

H. Q. Mitchell - Marileni Malkogianni

# Full Start!

## PLUS

LEVEL  
B1+



  
mm  
publications

STUDENT'S BOOK



Modules	Vocabulary	Structures	Functions
<b>1</b> page 7 <b>The bonds between us</b>	<ul style="list-style-type: none"> <li>• Words relating to family / social relationships</li> <li>• Words relating to personality traits</li> <li>• Words relating to emotions</li> <li>• Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Present Progressive</li> <li>• Stative verbs</li> <li>• <i>be used to + -ing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing between permanent and temporary situations</li> <li>• Expressing states and dynamic actions</li> <li>• Expressing opinion and elaborating on a topic</li> <li>• Expressing emotions</li> </ul>
<b>2</b> page 17 <b>Home &amp; away</b>	<ul style="list-style-type: none"> <li>• Phrasal verbs and idioms relating to travel</li> <li>• Compound adjectives</li> <li>• Travel-related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Past Progressive</li> <li>• <i>Used to</i></li> <li>• <i>would</i></li> <li>• <i>was going to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing between completed / repeated or habitual past actions in the past</li> <li>• Distinguishing between past actions that were in progress simultaneously, past actions that were in progress temporarily and past actions that were interrupted by another action</li> <li>• Expressing past habits and typical behaviour in the past</li> <li>• Expressing a past intention</li> </ul>
<b>3</b> page 27 <b>All work &amp; no play...</b>	<ul style="list-style-type: none"> <li>• Collocations, phrases and idioms relating to work and leisure</li> <li>• Word building: nouns ending in <i>-ant, -or, -er, -ee</i></li> </ul>	<ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Present Perfect Progressive</li> <li>• Past Perfect Simple</li> <li>• Past Perfect Progressive</li> </ul>	<ul style="list-style-type: none"> <li>• Linking past and present time</li> <li>• Sequencing past actions and events</li> <li>• Speculating and making decisions</li> </ul>
<b>4</b> page 37 <b>Talk to me!</b>	<ul style="list-style-type: none"> <li>• Words relating to sounds</li> <li>• Words easily confused</li> <li>• Word building: nouns ending in <i>-ion, -ation, -ment, -ence</i></li> <li>• Expressions with <i>tell</i></li> <li>• Collocations relating to communication</li> <li>• Phrases relating to gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Future Progressive</li> <li>• Future Simple</li> <li>• Future Perfect</li> <li>• Present Progressive (with future meaning)</li> <li>• Present Simple (with future meaning)</li> <li>• <i>be going to</i></li> <li>• Time clauses</li> <li>• Comparative / Superlative form of adjectives / adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing between the uses of the future forms</li> <li>• Making comparisons</li> <li>• Expressing opinion and elaborating on a topic</li> </ul>
<b>5</b> page 47 <b>An apple a day</b>	<ul style="list-style-type: none"> <li>• Idioms deriving from food</li> <li>• Words easily confused</li> <li>• Lexical set: food</li> <li>• Prepositions + nouns</li> <li>• Adjectives + prepositions</li> <li>• Verbs + prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Defining and non-defining relative clauses</li> <li>• Countable and uncountable nouns</li> <li>• Quantifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Defining people, places, things and ideas, and giving additional information about them</li> <li>• Expressing number and quantity</li> <li>• Giving advice, making suggestions and expressing opinion</li> </ul>
<b>6</b> page 57 <b>Aiming high!</b>	<ul style="list-style-type: none"> <li>• Idioms and expressions with <i>learn</i> and <i>know</i></li> <li>• Words easily confused</li> <li>• Words relating to education and certain American English equivalents</li> </ul>	<ul style="list-style-type: none"> <li>• Reported Speech (Statements, Questions, Commands, Requests)</li> <li>• Reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting</li> <li>• Expressing preference</li> <li>• Expressing opinion</li> </ul>




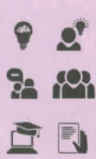




**Reading**

**Listening**

**Speaking**

**Writing**

**21st century competencies**

<ul style="list-style-type: none"> <li>• A magazine article about people who affect our lives</li> </ul>	<ul style="list-style-type: none"> <li>• People talking in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing friendship</li> </ul>	<ul style="list-style-type: none"> <li>• A descriptive article</li> <li><b>Developing skills:</b></li> <li>• Using descriptive language</li> </ul>	
<ul style="list-style-type: none"> <li>• A magazine article about a different kind of holiday</li> </ul>	<ul style="list-style-type: none"> <li>• An interview with a man who travelled the world with the help of a social networking site</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing travel and forms of transport</li> <li>• Comparing forms of travel and discussing the advantages and disadvantages of each one</li> <li>• Talking about a travel experience</li> </ul>	<ul style="list-style-type: none"> <li>• An informal email / letter</li> <li><b>Developing skills:</b></li> <li>• Writing functions: Explaining Suggesting Expressing opinion</li> </ul>	
<ul style="list-style-type: none"> <li>• Four short texts about people whose hobbies are also their jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Two monologues in which people are speaking about part-time jobs and free time activities</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing extracurricular activities and hobbies</li> <li>• Speculating and making a decision</li> </ul>	<ul style="list-style-type: none"> <li>• A story</li> <li><b>Developing skills:</b></li> <li>• Using narrative tenses and time expressions</li> </ul>	
<ul style="list-style-type: none"> <li>• Two short magazine articles about how animals communicate and about body language</li> </ul>	<ul style="list-style-type: none"> <li>• Five monologues about social networking sites</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different aspects of communication</li> </ul>	<ul style="list-style-type: none"> <li>• A discursive essay</li> <li><b>Developing skills:</b></li> <li>• Using linking words / phrases (introducing points, adding points, giving examples, concluding, contrasting)</li> </ul>	
<ul style="list-style-type: none"> <li>• A magazine article about how food can affect one's mood</li> </ul>	<ul style="list-style-type: none"> <li>• A radio interview with a dietician</li> </ul>	<ul style="list-style-type: none"> <li>• Helping solve a problem concerning health and fitness</li> </ul>	<ul style="list-style-type: none"> <li>• An informal letter / email</li> <li><b>Developing skills:</b></li> <li>• Writing functions: Expressing opinion Giving advice Expressing sympathy</li> </ul>	
<ul style="list-style-type: none"> <li>• Four short texts relating to a Careers Day event</li> </ul>	<ul style="list-style-type: none"> <li>• Eight short conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing school experiences</li> <li>• Comparing learning situations and expressing preference</li> </ul>	<ul style="list-style-type: none"> <li>• A letter (to the editor) expressing opinion</li> <li><b>Developing skills:</b></li> <li>• Using linking words / phrases (giving examples, expressing opinion, expressing result / consequence)</li> <li>• Brainstorming (using a mind-map)</li> </ul>	



Modules	Vocabulary	Structures	Functions
<b>7</b> page 67 <b>Live it up!</b>	<ul style="list-style-type: none"> <li>Idiomatic expressions</li> <li>Words beginning with <i>under, over</i> and <i>out</i></li> <li>Words with multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs I <i>must - can't</i> <i>may - might - could</i></li> <li>Clauses of concession</li> </ul>	<ul style="list-style-type: none"> <li>Making deductions about the past, present and future</li> <li>Expressing possibility in the past, present and future</li> <li>Expressing concession</li> </ul>
<b>8</b> page 77 <b>Earthly matters</b>	<ul style="list-style-type: none"> <li>Idiomatic expressions</li> <li>Words easily confused</li> <li>Phrasal verbs and vocabulary relating to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Infinitive and <i>-ing</i> forms</li> <li>modal verbs II <i>must - have to - need</i></li> </ul>	<ul style="list-style-type: none"> <li>Expressing obligation and absence of necessity</li> <li>Making decisions, expressing and justifying an opinion</li> </ul>
<b>9</b> page 87 <b>Cashing in</b>	<ul style="list-style-type: none"> <li>Vocabulary, collocations and phrasal verbs relating to shopping</li> <li>Idiomatic expressions</li> </ul>	<ul style="list-style-type: none"> <li>Conditional Sentences Types 0, 1 and 2</li> <li><i>should - ought to - had better</i></li> </ul>	<ul style="list-style-type: none"> <li>Expressing hypotheses about what is likely or unlikely to happen in the present/future</li> <li>Giving advice / making suggestions</li> <li>Expressing a threat or warning</li> <li>Comparing</li> </ul>
<b>10</b> page 97 <b>Easy on the eye</b>	<ul style="list-style-type: none"> <li>Vocabulary relating to different forms of art</li> <li>Word building: nouns ending in <i>-ing, -ity, -th</i></li> <li>Words easily confused</li> <li>Adjectives expressing emotions</li> <li>Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Clauses of purpose and result</li> <li>Question Tags</li> </ul>	<ul style="list-style-type: none"> <li>Expressing result and purpose</li> <li>Asking for confirmation</li> <li>Expressing opinion and preference</li> <li>Expressing dissatisfaction</li> </ul>
<b>11</b> page 107 <b>Eureka!</b>	<ul style="list-style-type: none"> <li>Vocabulary relating to science and technology</li> <li>Collective nouns</li> <li>Words easily confused</li> <li>Expressions with <i>under</i></li> </ul>	<ul style="list-style-type: none"> <li>Passive Voice I (all tenses)</li> <li>Passive Voice II (verbs with two objects) (embedding verbs: <i>know, believe, say, think</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Emphasising an action using the Passive Voice</li> <li>Placing emphasis on the direct / indirect object using the Passive Voice</li> <li>Expressing supposition / fact</li> <li>Speculating and making decisions</li> </ul>
<b>12</b> page 117 <b>The price of crime</b>	<ul style="list-style-type: none"> <li>Vocabulary relating to crime and criminals; law and punishment</li> <li>Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Conditional Sentences Type 3</li> <li>Unreal Past (<i>wish - if only - would rather - as if - as though - it's time</i>)</li> <li>Causative form</li> </ul>	<ul style="list-style-type: none"> <li>Referring to hypothetical situations in the past</li> <li>Expressing wishes and regret about present / past events</li> <li>Expressing preference</li> <li>Complaining and criticising</li> <li>Describing how a situation seems</li> <li>Giving advice, making suggestions and expressing opinion</li> </ul>




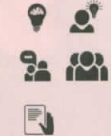
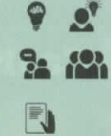

**Reading**

**Listening**

**Speaking**

**Writing**

**21st century competencies**

<ul style="list-style-type: none"> <li>Five short texts about students attending LaGuardia High School of Music &amp; Art and Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>People talking in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Discussing different forms of entertainment</li> <li>Speculating and making a decision</li> </ul>	<ul style="list-style-type: none"> <li>A book review</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using register appropriate for reviews</li> </ul>	
<ul style="list-style-type: none"> <li>A magazine article about World Environment Day</li> </ul>	<ul style="list-style-type: none"> <li>An announcement about an event taking place on World Environment Day</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of environmental education</li> <li>Choosing between options (two environmental programmes)</li> </ul>	<ul style="list-style-type: none"> <li>A letter / email of application</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using register appropriate for letters of application</li> </ul>	
<ul style="list-style-type: none"> <li>Four short texts relating to the opening of a shopping centre</li> </ul>	<ul style="list-style-type: none"> <li>A radio interview with a zookeeper talking about an experiment with monkeys</li> </ul>	<ul style="list-style-type: none"> <li>Discussing shopping habits</li> <li>Comparing shopping methods and discussing advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>A report</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Paragraph headings</li> <li>Using linking words and relative pronouns</li> </ul>	
<ul style="list-style-type: none"> <li>Two short magazine articles about street dance and pavement art</li> </ul>	<ul style="list-style-type: none"> <li>Five people talking about their experiences as artists</li> </ul>	<ul style="list-style-type: none"> <li>Discussing different forms of art</li> </ul>	<ul style="list-style-type: none"> <li>An opinion essay</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Topic sentences</li> <li>Brainstorming</li> </ul>	
<ul style="list-style-type: none"> <li>A magazine article about teenage inventors</li> </ul>	<ul style="list-style-type: none"> <li>Eight short conversations</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how technology affects our lives</li> <li>Speculating and making a decision</li> </ul>	<ul style="list-style-type: none"> <li>An article</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using descriptive language</li> <li>Brainstorming (completing a table)</li> </ul>	
<ul style="list-style-type: none"> <li>Four short texts about unusual crimes</li> </ul>	<ul style="list-style-type: none"> <li>Two short monologues in which people are speaking about identity theft and house arrest</li> </ul>	<ul style="list-style-type: none"> <li>Discussing different aspects of cheating during exams</li> <li>Helping solve a problem concerning cheating during exams</li> </ul>	<ul style="list-style-type: none"> <li>An opinion essay</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Text organisation, cohesion and coherence</li> <li>Brainstorming</li> </ul>	



## 2

## Home &amp; away

C. Choose the word or phrase that produces a grammatically correct sentence.

- I \_\_\_ a barbecue on Saturday. Why don't you come?
  - have
  - to have
  - am having
  - having
- Perhaps we should invite Toby. What \_\_\_?
  - you are thinking
  - you think
  - are you thinking
  - do you think
- How \_\_\_ about your new job?
  - do you feel
  - are you feeling
  - you are feeling
  - you are used to feeling
- I usually eat with my whole family, so I \_\_\_ by myself.
  - not eat
  - am used to eating
  - am not used to eating
  - often eat
- 'Why don't you jog any more?' 'I \_\_\_ time.'
  - am not having
  - have
  - am having
  - don't have
- 'Can you please fix the computer?' '\_\_\_ at it right now.'
  - I look
  - I am looking
  - Am I looking
  - I am not looking
- Jody \_\_\_ by boat. He gets really sick!
  - not used to travelling
  - isn't travelling
  - isn't used to travelling
  - travels
- Hi, Tina. \_\_\_ a good time at the hotel pool?
  - Are you having
  - You are having
  - You have
  - Have you

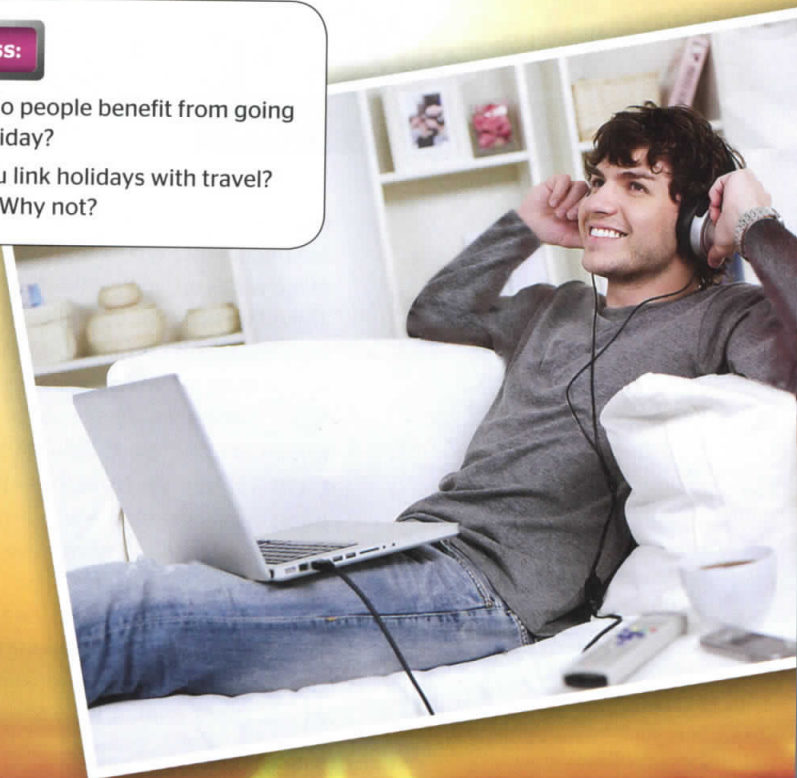
## Now I can...

Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.



## Discuss:

- ▶ How do people benefit from going on holiday?
- ▶ Do you link holidays with travel? Why / Why not?



## In this module you will...

- ▶ talk about holidays, travel and transport
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to describe past habits and intentions
- ▶ learn phrasal verbs and idioms relating to travel
- ▶ learn how to write informal emails and letters
- ▶ acquire skills and strategies that will help you with exams





## Read

## A. Discuss.

- Where do you usually spend your holidays?
- What do you like to do when on holiday?
- What is there for tourists to see and do in the area where you live?

## B. Read the text quickly without paying attention to the missing sentences. What is the purpose of this article?

1. to criticise a type of holiday
2. to offer advice on a holiday abroad
3. to show what effects holidays can have on our health
4. to contrast one type of holiday with another

## No vacation?

## Try a staycation!

Remember last year's holiday? The whole family was in a last-minute panic. 'Where are the tickets? Where are the passports?' screams Mum. 'You can't take that on the plane with you, Jody!' shouts Dad. 'Jody, did you pack your sunscreen?' 'Hurry up, Jody! The taxi's here!' Then came the stressful ride to the airport ('We're late! We'll miss the flight!'), where you heard your flight was delayed. You then spent hours on end waiting in the departure lounge before you finally got on the plane and took off.

① When you finally got to your destination, the hotel wasn't anything like in the brochure - the rooms didn't have a sea view, the beach was a two-mile walk away and there was nothing to do for anyone under the age of twenty-five. *Boring*. The whole thing drove you up the wall. You're probably thinking it will be the same again this year. Well, it doesn't have to be.

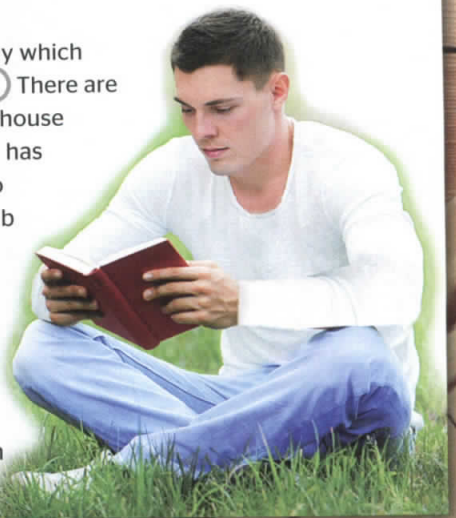
Send Mum and Dad off by themselves (*Home Alone? Yes!*) and try a *staycation*. What, I hear you ask, is a staycation? It's a made-up word that comes from **combining** two distinct words, stay and vacation. ② For many people, especially those affected by the **credit crunch**, it's a cheap - and relaxing - alternative to a holiday abroad.

There is a whole range of things you can do locally which can fill your day and keep you entertained. ③ There are both fun and interesting things to do outside the house - the *What's on in town* section of the newspaper has a full listing of fun events - and things you can do at home: listen to music, sleep in, or even just grab the remote control and turn into a **couch potato**.

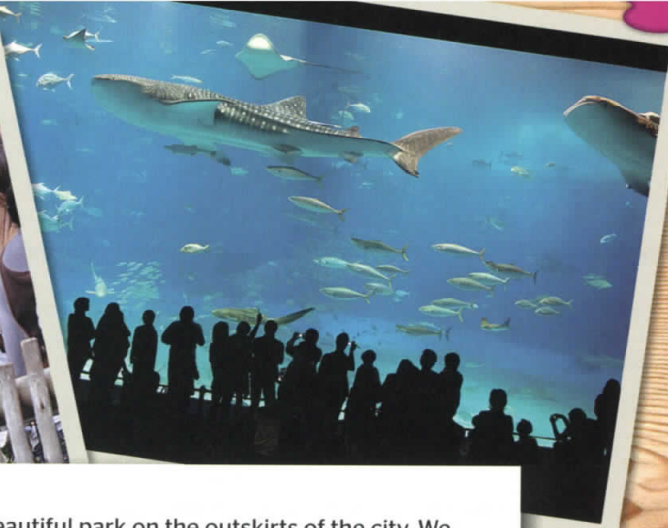
When I had to spend last summer in the city, I split up my 'holiday' time into three different categories, and assigned each category with a few activities. First of all, I was determined to relax and, for me, that means anything to do with water. So, I organised an all-day picnic and

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get an overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (*moreover, on the other hand, as a result, after, etc.*) as well as reference items (*he, it, this, there, etc.*) and identify what they refer to. This will help you understand the text.







party with some family and friends by the lake in a beautiful park on the outskirts of the city. We all made different food for the picnic, and we even brought a grill. ④  He played The Beatles' *Hey Jude* as the sun was setting. It was simply perfect.

My second goal was to get a taste of an adventure holiday. Someone came up with the idea of camping up in the mountains that **surround** the city, so that was it. ⑤  After a three-hour hike up one of the more friendly-looking ones, we put our tents up. We spent the day in conversation, telling stories and jokes and, of course, cooking and eating. That night, as I was staring up at the night sky, I saw a falling star and made a wish. It was an unforgettable experience.

The third item on my list was to get to know my city better. I knew lots of restaurants and cafés, but many of the cultural and fun attractions were **unknown territory** for me. ⑥  I spent at least two days each week visiting museums (and many of them were free!), art galleries, even the city zoo and aquarium. I learnt a lot more about where I live, and could even become a city tour guide!

The point is that if you don't have the time or the money, or if you simply don't feel like travelling, there's always something to do **on your own doorstep** to keep you occupied.



**C. Read the text and complete the gaps. Choose from sentences a-g the one that best fits each gap (1-6). There is one extra sentence which you do not need to use.**

- Just remember, however, to divide your time in a balanced way.
- With backpacks and tents, we set off early one bright sunny morning and headed for the hills.
- One friend brought his guitar along to liven up the evening.
- What's more, activities such as these can add considerably to the cost of your staycation.
- I think that's true of many people who live in cities - they don't often go sightseeing.
- Then you spent three hours in an uncomfortable seat with your knees under your chin.
- In other words, it's staying where you are, but creating the atmosphere of a traditional holiday.

**D. Match the highlighted words/phrases in the text with their meanings.**

- a period of economic difficulty: \_\_\_\_\_
- a new experience: \_\_\_\_\_
- joining two or more things: \_\_\_\_\_
- very near to where you live: \_\_\_\_\_
- someone who spends all their time watching TV: \_\_\_\_\_
- be all around someone or something: \_\_\_\_\_

**E. Discuss.**

- If you had a 'staycation' in the area where you live, what would you do every day?
- What do you think most people are looking for when they go on holiday?



# Vocabulary 1

## A. Look at the phrasal verbs from the text on pages 18-19 and match them with their meanings.

- The basketball team **headed for** home after winning the game.
- They **put up** a tent beside the lake.
- I'm not sure exactly what Gina does, but it's something **to do with** fashion.
- The holiday wasn't my idea - Jill **came up with** it.
- What time must we **set off** for the airport tomorrow?
- Don't call me early on Sunday morning because I always **sleep in**.
- The plane **took off** on time, but for some reason we landed ten minutes late.
- We **split up** the work that had to be done so that everyone could do a little bit.
- This sofa **turns into** a bed.
- Why don't you put some posters on the wall to **liven up** the room?

- a. stay in bed longer than usual
- b. leave the ground
- c. fix in place/construct
- d. go in the direction of
- e. separate
- f. connected with
- g. make more interesting/exciting
- h. begin a journey
- i. think of/suggest
- j. become

## B. Match the idioms in bold with the meanings given.

- a. cheat/deceive sb
- b. cause trouble/upset a situation
- c. always wanting to travel to or discover new places
- d. be in the same unpleasant situation as sb else
- e. begin a journey
- f. annoy/irritate greatly

- My brother **has itchy feet**. He can never stay long in the same place.
- I know you have no money. We're **in the same boat**. I'm broke, too.
- It's getting late. Let's **hit the road** now and we'll take the last bus home.
- Don really **rocked the boat** when he told the design department that their work could be better.
- I can't take any more of his silly excuses. He's **driving me up the wall**.
- The guy in the shop **took me for a ride**. I paid £40 for this, then saw it in another shop for £20.

## C. Look at these compound adjectives from the text. What do they mean?

...an **all-day** picnic...  
...a **two-mile** walk...

### Now rewrite the sentences with compounds.

- We went on holiday for two weeks.  
\_\_\_\_\_
- Harry lives in a flat with three bedrooms.  
\_\_\_\_\_
- I paid with a note. It was five pounds.  
\_\_\_\_\_
- They had a party. It lasted all night.  
\_\_\_\_\_
- He gave a speech. It was an hour long!  
\_\_\_\_\_
- She drives a BMW. It has got four doors.  
\_\_\_\_\_



## D. Look at this compound adjective from the text. What does it mean?

...one of the more **friendly-looking** ones

### Now match the compound adjectives with the nouns.

- |                      |                       |               |
|----------------------|-----------------------|---------------|
| 1. a strange-tasting | <input type="radio"/> | a. name       |
| 2. a French-speaking | <input type="radio"/> | b. friendship |
| 3. a fast-flowing    | <input type="radio"/> | c. animal     |
| 4. a funny-sounding  | <input type="radio"/> | d. fruit      |
| 5. a meat-eating     | <input type="radio"/> | e. river      |
| 6. a long-lasting    | <input type="radio"/> | f. tour guide |



# Grammar 1

## Past Simple - Past Progressive

### A. Match the verbs in bold with the rules about uses of the Past Simple and the Past Progressive.

Guess what! I **was walking** down the street yesterday when suddenly I **saw** my favourite actor jogging along! I **waved** at him and he **smiled** back.

**A:** I **saw** a funny video last night of a lion that **escaped** from its cage.

**B:** Yes. It was hilarious! Some people **were running** while others **were screaming**, but that little baby **was** just **laughing** and **waving**.

**C:** So, how do you like this place, Miguel?

**D:** Oh, it's very nice. It reminds me of Paris. When I **was living** there, every morning I **bought** a croissant and **drank** my coffee in a cosy little café like this one.

I **left** the house, **jumped** into a taxi, **got** to the airport and **took** a flight to Rio.

### PAST SIMPLE

1. completed actions in the past
2. completed actions that happened one after the other in the past
3. past habits or repeated actions in the past (often used with adverbs of frequency)
4. an action in the past that interrupted a 'longer' action in progress

### PAST PROGRESSIVE

- a. temporary past states or actions
- b. an action in progress in the past that was interrupted by another action
- c. simultaneous actions in progress in the past

See Grammar Reference

### B. Match the sentence beginnings 1-8 with the endings a-h.

1. She was running down the street to catch the bus
2. She ran for five miles yesterday,
3. I was training at Media Tech in 2008
4. I trained at Media Tech,
5. Jason was trying to study for his exams
6. Jason studied for his exams
7. We were watching a spooky film
8. We watched a spooky film



- a. ... and then he went to the library.
- b. ... and then we went to bed, but I couldn't sleep.
- c. ... and then I worked at NewsSnap.
- d. ... when she dropped her mobile phone.
- e. ... but I left a couple of years later.
- f. ... when my mum suddenly turned on the lights.
- g. ... then came home and had a shower.
- h. ... while his twin brothers were fighting, so he decided to go to the library.

### C. Complete the text with the Past Simple or the Past Progressive of the verbs in brackets. Use the Past Progressive wherever you can.

**A:** So, (1) \_\_\_\_\_ you \_\_\_\_\_ (have) a good time at your cousin's wedding?

**B:** Well, our trip to Germany was a hassle, but in the end it all (2) \_\_\_\_\_ (go) well. It was too expensive to leave our car at the airport, so we (3) \_\_\_\_\_ (choose) to take the train to the airport instead. The six of us (4) \_\_\_\_\_ (carry) a suitcase each and we (5) \_\_\_\_\_ (take) up most of the space in the carriage on the train. Anyway, as we (6) \_\_\_\_\_ (check) in, the sun (7) \_\_\_\_\_ (rise), so we (8) \_\_\_\_\_ (sit) at one of the cafés and (9) \_\_\_\_\_ (watch) all the planes taking off and landing till it was time to board our flight.

**A:** What about your journey back?

**B:** Well, that was a nightmare. On the Monday morning, just as we (10) \_\_\_\_\_ (take) our luggage out to the front gate, my uncle (11) \_\_\_\_\_ (call) to tell us his car (12) \_\_\_\_\_ (not work). Anyway, to cut a long story short, we (13) \_\_\_\_\_ (get) to the airport just as they (14) \_\_\_\_\_ (call) our names over the airport loudspeakers. We only just (15) \_\_\_\_\_ (make) the plane!





Listen 

• Before you listen, read the incomplete sentences or notes carefully to get a better idea of what the speakers are going to say, and try to predict what kind of information is missing in each gap.

## A. Discuss.

- What do you know about Twitter?



## B. You will hear an interview with Mark Dixon, a man who travelled the world with the help of the social networking site Twitter. For questions 1-8, complete the sentences.

1. Mark was lacking \_\_\_\_\_ for the subjects he was studying at college.
2. Mark decided to leave London because he was \_\_\_\_\_.
3. Mark got the idea to use Twitter when he overheard people talking in a(n) \_\_\_\_\_.
4. New Zealand is the other side \_\_\_\_\_ from London.
5. Food, \_\_\_\_\_ were the only things Mark spent money on.
6. Mark relied on the \_\_\_\_\_ of other Twitter users.
7. He could ask for help at any time, \_\_\_\_\_.
8. For Mark it was \_\_\_\_\_ that so many people followed him on Twitter.

## Vocabulary 2

Read the dialogues and complete the gaps with words from the boxes.

I. **agency cabin luxury crew resort brochure cruise on deck rough sights**

- A: The sea's not so (1) \_\_\_\_\_ now. Let's go up (2) \_\_\_\_\_.
- B: OK. Do you have the keys to the (3) \_\_\_\_\_? I want to lock the door.
- A: They're over there, next to the (4) \_\_\_\_\_ they gave us at the travel (5) \_\_\_\_\_.
- B: I'm enjoying this (6) \_\_\_\_\_, aren't you?
- A: Yes. Well, it is a(n) (7) \_\_\_\_\_ ship, the (8) \_\_\_\_\_ are very friendly and it's better than staying at a(n) (9) \_\_\_\_\_. Plus we see different (10) \_\_\_\_\_ every day.

II. **on board aisle seat in-flight view pilot flight cockpit flight attendant take-off overhead locker**

- A: Where do you want to sit? Do you want the window seat?
- B: No, you take it and enjoy the (1) \_\_\_\_\_. I'll have the (2) \_\_\_\_\_.
- A: OK. Can you put this bag in the (3) \_\_\_\_\_ for me? Now, I'm thirsty. Where's the (4) \_\_\_\_\_?
- B: She went into the (5) \_\_\_\_\_. Maybe the (6) \_\_\_\_\_ wanted something before (7) \_\_\_\_\_.
- A: How long is this (8) \_\_\_\_\_, anyway?
- B: About six hours. I hope there's some (9) \_\_\_\_\_ entertainment (10) \_\_\_\_\_.

III. **corridor announcement restaurant carriage ticket window waiting room conductor passengers compartment tunnel luggage rack**

- A: I've searched for my purse in my bag and in the (1) \_\_\_\_\_ above my seat, but I can't seem to find it.
- B: You definitely had it with you when we were sitting in the (2) \_\_\_\_\_ at the station, and when we paid our fare at the (3) \_\_\_\_\_.
- A: I know I had it on the train, because I was holding it when the (4) \_\_\_\_\_ asked to see our tickets.
- B: Maybe you dropped it when we were walking down the (5) \_\_\_\_\_ looking for the right (6) \_\_\_\_\_?
- A: No, because I remember I put my ticket back in my purse after we checked our seat numbers.
- B: Well, you paid for lunch, so you had it when we were in the (7) \_\_\_\_\_.
- A: You know, the last time I saw it was just before the train passed through that (8) \_\_\_\_\_ and it was dark for a moment.
- B: I'll ask for a(n) (9) \_\_\_\_\_ to be made over the loudspeakers. Perhaps one of the other (10) \_\_\_\_\_ has found it.





# Grammar 2

## Past habits - Past intentions

A. Look at the sentences and decide which of them expresses a) *typical behaviour in the past*, b) *a permanent state in the past* or c) *a past intention*.

Mark **used to work** for a radio station.

He **would spend** a lot of time using Twitter.

He decided he **was going to leave** the radio station.

See Grammar Reference

## B. Rewrite the sentences with the words in bold.

1. When I was living in Egypt, I went to the Archaeological Museum every day. **would**

\_\_\_\_\_

2. They wanted to buy a summer house on the coast, but after the tsunami, they changed their minds. **going**

\_\_\_\_\_

3. Louisa always walked to school because she hated waiting for the bus. **used**

\_\_\_\_\_

4. Jose rode a motorbike, but after the accident he stopped riding it. **used**

\_\_\_\_\_

5. We spent our holidays swimming and gathering seashells when we were kids. **would**

\_\_\_\_\_

6. Lucy planned to stay in Brazil for a week, but she ended up staying for a month. **going**

\_\_\_\_\_

7. I didn't like milk as a child, but now I do. **to**

\_\_\_\_\_

8. When they were in Italy, they ate at the same restaurant every night. **would**

\_\_\_\_\_

# Speak

## A. Discuss.

- ▶ When you travel, what form of transport do you like to use? Why?
- ▶ Where did you go this/last summer? How did you get around? Why?

B. Look at photographs A and B. Compare the photographs and say what the advantages and drawbacks of each form of travel are. How do you think the people in each photo feel? Try to use some of the words and expressions in the boxes.



### COMPARING

Both photos show...

One thing the photos have in common is...

The people in each photo are...

The photos are similar because...

### ADVANTAGES

variety	stress-free
challenging	in the open air
cheap	time to think
relaxed	exciting/fascinating/interesting
time-saving	free to do what you want
convenient	don't have to stick to a schedule

### DRAWBACKS

uncomfortable	physically tiring
expensive	stressful
dangerous	in a confined space
stuffy	can't stretch your legs
inconvenient	stick to a budget

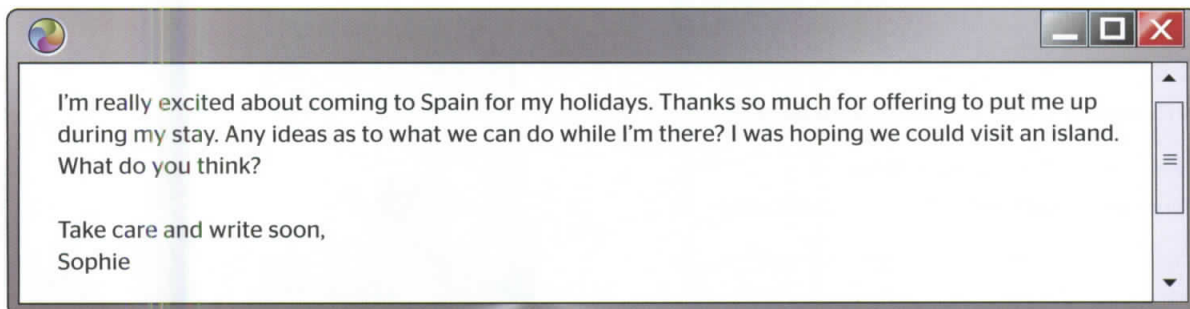
C. Look at the photographs again. Have you ever had a bad experience while travelling in these ways?

## Write An informal email/letter

### A. Discuss.

- Have you ever had a guest from abroad stay with you?
- If yes, what did you do to make his/her stay enjoyable?
- If not, would you like to have someone from abroad stay with you? Why / Why not?

### B. Stephanie has received an email from a friend who will be staying with her while visiting her country. Read this part of Sophie's email. What should Stephanie include in her reply to Sophie?



### C. Choose from the points a-d below what Stephanie needs to do in her letter.

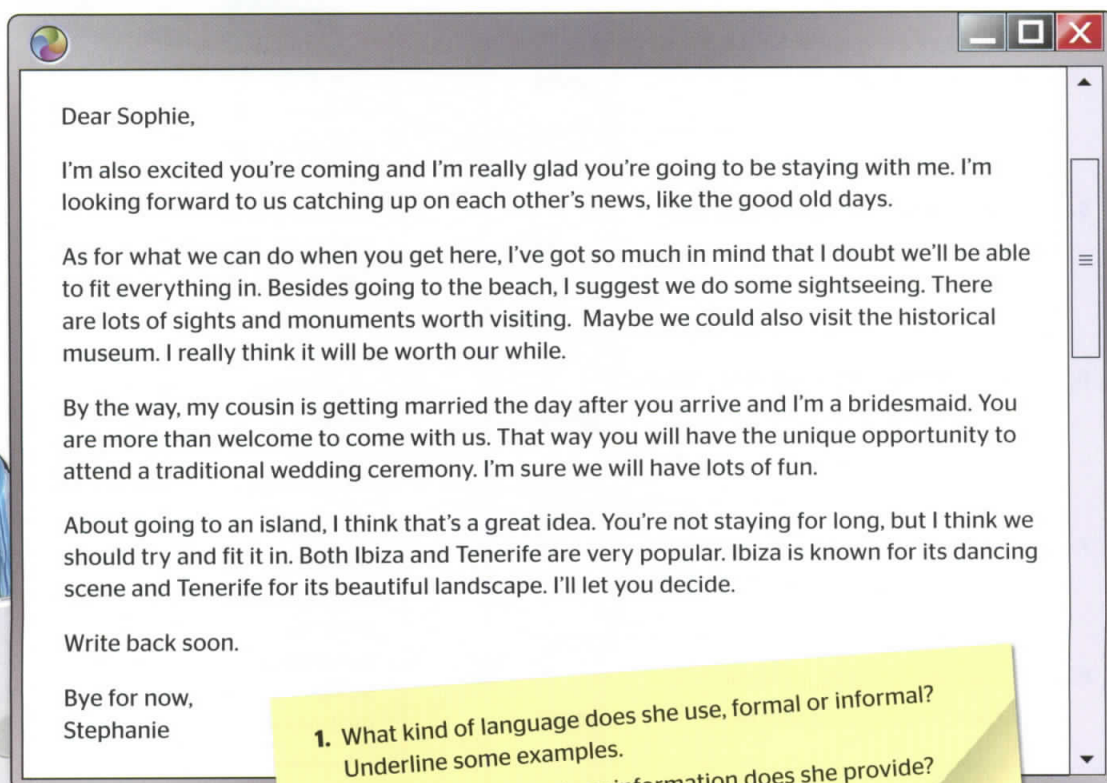
a. make suggestions

b. ask for information

c. give advice

d. express an opinion

### D. Now read Stephanie's response and underline the sentences which correspond to the questions in Sophie's letter. Then answer the questions which follow.



1. What kind of language does she use, formal or informal? Underline some examples.
2. What extra comments or information does she provide?





**E. In an email or informal letter, you may need to perform more than one function. Look at the function headings in the box on the right and write them in the appropriate spaces above the expressions.**

**explaining    suggesting  
expressing opinion**

I suggest you go...
Why don't you go...?
What/How about going...?
One thing you could do is go...
Maybe you could...

I really think/believe that...
The way I see it...
It seems to me that...

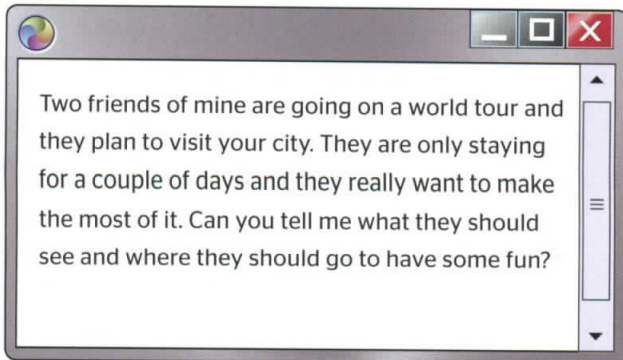
That's because...
The reason is...
Apart from that,...

**F. Rewrite the sentences using the words in bold.**

- I can't wait to see you next week. **forward**  
\_\_\_\_\_
- One thing you could do is visit the art gallery. **why**  
\_\_\_\_\_
- We could stay in a hotel near the station. **about**  
\_\_\_\_\_
- Anyway, I don't think my parents will let me go. **apart**  
\_\_\_\_\_
- Can I stay at your house next weekend? **put**  
\_\_\_\_\_
- I really think it would be good for you to visit the Archaeological Museum.. **while**  
\_\_\_\_\_
- It would be nice if you could join us on the trip. **welcome**  
\_\_\_\_\_
- I suggest you take the kids to the park. **taking**  
\_\_\_\_\_

**G. Read the rubric and the email. Underline the key words in the rubric. Which questions should you provide a response for?**

You have received an email from your friend Max. Read this part of Max's email and then write an email to him.



**Write your email to Max based on the plan (140-190 words).**

**PLAN**

When writing an informal letter/email, follow the plan below.

**GREETING**

- ▶ Greet the person you are writing to.
  - Dear..., Hi..., Hello..., etc.

**OPENING PARAGRAPH**

- ▶ Make a friendly comment and say why you are writing.

**MAIN PART** (2-3 paragraphs)

- ▶ Make sure you include all the necessary information.
- ▶ Use appropriate structures for making recommendations/suggestions, expressing opinion, explaining, etc.

**CLOSING PARAGRAPH**

- ▶ Refer to any points you want to stress and end the letter/email with an appropriate closing phrase, such as:
  - Well, that's all for now.
  - Keep in touch.
  - Write back soon.

**SIGNING OFF**

- ▶ Use a signature ending and your first name below that.
  - Take care, Best wishes, Lots of love, etc.



When writing an informal letter/email:

- use informal language and expressions (e.g. *well, of course, anyway, you know, you see, actually, by the way*).
- use short forms (e.g. *I'm, didn't*).
- use exclamations (e.g. *That's great news!*).
- use direct questions (e.g. *What are you up to?*).
- use standard grammar and spelling conventions. Avoid forms such as *wanna, cu l8r*, etc.
- respond to requests/questions in the extract according to the rubric and add any comments and/or information that is relevant.
- use appropriate expressions/phrases to express enthusiasm, accept or refuse an invitation, give news, etc.

**A. Read the text and complete the gaps with the correct form of the words in capitals.**

This summer, I decided to take a(n) (1) \_\_\_\_\_ route to my uncle's house in Scotland and, instead of flying, I went by train. I always used to (2) \_\_\_\_\_ the aeroplane's poor cousin, but (3) \_\_\_\_\_ reasons led me to this, as it turned out to be, wise decision. One of the advantages was made evident right away, since I didn't have to make the (4) \_\_\_\_\_ months in advance to get a reasonable price. The waiting room was similar to the (5) \_\_\_\_\_ lounge of an airport, with the only difference that everybody still had all of their luggage with them. This was a rather (6) \_\_\_\_\_ thought compared to how you feel when your suitcase may be lost somewhere on an endless conveyor belt at an airport. The moment I got on the train, I put my luggage on the spacious (7) \_\_\_\_\_ luggage rack, sat down by the window to stare out at the amazing scenery, and stretched my legs, glad that I was not stuck in a(n) (8) \_\_\_\_\_ seat on a crowded plane.

**ALTERNATE**  
**CRITIC**  
**ECONOMY**  
**ARRANGE**  
  
**DEPART**  
**ASSURE**  
  
**HEAD**  
  
**COMFORT**

**B. Read the text and complete the gaps with a suitable word. Use only one word in each gap.**

## A stresscation

A few days (1) \_\_\_\_\_, over a coffee and a mid-morning snack, I was talking to a colleague of mine at work about holidays. We both agreed that instead (2) \_\_\_\_\_ being a relaxing and enjoyable fun-filled experience for the whole family, a holiday can (3) \_\_\_\_\_ into a miserable and often stressful two weeks (4) \_\_\_\_\_ from home. Indeed, the stress can even start before you set (5) \_\_\_\_\_ for your destination. Take packing, for instance. Last summer, I walked into my son's bedroom as he (6) \_\_\_\_\_ stuffing things into his suitcase that I knew he was not (7) \_\_\_\_\_ to use: his rollerblades, for one. We were going hiking in the mountains, not strolling around city streets. We argued, and I won, of course, but that (8) \_\_\_\_\_ not make me very popular.



**C. 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.**

- When I was a child, our family visited the Lake District every spring. **used**  
Our family \_\_\_\_\_ the Lake District every spring when I was a child.
- Jane intended to buy a car, but finally got a bike. **going**  
Jane \_\_\_\_\_ a car, but finally got a bike.
- Mike stopped for petrol on his way to work in the car. **driving**  
Mike \_\_\_\_\_ he stopped for petrol.
- My grandfather always went fishing at the weekend. **would**  
My grandfather \_\_\_\_\_ at the weekend.
- I wanted to call you, but I forgot to. **was**  
I \_\_\_\_\_, but I forgot to.
- Carol was in the pool while I was on the phone. **swimming**  
Carol \_\_\_\_\_ talking on the phone.



D. Choose the word or phrase that most appropriately completes each sentence.

1. There was no space for my hand luggage in the overhead \_\_\_\_ .  
a. aisle  
b. locker  
c. cockpit  
d. lounge
2. As the sun was setting, we decided to \_\_\_\_ for home.  
a. go  
b. change  
c. head  
d. turn
3. I didn't realise there was so much to explore right on my \_\_\_\_ .  
a. doorbell  
b. doorway  
c. doorstep  
d. front door
4. Hugh asked the flight attendant if there was entertainment on \_\_\_\_ .  
a. board  
b. deck  
c. cruise  
d. flight
5. On our trip around Australia, we had to \_\_\_\_ to a budget.  
a. stick  
b. stay  
c. save  
d. stand
6. I don't like flying, because there's no room to \_\_\_\_ your legs.  
a. set  
b. push  
c. get  
d. stretch
7. He was in unknown \_\_\_\_ , but he wasn't worried.  
a. ground  
b. territory  
c. land  
d. place
8. I went to the city by train, and had the \_\_\_\_ all to myself.  
a. cockpit  
b. compartment  
c. department  
d. cabin

### Now I can...

Turn back to the cover page of the module. Read through the ***In this module you will...*** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

3

# All work & no play...

### Discuss:

- ▶ *All work and no play makes Jack a dull boy.* What do you think this saying means?
- ▶ How do you like to relax in your free time?
- ▶ What sort of job would you like to do in the future? Why?

### In this module you will...

- ▶ talk about jobs and hobbies
- ▶ learn to use appropriate tenses to talk about present and past situations
- ▶ learn collocations, phrases and idioms relating to work and leisure time and nouns denoting occupations
- ▶ learn how to write a story
- ▶ acquire skills and strategies that will help you with exams

