

# Upstream

INTERMEDIATE

Virginia Evans - Jenny Dooley



B2

Student's Book



Express Publishing



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**Student's Book**

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# Contents

Topics

Vocabulary

Reading

Module 1

**UNIT 1**  
**My Home is my Castle (pp. 6-19)**

dwellings

dwellings & appliances; household chores; colours & rooms; home safety

- In Search of the Perfect Home (multiple choice)
- The Charming Past: *Blarney Castle - Dunnottar Castle*

**UNIT 2**  
**While there's life, there's hope (pp. 20-33)**

life events

facial features; feelings; stages in life; family relationships; work

- A Dream Come True (gapped text)
- Extract from *Jack & Jill*

**Self-Assessment Module 1 (pp. 34-37)**

Module 2

**UNIT 3**  
**Travel Broadens the Mind (pp. 38-51)**

travel; holidays; festivals

weather; types of holidays & holiday equipment; holiday resorts; holiday troubles; traveller's tips; festivals

- Getting away from it all (multiple matching)
- Spectacular Nature: *White Cliffs of Dover - The Rockies*

**UNIT 4**  
**Earth is Dearer than Gold (pp. 52-65)**

environment; energy

planet Earth; environmental problems; conservation; energy crisis; preservation of animals & plants

- The Answer is Blowing in the Wind (gapped text)
- *The Little Land* (poem)

**Self-Assessment Module 2 (pp. 66-69)**

Module 3

**UNIT 5**  
**Early to Bed ... (pp. 70-83)**

health; daily routines

health problems; daily routines; stress & relaxation; describing feelings; character adjectives

- Can you feel the rhythm? (multiple choice)
- Naturally Hot: *Rotorua - Ainsworth Hot Springs*

**UNIT 6**  
**Better Safe than Sorry (pp. 84-97)**

technology; crime

technology at home; electrical appliances; types of offence; descriptions of objects

- No More Secrets (gapped text)
- Extract from *The Time Machine*

**Self-Assessment Module 3 (pp. 98-101)**

Module 4

**UNIT 7**  
**Penny Wise, Pound Foolish (pp. 102-115)**

shopping; advertising

shops & department stores; clothes; products; credit cards; shopping complaints; online shopping

- Picking the Perfect Present (multiple matching)
- In the Market for a Bargain: *Portobello Road Market - Queen Victoria Market*

**UNIT 8**  
**You Are What you Eat (pp. 116-129)**

food; healthy eating; eating habits

types of food; recipes; kitchen utensils; ways of cooking; places to eat; diners' complaints

- How to burn fat all day long (gapped text)
- Extract from *Oliver Twist*

**Self-Assessment Module 4 (pp. 130-133)**

Module 5

**UNIT 9**  
**Every Man to his Taste (pp. 134-147)**

sports & entertainment

types of sports; qualities; places & equipment; free-time activities; types of entertainment; the paralympics

- Daredevil Shaun (multiple choice)
- Trophy Hunters: *Wimbledon - The Super Bowl*

**UNIT 10**  
**Spread the News (pp. 148-161)**

the media; disasters

the news; natural/man-made disasters; newspapers; TV Guide; cinema; types of films

- E-books the books of the future? (gapped text)
- Extract from *Robinson Crusoe*

**Self-Assessment Module 5 (pp. 162-165)**

Grammar Reference Section (pp. 166-180)

Irregular Verbs (p. 181)

Appendices (pp. 182-188)

Tapescripts (pp. 189-215)

Word List (pp. 216-222)

## Grammar

## Listening

## Speaking

## Writing

present tenses; adverbs of frequency; state verbs  
Phrasal verbs: *BREAK, BRING*

multiple choice; matching speakers to statements

compare types of houses; suggest ways to make houses safe for children; renting a house; expressing sympathy; requesting services

- an advertisement/email  
- an informal letter describing a house for rent

past tenses; used to/would  
Phrasal verbs: *CARRY, COME*

matching speakers to statements; T/F statements

discuss important things in life; express opinions on family matters; spreading the news; describing people; introducing people

- famous people's profiles  
- a narrative

future tenses; Conditionals Type 0 & 1; the definite article  
Phrasal verbs: *CUT, DO*

note-taking; multiple choice

discuss weekend activities; speculations; holiday experiences; accepting/refusing invitations; cancelling a hotel reservation; renting a vehicle

- a letter of complaint  
- a semi-formal transactional letter/email

comparisons; too/enough; -ing form/ infinitive  
Phrasal verbs: *FALL, GET*

note-taking; matching speakers to statements; identifying speakers

suggest solutions to improve the environment; complaining; offering solutions to problems; expressing hesitation

- a set of rules  
- an essay providing solutions to problems

-ing/-ed participles; modal verbs; making deductions; question tags  
Phrasal verbs: *GIVE, GO*

multiple choice; matching speakers to statements

discuss ways to relax; speculating; give advice; losing your temper; making an appointment; describing symptoms

- an informal email describing a personal problem  
- a for and against essay

order of adjectives; the passive; relatives; relative clauses  
Phrasal verbs: *HOLD, KEEP*

multiple matching; note-taking; matching speakers to statements

discuss pros & cons of using computers; discuss effects of modern technology on our lives; "filler" phrases; reporting a theft; giving instructions

- a news report  
- an opinion essay

causative form; reported speech (statements, questions, orders)  
Phrasal verbs: *LET, LOOK*

note-taking; multiple choice

ask for information; discuss pros/cons of advertising; expressing opinions; making complaints; buying clothes

- describe clothes for a fashion magazine  
- an article describing a visit to a place

quantifiers (some, any, no, (a) little, (a) few); countable/ uncountable nouns; reported speech (special introductory verbs)  
Phrasal verbs: *MAKE, PUT*

multiple choice; matching speakers to statements; T/F statements;

give advice; decide on a menu; accepting/ refusing invitations; doing your shopping; ordering a meal/fast food

- a recipe  
- an assessment report

Conditionals Type 2 & 3; wishes; would rather  
Phrasal verbs: *RUN, SEE, SET*

multiple choice; matching speakers to statements

give opinions; guess content; talk about hobbies; asking for permission & polite requests; taking a phone message; inviting a friend to a sporting event; intonation – regrets

- instructions for a magic trick  
- a letter to the editor

future perfect; linkers & quantifiers (either/neither, although, both, all, none)  
Phrasal verbs: *STAND, TAKE, TURN*

matching speakers to statements; Yes/No statements; note-taking

compare types of films; express preferences; talk about disasters; gossip; making arrangements; making excuses

- a news report  
- a formal transactional letter/ email

# People & Homes

## Before you start ...

How long have you been studying English?  
Why are you studying?

## Listen, read and talk about

- dwellings
- home appliances
- household chores
- rooms
- colours
- home safety
- stages in life
- life events
- types of families
- facial features
- feelings
- working lives

## Learn how to ...

- make houses safe for children
- describe a room/a house
- request services
- express sympathy
- decide on a house
- describe people
- express feelings
- express your opinion
- spread the news
- introduce people

## Practise ...

- present tenses
- adverbs of frequency
- prepositions of place
- linkers
- state verbs
- past tenses
- used to/would

## Phrasal verbs

- break
- bring
- carry
- come

## Write ...

- an advertisement for a house
- an informal letter/email describing a house for rent
- a description of a person
- a narrative

## UNIT 1

# My Home is my Castle

## UNIT 2

# While there's life, there's hope

# Module 1

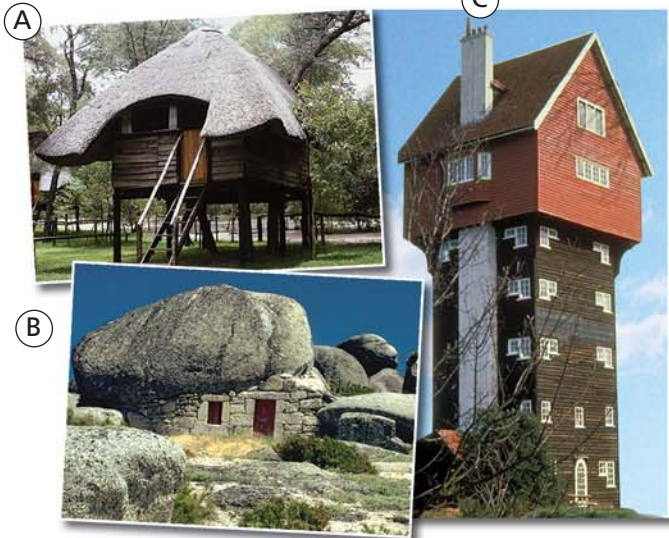
Units 1-2



# My Home is my Castle

## Lead-in

- 1 The title above is taken from an English proverb. What do you think it means?



- 2 a. Which of the houses in the pictures:
- has:** five storeys and a house on top; a fibreglass shark; brick walls; a thatched roof; a chimney; a rock on the roof; wooden stairs up to the front door; stone walls; a pitched roof; a tiled roof?

**is:** built underground; a castle; built on stilts?

- b. Use the adjectives to describe each house. Give reasons.

- economical • impractical • cold • spacious • cramped
- airy • comfortable • attractive • eccentric

*House A is economical to maintain because it doesn't cost very much to heat and cool.*

- c. **THINK!** Which house would you/wouldn't you like to live in? Give reasons.

*I'd like to live in the hut on stilts because it looks very attractive to me. I wouldn't like to live in the rock house because it must get very cold.*

## Reading

- 3 a. Look at the title of the article. What do you think it is about? Where might you read it? Say words you expect to find in it.

### Tip

Read the text quickly to get a general idea of what it is about. Look at the first part of the question, then find the part of the text the question refers to. Go through the choices and choose the answer that best fits. Keep in mind that the information may be rephrased. Even if you think you know the correct answer, always check that the others are not appropriate. Check your answers against the text.



How would you like to live in a castle, a tree house or even underground? This might not be as unusual as you think. It seems that these days more and more people want to live somewhere special and **out of the ordinary**, and if they can't buy what they want they are quite 5 prepared to build it **from scratch**.

For John Mew and his wife Josephine their home really is their castle. They have built their own English castle in the Sussex countryside. The building is **brand new** with all the luxuries you would expect from a house that cost 10 more than £350,000 to build. However, when you first see it from the outside it would be easy to think that you are looking at an ancient monument. The building has a lot of the features of a traditional castle, including a **keep**, a **moat** and a **drawbridge**. "My choice of house is 15 somewhat eccentric and building it was very hard work, but we've got the perfect place to live," Mew says. Although some would say that the building is impractical and may be cold in **harsh** British winters, he certainly has got a unique and **spacious** home. 20

If you don't look carefully, you might not even see the home that Jonathan Ridley-Jones and Shanon Ridd built at all! That's because the house is a converted underground water tank. The only thing that can be seen from the surface is a door leading into the hillside. "We've 25 never wanted to live in an **ordinary** house," Shanon says. "Living below ground means that our home is quiet and very cosy – none of the usual **draughts**. It doesn't damage the local surroundings and has very low **fuel bills**. Some of our friends find it dark and feel shut in when 30 they first visit, but they soon get used to it!"





If an underground home doesn't **appeal to** you, how about living in the tree tops? Dan Garner, a tree surgeon from Gloucestershire, certainly thinks that this is the way to go up in the world.

35

"When our family **became short of** space at home our solution was to build a luxury tree house in the garden. The tree house is built into a **spruce tree** six metres **above the ground**. It has one main room, a bedroom and a balcony running around two sides." Garner is so happy 40 with this practical **extension** to his home that he thinks he can **convince** more people of the benefits of living in the trees. He wants to **set up** his own enterprise making more of the deluxe tree dwellings, saying, "Tree houses are **airy**, secure and comfortable and the only disadvantage is 45 that they might not be **suitable for** people who **suffer from hay fever** or a fear of heights!"

Even people who live in more ordinary **settings** sometimes can't **resist** doing something to make them **stand out** from the crowd. One extreme example of this is 50 Bill Heines' house in Headington, Oxfordshire. Until one morning in 1986, his house looked much like all the others in his street, when suddenly overnight a 7.5 m long **fibreglass shark** appeared to have crashed through the roof. The shark was a **sculpture** by local artist John 55 Buckley. At first some people complained that it might be dangerous or that it spoils the look of the neighbourhood, but engineers checked that the sculpture was safe and the 'Headington shark' has become a well-known and popular landmark. It seems that no matter where you live, 60 you can always do something to make sure your house says something about who you are.

b. Read the article. For questions 1-7, choose the answer (A, B, C or D) which fits best according to the text.

- 1 **More and more people build their own home**
    - A so that they can live underground.
    - B so that they can have exactly the home they want.
    - C because it is cheaper than buying a new house.
    - D because they want all the modern luxuries you find in a new home.
  - 2 **John and Josephine Mew**
    - A know that their choice of home is unusual.
    - B found that creating their dream home was easy.
    - C wanted to live like people would have in traditional castles.
    - D converted an ancient building into a modern home.
  - 3 **According to the text, what could be a disadvantage of the Mews' home?**
    - A It might not be very comfortable.
    - B It was very expensive to build.
    - C Tourists often mistake it for a historic building.
    - D It doesn't have enough luxury items.
  - 4 **Why might you not notice the home of Jonathan Ridley-Jones and Shanon Ridd?**
    - A It isn't in a busy area.
    - B A hillside hides it from view.
    - C Only its door is visible.
    - D It has been built under a water tank.
  - 5 **What do Jonathan Ridley-Jones and Shanon Ridd say about their home?**
    - A It's just an ordinary house.
    - B They always wanted to live underground.
    - C It doesn't harm the environment.
    - D They don't pay anything for heating and lighting.
  - 6 **Why did Dan Garner build a tree house in his garden?**
    - A He wants to persuade people to buy one.
    - B His family wanted to live in a tree house.
    - C He builds them for a living.
    - D His family needed more room.
  - 7 **What does Dan Garner aim to do in the future?**
    - A build more tree dwellings in his garden
    - B invite more people to visit his tree house
    - C open a business selling tree houses
    - D design a tree house to suit all tastes
- c. Explain the words in bold, then suggest synonyms for the highlighted words.

### Follow-up

- 4 a. List the advantages and disadvantages of Mew's, Ridd's and Garner's dwellings, then talk about them.
- b. **THINK!** What would your ideal house be? Describe it giving reasons.

*My ideal house would be a castle. It would be made of...*

# Vocabulary Practice

## Dwellings and Appliances

- 1 a. Go through the table and look up the words you don't know in your dictionary.
- b. Listen and underline the words that best describe Ann's house. Circle the ones which best describe John's house.

STYLE:	traditional, modern, apartment/flat, (semi) detached, terraced house, cottage, villa, 1/ 2/3 storey building, castle
LOCATION:	village, city, centrally located, residential area, close to the shops, in the suburbs, on the outskirts, isolated, in the country
SIZE:	small, tiny, spacious, large, huge, average, family-sized, 1-/2- bedroomed
COST:	cheap, low-priced, overpriced, expensive, economical
GENERAL DESCRIPTION:	cosy, comfortable, secure, luxurious, well-maintained, fully furnished, airy, noisy, cold

- c. Use the words to describe Ann's and John's houses, then describe your house.

*Ann lives in a traditional cottage in the country. The cottage is ...*

- 2 a. Read the advertisements, then, in pairs, list the special features of each property under the headings: *Inside - Outside*

**A**

**FOR RENT** 3-bedroomed semi-detached house, Paddington. Large lounge/dining room with fireplace, entrance hall, modern fitted kitchen, attic, central heating, built-in wardrobes. Garage and driveway. Large front garden with shared fence, rear patio and pool. Close to shops and public transport. Available for long let. £430 per month. Contact Mrs Wilson Tel: 020 8360 7289

A: *Inside: large lounge/dining room ...*  
*Outside: garage, driveway ...*

**B**

**FOR SALE** £399,986 Golders Green, London. A superb first-floor 2-bedroomed flat. Fully-furnished with a large balcony, double glazing and air conditioning. Fully-equipped kitchen and modern security system. Minutes from tube station. Full details at Primary Properties: 020 8731 6889

- b. What features are there inside/outside your house?

- 3 a. Which of these items are in your house? In which room?
- refrigerator • vacuum cleaner • electric heater
  - washing machine • microwave • humidifier
  - air conditioner • hairdryer • dishwasher • cooker

*refrigerator - kitchen*

- b. Match the columns. Which of these have you/haven't you got in your house?

built-in	system
central	hall
fitted	glazing
double	wardrobes
entrance	kitchen
private	parking
security	heating

*There are built-in wardrobes in our house.*

*We haven't got ...*

- 4 a. Complete the dialogue, then listen and check.

A: Hello!  
 B: Good morning. I'm calling about the house advertised for rent in Paddington.  
 A: Oh yes?  
 B: I wonder 1) ..... give me a bit more information, please.  
 A: Of course. 2) ..... like to know?  
 B: First of all, 3) ..... exactly where the house is situated?  
 A: Yes, it's on 15, Bayswater Drive.  
 B: And the lounge and dining room – are they separate?  
 A: Yes, but they're joined by a sliding glass door.  
 B: And do all the bedrooms have fitted wardrobes?  
 A: No, only the two largest bedrooms.  
 B: One last question. Is the garage large enough for two cars?  
 A: Oh, definitely.  
 B: It sounds perfect. 4) ..... I could see it?  
 A: 5) ..... 6 o'clock this evening?  
 B: That's fine — see you then.

- b. In pairs, take roles and act out dialogues about each of the advertisements in Ex. 6.

OWNER/ESTATE AGENT	CLIENT
greeting	greeting - ask for information
agree to give information	ask your questions (e.g. exact location - special features)
answer the questions	arrange a viewing
agree on a viewing	

5 a. Use the prompts and the linkers to make up sentences for each house, as in the examples.

- both • as well as
- also • besides
- whereas • but
- although • however



	A	B		A	B
• driveway	✓	✓	• balcony	✓	✗
• chimney	✓	✗	• air conditioning	✓	✓
• garage	✓	✓	• security system	✓	✓
• pool	✓	✗	• cellar	✗	✓
• garden	✓	✓	• fireplace	✓	✗
• attic	✓	✓	• built-in wardrobes	✗	✓
• patio	✓	✗	• central heating	✓	✓
• fence	✗	✗	• fitted kitchen	✓	✗

Both house A and B have got a driveway.  
 House A has got a chimney, but house B hasn't got one.  
 House A has got a driveway as well as a garage.  
 Besides having a garage, house A has got a driveway.

Writing Project

b. Look at the pictures A and B and write an advertisement for each house. Say if it is for rent/sale, what kind of house it is, how much it costs, what special features it has got and give a telephone number for contact. Use the advertisements in Ex. 6a as models to help you.

Household Chores

6 a. Match the verbs to the nouns.

wash  
dust  
make  
iron  
vacuum  
clean  
mop  
mow

the beds  
the carpets  
the clothes  
the dishes  
the windows  
the floors  
the lawn  
the furniture

Which of these household chores do you do? How often? Which do you like/not mind/hate doing?

*I sometimes wash the dishes in the evenings.*

b. Which of these verbs can be changed to **do + ing** form of the verb? Make up sentences about your family using these phrases.

*Mum always **does the ironing** on Saturday.*

Colours & Rooms

7 a. Listen and circle the words that are mentioned in connection with each colour.

- red** competitive, romantic, active, excited
- orange** conservative, talkative, adventurous
- yellow** shy, reliable, cheerful, generous, impatient, creative
- blue** calm, confident, stressed, relaxed, peaceful
- green** relaxed, peaceful, refreshed, depressed
- white** cheerful, isolated, withdrawn

b. Listen again. What colour would you paint these rooms? Why?

- a dining room • a child's bedroom
- a play area • a living room • a classroom

*I would paint a dining room orange because it stimulates the appetite.*

8 Use the prepositions and the words in the list to describe the living room. How similar to/different from is it from your living room?

- in front of • next to • behind • opposite • on
- between • above • in the middle of
- fireplace • candlesticks • carpet • paintings • sofa
- armchair • cushions • plant • glass coffee table
- window • lamp



*There is a glass coffee table in front of the sofa.*

## Present tenses

Grammar Reference

### 1 Identify the tenses in bold, then match them to their use.

- 1 The Earth **revolves** round the Sun. ....
- 2 The train **leaves** at 5:30. ....
- 3 John **is looking for** a new house. ....
- 4 She can't play. She **has broken** her leg. ....
- 5 He **is** always **biting** his nails. ....
- 6 I **have been trying** to call you for an hour. ....
- 7 He **is flying** to Madrid tomorrow. ....
- 8 It's **getting** colder and colder. ....

- a action which started in the past and continues up to the present with emphasis on duration
- b law of nature
- c expressing irritation
- d action happening around the time of speaking
- e result/consequence of a past activity in the present
- f fixed arrangement in the future
- g timetable
- h gradual development

#### State verbs

We do not normally use **believe, forget, hate, know, like, love, need, prefer, realise, remember, suppose, understand, want, appear** in continuous tenses.

*I believe you. NOT ~~I'm believing you.~~*

The verbs **think, taste, see, look, smell, feel** and **have** can have continuous tenses, but there is a difference in meaning.

*I think he is desperate. (= I believe) BUT I'm thinking about moving house. (= I'm considering)*

### 2 Put the verbs in brackets into the correct present tense, then identify their use.

- 1 She ..... (**move**) house next week.
- 2 Carl and Mary are looking for a new house. The landlord ..... (**evict**) them from their flat.
- 3 ..... (**you/wait**) a long time?
- 4 They ..... (**convert**) the old mill into a beautiful new home at the moment.
- 5 Water ..... (**freeze**) at 0° C.
- 6 Her flight ..... (**arrive**) tonight at 7pm.
- 7 ..... (**you/sign**) the contract for the house next week?
- 8 The Earth ..... (**become**) warmer and warmer.
- 9 The bus ..... (**come**) every ten minutes.
- 10 Jack and Maggie ..... (**still/search**) for the perfect house.
- 11 Bob can't move house now because he ..... (**sign**) a two-year contract.

### 3 Fill in the correct tense of the verb in brackets.

- 1 A: .....  
(Jane/still/think) of renting the house?  
B: Yes, why?  
A: Well, some people .....  
(think) that it is haunted.
- 2 A: Mark ..... (**taste**) the curry to see if we need to add any more spices.  
B: I don't think we do. It .....  
(taste) delicious as it is.
- 3 A: Why ..... (**you/smell**) the milk? I only bought it this morning!  
B: Well, it ..... (**smell**) off to me!

### 4 a. Talk about British homes, using adverbs of frequency, as in the example.



*British homes always have running water.*

*There is always running water in British homes.*

*You can always find running water in British homes.*

### b. In pairs draw a similar chart about homes in your country, then present it in class.

### 5 In pairs, talk about:

- what you do/don't do in your free time
- what you are doing this weekend
- what you have done so far today

### 6 How much have you changed since you were five years old? Make up sentences, as in the example.

*I've grown my hair long.*

### 7 In pairs, act out dialogues, as in the example.

- sleep outdoors • visit a castle • be in a tree house
- stay at a campsite • redecorate your own bedroom
- stay in a house with its own swimming pool
- have a power cut at your home • move house

A: *Have you ever slept outdoors?*

B: *No, I haven't. Have you ever visited a castle?*

A: *Yes, I have.*

B: *Really? When was that?*

A: *Two years ago. Have you ever ...? etc*

## 8 Use the prompts to act out dialogues, as in the example.

- 1 exhausted – work/garden
- plant/flowers (✓)
  - prune/bushes (✓)
  - water/lawn (X)

A: *You look exhausted. What have you been doing?*

B: *I've been working in the garden.*

A: *What have you done?*

B: *Well, I've planted some flowers and pruned the bushes but I haven't watered the lawn yet.*

2 tired – do/homework

- finish/Maths (✓)
- write/composition (✓)
- study/test (X)

3 excited – organise party

- send out/invitations (✓)
- book/caterers (✓)
- book/band (X)



## 9 Make up sentences about yourself, using present tenses and the time adverbs in the list.

- yet • still • already • for • since
- at the moment • every day • now
- next Saturday

*I haven't done my homework yet.*

## 10 Use the prompts to write sentences, as in the example. Use present perfect or present perfect continuous.

- 1 Ann can't get into the house. (lose/her key)  
*Ann can't get into the house. She has lost her key.*
- 2 Tom's sunburnt. (sit/in the sun/all morning)
- 3 My eyes hurt. (watch TV/hours)
- 4 John passed his Maths exam. (study/hard)
- 5 Nick has lost a lot of weight. (be on a diet)
- 6 Amy looks so happy! (buy/new house)

## 11 Circle the correct tense.

- 1 I'm afraid I can't make it tonight. I ..... the estate agent at 7 o'clock.  
A see B am seeing C have seen D have been seeing
- 2 The film ..... at 7:30.  
A has been starting B has started C is starting D starts
- 3 He ..... to find a cleaning woman for a month now.  
A has been trying B tries C is trying D has tried
- 4 Look! You ..... coffee all over my desk!  
A have been spilling C were spilling  
B have spilt D spill
- 5 He ..... the property section of the newspaper every day, but he still hasn't found anything.  
A has been reading B is reading C have read D read

## Prepositions

Appendix 1

## 12 a. Fill in the correct preposition, then explain the phrases.

- 1 Ann has been **absent** ..... work for two weeks.
- 2 It has taken Mark a long time to become **accustomed** ..... the Australian climate.
- 3 They **accused** him ..... stealing the car.
- 4 We need to **agree** ..... a time to meet.
- 5 He **apologised** ..... Mary ..... being late last night.
- 6 Emma has **applied** ..... Leeds University ..... a place on the History course.
- 7 Some people don't **approve** ..... the council's plan to build a new shopping centre in town.
- 8 The old man was **begging** ..... food.
- 9 Do you **believe** ..... magic?
- 10 Rob has been **busy** ..... the redecorating all week.

## b. Chain Story. Read the beginning of the story, then, one after the other, continue the story using the phrases in bold from Ex. 12a.

*John Smith worked as an office manager. He was very good at his job, but unfortunately he wasn't able to go to work because he was very ill. He was **absent from work for three weeks.***



**13** Fill in the correct prepositions. Then choose any five phrases and make up sentences using them.

- 1 ..... the ordinary; 2 ..... scratch; 3 ..... the countryside;
- 4 to expect sth ..... sb;
- 5 ..... the winter; 6 to appeal ..... sb;
- 7 to live ..... a tree top; 8 to become short ..... space;
- 9 an extension ..... his home;
- 10 to convince people ..... sth; 11 the benefits ..... sth;
- 12 suitable ..... sb;
- 13 to suffer ..... hay fever; 14 fear ..... heights

Phrasal Verbs  Appendix 2

**14 a.** Replace the words in bold with the appropriate phrasal verb formed with **break** or **bring**.

- 1 My computer has **stopped working**. (= *broken down*)
- 2 My favourite band have just **released** their new album.
- 3 Schools **finish** for the summer holidays tomorrow.
- 4 She was **raised** by her grandma.
- 5 The burglars **entered by force** and stole all our valuables.
- 6 A fire **began suddenly** on the second floor of the building.
- 7 Visiting my old neighbourhood always **makes me recall** memories of family holidays.
- 8 The two countries **ended** diplomatic relations with each other two years ago.

Competition 

**b.** Choose one of the phrasal verbs in Ex. 14a and draw a picture about it. In teams, show your picture to the class. The team which guesses the phrasal verb first gets one point. Continue the game until all of you have shown your pictures. The team with the most points is the winner.

Word Formation

**15** Fill in the correct word derived from the word in bold.



Read the title of the text to get an idea what the text is about. Read the text once quickly. For each gap decide what the missing word is (e.g. noun, verb, adverb, etc.) You may need to write the word in the plural or with a negative meaning. Think of possible prefixes and suffixes. Fill in the gaps. Check the spelling. Read the completed text to check if it makes sense.



**Burglarproof YOUR HOME**

Can you imagine anything worse than returning home to find that burglars have broken into your house? 0) *Unfortunately*, this happens to about 1 million people in Britain 1) ..... However, if you want better 2) ..... against burglars there are several things you can do. To improve 3) ....., check all the locks on your doors and windows. The 4) ..... of lighting all around the house will make sure a burglar is 5) ..... to hide in the shadows. An alarm system is another good 6) ..... measure you can take.

Starting a 7) ..... watch group is also a very 8) ..... way to prevent crime in your area. Since most 9) ..... take place when people are away on holiday, this is when your neighbours' help is most 10) ..... Ask them to collect your mail, open and close your curtains every day, switch your lights on and off and even mow your lawn to make your house look occupied.

- FORTUNE
- ANNUAL
- PROTECT
- SECURE
- INSTALL
- ABLE
- PREVENT
- NEIGHBOUR
- EFFECT
- BURGLAR
- VALUE

## Key word transformations

- 16** Complete the sentences, using the word in bold. You must use between two and five words, including the word given. Do not change the word in bold.

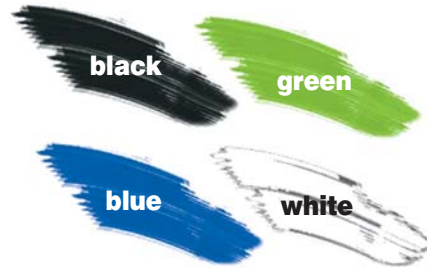
**Tip**

Read the whole sentence, then look at the key word. Try to work out what the question is testing (passive, indirect speech, part of speech, etc). Complete the sentences without changing the word given. Check that you have written two to five words. Also check for spelling.

- 0 Mildred said it was the best film she had ever seen.  
**good** Mildred said she *had never seen such a good* film before.
- 1 I've never seen such a tiny house.  
**ever** It's the ..... seen.
- 2 It's a long time since he last visited us.  
**for** He ..... a long time.
- 3 It's a year since he started working here.  
**been** He ..... a year now.
- 4 His new book will be on the market next March.  
**out** His new book ..... next March.
- 5 Two men forced their way into Sally's flat last night.  
**broke** Two men ..... last night.
- 6 John has a really good relationship with his parents-in-law.  
**gets** John ..... with his parents-in-law.
- 7 A private secretary deals with Dr Williams' correspondence.  
**has** Dr Williams ..... by a private secretary.
- 8 It didn't rain for six months, so there was a water shortage.  
**lack** The water shortage was ..... rain.

## Idioms &amp; Fixed Phrases

- 17** Fill in the correct colour(s). Then explain the phrases formed with the words in bold. Are there similar phrases in your language?



- 1 Sophie goes to the cinema **once in a** ..... moon. She doesn't like it much.
- 2 Jack fell down the stairs and he is ..... and ..... all over.
- 3 Angela definitely has ..... **fingers** – everything in her garden grows really well.
- 4 He **is a bit** ..... – he hasn't got much experience in this kind of work.
- 5 They knew that if she found out the truth it would hurt her feelings so they told her a **little** ..... lie.
- 6 She doesn't want to say anything until she has seen the facts **in** ..... and .....
- 18** Underline the correct word, then explain the phrases.
- 1 Ian is very active. He is always **out and about/around**.
- 2 After the argument they both did their best to **clean/clear** the air.
- 3 I can't find my keys anywhere – they seem to have **vanished into thin/delicate** air.
- 4 Matt is very determined to buy the cottage. He **won't accept/take no for an answer**.
- 5 They wanted to build a holiday resort here, but the owners of those beachfront cottages **refused/denied to play ball**.
- 6 They knew they would have to **drive a difficult/hard bargain** if they wanted to buy the house at a price they could afford.

# Listening & Speaking skills

**Tip**

Read the instructions to understand what the speakers have in common. Read the list A-F and underline the words you have to listen for. Listen for clues to match each speaker to the prompts. Remember the extracts may have distracting information so listen to the whole part before you decide. Listen again and check your answers.

- 1 You will hear five different people talking about problems they are having with their houses. For questions 1-5, choose from the list (A-F) what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

- A There is a badly fitting window. Speaker 1   
 B The central heating doesn't work. Speaker 2   
 C The air conditioner doesn't work. Speaker 3   
 D The roof is leaking. Speaker 4   
 E There isn't enough space. Speaker 5   
 F The driveway needs repairing.

- 2 Look at the houses in the pictures and compare them, saying which house would be more suitable for a large family. You can use the expressions below to help you.



Both pictures show ...  
 Picture A ... but picture B ...  
 Picture A ... . In addition, ...  
 Picture B, on the other hand, ...  
 Although/While picture A ...,  
 picture B ...



Discuss the following:

- Which house would you like to live in? Give reasons.
- How is your house similar to/ different from the ones in the pictures?
- What problems might you face in each type of house? Think about: noise, neighbours, distance from shops/facilities, space, heating etc.

While picture A shows a detached house with a garden, picture B ...

- 3 a. You are going to hear a woman talking about home safety. Which of these words do you expect to hear and in what context? Listen and check.

- headache • falling • burning • drowning
- choking • toothache • poisoning • scalding
- cutting • electrocution • indigestion

I wouldn't expect to hear the word 'headache'.

I would expect to hear the word 'falling'.

Falling down the stairs is a common household accident.

- b. Listen again and for questions 1-7, choose the best answer (A, B or C).

- 1 Marsha Ward  
 A has written several books.  
 B has personal experience of child safety.  
 C is an expert of home security.
- 2 Every year, accidents in the home  
 A are becoming more common.  
 B happen because children stay away from school.  
 C send more than a million children to hospital.
- 3 Marsha says most accidents in the home  
 A are caused by carelessness.  
 B need not have happened.  
 C are unavoidable.
- 4 The majority of home accidents happen to  
 A young children. B older children. C parents.
- 5 Children in a bath  
 A should use a rubber mat.  
 B should never be left unsupervised.  
 C enjoy playing in the water.
- 6 Where does Marsha think accidents are most likely to happen?  
 A on the stairs B in the bathroom  
 C in the kitchen
- 7 According to Marsha, children  
 A must never play in the kitchen.  
 B should not be allowed in the kitchen.  
 C must be kept away from dangers in the kitchen.
- 4 Look at the pictures of dangers children face at home. In pairs, talk about the danger involved in each situation. Then say what can be done to make houses safer for children. Use the ideas below to help you.



- electrical sockets/hot cookers – safety covers
- chemicals/cleaning products/medicine – locked cupboards
- cupboards & drawers – safety catches on
- swimming pools – guard rails
- staircases – safety gates
- knives/irons – keep out of reach

A: Hot cookers are very dangerous because children can get burnt.

B: That's true. Kids should never be left alone in the kitchen when the cooker is on.



**5** Mrs Smith who has got four children, has inherited £10,000. In pairs, talk about what home improvements she can make with the money, and decide which would be the best choice for her, and why.

- A: *She could have her kitchen enlarged to include a dining area, couldn't she?*  
 B: *Yes, she's got four children so the extra space would be very useful.*



## Expressing sympathy

- 8** a. Listen and say what each dialogue is about.  
 b. Read the exchanges and underline the phrases that express sympathy.

- 1 A: I'm afraid that the plumber won't be able to come today. He's had a car accident.  
 B: How awful! Will he be all right?  
 2 A: Oh, no. I locked myself out!  
 B: That's too bad.  
 3 A: The Smiths are going to be evicted.  
 B: I'm sorry to hear that.

- c. Work in pairs. Use the phrases to make up dialogues expressing sympathy in the following situations.

### Express sympathy

- How terrible/awful/sad!
- That's terrible/awful/a pity/a shame/too bad!
- You must be very worried/upset.
- I'm (really) sorry about that/ to hear that

- 1 fire in the basement  
 2 an aunt fell down the stairs  
 3 not getting the flat you wanted  
 4 a friend's daughter burnt her hand on the cooker.

## Deciding on a house

**6** a. Listen to the dialogue. Where does it take place?

b. Complete the dialogue, then use the prompts to act out similar dialogues.

- A: How do you **1** ..... it, then?  
 B: Well, it's nicely decorated and the garden is lovely, but the kitchen is very **2** .....  
 A: That's true. But it is **3** ..... equipped.  
 B: And there are only two bedrooms.  
 A: Mmm, yes. But we can use the **4** ..... as another bedroom.  
 B: I think it will suit our needs. And it's not so expensive, either.  
 A: Okay, then. Let's tell the estate agent that we are definitely **5** .....

- nice area (+) • four-bedroomed (+) • a long way from the shops (-)
- a bus stop nearby (+) • no central heating (-) • log fire (+)
- well maintained (+) • garden (+) • no garage (-)
- park on the street (+) • no fence (-) • modern security system (+)

## Requesting services

**7** a. Listen to the dialogue. Who's worried? Now match the exchanges.

- |   |   |
|---|---|
| <b>1</b> <input type="checkbox"/> <b>b</b> Brown & Sons. How can I help you?  | <b>a</b> Well it doesn't lock properly.         |
| <b>2</b> <input type="checkbox"/> Hello, Ms Smith. What can I do for you?     | <b>b</b> Hello. My name's Ann Smith.            |
| <b>3</b> <input type="checkbox"/> What's wrong with it?                       | <b>c</b> 21, Market Street.                     |
| <b>4</b> <input type="checkbox"/> I'll send someone to look at it right away. | <b>d</b> I've got a problem with my front door. |
| <b>5</b> <input type="checkbox"/> What is your address, please?               | <b>e</b> Thank you, that would be great.        |

b. In pairs, use the prompts to make up similar dialogues.

- |                    |  |                      |
|--------------------|--|----------------------|
| <b>A</b>           |  | <b>B</b>             |
| name of company    |  | full name            |
| ask for problem    |  | describe the problem |
| suggest sending sb |  | thank                |
| ask for address    |  | give address         |

## Intonation

**9** Listen, then, read out the exchanges in pairs.

- A: I have to move out!  
 B: That's a shame.
- A: My flat was broken into last night.  
 B: I'm sorry to hear that.
- A: I can't afford the rent.  
 B: You must be very worried.
- A: My antique table is ruined.  
 B: How sad!

# The Charming Past

## Reading

- 1 a. How does the title relate to the pictures?  
b. In what context do you expect to find the following words in the texts?

### Blarney Castle

- tourist attraction • in ruins • battlements
- well-kept grounds • interesting historical site

### Dunnotar Castle

- cliffs • exciting past • the Scottish Crown Jewels
- the strongest fortresses • lodgings • stables
- storehouses • popular with birdwatchers

*Blarney Castle is a famous **tourist attraction**.*

(A)

## BLARNEY CASTLE

Eight kilometres north of the city of Cork you will find Blarney Castle, home of the famous Blarney Stone. This stone is traditionally believed to give whoever kisses it the gift of **eloquent** speech. **Built** in 1446 by Dermot McCarthy, King of Munster, Blarney Castle has a **rich history**. It is believed that a past king of Munster sent 4,000 men to help Robert the Bruce win the Battle of Bannockburn in 1314. His reward was said to be half of the Stone of Scone, which was **renamed** the Blarney Stone.

Blarney Castle today is a very popular tourist attraction although most of it is in ruins. Many **features** remain, though, like the tower and the narrow **spiral** staircases. Visitors who wish to kiss the stone must climb up a very narrow **winding** staircase to the top of the battlements, then lie on their back and lean slightly over the edge of the tower to reach the stone. Visitors can also enjoy a walk through the beautiful, **well-kept grounds**, where they will find the Rock Close. This is a mysterious place with ancient stones and trees that were used by the **druids**.

Blarney Castle is a very interesting historical site and definitely well worth a visit. It is one place you must not miss if you get the chance to go to Southern Ireland.

- 2 a. Think of three questions you would like to ask about each castle. Read the texts and see if you can answer them.  
b. Read the texts again and answer the questions. Write **A** (for Blarney Castle) or **B** (for Dunnotar Castle).

Which of the castles ...

- 1 was used to hide sth precious?   
2 has a special stone?   
3 is associated with a famous film star?   
4 has something that nobody really understands?   
5 stands on a cliff?

- c. Explain the words in bold. Which words are similar to words in your language? Where could you read such pieces of writing?

- d. Find the synonyms.

### Text A

- payment (l. 9)
- endure (l. 13)
- merit (l. 24)

### Text B

- situated (l. 3)
- deserted (l. 11)
- modern (l. 15)





B

## DUNNOTTAR CASTLE

Scotland is full of castles, each with its own **myths** and **legends**. One such castle is Dunnottar Castle on Scotland's east coast, 15 miles from the city of Aberdeen. Located on a huge **outcrop** of flat rock with **sheer cliffs** on three sides, it is the perfect place for a **fortress**, and there has been one here since

5 the 13th century.

Dunnottar has a long and **exciting past**. William Wallace, Mary Queen of Scots, King Charles II and the Marquis of Montrose have all played a part in its rich history. The Scottish Crown Jewels, the "Honours of Scotland", were hidden here in the 17th century so that Oliver Cromwell couldn't destroy them.

10 Dunnottar used to be one of the strongest fortresses in Scotland. However, the castle was abandoned in the 18th century and it fell into **decay** until 1925, when Viscountess Cowdray began repairs. Visitors can see the 14th century keep, which was built by Sir William Keith in 1392 and is still **intact**. There are also **barracks**, **lodgings**, stables and storehouses.

15 The castle has become a lot more popular in recent years since the site was used as one of the locations for the film "Hamlet" starring Mel Gibson. It is also popular with **birdwatchers** because of its location. Whatever the reason for your visit, it will certainly be memorable.

- 3 a. **THINK!** Which of the two buildings would you most like to visit? Why?
- b. Are there any buildings like these in your country? Talk about them. Think about:
- location
  - historical details
  - exterior/interior

### Writing

- 4 Write a short article for your school magazine about a famous historic building in your country. In the first paragraph, write its *name* and *location*. In the second paragraph, write its *historical details*. In the third paragraph, write a *description of its exterior/interior*. End your article with a *recommendation*.

# Writing an informal letter/email describing a house for rent



When we write an informal letter/email to a friend describing a house for rent, we can divide it into five paragraphs. We start our letter with ***Dear + our friend's first name***.

In the **first paragraph** we write our **opening remarks** and the **reason** for writing our letter.

In the **second paragraph** we describe the **location** of the house and give details of the **rent**.

In the **third paragraph** we describe the **exterior** of the house (what it is made of, garden, etc).

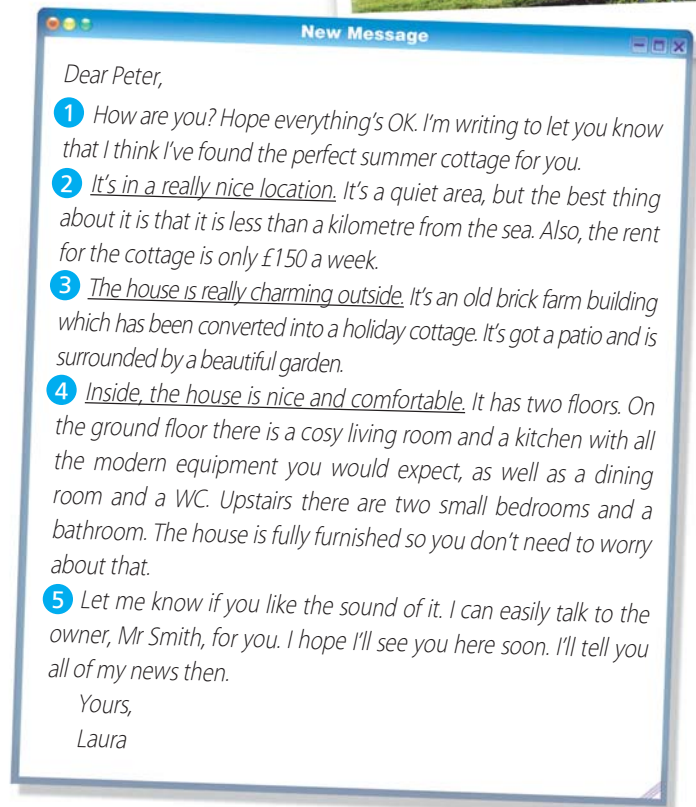
In the **fourth paragraph** we describe the **interior** of the house (e.g. floors, rooms, furniture, special features, etc). We start each main-body paragraph with a **topic sentence** i.e. a sentence which introduces or summarises the paragraph.

In the **last paragraph** we write our **closing remarks** and sign off using ***Yours, Best wishes, etc + our first name***.

We can use a variety of adjectives to make our descriptions more interesting to the reader.

## Analysing a Model Text

- 2 a. Read the letter and replace the underlined sentences, then replace them with your own sentences.



## Analysing the Rubric

- 1 Read the rubric, look at the underlined phrases and answer the questions.

Peter has been looking for a summer house to rent on the coast for August. He has asked his friend, Laura, to find a house for him. Laura has found a suitable house and is going to write Peter a letter describing the house and giving rental details.

- Who is going to write a letter? To whom? What is their relationship?
- What style is appropriate?  
 formal – to someone in authority  
 semi-formal – to someone you do not know very well  
 informal – to someone you know very well
- Which of the following would you expect to find in Laura's letter? Tick (✓) accordingly.
  - description of the outside
  - description of the inside
  - location of the house
  - historical details
  - weather conditions
  - rent

- b. Which words/phrases does Laura use to describe the interior/exterior of the house? In which paragraphs does she mention these?

## Style

- c. Study the table, then find examples of informal style in Laura's letter.

Informal style
• abbreviations e.g. <i>I've got</i>
• simple linking words e.g. <i>but, so, and</i> , etc.
• shorter sentences e.g. <i>I'd like to see you</i>
• personal tone e.g. <i>I've got some great news</i>
• everyday expressions e.g. <i>Thanks a lot</i> .
Formal style
• no abbreviations e.g. <i>I have got</i>
• formal linking words e.g. <i>despite</i>
• longer sentences
• impersonal tone e.g. <i>passive</i>
• formal expressions e.g. <i>I look forward to hearing</i>

### Opening/Closing Remarks

- d. What are Laura's opening and closing remarks? Which of the following can you use instead? Why can't you use the others?
- a Thanks for your letter.
  - b I feel obliged to write to inform you ...
  - c Sorry I haven't written for so long.
  - d Get in touch with me soon.
  - e Looking forward to hearing from you.
  - f I look forward to receiving a prompt reply.

### Descriptive Writing

3 Use the phrases to describe the building where you live.

- thatched, tiled, flat* — roof
- double-glazed, French* — windows
- vegetable, front, back, rose* — garden
- sliding, front, back, glass* — door
- dining, cosy, spare, living, comfortable, spacious* — room
- modern, antique, old fashioned, classic* — furniture

*I live in a detached house. It's got ...*

### Discuss & Write

- 4 a. Read the rubric and underline the key words. Then, answer the questions.
- Your friend wants to move to your area and is looking for a house to rent. He/She has asked you to help. Write a letter to your friend describing a house you have seen and giving further details.
- 1 What type of writing is it?
  - 2 Who is sending the letter? What is the relationship between you and the recipient of the letter?
  - 3 What style is appropriate? Justify.
  - 4 What information do you need to include?
  - 5 What opening and closing remarks can you use?
- b. Listen to the conversation you had with an estate agent and complete the table.

Location	1) ..... Beech Lane, Deighton
Exterior	large 2) ..... at the front; garage
Interior	fully-furnished; upstairs: two bedrooms; a 3) ..... downstairs: bathroom; living room; old 4) .....; dining room; large kitchen
Rent	5) £ ..... a month

- c. Use your notes to ask and answer questions, as in the example, then talk about the house.



- A: *Where is the house located?*  
B: *It is located ...*

5 **Portfolio:** Use the information in Ex. 4b to answer the questions in the plan. Then write your letter. You can use the letter in Ex. 2a as a model.



Dear (your friend's first name)

### Introduction

(Para 1) *opening remarks*

### Main Body

- (Para 2) *Where exactly is the house? How much is the rent?*
- (Para 3) *What is the exterior like? (material, garden, etc)*
- (Para 4) *What is the interior like? How many floors/rooms/furniture?*

### Conclusion

(Para 5) *What should you do next: give phone number/ book it?*  
*closing remarks*

*Yours,*  
*your first name*

6 **THINK!** Explain the sentences below in your own words.



- A man travels the world over in search of what he needs, and returns home to find it.  
*George Moore (Irish author/poet)*
- Strength of character may be learned at work, but beauty of character is learned at home.  
*Henry Drummond (1851-1897) (Scottish naturalist)*

# Jack & Jill

**Louisa May Alcott** (1832-1888) was born in Germantown, Pennsylvania, the second of four sisters. At an early age, Louisa and her family moved to Massachusetts, where she lived for most of her life. Her father was a teacher, and he encouraged Louisa to keep a diary. She started to write at the age of 16. Alcott used her diary to help her write about her own life and experiences. One of her most famous books is *Little Women*, which is based on the life of her family. She wrote *Jack and Jill: A Village Story* in 1880. Alcott has been called the 'novelist of children' for her ability to reflect the teenage point of view. *Jack and Jill* tells the story of life in rural New England at the turn of the century. It tells of how the friendship between the two main characters is tested by a terrible accident. With the help of their friends and family, they put their bad luck behind them and get on with their lives.



**1** Read the title and the author's biography. What do you think the novel is about? How could Alcott's own experiences have helped her write the novel? Look at the picture. What time of year is it? What are the children doing?

**2** a. Read the extract and match the characters with their descriptions, then make up sentences about them. Finally explain the words in bold.

<input type="checkbox"/> 1	Frank Minot	a	white teeth, golden hair
<input type="checkbox"/> 2	Little Boo	b	short legs, round face
<input type="checkbox"/> 3	Ed Devlin	c	tall, keen sparkle in his eye
<input type="checkbox"/> 4	Jack	d	black eyes, red cheeks
<input type="checkbox"/> 5	Jill	e	sweet-faced, rosy cheeks

b. Which of the characters is: **serious; clever; good-natured; popular; protective; patient**? Underline the words/phrases/sentences which imply the character.

c. Which of the characters can you see in the pictures? Describe them.

d. Match the highlighted words to their synonyms in the list.

- boy • serious • smarter • guy • gathered • playful • generously
- first-rate • protected • shy

**3** a. This chapter is called **The Catastrophe**. What catastrophe do you think might happen? In pairs, predict what you think is going to happen next.

*I think there is going to be a fight between Joe and Jack.*

**b.** Listen and check if your guesses were correct.

## Project

You have decided to enter the Louisa May Alcott drawing competition. Read the extract again, then choose a scene to draw for the competition. Is your picture similar to any other student in your class?



## Chapter 1

*The catastrophe*

“Clear the lulla!” was the general cry on a bright December afternoon, when all the boys and girls of Harmony Village were out enjoying the first good snow of the season. Up and down three long coasts they went as fast as legs and sleds could carry them. One smooth path led into the meadow, and here the little folk congregated; there was a group of lads and lasses sitting or leaning on a fence to rest after an exciting race, and, as they reposed, they amused themselves with criticising their mates.

“Here comes Frank Minot, looking as solemn as a judge,” cried one, as a tall fellow of sixteen spun by, with a set look about the mouth and a keen sparkle of the eyes, fixed on the distant goal with a do-or-die expression.

“Here’s Molly Loo and Little Boo,” sang out another; and down came a girl with flying hair, carrying a small boy behind her, so fat that his short legs stuck out from the sides, and his round face looked over her shoulder like a full moon.

“There’s Gus Burton; doesn’t he go it?” and such a very long boy whizzed by, that it looked almost as if his heels were at the top of the hill when his head was at the bottom!

“Hurrah for Ed Devlin!” and a general shout greeted a sweet-faced lad with a laugh on his lips, a fine colour on his brown cheek, and a gay word for every girl he passed.

“Laura and Lotty keep to the safe coast into the meadow, and Molly Loo is the only girl that dares to try this long one to the pond. I wouldn’t for the world; the ice can’t be strong yet, though it is cold enough to freeze one’s nose off,” said a timid damsel, who sat hugging a post and screaming whenever a mischievous lad shook the fence.

“No, she isn’t. Here’s Jack and Jill going like fury.”

“Clear the track for jolly Jack!” sang the boys, who had rhymes and nicknames for nearly everyone.

Down came a gay red sled, bearing a boy who seemed all smile and sunshine, so white were his teeth, so golden was his hair, so bright and happy his whole air.

Behind him clung a girl, with black eyes and hair, cheeks as red as her hood, and a face full of

fun and sparkle, as she waved Jack’s blue tippet like a banner with one hand, and held on with the other.

“Jill goes wherever Jack does, and he lets her. He’s such a good-natured chap, he can’t say No.”

“To a girl,” slyly added one of the boys, who had wished to borrow the red sled, and had been politely refused because Jill wanted it.

“He’s the nicest boy in the world, for he never gets mad,” said the timid young lady, recalling the many times Jack had shielded her from the terrors which beset her path to school, in the shape of cows, dogs, and boys who made faces and called her ‘Fraidcat’.

“He doesn’t dare to get mad with Jill, for she’d take his head off in two minutes if he did,” growled Joe Flint.

“She wouldn’t! She’s a dear! You needn’t sniff at her because she is poor. She’s ever so much brighter than you are, or she wouldn’t always be at the head of your class, old Joe,” cried the girls, standing by their friend with a unanimity which proved what a favourite she was.

Joe subsided with as scornful a curl to his nose as its chilly state permitted, and Merry Grant introduced a subject of general interest by asking abruptly, “Who is going to the candy-scape tonight?”

“All of us, Frank invited the whole set, and we shall have a tiptop time. We always do at the Minots’,” cried Sue, the timid trembler.

“Jack said there was a barrel of molasses in the house, so there would be enough for all to eat and some to carry away. They know how to do things handsomely”, and the speaker licked his lips, as if already tasting the feast in store for him.

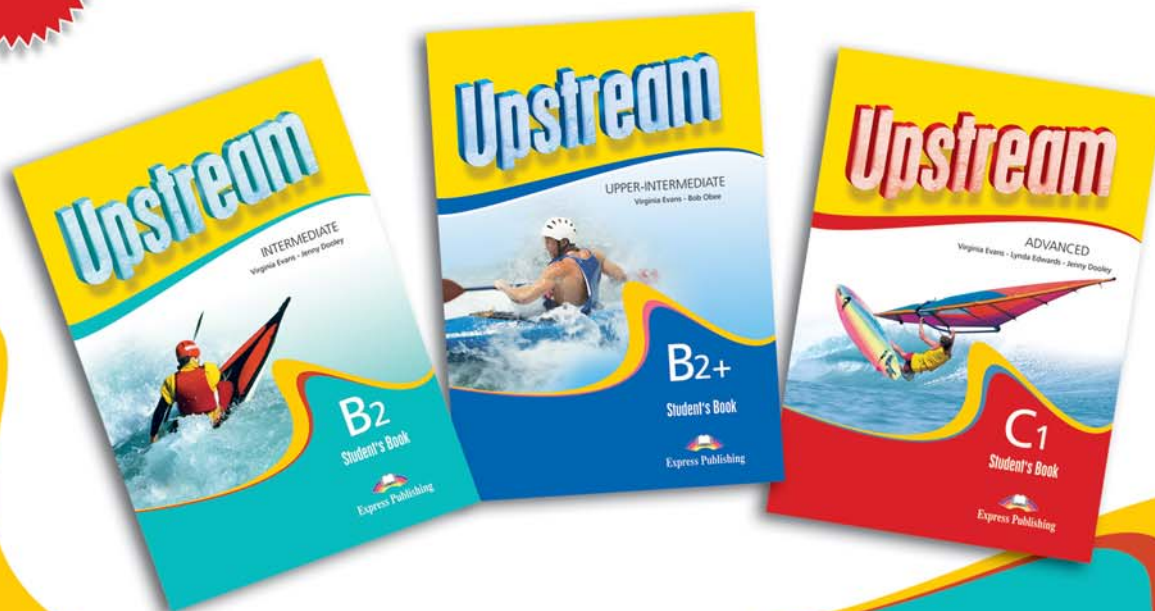
“Mrs Minot is a mother worth having,” said Molly Loo, coming up with Boo on the sled; and she knew what it was to need a mother, for she had none, and tried to care for the little brother with maternal love and patience.

“She is just as sweet as she can be!” declared Merry, enthusiastically.

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### Key Features

- theme-based units from a wide variety of sources
- a variety of cross-cultural topics
- systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement
- lexical exercises practising and activating all essential vocabulary including collocations, idioms, phrasal verbs and word formation
- a variety of authentic stimulating reading and listening tasks
- grammar sections covering all major grammatical areas plus a Grammar Reference Section
- composition analysis and practice on all types of writing with full models
- a wide range of speaking activities
- Culture Clips
- Literature pages



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