

English
In motion

8^º
ano
Nível 4
A2+

- For the student:
- Student's Book
 - Short Story *Dr Jekyll & Mr Hyde* (oferta)
 - Workbook
 - Student's Livromédia
 - Speaking Dictionary (oferta incluída no Livromédia)



20,67 € IVA incluído



C. Produto

DE ACORDO COM AS NOVAS
METAS
CURRICULARES

MANUAL CERTIFICADO pela Escola Superior
de Educação do Instituto Politécnico de Viseu,
nos termos da legislação em vigor

English
In motion

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Gill Holley
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Consultor linguístico e pedagógico:
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 **SANTILLANA**

 **Richmond**
PUBLISHING

Methodology

- **In motion** is a dynamic three-level course. The course thoroughly integrates practice of all skills with work on vocabulary, grammar and pronunciation.
- Language is presented through interesting topics and themes. This is followed by practice, which begins with meaningful controlled exercises and gradually develops into freer, personalised activities.
- Students are provided with clear speaking and writing “models” to give extra guidance for producing their own work.

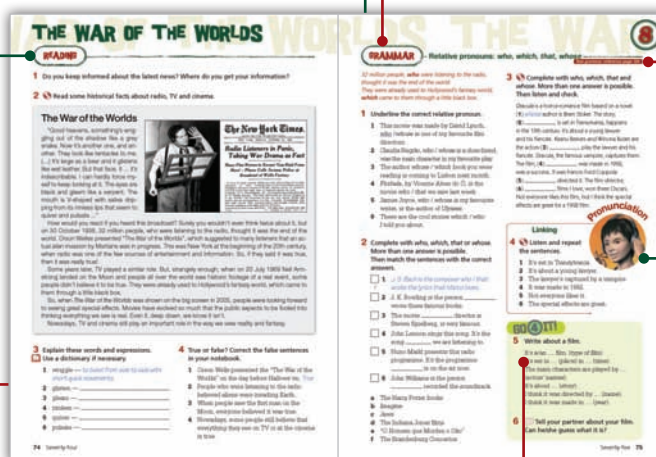
Each unit starts with a **Vocabulary** page. This presents 8–12 words or expressions related to the unit’s theme. Practice activities, including listening and repeating, help these to become part of students’ active vocabulary. The icon  suggests the use of a dictionary to help students with new words.



The **Reading** page starts with a warmer to activate students' knowledge of the topic and generate interest. Students then read a text. The texts reflect a variety of text types that students could meet outside the classroom and exemplify some of the new vocabulary. Reading exercises also work on specific vocabulary taken from the texts. The icon  will let students know when it is a good time to use a dictionary.

The first **Grammar** page presents the grammar that students have been exposed to in the reading text.

Grammar reference page where students can go in order to find some extra information on the grammar item they are working on.



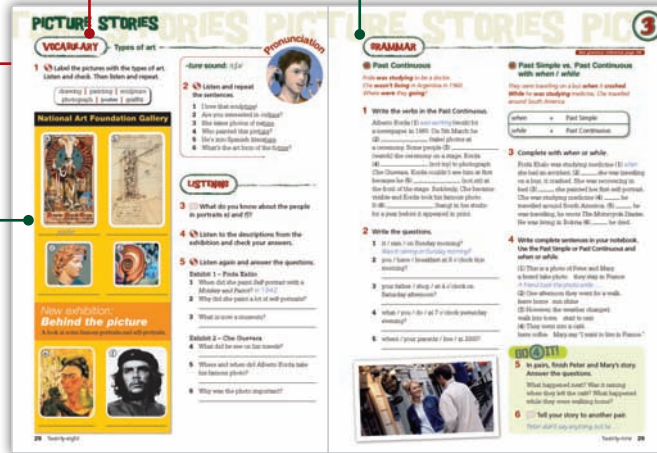
The **Go 4 it!** activity gives students an opportunity to “have a go” at using the new language. It involves a fun speaking task, which develops students’ fluency in the new grammar points. All speaking activities are well identified with the icon .

The **Pronunciation** exercises are presented by two voice coaches, Victor and Veronica. Here students practise recognising and producing important sounds in English and develop an awareness of stress, rhythm and intonation.

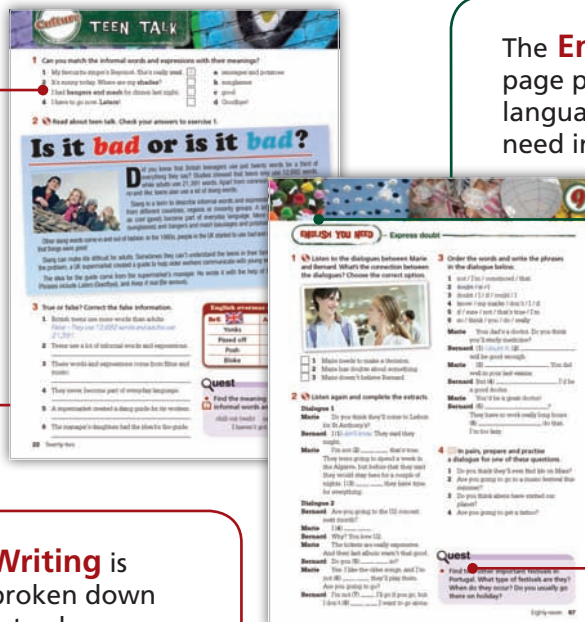
The second **Vocabulary** page introduces a further 8–12 words or expressions which prepare students for the listening activities.

In the **Listening** section, students learn how to go about understanding a range of different spoken texts, from informal conversations to radio programmes.

The second **Grammar** page focuses on grammar that students have been exposed to in the listening activities.



Content and Language Integrated Learning (CLIL) is the main focus of the **Culture** page. This page presents cross-curricular themes of special interest to the age group.



The **English You Need** page presents functional language that students will need in specific situations.

Quest encourages students to research the topic on the Internet or the course website.

Writing is broken down into clear steps. After an oral warmer, students read a model text, which recycles grammar and vocabulary from the unit.



Grammar Reference

This short reference section includes tables, explanations and example sentences.

Word List

Here students can consult the phonetic transcription and translation of words from the Student's Book.



Review units

These units present a new theme so that students have a context in which to revise and consolidate the language covered in the previous three units.

Contents

Unit	Vocabulary	Grammar
Welcome page 6	Personal objects Free time activities Summer holiday Dictionary work	Revision: Present Simple Past Simple Phrasal verbs
1 Meeting people page 9	Fashion Cities: descriptions	<i>like + ing</i> form Present Simple vs. Present Continuous Present Continuous for future plans Comparatives and superlatives <i>What ... like? ... so + adjective</i>
2 Teenage life page 17	Helping at home Adventure activities	<i>have to / not have to</i> <i>have to</i> : questions <i>can / can't, mustn't, not have to</i>
3 Talking culture page 25	Describing actions Types of art	Past Simple <i>there was / there were</i> Adverbs Past Continuous Past Simple vs. Past Continuous with <i>when / while</i>
Review A page 33	Grammar and Vocabulary: Revision of units 1-3	Project: Write a script
4 Home sweet home page 37	Bedroom objects The environment	Zero conditional First conditional Future time clauses <i>going to, will, might</i>
5 Travelling page 45	Travel British vs. American English	Present Perfect Simple <i>been</i> vs. <i>gone</i> Present Perfect Simple: irregular verbs Present Perfect Simple: questions Present Perfect Simple with <i>just</i>
6 Eat up! page 53	Food groups Types of restaurants	Present Perfect Simple with <i>already, yet, for</i> and <i>since</i> Countable and uncountable nouns <i>a few / a little</i> <i>a lot of / lots of, some / any</i> <i>How many ...? / How much ...?</i> <i>would / wouldn't</i>
Review B page 61	Grammar and Vocabulary: Revision of units 4-6	Project: Respect the environment
7 Fashion page 65	Shopping Advertising	Past Simple vs. Present Perfect Simple Order of adjectives <i>too</i> and <i>not enough</i> with adjectives Sense verbs Verbs of probability
8 Media frenzy page 73	Mass media Types of books	Relative pronouns: <i>who, which, that, whose</i> <i>used to / didn't use to</i> <i>used to</i> vs. <i>usually</i> Double negative
9 Wonders of the world page 81	Monuments Destinations	Revision of verb tenses Reflexive pronouns Double genitive
Review C page 89	Grammar and Vocabulary: Revision of units 7-9	Project: Dream holiday

Reading and Listening	Speaking and Pronunciation	Culture English you need	Writing
News from New York			Summer holiday
Fashion survey City links	Do a fashion survey Compare cities /ð/ sound	First encounters Start a conversation	My views on fashion Word order
Helping at home Team spirit	Do an interview about housework Talk about rules at home Weak form: /ə/	Teen talk Use teen talk	An email The apostrophe
Dr Jekyll and Mr Hyde Picture stories	Continue a story What do you know about Frida Kahlo and Che Guevara? End a story -ture sound: /tʃə/	Unusual museums Make and respond to suggestions	A story Time connectors
Song: <i>Ain't no mountain high enough</i>			
Feng shui The iHome	Describe the school of the future Predictions for 2050 Vowel sounds: /əʊ/ and /ɒ/	Changing places Get around in a new place	My predictions Presenting ideas
Cross-country USA Transatlantic	USA and UK differences Have you ever been abroad? Vowel sound: /ɔ:/	Tom Sawyer Apologise	My news Informal expressions <i>until / till</i>
Dining in the sky Going out for dinner	Which food group do you prefer? Dining on Cloud 9 What are your fears, loves and hates? Weak forms: <i>for</i> and <i>since</i>	Phobias React strongly	My loves and hates Referencing
Song: <i>On the road again</i>			
Teen shoppers It's Kwaii	What are your shopping habits? Do a shopping habits survey <i>would</i> / wʊd /, <i>could</i> / kʊd / and <i>should</i> / ʃʊd /	Shop techniques Persuade somebody	A letter of complaint A formal letter
The war of the worlds Read me a story	Talk about films Make a quiz Linking	The making of ... Make recommendations	A film review <i>what's more, also, too, as well</i>
My seven wonders Travel within	Choose your favourite destinations Wonders in Portugal Intonation	Folk traditions Express doubt	My choice Linkers of reason
Song: <i>Rome wasn't built in a day</i>			

WELCOME

Meet Michael

1 Identify Michael's personal things.

stamps | CD | travel card | leaflet | invitation | list | postcard | cinema ticket

a – cinema ticket



2 Write the questions. Then answer them.

1 What / kind of music / he / like ?

What kind of music does he like ?

He likes pop music.

2 What / be / his favourite / film genre ?

3 How / he / usually / travel ?

4 What club / be / he / a member of ?

5 What / he / going to / do / next week ?

3 Write about Michael's free time activities. Use *like / not like + -ing* form.

go play take travel collect eat

1 – *He likes collecting stamps.*

1 stamps	4 the piano
2 photographs	5 Chinese food
3 to the cinema	6 to other countries



News from New York

- 4 Read the postcard from Emily and write the verbs in the correct tense. Then listen and check.

New York, Thursday

Hi, Michael,

Greetings from the Big Apple! We (1) *arrived* (arrive) here on Monday. On Tuesday, we (2) _____ (visit) the Metropolitan Museum of Art and (3) _____ (have) a picnic in Central Park. Amazing! Yesterday the weather (4) _____ (be) terrible, so we (5) _____ (go) to the cinema. We (6) _____ (see) the new James Bond film. I (7) _____ (not like) it. It (8) _____ (not be) very exciting. How (9) _____ (be) things in Manchester? (10) _____ (you/have) a good time? See you next week.

Love,
Emily

New York City



Michael Tyler _____

43 Station Road _____

Manchester M14 5LD _____

United Kingdom _____



- 5 Read Emily's postcard again and write the questions to the given answers. Then listen and check.

1 *When did you arrive in New York?*

On Monday.

2 _____

The Metropolitan Museum of Art.

3 _____

In Central Park.

4 _____

Because the weather was terrible.

5 _____

The new James Bond film.

6 _____

No, I didn't.

GO 4 IT!

- 6 Write six questions to ask your partner about his/her summer holiday. Use the following ideas:

destination accommodation activities weather

- 7 Ask your questions and make a note of your partner's answers.

A *Where did you go in the summer?*

B *I went to the beach.*

A *What did you do there?*

- 8 Tell another student about your partner's holiday.

USE YOUR DICTIONARY

1 Look at the entry from a dictionary and find ...

- the headword. _____
- one of its meanings. _____
- its pronunciation. _____
- an example sentence. _____

pronunciation → **DNA** /di: en 'ei/ *word classes* → **noun** [U] (*chemistry*) the chemical in the cells of animals and plants that carries GENETIC information and is a type of NUCLEIC ACID: *DNA fingerprinting*

headword → **do**¹ /dɔː du; strong form du:/ *verb, auxiliary verb, noun*—see also DO² ⇨ Appendix 1

■ **verb** (**does** /dʌz/ **did** /dɪd/ **done** /dʌn/) *transitive verb*

ACTION | **1** [T] used to refer to actions that you do not mention by name or do not know about: *What are you doing this evening?* ♦ *We will do what we can to help.* ♦ *Are you doing anything tomorrow evening?* ♦ *The company ought to do something about the poor service.* ♦ *There's nothing to do* (= no means of passing the time in an enjoyable way) *in this place.* ♦ *There's nothing we can do about it* (= we can't change the situation). ♦ *What can I do for you* (= how can I help)? *example sentences*

different meaning → **BEHAVE** | **2** [I] ~ (as...) to act or behave in the way mentioned: *Do as you're told!* ♦ *They are free to do as they please.* ♦ *You would do well to* (= I advise you to) *consider all the options before buying.*

intransitive verb → **SUCCEED/PROGRESS** | **3** [v+adv./prep.] used to ask or talk

DICTIONARY USE

Always remember that a single word can have different meanings, so you have to choose the meaning that is suitable according to the context.

2 These are some phrasal verbs you can find with *make*. Underline each phrasal verb in the sentences.

- The man opened the safe and made off with the money.
- The girl made up a story about a fairy.
- The sign is so far away I can barely make out what it says.
- His first record made him into a star.

3 Match the phrasal verbs with their meanings. Don't forget to use your dictionary.

- to understand with difficulty *sentence 3*
- to invent _____
- to steal _____
- to turn into _____

I

MEETING PEOPLE

Vocabulary

- Fashion
- Cities: descriptions

Grammar

- *like* + *-ing* form
- Present Simple vs. Present Continuous
- Present Continuous for future plans
- Comparatives and superlatives
- *What ... like?* ... *so* + adjective

Speaking

- Do a fashion survey
- Compare cities
- Start a conversation

Pronunciation

- /ð/ sound

Writing

- My views on fashion
- Word order

VOCABULARY

Fashion

1  Match the words with the people. Listen and check. Then listen and repeat.



ring | belt | headband | leggings | sweatshirt | hoodie
necklace | earrings | boots | shirt | trousers | tie

Terrence: tie, ...



Terrence



Maddie



John



Kim

2 Answer the following questions.

1 Is Maddie wearing a long or short skirt?

2 Is John wearing a short-sleeved or long-sleeved T-shirt?

3 Is Terrence wearing baggy or tight trousers?



Add the new vocabulary to your Portfolio

FASHION SURVEY

READING

1  Read the fashion survey. Who's speaking? Then listen and check.



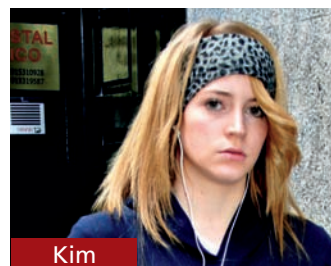
Terrence



Maddie



John



Kim

A

What style of clothes do you usually wear?

I like wearing comfortable clothes. I usually wear jeans with a T-shirt to go out with friends, or I wear them with a long-sleeved shirt to look smart.

What are you wearing now?

Trainers and jeans. I borrowed the T-shirt from a friend. The belt's from Hamilton's on the High Street.

What are your essential fashion accessories?

Sunglasses. A good pair of sunglasses is essential. The problem is I always lose them. I lost another pair yesterday!

Do you follow fashion?

I like fashion, but I never go out and buy things just because they're "in". I'm not wearing any expensive designer clothes today.

B

What style of clothes do you usually wear?

I don't usually like shopping in big shops – I prefer small shops. I like creating my own style. I don't mind going to the big shops occasionally.

What are you wearing now?

I'm wearing my sister's boots at the moment and a skirt from a shop in Notting Hill. My zip-up hoodie is a present from a friend and the bag's from The Clothes Zone.

What are your essential fashion accessories?

I'm crazy about jewellery. This necklace I'm wearing, for example. Do you like it? And these earrings are amazing. I love collecting jewellery.

Do you follow fashion?

No way. I can't stand wearing the same clothes as all my friends. One minute they're wearing baggy trousers and the next they're wearing tight trousers.

2 Answer the questions in your notebook.

- 1 What does A wear to go out with friends?
He wears jeans with a T-shirt.
- 2 What did A lose yesterday?
- 3 What does A never do?
- 4 Where did B get that zip-up hoodie?
- 5 What does B love collecting?
- 6 Does B like following fashion?

10 Ten

3  Who mentioned these topics A or B? Listen and check.

- 1 I like being different. *B*
- 2 I wear the same clothes in different situations. ____
- 3 I usually buy my clothes in small shops. ____
- 4 For me, comfort is important. ____
- 5 I often buy sunglasses. ____
- 6 I enjoy combining clothes in unusual ways. ____

GRAMMAR

See grammar reference pages 112-113

like + -ing form

I **like following** fashion. I **hate losing** sunglasses.

- | | |
|------------|----------------|
| ✓✓✓ love | ✗ not like |
| ✓✓ like | ✗✗ can't stand |
| ✓ not mind | ✗✗✗ hate |

1 Complete the sentences about Maddie with the words below.

shop collect create follow go wear

- 1 She doesn't like following fashion.
- 2 She can't stand _____ the same clothes as her friends.
- 3 She likes _____ her own style.
- 4 She loves _____ in small shops.
- 5 She doesn't mind _____ to the big shops occasionally.
- 6 She loves _____ jewellery.

Present Simple vs. Present Continuous

Present Simple

I **usually wear** jeans with a T-shirt.
He **doesn't buy** designer clothes.

Present Continuous

I'm **wearing** my sister's boots **at the moment**.
He **isn't wearing** designer clothes **today**.

2 Underline the correct option.

I'm Kim. (1) I live / I'm living in Cambridge, but at the moment (2) I visit / I'm visiting a friend in London. In Cambridge (3) I wear / I'm wearing a uniform every day because (4) I go / I'm going to school. (5) I wear / I'm wearing sports clothes now because I'm on holiday. (6) I don't follow / I'm not following fashion. I prefer to have my own style.

3 Write questions in your notebook. Use the Present Simple or the Present Continuous. Then answer them.

- 1 you / usually / wear / a school uniform?
Do you usually wear a school uniform?
- 2 you / wear / any sports clothes / now?
- 3 what sports / you / do?
- 4 what accessories / you / wear / today?
- 5 you / like / read / fashion magazines?
- 6 what colours / your classmates / wear / now?

Present Continuous for future plans

I'm **visiting** a friend in London next week.

4 Write true sentences about yourself.

- 1 I'm **not going** (go) shopping on Saturday.
- 2 My friends _____ (come) to my house tonight.
- 3 Madonna _____ (not play) here next month.
- 4 I _____ (get) a haircut tomorrow.
- 5 The Christmas holidays _____ (start) soon.
- 6 My country _____ (hold) the next Olympics.

GO 4 IT!

5 Write three or four questions for a fashion survey. Use these or other ideas.

colours jewellery shops accessories

What colours do you like wearing?

6 Ask a partner the questions. Does he/she follow fashion?

- A *What colours do you like wearing?*
B *I like wearing white and blue.*

VOCABULARY

Cities: descriptions

- 1 Complete the quotes with the words in the box. Then match them with the pictures (on the right). Listen and check.

crowded | empty | industrial | lively
peaceful | polluted | ugly

A “I usually come here to escape from the noise and traffic. It’s really (1) *peaceful*. And during the week it’s (2) _____ – you can walk miles without seeing anybody.”

B “There’s so much to do and see here. It’s always (3) _____. It’s popular with young people so it gets (4) _____ at weekends. And in summer, it’s a little touristy because people come here during their holidays. But I love it.”

C “In the past, this was an (5) _____ area, but now there are offices here. I think the old buildings were more beautiful. Some of these new buildings are really (6) _____! There’s also a lot of traffic here, so the air’s quite (7) _____.”

LISTENING

- 4 Listen to Fay talking about her holiday in London. Underline the correct option.

- Fay went to London with her sister / some friends.
- She stayed for a week / a month.
- She liked shopping in Oxford Street / in the markets.
- She saw a hippopotamus in the park / the museum.
- She travelled by bus / underground most of the time.
- She prefers the people in London / her town.



- 2 Use your dictionary to find antonyms of the words from exercise 1.

- 3 Describe your town/city. Which places do/don't you like?

My favourite place is ...

- 5 True or false? Correct the false sentences in your notebook.

- Fay stayed at a hotel. *False*
She stayed with her aunt and uncle.
- London's more cosmopolitan and more exciting than Madeley. _____
- Clothes in Oxford Street are cheaper than in the markets. _____
- Hyde Park is very lively during the week. _____
- The underground in London is crowded in the rush hour. _____
- The buses are faster than the underground. _____

GRAMMAR

See grammar reference pages 113-114

Comparatives and superlatives

London's **more cosmopolitan than** Madeley.

Hyde Park's **the biggest** park in London.

1 Complete the following table.

Adjective	Comparative	Superlative
(1) <i>cheap</i>	cheaper than	the cheapest
nice	(2) _____	the nicest
big	(3) _____	(4) _____
lively	(5) _____	the liveliest
exciting	(6) _____	the most exciting
good	(7) _____	(8) _____
bad	(9) _____	the worst
far	(10) _____	the furthest

2 Write true sentences with the adjective in the comparative. Then listen and check.

- Paris / Mexico City (small)
Paris is smaller than Mexico City.
- Mumbai in India / Tokyo (crowded)

- Lisbon / from Los Angeles / from London (far)

- Luxembourg / Detroit (safe)

- Rome / London (warm)

- London Heathrow Airport / Lisbon Portela Airport (busy)

3 Complete the sentences with the adjective in the superlative.

- What's *the fastest* (fast) form of public transport?
- Where's _____ (good) place to go shopping?
- What's _____ (ugly) building?
- What's _____ (big) market?
- What's _____ (beautiful) monument?
- Where's _____ (nice) place to go for a walk in London?

What ... like? ... so + adjective

What's London like? It's **so** great.

What are the shops like? They're **so** expensive.

What	be	Subject	like?
What	's	London	like?
	are	the shops	

4 Write questions using *What ... like in ...?*

~~the food~~ the people the parks the weather
the public transport the restaurants

1 - What's the food like in Mumbai?

5 Answer the previous questions with *so + adjective*.

1 - It's *so* spicy.

Pronunciation



/ð/ sound

6 Listen and repeat the words.

than
further
they
weather

GO 4 IT!

7 Choose a town or city.

8 Ask another student about his/her city. Use the questions and answers in exercises 4 and 5.

A What's Paris like?

B It's *so* exciting, but a little touristy.

9 In pairs, compare the two cities.

Paris is bigger than Porto.



- 1** What do you notice when you meet people for the first time? Make a list of five things.

hair, _____

- 2**  Read about first impressions. Which things on your list does this article include?



You're in a café when a friend comes in with someone you don't know. The person sits down next to you, and you start talking. "What's this person like?" you think.

These first moments are very important. We notice a lot of things when we meet new people – their face and hair, their clothes and how they walk. And when we start talking, we notice eye contact, facial expressions, body language and how they

speak. From these first impressions, we decide what they are like.

The surprising thing is that we make our decision very quickly. It takes us less than 40 milliseconds to interpret the expression on a person's face. Some psychologists think that we decide what a person's like in just two seconds.

Our first impressions aren't always right, and a negative opinion is difficult to change later. For that reason, we should make sure that we know what people are really like before we form an opinion about them.

Make a good impression!

- Look at people when you talk. Eye contact shows that you're interested.
- Smile! People feel more comfortable with a person if they look happy.

- 3** Answer the questions in your notebook.

- 1 What do we notice when we meet new people?
We notice their face and hair, their clothes and how they walk.
- 2 What do we do with these first impressions?
- 3 How long does it take us to do this?
- 4 Why should we wait before forming an opinion about someone?
- 5 Why is eye contact important?
- 6 How do we feel when a person is unhappy?

- 4**  Talk with a partner. Were your first impressions of a person ever wrong?

- A** *When I first met Sonia, I thought she was really shy, but she isn't.*
B *No. And what about David?*

Quest

- How much of our communication is non-verbal? What does non-verbal communication include?



ENGLISH YOU NEED

Start a conversation



- 1** 🎧 Eva's Spanish and she's visiting Tim's school in Manchester. Listen to the dialogue. What five things do they talk about?

food learning English school
sports ~~Eva's trip to England~~
the weather their cities

Eva's trip to England, ...

- 2** 🎧 Order the words to make questions. Then listen and check.

- 1 to England / your / is / this / first trip ?
Is this your first trip to England?
- 2 think / do / you / what / of Manchester ?

- 3 like / in Seville / at the moment / the weather / what's ?

- 4 your / what's / like / school ?

- 5 at school / you / what subjects / do / study ?

- 6 you / learning / like / English / do ?

- 3** 🎧 Listen again. Complete the answers to the questions.

- 1 Yes. *It's my first visit.*
- 2 It's a big city. It's _____
- 3 It's _____
- 4 It's smaller _____
- 5 We study _____
- 6 It's OK. It's _____

- 4** Complete the dialogue about sports and food. Make up the answers.

- Tim** What (1) *do you think of* English food?
Eva I think it's (2) _____.
Tim What's (3) _____ in Seville?
Eva It's (4) _____.
Tim What sports (5) _____ playing?
Eva I like (6) _____. What about you?
Tim I (7) _____.

- 5** 🗨 In pairs, prepare and practise a dialogue. Use the questions in exercise 2 and 4 to help you.

- A** You're from Manchester. You're visiting Student B's school in Funchal.
B Start a conversation with student A.

1 In pairs, answer the questions on the website.

- A *Are clothes important to you?*
B *Not really. I always wear the same things.*



East Manchester Secondary School

Manchester Fashion Week is at the end of the month, and we want to know your views on clothes and fashion.

- Are clothes important to you?
- What do you think of fashion?
- Where do you buy your clothes?

2 Read the two postings on the website. Who doesn't answer one of the questions from exercise 1?

I think fashion's important to girls and boys. People say it makes everyone the same, but I think it's fun. I love trying on the latest accessories.

I go shopping every Saturday and I normally buy clothes in shopping centres. I prefer designer clothes, but they're more expensive and I can't afford them.

Mandy Wilson, 11A

Clothes are important to me, but not that important. I like wearing simple clothes. When I go out, I usually wear baggy trousers and a hoodie. I'm at home now, so I'm wearing jeans and a sweatshirt.

Personally, I don't follow fashion. I have my own look! Everyone's wearing black now, but I hate black clothes!

Arnold Hunter, 10B

Word order

subject + verb + object

I prefer designer clothes.

adjective + noun

I hate black clothes.

adverb of frequency + verb

I normally buy clothes in shopping centres.

be + adverb of frequency

I'm always tired in the evening.

place + time expression

I'm at home now.

3 Order the words to make sentences.

- I'm / at the moment / in the town centre
I'm in the town centre at the moment.
- designer clothes / buys / he / never

- wearing / new / you're / your / today / shirt

- in / this week / winter clothes / the shops / are

- popular / tops / these days / tight / are

- in fashion / boots / always / are

Useful expressions

Personally, ...

I prefer ...

I think ...

I can't afford ...

People say ...

4 Make notes. Then write about fashion.

Paragraph 1: The clothes you wear

Paragraph 2: Where you buy your clothes

Paragraph 3: Your opinion about fashion

5 Now read your work again. Can you find any mistakes?



Add this text to your Portfolio

2

TEENAGE LIFE

Vocabulary

- Helping at home
- Adventure activities

Grammar

- *have to* / *not have to*
- *have to*: questions
- *can* / *can't*, *mustn't*, *not have to*

Speaking

- Do an interview about housework
- Talk about rules at home
- Use teen talk

Pronunciation

- Weak form: /ə/

Writing

- An email
- The apostrophe

VOCABULARY

Helping at home

1  Label the pictures with the phrases. Listen and check. Then listen and repeat.



mop the floor | clear the table | do the ironing | do the washing | do the washing-up
hang out the washing | lay the table | make your bed | ~~take out the rubbish~~ | tidy your room

(a)



take out the rubbish

(b)



(c)



(d)



(e)



(f)



(g)



(h)



(i)



(j)



2  In pairs, talk about housework.

A *I sometimes take out the rubbish.
What about you?*

B *I take out the rubbish at the weekend.*



Add the new vocabulary to your Portfolio

1  Read about housework and answer the following questions.

- 1 What magazine does the article come from? _____
- 2 Who's the magazine for? _____
- 3 Who wrote the article? _____
- 4 Who does more housework – boys or girls? _____

The magazine for teens by teens



UK HOUSEWORK SURVEY: THE RESULTS!

Maggie Wilks reports



Housework. Don't you just hate it? The problem is, *somebody* has to do it! What housework do you have to do? Do you do more or less than your friends? And do you think that you do your fair share?

In a UK housework survey, thousands of teens at schools around the country answered questions about housework. The answers showed that the majority of us have to make our beds and tidy our rooms. Also, about half of us lay the table and do the washing-up. Only one in five of us helps to cook meals.

In general, it's clear that we're less lazy than our parents sometimes think, but it's also clear that girls do much more housework than boys. We do more

ironing than boys, for example; and while twelve per cent of boys don't have to help around the house, that's true for just four per cent of girls.

This situation is sad, but it isn't really surprising. It's a fact that women do more housework than men, but the future's in our hands! Are we going to copy our parents or are we going to make the world a fairer place?



2 Underline the correct option.

- 1 Teens participated in the survey at school / home.
- 2 The majority of / Some teens in the UK make their beds.
- 3 Doing the washing-up is more / less popular than cooking.
- 4 Teens do more / less housework than parents think.
- 5 More girls / boys do nothing to help at home.
- 6 Maggie thinks that boys / girls should do more housework.

3  In pairs, answer the question.

- A Do you think that girls do more housework than boys?
- B Yes, I do. I do more housework than my brother. What about you?

GRAMMAR

See grammar reference page 114

have to / not have to

Somebody **has to do** the housework.
Some boys **don't have to help** at home.

Affirmative		
Subject	<i>have to</i>	Infinitive
I / You / We / They	have to	help.
He / She / It	has to	
Negative		
Subject	<i>not have to</i>	Infinitive
I / You / We / They	don't have to	help.
He / She / It	doesn't have to	

1 Write true sentences about yourself. Use **have to** or **not have to**.

- clean my shoes
I have to clean my shoes.
- do housework for my pocket money

- ask before I use the phone at home

- be in bed before 10 p.m. on school days

- finish my homework before I watch TV

Pronunciation



Weak form: /ə/

2 Listen and repeat.

- I have to wear a uniform.
- He has to check the register.
- We have to buy our books.
- She has to phone our parents.

have to: questions

Does he have to cook?
What housework **do you have to** do?

Question word	be	Subject	have to + infinitive
	Do	I / you	have to cook?
	Does	he / she	
What	do	I / you / we / they	
Short answers			
Yes, I do .		No, I don't .	
Yes, she does .		No, she doesn't .	

3 Write questions with **have to** in your notebook. Then answer them.

- dog owners / buy a licence ?
Do dog owners have to buy a licence?
- when / children / start school ?
- how old / you / be / to ride a moped ?
- what side of the road / people / drive on in / England ?
- everybody / have / an identity card ?

DO IT!

4 Prepare six questions for a partner. What does he/she have to do? Use these ideas or others.

~~a lot of housework~~ go to bed early
ask before you go out
go shopping with your family
Do you have to do a lot of housework?

5 Ask your partner the questions. Ask for more information.

A *Do you have to do a lot of housework?*
B *Yes, I do.*

6 Decide who's got the strictest parents. *Oliver's got the strictest parents because he has to ...*

TEAM SPIRIT

VOCABULARY

Adventure activities

1 What four things can you see in the photos on the webpage?

team leader tent campfire sleeping bag canoe rucksack

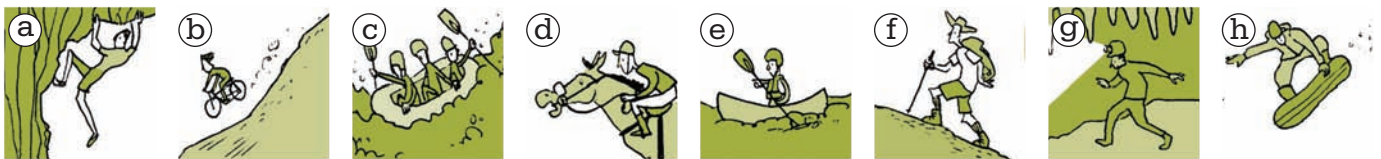


2 Label icons a-h with the activities. Listen and check. Then listen and repeat.



canoeing caving horse riding mountain biking rafting snowboarding trekking ~~rock climbing~~

MORE INFORMATION



rock climbing

LISTENING

3 Listen to four people at the adventure camp. Answer the questions.

- 1 What is Jack doing? *He's putting up a tent.*
- 2 Why does he like Team Spirit? _____
- 3 Where are they walking on day four? _____
- 4 Does Jessica prefer Team Spirit or home? _____
- 5 What does "Leave No Trace Camping" respect? _____
- 6 Who does Rachel like spending time with? _____

GRAMMAR

can / can't, mustn't, not have to

See grammar reference page 115

You **can** do different things.

We **mustn't** leave a mess. / We **can't** leave a fire without surveillance.

We **don't have to** tidy our rooms.

Permission can	You can do different things.
Prohibition can't / mustn't	We can't leave a fire without surveillance. We mustn't leave a mess.
No obligation not have to	We don't have to tidy our rooms.

1 Write *can* or *mustn't* in the sentences.

- You **mustn't** go horse riding without a hat.
- You _____ only go caving if the team leader is with you.
- You _____ go mountain biking anywhere but cycle carefully.
- You _____ go snowboarding because you don't have proper equipment.
- You _____ go trekking in small groups if you take a map with you.

2 Write sentences about mountain biking. Use *mustn't* or *don't have to*.

- You / pass a test to ride a bike
You don't have to pass a test to ride a bike.
- You / ride dangerously

- You / frighten any animals

- You / buy a bike. You can rent one.

- You / cycle very fast

3 Write *can* / *can't*, *mustn't* or *not have to*.



- Camp members (1) **mustn't** leave the camp area on their own. You (2) _____ only leave with a team leader.
- You (3) _____ keep food in your tent. If you have any food, you (4) _____ leave it in the kitchen.
- Activities are not obligatory. Members (5) _____ do all the activities.
- Phones are for emergencies only. You (6) _____ use them for personal calls.

GO 4 IT!

4 In pairs, invent a camp. Copy and complete the table with these phrases. Then add one more rule to each column.

go canoeing without an instructor
make a campfire | bring your sleeping bag
sleep in a tent | go rafting without a lifejacket

Rules for (name of your camp)

You can ... You mustn't ... You don't have to ...

5 Describe your camp to another pair. Which camp do you want to go to? Why?

I want to go to your camp because ...

1 Can you match the informal words and expressions with their meanings?

- | | | |
|---|-------------------------------------|--------------------------------|
| 1 My favourite singer's Beyoncé. She's really cool . | ☒ | a sausages and potatoes |
| 2 It's sunny today. Where are my shades ? | ☐ | b sunglasses |
| 3 I had bangers and mash for dinner last night. | ☐ | c good |
| 4 I have to go now. Later ! | ☐ | d Goodbye! |

2 Read about teen talk. Check your answers to exercise 1.

Is it **bad** or is it **bad**?



Did you know that British teenagers use just twenty words for a third of everything they say? Studies showed that teens only use 12,682 words, while adults use 21,391 words. Apart from common words such as *yeah*, *no* and *like*, teens also use a lot of slang words.

Slang is a term to describe informal words and expressions. These often come from different countries, regions or minority groups. A lot of slang words such as *cool* (good) become part of everyday language. More examples are *shades* (sunglasses) and *bangers and mash* (sausages and potatoes).

Other slang words come in and out of fashion. In the 1980s, people in the UK started to use *bad* and *wicked* (very bad) to say that things were *good*.

Slang can make life difficult for adults. Sometimes they can't understand the teens in their family or at work. To solve the problem, a UK supermarket created a guide to help older workers communicate with young workers.

The idea for the guide came from the supermarket's manager. He wrote it with the help of his teenage daughters. Phrases include *Later* (Goodbye), and *Keep it real* (Be serious).

3 True or false? Correct the false information.

- British teens use more words than adults.
False - They use 12,682 words and adults use 21,391.
- Teens use a lot of informal words and expressions.

- These words and expressions come from films and music.

- They never become part of everyday language.

- A supermarket created a slang guide for its workers.

- The manager's daughters had the idea for the guide.

English overseas - vocabulary

BrE 	AmE 
Yonks	Ages
Pissed off	Angry
Posh	Fancy
Bloke	Guy

Quest

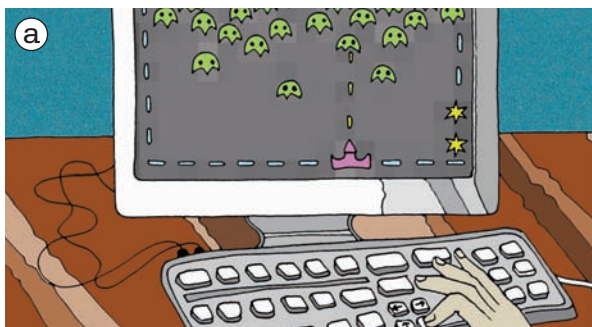
- Find the meaning of these informal words and expressions.

chill out (verb) naff (adjective)
I haven't got a clue!

ENGLISH YOU NEED

Use teen talk

- 1 Tracey's phoning her friend Lee. Listen and order the pictures.



a _____

b 1

c _____

d _____

- 2 Listen and complete the sentences.

fancy Hang going loads Sure up

- 1 Hey, Tracey. How's it going?
- 2 Fine, thanks. What about you? What are you _____ to?
- 3 _____ on. I'll turn off the CD player.
- 4 There were _____ of people.
- 5 Do you _____ going to the park this afternoon?
- 6 _____. Why not?

- 3 Match 1–6 from exercise 2 with meanings a–f below.

- a How are you?
How's it going? - 1
- b Yes. Why not? _____
- c What are you doing? _____
- d There were a lot of people. _____
- e Wait. I'll turn off the CD player. _____
- f Do you want to go to the park this afternoon? _____

- 4 Complete the dialogue with these phrases. Then listen and check.

How's it going? Hang on What are you up to?
do you fancy Sure loads of

Kailey Hi, John.

John Hi, Kailey. (1) What are you up to?

Kailey I'm watching TV. (2) _____.
I'll turn it off. (3) _____?

John Fine, thanks. Listen,
(4) _____ going to the
cinema this evening?

Kailey I'm sorry, I have to stay at home.
Do you want to come here? I've got
(5) _____ DVDs we
could watch.

John (6) _____. Why not?

- 5 In pairs, prepare and practise a new dialogue. Use exercise 4 as a model.

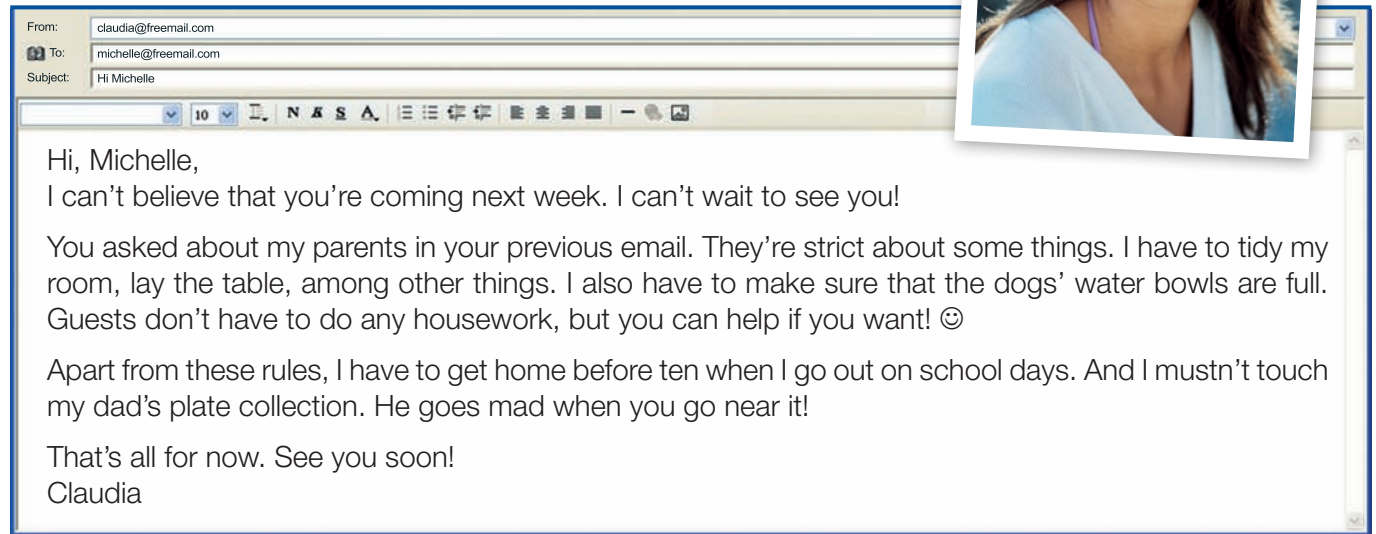
1 In pairs, talk about your rules at home.

your room mealtimes pets going out on school days other rules

A Do you have to tidy your room?

B Yes, I do, but not every day. What about you?

2 Read Claudia's email. Are her rules at home similar to yours?



From: claudia@freemail.com
To: michelle@freemail.com
Subject: Hi Michelle

Hi, Michelle,
I can't believe that you're coming next week. I can't wait to see you!

You asked about my parents in your previous email. They're strict about some things. I have to tidy my room, lay the table, among other things. I also have to make sure that the dogs' water bowls are full. Guests don't have to do any housework, but you can help if you want! ☺

Apart from these rules, I have to get home before ten when I go out on school days. And I mustn't touch my dad's plate collection. He goes mad when you go near it!

That's all for now. See you soon!
Claudia

The apostrophe

3 Match the examples below with these uses of the apostrophe.

1 I can't wait to see you!

2 my dad's plate collection

3 the dogs' water bowls

- ☐ a for possession
☐ b for possession after a word ending in s
☐ c for a contraction

4 Rewrite the sentences putting the apostrophes in the correct place.

1 I mustnt criticise my mums cooking.

I mustn't criticise my mum's cooking.

2 I dont have to wash my parents car.

3 I mustnt go into my sisters room. She goes mad if I do.

4 I cant use my brothers computer games without his permission.

Useful expressions

I can't believe that ...

I can't wait to see you!

You asked about ...

... among other things.

Apart from ...

That's all for now.

5 Make notes. Then write a letter or an email to a friend about your house rules.

Paragraph 1: When your friend's coming

Paragraph 2: Housework you have to and don't have to do

Paragraph 3: Other house rules

6 Now read your work again. Can you find any mistakes?



Add this text to your Portfolio

3

TALKING CULTURE

Vocabulary

- Describing actions
- Types of art

Grammar

- Past Simple
- *there was / there were*
- Adverbs
- Past Continuous
- Past Simple vs. Past Continuous with *when / while*

Speaking

- Continue a story
- What do you know about Frida Kahlo and Che Guevara?
- End a story
- Make and respond to suggestions

Pronunciation

- *-ture* sound: /tʃə/

Writing

- A story
- Time connectors

VOCABULARY

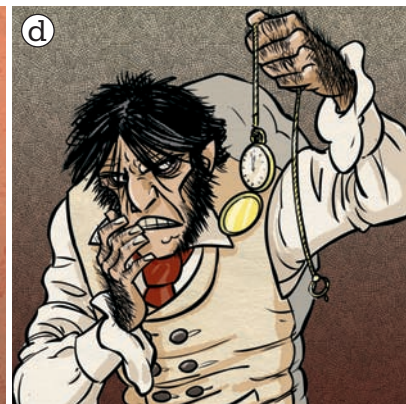
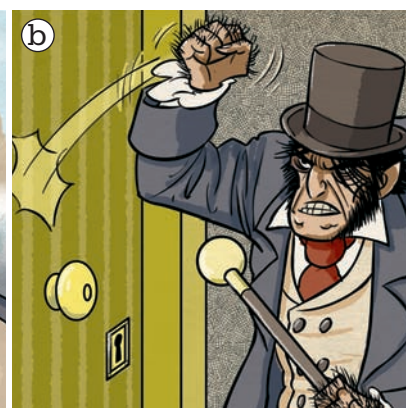
Describing actions

1 Match the pictures (on the right) with the sentences below.

- ☒ f 1 He's watching suspiciously.
☐ 2 He's riding his bike carefully.
☐ 3 He's waiting nervously.
☐ 4 He's knocking loudly on the door.
☐ 5 He's walking slowly.
☐ 6 He's sitting calmly.

2 Listen and underline the correct word.

- 1 He's playing the guitar *well / badly*.
 2 She's walking *quickly / slowly*.
 3 They're talking *angrily / calmly*.
 4 He's knocking *loudly / lightly* on the door.
 5 They're singing *beautifully / terribly*.
 6 She's eating *noisily / quietly*.



Add the new vocabulary to your Portfolio

DR JEKYLL AND MR HYDE

READING

1 Read about Dr Jekyll and Mr Hyde. Name the characters in the pictures.

Dr Jekyll is a scientist. After an experiment goes wrong, he develops a second personality, the evil Mr Hyde. His friend, a lawyer called Mr Utterson, doesn't know that Dr Jekyll and Mr Hyde are the same person. One night, Dr Jekyll's servant, Mary Reilly, goes to Mr Utterson's house.



It was late in the evening when Mary Reilly went to see Mr Utterson.
 "Mary! What are you doing here?" he asked.
 "Mr Utterson," she said nervously, "something's wrong."
 The lawyer carefully poured a glass of water and gave it to her.
 "Here. Drink this. What's the matter?" he asked.
 "It's my master, Dr Jekyll," she said desperately.
 "Can you come and see him?"
 Mr Utterson quickly got up and took his coat. "Let's go!" he said.

It was a cold night. There was a full moon and clouds moved slowly across the sky. There weren't any people in the streets, only a black cat. It looked at them suspiciously. Their footsteps echoed loudly on the pavement. Then the church bell struck.
 "Well, sir," Mary said, "here we are."

They entered the house and went to Dr Jekyll's office. Mary knocked lightly on the door.
 "Mr Utterson's here," she called.
 A voice answered from inside, "I can't see anyone," it said, coldly.
 Mary looked at Mr Utterson. "Was that my master's voice?"
 "It seemed different," replied the lawyer.
 "Jekyll," said Utterson, "I must see you." He paused for a moment, but there was no reply.
 "Utterson," the voice said angrily, "Leave me alone!"
 "That's not Jekyll's voice," said Mr Utterson, "it's Hyde's!"

2 Read part of the story. Write the events in order.

- Mary and Mr Utterson walked to Dr Jekyll's house. ____
- Mr Utterson put on his coat and they left the house. ____
- They knocked on the office door. ____
- Mary Reilly arrived at Mr Utterson's house. 1
- A strange voice spoke from inside the office. ____
- Mary was nervous because there was a problem with her master. ____

3 Answer the questions in complete sentences in your notebook.

- When did Mary arrive at Mr Utterson's house?
She arrived at Mr Utterson's house late in the evening.
- What did Mr Utterson do for Mary?
- What was the weather like?
- What did they see in the street?
- What did they hear?
- How did Dr Jekyll's voice sound?

GRAMMAR

See grammar reference pages 115-116

Past Simple

Mary **knocked** on the door.
They **didn't see** any people in the street.
Where **did** Mary **go**?

- 1 Find the Past Simple of these verbs in the text. Then listen and repeat.

seem get up be pause answer echo
~~pour~~ say take strike give reply

Regular verbs: *pour - poured, ...*

Irregular verbs: *be - was/were, ...*

there was / there were

There was a full moon.
There were some clouds in the sky.
There weren't any people in the streets.
Was there a reply?

- 2 Describe Dr Jekyll's laboratory. Write sentences with *there was(n't)* and *there were(n't)* in your notebook.

~~a mirror~~ science books plants
an electric light a window papers



1 - There was a mirror on the wall.

- 3 Can you remember? Close your books. In pairs, ask about the picture above.

candles pictures a sofa chairs a clock

- A Were there any candles in the room?
B Yes, there were. There were two candles.

Adverbs

"Mr Utterson," she said **nervously**.
Their footsteps echoed **loudly**.

Adjective + ly → Adverb

nervous	nervously
careful	carefully
desperate	desperately
angry	angrily
good	well

- 4 Complete the text with a proper adverb.

Mr Utterson and Mary Reilly stood (1) *quietly* (quiet) at the office door. Mr Utterson was (2) _____ (serious) worried. He didn't make friends (3) _____ (easy), and Dr Jekyll was very important to him. He looked (4) _____ (close) at Mary Reilly. She was a kind woman and she served her master (5) _____ (good). "What's Mr Hyde doing in my master's office?" she asked (6) _____ (anxious). "And where's my master now?"

GO 4 IT!

- 5 In pairs, decide how the story of Dr Jekyll and Mr Hyde continues.
A I think Mr Utterson opened the door.
B Yes. And they saw Mr Hyde and they called the police.
- 6 Write the next part of the story. Include Past Simple verbs, a description (*there was / there were*) and adverbs.
Mr Utterson had a key to Dr Jekyll's office. He opened the door and ...
- 7 Tell your story to another pair. Include sounds and voices.

VOCABULARY

Types of art

Pronunciation

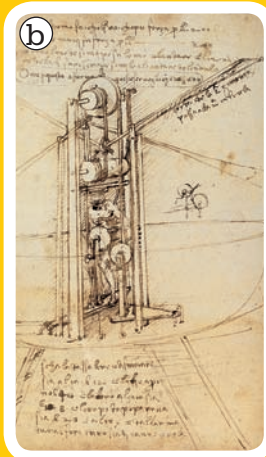
- 1  Label the pictures with the types of art. Listen and check. Then listen and repeat.

drawing | painting | sculpture
photograph | poster | graffiti

National Art Foundation Gallery



poster



New exhibition: **Behind the picture**

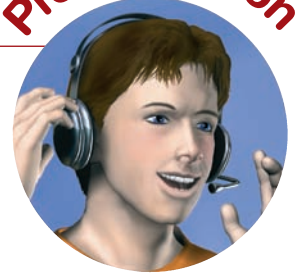
A look at some famous portraits and self-portraits.



-ture sound: /tʃə/

- 2  Listen and repeat the sentences.

- 1 I love that sculpture!
- 2 Are you interested in culture?
- 3 She takes photos of nature.
- 4 Who painted this picture?
- 5 He's into Spanish literature.
- 6 What's the art form of the future?



LISTENING

- 3  What do you know about the people in portraits e) and f)?
- 4  Listen to the descriptions from the exhibition and check your answers.
- 5  Listen again and answer the questions.

Exhibit 1 – Frida Kahlo

- 1 When did she paint *Self-portrait with a Monkey and Parrot*? In 1942.
- 2 Why did she paint a lot of self-portraits?

- 3 What is now a museum?

Exhibit 2 – Che Guevara

- 4 What did he see on his travels?
- 5 Where and when did Alberto Korda take his famous photo?
- 6 Why was the photo important?

See grammar reference page 116

Twenty-nine **29**

- 1**  Read about unusual museums. Then, label the pictures with the names of the museums.

Do you think museums are boring? Think again! There are a lot of museums in the world and somewhere there's a museum for you.

A **The Chocolate Museum** opened in 1993 in Germany's chocolate capital, Cologne. More than five million people visit the museum every year. The interactive exhibition is a tour through 3,000 years of the history of chocolate.

B **The Rock and Roll Hall of Fame and Museum** is in Cleveland, Ohio, in the USA. The museum is most famous for its Hall of Fame. Here, you can listen to and watch recordings by the world's greatest rock artists, and see some of their possessions.

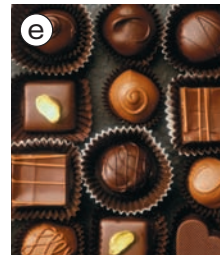
C The people of Fairbanks, Alaska, call **The Ice Museum** the "Coolest Show in Town". At the museum you can see a collection of ice sculptures. The exhibition room has a constant temperature of -6.7 degrees Celsius.

D **The Insectarium** in Philadelphia is the largest insect museum in the USA. The museum opened in 1992 and has thousands of live insects and interactive displays. You can also visit a kitchen and bathroom full of cockroaches!

E **The International Spy Museum** opened in Washington, DC in 2002. The museum has the largest collection of international espionage exhibits in the world. There's a school for spies and a Spy City Café.



The Ice Museum



- 2** Answer the questions in your notebook.

Which museum ...

- 1** receives more than five million visitors a year?
The Chocolate Museum.
- 2** has live exhibits?
- 3** isn't in the USA?
- 4** is the coldest?
- 5** is in the capital of the USA?
- 6** has a special area about famous rock artists?

- 3** Complete the sentences. Which museums do they refer to?

ice insects spies chocolate

bathroom rock

- ☒ **1** One of the exhibits is a *bathroom*.
- ☐ **2** You can drink hot _____ from the museum's fountain.
- ☐ **3** Each year, new names join the list of famous _____ musicians in the Hall of Fame.
- ☐ **4** You can explore an igloo and sit on an _____ chair!
- ☐ **5** There's information about famous _____ from the past.
- ☐ **6** The museum estimates that for every person in the world, there are at least 200 million _____ !

Quest

- Find information about your favourite museum, e.g. location, type of exhibition, interesting facts, etc.

ENGLISH YOU NEED

Make and respond to suggestions



1 Listen. Where do the people decide to go?

- | | | |
|------------------|--------------------------|----------------------|
| 1 Mike and Sally | ☐ | a The London Eye |
| 2 Mia | ☐ | b The Science Museum |
| 3 Tim | ☐ | c Portobello Market |

2 Listen again. Complete the suggestions.

How about Let's What about
~~We could~~ Shall we Why don't we

- 1 *We could* go to a museum.
- 2 _____ go shopping.
- 3 _____ going to Portobello Market?
- 4 _____ go on the London Eye?
- 5 _____ meet later?
- 6 _____ meeting back here?

3 Write the rules in your notebook.

1 – *Let's + infinitive*

- | | |
|-----------------------|--------------|
| 1 <i>Let's</i> | |
| 2 <i>What about</i> | |
| 3 <i>We could</i> | + infinitive |
| 4 <i>Why don't we</i> | + -ing form |
| 5 <i>How about</i> | |
| 6 <i>Shall we</i> | |

4 Underline the correct option. Listen and check. Then listen and repeat.

- 1 Let's listen / *listening* to some music.
- 2 How about *have* / *having* something to eat?
- 3 Why don't we *do* / *doing* some extra English homework?
- 4 We could *walk* / *walking* to the town centre.
- 5 Shall we *buy* / *buying* some clothes?
- 6 What about *go* / *going* to the cinema?

5 Decide whether the following expressions are positive or negative.

- 1 That's a terrible idea. *negative*
- 2 That's a good idea. _____
- 3 You're joking. _____
- 4 No way! _____
- 5 That sounds great. _____
- 6 Brilliant! _____

6 In pairs, make the suggestions from exercise 4 and respond to them.

- A *Let's listen to some music.*
 B *That's a good idea.*



TEENPRINT: Annual Writing Contest!

Send your story to www.teenprint.com.
The best stories will appear online.



One Saturday morning I was walking with Sparky, my dog, when we heard a noise. Suddenly, two men ran out of a bank, carrying bags. One was wearing a Mr Hyde mask and the other a Dracula mask.

There weren't many people in the street and, at first, nobody moved. Then Sparky ran after the robbers. I followed him. Eventually, the men entered an empty building and disappeared.

I quickly called the police and told them about the incident. A few minutes later, the police arrived. Thanks to Sparky, the police found the robbers and returned the money to the bank.

1 After reading the story choose the best title for it? Explain why you chose that title.

- ☐ 1 Sparky and Hyde
- ☐ 2 A surprising afternoon
- ☐ 3 My dog the hero

A *What do you think is the best title?*
B *I think ... is best because ...*

Time connectors

"I was walking with Sparky, my dog, **when** we heard a noise."

2 Complete the sentences with these time connectors:

then eventually at first
a few minutes later **when**

One afternoon I was walking home (1) *when* I saw two men stop a woman in the street. (2) _____ I thought they were asking for directions. (3) _____ I saw the woman give the men her purse so I called the police. (4) _____ they arrived and ran after the men. (5) _____ they returned with the woman's purse.



Useful expressions

One morning/afternoon ...
Suddenly, ...
Thanks to ...

3 Make notes. Then write a story about the picture for your school newspaper.

Paragraph 1: The time and location

Paragraph 2: The details of what happened

Paragraph 3: The end of the story

4 Now read your work again. Can you find any mistakes?



Add this text to your Portfolio

Review A

Units 1, 2, 3



- 1 Look at the pictures and add at least two items to the vocabulary lists.

Clothes: *trousers*, _____

Accessories: _____

Housework: _____

Adventure sports: _____

- 2 In pairs, describe one of the people in the pictures. Can your partner identify the person?

A *This person's wearing trousers and a necklace.*

B *Is it Mary?*

- 3 Describe each picture.

In picture A there's a campsite. Some people are putting up tents.

- 4 Listen to a dialogue. Which picture is it from?

- 5 In pairs, write a short dialogue for one of the other pictures.

1 Read a scene from *Families*. Who are the family members?

Families is a television soap opera about three families. They all live in Bridgetown – a peaceful town in England.

Episode 19

(It's Saturday morning in the Foster family's kitchen. Jack and Mary Foster are doing the washing-up. Their daughter, Hannah, is clearing the table when suddenly her brother, Seth, walks into the room carrying a rucksack.)

Mary Seth? Where are you going?

Seth Sam's waiting for me. We're going on an adventure weekend. I told you.

Mary I don't remember. Well, you can't go until you make your bed and tidy your room.

Seth Mum! Do I have to? I'm late.

Jack Yes, of course you have to. Do what your mother says.

Hannah Who's going with you? Sam and ...?

Seth Some friends.

Hannah Is Simon going?

Seth Yes, he is. *(suspiciously)* Why?

Hannah Can I go? Mum? Dad?

Seth *(nervously)* No, you can't. It's a camp for rock climbing and rafting and ...

Hannah I like canoeing.

Jack Why don't you take your sister? You must be back before 5 o'clock on Sunday.

(Seth looks at his sister angrily.)

Mary We could all go. Can you go horse riding at this camp? I love horse riding.

Seth *(desperately)* I think I'm having a dream. No, it's a nightmare.

Hannah Seth? Are you all right?

Seth *(angrily)* I can't stand listening to you all. I'm going back to bed.

2 Underline the correct option.

- Hannah can / *can't* go with her brother.
- Seth *must* / *mustn't* be late.
- His mother said he *must* / *can* make his bed before he goes.
- Mary *must* / *can* ride a horse well.

3 Write true sentences using the Present Simple or Present Continuous.

The Fosters (1) *don't live* (live) in an industrial city. In this scene, Seth's parents (2) _____ (do) the housework. Sam (3) _____ (wait) for Seth. Seth (4) _____ (go) to an adventure camp for the weekend. He (5) _____ (not want) to take his sister to the camp. He thinks he (6) _____ (have) a nightmare.

4 Complete the sentences with the verbs.

tidy make go do listen ride

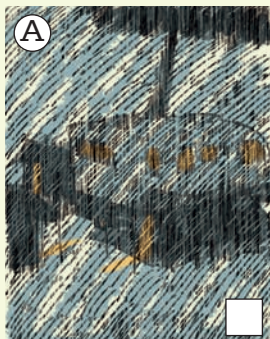
- Seth doesn't like *making* his bed.
- He hates _____ his room.
- His parents don't mind _____ the washing-up.
- Mary loves _____ horses.
- Hannah likes _____ canoeing.
- Seth can't stand _____ to his family.

OPERA SOAP OPERA

LISTENING

Last night's episode

- 5 Listen to Suzie and Jason talking about the soap opera and put the pictures in the correct order.



- 6 Underline the correct verb tense.

- Suzie didn't see *Families* because she was doing / *did* her homework.
- Seth's friends *were putting* / *put* up their tents when Seth arrived.
- Simon was riding a horse when he *was seeing* / *saw* Hannah.
- The horse was frightened so Simon *was falling* / *fell* into the river.
- Hannah fell out of the canoe while she *was trying* / *tried* to help Simon.
- Seth's friends wanted to stay in the caravan because it *rained* / *was raining* outside.

- 7 Complete the sentences with the adverbs and adjectives. Then listen to Susie and Jason again and check your answers.

badly cool dark funny happily loudly

- There was one scene at an adventure camp. That was so funny.
- Seth's friends were _____ putting up their tents.
- I like Seth. He's so _____.
- Simon was riding a horse very _____.
- Hannah started shouting _____ and frightened the horse.
- It got _____ and a storm came.

- 8 Complete with the comparative and superlative forms of the adjective.

- Seth has to be home earlier (early) than his friends.

- In Hanna's family, she is the _____ (good) at canoeing.
- Seth has a _____ (big) rucksack than his friends.
- The camp has the _____ (beautiful) view in the area.

SPEAKING

- 9 In pairs, talk about a TV programme. Use these phrases.

Did you see ...? No, I didn't. I was ...

What was it like? It was ...

There was one scene ...

The best bit was ...

A *Did you see CSI last night?*

B *No, I didn't. I was studying. What was it like?*

PROJECT

Write a script

- 1 In groups, imagine what happens in the next episode of *Families*.

A *I think Seth doesn't talk to his sister or parents.*

B *Well, I think he ...*

- 2 Write the script. Don't forget to include the dialogue and directions.



Marvin Gaye and Tammi Terrell

- 1 Read about rhythm and blues (R&B). Which genres had an influence on R&B? Which genres did R&B influence?

The story of RHYTHM AND BLUES

Rhythm and blues (R&B) was born in the 1940s. It was a combination of jazz and blues with a strong rhythm for dancing to. 1950s rock and roll has its origins in R&B, and R&B influenced soul in the 1960s and funk in the 1970s. Contemporary R&B has hip-hop and pop influences, and Alicia Keys, Rihanna and Beyoncé are some of its biggest names.

- 2 Write an adjective for each word. Read and listen to the song. Is the adjective the same?

valley winter mountain river

valley – low

- 3 Now that you have heard the song underline the correct option.
- 1 They *live* / *don't live* in the same place.
 - 2 When one needs help, the other will *come* / *phone*.
 - 3 *Nothing* / *Mountains* will stop them.
- 4 In your opinion, which singers today have got the "best" and "worst" voices?

I think ...'s got a really expressive voice.

I hate ...'s voice. He/She sounds like a ...!

Listen, baby
Ain't no mountain high
Ain't no valley low
Ain't no river wide enough, baby

If you need me, call me
No matter where you are
No matter how far
(Don't worry baby)
Just call my name
I'll be there in a hurry
You don't have to worry

Oh baby,

Chorus

There ain't no mountain high enough
Ain't no valley low enough
Ain't no river wide enough
To keep me from getting to you, babe

Remember the day
I set you free
I told you
You could always count on me, darling
From that day on I made a vow
I'll be there when you want me
Some way, some how

Oh baby,

Chorus

(Oh, no darling)
No wind, no rain
Or winter's cold
Can stop me baby
(No, no, baby)
'Cause you are my love
If you're ever in trouble
I'll be there on the double
Just send for me
Oh, baby

My love is alive
Way down in my heart
Although we are miles apart
If you ever need a helping hand
I'll be there on the double
Just as fast as I can

Don't you know that ...

Chorus

4

HOME SWEET HOME

Vocabulary

- Bedroom objects
- The environment

Grammar

- Zero conditional
- First conditional
- Future time clauses
- *going to, will, might*

Speaking

- Describe the school of the future
- Predictions for 2050
- Get around in a new place

Pronunciation

- Vowel sounds: /əʊ/ and /ɒ/

Writing

- My predictions
- Presenting ideas

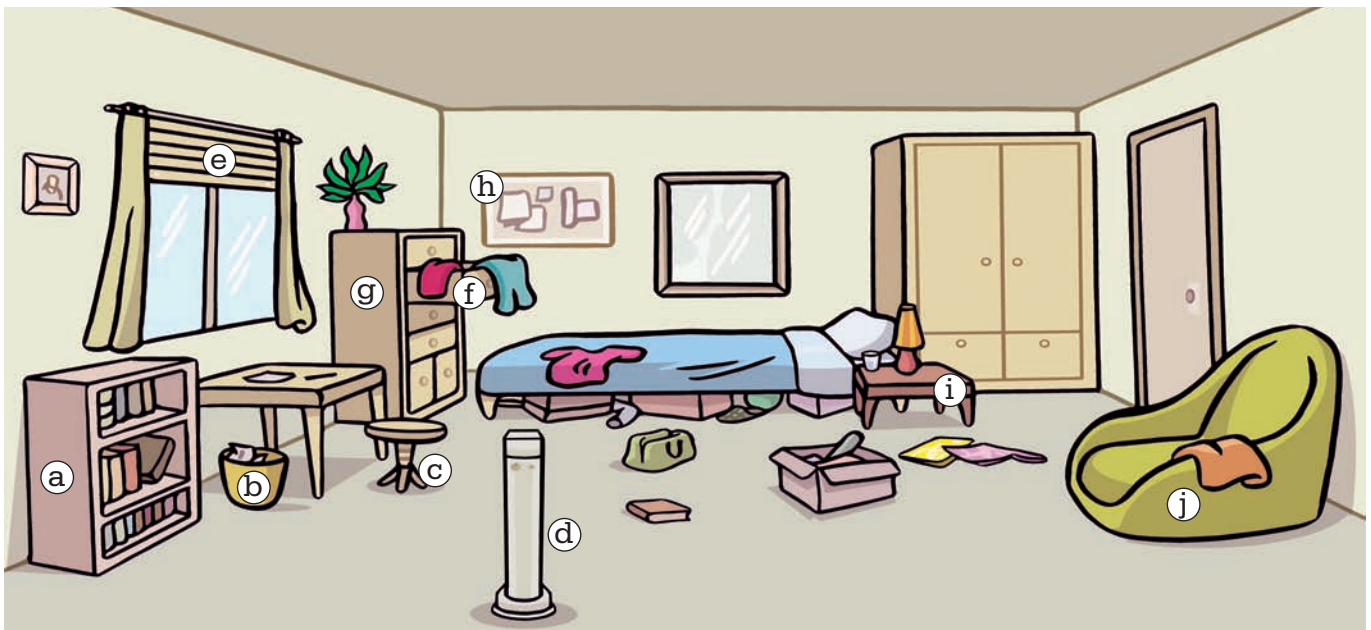
VOCABULARY

Bedroom objects

1  Label the objects with the words. Listen and check. Then listen and repeat.



wastepaper bin | bookcase | drawer | bedside table
armchair | notice board | stool | fan | chest of drawers | blind



a bookcase

b _____

c _____

d _____

e _____

f _____

g _____

h _____

i _____

j _____

2 Make a list of five more objects in the room.

a mirror, ...

3  Can you remember? Close your books. In pairs, ask about the bedroom.

A *Where's the mirror?*

B *I think it's on the wall above the bed.*



Add the new vocabulary to your Portfolio

READING

1 Read the following text about feng shui and answer the questions.

1 What's feng shui?

2 Where can you use it?

3 What can it improve?

Feng shui is the ancient Chinese art of arranging objects to be in harmony with your environment. If the things in your bedroom are in the right place, your relationships, studies and health will improve.

2  Look at the room on page 37 and according to the following text find five examples of bad feng shui and two examples of good feng shui.

There's a lot of junk under the bed.

That's bad.



How to feng shui your room!

Are you a believer in feng shui? This ancient art is practised all over the world, and with good results. So, unless you try it, you won't know if it's true! Read these tips and get inspired.

First, clear away any unnecessary objects. This includes junk inside chests of drawers, cupboards and under your bed. Also, empty your wastepaper bin. You'll feel better when your room is clean and tidy.

Next, look at your bed. Check that you can see the door easily from your bed. Mirrors are not a

good idea in the bedroom, and if you have an armchair in the room, put it next to the wall.

Now look at your desk. If you have a bookcase behind it, people will talk behind your back. Also, if you don't sit in front of a window, it's easier to concentrate. Curtains and blinds should be of natural material.

Finally, lamps are important too. You'll have better results at school if you put one in the northeast corner of your room. Don't have plants in a room – they use up your energy.

GRAMMAR

See grammar reference page 117

Zero conditional

If you **don't sit** in front of a window, it's easier to concentrate.

If you **have** an armchair, **put** it next to the wall.

Condition clause	Result
If + Present Simple	Present Simple
If you don't sit in front of a window,	it is easier to concentrate.
If + Present Simple	Imperative
If you have an armchair,	put it next to the wall.

1 Complete the sentences.

- If you *follow* (follow) feng shui rules, you *are* (be) certainly luckier at love.
- _____ (put) an aquarium in your living room if you _____ (want) to be healthy.
- _____ (not use) bright colours in the dining room if you _____ (have) excitable young children.
- If you _____ (not sleep) with your head towards north, it _____ (make) sleeping more difficult.
- If you _____ (have) angels in pairs, relationships _____ (become) smoother.
- If I _____ (buy) something in yellow for the kitchen, it _____ (bring) prosperity into my life.

First conditional

You'll **have** better results **if** you **put** a lamp in the corner.

If your room **is** clean, you **will feel** better.

Will my health **improve if** I **rearrange** things in my room?

Possible situation	Future result
If + Present Simple	will / won't + Infinitive
If your room is clean,	you will feel better.
If your room isn't clean,	you won't feel better.

2 Write the verbs in the correct form.

More feng shui for your bedroom

- If you *put* (put) a phone in the northwest corner, new people *will come* (come) into your life.
- You _____ (find) love if you _____ (put) a lamp in the southwest corner.
- If the pictures in your room _____ (be) dark, you _____ (not be) happy.
- If there _____ (be) a fan in your room, you _____ (lose) energy when you sleep.
- Your allergies or asthma _____ (get) better if you _____ (not have) any water in your room.
- You _____ (not feel) the benefits of feng shui if you _____ (not clean) your room first.

Pronunciation



Vowel sounds:

/əʊ/ and /ɒ/

- Listen and write the words in the correct place.

/əʊ/: *won't, ...*

/ɒ/: *want, ...*

Future time clauses

You'll **feel** better **when** your room **is** clean and tidy.

The energy in your room **will remain** active **until** you **get back**.

4 Write true sentences about yourself.

- I / do my homework / when / I / get home
I'll do my homework when I get home.
- I / read / before / I / go to sleep tonight
- After / I / leave school / I / continue studying
- The teacher / go home / as soon as / this class finish
- When / I / be / eighteen / I / have a big party

VOCABULARY

The environment

- 1 Use the words in the box to complete the information leaflet. Then listen and check.

install | containers | recycle
insulate | collect | power

Protect the environment

Save energy – (1) insulate windows.

Generate electricity – (2) _____ solar panels and use wind (3) _____.

Keep the world green – (4) _____ glass and paper and reuse (5) _____.

(6) _____ rainwater – use it to water plants.

- 2 Answer the questions about your environmental habits.

1 What do you reuse and recycle?

2 What can you do to save energy at home?

3 How do you think the houses of the future will save energy?

LISTENING

- 3 Listen to an interview about the iHome. Which four rooms do they mention? Write them in order.

_____ hall control room bedroom bathroom
_____ kitchen entertainment room



- 1 _____
2 _____
3 _____
4 _____

- 4 Underline the correct option. Then listen to the interview again and check.

1 The iHome is the intelligent / digital home of the future.

2 The rooms will have computers / sensors to regulate power.

3 It will use solar energy and water / wind power.

4 The kitchen will do the cleaning / shopping for you.

5 The entertainment room will show 3-D pictures / films.

6 Michael thinks that he will / won't live in an iHome.

- 5 Answer the following questions.

1 What three things do you like most about the iHome?

2 How do you imagine the bedroom? What will it have?

GRAMMAR

going to, will, might

See grammar reference pages 117-119

Future intention <i>going to</i>	We're going to go on a virtual tour.
Future fact <i>will / won't</i>	The iHome will generate its own electricity.
Future prediction <i>will (probably) / (probably) won't</i>	We probably won't live in an iHome.
Future possibility <i>might</i>	Our children might live in one.

1 Write the verbs with *will* or *going to*.

My family and I want to make some changes to our house. First of all, we (1) *'re going to insulate* (insulate) the windows.

This (2) _____ (save) electricity.

I (3) _____ (use) old containers to put pens and pencils in, and my mum (4) _____

_____ (recycle) glass and cardboard.

This (5) _____ (protect) the environment.

In the future, our house (6) _____ (be) more environmentally friendly.

2 Write sentences with *will probably*, *probably won't* and *might*. Do you agree with the predictions?

In twenty years' time ...

1 Life will be different from now. (it's probable)

Life will probably be different from now.

2 Computers will drive our cars. (it's possible)

3 People will have holidays in space. (it isn't probable)

4 We'll smell and touch things on TV. (it's probable)

5 We'll learn languages in our sleep. (it isn't probable)

3 In pairs, discuss the headlines from 2050. Use *will probably*, *might* or *probably won't*.

① **People live to 120 years**

② **Cinemas are a thing of the past**

③ **Scientists clone people**

④ **Everybody speaks the same language**

A *People will probably live to 120 years.*

B *I think they might live to 120 years.*

4 Order the words to make sentences about yourself.

In ten years' time ...

1 I'm / a hairdresser / be / going to

I'm going to be a hairdresser.

2 live / in a different city / might / I

3 have / probably / a car / I'll

4 I'm not / work / going to / in an office

5 won't / probably / Chinese / speak / I

6 to cook / might / learn / I

GO 4 IT!

5 In pairs, answer the questions about the school of the future. Use *will probably*, *might* and *probably won't*.

1 Will students study at home or at school?

2 What will classrooms have?

3 How will students use computers?

4 What subjects will students study?

5 When will students leave school?

6 Present your ideas to another pair.

We think students will probably study at school, but they ...



1 Read the TV guide.

Pick of the day:

Meet the Natives

Channel 4, 9 p.m.

Tonight you can see the second part of this three-part series. In *Meet the Natives*, five tribesmen travel 16,000 kilometres from a small South Pacific island to the UK. How will they react?

We've seen TV documentaries in which a reporter visits a tribe in a jungle or on a remote island. The makers of *Meet the Natives* did the opposite. They invited a tribe to go to England to live with three British families for a month.

In this original documentary, we see our own world through the eyes of Yapa, Joel, JJ, Posen and Albi. They all come from a small village on the island of Tanna. On Tanna there's no electricity and money doesn't exist.

Although the five tribesmen enjoy life in England, they're surprised when they see people sleeping on the streets and old people not living with their families. On Tanna nobody is homeless, and relatives look after older family members.

The tribesmen also think that we spend too much time doing the housework and working. They think that we're too busy and have forgotten the importance of values such as love, happiness, peace and respect. We can learn a lot from them. Unmissable.



2 Answer the following questions.

- 1 Who are they? _____
- 2 Where are they? _____
- 3 Where are they from? _____

42 Forty-two

3 True or false? Correct the false sentences.

- 1 The first part of the series is on TV tonight.
False – The second part is on TV tonight.
- 2 The island of Tanna is 6,000 kilometres from the UK. _____
- 3 In *Meet the Natives* a reporter visits a jungle. _____
- 4 The tribesmen spend a month in England.

- 5 People live without electricity on Tanna.

- 6 The people of Tanna respect their old people. _____

4 Complete the sentences with words from the TV guide.

- 1 *Meet the Natives* is an informative programme. It's a *documentary*.
- 2 Yapa, Joel and JJ are members of a t____.
- 3 The island is far away from other places. It's very r____.
- 4 In big cities you see people living on the streets. They're h____.
- 5 Love and respect are important v____.
- 6 You must see this programme. It's u____.

5 Answer the questions.

- 1 How often do you watch documentaries?

- 2 What documentaries have you seen recently?

- 3 In your opinion, which is the best place to live – Tanna or the UK? Why?

Quest

- Find information about Tanna.

Population	Size	Capital	Other information
------------	------	---------	-------------------



ENGLISH YOU NEED

Get around in a new place

1 Match the letters in the maps with the instructions.

- | | |
|--|---|
| ☒ A 1 Go along this street until you get to the traffic lights. | ☐ 4 Keep going and you'll see it in front of you. |
| ☐ 2 Turn left. | ☐ 5 It's on the corner. |
| ☐ 3 Take the second turning on the right. | ☐ 6 It's on the left. |



2 Listen to three dialogues. Match them with maps 1, 2 and 3. Which places is Sonia looking for?

Dialogue A: _____

Dialogue B: _____

Dialogue C: _____

3 Order the words to make questions.

- to the city centre / goes / which bus ?

- there / is / close by / a bus stop ?

- is / excuse me / near here / the park ?

4 Complete the dialogue.

Sonia Excuse me. (1) *Is there* an Internet café near here?

Tom Yes. (2) _____ this street and take the third (3) _____ on the left. (4) _____ until you get to a mobile phone shop. Then (5) _____ right. You (6) _____ the Internet café on the right.

Sonia Thank you.

5 In pairs, prepare and practise two dialogues. Use exercises 3 and 4 to help you.

You are at your school.

Dialogue 1: Student **A** You want to go to a park. Ask student **B** for directions.

Dialogue 2: Student **B** You need to go to a newsagent's. Ask student **A** for directions.

1 In pairs, discuss the predictions about 2050. Do you think they'll come true? Are they good things?

- 1 Robots will do the cleaning for us.
- 2 Scientists will stop global warming.
- 3 We'll get all our entertainment from the Internet.

A Do you think robots will do the cleaning in 2050?

B No, but I think they might in one hundred years' time.

2 Read the composition. In general, does the writer say that the future will be better or worse?



There are good reasons to be optimistic about 2050. However, we will have to solve some problems.

On the one hand, I'm sure that life will be easier. For example, robots will do a lot of things for us. Also, scientists will probably find a cure for major diseases, such as cancer. So we'll live longer.

On the other hand, we might have some serious problems. If we don't take action, the climate will continue to change, and we might not have enough food and water for everyone on Earth.

In conclusion, the world will be far from perfect in 2050, but it might be a better place than it is now.

3 Which three areas does the composition mention?

schools technology free time
the environment health and medicine
entertainment

Presenting ideas

However, we will have to solve some problems.

On the one hand, I'm sure that life will be easier.

On the other hand, we might have some serious problems.

In conclusion, the world might be a better place.

4 Complete the text with the expressions in bold in the examples above.

Some people think life will be better in 2050, but I don't agree. (1) *On the one hand*, technology will bring new possibilities, but (2) _____, it will bring new problems too. I'm sure that life will be easier. (3) _____, we'll spend a lot of time in the virtual world, and we'll forget how to make friends. (4) _____, we'll have everything we want, but we might be lonely.

Useful expressions

There are good reasons to be optimistic about ...

For example, ... / such as ...

I'm sure that ...

... have some serious problems.

... will be far from perfect.

On the one hand, ...

On the other hand, ...

5 Make notes. Then write your opinion about schools, free time and entertainment in 2050.

Paragraph 1: Your general opinion

Paragraph 2: The positive aspects

Paragraph 3: The negative aspects

Paragraph 4: Your conclusion

6 Now read your work again. Can you find any mistakes?



Add this text to your Portfolio

5

TRAVELLING

Vocabulary

- Travel
- British vs. American English

Grammar

- Present Perfect Simple
- *been* vs. *gone*
- Present Perfect Simple irregular verbs / questions
- Present Perfect Simple with *just*

Speaking

- USA and UK differences
- Have you ever been abroad?
- Apologise

Pronunciation

- Vowel sound: /ɔ:/

Writing

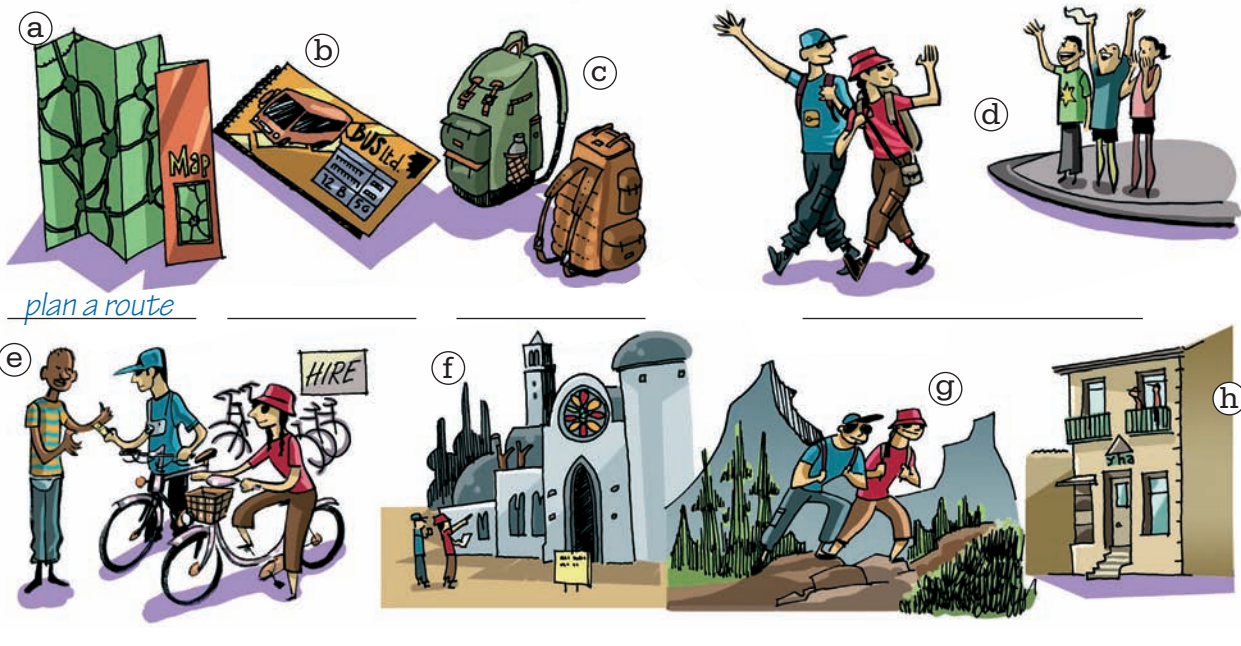
- My news
- Informal expressions
- *until* / *till*

VOCABULARY

Travel

- 1 Label the pictures with the phrases from the box. Listen and check. Then listen and repeat.

book a ticket | set off on a journey | go hiking | plan a route | hire a bike
stay at a youth hostel | pack a rucksack (UK)/backpack (US) | go sightseeing



- 2 Which things in exercise 1 do you do before travelling? Which do you do on the trip?

Before travelling: plan a route, _____

On the trip: _____

- 3 Underline the correct option.

- 1 The journey / travel from New York to Chicago takes about eighteen hours.
- 2 We went to the USA on a school trip / travel.
- 3 Travel / Journey can be very expensive.

- 4 Answer the questions about your holidays.

- 1 Have you ever stayed at a youth hostel?
Where do you usually stay?
- 2 Do you usually take a rucksack when you travel?
- 3 Do you like going sightseeing? What do you usually do on holiday?



Add the new vocabulary to your Portfolio

CROSS-COUNTRY USA

READING

1 Answer the following questions.

- 1 Have you been to the USA? If not, would you like to go?
- 2 Which places would you like to see? Why?

2 Read the emails from the USA. Where did Anton ...?

- | | | | |
|------------------------|----------------------|-----------------|--------------------------|
| 1 go sightseeing | <i>San Francisco</i> | 3 go up a tower | 5 stay at a youth hostel |
| 2 go on a balloon trip | | 4 go cycling | 6 go hiking |

① Greetings from the USA!

Hi everyone! We set off from New York two days ago. I was a bit nervous at first, but there are so many cool people here. Yesterday we were in the Allegheny Mountains and today we're in Chicago. We've just been up the Sears Tower to get a view of the city. Amazing!

③ I love this city!

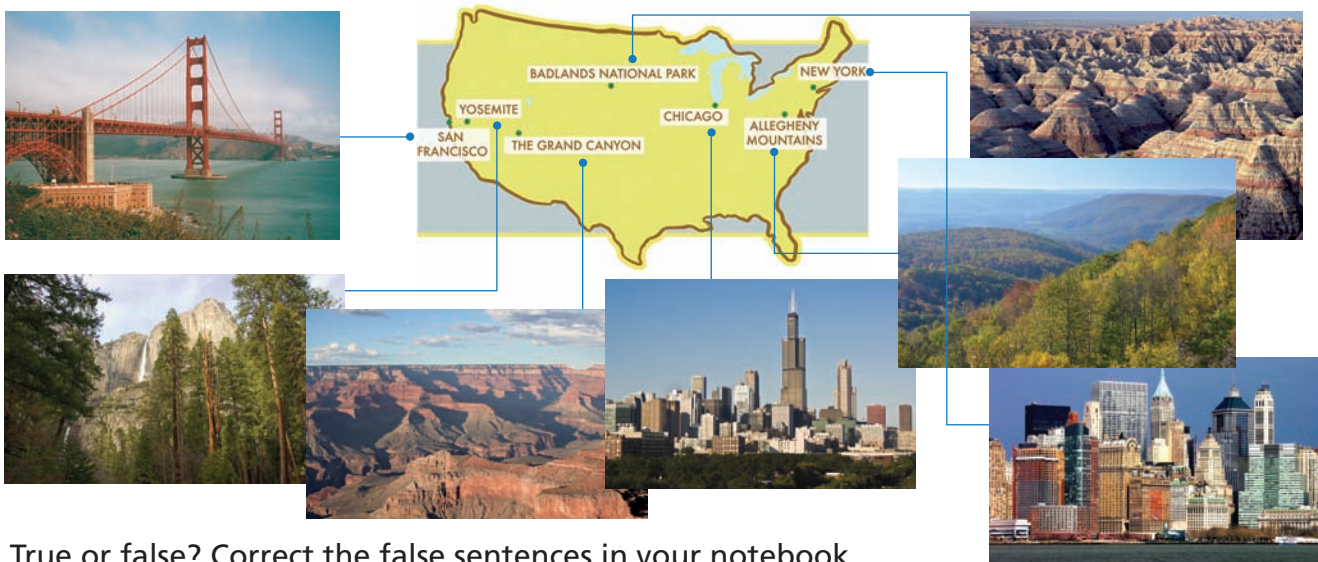
Hi again! Here I am in San Francisco. Today I've been sightseeing. I've visited the harbour, but I haven't been to the Golden Gate Bridge yet. I'm going to see it tomorrow. This evening Sonia and I are going to eat out in Chinatown. We're staying at a youth hostel for a couple of days – great after eight nights on the bus!

② A long journey ahead

Hi! I'm writing to you from Badlands National Park. It looks like the surface of the moon out here. We arrived this morning, and we've just been hiking. Tomorrow we're going to the west coast. It's going to be a long journey! By the way, have you received my postcard yet?

④ Getting ready for home

Hi! Since I last wrote, Sonia has gone back to Mexico and I've been to Yosemite Park and hired a bike. There I saw the sequoia trees. the sequoia trees. Now I'm at the Grand Canyon. I haven't visited much yet, but tomorrow we're going on a balloon trip. I've already booked my ticket to go home, but I don't want this trip to end. ☹



3 True or false? Correct the false sentences in your notebook.

- | | |
|--|---|
| 1 Anton didn't make any friends at the beginning of the trip.
<i>True</i> | 4 They spent a couple of days in San Francisco. _____ |
| 2 He saw a lot of trees in Badlands. _____ | 5 He saw the Grand Canyon before he wrote the email. _____ |
| 3 He slept on the bus between Badlands and San Francisco. _____ | 6 When he wrote his last email, he didn't have a ticket to go home. _____ |

GRAMMAR

See grammar reference page 119

Present Perfect Simple

I've visited the harbour, but I haven't been to the Golden Gate Bridge yet.

Affirmative		
Subject	<i>have</i>	Past Participle
I / You / We / They	have	visited.
He / She / It	has	
Negative		
Subject	<i>have not</i>	Past Participle
I / You / We / They	haven't	visited.
He / She / It	hasn't	

1 Find the regular and irregular Past Participles in the texts. Put an X after the irregular ones.

- 1 be been ☒
- 2 receive ☐
- 3 visit ☐
- 4 go ☐
- 5 hire ☐
- 6 book ☐

2 Write these sentences with the Present Perfect Simple.

- 1 I / hire some bikes to go for a ride.
I've hired some bikes to go for a ride.
- 2 My friend / live in Spain.
_____.
- 3 My family and I / travel around the USA.
_____.
- 4 We / not visit the Grand Canyon.
_____.
- 5 I / try to learn how to read a map.
_____.
- 6 We / not agree on our holidays.
_____.

been vs. gone

He's gone to London. (He's in London now.)

He's been to London. (He went to London and returned.)

3 Underline the correct option.

- 1 Mel isn't here. She's gone / *been* to the hairdresser's.
- 2 I've *gone* / been to a lot of concerts this year.
- 3 I'm looking after my sister because my parents have *gone* / been to the vet's.
- 4 Leo doesn't want to visit the museum because he's *gone* / been there before.
- 5 We've *gone* / been to London three times.
- 6 My brother's *gone* / been to see a mechanic. Can I take a message?

4 Write the verbs in the Present Perfect Simple.

My son José (1) has been (be) away for a couple of weeks. He travelled by InterRail. He (2) _____ (have) a lot of fun. He (3) _____ (travel) to three countries so far, Portugal, Spain and France. José (4) _____ (walk) down the Champs Élysées, he (5) _____ (try) different food and drinks and (6) _____ (visit) so many interesting museums. It's been the experience of a lifetime.

Pronunciation



Vowel sound: /ɔ:/

5 Listen and repeat the sentences.

- 1 I've already been abroad.
- 2 I went on a tour.
- 3 I walked and walked.
- 4 I saw a tall building.
- 5 I didn't call.
- 6 But I can't wait to see you all.

TRANSATLANTIC

VOCABULARY

British vs. American English

- 1 Complete the lists of British and American English words. Listen and check.

ground floor | trainers | movie | underground
mobile | pants | petrol | elevator
holiday | sidewalk

British English

film

football

(2) _____

(3) _____

lift

(5) _____

rubbish

(6) _____

trousers

(8) _____

pavement

(10) _____

American English

(1) movie

soccer

first floor

vacation

(4) _____

gas

garbage

sneakers

(7) _____

subway

(9) _____

cell phone

- 2 Complete the sentences in American English.

- Last year I went on vacation to Germany.
- I usually play _____ in the afternoon.
- My sister bought some new _____ for running.
- There's too much _____ on the streets near school.
- Yesterday we went to see the new George Clooney _____.
- Have you ever travelled on the _____?

LISTENING

- 3 Juliette's from the USA and Josh is from the UK. What differences do they talk about?

the weather the people sports the language



- 4 Listen to Juliette and Josh again and underline the correct option.

- Juliette is on vacation / an exchange programme.
- She's staying with her friends / her parents' friends.
- She says that Britain and the USA are very different / similar.
- She takes Josh into a department store / lift.
- She jokes with Josh about his trousers / accent.
- She thinks that British people are rude / polite.

GRAMMAR

See grammar reference page 120

Present Perfect Simple: irregular verbs

What **have** you **found** different about life in the UK?
I think I've **found** more similarities than differences.

1 Write the past participle of these irregular verbs.

- buy *bought*
- come _____
- eat _____
- find _____
- go _____
- know _____
- make _____
- meet _____
- see _____
- take _____

Present Perfect Simple: questions

Have you ever **been** on an exchange programme before?
Have you ever **visited** San Francisco before?

Question word	have	Subject	(ever)	Past participle
	Have	you	(ever)	visited San Francisco?
	Has	he/she		
What	have	they		visited in San Francisco?
Short answers				
Yes, I have .		No, I haven't .		

2 Write questions for these answers.

- Has Juliette ever spoken French?*
Yes, she's spoken French.
- _____?
No, Anthon and Juliette have never been in Canada before.

- _____?
Yes, he's eaten typical Spanish food.
- _____?
No, she's never seen the Golden Gate Bridge.
- _____?
Yes, they've visited the harbour.
- _____?
No, they haven't taken many pictures.

Present Perfect Simple with just

I've **just been** up the Sears Tower.
I've **just been** hiking.

3 Write the Present Perfect Simple with **just**.
Where are Anton and his friends?

buy | go | **see** | eat | take | walk

- Some of my friends *have just seen* a baseball game.
- Others _____ on an excursion to Universal Studios.
- Sonia _____ a T-shirt in Rodeo Drive.
- Oliver _____ a hamburger at Planet Hollywood.
- Scott and I _____ along the Walk of Fame.
- I _____ a photo of the Hollywood sign.

DO IT!

- Have you ever been abroad? Make a list of places you've visited and things you've done.
I've visited Barcelona and I've been to PortAventura.
- Share the information with the class.

1 Answer the following questions.

- 1 Have you ever read a book in English?
If so, what was it called?
- 2 Have you read or seen *The Adventures of Tom Sawyer*?

2 Can you answer the questions?

Read the information and then check.

- 1 Who was the author of *The Adventures of Tom Sawyer*?
- 2 When was it written?
- 3 Where does Tom Sawyer live?

The Adventures of Tom Sawyer was written by the American author Mark Twain in 1876. It's set in the south of the USA. Tom lives next to the Mississippi River and the book describes his adventures.

3 Read an extract from a chapter of *The Adventures of Tom Sawyer*. Choose the correct chapter title.

- | | |
|--|--|
| ☐ 1 Huck Finn | ☐ 3 A Pirate's Life |
| ☐ 2 The Promise | ☐ 4 The Return |

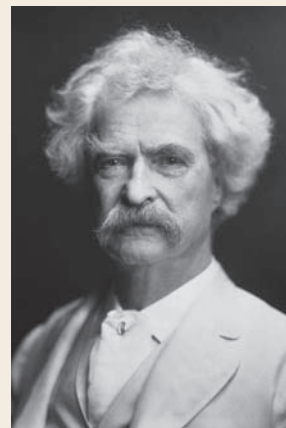
4 Read the text again. Answer the questions in your notebook.

- 1 Why was the boat difficult to control?
Because it sometimes turned in the wrong direction.
- 2 What time did they arrive at the island?
- 3 Does Huck normally eat a lot?
- 4 What changes to their daily routine does Tom mention?
- 5 Why are the boys on the island?
- 6 Did they buy their food?

5 What do you think happens next? Why?

- | |
|---|
| ☐ 1 They go home the next morning. |
| ☐ 2 They live on the island for a long time. |
| ☐ 3 Their families find them. |

Everything happened as planned. Between them, the boys had brought plenty of food, which they put into the boat. Controlling the old boat was not easy – sometimes it turned in the wrong direction. But they reached the middle of the river safely and paused to look back at the town for the last time ...



At about two o'clock in the morning, they landed on Jackson's Island. They made a camp just inside the forest, built a big fire and cooked a meal.

"This is the life for me!" said Joe happily.

"It's great!" said Tom.

"It suits me," said Huck. "I don't usually get enough to eat."

"And we don't have to go to school or wash," said Tom.

"What do pirates have to do?" asked Huck.

"Oh, they take ships and burn them, and get the money and hide it in a hole – usually on an island."

Their conversation gradually died and their eyes began to close. But strangely enough, they did not sleep at once. They began to feel they might have done wrong to run away. Then they thought of the stolen food. Somehow it was different from taking an apple or a mouthful of jam. They silently decided to steal no more.

Quest

- Which states in the USA does the Mississippi River pass through?

ENGLISH YOU NEED

Apologise

- 1 Listen to three dialogues. Match one dialogue with the picture.



- 2 In which dialogue does Danny ...?

- 1 get drink on his T-shirt *Dialogue 3*
- 2 eat somebody else's food _____
- 3 arrive late _____
- 4 offer to make some food _____
- 5 say that the situation isn't a problem _____
- 6 say that he had transport problems _____

- 3 Listen and complete the extracts.

- 1 **Elaine** That was my lunch!
Danny I'm (1) *sorry*. I was really hungry.
Elaine What am I going to eat now?
Danny I (2) _____ .
- 2 **Danny** (3) _____ .
Mr Roe Just a moment, Danny.
 What's your excuse this time?
Danny It (4) _____ fault. The bus broke down.
- 3 **Eve** Sorry!
Danny (5) _____ all right.
Eve It was (6) _____ .
Danny (7) _____ about it.
Eve And (8) _____ your T-shirt.
Danny It's OK, really.

- 4 Listen and decide which sentences people use to ...?

- 1 apologise: *I'm sorry, ...* _____
- 2 give an explanation: _____
- 3 accept an apology: _____

- 5 Complete the dialogues with the following phrases.

Don't worry ~~I'm sorry~~ I'm sorry about
 I'm sorry I'm I said I'm It was an
 It wasn't my That's

- Barry** Doris. I've broken this cup.
 (1) *I'm sorry*.
- Doris** That was my favourite! I got it in Ireland!
- Barry** (2) _____ sorry. (3) _____ accident!
- Doris** Do you think you can repair it?
- Sheila** (4) _____ late. The bus got stuck in traffic.
- Ben** (5) _____ all right, I've just arrived too.
- Asha** (6) _____ your window Mr Lee.
 (7) _____ fault. My brother kicked the ball.
- Mr Lee** (8) _____ about it. These things happen. It's only a window!

- 6 In pairs, prepare and practise a dialogue for one of these situations.

- 1 You walk into somebody and his/her ice cream falls on the ground. You apologise. He/She doesn't think it's a problem, but you offer to buy him/her another one.
- 2 You've lost a friend's CD. You apologise, but he/she isn't very happy.
- 3 You arrive an hour late at the cinema. Your friend is waiting and the film has started. You apologise, but he/she is angry.

1 In pairs, answer the following questions.

- How often do you write letters/postcards/text messages/emails?
A *How often do you write letters?*
B *Never, but I write a lot of emails.*
- Who do you write them to?
- What do you usually write about?

2 Read the email. What does it include and in what order?

an apology an invitation ~~thanks~~ questions
advice congratulations good news

Hi Kyle,

Thanks for your email, and sorry it's taken me so long to reply. Until yesterday I was really busy. I've just taken my motorbike driving test and passed!

How's it going? Have you started your part-time job yet? Congratulations, by the way. I hope you like it and you don't have to work too hard. Let me know how it goes.

Anyway, the reason I'm writing is to invite you to a party on the 16th. As you know, it's my birthday! I've asked quite a lot of people. Hope you can come.

That's all for now. Speak soon,
Ryan

- | | |
|-------------------|-----------|
| 1st <i>thanks</i> | 4th _____ |
| 2nd _____ | 5th _____ |
| 3rd _____ | 6th _____ |

Informal expressions

How's it going?

*Congratulations, **by the way**.*

Let me know how it goes.

Anyway, the reason I'm writing is to invite you to a party.

As you know, it's my birthday.

3 Which expression means the following?

- I nearly forgot to say. *by the way*
- Tell me. _____

- I don't need to tell you. _____
- How are you? _____
- I'm going to change to a new subject now. _____

4 Complete the following email using the previous expressions.

Hi Maite,

(1) *How's it going?* Have you booked your ticket to Menorca yet? (2) _____, I went there last year and had a great time. I'm sure you'll enjoy it.

Thanks for your email (3) _____, and sorry it's taken me so long to reply. I've been really busy. I'm organising a party for my birthday. Can you come? It's on Saturday 16th. (4) _____. It should be fun.

(5) _____, I have to go now. Mum's calling me for dinner.

Ryan

Useful expressions

Thanks for your email.

Sorry it's taken me so long to reply, but ...
until / till ...

I've been really busy.

I hope you like it.

Hope you can come.

5 Make notes. Then write a letter or an email to a friend. Give your personal news.

Paragraph 1: Explain why you haven't replied sooner

Paragraph 2: Ask about your friend's news

Paragraph 3: Invite him/her to do something with you

6 Now read your work again. Can you find any mistakes?



Add this text to your Portfolio

6

EAT UP!

Vocabulary

- Food groups
- Types of restaurants

Grammar

- Present Perfect Simple with *already*, *yet*, *for* and *since*
- Countable and uncountable nouns
- *a little / a few*
- *How many ...? / How much ...?*
- *would / wouldn't*

Speaking

- Which food group do you prefer?
- Dining on Cloud 9
- What are your fears, loves and hates?
- React strongly

Pronunciation

- Weak forms: *for* and *since*

Writing

- My loves and hates
- Referencing

VOCABULARY

Food groups

1  Label each food group. Listen and check. Then listen and repeat.



fruit and vegetables | dairy products | ~~meat and poultry~~ | fish and seafood
carbohydrates | beans and grains | oils and fats



a *meat and poultry*

b _____

c _____

d _____

e _____

f _____

g _____

2 Name some food or drinks you can find in each group.

1 Meat and poultry: *pork, ...*

2 Dairy products: _____

3 Fish and seafood: _____

4 Fruit and vegetables: _____

5 Oils and fats: _____

6 Carbohydrates: _____

3  Do you eat from all food groups? Which food group do you prefer? In pairs, comment on what you eat. Compare results.

I don't eat from all food groups. I'm a vegetarian, so I don't eat meat. I mainly eat fruit and vegetables.



Add the new vocabulary to your Portfolio

- 1  Listen to the text. What is it about?

Dining on cloud 9



Fasten your seat belts, ladies and gentlemen. Dinner is served! Have you tried eating a luxurious dinner 50 metres from the ground yet? What about having dinner while enjoying a magnificent view of a capital city anywhere in the world? Nowadays you can do this quite easily, all you

need is a big dose of courage and some hard cash! For eight hours and as much as £40,000 a group of 22 people may enjoy the experience of a lifetime. That is ... if you have the guts for it.

You can have a meal, cocktails or even a business meeting above the Thames, dangling over a football match or even to the sound of a Shakira concert. There is a crew of a chef, a waiter and an entertainer attending to the every need of the 22 people sitting at the table.

This experience has been around for some years now and people who have already tried it have loved everything about it. According to Cila Reis, a satisfied customer, "I have just had the most incredible dinner. I will definitely repeat this experience again. This is breathtaking! It is frightening at the beginning, but it's like you're having dinner on Cloud 9."

- 2  Find words or expressions in the text that are synonyms for the following.

- 1 fancy dinner – *luxurious dinner*
- 2 a lot of money – _____
- 3 courage – _____
- 4 hanging over – _____
- 5 surely – _____
- 6 scary – _____

- 3 Think about other strange places to enjoy a meal. Give three examples.

A restaurant under the sea.

- 4  Would you like to have an experience like this one? Why? Why not?

GRAMMAR

See grammar reference pages 120-121

Present Perfect Simple with *already* and *yet*

Have you tried eating a luxurious dinner 50 metres from the ground **yet**?

People who have **already** tried this experience have loved everything about it.

Present Perfect Simple with *already*

have + already + Past Participle = before now

People who **have already tried** this experience have loved everything about it.

Present Perfect Simple with *yet*

have not + Past Participle + yet
= I think I'll try it soon

I **haven't tried** it **yet**.

have + subject + Past Participle + yet?
= until now you haven't done it

Have you tried eating a luxurious dinner 50 metres from the ground **yet**?

1 Write questions with the Present Perfect Simple and *yet*. Answer the questions.

- people / try / eating in the sky / yet?
Have people tried eating in the sky yet?
Yes, they have already tried it.
- you / eat / in an underwater restaurant / yet?

- your family / fly / in a hot air balloon / yet?

- you / drink / Moroccan tea / yet?

- your parents / eat / Spanish food / yet?

- you / seen / a restaurant in a tree / yet?

Present Perfect Simple with *for* and *since*

This experience has been around **for** some years now.

Preposition	Time expression
for	a day, three months, five years, a long time
since	Monday, April, last year, 1962, I was ten years old

2 Which of the following expressions goes with *for* and *since*.

2003 | two years | months
last week | January | fifteen days
I was three years old | a long time

since 2003

3 Write *for* or *since*. Are the sentences true about yourself? Correct the false sentences.

- I've eaten Turkish food since I was a child.
False - I've never eaten Turkish food.
- My family and I haven't been out to a restaurant _____ three months.
- Hamburgers have been popular in my country _____ years.
- I haven't had pizza _____ Saturday.

Pronunciation

Weak forms: *for* and *since*

-  Listen and repeat the sentences from exercise 3.



TYPES OF RESTAURANTS

VOCABULARY

Types of restaurants

1  Match the pictures with the types of restaurants. Listen and check. Then listen and repeat.

vegetarian restaurant | coffee shop | traditional restaurant
fast food restaurant | takeaway | bakery

a



bakery

b



c



d



e



f



2 Answer the following questions.

- 1 How often do you go out for dinner?
- 2 What's your favourite type of food?
- 3 What different types of restaurants are there where you live?

LISTENING

3  Listen to a dialogue between some friends. Are the sentences true or false? Correct the false sentences in your notebook.

- 1 It's Fran's birthday. *False. It's Fernando's birthday.*
- 2 Fernando doesn't hate fast food. ____
- 3 The vegetarian restaurant is in Bairro Alto. ____
- 4 There's isn't too much traffic in Bairro Alto. ____
- 5 The Vasco da Gama Tower used to have a restaurant. ____

4  Listen again. Complete with the correct information.



Types of restaurants mentioned:

Places mentioned:

GRAMMAR

See grammar reference pages 121-122

Countable and uncountable nouns

He wanted to have **an aubergine** and **tofu** salad!

1 Make a list.

banana bread cheese chip fruit
hamburger meat milk onion pizza
potato spinach toast tomato vegetable

Countable: banana, ... Uncountable: bread, ...

a lot of / lots of, some / any

I eat **a lot of** cheese and **some** tomatoes.

2 Write sentences about Gonalo and Cl udia in your notebook.

1 - Gonalo doesn't eat any fruit. Cl udia eats a lot of fruit.

	Gonalo	Cl�udia
1 eat fruit	×	✓✓
2 drink milk	✓✓	✓
3 eat fish	×	✓
4 eat Indian food	✓	×
5 eat vegetables	✓✓	✓
6 eat chips	×	✓

a few / a little

There are **a few** oranges for the juice.
 There is **a little** milk in the fridge.

3 Make sentences in your notebook with a little / a few.

(a)



There are a few strawberries.

(c)



(e)



(b)



(d)



(f)



How many ...? How much ...?

How many oranges are there?

How much rice is there?

4 Underline the correct word. Then answer the questions.

1 How *many* / *much* milk do you drink a day?

2 How *many* / *much* water is in your body?

3 How *many* / *much* meals do you have a day?

4 How *many* / *much* eggs do you eat in a week?

would / wouldn't

I **wouldn't be** able to eat that.

Affirmative
subject + 'd/would + infinitive without to
I'd love to have dinner with you. She'd be happy to see you.
Negative
subject + wouldn't + infinitive without to
I wouldn't be able to eat that.
Question
would + subject + verb in infinitive
Would you like some water?

5 Complete the sentences with would.

- The boys would love (love) to go out with you.
- I'm sure he _____ (be) terrified of eating in a restaurant underwater.
- _____ (you/like) to join us for dinner?
- I _____ (not prefer) dining in the sky to eating underwater.
- _____ (you/come) with me please? I'm frightened!
- Tom _____ (not enjoy) eating there.

- 1  In pairs, comment on what you are frightened of.

heights dogs thunder and lightning
flying lifts spiders

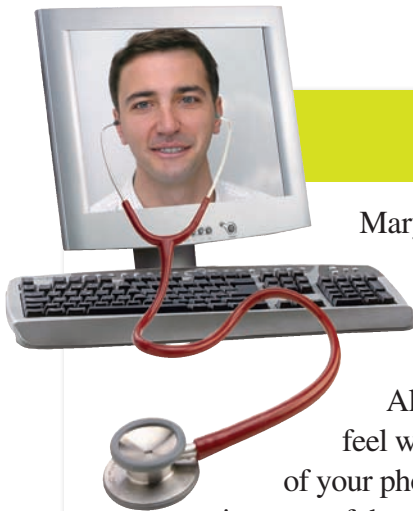
- A *Are you frightened of heights?*
B *A little. What about you?*
A *I'm really frightened of heights!*

- 2 Read Mary's message. Write three suggestions to give her advice.

Dear Doctor Dee,
I'm really scared of spiders. The problem is I live in the country and there are always spiders in the house. What can I do?

You should close all the windows in your house.

- 3  Read Doctor Dee's letter. Is his advice the same as yours?



Doctor Dee Speaking

Mary, the first thing to remember is that you're not alone! Fear of spiders, or arachnophobia, is the most common phobia. About one in five people are afraid of spiders. And whatever your phobia is, you can be sure that it frightens a lot of other people too.

Also remember that phobias are irrational fears. So, although the symptoms you feel when you see a spider are very real, the cause of your phobia isn't really dangerous. We're lucky to live in a part of the world without any dangerous spiders!

And help is available. At my clinic, we regularly treat patients with phobias, and the results are very positive. In the case of arachnophobia, we teach you to confront your fears slowly. First, you just see pictures of spiders. Later, you come face to face with real spiders. In the end, you learn to hold a real spider and not to feel anxious. We also use virtual reality or VR. You wear VR glasses and a VR glove, and you come into contact with computer-generated spiders. In some cases we use hypnosis too.

I hope that helps!



- 4 Answer the questions.

- 1 What's arachnophobia?
It's a fear of spiders.
- 2 For how many people is it their worst fear?

- 3 Why is Mary's fear irrational?

- 4 What does Dr Dee say about his results with phobias?

- 5 When do his patients see a real spider?

- 6 What other types of treatment does he use?

Quest

- What are agoraphobia, brontophobia and cynophobia?

ENGLISH YOU NEED

React strongly



1 Match the adjective with the corresponding extreme adjective.

Adjective		Extreme adjective
1 good	☒	a fascinating
2 bad	☐	b amazing
3 frightening	☐	c delicious
4 nice (for food)	☐	d terrible
5 not nice (for food)	☐	e terrifying
6 interesting	☐	f disgusting

2 Listen to three dialogues. What are the people talking about in each dialogue?

music rats food

Dialogue 1: _____

Dialogue 2: _____

Dialogue 3: _____

3 Listen again. Complete the extracts with one extreme adjective from exercise 1.

Tyler Frank! They're rats. How (1) terrifying!

Frank You're wrong! They're really (2) _____. And very friendly. Do you want to hold one?

Tyler No, I don't. They look absolutely (3) _____.

Jan What a (4) _____ CD! Who put it on?

Lenny I did. It's my favourite. It's absolutely (5) _____.

Jan But it's just noise.

Word order

How + adjective

How terrifying!

What a/an + adjective + noun

What a terrible CD!

very / really + adjective

They're very friendly.

really / absolutely + extreme adjective

They're really disgusting.

It's absolutely amazing.

4 Underline the correct option. Then listen and check.

Neil Your sandwich looks (1) absolutely / very interesting. What's in it?

Sandra Spinach and banana.

Neil (2) How / What a disgusting combination! How can you eat it?

Sandra What do you mean? It's (3) absolutely / very delicious. Here – try some.

Neil No way!

Sandra (4) How / What a boring! It's (5) absolutely / very nice. Honestly.

Neil I'm not (6) absolutely / very hungry now.

5 In pairs, prepare and practise a dialogue about one of these things. Use exercise 4 as a model.

an animal a song ~~food~~
a film a TV programme

Student A: I ate sushi yesterday. I hated it. What about you? Do you like it?

Student B: Yes I do. It's absolutely delicious.

1 In pairs, talk about these things.

A What do you think of Latin music?

B I love it. What about you?



Latin music



winter days



getting up late



sunsets



shopping with parents

2 Read Chandry's message. What things in exercise 1 does she mention? Are her opinions the same as yours?

She mentions Latin music. She loves it, but I ...

TEEN TALK FORUM

Tell us about your loves and hates

I love a lot of things. I love Latin music, and I listen to it on my MP3 player. I also love talking to Laura, my best friend, because I can tell her all my secrets. And I like it when the sun's going down. It's amazing!

As for hates, I haven't got many of those. The word "cool" is one. It's OK to use it a little, but some of my friends use it all the time. I also hate going shopping with my parents. It's boring! And I can't stand it when people have a cold and they keep sniffing. My brother does that. It drives me mad!

Referencing

I love Latin music, and I listen to **it** on my MP3 player. As for hates, I haven't got many of **those**.

3 What do the words in **bold** refer to in the text?

1 I can tell **her** all my secrets. *Laura*

2 ... some friends use **it** all the time.

3 It's boring! _____

4 ... and **they** keep sniffing. _____

5 My brother does **that**. _____

4 Complete the two paragraphs with the following words.

them ~~it~~ that her they

I love the summer. (1) *It's* great. My friends are on holiday and I can see (2) _____ every day. And sometimes, I feel really happy when I wake up and the sun's shining. I love (3) _____.

I hate winter days. (4) _____'re really cold, and it gets dark early. Also, my mum works late, so I don't spend much time with (5) _____ during the week.

Useful expressions

I love/like/can't stand it when ...

As for ...

all the time

they keep + *-ing* form

It drives me mad!

5 Make notes. Then write about your loves and hates.

Paragraph 1: My loves

Paragraph 2: My hates

6 Now read your work again. Can you find any mistakes?



Add this text to your Portfolio

Review B

Units 4, 5, 6



1 Make three lists of some things you can see in each picture.

Railway station: *train*, ... _____

Youth hostel: _____

Restaurant: _____

2 Listen to the dialogue. Which picture is it from?

3 In pairs, talk about the last time you went to a restaurant and describe what you ate.

READING

James and Vasco's arrival

- 1  Put the dialogue in order. Then listen and check.

A **James** ... But the food was delicious ...
Vasco ... delicious and expensive!
Becky I see. So, where are our gifts?
Vasco Here they are. Two beautiful umbrellas for Becky and Margaret.
Gonçalo And mine? Where's mine?
James For you we bought this nice T-shirt.

B **Becky, Gonçalo and Margaret** Hi James!
 Hi Vasco!
Vasco Becky, you came too! I wasn't expecting to see you here.
 I thought you were still abroad.
Becky My family and I have just arrived from Istanbul.
James I'm happy you've decided to come as well. How were your holidays?

C **Becky** They were great. It was terribly hot in Turkey, but I really enjoyed myself. And you? How were your holidays? Tell us about them.
Gonçalo and Margaret Yeah, tell us.
Margaret Wait ... your bikes? Where are they? Are they still on the train?
James No, Margaret. We had to sell them.
Margaret Are you serious? Why?
Gonçalo He's kidding. Don't believe him.

D **James** No, Gonçalo. I'm telling you the truth. We had to sell them to pay for the last three nights at the Youth Hostel.
Vasco James wanted to buy everything. We bought a lot of souvenirs. Some of them are for the three of you. But there's more. He decided that we had to try a new restaurant and we had dinner in a cave.

A - 4 B - ____ C - ____ D - ____

- 2 Write sentences using zero and first conditionals. Then Listen and check.

- If you don't go abroad, you *won't know* (not know) other cultures and peoples.
- They _____ (be) happier if they stay a few more days in Singapore.
- My parents _____ (not understand) if I _____ (go) on holiday alone. They're not used to it.
- If he asks someone else to go camping with him, I _____ (be) jealous.
- I feel more satisfied if I _____ (eat) in good restaurants.
- I _____ (bring) you back a souvenir if I go to Edinburgh.

- 3 Complete with the Present Perfect Simple and then underline the correct option.

- Becky *has been* (be) with her parents in Istanbul since / for James and Vasco left on holiday.
- James and Vasco _____ (not leave) town *already* / *yet*.
- Becky, Margaret and Gonçalo _____ *just* / *for* _____ (arrive) at the railway station.
- James and Vasco _____ (rent) new bikes *for* / *since* a fortnight.
- _____ they _____ (visit) North Wales *yet* / *already*?
- Yes, they _____ *already* / *yet* _____ (be) to North Wales.

CAMPSITE CAMPSITE

LISTENING

- 4  Listen to Margaret and Gonçalo's dialogue at the campsite. What are they doing? Choose the correct option.

- ☐ 1 cooking
☐ 2 putting up the tent
☐ 3 ordering pizzas

- 5  Listen to the dialogue again and choose the correct option.

- 1
☐ 1 Gonçalo and Margaret are at the hotel.
☒ 2 Margaret and Gonçalo are at the campsite.
- 2
☐ 1 It's already 7 o'clock in the morning.
☐ 2 It's already 7 o'clock in the evening.
- 3
☐ 1 The stronger strings are in the rucksack.
☐ 2 Margaret and Gonçalo didn't bring strong strings with them to the campsite.
- 4
☐ 1 They saw two weird boys while they were putting up the tent.
☐ 2 They saw two weird boys when they arrived at the campsite.
- 5
☐ 1 The boys left some garbage on the floor.
☐ 2 The boys were clean and tidy.
- 6
☐ 1 At the campsite everything is green and there are birds everywhere.
☐ 2 There isn't a river with waterfalls.

- 6  Complete the sentences. Who or what do they describe? Then listen and check.

strong strings birds There is
weird has harmony

- 1 It needs *strong strings* to be put up properly. *a tent*
2 It _____ waterfalls. _____
3 _____ some garbage on the floor.
4 They look _____. _____
5 There are _____ everywhere.

- 6 Everything is in _____. _____

SPEAKING

- 7 Choose two or three countries where you would like to go on holiday and make notes about your trip.

I would like to go to these countries because...

- 8 In pairs, talk about a TV programme. Use these phrases.

- A *Hi, I've heard that you'd like to ...?*
Why would you ...?
B *I would ...*
A *Don't you think that ...?*
B *No, not at all. I ...*

PROJECT

Respect the environment

- 1 Imagine you're going with some friends to a campsite and at the entrance to the camp you have a notice board. Write some sentences for this notice board where we can read what you can't do at the campsite.

recycle bin public toilet after 10pm put out the
fire cycling smoking inside tents loud music

- 2 Some people don't respect the environment when they go on holiday. In your opinion, which are the most important things to respect when you are at a campsite in the middle of the woods? Write at least three things.

1 Underline the correct option. Then read about country music and check your answers.

- 1 Country music originally comes from the UK / USA.
- 2 Country songs were sung in *cowboy* / *adventure* films.
- 3 Country singers often sing *sad* / *happy* songs.
- 4 The songs are about *difficult* / *good* relationships.

Country music

Country music comes from the south of the USA. It has its roots in folk, Celtic and gospel music and was given its name in the 1940s. Its popularity increased when country songs were sung in cowboy films in the 1950s. The songs are often sad and about broken or difficult relationships. Willie Nelson is a superstar in the world of country music. He has made over 75 albums, which have sold millions of copies.



Willie Nelson

2  Listen to the song. Where do the lines go?

- 1 The life I love is making music with my friends 1
- 2 Like a band of gypsies we go down the highway
- 3 Insisting that the world keep turning our way
- 4 Seein' things that I may never see again

3 Are the sentences true or false?

- 1 He can't wait to get on the road again. *True*
- 2 He doesn't wish to go to places where he's never been before.
- 3 He wants to travel with his music and his friends like a band of gypsies.
- 4 He doesn't like to make music with his friends.

4  Which do you prefer, happy or sad songs? Why?

I prefer happy songs because ...
Sad songs make me feel ...

On the road again –
 Just can't wait to get on the road again.
 (1)
 And I can't wait to get on the road again.
 On the road again

Goin' places that I've never been.
 (2)
 And I can't wait to get on the road again.
 On the road again –
 Like a band of gypsies we go down the
 highway
 We're the best of friends.
 (3)

And our way
 is on the road again.
 Just can't wait to get on the road again.
 The life I love is makin' music
 with my friends

And I can't wait to get on the road again.
 On the road again

(4)
 We're the best of friends

Insisting that the world keep
 turning our way

And our way
 is on the road again.
 Just can't wait to get on the road again.
 The life I love is makin' music
 with my friends

And I can't wait to get on the road again.
 And I can't wait to get on the road again.

7

FASHION

Vocabulary

- Shopping
- Advertising

Grammar

- Past Simple vs. Present Perfect Simple
- Order of adjectives
- *too* and *not enough* with adjectives
- Sense verbs
- Verbs of probability

Speaking

- What are your shopping habits?
- Do a shopping habits survey
- Persuade somebody

Pronunciation

- /*ʊ*/ *would* / *could* / *should*

Writing

- A letter of complaint
- A formal letter

VOCABULARY

Shopping



1 Label the pictures. Listen and check. Then listen and repeat.



bargain | checkout | trolley | changing rooms | the sales | counter | receipt | basket | shoppers | till

a *counter*

b _____

c _____

d _____

e _____

f _____

g _____

h _____

i _____

j _____

2 Complete the sentences with words from exercise 1. Are the sentences true or false for you?

1 I normally buy my clothes in *the sales* and I look for the best _____.

2 I always keep the _____ when I buy something in case I need to change it.

3 I don't go shopping on Saturday. There are too many other _____, and long queues at the _____.

4 When I go to the supermarket, I put things in a _____ or a _____.



Add the new vocabulary to your Portfolio

READING

1 Answer the questions.

- How much money do you spend a month at the shops?
It's difficult to say. Most months I spend about ...
- Who do you normally go shopping with, or do you go alone?
- Do you enjoy shopping?
- Do you buy things on the Internet?

2 Read the following article and answer the questions from exercise 1.

How teens shop

Today's teenagers have got more spending power than ever before. Surveys show that UK teens spend about £275 (€350) a month at the shops.

To find out about their shopping habits, we followed fifteen teenagers around a London shopping centre for five hours. Our first discovery was that teen shoppers aren't as impulsive as some adults think. Teens know what they want to buy before they leave home. Most compare products online to find the best prices, and they don't buy a thing if they think it's too expensive.

Our next discovery was more predictable. Girls are more interested in shopping than boys. Girls have a tendency to buy short coloured skirts, and surveys reveal that boys go shopping less and spend less on clothes. They prefer to buy modern new computer games. The three boys in our experiment came alone, and didn't waste time. "I don't go to ten shops to buy a pair of trainers!" Mark said.

How long do teenagers spend in shopping centres?

Girls definitely enjoy shopping and that is why they spend more time visiting different shops than boys. They usually shop with friends, but sometimes go shopping with their parents.

What they buy is different too. Girls don't buy something if it's not original enough, whereas boys want to look like their friends. However, both boys and girls are spending more money on electrical goods and mobile phones. Shopping online has become more popular than it was in the past. About a third of UK teens bought something online last year.

3 Read the text again and choose the correct option.

- Teen shoppers have got ... money to spend at the shops than in the past.
☒ 1 more ☐ 2 less
- The information about teen shoppers in the article comes from ...
☐ 1 surveys ☐ 2 surveys and an experiment
- Teen shoppers are ... impulsive than some adults think.
☐ 1 more ☐ 2 less
- Teen shoppers ... carefully at the price of the things they buy.
☐ 1 look ☐ 2 don't look
- ... sometimes prefer shopping with their parents.
☐ 1 Boys ☐ 2 Girls
- ... want to wear the same clothes as their friends.
☐ 1 Boys ☐ 2 Girls

4 Find a word or phrase in the text to complete the definitions.

- Your *spending power* is the money that you can spend at the shops. (paragraph 1)
- If something's _____, it's not surprising. (paragraph 3)
- If you spend time in a negative way, you _____ it. (paragraph 3)

5 Make a list of the similarities and differences between teenage shoppers in the UK and your country.

Similarities

Like UK teens, we aren't impulsive.

Differences

They spend more money than us.

1 - UK teens spend £275 a month at the shops.

GRAMMAR

See grammar reference pages 122-123

Past Simple vs. Present Perfect Simple

Shopping online **has become** more popular than **it was** in the past.

Time expressions	
Past Simple	last year, in 2009, when I was ten
Present Perfect Simple	for ten years, since 2009, since I was ten

1 Write the verbs in the Past Simple or the Present Perfect Simple.

- I love tattoos. I did (do) most of them when I was twenty years old.
- My dad speaks French.
He _____ (learn) it when he was working in the fashion business in Paris.
- My parents bought me a new car.
I _____ (have) it since Tuesday.
- This mobile phone is new.
I _____ (get) it last week.
- My sister _____ (already/go) shopping.
- I always wear designer clothes, but I _____ (never/meet) a fashion designer.

Order of adjectives

Girls have a tendency to buy **short coloured** skirts.
They prefer to buy **new modern** games and computers.

1st	opinion	What do you think?	silly, beautiful, horrible, difficult
2nd	size	How big?	large, small, enormous
3rd	age	How old?	new, young, old
4th	shape	What shape?	square, round, rectangular

5th	colour	What colour?	blue, pink, yellow
6th	origin	Where from?	English, American, Portuguese
7th	material	What is it made of?	plastic, glass, wooden
8th	purpose	What is it used for?	bread knife, bath towel, racing car

2 Choose the correct answer.

- She was wearing a _____ shirt.
☐ 1 clean grey flannel
☐ 2 flannel grey clean
- Did you like that _____ movie?
☐ 1 great new French
☐ 2 French great new
- Can you please pass me the _____ cups?
☐ 1 plastic big blue
☐ 2 big blue plastic
- I had a _____ pen friend.
☐ 1 German friendly young
☐ 2 friendly young German

GO 4 IT!

- Prepare six questions about shopping experiences you've had in the past. You can use some of the ideas below.

local shops or shopping centres markets
favourite shops go shopping ~~buy things online~~
compare prices online plan shopping trips

Have you ever bought things online?

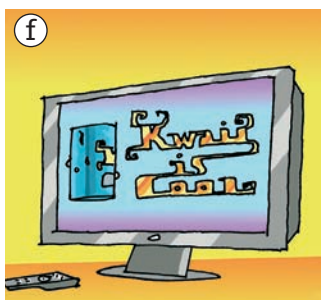
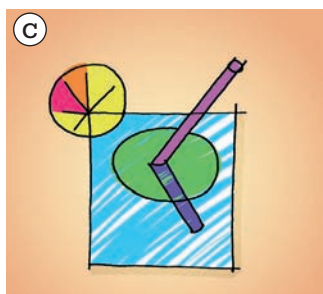
-  Ask a partner your questions and write the answers. Tell the class the results of your survey.

David has already shopped online, but he didn't like it because ...

VOCABULARY

Advertising

- 1 Match the phrases with the pictures. Listen and check. Then listen and repeat.



- 1 give it a name and design the logo *c*
- 2 create an **advertising campaign** and make a **TV commercial** ____
- 3 **launch** and **promote** the product ____
- 4 write a **slogan** ____
- 5 do some **market research** ____
- 6 develop the **product** ____

- 2 Answer the questions in your notebook.

- 1 What's your favourite fashion label?
Has it got a logo? What is it?
My favourite label is ...
- 2 Can you think of an example of an advertising slogan?
- 3 What products have been launched in the past twelve months?
- 4 What do you think of when you see the word "Kwaii"?

LISTENING

- 3 Listen to Karen asking Annie and Ricky about a new product. Answer the questions.



- 1 Is Kwaii a drink, a fashion label, a car or a fragrance?
- 2 What type is it?
- 3 Do Annie and Ricky like it?

- 4 Are the sentences true or false? Correct the false sentences.

- 1 First Karen shows them the product.
False - She shows them the name.
- 2 They think that the name sounds like an animal.
- 3 They don't think that the name is good for the product.
- 4 They don't immediately guess the product.
- 5 They try two soft drink samples.
- 6 They think that all the drinks taste good.

- 5 Complete the sentences. Then listen again and check.

an African word car oranges cool
a new fragrance lemons

- 1 Ricky thinks that the name sounds like *an African word*.
- 2 Annie thinks that the product is ...
- 3 They agree that it definitely isn't a ...
- 4 Annie thinks that sample A tastes like ...
- 5 Ricky thinks that sample B smells like ... and is very sweet.
- 6 Annie thinks that the label looks ...

GRAMMAR

See grammar reference pages 123-124

too and not enough with adjectives

They won't buy something if it's **too expensive**.

Girls won't buy something if it **isn't original enough**.

1 Complete the sentences with *be*, the adjective and *too* or *not enough*.

- I don't buy designer clothes because they're *too expensive* (expensive).
- Teens don't shop in department stores because the clothes _____ (fashionable).
- Some people think that shopping on the Internet _____ (dangerous).
- I don't go into a shop if the queue to pay _____ (long).
- In some clothes shops, the clothes _____ (big) for normal people.
- Most teens _____ (old) to have a credit card.

Sense verbs

It **tastes** very sweet.

It **looks like** the name of an animal.

2 Write a sense verb with *like* if necessary. What's the product?

look sound feel taste (2x) smell

- This *looks like* the label of a shampoo bottle.
 - The name _____ cool. How do you spell it?
 - The fragrance is really fruity. It _____ lemons.
 - It _____ tea, but it's a bit sweeter.
 - The bottle is really cold. It _____ ice.
 - I really like the flavour. It _____ delicious.
- Product: _____

Verbs of probability

It **might** be a new fragrance.

It definitely **can't** be the car.

It must be the drink.	I'm sure it's the drink.
It could/might/may be the fragrance.	It's possible it's the fragrance.
It can't be the car.	I'm sure it isn't the car.

3 Underline the correct option. Then listen and check.

Karen Now look at another name. It's Floris.

Annie It (1) may / *can't* be margarine.

Karen No, it isn't. It's a car, a fashion label or a fragrance.

Ricky Well, it's definitely not a car.

Annie No, it (2) *can't* / *mustn't* be a car, but it (3) *could/can* be a fashion label.

Ricky I think it (4) *might* / *can't* be a fragrance.

Karen Yes, it's a fragrance.

Ricky But it (5) *can't* / *may* be a fragrance for men. The name doesn't sound right for a man's product.

Annie No, it (6) *must* / *can't* be for women.

Karen You're right, it is.

4 Complete the sentences with *must* / *could* / *might* / *may* or *can't*.

- A It isn't an animal.
B It *can't* be a cat.
- A It isn't made of plastic.
B It _____ be a key ring.
- A It's smaller than a car.
B It _____ be a bike.
- A A lot of people have got one.
B It _____ be a watch.
- A It's got feathers.
B It _____ be a bird.

Pronunciation

would /wʊd/, **could** /kʊd/ and **should** /ʃʊd/:

5 Listen and repeat the sentences.

- What would you like to buy?
- I think you could buy this watch.
- You shouldn't judge people by their clothes.
- Would you like to come shopping with me?
- I couldn't find the jacket I wanted.
- You should spend less money on clothes.





1 Answer the questions.

1 How often do you go to these places?

a fashion shops b fast food restaurants c supermarkets d department stores

I go to fashion shops, but I don't often go to the supermarket.

2 What do you usually buy in them?

2 True or false? Read the article and check your answers.

1 Shops use techniques to persuade us to buy things.

☐

2 Music, colours and smells in shops can make us spend more money.

☐

3 Shops are designed so that we spend more time inside them.

☐

Think before you shop!

Shops use various techniques to persuade us to buy things. The next time you go shopping, look to see how many of these tricks they use.

These days a lot of fashion shops are open at the front, making it easy for you to walk in. When you're inside, music is usually playing to make you feel relaxed. Slow music encourages you to move more slowly in a shop, and the longer you stay, the more you buy.

Notice the colour scheme. Light purple makes you feel like spending more money. Red, on the other hand, makes you feel hungry. Maybe that's why so many fast food restaurants like the colour red more than any other.

Supermarkets use more tricks than any other shop. You can often smell fresh bread or coffee when you walk in. This also makes you feel hungry and relaxed. And the everyday items you need are usually at the end of the supermarket, so that you have to pass a lot of other products before you find them.

Department stores use similar techniques. Escalators are often positioned so that you have



to walk around the shop between floors. There are also few windows; the artificial light and air conditioning make you forget the outside world and spend more time and money in the store.

The list goes on. But don't worry; you can avoid falling into these traps if you think before you shop.

3 Read again. Write what techniques are used for the following in your notebook.

1 To make customers walk into fashion shops from the street.

The shops are open to the street.

2 To make you spend a lot of time in them.

3 To make you feel hungry in fast food restaurants.

4 To make you feel hungry and relaxed in supermarkets.

5 To make you see a lot of products in supermarkets.

6 To make you forget the outside world in department stores.

Quest

- Supermarkets use other techniques to make you buy more. Find three more techniques.



4 Answer the questions in your notebook.

- 1 Have you seen any of these techniques in shops or restaurants?
Yes, I have. A lot of fashion shops play music.
- 2 What other techniques do shops and restaurants use?
- 3 Have you ever bought something that you didn't plan to buy? What?

ENGLISH YOU NEED

Persuade somebody

1 What's the best thing to say?

- 1 You want your mum or dad to buy you a T-shirt.



- ☐ 1 It's good quality.
- ☐ 2 It's very cheap.
- ☐ 3 All my friends have got T-shirts like this.
- ☐ 4 I'll do the washing-up for a week.

- 2 You want a friend to go to a party.



- ☐ 1 It'll be fun.
- ☐ 2 All our friends will be there.
- ☐ 3 I won't go if you don't go.
- ☐ 4 We don't have to go to school the next day.

2 Listen to two dialogues and complete the sentences.

- 1 I'm not paying £50 for a T-shirt. No *way*!
- 2 Please, go _____!
- 3 I'd _____ to stay at home.
- 4 Oh _____ on. It'll be fun.
- 5 Don't be _____!
- 6 Oh, all right then. I _____ in.

3 Listen to the dialogue and answer the questions.

- 1 What does Sue want to buy?
- 2 How much does it cost?
- 3 Does Sue's father buy it?

4 Prepare and practise the following dialogues.

Dialogue 1:

Student A You want a friend to go shopping with you. Persuade your friend.

Student B You don't like shopping.

Dialogue 2:

Student B You want to have a piercing. Persuade your parents.

Student A You don't want your son/daughter to have a piercing.

Dialogue 3:

Student A You go to a street market to buy a rucksack. You don't want to pay too much. Persuade the salesperson.

Student B You don't want to sell the rucksack for less than €20.

1 In pairs, answer the questions.

- Have you ever bought something and then taken it back to the shop?
Yes, I have.
- What was it?
- Why did you take it back?
- Did the shop change it? Or did you get a refund?

2 Read the letter of complaint. Do you think Dylan has got a good reason to complain?

15 Chapel Drive
Dorchester DT2 4NR

16th June 2009

Dear Sir or Madam,

I'm writing to complain about a pair of trainers I bought at your shop in the High Street on 15th May.

I tried the trainers on in the shop and they were fine. But when I wore them at home, they were very uncomfortable. Then I noticed that one trainer was bigger than the other.

I went back to the shop, but the shop assistant refused to change them because I didn't have the receipt.

It's impossible for me to wear the trainers, so I think I'm entitled to a refund.

I look forward to hearing from you soon.

Yours faithfully,

Dylan J

Dylan Jones

3 Read the letter again. What information does he include?

- the reason for the letter ✓
- where he bought the trainers ____
- when he bought them ____
- the price of the trainers ____
- the problem ____
- the solution ____

A formal letter

4 Match the parts of the letter with the descriptions.

1 - house number

closing expression date

Dear ... ~~house number~~

city street name

writer's name postcode

1. ...2...
...3... .4..
.....5...
...6... ,
...7... ,
...8...

5 Prepare to write a letter of complaint. But first, match the products with the problems.

there's a hole in it one part is missing
it's scratched it's broken it's shrunk

it doesn't play properly

- a CD – *it doesn't play properly*
- a sweater _____
- a mobile phone _____

Useful expressions

I'm writing to complain about ...

The shop assistant refused to change it/them ...

I'm entitled to ...

I look forward to hearing from you soon.

6 Make notes. Then write a letter of complaint.

Paragraph 1: Where and when did you buy the product?

Paragraph 2: What was the problem?

Paragraph 3: What happened when you complained in the shop?

Paragraph 4: What do you want?

7 Now read your work again. Can you find any mistakes?



Add this text to your Portfolio

8

MEDIA FRENZY

Vocabulary

- Mass media
- Types of books

Grammar

- Relative pronouns: *who, which, that, whose*
- *used to / didn't use to*
- Double negative

Speaking

- Talk about films
- Make a quiz
- Make recommendations

Pronunciation

- Linking

Writing

- A film review
- *what's more, also, too, as well*

VOCABULARY

Mass media

1  Label the pictures. Listen and check. Then listen and repeat.



Internet | television | blog | newspaper | radio | ~~book~~ | films | magazine | CDs | poster



book



2 Cross out the word that doesn't fit.

- soaps / game shows / reality shows / ~~article~~
- pop / rock / news / fado / jazz
- thriller / action / horror / reality show / science fiction
- blog / letter / social networks / email / YouTube
- MTV / CNN / Sky News / NBC News / EuroNews
- presenter / AM/FM / viewer / journalist / interviewer

3 Answer the following questions.

- Do you have all these mass media at home?

- Which one do you use most?



Add the new vocabulary to your Portfolio

THE WAR OF THE WORLDS

READING

1 Do you keep informed about the latest news? Where do you get your information?

2  Read some historical facts about radio, TV and cinema.

The War of the Worlds

“Good heavens, something’s wriggling out of the shadow like a grey snake. Now it’s another one, and another. They look like tentacles to me. (...) It’s large as a bear and it glistens like wet leather. But that face. It ... it’s indescribable. I can hardly force myself to keep looking at it. The eyes are black and gleam like a serpent. The mouth is V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate ...”



How would you react if you heard this broadcast? Surely you wouldn’t even think twice about it, but on 30 October 1938, 32 million people, who were listening to the radio, thought it was the end of the world. Orson Welles presented “The War of the Worlds”, which suggested to many listeners that an actual alien invasion by Martians was in progress. This was New York at the beginning of the 20th century, when radio was one of the few sources of entertainment and information. So, if they said it was true, then it was really true!

Some years later, TV played a similar role. But, strangely enough, when on 20 July 1969 Neil Armstrong landed on the Moon and people all over the world saw historic footage of a real event, some people didn’t believe it to be true. They were already used to Hollywood’s fantasy world, which came to them through a little black box.

So, when *The War of the Worlds* was shown on the big screen in 2005, people were looking forward to seeing great special effects. Movies have evolved so much that the public expects to be fooled into thinking everything we see is real. Even if, deep down, we know it isn’t.

Nowadays, TV and cinema still play an important role in the way we view reality and fantasy.

3 Explain these words and expressions.

 Use a dictionary if necessary.

- 1 wriggle — *to twist from side to side with short quick movements.*
- 2 glisten — _____
- 3 gleam — _____
- 4 rimless — _____
- 5 quiver — _____
- 6 pulsate — _____

4 True or false? Correct the false sentences in your notebook.

- 1 Orson Wells presented the “The War of the Worlds” on the day before Hallowe’*en*. *True*
- 2 People who were listening to the radio believed aliens were invading Earth.
- 3 When people saw the first man on the Moon, everyone believed it was true.
- 4 Nowadays, some people still believe that everything they see on TV or at the cinema is true.

GRAMMAR

Relative pronouns: *who, which, that, whose*

See grammar reference page 124

32 million people, **who** were listening to the radio, thought it was the end of the world. They were already used to Hollywood's fantasy world, **which** came to them through a little black box.

1 Underline the correct relative pronoun.

- This movie was made by David Lynch, who / whose is one of my favourite film directors.
- Claudia Negrão, who / whose is a close friend, was the main character in my favourite play.
- The author whose / which book you were reading is coming to Lisbon next month.
- Floribela*, by Vicente Alves do Ó, is the movie who / that we saw last week.
- James Joyce, who / whose is my favourite writer, is the author of *Ulysses*.
- These are the cool stories which / who I told you about.

2 Complete with *who, which, that* or *whose*. More than one answer is possible. Then match the sentences with the correct answers.

- ☐ 1 *J. S. Bach is the composer who / that f wrote the lyrics that Marco loves.*
- ☐ 2 J. K. Rowling is the person _____ wrote these famous books.
- ☐ 3 The movie _____ director is Steven Spielberg is very famous.
- ☐ 4 John Lennon sings this song. It's the song _____ we are listening to.
- ☐ 5 Nuno Markl presents this radio programme. It's the programme _____ is on the air now.
- ☐ 6 John Williams is the person _____ recorded the soundtrack.
- a The Harry Potter books
b *Imagine*
c *Jaws*
d The Indiana Jones films
e "O Homem que Mordeu o Cão"
f The Brandenburg Concertos

3 Complete with *who, which, that* and *whose*. More than one answer is possible. Then listen and check.

Dracula is a horror-romance film based on a novel (1) whose author is Bram Stoker. The story, (2) _____ is set in Transylvania, happens in the 19th century. It's about a young lawyer and his fiancée. Keanu Reeves and Winona Ryder are the actors (3) _____ play the lawyer and his fiancée. *Dracula*, the famous vampire, captures them. The film, (4) _____ was made in 1992, was a success. It was Francis Ford Coppola (5) _____ directed it. The film director, (6) _____ films I love, won three Oscars. Not everyone likes this film, but I think the special effects are great for a 1992 film.

Pronunciation



Linking

4 Listen and repeat the sentences.

- It's set in Transylvania.
- It's about a young lawyer.
- The lawyer's captured by a vampire.
- It was made in 1992.
- Not everyone likes it.
- The special effects are great.

GO 4 IT!

5 Write about a film.

It's a/an ... film. (*type of film*)
It's set in ... (*place*) in ... (*time*).
The main characters are played by ... (*actors' names*).
It's about ... (*story*).
I think it was directed by ... (*name*).
I think it was made in ... (*year*).

6 Tell your partner about your film. Can he/she guess what it is?

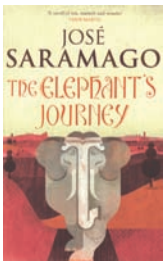
READ ME A STORY

VOCABULARY

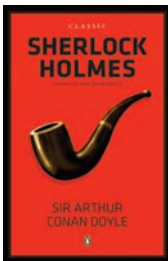
Types of books

1 Label the pictures with the types of books. Listen and check. Then listen and repeat.

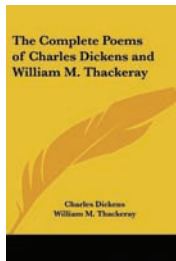
detective story | biography | poetry | comic | novel

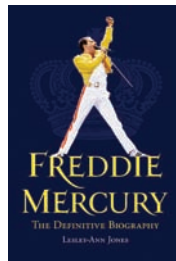
(a) 

novel

(b) 

(c) 

(d) 

(e) 

2 What types of books are about ...

- 1 the life of a famous person? *biography*
- 2 a fictional narrative? _____
- 3 a fictional story drawn in strips of pictures? _____
- 4 the art of rhythmic composition? _____
- 5 people investigating a crime? _____

3 In pairs, discuss the following items.

- 1 The title of the last book you read.
- 2 The plot of the book.
- 3 The characters and where the story is set.

LISTENING

4 Listen to an extract from the game show Trivial Challenge. What is the contest about?

5 Listen again and choose the correct answer.

- 1 What was the first category?

☐ 1 cinema.
☒ 2 the press.
- 2 Who filmed the first motion picture?

☐ 1 the Robespierre Brothers.
☐ 2 the Lumière Brothers.
- 3 Who invented the printing press?

☐ 1 Gutenberg.
☐ 2 Marconi.
- 4 Who created the World Wide Web?

☐ 1 Tim Berners-Lee.
☐ 2 Steve Jobs.

6 Listen again and answer the questions.

- 1 When did the World Wide Web appear?
It appeared in 1990.
- 2 Was James Joyce the author who wrote *Wuthering Heights*?

- 3 When did Emily Bronte write *Wuthering Heights*?

- 4 Was Oscar Wilde the author who wrote *Hamlet*?

- 5 When was *Hamlet* written?

GRAMMAR

See grammar reference pages 124-125

used to / didn't use to

He **used to** write novels.

He **didn't use to** write novels.

1 Complete the sentences using *used to* or *didn't use to*.

- 1 When I was a teenager I *used to* read many books.
- 2 We _____ watch so much TV when I was a child.
- 3 People _____ write with typewriters. Now everything is done on a computer.
- 4 My family and I _____ watch movies in the cinema, not on the computer.
- 5 My grandparents _____ buy magazines. They got their information from the newspaper.
- 6 My brother _____ write novels before he became an actor.

2 Underline the correct answer.

- 1 Before coming to Portugal, Fernando Pessoa used to / *didn't use to* live in South Africa.
- 2 I *used to* / *didn't use to* love reading comics. Now I prefer novels.
- 3 At the beginning of the 20th century people *used to* / *didn't use to* go to the cinema as much as they do now.
- 4 They *used to* / *didn't use to* go to the theatre. Now that they are fans of it, they always go.
- 5 Women *used to* / *didn't use to* perform in Shakespeare's plays.
- 6 Orson Welles *used to* / *didn't use to* be an actor.

used to vs. usually

He **used to** write plays and poems.

You **usually** use it at least once a day: the Internet.

3 Complete the sentences with *used to* or *usually*.

- 1 When my brother was a child, he *used to* watch too much TV.
- 2 We _____ go to the cinema on Saturday evenings.
- 3 People _____ watch movies on the big screen. Now, they watch them on a computer.
- 4 My family and I _____ play videogames when I was younger.
- 5 Nowadays I'm so tired at bedtime, but a few years ago I _____ read before going to sleep.
- 6 My sister is an actress and she _____ writes her own plays.

Double negative

He *didn't use to* write **no** poetry. ✗

He *didn't use to* write **any** poetry. ✓

4 Underline the correct option.

- 1 In Superman, the hero didn't use / *didn't never use* to swim.
- 2 Songwriters *don't ever get* / *get never* inspired by novels.
- 3 Many film directors *don't use* / *no use* real stories.
- 4 Spielberg *doesn't use none* / *never uses* stories from books as the inspiration for his movies.

GO 4 IT!

4 In pairs, write six sentences with *used to* and *didn't use to*.

write invent publish read create consider

5 Tell another pair. Can they guess the false sentences? Use these or other verbs.

1  In pairs, comment on the following questions.

- 1 Do you like playing video games? What games?
- 2 Have you ever played a game based on a film? Did you like it? Why? Why not?

2 True or false? Read the first paragraph and check.

- 1 Popular video games make more money than popular films.
- 2 Games based on films are made before the films.
- 3 Films can help games to sell better.

3 Match the parts of the sentences.

- 1 The game starts *e*
 - 2 Then drawings of ____
 - 3 Actors wear suits with sensors ____
 - 4 The virtual world is created ____
 - 5 The code is written ____
 - 6 Testers play the game ____
- a using a powerful computer.
b to find any problems or 'bugs'.
c to control all the elements in the game.
d to make the characters' movements realistic.
e ~~with a story~~.
f the scenes in the game are made.



Nowadays, popular video games make more money than successful Hollywood films. That's why so many games have their origins in films. The idea is that if people like the film, they will want to buy the game too.

But how do they make a game? Here are the basic steps.

- 1 A game starts with a story. The story is the basic concept of the game. If a film is the inspiration for the game, the story is ready-made.
- 2 The author creates a storyboard. This is a series of drawings. They represent all the scenes that players might see when they play the game.
- 3 Designers draw the characters.
- 4 The author scans the characters into a computer and we animate them. To make their movements realistic, the programmers sometimes capture the movement of real actors. The actors wear a special suit, which has sensors on it.
- 5 They create the environment. This is the characters' virtual world. To create a realistic environment, a powerful computer is needed.
- 6 Programmers write the code — the instructions that control all the elements in the game and how the characters interact with the environment.
- 7 Testers test the game. Testers play the game again and again to detect any problems or "bugs". When these have been corrected, the game is ready to go on sale.

Quest

- Find the name of three video games based on films. For each film, make notes:
 - director
 - leading actors
 - when it came out



ENGLISH YOU NEED

Make recommendations

- 1 Listen to the dialogue between Lou and May. Answer the questions.

1 What does Lou want to buy?

2 What two things do they talk about?

3 What does Lou decide to do?

- 2 Match 1-5 with a-e. Then listen again and check your answers.

1 Casablanca *d*

2 Little Miss Sunshine _____

3 The Others _____

4 ACD _____

5 The latest Ricky Martin CD _____

a It's very scary. And the ending's totally unexpected.

b It's a bit disappointing.

c She'll love it. It's really funny!

d ~~She might not like it.~~

e That's not a bad idea.

- 3 Listen again and complete the sentences.

1 I don't think you *should* get her that.

2 Maybe not. So what do you _____?

3 Oh, you _____ see it. It's really funny!

4 Does she like horror films? Because I really _____ *The Others*.

5 Maybe I _____ get her a film. Maybe I _____ get her a CD instead.

6 But I _____ the latest Ricky Martin CD.



- 4 Follow the instructions. Prepare and practise a dialogue.

A

1 You want an idea for a present for a friend's birthday. Ask B for a recommendation.

3 Say why you don't think it's a good suggestion.

5 Tell B what films your friend likes.

7 Tell B that you think a CD or a video game might be a better idea.

9 Tell B that you'll keep thinking.

B

2 Recommend a DVD of a film. Say why you recommend it.

4 Ask what type of films the friend likes.

6 Recommend another film. Say why you recommend it.

8 Recommend a CD or a video game. Say why you recommend it.

1 In pairs, ask and answer the questions.

- 1 What type of films do you like?
 - 2 What's your favourite film? Why?
- A** *What type of films do you like?*
B *I like comedies. What about you?*

2 Read the film review and answer the questions from exercise 1 according to the text.



My favourite film genres are fantasy and science fiction. I love the *X-Men* films. I like the *Batman* films too and I think the best one is *Batman Begins*.

The film is set in Gotham City. It's about a millionaire called Bruce Wayne. He transforms into Batman

and fights crime. Batman is played by Christian Bale and the film also stars Katie Holmes as his friend.

I like it because the plot is unusual — in *Batman Begins* we discover how Batman was created. What's more, the characters are very real. The special effects are great as well.

If you like action films, then you'll love *Batman Begins*.

what's more, also, too, as well

*I like the **Batman** films **too**.*

*The film **also** stars Katie Holmes.*

***What's more**, the characters are very real.*

*The special effects are great **as well**.*

3 Complete the rules for *what's more, also, too* and *as well*.

- 1 We use *what's more* at the beginning of a sentence.
- 2 We use _____ before most verbs, but after the verb *be*.
- 3 We use _____ and _____ at the end of a sentence.

4 Write the sentences with the word in brackets.

- 1 I love musicals. I love comedies. (as well)
I love musicals. I love comedies as well.
- 2 I go to the cinema twice a month. I watch films on DVD. (also)
- 3 I've seen *High School Musical* and *Hairspray*. (too)
- 4 *The Others* stars Nicole Kidman. Christopher Eccleston is in the film. (also)
- 5 The acting in *Grease* is great. The soundtrack is brilliant. (what's more)
- 6 You really must see *Shrek*. And I recommend *The Incredibles*. (as well)

Useful expressions

My favourite film genres are ...

I think the best film is ...

It's about ...

It stars ...

I like it because .

5 Make notes. Then write about your favourite film.

Paragraph 1: Your favourite types of film and your favourite film

Paragraph 2: Location, plot, actors

Paragraph 3: Why you like it

6 Now read your work again. Can you find any mistakes?



Add this text to your Portfolio

9

WONDERS OF THE WORLD

Vocabulary

- Monuments
- Destinations

Grammar

- Revision of verb tenses
- Reflexive pronouns
- Double genitive

Speaking

- Choose your favourite destinations
- Wonders in Portugal
- Express doubt

Pronunciation

- Intonation

Writing

- My choice
- Linkers of reason

VOCABULARY

Monuments

1  Match the words with the pictures. Listen and check. Then listen and repeat.



pyramid | church | wall | monastery | opera house
lighthouse | mosque | skyscraper | temple | palace



wall



2 Match the monuments with the countries.

Egypt Italy France China Bhutan Greece Turkey the USA Italy Mexico

a - The Great Wall — China



Add the new vocabulary to your Portfolio

MY SEVEN WONDERS

READING

1 Which place do you think ...?

- a contains plants from all over the world
The Eden Project
- b is on the Champ de Mars
- c is dedicated to its builder's wife
- d opened in 2000

2 Read the text. Then answer the questions.

In 2007, the New Seven Wonders of the World were announced. They included the Colosseum in Rome and the Great Wall of China, all great places to visit. So I've decided to start a list of my own seven wonders. Here's the list so far!

1 The London Eye

It was built for the new millennium, but it wasn't opened until March 2000. Typical! It's 135 metres high and there are 32 capsules. It takes half an hour to go round and it never stops, so you have to get on and off while it's moving.

2 The Taj Mahal

The Taj Mahal is a white marble mausoleum located in Agra, India. It was built by Emperor Shah Jahan in memory of his third wife, Mumtaz Mahal. The Taj Mahal is widely recognised as "the jewel of Muslim art in India and one of the universally admired masterpieces of the world's heritage". I think his gesture was so romantic.

3 Sintra

Last year we went to Sintra, a village in Portugal. It's full of 19th century Romantic architecture and stunning landscapes. It's visited by many people from around the world. Sintra has a fairy-tale atmosphere because of its royal retreats, estates, castles and buildings from the 18th-19th century. In Sintra you can visit some wonderful Palaces like the Pena National Palace and the Sintra National Palace.



NEW 7 WONDERS

4 The Eden Project

It looks like something from outer space, but you can see plants from all over the world here. The domes were built to create different climates, so you can see banana trees in the tropical dome and olive trees and grape vines in the Mediterranean one.

5 The Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. It was built in 1889 and was named after the engineer Gustave Eiffel, who designed and built the tower. The tower stands 320 metres tall, about the same height as an 81-storey building.

6 Blackpool Tower

It was built when the Mayor of Blackpool came from a visit to Paris, after seeing the Eiffel Tower. The first stone was laid in 1891 and there's a time capsule buried under it. You can take a lift to the top, and there's also an aquarium and a circus at the base.

3 Underline the correct answer.

- 1 The London Eye opened *on time* / late for the new millennium.
- 2 The Taj Mahal was built in memory of *a woman* / *India*.
- 3 Sintra is a *city* / *village* in Portugal.
- 4 The Eden Project is *an educational space* / *a nature project*.
- 5 The Eiffel Tower was built in the *early* / *late* 19th century.
- 6 Blackpool Tower has a time capsule *at the top of* / *under* it.

4 Answer the questions.

- 1 Which place would you prefer to visit? Why?
- 2 Name another attraction to complete the seven wonders.

GRAMMAR

Present Simple vs. Present Continuous

I am planning on going there as soon as I am 18

1 Complete the sentences with the Present Simple or the Present Continuous.

- Paulo and Tiago *are* (be) on holiday in Moscow. Today they _____ (go) on a tour of the Red Square.
- Mike and his family _____ (not like) travelling, but they _____ (think) of going to Serra da Estrela this winter.
- I _____ (live) in Lisbon, but at the moment I _____ (visit) some friends in Melbourne.
- Today she _____ (be) in San Francisco, but she _____ (fly) to New York next Saturday.
- I _____ (wear) shorts and a T-shirt now, because I _____ (be) on holiday.
- We _____ (have) a ticket to London, but we _____ (change) it to Glasgow this afternoon.

Past Simple vs. Past Continuous

*Richard and Sandy **were studying** German on a summer programme when they **were** in Austria.*

2 Complete the sentences with the Past Simple or the Past Continuous.

- At the same time as my mother was in Ohio, my father *was visiting* (visit) London.
- Andrew _____ (complain) when we went on a trip to the mountains.
- I was at the University of Limerick as an Erasmus programme student while I _____ (live) in Ireland.
- Last year my family _____ (travel) to Mexico. We visited the Chichen Itza, one of the most astonishing places on Earth.
- We _____ (not be) in London for long. That's why we didn't visit The London Eye.
- Last Summer I went to Versailles Palace while I _____ (tour) Paris.
- My father _____ (visit) London when my mother was on a business trip to Ohio.

GO 4 IT!

3 Make a list of four wonders in Portugal. Use these ideas to help you.

cathedral theme park stadium statue skyscraper

4 Make notes about the places. Then tell a partner about them. Agree on the top four places.

date (approximately) location why you like it

I like the Jerónimos Monastery. It's in ...

VOCABULARY

Destinations

- 1  Label the pictures. Listen and check. Then listen and repeat.

mountains | natural springs | beach
forest | countryside | city

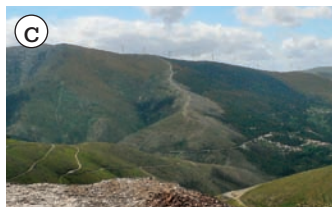
- 2 Can you guess which places these pictures are from?

Sintra | Serra da Estrela | Lagos
Piódão | Gerês | Lisbon

The beach is in Lagos.



beach



- 3  In pairs, answer the following questions.

- What is your favourite type of holiday destination?
- Describe the scenery of the place where you live or where you spent your last holidays.



LISTENING

- 4  Listen to the dialogue at a travel agency and choose the correct option.

- Where are they?
 - ☐ 1 in the city
 - ☐ 2 near the beach
 - ☐ 3 in the Algarve
- What does the customer want?
 - ☐ 1 a week at the beach
 - ☐ 2 two weeks, holiday
 - ☐ 3 to go to the countryside



Palace Hotel Bussaco



Meia Praia

- 5  Listen to the dialogue again. All the sentences are false. Correct them.

- The customer prefers to go to a hotel on the coast.
The customer has no preference.
- A friend of his told him about a resort in Minho.

- He said it was cool in August.

- Meia Praia is far from Lagos.

- Only the tourist guide is from Lagos.

- They have both been living there for ten years.

GRAMMAR

See grammar reference page 125

● Past Simple vs. Present Perfect Simple

Last year I **went** to Bussaco.

Have you ever **been** there?

1 Underline the correct option.

- 1 I really missed / have really missed Jenny since she has left / left for Buenos Aires.
- 2 My mum loved / has loved New Zealand. She has already been / was already all over the country.
- 3 I have just landed / just landed; I never was / have never been on vacation in South Africa.
- 4 Yesterday Peter told / has told me great things about Ireland, but I had / have never been there.
- 5 Peter's parents complained / have complained about everything since they arrived / have arrived from Ohio.
- 6 Nancy hasn't given / didn't give me the souvenir yet. She bought / has bought it for me in New Orleans.

Pronunciation



Intonation

- 2 Listen to the sentences. Pay attention to the intonation.

- 1 I really missed Jenny since she left.
- 2 My mum loved New Zealand.
- 3 I have just landed. I've never been on vacation on South Africa.
- 4 Peter's parents have complained about everything since they arrived from Ohio.

● Reflexive pronouns

I want a place to **enjoy myself**.

Personal pronouns (object)	Reflexive pronouns
me	myself
you	yourself
he / she / it	himself / herself / itself

Personal pronouns (object)	Reflexive pronouns
we	ourselves
you	yourselves
they	themselves

3 Complete with a reflexive pronoun.

- 1 Did you do it by yourself? Yes, I did.
- 2 Amanda cooked it by _____.
- 3 They hurt _____ while they were playing football at the beach.
- 4 We didn't buy the TV for _____. We bought it for a friend.
- 5 Did you enjoy _____ while in Braga?
- 6 He cut _____ when preparing vegetables at the campsite.

● Double genitive

A cousin of mine told me about this resort in the Alentejo.

	Possessive pronouns
Subject + of +	mine
	yours
	his / hers / its
	ours
	theirs

4 Change into a double genitive.

- 1 one of her sisters
a sister of hers
- 2 one of my dogs _____
- 3 some of their children _____
- 4 some of our money _____
- 5 one of your friends _____
- 6 one of his daughters _____

1 Look at the pictures. Can you answer these questions?

- 1 What can you see in the pictures on the right?
- 2 Where do you think these pictures are from?

2 Read the text and check your answers.

Santos Populares

Summer's here, school's almost out and there's a special scent of basil in the air! The Portuguese Folk Festivals, known as *Santos Populares*, attract thousands of people from all over the country and even the world. Any good-hearted Portuguese will tell you that June is the equivalent of FUN!

During the summer, in the month of June, festivities dedicated to three saints take place all over Portugal. Why people link the saints with these pagan festivities is not known. But they are possibly related to Roman or local deities from the time before Christianity spread across the region. The three saints are Saint Anthony, Saint John and Saint Peter. At these festivities it's common to find wine, *água-pé* (mostly grape juice), and traditional bread, along with sardines. During the festivities, there are many weddings, traditional street dances and fireworks.

Saint Anthony is celebrated on the night of 12-13 June, especially in Lisbon (where the saint was born and lived most of his life), with *Marchas Populares* (a street carnival) and other festivities. In the meantime, several weddings known as *Casamentos de Santo António* take place. But the most popular saint is Saint John. He is celebrated in many cities and towns throughout the country on the night of 23-24 June, especially in Porto and Braga, where the sardines, *caldo verde* (traditional soup) and plastic hammers to hit someone's head with for luck are indispensable. The final saint is Saint Peter, celebrated on the night of 28-29 June, especially in Póvoa de Varzim, Barcelos and Sintra. The festivities are similar to the others, but are more dedicated to the sea and with an extensive use of bonfires. In Póvoa de Varzim, there are the *Rusgas* in the night, another sort of street carnival. Each festivity is a municipal holiday in the cities and towns where it occurs.

Adapted and abridged: http://en.wikipedia.org/wiki/Culture_of_Portugal, July 2012

Folk Festivals: Santo António, São João, São Pedro

Dates: 13, 24, 29 June

(a)



(b)



(c)



(d)



3 Answer the following questions.

- 1 When do the Portuguese Folk Festivals happen?

They happen in the summer, in June.

- 2 Who are the festivals dedicated to? _____

- 3 What do people eat and drink during these festivities? _____

- 4 What happens in Lisbon on the night of 12-13 June? _____

- 5 Who is the most popular saint? _____

- 6 Where is St Peter celebrated? _____

ENGLISH YOU NEED

Express doubt

- 1 Listen to the dialogues between Marie and Bernard. What's the connection between the dialogues? Choose the correct option.



- ☐ 1 Marie needs to make a decision.
☐ 2 Marie has doubts about something.
☐ 3 Marie doesn't believe Bernard.

- 2 Listen again and complete the extracts.

Dialogue 1

Marie Do you think they'll come to Lisbon for St Anthony's?

Bernard I (1) *don't know*. They said they might.

Marie I'm not (2) _____ that's true. They were going to spend a week in the Algarve, but before that they said they would stay here for a couple of nights. I (3) _____ they have time for everything.

Dialogue 2

Bernard Are you going to the U2 concert next month?

Marie I (4) _____.

Bernard Why? You love U2.

Marie The tickets are really expensive. And their last album wasn't that good.

Bernard Do you (5) _____ so?

Marie Yes. I like the older songs, and I'm not (6) _____ they'll play them. Are you going to go?

Bernard I'm not (7) _____. I'll go if you go, but I don't (8) _____ I want to go alone.

- 3 Order the words and write the phrases in the dialogue below.

- 1 not / I'm / convinced / that
 2 ~~doubt~~ / it / I
 3 doubt / I / if / could / I
 4 know / my marks / don't / I / if
 5 if / sure / not / that's true / I'm
 6 so / think / you / do / really

Marie Your dad's a doctor. Do you think you'll study medicine?

Bernard (1) *I doubt it*. (2) _____ will be good enough.

Marie (3) _____. You did well in your last exams.

Bernard But (4) _____ I'd be a good doctor.

Marie You'd be a great doctor!

Bernard (5) _____? They have to work really long hours. (6) _____ do that. I'm too lazy.

- 4 In pairs, prepare and practise a dialogue for one of these questions.

- 1 Do you think they'll ever find life on Mars?
 2 Are you going to go to a music festival this summer?
 3 Do you think aliens have visited our planet?
 4 Are you going to get a tattoo?

Quest

- Find two other important festivals in Portugal. What type of festivals are they? When do they occur? Do you usually go there on holiday?

- 1 What are the connections between the picture and the words in the box?

3,500 Stonehenge 380 kilometres
religious ceremonies 40 tons

3,500 — It could be how old the monument is.



- 2 Read the Internet posting and check your answers to exercise 1.

My candidate for the top British wonder is Stonehenge. It's 3,500 years old and it's Britain's most important prehistoric monument.

I've chosen Stonehenge because of the mystery that surrounds it. Some people believe it was built for religious ceremonies. Others think it was an astronomical observatory. Nobody knows for sure. That's why it's fascinating to visit it and learn about it.

I also think Stonehenge is special because it was so difficult to build. Some stones weigh forty tons, but were brought from 380 kilometres away.

For all these reasons I think Stonehenge should be our top British Wonder.

Roland

Linkers of reason

*I've also chosen it **because of** the mystery that surrounds it.*

***That's why** it's fascinating to visit it.*

*Stonehenge is special **because** it was so difficult to build.*

It's interesting **because** it's mysterious.
= It's mysterious. **That's why** it's interesting.

It's my top choice **because of** the mystery that surrounds it.
= It's mysterious. **That's why** it's my top choice.

- 3 Write *because*, *because of* or *that's why* in the descriptions.

My candidate is the monastery of Wearmouth-Jarrow. I haven't chosen it (1) *because* it's beautiful, but (2) _____ its importance. It was one of the world's greatest centres of learning. (3) _____ I think it should be our British Wonder.

Frank

The Palace of Westminster should be our British Wonder. It's my choice (4) _____ its location in the centre of London, and (5) _____ this is where our parliament makes its laws. But it's also an architectural masterpiece, and (6) _____ it's my top candidate.

Patricia

Useful expressions

My candidate for ... is ...

Some people believe ...

Others think ...

Nobody knows for sure.

For all these reasons I think ...

- 4 Make notes. Then write about your candidate for the wonder of your country.

Paragraph 1: Your first reason for choosing it

Paragraph 2: Another reason for choosing it

Paragraph 3: Your final reason for choosing it

Paragraph 4: Your conclusion

- 5 Now read your work again. Can you find any mistakes?



Add the new vocabulary to your Portfolio

Review C

Units 7, 8, 9



1 Make three lists of some things you can see in each picture.

Shopping: *checkout*, _____

Mass media: _____

Destinations: _____

2 Complete the sentences with the words from exercise 1. Are the sentences true or false for you?

- 1 I watch the Discovery channel on *TV* to pick my dream destinations.
- 2 I always loved to visit ancient monuments so I went to E_____.
- 3 I always ask for a r_____ after buying something.
- 4 I like to read m_____ about African jungles because I love safaris.
- 5 My favourite holidays are in the c_____.
- 6 In the summer I always wear s__ g_____.

3 In pairs, give definitions for the words in exercise 2. Can your partner guess the correct word?

A *It's something related to the sun.*

B *Is it the beach?*

A *No, it's something to wear.*

- 1 Read the title and subtitles. Decide what type of text it is.

Sightseeing in London

At the store where I bought some things for the trip I stumbled on a diary. I have never had one before, but I wanted to keep track of the things I saw in London.

Day 1

It's a sunny day in August. I'm glad the travel agent suggested London. Maybe travelling here isn't as typical as going to a resort on the coast, but I'm excited. The people look like they're all in a hurry. Today I'm headed for the British Museum. I've always wanted to come here. First stop, the mummies!



That was amazing. I found myself alone surrounded by mummies – it was like being in a film. Now I'm headed for the gift shop.

I bought some great souvenirs: a statue, which could be for my mum; a poster, which must be for Jim, a friend of mine, who begged me to get this; and a sweatshirt for my sis. She's great and has helped me save up for the trip.

Now it's lunchtime and I have to try a jacket potato or some fish and chips. See you later!

I decided to go for the jacket potato because the fish looked too greasy. The potato was baked and stuffed with Cheddar cheese. Absolutely delicious – the best potato I've ever eaten!

Next I went to the one and only Portobello Road Market.

I got some great bargains there. The clothes were cheaper there than at the shops. I saw this great painting, but I didn't have enough money to get it. At this market things are sold in the middle of the street by people who make them. They're different, but cool!

Day 2

This tour guide has really come in handy. Last night I read about so many fantastic monuments. I think that today I might visit Covent Garden in the morning and ...

- 2 Answer the questions.

- 1 When did he travel and who helped him to save up for the trip?
- 2 Which places did he visit in London? Did he enjoy himself?
- 3 What did he eat and how did he feel after eating it?

- 3 Jude was feeling sick when he met Sandra in the restaurant. Complete the dialogue with a sense verb – *not feel, feel, not smell, like, sound, not look*.

Sandra You (1) *don't look* well, Jude.

Jude I (2) _____ well since lunch. I guess the jacket potatoes weren't well cooked.

Sandra They (3) _____ bad.

Would you (4) _____ to have a cup of tea? Maybe you (5) _____ better.

Jude Yes, please.

That really (6) _____ good.

- 4 Complete with a relative pronoun.

- 1 I am going to Portobello Market, *which* is a very famous market in London.
- 2 The shop _____ owner we have just met is one of the most popular here.
- 3 Russell Crowe is the actor _____ starred in the *Gladiator*.
- 4 The movie _____ we saw yesterday is one of the best movies I've ever seen.
- 5 I brought a souvenir from Prague _____ has Mitchell's face all over it.
- 6 The new CD _____ singer I used to admire isn't that good.

IG TRAVELLING TR

5 Change into a double genitive.

- 1 one of my books – *a book of mine*
- 2 one of their houses – _____
- 3 some of his cats – _____
- 4 none of your friends – _____
- 5 none of her dresses – _____
- 6 some of our nephews – _____

6 Underline the correct option.

- 1 He bought *herself* / himself a souvenir.
- 2 Did you find the restaurant all by *yourself* / *ourselves*.
- 3 Sandra and a friend of *hers* / *his* met at a restaurant.
- 4 Jude and Sandra enjoyed *themselves* / *herself* at lunch.

LISTENING

News Flash

7 Listen to Channel 4 News about forest fires in Portugal and answer the questions.

- 1 Where is Jude now?
- 2 What is he doing?



8 Complete the sentences. Then listen and check.

- 1 He's listening to *Channel 4* News.
- 2 The breaking news is about _____.
- 3 _____ were battling the fires.
- 4 The fires were raging in _____ and _____ Portugal.
- 5 There were a total of _____ forest fires.
- 6 The Portuguese _____ said they were doing everything to save people's houses and belongings.

SPEAKING

9 With your partner, prepare an interview with the Minister of the Environment. Give reasons why fires occur and some advice about how to prevent them. You may use these words.

could must might because of
that's why too not enough

10 Imagine you are a TV presenter. Prepare a news broadcast with the information from exercise 1.

PROJECT

Dream holiday

- 1 Imagine you're on your dream holiday. Make a pamphlet with the most important monuments or historical sites to publicise it. Make sure to write the slogan.
- 2 Write a diary entry for the first day of your trip and present it to the class. Talk about the following topics: landscape, activities, the places you visited, and shopping.

- 1** Use the words to complete the sentences. Then read and check.

ambient British digital guest

- 1 Electronic musicians use _____ equipment.
- 2 _____ is a type of electronic music.
- 3 Morcheeba is a _____ band.
- 4 The band uses a _____ singer.

Electronic music

In the past, groups had to record albums in studios using real instruments. Now, they can make albums at home using digital equipment to reproduce instruments and create new sounds. Many music genres use this technology, especially chill-out, ambient and electronic dance music. Morcheeba is a British band that plays chill-out electronic music. Paul and Ross Godfrey formed the band. Different female singers joined them on their albums and tour.

- 2**  Listen to the song. What's its message? Choose the correct option.

- ☐ 1 It takes a long time to build a city.
- ☐ 2 People should stop fighting.
- ☐ 3 It takes time to make a relationship work.

- 3** Which phrases mean the same as ...?

- 1 Were made for each other.
were meant to be
- 2 You don't know how people will react.

- 3 I'm in the middle of a fight/argument.

- 4 We have to continue to work hard.



Chorus

You and me were meant to be
Walking free in harmony
One fine day we'll fly away
Don't you know that Rome wasn't built in a day

In this day and age it's so easy to stress
Cause people are strange and you can never
second guess
In order to love child we got to be strong
I'm caught in the crossfire why can't we get
along?

Chorus

I'm having a daydream, we're getting
somewhere
I'm kissing your lips and running fingers
through your hair
I'm as nervous as you 'bout making it right
Though we know we were wrong, we can't
give up the fight
Oh no

Chorus

- 4**  In pairs, comment on the following statements.

Electronic music isn't as good as music played on real instruments.
New technology's killing the music industry.
In the future, all music will be electronic.

You have to be a better musician to play ...
The music industry's changing for the better / worse because ...
In the future, people will probably continue to play ...



BACK AND FORTH AROUND THE WORLD

JANUARY

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DECEMBER

Christmas in the sun *page 109*

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BACK AND FORTH

JANUARY

Happy New Year!

"Happy New Year!" This greeting will be said and heard for at least the first couple of weeks as a new year gets under way. But the day celebrated as New Year's Day was not always January 1.

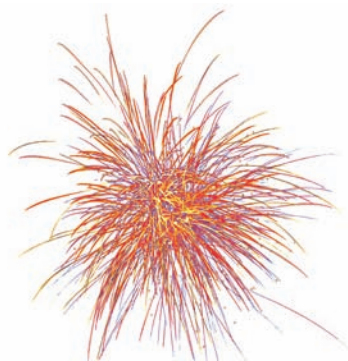
Ancient new years

The celebration of the New Year is the oldest of all holidays. It was first observed in ancient Babylon about 4000 years ago. In the years around 2000 BC, the Babylonian New Year began with the first New Moon (actually the first visible crescent) after the Vernal Equinox (first day of spring).

The beginning of spring is a logical time to start a new year. After all, it is the season of rebirth, of planting new crops, and of blossoming. January 1, on the other hand, has no astronomical or agricultural significance. It is purely arbitrary.

The Babylonian New Year celebration lasted for eleven days. Each day had its own particular mode of celebration, but it is safe to say that modern New Year's Eve festivities pale in comparison.

The Romans continued to observe the New Year in late March, but various emperors continually interfered with their calendar so that the calendar soon became out of synch with the sun.



In order to set the calendar right, the Roman senate, in 153 BC, declared January 1 to be the beginning of the New Year. But tampering continued until Julius Caesar, in 46 BC, established what has come to be known as the Julian Calendar. It again established January 1 as the New Year. However, in order to synchronize the calendar with the sun, Caesar had to let the previous year drag on for 445 days.

Source: <http://wilstar.com/holidays/newyear.htm>, July 2012



1 Read the text and decide if the sentences are true or false. Correct the false ones in your notebook.

- 1 The 1st of January has always been the beginning of the New Year. _____
- 2 New Year's Day was already celebrated in ancient times by the Babylonians. _____
- 3 They celebrated the New Year on the first day of spring. _____
- 4 There is a logical reason for celebrating New Year's Day in January. _____
- 5 Nowadays the celebration of New Year's Day is much greater than in ancient times. _____
- 6 The Romans observed the date in accordance with the sun. _____

2 Look at the last paragraph of the text and find antonyms for the following words. You may use a dictionary.

- 1 wrong — _____ 2 AD — _____ 3 end — _____ 4 following — _____

AROUND THE WORLD

JANUARY

Australia Day

Australia Day is on January 26 and commemorates the establishment of the first settlement at Port Jackson, now part of Sydney, in 1788. It is an opportunity for Australians to come together to celebrate their country and culture.

On January 26, 1788, the First Fleet of eleven ships from Great Britain arrived at Port Jackson, which now forms Sydney Harbour. Captain Arthur Philip led the First Fleet. He established the Colony of New South Wales, the first penal colony in Australia. By 1808, January 26 was being celebrated as “First Landing Day” or “Foundation Day” with drinking and merriment.

Thirty years after the arrival of the First Fleet, in 1818, the Governor of Australia ordered a 30-gun salute, hosted a dinner ball at Government House and gave government employees a holiday. In the following years, employees of banks and other organisations were also given holidays. In the following decades, horse racing and regattas were popular activities on January 26.

In 1838, Foundation Day was Australia’s first public holiday. It was also the occasion of the first public celebrations of the founding of Australia. The shores of Sydney Harbour were crowded and there was a firework display. By 1888, January 26 had become known as ‘Anniversary Day’ and was celebrated in all colonies except Adelaide. In 1888, the centenary of the arrival of the First Fleet was celebrated with ceremonies, exhibitions, banquets, regattas, fireworks and the unveiling of a statue of Queen Victoria.

By 1935, January 26 was known as Australia Day in all states except New South Wales, where it was still called Anniversary Day. In 1938, large-scale celebrations were held. These included a re-enactment of the landing of the First Fleet, which did not mention the convict status of many of the passengers on these ships. The re-enactment included the removal of a group of Aborigines. Shortly before the celebrations, a group of Aboriginal activists arranged a “Day of Mourning”. They used this to campaign for citizenship and equal rights for Aborigines.

The anniversary of the first permanent European settlement in Australia is not a cause for celebration for all citizens. Indigenous Australians often feel that the celebrations on Australia Day exclude them and their culture, which was thriving for thousands of years before the arrival of the First Fleet.

Source: <http://www.timeanddate.com/holidays/australia/australia-day>, July 2012



1 Read the text and underline the correct answer.

- 1 Australia Day celebrates the establishment of the first settlement in the *17th / 18th* century.
- 2 Ships came from *America / Great Britain* and arrived at Port Jackson.
- 3 The date became a holiday for government employees in the *early / late* 1800s.
- 4 In the 20th century Australia Day was recognised *all over / over most of* Australia.
- 5 The Aborigines *didn't celebrate / celebrated* the date.

2 In pairs, find information about Australia and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

BACK AND FORTH

FEBRUARY

The legend of Saint Valentine

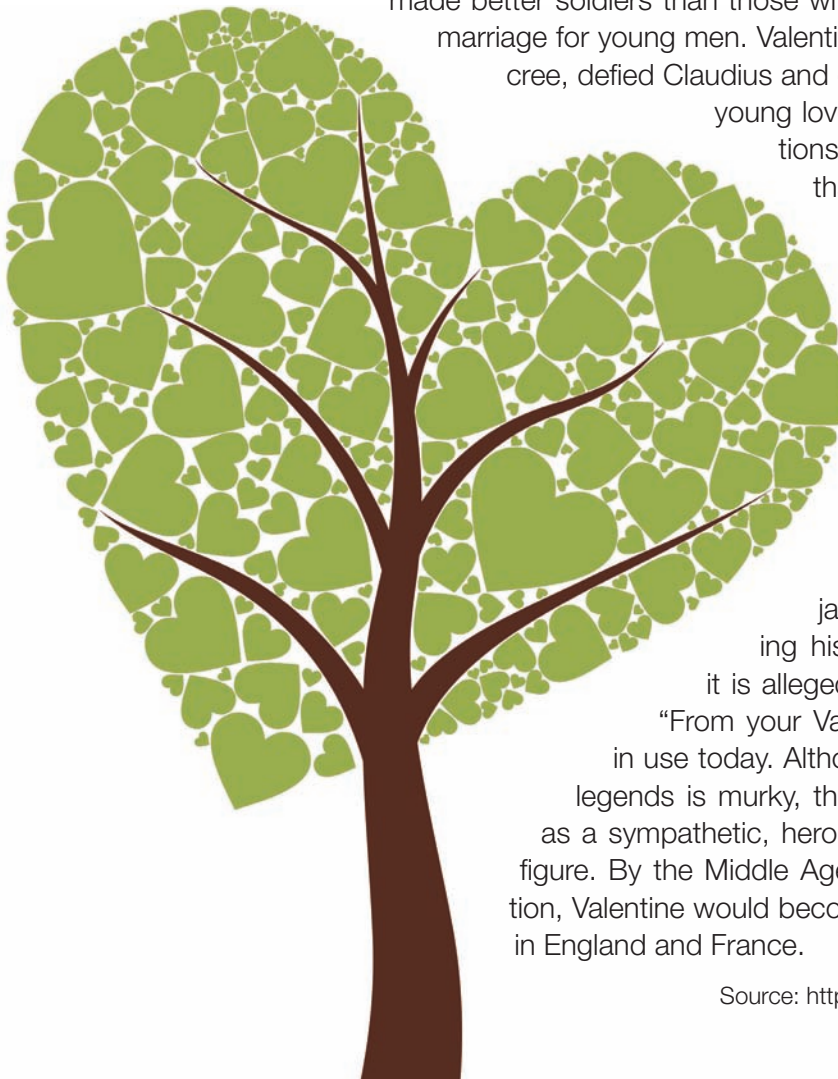
The history of Valentine's Day, and the story of its patron saint, is surrounded in mystery. We do know that February has long been celebrated as a month of romance, and that St Valentine's Day, as we know it today, contains vestiges of both Christian and ancient Roman traditions. But who was St Valentine, and how did he become associated with this ancient rite?

The Catholic Church recognises at least three different saints named Valentine or Valentinus, all of whom were considered martyrs. One legend contends that Valentine was a priest who served during the third century in Rome. When Emperor Claudius II decided that single men made better soldiers than those with wives and families, he outlawed marriage for young men. Valentine, realizing the injustice of the decree, defied Claudius and continued to perform marriages for young lovers in secret. When Valentine's actions were discovered, Claudius ordered that he be put to death.

Other stories suggest that Valentine may have been killed for attempting to help Christians escape harsh Roman prisons, where they were often beaten and tortured. According to one legend, an imprisoned Valentine actually sent the first "Valentine" greeting himself after he fell in love with a young girl, possibly his jailor's daughter, who visited him during his imprisonment. Before his death, it is alleged that he wrote her a letter signed "From your Valentine," an expression that is still in use today. Although the truth behind the Valentine legends is murky, the stories all emphasize his appeal as a sympathetic, heroic and, most importantly, romantic figure. By the Middle Ages, perhaps thanks to this reputation, Valentine would become one of the most popular saints in England and France.

Source: <http://www.history.com/topics/valentines-day>,

July 2012



1 In pairs, write a story for the film *Valentine's Day Google Doodle*. Then act it out for the rest of the class.

2 Make a Valentine's Day card and hang it up in class.

AROUND THE WORLD

MARCH

Saint Patrick's Day

St Patrick's Day is celebrated on March 17, the saint's religious feast day and the anniversary of his death in the 5th century. The Irish have observed this day as a religious holiday for over 1,000 years. On St Patrick's Day, which falls during the Christian season of Lent (the season of preparation before Easter), Irish families would traditionally attend church in the morning and celebrate in the afternoon. Lenten* prohibitions against the consumption of meat were waived and people would dance, drink and feast on the traditional meal of Irish bacon and cabbage.

Source: <http://www.history.com/topics/st-patricks-day>,
July 2012



(*) Lenten – Quaresma



1 Answer the following questions.

- 1 When did St Patrick die?
- 2 How long have the Irish celebrated this day?
- 3 What would Irish families traditionally do on St Patrick's day?
- 4 What is the traditional Irish meal?

2 Explain the meaning of the underlined words in the text. You may use a dictionary.



- | | |
|-------------------|---------------------|
| 1 feast day _____ | 4 consumption _____ |
| 2 falls _____ | 5 waived _____ |
| 3 attend _____ | |

3 Make a poster announcing St Patrick's Day. Invite everyone to wear something green.

4 St Patrick's Day is around Easter. Write a small text about what you and your family traditionally do during Easter. Are there any similarities between what you do and what the Irish do?

5 In pairs, find out information about Ireland and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

BACK AND FORTH

MARCH

Saint David

St David, or Dewi Sant as he's called in the Welsh language, is the patron saint of Wales. His day is March 1.

His influence is shown by the number of churches dedicated to him in Wales and the celebrations held each St David's Day.

Facts in brief

There aren't many definite facts known about St David; but here are the only undisputed ones.

- He really existed;
- He was at the heart of the Welsh church in the 6th century;
- He came from an aristocratic family in West Wales;
- His mother was a saint, St Non;
- His teacher was also a saint, St Paulinus;
- He founded a large monastery in West Wales;
- He was one of the early saints who helped to spread Christianity among the pagan Celtic tribes of Western Britain;
- He became Archbishop of Wales, but remained in his community at Menevia (now called St David's);
- His shrine became a place of great pilgrimage: four visits to the shrine at St David's were considered the equivalent of two to Rome, and one to Jerusalem;
- The most famous story about St David tells how he was preaching to a huge crowd and the ground is said to have risen up, so that he was standing on a hill and everyone had a better chance of hearing him.

http://www.bbc.co.uk/religion/religions/christianity/saints/david_1.shtml

On this day, many Welsh people wear one or both of the national emblems of Wales on their lapel to celebrate St David: the daffodil (a generic Welsh symbol which is in season during March) or the leek (St David's personal symbol). The leek arises from an occasion when a troop of Welsh were able to distinguish each other from a troop of English enemy forces dressed in similar fashion by wearing leeks. The association between leeks and daffodils is strengthened by the fact that they have similar names in Welsh, Cenhinen (leek) and Cenhinen Pedr (daffodil, literally "Peter's leek").

Source: http://en.wikipedia.org/wiki/Saint_David's_Day, July 2012



1 In pairs, find out information about Wales and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

2 Would you like to visit Wales? Why? Why not?

AROUND THE WORLD

APRIL

Saint George's Day

St George's Day is April 23. St George is the patron saint of England. He's popularly identified with England and English ideals of honour, bravery and gallantry, but actually he wasn't English at all. Very little, if anything, is known about the real St George. Pope Gelasius said that George is one of the saints "whose names are rightly revered among us, but whose actions are known only to God."

Facts in brief

Everything about St George is dubious, so the information below should be taken as mythical rather than factual.

- He was born in Cappadocia, an area which is now in Turkey;
- He lived in 3rd century AD;
- His parents were Christian; later lived in Palestine;
- He became a Roman soldier;
- He protested against Rome's persecution of Christians;
- He was imprisoned and tortured, but stayed true to his faith;
- He was beheaded at Lydda in Palestine;
- April 23 was named as St George's Day in 1222.



Saint George



St George's flag

Patron saint

He's the patron saint of soldiers, archers, cavalry and chivalry, farmers and field workers, riders and saddlers, and he helps those suffering from leprosy, plague and syphilis. In recent years, he has been adopted as the patron saint of Scouts.

Source: www.bbc.co.uk/religion/religions/christianity/saints/george_1.shtml

1 Use a dictionary to find the meaning of the following words: *soldier, archer, cavalry, chivalry, farmer, field worker, rider and saddler*. Then write a sentence for each word.

2 In pairs, find out about England and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

BACK AND FORTH

APRIL

Freedom Day

South Africa observes Freedom Day on 27 April. Freedom Day commemorates the first democratic elections held in South Africa on 27 April 1994. It is an occasion for the country to remember and celebrate the icons of their struggle and honour those who continue to be committed to transformation and to building a better life for all of us.

Freedom Day provides a milestone for all South Africans to collectively participate in the commemoration of the pain and struggle to build a non-racial, democratic and free South Africa in which we all have the freedom to prosper. It creates awareness that freedom and human rights are for all human beings, regardless of "race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status". This day reaffirms our freedom and ensures that the violation of such rights never occurs again.

Nowadays the government reaffirms its commitment to consolidate democracy and promote cultural diversity and social cohesion in South Africa, as we celebrate living in a system that guarantees that never again will our humanity be taken from any South African, irrespective of their race, gender, creed or sexual orientation.

Source: <http://www.info.gov.za/events/2012/freedomday.htm>, July 2012



Did you know?

Did you know that the regime before the elections in 1996 was Apartheid? They defended a policy of segregation of the non-white population. The people were divided into "white", "native", "coloured" and "Asian". The government segregated education, medical care, beaches, and other public services, and provided black people with services inferior to those of white people. In 1994, Nelson Mandela won the elections after having served 27 years in prison for defending equality among South Africans.

- 1 Read the text again and decide if the following sentences are true or false. Correct the false ones in your notebook
 - 1 The first free elections were held in the late 20th century. _____
 - 2 Before 1994 South Africa didn't observe human rights. _____
 - 3 It was easy to transform South Africa into a non-racial country. _____
 - 4 They celebrate this date because they miss their lives before April 1994. _____
- 2 Look for pictures that represent the changes from Apartheid to democracy in South Africa. Write a slogan for each one and present them to your class.
- 3 In pairs, find out about South Africa and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

AROUND THE WORLD

MAY

National Sorry Day in Australia

National Sorry Day is an Australia-wide observance held on May 26 each year. This day gives people the chance to come together and share the steps towards healing for the Stolen Generations, their families and communities. Stolen generations refer to indigenous Australians who were forcibly removed from their families and communities.

Many schoolchildren take part in National Sorry Day activities, which include essay competitions, lighting candles for indigenous Australians who were taken away from their families and communities, and inviting local indigenous Australian elders to speak with students.



Background

The first National Sorry Day was held on May 26, 1998, which was one year after the tabling of a report about the removal of Aboriginal and Torres Strait Islander children from their families. The report, known as *Bringing Them Home*, acknowledged that indigenous children had been forcibly separated from their families and communities since the early days of European occupation in Australia. Governments and missionaries were responsible for this forced separation.

Systematic removal practices were implemented through various assimilation and “protection” policies in the late 19th century. Many indigenous children were forcibly taken away from their families in the name of assimilation during the 1950s and 1960s. These children are known as the “Stolen Generations”. They were brought up in institutions or fostered to non-indigenous families. This removal was official government policy in Australia until 1969.

In the 1980s, welfare and community groups complained that governments’ social welfare practices were discriminatory against indigenous people. In 1980, the family tracing and reunion agency Link-Up (NSW) Aboriginal Corporation was established. Similar services now exist throughout Australia.

Australia’s Prime Minister Kevin Rudd tabled a motion in parliament on February 13, 2008, apologising to Australia’s indigenous people, particularly the Stolen Generations and their families and communities, for the laws and policies that had inflicted profound grief, suffering and loss. The apology included a proposal for a policy commission to close the gap between indigenous and non-indigenous Australians in matters such as life expectancy, educational achievement, and economic opportunity. This event is seen by many as a step forward in terms of reconciliation.

Source: <http://www.timeanddate.com/holidays/australia/national-sorry-day>,

July 2012



1 Answer the questions.

- 1 When did the Australians realise that their politics were discriminatory towards the Aborigine people?
- 2 Did indigenous children find their families in the 1980s? If so, how was that done?
- 3 Why is the day called National Sorry Day?

BACK AND FORTH

JUNE

World Environment Day

World Environment Day (WED) is celebrated every year on 5 June to raise global awareness of the need to take positive environmental action. It is run by the United Nations Environment Programme (UNEP).

The United Nations Conference on the Human Environment was from 5-16 June 1972. It was established by the United Nations General Assembly in 1972. The first World Environment Day was in 1973. World Environment Day is hosted every year by a different city with a different theme and is commemorated with an international exhibition in the week of 5 June. World Environment Day is in spring in the Northern Hemisphere and fall in the Southern Hemisphere.

Source: http://en.wikipedia.org/wiki/World_Environment_Day, July 2012



1 Are the sentences true or false? Correct the false ones in your notebook.

- 1 World Environment Day is celebrated to make people more aware of the need to take action in saving the environment.
- 2 The United Nations Conference on the Environment was in the late 1970s.
- 3 Every year a different city is chosen to host WED.
- 4 The theme is always the same every year.
- 5 The date to celebrate WED falls in spring or summer.

2 Name three topics that could be discussed concerning the environment. Prepare a debate with your class on the subject.

3 Are you environmentally friendly? In pairs, create a brochure for World Environment Day.

AROUND THE WORLD

JULY

Canada Day

Canada Day (French: *Fête du Canada*) is the national day of Canada, a federal statutory* holiday celebrating the anniversary of the enactment of the British North America Act, July 1, 1867 (today called the Constitution Act, 1867, in Canada), which united three colonies into one single country called Canada within the British Empire. Originally called Dominion Day (French: *Le Jour de la Confédération*), the name was changed in 1982, the year the Canada Act was passed. Canada Day is observed throughout Canada as well as by Canadians internationally.

(*) fixed or controlled by law

Source: http://en.wikipedia.org/wiki/Canada_day,
July 2012



Canada day overview

Canada Day is celebrated on July 1 across the country. July 1 marks the anniversary of the formation of the union of the British North American provinces in a federation under the name of Canada – that's the technical explanation, but Canada Day also means fireworks and the year's biggest national party. The Canada Day holiday is akin to the USA July 4 celebration, but on a more Canadian scale.

Source: http://gocanada.about.com/od/publicolidaysincanada/a/canada_day.htm, July 2012

1 Answer the following questions.

- 1 When did Canada become one single country?
- 2 Was Canada independent at the time? Why?
- 3 How do Canadians celebrate the day?
- 4 What does Canada Day represent?



2 Read the second text again and find synonyms for these words. You may use a dictionary.



- | | |
|------------------|-----------------------|
| 1 all over _____ | 4 unification _____ |
| 2 signals _____ | 5 justification _____ |
| 3 creation _____ | 6 similar _____ |

3 In pairs, find out about Canada and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

BACK AND FORTH

AUGUST

Hawaii

Hawaii is the most recent of the 50 USA states (it joined the Union on August 21, 1959), and is the only USA state made up entirely of islands. It is the northernmost island group in Polynesia, occupying most of an archipelago in the central Pacific Ocean.

Hawaii's diverse natural scenery, warm tropical climate, abundance of public beaches and active volcanoes make it a popular destination for tourists, surfers, biologists, and volcanologists alike. Due to its mid-Pacific location, Hawaii has many North American and Asian influences along with its own vibrant native culture. Hawaii has over a million permanent residents along with many visitors and USA military personnel. Its capital is Honolulu on the island of O'ahu.

The state encompasses nearly the entire volcanic Hawaiian Island chain, which comprises hundreds of islands spread over 1,500 miles (2,400 km). At the southeastern end of the archipelago, the eight "main islands" are (from the northwest to southeast) Ni'ihau, Kaua'i, O'ahu, Moloka'i, Lāna'i, Kaho'olawe, Maui, and the island of Hawai'i. The last is by far the largest and is often called "The Big Island" to avoid confusion with the state as a whole. The archipelago is physiographically and ethnologically part of the Polynesian subregion of Oceania.

Hawaii is the 8th least extensive, the 11th least populous, but the 13th most densely populated of the 50 USA states. Hawaii's coastline is approximately 750 miles (1,210 km) long, which is fourth in the United States after Alaska, Florida, and California.

Source: <http://en.wikipedia.org/wiki/Hawaii>,
July 2012



1 Answer the following questions.

- 1 How many American states are made up only of islands?
- 2 Where is Hawaii situated?
- 3 Why do tourists like Hawaii?
- 4 How many people live in Hawaii?
- 5 What is its capital?
- 6 Name the four states in the USA with the longest coastlines.

2 In pairs, find out about the USA and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

AROUND THE WORLD

SEPTEMBER

It's time to go back to school

The first day of school varies in different areas round the world because of the differences in weather, climate, season and culture, but the usual pattern is for school to begin in late August or early September in the northern hemisphere, and in late January or early February in southern countries.

Let's look at some examples.

The first day of school in **Canada** is always on the day after Labour Day (which is the first Monday in September).

The first day of school in the **United States** is usually on the day after Labour Day in early September for most schools.

The first day of school in **Ireland** is usually on September 1, unless it is a Friday or the weekend. When September 1 falls on a Tuesday, some schools start on August 31, though most schools still start on September 1.

Because autumn comes earlier in **Scotland**, the first day of school is usually in late August.

The first day of school in **Australia** is on the last Monday in January, unless that Monday is January 31, in which case school would start on the first Monday in February.

The first day of school in **New Zealand** is usually on February 1, unless it is a Friday or the weekend.



Source: http://en.wikipedia.org/wiki/First_Day_of_School, July 2012

1 Fill in the table with information from the text.

Country	Season	Date	Northern hemisphere	Southern hemisphere
1 Canada			X	
2 USA				
3 Ireland				
4 Scotland				
5 Australia				
6 New Zealand				
7 Portugal				

2 Are you looking forward to this school year? Why? Why not?

3 Name the school subjects you are going to have.

Geography, ...

BACK AND FORTH

OCTOBER

Hallowe'en

Hallowe'en is a time of celebration and superstition. It is thought to have originated with the ancient Celtic festival of Samhain, when people would light bonfires and wear costumes to ward off roaming ghosts. In the 8th century, Pope Gregory III designated November 1 as a time to honour all saints and martyrs; the holiday, All Saints' Day, incorporated some of the traditions of Samhain. The evening before was known as All Hallows' Eve and later Hallowe'en. Over time, Hallowe'en evolved into a secular, community-based event characterized by child-friendly activities such as trick-or-treating. In a number of countries around the world, as the days grow shorter and the nights get colder, people continue to usher in the winter season with gatherings, costumes and sweet treats.

Source: <http://www.history.com/topics/halloween>, July 2012



- 1 What other pictures represent Hallowe'en? Select a few to illustrate the text.
- 2 Do you think Hallowe'en has the same meaning and cultural importance in Portugal?
- 3 Read the text again and explain the meaning of the underlined words.
 You may use a dictionary.

- 1 bonfire _____
- 2 to ward off _____
- 3 to usher in _____
- 4 gatherings _____

- 4 Use the Internet to learn how to carve a pumpkin. Bring it to class to decorate the room.

AROUND THE WORLD

OCTOBER

Hallowe'en

How to make spooky spider web eggs

If you like to play tricks on your friends this is a great Hallowe'en hoax! The webs are spun with the help of frozen cherries! No worries though, you won't be able to taste the berries in your eggs. It might even be fun to let them crack the eggs open themselves to discover that the "spiders" have been busy at work and watch their faces.

What you will need:

- 6 eggs
- 1 cup frozen cherries

What to do:

1. Place eggs in a single layer in a deep-sided saucepan. Cover with water. Add cherries. Bring to a boil.
2. When water comes to a rolling boil, turn off heat and let pan sit for approximately 10 minutes.
3. Using a slotted spoon, remove eggs from liquid and set on a kitchen towel. Using a wooden spoon, lightly crack the egg. The more cracks, the more spider webs. Transfer cracked eggs into a medium-sized bowl and cover with cherry liquid. Cover bowl. Transfer to refrigerator and allow eggs to cool completely.
4. Carefully peel eggs to reveal spider web design.

Source: <http://blogs.babble.com/family-kitchen/2011/10/29/how-to-make-spooky-spiderweb-eggs/#more-61866>,
July 2011



- 1 Can you find any other interesting recipes? Try them at home and share them with your classmates.

BACK AND FORTH

NOVEMBER

Saint Andrew's Day

November 30 is St Andrew's Day in Scotland. The patronage of the saint whose name means "manly" also covers fishmongers, gout, singers, sore throats, spinsters, maidens, old maids and women wishing to become mothers. But just who was St Andrew, the patron saint of Scotland?



St Andrew, who is believed to have later preached around the shores of the Black Sea, was an agile and hardy Galilean fisherman whose name means "strong" and who also had good social skills. He brought the first foreigners to meet Jesus and shamed a large crowd of people into sharing their food with the people beside them. Today we might describe him as the Patron Saint of Social Networking!

Source: <http://www.scotland.org/features/item/the-history-of-saint-andrew-of-scotland/>, July 2012

Thanksgiving

Thanksgiving Day is a holiday celebrated in the **United States of America** on the fourth Thursday in November. It has officially been an annual tradition since 1863, when, during the Civil War, President Abraham Lincoln proclaimed a national day of "Thanksgiving and Praise to our beneficent Father who dwelleth in the Heavens," to be celebrated on Thursday, November 26. As a federal and popular holiday in the U.S., Thanksgiving is one of the major holidays of the year. Together with Christmas and the New Year, Thanksgiving is a part of the broader holiday season.



The event that some Americans commonly call the "First Thanksgiving" was celebrated by the Pilgrims to celebrate their first harvest in the New World in 1621. The first Thanksgiving feast lasted three days, providing enough food for 53 Pilgrims and 90 Native Americans. The feast consisted of fish (cod, eels and bass) and shellfish (clams, lobster and mussels), wildfowl (ducks, geese, swans and turkey), venison, berries and fruit, vegetables (peas, pumpkin, beetroot and possibly wild or cultivated onion), harvest grains (barley and wheat), and the Three Sisters: beans, dried Indian maize or corn, and squash. The New England colonists were accustomed to regularly celebrating "thanksgivings"—days of prayer thanking God for blessings such as military victory or the end of a drought.

Source: [http://en.wikipedia.org/wiki/Thanksgiving_\(United_States\)](http://en.wikipedia.org/wiki/Thanksgiving_(United_States)), July 2012

- 1 Watch the film "Animated story of St Andrew" and explain where the X cross of the Scottish flag comes from.
- 2 In pairs, find out information about Scotland and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

- 3 Answer the following questions about Thanksgiving.

- 1 In which country is Thanksgiving celebrated?
- 2 When is it celebrated?
- 3 Why did the Pilgrims celebrate this day?
- 4 Name three dishes they served.

AROUND THE WORLD

DECEMBER

Christmas in the sun

Christmas in **New Zealand** is celebrated in much the same way as Christmas in the northern hemisphere, with one major difference – it's in the middle of the summer! Whilst retailers entice Christmas shoppers with snow-fronted window displays of Father Christmas resplendent in red suit and white beard, outside the malls the weather is usually hot and sunny. Little wonder then, that a Kiwi Christmas also features cold beer, sandals and shorts, barbecues and beaches.

Christmas songs

Traditional Christmas hymns are sung in church and cathedral services throughout New Zealand and open-air candlelit community carol services are popular, particularly on Christmas Eve. Other Christmas songs have been adapted or written to celebrate a warm, sunny Christmas – you may hear any of the following: *Snoopy's Christmas*, *Sticky Beak the Kiwi*, *A Kiwiana Christmas*, *Te Harinui* and *The Southern Cross Looks Down*.

Christmas Day

On Christmas Day itself, pretty much anything goes. Presents are often exchanged before lunch, but the rest of the day may involve any of the following: formal Christmas lunch (turkey or ham plus trimmings), "bring-a-plate" parties, Christmas open house, beach barbecues, picnics, outdoor games for groups (cricket, volleyball, rounders, soccer, etc.) and any of the usual recreational activities enjoyed by New Zealanders. Morning and evening services are held in churches and cathedrals, sometimes including carol recitals by the resident choir.

Christmas traditions in New Zealand can also include:

- Christmas gifts and cards;
- Christmas trees and decorations;
- Christmas parties for work colleagues;
- The Queen's Speech;
- Christmas firework displays;
- Christmas lights;
- Christmas crackers.

Source: <http://www.tourism.net.nz/featured-events/2009/christmas-in-new-zealand.html>, July 2012



1 Write five words you associate with Christmas. Does the text reflect your idea of Christmas? Why?

2 Find synonyms for the meaning of the underlined words in the text. You may use a dictionary.



1 celebrated

3 malls

5 "bring-a-plate" parties

2 whilst

4 pretty much

6 resident

3 In pairs, find out about New Zealand and write a short text. You may use the following topics.

flag | wildlife | location | symbols | sports | native people

BACK AND FORTH

DECEMBER

Boxing Day

When is it?

Boxing Day takes place on December 26 or the following Monday if December 26 falls on a Saturday or Sunday.

Where did it come from?

Boxing Day began in England, in the middle of the 19th century, under Queen Victoria. Boxing Day, also known as St Stephen's Day, was a way for the upper class to give gifts of cash, or other goods, to those of the lower classes.

Where is Boxing Day celebrated?

Boxing Day is celebrated in Australia, Britain, New Zealand, and Canada.

How is Boxing Day celebrated?

There seem to be two theories on the origin of Boxing Day and why it is celebrated. The first is that centuries ago, on the day after Christmas, members of the merchant class would give boxes containing food and fruit, clothing, and/or money to tradespeople and servants. The gifts were an expression of gratitude, much like when people receive bonuses, from their employer, for a job well done, today. These gifts, given in boxes, gave the holiday its name, "Boxing Day".

The second thought is that Boxing Day comes from the tradition of opening the alms boxes placed in churches over the Christmas season. The contents thereof were distributed amongst the poor, by the clergy, the day after Christmas.

Today Boxing Day is spent with family and friends with lots of food and the sharing of friendship and love. To keep the tradition of Boxing Day alive, many businesses, organizations, and families donate their time, services, and money to aid Food Banks and provide gifts for the poor, or they may choose to help an individual family that is in need.

What a great extension of the Christmas holiday spirit! You might consider making this holiday a tradition in your family. No matter where you live, the simple principle of giving to others less fortunate than yourself can be put into practice.

Source: <http://holidays.kaboose.com/xmas-around-boxingday.html>, July 2012



1 Complete with the information from the text.

- 1 Boxing day is on _____.
- 2 The tradition began in _____ in the _____.
- 3 The other name for Boxing Day is _____.
- 4 The upper class gave _____.
- 5 People in _____ celebrate Boxing Day.
- 6 Today, Boxing Day represents _____.

2 Organise a Boxing Day at school for your classmates.

GRAMMAR REFERENCE

WELCOME

Present Simple

Affirmative	
I look	We look
You look	You look
He looks	They look
She looks	
It looks	

Negative	
Full form	Contracted form
I do not look	I don't look
You do not look	You don't look
He does not look	He doesn't look
She does not look	She doesn't look
It does not look	It doesn't look
We do not look	We don't look
You do not look	You don't look
They do not look	They don't look

Questions	
Do I look	Do we look?
Do you look?	Do you look?
Does he look?	Do they look?
Does she look?	
Does it look?	

Short answers	
Affirmative	Negative
Yes, I do.	No, I don't.
Yes, you do.	No, you don't.
Yes, he does.	No, he doesn't.
Yes, she does.	No, she doesn't.
Yes, it does.	No, it doesn't.
Yes, we do.	No, we don't.
Yes, you do.	No, you don't.
Yes, they do.	No, they don't.

like / not like + -ing form

- We can use this structure to talk about likes and dislikes.

I like reading.

Simon doesn't like playing football.

Past Simple

Affirmative	
I looked	We looked
You looked	You looked
He looked	They looked
She looked	
It looked	

Negative	
Full form	Contracted form
I did not look	I didn't look
You did not look	You didn't look
He did not look	He didn't look
She did not look	She didn't look
It did not look	It didn't look
We did not look	We didn't look
You did not look	You didn't look
They did not look	They didn't look

Questions	
Did I look?	Did we look?
Did you look?	Did you look?
Did he look?	Did they look?
Did she look?	
Did it look?	

Short answers

Affirmative	Negative
Yes, I did.	No, I didn't.
Yes, you did.	No, you didn't.
Yes, he did.	No, he didn't.
Yes, she did.	No, she didn't.
Yes, it did.	No, it didn't.
Yes, we did.	No, we didn't.
Yes, you did.	No, you didn't.
Yes, they did.	No, they didn't.

- Phrasal verbs are verbs that are composed of two (and sometimes more) words, normally consisting of a verb + preposition or a verb + adverb.
- The original meaning of the verb is modified or changed by the addition of the extra words.

She runs fast. (She moves fast.)

BUT Yesterday at the mall, I ran into my teacher. (I met my teacher.)

She ran out of money and had to borrow some from her father. (She had no more money.)

UNIT 1

like + -ing form

- We use *like* and other verbs, such as *love*, *hate*, *not mind* and *can't stand* + the *-ing* form to talk about preferences.

XXX can't stand ✓	XX hate ✓✓	X not like ✓✓✓
not mind	like	love

Spelling rules: -ing form

Most verbs	talk try	+ -ing	talking trying
Verbs ending in -e	use take	change -e to -ing	using taking
Verbs ending in -ie	die tie	change -ie to -y + -ing	dying tying
Verbs ending in consonant + vowel + consonant (except -w)	forget swim	double consonant + -ing	forgetting swimming

Present Simple vs. Present Continuous

Present Simple

- We add -s to the third person singular form.
Edward wears glasses.

Spelling rules: third person singular

Most verbs	run eat	+ -s	runs eats
Verbs ending in -s, -x, -ch, -sh, -o, -z	fax watch go fizz	+ -es	watches goes
Verbs ending in consonant + -y	fly try	change -y to -ies	flies tries
Irregular verbs	be have	irregular	is has

Present Continuous

- We form the Present Continuous with the verb *be* in the Present Simple and the *-ing* form of the main verb.

Paula is talking on the phone.

Affirmative

Full form	Contracted form
I am looking	I'm looking
You are looking	You're looking
He is looking	He's looking
She is looking	She's looking
It is looking	It's looking
We are looking	We're looking
You are looking	You're looking
They are looking	They're looking

Negative

Full form	Contracted form
I am not looking	I'm not looking
You are not looking	You aren't looking
He is not looking	He isn't looking
She is not looking	She isn't looking
It is not looking	It isn't looking
We are not looking	We aren't looking
You are not looking	You aren't looking
They are not looking	They aren't looking

Questions

Am I looking?	Are we looking?
Are you looking?	Are you looking?
Is he looking?	Are they looking?
Is she looking?	
Is it looking?	

Short answers

Affirmative	Negative
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he is.	No, he isn't.
Yes, she is.	No, she isn't.
Yes, it is.	No, it isn't.
Yes, we are.	No, we aren't.
Yes, you are.	No, you aren't.
Yes, they are.	No, they aren't.

- We use the Present Continuous and Present Simple for different situations.

Present Simple

For routines and habits.

Samantha washes her hair daily.

For facts and statements that are always true.

December isn't a warm month in Europe.

With adverbs and other expressions of frequency.

I go to the park every day.

With state and sense verbs, e.g. *like, love, hate, want, know*, etc.

We like tea.

NOT We are liking tea.

Present Continuous

For things that are happening now.

I'm talking to John now.

With time expressions like *now, at the moment*.

She's listening to music at the moment.

Present Continuous for future plans

- We can also use the Present Continuous for planned future arrangements, usually with a future time expression.

Paul's coming for dinner tomorrow.

Comparatives and superlatives

Spelling rules

		Comparative	Superlative
Short adjective small	+ -er/-est	smaller than	the smallest
Adjective ending in -e large	+ -r/-st	larger than	the largest
Short adjective ending in consonant vowel + consonant, except -w big	double the consonant + -er/-est	bigger than	the biggest
Adjective of two or more syllables modern	more/ most + adjective	more modern than	the most modern
Adjective ending in consonant + -y dry	change -y to -i + -er/-est	drier than	the driest
Irregular adjective good bad far	Irregular	better than worse further	the best the worst the furthest

Comparatives

- We use comparative adjectives to compare two people, animals or things.
Anna is taller than Tina.

- We follow the comparative adjective with *than*.

Anna is taller than Tina.

NOT Anna is taller that Tina.

Superlatives

- We use superlative adjectives to compare three or more people, animals or things.
- Before the adjective we always use *the*.
Anna is the tallest in her class.

- When we use superlatives, we can say *in the world* or *in the class*.
Who is the richest person *in* the world?
NOT **Who is the richest person *of* the world?**

What ... like?

- When we want to ask someone to describe a person, thing or place, we use *What ... like?*
What are the shops like?
- We generally use *How is / How are* to ask about someone's health.
How is Jane these days?
- We don't use the contracted form 're after *What*.
What are the shops like?
NOT **What're the shops like?**
- Don't confuse *What's* + subject + *like?* with *What does* + subject + *like?*
What's Kate like? She's very pretty.
What does Kate like? She likes coffee.

UNIT 2

have to / not have to

Affirmative

I have to	We have to
You have to	You have to
He has to	They have to
She has to	
It has to	

Negative

Full form	Contracted form
I do not have to	I don't have to
You do not have to	You don't have to
He does not have to	He doesn't have to
She does not have to	She doesn't have to
It does not have to	It doesn't have to
We do not have to	We don't have to
You do not have to	You don't have to
They do not have to	They don't have to

- We use *have to* and *must* to express an obligation. However, *have to* expresses "external" obligation (imposed by regulations, conventions or by somebody else's will) whereas *must* expresses "internal" obligation (imposed by the speaker).

I have to take two buses to school.

I must go home now – it's getting late.

- We use *not have to* to express an absence of obligation, not a prohibition.
We don't have to go to school tomorrow.
- We use *mustn't* to express prohibition.
We mustn't play near the railway line.

have to: questions

Questions

Do I have to go?	Do we have to go?
Do you have to go?	Do you have to go?
Does he have to go?	Do they have to go?
Does she have to go?	
Does it have to go?	

Short answers

Affirmative	Negative
Yes, I do.	No, I don't.
Yes, you do.	No, you don't.
Yes, he does.	No, he doesn't.
Yes, she does.	No, she doesn't.
Yes, it does.	No, it doesn't.
Yes, we do.	No, we don't.
Yes, you do.	No, you don't.
Yes, they do.	No, they don't.

- In questions, *have to* expresses obligation due to circumstances.
Does Sean have to repair the computer now?
- We use question words to make *wh*-questions.
What time do you have to go to bed during the week?
- In short answers, we repeat the auxiliary *do / does*.
Do you have to share your bedroom?
Yes, I do.
NOT **Yes, I have (to).**

● **can / can't, mustn't, not have to**

- We often use *can/can't* + infinitive to talk about ability.
I can swim very well.
- However, we can also use *can* to ask for and to give permission.
Can I borrow your newspaper?
- We can use *can't* to refuse permission or to express prohibition.
You can't play football here. Look at the sign.
- We also use *mustn't* to express prohibition.
You mustn't swim in the canal.
It's dangerous.
- We use *not have to* to express an absence of obligation.
You don't have to come with us if you don't want to.

UNIT 3

● **Past Simple**

- With regular verbs, we generally form the Past Simple by adding *-ed* to the infinitive.

Spelling rules

Most verbs	talk ask	+ <i>-ed</i>	talk ed ask ed
Verbs ending in <i>-e</i>	dance live	+ <i>-d</i>	danc ed liv ed
Verbs ending in consonant + <i>-y</i>	identify verify	change <i>-y</i> to <i>-ied</i>	identifi ed verifi ed
Verbs ending in consonant + vowel + consonant (except <i>-w</i>)	shop travel	double consonant + <i>-ed</i>	shopp ed travell ed

- We use the Past Simple to talk about completed actions and situations in the past, often with a time expression such as *yesterday*, *last week*, etc.
They **walked** to school together **yesterday**.
Mr Grainger **didn't return** the book.
Where **did** everybody **go**?

● **there was / there were**

Affirmative

- We use *there was/there were* to describe scenes in the past.

Affirmative

There was + a/an + singular countable noun

There was + some + uncountable noun

There were + some + plural countable noun

There was a very tall man at the door.

There was some water on the floor.

There were four hotels in the square.

- Expressions of time or place go after the noun phrase.
There was some milk in the fridge.
NOT ~~There was in the fridge~~ some milk.

Negative

- In the negative, we generally use the contracted form *there wasn't* for singular countable nouns and uncountable nouns. We use *there weren't* for plural countable nouns.
- In the negative, we don't use *some*. We use *any* to express a lack of something.
There wasn't any bread in the shop.
There weren't any Internet cafés in those days.

Questions

- In questions, *was/were* appear at the beginning of the question.
Was there a big queue at the ticket office?
- We use *any* instead of *some*.
Were there any Italians on the coach?

Short answers

Affirmative	Negative
Yes, there was.	No, there wasn't.
Yes, there were.	No, there weren't.

Was there any rice in the cupboard?

Yes, **there was**.

Were there any sausages in the cupboard?

No, **there weren't**.

Adverbs

Spelling rules

Most adjectives	slow nervous beautiful	+ -ly	slowly nervously beautifully
Adjectives ending in -ble	comfortable	change -e to -y	comfortably
Adjectives ending in -y	happy angry	change -y to -ily	happily angrily
Irregular adjectives	good fast hard	irregular	well fast hard

- We use adverbs to describe the way something happens. They generally go after the main verb.

'What are you doing?' he shouted **angrily**.

Past Continuous

- We form the Past Continuous with the Past Simple of the verb *be* and the *-ing* form of the main verb.

Frank and James **were playing** squash.

Affirmative	
I was eating	We were eating
You were eating	You were eating
He was eating	They were eating
She was eating	
It was eating	

Negative	
Full form	Contracted form
I was not eating	I wasn't eating
You were not eating	You weren't eating
He was not eating	He wasn't eating
She was not eating	She wasn't eating
It was not eating	It wasn't eating
We were not eating	We weren't eating
You were not eating	You weren't eating
They were not eating	They weren't eating

Questions

Was I eating?	Were we eating?
Were you eating?	Were you eating?
Was he eating?	Were they eating?
Was she eating?	
Was it eating?	

Short answers

Affirmative	Negative
Yes, I was.	No, I wasn't.
Yes, you were.	No, you weren't.
Yes, he was.	No, he wasn't.
Yes, she was.	No, she wasn't.
Yes, it was.	No, it wasn't.
Yes, we were.	No, we weren't.
Yes, you were.	No, you weren't.
Yes, they were.	No, they weren't.

- We use the Past Continuous to talk about something that was happening at a particular point in the past.

At four o'clock yesterday afternoon
I was flying over Paris.

- We can also use *wh-* questions with the Past Continuous.
- In short answers, we never repeat the *-ing* form.

What game were the children playing?

Yes, they were.

NOT Yes, they were watching.

Past Simple vs. Past Continuous with *when* / *while*

Past Simple	Past Continuous
For complete actions in the past. Diana stayed with Karen for several weeks.	For actions that were in progress at a specific time in the past. Diana was staying with Karen last week.
After <i>when</i> in a past continuous sentence to introduce a second action. I was talking on the phone when you arrived home.	After <i>while</i> to describe two actions that were happening at the same time. I was talking on the phone while you were cooking.

UNIT 4

Zero conditional

- We form the zero conditional with:
If + Present Simple, Present Simple/
Imperative
If I come in late, Mum gets angry.
If you want a good grade, study hard.
- A zero conditional sentence links two actions or events. If one action happens, the other action is generally or always true. This means that the condition always has the same result.
If Mark finishes work early, he goes to the swimming pool.
- In conditional sentences, the condition is the conditional clause, and the result is the main clause. The word *if* introduces the conditional clause.

Conditional clause	Main clause
If I am late,	my mother gets angry.

- We use a comma to separate the two clauses when the *if* clause is at the beginning of the sentence. However, we can reverse the order of the clauses. When the *if* clause comes second, there is no comma.
If you take more exercise, you feel fitter.
BUT You feel fitter if you take more exercise.
- In negative conditional sentences, the negative form can go in the conditional clause and/or the main clause.
If she isn't careful, she forgets things.
She doesn't forget things if she's careful.
- We can also use the conditional in questions.
If she arrives late, does her teacher get angry?
- We can also change the order of the clauses in conditional questions.
Does her teacher get angry if she arrives late?

First conditional

- We form the first conditional with:
If + Present Simple + *will/won't* + Infinitive
If you don't hurry, you won't catch the bus.
- We use the first conditional to refer to very probable consequences.
- We don't use *will/won't* in the conditional clause.
If you take more exercise, you'll feel fitter.
NOT If you'll take more exercise ...

Future time clauses

- When we talk about the future, we often use time clauses such as *when, until, before, after* and *as soon as*.
We'll stay with you until you feel better.
- We use the future in the main clause and the Present Simple in the time clause.
I'll go straight to bed when I get home.
NOT ... when I will get home.
- Except with *until*, we can reverse the order of the clauses. We use a comma after the time clause if it is at the beginning of the sentence.
I'll call you as soon as I'm ready to leave.
As soon as I'm ready to leave, I'll call you.

going to, will, might

going to

Affirmative	
Full form	Contracted form
I am going to eat	I'm going to eat
You are going to eat	You're going to eat
He is going to eat	He's going to eat
She is going to eat	She's going to eat
It is going to eat	It's going to eat
We are going to eat	We're going to eat
You are going to eat	You're going to eat
They are going to eat	They're going to eat

Negative	
Full form	Contracted form
I am not going to eat	I'm not going to eat
You are not going to eat	You aren't going to eat
He is not going to eat	He isn't going to eat
She is not going to eat	She isn't going to eat
It is not going to eat	It isn't going to eat
We are not going to eat	We aren't going to eat
You are not going to eat	You aren't going to eat
They are not going to eat	They aren't going to eat

Questions
Am I going to eat?
Are you going to eat?
Is he going to eat?
Is she going to eat?
Is it going to eat?
Are we going to eat?
Are you going to eat?
Are they going to eat?

Short answers	
Affirmative	Negative
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he is.	No, he isn't.
Yes, she is.	No, she isn't.
Yes, it is.	No, it isn't.
Yes, we are.	No, we aren't.
Yes, you are.	No, you aren't.
Yes, they are.	No, they aren't.

- We use *be* in the Present Simple + *going to* + infinitive to talk about:

– An intention.

I'm going to repair the computer.

– A predicted result based on evidence we can see now.

That wall's going to fall down.

will

Affirmative	
Full form	Contracted form
I will win	I'll win
You will win	You'll win
He will win	He'll win
She will win	She'll win
It will win	It'll win
We will win	We'll win
You will win	You'll win
They will win	They'll win

Negative	
Full form	Contracted form
I will not win	I won't win
You will not win	You won't win
He will not win	He won't win
She will not win	She won't win
It will not win	It won't win
We will not win	We won't win
You will not win	You won't win
They will not win	They won't win

Questions	
Will I win?	Will we win?
Will you win?	Will you win?
Will he win?	Will they win?
Will she win?	
Will it win?	

Short answers	
Affirmative	Negative
Yes, I will.	No, I won't.
Yes, you will.	No, you won't.
Yes, he will.	No, he won't.
Yes, she will.	No, she won't.
Yes, it will.	No, it won't.
Yes, we will.	No, we won't.
Yes, you will.	No, you won't.
Yes, they will.	No, they won't.

- We use *will* / *won't* + infinitive to talk about:

– Future facts in general.

The financial crisis will cause problems for many people.

– Predictions.

I think they'll **build** a new bridge in 2015.

might

- *Might* expresses a more remote possibility that something could happen than *will probably*.
You'll **probably be** tired after the long journey. (a logical conclusion)
You **might be** tired after the journey.
(not very certain at all)
- *Might* is a modal verb, and therefore the form is the same for all persons.
You **might meet** Brad next week.
She **might finish** her homework soon.
- *Might* is always followed by the infinitive without *to*.
I **might try** something different on the menu.
NOT I ~~might to~~ try ...
- The interrogative form *Might I, you, etc.* is not normally used.

should / shouldn't

- We use *should* and *shouldn't* + infinitive to give advice.
You **should ask** the doctor about this.
She **shouldn't eat** so much chocolate.
- We can say *I think* before we give advice with *should*.
I think you **should find** somewhere else to live.

UNIT 5

Present Perfect Simple

- We form the Present Perfect Simple with the verb *have* in the Present Simple and the past participle.
- The past participle of regular verbs ends in *-ed*. It has the same form as the Past Simple ending.
Past Simple: John **lived** in China.
Present Perfect Simple: John **has lived** in China.

- The past participle forms of irregular verbs need to be learnt individually.
- We use the Present Perfect Simple to talk about experiences that happened at any time in the past up to the present. We don't have to use a time expression to say when the event happened because this is not important.
Linda's **won** another prize.
- However, the Present Perfect Simple can be used with incomplete time expressions such as *today, this week, this month, recently*, etc.
I've made so many mistakes **this morning**.
(It's still this morning.)

Affirmative	
Full form	Contracted form
I have worked	I've worked
You have worked	You've worked
He has worked	He's worked
She has worked	She's worked
It has worked	It's worked
We have worked	We've worked
You have worked	You've worked
They have worked	They've worked

Negative	
Full form	Contracted form
I have not worked	I haven't worked
You have not worked	You haven't worked
He has not worked	He hasn't worked
She has not worked	She hasn't worked
It has not worked	It hasn't worked
We have not worked	We haven't worked
You have not worked	You haven't worked
They have not worked	They haven't worked

been vs. gone

- The past participle of *be* is *been* and the past participle of *go* is *gone*. However, *been* is used as the past participle of *go* when somebody has gone somewhere and come back.
Josh **has been** to India. (He is back now.)
Josh **has gone** to India. (He is still in India.)

● Present Perfect Simple: questions

Questions	
Have I worked?	Have we worked?
Have you worked?	Have you worked?
Has he worked?	Have they worked?
Has she worked?	
Has it worked?	

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

- We use question words to make *wh*-questions.
What other countries have you visited?
- In questions, we often use *ever*, which means *at any time in your life*. We put *ever* just before the past participle.
Has this ever happened to you?
- In short answers, we repeat the auxiliary *have / has* rather than the past participle.
Have you seen the new James Bond movie?
Yes, I have.
NOT Yes, I've seen.

● Present Perfect Simple with *just*

- We use *just* with the Present Perfect Simple affirmative or interrogative to talk about something that happened a very short time ago.
They've just arrived.
Has he just finished?
- We use *just* with affirmative sentences and questions in the Present Perfect Simple to emphasise that something happened immediately before the moment of speaking.

- The word *just* goes immediately before the past participle.
I've just finished making the dinner.
Have you just realised what time it is?

UNIT 6

● Present Perfect Simple with *already* and *yet*

- We use *already* in affirmative sentences and questions to talk about something that has happened before it was expected to.
Mr Smith has already arrived. He's twenty minutes early.
- The word *already* goes immediately before the past participle.
- We use *yet* in negative sentences and questions to talk about something that was expected to happen but which hasn't happened at the time of speaking.
Mr Smith hasn't arrived yet.
- The position of *yet* is at the end of the clause.
Robert Gable hasn't called yet. We're still waiting.
Have you met Billie yet?

● Present Perfect Simple with *for* and *since*

- We often use the question *How long?* with the Present Perfect Simple to find out how much time has passed between the beginning of an action and now.
How long has Gina worked at this company? (= Gina is still working there)
- If we ask the question in the Past Simple (**How long did Gina work at this company?**) it suggests that Gina is not working there now.
- We often reply to Present Simple questions beginning with the words *How long?* with the Present Perfect Simple + *for / since*.

— **for** + period of time, e.g. a day, a week, a month, a year, several weeks/months/ years

— **since** + specific time, day, date, year or clause

She's worked here **for** a few months.

She's worked here **since** July.

She's worked here **since** Harry left.

- We can answer *How long?* questions with full sentences or just the *for/since* expression itself.

How long have you had that coat?

For a couple of months.

Since my birthday.

Since Jamie gave it to me.

Countable and uncountable nouns

Countable nouns

- These are nouns that we can count individually. They have singular and plural forms.

- We use *a*, *an* or numbers with countable nouns.

Singular: a cat, an apple, one potato

Plural: cats, apples, two potatoes

- Some countable nouns have irregular plural forms.

a man men

a person people

Uncountable nouns

- These are nouns we cannot count individually, and only have a singular form. For example:

cheese, bread, oil, money, milk, water

NOT a money

NOT two breads

a lot of / lots of

- We can use *a lot of / lots of* with uncountable nouns and plural countable nouns. It is used to talk about quantity.
- We use *a lot of / lots of* + noun in affirmative and negative statements and questions to talk about a large quantity.

There were **lots of** people there.

I don't have **a lot of** Facebook friends.

a few / a little

- They both mean *some*.
- Uncountable nouns cannot be used with a number, therefore, they are used with *a little*.

A little money.

- Countable nouns have a singular and plural form. When used in plural are used with *a few*.

A few friends.

How many ...? How much ...?

- To ask about quantity, we use *How many ...?* and *How much ...?*

– We use *How many ...?* with plural countable nouns.

How many pets have you got?

How many emails did he write?

– We use *How much ...?* with uncountable nouns.

How much water is in the kettle?

How much money do you need?

would

- We form sentences with *would* + infinitive without *to*.

I would like to see you.

Affirmative	
Full form	Contracted form
I would work	I'd work
You would work	You'd work
He would work	He'd work
She would work	She'd work
It would work	It'd work
We would work	We'd work
You would work	You'd work
They would work	They'd work

Negative	
Full form	Contracted form
I would not be able to work there.	I wouldn't be able to work there.
You would not be able to work there.	You wouldn't be able to work there.
He would not be able to work there.	He wouldn't be able to work there.
She would not be able to work there.	She wouldn't be able to work there.
It would not be able to work there.	It wouldn't be able to work there.
We would not be able to work there.	We wouldn't be able to work there.
You would not be able to work there.	You wouldn't be able to work there.
They would not be able to work there.	They wouldn't be able to work there.

- We use *would* in the following ways:
 - To express desire or satisfaction.
I would be pleased to accompany you.
 - To give an opinion.
I would have to agree.
 - To express hope.
I would expect him to come.
 - To express a wish.
I wish you would stay.
- We never use *to* after *would*.
I would love to see him again.
NOT **I would to love to see him again.**
- We use *would* in questions to express a polite request or question.
Would you come to dinner with me?

Questions	
Would I go?	Would we go?
Would you go?	Would you go?
Would he go?	Would they go?
Would she go?	
Would it go?	

- In short answers, we repeat *would* instead of the auxiliary verb *do/does*.
Would you like some water?
Yes, I would.
NOT Yes, I do.
- We can also form *wh*- questions with *would*.
What would you like to eat?

Short answers	
Affirmative	Negative
Yes, I would.	No, I wouldn't.
Yes, you would.	No, you wouldn't.
Yes, he would.	No, he wouldn't.
Yes, she would.	No, she wouldn't.
Yes, it would.	No, it wouldn't.
Yes, we would.	No, we wouldn't.
Yes, you would.	No, you wouldn't.
Yes, they would.	No, they wouldn't.

UNIT 7

Past Simple

- We use the Past Simple for:
 - Finished actions.
I finished school ten years ago.
 - A finished action with no result in the present.
I lost my wallet yesterday. It was terrible! (Now there is no result. I bought a new wallet yesterday.)
 - With a finished time word (*last week, last month, yesterday*).
I sold my house last week.
 - A finished action in someone's life.
He went to Amsterdam three times.

Present Perfect Simple

- We use the Present Perfect Simple for:
 - Unfinished actions that started in the past and continue to the present.
I've known Jude for ten years (and I still know him).
 - A finished action with a result in the present.

I've lost my wallet! (the result is that I can't buy anything, because all my money was there)

- With an unfinished time word (*this week, this month, today*)

I've sold my house this week.

- A finished action in someone's life.
He has been to Amsterdam three times.

8th	purpose	describes what something is used for. These adjectives often end with "-ing"	What is it used for?	sleeping (as in "sleeping bag"), roasting (as in "roasting tin")
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Order of adjectives

- In English, it is common to use more than one adjective before a noun. When there is more than one adjective before the noun as in the following sentence, the adjectives have to follow a specific order.
He's a silly young fool.
She's a smart energetic woman.

- The basic types of adjectives and their order:

1st	opinion	explains what you think about something	What do you think?	silly, beautiful, horrible, difficult
2nd	size	tells you how big or small something is	How big?	large, tiny, enormous, little
3rd	age	tells you how young or old something or someone is	How old?	ancient, new, young, old
4th	shape	describes the shape of something	What shape?	square, round, flat, rectangular
5th	colour	describes the colour of something	What colour?	blue, pink, reddish, grey
6th	origin	describes where something comes from	Where from?	French, lunar, American, eastern, Greek
7th	material	describes what something is made of	What is it made of?	wooden, metal, cotton, paper

too and not enough with adjectives

too + adjective

- The expression *too* + adjective has a similar meaning to *too much* or *too many*.
I don't want to buy that one. It's too expensive. (= it costs more money than I wanted to pay.)
- While *too much* and *too many* are followed by a noun, *too* on its own is followed by an adjective.
Let's go home. It's too crowded here.
(= There are *too many* people.)

(not) enough + adjective

- The expression adjective + *(not) enough* means 'less than we need'.
Is your room warm enough? (= Do you need more heating?)
- Be careful with the position of *enough*. It goes after the adjective, not before.
NOT enough warm
- We can also use this expression in the negative.
I can't get to sleep. I'm not tired enough.

Sense verbs

- We use the following sense verbs to describe what we can see, hear, feel, taste and smell:
- *look, sound, feel, taste, smell* + adjective
This cheese tastes wonderful.
What's this music? It sounds great.
- We can use the same verbs + *like* + noun to make a direct comparison with another thing.
This material feels like cotton.

- Don't forget that we don't use *a* or *an* before an uncountable noun.
This cheese **tastes like cream**.
She's beautiful. She **looks like a model**.

Verbs of probability

- We can use the verbs *must*, *could*, *might*, *may* and *can't* to talk about different degrees of probability.
0% _____ 100%
can't *could/may/might* *must*
That man **can't be** Juan. He doesn't look like him.
That's a strange animal. It **could/may/might be** a cat, but it looks too big.
What language are they speaking?
We're in Brazil, so it **must be** Portuguese.

UNIT 8

Relative pronouns

- Relative clauses define the place, person or object that the speaker is talking about. They are introduced by the relative pronouns *who*, *which*, *that* and *whose*.
The man **who** I was talking to.
The dog **which** we adopted.
The house **that** we lived in.
The woman **whose** jacket I borrowed.
- We can use *that* instead of *who* and *which* but not *whose*.
The man **that** I was talking to.
The dog **that** we adopted.

used to / didn't use to

Affirmative	Negative
I used to swim	I didn't use to swim
You used to swim	You didn't use to swim
He used to swim	He didn't use to swim
She used to swim	She didn't use to swim
It used to swim	It didn't use to swim
We used to swim	We didn't use to swim
You used to swim	You didn't use to swim
They used to swim	They didn't use to swim

- We use *used to* + infinitive to talk about habits and routines in the past.
Peter **used to play** football when he was seven.
- We can use this expression with frequency expressions, such as *once a week*, *every Friday*, etc.
I **used to walk** my dog twice a day.

used to vs. usually

- We use *used to* to express the idea that something was an old habit that stopped in the past.
When I had a day off from work, I **used to go to the cinema**. (It suggests that your habits have changed and you do not do this today.)
- *used to* is only used with a past reference and doesn't exist in the present tense.
I **used to get up at 6 o'clock last year**.
NOT
~~I use to get up at 6 o'clock last year.~~
- *usually* is commonly used in the Present Simple to emphasise that something is a habit.
On my day off, I **usually go** to the cinema.

Used to: questions

- *Used to* can also appear in questions.
Did you use to collect stamps?

Questions

Did I use to swim?	Did we use to swim?
Did you use to swim?	Did you use to swim?
Did he use to swim?	Did they use to swim?
Did she use to swim?	
Did it use to swim?	

Short answers	
Affirmative	Negative
Yes, I did.	No, I didn't.
Yes, you did.	No, you didn't.
Yes, he did.	No, he didn't.
Yes, she did.	No, she didn't.
Yes, it did.	No, it didn't.
Yes, we did.	No, we didn't.
Yes, you did.	No, you didn't.
Yes, they did.	No, they didn't.

Did you and Jean use to live in London?
Yes, **we did**.

- We use question words to make *wh*-questions.
Where did you use to go on holiday?

Double negative

- A double negative is usually produced by combining + two negative forms of a verb with a negative pronoun, a negative adverb or a negative conjunction.
It wasn't uninteresting.
- A double negative gives the sentence a positive sense.
She is not unattractive. (meaning she was attractive).

UNIT 9

Reflexive pronouns

Personal pronouns – object	Reflexive pronouns
me	myself
you	yourself
he / she / it	himself / herself / itself
we	ourselves
you	yourselves
they	themselves

Same subject and object

- We use a reflexive pronoun after a verb when the **subject** and **object** of a sentence are the same person or thing:
Sven reminded himself not to argue with his father.
They enjoyed themselves on the beach.

After prepositions

- We can use a reflexive pronoun after prepositions:
They must learn to look after themselves.
We kept the information to ourselves.

Emphasis

- Reflexive pronouns can be used as emphatic pronouns to give extra importance to the **noun** or **pronoun** subject of a sentence:
She repaired the motorbike herself.
The old woman telephoned the police herself.
- For an even stronger effect, the emphatic pronoun can come after the subject:
The policeman himself gave the petition to the Mayor.

Double genitive

	Possessive pronouns
... of +	mine yours his/hers ours yours theirs

- This form tells us that the thing which belongs to us is part of a whole or one of several and not just one existing in isolation.
He is a cousin of mine.
He is one of my cousins – I have others.
This afternoon, she's going to have lunch with a friend of hers.
She/he is one of several friends that she/he has.

Irregular verbs

Infinitive	Past Simple	Past participle	Infinitive	Past Simple	Past participle
be	was/were	been	lay	laid	laid
beat	beat	beaten	learn	learnt/learned	learnt/learned
become	became	become	leave	left	left
begin	began	begun	let	let	let
bite	bit	bitten	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read (/rid/)	read (/red/)	read (/red/)
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/dreamed	dreamt/dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt/smelled	smelt/smelled
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	understand	understood	understood
hold	held	held	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

WORD LIST

WELCOME

Other words

• Nouns

cinema ticket (n) — bilhete de cinema	/ˈsɪnəmə ˈtɪkɪt/
greeting (n) — saudação	/ˈɡriːtɪŋ/
label (n) — rótulo/etiqueta	/ˈleɪbl/
leaflet (n) — folheto	/ˈliːflət/
library (n) — biblioteca	/ˈlaɪbrəri/
list (n) — lista	/lɪst/
lyrics (n) — letra de uma canção	/ˈlɪrɪks/
stamp (n) — selo	/stæmp/
travel card (n) — título de transporte	/ˈtrævəl kɑːd/

UNIT 1

Fashion

belt (n) — cinto	/belt/
boots (n) — botas	/buːts/
earrings (n) — brincos	/ˈɪərɪŋz/
headband (n) — fita / bandolete	/ˈhedbænd/
hoodie (n) — casaco com capuz	/ˈhudi/
leggings (n) — leggings	/ˈlegɪŋz/
necklace (n) — colar	/ˈnekləs/
ring (n) — anel	/rɪŋ/
shirt (n) — camisa	/ʃɜːt/
sweatshirt (n) — sweatshirt	/ˈswetʃɜːt/
tie (n) — gravata	/taɪ/
trousers (n) — calças	/ˈtraʊzəz/

Cities: descriptions

crowded (adj) — sobrepovoado(a)	/ˈkraʊdɪd/
empty (adj) — vazio(a)	/ˈempti/
industrial (adj) — industrial	/ɪnˈdʌstriəl/
lively (adj) — animado(a)	/ˈlaɪvli/

peaceful (adj) — calmo(a)	/ˈpiːsfəl/
polluted (v) — poluído(a)	/pəˈluːtɪd/
touristy (adj) — turístico(a)	/ˈtuərɪsti/
ugly (adj) — feio(a)	/ˈʌgli/

English you need

• Start a conversation

Hi. What's your name?

Olá. Como te chamas?

Is this your first trip to England?

Esta é a tua primeira viagem a Inglaterra?

What do you think of Manchester?

O que achas de Manchester?

What's the weather like in Faro?

Como é o tempo em Faro?

And what's Faro like?

E como é Faro?

What subjects do you like studying?

Que disciplinas gostas de estudar?

Do you like learning English?

Gostas de aprender inglês?

Other words

• Nouns

bottom — partes de baixo (roupa)	/ˈbɒtəm/
footwear — calçado	/ˈfʊtweə/
jewellery — joias	/ˈdʒuːəlri/
top — top	/tɒp/
view — perspectiva	/vjʊː/

• Adjectives

baggy — largo	/ˈbægi/
long-sleeved — manga comprida	/lɒŋˈsliːvd/
short-sleeved — manga curta	/ʃɔːtˈsliːvd/
smart — elegante	/smɑːt/
tight — apertado, justo	/taɪt/

• Verbs

to afford — ter poder de compra	/əˈfɔːd/
to make sure — verificar	/meɪk ʃʊː/

UNIT 2

Helping at home

mop the floor — limpar o chão	/mɒp ðə flɔː/
clear the table — levantar a mesa	/kliə ðə 'teɪbl/
do the ironing — passar a ferro	/duː ðə 'aɪənɪŋ/
do the washing — lavar a roupa	/duː ðə 'wɒʃɪŋ/
do the washing-up — lavar a loiça	/duː ðə wɒʃɪŋ 'ʌp/
hang out the washing — estender a roupa	/hæŋ aʊt ðə 'wɒʃɪŋ/
lay the table — pôr a mesa	/lei ðə 'teɪbl/
make your bed — fazer a cama	/meɪk jə bed/
take out the rubbish — levar o lixo	/teɪk aʊt ðə 'rʌbɪʃ/
tidy your room — limpar o quarto	/'taɪdi jə ru:m/

Adventure activities

canoeing (n) — canoagem	/kə'nuːɪŋ/
caving (n) — espeleologia	/'keɪvɪŋ/
horse riding (n) — andar a cavalo	/hɔːs 'raɪdɪŋ/
mountain biking (n) — BTT	/'maʊntən 'baɪkɪŋ/
rafting (n) — rafting	/'rɑːftɪŋ/
rock climbing (n) — escalada	/rɒk 'klaɪmɪŋ/
snowboarding (n) — snowboarding	/'snəʊbɔːdɪŋ/
trekking (n) — caminhadas	/'trekɪŋ/

English you need

• Use teen talk

How's it going?

Como vai isso?

What are you up to?

O que andas a fazer?

Hang on.

Espera aí.

Do you fancy going to the cinema?

Queres ir ao cinema?

Sure! Why not?

Claro! Porque não?

No way!

Nem pensar!

There are loads of interesting films.

Há montes de filmes interessantes.

Other words

• Nouns

campfire — fogueira	/'kæmpfaɪə/
fair share — parte, quinhão	/ feə ʃeə/
housework — lida da casa	/'haʊswɜ:k/
manager — gerente	/'mænɪdʒə/
rucksack — mochila	/'rʌksæk/
skill — destreza	/skɪl/
slang — calão	/slæŋ/
sleeping bag — saco-cama	/'sliːpɪŋ bæɡ/
survey — inquérito	/'sɜːveɪ/
team leader — líder de grupo	/'tiːm 'liːdə/

• Adjectives

lazy — preguiçoso(a)	/'leɪzi/
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• Expressions

It's a fact.

É um facto.

UNIT 3

Describing actions

knock loudly — bater ruidosamente	/nɒk 'laʊdli/
look suspiciously — ter um ar suspeito	/lʊk sə'spɪʃəsli/
ride carefully — andar cuidadosamente	/raɪd 'keəfəli/
sit calmly — estar sentado(a) calmamente	/sɪt 'kɑːmli/

wait nervously — esperar ansiosamente /weɪt 'nɜːvəsli/
walk slowly — andar lentamente /wɔːk 'sləʊli/

Types of art

drawing (n) — desenho /'drɔːɪŋ/
graffiti (n) — *graffiti* /grə'fɪti/
painting (n) — pintura /'peɪntɪŋ/
photograph (n) — fotografia /'fəʊtəgrɑːf/
portrait (n) — retrato /'pɔːtreɪt/
poster (n) — póster /'pəʊstə/
sculpture (n) — escultura /'skʌlptʃə/
self-portrait (n) — autorretrato /self'pɔːtreɪt/

English you need

• Make and respond to suggestions

We could go to a museum.

Podíamos ir a um museu.

That's a terrible idea.

Isso é uma péssima ideia.

Let's go shopping.

Vamos às compras.

That's a good idea. How about going to Portobello Market?

Boa ideia. E se fôssemos ao mercado de Portobello?

You're joking.

Estás a brincar.

Why don't we go on the London Eye?

Porque é que não andamos no London Eye?

Shall we meet later?

Encontramo-nos mais tarde?

What about meeting back here at six o'clock?

E se nos encontrássemos aqui às seis horas?

Other words

• Nouns

cockroach — barata /'kɒkrəʊtʃ/
display — exibição /dɪ'spleɪ/
exhibition — exposição /eksɪ'brɪʃn/
footstep — passo /'fʊtstep/
master — patrão, mestre /'mɑːstə/
pavement — passeio /'peɪvmənt/

reply — resposta /rɪ'plaɪ/
servant — empregado(a) /'sɜːvənt/
stage — palco /steɪdʒ/

• Adjectives

anxious — ansioso(a) /'æŋkʃəs/
evil — mau / má /'iːvəl/
kind — generoso(a) /kaɪnd/
worried — preocupado(a) /'wʌrɪd/

• Verbs

to echo — fazer eco /'ekəʊ/
to get up — levantar-se /get ʌp/
to pour — servir (bebida) /pɔː/
to reply — responder /rɪ'plaɪ/
to run after — perseguir /rʌn 'ɑːftə/
to serve — servir /sɜːv/
to strike — bater /straɪk/

• Expressions

to go wrong

correr mal

in print

impressão

Leave me alone!

Deixa-me em paz!

Something's wrong.

Algo está errado.

What's the matter?

O que se passa?

UNIT 4

Bedroom objects

armchair (n) — cadeirão /'ɑːmtʃeə/
bedside table (n) — mesa de cabeceira /'bedsaɪd 'teɪbl/
blind (n) — persiana /blaɪnd/
bookcase (n) — estante /'bʊkkeɪs/
chest of drawers (n) — cómoda /tʃest əv drɔːz/
drawer (n) — gaveta /drɔː/
fan (n) — ventoinha /fæn/

notice board

(n) — placard de cortiça /'nəʊtɪsbɔ:d/

stool (n) — banco

/stu:l/

wastepaper bin

(n) — caixote do lixo /weɪst'peɪpə bɪn/

The environment

collect rainwater

— recolher águas pluviais /kə'lekt 'reɪnwɔ:tə/

generate electricity

— gerar energia /'dʒenəreɪt ɪlek'trɪsəti/

install solar panels

— instalar painéis solares /ɪn'stɔ:l 'səʊlə 'pænelz/

insulate windows

— isolar/calafetar as janelas /'ɪnsjuleɪt 'wɪndəʊz/

recycle glass and paper

— reciclar vidro e papel /rɪ'saɪkl gla:z ənd 'peɪpə/

reuse containers

— reutilizar recipientes /rɪ:'ju:z kən'teɪnəz/

save energy

— poupar energia /seɪv 'enədʒi/

use wind power

— usar energia eólica /ju:'z wɪnd 'paʊə/

English you need

• Get around in a new place

Go along this street until you get to the traffic lights.

Vai por esta rua até chegar aos semáforos.

Turn left.

Vira à esquerda

Take the second turning on the right.

Vira na segunda rua à direita

Keep going and you'll see it in front of you.

Vai sempre em frente e vais encontrá-lo(a) à tua frente

It's on the corner.

Fica na esquina.

It's on the left.

Fica à esquerda.

Other words

• Nouns

cardboard — cartão / cartolina /'kɑ:dbɔ:d/

curtain — cortina /'kɜ:tn/

disease — doença /dɪ'zi:z/

environment — ambiente /ɪn'vaɪrənmənt/

homeless — sem-,abrigo /'həʊmles/

junk — tralha /dʒʌŋk/

lamp — candeeiro /læmp/

relative — parente /'relatɪv/

tribesmen — membros da tribo /'traɪbzmen/

• Verbs

to clear away — limpar, arrumar /kliə ə'weɪ/

to clone — clonar /kləʊn/

to look after
— tomar conta de alguém /lʊk 'æftə/

to remain — permanecer /rɪ'meɪn/

to throw away — deitar fora /θrəʊ ə'weɪ/

UNIT 5

Travel

book a ticket — reservar bilhete /bʊk ə 'tɪkɪt/

go hiking — fazer caminhadas /gəʊ 'haɪkɪŋ/

go sightseeing — fazer turismo /gəʊ 'saɪtsi:ɪŋ/

hire a bike — alugar uma bicicleta /haɪə ə baɪk/

pack a rucksack (UK) /

backpack (US) — arrumar /pæk ə 'rʌksæk,
uma mochila 'bækpæk/

plan a route

— planejar o itinerário /plæn ə ru:t/

set off on a journey

— partir em viagem /set ɒf ɒn ə
'dʒɜ:ni/

stay at a youth hostel

— ficar num albergue da juventude /steɪ æt ə ju:ə
'hɒstəl/

🕒 British vs. American English

British

film (n) — filme	/fɪlm/
football (n) — futebol	/'fʊtbɔ:l/
ground floor (n) — rés do chão	/graʊnd flɔ:/
holiday (n) — férias	/'hɒlədeɪ/
lift (n) — elevador	/lɪft/
mobile (n) — telemóvel	/'məʊbaɪl/
pavement (n) — passeio	/'peɪvmənt/
petrol (n) — gasolina	/'petrəl/
rubbish (n) — lixo	/'rʌbɪʃ/
trousers (n) — calças	/'traʊzəz/
underground (n) — metropolitano	/'ʌndəgraʊnd/
trainers (n) — ténis	/'treɪnəz/

American

movie (n) — filme	/'mu:vi/
soccer (n) — futebol	/'sɒkə/
first floor (n) — rés do chão	/fɜ:st flɔ:/
vacation (n) — férias	/veɪ'keɪʃn/
elevator (n) — elevador	/'elɪveɪtə/
cell phone (n) — telemóvel	/sel fəʊn/
sidewalk (n) — passeio	/'saɪdwɔ:k/
gas (n) — gasolina	/gæs/
garbage (n) — lixo	/'gɑ:bɪdʒ/
pants (n) — calças	/pænts/
subway (n) — metropolitano	/'sʌbweɪ/
sneakers (n) — ténis	/'sni:kəz/

🕒 English you need

● Apologise

I'm sorry.

Desculpe(a)

I said I'm sorry.

Eu pedi desculpa.

I'm sorry I'm late.

Desculpe, estou atrasado(a).

It wasn't my fault.

Eu não tive culpa.

It was an accident.

Foi um azar.

That's all right.

Tudo bem.

Don't worry about it.

Não te preocupes com isso.

I'm really sorry about your T-shirt.

Peço imensa desculpa pelo que aconteceu à tua T-shirt.

🕒 Other words

● Nouns

camp — acampamento	/kæmp/
custom — tradição	/'kʌstəm/
greetings — saudações	/'gri:tɪŋz/
harbour — porto	/'hɑ:bə/
journey — viagem (longa)	/'dʒɜ:ni/
rollerblading — (andar de) patins em linha	/'rəʊləbleɪdɪŋ/
trip — viagem	/trɪp/

● Verbs

to eat out — comer fora	/ɪt aʊt/
to pause — fazer uma pausa	/pɔ:z/
to suit — assentar bem	/su:t/
to travel — viajar	/'trævəl/

● Adjectives

amazing — incrível	/ə'meɪzɪŋ/
part-time — <i>part-time</i>	/pɑ:t'taɪm/

● Expressions

by the way — a propósito	/baɪ ðə weɪ/
Greetings from ...! — saudações de...	/'gri:tɪŋz frəm/
get a view of — obter uma vista de	/get ə vju: əv/
make friends with — fazer amizade com	/meɪk frendz wɪð/
plenty of — bastante	/'plenti əv/

UNIT 6

Food groups

fruits (n) — frutos

vegetables (n) — legumes

dairy products (n) — produtos lácteos

meat (n) — carne

poultry (n) — carne de aves

fish (n) — peixe

seafood (n) — marisco

carbohydrates (n) — hidratos de carbono

beans and grains (n) — leguminosas

oils and fats (n) — óleos e gorduras

pork (n) — carne de porco

beef (n) — carne de vaca

mutton (n) — carne de borrego

venison (n) — carne de veado

Types of restaurants

vegetarian (adj) — vegetariano(a)

coffee shop (n) — café

traditional (adj) — tradicional

fast food (n) — *fast food*

takeaway (n) — *takeaway*

bakery (n) — padaria/pastelaria

pizzeria (n) — pizaria

Other words

fear (n) — medo

to confront (v) — enfrentar

to treat (v) — tratar

on cloud nine — nas nuvens

hard cash — muito dinheiro

have the guts — ter coragem

breath-taking — tirar o fôlego

dangling over — pendurado sobre

attending to the every need

— responder a qualquer tipo de necessidade

leave out of the equation — não considerar

healthy food — comida saudável

down to Earth — terra a terra

to drive someone mad — enlouquecer alguém

English you need

• React strongly

How terrifying!

Que assustador!

They're really fascinating.

São mesmo fascinantes.

What a terrible CD!

Que CD tão mau!

They're very friendly.

São muito simpáticos(as).

They look absolutely disgusting.

São mesmo repugnantes.

It's really exciting.

É mesmo emocionante.

UNIT 7

Shopping

bargain (n) — pechincha /'ba:ɡɪn/

basket (n) — cesto /bɑ:skɪt/

changing rooms

(n) — provadores /'tʃeɪndʒɪŋ ru:mz/

checkout (n) — caixa /'tʃekaut/

counter (n) — balcão /'kauntə/

receipt (n) — recibo /rɪ'si:t/

shopper (n) — cliente /'ʃɒpə/

the sales (n) — saldos /ðə seɪlz/

till (n) — caixa registadora /tɪl/

trolley (n) — carrinho (de compras) /'trɒli/

Advertising

advertising campaign

(n) — campanha publicitária /'ædvətaɪzɪŋ kæm'peɪn/

to launch (v) — lançar /ləʊntʃ/

logo (n) — logótipo	/ˈləʊgəʊ/
market research (n) — estudo de mercado	/ˈmɑːkət rɪˈsɜːtʃ/
product (n) — produto	/ˈprɒdʌkt/
to promote (v) — promover	/prəˈməʊt/
slogan (n) — <i>slogan</i>	/ˈsləʊgən/
TV commercial (n) — publicidade televisiva	/tiːˈviː kəˈmɜːʃl/

English you need

• Persuade somebody

No way!

Nem pensar!

Please, go on!

Por favor, vá lá!

I'd prefer to stay at home.

Preferia ficar em casa.

Oh, come on.

Oh, anda lá.

Don't be boring!

Não sejas chato(a).

Oh, all right then. I give in.

Pronto, está bem. Eu concordo.

Other words

• Nouns

colour scheme — esquema de cores	/ˈkʌlə skiːm/
discovery — descoberta	/dɪsˈkʌvəri/
survey — inquérito	/ˈsɜːveɪ/
trap — armadilha	/træp/
trick — truque	/trɪk/

• Verbs

to be entitled — ter direito a	/ɪnˈtaɪtləd/
to browse — procurar	/braʊz/
to go on — continuar	/gəʊ ɒn/
to look like parecer-se com alguém	/lʊk laɪk/
to persuade — persuadir, convencer	/pəˈsweɪd/
to reveal — revelar	/rɪˈviːl/

• Adjectives

everyday — quotidiano	/ˈevrɪdeɪ/
on offer — em oferta	/ɒn ˈɒfə/
predictable — previsível	/prɪˈdɪktəbəl/
uncomfortable — desconfortável	/ʌnˈkʌmfətəbəl/

UNIT 8

Mass media

Internet (n) — Internet
television (n) — televisão
blog (n) — blogue
newspaper (n) — jornal
radio (n) — rádio
book (n) — livro
film (n) — filme
magazine (n) — revista
CD (n) — CD
soaps (n) — telenovelas
serial (n) — série
viewer (n) — espectador

Types of books

detective story (n) — romance policial
fairy tale (n) — conto de fadas
biography (n) — biografia
poetry (n) — poesia
comics (n) — banda desenhada
novel (n) — romance

English you need

• Make recommendations

I don't think you should get her that.

Eu acho que não lhe devias comprar isso.

So, what do you recommend?

Então, o que é que me aconselhas?

Oh, you must see it.

Oh, tens de ver isso.

I'm not convinced.

Não estou convencido.

I really recommend *The Others*.

Recomendo mesmo *The Others*.

Maybe I shouldn't get her a film.

Talvez eu não lhe devesse oferecer um filme.

Maybe I should get her a CD.

Talvez lhe devesse oferecer um CD.

That's not a bad idea.

Não é má ideia.

Other words

good heavens — Deus do céu

to broadcast (v) — transmitir

Martians (n) — marcianos

source (n) — fonte

footage (n) — imagens

little black box (n) — televisão

deep down — no fundo

character (n) — personagem

to cut out for (v) — feito para

contest (n) — competição

motion picture (n) — filme

UNIT 9

Monuments

church (n) — igreja

lighthouse (n) — farol

monastery (n) — mosteiro

mosque (n) — mesquita

opera house (n) — ópera

palace (n) — palácio

pyramid (n) — pirâmide

skyscraper (n) — arranha-céus

temple (n) — templo

wall (n) — muro

Destinations

mountains (n) — montanhas

natural springs (n) — termas

beach (n) — praia

snow (n) — neve

forest (n) — floresta

countryside (n) — campo

English you need

• Express doubt

I don't know.

Não sei.

I'm not sure if that's true.

Não tenho a certeza se isso é verdade.

I doubt it.

Duvido disso.

Do you really think so?

Achas mesmo que sim?

I'm not sure.

Não tenho a certeza.

I don't know if I want to go alone.

Não sei se quero ir sozinho.

Other words

architecture (n) — arquitetura

capsule (n) — cápsula

coastline (n) — costa

dome (n) — cúpula

dune (n) — duna

to go round (v) — andar à volta

Mayor (n) — presidente da Câmara

mausoleum (n) — mausoléu

peaceful (adj) — pacífico

really (adv) — verdadeiramente

stunning (adv) — espantoso

to surround (v) — rodear

• Expressions

For ages.

Há séculos.

Sounds like a keeper.

Isso é para manter.

Typical!

Típico!

World Heritage Site

Património Mundial

Review keys

Review A

- 1 Clothes:** shirt, long-sleeved T-shirt, shorts, ...
Accessories: tie, earrings, apron, rucksack, ...
Housework: clear the table, do the washing up, take out the rubbish, set the table, ...
Adventure sports: canoeing, camping, ...
- 3 Suggestion:** In the second picture a girl's canoeing. There's a boy in the water. He's holding a tree.
 In the third picture a man and woman are doing the washing-up, a girl's clearing the table and a boy's saying goodbye.
- 4** Picture C

READING

- 1** Mary is Seth's mother.
 Jack is Seth's father.
 Hannah is Seth's sister.
- 2** 2. mustn't
 3. must
 4. can
- 3** 2. are doing
 3. 's waiting
 4. 's going
 5. doesn't want
 6. 's having
- 4** 2. tidying
 3. doing
 4. riding
 5. going
 6. listening

LISTENING

- 5** A. 4; B. 2; C. 1; D. 3.
- 6** 2. were putting
 3. saw
 4. fell
 5. was trying
 6. was raining
- 7** 2. happily
 3. cool
 4. badly
 5. loudly
 6. dark
- 8** 2. best
 3. bigger
 4. most beautiful

SONG

- 1** Jazz and blues had an influence on R&B, and contemporary R&B has pop and hip-hop influences.
 R&B influenced rock and roll, soul and funk.
- 2** valley – low
 winter – cold
 mountain – high
 river – wide
- 3** 1. don't live
 2. come
 3. Nothing

Review B

- 1 Railway station:** tickets, rucksack, camera, sunglasses.
Youth hostel: beds, lamp, bedside table, wastepaper bin, desk.
Restaurant: a bottle of water, steak and chips and salad.
- 2** Picture C
- READING**
- 1** B. 1
 C. 2
 D. 3
- 2** 2. will be
 3. don't understand ... go
 4. 'll be
 5. eat
 6. 'll bring
- 3** 2. haven't left ... yet
 3. have just arrived
 4. have rented ... for
 5. Have visited ... yet
 6. have already been

LISTENING

- 4** 2
- 5** 2. 2
 3. 1
 4. 2
 5. 1
 6. 1
- 6** 2. has — campsite
 3. There is — campsite
 4. weird — the two boys
 5. birds — campsite
 6. harmony — campsite

SONG

- 1** 2. cowboy films
 3. sad
 4. difficult
- 2** 2. 4
 3. 3
 4. 2
- 3** 2. False
 3. True
 4. False

Review C

- 1 Shopping:** receipt, counter, till, rucksack, shopper, cap, shorts.
Mass media: newspaper, TV, magazine, journalist.
Destinations: Egypt, New York, India, Paris.
- 2** 2. Egypt
 3. receipt
 4. magazines
 5. city
 6. sunglasses
- READING**
- 2** 1. He went to London in August and his sister helped him save up the money for the trip.
 2. He has visited the British Museum and Portobello Road Market. He really enjoyed himself.
 3. He ate a jacket potato, which was delicious.
- 3** 2. don't feel
 3. didn't smell
 4. like
 5. feel
 6. sounds
- 4** 2. whose
 3. that / who
 4. that / which
 5. which / that
 6. whose
- 5** 2. a house of theirs
 3. some cats of his
 4. no friends of yours
 5. no dresses of hers
 6. some nephews of ours
- 6** 2. yourself
 3. of hers
 4. themselves

LISTENING

- 7** 1. Jude is at the hotel
 2. He is resting.
- 8** 2. fires in Portugal
 3. Firefighters
 4. northern ... central
 5. 416 fires.
 6. Minister of the Environment

SONG

- 1** 1. digital
 2. Ambient
 3. British
 4. guest
- 2** 3
- 3** 2. you can never second guess
 3. I'm caught in the crossfire
 4. we can't give up the fight

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