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Full Blast!

PLUS

4



STUDENT'S BOOK

Modules	Vocabulary	Structures	Functions
1 page 5 Let's chat	<ul style="list-style-type: none"> Words/Collocations related to computers Words/Phrases related to communication Phrases expressing likes/dislikes Words easily confused Word building: nouns ending in <i>-ion</i>, <i>-ation</i>, <i>-ment</i> 	<ul style="list-style-type: none"> Present Simple vs Present Progressive Stative verbs Comparisons Past Simple <i>Used to</i> <i>be/get used to</i> 	<ul style="list-style-type: none"> Distinguishing between permanent and temporary situations Making comparisons Discussing past habits and events Expressing likes/dislikes Expressing enthusiasm Accepting or refusing an invitation Giving news
2 page 19 Ready for anything	<ul style="list-style-type: none"> Adjectives describing feelings Words used both as verbs and as nouns Prepositional phrases (in/out of) Words easily confused Personality adjectives Phrasal verbs and expressions with <i>keep</i> 	<ul style="list-style-type: none"> Countable and uncountable nouns Quantifiers Defining Relative Clauses Non-Defining Relative Clauses Past Simple - Past Progressive 	<ul style="list-style-type: none"> Defining people, places, things and ideas and giving additional information about them Narrating past events Sequencing past actions Describing personality Expressing feelings
3 page 33 Buy it!	<ul style="list-style-type: none"> Words/Phrases related to shopping Word building Words easily confused Phrasal verbs with <i>get</i> and <i>put</i> 	<ul style="list-style-type: none"> <i>may / might / could</i> <i>must / can't</i> <i>must / have to / need (to) / can't</i> <i>would rather / had better / should / ought to</i> Present Perfect Simple vs Past Simple Present Perfect Simple - Present Perfect Progressive 	<ul style="list-style-type: none"> Expressing possibility and making deductions Expressing obligation, prohibition and absence of necessity Expressing preference and making suggestions Expressing threat or warning Expressing opinion and giving advice Linking past and present time
4 page 47 Being a teen	<ul style="list-style-type: none"> Word building: negative adjectives beginning with <i>un-</i>, <i>in-</i>, <i>il-</i>, <i>ir-</i>, <i>im-</i> Adjectives + prepositions Expressions with <i>make</i> and <i>do</i> Words easily confused 	<ul style="list-style-type: none"> Future <i>will</i> Future <i>be going to</i> Future Perfect Simple All / Both / Neither / None / Either Both... and / Either... or / Neither... nor Conditional Sentences Types 0, 1 and 2 	<ul style="list-style-type: none"> Referring to the future Expressing opinion Expressing hypotheses about what is likely or unlikely to happen in the future
5 page 61 Globetrotting	<ul style="list-style-type: none"> Types of holiday Geographical features Animals Word building: nouns ending in <i>-er</i>, <i>-or</i>, <i>-ist</i> referring to people Words easily confused Compound nouns Idioms Airport language 	<ul style="list-style-type: none"> Past Perfect Simple - Past Perfect Progressive Reported Speech (Statements, Questions, Commands, Requests) Reporting verbs 	<ul style="list-style-type: none"> Sequencing past actions and events Narrating events and past experiences Reporting Understanding recorded messages Making offers and suggestions Giving directions
6 page 75 Time out	<ul style="list-style-type: none"> Idioms Verbs + prepositions Verbs beginning with <i>over</i> Word building: nouns ending in <i>-ness</i>, <i>-ity</i> Phrasal verbs Expressions with <i>take</i> 	<ul style="list-style-type: none"> Passive Voice Verbs with two objects Clauses of result, concession, purpose 	<ul style="list-style-type: none"> Emphasising an action using the Passive Voice Expressing result, concession and purpose Expressing views and preferences Making polite requests
7 page 89 Mother nature	<ul style="list-style-type: none"> Expressions with 'nature' Collective terms for animals Phrasal verbs with <i>up</i> and <i>down</i> Prepositional phrases (at) Word building: adjectives ending in <i>-ous</i>, <i>-al</i>, <i>-ive</i>, <i>-able</i>, <i>-ing</i>, <i>-ful</i> Words related to the environment Words easily confused 	<ul style="list-style-type: none"> Full / Bare Infinitive <i>-ing</i> form Exclamatory sentences Modal verbs + have + past participle 	<ul style="list-style-type: none"> Expressing surprise, alarm and joy Expressing criticism, possibility, certainty and absence of necessity in the past Expressing opinion
8 page 103 Image	<ul style="list-style-type: none"> Word building: negative words beginning with <i>dis-</i>, <i>mis-</i>, ending in <i>-less</i> Words easily confused Expressions related to appearance and fashion Phrasal verbs Lexical set: colours Words/Phrases related to arts and crafts 	<ul style="list-style-type: none"> Causative Form Conditional Sentences Type 3 Wish / If only 	<ul style="list-style-type: none"> Referring to hypothetical situations in the past Asking for and giving advice Expressing wishes and regret about something in the past Suggesting and recommending

Reading	Listening	Speaking	Writing	21st century competencies
<ul style="list-style-type: none"> A magazine page: <i>Your opinion: SN sites</i> A magazine article: <i>From Brick to Smartphone</i> 	<ul style="list-style-type: none"> A telephone conversation between a father and a son A radio programme about body language People talking in different situations 	<ul style="list-style-type: none"> Discussing different activities and expressing an opinion Discussing the differences between desktop and laptop computers 	<ul style="list-style-type: none"> Information to include in a personal webpage Developing skills: <ul style="list-style-type: none"> Using linking words (and, but, so, because, or) An informal letter/e-mail based on prompts Developing skills: <ul style="list-style-type: none"> Expanding on prompts 	
<ul style="list-style-type: none"> A magazine article: <i>The things people will do...!</i> An extract from a novel: <i>Sherlock Holmes: The Adventure of the Mazarin Stone</i> 	<ul style="list-style-type: none"> Part of an interview with a girl who's recently been in the news A TV news broadcast about a robbery People talking in different situations 	<ul style="list-style-type: none"> Discussing different professions and expressing an opinion Role play: A reporter interviewing a witness of an accident 	<ul style="list-style-type: none"> A description of a person Developing skills: <ul style="list-style-type: none"> Supporting an opinion A story Developing skills: <ul style="list-style-type: none"> Using linking words/phrases (time, result-consequence, cause-reason, emphasis) 	
<ul style="list-style-type: none"> Three Internet advertisements: <i>Cool buys! Online shopping</i> A magazine article: <i>Beware! Retailers are tricking you into spending more money!</i> 	<ul style="list-style-type: none"> Part of a radio programme about places to shop A radio interview with a mystery shopper People talking in different situations 	<ul style="list-style-type: none"> Comparing photographs: two different places to shop Speculating and making a decision: Buying a T-shirt for a friend Discussing the similarities and differences between two jobs 	<ul style="list-style-type: none"> Completing a form A formal letter/e-mail of application Developing skills: <ul style="list-style-type: none"> Distinguishing between formal and informal language 	
<ul style="list-style-type: none"> A Q&A column of a magazine: <i>Education</i> A magazine article: <i>More than just beats and rhymes</i> 	<ul style="list-style-type: none"> Five monologues about how to use school funds A radio quiz: <i>Are you a peer pressure victim?</i> A conversation between two friends 	<ul style="list-style-type: none"> Discussing the advantages and disadvantages of different teaching aids Speculating about a picture 	<ul style="list-style-type: none"> A paragraph expressing opinion Developing skills: <ul style="list-style-type: none"> Developing a paragraph Using linking words/phrases (to list/add points, express contrast, give examples, give opinion) An essay (discussing advantages and disadvantages) Developing skills: <ul style="list-style-type: none"> Using topic sentences Organising ideas 	
<ul style="list-style-type: none"> A magazine article about a man's incredible adventure An Internet blog: <i>My trip to Morocco</i> 	<ul style="list-style-type: none"> A radio interview with two avalanche survivors Recorded messages related to travel A one-sided telephone conversation to a member of airline staff 	<ul style="list-style-type: none"> Describing events based on visual and verbal prompts Comparing means of transport and discussing advantages and disadvantages 	<ul style="list-style-type: none"> An account of a true event Developing skills: <ul style="list-style-type: none"> Using 'strong' adjectives An informal letter/e-mail based on prompts Developing skills: <ul style="list-style-type: none"> Expanding on prompts 	
<ul style="list-style-type: none"> A magazine page: <i>The Urban Playground</i> Short computer game reviews 	<ul style="list-style-type: none"> People talking in different situations A radio programme reviewing TV programmes A commercial advertising an upcoming TV programme 	<ul style="list-style-type: none"> Speculating and making a decision: Matching people with activities Discussing TV habits and preferences 	<ul style="list-style-type: none"> A semi-formal letter/e-mail asking for and giving information Developing skills: <ul style="list-style-type: none"> Using indirect questions A film review Developing skills: <ul style="list-style-type: none"> Using positive and negative adjectives 	
<ul style="list-style-type: none"> A magazine article: <i>Amazing animals!</i> A magazine page: <i>Keep it GREEN!</i> 	<ul style="list-style-type: none"> A radio programme about a country in South America A radio quiz about the environment People talking in different situations 	<ul style="list-style-type: none"> Speculating and making a decision: Choosing the best places for a school trip Comparing two photographs: Urban and rural life 	<ul style="list-style-type: none"> An article describing a place Developing skills: <ul style="list-style-type: none"> Using different ways to attract the reader's attention A letter (to the editor) expressing an opinion Developing skills: <ul style="list-style-type: none"> Using a mind map for brainstorming 	
<ul style="list-style-type: none"> A magazine article: <i>Don't believe everything you see...</i> A magazine article: <i>Installation art</i> 	<ul style="list-style-type: none"> Five monologues about clothes and appearance A conversation between two friends at a gallery People talking in different situations 	<ul style="list-style-type: none"> Role play: Asking for and giving advice Discussing different forms of art Discussing pictures: Three different kinds of artists 	<ul style="list-style-type: none"> A letter giving advice Developing skills: <ul style="list-style-type: none"> Using appropriate expressions to give advice and make suggestions A report Developing skills: <ul style="list-style-type: none"> Using paragraph headings Presenting information in an impersonal, formal way (Passive Voice) 	



5

Globetrotting



Discuss:

- ▶ Do you like travelling?
- ▶ Where would you most like to travel in the world? Why?
- ▶ What do you think the holidays below involve?

cruise	backpacking holiday
coach tour	safari
holiday by the seaside	skiing holiday
guided city tour	working holiday

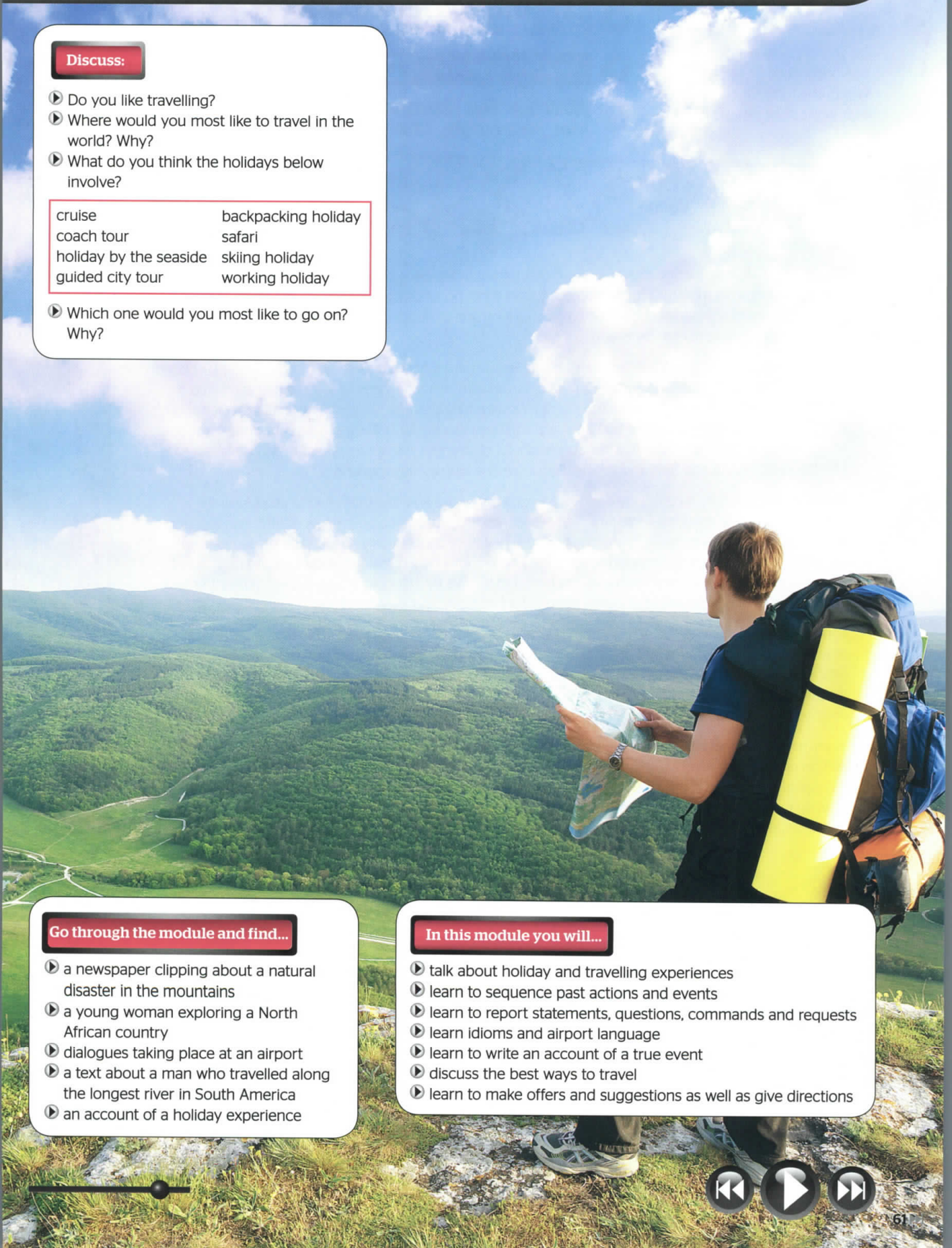
- ▶ Which one would you most like to go on? Why?

Go through the module and find...

- ▶ a newspaper clipping about a natural disaster in the mountains
- ▶ a young woman exploring a North African country
- ▶ dialogues taking place at an airport
- ▶ a text about a man who travelled along the longest river in South America
- ▶ an account of a holiday experience

In this module you will...

- ▶ talk about holiday and travelling experiences
- ▶ learn to sequence past actions and events
- ▶ learn to report statements, questions, commands and requests
- ▶ learn idioms and airport language
- ▶ learn to write an account of a true event
- ▶ discuss the best ways to travel
- ▶ learn to make offers and suggestions as well as give directions



Read 

A. Discuss.

- Do you enjoy walking? Why/Why not?
- What's the furthest you have ever walked? What was it like?

B. Read the text quickly and choose the best title a, b or c.

- a** **EXPLORING THE AMAZON:**
Ed Stafford's amazing journey across the Amazon River
- b** **Amazon Adventure:** One man tries to save the rainforest
- c** **Walking the Amazon:**
The incredible story of Ed Stafford

When British explorer Ed Stafford announced that he wanted to become the first person to walk the 4000-mile length of the Amazon from source to sea, most people said that he could not do it. They said there was no way any human could survive such a long and dangerous journey. This made Stafford even more determined to prove them wrong.

In April 2008, Stafford set off with another trekker, who returned home after three months. Stafford continued and was joined by a Peruvian forester 'Cho' who stayed with him until the end. Stafford had estimated that it would take him a year to complete the journey. However, by the time he reached the Atlantic Ocean on the other side of the continent, he had been walking continuously for 860 days. Throughout the expedition, he had to carry 40kg on his back, which required a lot of strength. A lot of this weight was batteries for his satellite video phone and laptop, which he used to write a blog of his experiences.

Along the way, Stafford faced many dangers and challenges. He and Cho often had to cross swamps and rivers with only small inflatable rafts. They came across giant poisonous snakes, electric eels, jaguars, crocodiles, monkeys and many dangerous insects. They were continuously attacked by mosquitoes and Stafford was stung twice by scorpions during the journey. A fly buried itself into his head and he also suffered a tropical skin disease. Sometimes they were forced to survive by eating whatever they could hunt or find. Their diet sometimes consisted of plants, piranha fish, wild cats and even tortoises.

Some of the dangers they faced were from humans. The maps they used were often unreliable and on several occasions they arrived at areas to get supplies and found that logging companies had completely cleared them away. There were problems with the native people, too. Several isolated communities living in the jungle saw Stafford and Cho as a threat and chased them with knives and guns. On one occasion, they avoided an attack by agreeing to pay the community chief to be their guide.

Many people found it difficult to understand why Stafford wanted to put his life in danger. He explained that no one had achieved anything like it before. That was a good enough reason for doing it. Moreover, he hoped his expedition would make people more aware of the destruction of the rainforest. Sometimes wanting to be a record-breaker and the need for adventure can push people to incredible achievements. If that can also help a good cause, it makes it even more remarkable.



C. Read again and answer the questions. Choose a, b, c or d.

TIP!

- Read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- When a question refers to the whole text, avoid options which are true but refer only to part of the text.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Avoid options which:
 - sound logical but are not mentioned in the text.
 - include a word/phrase from the text, but do not mean the same thing.
 - overgeneralise using words like *always*, *all*, *every*, etc.

- When Stafford said that he was going to walk the Amazon, people thought that
 - he was strong enough to achieve it.
 - he would die if he tried to do it.
 - he was brave enough to try.
 - if he was determined, he would succeed.
- What is not true about Stafford's journey?
 - It took him longer than he expected.
 - A Peruvian was with him for most of his journey.
 - The batteries he had to carry weighed 40kg.
 - The person he started off with didn't complete the challenge.
- What was the cause of Stafford's skin disease?
 - A scorpion.
 - A fly.
 - His diet.
 - It is not clearly mentioned.
- How did a community chief help Stafford and Cho?
 - He showed them where to go.
 - He agreed to stop the attacks if they left.
 - He explained to isolated communities that they weren't a threat.
 - He paid the native people so that they wouldn't harm them.
- What was the main reason that made Stafford go on this expedition?
 - He wanted to be the first to walk the Amazon.
 - He wanted to save the rainforest from destruction.
 - People believed he couldn't do it.
 - He needed to prove something to himself.

D. Find words in the text to complete the table below. Then try to add a few more words to each category.

Geographical features

river,

Water creatures

crocodile,

Land animals

snake,

Bugs

fly,

E. Discuss.

- Would you like to try what Ed Stafford did? Why/Why not?
- Do you know of any other people who have been on incredible expeditions?

Grammar

Past Perfect Simple - Past Perfect Progressive

- They allowed the trekker to enter the village after he **had spoken** to the chief.
- By the time the bus arrived, we **had been waiting** for 50 minutes.

Complete the sentences with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

- Roger _____ (arrive) late at the train station. By the time he _____ (reach) the platform, the train _____ (leave).
- Alison _____ (talk) on the phone with her sister for three hours by the time she _____ (hang) up. She _____ (not speak) to her for a long time and she _____ (have) lots of news to tell her.
- By the time the sun _____ (go) down, we _____ (play) tennis for four hours. We _____ (be) exhausted.

Vocabulary

A. Complete the table with nouns that refer to people. Use the words in the box and a suitable suffix. Make any necessary changes.

travel visit reception inspect art hike hunt science collect trek survive
cycle explore instruct report hairstyle compete biology

-er	-or	-ist
traveller	visitor	receptionist

B. Complete the sentences with the correct form of the words in the boxes.

trip voyage tour cruise journey flight

- The _____ from London to Glasgow by car takes about seven hours.
- Last Sunday, Eddie and I went on a day _____ to Lake Gloria.
- We had to wait for two hours at the airport because our _____ to Cairo was delayed.
- When Diane and her friends arrived in Madrid, they went on a _____ of the city.
- Captain James Cook made three important _____ to the Pacific Ocean.
- Last summer my parents went on a _____ around the Mediterranean.

expedition excursion

- Next week my school is going on an all-day _____ to the beach.
- A team of scientists are planning to go on an _____ to the South Pole.

set off set up

- My mum wants to _____ a charity for the homeless in our town.
- We had to _____ early in the morning because we had to walk all day.

guide boss chief leader

- The police _____ explained what had happened at the bank on the news.
- I asked my _____ for a week off and he said 'Yes'.
- We're going to need a _____ to take us to the village in the middle of the jungle.
- The camp _____ told us to put up the tents as quickly as possible.

reach arrive get approach

- What time will we _____ our destination?
- The plane _____ at Heathrow Airport at 8pm last night.
- As you _____ the town, you'll see the castle on a hill.
- It took us half an hour to _____ to our hotel.

C. Read the note, look at the text on page 62 and find compound nouns. Can you think of any more?

Now match the nouns on the left with the nouns on the right to form as many compound nouns as you can.

- | | |
|------------|----------------|
| 1. forest | a. guide |
| 2. travel | b. destination |
| 3. ski | c. resort |
| 4. tour | d. reserve |
| 5. tourist | e. gear |
| 6. camping | f. fire |
| 7. holiday | g. attraction |
| 8. nature | h. agency |

NOTE: A compound noun is a combination of two nouns that function as one word. The first noun defines the second one (e.g. bus stop = a stop for buses).



Grammar

Reported Speech (Statements)

Direct Speech

- 'I'm going to go mountain climbing tomorrow,' John said to Oliver.
- 'I must book the tickets,' Jenny said.
- 'A new travel agency opened in the High Street last week,' Alan said to me.

Reported Speech

- John told Oliver (that) he was going to go mountain climbing the next day.
- Jenny said (that) she had to book the tickets.
- Alan told me (that) a new travel agency had opened in the High Street the previous week.

NOTE Apart from *say* and *tell*, the following reporting verbs can also be used in Reported Speech: refuse, offer, agree, promise, threaten, advise, remind, invite, suggest, admit, deny, explain, announce, etc.

Rewrite the sentences using Reported Speech.

1. 'We will reach our destination tomorrow at 5am,' the tour guide said to us.

2. 'My sister has bought all the necessary camping gear,' Kate said.

3. 'I can't go hiking with you because I hurt my ankle yesterday,' Ryan said to Fiona.

4. 'My dad's going on a business trip to Paris next weekend,' Harry said.

5. 'I may become a receptionist in the future,' Karen said.

Listen

A. Read the newspaper article below and answer the questions.

- Do you know what an avalanche is?
- What can happen during an avalanche?
- Who is usually affected by an avalanche?

DEADLY AVALANCHES



A series of avalanches have hit ski resorts in France after the heavy snowfalls of last week. At least 4 people have lost their lives and the destruction is sure to affect skiers considering a ski holiday this season.

B. You will hear part of a radio interview with two people who survived an avalanche. Guess what happened to them. Then listen and check your answers.

C. Listen again and answer the questions. Choose a, b or c.

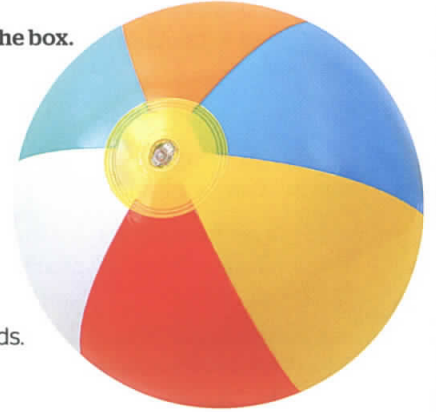
- Why did the ski instructor say it was dangerous to go skiing?
 - Because Carrie and Mark weren't experienced skiers.
 - Because there was a lot of snow.
 - Because it was snowing.
- What did Carrie do when she first saw the avalanche?
 - She tried to avoid it.
 - She tried to move faster than it.
 - She covered her mouth.
- Is it possible to survive buried under snow after half an hour?
 - Yes
 - No
 - Sometimes
- Why did Mark decide to dig Carrie out?
 - Because he knew exactly where she was.
 - Because they were far from the ski resort.
 - Because a rescue worker had told him that's the best thing to do.
- Carrie panicked when Mark pulled her leg because...
 - she didn't know who or what was pulling her.
 - she didn't realise someone was pulling her upwards.
 - it was broken.

Vocabulary

Read the sentences below and decide what the idioms in bold express. Use the words in the box.

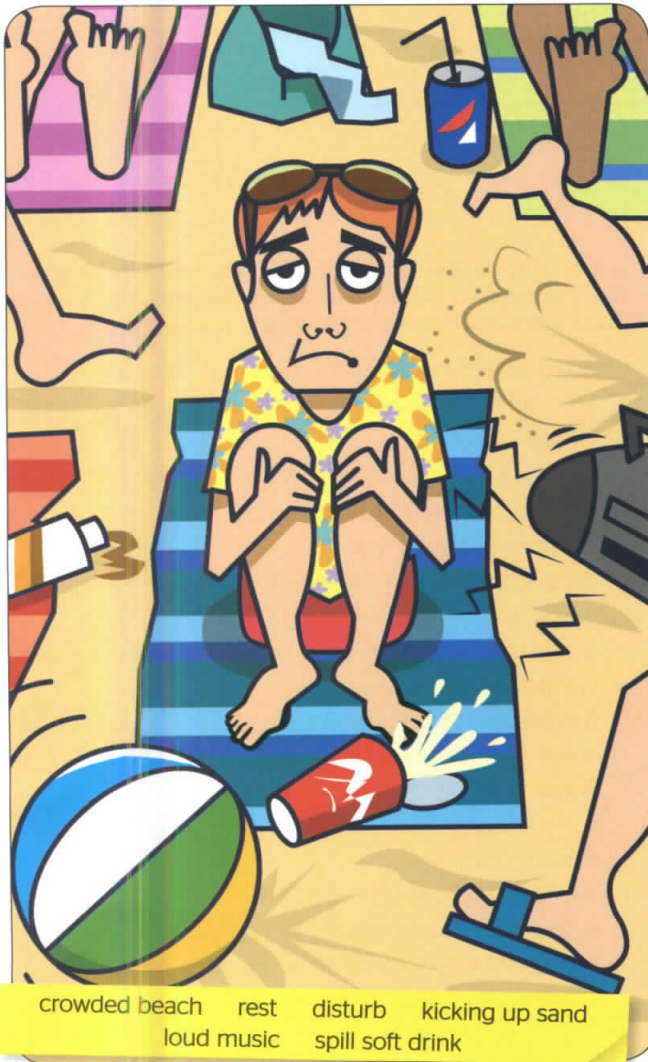
fear embarrassment happiness annoyance

1. My **heart was in my mouth** when I saw my dad fall off the ladder.
2. My sister always borrows my clothes and it **drives me up the wall**.
3. Eddie was **over the moon** when his parents bought him a new game console.
4. Harry nearly **jumped out of his skin** when the dog barked at him.
5. Oliver **went red as a beetroot** when his grandma gave him a kiss in front of his friends.
6. I felt **on top of the world** when I won the competition.
7. There's always a lot of traffic on Monday mornings. It's **a pain in the neck**.
8. I fell off my chair in the middle of my French class. I just **wanted the ground to open up and swallow me**.

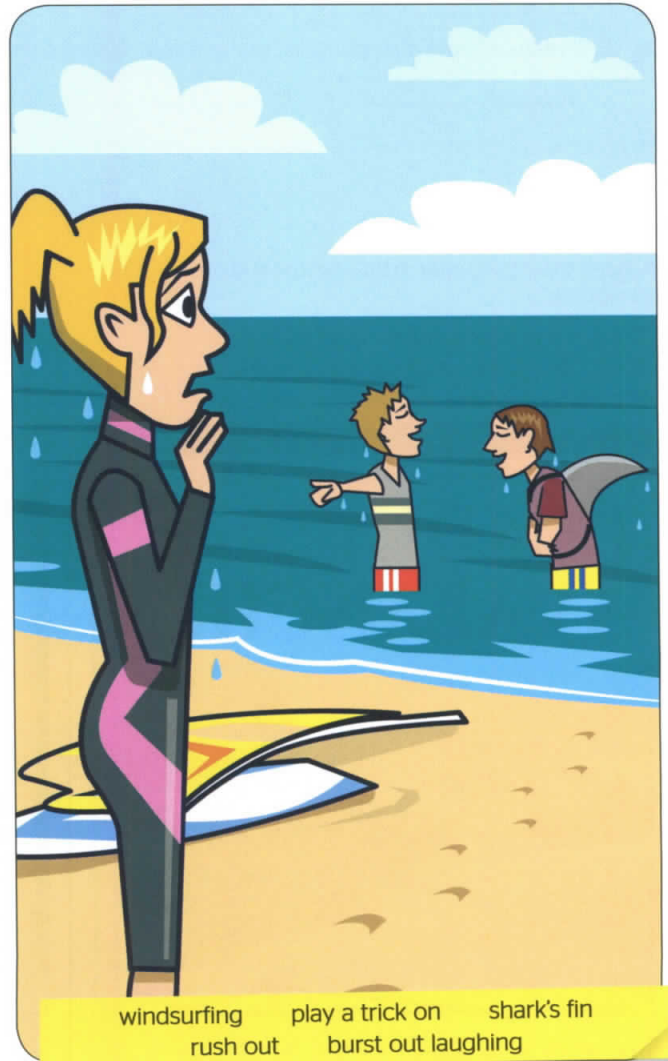


Speak

A. Choose one of the pictures below and imagine you are the person in it. Describe what happened to you and how you felt. Use the words/phrases given.



crowded beach rest disturb kicking up sand
loud music spill soft drink



windsurfing play a trick on shark's fin
rush out burst out laughing

B. Discuss.

- Has anything similar ever happened to you?
- How did you feel? How did you react?

Write An account of a true event



A. Read the account and answer the questions.

1. When and where did the event take place?
2. How did the writer feel during and at the end of the experience?
3. Which tenses does the writer use?
4. Which linking words/phrases does the writer use?
5. How does the writer manage to make the account exciting?

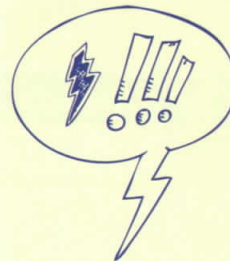
It was the third day of a marvellous holiday I was having on the island of Corfu in Greece. The hotel was enormous, which meant the swimming pool was crowded every day. I had learnt to get up early and save a sun lounger by leaving my towel on it. After that, I was usually starving, so I enjoyed a delicious breakfast in the hotel restaurant. Later, I'd go down to the pool and enjoy a swim.

But on that day, as I approached the sun lounger, I was astonished to see my towel on the floor and a teenage boy on the lounger. I was furious, so I picked up my filthy towel, waved it at him and said, 'What's this?' He replied that it was a towel. I explained that it was my towel and he just smiled and said, 'Maybe the wind blew it off.' This guy was driving



me up the wall! I shouted so that everyone could hear. 'It's very rude to steal someone's sun lounger, you know!' Then I turned round to leave. But as I turned, I slipped and fell into the pool!

Everyone thought it was hilarious, especially the guy on the sun lounger. I just wanted the ground to open up and swallow me!



B. Read the account again and find words that mean:

1. very nice (para. 1): _____
2. very big (para. 1): _____
3. very hungry (para. 1): _____
4. very tasty (para. 1): _____

5. very surprised (para. 2): _____
6. very angry (para. 2): _____
7. very dirty (para. 2): _____
8. very funny (para. 3): _____

C. Replace the 'strong' adjectives in the sentences below with very and the adjectives in the box.


bad tired cold small pleased interesting

1. We stayed at a **tiny** cottage in the woods.
2. I found the cruise down the river **fascinating**.
3. Tina had forgotten to bring her gloves and her hands were **freezing**.
4. We were **exhausted** after walking to the top of the hill.
5. Mr and Mrs Right were **delighted** to win a holiday to Thailand.
6. We wanted to go swimming but the weather was **dreadful**.



When writing an account of a true event,

- follow the plan for writing a story (page 31).
- use the first person (I, We).
- divide your account into paragraphs.
- use Past Tenses and linking words/phrases.
- try to make it interesting for the reader by using:
 - Direct Speech, questions and exclamation marks,
 - adverbs/adverbial phrases (e.g. suddenly, fortunately, to my surprise),
 - a variety of adjectives (e.g. *awful* instead of *bad*),
 - expressions or idioms like: *I jumped out of my skin*, *My heart was in my mouth*, etc.

Read 

A. Discuss.

- Have you ever been abroad?
- What do you enjoy doing when you visit new places?

B. Read the text quickly and match the headings a-g with the paragraphs 1-4. There are three extra headings which you do not need to use.

- | | |
|-----------------------|-----------------------------|
| a. A natural delight | e. A rough ride |
| b. Things to avoid | f. Living with the Bedouins |
| c. A scary experience | g. Gestures and handiwork |
| d. First impressions | |

My trip to Morocco

by Amanda Edmunds

1

I arrived at Marrakech airport where I met my friend Amelie, who had arrived the previous day. She's been to Morocco many times and I couldn't wait for her to show me around. Amelie is French, which is cool, because they speak Arabic, French and Berber in Morocco. As soon as I'd dumped my bags in the hotel room, we went out to grab a bite. We went to a *souq*, which is an open-air market by day, but at night it turns into a bustling open-air restaurant with loads of food stalls. It was full of life and everything smelt delicious. I was enjoying the sights as we were walking through the crowd eating our kebabs, and I didn't notice a man yelling at me. He was a snake charmer and I almost stepped on his cobra because I wasn't looking where I was going!

2

I had seen many people the previous night with henna tattoos on their hands, so I asked Amelie where I could get one. So, it was back to the *souq*, where a little old lady turned my hands into a work of art. She explained that the tattoos would go away two weeks later. Afterwards, while walking around the city, I noticed how some people hail taxis. They don't stick out their hand, but they point a finger, or even two fingers. I asked Amelie why they did that and she explained that it was a way to tell the taxi driver how many people need a lift. Later, we needed a taxi to get back to the hotel, so I gave it a try. We found a taxi pretty quickly, so I guess it worked fine.

3

I was a bit nervous about our next outing, but as it turned out, I had the time of my life. We went on a 2-day 4x4 excursion to Erg Chebbi. This is a place in the Sahara desert and it took us most of the day to drive there, but it was definitely worth it. We watched the sun setting over the enormous sand dunes. Then the real show started as the stars came out and filled the entire sky. Living in the city, I had never seen so many stars. It was magical. I fell asleep that night imagining how wonderful life as a Bedouin might be: roaming the desert on camels and sleeping in tents under the stars.

4

A few days later, my dream came true and I got the chance to go camel riding, but it didn't really live up to my expectations. Getting on a camel isn't exactly a piece of cake, but after a bit of a struggle I managed to get up there (I called my camel Goofy because he had huge teeth). We rode off but after a while I felt dizzy and I asked the guide, Moha, if we could stop. Moha told me not to worry as I'd get used to it. He also said that camels are known as 'ships of the desert'. Then it crossed my mind that I was feeling seasick, in the middle of the desert!



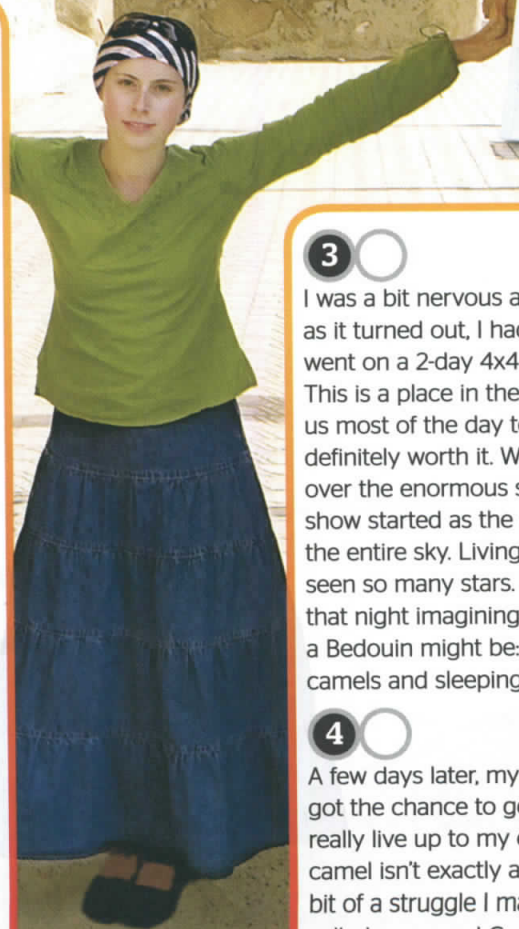
MY CAMEL, GOOFY



OUTSIDE THE MARRAKECH SOUQ WITH MY HENNA TATTOOS



SAND DUNES IN THE DESERT



C. Read the text again and answer the questions.

1. Why was Amelie a useful person to visit Morocco with?
2. What did Amanda eat on her first night in Marrakech?
3. Why did a man yell at Amanda?
4. Where did Amanda go to get a henna tattoo?
5. How many fingers did Amanda hold up to hail a taxi?
6. How long did it take the girls to get to Erg Chebbi?
7. What impressed Amanda the most on their trip to the desert?
8. Why did Amanda want to get off her camel?

D. Find words/phrases in the text and match them with the definitions below.

1. put sth somewhere quickly and carelessly
(para. 1): _____
2. get a small meal (para. 1): _____
3. excursion (para. 3): _____
4. whole (para. 3): _____
5. wander or travel around an area (para. 3):

6. not being as good as one hoped (para. 4):

7. very easy (para. 4): _____
8. realise (para. 4): _____

E. Discuss.

- Would you like to try any of the things Amanda did on her trip? Which ones? Why?

Grammar

Reported Speech (Questions)

Direct Speech

- 'What souvenirs am I going to buy for my friends?' wondered Greg.
- 'Have you ever seen a sand dune?' Tina asked me.

Reported Speech

- Greg wondered what souvenirs he was going to buy for his friends.
- Tina asked me if/whether I had ever seen a sand dune.

Reported Speech (Commands, Requests)

Direct Speech

- 'Stop the car!' the police officer said to the driver.
- 'Don't make noise, please!' Dad said to us.

Reported Speech

- The police officer ordered the driver to stop the car.
- Dad asked us not to make noise.

Rewrite the sentences using Reported Speech and the correct form of the verbs given.

1. 'Where did I leave my ticket?' Mr Jones asked himself. (wonder)

2. 'Please, don't step on my towel!' Mary said to her brother. (ask)

3. 'Will the school take us on another outing this year?' Jerry asked his friends. (want to know)

4. 'Can I get a henna tattoo, Mum?' Fay wanted to know. (ask)

5. 'Kelly, ring the travel agency and ask about the trip to Spain,' Betty said. (tell)

6. 'Why do you want to go to the market, Peter?' Dave asked. (want to know)

Vocabulary

Read the dialogues and try to guess the meaning of the words/phrases in bold.

- Check-in clerk** Good afternoon.
- Passenger** Is this where I **check in** for the flight to Berlin?
- Check-in clerk** Yes. Can I have your **passport**, please?
- Passenger** Here you are.
- Check-in clerk** Thank you. Is that all your **baggage**?
- Passenger** Yes, and I've got this bag for **hand luggage**. Is it small enough to take **on board**?
- Check-in clerk** It looks fine.
- Passenger** Is it possible for me to have a window seat?
- Check-in clerk** I'm afraid we only have **aisle seats** left.
- Passenger** Never mind.
- Check-in clerk** Did you pack the suitcase yourself?
- Passenger** Yes.
- Check-in clerk** Was your bag with you at all times?
- Passenger** Yes, it was.
- Check-in clerk** Thank you. Here's your **boarding pass**. Your flight will **depart** either from **gate** 13 or 23 at 8:15. It hasn't been announced yet, so check the **departures board**.



- Flight attendant** How can I help you, sir?
- Passenger** Is there going to be a long **delay**? I mean, I hope we didn't **board** for no reason.
- Flight attendant** No, the pilot will make an **announcement** in a moment. So, **fasten** your **seat belt**. We will **take off** in a few minutes.
- Passenger** Oh great. So, will we still **land** on time?
- Flight attendant** Yes, we should. Our **arrival** time is 6:15pm.

Listen

Listen to 6 monologues related to travel and answer the questions. Choose a, b or c.

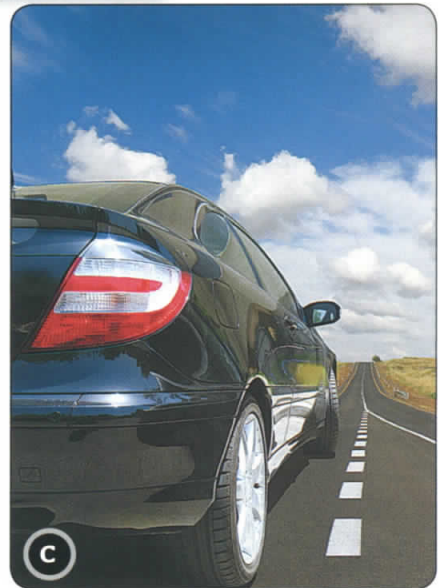
- Which flight has no delay?
 - the flight to New York
 - the flight to Chicago
 - the flight to Las Vegas
- What's the problem with the woman's hand luggage?
 - She didn't pack it herself.
 - It contains something dangerous.
 - It's too big.
- What should a customer who wants to fly to another country do?
 - press 1
 - press 3
 - stay on the line
- What should people on platform 3 do?
 - stand away from the edge
 - go to platform 2
 - get on the next train
- What's the best way to get to the stadium?
 - on foot
 - by underground
 - by car
- What does the man want to change?
 - the arrival date at destination
 - the departure date from destination
 - both



Speak

Talk in groups. Look at the pictures of the three different means of transport and discuss the following questions. You can use the words/phrases in the boxes to help you.

- ▶ What are the advantages and disadvantages of each means of transport?
- ▶ Which means of transport would you prefer to use to go on holiday?
- ▶ Which means of transport would you prefer to use for travelling long distances?
- ▶ Can you think of any other means of transport you prefer to the ones in the pictures? Why?



comfortable convenient fast slow tiring safe dangerous travel sickness fear of... (in)expensive
abroad environmentally friendly pollution weather conditions parking problems delays sense of direction

The main advantage/disadvantage of... is... One of the best/worst things about travelling by... is that...
Another advantage/disadvantage is... I would much rather travel by...
In my opinion, ... is better/worse than...

Listen

A. You will hear a man talking to a member of airline staff on the telephone. What is the man's problem?
B. Listen again and complete the information below.

TIP! Read the notes carefully before listening to the recording. This will give you some idea of what you are going to hear and what kind of answers you are looking for.

First name:	<i>James</i>
Surname:	
Destination:	
Flight number:	
Number of bags:	
Contents:	<i>clothes and</i>
Baggage will be delivered to	within



Write An informal letter/e-mail based on prompts

A. Your friend, Andrew, who lives in Birmingham, will be visiting your country for a month. Read the letter he has written to Mark, a common friend of yours, who lives in another city. Why is Andrew writing to him?

Dear Mark,

Guess what! My parents and I are staying at a resort in your country this summer. That means I'll be able to get together with you and some of the others who were here on the language course last year. I'm so excited!

No way!
Stay with
us.

We'll be there during the month of August, so I was thinking of paying you a visit on the second weekend in August. Would that be convenient for you? I plan to arrive by train some time on Friday afternoon and I was wondering if you could recommend a good hostel somewhere near the station. I don't want to be too much of a nuisance, so we could get together any time and at any place that is best for you. Just tell me how to get there from the station and I'll find it.

Meet at...

Get there
on foot...

You probably remember that I'm really into photography. I'd really love to get some good shots of nature spots or places of historical interest while I'm there, too. What do you suggest?

Well, got to go now. Can't wait to hear from you!

Must see...

Yours,
Andrew

B. Read Andrew's letter again and look at the notes Mark has made. Match Mark's notes to the points a-c which show what he should include in his reply to Andrew.

a. suggest something

b. offer accommodation

c. give directions

C. Now read the e-mail that Mark has written to Andrew and underline the sentences that correspond to his notes. Has Mark included all the necessary information in his e-mail?

Hi Andrew,

I'm so glad to hear that you will be here in August! It's the best time of the year and it's wonderful that we'll be able to get together again.

We won't be on holiday in August, and my parents insist that you should stay with us while you are visiting. We have lots of space and my mother would be very disappointed if you stayed at a hostel. Since you are arriving by train, I suggest that we meet at my father's bakery. I'm usually there on weekday afternoons and it's very close to the station. The main entrance is on Chester Road. Turn left and walk along this road for a bit. Take the second turning on the right into Maple Street. Our bakery is at the first traffic lights, on the corner of Maple Street and Redwood Avenue. You can't miss it.

Well, I have to rush off to the bakery now. Hope to hear from you soon!

Bye for now,
Mark

D. Read the two paragraphs below and choose the most suitable one to complete the e-mail above. Then decide where you would include this information. Why is the other paragraph not suitable?

a.

There are so many fun things to do here that you'll have a hard time choosing where to go first. There's a great waterpark we definitely have to go to. And the nightlife is something else. We'll have a great time!

b.

How could I forget your passion for photography? There is an archaeological site nearby that I know you'll love. You'll be able to get fantastic photos of the ancient ruins, and the surrounding countryside is absolutely breathtaking. Plus, there are lots of other fun things to do in and around the town.

E. Read the expressions/phrases in the table and the situations 1-3. How would you reply?

Suggesting

Let's...
 Why don't you/we...?
 How about...?
 I suggest...
 We should definitely...
 I think it would be a good idea to...
 There is a nice... where you/we can/could...
 There is a... nearby that you'll love.
 Something you/we shouldn't miss is...
 What do you think about...?

Asking for directions

How do I get from... to...?
 Where exactly is...?
 What's the best way to get there?
 Can you tell me the way to...?

Giving directions

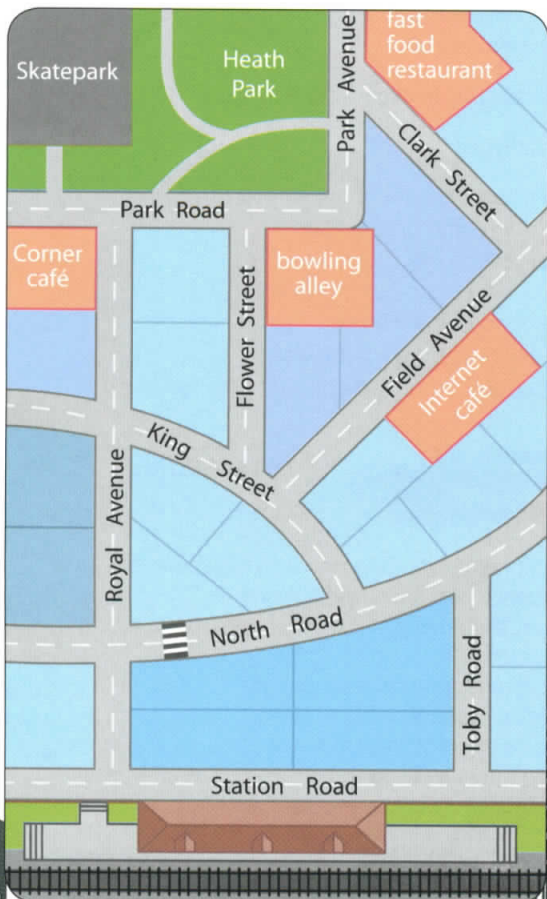
Go up / down / along... Street / Road / Avenue.
 Go straight on... for about 200m / until you come to...
 Walk / Go past / towards...
 Turn left / right into... Street / Road / Avenue.
 Turn left / right at the crossroads / signpost / traffic lights / stop sign / corner.
 Cross at the pedestrian crossing / traffic lights / footbridge.
 Take the first / second turning on the right / left.
 It's opposite... / near... / next to... / between...
 It's at the end of...
 It's on your / the right / left.
 It's on / at the corner of...

1. A cousin of yours who lives in another town is visiting you on Saturday evening and wants you to go out together. What do you suggest?

2. You are having a party and have also invited a new classmate of yours. She doesn't know where you live. Give her directions from your school to your house.

3. You receive an e-mail from your brother who's studying abroad. He wants to buy your parents presents before he visits and has asked you for ideas. What do you suggest?

F. Andrew will also be visiting your city/town and has sent you the letter in activity A. Read his letter and the notes again. Then look at the map below and write an e-mail responding to Andrew using all the notes. You can use Mark's e-mail as a model, but you must use your own ideas and expressions/phrases from the table in activity E above.



For advice regarding an informal letter/e-mail, a plan, set phrases you can use and the appropriate layout see pages 17 and 130.



5

Round-up

A. Choose a, b or c.

- I think we should _____ Tom a visit.
a. give b. make c. pay
- There was a car accident at the _____ near my house yesterday.
a. aisle b. crossroads c. avenue
- Everyone burst _____ laughing when they heard Peter's joke.
a. off b. up c. out
- The man _____ knowing the victim, but the detective didn't believe him.
a. denied b. insisted c. suggested
- This weather is _____! I guess we can forget our outing.
a. dreadful b. dizzy c. breathtaking
- Alice was _____ with her son's behaviour, and she didn't allow him to go out all weekend.
a. furious b. exhausted c. delighted

Score: / 6

B. Complete the sentences with the correct form of the words in capitals.

- He didn't have the _____ to continue his journey. **STRONG**
- The _____ was seriously injured in an accident. **TREK**
- Unfortunately, there was only one _____ from the accident. **SURVIVE**
- All _____ should wear helmets. **CYCLE**
- Quiet please. I'd like to make an _____. **ANNOUNCE**
- This hostel is quite _____, so we can stay for a few more days. **EXPENSIVE**
- More than two hundred _____ entered the contest. **COMPETE**

Score: / 7

C. Complete the text with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

Mark (1) _____ (not plan) to travel last Sunday but he had to. It all (2) _____ (start) on Sunday morning. He (3) _____ (work) on a project for over an hour when his dad (4) _____ (call). He (5) _____ (want) to see him and he (6) _____ (book) a ticket for the 12 o'clock train. However, by the time Mark (7) _____ (arrive) at the railway station, the train (8) _____ (leave). So, he had to wait for about three hours and finally (9) _____ (get on) the 3 o'clock train. He (10) _____ (travel) for half an hour when the train suddenly (11) _____ (stop) because of a problem with the engine. It was the worst day of his life!

Score: / 11

D. Rewrite the sentences using Reported Speech.

- 'Derek bought some camping gear yesterday,' Jack said.

- 'Where can I get a henna tattoo?' Sandy asked.

- 'Will you drive me to school?' Lisa asked her father.

- 'Meet me outside the cinema tonight but don't be late,' Fay said to me.

Score: / 8

E. Rewrite the sentences using one of the verbs in the box.

remind order admit deny

- 'I didn't use your laptop,' Greg said to Larry.

- 'Go to your room immediately!' my mother said.

- 'Don't forget to call Victor,' Oliver said.

- 'OK. I broke your mobile,' Ann said.

Score: / 8

F. Choose the correct response. There are two extra responses which you do not need to use.

- I'm hungry.
- Mike is such a pain in the neck.
- I was over the moon when our team won the championship.
- How was your backpacking holiday?
- How did your brother do in the exam?

- Oh, we had the time of our life!
- Let's go out and grab a bite.
- Great. It was a piece of cake.
- Me too. I felt on top of the world.
- He jumped out of his skin.
- Yeah. He drives me up the wall.
- I wanted the ground to open up and swallow me.

Score: / 5

TOTAL SCORE: / 45

Now I can...

- talk about holiday and travelling experiences
- sequence past actions and events
- report statements, questions, commands and requests
- use idioms and airport language
- write an account of a true event
- discuss the best ways to travel
- make offers and suggestions as well as give directions

Exam Practice p. 136

Culture Page 3 p. 142