

Prime Time

American English



Express Publishing

"Homework is stress free with the ieBook!"

2b In my house

Reading

2 a) Listen and read the text to find out. Say three things you remember from the text.

A house out of this world

Life in space is certainly very different to life on Earth. The space station is in a quiet neighborhood and it has 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 a special vacuum cleaner with a long pipe for 'catching' the dust. As for mealtimes, there isn't a kitchen with an oven and a fridge. All the food is in cans and packs. 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

fridge, toaster, oven, vacuum cleaner

- Read-along texts help students improve their reading skills

4a On the go

guide (n): a person who shows tourists around a place
e.g. The guide is showing the students some exhibits in the museum.

Check These words

route, coach, snow-capped, mountain, volcano, can't wait, tour, sights, fort, it's a pity, flea market, crafts, snack

Friday, September 10th
Hi John,
After three days in Mexico City we're leaving for Puebla. It's hot and sunny today. The guide says the route is fantastic. The coach goes past snow-capped mountains and volcanoes. As for Puebla, everyone says it's beautiful with lots to do. I can't wait.
Peter

Saturday, September 11th
Dear Jenny,
Hi from Puebla. We're staying at a hotel near the center. It's a bit chilly today. We're going on a tour around the city now. The bus stops along the route so we can visit lots of sights. I want to see the forts. Andy isn't coming with us. He wants to walk around the city center and photograph the houses there. It's a pity you aren't here. See you soon.
Peter

Sunday, September 12th
Mike,
Greetings from Los Sapos. We're having a great time here. We're back from Parque Ecologico. It's a beautiful place with lots of animals and plants. Right now we're shopping for souvenirs. There's a flea market here with lots of crafts. The only problem is it's raining now so we are having a snack at a café and waiting for the rain to stop. Talk to you soon.
Peter

- Practice and revision of the new vocabulary with definitions, examples & visuals

4b Shopping time

Hi, Steve. It's John. Are you enjoying your vacation?

- Animated grammar to study and revise the grammar structures presented in class

1 Quiz

Look at the picture. What can he do?

ride a bike, swim, run fast, dive

Team A

- Fun quizzes for every module

2a The Haulius House

Vocabulary Houses

1 Match the words to the numbers.

A 1) bookcase
B 2) desk
C 3) closet
D 4) bed
E 5) door
F 6) sink
G 7) window
H 8) cupboard
I 9) mirror
J 10) table
K 11) chair
L 12) stairs
M 13) couch
N 14) yard
O 15) floor

- Fully interactive activities to practise and revise grammar & vocabulary

Word List Irregular Verbs

All By Module By Letter

a variety of, accessories, amusement park, animal, antique, Any ideas?, Anything else?, aquarium, at the moment, bag, below freezing, amusement park

- An easy-to-use Digital Dictionary with audio



Available in 2012

Episode 5

Don't worry - you're going to be fine.

A fully-animated Reader to motivate students

rinks

skyscrapers

NY City has _____ with fantastic views.

Fun vocabulary & grammar games to revise the content of each module

Module 5

Sixty-three miles northwest of the city of Cusco.

Authentic videos familiarise students with different aspects of English culture

4 Vocabulary Bank

Vacation activities

a) Label the vacation activities.

go on a boat trip, visit museums, send postcards, swim in the sea, go sightseeing, stay in a tent, take photographs, hike, eat local dishes, play in the snow

A thematic Vocabulary Bank to practise & revise vocabulary through interactive activities

36 True Friends

score, amazing, animal, ant, bear, body, cat, conservation project, dolphin, duck, eagle, elephant, estate, everywhere, exceptional, exotic, gentle

A vocabulary list with audio in every lesson helps students learn new words and practise spelling and pronunciation

3g Writing

5 Use your answers below to write an email to your friend giving your news (80-100 words). Follow the plan. You can use Julia's email as a model.

1 How many people are there in your family? There are four people in my family.
2 What are their names? My dad's name is Gerald. My mom is Mary. My sister's name is Katie.
3 What do they do? Dad is a pilot. Mom works at the library. My sister is a student at university and plays tennis.
4 What extra activities do you do? I like skateboarding and basketball. I'm also in my school's drama club.

Plan
Dear (your friend's first name);
Para 1: opening remarks
Para 2: write your news (what your parents/ brothers/sisters do; how often)
Para 3: closing remarks; ask your friend to write back
Yours,
(your first name)

Dear Stella,
Hi! I'm glad you're OK! Everything's fine here. I only have good news to tell you.
Mom has a new job. She works as a teacher at an elementary school three blocks from home. She likes it a lot. The only problem is that she gets up very early. She has to be at school at 7:30 every morning. Dad wants to learn Spanish! He has classes every afternoon. Sam and I go swimming. We go to the pool five times a week. Sam finds it tiring, but I like it a lot. I also want to learn a musical instrument. I can have guitar lessons on Mondays or piano lessons on Fridays but I can't decide. What do you think?
Have to go now. Mom wants me to help her with the chores. Write again soon. Kisses to everyone,
Julia

Speaking & writing models help students correctly prepare homework without parental involvement



16 Appearances

Vocabulary
Physical appearance

1 a) Listen and say. Point to your face. Your partner says the part of the face you point to.

• Vocabulary presentation through visuals

5 Game

CHICHEN ITZA The Sacred City

Team 1, your turn!

• Fun board games

4g Writing

Writing (a postcard from a festival)

6 Imagine you are at a festival in your country. Write a postcard to your English penfriend (60-80 words). Follow the plan.

Plan

Hi ...
Write your opening remarks, describe the weather, & say where you're staying. (Greetings from ... It's ... We're staying ...)
Write the name of the festival, say when it is & what usually happens. (It's ... here now. People celebrate it every ... They ... and ...)
Describe what's happening now. What are you doing? (At the moment people are ... I'm/We're ...)
Write your closing remarks. (See you next week.)

Writing Tip
Postcards
When writing postcards to friends, use short forms (We're staying) and omit pronouns (e.g., See you soon, NOT I see you soon). This helps you write in a friendly, informal style.

• Extensive, comprehensive writing sections, with model compositions and plans

4d Everyday English

Speaking

5 Take roles. You are a customer and your partner is a snack bar cashier. Order something to eat and drink. Use the menu below to act out your dialogue. Follow the plan.

Plan

A
Ask how to be of help.
Ask if customer wants something to drink.
Give customer's order & say cost.
Give change. Thank customer.

B
Order food.
Order a drink.
Offer money.
Reply and say goodbye.

• Role-play guide and model dialogues

8 Workbook

Vocabulary

1 ★ Fill in: play have go get up walk watch in their correct form.

Tom 1) _____ early in the morning.
He 2) _____ breakfast and then
he 3) _____ to school. At school,
he 4) _____ classes from 9 to 4.
After school, he 5) _____ sports with his friends. Then, he 6) _____ home and 7) _____ dinner. After dinner, he 8) _____ his dog and then he 9) _____ computer games. After that, he 10) _____ TV before he 11) _____ to bed.

• Fully interactive workbook

2b In my house

6 Fill in:

• We use **this/these** for things near us.
This is an iron. These are cups.

• We use **that/those** for things far from us.
That is a clock. Those are knives.

1 is a fork and is a knife.
2 is a dish and are spoons.
3 is an iron and are kettles.

• Fully interactive grammar

Prime Time



American English

1



Virginia Evans
Jenny Dooley

Student Book & Workbook



Express Publishing

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| 1 | People around the world pp. 7-18 Language Review 1 p. 19 Revision 1 p. 20 | <ul style="list-style-type: none"> • the verb <i>to be</i> • subject pronouns • possessive adjectives • the verb <i>have</i> • question words (<i>who, what, where, how old, which</i>) • <i>can</i> | <ul style="list-style-type: none"> • countries; nationalities; sports & hobbies • jobs • days; months • greetings; saying goodbye; introduction • physical appearance • abilities |
| 2 | East West, Home's Best pp. 21-32 Language Review 2 p. 33 Revision 2 p. 34 | <ul style="list-style-type: none"> • <i>there is/there are; some/any</i> • plurals • <i>this/that - these/those</i> • prepositions of place • the imperative • adjectives; position of adjectives | <ul style="list-style-type: none"> • houses; rooms & furniture • appliances • places in a town; tourist attractions • geographical features • stores and places in an area • buildings & materials |
| 3 | Day after day pp. 35-46 Language Review 3 p. 47 Revision 3 p. 48 | <ul style="list-style-type: none"> • simple present • adverbs of frequency • prepositions of time • possession/<i>who/whose</i> | <ul style="list-style-type: none"> • free-time activities; daily routines • work routine • college life • the time • wild/domestic animals; pets • family members • reptiles |
| 4 | Come rain or shine pp. 49-60 Language Review 4 p. 61 Revision 4 p. 62 | <ul style="list-style-type: none"> • present progressive • simple present vs present progressive • <i>can/can't; must/mustn't</i> • object pronouns | <ul style="list-style-type: none"> • the weather; seasons; seasonal activities • clothes; accessories; footwear • malls; places in a mall • food; drinks • market products • festivals & celebrations • types of climate |
| 5 | Life in the past pp. 63-74 Language Review 5 p. 75 Revision 5 p. 76 | <ul style="list-style-type: none"> • <i>was/were</i> • <i>had</i> • <i>could</i> • simple past (regular/irregular verbs) | <ul style="list-style-type: none"> • places in a town • activities • lifestyles • childhood memories • structures & buildings; adjectives describing buildings • types of movies, feelings • positive/negative adjectives • lifestyles in the past |

| Reading & Listening | Speaking & Functions | Writing | Culture/ Cross-curricular |
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| <ul style="list-style-type: none"> 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 (blank filling) an email | <ul style="list-style-type: none"> talking about age; giving personal information asking for/giving personal information role playing; greeting people & responding introducing yourself & others; greeting; saying goodbye describing people talking about abilities intonation in questions Pronunciation: /θ/, /ð/ | <ul style="list-style-type: none"> a blog entry about yourself & your favorite sport & sports person a dialogue presenting yourself a short text describing yourself an informal email presenting yourself Skills: word order; capital letters | <ul style="list-style-type: none"> The Flag of the United States of America (answering comprehension questions) (Geography) World Landmarks (quiz) |
| <ul style="list-style-type: none"> Life in a shell (T/F/DS statements); predicting content A house out of this world (comprehension) Viewing an apartment (dialogue) The Floating Islands of Lake Titicaca (filling in sentences in a text) a dialogue (asking for & giving directions) listening for specific information an email about a person's house & favorite room | <ul style="list-style-type: none"> describing a house talking about position arranging to see an apartment for rent describing lifestyles giving directions Pronunciation: /u:/, /ʌ/ | <ul style="list-style-type: none"> a short text describing your house a short text describing your bedroom compare the Uros' lifestyle to yours an email to a friend describing your house & favorite room Skills: punctuation | <ul style="list-style-type: none"> I ♥ NYC! (multiple matching) (Art & Design) Towers (identifying information) |
| <ul style="list-style-type: none"> Snake milking (sentence completion) In the Wild (T/F statements); listening for specific information a dialogue (making arrangements) What's for Breakfast? (multiple choice); listening for specific information identifying people; dialogue about two people's families (T/F statements) an email about Julia's family (identifying paragraph content) | <ul style="list-style-type: none"> 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/ | <ul style="list-style-type: none"> 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 a quiz about an animal category Skills: linking ideas: <i>and, but, or</i> | <ul style="list-style-type: none"> College Life (T/F statements) (Science) reptiles (a quiz) |
| <ul style="list-style-type: none"> A visit to Puebla (T/F/DS statements) a dialogue (buying a present) a dialogue (buying drinks & snacks) postcards from market places (multiple matching); listening for specific information an ad for a festival (blank filling) a postcard about Jaipur (comprehension questions) | <ul style="list-style-type: none"> describing a place describing activities happening now buying food/drinks at a snack bar making suggestions describing photographs describing characteristics of different types of climate Pronunciation: <i>-ing</i> ending; /aɪ/, /eɪ/ | <ul style="list-style-type: none"> a postcard from Puebla saying what you are doing now a short text describing what is happening in photographs a postcard from a festival; a short text about different types of climate Skills: informal style; opening/closing remarks in informal emails | <ul style="list-style-type: none"> The Mall of America (complete a graphic organizer) (Geography) Tundra Climate – Hot Desert Climate (multiple matching) |
| <ul style="list-style-type: none"> Pompeii (reading for specific information) Ancient Egyptians (T/F statements) a dialogue (childhood memories) Machu Picchu (matching headings to paragraphs) listening: favorite movies (multiple matching) <i>Avatar</i> (an email) | <ul style="list-style-type: none"> describing Pompeii describing childhood memories describing a lost city talking about movies; expressing feelings recommending a movie Pronunciation: <i>-ed</i> ending; minimal pairs /æ/-/ɑ:/, /l/-/l:/, /ɒ/-/ɔ:/ | <ul style="list-style-type: none"> sentences about Pompeii before the eruption a quiz (T/F statements) sentences about what Machu Picchu was like an informal email describing a movie you saw Skills: recommending | <ul style="list-style-type: none"> Life in the USA: The Groovy 1960s (complete sentences) (History) Native Americans (multiple matching) |

Starter module

SAMPLE PAGE FROM STARTER MODULE

Vocabulary Education

- 7 a) Match the pictures to the school subjects.
 Listen and check, then say.
 b) Which of these subjects can you study at college?



Grammar A/An

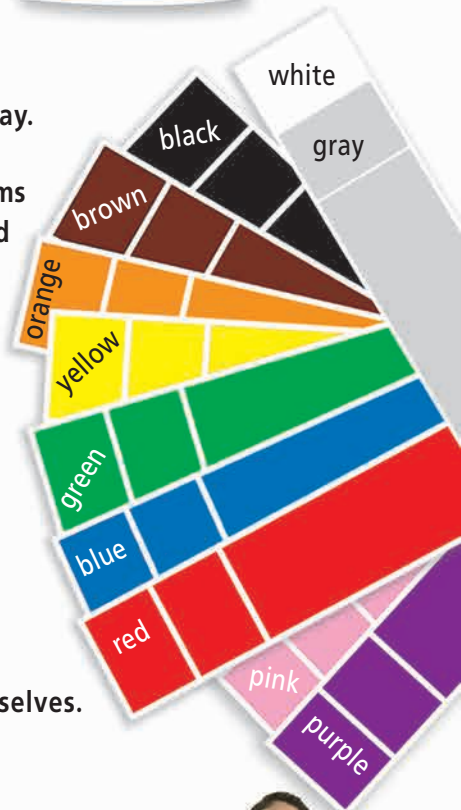
- 8 Read the theory box. Fill in: *a* or *an*.

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.

Colors

- 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 color is it?*
 B: *It's blue.*

- 10 Ask and answer about yourselves.

1 atlas 2 notebook

3 folder 4 briefcase

5 eraser 6 book

7 schoolbag 8 ruler

9 pencil case



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 favorite color?*
 B: *Blue.*

Module 2

East West, Home's Best

Vocabulary: houses, dwellings, buildings, furniture, appliances, places in a town

Grammar: *there is/there are*, plurals, prepositions of place, *this/these – that/those*

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

Pronunciation: /u/, /ʌ/

Writing: an email to a friend about your house

Culture: I ♥ NYC!

Cross-curricular (Art & Design): Towers

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 favorite room is

OVER TO YOU!

In my house there is

My favorite room is



KITCHEN



DINING ROOM



pillow

BEDROOM



LAUNDRY ROOM



bathtub

sink

towel

BATHROOM



couch

armchair

LIVING ROOM

rug

2a The Nautilus House

Vocabulary Houses

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

- A bookcase
- B desk
- C closet
- D bed
- E door
- F sink
- G window
- H cupboard
- I mirror
- J table
- K chair
- L stairs
- M couch
- N yard
- O floor



Grammar There is/There are

- 2 a) Read the table.

| AFFIRMATIVE | NEGATIVE |
|---|--|
| <i>There's a bed in the bedroom. There are some pillows on the bed.</i> | <i>There isn't a desk in the bedroom. There aren't any paintings on the walls.</i> |
| QUESTIONS | SHORT ANSWERS |
| <i>Is there a window?</i> | <i>Yes, there is./No, there isn't.</i> |
| <i>Are there any flowers in the vase?</i> | <i>Yes, there are./No, there aren't.</i> |
| Some/Any | |
| <ul style="list-style-type: none"> • We use some in affirmative sentences. <i>There are some armchairs in the living room.</i> • We use any in negative sentences and questions. <i>There aren't any flowers in the yard. Are there any chairs in the study?</i> | |

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

- 1 There a couch 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 living room?
- 3 any books on the beds?
- 4 any armchairs in the bedrooms?
- 5 a closet in the living room?
- 6 any chairs in the kitchen?

Life in a Shell

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 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 colors. Outside there is a nice yard 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, snail shell, young couple, spiral staircase, huge, plants, every room, everywhere, bright, grass carpet, stream, trees, earthquake proof, friendly to the environment, view, mountains, 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 yard outside.
- 5 The family doesn't have any neighbors.

Speaking & Writing

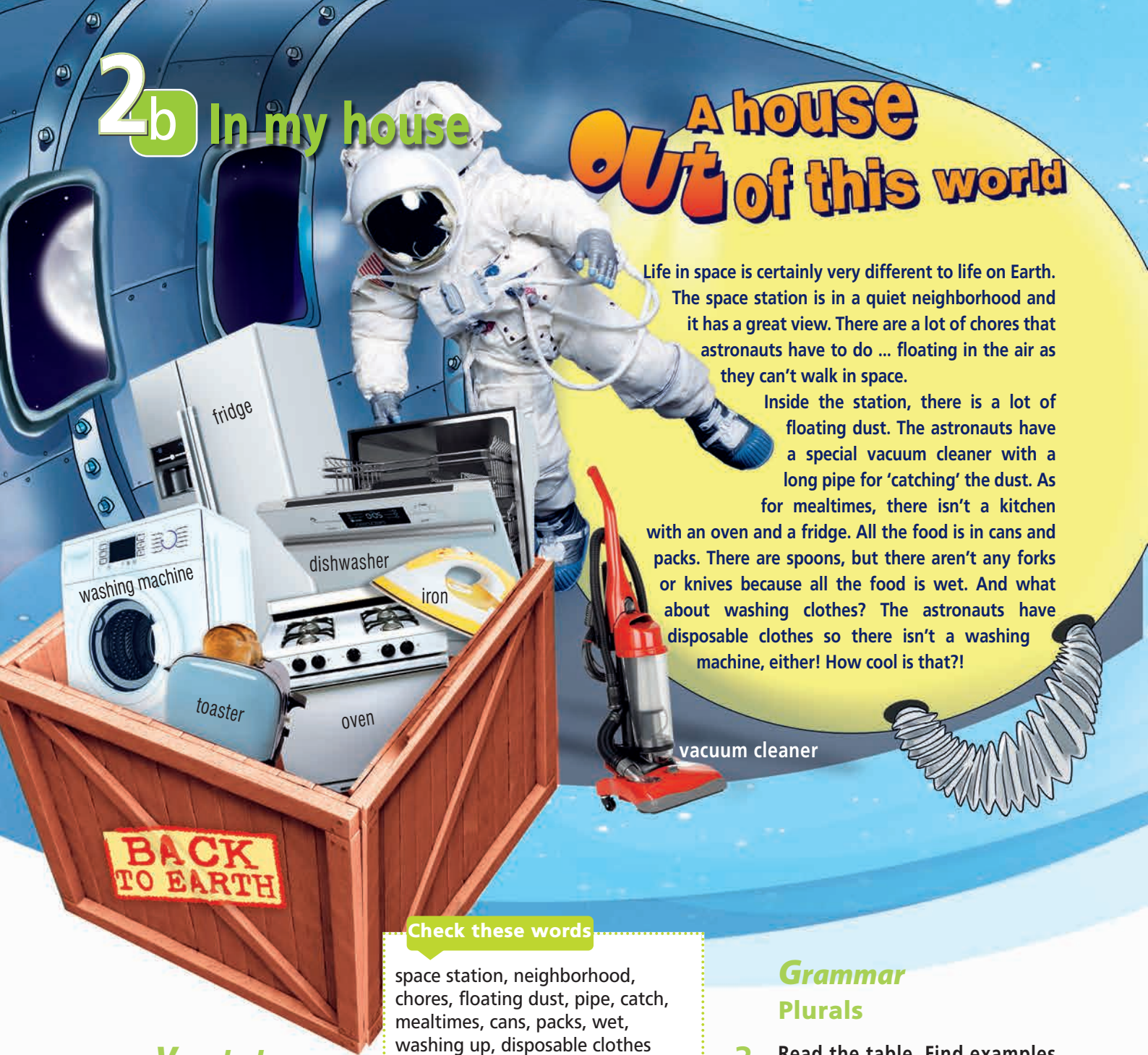
- 5 **THINK!** Do you like this house? Give two reasons why you could live in it. Use words from the **Check these words** section.

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

The Nautilus House has two floors. My house doesn't have two floors. It has one floor. etc.

2b In my house

A house OUT of this world



Life in space is certainly very different to life on Earth. The space station is in a quiet neighborhood and it has 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 a special vacuum cleaner with a long pipe for 'catching' the dust. As for mealtimes, there isn't a kitchen with an oven and a fridge. All the food is in cans and packs. 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, neighborhood, chores, floating dust, pipe, catch, mealtimes, cans, packs, wet, washing up, disposable clothes

Vocabulary Appliances

- 1 Listen and say. Which of these things do/don't you have in your house? Write sentences.

We have an oven, 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 Plurals

- 3 Read the table. Find examples in the text.

PLURALS

- nouns + -s *vase – vases*
- -s, -ss, -sh, -ch, -x, -o, + -es
bus – buses, glass – glasses, brush – brushes, bench – benches, fox – foxes, tomato – tomatoes
- consonant + y → ies *lady – ladies*, BUT *toy – toys*
- -f/-fe → -ves *leaf – leaves* BUT *roof – roofs*

IRREGULAR PLURALS

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

Prepositions of place

4 Write the plural forms.

- 1 dishwasher -
- 2 pillow -
- 3 oven -
- 4 lady -
- 5 child -
- 6 dish -
- 7 boy -
- 8 glass -
- 9 knife -
- 10 man -

This/That - These/Those

5 a) Read the table.

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

This is an iron.



These are cups.

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

That is a clock.



Those are knives.

- 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.

7 a) Listen and then make sentences.



on



in



under



behind



next to



in front of



between



opposite

The ball is on the box.

- b) Complete the text with the correct prepositions.



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 rack. There are some dishes 8) the dish rack. 9) the dish rack 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 favorite room? Ask each other questions to find out what there is in it. Draw the room.

A: *Is there a desk in your bedroom?*

A: *Where is it?*

B: *Yes, there is.*

B: *It's next to the bed.*

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

2c Culture Corner

Check these words

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



A A Speedboat Ride around the Statue of Liberty
 This 305.5 – foot 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 has lakes, restaurants, a zoo, and a skating rink.



NEW YORK CITY HAS IT ALL!

Reading & Listening

- 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.
- Read again and write the place (A, B, or C).
 - This is a good place to take photos.
 - There are animals here.
 - You can see shows here.
 - It's a place to see all of New York.
- Fill in: *huge, horse-and-carriage, get, skating, fantastic, take*. Use the phrases to make sentences about the places in the leaflet.

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

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 movie theater!

Writing

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



Viewing a house

1 Read the ads. What are they about?

A

TYPE: 3rd Floor Apartment
 Bedrooms: **2** \$2,300 per month
 2 bathrooms, living room, large modern kitchen & study
 Near the subway tel. (555) 347-8628

B

TYPE: 1st Floor Apartment
 Bedrooms: **1** \$1,450 per month
 living room, bathroom, kitchen
 Close to New York University
 tel. (555) 347-3226

2 a) The following sentences appear in the dialogue below. Who says each: *a real estate agent or a student?*

👂 Listen and read to find out.

- How can I help you? • OK, let me see.
- How many rooms does it have?
- 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 an apartment near the university.

A: OK, let me see. There is a very nice apartment for rent in that area.

B: How many rooms does it have?

A: It's a one-bedroom apartment 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 910 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 ad 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: *120 Milcote Road.*

A: Can you spell it, please?

B: *M-I-L-C-O-T-E.*

• 212 Longhurst Lane.

• 617 Morrison Avenue.

• 821 Primrose Street.

Pronunciation

5 🎧 Listen and check (✓) the correct boxes. Listen again and repeat.

| | /u:/ | /ʌ/ | | /u:/ | /ʌ/ | | /u:/ | /ʌ/ |
|------|------|-----|------|------|-----|-------|------|-----|
| much | | | dust | | | view | | |
| roof | | | blue | | | under | | |

Speaking

6 🗣️ Work in pairs. You are interested in the apartment in ad A. Call the real 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 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?

A desert

B mountain

C forest

D island

E river

G lake

F cliff

H sea

I beach

J waterfall

The Floating Islands of Lake Titicaca

What is it like having a different view from your window every day? **1** There are over forty 'floating' islands here. Every day they are in a different place on the lake which is 12,500 feet above sea level.

These floating islands are home to about 300 people. **2** There are small villages with three to ten families on each island.

Uros homes are small reed huts with one room. **3** 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. **4** 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. **5** Everyone is welcome to experience this unique way of life!

Reading & Listening

- 2 What is an island? What is unusual about the islands of Lake Titicaca? Read the text to find out.

Study skills

Filling in sentences in a text

Read the text once, then read the missing sentences. Read the text again and try to fill in the missing sentences. Look for clues like reference words (*he, she, it*, etc). Read again to see if the completed text makes sense.

- 3 a) Read again. Five sentences are missing. Match each sentence (A-F) to a blank (1-5). There is one extra sentence.

Listen and check.

In my country there are a lot of lakes.

- A There is only one bed for the whole family.
- B They have reed boats with amazing animal faces to go fishing.
- C It's only a 30-minute motor boat ride from the city of Puno to be on the islands.
- D Their surface is very soft and wet because they make the islands with totora reeds.
- E There is a great view of the lake.
- F Well, it's just like this for the Uros people of Lake Titicaca in Peru.

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



Study skills

Identifying 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.

2f Skills

Vocabulary Places in an area

- 1 a) Listen and say the places.
- b) Answer the questions.

- 1 Which place is behind the bookstore?
- 2 Which place is between the clothing store and the movie theater?
- 3 What is opposite the butcher's?

2 Where can you buy ...



bread?



meat?



a burger?



medicine?



stamps?



clothes?

You can buy bread at the bakery.

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 bakery and turn left on Main Street. Walk past the library. Cross Milton Street. The post office is opposite the supermarket on your right.

Ann: Thanks!

Bob: You're welcome.

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 (✓)
Go straight.



- 2 turn left (x)



- 3 cross the road (x)



- 4 turn right (✓)

Speaking

Giving directions

- 5 Use the phrases below to give directions to different places on the map. Follow the plan.

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

A

ask where X is
ask for
directions
thank B

B

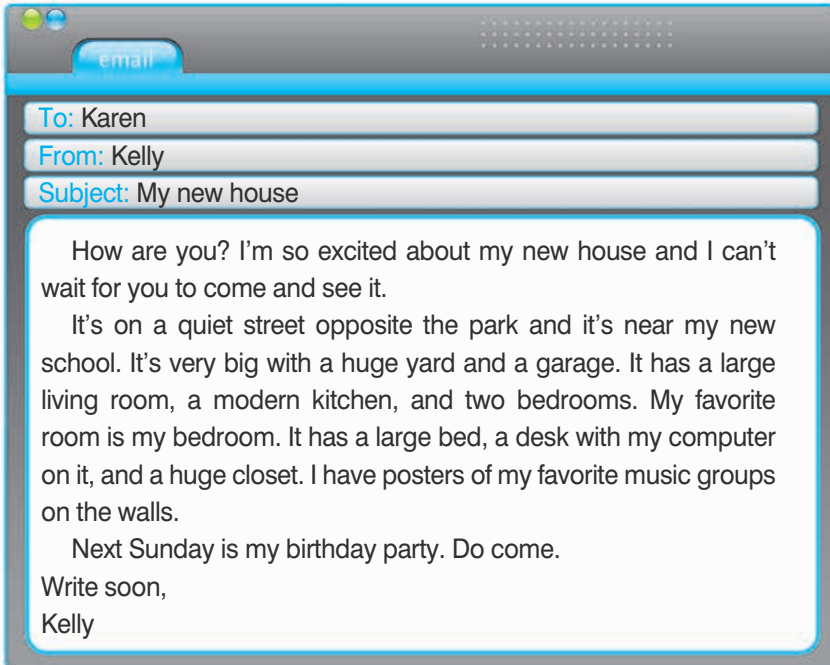
name the street
give directions
say goodbye to A



an email to a pen-friend

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

🔊 Listen, read and check.



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 **question marks** (?) 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 bakery
- 2 It's fantastic
- 3 There are two banks on Princess Street
- 4 The apartment has a living room a kitchen a bathroom and two bedrooms
- 5 Is there a sports center in the area

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

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

- 1 house/my/small/is
- 2 it/nice/yard/a/has
- 3 living room/has/the/furniture/modern
- 4 house/my/street/busy/is/a/on
- 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 favorite room?
What's in it?
.....

7 Use your answers in Ex. 6 to write an email to your friend about your house. (50 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 favorite room (*My favorite room is It has There is also ...*)

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

.....

2h Cross-curricular: Art & Design

Check these words

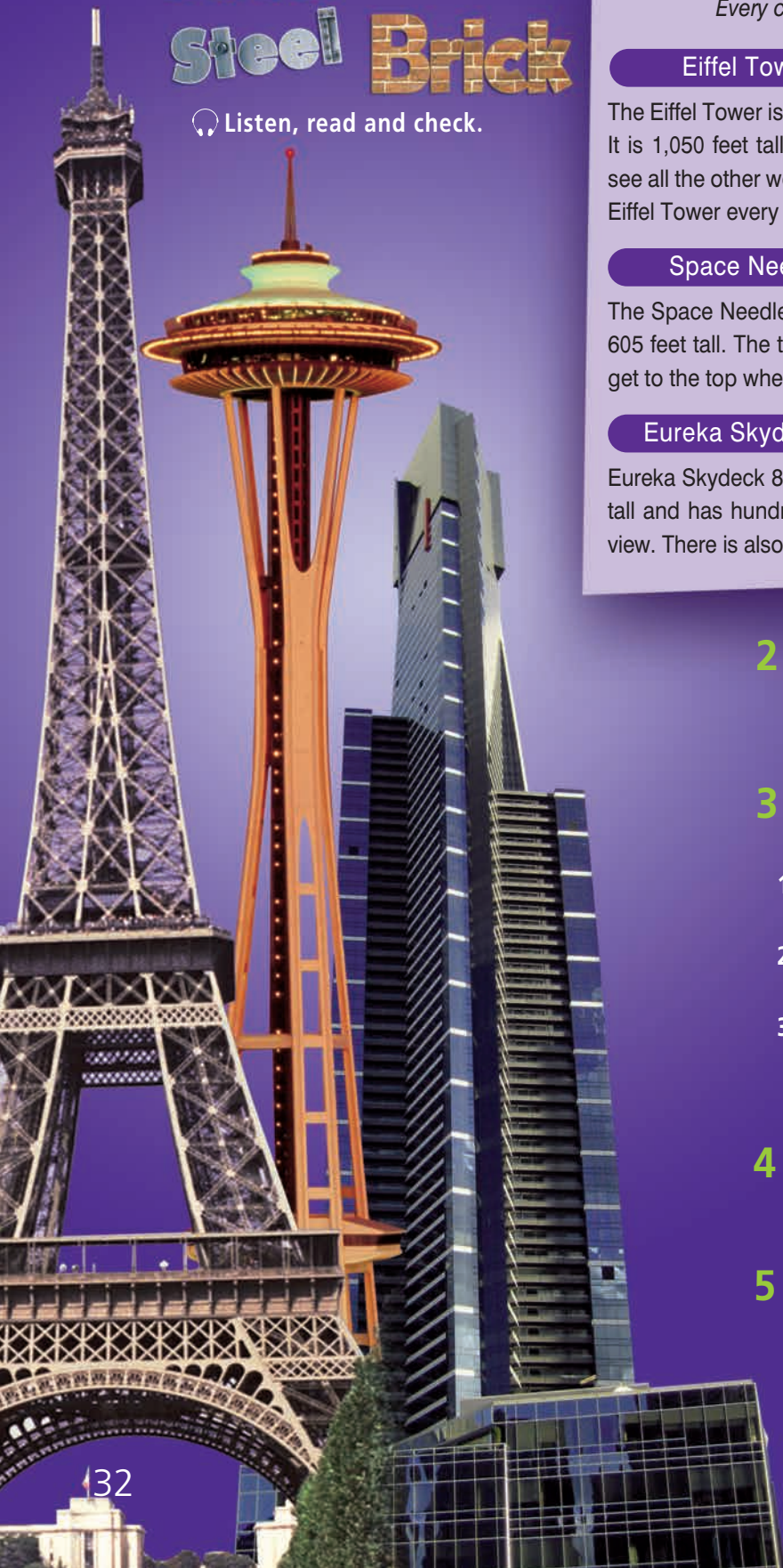
wood, glass, brick, steel towers, stand, skyline, ton, top, sights, cool, spaceship, seconds, great view, hundreds of apartments, glass cube, slide out

Listening & Reading

- 1 What is each tower in the pictures made of:

WOOD **Glass**
Steel **Brick**

Listen, read and check.



Towers

Every city has its tower but some are really amazing.

Eiffel Tower

The Eiffel Tower is a beautiful steel tower that stands on the Paris skyline. It is 1,050 feet tall and weighs over 10,000 tons. 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 605 feet 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 984 feet tall and has hundreds of apartments. 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: 1,050 feet, 984 feet, 43 seconds, 605 feet, 10,000 tons, 6 million?

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

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

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

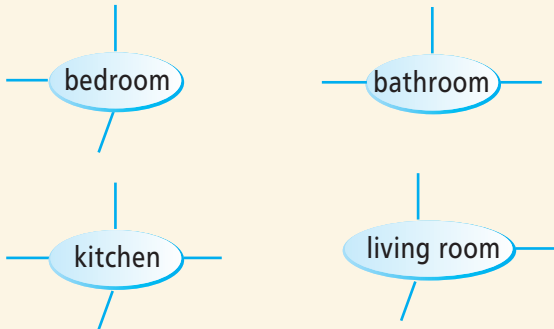
- 5 **ICT**  In groups collect information about another tower or building. *Where is it? What is it made of? What does it look like?*

Present it to the class.

Language Review 2

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

- fridge • cupboard • toilet • bed • couch
- dishwasher • closet • sink (x2) • pillow
- armchair • cushion • bathtub



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

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

3 Choose the correct word.

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

4 Choose the correct preposition.

- The house is **in/at** the shape of a snail shell.
- There are posters **on/in** the walls.
- Astronauts can live **in/at** space.
- There are small huts **in/on** the island.
- The apartment is **at/on** the third floor.
- We're excited **for/about** our new house.
- The place is popular **with/for** tourists.
- The island is home **for/to** twenty families.

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

A collage of images with numbered blanks for store names:

- 1 b
- 2 p medicine
- 3 p..... o.....
- 4 c..... s..... clothes
- 5 f..... r..... burger
- 6 b

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 • real estate agent
- second floor • huge park • bright lights
- street performers • exciting ride • art gallery
- 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. | 6 The Statue of Liberty is on Ellis Island. |
| 2 The Space Needle is in Melbourne. | 7 There aren't any lakes in Central Park. |
| 3 The Uros people have reed boats. | 8 Lake Titicaca is in Peru. |
| 4 The Empire State Building has 100 floors. | |
| 5 You can't walk in space. | |

- 1 Fill in:** *pillow, view, welcome, floor, home, way, cushions, popular, level, friendly.*
- There are some on the couch.
 - The house has a great of the mountains.
 - The islands are to 300 people.
 - Their apartment is on the first
 - The park is with tourists.
 - Is there a on the bed?
 - They have a unique of life.
 - The house is to the environment.
 - Everyone's in their village.
 - The lake is above sea

10x2=20 marks

2 Circle the odd word out.

- kitchen – living room – laundry room – garden
- couch – dishwasher – armchair – chair
- fridge – oven – toaster – closet
- iron – roof – attic – chimney
- pharmacy – butcher's – bakery – towel

5x2=10 marks

3 Choose the correct word.

- There/This** is a bed in the bedroom.
- Is **that/these** a bookcase?
- Are **these/this** pillows?
- There are **some/any** pens on the desk.
- Are there **some/any** posters on the wall?
- There's a computer **on/in** the desk.
- There aren't **some/any** forks on the table.
- These are Ann's **child/children**.
- Those are **knives/knives**.
- These **men/mans** are from Mexico.

10x2=20 marks

4 Circle the correct response.

- A: Where's Ann?
B: a It's in the room. b At home.
- A: Is there a poster on the wall?
B: a Yes, there is. b No, it isn't.
- A: What's that?
B: a It's under the bed. b It's an iron.
- A: What's your address, please?
B: a M – E – R – T – O – N. b 120 Merton Street.
- A: Can you tell me where the movie theater is?
B: a It's on Milton Street. b It's in the kitchen.

5x2=10 marks

5 Read the text and mark the sentences T (true), F (false) or DS (doesn't say).

Bob's apartment is on the third floor. His bedroom is beautiful. It has a small bed between the closet and the desk. On the desk there's a computer and some books. There's also a TV. There's a chair in front of the desk and a plant next to the desk. There isn't a rug. There's a big window with a nice view of the park. It's a very bright room.

- Bob has an apartment on the first floor.
- In his bedroom there's a computer.
- Bob has a TV on the bookcase.
- There aren't any windows in Bob's apartment.
- Bob has posters on the walls.

5x4=20 marks

6 Write a short text about your favorite room (50-60 words).

20 marks

Total: 100 marks

Check your Progress

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

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary

1 ★ Fill in the blanks with the correct word:
kitchen, dining room, living room, bathroom, bedroom.

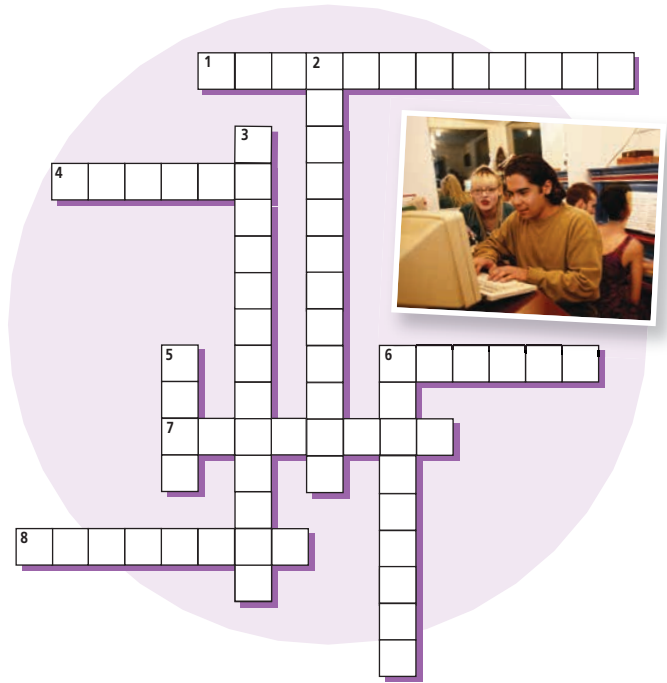
- 1 We have a small bathtub and a toilet in the
- 2 The has a refrigerator and a sink.
- 3 There is a huge couch with big pillows in the
- 4 The has a big table and chairs.
- 5 My closet and all my clothes are in my

2 ★ Match the words to make phrases. Then use the phrases to complete the sentences.

- | | | | |
|---|---------------|---|-----------------------|
| 1 | take | A | agent |
| 2 | horse | B | American independence |
| 3 | skating | C | rent |
| 4 | symbol of | D | photographs |
| 5 | apartment for | E | rink |
| 6 | on the first | F | riding |
| 7 | get | G | wet |
| 8 | real estate | H | floor |

- 1 You can go through the park.
- 2 The statue of Liberty is a(n)
- 3 Get your camera and of the animals in the zoo.
- 4 Is there a(n) on the second floor?
- 5 There is a movie theater and a downtown to have fun.
- 6 Her apartment is
- 7 You can during the boat tour but it's fun.
- 8 The has two houses to show us.

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



Across

- 1 You can watch movies there.
- 4 There are teachers and students there.
- 6 You can buy fresh bread there.
- 7 You can eat burgers and french fries there.
- 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.

Grammar

4 ★ Write the plural forms.

- 1 computer -
- 2 can -
- 3 leaf -
- 4 toy -
- 5 roof -
- 6 box -
- 7 knife -
- 8 plant -
- 9 foot -
- 10 man -

5 ★ Look at the picture and fill in *is, are, isn't, or aren't*.



- 1 There pictures on the walls.
- 2 There a couch in the living room.
- 3 There a bookcase in the room.
- 4 There pillows on the couch.
- 5 There a table in the room.
- 6 There four armchairs in the room.
- 7 There a mirror on the wall.

6 ★ Complete the text with the correct prepositions.



This is Vanessa's bedroom.
 There's a chair 1) the desk
 and there's a computer 2)
 it. The window is 3) the
 desk. There is a bookcase 4) the
 desk and the closet. 5) the
 desk there's a bed. There's a rug 6)
 the chair and the desk.

7 ★ Fill in: *this, these, that, or those*.

1 is a pillow.



2 is a chair.



3 are towels.



4 are bowls.



5 are dishes.



8 ★ Look at the picture and make sentences using prepositions of place, as in the example.



- 1 books/bookcase *There are books in the bookcase.*
- 2 pillows/couch
- 3 rug/floor
- 4 bookcase/window/couch
- 5 flowers/vase

9 ★★ Write a short text describing your living room. You can use the ideas in Ex. 5 and your own ideas.

My living room is

.....

.....

.....

.....

Everyday English

10 ★ Choose the correct response.

- A: Can I help you?
 B: **1)** a Yes, please. b It's expensive.
 A: What's the address?
 B: **2)** a 120 Milton Rd. b Third floor.
 A: How much is it?
 B: **3)** a It's \$120,000. b It's number 12.
 A: Can I see it?
 B: **4)** a Of course. b It's blue.
 A: How many rooms does it have?
 B: **5)** a 6. b 3 o'clock.
 A: Is tomorrow at 4 o'clock OK?
 B: **6)** a That's right. b Yes. That's great.
 A: OK. See you then.
 B: **7)** a No problem. b Thank you.

Listening

11 ★ Listen to dialogues A-D. Which picture does each match?



1



2



3



4

12 ★★ Write short exchanges to match the pictures below.



Reading

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



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 Harbor, Hong Kong. This incredible neighborhood 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 Harbor. They often have boat rides to see this amazing way of life. There is even a three-story boat that is a restaurant. Try the fish - it's really fresh!

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

14 ★ 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.....

Writing (An email to a friend)

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



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

B Hi Ken
How are you? My new apartment 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 center. The apartment is not very big. It has one big living room, a bedroom, a small kitchen, and a bathroom. The best thing about it is the balcony. I have a great view of the city.

16 ★ Complete the sentences with the correct punctuation.

- 1 How are you
.....
- 2 The bank is next to the sports center
.....
- 3 In my bedroom there is a bed a closet a desk for my computer and a bookcase
.....
.....
- 4 My favorite room is the kitchen
.....
- 5 What is opposite the bakery
.....
- 6 My room is great
.....

Word order

17 ★ Put the words in the correct order.

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

18 ★ Answer the questions.

- 1 Where's your house?
.....
- 2 How many rooms are there?
.....
- 3 What is there in your room?
.....
.....
- 4 What stores are there in your neighborhood?
.....
.....
- 5 Do you like it?
.....

19 ★★ Write a short paragraph describing your neighborhood. (40-50 words)

My neighborhood is

There's

There are

There's also a
but there isn't

I my neighborhood a lot.

Language & Grammar Review

Choose the correct answer.

- 1 A: Is 4 o'clock this afternoon OK?
B: A OK, let me see. 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 rug C garden
- 4 Is your pencil? No, it isn't.
A this B these C the
- 5 We have paintings the wall.
A in B under C on
- 6 They have two
A children B child C childrens
- 7 Are there pillows on your couch?
A some B the C any
- 8 There's a house for in the area.
A advert B rent C address
- 9 There are in the kitchen, so it's very bright.
A plants B stairs C windows
- 10 Her house is in a neighborhood.
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 apartment building?
A rinks B rides C floors
- 14 Where's the cleaner?
A iron B washing C vacuum
- 15 There are in the kitchen.
A closets B cupboards C bathtubs
- 16 A: Is there a toaster in the kitchen?
B: A No, it isn't. 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 real agent.
A riding B estate C skating
- 20 The house is to the environment.
A spiral B bright C friendly
- 21 A: Can I see the apartment?
B: A Yes, of course. B That's OK.
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's that?
B: A It's an iron. B That's on the desk.
C Next to the desk.
- 25 I have 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 120 Milton Street. B M-I-L-T-O-N.
C No, it isn't.
- 28 The island is with tourists.
A popular B surprising C unique
- 29 They have 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 pharmacy C post office
- 34 You can buy bread at the
A butcher's B bakery C pharmacy
- 35 The forest is to some tribes.
A home B apartment C house

Components

For the student



Student Book & Workbook



Student's CD

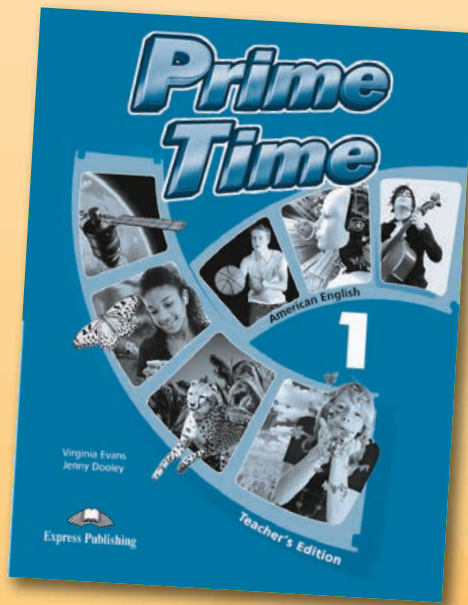


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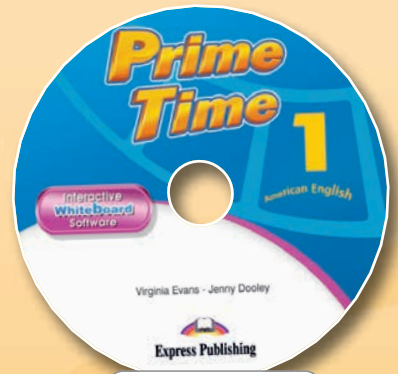
For the Teacher



Student Book & Workbook



Teacher's Edition



IWB Software



Class CDs

Prime Time



American English

2

Student Book & Workbook

Virginia Evans
Jenny Dooley



Express Publishing

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| 1 | Home and away pp. 7-18 Language Review 1 p. 19 Revision 1 p. 20 | <ul style="list-style-type: none"> • prepositions of movement • comparisons • modals (<i>can/can't, could, have to/don't have to, must/must not</i>) | <ul style="list-style-type: none"> • adjectives to describe city/country • features of a town/city • types of housing • modes of transportation • dangers in the countryside • home & chores • public services & facilities |
| 2 | Food & Drinks pp. 21-32 Language Review 2 p. 33 Revision 2 p. 34 | <ul style="list-style-type: none"> • countable/uncountable nouns (<i>a/an – some/any</i>) • quantifiers • <i>too/enough</i> | <ul style="list-style-type: none"> • food • containers/partitives • supermarket sections & products • food preparation • tastes |
| 3 | On vacation pp. 35-46 Language Review 3 p. 47 Revision 3 p. 48 | <ul style="list-style-type: none"> • <i>will</i> • <i>going to</i> • present progressive (future meaning) • <i>might, may, could, will probably, will definitely</i> | <ul style="list-style-type: none"> • types of vacations • vacation activities • eco-tourism • vacation problems |
| 4 | Great people pp. 49-60 Language Review 4 p. 61 Revision 4 p. 62 | <ul style="list-style-type: none"> • simple past (regular/irregular verbs) • <i>wh-</i> questions • linking words (<i>because, so, and, too, also, but</i>) | <ul style="list-style-type: none"> • people & achievements • past activities • historical figures • legendary creatures • jobs & nationalities |
| 5 | Helping hands pp. 63-74 Language Review 5 p. 75 Revision 5 p. 76 | <ul style="list-style-type: none"> • present perfect • <i>yet, already, since, for, ever, never</i> • present perfect vs simple past • <i>-ing/-ed</i> adjectives • <i>have been/have gone</i> | <ul style="list-style-type: none"> • world problems • natural disasters • social problems • threats to animal species • activities at an eco-camp |

Workbook pp. 77-102

Grammar Reference pp. 103-107

Word List pp. 108-115

| Reading & Listening | Speaking & Functions | Writing | Culture Corner/ Cross-curricular |
|---|---|---|--|
| | <ul style="list-style-type: none"> describe a room describe the weather describe appearance tell the time | | |
| <ul style="list-style-type: none"> <i>Police, Camera, Action</i> (T/F statements) e-mails about different types of houses (comprehension questions) <i>The Florida Everglades: Surviving the Swamp</i> (open-ended sentences) listening for specific information | <ul style="list-style-type: none"> compare places buy a ticket ask for/give advice make requests in the home Pronunciation: /s/, /j/, /tʃ/, /tʃ/ | <ul style="list-style-type: none"> describe something happening an informal e-mail about your house sentences about a journey in your country a list of survival tips in the jungle an e-mail giving advice | <ul style="list-style-type: none"> <i>Pacific Coast Highway 1</i> (T/F/DS statements) (Citizenship) <i>Are you a good citizen?</i> (quiz) |
| <ul style="list-style-type: none"> <i>Lemon Art: French style</i> (open-ended sentences) buying things in a supermarket (dialogue) dialogue (order food at a diner) <i>Chillout</i> (filling in sentences in a text) a recipe (reading for specific information) listening for specific information | <ul style="list-style-type: none"> talk about your eating habits order food in a restaurant make a restaurant reservation give instructions how to make a dish Pronunciation: /n/, /ŋ/ | <ul style="list-style-type: none"> a description of a food festival in your country a short text about places to eat out in your country a description of your own strange restaurant an informal e-mail about your favorite dish | <ul style="list-style-type: none"> <i>Eating out in the USA</i> (reading for specific information) (Science) <i>Food for life</i> (reading for specific information) |
| <ul style="list-style-type: none"> <i>Adventure Tour South America</i> (multiple matching) dialogue giving news (open-ended sentences) <i>Sculptures Under the Sea</i> (multiple choice) listening multiple matching | <ul style="list-style-type: none"> future plans & intentions ask for information talk about your vacation Pronunciation: 'll/won't; /h/ | <ul style="list-style-type: none"> 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 vacation how to be a responsible tourist | <ul style="list-style-type: none"> <i>Yellowstone National Park</i> (comprehension questions) (Citizenship) <i>How to be a responsible tourist</i> (T/F/DS statements) |
| <ul style="list-style-type: none"> <i>Is this the most talented person who ever lived?</i> (T/F/DS statements) <i>Heroes of the Ancient World</i> (quiz) <i>Creatures of Legend</i> (open-ended sentences) listening multiple choice | <ul style="list-style-type: none"> discuss past activities ask for & give personal information read dates Intonation: stressed syllables/weak vowels | <ul style="list-style-type: none"> a quiz about famous historical figures a description of a traditional celebration in your country a story about a legendary creature a biography a text about an explorer | <ul style="list-style-type: none"> <i>The Pilgrims – Sailing to a new life!</i> (T/F statements) (History) <i>Christopher Columbus</i> (matching headings to paragraphs) |
| <ul style="list-style-type: none"> <i>Haiti earthquake</i> (T/F/DS statements) listening for specific information <i>From Climbing Mountains ... to Moving Mountains</i> (filling in sentences in a text) <i>Animal SOS</i> (multiple matching) | <ul style="list-style-type: none"> talk about a disaster ask for and offer help make suggestions/express preferences Pronunciation: homophones | <ul style="list-style-type: none"> a short diary entry about a hurricane an interview an e-mail giving your news information about the five oceans | <ul style="list-style-type: none"> <i>Red Nose Day</i> (T/F/DS statements) (Geography) <i>The World's Amazing Oceans</i> (matching headings to paragraphs) |

Rules for Punctuation p. 116
American-British English p. 117

Pronunciation p. 118
Irregular Verbs p. 119

2 Revision

SAMPLE PAGE REVISION

- 1 Fill in:** *tub, slices, order, fry, aisle, serve, spicy, attracts, run, dessert.*
- The festival a lot of visitors every year.
 - Sam doesn't really like Mexican food. He thinks it's too
 - We've got a of vanilla ice cream in the freezer.
 - Are you ready to, sir?
 - Chop the onions and them in olive oil.
 - Cut the cheese into thin
 - The artist let his imagination wild and created statues from vegetables.
 - Harry's favorite is lemon cheesecake.
 - Do they breakfast 24 hours a day?
 - Here's the drinks Let's get some cola.
- 10x2=20 marks*

- 2 Choose the correct word.**
- Do you want **a/some** piece of cake?
 - How **much/many** eggs do we need?
 - There's only **a few/a little** pasta left.
 - You shouldn't eat **too many/too much** chocolate.
 - We have got **many/a lot of** food for the party.
 - Can I have **some/any** more coffee, please?
 - I only have **a little/a few** strawberries.
 - There aren't **many/much** cookies in the jar.
 - Is there **any/many** soup left?
 - I always eat **a/an** apple after lunch.
- 10x1=10 marks*

- 3 Fill in *too* or *enough*.**
- Do we have cake for everyone?
 - This soup is salty for me!
 - Is your tea sweet
 - Oh no! I don't have money for lunch!
 - My coffee is hot to drink.
- 5x2=10 marks*

- 4 Circle the correct response.**
- A: Are you ready to order?
B: **a** I think we are. **b** Yes, that's fine.
 - A: What would you like to drink?
B: **a** A cup of coffee, please. **b** No, thanks.
 - A: Can I have scrambled eggs on toast?
B: **a** That's great. **b** Sure.
 - A: So that's eggs, pancakes and a coffee.
B: **a** That's right. **b** Sure.
 - A: Would you like any side orders?
B: **a** Not for me, thank you.
 b No, I don't like them. *4x5=20 marks*

5 Read the e-mail and mark the sentences T (true), F (false), or DS (doesn't say).

Hi Teresa,
Thanks for the Italian chicken recipe. I love it. Here's a recipe for my country's national dish, Irish stew. You'll see, it's very easy to make.
First, cut a large onion and two pounds of lamb into pieces and fry them in olive oil for about five minutes in a large pot. Then fill the pot with hot water. Peel and cut four or five large potatoes and four carrots, and add them to the pot. Next, add a tablespoon of beef stock, salt, pepper, and thyme. Cover and boil at medium heat for about an hour. Now you have a delicious meal for you and two or three of your friends. Enjoy.
Write soon,
Sally

- Sally is from Ireland.
 - Irish people eat stew every Sunday.
 - There is meat in Irish stew.
 - You need to put a little sugar in Irish stew.
 - It takes about sixty minutes to cook Irish stew.
- 5x4=20 marks*

6 Write an e-mail to your pen pal about a traditional or popular dish in your country (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk about food likes/dislikes _____
- talk and write about supermarket shopping _____
- write about places to eat in my country _____
- talk and write about restaurants _____
- order food in a restaurant _____
- write an informal e-mail about a favorite dish _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Module 2

Food & Drinks

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

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*)

Everyday English: ordering food in a restaurant

Pronunciation: /n/, /ŋ/

Writing: an e-mail about a favorite dish

Culture: Eating out in the USA

Cross-Curricular (Science): Food for life

Vocabulary

Food & Drinks

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

- 1 drinks
- 2 fruits & 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 (♥)

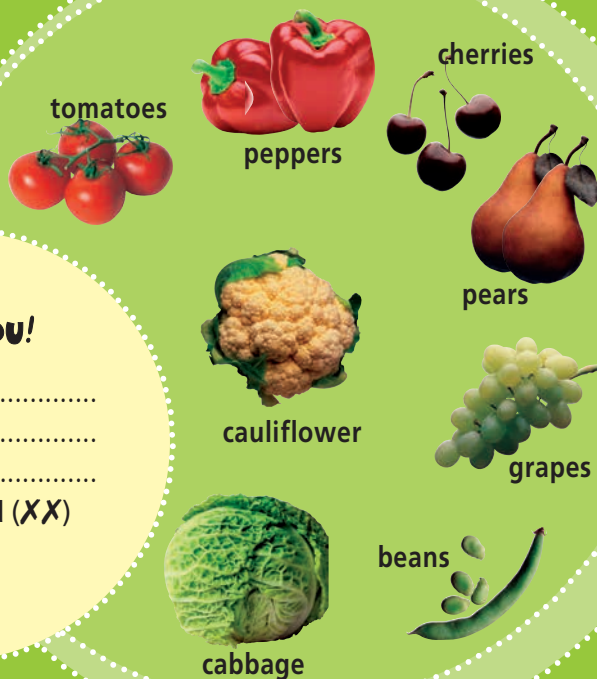
I love (♥♥)

I don't like (X)

I hate/can't stand (XX)

.....

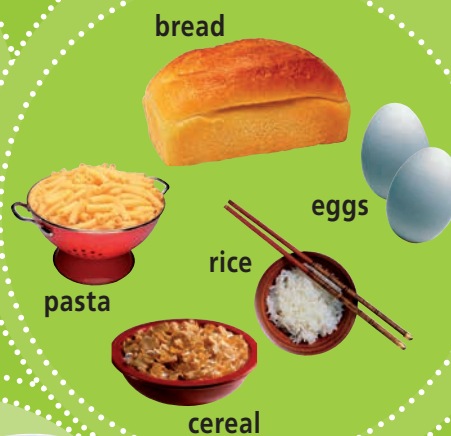
A



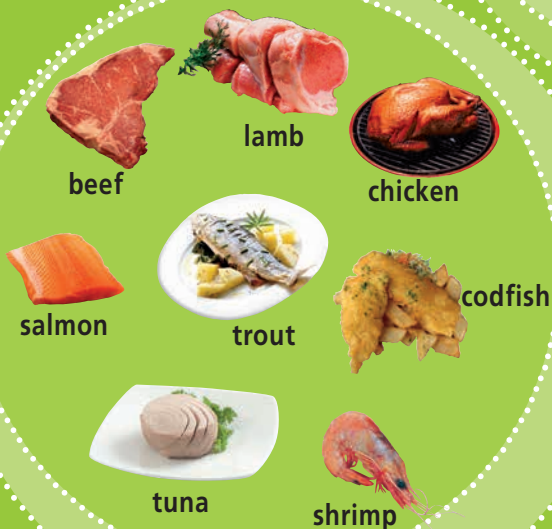
B



C



D



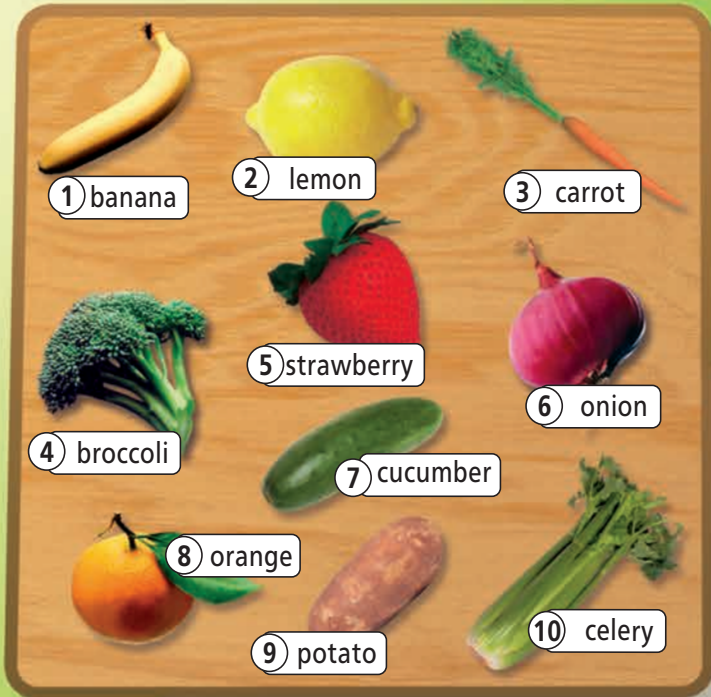
E



2a Food art

Vocabulary Food

1 a) Listen and say.



b) Which of these foods do you see in the pictures on p. 23?

Grammar

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 questions 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 refrigerator.
- 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 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 32 feet 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 colorful 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.feteducitron.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) Read the text and 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.

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.



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.

Products

Supermarket Sections



Fruits & vegetables



Dairy products



Meat & fish



Drinks



Bakery

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



Candy & snacks



Breakfast foods



Canned foods



Frozen foods

Grammar Quantifiers

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

| COUNTABLE | UNCOUNTABLE |
|---|--|
| <i>How many candies are there?</i> | <i>How much milk is there?</i> |
| There are too many candies.  | There is too much milk.  |
| There are a lot of candies.  | There is a lot of milk.  |
| There are some/a few candies.  | There is some/a little milk.  |
| There are (very) few candies./ There aren't many candies.  | There's (very) little milk./ There isn't much milk.  |
| Are there any candies? There aren't any candies./ There are no candies.  | Is there any milk? There isn't any milk./ There's no milk.  |

4 Choose the correct word. Compare with your partner.


- A: How **many/much** butter do we have?
B: Very **few/little**. Get some more.
- A: Is there **many/any** fruit?
B: There are **much/a lot of** bananas and apples, but there aren't **some/many** oranges.
- A: How **much/many** eggs do we need for the omelet?
B: Not a **lot/many**. Just three or four.
- A: There isn't **some/much** flour left in the cupboard. Only half a bag.
B: OK. Get **some/few** more then.
- A: Do we need **some/any** tomatoes?
B: Yes, there are only a **little/a few** left.
- A: There's very **few/little** cheese left.
B: I'll get some. How **many/much** do you want?
- A: There's **many/no** bread left.
B: Let's buy a loaf, then, and **some/any** cookies.
- 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 check (✓) next to the things she needs and a cross (X) next to the things she doesn't need.

| | |
|------------------------|-------------------------|
| 4 pounds of chicken ✓ | 2 bottles of cola |
| 6 eggs X | 1 carton of apple juice |
| 1 pound of cheese | 1 bag of rice |
| 3 bags of potato chips | 20 hot dogs |

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

- A: *How much chicken does she need?*
B: *She needs a lot – four pounds!*
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

- carbonated 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.

2C Culture Corner

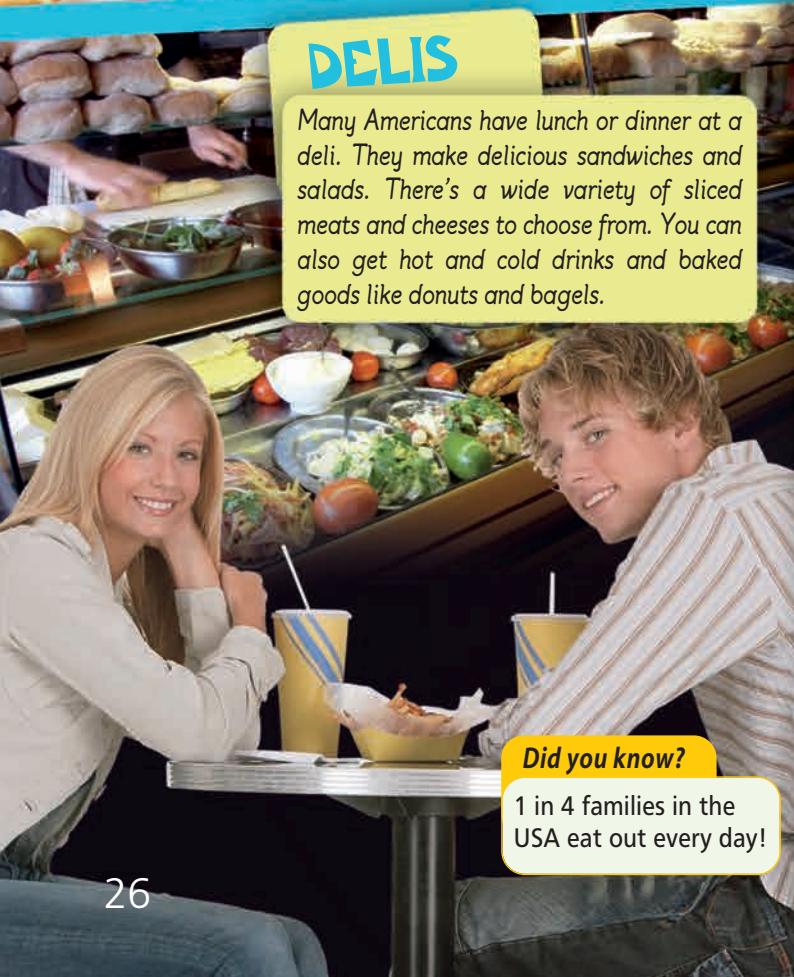
EATING OUT IN THE USA

The USA is the home of the fast food restaurant, but that isn't all there is. There are many interesting places to eat a meal or grab a snack, and some of them are even open 24 hours a day.



DINERS

You can't miss the classic American diner – it looks like a train carriage! Inside, customers sit at the counter or in a booth. Diners serve traditional American food like burgers and fries. They are also famous for their all-day breakfasts of fried eggs, waffles, pancakes and French toast, and their desserts like apple or cherry pie.



DELIS

Many Americans have lunch or dinner at a deli. They make delicious sandwiches and salads. There's a wide variety of sliced meats and cheeses to choose from. You can also get hot and cold drinks and baked goods like donuts and bagels.

Did you know?

1 in 4 families in the USA eat out every day!

STREET FOOD STANDS

For quick snacks, there is a great choice of street food. You can get a spicy chili dog from a traditional hot dog stand, or a pretzel from the stand on the corner. There are also many other stands with international snacks such as Mexican burritos, pizza, and kebabs.

Check these words

fast food, grab, classic, look like, train carriage, customer, counter, booth, serve, fried, waffle, pancake, French toast, dessert, pie, wide variety, sliced, baked goods, bagel, stand, spicy, pretzel

- 1 How often do you eat out? Where do you like to go? *a local café, an Italian/Indian/fast food restaurant, a street food stand?*
- 2 a) Look at the pictures and the headings in the text. What kinds of foods do you think you can get at each of these places?
 Ⓛ Listen and read to find out.
 b) Read again and write the places that the words in bold refer to.
 - 1 You can eat burritos **there**.
 - 2 You can sit at the counter **there**.
 - 3 **They** look like train carriages.
 - 4 **They** serve lunch and dinner but no breakfast.
 - 5 You can only have a quick snack **there**.
 - 6 **They** serve salads.
- 3 Use words from the **Check these words** box to complete the sentences.
 - 1 There is a of sandwiches in a deli.
 - 2 This chili dog is too I can't eat it.
 - 3 We can have cheesecake for
 - 4 You shouldn't eat too much food, like donuts and French fries.
- 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 restaurant

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 diner. 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 omelet.

Waiter: OK. Would you like any side orders?

Carl: Erm ... yes, hash browns, 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, hash browns, a cheese omelet, 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.

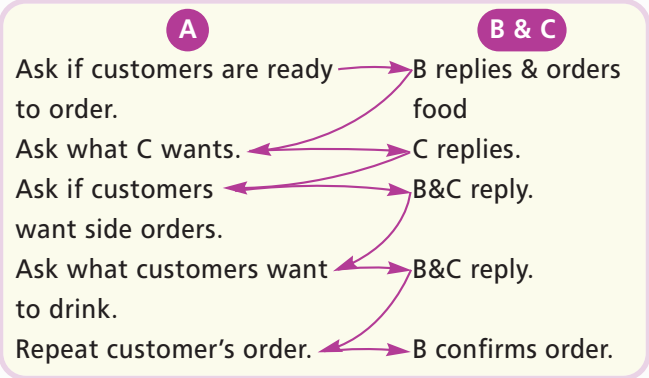
Pronunciation: /n/, /ŋ/

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 dinner. Use the menu and the plan.

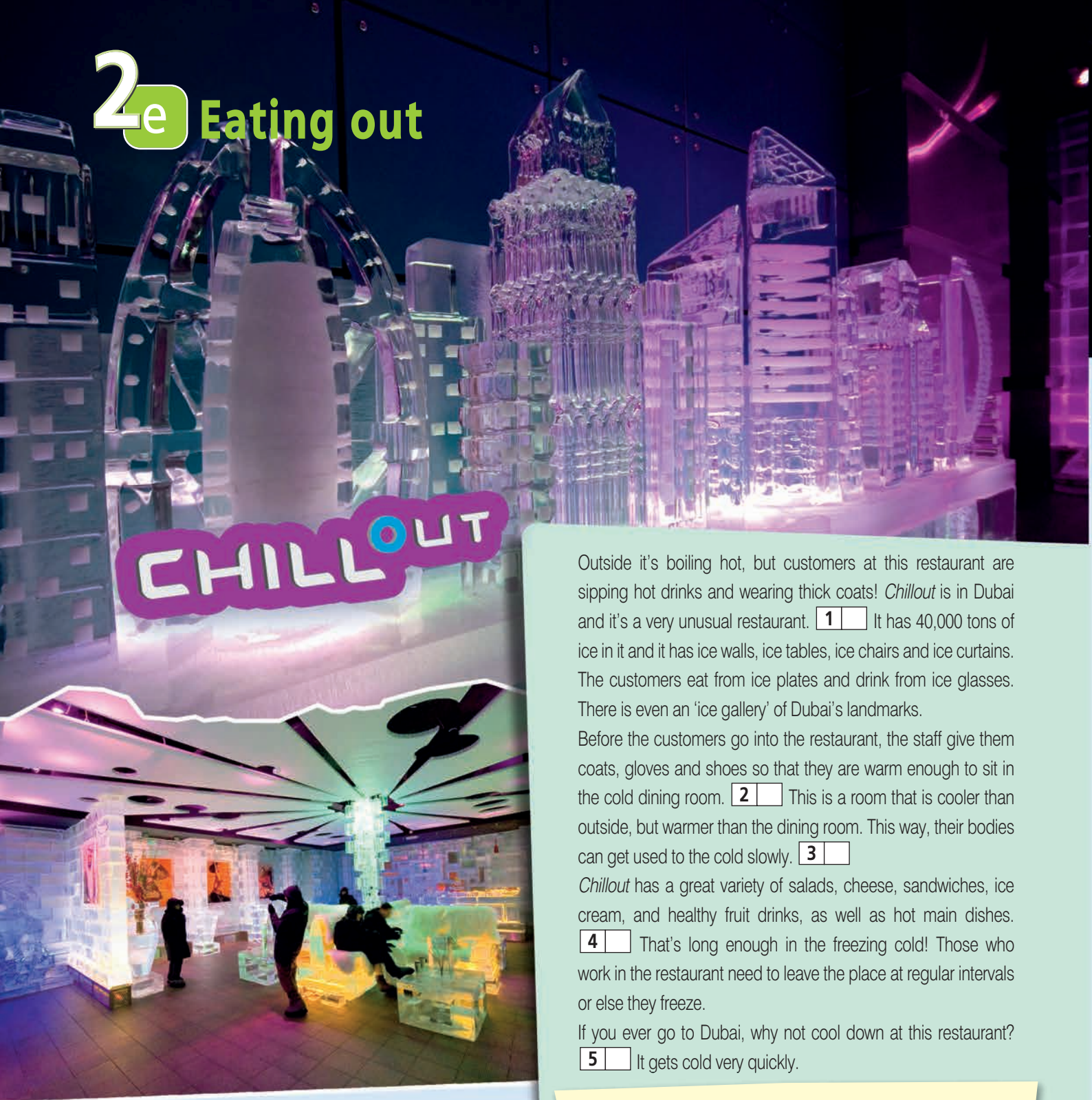


Ruby's MENU

| | | |
|--|--|--------|
| All-day Breakfast | | |
| Scrambled or fried eggs on toast | | \$4.75 |
| French toast or pancakes | | \$5.75 |
| Omelet (cheese or mushroom) | | \$4.50 |
| Side orders ✱ | | |
| Extra eggs (fried or scrambled) | | \$1.25 |
| Onion rings | | \$2.05 |
| Fries or hash browns | | \$2.75 |
| Lunch/Dinner ✱ | | |
| Burger & fries | | \$6.25 |
| Fried chicken | | \$5.75 |
| Club sandwich | | \$4.95 |
| Desserts ✱ | | |
| Pancakes or waffles with fruit & ice cream | | \$4.50 |
| Apple or cherry pie | | \$2.75 |
| Chocolate brownies | | \$2.25 |
| Drinks ✱ | | |
| Tea | | \$1.95 |
| Coffee | | \$1.95 |
| Orange juice | | \$2.50 |
| Soda (cola, lemonade) | | \$1.75 |
| Hot chocolate | | \$2.30 |

Two women are sitting at a table, smiling and holding coffee cups. They appear to be in a cafe or restaurant setting.

2e Eating out



Outside it's boiling hot, but customers at this restaurant are sipping hot drinks and wearing thick coats! *Chillout* is in Dubai and it's a very unusual restaurant. **1** 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. There is even an 'ice gallery' of Dubai's landmarks.

Before the customers go into the restaurant, the staff give them coats, gloves and shoes so that they are warm enough to sit in the cold dining room. **2** This is a room that is cooler than outside, but warmer than the dining room. This way, their bodies can get used to the cold slowly. **3**

Chillout has a great variety of salads, cheese, sandwiches, ice cream, and healthy fruit drinks, as well as hot main dishes. **4** That's long enough 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? **5** It gets cold very quickly.

Reading & Listening

- 1** What's your favorite 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. Five sentences are missing. Match each sentence (A-F) to a blank (1-5). There is one extra sentence. Compare with your partner.

- A Then the waiters show the customers to their table and serve them fruit juice or hot chocolate.
- B Most of the customers only stay for about thirty to forty minutes, though.
- C There are lots of cold desserts to choose from.
- D Inside it's 22°F and nearly everything there is made of ice.
- E But don't leave your food for too long!
- F They wait in the Buffer zone for a few minutes.

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



4 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 at the restaurant for long because it's !

5 Match the words.

🔊 Listen and check. Use each phrase to write a sentence of your own.

- | | | |
|----------------------------|----------|-----------------|
| 1 <input type="checkbox"/> | serve | a the bill |
| 2 <input type="checkbox"/> | take | b customers |
| 3 <input type="checkbox"/> | show you | c the menu |
| 4 <input type="checkbox"/> | ask for | d a tip |
| 5 <input type="checkbox"/> | pay | e a table |
| 6 <input type="checkbox"/> | leave | f to your table |
| 7 <input type="checkbox"/> | book | g your order |

Writers serve customers hot chocolate at Chillout.

Grammar

Too – Enough

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 on the salad.

Making a restaurant reservation

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

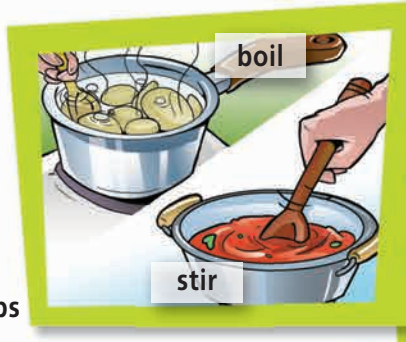
Speaking & Writing

- 8 a) **THINK!** 🎧 Listen and read the text in Ex. 2. Would you like to visit the ice restaurant in Dubai? Why/Why not? Tell the class.
- b) Think of your own strange restaurant. In three minutes write a few sentences. Read them to the class.

2f Skills

Vocabulary Food preparation

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



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

Note:
tbs = tablespoon tsp = teaspoon

Listening

- 3 Listen to Frank talking about a TV show and for questions 1 to 5 choose the letter A for YES or B for NO.

| | YES | NO |
|---|-----|----|
| 1 Frank really enjoyed watching <i>Chef Jeff</i> last night. | A | B |
| 2 <i>Chef Jeff</i> went to a restaurant that only serves steak. | A | B |
| 3 Maria never eats meat. | A | B |
| 4 <i>Chef Jeff</i> closed down the restaurant so they could clean it. | A | B |
| 5 Once, <i>Chef Jeff</i> showed a Spanish chef how to cook paella. | A | B |

- 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.

Apple-Cinnamon Blini

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

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, ...

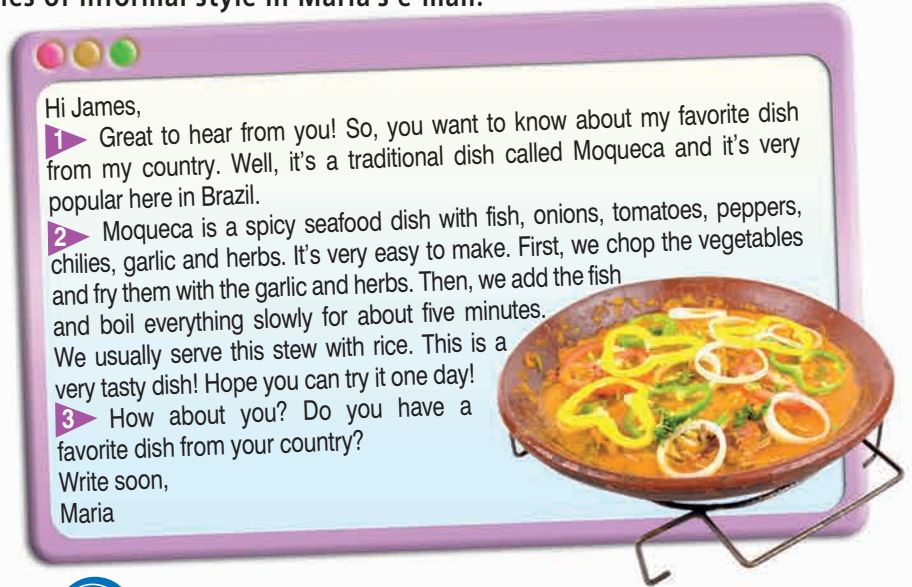
An e-mail about a favorite dish

1 Read the writing tip. Find examples of informal style in Maria's e-mail.

Writing Tip

Using informal style

When we write e-mails 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!*).



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.

This is part of an e-mail from your American pen pal, Marcy. Write an e-mail in reply (80-100 words). I'm doing a school project about food around the world. What's your favorite dish from your country? What are the ingredients? How do you make it?

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

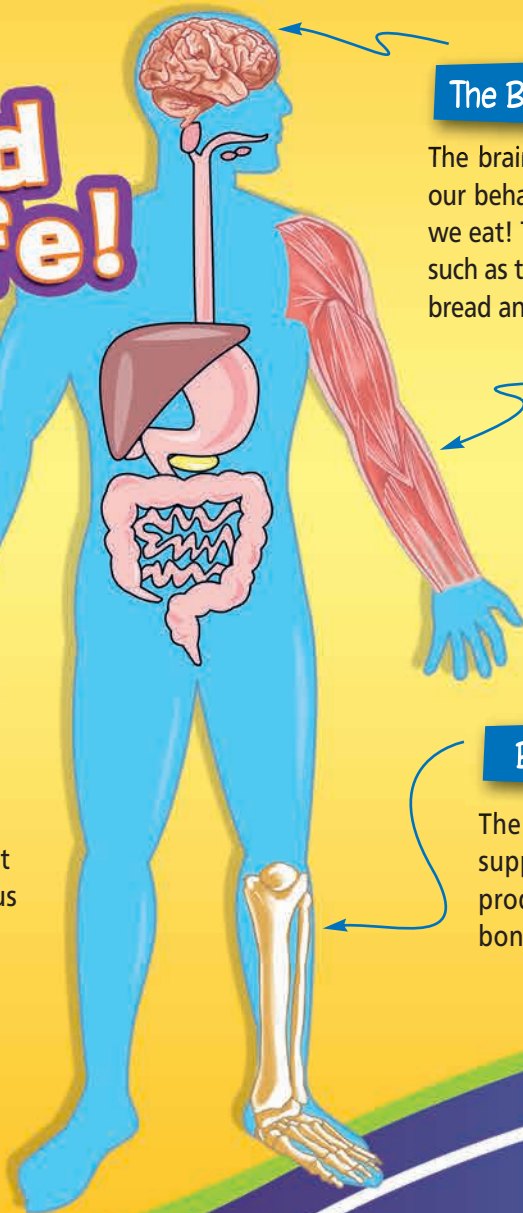
Writing (an e-mail about a favorite dish)

5 Write your reply to Marcy's e-mail. 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? ...*)
-

Food for Life!



The Brain

The brain commands our nervous system and controls our behavior. 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 fruits 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, behavior, energy, fat, oily, carbohydrate, breathe, pump blood, digest, repair, muscle, protein, bone, support, protect, calcium, sense of touch

- In a minute write as many parts of the body as possible. Compare with your partner.
- 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.
- Read again and make notes under the headings. Use your notes to tell your partner about each organ/body part.
- IT**  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.

| Organ/Body part | What to eat to keep it healthy |
|-----------------|--|
| <i>brain</i> | <i>green vegetables, healthy fats, oily fish, cereal, bread, pasta</i> |

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

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 brownies • strawberries • soda
- tea • salmon • ice cream • waffles

fruits & vegetables

.....

.....

.....

meat, poultry & fish

.....

.....

.....

desserts

.....

.....

.....

drinks

.....

.....

.....

2 Choose the correct words.

The drive-thru 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 of 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-thrus 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.

- tub – carton – jar – jam
- protein – bones – muscles – skin
- boil – fry – order – grill
- pepper – onion – shrimp – celery
- salty – fried – sweet – creamy

4 Choose the correct preposition.

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

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

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

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.

- street food • staff • dessert • poultry • creamy
- drinks aisle • dairy products • frozen foods • grill
- salty • tub of ice cream • loaf of bread • protein
- looks like • baked goods • serve • sliced meats
- stands • 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.

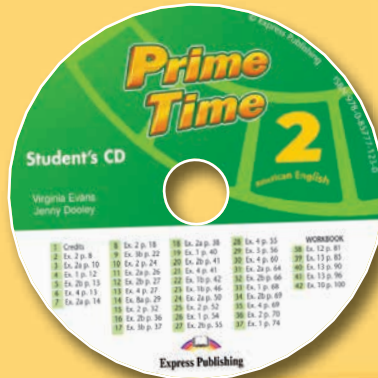
- | | |
|--|---|
| 1 How many tons of fruit do they use in the Menton Lemon Festival? | 6 Where's <i>Chillout</i> ? |
| 2 In which section can you find yogurt in a supermarket? | 7 What traditional dish is popular in Brazil? |
| 3 What does a diner look like? | 8 How many bones are there in the human body? |
| 4 What can you eat in a deli? | 9 What does our skin do? |
| 5 What is the temperature inside <i>Chillout</i> ? | 10 What foods have a lot of calcium in them? |

Components

For the student



Student Book & Workbook

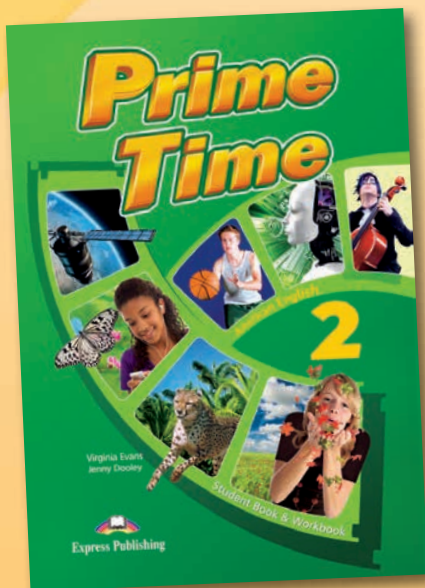


Student's CD

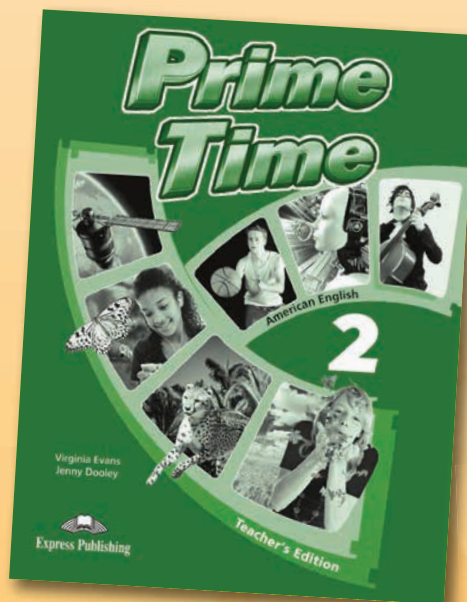


ieBook

For the Teacher



Student Book & Workbook



Teacher's Edition



IWB Software



Class CDs

Prime Time



American English

3



Virginia Evans
Jenny Dooley

Student Book & Workbook



Express Publishing

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| Starter | pp. 5-6 | | <ul style="list-style-type: none"> • Transportation • Places in a city • Household chores • Food/Drinks • Cooking methods • Natural disasters |
| 1 | Work & Play pp. 7-18 Language in Use 1 p. 19 Revision 1 p. 20 | <ul style="list-style-type: none"> • Adverbs of manner • Simple present /Present progressive • Stative verbs | <ul style="list-style-type: none"> • Jobs • Character adjectives • Hobbies • Sports • Student jobs • Phrasal verbs: <i>break, bring</i> • Word formation: person nouns |
| 2 | Culture & Stories pp. 21-32 Language in Use 2 p. 33 Revision 2 p. 34 | <ul style="list-style-type: none"> • Past progressive • Past progressive vs. simple past • <i>Used to</i> | <ul style="list-style-type: none"> • Cultural activities & experiences • Travel experiences • The Internet • Types of performances • Social networking sites • Types of books • Phrasal verbs: <i>fall, get, give</i> • Word formation: abstract nouns from verbs |
| 3 | Mother Nature pp. 35-46 Language in Use 3 p. 47 Revision 3 p. 48 | <ul style="list-style-type: none"> • <i>Will</i> • <i>Going to</i> • Present progressive with future meaning • Conditionals type 0 & 1 | <ul style="list-style-type: none"> • The weather • Extreme activities • Types of accommodation • Verbs related to the weather • Outdoor leisure activities • Phrasal verbs: <i>go, look</i> • Word formation: adjectives from nouns |
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| Reading & Listening | Speaking & Functions | Writing | Culture Corner/ Cross-curricular |
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| | <ul style="list-style-type: none"> Revision | | |
| <ul style="list-style-type: none"> <i>Hot Jobs</i> (multiple choice) <i>UFO Hunter</i> (open-ended sentences) <i>A job interview</i> (dialogue) Listening: identifying main points <i>Take a Deep Breath</i> (multiple choice) Listening: multiple matching | <ul style="list-style-type: none"> Talking about jobs Applying for a job (interview) Talking about adventure sports Asking for/giving personal details Pronunciation: intonation in questions | <ul style="list-style-type: none"> Taking notes about jobs Sentences about UFO Hunting A cover letter, applying for a job | <ul style="list-style-type: none"> <i>Cash in Hand</i> (T/F/DS statements) P.S.H.E.: What's the job for you? (quiz) |
| <ul style="list-style-type: none"> <i>John's Travels</i> (open-ended sentences) Listening: identifying main points <i>The Story of Google</i> (T, F, DS) <i>Lady Gaga</i> (comprehension questions) Listening: multiple matching Expressing opinions: dialogue Grand Opera (multiple choice) Listening: identifying specific information (T/F) Listening: identifying specific information (answering questions) | <ul style="list-style-type: none"> Talking about travel experiences Expressing opinions Talking about a performance Talking about reading habits Pronunciation: Intonation – Expressing feelings | <ul style="list-style-type: none"> Writing a short account of a story Making notes about a Chinese opera An e-mail about a concert you attended | <ul style="list-style-type: none"> <i>Lady Gaga: The queen of pop?</i> IT: Social Networks: How to they work? |
| <ul style="list-style-type: none"> <i>Matt of the Antarctica</i> (T/F statements) <i>Extremely weird</i> (multiple choice) Booking Accommodations: dialogue <i>Climate change</i> (T/F / DS statements) Listening: identifying specific information (Multiple Choice) | <ul style="list-style-type: none"> Talking about the weather Talking about extreme activities Booking accommodations/ asking for and giving information Talking about environmental problems Describing pictures Pronunciation: Intonation – Stress in compound nouns | <ul style="list-style-type: none"> Writing about Antarctica Sentences about extreme sports Writing about Global warming A semi-formal e-mail asking for information | <ul style="list-style-type: none"> <i>The Appalachian Trail</i> Geography: Caves |
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| <ul style="list-style-type: none"> <i>It's annoying</i> (T/F / DS statements) <i>Steven Marshall</i> (T/F statements) Complaining and apologizing: dialogue <i>A change for the better</i> (Reading for general information, reading for specific information) Listening: (T/F statements) | <ul style="list-style-type: none"> Talking about annoying situations Talking about social etiquette in your country Complaining and apologizing (complaining to a neighbor) Commenting on changes in appearance Pronunciation: Linking sounds | <ul style="list-style-type: none"> Writing a post about an annoying situation Writing sentences about Steven Marshall's problem Writing sentences about person you admire A for-and-against essay | <ul style="list-style-type: none"> <i>Social Etiquette in the USA.</i> Science: Body Talk |

2 Revision

SAMPLE PAGE REVISION

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

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

9x2=18 marks

2 Put the verbs in parentheses in the simple past or the past progressive.

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

5x2=10 marks

3 Complete the sentences with used to.

- The actors (wear) brightly-colored costumes in Chinese opera in ancient times.
- the ancient Greeks (perform) in outdoor theaters?
- Lily (not/live) in the city when she was 5.
- Harry (take) long walks in the countryside when he was young.

4x3=12 marks

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

- | | | |
|----------------------------|-------------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> | What was the concert like? | A Sure! I'll give you a call. |
| 2 <input type="checkbox"/> | Do you want to go for a walk later? | B I watched a movie on TV. |
| 3 <input type="checkbox"/> | What did you do on Friday? | C Not really. It was nothing special. |
| 4 <input type="checkbox"/> | Did you enjoy the concert? | D It was fantastic! |
| 5 <input type="checkbox"/> | Is your book good? | E No, I'm not really enjoying it. |

5x4=20 marks

5 Read the story and mark the sentences T (true), F (false), or DS (doesn't say).

Hi Jane,
I hope you're well. I'm having a fantastic time in New York! Last night, I went to see the New York Philharmonic orchestra! They were playing Gershwin's 'Rhapsody in Blue', my favorite piece of classical music!
Luckily, my seat had a perfect view of the stage. Everyone clapped as the orchestra took their seats. Then, when I heard those first chords, which start softly, but become suddenly more powerful, my eyes actually filled up with tears! The whole performance was thrilling. At the end, the crowd stood and cheered the musicians. They really deserved it! I felt really lucky to hear one of the very best orchestras perform. It's the highlight of my trip. Write soon with your news!
Daniel

- This was Daniel's first classical music concert. ...
- He could see the orchestra really well.
- The music nearly made him cry.
- At the end of the concert, the crowd clapped quietly.
- Daniel wants to see this performance again.

5x4=20 marks

6 Write a short e-mail about a concert you attended (80-100 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 _____
- talk and write about music and pop stars _____
- express positive and negative opinions _____
- write a descriptive e-mail _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Module 2

Culture & Stories

Vocabulary: cultural activities & experiences, travel experiences, cultural icons, types of music, types of music performances, types of reading material and books

Grammar: past progressive, past progressive vs. simple past, *used to*

Everyday English: expressing opinions

Pronunciation: intonation when expressing emotions

Writing: an e-mail about a concert you attended

Culture Corner: Lady Gaga

Cross-curricular (IT): Social Networking

Phrasal verbs: *fall, get, give*

Word formation: abstract nouns from verbs

Vocabulary

Cultural activities

- 1 Match the phrases (A-F) with the pictures (1-6).

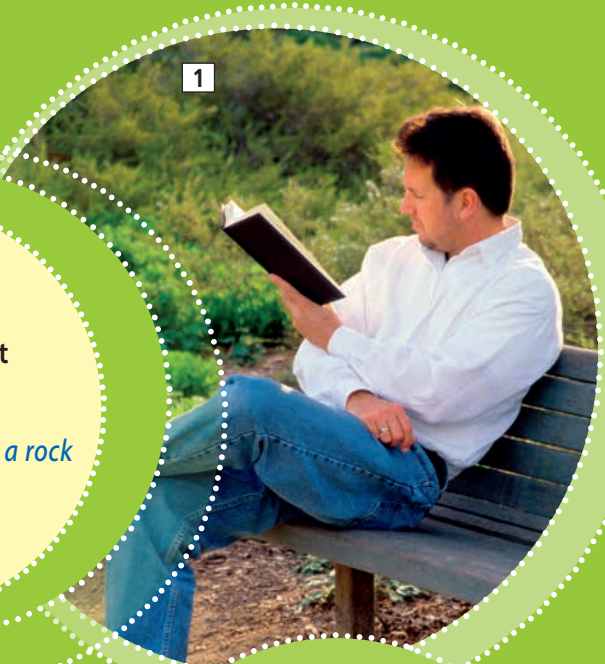
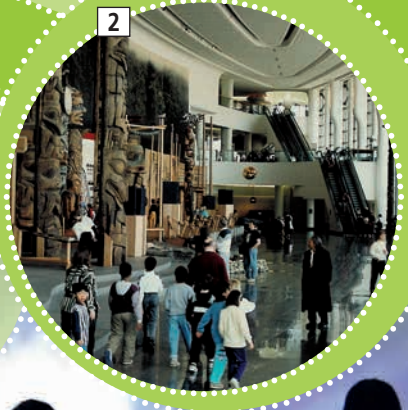
🔊 Listen and check, then say.

- A taking a guided tour of a museum
- B attending a rock concert
- C taking a ballet class
- D reading a classic novel
- E practicing 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 ...*



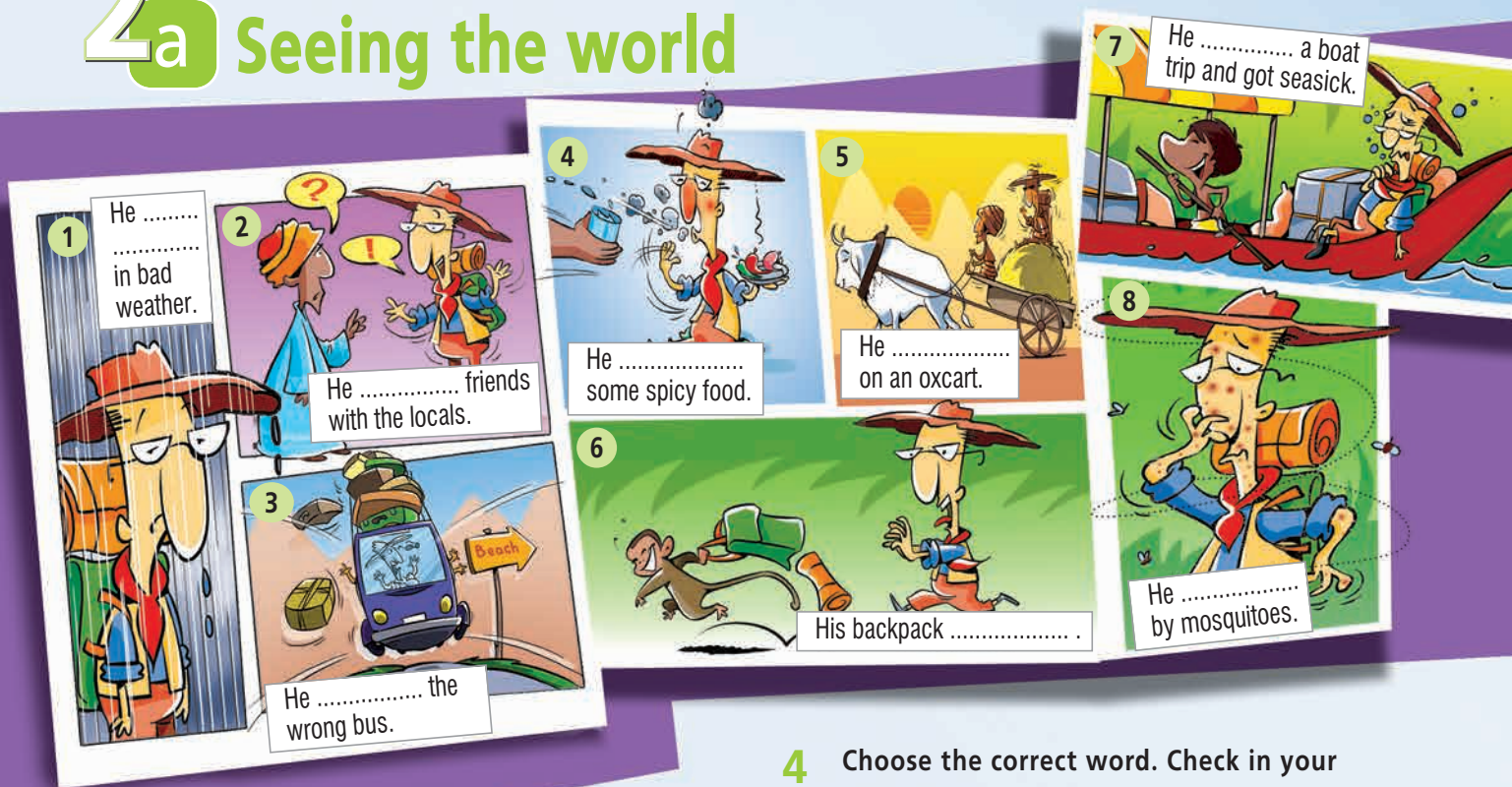
OVER TO YOU!

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, traveled, caught in the simple past.*
 🎧 Listen and check, then say.
- b) Have you had any of these experiences while traveling? Tell your partner.

A: *I once got caught in bad weather in Ontario. 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 Choose the correct word. Check in your dictionaries.

- 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.

Grammar

Past progressive

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

We use the past progressive to talk about actions in progress at a certain time in the past.

Form: **was/were** + main verb + -ing

AFFIRMATIVE

| | |
|-----------------------------------|---|
| <i>I was traveling.</i> | <i>He/She/It was traveling.</i> |
| <i>You were traveling.</i> | <i>We/You/They were traveling.</i> |

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

Spelling:

- verb + -ing *talk – talking*
- verb -e + -ing *make – making*
- one-syllable verb ending in vowel + consonant → double consonant + -ing *swim – swimming*
- a stressed vowel between two consonants → double consonant + -ing *begin – beginning*

TRAVEL STORIES

TRAVEL TIPS

PHOTO GALLERY

Hi, I'm John Thompson from Chicago, USA. I'm 19 years old, and I was traveling around the world all last year. I learned 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!

Traveling by oxcart!

I was traveling 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 running 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!

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, bushes, run after, passport, embassy

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

• write • buy • ride • take (x2)

At 11 o'clock yesterday morning...

- John a camel in the desert.
- Harry and Suzy photos of the Pyramids.
- Peter a boat trip on the Nile River.
- Kim and Sam souvenirs.
- 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 e-mails.



Click here for more travel stories!

Listening & Writing

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

- | | |
|----------------------------|--|
| <input type="checkbox"/> A | She realized it was just a branch. |
| <input type="checkbox"/> B | Her kayak hit a rock and she fell out. |
| <input type="checkbox"/> C | It was moving closer to her. |
| <input type="checkbox"/> D | She decided to go on a kayaking trip. |
| <input type="checkbox"/> 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.

I was traveling 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 realized 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, it's 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

- 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 *T* (true), *F* (false) or *DS* (doesn't say).

- 1 Larry and Sergey usually shared the same opinions.
- 2 Google wasn't the first search engine.
- 3 Larry and Sergey left university to work on Google full-time.
- 4 From the very beginning, everybody thought Google was a good idea.
- 5 It took a while for Google to become successful with Internet users.

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

- 1 Google made the Internet more for everyone.
- 2 Band Aid was the of singer Bob Geldof.
- 3 It's very when you can't find the information you want on the Internet.
- 4 Tina likes to have everything and tidy.
- 5 The council's plans received a lot of so they didn't go ahead.

Grammar


Past progressive (negative, questions & short answers)

- 4 Read the table. How do we form the negative and questions in the *past progressive*?

| NEGATIVE | |
|----------------------------------|---|
| <i>I wasn't working.</i> | <i>He/She/It wasn't working.</i> |
| <i>You weren't working.</i> | <i>We/You/They weren't working.</i> |
| QUESTIONS | SHORT ANSWERS |
| <i>Was I working?</i> | <i>Yes, I was./No, I wasn't.</i> |
| <i>Were you working?</i> | <i>Yes, you were./ No, you weren't.</i> |
| <i>Was he/she/it working?</i> | <i>Yes, he/she/it was./</i> |
| <i>Were we/you/they working?</i> | <i>No, he/she/it wasn't. Yes, we/you/they were./ No, we/you/they weren't.</i> |

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

- Larry and Sergey/study/mathematics?
*Were Larry and Sergey studying mathematics?
No, they weren't studying mathematics. They were studying computer science.*
- Search engines/list results/according to popularity/before Google?
.....
- Experts/praise their research/at first?
.....
- They work/from their house?
.....
- They answer/hundreds of requests/in 1998?
.....

- 6  Use the words to ask and answer questions in pairs.

- 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.*
- you/walk in the park/last Sunday afternoon?
- you/chat on the phone/an hour ago?
- your friend/eat dinner/8 o'clock last night?
- your parents/work/last Saturday morning?

Past progressive vs. simple past

- 7 Read the theory. Find more examples in the text in Ex. 2.

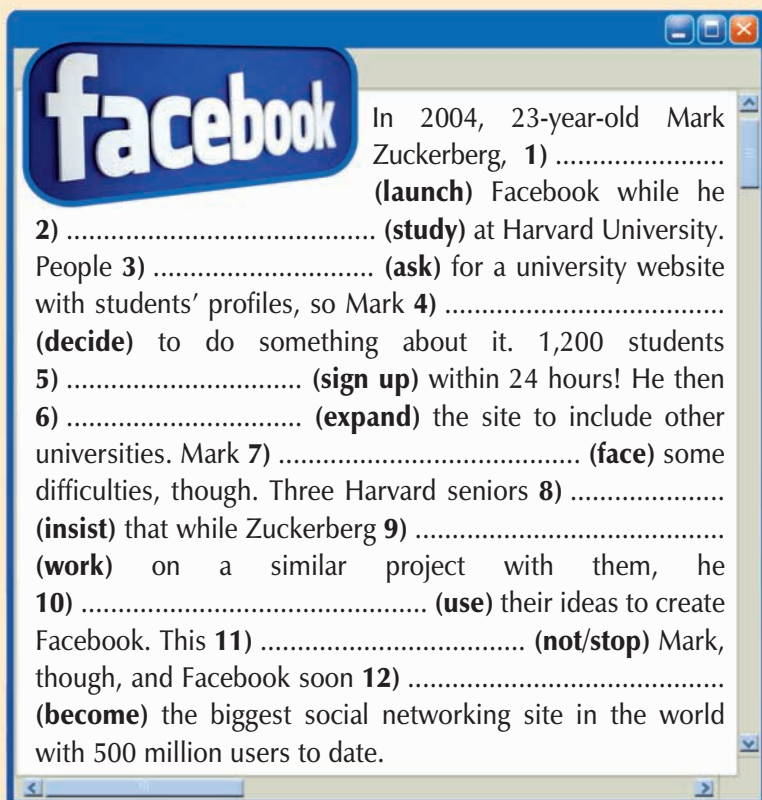
PAST PROGRESSIVE

- 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.*

SIMPLE PAST

- 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.*

- 8 Put the verbs in parentheses into the *past progressive* or the *simple past*.



facebook In 2004, 23-year-old Mark Zuckerberg, 1) (launch) Facebook while he 2) (study) at Harvard University. People 3) (ask) for 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

- 9 **THINK!** Imagine you are Mark in Ex. 8. Describe the events leading up to your creation of Facebook. Tell the class.

1 Who is Lady Gaga? How are these names related to her?

- Manhattan • Germanotta • Bach
- Britney Spears • Twitter
- Tisch School of Performing Arts

🔊 Listen and read to find out.

2 Read again and answer the questions.

- 1 What musical instrument does Lady Gaga play?
- 2 Who has she written songs for?
- 3 How did she help herself to become famous?
- 4 What does Lady Gaga use to create her image?

Check these words

string, sensation, phenomenal, play by ear, outrageous, social media, lyrics, reign, icon, pop culture

LADY GAGA

The queen of pop

With a string of No. 1 hits, an armful of awards and chart-topping albums, Lady Gaga is a worldwide sensation. How did it all start though, for the Italian American girl from Manhattan, and how did she achieve such phenomenal fame?

Lady Gaga was born in 1986. Her real name is Stefani Joanne Angelina Germanotta. She could play the piano by ear from the age of four and later said her musical inspiration

was the classical composer Johann Sebastian Bach.

Gaga always loved performing and dreamed of fame from an early age. At 17, she became one of the youngest students at the Tisch School of Performing Arts in New York. After that, she followed her

dream the hard way, moving out of her parents' home to a cheap apartment, while trying to earn a living as a singer-songwriter. It wasn't easy. Gaga spent a few years performing in clubs without success. Then, her luck started to change.

She began writing songs for successful artists like Britney Spears and The Pussycat Dolls, and music executives quickly spotted her talent for writing pop hits. Meanwhile, Gaga was developing her own image and performance style, wearing outrageous costumes, wigs and make-up.

Lady Gaga set up her own website, as well as MySpace, Twitter, YouTube and Facebook profiles to promote her music. This was the turning point. She grabbed the attention of the world. She even made her songs available as free downloads. Lady Gaga also used these social media sites to chat with fans, about various things such as her latest fashion statement, or the lyrics of a new song. In fact, Lady Gaga's Twitter page now has 7.5 million followers!

Lady Gaga shows no sign of slowing down. She writes songs, she sings and she dances surprising audiences with her unusual clothes. Her talent and hard work have made her a reigning icon of today's pop culture.

Quotation

You have to be unique and different and shine in your own way.

Lady Gaga

3 **THINK!** How is Lady Gaga an icon of today's pop culture? In three minutes, write a few sentences. Tell the class.

4 **IT** Find information about a popular musician in your country. This could include: *when/where born, how they became famous, type of music, image/performance style.* Write a short text. Read it your partner.

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 (X) 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 movie 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.

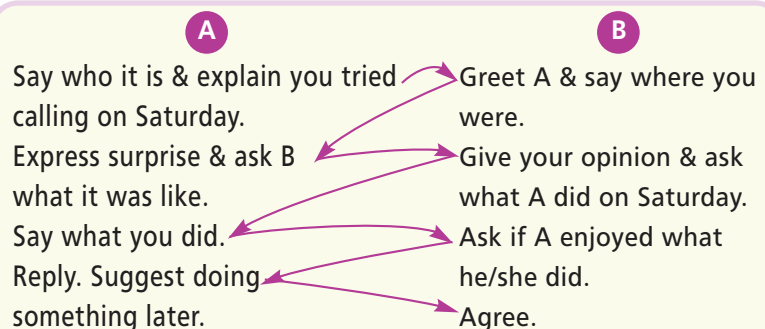
b) Now listen and check (✓) the adjective that best describes each speaker's feelings. Is each speaker's intonation rising or falling? Listen again and say.

| Really? interest/surprise/enthusiasm | Really? disbelief/annoyance |
|---|--------------------------------|
|---|--------------------------------|

- | | | | | |
|-----------------------|----------------|--------------------------|----------------|--------------------------|
| 1 I don't believe it! | a annoyed | <input type="checkbox"/> | b surprised | <input type="checkbox"/> |
| 2 What's the problem? | a interested | <input type="checkbox"/> | b annoyed | <input type="checkbox"/> |
| 3 Sure! | a enthusiastic | <input type="checkbox"/> | b disbelieving | <input type="checkbox"/> |
| 4 No way! | a surprised | <input type="checkbox"/> | b annoyed | <input type="checkbox"/> |

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.



2e Amazing performances

Chinese OPERA



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 theater just before the theater 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 color! The costumes go all the way back to the street show days, when the actors used to wear bright colors 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 color 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 **brehtaking** 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.

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

- 1 When Chinese opera first started, ...
 - A there wasn't 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 They 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 colors 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.



Check these words

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

Grammar

Used to

4 a) Read and find examples in the text.

| AFFIRMATIVE | NEGATIVE |
|---|--|
| <i>I/You/He etc. used to go to musicals a lot as a child.</i> | <i>I/You/He etc. didn't use to go to the opera.</i> |
| QUESTIONS | SHORT ANSWERS |
| <i>Did I/you/he etc. use to go to the movie theater?</i> | <i>Yes, I/you/he etc. did. No, I/you/he etc. didn't.</i> |

We use **used to** for actions that happened regularly in the past but do not happen now.

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

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

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 movies every week.

Speaking & Writing

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

- actor's costumes • singing • actors
- stage props/scenery • actors' make-up

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

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 with their descriptions (1-9).

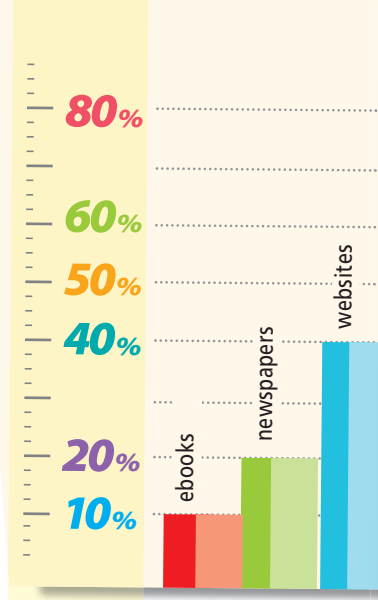
- 1 The people who take part in the performance.
- 2 This rises at the beginning of the performance and comes down at the end.
- 3 The actors & actresses wear these.
- 4 The objects or furniture used in a performance.
- 5 The performances take place on these.
- 6 The painted backgrounds that show where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

2f Skills

Vocabulary

Types of reading material

- 1 a) The bar chart shows what types of reading material US teens prefer reading. 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%)



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

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 favorite book? What is it about?

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

Listening

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

- 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.

| | T | F |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

| Expressing positive opinions ☺ | Expressing Negative opinions ☹ |
|---|---|
| <ul style="list-style-type: none"> • It's great/fantastic/amazing etc. • I really love it. • I'm really enjoying it. • I can't put it down. | <ul style="list-style-type: none"> • 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 ...

An e-mail about a concert you attended

- 1 Read the e-mail. What is it about? Which paragraph (1-3) includes:
 - 1 Ricardo's closing comments?
 - 2 his opening comments?
 - 3 a description of the concert?
 - 4 his reason for writing?
 - 5 his general feelings/comments about the concert?
- 2 What opening/closing comments does Ricardo use in his e-mail? Find examples of informal language he has used.

Writing Tip

Making your writing more interesting

To make an informal descriptive e-mail more interesting, use a variety of adjectives and adverbs.

I had a fantastic time. Everyone was singing along enthusiastically.

- 3 a) What adjectives has the writer used to describe *the concert, the crowd, the lighting effects, the atmosphere, Bono's voice*?
 - b) Find the adverbs the writer used in his e-mail. Suggest synonyms.
- 4 Complete the paragraph with: *handsome, multi-colored, huge, gold, silently, loudly, excited.*

We felt so 1) as the band came onto the 2) stage. Everyone was watching 3) Then amazing 4) lights came on and the crowd started screaming 5) The lead singer looked so 6) in a 7) outfit!

To: Michael
From: Ricardo
Subject: U2 in Sydney, Australia


Hi Michael,

1 I hope you had a great holiday! You won't believe what I did last week! I went to see U2 in concert – in Australia! I won a trip to Sydney and tickets to the concert from a radio station.

2 The concert was incredible! There was a huge crowd of people there, about 70,000 I think, and I felt like a true V.I.P. because I was standing so close to the stage. The lighting effects were really impressive and made everything in the stadium look blue. There was a really amazing atmosphere with everyone dancing excitedly and having a great time. The highlight of the show was definitely when Bono sang 'With or Without You'. As the band was playing the first part of the song, everyone in the stadium got really quiet. Bono began to sing very softly at first and then his voice became very powerful. By the end of the song, the whole crowd was singing along loudly.

3 I feel really lucky. I never imagined that I would ever visit Australia and, as you know, U2 is my favorite band! Have you ever been to any of U2's concerts? Write soon and tell me all your news.

Ricardo



- 5 Fill in: *crowd, highlight, band, stadium, lighting, special effects, stage, lead singer.*
 - 1 The went wild when the first appeared on
 - 2 There were amazing like fireworks and red smoke.
 - 3 The of the show was when the sang a solo.
 - 4 The was top quality and made everything in the look purple.
- 6 Imagine you won tickets to see your favorite band perform in concert. Use the plan to write an e-mail to your English pen pal about your experience (150-200 words).

Plan

Hi

Para 1: opening remarks, reason for writing
(I hope You won't believe)

Para 2: a description of the concert e.g. the crowd, the lighting/special effects, the highlight *(The concert)*

Para 3: your general feelings/comments & closing comments
(I feel/felt Write soon.)

(your name)

2h Cross-curricular: IT



- 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.



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, favorite 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 e-mail 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 personalize 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 your 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 e-mail, 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 specialize 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, personalize, 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 personalize 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) Use your answers and the words in the **Check these words** box to tell your partner about social networking.

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

- 4 **IT** 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

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

2 Choose the correct preposition.

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

Word formation

3 Fill in the correct word derived from the word in parentheses.

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***).

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

Collocations

4 Fill in: *spicy, grab, classic, search, officially, lead, bright, social, play, blow.*

- | | |
|-----------------|------------------------|
| 1 engine | 6 novel |
| 2 network | 7 by ear |
| 3 singer | 8 became |
| 4 colors | 9 strongly |
| 5 food | 10 the attention |

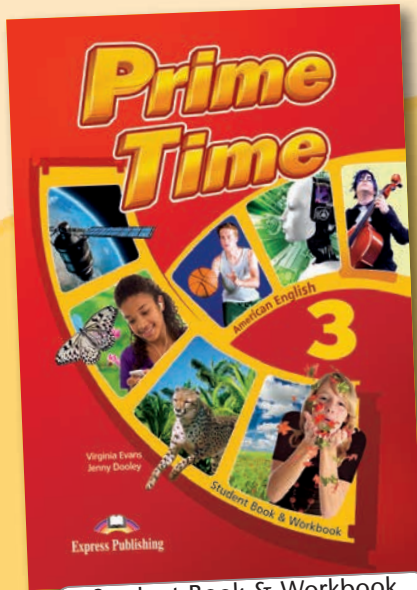


Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 2 and write a quiz of your own.

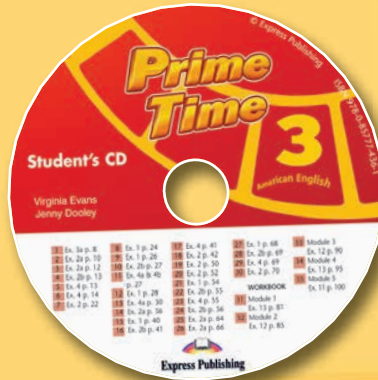
- | | |
|---|--|
| 1 Larry Page studied engineering. | 6 In Chinese opera, blue make up means mystery. |
| 2 The Taj Mahal is in Delhi, India. | 7 Googol means I followed by a thousand zeros! |
| 3 Lady Gaga's musical inspiration was Mozart. | 8 Lady Gaga was born in the 1980s |
| 4 Google went online in 1998. | |
| 5 Chinese opera actors train from the age of 10. | |

Components

For the student



Student Book & Workbook



Student's CD

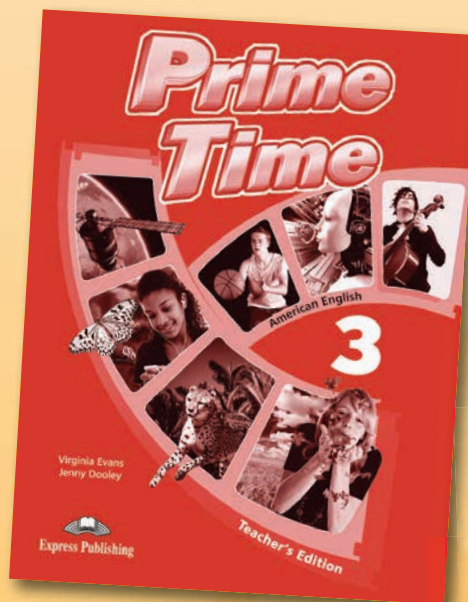


ieBook

For the Teacher



Student Book & Workbook



Teacher's Edition



IWB Software



Class CDs

Prime Time



American English

4



Virginia Evans
Jenny Dooley

Student Book & Workbook



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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 (climax event) and the main event itself*)
- a **concluding paragraph** (*describing what happens in the end, people's reactions/feelings, etc.*)

Stories are characterized 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 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 ... again.
- It was the most (*embarrassing*) moment I've ever experienced.

Your school is holding a story-writing competition. You have been asked to write about a scary experience. Write your story (150-200 words) for the competition.

A Traveler's Tale by John Smith

One fall Saturday, my cousin Jack and I went on a hiking trip in the countryside. We had planned to stay at a hotel in a village that night. As we were walking late in the afternoon, we realized we had lost our way. It was getting dark and stormy and we began to feel desperate. The next moment, we saw an old-fashioned stone cottage by the side of the road, so we decided to stop and ask for directions. A little white-haired old lady came to the door, smiling sweetly. Hearing we were lost, she invited us inside. "You're welcome to stay the night," she said. "You can reach the village easily in the morning." Half an hour later, we were eating a hot meal in her cozy kitchen. After that, she showed us upstairs to two clean comfortable beds. The next morning, we stopped at the hotel in the village. Imagine our amazement when the hotel owner told us who we had stayed with. "That's old Mrs. Heron. She's been dead for sixty years. She used to put up travelers overnight." Jack and I looked at each other in horror. Did we imagine it or had we seen a ghost? I suppose we will never know.

time
place
time sequence linker
descriptive adverb
direct speech

people
activity
weather

people's reactions/feelings

Practice

1 Put the events in the story in the order in which they happened.

- A They reached the hotel.
- B An old lady came to the door.
- C They heard a scary story.
- D The writer and his cousin were out hiking.
- E They talked to the hotel owner.
- F They stopped to ask the way.
- G They went to bed.
- H They got lost.
- I They ate a meal.
- J She invited them to stay the night.
- K They saw a cottage.

2 Underline all the time words and phrases in the story that show the sequence of events. Compare with your partner.

Module 1

Breaking news

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

Grammar: present & past tenses (revision); past perfect & past perfect progressive

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

Cross-curricular (Geography): Tsunamis

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 happened in the 21st century.



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

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



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



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




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 shakes, deafening roar, take off, acid, flaming hot lava, freelance, stunning photograph, in high demand, dedicated, dormant volcano, steam, block the view, mystify, prevent, 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

In the Heat of the Moment

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 thirty-six feet 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-story 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 miles away!"

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

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.
- 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. 114-116

5 Put the verbs in parentheses in the *simple present, present progressive, simple past, past progressive, present perfect* or the *present perfect progressive*. Give reasons.

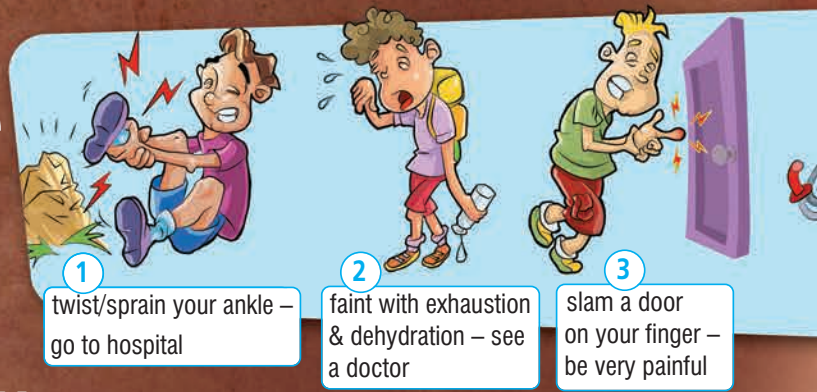
- 1 John (trip) and (cut) his knee as he (walk) up the volcano.
- 2 Martin (not/reach) the crater yet.
- 3 Chris (wait) to get the perfect shot since 5 o'clock this morning.
- 4 They (go) volcano surfing tomorrow.
- 5 Luke often (go) mountain climbing.
- 6 We (leave) for Chile next Monday.
- 7 People (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 ...*

1b Amazing escape



1 twist/sprain your ankle – go to hospital

2 faint with exhaustion & dehydration – see a doctor

3 slam a door on your finger – be very painful

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 twisted my ankle. I had to go to the hospital.

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!

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

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 cellphone. Apart from his climbing gear, Aron carried only a backpack containing a small first aid kit, a knife, a video camera, one liter of water, and a few snacks. **1**

Aron had been climbing all day and was about to stop, but as he was crossing a 3-foot wide crack in the canyon, disaster struck; an 800-pound 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.

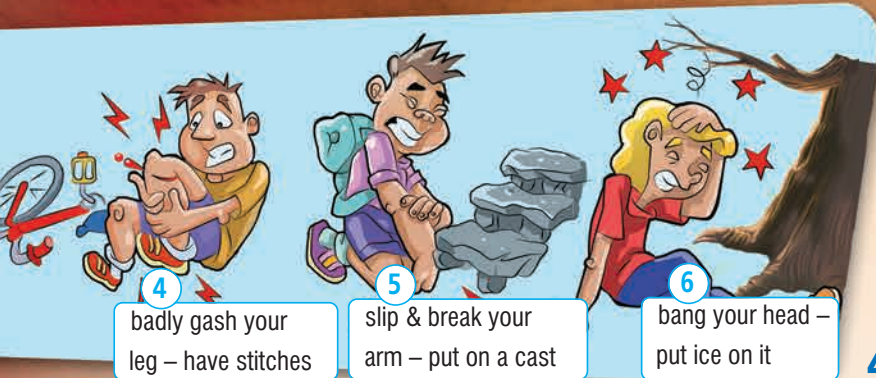
3 Aron used his video camera to keep a video diary and then to record a goodbye message to his parents. Fighting exhaustion and dehydration, Aron became more and more delirious.

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 70 feet to the canyon floor. After hiking 5 miles, he came across a Dutch family who gave him water and helped him to walk on.

Meanwhile, Aron's friends and family had realized 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 movie 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.



- 4 badly gash your leg – have stitches
- 5 slip & break your arm – put on a cast
- 6 bang your head – put ice on it

see p. 117
Grammar
Past perfect & past perfect progressive

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

b) Read the text again. Five sentences are missing. Match the sentences (A-F) to the blanks (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.

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 progressive** (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 progressive 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 progressive**.

- 1 By the time we arrived, it (stop) snowing.
- 2 Jane's feet were aching because she (walk) since early that morning.
- 3 Most people (leave) the town 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 progressive**. 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 tests. 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.

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

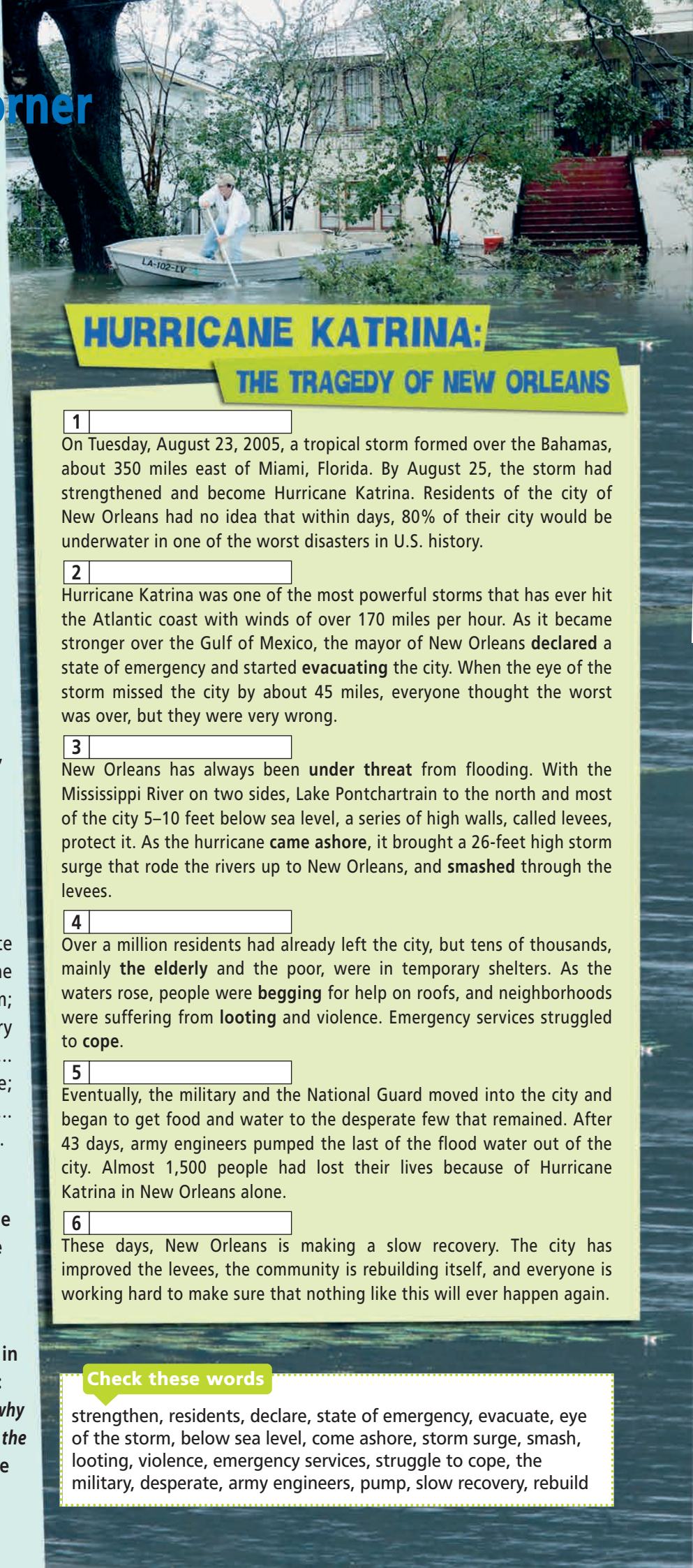
3 Match the words in bold with their meanings: *broke, manage, moved from the sea to land, sending people to a place of safety, old people, in danger, asking anxiously, stealing, announced.*

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 a 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 **IT**  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

1

On Tuesday, August 23, 2005, a tropical storm formed over the Bahamas, about 350 miles east of Miami, Florida. By August 25, 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 U.S. history.

2

Hurricane Katrina was one of the most powerful storms that has ever hit the Atlantic coast with winds of over 170 miles 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 45 miles, 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 5–10 feet below sea level, a series of high walls, called levees, protect it. As the hurricane **came ashore**, it brought a 26-foot 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 neighborhoods 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, storm surge, smash, looting, violence, emergency services, struggle to cope, the military, desperate, army engineers, pump, slow recovery, rebuild

| | Channel 1 | Channel 2 | Channel 3 |
|------|---|---------------------------------|--|
| 5.30 | Backyardigans – children's program | The Simpsons – cartoon | Jamie's 30-minute Meals – cooking show |
| 6.00 | The Bold and the Beautiful – soap opera | 2 Wild! – wildlife program | Sportsline – sports program |
| 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 |



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.*

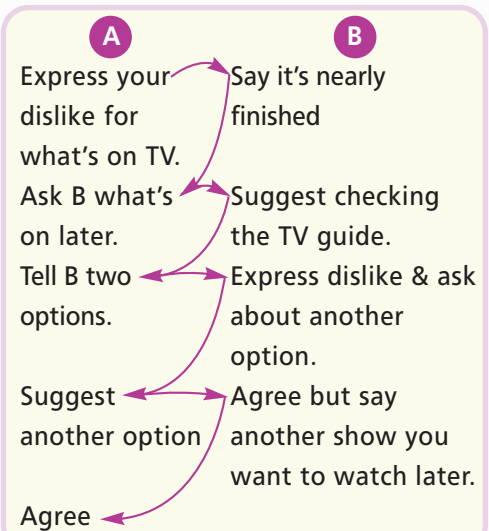
Intonation: echo questions

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 movie.
He's watching a what?
- 2 It's a documentary about floods.
- 3 The movie'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.



1 Look at the TV guide. Which are your favorite/least favorite TV shows? 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?

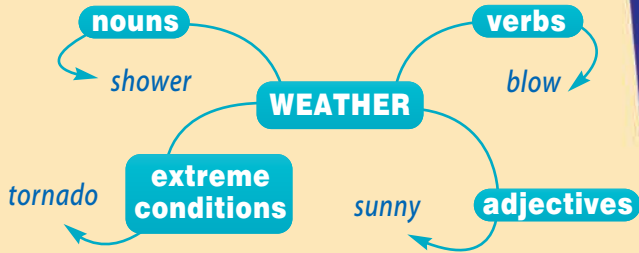
Andy: What are you watching this for? Documentaries are boring!
Becky: I happen to find it interesting. Anyway, it's nearly finished.
Andy: What's on later?
Becky: I don't know. Why don't you look in the TV guide?
Andy: OK. Well, after this there's a reality show on Channel 2 or a game show on Channel 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!

1 e 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 and sounds. 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 • an everlasting 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?

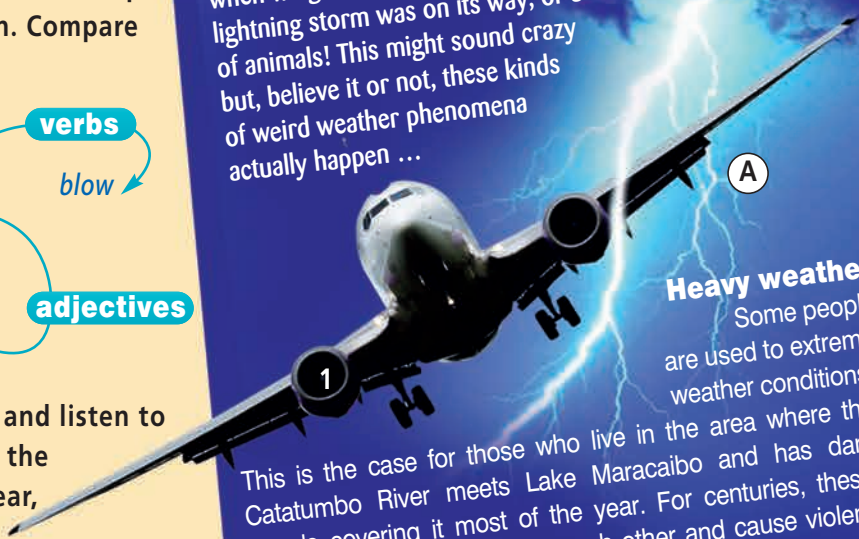
Listen and read to find out.

- 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 ...



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 colored 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, traveled 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 10-15 feet high, but they can sometimes reach 1 mile 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.

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's 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.

3

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 rain very heavily
- E feels a bit ill

b) Use the idioms to fill in the blanks.

- 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 learned from the texts.

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 ...*

1 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

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 DOWNTOWN BUILDINGS DAMAGED BY HURRICANE

G Rising River Waters Close Roads

H Side Of Mountain Collapses Onto Homes

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.

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 check (✓) T (true) or F (false).

- 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.

| T | F |
|---|---|
| | |
| | |
| | |
| | |
| | |

5 Research for 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.*

Writing Tip

Writing stories

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) and the climax event. **In the final paragraph**, we write what happened in the end and how the character(s) felt. We use **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.

The RUNAWAY Train

By John Brown

During my summer vacation, my friend James and I were traveling across the U.S.A. One day, we decided to take a journey on a steam train which became a thrilling adventure. 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 engineer was well.

1 Read the story and answer the questions.

- 1 How does the writer set the scene?
- 2 What's the climax event?
- 3 What happened in the end? How did the characters feel?

2 a) Which adjectives has the writer used to describe the following: ride, adventure.

- b) Find the adverbs the writer has used to describe the following: *making our way, screaming, train rocking, got out of his seat, we got up.*

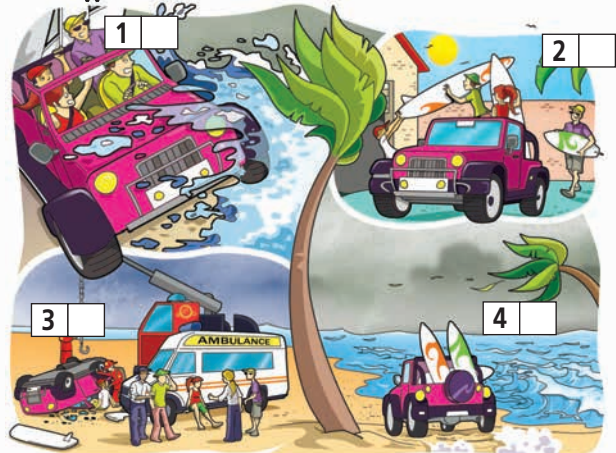
3 Fill in the sentences with a suitable adjective or adverb from the list.

- 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.

4 Put the pictures in the correct order (1-4) to make the outline of a story.

Listen and check.



5 A magazine has asked its readers to send in stories (150-200 words) about a nasty experience. Use the pictures in Ex. 4 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.*)

1h Cross-curricular: Geography

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.

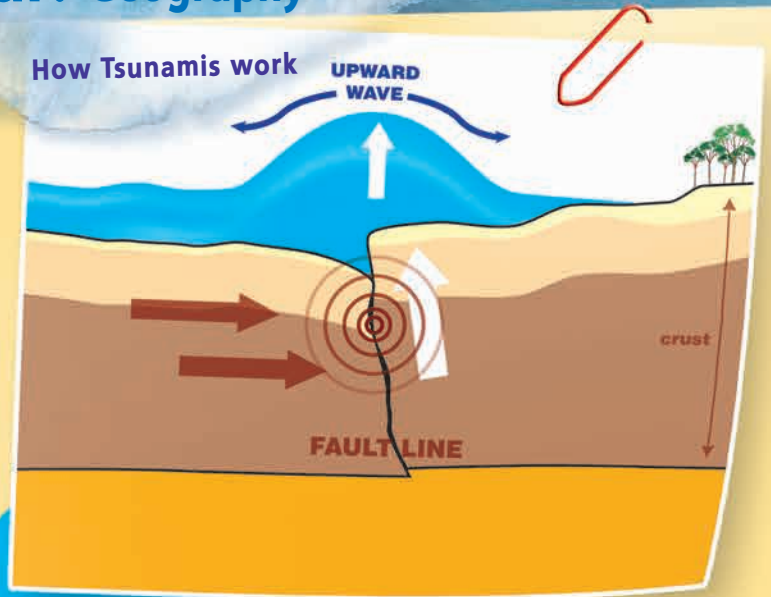
- A A frequent phenomenon
- B Happening one after the other
- C High tide
- D Deadly power
- E A sudden movement
- F Less by degree
- G Below the surface

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 learned about tsunamis.

5 **IT**  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 neighboring 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 large scale, tremendous damage, loss of life, flatten, ecosystem

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

back away: move backwards from sth/sb
back down: give in, accept defeat
back up: make a copy of a file/program etc.
back sb up: give support to sb
back out: decide not to do sth
call sb back: return sb's phone call
call off: cancel
carry on: continue
carry out: do sth as planned (a plan/order/threat etc.), perform or conduct (repairs, research, tests, etc.)

- 1 The guard asked the passengers to **back away/down** from the edge of the train platform.
- 2 The school carried **on/out** a fire safety drill.
- 3 Despite his accident, Aron carried **on/out** climbing.
- 4 **Back up/out** your computer files regularly.
- 5 The match was called **off/back** due to heavy rain.
- 6 She backed **down/out** from the race in the end.

2 Choose the correct preposition.

- 1 Tsunamis travel **at/on** a great speed.
- 2 Aron Ralston lives his life **from/to** the fullest.
- 3 Martin's photos are always **at/in** high demand.
- 4 The tsunami destroyed everything **on/in** its path.
- 5 The man was begging **in/for** help.

Words often confused

3 Choose the correct word.

- 1 He had to be very careful to **stay/keep** alive.
- 2 The ground started to **shake/jump**.
- 3 The clouds **blocked/closed** the view.
- 4 The water **raised/rose** fast.
- 5 The tsunami **reached/arrived** land fast.

Word formation

4 Fill in the sentences with the correct word in the list.

Compound adjectives

We form compound adjectives with two words, usually joined by a hyphen. We often use **adjective/noun/number + noun + -ed** (*red-haired, two-faced*), **adjective/adverb/noun + past participle** (*short-tempered, well known*), **adjective/adverb/noun + present participle** (*long-lasting, time-consuming*).

- well • thought • man • thirty • never

- 1 The lightning storm in Catatumbo is almost ending.
- 2 The children were very behaved for the babysitter.
- 3 I saw a provoking documentary about earthquakes last night.
- 4 Lava fountains can reach as high as a story building.
- 5 Lives are lost every year through natural and made disasters.

Collocations

5 Fill in: *arm, flow, dormant, volcanic, take, struck, environmental, tectonic, emergency, freelance.*

- | | |
|----------------------|---------------------|
| 1 plates | 6 services |
| 2 lava | 7 |
| 3 photographer | 8 volcano |
| 4 eruption | 9 precautions |
| 5 prosthetic | 10 disaster |



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

- | | |
|--|---|
| 1 A lava fountain can shoot up to three feet. | 5 Fire tornadoes are rare. |
| 2 Aron Ralston was trapped for a week. | 6 Lake Portchartrain is in the north of New Orleans. |
| 3 Blue John Canyon is in Utah. | 7 Floods cause tsunamis. |
| 4 Hurricane Katrina hit New Orleans in 2005. | 8 In Honduras, it rains fish every summer. |

1 Revision

1 Fill in: *predictable, demand, collapsed, grabbed, fainted, administer, remote, stable, survivors.*

- 33 men were trapped underground when a mine in Chile.
- Annie with exhaustion after walking all day in the hot sun.
- I slipped and John's arm to stop myself from falling.
- The Blue John Canyon is very; no one lives nearby and it's difficult to get to.
- There were five of the plane crash; it's amazing!
- You always know what's going to happen in that soap opera; it's so
- His photographs are in great all over the world.
- The ground beneath us isn't; it's moving all the time.
- It was very difficult for him to first aid to himself.

9x2=18 marks

2 Put the verbs in parentheses in the correct present or past tense form.

- Amy (**sleep**) when the earthquake happened.
- They (**travel**) to Iceland next week.
- Billy (**go**) climbing every weekend.
- Thousands of people (**lose**) their lives during the earthquake so far.
- Sam (**read**) at the moment.
- They (**look**) at the fire as it was quickly spreading.

6x2=12 marks

3 Choose the correct tense.

- Aron **had climbed/had been climbing** in the Blue John Canyon when his accident happened.
- By the time we arrived at the beach, it **has been starting/had started** to pour with rain.
- Samantha was nervous about skiing because she **had never tried/had never been trying** it before.
- Sally felt cold on the mountain walk because she **hadn't been wearing/hadn't worn** a warm coat.
- Brian was angry because he **had been waiting/has waited** for Hannah for an hour.

5x2=10 marks

4 Match the exchanges.

- | | | | |
|----------------------------|---|---|---|
| 1 <input type="checkbox"/> | Can't we watch CSI? | A | It's nearly finished. |
| 2 <input type="checkbox"/> | Do we have to watch this? | B | I don't like the sound of that. |
| 3 <input type="checkbox"/> | There's a documentary about whales on channel 2 at 5. | C | Sure, here you are. |
| 4 <input type="checkbox"/> | Did you hear about the landslide? | D | Yes, isn't it awful? |
| 5 <input type="checkbox"/> | Can you pass me the TV guide? | E | OK, but then we're switching over to channel 3. |

5x4=20 marks

5 Read Jane's story and mark the sentences T (true) or F (false).

One boiling hot day while I was on vacation in Australia last year, I went for a walk in the nearby forest to cool down under the tall trees.

I had been walking for about half an hour when I started to smell smoke. It was getting stronger and stronger. Suddenly, I saw a cloud of black smoke and heard the crackle of flames. It was a forest fire!

I started to panic. I had walked so far, I had lost my sense of direction. A moment later, I saw the blaze burning up the trees in front of me. The flames were spreading from branch to branch and I was surrounded! Just then, I heard the roar of a plane. It was the firefighters! I looked up to see a torrent of water fall on the fire.

As the fire began to die, I ran to safety. I saw other firefighters on the ground who led me away from the flames. I was so lucky that they had arrived just in time!

- Jane had been walking in the forest all day.
- She saw the flames before she heard them.
- Jane didn't know where she was.
- The fire spread through the trees.
- Some firefighters helped Jane to escape the flames.

5x4=20 marks

6 Write a story called "A lucky escape" (150-200 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 ✓✓✓

6 ★★ Fill in the missing letters.

- 1 We watch this on TV if we want to know whether to take an umbrella with us.
w _ _ t _ _ _ f _ _ _ _ _ t
- 2 This can happen when high temperatures mix with strong winds.
fire t _ _ _ _ o
- 3 It protects the Earth from the sun's harmful radiation.
o _ _ _ _ l _ _ _ _
- 4 When someone doesn't feel well, we say he/she is ...
u _ _ _ _ the w _ _ _ _ _
- 5 Flashes of light in the sky and thunder.
l _ _ _ _ _ g s _ _ _ _
- 6 An event that is surprising and unexpectedly good.
m _ _ _ c _ e

7 ★ Complete the crossword with the types of disasters shown in the pictures.

8 ★ Fill in: tectonic, powerful, undersea, fault, giant, tremendous.

- 1 The tsunami in Japan in 2011 caused damage.
- 2 An earthquake is a very natural force.
- 3 Tsunamis are waves which can wipe out areas within seconds.
- 4 The places in the Earth's crust where plates meet and move against each other are called lines.
- 5 A(n) earthquake 19 miles below sea level caused the 2004 Asian tsunami.

Everyday English

9 ★ Use the sentences (A-F) to complete the dialogue. One sentence isn't necessary.

- A Isn't there anything else on?
- B I like the sound of that!
- C OK. That's fine with me!
- D I happen to find it interesting.
- E Anyway, it's nearly finished.
- F Why don't you look in the TV guide?

A: What are you watching this silly game show for?
 B: 1)
 A: What's on later?
 B: 2)
 A: After this there's CSI on Channel 1 or a cooking show on Channel 3.
 B: 3)
 A: The Daily Show is on Channel 2. You know, it's a talk show. We can watch that.
 B: OK. 4) As long as we can change the channel at 9. I want to see Grey's Anatomy.
 A: 5)

Grammar

10 ★ Complete the exchanges with the verbs in parentheses in the *simple present, present progressive, simple past, past progressive, present perfect* or the *present perfect progressive*.

- A: You (look) tired, Tom.
B: Yes, I (hike) all day.
- A: ever (you/have) a bad accident?
B: Yes. I once (trip) on a rock and (break) my arm.
- A: What (you/do) to your finger, Jane? It looks swollen.
B: I (slam) a door on it yesterday morning.
- A: How often (you/go) mountain climbing, Sam?
B: I (go) about once a month.
I (go) this weekend, actually.
- A: Look at Mark and James! They (dive) from the cliff!
B: Yes. I think they (enjoy) themselves!
- A: What (you/do) when the earthquake happened?
B: I (do) my homework while Tim and Sally (watch) TV.

11 ★ Put the verbs in parentheses in the *past perfect* or the *past perfect progressive*.

- Sara (miss) for eight hours before we found her.
- Peter was upset because he (see) a horrible car crash.
- How long (Aron/climb) before the accident happened?
- Ann felt cold because she (forget) to take her coat.
- Tom (wait) for two hours when the rescue helicopter finally arrived.

12 ★★ Use the *past perfect* or the *past perfect progressive* to complete the sentences.

- James was exhausted because
- They had already
- By the time Brian arrived,
- He had been before
- Kelly was angry because

13 a) ★ Fill in: *out (x2), on, back, off*.

- Simon carried playing in the football game, even though he had sprained his ankle.
- Unfortunately, the hike was called due to heavy snow.
- Mr. Bentley isn't here right now. Can you call later?
- Jenny backed of the camping trip after catching the flu.
- The school carries an earthquake drill every month.

b) ★ Fill in: *in, with, into, to, under*.

- Jo's photos of mountains are high demand; lots of people want to buy them.
- You should live your life the fullest and enjoy every day.
- Jim is the weather today. He has a fever.
- The bus changed direction and crashed a tree.
- Bill fainted exhaustion after finishing the marathon.

14 ★ Fill in the sentences with the correct words derived from the words in parentheses.

- Scientists fear that the storm will and become a major hurricane. (STRONG)
- The mayor ordered the of New Orleans to evacuate the city immediately. (RESIDE)
- The storm was so that it destroyed the whole village. (POWER)
- There was a lot of violence and of department stores after Hurricane Katrina hit the city. (LOOT)
- The city is making a slow (RECOVER)

Nightmare at Sea

1

A life on the ocean promises freedom and adventure. But the “big blue” can also be dangerous and unpredictable.

Read Tami Oldham Ashcraft’s incredible story of loss and survival at sea.

In September 1983, 23-year-old Tami and her fiancé Richard Sharp were preparing to set sail from Tahiti; their task was to deliver the 44-foot luxury yacht “Hazana” across the Pacific to its owners in San Diego. **1** Leaving Tahiti, Tami and Richard enjoyed clear blue skies. What’s more, the weather forecast predicted fine conditions throughout their 31-day journey.

Indeed, it was smooth sailing until day 17, when the dawn broke with gray skies and rain. **2** A small land bird crash-landed onto the deck. The two sailors found it strange that the wind had carried the bird so far from shore. The next day, weather reports warned that a tropical storm – a category 4 hurricane - was developing off the shores of South America. By day 19, the storm was coming closer. During the early hours of the following day, the wind became even stronger

and the waves were dangerous with some reaching 50 feet high – about the height of a five-story building! **3** Then it happened; the last thing Tami remembers is Richard’s scream; suddenly, the boat fell into a huge rolling wave – spinning the yacht 360 degrees and launching it into the air.

27 hours later, Tami regained consciousness. The sea was calm, but there was no sign of Richard. The yacht had taken on over three feet of water. Both its mast and sails had been destroyed. The motor and all the electronics were dead. Without a radio, Tami couldn’t signal for help. **4** There was one saving grace: the yacht’s rudder had survived.

Tami was injured and completely alone. Fighting shock, depression, and fear, she somehow charted a course to the Hawaiian Islands. **5** Her ordeal lasted 41 days and 1,500 miles.

It’s amazing that Tami survived. Nowadays, she continues to sail and has written a book called *Red Sky in Mourning*, telling her story of “love, loss, and survival at sea.”

Reading

- 15** a) ★ Read the text. Five sentences are missing. Match each sentence (A-F) to a blank (1-5). There is one extra sentence.

- A Richard sent Tami below deck to check the barometer while he remained at the wheel.
- B And then there were the calm days.
- C With only a small supply of canned foods and water left, things seemed hopeless.
- D Both were already experienced sailors.
- E Hour after hour, for as long as she could, Tami steered the boat.
- F Then, the wind became increasingly unpredictable.

- b) ★★ **Imagining being Tami reaching land after 41 days. How would you feel?**

Listening

- 16** ★★ 🎧 You will hear part of an interview with a rescue worker who helped after the earthquake and tsunami in Japan in March 2011. For each question, choose the correct answer A, B, or C.

- 1 Simon helped after the disaster in Japan because he was ...
 - A a trained professional.
 - B on vacation there.
 - C a volunteer charity worker.
- 2 The most difficult aspect of the rescue effort was the
 - A poor roads.
 - B lack of machinery.
 - C poor weather.
- 3 Simon became very disappointed one time when ...
 - A he wasn’t present when a survivor was found.
 - B his radio stopped working.
 - C he hoped to find a survivor, but didn’t.
- 4 Simon says it isn’t common to find survivors
 - A one week after a disaster.
 - B after four days.
 - C after such a terrible earthquake.
- 5 He says he found the Japanese people ...
 - A organized.
 - B hopeless.
 - C very positive.

Writing (a story)

17 ★ Read the story and answer the questions.

- 1 How does the writer set the scene? (characters, when/where, weather, feelings)
- 2 What was the climax event?
- 3 What happened in the end?
- 4 How did the characters feel in the end?

A LUCKY ESCAPE

- 1 Last summer, I went on the vacation of a lifetime to the Caribbean with my friends Tom and Sarah. It was very relaxing and beautiful there and the sun shone every day. We felt like we were in paradise!
- 2 Tom is an experienced sailor and so one day, he suggested renting a sailing yacht. We had been sailing around all day and having a fantastic time, when suddenly we realized that dark clouds had appeared in the sky and the wind had started to blow quite strongly. Before long, a violent storm broke out. The boat was moving up and down wildly, when it hit a huge rock!
- 3 Tom tried to get control of the boat, but we soon realized that the yacht was sinking. Tom quickly got the rescue dinghy ready and we all jumped in. It was extremely windy and frightening out on the open sea. We were sure that we couldn't survive in the dinghy for long. Then, we saw a motorboat speeding towards us. It was a rescue boat!
- 4 When we finally reached the shore, we were shaking with shock, but very relieved. The next day, we were even interviewed on the local radio station. We knew we had had a very lucky escape!

18 a) ★ Fill in the blanks in the extracts with the correct adjectives/adverbs from the list.

- suddenly • dark • horrified • calm • rough
- loudly • happily • quickly

We had been kayaking along **1)** in the **2)** blue sea for a couple of hours, when the waves started to get **3)** **4)**, Sam cried out **5)** and we were **6)** as we watched his kayak capsize and he fell out and **7)** disappeared under the **8)** waves.

b) ★ Circle all the adverbs in the story. Which verb does each describe?

c) ★★ Read the story in Ex. 17 again and fill in the correct adjectives. Make sentences using the collocations.

- | | | | |
|---|--------------|---|--------------|
| 1 | sailor | 5 | rock |
| 2 | time | 6 | sea |
| 3 | clouds | 7 | escape |
| 4 | storm | | |

19 ★ Choose the correct linking words. What linking words are used in the story in Ex. 17?

- 1 We were rowing along when **suddenly/finally** we saw something moving in the river.
- 2 The car swerved. **Then/Later**, it turned upside down.
- 3 It started to rain and **finally/before long** we were soaking wet.
- 4 The river burst its banks. **Ten minutes later/After**, the water was rushing down the road like a river.
- 5 **When/As** the car rolled down the hill, it went faster and faster.

20 a) ★ Look at the pictures showing a story, then write a list of the main events in the story. Which could be the climax event?



b) ★★ Now use your sentences to write your story. Add an appropriate beginning and ending, linking words, and give your story a good title. (150-200 words)

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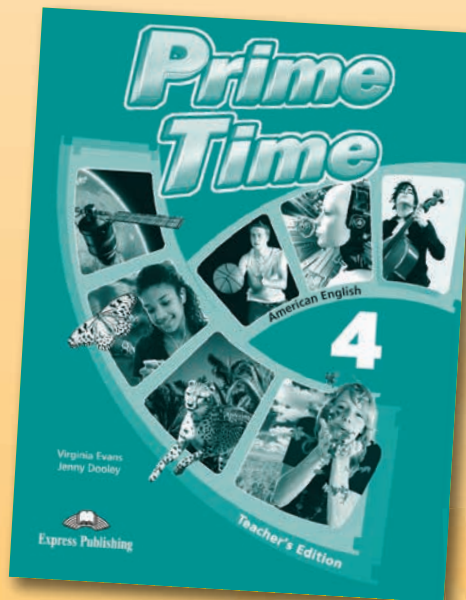


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