

Jenny Dooley

Student's Book

New

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B1



Express Publishing



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Student's Book

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Vocabulary: character & appearance; clothes & accessories

Grammar: present simple, present continuous; action/stative verbs; adverbs of frequency; relatives – relative clauses

Everyday English: deciding what to wear (suggesting – agreeing/ disagreeing)


Writing: an article about an inspiring person



In Character

Vocabulary

Character & Appearance

- 1  In a minute, think of as many adjectives as you can that describe character. Compare with your partner.

Study Skills

Using a dictionary

Dictionaries present words in alphabetical order. They contain information about what part of speech each word is, how to pronounce it, meaning(s) of the word and example sentences. Some dictionaries also include synonyms and antonyms.

- 2 a) Choose the correct word. Check in your dictionary.

- 1 Tom likes telling others what to do. He's very **bossy/ calm**.
- 2 Pam's so **cheerful/kind**! Her smile lights up the office.
- 3 Joe's **confident/jealous**; he never doubts himself.
- 4 Alan's a **gentle/clever** person; he wouldn't hurt a fly!
- 5 Jean hurts people's feelings all the time. She's extremely **cruel/lazy**.
- 6 Greg likes learning all about people he meets. He's very **honest/curious**.
- 7 Glenda is so **generous/reliable**; she loves buying presents for people!
- 8 Jeremy doesn't mind waiting for things; he's very **friendly/patient**.
- 9 Paul's **sensible/funny**; he makes reasonable decisions.
- 10 People find Olga **brave/rude** because she behaves in an impolite way to others.
- 11 Angela's **sociable/serious**; she rarely laughs at things.
- 12 Max is really **charming/careful**; he's pleasant to everyone he meets.

- b) Which of the adjectives in Ex. 2a best describe: *you? your friends?* Give reasons.

- 3 Look at the people in the pictures. *Who's in his/ her early/late twenties? middle-aged? elderly? in his early/late thirties? a teenager? Who's got thick eyebrows? big ears? small round ears? a long nose? bottom lip fuller than the top lip? a big forehead? a curved forehead? blue eyes? brown eyes?*

Tony is middle-aged with a big forehead and blue eyes.



It's written all over your FACE

You shouldn't **judge** a book by its cover, right? Well, maybe you should! Face-reading is an ancient art, still **popular** with people today, which says that you can tell a person's personality from looking at their face. And now, even scientists agree that there is some truth in it! For example, in 2008, a pair of Canadian scientists found that ice hockey players with wide faces are usually more violent, and in 2013, a study at Glasgow University found that people with chubby cheeks are often more anxious. So, what else do our faces say about our personalities?


EYEBROWS

Does the friendliest person in your class have thick dark eyebrows? People with this **feature** are often very sociable, while bushy eyebrows often mean that a person is bossy. Also, arched eyebrows usually belong to funny people.

EYES

We can tell a lot from a person's eye colour. Calm people often have blue eyes, while green-eyed people **tend** to be quite jealous! The most common eye colour, brown, often shows a confident personality.

Listening & Reading

- 4 a) Guess what someone's facial features might say about their character. Write down one thing for each feature.
 Listen to and read the text to see if your guesses were correct.
- b) Where do you think the text is from: *a personal blog? a serious newspaper? a light-hearted magazine?*



EARS

Interviewing people for a job? Then look for people with rectangular ears! This shows the person is honest and hard-working. People with round ears are reliable and make good friends. On the other hand, people with big ears and large earlobes are sometimes cruel.

NOSES

Noses come in all shapes and sizes. People with small noses are often very generous, while a long nose is a sign of a patient person. People with a hooked nose often make good actors because they are very confident.

LIPS

Is your bottom lip fuller than your top lip? Then, maybe you have a curious and **adventurous** personality. People whose top lip is fuller, on the other hand, tend to be a bit rude. What about people with lips which are the same size? You might guess that they are fair people who make very good teachers!

FOREHEADS

People with big foreheads are often quite clever, though this has nothing to do with the size of their brains! A **curved** forehead, on the other hand, is a sign of a cheerful person who **brightens up** the room.

Check these words

violent, chubby, bushy, arched, rectangular, earlobe, hooked, brain

5 Read the text again and correct the sentences. Then, explain the words in bold.

- 1 A person with thick dark eyebrows is bossy.
- 2 Blue-eyed people are confident.
- 3 People with rectangular ears are cruel.
- 4 People with hooked noses are patient.
- 5 People with lips the same size are rude.
- 6 A bright happy person often has a big forehead.

6 COLLOCATIONS Fill in: *bottom, eye, curved, chubby, round, ancient, thick*. Use the phrases in sentences of your own.

- | | | | |
|---------|----------|---------|----------|
| 1 | art | 5 | ears |
| 2 | cheeks | 6 | lip |
| 3 | eyebrows | 7 | forehead |
| 4 | colour | | |

7 PREPOSITIONS Choose the correct preposition. Check in your dictionary.

- 1 Bob is very kind and friendly **to/for** everyone.
- 2 Susan's very patient **to/with** even the naughtiest children; she stays calm all the time.
- 3 Little George shouldn't be rude **for/to** grown-ups.
- 4 Helen is jealous **by/of** what other people have.
- 5 Mary is curious **about/for** the world around her.
- 6 John can be very cruel **to/with** others.

8 WORDS EASILY CONFUSED Fill in *popular* or *famous*. Check in your dictionary.

- 1 Which actor would you most like to meet?
- 2 Light-hearted magazines are with teenagers.
- 3 Adrian is for telling funny jokes.
- 4 It's such a book that they're making it into a film.

9 PHRASAL VERBS Fill in the correct particle(s).

look after: to take care of sb/sth

look for: to try to find sb/sth

look forward to: to expect sth with pleasure

look up: to try to find a word, name, etc in a reference book

- 1 I've forgotten the number – let me look it
- 2 Julie looks our children while we're at work.
- 3 Jane is looking her graduation.
- 4 Helen is looking a good book to read.

Speaking

10 THINK Think of someone you know well. Describe him/her to your partner and then say whether or not the person's character matches the description in the text.

Grammar in Use

Bill: Hello, Bob. Do you have a moment?

Bob: Hi, Bill. What's up?

Bill: I want you to meet our new receptionist, Sally French. Sally, this is Bob Grant.

Bob: Pleased to meet you, Sally. Is this your first day?

Sally: Actually, I'm **starting** work next Monday. I'm **doing** a computer course this week. Mr Kent **is** just **showing** me around at the moment.

Bob: I'm thinking of updating my computer skills, too. I think they're getting a little out of date!

Bill: And here comes Mary Boylan! She **works** in sales, but she often **comes** over here to discuss results with Bob.

Sally: Oh, I have experience in sales. That's a hard job!

Mary: Well, it's never slow! In fact, I have to be quick, Bob. My department meeting **starts** at 10:30.

Bill: Let's leave them to it, Sally. Now, over here ...

Present simple – Present continuous

▶ pp. GR1-2

1 Identify the tenses in bold in the dialogue. How do we form each tense? Match the verbs in bold to their uses:

- actions happening at the time of speaking
- habits/routines/repeated actions
- fixed arrangements in the near future
- timetables/schedules (future meaning)
- permanent states
- temporary situations

Look at the circled adverbs of frequency in the dialogue. How do we use them in a sentence?

2 Read the theory. Then, look at the highlighted verbs in the dialogue. Do they have a continuous form? Why/Why not?

Action verbs – Stative verbs

▶ p. GR2

Action verbs describe an action. They have simple and continuous forms.

He goes to work by bike. He is going to the cinema now.

Stative verbs are verbs which describe a state rather than an action and do not usually have a continuous form.

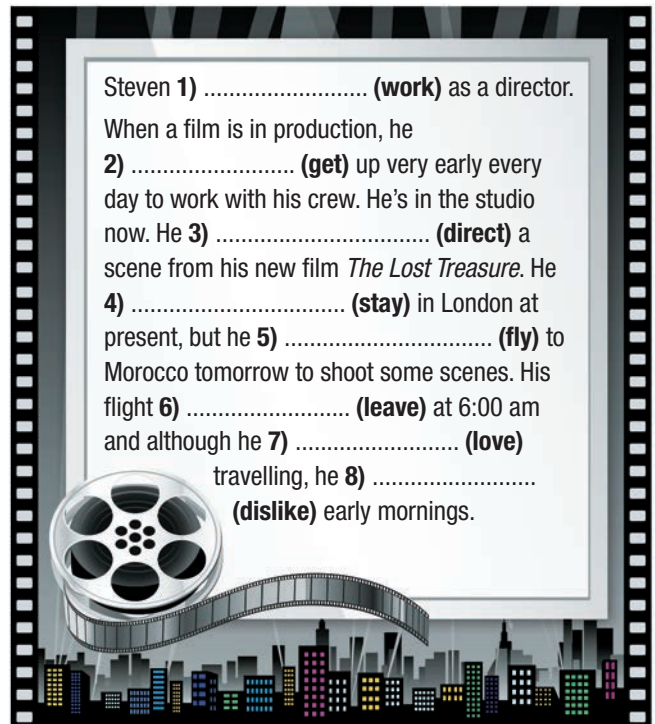
I feel exhausted. (verbs of the senses)

I know who he is. (verbs of perception)

He wants to have pasta for dinner. (verbs which express feelings and emotions)

Who does this bag belong to? (other verbs)

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



Steven **1** (**work**) as a director. When a film is in production, he **2** (**get**) up very early every day to work with his crew. He's in the studio now. He **3** (**direct**) a scene from his new film *The Lost Treasure*. He **4** (**stay**) in London at present, but he **5** (**fly**) to Morocco tomorrow to shoot some scenes. His flight **6** (**leave**) at 6:00 am and although he **7** (**love**) travelling, he **8** (**dislike**) early mornings.

4 Read the theory. Look at the underlined verbs in the dialogue. How does the meaning differ?

Stative verbs with continuous forms

▶ p. GR2

Some stative verbs can be used in continuous tenses, but with a difference in meaning.

Present simple

These flowers smell nice.

(= have a good smell)

Present continuous

She is smelling the flowers.

(= sniffing)

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

- 1 Morgan (**see**) his dentist tomorrow.
- 2 I (**see**) a big queue outside the cinema.
- 3 She (**look**) happy today!
- 4 What's that glossy magazine you (**look**) at?
- 5 The chef (**taste**) the stew to see if it needs more pepper.
- 6 I like this ice cream; it (**taste**) of peanut butter!
- 7 Our neighbour (**be**) an extremely kind and polite person.
- 8 The children (**be**) very noisy, today. Tell them to stop, please!

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

INBOX OUTBOX CONTACTS

Hi Annie!

Hope you're fine! Guess what? Our college **1**
(put) on a play next month and I've got the main part. The play's called *Mirror, Mirror* and it's a black comedy based on the fairy tale *Snow White*. Rehearsals are three times a week – the next one **2**
(start) in an hour, actually. Right now, I **3**
(try) to learn my speech. I **4**
(know) the director. He **5**
(work) in the college Drama Department – he **6**
(teach) us on Mondays. He's very strict and he **7**
(not/like) it when actors forget their lines, so I'm a bit nervous! For my character, Rose White, I **8**
(need) to wear a white dress. I **9**
(not/have) one so I'll have to go shopping!

What about you? How's your film project going? **10**

(you/get) much done on it these days? I **11**
(believe) the actress you're writing about **12**
(appear) at the Gate Theatre soon. We can go and see her!

Talk to you later,
 Tara

Relatives ▶ pp. GR2-3

7 Look at the words in bold in sentences 1-5. Which are used for people? things? time? place? Which shows possession?

- Daryl is not the sort of person **who/that** expects help without giving anything back.
- She prefers casual clothes **which/that** are comfortable to wear.
- She is a complicated person **whose** character has many sides.
- Mexico City is the place **where** she was born. (= in which)
- March is the month **when** she usually travels to Spain.

Defining / Non-defining relative clauses ▶ p. GR3

Defining relative clauses give necessary information essential to the meaning of the main sentence. We do not put the clause in commas. *This is the shop **whose** clothes are all made from organic materials.*

Non-defining relative clauses give extra information that is not essential to the meaning of the main sentence. The relative pronouns cannot be omitted and we put the clause in commas. *My next-door neighbour, **who** is quite young, is a very kind and generous person.*

8 Read the theory. Fill in the correct relative pronoun. Which of the relative clauses are defining? non-defining? Put commas where necessary.

- I met someone at Jack's house was extremely rude.
- That's the seafood restaurant I first tried octopus.
- Chloe bought a new dress really suited her.
- My cousin Harry uncle is a physicist plans to get a science degree.
- She's the designer sportswear is popular with teens.
- I'll never forget the day I started my first job!
- Mr Bloggs is a reliable builder did an excellent job on our house.
- Sandra is curious by nature means that she enjoys exploring new places.

9 Join the sentences as in the example. Use: who, which, whose, where or when.

- Ms Brown is a friendly person. She likes meeting new people.
*Ms Brown is a friendly person **who** likes meeting new people.*
- James enjoys sailing in summer. The weather is good then.
- Claire is a model. She has been in lots of fashion shows.
- The Wilsons live in a big house. The house is near the park.
- Sheila is wearing a nice dress. The dress fits her perfectly.
- Steven is a lawyer. His office is in Baker Street.
- Alfie works in a shop. They sell men's clothes there.


10 SPEAKING Complete the sentences so they are true for you. Use relative pronouns.







- I like people
- I can't stand people
- I like films
- There are times
- I hate places

Skills in Action

Vocabulary

Clothes & Accessories

- 1 a)  Match the items in the list with the correct departments in the store directory. Some items can be listed under more than one department.


GOLDEN GATE STORES	
5 th	 ACCESSORIES
4 th	 BEACHWEAR
3 rd	 SPORTSWEAR
2 nd	 FOOTWEAR
1 st	 MENSWEAR
GROUND	 WOMENSWEAR

- leather belt • evening dress • ankle socks
- high-heeled shoes • polo-neck jumper • bow tie
- skinny jeans • silk blouse • swimsuit • pullover
- tracksuit • walking boots • waistcoat • raincoat
- tailored suit • polo shirt • sweatshirt

- b)  Ask and answer questions, as in the example.

A: *Excuse me. Where can I find leather belts?*
 B: *In the accessories department on the fifth floor.*

Listening

- 2  You will hear a fashion designer and one of his clients talking. Listen and choose the correct answer (A, B, C, or D) for each question.

- 1 David's new line is clothes for
 A older people. C old customers.
 B sports fans. D young people.
- 2 Where is Claudia's new shop?
 A in Knightsbridge C in Halifax Street
 B in East London D south of the river
- 3 This is the first time David is selling
 A ties. C shirts.
 B jackets. D complete outfits.

Everyday English


Deciding what to wear

- 3 a) Complete the dialogue with the correct form of the verbs in the list. Who do you think the speakers are?

- suit • prefer • fit • look • match • go with

A: What are you going to wear to my boss's retirement dinner?
 B: My new blue jeans and a blue T-shirt to 1)
 A: Don't you think jeans are a bit too casual to wear to a retirement dinner?
 B: Hmm. Maybe you're right. How about a dress then?
 A: Yes. You've got lots of stylish dresses. The black one with the polka dots really 2) you.
 B: But I've put on a bit of weight so it doesn't 3) me very well now. I'll wear my brown woollen one. It 4) my brown leather belt. What are you going to wear?
 A: I'm thinking of wearing my blue suit with a white shirt.
 B: Really? I 5) your grey suit. You 6) very smart in it.
 A: OK. I'll wear that, then!


- b)  Listen and check.

- 4  Decide with your partner what to wear in the following situations. Use phrases from the language box. Record yourselves.

- a barbecue at your cousin's house
- a cycling trip • a presentation at work

Suggesting	Agreeing/Disagreeing
<ul style="list-style-type: none"> • How about ...? • Why don't you ...? 	<ul style="list-style-type: none"> • Maybe you're right. • I think you're right. • That's a good idea.
	<ul style="list-style-type: none"> • I don't think so. • Really? I prefer ...

Pronunciation: diphthongs /eɪ/, /aɪ/, /ɔɪ/

- 5  Listen and repeat. Can you think of more words with the same sounds?

- /eɪ/ way, lazy, famous
- /aɪ/ buy, tie, reliable
- /ɔɪ/ boy, enjoy, annoy

Reading & Writing

6 Read the task and answer the questions.

Articles wanted!

Inspiring People

Who is someone you greatly admire? What makes them inspiring to you? Is it their appearance, character, achievements or all three? Write an article answering these questions (120-150 words). We will publish the most interesting ones in our magazine.

- 1 What are you going to write? Who for?
- 2 What should you write about? How many words should your piece of writing be?

Word formation

Forming adjectives

- We can form adjectives from **nouns** by adding **-ful** (*wonder – wonderful*) and **-ous** (*danger – dangerous*).
- We can form adjectives from **verbs** by adding **-able/-ible** (*rely – reliable, access – accessible*) and **-ive** (*invent – inventive*).

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

The Blind OLYMPIAN



The person I really admire is Canadian champion cross-country skier Brian McKeever. He's a **1** (**fame**) international athlete, but suffers from an eye disease. However, being almost blind doesn't stop him from having a **2** (**success**) career!

Starting competitions at the age of 12, Brian is now one of the best athletes in the Winter Paralympics. He regularly participates in 20-kilometre cross-country events with his guide and has won lots of medals!

Brian is fit and **3** (**attract**). He loves wearing red and white skiing outfits – the colours of Canada! He is always cheerful, confident and **4** (**response**). He proudly follows in his father's footsteps, who had the same disease.

Brian inspires me because it's not **5** (**accept**) for him to give up. Whatever the difficulties, he believes in doing his best and fair play – the true meaning of the Olympic ideal.

1
Sed
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qua
sun
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nat
cor
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Sed
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Writing Tip

Linking ideas

Adding ideas

He is tall. He is handsome.

*He is tall **and (also)** handsome.*

*He is tall **and he is handsome as well.***

Making contrasts

*He has a sight problem **but** he's a great athlete.*

*He has a sight problem. **However/Still,** he's a great athlete.*

***Although** he has a sight problem, he's a great athlete.*

8 Join the sentences. Use the words in brackets.

- 1 Roger is friendly. Roger is caring. (**as well**)
- 2 John suffers from a disease. He is a champion swimmer. (**however**)
- 3 Fran looks after old people. She cares for stray animals. (**also**)
- 4 Becky is very young. She has a successful career. (**although**)
- 5 Hugo usually has a lot of energy. He gets tired sometimes. (**but**)

Writing (an article about an inspiring person)

- 9 a) **BRAINSTORMING** Read the task in Ex. 6. Think of a person who inspires you. Make notes under the headings: *name – where from – what famous for – achievements – appearance – character – why inspiring* in your notebook.
- b) Use your notes in Ex. 9a to write your article. Follow the plan and give it a title.

Plan

- Para 1:** name – where from, what famous for
Para 2: achievements
Para 3: appearance & character
Para 4: why inspiring to you

VALUES

Kindness

Kindness is the language which the deaf can hear and the blind can see.

Mark Twain



▶ Scot Kirsten McCoy answers readers' questions about Scotland.

Is it true that Scottish men wear skirts?

People sometimes ask this, but what they are actually talking about is the Scottish kilt. Scottish men wear kilts on traditional and formal occasions, from weddings and funerals to the Highland Games and traditional music events. Kilts date back to the 1700s.

The kilt comes down to the knee and is made of a thick kind of cloth. It is called twill and it is from high quality wool. It has pleats, or folds in the cloth, at the sides and back, but not at the front. The checked pattern, which is called tartan, comes in hundreds of different varieties. That's because each Scottish clan, or family, has its own pattern. The Scottish wear it with a shirt, jacket and tie on formal occasions, as well as hose (knee-high socks) and ghillie brogues (a kind of leather shoe). A sporran, meaning 'purse' in Scottish Gaelic, hangs at the front. This is a small pouch to keep things in, since kilts don't have pockets. Finally, a kilt pin holds the kilt together, often at the bottom on the right-hand side.

Unlike some other traditional pieces of clothing, the kilt is very popular. On visits to Scotland, the men of the British Royal Family always put on kilts, which are often made of Balmoral tartan, the Queen's own special pattern. Scottish actors like Ewan McGregor, Gerard Butler and James McAvoy are very proud to wear their kilts. Tartan is also very popular, appearing on hats, scarves, socks and any other item of clothing you can imagine!



Scottish kilts

See more



Check these words

funeral, date back, knee, pleat, hang, clothing

Reading & Listening

- 1 When do the Scottish wear the kilt?
🔊 Listen and read to find out.
- 2 Read the text again and match the numbers (1-5) in the picture with the highlighted words. Then explain the words in bold.

Speaking & Writing

- 3 Use the photo to present the kilt to the class.
- 4 ICT Collect information about a traditional piece of clothing from your country. Make notes under the headings: name and where/when it is from – description – present popularity. Write a short article for an online travel website about your country.



Vocabulary

1 Match the adjectives (1-6) with their definitions (a-f).

- | | |
|--------------------------------------|---|
| 1 <input type="checkbox"/> confident | a not wanting to work hard |
| 2 <input type="checkbox"/> generous | b sure about your abilities |
| 3 <input type="checkbox"/> cheerful | c enjoying the company of others |
| 4 <input type="checkbox"/> sociable | d happy to give what you have to others |
| 5 <input type="checkbox"/> lazy | e able to make people laugh |
| 6 <input type="checkbox"/> funny | f always in a good mood |

(6 x 3 = 18)

2 Choose the correct item.

- I put on my **waistcoat/raincoat** because it was pouring down.
- Jim put on weight and now his clothes don't **match/fit** him.
- Do these trousers look nice with this **bow/polo-neck** jumper?
- Skinny/Ankle** jeans are very fashionable at the moment.
- Those shorts don't **go with/suit** Michael.
- The campsite is 10 km away, so you need **walking/evening** boots.

(6 x 1 = 6)

3 Fill in: of, up, after, for, to (x2).

- Ann looks a 10-year-old boy on weekdays.
- He's very friendly his colleagues.
- Bob's jealous our new house.
- What are you looking? Your keys?
- Look the word in your dictionary.
- Don't be cruel others.

(6 x 2 = 12)

Grammar

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

- I (**enjoy**) going shopping with my friends on Saturdays.
- The sales assistants (**get**) the department store ready for the sales next week.
- Carl (**not/wear**) formal clothes very often.
- The fashion editor (**not/go**) to the show next week because she's sick.
- What time (**your plane/leave**)?
- (**your daughter/study**) fashion design at college now?

(6 x 4 = 24)

5 Fill in: who, which, whose, where, when.

- This is the college I studied fashion.
- A coat is a piece of clothing you wear to keep warm in winter.
- Muriel is a designer hats cost up to £500!
- Sunday is a day most people have a break from their daily routine.
- Lee's father is the person she relies on most.

(5 x 4 = 20)

6 Match the exchanges.

- | | |
|---|-----------------------------------|
| 1 <input type="checkbox"/> What are you going to wear? | a I'll wear that, then! |
| 2 <input type="checkbox"/> How about wearing your jeans? | b I prefer the grey one. |
| 3 <input type="checkbox"/> You look great in it! | c Maybe you're right. |
| 4 <input type="checkbox"/> Don't you think it's a bit casual? | d I'm thinking of wearing a suit. |
| 5 <input type="checkbox"/> How about this blue tie? | e They don't fit me. |

(5 x 4 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- character & appearance
- clothes & accessories

Reading Competence

- understand texts related to character & appearance (read for specific information – sentence correction/meaning from context)

Listening Competence

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

Speaking Competence

- decide what to wear (suggest – agree/disagree)

Writing Competence

- write an article about an inspiring person

2

Vocabulary: types of books; feelings
Grammar: past simple – past continuous; *used to/would*

Everyday English: narrating an event – expressing sympathy
Writing: a story

Reading Time



Vocabulary

Types of books

1 Which of the following types of books are fiction? non-fiction?

- thriller • science fiction • crime • horror
- textbook • biography • fantasy • travel
- romance • mystery • health • science
- comedy • history • action & adventure

2 List the types of fiction in order of preference. Use the adjectives to discuss, as in the example.

- amusing • interesting • full of action • educational
- complicated • confusing • serious • easy to read
- exciting • impossible to put down • scary
- silly • realistic • powerful • dull • difficult to read
- unbelievable • original • clever

A: I like action and adventure books most of all. They're impossible to put down.

B: Oh, really? I prefer fantasy stories. They're full of imagination. I don't like horror stories, though. I think they're scary.

A: Well, I can't stand romance novels. I find them dull.

Listening & Reading

3 Read the descriptions. What books do you think these people like reading?



1 Jake is a programmer who loves stories that move fast. He prefers not to take any chances when buying books, so generally goes for ones he can see are popular or classics.

2 Patsy used to read thrillers, but now she prefers stories about ordinary people trying to solve everyday problems. She loves books that make her laugh and teach her about life.



3 Sam loves amusing stories about strange lands. He likes books to have an interesting main character and, as a student, he wants to learn from what he reads.

4 Aidan loves reading books – the longer the better! His favourites have exciting storylines, kings and queens, and imaginary worlds.



A *A Game of Thrones*

“When you play the game of thrones, you win or you die.” In the Seven Kingdoms of Westeros, ancient families stop at nothing to rule the land. George R R Martin’s 694-page fantasy epic was at the top of the bestseller lists when it first came out. Along with later novels, it is the basis for the famous TV series. **Settle down** for a long thrilling read to find out how this series watched by millions started.



B *The Martian*

Mark Watney’s spaceship left him on Mars! Most people give up in situations like that, but not Watney. In this science-fiction novel by Andy Weir, Watney decides he is the first Martian, and uses his knowledge to stay alive until help arrives. Very funny at times, extremely educational and **totally** realistic!



C *The Snowman*

When the first snow fell, lots of people built snowmen in their front gardens. But only one was wearing a **missing** woman’s scarf! This is Jo Nesbø’s seventh novel with Norwegian policeman Harry Hole as the main character, solving terrible crimes. A fast clever crime story that’s impossible to put down!



4 Look at the titles A-E. What type of story does each title suggest? Listen and check.

Study Skills

Multiple matching

Read the texts and the descriptions of the people carefully. Look for paraphrases (something written using different words) of the information. Do not try to match words as these can sometimes be distractors.

5 Decide which book (A-E) would be the most suitable for the people (1-4). Then, explain the words in bold.

BOOKS RECOMMENDED BY JIM ELIOT



D Digital Fortress

The US government call Susan Fletcher, an expert at **breaking** codes. They want her to break into their own computer system! Dan Brown's first novel has everything readers expect from him: action, excitement and secret codes. Like Brown's hugely successful *The Da Vinci Code*, this book was a **bestseller**.

E About a Boy

This novel is really about *two* boys. Will's father was rich, so Will doesn't need to work. As a result, even though he is an adult, he never really grew up. Marcus is a teenager living with his mum, who is very **depressed** because she and his dad broke up. Nick Hornby's second novel is a comedy about an unlikely friendship, and how each friend helps the other fix his life.



Check these words

throne, rule, epic, spaceship, main, secret code, unlikely

6 PREPOSITIONS Fill in: by, as, about (x2), at (x2).

- 1 A new novel your favourite author came out last week.
- 2 *The Hobbit* is a story stealing a dragon's treasure.
- 3 The writer is an expert creating excitement.
- 4 Paul's sister prefers mystery books with a woman the main character.
- 5 Her new novel is the top of the bestseller lists.
- 6 This science book taught me a lot the moon.

7 COLLOCATIONS Fill in: arrives, break, build, falls, stay, solve, take, wear. Use the phrases in sentences of your own.

- | | | | |
|--------------|-----------|---------|----------|
| 1 | alive | 5 | a scarf |
| 2 help | | 6 | a crime |
| 3 snow | | 7 | a code |
| 4 | a snowman | 8 | a chance |

8 WORDS EASILY CONFUSED Choose the correct word. Check in your dictionary.

- 1 Sam **looked/saw/watched** at the open door and knew someone was waiting for him inside.
- 2 Tony **looked/saw/watched** his friend Martin in the bookshop.
- 3 I don't **look/see/watch** TV every night.

9 PHRASAL VERBS Fill in the correct particle.

break down: (of cars, engines, etc) to stop working
break into: to get into a building, etc to steal sth
break out: (of wars, fires, storms, etc) to begin suddenly
break up: 1) (of schools) to stop for holidays; **2)** to end a relationship

- 1 Fire broke so we had to leave the building.
- 2 I couldn't wait for school to break and the holidays to begin.
- 3 Jake's car broke just as the snow started falling.
- 4 The men broke the building through the back door.
- 5 Her parents broke, but then they got back together!

Speaking & Writing

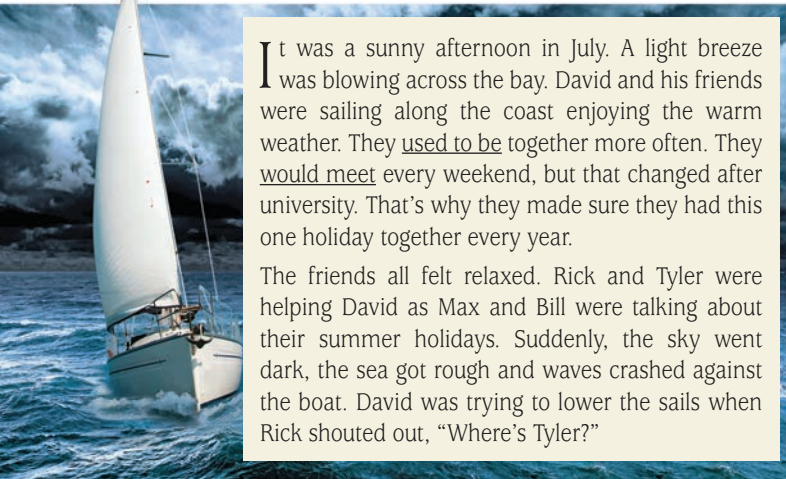
10 a) Imagine a book of your own. Design the cover for it. What will your cover show? Why?

- b) Write a short paragraph to describe your book for the back cover (50 words). Think about: main characters, where they are, why they are there and what happens. Make sure you don't say what happens in the end.

Grammar in Use

Past simple – Past continuous

pp. GR3-4



It was a sunny afternoon in July. A light breeze was blowing across the bay. David and his friends were sailing along the coast enjoying the warm weather. They used to be together more often. They would meet every weekend, but that changed after university. That's why they made sure they had this one holiday together every year.

The friends all felt relaxed. Rick and Tyler were helping David as Max and Bill were talking about their summer holidays. Suddenly, the sky went dark, the sea got rough and waves crashed against the boat. David was trying to lower the sails when Rick shouted out, "Where's Tyler?"

1 Read the story. Identify the past simple and past continuous forms. How do we form these tenses? Which tense do we use for:

- actions that happened at a definite time in the past (stated or implied)?
- an action in progress at a specific time in the past?
- actions that happened one after the other in the past?
- two or more actions in progress at the same time in the past?
- a past action in progress when another action interrupted it?
- background information in a story?

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

- 1 A: Where (you/be) last night?
B: Dan (fall) down the stairs so I (take) him to the hospital.
- 2 A: (it/snow) when you were on your mountain hike?
B: Yes. It (snow) when I set out and it (not/stop) until I got back home!
- 3 A: (you/see) the car crash on your street yesterday?
B: Yeah, I (go) to the market when it happened.
- 4 A: Why (Susie/look) so frightened?
B: She (hear) a knock at the front door, but there (not/be) anyone there.
- 5 A: What (you/do) while the police (search) the house?
B: I (wait) for Mark to come.

3 Put the verbs in brackets into the past simple or the past continuous. Then ask and answer questions about the story, as in the example.

It 1) (be) a cool autumn morning, but it 2) (not/rain) so Paul decided to drive to the river to take a walk. The sun 3) (shine) at first, but later the sky went dark. Soon it 4) (rain) heavily.

Paul waited under a tree, but the rain just got heavier. As he was watching, the river 5) (move) faster and faster. Suddenly, Paul 6) (hear) a shout for help. There was a man in the water – and the river 7) (take) him down past Paul!

Without thinking, Paul jumped in. As the man 8) (go) past, Paul grabbed his arm and 9) (pull) him to the river bank.

Paul 10) (drive) the man to hospital, where they said he was fine. Paul 11) (feel) glad about that, but he was cold and wet. All he 12) (want) was to go home and have a hot shower. Wouldn't anyone?

A: Was it raining when Paul left for the river?

B: No, it wasn't.

4 Join the sentences below using *when, while, and, so or because*, as in the example.

The sun was shining and the birds were singing.

- | | |
|-------------------------------------|------------------------------------|
| 1 The sun was shining. | a His brother was getting dressed. |
| 2 Aidan was watching TV. | b She was very tired. |
| 3 I was having a bath. | c The birds were singing. |
| 4 I heard a noise in the garden. | d I went to see what it was. |
| 5 Amy went to bed early last night. | e My doorbell rang. |

Avoiding repetition

When there are two past continuous forms in one sentence talking about the same person, you can omit the conjunction *and*, the subject pronoun and the auxiliary verb (*to be*), and use only the *-ing* participle. *The child was looking around and he was crying for his mother.* → *The child was looking around crying for his mother.*

5 Read the theory. Cross out the unnecessary words.

- 1 He was running down the street and he was carrying a big box.
- 2 They were standing on the beach and they were admiring the view.
- 3 Olivia was sitting in front of the TV and she was eating her dinner.
- 4 Max was sitting in the garden and he was reading a book.
- 5 Jenny and Ann were drinking coffee and they were talking about their summer plans.

used to – would ▶ p. GR4

6 Read the theory. Look at the underlined verbs in the text on p. 14 and answer the questions.

used to – would

- We use **used to** to talk about past habits or states that are no longer true. *I used to ride a motorcycle, but now I drive a car.* We use the **past simple** instead of **used to** with no difference in meaning to talk about past habits or states. *Lucas used to live in Bath when he was younger./Lucas lived in Bath when he was younger.*
- We use **would** to talk about past habits. *As a child, I would/used to spend my holidays by the sea.*
- We do not use **would** to talk about states. *Sally didn't use to feel tired in the morning.* (NOT: *Sally wouldn't feel tired in the morning.*)

- 1 Which underlined verb is talking about: a past state? a past habit?
- 2 Can we replace *used to* with *would* in 'used to be'? Why/Why not?
- 3 Can we replace *would* with *used to* in 'would meet'?

7 Complete the sentences with *used to* or *would*. In which sentences can you use both?

- 1 Ann go horse riding before the accident.
- 2 You be good friends with Max, didn't you?
- 3 I play tennis after school when I was 12.
- 4 Jack love spending time with his cousins.
- 5 We live in the countryside when I was a kid.
- 6 My friends and I hang out together every Saturday while at college.
- 7 Logan have a little dog called Spike.
- 8 Lily get really stressed before her exams.

8 SPEAKING What did/didn't you use to do when you were ten years old? Use these phrases as well as your own ideas to tell your partner.

- play basketball • play video games
- go scuba diving • read comics • chat online
- watch films online • hang out with friends
- share a room with my brother/sister

9 Complete the second sentence so that it has the same meaning as the first sentence, using the word given. Use between two and five words.

- 1 Tom had a part-time job when he was a teenager. **USED**
Tom a part-time job when he was a teenager.
- 2 Jane started watching TV at 8 pm and finished at 11 pm. **WAS**
Jane from 8 pm to 11 pm.
- 3 My grandma always visited us in the summer. **WOULD**
My grandma us in the summer.
- 4 Did you read a lot as a child? **USE**
Did a lot as a child?
- 5 The ship sank in an hour. **TOOK**
It to sink.

10 CHAIN STORY Look at the picture. Continue a story that starts with the sentence below.

It was midnight and Tim was walking back home.

S1: Suddenly he saw a strange man coming towards him.

S2: The man was wearing a black coat.



Skills in Action

Vocabulary

Feelings

1 Check the adjectives below in the Word List. How did each person (1-10) feel?

- relieved • embarrassed • miserable • confused
- nervous • disappointed • bored • annoyed
- amazed • scared


- Tom's face turned bright red as everyone laughed and pointed at him. *Tom felt embarrassed.*
- Ann was tired of doing the same things every day.
- Standing outside the exam hall, Kate realised her hands were shaking.
- Jake couldn't believe how big the castle was.
- Liz sat with her head in her hands, close to tears.
- Sue couldn't understand anything he was saying.
- Tim couldn't stand her rude behaviour.
- The hotel looked awful; Kelly hadn't expected that.
- Bob started screaming when he saw the snake.
- Steve now knew he had made the right decision.

Study Skills

Descriptive language

You can make a character appear more realistic by describing their feelings. This makes your narration more interesting for the reader.

Listening

2 a)  Look at the pictures. Where and when did the story take place? Who was involved in the story? What happened? How did they feel? Think of a sentence for each picture to make a story.



b)  Listen to the story and compare it to yours.


Everyday English

Narrating an event – Expressing sympathy

3 Read the dialogue and put the verbs in the correct tense.

 Listen and check.


Peter: Did you hear about Morgan?
Danny: No. What happened?
Peter: He 1) (**hike**) up a mountain when the weather 2) (**change**). The wind 3) (**blow**) and the rain 4) (**pour**) down.
Danny: So what did he do?
Peter: He 5) (**find**) a cave, went in and started a small fire to keep warm. He tried to phone for help but he 6) (**can/not**) get any signal.
Danny: How did he get back?
Peter: He 7) (**stay**) there all night and then made his way back in the morning when the weather was a little better.
Danny: Oh man, that sounds like a terrible weekend.

4  Use the ideas below to act out a similar dialogue. Use the language in the table.

- holiday abroad • sail in the sea
- fall asleep in the sun • wake up – lost at sea
- drop phone into sea • nearly night/see another boat
- boat/rescue him/her

Narrating	Expressing sympathy
• You won't believe what happened to ...!	• Oh no! • Poor him/her!
• He/She was ... when ...	• That's/What a shame/pity.
• Then he/she ...	• I'm sorry to hear that.
• In the end, he/she ...	• That's/How terrible/awful!
	• That sounds terrible/awful!

Intonation: interjections

5  Listen and match the interjections to how the speaker feels. Listen again and repeat.

- | | | |
|----------|--------------|----------------|
| 1 Eek! | a confused | b scared |
| 2 Ooh! | a interested | b bored |
| 3 Uh-oh! | a worried | b annoyed |
| 4 Aww! | a amazed | b pitying |
| 5 Phew! | a relieved | b disappointed |

Reading & Writing

- 6 Read the story and choose the correct time words. Find all the prepositions of movement.

One cold winter night, Kate and Ann were going home after a relaxing weekend in the countryside. They were driving through a forest **1) when/while** it started to snow.

It wasn't long **2) after/before** the snow was so thick that they couldn't see the road. "Let's wait **3) as/until** the snow stops," said Kate, and pulled over. It was warm in the car and they both quickly fell asleep.

4) A short while later/By that time, Ann woke up. The car was moving from side to side. She looked outside and saw a large bear looking back at her! Terrified, she screamed. Kate woke up and saw the animal. "Uh-oh!" she said. She honked the horn as hard as she could and the bear ran back into the forest.

Kate drove off and they were **5) later/soon** home, relieved to be safe. "I think it just wanted a ride," joked Ann. "Not in my car!" said Kate.

Word formation (-ing/-ed adjectives)

-ing adjectives describe what something is/was like. *It was an **amazing** experience. (What was the experience like? **Amazing**.)*

-ed adjectives describe how someone feels/felt. *We were **amazed**. (How did we feel? **Amazed**.)*

- 7 Read the theory. Find examples in the story in Ex. 6. Then complete the gaps with adjectives derived from the words in brackets.

- The view from the top of the mountain was (**amaze**).
- Gary was (**exhaust**) after sightseeing all day.
- Mia was (**worry**) about flying.
- It was a (**terrify**) experience.



Writing Tip

Ending a story

We can end a story with these techniques to make it more interesting to the reader.

- use direct speech *"I'm glad nothing bad happened, but I'll never go back there," said Julie.*
- ask a rhetorical question *Who wouldn't be?*

- 8 How does the writer end the story? Suggest an ending using the other technique.

Writing (a story)

- 9 Read the rubric. Look at the pictures and brainstorm for ideas with your classmates.

You have decided to write a story for an international magazine short story competition. Your story must begin with this sentence: *Mark and Paul were walking along the beach carrying their surfboards.* Write your story (120-150 words).



- 10 a) Listen and keep notes.
- b) Use your notes in Ex. 10a to write your story. Follow the plan. Give your story a title.

Plan

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

Para 2: events leading to the main event

Para 3: the main event (*climax*)

Para 4: feelings; ending

VALUES

Imagination

The world of reality has its limits; the world of imagination is boundless.

Jean-Jacques Rousseau



A Great Detective



Agatha Christie (1890-1976) is known **1)** the Queen of Crime Fiction for her 66 novels and 14 short story collections. One of her most **popular** characters is Hercule Poirot, a short Belgian detective famous for his intelligence and moustache, **2)** he describes as “a thing of beauty”. He always dresses in the **finest** clothes and is very careful about the food he eats. Working with Captain Hastings, Poirot **3)** the mysteries that confuse the police, using only his “little grey cells” – his brain. He first appears in *The Mysterious Affair at Styles*, published in 1920. Mrs Inglethorp, a very rich woman, dies in strange circumstances and Hastings **rushes** to get the great detective.

A few minutes later, I was knocking at the door of Leastways Cottage. A window opened above me and Poirot looked out. I explained the tragedy and asked for his help. He looked surprised. “Wait my friend. You can tell me everything while I get dressed.”

He soon **unlocked** the door and I told him the **4)** story. I hoped I wasn't leaving out any important details.

“Take your time, my friend,” Poirot said, “When we are calmer, we can arrange the facts, carefully, each in its **proper** place. The important ones, we put to one side; the unimportant ones, we **ignore**.”

“But how do you decide what is important and what isn't?” I asked.

He was carefully putting on his jacket. “One fact in the mystery leads to another. Does the next fact fit? No! There is something missing – a link in the chain that is not there. We examine, we search and we find that missing fact. And it is a mystery no **5)**!” He was ready. “Now, Hastings, let's start!”

(Adapted from *The Mysterious Affair at Styles*)



Check these words

collection, detective, intelligence, moustache, circumstances, tragedy, a link in the chain

Reading & Listening

1 Look at the picture. Who is this character? Who created him? Who does he work with? Read to find out.

2 a) Read the texts again and choose the correct word for each gap (1-5).

- | | | | | |
|---|-----------|-----------|---------|----------|
| 1 | A like | B for | C as | D about |
| 2 | A which | B what | C where | D why |
| 3 | A answers | B replies | C gets | D solves |
| 4 | A all | B whole | C every | D lot |
| 5 | A else | B little | C more | D much |

b) Listen to check.

3 Match the words in bold in the text with their synonyms.

- correct • not pay attention to • well-liked
- opened • moves quickly • most stylish

Speaking & Writing

4 What do you think makes Poirot a popular character?

5 **ICT** Collect information about a book character from your country or another country. Make notes under the headings: *who he/she is* – *where he/she appears* – *why he/she is a great character*. Present the character to the class.



Vocabulary

1 Choose the correct word.

- 1 My favourite kind of **fiction/non-fiction** books are biographies.
- 2 Tony loves action and **adventure/mystery** books.
- 3 The book became a **bestseller/thriller**.
- 4 We **watched/saw** Lucy outside the cinema.
- 5 Shane really enjoyed that **amusing/dull** story.

(5 x 3 = 15)

2 Fill in: *annoyed, relieved, solved, took, confusing, disappointed, stayed, embarrassed.*

- 1 We alive by making a fire.
- 2 I a chance and bought you a book – I hope you like it!
- 3 The detective quickly the crime.
- 4 The story was too for me to follow.
- 5 Jill was with the travel book because it didn't have much information.
- 6 Jenna felt when she spilled coffee on Tony's shirt.
- 7 Back home, we felt we were safe.
- 8 I was really about the way he behaved towards us.

(8 x 2 = 16)

3 Choose the correct item.

- 1 When do schools break **out/up** for summer?
- 2 I read a novel **from/by** Stephen King last week.
- 3 The car broke **out/down** half an hour into the journey.
- 4 It's a story **around/about** two brothers.
- 5 This book has a 13-year-old boy **at/as** its main character.

(5 x 2 = 10)

Grammar

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

- 1 Jo was packing while Tom (**book**) a taxi.
- 2 What (**you/do**) at 8 o'clock last night?
- 3 He was asleep so he (**not/hear**) anything.
- 4 The sun (**shine**) as we sailed out of the harbour.
- 5 Paul (**close**) the door and left.
- 6 We (**walk**) to the beach when it suddenly started to rain.

(6 x 4 = 24)

5 Fill in: *used to or used to/would.*

- 1 My family live by the sea when I was a kid.
- 2 As a child, Luke visit his aunt every summer.
- 3 Kate have a huge dog called Charlie.
- 4 I like horror stories, but I don't read them anymore.
- 5 Carl sleep in late on Saturdays, but he's got a part-time job now.

(5 x 3 = 15)

Everyday English

6 Match the sentences.

- | | |
|---|--|
| 1 <input type="checkbox"/> What did he do? | a No, he left it all behind. |
| 2 <input type="checkbox"/> How was Jenny's holiday? | b Very disappointed. |
| 3 <input type="checkbox"/> It was a robbery! | c He called the police. |
| 4 <input type="checkbox"/> Did he get the money in the end? | d You won't believe what happened to her! |
| 5 <input type="checkbox"/> How did he feel about that? | e How awful! |

(5 x 4 = 20)

Total 100

Competences

GOOD ✓
 VERY GOOD ✓✓
 EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- types of books
- feelings

Reading Competence

- understand texts related to books (read for key information – multiple matching; read for cohesion & coherence – multiple choice cloze)

Listening Competence

- listen to and understand narrations related to feelings

Speaking Competence

- narrate an event & express sympathy

Writing Competence

- write a description of a book
- write a story

3

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

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

Everyday English: reporting lost luggage

Writing: an article describing a journey

All around the world

VIDEO



1 reindeer sled



2 Monte toboggan



3 rainforest zip-line tour



4 reed boats



5 bamboo train

Vocabulary

Travel/Mean of transport

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

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

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

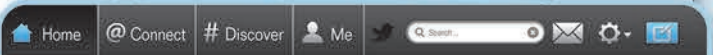
b) Listen and check.

Reading & Listening

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

Listen and read to check.

6 classic cars



A



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

B



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

C



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

D



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



Check these words

ride, platform, wheel, railway track

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

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

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

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

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

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

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

7 PREPOSITIONS Choose the correct preposition.

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

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

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

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

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

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

Speaking & Writing

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

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

Grammar in Use

Tweets

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

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

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

Present perfect – Present perfect continuous

▶ pp. GR4-5

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

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

2 Choose the correct item. Give reasons.

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

3 Fill in *been* or *gone*.

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

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

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

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

Past perfect – Past perfect continuous

▶ pp. GR5-6

Past perfect (*had* + past participle)

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

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

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

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

We use the **past perfect** for:

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

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

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

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

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

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

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

We use the **past perfect continuous**:

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

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

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

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

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

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

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

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

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

The/- ▶ p. GR6

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

How's your general knowledge?



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

Skills in Action

Vocabulary

Parts of an airport

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

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

- Passengers can buy things here.
- Passengers ask questions here.
- Passengers flying out from the airport go here.
- Passengers landing at the airport come out here.
- Passengers check in their bags here.
- They search passengers' suitcases here.
- Passengers get their bags here after the flight.
- They check passengers' passports here.

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

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

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

Listening

Study Skills

Predicting missing words

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

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

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

Everyday English

Reporting lost luggage

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

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

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

B: 1)

A: Kylie Banks. Flight AG533 from New York.

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

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

B: Thank you. 3)

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

B: 4)

A: Just clothes, really.

B: 5)

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

B: 6)

A: It's 07335 939411.

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

b) Listen and check.

4 Act out a similar dialogue using the notes.



Sam Cook

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

Pronunciation: silent letters

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

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

Reading & Writing

6 Read the task and complete the sentences.

You see this notice in an international travel magazine.

**Send us articles with this title:
A JOURNEY I'VE NEVER FORGOTTEN**

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

Write your article in 120-150 words.

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

Word formation (forming adjectives)

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

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

A journey I've never forgotten

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

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

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

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



Writing Tip

Using the senses

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

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

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

A

I sat on deck looking at the

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

As we approached the island, the **3)** of the pine forest reached me.



B



Our horse ride through the forest was peaceful. There were **4)** all around us. The **5)** was birds singing in the trees. The **6)** spring flowers filled the air.

Writing (an article describing a journey)

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



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

Plan

- Para 1:** place, means of transport
- Para 2:** description of journey
- Para 3:** favourite part
- Para 4:** recommendation

VALUES

Experience

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



The man who put the Tube on the map



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

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

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

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

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

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

Check these words
underground railway, straight, diamond, at the bottom of

Listening & Reading

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

Speaking & Writing

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



Vocabulary

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

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

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

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

3 Choose the correct item.

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

Grammar

4 Write the or –.

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

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

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

6 Choose the correct item.

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

Everyday English

7 Match the exchanges.

- | | |
|---|--------------------------|
| 1 <input type="checkbox"/> What's your flight number? | a It's a brown suitcase. |
| 2 <input type="checkbox"/> Can you describe your luggage? | b 892 473 8383. |
| 3 <input type="checkbox"/> What was in it? | c 86, Pine Road, York. |
| 4 <input type="checkbox"/> Where are you staying? | d YT355. |
| 5 <input type="checkbox"/> Could I have a contact number? | e Just clothes. |
- (5 x 3 = 15)
Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- travel
- means of transport
- parts of an airport

Reading Competence

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

Listening Competence

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

Speaking Competence

- report lost luggage

Writing Competence

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



Encyclopedia

http://www.encyclopedia

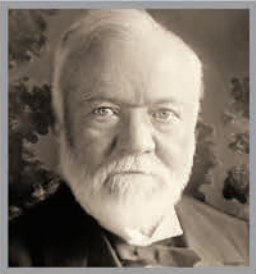
Biographies.com Andrew Carnegie

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Andrew Carnegie

The Father of Modern Philanthropy

Article Related Teacher



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

Early life ▼
Business ▼
Charity ▲

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

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

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

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

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

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

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

Public Speaking Skills

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

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

Study Skills

Making descriptions interesting

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

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

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

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

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

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

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

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

