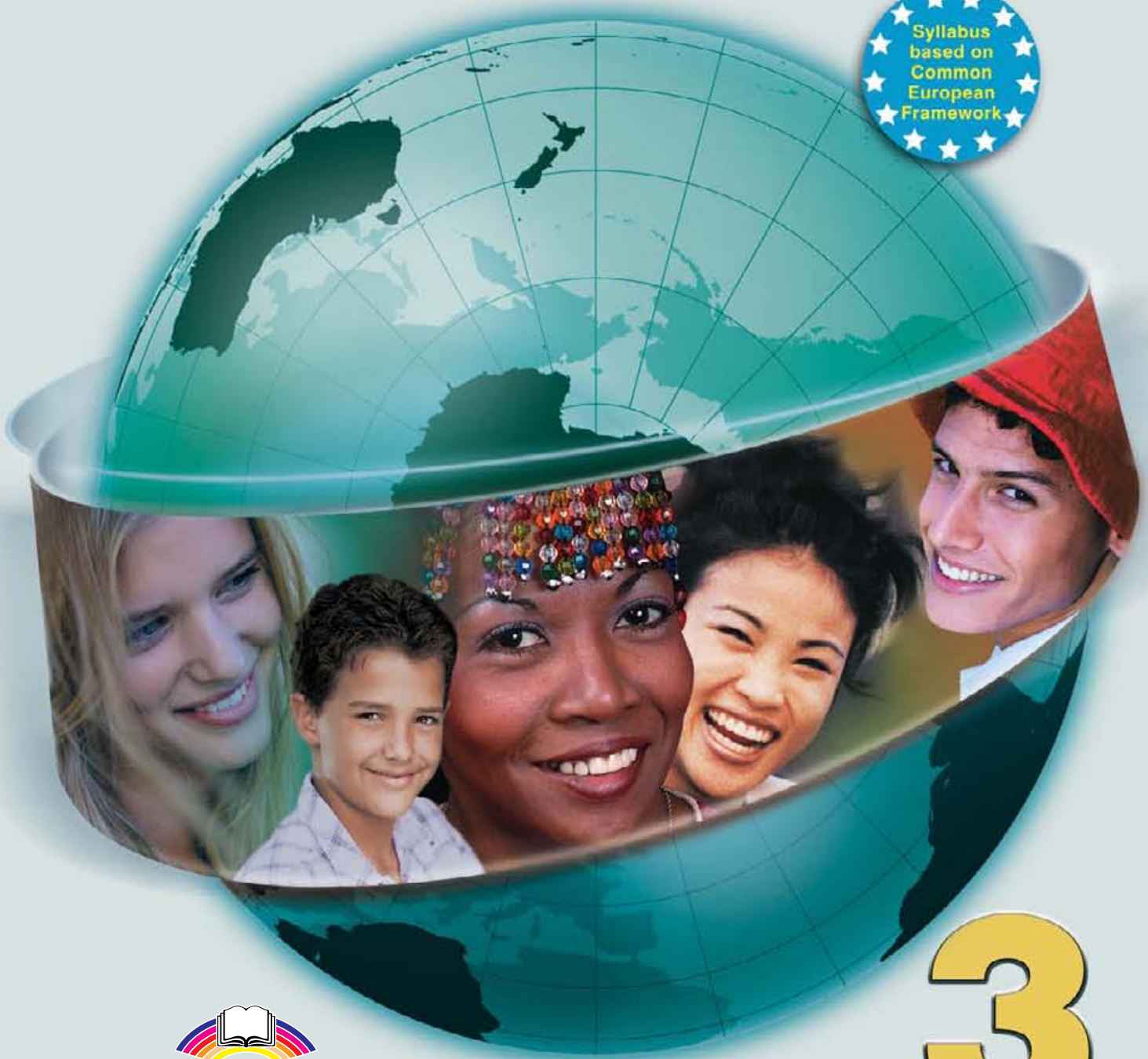


BLOCKBUSTER

Jenny Dooley-Virginia Evans

Student's Book



Express Publishing

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Contents

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Changing World

MODULE 3

Units 11 - 15

◆ Before you start ...

- Name some types of criminals.
- What's your favourite detective story? Narrate it to the class.
- What do you know about Bobbies in England?

◆ Look at Module 3

- Where are the pictures (1-5) from? Say the page number.

◆ Find the page number(s) for

- a newspaper article
- a board game
- a web page
- signs
- an email

◆ Listen, read and talk about ...

- your future
- endangered animals
- global warming
- electronic gadgets
- teenage problems

◆ Learn how to ...

- express (un)certainty
- make predictions
- talk about plans/intentions
- discuss hypothetical situations
- ask for/give advice

◆ Practise ...

- *will*
- *will vs going to*
- Conditionals type 0, 1 & 2
- word formation: abstract nouns from verbs
- phrasal verbs: *turn*

◆ Write/Make ...

- a horoscope
- a poster
- an advert
- a letter of advice

Culture Corner: Seeds of hope – The Royal Botanic Gardens

Curricular Cuts: (Science) Disappearing Habitats



11 What's in store for me?

Vocabulary

Predictions

- 1 What does the title mean? How are the pictures related to the title? What is the unit about?

Listening

Making predictions

- 2 a) Listen and underline the stressed words. Which sentences express predictions?

- I'll get married.
- I think you'll make an excellent architect.
- I hope so!
- I don't think I will.
- Probably not.
- I'm sure I'll be a famous rock star.

b) All the sentences in Ex. 2a are from the dialogue between two friends in Ex. 3. What do you think they are talking about? Listen, read and check.

become a rock singer

have lots of money



have a big house and a family

be famous

travel around the world

Reading

- 3 a) Read the dialogue. What are Ann's and Tina's predictions? Underline the sentences which are related to the pictures.

b) Explain the words in bold.

Ann: It's so great lying here on the beach with nothing to worry about.

Tina: Yeah, it's lovely but will it always be like this?

Ann: I don't know. Do you ever **think about** the future?

Tina: Sometimes. It's fun to **picture** myself in 15 years' time!

Ann: So, would you like a family?

Tina: Oh yes! **As soon as I get a job**, I'll get married and have two children. I don't know yet what I'll be **though**, maybe an architect or something ...

Ann: I think you'll make an excellent architect. You're very good at drawing.

Tina: I hope so! I'd love to be an architect. What about you?

Ann: I'm sure I'll be a famous rock star.

Tina: A rock star? I thought you wanted to be a photographer!

Ann: Well, I've changed my mind. **When I release my first CD**, my life will change. I'll travel around the world giving concerts and **signing autographs**.

Tina: So, will you have children?

Ann: I don't think I will. They certainly wouldn't like travelling around all the time.

Tina: Probably not. There's only one problem. You can't sing very well!

Ann: I'll take lessons and I'll find a very good **manager**. That's how you become a singer nowadays.

Tina: Don't **give up** the idea of photography, just in case ...

Ann: What do you mean?

Exploring Grammar

Will

4 Match the sentences (1-4) to their meanings (a-b). Find more examples in the dialogue.

- 1 I think **they'll** wait for us.
- 2 She'll certainly win the song contest.
- 3 I expect we'll **find** him in the hotel.
- 4 He **will** probably **find** a good job.

- a prediction of future events (based on what we think, guess or believe will happen)
- b certainty (it's certain that sth will happen)

5 In pairs, discuss what you think your partner will become. Use the reasons below, as well as your own ideas.

- love visiting new places • be good at acting • have a great voice • like children
- care about others • like cars/plants/animals/flowers/cooking • can work well with your hands

A: I think you'll be a rock star because you have a great voice.

B: Possibly. I think you'll ... because ...

Time words & future events

6 a) Look at the highlighted phrases in the dialogue and complete the box. What tense do we use after time words?

as soon as/when + but
 I'm sure/I think/I expect +
Compare: I'll go out **when I finish.** (time word)
When will he come back? (question words)

b) Complete the sentences.

- 1 I'll see you as soon as
- 2 Do you know when
- 3 He'll type the report before.....
- 4 I'll call you when.....

Speaking

7 What's in store for you? In pairs, act out a dialogue similar to the one in Ex. 3. Use phrases from Exs. 2a & 5.

Everyday English

Making predictions/Responding

8 Read the language box, then the example. Use the prompts to act out similar exchanges.

Future predictions

- I expect I will ... I'm certain I will ...

Responding

Certainty	Uncertainty
<ul style="list-style-type: none"> • I believe/think so. • I'm sure I will. • I suppose/believe so. 	<ul style="list-style-type: none"> • I'm not that sure. • Perhaps./I wonder. • I don't think so.

- she/get well soon • he/pass his exams
- she/get a job • we/graduate this year
- they/move house soon

A: I expect she will get well soon.

B: I think so./I don't think so.

Listening

9 You are going to hear two friends talking about horoscopes. Read the statements (1-5), listen and choose A, B or C.

- 1 The horoscope is for this
A year. B month. C week.
- 2 Leos will be healthier if they're over
A 40 years old. B 50 years old.
C 60 years old.
- 3 How many friends will Leos make?
A one B lots C none
- 4 The weekly horoscope costs
A £1. B £5. C £3.
- 5 The astrologer's surname is
A Sheiva. B Shieva. C Sheiav.

Writing (a weekly horoscope)

10 Write an imaginary weekly horoscope for your friend. Write predictions under the following headings:

- work • family • health • friends

12 Friends in danger



Tomato Frog



Loggerhead Sea Turtle



Frigate Bird



Tiger Beetle



American Crocodile



Gorilla



Seahorse



Yellow-eyed Penguin



Siberian Tiger

Vocabulary

Endangered Animals

- 1 The animals in the pictures are endangered species. Which category does each belong to?

- mammals • birds
- amphibians • fish
- insects • reptiles

Study Skills

Reading effectively

Read through the text once, quickly. This will help you understand the general content and the author's purpose.

Reading

- 2 a) Look at the text. Is it an article or a leaflet? Who is it written for? What is the writer's purpose? Read through and check.
- b) Read the text and complete the gaps (1-10). Listen and check. Then explain the words in bold.

NEWCASTLE SECONDARY SCHOOL

Thursday, 18th May

YOUR VOICE

ANIMAL WELFARE - Take Action!!

by Ashley Baker

Your Voice, the school newspaper that gives you **0)** *your* say, is going to get involved in supporting **wildlife protection** as well, and you will have the opportunity to be part **1)** that. We hope that, as a school, you **2)** all join in the campaign to save nature and help out as much **3)** possible.

On Monday 22nd May, we are **4)** to visit Oak Tree Park to adopt an animal on behalf of the school. You will get the chance to see the animals in their **natural environment** and then we will all decide which animal to choose. There are lots of other things that you can do **5)**, including mountain biking, horse riding and canoeing for those of you **6)** want a bit of exercise. A word of warning, though! Remember that you have to **7)** careful around the animals. There is a leaflet which will give you **8)** idea of what to avoid.

Mr Abbey, an expert on **endangered species**, is going to give us a talk on what we can all do to **make a difference** to the environment. It will take place at the café at 2pm – don't be late! We really need you to support this, because *Your Voice* newspaper is going to organise events **9)** activities over the next few weeks and we hope we **10)** **count on** you!

- c) List the activities people can do at Oak Tree Park. Then tell the class.

3 The children came across the following signs (A-E) in Oak Tree Park. Match the meanings (1-3) to the signs.

1 Don't get out of your car.

2 Use the rubbish bins provided.

3 Stay away from animals.

A

DO NOT LITTER

B ANIMALS MAY BITE

C

DRIVE SLOWLY

D

JOGGING NOT ALLOWED

E

STAY IN YOUR VEHICLE

b) Listen to Amy talking to her sister Sarah about the class' plan to adopt an animal. Which animal does each child want to adopt?

Name	Animal
1 Jeff	A polar bear B tiger
2 Shane	C fox D deer
3 Lara	E leopard F parrot
4 Patrick	G monkey H eagle
5 Nadine	

Exploring Grammar

Will vs Going to

- 4 Read the sentences in the box below. Which verb form expresses:
- a future plan/intention?
 - a prediction based on what we think, imagine or guess?
 - a promise?
 - an on-the-spot decision?
 - a prediction based on what we see/know?

- *I'm sure they will be on time.*
- *It's hot. I'll open the window.*
- *On Monday 22nd, we are going to visit the park.*
- *Look at those black clouds. It's going to rain.*
- *I promise I won't be late.*

Find examples of these uses in the text.

- 5 Fill in *will* or *be going to*.
- I promise I be there as soon as I can.
 - Be careful! You drop the dishes.
 - You're wet. I fetch you a blanket.
 - I think he attend the meeting.
 - My grandparents live in Wales, but I visit them during the holidays.

Listening

6 a) Look at the list of animals (A-H). Which one do you like most? Why?

Speaking

- 7 What are you going to do to help endangered species? Decide in groups. Then tell the class your intentions.
- plant trees for nesting animals
 - join environment groups
 - write letters about threatened species to newspapers/magazines
 - ring up radio phone-in shows to express your concerns
 - learn more about adopting endangered species
 - make posters

Word formation (abstract nouns from verbs)

We can add *-y*, *-ion*, *-al* to form abstract nouns from verbs.
enter – entry, intent – intention, refuse – refusal

8 Fill in the nouns. Make sentences using them.

- | | |
|---------------------------------|-------------------|
| 1 deliver – ... <i>delivery</i> | 5 exhibit – |
| 2 discover – | 6 act – |
| 3 collect – | 7 survive – |
| 4 protect – | 8 arrive – |

Writing

(a poster)

- 9 Prepare a poster on what your class is going to do to help protect endangered species. Stick on pictures. Start like this:
- Is there still time? Yes, there is. So we're going to ... Join us today.*

13 Take action now!

Vocabulary

Environment

- 1 a) Read the dictionary entry. How are the pictures (A-C) related to it?

There were few signs as they walked with.

global warming noun [U]
a gradual increase in world temperatures caused by polluting gases such as carbon dioxide which are collecting in the air around the Earth and preventing heat escaping into space

...how fast it is beautiful as the calm.



- b) Look at the pictures (D-F). What will happen if global warming continues?

Reading

- 2 a) Look at the web page below. Who is it for? What is it about?

- b) Read the questions. What do you think the answers are? Listen, read and check.

What do the experts think about global warming?
Nobody really knows for sure how fast the planet is heating up. **Experts** do know, however, that if we don't do something about it, the problem will continue to get worse.

What causes global warming?
Scientists **blame** fossil fuels for global warming. You see, when you burn gas or oil, they produce greenhouse gases. Then, when these greenhouse gases are trapped in the atmosphere, they **prevent** heat escaping into space and they make the earth warmer. Deforestation (**cutting down trees**) adds to the problem.

Is anybody doing anything about global warming?
Slowing down global warming is a very difficult **task** and it seems that people can't agree on what to do. Some people think that if governments make **laws** about it, that will help. Others **believe** that it should be up to each person or company to decide what to do.

What will happen if global warming continues?
Again, the answer is, 'Nobody really knows for sure.' However, people who study the earth's **climate** can make guesses. They believe that if the earth keeps getting warmer, the sea level might rise, animals may **become extinct**, and there may be more storms and floods.

What can I do about global warming?
It's simple! If you use less **energy**, you'll help slow down global warming. If you want to use less energy:

- **turn off** lights when you leave a room
- use air conditioners **wisely**
- take shorter **showers**
- don't leave the TV on when you go out

3 Read the text again. Are sentences 1-5 *Right (A)* or *Wrong (B)*? If there isn't enough information, choose *Doesn't Say (C)*. Explain the words in bold.

- Scientists are not concerned about global warming.
A Right B Wrong C Doesn't Say
- Gas and oil are fossil fuels.
A Right B Wrong C Doesn't Say
- Governments are thinking about making laws to stop global warming.
A Right B Wrong C Doesn't Say
- Global warming might have negative results.
A Right B Wrong C Doesn't Say
- A lot of people help to slow down global warming.
A Right B Wrong C Doesn't Say

4 Use the questions in the text to summarise it.

Exploring Grammar

Conditionals: Type 0 & 1

5 a) Complete the rules. Find more examples in the text. What is each conditional used for?

When you **burn** oil, it **produces** greenhouse gases.

Type 0: If/When + → simple present
Use: sth that happens as a result of sth else (general truth, law of nature)

If governments **make** laws about it, that **will help**.
Unless you **work** hard, you'll **lose** your post.

Type 1: If + → imperative/...../
can/may etc + bare infinitive
Use: real possibility in the present/future

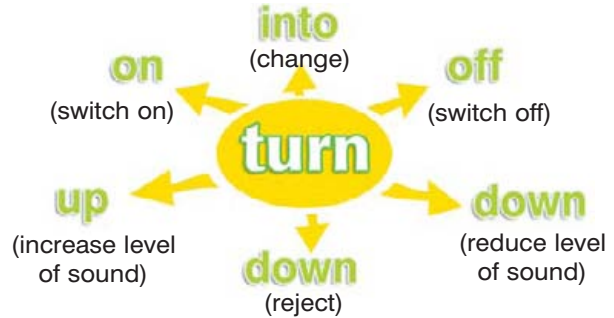
b) Fill in the sentences with the appropriate form of the verb in brackets.

- Fewer fish **will die** (die), if we stop polluting the sea.
- When you drive your car, you (produce) greenhouse gases.
- If you (keep) your neighbourhood clean, you will help to stop pollution.

- If you (put) ice in water, it (float).
- I'll do it if I (can).

Phrasal verbs

6 Look at the spidergram. Which phrasal verbs have opposite meanings? Use them to complete the sentences (1-4).



- Turn all the systems so we can see how they work.
- It's too bright in here. Turn the lights a bit, please.
- Turn the gas before you leave.
- Turn the radio! I can't hear the song.

Prepositions

7 Look at Appendix 1 and fill in: *about*, *for*, *of* or *on*. Use the phrases to make sentences about the environment.

- take care
- blame sb sth;
- punish sb
- think sth;
- agree sth

Listening

8 Listen to Mrs Woods talking about Recycling Day and fill in the gaps.

RECYCLING DAY

Let's make a difference

Date:	1) Saturday March
Time:	9 am – 2) pm
Location:	Maple Avenue 3) centre
Bring:	glass, old 4), aluminium
Call:	5) 3.....

Writing

(an advertisement)

9 Make an advertisement inviting students to plant trees in the local park. Use the poster in Ex. 8 as a model.

14 Technology on your side

Vocabulary

Gadgets

1 Match the gadgets (1-5) to the functions (A-E).

- A send live video pictures
- B send pictures
- C keep your schedule
- D store music files
- E play movies



2 a) Look at the subheadings in the text. Can you think of the uses for each gadget? Read through and check.

GADGETS

Mobile Phone

Show them where you are! This light, **elegant** phone has a special self-portrait feature 1) **allows** you to send great photos of yourself in 2) **instant**. Its camcorder will record important moments so you can **share** them with friends. Also MMS, emails and two-colour **display**.

Portable DVD Player

Long trips in the back of the car or on the train would be a fun experience if you were watching movies. With this new **portable** DVD player, you can 5) back and enjoy your favourite movies – on the move! Comes 6) power **adaptor**, **rechargeable battery**, headphones and **remote control**.

Digital Music Player

Carry your music collection everywhere you go and have your favourite hits at your **fingertips**. Listen to up to 12 hours of music wherever you are – walking to school, 3) the bus, in the car, at the gym. The **digital** music player 4) you to **store files** (up to 5,000 songs) and even play games.

Handheld Organiser

If you had one of these, your life would be 7) **easier**. Stay organised and entertained with this handheld organiser. Keep your **schedule**, **look up** phone numbers, **store** photos of your family and friends. **Transfer** files and **back up** to your Mac or Windows computer. Play games or listen to your MP3 files whenever you feel like 8)

Reading

Study Skills

Improving reading skills

Read magazines, leaflets, brochures, adverts, etc in English. This helps you improve your vocabulary and your English in general.

b) In pairs, fill in the gaps (1-8) with A, B or C. Listen and check, then explain the words in bold.

- | | | |
|-------------|-----------|------------|
| 1 A who | B that | C what |
| 2 A the | B a | C an |
| 3 A on | B in | C at |
| 4 A allow | B allowed | C allows |
| 5 A sits | B seat | C sit |
| 6 A from | B with | C at |
| 7 A more | B much | C most |
| 8 A relaxed | B relax | C relaxing |

3 Say one thing you remember from the text about each gadget.

Exploring Grammar

Conditionals: Type 2

4 a) Look at the underlined sentence in the text in Ex. 2 and complete the rule.

If + → would/could/might etc.
+ bare infinitive

We use Type 2 conditionals to talk about an imaginary situation in the present/future, especially when we give advice.

b) Complete the exchanges, using the correct verb form.

- 1 A: I wish I could see my family when I chat with them on the Internet.
B: If you (install) a web camera, you could see them while you chat.
- 2 A: I keep forgetting my appointments.
B: If you (buy) a handheld organiser, you could store all your appointments.
- 3 A: I'm tired of carrying all my CDs around with me.
B: You wouldn't have to carry them with you if you (own) an iPod.

4 A: If I (have) a portable DVD player, I'd watch movies when I am travelling.

B: So would I.

5 A: I think I'll buy a camcorder.

B: If I (be) you, I would buy a mobile phone with a built-in camcorder.

5 Fill in the correct verb forms. Use:

- study • take • be • call • have

- 1 If public transport free, fewer people would use their cars.
- 2 Which car would you buy if you enough money?
- 3 If I were you, I more exercise.
- 4 If he had time, he you.
- 5 If she more, she would pass the exams.

Speaking

6 Use the adverts in Ex. 2 to persuade your partner to buy one of the products. Use Type 2 conditionals.

If you bought a handheld organiser, you could carry your photos with you.

Writing

(an advert)

7 Find a picture of a gadget you find useful and write an advert about it. Use the adverts in Ex. 2a as a model.

Game

Play in pairs. Use an object you have with you (e.g. rubber) as a counter for the board game below. Throw the dice and move your counter. (e.g. if you get a 3, move your piece 3 squares in the direction of the arrows). Make a sentence using a Type 2 Conditional and the prompt on the square you are on. Whoever makes a wrong sentence, misses a turn.



BOARD
Game

15 A word of advice

Skills work

Vocabulary

Teenage problems

1 Which of the following best describe teenagers' behaviour in your country?

Teenagers ...

- get annoyed easily
- worry about how they look
- argue with adults
- don't obey rules & regulations
- lose their temper
- get bored easily
- are untidy
- haven't got enough money
- have bad study habits
- are often moody
- have problems with friends

2 Look at the web page below and read the messages. What is each teenager's problem?

TeenHelpNet
teen help for teen problems

messages replies home

Got a problem?

Tell your story on TeenHelpNet. Other teens have been through the same stuff before. They can tell you what worked and what didn't.

Got some answers?

Check out the message board, then click on a name to read the whole story. Send a reply and pass on your advice. We're all here to help each other.

MESSAGE BOARD

loony, 16
I want to stay out late but my parents won't let me.

dido, 17
I'd like to go on holiday with my friends this summer but I can't really afford it.

star, 15
There's always so much homework to do and I never have any free time.

spooky, 16
My parents want me to become a dentist but I want to be a social worker.

Everyday English

Asking for and giving advice

3 Read the language box below. Imagine you have one of the problems described in Ex. 2. In pairs, use the prompts to discuss possible solutions, as in the example.

SOLUTIONS

- get a part-time job
- borrow some money from your parents
- ask to stay out later only at weekends
- explain to your parents that your job is a decision that affects *you*
- make a study plan
- ask friends how they manage to have free time

Asking for advice

- What should I do?
- What do you think I should do?
- What would you do (if you were me)?


Giving advice

- You should ...
- If I were you, I'd ...
- Why don't you ...?
- The best thing to do is ...

A: *I want to stay out late but my parents won't let me. What should I do?*

B: *Why don't you ask to stay out later only at weekends, and stay in during the week?*

Listening

- 4  The email gives advice to one of the teenagers in Ex. 2. Which one? What advice does he give? Listen and say.

Reading

- 5 a) Read the Study Skills box, then read the pairs of sentences/phrases (1-7). Mark each one as *F* (formal) or *I* (informal).

Study Skills

Deciding on style

Before you start writing, think of your target reader. This will determine what style to use: formal (*advanced vocabulary, formal linking words, full forms*) or informal (*everyday vocabulary, colloquial expressions, short forms*)

- 1 Dear Ms Kallan / Dear Sally
- 2 Sorry to hear that / I was upset to hear your news
- 3 Don't worry too much / You need not be too worried
- 4 I am confident that the situation can be improved / I'm sure things aren't that bad
- 5 Why don't you / In my opinion, you should
- 6 I hope my advice will be of some assistance to you / I hope my advice helps
- 7 Yours faithfully / All the best

- b) Look at the email. Is it formal or informal? Give reasons.

- 6 a) What advice does Mark give? What paragraph is it in?

- b) Match each of the phrases/sentences in bold in the email to one of the functions below.

- 1 shows a result
- 2 expresses sympathy
- 3 is a closing remark
- 4 offers advice

Writing

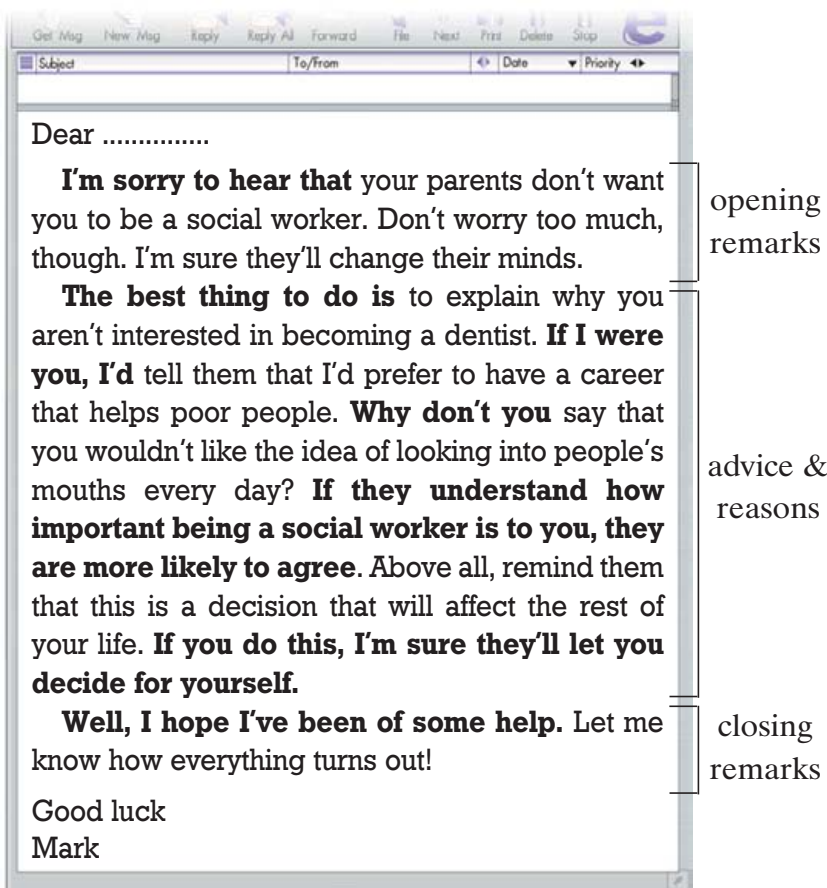
(an email giving advice)

- 7 Write an email to one of the other troubled teenagers in Ex. 2 (80-100 words). Use the expressions in Ex. 3 and the plan in Ex. 5.

Now I can...

- make predictions
- talk about my future plans
- talk about endangered species and ways to protect them
- talk about global warming
- discuss hypothetical situations
- express certainty/uncertainty
- ask for/give advice
- write a weekly horoscope for my friend
- write a poster of what my class is going to do to help protect endangered species
- write a poster inviting students to plant trees in the local park
- write an advert for a gadget
- write a letter of advice

in English



Dear

I'm sorry to hear that your parents don't want you to be a social worker. Don't worry too much, though. I'm sure they'll change their minds.

The best thing to do is to explain why you aren't interested in becoming a dentist. **If I were you, I'd** tell them that I'd prefer to have a career that helps poor people. **Why don't you** say that you wouldn't like the idea of looking into people's mouths every day? **If they understand how important being a social worker is to you, they are more likely to agree.** Above all, remind them that this is a decision that will affect the rest of your life. **If you do this, I'm sure they'll let you decide for yourself.**

Well, I hope I've been of some help. Let me know how everything turns out!

Good luck
Mark

opening remarks

advice & reasons

closing remarks

Seeds of Hope

1 Look at the pictures. Which of these plants grow in your country? What are they called in your language?



maple tree



palm tree



waterlily



orchid



sunflower

2 Look at the title and the pictures. What is the text about? Listen, read and check.

3 Read the text and explain the words in bold. In pairs, ask and answer comprehension questions.

A: *When did botanists at Kew Gardens start collecting unusual plants?*

B: *In the 18th century.*

4 Read again and highlight the important information. Use this information to tell the class about the Royal Botanic Gardens. Record yourselves.

5 *Project:* Think of a conservation project in your country protecting animals or plants. Collect information, then write an article for a brochure about it. Write:

- name/location
- what its aims are for
- what one can see there
- telephone number

THE ROYAL BOTANIC GARDENS

Kew Gardens

Since the 18th century, **botanists** at Kew Gardens have collected hundreds of **rare** or unusual plants and trees from all over the world. The gardens cover 120 hectares along the River Thames in London's south-west **suburbs**.

Visitors can see an amazing **variety** of plants, trees and flowers – in fact, it is still the world's largest collection. There are beautiful woodland and riverside walks, 26 different types of gardens and six greenhouses which provide controlled **environments** for plants from other parts of the world. There are also museums, libraries and even an art gallery.

Special **features** include the Palm House (*pictured below*) with its enormous palm trees, and Evolution House, which has a series of displays showing the **evolution** of plant life on earth.

The Royal Botanic Gardens is more than just a tourist attraction, though. Experts at Kew carry out important scientific research, run special education programmes, and help **conservation** projects world-wide.



A visit to the Royal Botanic Gardens is a unique experience.

Don't miss it!

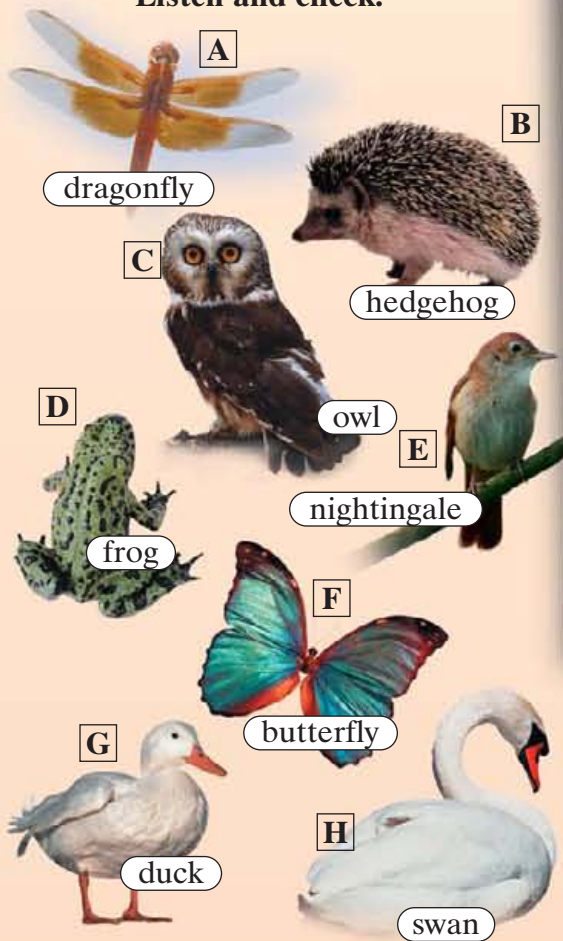
Curricular Cuts

Disappearing Habitats




1 Do you know what a *habitat* is? Which language does this word come from?

2 Look at the pictures below. In which habitat(s) (1-3) do the animals (A-H) live? Listen and check.



b) Read again and complete the missing words (1-8). Listen and check. What can we do to help protect natural habitats?

All around the world, there are many natural habitats that are 1) danger of disappearing. 2) a habitat becomes endangered, the plants and animals that make their homes there are also endangered. People destroy wild places everywhere. Why? Simply 3) there are too many of us! We need room for houses, clean water and large areas for building factories. Sounds **selfish**, doesn't it? It does, but 4) are ways you can help. Firstly, find out if there are any organisations in your area that try 5) protect natural habitats and get involved. Or, if you really don't have enough time to join one 6) these organisations, why not **donate** some money to help them with 7) **cause**? Finally, you could write a letter to your **mayor** or **MP** protesting that a natural habitat in 8) area is endangered and needs protection. You can even start a **petition**, get all your friends and neighbours to sign it and then give it to your **local council**. Don't forget – we can all do something to help.



3 a) A lot of habitats are disappearing. Can you think of any reasons why this is happening? Is there a solution? Read and check.

4 Explain the words in bold. Make sentences using them.

5 **Project:** Collect information about natural habitats in your country. Prepare a presentation for the class. Talk about:

- location
- animals/plants that live there
- importance
- how to help protect them.

Use slides if possible. Videotape yourselves.



Self Check 3

1 Underline the correct word.

- I think the government should make **laws/customs** to protect wildlife.
- You can **store/put** music files on your iPod.
- My grandfather gets **annoyed/untidy** easily when the children are noisy.
- Welfare/Wildlife** in the area could suffer from the long, cold winter.
- We should all **obey/count** the law.
- Seahorses are an endangered **gases/species**.
- Turn the lights **on/off** before you leave.
- We need to take care **on/of** the Earth.
- See fish in their **natural/public** environment.
- It comes with remote **control/battery**.

(Points: $\frac{\quad}{10 \times 2}$ 20)

2 Fill in will or going to.

- A: I don't understand this exercise.
B: Wait a minute! I help you.
- A: I hear you have six weeks' holiday.
B: Yes - I spend some time with my family.
- A: Can I have a glass of water, please?
B: Sure. I get you one.
- A: Gosh! Look how dark the sky is.
B: Yes, I think it rain.
- A: What are his plans for next month?
B: I think he travel abroad.

(Points: $\frac{\quad}{5 \times 4}$ 20)

3 Put the verbs in brackets into the correct tense.

- If people (**use**) their cars less, there would be fewer traffic jams.
- If I were you, I (**eat**) organic food more often.
- When you (**burn**) waste, it causes air pollution.
- If you (**recycle**) paper, you will help a lot.
- If everyone drove an electric car, cities (**be**) less polluted.

(Points: $\frac{\quad}{5 \times 5}$ 25)

4 Fill in: for, about or on.

- They argue everything.
- He punished me lying.
- He agreed moving house.
- Don't blame me that.
- Hey! What are you thinking

(Points: $\frac{\quad}{5 \times 3}$ 15)

5 Underline the correct word/phrase.

- A: I'll never finish this on time.
B: If **I were/are** you, I would ask for more time.
- A: Please come to the party.
B: **I expect/Perhaps!**
- A: What will she do now?
B: I **suppose/wonder** she will leave.
- A: What do you think I should do?
B: **You will/Why don't you** ask?
- A: Do you think Brendan will come?
B: **I think so/think.**

(Points: $\frac{\quad}{5 \times 4}$ 20)

My total score

Great Good Try harder



Smile!

Why are zebras black and white?



Because if they were black and yellow, you'd mistake them for a bee.



Module 3

1 Read the first line of the song. In what context do you expect to find these words/phrases?

- know for sure • feel certain • alright
- exciting • bright • great things
- dreams • come true • predict
- wait and see

Listen, read and check.

Who knows what the future holds?
Who knows what's in store?
What will happen in my life?
No one knows for sure

*But I feel certain, deep inside
That things will be alright
My life will be exciting
And my future will be bright
I'm sure life will be wonderful
No matter what I do
Great things are going to happen
And my dreams will all come true*

We can never really know
How things are going to be
We can't predict the future
We just have to wait and see

2 a) Read again. Is the singer optimistic or pessimistic?

b) In pairs, think of a suitable title for the song.

PROVERBS

3 Explain the proverbs. Are there similar ones in your language?

- While there's life, there's hope.
- Variety is the spice of life.

Module 4

1 How are the pictures related to the title of the song?

2 In what context do you expect to find these words/phrases.

- litter • walk or run • pick • grow
- wild flowers • feed animals • care

Listen, read and check.

Countryside

Take care of the countryside
No matter where you roam
You can have a picnic there
But take your litter home
Be careful where you walk or run
Be careful where you play
The countryside is beautiful
So help it stay that way

*Always keep the country code
It isn't hard to do
Make sure that other people
Can enjoy the country too*

Leave things as you find them
Wherever you may go
Never pick wild flowers,
Be kind and let them grow
Please don't feed the animals
Please keep dogs on a lead
A little thought, a little care
That's really all you need



3 Which phrases in the song best describe the picture?

PROVERBS

4 Explain the proverbs. Are there similar ones in your language?

- April showers bring May flowers.
- Beauty is only skin deep.

May Day

- 1 Look at the pictures. How are they related to the title of the text?
- 2 a) Read the first sentence of each paragraph. What information does the text contain? Read through and check.

Celebration of Flowers

May Day is the day when we celebrate the end of winter and the arrival of Spring. It's a time of new life, with new leaves on the trees and wildflowers growing in the **woods** and **fields**.

Since **ancient** times, people all over Europe have held festivals on 1 May. **1)** In Roman times, the beginning of May was a **feast** in honour of Flora, the **goddess** of plants and flowers. In **mediaeval** England, it was a special holiday. Every village **put up** a maypole, and people walked through the streets carrying **garlands** of flowers and branches cut from trees.

Slowly, the old May Day **customs died out** in Britain, except for a few villages in different parts of the country. **2)** Many people, especially children, go into the countryside and pick flowers to make **garlands**. Other May Day customs include the following:

- Children dance around the **maypole**, a tall pole that is decorated with flowers and has different coloured **ribbons** tied to the top. Each dancer holds a ribbon, and they all dance in a circle. **3)**
- The **May Queen** is chosen from the pretty young girls in the village. She wears a dress like a bride's, and carries a basket of flowers or wears a garland of flowers as a crown.
- **Morris dancers** dressed in white, with bells tied to their legs, dance in teams of six or eight men, waving coloured handkerchiefs or banging short sticks together.
- Children fill **May baskets** with flowers and hang the basket on someone's door as a gift of love and friendship.



b) Read the text and fill in the missing sentences a-c. Listen and check your answers.

- a But nowadays some of the customs are becoming popular again.
- b More than 5,000 years ago the Celts of Gaul, Ireland and Wales celebrated the feast of Beltane, for the start of summer.
- c The ribbons weave a coloured pattern around the pole – unless the dancers make a mistake!

c) Explain the words in bold. Then, label the pictures on p. 118.

- 3 a) How do the British celebrate May Day? List all the activities. Use your notes to tell the class.
- b) Is there the same or a similar celebration in your country? How do you celebrate it? Make notes, then tell the class.

DID you Know?

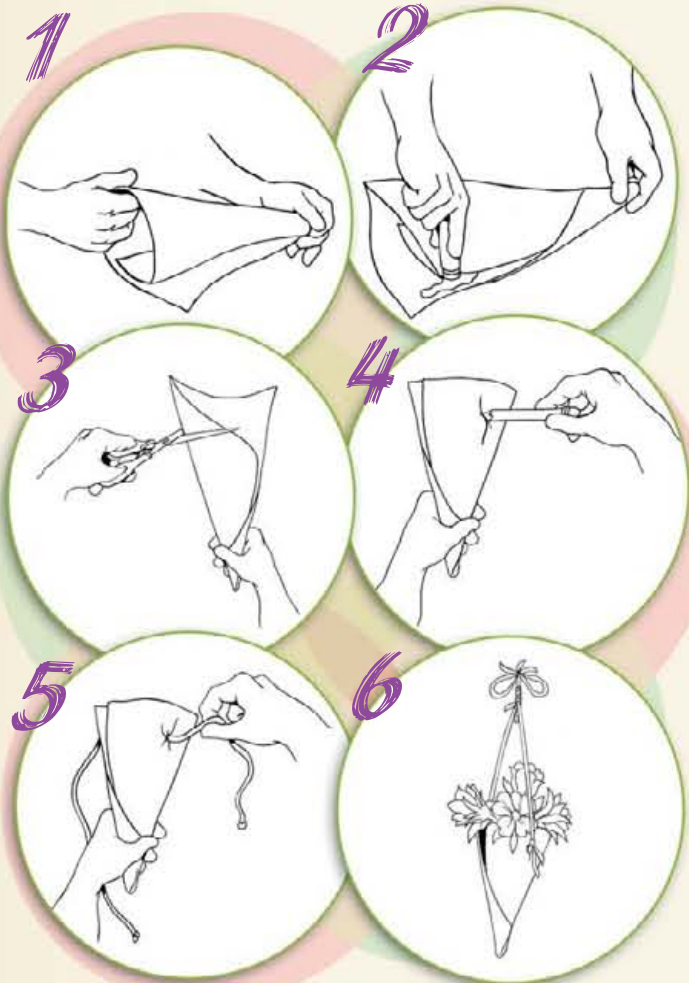
Children in Britain and other parts of Europe make May baskets and hang them on a neighbour's door as a gift of love and friendship.



4 Project: Make a May Day Basket.

May Day Basket

- paper
- glue
- ribbons
- scissors
- hole punch
- flowers, herbs



- Fold paper into a cone and glue it to keep the shape.
- Cut top of cone.
- Punch two holes on opposite sides of cone, 5 cm from the top edge.
- Thread ribbon through holes to create a basket handle. Knot ribbon so that it can't slip through the holes.
- Fill your basket with flowers, herbs, petals, etc.

11 What's in store for me?

Vocabulary

1 a) Fill in the correct word.

- autographs • design • manager
- picture • famous • Oscar



I can just 1) myself in ten years. I'll be a very 2) singer and will have to sign 3) everywhere I go. I'll have the best 4) who will get me interviews on TV and radio and I'll appear in concerts all around the world. I'll write all my own songs and 5) my own album covers too. I think I'll also play some roles in movies and I might even get an 6)

Grammar

Will

2 Use the prompts to make predictions about the future.

- 22nd century/be/trees
In the 22nd century, there won't be any trees.
- ten years/I/be/rich/famous
.....
- all books/be/in electronic form/soon
.....
- fifty years/planet's/temperature/be higher
.....
- people/live on other planets/100 years' time
.....
- robots/do/housework/in 10 years' time
.....

3 What will your future be like? Make sentences about yourself. Think about:

- job • family • house • car • money
- holidays

When I'm older, I'll be a famous writer.

4 Complete the sentences.

- I'll send you a postcard when
- Do you know when he ?
- I'll do it as soon as
- I'll tidy my room before
- I'll invite her to the party when

5 Put the verbs in brackets in the present simple or future simple.

- He'll phone Ann when he (go) home.
- When you (see) Tony, you won't recognise him.
- Don't hurry. I (wait) until you are ready.
- A: When (Bob/call)?
B: As soon as his plane (land) in Munich.
- I (meet) Lyn when she arrives.

Everyday English

Speculating

6 Circle the correct response.

- A: I think you'll get the job.
B: a I'm not that sure.
b I expect.
- A: I wonder if Barry will pass his exams.
B: a I don't.
b I'm sure he will.
- A: I expect he will invite us to the party.
B: a I suppose he will.
b I certainly will.
- A: Is Laura coming?
B: a I don't think so.
b I believe.
- A: I'm certain our team will win.
B: a I'm sure I will.
b Perhaps. I hope so.

Vocabulary

1 Which category does each animal in the pictures belong to? Add an animal to each category.

- mammals • birds • amphibians
- insects • reptiles

1 Snakes and crocodiles are reptiles.

- 2
- 3
- 4
- 5

2 Find the names of twelve animals in the word puzzle.

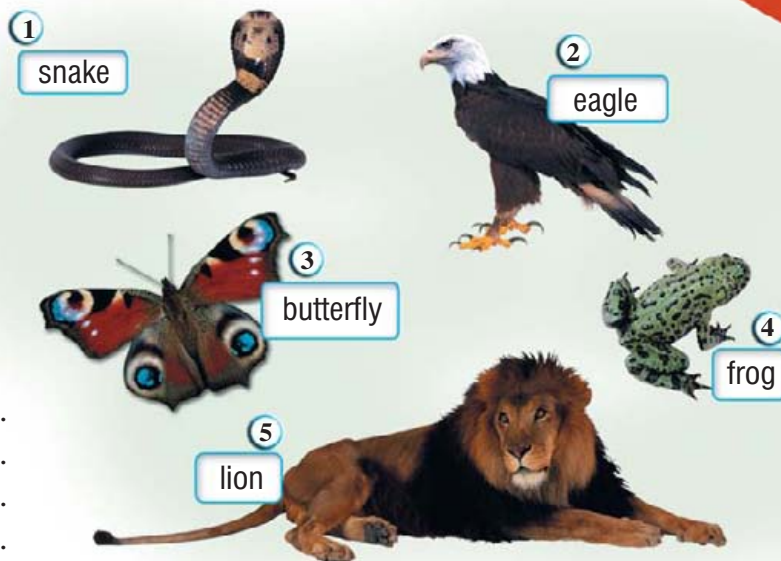
B	T	E	A	G	L	E	W	D	T
U	U	X	S	R	I	P	R	O	T
L	R	I	S	F	O	X	Y	L	B
L	T	I	T	Z	N	O	A	P	E
P	L	D	I	M	N	V	Q	H	K
V	E	N	G	E	N	C	E	I	S
N	O	P	E	N	G	U	I	N	D
B	E	A	R	I	T	A	L	L	E
J	C	R	O	C	O	D	I	L	E
F	A	P	S	W	U	P	N	M	R

Grammar

Will vs going to

3 Fill in will or going to.

- 1 A: It's too hot.
B: I (open) the window.
- 2 A: Try not to be late.
B: Don't worry. I promise I (be) back before nine.
- 3 A: Why are you wearing these gloves?
B: I (plant) some flowers in the garden.
- 4 A: Let's go swimming.
B: Great idea. I (get) my things.
- 5 A: Your room is a mess.
B: I know. I (tidy) it later.



- 6 A: Why is the oven on?
B: Because I (make) a cake.
- 7 A: I've got a terrible headache.
B: I (bring) you an aspirin.
- 8 A: There are black clouds in the sky.
B: It (rain) this evening.

Listening

4 Listen and fill in the missing information.



Summer Opening Times

Monday ~ Saturday

9:30 am ~ 1) pm

Sunday 2) am ~ 6 pm

Ticket Prices

Adults 3) €.....

Students €10.50

Children €8.50

Last admission one 4) before closing

For more information:

Call 5) 01-..... or email

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