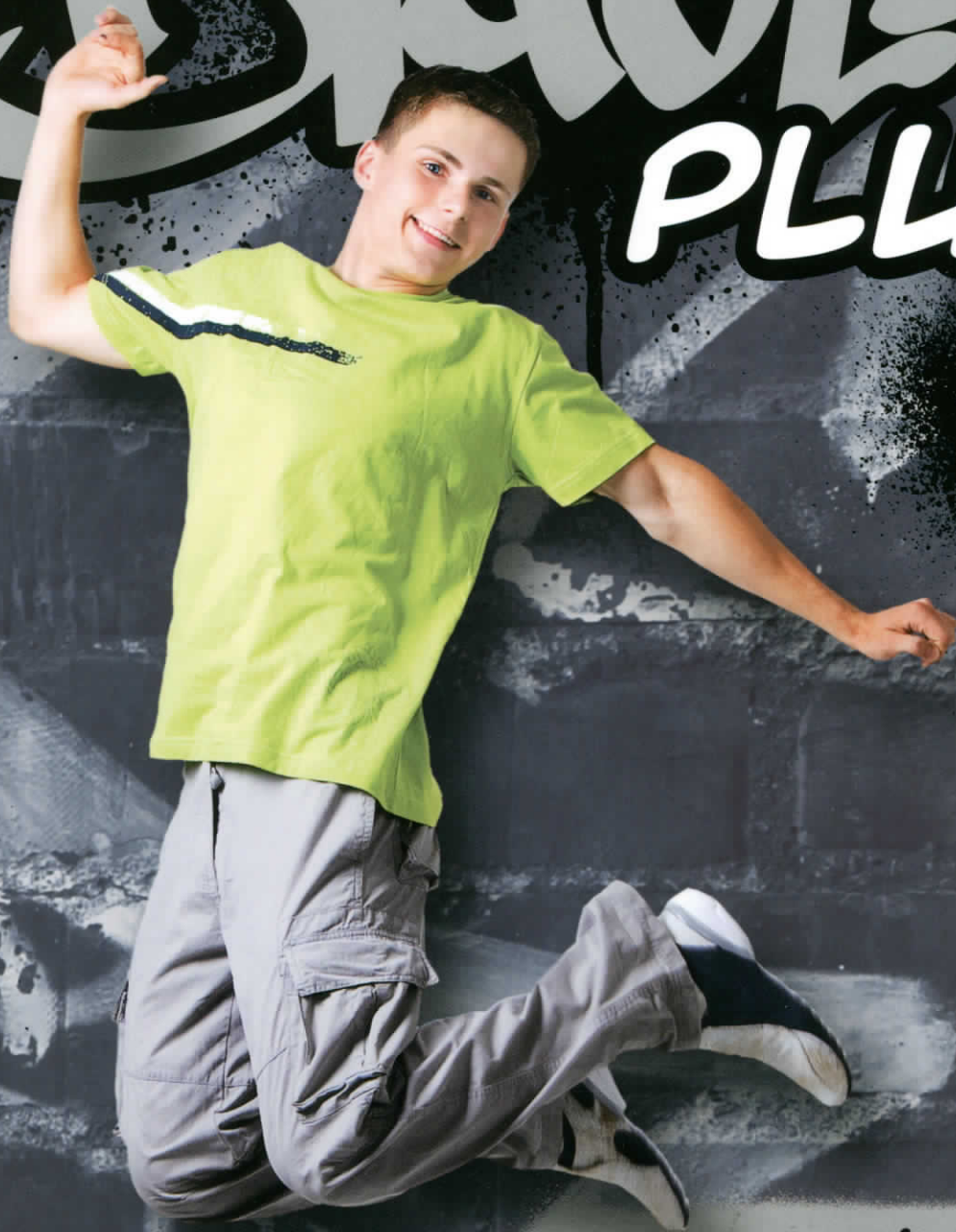


H. Q. Mitchell - Marileni Malkogianni

Full Start!

PLUS







LEVEL
B2









STUDENT'S BOOK


mm
publications

Modules	Vocabulary	Structures	Functions
1 page 7 Going places	<ul style="list-style-type: none"> Prefixes (un-, in-, im-, il-, ir-) and suffixes (-ly, -less, -ness) high/highly, near/nearly, late/lately, like/likely Phrasal verbs Words easily confused (words related to travel, places and geographical terms) 	<ul style="list-style-type: none"> Present Simple Present Progressive Stative verbs Comparisons 	<ul style="list-style-type: none"> Distinguishing between permanent and temporary situations Expressing states and dynamic actions Making comparisons
2 page 17 Let's dress up!	<ul style="list-style-type: none"> Strong adjectives Compound nouns Words starting with <i>under</i> and <i>out</i> Adjectives deriving from verbs/nouns Compound adjectives ending in -ed 	<ul style="list-style-type: none"> Past Simple Past Progressive Used to - Would Articles 	<ul style="list-style-type: none"> Distinguishing between complete and incomplete actions in the past Expressing past habits and typical behaviour in the past Speculating and expressing opinion Making requests Making suggestions
3 page 27 Something in the air	<ul style="list-style-type: none"> Nouns deriving from phrasal verbs Words easily confused Expressions with <i>take</i> Verbs + prepositions Words related to communication 	<ul style="list-style-type: none"> Present Perfect Simple Present Perfect Progressive Questions and question words 	<ul style="list-style-type: none"> Linking past and present time Asking for information
4 page 37 Beyond belief	<ul style="list-style-type: none"> Words easily confused Nouns describing occupations Words starting with <i>first</i> Words starting with <i>inter-</i> 	<ul style="list-style-type: none"> Past Perfect Simple Past Perfect Progressive Would - Was/Were going to Nouns Quantifiers 	<ul style="list-style-type: none"> Sequencing past actions and events Expressing number and quantity
5 page 47 Life at the top	<ul style="list-style-type: none"> Topic related collocations Adjectives + prepositions Phrasal verbs Prepositional phrases with <i>for</i> Words starting with <i>up</i> and <i>down</i> Words easily confused 	<ul style="list-style-type: none"> Future forms Time clauses Modal verbs I (will, can, may, might, could, must, can't) 	<ul style="list-style-type: none"> Distinguishing between the uses of future forms Expressing certainty and possibility Making deductions
6 page 57 And the verdict is...	<ul style="list-style-type: none"> Collocations and phrasal verbs related to crime and punishment Idioms including food-related words Words easily confused related to crime Noun suffixes 	<ul style="list-style-type: none"> Conditional Sentences (Type 0, 1, 2) Modal verbs II (may, can, must, need to, have to, should, ought to, had better) 	<ul style="list-style-type: none"> Expressing hypotheses about what is likely or unlikely to happen in the present / future Expressing permission, obligation/necessity, prohibition, absence of obligation and advice/opinion

Reading	Listening	Speaking	Writing	21st century competencies
<ul style="list-style-type: none"> Four short texts about people who travelled to another country and eventually extended their stay 	<ul style="list-style-type: none"> An interview with a man who climbed Mount Kilimanjaro 	<ul style="list-style-type: none"> Talking about places of interest and travelling Expressing opinion and elaborating on a topic 	<ul style="list-style-type: none"> A descriptive article <p>Developing skills:</p> <ul style="list-style-type: none"> Using lively language 	
<ul style="list-style-type: none"> A magazine article about the recycling of fashions 	<ul style="list-style-type: none"> People talking in different situations 	<ul style="list-style-type: none"> Talking about appearance, styles and fashion Comparing appearances and lifestyles 	<ul style="list-style-type: none"> An informal letter / e-mail <p>Developing skills:</p> <ul style="list-style-type: none"> Responding to / making requests / making suggestions 	
<ul style="list-style-type: none"> Four short texts relating to cellular Internet 	<ul style="list-style-type: none"> Eight short conversations 	<ul style="list-style-type: none"> Talking about communication and the media Comparing the effectiveness of media to advertise an event and discussing advantages and disadvantages 	<ul style="list-style-type: none"> An essay expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> Using linking words/phrases 	
<ul style="list-style-type: none"> A magazine article about amazing rock formations 	<ul style="list-style-type: none"> An expert discussing dreams 	<ul style="list-style-type: none"> Talking about mysteries and the unexplained Choosing between options (two adventure holidays) 	<ul style="list-style-type: none"> A story <p>Developing skills:</p> <ul style="list-style-type: none"> Time linkers Linking words/phrases expressing cause/reason and used for emphasis 	
<ul style="list-style-type: none"> Two short magazine articles about choosing a job and about Alfred Nobel 	<ul style="list-style-type: none"> A radio interview about unconventional businesses 	<ul style="list-style-type: none"> Talking about work, studies and career options Comparing jobs 	<ul style="list-style-type: none"> A letter / e-mail of application <p>Developing skills:</p> <ul style="list-style-type: none"> Using register appropriate in formal letters 	
<ul style="list-style-type: none"> A story: Caught Red-handed 	<ul style="list-style-type: none"> Five monologues about crime and criminals 	<ul style="list-style-type: none"> Talking about crime, punishment and crime prevention 	<ul style="list-style-type: none"> A letter (to the editor) expressing an opinion <p>Developing skills:</p> <ul style="list-style-type: none"> Using linking words/phrases 	

Modules	Vocabulary	Structures	Functions
7 page 67 Encore!	<ul style="list-style-type: none"> • Expressions with <i>come</i> • Idioms with body parts • Words easily confused 	<ul style="list-style-type: none"> • Defining and Non-Defining Relative Clauses • Participle Clauses 	<ul style="list-style-type: none"> • Defining people, places, things and ideas, and giving additional information about them • Expressing opinion/preference and justifying • Expressing agreement and disagreement
8 page 77 As fit as a fiddle	<ul style="list-style-type: none"> • Expressions related to fitness • Phrasal verbs • Adjective-noun collocations • Words easily confused • Verbs expressing movement • Noun suffixes (-dom, -hood, -ship) 	<ul style="list-style-type: none"> • Infinitives and -ing forms • Modal verbs + have + past participle 	<ul style="list-style-type: none"> • Expressing possibility, absence of necessity and criticism in the past • Making deductions about the past • Giving advice • Apologising • Explaining / Justifying • Expressing opinion • Recommending / Suggesting
9 page 87 Far frontiers	<ul style="list-style-type: none"> • Word building (verbs, nouns, adjectives) • Body parts of animals • Compound nouns including <i>sea</i> • Shapes • Words easily confused 	<ul style="list-style-type: none"> • Passive Voice 	<ul style="list-style-type: none"> • Emphasising an action using the Passive Voice • Discussing problems and suggesting solutions
10 page 97 Learn your lesson	<ul style="list-style-type: none"> • Word combinations related to the topic of learning • Adjectives ending in -ed and -ing • Phrasal verbs • Compound adjectives 	<ul style="list-style-type: none"> • Reported Speech (statements, questions, commands and requests) 	<ul style="list-style-type: none"> • Reporting • Making recommendations
11 page 107 What a laugh!	<ul style="list-style-type: none"> • Expressions with <i>do</i> and <i>make</i> • Word pairs • Phrasal verbs • Expressions including <i>laugh</i> • Words easily confused 	<ul style="list-style-type: none"> • Clauses of concession, result and purpose • Inversion 	<ul style="list-style-type: none"> • Expressing result, purpose and contrast • Emphasising
12 page 117 High tech	<ul style="list-style-type: none"> • Adjective suffixes (-able and -ible) • Word combinations related to technology • Words easily confused • Prepositional phrases with <i>in</i> and <i>on</i> 	<ul style="list-style-type: none"> • Conditional Sentences Type 3 • Unreal Past (wish, if only, as if, would rather, it's time) • Causative Form 	<ul style="list-style-type: none"> • Referring to hypothetical situations in the past • Expressing wishes and regret about present and past events / situations

Reading	Listening	Speaking	Writing	21st century competencies
<ul style="list-style-type: none"> Five short texts in which young people talk about their experiences at concerts 	<ul style="list-style-type: none"> Two monologues in which people talk about a theatrical performance and a dance festival 	<ul style="list-style-type: none"> Talking about entertainment and performing arts Comparing entertainment options and discussing advantages and disadvantages 	<ul style="list-style-type: none"> A film review <p>Developing skills:</p> <ul style="list-style-type: none"> Using register appropriate for reviews 	
<ul style="list-style-type: none"> Four short texts relating to a fitness centre 	<ul style="list-style-type: none"> People talking in different situations 	<ul style="list-style-type: none"> Talking about health, fitness and sports Helping solve a problem concerning sports options 	<ul style="list-style-type: none"> An essay expressing an opinion (with prompts) I <p>Developing skills:</p> <ul style="list-style-type: none"> Brainstorming (Generating ideas) 	
<ul style="list-style-type: none"> A magazine article about strange and fearsome sea creatures 	<ul style="list-style-type: none"> Part of a radio programme called <i>Science Bytes</i> 	<ul style="list-style-type: none"> Talking about environmental issues, marine life and space exploration Discussing environmental problems and suggesting solutions 	<ul style="list-style-type: none"> An argumentative essay <p>Developing skills:</p> <ul style="list-style-type: none"> Using topic sentences 	
<ul style="list-style-type: none"> Four short texts relating to learning experiences 	<ul style="list-style-type: none"> Two monologues relating to the topics of education and learning 	<ul style="list-style-type: none"> Talking about learning, teaching and education Comparing different ways of learning and discussing advantages and disadvantages 	<ul style="list-style-type: none"> A report <p>Developing skills:</p> <ul style="list-style-type: none"> Using register appropriate for reports Brainstorming (using a mind map) 	
<ul style="list-style-type: none"> An extract from the novel <i>Three Men in a Boat</i> 	<ul style="list-style-type: none"> Eight short conversations 	<ul style="list-style-type: none"> Talking about humour, comedies and comedians Comparing different kinds of entertainers 	<ul style="list-style-type: none"> An essay expressing an opinion (with prompts) II <p>Developing skills:</p> <ul style="list-style-type: none"> Punctuation Error correction 	
<ul style="list-style-type: none"> Two short magazine articles about unintentional discoveries/inventions and about technology appearing in science fiction 	<ul style="list-style-type: none"> Five monologues about cellular devices 	<ul style="list-style-type: none"> Talking about science and technology Helping solve a problem concerning communication options 	<ul style="list-style-type: none"> A letter including an explanation of your opinion <p>Developing skills:</p> <ul style="list-style-type: none"> Providing reasons and examples to support your opinion 	

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

- My mother ____ an apple pie and it smells delicious.
 - was just made
 - just makes
 - has just made
 - just making
- I have been learning French ____ three years now, but I still feel like a beginner.
 - since
 - for
 - in
 - until
- What ____ for dinner last night?
 - had you
 - you had
 - did you have
 - have you had
- Natalie ____ so hard all day that her project is nearly finished.
 - works
 - has been working
 - is working
 - was worked
- ____ camera is better, the red or the blue one?
 - What
 - Which
 - That
 - Whose
- I have known Alex since I ____ five years old.
 - was
 - have been
 - am
 - have
- How ____ this computer game?
 - is played
 - have you played
 - do you play
 - has played
- ____ shall we meet, at the café or the park?
 - Where
 - When
 - What
 - Which
- ____ turn is it to do the washing-up tonight? I did it last night!
 - Who's
 - Which
 - What
 - Whose
- ____ did you travel to Mexico? By plane or by boat?
 - Who
 - When
 - Where
 - How

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 points you are unsure about, refer to the relevant section in the module.

Discuss:

- ▶ Do mysteries fascinate you? Why / Why not?
- ▶ How much do you agree with the saying that 'It's all in the mind'?

In this module you will...

- ▶ talk about mysteries and the unexplained
- ▶ learn how to link past events
- ▶ learn how to use nouns and quantifiers correctly
- ▶ expand your vocabulary, learn to distinguish the difference in meaning between words easily confused and form nouns describing occupations
- ▶ learn to write a story
- ▶ acquire skills and strategies that will help you with exams



Read

A. Look at the pictures, read the title and the introductory paragraph of the text and discuss the following.

- What do you know about the ancient monuments mentioned?
- Which of them would you like to see up close?
- How and why do you think people built them?



Pyramids of Giza



Easter Island moai statues



Stonehenge

B. Read the text without paying attention to the missing sentences and answer the following questions.

- What are 'menhirs'? What is the Yonaguni monument?
- What makes them impressive?

ROCK LEGENDS

My name is Tina Loft. I've always enjoyed mystery and adventure, ever since I joined my father on a trip the summer I turned 12. Do you know the pyramids of Giza? I went there at age 16. Have you heard of the Easter Island moai statues? I saw them on holiday at age 14. What about Stonehenge? I've been there, too. Don't ask me, though, how people managed to build these huge monuments hundreds or thousands of years ago, and as for the reasons why they were built, there are no definite answers either.

Have you ever read the Asterix comic books or seen the films? I bet you didn't know that the 'menhirs' Obelix is frequently seen carrying around are real.

1 'Menhirs' – meaning 'long stones' – are large, six to seven thousand-year-old, upright stones standing alone or in groups. They differ in terms of size but they tend to have a fairly similar square shape with uneven surfaces becoming smaller towards the top. The Carnac stones which I saw are actually the most famous example of 'menhirs' that extend in a straight line.

2 The tallest stones are at the western end and the shorter ones at the eastern end.



I even got to see the largest existing 'menhir', which used to stand 65 feet tall and would have weighed 330 tons, but today lies **fractured** in four pieces in Locmariaquer. Just to get an idea, it's third on a list of the heaviest objects to be moved by humans without machinery. **3** There are a number of theories, though, some of them being that they were used to show who the land they were on belonged to, or that they were used as early calendars or in ceremonies by Druids, who were religious leaders of the time.



Menhirs



Yonaguni monument

The best I've saved for last. This is one place you've definitely never heard of before, and that's probably because experts can't decide if it should even be considered a monument. **4** Don't search Google maps for an image, though, because the Yonaguni monument is a huge underwater rock **formation**.

I actually went because I had heard that the sea there is a popular diving site during the winter months, because of the large numbers of hammerhead sharks that are found there. It is here that in 1987, Kihachiro Aratake (oh, I wish it had been me!) noticed a rectangular formation approximately 490 by 130 feet and 88 feet tall, with its top just 16 feet below sea level. What makes the formation a site of controversy is its series of terraces and broad steps. These make it appear as if there was architectural design, as if it was once part of a city.

Those who believe that it is manmade say that the absence of loose rocks lying on the seabed is proof enough. **5** Masaaki Kimura, an **advocate** of the theory that the formation is artificial, believes he can identify signs of drawings of animals and people **engraved** on the rocks, some similar to the characters of the Kaida script, a writing system once used in the region.

Others, among them geologist Robert Schoch, believe that it is nothing more than a natural formation. **6** For them the argument has been **settled** but, for a handful of believers, it remains a mystery. Whatever other people believe, I will never get tired of travelling the planet to visit mysterious sites and form my own theories about where they came from and why.

C. Read the text again. Six sentences have been removed. Choose from sentences A-G the one that fits each blank (1-6). There is one extra sentence which you do not need to use.

- A. It's in Japan, off the coast of the southernmost part of the Ryukyu Islands.
- B. Both are magnificent in sight and mysterious in origin.
- C. They are convinced that underwater activity is responsible for creating the formation as Yonaguni lies in an earthquake region, with earthquakes tending to fracture rocks in a regular manner.
- D. There are more than 3,000 of them in rows stretching across 2.5 miles.
- E. Last summer I visited my father in Brittany, a region in northwest France, and saw them first-hand.
- F. They argue that individual rocks would be expected if the formation had been a product of natural fracturing.
- G. As to what they were used for, nobody really knows for sure.

D. Match the words/phrases highlighted in the text with their meanings. There are two extra meanings which you will not use.

- | | | |
|--------------|-----------------------|--|
| 1. uneven | <input type="radio"/> | a. solved; worked out |
| 2. fractured | <input type="radio"/> | b. undecided |
| 3. formation | <input type="radio"/> | c. the way something is placed or arranged |
| 4. advocate | <input type="radio"/> | d. opponent |
| 5. engraved | <input type="radio"/> | e. irregular |
| 6. settled | <input type="radio"/> | f. broken |
| | | g. supporter |
| | | h. cut into a surface |



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.

E. Discuss.

- Would you like to see 'menhirs' and the Yonaguni monument? Why / Why not?
- In your opinion, are they manmade structures or natural formations?

Vocabulary 1

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

alike similar same identical

- A cello is a musical instrument which is _____ to a violin, but is larger.
- 'Double Trouble' is a film about a pair of _____ twins who meet at a summer camp years after being separated at birth.
- My name is exactly the _____ as my grandfather's.
- The twins look so much _____ that very few people can tell them apart.

extend expand stretch spread

- The yoga trainer asked us to _____ out our arms and take a deep breath.
- Can you please _____ the deadline for my loan repayment?
- The fire _____ quickly because most of the houses were made of wood.
- The company was doing so well that they decided to _____ and open a new office in Paris.

absence lack shortage loss

- We can cope with the _____ of all our money as long as we are healthy.
- The wheat _____ in our country has caused bakers to seek flour from overseas.
- He got the promotion after successfully filling in for his supervisor during her _____.
- He is a famous artist despite his _____ of talent.

conflict argument fight controversy

- There is a great deal of _____ surrounding the way in which he made his money.
- Billy came back from the football match with a black eye after getting into a(n) _____ with a fan of the opposing team.
- The leaders of the two countries decided to hold an emergency meeting to prevent a(n) _____.
- Both mother and daughter felt bad after the _____ they had.

B. Use the words in the box to form nouns describing occupations and complete the table. Then use appropriate words from the table to complete sentences 1-8.

NOTE: Many nouns ending in -er, -ist, -or, -ian and -ant are commonly used to describe occupations.

consult inspect plumb electricity science
chemistry reception mathematics operate
account decorate produce politics attend farm

-er	-ist	-or	-ian	-ant
manager	geologist	actor	musician	servant

- My dad's a(n) _____ at a chemical company. He gives them advice on international law.
- He was always good with numbers so it comes as no surprise that he became a(n) _____.
- The health and safety _____ closed the restaurant down because the kitchen was extremely dirty.
- The _____ is the face of our company as she is the first person people see when they enter.
- The radio _____ liked our demo so much that he invited us to his live show 'Fresh Talent'.
- The phone _____ asked me to wait while she put my call through.
- I am waiting for the _____ to fix my cooker.
- My _____ advised me to reduce my spending otherwise I would not have any money left by the end of the year.

C. Look at the extract from the text on pages 38-39. What does the highlighted word mean?

Last summer I visited my father in Brittany, a region in northwest France, and saw them **first-hand**.

Now complete the sentences with the following words starting with *first*.

first-born

first-class

first-aid

first-degree

first-night

- The inexperienced actor got _____ nerves just before the curtain rose.
- As he travelled at least once a month, he requested that his company book him _____ tickets every time.
- A _____ kit with pharmaceutical supplies is a necessity for every home.
- The _____ daughter of the king will become queen after her father's death.
- While she was cooking, Hilary had a serious accident which resulted in a _____ burn.

Grammar 1

Past Perfect Simple - Past Perfect Progressive - Would - Was/Were going to

A. Look at the examples below and match the verb forms in bold with the tenses. Then complete the rules.

1. ... I actually **went** because I **had heard** that the sea there is a popular diving site... ○○

a. Past Simple

2. ... We **had been flying** for over four hours when the pilot **announced** that we were about to land on Easter Island. ○○

b. Past Perfect Simple

c. Past Perfect Progressive

- The _____ is used to describe an action which was completed before a point of time in the past or before another action in the past. For the action that happened later the _____ is used.
- The _____ is used to emphasise the duration of an action that was in progress before another action or a point of time in the past.

B. Look at the examples below and complete the rules.

We **were going to** visit Machu Picchu on Tuesday but the trip was cancelled.

I knew that the Yonaguni monument **would** be an impressive sight.

- _____
+ base form is used when referring to something that we expected to happen at a later time in the past.
- _____
+ base form is used to talk about actions somebody intended to do in the past (but probably didn't).

See Grammar Reference

C. Complete the text below with the Past Perfect Simple, Past Perfect Progressive, *would* + base form or *was/were going to* + base form of the verbs in brackets.

A PANTHER IN CORNWALL!

I (1) _____ (always / think) that England was a quiet place to visit, until last year, when my husband and I went on holiday to a village in Cornwall and something completely unexpected happened. It was our last day and we (2) _____ (stay) at the hotel to relax, but at the last minute we changed our minds and decided to go for a short walk before leaving. We chose the same route we (3) _____ (take) every day, across some fields and towards a forest. We (4) _____ (walk) for half an hour when I heard some strange noises from behind me. I turned around to see what it was when, suddenly, a huge black cat jumped out in front of us and disappeared into the forest. We were terrified and rushed back to the village. When we told the hotel staff about what we (5) _____ (see), they said that there (6) _____ (be) several sightings of a big black cat in recent years. Nobody (7) _____ (manage) to identify the animal, although several groups (8) _____ (try) to catch it since it was first spotted two years ago. Experts believe it is a black panther that someone (9) _____ (import) illegally, and which (10) _____ (escape) into the wild. At the time of our visit, no one (11) _____ (be) hurt but many locals feared that something bad (12) _____ (happen) soon.



Listen 

A. Discuss.

- What do you usually dream about?
- In your opinion, do dreams have a meaning?

Tip!

- 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.

B. You will hear a woman called Dr Rose Simmons talking about the Dream Health Institute. For questions 1-10, complete the sentences.

1. World Sleep Day is celebrated in March on the second or third _____ of the month.
2. Dreams are a rich source of information helping people to handle _____.
3. Dreams allow people to rehearse _____.
4. Many people claim that they responded _____ to situations that put their lives in danger.
5. Dreams can have different explanations because symbols in them are _____.
6. People are advised to try to gain control of their dream if they _____.
7. It seems that dreams have been a source of inspiration for many _____.
8. We may be able to solve a problem if we _____ it just before we fall asleep.
9. According to some ancient cultures, the _____ of our souls can be explained by our dreams.
10. Dreams are important in that they affect the way we see _____.

Vocabulary 2

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

fantasy imagination vision

1. Jane won the cooking competition thanks to her great _____ with recipes.
2. She is living in a dream world and cannot tell the difference between reality and _____.
3. Not everyone has the same _____ of how the world will be in the future.



arise rise raise

4. It came as a surprise to me when my boss decided to _____ my salary.
5. If any problems _____, don't hesitate to call me.
6. Petrol prices have _____ by 10% this year.

affect effect result result in

7. No matter how much people protested, it had no _____ on Parliament and the new law was passed.
8. The book is the _____ of years of research and hard work.
9. The police have found an important clue that they hope will _____ solving the crime.
10. Henry's negative behaviour _____ the rest of the class.

B. Look at the following sentence. What does the word in bold mean?

I usually suggest patients **intervene** in their dreams.

Now match the words in bold with their meanings.

1. When the film stopped halfway through, the people went into the foyer for the **intermission**.
 2. Please do not **interfere** when I am arguing with my brother.
 3. They couldn't agree as each of them had a different **interpretation** of the story.
 4. The **intersection** on the graph shows the point where both men and women had the same opinion.
 5. The police will **interrogate** the suspect in the hope of finding out the truth.
 6. Please do not **interrupt** me when I am on the telephone.
- a. get involved in a situation without being asked
 b. a place where two or more lines cross
 c. the period of time between the parts of a play, film, etc.
 d. make someone stop speaking
 e. ask someone lots of questions for a long time
 f. someone's opinion about or explanation of something

Grammar 2

Nouns - Quantifiers

A. Look at the sentences below and answer the questions that follow.

- Even blind **people** have **dreams**.
- It all depends on how a person feels about spiders and what is going on in his or her **life** at the **time** of the dream.
- Dreams give us **information** about ourselves and our future.

1. Which of the nouns in bold is/are countable?

3. Which of the nouns in bold can be either countable or uncountable?

2. Which of the nouns in bold is/are uncountable?

4. Which of the nouns in bold is/are always plural?

B. Look at the quantifiers below, decide if they are used with countable nouns, uncountable nouns or both, and tick the correct columns in the table. Which of the quantifiers are used to express a small number or quantity?

	many	much	lots (of)	plenty (of)	a lot (of)	a great deal (of)	a little	little	hardly any	few	a few
countable											
uncountable											

See Grammar Reference

C. Read the text and circle the correct words.

(1) **A lot / A lot of / Hardly any** has been said and written about Bigfoot, also known as Sasquatch, or the Yeti. However, there is still disagreement among scientists about this creature, which apparently weighs 230 kilos and is 6-10 feet tall. There are (2) **a little / many / plenty** scientists who state that this creature does not exist, but there are (3) **many / a few / few** who say that it is quite possible it does. This minority argues that there is (4) **a lot / many / much** evidence which still needs to be examined. According to them, (5) **hardly any / much / many** of it has been given the amount of attention it deserves. They are confident that even (6) **much / a little / a few** co-operation among scientists may lead to the mystery being solved. Researching Bigfoot will, however, require (7) **lot / much / a great deal** of effort on the part of scientists because the (8) **little / few / a few** facts that exist leave them (9) **few / a little / little** to work with. Although various sightings have occurred, in recent years, (10) **much / lots / few** people have seen Bigfoot up close. The mystery, therefore, seems likely to trouble scientists for a while longer.



Speak

A. Discuss.

- Would you be interested in visiting a place of mystery, such as Loch Ness? Why / Why not?
- Are there any places in your country considered mysterious for some reason?

B. Work in pairs. Student A, read the situation, look at the pictures and ask questions. Student B, go to page 127, read the information and answer Student A's questions.

OPTION 1



OPTION 2



SITUATION

You are an adventurous individual who enjoys mystery and the unexplained. You wish to go on an adventure vacation. Talk to a travel agent to find out all the facts and then decide which vacation you will go on.

FIRST

You should look at the pictures and ask:

- Where are the vacation destinations?
- What are the activities involved?
- How much will it cost?
- How long is the vacation?

THEN

When you have all the information you need, explain which vacation you have chosen. Be ready to explain why you didn't choose the other vacation.

Write A Story

A. Discuss.

- Have you ever had dreams that didn't make any sense?
- What was the weirdest dream you have ever had?

B. Read the rubric and the story below. Then answer the question that follows. Underline words/phrases in the story to justify your answers.

You have decided to enter a short story competition in an international magazine. The story must **begin** with the following words:

It was the weirdest dream I had ever had.

Your story must include:

- a place
- an interpretation of the dream

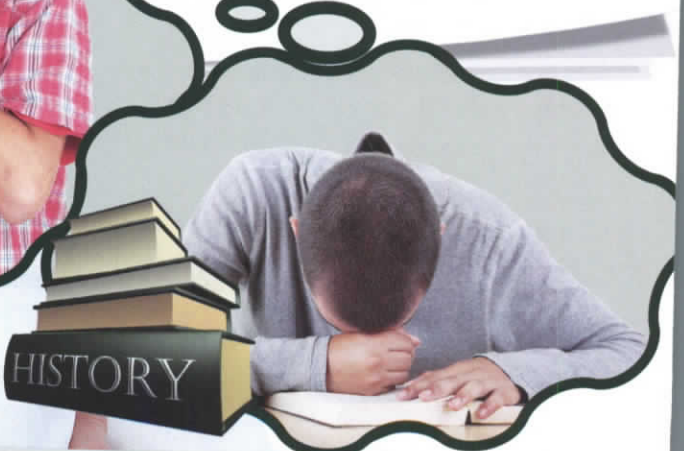
It was the weirdest dream I had ever had. In my dream, I woke up in my room, but the house looked nothing like the house I grew up in. The design was much more minimalistic and the colours of the walls were colder.

I went to the kitchen and heard my mum say she had prepared me my favourite snack to take to school: a chicken sandwich. The funny thing is that although I don't eat meat, and that voice wasn't my mum's, the whole thing didn't seem strange to me.

I then took the bus to school, which is absurd since my school is just a street away from my house.

Unsurprisingly, the teachers were all different, and the school building was completely unrecognisable. I seemed to love Physics, the one subject I have always despised, and I hated History and Art, which are in fact my favourite subjects.

In short, I was in a totally different world from what I'm used to, but I didn't feel any different. Actually, what was so weird was that I felt totally at home. Though I don't really believe in interpreting dreams, perhaps my subconscious was trying to tell me that trying new things isn't that bad.



1. Has the writer begun the story appropriately?
2. Has the writer included the points in the prompt?
3. What tenses does the writer use throughout the story and why?
4. What words/phrases does the writer use to link ideas?
5. Note the adverbs 'unsurprisingly' and 'completely' in the third paragraph. What role do they play?



When writing a story, use time linkers to connect past events and also linking words/phrases to express cause or reason and for emphasis. Look at the table below for ideas.

TIME LINKERS

at first, in the beginning, next, then, after this/that, afterwards, after a while, a few moments later, soon, finally, in the end, at last, during, meanwhile, as soon as, the moment that, since, by the time, before, until, in the meantime, when, while

CAUSE-REASON

because, as, since, that is why, because of

EMPHASIS

actually, in fact, as a matter of fact, in actual fact

C. Use the words/phrases in brackets to link the following pairs of sentences. Change the verb forms when necessary.

1. He was walking in the woods. He heard a loud noise.
(as)

2. The thieves got in. She left the door open.
(because)

3. They lost their cat there. They hated that place.
(that's why)

4. I don't like eating snails. I can't stand them.
(in fact)

5. My friends arrived. We started building our own tree house.
(as soon as)

6. The sun went down. My father came home.
(by the time)

D. Choose the correct adverb to complete the sentences.

- We had been walking through the snow for two days. _____, we reached the cabin.
a. Eventually b. Immediately c. Consequently
- There was a huge statue in the middle of nowhere. It _____ reminded me of a creature I had seen in a film.
a. naturally b. actually c. completely
- At first she didn't want to accept the fact that she was so far away from home, but _____ she learnt to like her new surroundings.
a. gradually b. initially c. suddenly
- They would always walk beside the river in the mornings, and _____ they would dip their feet in to see if the water was warm enough to swim in.
a. particularly b. luckily c. occasionally
- The kids got lost in the forest, but _____ they were found before nightfall.
a. unfortunately b. thankfully c. hopefully

E. Read the writing task below and write a story (140-190 words).

Your English teacher has asked you to write a short story for the English class magazine. The story must **begin** with the following words:

I just couldn't explain what had happened.

Your story must include:

- a letter
- a disappearance

PLAN

When writing a story, narrate events according to this plan.

INTRODUCTION

- ▶ Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).

MAIN PART (2-3 paragraphs)

- ▶ Mention what happened, what the character(s) did, saw, heard, said, etc. and how they felt.

CONCLUSION

- ▶ Describe what happened in the end and make a short comment.



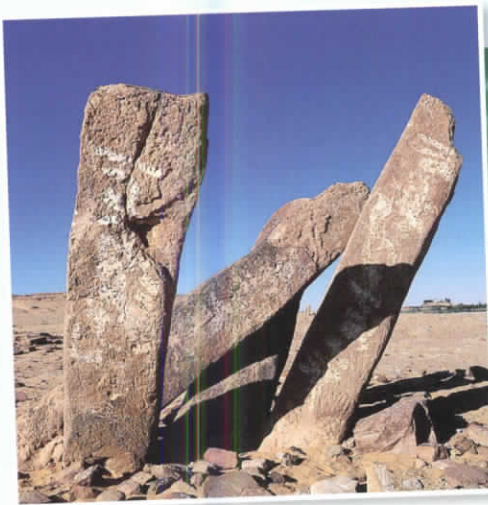
When writing a story,

- do not change the sentence given, but work your story around it.
- include the two ideas in the prompt.
- use Past tenses (Past Simple, Past Progressive, Past Perfect).
- use linking words/phrases to indicate time and the sequence of events, to express cause or reason and for emphasis.
- use Direct Speech to make a situation seem real.
- use exclamations and questions to make the story exciting.
- use a variety of adjectives and adverbs.
- use expressions that show your feelings: enthusiasm, astonishment, amazement, shock, happiness, bewilderment, uneasiness, etc.

A. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- There were few parents at the meeting. NOT
There _____ parents at the meeting.
- Tom has decided to go into acting even though his parents disapprove. BECOME
Tom has decided _____ even though his parents disapprove.
- I hadn't been to the Pyramids of Giza before and I was really amazed. TIME
It was the _____ to the Pyramids of Giza and I was really amazed.
- She expected the exhibition to be boring because the artist had been producing the same type of work a lot lately. IT
She believed _____ a boring exhibition because the artist had been producing the same type of work a lot lately.
- We waited at the ticket counter for an hour and then they announced that the museum closed at three. HAD
By the time they announced the museum closed at three, _____ at the ticket counter for an hour.
- His intention was to visit the monuments, but it rained hard all day. GOING
He _____ the monuments, but it rained hard all day.

B. Read the text and complete the blanks with the correct form of the words in capitals.



Saudi Arabia's Stonehenge

There is an oasis town in northwestern Saudi Arabia which boasts a man-made collection of stone

(1) _____. The site is called *Al-Rajajil*, or 'The Men', and lies near the town, surrounded by fields. There are (2) _____ fifty groups of columns,

each group containing a (3) _____ of stones. Most of them are 11.5 feet tall and 29.5 inches thick, with a simple (4) _____ shape and engraved texts that are still being examined by (5) _____.

The building of these columns is believed to be roughly connected to sunrise and sunset, and dates back six centuries. However, we have no clue as to the identity of their builders, and there is still no evidence as to why they were built. One (6) _____ says that this is a grave and another that it is an ancient site that was once used for (7) _____ purposes. Whatever the case, to be still discovering ancient monuments after so many years is truly (8) _____.

FORM

ACTUAL

HAND

RECTANGLE

SCIENCE

INTERPRET

RELIGION

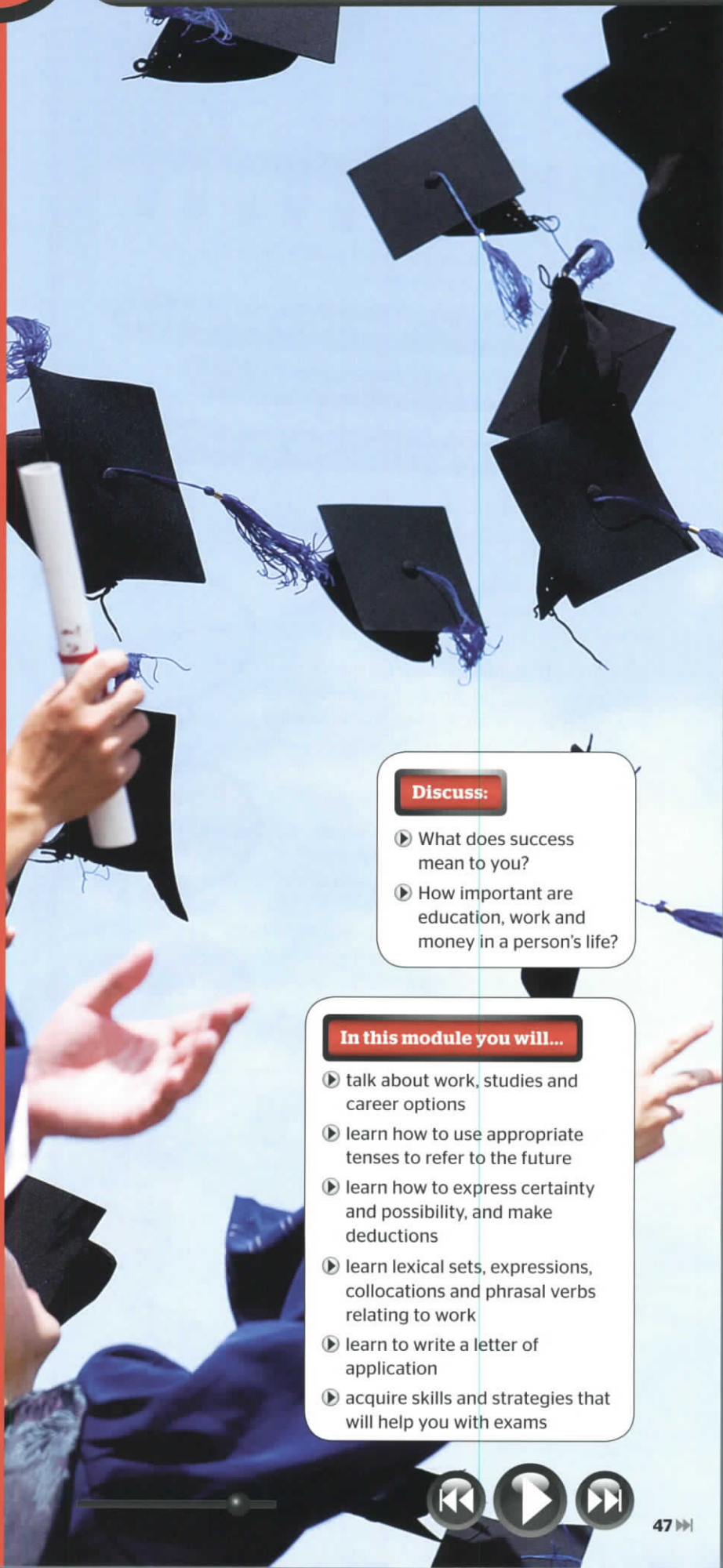
CREDIBLE

**C. Choose the word that most appropriately completes each sentence.**

- Please don't _____ me when I'm talking. It's getting really annoying.
 - intervene
 - interfere
 - interrupt
 - interpret
- She didn't agree at first, but _____ she warmed to the idea.
 - initially
 - gradually
 - immediately
 - naturally
- We have _____ twin boys in our class and they're always playing jokes on our Science teacher.
 - alike
 - similar
 - same
 - identical
- The deadline is next week but they're planning to _____ it.
 - extend
 - expand
 - stretch
 - spread
- I was hoping to see him at the fundraiser and was disappointed by his _____.
 - absence
 - loss
 - lack
 - shortage
- Sam and Carl were having a heated _____ about whether or not the Nazca lines are man-made.
 - fight
 - controversy
 - argument
 - conflict
- Is it my _____ or have we been here before?
 - fantasy
 - vision
 - dream
 - imagination
- There's water all over the bathroom floor! We'll have to call a(n) _____.
 - operator
 - electrician
 - attendant
 - plumber
- _____, we haven't got any bananas. We'll definitely have some next week, though.
 - Thankfully
 - Clearly
 - Particularly
 - Unfortunately
- All of our teachers have _____ experience in working with children with learning difficulties.
 - first-hand
 - first-born
 - first-degree
 - first-aid

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 points you are unsure about, refer to the relevant section in the module.

**Discuss:**

- ▶ What does success mean to you?
- ▶ How important are education, work and money in a person's life?

In this module you will...

- ▶ talk about work, studies and career options
- ▶ learn how to use appropriate tenses to refer to the future
- ▶ learn how to express certainty and possibility, and make deductions
- ▶ learn lexical sets, expressions, collocations and phrasal verbs relating to work
- ▶ learn to write a letter of application
- ▶ acquire skills and strategies that will help you with exams



Read

A. Discuss.

- What's the perfect job for you?
- What are the reasons for your choice?

B. Read the text quickly and decide which of the following titles is the best.

- There is no such thing as a perfect job
- How to find a job you love
- Don't let others find the job for you

When you ask children what they want to be when they grow up, how many of them answer 'I want to work for a big company and climb the corporate ladder'? None. Instead, they answer with wonderful honesty and limitless imagination.

We can't all be **fighter** pilots or famous singers, but our childhood dreams may help us find work we love as an adult. There are thousands of articles telling you how to find your dream job, and a large number of firms which will **claim** they have the perfect job for you.

So what is the perfect job for you? Here are three questions to help you decide. After you answer these questions, you will have a clearer idea of what you'd like to do, but you need to be honest with yourself. Everyone will have different answers which lead to different jobs. You don't need to share your ideas with anyone, but talking to a careers advisor or a friend may help.

What or who do you envy? It might be difficult to admit you're envious of others, but it helps you **identify** what you want most. Try not to let this become a negative experience; it is about what you want, not what others have.

What would you do for free if you had to? The idea of working for free doesn't **appeal** to most people, but this idea helps you decide what you like or love doing.

What did you want to be as a child? Did you want to be a firefighter because you could help people or because you liked the idea of driving a big truck? If you can figure out why you wanted a certain job, it might help you decide what you want to be now.



C. Read the text again and answer questions 1-5. Choose a, b, c or d.

- According to the text, what do many companies do?
 - They claim they have people's dream jobs.
 - They claim a person can have the job they wanted as a child.
 - They help people find out what they want to do.
 - They write articles about finding one's dream job.
- What should you do with the answers to the three questions you ask yourself?
 - not share them with anyone in case they want your job
 - tell a careers advisor as soon as possible
 - discuss them with friends
 - share them if you feel it might help
- What does the article say about envy?
 - It's bad to be envious of people.
 - It can be hard to control.
 - It can be useful when used properly.
 - It motivates people to get what others have.
- Why should we think about what job we would do for free?
 - It will tell us what we are happy doing.
 - It's something we have to do.
 - Working for free is appealing to many people.
 - Many people find a job working as volunteers.
- Why should we think about what we wanted to do as children?
 - We answer more honestly as children.
 - It might help us think why we want a job.
 - It will help us broaden our imagination.
 - It helps us keep an open mind.

D. Look at the words highlighted in the text and guess what each of them means in this context. Choose a or b.

- fighter
 - a type of military aircraft
 - a soldier
- claim
 - say something without proving it
 - ask for something
- identify
 - associate with
 - be able to discover
- appeal
 - seem attractive
 - make a request

E. Answer the three questions suggested in the text (honestly!) and then talk in groups. Share your ideas and discuss what the perfect job(s) for each person in the group would be.