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Values

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ICT

Public Speaking Skills

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Jenny Dooley

Student's Book

New

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Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> the verb <i>to be</i> subject pronouns <i>a/an</i> the verb <i>can</i> (ability) 	<ul style="list-style-type: none"> cardinal numbers countries/nationalities jobs abilities school/college subjects colours 	Social Media Profiles (replace words)	a dialogue (multiple choice)	<ul style="list-style-type: none"> greetings, introductions & personal questions intonation in <i>wh</i>-questions 	<ul style="list-style-type: none"> an 'about me' profile writing tip: <ul style="list-style-type: none"> capital letters linking ideas (<i>and, but</i>) 	<i>Countries of the English-speaking world</i>
<ul style="list-style-type: none"> the verb <i>have got</i> object pronouns possessive adjectives/pronouns possessive case <i>who/whose</i> plurals (regular, irregular) 	<ul style="list-style-type: none"> family members people's appearance character adjectives 	<i>A family like no other!</i> (article – answer questions)	a dialogue (multiple matching)	<ul style="list-style-type: none"> identifying & describing people pronunciation: /i:/ /ɪ/ 	<ul style="list-style-type: none"> a blog entry about a famous person writing tip: punctuation	<i>Celebrity Siblings</i>
<ul style="list-style-type: none"> <i>there is/there are/a-an/some-any</i> <i>this/these-that/those</i> prepositions of place (<i>on, in, under, behind, next to, in front of, near, between, opposite</i>) 	<ul style="list-style-type: none"> rooms, furniture & appliances ordinal numbers types of houses 	<i>Life underground</i> (online article – T/F statements)	a dialogue (note taking)	<ul style="list-style-type: none"> renting a flat pronunciation: /ɑ:/ /æ/ 	<ul style="list-style-type: none"> an email describing your new flat writing tip: informal language	<i>The UK – Homes of the Monarchy</i>
Values – National Pride (p. 28) Public Speaking Skills A – Present your country's flag (p. 29)						
<ul style="list-style-type: none"> present simple adverbs of frequency <i>love/like/hate</i> + <i>-ing</i> prepositions of time 	<ul style="list-style-type: none"> daily routines days of the week telling the time free-time activities sports 	<i>A day in the life of Valeria López</i> (article – match headings to paragraphs; T/F statements)	a dialogue (T/F statements)	<ul style="list-style-type: none"> making arrangements pronunciation: /s/ /z/ /ɪz/ 	<ul style="list-style-type: none"> a blog entry about your typical Sunday writing tip: opening/closing remarks	<i>Hobbies & Sports: Australia vs Canada</i>
<ul style="list-style-type: none"> modal verbs: <i>can/could, can't, must, mustn't</i> question words 	<ul style="list-style-type: none"> wild animals parts of animals' bodies farm animals 	<i>Welcome to Pohatu Marine Reserve</i> (online article – T/F statements – answer questions)	a dialogue (T/F statements)	<ul style="list-style-type: none"> asking for information pronunciation: /e/ /ɜ:/ 	<ul style="list-style-type: none"> an application form to volunteer writing tip: completing application forms	<i>Unique animals in Australia</i>
<ul style="list-style-type: none"> present continuous present continuous vs present simple 	<ul style="list-style-type: none"> weather months & seasons activities clothes 	<i>Willis in all Weathers</i> (blog – T/F/DS statements)	short descriptions (picture numbering)	<ul style="list-style-type: none"> shopping for clothes pronunciation: /n/ /ɪ/ 	<ul style="list-style-type: none"> a postcard writing tip: <ul style="list-style-type: none"> writing addresses avoiding repetition 	<i>A guide to California</i>
Values B – Environmentalism (p. 54) Public Speaking Skills B – Present an endangered animal (p. 55)						



Taste the world (pp. 56-63)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> countable/ uncountable nouns phrases of quantity <i>some, any, a lot of/ much/many – how much/how many – a few/a little</i> the imperative 	<ul style="list-style-type: none"> food/drinks cutlery & tableware ways to cook food preparation 	<i>Food of the World</i> (article – complete sentences)	a restaurant advert (gap fill)	<ul style="list-style-type: none"> ordering food pronunciation: /g/ /dʒ/ 	<ul style="list-style-type: none"> a restaurant review writing tip: using adjectives 	<i>Traditional Irish Recipes</i>



New places, new faces (pp. 64-71)

<ul style="list-style-type: none"> comparative – superlative adverbs of degree (<i>quite, very, much, too</i>) <i>too/enough</i> 	<ul style="list-style-type: none"> adjectives describing places tourist attractions 	<i>Los Angeles – The City of Angels</i> (article – T/F statements – answer questions)	a dialogue (multiple matching)	<ul style="list-style-type: none"> making suggestions pronunciation: /s/ /ʃ/ 	<ul style="list-style-type: none"> an article about a place writing tip: title, tenses, informal language in articles 	<i>Welcome to New Zealand</i>
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Times change (pp. 72-79)

<ul style="list-style-type: none"> past simple (<i>was/ were, had, could</i>) 	<ul style="list-style-type: none"> features in a place places/ buildings in a town/city transport 	<i>Inishmore: Then & Now</i> (article – answer questions)	directions (gap fill)	<ul style="list-style-type: none"> asking for/ giving directions pronunciation: /l/ pronounced or silent 	<ul style="list-style-type: none"> an article about a place then and now writing tip: linking ideas: <i>because/so</i> 	<i>UK street names</i>
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Values – Respect (p. 80)

Public Speaking Skills C – Present a historic landmark (p. 81)



Their stories live on (pp. 82-89)

<ul style="list-style-type: none"> past simple (regular/ irregular) prepositions of movement adverb formation 	<ul style="list-style-type: none"> famous people and their achievements jobs feelings/ reactions 	<i>Making the Best of a bad situation</i> (article – T/F statements; multiple matching)	a narration of an event (order of events)	<ul style="list-style-type: none"> narrating past events intonation Yes/ No questions 	<ul style="list-style-type: none"> a story writing tip: adjectives/ adverbs; join sentences (<i>and, but, because, so then, when, etc</i>) 	<i>William Shakespeare – A Poet for All Time</i>
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Time will tell (pp. 90-97)

<ul style="list-style-type: none"> <i>should/shouldn't</i> future simple, <i>be going to</i>, present continuous (future meaning) <i>It – There</i> 	<ul style="list-style-type: none"> the environment summer plans 	<i>A Dark Future or a Bright One?</i> (blog – complete sentences)	a dialogue about summer plans (multiple choice)	<ul style="list-style-type: none"> giving advice inviting/ accepting/ refusing invitations pronunciation: 'll – won't 	<ul style="list-style-type: none"> an email about your summer plans writing tip: expressing reason, result or purpose 	<i>Arbor Day – Give a Little Time to the Trees</i>
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Take a break (pp. 98-105)

<ul style="list-style-type: none"> present perfect present perfect vs past simple <i>The/–</i> 	<ul style="list-style-type: none"> holiday activities travel experiences 	<i>Exotic Morocco</i> (email – T/F statements)	telephone conversations (multiple choice)	<ul style="list-style-type: none"> describing holiday experiences pronunciation: /h/ pronounced or silent 	<ul style="list-style-type: none"> a blog comment about a holiday experience writing tip: opening/closing remarks 	<i>Adventure Holidays in Canada</i>
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Values – Environmental Awareness (p. 106)

Public Speaking Skills D – Present a green city (p. 107)

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Irregular Verbs (p. 119)

1

Hi!

Vocabulary: Cardinal numbers, Countries, Nationalities, Jobs, Abilities, Subjects, Colours

Grammar: the verb *to be*; subject pronouns; *a/an*; the verb *can*

Everyday English: Introduce yourself/others. Give personal information

Writing: A short text about a friend. Your social media profile

Reading

- 1 Look at the social media profiles. How old is each person? What is their dream job?

Listen and read to find out.

VIDEO



Peter Smith

- Age: 16
- Country: the UK

I'm good at singing. Music is my favourite subject at school. My favourite artist is Bruno Mars. He is an American singer and he can sing really well. My dream job is to become a singer. It's an amazing job.

Likes Save Share More



Maria Álvarez

- Age: 18
- Country: Argentina

I'm really interested in Art and ICT. I can draw beautiful pictures. I can design great outfits on my computer as well. My dream job is to become a fashion designer. It's a great job!

Likes Save Share More



Ju Luó

- Age: 19
- Country: Thailand

I'm crazy about English Literature. My favourite writers are Margaret Atwood, John Steinbeck and Charles Dickens. I can write good stories. My dream job is to become a writer.

Likes Save Share More



Janusz Florek

- Age: 20
- Country: Poland

At my college, all of the subjects are interesting, but my favourite one is Art. I'm mad about photography. I can take really good snapshots with my camera. My dream job is to become a photographer.

Likes Save Share More

- 2 Read the sentences. Replace the words in **bold** with words from the text.


- | | |
|--|--|
| 1 Peter is good at it . | 3 She's interested in English Literature. |
| 2 Maria is interested in them . | 4 Janusz can take these with his camera. |



Check these words

good at, become, amazing, interested in, draw, design, outfit, crazy about, mad about, snapshot

Speaking

3 a)  Ask and answer questions, as in the example.

A: **What** is Peter's surname? B: He's from the UK.
 B: Smith. A: **What** is his dream job?
 A: **How old** is he? B: His dream job is to become a singer.
 B: He's 16 years old.
 A: **Where** is he from?

b) Read the texts again. Copy and complete the table. Make sentences, as in the example.

First name	Surname	Age	Country	Dream Job
Peter	Smith	16	the UK	singer
Maria	Álvarez			
Ju				
Janusz				


... is ... years old. He/She is from ... His/Her dream job is to become ...

Vocabulary

Cardinal numbers

4 a)  Listen and learn.

one (1)	eleven (11)	thirty (30)
two (2)	twelve (12)	forty (40)
three (3)	thirteen (13)	fifty (50)
four (4)	fourteen (14)	sixty (60)
five (5)	fifteen (15)	seventy (70)
six (6)	sixteen (16)	eighty (80)
seven (7)	seventeen (17)	ninety (90)
eight (8)	eighteen (18)	a hundred (100)
nine (9)	nineteen (19)	a hundred and one (101)
ten (10)	twenty (20)	a thousand (1000)
	twenty-one (21)	

b)  Listen and circle the numbers you hear. Write them in your notebook.

47 5 3 67 13 28 96 56 100 64 89 34

forty-seven

Countries/Nationalities

5 Fill in the gaps with words from the list. Write in your notebook. Then make sentences, as in the example.

- Brazil • Mexican • Argentina
- Japanese • Greek • Spain • Finland
- American • Canada • Turkey

Name	Nationality	Capital	Country
Paolo	Brazilian	Brasilia	1) <i>Brazil</i>
Pablo	Spanish	Madrid	2)
Jason	Canadian	Ottawa	3)
Ito	4)	Tokyo	Japan
Tomás	Argentinian	Buenos Aires	5)
Mike	6)	Washington DC	the USA
Costas	7)	Athens	Greece
Hans	Finnish	Helsinki	8)
Rico	9)	Mexico City	Mexico
Ali	Turkish	Ankara	10)

Paolo is Brazilian. He's from Brasilia, Brazil.

Writing

6 Copy and complete the table in Ex. 3b with information about your friend. Use your notes to write a paragraph about him/her (50 words). Add a photo.

Grammar in Use

Tony's Profile



Tony is from London, the UK. He's 18 years old. Tony is good at drawing, but he isn't good at singing. His dream job is to become an architect. He can play football well, but he can't play tennis.

1 Read the table. Find examples in Tony's profile.

The verb to be

Affirmative		Negative	
Long form	Short form	Long form	Short form
I am	I'm	I am not	I'm not
you are	you're	you are not	you aren't
he is	he's	he is not	he isn't
she is	she's	she is not	she isn't
it is	it's	it is not	it isn't
we are	we're	we are not	we aren't
you are	you're	you are not	you aren't
they are	they're	they are not	they aren't
Interrogative		Short answers	
Am I?		Yes, I am. / No, I'm not.	
Are you?		Yes, you are. / No, you aren't.	
Is he?		Yes, he is. / No, he isn't.	
Is she?		Yes, she is. / No, she isn't.	
Is it?		Yes, it is. / No, it isn't.	
Are we?		Yes, we are. / No, we aren't.	
Are you?		Yes, you are. / No, you aren't.	
Are they?		Yes, they are. / No, they aren't.	

2 Fill in: is, are, 's, 're, 'm, aren't or isn't.

- A: *is* he from Mexico?
B: No, he He from Japan.
- A: they Spanish?
B: No, they They Canadian.
- A: What your favourite school subject?
B: My favourite school subject Music.
- A: Paolo from Brazil?
B: Yes, he He from Brasilia.
- A: How old you?
B: I 23.
- A: she from Italy?
B: Yes, she She from Milan.

3 a) Complete the gaps with the correct form of the verb to be.

Viewing By: Most Recent Most Active

Hi! My name 1) *is* Andrea and I 2) from the UK. I 3) 25 years old. This 4) my friend Monica. She 5) from Poland. She 6) 28 years old. We 7) photographers. I 8) good at drawing, and Monica 9) good at singing. In this photo, we 10) at a café. Be our e-friend.

b) Correct the sentences. Write in your notebook.

- Andrea is from Poland.
Andrea isn't from Poland. She's from the UK.
- Monica is 25 years old.
- Andrea and Monica are American.
- Andrea is a good singer.

4 SPEAKING Pretend you are from one of the countries below. Your partner tries to guess where you are from.

- Australia • India • Peru • France • Germany
- Bahrain • Portugal • Brazil • Italy • Egypt

- A: *Are you from Italy?* A: *Are you from France?*
B: *No, I'm not.* B: *Yes, I am.*

5 Read the theory box. Then fill in the correct subject pronoun.

Subject pronouns

Singular	I/You/He/She/It
Plural	We/You/They
Subject pronouns go before the main verb. <i>John is from Peru. He is Peruvian.</i>	

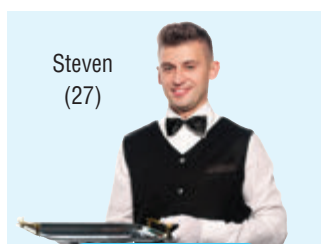
- Mary is from the UK. is British.
- Tom and I are 18 years old. are Canadian.
- Sue and Molly are students. are from the USA.
- I am interested in Art. is my favourite subject.
- Mark is 28 years old. is a photographer.
- You and Anna are from Canada. are Canadians.

6 Read the theory. Find one example in Tony's profile on p. 6.

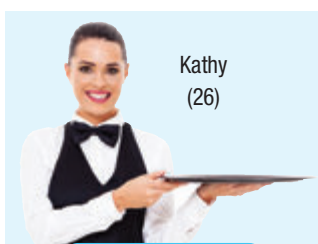
a/an

- We use **a/an** before singular nouns when we talk generally about them. We also use **a/an** before names of jobs. **a book**, **an actor**
- We use **a** before consonant sounds (*b, c, d, f*, etc). **He's a teacher**. We use **an** before vowel sounds (*a, e, i, o, u*). **She's an actress**.

7 a) Use a/an and the words: artist, astronaut, doctor, engineer, pilot, police officer, vet, waiter, waitress, actress/actor, secretary to label the pictures.



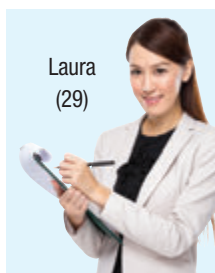
1 a waiter



2



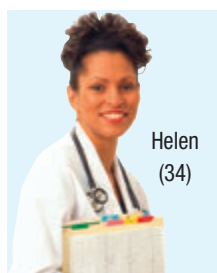
3



4



5



6



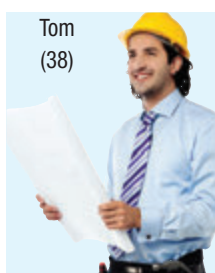
7



8



9



10



11

b) SPEAKING Ask and answer questions about the people in Ex. 7a.

- A: **What's his name?** A: **What's his job?**
 B: **Steven.** B: **He's a waiter.**
 A: **How old is he?**
 B: **Twenty-seven.**

8 Read the table. Find examples in Tony's profile on p. 6.

The verb can

Affirmative	I/You/He/She/It/We/You/They can .
Interrogative	Can I/you/he/she/it/we/you/they?
Negative	I/You/He/She/It/We/You/They cannot/can't .

9 Say what each person can/can't do.



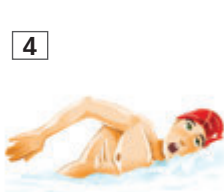
Mark / cook (X)



Mary / type (✓)



Lora / dance (X)



Steve / swim (✓)



Sam / play the guitar (X)



Kate / run (✓)

1 Mark can't cook.

10 SPEAKING In groups, ask and answer questions to find out what your friends can or can't do. Use the phrases in the table.

very well/fast	95%	
quite well/fast	70%	
not very well/fast		40%
no		0%

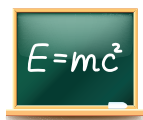
- A: **Can you cook?**
 B: **Yes, I can cook very well. Can you type?**
 A: **No, I can't. Can you type?**
 C: **Yes, I can type quite well. Can you ... ? etc**

Skills in Action

Vocabulary

School/College subjects

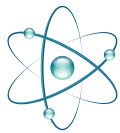
1 a) Listen and learn.



Maths



Computer Science



Physics



Geography



English Language



Music



History



Art



Biology



Chemistry



Literature



Drama

b) Which subjects are/aren't you good at? What about your best friend? Tell your partner.

*I'm good at Maths. I'm not very good at History.
My best friend is good at Physics. She isn't very good at Music. etc*

Listening

Study Skills

Multiple choice

First, read the questions and all the possible answers so that you know what you are about to listen to. While you listen, try not to get distracted as all options are mentioned.

2 a) Look at the questions and answers. What is the dialogue about?

- 1 Where is Elsa from?
A Sweden B Mexico C Spain
- 2 How old is Carlos?
A 21 B 20 C 18
- 3 What year is Elsa in?
A 2 B 3 C 1
- 4 What is Diego's favourite subject?
A English B Geography C Art
- 5 What is Carlos's favourite subject?
A Chemistry B Biology C English

b) Listen and choose the correct answers.

Everyday English

Greetings, Introductions & Personal questions

3 a) Complete the dialogue.

Ann: Nice party!
Steve: Yes, it's great.
Ann: I'm Ann, by the way. **1)** is your name?
Steve: I'm Steve, Steve Blair. Nice to meet you.
Ann: Nice to meet you, too. **2)** are you from?
Steve: I'm from Glasgow, Scotland.
Ann: Oh, are you a student there?
Steve: I'm a doctor. **3)** about you?
Ann: I'm from Birmingham and I'm a student. I study Biology.
Steve: Really? Biology is my favourite. **4)** old are you?
Ann: I'm twenty-one. And you?
Steve: Well, I'm thirty.

b) Listen and check.

4 Act out a similar dialogue. Use phrases from the Language box.

Greet people	Respond
<ul style="list-style-type: none"> • Hi!/Hello! How are you? • How's everything? • Bye! • See you! 	<ul style="list-style-type: none"> • Fine. • Great. • So-so. • Not bad. • I'm OK. • See you!
Introduce yourself/others	Respond
<ul style="list-style-type: none"> • Hi! I'm ... • Hello! My name's ... This is ... 	<ul style="list-style-type: none"> • Nice to meet you! • Oh, hi! I'm ... • Pleased to meet you.
Personal questions	
<ul style="list-style-type: none"> • What's your name? • How old are you? • Where are you from? • What's your job? 	

Intonation in *wh*-questions

5 Read the theory.

Listen and repeat.

Intonation goes down at the end of *wh*- questions.
What's your name? ↘

- 1 Where are you from? 3 When is your birthday?
- 2 What's his name? 4 What about you?

Reading & Writing

- 6** Read the texts. Copy and complete the table for each person in your notebook.



Michael Stephenson

About me:

My name's Michael. I'm 18 years old and I'm a college student from Los Angeles in the USA. My favourite subjects are Maths and Physics. I can swim and run very fast but I can't play the guitar. My favourite singer is Eminem.



Mumba Akua

About me:

I'm Mumba and I'm from Nairobi in Kenya. I'm 22 years old and I'm a college student. I'm crazy about Drama and Literature. My favourite writers are Oscar Wilde and F. Scott Fitzgerald. I can write really good stories and cook very well. I'm crazy about Sia. She's a great singer.

Name	
Age	
Where from	
Favourite subjects	
Abilities	
Favourite singer	



Writing Tip

Capital letters

In English we use capital letters to start a sentence. (*He's from Italy.*) We also use capital letters with:

- names (*Paul Smith*).
- nationalities (*Mexican*).
- months (*June*).
- school subjects (*Art*).
- days of the week (*Monday*).
- the personal pronoun *I*.
- countries (*Mexico*).

- 7** Read the *Writing Tip* box. Rewrite the sentences. Use capital letters.

- i am from france.
- you are interested in maths.
- jenny can dance very well.
- they are british.
- my favourite sportsman is michael phelps. he's american.
.....



Writing Tip

Linking ideas

- We use **and** to link similar ideas.
*I'm 25 years old **and** I'm from Vietnam.*
- We use **but** to link opposing ideas.
*I can cook very well **but** I can't dance well.*

- 8** Read the *Writing Tip* box. Use *and* or *but* to join the sentences.

- Dan is 16 years old. He is good at Maths.
.....
- Mary can draw. She can't sing.
.....
- I am good at Music. I can play the piano very well.
.....
- I am interested in Drama. I can sing well.
.....
- Jenny can swim really fast. She can't cook very well.
.....

Writing (an 'About me' profile)

- 9** Copy the table in Ex. 6 into your notebook and complete it with information about yourself.

- 10** You want to create your social media profile. Use your notes in Ex. 9 to write the 'About me' text for it (50-60 words).

VALUES

Unity

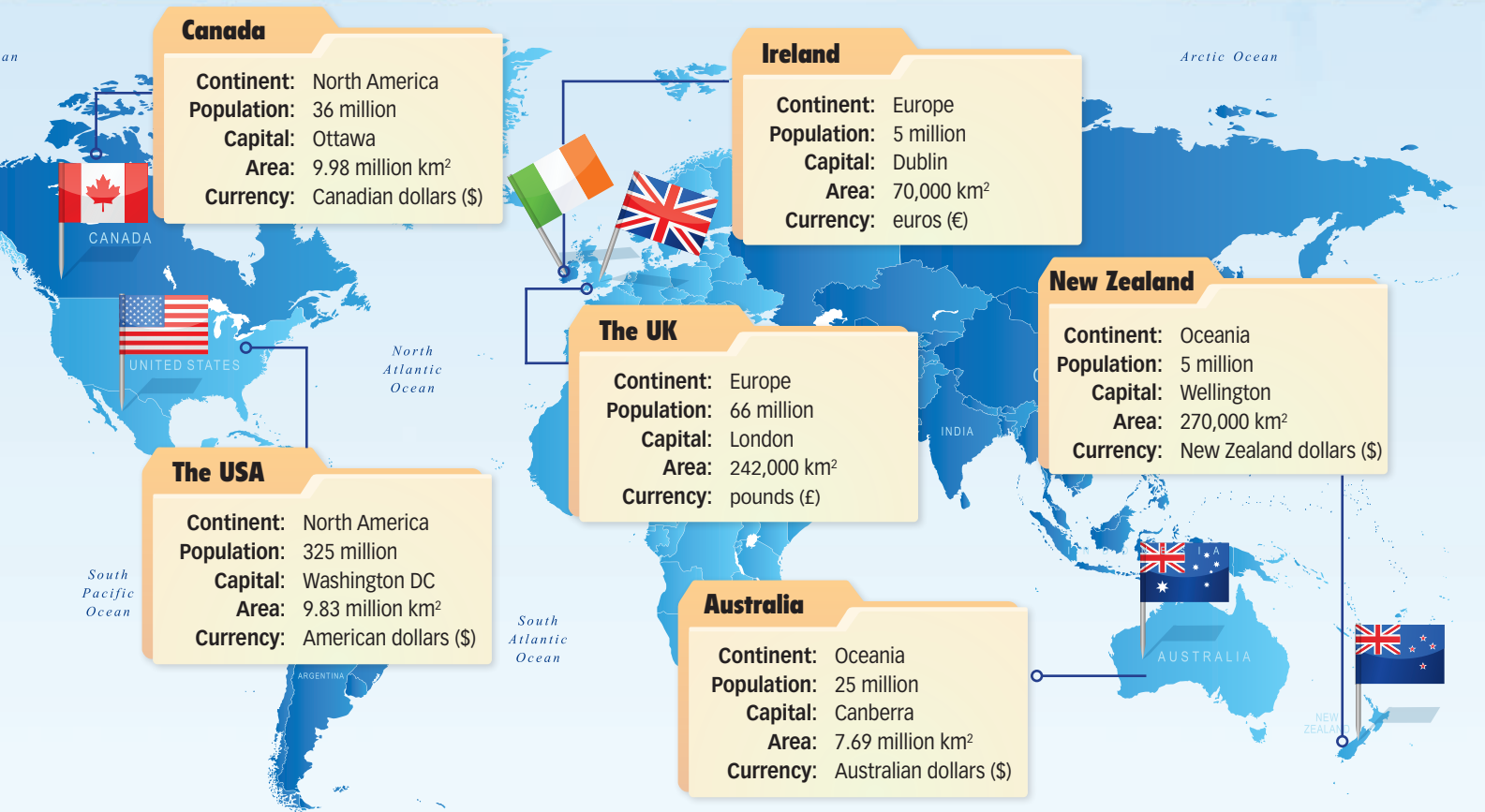
All for one and one for all.
Alexandre Dumas



Culture

Countries of the English-speaking world

Over 840 million people speak English as a first or second language. It is an official language in 67 countries. And in these six countries most people are native speakers of English.



Check these words

official language, native speaker, continent, population, capital, currency

Listening & Reading

- 1 Look at the map and the fact files. What is the official language in these countries?
 Listen and read the text to find out.
- 2 Read again and correct the sentences.
 - 1 Australia and New Zealand are in North America.
 - 2 Wellington is in Australia.
 - 3 Ireland's currency is pounds.
 - 4 Canada and the UK are nearly the same size.
 - 5 The population of New Zealand is the same as the UK.

Speaking & Writing



The UK's flag is red, white and blue.

- 4 Write a similar fact file about your country.

Vocabulary

1 Write the numbers.

- | | |
|------------|-------------|
| 1 5 | 6 3 |
| 2 15 | 7 38 |
| 3 12 | 8 105 |
| 4 20 | 9 16 |
| 5 73 | 10 82 |

(10 x 1 = 10)

2 Write the nationalities.

- | | |
|------------------|------------------|
| 1 the UK – | 4 Turkey – |
| 2 Japan – | 5 Spain – |
| 3 Canada – | |

(5 x 2 = 10)

3 Write each person's job.

- Terry can take good snapshots.
- Anna can write interesting stories.
- Jacob can design outfits.
- Samantha can draw beautiful pictures.
- Andrew can sing well.

(5 x 2 = 10)

Grammar

4 Fill in the correct form of the verb to be.

- A: you a teacher?
B: No, I a doctor.
- A: Mark from the USA?
B: Yes, he He American.
- A: Steve and Luke pilots?
B: No, they They actors.
- A: you from Italy?
B: Yes, we We from Milan.
- A: Julia from Germany?
B: No, she She from Russia.

(5 x 4 = 20)

5 Fill in: a or an.

I'm William and my best friend is Ben. He's **1** student at college and I'm **2** actor. My sister's **3** artist. Ben's dream is to become **4** vet. It's **5** amazing job.

(5 x 2 = 10)

6 Use can or can't to fill in the gaps.

- "..... you cook?" "Yes,"
- "..... we run fast?" "No,"
- "..... Alison swim?" "Yes,"
- "..... they dance?" "Yes,"
- "..... he type fast?" "No,"

(5 x 2 = 10)

7 Complete the gaps with the correct form of the verb to be or the verb can.

I **1** Kevin and this **2** my friend Alex. We **3** best friends. Alex and I **4** both seventeen years old. My favourite subject **5** Music. I **6** play the guitar, but I **7** sing very well. Alex **8** really good at Art. He **9** draw amazing pictures. He **10** also take really good snapshots with his camera.

(10 x 2 = 20)

Everyday English

8 Match the sentences.

- | | |
|--|-----------------------|
| 1 <input type="checkbox"/> What's your name? | A I'm twenty. |
| 2 <input type="checkbox"/> How old are you? | B Not bad. |
| 3 <input type="checkbox"/> Hello! My name's Steve. | C She is from Mexico. |
| 4 <input type="checkbox"/> How are you? | D I'm Brenda. |
| 5 <input type="checkbox"/> Where is she from? | E Nice to meet you! |

(5 x 2 = 10)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

Talk about

- cardinal numbers
- countries & nationalities
- jobs
- abilities
- colours

Reading Competence

- read for specific information (identify reference in a text; complete a table)

Listening Competence

- identify key information (multiple choice)

Speaking Competence

- greet & introduce myself/others
- give personal information

Writing Competence

- write a short text about my friend
- write an 'About me' page

Values: National pride

VIDEO

India

Egypt

Nigeria

Myanmar

Uruguay

Fiji

Every country in the world has got a flag. The different shapes and colours on a flag are symbols of the values the people from each country have. Flags are also national symbols.

Colours

Red is for life, courage and strength. You can see red on the flags of Egypt, Poland and Vietnam.

Blue is for water, sky, wisdom and honesty. You can see blue on the flags of Kazakhstan, Fiji and Thailand.

Green is for nature, peace and harmony. You can see green on the flags of Mexico, Brazil and Nigeria.

Symbols

The **Sun** is a symbol of energy. Countries like Uruguay, Namibia and Argentina have got it on their flags.

Stars are a symbol of power. Myanmar, Cuba and Chile have all got stars on their flags.

Stripes are a symbol of freedom. Many countries, like France, Poland and India, have got stripes on their flags.

- 1 Look at the flags. Why are the colours and symbols on them important?

Listen and read to find out.

- 2 Read again and complete the table in your notebook. Choose two flags and explain what the colours and symbols on them mean.

colours	meaning	symbols	meaning
red		the Sun	
blue		stars	
green		stripes	

- 3 **ICT** Collect information about the meaning of more colours and more symbols on flags. Prepare a poster. Tell the class.

- 4 **THINK** Imagine your team takes part in a sports competition. You need to create your own flag. Decide on: *colours, symbols, meanings*. Use the information in Ex. 2 to design your flag.

- 5 You are your team's representative. Present your team's flag to the audience. Explain its meaning. The class votes for the best idea.

Public Speaking Skills


Study Skills

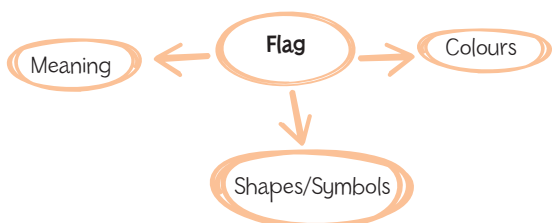
Preparing your presentation: steps to follow

- A Brainstorm for ideas.** Collect information and create a spidergram with notes.
- B Find appropriate visuals.**
- C Prepare your presentation.** Use your notes to write your text.
- D Practise your presentation** in front of a mirror.
- E Give your presentation.** Speak clearly. Use short sentences. Look at the audience. Use appropriate body language and gestures. Smile. Don't cross your arms, put your hands in your pockets or look at your notes all the time.

1 a) Read the task.

Imagine you celebrate Flag Day at a local event. You are the school's representative. Present your country's flag to the audience.

- b)  **Listen and read the model. Then copy and complete the spidergram in your notebook.**



2 Read the theory. Which opening technique can you read in the model?

Opening techniques in public speaking

To start a presentation, we can:

- **Use humour/a riddle:** "I am red with a yellow star and I am a symbol of my country. What am I? ... It's the flag of my country, Vietnam."
- **Address the audience directly:** "Can you guess the meaning of the colour on this flag?"
- **Ask a rhetorical question:** "Aren't we proud of our country's flag?"
- **Make a statement:** "One thing I'm proud of is my country's flag."

3 Copy the spidergram in Ex. 1b and complete it with information about the flag of your country. Use your notes and the model to prepare and give your presentation.

Hello, I'm Lien Dao.

You can see it on public buildings during national celebrations in Vietnam. What is it? ... That's right! It's the flag of Vietnam. I'm from Vietnam and one of the things I'm proud of is my country's flag.

Vietnam's flag is red and has got a yellow star on it. The red is for life and the yellow is for the people of Vietnam. The five points on the star are for the soldiers, traders, students, farmers and workers of Vietnam.

The flag is our country's national symbol and it has a special meaning for us – just like the flags of other countries have a special meaning to their people. Thank you for listening.



Living in the World Today



We are all citizens of the world.

So, it is important that we all know how to live in it!

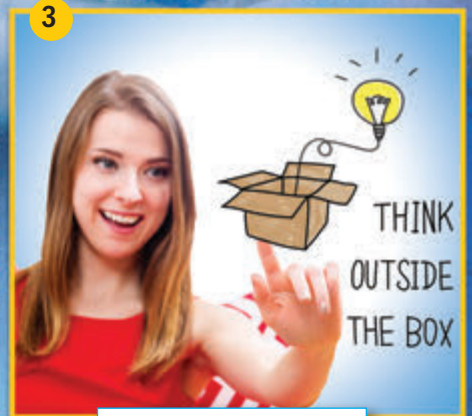
To be a good citizen of the world, it is a good idea to ...



help other people.



be **polite** and not to be a bully.



be **creative**.



listen to everyone's opinion.



care for **nature**.



keep **learning** about the world around you.

Listening & Reading

- 1** Look at the leaflet. How can we be good citizens of the world today?
 Listen and read to find out.

- 2** Match the examples (A-F) to the tips (1-6) on how to be a good citizen.

We can ...

- | | |
|---|--|
| A <input type="checkbox"/> make new friends. | D <input type="checkbox"/> help plant trees. |
| B <input type="checkbox"/> care for a grandparent. | E <input type="checkbox"/> try to come up with new ideas. |
| C <input type="checkbox"/> read lots of books. | F <input type="checkbox"/> ask others what they think. |

Speaking & Writing

- 3** **THINK** What else do you think you can do to be a good citizen?

- 4** **PROJECT** Find photos which show what makes someone a good citizen. Design your own poster about how to be a good citizen of the world.

Jenny Dooley

Workbook

New

ENTERPRISE



Express Publishing

Vocabulary

Cardinal numbers



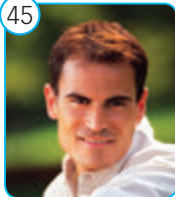



1 ★ Match the numbers to the words.

30	seven
11	fifty
7	twenty-five
25	eleven
50	sixty-eight
68	thirty

2 ★★ Circle the correct number.

- | | |
|---------------|---------|
| 1 thirteen | 13 / 30 |
| 2 fifty-four | 47 / 54 |
| 3 ninety-two | 29 / 92 |
| 4 sixteen | 16 / 61 |
| 5 twenty-nine | 20 / 29 |

3 ★★★ Complete the sentences.

<div>20</div>  <p>1 He's <i>twenty</i> years old.</p>	<div>18</div>  <p>2 She's</p>	<div>45</div>  <p>3</p>
<div>75</div>  <p>4</p>	<div>26</div>  <p>5</p>	<div>39</div>  <p>6</p>

Nationalities

4 ★ Match the countries to the nationalities.

- | | |
|--------|-----------|
| Brazil | Greek |
| Spain | Turkish |
| Greece | Brazilian |
| Turkey | Polish |
| Poland | Spanish |

5 ★★ Complete the sentences with the nationalities of the countries in brackets.

- A: What nationality are you?
B: I'm *Mexican*. (Mexico)
- A: What nationality is she?
B: She's (Japan)
- A: What nationality are they?
B: They're (the USA)
- A: What nationality is he?
B: He's (Finland)
- A: What nationality are you?
B: I'm (Argentina)

6 ★★★ Look at the pictures, read the sentences and write the ages and the nationalities.

<div>1</div>  <p>NAME: Laura AGE: 52 CITY: London, UK</p>	<div>2</div>  <p>NAME: Costas AGE: 25 CITY: Athens, Greece</p>
<div>3</div>  <p>NAME: Emma AGE: 45 CITY: Canada</p>	<div>4</div>  <p>NAME: Paolo AGE: 29 CITY: Brasilia, Brazil</p>

- Laura is *fifty-two* years old. She is *British*.
- Costas is years old. He is
- Emma is years old. She is
- Paolo is years old. He is

Grammar

The verb *to be* – Subject pronouns – *a/an*

1 ★ Underline the correct form of the verb *to be*.

- I'm from Thailand. I'm **not/isn't** from the UK.
- They **isn't/aren't** from Canada.
- Are/Is** they from Argentina?
- Is/Are** he from Poland?
- They're's 20 years old.

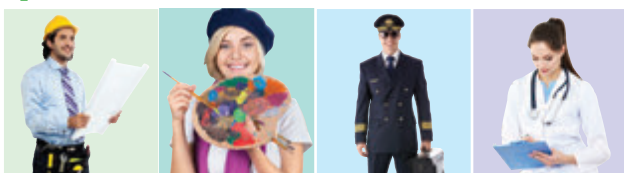
2 ★★ Fill in: *am/'m, is/'s, are/'re, aren't or isn't*.

- A: *Is* Ann from Poland?
B: No, she She from Spain.
- A: What your favourite sport?
B: My favourite sport football.
- A: they from Finland?
B: No, they They British.
- A: Bob ten years old?
B: No, he He thirteen.
- A: How old you?
B: I forty-four.

3 ★★★ Write questions for the answers.

- A: *Are you fifteen years old?*
B: No, I'm not fifteen. I'm seventeen.
- A: ?
B: Yes, we are. We are from Spain.
- A: ?
B: No, she isn't an actress. She's a waitress.
- A: ?
B: Yes, they are. They're from Madrid.
- A: ?
B: No, he isn't a doctor. He's a police officer.

4 ★ Fill in *a or an*.



- He's
engineer.
- She's
artist.
- He's
pilot.
- She's
doctor.

5 ★★ Complete the sentences.

- John's an actor. is from the UK.
- Ann and I are 25 years old. are from Finland.
- Paula isn't Italian. is Spanish.
- Bob and Steve are from New York. are 30 years old.
- am a student at St Andrew's School.

The verb *can*

6 ★ Underline the correct item.

- I **can't/can** speak Polish. My parents are from Poland.
- Tina **can/can't** cook. She's only 4 years old!
- Can/Can't** you play the guitar?
- Jack **can/can't** talk. He's only 1 year old!
- We are mad about music, and we **can't/can** dance quite well.

7 ★★ Look at the table and fill in *can* or *can't*.

	Ben	Daniel	Kate
draw	✓	✗	✗
swim	✓	✗	✓
cook	✗	✓	✓
sing	✗	✓	✓
speak English	✓	✓	✓
use a computer	✓	✗	✗

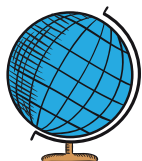
- Kate *can't* draw, but she swim.
- Daniel sing very well, but he draw.
- Ben cook, but he draw.
- Ben, Daniel and Kate speak English.
- Kate and Daniel cook, but they use a computer.

8 ★★★ Complete the blog.

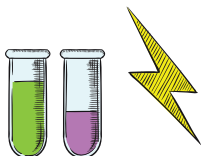
Hi! My name **1)** *is* Kathy and I'm from London. I **2)** twenty-five years old. I'm **3)** secretary and I **4)** type quite fast. My best friend **5)** Paul. **6)** from the USA. Paul is 26 years old and he's **7)** teacher. Laura and Mark **8)** my friends, too. Laura's 23 and Mark's 22. Laura is **9)** actress. She **10)** dance really well, but she **11)** play the guitar. **12)** are all very good friends.

**Vocabulary****School/College subjects**

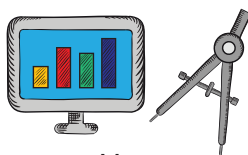
- 1** ★ Write the name of the correct school/college subject.



G _ _ _ _ _

E _ _ _ _
L _ _ _ _

C _ _ _ _ _



M _ _ _ _



P _ _ _ _ _



H _ _ _ _ _

Which subject are you good at?

- 2** ★★ Read John's timetable and complete.

Timetable

	Monday	Tuesday
8:30 – 9:30	Maths	English Language
9:30 – 10:30	Physics	History
10:30 – 11:30	Chemistry	Literature
BREAK		
11:45 – 12:30	Biology	Computer Science
12:30 – 1:15	Geography	Maths
LUNCH		
1:45 – 2:15	Drama	Art
2:15 – 3:00	Music	PE

- The lesson is at 10:30 on Mondays.
- John's lessons are on Mondays and Tuesdays.
- The lesson is at 11:45 on Tuesdays.
- The class starts at 2:15 on Mondays and the class at 1:45 on Tuesdays.
- is at 8:30 on Tuesdays.

Everyday English**Greetings, Introductions & Personal questions**

- 3** ★ Read the short dialogues and fill in the gaps.

• Nice to meet you, too! • Not bad. • I'm OK.

A: Hi, Tracy. How are you?

B: **1)**
How's everything?A: **2)**

A: Hello, John. John, this is Cindy. She's my friend from Canada.

B: Pleased to meet you.

C: **3)**

- 4** ★★ Choose the correct answer.

1 A: What's your name?

B: **a** I'm from Scotland. **b** I'm Bob Rogers.

2 A: How old are you?

B: **a** I'm sixteen. **b** I'm fine.

3 A: Where are you from?

B: **a** I'm from Ottawa. **b** I'm a doctor.

4 A: What's your job?

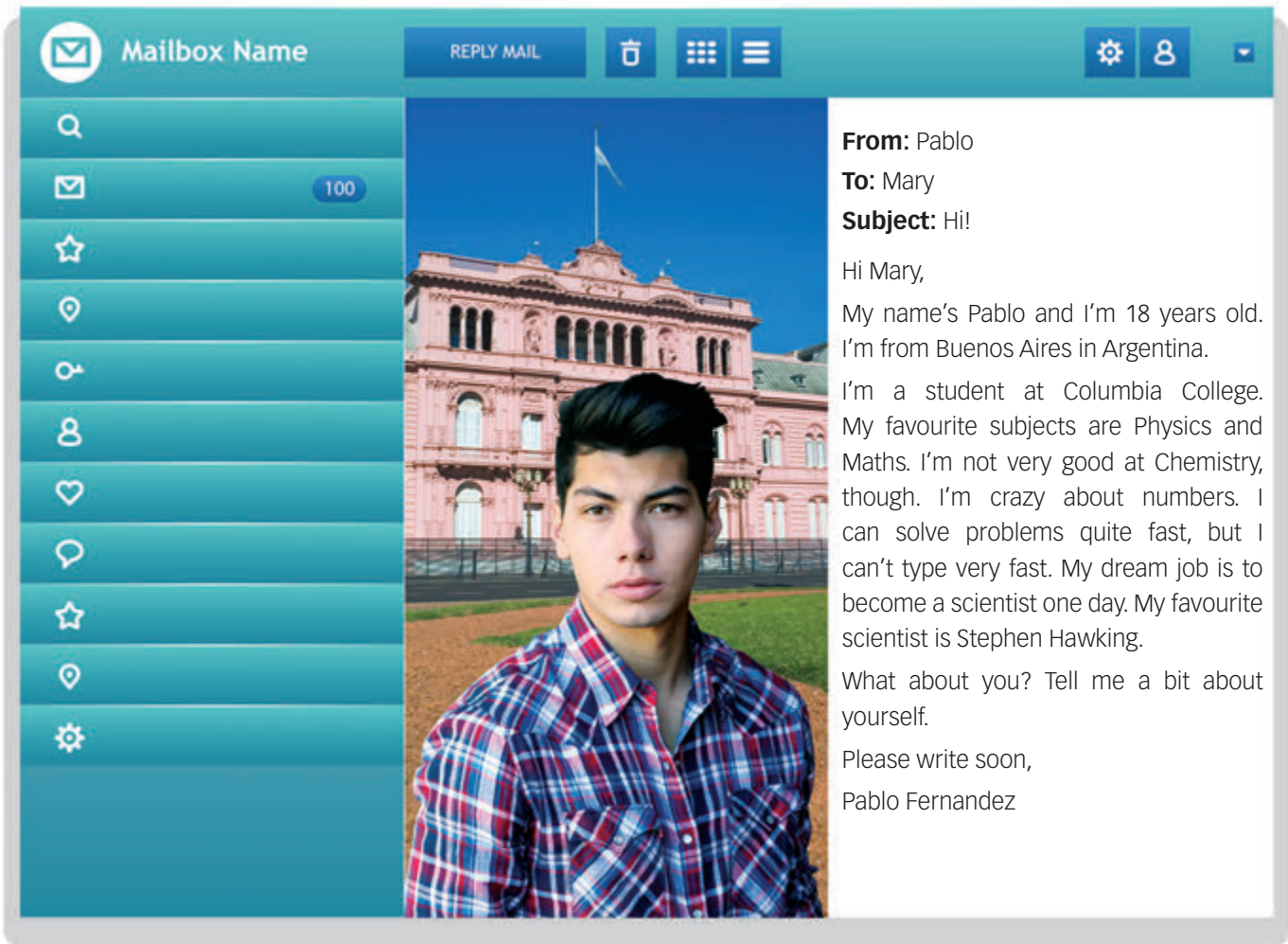
B: **a** I'm twenty. **b** I'm an actress.

5 A: Nice to meet you.

B: **a** So-so.
b Pleased to meet you, too.

- 5** ★★★ Read the dialogue and fill in the missing questions.

John: Hello. I'm John Taylor.**1)** ?**Beth:** My name is Beth White.**John:** **2)** ?**Beth:** I'm nineteen years old.**John:** **3)** ?**Beth:** I'm from Manchester, England. Are you from Manchester too?**John:** No, I'm not. I'm from Swansea.**Beth:** **4)** ?**John:** I'm a vet.**Beth:** **5)** ?**John:** I'm thirty years old.



Reading

6 ★ Read the email and complete the sentences.

- 1 Pablo's from

- 2 He is
 years old.
- 3 His favourite subjects are

- 4 Pablo can't

7 ★★ Read the email and replace the words in bold with words from the text.

- 1 Pablo isn't good at **it**.
- 2 He's good at solving **them**.
- 3 Pablo's dream is to become **this**.
- 4 **This** is his surname.

8 ★★★ Read the email and correct the sentences.

- 1 Buenos Aires is in Brazil.

- 2 Pablo is a teacher at Columbia College.

- 3 Pablo is good at Chemistry.

- 4 Stephen Hawking is his favourite teacher.



Reading

- 1 ★ Read the text and match the pictures (A-D) to the names in bold.



X-Men: THE NEW MUTANTS

These are a group of teenagers with perfectly normal lives – but they're also mutants with special powers! With these, they can become X-Men one day. In this story, though, they are prisoners in a dark scary building. Can they use their powers to escape? ...

Wolfsbane is from Scotland. Her hair is red and her eyes are green. She can turn into a wolf with red fur. Then she is very strong and fierce. She can see in the dark, too!

Cannonball is from Kentucky in the USA. He's tall and blonde. He's also a bit shy. He can shoot his body through the air like a rocket and go very fast. His enemies can't touch him when he is in the air.

Sunspot is a Brazilian mutant. He's got curly dark brown hair and brown eyes. He is very powerful. He can store the energy from the Sun in his body. His clothes are mainly black to absorb the heat of the Sun.

Mirage is a beautiful Native American girl with a very strange power. She can understand people's fears and turn them into dreams! She has also got a bow and arrow to fight with.

Can the New Mutants defeat their enemies and escape to freedom? Watch this exciting film to find out!

- 2 ★★ Read the text and replace the words in bold with words from the text.

- 1 Wolfsbane can become **this**.
- 2 Cannonball is from **there**.
- 3 Sunspot's black clothes can absorb the heat of **it**.
- 4 Mirage can understand **these**.

- 3 ★★★ Read the text and decide if the sentences are T (True) or F (False).

- 1 All four mutants have special powers.
- 2 Wolfsbane turns into a grey wolf.
- 3 Cannonball is American.
- 4 Sunspot's hair is straight.
- 5 Mirage is good-looking.



Everyday English

4 ★ Match sentences 1-8 to sentences a-h.

- | | |
|---|--|
| 1 <input type="checkbox"/> Who's he? | i She's tall and slim with long dark hair. |
| 2 <input type="checkbox"/> Where's the desk? | j She's very shy. |
| 3 <input type="checkbox"/> What's his job? | k He's Steven Murphy. |
| 4 <input type="checkbox"/> What does Monica look like? | l It's next to the wardrobe. |
| 5 <input type="checkbox"/> What's his address? | m No, there isn't. |
| 6 <input type="checkbox"/> Has Mark got a brother? | n He's a vet. |
| 7 <input type="checkbox"/> What's Ann like? | o 96, Evans Street. |
| 8 <input type="checkbox"/> Is there an attic in your house? | p No, he hasn't. |

5 ★★ Choose the correct response.

- | | | |
|---------------------------|----------------------------------|-------------------------------------|
| 1 Can you cook? | a Yes, I'm a good cook. | b Yes, I am. |
| 2 Hello! My name's Gemma. | a Not bad. | b Nice to meet you! |
| 3 Where is he from? | a He is from Germany. | b He's an actor. |
| 4 What is he like? | a He's funny. | b He's short and thin. |
| 5 How much is the rent? | a On the second. | b It's £750 per month. |
| 6 How can I help you? | a That's great. | b I'm interested in renting a flat. |
| 7 Who is Simon? | a He's tall and slim. | b He's the one with the red beard. |
| 8 Can I see it? | a Yes, I can take you there now. | b It's got three bedrooms. |

6 a) ★★★ Use the sentences A-D to complete the dialogue.



- | | |
|--------------------|--------------------|
| A What's she like? | C What's her name? |
| B How old is she? | D Who is she? |

Amy: Hey, look at that girl over there.
Jane: Which one?
Amy: The one with the long curly red hair.
1)
Jane: She's my sister.
Amy: **2)**
Jane: Anna.
Amy: **3)**
Jane: She's 19.
Amy: **4)**
Jane: She's really funny and clever. Come on, let's go and talk to her.

b) ★★★ Which of the girls in the picture is the dialogue about?

.....



Skills Practice (Units 1-3)

SAMPLE PAGE FROM WORKBOOK

Listening

7 ★ Listen and choose the correct answers.

1 Where is Ana from?

A **France** B **Italy** C **Spain**

2 How old is Jean?

A **18** B **19** C **20**

3 What year is Dino in?

A **Year 1** B **Year 2** C **Year 3**

4 What is Ana's subject?

A **Biology** B **History** C **Maths**

5 What is Jean's subject?

A **History** B **Art** C **Maths**

8 ★★ Listen and fill in the gaps.

9 ★★★ Listen to Molly talking to a friend. Match the people to their relationship with Molly.



People

- 1 Arthur
- 2 Maggie
- 3 Rose
- 4 Andrew
- 5 Jackie

Relationship

- F sister
- G cousin
- H brother
- I dad
- J mum
- K granddad
- L aunt
- M uncle



Type of house: 1)

Address: 2) Avenue, Pooltown

Downstairs: large kitchen, big living room, small

3), dining room and study

Upstairs: two bathrooms and three

4)

Outside: a small front garden, large back garden and a spacious 5)

Call: 01253 854369



Writing

10 ★ Complete the fact file. Use the phrases in the list.

- British • Emilia Clarke • actress
- short, slim, long dark hair, green eyes
- Daenerys Targaryen, *Game of Thrones*
- outgoing, hard-working, kind



Name	
Nationality	
Appearance	
Character	
Job	
Famous role	

11 ★★ Use the information in the fact file to write a short article about Emilia Clarke.

All about Emilia

Emilia Clarke is

She is

.....

She has got

.....

She is

.....

She is a(n)

.....

She is famous for the role of

.....

12 ★★★ Read the advert and then complete the email.

House in Chorley, Lancashire



This unique house has got a kitchen, a living room and a dining room downstairs. The spacious kitchen has got a cooker, a fridge and some beautiful cupboards. There's also space for a large table and chairs. Upstairs, there's a bathroom and two big bedrooms. There is a carpet and a large wardrobe in each one. Outside, there is a small garden at the back of the house and a big garage next to it.

Call Blofeld Estate Agents on 0125 6589741 today!

✉
REPLY MAIL

From: Kimberly

To: Gemma

Subject: My new house

Hi Gemma,

How are you? My new house is very nice! It's in a quiet street near a park. Next to the house there is a **1)** There is a **2)** at the back. Downstairs, there's **3)** The kitchen is **4)** with **5)** Upstairs, there is **6)** In the bedrooms, there's **7)** and **8)**

I can't wait for you to come and see it. How about next weekend? Let me know.

Kimberly



Revision (Units 1-3)

SAMPLE PAGE FROM WORKBOOK

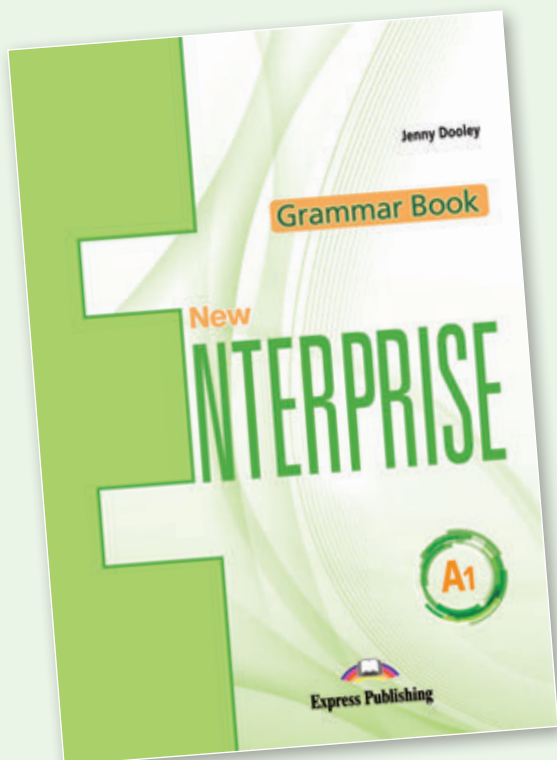
Vocabulary

- 1 We've got six on our sofa.
A pillows **B** cushions **C** curtains
- 2 Language is my favourite subject.
A Literature **B** English **C** Physics
- 3 Adam has got hair.
A bald **B** fair **C** tall
- 4 She isn't hard-working. She is !
A lazy **B** shy **C** serious
- 5 Daniel is good Maths.
A about **B** in **C** at
- 6 There's a double in the room.
A bed **B** armchair **C** bath
- 7 She has got lips.
A full **B** plump **C** slim
- 8 Rachel is good with animals. She's a
A vet **B** doctor **C** waitress
- 9 They're crazy computer games.
A in **B** at **C** about
- 10 My bedroom is on the floor.
A ground **B** basement **C** attic
- 11 Stop shouting! You're so !
A silly **B** noisy **C** outgoing
- 12 We're We're from London.
A Britain **B** the UK **C** British
- 13 is my favourite subject. I can play the guitar very well.
A Art **B** Music **C** Drama
- 14 There are two bedside in the bedroom.
A cupboards **B** cabinets **C** desks
- 15 He's He's at work 12 hours a day.
A clever **B** quiet **C** hard-working
- 16 You can wash the plates in the
A washbasin **B** sink **C** bath
- 17 Their house is semi-.....
A terraced **B** flat **C** detached
- 18 I'm interested in the Internet, so is my favourite subject.
A History **B** Computer Science **C** Physics
- 19 My mum's sister is my
A aunt **B** neice **C** cousin
- 20 She's from New York. She's
A America **B** American **C** USA
- 21 Trevor is 45. He's
A young **B** old **C** middle-aged
- 22 She's got big blue
A hair **B** eyes **C** mouth
- 23 Laura is very She's a nice person.
A impolite **B** kind **C** proud
- 24 There is a in the kitchen.
A cooker **B** washbasin **C** sofa
- 25 His dream job is to become a officer.
A pilot **B** police **C** vet



Grammar

- 1 Lisa brown eyes.
A have got B 've got C has got
- 2 Look at !
A we B us C our
- 3 you from Sweden?
A Is B Am C Are
- 4 Cassie and Claire are my friends.
..... are from the USA.
A They B Their C Them
- 5 Whose bag is this? It's
A Mikes' B Mike's C Mikes
- 6 Are there chairs in the dining room?
A any B the C some
- 7 Please give me book over there.
A that B these C those
- 8 There is a coffee table to the sofa.
A next B under C between
- 9 Tom's new flat is on the floor.
A four B fourth C fourteen
- 10 Where's Colin? Is this book?
A his B he C him
- 11 you got a sister?
A Are B Can C Have
- 12 Paul's dream job is to become actor.
A the B an C a
- 13 I rollerskate, but I can ride a bike.
A can't B can C hasn't
- 14 Lucy's a great artist. This painting is
A her B she C hers
- 15 There are two at the bus station.
A busses B bus's C buses
- 16 They Canadian. They're from the USA.
A aren't B isn't C haven't
- 17 a towel in the bathroom?
A There is B Are there C Is there
- 18 There are flowers the vase.
A under B opposite C in
- 19 They got a car.
A haven't B aren't C can't
- 20 Rachel mad about dancing.
A are B is C am
- 21 That phone is my brother's, but this tablet is
A my B me C mine
- 22 We a new car.
A 've got B 's got C hasn't got
- 23 Are there cushions on the sofa?
A a B any C some
- 24 Bella 21 years old?
A Are B Has C Is
- 25 Are these the shoes?
A childrens B children's C childrens



SAMPLE PAGES FROM GRAMMAR BOOK

1

5 Fill in: 'is, are, 's, 're, 'm, aren't or isn't, as in the example.

- 1 A: Is he Spanish?
B: No, he French.
- 2 A: you a doctor?
B: No, I a pilot.
- 3 A: What your favourite sport?
B: My favourite sport volleyball.
- 4 A: they from Birmingham?
B: No, they They from York.
- 5 A: he a doctor?
B: Yes, he
- 6 A: you Jackie Wilson?
B: No, I Sandra Collins.
- 7 A: Big Ben in Tokyo?
B: No, it It in London.
- 8 A: How old you?
B: We 38 years old.
- 9 A: Warsaw in Hungary?
B: No, it It in Poland.
- 10 A: What the capital of Germany?
B: It Berlin.

6 Fill in the gaps with the correct form of the verb to be.



Jane: Hello, my name 1) Jane Smith. What 2) your name?
Simona: My name 3) Simona Starr.
4) you an artist?
Jane: No, I 5) not. I 6) you a fashion designer?
7) My friend 9) a photographer?
Simona: Yes, I 8) from a photographer. We 10) you from? Romania. Where 11) from Ireland.
Jane: I 12)

1

The verb to be

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I am	I'm	I am not	I'm not	Am I?
you are	you're	you are not	you aren't	Are you?
he is	he's	he is not	he isn't	Is he?
she is	she's	she is not	she isn't	Is she?
it is	it's	it is not	it isn't	Is it?
we are	we're	we are not	we aren't	Are we?
you are	you're	you are not	you aren't	Are you?
they are	they're	they are not	they aren't	Are they?

Note: We use short forms in spoken English or in informal written English.

Short answers

Are you a doctor?	< Yes, I am. No, I'm not.	Are you from Austria?	< Yes, we are. No, we aren't.
Is he from China?	< Yes, he is. No, he isn't.	Are they Polish?	< Yes, they are. No, they aren't.

- We use the long form of the verb to be in positive short answers. Are you from Sweden? Yes, I am. (NOT: Yes, I'm)
- We use the short form of the verb to be in negative short answers. Are you from Spain? No, I'm not. (NOT: No, I am not)

3 Fill in the correct form of the verb to be.

Long form	Short form
1 I am 16 years old.	I'm 16 years old.
2 He from Brazil.	He from Brazil.
3 She not Irish.	She Irish.
4 It a car.	It a car.
5 They not doctors.	They doctors.
6 You not Brian.	You Brian.
7 It an apple.	It an apple.
8 We British.	We British.
9 I not a vet.	I a vet.
10 She 20.	She 20.

4 Fill in: 'm, 's, 're, 'm not, isn't or aren't, as in the example.

- 1 We aren't 20. We're 22.
- 2 My favourite sport is tennis. It football.
- 3 They French. They're German.
- 4 I from Spain. I'm from Mexico.
- 5 She isn't Stella. She Molly.
- 6 I'm not Bill. I Tom.
- 7 The Taj Mahal isn't in Ottawa. It in Agra.
- 8 They from Poland. They're from Sweden.
- 9 Jill American. She isn't British.
- 10 I 24 years old. I'm 27.

Jenny Dooley

Student's Book

New

ENTERPRISE

A2



Express Publishing



CONTENTS



Lifestyles (pp. 4-11)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> present simple – present continuous – stative verbs adverbs of frequency <i>so/neither/nor</i> 	<ul style="list-style-type: none"> daily routines free-time activities appearance character 	<i>Night and Day around the Milky Way</i> (multiple choice)	a dialogue (matching)	<ul style="list-style-type: none"> agree-disagree an interview describe people introduce people pronunciation: homophones 	<ul style="list-style-type: none"> a text comparing routines an email giving news a blog entry about your favourite person writing tip: join sentences	<i>Teen Life in Ireland</i>



Shop till you drop (pp. 12-19)

<ul style="list-style-type: none"> past simple <i>used to</i> order of adjectives comparisons 	<ul style="list-style-type: none"> shops & services clothes: patterns & materials 	<i>Harrods</i> (matching headings to paragraphs)	dialogues (multiple choice based on visual prompts)	<ul style="list-style-type: none"> ask for things describe objects compare places describe lost property pronunciation: silent letters 	<ul style="list-style-type: none"> an email about a weekend break writing tip: descriptive language (adjectives)	<i>Borough Market – 1000 years of shopping</i>
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Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
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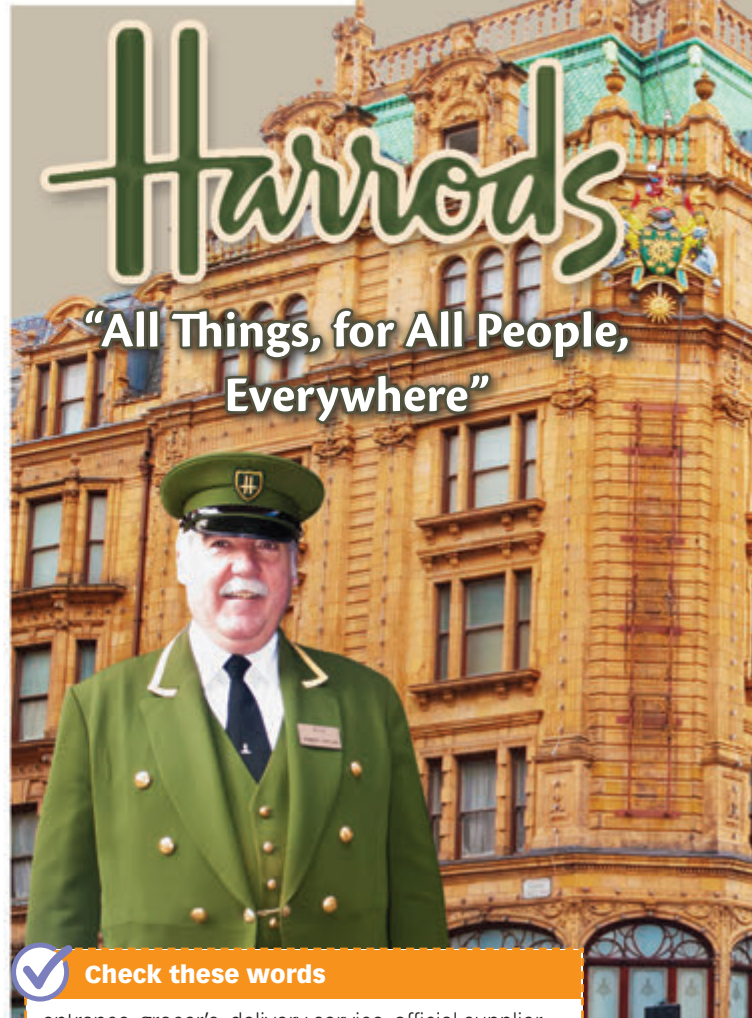
Shop till you drop

Vocabulary

Shops & Services

1 Choose words from the list to label the pictures.

- antique shop • baker's • bank • bookshop
- butcher's • chemist's • department store
- florist's • greengrocer's • hair & beauty salon
- jeweller's • newsagent's • post office
- supermarket • travel agent's



Check these words

entrance, grocer's, delivery service, official supplier, fire brigade, the sales, blanket, opportunity

3 Use the items and the phrases in the language box to act out dialogues, as in the example.

- caviar • green apples • sausages • milk • sugar
- flour • a loaf of bread

Asking for things

- Can/Could I have ..., please?
- Do you have ...?
- Do you happen to have any ...?
- I'd like ..., please.

Responding

- Yes, of course./Yes, we do. It's in Aisle 2.
- Certainly. How much/many would you like?
- I'm afraid we haven't got any left, but how about ...?
- Sorry, no, but we've got these ...

A: *Do you have any caviar?*

B: *Yes we do. It's in Aisle 2.*

A: *Thank you.*

- 2 a) In which of the shops in Ex. 1 can you buy these things: apples? a plane ticket? old clocks? a book? a comb? a pair of trousers? a diamond ring? flowers? an armchair? grapes? a bottle of perfume? lamb chops? a leather suitcase? stamps? a woollen skirt? a leather jacket? a bouquet of roses? a magazine? sugar? a gold necklace? a loaf of bread? medicine? What else can you buy in each place?

You can buy apples at a greengrocer's.

- b) In which of the shops can you: book tickets? post a letter? have a haircut? send flowers?

A

"Enter a Different World," it says in the entrance of Harrods in Knightsbridge, London, and visitors do just that. Harrods is not the oldest, but it's probably the most famous department store in the world.

B

In the beginning, Harrods was just a small grocer's. Charles Henry Harrod opened it in 1849. His son **took over** and added fruit, flowers, sweets and a delivery service. It became an official supplier to the Royal Family. It is now more than just a shop. It is a London landmark, a must-see UK tourist attraction.

C

35,000 people visit Harrods every day. **In addition to** its 300 departments, selling everything from clothes to caviar, there are twenty-six restaurants and cafés, a bank, a travel agent's and the biggest hair and beauty salon in Europe. It **employs** over 4,000 staff, including the famous doormen (known as

'Green Men'), security guards dressed as **ordinary** shoppers, doctors and nurses – even its own fire brigade!

D

The busiest month for Harrods is December, with 100,000 Christmas shoppers per day. But the busiest day of all is Boxing Day, the first day of the January sales, with over 300,000 **customers!** A lot of people sleep outside all night to be first in when the doors open. Harrods makes things easier for them by **handing out** food, hot drinks and blankets!

E

"All things, for all people, everywhere" is the store's motto, because there's nothing you can't find there. There even used to be a pet department where you could buy lions and alligators! But today most people come to look around and buy something small so they can get one of the famous green bags. So if you're in London, don't **miss** the opportunity to visit this historic department store!

Listening & Reading

4 Guess which statements are true about Harrods, the famous London department store.

Listen and check.

- 1 Harrods is the oldest department store in the world.
- 2 Harrods started as a grocer's in 1849.
- 3 300,000 people visit Harrods every day.
- 4 The largest hair and beauty salon in the world is in Harrods.
- 5 There is no pet department in Harrods now.

5 Read the article and fill in the headings. Then, explain the words in bold.

History of the Store

The Sales

Location & Reputation

Recommendation

Departments & Services

6 Why is Harrods a popular tourist attraction? Give three reasons.

7 Fill in the words from the list, then make sentences using the completed phrases.

- delivery • fire • hot • January • security
- tourist

- | | | | |
|---------|---------|---------|------------|
| 1 | guard | 4 | attraction |
| 2 | service | 5 | brigade |
| 3 | drink | 6 | sales |

Speaking & Writing

8 Look at the headings in Ex. 5. Use them to present Harrods to the class.

9 In groups, design your own department store. Think about: name – location – motto – products – opening hours. Present your store to the class.

Grammar in Use

Shopping in Ancient Athens

Ancient Athenians didn't use to have supermarkets or department stores. They had the agora – a large open market where people bought and sold things. The agora was usually the most crowded and noisiest place in the city. Traders shouted out their prices while buyers tried to get things for a lower price. There was a great variety of things to choose from. Traders selling similar goods had their shops together in a specific area in the agora. But people didn't go to the agora just to shop. It was full of life! In Athens, the agora was famous for its philosophers. Socrates, for example, used to go there and talk to people. Imagine going shopping and hearing someone say: 'I know one thing, and that is that I know nothing!'



1 Read the theory. Find examples in the article.

Past simple – used to

- We use the **past simple** or **used to** to describe past habits and states which don't happen/exist anymore.
I worked/used to work as a cleaner. (past habit)
I didn't have/didn't use to have long hair. (state)
- We use the **past simple** for an action which happened at a specific time in the past. *We went to the beach last Sunday. What did you do last Sunday?*
(NOT: We ~~used to go~~ to the beach last Sunday.)

What are the spelling rules for regular verbs in the past simple?

2 Match the present simple forms to the past simple forms. Which verb forms are irregular?

- | | |
|-----------------------------------|-------------|
| 1 <input type="checkbox"/> be | a was/were |
| 2 <input type="checkbox"/> live | b sang |
| 3 <input type="checkbox"/> sing | c lived |
| 4 <input type="checkbox"/> go | d bought |
| 5 <input type="checkbox"/> learn | e went |
| 6 <input type="checkbox"/> travel | f wrote |
| 7 <input type="checkbox"/> start | g started |
| 8 <input type="checkbox"/> eat | h had |
| 9 <input type="checkbox"/> have | i learnt |
| 10 <input type="checkbox"/> enjoy | j enjoyed |
| 11 <input type="checkbox"/> buy | k ate |
| 12 <input type="checkbox"/> write | l travelled |

3 Complete the dialogues with the correct past simple form of the verbs in brackets.

- A: (you/get) the bus to the mall?

B: No, I (travel) by train.
Ann (come) with me. We (have) a great time and (buy) lots of things.
- A: (you/go) to the baker's?

B: No, I didn't. I (get) the tickets from the travel agent's and then I (meet) Sue for coffee, but I (forget) about the baker's!
- A: (the high street/be) different when you (be) a kid?

B: Oh, yes! In fact, my grandfather (own) a butcher's there.

4 Ask and answer questions. Use the ideas below. You can use your own ideas as well.

watch TV	last Monday?
upload videos	last night?
go shopping	last weekend?
text a friend	yesterday?
eat pizza	yesterday morning?

A: *Did you watch TV last Monday?*

B: *No, I didn't. I went shopping.*

5 a) Complete the gaps with the correct form of used to and the verbs from the list.

- be • not/buy • grow • go • not/drive
- cost • not/be



When I was a girl, bread 1) 8½p. There 2) any big super markets. There 3) a butcher's, a baker's, a grocer's and a greengrocer's on the high street. We 4) to the shops – we 5) on foot. And we 6) many vegetables – my dad 7) most of them in the garden.

b) What did/didn't your grandparents use to do when they were young?

- 6 Read the theory. Find examples of opinion and fact adjectives in the article on p. 14, then number the adjectives in the correct order.

Order of adjectives

- **Opinion adjectives** (*beautiful, expensive, etc*) describe what we think of someone or something. **Fact adjectives** (*short, red, etc*) describe what someone or something really is. Opinion adjectives go before fact adjectives. *She's wearing a beautiful red dress.*
- When there are **two or more fact adjectives** in a sentence, they usually go in this order:
size: small, big, etc
age: old, new, etc
weight: heavy, light, etc
shape: triangular \triangle , round \bigcirc , rectangular \square , square \square , etc
colour: dark/light blue, yellow, pink, red, etc
origin: Australian, Spanish, etc
material: cotton, silk, plastic, etc
She bought a beautiful, blue, cotton shirt.

- 1 a **brown** (2) **wooden** (3) **beautiful** (1) box
- 2 a **cotton** (.....) **large** (.....) **grey** (.....) shirt
- 3 a **heavy** (.....) **metal** (.....) **black** (.....) saucepan
- 4 a **silk** (.....) **blue** (.....) **Japanese** (.....) scarf

- 7 **SPEAKING** Describe the objects, as in the example.

It's a rectangular grey suitcase with stickers on it.



- 8 a) Read the theory.

Comparisons

We use the **comparative** to compare two people, things, objects, places etc. We use the **superlative** to compare more than two people, things, objects, places etc. We use **than** in the comparative. We use **the ... of/in** in the superlative.

as ... as: for two people, animals, things that are the same
His car is as fast as yours.

not so/as ... as: for two people, animals, things that aren't the same
Her car isn't so/as fast as yours.

- b) Complete the table, then say how we form the comparative and superlative forms of adjectives. Find examples in the text on p. 14.

Adjective	Comparative	Superlative
big		the biggest
short	shorter than	
dry		the driest
large		the largest
expensive	more expensive than	

Irregular forms:

bad – worse – the worst, good – better – the best,
 little – less – the least, much/many – more – the most

- 9 Put the adjectives in brackets into the correct form.

- 1 The (**large**) mall in the world is in Dubai.
- 2 Supermarkets these days sell (**many**) products than they used to.
- 3 Colchester is the (**old**) market town in England.
- 4 High street shopping is not as (**convenient**) as shopping in a mall.
- 5 Corner shops have (**little**) product variety than supermarkets.
- 6 The (**cheap**) way to travel long distances is usually by coach.
- 7 The service in a small shop is often (**good**) than in a big one.
- 8 The (**bad**) shopping experience for most people is when shops are crowded.
- 9 This leather coat is not as (**warm**) as the woollen one, but it's (**light**).
- 10 People say that Harrods is one of the (**beautiful**) buildings in London.

- 10 **SPEAKING** Compare the three markets, as in the example.

	Green Market	Holland Market	Hillside Market
expensive	✓✓✓	✓✓	✓
convenient	✓	✓✓✓	✓✓
crowded	✓✓	✓	✓✓✓
large	✓	✓✓	✓✓✓

Holland Market is more expensive than Hillside Market, but Green Market is the most expensive of all.

Skills in Action

Vocabulary

Clothes – Patterns & Materials



- 1 Listen and learn. List the words in **bold** under the headings: *materials – patterns*.

- 2 Choose one of your classmates. Describe what he/she is wearing. Make three mistakes. Your partner corrects your mistakes.

Listening

- 3 Look at the pictures. What can you see?
 Now listen and tick (✓) the correct answer (A, B or C).

- 1 What did Anna buy yesterday?



A ☐



B ☐



C ☐

- 2 What did Mary give Sue as a present?



A ☐



B ☐



C ☐

- 3 What did Kate buy from the market?



A ☐



B ☐



C ☐

Everyday English

Describing lost property

- 4 a) Read the first exchange. What seems to be the problem?
 b) Which of these objects were in the bag?
 Listen and read to find out.



- A: Welcome to Hadley's Department Store. How can I help you?
 B: I was shopping here yesterday, and I think I left my bag in your fitting rooms.
 A: What does it look like?
 B: It's a blue denim handbag with brown leather handles.
 A: What's it got in it?
 B: My purse, a pair of plain red woollen gloves and my yellow sunglasses.
 A: Where and when did you lose it exactly?
 B: It was in the first fitting room near the entrance. It was just before closing time.
 A: I think you're in luck. Is this it?
 B: Oh, yes! Thank you very much!

- 5 Use the prompts to act out similar dialogues. Record yourselves.

wallet: money, photos, driving licence

rucksack: notebooks, wallet, scarf, four books

Pronunciation: silent letters

- 6 Listen and underline the silent letters. Listen again and repeat.

- know • talk • listen • autumn • write • design
- comb • honest

Reading & Writing

7 Read the email. Which paragraph (a-c) contains ...

- 1 a recommendation & invitation?
- 2 descriptions of shops?
- 3 opening remarks & where writer was?

REPLY / MAIL

From: Kristin
To: Sam
Subject: Back from Paris trip!

Hi Sam,

a Hope you're well. I got back from Paris yesterday. It was **amazing** – even better than London. A shopper's paradise!

b The sales were on, so I went to the department stores and found some great bargains. Department stores in Paris are **huge**, so I was on my feet for hours at a time. **Exhausting!** There were also some **fantastic** antique shops on Bonaparte and Jacob Streets, and interesting bookstalls along the River Seine. I discovered the Marais, an area with **tiny** boutiques selling the trendiest clothes. I picked up a cool coat (see attachment)!

c I really recommend Paris as a shopping destination. Actually, I'm planning to go again. Why don't you come with me? Write back. Love
 Kristin

▶ 1 attachment



Writing Tip

Descriptive language

Use adjectives to bring your descriptions to life. Avoid adjectives like *good, bad, nice*, etc because the reader soon gets bored with them.

8 Replace the adjectives in the paragraph below with the ones in bold from the email.

New York has got some **good** shops. I went to Macy's, the **big** department store, and found some **good** bargains. It was very busy, though, so that was **bad**. I preferred the **small** shops on Bleecker Street, Greenwich Village.



Recommending

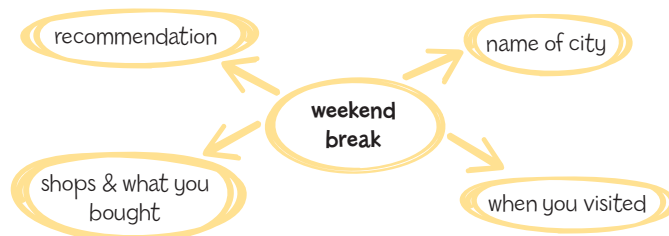
9 Complete the sentences. Use: *like, miss, recommend, worth*.

- 1 I really Madrid as a shopping destination.
- 2 Don't the chance to go shopping if you're in Marrakesh.
- 3 If you shopping, you should definitely visit New York.
- 4 It's well visiting Dubai just for the shops.

Writing (an email about a weekend break)

10 Read the task. Copy the spidergram and complete it in your notebooks.

Imagine you went to the capital city in your country or in another country on a weekend break. Write an email to your English-speaking friend describing what shops you visited and what you bought (80-120 words).



11 Use your notes in the spidergram in Ex. 10 to write your email. Follow the plan.

Plan

Hi/Hey, (+ first name)

Para 1: name of city, when you went there, what the shopping was like

Para 2: names of shops, what you bought

Para 3: recommendation

Bye for now/See you,
 (your first name)

VALUES

Prosperity

"Take care of the pennies, and the pounds will take care of themselves."
 (Saying)



Culture



1000
years of
shopping

"First they made their way to London, and so up into the Thames,
but the Danes held the city. On the other side of the river is a great market town called Southwark ..."

Snorri Sturluson, the great Icelandic storyteller, wrote those words in 1014. That same Southwark is now the London borough of Southwark, and the market is still there! In 2014, Borough Market celebrated its 1000th anniversary – though it's probably much older.

Its success is all about **location**. It is on the south bank of the River Thames, just by London Bridge. The Romans

built the first bridge there in around 55 CE, and until 1729, it was the only place you could cross the river into London. So farmers and fishermen came to Southwark to sell their **produce**.

Today's Borough Market is different from the old one in lots of ways. It is smaller and more **organised**. It is a green market, with a 'zero food waste' philosophy. It is also famous for its restaurants and street food. There's

even a demo kitchen, so you can learn the secrets of cooking from top chefs.

But just like then, it is a food market, and sells food of all kinds from all around the British Isles and **beyond**. Many of the people you buy from are also the producers, so you get bread from the baker, cheese from the farmer and fish straight from the fisherman. Borough Market is a brilliant part of London, full of life and history.

Listening & Reading

- 1 Read the title and the quotation, then look at the pictures. What do you think you'll find out about Borough Market?

Listen and read to find out.

- 2 Read again and complete the sentences. Then, explain the words in bold.

- 1 Borough Market is more than years old.
- 2 It is next to , opposite the City of London.
- 3 A lot of people go to Borough Market to eat at the
- 4 The market sells food from within Britain and



Check these words

storyteller, bank, waste, producer

Speaking & Writing

3



What makes a market popular with customers? Has Borough Market got these features?

4



ICT



What old or historic market is there in your country? Collect information, then write a short text for an online travel magazine. Write about: *name – location – history – what it sells.*

Vocabulary

1 Fill in: *handed, took, looked, employed, designed*.

- 1 Jo clothes for a big fashion company.
- 2 I around the shop while my friend tried on jeans.
- 3 Joan over the business from her father.
- 4 They out food and blankets.
- 5 The supermarket 200 staff in 2012.

(5 x 3 = 15)

2 Choose the odd word out.

- 1 woollen – cotton – scarf – silk – denim
- 2 plain – striped – spotted – floral – linen
- 3 shirt – jacket – cardigan – comb – trousers
- 4 leather – round – triangular – square – rectangular
- 5 butcher's – florist's – magazine – chemist's – bank
- 6 tights – bread – sugar – grapes – chops

(6 x 2 = 12)

Grammar

3 Put the verbs in brackets into the past simple.

- 1 Henry (**buy**) a coat yesterday.
- 2 I (**get**) this spotted scarf in Milan.
- 3 (**he/travel**) to Asia last summer?
- 4 Sam (**study**) fashion design.
- 5 Liam (**not/take**) your hat.

(5 x 4 = 20)

4 Correct the mistake in each sentence.

- 1 Did you used to go to college on Wednesday?
- 2 Gemma use to have longer hair.
- 3 Ken's uncle didn't used to work as a doorman.
- 4 We used to meet for coffee yesterday.

(4 x 3 = 12)

5 Put the adjectives in brackets in the correct order.

- 1 a(n) bag (**Italian, lovely, leather**)
- 2 a hat (**round, red, small**)
- 3 a scarf (**woollen, striped, long**)
- 4 a(n) ring (**expensive, gold, old**)
- 5 a bat (**wooden, short, heavy**)

(5 x 2 = 10)

6 Fill in the correct form of the adjectives in brackets. Add *than* or *the* where necessary.

- 1 London is Rome, but New York is of all. (**big**)
- 2 Cotton is not as as wool, but silk is of all. (**expensive**)
- 3 This wooden clock is the metal one, but it's not as as the gold one. (**old**)
- 4 "That was food ever!" "Come on – it wasn't as as Mum's!" (**tasty**)

(4 x 4 = 16)

Everyday English

7 Match the exchanges.

- | | |
|--|---|
| 1 <input type="checkbox"/> Could I have four red apples? | A In the fitting rooms. |
| 2 <input type="checkbox"/> What's it got in it? | B Sorry, we haven't got any left. |
| 3 <input type="checkbox"/> What does it look like? | C I think I lost my purse here yesterday. |
| 4 <input type="checkbox"/> Where and when did you lose it exactly? | D Just my keys and a pair of glasses. |
| 5 <input type="checkbox"/> How can I help you? | E It's a long black-and-white woollen scarf. |

(5 x 3 = 15)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

- Understand words/phrases related to:
- shops and shopping
 - clothes
 - patterns and materials

Reading Competence

- understand texts related to shops & shopping (read for gist – matching headings to paragraphs)

Listening Competence

- listen and understand dialogues related to products (listen for specific information – multiple choice questions)

Speaking Competence

- ask for things in a shop
- describe objects

Writing Competence

- write an email about a weekend break

1)

Diversity means difference. This is true for things and for people. For instance, there are lots of different types of cars, toys, houses and a million other things, and there are lots of different people. Even though we are **basically** the same, with two legs, two arms, two eyes, etc, we all look different. We are all **unique**. We have individual fingerprints and DNA and the colour of our skin, hair and eyes can be very different as well as the size and shape of our faces and our bodies.

2)

As well as the **physical** differences between us, other things make us different. Where we are born creates diversity, too. We have a wide variety of languages, beliefs, and traditions. We also live in different houses, go to different schools and have different jobs and hobbies depending on where we live.

3)

In the past, most people didn't move away from the place where they were born. They often had the same colour skin, hair and eyes as the other people who lived there. They also spoke the same language and wore the same kinds of clothes. Today, people travel near and far to study, work and live. When people move around, they **introduce** other food, cultures, religions, music, and much more to the places they go to live or work.


4)

As more people from different countries come to a country, there is more diversity in the population of that country. This means that people can learn more about other cultures and **enjoy** the differences. They can work together to make the country a good place to live for everyone. We can meet new people, have new friends, try new foods and learn new things. The more different someone is, the more we can learn from them.

1 What is diversity? Can you give two examples?

2 Read the article and fill in the headings. Then explain the words/phrases in bold.

- A How does diversity happen?
- B What's so great about diversity?
- C What does diversity look like?
- D What is diversity?

3  Listen to and read the text. Is it OK to be different? Discuss.4  Think of people in a different country than yours. In what ways are they different from you? Make notes. Tell the class.

Public Speaking Skills

Purposes of presentations

We give presentations to:

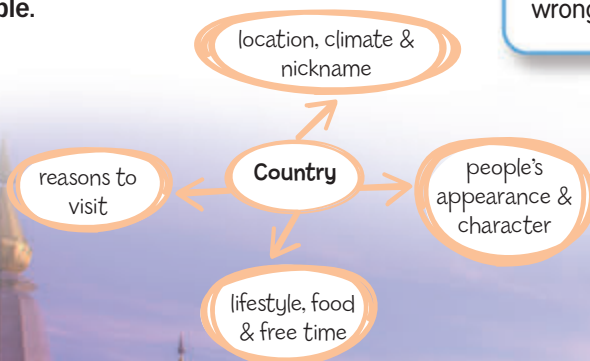
- **entertain** the audience
- **narrate** events
- **inform** the audience about something they may not know
- **persuade** the audience to do something

1 Read the task. What is the purpose of the presentation?

You are in the UK on a student exchange programme. It is Culture Day and everyone is presenting their country and its people. Present yours.

2 Listen to and read the model. What opening/closing techniques did the speaker use: a riddle/humour? addressing the listeners directly? a statement? a quote/saying? a rhetorical question? a rhyme/short poem?

3 Copy the spidergram in your notebook. Complete it with information about your country and people.



Hello, everybody! My name's Kannika.

Do you know where I'm from? My country is in Southeast Asia, it's got a tropical climate, white sandy beaches and many beautiful ancient temples. Let me give you a clue – its nickname is 'The Land of Smiles'... That's right – it's Thailand! Thailand is a beautiful country, but what makes it really special is its people.

Thai people usually have delicate features. We've often got black hair, dark eyes and a golden, light tanned complexion. The Thais are friendly people who are well known for being welcoming, generous and kind. We are a happy people and we're very proud of our history.

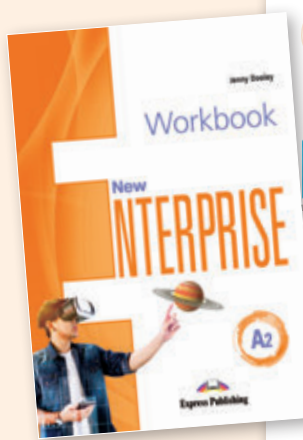
A lot of people in Thailand still live in villages. A typical Thai village consists of wooden houses, a school and a Buddhist temple. Most of the people in the villages are farmers and fishermen. The men usually work in the fields or catch fish in the rivers and the women plant the crops.

Family life is very important in Thailand, and families often eat together. Thai food is spicy and includes curries, fish, seafood, soups and noodles. We eat lots of rice, too! In our free time we like watching sports, going to the cinema and eating out.

Thailand is one of the most wonderful countries to visit. Its fascinating sights, rich cultural history and warm-hearted people make it unique. 30 million visitors a year can't be wrong, can they?

4 Use your notes in Ex. 3 to present your country and people to the audience.





SAMPLE PAGES FROM WORKBOOK

2a

Vocabulary
Shops & Services

1 * Choose the correct item.

2 ** Fill in the correct shop or service from Ex. 1.

3 *** Complete the dialogue with the words happen, like, also, last, about, afraid.

A: Could I have a(n) 1) _____ of bread, please?
B: Yes, of course. It's in 2) _____ S.
A: Thank you.
C: Do you 3) _____ to have any chocolate biscuits?
B: I'm 4) _____ we haven't got any left, but how 5) _____ some doughnuts or muffins instead?
C: I'd 6) _____ a box of doughnuts, please.

4 ** Fill in: employs, handed, security, missed, took.

1 My sister _____ over the family business five years ago.

2 The new shop _____ over twenty staff.

3 Joan slept in and _____ her appointment at the hair & beauty salon.

4 The charity in my neighbourhood _____ out hot drinks and food for the homeless.

5 Many jewellery shops have _____ guards.

5 *** Fill in: customers, jeweller's, haircut, beauty, official, necklaces, department, sales, ordinary, markets, historic, opportunity. There are two extra words.

Galeries Lafayette is one of the most popular 1) _____ stores in Paris. Inside there are hundreds of shops where enthusiastic 2) _____ can find clothes for all ages and sizes, but also accessories and cosmetics. There are also famous 3) _____ shops with beautiful diamond 4) _____ rings and much more.

At Galeries Lafayette you also have the 5) _____ to have a(n) 6) _____ or do your nails in one of its hair and 7) _____ salons, as well as enjoy the food in one of Paris' gourmet food 8) _____.

Galeries Lafayette is not a(n) 9) _____ department store, it is a great place to shop, especially during the January 10) _____.

2b

Grammar
Past simple – used to

1 * Write the past simple of the verbs.

1 be _____

6 grow _____

2 receive _____

7 want _____

3 go _____

8 get _____

4 learn _____

9 visit _____

5 have _____

10 sell _____

2 * Choose the correct item.

1 Susan didn't **use/used** to go to the gym so often.

2 Nick **used** to always wear T-shirts.

3 They **used to/didn't use to** to play video games all day. They rarely went out to play.

4 Grandma **didn't use to/used to** to chat online with her family when she was young, but she does now.

3 ** Put the verbs in brackets into the past simple.

1 The bookshop _____ (not/have) the book I wanted to buy.

2 Patricia _____ (love) the new dress I got her for her graduation ceremony.

3 Liz _____ (travel) around Europe before starting college.

4 Michael _____ (not/receive) your invitation for the event.

5 I _____ (forget) to buy some lamb chops.

4 *** Put the verbs in brackets into the past simple, then complete the answers to the questions.

1 A: _____ (be) there a department store in your neighbourhood twenty years ago?
B: No, there _____.

2 A: _____ (Pam/buy) that pair of jeans yesterday?
B: Yes, she _____.

3 A: _____ (they/own) the town's bakery ten years ago?
B: No, they _____. They _____ (have) a butcher's.

4 A: _____ (James/learn) to play the piano when he was 5?
B: Yes, he _____.

Order of adjectives

5 * Put the adjectives into the correct order.

1 a(n) **big/black/expensive** car

2 a **square/blue/small** box

3 a **leather/light/brown** briefcase

4 a **velvet/lovely/red** dress

Comparisons

6 * Put the adjectives in the correct form.

1 My suitcase is _____ (heavy) than yours.

2 The bus is _____ (cheap) than the train.

3 Your car isn't as _____ (impressive) as mine, but it's _____ (comfortable).

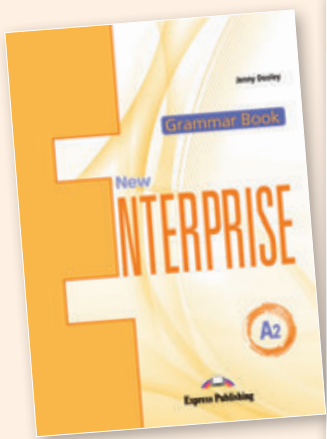
4 Oxford Street is _____ (crowded) of all the streets in London.

5 Tanya has _____ (good) marks in college.

6 The old supermarket was as _____ (big) as the new one, but it had _____ (few) products.

7 ** Put the verbs in brackets into the correct past form, then choose the correct item.

A: Hi Patty. How 1) _____ (be) your trip to Leeds Castle last Sunday? 2) _____ (you/enjoy) it?
B: Oh, yes! It was amazing! While we were there, we 3) _____ (see) a film production about the life of Queen Elizabeth. Cate Blanchett 4) _____ (play) the part of the queen!
A: How exciting!
B: Yes, it was. What 1) 5) _____ (like) most, though, were the costumes. They 6) _____ (look) fantastic! Cate 7) _____ (wear) a 8) **silky/beautiful** gold dress. Women 9) **used to/used to** wear clothes like that then.
A: So everything was great!
B: Well, not everything. On our way to London, our car suddenly 10) _____ (break down). That was the 11) **worse/worst** part of our trip. But guess who saw us and 12) _____ (give) us a lift to the service station?
A: Who?
B: Cate Blanchett herself!



SAMPLE PAGES FROM GRAMMAR BOOK

2

Past simple: Regular/irregular verbs

Affirmative	Negative	Interrogative
I/you/he, etc. slept/worked	I/you/he/she, etc. didn't work/slept	Did I/you/he, etc. work/sleep?

Short answers

Did I/you/he, etc. ...? < Yes, I/you/he, etc. **did**.
No, I/you/he, etc. **didn't**.

Form

We form the affirmative of most regular verbs by adding -ed to the verb. **visit - visited**

Other verbs have irregular affirmative forms. **sing - sang** (see list of irregular verbs at the back of the book)

We form the negative of the past simple with **subject pronoun + didn't + base form of the verb**.
I didn't play football yesterday. I didn't go swimming last week.

We form the interrogative of the past simple with **did + subject pronoun + base form of the verb**.
Did he play football yesterday? Did he go swimming last week?

We form positive short answers with **did** and negative short answers with **didn't**.
"Did you get up early?" "Yes, I did."
"Did he watch TV?" "No, he didn't."

Spelling

We add -d to verbs ending in -e. **I live - I lived**

Verbs ending in a consonant + y drop the y and add -ied. **try - I tried**

Verbs ending in a vowel + y keep the y and add -ied. **play - played**

Verbs ending in one stressed vowel between two consonants double the last consonant and add -ed. **stop - I stopped**

Verbs ending in a consonant + vowel + t double the t and take -ed. **waited - waited**

Use

We use the past simple for:

actions which happened or finished at a definite time in the past.
I've bought a house last year. (When? Last year)

actions which happened repeatedly in the past but don't happen anymore. In this case we can use adverbs of frequency **always, often, usually**, etc.
He usually played football in his free time. (but he doesn't play football anymore.)

Time expressions we use with the past simple: yesterday, last night/week/year/Monday, etc., a month/two years/three years, etc. ago, in 1964, etc.

1 Write the past simple of the verbs below in the correct box.

welcome • prefer • control • sit • close • enjoy

watch • move • tidy • drop • open • take

cancel • employ • study • visit • make • label

stay • plan • cry

work-worked

live-lived

play-played

try-tried

stop-stopped

travel-travelled

irregular

2 Put the verbs in brackets into the correct form of the present simple or present continuous.

A: Carlos 1) _____ (fly) to Rome last month.
B: Where 2) _____ (he/stay)?
A: His cousin 3) _____ (offer) him a room in his house but Carlos 4) _____ (choose) to stay in a hotel near the city centre.
B: Why 5) _____ (he/go) there?
A: No special reason, he just 6) _____ (need) a short holiday.
B: When 7) _____ (he/return) to England?
A: I think he 8) _____ (come) back three days ago.

2

3 Put the verbs in brackets into the correct form of the past simple.

1 A: _____ (you/see) anything nice in the clothes shop?
B: I _____ (find) a great dress but I _____ (not/buy) it because it _____ (cost) too much.

2 A: Where _____ (be) you last night?
B: I _____ (meet) a friend for dinner.

3 I _____ (call) her house but there _____ (be) no answer.

4 Yesterday, Sue _____ (receive) a package from Tom in the post.

5 A: What _____ (you/do) when you _____ (finish) school?
B: I _____ (travel) through Europe.

6 I _____ (send) an email to Marie yesterday and she _____ (write) back immediately.

7 A: _____ (they/go) to the football game on Saturday?
B: No, they _____ (watch) it on TV.

8 A: _____ (you/finish) the book I _____ (give) you?
B: Yes, but I _____ (not/like) it very much.

4 Read the following note and put the verbs into the correct form of the past simple.

Dear Pam,
I'm sorry I 1) _____ (not/come) to your party yesterday. As you know, I 2) _____ (go) skiing three days ago. It 3) _____ (be) fantastic but I 4) _____ (catch) a terrible cold! I'm still in bed with a temperature! That's why I 5) _____ (miss) your party. I 6) _____ (tell) me everyone 7) _____ (have) a fantastic time. Call me as soon as you can.
Love,
Allison

5 Put the verbs in brackets into the correct form of the past simple.

A: 1) _____ (you/stay) home last weekend?
B: No, I 2) _____ (visit) my grandparents on their farm.

A: 3) _____ (you/enjoy) yourself?
B: Oh, yes!
A: What 4) _____ (you/do)?
B: Well, on Saturday I 5) _____ (try) horse riding for the first time and on Sunday I 6) _____ (help) my grandfather milk the cows.

A: Uncle Tom, how 7) _____ (you/spend) your time when you 8) _____ (be) young?
B: First of all, we 9) _____ (not/have) a television so we 10) _____ (play) a lot of games.
A: Really? What else 11) _____ (you/do)?
B: Well, we 12) _____ (listen) to the radio and 13) _____ (read) books.

A: Hey Sally, 14) _____ (you/go) out last night?
B: No, I didn't. After I 15) _____ (finish) my homework, I 16) _____ (have) dinner, then 17) _____ (surf) the net. What about you?
A: We 18) _____ (see) a great play at the theatre. When, I 19) _____ (come) back home, I 20) _____ (start) watching a film on TV but I 21) _____ (fall) asleep on the sofa!

Jenny Dooley

Student's Book

New

ENTERPRISE

B1



Express Publishing

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<ul style="list-style-type: none"> causative form clauses of purpose – result – reason determiners phrasal verbs: <i>go</i> word formation: (revision) prepositions 	<ul style="list-style-type: none"> environmental problems eco-activities 	<i>Being fantastic with plastic!</i> (multiple choice)	<ul style="list-style-type: none"> dialogues/ monologues (multiple choice) a radio programme (gap fill) 	<ul style="list-style-type: none"> persuading pronunciation: /d/, /dʒ/ 	<ul style="list-style-type: none"> an article providing solutions to a problem writing tip: linking ideas 	<i>Washed Ashore</i>

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Public Speaking Skills D – present how to use social media the right way (p. 107)

CLIL (pp. 108-111)

Grammar Reference pp. 112-133 (GR1-GR22)

Word List (pp. 134-148)

Pronunciation (p. 149)

Rules of Punctuation (p. 150)

American English – British English Guide (p. 151)

Irregular Verbs (p. 152)

All around the world



1 reindeer sled



2 Monte toboggan



3 rainforest zip-line tour



4 reed boats



5 bamboo train

Vocabulary

Travel/Mean of transport

- 1 Name means of transport we use to travel *by air, by rail, by road and by water* while on holiday. Which means of transport do you prefer? Why?

- 2 a) The photos (1-6) show some unusual means of transport. In which country can we see each? Decide in pairs. Choose from the list.

- Portugal • Cuba • Finland • Peru
- Costa Rica • Cambodia

- b) Listen and check.

Reading & Listening

- 3 Skim through the texts. Which of the photos do they refer to?

- Listen and read to check.

6 classic cars



A



Vince the Voyager: Guess where I've just been! Sightseeing in Havana in a 1950s American car! The driver picked me up in the **early** morning, when it's still cool and the streets are quieter. He had put the top down. We went down to the sea, passing other classic cars **shining** in the sun. They were every colour of the rainbow. Sweet! Has anyone else taken a ride in one of these in Cuba?

B



Tania Lowe: I've never been to Cuba, Vince, but I visit **foreign** countries on business quite often, and I've seen some strange ways to get around! When I was in Cambodia, I ran into a traveller who told me about the bamboo train – a way to travel by rail that I had never **come across** before. It's a long wide bamboo platform on special wheels that fit on a railway track. A motor turns the back wheels and moves the train along – at 31 miles an hour! It wasn't very comfortable, but I've never forgotten that journey!

C



Green Trevor: Great stories, guys! In Costa Rica there's a cool way of seeing things from the air – on zip-lines! All over the rainforest there, companies have **set up** zip-line tours. I'd been on holiday there for two days when I saw an ad for them – and I spent the rest of my holiday **whizzing** through the trees! It's a hot, humid country, and that really cooled me down!

D



Marian Jarvis: I'm like Tania – I've had an experience you can't find anywhere else – riding in a Monte toboggan on the sunny island of Madeira. These toboggans run on the road, not on ice. Two drivers in traditional white **uniforms** control it. In 20 minutes, it goes two kilometres downhill, very fast at times! Once or twice I thought, 'We're about to run over that tourist!' but the drivers know what they're doing!



Check these words

ride, platform, wheel, railway track

4 Read again and decide if the statements are T (True), F (False) or DS (Doesn't Say). Then explain the words in bold.

- 1 Vince the Voyager used an old means of transport.
- 2 Vince the Voyager can't drive.
- 3 It was Tania Lowe's first visit to Cambodia.
- 4 Tania Lowe loved everything about the bamboo train.
- 5 Green Trevor went zip-lining in Costa Rica more than once.
- 6 Marian Jarvis was worried about hurting herself.

5 Read the paragraph below and replace the words in bold with their opposites from the list.

- hot • comfortable • cheap • fast • huge • long
• modern • wide • amazing

*It was a very 1) **short** train and extremely 2) **old-fashioned**. When we got on, we saw that it was 3) **narrow** inside, too, and the seats were really 4) **uncomfortable**. Once we left the 5) **little** station, we realised it was a very 6) **slow** train! And on top of all that, the weather was 7) **cold** and the scenery was 8) **boring**. We couldn't believe the tickets were so 9) **expensive**!*

6 COLLOCATIONS Choose the correct verb, then make sentences using the collocations.

- 1 go/have
a on holiday b a holiday
- 2 go/take
a a trip b on a trip
- 3 go/do
a shopping b some shopping
- 4 go/do
a some sightseeing b sightseeing
- 5 go/make
a a journey b on a journey
- 6 go/take
a a ride b for a ride

7 PREPOSITIONS Choose the correct preposition.

- 1 We can go to the airport **in/on** my car.
- 2 His car got a flat tyre in the forest, so he continued **in/on** foot.
- 3 There's no road – the only way up the mountain is **by/in** cable car.
- 4 You can get to the city **by/on** rail, but the trains are a bit slow.
- 5 A jet plane travels **in/at** around 925 kilometres an hour.
- 6 Ladies and gentlemen, we'll be landing in Rio de Janeiro **in/at** 15 minutes.

8 WORDS EASILY CONFUSED Fill in: travel, journey, trip.


- 1 Susan's job involves a lot of
- 2 Let's take a to the sea this weekend – the weather's so lovely!
- 3 The by car takes five hours; it's exhausting!

9 PHRASAL VERBS Fill in the correct particle(s). Then, try to make up a story using the phrasal verbs.

run into: to meet sb by chance
run after: to chase sb/sth
run out of: to have no more of sth
run over: to hit sb/sth with a car, etc

- 1 A bus almost ran my dog!
- 2 The ball rolled down the hill and the children ran it.
- 3 While we were on the way to Paris, the motorbike ran petrol.
- 4 Guess what! I ran Bill Garrett, our old car mechanic, yesterday.

Speaking & Writing

- 10**   Imagine you have just got back from one of the places in the photos on p. 20 that is not mentioned in the text. Tell your partner about it.

- 11** Write a comment on Vince the Voyager's blog. Use the other comments as guides.

Grammar in Use

Tweets

KauaiTravel @Kauaitravel 8 days ago
Have you ever visited Kauai in Hawaii? Here at KauaiTravel, we've been showing people around this fairytale land for over ten years. We even won an award last year for the most exciting tour from Adventure Tours Magazine. Check out our website for details! #visitkauai

KauaiTravel @Kauaitravel 6 days ago
We've had lots of calls from customers who've booked holidays on Kauai, and those who've already flown there. Please stay calm. The storm that's been travelling towards the island is weakening. They'd been calling it a hurricane up until yesterday, but now it's a tropical storm. #kauaistorm

KauaiTravel @Kauaitravel 3 days ago
The storm's left its mark, no doubt. But by Sunday, it had passed and Kauai has already started to recover. After all, storms have been happening here since records began! We're tired because we've been cleaning up all day, but now we're ready to move forward! #kauaistorm

Present perfect – Present perfect continuous

pp. GR4-5

- 1** Read the tweets. Identify the past simple, present perfect and present perfect continuous forms. How do we form the perfect tenses? Which tense do we use:

- for actions that happened at an unstated time in the past?
- for actions that started in the past and continue up to the present?
- to talk about a past action that has a visible result in the present?
- to put emphasis on the duration of an action that started in the past and continues up to the present?
- for actions that happened in the past at a specific time?
- for actions that started in the past and lasted for some time and whose results are visible in the present?

- 2** Choose the correct item. Give reasons.

- 1 Henry **has flown/has been flying** in a plane twice **yet/before**.
- 2 Has this pilot **ever/just landed/been landing** a plane during a snowstorm?
- 3 I haven't **received/been receiving** my new passport **since/yet**.
- 4 Has the temperature **risen/been rising for/since** last Tuesday?
- 5 We have **waited/been waiting** for our coach to arrive **for/since** three hours!
- 6 How many places have you **visited/been visiting recently/so far**?
- 7 It's so cold this year that the lake has **already/yet frozen/been freezing**.
- 8 Joan's tired because she's **travelled/been travelling for/since** 6 am.
- 9 The Smiths called – they've **just/never arrived/been arriving** from El Salvador.
- 10 I have **read/been reading** this book **since/for** last week.

- 3** Fill in *been* or *gone*.

- 1 Have you ever abroad?
- 2 Tom's not here – he's to Dubai on holiday.
- 3 My mum's never on a plane.
- 4 Liam isn't here. Has he to the beach?
- 5 I've to Spain at least ten times.

- 4** **SPEAKING** Read the dialogue. Then, act out similar dialogues using the notes. Think of three more situations to act out.

- A:** Have you ever been on a plane?
B: Yes, many times.
A: When was the first time?
B: Three years ago.
A: What was it like?
B: It was a bit scary.

- 1 be/in a helicopter – two weeks ago/exciting
- 2 go out/thunderstorm – last autumn/thrilling
- 3 drive/a car – a month ago/difficult

Past perfect – Past perfect continuous

pp. GR5-6

Past perfect (*had* + past participle)

Affirmative I/You/He, etc **had come**.

Negative I/You/He, etc **hadn't come**.

Interrogative Had I/you/he, etc **come**?

Short answers Yes, I/you, etc **had**. No, I/you, etc **hadn't**.

We use the **past perfect** for:

- an action that **finished before** another **past action** or **before a stated time in the past**. *Sam **had gone to** the market **before** Kate arrived.*
- an action that **finished in the past** and whose **result was visible at a later point in the past**. *He **had lost** his passport, so he **couldn't** travel abroad.*

Time expressions: *before, already, after, for, since, just, till/until, by, by the time, never, etc*

Past perfect continuous (*had been* + verb -ing)

Affirmative I/You/He, etc **had been working**.

Negative I/You/He, etc **hadn't been working**.

Interrogative Had I/you/he, etc **been working**?

Short answers Yes, I/you, etc **had**. No, I/you, etc **hadn't**.

We use the **past perfect continuous**:

- to put emphasis on the **duration** of an action that happened **before** another past action or stated time in the past. *We **had been waiting** for an hour **before** the plane landed.*
- for an action that **lasted for some time** in the past and whose **result was visible** in the past. *He **was tired** because he **had been working** since 9 am.*

Time expressions: *for, since, how long, before, until, by, by the time, etc*

5 Read the theory. How do we form: the past perfect? the past perfect continuous? Find examples in the tweets on p. 22.

6 Put the verbs in brackets into the correct tense. Give reasons.

- My aunt only let me use her camera after she (**show**) me how.
- When we got to the station, the train (**not/leave**) yet.
- Sue (**travel**) for three days before she reached her destination.
- Mark was tired because he (**walk**) for an hour.
- How long (**you/save up**) before you could buy your car?
- He didn't come with us to France because he (**break**) his leg.

7

SPEAKING



Act out exchanges, as in the example.

- John/tired? study since morning
A: *Why was John tired?*
B: *He had been studying since 10 am.*
- Mary/upset? miss her flight
- you/on foot? my car/break down
- Kelly's/legs sore? cycle/all day
- John's parents/late? the snow/delay them

8

Complete the second sentence using the word in bold. Use two to five words.

- The last time we went fishing was last summer.
have We last summer.
- She has never eaten Vietnamese food before.
time It's the Vietnamese food.
- When did he go to Naples?
since How long has to Naples?
- It was a long time since we last ate out.
eaten We a long time.
- It hadn't stopped raining for days.
been It for days.

The/- p. GR6

9

Fill in the where necessary. Then do the quiz.
ICT Check your answers online.

How's your general knowledge?



- Which of London's main airports is bigger, Heathrow or Gatwick?
- Is Times Square in USA named after *New York Times* newspaper?
- Which is a bridge over River Thames, Tower Bridge or Brooklyn Bridge?
- Which mountain range does longest train tunnel in world go under, Alps or Andes?
- How long would it take to travel to Moon by car, six days or six months?
- Are Canary Islands in Pacific Ocean?
- Which month was last month of First World War, July or November?

Skills in Action


Vocabulary

Parts of an airport

1 a) Match the signs to what passengers do there.

a) Departures 	b) Arrivals 
c) Check-in 	d) Passport Control 
e) Information 	f) Baggage Reclaim 
g) Duty-free 	h) Customs 

- 1 ☐ Passengers can buy things here.
- 2 ☐ Passengers ask questions here.
- 3 ☐ Passengers flying out from the airport go here.
- 4 ☐ Passengers landing at the airport come out here.
- 5 ☐ Passengers check in their bags here.
- 6 ☐ They search passengers' suitcases here.
- 7 ☐ Passengers get their bags here after the flight.
- 8 ☐ They check passengers' passports here.

b)  **Say a sentence. Your partner guesses where you are. Use: suitcase, perfume, land, fly out, flight, boarding pass.**

A: *How many suitcases can I check in?*


B: *You're at the check-in desk.*

Listening

Study Skills

Predicting missing words

Read the notes. Think about what type of information is missing, e.g. a name, a date, etc. This will help in the task.

2  You will hear a conversation at a check-in desk. Complete the passenger's boarding pass.

Air Gold		BOARDING PASS	
Name of passenger:	Carrier:	Flight No:	Class:
Kylie Banks	Air Gold	1).....	B
From: London LGW	Date:	Luggage:	Seat:
To: 2).....JFK	23/12/2018	Y	3).....
GATE	BOARDING TIME	FZ 34 45 99	
4).....	5).....		

Everyday English

Reporting lost luggage

3 a) The woman from Ex. 2 is reporting missing luggage. Complete the dialogue with questions a-f.

- a And what was in it?
- b Could I have a contact number?
- c And where are you staying?
- d Can you give me your baggage receipt number?
- e Can you describe your luggage?
- f May I have your name and flight number, please?

A: Excuse me. My suitcase never came out at baggage reclaim!

B: 1)

A: Kylie Banks. Flight AG533 from New York.

B: 2) That's on your boarding pass.

A: Erm ... Ah, here it is. FZ 34 45 99.

B: Thank you. 3)

A: It's a large, green, leather suitcase with brown straps.

B: 4)

A: Just clothes, really.

B: 5)

A: At 86, Newton Grove, London W4 1LB.

B: 6)

A: It's 07335 939411.

B: Alright, Ms Banks, your luggage was put on a later flight. We will deliver it to you before 8 pm tonight.

b)  Listen and check.

4  Act out a similar dialogue using the notes.



Sam Cook

EX147 (Glasgow-London) – ML 45 87 66 –
2 small blue suitcases – clothes and papers –
89, Wood Lane, London E12 6PQ – 733 456 1290

Pronunciation: silent letters

5  Listen and underline the silent letter(s).
Listen again and repeat.

- | | | |
|---------------|----------|-------------|
| 1 interesting | 3 safety | 5 foreign |
| 2 autumn | 4 whole | 6 Wednesday |

Reading & Writing

6 Read the task and complete the sentences.

You see this notice in an international travel magazine.

Send us articles with this title:

A JOURNEY I'VE NEVER FORGOTTEN

The most interesting article goes in next month's issue!

Write your article in 120-150 words.

- I should write a(n) for.....
- I must write about in words.

Word formation (forming adjectives)

We can form adjectives from nouns by adding: **-ly** (*friend* – *friendly*), **-ic** (*romance* – *romantic*) or **-y** (*rain* – *rainy*)

7 Read the article and fill in the gaps with the adjectives derived from the words in brackets.

A journey I've never forgotten

I've been coming to Scotland for years, and I thought I'd seen everything it has to offer – until I rode the West Highland Line to Mallaig. This train journey has the most 1) (*fantasy*) views I've ever seen.

The train left Glasgow and soon we were passing through a beautiful green landscape with clear blue lakes. Just after Ben Nevis, the UK's highest mountain, was the 2) (*attract*) town of Fort William. Finally, we reached Mallaig, a port with 3) (*taste*) seafood and 4) (*friend*) locals.

My favourite part was the Glenfinnan Viaduct, a 380-metre-long railway bridge across the River Finnan. Thirty metres high, it offers such 5) (*amaze*) views that it has appeared in many films, including four Harry Potter films!

The West Highland line shows passengers a part of Scotland that is not 6) (*access*) by road. No visit to Scotland is complete without taking this 7) (*wonder*) trip.



Writing Tip

Using the senses

When you describe a place, give examples of what you see, hear and smell. This brings the description to life.

8 Read the phrases. What does each describe? Use them to complete the descriptions.

- sweet smell • sea birds' cries • only sound
- clear blue sea • perfume of • tall green trees

A

I sat on deck looking at the

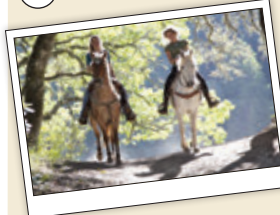
1), drinking my coffee, and listening to 2)

As we approached the island, the

3) of the pine forest reached me.



B



Our horse ride through the forest was peaceful. There were

4) all around us. The 5) was birds singing in the trees. The 6) spring flowers filled the air.

Writing (an article describing a journey)

9 BRAINSTORMING Think of the best journey you have ever taken. Make notes under the headings.



10 Use your notes in Ex. 9 to write your article for Ex. 6. Follow the plan.

Plan

Para 1: place, means of transport

Para 2: description of journey

Para 3: favourite part

Para 4: recommendation

VALUES

Experience

Don't listen to what they say. Go see.
saying



The man who put the Tube on the map



The London Underground – or the Tube, as people have called it for years – is the oldest underground railway in the world. In fact, it has been running since 1863, when its first **line** opened between Paddington and Farringdon. Since then, it has grown to 11 lines with 270 stations, carrying nearly five million passengers a day.

One of the reasons why it works so well is the London Underground map. The first maps of the railway looked like any other map, but by 1931 an employee called Harry Beck had realised that these traditional maps were becoming too **confusing** as the underground grew. Harry also understood that passengers didn't care what point on the streets they were below. They just wanted to understand, quickly and easily, how to get from one station to another.

Harry designed a map of mostly straight lines in simple **bold** colours. The distance between stations was the same, even if it wasn't in real life. Interchange stations (where you could change trains) were at first a diamond, then later

a circle. The River Thames was the only geographical feature on the map, but it followed straight lines too, and not **curves**. Harry's employers weren't too sure about his map when they saw it, but passengers loved it.

One **amusing** result of the map's design is the mistakes people make with distances. For example, it is common for passengers to get a train from Chancery Lane to Farringdon, changing twice, when you could walk there in ten minutes! To travel from Mansion House to Bank means **changing** once and going six stops – but you can get there in six minutes on foot!

Generally, however, the map has been helping visitors find their way round London for nearly a century. Along with the red London bus, the black London taxi and the red telephone box, the London Underground map has become a **symbol** of the city. Although Harry Beck didn't get much money for all his work, you can find his name at the bottom of every London Underground map to this day.



Check these words

underground railway, straight, diamond, at the bottom of

Listening & Reading

- 1 Read the text quickly and find the names of five stations.
- 2 Listen to and read the text. Complete the sentences. Then explain the words in bold.
 - 1 The London Underground started working in
 - 2 The design for the modern London Underground map came from
 - 3 He first used a(n) to show stations where you could change trains.
 - 4 Mansion House is surprisingly close to Station.
 - 5 Other symbols of London are the red bus and the taxi.

Speaking & Writing

- 3 Discuss with your partner what design or symbol reminds people of your country/ capital city.
- 4 **ICT** Research the design or symbol you decided on in Ex. 3 and make notes under the headings: *who designed it – where you can see it – why it reminds people of your country/ capital city.* Write a text about it and read it to the class.

Vocabulary

1 Fill in: *uniforms, classic, motor, reed, sled, toboggan, zip-line*.

- 1 We drove in a(n) American car.
- 2 People on Lake Titicaca use boats.
- 3 The bus needs a powerful to move it along.
- 4 A(n) usually goes downhill on snow.
- 5 The gondoliers wore blue and white
- 6 One way to travel long distances across the snow is by reindeer
- 7 I whizzed above the trees on the
(7 x 2 = 14)

2 Fill in: *duty, information, baggage, passport, customs*.

- 1 Wait at reclaim for our suitcases.
- 2 There were lots of people at control.
- 3 A man searched my bag at
- 4 I bought some perfume in the -free.
- 5 John asked about hotels at the desk.
(5 x 3 = 15)

3 Choose the correct item.

- 1 Let's go **for/to** a walk in the forest.
- 2 A car ran **after/over** my cat, but she's OK.
- 3 Why don't you try going to work **by/on** foot?
- 4 Let's drive there **in/by** my car.
- 5 We've run **into/out of** time – back to the coach!
- 6 Where are you going **on/for** holiday this year?
(6 x 2 = 12)

Grammar

4 Write *the* or *-*.

- | | |
|-----------------------|---------------------------------------|
| 1 River Nile | 5 Hyde Park |
| 2 London | 6 by plane |
| 3 in morning | 7 UK |
| 4 Mount Everest | 8 Sahara Desert
(8 x 2 = 16) |

5 Put the verbs in brackets into the present perfect simple or continuous.

- 1 It (rain) all day!
- 2 (Jim/ever/stay) in a hotel?
- 3 I (drive) for three hours.
- 4 Jo (be) in Cuba for a week.
- 5 Sorry I'm late! (you/wait) long?
- 6 Kim (not/visit) Peru yet.
(6 x 3 = 18)

6 Choose the correct item.

- 1 I had just **left/been leaving** the house when it started to snow.
- 2 **Had you ever ridden/Did you ever ride** on a motorbike before you came to the USA?
- 3 It hadn't **rained/been raining** long before I got home.
- 4 Sally hadn't tasted snails before she **came/had come** to Paris.
- 5 Gary was red in the face because he had **cycled/been cycling** for an hour.
(5 x 2 = 10)

Everyday English

7 Match the exchanges.

- | | |
|---|--------------------------|
| 1 <input type="checkbox"/> What's your flight number? | a It's a brown suitcase. |
| 2 <input type="checkbox"/> Can you describe your luggage? | b 892 473 8383. |
| 3 <input type="checkbox"/> What was in it? | c 86, Pine Road, York. |
| 4 <input type="checkbox"/> Where are you staying? | d YT355. |
| 5 <input type="checkbox"/> Could I have a contact number? | e Just clothes. |

(5 x 3 = 15)
Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- travel
- means of transport
- parts of an airport

Reading Competence

- understand texts related to transport (read for specific information – T/F/DS statements; sentence completion)

Listening Competence

- listen to & understand texts related to transport (listen for specific information – gap-fill)

Speaking Competence

- report lost luggage

Writing Competence

- write a comment on a blog
- write an article describing a journey



Values: Philanthropy



Andrew Carnegie

The Father of Modern Philanthropy

Article

Related

Teacher

Andrew Carnegie (1835-1919) was born in Dunfermline, Scotland, into a poor family. They moved to Pennsylvania, USA, in 1848. His first job, aged 13, was in a factory on \$1.20 a week, but by the 1860s he was a millionaire, mainly from **investing** money in railways. After 1865, he moved into steel and, in 1892, he created the Carnegie Steel Company, the biggest producer of steel in the world. He sold it in 1901 for \$225.64 million, making him the richest man in the world, but he then started giving his **fortune** away. By his death, he had given \$350 million, about 90% of his fortune, to different public projects.

Early life ▼

Business ▼

Charity ▲

Carnegie had a rule: spend the first third of your life educating yourself, the second third making all the money you can, and the last third giving the money away to worthwhile causes. He believed that rich people had a responsibility to give back to society. He created museums and concert halls, put money into universities and scientific **projects** like the Hooker telescope, and set up charities all over the world.

Carnegie's real passion, however, was public libraries. He only went to school for a few years in Scotland, but in Pennsylvania, a local man called Colonel James Anderson **announced** that he was opening his 400-book personal library to working boys. Carnegie was able to go there every Saturday and **borrow** a book. He never forgot the chance he got to educate himself, and promised to do the same when he was rich.

By the time of his death, Carnegie had built over 2,500 public libraries in 47 states of the USA, as well as in the UK, Canada, Ireland and many other countries. He also provided books and equipment to many more. The very first public library he created was in Dunfermline, Scotland, the town of his birth.

1 What is the purpose of the text: *to inform?* *to entertain?* *to persuade?* Read through quickly to check.

2 Listen to and read the text. Write five questions based on the text. Exchange with your partner. Answer the questions. Then, explain the words in bold.

3 If you were very rich like Andrew Carnegie, which charities/organisations would you donate to? Why?

4 Collect information about other people who have donated their fortunes to charities. Present them to the class.

Public Speaking Skills


- 1** Read the task. What is the purpose of the presentation? What is the situation? Who are you? What will you be talking about?

You are a tour guide. Present a statue and explain its significance to some tourists.

Study Skills

Making descriptions interesting

You can make information more interesting if you use a story. This captures the audience's attention and makes them want to learn more.

- 2**  Listen to and read the model. What story has Ricky included? How does this make his presentation sound?

Welcome to Kensington Gardens, where we begin our tour today. My name is Ricky Martinez, and I'm going to be your tour guide.

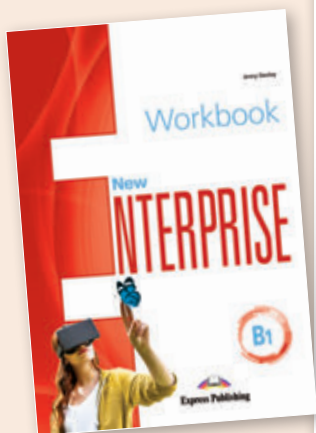
"So come with me where dreams are born and time is never planned." I'm all grown up now, but I've never forgotten the words of my favourite character as a child, Peter Pan. And in Kensington Gardens I never have to, because the character's most famous statue is here! The creator of Peter Pan, J. M. Barrie, paid for the statue himself in 1912. They put it here in the middle of the night, so families taking a walk in the morning would discover it! He didn't even ask for permission, but everyone liked it so much that they let it stay. But why did Barrie choose Kensington Gardens? Well, it was where he met Peter Pan!

One day in 1897, he was walking his dog Porthos there when he met two boys, George and Jack Davies, with their nurse. He made friends with them, their three other brothers, Peter, Michael and Nicholas, and their parents, and became like an uncle to the boys. He often brought them to Kensington Gardens on fine days, and loved playing games, telling them stories and making them laugh. Michael was his favourite, because of his cheeky character, and though Peter gave Peter Pan his name, the character of Peter Pan was all from Michael.

And I think the statue really helps us understand the character of Peter Pan. He's wearing a nightshirt, a long shirt that children used to wear to sleep. His face shows his happy, brave, independent spirit. He is playing on his pipes, standing confidently on the trunk of a tree. And all the way up the tree trunk are little rabbits, a squirrel, a bird, mice and, of course, lots of fairies. They all seem to be listening to the music coming from the pipes, don't you agree?

I'm going to let you have a closer look at the statue now, but if you have any questions about it, please ask me.

- 3** **ICT** Collect information about a statue of a fictional or mythical character in your country or another country. Make notes under the headings: *name of the character – where the statue is – why it is there – description of the statue – who made it – how well it shows the character.* Use your notes to present the statue to a group of tourists. Include a story.



SAMPLE PAGES FROM WORKBOOK

3a

Vocabulary Travel/Mean of transport

1 * Choose the correct word.

- Experience how the locals get around in **wide/foreign** countries – travel with RZ.
- ENJOY FLOATING ON THE CALM WATER ON A REED **BOAT/TRAIN**.
- Hit the road in Havana in a classic **tourist**.
- DON'T MISS THE UNIQUE BAMBOO **TRAIN/RAIL** IN CAMBODIA.
- Travel across fresh snow on a reindeer **toboggan/sled**.

2 ** Write the opposites.

- | | |
|-----------------|--------|
| 1 fast | 5 ... |
| 2 short | 6 ... |
| 3 old-fashioned | 7 ... |
| 4 little | 8 ... |
| 5 cold | 9 ... |
| 6 boring | 10 ... |
| 7 expensive | 11 ... |

3 ** Fill in: take (x2), go (x2), do, make.

- We're going to ... some sightseeing tomorrow.
- Kate wants to ... shopping for gifts before flying home.
- You can ... a ride in a 1950's American car in Cuba.
- I want to ... on holiday somewhere special this year.
- Can we ... a trip to a rainforest in Costa Rica?
- Ben will ... the difficult journey to the top of the mountain.

12

4 * Choose the correct item.

Hey Maya,
Guess what happened to me yesterday? I'd arrived in Havana 1) **on/by** air and immediately decided to go sightseeing. I was 2) **by/on** foot because I wanted to experience the real Havana. Anyway, I was waiting to cross the road when I ran 3) **after/into** an old friend of mine from college, Carlos Garcia! He was 4) **on/in** his car – one of those classic 1950s American cars. He suggested taking me around but as we were going down a shopping street, a little boy ran across the street in front of us and we almost ran him 6) **after/over**! Luckily, Carlos was only driving 6) **in/at** around 15 miles an hour, so he stopped 7) **in/at** less than a second. It was a scary experience!
See you soon,
Karl

5 *** Fill in: whizzing, come, track, platform, wheel, trip, shine, set up, ride. Three words are extra.

Hi readers!
This morning, I took a 1) ... into the rainforest to go zip-lining. Check out the pic above! I had 2) ... across an ad for it in the hotel the day before. They took us on a helicopter 3) ... into the rainforest and we climbed up to a 4) ... in a tree. I was pleased to see that someone was there to 5) ... the safety equipment I bravely jumped and went 6) ... through the trees. It was all over very quickly, but what an experience! That's all for now, but my journey across South America continues. Check back soon for more updates!

Grammar Present perfect – Present perfect continuous/7he

1 * Choose the correct item.

- Tom **hasn't booked/hasn't been booking** his aeroplane tickets yet.
- I've already **seen/been seeing** Eiffel Tower in the/– Paris.
- I'm sorry, sir, but you've **recently/just** missed the boat that goes up –the Nile.
- Have you **been/gone to the/–** Ball before or is this your first time?
- We've been sailing around –the Aegean Sea **since/for** two months.
- Jane **has tried/has been trying** to contact the/– Mountain View Hotel all morning.

2 ** Put the verbs in brackets into the present perfect or the present perfect continuous. Fill in the where necessary.

- (Mark/ever/be) to ... USA?
- Emma ... (prepare) for the trip since ... Monday.
- ... (you/see) this travel article in ... Morning News?
- We ... (take) photos of ... River Thames all morning.
- I ... (not/have) a day off work since ... August.
- Sam ... (ski) in ... Alps all this week.

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

The Disappearing Islands
Indonesia has thousands of islands, some more remote than others. People 1) ... (be) on these remote islands for centuries, fishing in the sea and selling seaweed. Sadly, the islands are now under threat. Experts who 2) ... (study) global warming for years 3) ... (warn) that it could destroy the islands. Sea levels 4) ... (rise) for years and some islands 5) ... (already/disappear). Many islanders living near beaches 6) ... (move) inland or to other islands. Tourism 7) ... (increase) over the last few years, but soon there won't be any exotic beaches for them to enjoy.

3b

Past perfect – Past perfect continuous

4 * Choose the correct verb form.

- Zack was really hungry as he **hadn't eaten/hadn't been eating** anything on the flight.
- Had Sophie **locked/had Sophie been locking** the door before she went on holiday?
- Aidan **hadn't finished/hadn't been finishing** packing his suitcase when the taxi arrived.
- How long **had you waited/had you been waiting** before they called you?

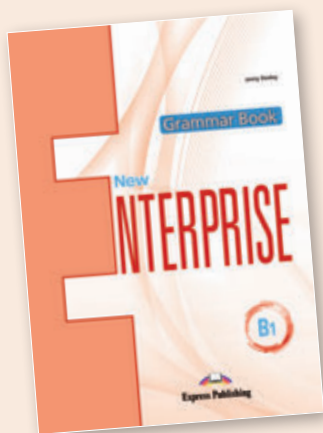
5 ** Put the verbs in brackets into the past perfect or the past perfect continuous.

- A: How did Molly feel about the flight being cancelled?
B: She was really disappointed. She ... (look) forward to that holiday.
- A: The hotel we stayed at was great. It looked brand new.
B: A cleaner told me that they ... (repaint) it just before we arrived.
- A: Did you tell Gary about that cheap holiday website?
B: I did, but he ... (already/book) his tickets elsewhere.
- A: How long ... (you/sit) on the train before you realised it was the wrong one?
B: About ten minutes, but I got off before it left.

6 *** Put the verbs in brackets into the past simple, past perfect or the past perfect continuous. Fill in the where necessary.

Hi Annette,
We 1) ... (have) a terrible journey back home yesterday. We 2) ... (arrive) at the airport in 3) ... Rome two hours before the flight was supposed to leave. But we 4) ... (stand) at check-in for over half an hour before they 5) ... (tell) us that the flight had been cancelled. They said there was a storm over 6) ... Mediterranean Sea and we would be travelling on another flight. They 7) ... (not/inform) us that we had to hang round the airport another five hours, though! I was exhausted when I got home because we 8) ... (travel) since early in the morning! Anyway, here are some photos of 9) ... Fiumicino Airport. I had plenty of time to take them! 10) (you/love) a nice time in Swanes so far?
Talk soon,
Mel

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SAMPLE PAGES FROM GRAMMAR BOOK

Present perfect (have/has + past participle)

Affirmative	Negative	Interrogative	Short answers
I have	I haven't	Have I	Yes, I have. No, I haven't.
you have	you haven't	Have you	Yes, you have. No, you haven't.
he has	he hasn't	Has he	Yes, he has. No, he hasn't.
she has	she hasn't	Has she	Yes, she has. No, she hasn't.
it has	it hasn't	Has it	Yes, it has. No, it hasn't.
we have	we haven't	Have we	Yes, we have. No, we haven't.
you have	you haven't	Have you	Yes, you have. No, you haven't.
they have	they haven't	Have they	Yes, they have. No, they haven't.

- Form**
- We form the present perfect with **have/has** and the **past participle** of the main verb. *John has broken the vase in the living room.*
 - We form the past participle of regular verbs by adding **-ed** to the verb. *clean – cleaned*
 - We form the past participle of irregular verbs differently. *buy – bought, write – written* (See list of irregular verbs at the back of the book.)

Use

- We use the **present perfect** for:
- a recent action which happened at an unstated time in the past. *Benjie has moved into a new house.*
 - an action which started in the past and is still continuing in the present, especially with stative verbs such as *be, have, like, know*, etc. *They have been teachers since 2010.*
 - an action which has recently finished and whose results are visible in the present. *The chocolate cake he has made is on the table.*
 - personal experiences or changes. *Bob has put on weight.*
 - a recently completed action. *It has just sent me an email.* (The action is complete. I have her email now.)
 - with *today, this morning/afternoon/week, so far*, etc. when these periods of time are not finished at the time of speaking. *I have had two cups of coffee this morning.* (The time period – 'this morning' – is not over yet. I may have another cup of coffee.)

have gone (to) – have been (to)

The verb *go* has got two present perfect forms: **have gone** and **have been**.

Study the examples to see the difference in meaning.
She has gone to Austria. (She is still in Austria; she hasn't come back yet.)
She has been to Austria twice this year. (She has visited Austria, but she has returned.)
They have been in Paris for three weeks. (They are still in Paris.)

Time expressions we use with the present perfect:
since, for, just, already, yet, lately, recently, so far, ever, never, still, how long, before, etc.

- since** (= from a starting point in the past)
since 1992, since last Friday, etc.
- for** (= over a period of time)
for two years, for nine months, etc.
- just** and **already** are used in affirmative sentences.
He has already washed the car. They have just arrived.
- yet** is used in questions and negatives.
Have you called a taxi yet? She hasn't moved house yet.
- lately/recently** (= in the recent past)
Have you read any good books lately?
- so far** (= until now – affirmative sentences)
So far she has passed three exams.
- ever** (= at any time – affirmative and interrogative sentences)
Anna has never travelled abroad.
- still** (= continuing to happen or be the case)
You still haven't shown me your holiday photos.
- how long** (= for what length of time – interrogative sentences)
How long have you had that motorcycle?
- before** (= related to a time in the past; previously)
Max hasn't been to Italy before.

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3

Present perfect continuous (have/has been + main verb -ing)

Affirmative	Negative	Interrogative	Short answers
I have been walking	I haven't been walking	Have I	Yes, I have. No, I haven't.
you have been walking	you haven't been walking	Have you	Yes, you have. No, you haven't.
he has been walking	he hasn't been walking	Has he	Yes, he has. No, he hasn't.
she has been walking	she hasn't been walking	Has she	Yes, she has. No, she hasn't.
it has been walking	it hasn't been walking	Has it	Yes, it has. No, it hasn't.
we have been walking	we haven't been walking	Have we	Yes, we have. No, we haven't.
you have been walking	you haven't been walking	Have you	Yes, you have. No, you haven't.
they have been walking	they haven't been walking	Have they	Yes, they have. No, they haven't.

Use

- We use the **present perfect continuous**:
- to put emphasis on the duration of an action which started in the past and continues in the present.
They have been working in the garden for two hours.
 - for an action which started in the past and lasted for some time. The action may have finished or may still be going on. The result of the action is visible in the present. *Mary has a stomachache. She has been eating chocolate all morning.*
 - to express anger, irritation, annoyance or criticism. *Who has been using my phone?* (annoyance)

Time expressions we use with the present perfect continuous:
for, since, lately, all morning/week, how long ... ?, etc.

He hasn't been feeling well lately.
I have been cleaning the house all morning.

1 Put the verbs in brackets into the present perfect, as in the example.

- A: Why don't you stay at home and finish your homework?
B: I **have already finished (already/finish)** it.
- A: How long ... each other?
B: For more than ten years.
A: ... (you/see) Carl lately?
B: No, I ... (not/see) him since August.
- A: ... (Mike/ride) a motorcycle before?
B: No, he hasn't.
- A: ... (you/book) the plane tickets yet?
B: Yes, here they are: ... (print) them, too!
- A: Do you have Shirley's phone number?
B: I did have, but I think she ... (change) it again!

2 Fill in the gaps with have/has gone or have/has been, as in the example.

- Mum **has gone** to the supermarket. She'll be home soon.
- ... you ever ... to the opera?
- My sister ... to the cinema. She left an hour ago.
- We ... to Paris twice so far this year but we want to go again soon.
- My brother ... to an art gallery.
- He ... to school. He should be home by 4.00.
- Peter ... just ... to the corner shop. He'll be back in a minute.
- James ... to Manchester for a few days on a business trip. He's returning tomorrow.
- Jacob showed us photos from all the countries he ... to around the world.
- They ... in Japan for the last two weeks. They'll be back tomorrow.

18

Student's Book

New

ENTERPRISE

B1+



Express Publishing

CONTENTS



On the map (pp. 4-11)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> present simple present continuous stative verbs adverbs of frequency present perfect present perfect continuous 	<ul style="list-style-type: none"> map symbols road signs phrasal verbs: <i>dry</i> prepositions 	<i>The Appalachian Trail</i> (multiple choice)	a dialogue (T/F statements)	<ul style="list-style-type: none"> asking for/giving directions intonation: discourse markers 	<ul style="list-style-type: none"> a web advert about a place a flyer writing tip: descriptive language 	<i>Top Thames River Tours</i> (multiple matching)



Legends & Festivals (pp. 12-19)

<ul style="list-style-type: none"> past simple past continuous past simple vs present perfect <i>used to/ would – be/ get used to</i> 	<ul style="list-style-type: none"> festivities UK celebrations & customs phrasal verbs: <i>blow</i> prepositions 	<i>The City of Dragons</i> (gapped text)	<ul style="list-style-type: none"> a narration (order of events) monologues (multiple matching) a monologue (gap fill) 	<ul style="list-style-type: none"> a podcast describing an event intonation: stress-shift 	<ul style="list-style-type: none"> an article about a legend a summary of a legend an email about a celebration writing tip: using appropriate tenses 	<i>Superstitions in the UK</i> (answer questions)
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Adventures (pp. 20-27)

<ul style="list-style-type: none"> past perfect past perfect continuous past simple vs past perfect <i>a/an – the</i> 	<ul style="list-style-type: none"> adventure activities types of holidays travel disasters phrasal verbs: <i>look</i> prepositions 	<i>Unusual Adventures Around the World</i> (multiple matching)	<ul style="list-style-type: none"> dialogues (multiple choice) a narration (order of events) 	<ul style="list-style-type: none"> describing an experience expressing interest & shock intonation: sentence stress 	<ul style="list-style-type: none"> a review for a travel magazine a story writing tip: expanding sentences 	<i>Outdoor Activity Breaks in the UK</i> (T/F/DS)
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Values A – Curiosity (p. 28)

Public Speaking Skills A – present the benefits of going on a gap year abroad (p. 29)



There's no place like home! (pp. 30-37)

<ul style="list-style-type: none"> comparisons impersonal sentences (<i>there – it</i>) 	<ul style="list-style-type: none"> types of houses accommodation phrasal verbs: <i>move</i> prepositions 	<i>Homes with a difference</i> (multiple matching)	a monologue (gap fill)	<ul style="list-style-type: none"> design your dream house expressing (dis)satisfaction intonation: rising/falling to express feelings 	<ul style="list-style-type: none"> an advert for a home exchange writing tip: advertising language 	<i>Neighbourhoods of New York</i> (text completion)
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Let's talk (pp. 38-45)

<ul style="list-style-type: none"> future tenses time clauses 	<ul style="list-style-type: none"> ways to communicate textspeak phrasal verbs: <i>keep</i> prepositions 	<i>A New Kind of Direct Messaging</i> (gapped text)	monologues (multiple choice)	<ul style="list-style-type: none"> agreeing/disagreeing/expressing doubt intonation: expressing feelings 	<ul style="list-style-type: none"> a for-and-against essay writing tip: topic/supporting sentences 	<i>British Body Language</i> (complete sentences)
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Challenges (pp. 46-53)

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Values B – Productivity (p. 54)

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Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> the passive personal – impersonal constructions the causative reflective/emphatic pronouns 	<ul style="list-style-type: none"> technology apps phrasal verbs: <i>drop</i> prepositions 	<i>Everything Connected</i> (multiple choice)	dialogues (multiple choice)	<ul style="list-style-type: none"> expressing opinion – agreement/disagreement pronunciation: word junctures 	<ul style="list-style-type: none"> an opinion essay writing tip: formal style linking ideas 	<i>Great Minds Together</i> (text completion)

<ul style="list-style-type: none"> conditionals wishes question tags 	<ul style="list-style-type: none"> world problems social problems phrasal verbs: <i>fall</i> prepositions 	<i>A Warm Welcome in Ethiopia</i> (multiple choice)	dialogue (multiple choice)	<ul style="list-style-type: none"> making suggestions – agreement/disagreement pronunciation: diphthongs 	<ul style="list-style-type: none"> an article suggesting solutions to a problem writing tip: supporting suggestions 	<i>The Borgen Project</i> (matching headings to paragraphs)
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<ul style="list-style-type: none"> the infinitive/-ing form forms of the infinitive/-ing form relative clauses 	<ul style="list-style-type: none"> university studies education phrasal verbs: <i>check</i> prepositions 	<i>Augmented Academia</i> The Future of University Education Today! (gapped text)	dialogues/monologues (multiple choice)	<ul style="list-style-type: none"> asking for information intonation: follow-up questions 	<ul style="list-style-type: none"> an email asking for information writing tip: formal language 	<i>I promise</i> (answer questions)
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Values C – Compassion (p. 80)

Public Speaking Skills C – award a person (p. 81)

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<ul style="list-style-type: none"> determiners countable/uncountable nouns quantifiers & partitives <i>some/any/no/every</i> & compounds 	<ul style="list-style-type: none"> marketing & advertising online shopping – customer complaints phrasal verbs: <i>call</i> prepositions 	<i>The Power of Advertising</i> (matching headings to paragraphs)	a monologue (sentence completion)	<ul style="list-style-type: none"> complaining about a product intonation: exclamations 	<ul style="list-style-type: none"> a complaint form writing tip: complaint forms – language tone 	<i>How did Black Friday get its name?</i> (text completion)
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<ul style="list-style-type: none"> clauses of concession/result/purpose/reason intensifiers 	<ul style="list-style-type: none"> food healthy living phrasal verbs: <i>cut</i> prepositions 	<i>Cultured meat</i> (multiple choice)	monologues (multiple matching)	<ul style="list-style-type: none"> asking for/giving advice intonation: direct/indirect questions 	<ul style="list-style-type: none"> a forum post writing tip: forum posts 	<i>The NHS</i> (matching headings to paragraphs)
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Values D – Commitment (p. 106)

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CLIL (pp. 108-111)

Grammar Reference (pp. 112-135/
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Legends & Festivals

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Try Polish 1)
 like pierogi from street food
 2)



See street 3)
 such as dancers and
 4)



Attend an open-air show
 featuring 5)
 and a huge flying dragon
 6)



Watch a 7) of
 people dressed in colourful
 8)

The City of Dragons

Every June, the people of Krakow, Poland, hold the Dragon Parade. Find out what Lisa Harris thought of it all as she meets a fire-breathing dragon and sees a legend brought to life.

At first, I thought it was just a dragon **sculpture** on the banks of the Vistula River. But while I was taking photos of it, it suddenly roared into life and blew flames into the sky! It nearly scared me to death! 1 Were they making a film? Kasia, my guide, just laughed, calmed me down and told me about the Wawel Dragon ...

Legend has it that in the days when Krakow used to be the main city of Poland, Wawel Castle was home to King Krakus and his daughter, the princess. These were dangerous times – a terrible dragon was living in a cave nearby and attacking Krakow's residents as well as their cattle and sheep. King Krakus offered his daughter in marriage to anyone who killed the dragon. The brave men of Krakow **set off** hoping to win the princess. 2 Near the castle, Skuba the shoemaker was working hard when he heard about the King's offer. He wasn't a fighter, but he was very clever, and he **came up with** a plan. He took the skin of a sheep, filled it with sulphur and left it outside the dragon's cave. The dragon ate it hungrily,

but the sulphur made the dragon extremely thirsty. 3 In fact, it drank so much that it burst – and with the dragon dead, the shoemaker married the princess!

Now that I knew the legend, I was ready to enjoy this amazing event. Everywhere I turned, there were different activities **celebrating** the culture of Krakow. 4 It was the start of the spectacular open-air show! Huge dragon-shaped balloons soared into the sky surrounded by smoke and colourful lasers. There were dragon boats on the river, too. I've never seen anything like it – it totally blew me away!

The day after, the Old Town parade took place. There was dancing and juggling, and local bands were playing folk music. 5 Many of them were marching through the town with handmade dragon puppets, each hoping to win the best dragon **contest**! There were also lots of street stalls selling pierogi. 6 They were absolutely delicious – one of the many highlights of my trip to this amazing city!



Check these words

legend, sth roars into life, flame, cave, resident, cattle, sulphur, burst, soar, juggling, march, highlight

Vocabulary Festivities

1 Look at the pictures and complete the gaps (1-8) with the words below.

- dishes • balloon • parade • fireworks • jugglers
- performers • stalls • costumes

Reading

2 What cultural event are the pictures in Ex. 1 about? What is the legend behind it? Read the text quickly to find out.

Study Skills

Missing Sentences

Read the text and the missing sentences. Look closely at the words before and after each gap. Look for hints, e.g. reference words (we, they, etc) or linking words. This will help you do the task.

3 Read the text again and fill in the gaps (1-6) with a correct sentence (A-G). One sentence is extra. Then explain the words/phrases in bold.

- A But the dragon had each of them for dinner.
 B Then, all of a sudden, the sky exploded as the fireworks display began.
 C It's a traditional dish from Poland, similar to a filled dumpling.
 D Also, the streets were packed with people dressed up in imaginative costumes like characters from the legend!
 E No one knows where the legend came from.
 F It was so thirsty that it drank all the water in the river.
 G I couldn't believe my eyes!

4 COLLOCATIONS Find the verbs in the text that describe the following. Complete the phrases (1-6) and then make sentences with them.

- | | |
|--------------------------|---------------------|
| 1 a parade | 5 sb in |
| 2 photos | marriage |
| 3 into life | 6 the contest |
| 4 couldn't my eyes | |

5 PHRASAL VERBS Fill in the correct particle. Check in your dictionary.

blow sb away: to impress sb very much
blow into (a place): to arrive somewhere unexpectedly
blow sb off: to not meet sb at an arranged meeting
blow up: 1) to enlarge a photograph; 2) to fill (a balloon, etc) with air
blow sth out: to extinguish (a candle, etc) using your breath

- 1 A: Check out this photo of Pawel blowing the candles on his birthday cake.
 B: And there's Anna in the background blowing some balloons.
 2 A: Guess what? Kelly's just blown town.
 B: Really! I haven't seen her in ages!
 3 A: I thought the art fair was amazing. It really blew me
 B: It's just a shame Tom wasn't there. I don't know why he blew us

6

PREPOSITIONS

Fill in: *of, into, in (x2), by, with, to*.



Last week, I went on a trip to the small village of Njardarheimr near Oslo in Norway. It's home **1)** the Gudvangen Viking Market – a festival of all things Viking! The village itself is amazing – it's next to a river and surrounded **2)** snowy mountains. When I got there, the streets were packed **3)** people dressed **4)** Viking costumes. It was like stepping back **5)** time. There was an archery demonstration and people could have a go. I tried my best, but my arrow just went straight up **6)** the sky! Anyway, I had the time **7)** my life there and can't wait to go again next year.

7

WORDS EASILY CONFUSED

Fill in *culture, custom or tradition*. Check in your dictionary.

- 1 Attending a festival abroad is a great way to experience the local
 2 It is the to take off your shoes when entering a house in Japan.
 3 It's a to wear something green on St Patrick's Day.

Speaking & Writing

8

SPEAKING

ICT



Listen to and read the text. Do more research about the legend of the Wawel Dragon and the Dragon Parade. Imagine you were at the event. Prepare a podcast about it.

Writing

9

ICT

Research a legend that is celebrated in your country today. Make notes under the headings: *legend – name of event – when/where – activities*. Use your notes to write an article for an international culture magazine.

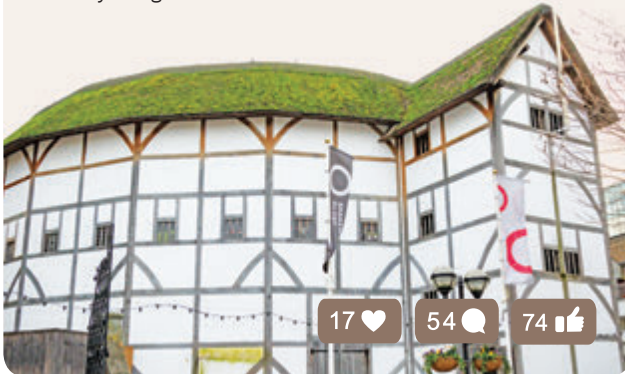
Grammar in Use

BLOG

Last summer, I **1) saw** a play at Shakespeare's Globe in London. As a child, I **2) went** to the theatre all the time, but this was my first time in the Globe. It's the theatre where actors performed Shakespeare's plays in the late 16th and early 17th century. The original theatre **3) burnt** down, but this one opened in 1997.

A cold wind **4) was blowing** on the evening of the play. I arrived at 7:45, but the doors were still closed. People **5) were standing** outside patiently and they **were chatting**. Then the doors **6) opened** and everyone **rushed** inside. As I **7) was walking** to my seat, I **noticed** that there was no roof! The stage was covered, but most of the audience had no shelter – just like in the original theatre!

The play was a comedy, *Much Ado about Nothing*, and we **8) were all enjoying** it. Then, after about an hour, I felt a drop of rain. Soon, it was pouring, but nobody in the audience left. We got soaking wet – but it was a great experience! I haven't returned to the Globe since then, but I've bought tickets for next Wednesday evening. And one thing's for sure – I'll definitely bring a raincoat!



Past simple – Past continuous

pp. GR3-4

1 a) Read the blog entry. Identify the tenses in bold. Which past tense do we use for:

- background information in a story?
- an action which happened at a specific time (stated, implied or already known) in the past?
- past actions which happened one immediately after the other?
- two or more actions which were happening at the same time in the past?
- a past action which was in progress when another action interrupted it?
- past habits?
- an action which was in progress in the past?
- a past action which won't take place again?

b) Find examples of time expressions used with past simple or the past continuous in the blog entry.

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

- A large crowd (**watch**) the parade when it (**start**) raining.
- Jon and Jane (**not/go**) to the puppet show last night; they (**not/feel**) well.
- The judges (**crown**) the king and queen at the end of the parade.
- (**people/sing**) along while the band (**play**)?
- Jane (**not/chat**) online at 5 pm yesterday; she (**rehearse**) for her role in the college play.
- The wind (**blow**) strongly and the rain (**pour**) down when we got up that morning.
- "When (**the event/first/take**) place?" "In the 17th century."

3 a) Complete the sentences with your own ideas.

- The sun was shining and
- She entered the shop and
- He was walking down the road when
- It started raining, but
- She was sitting on a bench when

b) **SPEAKING** Choose one of the sentences in Ex. 3a and continue the story.

Past simple vs Present perfect

p. GR4

4 Look at the underlined verb in the blog entry in Ex. 1. How is the present perfect different from the past simple? When do we use it?

5 Choose the correct tense. Give reasons.

- We **didn't attend/haven't attended** the theatre performance yesterday evening.
- Hurry up! The show **has started/started!**
- Did you take/Have you taken** many interesting pictures of today's parade so far?
- What time **have they let off/did they let off** the fireworks last night?
- I have never flown/I never flew** in a hot-air balloon.
- The old theatre **has been/was** the most modern building of its time.

6 Put the verbs in brackets into the past simple, the past continuous or the present perfect.

Hi everyone!

1) (any of you/ever/be) to Scotland? Well, I'm here now for the Loch Ness Marathon. I 2) (arrive) in the Highlands capital, Inverness last night. While my taxi 3) (take) me to my hotel, I noticed signs and pictures around the city that 4) (show) a strange creature like a sea serpent. The driver 5) (tell) me why.

Scottish folklore says there is a creature in Loch Ness called the Loch Ness Monster. There is no real proof that it exists, but the local people 6) (take) it to their hearts and call it 'Nessie'. The first sighting was in the 1870s by D. Mackenzie, but the monster first 7) (attract) national attention in the 1930s when lots of people reported seeing it. However, scientists believe the sightings were fake and there 8) (not/be) any reports lately.

Nevertheless, the Loch Ness Marathon attracts 8,000 runners every year and the event 9) (raise) a lot of money for good causes since it 10) (begin). Also, Nessie makes a great mascot. Click [here](#) for photos.

used to/would – be/get used to

pp. GR4-5

7 Study the theory. Then cross out the incorrect item in the sentences.

- We use **used to/would/past simple** for past habits. *James **used to travel/would travel/travelled to** Melbourne every year when he was younger.*
- We use **used to/past simple** for past states. *They **used to be/were** big fans of folk music when they were kids.* (NOT: ~~They would be~~ ...) **BUT** *He left last week.* (past action – we can't use **used to**)
- We use **be used to + noun/pronoun/-ing form** to show that we are accustomed to (doing) sth. *Sam **isn't used to flying**.*
- We use **get used to + noun/pronoun/-ing form** to show that we are getting accustomed to sth gradually. *Mark **got used to living** in York.*

- Dave **was going/would go/used to go** to a lot of music performances when he was a teenager.
- Richard **didn't use to/wouldn't/didn't** like fireworks until he went to New York for July 4th.
- Ben **isn't used to/didn't use to/hasn't got used to** eating Polish food yet, so he still prefers fast food.
- Did you use to go/Would you go/Did you go** to Winterlude when you lived in Canada?

8 SPEAKING Think of various celebrations/cultural events. Say which of the activities in the list you/your family members used to/didn't use to do when you were 8 years old. Use the prompts below and/or your own ideas.

- put up decorations • send greeting cards
- prepare/special meal • take part in/town procession
- watch special TV programmes • light bonfires
- exchange gifts • watch/fireworks display

*On my birthday, my family used to **put up decorations** all over our house.*

*I used to **send greetings cards** to all of my relatives for New Year.*

9 Complete the second sentence so that it means the same as the first. Use between two and five words.

- Ben started wrapping gifts at 9:00 and he finished at 10:30. **WAS**
Ben at 9:45.
- Sarah called during dinner. **EATING**
While we Sarah called.
- The last time I watched a parade was in 2017. **NOT**
I since 2017.
- When I was younger, I didn't like poetry. **USE**
When I was younger, I poetry.
- Jon doesn't mind eating spicy food anymore. **GOT**
Jon spicy food.

Listening & Writing

10 Listen to Paul narrating a legend and put the events in the order they happened (1-8).

- The two men went to a secret cave.
- The bag of gold turned into sand.
- The blacksmith replaced a horse's shoe.
- The stranger gave the blacksmith a bag of gold.
- The stranger asked him to make a horseshoe.
- The blacksmith told everyone the secret.
- The blacksmith promised not to tell anyone what he saw.
- A strange man walked into a blacksmith's shop.

11 WRITING Use the ideas in Ex. 10 to write a summary of the legend.

Skills in Action

Vocabulary

Types of holidays – UK Celebrations & Customs

- 1 a) Match the UK celebrations (1-6) to the customs (a-f). Make sentences, as in the example. Do you celebrate these events in your country?



- 1 ☐ Burns' Night (25th January)
- 2 ☐ Mother's Day or Mothering Sunday (one Sunday in March)
- 3 ☐ May Day (1st May)
- 4 ☐ Bonfire Night (5th November)
- 5 ☐ Remembrance Day (11th November)
- 6 ☐ New Year's Eve (31st December)

- a let off fireworks at midnight and sing Auld Lang Syne
- b light a huge bonfire, let off fireworks and eat toffee apples
- c gather flowers and follow a procession led by the May Queen
- d buy flowers or prepare breakfast for mothers
- e read Burns' poems aloud, listen to traditional music on the bagpipes and eat haggis
- f wear poppies and hold a two-minute silence

On New Year's Eve, people in the UK let off fireworks at midnight and sing Auld Lang Syne.

- b) Think of two important celebrations in your country. How do you celebrate them?

Listening

- 2 You are going to hear five people talking about their experiences at different events. Read the sentences below. Match the sentences (A-E) to the speakers (1-4). There is one extra sentence.

- | | | |
|--|-----------|--|
| A Another person's actions made me feel embarrassed. | Speaker 1 | |
| B The disappointment I felt taught me an important lesson. | Speaker 2 | |
| C A small change made an annual event more memorable. | Speaker 3 | |
| D I was surprised when a custom was introduced to me. | Speaker 4 | |
| E A mistake changed my day in a big way. | | |

Everyday English

Describing an event

- 3 Read the first two exchanges. What event did Steve attend?

Listen and read to find out.

- P: Hey, Steve. I haven't seen you in a while.
S: Hi, Paul. I've just come back from Scotland. I was there for ten days.
P: Wow! What was it like?
S: I had the time of my life. The highlight was on my last day when I celebrated Burns' Night with a Scottish friend in Edinburgh.
P: I haven't heard of that. What's it about?
S: It's a fantastic event where people read Burns' poems aloud and play traditional music on the bagpipes. I also tried the national dish, haggis!
P: Really? What did you think of it?
S: I liked it! Haggis is very tasty.
P: It sounds like you had a wonderful time. I haven't experienced anything like that.
S: Well, why don't you come with me next year? I enjoyed it so much that I'm definitely going back.
P: Hmm, maybe I will. In fact, count me in!

- 4 Imagine you attended a celebration. Use the phrases in the language box to act out a dialogue similar to the one in Ex. 3.

Describing an event	Asking about an event
<ul style="list-style-type: none"> The highlight was ... It's a wonderful event/ evening, etc where ... I had a great time. 	<ul style="list-style-type: none"> What was it like? What's it about? What did you think of it? It sounds like you ...

Intonation: stress-shift

Some words have the same noun and verb forms. These nouns have strong first syllables while the verbs have strong second syllables.

- 5 Identify the forms in bold in the sentences.

Listen and repeat. Use the words in bold in sentences of your own.

- 1 a I'd like a **refund**, please.
b They refused to **refund** our tickets.
- 2 a **Update** me on how preparations are going.
b There is no **update** on the venue.
- 3 a Let me **present** Mr Harris.
b I hope you like my **present**.

Reading & Writing

- 6 Read the email and complete the gaps with the word that derives from the word in bold. What is each paragraph about?

INBOX

Hi Ed,

A How's things? Last weekend, I went to the Robin Hood Festival near Nottingham, England. It's a **1** (**celebrate**) of the legend of Robin Hood! It takes place every year in Sherwood Forest.

B According to the legend, Robin Hood was a **2** (**hero**) outlaw in 12th-century England. He hated the way the King treated the people, so he decided to do something about it. He stole money from **3** (**wealth**) people and gave it to poor people. The King tried to arrest him, but Robin escaped to Sherwood Forest where he lived **4** (**happy**) with other outlaws.

C The festival was wonderful! When I entered, **5** (**magic**) were doing tricks and experts were giving demonstrations of archery. There were also **6** (**perform**) of medieval music and free samples of **7** (**taste**) medieval food. The whole event was like stepping back in time!

D The Robin Hood Festival is a must for anyone who's **8** (**fascinate**) by history. It's a pity you missed it. Why not come with me next year?

Kevin



Writing Tip

Using appropriate tenses

We use **present tenses** to give general information about a celebration and **past tenses** to describe the preparations and the activities on the actual day of the celebration we attended.

- 7 Read the Writing Tip. Find examples in the email in Ex. 6.

Recommending

- 8 a) Fill in: *miss, must, waste of time, well worth, disaster.*
- The International Kite Festival is a for anyone who likes kites.
 - If you get the chance to visit Japan, don't it!
 - It was a complete; I can't believe I spent so many hours there.
 - It was a huge; I was so disappointed.
 - It's visiting this festival. You won't regret it.

- b) How has Kevin recommended the celebration in the email in Ex. 6?

Writing (an email about a celebration you attended)

- 9 Read the task. Underline the key words. What are you going to write? Who is it for? What should it be about? What style should you use?

You have received an email from your penfriend.



Our English teacher has asked us to write about cultural celebrations in various countries that are based on a legend or a historical event. Have you attended one recently? What legend is it based on? How did people celebrate it? Would you recommend it?



Write back and tell me all about it.

Ben

Write your **email** (120-180 words).

- 10 **LISTENING FOR IDEAS** Listen to Pat's podcast and complete the gaps.

LEWES BONFIRE NIGHT

Place: Lewes, **1**

Date: 5th November

Numbers taking part: 5,000 locals and **2** visitors

Before bonfires: **3** of locals in costumes and marching bands

Number of bonfires and fireworks displays: **4**

Food: toffee apples, burgers and **5** potatoes

- 11 Imagine you attended the Lewes Bonfire Night last week. Use your notes from Ex. 10 to write your email. Follow the plan.

Plan

Hi + (your friend's first name)

Para 1: opening remarks; details of the festival

Para 2: legend/historical event behind the festival

Para 3: activities during the celebration

Para 4: feelings; recommendation; closing remarks
(your first name)

VALUES

Traditionalism

A people without the knowledge of their past history, origin and culture is like a tree without roots.

Marcus Garvey



Culture

Listening & Reading

1 Which of the following do you think people say bring bad luck in the UK?

- a building having a 13th floor • finding money
- a black cat crossing your path • black birds living in a castle
- saying the title of a play • breaking a mirror

Listen and read to find out.

2 Read the text and answer the questions.

- How many people in the UK believe in superstitions?
- What should actors do if they say the name 'Macbeth' by mistake?
- How do high buildings avoid the number 13?
- What can tourists see in the Tower of London?
- What do people say will happen if the ravens leave the Tower of London?

3 Match the words in bold to their synonyms below.

- one of a kind • ordinary • infrequent
- kept • careful • fascinating

4 Match the underlined words/phrases to their opposites below.

- depressed • add • denying
- on purpose • enter • normal

Speaking & Writing

5 Read the following sayings about luck. What do they mean? Do you agree with any of them? Discuss.

*It is better to be born lucky than rich.
You make your own luck.
Bad luck comes in threes.*

6 Find out information about superstitions and/or sayings about good/bad luck in your country or in other countries. Present them to the class.



*'Find a penny, pick it up and all day long, you'll have good luck' is just one of the many sayings about luck that UK citizens have. With over half of them admitting they get at least a little worried if they break a mirror, it is no surprise that they have some **interesting** and, in some cases, **unlike** superstitions.*

William Shakespeare was one of the world's greatest playwrights. One of his most popular plays is *Macbeth*, first staged in 1606, and people have been performing it all over the world since then. Its name, though, is not popular at all with actors, who believe that saying it will bring bad luck: they call it 'the Scottish play' instead. If an actor accidentally says 'Macbeth', they will try to get rid of the bad luck by reciting a line from one of Shakespeare's other plays. If they are in the theatre at the time, they will exit the theatre, spin around and say 'Macbeth' three times before returning. It seems strange, but, after all, 'the show must go on!'

One of the most **common** superstitions in the UK is the fear of the number 13. There's even a word for it: triskaidekaphobia. Friday 13th is a day to be **cautious** and some people even stay at home to avoid disaster. 13 is not just about Fridays. Lots of blocks of flats and hotels miss out the thirteenth floor; the lift going from the 12th floor directly to the 14th. The London Eye may have 32 capsules for tourists to take in the sights of London, but they have the numbers 1 to 33, without, of course, the number 13.

Visitors to the UK should not miss the Tower of London, where the Crown Jewels are safely **stored**. Another attraction at the Tower is the seven (six plus one spare) coal-black ravens who live there. People call them the Guardians of the Tower. People say that if the ravens ever fly off and leave, then that marks the end of the UK! This may just be a superstition, but it seems British people aren't taking any chances! The ravens' carers keep them content with a diet of raw meat as well as the **occasional** treat – a special biscuit.



Check these words

penny, saying, path, admit, playwright, recite, spin around

Vocabulary

1 Fill in: *stalls, dishes, costumes, performers, parades.*

- 1 We tried some delicious Maori at the festival.
- 2 Have you seen the Susan made for her children to wear?
- 3 There are two through the city; one at 10 am and one at 6 pm.
- 4 We can buy something to eat from one of the food in the square.
- 5 The street we saw at the Edinburgh Festival were very talented.

(5 x 3 = 15)

2 Choose the correct word.

- 1 The **flame/highlight/burst** of the event was the dragon contest.
- 2 A **local/traditional/cultural** man told us about the festival.
- 3 We **set/recite/hold** a two-minute silence.
- 4 That was an amazing fireworks **display/show/event!**
- 5 All the **jugglers/puppets/residents** you can see in the parade are handmade.
- 6 Lots of people followed the **celebrations/procession/march** through the town.
- 7 The king **gathered/offered/prepared** his daughter in marriage to the prince.
- 8 It's the **culture/custom/saying** in my country to kiss people three times when you meet them.
- 9 The event really **brings/takes/soars** history to life.
- 10 I couldn't **believe/show/admit** my eyes when the fireworks display started.

(10 x 2 = 20)

3 Choose the correct item.

- 1 They were all dressed **in/on/up** dragon costumes.
- 2 Jake came **across/over/up** with a fantastic plan.
- 3 Can you help me blow **into/out/up** these balloons?
- 4 The Old Town is always packed **for/in/with** people during the festival.
- 5 Please, blow **away/out/off** all the candles before you go to bed.

(5 x 3 = 15)

Grammar

4 Put the verbs in brackets into the past simple, the past continuous or the present perfect.

- 1 We were watching the band live on stage when the lights (**go out**).
- 2 (**they/arrive**) at the festival yet?
- 3 I (**learn**) to ice-skate when I was six.
- 4 Penny (**not/eat**) Polish food since she left Krakow three months ago.
- 5 (**you/drive**) back to your hotel when the storm started?
- 6 Mary was taking pictures while we (**walk**) through the festival grounds.
- 7 The event (**start**) an hour ago.
- 8 Steve paid for a ticket and then (**enter**) the theatre.
- 9 At 7:30 yesterday evening, they (**watch**) the mayor letting off fireworks.
- 10 I (**not/attend**) the event since I was a young boy.

(10 x 2 = 20)

5 Choose the correct item.

- 1 When I was a child, I **would/used to** have a pet rabbit.
- 2 Getting up early is hard for me, but my dad **is/gets** used to it because he's been a postman for 12 years.
- 3 Did you **use/used** to go skating when you were young?
- 4 Alice couldn't **get/be** used to the hot weather in Dubai.
- 5 Tom **wouldn't/didn't use to** like traditional music, but now he enjoys it.

(5 x 2 = 10)

Everyday English

6 Match the sentences.

- | | |
|---|---|
| 1 <input type="checkbox"/> What's it about? | a Really? |
| 2 <input type="checkbox"/> I took part in an archery competition. | b I did. |
| 3 <input type="checkbox"/> What was it like? | c Count me in! |
| 4 <input type="checkbox"/> Why don't you come? | d It's a day when people celebrate Burns' poetry. |
| 5 <input type="checkbox"/> It sounds like you had fun. | e I had the time of my life! |

(5 x 4 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- festivities
- celebrations & customs

Reading Competence

- understand texts related to festivities (read for key information – gapped text; comprehension questions)

Listening Competence

- listen to and understand monologues related to celebrations (multiple matching)

Speaking Competence

- describe an event

Writing Competence

- write an article
- write a summary of a legend
- write an email about a celebration you attended

Values: Curiosity

THE JOY OF CURIOSITY



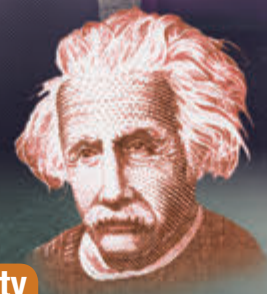
One of the things we most **admire** about young children is their curiosity. They are always asking questions about the world around them – about how things work and why things happen. Later in life, though, for some reason, a lot of people lose that thirst for knowledge. But being curious is so important in all areas of life, in school, at work, and even in our **social lives**.

The benefits of curiosity

- Curiosity makes us more intelligent.** A curious person has a sense of **wonder** for the world and always wants to learn more. This means they are always building their knowledge and improving their skills.
- Curiosity brings excitement into our lives.** For curious people, the word 'boredom' doesn't exist. They're never **satisfied** with what they know or have experienced, and are always looking for the next adventure.
- Curiosity makes us better people.** When we feel curious about a person, who they are or how they're feeling, this often make us feel **empathy** for them. This helps us to become less selfish and more **likeable**.
- Curiosity makes us more successful.** A curious student or worker is always asking questions, learning from others, and trying to find ways to do things better. This greatly increases their chances of success in both school and the workplace.

'I have no special talent. I am only passionately curious.'

Albert Einstein



Tips to develop your curiosity

Use technology. Being curious means asking questions about the world around you, and these days, it's usually easy to find answers using the Internet. If you've got a smartphone, don't forget that you can even feed your curiosity **on the go**.

Listen more. When we have conversations, we're often more interested in sharing our opinions rather than learning about the opinions of others. But to grow your curiosity, try to listen and learn more when you're talking to people.

Get inspired. When we get older, we often forget there is a world outside our **daily routine**. A good way to fix this is through culture. Reading novels or looking at art, for example, can bring back that sense of wonder we had when we were children.

- Why is it important to be curious? What can we do to develop our curiosity?

Listen and read to find out.

- Read what six people say about curiosity (A-F). Which benefit of curiosity in the text (1-4) are they talking about?

- A 'I had to find out what it would be like to live in a foreign country.'
- B 'Whenever I come across a flower I don't recognise, I always look it up on the Internet.'
- C 'I wondered what it must feel like to be homeless, and that inspired me to donate to the charity.'
- D 'If I hadn't researched new ways to increase sales, I wouldn't have got the promotion.'
- E 'When I thought about why Paul had lied to me, I stopped being angry with him'.
- F 'I had always wondered what it would feel like to go bungee jumping ... and now I know!'

- Explain the words/phrases in bold.

- Can you remember a time when you felt curious to learn more about something? What happened? How did the experience benefit you? Tell you partner.

- Read the list of questions and put a tick (✓) next to the one(s) you know the answer to. Then choose the un-ticked question that you are most curious to discover the answer to. Do some research to find the answer, then write a short text about why you were curious to find the answer, how you found the answer, and how you felt after you found it.

- What is the most popular first name in the world?
- Why do cats have whiskers?
- How many steps are there in the Eiffel Tower?
- What was the colour of the first car ever made?
- Why are colds and flu most common in the winter?

Public Speaking Skills

1 Read the task and answer the questions.

You are a careers adviser in a secondary school. Give a talk to students in their last year of school about the benefits of going on a gap year abroad.

- 1 Who are you going to speak to?
- 2 What is the talk going to be about?
- 3 What is the purpose of the talk?

Study Skills

Using a personal anecdote

You can form a connection with your audience by including a personal anecdote. This is a very short story from your life. A funny or interesting personal anecdote that is relevant to your talk will make your audience more interested in listening to you.

2 Listen to and read the model. What personal anecdote has the speaker included? What effect do you think it had on the audience?

3 **ICT** Imagine you are the same careers advice teacher from the model. You have been asked to give a talk to those students who have decided to go on a gap year abroad. Give them some advice on what they should do to have a safe and enjoyable year. Include a personal anecdote.

Good morning, everyone. At this stage, I think I've spoken to all of you about your plans for next year. Some of you are planning to continue your education at university or college, while others want to head straight into the workplace. Today, I want to talk about an option for both groups – going on a gap year abroad.

It's actually something that I did when I finished secondary school – I volunteered as an English teacher in Thailand for a year. I can still remember my first day on the job – during break one of my students approached my desk and offered me a fried grasshopper. I think my scream was heard throughout the school! But, overall, my experience in Thailand was wonderful, and I actually learned to love fried insects in the end!

So, what are the benefits of going on a gap year abroad? Well, firstly, going on a gap year abroad is a great way to experience a different culture. And it's not the same as going on holiday. When you spend a long time in a foreign country, especially if you work there, you don't just see a different culture – you live it. This can really broaden your horizons, giving you a new way to see the world. Another benefit is that a gap year gives you time to reflect. What do I mean by this? Well, right now, a lot of you are still trying to decide which subject to study or which career path to follow after school. Going on a gap year gives you time to sit back and think about your options. It sometimes even influences your decision – my experiences in Thailand inspired me to become a teacher. And even if you've already decided what you want to do after school, going on a gap year gives you the chance to think about your decision – is it really the right path for you?

Finally, going on a gap year will help you grow as a person. Soon, a lot of you will have to move out of your home to study or work in a different city. But if you're not ready for that – if you're not independent or mature enough – it can really ruin the experience. Going on a gap year gives you the chance to be completely responsible for yourself for the first time, and that really builds your character. It means you'll be more prepared for the next stage of your life after you return.

Of course, going on a gap year abroad isn't for everyone – it's definitely not something I encourage every one of you to do. But, if it's something that interests you, I think you should definitely think about it. As always, if anyone wants to chat about this, or any other issue, you're welcome to come to my office after school.



CLIL: PSHE

Reading & Listening

- 1 a) How much do you know about road safety?
Do the quiz.



- 1 When is it OK to use a **handheld** mobile device while driving?

A when you are stopped at a traffic light
B when you are waiting in traffic
C when you are safely parked somewhere

- 2 Which statement is TRUE about speed limits?

A It's always safe to travel at the speed limit.
B You should travel as close as possible to the speed limit.
C Travelling at the speed limit isn't safe under some conditions.

- 3 Which age group has the highest rate of car accidents around the world?

A 16-29 B 30-59 C 60+

- 4 Where do most road accidents happen?

A on country roads
B in city centres
C on motorways

- 5 If you ride a motorbike, the law **requires** you to wear

A leather motorcycle boots.
B an **approved** helmet.
C illuminated clothing at all times.

- 6 What should cyclists do at a junction with a stop sign?

A stop cycling
B slow down
C continue if the road is empty

- 7 It is illegal to drive through a zebra crossing when a pedestrian

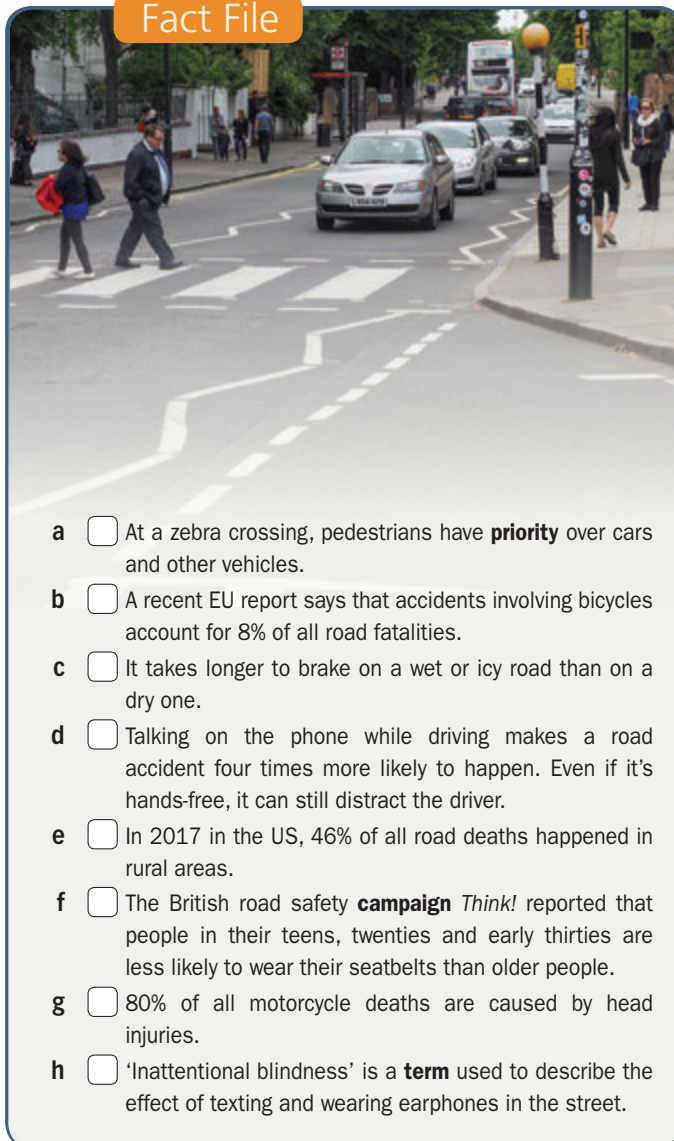
A is waiting at the side of the road to cross.
B has already started crossing the road.
C has held up their hand to cross the road.

- 8 Which of the following activities done by pedestrians is the most dangerous?

A texting
B talking on the phone
C listening to music with earphones

- b) Listen and check your answers. Then explain the words in bold.

Fact File



- a ☐ At a zebra crossing, pedestrians have **priority** over cars and other vehicles.
b ☐ A recent EU report says that accidents involving bicycles account for 8% of all road fatalities.
c ☐ It takes longer to brake on a wet or icy road than on a dry one.
d ☐ Talking on the phone while driving makes a road accident four times more likely to happen. Even if it's hands-free, it can still distract the driver.
e ☐ In 2017 in the US, 46% of all road deaths happened in rural areas.
f ☐ The British road safety **campaign** *Think!* reported that people in their teens, twenties and early thirties are less likely to wear their seatbelts than older people.
g ☐ 80% of all motorcycle deaths are caused by head injuries.
h ☐ 'Inattentional blindness' is a **term** used to describe the effect of texting and wearing earphones in the street.



Check these words

speed limit, motorway, account for, fatality, brake, distract, rural

- 2 Read the fact file and label each fact (a-h) according to the questions (1-8) in Ex. 1a they refer to.

Speaking & Writing

- 3 **THINK** Which of the rules/laws mentioned in the quiz is most important to you? Why?

- 4 **ICT** Collect more information about road safety and write your own quiz. Think about: *motorists, motorcyclists, cyclists, pedestrians*. Swap your quiz with another group and do it. How many answers did you get right?

CLIL: Biology

Reading & Listening

- 1 How does our voice work?
🔊 Listen and read to find out.
- 2 Read the text and label the diagram.
Use the highlighted words/phrases.

In today's world, we communicate a lot through email and social media, but let's not forget about our most basic **communication tool** – our voice. It's a tool we use every day, but how does it actually work? Basically, when we produce speech, three things are working together in our bodies: the power source, the vibrator and the resonator.

The power source

The air that we breathe is the power source behind our voice. When we breathe in, our lungs fill up with air. As we breathe out, with the help of the diaphragm below, this air **rushes** up through the trachea, or windpipe. Here, it provides the energy for the vocal folds, or cords, to work. The stronger the **stream** of air, the more **powerful** the sound we make.

The vibrator

Our larynx, commonly called the voice box, sits on top of the windpipe. It is here that our two vocal folds are **situated**. There is one on either side of the larynx, opening and closing much like a pair of curtains. They open when we breathe in, and close when we **swallow** food or speak. When the air from our lungs travels up and reaches the folds, they close and then vibrate. There can be between 100 and 1,000 vibrations per second, depending on the pitch of our voice. The loudness or softness of the sound is controlled by muscles in the larynx, which create just the right amount of tension in the vocal folds.



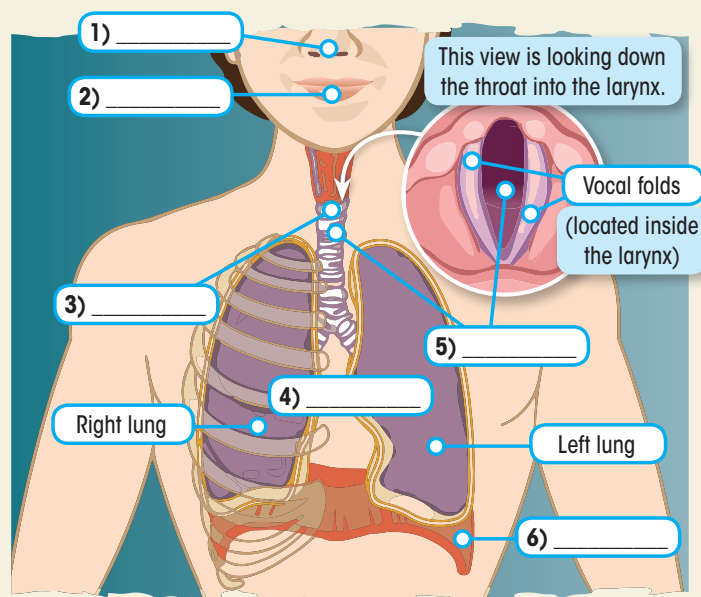
Check these words

power source, vibrator, resonator, vibration, pitch, tension, resonance tract, throat, sinuses

How the voice works

The resonator


When the vocal folds vibrate, they produce a simple buzzing sound, a bit like the sound of a bee. So how does this buzzing get **transformed** into the actual words we use to communicate? The answer is through the resonance tract, which includes the nasal cavity (nose), oral cavity (mouth), throat and sinuses. When the buzzing sound occurs in our vocal folds, muscles in our throat and tongue come into play to help form that buzzing into recognisable sounds. These are **released** through our mouth as speech. We can compare it to someone blowing into the mouthpiece of a trumpet and producing clear musical notes that come out at the other end.

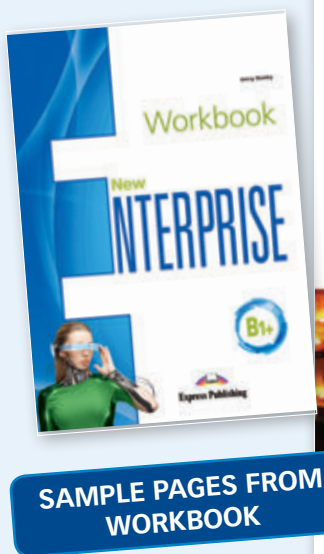


- 3 Read the text again and answer the questions. Then explain the words/phrases in bold.

- 1 How do the vocal folds get the energy to work?
- 2 How does air travel up from our lungs?
- 3 Where is the voice box?
- 4 Where are the vocal folds?
- 5 What can we do when the vocal folds are closed?
- 6 What sound do the vocal folds make?
- 7 How does the resonance tract help us to form words?

Speaking & Writing

- 4 Use the diagram to explain how our voice works.
- 5  **ICT** Collect information about how our ears work. Use a diagram. Present your findings to the class.



SAMPLE PAGES FROM WORKBOOK

2a

Vocabulary Festivities

- 1 Choose the correct word.
- We always read poetry on Burns' Night – it's a family **custom/tradition**.
 - The night sky was lit up with an amazing fireworks **display/highlight**.
 - This annual festival is an important part of Japanese **legend/culture**.
 - There were **jugglers/dancers** at the festival who could keep eight balls in the air at once!
 - Each of the **dishes/stalls** at the festival was selling different types of sweets and snacks.

- 2 Complete the gaps. Use: performers, fireworks, balloons, sculptures, show.



- If you're visiting Taiwan in February, be sure to check out the Lantern Festival celebrations in locations across the country! During the festival, thousands of lanterns light up the night sky in the north, while people let off 1) _____ in the south. The festival also includes a huge opera 2) _____ by the river. Each town celebrates the festival in its own way, but wherever you are, you're sure to find lots of food stalls, street 3) _____ and, of course, lanterns! Children carry small lanterns similar in size to a 4) _____ while the festival's main lanterns are over ten metres tall and look like huge glowing 5) _____. Each year, the lanterns have a theme and the local people write their wishes on them before sending them up into the sky.

- 3 Choose the correct item.

- The traditional costumes at the local festival really blew me **away/out/off**.
- We set **up/off/into** our journey at 6 am this morning.
- I waited for Jordan at the café like we'd planned but he blew me **out/off** – he never showed up.
- Let's come **on/up/out** with a plan to save money so we can afford to go to the festival next year.
- Happy birthday! Blow the candles **out/off/away** and make a wish!
- I love the photograph of us at the festival, I want to blow it **off/up/on** and frame it.
- Legend has it that King Krakus would offer his daughter **in/to/for** marriage to anyone who could kill the dragon.

- 4 Fill in take, win, burst, roar, scare, watch, blow in the correct form.

Last weekend, my friends and I went to the Festival Festival on the Isle of Wight. It's a music festival, but it's also famous for its fancy-dress parade. 1) _____ the parade was my favourite part; there was a competition for the best costume, so people had really made an effort. The family that 2) _____ the contest were all dressed up as characters from the Lion King. They looked fantastic – I 3) _____ loads of photos! There were also professional performers, like jugglers and magicians. A woman who was dressed as a dragon 4) _____ flames from her mouth – she 5) _____ me to death! When the band came on stage, the crowd 6) _____ with excitement and everyone started singing along. At the end of the show, a huge balloon 7) _____ above the crowd and rained glitter confetti down on everyone. It was an unforgettable moment!

- 5 Fill in: eyes, life, soar, home, residents, celebrate, march, costumes, surrounded, packed, dressed, time. Two words are extra.

BLOG ENTRIES

Hi guys,

I just got back from Venice where I attended the famous Carnival. When the parade started, it really brought the city to 1) _____. Everywhere I looked, I saw 2) _____ by people 3) _____ in colourful 4) _____ and unusual masks. The streets were 5) _____ with people and there was such a brilliant atmosphere – I had the 6) _____ of my life!

Hello readers,

My family and I decided to 7) _____ this New Year's Eve in Stonehaven, Scotland – 8) _____ to the famous Fireball Festival. Each year, on the 31st December, the locals 9) _____ through the town swinging flaming balls of fire above their heads. It was truly a spectacular sight – I couldn't believe my 10) _____!

[See] [Preview]

2b

Grammar

Past simple – Past continuous – Past simple vs Present perfect – used to / would – be/get used to

- 1 Choose the correct item.

- Did you attend/Were you attending the Edinburgh Festival last August?
- The band **were performing/performed** on stage when we arrived.
- I **went/was going** to the local food festival every summer when I was a child.
- The musician **walked/was walking** on stage, **picked/was picking** up his guitar and **started/was starting** singing.
- One of the street performers **was playing/played** music while the other one **was dancing/danced**.
- Who **started/was starting** the Glastonbury Festival in 1970?
- While the performer **was dancing/danced**, she suddenly **slipped/was slipping** and **fell/was falling**.
- It was a busy morning. The street vendors **were setting up/set** up their stalls and the street artists **practised/were practising** their acts.

- 2 Put the verbs in brackets into the past simple or the present perfect.

- A: I _____ (just/buy) a ticket to the Jazz Festival.
B: You'll love it! I _____ (go) last year and it was amazing!
- A: The first Viking Festival in York (take) place in 1984.
B: Really? I can't believe I _____ (never/visit) it!
- A: Quick! The performance _____ (already/start).
B: Don't worry! Sally _____ (arrive) 30 minutes ago and _____ (save) us some seats at the front.
- A: Sorry, _____ (watch) loads of great movies at the Foreign Film Festival so far.
B: Yes, she _____ (tell) me all about it yesterday when we met.
- A: _____ (you/try) the street food yet?
B: Yes, I _____ (have) three different dishes before lunch!
- A: _____ (you/meet) the parade organiser yet?
B: Yes, John _____ (introduce) me to him yesterday!

- 3 Find and correct the mistakes.

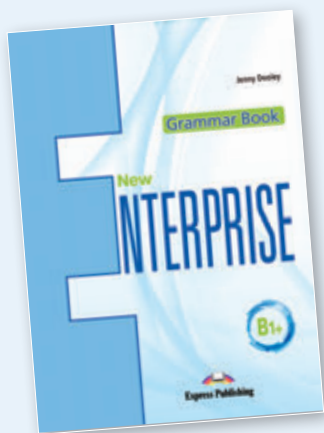
- When I was a student, I would be in the amateur theatre group.
- John used to get really nervous performing in front of a live audience, but now he gets used to it.
- Did you used to go to Oktoberfest when you lived in Germany?
- I wouldn't like poetry until I attended a literature festival in London.
- Sarah used to going to the theatre a lot when she lived in London.
- Jessica hasn't got use to the hot weather in Thailand yet.

- 4 Put the verbs in brackets into the past simple, past continuous or the present perfect.

While I was on holiday in Bratislava I 1) _____ (attend) a cabbage festival – that's right, cabbage! The festival takes place in a small town called Šúpske, 20 km from Bratislava. Since 1966, this three-day celebration 2) _____ (promote) the local tradition of growing cabbage to make sauerkraut. On the morning of the festival, we 3) _____ (catch) a bus from the city centre and 4) _____ (arrive) in Šúpske at about 10 am. It was a beautiful autumn day and the air 5) _____ (shine) brightly. First, we 6) _____ (wander) around the market area and I 7) _____ (buy) a few jars of sauerkraut to take home. At around midday, we got hungry so we 8) _____ (decide) to get some lunch. I 9) _____ (try) sausage, cabbage soup and kumpáč, which is fried bread covered in cheese and sausage – delicious! While we 10) _____ (start) playing traditional music, the atmosphere was fantastic. Definitely one of the best food festivals! 12) _____ (enjoy) it!

- 5 Complete the sentences using the words in bold. Use two to five words.

- Ellie used to go to a music festival every summer when she was a student. **WOULD** Ellie _____ a music festival every summer when she was a student.
- The band started playing at 7 pm and finished at 9 pm. **WERE** The band _____ at 8 pm.
- The last time she wore a costume was when she was in the school play. **NOT** She _____ since she was in the school play.
- Did you dress up for costume parties when you were children? **USE** Did _____ for costume parties when you were children?
- How long is it since you took part in the competition? **TAKE** When _____ in the competition?



SAMPLE PAGES FROM GRAMMAR BOOK

2

Past simple/Past continuous

Past simple: regular/irregular verbs

Affirmative	Negative	Interrogative	Short answers
I/you/he/she/it/we/they talked/sat	I/you/he/she/it/we/they did not/didn't talk/sat	Did I/you/he/she/it/we/they talk/sat?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

Form:

- We form the affirmative of most regular verbs by adding -ed to the verb.
I **talk** – I **talked**
- Some verbs have irregular affirmative forms.
I **see** – I **saw**
(See list of irregular verbs at the back of the book.)

Spelling:

- We add -d to verbs ending in -e.
I **came** – I **came**
- For verbs ending in consonant + -y, we drop the -y and add -ied.
I **reply** – I **replied**
- For verbs ending in vowel + -y, we add -ed.
I **play** – I **played**
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add -ed.
I **stop** – I **stopped**
- For verbs ending in -t, we double the -d and add -ed.
I **cancel** – I **cancelled**

Past continuous

Affirmative	Negative	Interrogative	Short answers
I was you were he she it was going	I wasn't you weren't he she it wasn't going	Was Were you he she it going?	Yes, I was. No, I wasn't. Yes, you were. No, you weren't.

Use

- We use the **past simple** for:
 - an action which was in progress at a stated time in the past. We do not know when the action started or finished. *Sam was watching a fireworks display at 10.00 pm.*
 - a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action). *They were marching in the parade when it started to rain.*
- two or more actions which were happening at the same time in the past (**simultaneous actions**). *While Sam was preparing a special meal, his brother was decorating their house.*
- to give background information in a story. It was time for the family festival. The sun was shining and people were dancing in the streets.

Time words/phrases used with the past simple: while, when, as, at 7.00 yesterday, etc

- 1 Choose the correct verb form. Give reasons.

- A: Did you attend/Were you attending the St Patrick's Day celebrations last Tuesday? *I ran action which happened at a stated time in the past*
B: Yes, let me show you the photos I **was taking/took**.
- A: How were you booking/did you book the festival tickets online?
B: I **went/was going** to their website, **picked/was picking** a date and **was paying/paid** by credit card.
- A: The gorgonzola you **were cooking/cooked** last night were delicious.
B: Well, while I **made/was making** them, I **was following/followed** the recipe very carefully.
- A: How **were you spending/did you spend** Burns night when you were little?
B: My family and I **were having/had** a special meal with friends and family every year.
- A: **Were you seeing/did you see** the parade last night?
B: Not at all. I **was watching/watched** it on my laptop, when the screen **was going/went** blank and I couldn't see anything!
- A: What was that loud noise coming from your house at noon yesterday?
B: My brother **was playing/played** the drums!
- A: This article says that the first Mother's Day **took/was taking** place in the USA in 1914.
B: Really? That's interesting!

- 2 Put the verbs in brackets into the past simple or the past continuous.

- As my father **was reading/read** a poem about my brother **was playing/played** a traditional song on the bagpipes.
- I _____ (not/win) the puppet making contest last year, but I think I have a good chance this year.
- Heavy snow _____ (fall) and a freezing wind _____ (blow) when Joshua left his house that morning.
- Kim _____ (not/gather) flowers for the May Day procession at 9 am. She was at home.
- Who _____ (you/talk) to on the phone when I came in?
- We really _____ (enjoy) ourselves at the Gulvanger Viking Market, last weekend.
- _____ (Jack/drive) at the all-way to Dublin?

- 3 Form questions using the prompts and the past simple or the past continuous. Then answer them, as in the example.

- A: you/watch fireworks/10 o'clock last night?
B: **Yes, I was.** I **wasn't** I **went** (go) to bed early.
- A: you/hear about festival/on the radio?
B: **Yes, I did.** I **heard** it on the radio. (mention) it.
- A: Frank/work yesterday morning?
B: **Yes, he was.** That's why he _____ (not/see) the parade.
- A: James and Lily/study yesterday at noon?
B: **No, they weren't.** They _____ (watch) a play at the theatre at that time.
- A: parade/start at 10.00 am/last Sunday?
B: **No, it didn't.** It _____ (start) at 11.00 am. (say) that it was Light Night.
- A: you/hear about festival/on the radio?
B: **Yes, I did.** I **heard** it on the radio. (mention) it.

- 4 Put the verbs in brackets into the past simple or the past continuous.

Last week, I 1) **decide** (decide) to visit my cousin in Leeds as a surprise. On Thursday evening, my train 2) _____ (arrive) at the station. As I 3) _____ (walk) to my cousin's house, I 4) _____ (run into) a large group of people who 5) _____ (march) down the street. They had lanterns and some of them 6) _____ (play) drums while others 7) _____ (take) photos. I 8) _____ (perform) tricks. As I 9) _____ (notice) my cousin at the front of the procession wearing a colourful costume, I couldn't believe my Night. She was surprised too, but happy to see me. Later, she 10) _____ (explain) that it was Light Night, a festival of arts and creativity. The residents of Leeds 11) _____ (start) in 2005 so people could participate in cultural events. It was great! We 12) _____ (enjoy) the art installations and even 13) _____ (buy) our own lanterns. I'll definitely go again next year!

Student's Book

New

ENTERPRISE

B2



Express Publishing

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A Hard Day's Work (pp. 4-11)

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Irregular Verbs

A Hard Day's Work

Listening & Reading

- 1  Listen and match the speakers (1-8) to their jobs (a-h). Think of one other thing each one might say.



Tech Jobs

- a ☐ IT technician
- b ☐ web designer
- c ☐ social media manager
- d ☐ digital marketer
- e ☐ app developer
- f ☐ content creator
- g ☐ computer programmer
- h ☐ social media influencer

- 2 Look at the title of the article and read the introduction. What do you think the job of a social media manager involves?

 Listen and read to check.

- 3 Read the text. For questions 1-4, choose the correct answer (A, B, C or D). Then explain the words in bold.

- 1 What is the writer's purpose in the first paragraph?
 - A to give details of her social media habits
 - B to complain about often having to work at home
 - C to explain that her job is easier than people think
 - D to describe misunderstandings people have of her job
- 2 What does the writer mean when she says 'The decision was a no-brainer' in the second paragraph?
 - A It was a risky decision.
 - B It was a stupid decision.
 - C It was a decision that was easy to make.
 - D It was a decision that they were forced to make.
- 3 What do we learn about Sandy's job in the third paragraph?
 - A She is under constant pressure.
 - B She works with the customer service department.
 - C She mainly deals with customer complaints.
 - D She has to react quickly to negative responses.

Keeping People Posted

*Do you ever get a **guilty feeling** after spending far too much time on social networking sites? Well, these days, most major companies hire social media managers to do just that! We asked Air Express's very own social media manager – Sandy Hayes – what it's all about.*



 VIDEO

First things first. Despite what a lot of people think, being a social media manager is not all fun and games. Don't get me wrong – I like my job – but I certainly don't spend my working day commenting on my friends' holiday pics or giggling at cat videos. The truth is that this is a well-paid, demanding job that needs a lot of **dedication**.

Social media manager is not as new a **position** as you might think. Social networking services became openly available in September 2006, and companies had to decide whether or not to have a **presence** there. The decision was a no-brainer, but the results weren't always great, so by 2010, companies had started employing full-time social media managers.

Basically, I have two main duties in my job: connecting with customers and creating content. The first thing I do when I get to the office in the morning is check any activity on the company's social media accounts. These days, a lot of people use social media like a customer service tool, so I spend my mornings answering questions and replying to comments or complaints. Also, I have to take note of how popular my posts were from the previous day. When a post gets very few likes, I have to **figure out** why, and I have to do it fast.

4 What is true about the content Sandy creates?

- A It must have a personal touch.
- B It needs to promote a product.
- C It should always make readers laugh.
- D It can sometimes cause offence.

4 **COLLOCATIONS** Find and complete the words in the text that describe the following. Then use the phrases to make sentences.

- | | |
|-------------------|-----------------|
| 1 companies | 5 service |
| 2 available | 6 deals |
| 3 duties | 7 news |
| 4 media | 8 skills |

5 **PREPOSITIONS** Choose the correct preposition. Check in your dictionary.

- 1 Allow me to congratulate you **on/for** your promotion.
- 2 You haven't commented **for/on** my post yet.
- 3 Salary will depend **on/in** experience.
- 4 Connect **with/on** your customers using this app.
- 5 The company replies **at/to** all emails of complaint.



Check these words

giggle, content, customer service, aim, engage, innovative, offence

Then, in the afternoon, I start creating content for the company's four social media accounts. I have daily and weekly **goals**: I aim to upload at least three photos and one video per week, and five posts and tweets each day. What I post, though, depends on a lot of things. For example, if we're giving something away or if there are some special **deals**, I write posts on that – but I have to be careful not to advertise too much, because that doesn't go across well online. I also write posts reacting to breaking news, or I might **congratulate** a national sports team on a good result. Basically, the posts I create have to be natural, have to feel human, so the reader engages with them as they would with a real person, and likes or shares them.

So, what makes a good social media manager? Well, I think it's vital to be innovative, creative and have strong attention to detail. You also need to have excellent communication skills and a great sense of humour. When you think about it, that's what social media is all about! Look at the comments sections on any video-sharing website – the **majority** of users are trying to be humorous. So, if your jokes sometimes 'bomb' or cause offence, then this job's not for you! But if you have what it takes, then being a social media manager is one of the best jobs out there.

Vocabulary

Work

6 Choose the correct word. Check in your dictionary.

- 1 Dan was an unpaid **employee/intern** with a company for three months to get some work experience.
- 2 I was **fired/made redundant** when the company closed down.
- 3 We currently have a **duty/vacancy** for a designer.
- 4 Sabrina is a(n) **experienced/trained** IT technician, but this is her first job.
- 5 Ed is **full-time/part-time**; he works 11 hours a week.
- 6 Pam is thinking of **resigning/retiring** and looking for another job.
- 7 We must work hard to meet the 1st May **deal/deadline**.
- 8 Twenty **candidates/clients** were interviewed for the job, but none of them were suitable.

7 **WORDS EASILY CONFUSED** Fill in: *profession, job, career, occupation*. Check in your dictionary.

- 1 Her as a dancer came to an end when she broke her leg.
- 2 My father has been unable to find a(n) for the past two years.
- 3 Can the witness please state his name, age and?
- 4 John is a doctor by and has his own practice in London.

8 **PHRASAL VERBS** Choose the correct particle.

give away: 1) to reveal; 2) to offer for free
give off: to emit
give out: 1) to hand out; 2) to be completely used up
give up: to stop doing sth; to quit

- 1 Oscar has a Saturday job giving **out/of** leaflets.
- 2 We mustn't give **away/up** our trade secrets!
- 3 That cheese is giving **off/out** a funny smell!
- 4 He gave **up/off** his job and moved to Italy.

Speaking & Writing

9 **THINK** Would you ever consider working as a social media manager? Why/Why not?

10 **ICT** Collect information about one of the other jobs from Ex. 1. **Think about:** *job description/duties, qualities, problems*. Use your notes to write a short text about it for a careers advice website.

Grammar in Use



- Lisa:** Hey, Julie. Don't tell me the interview's over!
- Julie:** Hi, Lisa! Yes, I've just finished, thank goodness! They've been interviewing candidates since 9 am and I was the last candidate. I think it went well. I hope so – I'm **getting** so tired of interviews!
- Lisa:** You're thinking too much about it! Stress only **makes** things worse!
- Julie:** Yeah, I guess so. How **is** your job-hunting **going**?
- Lisa:** Well, I've been looking at adverts online all morning, but I can't find anything, so I'm a bit fed up. I'm **meeting** the careers adviser tomorrow, though.
- Julie:** Have you spoken to her before?
- Lisa:** No. She **runs** group sessions with students in the mornings and she's always **making** excuses about being busy.
- Julie:** Good luck tomorrow! Must dash – my pilates class **starts** in an hour.

Present simple – Present continuous – Stative verbs

pp. GR1-2

- 1** Read the dialogue. Identify the tenses in bold. What use does each demonstrate? Which of these uses refer to the future? Check in the Grammar Reference section if necessary.

- 2** Put the verbs in brackets into the present simple or the present continuous. Give reasons.

- 1 Dave (work) for an advertising company and (meet) lots of people every day as part of his job. The company (expand) rapidly. This evening, he (take) a new client out to dinner.
- 2 (you/like) your job? Some people enjoy their jobs and (achieve) success. Some people (always/complain) about them!
- 3 Tom (lift) weights in the gym right now. He (train) hard these days for a national competition. The competition (take) place at 7 pm next Sunday.

- 3** Stative verbs do not usually have continuous forms. When they do, the meaning changes. Look at the underlined parts of the dialogue. What is the meaning of the verb *think* in each one?

- 4** Read the sentences. Match each meaning from the list (a-h) with a verb in bold.

- | | | |
|--------------|------------|--------|
| a understand | d review | g own |
| b believe | e consider | h seem |
| c experience | f meet | |

- 1 ☐ I **see** there's a problem in this department.
- 2 ☐ The actor **is seeing** his agent tomorrow.
- 3 ☐ Mr Jones **thinks** we should advertise the job.
- 4 ☐ He **is thinking** of opening a branch in Denmark.
- 5 ☐ Ann Holmes **has** three houses.
- 6 ☐ We **are having** problems with the new employee.
- 7 ☐ He **looks** like he's going to faint.
- 8 ☐ They **are looking** at this month's sales figures.

- 5** **SPEAKING** Think of a job. Say a few sentences using the present simple and the present continuous. Your partner guesses the job.

Present perfect – Present perfect continuous

pp. GR2-3

- 6** Identify the highlighted verb forms in the dialogue. Explain how we use them. Check in the Grammar Reference section.

- 7** Put the verbs in brackets into the present perfect or the present perfect continuous. Give reasons.

- 1 A: You look tired. What (you/do)?
B: I (call) clients all morning.
- 2 A: (you/inspect) the new offices yet?
B: Yes, I (just/get) back from there.
- 3 A: I (try) to call Jo all day.
B: Her phone (not/work) for the last few days.
- 4 A: Mr Smith (talk) on the phone since lunch time.
B: I know. And he (just/miss) his 3 o'clock meeting!
- 5 A: Bob (paint) the house all this week.
B: Yes, and he still (not/finish).
- 6 A: (they/repair) the copier yet?
B: Yes. But I (not/make) the photocopies you wanted yet.

8 Write sentences using the present perfect or the present perfect continuous, as in the example.

- Ann is looking for her files. **(lose)**
She *has lost her files*.
- My uniform has got coffee stains on it. **(spill)**
I
- The company has more staff now. **(employ)**
The company
- Paul started looking for a job six months ago. **(apply)**
He
- Tim is upset because he hasn't received an important email. **(wait)**
Tim

9 a) Put the verbs in brackets into the correct present tense. Compare with your partner.



Content creators

1) **(you/look)** for work right now that you can do when and where you 2) **(want)** to do it? 3) **(you/have)** excellent writing skills? We're a top web development company that 4) **(create)** quality content for major websites for a decade, and we 5) **(now/expand)** our team! [Click](#) for more.

Digital marketing intern

You 6) **(just/leave)** college. You've got your qualification in marketing, but you 7) **(not/gain)** any work experience, and without it, you 8) **(not/have)** much chance of getting a job interview. So why not join our intern programme? [Click here](#).

Computer programmer

9) **(you/complete)** a course in C++ or Python lately? 10) **(you/ever think)** about earning some money from home? Then you might be just the person for us! We 11) **(not/look)** for experience, just enthusiasm, so if you 12) **(never/program)** professionally, it doesn't matter. [Click here](#) for more information.

- b) **SPEAKING** Choose one of the jobs in Ex. 9a. Act out a job interview. Use present tenses.

10 Complete the text with an appropriate verb from the list in the correct present tense.

- practise • fly
- think • find
- choose • book
- study • get • stay
- not learn
- not have
- increase • want
- pick • arrive



Hi Matt!

How's things? Just have to tell you my news! As you know, I 1) hard to become an English teacher for the past ten months. The course is almost over and we 2) lessons every day now. So today, I 3) at home to prepare for my big adventure! I 4) a job and 5) my ticket already. Next month, I 6) to Colombo in Sri Lanka! The demand for English teachers there 7) all the time. I'm going to work in a small school. My flight 8) in Colombo at 3 o'clock in the morning so my new boss 9) me up.

I really 10) to learn the local language. I 11) my Sinhalese all week and now know a few basic phrases!

Sri Lanka 12) much hotter than England in summer, which is a plus point! Of course, there will be problems. I 13) enough of the language yet to be able to communicate freely and I'll be far away from friends and family.

14) I the right destination? I'm about to find out! 15) What you?

Write back,

Alex

11 a) **SPEAKING** Imagine you have your dream job. Ask and answer the questions with your partner.


- What do you do?
- What does the job involve?
- How long have you had this job?
- What have you been working on recently?
- What are you doing next week?

- b) Tell the class about the job your partner is doing.

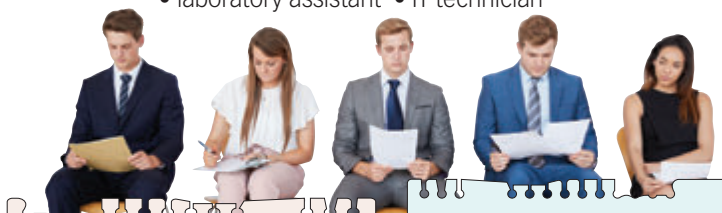
Skills in Action

Vocabulary

Job skills

- 1 a)  Look at the table and decide which skills are important to do the jobs in the list.

- accountant • social media manager • nurse
- laboratory assistant • IT technician




Hard skills (teachable)

- fluent in English, Arabic, etc
- excellent with numbers,
- qualified in law, IT, etc
- experienced in sales, etc
- skilled at operating machinery, etc
- advanced IT skills
- driving licence
- bachelor's/master's degree
- doctorate (PhD)

Soft skills (interpersonal)

- decisive
- cooperative
- caring
- organised
- motivated
- a problem-solver
- innovative
- a strategic thinker
- team-oriented
- good communication skills
- attentive to detail


- b)  What hard/soft skills have you got?
Tell your partner.

Listening

Study Skills

Identifying information

Read through the sentences to get an idea of what you will listen to. Predict what is missing from each gap (noun, verb, etc). This will help you complete the task.


- 2  Listen to the beginning of a talk about internships from a university careers adviser. Complete the sentences with a word or short phrase.

Internships


- A university 1) sometimes arranges internships for its students.
- Malcolm believes that work 2) is extremely important.
- Interns learn to be cooperative and 3)
- 4)% of good internships turn into jobs.
- There are a lot of 5) for every intern vacancy.
- An intern can work for up to 13 weeks in 6)
- Some 7) interns work until 9 pm.
- Over a third of companies now give their interns a(n) 8)

Everyday English

Recommending a person for a job

- 3  Listen to and read the dialogue. How does Mr Higgs' manager describe him?

- A: How long has Mr Higgs been an intern with you?
B: Five months. He completes his internship next month.
A: What are his duties as an accounting intern?
B: He's mainly been assisting with the annual audit.
A: What would you consider are his best professional qualities?
B: He's excellent with numbers, of course. And he's fluent in French and German, which is essential for a European company.
A: I see. How would you describe his soft skills?
B: He's organised, hard-working and, above all, cooperative.
A: And do you think Mr Higgs would be a good candidate for the position we're offering?
B: Without a doubt. He'd be an asset to any accounts department. We'd offer him a job ourselves, but we aren't taking on staff this year.
A: Thank you for your time. You've been very helpful.

- 4  Act out a similar dialogue. Use the prompts below and language from the box.

Ms Patel – nursing intern

- 3-month internship • recording patients' conditions – feeding patients • qualified nurse – advanced IT skills
- caring – sensitive to patients' needs


Asking for information

- Has ... been with you long?
- Can you describe his/her duties?
- What hard skills does ... have?
- What about soft skills?
- Would you recommend ... for the job?

Recommending

- excellent/impressive/strong/great ...
- Above all/Most importantly/ Most of all, ...
- without a doubt
- definitely/absolutely
- He'd/She'd be an asset to ...
- He/She is just the person for/stands out as ...

Pronunciation: /æ/, /ɑ:/, /ʌ/

- 5  Listen to the sentences and identify the /æ/, /ɑ:/ and /ʌ/ sounds. Listen again and repeat.

The clerk demanded a high salary.
The other company gave an accurate report.
Candidates must have advanced skills and be trusted with money.

Reading & Writing

6 Read the email and put the paragraphs in the correct order.

New message

To: doyle@labmail.com Cc: Bcc

From: kstokes@sciencelab.com

Subject: Ms Wade reference

Dear Mr Doyle,

A All in all, Ms Wade has been a pleasure to work with and 1) I have no hesitation in recommending her for the position you offer. Her ability to manage important data and cooperate as part of a team make her a valued addition to any laboratory, and we will be sorry to see her leave. 2) If you should require any further information, please feel free to 3) contact me.

B Further to your request for a reference for Ms Wade, 4) I am glad to be of assistance. For the last three months, Ms Wade has been serving an internship under my supervision. During her time here as laboratory assistant, 5) her work has been more than satisfactory.

C Ms Wade's main duties involve performing simple tests and processing samples. 6) She is also responsible for ordering supplies. She shows considerable skill and is attentive to detail while carrying out her work. In addition, her computer skills are excellent. 7) Ms Wade is valued as a reliable member of staff.

Yours sincerely,
Katharine Stokes
Senior Technician

Send



Writing Tip

Formal language

Formal language is used in many business contexts. It is characterised by longer complex sentences, advanced vocabulary and no contractions. It shouldn't include emotive language and emotive punctuation, e.g. exclamation marks.

7 Which of the following are good tips for writing formal letters/emails? Find examples in the email.

- 1 Use contracted forms.
- 2 Always finish with 'Yours faithfully' when we know the name of the recipient.
- 3 Write long, complex sentences.
- 4 Use polite vocabulary.
- 5 Use everyday, casual phrases.

8 Match the informal phrases (a-g) to the formal ones (1-7) in the model email.

- a she is just the person
- b you can count on Ms Wade
- c we've had no problem at all with her work
- d If you'd like to know more
- e she also has the job of
- f I'm happy to help
- g give me a call

Writing (an email giving a reference)

9 You have received the following email.

email

REFERENCE REQUEST

Dear Mr Shepherd,

We are writing to request a short reference for Mr Julian Higgs, who is currently a candidate for the post of staff accountant with our firm. The information you supply will be treated in the strictest confidence. Thank you in advance.

Yours sincerely,
Bob Trent
Human Resources

Plan your reply by referring to the dialogue in Ex. 3 and making notes on the following:

- how you know the person
- duties; hard & soft skills
- suitability for the post

10 Use your notes to write your email (140-190 words). Follow the plan.

Plan

Dear Mr Trent,

Para 1: reason for writing & how you know the candidate

Para 2: duties & skills

Para 3: your recommendation & closing remarks

Yours sincerely,

Pat Shepherd

Accounts Manager

VALUES

Thoroughness

If a job's worth doing, it's worth doing well.
proverb



Culture



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search ...

If you're looking for a job at the moment, you may be able to claim Jobseeker's Allowance while doing so. It's a(n) **1** straightforward procedure. Read on to find out more.

GET A JOB!



What is JSA?

JSA (Jobseeker's Allowance) is money paid to you by the UK government to help **cover** your **2** costs while you are looking for work. The amount you get varies according to personal circumstances, but it can be up to £73 per week. Payments are usually made every two weeks directly into your bank account.

Who can apply?

To apply for JSA, you have to be 18 or over, have worked for two to three years while paying National Insurance contributions, and be **currently** available for work. You won't qualify to apply if you're still **3** full-time education or have three or more children (there's a different allowance in this case).

How do you claim?

When you are sure that you are eligible, you can apply for Jobseeker's Allowance online by following the link www.gov.uk/jobseekers-allowance/how-to-claim and filling in a **4** It should take about 20 minutes. After that, you'll

get a phone call or text within two working days to **arrange** a JSA interview at your local Jobcentre Plus office.

What happens at the interview?

Once you **present** your identity documents at the job centre, you will be assigned an adviser, also called a work coach. Together, you will **5** an agreement – it's called a 'Claimant Commitment' – signed by you, as to what steps you will take to look for work. This may include registering with recruitment agencies. 'Find a job' is a government service used by Jobcentre Plus, but there are many more you can use.

What happens after the interview?

In order to continue receiving your allowance, you must return to the job centre every two weeks to 'sign on' and to show them **proof** that you have been searching for work. This could include copies of job applications and letters from prospective employers. If you are not having **6** success, your work coach may suggest doing a free training course to help improve your work skills.

*JSA is certainly a help when you're down on your luck. But it's worth remembering that unemployment benefit only lasts for six months. After that, if you're still **out of work**, you'll need to reapply for a different benefit.*

Reading & Listening

1 Read the text and choose the correct word (A, B, C or D) for each gap (1-6).

- | | | | |
|------------|----------|----------|----------|
| 1 A quite | B enough | C fairly | D simply |
| 2 A living | B life | C live | D alive |
| 3 A on | B at | C under | D in |
| 4 A paper | B form | C sheet | D note |
| 5 A do | B put | C set | D make |
| 6 A lots | B many | C much | D some |

Listen and check.

2 What is Jobseeker's Allowance? Jobcentre Plus? a Claimant Commitment?

3 Match the highlighted words to their synonyms below.

- evidence • show • now • unemployed • pay for
- organise



Check these words

National Insurance contribution, eligible, recruitment agency, prospective, down on one's luck, unemployment benefit

Speaking & Writing

4 Imagine your friend who lives in the UK has just lost their job. What advice could you give them about how to claim Jobseeker's Allowance?

5 Find information about unemployment benefit in your country or another country and how you can claim it. Make notes on: what it's called – who can apply – how you claim it – how long it lasts. Include any other relevant information. Present your findings to the class.

Vocabulary

1 Choose the correct word.

- Mr Jones hopes to **resign/retire/fire** when he is 67.
- The hotel has a **duty/vacancy/deal** for a receptionist.
- Please state your **career/job/occupation** at the bottom of the form.
- We need a(n) **web/digital/app** marketer to promote our products online.
- Call customer **service/media/comment** if you need help installing the software.

(5 x 3 = 15)

2 Fill in: *team, advanced, driving, excellent, organised.*

Technician required

Are you 1) with numbers with 2) IT skills and a(n) 3) approach to problem-solving? Are you hard-working and a 4) player? Do you have a clean 5) licence? Please apply within 7 days.
Email: jobs@TCHN.com

(5 x 2 = 10)

3 Choose the correct item.

- Congratulations **in/on** getting the job!
- I've decided to give **up/off** my job and go back to college.
- Don't give **out/away** my secrets, please!
- Your success will depend **in/on** how hard you work.
- The Internet is useful for connecting **from/with** friends and family.

(5 x 1 = 5)

Grammar

4 Choose the correct item.

- I **think/am thinking** of looking for a new job.
- What time **are you seeing/do you see** the dentist?
- Are you having/Do you have** previous experience?
- It **doesn't look/isn't looking** like he's coming.

(4 x 2 = 8)

5 Fill in with the verbs in the list in the correct present tense.

• start • taste • not drive • work • stay • talk

- John to work even once this week as his car broke down.
- Why she always on the phone?
- The meeting at 2 pm.
- Maisy with us twice in six months.
- Why you the soup?
- You seem exhausted. you all day?

(6 x 4 = 24)

6 Put the verbs in brackets into the correct present tense.

(6 x 3 = 18)

Everyday English

7 Match the exchanges.

- | | |
|--|--------------------------------------|
| 1 <input type="checkbox"/> How would you describe his soft skills? | a Without a doubt. |
| 2 <input type="checkbox"/> What are his main duties? | b He is responsible for maintenance. |
| 3 <input type="checkbox"/> What hard skills does he have? | c He is helpful and cooperative. |
| 4 <input type="checkbox"/> Would you recommend him? | d He is skilled at carpentry. |

(4 x 5 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- tech jobs
- work
- job skills

Reading Competence

- understand texts related to work & jobs (read for specific information – multiple choice; read for cohesion & coherence – multiple-choice cloze)

Listening Competence

- listen to & understand monologues related to jobs (listen for specific information – sentence completion)

Speaking Competence

- recommend someone for a job

Writing Competence

- write an email giving a reference



Values: Integrity

Jobs

CVs

Blogs

Help & Guides

Articles



7 rules of workplace integrity

Alison Golding

Friday 23 February

The new **buzzword** for employees is integrity, but what does that mean in the workplace? Follow these seven rules and you can't go wrong!

- 1 **Take responsibility.** When something is your fault, **own up**, apologise and accept the consequences. Do something to fix the problem and make up for what went wrong. None of your colleagues should have to pay for your mistakes!
- 2 **Give credit where it's due.** Just as you should take the blame when you're in the wrong, you shouldn't accept praise for something that someone else achieved.
- 3 **Act on bad behaviour.** Challenge someone who is acting in a way that you consider is not **ethical**. If they continue to behave in that way, be prepared to report them to management.
- 4 **Treat everyone with respect.** Whether a cleaner or the chairperson, everyone has a right to be treated in a polite and friendly way. Just because someone is below you in the company ladder does not give you the right to be **bossy**, rude or angry with them.
- 5 **Be a team player.** Any large-scale project will require the contributions of many people in order to be successful. The better the team works together, the better the end result will be. So make sure you help the whole team along.
- 6 **Be transparent.** If you don't like someone's work or idea, tell them and explain why, in a tactful way, of course. Don't pretend to like it and then criticise it behind their backs.
- 7 **Reach out.** If you see a colleague struggling with a project, see whether you can do something to lighten their load. Is a **co-worker** unable to focus on work because of a personal problem? Be a shoulder to cry on (while respecting their privacy if they do not wish to share).

[Read more](#)

- 1 Read the title of the article and the introduction. Think of one rule the list might contain.

Listen and read to find out if your rule appears.

- 2 Read the article again and match rules 1-7 from the article with what the people say (a-g). Then explain the words in bold.

- | | | |
|---|--|-------|
| a | 'Jan did 90% of the work, so let's thank her!' | |
| b | 'Are you OK? You seem sad.' | |
| c | 'I'm afraid I don't agree with your plan.' | |
| d | 'That was my fault. I'm sorry.' | |
| e | 'Come on, everyone! Together we can do it!' | |
| f | 'You must stop that – it's wrong.' | |
| g | 'I'd like you to finish this work today, please, Sam.' | |

- 3 Do any of these rules apply in a college environment? Discuss with your partner.

- 4 Create a list with the title **7 Rules of Teacher Integrity**. Present it to the class.

Public Speaking Skills

- 1** a) Read the task. What type of speech does it ask for: *informative, persuasive or ceremonial?*

You are a careers adviser and the college you work for has asked you to give a talk on how to create a good CV.

- b)  Listen to and read the speech. Was your guess correct?

Study Skills

Real-world examples

Abstract or general points can be made clear with an example from real life. Examples help listeners understand the point a speaker is trying to make immediately.

- 2** Read the speech and find the examples used to illustrate the main points listed below. What words/phrases does the speaker use to introduce examples?

- having the right qualifications
- most graduates' work experience
- hobbies & interests

- 3** **ICT** Read the task and underline the key words. What kind of speech is it asking for? Research how to prepare for an interview, how to dress and how to behave, and make notes. Use your notes to give your talk. Use real-world examples.

You are a careers adviser and the college you work for has asked you to give a talk on job interviews and how to do well in them.

Hello, everyone, my name's Mark Oliver, I'm the college careers adviser, and I'm going to tell you how to get an interview. Not a job – I see you're wondering why ... but to get a job you have to get an interview, and to get an interview, you have to send in a good CV – or *résumé*, as the Americans call it. There are three main areas to a CV: education, work experience and the personal section, or hobbies and interests, or whatever else it can be called. So let's look at them in turn.

Education appears first on a CV because it's the most important. If you don't have the knowledge they're looking for, your CV will go straight onto the reject pile and the recruiter needn't read any further. Think about it – if they're looking for an engineer and you studied law, for instance, it doesn't matter how hard you're willing to work – you won't get an interview. That's an extreme example, but you get the picture. Assuming you have the qualifications, try to show what makes you more desirable than the other candidates – 90% of whom will have an identical qualification to you. So you're a candidate for a job at a bridge-building company, say, and perhaps your engineering degree included a paper on the Golden Gate Bridge in San Francisco. If so, emphasise it.

Second, work experience. Now, for many graduates, this area is a bit light, and they tend to put everything down there, from their job delivering pizzas while at university to the lawns they used to mow for neighbours after school. Which is all very well, but is it relevant? Yes, it shows you are a hard worker, but to make a CV stand out, there should be something in each of the jobs you mention that is related to the job you're applying for. Otherwise, the important parts get lost in the mass of detail.

Finally, hobbies and interests, or that bit at the end that everyone rushes through when they're nearly done. And this is where they make their biggest mistake. This is the section that colours you in, that brings out your individual lines. Imagine you have travelled all over Southeast Asia, and your recruiter is a Singaporean! It's also a good way to show your soft skills, which are hard to highlight on a CV. Playing football shows you're a team player, for example, whereas mountaineering emphasises your individuality and determination.

So, in closing, a good CV will never land you the job, but a bad one will guarantee you don't even get the chance to make your case at an interview. In this highly competitive job market, every word that you put on that piece of paper is important to your future. Now, are there any questions?





B2 Skills Practice

Use of English

Open cloze

Pay attention to the words that come before and/or after the gap. They will help you do the task.

Preparing for the task

- 1 a) Read the sentences. What type of words are missing in each sentence? Choose.**

- 1 Supermarkets often away free samples of their products. **noun/verb**
- 2 Hard work always pays off, matter what people say. **determiner/pronoun**
- 3 John is getting ready for his interview. **object pronoun/reflexive pronoun**
- 4 Some people dislike asked personal questions. **present participle/past participle**

- b) Choose the item which best completes each gap.**

- | | |
|-----------------|----------------|
| 1 give – gift | 4 being – been |
| 2 none – no | |
| 3 him – himself | |

- 2 For questions 1-8, read the text below and think of the word that best fits each gap. Use only one word for each gap.**

Hard & soft job skills

As anyone **0) who** is job hunting knows, you have to have the right skills for the job. But did you know that there are **1)** hard and soft job skills? Before you **2)** up trying to get that amazing job you're after, let's take a look at how to get the right mix on your CV. So just what is the difference **3)** these two skills?

Hard skills show that you have **4)** trained to do a particular job. If you apply **5)** a job as a computer programmer, for instance, you need good IT skills. Occasionally, it's possible for people to teach **6)** these kinds of skills, but mostly they are learnt in the classroom. You are not born with them. Soft skills like cooperation or decision-making, on the **7)** hand, are part of your personality. They are just as important as hard skills, **8)** matter what job you apply for!

Word formation

Read the sentence carefully to decide what part of speech the missing word is. Remember that the beginning of a word can change as well as its ending. Correct spelling is required.

Preparing for the task

- 3 a) Read the sentences and look at the words in brackets. What part of speech are they?**

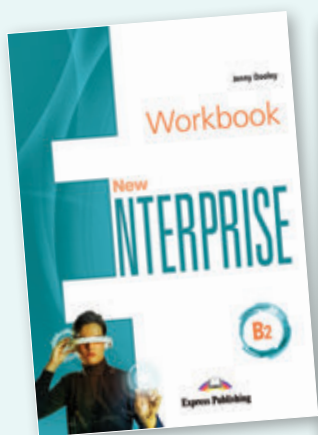
- 1 He has in dealing with paperwork. (**difficult**)
- 2 Due to his, he didn't get the job. (**experience**)
- 3 Athletes have to be very to do well. (**compete**)
- 4 Being a night nurse is a job. (**tire**)
- 5 The long working hours will Tina from applying for the job. (**courage**)
- 6 is a difficult subject. (**economy**)
- 7 Unemployment has decreased. (**recent**)
- 8 The boss is never; he treats all his staff equally. (**fair**)

- b) What kind of word should be used to complete each gap? Which ask for a negative prefix?**

- c) Use these beginnings/endings to form new words to complete the gaps in Ex. 3a: un-, in-, dis-, -ics, -ive, -ing, -ly, -y.**

- 4 Complete the sentences (1-8) with the correct form of the words in brackets, as in the example.**

- 0 To be an astronaut, you have to do years of *intensive* training. (**intense**)
- 1 It's when colleagues don't do their share of the work. (**irritate**)
- 2 A knowledge of computer is an advantage in this job. (**graph**)
- 3 Although the deadline is rather, I think we'll be able to meet it. (**challenge**)
- 4 Sharon arrives at 8 am each day to the office. (**lock**)
- 5 Thank you for waiting The doctor will see you now. (**patient**)
- 6 As our new PE teacher, you will have a full, programme most afternoons. (**act**)
- 7 Tim's physical doesn't stop him from being an excellent employee. (**ability**)
- 8 is an important job quality. (**honest**)



SAMPLE PAGES FROM WORKBOOK



Vocabulary Work

1 a) * Match the words to form jobs.

- | | |
|---|--------------|
| 1 <input type="checkbox"/> IT | a marketer |
| 2 <input type="checkbox"/> web | b programmer |
| 3 <input type="checkbox"/> social media | c developer |
| 4 <input type="checkbox"/> digital | d technician |
| 5 <input type="checkbox"/> app | e creator |
| 6 <input type="checkbox"/> content | f influencer |
| 7 <input type="checkbox"/> computer | g designer |

b) * Which of the jobs in Ex. 1a can you see in the pictures?



2 * Choose the correct word.

- The retail staff have weekly sales **goals/deals** that they must meet.
- Employees who work in customer **content/service** often have to deal with complaints.
- You can find breaking **news/media** about the company on their social media feed.
- Social networking **sites/careers** can be a useful resource during your job hunt.
- Advertisers work to ensure their brands have an online **presence/dedication**.
- One way to increase the number of visitors to an online shop is to offer special **skills/deals**.

3 ** Fill in figure, meet, retire, resign, fired, make, create, giggle, aim, engage in the correct form.

- He couldn't _____ out how to install the new software so he asked his colleague for help.
- He _____ after he was officially offered a position at the new company.
- She _____ content for news websites.
- It was difficult to _____ our deadline, but we all worked at the weekend and got it done.
- After multiple warnings, he was finally _____.
- Having been employed for over 40 years, Bob plans to _____ when he turns 65.
- The factory closed, moving their operations further south. As a result, he was _____ redundant.
- Harold made a joke and I couldn't stop _____ during the meeting.
- You can _____ customers by using exciting online content and interactive games.
- We _____ to increase sales by 30% soon.

4 ** Fill in: on (x2), away, up, out, with.

- Let's not give _____ the new product until the official date.
- The machinery gave _____ and had to be replaced.
- I _____ the Human Resources department through the online portal.
- We congratulated him _____ his recent promotion.
- After trying to fix the new software all day, she finally gave _____ and went home.
- The salary depends _____ your prior work experience.

5 *** Fill in: employees, interns, duties, vacancies, profession, experienced, trained, full-time, part-time, presence, deadline, candidates, client, position. Two words are extra.

Administrative Assistant Position

FLEXCORP is looking for new administrative assistants for their busy downtown location. We currently have two 1) _____ which need to be filled immediately: one 2) _____ at 40 hours per week, and the other 3) _____ at 15-20 hours weekly. Successful 4) _____ must be 5) _____ with a minimum of two years in a similar role. All new 6) _____ will be 7) _____ to use our in-house software management tools during the first week on the job.

Administrative Assistant 8) _____ will include answering all incoming calls and electronic communications, scheduling 9) _____ meetings with our customers, and basic bookkeeping. In the summer, the 10) _____ also includes responsibility for recruiting and supervising 11) _____ from the local university.

The 12) _____ for applying is 4th May.

Please forward a cover letter and CV to admin@flexcorp.co.uk.

Grammar Present tenses

1 * Choose the correct tense.

- Do you understand/Are you understanding** the new holiday policy? I find it confusing.
- Currently, I **have worked/am working** more than 50 hours a week in order to meet my deadline.
- She **hasn't got/hasn't been getting** a promotion since she began working here six years ago.
- Have you been working/Are you working** since I saw you last night? You look awful!
- The meeting **is taking/takes** place every Friday at 9 am.
- He **hasn't run/doesn't run** the HR department anymore. He retired last June.
- The new office design **looks/is looking** really fantastic.
- Have you been meeting/Are you meeting** the new clients today or tomorrow?

2 ** Put the verbs in brackets into the present simple or the present continuous. Give reasons.

- A Dave works for an advertising company and 1) _____ (meet) many people every day as part of his job. The company 2) _____ (expand) rapidly and this evening Dave 3) _____ (take) a new client out to dinner.
- B John and Anna 4) _____ (fly) to Paris on Monday on a business trip. Their flight 5) _____ (take off) at 7:10 in the morning and 6) _____ (arrive) in Paris at 8:10. Anna's cousin 7) _____ (own) a house there, so they 8) _____ (stay) with him.
- C 9) _____ (you/like) the job you do? People who 10) _____ (take) pleasure in their work 11) _____ (achieve) more. Someone who 12) _____ (always/complain) about their job cannot contribute as much as a happier worker.
- D Hi everyone! I 13) _____ (write) to tell you about my exciting new business. Next month, I 14) _____ (open) my own cake shop. I usually 15) _____ (sleep) in every morning but soon I will have to get up really early. It's important that when the first customers 16) _____ (arrive) at 9 am the shelves are full of freshly baked goods. Today, I 17) _____ (try) to find recipes for pies and next week I 18) _____ (meet) with a famous pastry chef to get some new ideas.

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

- A: You look tired. What (you/do)?
B: I _____ (type) letters all morning.
- A: The new offices next door yet?
B: Yes, I _____ (just/get) back from there.
- A: The boss _____ (talk) on the phone since lunchtime.
B: I know. And he _____ (just/cancel) the 3 o'clock meeting.
- A: The photographer _____ (be) repaired.
B: Oh good! Now I can make those photocopies.
- A: Bob _____ (paint) the house all this week.
B: And he still _____ (not/finish).
- A: I _____ (try) to contact you all week!
B: Oh I'm sorry - my phone _____ (not/work) for the last few days.

4 *** Put the verbs in the correct present tense.

To whom it may concern,

I am writing to ask about the possibility of doing an internship with your company.

I 1) _____ (study) marketing for the past three years at university and I 2) _____ (enter) my final year in September. I 3) _____ (hear) about internship positions at your firm through the campus employment agency. Their staff 4) _____ (tell) me that you often take on upper year students over the summer. I 5) _____ (they/inform) me correctly?

I think I am the ideal candidate for an internship for a number of reasons. I 6) _____ (have) consistently high marks in my program throughout the past three years. In addition, since last summer I 7) _____ (work) at my mother's architectural firm, so I 8) _____ (be) familiar with the day-to-day operations of a typical office. I am also very interested in the work your company 9) _____ (currently/do) in the field of social media. Your company 10) _____ (be) an innovator since the early days. Your campaign for the new Jinky drink in 2012 11) _____ (change) the way new products are launched.

I look forward to hearing from you regarding the internship possibilities over the summer months at your earliest convenience.

Sincerely,
Claire Brown



Present simple/Present continuous

Present simple

- We use the **present simple** for:
- permanent states. *I **work** for a catering company.*
 - daily routines/repeated actions. *He **always takes** the bus to school at 7:30.*
 - habits. *She **drinks** two cups of coffee a day.*
 - general truths and laws of nature. *Water **freezes** at 0°C.*
 - timetables/schedules (future meaning). *The train to London **leaves** at 9:15 pm.*
 - reviews/sports commentaries/narration. *In the end, Gail **finds** her mother and they **all live** happily ever after.*

Time expressions we use with the present simple:

every day/month/year/summer/morning/evening, etc.
usually, often, sometimes, always, etc., on Sundays/Tuesdays, etc.

Present continuous

- We use the **present continuous** for:
- actions happening now, at the moment of speaking. *I'm **doing** the dishes at the moment.*
 - actions happening around the time of speaking. *Kim and Jo **are currently looking** for a flat.*
 - fixed arrangements in the near future, especially when we know the time and place. *We're **going to the opera** next Saturday.*
 - changing or developing situations. *The Earth's temperature **is getting** higher and higher.*
 - frequently repeated actions with adverbs such as *always, constantly and continuously* to express annoyance or criticism. *You're **always leaving** the fridge door open!*
 - temporary situations. *We're **fixing** the bathroom this week.*

Time expressions we use with the present continuous:

now, at the moment, at present, these days, still, nowadays, today, tonight, etc.

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

- | | |
|---|--|
| 1 <input type="checkbox"/> I am helping (present continuous) Helen shop for clothes on Saturday. | a permanent state |
| 2 <input type="checkbox"/> Do bats live in caves? | b fixed arrangement in the near future |
| 3 <input type="checkbox"/> James is always interrupting me. | c repeated or habitual action |
| 4 <input type="checkbox"/> He often goes to the mall on Fridays. | d general truth or law of nature |
| 5 <input type="checkbox"/> The match starts at nine o'clock. | e expressing annoyance about a repeated action |
| 6 <input type="checkbox"/> Jill and Rob are repairing the fence at the moment. | f temporary situation |
| 7 <input type="checkbox"/> A group of school children find a magical land inside a wardrobe. | g changing or developing situation |
| 8 <input type="checkbox"/> The rate of unemployment is decreasing slowly. | h sports commentary, review or narration |
| 9 <input type="checkbox"/> Roy is staying with his grandparents for a few days. | i timetable or schedule (future meaning) |
| 10 <input type="checkbox"/> Does Tina wear glasses? | j action happening at or around the moment of speaking |

2 Underline the correct tense, as in the example.

- More and more people **move/are moving** to the countryside these days.
- Alice **works/is working** as a costume designer for the local theatre company.
- The company **holds/is holding** a two-day seminar on software updates for all its employees next week.
- Mary **doesn't leave/isn't leaving** her office before 6 o'clock in the evening.
- No wonder the phone bills are so high! You **always talk/are always talking** on the phone!
- I don't work/am **not working** at the café at present.
- Do amphibians live/are amphibians living** both on land and in water?
- You **are always borrowing/always borrow** my clothes! I'm so sick of it!
- They **prefer/are preferring** to go on holiday in spring when the resorts are less crowded.
- Chris and Helen **constantly argue/are constantly arguing** about who is the best chef.

Stative verbs

- Stative verbs are verbs which describe a state rather than an action and do not normally have a continuous form. These are:
- Verbs which express feelings and emotions:** like, love, hate, dislike, can't stand, don't mind, prefer, enjoy, want, desire, etc. *They **don't mind** the summer heat.*
 - Verbs of perception:** believe, know, notice, remember, forget, understand, think, etc. *I **notice** you've done something to your hair - it looks great!*
 - Verbs of the senses:** see, hear, feel, taste, look, smell, sound. *This fabric **feels so soft** I can hear an alarm clock ringing.*
 - Some other verbs:** fit, contain, need, belong, cost, owe, mean, own, appear, want, have (possess), etc. *She **helped** us move house, so we **owe** her a favour.*
- Some stative verbs have continuous tenses when they describe actions and not states, but there is a difference in meaning.

Present simple	Present continuous
Jerry is very polite . (= character - permanent state)	He is being very nice . (= he is behaving)
I think his car is fantastic. (= believe)	I'm thinking about going to Scotland . (= I am considering)
They have (got) a sailing boat. (= they possess)	They're having a good time . (= they are enjoying themselves)
Your cousin looks very young. (= he/she appears to be)	The mechanic is looking at my motorcycle. (= he is checking/examining)
I can see a flock of birds in the sky. (= I use my eyes)	Are you seeing your brother tomorrow ? (= are you meeting)
This scarf feels like silk. (= it has the texture of)	Mum is feeling a bit fussy . (= she is touching)
This sandwich tastes delicious. (= it has a delicious flavour)	He's tasting the sauce to see if it's OK. (= he is testing the flavour)
Your hair smells nice. (= it has a nice smell)	They're smelling the flowers . (= they are sniffing)
Kim appears to be very upset. (= she seems)	My brother's band is appearing at the Lexington. (= they are performing)
Those trousers fit you perfectly. (= they are the right size)	Sue is fitting new cupboards in her kitchen. (= she is putting)

Note: a) The verb **enjoy** can be used in continuous tenses to express specific preference. *I'm **enjoying this play** a lot (specific preference) but I **enjoy going to the theatre** (general preference)*

b) The verbs **look** (when we refer to sb's appearance), **feel** (= experience a particular emotion), **hurt** and **ache** can be used in the continuous or simple tenses with no difference in meaning. *You **look very smart** today. → You **are looking very smart** today. She **feels sick**. → She's **feeling sick**.*

3 Choose the correct item. Give reasons.

- Luke **is loving/loves** playing the guitar and singing.
- Emma Stone **is appearing/appears** at the Redgrave Theatre on Friday.
- The police officer **is noticing/notices** the thief's suspicious behaviour and follows him.
- Does this **contain/has this containing** nuts? I can't eat them, I'm allergic.
- Turn down the volume please! That music **sounds/is sounding** awful!
- Unprocessed cocoa **doesn't taste/isn't** tasting sweet.
- What do you **think/are you thinking** about?
- This wooden table **doesn't feel/isn't** feeling very smooth. It's got lots of small bumps.
- Her parents don't like dogs. They **prefer/are preferring** cats.
- I **enjoy/am enjoying** the book you gave me a lot!

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