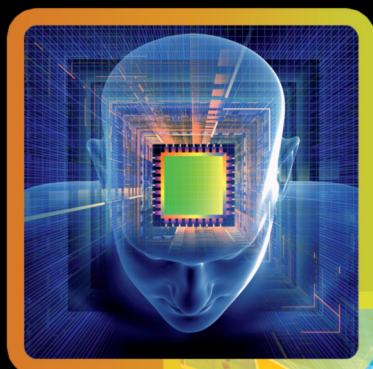


# On Screen

**Student's Book**

**B1**



Jenny Dooley - Virginia Evans



**Express Publishing**

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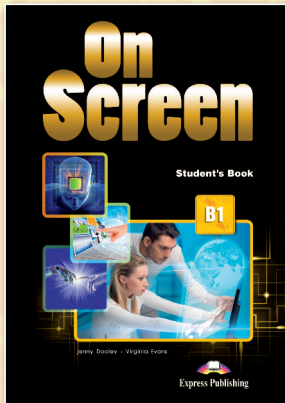
Pronunciation (p. PR1)



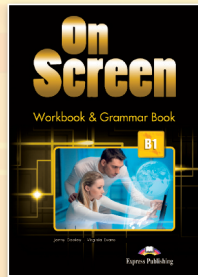
Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> <li>an advert (note taking)</li> <li>intonation: stress-shift</li> </ul>	<ul style="list-style-type: none"> <li>ask for – give directions</li> <li>describe a photo</li> <li>present how lakes are formed</li> </ul>	<ul style="list-style-type: none"> <li>a poster advertising a place of natural beauty</li> <li>an article about a tourist destination (Skills: techniques to start/end an article; using adjectives; recommending; brainstorming)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Geography): <i>Fantastic Fjords!</i> (article)</li> <li>Culture: <i>An Alaskan Cruise</i></li> </ul>
<ul style="list-style-type: none"> <li>an interview (multiple choice)</li> <li>a dialogue (sequence of events)</li> <li>intonation in exclamations</li> </ul>	<ul style="list-style-type: none"> <li>an interview</li> <li>narrate an experience</li> <li>express shock/sympathy</li> <li>describe a photo</li> <li>present a character in literature</li> </ul>	<ul style="list-style-type: none"> <li>a diary entry</li> <li>a story (Skills: setting the scene; descriptive language)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Literature): <i>The Sea-Wolf</i> (extract)</li> <li>Culture spot: <i>Daniel Defoe</i></li> </ul>
<ul style="list-style-type: none"> <li>a conversation (T/F statements; multiple choice)</li> <li>intonation: word junctures (vowel to vowel)</li> </ul>	<ul style="list-style-type: none"> <li>make predictions</li> <li>make suggestions – accept/refuse</li> <li>compare photos</li> <li>present the history of space travel</li> </ul>	<ul style="list-style-type: none"> <li>predictions about technological developments</li> <li>an informal email accepting/refusing an invitation (Skills: informal style; linkers; editing)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (History): <i>The Changing Face of Transportation</i> (informative text)</li> <li>Culture: <i>The Tube</i></li> </ul>
<ul style="list-style-type: none"> <li>an interview (multiple choice)</li> <li>intonation: interjections</li> </ul>	<ul style="list-style-type: none"> <li>design and present your own emojis</li> <li>speaking on the phone</li> <li>describe photos</li> <li>present a museum</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph expressing your opinion</li> <li>a for-and-against essay (Skills: techniques to start/end; formal style; topic/supporting sentences; linkers)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Science): <i>How Trees Talk</i> (article)</li> <li>Culture: <i>The Science Museum, London</i></li> </ul>
<ul style="list-style-type: none"> <li>a conversation (multiple choice)</li> <li>intonation in question tags</li> </ul>	<ul style="list-style-type: none"> <li>express preference giving reasons</li> <li>present how glass is recycled</li> <li>express opinion – agree/disagree</li> <li>compare photos</li> <li>present how you recycle household waste</li> </ul>	<ul style="list-style-type: none"> <li>an informal email about your last holiday</li> <li>an opinion essay (Skills: techniques to start/end an informal email; linkers; express opinion)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (PSHE): <i>7 Steps to Save the Planet</i> (quiz)</li> <li>Culture: <i>Recycling in the UK</i></li> </ul>
<ul style="list-style-type: none"> <li>dialogues (multiple choice based on visual prompts)</li> <li>pronunciation: diphthongs /ei/, /ai/, /ɔi/</li> </ul>	<ul style="list-style-type: none"> <li>present a market</li> <li>design &amp; present a market</li> <li>buy/sell clothes &amp; footwear</li> <li>agree/disagree</li> <li>present a voyage</li> <li>present a traditional item of clothing</li> </ul>	<ul style="list-style-type: none"> <li>a travel blog</li> <li>an email describing a market (Skills: adjectives; using the senses; brainstorming)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (History): <i>The Spice Route</i> (article)</li> <li>Culture: <i>The Scottish kilt</i></li> </ul>
<ul style="list-style-type: none"> <li>dialogues (multiple choice)</li> <li>intonation: direct/indirect questions</li> </ul>	<ul style="list-style-type: none"> <li>give a live video feed from space</li> <li>talk about health – advise/sympathise</li> <li>describe photos &amp; discuss your eating habits</li> <li>give a presentation on the importance of exercise</li> <li>present a children's charity</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry</li> <li>an email describing an annual event (Skills: sequence of tenses; error correction; recommending; brainstorming)</li> <li>present a children's charity</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (PSHE): <i>Don't give germs a helping hand</i> (informative article)</li> <li>Culture: <i>Make-A-Wish</i></li> </ul>
<ul style="list-style-type: none"> <li>an interview (multiple choice)</li> <li>intonation: follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>express lack of understanding</li> <li>ask for clarification/clarify points</li> <li>book tickets for a performance</li> <li>make decisions</li> <li>present a seaside resort</li> <li>present an area in a capital city famous for entertainment</li> </ul>	<ul style="list-style-type: none"> <li>a quiz</li> <li>an online application form</li> <li>an informal email suggesting attending an event (Skills: making suggestions; error correction; brainstorming)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (History): <i>Leisure in Victorian times</i> (article)</li> <li>Culture: <i>Broadway</i></li> </ul>

# Components

## For the Student



Student's Book



Workbook & Grammar Book



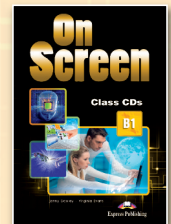
Public Speaking Skills



ieBook

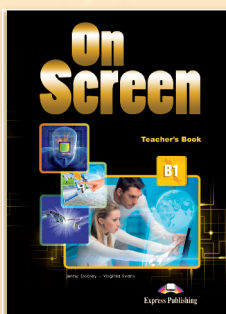


Test Booklet CD-ROM

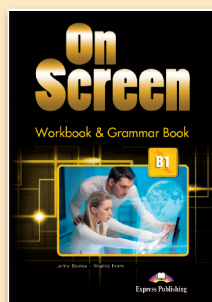


Class Audio CDs

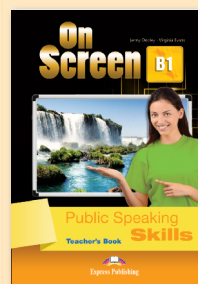
## For the Teacher



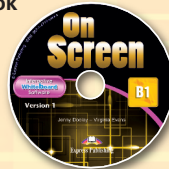
Teacher's Book (interleaved)



Workbook & Grammar Book



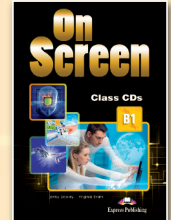
Public Speaking Skills Teacher's book



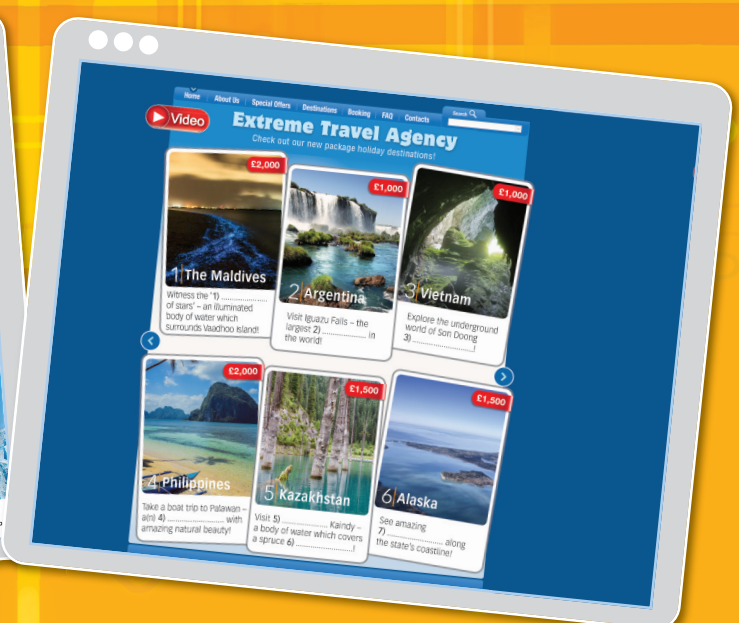
IWB



Test Booklet CD-ROM



Class Audio CDs





## MODULE OBJECTIVES

- **Vocabulary**
  - natural features
  - travel
  - weather
  - places
  - holidays
  - phrasal verbs: *GO*
  - word formation: (forming nouns)
- **Reading**
  - an article (T/F statements; answer questions)
- **Grammar**
  - present tenses
  - (to) infinitive/-ing form
  - adjectives/order of adjectives
- **Listening**
  - an announcement (gap fill)
  - intonation: stress-shift
- **Speaking**
  - asking for/giving directions
  - describing a photo
- **Writing**
  - an article about a tourist destination
- **CLIL (Geography):**  
*Fantastic Fjords!*  
**Culture:** *An Alaskan Cruise*
- **Progress Check**

### Words of wisdom

"Wherever you go, go with all your heart."  
(Confucius)

**Discuss**

Home | About Us | Special Offers | Destinations | Booking | FAQ | Contacts

## Extreme Travel Agency

Check out our new package holiday destinations!

£2,000



### 1 | The Maldives

Witness the '1) ..... of stars' – an illuminated body of water which surrounds Vaadhoo Island!

£1,000



### 2 | Argentina

Visit Iguazu Falls – the largest 2) ..... in the world!

£1,000



### 3 | Vietnam

Explore the underground world of Son Doong 3) .....!

£2,000



### 4 | Philippines

Take a boat trip to Palawan – a(n) 4) ..... with amazing natural beauty!

£1,500



### 5 | Kazakhstan

Visit 5) ..... Kaindy – a body of water which covers a spruce 6) .....!

£1,500



### 6 | Alaska

See amazing 7) ..... along the state's coastline!

## Natural features

- 1** Read the webpage and use the words in the list to complete the gaps.

• sea • lake • forest • island • cave • waterfall • fjords

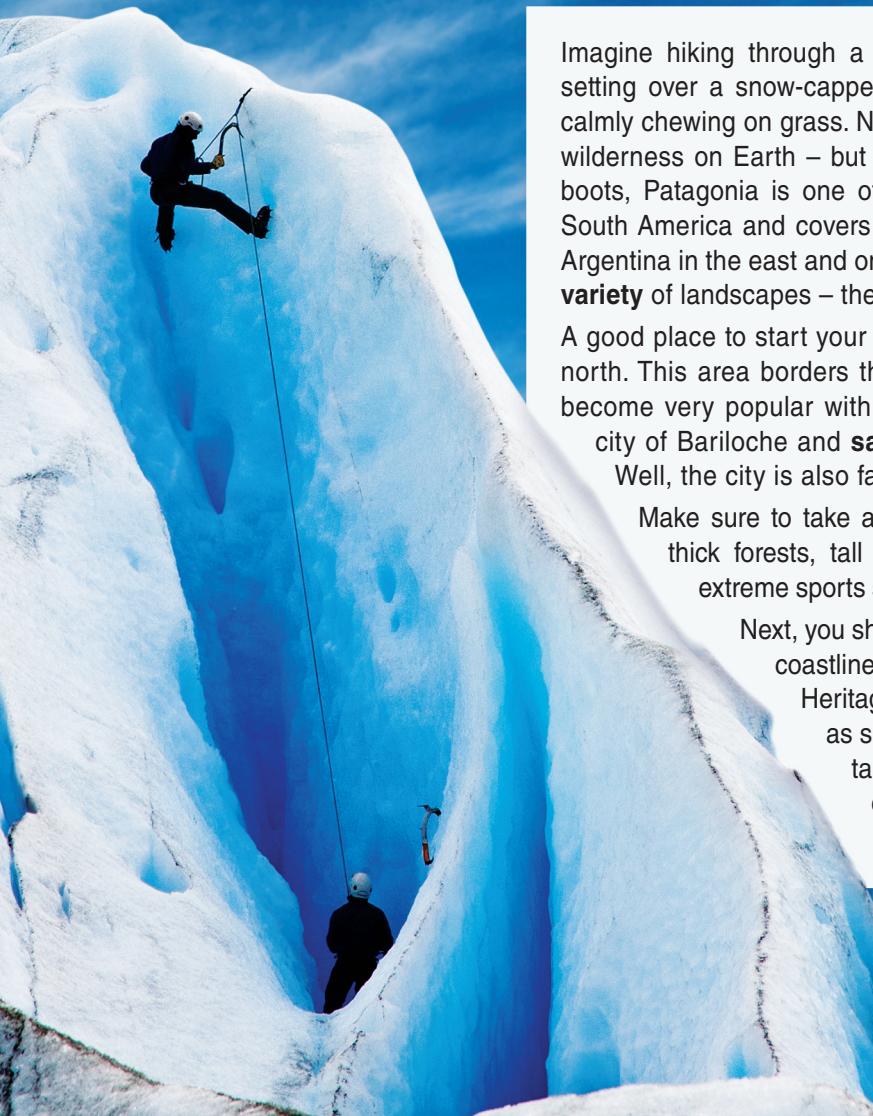
- 2** **THINK!** Which three places would you like to visit? Why? Tell the class. You can use the words in the list.

• amazing • fascinating • wonderful • interesting • exciting • memorable

*I'd love to visit Alaska to see the fjords on its coastline. I think it would be an amazing experience!*



# Patagonia



Imagine hiking through a remote region in South America. The sun is setting over a snow-capped mountain and all around you guanacos are calmly chewing on grass. Nowadays, there are very few places of **unspoilt** wilderness on Earth – but with a thick coat and a **sturdy** pair of walking boots, Patagonia is one of them! This region is at the southern end of South America and covers around 400,000 square miles. Two thirds is in Argentina in the east and one third is in Chile in the west. It's an area with a **variety** of landscapes – the perfect destination for adventure seekers!

A good place to start your adventure is in Argentina's Lake District in the north. This area borders the Andes mountain range, and it has recently become very popular with foreign tourists. You can stay in the beautiful city of Bariloche and **sample** Patagonian cuisine. Got a sweet tooth? Well, the city is also famous for its chocolate shops!

Make sure to take a trip to Nahuel Huapi National Park to explore thick forests, tall waterfalls and extinct volcanoes. It's ideal for extreme sports such as mountain biking, kayaking and canoeing.

Next, you shouldn't miss the Valdes Peninsula on the Atlantic coastline in the east. This UNESCO Natural World Heritage Site hosts a wide variety of sea animals such as sea lions, elephant seals and orcas. You can even take a boat to go whale watching! It's an amazing experience to get up close to these gentle

## Check these words

• remote • snow-capped • chew • wilderness  
• sturdy • adventure seekers • border  
• sample • sweet tooth • extinct volcano  
• peninsula • host • descendant • settler  
• glacier hike • untouched

**1** Check these words/phrases in the Word List at the back of the book. Use them to complete the sentences.

• hike • teashop • wilderness • sea animals  
• cuisine • extreme

- 1 Patagonia is one of the few places where you can find unspoilt .....
- 2 A good place to sample Patagonian ..... is in Bariloche.

- 3 Nahuel Huapi National Park is a good place to try ..... sports.
- 4 On the Valdes Peninsula you can see a wide range of .....
- 5 In the area around the Valdes Peninsula you can relax in a Welsh .....
- 6 At Los Glaciares National Park, you can go on a glacier .....

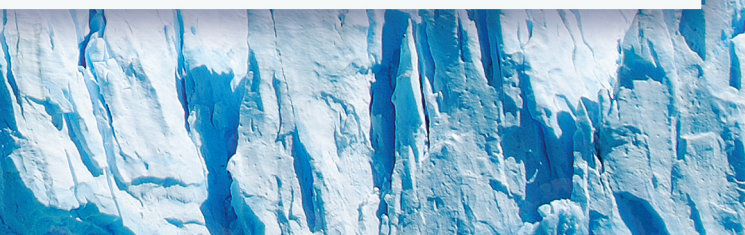




giants! Also, around this area, you might hear many locals speaking Welsh! These are the **descendants** of Welsh settlers, and many own Welsh teashops in the area where you can have a relaxing cup of tea. 25

As you continue south, the weather becomes much colder. After all, the southern tip of the continent is not far from Antarctica! The best place to experience this extreme climate is in Los Glaciares National Park. Here, you can go on a glacier hike on Perito Moreno! It's a once-in-a-lifetime experience to step onto the blue ice of this **massive** glacier which has been slowly moving through the area for thousands of years! 30 35

Patagonia is a wild land with breathtaking scenery and amazing wildlife! Home to the world's seventh largest desert, amazing ice fields and beautiful rainforests, it is one of the untouched lands of our planet that makes you feel like you are at the ends of the earth! 40



**2** Where is Patagonia? What can tourists do there? Read through to find out.

## STUDY SKILLS

### True/False statements

First, read the statements and underline the key words. Try to think of synonymous words/phrases that could appear in the text. Read the text carefully with these synonymous words/phrases in mind and mark the statements accordingly. Remember that the order of the statements is the same as the order in which the information is presented in the text.

**3** Read the text and decide if each sentence is **T (true)** or **F (false)**. Give reasons.

- 1 The writer suggests wearing warm clothes when visiting Patagonia. ....
- 2 Most of Patagonia is within Argentina. ....
- 3 The Argentinian Lake District doesn't get a lot of visitors. ....
- 4 Chocolate is popular in Bariloche. ....
- 5 It's forbidden to do extreme sports in Nahuel Huapi National Park. ....
- 6 The Valdes Peninsula is on the coast of the Atlantic Ocean. ....
- 7 The Valdes Peninsula is a protected area. ....
- 8 There is a Welsh-speaking community in Patagonia. ....
- 9 The warmest areas of Patagonia are in the south. ....
- 10 Perito Moreno is a glacier which is no longer moving. ....

**4** Answer the questions.

- 1 Where is Patagonia located?
- 2 Why should tourists visit Nahuel Huapi National Park?
- 3 Why is Welsh spoken in Patagonia?
- 4 Why does Patagonia make you feel "like you are at the ends of the earth"?

**5** Match the words in bold to their synonyms. What part of speech are they?

- unharmed • future generation • range • taste
- huge • durable

## Listening & Speaking



Listen to and read the text again. Tell the class four reasons why someone should visit Patagonia.

## Writing

**ICT** In groups, collect information about a place of natural beauty in your country. Create a poster advertising it. Write: *where it is, what visitors can see and do there*. Display it to the class.

## Vocabulary from the text

## 1 Choose the correct word.

- 1 Patagonia has a range of **landscapes/scenes** from mountains to ice fields.
- 2 You should take a(n) **trip/adventure** to a national park in Patagonia.
- 3 Going on a glacier hike is a once-in-a-**world/lifetime** experience!
- 4 The Andes is the biggest mountain **border/range** in South America.
- 5 Patagonia is the perfect **coastline/destination** for thrill seekers!

2 Complete the advert. Use:  
*extreme, unspoilt, sturdy, wide, massive.*

## Visit Patagonia

7-day all-inclusive package holiday!

- Visit one of the last **1)** ..... regions on Earth!
- Try **2)** ..... sports in Nahuel Huapi National Park!
- See a(n) **3)** ..... variety of sea animals in the Valdes Peninsula!
- Go hiking on a(n) **4)** ..... glacier in Los Glaciares National Park.
- There's lots of hiking, so bring **5)** ..... boots and a thick coat!

3 Fill in: *on, in, with or to.*

- 1 The town is ..... the east coast of the island.
- 2 I think Patagonia is the most beautiful place ..... Earth.
- 3 Bariloche is a lively town ..... the north.
- 4 Patagonia is popular ..... nature lovers.
- 5 Keith prefers beach holidays ..... adventure holidays.

Topic vocabulary  
Travel

4 Complete with: *nightlife, accommodation, destination, attractions, scenery, entertainment, facilities, sightseeing.*

## Travel Guide

## Dublin

- Dublin is Ireland's top tourist **1)** ..... with up to 7 million visitors per year!
- The **2)** ..... is expensive, so book your hotel room early for a better deal. Most hotels have **3)** ..... such as restaurants and gyms.
- Dublin is a great city for **4)** ..... There are lots of **5)** ..... to visit including museums and historic buildings.
- Dublin has a really exciting **6)** ..... ! In Temple Bar, you can enjoy live **7)** ..... such as concerts or dance performances.
- In Wicklow, just south of the city, you can see some beautiful mountain **8)** .....

## Weather

5 Read the text and choose the correct word. Check in the Word List.

Unlike its name, Iceland isn't really that **1) warm/icy** at all. Average winter **2) temperatures/storms** don't go much below zero. Of course, you do get some **3) rain/snowfall** in winter so people can go skiing! Iceland can have very changeable weather in just 24 hours. One minute there is bright **4) sunshine/fog** and the next minute it's **5) freezing/humid** cold. There isn't really a rainy season, but Iceland does get quite a bit of **6) mild/wet** weather between October and February. That means the skies are usually **7) sunny/cloudy** and visibility is poor if you want to see the famous Northern Lights.

6 Compare the weather in your country to the weather in Iceland.

*In my country, it's hotter and more humid than in Iceland.*

*Winter temperatures can be as high as 20°C.*

## Places

7 a) Label the pictures.

Use: *bay, rainforest, desert, valley, river, cliff.*



1



2



3



4



5



6

b) Which of the places in Ex. 7a are there in your country? Which are popular with tourists? Tell the class.



## Holidays

**8** **COLLOCATIONS** Which of the adjectives in **bold** does not fit the sentence? Check in your dictionaries.

- 1 They are staying at a **cheap/comfortable/deep** hostel in the city centre.
- 2 There are lots of cafés around the **central/main/regular** square.
- 3 Helen enjoys walking through the **colourful/convenient/crowded** market.
- 4 Every evening, they explore the **expensive/narrow/quiet** streets of the city.
- 5 In the morning, they usually take a swim in the **clear/warm/pure** sea.
- 6 Their hotel is quite near a **peaceful/dirty/warm** beach.
- 7 They booked a room in a(n) **historic/expensive/fresh** hotel by the sea.
- 8 Most tourists agree that the locals are very **friendly/warm/sandy**.

**9** Fill in: *hire, bargain, give, backpack, make, take, afford, explore, rent, book*.

- 1 Keith likes to ..... with the stallholders to get good deals.
- 2 Why not ..... a walk around the town in the evening?
- 3 Don't forget to ..... a reservation at the restaurant.
- 4 The Smiths ..... a cottage on the coast for a month each summer.
- 5 Greg plans to ..... around Europe this summer.
- 6 The staff at this hotel always ..... us a warm welcome.
- 7 Ted wants to ..... a car while in Rome.
- 8 You can ..... a room at this hotel over the Internet.
- 9 They're staying in a hostel because they can't ..... a hotel.
- 10 Paul wants to ..... the city on foot instead of going on a sightseeing bus.

**10** **WORDS OFTEN CONFUSED** *Travel or trip:* mark the sentences correct (✓) or incorrect (X).

- 1 We are going on a trip to the beach. ....
- 2 He wants to travel abroad. ....
- 3 She travels to Spain once a year. ....
- 4 They are planning a travel to Italy. ....

## Phrasal Verbs: GO

**11** Fill in the correct particle: *off, on, out*. Check in Appendix I.

- 1 The fireworks will go ..... in an hour.
- 2 Are Paul and Sarah still going ..... or are they no longer a couple?
- 3 Are you going ..... this evening or staying at home?
- 4 After Dublin, Dave is going ..... to Berlin.
- 5 Lights usually go ..... during a storm.

## Word Formation (*forming nouns*)

**12** Read the theory. Then complete the gaps with the correct noun derived from the words in **bold**.

We use these suffixes to form:  
**nouns from verbs:** -ment (*arrange – arrangement*);  
 -tion/-sion (*relate – relation, decide – decision*)  
**nouns from adjectives:** -ance/-ence (*important – importance, silent – silence*); -ness (*happy – happiness*);  
 -ity (*possible – possibility*);  
**nouns from nouns:** -hood (*child – childhood*);  
 -ship (*friend – friendship*)

- 1 The tourist resort is increasing in ..... every year. (**POPULAR**)
- 2 Locals don't support the ..... of tourism in the area. (**DEVELOP**)
- 3 I like the feeling of ..... you get on a backpacking holiday. (**INDEPENDENT**)
- 4 This book is an ..... of the different cultures in the country. (**EXPLORE**)
- 5 Jane was shocked by the waiter's ..... . (**RUDE**)
- 6 Tom plans to revisit the old holiday cottage from his ..... . (**BOY**)

## Prepositions

**13** Complete with: *at, on, in (x2), by, to*. Check in Appendix II.

- 1 The hotel is close ..... a train station.
- 2 You should book your hotel room ..... advance.
- 3 The plane cannot take off until all late passengers are safely ..... board.
- 4 Henry's flight to Chile departs ..... the same time as mine to Argentina.
- 5 I hope Ann is ..... time for her flight to Buenos Aires.
- 6 She wants to travel to Patagonia ..... car from Santiago.



### Present tenses – (to) infinitive/-ing form

Hi Wendy,

1) I'm **having** a great time here in Malaysia! My family 2) **goes** abroad on holiday every summer, so 3) I've **visited** lots of amazing places, but nothing compares to this country! I'm so glad we decided to come here! For the past week, 4) we've **been sightseeing** around the country. We would like to visit the traditional villages of Sarawak but it might not be possible.

Right now, 5) I'm **writing** this email in our hotel room. I feel exhausted, because 6) we've **just returned** from Kuala Lumpur's Central Market. It's located in a beautiful building in the centre. A lot of craftsmen 7) **work** there making wonderful handmade souvenirs. It's the perfect place to go shopping! The only problem is that it's very crowded and people 8) **are always bumping** into you!

Anyway, our day hasn't finished yet! Later, 9) we're **attending** a shadow puppet play! The performance 10) **starts** at 7 pm, so I should get ready! My dad always makes us leave early for these things. By the way, thanks for lending me your camera! I look forward to showing you my photos when I get back!

Talk to you soon,  
Sandra



- |                                   |   |
|-----------------------------------|---|
| <b>A</b> <input type="checkbox"/> | a habit/routine   |
| <b>B</b> <input type="checkbox"/> | a permanent state   |
| <b>C</b> <input type="checkbox"/> | a timetable   |
| <b>D</b> <input type="checkbox"/> | a fixed future arrangement  |
| <b>E</b> <input type="checkbox"/> | a temporary situation   |
| <b>F</b> <input type="checkbox"/> | a recently completed action   |
| <b>G</b> <input type="checkbox"/> | a complaint   |
| <b>H</b> <input type="checkbox"/> | an action happening now   |
| <b>I</b> <input type="checkbox"/> | an emphasis on the duration of an action that started in the past and continues up to the present |
| <b>J</b> <input type="checkbox"/> | an action that happened at an unstated time in the past   |

▶ see pp. GR1-GR4

### 1 Read the email. Match the verbs in bold to their uses.

### 2 Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons.

- The flight to Astana ..... (**depart**) in 20 minutes.
- They ..... (**not/shop**) in the market right now.
- ..... (**the Smiths/go**) on holiday next week?
- Lisa ..... (**stay**) in a hotel until the builders finish working on her flat.
- ..... (**you/meet**) John at the festival later today?
- Steve rarely ..... (**travel**) abroad on holiday.
- The village ..... (**not/attract**) many visitors in winter.
- ..... (**Jim/work**) as a cook in the restaurant?
- We ..... (**relax**) on the beach at the moment.
- Stan ..... (**constantly/complain**) about our hotel room.

### 3 Choose the correct tense.

- The roses **smell/are smelling** nice.
- The manager **fits/is fitting** a new air-conditioner in our room.
- I **don't think/'m not thinking** this resort is suitable for kids.
- You **look/are looking** tired today.
- They **appear/are appearing** to be upset about something.

### 4 What do you *always, usually, often, sometimes, rarely/seldom, never* do while on holiday? Use the phrases to tell your partner.

**go:** sightseeing, canoeing, sailing, skiing, swimming, fishing, hiking, cycling, camping, on a picnic, shopping, out with friends, etc.

**play:** board games, football, tennis, etc.

**do:** a puzzle, a crossword, judo, sports

*I always go sightseeing when I am on holiday. I usually... I sometimes... etc.*

### 5 Choose the correct tense. Give reasons.

- 1 They've **come**/ve been coming here for years.
- 2 Have you **heard**/Have you been hearing from Helen since she arrived in India?
- 3 Benny **hasn't received**/hasn't been receiving confirmation of his holiday booking yet.
- 4 Your skin looks very red. **Have you been sunbathing**/Have you sunbathed today?
- 5 We've **been looking**/ve looked around the museum all morning.

### 6 In pairs, use the prompts to discuss.

- 1 **excited** – get ready for holiday/pack bags (✓), find passport (✓), call for a taxi (X)

A: *You look excited. What have you been doing?*

B: *I've been getting ready for my holiday.*

A: *What have you done so far?*

B: *I've packed my bags and I've found my passport, but I haven't called for a taxi yet.*

- 2 **tired** – shop for souvenirs/buy T-shirt for my brother (✓), pick up scarf for my sister (✓), find anything for my parents (X)
- 3 **happy** – try out local sports facilities/go horse riding (✓), play golf (✓), do archery (X)
- 4 **exhausted** – walk around the city/visit museum (✓), see City Hall (✓), eat local food (X)

### (to) infinitive/-ing forms

### 7 Look at the underlined words in the text. When do we use: to- infinitive, infinitive without 'to' or -ing form?

### 8 Put the verbs in brackets into the correct infinitive or -ing form. Give reasons.

- 1 A: Do you want ..... (**travel**) abroad on holiday this year?  
B: I'd prefer ..... (**stay**) in England.
- 2 A: How about ..... (**visit**) the museum?  
B: I don't fancy ..... (**do**) any sightseeing.
- 3 A: I'm looking forward to ..... (**try**) the local cuisine in Madrid!  
B: Me, too, I love ..... (**eat out**).
- 4 A: We've decided ..... (**book**) flights to Lisbon next week!  
B: That's great! Lisbon must ..... (**be**) beautiful at this time of the year.
- 5 A: I enjoy ..... (**sail**) when I go on a beach holiday.  
B: I'm too lazy ..... (**do**) water sports!

### 9 Put the verbs in brackets into the to-infinitive or the -ing form. Explain the difference in meaning.

- 1 If you can't find cheap plane tickets at the travel agent's, try ..... (**look**) online.
- 2 I've tried ..... (**persuade**) Tom to join us on holiday, but he isn't interested.
- 3 Let's stop ..... (**have**) a snack at the next petrol station.
- 4 Stop ..... (**take**) photos inside the museum. It's not allowed.
- 5 Remember ..... (**give**) our room key to the receptionist.
- 6 I remember ..... (**fly**) in an aeroplane for the first time.

### Sentence Transformations

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

- 1 Bill can't wait until he goes on holiday.  
He is looking forward ..... on holiday.
- 2 The last time he travelled abroad was five years ago.  
He ..... abroad for five years.
- 3 This year, he's thinking of staying in a hotel.  
This year, he wants ..... in a hotel.
- 4 He's having difficulty finding tickets.  
It's difficult for him ..... tickets.
- 5 He is looking for a hotel room.  
He ..... booked a hotel room yet.

### 11 SPEAKING Your English-speaking penfriend wants to visit your country for their summer holidays. Use the prompts in the list to make sentences, as in the example.

- You should definitely ...
- It's a good idea to go ... at ...
- If you fancy ..., then go to ...
- Don't miss ...
- You should avoid ... because ...
- You shouldn't leave without ...

*You should definitely visit Buckingham Palace. It's where the Royal Family lives.*



## Note taking

## Preparing for the task

- 1** a) Read the questions and predict the type of word that is missing.

Name of travel agency:

1) Global ..... (adverb/noun)

Type of holiday:

2) ..... holiday (adjective/verb)

Total price:

3) £ ..... per person (number/word)

b) Now read a radio advertisement about a holiday and complete the gaps. Were your predictions correct?

Now, a short message from our sponsors, Global Travel, the number one travel agency in Hereford. They're offering a new package holiday to Peru! The price is just £1,500 per person. When you consider that the flights alone cost £900, I'm sure you'll agree this is a great deal! Contact them today!



## STUDY SKILLS

## Identifying information

First, read through the notes to get an idea of what you will listen to. Before you listen to the recording, predict what is missing from each gap (a noun, adjective, verb, number, etc). This will help you complete the task.

- 2** You are going to listen to an announcement about a holiday destination. Before you listen, check these words/phrases in the Word List.

• wrap up • warm climate • turquoise waters • crystal clear  
• palm trees • impressive architecture • beach resorts

- 3** a) Look at the advert. What type of word does each gap ask for: *noun? adjective? number? etc*

## A WINTER SUN DESTINATION

<b>Destination:</b>	1) ..... , the Caribbean
<b>The dry season:</b>	November – 2) .....
<b>What it has to offer:</b>	beautiful beaches, crystal clear waters, 3) ..... local food
<b>Where you can stay:</b>	small, cheap 4) ..... five-star 5) ..... beach resorts
<b>Prices from:</b>	6) £ ..... per person

- b) Listen to the recording. For each gap, fill in the missing information.

- 4** Tell your partner three reasons why someone should visit Cuba.

## Intonation: Stress-shift

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

- 5** Identify the forms in bold in the sentences.

Listen and repeat.

- 1 a I'd like a **refund** please.  
b They guarantee to **refund** our money.
- 2 a The Sahara is a **desert**.  
b You shouldn't **desert** your post.
- 3 a Never **insult** others.  
b This is an **insult**.

- 6** Make sentences using these words as nouns and verbs. Read your sentences aloud.

• contrast • present • update

# Speaking skills

# 1e

## Asking for/Giving directions

- 1** Lisa is talking to the concierge at the reception of the hotel where she is staying. Where does she want to go?

Listen and read to find out.

- A: Excuse me, can you please tell me what the best way to get to the museum is?  
 B: Of course, madam. When you leave the hotel, go along Cherry Street and turn right into Main Street.  
 A: Right. And after that?  
 B: Take the first turning on the right into Orange Street. The museum is on your right opposite an aquarium.  
 A: Is it far?  
 B: No, it isn't. It's just about 5 minutes on foot.  
 A: OK, I think I've got that. Thanks a lot.  
 B: My pleasure. Have an enjoyable day.

- 2** Read the dialogue and find the route on the map.

- 3** Take roles and read the dialogue aloud.

### Asking for directions

- Excuse me, can/could you please tell me how I get to ...?
- Excuse me, is there a (*shopping mall*) near here?
- Excuse me, are there any (*Chinese restaurants*) in this street?
- What's the best way to ...?
- Could you please tell me where the (*nearest bank*) is?
- OK, and then what?
- How far is (*the train station*) from here?
- Is it far (from here)?

### Giving directions

- Go straight on (until you come to ...).
- Turn left/right (into ... Street).
- Go along ... • Cross ...
- Take the first/second turning on the left/right.
- It's on the/your left/right.
- It's next to/between/opposite/ behind/in front of the (*bank*).
- It's on the corner of ... Street and ... Street.
- It's at the end of ... Street.
- No, it isn't far. It's ...
- It's about 10 minutes on foot.
- It's 15 minutes by car.



- 4** Work in pairs. Take the roles of a concierge and a hotel guest. Use the map and phrases in the box to act out a dialogue similar to the one in Ex. 1.

*Student A: You want to go to the supermarket and then afterwards you want to go to a café.*

*Student B: Give directions to these places.*

## Describing a photo

### STUDY SKILLS

Look at the photo carefully. Think about what you can see, the location, what the weather is like, what is happening, what the people are wearing, how they are feeling, etc. Try to use descriptive language with a variety of adjectives.

- 5** Look at the photo. Use the words in the list to complete the gaps.

- cheerful • chilly • map • suitcases • jacket  
 • jumper • scarves • couple • steps • hotel

In this photo, I can see a young

- 1)** ..... sitting on some  
**2)** ..... . Perhaps they are outside a train station, because they have two  
**3)** ..... with them. The weather seems to be  
**4)** ..... – they are both wearing  
**5)** ..... . The woman is also wearing a pair of blue trousers and a black leather  
**6)** ..... , while the man is wearing a grey  
**7)** ..... and brown trousers. Both of them are looking at a **8)** ..... , so maybe they're trying to find their  
**9)** ..... . They both seem to be **10)** .....



- 6** Cover the text and describe the photo. Make three mistakes. Your partner corrects you.



## Rubric analysis

## STUDY SKILLS

Always read the task carefully. This will help you decide on what type of writing you are going to do, who it is for, and what exactly you will write about.

- 1** Read the rubric. Use the underlined words to answer the questions.

Your school magazine has asked readers to write an article describing a popular holiday destination in their country. Write an article describing the place (120-150 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

- 2** Read the model. Match the paragraphs to the headings.

- A** ☐ what to see  
**B** ☐ comments/recommendation  
**C** ☐ name, location, population  
**D** ☐ what to do



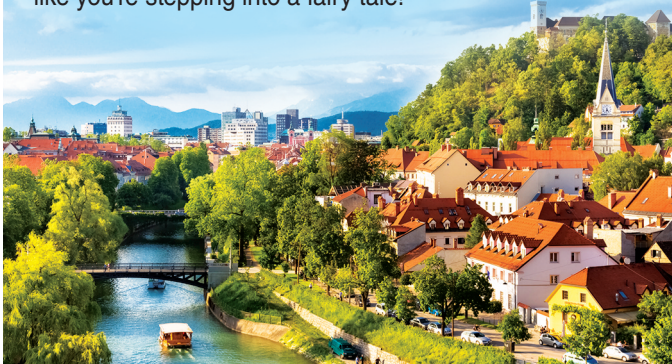
## Lose Yourself in Ljubljana

**1** Does strolling along cobbled streets in one of the greenest cities in Europe sound attractive? Then you should go to Ljubljana, the capital city of Slovenia. With a population of just over 250,000, it's a city full of history and culture.

**2** There are a lot of things to see in Ljubljana. Take a funicular to the top of Ljubljana Castle and enjoy amazing views. Visit the City Museum of Ljubljana and learn about Ljubljana's history.

**3** You can't be bored in this lively city. If shopping is your thing, head for Cop Street, a pedestrian street with designer label shops and trendy cafés. Don't miss a visit to Tivoli Park, a colourful park that contains a zoo.

**4** Ljubljana is the hidden gem of Europe. With its marvellous architecture and relaxing greenery, you'll feel like you're stepping into a fairy tale!



## Techniques to start/end

To make our article more interesting to the reader, we can use the following techniques:

- address the reader directly e.g. *Do you ever think about getting away from it all?*
- ask a rhetorical question e.g. *What's the secret to the perfect holiday?*
- use a quotation e.g. *As Hans Christian Andersen said, "To travel is to live."*

- 3** What techniques has the writer used to start/end the article in Ex. 2?

## STUDY SKILLS

## Making descriptions interesting

Use a variety of adjectives to make your description more interesting to the reader.

- 4** Find the adjectives the writer has used in the model in Ex. 2 to describe: *streets, cities, views, city, street, cafés, park, gem, architecture.*

- 5** Replace the adjectives in bold with adjectives from the list.

- reasonable • energetic • memorable
- beautiful • crowded • busy

Tourists should definitely visit the **1) nice** market in the city. It's a **2) nice** experience to walk along the **3) nice** streets and hear the **4) nice** stallholders shouting out their offers. There are lots of stalls for visitors to pick up **5) nice** items at **6) good** prices.

## Adjectives/Order of adjectives

Adjectives describe nouns.

**Opinion adjectives** show what someone thinks of someone or something (*boring, interesting*, etc.)

**Fact adjectives** give us factual information about someone or something (*expensive, quiet*, etc.)

When there are two or more adjectives in a sentence, they usually go in the following order:

opinion	size	age	shape	colour
<i>nice</i>	<i>small</i>	<i>old</i>	<i>round</i>	<i>brown</i>
origin	material	used for/be about		noun
<i>Chinese</i>	<i>wooden</i>	<i>coffee</i>		<i>table</i>

▶ see pp. GR4-GR5



**6** Read the theory. Then, put the adjectives in the correct order. Give reasons.

- Buy a ..... rug in a local shop.  
(multi-coloured, large, beautiful)
- Take a walk through the ..... streets of the city.  
(narrow, charming, cobbled)
- Have a meal in a(n) ..... restaurant in the city centre.  
(pleasant, Italian, traditional)
- Stay in a ..... hotel.  
(modern, comfortable, small)
- Pick up some ..... souvenirs.  
(popular, wooden, traditional)

### Recommending a place

**7** Use the words in the list to complete the gaps.

- offer • feast • visit • experience • bound • choice
- The architecture in Vienna is a(n) ..... for the eyes.
  - It is a unique ..... to see Gdansk in the winter.
  - London is a city which is definitely worth a(n) .....
  - Brussels is the ideal ..... for a city break.
  - You're ..... to have a great holiday in Rome.
  - Hamburg has something to ..... every type of tourist.

### Writing

#### STUDY SKILLS

##### Brainstorming

Before you start writing, brainstorm for ideas. This will help you do the writing task.

**8** **BRAINSTORMING** Read the rubric in Ex. 1. Think of a place in your country. Copy the spidergram into your notebook and make notes under the headings.



**9** Use your notes to write your article. Use appropriate techniques to start/end your article.

#### Useful Language

##### Name/Location/Population

- ... in the centre/middle/heart of ...
- ... in the north/south/east/west of ...
- ... on the south/east, etc coast of ...
- ... has a population of (over/around) ... thousand/million.

##### What to see

- For those who love sightseeing, ... is ... / For ... fans/lovers, there is/are ... /If you like ..., the place to head for is ...
- You (*really*) should/ought to visit ...
- Don't miss the (*open-air market/theatre, etc.*) • The most famous attraction/highlight is ...

##### What to do

- You can't be bored in ...
- You (*can sit in/try, etc*) ... • ... has (*parks, squares, etc*) where you can ...
- ... is a city/ town, etc that is full of (*cafés, museums, etc*) where you can ...
- The nightlife is ...

##### Recommendation

- If you like/love ..., then ... is the place for you.
- ... is the perfect/ideal choice for ...
- Visiting ... is a unique/unforgettable experience that will stay with you forever.
- ... has something for every type of tourist.
- You won't be disappointed!

### Plan

#### Introduction

(Para 1) *name, location, population*

#### Main Body

(Para 2) *what to see*

(Para 3) *what to do*

#### Conclusion

(Para 4) *comments/recommendation*



### Checklist


When you finish writing your article, check for the following:

- an interesting introduction/conclusion
- a variety of adjectives
- the appropriate number of paragraphs
- the correct word length
- an appropriate recommendation
- correct punctuation, spelling and grammar

**1** What do you know about fjords? How are they formed? Read to find out.

**2** Read the text and match the paragraphs (A-C) to the headings (1-4). One heading is extra.

- 1 How are they formed?
- 2 What dangers do they face?
- 3 What are they?
- 4 Where can you find them?

**3**  Listen and read the text. In pairs, ask and answer questions based on the text.

A: *What are fjords?*

B: *They are long narrow inlets of water.*

**4** **ICT** **PRESENTATION SKILLS**  
In groups, collect information about how lakes are formed. Prepare and give a presentation. Videotape your presentation.

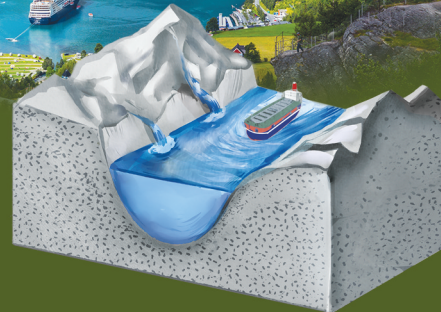
### Check these words

• narrow • stretch • inland  
• inlet • steep cliff • glacier  
• mass • frozen • melt

## Geography



# Fantastic Fjords!



**A**

Fjords are long narrow stretches of water that reach far inland from the sea. These inlets are very deep and usually have steep cliffs or mountains along their sides. The waters in fjords are so deep that they are home to fascinating cold-water coral reefs.

**B**


Fjords were made by glaciers. Glaciers are huge masses of ice that form during an ice age. These heavy frozen rivers of very slow-moving ice make deep U-shaped valleys in the land as they flow out to the sea and melt. The sea water then fills the valleys to make fjords, which are much deeper than the sea outside.

**C**

Norway is famous for fjords, with around 1,200 of them. In fact, the word 'fjord' is a Norwegian word which basically means a place on the water where you can cross over to the other side. However, you can find fjords all over the world, including New Zealand, Greenland, Canada, Alaska and Chile.



## Culture Spot

**1** What can passengers see and do on an Alaskan cruise?  Listen and read to find out.

**2** **ICT** **PRESENTATION SKILLS**  
In what ways can tourists experience the natural features of your country? Collect information and prepare and give a presentation. Compare it to an Alaskan cruise.

## An Alaskan Cruise



Most people like to go on cruises in warmer regions such as around the Caribbean or Mediterranean Seas, but one of the most popular cruise destinations in the world is in freezing Alaska! Around a million people take an Alaskan cruise each year! Alaskan cruises allow passengers to see spectacular scenery! Most cruises

travel along the Inside Passage – a 15,000-mile route which passes countless islands, bays and fjords. Passengers can see amazing wildlife from the grizzly bear to the moose, and they can also learn about the indigenous people who live here. It's an unforgettable experience!





# Welcome to Middle-earth



1

## Progress Check

What comes to mind when you think of New Zealand? Maybe you think of the kiwi – New Zealand's famous flightless bird – or perhaps the country's successful rugby team – the All Blacks! Well, something else that people associate with New Zealand is 'Middle-earth'! This is the fantasy world that J.R.R. Tolkien created in his novels – and which Peter Jackson created in both 'The Lord of the Rings' and 'The Hobbit' film series! Jackson is a film director who comes from New Zealand and he decided to make all six 'Middle-earth' films in his home country!

The films were a huge success and won countless awards – and they also made New Zealand into the world's leading destination for film tourism! The stunning shots of mountains, volcanoes and waterfalls inspired millions to visit the country, and now around 8 per cent of tourists say that Jackson's films were the main reason why they chose New Zealand!

Jackson used over 150 locations in New Zealand for the films, so there are many places for visitors to see! For example, many tourists visit the snowy mountain peaks in the Queenstown region in the South Island. Another attraction is an area of rolling green hills just outside Matamata in the North Island. It used to be just farmland, but now it's Hobbiton – the village where the Hobbits live in the films! Each day, around 2,000 visitors visit Hobbiton to walk around the fantasy village.

Of course, New Zealand isn't just one large film set! It's also a great place for outdoor activities and extreme sports, plus the locals are very hospitable. But for fans of the films, it's a unique experience to step into Middle-earth. Afterwards you even have proof of your visit! Nowadays, whenever anyone arrives in New Zealand from abroad, they get a 'Welcome to Middle-earth' stamp in their passports!



### Listening

- 2 Listen to the recording. For each gap, fill in the missing information.

#### Special Winter Deal - Bruges

Travel agency:	1) .....
Length of holiday:	2) ..... days
Weather:	3) .....
Activities:	see view from Belfry Tower; visit 4) ..... shops in Market Square
Price:	5) £ ..... per person
Book at:	21 George Street – beside the 6) .....

(6x2=12)

### Everyday English Giving directions

- 3 Complete the dialogue with: *is there a post office near here, and then what, how far is it, what's the best way to get there.*

A: Excuse me, 1) .....?  
B: Yes, there's one in Henry Street.  
A: Great. 2) .....?  
B: Go straight until you come to a baker's.  
A: OK, 3) .....?  
B: Then, turn left into Henry Street. The post office is opposite a bank.  
A: Thanks a lot. 4) .....?  
B: It's about 10 minutes on foot.

(4x3=12)

### Reading

- 1 Read the text and decide if each sentence is T (true) or F (false).

- The nickname for New Zealand's rugby team is the 'kiwis'. .....
- J.R.R. Tolkien first came up with the idea for 'Middle-earth'. .....
- Peter Jackson directed six films based on Tolkien's books. ....
- The films didn't receive many prizes. ....
- Jackson's films caused visitors to New Zealand to rise by 8 per cent. ....
- It took Jackson 150 days to make all six of the films. ....
- Jackson used locations on both the North and South Islands in the films. ....
- The location for Hobbiton in the film is now a farm. ....
- According to the writer, New Zealanders are very welcoming. ....
- Officials mark foreigners' passports in a special way. ....

(10x1=10)



## Vocabulary

### 4 Choose the correct word.

- 1 They always **bargain/rent/hire** a cottage by the sea.
- 2 He enjoys live **entertainment/wilderness/accommodation**.
- 3 Average winter **temperatures/snowfalls/storms** don't go below zero.
- 4 The locals are very **warm/convenient/deep**.
- 5 London is a top tourist **landscape/destination/facility**.

(5x2=10)

### 5 Choose the correct item.

- 1 The ferry to Malta departs **at/on** 5 pm.
- 2 They are travelling to Florida **by/in** car.
- 3 This hotel is very popular **with/for** students.
- 4 I love watching fireworks go **off/on**.
- 5 Book your hotel room **in/by** advance.

(5x2=10)

## Grammar

### 6 Put the verbs in brackets into the *present simple*, *present continuous*, *present perfect* or *present perfect continuous* tense.

- 1 This soup ..... (**smell**) delicious!
- 2 She ..... (**look**) for a café all morning.
- 3 The plane ..... (**arrive**) at noon.
- 4 Kate ..... (**always/complain**) about the weather.
- 5 ..... (**they/book**) their flight yet?
- 6 I ..... (**think**) of going to the beach.
- 7 Paul ..... (**just/arrive**).
- 8 They ..... (**not/live**) in Paris.
- 9 We ..... (**meet**) Ann later.
- 10 Jane ..... (**appear**) to be sad.

(10x1=10)

### 7 Choose the correct item.

- 1 I'd love **visit/to visit** China one day.
- 2 Imagine **to see/seeing** the Eiffel Tower at night.
- 3 Why don't we go **sailing/sail** this afternoon?
- 4 We don't have enough money **buying/to buy** this souvenir.
- 5 I don't remember **to see/seeing** him before.

(5x3=15)

## Writing

### 8 Read the rubric and write your article.

Your school magazine has asked readers to write an **article** describing a popular winter destination in their country. Write an **article** describing the place (120-150 words).

(21 marks)

(Total: 100)

## Grammar in Focus

(Unit 1)

Complete the text with the correct form of the words in brackets or choose the correct word/phrase.

Hi Bill! We 1) ..... (**just/arrive**) in Dubrovnik in Croatia! Right now, we 2) ..... (**wait**) for the bus to our hotel. Dubrovnik 3) ..... (**seem**) like a really beautiful city, so I'm really looking forward to 4) **see/seeing** the sights! We 5) ..... (**travel**) for the last eight hours, so I'm exhausted! We 6) **stay/are staying** here for one week, then, we 7) **get/are getting** a bus to Zagreb on Monday. I 8) ..... (**already/buy**) the tickets. Talk soon! Steve

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about natural features
- talk about travel and places
- talk about the weather & holidays

#### Reading Competence

- identify T/F statements
- answer questions

#### Listening Competence

- listen for specific information (note taking)

#### Speaking Competence

- ask for/give directions
  - describe a photo
- #### Presentation Skills
- present: how lakes are formed

#### Writing Competence

- write an article about a tourist destination