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mmpublications

# new destinations

LEVEL B1+



teacher's book

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# Out and about

## 5

### Discuss:

- What do you enjoy doing in your free time?
- What is your favourite form of entertainment? Why?

### Flick through the module and find...

- information about a trip to Peru
- a text about the benefits of visiting museums
- a film review
- an article about someone who has an unusual collection
- information about four theme parks in the USA
- a short text about volunteer work involving rescuing turtles

### In this module you will...

- talk about different forms of entertainment and free-time activities
- learn how to express possibility and make deductions using appropriate verb forms
- expand your vocabulary by learning collocations, lexical sets, words easily confused and collective nouns
- talk about what you and other people you know like and dislike
- learn how to write an essay expressing an opinion and a film review
- speculate about a problem and suggest a solution
- learn how to ask for confirmation using question tags
- acquire skills and strategies that will help you in exams



# 5a reading

## Reading

### 1. PRE-READING

Discuss.

- Are there any theme parks in your city/country?
- Do you know of any famous theme parks in other countries?
- Why are theme parks popular with families?
- Have you ever been to a theme park? If yes, what did/didn't you like about it? If not, would you like to visit one? Why / Why not?

### 2. READING FOR GIST

Read the advertisements A-D quickly and answer the following questions. Write A, B, C or D in the boxes.

Which theme parks ...

- a. give you the chance to travel back in time?
- b. give you the chance to be close to nature?

### 3. SCANNING FOR SPECIFIC INFORMATION

Imagine that you are on holiday in the USA and you are interested in visiting one or more theme parks. Read the advertisements again and answer questions 1-10. Write A-D in the boxes. Each theme park may be chosen more than once.

Which theme park ...

- has a museum?  1
- does not have food on site?  2
- will allow your cat to travel with you?  3
- offers a discount when booking tickets online?  4
- puts its visitors in prison?  5
- offers the option of corporate workshops?  6
- allows visitors to camp there or nearby?  7
- allows children to keep some of the items they find?  8
- is well-known for its homemade desserts?  9
- offers special prices for groups of visitors?  10

## DeSoto CAVERNS Park

# A

Childersburg, Alabama  
(36 miles from Birmingham)  
Hours: 9am - 4:30pm (5:30 in the summer)  
Admission: (adults) \$21, (children) \$18

**DeSoto Caverns** is located in scenic Alabama. Get **in tune** with nature, as you take a guided tour of our caves, get 'lost' in the Lost Trail Maze, or visit the ancient Woodland Indian burial ground. Kids will have fun searching for semi-precious stones, crystals, and fossils, or enjoying our many theme park rides, including go-carts, racing on land in 'Happy's Potty Race' (toilets on wheels!), or in water on paddle boats. Test your endurance on our rock wall, or in the thrilling 'cave crawl.' Seasonal sound, light, and water shows take place inside the caves.

Group/school/party rates are available. Special packages for school trips which include an 'underground classroom' experience and a private cave tour.

On-site accommodation includes campgrounds which have picnic areas by a beautiful waterfall.



# B

## Stone Mountain PARK

• Stone Mountain, Georgia (just outside Atlanta)  
**Hours:** 10am-5pm daily / 10am - 9pm summer  
**Admission:** \$8 vehicle entry into park, Attraction Pass: \$25 (adults), \$19 (children), \$22 (senior/military)  
Summit Skyride: \$9  
Pets welcome!

• Whoever said history can't be fun never went to Stone Mountain Park. The park, just minutes from downtown Atlanta, combines nature and history to create an unforgettable experience! There is truly something for everyone here, including an old-fashioned railroad, museums, and various rides including different water boats - that is if you don't mind getting a little wet. Going on a trip on the Summit Skyride is a must! Travel to the top of the mountain, which stands at a height of 825 feet, on a Swiss cable car. From the top, enjoy a photographic view of up to 60 miles, including the beautiful Atlanta skyline, and the foothills of the Appalachian Mountains.

• Take a trip back in time at 'Crossroads', a working 1800s town with various period shops. If you're depleted, you can reenergise at our famous cooking restaurant.

There is also a nearby campground/RV park, and public picnic area. Company picnics and corporate workshops available, as well as school trips and educational tours.

**Vocabulary****Words/phrases**

be located burial cable car campground  
 demonstration depleted endurance entire  
 entry exhausted foothills fossil habitat  
 height item military on-site option  
 paddle boat pick up rate reenergise replica  
 scenic seasonal semi-precious senior skip  
 theme park thrilling truly toddler various  
 workshop

**Expressions**

behind bars get out of line in tune with  
 as well as

**KEY**

1. B ('... an old-fashioned railroad, museums...')
2. C ('There is no food service available')
3. B ('Pets welcome!')
4. C ('\$2 off when ordering from the website')
5. D ('... our 'town sheriff' will arrest you... you won't stay behinds bars for too long!')
6. B ('... corporate workshops available')
7. A ('On-site accommodation includes campgrounds')
8. C ('Each child may keep three pieces of their finds')
9. D ('our famous apple pie with homemade ice cream')
10. A ('Group/school/party rates are available')

**READING****1. PRE-READING**

- Aims:**
- to introduce the topic of the reading activity
  - to generate discussion based on Ss' personal experience

• Discuss the questions in class.

**2. READING FOR GIST**

- Aim:** to help Ss identify topics related to the texts

- Ask Ss to read through the questions a and b and check understanding.
- Then, have Ss read through the texts quickly to answer the questions. Point out that they should not pay attention to any unknown words they might have.
- Check Ss' answers.

**KEY**

- a. 2, 3, 4  
 b. 1, 2

**3. SCANNING FOR SPECIFIC INFORMATION**

- Aim:** to give Ss practice in locating and understanding specific information (FCE format, Part 7)

- Point out to Ss that first they should read each question and then find the part of the texts which best answers the question.
- Ask Ss to read through the questions 1-10 and check understanding.
- Tell Ss that they do not need to understand everything in the texts in order to do the activity.
- Ask Ss to underline the part of the text that answers each question.

- Ask Ss some comprehension questions, such as:

- *What are some things that adults can do in the Desoto Caverns park?*  
 People can take a guided tour of the caves, visit the Lost Trail Maze or the ancient Woodland Indian burial ground. Also, they can try the rock wall or the cave crawl.
- *What is 'Crossroads' in Stone Mountain Park?*  
 It's an 1800s town with period shops and a cooking restaurant.
- *What can children do during fossil digs in Dinosaur world?*  
 They can search for shark teeth, shells, and coral and keep three pieces of their finds.
- *What is 'The Widowmaker'?*  
 It is a mechanical bull found in Rawhide wild west town that visitors can ride for fun.
- *In which of the theme parks can visitors shop souvenirs?*  
 They can shop souvenirs at Stone Mountain Park and Rawhide.

**4. GUESSING THE MEANING OF UNKNOWN WORDS**

**Aim:** to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find the highlighted words in the texts and guess their meaning from the context. Then, have Ss read through meanings a-g and check understanding.
- Have Ss do the activity.

**KEY**

1. e
2. a
3. g
4. b
5. c

**5. POST-READING**

**Aim:** to give Ss the opportunity to expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.



# DINOSAUR WORLD



Plant City, Florida (20 min. from Tampa, 1 hour from Orlando)

**Hours:** 9am-6pm daily (9-5 Dec - Jan)

**Admission:** \$12.75 (adults), \$9.75 (children), \$10.75 (seniors/military)

\$2 off when ordering from the website

You'll be amazed at Dinosaur World by our 150 life-sized dinosaur **replicas** in their recreated natural **habitats**. After you've explored the dino habitats and caves, get ready for some digging! In the 'bone yard,' you can dig up full dinosaur skeletons. Children aged 8-12 love taking part in our fossil dig, where they can search for shark teeth, shells, coral, and much more! Each child may keep three pieces of their finds, as a souvenir of their 'dig.'

There is no food service available, but there is a nearby picnic area if you'd like to bring your own.

Special 'outdoor classroom' interactive educational classes are available for schools.

# RAWHIDE WILD WEST TOWN



Chandler, Arizona (just south of Phoenix)

**Hours:** 11am-10pm daily

**Admission:** free admission/parking

Attraction tickets: \$4 per attraction

Town day pass: \$12

Bull riding: \$6 (adult), \$3 (children)

Sheep riding for toddlers: \$1

Cow riding: \$10

## 4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words/phrases in the advertisements with the meanings below. There are two extra meanings which you do not need to use.

- 1. in tune
- 2. replicas
- 3. habitats
- 4. behind bars
- 5. depleted

- a. exact copies
- b. in prison
- c. exhausted
- d. surprised
- e. in harmony
- f. findings
- g. the natural environment in which an animal lives

You'll think you stepped into a time machine when you come to Rawhide where we've recreated an entire 1880s style Wild West town. Don't get out of line though, or else our 'town sheriff' will arrest you during the 'arrest-a-guest' demonstration. Don't worry, you won't stay **behind bars** for too long!

Explore our town, or pick up some items at our clothing, food, and general stores. Have an old-fashioned picture taken of you and your family in period costume. You'll have a great time searching for gold, watching a show, going to the zoo on our ranch, or taking a donkey ride. Don't forget to ride our mechanical bull: 'The Widowmaker.' Before leaving, you'll definitely have to have dinner at our famous steakhouse. Don't skip dessert! It's well worth trying our famous apple pie with homemade ice cream.

Plan your birthday or school trips with us.

## 5. POST-READING

Discuss.

- Which of the theme parks would you most like to visit and why?
- Which of them would you definitely not be interested in visiting? Why?



# 5a vocabulary & grammar

## Vocabulary

### 1. COLLOCATIONS WITH GET, GO, HAVE AND TAKE

Complete the collocations using the verbs in the box. You can find some of them in the advertisements on pages 78-79.

get go have take

- |                       |                       |
|-----------------------|-----------------------|
| 1. _____ shopping     | 9. _____ a photograph |
| 2. _____ a great time | 10. _____ to sleep    |
| 3. _____ a swim       | 11. _____ a tour      |
| 4. _____ swimming     | 12. _____ a nap       |
| 5. _____ a stroll     | 13. _____ a party     |
| 6. _____ a meal       | 14. _____ a holiday   |
| 7. _____ fun          | 15. _____ on holiday  |
| 8. _____ ready        | 16. _____ for a walk  |

### 2. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

take bring

- Don't forget to \_\_\_\_\_ your mobile phone with you when you leave.
- Will you please \_\_\_\_\_ me the remote control?

story history

- He told us an amazing \_\_\_\_\_ about what he did while he was on holiday.
- This town has a very old \_\_\_\_\_ that makes a lot of people want to come here.

take part take place

- The awards ceremony will \_\_\_\_\_ tomorrow evening at eight.
- I \_\_\_\_\_ in many school plays when I was younger.

wet humid

- I didn't have an umbrella with me, so I got all \_\_\_\_\_ when it rained.
- It is so hot and \_\_\_\_\_ today that I feel like I'm in a sauna!

hold keep

- I always \_\_\_\_\_ a book in my backpack so I have something to read on the train.
- Do you think you can \_\_\_\_\_ the door open for me, please?

suit costume uniform

- Have you decided on a Halloween \_\_\_\_\_ for the party yet?
- He bought an expensive new Armani \_\_\_\_\_ for his wedding.
- Andrew is an officer in the Air Force and has to get his \_\_\_\_\_ cleaned and ironed daily.

## Grammar

### 1. INFINITIVES AND -ING FORMS

#### FOCUS ON USE

A. Look at the following examples of full infinitives (e.g. *to do*), bare infinitives (e.g. *do*) and -ing forms (e.g. *doing*) in the advertisements 3 and 5 on page 79 and complete the rules.

Children aged 3-12 love **taking** part in our fossil dig, where they can **search** for shark teeth, shells, coral, and much more!

... there is a nearby picnic area if you would like to **bring** your own.

The \_\_\_\_\_ is used after:

- modal verbs (*can, could, must, should, may, etc.*)
- let* and *make* in the active voice
- would rather* and *had better*

The \_\_\_\_\_ is used after:

- certain verbs (*want, would like, hope, decide, manage, agree, refuse, seem, promise, etc.*)
- be* + adjective (*it's nice, I was happy, etc.*)
- too* and *enough*
- question words (*how, what, when, where, etc.*)

The \_\_\_\_\_ is used after:

- certain verbs (*avoid, enjoy, love, hate, finish, imagine, mind, risk, suggest, consider, etc.*)
- certain expressions (*how about, it's no use, it's no good, there's no point in, be used to, etc.*)
- prepositions (*for, about, without, etc.*)

B. Read the following sets of sentences and match them with the statements a or b which are the closest in meaning.

- I must remember **to lock** the door before leaving the building.
- I remember **locking** the door when I left the building. 
  - First I remember, then I do it.
  - I remember that I have done something earlier.
- He stopped **taking** pictures when he saw the 'No Photos' sign.
- He stopped **to take** some pictures of the nice view. 
  - He took pictures after he stopped doing something else.
  - He was taking pictures and then he stopped doing it.
- She tried **to open** the door but she couldn't.
- She tried **opening** the door with a fork. 
  - She made an effort.
  - She did something to see what effect it would have.

Go to Grammar Reference

**Vocabulary**

block breathtaking costume dust granite  
highlight hooked humid scenery suit  
thrill (n) trail trek twisting uniform wet

**VOCABULARY****1. COLLOCATIONS WITH GET, GO, HAVE AND TAKE**

**Aim:** to introduce collocations with *get, go, have and take*

- Have Ss go through phrases 1-16 and explain to them that they have to form collocations using the words in the box. Explain to them that sometimes more than one verb is applicable.
- Have Ss do the activity.

**KEY**

1. go
2. have
3. go (for), take, have
4. go
5. go (for), take
6. get, have
7. have
8. get
9. take
10. go
11. take
12. have, take
13. have
14. take, have
15. go
16. go

**2. WORDS EASILY CONFUSED**

**Aim:** to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity.

**KEY**

1. take
2. bring
3. story
4. history
5. take place
6. took part
7. wet
8. humid
9. keep
10. hold
11. costume
12. suit
13. uniform

**LANGUAGE PLUS**

- **take:** carry or have sth with you when you go somewhere
- **bring:** have sth with you when you come to a place
- **story:** a description of imaginary events
- **history:** a description or account of real past events; a field of study
- **take part:** participate
- **take place:** happen, occur at a specific time and place
- **wet:** sth that contains moisture, water or other liquid
- **humid:** used to describe a climate or weather that is hot and damp
- **hold:** to carry sth
- **keep:** continue to have or hold sth; to remain
- **suit:** a jacket and matching trousers or skirt, worn as a set usually on formal occasions
- **costume:** a set of clothes worn on Halloween or other occasions, during which people disguise themselves
- **uniform:** the clothes some people wear to work or school

**GRAMMAR****1. INFINITIVES AND -ING FORMS****FOCUS ON USE****A.**

**Aim:** to revise previously taught uses of infinitives and -ing forms as well as to present new ones

- Have Ss do the exercise.

**KEY**

- bare infinitive
- full infinitive
- -ing form

**OPTIONAL ACTIVITY**

Ask Ss to make sentences using infinitives and -ing forms.

**B.**

**Aim:** to present the differences in meaning when using -ing forms instead of full infinitive after the verbs *remember, stop and try*

- Have Ss do the exercise.

**KEY**

1. a
2. b
3. b
4. a
5. a
6. b

**OPTIONAL ACTIVITY**

Time permitting, ask Ss to make sentences using infinitives and -ing forms after *remember, stop and try*.

- Refer Ss to the Grammar Reference (p.157).

**2. PRACTICE**

**Aim:** to give Ss practice in using the full/ bare infinitive or -ing form of verbs in context

- Have Ss read through the text and check understanding.
- Have Ss do the activity.

**KEY**

1. to see
2. visiting
3. to do
4. to explore
5. visiting
6. go
7. learn
8. walking
9. looking
10. to swim
11. be
12. completing
13. to carry
14. to experience

**ENGLISH IN USE**

**Aim:** to give Ss the opportunity to practise vocabulary and grammar through a multiple choice cloze exercise (FCE format, Part 1)

- Have Ss do the exercise.

**KEY**

1. c
2. b
3. b
4. b
5. c
6. b
7. a
8. b

**PRACTICE**

Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.



# A trip to PERU

My parents are both archaeologists and during the holidays they often take me on trips to different exotic places. The most exciting trip I've been on so far was to Peru. If you want (1) \_\_\_\_\_ (see) beautiful cities and impressive scenery, then it's worth (2) \_\_\_\_\_ (visit) Peru. There are loads of things (3) \_\_\_\_\_ (do) and places (4) \_\_\_\_\_ (explore). If you're planning on (5) \_\_\_\_\_ (visit) Peru, you must definitely (6) \_\_\_\_\_ (go) to Cuzco; it's an ancient city full of archaeological wonders. It also has many museums where you can (7) \_\_\_\_\_ (learn) about the ancient Inca civilisation. I loved (8) \_\_\_\_\_ (walk) around the city and (9) \_\_\_\_\_ (look) at the impressive buildings. We also went to a place famous for its waterfalls; it was a boiling hot day, and I decided (10) \_\_\_\_\_ (swim) in one of the nearby natural pools. The highlight of our trip was the trek along the Inca trail; we explored amazing archaeological ruins, and enjoyed breathtaking mountain views. Although you may (11) \_\_\_\_\_ (be) tired after (12) \_\_\_\_\_ (complete) the trek, it is well worth the effort because at the end of the trail you arrive at the magical city of Machu Picchu. The Incas built the city on top of a granite mountain; they used clever engineering (13) \_\_\_\_\_ (carry) heavy stone blocks up the mountain. A trip to Peru is a must for anyone who wants (14) \_\_\_\_\_ (experience) something amazing.

## English in use

Read the text below and choose the answer a, b or c that best fits each gap.

# A THRILLING PASTIME



Jane is a rally driver. She travels all around Europe to (1) \_\_\_\_\_ in car races. She first became interested in the sport when some of her friends arranged a trip to a nearby race track. They (2) \_\_\_\_\_ a great time, and one rally driver actually let her (3) \_\_\_\_\_ his car. After that Jane was hooked. She loves the thrill of the race. The hardest race she's ever been in took place in Croatia. The rough, twisting mountain roads, extreme heat and clouds of dust really tested her (4) \_\_\_\_\_.

Despite these harsh conditions, Jane still managed (5) \_\_\_\_\_ the race in second place and she won €1000. Jane also regularly gives talks around the country about rally racing in hope of (6) \_\_\_\_\_ more women to join the sport. She believes that it can really be a(n) (7) \_\_\_\_\_ experience for them. Jane says that rally driving allows you to (8) \_\_\_\_\_ from your daily routine while having loads of fun at the same time.

- 1. a. take place      b. take time      c. take part
- 2. a. got              b. had              c. took
- 3. a. to drive        b. drive            c. driving
- 4. a. experience      b. endurance      c. demonstration

- 5. a. complete        b. completing      c. to complete
- 6. a. encourage      b. encouraging      c. to encourage
- 7. a. rewarding        b. scenic            c. available
- 8. a. combine         b. escape            c. explore

# 5a listening & speaking

## Listening

You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.

**1**

a.  b.  c. 

**2**

a.  b.  c. 

**3**

a.  b.  c. 

**4**

a.  b.  c. 

**5**

a.  b.  c. 

**6**

a.  b.  c. 

**7**

a.  b.  c. 

**8**

a.  b.  c. 

**9**

a.  b.  c. 

**10**

a.  b.  c. 

## Speaking

Discuss the following questions. You can use some of the words and expressions in the boxes.

- What forms of entertainment are available where you live?
- What forms of entertainment are popular with young people in your country?
- Young people generally enjoy different kinds of entertainment than older people. Why do you think that is?
- What kind of things do you usually do when you go out with your friends? Why?
- Do you think young people today spend too much money on entertainment?

café	cinema/theatre	relax
club	concert	socialise
amusement park	escape from routine	

There are/aren't many ways to entertain yourself.  
 There are many things you can do, for example...  
 There aren't many things to do, only...  
 ...and... are very popular because...  
 I would say that young people...  
 I think that older people...  
 I wouldn't say that...

**LISTENING CD2 >> 2**

**Aim:** to give Ss practice in listening for specific information and choosing the picture that answers the question (ECCCE format)

Explain to Ss that they will hear 10 short conversations. Play the CD and have Ss do the activity.

**KEY**

1. a
2. c
3. a
4. a
5. c
6. b
7. a
8. b
9. c
10. b

**SPEAKING**

**Aim:** to practise speaking using specific expressions related to entertainment (FCE format, Part 4)

Have Ss go through the questions, the words and expressions in the boxes and explain any new vocabulary.

Discuss the questions in class.

**KEY****Suggested answers**

- *What forms of entertainment are available where you live?*  
There are many things you can do, for example you can go to cafés if you like socialising. Also, for theatre and cinema goers there are plenty of opportunities to watch a variety of shows and films.
- *What forms of entertainment are popular with young people in your country?*  
There are many ways to entertain yourself, and it all depends on what you like doing in your free time. Going out to cafés with friends is very popular with young people. I would say that going to the cinema is another popular pastime. Young people also like spending time at amusement parks or going to concerts.
- *Young people generally enjoy different kinds of entertainment than older people. Why do you think that is?*  
I would say that older people prefer more relaxing ways of escaping from their routine, such as eating out, meeting at cafés or going to the theatre. On the contrary, younger people prefer more active forms of having fun, such as going to amusement parks, doing extreme sports or going dancing.
- *What kind of things do you usually do when you go out with your friends? Why?*  
(Open question)
- *Do you think young people today spend too much money on entertainment?*  
It depends. There is no doubt that some types of entertainment young people prefer today are quite costly, for example, gadgets and technological equipment, Internet games or special equipment for extreme sports. On the other hand, there are other kinds of entertainment which don't require a lot of money. For instance, a lot of teenagers prefer skateboarding or hanging out with friends in parks or squares and beaches which is cost-free. Also, the widespread use of wireless Internet provided at no charge in the centre of big cities has resulted in hundreds of young people surfing the Net in public places for free.

**Vocabulary**

ancestor appreciate display emotion engaging  
entertaining exhibition for instance impressive  
indeed interactive leisure memorable object  
transport (v) valuable visual vivid

**WRITING****1. DISCUSS**

**Aims:** • to activate Ss' background knowledge  
• to prepare Ss for the writing task

- Discuss the question in class.

**2. FOCUS ON USING NOTES**

**Aim:** to help Ss understand the notes and relate them to the required response

- Tell Ss to read the sample essay and the notes.
- Check that Ss understand the main idea discussed in each paragraph.
- Have Ss underline the parts related to each note.

**KEY**

The following parts should be underlined

**Learning:** paragraph 2 (*The variety.... the world around them.*)

**Entertainment:** paragraph 3 (*Furthermore.... very realistic.*)

**Ss' own idea:** paragraph 4 (*Finally.... in a textbook.*)

**3. TOPIC SENTENCES****A.**

**Aim:** to present topic sentences in a formal essay

- Have Ss read the underlined sentences and ask them to speculate about their function.

**KEY**

Topic sentences function as an introduction to the basic concept of the paragraph, i.e. they summarise what the paragraph is about.

**B.**

**Aim:** to give Ss practice in identifying topic sentences

- Have Ss do the activity.

**KEY**

1. The writer mentions examples of historical, scientific and technological museums and museums of natural history. Historical museums provide the visitor with essential information about the life of our ancestors, whereas scientific and technological museums as well as museums of natural history give the visitor the chance to explore different aspects of the world.

2. The writer claims that a lot of museums offer special educational programmes designed for children. In addition, lifelike displays manage to attract children's attention and help them learn more easily and enjoyably than they would by reading a conventional textbook.

**C.**

- Have Ss read the paragraph and check understanding.
- Have Ss do the activity and make sure that Ss justify their answers.

**KEY**

b

a is wrong, because the paragraph does not refer to the receding popularity of the cinema.

c is wrong, because the paragraph does not refer to the notion of entertainment in general, but it explores the role of the cinema as a relaxing and stimulating activity.

**4. WRITING TASK****A.**

**Aims:** • to give Ss practice in coming up with ideas to use in opinion essays  
• to give Ss practice in thinking of justifications of their ideas

- Have Ss read the rubric, and ask them to underline the key words.

**KEY**

The following should be underlined:

*Listening to music, fight stress and anxiety*

- Focus Ss' attention on the notes.
- First, ask Ss to think of justifications for the two ideas given (effect, adaptability). You can ask Ss some questions like the following to help them brainstorm justifications:

**effect:**

- What effect does this leisure activity have on you?
- Why does it have this effect on you?

**adaptability:**

- Are there a variety of options available to you?
- Can you adapt this activity to suit your personal needs?

- Next, ask Ss to think of their own idea to use, as well as justifications for it.
- Have Ss work in pairs or small groups.
- Check answers with the class. Accept all reasonable responses.

**KEY**

**Suggested answer:**  
accessibility

- How accessible is this means?
- Is its use restricted to a particular time/place?

**B.**

**Aim:** to give Ss practice in writing an essay giving an opinion based on notes (FCE format, Part 1)

- Read out and explain the tip.
- Explain to Ss that they should write a problem/solution essay giving opinion based on the rubric and their notes in activity 4A.
- Remind Ss of the outline they should use for writing an opinion essay based on notes.
- You can write the following outline on the board:

**KEY**

**Suggested outlines for essay**

**Introduction:** Paraphrase the topic and present own opinion

**Main part:**

**Para. 1:** First idea (*effect*) and justification

**Para. 2:** Second idea (*adaptability*) and justification

**Para. 3:** Ss' own idea and justification

**Conclusion:** Summarise the ideas developed in the main part and repeat own opinion

- Tell Ss to refer to their notes in activity 4A, the outline you have provided them with, the sample essay and tip on page 83, as well as Appendix I for a list of linking words/phrases they can use when writing an essay.

# Writing An essay giving an opinion III

# writing 5a

## 1. DISCUSS

- Do you enjoy visiting museums? Why/Why not?

## 2. FOCUS ON USING NOTES

Read the rubric, the notes and the essay giving an opinion. Underline the parts in the essay that correspond to the notes.

*In your English class you have been talking about museums. Now, your English teacher has asked you to write an essay. Write your **essay** using **all** the notes and give reasons for your point of view:*

*A visit to a museum is a rewarding experience for people of all ages. Do you agree?*



### NOTE

Write about:

- learning
- entertainment
- ... (your own idea)

A trip to a museum can be useful and fun for young and old alike. The exhibitions in different kinds of museums help people of all ages to understand the world and travel in the past, present and future.

The variety of things one can learn about in museums is indeed impressive. Historical museums, for instance, help us understand our past by displaying objects and information to show us how our ancestors lived and survived. Others, such as scientific and technological museums and museums of natural history, give visitors the opportunity to explore different aspects of the world around them.

Furthermore, a visit to a museum can be both fun and engaging. Many museums today use huge visual and interactive displays that stimulate the visitors' imagination and make the experience very realistic.

Finally, a visit to a museum can also be an excellent way to educate young children. Many museums today have special programmes that help children appreciate what a museum has to offer so they can learn from their visit. Lifelike displays are able to attract the children's attention and are much more vivid and memorable than information in a textbook.

To sum up, a visit to a museum is valuable for both adults and children. The creative and imaginative exhibitions can be entertaining and at the same time educational.

## 3. TOPIC SENTENCES

A. Read the sentences underlined in the essay. These sentences are called *topic sentences*. What do you think their function is?

B. Read the note below and then answer questions 1 and 2.

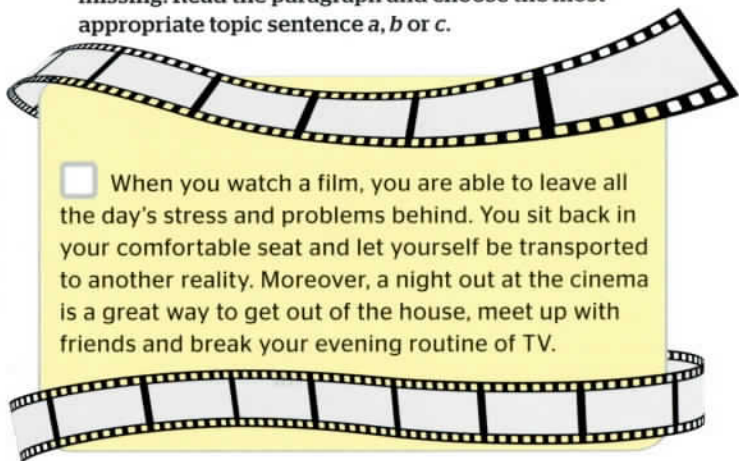
### NOTE

*Topic sentences introduce the central idea of the paragraph. The other sentences in the paragraph develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.*

1. In the second paragraph, what examples of museums does the writer mention? What does he/she say about them?

2. In the third paragraph, how does the writer justify his/her argument that a museum can be an excellent way to educate children?

C. The topic sentence from the paragraph below is missing. Read the paragraph and choose the most appropriate topic sentence a, b or c.



When you watch a film, you are able to leave all the day's stress and problems behind. You sit back in your comfortable seat and let yourself be transported to another reality. Moreover, a night out at the cinema is a great way to get out of the house, meet up with friends and break your evening routine of TV.

- There is no doubt that the cinema as a form of entertainment is not as popular as it once was.
- The cinema is a popular form of entertainment that is both relaxing and stimulating.
- Entertainment, whether it is watching a film at the cinema or doing whatever else you enjoy, is a significant aspect of our lifestyle.

## 4. WRITING TASK

A. Read the rubric, the essay topic and the notes and underline the key words. Then, come up with your own idea on the essay topic as well as examples to support it.

*In your English class you have been talking about leisure activities and how they help to reduce stress and anxiety. Now your teacher has asked you to write an essay. Write your **essay** using **all** the notes and give reasons for your point of view:*

*Listening to music is probably the best way to fight stress and anxiety.*



### NOTE

Write about:

- effect
- adaptability
- ... (your own idea)

B. Write your essay (140-190 words).

### TIP

When writing an essay expressing an opinion:

- state the idea in your topic sentence clearly so that the reader knows what the focus is.
- ensure that your topic sentence relates directly to and supports the claim you made in the introduction.
- do not make your topic sentence too general or broad because you will not be able to develop the idea adequately.
- do not make your topic sentence too limited or narrow in scope because you will not have anything to say about it.

For a list of linking words/phrases which you can use when you are writing an essay giving an opinion, see Appendix I.





# 5b reading

## Reading

### 1. PRE-READING

Discuss.

- Do you collect anything? If yes, what do you collect, how long have you had your collection and what made you start? If not, do you know or have you heard of any people with unusual collections?

### 2. READING FOR GIST

Read the text quickly without paying attention to the missing sentences and answer the questions below.

- What is Josh Lemming's strange collection?
- Who helped him organise his collection?
- How do people react to Josh's collection?

### 3. RECONSTRUCTING A GAPPED TEXT

Read the text again. Complete the gaps in the text with the sentences A-G below. There is one extra sentence which you do not need to use.

- Josh is a great fan of the cinema, and even when in foreign countries, he always makes an effort to watch a film, even if it's in a language he can't understand.
- Josh didn't really like the attention at first.
- At first, only his friends knew about his collection.
- Josh doesn't think his collection is very important but he doesn't want to displease his mother.
- Josh's enthusiasm for collecting will keep him occupied for many years to come.
- Some people even got inspired to start their own collections.
- Josh's mother actually had the idea of arranging the tickets in albums.

### 4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- respond
- avid
- requested
- peculiar
- published
- appreciate


- like
- strange
- believe
- reply
- enthusiastic
- old-fashioned
- printed
- asked for



**Vocabulary**

avid bunch contact date back to displease  
 get inspired in order to instead of manner  
 occupied peculiar plan on pretty (adv)  
 publish react request respond similar so far  
 sort through worth

**READING****1. PRE-READING**

**Aims:**

- to introduce the topic of the reading activity
- to generate discussion based on Ss' personal experience

Discuss the questions in class.

**2. READING FOR GIST**

**Aim:** to help Ss identify the main idea of the text

Have Ss do the activity.

**KEY**

- He collects tickets from places he has travelled to.
- His mother.
- At first they don't take him seriously, but afterwards they are interested.

**3. RECONSTRUCTING A GAPPED TEXT**

**Aim:** to give Ss practice in completing a text with missing sentences in order to raise their awareness of issues of cohesion and coherence (FCE format, Part 6)

Have Ss read the sentences A-G and check understanding.

Have Ss do the activity.

**KEY**

- G (This is the only sentence that refers to Josh's mother and explains how she helped him organise his collection.)
- C (This sentence is related to this paragraph and how Josh became famous. Also, it introduces the cohesion with the next sentence, which begins with 'Then'...)
- F (This sentence introduces the idea that other people started imitating Josh and gives the example of Mary Newton who started collecting her own travel tickets.)
- B (This sentence describes how Josh was feeling because of all this attention. Moreover, it smoothly introduces the rest of the paragraph where Josh's own words referring to this sudden fame are quoted.)
- A (This sentence explains that Josh has chosen to start a new collection with cinema tickets.)
- E (This sentence mentions the prediction that Josh's enthusiasm will last for a long time, an idea reiterated in the rest of the paragraph, where Josh talks about his ambition to show his collection to his children.)

**4. GUESSING THE MEANING OF UNKNOWN WORDS**

**Aim:** to give Ss practice in identifying word meaning in context

- Explain to Ss that they should find the highlighted words in the text and guess their meaning from the context. Then, ask Ss to read through meanings a-h and check understanding.
- Have Ss do the activity.

**KEY**

- d
- e
- h
- b
- g
- a

- Ask Ss some comprehension questions, such as:

- *How does Josh organise his ticket collection?*  
He arranges his tickets according to date, type and country.
- *Why did Josh's mother buy him a bunch of albums?*  
Because she wanted her son to organise his collection.
- *Did Josh like the popularity he gained because of his unusual collection?*  
At first, he didn't, but then he got used to it.
- *Which information in the text shows that people followed Josh's example?*  
The fact that Mary Newton, a local resident, started her own ticket collection.

**5. POST-READING**

**Aim:** to help Ss expand on the topic of the reading activity drawing on their own experience

- Discuss the questions in class.

# strange hobbies

Josh Lemming has a very strange hobby. He collects aeroplane, bus and train tickets from every place he has ever travelled to. So far, he has over 1000 tickets. He arranges them in photo albums according to date, type and country.

'When I mention my collection,' says Josh, 'most people **respond**, "You can't be serious." But once they see my albums, they realise I'm actually pretty serious. I'm a photographer, so I travel a lot. I've been to over 50 countries.'

Josh began collecting his tickets about 10 years ago. 'It may seem a little crazy, but one day, as I was getting off a bus in Madrid, Spain, I decided to keep my bus ticket, instead of throwing it away. After that, I never threw away another ticket.'

**1** She is an **avid** stamp collector, and has stamps dating back to the early 1900s. 'After seeing the way she organised her stamps, I decided to organise my tickets in a similar manner. Mine were just in plastic bags. My mother bought me a bunch of albums for my birthday, and I sorted through the plastic bags. It must have taken me about a month to organise them all. But now, it's a lot easier to look through my tickets.'

Josh has become well-known in his home town of Ashford, Connecticut. **2** Then, a local newspaper reporter heard about Josh. She called him and **requested** an interview, as well as a viewing of his collection. 'I was really surprised to learn that the local newspaper was interested in my collection. But then again, I guess people like hearing about **peculiar** things.'

After the newspaper **published** an article on Josh called 'The Ticket Collector', more and more people began contacting Josh in order to view his collection. **3** Marie Newton, a local resident, started collecting her own travel tickets. 'I found Josh's collection to be a great way to keep a record of all the places I've been to. After seeing it, I decided to start saving my tickets, though I definitely don't travel as much as he does. It might actually make me start travelling more!'

**4** 'It was kind of strange,' he explains. 'All of a sudden I was getting all this attention simply for doing something that was meaningful to me. But now I'm used to it. Plus, in a way, I'm proud of my collection. It represents a lot of hard work.'

Josh continues to collect his travel tickets. However, he has started a new collection - cinema tickets. **5** 'So far, I only have about 65 tickets,' Josh says, 'but that's only one year's worth. I plan on seeing a lot more films, believe me.' He has already begun organising the tickets in albums, which were, again, a gift from his mum.

**6** 'One day, I hope to sit down with my children and show them all the things I have collected. Hopefully, they'll **appreciate** it - after all, it seems like collecting runs in the family.'



## 5. POST-READING

Discuss.

- What is your opinion about Josh's collection?
- Do you think that the interest that other people show in Josh's collection is justified?
- Would you be interested in starting a similar collection? Why / Why not?

# 5b vocabulary & grammar

## Vocabulary

### 1. WORDS EASILY CONFUSED

Use the words in the boxes to complete the sentences.

ticket fare

1. Don't forget to buy your \_\_\_\_\_ for the concert!
2. It's better to take the bus if you can't afford the taxi \_\_\_\_\_.

strange foreign

3. There is a \_\_\_\_\_ smell in the kitchen.
4. Students have to study one \_\_\_\_\_ language and can choose either French or Spanish.

mention report

5. Did he \_\_\_\_\_ what time he would be home?
6. If your passport is stolen, you should \_\_\_\_\_ it to the police.

get off get out of

7. We're going to \_\_\_\_\_ the bus at the next stop.
8. I can't wait to \_\_\_\_\_ this car!

similar identical

9. The two films were so \_\_\_\_\_, I felt like I had seen the same film twice.
10. Jeannie gave birth to \_\_\_\_\_ twins that look exactly alike.

### 2. COLLECTIVE NOUNS

Use the collective nouns in the box to form collocations. In some cases more than one noun may be correct.

bunch pack set pile

1. a \_\_\_\_\_ of flowers
2. a \_\_\_\_\_ of tools
3. a \_\_\_\_\_ of books
4. a \_\_\_\_\_ of cigarettes
5. a \_\_\_\_\_ of rules
6. a \_\_\_\_\_ of boxes
7. a \_\_\_\_\_ of grapes
8. a \_\_\_\_\_ of wolves
9. a \_\_\_\_\_ of keys
10. a \_\_\_\_\_ of furniture

### 3. ADJECTIVES + PREPOSITIONS

A. Look at the following adjectives with prepositions. Which of them have a positive and which a negative meaning?

interested in proud of bored with sick of  
keen on fond of disgusted by crazy about  
tired of fed up with impressed by/with

B. Complete the sentences below to make true statements about yourself.

1. I'm very keen ...
2. My dad is proud ...
3. When I was younger, I was bored ...
4. My best friend is crazy ...
5. Most of my friends are interested ...

## Grammar

### 1. EXPRESSING POSSIBILITY (MAY - MIGHT - COULD)

A. Look at the extracts from the text on page 85 and choose which of the statements a or b is the closest in meaning.

1. *It may seem a little crazy...*
  - a. Perhaps it's crazy.
  - b. It's certainly crazy.
2. *It might actually make me start travelling more.*
  - a. It's possible to happen in the future.
  - b. It has possibly happened.

B. Now read the sentences below. Which of them means that the action possibly happened in the past and which means that the action was possible in the past but didn't happen?

3. *Josh could have thrown away his bus ticket in Madrid but he decided to keep it.*
4. *Marie might have been to some of the places Josh has travelled to.*

C. Match the examples 1-4 above with the rules.

- Use **may/might/could + base form** to express possibility in the present or future.
- Use **may/might + have + past participle** to express possibility in the past.
- Use **could + have + past participle** to express possibility in the past which was not fulfilled.

### 2. MAKING DEDUCTIONS (MUST - CAN'T)

A. Look at the extracts from the text on page 85 and choose which of the statements a or b is the closest in meaning.

1. *You can't be serious.*
  - a. You aren't able to be serious.
  - b. Surely, you aren't serious.
2. *It must have taken me about a month to organise them all.*
  - a. I believe it took me about a month to organise them all.
  - b. I had to work for a month to organise them all.

B. Now read the sentences below and compare them with the examples above. What's the difference between *can't be* and *can't have been*? What about *must take* and *must have taken*?

3. *When Josh said that one of his bus tickets cost \$10,000, he can't have been serious.*
4. *It must take at least 15 hours to fly from Australia to Spain.*

C. Match the examples 1-4 above with the rules.

- Use **must + base form** to express certainty that something is true.
- Use **can't + base form** to express belief that something is impossible.
- Use **must + have + past participle** to express certainty that something happened in the past.
- Use **can't/couldn't + have + past participle** to express certainty that something didn't happen.

Go to Grammar Reference

## Vocabulary

charge disgusted fed up flipper fond  
foreign get off get out of identical impressed  
instant lay eggs pack pile predict rollover  
set speedboat strange surely survey ticket  
treat validate

## VOCABULARY

### 1. WORDS EASILY CONFUSED

**Aim:** to give Ss practice in using topic vocabulary in context and distinguishing between words easily confused

- Have Ss do the activity. (For definitions of these words, see the language plus box on the following page.)

#### KEY

1. ticket
2. fare
3. strange
4. foreign
5. mention
6. report
7. get off
8. get out of
9. similar
10. identical

### 2. COLLECTIVE NOUNS

**Aim:** to raise Ss' awareness of collective nouns

- Have Ss do the activity.

#### KEY

1. a bunch of flowers
2. a set of tools
3. pile/set of books
4. pack of cigarettes
5. a set of rules
6. a pile/set of boxes
7. a bunch of grapes
8. a pack of wolves
9. a set/bunch of keys
10. a set of furniture

### 3. ADJECTIVES + PREPOSITIONS

**Aim:** to raise Ss' awareness of positive and negative meanings of adjectives followed by prepositions

- A.
- Have Ss do the activity.

Positive meaning (+)	Negative Meaning (-)
interested in	bored with
proud of	sick of
keen on	disgusted by
fond of	tired of
crazy about	fed up with
impressed by/with	

B.

**Aim:** to give Ss practice in using adjectives followed by prepositions

- Have Ss do the activity.

## KEY

### Suggested answers

1. I'm very keen on collecting theatre tickets.
2. My dad is proud of all his children.
3. When I was younger, I was bored with Geography. Now I like it.
4. My best friend is crazy about Angelina Jolie. He has watched all her films.
5. Most of my friends are interested in football.

## GRAMMAR

### 1. EXPRESSING POSSIBILITY (MAY-MIGHT-COULD)

**Aim:** to present the use of may/might/could to express possibility

- A.
- Have Ss do the activity.

#### KEY

1. a
2. a

B.

- Have Ss do the activity.

#### KEY

**Sentence 3:** it was possible in the past but didn't happen  
**Sentence 4:** it possibly happened in the past

C.

- Have Ss do the activity.

#### KEY

Use **may/might/could** + base form to express possibility in the present or future:

#### sentences 1, 2

Use **may/might** + **have** + **past participle** to express possibility in the past:

#### sentence 4

Use **could** + **have** + **past participle** to express possibility in the past which was not fulfilled:

#### sentence 3

### 2. MAKING DEDUCTIONS (MUST - CAN'T)

**Aim:** to present the use of must - can't to make deductions

- A.
- Have Ss do the activity.

#### KEY

1. b
2. a

B.

- Have Ss do the activity.

#### KEY

**Can't be** and **can't have been:** The first one expresses impossibility about the present or near future, whereas the second expresses certainty that something didn't happen in the past.

**Must take** and **must have taken:** The first one expresses certainty that something is true, whereas the second one expresses certainty that something happened in the past.

C.

- Have Ss do the activity.

**KEY**

Use **must + base form** to express certainty that something is true:

**sentence 4**

Use **can't + base form** to express belief that something is impossible:

**sentence 1**

Use **must + have + past participle** to express certainty that something happened in the past:

**sentence 2**

Use **can't / couldn't + have + past participle** to express certainty that something didn't happen:

**sentence 3**

- Refer Ss to the Grammar Reference (p.157).

**3. PRACTICE**

**Aim:** to give Ss practice in using **may, might, could, must** and **can't** to express possibility and deduction

- Have Ss do the activity.

**KEY**

1. must be
2. might
3. might
4. could be
5. can't be
6. must be
7. must have looked
8. must have injured
9. might have knocked
10. could have lost

**ENGLISH IN USE**

**Aim:** to give Ss the opportunity to practise vocabulary and grammar through a multiple choice exercise (ECCE format)

- Have Ss do the exercise.

**KEY**

1. a
2. b
3. c
4. a
5. d
6. b
7. d
8. a
9. b
10. c

**LANGUAGE PLUS**

- **ticket:** a printed piece of paper showing that a person has paid to travel on a bus, plane, etc. or to enter a cinema, concert hall, etc.
- **fare:** the price you pay to travel by bus, train, plane, etc.
- **strange:** unusual, not familiar
- **foreign:** not from your own country or the country you are talking about
- **mention:** refer to or speak about sth briefly or incidentally
- **report:** inform some authority about sth that has happened
- **get off:** leave a plane, bus, train, etc.
- **get out of:** exit, leave a place (room, building, etc.) or a car
- **similar:** resembling to sb/sth; almost the same
- **identical:** similar in every detail, exactly the same

### 3. PRACTICE

Read the texts below and circle the correct words.

My friend Becky (1) **can't be / must be** the luckiest person I know. Last week she won the lottery and became an instant millionaire. When I asked her what she planned to do with her money, she told me she (2) **mustn't / might** go on a holiday, then she (3) **might / can't** buy a new house. The newspapers are predicting that Becky (4) **could be / could have been** the richest woman in England because no one has won the lottery for the last two weeks; this makes her winnings a rollover. Becky says she (5) **mustn't be / can't be** the richest woman in England because surely that title belongs to the Queen!



I wanted to do something useful on my summer holiday so I volunteered at a local Turtle Rescue and Conservation Centre.

My supervisor, Sally, told me that conservation work requires a lot of energy and patience. She (6) **can't be / must be** right, because I've only been doing it for a week and I'm completely exhausted! Yesterday I got up at dawn to help with the morning survey. This involves walking along the beach and checking the nests where turtles lay their eggs. The survey lasted into the heat of the day and, at one point, I (7) **must have looked / couldn't have looked** like I was about to faint because Sally told me to go and take a break. This morning I helped to rescue a turtle, which (8) **must injure / must have injured** its back flipper in the sea. I think a speedboat (9) **might have knocked / couldn't have knocked** against it. We found it on the beach and transported it back to the Rescue Centre where it was treated immediately.

The vet said the turtle was lucky. It (10) **could have lost / must have lost** its back flipper if we hadn't found it in time. At that moment, I felt that all the hard work was worth it.



### English in use

Choose the word or phrase that best completes each sentence.

- Jeremy is a(n) \_\_\_\_\_ reader; he loves reading all kinds of books.  
a. avid                      b. peculiar                      c. proud                      d. interested
- I think Mum will really \_\_\_\_\_ the flowers we bought her.  
a. respond                      b. appreciate                      c. request                      d. sort
- If you don't validate your \_\_\_\_\_, you will be charged a fine.  
a. fare                      b. album                      c. ticket                      d. stamp
- Fiona is really interested \_\_\_\_\_ learning foreign languages.  
a. in                      b. for                      c. of                      d. by
- John gave Pamela a \_\_\_\_\_ of roses for her birthday.  
a. pile                      b. set                      c. pack                      d. bunch
- Andrea has been trying to learn how to drive for two years; she is really \_\_\_\_\_ taking lessons.  
a. crazy about                      b. fed up with                      c. impressed by                      d. fond of
- Brian \_\_\_\_\_ the fastest runner in our school; he has beaten everyone in the 400 metre race for two years in a row.  
a. might be                      b. can be                      c. might be                      d. must be
- The cleaner \_\_\_\_\_ the vase; she was cleaning it this morning.  
a. must have broken                      b. can have broken                      c. must break                      d. could break
- You \_\_\_\_\_ Ted at the party last night; he's away on business.  
a. mustn't have seen                      b. couldn't have seen                      c. may have seen                      d. couldn't see
- Charlie \_\_\_\_\_ serious about wanting to bungee jump off the bridge!  
a. mustn't be                      b. can't have                      c. can't be                      d. mustn't have



# 5b listening & speaking

## Listening

### 1. PRE-LISTENING

Discuss.

- Do you like going to the theatre? Why / Why not?

### 2. MULTIPLE MATCHING

You will hear five different people, friends of a man called Jack, giving their views on the theatre. Choose from the list a-f what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

- a. I believe I would not enjoy going to the theatre.
- b. The last show I went to was very disappointing.
- c. I love the theatre but no longer go because of family responsibilities.
- d. I am impressed by the summer outdoor performances and the live music all year round.
- e. I enjoy going to the theatre and continue to attend with my friend Jack.
- f. I believe the National Theatre is a convenient place when commuting from work to home.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

## Speaking

### 1. WARM-UP

- Do people in your neighbourhood/community ever do activities together? What kind?

### 2. CHOOSING BETWEEN OPTIONS

Imagine that you are on a committee of a community organisation in your town. The committee has decided to organise an event in order to boost community relations. The group has decided on two possible kinds of activities, but you can only do one. Decide which one you would choose if you were in this situation.

#### First:

Look at the pictures below and ask your teacher:

- What are the options?
- What are the advantages/disadvantages of each option?

#### Then:

When you have all the information you need, explain which option you think would be best, and why. You can choose one of the options given, or present a plan that you believe would be better.



### 3. FURTHER DISCUSSION

- Have you ever been to a local festival or a bazaar? Did you like it? If you haven't, which of them would you like to go to, and why?
- In what ways do activities like these help to boost relationships among people who live in a community?

**Vocabulary**

bazaar boost committee community  
commute outdoor

**LISTENING >> 3, 4****1. PRE-LISTENING**

- Aims:**
- to activate Ss' background knowledge
  - to introduce the topic of the listening activity

- Discuss the question in class.

**2. MULTIPLE MATCHING**

- Aim:** to give Ss practice in listening for specific information through a multiple matching activity (FCE format, Part 3)

- Have Ss read through statements a-f and check understanding.
- Have Ss do the activity.

**KEY**

Speaker 1 : f  
Speaker 2 : a  
Speaker 3 : d  
Speaker 4 : e  
Speaker 5 : c

**SPEAKING****1. WARM-UP**

- Aims:**
- to introduce the topic of the section
  - to generate discussion based on Ss' personal experience

- Discuss the questions in class.

**2. CHOOSING BETWEEN OPTIONS**

- Aim:** to give Ss practice in asking for information in order to make a decision (ECCE format)

- Explain to Ss that they have to imagine that they are on a committee of a community organisation in their town. The committee has decided to organise an event in order to boost community relations and there are two possible kinds of activities, but only one can be selected.
- Tell them that they have to ask the questions above the pictures and then decide which option is better and why. Explain to Ss that both choices are acceptable, yet their answer should be justified, based on the teacher's answers.

**Examiner Information**

	Carnival	Rummage sale / Bazaar
Advantages	<ul style="list-style-type: none"> <li>• people of all ages can have fun</li> <li>• it is open from morning till night, plenty of time to strengthen community relationships</li> </ul>	<ul style="list-style-type: none"> <li>• no need for renting equipment or space, can be organised in the local park</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>• very expensive (the committee has to rent equipment and space)</li> <li>• needs a lot of space for all the equipment</li> <li>• some of the rides may be dangerous</li> </ul>	<ul style="list-style-type: none"> <li>• only teenagers and adults enjoy bazaars since they can trade or buy stuff - young children not taken into account</li> <li>• the duration is limited (only during day time)</li> </ul>

**KEY****Suggested answers**

- **Option 1:** I think that the best option which would definitely boost community relations is a carnival because it is an opportunity for all members of the community - young and old alike - to get to know each other and have fun together during a whole day, even until the small hours. No doubt, this option is costly, yet the advantages of organising a carnival outweigh the expenses.
- **Option 2:** I think that the best option is organising a rummage sale / bazaar in the local park. I believe it is a great way to get to know each other in the idyllic environment of the local park. Moreover, taking the financial situation of the committee into consideration, it is without doubt the best choice, since it is a low-cost activity, and extra equipment or space doesn't need to be rented.

**3. FURTHER DISCUSSION**

- Aim:** to give Ss the opportunity to elaborate and expand on the topic of the speaking activity (FCE format, Part 4)

- Discuss the questions in class.

**KEY**

- Open answer
- **Suggested answer**

With activities like these, people come together in a friendly environment, interact and have the opportunity to socialise and get to know each other better.

**Vocabulary****Words related to the theatre and cinema**

academy award acting adaptation blockbuster  
 cast director foyer performance play (n) plot  
 production rehearsal screen sets soundtrack  
 special effects stage stuntman

**Other words**

convincing

**VOCABULARY****WORDS RELATED TO THE THEATRE AND CINEMA**

**A.**  
**Aim:** to familiarise Ss with vocabulary related to the theatre and cinema

- Ask Ss to go through the words in the box and check understanding.
- Have Ss do the activity.

**KEY**

Theatre	Cinema	Both
a play	special effects	production
foyer	complex	acting
stage	screen	director
rehearsal	blockbuster	sets
	stuntman	performance
	soundtrack	cast
		plot

**B.**  
**Aim:** to give Ss practice in using words related to the theatre and cinema in context

- Have Ss go through sentences 1-15 and check understanding.
- Have Ss do the activity.

**KEY**

1. production
2. acting
3. director
4. effects
5. play
6. performance
7. foyer
8. complex
9. stage, rehearsal
10. screen
11. blockbuster
12. cast
13. plot
14. stuntman
15. sets

**GRAMMAR**  
**QUESTION TAGS**

**A.**  
**Aim:** to help Ss revise the use and formation of question tags

- Have Ss do the exercise.

**KEY**

- end
- auxiliary
- negative
- positive

**B.**  
**Aim:** to give Ss practice in using question tags

- Have Ss do the exercise.

**KEY**

1. was it?
2. isn't it?
3. aren't you?
4. did you?
5. isn't he?
6. didn't she?
7. won't you?
8. shall we?
9. don't you?
10. will you?

- Refer Ss to the Grammar Reference (p.158).

## Vocabulary

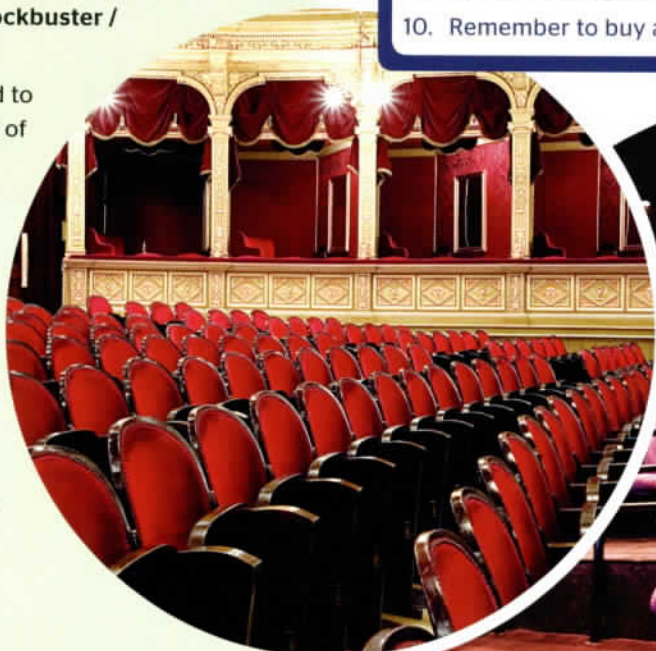
### WORDS RELATED TO THE THEATRE AND CINEMA

A. Decide if the following words are related to the theatre, the cinema or both.

production acting director sets  
special effects a play performance  
rehearsal foyer complex stage  
screen blockbuster cast plot  
stuntman soundtrack

B. Read the sentences below and circle the correct answer.

- I saw the new **plot / production** of *Midsummer Night's Dream* last night; it was really funny.
- John is really interested in a career in **acting / stage**.
- The **director / production** won an academy award for his latest film.
- The latest Bond film had fantastic special **soundtrack / effects**.
- We went to see a **play / plot** on Saturday night at the Royal Exchange Theatre.
- Her **performance / production** in the film was not convincing.
- The **foyer / stage** of the theatre was very crowded on the first night of the show.
- A new cinema **screen / complex** has been built in the area.
- The actress fell off the **play / stage** during the **rehearsal / acting**.
- Although she's an award winning actress, she doesn't like to watch herself on **screen / sets**.
- The adaptation of the latest *Harry Potter* novel was an instant **blockbuster / production**.
- The lead actress refused to have lunch with the rest of the **acting / cast**.
- The film had a weak **plot / director** and the acting was bad.
- The **director / stuntman** injured himself in the car chase scene.
- The three film **sets / rehearsals** cost millions of dollars to create.



## Grammar

### QUESTION TAGS

A. Read the extracts from the monologues you heard in the listening section and circle the correct words to complete the rules about question tags.

*You know what I mean, don't you?*

*That's proper culture, isn't it?*

*... you don't have so much spare time, do you?*

- Question tags are short questions placed at the **beginning / end** of a statement. We use them when we are not sure of something or when we ask for confirmation.
- Question tags are formed with the **auxiliary / main** verb and a personal pronoun.
- If the statement is positive, the question tag is **positive / negative**.
- If the statement is negative, the question tag is **positive / negative**.

### Go to Grammar Reference

B. Write an appropriate question tag at the end of each statement.

- The film wasn't very good, \_\_\_\_\_?
- It's too hot today, \_\_\_\_\_?
- You're the new teacher, \_\_\_\_\_?
- You didn't break her vase, \_\_\_\_\_?
- Alex is working in a bank now, \_\_\_\_\_?
- Mary made this cake, \_\_\_\_\_?
- You will remember to buy me a present on my birthday, \_\_\_\_\_?
- Let's watch a DVD tonight, \_\_\_\_\_?
- You go to the gym every day, \_\_\_\_\_?
- Remember to buy a newspaper, \_\_\_\_\_?

# 5b writing

## Writing a review

### 1. DISCUSS

- Do you read film, theatre or book reviews in magazines or newspapers? Why/Why not?
- Would a review influence your choice of a film/play to see or a book to buy?

### 2. FOCUS ON CONTENT AND ORGANISATION

A. Read the review of a musical below. What is the writer's opinion of the musical?



It only took a few days for young people to love it! *Step up 2 the Streets* is a romantic film, which is already as popular as the very successful *Step up* (2006). It was directed by Jon Chu and stars Briana Evigan and Robert Hoffman.

The film is set in Maryland, USA where two young people from very different backgrounds, Andie and Chase, meet at the Maryland School of Arts (MSA). Andie, a young street dancer, faces problems at MSA because she must work hard in a very competitive environment. A romance between Chase and Andie soon develops while they prepare for the dance competition *The Streets*.

Briana Evigan and Robert Hoffman are both very talented young actors and give a brilliant performance. With fantastic music and breathtaking choreography, this is probably one of the best dance films ever. You will want to get up and start dancing to the music!

*Step up 2 the Streets* has it all: lots of music, top quality dancing, drama and romance. It's definitely worth seeing.

B. Read the review again and answer the following questions.

In which paragraph does the writer:

- state his overall opinion and make a recommendation?
- briefly describe the plot and setting?
- comment on the actors' performance?
- refer to the music and choreography?
- give some general information about the film?

**Vocabulary**

authentic be set briefly brilliant  
 choreography comment (v) competitive  
 moving overall recommendation refer  
 romance spectacular unrealistic violent

**WRITING****1. DISCUSS**

**Aims:**

- to activate Ss' background knowledge
- to prepare Ss for the writing task

- Discuss the questions in class.

**2. FOCUS ON CONTENT AND ORGANISATION**

**Aim:** to help Ss identify content and paragraph organisation of a review

**A.**

- Have Ss read the review and do the activity.

**KEY**

The writer's opinion is positive. / He is enthusiastic about the film.

**B.**

- Ask Ss to read the questions and check understanding.
- Have Ss do the activity.

**KEY**

a. 4  
 b. 2  
 c. 3  
 d. 3  
 e. 1

### 3. FOCUS ON DESCRIPTIVE LANGUAGE

A.

**Aim:** to familiarise Ss with descriptive language used in reviews

- Have Ss read the words in the box and check understanding.
- Explain to Ss that they may use more than one adjective for each noun.
- Have Ss do the activity.

#### KEY

1. excellent / poor / moving / predictable / unrealistic / fantastic / awful / amazing / original / brilliant / amusing / disappointing plot
2. excellent / poor / moving / fantastic / awful / amazing / brilliant / disappointing acting
3. excellent / poor / fantastic / amazing / spectacular / original / brilliant / disappointing performance
4. excellent / moving / fantastic / awful / amazing / original music
5. excellent / moving / unrealistic / fantastic / amazing / spectacular / violent / disappointing scenes
6. excellent / fantastic / awful / amazing / spectacular / original / disappointing choreography
7. authentic / amazing / moving atmosphere
8. excellent / poor / unrealistic / fantastic / awful / amazing / spectacular / brilliant / disappointing special effects

B.

**Aim:** to give Ss practice in speaking about films or plays they have seen using previously taught structures and vocabulary

- Divide Ss into pairs and go through the language bubble.
- Have Ss discuss a film they recently saw. Go round the class helping Ss when necessary.

### 4. WRITING TASK

A.

**Aim:** to provide Ss with a concise plan for writing film reviews

- Have Ss read through the outline and make sure they understand what each paragraph should include when writing a review.
- Have Ss complete the outline based on the film they are going to review.

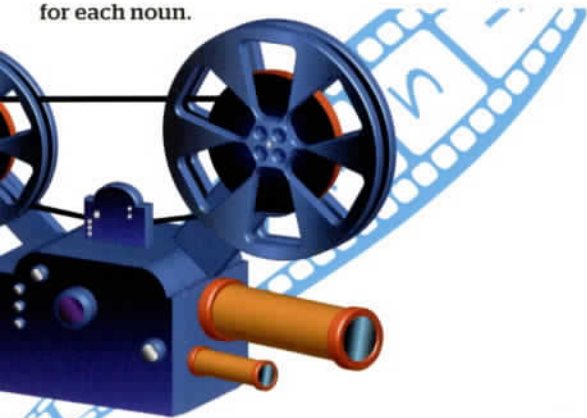
B.

**Aim:** to give Ss practice in writing a film review (FCE format, Part 2)

- Read out and explain the tip.
- Tell Ss that they should write a film review according to the rubric.
- Refer Ss to the review on page 90, the outline and the tip on page 91 as well as Appendix I for phrases they can use when writing their review.

### 3. FOCUS ON DESCRIPTIVE LANGUAGE

A. Match the adjectives with the nouns to form collocations. You can use more than one adjective for each noun.



- |             |               |
|-------------|---------------|
| excellent   | spectacular   |
| poor        | original      |
| moving      | amusing       |
| unrealistic | brilliant     |
| fantastic   | violent       |
| awful       | predictable   |
| authentic   | disappointing |
| amazing     |               |

- \_\_\_\_\_ plot
- \_\_\_\_\_ acting
- \_\_\_\_\_ performance
- \_\_\_\_\_ music
- \_\_\_\_\_ scenes
- \_\_\_\_\_ choreography
- \_\_\_\_\_ atmosphere
- \_\_\_\_\_ special effects

B. Talk in pairs about a film you saw recently. Use the adjectives and nouns in the previous activity.

I saw... last night.

Really? What was the plot like?

It was...

What about the acting?

### 4. WRITING TASK

A. Read the rubric below and complete the outline for your review.

#### Looking for film reviews

Send us a review of a film that you have recently seen. Include information about it and say whether you would recommend it to people of your age.

### INTRODUCTION

- Give some general information about the film.

Title: \_\_\_\_\_

Type of film: \_\_\_\_\_

Director: \_\_\_\_\_

Leading actors: \_\_\_\_\_

### MAIN PART (paragraph 1)

- Give a brief summary of the plot.

### MAIN PART (paragraph 2)

- Make comments about what you liked or didn't like about the film.

	excellent	good	not good
acting			
length of film			
music			
special effects			
sets and costumes			
ending			

### CONCLUSION

- State your general opinion about the film and say whether you recommend it or not.

B. Write your review for the magazine (140-190 words).

### TIP

When writing a review of a film, play, book, etc.:

- choose a film, book, etc. that you know well and make a plan about what you are going to write. Decide whether your review will be positive, negative or balanced.
- remember to include all the necessary basic information: name and kind of book/film/play; name of author/director, etc.; plot and setting; actors and their performance; other significant aspects such as music, special effects, etc.; comments about what you liked/didn't like and a recommendation.
- mention only the main points of the plot. Do not include too many details and do not reveal the ending. Remember to use the Present Simple.
- use a range of adjectives and a vivid style to describe the film, play or book and to express your opinion.

For a list of expressions/phrases commonly used in a film review, see Appendix I.





# 5 round-up

## Vocabulary & Grammar

A. Choose the word that most appropriately completes the sentence. (ECCE format)

- Scientists believe that workers who \_\_\_\_\_ a nap in the afternoon are more productive during the remainder of the day.  
a. sleep  
 b. take  
c. get  
d. go on
- We need to \_\_\_\_\_ ready; the taxi is coming in 5 minutes.  
a. have  
b. go  
 c. get  
d. take
- There were \_\_\_\_\_ lights in the sky last night.  
a. avid  
b. interactive  
c. old-fashioned  
 d. peculiar
- Paul and I have very \_\_\_\_\_ taste in music.  
a. identical  
 b. similar  
c. same  
d. natural
- 'James, please could you buy me a \_\_\_\_\_ of cigarettes when you go out?'  
a. set  
b. pile  
 c. pack  
d. bunch
- Sally is upset because she lost her \_\_\_\_\_ of keys for the building; as a result, all the locks have to be changed.  
 a. set  
b. pack  
c. pile  
d. group
- The \_\_\_\_\_ that I saw last night was very disappointing; the acting was bad and the plot was poor.  
a. stage  
b. set  
 c. play  
d. director
- The other members of the \_\_\_\_\_ were annoyed with the lead actress because she was always late for rehearsals.  
 a. cast  
b. blockbuster  
c. soundtrack  
d. screen

B. Choose the word or phrase that produces a grammatically correct sentence. (ECCE format)

- I forgot \_\_\_\_\_ the telephone bill last week.  
a. pay  
 b. to pay  
c. paying  
d. paid
- Sue stopped on the street \_\_\_\_\_ to her friend Margaret.  
 a. to talk  
b. talk  
c. talking  
d. talked
- Charlie enjoys \_\_\_\_\_ tennis at the weekend with his friends.  
a. play  
 b. playing  
c. to play  
d. played
- The weather is lovely today, \_\_\_\_\_?  
 a. isn't it  
b. doesn't it  
c. is it  
d. won't it
- You've met Alice before, \_\_\_\_\_?  
a. won't you  
 b. haven't you  
c. aren't you  
d. don't you?
- Jack \_\_\_\_\_ have eaten the cake. He hates sweets.  
a. mustn't  
b. might  
c. could  
 d. can't
- Christine is worried that something \_\_\_\_\_ wrong with her experiment.  
a. must go  
 b. might go  
c. could have  
d. might have
- Jackie \_\_\_\_\_ her leg on that ski slope - it was very steep and she's not an experienced skier.  
 a. could have broken  
b. couldn't have broken  
c. must break  
d. can't have broken

C. Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

I remember my father  
 (1) handing (hand) me a camera on my 9th birthday. At first I wasn't sure what  
 (2) to do (do) with it but after my father told me the basics, it didn't take long for me  
 (3) to learn (learn) how to use it. As my pictures improved, my interest in photography continued  
 (4) to grow (grow) and twenty years later I still love clicking my camera at anything that interests me. I simply refuse (5) to leave (leave) home without my camera because I believe there is always something special in everyday life that is worth (6) capturing (capture). When I go on holiday, I enjoy (7) taking (take) pictures of exotic landscapes, but I'm more interested in  
 (8) taking (take) photographs of ordinary things and people in their daily lives. It's usually in these simple moments that you can (9) find (find) a certain magic. Photography has made me (10) see (see) the world in a different way and appreciate its astonishing beauty.

D. Read the text below and decide which answer a, b or c best fits each gap. (FCE format, Part 1)



A few years ago my family and I went to Guernsey for a holiday; my parents liked it so much that they decided (1) \_\_\_\_\_ a house there. Guernsey is one of the Channel Islands, located in the English Channel off the coast of Normandy, a region in northern France. The island's capital is St Peter Port, a(n) (2) \_\_\_\_\_ harbour town with marinas and (3) \_\_\_\_\_ shops, museums and restaurants. Our house is situated just outside St Peter Port. I like going with my family on walks through the (4) \_\_\_\_\_ countryside or along the coast. Sometimes we take the ferry to the (5) \_\_\_\_\_ islands of Sark and Alderney, which have a (6) \_\_\_\_\_ of attractions. When my parents first told me they were buying a house in Guernsey, I thought it might be boring to go to the same (7) \_\_\_\_\_ every year, but then I fell in love with Guernsey and now I really (8) \_\_\_\_\_ the fact that I have a home there.

- |   |   |  |
|---|---|--|
| 1. a. buying                                      | b. buy                                      | <input checked="" type="radio"/> c. to buy |
| 2. <input checked="" type="radio"/> a. pretty     | b. private                                  | c. impressed                               |
| 3. a. natural                                     | <input checked="" type="radio"/> b. various | c. avid                                    |
| 4. <input checked="" type="radio"/> a. scenic     | b. guided                                   | c. distant                                 |
| 5. <input checked="" type="radio"/> a. nearby     | b. authentic                                | c. same                                    |
| 6. a. pile  | <input checked="" type="radio"/> b. wealth  | c. group                                   |
| 7. a. holiday                                     | <input checked="" type="radio"/> b. place   | c. trail                                   |
| 8. <input checked="" type="radio"/> a. appreciate | b. recreate                                 | c. request                                 |

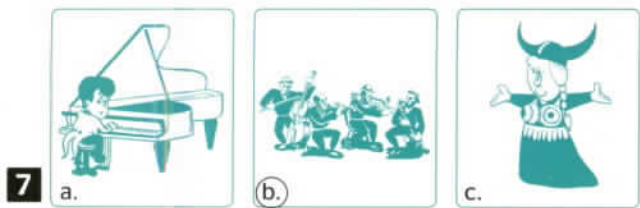
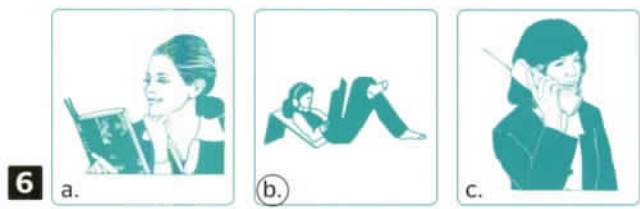
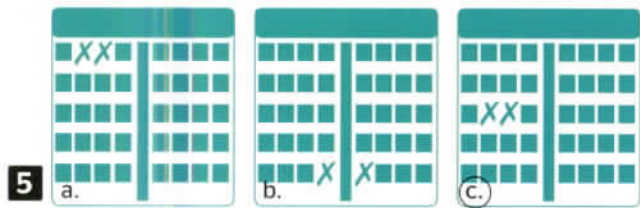
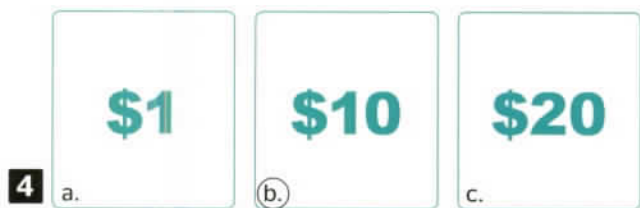
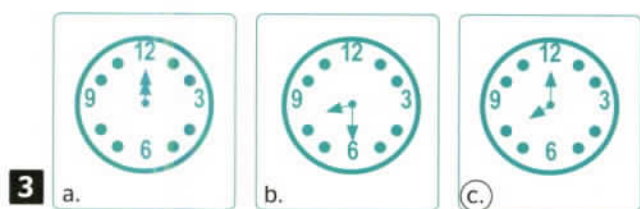
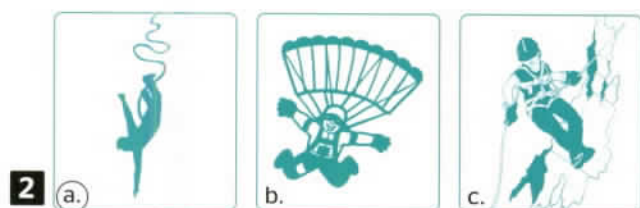
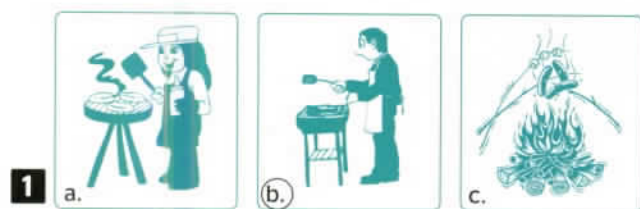
E. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given. (FCE format, Part 4)

- |   |        |
|---|--------|
| 1. You'll only be wasting your time if you call him.<br>There is _____ <i>no point in calling</i> _____ him.  | point  |
| 2. I don't think Paul works hard enough.<br>Paul is not a _____ <i>hard worker/hardworking person, is</i> _____ he?                                     | is     |
| 3. I'm sure they didn't go mountain climbing without a guide.<br>They _____ <i>couldn't/can't have gone</i> _____ mountain climbing without a guide.    | have   |
| 4. I'm almost certain that my purse was stolen while I was on the train.<br>My purse _____ <i>must have been stolen</i> _____ while I was on the train. | been   |
| 5. It's possible that he went to the gym after work.<br>He _____ <i>might have gone</i> _____ to the gym after work.                                    | might  |
| 6. It was a mistake to buy a second-hand car.<br>I _____ <i>regret buying</i> _____ a second-hand car.  | regret |

# 5 round-up

## Listening

You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly. (ECCE format, Part 1)



## Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

NOW I CAN...	
VOCABULARY	<ul style="list-style-type: none"> <li>use collocations with <i>get, go, have</i> and <i>take</i> <input type="checkbox"/></li> <li>distinguish the difference in meaning of words easily confused <input type="checkbox"/></li> <li>use collective nouns <input type="checkbox"/></li> <li>use adjectives + prepositions <input type="checkbox"/></li> </ul>
	<ul style="list-style-type: none"> <li>use infinitives and -ing forms appropriately <input type="checkbox"/></li> <li>use <i>may, might</i> and <i>could</i> to express possibility <input type="checkbox"/></li> <li>use <i>must</i> and <i>can't</i> to make deductions <input type="checkbox"/></li> <li>use question tags to ask for confirmation <input type="checkbox"/></li> </ul>
	<ul style="list-style-type: none"> <li>understand gist and details in a text <input type="checkbox"/></li> <li>understand text organisation and reconstruct a gapped text <input type="checkbox"/></li> </ul>
	<ul style="list-style-type: none"> <li>understand specific information in a short conversation and identify the picture that corresponds to the information <input type="checkbox"/></li> <li>listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>talk about different forms of entertainment and free-time activities <input type="checkbox"/></li> <li>obtain information that I need, make a choice and justify it <input type="checkbox"/></li> </ul>
	<ul style="list-style-type: none"> <li>use topic sentences to introduce the general idea of a paragraph <input type="checkbox"/></li> <li>write an essay expressing an opinion <input type="checkbox"/></li> <li>write a review <input type="checkbox"/></li> </ul>

LISTENING >> 5

LISTENING TRANSCRIPT

1)  
**Girl:** What did you do last night?  
**Boy:** My family had a cookout.  
**Girl:** Oh, that sounds like fun. Did you cook the food over a fire?  
**Boy:** No, we grilled on the new barbeque pit that my dad had bought.  
**Girl:** Did your mom do all the cooking?  
**Boy:** No, actually. My dad was the chef for once.

Which picture shows the correct cookout?

2)  
**Girl:** Do you like extreme sports?  
**Boy:** Sure, why?  
**Girl:** My sister wants me to go bungee jumping with her. I don't know if I should.  
**Boy:** Oh, do it, it's so much fun! But it's not as exciting as sky diving.  
**Girl:** Oh gosh, I could never jump out of a plane! The most exciting thing I've done is rock climbing.  
**Boy:** That's OK, I guess. I like the feeling of flying through the air, though.

Which sport might the girl try?

3)  
**Girl:** The movie starts in ten minutes, hurry up!  
**Boy:** I thought it started at 8:30.  
**Girl:** I told you before. All movies start on the hour. It starts at eight sharp.  
**Boy:** We'll never make it. Let's just go to the later showing.  
**Girl:** No way! That doesn't start until midnight!

What time does the movie start?

4)  
**Boy:** Do you have the money for the tickets?  
**Girl:** It's right here. Twenty, right?  
**Boy:** No, I think they are ten dollars.  
**Girl:** Right, ten each, but twenty altogether.  
**Boy:** Oh, of course. You're right. But look! They are on sale, buy one get one free.

How much will they pay for the tickets?

5)  
**Girl:** Where are we sitting?  
**Boy:** It looks like we can choose. How about right in front of the stage?  
**Girl:** Oh no, I don't like being that close. Here are some nice aisle seats.  
**Boy:** Yes, but they are too far away. What about these ones in the middle?  
**Girl:** I suppose they'll have to do.

Where will they be sitting in the theatre?

6)  
**Girl:** Did you try to call me last night?  
**Boy:** Yeah, I couldn't get through. Were you the one on the phone all night long?  
**Girl:** No, I was reading. It must have been my sister.  
**Boy:** You were reading all night long?  
**Girl:** Well, I was listening to music too.

What was the girl doing last night?

7)  
**Boy:** Let's go to a concert tonight.  
**Girl:** What do you want to hear?  
**Boy:** How about a jazz concert?  
**Girl:** I'd prefer something quieter. Why not a piano recital?  
**Boy:** That's boring but I guess it's better than the opera.

Where would the boy prefer to go?

## 6

# Earth watch

**Aims:**

- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Ask Ss to look at the title of the module and the picture and tell you what the module is about.
- Ask Ss the questions in the *Discuss* section.
- Read out the points listed in the *Flick through the module and find...* section.
- Explain any unknown words.
- Then, ask Ss to flick through the pages of the module and find where these points are discussed.

**KEY**

a short article about food miles: p.105

a letter to an editor of a newspaper about a ban on hunting: p.108

a brochure about the Columbus Zoo and Aquarium: pp.102-103

a radio interview about Hurricane Katrina: p.106

two stories about cleaning up polluted rivers: p.97

a short article about eco-tourism: p.99

- Read out the topics listed in the *In this module you will...* section. Explain any unknown words.