

Beginners (A1.1)
A class



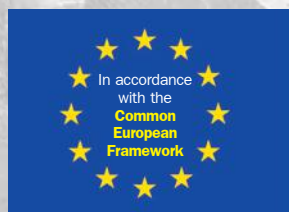
Elementary (A1.2)
B class



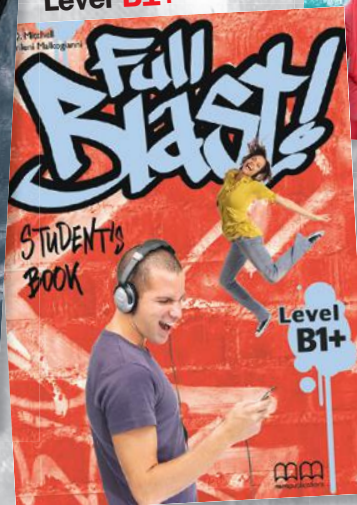
Pre-Intermediate (A2)
C class



Sample pages
catalogue



Level B2



Level B1+

Intermediate (B1)
D class





is an exciting course that takes learners from **Beginner to B2 level**.

IT FOLLOWS:

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

COURSE FEATURES:

- Eight well-balanced modules
- Five lessons and a revision section in each module
- Lively dialogues
- Motivating and contemporary topics providing students with **multicultural** and **cross-curricular** information
- Clear grammar presentations and practice
- A step-by-step guide to **writing**
- Lively, topic-based songs
- Useful tips

Turn your classroom into a motivating, interactive environment with whiteboard material

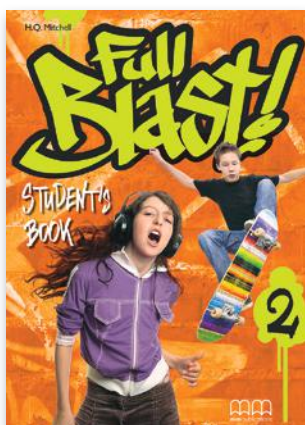


Interactive Whiteboard Material

KEY FEATURES:

- All new vocabulary items are recorded and highlighted.
- All reading texts are recorded and highlighted.
- Animated videos are included.
- For all reading comprehension activities, justifications of answers are included.
- For all listening activities, justifications of answers are included.
- The corresponding Grammar Reference parts are included.
- All pairwork activities are incorporated.
- All Workbook activities are included.
- The key to all activities is incorporated.

COMPONENTS FOR STUDENTS



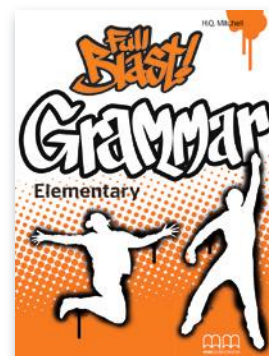
Student's Book



Full-colour Workbook +
Audio CD/CD-ROM



Study Companion



Grammar Book

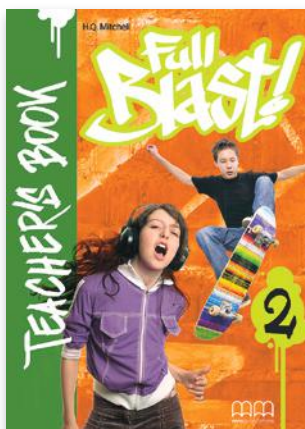


Online multimedia resources for
students at www.mmpublications.com



Online MM Placement Test

COMPONENTS FOR TEACHERS



Interleaved Teacher's
Book



Workbook
Teacher's Edition



Class CDs



Interactive Whiteboard
Material



Teacher's Resource CD/CD-ROM including
Tests for the coursebook + portfolio
with projects + Grammar Tests + key to
Grammar Book activities

CONTENTS (only grammatical structures)

Full Blast 1

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

Full Blast 2

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

CONTENTS (only grammatical structures)

Full Blast 3

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

Full Blast 4

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

CONTENTS (only grammatical structures)

Full Blast 5

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

Full Blast 6

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



Let's chat



Discuss:

- ▶ How do you usually communicate with your friends?
- ▶ Look at the pictures below. Which of the means of communication do you prefer using? Why? Use the ideas in the box.

- send e-mails
- instant messaging / chatting
- make a phone call
- have access to the Internet
- video calling
- send text messages/SMS
- send videos, pictures/MMS



landline telephone



mobile phone



computer + webcam



postcard



Go through the module and find...

- ▶ a girl's webpage
- ▶ an advertisement from the past
- ▶ two e-mails
- ▶ what teenagers think about SN sites
- ▶ a conversation between a teenager and his dad

In this module you will...

- ▶ talk about various aspects of communication
- ▶ learn to distinguish between permanent and temporary situations
- ▶ learn to make comparisons
- ▶ learn to express likes/dislikes
- ▶ learn to write a personal webpage
- ▶ learn to refer to past habits and events
- ▶ learn to write an informal letter/e-mail based on prompts
- ▶ learn to express enthusiasm, accept or refuse an invitation and give news



5

introduction to the topic of the module through various activities

objectives of module clearly presented

matching activities for vocabulary presentation through the use of realistic photographs

III **3b** **Do you like sports?**

1 Vocabulary

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

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



- play table tennis ☐
- do athletics ☐
- do gymnastics ☐
- play football ☐
- go swimming ☐
- play tennis ☐
- play volleyball ☐
- play basketball ☐



2 Read

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

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

An hour later...

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

realistic dialogues featuring the characters

3

Grammar

Present Simple (negative - questions)

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

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

1.

A: _____ you like football?

B: Yes, I _____. I think it's a great sport.

A: _____ your brother like football, too?

B: No, he _____. He _____ like football at all. He likes athletics.

2.

A: _____ you and your friends play volleyball every day?

B: No, we _____. We play on Mondays, Wednesdays and Fridays after school.

A: What about at the weekend?

B: We _____ play volleyball at the weekend. My friends go swimming.

A: What about you?

B: I _____ like swimming.

4

Listen

Listen to three short dialogues and circle the correct words.

Dialogue 1

Pam thinks tennis is fun / boring.

Dialogue 2

Daniel does gymnastics on weekdays / at the weekend.

Dialogue 3

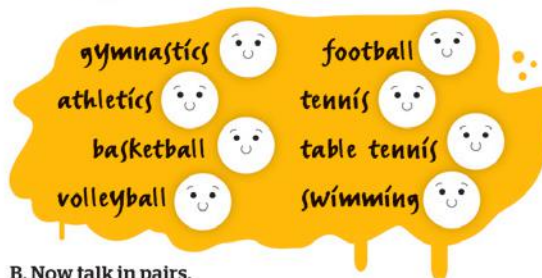
Ken and Scott like / don't like football.

5

Speak

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

😊 Yes, very much! 😐 It's OK. ☹ No!



B. Now talk in pairs.

Do you like...?

Yes, I do. I think it's fun. /

No, I don't. I think it's boring. What about you?

I like... very much. / It's OK. / I don't like... at all.



simple listening activities

B. Read again and circle the correct words.

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

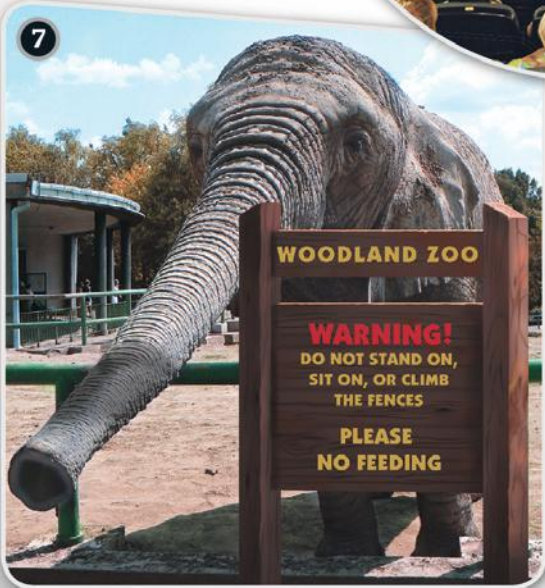
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a variety of speaking activities

4d Places to visit

various types of texts

1 Read
Read the texts 1-7 and match them with the sentences a-k.



- a. You mustn't use your mobile phone.
- b. You mustn't eat or drink.
- c. You must call a friend.
- d. You must buy a ticket here.
- e. You mustn't touch the paintings.
- f. You must wear a helmet.
- g. You mustn't bring animals.
- h. You mustn't climb the fences.
- i. You must leave at six o'clock.
- j. You mustn't feed the animals.
- k. You mustn't run.

○
○
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○

2 Grammar

The verb *must*

AFFIRMATIVE	NEGATIVE
I You He She must go It We You They	I You He She mustn't (must not) go It We You They
QUESTIONS	SHORT ANSWERS
I you he Must she go? it we you they	I you he Yes, she must. it we you No, she mustn't. it we you they

Complete with *must* or *mustn't*.

- A: Excuse me, you _____ eat or drink in the hospital.
B: Sorry.
- You _____ talk in class. You _____ listen to your teacher.
- A: _____ I tidy my room now?
B: Yes, it's a mess!
- You _____ turn off the TV before you leave.
- Don't use your camera. You _____ take pictures in the art gallery.

3 Vocabulary

Complete the sentences with the words in the box.

wear zoo tickets feed begin knee pads

- The children love animals. Let's take them to the _____.
- Excuse me, what time does the film _____?
- Jack, I'm busy. Can you please _____ the dog?
- A: Where are the _____ for the basketball game?
B: I think they're on the kitchen table.
- I don't _____ skirts. I don't like them.
- Maria wants to go rollerblading but she hasn't got _____.

4 Pronunciation

A. Listen and repeat. Which letters are silent?

mustn't climb

B. Read the words and underline the silent letters. Then listen and check your answers.

know castle tonight talk

listen eight design knee

pronunciation activities

5 Listen

Listen and match. Where are the people?

TIP! Listen for key words to understand the main ideas.



a



b



c



d

Dialogue 1 ☐
Dialogue 2 ☐

Dialogue 3 ☐
Dialogue 4 ☐

6 Write

Think of a place (e.g. a museum, your classroom) and write three sentences about what you *must* and *mustn't* do there.

55

vocabulary activities

short writing activities

sample text to be used for writing

III

1e

Meet my friend

1

Vocabulary

A. Read and write the correct name under each picture. Then listen and check your answers.



1

2

3

- Fiona is short and chubby. She's got medium-length straight fair hair.
- Emma is really good-looking. She's got short curly hair.
- Amanda is tall and slim. She's got long wavy dark hair.

3

Speak & Write

A. A teenage magazine invites its readers to write about their friends. Read what Rob Fabregas wrote. In which paragraph can you find information about the following?

- Marco's personality
- what Rob and Marco do together
- Marco's appearance
- who Marco is

My best friend

by Rob Fabregas

My best friend's name is Marco. He's 13 years old and he's short and slim. Marco has got curly brown hair and brown eyes. Marco is shy but when we hang out together, we always have a lot of fun. Marco is also very clever and helpful, so I like studying with him. We both like sports, and we're in the same ice-hockey team. Marco is a great player! In the winter, we spend all our free time at the ice rink. We want to play for our local team one day.

B. Look at the pictures and match the opposite adjectives. Then listen and check your answers.



2

Speak

CLASS GAME
Say three sentences describing one of your classmates (appearance and personality) to the class, including one sentence which is not true. Your classmates must find what is not true about this person.

Lee has got blue eyes and...
He's active and...

TIP! When you learn new words, it's a good idea to learn any synonyms and/or opposites.

variety of activities practising speaking and writing skills

B. Read again and complete the table below about Rob's best friend.

Name	
Age	
Appearance:	
Height: tall	Build: chubby
short	slim
Hair	
Eyes	
Personality	
Interests/Hobbies	
Things we do together	



C. Copy and complete the table above with information about your best friend. Then talk in pairs.

Who's your best friend?

How old is he/she?

What does he/she look like?

What is he/she like? Is he/she shy, friendly, etc.?

What does he/she do in his/her free time?

What do you do together?

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

Word order

subject + verb + object

We read magazines.

adjective + noun

She's a beautiful girl.

She's got beautiful eyes.

verb be + adjective

Tina is beautiful.

1. has got / Betty / hair / straight

2. is / outgoing / brother / my

3. every day / Neil / the washing-up / does

4. a / girl / Kate / lovely / is

5. the Net / Andrew / in the evenings / surfs

E. Write two paragraphs about your best friend. Use the information from activity C and follow the plan below.

Paragraph 1:

Say who your best friend is and how old he/she is.

Write about his/her appearance (hair, eyes, etc.).

Paragraph 2:

Write about his/her personality.

Write what you do together.

writing activity
for further
practice

TIP! Group relevant information together and put it in the same paragraph.

2d Famous faces

warm-up activities
introducing the
topic

1 Warm-up

Discuss.

- What do you know about these famous people?
- What are they famous for?



2 Read

A. Listen, read and choose the best title for the text.

- Jamie Oliver's best recipes
- Jamie Oliver makes a difference
- Jamie Oliver: How to become a famous chef

various types of
texts: a magazine
article



While he was growing up, Jamie Oliver's parents ran a pub in Essex, England and he used to practise cooking in the kitchen there. He enjoyed cooking so much that after he finished school, he went to Westminster Catering College, where he studied to become a chef.



In 1999, he started working in The River Café, in Fulham, London, where he was noticed by the BBC. He went on to make a TV show called *The Naked Chef*. It was such a success that he made a cookbook of the same name which became a best-seller. In the same year, he received an invitation to prepare lunch for the Prime Minister at 10 Downing Street.

Oliver became famous for his simple, healthy but delicious creations. His recipes were fresh, and the style of his cooking programme was relaxed, friendly and cool. He turned food preparation and cooking into a fun activity, instead of a boring chore.

In 2005, Oliver introduced a campaign to **improve** school dinners in the UK. He wanted to **get rid of** the junk food that they served to kids and make kids eat fresh, healthy food. It wasn't an easy **task**, but eventually the campaign was a success and students' eating habits showed great improvement.

Oliver's next campaign was to get the people of the USA to start eating healthily, and he started off with West Virginia. He wants to inform communities about how important it is to eat home-made healthy food. Hopefully, his message will **spread** across the world.



B. Look at the highlighted words/phrases in the text and choose the correct meaning a or b.

- | | |
|----------------------------|------------------------------------|
| 1. improve | 2. get rid of |
| a. think something is good | a. make something go away |
| b. make something better | b. take something to another place |
| 3. task | 4. spread |
| a. job | a. be written |
| b. recipe | b. become known |

C. Read again and answer the questions.

- Where did Oliver first start making food?
- Which TV station did he appear on first?
- What was *The Naked Chef*?
- What did he do at 10 Downing Street?
- How did he improve TV cooking programmes?
- Who did he help in 2005 and how?
- What did he try to do in West Virginia?

3 Vocabulary

Use the verbs given to form nouns and complete the sentences.

NOTE: We form some nouns by adding a suffix (e.g. **-ion, -ation, -ment**) to a verb.
create > creation
invite > invitation
improve > improvement

- Are all the _____ for the party finished? **PREPARE**
- My uncle has a huge rock CD _____. **COLLECT**
- The teacher asked us to find some _____ about Bill Gates. **INFORM**
- Brian put an _____ in the newspaper to sell his motorbike. **ADVERTISE**
- What time does the _____ begin? **CELEBRATE**
- I give a lot of money to environmental _____. **ORGANISE**
- Writing a best-seller at the age of seventeen, was a great _____. **ACHIEVE**
- I got into an _____ with my parents and now I feel terrible. **ARGUE**

4 Grammar

Clauses of result

so + adjective/adverb + (that)

- The film was **so boring that** I didn't watch the ending.

such + (a/an) + (adjective) + noun + (that)

- It was **such a boring film that** I didn't watch the ending.

Complete with **so** or **such**.

- The meal they served us was _____ delicious that we ate it immediately.
- We had _____ a good time in Paris that we want to go again.
- It was _____ a big cake that we couldn't eat it all.
- Dennis has improved _____ much at Maths that he's become one of the top students.
- You've got _____ nice boots that you don't need to buy new ones.
- My best friend can cook _____ well that I'm sure he'll become a chef.

5 Listen

A. How much do you know about Beyoncé Knowles? Try to answer the questions below. Then listen to the first half of a radio programme and check your answers.

- Which city is Beyoncé from? _____
- What year was she born in? _____
- What band did Beyoncé use to be in? _____
- What was the name of her first solo album? _____



B. Now listen to the rest of the radio programme and write T for True or F for False.

- Beyoncé was quite shy when she was a young girl. ☐
- In the beginning, Destiny's Child had three members. ☐
- The manager of Destiny's Child was Beyoncé's father. ☐
- Beyoncé started acting in 2001. ☐
- Beyoncé was married when she sang *Crazy in Love*. ☐
- Beyoncé's mother is a fashion designer. ☐
- Beyoncé's mother's name is Deréon. ☐

6 Speak

Talk in pairs. Think of a famous person and reasons why this person is famous. Then try to convince the class why this person is the most famous in the world.

Angelina Jolie is so successful that people all over the world know her.

Rafael Nadal is such a good tennis player that he wins almost every tournament.



grammar focusing on key grammatical structures

Read

A. Discuss.

- Do you think the mobile phone is a useful invention? Why?
- How much have mobile phones changed in the last five years?

B. Read the text quickly.

Which sentence best summarises the text? Choose a, b, c or d.

- There are a lot more mobile phones in the world today than in the past.
- The mobile phone is one of the most important inventions.
- Mobile phones have changed a lot since the first one was invented.
- People are finding new ways to use mobile phones.

from **BRICK** to **SMARTPHONE**

The evolution of the mobile phone

up-to-date texts and topics

In 1973, Martin Cooper invented a portable mobile phone. It was the DynaTAC and in 1983, it was available in shops. DynaTAC phones were large and weighed about a kilo. They were also very expensive, but people used to buy them like crazy. However, people complained that you could only talk for an hour before needing to charge them again, so soon heavy shoulder packs with batteries in them were introduced. These gadgets became very trendy in the 80s and actors appeared in many films of the time, chatting to friends on their new, hi-tech **device**.

Because of their size and shape, these early mobiles became known as 'bricks'. They seem like dinosaurs compared to the devices we are used to seeing today. The first generation (1G) of mobile phone systems had **weak** signals and many problems. As technology improved, mobiles became smaller and offered more features.

In the 90s, the introduction of 2G mobile systems meant improved reception over wider areas. They also included the ability to send small amounts of **data** such as SMS messages. The first SMS was sent in the UK on 3 December 1992. Today, over 2 trillion text messages are sent every year. Mobiles continued to improve, with coloured screens and a wide variety of ringtones. Another important development was the introduction of cameras on mobile phones. Camera phones became hugely popular and changed the world of journalism. In 2004, the Indian Ocean earthquake was the first event in which most of the videos on the news were provided by camera phones, instead of professional camera **crews**.

The next development was 3G in the early 2000s. This introduced fast access to the Internet and made it possible for a new generation of 'smartphones'. These devices have large touchscreens and act as Internet browsers, media players and game consoles all in one. They have also made video calling and mobile TV a reality. Companies are always **coming up with** new ideas and exciting 'concept' mobiles. Some of these ideas include solar panels on the back of the phone for charging, a **flexible** phone that can bend around your wrist, and even a phone that uses cola to charge its battery. Everyone is trying to find the next big step in the evolution of mobile phones. But what will it be? Only time will tell.



C. Look at the highlighted words/phrases in the text and try to guess what they mean. Then match them with the meanings 1-7 below.

1. think of, suggest: _____
2. not strong: _____
3. easy to bend: _____
4. information: _____
5. groups of people with special skills working together: _____
6. keep information: _____
7. gadget: _____

D. Read the text again and write T for True, F for False or NM for Not Mentioned.

1. DynaTAC phones weren't very popular when they first appeared in shops. ☐
2. People complained about the heavy shoulder packs. ☐
3. The first mobile was nicknamed 'dinosaur'. ☐
4. You couldn't send SMS messages before the 1990s. ☐
5. Videos from mobile phones of the Indian Ocean earthquake weren't allowed to be used on news programmes. ☐
6. Smartphones became possible because of 3G network technology. ☐
7. Solar-powered mobile phones will be available in the next ten years. ☐

E. Discuss.

- What would life be like without mobile phones?
- What would you like mobile phones to be able to do in the future?

Grammar

Past Simple

A: Where **did** you **go** yesterday?

B: I **went** to the shopping centre. I **wanted** to buy a new mobile phone but I **didn't find** a good one.

Used to

When mobile phones were invented, they **didn't use to be** small. They **used to be** big and heavy.

be/get used to

I know you **aren't used to using** the menu on your new phone yet, but you'll soon **get used to using** it. It's very easy.

Choose a, b or c.

1. Eddie and Mike _____ be good friends, but they don't talk to each other any more.
a. use to b. used to c. were used to
2. **A:** Why _____ hang up on me last night?
B: Because I couldn't hear you. The signal was very weak.
a. you b. did you c. did you use to
3. **A:** How can you study while listening to such loud music?
B: I _____ it.
a. used to b. be used to c. 'm used to
4. **A:** I almost crashed my new car again today. I can't get used _____ it!
B: Don't worry. It takes time.
a. driving b. to driving c. to drive
5. **A:** Did you remember to call Grandma yesterday?
B: No, I _____ time to speak to anyone yesterday.
A: But it was her birthday!
a. didn't have b. wasn't have c. didn't use to have
6. A few years ago, Larry _____ work for a computer company. Now he works in a bank.
a. used to b. didn't c. was used to
7. I _____ my grandparents twice a week when I was young.
a. visit b. use to visit c. visited
8. Nowadays, teenagers _____ used to sending text messages to their friends instead of calling them.
a. get b. usually c. are

16

Vocabulary

A. Read. What do the verbs in bold mean? Match them with the definitions a-h.

- | | | |
|--|-----------------------|---|
| 1. My sister and I are always arguing about who will do the washing-up. | <input type="radio"/> | a. talk about something in order to come to a decision |
| 2. Did Sam mention where he was going? | <input type="radio"/> | b. shout |
| 3. Mr Smith explained the rules of the game so everyone could play. | <input type="radio"/> | c. say that you are not pleased with something |
| 4. 'Be quiet!' Linda yelled at me. | <input type="radio"/> | d. make somebody understand something |
| 5. We need to discuss the problem with Mark. | <input type="radio"/> | e. talk about other people and their private lives |
| 6. I spent all morning chatting with Jenny on the phone. | <input type="radio"/> | f. speak about or refer to something without using many words |
| 7. I'm going to complain to the manager about the service. It's horrible. | <input type="radio"/> | g. talk informally, usually with a friend |
| 8. You shouldn't gossip about other people. It's rude. | <input type="radio"/> | h. speak angrily because you disagree |

B. Look at the nouns below. Which verbs do they derive from?

invention

information

development

NOTE: A lot of nouns are formed by adding a suffix such as *-ion*, *-ation* and *-ment* to a verb. Pay attention to spelling irregularities:
introduce → introduction receive → reception
decide → decision explain → explanation

Complete with the correct form of the words in capitals.

- | | |
|--|---------|
| 1. Danny, try to use your _____ a bit more when writing stories. | IMAGINE |
| 2. Did you see the _____ on her face when we told her the news? She was shocked! | EXPRESS |
| 3. After the _____ with his parents, Ted stayed in his room all evening. | ARGUE |
| 4. I can't come to the concert, but thanks for the _____. | INVITE |
| 5. This dress is the fashion designer's latest _____. | CREATE |
| 6. I've noticed great _____ in your work since you started studying more. | IMPROVE |
| 7. The teachers had a _____ about what to do for this year's school play. | DISCUSS |

Listen

A. Discuss.

- What is body language?
- How does body language help us when communicating?
- Can you think of any examples of body language which show people's emotions?

B. Listen to a radio programme with body language expert, Dr Susan Maddison, and complete the sentences below.

- Understanding body language can be useful for worried _____.
- Confident people usually stand _____.
- Apart from meaning something negative, slumped body posture can mean that someone is _____.
- Someone with their hands _____ could be worried or bored.
- Teenagers don't look adults in the eye when they haven't developed self-confidence or when they _____.
- People look up and to the _____ when they are lying.
- Experts say that we should look for _____ or more signals before we decide what the body is saying.



14

a variety of activities practising listening skills

Speak

Talk in pairs. Look at the pictures below which show two types of computers. Talk about the differences between them. Then say what you like or dislike about each type of computer. Use the words and phrases in the boxes to help you.



laptop



desktop computer

portable
convenient
takes up room
heavy/light
cheap/expensive
difficult to repair
powerful
easy to steal
small keyboard
more/fewer cables
smaller/larger memory
battery needs charging
screen size

One of the advantages/disadvantages of having a... is...
Laptops / Desktop computers are more useful because...
A common problem with laptops / desktop computers is...



Listen

You will hear people talking in five different situations. For questions 1-5, choose the best answer a, b or c.

- You overhear two friends talking. Where did the girl see the video?
a. Someone sent her an e-mail.
b. Through an SN site.
c. On TV.
- You overhear two friends talking. What's the boy's opinion about skateboarding?
a. He hates it.
b. He loves it.
c. He doesn't really have an opinion.
- You overhear two friends talking. Why is the boy writing on the forum?
a. He wants to find out some information.
b. He's helping somebody out.
c. He's chatting with some friends.
- You overhear two parents talking. What is true about their daughter?
a. She's more interested in fashion than in gadgets.
b. She's fed up with gadgets.
c. She's fond of gadgets.
- You overhear a conversation. What is true about the girl?
a. She's bought a new mobile.
b. She's changed her mobile number.
c. She's changed her phone company.



- Read the questions and options carefully before you hear each extract.
- Listen to the extracts carefully. Don't try to understand every single word or phrase; focus on the whole message.
- Choose the option which best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.

15 ►►

practical tips enabling students to develop listening subskills and become autonomous learners

16

Write An informal letter/e-mail based on prompts

A. Read the e-mail and answer the questions.

1. Who is writing the e-mail?
2. Why is this person writing?
3. What set phrases are used to begin and end the e-mail?
4. What makes this e-mail informal?



great!

Hello Mark,

How are things? I haven't heard from you for ages. Anyway, I've got some great news.

As you know, I've been nagging my parents to get me a laptop for a long time. Well, guess what! They're getting me one for my birthday, which, by the way, is in two days. Isn't that incredible news? I won't need to use my dad's ancient computer any more and I'll be able to organise all my music files and films.

Here's some more exciting news. I'm having a party on Saturday! Would you like to come? You know, we haven't seen you since you changed schools. And it'll be a good opportunity to see your old friends. What do you think?

Well, that's all for now. Write back with all your news. I hope you can make it to my party.

Yours,
Simon

sure!

tell him

writing activities
training
students to
develop general
writing skills

B. Read Simon's e-mail again and look at the notes Mark has made. Match Mark's notes with the points a-c which show what he should include in his reply to Simon.

- a. give news
- b. express enthusiasm
- c. accept or refuse an invitation

C. Now read the e-mail that Mark has written to Simon and underline the sentences that correspond to his notes. Then answer the questions.

1. Is the wording in Mark's e-mail the same as in his notes?
2. What extra comments or information does he add to his notes?

Hi Simon,

Sorry I haven't written for so long, but I've been quite busy with schoolwork. Thanks for the invitation, mate! You know I wouldn't miss your party for the world, so count me in!

I'm really glad you're finally getting a laptop. Now it'll be easier to keep in touch and we can maybe play some online games. Let me know if you need any more songs for the party.

Now let me fill you in with my news. My new school is OK and I'm doing quite well. However, I haven't made many new friends yet. There's this one guy, though, from my Science class who seems quite interesting and is absolutely hilarious. He's into hip hop like me and actually raps quite well so we're thinking of creating a band together. By the way, do you mind if I bring him along to your party? We can perform if you like.

Say hello to everyone.

See you soon,
Mark

D. Read the expressions/phrases in the table, the situations 1-4 and the notes made. How would you reply?

Expressing enthusiasm

Wow! That's great/wonderful/fantastic news!

I am/was happy/glad/pleased to hear that...

I couldn't believe it when I read that...

Accepting an invitation

Sounds brilliant/perfect! Sure!

Thanks for inviting me to.../asking me to join you.

How could I say no?

Count me in.

Refusing an invitation

I'm sorry but I have to... Maybe some other time.

I'm afraid I can't make it because...

It was nice of you to invite me, but I've already made other plans.

Unfortunately, I'll have to let you down.

Giving news

Well, here's the latest.

Let me fill you in.

You won't believe what happened to me the other day!

You asked me to tell you about ... so here goes.

Here's an update of what's happening in my life.

1. My friends and I are going camping this weekend.
Do you want to join us? *can't / have flu*

2. Guess what! I passed all my exams. *fantastic*

3. So, how was the party? *not good / left early*

4. My cousin from Wales is visiting and we're thinking of going bowling tonight. How about coming along? *sure*

E. Imagine that Simon is a friend of yours and has sent you the e-mail in activity A. Write an e-mail responding to Simon, but refusing his invitation. You can use Mark's e-mail as a model, but you must use your own ideas and other expressions/phrases.

PLAN

When writing an informal letter/e-mail, follow the plan below.

GREETING

► Greet the person you're writing to.

- Hello Frank! • Hi Mum, • Dearest Jane,
- Dear Uncle Greg, • Dear brother/friend/cousin

OPENING PARAGRAPH

► Begin your letter/e-mail and say why you're writing. Use phrases like:

- How are you (keeping)?
- How are things? I hope everything's OK.
- Thanks for your letter/e-mail.
- Sorry I haven't written for so long, but...
- It's taken me ages to reply, but...
- I've been meaning to get back to you, but...
- It was great to hear from you again.
- I'm writing to tell you / let you know...

MAIN PART (2-3 PARAGRAPHS)

► Mention everything you want to include in your letter/e-mail. Don't forget to refer to the notes, if any.

CLOSING PARAGRAPH

► State anything you want to emphasise and end your letter/e-mail. Use phrases like:

- I must go now.
- Well, that's all for now.
- Write back soon.
- Waiting for your letter/e-mail/reply.
- I'm looking forward to hearing from you.
- Say hello to...
- Give my love/regards to everyone.
- Keep in touch.

SIGNING OFF

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

- Yours, • Hugs and kisses, • All the best,
- Bye for now, • Best wishes, • Love, • Take care,



- When writing an informal letter/e-mail based on prompts,
- use the appropriate layout (see page 130).
 - use informal language and expressions (e.g. well, of course, anyway, you know, you see, actually, by the way).
 - use short forms (e.g. I'm, didn't).
 - use exclamations (e.g. That's great news!).
 - use direct questions (e.g. What are you up to?).
 - use standard grammar and spelling conventions. Avoid forms such as wanna, cu l8r, etc.
 - read the prompts carefully and include all the points in the notes in your answer.
 - don't just copy the notes. Try to rephrase them and add any comments and/or information that is relevant.
 - use appropriate expressions/phrases to express enthusiasm, accept or refuse an invitation, give news, etc. (see activity D)

III

1

Round-up

A. Choose a, b or c.

- I'm sick _____ doing housework every weekend.
a. with b. to c. of
- I've got a _____ signal in here, so I can't call Jerry.
a. weak b. nasty c. challenging
- You shouldn't _____ about your friends.
a. gossip b. discuss c. mention
- I'm fed _____ with Mike's behaviour. He's so rude!
a. off b. up c. out
- Andy _____ to talk to anyone about his problem because he was embarrassed.
a. refused b. accepted c. argued
- Fay's jokes are _____. I can't stop laughing.
a. powerful b. hilarious c. flexible
- I need to _____ an antivirus program on my new computer.
a. install b. charge c. store
- Let me fill you _____ on what happened yesterday.
a. out b. up c. in

Score: / 8

B. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

- A: I _____ (think) of going to the cinema on Saturday. _____ you _____ (come)?
B: I _____ (not think) so. My brother _____ (need) help with his Maths, so I have to stay at home.
- My sister _____ (always / talk) on the phone! When she's at home, I _____ (never / get) the chance to use the phone!
- A: _____ Peter _____ (work out) every day?
B: Usually, but these days he _____ (study) for an exam, so he hasn't been to the gym much.
- Ethan _____ (receive) e-mails from his cousins in Australia every day. At the moment, he _____ (send) a reply to one of them.

Score: /10

C. Circle the correct words.

- I still can't get used to **wake / waking** up early in the morning.
- Did you **downloaded / download** any new songs yesterday?
- Linda isn't used to **live / living** alone, so sometimes she feels lonely.
- Monica **come / came** across some old pictures as she was tidying her desk.
- My father didn't use to **walk / walking** to work, but now he does.

Score: / 5

D. Choose a, b or c.

- Alice is _____ creative person I know.
a. the most b. more c. as
- The journey was _____ than expected.
a. long b. as long c. longer
- The _____ we leave for the train station, the better.
a. early b. earlier c. earliest
- Postcards are not _____ popular as e-mails.
a. as b. more c. much
- Betty is getting taller and _____ every day.
a. taller b. tallest c. much tall
- I think Science is _____ difficult than History.
a. much more b. a lot c. the most

Score: / 6

E. Choose the correct response. There are two extra responses which you do not need to use.

- Give me a call on Monday so we can chat.
 - What are you going to tell your brother now that you broke his mobile phone?
 - I need to have a word with Tom.
 - I lost touch with Jack after he got married.
 - I'm visiting Sam next weekend.
 - Are you coming to my football match on Saturday?
- a. Absolutely. I wouldn't miss it for the world.
b. Sure. What's your phone number?
c. You can bring him along.
d. That's too bad. You were such good friends.
e. You can count him in.
f. Really? Give my regards to him.
g. Why? Is he in trouble again?
h. I'll come up with something.

Score: / 6

TOTAL SCORE: / 35

Now I can...

- ☐ talk about various aspects of communication
- ☐ distinguish between permanent and temporary situations
- ☐ make comparisons
- ☐ talk about what I like or dislike
- ☐ write a personal webpage
- ☐ refer to past habits and events
- ☐ write an informal letter/e-mail based on prompts
- ☐ express enthusiasm, accept or refuse an invitation and give news

Exam Practice p. 132

Culture page 1 p. 140

Writing reference

An informal e-mail

An informal e-mail is usually sent to a friend, a relative or an acquaintance. Note the layout below:

Subject: a brief phrase that indicates what the content of the e-mail is.

Greeting: on the left-hand side of the page. Put a comma after the name.

Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs.

Signing off: on the left-hand side of the page. Use your first name.

To: eileen728@yahoo.com
From: karen34@freenet.com
Subject: Birthday Party

Dear Eileen,

Hope to see you soon,
Karen

An informal letter

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

Greeting: on the left-hand side of the page. Put a comma after the name.

Indent paragraphs: start the first line of each paragraph under the comma.

Signing off: towards the middle of the page (e.g. Love, Best wishes). Don't forget the comma followed by your first name written underneath.

92 Park Lane
Epsom
Surrey KT18 2LR
18 June 20...

Dear Betty,

Love,
Jill

detailed writing section at the back of the book

familiarisation of students with exam type tasks

Exam Practice

Module 1

A. Read the text below and choose the correct word for each space.

The computer is one of the most important (1) _____ of the 20th century. Some people (2) _____ that they cannot live without them while others are not very fond (3) _____ them.


Using a computer has many advantages. First of all, computers help users organise and save (4) _____. Thanks to developments in technology, computers can process information (5) _____ than the human brain can. This way users can save a lot of time. Secondly, users can (6) _____ songs, films and games on their computers and enjoy them whenever they want. Those who have access to the Internet, can download information and also keep (7) _____ touch with family and friends through e-mails or even (8) _____ online.

Unfortunately, there are some drawbacks as well. Computers make us dependent on them. Instead of thinking about how to solve a problem, people (9) _____ to finding solutions the easy way, on the Internet, with just a few (10) _____ of the mouse. In addition, sitting in front of a computer screen for hours can cause health problems (11) _____ as eye strain. Lastly, computers that are connected to the Internet are at risk. They can get viruses that can destroy all the programs or (12) _____ information.

1. a. highlights	b. inventions	c. facilities	d. programs
2. a. thinks	b. thinking	c. think	d. are thinking
3. a. on	b. with	c. of	d. about
4. a. software	b. data	c. viruses	d. sites
5. a. as fast	b. fast	c. the faster	d. a lot faster
6. a. install	b. store	c. attach	d. paste
7. a. with	b. to	c. on	d. in
8. a. discuss	b. chat	c. mention	d. explain
9. a. used	b. get use	c. are used	d. use
10. a. signals	b. taps	c. scrolls	d. clicks
11. a. for	b. such	c. that	d. like
12. a. shut	b. lose	c. delete	d. undo

B. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- Mike really likes playing football. **KEEN**
Mike _____ football.
- Andy is improving at his job. **AND**
Andy is getting _____ at his job.
- Paola didn't use to be so outgoing. **THAN**
Paola is _____ to be.
- Sandra still doesn't know how to use her new mobile. **USED**
Sandra is still _____ her new mobile.
- I need to speak to you. **WORD**
I need to _____ you.
- Erin thought of the perfect solution. **CAME**
Erin _____ the perfect solution.
- Rita disappointed me yesterday afternoon. **LET**
Rita _____ yesterday afternoon.
- If you keep exercising, you'll get fit. **MORE**
The _____ you'll get.



texts introducing cultural information

A. Look at the pictures and the titles. What do you know or can you guess about these museums? Listen, read and check your answers.

Culture page 1 |||

MEGA MUSEUMS



THE BRITISH MUSEUM, LONDON
The British Museum is a museum of human history and culture. Its collection of over seven million objects from all continents is one of the largest in the world. The museum opened in 1753 and it started off with the collection of a man called Sir Hans Sloane. In 1823, part of Sloane's collection of plants and animal bones was moved to another building to create the Natural History Museum. Until 1997, The British Museum was also the home of the British Library, which was then moved to a new building. Today in its place is the Great Court, the largest covered square in Europe. Admission is free and the museum has about 6 million visitors every year.



THE STATE HERMITAGE, ST PETERSBURG
The State Hermitage is one of the largest and oldest museums in the world. It was established in 1764 but it opened to the public in 1852. It started off with Empress Catherine II's collection of paintings and grew from there. Now, it's got a huge collection of over 3 million objects from classical art until today, but visitors are only allowed to see a small part. There are six historic buildings altogether, including the Winter Palace where the Russian Emperors used to live. Entrance to the museum is free for students and children and on the first Thursday of every month it's free for all visitors.



THE METROPOLITAN MUSEUM OF ART, NEW YORK
The Metropolitan Museum of Art, also known as 'The Met', is a museum located next to Central Park in the heart of the city. It opened in 1872 and it has a collection of about two million works of art from Ancient Egyptian to modern times. It's also got a large collection of costumes, photographs, musical instruments and antique weapons and armour. 'The Met' is the most visited attraction in New York City with about 5.2 million visitors every year.

B. Read again and write B for The British Museum, M for The Met or H for The State Hermitage.

- This museum started from a personal collection.
- This museum is the most popular in its city.
- This museum is the oldest of the three.
- You can't see most of this museum's collection.
- This museum has got the most objects of the three.

You can find more information on this topic in the Student's Area at www.nmpublications.com.

web links

SONG 1

Read the song and put the lines a-d and e-h in the correct order. Then listen and check your answers.

Boys or Girls?

Girls or boys? Boys or girls?
Who can we trust to run the world?

a. Will girls chat the whole night?
b. Is it for girls that we should look?
c. If we need someone to cook,
d. Will boys argue and then fight?

Girls or boys? Boys or girls?
Who can we trust to run the world?

e. Who gets on with the DIY?
f. Will boys fight for fame and power?
g. Should it only be a guy,
h. Will girls ever come out of the shower?

Girls or boys? Boys or girls?
Who can we trust to run the world?

Do you agree? Are these things true?
Have a look at people around you.

songs accompanied by an activity

WORKBOOK

vocabulary and grammar activities

8b The great outdoors

A. Match. Then complete the sentences with the phrases.

1. make	a. times	1. My mum _____ when I don't tidy my bedroom.
2. have some time	b. time	2. Don't _____ looking for a new camera.
3. at all	c. to time	3. _____ You can have my old one.
4. waste	d. a hard time	4. Please wear your boots _____ I like to go fishing.
5. gives me	e. your time	5. I try to _____ to ring my grandfather.
6. from time	f. to kill	6. We _____ but it's difficult because I'm usually busy.
		7. _____ before the match starts.

How about getting something to eat?

B. Read and choose a, b or c.

TAKE THIS BUCKET TO THE SHED, PLEASE.

1. The farmer asked _____ the bucket to the shed.
a. to take me b. me to take c. me take

Don't feed the chickens!

2. The man told us _____ the chickens.
a. to don't feed b. to not feed c. not to feed


USE THE OTHER SPADE!

3. My father told me _____ the other spade.
a. to use b. not to use c. use


Don't throw mud at your sister.

4. Jeff told his daughter _____ mud at her sister.
a. don't throw b. to not throw c. not to throw


C. Rewrite the sentences using Reported Speech and the words given.




1. 'Steer clear of the cows,' my uncle said to me. **told**



2. 'Stay here and be quiet,' Mr Kline said to his son. **ordered**



3. 'Don't play football here,' the man said to the boys. **told**



4. 'Turn the music down, please,' Lisa said to Emily. **asked**


GRAMMAR BOOK

Unit 17 Passive Voice (Present Simple - Past Simple) |||

Read the text.

AI Facts

- In 1637 it was predicted by René Descartes, a French scientist, that it would not be possible to have machines that think like humans do.
- About two centuries later a test was presented by the father of AI, Alan Mathison Turing, known as the 'Turing Test'. The test was designed to show that AI exists.
- The idea of AI is found in many popular films and books, like Star Wars, The Matrix, AI: Artificial Intelligence, etc.



Now read the sentences below and write T for True or F for False.

- In the past, scientists predicted that machines would be able to think like humans. ☐
- Turing wanted to show that AI is possible. ☐
- AI is not found in books and films. ☐

Grammar

Passive Voice

- The **Active Voice** shows that the subject of the verb does an action.
People send lots of e-mails to friends.

The Passive Voice:

- is used to emphasise the action rather than who or what is responsible for it.
Lots of e-mails are sent to friends (by people).

Transforming a sentence from Active Voice to Passive Voice:

- the object of the verb in the **Active Voice** becomes the subject of the verb in the **Passive Voice**.
- we use the verb **be** in the same tense as the verb in the **Active Voice**.
- we use the **past participle** of the main verb.
- If we want to show who does the action (**agent**), we use the preposition **by** with the subject of the verb in the **Active Voice**.

3b Express yourself!

1 Read

A. Discuss.

- What do you know about sign language?
- Do you know anyone who uses sign language?

On the train...

R. Look at the first picture. What do you think happened to Amy? Listen to the dialogue and check. Then read it out in pairs.

Amy: Ouch! Not again!
Liv: What happened?
Amy: Four people have stepped on me so far.
Liv: Big deal! We're in a crowded train.
Amy: Yeah, but that guy didn't even apologise. He just made a strange gesture, like he's hungry or something.
Liv: What? I doubt it.
Amy: Look. He's making more gestures with that boy over there. Oh, they're communicating with sign language.
Liv: I watched a documentary about deaf people and sign language yesterday. Did you know that some signs mean letters and some mean words or even phrases?
Amy: I didn't know that. I wonder what he said to me. I'm really curious.
Liv: We'll check on the Net when we get to my place.
Amy: What do you think they're talking about now?
Liv: Beats me. Now stop staring!

Later at Liv's home...

Amy: You've been on that laptop for half an hour. Have you found anything yet?
Liv: This website about sign language. It's wicked! You can find anything you want here, and there are short videos that show you how to sign. Watch this one.
Amy: That's what the boy on the train did! He made a circle on his chest with his fist. What does it mean?
Liv: Sorry silly!
Amy: You know what? I'd like to learn sign language. Maybe I'll have a go. They have classes at the youth club.
Liv: Count me in, too. Sounds like fun!

C. Look at the expressions 1-6 from the dialogue and match them with the meanings a-f.

1. Big deal!
2. I doubt it.
3. Beats me.
4. It's wicked!
5. I'll have a go.
6. Count me in.

- a. It's excellent!
- b. It's nothing serious.
- c. I don't think so.
- d. Include me.
- e. I have no idea.
- f. I'll try it.

D. Read the dialogue again and answer the questions.

1. Why is Amy annoyed with the boy?
2. What does Amy think the boy's gesture means?
3. Can the girls understand what the boys are signing?
4. What's special about the website Liv has found?
5. How can you sign Sorry?
6. How can you tell that Amy finds sign language interesting?

3b

FUNCTIONS

Talking about sign language
Distinguishing between the Present Perfect Simple and the Past Simple
Linking past and present time

STRUCTURES

Present Perfect Simple vs Past Simple

VOCABULARY

annoyed apologise chest circle communicate curious deaf discuss fist gesture sign (verb) sign language stare step on wonder (verb)
Expressions
Beats me Big deal Count me in Have a go I doubt it It's wicked

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the phrase express yourself (to make one's feelings/thoughts known either through words or gestures. Art is also a way in which people express themselves.)
- Ask Ss to guess what the lesson will be about and elicit answers.
- Ask Ss in what ways they usually express themselves and initiate a short discussion.

1 Read

Aim: to prepare Ss for the reading activity

- Ask Ss to read through the questions.
- Elicit answers and initiate a short discussion.

Background note

Sign language is a language which uses visually transmitted patterns, manual communication, body language, lip patterns in order to convey meaning. It is typically used in deaf communities which include not only deaf people or hard of hearing people but also their family, friends and interpreters. Hundreds of sign languages are in use today around the world and every language has its own sign language. Some of them are legally recognised while others are not.

B. Aims:

- to give Ss practice in making predictions about the content of the dialogues based on visual prompts
- to present vocabulary, structures and functions in the context of the two dialogues
- to give Ss practice in identifying the main idea of the dialogues

Draw Ss' attention to the first picture and ask them the question in the rubric.

- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.

KEY

A lot of people have stepped on her and she is annoyed.

Ask Ss some comprehension questions.

What language is the boy using to communicate with people? Sign language.
Do all signs mean letters? No, some of them mean words or phrases.
How did Liv learn about sign language? She had watched a documentary about deaf people and sign language the previous day.
What do the girls decide to do when they get to Liv's house? They decide to find out on the Net what the boy's gesture means.
What did Liv find on the internet? A website about sign language.
What sign did the boy make on the bus? He made a circle on his chest with his fist.
What do the girls decide in the end? To learn sign language.

Choose Ss to read the dialogues aloud.

C. Aim: to help Ss understand conversational English

- Ask Ss to read through the expressions 1-6 and the equivalent phrases a-f.
- Have Ss do the activity.
- Help Ss deduce the meaning of the phrases they don't know by referring them to the dialogues and by giving them some examples.
- Check the answers with the class.

KEY

1. b 2. c 3. e 4. a 5. f 6. d

D. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

1. Because he stepped on her and, according to her, he didn't apologise.
2. That he's hungry or something.
3. No, they can't.
4. It has short videos that show you how to sign.
5. By making a circle on your chest with your fist.
6. She wants to learn sign language at the youth club.

Explain any unknown words.

step-by-step guide to each stage of the lesson

PORTFOLIO WITH PROJECTS

TEST BOOKLET

My dossier

2 Standing out

The world's tallest buildings

1. Find information about the world's tallest buildings throughout history.
2. Draw or stick pictures of the buildings starting with the Great Pyramid of Giza on the left and ending with the tallest building on the right.
3. Draw a timeline underneath the buildings.
4. Write information under each building such as:
 - height
 - when built
 - until which date it was tallest
 - location

Great Pyramid of Giza
It was built in...

Eiffel Tower
It was built in...

Portfolio with projects

Test: Module 7

VOCABULARY

A. Complete the sentences with the words in the box.

ridiculous opponent filthy donation solution solve

1. Dad washed the car because it was filthy.
2. It took weeks for the detective to solve the crime.
3. You look ridiculous in that hat. Take it off.
4. This problem needs a very clever solution.
5. Excuse me, would you like to make a donation to our charity?
6. Wilson's opponent in the final is a young player from South Africa.

Score: 6

B. Complete with the correct form of the words in capitals.

1. Police are investigating three competitors that happened in the last month.
2. How many thieves have entered the race?
3. The criminal tried to escape but the police caught him.
4. The project was extremely difficult and I didn't manage to finish it.
5. When we got home, our neighbour told us about the thief.

Score: 5

C. Circle the correct words.

1. How are you going to deal to / with the problem?
2. Could you turn the radio on / down? It's very loud.
3. The winner of the contest / contestant was a woman from Chesterfield.
4. Four men with guns tried to steal / rob the bank yesterday afternoon.
5. A: How are we going to attach / push these two bits together?
B: Use these screws.

Score: 5

COMMUNICATION

Complete the dialogue with the phrases a-d.

a. It's a piece of cake.
b. You have a point there.
c. I can't hear myself think.
d. I can't be bothered.

Doug: Kirki! Can you turn the TV down? (1) _____
Kirki: Sorry. What are you doing there?
Doug: I'm trying to read my book. What about you? Aren't you revising for the exam?
Kirki: (2) _____
Doug: Are you serious?
Kirki: Yeah, I don't need to revise for Geography. (3) _____
Doug: Do you think so? Is that why you failed it last time?
Kirki: (4) _____
Doug: Turn that TV off and go and study.
Kirki: OK, I will.

Score: 8

tests

warm-up activities introducing the topic

familiarisation of students with all exam-type tasks

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

systematic development of reading strategies

The bonds between us

Read

A. Discuss.

- Is there anyone in the media spotlight that you consider special? Who, and why?
- Are the people you follow in the media the most important people in your life? Why (not)?

B. Read the text quickly. Which sentence best summarises the text? Choose 1, 2, 3 or 4.

- People who follow celebrities' lives are not reliable.
- The real stars are the people who are changing the world.
- The people who are important to us are those that care about us.
- People who are famous today may not be famous tomorrow.

People who matter

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

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

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

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

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

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

So, who's rocking your world?

These people may have the most money or awards, but how easily do we remember their names? Even those people who are champions in their fields are soon forgotten. To recognise the people that truly matter, see if you can answer the following questions: How fast can you name three friends who helped you when you needed them? Can you think of any people who make you feel special when you are sad? Which teachers help you at school? Can you name five people you enjoy spending time with? Are there any heroes that inspire you? You'll soon see the names you come up with are the names of the people most familiar to you. They are the names you always remember. The people whose names you can always remember are the most important people in the world to you.

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

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

- Who are the people "in the spotlight"?
 - a young people getting a lot of public attention
 - people everyone is talking about
 - people we know the best
 - people with popular occupations
- According to the text, we are fickle because
 - we hang posters on our walls
 - we frequently change the posters on our walls
 - we are forgetful
 - we often change our minds about what we want or like
- If somebody has staying power he/she
 - is remembered for his/her accomplishments years later
 - has the ability to attract attention
 - has the talent to achieve things that others cannot
 - has the strength to fight for his/her beliefs
- Why does the writer ask us to name people who are champions in their fields?
 - to test our general knowledge
 - to remind us who the people with distinctions and achievements are
 - to prove that people who have achieved fame are not remembered for long
 - to prove that those with distinctions are not necessarily the wealthiest
- What point is the writer trying to make in paragraph 7?
 - The speed at which you answer the questions is important
 - You are not likely to forget the names of the people that count
 - There are a lot of people who make you feel special
 - In actual fact, you don't have many friends
- According to the writer, the people that really matter are
 - the wealthiest and most famous
 - those that help us the most
 - those that change the world with their achievements
 - those that have faith in us

D. Match the highlighted words/phrases in the text with their meanings below.

- not aware of: _____
- special awards or honours: _____
- faced with a lot of something: _____
- changeable / changing one's mind very often: _____
- wealthiest: _____
- to have an effect on a situation: _____
- a brief experience of something: _____

E. Discuss.

- Do you agree that the most important people in your life are the ones who care about you?
- Which people in your life matter the most to you, and why?

activities encouraging critical thinking and personal response

familiarisation of students with all exam-type tasks

language awareness activities enabling students to understand grammar

The bonds between us

Listen

You will hear people talking in six different situations. For questions 1-6, choose the best answer, a, b or c.

- You hear a woman talking about her new job. What does she say about the people she works with?
 - She finds them strange.
 - They're not very open.
 - They want to know too much about her private life.
- You overhear a conversation between two boys. What is Steve worried about?
 - He doesn't like the food.
 - He doesn't like football.
 - He doesn't have enough money.
- You overhear a man speaking to a travel agent. How does the man feel about the woman's answer?
 - satisfied
 - angry
 - disappointed
- You hear a man talking to a colleague. Who is this person talking about?
 - his ex-wife
 - his mother-in-law
 - his daughter-in-law
- You overhear a conversation between two students. Do they agree or disagree about Professor Lawson?
 - They completely agree.
 - They disagree.
 - They partly agree.
- You hear a man talking about a cat. Why was the man annoyed with the cat at first?
 - It ate too much.
 - It wasted food all the time.
 - It damaged the furniture.

Read the questions and options carefully before you hear each extract. Pay special attention to question words (who, when, etc.).

- Listen to each extract carefully. Don't try to understand every single word or phrase, but focus on the whole message.
- Choose the option that best answers the question. Just because words or phrases included in the extract appear in it.
- Choose an option after you have heard the whole extract and confirm your choice when you have heard the extract for a second time.

Vocabulary 2

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

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

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

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

C. Read the sentences below and match the phrasal verbs in bold with their definitions.

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

a. collect (in a vehicle)
b. provide accommodation
c. happen unexpectedly
d. stay at the same speed/level
e. visit (after a long time)
f. end a relationship

Grammar 2

Stative verbs

A. Read the sentence below. Which tense is used and why?

All parents **want** their children to succeed in life.

Now look at the two sentences below and answer the questions.

- I **think** friends are the most important people in our lives.
- I'm **thinking** about what to get my sister for her birthday.

In which sentence could the verb in bold be replaced by the phrase in my opinion?

In which sentence does the verb in bold refer to someone using a mental process?

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

See Grammar Reference

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

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

Speak

Work in groups and discuss the following questions.

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

Phrases / Expressions

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

DESIRABLE/POSITIVE TRAITS	UNDESIRABLE/NEGATIVE TRAITS
centrist	reliable
easy-going	supportive
discreet	thoughtful
good natured	trustworthy
	moody
	bossy
	immature
	vain
	stubborn
	insensitive
	rosy
	pessimistic

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

warm-up activities
introducing the topic

SAMPLE PAGE FROM FULL BLAST B2 - STUDENT'S BOOK

familiarisation of students with all exam-type tasks

up-to-date texts
and topics

practical
tips helping
students to
cope with
examination
tasks

systematic
development
of reading
strategies

activities encouraging critical thinking and personal response

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

practical tips helping students
to cope with examination tasks

useful
guidance
enabling
students to
develop their
writing skills

Going places

Read


A. Discuss.

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


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

ONE-WAY TICKET


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




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



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



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



E. Discuss.

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

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

- busy
- at present
- miss out
- unwillingly
- attractive
- give something officially
- cancel
- delighted

100%

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

- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

7/11

Write

A descriptive article

A. Discuss

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

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

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

Write the article (120-180 words).

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

Salzburg:

the heart of Europe that captured my own



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

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

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

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

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

ADJECTIVES

tasty
heavy
amazing
huge
breathtaking
spicy
stunning
stormy
thrilling
bittersweet

ADVERBS

immediately
instantly
relessly
happily
quietly
serenely
motionlessly
greedily
quickly
thankfully

1. The _____ rain poured over us.

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

3. The food was _____ and we _____ ate it all.

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

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

100%

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

PLAN

When writing a descriptive article, follow the plan below.

TITLE

- Think of an interesting title.

INTRODUCTION

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

MAIN PART (2-3 paragraphs)

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

CONCLUSION

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

100%

When writing a descriptive article, you should:

- Try to attract the readers' attention and interest them
- Use a catchy title
- Don't overgeneralize, give examples and real incidents to make the article interesting
- Use lively language (adjectives and adverbs, questions, a variety of vocabulary and syntax)

13/11

sample texts functioning as models

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