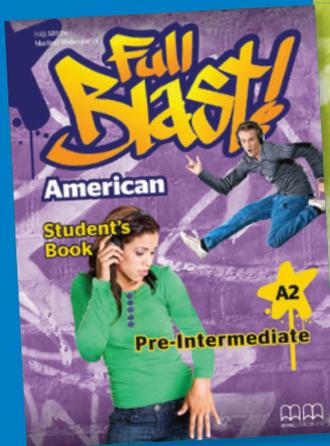
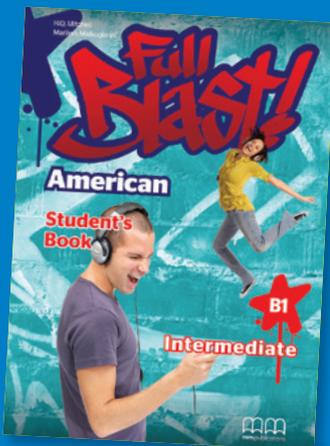


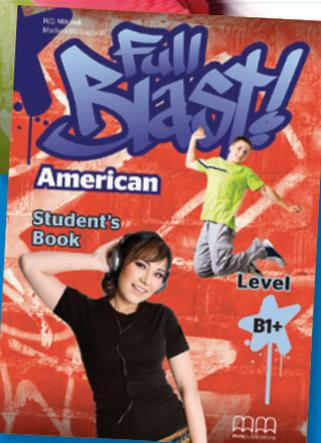
Elementary **A1.2**



Pre-Intermediate **A2**



Intermediate **B1**



**B1+**



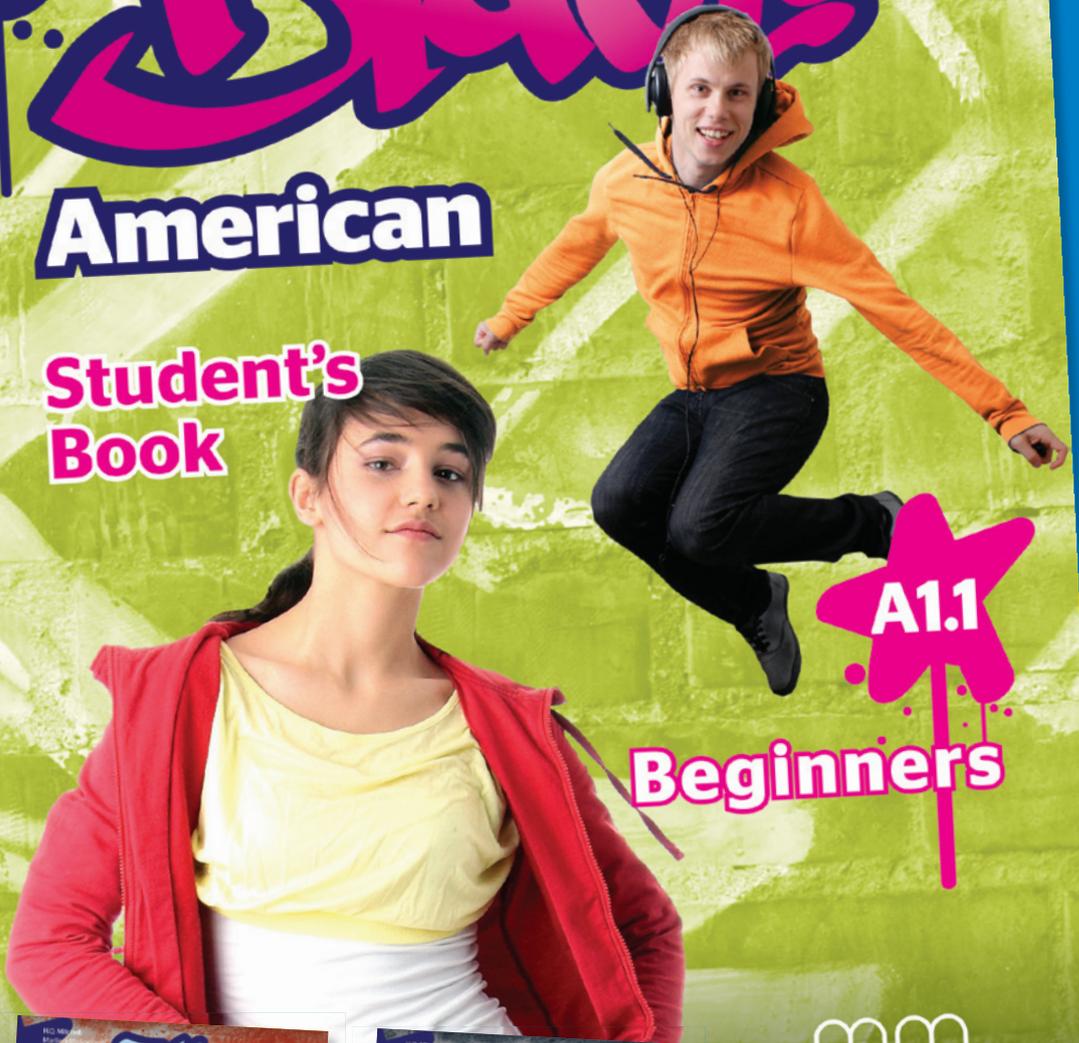
**B2**

H.Q. Mitchell  
Marileni Malkogianni

# Full Blast!

## American

## Student's Book



**A1.1**

## Beginners



Beginners **A1.1**



# Full Blast!

## American

is an exciting course, taking learners from **Beginner (A1.1)** to **B2 level**. It prepares students for all exams.

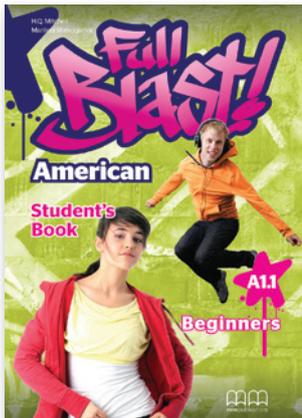
### IT FOLLOWS:

- the requirements of the **Common European Framework of Reference**.
- the **modular approach**, which enables students to deal with topics in depth.

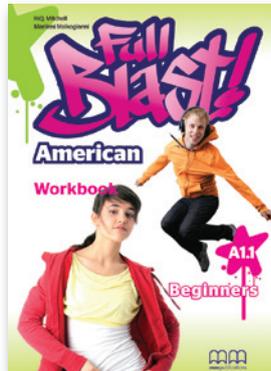
### COURSE FEATURES:

- Well-balanced modules
- A revision section in each module
- Lively dialogues
- Motivating and contemporary topics providing students with **multicultural** and **cross-curricular** information
- Clear grammar presentations and practice
- Systematic development of all four skills
- A variety of communicative exam-oriented tasks
- A step-by-step guide to **writing**
- A grammar reference section
- Lively, topic-based songs
- Useful tips

### COMPONENTS FOR STUDENTS



Student's Book

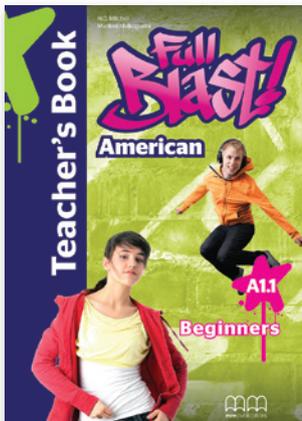


Full-color Workbook

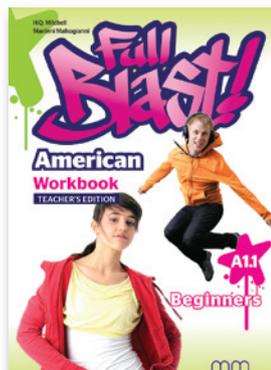


Student's Audio CD/CD-ROM

### COMPONENTS FOR TEACHERS



Interleaved  
Teacher's Book



Workbook  
Teacher's Edition



Teacher's Resource  
CD-ROM including Tests  
for the coursebook +  
portfolio with projects +  
Grammar Tests



Class CDs

# CONTENTS

## Full Blast Beginners A1.1

Modules	Structures
<b>Hello</b>	<ul style="list-style-type: none"> <li>• What's your name?</li> <li>• How do you spell...?</li> <li>• What's your phone number?</li> <li>• How old are you?</li> <li>• Plurals (regular -s)</li> <li>• a/an</li> <li>• this/that</li> <li>• Imperative</li> <li>• What color is this?</li> </ul>
<b>1 Who are you?</b>	<ul style="list-style-type: none"> <li>• Where... from?</li> <li>• The verb <i>to be</i></li> <li>• Possessive adjectives</li> <li>• What...? / Who...?</li> </ul>
<b>2 All about me</b>	<ul style="list-style-type: none"> <li>• The verb <i>to have</i></li> <li>• these/those</li> <li>• Plurals (regular/irregular)</li> <li>• Possessive case</li> <li>• Whose...?</li> <li>• The verb <i>can</i></li> </ul>
<b>3 It's my life!</b>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Prepositions of time</li> <li>• What time...?</li> <li>• When...?</li> <li>• Adverbs of frequency</li> </ul>
<b>4 Where I live</b>	<ul style="list-style-type: none"> <li>• There is / There are</li> <li>• Prepositions of place</li> <li>• a/an, the</li> <li>• Object personal pronouns</li> <li>• Can (permission-requests)</li> <li>• The verb <i>must</i></li> </ul>
<b>5 Nice and tasty</b>	<ul style="list-style-type: none"> <li>• Countable and uncountable nouns</li> <li>• a(n)/some</li> <li>• some/any</li> <li>• would like + noun</li> <li>• How much?/How many?</li> </ul>
<b>6 Events</b>	<ul style="list-style-type: none"> <li>• like/love/enjoy/hate <i>+ing</i> form</li> <li>• Present Progressive</li> <li>• Present Simple vs. Present Progressive</li> <li>• Why? / Because...</li> </ul>
<b>7 What an experience!</b>	<ul style="list-style-type: none"> <li>• Past Simple of the verb <i>to be</i></li> <li>• Past Simple (regular/irregular verbs)</li> <li>• Time expressions</li> <li>• Past Simple vs. Present Simple</li> </ul>
<b>8 See the world</b>	<ul style="list-style-type: none"> <li>• Future <i>going to</i></li> <li>• Present Progressive with future meaning</li> <li>• Future <i>will</i></li> <li>• Comparative forms</li> <li>• Superlative forms</li> </ul>

## Full Blast Elementary A1.2

Modules	Structures
<b>Hello</b>	Revision of basic vocabulary, grammatical structures and functions
<b>1 That's me!</b>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Prepositions of time</li> <li>• Adverbs of frequency</li> <li>• How often?</li> <li>• Present Progressive</li> <li>• Present Simple vs. Present Progressive</li> <li>• Stative verbs</li> <li>• like/love/enjoy/hate/can't stand + <i>-ing</i> form</li> <li>• would like/want + <i>to</i></li> </ul>
<b>2 Exploring</b>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Time expressions</li> <li>• The verb <i>could</i></li> <li>• Adverbs of manner</li> <li>• The verb <i>used to</i></li> <li>• Object pronouns</li> </ul>
<b>3 Adventure</b>	<ul style="list-style-type: none"> <li>• Past Progressive</li> <li>• Past Simple - Past Progressive</li> <li>• Time clauses (when-while)</li> <li>• some-any-no</li> <li>• Compounds of some-any-no-every</li> </ul>
<b>4 Places</b>	<ul style="list-style-type: none"> <li>• Can-Could-May-Might</li> <li>• Prepositions of place and movement</li> <li>• Comparative forms</li> <li>• as + adjective + as</li> <li>• Superlative forms</li> <li>• Which?</li> </ul>
<b>5 Today and tomorrow</b>	<ul style="list-style-type: none"> <li>• Future <i>going to</i></li> <li>• Time expressions</li> <li>• Present Progressive (future meaning)</li> <li>• Future <i>will</i></li> <li>• must - have to</li> <li>• Conditional Sentences Type 1</li> </ul>
<b>6 Team spirit</b>	<ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Time expressions</li> <li>• Present Perfect vs. Past Simple</li> <li>• have been - have gone</li> <li>• How long?, for, since</li> <li>• Tag Questions</li> </ul>
<b>7 Teen life</b>	<ul style="list-style-type: none"> <li>• The verb <i>should</i></li> <li>• too - enough</li> <li>• one - ones</li> <li>• much / many / a lot of / lots of / a few / a little</li> <li>• Possessive pronouns</li> <li>• Possessive case</li> <li>• Whose...?</li> </ul>
<b>8 Fame</b>	<ul style="list-style-type: none"> <li>• Relative pronouns: who, which, that</li> <li>• So / Neither</li> <li>• Present Simple Passive</li> <li>• Past Simple Passive</li> </ul>

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## Full Blast Pre-Intermediate A2

Modules	Structures
<b>1</b> <b>Teen trends</b>	<ul style="list-style-type: none"> <li>• Present Simple vs Present Progressive</li> <li>• Stative verbs</li> <li>• Comparison of adjectives and adverbs</li> <li>• Some / Any / No / Every and their compounds</li> <li>• Past Simple</li> <li>• The verb <i>used to</i></li> </ul>
<b>2</b> <b>Standing out</b>	<ul style="list-style-type: none"> <li>• Relative pronouns: who / which / that / whose</li> <li>• Relative adverb: where</li> <li>• Conditional Sentences Type 1</li> <li>• Time Clauses (Present-Future)</li> <li>• All / Both / Neither / None / Either</li> <li>• Clauses of result</li> </ul>
<b>3</b> <b>Broaden your mind</b>	<ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Present Perfect Simple vs Past Simple</li> <li>• Present Perfect Progressive</li> <li>• Present Perfect Simple - Present Perfect Progressive</li> <li>• for-since</li> </ul>
<b>4</b> <b>The power of nature</b>	<ul style="list-style-type: none"> <li>• Prepositions of time - place - movement</li> <li>• Tag questions</li> <li>• Past Simple - Past Progressive</li> <li>• Time clauses (when / while / as / as soon as)</li> <li>• Past Perfect Simple</li> </ul>
<b>5</b> <b>Nowadays</b>	<ul style="list-style-type: none"> <li>• can / could / may / will / would</li> <li>• must / have to / need (to) / can't</li> <li>• can / could / be able to</li> <li>• could / may / might</li> <li>• must / can't</li> <li>• Passive Voice (Present Simple - Past Simple - Present Perfect Simple - Future "will" - Future "going to" - Modal verbs)</li> </ul>
<b>6</b> <b>Night</b>	<ul style="list-style-type: none"> <li>• The article "the"</li> <li>• so / neither / too / either</li> <li>• Full and Bare Infinitive</li> <li>• -ing form</li> </ul>
<b>7</b> <b>Challenge</b>	<ul style="list-style-type: none"> <li>• Subject - Object Questions</li> <li>• Negative Questions</li> <li>• Reflexive Pronouns</li> <li>• Conditional Sentences Type 2</li> <li>• Wishes</li> </ul>
<b>8</b> <b>Have a nice trip!</b>	<ul style="list-style-type: none"> <li>• Reported Speech (Statements, Commands, Requests, Questions)</li> </ul>

## Full Blast Intermediate B1

Modules	Structures
<b>1</b> <b>Let's chat</b>	<ul style="list-style-type: none"> <li>• Present Simple vs Present Progressive</li> <li>• Stative verbs</li> <li>• Comparisons</li> <li>• Past Simple</li> <li>• <i>Used to</i></li> <li>• <i>be/get used to</i></li> </ul>
<b>2</b> <b>Ready for anything</b>	<ul style="list-style-type: none"> <li>• Countable and uncountable nouns</li> <li>• Quantifiers</li> <li>• Defining Relative Clauses</li> <li>• Non-Defining Relative Clauses</li> <li>• Past Simple - Past Progressive</li> </ul>
<b>3</b> <b>Buy it!</b>	<ul style="list-style-type: none"> <li>• <i>may / might / could</i></li> <li>• <i>must / can't</i></li> <li>• <i>must / have to / need (to) / can't</i></li> <li>• <i>would rather / had better / should / ought to</i></li> <li>• Present Perfect Simple vs Past Simple</li> <li>• Present Perfect Simple - Present Perfect Progressive</li> </ul>
<b>4</b> <b>Being a teen</b>	<ul style="list-style-type: none"> <li>• Future <i>will</i></li> <li>• Future <i>going to</i></li> <li>• Future Perfect Simple</li> <li>• All / Both / Neither / None / Either</li> <li>• Both... and / Either... or / Neither... nor</li> <li>• Conditional Sentences Types Zero, 1 and 2</li> </ul>
<b>5</b> <b>Globetrotting</b>	<ul style="list-style-type: none"> <li>• Past Perfect Simple - Past Perfect Progressive</li> <li>• Reported Speech (Statements, Questions, Commands, Requests)</li> <li>• Reporting verbs</li> </ul>
<b>6</b> <b>Time out</b>	<ul style="list-style-type: none"> <li>• Passive Voice</li> <li>• Verbs with two objects</li> <li>• Clauses of result, concession, purpose</li> </ul>
<b>7</b> <b>Mother nature</b>	<ul style="list-style-type: none"> <li>• Full / Bare Infinitive</li> <li>• -ing form</li> <li>• Exclamatory sentences</li> <li>• Modal verbs + have + past participle</li> </ul>
<b>8</b> <b>Image</b>	<ul style="list-style-type: none"> <li>• Causative Form</li> <li>• Conditional Sentences Type 3</li> <li>• Wish / If only</li> </ul>

## Full Blast B1+

Modules	Structures
<b>1</b> <b>The bonds between us</b>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Present Progressive</li> <li>• Stative Verbs</li> <li>• Be / Get Used To</li> </ul>
<b>2</b> <b>Home &amp; away</b>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Past Progressive</li> <li>• Was-were <i>going to</i></li> <li>• Used to - Would</li> </ul>
<b>3</b> <b>All work &amp; no play...</b>	<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>
<b>4</b> <b>Talk to me!</b>	<ul style="list-style-type: none"> <li>• Future Tenses</li> <li>• Time Clauses (Present - Future)</li> <li>• Comparisons</li> </ul>
<b>5</b> <b>An apple a day...</b>	<ul style="list-style-type: none"> <li>• Relative Clauses</li> <li>• Quantifiers</li> </ul>
<b>6</b> <b>Aiming high</b>	<ul style="list-style-type: none"> <li>• Reported Speech 1 (Statements-introductory Verbs)</li> <li>• Reported Speech 2 (Questions, Commands, Requests)</li> </ul>
<b>7</b> <b>Pleasures for leisure</b>	<ul style="list-style-type: none"> <li>• Modals 1 (may-might-could/must-can't/must have-can't have)</li> <li>• Clauses Of Concession</li> </ul>
<b>8</b> <b>Earthly matters</b>	<ul style="list-style-type: none"> <li>• Infinitive + -ing Forms</li> <li>• Modals 2 (Must-have to - Need)</li> </ul>
<b>9</b> <b>Cashing in</b>	<ul style="list-style-type: none"> <li>• Conditionals Types Zero, 1, 2</li> <li>• Should-ought to-had better</li> </ul>
<b>10</b> <b>Easy on the eye</b>	<ul style="list-style-type: none"> <li>• Clauses Of Result</li> <li>• Clauses Of Purpose</li> <li>• Tag questions</li> </ul>
<b>11</b> <b>From hifi to wifi</b>	<ul style="list-style-type: none"> <li>• Passive Voice 1</li> <li>• Passive Voice 2</li> </ul>
<b>12</b> <b>Asking for it</b>	<ul style="list-style-type: none"> <li>• Conditionals Type 3</li> <li>• Unreal Past</li> <li>• Causative Form</li> </ul>

## Full Blast B2

Modules	Structures
<b>1</b> <b>Going places</b>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Present Progressive</li> <li>• Stative verbs</li> <li>• Comparisons</li> </ul>
<b>2</b> <b>Let's dress up</b>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Past Progressive</li> <li>• used to - would</li> <li>• Articles</li> </ul>
<b>3</b> <b>Something in the air</b>	<ul style="list-style-type: none"> <li>• Present Perfect Simple / Present Perfect Progressive</li> <li>• Questions and question words</li> </ul>
<b>4</b> <b>Beyond belief</b>	<ul style="list-style-type: none"> <li>• Past Perfect Simple</li> <li>• Past Perfect Progressive</li> <li>• Nouns and quantifiers</li> </ul>
<b>5</b> <b>Life at the top</b>	<ul style="list-style-type: none"> <li>• Future forms</li> <li>• Time clauses</li> <li>• Modal verbs 1 (will, can, may, might, could, must, can't)</li> </ul>
<b>6</b> <b>And the verdict is...</b>	<ul style="list-style-type: none"> <li>• Conditional Sentences (Types Zero, 1, 2)</li> <li>• Modal verbs 2 (must, need to, have to, should, ought to, had better)</li> </ul>
<b>7</b> <b>Encore!</b>	<ul style="list-style-type: none"> <li>• Infinitives and -ing forms</li> <li>• Modal verbs + have + past participle</li> </ul>
<b>8</b> <b>As fit as a fiddle</b>	<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Participle clauses</li> </ul>
<b>9</b> <b>Far frontiers</b>	<ul style="list-style-type: none"> <li>• Reported speech 1 (statements, questions, commands and requests)</li> </ul>
<b>10</b> <b>Learn your lesson</b>	<ul style="list-style-type: none"> <li>• Passive voice</li> </ul>
<b>11</b> <b>What a laugh!</b>	<ul style="list-style-type: none"> <li>• Clauses of concession, result and purpose</li> <li>• Inversion</li> </ul>
<b>12</b> <b>Under the microscope</b>	<ul style="list-style-type: none"> <li>• Conditional Sentences Type 3</li> <li>• Unreal past</li> <li>• Causative form</li> </ul>



# 3

## It's my life!



introduction to the topic of the module through various activities



**Discuss:**

- ▶ What's your daily routine like? How busy are you?
- ▶ What do you do in your spare time?
- ▶ Do you help out at home?

**Where can you find the following in this module? Go through the module and find the pictures.**



**In this module you will learn...**

- ▶ to talk and write about your daily routine
- ▶ to talk about your spare-time activities
- ▶ to give an opinion about sports
- ▶ to say how often you do household chores
- ▶ to write about your favorite day of the week

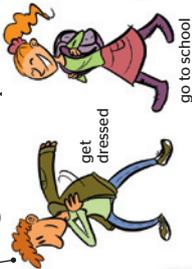
objectives of module clearly presented

vocabulary presented through visual prompts

### 3a Day in day out

#### 1 Vocabulary

Listen and repeat.



get dressed



take a shower



brush my teeth



do homework



go to bed



get home



have breakfast, lunch, dinner

#### 2 Read

A. Look at the pictures and the title of the text. What do you think the text is about? Listen, read and check your answers.

various types of texts

## TAMMY TURNER

### A young Picasso

Tammy Turner isn't a normal school girl. She loves Art and she's a very good artist. On weekdays, she gets up at 6 o'clock and paints pictures. At 7:30 she takes a shower and has her breakfast. Then she goes to school. Art is her favorite subject, of course. She gets home at 4:30 and does her homework. In the evenings after dinner, she paints again!

On the weekend it's different. "Every Saturday, I visit galleries and on Sundays, I watch TV or make pictures and designs on my computer." Her Art teacher says: "She's amazing! She even has paintings in the local art gallery."

- B. Read again and write T for True or F for False.
1. Tammy gets up at 7:30 on Mondays.
  2. Tammy's favorite subject is Art.
  3. Tammy paints in the morning and in the evening.
  4. Tammy goes to galleries on weekdays.
  5. Tammy's teacher likes her paintings.

activities focusing on reading for gist

grammar explanations & grammar reference section at the back of the book

#### 3 Grammar

Present Simple (affirmative)

I	paint	He	paints
You	watch	She	watches
We	do	It	does
They	study		studies

**BUT**

We use the Present Simple for habits or actions that happen regularly.

Prepositions of time

at	ten o'clock, one-thirty, etc.
in	noon/night/midnight
on	the morning, the afternoon, the evening
	Monday, Tuesday, etc.
	Sunday morning/afternoon/evening/night
	weekdays/the weekend

Complete with the Present Simple of the verbs in parentheses.

1. Fred and Liz \_\_\_\_\_ (brush) their teeth every morning and evening.
2. My mom \_\_\_\_\_ (get up) at 7 o'clock every day.

3. Alan \_\_\_\_\_ (do) his homework in the afternoons.
4. I \_\_\_\_\_ (play) computer games on the weekend.
5. My best friend \_\_\_\_\_ (watch) TV after dinner and \_\_\_\_\_ (go) to bed at midnight.

#### pronunciations activity

#### 4 Pronunciation

A. Listen and repeat. What's the difference between a, b and c?

- a. gets
- b. plays
- c. brushes

B. Listen and check (✓) the sound you hear.

paints	gets /s/	plays /z/	brushes /vz/
does			
dances			
has			
goes			
watches			
visits			
makes			

#### 5 Speak

Talk in pairs about your daily routine.

I get up at 7:30. What about you?

I get up at...

#### 6 Write

Write a few sentences about your daily routine and about a friend's daily routine.

I get up at 7:30. I have...  
John gets up at 8:00. He has...

short writing activity

practical tips helping students to develop skills and become autonomous learners

grammar presented and practiced in context

3b Do you like sports?

1 Vocabulary

Match the sports with the pictures 1-8. Then listen and check your answers.



- play ping-pong
- do track and field
- do gymnastics
- play baseball
- go swimming
- play tennis
- play volleyball
- play basketball

Learn whole phrases (e.g. verb + noun), not just isolated words.

3 Grammar

Present Simple (negative - questions)

NEGATIVE	QUESTIONS	SHORT ANSWERS	
I don't (do not) play	Do I play?	Yes, I do.	No, I don't.
He doesn't (= does not) play	Does he play?	Yes, he does.	No, he doesn't.
She doesn't (= does not) play	Does she play?	Yes, she does.	No, she doesn't.
It doesn't (= does not) play	Does it play?	Yes, it does.	No, it doesn't.
We don't (= do not) play	Do we play?	Yes, we do.	No, we don't.
You don't (= do not) play	Do you play?	Yes, you do.	No, you don't.
They don't (= do not) play	Do they play?	Yes, they do.	No, they don't.

Complete the sentences with do, does, don't or doesn't.

- A: \_\_\_\_\_ you like baseball?  
 B: Yes, I \_\_\_\_\_ . I think it's a great sport.  
 A: \_\_\_\_\_ your brother like baseball, too?  
 B: No, he \_\_\_\_\_ . He \_\_\_\_\_ like baseball at all. He likes track and field.
- A: \_\_\_\_\_ you and your friends play volleyball every day?

- B: No, we \_\_\_\_\_ . We play on Mondays, Wednesdays and Fridays after school.  
 A: What about on the weekend?  
 B: We \_\_\_\_\_ play volleyball on the weekend.  
 My friends go swimming.  
 A: What about you?  
 B: I \_\_\_\_\_ like swimming.



2 Read

A. Listen to the dialogue. Then read it out in groups.

Liv I'm bored.  
 Stu I have an idea. Let's play basketball.  
 Liv Oh, no, not basketball!  
 Bill What's wrong, Liv?  
 Liv I don't like basketball at all.  
 Stu Really? Do you like volleyball or other team sports?  
 Liv No, I don't. I don't like sports very much. I think they're boring.  
 Bill I think sports are fun and exciting!  
 Stu Yeah! I love sports, too. What about you, Amy?  
 Amy I like tennis and I'm a great player.  
 Bill Tennis is OK but ping-pong is a lot of fun! Come on, let's play.  
 Liv No way! I hate ping-pong.  
 Amy Come on, Liv, please!

An hour later...  
 Stu Let's stop! I'm tired.  
 Bill Me too.  
 Liv What? Don't be silly! This is so much fun!  
 Stu Oh, be quiet, Liv!  
 Amy Ha, ha, ha!



B. Read again and circle the correct words.

- Liv likes / hates basketball.
- Bill thinks sports are exciting / boring.
- Amy's favorite sport is tennis / ping-pong.
- Stu and Bill / Stu and Liv are tired.
- Liv likes / doesn't like ping-pong in the end.

4 Listen

Listen to three short dialogues and circle the correct words.

- Dialogue 1  
 Penny thinks tennis is fun / boring.  
 Dialogue 2  
 Daniel does gymnastics on weekdays / on the weekend.  
 Dialogue 3  
 Ken and Scott like / don't like baseball.

5 Speak

A. Do you like these sports? How much? Draw a face next to each one.

Yes, very much 😊 It's OK 😐 No! 😞



B. Now talk in pairs.

Do you like...?  
 Yes, I do. I think it's fun. /  
 No, I don't. I think it's boring. What about you?  
 I like... very much. / It's OK. / I don't like... at all.

a variety of listening and communicate tasks

realistic dialogues featuring the characters

emphasis on vocabulary presented through visual prompts

3c Time out

1 Vocabulary

Listen and repeat.



talk on the phone surf the Net



hang out with friends



read magazines go shopping



watch DVDs



listen to music go to the movies



play chess

2 Read

A. Jay has taken part in a survey about spare time. Look at his answers and complete the paragraph.

SURVEY: SPARE TIME

NAME: Jay Tasker AGE: 14

- What time do you get home from school?  
 After 3 o'clock  After 5 o'clock
- Do you have a lot of spare time?  
 Yes  No
- When do you hang out with your friends?  
 On weekdays  On the weekend
- What do you do with your friends in your spare time?  
 At home:  
 play board games  watch DVDs  listen to music   
 play computer games  surf the Net   
 OTHER: do homework
- Outdoors:  
 play sports  go shopping  go to the movies   
 hang out at the park   
 OTHER: go skateboarding
- What time do you go to bed?  
 On weekdays:  
 Before 10 o'clock  After 10 o'clock   
 On Saturdays:  
 Before 10 o'clock  After 10 o'clock

Jay Tasker is 14 years old. He gets home at 3 o'clock on weekdays, so he has a lot of spare time. He hangs out with his friends both on weekdays and on the weekend. When they're at home, they watch DVDs or they do their homework together. They also play computer games and surf the Net. When they go out, they hang out at the park, play sports or go shopping. Jay goes to bed early on weekdays, before 10 o'clock, but on the weekend, he goes to bed late, after 10 o'clock.

B. Use the questions in the survey to interview your partner.



3 Grammar

Present Simple with Wh-questions

- A: What time do you have dinner?  
 B: At 6 p.m.  
 A: When do you go to the movies?  
 B: On the weekend.

Circle the correct words.

- When / What do you do in your spare time?  
 B: I read magazines.
- When / What time does Brenda listen to music?  
 B: In the evenings.
- What time you get / do you get up in the morning?  
 B: At 8 o'clock.
- At what sports Ben plays / does Ben play?  
 B: Volleyball and tennis.

4 Speak

A. Talk in pairs.

Student A: Complete the weekly schedule with your personal information. Write what spare-time activities you do every day. Then answer Student B's questions.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Student B: Ask Student A questions about different spare-time activities, as in the example.

Do you read magazines in your spare time?  
 Yes, I do. / No, I don't.  
 When do you read magazines?  
 On Saturdays and Sundays.

When you speak, try to use vocabulary you've learned in the module.

B. Report your partner's answers to the class.  
 Tanya reads magazines in her spare time. She reads magazines on Saturdays and Sundays.

5 Write

Write sentences about what you do/don't do in your spare time.

short writing activity

### 3d Around the house

#### 1 Vocabulary

Match the pictures with the household chores. Then listen and check your answers.



- do the laundry  wash the windows  clean my room  take the dog for a walk   
wash the car  vacuum  do the dishes  take out the trash

#### 2 Read

A. Look at the pictures. Who do you think helps out at home? Listen, read and check your answers.

## HOUSEWORK CRAZY



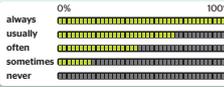
Angelo Gibson always helps out at home. He helps with the laundry, takes out the trash and cleans his room every day. And guess what! He likes it! I don't mind housework. It's fun! My favorite chore is the windows. I wash the windows in our apartment every week," he says. His friends think he's crazy but his mom doesn't. "Angelo is a real angel," she says.

Megan Roberts plays computer games, reads magazines, watches TV and does her homework every day. But she doesn't want to do housework. "My room is often a mess but I like it like that. Anyway, I'm usually very busy! I don't have time for chores," she says. But her mom doesn't believe her. "She's just lazy. You see, we live in a big house and we have a lot of housework," Megan's mom says. They argue about housework every day and in the end, they always do it together.

various types of texts

#### 3 Grammar

Adverbs of frequency



Adverbs of frequency

- go before the main verbs.
- Kevin never does the dishes.
- I don't usually take the dog for a walk.
- Do you often wash the windows?
- go after the verb to be.
- Jason is often late for school.

Write the sentences using the adverbs of frequency in parentheses.

- Jane helps her mom with the housework. (sometimes)
- Greg doesn't go to bed late. (often)
- Do you get up at six o'clock? (always)
- My sister takes a shower in the mornings. (never)
- I'm tired after school. (usually)

#### 4 Listen

Listen to three people talking and check (✓) the chores they do.

Mark	do the dishes	clean my room	vacuum	cook	wash the windows	take the dog for a walk
Julie						
Kelby						

#### 5 Speak

Talk in pairs about the chores you do at home.

Do you usually do the dishes at home? No, I don't. But I sometimes wash the windows. What about you?

#### 6 Write

Write sentences about what you always, usually, often, sometimes, never do at home.

I usually clean my room. I never...

activities focusing on reading for detail

## OR JUST LAZY?



B. Read again and answer the questions.

- Who thinks housework is fun?
- What does Angelo do every day?
- What does Megan do every day?
- What do Angelo's friends think of Angelo?
- What does Megan's mom think of Megan?
- Who lives in an apartment?
- What is Megan's room usually like?
- Who doesn't do housework alone?

a great variety of listening, communicative and writing activities

### 3e My favorite day

#### 1 Vocabulary

Listen and repeat. Do you have any hobbies?



#### 2 Listen

Listen to two friends talking about their hobbies and write T for True or F for False.

- Harry collects coins.
- Karen makes paper flowers.
- Karen and her grandmother play chess together.
- Harry's favorite hobby is rollerblading.
- Karen thinks rollerblading is fun.

#### 3 Speak & Write

A. Read about Emma's favorite day of the week and complete the table below.



My favorite day of the week is Saturday. In the morning, I get up early, at about 8:00 and have my breakfast. Then I go to the stores and buy comic books. You see, I collect comic books and I have about 200! In the afternoon, I usually play computer games with my friends and then I sometimes go rollerblading with my cousins. In the evening, my family and I often go to the movies or we stay at home and watch a DVD. Saturdays are great!

C. Read and make sentences by putting the words in the correct order.

Word order  
In English, we always put the subject of a sentence before the verb.  
subject + verb  
I collect stamps.  
Ray doesn't play soccer.

- goes / Saturdays / Ruth / on / rollerblading
- don't / I / make / planes / model
- does / Sheila / crafts / arts / and
- sister / play / games / doesn't / my / computer
- mom / gets / my / 4:30 / home / at

D. Write a paragraph about your favorite day of the week. Use the information from activity B.

My favorite day of the week is ...  
In the morning, ...  
In the afternoon, ...  
In the evening, ...

When?	What?	Who with?
	buy comic books	<del>X</del>
in the afternoon	and	with her
		with her
	or	with her

B. Complete the table below about your favorite day of the week. Then talk in pairs.

When?	What?	Who with?

What's your favorite day of the week?

What do you do in the morning?

What do you do in the afternoon?

What do you do in the evening?

Remember to check the word order in your writing (subject + verb, adverbs of frequency).

vocabulary, grammar and communication revision activities

### 3 Round-up

#### Vocabulary

A. Match.

- do
- surf
- get
- talk
- have
- collect
- hang
- visit
- play
- take

a. chess  
b. the dishes  
c. lunch  
d. the Net  
e. dressed  
f. an art gallery  
g. out with friends  
h. on the phone  
i. comic books  
j. out the trash

Score: / 10

B. Circle the correct words.

- My brother goes / takes the dog for a walk every day.
- Lucy doesn't help at home. She's lazy / late.
- I have an ideal. Let's go / do fishing.
- Simon never washes / brushes his teeth after lunch.
- Jamie loves sports. On Mondays and Wednesdays he does / plays soccer and on the weekend he goes swimming / gymnastics.
- This book is boring / exciting. I don't like it.

Score: / 7

#### Grammar

C. Complete the sentences with *in*, *on* or *at*.

- Liz gets up \_\_\_\_\_ six o'clock every day.
- Alice often goes out \_\_\_\_\_ the evenings.
- I never read books \_\_\_\_\_ my spare time.
- My mother usually goes shopping \_\_\_\_\_ Saturday mornings.
- We always clean our room \_\_\_\_\_ the weekend.
- Jack sometimes goes to the movies \_\_\_\_\_ Sundays.

Score: / 6

D. Complete with the Present Simple of the verbs in parentheses.

- My sister usually \_\_\_\_\_ (study) after dinner.
- Every afternoon Ted \_\_\_\_\_ (go) rollerblading.
- My friends \_\_\_\_\_ (listen) to hip-hop.
- I often \_\_\_\_\_ (get) up late on Saturdays.
- Tina \_\_\_\_\_ (stay) at home on Fridays and \_\_\_\_\_ (watch) TV.

Score: / 6

E. Circle the correct words.

- A: Do you / You do want to play tennis?  
B: Sorry. I don't / don't like sports.
- A: What time / When do you wash the car?  
B: On the weekend.
- A: Does / Do your brother help with the homework?  
B: Yes, he does / doesn't. But he often / never cleans his room. It's a mess.
- A: What time do you have lunch?  
B: I always have / have always lunch at 12:30.
- A: Does Fred ride / rides his bike in the afternoons?  
B: Yes, sometimes.

Score: / 8

#### Communication

F. Complete the dialogue with the sentences a-d.

a. What's wrong?  
b. Me too.  
c. Well, guess what!  
d. Don't be silly.

A: Hey, Freddie. You like computer games, right?  
B: Yeah.  
A: (1) \_\_\_\_\_  
B: What? Do you have a new game console?  
A: (2) \_\_\_\_\_  
B: What then?  
A: I have a new basketball game. Do you want to play later?  
B: No thanks.  
A: What? (3) \_\_\_\_\_  
B: I don't like basketball very much.  
A: I have a great baseball game, too.  
B: Oh, I love baseball.  
A: (4) \_\_\_\_\_

Score: / 8  
TOTAL SCORE: / 45

Now I can...

- talk about spare-time activities / chores / daily routines
- say how often I do things
- say what sports I like/dislike
- use the Present Simple
- use prepositions of time
- talk and write about my favorite day of the week

speaking activity for further practice

A. Look at the pictures. What can you guess about Lizzy's life? Listen, read and check your answers.

## Culture page 2 |||

# Lizzy Davis

### The life of a typical American teenager

**On weekdays...**

I wake up in the morning, get dressed, have a quick breakfast and catch the bus to school. I'm there for the whole day and I go back home after three. Sometimes I play sports after school. I don't usually go out on school nights, so I spend lots of time in my bedroom. I surf the Net, talk on the phone with my friends and listen to music. Of course, I do my homework, too! My parents and I usually have dinner at seven-thirty and then we watch TV. My favorite TV show is American Idol!

**On the weekend...**

I usually wake up late. Then, my mom makes a huge breakfast for everyone, with eggs, milk and cereal, bagels, jelly or just pancakes and syrup! Then, I help her with the household chores, and we cook lunch together. Later, I go shopping at the mall or hang out with friends. My best friend, Brenda, and I sometimes go to the movies or a concert or spend the night talking and having lots of fun!

B. Read again and answer the questions.

- What time does Lizzy get back from school?
- What does Lizzy do in her room on weekdays after school?
- What does Lizzy like watching on TV?
- Who cooks breakfast on the weekend?
- Who is Brenda?
- What do Brenda and Lizzy do on the weekend?

59

texts giving cultural information

# SONG 2

Read the song and circle the correct words. Then listen and check your answers.

## My space

Yeah, yeah, yeah,  
It's my space  
Yeah, yeah, yeah,  
It's my place

My place, my space  
I surf the Net and read (1) **magazines / books**  
My place, my space  
It's my space, do you know what I mean?

My place, my space  
OK, there's (2) **always / usually** a big mess  
My place, my space  
But I (3) **love / hate** it that way, oh yes!

My place, my space  
(4) **Hip-hop / Pop**-star posters all over the wall  
My place, my space  
Clothes on the (5) **bed / floor** but that's not all

My place, my space  
You can find it (6) **upstairs / downstairs**  
My place, my space  
My friends and I (7) **go / hang** out there

Yeah, yeah, yeah,  
It's my space  
Yeah, yeah, yeah,  
It's my place

60

song

warm-up activities introducing the topic

## 1 People & Relationships

### Read

- A. Discuss.
- Is there anyone in the media spotlight that you consider special? Who, and why?
  - Are the people you follow in the media the most important people in your life? Why (not)?
- B. Read the text quickly. Which sentence best summarizes the text? Choose a, b, c, or d.
- People who follow celebrities' lives are not reliable.
  - The real stars are the people who are changing the world.
  - The people who are important to us are those that care about us.
  - People who are famous today may not be famous tomorrow.



# People who matter

up-to-date texts and topics that students can identify with



Lionel Messi



Alexander Fleming

Every day we are **bombarded** with the names of important people. Their names are on everybody's lips. They are the people in the spotlight. They are the success stories of the moment that the media keep talking about. We sing to tunes by popular artists, we read books by bestselling authors and talk about the latest TV series with our friends. We watch movies with Academy Award winning actors and we cheer champion athletes.

*"How come you don't know Lionel Messi?"* we ask, shocked that people can be so **oblivious** to what's going on around them. *"Which planet are you from?"* we ask scornfully.

Some of us **worship** celebrities so much that we hang their posters on our walls. Sometimes the posters change as quickly as fashion. Our favorite magazines feature fresh centerfolds as the older ones on our walls fade away. We slowly forget yesterday's headlines. That's because we are fascinated by what is new and lose interest in what is old. We are by nature **fickle**.

Then, there are legends with staying power. They may not be in the spotlight of the moment, but history will remember them nonetheless. We learn of people like physicist Stephen Hawking and others whose accomplishments are bringing about change in the world today. We begin to appreciate the all-time classics as we get our first taste of tested authors like F. Scott Fitzgerald, James Joyce and Oscar Wilde, to name but a few. We are overawed by their brilliance, which has stood the test of time.

*"So it was Alexander Fleming who discovered penicillin!"* we exclaim, surprised we didn't already know this.

There are so many people with brilliant achievements and distinctions, but do we really know who they are? Can you name the five wealthiest people of all time? Can you name ten people who have won the Nobel prize? Do you remember anyone who won a gold medal in the last Olympic Games?



Oscar Wilde

These people may have the most money or awards, but how easily do we remember their names? Even those people who are champions in their fields are soon forgotten.

To recognize the people that truly matter, see if you can answer the following questions. How fast can you name three friends who helped you when you needed them? Can you think of any people who make you feel special when you are sad? Which teachers help you at school? Can you name five people you enjoy spending time with? Are there any heroes that inspire you? You'll soon see the names you come up with are the names of the people most familiar to you. They are the names you always remember. The people whose names you can always remember are the most important people in the world to you.

The people who make a difference in your life are not necessarily the ones with the most credentials and certificates. No, the people who matter the most are the ones you need most in your life. Their names may not be on everyone's lips, but they are certainly the ones that care. They are the ones that believe in you and the people you belong with.

So, who's rocking your world?



familiarization of students with all exam-type tasks

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

- Who are the people "in the spotlight"?
    - young people getting a lot of public attention
    - people everyone is talking about
    - people we know the best
    - people with popular occupations
  - According to the text, we are fickle because
    - we hang posters on our walls.
    - we frequently change the posters on our walls.
    - we are forgetful.
    - we often change our minds about what we want or like.
  - If somebody has staying power he/she
    - is remembered for his/her accomplishments years later.
    - has the ability to attract attention.
    - has the talent to achieve things that others cannot.
    - has the strength to fight for his/her beliefs.
  - Why does the writer ask us to name people who are champions in their fields?
    - to test our general knowledge
    - to remind us who the people with distinctions and achievements are
    - to prove that people who have achieved fame are not remembered for long
    - to prove that those with distinctions are not necessarily the wealthiest
  - What point is the writer trying to make in paragraph 7?
    - The speed at which you answer the questions is important.
    - You are not likely to forget the names of the people that count.
    - There are a lot of people who make you feel special.
    - In actual fact you don't have many friends.
  - According to the writer, the people that really matter are
    - the wealthiest and most famous.
    - those that help us the most.
    - those that change the world with their achievements.
    - those that have faith in US.
- D. Guessing the meaning of unknown words. Match the highlighted words in the text with their meanings below.
- not aware of: \_\_\_\_\_
  - special awards or honors: \_\_\_\_\_
  - faced with a lot of something: \_\_\_\_\_
  - changeable / changing one's mind very often: \_\_\_\_\_
  - love/adore: \_\_\_\_\_
  - to have an effect on a situation: \_\_\_\_\_
  - a brief experience of something: \_\_\_\_\_
- E. Discuss.
- Do you agree that the most important people in your life are the ones who care about you?
  - Which people in your life matter the most to you, and why?

language awareness activities enabling students to understand grammar

# Grammar 1

**Present Simple & Present Progressive**

A. Match the rules about the uses of the Present Simple with the verb forms in bold in the sentences.

The Present Simple is used:

- for permanent situations
- for repeated/habitual actions
- for general truths
- for future actions related to timetables and programmes
- in exclamatory sentences with *Oh...Here.../There...etc.*

B. Match the rules about the uses of the Present Progressive with the verb forms in the sentences.

The Present Progressive is used:

- for actions happening now
- for temporary situations
- for future arrangements
- for situations which are changing or developing around the present time

a. *We are going for a picnic on Saturday, so don't arrange anything else, please.*

b. *Are you doing anything right now? Can you help me lift this box?*

c. *House prices are falling at last.*

d. *Jamie's living with his cousin until he finds his own apartment.*

Complete the blanks with the Present Simple or the Present Progressive of the verbs in parentheses.

Nina: Hello, there! Nice to see you again. You're Jackie's friend, right? She tells me you (1) \_\_\_\_\_ (play) beach volleyball. So do I.

Rob: Yeah, I've been on a semi-professional team for two years now. What about you? (2) \_\_\_\_\_ (you / play) on a team?

Nina: No, I (3) \_\_\_\_\_ (not play) on a team yet but I (4) \_\_\_\_\_ (practice) at least three hours a day.

Rob: Oh, so you (5) \_\_\_\_\_ (probably / get) very good, then.

Nina: Yep. These days I (6) \_\_\_\_\_ (work) extra hard because I (7) \_\_\_\_\_ (plan) to try out for a team next month.

Rob: When exactly?

Nina: On the 3rd.

Rob: No kidding! My team (8) \_\_\_\_\_ (hold) try-outs that week.

Nina: Really? Where?

Rob: Trumpington Stadium.

Nina: Wow! That's unbelievable. That's where I (9) \_\_\_\_\_ (go) too.

Rob: I'd be happy to give you a few tips. I might even be able to introduce you to a few people before you come over.

Nina: That would be fantastic. I'm excited already!

Rob: (10) \_\_\_\_\_ you \_\_\_\_\_ (go) by Jackie's place very often? Maybe we could get together and talk about it sometime.

Nina: Sounds great. How about tomorrow evening?

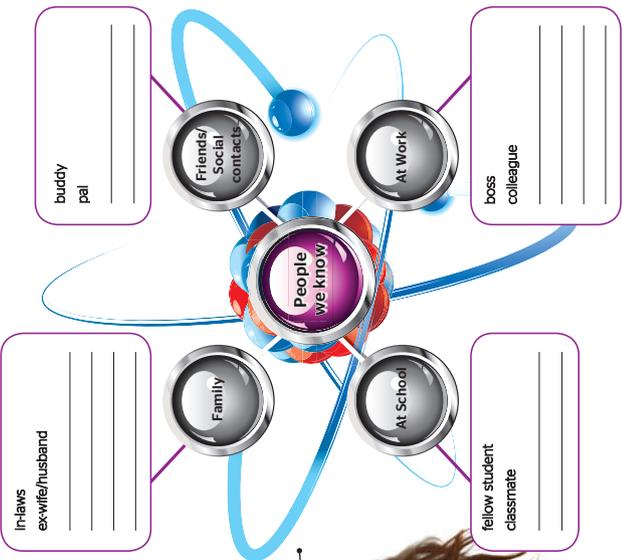
Rob: OK. See you tomorrow!

grammar practiced in real-life contexts

# People & Relationships

## Vocabulary 1

A. Place the words in the box in the appropriate category. One word may be used more than once.



vocabulary presented and practiced in context

- B. Now complete the sentences below using the correct form of the words from the word web. In some cases more than one option may be appropriate.
- I barely know him. He is just a(n) \_\_\_\_\_ who I see while walking in my neighborhood.
  - My \_\_\_\_\_ and I are worried about our future because our boss is selling the company.
  - Parents are often very concerned about rivalry between \_\_\_\_\_.
  - In a marriage, it is important for a husband or wife to love, respect and honor their \_\_\_\_\_.
  - Friendship is very important to teenagers and that is why they are often under pressure from their \_\_\_\_\_.
  - My wife is happy that we're seeing her parents but spending time with my \_\_\_\_\_ is not my idea of fun.

- C. Read the sentences 1-6 below and match the words in bold with the definitions a-f.
- It was very generous of you to buy a bike for Jack.
  - The fisherman was grumpy because he was tired and hungry.
  - Brenda is so selfish. She never thinks about anyone else.
  - My son is very extroverted, but my daughter is very quiet and shy.
  - She is a reserved student, who doesn't open up easily in class.
  - Matthew is too stingy to lend you any money.
- a. friendly, open and outgoing  
 b. charitable and sharing with openhandedness  
 c. shy, uncommunicative and unsociable  
 d. not willing to give, share or spend (money)  
 e. bad tempered and moody  
 f. caring more about your needs than other people's

familiarization of students with all exam-type tasks

## 1 People & Relationships

### Listen

- You will hear people talking in six different situations. For questions 1 - 6, choose the best answer, a, b or c.
- You hear a woman talking about her new job. What does she say about the people she works with?
    - She finds them strange.
    - They're not very open.
    - They want to know too much about her private life.
  - What is Steve worried about?
    - He doesn't like the food.
    - He doesn't like football.
    - He doesn't have enough money.
  - How does the man feel about the woman's answer?
    - satisfied
    - angry
    - disappointed
  - Do the people agree or disagree about Professor Lawson?
    - They completely agree.
    - They disagree.
    - They partly agree.
  - Why was the man annoyed with the cat at first?
    - It ate too much.
    - It wanted food all the time.
    - It damaged the furniture.



## Vocabulary 2

A. Match the appropriate adjective relating to emotions in the box below with each facial expression.

1) miserable 2) hopeful 3) annoyed 4) pleased 5) jealous 6) surprised



B. Now complete the sentences below using the synonyms of the words in bold from the box above.

- I felt **envious** / \_\_\_\_\_ of my best friend when she was chosen for the team and I wasn't.
- Ben is such a good student. I was **astounded** / \_\_\_\_\_ that he did badly in yesterday's math test.
- I was **depressed** / \_\_\_\_\_ when we moved here because there were no young people around.
- The teacher was **delighted** / \_\_\_\_\_ with our excellent test results.
- My mother was really **irritated** / \_\_\_\_\_ to find out that I had not washed the dishes after lunch.
- The players are in good shape and they are **optimistic** / \_\_\_\_\_ that they will win the game tomorrow.

C. Read the sentences below and match the phrasal verbs (with the participle up) in bold with their definitions.

- If you're in town next month, look me up.
- I'm picking my dad up from the airport at six.
- It's sad that Jan and Bob broke up. I thought they were happily married.
- If your flight is canceled, the airline has to put you up for the night.
- I can't meet you at six because a problem has come up at work.
- Slow down! You're walking too fast and I can't keep up.

- collect (in a vehicle)
- provide accommodation
- happen unexpectedly
- stay at the same speed/level
- visit (after a long time)
- end a relationship

language awareness activities enabling students to understand grammar

## Grammar 2

### Stative verbs - be used to + -ing

A. Stative verbs

**NOTE** Certain stative verbs can be used in progressive tenses when they express actions rather than states, but with a difference in meaning.

Read the sentence below. Which tense is used and why?  
Many parents want their children to follow in their footsteps.

B. Be used to + -ing

Read the sentence below and answer the question.

I'm not used to eating with chopsticks.

The sentence means:

- I didn't eat with chopsticks in the past.
- I am not accustomed to eating with chopsticks.

**NOTE**

am / is / are used to + -ing is used to show that we are familiar with / accustomed to a situation or activity.

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

- I like / am liking this film, although I don't understand / am not understanding everything.
- Stephanie is not used to try / trying all these different kinds of Middle Eastern flavors.
- I don't own / am not owning an iPhone. They cost / are costing too much money.
- Don't worry about Marcus. He is driving / used to driving his bicycle on busy streets.
- This afternoon I see / am seeing my sister. Do you want / Are you wanting to come along?
- I prefer / am preferring not to go to that shoe store. I look / am looking for nice boots, not sneakers.

## Speak

Work in groups and discuss the following questions.

- How many best friends do you think someone can have - only one or more?
- How does someone become a close friend of yours? Is it a case of spending a lot of time with you, or something else?
- What do you have in common with your close friends?
- When was the last time you broke up a friendship? Why? What qualities did that person have that made you break it up? What qualities do you appreciate more in people after that?

Phrases / Expressions

Personally, I feel that...  
It depends on whether you're looking for...  
contribute to a relationship  
be able to confide in  
share experiences  
get along with someone  
quarrel with someone  
be a perfect match  
complement each other  
be identical

### DESIRABLE/POSITIVE TRAITS

conscientious  
easy-going  
discreet  
good-natured  
reliable  
supportive  
thoughtful  
trustworthy  
bossy  
immature  
vain  
moody

### UNDESIRABLE/NEGATIVE TRAITS

noisy  
pessimistic  
stubborn  
insensitive

lexical sets presented with the aid of illustrations



speaking activities leading to successful real-life communication and completion of examination tasks

thorough coverage of examination writing tasks helping students to analyze the writing task, come up with ideas and organize them to produce a coherent piece of writing

sample texts functioning as models

### 1 People & Relationships

**Write** A DESCRIPTIVE ARTICLE

**A. Discuss.**

- Why is friendship so important?
- What do you like most about your best friend?
- How do you spend your time together?

**B. Read the rubric below and underline the key words. You see this announcement in an international magazine.**

**My Best Friend**

Tell us about your best friend - how long you have known him/her, what sort of person he/she is, and what makes your friendship so special. The best articles will be published in next month's issue.

**C. Now read the description below. Does the writer refer to all the points you underlined in the rubric?**

*Joy in my life!*

*Joy and I have been best friends since kindergarten. We got along like a house on fire when the teacher seated us next to each other. Soon, we were sharing secrets and swapping lunch.*

*What I like most about Joy are her calm blue eyes, her warm and friendly smile, and her kind personality. She has always been a trustworthy and reliable friend who has stood by me no matter what.*

*People wonder why we are friends, but the beauty of our friendship is that we complement each other. Joy helps me see another part of life. She is shy and I am extroverted. She advises me not to be such a risk-taker and I drag her to sports games. We are good at different subjects so we can help each other with our homework.*

*I don't know what I would do without Joy. She is like a sister to me. We will be best friends forever!*

**D. Each of the following phrases corresponds to one of the paragraphs in the description. Write the numbers 1-4 in the boxes.**

**In this paragraph the writer:**

- explains why the friendship is important and gives examples
- says how she feels about the friend
- describes the friend's physical characteristics
- says who the friend is and gives general information

**E. Find words or phrases in the text which mean**

- to have a great relationship with someone quickly (paragraph 1) \_\_\_\_\_
- exchanging one thing for another (paragraph 1) \_\_\_\_\_
- gentle and caring (paragraph 2) \_\_\_\_\_
- someone who deserves your confidence (paragraph 2) \_\_\_\_\_
- someone you can depend on (paragraph 2) \_\_\_\_\_
- supported (paragraph 2) \_\_\_\_\_
- to be different from sth/bd and make a good combination (paragraph 3) \_\_\_\_\_
- outgoing (paragraph 3) \_\_\_\_\_
- sb who does things that might have unpleasant results (paragraph 3) \_\_\_\_\_

**F. Look at the adjective / noun collocations below and complete the text.**

pale/dark/fair/freckled - complexion  
slim/athletic/average/plump - build  
facial/strong/unique - features  
trendy/casual/classy/sporty - style

The first thing you notice when you meet Shane from Ireland is his thick red hair and (1) \_\_\_\_\_ complexion. It is almost as if his hair has sprinkled some of its color onto his face. His (2) \_\_\_\_\_ features are small and delicate and you can barely see his hazel eyes that squint when he smiles. You also can't help but notice his (3) \_\_\_\_\_ style which reflects his love for sports. You won't find Shane wearing anything but sweatshirts and sneakers. His (4) \_\_\_\_\_ build is the result of all the hours he spends training. He is definitely one of the most dedicated and ambitious athletes I have ever met.

**G. Match the adjectives to the expressions.**

supportive	never lets you down
helpful	never tells a lie
dependable	always thinks of others
thoughtful	always cheers you up
trustful	always lends you a hand
cheerful	always stands by you

Now rewrite the sentences below, as in the example.

His/She's very supportive.  
His/She's the sort of person who will always stand by you.

- His/She's very helpful. \_\_\_\_\_
- His/She's very dependable. \_\_\_\_\_
- His/She's very thoughtful. \_\_\_\_\_
- His/She's very trustful. \_\_\_\_\_
- His/She's very cheerful. \_\_\_\_\_

**PLAN**

When you are writing a description of a friend, follow the plan below.

**INTRODUCTION**

- Give some general information about the person.  
(e.g. name, how long you have known them, how, where you met them)

**MAIN PART (2 paragraphs)**

- Describe the person's character.  
(e.g. personality, appearance, likes/dislikes, habits, etc.)
- Say what has made the friendship special.
- Say how you spend your time together.

**CONCLUSION**

- Make a general comment about the person and say how you feel about your friendship.

**USEFUL VOCABULARY/EXPRESSIONS**

I've known... since 2009/we were at school.  
I've known him/her for about/over six years.  
The best thing about... is that his/her...  
The thing I like most about... is...  
My favorite thing about... is...  
However, he/she can sometimes be...  
His/Her only fault is that....

**WRITING TASK**  
Now write an article based on the rubric in B. Try to use a variety of vocabulary and expressions you have learned in this module.

practical tips helping students to cope with examination tasks

systematic revision of vocabulary and grammar through exam-type activities

### 1 Round-up

**A. Read the text and decide which answer a, b, c or d best fits each blank.**

**Through thick and thin**

We have many different kinds of relationships: at school with our teachers and classmates, at work with our (1) \_\_\_\_\_ at home with our families and socially with our friends. No two relationships are (2) \_\_\_\_\_ and some of them develop into 'love - hate relationships'. Take friendship, for example. At times we may get along very well with our friends, but at other times we (3) \_\_\_\_\_ over small and insignificant things, which sometimes leads to bigger problems. Or we might be (4) \_\_\_\_\_ of one of our classmates or a sibling, and that can poison our relationship with them. It is said that these kinds of negative (5) \_\_\_\_\_ are actually linked to self-esteem. When we are on good terms with ourselves, we feel (6) \_\_\_\_\_ about things and our relationships with those around us go from strength to strength. But often, at the first sign of trouble, we withdraw and become (7) \_\_\_\_\_. It can be difficult to stop this happening as we often have no control over our feelings but we must be able to (8) \_\_\_\_\_ each other through difficulties. For relationships to be successful we need to (9) \_\_\_\_\_ each other. Trying to be positive when times are difficult is one of the best ways for a relationship to stand the (10) \_\_\_\_\_ of time. So next time you fall out with a friend, your parents or a co-worker, keep this advice in mind!

1. a. spouses	b. colleagues	c. principals	d. pals
2. a. reliable	b. helpful	c. obvious	d. identical
3. a. quarrel	b. confide	c. contribute	d. swap
4. a. generous	b. miserable	c. jealous	d. nosy
5. a. achievements	b. emotions	c. distinctions	d. accomplishments
6. a. optimistic	b. fascinated	c. overcast	d. stubborn
7. a. extroverted	b. good-natured	c. reserved	d. delighted
8. a. bombard	b. inspire	c. complement	d. support
9. a. keep up	b. get on	c. stand by	d. let down
10. a. test	b. tune	c. match	d. taste

**B. 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 2-5 words, including the word given.**

- Mr. Rajou supervises me at work. (super-vises)  
Mr. Rajou \_\_\_\_\_ at work.
- This is her first time eating fried food and she finds it heavy. (is eat)  
She \_\_\_\_\_ fried food and finds it heavy.
- Slow down a bit. You're walking too quickly. (keep)  
Slow down a bit. I can't \_\_\_\_\_ you.
- Panos and Jessica's wedding is in late October. (married)  
Panos and Jessica \_\_\_\_\_ in late October.
- Although Jasmine is quite wealthy, she is not very generous with her money. (sing)  
Jasmine \_\_\_\_\_ although she is quite wealthy.
- Make sure you aren't late because the last train is at 11 p.m. (leave)  
The \_\_\_\_\_ at 11 p.m. so make sure you aren't late.

### 2 Home & away

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

- I \_\_\_\_\_ a barbecue on Saturday.  
Why don't you come?  
a. have  
b. to have  
c. am having  
d. having
- Perhaps we should invite Toby.  
What? \_\_\_\_\_?  
a. you are thinking  
b. you think  
c. are you thinking  
d. do you think
- "How \_\_\_\_\_ about your new job?"  
a. do you feel  
b. are you feeling  
c. you are feeling  
d. you are used to feeling
- I usually eat with my whole family so I \_\_\_\_\_ by myself.  
a. am not eating  
b. am used to eating  
c. am not used to eat  
d. often eat
- "Why don't you jog anymore?"  
a. am not jogging  
b. have  
c. am having  
d. don't have
- Can you please fix the printer?  
Well, \_\_\_\_\_ at it right now, and the screen has gone black.  
a. I look  
b. I am looking  
c. am I looking  
d. I am not looking
- Jody \_\_\_\_\_ by boat. He was really sick!  
a. isn't using  
b. isn't used  
c. isn't used to traveling  
d. travels
- Hi, Tina \_\_\_\_\_ a good time at the hotel pool?  
a. Are you having  
b. You are having  
c. You have  
d. 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? Check the ones you feel you have mastered. For points you are unsure about, refer to the relevant section in the module.

**Discuss**

- How do people benefit from going on vacation?
- Do you link vacations with travel? Why? Why not?

**In this module you will...**

- talk about vacations, travel and transportation
- 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 e-mail and letters
- acquire skills and strategies that will help you in exams

a self-assessment section fostering learner autonomy

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introducing the topic

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tips helping  
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tasks

systematic  
development  
of reading  
strategies

activities encouraging critical thinking and personal response

thorough coverage of examination writing tasks helping students to analyze the writing task, come up with ideas and organize them to produce a coherent piece of writing

practical tips helping students to cope with examination tasks

useful  
guidance  
enabling  
students to  
develop their  
writing skills

**1 Going places**

**Read**

A. Discuss.

- Which place or country of the ones you have visited do you like the best?
- Have you ever wished you could stay there longer or even forever?
- Why were you attracted to that place?

B. Quickly read through the texts A-D. What do these people have in common? How is that related to the general title below?

# ONE-WAY TICKET

**A** Jane Markham used to work for the Ministry of Education in England, tracking down truants, children who skip school on a regular basis, and trying to convince them to go back. "There came a point in my life when I really needed a change." So, she packed her bags, grabbed her friend Pauline and headed for Spain. "The two of us had been there the previous summer and we really liked the sunny warmth. Plus, we knew it would be extremely easy to get a job. English teachers were in demand. We planned on staying for a couple of years, just to experience something different." Jane and Pauline then rented an apartment and got a job at an English language school. Meeting someone was not a long way away. Jane married Pablo, a restaurant owner, and they now have four kids. "I've been living here for 25 years and I don't just feel at home. Spain is my new home. The only thing I miss is the scenery, the English countryside, how you can just walk out your front door and in less than 15 minutes be in a park or green field. But then again, the food and the spontaneity you find here, you can't find anywhere else."

**B** Neil Bremer and his wife, Barbara are a retired American couple currently living in Morocco. Their experience proves it's never too late to go after the things that make you happy in life. "Our kids paid for us to have a vacation in north Africa on the occasion of our 40th wedding anniversary. It was the first time we were leaving the country. We traveled from Morocco to Algeria, Tunisia, and Egypt and we were absolutely amazed. The sights, the smells, the scenery, it was all new and exciting, a wholly different world." The couple were so enchanted they kept putting off the date of their departure back home, until a year passed without them noticing. It became apparent they weren't going to leave anytime soon. They have now settled in Morocco, where their kids visit them every summer. "Our pension money lasts so much longer here, we live very comfortably. And we can get the best medication and health treatment required, compared to what we would be able to afford back in the States."

**C** Jason Frith had just finished college when he got a vacation plus summer job in Dubai at an architectural company. The city is a hub of construction activities, they are building new luxury apartments, hotels and company headquarters in every corner. The firm needed rookie architects for that summer to carry out the bulk of work. Jason found the opportunity highly enticing although it was so far away from his home in Canada. The company found him to be hardworking, imaginative and practical, and so when his term was coming to an end, they offered him a permanent position. "Saying yes was the best thing I could have done. The amount of work needed to be done always keeps you on the go, always trying to outdo yourself, and I love that feeling of accomplishment. Plus, the money is great. Whenever I decide to go back I know I will have secured my economic future."

**D** Leon Alvarez had no idea how his life would change as he set off for his vacation from Spain to Argentina with his two best friends. All was going well until Leon's passport and other important documentation got stolen. "It was a horrible feeling at the beginning. This sense of helplessness, you feel completely lost." The authorities did the best they could to issue a new passport but the legal process was lengthy and Leon was informed he would have to stay in the country for a couple of months. In an unexpected gesture of self-sacrifice, his two buddies offered to stay with him, instead of going back to Spain and their normal lives. "I turned from helpless, to crazy enthusiastic. We tried to make the most of this unfortunate event and decided to look for a job to help with our living costs. We were all cooks in Spain and fortunately, a restaurant owner took all three of us on one full-time salary." The three friends ended up enjoying learning the new cuisine and introducing elements from Spanish cooking into the menu. "By the time my passport was ready, we agreed we liked working together and opened our own restaurant in Buenos Aires."

C. Read the four texts again. For questions 1-15, choose from the people (A-D). The people may be chosen more than once.

**Which person/people**

mentions that they had never travelled abroad before?  1  2

stayed in the country because of a negative event?  3  4

compensated their home country to where they live now?  5  6

talked about returning to their home country?  7  8

expressed enthusiasm for the country they live in now?  9  10

set up a business in the country they moved to?  11  12

had a different job back home?  13  14

had to work for their entire vacation?  15

didn't stay in the country as an extension to their vacation?  16

doesn't/don't have to work?  17

experienced a radical change in their attitude?  18

spent less money than they would in their home country?  19

said nothing about liking the country they live in?  20

**16**

When matching questions with short texts, scan each text and look for the specific information mentioned in each question.

Find the part of the text which correctly answers the question.

Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

D. Match the words highlighted in the text with their meanings 1-8. There are two extra meanings which you will not use.

1. busy
2. at present
3. miss out
4. unwillingly
5. attractive
6. give something officially
7. cancel
8. delighted

E. Discuss.

- Which of the stories you read did you find more interesting? Why?
- If you were one of the people mentioned in the stories, would you make the decision to stay in your 'new country'? Why / Why not?

**1 Going places**

**Write** A descriptive article

A. Discuss

- Have you and your family ever booked a vacation or gone on a trip because of an article you read about a specific place?
- What made you want to visit that place?

B. Read the rubric below and underline the key words/phrases in it. What are you asked to write? Who is going to read it? You have seen this announcement in an international magazine.

*Been there, done that!*  
Tell us about a place you have only visited once and would like to go back to.  
The best article will win free tickets to visit that destination again.

Write the article (120-180 words).

C. Now read the article below. What aspects of the place does the writer refer to?

# Salzburg: the heart of Europe that captured my own

You have probably associated Austria with schnitzel, Princess Sisi and skiing. Have you ever heard of Salzburg though, the birthplace of classic composer Mozart and backdrop to the famous movie *Sound of Music*?

In my sophomore year at college, I won a ticket for a three-day trip to Salzburg, an old picturesque city in central-west Austria, which was declared a UNESCO World Heritage Site in 1997. The city is built on the green banks of the Salzach River and is encircled by two mountains, which act as its lungs. The baroque architecture of the city is absolutely fascinating and invites you to imagine what living there a few hundred years ago would be like.

Salzburg boasts one of the biggest medieval castles in Europe, the Hohensalzburg Castle, where you can still see instruments of torture used back in the Middle Ages. You definitely can't miss Mirabell Palace and gardens with their exquisite mythology-based statues from 1700. The Mozart museum is a must and not far from it, is a you can enter the Mozart chocolate shop and buy sweets to munch on as you wander around the Salzburg Zoo, home to a 140 different species of animals.

If you take a ride up the river, you come across Hellbrunn Palace, famous for its garden water games. I had an awesome time there and my personal favorite was the dining table mechanism which started sprinkling water from our seats when we least expected it.

Three days are not enough to experience the age-old wonders of this sparkling city. I am just one of the many visitors who would love to come back, and once you've come here once, you will know what I mean!

**ADJECTIVES**

- tasty
- heavy
- amazing
- huge
- breast-taking
- spicy
- sudden
- stormy
- thrilling
- bittersweet

**ADVERBS**

- Immediately
- Instantly
- relentlessly
- happily
- quietly
- serenely
- motionlessly
- greedily
- quickly
- thankfully

1. The \_\_\_\_\_ rain poured over us, \_\_\_\_\_ soaking us to the bones.

2. We were \_\_\_\_\_ floating on the surface of the sea when a \_\_\_\_\_ wave nearly drowned us.

3. The food was \_\_\_\_\_ and we \_\_\_\_\_ ate it all.

4. The mountains were just \_\_\_\_\_; and that night, after breathing in all that fresh air, we slept \_\_\_\_\_.

5. We got off the airplane \_\_\_\_\_, still not believing we had almost crashed, and decided it had been a(n) \_\_\_\_\_ vacation.

**16**

When writing a descriptive article, use a variety of adjectives and adverbs to make the article vivid and interesting for the reader.

D. Each of the phrases below corresponds to the function of one of the paragraphs in the article. Write the numbers of the paragraphs (1-5) in the boxes.

In this paragraph, the writer:

- a. explains what one can see and do in the area.
- b. makes a general statement summing up his/her opinion.
- c. uses a rhetorical question to attract the reader's attention and introduce the topic.
- d. gives a description of impressive scenery.
- e. describes a specific occasion during his/her visit and his/her feelings.

E. Underline all the adjectives and adverbs in the article. Then choose an adjective or adverb from the ones in the boxes to complete the following sentences. Notice that not all the words will be used and more than one may fit each space.

**PLAN**

When writing a descriptive article, follow the plan below.

**TITLE**

- Think of an interesting title.

**INTRODUCTION**

- Identify the place you're going to write about, where it is and why it's special enough for you to write about it.

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

- Describe three things: the place (scenery), things to see (sights) and things to do (entertainment).
- Describe a funny, frightening, amazing or interesting incident and how it made you feel.

**CONCLUSION**

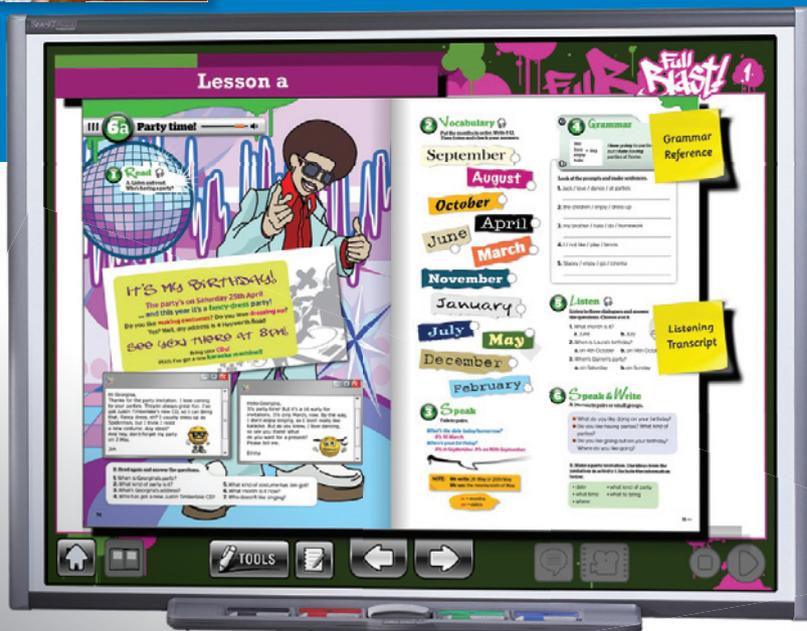
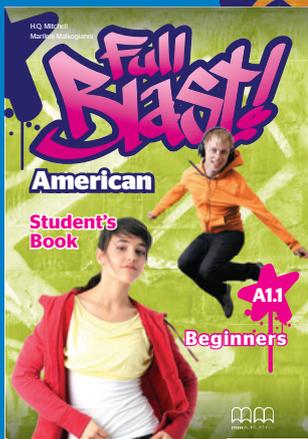
- Sum up your impression of the place by noting its most positive elements and recommend it to your readers.

**16**

When writing a descriptive article, you should:

- try to attract the reader's attention and interest them - use a catchy title
- don't overgeneralize; give examples and real incidents to make the article interesting
- use lively language (adjectives and adverbs, questions, a variety of vocabulary and syntax)

sample texts functioning as models



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