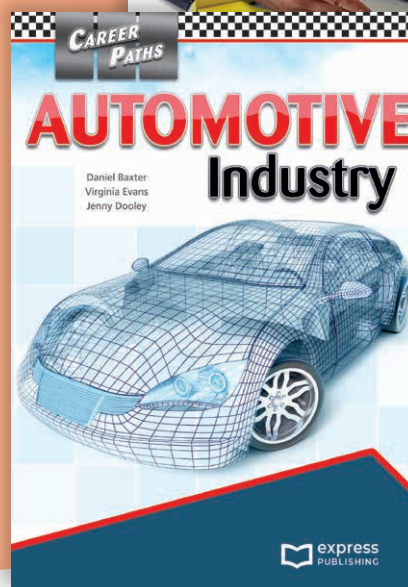
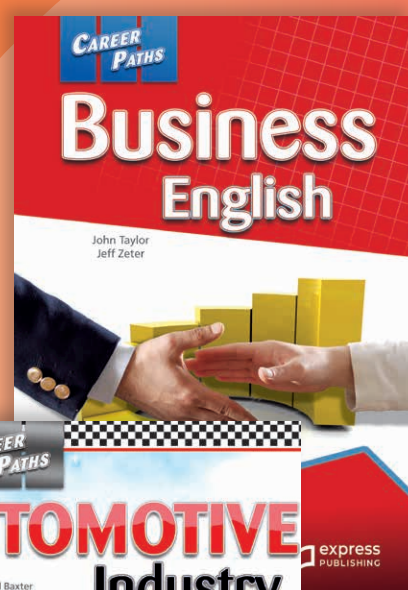
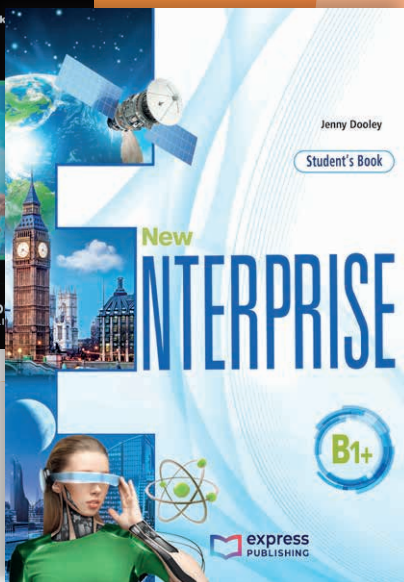
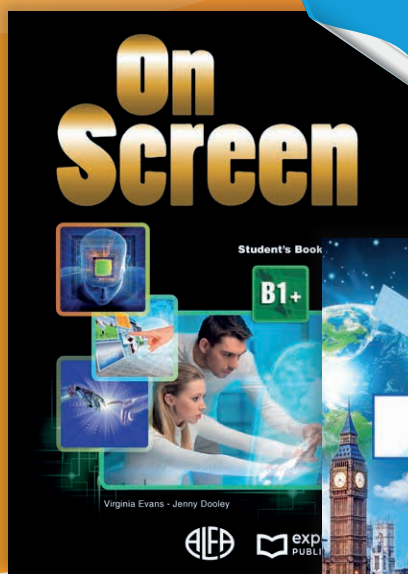


2026./2027.

ALFA 

Engleski jezik

NOVI
UDŽBENICI
za 2. razred
trogodišnjih i
četverogodišnjih
srednjih
strukovnih
škola



New Enterprise A1 – B1+

za 2. razred srednjih
strukovnih škola

On Screen B1 – B1+

za 2. razred srednjih
strukovnih škola

Career Paths A1 – B1/B1+

specijalizirani materijali
za strukovni engleski

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KURIKULSKIM ZAHTJEVIMA

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Poštovani nastavnici,

pred vama je detaljan pregled udžbenika i cjelovite metodičke podrške koja ih prati. Svjesni smo da srednjoškolsko strukovno obrazovanje nosi specifičnu odgovornost – razvoj stručnih kompetencija, pripremu mladih za tržište rada, ali i za nastavak akademskog obrazovanja. Upravo je zato naša uloga osigurati vam alate koji te visoke ciljeve čine ostvarivima u svakodnevnoj praksi.

U katalogu donosimo i pregled šire podrške koja dolazi uz udžbenike. Uz onu metodičku na **Alfa Kabinetu**, dio su podrške i redovita stručna *online* usavršavanja – **Alfa edukacije** kojima je cilj prikaz metodičko-pedagoškog rada i praćenje aktualnih tema u struci.

Vjerujemo da se prava vrijednost udžbenika najbolje vidi u njegovoj primjeni. Pa kako biste u potpunosti stekli uvid u širinu materijala i usluga koje nudimo, **pozivamo vas da dogovorite prezentaciju uživo s našim stručnim suradnikom**. On će vam izložiti sve sastavnice naše podrške i dočarati iskustvo korisnika Alfinih udžbenika.

Naša je misija podržati vašu autonomiju jer izvrsnost u radu proizlazi upravo iz nje. Kontinuirano razvijamo materijale koji vam omogućuju slobodu u poučavanju, uz sigurnost koju pružaju vrhunska priprema i podrška.

Ako ste već naš korisnik, vjerujemo da smo opravdali vaš izbor i nadamo se daljnjoj suradnji. Ako tek birate – dobro došli u Alfa-tim!

Želimo vam mnogo uspjeha u radu!

Vaša Alfa



Prilagodba nastavnih materijala kurikulskim zahtjevima

Udžbenici su izrađeni kao cjeloviti nastavni izvori koji u potpunosti zadovoljavaju udžbenički standard i zahtjeve kurikula. Zbog metodičke slojevitosti i različitog opsega odgojno-obrazovnih ishoda unutar pojedinih sektora i smjerova udžbenici su oblikovani tako da omogućuju visoku razinu didaktičke prilagodbe. Struktura udžbenika pruža nastavniku autonomiju u izboru i organizaciji nastavnog sadržaja.

Podrška za izvrsnost nastavnika

Kontaktirajte stručnog suradnika za svoju županiju i dogovorite prezentaciju udžbeničkog kompleta i cjelovite metodičke podrške ili postavite upit.



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ENGLISKI ZA BUDUĆNOST

Cjelovito rješenje za strukovne škole

U suvremenom strukovnom obrazovanju engleski jezik nadilazi okvire općeg predmeta – on postaje ključ profesionalne komunikacije i boljih izgleda za zapošljavanje.

Alfa i Express Publishing nude sustavno rješenje koje povezuje opći i strukovni engleski u jedinstveni koncept:

- *New Enterprise / On Screen* – temelj komunikacijske sigurnosti i jezične točnosti
- *Career Paths* – prijenos znanja u profesionalni kontekst
- potpuna digitalna i metodička podrška
- jasno i postupno napredovanje (A1–B1/B1+).

**JEDAN SUSTAV.
DVA CILJA.**

RAZVITI
JEZIČNU
KOMPETENCIJU

PRIPREMITI
UČENIKE ZA
STVARNE
PROFESIONALNE
SITUACIJE.

Strukturirani sadržaji, diferencirani zadatci i digitalna platforma za praćenje napretka omogućuju učinkovitu organizaciju nastave i mjerljive ishode učenja.

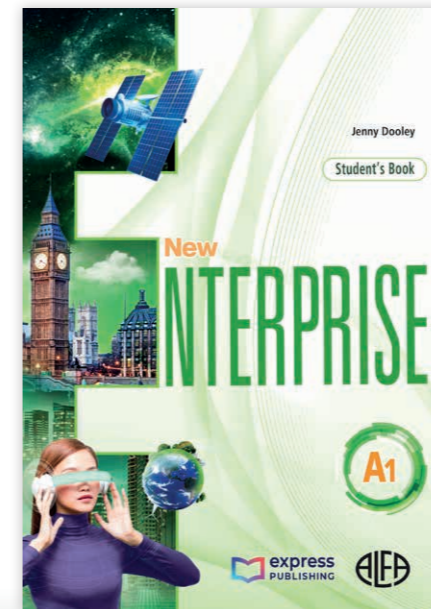
Odabirom materijala u izdanju Alfe i Express Publishinga škole dobivaju više od udžbenika – dobivaju pouzdanog partnera u razvoju kvalitete nastave Engleskog jezika.

NEW ENTERPRISE

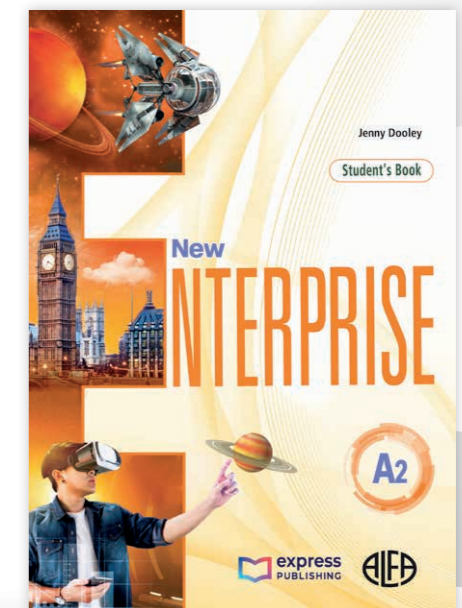
Engleski jezik za 2. razred srednjih strukovnih škola

Autorica: Jenny Dooley

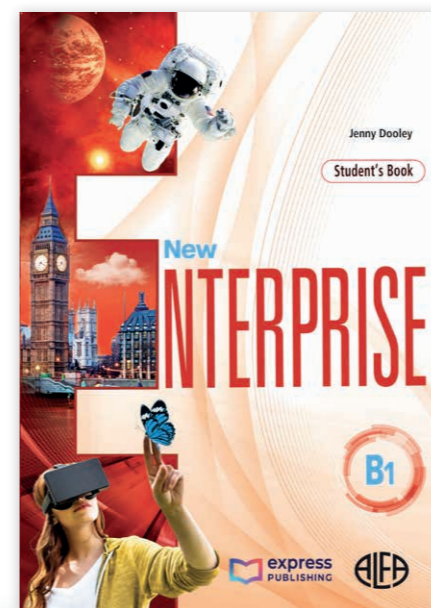
Dostupne razine



New Enterprise A1: Student's Book
| Workbook | Grammar Book
| DigiBooks App



New Enterprise A2: Student's Book
| Workbook | Grammar Book
| DigiBooks App



New Enterprise B1: Student's Book
| Workbook | Grammar Book
| DigiBooks App



New Enterprise B1+: Student's Book
| Workbook | Grammar Book
| DigiBooks App

Moderan udžbenik za suvremenu učionicu

New Enterprise udžbenik je osmišljen za razvoj jezičnih kompetencija i ključnih vještina 21. stoljeća. Tematske cjeline povezuju jezik sa stvarnim životom, aktualnim temama i međupredmetnim sadržajima te potiču učenike na aktivno sudjelovanje, suradnju i kritičko razmišljanje.

Autentični tekstovi, multimedijски sadržaji i komunikacijski zadatci stvaraju prirodno okruženje za učenje, a sustavan rad na gramatici, vokabularu i pisanju osigurava stabilan i mjerljiv napredak.

Razvija komunikacijske vještine i samopouzdanje u govoru

Potiče kritičko razmišljanje, suradnju i projektni rad

ZAŠTO ODABRATI NEW ENTERPRISE?

Uključuje CLIL i međupredmetne teme

Sustavno gradi gramatičku točnost i bogat vokabular

Omogućuje diferencirani pristup učenicima različitih razina

Povezuje jezik sa stvarnim životom uz pomoć autentičnih tekstova i videozapisa

Razvija pisanje kroz *Writing* sekcije s analizom rubrika i modelima tekstova

Osigurava potpunu digitalnu i metodičku podršku nastavniku

Dodatni materijali

Radna bilježnica i gramatika (2 u 1)

Radna bilježnica u potpunosti je u boji i prati sadržaj udžbenika po modulima te pruža dodatne aktivnosti za uvježbavanje vokabulara, gramatike, svakodnevne komunikacije i čitanja s razumijevanjem.

Nakon svaka tri modula nalazi se cjelina *Skills Practice* sa zadacima za ponavljanje koji omogućuju sustavno utvrđivanje obrađenog gradiva. Sadrži zadatke za razvijanje slušanja, čitanja i pisanja.

Svi zadatci označeni su razinama težine, što olakšava diferencirani pristup i prilagodbu različitim sposobnostima učenika.

Grammar Book donosi jasna i jednostavna objašnjenja svih gramatičkih struktura obrađenih u udžbeniku te raznovrsne zadatke različitih težina za dodatno uvježbavanje i sigurno usvajanje gradiva.



Podrška nastavnicima

DETALJAN PRIRUČNIK ZA NASTAVNIKE S PRIPREMAMA I RJEŠENJIMA

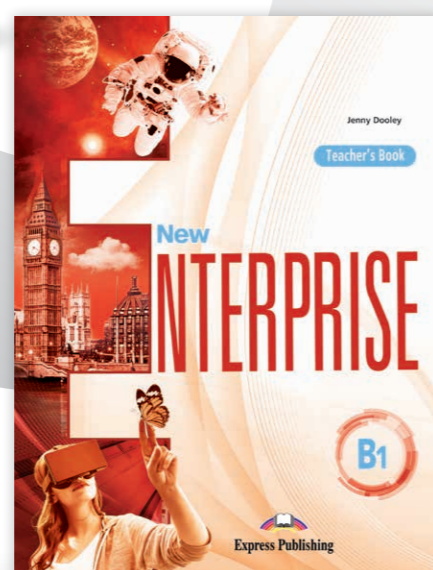
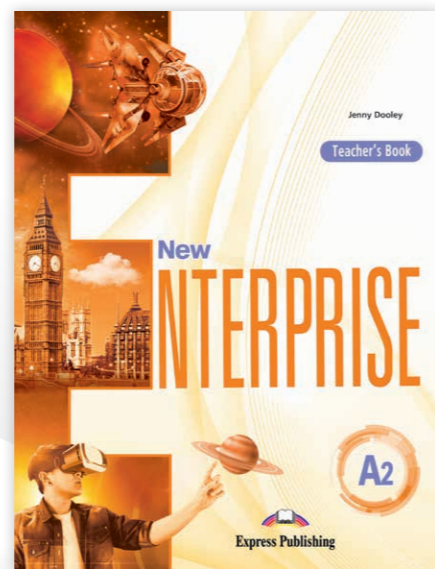
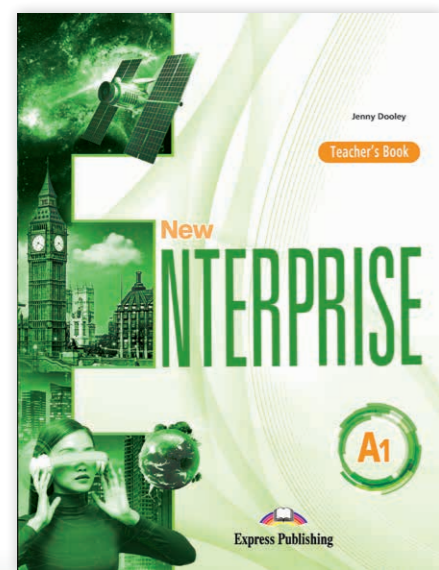
1.

2.

AUDIOZAPISI

3.

INTERAKTIVNI SADRŽAJI ZA PAMETNU PLOČU (IWB) S VIDEIMA I IGRAMA



Kabinet
Za Alfa-nastavnike.

Dodatni materijali na Alfa Kabinetu

- GIK i tematski planovi
- testovi i formativno vrednovanje – NOVI TESTOVI U IZRADI!
- rubrike i prezentacije
- radni listići i plakati

Učitelj	Učitelj	Učitelj	Učitelj	Učitelj
1. Učitelj	2. Učitelj	3. Učitelj	4. Učitelj	5. Učitelj
6. Učitelj	7. Učitelj	8. Učitelj	9. Učitelj	10. Učitelj

Učitelj	Učitelj	Učitelj	Učitelj	Učitelj
11. Učitelj	12. Učitelj	13. Učitelj	14. Učitelj	15. Učitelj
16. Učitelj	17. Učitelj	18. Učitelj	19. Učitelj	20. Učitelj

IDIOMS

LISA SEARCHED FAR AND WIDE, BUT SHE COULDN'T FIND THE HERB SHE NEEDED TO MAKE THE DISH.
A LOT OF DIFFERENT PLACES

BILL WAS ON CLOUD NINE AFTER HE WON THE CHESS TOURNAMENT.
HAPPY

AFTER PLAYING FOOTBALL IN THE RAIN, LISA WAS COVERED IN MUD FROM HEAD TO TOE.
COMPLETELY

YOU NEED TO LEARN THE WORDS OF THE SONG BY HEART — YOU WON'T HAVE THEM ON THE DAY OF THE CONCERT.
FROM MEMORY

THE FIREFIGHTERS WORKED ROUND THE CLOCK TO STOP THE FOREST FIRE.
ALL DAY & NIGHT

"ARE YOU COMING TO JANE'S PARTY?" "OF COURSE! I'LL BE THERE WITH BELLS ON!"
ENTHUSIASTICALLY

THIS FILM ISN'T MY CUP OF TEA — I PREFER FILMS WITH MORE ACTION.
DOESN'T APPEAL TO ME

PETER HAS A HEAD FOR NUMBERS, SO HE'S TOP OF HIS CLASS IN MATHS.
IS GOOD AT

THAT BOY'S NAME IS ON THE TIP OF MY TONGUE — I THINK IT BEGINS WITH 'P'.
DIFFICULT TO REMEMBER

DON'T JUDGE A BOOK BY ITS COVER — KATE MIGHT WEAR CHEAP CLOTHES, BUT SHE'S ACTUALLY VERY RICH.
TELL WHAT SOMEONE IS LIKE FROM THEIR APPEARANCE

ON THE FIRST DAY OF SCHOOL, THE NEW TEACHER BROKE THE ICE BY PLAYING A FUN GAME.
MADE PEOPLE FEEL COMFORTABLE

THE NEW SHOPPING CENTRE IS ON THE TIP OF THIS WORLD — IT'S GOT A CINEMA, RESTAURANTS AND EVEN AN ICE RINK!
IMPRESSIVE

QUIZ 1B

NAME: _____ DATE: _____
CLASS: _____ MARK: 100
(Time: 20 minutes)

Vocabulary

A Choose the correct answer.

- Are you sure this dress ... you? It looks small.
A. goes with B. fits C. suits D. matches
- You can find ... socks in the supermarket department.
A. slippy B. low C. low D. slippy
- Sam looks wearing pink-sock ...
A. with B. without C. jumpers D. socks
- James is a very ... person; he always does what he says he'll do.
A. reliable B. confident C. confident D. reliable
- Do you want to like to look ... your hat when you're on holiday?
A. fit B. fit C. forward D. fit
- Scientists say that people with ... eyebrows are usually funny.
A. curved B. curved C. hooked D. hooked
- Adventure films are ... with teenagers.
A. curious B. curious C. social D. social
- Alice always thinks twice and makes reasonable decisions, she's very ...
A. charming B. sensible C. honest D. honest
- You don't know Bill, so you shouldn't ... a book by its cover.
A. judge B. judge C. hear D. hear
- Do you want to like to look ... your little sister?
A. fit B. fit C. of D. of
- You shouldn't be public ... your little sister.
A. fit B. fit C. of D. of

Grammar

B Choose the correct answer.

- Don't ... overline these days.
A. don't work B. don't work C. don't work D. don't work
- Think the shop ... bought my new glasses.
A. where B. where C. where D. where
- We ... going to the art exhibition tonight.
A. are thinking B. are thinking C. are thinking D. are thinking
- Rita is a generous person ... loves giving us presents.
A. which B. which C. which D. which
- She ... suits because she likes casual clothes.
A. wears B. wears C. doesn't wear D. doesn't wear
- ... wearing slippy shoes?
A. You like B. Do you like C. Do you like D. Do you like
- Are you going ... with teenagers?
A. You like B. Do you like C. Do you like D. Do you like
- Our flight to Paris ... at 100 pm next Friday.
A. leaving B. leaving C. leaving D. leaving
- Helen ... mother is an actress, studies fashion design.
A. whose B. whose C. that D. that
- Who ... where?
A. who B. who C. that D. that

TEST 3A

Reading

1 Read the article and choose the most suitable heading (A-F) for each paragraph (1-5). One heading is extra.

A Horrible Disaster

A fire destroyed a large part of the forest in the North of Italy on Saturday after weeks of drought and above average temperatures. Friday and Saturday also saw very strong winds which made the fire spread even more quickly.

In just a matter of hours, thousands of trees were burnt in one of the worst fires in the country's history which destroyed everything — trees, animals, homes — in its path.

The emergency services were on the scene within minutes of the fire being reported. Despite this, it took a long time to get the flames under control. The smoke from the fire formed such a huge cloud that the rescue teams were working in darkness. Several people were injured but fortunately, no one was killed. Rescue teams took some casualties by helicopter to the nearest hospital for treatment.

Eventually, firefighters put out the flames. The fire has caused a huge amount of damage. It is thought that some wild animals were killed in the fire and that many others have had their homes destroyed in the thousands of trees burnt by the flames.

A project will be set up by the government to clear the area so that new trees can be planted as soon as possible. "It's a terrible disaster," a firefighter said. "It will take years for the forest to grow back again."



Digitalna podrška

Interactive Whiteboard Software

Interaktivni softver za pametne ploče i računala objedinjuje kompletan sadržaj udžbenika, radne bilježnice i gramatičke vježbenice u jednom digitalnom rješenju.

Svi materijali dostupni su u interaktivnom obliku, uz videozapise, audiozapise, animacije, igre i zadatke koji nastavu čine dinamičnom, preglednom i motivirajućom.

Jednostavna instalacija (preuzimanje s *weba* ili lokalna pohrana) omogućuje rad bez internetske veze, što ga čini pouzdanim rješenjem za svaku učionicu.

Skenirajte QR kod za preuzimanje ogleadne verzije IWB softvera.

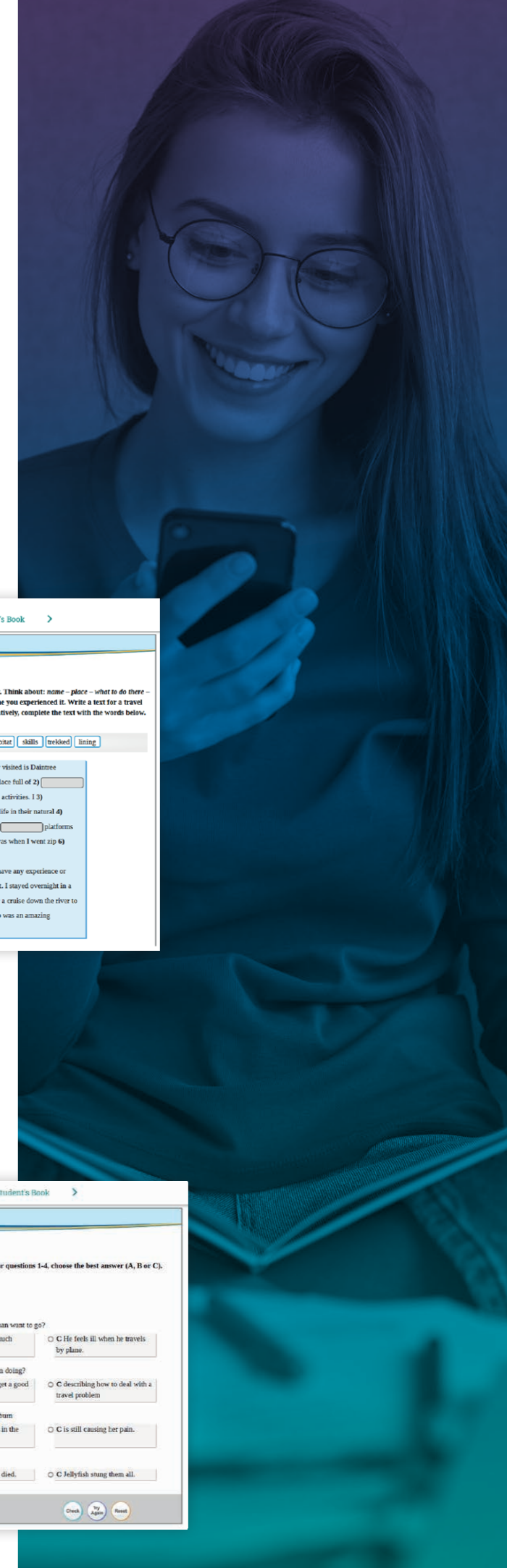
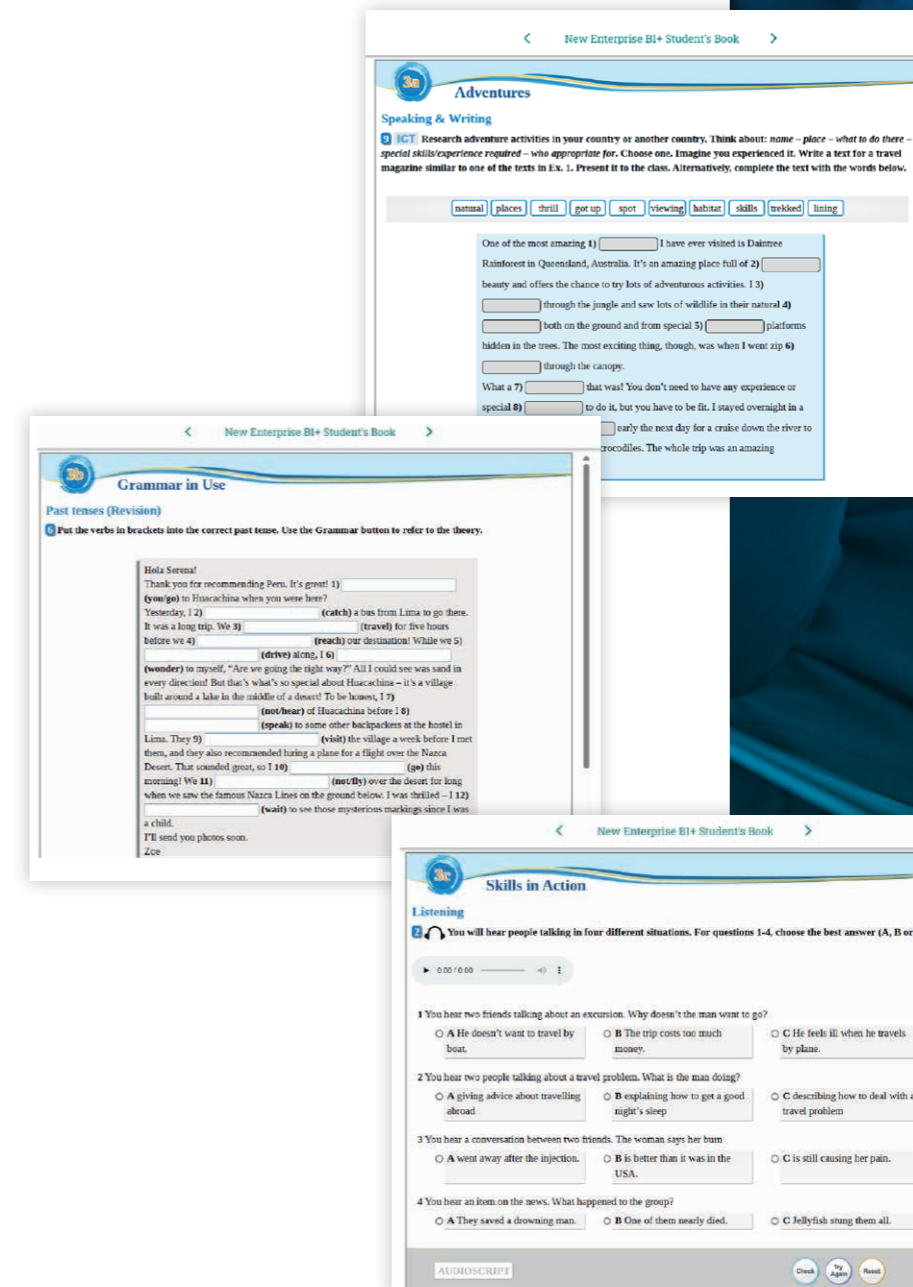
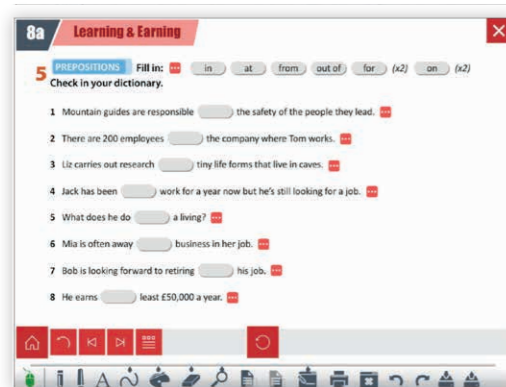
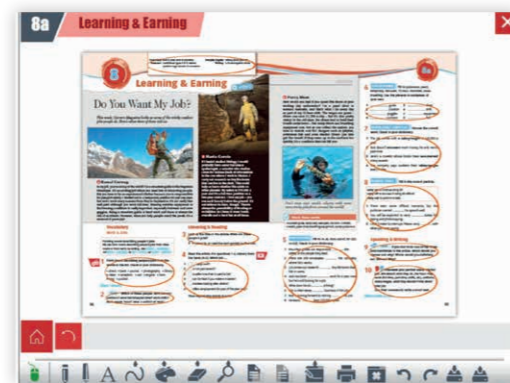


Aplikacija Express DigiBooks

Sveobuhvatna digitalna platforma za učenike i učitelje koja uključuje kompletne sadržaje udžbenika, radnih bilježnica i gramatičkih vježbenica s pratećim multimedijским materijalima.

Učiteljima omogućuje jednostavno upravljanje nastavom: dodjeljivanje zadataka, postavljanje rokova, praćenje aktivnosti i rezultata te jasan uvid u napredak svakog učenika.

Učenicima pruža fleksibilnost rada *online* i *offline* te potiče samostalno učenje u školi i kod kuće.



2

Vocabulary: festivities, celebrations & customs
Grammar: past simple – past continuous; past simple vs present perfect: *used to/ would; be/get used to*

Everyday English: describing an event
Writing: an email describing a celebration you attended

2a

Legends & Festivals

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VIDEO

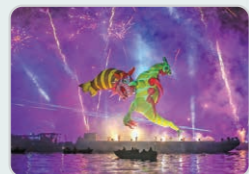
Search OK



Try Polish 1) like pierogi from street food 2)



See street 3) such as dancers and 4)



Attend an open-air show featuring 5) and a huge flying dragon 6)



Watch a 7) of people dressed in colourful 8)

The City of Dragons

Every June, the people of Krakow, Poland, hold the Dragon Parade. Find out what Lisa Harris thought of it all as she meets a fire-breathing dragon and sees a legend brought to life.

At first, I thought it was just a dragon sculpture on the banks of the Vistula River. But while I was taking photos of it, it suddenly roared into life and blew flames into the sky! It nearly scared me to death! 1) Were they making a film? Kasia, my guide, just laughed, calmed me down and told me about the Wawel Dragon ...

Legend has it that in the days when Krakow used to be the main city of Poland, Wawel Castle was home to King Krakus and his daughter, the princess. These were dangerous times – a terrible dragon was living in a cave nearby and attacking Krakow's residents as well as their cattle and sheep. King Krakus offered his daughter in marriage to anyone who killed the dragon. The brave men of Krakow set off hoping to win the princess. 2) Near the castle, Skuba the shoemaker was working hard when he heard about the King's offer. He wasn't a fighter, but he was very clever, and he came up with a plan. He took the skin of a sheep, filled it with sulphur and left it outside the dragon's cave. The dragon ate it hungrily,

but the sulphur made the dragon extremely thirsty. 3) In fact, it drank so much that it burst – and with the dragon dead, the shoemaker married the princess!

Now that I knew the legend, I was ready to enjoy this amazing event. Everywhere I turned, there were different activities celebrating the culture of Krakow. 4) It was the start of the spectacular open-air show! Huge dragon-shaped balloons soared into the sky surrounded by smoke and colourful lasers. There were dragon boats on the river, too. I've never seen anything like it – it totally blew me away! The day after, the Old Town parade took place. There was dancing and juggling, and local bands were playing folk music. 5) Many of them were marching through the town with handmade dragon puppets, each hoping to win the best dragon contest! There were also lots of street stalls selling pierogi. 6) They were absolutely delicious – one of the many highlights of my trip to this amazing city!

Check these words

legend, sth roars into life, flame, cave, resident, cattle, sulphur, burst, soar, juggling, march, highlight

Vocabulary Festivities

1 Look at the pictures and complete the gaps (1-8) with the words below.

- dishes • balloon • parade • fireworks • jugglers
- performers • stalls • costumes

Reading

2 What cultural event are the pictures in Ex. 1 about? What is the legend behind it? Read the text quickly to find out.

Study Skills

Missing Sentences

Read the text and the missing sentences. Look closely at the words before and after each gap. Look for hints, e.g. reference words (we, they, etc) or linking words. This will help you do the task.

3 Read the text again and fill in the gaps (1-6) with a correct sentence (A-G). One sentence is extra. Then explain the words/phrases in bold.

- A But the dragon had each of them for dinner.
- B Then, all of a sudden, the sky exploded as the fireworks display began.
- C It's a traditional dish from Poland, similar to a filled dumpling.
- D Also, the streets were packed with people dressed up in imaginative costumes like characters from the legend!
- E No one knows where the legend came from.
- F It was so thirsty that it drank all the water in the river.
- G I couldn't believe my eyes!

4 COLLOCATIONS Find the verbs in the text that describe the following. Complete the phrases (1-6) and then make sentences with them.

- 1 a parade
- 2 photos
- 3 into life
- 4 couldn't my eyes
- 5 sb in marriage
- 6 the contest

5 PHRASAL VERBS Fill in the correct particle. Check in your dictionary.

blow sb away: to impress sb very much
blow into (a place): to arrive somewhere unexpectedly
blow sb off: to not meet sb at an arranged meeting
blow up: 1) to enlarge a photograph; 2) to fill (a balloon, etc) with air
blow sth out: to extinguish (a candle, etc) using your breath

- 1 A: Check out this photo of Pawel blowing the candles on his birthday cake.
 B: And there's Anna in the background blowing some balloons.
- 2 A: Guess what? Kelly's just blown town.
 B: Really! I haven't seen her in ages!
- 3 A: I thought the art fair was amazing. It really blew me
 B: It's just a shame Tom wasn't there. I don't know why he blew us

6 PREPOSITIONS Fill in: of, into, in (x2), by, with, to.



Gudvangen Viking Market

Last week, I went on a trip to the small village of Njardarheimr near Oslo in Norway. It's home 1) the Gudvangen Viking Market – a festival of all things Viking! The village itself is amazing – it's next to a river and surrounded 2) snowy mountains. When I got there, the streets were packed 3) people dressed 4) Viking costumes. It was like stepping back 5) time. There was an archery demonstration and people could have a go. I tried my best, but my arrow just went straight up 6) the sky! Anyway, I had the time 7) my life there and can't wait to go again next year.

7 WORDS EASILY CONFUSED Fill in culture, custom or tradition. Check in your dictionary.

- 1 Attending a festival abroad is a great way to experience the local
- 2 It is the to take off your shoes when entering a house in Japan.
- 3 It's a to wear something green on St Patrick's Day.

Speaking & Writing

8 SPEAKING ICT Listen to and read the text. Do more research about the legend of the Wawel Dragon and the Dragon Parade. Imagine you were at the event. Prepare a podcast about it.

Writing

9 ICT Research a legend that is celebrated in your country today. Make notes under the headings: legend – name of event – when/where – activities. Use your notes to write an article for an international culture magazine.

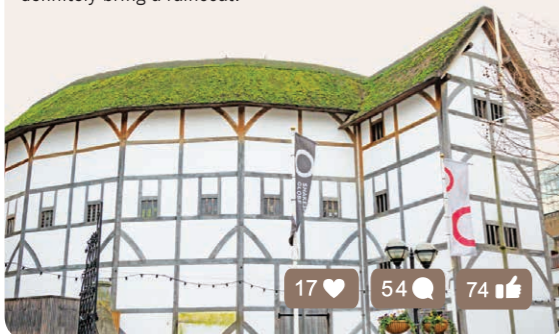
Grammar in Use

BLOG

Last summer, I **1** saw a play at Shakespeare's Globe in London. As a child, I **2** went to the theatre all the time, but this was my first time in the Globe. It's the theatre where actors performed Shakespeare's plays in the late 16th and early 17th century. The original theatre **3** burnt down, but this one opened in 1997.

A cold wind **4** was blowing on the evening of the play. I arrived at 7:45, but the doors were still closed. People **5** were standing outside patiently and they were chatting. Then the doors **6** opened and everyone rushed inside. As I **7** was walking to my seat, I noticed that there was no roof! The stage was covered, but most of the audience had no shelter – just like in the original theatre!

The play was a comedy, *Much Ado about Nothing*, and we **8** were all enjoying it. Then, after about an hour, I felt a drop of rain. Soon, it was pouring, but nobody in the audience left. We got soaking wet – but it was a great experience! I haven't returned to the Globe since then, but I've bought tickets for next Wednesday evening. And one thing's for sure – I'll definitely bring a raincoat!



Past simple – Past continuous

pp. GR3-4

1 a) Read the blog entry. Identify the tenses in bold. Which past tense do we use for:

- background information in a story?
- an action which happened at a specific time (stated, implied or already known) in the past?
- past actions which happened one immediately after the other?
- two or more actions which were happening at the same time in the past?
- a past action which was in progress when another action interrupted it?
- past habits?
- an action which was in progress in the past?
- a past action which won't take place again?

b) Find examples of time expressions used with past simple or the past continuous in the blog entry.

2 Put the verbs in brackets into the past simple or the past continuous.

- A large crowd (watch) the parade when it (start) raining.
- Jon and Jane (not/go) to the puppet show last night; they (not/feel) well.
- The judges (crown) the king and queen at the end of the parade.
- (people/sing) along while the band (play)?
- Jane (not/chat) online at 5 pm yesterday; she (rehearse) for her role in the college play.
- The wind (blow) strongly and the rain (pour) down when we got up that morning.
- "When (the event/first/take) place?" "In the 17th century."

3 a) Complete the sentences with your own ideas.

- The sun was shining and
- She entered the shop and
- He was walking down the road when
- It started raining, but
- She was sitting on a bench when

b) SPEAKING Choose one of the sentences in Ex. 3a and continue the story.

Past simple vs Present perfect

p. GR4

4 Look at the underlined verb in the blog entry in Ex. 1. How is the present perfect different from the past simple? When do we use it?

5 Choose the correct tense. Give reasons.

- We **didn't attend/haven't attended** the theatre performance yesterday evening.
- Hurry up! The show **has started/started!**
- Did you take/Have you taken** many interesting pictures of today's parade so far?
- What time **have they let off/did they let off** the fireworks last night?
- I **have never flown/I never flew** in a hot-air balloon.
- The old theatre **has been/was** the most modern building of its time.

6 Put the verbs in brackets into the past simple, the past continuous or the present perfect.

Hi everyone!

1 (any of you/ever/be) to Scotland? Well, I'm here now for the Loch Ness Marathon. I **2** (arrive) in the Highlands capital, Inverness last night. While my taxi **3** (take) me to my hotel, I noticed signs and pictures around the city that **4** (show) a strange creature like a sea serpent. The driver **5** (tell) me why.

Scottish folklore says there is a creature in Loch Ness called the Loch Ness Monster. There is no real proof that it exists, but the local people **6** (take) it to their hearts and call it 'Nessie'. The first sighting was in the 1870s by D. Mackenzie, but the monster first **7** (attract) national attention in the 1930s when lots of people reported seeing it. However, scientists believe the sightings were fake and there **8** (not/be) any reports lately.

Nevertheless, the Loch Ness Marathon attracts 8,000 runners every year and the event **9** (raise) a lot of money for good causes since it **10** (begin). Also, Nessie makes a great mascot. Click [here](#) for photos.

used to/would – be/get used to

pp. GR4-5

7 Study the theory. Then cross out the incorrect item in the sentences.

- We use **used to/would**/past simple for past habits. *James used to travel/would travel/travelled to Melbourne every year when he was younger.*
- We use **used to**/past simple for past states. *They used to be/were big fans of folk music when they were kids.* (NOT: They would be ...) **BUT** *He left last week.* (past action – we can't use **used to**)
- We use **be used to + noun/pronoun/-ing form** to show that we are accustomed to (doing) sth. *Sam isn't used to flying.*
- We use **get used to + noun/pronoun/-ing form** to show that we are getting accustomed to sth gradually. *Mark got used to living in York.*

- Dave **was going/would go/used to go** to a lot of music performances when he was a teenager.
- Richard **didn't use to/wouldn't/didn't** like fireworks until he went to New York for July 4th.
- Ben **isn't used to/didn't use to/hasn't got used to** eating Polish food yet, so he still prefers fast food.
- Did you use to go/Would you go/Did you go** to Winterlude when you lived in Canada?

8 SPEAKING Think of various celebrations/cultural events. Say which of the activities in the list you/your family members used to/didn't use to do when you were 8 years old. Use the prompts below and/or your own ideas.

- put up decorations
- send greeting cards
- prepare/special meal
- take part in/town procession
- watch special TV programmes
- light bonfires
- exchange gifts
- watch/fireworks display

On my birthday, my family used to put up decorations all over our house.

I used to send greetings cards to all of my relatives for New Year.

9 Complete the second sentence so that it means the same as the first. Use between two and five words.

- Ben started wrapping gifts at 9:00 and he finished at 10:30. **WAS**
Ben at 9:45.
- Sarah called during dinner. **EATING**
While we, Sarah called.
- The last time I watched a parade was in 2017. **NOT**
I since 2017.
- When I was younger, I didn't like poetry. **USE**
When I was younger, I poetry.
- Jon doesn't mind eating spicy food anymore. **GOT**
Jon spicy food.

Listening & Writing

10 Listen to Paul narrating a legend and put the events in the order they happened (1-8).

- The two men went to a secret cave.
- The bag of gold turned into sand.
- The blacksmith replaced a horse's shoe.
- The stranger gave the blacksmith a bag of gold.
- The stranger asked him to make a horseshoe.
- The blacksmith told everyone the secret.
- The blacksmith promised not to tell anyone what he saw.
- A strange man walked into a blacksmith's shop.

11 WRITING Use the ideas in Ex. 10 to write a summary of the legend.

Skills in Action

Vocabulary

Types of holidays – UK Celebrations & Customs

- 1 a) Match the UK celebrations (1-6) to the customs (a-f). Make sentences, as in the example. Do you celebrate these events in your country?



- 1 Burns' Night (25th January)
- 2 Mother's Day or Mothering Sunday (one Sunday in March)
- 3 May Day (1st May)
- 4 Bonfire Night (5th November)
- 5 Remembrance Day (11th November)
- 6 New Year's Eve (31st December)

- a let off fireworks at midnight and sing Auld Lang Syne
- b light a huge bonfire, let off fireworks and eat toffee apples
- c gather flowers and follow a procession led by the May Queen
- d buy flowers or prepare breakfast for mothers
- e read Burns' poems aloud, listen to traditional music on the bagpipes and eat haggis
- f wear poppies and hold a two-minute silence

On New Year's Eve, people in the UK let off fireworks at midnight and sing Auld Lang Syne.

- b) Think of two important celebrations in your country. How do you celebrate them?

Listening

- 2 You are going to hear four people talking about their experiences at different events. Read the sentences below. Match the sentences (A-E) to the speakers (1-4). There is one extra sentence.

- | | | |
|--|-----------|--|
| A Another person's actions made me feel embarrassed. | Speaker 1 | |
| B The disappointment I felt taught me an important lesson. | Speaker 2 | |
| C A small change made an annual event more memorable. | Speaker 3 | |
| D I was surprised when a custom was introduced to me. | Speaker 4 | |
| E A mistake changed my day in a big way. | | |

Everyday English

Describing an event

- 3 Read the first two exchanges. What event did Steve attend?

Listen and read to find out.

P: Hey, Steve. I haven't seen you in a while.
 S: Hi, Paul. I've just come back from Scotland. I was there for ten days.
 P: Wow! What was it like?
 S: I had the time of my life. The highlight was on my last day when I celebrated Burns' Night with a Scottish friend in Edinburgh.
 P: I haven't heard of that. What's it about?
 S: It's a fantastic event where people read Burns' poems aloud and play traditional music on the bagpipes. I also tried the national dish, haggis!
 P: Really? What did you think of it?
 S: I liked it! Haggis is very tasty.
 P: It sounds like you had a wonderful time. I haven't experienced anything like that.
 S: Well, why don't you come with me next year? I enjoyed it so much that I'm definitely going back.
 P: Hmm, maybe I will. In fact, count me in!

- 4 Imagine you attended a celebration. Use the phrases in the language box to act out a dialogue similar to the one in Ex. 3.

Describing an event	Asking about an event
• The highlight was ...	• What was it like?
• It's a wonderful event/evening, etc where ...	• What's it about?
• I had a great time.	• What did you think of it?
	• It sounds like you ...

Intonation: stress-shift

Some words have the same noun and verb forms. These nouns have strong first syllables while the verbs have strong second syllables.

- 5 Identify the forms in bold in the sentences.

Listen and repeat. Use the words in bold in sentences of your own.

- 1 a I'd like a **refund**, please.
b They refused to **refund** our tickets.
- 2 a **Update** me on how preparations are going.
b There is no **update** on the venue.
- 3 a Let me **present** Mr Harris.
b I hope you like my **present**.

Reading & Writing

- 6 Read the email and complete the gaps with the word that derives from the word in bold. What is each paragraph about?

INBOX

Hi Ed,

A How's things? Last weekend, I went to the Robin Hood Festival near Nottingham, England. It's a **1** (**celebrate**) of the legend of Robin Hood! It takes place every year in Sherwood Forest.

B According to the legend, Robin Hood was a **2** (**hero**) outlaw in 12th-century England. He hated the way the King treated the people, so he decided to do something about it. He stole money from **3** (**wealth**) people and gave it to poor people. The King tried to arrest him, but Robin escaped to Sherwood Forest where he lived **4** (**happy**) with other outlaws.

C The festival was wonderful! When I entered, **5** (**magic**) were doing tricks and experts were giving demonstrations of archery. There were also **6** (**perform**) of medieval music and free samples of **7** (**taste**) medieval food. The whole event was like stepping back in time!

D The Robin Hood Festival is a must for anyone who's **8** (**fascinate**) by history. It's a pity you missed it. Why not come with me next year?

Kevin

Writing Tip

Using appropriate tenses

We use **present tenses** to give general information about a celebration and **past tenses** to describe the preparations and the activities on the actual day of the celebration we attended.

- 7 Read the Writing Tip. Find examples in the email in Ex. 6.

Recommending

- 8 a) Fill in: *miss, must, waste of time, well worth, disaster*.

- 1 The International Kite Festival is a for anyone who likes kites.
- 2 If you get the chance to visit Japan, don't it!
- 3 It was a complete; I can't believe I spent so many hours there.
- 4 It was a huge; I was so disappointed.
- 5 It's visiting this festival. You won't regret it.

- b) How has Kevin recommended the celebration in the email in Ex. 6?

Writing (an email about a celebration you attended)

- 9 Read the task. Underline the key words. What are you going to write? Who is it for? What should it be about? What style should you use?

You have received an email from your penfriend.

Our English teacher has asked us to write about cultural celebrations in various countries that are based on a legend or a historical event. Have you attended one recently? What legend is it based on? How did people celebrate it? Would you recommend it?
 Write back and tell me all about it.
 Ben

Write your **email** (120-180 words).

- 10 **LISTENING FOR IDEAS** Listen to Pat's podcast and complete the gaps.

LEWES BONFIRE NIGHT

Place: Lewes, 1)

Date: 5th November

Numbers taking part: 5,000 locals and 2) visitors

Before bonfires: 3) of locals in costumes and marching bands

Number of bonfires and fireworks displays: 4)

Food: toffee apples, burgers and 5) potatoes

- 11 Imagine you attended the Lewes Bonfire Night last week. Use your notes from Ex. 10 to write your email. Follow the plan.

Plan

Hi + (your friend's first name)
Para 1: opening remarks; details of the festival
Para 2: legend/historical event behind the festival
Para 3: activities during the celebration
Para 4: feelings; recommendation; closing remarks (your first name)

VALUES

Traditionalism
 A people without the knowledge of their past history, origin and culture is like a tree without roots.
 Marcus Garvey



Culture

Listening & Reading

1 Which of the following do you think people say bring bad luck in the UK?

- a building having a 13th floor
- finding money
- a black cat crossing your path
- black birds living in a castle
- saying the title of a play
- breaking a mirror

🔊 Listen and read to find out.

2 Read the text and answer the questions.

- How many people in the UK believe in superstitions?
- What should actors do if they say the name 'Macbeth' by mistake?
- How do high buildings avoid the number 13?
- What can tourists see in the Tower of London?
- What do people say will happen if the ravens leave the Tower of London?

3 Match the words in bold to their synonyms below.

- one of a kind
- ordinary
- infrequent
- kept
- careful
- fascinating

4 Match the underlined words/phrases to their opposites below.

- depressed
- add
- denying
- on purpose
- enter
- normal

Speaking & Writing

5 **THINK** Read the following sayings about luck. What do they mean? Do you agree with any of them? Discuss.

*It is better to be born lucky than rich.
You make your own luck.
Bad luck comes in threes.*

6 **ICT** Find out information about superstitions and/or sayings about good/bad luck in your country or in other countries. Present them to the class.



'Find a penny, pick it up and all day long, you'll have good luck' is just one of the many sayings about luck that UK citizens have. With over half of them admitting they get at least a little worried if they break a mirror, it is no surprise that they have some interesting and, in some cases, unique superstitions.

William Shakespeare was one of the world's greatest playwrights. One of his most popular plays is *Macbeth*, first staged in 1606, and people have been performing it all over the world since then. Its name, though, is not popular at all with actors, who believe that saying it will bring bad luck: they call it 'the Scottish play' instead. If an actor accidentally says 'Macbeth', they will try to get rid of the bad luck by reciting a line from one of Shakespeare's other plays. If they are in the theatre at the time, they will exit the theatre, spin around and say 'Macbeth' three times before returning. It seems strange, but, after all, 'the show must go on!' One of the most common superstitions in the UK is the fear of the number 13. There's even a word for it: triskaidekaphobia. Friday 13th is a day to be cautious and some people even stay at home to avoid disaster. 13 is not just about Fridays. Lots of blocks of flats and hotels miss out the thirteenth floor; the lift going from the 12th floor directly to the 14th. The London Eye may have 32 capsules for tourists to take in the sights of London, but they have the numbers 1 to 33, without, of course, the number 13.

Visitors to the UK should not miss the Tower of London, where the Crown Jewels are safely stored. Another attraction at the Tower is the seven (six plus one spare) coal-black ravens who live there. People call them the Guardians of the Tower. People say that if the ravens ever fly off and leave, then that marks the end of the UK! This may just be a superstition, but it seems British people aren't taking any chances! The ravens' carers keep them content with a diet of raw meat as well as the occasional treat – a special biscuit.

Check these words

penny, saying, path, admit, playwright, recite, spin around

Review



Vocabulary

1 Fill in: stalls, dishes, costumes, performers, parades.

- We tried some delicious Maori at the festival.
- Have you seen the Susan made for her children to wear?
- There are two through the city; one at 10 am and one at 6 pm.
- We can buy something to eat from one of the food in the square.
- The street we saw at the Edinburgh Festival were very talented.

(5 x 3 = 15)

2 Choose the correct word.

- The **flame/highlight/burst** of the event was the dragon contest.
- A **local/traditional/cultural** man told us about the festival.
- We **set/recite/hold** a two-minute silence.
- That was an amazing fireworks **display/show/event!**
- All the **jugglers/puppets/residents** you can see in the parade are handmade.
- Lots of people followed the **celebrations/procession/march** through the town.
- The king **gathered/offered/prepared** his daughter in marriage to the prince.
- It's the **culture/custom/saying** in my country to kiss people three times when you meet them.
- The event really **brings/takes/soars** history to life.
- I couldn't **believe/show/admit** my eyes when the fireworks display started.

(10 x 2 = 20)

3 Choose the correct item.

- They were all dressed **in/on/up** dragon costumes.
- Jake came **across/over/up** with a fantastic plan.
- Can you help me blow **into/out/up** these balloons?
- The Old Town is always packed **for/in/with** people during the festival.
- Please, blow **away/out/off** all the candles before you go to bed.

(5 x 3 = 15)

Grammar

4 Put the verbs in brackets into the past simple, the past continuous or the present perfect.

- We were watching the band live on stage when the lights (**go out**).
- (**they/arrive**) at the festival yet?
- I (**learn**) to ice-skate when I was six.
- Penny (**not/eat**) Polish food since she left Krakow three months ago.
- (**you/drive**) back to your hotel when the storm started?
- Mary was taking pictures while we (**walk**) through the festival grounds.
- The event (**start**) an hour ago.
- Steve paid for a ticket and then (**enter**) the theatre.
- At 7:30 yesterday evening, they (**watch**) the mayor letting off fireworks.
- I (**not/attend**) the event since I was a young boy.

(10 x 2 = 20)

5 Choose the correct item.

- When I was a child, I **would/used to** have a pet rabbit.
- Getting up early is hard for me, but my dad **is/gets** used to it because he's been a postman for 12 years.
- Did you **use/used to** go skating when you were young?
- Alice couldn't **get/be** used to the hot weather in Dubai.
- Tom **wouldn't/didn't use to** like traditional music, but now he enjoys it.

(5 x 2 = 10)

Everyday English

6 Match the sentences.

- | | |
|---|---|
| 1 <input type="checkbox"/> What's it about? | a Really? |
| 2 <input type="checkbox"/> I took part in an archery competition. | b I did. |
| 3 <input type="checkbox"/> What was it like? | c Count me in! |
| 4 <input type="checkbox"/> Why don't you come? | d It's a day when people celebrate Burns' poetry. |
| 5 <input type="checkbox"/> It sounds like you had fun. | e I had the time of my life! |

(5 x 4 = 20)

Total 100

Competences

GOOD ✓
VERY GOOD ✓✓
EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- festivities
- celebrations & customs

Reading Competence

- understand texts related to festivities (read for key information – gapped text; comprehension questions)

Listening Competence

- listen to and understand monologues related to celebrations (multiple matching)

Speaking Competence

- describe an event

Writing Competence

- write an article
- write a summary of a legend
- write an email about a celebration you attended

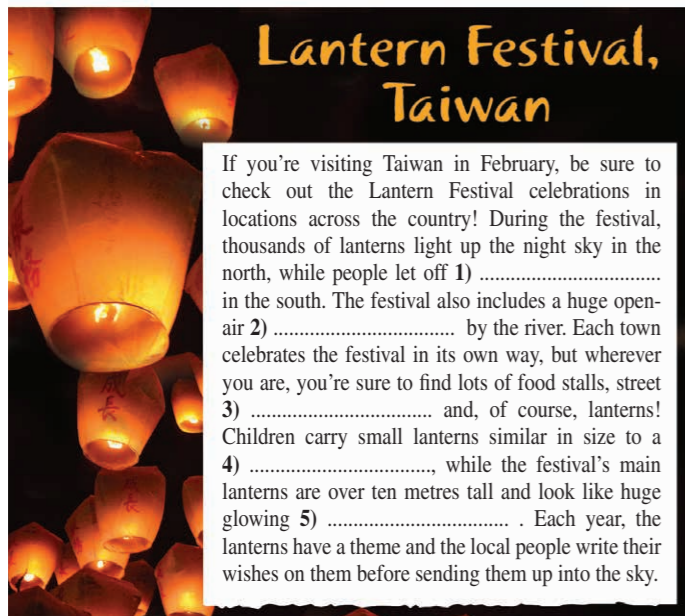
2a

Vocabulary Festivities

1 ★ Choose the correct word.

- We always read poetry on Burns' Night – it's a family **custom/tradition**.
- The night sky was lit up with an amazing fireworks **display/highlight**.
- This annual festival is an important part of Japanese **legend/culture**.
- There were **jugglers/dancers** at the festival who could keep eight balls in the air at once!
- Each of the **dishes/stalls** at the festival was selling different types of sweets and snacks.

2 ★★ Complete the gaps. Use: performers, fireworks, balloon, sculptures, show.



Lantern Festival, Taiwan

If you're visiting Taiwan in February, be sure to check out the Lantern Festival celebrations in locations across the country! During the festival, thousands of lanterns light up the night sky in the north, while people let off 1) in the south. The festival also includes a huge open-air 2) by the river. Each town celebrates the festival in its own way, but wherever you are, you're sure to find lots of food stalls, street 3) and, of course, lanterns! Children carry small lanterns similar in size to a 4) while the festival's main lanterns are over ten metres tall and look like huge glowing 5) Each year, the lanterns have a theme and the local people write their wishes on them before sending them up into the sky.

3 ★★ Choose the correct item.

- The traditional costumes at the local festival really blew me **away/out/off**.
- We set **up/off/into** on our journey at 6 am this morning.
- I waited for Jordan at the café like we'd planned but he blew me **out/on/off** – he never showed up.
- Let's come **on/up/out** with a plan to save money so we can afford to go to the festival next year.
- Happy birthday! Blow the candles **out/off/away** and make a wish!
- I love this photograph of us at the festival, I want to blow it **off/up/on** and frame it.
- Legend has it that King Krakus would offer his daughter **in/to/for** marriage to anyone who could kill the dragon.

4 ★★ Fill in take, win, burst, roar, scare, watch, blow in the correct form.

Last weekend, my friends and I went to the Bestival Festival on the Isle of Wight. It's a music festival, but it's also famous for its fancy-dress parade. 1) the parade was my favourite part; there was a competition for the best costume, so people had really made an effort. The family that 2) the contest were all dressed up as characters from *the Lion King*. They looked fantastic – I 3) loads of photos! There were also professional performers, like jugglers and magicians. A woman who was dressed as a dragon 4) flames from her mouth – she 5) me to death! When the band came on stage, the crowd 6) with excitement and everyone started singing along. At the end of the show, a huge balloon 7) above the crowd and rained glitter confetti down on everyone. It was an unforgettable moment!

5 ★★★ Fill in: eyes, life, soar, home, residents, celebrate, march, costumes, surrounded, packed, dressed, time. Two words are extra.

BLOG ENTRIES

Hi guys,
I just got back from Venice where I attended the famous Carnival. When the parade started, it really brought the city to 1)! Everywhere I looked, I was 2) by people 3) in colourful 4) and unusual masks. The streets were 5) with people and there was such a brilliant atmosphere – I had the 6) of my life! →

Save Preview

Hello readers,
My family and I decided to 7) this New Year's Eve in Stonehaven, Scotland – 8) to the famous Fireball Festival! Each year, on the 31st December, the locals 9) through the town swinging flaming balls of fire above their heads. It was truly a spectacular sight – I couldn't believe my 10)! →

Save Preview

2b

Grammar

Past simple – Past continuous – Past simple vs Present perfect – used to/ would – be/get used to

1 ★ Choose the correct item.

- Did you attend/Were you attending** the Edinburgh Festival last August?
- The band **were performing/performed** on stage when we arrived.
- I **went/was going** to the local food festival every summer when I was a child.
- The musician **walked/was walking** on stage, **picked/was picking** up his guitar and **started/was starting** singing.
- One of the street performers **was playing/played** music while the other one **was dancing/danced**.
- Who **started/was starting** the Glastonbury Festival in 1970?
- While the performer **was dancing/danced**, she suddenly **slipped/was slipping** and **fell/was falling**.
- It was a busy morning. The street vendors **were setting up/set up** their stalls and the street artists **practised/were practising** their acts.

2 ★★ Put the verbs in brackets into the past simple or the present perfect.

- A: I (just/buy) a ticket to the Jazz Festival.
B: You'll love it. I (go) last year and it was amazing!
- A: The first Viking Festival in York (take) place in 1984.
B: Really? I can't believe I (never/visit) it!
- A: Quick! The performance (already/start) .
B: Don't worry! Sally (arrive) 30 minutes ago and (save) us some seats at the front.
- A: Jenny (watch) loads of great movies at the Foreign Film Festival so far.
B: Yes, she (tell) me all about it yesterday when we met.
- A: (you/try) the street food yet?
B: Yes, I (have) three different dishes before lunch!
- A: (you/meet) the parade organiser yet?
B: Yes, John (introduce) me to him yesterday!

3 ★★ Find and correct the mistakes.

- When I was a student, I would be in the amateur theatre group.
- John used to get really nervous performing in front of a live audience, but now he gets used to it.
- Did you used to go to Oktoberfest when you lived in Germany?
- I wouldn't like poetry until I attended a literature festival.
- Sarah used to going to the theatre a lot when she lived in London.
- Jessica hasn't got use to the hot weather in Thailand yet.

4 ★★★ Put the verbs in brackets into the past simple, past continuous or the present perfect.

While I was on holiday in Bratislava I 1) (attend) a cabbage festival – that's right, cabbage! The festival takes place in a small town called Stupava, 20 km from Bratislava. Since 1996, this three-day celebration 2) (promote) the local tradition of growing cabbage to make sauerkraut. On the morning of the festival, we 3) (catch) a bus from the city centre and 4) (arrive) in Stupava at about 10 am. It was a beautiful autumn day and the sun 5) (shine) brightly. First, we 6) (wander) around the market area and I 7) (buy) a few jars of sauerkraut to take home. At around midday, we got hungry so we 8) (decide) to get some lunch. I 9) (try) kapustnica, cabbage soup, and langoše, which is fried bread covered in cheese and sauce – delicious! While we 10) (eat), a local band 11) (start) playing traditional music. The atmosphere was fantastic! Definitely one of the best food festivals I 12) (ever/be) to!

5 ★★★ Complete the sentences using the words in bold. Use two to five words.

- Ellie used to go to a music festival every summer when she was a student. **WOULD**
Ellie a music festival every summer when she was a student.
- The band started playing at 7 pm and finished at 9 pm. **WERE**
The band at 8 pm.
- The last time she wore a costume was when she was in the school play. **NOT**
She since she was in the school play.
- Did you dress up for costume parties when you were children? **USE**
Did for costume parties when you were children?
- How long is it since you took part in the competition? **TAKE**
When in the competition?

2

2

Past simple/Past continuous

Past simple: regular/irregular verbs

Affirmative	Negative	Interrogative	Short answers
I/you/he/she/it/we/they talked/ate	I/you/he/she/it/we/they did not/didn't talk/eat	Did I/you/he/she/it/ we/they talk/eat?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

Form:

- We form the affirmative of most regular verbs by adding **-ed** to the verb.
I mix – I mixed
- Some verbs have irregular affirmative forms.
I see – I saw
(See list of irregular verbs at the back of the book.)

Spelling:

- We add **-d** to verbs ending in **-e**.
I arrive – I arrived
- For verbs ending in consonant + **-y**, we drop the **-y** and add **-ied**. *I reply – I replied*
- For verbs ending in vowel + **-y**, we add **-ed**.
I play – I played
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**.
I stop – I stopped
- For verbs ending in **-l**, we double the **-l** and add **-ed**.
I cancel – I cancelled

Use

- We use the **past simple** for:
- actions which happened at a **specific time** (stated, implied or already known) **in the past**. *He visited China last year.* (When? Last year.) *He took part in the Lantern Festival.* (When? The time is implied/ already known, last year.)
 - past habits**. *She called her parents every Sunday when she lived abroad.*
 - past actions which happened **one immediately after the other**. *He bought a Saint Patrick's Day hat, put it on and joined the parade.*
 - past actions which **won't take place again**.
She participated in the 2018 London Marathon.

Time words/phrases used with the past simple: yesterday, yesterday morning/evening etc, last night/week etc, two weeks/a month ago, in 2020, etc

Past continuous

Affirmative	Negative	Interrogative	Short answers
I was you were	I wasn't you weren't	Was I Were you	Yes, I was./No, I wasn't. Yes, you were./No, you weren't.
he she it] was going	he she it] wasn't going	Was [he she it going?	Yes, he/she/it was. No, he/she/it wasn't.
we you they] were	we you they] weren't	Were [we you they	Yes, we/you/they were. No, we/you/they weren't.

Use

- We use the **past continuous** for:
- an action which was **in progress** at a stated time in the past. We do not know when the action started or finished. *Sam was watching a fireworks display at 10:00 pm.*
 - a past action which was **in progress** when another action **interrupted** it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action). *They were marching in the parade when it started to rain.*

- two or more actions which were happening at the same time in the past (**simultaneous actions**). *While Sarah was preparing a special meal, her brother was decorating their house.*
- to give **background information** in a story. *It was time for the Spring Festival. The sun was shining and people were dancing in the streets.*

Time words/phrases used with the past continuous: while, when, as, at 7:00 yesterday, etc

1 Choose the correct verb form. Give reasons.

- A: **Did you attend/Were you attending** the St Patrick's Day celebrations last Tuesday? (*an action which happened at a stated time in the past*)
B: Yes, let me show you the photos I **was taking/took**.
- A: How **were you booking/did you book** the festival tickets online?
B: I **went/was going** to their website, **picked/was picking** a date and **was paying/paid** by credit card.
- A: The pierogi you **were cooking/cooked** last night were delicious!
B: Well, while I **made/was making** them, I **was following/followed** the recipe very carefully.
- A: How **were you spending/did you spend** Burns night when you were little?
B: My family and **were having/had** a special meal with friends and family every year.
- A: **Were you seeing/Did you see** the parade last night?
B: Not all of it. I **was watching/watched** it on my laptop, when the screen **was going/went** blank and I couldn't see anything!
- A: What was that loud noise coming from your house at noon yesterday?
B: My brother **was playing/played** the drums!
- A: This article says that the first Mother's Day **took/was taking** place in the USA in 1914.
B: Really? That's interesting!

2 Put the verbs in brackets into the past simple or the past continuous.

- As my father **was reading** (read) a poem aloud, my brother **was playing** (play) a traditional song on the bagpipes.
- I (not/win) the puppet making contest last year, but I think I have a good chance this year.
- Heavy snow (fall) and a freezing wind (blow) when Joshua left his house that morning.
- Kim (not/gather) flowers for the May Day procession at 9 am. She was at home.
- Who (you/talk) to on the phone when I came in?
- We really (enjoy) ourselves at the Gudvangen Viking Market, last weekend.
- (Jack/drive) all the way to Dublin?

3 Form questions using the prompts and the past simple or the past continuous. Then answer them, as in the example.

- A: you/watch/fireworks/10 o'clock last night?
Were you watching the fireworks at 10 o'clock last night?
B: No, *I wasn't*. I **went** (go) to bed early.
- A: you/hear about/festival/on the radio?
.....
B: Yes, I
(listen) to my favourite programme when they
(mention) it.
- A: Frank/work/yesterday morning?
.....
B: Yes, That's why he
..... (not/see) the parade.
- A: James and Lily/study/yesterday at noon?
.....
B: No, They
..... (watch) a play at the theatre at that time.
- A: parade/start at 10:00 am/last Sunday?
.....
B: No, It
..... (pour) with rain then, so they
..... (delay) it for an hour.

4 Put the verbs in brackets into the past simple or the past continuous.



Last week, I **1** **decided** (decide) to visit my cousin in Leeds as a surprise. On Thursday evening, my train **2**
(arrive) at the station. As I **3** (walk) to my cousin's house, I **4** (run into) a large group of people who **5** (march) down the street. They had lanterns and some of them **6**
(play) drums while others **7** (perform) tricks. As I **8** (take) photos, I **9** (notice) my cousin at the front of the procession wearing a colourful costume. I couldn't believe my eyes. She was surprised too, but happy to see me. Later, she **10** (explain) that it was Light Night, a festival of arts and creativity. The residents of Leeds **11** (start) it in 2005 so people could participate in cultural events. It was great! We **12** (explore) the art installations and even **13** (buy) our own lanterns. I'll definitely go again next year!

ENGLISKI JEZIK ZA STVARNE SITUACIJE



On Screen razvija funkcionalno znanje engleskog jezika donoseći zanimljive teme u jasno strukturiranim modulima i praktičnim komunikacijskim zadacima. Naglasak je na stvarnoj uporabi jezika, sigurnosti u govoru i gramatici u kontekstu.

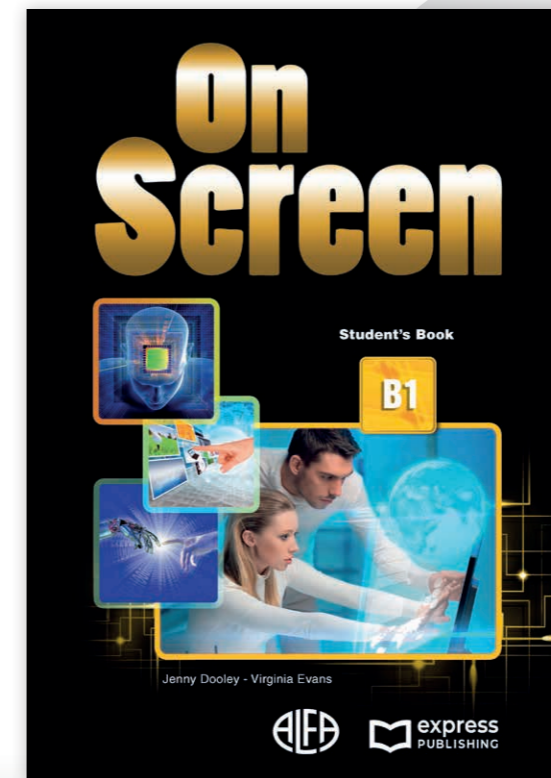
Modularna struktura omogućuje jasnu organizaciju gradiva i fleksibilnost u planiranju nastave.

ON SCREEN

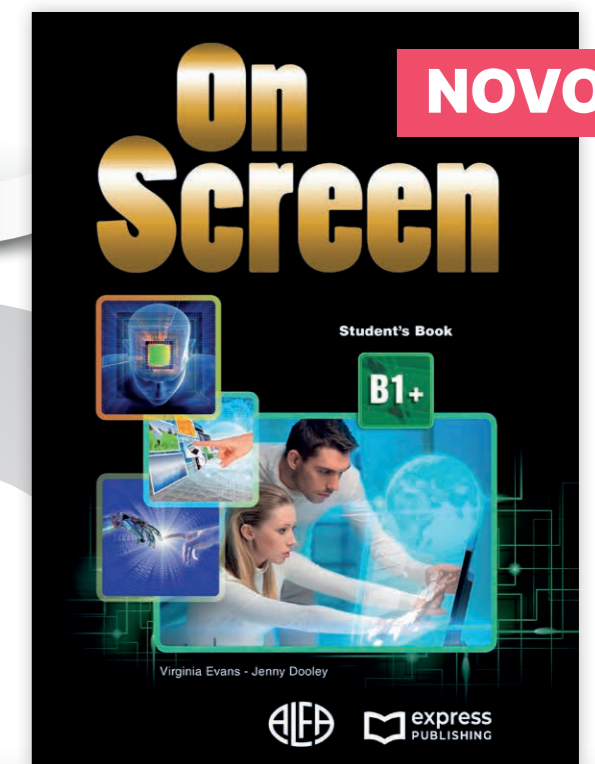
Engleski jezik za 2. razred srednjih strukovnih škola

Autorice: Jenny Dooley i Virginia Evans

Dostupne razine



On Screen B1: Student's Book | Workbook & Grammar Book | DigiBooks App



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ZAŠTO ODABRATI ON SCREEN?

Jasne i
pregledne
lekcije

Uravnotežen
razvoj čitanja,
slušanja,
govorenja i
pisanja

Vokabular i
gramatika u
kontekstu

Zadaci
za kritičko
razmišljanje i
istraživanje

Writing Bank
i modeli
tekstova

Digitalna
podrška i
gamificirane
aktivnosti za
veću motivaciju

Culture
& CLIL
sadržaji

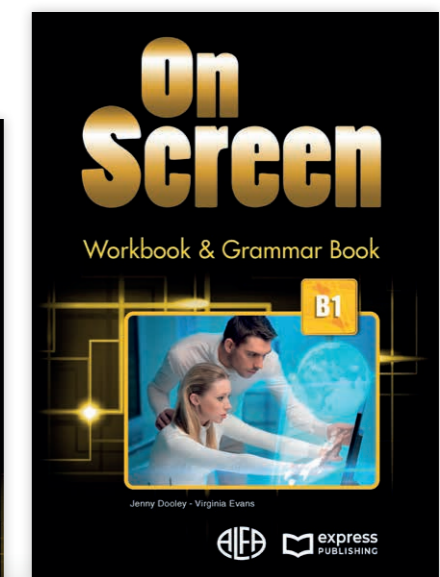
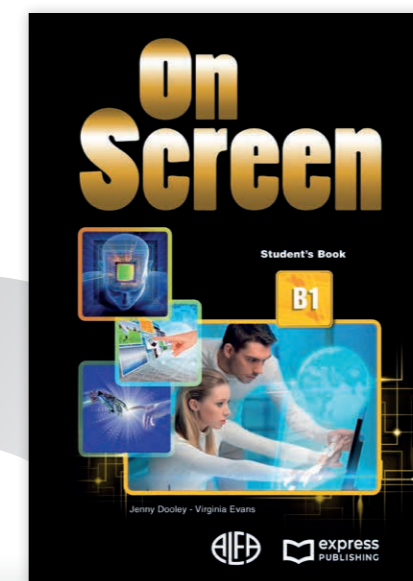
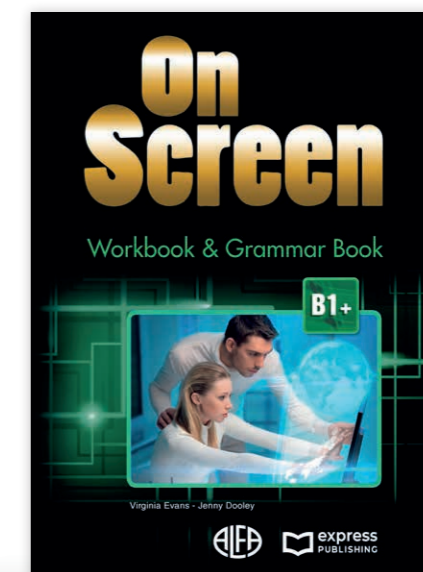
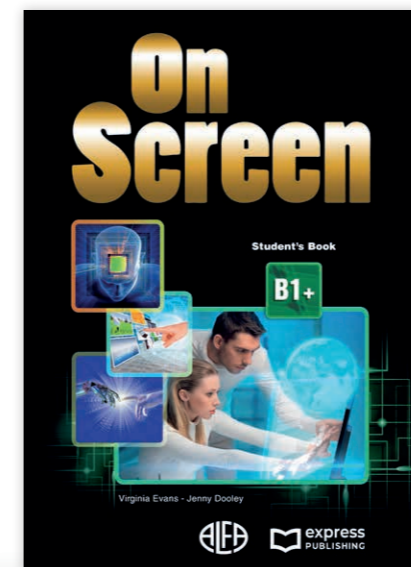


Dodatni materijali

Radna bilježnica i gramatika (u jednom svesku)

Radna bilježnica u boji prati osam modula udžbenika i nudi dodatne aktivnosti za uvježbavanje vokabulara, gramatike i sve četiri jezične vještine.

Radna bilježnica sadrži zadatke usmjerene na razvoj vještina, dok Grammar Book jasno i pregledno tumači gramatičke strukture te nudi postupno gradirane zadatke za dodatnu konsolidaciju gradiva.



Podrška nastavnnicima

1. DETALJAN PRIRUČNIK ZA NASTAVNIKE S PRIPREMAMA I RJEŠENJIMA

1.

2.

AUDIOZAPISI

3.

INTERAKTIVNI SADRŽAJI ZA PAMETNU PLOČU (IWB) S VIDEIMA I IGRAMA

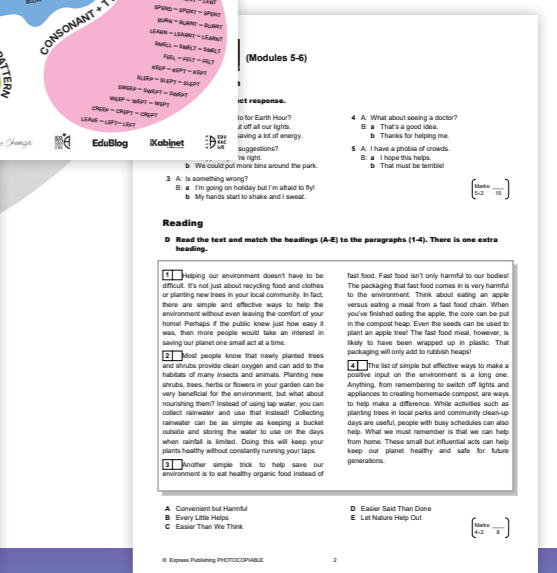
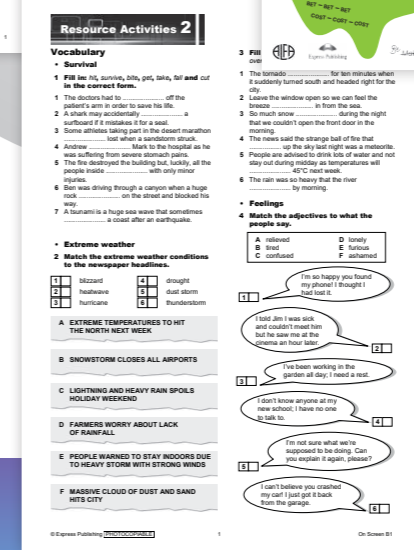
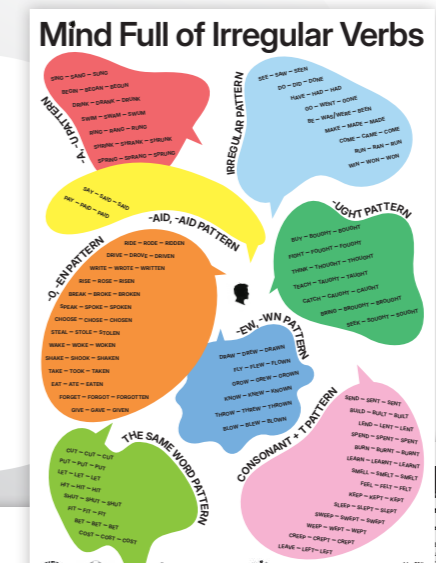
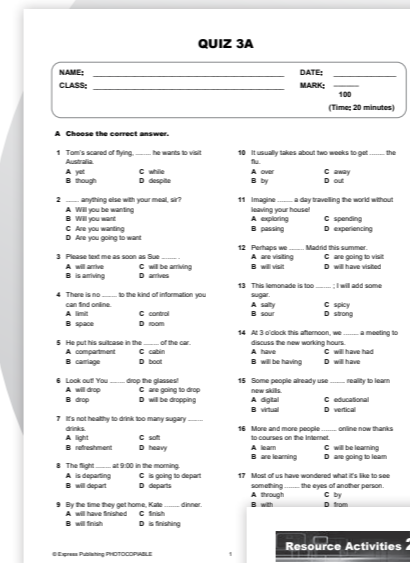
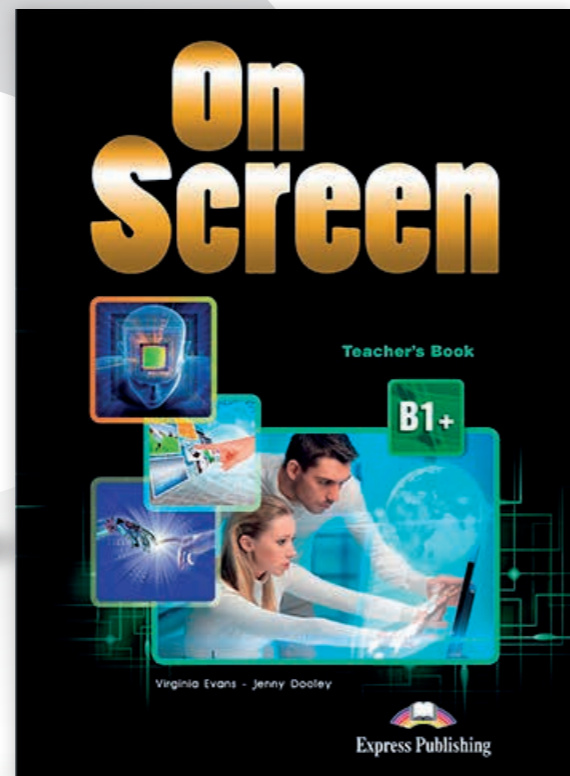
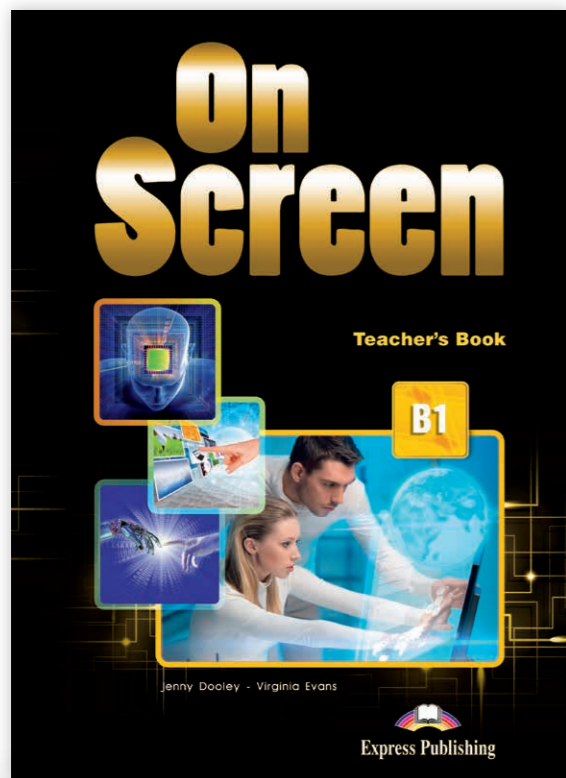
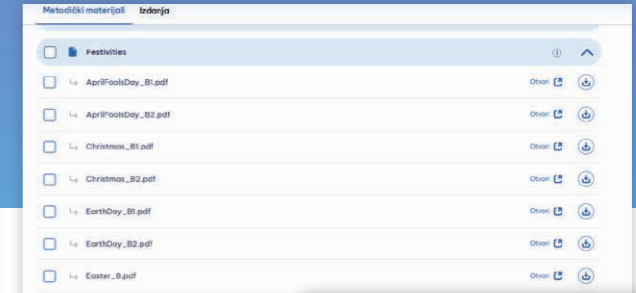
Kabinet

Za Alfa-nastavnike.

Dodatni materijali na Alfa Kabinetu

- GIK i tematski planovi
- testovi i formativno vrednovanje – NOVI TESTOVI U IZRADI!
- rubrike i prezentacije
- radni listići i plakati

VELJEČANJ	VELJAČA	VELJEČANJ
<p>Domena A: Komunikacijska jezična kompetencija</p> <p>A.1.1. Učenik analizira jednostavan prilagođen ili izvan konteksta srednje dužine pri određivanju i tumačenju.</p> <p>A.1.3. Učenik prilagođava prozodiju različitim komunikacijskim situacijama.</p> <p>A.1.4. Učenik govori tekst srednje dužine koristeći se jezičnim strukturama srednje razine složenosti.</p> <p>A.1.5. Učenik sudjeluje u dužem planiranom i jednostavnom neplaniranom razgovoru.</p> <p>A.1.6. Učenik piše strukturiran tekst srednje dužine koristeći se jezičnim strukturama srednje razine složenosti.</p>	<p>Domena B: Međukulturna komunikacijska kompetencija</p> <p>B.1.1. Učenik raspravlja o informacijama o zemljama ciljnoga jezika i drugim kulturama.</p> <p>B.1.2. Učenik prilagođava zadane komunikacijske obrasce u različitim, unaprijed određivanim kontekstima.</p>	<p>Domena C: Samostalnost u ovladavanju jezikom</p> <p>C.1.1. Učenik prepoznaje i koristi se suštinskim lingvističkim strategijama učenja jezika.</p> <p>C.1.2. Učenik prepoznaje i koristi se suštinskim metodološkim strategijama učenja jezika.</p> <p>C.1.3. Učenik prepoznaje i koristi se suštinskim društvenim i afektivnim strategijama učenja jezika.</p> <p>C.1.4. Učenik izabire različite tehnike kreativnoga učenja jezika i koristi se njima: tumači i vrednuje postojeće i koristi ih za nove ili povezuje s osobnim iskustvima i poznavanim temama.</p> <p>C.1.5. Učenik izabire različite vještine kritičkog mišljenja i koristi se njima pri tumačenju i vrednovanju multimedijalnih izvora i izvrsnosti govornika u osobnim iskustvima i poznavanim temama.</p> <p>C.1.6. Učenik izabire i organizira informacije iz različitih izvora i izvora, očuvane u elektroničkoj ili papirnoj formi, te ih koristi za prezentiranje svojih osobnih sadržaja.</p>



Digitalna podrška

Interactive Whiteboard Software

Interaktivni softver za pametne ploče i računala objedinjuje kompletan sadržaj udžbenika, radne bilježnice i gramatičke vježbenice u jednom digitalnom rješenju.

Svi materijali dostupni su u interaktivnom obliku, uz videozapise, audiozapise, animacije, igre i zadatke koji nastavu čine dinamičnom, preglednom i motivirajućom.

Jednostavna instalacija (preuzimanje s *weba* ili lokalna pohrana) omogućuje rad bez internetske veze, što ga čini pouzdanim rješenjem za svaku učionicu.

Skenirajte QR kod za preuzimanje ogleadne verzije IWB softvera.

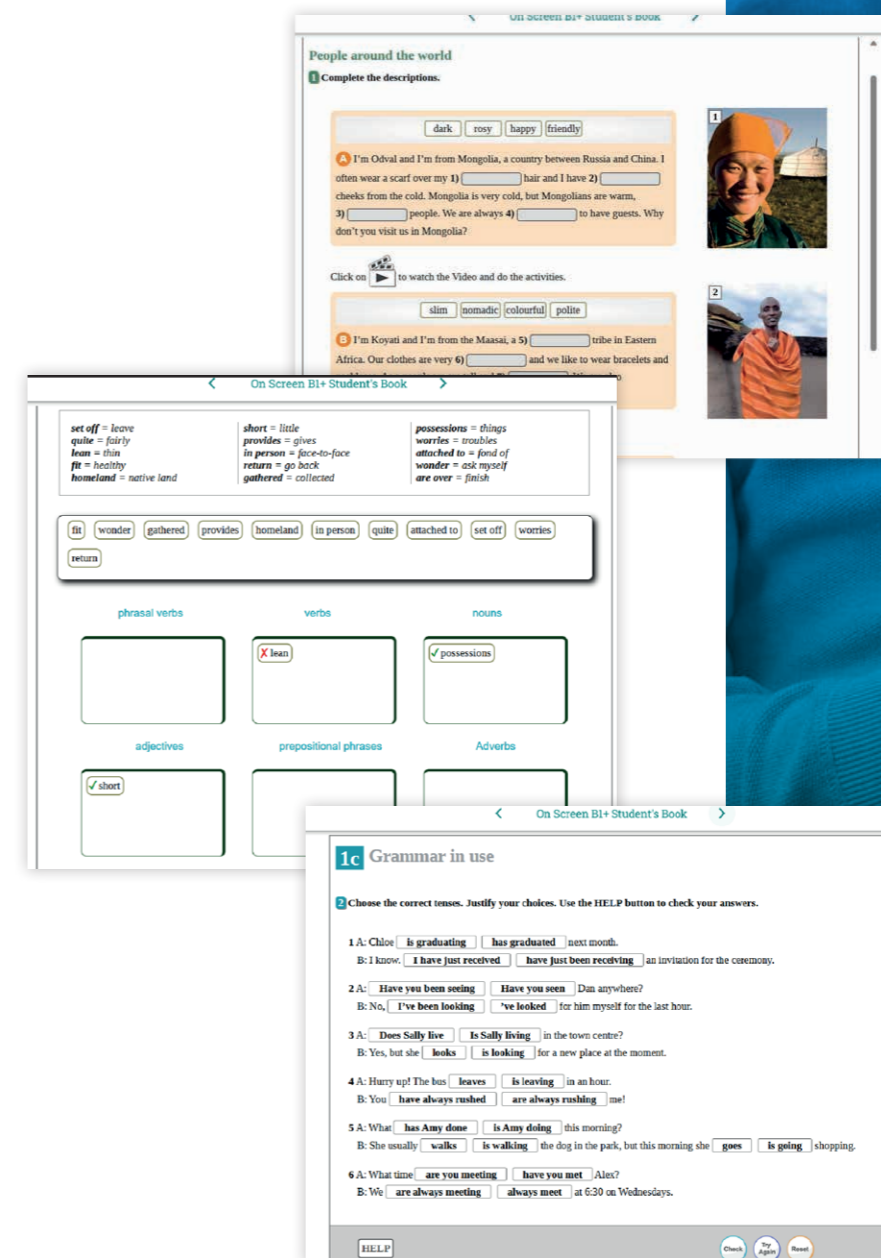
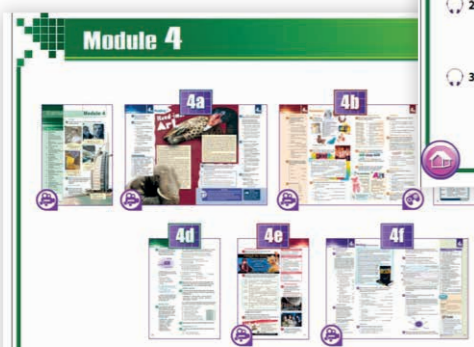
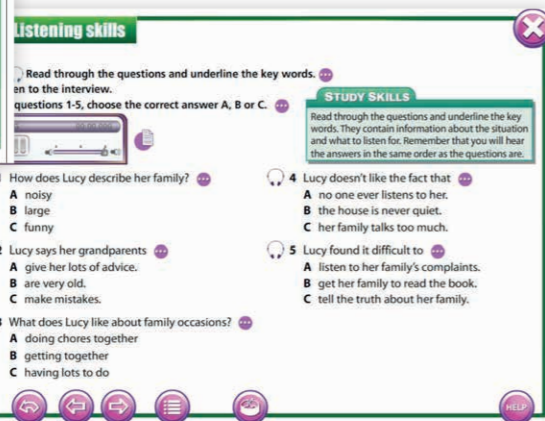
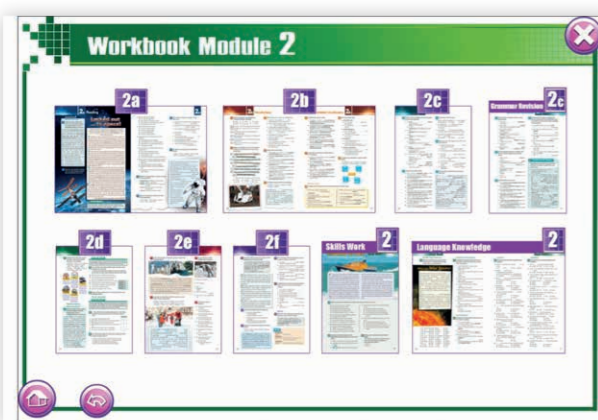
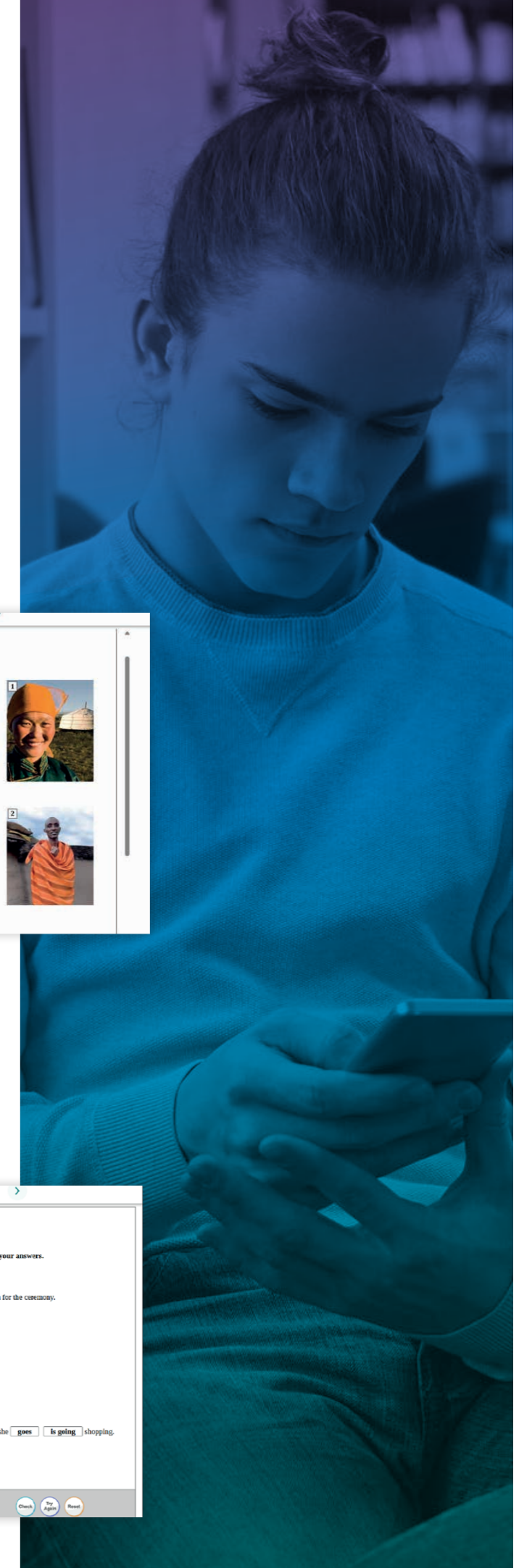


Aplikacija Express DigiBooks

Sveobuhvatna digitalna platforma za učenike i učitelje koja uključuje kompletne sadržaje udžbenika, radnih bilježnica i gramatičkih vježbenica s pratećim multimedijским materijalima.

Učiteljima omogućuje jednostavno upravljanje nastavom: dodjeljivanje zadataka, postavljanje rokova, praćenje aktivnosti i rezultata te jasan uvid u napredak svakog učenika.

Učenicima pruža fleksibilnost rada *online* i *offline* te potiče samostalno učenje u školi i kod kuće.



4a Reading

1 What do the pictures show: paintings? drawings? photographs? sculptures?

2 a) Check the words in bold in the Word List.

- 1 Guido is a **Hyperrealist** artist.
- 2 Guido Daniele paints **portraits** of animals.
- 3 Guido started his **career** as a photographer.
- 4 His works raise **public awareness** for WWF, helping to save **endangered species**.
- 5 His models have to stay **still** for a long time.
- 6 His work is **exhibited** worldwide.

b) What is Hand-imal Art? How are the sentences in Ex. 2a related to it? Read through to find out.

Check these words

- fur • stroke • portrait • outline
- advertising agency • promote
- research • transfer • bring to life
- carry on • creation • advertising campaign • public awareness
- environmental organisation
- endangered species
- Hyperrealist movement • realistic
- surprisingly • stay still • exhibit
- masterpiece • shower away
- bother • canvas • handheld gadget
- design • true-to-life • scales

Hand-imal Art

A The fur seems so real you want to stroke it. The eye shines like it's alive. **1** Guido Daniele's portraits of animals look exactly like photographs and it's true, they are. But look closer and you can see the outline of a thumb and maybe even a fingernail or two. Guido's 'hand-imals' are not photographs of eagles, birds, fish, and snakes, but photos of models' hands that have been painted to look exactly like different creatures!

B Guido became famous in the early seventies for his body-painting and photography. Then one advertising agency saw his work and had the hand-imals painted by Guido to promote their phones. **2**

Guido remembers: "I researched each animal to see how I could transfer it to a hand, and then began bringing it to life."

Guido is still very fond of the very first hand-imal he painted – a cheetah.

He was so pleased with it that he was encouraged to carry on with his creations.

C Since then, he's worked on many other advertising campaigns and also helped raise public awareness for the World Wildlife Fund, the world's most famous environmental organisation working to save endangered species. **3** His paintings are part of the Hyperrealist movement: paintings that are so realistic that they look more like photographs than paintings. Surprisingly, each one is painted in just three or four hours! The only problem is, it's difficult to get models to stay still that long. **4** He says, "If you're spending hours holding someone's hand, I'd rather it's the hand of someone I love!"

D Guido's work has been exhibited around the world and he's now considered one of the world's best Hyperrealist artists. **5** At the end of a day, Guido's models wash themselves. His masterpieces are showered away, but this doesn't bother Guido too much. "At least I start each day with a fresh canvas," he says.

3 Read the text and fill in the gaps (1-5) with the correct sentence (A-F). One sentence is extra. Which words helped you decide?

- A The combination of hand-imals and handheld gadgets worked like a dream.
- B To begin with, he needs a design to work from.
- C His work has been successful mainly because it looks so true-to-life.
- D The scales look cold and wet, as if fresh from the sea.
- E There is another problem with Guido's hand-imals, though.
- F That's why Guido mostly uses his son and daughter.

Speaking

Imagine you are a radio presenter interviewing Guido Daniele. Your partner is Guido. Prepare questions and answers based on the text, then present your interview to the class.

ICT Collect information about Guido Daniele. Think about: *time/place of birth, early years, achievements*. Write a short biography. Present him to the class.

Writing

THINK! What impresses you most about Guido's work? Write a few sentences on the topic, then read them to the class.

4 a) Listen and read the text. What is the author's intention?

b) In your own words and based on the information in the text, answer the questions.

- 1 Why do people mistake Guido's images for real animals at first?
- 2 What does Guido do before he creates a hand-imal?
- 3 What does Guido find difficult? What does he do about it?
- 4 How does Guido feel when his art is destroyed every day? Why?

5 Choose the correct words.

- 1 Guido wants to **shine/raise/bring** awareness about animals in danger.
- 2 You can see the **model/samples/outline** of people's fingers in Guido's photos.
- 3 Guido uses a **design/pattern/combination** of art types to create his hand-imals.
- 4 Guido's images have been used to **promote/encourage/help** a company's products.
- 5 The animals in the portraits look like they're **true/alive/live**.
- 6 Cats love their heads to be **stroked/encouraged/transferred**.

6 Find words or phrases in the text that mean:

- **Para A:** same as
- **Para B:** well-known, studied, persuaded
- **Para C:** motionless
- **Para D:** displayed, thought of as, worry, new

4c Grammar in use

Passive voice

Are you a Culture Vulture?

- The series of paintings *Sunflowers* **was painted** by
A Vincent Van Gogh. B Leonardo da Vinci. C Claude Monet.
- Who **has been awarded** the most Oscars?
A Walt Disney B Jack Nicholson C Steven Spielberg
- The Mona Lisa* **is exhibited** in
A Rome. B London. C Paris.
- What **should be said** to an actor for good luck before he goes on stage?
A Best foot forward. B Break a leg. C Twist your arm.



Answers: 1=A, 2=A, 3=C, 4=B

see pp. GR11-GR12

1 Do the quiz. Check your answers. What tense is each of the passive forms in bold in the quiz?

2 Read the sentences below. How does a passive sentence differ from an active sentence?

Changing from the active into the passive

ACTIVE Subject Verb Object
Picasso painted Guernica.

PASSIVE Subject Verb Agent
Guernica was painted by Picasso.

We use the passive when the action itself is more important than the person who does it.

see p. GR11

3 Fill in: *was, being, be (x2), is*.

	Active	Passive
Present Simple	They hold the competition every year.	The competition 1) held every year.
Past Simple	Monet developed the Impressionist art style.	The Impressionist art style 2) developed by Monet.
Present Continuous	Our teacher is organising an art exhibition.	An art exhibition 3) organised by our teacher.
Future	They will open the new gallery tomorrow.	The new gallery will 4) opened tomorrow.
Modals	You can see <i>The Thinker</i> in Paris.	<i>The Thinker</i> can 5) seen in Paris.

see p. GR11

4 Use *with* or *by* to complete the following sentences.

with/by

with + instrument/material/ingredient – The portrait was painted *with* oils.

by + agent – The portrait was painted *by* a professional.

see p. GR11

- The handbag was made leather.
- The new gallery will be opened the Mayor.
- The sculpture was made fresh fruit.
- The hall is decorated paintings.
- The Statue of Liberty was sculpted Bartholdi.

5 Rewrite the sentences in the passive, as in the example.

- Ann Roth designed the costumes for *Mamma Mia*!
The costumes for Mamma Mia! were designed by Ann Roth.
- Harry will write the music for the school play.
- The director offered Tom the lead role in the film.
- The box office is selling tickets for the concert now.
- Our school puts on a play at the end of term.
- Charlotte Brontë wrote *Jane Eyre*.
- People will always remember Walt Disney for his amazing creativity.
- More than 50 million people around the world have seen the musical *Cats*.
- Tourists can see sculptures by Antoni Gaudí in Barcelona.

6 Rewrite the headlines as complete sentences. Use the passive.

1 **NEW MUSEUM TO BE OPENED BY MAYOR TOMORROW**

2 **EXHIBITION CALLED OFF YESTERDAY DUE TO RAIN**

3 **GALLERY ROBBERIES STILL NOT CAUGHT**

4 **BOY BURNT BY FIREWORKS**

5 **SCULPTURE REMOVED FROM LEEDS ART GALLERY YESTERDAY**

1 *The new museum will be opened by the Mayor tomorrow.*

7 **ICT** Collect information about how glass is made. Present the process to the class. Use the passive.

The causative



Mike is painting his portrait. Paul is having his portrait painted.

see p. GR12

8 Read the sentences above. Which suggests that the action is done by another person? How do we form the causative?

9 Write sentences using the *causative*, as in the example.

- They've published Joe's novel. Joe *has had his novel published*.
- He is going to style Jenny's hair for the event. Jenny
- Mrs Jones is making Sam's dress for the end-of-term performance. Sam
- Someone has stolen Matt's guitar. Matt
- Someone took Jane's photo. Jane
- They are sending the invitations today. They

Reflexive/Emphatic pronouns



myself *yourself* *himself* *herself* *itself*
ourselves *yourselves* *themselves*

We use reflexive/emphatic pronouns:

- to talk about actions when the subject and the object are the same. *I burnt myself*. (reflexive)
- with verbs such as **behave**, **burn**, **cut**, etc, when the subject and the object of the verb are the same. *He cut himself on the page of a book*.
- to emphasise the nouns/pronouns of a sentence. *They wrote the play themselves*. (on their own – emphatic)

see p. GR12

10 Read the joke and the theory. What are the pronouns in the joke: *reflexive?* *emphatic?* Give reasons.

11 Fill in the correct *reflexive/emphatic pronouns*.

- A: This photograph is lovely.
B: Thank you. I took it
- A: Did you put up these decorations ?
B: No, John did it by
- A: What happened to your hand, Sophie?
B: I burnt while making cakes for the charity event.
- A: Did you and Tony enjoy at the theatre, John?
B: Yes, it was a fantastic play.
- A: Tom won the first prize.
B: I'm sure he's pleased with

Key word transformations

12 Complete the second sentence using the word in capitals so that it means the same as the first. Use two to five words.

- A travel agent is organising their trip. **BEING**
Their trip a travel agent.
- He is cutting Sally's hair. **HER**
Sally hair cut.
- They have sold all the tickets in a week. **BEEN**
All the tickets in a week.
- She will book our tickets tomorrow. **BE**
Our tickets tomorrow.
- You can't take cameras into the museum. **ALLOWED**
Cameras in the museum.

13 **ICT WRITING** Make up your own quiz about culture (*art, theatre, film, books, etc*) similar to the quiz in Ex. 1. Use the *passive*. Exchange your quiz with your partner.

4d

Listening skills

1 a) In two minutes, complete the spidergram with as many types of films as possible. Compare with your partner.



b) Which types do you: enjoy? not enjoy? Discuss in pairs using the adjectives.

- boring • gripping
- predictable • moving
- interesting • educational
- exciting • scary • funny
- relaxing

A: I really enjoy adventure films.
 B: So do I. They're very gripping and exciting.
 A: I don't enjoy thrillers.
 B: Neither do I. They're scary.

c) Which was the last film you saw at the cinema? What type of film was it? Did you enjoy it? Why/Why not?

Multiple choice

2 a) You will hear a girl called Kirsty talking on the radio about a film she has recently seen. Before you listen, check these words/phrases in the Word List. What do you think the film is about?

- adapted from • based on
- impressed • imaginary
- set out on a journey
- dwarves • dragon
- adventures • spoil
- battle scenes
- edge of my seat
- make up their mind

b) Listen to the dialogue and for questions 1-5, choose the correct answers A, B or C. Is it formal or informal?

- Why was Kirsty looking forward to seeing *The Hobbit*?
 A She loves fantasy films. B She enjoyed a similar film.
 C She liked the book.
- What does Kirsty describe about the film?
 A the general outline B how the story ends
 C where it was filmed
- According to the presenter, some viewers
 A were disappointed with the film.
 B liked *The Lord of the Rings* more.
 C thought the film was amusing.
- Overall, Kirsty thought the story was
 A adventurous. B exciting. C amusing.
- What does Kirsty criticise about the film?
 A the characters B the way it starts
 C the battle scenes

3 Would you like to go and see this film? Why/Why not? Tell the class, giving reasons. While speaking use pauses or pause fillers (uh ..., er ...) for taking time to think.

Multiple matching

4 a) You will hear five people talking about their reading preferences. Before you listen, check these phrases/words in the Word List.

- stressed out • calm me down • take my mind off
- get on with • can't stand • get into • get lost in
- pass the time • pick out

b) Listen and match the people (1-5) with what they said (A-H). There are three extra sentences that you don't need.

- A My favourite pastime is reading.
- B I only read one type of book.
- C I would like to read more.
- D Reading helps me to relax.
- E I read while travelling.
- F Biographies are my least favourite.
- G E-books are the only books I read.
- H I sometimes read books on my tablet.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

5 Which speaker 1-5 are you most like? Why? Tell the class.

Pronunciation /aɪ/, /ɔɪ/

6 Listen and say which word does not contain the same sound.

- /aɪ/ like, I, say, guide, five
- /ɔɪ/ join, boy, coin, enjoy, buy

Speaking skills

4e

Describing a performance

1 Read the poster. Would you like to go to this performance? Why/Why not?



2 a) Richard has just been to the *Cirque du Soleil*. Complete the dialogue. What did he think of the performance?

David: Hi, Richard. Did you have a nice weekend?
 Richard: Great, thank 1) I went to see *Cirque du Soleil*.
 David: Oh, wow! I've heard they're brilliant. 2) was it?
 Richard: It was absolutely fantastic! It was by far the best acrobatic show I've 3) seen.
 David: Oh, really? What 4) so special about it?
 Richard: Well, the stunts were breathtaking and the costumes and special effects were incredible. There was also a clown 5) was really fun and entertaining.
 David: So you'd recommend it?
 Richard: Oh, yes! It was a bit expensive, 6) it was worth every penny. The audience was gasping 7) amazement all the way through!
 David: It sounds excellent, Richard. Maybe I'll go and see it.
 Richard: You should. It's on until the 15th of May. You won't regret 8)

Listen and check if your answers were correct. Is the dialogue formal or informal?

b) Take roles and read the dialogue aloud.

3 Use the poster below and phrases from the language box to act out a dialogue similar to the one in Ex. 2a.



Asking about a performance

- I've heard it's ... • How was it?
- Did you enjoy it? • Was it good?
- What was so special about it?

Describing a performance

- It was ... (absolutely fantastic/ brilliant/ etc).
- It was the best/worst ... I've ever seen.
- The stunts/music/special effects/ lighting/costumes/actors/dancers/ etc was/were amazing/incredible/ average etc.
- It was a bit/rather ... (expensive/ slow/ etc), but it was worth seeing.

Recommending

- It's a must-see.
- You won't regret it!
- It's well worth seeing.
- Don't miss it.
- You should definitely go and see it.

Comparing pictures

4 The pictures show different forms of entertainment. Describe them, then answer the question.

What are the people enjoying about visiting each place?



5 Listen to someone doing the task in Ex. 4. Compare their performance to yours.

Writing A book review

▶ Writing Bank 4 p. WB4

Rubric analysis

- 1 Read the rubric, underline the key words and answer the questions.

An English learners' website is asking for reviews of people's favourite books. Write your **review** saying what the book is about, making general comments about the plot, characters, etc and saying why you recommend it (120-160 words).

- What do you have to write? Who for?
- What tenses will you mainly use?
- Which of the following should you include? Tick (✓)
 - who wrote it & what type of book it is
 - how the book ends
 - which of your friends have read the book
 - main points of the plot
 - reason(s) for recommending the book
 - your opinion about the plot, characters, etc
 - the name of the book
 - what other books you've read recently

Model analysis

- 2 a) Read the model review. What type of book is it about:

crime? mystery? fantasy? adventure? science fiction? horror? spy novel? biography? historical drama? romance? non-fiction? thriller?

- b) Match the paragraphs (A-D) to the headings (1-4).

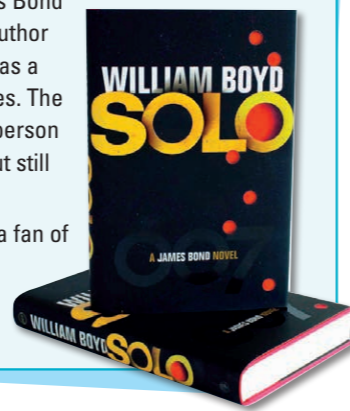
- main points of the plot
- closing comments & recommendation
- comments about plot, characters, etc
- background information about the book

A *Solo* is the latest James Bond novel written by William Boyd. The novel continues the intriguing adventures of James Bond – British secret service agent 007.

B The story begins when Bond is sent to West Africa to stop a civil war in the small nation of Zanzarim. Soon he discovers that his allies are not on his side and vows revenge. During his mission, Bond has many adventures, coming face to face with dangerous villains and an evil soldier named Kobus Breed.

C Although the plot is gripping, it can be predictable at times. What makes the character of James Bond interesting in this novel is that the author presents him not just as a hero, but as a sensitive person that makes mistakes. The book is inspiring as it shows that a person can have flaws and weaknesses, but still be brave.

D *Solo* is a great read. If you are a fan of James Bond, this book will not disappoint you. I would definitely recommend it.



- 3 Fill in: *bestseller, set, directed, special effects, well-developed, tells, twist, put, based, main, gripping*. Which sentences relate to: *books? films? both?*

- The Hunger Games* was on the list for many weeks.
- This novel was so that I couldn't it down.
- The biography the story of one of the greatest inventors of all time.
- This exciting adventure is on a true story of a man shipwrecked on an island.
- The characters are likeable and
- There was a at the end that I really didn't expect.
- The were very expensive, but quite impressive.
- The Chronicles of Narnia* series is in a fictional land called Narnia.
- The Avengers* was by Josh Whedon.

Adjectives

- 4 a) Fill in: *plot/storyline, ending, characters*.
- interesting, well-developed, main, boring
 - tragic, predictable, unexpected, thrilling
 - gripping, clever, fast-paced, dull

- b) Which adjectives are used in the model in Ex. 2 to describe the: *adventures? agent? war? villains? soldier? plot? character? person? book? read?*

Recommending

- 5 a) Complete the gaps with the phrases in the list.

- well worth reading
- thoroughly recommend
- make sure
- won't disappoint
- you are looking for
- this book's for you
- couldn't put it down
- In my opinion

A If 1) a fast-paced and gripping read, I 2) this novel. It 3) you!

B If you read one book this year, 4) it's this one! It's cleverly written and I 5) from the very first page.

C 6), this novel is the author's best so far and 7) If you enjoy fantasy novels, 8)

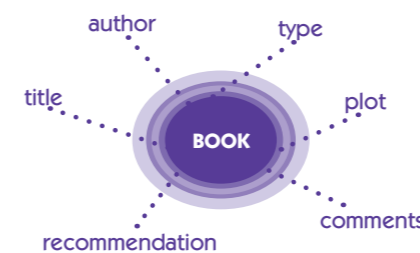
- b) Use phrases from Ex. 5a and phrases from the Useful Language box to write your recommendation for a book you have read.

Writing

- 6 Read the rubric and underline the key words. Then answer the questions.

Your school English magazine is asking for book reviews. Write your **review**, describing the plot, giving general comments about the book and saying why you recommend it (120-160 words).

- What do you have to write? Who will read it?
- What tense(s) will you use?
- What book can you write about? What will you write in each paragraph?
- BRAINSTORMING** Make notes on the book to complete the mindmap.



- 7 Write your review. Use your notes in Ex. 6, the Useful Language and the plan. Use the review in Ex. 2 as a model.

Useful Language

Background information

- ..., by..., is the ... (first, second, etc) novel in the ... series.
- It's a(n) gripping/exciting/funny, etc ... (adventure/fantasy/romance, etc) novel about/which tells the story of ...
- The story is set in/based on ...

Main points of the plot

- The story begins/is about ...
- It is based on a true story/real events that happened ...
- Soon after/After that/Before long ...

General comments

- The storyline/plot is dull/exciting/thrilling/slow-moving, etc.
- The (main) characters are well-developed interesting/boring, etc.
- It has a(n) unexpected/predictable/tragic, etc ending.
- The book is full of thrilling/funny, etc moments.

Recommendation

- I would thoroughly recommend this book (to anyone who enjoys ...).
- This book is well worth/not worth reading because ...
- This is a book that can be read over and over again.
- If you like ... (thrillers/adventure/fantasy, etc) stories, this book will not disappoint you.

Plan

Introduction

(Para 1) *background info about book (title, author, type, what it's about, etc)*

Main Body

(Para 2) *main points of the plot*
(Para 3) *comments about plot/storyline, characters, ending, etc*

Conclusion

(Para 4) *recommendation with reasons*

Checklist

When you have finished your piece of writing, check that you have included:

- correct grammar, spelling, punctuation
- the correct tense(s) & style
- structured paragraphs
- a variety of adjectives
- all the points mentioned in the rubric
- the correct number of words

▶ CLIL/Culture 4 p. CC4

Multiple choice cloze

Preparing for the task

- 1 a) Read the gapped sentence. What part of speech is the missing word: verb? noun? adjective?

Around half a million people gather to the performance.

- A see B look C notice D watch

- b) Look at the options and the dictionary entries. Which is the correct option?

see (v) to notice with your eyes

look at (v) to see what there is or what sth is like

notice (v) to become aware of sth

watch (v) (of events) to spend time looking at it usually from beginning to end

- 2 a) Now read this gapped sentence. Does it test vocabulary or grammar?

The celebrations end with a fireworks display over the river the two bridges.

- b) Look at the options. Which is the correct answer? Why?

- A next B between C among D outside

STUDY SKILLS

Read the text quickly to get the gist. Read again paying attention to the words before and after each gap. They will help you do the task. When you finish, read the completed text to see if it makes sense.

- 3 Read the text and choose the correct word (A, B, C or D) for each gap (1-8).

- 1 A little B few C many D some
 2 A when B which C where D that
 3 A pay B make C have D put
 4 A stared B viewed C looked D taken
 5 A for B to C of D by
 6 A with B for C as D of
 7 A they B then C there D we
 8 A finish B halt C stop D end

- 4 a) ICT Is there a similar art festival in your country? Collect information under the headings: name - place - reason - activities. Write a short article about it.

- b) THINK! Compare the festival to the Sarasota Chalk Festival.



The Sarasota Chalk Festival

For a 1) days every year, visitors to Sarasota have to watch 2) they are walking after talented pavement artists have turned the streets into an open air art gallery.

As the festival begins, each artist's creation slowly comes to life while the public look on. But visitors have to 3) attention; the 3D chalk drawings are only seen properly when they are 4) from the right angle. After the drawings are finished, they can step right into them and pose with elephants, balance along an imaginary circus wire or jump into a huge hole!

The art at the festival is created 5) the best street artists from around the world.

As well 6) the 3D art, there are other 2D creations on pavements and walls. Musicians, dancers, acrobats and other street performers add to the lively atmosphere in the streets. The best thing is that everything is free to participate in!

This is a fantastic festival, but 7) are two problems. When it rains, the artists have to rush to cover up their artwork. Also, after the many hours of work, what happens to the artworks at the 8) of the festival? They are simply hosed off the pavement!



Vocabulary

- 6 Choose the item that best completes each sentence.

- 1 They decided to for Mary to finish her rehearsal.
 A stand B keep C wait D stay
- 2 Superman in the first issue of Action Comics in 1938.
 A came C showed
 B appeared D entered
- 3 The artist's identity was secret.
 A made C kept
 B remained D held
- 4 His paintings more like photos than paintings.
 A look B seem C show D appear
- 5 He is one of the world's best actors.
 A held C thought
 B considered D recognised
- 6 Picasso is best as a cofounder of the Cubist movement.
 A understood C famous
 B recognised D known
- 7 When models pose for an artist, they have to stay
 A frozen C standing
 B still D fixed
- 8 The exhibition of about 100 works.
 A consists C includes
 B contains D involves
- 9 'The Treasures of Tutankhamen' was so popular that it for eight months at the Dallas Museum of Art.
 A kept C waited
 B stayed D lasted
- 10 The event has up many opportunities for the artists.
 A brought C created
 B given D opened
- 11 Entry to the museum is on Sundays.
 A open C unpaid
 B free D available
- 12 The Museum of London is with historic objects.
 A crowded C busy
 B full D packed

Grammar

- 5 Choose the item that best completes each sentence.


- 1 "Have you seen Tom today?"
 "No, I haven't seen him last Monday."
 A for B before C after D since
- 2 The exhibition was cancelled it was raining heavily.
 A until B due C because D when
- 3 "Was it expensive?"
 "Yes, but it was worth penny."
 A each B all C any D every
- 4 'Guernica' by Pablo Picasso.
 A paints C has painted
 B painted D was painted
- 5 "Have you booked the tickets?"
 "Yes, I did it this morning."
 A yet B still C just D then
- 6 He made this desk
 A for his B himself C his D by him
- 7 "Can I finish what I'm doing?"
 "Sure. Take time."
 A a B the C your D all
- 8 "When is the exhibition?"
 "I haven't got the idea."
 A faintest B least C smallest D best
- 9 "Do you mind if I go now?"
 "Not at"
 A once B last C times D all
- 10 John his portrait painted tomorrow.
 A will have C going to have
 B has D has had
- 11 Have we got money to go to the cinema?
 A a lot B enough C many D too
- 12 There were quite people at the gallery.
 A some B a few C many D much
- 13 The statue was made white marble.
 A in B of C with D by
- 14 'Mona Lisa' in the Louvre, in Paris.
 A keeps C kept
 B is kept D has been keeping
- 15 They made this collage
 A theirs C themselves
 B them D by them

4b Vocabulary

1 Fill in: *promote, transfer, brought, raising, stay, drawn, presenting, kept.*

- When George visited Paris this summer, he bought a pencil sketch of the city by a local artist.
- In this creative writing class, we help students their ideas onto paper.
- The film was so scary it me on the edge of my seat the whole time!
- Thelma is going on a tour to her new book.
- An artist's model should still during a sitting.
- The actors in our local theatre group are a performance of *Macbeth* tonight at 8 pm.
- In this film version of *Great Expectations*, the characters in Dickens' famous novel are to life.
- Our photography exhibition succeeded in awareness of the need to protect the environment.

2 Choose the correct answer, A, B or C.



Films I like

I don't know why people pay money to go and watch **1** films. The last one I saw scared me nearly to death! I prefer a good **2** film because I like exploring the world of fantasy and the imagination. Some people argue that they aren't **3** enough, but surely that's the whole point! And some of the **4** are amazing. The *Dark Knight* features a famous scene where a lorry flips upside down in mid-air without being remote-controlled – it's a real driver behind the wheel! Films also need a good **5** to get the best out of the crew and cast. My hero is Steven Spielberg; I think all his films are **6** I can watch them over and over again!

1 A action	B horror	C western
2 A science fiction	B musical	C comedy
3 A humorous	B realistic	C dramatic
4 A actors	B actresses	C stunt people
5 A make-up artist	B critic	C director
6 A boring	B predictable	C fascinating

3 Match to form compound nouns.

1	street	a	statue
2	opera	b	artist
3	living	c	singer
4	trapeze	d	comedian
5	stand-up	e	magician

4 Fill in: *chart hits, episode, fans, cast, plotline, reviews, award, series, audience, effects.*

Apart from the **1**, which is really gripping, the special **2** in the car chase scene make this film a masterpiece!

The **3** clapped as the **4** came out on stage to take their bow.

After watching this season's final dramatic **5**, viewers are waiting impatiently for the **6** to continue next autumn.

Heavy metal **7** will love the new CD from the band, which includes their most popular **8** as well as new songs.

You can view the work of **9** -winning artists. According to **10**, this is the event of the year!

5 Fill in with words from the list in their correct form. Two words are not used.

- award • nominate • miss • call • regret
- book • base • review

Coming shortly to Silver Screen Cinemas!

Gone Girl, a gripping thriller **1** on the novel of the same name, will be released next Saturday, 8th December. This exciting film **2** for a number of **3** Directed by David Fincher, also known for his other great success, *Panic Room*, it's not **4** ! If you're thinking of **5** a ticket, do so straight away, on our box office hotline: 0181 242 3636. Hurry while seats last! Otherwise, you **6** it!

Topic related vocabulary

4b

6 Fill in the gaps with the correct form of the verbs: *act, draw, design, carve, sculpt, direct.*

- Kate's dress was by Sarah Burton.
- Have you ever had your portrait?
- James Cameron will the sequel to his film, *Avatar*.
- Last year, Tom in the school production of *King Lear*.
- He human figures using clay.
- William's hobby is small statues out of wood.

7 Fill in the gaps with the correct form of the verbs: *direct, release, edit, write, make, build, hire.*

How Films are Made

First of all, the screenplay is **1** This is an outline that includes dialogue and character biographies.

Then, actors are **2** to bring these characters to life.

Afterwards, the set is **3** and costumes must be **4** for the actors. Also, a team of people have to get props for the set to make it seem realistic. Then, filming can begin. The film is **5** by a director and an assistant director.

Next, the film is **6** to make sure the best takes are chosen.

Finally, the film is **7** in cinemas.

Word formation

10 Complete the sentences with words derived from the words in bold.

- The audience looked on in as the acrobats performed on stage. (**AMAZE**)
- The festival ended with a(n) fireworks display. (**SPECTACLE**)
- For the next three weeks, for the musical will be held on Tuesdays. (**REHEARSE**)
- The spring concert will feature pieces composed by Vivaldi. (**CLASSIC**)
- He's very good at telling stories. (**HUMOUR**)

8 Fill in: *paperback, hardback, publication, edition, volume, chapter.*

I've just finished reading **1** three of the epic series *The Hunger Games* by Suzanne Collins. It was an amazing adventure.

It's a(n) **2** book so it was quite expensive at £14.99, but it looks great on the bookshelf. The **3** version is coming out this summer so it will be a perfect holiday read.

The publishers are also releasing a special **4** of the book with brand new illustrations and an extra **5** which was later removed! The **6** date is 4th March! Don't miss it.

9 Choose the correct item.

- The film was a very accurate **adaptation/edition** of the musical.
- The **candidates/nominees** for the Oscars were announced last week.
- There will be a **costume/dress** rehearsal for all actors this Sunday.
- The **script/text** for the film was written by a famous writer.
- Who played the **leading/important** role in *World War Z*?
- The lights that are in a row along the front of a stage floor are called **headlights/footlights**.
- Lord Andrew Lloyd Webber's new musical is sure to be a **hit/strike**.
- The **cast/crew** came out for a **screen/curtain** call after the play had ended.

10 This is a film. (**FICTION**)

4c Grammar in use

1 Complete the exchanges using the correct *passive* form of the verbs in brackets.

- A: This is the worst TV show ever!
B: Actually, I heard it
(cancel) by the end of the month.
- A: Can I see your photos from the play?
B: Sorry, we (not/allow) to take any.
- A: Excuse me, do you have a copy of *The Hunger Games*?
B: Let me see if it (return).
- A: Who chooses the songs for the show?
B: They (choose) by Ryan Murphy.
- A: How did you do in the competition?
B: I don't know yet. My sculpture
(judge) right now.
- A: This painting is in a bad condition.
B: Yes, I know. It needs (restore).
- A: What these chocolates (fill) with?
B: Fruit, I think.
- A: Is there going to be a programme for the festival in March?
B: I read that details of the events
(announce) by the organisers soon.

2 Read the following extracts and put the verbs in brackets into the correct *passive* tense.

A **How to Airbrush a Mask:** First, a mask 1)
(choose). After the colours and pattern 2)
(select), you're ready to paint. Next, the design 3)
(draw) on the mask.

B *Divergent* is an exciting story you won't be able to put down. It
1) (write) by Veronica Roth. An important
choice has to 2) (make) by Beatrice, a
16-year-old girl. She can live at home, or move away forever and
fight to survive. This fast-paced adventure 3)
..... (highly/recommend) by critics.

C A museum 1) (rob) late last night. Five artworks
2) (steal), including works by Rembrandt
and Manet. The thieves 3) (not/arrest) yet.
A reward 4) (offer) for the return of the artworks.

3 Rewrite the newspaper headlines as complete sentences.

- FILM AWARDED 3 OSCARS LAST SUNDAY
- PAINTING BROUGHT TO LIFE WITH NEW TECHNOLOGY
- ART THIEVES ARRESTED YESTERDAY
- EXHIBITION TO BE ATTENDED BY THOUSANDS

4 Rewrite the sentences in the *causative*.

- A photographer took Shelley's photo. Shelley
- A painter is redecorating their house. They
- The neighbour's son has been cleaning our pool for years. We
- The shop replaced Sam's digital camera. Sam
- Someone will make the masks for our play. We
- Margo is going to ask someone to make an ice sculpture for her gallery. Margo

5 Choose the correct item.

- The performance was great and the audience clapped with a lot of enthusiasm.
A themselves B ourselves
C itself
- I think my uncle will really enjoy at the Van Gogh exhibit.
A myself B himself
C herself
- Sarah's friends couldn't go to the chalk festival, so she went there by
A herself B themselves
C ourselves
- He made the pottery vases
A himself B themselves
C yourself
- They introduced as the Flying Trapeze Family.
A ourselves B yourselves
C themselves
- I'm glad you like the story. I wrote it
A yourself B myself
C himself

Grammar Revision 4c (Modules 1-4)

1 Circle the correct item.

- "There's a karaoke contest at Gino's. Would you like to go?"
"It's across town. By the time we get there, it"
A is going to finish C will have finished
B will finish D finishes
- "What's your opinion about the future of robots in the workplace?"
"I think they a more thorough job than humans."
A do C had done
B will do D will have done
- "I thought you really liked that flat."
"I do, but it twice as much as I expected."
A costs C is costing
B cost D will have cost
- "Are you going to watch the match later?"
"I'd like to, but I late tonight."
A work C have worked
B am working D will work
- "Are you all packed?"
"Yes, and this time tomorrow we on the slopes."
A will C will be skiing
B are skiing D will have skied
- "Is Mary driving us to the circus?"
"I'm afraid she to give us a lift."
A won't be able C won't have been able
B can't D wasn't able
- "When did you last go to the opera?"
"Oh, I haven't the opera for ages."
A gone to C gone at
B been to D been in

2 Underline the correct item.

- The Martins **have/had** their house broken into while they were at work.
- The sculpture was made **with/by** ice.
- How/What** a wonderful job offer!
- The Hadza live a **more/far** simpler life than we do.
- The programme was produced **by/with** Paramount Television.
- When I was a child, I **used/would** visit my grandma every day after school.
- The astronauts avoided catastrophe by finding a solution **themselves/ourselves**.
- They used to **letting/let** him spend his summer holidays with his uncle.

3 Use the words in bold to complete the second sentence so that it means the same as the first. Use up to five words including the word given.

- William only works half as hard as Kate. **TWICE**
Kate works
..... as William.
- The children had a good time when they visited Disneyland. **THEMSELVES**
The children
when they visited Disneyland.
- The organisation is planning on giving food to the unemployed. **GOING**
The organisation is
..... food to the unemployed.
- He finds that country interesting. **INTERESTED**
He
that country.
- He prefers the cinema to the theatre. **MORE**
He likes
theatre.
- We can buy the show tickets online. **BE**
The show tickets
online.

Grammar in Focus

Complete the gaps with the correct words. Then put the verbs in brackets into the correct form.

- The Flatiron Building in New York City is definitely worth 1) (visit). When it was completed in 1902, it was 2) of the tallest buildings in the city.
- Also known as the Fuller Building, it 3) (design) by Daniel Burnham. The building was intended 4) serve as offices 5) the George A. Fuller Construction Company.
- The Flatiron Building 6) (build) on a triangular piece of land 7) Fifth Avenue, Broadway and East 22nd Street. It has become an icon of New York City because 8) its unique shape.
- Two young figures and a shield stand on top of the structure as if to protect 9) In the 1980s, the original sculpture 10) (disappear). A local artist 11) (make) a new one in 2001, but the location 12) the previous one remains a mystery.

4d Listening skills

1 Match the types of books (A-H) to their blurbs (1-8).

- 1 Can Detective Simms discover the murderer?
- 2 Light years into the future, a whole new world awaits the reader.
- 3 What is the secret of the old house and the strange people who live there?
- 4 Against all odds, Jack and his companions manage to cross the desert ... and survive!
- 5 A revealing account of the life of this celebrated artist!
- 6 Will Frank succeed in marrying the woman he loves?
- 7 This novel is a fascinating recreation of life in Victorian times.
- 8 Escape into a world of fairies and elves on their quest to rid the world of evil!

- A adventure
- B romance
- C fantasy
- D historical drama
- E mystery
- F biography
- G science fiction
- H crime

Multiple choice

2 You will hear a girl talking to her friend about her favourite book. Listen and for questions 1-5, choose the correct answer, A, B or C.

- 1 Rebecca likes the book because
 - A it has short chapters.
 - B she can read it quickly.
 - C it is full of surprises.
- 2 What do we learn about A in the story?
 - A A has killed someone.
 - B A is the girls' friend, Alison.
 - C The identity of A is unknown.
- 3 What does Rebecca criticise about the TV series?
 - A the acting skills
 - B what the characters are like
 - C the actors' appearances
- 4 Aria is Rebecca's favourite character because she
 - A is physically fit.
 - B frightens the bully.
 - C has a sense of humour.
- 5 What does Rebecca dislike about starting a new series?
 - A reading a new author
 - B following a new plot
 - C meeting new characters

3 a) Listen again and complete the sentences. Use up to three words in each gap.

- 1 *Pretty Little Liars* is the first novel in a series.
- 2 In the story, a are being bullied by someone.
- 3 The bully, who plans to, is completely unknown to them.
- 4 Then, the body of one of the friends and the plot thickens.
- 5 A ago, a TV version of the book appeared.
- 6 Rebecca says the TV characters are those in the book.
- 7 Rebecca's favourite character, Aria, stays despite being bullied.

b) **THINK!** Which is your favourite book? Compare it to *Pretty Little Liars*.

4 List the words under the headings: *comedy, catch up, plot, chill out, murder mystery, DVD, put on, murderer, calm down, historical drama, clue, ending, be hooked on, animated film.*

Verbs	Nouns	Types of films

Multiple matching

5 You will hear five people talking about watching films. Listen and match the people (1-5) with what they said (A-H). There are three extra sentences that you don't need to use.

- A I love to learn something new.
- B Watching films is a good way to relax.
- C I hate it when others spoil the story.
- D I like to escape from daily life.
- E I only watch kids' films.
- F Watching films is a family activity.
- G I usually watch a couple of different films.
- H Historical dramas are my least favourite type of film.

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

Speaking skills 4e

Making decisions

1 a) Read the rubric and look at the sketches. Which shows: a film? a ballet? a club? a circus? an amusement park? a concert?

You are organising a birthday night out for one of your school friends. Your classmates have suggested various forms of entertainment as a way to enjoy a pleasant evening together. Talk about the different forms of entertainment, and then decide which one would be best for the night out.



b) Complete the text with the words in the list.

- sociable • appeal • ourselves • worth
- outdoor • expensive • rides • more
- interested

A concert would 1) to most people but tickets are usually very 2) The same goes for a ballet performance and I don't think many of us would be that 3) anyway! A good film is always 4) seeing but it's not a very 5) activity for a special night out. The amusement park with its thrilling 6) could be fun. However, since it's a(n) 7) activity, we could get wet if it rained! That leaves the circus and the club. Probably, little kids would appreciate the clowns 8) than us. I'd say the best idea for the birthday party is a club, where we can dance and enjoy 9)

Describing a picture

2 Complete the sentences.



- 1 The picture shows a man helping
- 2 They are standing
- 3 The man is wearing
- 4 The woman is wearing
- 5 She seems to be
- 6 In the background I can see

3 Match items 1-5 to the correct responses (A-E).

- | | |
|---|--|
| 1 <input type="checkbox"/> Did you have a good night last night? | A The picture is really impressive and everything seems more lifelike. |
| 2 <input type="checkbox"/> I might go and see the new Disney film this Wednesday. | B It is. I think it's even better than the first film. |
| 3 <input type="checkbox"/> What's so good about 3D films? | C Yes, thanks. I went to the cinema with my friends. |
| 4 <input type="checkbox"/> I've heard that <i>Catching Fire</i> is brilliant. | D Definitely. You get free popcorn and save money on tickets. |
| 5 <input type="checkbox"/> Do you recommend buying the monthly cinema pass? | E You should. I saw it yesterday and really enjoyed myself. |

4f Writing An email about a film

1 Read the rubric and underline the key words.

You recently visited a friend in England. On your trip back home you saw an in-flight film which you enjoyed. Write your friend an **email** telling him/her about it and saying why you recommend it (120-160 words).

2 Complete the model with these adjectives:

- fast-paced • exciting • well-developed
- fantasy • talented • unexpected • main
- interesting

Hi Joe,

It was really nice seeing you in England and I was sorry to leave. I watched a(n) **1** in-flight film on the way back – *Thor: The Dark World*. It's a(n) **2** film directed by Alan Taylor. The **3** characters are Thor, played by Chris Hemsworth, and Jane Foster, an astrophysicist, played by Natalie Portman. In this sequel, Thor battles to restore universal peace. Embarking on his most dangerous journey, Thor is reunited with Jane Foster and saves her from the Aether.

The actors are very **4** and their characters are **5** In the first hour, the action could be a bit more **6**, but it makes up for it later with a(n) **7** ending!

Overall, this a very **8** film, which has you on the edge of your seat! Don't miss it. Have to go now. Talk to you later.

Yours,
Mark

3 Fill in: *effects, likeable, tells, twist, set, disappoint.*

- The film the story of an ageing film star who revisits his past.
- The at the end of the film takes you completely by surprise.
- Jess is the most and easy-going character in the film.
- The special are really impressive!
- This film is in the 19th century.
- If you like horror films, then *Poltergeist* won't you!

Recommending

4 Complete the gaps with these phrases: *don't bother, well worth seeing, are looking for, thoroughly recommend, make sure, waste of time.*

- A** If you **1** something with lots of action, **2** you don't miss this film!
- B** With its thrilling plot and convincing characters, this film is **3** **4** it!
- C** I found this dull film a complete **5** Unless you like boring, predictable plots, **6** to go and see it!

Writing

5 Think of a film you saw recently that you enjoyed. Complete the table.

Film title/type	
Director	
Cast	
Plot	
Comments	
Recommendation	

6 Read the rubric. Use your notes in Ex. 5 to write your email. Follow the plan.

You watched a film last weekend. Write your English friend an **email** (120-160 words) telling him/her about it and recommending it to him/her.

Plan

Dear (your friend's first name),

Introduction
(Para 1) *background info about film (title, type, director, cast, etc)*

Main Body
(Para 2) *main points of plot*
(Para 3) *comments on plot, characters, beginning/ending, special effects, etc*

Conclusion
(Para 5) *recommendation with reasons*
Yours,
(your first name)

4 Skills Work

Putting on an Act

Dylan Roberts talks about his time at drama college.

Nothing prepares you for standing on stage in front of hundreds or thousands of people, not even three years at drama college. Being able to get to the end of a play without forgetting the words or making any mistakes is something that can only come with experience. So why do actors bother with drama college?

Despite the hard work, a formal course offers a number of benefits. First of all, going to drama college is a great way to learn and practise acting techniques. There are many different ways to approach a role, and drama college introduces young actors to all those ways while allowing them to be creative. Another reason for attending drama college is to meet people. Young actors can share ideas and even ask for advice from the other students that they meet. They may also come across people who can help them get work when they leave.

It isn't easy being a new graduate from drama college with no experience and with very little money. This is why most drama school graduates have to find themselves a part-time job until they manage to secure their first role.

Drama college can be very expensive but it gives young actors far more opportunities than if they didn't attend. The college I attended holds a showcase every summer where students have their performances reviewed by experts. These reviews are published in the national papers and this is a useful way of making a name for yourself.

I really enjoyed my time at drama college and I learnt a lot from it. But I think in terms of training, it never really ends, and a good actor is always looking at how he or she can do better the next time. Even world-famous actors with tons of experience never feel they have given enough of themselves in a role. I'm still new to acting; I've had a couple of stage roles so far but I'm doing a film at the moment. It's not the same when you act in front of the camera – you need to come over as more natural and less dramatic than you would in the theatre. Getting it right is quite a challenge for me!

STUDY SKILLS

T/F statements

Read the text quickly to see what it is about. Read the sentences and underline the key words. Read the text again and find the part that contains the answer. Make sure all the elements in the statement are true. Be careful with statements that contain words such as **always, only, never, not**. Remember the information can be paraphrased.

2 Answer the questions based on the information given in the text. Use your own words.

- How can meeting other people at drama school be helpful?
.....
- What exactly is a drama school showcase?
.....
- How does Dylan feel about his latest role? Why?

3 Read the extract from an email that your English e-friend has sent you.

"Have you seen a good theatre performance lately? Tell me about it."

Write a short email (120-160 words) describing the performance and recommending it to your e-friend.

Reading comprehension

1 Read the text and mark the statements (1-10) as *T* (true) or *F* (false).

- Actors who go to drama college are better at remembering their lines.
- According to Dylan, going to drama college is worth the effort.
- There is usually more than one way to play a part.
- Drama college is a poor place to make contacts.
- Life gets easier for actors once they graduate from drama college.
- Graduates usually find acting work soon after leaving school.
- Drama colleges tend to charge high fees.
- Performance reviews help new actors become known.
- Dylan thinks that good actors are never satisfied with their work.
- Theatre and film acting require different techniques.

1 Read the text below and decide which answer A, B, C or D best fits each gap (1-8). There is an example at the beginning (0).

Walk into any bookshop and you will find shelves filled with colourful comic books. Pick one up and you 0) see that it is printed "backwards". That means that you have found yourself a manga comic.

But 1) is manga? And why is it printed in this way? Well, manga is a type of Japanese comic and it's printed backwards 2) Japanese is read from right to left.

Don't worry if you don't 3) Japanese; these days manga is translated into many different languages including English, Spanish and Greek and it 4) the world by storm. In fact, the English manga market is worth over \$175 million.

So what makes manga so popular? First of all, it has a distinctive look. From all the comics on sale, a book drawn 5) a Japanese art style really catches the eye. Also, there is such a wide range of genres available; whether you are into horror, mystery or romance, you are sure 6) something to suit your tastes.

But the 7) wonderful thing about manga is the stories themselves. With manga, you can lose yourself in a world of threatening giants, genius detectives or all-star athletes. The 8) is entirely up to you!

- 0 A should B ought to C could D might
- 1 A who B which C what D how
- 2 A because B and C therefore D however
- 3 A say B speak C tell D talk
- 4 A takes B had taken C is taking D took
- 5 A in B with C at D to
- 6 A found B finding C find D to find
- 7 A most B many C much D very
- 8 A range B variety C selection D choice

2 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Our college has got two art groups.
There art groups at our college.
- 2 You can buy discounted cinema tickets from the box office every Wednesday.
Discounted cinema tickets can be from the box office every Wednesday.
- 3 We haven't been to a concert for three months.
It's three months since we a concert.
- 4 The theatre tickets cost quite a lot but they were worth the money.
Although the theatre tickets were a bit, they were worth the money.
- 5 There are only a few cinemas in the area.
There aren't cinemas in the area.
- 6 Sally didn't get any help making the costumes for the school play.
Sally made the costumes all by for the school play.
- 7 This area is too small for them to build a theatre.
This area isn't for them to build a theatre.
- 8 The film was so funny that we couldn't stop laughing.
It was film that we couldn't stop laughing.

3 Complete the gaps with the correct form of the words in capitals.

- 1 It was an performance. (IMPRESS)
- 2 I got an gift of two free tickets to next Saturday's Arctic Monkeys concert. (EXPECTED)
- 3 Have you been to the photography in the Town Hall? (EXHIBIT)
- 4 He's one of the funniest I've even seen. (COMEDY)
- 5 The film is about a little girl who has an friend that no one else can see. (IMAGINE)
- 6 Dan's hobby is; he can create fantastic shapes out of stone. (SCULPT)

Grammar

4 Choose the correct item.

- 1 Neither Josh Sophie attended the event.
A and B or C but D nor
- 2 his lack of experience, Jake still got a job as a waiter.
A Because of C Despite
B Since D However
- 3 Ann me get up early this morning.
A made B forced C got D persuaded
- 4 "Why are you so nervous?"
"I on a roller coaster before and I'm going tomorrow."
A had never been C never go
B have never been D never went
- 5 I'm really impressed with Wendy's advertising campaign. clever she is!
A So B What C Such D How
- 6 "..... you enjoy the concert last night?"
"Yes, it was fantastic."
A Did B Were C Have D Had
- 7 "Do you have plans for Friday?"
"I to the bookshop with Kelly."
A went C 've gone
B had gone D am going
- 8 Jim goes online and books his trips
A herself C themselves
B himself D yourself
- 9 Sue really her house painted.
A needs to have C need
B needs to having D needs having
- 10 Pam as an interpreter since 2003.
A works C has been working
B is working D will have worked
- 11 By the time I got to the meeting, Chris
A has already left C had already left
B left already D is already leaving
- 12 This performance isn't as last night's.
A so good C better
B the best D that good

Vocabulary

5 Choose the correct item.

- 1 The Camden Rocks Festival will place on 1st June.
A find B take C have D give
- 2 The British film is worth around £1 billion.
A industry C firm
B company D trade
- 3 Rupert Grint on screen for the first time in *Harry Potter and the Philosopher's Stone*.
A happened C appeared
B developed D displayed
- 4 Batman was also as *The Dark Knight* in the 2008 film.
A noted B called C said D known
- 5 The street performers attracted a large of people.
A lot B size C level D number
- 6 Disney's *Frozen* very became popular at the box office.
A quickly C fast
B immediately D early
- 7 The film pace in the second half.
A forgets B drops C loses D misses
- 8 The new Stephen King novel out in March.
A brings B comes C puts D takes
- 9 The TV film *David Copperfield* is an excellent adaptation of the story by Charles Dickens.
A usual B regular C classic D typical
- 10 The Hammersmith Theatre Company proudly its new production of *Chicago*.
A introduces C exhibits
B appears D presents
- 11 The outdoor concert hall is open all year, weather permitting.
A in B round C for D through
- 12 A wide of exhibits are displayed at the local museum.
A range B set C group D selection
- 13 The Renaissance Art exhibition on 25th May.
A sets B opens C happens D occurs
- 14 The Japanese Film Festival will be an event seeing.
A first B good C fine D worth

CAREER PATHS RJEŠENJE ZA JEZIK STRUKE!



Career Paths – specijalizirani materijali za strukovni engleski koji povezuju učionicu i buduće zanimanje učenika. Ovi udžbenici omogućuju integraciju strukovnog engleskog u nastavu bez dodatnog opterećenja za nastavnike.

Career Paths osmišljen je kako bi učenici razvili praktične komunikacijske vještine usklađene s njihovim budućim zanimanjima uz optimalno korištenje vremena u učionici.

Seriya pokriva širok raspon industrija: zdravstvo, inženjerstvo, ekonomiju, pravo, IT, turizam, ugostiteljstvo i mnoge druge.

Svaki naslov uključuje tri knjige u jednom svesku (A1 – B1/B1+).

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Bogato ilustrirano dijagramima, fotografijama i tablicama za bolje razumijevanje, posebno u tehničkim i znanstvenim područjima.

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- Radna bilježnica – tiskano i digitalno izdanje
- Grammar Book – tiskano i digitalno izdanje
- **GRATIS**
- *Career Paths* – digitalno izdanje **GRATIS**

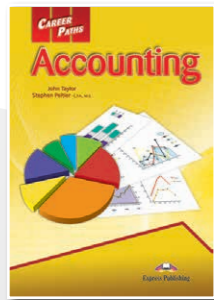
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- Interactive Whiteboard (IWB) Software
- *Career Paths* – tiskano i digitalno izdanje

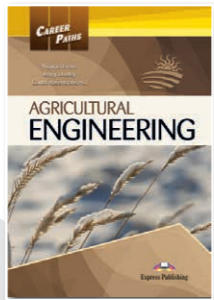
Niste korisnik/korisnica udžbenika *New Enterprise* ili *On Screen*?

I dalje možete iskoristiti prednosti serije *Career Paths*. Tiskano + digitalno izdanje dostupno je po **PROMOTIVNOJ** cijeni od samo 15 €.

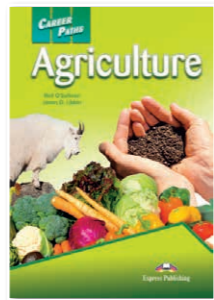
Za više informacija ili ogledne primjerke kontaktirajte nas na engleski@alfa.hr ili kontaktirajte svog prodajnog predstavnika.



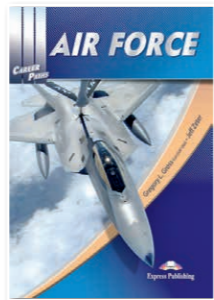
Accounting



Agricultural Engineering



Agriculture



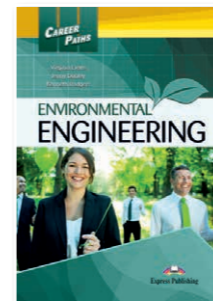
Air Force



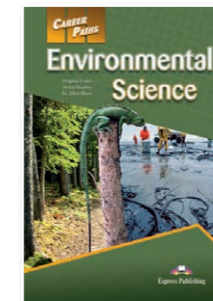
Architecture



Engineering



Environmental Engineering



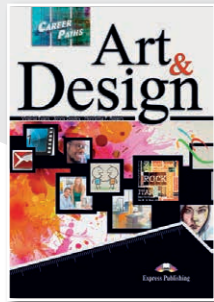
Environmental Science



Facilities Maintenance



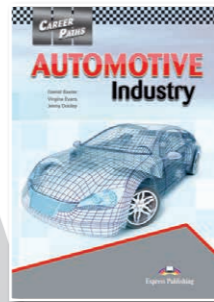
Fast Food



Art & Design



Au Pair



Automotive Industry



Beauty Salon



2012
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Excellence in
course innovation



Finance



Firefighter



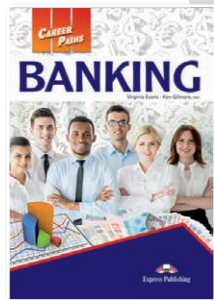
Fishing & Seafood Industry



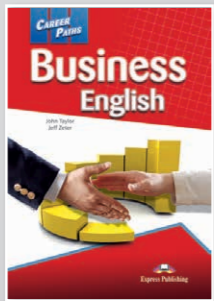
Fitness Training



Flight Attendant



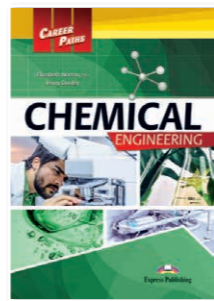
Banking



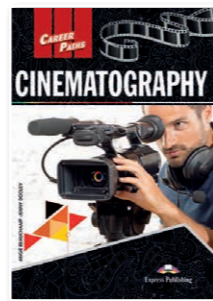
Business English



Call Centers



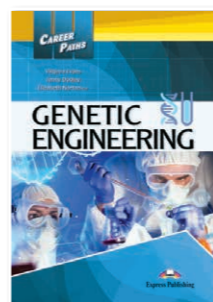
Chemical Engineering



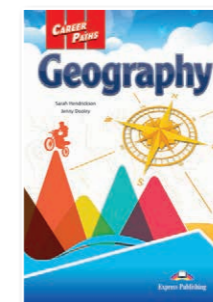
Cinematography



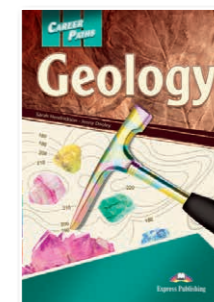
Food Service Industries



Genetic Engineering



Geography



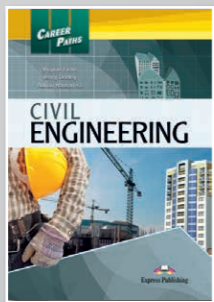
Geology



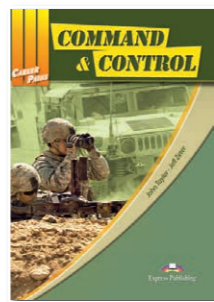
Healthcare Management



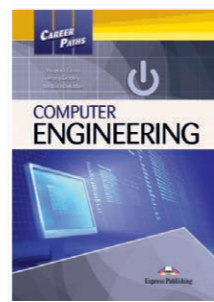
Civil Aviation



Civil Engineering



Command & Control



Computer Engineering



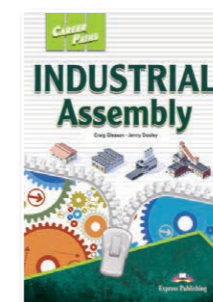
Computing



Hotels & Catering



Human Resources



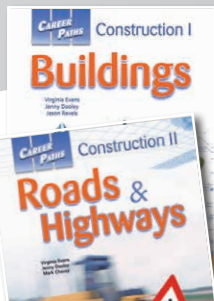
Industrial Assembly



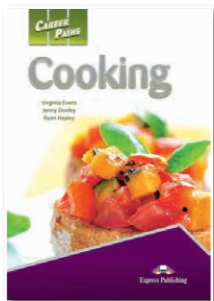
Industrial Engineering



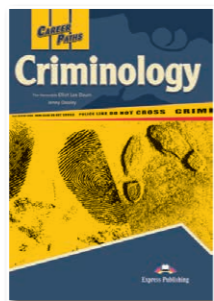
Industrial Safety



Construction I & II



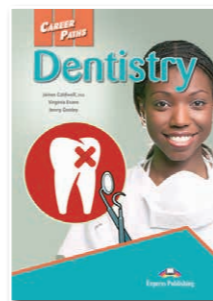
Cooking



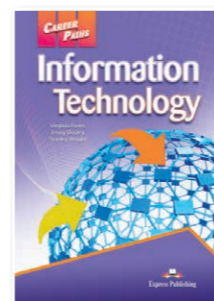
Criminology



Dental Hygienist



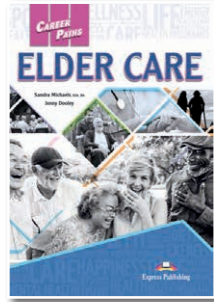
Dentistry



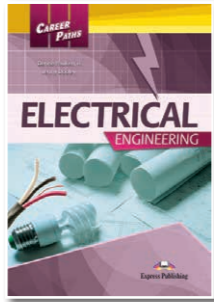
Information Technology



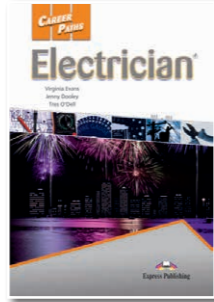
Insurance



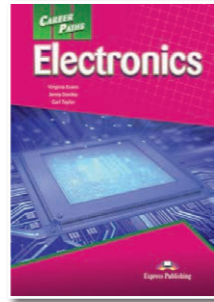
Elder Care



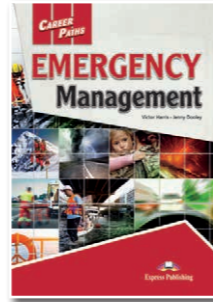
Electrical Engineering



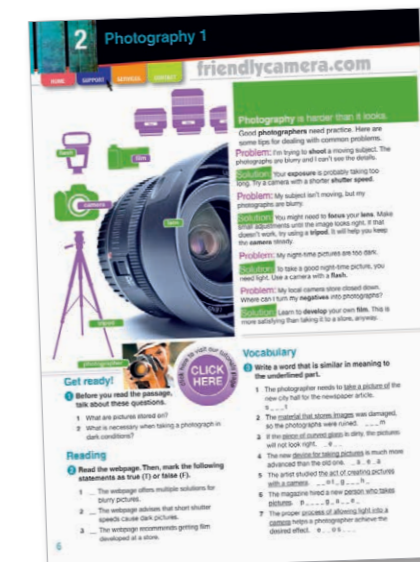
Electrician



Electronics



Emergency Management



sample page from CAREER PATHS Art & Design

1 The Agricultural Engineer

Get ready!
 1 Before you read the passage, talk about these questions.
 1 What does an agricultural engineer do?
 2 What skills does a good agricultural engineer have?

Reading
 2 Read the newspaper article. Then, choose the correct answers.
 1 What is the main idea of the article?
 A job openings for agricultural engineers
 B advice on becoming an agricultural engineer
 C responsibilities of agricultural engineers
 D recruitment for educational programs in agricultural engineering
 2 Which of the following is NOT a duty of an agricultural engineer?
 A harvesting crops
 B assessing irrigation
 C designing machinery
 D evaluating waste systems
 3 According to the article, what is the main focus of agricultural engineers?
 A repairing farm machinery
 B increasing farms' profitability
 C inventing new farm products
 D helping farmers better use their resources

Vocabulary
 2 Match the words (1-6) with the definitions (A-F).
 1 assess 4 produce
 2 farm 5 design
 3 improve 6 plant
 A to make something better
 B to plan out something
 C to examine something closely and make a decision
 D to create or make something
 E to place something in the ground so it will grow
 F to care for plants and animals as an occupation

Speaking
 3 With a partner, act out the roles below based on Task 7. Then, switch roles.
USE LANGUAGE SUCH AS:
 What can you tell us about your work?
 What are you working on now?
 When will it be finished?
 Student A: You are a reporter. Talk to Student B about:
 • his or her occupation
 • his or her current project
 • when it will be completed
 Student B: You are an engineer. Talk to Student A about your occupation.

Listening
 3 Listen to a conversation between a reporter and an agricultural engineer. Mark the following statements as true (T) or false (F).
 1 The man is working on an irrigation system.
 2 The project will help increase absorption.
 3 The man will be done by the end of the month.

Writing
 3 Use the conversation from Task 8 to fill out the reporter's notes.

SUNSHINE VALLEY PAPER: Interview Notes
 Date: 10/05
 Name of Subject: _____
 Occupation: _____
 Current project and goal: _____
 Expected completion date: _____

AGRICULTURAL ENGINEERS: Unsung Heroes
 By Geoffrey Goodwin
 Agriculture is important to us all. Many people work in this field. They're not all farmers, either. Agricultural engineers are important, but not well-known. They help people farm better by producing more food. Any time a farmer plants or harvests, an engineer is involved. Agricultural engineers do many different things. But their most important goal is helping farmers use resources effectively. To this end, some design equipment or buildings. They may work with machinery. Others assess and improve irrigation systems. Land and water management are big concerns. Still others evaluate existing waste management systems. This includes animal waste and fertilizer runoff.

sample pages from CAREER PATHS Agricultural Engineering



Museum Management & Curatorship	Natural Gas I	Natural Gas II	Natural Resources I	Natural Resources II

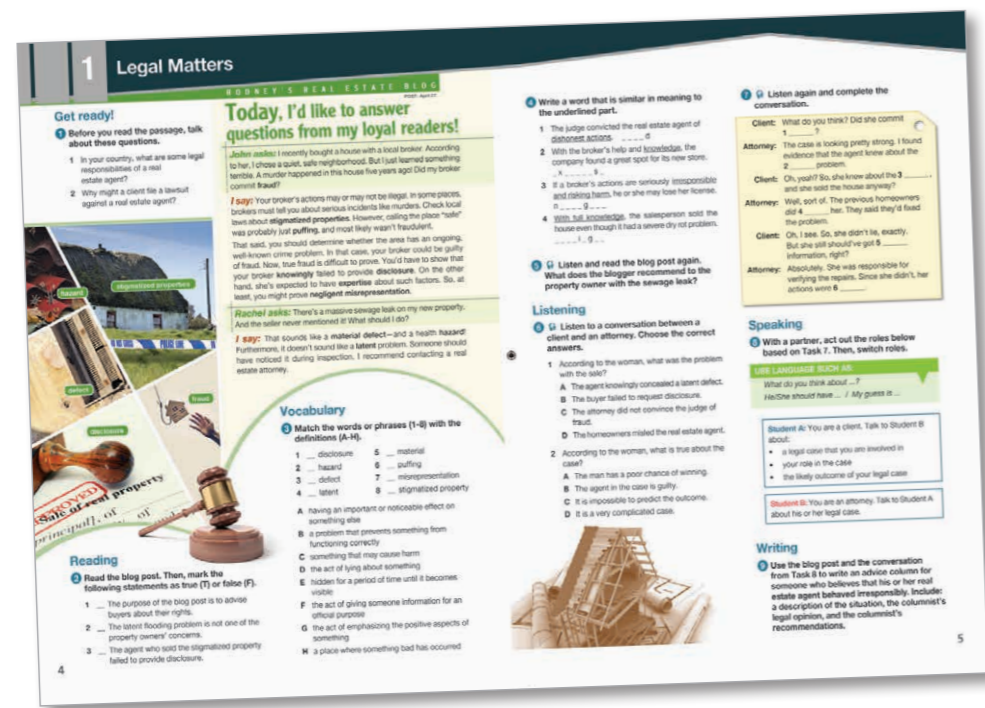
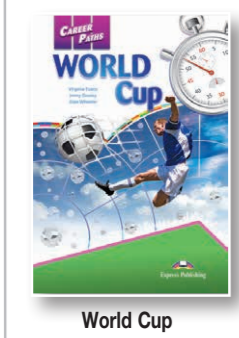
Navy	Nuclear Engineering	Nursing	Nutrition & Dietetics	Paramedics

Pet Care	Petroleum I	Petroleum II	Physician Assistant	Physiotherapy

Plant Production	Plumbing	Police	Psychology	Public Relations

Journalism	Kindergarten Teacher	Landscaping	Law	Logistics
Management I	Management II	Marine Engineering	MBA English	Mechanical Engineering
Mechanics	Medical	Medical Equipment Repair	Merchant Navy	Motion Picture Production

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sample pages from CAREER PATHS Wireless Communications



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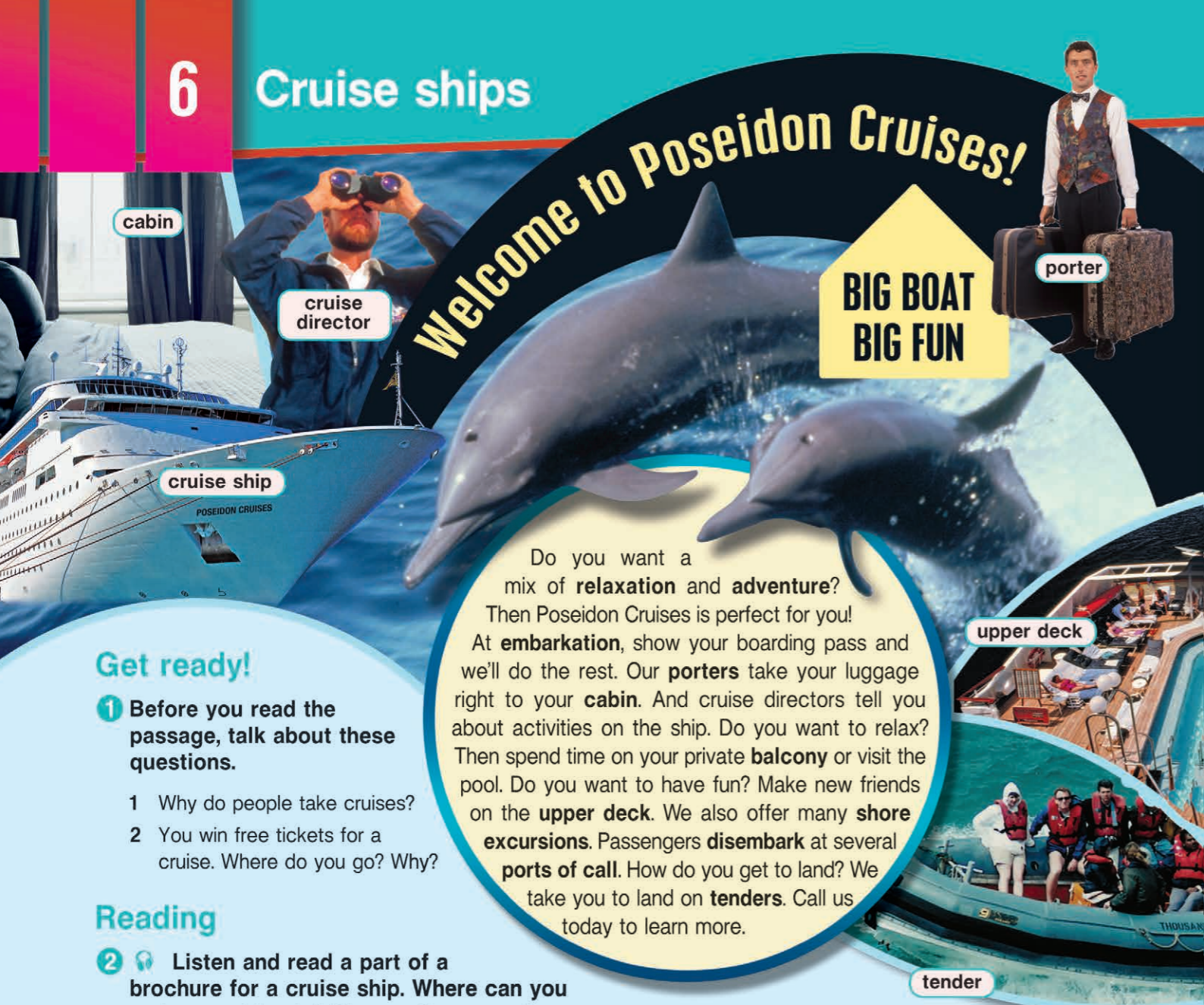
Tourism

Virginia Evans
Jenny Dooley
Veronica Garza



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	Unit 9 – Renting a car	20
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	Unit 14 – Preparing your curriculum vitae	30
	Unit 15 – Getting a job	32
	Glossary	34
Book 3		

6 Cruise ships



Welcome to Poseidon Cruises!

**BIG BOAT
BIG FUN**

Do you want a mix of **relaxation** and **adventure**? Then Poseidon Cruises is perfect for you! At **embarkation**, show your boarding pass and we'll do the rest. Our **porters** take your luggage right to your **cabin**. And cruise directors tell you about activities on the ship. Do you want to relax? Then spend time on your private **balcony** or visit the pool. Do you want to have fun? Make new friends on the **upper deck**. We also offer many **shore excursions**. Passengers **disembark** at several **ports of call**. How do you get to land? We take you to land on **tenders**. Call us today to learn more.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 Why do people take cruises?
- 2 You win free tickets for a cruise. Where do you go? Why?

Reading

2 Listen and read a part of a brochure for a cruise ship. Where can you make new friends? Choose the correct answers.

- 1 What does the brochure mainly talk about?
 - A how to buy a cruise ship ticket
 - B the types of rooms available on a ship
 - C the fun parts of traveling on a cruise ship
 - D why cruise ships are good for families
- 2 One of the porter's duties is to ...
 - A pack your luggage.
 - B put your bags in your room.
 - C inform about activities on the ship.
 - D help passengers get on tenders.
- 3 According to the passage, what does a person do on the upper deck?
 - A visit the pool
 - B get on a tender
 - C have lunch
 - D meet people

Vocabulary

3 Read the sentence pairs. Choose where the words best fit in the blanks.

- 1 relaxation / adventure
Mick does not want a lot of activity. He wants _____ during his holiday.
Rita climbs a mountain because she enjoys the _____.
- 2 embarkation / shore excursion
Penny visits a new city. She is on a(n) _____.
Oscar shows his ticket at _____.
- 3 porter / cruise director
Ulysses is a _____. He handles the passenger's luggage.
Miranda is a _____. She tells passengers about activities.

4 Match the words (1-6) with the definitions (A-F).

- | | |
|------------------|--------------------|
| 1 ___ cabin | 4 ___ disembark |
| 2 ___ balcony | 5 ___ port of call |
| 3 ___ upper deck | 6 ___ tenders |

- A to get off of a ship
- B a place where ships stop
- C the top part of a ship
- D a room on a ship where passengers sleep
- E small boats that take passengers from the cruise ship to land
- F a small outdoor area that is attached to cabins

Listening

5 Listen to a cruise director make an announcement. Then answer the questions.

- 1 What does the cruise director talk about?
 - A a stop at a port of call
 - B a shore excursion
 - C things to do on the ship
 - D problems with the dining area
- 2 According to the announcement, what activity takes place at 10 am?
 - A games on the upper deck
 - B lunch in the dining room
 - C passengers watch a movie
 - D a play in the theater

6 Listen again. Fill in the blanks.

Cruise Director: Hello, ladies and 1 _____. Welcome to the Grande Dame. This is your 2 _____. There are many activities on the Grande Dame today. At 10 am, join us on the 3 _____ for games. Then we have lunch at 4 _____. At 2 pm, watch a movie at the ship theater. The theater is on 5 _____. Finally, dinner is at 6 pm. The 6 _____ is on Deck 10. Have a wonderful day on our cruise ship!

Speaking

7 With a partner, act out the roles below, based on the announcement from Task 6. Decide who Student A and Student B are. Then switch roles.

USE LANGUAGE SUCH AS:

At 10 am, join us on the ... for ...
We have ... at 6 pm
The theater is on the Deck ...

Student A: You are a passenger on a cruise ship. Ask Student B about:

- activities on the ship
- times of the activities
- location of the activities

Student B: You are a cruise director on a cruise ship. Answer Student A's questions.

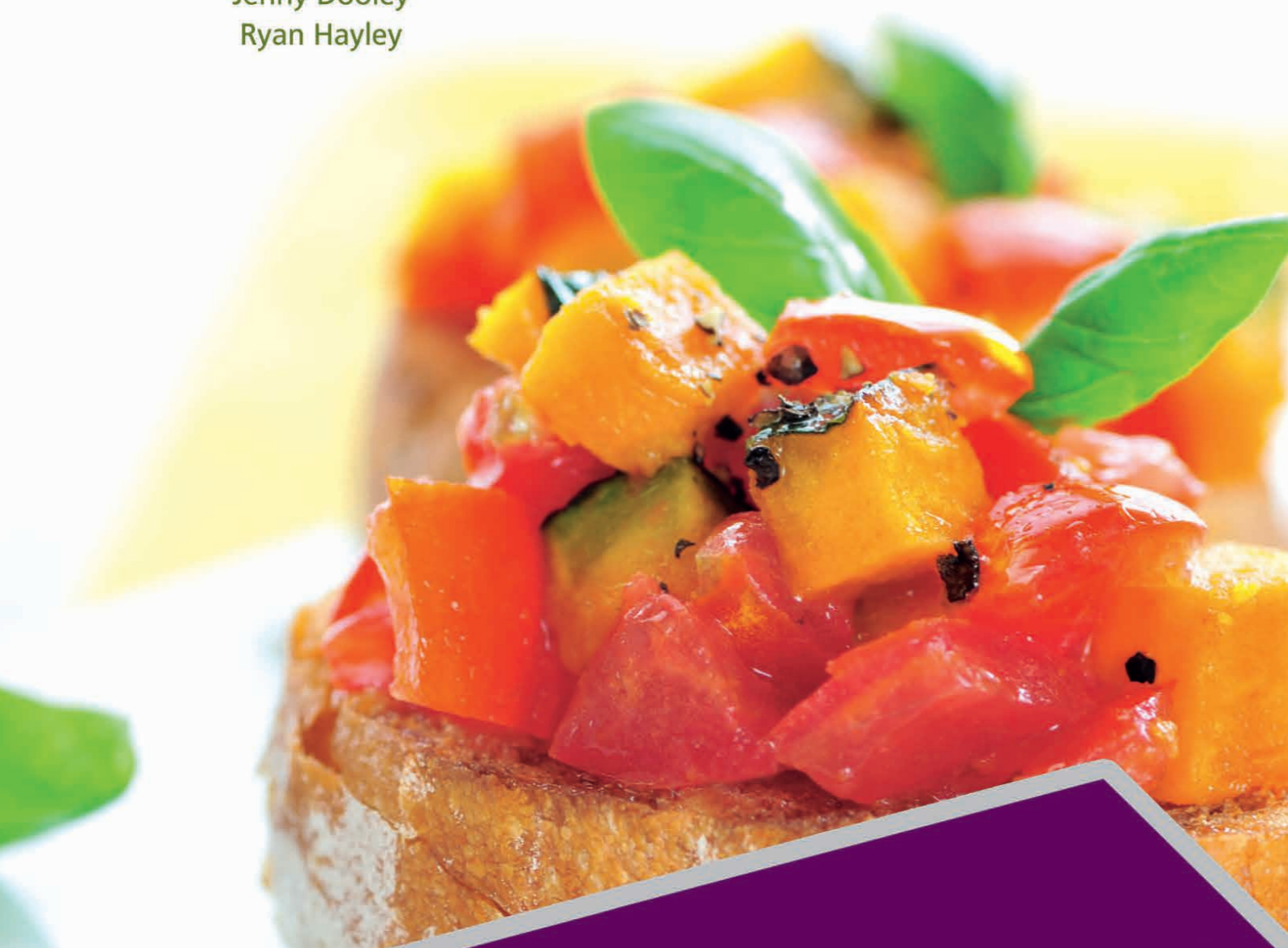
Writing

8 Use the conversation in Task 7 to fill out the schedule for the cruise ship.

Grande Dame		
Schedule of Events for Monday		
Time	Activity	Location
8:00 AM	Breakfast	Dining room
12:00 PM	Lunch	Dining Room

Cooking

Virginia Evans
Jenny Dooley
Ryan Hayley



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	Unit 10 – Bread	22
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	Unit 14 – Desserts 1	30
	Unit 15 – Desserts 2	32
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	Unit 4 – Salads	10
	Unit 5 – Grilling and Broiling	12
	Unit 6 – Roasting	14
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	Unit 11 – Buffet	24
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	Unit 13 – Inventory Management	28
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	Unit 15 – Career Options	32
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Book 3		
	Unit 1 – Stock	4
	Unit 2 – Soups	6
	Unit 3 – Sauces	8
	Unit 4 – Salads	10
	Unit 5 – Grilling and Broiling	12
	Unit 6 – Roasting	14
	Unit 7 – Braising	16
	Unit 8 – Baking	18
	Unit 9 – Frying	20
	Unit 10 – Steaming	22
	Unit 11 – Buffet	24
	Unit 12 – Sanitization and Hygiene	26
	Unit 13 – Inventory Management	28
	Unit 14 – Training	30
	Unit 15 – Career Options	32
	Glossary	34

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What kinds of soups are made with vegetables?
- 2 What kinds of soups are made with meat and seafood?

The "Mailman" Newspaper

The Style Diner

with Food Critic Allison Dale

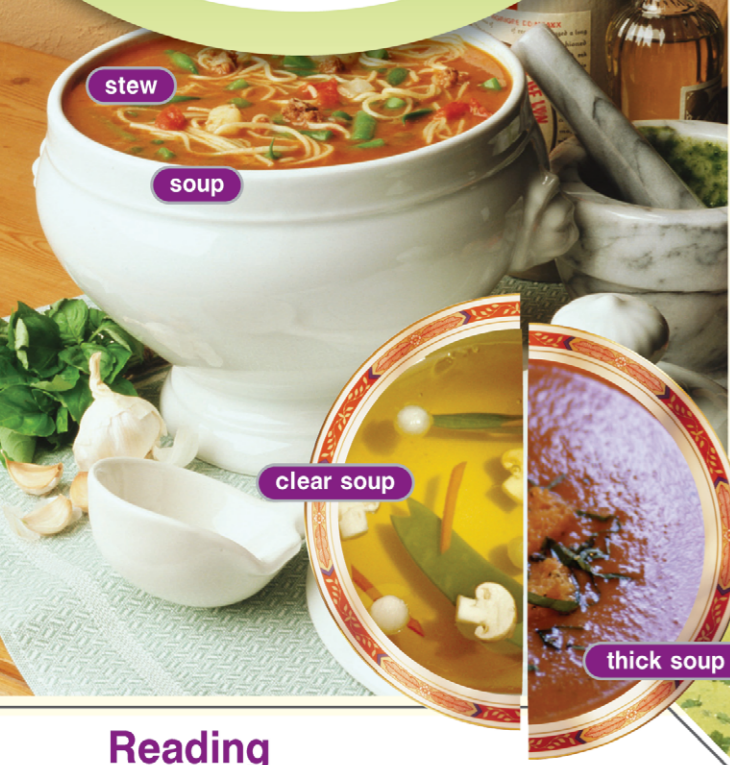
Westside Café on Bayside Drive advertises their chef as "The King of Soups." I visited the restaurant last weekend to find out what they mean. The soups weren't all perfect, but most of them were pretty close.

I was pleased to find that every soup at Westside Café includes home-made **broth** and fresh, local ingredients. The chef told me that he's always willing to pay extra for high-quality ingredients.

Their **thick soups** were excellent. The broccoli **cream soup** was so rich that it almost seemed like a dessert. The tomato **puree** was much simpler, but still delightful. I don't usually enjoy shellfish, but the clam **chowder** and lobster **bisque** were both nicely

seasoned. If you're visiting Westside Café for the first time, I recommend starting with the hearty chicken-potato **stew**. I only tried a few bites, but it was clearly the most filling meal on the menu.

The **clear soups** were not nearly as charming. I tried a beef **consommé** that seemed more like canned **bouillon**. The chef explained that this was due to the process of **clarification**, but I found it watery and uninteresting. It was the only soup I would not recommend.



Reading

2 Read the newspaper article about a soup restaurant. Then, choose the correct answers.

- 1 What is the main idea of the article?
 - A best soups for different occasions
 - B ingredients in a particular kind of soup
 - C ways to maintain freshness of soups
 - D recommendations about various soups
- 2 Which soup did the reviewer dislike?
 - A tomato puree
 - B clam chowder
 - C lobster bisque
 - D beef consommé
- 3 Which is NOT offered by the restaurant?
 - A home-made broth
 - B fresh, local ingredients
 - C thick, rich clear soups
 - D chicken-potato stew

Vocabulary

3 Write a word or phrase that is similar in meaning to the underlined part.

- 1 The thick soup with pieces of meat and vegetables is very filling. s _ _ _
- 2 The restaurant specializes in foods made by heating ingredients in liquid. _ o _ _ s
- 3 The last step in making a consommé is the process for removing solids and impurities. _ l a _ _ _ i c _ _ _ _ n
- 4 The chef created a new recipe for a soup with the solids strained out. c _ _ _ r _ o _ _
- 5 The restaurant makes its liquid bases for soups in-house. _ _ _ t h s
- 6 The customer prefers soups made with a mixture of solids. _ h _ _ k s _ _ _ s

4 Place the words or phrases from the word bank under the correct headings.

Word BANK

chowder
cream soup

bouillon
consommé

puree
bisque

Thick soups with vegetables	Thick soups with shellfish	Clear soups
_____	_____	_____
_____	_____	_____

5 Listen and read the newspaper article about a soup restaurant again. What did the reviewer like about both the chowder and the bisque?

Listening

6 Listen to a conversation between a restaurant server and a customer. Mark the following statements as true (T) or false (F).

- 1 ___ The beef consommé was not prepared correctly.
- 2 ___ The woman would prefer a soup made with shellfish.
- 3 ___ The man recommends cream soup.

7 Listen again and complete the conversation.

Server: Would you prefer the chicken-potato stew instead? It's 1 _____ than this one.

Customer: No, that sounds too heavy. I'd rather have something a little lighter, but still 2 _____.

Server: If that's what you're looking for, I'd recommend the 3 _____.

Customer: No, I 4 _____. Do you have something with vegetables?

Server: Let's see. Oh, of course. We have 5 _____ broccoli cream soup.

Customer: That 6 _____. Bring me that instead.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

How do you like ...?
It's too ... for my taste.
I'd recommend ...

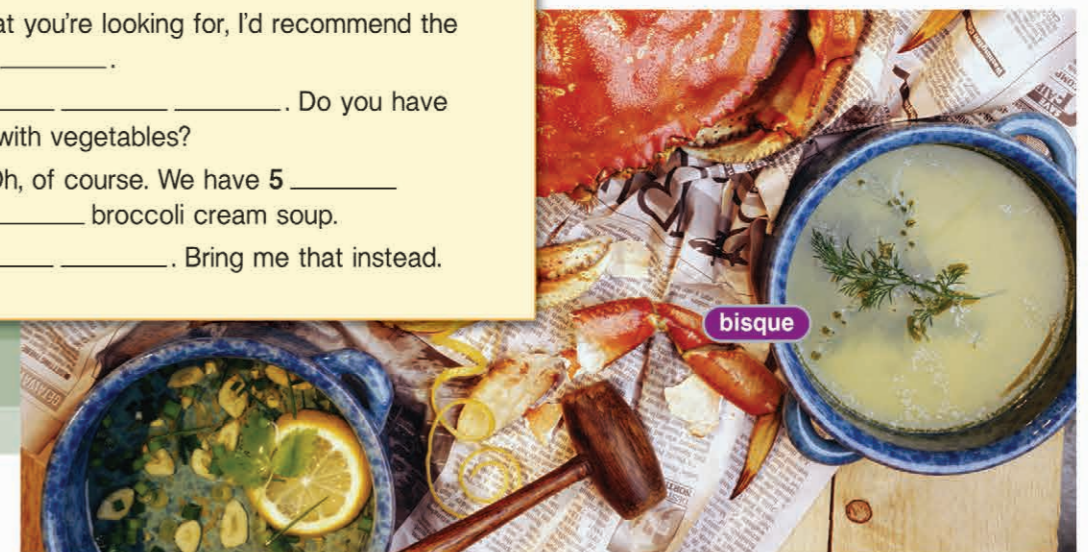
Student A: You are a restaurant server. Talk to Student B about:

- a problem with soup
- why he or she doesn't like the soup
- your recommendations

Student B: You are a customer. Talk to Student A about a problem with your soup.

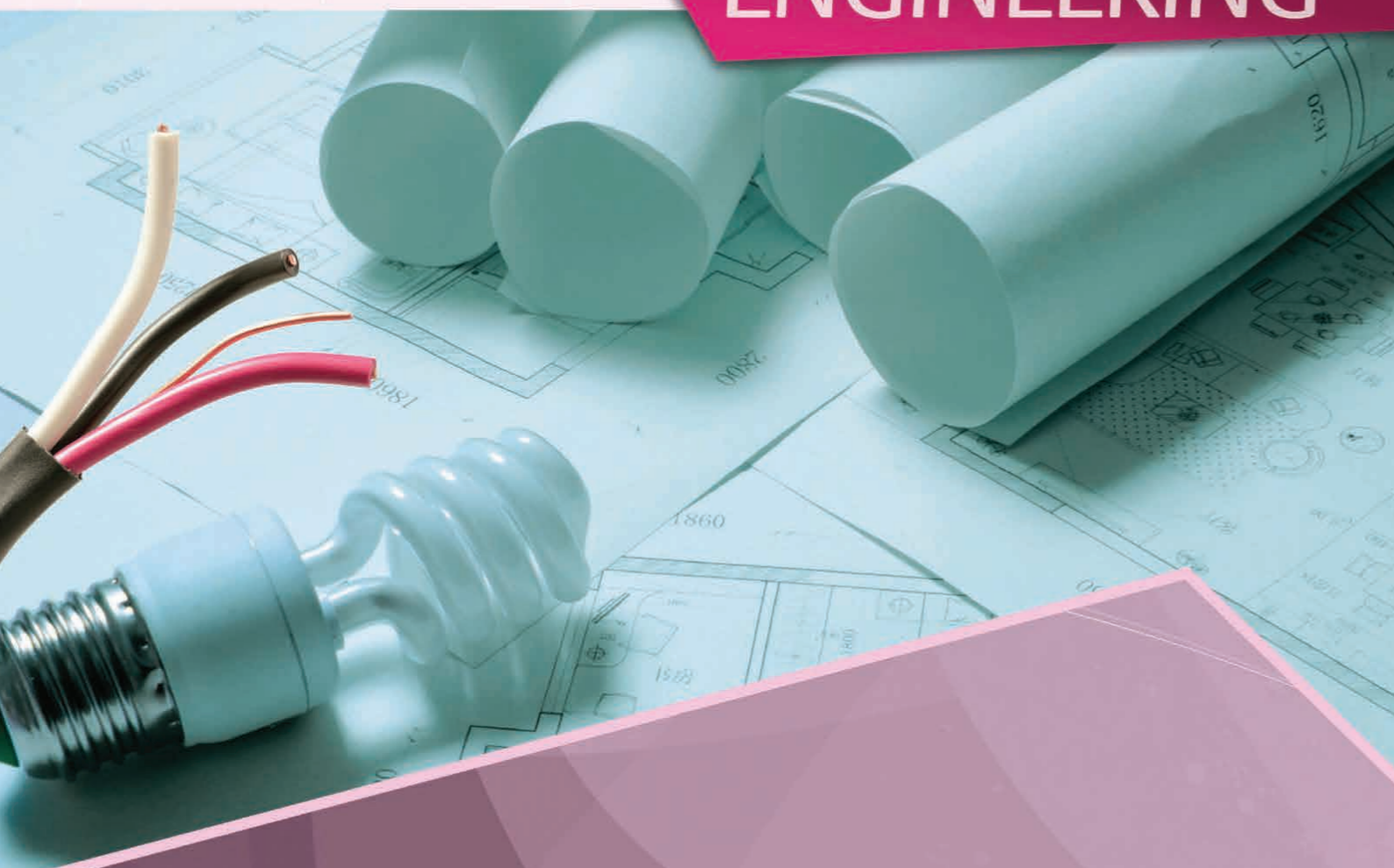
Writing

9 Use the newspaper article about a soup restaurant and the conversation from Task 8 to write a customer satisfaction report. Include: a product that a customer ordered, why the customer was not satisfied, and actions taken to resolve the problem.



Denise Paulsen, PE
Jenny Dooley

ELECTRICAL ENGINEERING



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Book 3		

7 Microelectronics Engineering

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some fields that make use of microelectronic technology?
- 2 Why microelectronics is popular in many fields?

research and development

nanotechnology

Gregori Azarov

nanotechnology

Gregori Azarov is a design engineer with Overholt Microelectronics Systems who specializes in **nanotechnology**. Mr. Azarov has recently developed a version of an ultrasonic **transducer**. It is able to generate and detect ultrasound waves. The transducer is so small it can be inserted in individual cells. The transducer is one nanometer in length, which is **equivalent** to three atoms.

Mr. Azarov is currently working on building nano-scale **integrated circuits** and **semiconductors**. He is also an adjunct professor at Southwest State University. He teaches courses in nanoelectronics and nanolithography. Mr. Azarov will discuss the future of nanotechnology in engineering.

Reading

2 Read the speaker profiles. Then, mark the following statements as true (T) or false (F).

- 1 ___ Ms. Mehra is an adjunct professor at Southwest State University.
- 2 ___ Microsensors and microactuators are created using microlithography.
- 3 ___ Mr. Azarov works on a research and development team.

Vocabulary

3 Read the sentence pairs. Choose which word or phrase best fits each blank.

- 1 **microsensor / nanotechnology**

A The thermometer uses a _____ to get a temperature reading.

B _____ is actually used in some sunscreen lotions.
- 2 **microfabrication / semiconductor**

A The _____ of the microactuator took longer than expected.

B _____ are found in many modern electronic devices.
- 3 **research and development / integrated circuits**

A The computer company uses the newest _____ in their laptops.

B The _____ department at the company has won several awards.

4 Match the words (1-6) with the definitions (A-F).

- | | |
|------------------------|---------------------|
| 1 ___ microlithography | 4 ___ microactuator |
| 2 ___ microelectronics | 5 ___ equivalent |
| 3 ___ MEMS | 6 ___ transducer |

- A a system that uses microfabricated mechanical and electronic elements
- B the techniques used to produce microelectronics
- C a device that converts one kind of energy into a different kind of energy
- D something that is equal or has the same effect or meaning as something else
- E a branch of electronics that specializes in the creation of very small circuits
- F a very small device that supplies and transmits energy to operate something else

5 Listen and read the speaker profiles again. What is the nano-scale transducer capable of doing?

Listening

6 Listen to a conversation between two engineers. Mark the following statements as true (T) or false (F).

- 1 ___ The woman found the MEMS lecture interesting.
- 2 ___ The man is interested in working in research and development.
- 3 ___ Both speakers will attend the nanotechnology lecture.

7 Listen again and complete the conversation.

- Engineer 2:** The 1 _____ of the MEMS seems really challenging.
- Engineer 1:** Especially since the engineers are limited to working with 2 _____.
- Engineer 2:** That's true. What's next on the 3 _____?
- Engineer 1:** It looks like there's a lecture on 4 _____ in half an hour.
- Engineer 2:** Who's giving the lecture?
- Engineer 1:** Gregori Azarov.
- Engineer 2:** I read an article by him a few months ago. It was on building 5 _____ - _____.
- Engineer 1:** His biography says he also works on nano-scale semiconductors and 6 _____.

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- How did you like ...?
- I thought it was ...
- Do you know ...?

Student A: You are an engineer. Talk to Student B about:

- what he or she thought of the lecture
- what the next lecture is about
- whether or not he or she will attend the next lecture

Student B: You are another engineer. Talk to Student A about microelectronics.

Writing

9 Use the speaker profiles and the conversation from Task 8 to create a comment card about the conference. Include which lectures you attended, what you thought of the lectures, and what you learned from the lectures.

Conference Speaker Biographies

Neha Mehra

microelectronics

Neha Mehra is a senior design engineer with Reddington-Howard Medical Innovations. She received her Bachelor of Science degree in Microelectronics Engineering from State University. She then, completed a Master of Science degree in Electrical Engineering from International College.

Ms. Mehra specializes in the **microfabrication** of **MEMS** for use in medical equipment. Using **microlithography**, she creates **microsensors** and **microactuators**. She is a valuable member of Reddington-Howard's **research and development** team. She will be lecturing on the topic of the use of MEMS in various applications.

microsensor

integrated circuit

Vaš osobni prostor u kojem vas sve čeka spremno.

Alfa Kabinet novi je virtualni sustav za metodičku podršku nastavnicima, prostor osmišljen da bude vaš glavni saveznik u pripremi i izvođenju nastave. Sve što vam je potrebno – od osnovnih nastavnih resursa do specifičnih materijala za strukovne škole – nalazi se na jednom mjestu, dostupno u nekoliko klikova.

Inovativno, personalizirano sučelje koje organiziraju naši urednici omogućuje brz i lak pristup metodičkim materijalima i informacijama te potpuno nov način pretraživanja, otvaranja i preuzimanja.



Virtualni prostor za Alfa-nastavnike

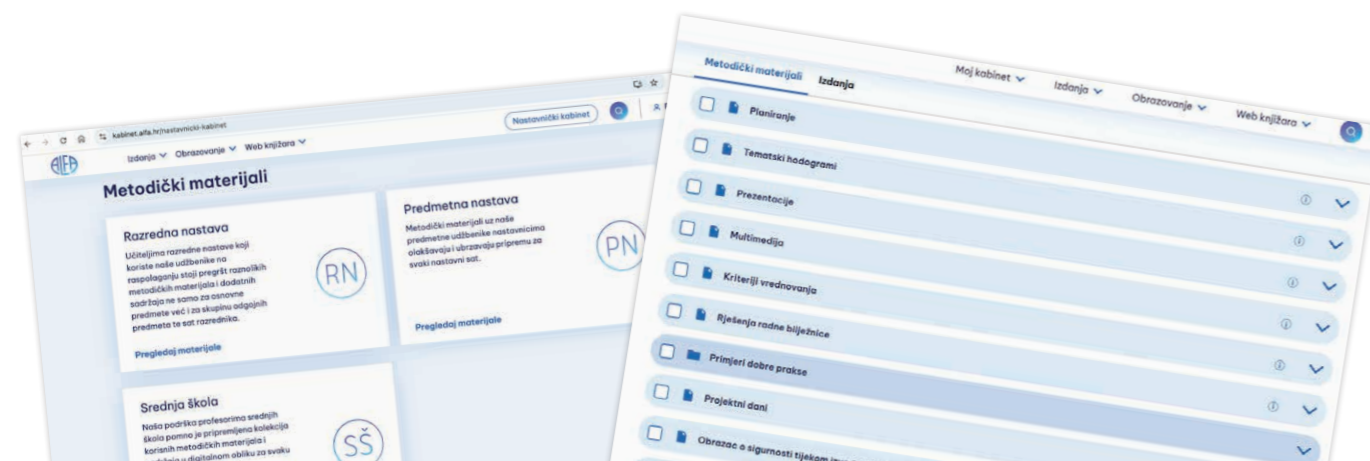
Svaki nastavnik zaslužuje svoj kabinet. Uz odabir Alfinih udžbenika dobivate personaliziran i vrhunski opremljen digitalni prostor.



Zavirite u dio onoga što smo vam pripremili!

41 807
preuzetih
materijala
u 2025.

**BROJKE
DOKAZUJU
STVARNU
KORIST!**



DOBRO JE ZNATI

Ako ste bili korisnik nekadašnjeg sustava Alfa Portal, ne trebate otvarati novi račun, već se možete odmah prijaviti podacima kojima ste tamo registrirani (adresa e-pošte i postojeća lozinka).

Ako ste korisnik Alfinih udžbenika, a nemate postojeći korisnički račun, možete se registrirati na kabinet.alfa.hr/registracija, no puni pristup dobit ćete tek nakon naše izravne provjere autentičnosti i odobrenja. Ako niste korisnik Alfinih udžbenika, a želite pogledati što nudimo, možete pristupiti svim informacijama o metodičkoj podršci na adresi kabinet.alfa.hr, ali bez mogućnosti otvaranja i preuzimanja.

TEHNIČKA PODRŠKA

Trebate pomoć pri registraciji ili ste zaboravili podatke za prijavu? Naš tim stručnih suradnika – promotora stoji vam na raspolaganju, a javiti nam se možete i putem obrasca za kontakt.

Obrazac za kontakt



New Enterprise B1

Metodički materijali | Izdanja

Pretraži

Označite sve Sažmi sve ✕

- New Enterprise B1 Planovi
- New Enterprise B1 Class Audio CDs
- New Enterprise B1 Test Booklet
- New Enterprise B1 Grammar Key
- New Enterprise B1 Teacher's Book

Materijali se automatski filtriraju tijekom unosa pojma.

Natrag na početnu stranicu

Alfa Kabinet

Prijavite se

Prijavite se putem e-mail adrese

Važna obavijest za postojeće korisnike Alfa portala

Ako ste od ranije korisnik Alfa Portala ne trebate registrirati novi račun već se možete odmah prijaviti podacima kojima ste registrirani tamo (adresa e-pošte i postojeća lozinka). Ako ste zaboravili te podatke molimo da se obratite promotoru Alfe za Vašu školu ili nas kontaktirajte e-poštom.

Email

Upišite email za prijavu

Lozinka

Upišite lozinku za prijavu

Zapamti me na ovom računalu

Zaboravili ste lozinku?

Prijavi se

Materijale možete trenutno pregledati *online* ili ih preuzeti na svoje računalo – ovisno o vašim potrebama.

Za pristup metodičkim materijalima koji prate Alfin udžbenik potrebna je registracija/prijava.

Metodički materijali | Izdanja

Pretraži

Označite sve Sažmi sve ✕

- New Enterprise B1 Planovi
- New Enterprise B1 Class Audio CDs
- NEW ENTERPRISE B1 CD1 Track 01 Credits.mp3 Otvori
- NEW ENTERPRISE B1 CD1 Track 02 ex4a p4.mp3 Otvori
- NEW ENTERPRISE B1 CD1 Track 03 ex2 p8.mp3 Otvori
- NEW ENTERPRISE B1 CD1 Track 04 ex3b p8.mp3 Otvori

Alfa edukacije inovativan su i jedinstven pristup stručnom usavršavanju koji već šestu godinu zaredom postavlja standarde u obrazovnom sustavu. Naš bogat program besplatnih *online* edukacija obuhvaća sve relevantne aspekte vašeg rada: od analize novih kurikula do tema iz psihologije, unaprjeđenja radnog okruženja i komunikacije s roditeljima.



U ovoj webinarскоj sezoni održali smo

30 edukacija na kojima se stručno usavršilo gotovo

20 000 sudionika.

Iznimno smo ponosni što je više od

90%

sudionika naše edukacije ocijenilo čistom peticom!

Interaktivno iskustvo: aktivno sudjelovanje u realnom vremenu omogućuje vam izravnu komunikaciju s predavačima i razmjenu iskustava s kolegama.

Potvrda o stručnom usavršavanju: svako sudjelovanje uživo prati potvrda* o stručnom usavršavanju koja se generira na temelju vaših podataka.

Što dobivate sudjelovanjem?

Jednostavnost pristupa: za prisustvovanje edukaciji dovoljna je samo adresa e-pošte.

Trajna dostupnost: sve snimke edukacija pohranjene su u našoj digitalnoj bazi na Alfa Kabinetu.

PPT prezentacije i dodatni materijali: uz svako predavanje osigurani su materijali koje možete preuzeti i koristiti.

POSTANITE PREDAVAČ!

Imate li dragocjeno iskustvo ili primjer iz prakse koji želite podijeliti s kolegama? Pozivamo vas da se pridružite našem timu predavača!

- **Honorirana suradnja:** cijenimo i honoriramo vaš uloženi trud, iskustvo i znanje.
- **Stručna vidljivost:** podijelite svoje znanje s velikom zajednicom nastavnika i ostvarite potvrdu o održanom predavanju za napredovanje u struci.



Želite biti predavač?
Želite da održimo edukaciju na određenu temu?
Ne dobivate e-poštu s pozivima na edukacije?

Pišite nam na edukacije@alfa.hr.



DOSTUPNE SVIMA, BILO KADA I NA BILO KOJEM UREĐAJU!

Želimo čuti vaše ideje! Pomozite nam pripremiti edukacije prilagođene vašim potrebama. Javite nam se sa svojim prijedlozima tema!

DOJMOVI SUDIONIKA

Alfine edukacije su pravo osvježanje u odnosu na druge. Hvala Vam!

Jako mi se sviđelo što su naši komentari dio predavanja, te se traži aktivno sudjelovanje, koje ipak ne remeti dinamiku predavanja. Također, mnoštvo primjera koji nam pomažu u detekciji našeg stanja.

Alfine edukacije su među najkvalitetnijim oblicima stručnog usavršavanja. Pohvale za cijeli stručni tim!

Usavršavanje je bilo na najvišem mogućem nivou, bolje ni ne može.



Pred nama je niz novih, specijaliziranih edukacija osmišljenih upravo prema zahtjevima vašeg predmeta i specifičnostima strukovne nastave.

Nadoknadite propušteno i planirajte usavršavanje!



* Potvrda se izdaje za sudjelovanje na edukaciji uživo te se ne može dobiti za pregled snimke. ** Ako želite potvrdu, potrebno je u prijavnim obrascu upisati tražene informacije.

Omiljeni blog za čitanje o struci.

EduBlog je vaša polazišna točka za profesionalni rast, inspiraciju i informiranje. To je digitalni prostor u kojem se znanstvene spoznaje pretvaraju u konkretna i primjenjiva rješenja za vašu svakodnevnicu u učionici. Na EduBlogu ćete, između ostaloga, pronaći ključne informacije o našim novim udžbenicima te sveobuhvatnoj metodičkoj podršci koja će vam olakšati i unaprijediti rad s učenicima u srednjim strukovnim školama.



PSIHOLOGIJA I ŠKOLA

ŠKOLSKI STRESORI – najčešći uzroci stresa među učiteljima i nastavnicima

Početak nove školske godine je iza nas, planovi i projekti osmišljeni i predani, prvi roditeljski sastanci održani, prve ocjene upisane u e-Dnevnik, možda su već izrečene i prve pedagoške mjere. Kakav nam je bio početak školske godine? Hoće li nam (i) ova godina biti stresna?

MATEMATIKA I NADA – međunarodni projekt koji povezuje znanje, kreativnost i optimizam

U prethodnih nekoliko članaka osvrnuli smo se na školski stres odnosno na značajke stresa u učiteljskim i nastavničkim profesijama. Kako si možemo pomoći ako već primjećujemo da smo pod stresom? Stres na radnom mjestu sam po sebi ne može biti smanjen neposredno, nego izravno – promjenom određenih postupaka, navika, vještina, stavova i načina razmišljanja. Nimalo lak zadatak. No u nastavku ćemo pobliže pogledati neke od preporučenih strategija koje mogu utjecati na smanjenje stresa na radnom mjestu.

ŠKOLSKI STRESORI: osnovne strategije i prva pomoć

U prethodnih nekoliko članaka osvrnuli smo se na školski stres odnosno na značajke stresa u učiteljskim i nastavničkim profesijama. Kako si možemo pomoći ako već primjećujemo da smo pod stresom? Stres na radnom mjestu sam po sebi ne može biti smanjen neposredno, nego izravno – promjenom određenih postupaka, navika, vještina, stavova i načina razmišljanja. Nimalo lak zadatak. No u nastavku ćemo pobliže pogledati neke od preporučenih strategija koje mogu utjecati na smanjenje stresa na radnom mjestu.

Izazovi rada s darovitim učenicima

Kada planiram rad s učenicima, razmišljam o razredu kao cjelini, o čemu pojednako učenicima neko područje zanimam više ili o njemu zna mnogo više od drugih – više nego što piše u udžbeniku, više nego što se za tu dob očekuje odnosno što propisuje predmetni kurikulum. Što je tada potrebno učiniti? Učitelj tada mora promisliti svoj plan i prilagoditi ga interesima djece.

OBOGAĆIVANJE U RADU S DAROVITIMA – korak treći

U ovom članku pobliže ćemo promotriti treći korak u Francuskom SEM modelu obogaćivanja u radu s darovitim učenicima. Podijelimo se, prvi korak odnosio se na izlaganje iskustvima i istraživanje interesa, drugi korak temeljio se na odgojnoj vještini, a u ovoj obogaćivačkoj Tip 3 jest autonomija.

Između redaka – razgovori koji nedostaju

U svijetu obrazovanja postoje teme o kojima svi imaju mišljenje, ali rijetko tko sjedi za istim stolom kako bi o njima otvoreno razgovarao. Češće se upire prstom i traži krivca nego što se traži rješenje. Upravo zato, Alfina uređivačka ekipa nastavlja s serijom razgovora između redaka – razgovori koji nedostaju, a prva postaja na tom putu tema je koja godinama izaziva polemike: gramatika.

ŠKOLSKI ESEJ NA DRŽAVNOJ MATURI

Prvi ciklus Alfinih edukacija namijenjenih pripremanju za državnu maturu počinje u srijedu 11. veljače 2026. godine u 19 sati. Šest srijeda (od 11. veljače do 29. travnja) u istome terminu moći ćete potpuno besplatno steći uvid u oblikovanje (pravilni) školskoga esaja – prepoznati tipične pogreške u njegovoj strukturi te uvidjeti kako oblikovati opaske (očekivanja) prema kontrolnome zadatku za školski esaj, tradicije strukture. Osim što će naglasak biti na vrednovanju školskoga esaja, pri čemu će se upotrijebiti stvarni učenički uradci različite kvalitete kako bi se postupak vrednovanja što zornije prikazao.

Znanstveno-stručni skup „Kulturna baština kao prilika za odgoj i obrazovanje“ u Pleternici

Učiteljski fakultet Sveučilišta u Zagrebu u partnerstvu najavljuje održavanje znanstveno-stručnog skupa „Kulturna baština kao prilika za odgoj i obrazovanje“. Skup će se održati 20. i 21. veljače 2026. u Pleternici, a namijenjen je učiteljima, odgovarajućima, stručnim suradnicima i znanstvenicima.

Zašto danas tako lako propuštamo prilike za profesionalni rast

Već nekoliko dana razmišljam kako najaviti veliki događaj koji nam sjedi – EP Summit 2026 u organizaciji našeg partnera Eprints Publishinga. Svrhama sam koliko je lako da vam ovaj događaj jednostavno promakne. Ne zato što nije važan, nego zato što često ne zasitanemo, ne pogledamo o čemu se točno radi i ne zapitamo se „what’s in there for me?“

Znanost i struka: čitajte o najnovijim spoznajama iz područja obrazovanja, školske psihologije, pedagogije, darovitosti i ostalih odgojno-obrazovnih tema.

Inspiracija iz učionice: pronađite poticajne priče iz hrvatskih i svjetskih škola te intervjuje s vodećim stručnjacima.

Aktualno i praktično: saznajte sve o primjeni modularne nastave, pripremi za državnu maturu i strukovnom obrazovanju.

Podrška u radu: pratite novosti o materijalima i digitalnim alatima koji vam pomažu u svakodnevnim izazovima.

Imate li dragocjeno iskustvo iz **strukovne nastave**, uspješan primjer iz učionice ili stručni rad koji želite podijeliti s kolegama? **Pridružite se našoj zajednici autora!**

- **Dijelite znanje:** objavite svoj rad na platformi koju prate tisuće vaših kolega širom Hrvatske.
- **Nagrada za izvrsnost:** cijenimo profesionalni doprinos struci te honoriramo odabrane autorske tekstove.
- **Stručni ugled:** gradite svoj profesionalni identitet uz punu podršku našeg uredništva.

PIŠTE NAM!

Za sve oblike suradnje pišite nam na edublog@alfa.hr.

Povjerenje koje raste

Naši se čitatelji vraćaju: visoka razina angažmana i detaljno praćenje naših stručnih tekstova govore nam da obuhvaćaju upravo ono što vam je potrebno.



ŠKOLSKI PERISKOP INTERVJU

Peter Liljedahl: „Matematiku ne treba oponašati ni pamtiti nego razumjeti!“

Hrvatsko izdanje priručnika „Building Thinking Classrooms“, objavljeno pod nazivom „Stvaranje učionice matematičkog promišljanja“, donosi inovativne metode poučavanja. Autor Peter Liljedahl s oduševljenjem je prihvatio poziv da u Alfa-učionici održi radionicu za učitelje i nastavnike, podijelivši svoju viziju modernog pristupa matematici.

U protekloj godini ostvarili smo porast čitanosti od 200 %!

POSTANITE KOLUMNIST!

Nastavnicima koji žele kontinuirano dijeliti svoja razmišljanja i graditi prepoznatljiv stil nudimo mogućnost suradnje u obliku autorske kolumne.

U prethodnih nekoliko članaka osvrnuli smo se na školski stres odnosno na značajke stresa u učiteljskim i nastavničkim profesijama. Kako si možemo pomoći ako već primjećujemo da smo pod stresom? Stres na radnom mjestu sam po sebi ne može biti smanjen neposredno, nego izravno – promjenom određenih postupaka, navika, vještina, stavova i načina razmišljanja. Nimalo lak zadatak. No u nastavku ćemo pobliže pogledati neke od preporučenih strategija koje mogu utjecati na smanjenje stresa na radnom mjestu.

Skenirajte i pročitajte!

Zašto Alfa?

**JER NUDIMO
NAJBOLJE ZA
STRUKU OD
STRUKE!**

Desetljeća iskustva u izradi udžbenika na svim obrazovnim razinama. S nastavnicima smo prošli sve reforme i postali siguran oslonac u svakoj promjeni sustava.

Naše materijale pišu timovi u kojima teoretičari surađuju s praktičarima. Rezultat je sadržaj koji je stručno utemeljen i 100 % primjenjiv u učionici.

Personalizirana metodička podrška.

Razvili smo sustav koji prepoznaje vaše potrebe i nudi baš ono što vam treba.

Digitalna rješenja

s ciljem. Razvijamo tehnologiju koja rješava probleme, a ne stvara nove.

Ne ostavljamo vas na cjedilu nakon isporuke udžbenika.

Naši stručni suradnici – promotori tu su za svako pitanje i konkretnu pomoć na terenu.

Vaš je napredak i naš.

Pratimo vas edukacijama i informacijama koje vašu pripremu čine jednostavnijom, nastavu učinkovitijom, a vas sigurnijima i zadovoljnijima.

Odabir Alfe nije samo odabir udžbenika – to je ulazak u partnerstvo s timom koji razumije svaki vaš radni dan.

ALFA 

INFORMACIJE I ODGOVORI



SKENIRAJTE I PITAJTE!

Naš tim odgovorit će na sva vaša pitanja u najkraćem roku.



Nisam sigurna/siguran komu se obratiti za pomoć.

Vaša je prva adresa vaš stručni suradnik – promotor. On je zadužen za vašu školu i pružit će vam svu potrebnu podršku. Također, uvijek nam se možete javiti putem obrasca za kontakt na kabinet.alfa.hr/kontakt.

Mogu li pregledati ogledni primjerak udžbenika?

Naravno. Svaki nastavnik dobiva svoj ogledni primjerak.

Imam li pravo na digitalni udžbenik?

Da! Dok ste god Alfin korisnik, uz tiskani udžbenik imate pravo i na licencu za digitalno izdanje.

Želim saznati više o metodičkoj podršci koja prati udžbenik.

Sva metodička podrška u digitalnom obliku nalazi se na Alfa Kabinetu, a vaš promotor rado će vam predstaviti sve što je uredništvo pripremio za vas.

Koliko se čeka odobravanje pristupa Alfa Kabinetu?

Vaš zahtjev za registraciju bit će obrađen u najkraćem mogućem roku, a najkasnije unutar 72 sata.

Kako mogu provjeriti što Alfa nudi ako još ne koristim vaše udžbenike?

Na Kabinetu možete dobiti cjelokupan uvid u našu metodičku podršku. Iako bez statusa korisnika nećete moći otvarati i preuzimati materijale, sustav je otvoren za pregled kako biste se uvjerali u širinu i kvalitetu onoga što nudimo.

Mogu li kontaktirati predmetno uredništvo?

Naravno! Uredništva su vam na raspolaganju putem e-pošte ili se možete pridružiti našim stručnim grupama na Facebooku za izravnu komunikaciju

Mogu li postati autor na EduBlogu ili predavač na Alfa edukacijama?

Naravno! Uvijek smo u potrazi za nastavnicima koji žele podijeliti svoje znanje i primjere dobre prakse. Ako želite postati dio našeg tima autora ili predavača, javite nam se na edukacije@alfa.hr ili edublog@alfa.hr.

Je li Alfina podrška jednako kvalitetna i u srednjim školama kao u osnovnim?

Apsolutno! Iako nas mnogi vezuju uz osnovnu školu, naša metodička podrška za srednje škole razvija se gotovo jednako dugo. Već tri desetljeća stvaramo materijale koji su prilagođeni specifičnostima srednjoškolskog obrazovanja osiguravajući nastavnicima istu razinu izvrsnosti na koju su navikli naši osnovnoškolski korisnici.

Zašto je Alfa siguran i pouzdan odabir?

Zato što spajamo dugogodišnju tradiciju, znanje vrhunskih autora i najmodernije obrazovne trendove uz najsnažniju mrežu podrške na terenu.

Uvijek isporučujemo ono što obećamo. Na nas možete računati od prvog dana nastave do kraja školske godine, uz materijale koji su pomno promišljeni i pravovremeno dostupni.



Kontakti

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