

New ENTERPRISE

A2

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

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3

Vocabulary: Weather phenomena; Feelings & Sounds
Grammar: past continuous – *while/when*, past continuous vs past simple

Everyday English: Giving a witness statement
Writing: A story

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.*

- 1 A flash of lightning lit up the dark sky; a violent storm was
- 2 It was ... heavily as we were driving.
- 3 The day after the flood, the sun was ... brightly, but the streets were still under water.
- 4 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).

- 1 At first Abby found the bad weather
A exhausting. **B** scary. **C** exciting.
- 2 The boat was damaged by
A the wind. **B** a wave.
C the broken mast.
- 3 Abby communicated with the rescue plane using
A her satellite phone.
B signals.
C her radio.
- 4 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.

abysunderland.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 huge wave hit the boat.
- A fishing boat picked her up.
- Abby set sail in the Indian Ocean. 1
- The mast snapped and her phone broke.
- She sent a radio signal.
- She went to check the engine.
- Her brother took her home.
- She saw a plane.
- 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.

21

Grammar in Use

Fast Facts News

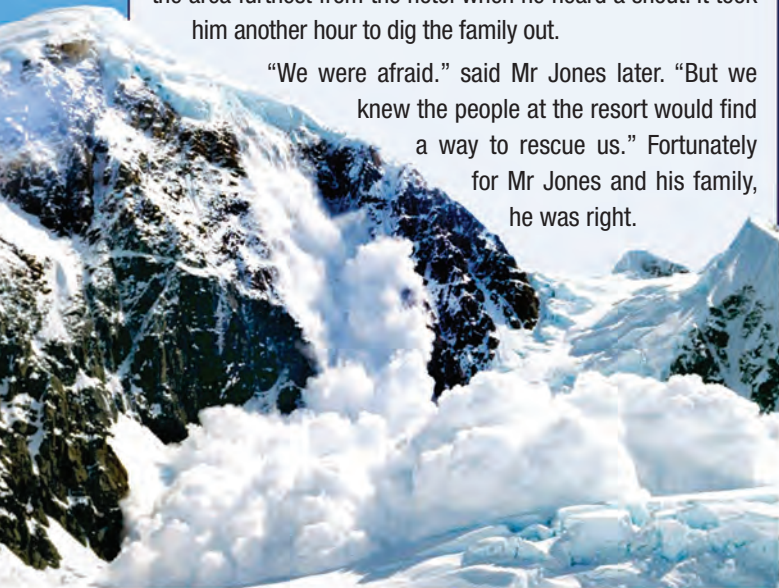
Avalanche in the Alps

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** 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
- B the wind blowing
- C car brakes screeching
- D someone knocking on the door
- E rain falling
- F a dog barking

3  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 | a thrilled |
| Speaker 2 | b puzzled |
| Speaker 3 | c sad |
| Speaker 4 | 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 A fire engine arrived. 8
 B Alex picked Fay up.
 C The balloon crashed into a tree.
 D Fay woke up. 1
 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 Mark & Dan pushed their canoe onto the river. 1
 C They stopped to have some coffee.
 D They thanked the fishermen.
 E They got back into the canoe.
 F They saw a waterfall. 5
 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



MEDIATION

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)

(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:

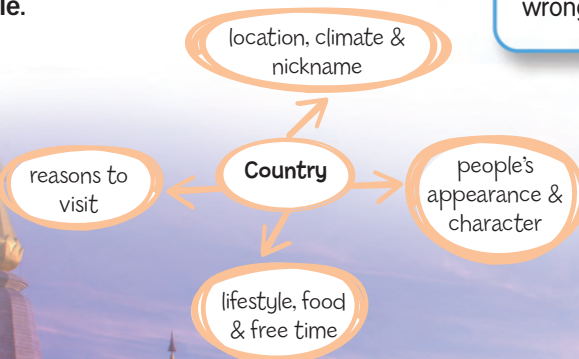
- **entertain** the audience
- **narrate** events
- **inform** the audience about something they may not know
- **persuade** the audience to do something

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.



Hello, everybody! My name's Kannika.

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

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

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

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

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

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

CLIL: History

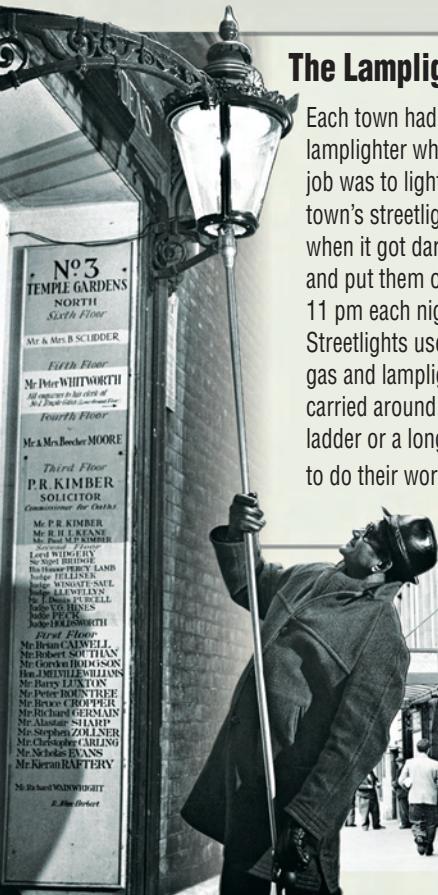
An English High Street

Just after World War 1 (1914-1918), there were no big shopping centres or supermarkets. Instead, people visited a variety of small family-run shops on the high street to do their shopping. Today, a lot of the shops and jobs that existed back then don't **exist** anymore.



The Lamplighter

Each town had a lamplighter whose job was to light the town's streetlights when it got dark and put them out at 11 pm each night. Streetlights used gas and lamplighters carried around a ladder or a long pole to do their work.



The Butcher's

During and after the war, there wasn't enough meat, so as well as beef and chicken, butchers sold rabbits and pheasants. Usually, people came to order some meat, and then later in the day the butcher's boy delivered the meat to their homes on a bicycle.



The Newsboy

On most high streets, it was common to hear young boys shouting 'Read all about it!' These boys got up at 4 am, bought newspapers, and sold them during the day. They often gave the money they **earned** to their parents.

The Tearoom

Tearooms were like modern-day cafés. They were especially popular with women from rich families. Groups of women drank tea (still England's favourite drink) and ate **freshly-baked** scones with jam.



The Tailor's

The tailor sold clothes for men. Usually, customers didn't buy clothes on a hanger. Instead, the tailor **measured** a customer and made a suit to fit them perfectly. There were shops for women's clothes too, but a lot of women made their own clothes at home.



Listening & Reading

- 1 Imagine you are in London 100 years ago. Look at the pictures and listen to the sounds. Where are you? What can you see, hear, smell?
- 2 Look at the text. Which of the shops and jobs in the text don't exist anymore?
 Listen and read to find out.
- 3 Read the text again and decide if the sentences (1-5) are **T** for True or **F** for false. Then, explain the words in bold.
 - 1 Streetlights were left on throughout the night.
 - 2 People usually returned to their butcher's to collect their order.
 - 3 The money newsboys collected supported their families.
 - 4 Only wealthy women visited tearooms.
 - 5 Tailors made clothes for both men and women.



Check these words

pole, pheasant, scone, hanger

Speaking & Writing

- 4 **ICT MEDIATION** What shops and jobs existed in your country 100 years ago? Collect information, then prepare a presentation.
- 5 **THINK** Compare shops and jobs in England and your country 100 years ago.