

New

# ENTERPRISE

B1

Student's Book

Jenny Dooley

Podręcznik jest przeznaczony do wieloletniego użytku. Nie należy zapisywać w nim odpowiedzi do zadań. Przypominają o tym graficzne oznaczenia znajdujące się przy wybranych zadaniach.



Express Publishing

# CONTENTS



## In Character (pp. 4-11)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> <li>present simple</li> <li>present continuous</li> <li>action – stative verbs</li> <li>adverbs of frequency</li> <li>relatives – relative clauses</li> <li><b>phrasal verbs:</b> <i>look</i></li> <li><b>word formation:</b> adjectives from nouns/verbs</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>people's character &amp; appearance</li> <li>clothes &amp; accessories</li> </ul>	<i>It's written all over your FACE</i> (correct sentences)	a dialogue (multiple choice)	<ul style="list-style-type: none"> <li>deciding on what to wear (suggesting – agreeing/ disagreeing)</li> <li><b>pronunciation:</b> diphthongs</li> </ul>	<ul style="list-style-type: none"> <li>an article about an inspiring person</li> <li><b>writing tip:</b> linking ideas</li> <li>brainstorming</li> </ul>	<i>The Real Scotland</i>



## Reading Time (pp. 12-19)

<ul style="list-style-type: none"> <li>past simple – past continuous</li> <li><i>used to/would</i></li> <li>prepositions of movement</li> <li><b>phrasal verbs:</b> <i>break</i></li> <li><b>word formation:</b> <i>-ing/-ed</i> adjectives</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>types of books</li> <li>feelings</li> </ul>	<i>Books recommended</i> (multiple matching)	a monologue (order pictures)	<ul style="list-style-type: none"> <li>narrating an event/ expressing sympathy</li> <li><b>intonation:</b> interjections</li> </ul>	<ul style="list-style-type: none"> <li>a blurb for a book</li> <li>a story</li> <li><b>writing tip:</b> how to end a story</li> </ul>	<i>A Great Detective</i>
--	--	--	------------------------------	---	---	--------------------------



## All around the world (pp. 20-27)

<ul style="list-style-type: none"> <li>present perfect – present perfect continuous</li> <li>past perfect – past perfect continuous</li> <li>definite article</li> <li><b>phrasal verb:</b> <i>run</i></li> <li><b>word formation:</b> adjectives from nouns</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>travel</li> <li>means of transport</li> <li>parts of an airport</li> </ul>	<i>Travel blogs</i> (multiple matching)	a dialogue (gap fill)	<ul style="list-style-type: none"> <li>reporting lost luggage</li> <li><b>pronunciation:</b> silent letters</li> </ul>	<ul style="list-style-type: none"> <li>a comment on a blog</li> <li>an article describing a journey</li> <li><b>writing tip:</b> using the senses</li> <li>brainstorming</li> </ul>	<i>The man who put the Tube on the map</i>
---	---	---	-----------------------	--	---	--

### Values A – Philanthropy (p. 28)

### Public Speaking Skills A – present a statue (p. 29)



## Hard Times (pp. 30-37)

<ul style="list-style-type: none"> <li><i>will – be going to</i></li> <li>present simple – continuous (future meaning)</li> <li>conditionals Type 1</li> <li>time clauses</li> <li><b>phrasal verbs:</b> <i>take</i></li> <li><b>word formation:</b> forming verbs (prefixes)</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>stressful events</li> <li>fears &amp; physical reactions</li> </ul>	<i>Advice Column</i> (multiple matching)	a dialogue (Yes/No statements)	<ul style="list-style-type: none"> <li>asking for/ giving advice</li> <li><b>pronunciation:</b> /z/, /s/</li> </ul>	<ul style="list-style-type: none"> <li>an email asking for advice</li> <li>an email giving advice</li> <li><b>writing tip:</b> supporting ideas</li> </ul>	<i>Join in ... Bug Fest</i>
--	--	--	--------------------------------	---	--	-----------------------------



## Citizen 2100 (pp. 38-45)

<ul style="list-style-type: none"> <li>future continuous</li> <li>future perfect</li> <li><b>phrasal verbs:</b> <i>come</i></li> <li><b>word formation:</b> forming verbs (suffixes)</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>cities of the future</li> <li>future predictions</li> </ul>	<i>The City of the Future</i> (matching headings to paragraphs)	a dialogue (multiple choice)	<ul style="list-style-type: none"> <li>making predictions</li> <li>discussing future plans</li> <li><b>pronunciation:</b> /u/, /ʊ/</li> </ul>	<ul style="list-style-type: none"> <li>design a city of the future</li> <li>an essay making predictions</li> <li><b>writing tip:</b> introduction techniques</li> </ul>	<i>H G Wells – The Great Predictor</i>
---	--	---	------------------------------	---	---	--



## The Big Screen (pp. 46-53)

<ul style="list-style-type: none"> <li>the passive</li> <li><i>with/by</i></li> <li>reflexive/emphatic pronouns</li> <li><b>phrasal verbs:</b> <i>give</i></li> <li><b>word formation:</b> (revision)</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>types of films</li> <li>types of TV programmes</li> </ul>	<i>Star Wars: May the 4th be with you</i> (T/F/DS statements)	dialogues (multiple choice – visual prompts)	<ul style="list-style-type: none"> <li>expressing likes/dislikes</li> <li>making a recommendation</li> <li><b>pronunciation:</b> /ʌ/, /æ/</li> </ul>	<ul style="list-style-type: none"> <li>a fact sheet about a film</li> <li>a film review</li> <li><b>writing tip:</b> tenses in reviews</li> <li>recommending/ criticising</li> </ul>	<i>Celebrating Soundtracks</i>
--	--	---	--	--	--	--------------------------------

### Values B – Self-confidence (p. 54)

### Public Speaking Skills B – give a speech about a director (p. 55)

7

## Narrow Escapes

(pp. 56-63)

8

## Learning &amp; Earning

(pp. 64-71)

9

## Want to play?

(pp. 72-79)

10

## Tech world

(pp. 82-89)

11

## Food for Thought

(pp. 90-97)

12

## Earth, our Home

(pp. 98-105)

Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
<ul style="list-style-type: none"> <li>reported speech</li> <li>special introductory verbs</li> <li><b>phrasal verbs:</b> <i>put</i></li> <li><b>word formation:</b> adjectives from nouns</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>disasters</li> <li>emergency services</li> </ul>	<i>Rescued from the Depths</i> (multiple choice)	a news report (multiple choice); making notes	<ul style="list-style-type: none"> <li>giving a presentation</li> <li>calling the emergency services</li> <li><b>pronunciation:</b> /tʃ/, /dʒ/</li> </ul>	<ul style="list-style-type: none"> <li>making notes</li> <li>a news report</li> <li><b>writing tip:</b> style in news reports</li> </ul>	<i>The Great Fire of London</i>
<ul style="list-style-type: none"> <li>conditionals Types 2 &amp; 3</li> <li>wishes</li> <li>question tags</li> <li>clauses of concession</li> <li><b>phrasal verbs:</b> <i>carry</i></li> <li><b>word formation:</b> nouns</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>work &amp; jobs</li> <li>work &amp; education</li> </ul>	<i>Do You Want My Job?</i> (multiple matching)	<ul style="list-style-type: none"> <li>monologues (matching)</li> <li>a dialogue (note-taking)</li> </ul>	<ul style="list-style-type: none"> <li>an interview about one's job</li> <li>talking about one's job</li> <li><b>pronunciation:</b> /u:/, /ju:/</li> </ul>	<ul style="list-style-type: none"> <li>an interview</li> <li>a for-and-against essay</li> <li><b>writing tip:</b> formal style; topic sentences</li> </ul>	<i>The Bird Man</i>
<ul style="list-style-type: none"> <li>infinitive/-ing form</li> <li>forms of the infinitive/-ing form</li> <li>singular/plural nouns</li> <li><b>phrasal verbs:</b> <i>turn</i></li> <li><b>word formation:</b> abstract nouns</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>sports &amp; equipment</li> <li>sports &amp; places</li> </ul>	<i>Facing our fears</i> (matching headings to paragraphs)	a podcast (gap fill)	<ul style="list-style-type: none"> <li>asking for information at a sports centre</li> <li><b>pronunciation:</b> /ei/, /ai/</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry about an extreme sport</li> <li>a blog entry about ways to get fit</li> <li><b>writing tip:</b> justifying arguments</li> </ul>	<i>The fastest game on grass</i>
<b>Values C – Appreciation (p. 80)</b> <b>Public Speaking Skills C – give a farewell speech (p. 81)</b>						
<ul style="list-style-type: none"> <li>modals</li> <li>modals of deduction</li> <li><b>phrasal verbs:</b> <i>get</i></li> <li><b>word formation:</b> adverbs</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>chores</li> <li>digital communication</li> </ul>	<i>Ted's TechBlog</i> (multiple choice)	monologues (multiple matching)	<ul style="list-style-type: none"> <li>giving instructions</li> <li><b>pronunciation:</b> /əʊ/, /ɔ:/</li> </ul>	<ul style="list-style-type: none"> <li>a comment on a blog</li> <li>an article giving an opinion</li> <li><b>writing tip:</b> opening/closing techniques</li> </ul>	<i>The Museum of Technology</i>
<ul style="list-style-type: none"> <li>comparisons of adjectives/adverbs</li> <li>C/U nouns – partitives &amp; quantifiers</li> <li>some/any/no/every &amp; compounds</li> <li><b>phrasal verbs:</b> <i>keep</i></li> <li><b>word formation:</b> (revision)</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>food</li> <li>tastes</li> <li>ways of cooking</li> <li>customer complaints</li> </ul>	<i>Around the World in Four Bites</i> (multiple matching)	a dialogue (gap fill)	<ul style="list-style-type: none"> <li>making a complaint/ responding to a complaint</li> <li><b>pronunciation:</b> /ð/, /z/</li> </ul>	<ul style="list-style-type: none"> <li>a short text about street food in your country</li> <li>a complaint form</li> <li><b>writing tip:</b> formal language</li> </ul>	<i>Food Festivals in the UK</i>
<ul style="list-style-type: none"> <li>causative form</li> <li>clauses of purpose – result – reason</li> <li>determiners</li> <li><b>phrasal verbs:</b> <i>go</i></li> <li><b>word formation:</b> (revision)</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>environmental problems</li> <li>eco-activities</li> </ul>	<i>Being fantastic with plastic!</i> (multiple choice)	<ul style="list-style-type: none"> <li>dialogues/ monologues (multiple choice)</li> <li>a radio programme (gap fill)</li> </ul>	<ul style="list-style-type: none"> <li>persuading</li> <li><b>pronunciation:</b> /d/, /dʒ/</li> </ul>	<ul style="list-style-type: none"> <li>an article providing solutions to a problem</li> <li><b>writing tip:</b> linking ideas</li> </ul>	<i>Washed Ashore</i>
<b>Values D – Caution (p. 106)</b> <b>Public Speaking Skills D – present how to use social media the right way (p. 107)</b> <b>CLIL (pp. 108-111)</b> <b>Grammar Reference pp. 112-133 (GR1-GR22)</b> <b>Word List (pp. 134-148)</b>						
<b>Pronunciation (p. 149)</b> <b>Rules of Punctuation (p. 150)</b> <b>American English – British English Guide (p. 151)</b> <b>Irregular Verbs (p. 152)</b>						

**Vocabulary:** travel/means of transport, parts of an airport

**Grammar:** present perfect – present perfect continuous; past perfect – past perfect continuous; *The!* –

**Everyday English:** reporting lost luggage

**Writing:** an article describing a journey

# All around the world

VIDEO



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  Match the texts (A-D) to the sentences (1-5). One text matches two sentences.

This person ...

1	travelled in a vehicle controlled by two other people.	...
2	heard about this vehicle from a stranger.	...
3	didn't use a vehicle to explore the area.	...
4	travelled in a vehicle that was over fifty years old.	...
5	rode on a vehicle that people usually use in cold climates.	...

- 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.

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

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

- Susan's job involves a lot of ...
- Let's take a ... to the sea this weekend – the weather's so lovely!
- 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

- A bus almost ran ... my dog!
- The ball rolled down the hill and the children ran ... it.
- While we were on the way to Paris, the motorbike ran ... petrol.
- 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. #kuaistorm

**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! #kuaistorm

### 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.

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

**7** **SPEAKING**  Act out exchanges, as in the example.

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

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

- 1 The last time we went fishing was last summer.  
**have** We ... last summer.
- 2 She has never eaten Vietnamese food before.  
**time** It's the ... Vietnamese food.
- 3 When did he go to Naples?  
**since** How long has ... to Naples?
- 4 It was a long time since we last ate out.  
**eaten** We ... a long time.
- 5 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?



- 1 Which of ... London's main airports is bigger, ... Heathrow or ... Gatwick?
- 2 Is Times Square in ... USA named after ... *New York Times* newspaper?
- 3 Which is a bridge over ... River Thames, ... Tower Bridge or ... Brooklyn Bridge?
- 4 Which mountain range does ... longest train tunnel in ... world go under, ... Alps or ... Andes?
- 5 How long would it take to travel to ... Moon by ... car, six days or six months?
- 6 Are ... Canary Islands in ... Pacific Ocean?
- 7 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) <b>Departures</b> 	b) <b>Arrivals</b> 
c) <b>Check-in</b> 	d) <b>Passport Control</b> 
e) <b>Information</b> 	f) <b>Baggage Reclaim</b> 
g) <b>Duty-free</b> 	h) <b>Customs</b> 

- Passengers can buy things here.
- Passengers ask questions here.
- Passengers flying out from the airport go here.
- Passengers landing at the airport come out here.
- Passengers check in their bags here.
- They search passengers' suitcases here.
- Passengers get their bags here after the flight.
- 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: Kylie Banks	Carrier: Air Gold	Flight No: 1) .....	Class: B
From: London LGW To: 2) ..... JFK	Date: 23/12/2018	Luggage: Y	Seat: 3) .....
GATE 4) .....	BOARDING TIME 5) .....	FZ 34 45 99	

### Everyday English

#### Reporting lost luggage

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

- And what was in it?
- Could I have a contact number?
- And where are you staying?
- Can you give me your baggage receipt number?
- Can you describe your luggage?
- 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 find 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 **MEDIATION** Listen to and read the text. Fill in the gaps in the email according to the information in the text. The gaps must be filled in in Polish. Then explain the words in bold.

Cześć Zosiu,  
cieszę się, że przyjeżdżasz do Londynu. Możesz zatrzymać się w moim mieszkaniu. Niestety, nie zdążę pokazać Ci miasta, bo muszę wyjechać na kilka dni. Na stole zostawiam mapę metra. Jest bardzo czytelna. Nawet 1) ... została narysowana prostymi kreskami, bez zawiąsów. Stacje przesiadkowe są oznaczone 2) ... . Uprzedzam jednak, że mapa nie pokazuje 3) ... między przystankami. Czasami szybciej można gdzieś 4) ... niż metrem. W razie czego, pytaj londyńczyków.  
Miłego pobytu!  
Alicja

## Speaking & Writing

3 **THINK** Discuss with your partner what design or symbol represents people of your country/ capital city.

4 **ICT MEDIATION** 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 represents 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 <input type="checkbox"/> River Nile        | 5 <input type="checkbox"/> Hyde Park       |
| 2 <input type="checkbox"/> London            | 6 <b>by</b> <input type="checkbox"/> plane |
| 3 <b>in</b> <input type="checkbox"/> morning | 7 <input type="checkbox"/> UK              |
| 4 <input type="checkbox"/> Mount Everest     | 8 <input type="checkbox"/> 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 What's your flight number?     | a It's a brown suitcase. |
| 2 Can you describe your luggage? | b 892 473 8383.          |
| 3 What was in it?                | c 86, Pine Road, York.   |
| 4 Where are you staying?         | d YT355.                 |
| 5 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 – multiple matching; gap fill)

### 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



Encyclopedia

http://www.encyclopedia


Biographies.com Andrew Carnegie

STUDENTS | EDUCATORS | HELP

# 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**  **TGT MEDIATION**

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 both in English and in Polish. Include a story.

## CLIL: Literature

## Listening &amp; Reading

- 1 Do you know the story of 'The Old Man and the Sea'? If not, can you guess what happens from the picture? Tell the class.
- 2  Listen to and read the extract. Based on the text, answer the questions 1-3 in English. Then, explain the words in bold.
- 1 Where were the other people talking?
- 2 What does the old man like?
- 3 How does the old man fish differently from other fishermen?

## Study Skills





## Figurative language

Authors use figurative language to engage their readers. They often use personification, that is they give an object or animal human qualities or abilities.

*The sun smiled in the sky.*

- 3 Read the Study Skills box. Find examples of personification in the text.

## Speaking &amp; Writing

- 4   In pairs, discuss what you think happens next in the story. Present your ideas to the class.
- 5   Collect information about Ernest Hemingway and his works and make notes. Present him and his works in class.

## The OLD MAN and the SEA

He began to row out of the harbour in the dark. There were other boats from the other beaches going out to sea, though he could not see them now the moon was below the hills. Sometimes, someone would speak in a boat. But most of the boats were silent. Each fisherman **headed for** the part of the ocean where he hoped to find fish.

In the dark the old man could feel the morning coming. As he rowed, he heard a sound as flying fish jumped out of the water. He was very **fond of** flying fish – they were his friends on the ocean. He was sorry for the birds that were always flying and looking but almost never finding anything.

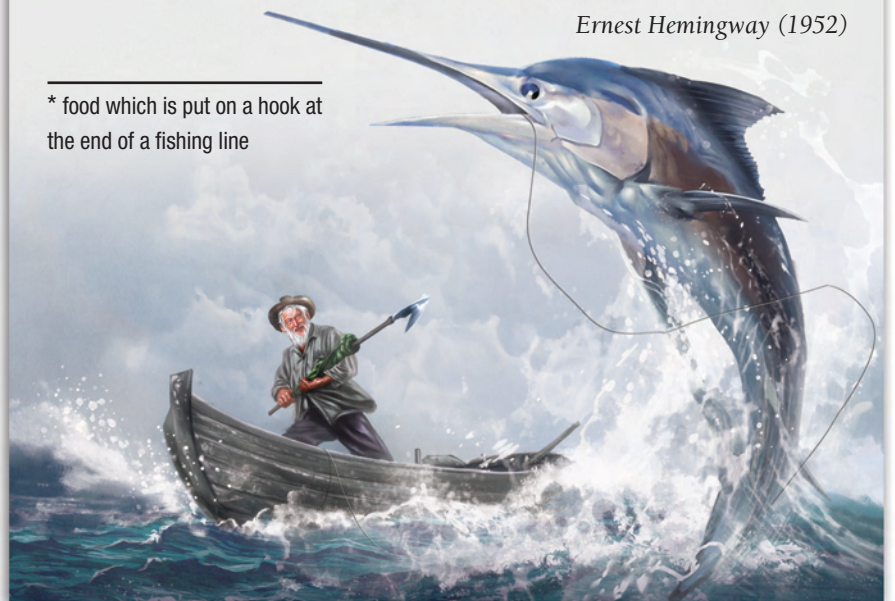
He was rowing steadily and it was no effort for him since the surface of the ocean was **flat**. As it started to get lighter, he saw he was already further out than he had hoped to be at this hour.

Before it was really light, he had four baits\* out. Now, the man watched the sticks over the side of the boat and rowed **gently** to keep the lines straight up and down and at their proper depths. Slowly the sun rose from the sea. The old man could see the other boats in the distance closer to the shore. He kept his lines straighter than anyone else did, so that at each level there would be a bait waiting exactly where he **wished** it to be for any fish that swam there. Other fishermen let their lines move with the current, so they didn't know how far down they were.

"I may have no luck anymore," he thought. "But who knows? Maybe today. It is better to be lucky. But I would rather be exact. Then, when luck comes, you are ready."

Ernest Hemingway (1952)

\* food which is put on a hook at the end of a fishing line



## Check these words

row, harbour, hill, steadily, depth, shore, current