

Jenny Dooley

Student's Book

New

ENTERPRISE

A2



Express Publishing



New
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Student's Book

Jenny Dooley



Express Publishing

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Grammar	Vocabulary	Reading	Listening	Speaking	Writing	Culture
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1

Vocabulary: daily routines, free-time activities, appearance & character
Grammar: present simple, present continuous, stative verbs; adverbs of frequency, *so/neither/nor*

Everyday English: introducing people; expressing agreement/disagreement
Writing: a blog entry describing your favourite person

Lifestyles

VIDEO

Listening & Reading

1 **THINK** What is the Milky Way? What can life be like on a space station?

2 Listen and circle the correct answer.

- 1 The crew wakes up with **messages/music**.
- 2 Each day the crew work on science **projects/systems**.
- 3 The crew **work/don't work** after lunch.

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

- 1 How long does it take a mission to go around the Earth once?
 - A one and a half hours
 - B sixteen hours
 - C twenty-four hours
- 2 How do astronauts stay clean in space?
 - A They have long baths.
 - B They have quick showers.
 - C They use a towel.
- 3 What is true about spacewalks?
 - A They don't happen all the time.
 - B They usually don't take long.
 - C They always take place in the 'morning'.
- 4 Astronauts like sitting by the window because
 - A it's a good place to read.
 - B it's near their beds.
 - C there's a great view.

4 Fill in: *daily, crew, science, space, running, short, typical, ordinary*. Then make sentences using the completed phrases.

- | | | | |
|---------|---------|---------|---------|
| 1 | station | 6 | clothes |
| 2 | routine | 7 | project |
| 3 | member | 8 | break |
| 4 | day | | |
| 5 | water | | |

NIGHT AND DAY AROUND THE MILKY WAY

A typical space mission orbits the Earth once every 90 minutes. Astronauts can watch the sun rise and set 16 times in 24 hours! That's pretty different to what we see on Earth. All the same, there is a daily routine aboard the space station. One crew member tells us what their typical day is like.

"Every 'morning', Mission Control wakes us up with music. We have a couple of hours to wash, have breakfast and get the 'morning' messages from Mission Control. It's impossible to have a shower in space so we use a wet **towel** to wash ourselves. Shaving and brushing our teeth are also difficult, as there is no running water. Next, we get dressed. Inside the space station we wear ordinary clothes like T-shirts and jeans. Then we're ready for work.

Most of the 'morning' we work on science projects **involving** life on the station. We also check all our **equipment** and systems are working properly. Sometimes, we put on our **spacesuits** and go on a spacewalk, but not every day. There's a short **break** for lunch and then we go back to work for the 'afternoon'.

Fortunately, it's not all work and no play aboard the space station. In the 'evening', everyone has a couple of hours to have dinner and relax. Most of us video call our families in this free time. We also read books, watch films or listen to music. Sometimes we sit by the window and **admire** the Earth spinning around under us! After that, it's time to go to bed and get our eight hours' sleep. Mission Control and the computers can take over for the 'night!'"



Check these words

orbit, rise, set, aboard, shaving, fortunately, spin, take over

5 PREPOSITIONS Fill in: *around, in, for, on (x2), by, to (x2)*. Then, make sentences based on the text using the completed phrases.

- | | |
|---------------------------|------------------------|
| 1 <i>around</i> the Earth | 5 break lunch |
| 2 space | 6 go back work |
| 3 work | 7 listen music |
| 4 go a spacewalk | 8 sit the window |

Vocabulary

Daily routine & Free-time activities

- 6** Fill in the gaps with the verbs: *meet, play, watch, listen to, have, do, ride, wash, go, read*.
- video games, tennis, cards
 - a bicycle, a motorbike
 - shopping, ice skating, fishing, to bed
 - a book, a magazine, a newspaper
 - friends
 - a film, the news on TV
 - dinner, a shower, coffee, a lesson, breakfast
 - music, the radio
 - the dishes, the car, my clothes
 - my homework, the washing-up, the ironing, the housework


7 Use phrases from Ex. 6 and your own ideas to say two things you ... *do every day, do every weekend, don't like doing, hate doing, don't mind doing, like doing*.


8 Fill in: *crew, club, staff, team*. Check in your dictionary.

- The welcomed the passengers onto the ship.
- All the started shouting when their best player scored a goal.
- All members of the must be at next month's meeting.
- The new restaurant is looking for to work in the kitchen.

Speaking & Writing

9 a) Read the article again and make notes about the astronauts' daily routine under the headings: *the morning – the afternoon – the evening*.

b)  You are a reporter and your partner is an astronaut. Interview him/her about a typical day in his/her life aboard a space station.

10  Write a short text comparing a typical day in your life to that of an astronaut's in a space station.

Grammar in Use

Hi Ann,

Greetings from Bergen. **1) I'm having** a fantastic time here in Norway. Lee and I **2) are staying** at the historic Royal Hotel. At the moment, we **3) are having** a cup of hot chocolate by the harbour.

The weather's cold, but it's lovely and sunny, too. Most mornings, we **4) go** hiking in the mountains. Lee sometimes **5) goes** skiing. The food is delicious. All the restaurants **6) serve** seafood, especially salmon and shrimp. I just **7) love** eating fresh bread and smoked salmon for lunch.

Next week **8) we're going** to Oslo for three days. Lee **9) doesn't like** the idea, but I can't wait. Our flight **10) leaves** for Oslo next Friday at 9:20 pm. How **11) are you enjoying** your holiday?

See you soon.

Susan



- 1** Read the theory. Identify the tenses in bold in the email, then match them to the uses in the theory box. Find two examples of stative verbs.

Present simple – Present continuous

We use the **present simple** for:

- habits/routines/repeated actions
*He always **gets up early**.*
- permanent states
*She **works** in a seafood restaurant.*
- timetables
*The train **arrives** at 9 o'clock.*

We use the **present continuous** for:

- actions happening at the moment of speaking
*I'm **having** my lunch now.*
- fixed arrangements in the near future
*Pat **is meeting** Tom at 6 pm this evening.*
- actions happening around the time of speaking
*They're **sightseeing** in Rome all this week.*

Stative verbs are verbs that do not usually have continuous forms because they describe a state rather than an action (**want, like, love, hate, know, believe, need**, etc.). *She **knows** Laura.* (NOT: *She's **knowing** Laura.*)

2 Choose the correct tense. Give reasons.

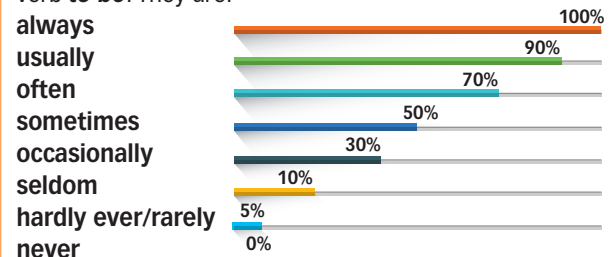
- 1 What **do you do/are you doing** on Sunday afternoons?
- 2 She **likes/is liking** watching TV in the evenings.
- 3 **Do you want/Are you wanting** to go to the shopping centre?
- 4 She usually **plays/is playing** video games on Saturdays.
- 5 Oh no! It **rains/is raining** now.
- 6 They **get/are getting** married in June.
- 7 The bus **leaves/is leaving** at 6:15 am.
- 8 We **stay/are staying** with Molly these days.
- 9 Tony **lives/is living** in Los Angeles.
- 10 We **don't want/aren't wanting** to go abroad this summer.

3 Fill in: *am, is, are, do, does or isn't*. Identify the tenses of the verbs (1-13), then explain their uses.

- A: So, Sergio, where **1)** you from?
 B: I **2)** from Lisbon.
 A: Ah, Lisbon! That **3)** a beautiful city. So, what **4)** you do, Sergio?
 B: I **5)** an actor.
 A: And what **6)** you doing here in the UK?
 B: I **7)** working. I work with the Royal Theatre Company, and this year we **8)** touring Britain.
 A: What **9)** you think of London?
 B: Well, it **10)** like Lisbon at all! I **11)** not like the food very much and the sun **12)** not shine very often. The people **13)** great, though, and I love shopping here!

Adverbs of frequency

Adverbs of frequency tell us how often something happens. They go *before* the main verb, but *after* the verb **to be**. They are:



4 Use adverbs of frequency to say how often you do the following activities:

- make your bed • do the washing-up • cook
- do online shopping • go to the gym
- do the ironing

5 **SPEAKING** Use the prompts to ask and answer questions about each person, as in the example.



Ann, England, married, secretary – send emails



Glen, Australia, single, mechanic – fixes cars



Marie, France, divorced, doctor – treats sick people



Hans, Germany, married, lawyer – advises people about the law

A: *Where does Ann live?*

B: *She lives in England.*

A: *Is she married?*

B: *Yes, she is.*

A: *What does she do?*

B: *She's a secretary.*

A: *What does she do at work?*

B: *She sends emails.*

A: *What is she doing now?*

B: *She's reading a newspaper.*

6 Read the theory.

Agreeing – Disagreeing (*so/neither/nor*)

- We use **so** + auxiliary verb + subject to agree with an affirmative statement.

A: *I always walk to work.*

B: *So do I.*

- We use **neither/nor** + auxiliary verb + subject to agree with a negative statement.

A: *I don't have cereal for breakfast.*

B: *Neither/Nor do I.*

- We use **subject** + auxiliary verb to disagree with what someone says.

A: *I never drink coffee.*

B: *Oh, really? I do.*

A: *I often go to the cinema.*

B: *I don't.*

7 a) Fill in the missing words.

Listen and check.

1 A: I always drive to work.

B: do I.

2 A: I never play video games in my free time.

B: do I.

3 A: I never make my bed in the morning.

B: Oh, really? I

4 A: I often go fishing at weekends.

B: I I hate going fishing.

b) Act out similar dialogues using the prompts below.

- walk to college/work
- go to the gym in my free time
- hang out with friends after college/work
- do the housework at weekends

8 Put the verbs in brackets into the present simple or the present continuous. Give reasons.



Hi Nancy,

How **1** (**you/be**)? I **2** (**be**) on holiday in

Ho Chi Minh City with Rob and Sheila! We **3**

(**stay**) at a beautiful hotel in the city centre. Every morning we

4 (**visit**) famous sights and then we **5**

(**go**) shopping. The malls here are amazing. Right now we

6 (**visit**) a street food market. It **7**

..... (**not/rain**) now, so there are a lot of people. Sheila

8 (**buy**) souvenirs while I **9**

..... (**have**) coconut water. Rob **10** (**want**)

to try some Vietnamese noodles. Tonight we **11**

(**go**) on a cruise on the Saigon River. We **12**

(**come**) back in a week.

Hope you are OK. See you soon!

Pam

9 **WRITING** Imagine you are on holiday. Write a short email to your English-speaking friend (80-100 words). In your email write: *where you are – who with – where you are staying – what you do everyday – what you are doing now/tonight – when you are coming back.*

Skills in Action

Vocabulary

Describing people

1 Choose the correct item.

A



Ann is 1) tall/short and 2) plump/thin with a 3) dark/pale complexion. She's in her 4) late/early thirties and she's got blue eyes, 5) thin/full lips and 6) long/short, 7) straight/wavy fair hair. She's really attractive.

B



Mark is a very handsome 1) young/old man. He's of medium 2) height/complexion, 3) slim/well-built with 4) straight/wavy, 5) brown/fair hair, thin lips, a beard and 6) a moustache/freckles.

C



James is 1) middle-aged/in his late seventies. He's 2) tall/short and 3) overweight/thin with green eyes, 4) thin/full lips and 5) wrinkles/freckles. He's 6) bald/chubby with some white hair and has a friendly 7) height/smile.

2 Match the character adjectives to the definitions. Check in your dictionary. Then, use them to describe people you know well, as in the example.

calm	not like hard work
kind	like talking to people
jealous	want things others have
lazy	do what you say you will do
reliable	learn new things quickly
careful	not be afraid of anything
clever	always help others
brave	rarely make mistakes
friendly	not get angry easily

Tom is very calm. He doesn't get angry easily.

Listening

3 Listen and match the colours (1-5) to the characters (A-E).

- | | |
|-----------------------------------|----------------------|
| 1 <input type="checkbox"/> Red | A jealous & friendly |
| 2 <input type="checkbox"/> Blue | B lazy & clever |
| 3 <input type="checkbox"/> Green | C kind & careful |
| 4 <input type="checkbox"/> Purple | D calm & reliable |
| 5 <input type="checkbox"/> Pink | E brave & happy |

Everyday English

Introducing people

4 a) Listen and read the dialogues. Then, match them to the situations (a-c).

- a introducing a family member
b introducing two people at work
c welcoming a friend to your house

1

A: Hi, John! Come on in! Great you could make it!

J: Hi, Anna. Thanks for inviting me.

A: My pleasure. Have you met my flatmate Carol?

J: No, I haven't. Hello, Carol. Nice to meet you.

C: Nice to meet you, too, John.

2

B: Tony! Welcome to London! Great to see you again. How are things in the Leeds branch?

T: Great to see you, too, Bob. Everything's fine, thanks.

B: This is my boss, Mark Mills. Mr Mills, this is Tony Jones.

T: Pleased to meet you, Mr Mills.

M: Pleased to meet you, Tony.

3

R: Uncle Brad, this is Samuel, my roommate. Samuel, this is my uncle Brad.

B: Nice to meet you, Samuel.

S: Pleased to meet you. Are you here on business?

B: No – my son studies here, too.

b) Act out similar dialogues to introduce:

- your flatmate to your best friend.
- your business partner to a trainee.
- your friend to your grandmother.

Pronunciation: homophones

5 Listen and circle the odd word out. Listen again and repeat.

- 1 where – wear – we're 3 hair – hear – here
2 she – sea – see 4 know – no – now

Reading & Writing

6 Read the blog. What is Sally like?



Writing Tip

Describing a person's character

When we describe a person's character, we support our description with examples. When we describe negative qualities, we need to use mild language (*tends to be, can be, is a bit, etc.*). *She's kind. She always helps others. She can be rude at times. She doesn't always mind her manners.*

Log out

Thelma's blog

I'm sure everyone's got someone that's very special to them. My favourite person is my flatmate Sally. She's a vet and loves looking after animals. I really admire her.

Sally is in her late twenties and she's very pretty. She's slim with long straight brown hair and big brown eyes. I love her freckles and her friendly smile!

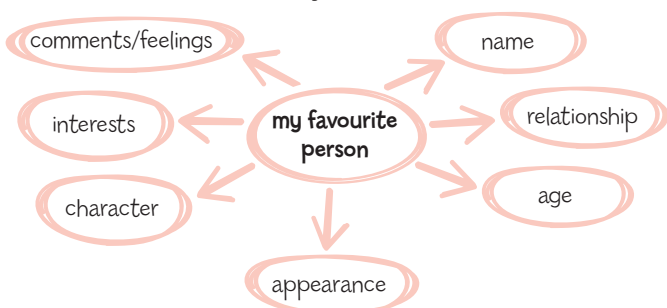
Sally is sociable and likes meeting her friends. Actually, she can be a bit too talkative at times! The other person can't get a word in! But she's still a lovely person.

In her free time, Sally likes doing exercise so she's very fit. She usually rides her bicycle at weekends. She also goes running every evening in the park.

Sally makes a big difference in my life because she always makes me feel happy. She's not just a flatmate – she's a real friend! Who's your favourite person?



7 Copy and complete the spidergram in your notebook about Sally.



8 Join the sentences. Use the words in brackets.

- Paul is a young man. He's got a beard. **(with)**
Paul is a young man with a beard.
- He's short and plump. He's got brown eyes. **(with)**
- She's got short, curly, dark brown hair. She's got full lips. **(and)**
- Pam's got short, straight, fair hair. She's got blue eyes. **(and)**
- He's tall and well-built. He's got short, fair hair. **(with)**

9 Complete with: loves, knows, listens, needs, supports.

- Ben is always ready to help. He to me when I have a problem.
- Nora isn't perfect, but she's a good person and me in her own way.
- Sue is a great friend. She me no matter what I do or I say.
- Ann usually what to say to make me feel better.
- Keith is always there when someone him.

Writing (a blog entry about your favourite person)

10 Read the task. Think of your favourite person. Copy the spidergram from Ex. 7 in your notebook and make notes under the headings. Use your notes to write your entry. Follow the plan.

Write a blog entry for an international online teens magazine about your favourite person (80 -100 words). In your entry:

- mention his/her relationship to you & age.
- describe his/her appearance and character.
- state what activities he/she likes doing.
- say why he/she is special to you.

Plan

- Para 1:** name of person & relationship to you
Para 2: his/her age & appearance
Para 3: his/her character
Para 4: his/her interests
Para 5: your comments/feelings

VALUES

Growth
 Good habits formed at youth make all the difference.

Aristotle



Culture



TEEN LIFE IN IRELAND

Interests & Preferences

Irish teens like doing what most teens do: playing video games, shopping, watching films and hanging out with friends. They also enjoy listening to music and can tell you all about famous Irish singers and **bands**. Chatting online is also extremely popular and is an important way for Irish teenagers to contact each other.

Families

The **traditional** Irish family is big with five or six children, maybe more. These days, though, it is more common to have just two children. Most families have two parents while some others are single-parent families.

Favourite activities

It rains a lot in Ireland but this doesn't stop people from doing activities outdoors. Teens love playing sports such as football and hockey. There are traditional sports, too, like Gaelic football and hurling. Another favourite is going to festivals – Ireland has lots of **different** kinds all year round, so there's always something fun for young people to do.



Check these words
hang out, contact, single-parent, outdoors

Listening & Reading

- 1 Read the text quickly. Find two things that teens in your country like doing.
- 2 Listen to the text. What can you remember about teen life in Ireland? Tell the class.

3 Read the text and decide if the sentences are *T* (True), *F* (False) or *DS* (Doesn't say). Then, explain the words in bold.

- 1 Irish teenagers only listen to Irish music.
- 2 Irish teens use the Internet to keep in touch.
- 3 Irish families today tend to be large.
- 4 The weather in Ireland is usually warm and sunny.
- 5 Teens play both Irish and international sports.

Speaking & Writing

4 How does teen life in Ireland compare to teen life in your country? Write a few sentences. Read them to the class.



Vocabulary

1 Match the words in the two columns.

- | | |
|--------------------------------------|------------------------|
| 1 <input type="checkbox"/> listen to | A a motorbike |
| 2 <input type="checkbox"/> read | B my face |
| 3 <input type="checkbox"/> play | C the radio |
| 4 <input type="checkbox"/> ride | D cards |
| 5 <input type="checkbox"/> meet | E a lesson |
| 6 <input type="checkbox"/> do | F fishing |
| 7 <input type="checkbox"/> watch | G a newspaper |
| 8 <input type="checkbox"/> have | H the housework |
| 9 <input type="checkbox"/> wash | I a film |
| 10 <input type="checkbox"/> go | J friends |

(10 x 2 = 20)

2 Circle the odd word out.

- middle-aged – chubby – old – young
- well-built – slim – reliable – thin
- calm – pale – friendly – kind
- light – dark – full – fair
- thin – plump – overweight – dark
- patient – brave – lazy – bald
- wrinkles – freckles – moustache – build
- straight – late – wavy – long

(8 x 2 = 16)

Grammar

3 Choose the correct item.

- "I ride my bike to college." "**So/Nor** do I."
- "I don't have lessons on Mondays." "**So/Neither** do I."
- "I don't like studying in the library."
"Oh really? I **do/don't**."
- "I have lunch at college."
"I **do/don't**. I prefer having lunch at home."

(4 x 5 = 20)

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

- A: **(she/go)** to Brussels next week?
B: Yes, she **(visit)** her brother.
- A: **(you/know)** where Simon is?
B: He **(watch)** TV in his room.
- A: **(they/live)** in London?
B: Yes, but this week they **(stay)** with my aunt in Bournemouth.
- A: Paul **(study)** a lot these days.
B: Yes, his exams **(start)** at 9 o'clock on Monday.
- A: Mr Clark **(wash)** his car every Saturday!
B: He **(hate)** having a dirty car!
- A: He always **(have)** a yoga class on Monday evenings.
B: Yes, but he **(be)** never on time for it!

(6 x 4 = 24)

Everyday English

5 Match the exchanges.

- | | |
|--|---|
| 1 <input type="checkbox"/> Thanks for inviting me. | A Great to see you, too. |
| 2 <input type="checkbox"/> Are you here on business? | B Pleased to meet you, too. |
| 3 <input type="checkbox"/> Great to see you again. | C No, I'm visiting family. |
| 4 <input type="checkbox"/> Have you met my sister? | D You're welcome. |
| 5 <input type="checkbox"/> Nice to meet you. | E No, I haven't. Nice to meet you. |

(5 x 4 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

Understand words/phrases related to:

- daily routines & free-time activities
- people's appearance & character

Reading Competence

- understand texts related to daily routines & free-time activities (read for specific information – multiple choice)

Listening Competence

- listen & understand dialogues related to character (listen for specific information – multiple matching)

Speaking Competence

- introduce people

Writing Competence

- write an email while on holiday
- write a blog entry about my favourite person

2

Vocabulary: shops and services, clothes, patterns and materials

Grammar: past simple – *used to*, order of adjectives, comparisons

Everyday English: asking for things in a shop, describing lost property

Writing: an email

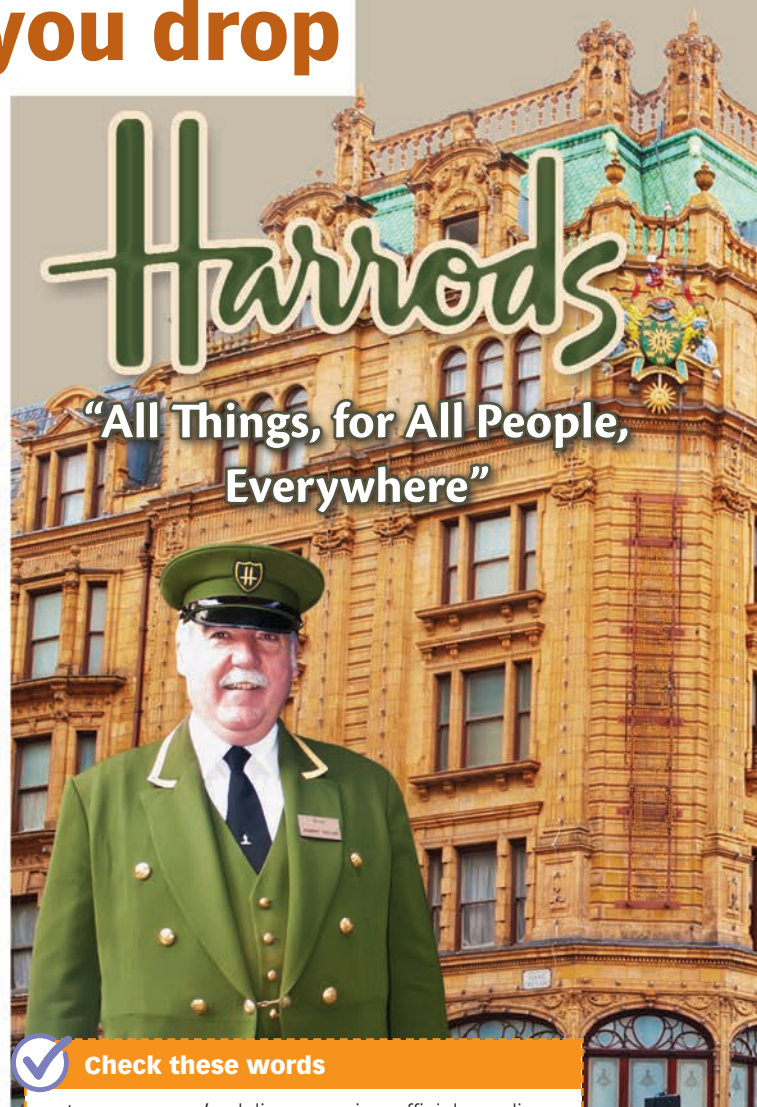
Shop till you drop

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 happen to have any ...?
- Do you have ...?
- 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.

- 1 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.

- 2 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!

- 3 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 Δ , 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?



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 Blecker Street, Greenwich Village.



Recommending

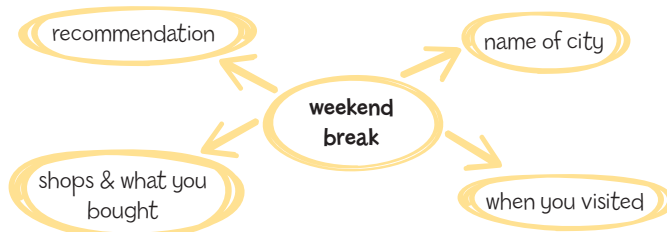
9 Complete the sentences. Use: *like*, *miss*, *recommend*, *worth*.

- 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 picture. 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



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

Survival stories

Vocabulary

Weather phenomena

- 1  Listen and learn. Which of these weather phenomena happened in your country last year?



1 blizzard



2 tornado



3 tsunami



4 hurricane



5 lightning



6 flood

- 2 **Fill in:** *blowing, shining, coming, pouring, raining.*

- A flash of lightning lit up the dark sky; a violent storm was
- It was heavily as we were driving.
- The day after the flood, the sun was brightly, but the streets were still under water.
- The wind was hard and it was with rain.

Reading

- 3 Read the background information about Abby Sunderland. What do you think happened to Abby in the Indian Ocean?

 Listen and read to find out.

Surviving Solo



Abby Sunderland was 16 years old when she set sail from the USA in January 2010, on her boat *Wild Eyes*. Her goal? To sail around the world – alone. After five months, she headed into the Indian Ocean – one of the most remote and dangerous places on Earth.

- 4 Read the blog entries and for questions 1-4, choose the best answer (A-C).

- At first Abby found the bad weather
A exhausting. **B** scary. **C** exciting.
- The boat was damaged by
A the wind. **B** a wave.
C the broken mast.
- Abby communicated with the rescue plane using
A her satellite phone.
B signals.
C her radio.
- How does Abby feel about her experience?
A relieved that it's finished
B unhappy that the weather was so bad
C proud that she kept herself alive

abbysunderland.blogspot.com

Abby Sunderland

Member since April 2009
1,250 followers

9th June 2010

The Indian Ocean

Hi, guys! I'm out in the Indian Ocean, 2,000 km from the coast of Australia. The weather here is terrible! All day today, the wind was blowing at over 100 kilometres per hour and the waves were about 10 metres high. Sailing *Wild Eyes* up and down those waves was exciting for a while, but I'm really tired now!

Write a Comment

27

64

10th June 2010

The Indian Ocean

The storm kept going all day today. When it got dark, the wind dropped and the sea seemed calmer, so I went downstairs. I was checking the engine when, suddenly, a giant wave hit the boat and threw me across the room. Then I realised my boat was rolling over. My mast snapped, my engine stopped working and my satellite phone broke. I am alone in the Indian Ocean. The only thing I can do is send a radio signal to show I'm in trouble ... and hope someone, somewhere, hears it.

Write a Comment

17

62

11th June 2010

The Indian Ocean

I'm so relieved! I was lying on the deck, worrying that no one would hear my signal, when I saw a plane! I talked to someone on board by radio - they're sending a boat to rescue me!

Write a Comment

98

74

12th June 2010

The Kerguelen Islands

This afternoon, a French fishing boat arrived to pick me up. The wind was still blowing hard and it was raining heavily. It was a difficult rescue, but luckily I'm safe now. I can't believe I'm finally on dry land!

Write a Comment

5

40

20th June 2010

Reunion Island

It took eight days to reach Reunion Island. The sun is shining brightly here. It's a big change from rough seas and stormy weather! Today, my brother Zac arrived to take me home. I'm sad my dream of sailing around the world is over, but surviving such a dangerous situation is still a great achievement.

Write a Comment

21

46



Check these words

drop, engine, roll over, mast, snap, satellite phone, signal, relieved, deck, on board

5 **THINK** A lot of people said Abby failed to sail around the world because she was too young. Do you think this is true? Why or why not?

6 Fill in: *satellite, stormy, giant, dry, fishing.*

- 1 land 4 boat
2 weather 5 wave
3 phone

We form adverbs by adding *(-i)ly* to the adjective.

nice – nicely, angry – angrily

BUT: *good – well, hard – hard, fast – fast, late – late*

7 Find the adverbs in the text formed from these words: *bright, hard, lucky, sudden, heavy.*

Speaking

8 Put the events in the order they happened.

- A A huge wave hit the boat.
B A fishing boat picked her up.
C Abby set sail in the Indian Ocean.
D The mast snapped and her phone broke.
E She sent a radio signal.
F She went to check the engine.
G Her brother took her home.
H She saw a plane.
I They reached Reunion Island.

9 Use your answers from Ex. 8 to give a summary of Abby's story to the class.

Writing

10 Imagine you were a rescue worker on the plane that spotted Abby's boat. Write a blog entry about it. Include: *where you were – what happened – how you felt.* Tell the class.

Grammar in Use

Fast Facts News

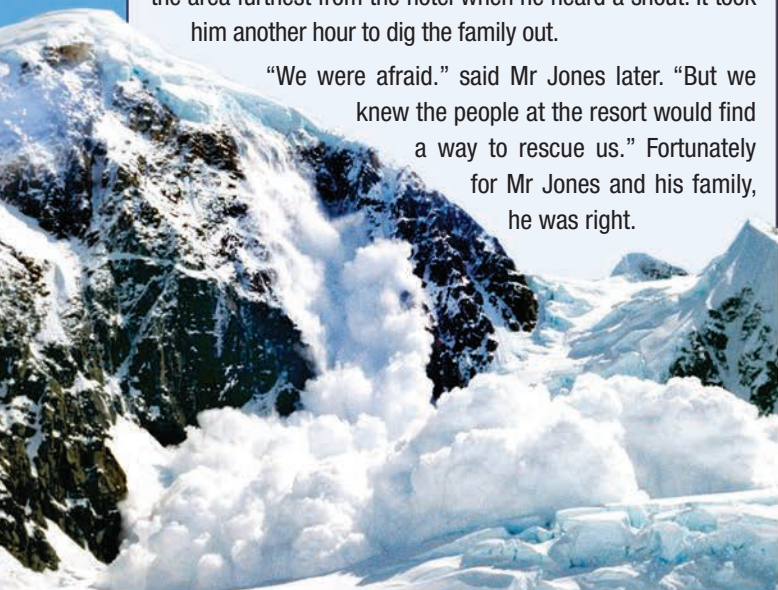
Avalanche in the Alps

At 8:46 am yesterday morning, an avalanche struck at Tignes in the French Alps. It crashed down onto the resort's main ski slope, close to the Grande Hotel where a lot of the guests were having breakfast.

Luckily, because of the bad weather, only a few people were skiing at that time. Four tourists though – Mr and Mrs Jones and their two teenage children – were missing.

Theo Bisset, the manager of the hotel, called the emergency services. Snow was falling heavily and strong winds were blowing. The rescue helicopters couldn't fly, so Bisset grabbed his boots and set out to look for them himself. He was searching the area furthest from the hotel when he heard a shout. It took him another hour to dig the family out.

"We were afraid." said Mr Jones later. "But we knew the people at the resort would find a way to rescue us." Fortunately for Mr Jones and his family, he was right.



- 1 Read the table. How do we form the past continuous?

Past continuous

Affirmative	Negative
I/he/she/it was eating we/you/they were eating	I/he/she/it wasn't eating we/you/they weren't eating
Interrogative	Short Answers
Was I/he/she/it eating ?	Yes I/he/she/it was ./ No, he/she/it wasn't .
Were we/you/they eating ?	Yes, we/you/they were ./ No, we/you/they weren't .

Time expressions with the past continuous:
at 9 o'clock yesterday morning/evening; at 10 o'clock last night, etc.

- 2 Match the underlined verb forms in the news report with the uses:
- two or more actions happening at the same time in the past
 - background information in a story
 - action in progress interrupted by another action in the past
 - action in progress at a stated time in the past

- 3 Look at the notes. Write sentences as in the example.

3 – 4 pm Pam/play basketball
5 – 6 pm George and Pam/shop
6 – 7 pm Sue/cook dinner
6 – 7 pm Kate/drive home
7 – 8 pm George/chat online

- Pam **was playing basketball** at 3:30 pm.
- George and Pam at 5:30 pm.
- Sue at 6:40 pm.
- Kate at 6:55 pm.
- George at 7:45 pm.

- 4 **SPEAKING** What were you doing at these times: last Monday? last Sunday?

• 6 am • 8:30 am • 11 am • 3:30 pm • 7 pm

At 6 am last Monday, I was getting dressed.

At the same time last Sunday, I was sleeping.

- 5 Read the theory, then choose the correct word.

while/when

while + past continuous:

- two past actions happening at the same time. *Tony was reading a book while Sam was surfing the Net.*
- a past action in progress interrupted by another action. *While Paul was cooking, the lights went off.*

when + past simple: past action that interrupted a past action in progress.

When the lights went off, Paul was cooking.

- Jane was driving **while/when** Kate was sleeping.
- He was driving on the motorway **when/while** the police stopped him.
- Sue was walking back home **when/while** it was raining.
- Paul was waiting in the car **while/when** Tim was trying to find a petrol station.
- Bob was sleeping **when/while** the phone rang.

6 These people were in the garden last Sunday at midday. Look at the pictures and correct the sentences.



- Paul was playing with the dog.
Paul wasn't playing with the dog. He was painting the door.
- Ann was eating an apple.
.....
.....
- Sue was watering the flowers.
.....
.....
- Jane and Mary were cutting the grass.
.....
.....
- Bob was painting the door.
.....
.....

7 Ask and answer questions, as in the example.

- at 6 o'clock yesterday afternoon?
A: What were you doing at 6 o'clock yesterday afternoon?
B: I was having a lesson.
- last Saturday morning at 10:30?
- yesterday afternoon at 3:30?
- at this time last Wednesday?
- at 10 o'clock last Sunday night?

8 Form questions, then answer them, as in the example.

- Bob/send emails/at 10 o'clock/last night? – No/Vlog
Was Bob sending emails at 10 o'clock last night? No, he wasn't. He was vlogging.
- Paula/fly/to New York/yesterday morning? – No/have/a meeting
- Mark and Terry/watch/TV/on Sunday afternoon? – No/chat online
- you/work/yesterday afternoon? – No/study/at the library

9 Choose the correct tense. Give reasons.

- Kate got her bag and **walked/was walking** out of the room.
- He **slept/was sleeping** at 8 o'clock, and so he didn't answer the phone.
- They were **climbing/climbed** the mountain when an avalanche struck.
- I **didn't go/wasn't going** out yesterday afternoon.
- They were hiking through the forest when it **started/was starting** raining.
- While Daniel was talking on the phone, Max **watched/was watching** the news.

10 a) Put the verbs in brackets into the past simple or the past continuous.

It was a bitterly cold morning. Grey clouds
1) **(hang)** low in the sky and snow
2) **(fall)**. It 3)
(be) the beginning of the winter holidays and Laura
4) **(travel)** home from university to
spend the holidays with her family.
Suddenly, an elderly gentleman 5)
(enter) her carriage. He 6) **(wear)**
a black coat and he 7) **(carry)**
a briefcase. He 8) **(sit)** opposite
Laura, 9) **(open)** his briefcase,
10) **(take)** out an envelope and
11) **(give)** it to Laura.

b) Continue the story in Ex. 10a.

Skills in Action

Vocabulary

Feelings & Sounds

1 Use the words *thrilled, anxious, sad, puzzled, relieved, angry, proud, frightened* to say how each person felt.

- 1 Alex had no idea who the mysterious parcel was from.
- 2 She finally had her very own horse! This was the best day of her life.
- 3 Mandy thought she heard footsteps behind her. She started walking more quickly.
- 4 Mike's parents were so pleased when he won the award.
- 5 Becky screamed when she saw the snake.
- 6 "You lied to me!" she shouted. "I can never forgive you!"
- 7 Evan couldn't believe it. His brother was alive, after all these years – and he was coming home!
- 8 Emma couldn't stop crying while her sister was driving away.

2 Listen and tick (✓) the sounds in the order you hear them.

- | | |
|--------------------------------|--------------------------|
| A a siren wailing | <input type="checkbox"/> |
| B the wind blowing | <input type="checkbox"/> |
| C car brakes screeching | <input type="checkbox"/> |
| D someone knocking on the door | <input type="checkbox"/> |
| E rain falling | <input type="checkbox"/> |
| F a dog barking | <input type="checkbox"/> |

3 **THINK** Use the phrases from Ex. 2 to continue the story.

The wind was blowing as John was walking back home. He heard a dog. It was barking. ...

Listening

4 Listen and match the speakers to how they feel.

- | | |
|------------------------------------|--------------|
| Speaker 1 <input type="checkbox"/> | a thrilled |
| Speaker 2 <input type="checkbox"/> | b puzzled |
| Speaker 3 <input type="checkbox"/> | c sad |
| Speaker 4 <input type="checkbox"/> | d frightened |

Everyday English

A witness report

5 Put the verbs in the past simple or past continuous, then listen and check.

- A: So, Mr Jeffries, where **1** (you/be) at the time of the burglary?
- B: I **2** (be) in my garden.
- A: What **3** (you/do)?
- B: I **4** (cut) the grass.
- A: What **5** (happen) exactly?
- B: Well, I **6** (hear) someone shout from number 15, and then I **7** (see) a man in jeans and a black top running down the street. I **8** (try) to chase after him, but he was too fast.
- A: **9** (you/see) his face?
- B: No, I'm afraid not. But I **10** (see) him get into a car at the end of the street. I **11** (write) down the number of the car as it **12** (drive) away.
- A: That's really helpful. Thank you.
- B: You're welcome.

6 Use the prompts to act out a similar dialogue. Use phrases from the Useful Language box.

- robbery • come out of post office
- 2 men in black • blue van

Asking questions	Giving information
<ul style="list-style-type: none"> • What were you doing ...? • Where were you/did you ...? • What did you (<i>hear/see, etc.</i>)? 	<ul style="list-style-type: none"> • I was ... • I (was) ... • I (<i>heard/saw, etc.</i>) ...
Thanking	Responding
<ul style="list-style-type: none"> • Thank you for your time. • That's really helpful. 	<ul style="list-style-type: none"> • I'm glad I could help. • You're welcome.

Pronunciation: stressed words

7 Listen and underline the stressed word, then tick (✓) the correct meaning. Listen again and repeat.

- 1 I was here at six o'clock.
 not somewhere else not at seven o'clock
- 2 A young woman was standing at the door.
 not an old woman not a young man
- 3 They were both very sad.
 not just one of them they weren't happy

**Writing Tip****Setting the scene**

We start a story by setting the scene, that is we write **where** and **when** the story takes place, **who** the people are, **what** the weather is like and **what** happened first.

Reading

- 8** Read the story and put the events in the correct order. How did the writer set the scene?

A day to remember

As soon as Fay woke up, she knew this day was going to be very special. The sun was shining brightly through her bedroom window and a gentle breeze was blowing. An hour later, her cousin Alex picked her up for a ride in a hot-air balloon!

Fay was thrilled when the huge, yellow balloon began to rise slowly into the air. "This is fantastic!" she shouted cheerfully.

Suddenly, the happy smile disappeared from her face. Dark clouds were gathering in the sky and the wind started blowing hard. The balloon shook violently from side to side. Fay screamed loudly and covered her eyes, then she felt the balloon crash into something.

"Are you alright?" Alex asked anxiously. "The wind blew us into a tree, but we're OK. I'm calling for help." A fire engine arrived and soon Fay and Alex were safely on the ground. It was a day to remember.

- A** 8 A fire engine arrived.
B Alex picked Fay up.
C The balloon crashed into a tree.
D 1 Fay woke up.
E The balloon rose into the air.
F Alex called for help.
G The balloon shook violently from side to side.
H Dark clouds gathered in the sky.

**Writing Tip****Descriptive language**

We can use a variety of adverbs and adjectives in our stories to make them more interesting to the reader.

She was holding a bouquet of pretty flowers.
"Excuse me," the young woman said sweetly.

- 9** Find the adjectives the writer used to describe: *the breeze, the balloon, the smile, the clouds.*

- 10** Fill in the correct adverb from the story, then say how we form adverbs.

- 1 bright → 5 hard →
 2 slow → 6 loud →
 3 cheerful → 7 anxious →
 4 sudden → 8 safe →

Writing (a story)

- 11** a) Listen and put the events in the correct order. Then, use the events to retell the story.

- A** Two fishermen pulled the canoe to safety.
B 7 Mark & Dan pushed their canoe onto the river.
C They stopped to have some coffee.
D They thanked the fishermen.
E They got back into the canoe.
F 5 They saw a waterfall.
G They saw a kingfisher.

- b) Use the list of events in Ex. 11a and the plan below to write a story entitled *The Waterfall*, for a teen magazine short story competition. (100-120 words).

Plan**Introduction**

Para 1: set the scene (*who, when, where, what*)

Main body

Paras 2-3: develop the story (events before the main event, the main event itself)

Conclusion

Para 4: end the story (what happened in the end, how people felt)

VALUES**Imagination**

*The man who has no imagination
has no wings.*

Muhammad Ali



Sir Ernest Shackleton



5th December 1914

Today we left South Georgia, an island off the coast of South America, and started our journey to Antarctica. I am on the ship *Endurance* with 27 men. I feel very excited. We are trying to be the first people to cross Antarctica!

19th January 1915

We are one day away from Antarctica, but the *Endurance* is trapped. The ice froze around it and we can't get out. We have to stay here until the ice melts.

21st November 1915

The ice was **destroying** our ship so, two days ago, I ordered my men to leave the *Endurance*. Now we are camping in tents on the ice. Today, the *Endurance* **sank**. We saved the dogs, the food and three lifeboats, but we've got no radio.

16th April 1916

After six months, the ice finally broke up on 9th April. We jumped into the lifeboats and headed for Elephant Island, 160 km away. It was crazy – we didn't have a map – but Captain Worsley found the island! It took seven days, and we are all so **relieved** to stand on dry land again.

24th April 1916

I'm going to South Georgia – in a tiny lifeboat. It's 1,300 km away, but I have to do it. I have to **save** my men.

20th May 1916

I sailed in the lifeboat with five other men. It was a terrible journey but, on 10th May, we landed in South Georgia. I **left** three men with the boat, and Crean, Worsley and I went to find help. We walked for 36 hours, up and down snowy mountains. We didn't stop and we got so tired, but we found a boat!

30th August 1916

I tried to **reach** Elephant Island three times. Every time the ice stopped me, but today I **rescued** my men! It's the best day of my life! We wanted to cross Antarctica – we didn't even land on it. But we **survived!** All my men are alive.

Listening & Reading

1 In December 1914, British explorer Sir Ernest Shackleton and his team, set out to cross Antarctica. They didn't return until 1916, but they never set foot on the continent of Antarctica. What happened to them? Can you guess?

Listen and read to find out.



Check these words

trap, melt, sink, break up, survive, alive

2 Read the diary entries and complete the sentences. Then explain the words in bold.

- 1 The *Endurance* was a
- 2 Shackleton and his men wanted to be the first people to
- 3 The ship sank because the
- 4 Shackleton went to South Georgia to

Speaking & Writing

3



Imagine you were one of the men on Elephant Island. How did you feel when Shackleton finally rescued you? Tell the class.

4



Collect information about an explorer from your country or another country. Write a short paragraph about him/her.

Vocabulary

1 Read the definitions and write the correct word.

- 1 This is a storm with very strong winds.
h _____
- 2 This is a huge wave. t _____
- 3 This is a flash of light in a storm. l _____
- 4 You can see them in the sky. c _____
- 5 This is a storm with strong winds and snow.
b _____

(5 x 2 = 10)

2 Fill in: *snapped, poured, raining, blowing, dropped.*

- 1 The wind was hard when we left the harbour.
- 2 The rain down for three days and nights.
- 3 After the storm, the wind and the sea became calm.
- 4 When the boat rolled over, the mast into two pieces.
- 5 It was heavily all day yesterday.

(5 x 3 = 15)

3 Fill in: *thrilled, anxious, heavy, thick, stormy.*

- 1 We couldn't see through the fog.
- 2 The rain is very – you can't go outside to play.
- 3 They sailed for 17 days on seas.
- 4 Paul was when he got sailing lessons for his birthday present.
- 5 Maria felt while she was waiting for her brother to return from the Antarctic.

(5 x 3 = 15)

Grammar

4 Choose the correct tense.

- 1 What **did you do/were you doing** at 9 pm last night?
- 2 Her parents **bought/were buying** her a boat last year.
- 3 I **didn't see/wasn't seeing** her at school yesterday.
- 4 Tony **didn't ride/wasn't riding** his bike when I saw him outside the cinema – he was in his sister's car.
- 5 Why **did you call/were you calling** him last night?

(5 x 4 = 20)

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

- 1 He (**find**) his seat on the train, (**sit**) down and (**take**) out a book.
- 2 (**you/see**) the accident while you (**drive**) to work?
- 3 The wind (**blow**) and the rain (**pour**) down yesterday morning.
- 4 At 8:30 last night, I (**read**) a book. I (**not/hear**) the phone ringing.
- 5 She (**visit**) the museum last Sunday.

(5 x 4 = 20)

Everyday English

6 Choose the correct response.

- 1 A: What were you doing yesterday evening?
B: **a** At about 7:30. **b** I was watching TV.
- 2 A: Thank you for your time.
B: **a** You're welcome. **b** I'm afraid not.
- 3 A: What did you see?
B: **a** A black car outside the house.
b I tried calling the police.
- 4 A: I took a photo of the car with my phone.
B: **a** Thank you for your time.
b That's really helpful.

(4 x 5 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical

Competence

Understand words/phrases related to

- weather phenomena
- feelings & sounds

Reading Competence

- understand texts related to weather (read for specific information – multiple choice)

Listening Competence

- listen and understand monologues about feelings (listen for attitude – multiple matching)

Speaking Competence

- give a witness report

Writing Competence

- write a story
- write a blog entry about an experience of yours



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:

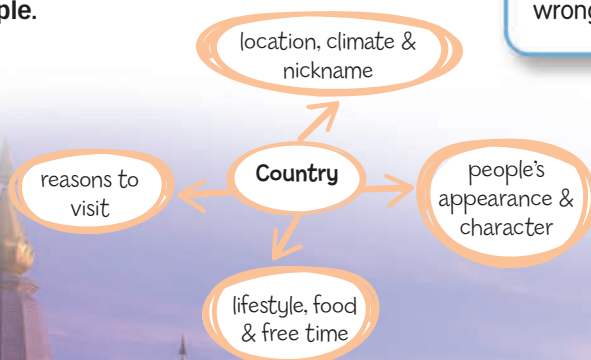
- **entertain** the audience
- **narrate** events
- **inform** the audience about something they may not know
- **persuade** the audience to do something

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.



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

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?

