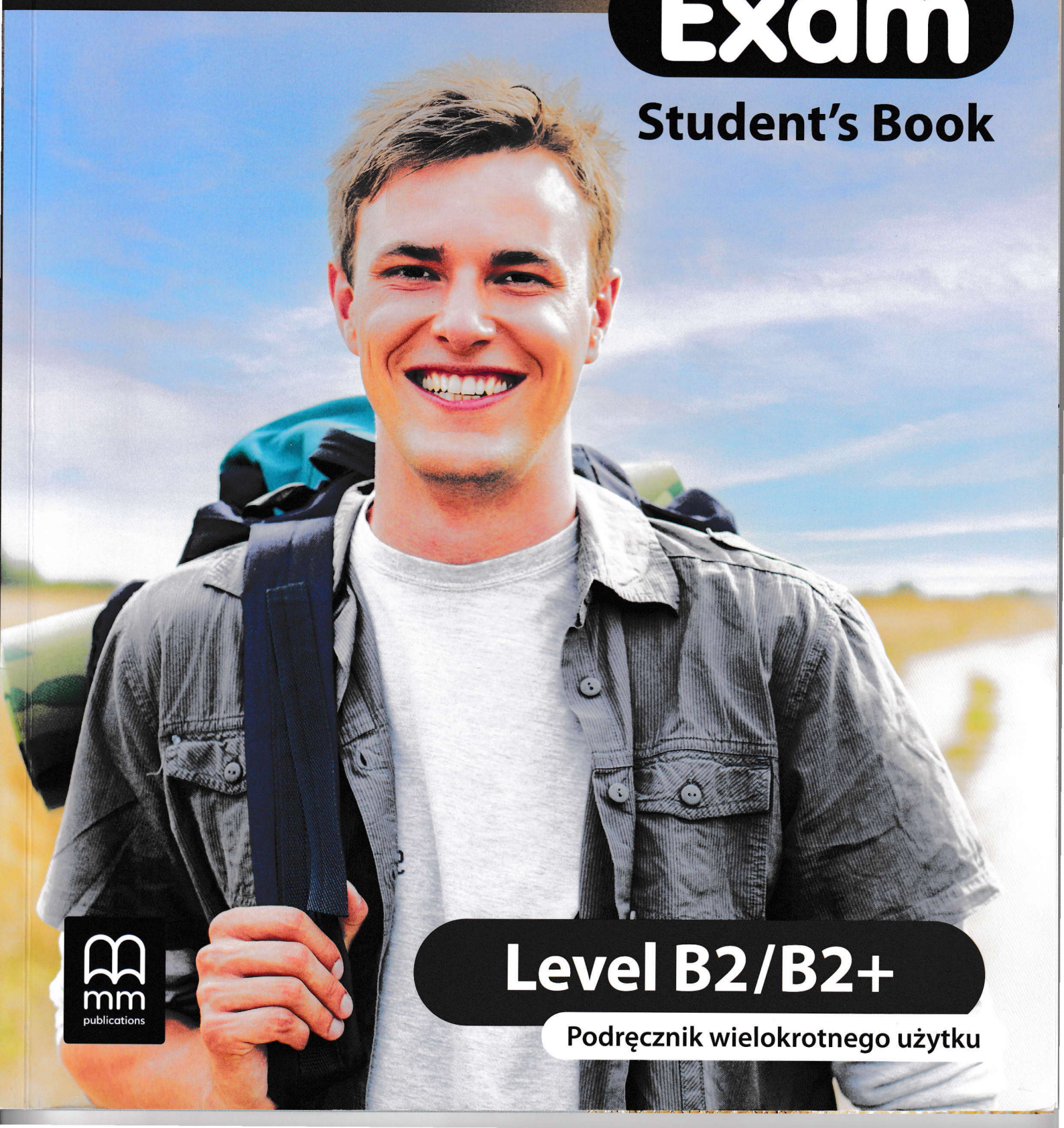


H. Q. Mitchell - Marileni Malkogianni

Traveller

Exam

Student's Book




mm
publications

Level B2/B2+

Podręcznik wielokrotnego użytku

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Reading**Listening****Speaking****Writing**

- Four short texts related to a heroic action

- People talking in eight different situations

- Comparing different reasons for taking pictures and different feelings while being photographed

- An essay III

- An article about writing fantasy fiction

- A teacher talking to her class
- A radio announcement

- Helping solve a problem concerning art classes

- A book review

Workbook Round-up

- An article about the job of a producer

- A radio interview with a ventriloquist

- An article about four festivals

- A radio interview with a cheese carver

- Comparing different reasons to celebrate and different ways of celebrating

- An informal letter/ email

- An article about scientists' attempts to communicate with extraterrestrials

- People talking in eight different situations

- Discussing the benefits of different means of communication and reaching a decision

- An essay IV

- An article about the Oxford and Cambridge Boat Race

Workbook Round-up

- An article in which four people describe aspects of culture

- Five people talking about smartphones

- A personal account: *Learning to fly*

- A talk by an inventor
- People talking in six different situations

- Helping solve a problem concerning a career choice

- A letter of application

- An article about various ways people can keep in shape

- A radio interview with a health coach

- Discussing different things that contribute to a healthy lifestyle and reaching a decision

- A report

Workbook Round-up

- Four short texts related to the PE department of a university

- A talk by a nutritionist

5a Celebrations 5b Communication

Tematy z katalogu podstawy programowej

- ▶ Życie prywatne – święta i uroczystości, styl życia
- ▶ Kultura – tradycje i zwyczaje, uczestnictwo w kulturze
- ▶ Człowiek – umiejętności i zainteresowania
- ▶ Państwo i społeczeństwo – zjawiska społeczne



Discuss:

- ▶ In what different ways can people express their feelings, opinions and ideas?
- ▶ What means of communication do you find most effective? Why?



In this module you will...

- ▶ talk about festivals, celebrations and various ways of communicating
- ▶ learn how to emphasise an action rather than the doer of the action using the Passive Voice
- ▶ learn how to express purpose, result and contrast using appropriate clauses
- ▶ learn how to use the causative form
- ▶ expand your vocabulary by learning phrasal verbs with *go*, *turn* and *come*, noun suffixes referring to people, prepositional phrases, and idioms with parts of the body
- ▶ learn how to distinguish between easily confused words
- ▶ learn how to write informal letters/emails describing an event
- ▶ learn how to write essays
- ▶ acquire skills and strategies that will help you in exams



In this module you will practise the following types of tasks:

- ▶ p. 123 **grammar:** gap filling exercise (uzupełnianie luk)
- ▶ p. 120 **reading:** matching (dobieranie – znajdowanie w tekście określonych informacji)
- ▶ p. 126 **speaking:** speaking about celebrations (wypowiedź ustna na podstawie materiału stymulującego – święta i uroczystości, wyrażanie i uzasadnianie opinii, wyrażanie uczuć i emocji, opisywanie ludzi i miejsc)
- ▶ p. 128 **writing:** writing an informal letter/email (tworzenie wypowiedzi pisemnej – list / e-mail prywatny, przedstawianie sposobu postępowania, wyrażanie i opisywanie uczuć i emocji, formułowanie wypowiedzi w stylu formalnym)
- ▶ p. 130 **reading:** multiple choice (zadanie wielokrotnego wyboru – znajdowanie w tekście określonych informacji)
- ▶ p. 133 **grammar:** paraphrasing (transformacje zdań)
- ▶ p. 134 **listening:** multiple choice (zadanie wielokrotnego wyboru – znajdowanie w tekście określonych informacji)
- ▶ p. 138 **writing:** writing an opinion essay (wypowiedź pisemna – rozprawka z wyrażaniem opinii, wyrażanie i uzasadnianie swoich opinii i poglądów, wyrażanie pewności i przypuszczeń, formułowanie wypowiedzi w stylu formalnym)

Reading







1.

Discuss.

- Do you like going to festivals? Why? / Why not?
- Do any interesting festivals take place in or near the area where you live?

2.

Read the article in which four people talk about different festivals they attended. Then copy the fact file into your notebook and complete it.

	Edinburgh International Book Festival	International Puppet Theater Festival	Festival of Lights	Sheffield Doc/Fest
Where?				
How long?				

3.

Read the article again and answer questions 1-10. Write A-D in your notebook. 

Which person

1. implies that the location of a particular festival is not by chance?
2. enjoyed talking with people who have common interests?
3. mentions that the event was better than he/she had expected?
4. wishes the event lasted longer?
5. says that he/she did not have access to all of the festival?
6. is looking forward to the next event?
7. says a performance transforms a well-known setting?
8. informs us that participants can get creative?
9. says that the festival raises awareness about important subjects?
10. says that an event had a historical aspect?

4.

Match the highlighted words in the text with the meanings a-h. There are two extra meanings which you do not need to use. Write the corresponding items in your notebook.

1. passion
2. illustrator
3. showcase
4. contemporary
5. projection
6. superb

- a. very good; of very high quality
- b. belonging to the present time
- c. happening every year
- d. strong interest in sth
- e. someone who draws pictures for books
- f. an image that is shown on a surface
- g. to appear suddenly and unexpectedly
- h. an event where something is on display

5.

Discuss.

- Would you like to visit any of these four festivals? Why? / Why not?
- Which other festival, taking place anywhere in the world, would you like to attend? Why?

Festivals with stories to tell

A. Anne

Yesterday was the first day of the Edinburgh International Book Festival, and everywhere you looked there were people discussing their favourite books. The festival is an oasis for book lovers, all eager to hear a favourite author speaking or to discover a new writer to read. The city and its residents are very welcoming, and there was an extra pleasure in meeting other readers who share the same book **passions**. Every kind of writer you can imagine comes to the three-week-long festival: novelists, poets, scientists, historians, sportspeople, environmentalists and many more. This year almost 800 books will be presented, and there is also a special event in which children's book **illustrators** will be drawing live for the audience.

To be honest, I don't think three weeks are enough for such a significant event. If only it took place over all four weeks of August!

B. Nathan

The International Puppet Theater Festival was, of course, held in the city of Chicago, where modern American puppetry was born and the word 'puppeteer' was invented. It lasted for ten incredible days, and there were different performances going on every day. In fact, there were nearly 50 different performances to be seen by artists from all over the world. There was also an amazing **showcase** of a wide variety of puppets, which included traditional marionettes, shadow puppets, Bunraku puppets, and tiny toy puppets, as well as other innovative styles of **contemporary** puppetry. There were even some enormous puppets - like the kind you would see in a street parade. Puppets were popping up throughout Chicago, from theatres in shopfronts to the Museum of Contemporary Art. Last but not least, workshops gave us the chance to bring material, paint and paper to life using our own hands and voice.

D. Teri

The Sheffield Doc/Fest is the UK's leading documentary and digital media festival. To my surprise, it wasn't as boring as I had thought it would be. We were able to watch a range of documentaries, from personal stories of survival to films that deal with environmental and social issues. I didn't realise it initially, but this is a really important event for filmmakers. One of the main events of the festival is the 'Meetmarket', which is not open to the public, but is for documentary makers who want to propose ideas for new projects - and hopefully attract some interest. Several awards are also given across the six days of the festival. Most of them are judged by specialists in the industry, but there is one award that we can actually take part in. The Sheffield Doc/Fest Audience Award is decided by audience vote - so we all had the chance to choose our favourite film.

C. Shelley

While most tours of a city mainly happen during the day, there is one urban sightseeing event that has been designed for when the sun has set. The annual Festival of Lights, which is held in Berlin, is definitely a different way to see the city. During this ten-day event, well-known sights are decorated with artificial light, turning the whole city into an art show. This year, the Brandenburg Gate light show was particularly impressive. Each multicoloured light **projection** was like a painting and, as the spectators stood watching the lights playing on the Gate, we took a trip down memory lane, as we watched different stories of Berlin that showed how the city has changed. I just can't wait to see what **superb** ideas artists will come up with next year, as it seems that every year the work produced is more remarkable than that of the previous year.



Vocabulary & Grammar I

VOCABULARY

1. Complete the sentences using the correct form of the words in the boxes. Write the answers in your notebook.

like likely alike

- Joe and Mike look so much [] that you can't tell them apart!
- It's so hot that it feels [] a jungle in here.
- Because of the extreme weather, it's [] that we will close early today.

lastly at last at least last but not least

- And [], I'd like to thank my parents for always helping me out when I needed it.
- I know we've run out of food, but [] we have something to drink!
- [], it's time to go home!
- I switched off the lights, closed the windows and [] I locked the front door and left.

celebration ceremony festival

- Do you know what time the sports awards [] is tomorrow?
- This weekend, there is going to be an ethnic food []; we should go.
- The whole family is gathering at my grandparents' house for my grandfather's 90th birthday [].

prize trophy award reward

- Bob was given the [] for 'most fires started in the kitchen' this year.
- They are offering a(n) [] of \$20,000 for information on the theft of the painting.
- The first [] in the poetry competition is a brand new computer.
- The [] the team has won are displayed on a shelf in the coach's office.

artificial fake false

- The man was arrested because he gave [] information to the police concerning the robbery.
- This [] lake was built to help create a habitat for birds.
- I thought he bought me a real diamond ring, but it turns out it's []!

2.

A. Look at the extract from the Reading text. What does the phrasal verb in bold mean?

*It lasted for ten incredible days, and there were different performances **going on** every day.*

B. Match the phrasal verbs in bold with their meanings. Write the corresponding items in your notebook.

- I'm so tired! I don't think I can **go on** with this race.
- I like the curtains, but does the colour **go with** the furniture?
- We only have about ten more minutes of sleep before the alarm clock **goes off**.
- I don't understand how anyone could **go through** so much and still be so happy!
- The boss approved our design, so we're going to **go ahead** with the project.
- If you want to **go over** your notes one last time before we start the test, you may do so now.

- a. start doing
- b. continue
- c. suffer
- d. examine
- e. match
- f. suddenly make a loud noise

3.

A. Look at the following nouns from the Reading text. Which words do they derive from?

participants residents

B. Complete the sentences with the correct form of the words in capitals. Write the answers in your notebook.

- He works as a [] for a large computer company. CONSULT
- Do you know who the first [] of this area were? INHABIT
- The project requires a lot of work, so you definitely need to find an []. ASSIST
- We have to interview over 300 [] for this job! APPLY
- There were thousands of [] who came to the US through Ellis Island. IMMIGRATE
- He has worked as a political [] for CNN for many years. CORRESPOND
- They scored a goal at the last minute and beat their []. OPPOSE
- The museum [] told us not to touch any of the exhibits. ATTEND

GRAMMAR

1. PASSIVE VOICE I

A. Read the sentences and answer the questions that follow.

1. This game **is usually played** by younger children.
2. Their garden **is being decorated** by a professional.
3. The poem **was written** by Tom.
4. The new website **was being designed** when I reached the office.
5. All the dishes **have been prepared** for tonight's dinner.
6. That building **had been built** before we moved to this city.
7. The parade **will be held** tomorrow at ten in the morning.
8. The book **is going to be published** next month.
9. All the emails **will have been answered** by the end of the day.
10. This package **must be delivered** today.
11. The event **could have been organised** better.

- a. What is emphasised in the Passive Voice, the action itself or the doer of the action?
- b. If we want to mention the doer of the action in the Passive Voice, how do we do that?
- c. How is the Passive Voice formed?
- d. How can the above sentences be converted into the Active Voice?

B. Read the sentences and answer the questions.

They offered the girl flowers.

1. *The girl was offered flowers.*
 2. *Flowers were offered to the girl.*
- a. What are the two objects of the verb *offered* in the active sentence? Which one is the direct and which one is the indirect object?
 - b. What's the difference between the passive sentences 1 and 2?

2.

Read the text and put the verbs in brackets in the Active or the Passive Voice. Write the answers in your notebook.

In the 1980s, music in South Africa held an important position as the country (1) (struggle) to establish itself as a society which (2) (base) on ability and character rather than skin colour. Since then, a lot of music festivals (3) (establish) throughout the country. Some of them are for local singers and bands, while others (4) (attract) today's top international artists. There is also a wide variety of different types of music that can (5) (find) at the festivals, from jazz to alternative rock and pop.

The Cape Town Jazz Festival is probably the most famous one. It (6) (hold) over two days and some of the greatest jazz artists (7) (perform) on its five stages. The festival (8) (expect) to grow even more in the future. Recently, photography and art exhibitions (9) (add). The organisers want to focus more on the community, and they strongly believe that music is not only entertainment but something that can (10) (unite) people.



1.

Discuss.

- Do you know of any festivals related to different kinds of food or drink?
- What kind of events do you think take place at a cheese festival?

2.

You are going to hear part of a radio interview with a man named Dan Gill, who is a cheese carver. Read questions 1-7 and answer them in your notebook. 

1. Where did Dan see cheese carving before he started?
2. What are the 'cheesehead' hats the symbol of?
3. What was Dan's mistake when he started out?
4. What is a problem when working with cheese?
5. What other materials can you use to practise cheese carving?
6. What does Dan like most about his job?
7. Why is he looking forward to the cheesecake competition?



Vocabulary & Grammar II

5a

VOCABULARY

A. Look at the extract from the radio interview. What does the phrasal verb in bold mean?

Three years later, I **turned in** a carved cheese for a design technology project at school.

B. Match the phrasal verbs in bold with their meanings. Write the corresponding items in your notebook.

1. It's getting late. I think you should **turn in**.
2. He **turned down** the job in London because he didn't want to move.
3. My aunt **turned up** unexpectedly yesterday.
4. During the downpour, the beautifully decorated garden **turned into** a muddy mess.
5. They **turned** the wallet **over** to the police.
6. The kidnapper **turned out** to be a neighbour.

- a. arrive
- b. prove to be
- c. go to bed
- d. refuse an offer
- e. give sth to the authorities
- f. become sth different

GRAMMAR

PASSIVE VOICE II

A. Read the pairs of sentences, note how the verb forms change in the Passive Voice and complete the gaps a-e in your notebook.

1. We saw Jessica go into the supermarket. →
Jessica was seen to go into the supermarket.
2. I heard Mark and Elsa singing. →
Mark and Elsa were heard singing.
3. Mum made us help her with the decorations. →
We were made to help with the decorations.
4. They let the children play on the grass. →
The children were allowed to play on the grass.

- Verbs of perception (*see, hear, watch, smell, feel, notice*) are followed by a bare infinitive or an *-ing* form in the a. Voice, but in the b. Voice they are followed by a full infinitive or an *-ing* form.
- The verb *make* is followed by a c. in the Active Voice, but in the Passive Voice it is followed by a d. .
- The verb *let* + bare infinitive changes to e. + full infinitive in the Passive Voice.

NOTE

- The Present Infinitive in the Passive Voice is formed using **to be + past participle**.
I didn't expect them to invite me to the barbecue.
I didn't expect to be invited to the barbecue.
- The *-ing* form in the Passive Voice is formed using **being + past participle**.
I hate people lying to me. I hate being lied to.

B. Read the sentences and answer the questions.

1. *It is believed that the first cheese festival was held in 1914.*
 2. *The first cheese festival is believed to have been held in 1914.*
- a. What is believed and by whom?
 - b. Both sentences are in the Passive Voice. How can we express the same meaning by using the Active Voice?
 - c. Which other verbs can be used instead of *believe* to make general statements?

C. Rewrite the following sentences in the Passive Voice starting with the words given. Write the answers in your notebook.

1. They think that the ceremony lasted too long.
The ceremony .
2. People say that Mr Ferguson is very good at organising people.
Mr Ferguson .
3. His mother didn't let him play video games before he did his homework.
He .
4. They saw Bob prepare a surprise for Terry.
Bob .
5. The police made everyone wait outside the stadium for half an hour.
Everyone .
6. I wanted everyone to admire my paintings.
I .
7. People hope that the festival organisers will include more interesting games.
It .
8. Philip can't stand others telling him what to do.
Philip .

Speaking

1. Discuss.

- Do you think it's important to celebrate special moments in life?
- What kinds of events in a person's life do people in your country celebrate?

2. In pairs, look at the photographs and answer the questions below. You can use some of the words/phrases in the boxes. 

A

Student A: Photographs A1 and A2 show people celebrating for different reasons. Compare the photographs and say why you think the people feel the need to celebrate in these situations.

Why do the people feel the need to celebrate in these situations?



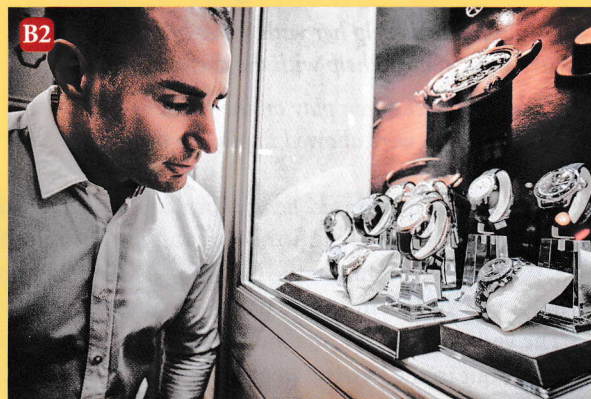
Student B: When is the last time you celebrated? What was it for?

bride/groom	hard work	
ceremony	milestone	share happiness
commitment	new chapter	wedding
graduation	recognition	

B

Student B: Photographs B1 and B2 show people celebrating someone's achievement. Compare the photographs and say what you think the people are enjoying about celebrating in these ways.

What do people enjoy about celebrating in these ways?



Student A: How do you like celebrating something you have achieved?

family gathering	pleasure
gift	satisfaction
loved ones	treat sb

3. Discuss the following questions. You can use some of the words/phrases in the box.

- Which of the two do you think should be celebrated more: traditions or personal achievements?
- In your opinion, what makes a special event memorable or successful?
- Why do you think people enjoy giving and receiving gifts?

atmosphere	recognise
excitement	sacrifices
extended family	strong bonds
keep alive	surprise
pick out	

A. Read the text and complete the gaps. Use only one word in each gap. Write the answers in your notebook. 

Zulu Weddings



The Zulu are an African ethnic group living mainly in South Africa. One particularly interesting aspect of their culture is their wedding customs. There are many preparations that need to (1) made before a wedding, and especially on the day of the event. Before the wedding, the groom's family presents a certain number of cows to the bride-to-be. If she wants to marry the man, she accepts (2) gift. The wedding itself takes place on a hillside, on land that is owned (3) the groom, called a *kraal*. Throughout the day, the bride might change her clothes (4) than three times so that her in-laws see her in many different colours. A wedding meal of meat and vegetables (5) prepared by the bridesmaids. The tradition of *ukwaba*

is when the bride gives gifts of handmade blankets (6) the members of her new family. Then the family cover themselves (7) the blankets in front of all the guests to symbolise that they (8) accepted the bride into their family, and everyone sings and dances.

B. Read the text and complete the gaps with the correct form of the words in capitals. Write the answers in your notebook. 

Edinburgh the festival city



Every year, during the summer, the city of Edinburgh is full of (1) and people eager to attend its numerous festivals. The Edinburgh International Festival was first held in 1947, after World War II, and its purpose was to bring a sense of community to Europe. The event was a (2) of music, dance and drama that brought hope to people whose lives had just been torn apart by war. Today, the event brings (3) and spectators from all over the world together to explore and learn about each other's cultures. There is (4) for everyone, with an impressive range of performances and (5) to choose from. Edinburgh also hosts the famous Edinburgh Film Festival, which presents fresh and exciting films from both new and established filmmakers. Some of the most (6) filmmakers have shown their work here, including Roberto Rossellini, Martin Scorsese and Steven Spielberg, and festivalgoers are able to see masterpieces from a range of different cultures. In (7) , Edinburgh is a beautiful city which has much to offer (8) with its spectacular architecture and amazing natural landscapes.

EXCITE

CELEBRATE

PERFORM

ENTERTAIN

EXHIBIT

TALENT

ADD

VISIT

Writing

An informal letter/email

1.

Discuss.

- What are the most important national holidays and celebrations in your country?
- Which of them is your favourite? Why?

2.

A. Read the writing task below and write the key words in your notebook.

Here is part of an email you have received from an English-speaking friend.

I am working on a project at college about celebrations around the world. I was wondering if you could help me out by describing a popular celebration in your country and saying what you like about it.

Hope to hear from you soon.

B. Now read the email written in response. What do you think of the celebration described?

Hi Livia,

I'm so happy to hear from you. We definitely have a lot of holidays and celebrations in the US, but I think the most important one is the 4th of July. It's the anniversary of when the Declaration of Independence was signed in 1776.

Some of the things that you can do on the Fourth of July include going to a parade, having a cookout or picnic and watching a fireworks display. Where I live, a day before the holiday, there is a fireworks display which is the largest in the country and is called Red, White and Boom. You wouldn't believe the kinds of fireworks you can see there! On the 4th, we have a cookout that lasts the whole day. Friends and family come over and we play games and eat a lot of food, especially corn on the cob and watermelon.

I like this holiday better than others because it's a great chance to relax and get together with people you don't see very often. It's a very casual holiday, and you don't have to dress up; you just dress comfortably and have fun.

I hope this information will help you with your project. Would you like me to send you some pictures too? It would be no problem.

Take care,
Heather

**C. Which items 1-6 indicate this is an informal email? Write the numbers in your notebook.**

The writer:

1. signs off using first names.
2. doesn't use contractions (e.g. *I'd, can't*).
3. uses exclamations.
4. avoids using direct questions to address the reader personally.
5. is polite but firm in her response.
6. is friendly and chatty in her response.

3.

The postcard has several mistakes which have been marked using the correction code below. Read the postcard and correct the mistakes in your notebook.

Dear Mona,

It's been a week since we ^Tcome to Thailand and I'm enjoying every moment.

Today is the beginning ^Δthe Thai Festival of Lights and Lanterns, Loy

Krathong. It's one of the most picturesque festivals ^{Pr}at Bangkok, and the

celebration takes ^{WW}part on the first full moon after the rice harvest every year

in November. People spend time putting together colourful baskets made

from leaves and decorated with flowers and ^{WO}candles lighted. Then they gather

around rivers and lakes, place the baskets on the water and watch them float

away. It is ^{Sp}beleived that this is a way of letting go of any negative feelings,

such as anger and grudges, and beginning the new year positively. I can't

wait to go to ^Aa celebration this evening! Doesn't it sound exciting. ^PI can't wait

to tell you all about it when we come back home.

Love,

Aisha



CORRECTION CODE

- WW: wrong word
 WO: word order
 Pr: preposition
 T: tense
 P: punctuation
 A: article
 Sp: spelling
 Δ: something missing

4. OUTLINE

When you're writing an informal letter/email describing an event, follow the plan below.

GREETING

- Greet the person that you are writing to.

OPENING PARAGRAPH

- Use set phrases to begin your letter.
- Say why you're writing.
- Briefly refer to the event.

MAIN PART

- Describe the event (what happens, the atmosphere, your personal involvement, etc.).
- Say why you like it.

CLOSING PARAGRAPH

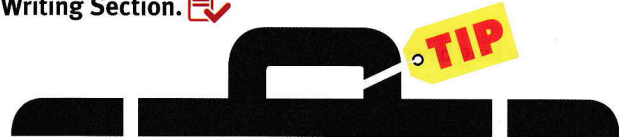
- State anything you want to emphasise.
- Use set phrases to end your letter/email.

SIGNING OFF

- Use a signature ending and your first name below that.

5. WRITING TASK

Read the writing task in activity 2A again, and write an email to your friend (200-250 words). Use the outline in activity 4, the TIP below and the information in the Writing Section.



When you are writing an informal letter/email, use:

- informal language.
- short forms (e.g. *I'm, didn't*).
- exclamations (e.g. *It was great!*).
- direct questions (e.g. *What are you up to?*).
- expressions (e.g. *well, of course, anyway, actually, you know, you see*).
- lively colourful language (i.e. a variety of adjectives, adverbs and phrases).

1.

Discuss.

- Do you believe that there is life on other planets? Why? / Why not?
- If you could communicate with extraterrestrials, what would you ask them?


2.

Read the article quickly and answer the question below. Write a, b, c or d in your notebook.

What is the writer's attitude towards the idea of communicating with extraterrestrials?

- He is an enthusiastic supporter of it.
- He is totally against it.
- He believes there are more disadvantages than advantages.
- He is neutral and doesn't take sides.

3.

Read the article again and answer questions 1-6. Write the best answer a, b, c or d in your notebook. 

- What does the writer mean by the phrase 'our fascination with extraterrestrials reached a peak' in line 10?
 - People were interested in aliens more than ever before.
 - Everyone was convinced that extraterrestrials existed.
 - Science fiction books became extremely popular.
 - A fascinating discovery related to extraterrestrials was made.
- Why did Charles Cros want to build an enormous mirror?
 - He wanted to receive sunlight from Mars.
 - He wanted to create life on Mars.
 - He wanted to communicate with Martians.
 - He wanted to burn a city on Mars.
- How long have people been sending messages to outer space in the hope of contacting extraterrestrials?
 - since the 19th century
 - since the 1970s
 - for centuries
 - for the past decade

4. What will happen in about 40,000 years?

- Voyager 1* and *Voyager 2* will reach Jupiter and Saturn.
- Information about extraterrestrials will be sent back to NASA.
- The probes will reach the sun.
- Voyager 1* and *Voyager 2* will get to Alpha Centauri.

5. Why isn't a reply to the *Arecibo Message* expected in the near future?

- By the time we receive a reply, the technology will be outdated.
- The transmission of the message didn't last long enough.
- The information included in the message is too complicated.
- The distance the message has to cover is extremely long.

6. By downloading SETI@home software, personal computer users can

- assist in the search for signals from alien life forms.
- send messages to extraterrestrials.
- contact NASA.
- analyse data received from extraterrestrials.

4.

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

- illuminate
- sophisticated
- representative
- cluster
- found
- determine

- typical
- wonder
- group
- decide
- bright
- make sth exist
- light up
- advanced

VOCABULARY

1.

Complete the sentences using the correct form of the words in the boxes. Write the answers in your notebook.

peak height top

- It took us two days to reach the [] of the mountain, and what a view we had from there!
- I climbed up to the [] of the stairs and stopped to take a breath.
- You can see a great distance away at this [].

notice examine observe

- I'm supposed to [] the surgeon so that I can see how the operation is done.
- Did you [] which way the red car went?
- The police [] the video, hoping to see the faces of the robbers.

signal sign symbol gesture

- I'm sorry, I didn't see the stop [].
- We started running the moment he gave us the [].
- When you make this [] in my country, it means that you're bored.
- The dove is a [] of peace.

location position site spot

- My neck hurts today, so I must have slept in a strange [] last night.
- I don't know the exact [] of the dinner party, but I'll fill you in as soon as I find out.
- The Valley of the Butterflies is a well-known beauty [] on the island and attracts many tourists.
- The archaeological [] isn't open to tourists on Mondays.

transfer transmit transport

- They are very careful about hygiene so as not to [] diseases from one person to another.
- Will you please tell me how to [] the money to my bank account?
- There is a bus that will [] you to the swimming pool if you like.

2.

A. Look at the extract from the Reading text. What does the phrasal verb in bold mean?

*The purpose of the plaque was to communicate some basic information about humankind to any intelligent species that might **come across** the spacecraft.*

B. Match the phrasal verbs in bold with their meanings. Write the corresponding items in your notebook.

- I don't understand how this fire could have **come about**.
- She **came into** a lot of money when her wealthy aunt died.
- Can you believe the crazy stories he **comes up with** sometimes?
- Shouldn't your health always **come before** your career?
- If you **come up against** any problems in your new job, call me and I'll help you out.

- inherit
- face
- happen
- think of
- be more important

3.

A. Look at the extract from the Reading text and note the phrase in bold. Can you think of any other phrases following the pattern *preposition + word(s) + preposition*?

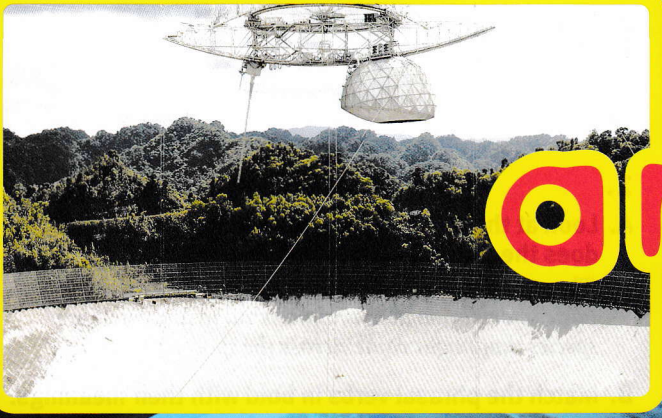
*...it is only in recent decades, **with the benefit of** rapid technological advancements, that scientists have been able to attempt to get some answers.*

B. Complete the sentences with the words in the box. Write the answers in your notebook.

addition behalf comparison contact
exception favour need result

- I would like to welcome you to the company on [] of the Managing Director.
- In [] to Arabic, Spanish is definitely easier to translate.
- Most of the members of the council are in [] of a total ban on parking in the town centre.
- In [] to your salary, you will also get bonuses, free trips and a company car.
- David broke his leg as a(n) [] of a motorbike accident and had to stay in hospital for three weeks.
- This cottage is in bad condition and in [] of some painting and redecorating.
- Everyone has arrived on time with the [] of John Williams.
- Are you still in [] with anyone from our old school?

Is there anybody out there?



Are we alone in the universe? Is there evidence that extraterrestrials really exist? And if they do, is there any way to contact them? Humans have been asking these questions for centuries, but it is only in recent decades, with the benefit of rapid technological advancements, that scientists have been able to attempt to get some answers. Although the idea of communicating with extraterrestrials is a controversial one, it is worth looking for answers so that we may satisfy our curiosity about the mysterious universe in which we live.

Our fascination with extraterrestrials reached a peak in the nineteenth century, when a number of books and articles were published on the subject. Many scientists and astronomers of the time were convinced that alien life forms existed; some even claimed that they had seen signs of life on other planets. French inventor Charles Cros, for example, was convinced that the lights he'd observed on Mars (which were probably clouds illuminated by the sun) indicated the existence of a major city. Cros spent most of his life trying to persuade the French government to pay for the construction of an enormous mirror which would be used for sending signals to the Martians. His plan was to 'burn' messages into the sand on Mars by reflecting sunlight onto the surface of the planet. The French government, however, was not convinced that Cros's idea would work and did not give him the money to build the mirror.

During the twentieth century, space travel became a reality and scientists' methods of 'communicating' with extraterrestrials became more sophisticated. In 1972, NASA launched an unmanned spacecraft called *Pioneer 10* into the solar system. The spacecraft carried with it a gold plaque, the *Pioneer Plaque*, which featured diagrams of the human body and of the Earth's position in the solar system. The purpose of the plaque was to communicate some basic information about humankind to any intelligent species that might come across the spacecraft.

In 1977, NASA launched two probes into the solar system, *Voyager 1* and *Voyager 2*, in order to gather more information about Jupiter and Saturn. They attached a gold record to

each probe containing sounds and images representative of life on Earth. Like the *Pioneer Plaque*, the record was created to communicate information about our world to alien life forms. Both probes will take about 40,000 years to reach the star nearest to the sun, Alpha Centauri, and it will probably take that long for any extraterrestrials to receive the record - if they receive it at all.

Perhaps the most significant attempt at communication with extraterrestrials was the 1974 *Arecibo Message*. This was a radio message that was transmitted into space using the Arecibo radio telescope which is located in Puerto Rico. The message was composed of images which showed, among other things, the numbers one to ten, the structure of DNA, the figure of a man and the solar system. The message was directed at a cluster of stars, called M13, and the transmission lasted about three minutes. Unfortunately, the M13 cluster is so far away from Earth that it will take approximately 25,000 years for the message to reach its destination, so we won't be receiving a response any time soon!

Today, it is the SETI (Search for Extraterrestrial Intelligence) Institute in the US that continues the search for other life in the universe. Since it was founded in 1984, the SETI Institute has set up a number of significant research projects, including SETI@home, which gives the general public the opportunity to become involved in the search for extraterrestrials. All you have to do is download the free software from the SETI@home website and, when your computer is not in use (but connected to the internet), the software will collect data transmitted from a device located near the Arecibo telescope. The data will then be sent to members of the research team so that they can analyse it and determine whether a signal has been received from extraterrestrials.

In spite of our best efforts, we have yet to obtain scientific evidence that we have received a communication from aliens, but while the possibility of finding life on other planets exists, there will always be the motivation to continue trying to make contact.

5.

Discuss.

- In your opinion, what would the benefits for humankind be if we managed to make contact with extraterrestrials?
- Would you consider participating in the SETI@home project? Why? / Why not?

GRAMMAR

1. CLAUSES OF PURPOSE, RESULT AND CONCESSION

A. Look at the following sentences from the Reading text and answer the questions that follow in your notebook.

1. *Although the idea of communicating with extraterrestrials is a controversial one, it is worth looking for answers...*
 2. *In 1977, NASA launched two probes into the solar system, Voyager 1 and Voyager 2, in order to gather more information about Jupiter and Saturn.*
 3. *Unfortunately, the M13 cluster is so far away from Earth that it will take approximately 25,000 years for the message to reach its destination.*
 4. *In spite of our best efforts, we have yet to obtain scientific evidence that we have received a communication from aliens.*
 5. *...it is worth looking for answers so that we may satisfy our curiosity about the mysterious universe in which we live.*
- a. Which two phrases in bold express a contrasting idea to the rest of the sentence?
- b. Which of the phrases in bold expresses the result of a fact mentioned in the rest of the sentence?
- c. Which of the two phrases in bold express purpose?

B. Complete the rules below with the missing words. Write the answers in your notebook.

CLAUSES OF PURPOSE

• **to /** [] **/ so as to + base form**

I went to the supermarket to buy some coffee.

• **for + -ing form**

We use this knife for cutting bread only.

• [] **+ subject + can/may/will + base form (present or future time reference)**

Take your umbrella so that you won't get wet.

• **so that + subject + could/might/would + base form (past time reference)**

We were quiet so that the baby wouldn't wake up.

• **in case + Present Simple or Past Simple**

Take my telephone number in case you want to contact me.

CLAUSES OF RESULT

• [] **+ adjective/adverb + that clause**

• **such + (a/an) + (adjective) + noun + that clause**

It was such a boring film that I fell asleep.

• **too + adjective/adverb (+ for sb) + full infinitive**

• **(not) adjective/adverb + enough (+ for sb)**

+ full infinitive

This translation is too difficult for me to understand.

CLAUSES OF CONCESSION

• [] **/ though / even though + subject + verb**

• [] **/ despite + noun / -ing form / the fact that**

2.

Rewrite the sentences starting with the words given. Write the answers in your notebook.

1. Even though Ben was tired, he knew he had to keep running to win the race.
Despite [] .
2. I use my microwave only for heating up food.
I use my microwave only to [] .
3. There were such strong winds that the bridge was closed for six hours.
The winds were [] .
4. In spite of her serious illness, she never lost her courage.
Despite the fact that [] .
5. They booked an appointment with the doctor because they wanted to finally learn the gender of the baby.
They booked an appointment with the doctor so that [] .
6. The food was so spicy that Harry couldn't eat it.
The food was too [] .
7. In spite of the stormy weather, Anna decided to go surfing.
Although [] .
8. The bank robber was disguised as a gorilla so that he couldn't be recognised.
In order [] .
9. There was so much noise that I couldn't hear a word.
There was such [] .
10. Our dining table is too small for us to invite twelve people.
Our dining table is not [] .
11. You should take your mobile phone with you as you might need to call us later.
Take your mobile phone with you in [] .

You are going to hear people talking in eight different situations. Read questions 1-8, and choose the best answer. Write *a*, *b* or *c* in your notebook. 

1. You hear two friends talking. How did the boy learn the news?
 - a. Someone emailed him.
 - b. Someone told him over the phone.
 - c. Someone told him face-to-face.

2. You hear a man talking on the telephone. Why is the speaker making the call?
 - a. to apologise for not going somewhere
 - b. to make a complaint
 - c. to request information

3. You hear two people talking about communication. What does the man think about social media sites?
 - a. They're useful when people live far from each other.
 - b. They're a practical way of contacting friends and family.
 - c. They aren't a satisfactory way of keeping in touch with others.

4. You hear a woman talking about learning sign language. How does she feel it has helped her?
 - a. She has been given a part in a play using sign language.
 - b. She can communicate with more people.
 - c. She expresses herself more confidently.

5. You hear a girl talking about her brother. What does she think about him?
 - a. He communicates well with everyone.
 - b. He communicates better than she does.
 - c. He's like most people his age.

6. You hear two people talking about learning a language. What is the man going to do?
 - a. move to Russia
 - b. take more Russian lessons
 - c. study with a native Russian speaker

7. You hear a voicemail message. What must have happened to Patrick?
 - a. He went to the wrong café.
 - b. He missed the bus.
 - c. His car broke down.

8. You hear a woman talking about the English language. What does she say about food?
 - a. The names of some foods can mislead people.
 - b. Many savoury dishes are difficult to pronounce.
 - c. Some dishes have similar names in different languages.



VOCABULARY

Read sentences 1-11 and match the idioms in bold with the meanings a-k. Write the corresponding items in your notebook.

1. A: Do you want to know what happened last night?
B: Sure. I'm **all ears**.
2. A: Are you going bungee jumping this morning?
B: I'm afraid not. I **got cold feet**.
3. Helen has been looking rather **down in the mouth** since she missed out on the promotion.
4. You shouldn't have done that but I'll **turn a blind eye** to it just this once.
5. Those designer sunglasses must have cost you **an arm and a leg**.
6. I'm **all fingers and thumbs** when it comes to anything mechanical. I'm useless!
7. My mum has **put her foot down** and I must stay home on school nights.
8. Stop **sticking your nose into** other people's personal lives! Why do you care where they were yesterday?
9. I can tell you **my heart was in my mouth** when I asked Muriel to marry me.
10. You shouldn't have said that. You really need to learn to **hold your tongue!**
11. He never loses control. He **keeps his head** whatever the problem.

- a. a large amount of money
- b. to say nothing even though you want to
- c. to become too nervous to take part in a difficult or dangerous situation
- d. unhappy
- e. to be calm in a difficult situation
- f. to insist on sth happening
- g. unable to do sth practical
- h. to ignore sth bad that's happening
- i. to listen very closely to what is being said
- j. to be excited, worried or frightened
- k. to try to get involved in sth that is none of your business

GRAMMAR

CAUSATIVE FORM

A. Read the sentences below and answer the questions that follow. Write the corresponding items in your notebook.

1. *I had my tooth taken out yesterday.*
2. *I took the passport out of my pocket and gave it to the police officer.*
3. *I had my sister pack my suitcase.*

Which of the sentences means:

- a. I did something myself.
- b. I asked someone to do something for me.
- c. I arranged for a professional to do something for me.

B. Study the rules below. Then complete the dialogues using the causative form where necessary. Write the answers in your notebook.

- The structure **subject + have/get + object + past participle** is used when we do not do something ourselves, but we arrange for someone else (usually an expert) to do it for us. It is also used to express an accident or misfortune that happened to us.
- The structure **have someone do something** means *ask someone to do something*, while the structure **get someone to do something** means *persuade someone to do something*.

Jamie: I'm sorry but I can't (1) (fix / the heating problem) myself.

Jenny: That's OK. We'll have to (2) (fix / it) by a plumber.

Steve: Why did you come by bus today?

(3) (you / service / your car)?

Mark: No, I have something to do later just down the street, and it's difficult to find parking there.

Samantha: I (4) (do / my hair) at the hairdresser's yesterday when a car crashed into the front window.

Anne: Wow, that's awful! Was anyone hurt?

Jane: What are you going to do about your computer?

Mike: I'm not going to (5) (a technician / repair / it) again and pay an arm and a leg. I'll (6) (buy / a new one).

Tracy: (7) (the Jacksons / paint / their house) every year?

Jessica: Not exactly. They can't afford it, so they (8) (paint / it) themselves.


Robert: Hey, Pete, when (9) (you / get / those cool sunglasses)?

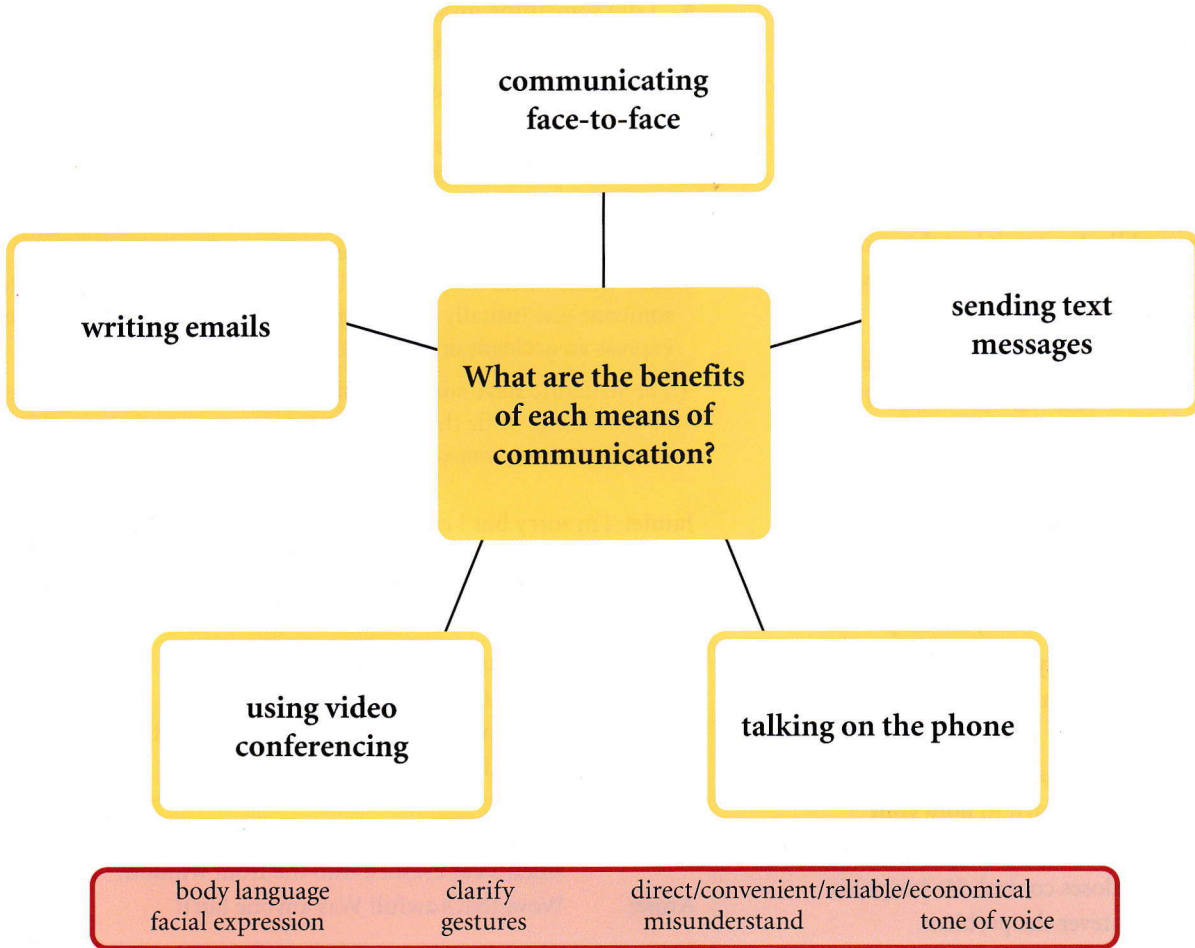
Pete: I bought them this morning. Someone sat on my old ones at the cinema last night and (10) (break / them).

Speaking

1. Discuss.

- What is your favourite way of keeping in touch with friends?
- Would you like to have a job where you have to talk to a lot of people? Why? / Why not?

2. Talk in pairs. Imagine that you have to work on a project with a classmate or colleague and have to decide how you will communicate until it is completed. Below are various means of communication. First, talk to each other about the benefits of each one. Then decide which two you consider to be the most effective. You can use some of the words/phrases in the box. 



3. Discuss the following questions. You can use some of the words in the box. 

- In your opinion, what makes a good conversation?
- Do you believe that sometimes it's better not to tell people what we know or what we think?
- Do you think that people will reach a point in the future where they will no longer talk face-to-face?

beneficial directly honest hug
interrupt offend respect



Use of English



A. Choose the word or phrase that produces a grammatically correct sentence. Write a, b, c or d in your notebook.

- David has decided to by Cliff while he's on holiday.
a. look after his house b. have his house looked after c. have looked after his house d. have his house look
- Marjorie her kitchen painted last week.
a. didn't have b. not had c. hadn't d. hadn't got
- It was a hot day that everyone wanted to go to the beach.
a. too b. so c. very d. such
- In of the fact that he was wearing a seat belt, Henry was injured in the accident.
a. case b. despite c. order d. spite
- I remember having my temperature at the hospital.
a. taken b. have taken c. taking d. took
- I got my brother my car window for me.
a. fix b. to fix c. fixed d. to have fixed
- Laura told him where we would be he wanted to come.
a. so that b. as to c. in spite d. in case
- I sent Laura a message about an hour ago, I still haven't received a reply.
a. However b. Although c. Even d. Despite
- Gary would like to for him as he's an awful cook. He's thinking of asking his mum for help.
a. do the cooking b. having the cooking done c. have the cooking done d. have done the cooking
- Take this soup away. It's cold to eat.
a. too b. so c. enough d. such

B. Read the text and decide which answer is the most suitable. Write a, b, c or d in your notebook.



Same language, different meanings!



Last summer, I went through a big change in my life. The company I work for (1) me from our New York headquarters to our London offices. (2) it was my first time outside the US, I wasn't nervous because I knew we speak the same language. After arriving in London, I realised that both my suitcases had been left behind. Thankfully, the local office had sent Harry, a colleague, to (3) me up and take me to my new apartment, and he was (4) nice that he offered to take me to a nearby mall to get a few things.

I decided I was most in need (5) underwear, a pair of pants and a couple of shirts. So, I told Harry that I would be grateful if he could help me choose pants that were considered OK for work here in England. He hesitated, looking uncomfortable, and said that whatever I chose would be fine. As I tried a few pairs on and came out of the dressing room to get his approval, he laughed and said, 'Of course, PANTS! In Britain we call them "trousers"; "pants" means underwear!'

Later on, I asked if we could find a restroom. I (6) that Harry had the same confused look, but in the end he said, 'Well, I'm sure we can find a seat or something where you can sit for a while.' Obviously, he had misunderstood, so I tried to (7) , saying 'I don't want to rest. I'd like to go to the bathroom. A place with a toilet, you know?' Again, he laughed and said, 'Oh right, you mean the loo! Sure, right this way.'

That was only my first day in London. As you can imagine, I have come (8) many other cases of language-related misunderstandings since then, which all make great stories for my friends back home.

- | | | | |
|-------------------|----------------|----------------|----------------|
| 1. a. transferred | b. transmitted | c. transported | d. transformed |
| 2. a. In spite | b. Even though | c. In case | d. However |
| 3. a. drive | b. take | c. bring | d. pick |
| 4. a. such | b. enough | c. so | d. too |
| 5. a. of | b. for | c. off | d. by |
| 6. a. examined | b. observed | c. watched | d. noticed |
| 7. a. obtain | b. analyse | c. clarify | d. determine |
| 8. a. into | b. about | c. up against | d. up with |

Writing

An essay IV

1.

Discuss.

- Do you think you spend too much time online?
- In which cases do you think your phone can be helpful and in which can it be a distraction?

2.

A. Read the writing task and the sample essay. Do you agree with the opinions expressed by the writer of the essay? Why? / Why not?

Communicating with others mostly online does not help to develop healthy relationships.

Write an essay saying whether you agree or disagree with the statement. Include reasons, details and examples, where possible, to support your opinion.

The way we communicate has radically changed since the internet entered our lives. Although this has helped us keep in touch with each other no matter the place or time, I strongly believe that if it becomes the main means of communication, it will lead to entire generations of people being unable to develop healthy relationships.

Communicating online does not often allow us to see the other person's facial expressions and gestures or hear their tone of voice. As a result, there may be a breakdown in communication, as one side fails to clearly understand what is being said and gets confused, offended or hurt. Moreover, without being able to see a person's body as they speak, it is much more difficult for us to determine if they are telling the truth, and it is therefore much easier for us to be lied to.

We must also not forget that relationships rely on more than just seeing or speaking to each other; they also depend on physical contact, shared experiences and practical help. For instance, when we face a health problem, we need a friend who will hug us, come to a doctor's appointment with us and cook for us when we are too sick to do so ourselves.

In short, my belief is that no matter how convenient communicating online may be, it will never be enough. If we wish to maintain healthy, long-lasting relationships, we should always find the time for direct, face-to-face communication.


B. Read the essay again and answer questions 1-5.

1. What does the writer focus on in paragraphs 2 and 3 of the essay?
2. How does the writer conclude the essay?
3. Can you identify the topic sentences in the essay?
4. In which paragraph does the writer give an example that develops the idea in the topic sentence?
5. In which paragraph does the writer develop the topic sentence by explaining the consequences of something?

C. Below are the four paragraphs of an essay which has also been written for the writing task in activity 2A but supports an opposite point of view. The sentences in each paragraph are in jumbled order. Identify the topic sentences and supporting information. Then put them in the correct order. Write 1-13 and the corresponding letters A-M in your notebook.

1. [] Many might feel that this has had a negative effect on our effort to build meaningful relationships.
2. [] My personal belief is that it has actually improved them.
3. [] The internet has undoubtedly transformed the way we communicate with others.
4. [] Consequently, although under different circumstances we would have lost touch with them, sharing our lives with them online helps us develop strong bonds.
5. [] Being able to use social media sites and video calls has allowed us to keep in touch with friends and family who live far away.
6. [] Also, by checking their posts we are able to share in more of their everyday lives.
7. [] Instead of worrying about the cost of a flight or a phone call abroad, we can make unlimited calls online for free and see and speak to them on a regular basis.
8. [] However, communicating online enables us to stay in touch much more regularly.
9. [] Online communication benefits our relationships with people who live close by as well, as it guarantees we can stay in contact even when both sides have a hectic daily schedule.
10. [] For example, although a friend might rarely have free time to go out for coffee, they will probably be able to video call us to have a chat while they're cooking.
11. [] Even though we may live close to people we care about, family, school and work obligations keep us from spending quality time with them.
12. [] The way I see it, it can strengthen relationships which would have failed otherwise.
13. [] All in all, I am in favour of expanding our online communication.



3. Read the writing task and answer questions 1-4.

Students should be banned from keeping their cell phones in the classroom.

Write an essay saying whether you agree or disagree with the statement. Include reasons, details and examples, where possible, to support your opinion.

1. What are you required to express your opinion about?
2. What are the advantages and disadvantages of students having and using their cell phones during class?
3. Which side will you support in your essay?
4. What reasons and examples can you think of to support your opinion?

4. OUTLINE

Use your ideas from activity 3 to write an outline for the topic in your notebook.

When writing an essay expressing your opinion, follow the outline below.

INTRODUCTION

- Introduce the subject of the essay. You may briefly state your point of view.

MAIN PART (2 paragraphs)

- Choose two main aspects of the issue.
- Group related ideas in two paragraphs and support them with justification/examples.

CONCLUSION

- Summarise your points.
- State your overall opinion of the issue.

5. WRITING TASK

Write the essay task described in activity 3 (200-250 words). Use the outline in activity 4, the TIP below and the linking words/phrases found in the Writing Section.

TIP

When writing an essay expressing your opinion:

- underline the key words in the writing task to get a clear idea of what your essay should focus on.
- spend a couple of minutes to make a brief outline of what you plan to write.
- organise your writing in paragraphs, presenting major points in separate paragraphs.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- write in a formal style and do not use abbreviations or short forms.

VOCABULARY AND GRAMMAR

A. Choose the most suitable word or phrase to complete the sentence. Write *a, b, c* or *d* in your notebook.

- Would you like me to help you go [] the information one more time before your exam?
a. over b. with c. ahead d. off
- When you're doing homework, get rid of any [] so that you can focus more easily.
a. obligations b. structures c. distractions d. circumstances
- This is not a real designer bag; it's [].
a. false b. fake c. wrong d. artificial
- This is a(n) [] design that keeps your mattress cool during the night, providing you with better sleep.
a. leading b. useless c. hectic d. innovative
- It turned [] that she had actually sent me a reply but I never saw it.
a. in b. down c. out d. up
- []! If you get stressed, you'll definitely lose.
a. Keep your head b. Hold your tongue c. Put your foot down d. Turn a blind eye
- Whoever finds the stolen jewellery and returns it, will get a(n) [] of \$1,000.
a. prize b. trophy c. award d. reward
- Talking about the problems we face with our kids and trying to find solutions together has [] our relationship as a couple.
a. approved b. united c. strengthened d. determined
- I am writing [] MacGyver International to request an appointment with Mr Andrews.
a. in favour of b. in addition to c. in contact with d. on behalf of
- Mark's flat was destroyed in the fire, but [] he wasn't injured.
a. at last b. at least c. lastly d. last but not least

B. Choose the word or phrase that produces a grammatically correct sentence. Write *a, b, c* or *d* in your notebook. 

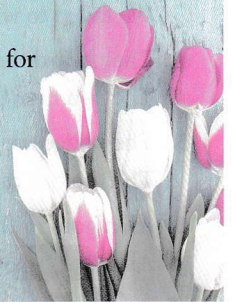
- I heard that Teresa [] a new job.
a. offered b. was offered c. was offering d. was going to offer
- I'm going to [] by a specialist tomorrow afternoon.
a. examine my eyes b. have examined my eyes c. have him examine my eyes d. have my eyes examined
- [] the heavy rain, the ceremony was held outdoors.
a. Although b. Despite c. In spite d. Even though
- Tricia has [] things to do today that she might have to work extra hours.
a. such a lot b. too many c. so many d. too much
- The winner [] \$10,000.
a. will be given b. will give c. will have given d. will be giving
- When [] your new alarm system installed?
a. you had b. did you have c. you have had d. had you had
- The doctor gave me his cell phone number [] I needed to call him.
a. so as to b. even though c. in case d. so that
- The celebration lasted [] to stay till the end.
a. longer b. much longer c. not long enough d. too long for us
- A famous 19th century poet is said [] in this house.
a. to live b. to have lived c. having lived d. that he lived
- A story [] a seventeen-year-old boy won first prize in the short story competition.
a. wrote b. which was written c. who wrote d. written by

C. Read the text and complete the gaps. Use only one word in each gap. Write the answers in your notebook. 

Mother's Day

Many people don't realise that Mother's Day is one of the most widely celebrated holidays in the world. In fact, Mother's Day is (1) popular that more than forty countries have made it an official holiday. In the US, Mother's Day (2) first celebrated as early as 1908. Here, as in many countries, celebrations are all about treating mothers to a special day of leisure. It is a chance for her to relax and (3) the daily chores done by someone else.

Even (4) many people assume that this celebration began in the US, many countries have their own Mother's Day traditions. In the UK, the traditional 'Mothering Sunday' has existed for hundreds of years, and during this day many people visit their mothers so (5) to give them gifts or treat them to a special meal. In Ethiopia, Mother's Day is (6) an important holiday that it lasts for three whole days. Finally, in Finland there is an official celebration where exceptional mothers (7) awarded First Class Medals of the White Rose Order (8) the Finnish president.



D. Read the text and decide which answer is the most suitable. Write a, b, c or d in your notebook. 




The *waggle dance* is a term used for a particular dance performed by honey bees. When a honey bee comes (1) flowers where nectar can be found, she returns home to share this information with the other (2) of the hive. Here, in the middle of a group of her sisters, she performs the dance by moving in a figure eight and shaking her body. As a (3) of this, the other bees know the exact (4) of the flowers. The angle in which she makes these (5) reveals the direction of the flowers. The distance from the flowers to the hive is (6) by how long the dance lasts.

(7) the waggle dance, honey bees also perform a dance known as the *tremble dance*. When a bee returns to the hive with the nectar she has gathered, a receiver bee assists her by taking the nectar and storing it in cells. If the bee has visited a source rich in nectar but then there is a delay in unloading it at the hive, she does the tremble dance (8) call more receiver bees to deal with the extra work. For honey bees, dancing is a means of communication and is very beneficial for the hive as a whole.

- | | | | |
|-------------------|---------------|----------------|-----------------|
| 1. a. into | b. across | c. about | d. up against |
| 2. a. inhabitants | b. assistants | c. consultants | d. participants |
| 3. a. regard | b. cause | c. reason | d. result |
| 4. a. position | b. site | c. spot | d. location |
| 5. a. movements | b. designs | c. signs | d. symbols |
| 6. a. observed | b. analysed | c. indicated | d. proven |
| 7. a. Despite | b. Apart from | c. In addition | d. According to |
| 8. a. in spite of | b. in case | c. so that | d. in order to |

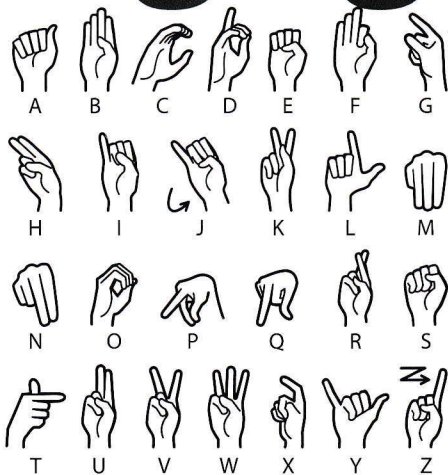
Round-up

E. Complete the second sentence so that it has a similar meaning to the first. You must use the word given without changing it. Use between two and five words, including the word given. Write the answers in your notebook. 

- They did not let the visitors take any photographs. to
The visitors any photographs.
- Helen bought a motorbike because she doesn't want to get stuck in traffic jams. that
Helen bought a motorbike get stuck in traffic jams.
- In spite of trying really hard, we failed to win the competition. even
We failed to win the competition really hard.
- They heard the two men discuss the case outside the building. were
The two men the case outside the building.
- The police are investigating the theft of the valuable painting. being
The theft of the valuable painting the police.
- Alan goes to the Amalfi Salon for a haircut every month. cut
Alan every month at the Amalfi Salon.

F. Read the text and complete the gaps with the correct form of the words in capitals. Write the answers in your notebook. 

Sign language



American Sign Language (ASL)

A sign language is a means of communication that conveys meaning through a (1) of body language (particularly the shape, position and (2) of the hands) as well as lip patterns and facial (3) . It is said that systems of communicating by signs may be even older than speech itself.

The (4) of sign languages is common (5) in deaf communities. These languages are used not only by the deaf, but also by their friends and families. There are even examples of whole local communities using a sign language when a large number of the (6) is deaf, as in the case of Martha's Vineyard Sign Language in the USA.

Sign languages are not connected to spoken languages and many different ones are used in countries throughout the world. Although it may seem (7) , the British and American sign languages have no (8) to each other, even though the same oral language is spoken in these countries.

COMBINE


MOVE
EXPRESS

DEVELOP
SPECIAL

POPULATE

BELIEVE
SIMILAR

LISTENING

You are going to hear five different people talking about smartphones. Match the speakers with the statements A-H. Use each letter only once. There are three extra letters which you do not need to use. Write the corresponding items in your notebook. 

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- A. Smartphones can save the lives of people who live on their own.
- B. Being able to share information via smartphones is good for our social life.
- C. Smartphones can reduce the need to travel long distances for business.
- D. Technology is advancing so quickly that it is important people know how to use it properly.
- E. Smartphones are replacing human contact, which is bad for social skills.
- F. I don't understand some trends that smartphone users follow.
- G. Smartphones sometimes cause work to interfere with personal lives.
- H. I believe there will be an increase in sharing information via smartphones.



SELF-ASSESSMENT

Read the following and decide which ones you can do. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

VOCABULARY

- > distinguish the difference in meaning of easily confused words
- > use phrasal verbs with *come*, *go* and *turn*
- > form nouns ending in *-ant* and *-ent*
- > use prepositional phrases following the pattern *preposition + word + preposition*
- > use idioms with parts of the body

GRAMMAR

- > use the Passive Voice appropriately
- > use clauses of purpose, result and concession
- > use the causative form

READING

- > skim a text to identify the writer's attitude
- > scan a text to locate specific information
- > understand details in a text

LISTENING

- > understand specific information in an interview and answer multiple-choice questions
- > understand specific information in short dialogues and monologues
- > listen to short monologues and understand the main idea expressed by each speaker

SPEAKING

- > talk about festivals, celebrations and various ways of communicating
- > compare and discuss situations shown in photographs
- > speculate on a topic and make a decision


WRITING

- > write an informal letter/email describing an event
- > write an essay

Skills Practice 5:

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READING 

Read the passage about a race and answer questions 1-6. Write *a, b, c* or *d* in your notebook. 

The first Oxford and Cambridge Boat Race was held at Henley-on-Thames in 1829. That's when two friends, Charles Wordsworth, who went to Oxford University, and Charles Merrivale, who went to Cambridge University, decided to challenge each other to a boat race. Oxford won the race easily and the winning boat is on display at the River & Rowing Museum in Henley. The race has been held annually since then, except during the two World Wars and the COVID-19 pandemic. The loser of the race traditionally challenges the winner to a rematch every year.

Only students attending either of the two universities are permitted to take part. The race takes place on the River Thames in London, and covers a demanding four miles. With each team celebrating an impressive number of wins, the competition between the two universities remains very strong.

The race has become a significant event in British sporting culture and is watched with excitement by millions of people. It receives huge media coverage, with locals gathering along the riverbank to cheer on the rowers. In fact, over 250,000 people watch the race live each year, while over 15 million watch it on television. Even though the race has existed for over 180 years, there is no sign that it is decreasing in popularity. There is little doubt this historic race will remain an important feature within UK sporting culture for many more years to come.



- What is the purpose of the passage?
 - to describe the origin of the Oxford and Cambridge Boat Race
 - to compare the rowing skills of Oxford and Cambridge University students
 - to examine the future of the Oxford and Cambridge Boat Race
 - to describe the history, present and future of the Oxford and Cambridge Boat Race
- What was the reason behind the start of the Oxford and Cambridge Boat Race?
 - an invitation to compete for fun
 - an opportunity for the university students to have their boat put in a museum
 - a desire to begin a new annual tradition in Henley
 - a chance to show that Oxford students are better at rowing than Cambridge students
- Who participates in the boat race?
 - anyone who is a resident of the United Kingdom
 - people who live in either Oxford or Cambridge
 - anyone who is currently a university student
 - students attending either Oxford or Cambridge University
- What is implied at the end of paragraph 2?
 - The two teams are equally strong.
 - One team has many more wins than the other.
 - It is a very friendly race.
 - It is a very dangerous race.
- In the second sentence of paragraph 3, what does It refer to?
 - the excitement
 - the media
 - the race
 - the riverbank
- What is suggested about the race's popularity?
 - There are signs it will drop.
 - It is highly likely it will remain the same.
 - It is sure to grow.
 - It has decreased slightly in recent years.

ENGLISH IN USE

A. Read the text and put the verbs in brackets in the Active or Passive Voice. Write the answers in your notebook.

Last year I (1) (visit) Florence as part of a student exchange programme. During my stay I (2) (invite) to attend an event which (3) (take) place every year on 24th June. It is actually a game called Calcio, which is a combination of football, rugby and wrestling. It (4) (play) by two teams consisting of 27 players each, and each team (5) (try) to get the ball into the opposite team's net. The interesting thing is that they (6) (allow) to do this any way they can. Absolutely nothing (7) (consider) a foul, that's why fights regularly (8) (break out) amongst the players. To be honest, I (9) (never / see) anything like it before!

B. Read the sentences and replace the words in bold. Write the answers in your notebook. 

1. Tom has lost his cat. He's offering a (**nagroda**) to anyone who finds it and brings it back to him.
2. Sam is such an admirable person. She has (**przeszła**) so much, but she always seems happy and positive.
3. I'm so proud of you! Not everyone would find a wallet full of money and (**przekazał**) to the police.
4. Don't forget to write in your email that you (**jesteś za**) the committee's proposal.
5. I was going to try bungee jumping yesterday, but I (**stchórzyłem / stchórzyłam**) right before the jump.

C. Choose the correct option. Write a, b, c or d in your notebook. 

1. The first thing I about Michael was his hair.
a. placed b. noticed c. covered d. treated
2. She herself an expert on modern art.
a. considers b. launches c. obtains d. establishes
3. My dad doesn't of my new hairstyle.
a. wish b. approve c. examine d. apologise
4. As I walked into the room, she at me and smiled.
a. analysed b. held c. looked d. reflected
5. I don't like buying designer bags. I prefer to buy something original that I can afford.
a. false b. artificial c. fake d. wrong
6. I need help! Can you show me how to an amount of money from my account to a friend's account through the app?
a. transfer b. transport c. transmit d. take
7. Our football team is going great this year! I'm sure we'll get another school championship next month.
a. reward b. award c. trophy d. prize
8. Don't point with your finger! This is considered rude here.
a. symbol b. sign c. gesture d. signal
9. My parents would never me to stay up late at night.
a. service b. allow c. illuminate d. examine

SPEAKING

1

A. Work in pairs. Act out the conversations.

1. Uzyskiwanie, udzielanie informacji

Latem w swoim mieście spotykasz obcokrajowca. Pyta Cię o święto, w którym mógłby wziąć udział, aby lepiej poznać lokalną kulturę.

- Przedstaw dwa lub trzy święta, które są obchodzone w tym czasie.
- Zasugeruj jedno z nich i uzasadnij swój wybór.
- Zapytaj go, czy potrzebne są mu jakieś inne informacje.

2. Relacjonowanie wydarzeń

Twoi dalecy krewni, których nigdy wcześniej nie spotkałeś / spotkałaś, przyjechali do Twojego kraju. Udałeś się na spotkanie rodzinne, by lepiej ich poznać. Powiedz swoim przyjaciółom:

- co to za krewni i skąd przyjechali,
- jak wyglądał moment, gdy się po raz pierwszy zobaczyliście,
- co się zdarzyło w czasie spotkania.

3. Negocjowanie

Rozmawiasz z przyjacielem / przyjaciółką o nawykach korzystania z telefonów komórkowych przez młodych ludzi. On / Ona uważa, że młodzi ludzie mają „zdrowe” podejście do korzystania z telefonów komórkowych. Ty masz inne zdanie.

- Wyraź swoją opinię na ten temat i uzasadnij ją.
- Nie zgódź się ze swoim rozmówcą, podając argument.
- Zgódź się z jego / jej kolejnym argumentem, ale pozostań przy swoim zdaniu.

B. Describe the picture and answer the questions.



1. What are the people in the picture doing?
2. Have you ever been in a similar situation with your friends?

2

A. Answer the following questions in pairs.

1. Do you think a person visiting a foreign country should visit local festivals? Why? / Why not?
2. Is it important to give gifts to people celebrating important life events? Why? / Why not?
3. How have smartphones changed the way people communicate?

B. Act out the following conversation.

Uczeń A

Planujecie zorganizowanie obchodów jakiegoś święta w szkole. Poniżej podane są cztery kwestie, które musisz uwzględnić w rozmowie.

Wybór święta

Data i miejsce

Dekoracje

Przewidywane aktywności

Uczeń B

Planujecie zorganizowanie obchodów jakiegoś święta w szkole. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej poniższe punkty:

- ➔ Wysłuchaj propozycji Ucznia A i poproś o uzasadnienie wyboru święta.
- ➔ Zapytaj Ucznia A o propozycje daty i miejsca obchodów.
- ➔ Zapytaj Ucznia A, czy planowane są jakieś dekoracje. Jeśli tak, jakie? Jeśli nie – dlaczego nie?
- ➔ Poproś Ucznia A o podanie propozycji aktywności.
- ➔ Nie zgódź się z którąś z propozycji Ucznia A, tak by podał inną.

C. Work in pairs. Describe the picture and answer the following questions.



1. Why have the people in the picture decided to communicate in this way?
2. How has the Internet affected the way people are educated?
3. How has the Internet changed society?

D. Discuss in pairs.

Chcesz świętować zakończenie studiów na uniwersytecie. Rozmawiasz o tym ze swoim przyjacielem / swoją przyjaciółką.

- Wybierz rodzaj świętowania (patrz zdjęcia 1, 2 i 3), który wydaje ci się najbardziej odpowiedni do uczczenia tak ważnego wydarzenia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe opcje.



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

1. Why is graduation considered such an important event in people's lives?
2. What are some other important events in a person's life?
3. What makes a celebration successful in your opinion?
4. Do you prefer attending or hosting celebrations? Why?
5. How do you prefer to celebrate, with a lot of people or a few close friends? Why?