives; **12** make a slow .....

5 THINK! Imagine you lived through Hurricane Katrina. Use the phrases in Ex. 4 to narrate your experience to the class.

6 ICT Find information about a disaster that happened in your/another country. Find out: *what kind of disaster it was, when/why it happened, what happened, what the situation is now.* Compare it to the disaster in New Orleans.

HURRICANE KATRINA: THE TRAGEDY OF NEW ORLEANS

VIDEO

1 [ ]
On Tuesday, 23rd August, 2005, a tropical storm formed over the Bahamas, about 560 km east of Miami, Florida. By 25th August, the storm had strengthened and become Hurricane Katrina. Residents of the city of New Orleans had no idea that within days, 80% of their city would be underwater in one of the worst disasters in US history.

2 [ ]
Hurricane Katrina was one of the most powerful storms that has ever hit the Atlantic coast with winds of over 270 km per hour. As it became stronger over the Gulf of Mexico, the mayor of New Orleans **declared** a state of emergency and started **evacuating** the city. When the eye of the storm missed the city by about 72 km, everyone thought the worst was over, but they were very wrong.

3 [ ]
New Orleans has always been **under threat** from flooding. With the Mississippi River on two sides, Lake Pontchartrain to the north and most of the city 150-300 m below sea level, a series of high walls, called levees, protect it. As the hurricane **came ashore**, it brought an 800-metre-high storm surge that rode the rivers up to New Orleans, and **smashed** through the levees.

4 [ ]
Over a million residents had already left the city, but tens of thousands, mainly **the elderly** and the poor, were in temporary shelters. As the waters rose, people were **begging** for help on roofs, and neighbourhoods were suffering from **looting** and violence. Emergency services struggled to **cope**.

5 [ ]
Eventually, the military and the National Guard moved into the city and began to get food and water to the desperate few that remained. After 43 days, army engineers pumped the last of the flood water out of the city. Almost 1,500 people had lost their lives because of Hurricane Katrina in New Orleans alone.

6 [ ]
These days, New Orleans is making a slow recovery. The city has improved the levees, the community is rebuilding itself, and everyone is working hard to make sure that nothing like this will ever happen again.

Check these words

strengthen, residents, declare, state of emergency, evacuate, eye of the storm, below sea level, come ashore, levee, storm surge, smash, looting, violence, emergency services, struggle to cope, the military, desperate, army engineers, pump, slow recovery, rebuild

Deciding what to watch on TV

VIDEO

Everyday English 1d

	Channel 1	Channel 2	Channel 3
5.30	Backyardigans – children's programme	The Simpsons – cartoon	Jamie's 30-minute Meals – cooking programme
6.00	The Bold and the Beautiful – soap opera	2 Wild! – wildlife programme	Sportsline – sports programme
6.30	The Daily Show – talk show	Hurricane Katrina – documentary	How I Met your Mother – sitcom
7.00	American Idol – talent show	Big Brother – reality show	Deal or No Deal – game show
8.00	News & Weather	Grey's Anatomy – hospital drama	CSI: New York – police drama



1 **Look at the TV guide. Which are your favourite/least favourite TV programmes? Why? Use the adjectives/ phrases** *boring*, *interesting*, *educational*, *funny*, *relaxing*, *exciting*, *thought-provoking*, *silly*, *predictable*, *a waste of time*, **and your own ideas and tell your partner.**

I enjoy documentaries because I find them interesting and educational, but I hate …

2 🎧 **Listen and say. Pay attention to the intonation.**

- What are you watching this for? • It's nearly finished.
- What's on later? • Why don't you look in the TV guide?
- I like the sound of that. • Isn't there anything else on?
- As long as we can change the channel at 8. • That's fine with me!

3 🎧 **Listen and read the dialogue. What do Andy and Becky decide to watch on TV? What TV show starts at 8?**

Andy: What are you watching this for? Documentaries are boring!
Becky: I happen to find it interesting. Anyway, it's nearly finished.
Andy: What's on later?
Becky: I don't know. Why don't you look in the TV guide?
Andy: OK. Well, after this there's a reality show on Channel 2 or a game show on Channel 3.
Becky: I can't stand game shows and I don't like reality shows either. Isn't there anything else on?
Andy: American Idol is on Channel 1. We can watch that.
Becky: What is it?
Andy: It's a talent show.
Becky: OK. I like the sound of that! As long as we can change the channel at 8. I want to see CSI.
Andy: OK. That's fine with me!

4 **Find sentences in the dialogue which mean:** ***Actually, I'm enjoying it. – Is there another option? – I think I'd enjoy that. – No problem.***

Intonation: echo questions

5 **Replace the underlined words with** *what*, *how much*, *how long*, **or** *what time*.
🎧 **Listen and check. Listen again and say.**

1 He's watching a horror film.
He's watching a what?
2 It's a documentary about floods.
3 The film's on at 10 o'clock.
4 He's paid $10,000 a show.
5 *The Simpsons* have been running for over 20 years.

Speaking

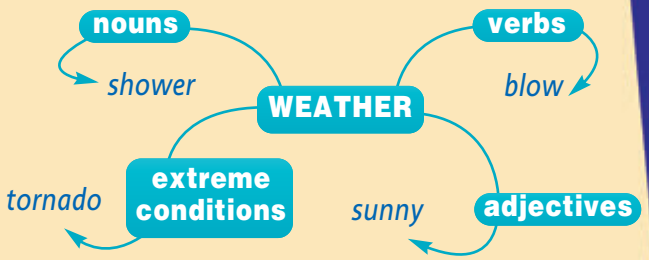
6 **It's 5:50. Decide what to watch on TV. Use the sentences in Ex. 2 and the TV guide to act out your own dialogue. Follow the plan.**

A	B
Express your dislike for what's on TV.	Say it's nearly finished
Ask B what's on.	Suggest checking the TV guide.
Tell B two options.	Express dislike & ask about another option.
Suggest another option.	Agree but say another show you want to watch later.
Agree.	

1e Weird weather

Vocabulary
Weather phenomena

1 In three minutes, complete the word map with as many words as you can. Compare with your partner.



2 🎧 THINK! Close your eyes and listen to the music. What is the weather like? What can you hear, see, feel, smell? Tell the class.

3 🎧 Listen and say. Have you heard of any of these phenomena? Which can you see in the pictures?

- raining animals
- giant hailstones
- pink snow
- red rain
- a never-ending lightning storm
- ball lightning
- a fire tornado
- blue moon
- a moonbow (lunar rainbow)

Reading & Listening

4 Read the title of the text and the subtitles. Which of the weather phenomena are they about?
🎧 Listen and read to find out.

5 Read again and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say). Justify your answers.

1 It rains a lot in Catatumbo, Venezuela. .....
2 It's possible that the Catatumbo lightning is helping the Earth. .....
3 Ball lightning appears for longer than normal lightning. .....
4 Fire tornados can happen when a fire is very hot and it's windy. .....
5 They don't happen very often. .....
6 The rain of fish is a new phenomenon. .....
7 Strong winds probably cause it. .....



Strange weather we're having!

Most of us are interested in the weather forecast; do we need to wrap up warm today or take an umbrella or our sunglasses when we go out? But imagine if you heard that a never-ending lightning storm was on its way, or a shower of animals! This might sound crazy but, believe it or not, these kinds of weird weather phenomena actually happen ...

VIDEO

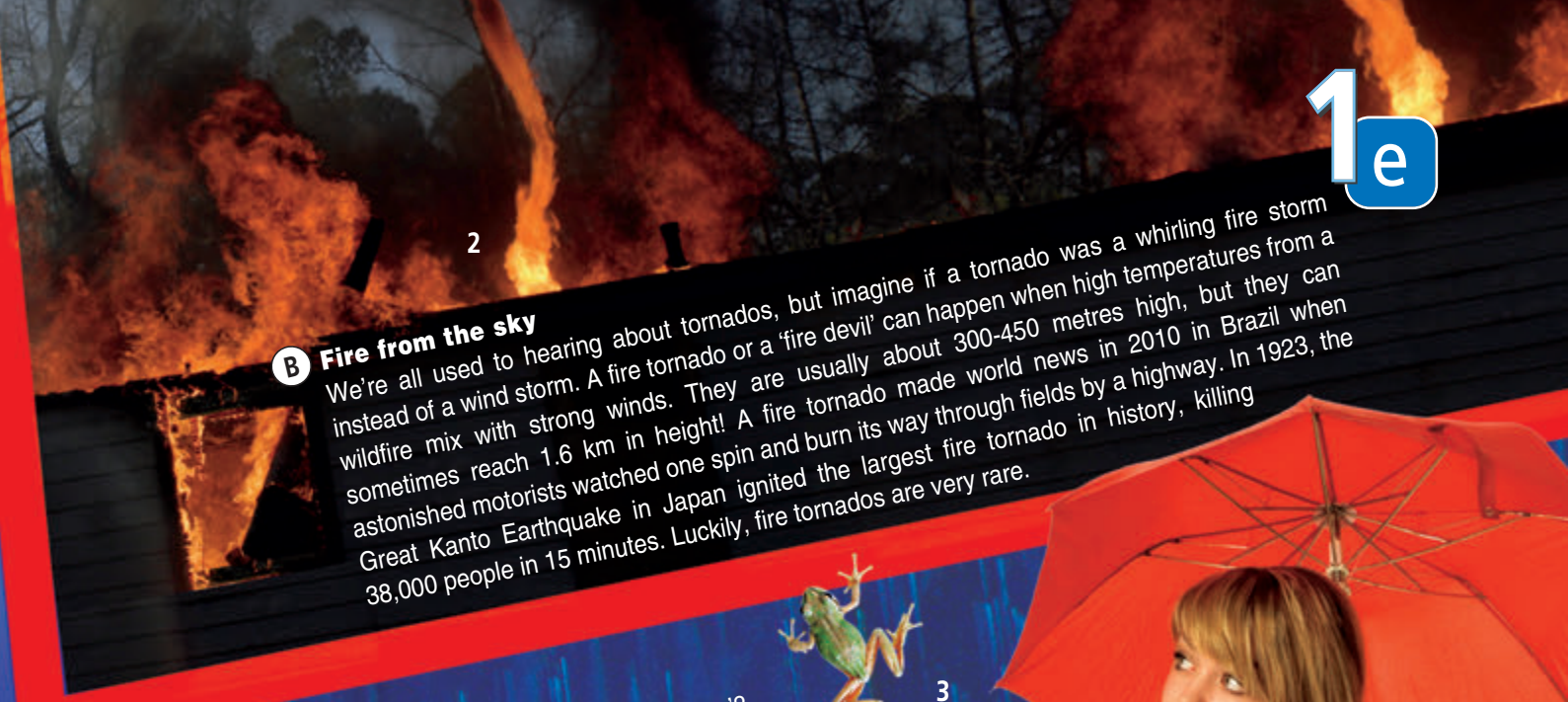
A

Heavy weather

Some people are used to extreme weather conditions. This is the case for those who live in the area where the Catatumbo River meets Lake Maracaibo and has dark clouds covering it most of the year. For centuries, these clouds constantly crash into each other and cause violent lightning storms that can last up to ten hours and occur between 140 and 160 nights a year. They call it 'the never-ending lightning storm'. However, every cloud has a silver lining; this lightning activity produces nitrogen oxide which probably helps to restore the ozone layer. Another kind of rare lightning is ball lightning. This is a ball of brightly coloured light which usually occurs during thunderstorms but lasts longer than a lightning bolt. Sometimes the ball even explodes and leaves behind a smell, but the true cause of this phenomenon is a mystery. One sighting hit the news in 1984 when ball lightning entered a Russian aircraft, flew above the shocked passengers, travelled through the aircraft and passed silently out again leaving two holes in the plane.

6 Complete the sentences using words from the Check these words box in the correct form.

1 According to the ..... it will rain this evening.
2 If you are out in a ....., never take shelter under big trees.
3 The devastating tsunami in Japan made ...., shocking people everywhere.
4 Most tornadoes in the northern hemisphere ..... in the opposite direction to the hands of a clock.
5 A ..... broke out causing the whole area to flood.
6 Scientists are working hard to ..... the ozone layer before it is too late.



2

B Fire from the sky

We're all used to hearing about tornados, but imagine if a tornado was a whirling fire storm instead of a wind storm. A fire tornado or a 'fire devil' can happen when high temperatures from a wildfire mix with strong winds. They are usually about 300-450 metres high, but they can sometimes reach 1.6 km in height! A fire tornado made world news in 2010 in Brazil when astonished motorists watched one spin and burn its way through fields by a highway. In 1923, the Great Kanto Earthquake in Japan ignited the largest fire tornado in history, killing 38,000 people in 15 minutes. Luckily, fire tornados are very rare.



3

C A watery tale

Have you ever heard the saying, 'it's raining cats and dogs'? Well, what about frogs, fish, jellyfish or even snakes? Believe it or not, there have been many stories throughout history of it raining animals. One explanation is that strong winds or a tornado could pick them up and drop them far away. The rain of fish has been happening every summer in the region of Yoro, Honduras, for over a century. Witnesses say that there is usually a violent storm, then afterwards there are hundreds of living fish on the ground which people take home, cook and eat! Many local people believe that this is a miracle, but some scientists disagree; they believe that the fish are from underground rivers and that the storms somehow bring them up above ground.

Check these words

weather forecast, wrap up warm, never-ending, lightning storm, weather phenomena, constantly, crash into, violent, silver lining, nitrogen oxide, restore, ozone layer, occur, whirling, temperature, wildfire, make world news, astonished, spin, ignite, rare, region, witness, violent storm, miracle, underground river, above ground

Study skills

Idioms

Learning idioms improves your ability to read in English and understand colloquial conversation. Compare idioms in the English language to idioms in your language. This will help you remember them.

Weather idioms

7 a) Match the idioms (1-5) with their meanings (A-E). Are there similar ones in your language?

1 ☐ raining cats and dogs
2 ☐ every cloud has a silver lining
3 ☐ fair-weather friend
4 ☐ in a fog
5 ☐ is under the weather

A however bad the situation is, something positive always comes from it
B confused, puzzled
C someone who is only around when things are good
D pouring with rain
E feels a bit ill

b) Use the idioms to complete the gaps.

1 Take your big umbrella with you. It is..... ..... outside!
2 Go help Bill. He's..... !
3 Jane always leaves when there's a problem, she's such a ..... .
4 I found a new job that I like better after losing my old one. You see, ... !
5 Jill ..... today. She's got a cold.

Speaking & Writing

8 Tell your partner four things you have learnt from the text.

9 THINK! Imagine you have experienced one of the weird phenomena in the texts. In three minutes, write about your experience and feelings. Tell the class. Start like this: ***I'm in the region of Yoro, Honduras. It has been raining since morning. Right now it's ...***

Vocabulary Bank 1 pp. VB5-VB6

1f Disasters

Vocabulary & Reading

1 a) **Read the headlines and fill in:** *CLOSED DOWN, WASHES AWAY, RUNNING WATER, UNDERSEA, STRIKES, FORCE, EVACUATED.*

Listen and check. Say the headlines in your language.

VIDEO

MASSIVE 1) .....
EARTHQUAKE 2) .....
OFF THE COAST OF JAPAN

10-METRE TSUNAMI
3) ..... HOUSES & CARS

4) ..... OF JAPAN QUAKE MOVES ISLAND BY 2.4 METRES

NUCLEAR POWER STATIONS IN QUAKE AREAS 5) .....

HALF A MILLION JAPANESE 6) ..... THEIR HOUSES &1.4 MILLION WITHOUT 7) .....

b) **Use the headlines to tell the class what you think happened in Japan in March 2011.**

In March 2011, an undersea earthquake struck off the coast of Japan. Soon after, ...

2 **Write down three questions you would like to ask about this disaster then read the text. Can you answer your questions?**

The Day the Earth moved

VIDEO

On 11th March, 2011, at 14:46 local time, an undersea earthquake struck off the northeastern coast of Japan. The force of the earthquake, the most powerful in Japan's history, triggered a devastating tsunami. [1] The world faced a partial nuclear meltdown and the planet moved on its axis, shortening the length of every day by 1.8 milliseconds. It was a terrible national tragedy that the country will need a great deal of time to recover from.

In the days before the main earthquake, Japan had experienced quite a few foreshocks, some of which exceeded magnitude 7, but nothing could prepare the nation for the main shock, a magnitude 9 quake. It was strong enough to be felt hundreds of kilometres away in Tokyo where buildings shook violently and many office workers ran out onto the streets terrified. [2] Much worse was yet to come as the authorities issued a tsunami warning.

Frantic residents headed for high ground, rooftops or upper floors of buildings. Soon after, a wall of water, 10 m high in some places, rolled across the Pacific Ocean and crashed into the coast. [3] One giant wave even crashed through an airport in Sendai, leaving 1,300 people stranded on the upper floors. The waters reached up to 10 km inland before heading back out to sea, now loaded with debris and leaving a swamp-like landscape of landslides and mud. TV viewers couldn't believe their eyes as these scenes were broadcast around the world.

By this time, many areas were without electricity as pylons had crumbled which caused a major disaster at Japan's nuclear power stations. [4] The government immediately ordered an evacuation of hundreds of thousands of residents. Explosions rocked the plant as courageous technicians struggled to control the damage and prevent a nuclear meltdown.

Over the next few days, a large number of aftershocks continued to shake Japan, causing plenty of problems for rescue teams as they raced to find survivors. Several countries sent relief workers and the world held its breath while it waited to see how the tragedy would end. [5] Over 15,000 people died that day and thousands more were missing. Several amazing tales of survival came to the attention of the world's press, though. A 4-month-old baby girl was pulled alive from the rubble four days after the earthquake. A man was found clinging to his rooftop as it was floating 14 km out at sea 2 days after the tsunami. And there was the Japanese student in California, desperate for news of her lost family, who found them on a YouTube news clip. It showed her sister holding up a sign and sending a desperately-needed message of hope across the world: "We all survived."

Check these words

strike, devastating, nuclear meltdown, axis, foreshock, exceed, shake, epicentre, authorities, warning, head for, roll across, crash into, loaded (with), debris, landslide, mud, pylon, evacuation, explosion, courageous, technician, struggle, aftershock, relief worker, desperate, collapse, rip apart, blaze, force, sweep away, inland, slam into

3 **Read the text again. Five sentences are missing. Match each sentence (A-F) to a gap (1-5). There is one extra sentence.**

A Closer to the epicentre, buildings collapsed, roads and railways were ripped apart and fires blazed.
B The evacuation zone around the nuclear power plant was soon increased to 20 km.
C Many thousands of people lost their lives and roads, buildings and entire villages were swept away.
D Sadly, there were hardly any survivors.
E Without power, the cooling system at the Fukushima No. 1 Plant failed.
F It washed away houses and cars and hurled ships far inland, carrying them along and slamming them into whatever lay in their path.

4 **Match the highlighted words with their meanings: *holding on tightly, panicked & frightened, broken into small pieces, started, incomplete, unable to leave, pieces of bricks, stones & other materials, very wet, violently threw.***

Grammar
Quantifiers

see pp. GR4-GR5

5 **a) Write *C* (countable), *U* (uncountable) next to each word.**

1 not any *C/U*, few ....., many ....., a few ....., most .....
2 not many ....., some ....., a lot of ....., too many .....
3 little ....., too much ....., very little .....
4 not much ....., lots of ....., a little .....

b) Choose the correct words. Explain your answers, then make sentences using the other words.

1 Were there **any/some** aftershocks after the earthquake?
2 Rescue workers found very **few/little** survivors in the rubble.
3 **A lot of/Much** people lost their loved ones in the earthquake.
4 There was only **a little/a few** water left.
5 **Most/Too much** people in the town didn't have **some/any** electricity after the earthquake.
6 There wasn't **much/many** hope of finding **any/some** survivors in the burning building.

6 **Read the sentences. Which phrase is not possible in each sentence? Which can be followed by: a countable, uncountable noun? Find more examples in the text in Ex. 2.**

1 There was **a large amount of/a great deal of/a number of/ plenty of** rain in the days after the earthquake.
2 He heard **quite a lot of/quite a few/a little/plenty of** amazing survival stories after the disaster.
3 There were **no/hardly any/any/a small number of** survivors.
4 **Much/A large number of/Several/A couple of** nuclear power plants were damaged during the earthquake.
5 **All/Several/Every/Each** of them had lost their homes.

7 **Fill in: *the whole of*, *both*, *neither*, *either*, *none*. Check in the Grammar Reference section.**

1 ..... Anna nor Steve were in Japan when the earthquake struck.
2 Sadly, ... the tsunami and the earthquake caused terrible damage.
3 ..... the world was shocked.
4 ..... we leave now or wait until they come.
5 Lots of people were in the building when the fire broke out, but fortunately ..... of them got hurt.

8 **Make sentences based on the text using: *the whole of*, *a large amount of*, *hardly any*, *most people*, *little hope*, *a few*.**

Speaking & Writing

9 THINK! **Listen and read the text. Imagine you were in Japan on the day of the earthquake and tsunami in March 2011. Where were you? What did you see and hear? How did you feel? In a few minutes, write a few sentences. You can use the headlines in Ex 1a. Tell your partner or the class.**

10 **Draw a picture or find pictures to raise awareness of the victims of the disaster in Japan. Present it/them to the class.**

1g Skills









1 rail accident
2 landslide
3 flood
4 factory explosion
5 road accident
6 plane crash
7 severe/freak storm
8 environmental disaster
9 tsunami
10 earthquake
11 war
12 avalanche

Vocabulary
Disasters

1 a) 🎧 Listen and say the types of disasters. Which are: *natural? influenced by man?* Which can you see in the pictures?

b) Which accident/disaster (1-12) best matches each of the headlines (A-H). Which words helped you decide?

2 a) 🎧 Listen to some people describing the disasters in the pictures 1-4. Match the descriptions A-D to the disasters 1-4.

b) Choose a picture and describe it to your partner in as much detail as possible.

A ☐ TRAIN COLLISION INJURES 50

B ☐ Violent Tremors Hit Capital City

C ☐ Oil Spill Blackens Coast

D ☐ 20 SURVIVORS RESCUED FROM AIRCRAFT

E ☐ Dangerous Blast At Chemical Plant

F ☐ CITY CENTRE BUILDINGS DAMAGED BY HURRICANE

G ☐ Rising River Waters Close Roads

H ☐ Side Of Mountain Collapses Onto Homes

Speaking
Giving bad news & reacting

3 **Use the headlines in Ex. 1b and the language in the box to make exchanges, as in the example.**

Giving bad news	Reacting
• Did you hear? There's been …	• It's awful, isn't it?
• Did you see/hear about the … on the news?	• Oh no! That's awful/ terrible!
• Have you heard?	• Really? How horrible!
• Guess what happened!	• I don't believe it!
• You'll never guess what's happened!	• That's so sad/ depressing, etc.
• Look at this!	

A: Did you hear? There's been a major train crash and 50 people have been injured.
B: It's awful, isn't it?

Listening

4 🎧 **You'll hear a radio news report. For questions 1-5, listen and tick (✓) *T* (true) or *F* (false).**

	T	F
1 The train crash happened at lunchtime.		
2 No one died in the accident.		
3 The reason for the lights' failure isn't known yet.		
4 The flood is due to a burst water pipe.		
5 The town suffered a worse flood last year.		

5 **Choose a disaster which was in the news last month. Prepare a short news report for the local TV station. Talk about: *place, date, event, what happened*.**

Curricular: Geography 1h

1 **What do you know about tsunamis? What else would you like to know? Write down three questions you would like to ask.**
Listen and read to see if you can answer your questions.

2 **Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading.**

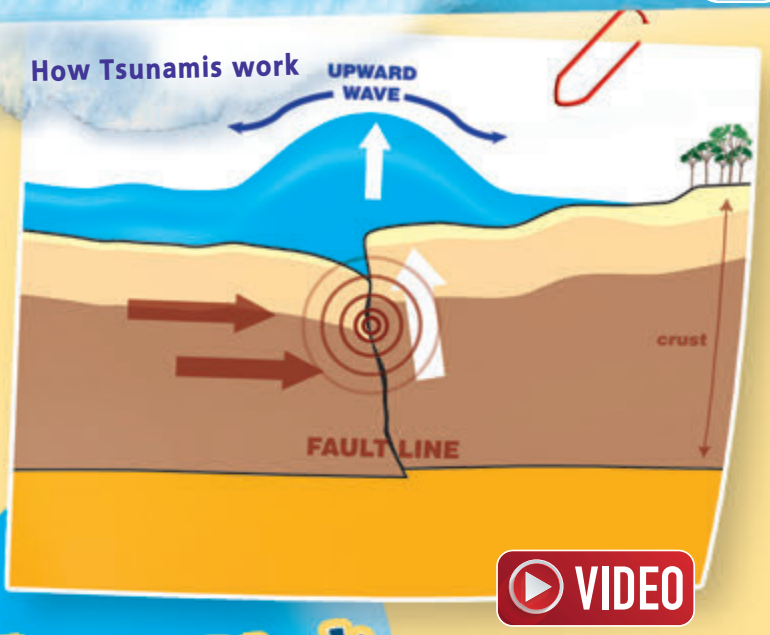
A A frequent phenomenon
B Happening one after the other
C High tide
D Deadly power
E A sudden movement
F Less by degree
G Below the surface

3 **Complete the sentences with words/phrases from the Check these words box.**

1 A tsunami can be caused by a(n) ..... underwater.
2 When the Earth's ..... move suddenly, an earthquake happens.
3 A tsunami is similar to throwing a(n) ..... into a lake, but on a much larger ..... .
4 When the water reaches the .... and comes ..... it destroys everything in its ..... .
5 A tsunami can ..... buildings and destroy ecosystems.

4 **Tell your partner or write four things you have learnt about tsunamis.**

5 ICT **Collect more information about tsunamis. Use the key word: tsunami. Present your information to the class.**



Tsunami: A wave of disaster

1 A tsunami is a large wave that travels at great speed towards land. They are usually caused by an undersea earthquake, but they can also happen after a large undersea landslide and an underwater volcanic eruption.

2 When an undersea earthquake happens, the Earth's tectonic plates move suddenly downwards or upwards. This usually happens on a fault line and one plate slides below the neighbouring plate causing a large amount of water to be forced upwards.

3 This water forms a wave. Just like when you throw a pebble into a lake, the water ripples outwards. It is the same with a tsunami, but the water doesn't stop moving until it reaches land.

4 As the wave moves towards the land, it increases in speed and strength. Not all tsunamis are giant waves when they hit the shore, though. Many of them come inland as a strong and fast tide. However, the impact of the water often destroys everything in its path.

5 After the initial tsunami hits land, there are often other waves following it, that can be just as big, which slowly get smaller over time. The same as the ripples from the pebble mentioned before, but on a much larger scale.

6 Water is a very powerful force and can cause tremendous damage. As well as the loss of life that a tsunami can cause, it can flatten buildings and trees and destroy whole ecosystems.

Check these words

speed, undersea landslide, volcanic eruption, tectonic plates, fault line, slide, force, pebble, ripple, outwards, shore, come inland, fast tide, impact, in its path, initial, on a larger scale, tremendous damage, loss of life, flatten, ecosystem

1i Writing

A story

Writing Tip

Writing stories

Stories can be about real or imaginary situations. They can be in first person (*I*, *we*) or third person (*he*, *she*, *they*). Before we start writing a story, we first decide on the type of story, the main characters and the plot.

In the **first paragraph**, we set the scene (when/where it happened, main characters, weather, what happened first).

In the **main body paragraphs**, we describe the events in the order they happened leading to the climax event (the main event).

In the **final paragraph**, we write what happened in the end and how the character(s) felt.

We normally use **past tenses** and **time linkers** (*as*, *when*, *after*, *later*, *while*, *suddenly*, *finally*, etc.) to help the reader follow our story. We can also use a **variety** of **adjectives** and **adverbs** and **direct speech** to make our story more interesting to the reader.

Study skills

Understanding rubrics

To plan your piece of writing you need to understand the rubric as it contains information on the imaginary situation, the imaginary reader which will help you decide what style you will write in, the type of writing and any specific details.

1 **Read the rubric and look at the key words in bold. Answer the questions.**

A **travel magazine** has asked its **readers** to send short stories describing a **nasty holiday experience they** had. The best story wins a three-day visit to London. Write your story for the competition **(120-180 words)**.

1 What are you going to write?
2 Who is going to read it?
3 What should your piece of writing be about?
4 How many words should you write in?
5 Will your narrative be in the first person or the third person?

2 **Read the story and answer the questions.**

1 How does the writer set the scene?
2 What is the climax event?
3 What happened in the end?
4 How did the characters feel?

The Runaway Train

By John Brown

During my summer holiday, my friend James and I were travelling across the USA. One day, we decided to take a journey on a steam train which became a thrilling adventure. Little did we know that we were in for a terrifying experience.

We had been enjoying the smooth ride when something went terribly wrong. We had just come out of a tunnel and we were slowly making our way down a hill when suddenly there was a loud screeching noise. Then, instead of slowing down we began to speed up.

People started screaming frantically. As we all held onto our seats, the train started rocking dangerously from side to side. A man got out of his seat and ran quickly to the front of the train. A few minutes later, the train began to slow down. Soon after that, we pulled into the next station and we all got up anxiously to see what had happened. It seems the driver had hit his head and fallen unconscious.

Luckily, the passenger had got there in time to slow down the train and save the day. We were relieved to hear that no one had been hurt and that the driver was well.

3 **Put the events in the order they happened. Compare with your partner.**

A ☐ We heard a screeching noise.
B ☐ We pulled into the next station.
C ☐ James and I went on a train journey.
D ☐ A man ran to the front of the train.
E ☐ The driver hit his head.
F ☐ The train began to speed up.
G ☐ The train started to slow down.
H ☐ The driver was well.

4 **Which adjectives has the writer used to describe the following?**

1 ..... adventure
2 ..... ride
3 ..... noise

5 **Write the adverbs the writer has used to describe the following:**

1 making our way .....
2 screaming .....
3 train rocking .....
4 ran .....
5 we got up .....

6 **Fill in the sentences with a suitable adjective or adverb from the list.**

• deafening • dark • rapidly
• carefully • terrified • violently
• massive • heavy

1 The thunder was ..... and the windows were shaking ..... .
2 I felt absolutely ..... when I saw the ..... wave rushing ..... towards us.
3 ..... clouds filled the sky as the ..... rain poured down.
4 Simon drove ..... across the bridge.

7 **Fill in:** *suddenly, before, and then, eventually, as soon as, while, and.*

1) ..... we reached London, we looked for somewhere to spend the night. **2)** ..... we came across a small nice *"Bed & Breakfast"* hotel. **3)** ..... we were waiting at the reception, a young man entered. He looked at us coldly then disappeared in the lift without saying a word. **4)** ..... we heard a scream. Minutes later the young man came down the stairs. He looked very scared **5)** ..... his hands were shaking. **6)** ..... we said a word he grabbed my hand and said, "I saw him. He is in my room waiting for me. Please, help me." **7)** ..... he fainted.

Study skills

Setting the scene

When we write a story we start by setting the scene. To do so, we imagine we are looking at a picture and try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*), and what happens. We can use our **senses** to make the descriptions more vivid. We can describe what we **see** (e.g. *a cute dog*), **hear** *(barking),* **feel** *(soft grass)* or **smell** (e.g. *the scent of orange trees*).

8 **Look at the picture and use the prompts to set the scene. Start with the sentence given.**

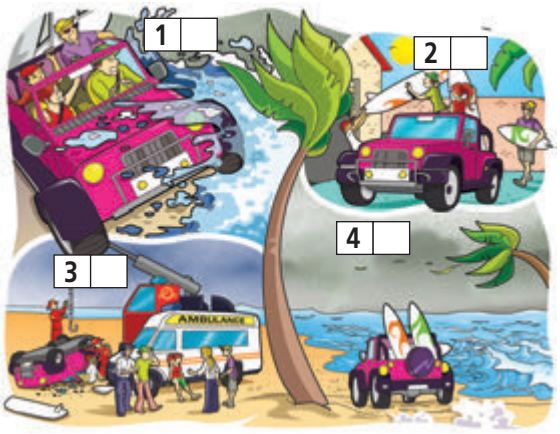


Steve & his friends
sailing boat
last Saturday afternoon
wind began blowing hard
sky went dark
frightened

Steve could never expect his weekend trip would end like this.

9 **Put the pictures in the correct order to make the outline of a story.**

Listen and check.



10 **A magazine has asked its readers to send in stories (120-180 words) about a nasty experience. Use the pictures in Ex. 9 to write the story. Follow the plan.**

Plan

Para 1: set the scene: characters, when/where, weather *(One hot day, Matt & ... ., After they ...)*
Paras 2/3: events in order they happened & climax event *(By the time they got ... ., Dark clouds ... ., All of a sudden, ...)*
Para 4: what happened in the end, feelings *(Before long ... . Everyone sighed with relief.)*

1 Revision

1 **Fill in:** *predictable*, *demand*, *collapsed*, *grabbed*, *fainted*, *administer*, *remote*, *stable*, *survivors*.

1 33 men were trapped underground when a mine ..... in Chile.
2 Annie ..... with exhaustion after walking all day in the hot sun.
3 I slipped and ..... John's arm to stop myself from falling.
4 The Blue John Canyon is very .....; no one lives nearby and it's difficult to get to.
5 There were five ..... of the plane crash; it's amazing!
6 You always know what's going to happen in that soap opera; it's so .....!
7 His photographs are in great ..... all over the world.
8 The ground beneath us isn't .....; it's moving all the time.
9 It was very difficult for him to ..... first aid to himself.

9x2=18 marks

2 **Put the verbs in brackets into the correct present or past tense forms.**

1 Amy ..... **(sleep)** when the earthquake happened.
2 They ..... **(travel)** to Iceland next week.
3 Billy ..... **(go)** climbing every weekend.
4 Hundreds of people ..... **(lose)** their lives as a result of the earthquake so far.
5 Sam ..... **(read)** at the moment.
6 They ..... **(look)** at the fire as it was quickly spreading.
7 Brian was angry because he ..... **(wait)** for Hannah for an hour.
8 By the time we arrived at the beach, it .... **(start)** to pour with rain.

8x2=16 marks

3 **Choose the correct item.**

1 The **all/whole** world joined in to help the victims.
2 **Both/Neither** Sandy nor Sam went to Japan.
3 They had **hardly any/several** money with them.
4 **A large number of/A great deal of** residents left their houses.
5 There was very **few/little** to be done.
6 There is **quite a number/plenty** more to come.

6x1=6 marks

4 **Choose the correct item.**

1 The meeting was called **back/off** due to the accident.
2 The tsunami travelled **with/at** great speed.
3 No one backed him **down/up** and he was very disappointed.
4 He begged **for/in** money to support his family.
5 His photos are **on/in** great demand.

5x2=10 marks

5 **Match the exchanges.**

1 ☐ Can't we watch CSI?
2 ☐ Do we have to watch this?
3 ☐ There's a documentary about whales on Channel 2 at 5.
4 ☐ Did you hear about the landslide?
5 ☐ Can you pass me the TV guide?

A It's nearly finished.
B I don't like the sound of that.
C Sure, here you are.
D Yes, isn't it awful?
E OK, but then we're switching over to Channel 3.

5x4=20 marks

6 **Complete the sentences with the correct word derived from the words in bold.**

1 A ..... storm formed above the islands. **(TROPIC)**
2 The earthquake was very ..... . **(POWER)**
3 The city is making a slow ..... . **(RECOVER)**
4 Aron helps ..... athletes. **(ABLED)**
5 He spent three days in ..... temperatures before they found him. **(FREEZE)**

5x2=10 marks

7 **Write a story called 'A lucky escape' (120-180 words).**

20 marks

Total: 100 marks

Check your Progress

- talk and write about disasters ____
- talk and write about accidents and injuries ____
- decide what to watch on TV ____
- give bad news & react ____
- write a story ____
- talk about tsunamis ____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary

1 ★ **Read the story and fill in:** *rescue, desperate, struck, pain, dehydration, broke, survive, spotted, struggled, notify, remote.*



LOST in the AFRICAN BUSH

One day in 2003, animal conservationist Greg Rasmussen was flying low over a(n) **1)** ..... area in the African savanna, when disaster **2)** ..... . His plane crashed, and he **3)** ..... both of his legs. His radio wasn't working, so he couldn't **4)** ..... the authorities. Before long, he smelled gas, so he **5)** ..... to drag himself away from the plane. He was in terrible **6)** ..... . He was out under the midday sun, and had to fight exhaustion and **7)** ..... . As the sun set, wild animals approached. It was a(n) **8)** ..... struggle to **9)** ..... . Just after daybreak, Greg heard a **10)** ..... helicopter. The pilot **11)** ..... him and his nightmare was finally over.

2 ★ **Fill in:** *sacrifice, credit, prosthetic, aid, delirious, motivational, disabled, troubled.*

1 Sam works as a(n) ..... speaker, giving talks to teenagers about facing challenges.
2 Sophie used her ..... card to pay for the camping supplies.
3 Aron Ralston had to make an incredible ..... to survive; he cut off his own arm.
4 The Paralympic Games are for ..... athletes.
5 Daniel helps ..... teenagers who have had problems with the police.
6 Aron Ralston now has a(n) ..... arm after his terrible accident.
7 The rescue worker administered first ..... to the injured man.
8 Aron Ralston became ..... from dehydration.

Grammar

3 ★ **Put the verbs in brackets in the *past perfect* or the *past perfect continuous*.**

1 They ..... **(walk)** in the forest for hours before they realised they were lost.
2 Peter was upset because he ..... **(see)** a horrible car crash.
3 How long ..... **(Aron/climb)** before the accident happened?
4 Ann felt cold because she ..... **(forget)** to take her coat.
5 Tom ..... **(wait)** for two hours when the rescue helicopter finally arrived.

4 ★★ **Use the *past perfect* or the *past perfect continuous* to complete the sentences.**

1 James was exhausted because ..... .
2 They had already ..... .
3 By the time Brian arrived, ...
4 He had been ..... before ..... .
5 Kelly was angry because ..... .

5 ★ **Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.**

In 1990, two friends, Robert and Barry, managed to survive the harsh conditions of the Sahara desert alone for two days. The two friends **1)** ..... **(enrol)** in the Marathon of the Sands which was a seven day foot race through the Sahara desert. Before the competition began, they **2)** ..... **(pack)** all the food, clothing and supplies they needed for their desert adventure in large rucksacks, which they carried on their backs. On the first day of the event the two friends **3)** ..... **(walk)** in the desert for a few hours when all of a sudden a sand storm appeared out of nowhere. They had nowhere to take cover. Robert opened his rucksack only to realise that he **4)** ..... **(forget)** to pack their compass. Terrified, the men sat in the middle of the sand storm and waited for help to arrive. They **5)** ..... **(wait)** for two days before the organisers of the event realised that the two men were missing. The organisers sent a rescue team which eventually found them. The two men felt extremely lucky to be alive!

SAMPLE PAGES FROM PRIME TIME 4 WORKBOOK SECTION

Vocabulary

1 ★ **Fill in:** *evacuation, rubble, devastating, epicentre, shook, partial, courageous, collapse, frantic, aftershocks, stranded, triggered.*

1 The ..... earthquake destroyed many houses in the area.
2 There was a(n) ..... rush to escape from the burning building.
3 The building was so damaged that the police worried it would ..... .
4 The police officer had only a(n) ..... description of the missing boy.
5 Scientists recorded a series of ..... after the strong quake.
6 The underwater earthquake ..... huge tsunami waves.
7 Thousands of people remained ..... after losing their homes in the flood.
8 There are ..... rescue workers who are ready to risk their lives to save others in need.
9 The mayor ordered a(n) ..... of the area after the tsunami warning.
10 The quake was so strong that the building ..... violently from side to side.
11 Rescue workers tried to pull survivors out of the ..... .
12 The quake's ..... was at sea, 100 kilometres from the coast.

2 ★ **Choose the correct word.**

1 The tsunami **swept/forced** away many houses.
2 The accident **ripped/hurled** the car apart.
3 The hurricane **moved/headed** for the Caribbean island.
4 An earthquake **struck/slammed** the coast of Chile yesterday.
5 Power plants **closed/crumbled** down after the earthquake hit.
6 The injured child cried and **held/clung** to his mother.
7 The wave **floated/rolled** across the ocean and hit the coast.
8 The damaged area was **loaded/washed** with debris.

Grammar

3 ★ **Underline the correct item.**

Hurricane Hits
Southern Florida in the US



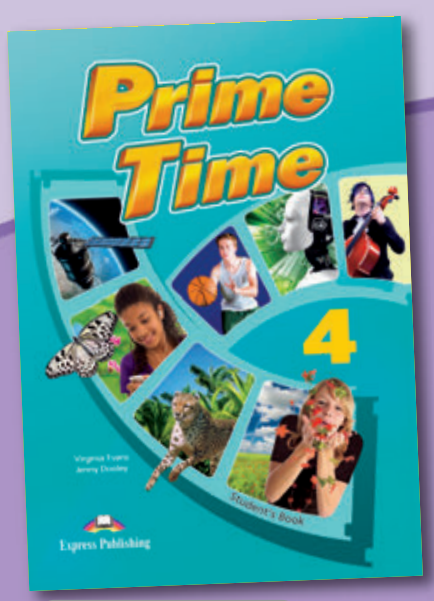
A destructive hurricane which struck Southern Florida yesterday afternoon has injured **1) many/much** residents. The hurricane caused a **2) couple/great deal** of damage when heavy rain and winds of up to 88 kilometres per hour knocked down **3) plenty/a large number of** trees and power lines in the area. **4) Most/Too much** homes across the state have lost power. The violent storm has also destroyed **5) many/much** houses and buildings and left thousands of people homeless. Emergency workers have set up **6) a few/a little** shelters for the homeless as they struggle to distribute food and water. **7) Some/Every** experts are now trying to estimate **8) how much/how many** it will cost to repair the damage due to the devastating hurricane. **9) Several/Each** forecasters at the National Hurricane Centre are worried that the storm will move along the East Coast and hit other states in its path.

4 ★ **Fill in:** *whole, both, neither, either* **or** *none.*

1 Jeff survived ..... a hurricane and a flood all in the same week.
2 ..... Tom or Sharon will call the emergency services.
3 ..... Joe nor Paul were near the mine when it collapsed.
4 ..... of my friends have ever experienced an earthquake.
5 An earthquake destroyed a ..... village in Northern Chile.

Components

For the student



Student's Book with Vocabulary Bank



ieBook



Student's audio CDs



Workbook & Grammar Book

For the Teacher



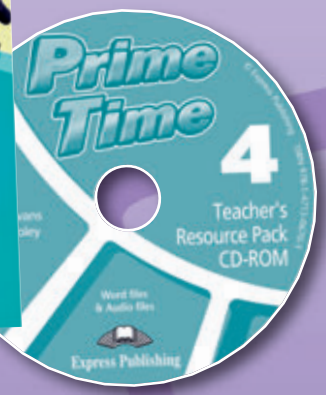
Student's Book with Vocabulary Bank



Workbook & Grammar Book



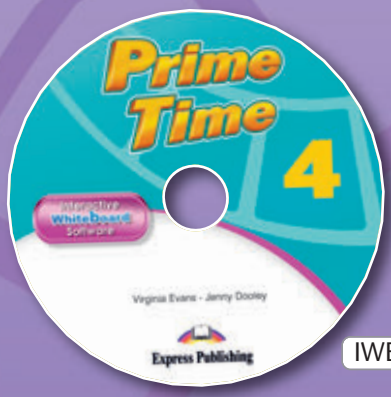
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- a Grammar Reference Section
- a Vocabulary Bank Section
- a Writing Bank Section

Components

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