Contents

UNITS	READING SKILLS	WRITING SKILLS	GRAMMAR
UNIT 1 (p. 4-11) Writing Strategies	• recognition of style & type of writing • reading for gist/specific information • reconstructing a text	• planning a composition • techniques for beginnings/endings	• linking words/phrases • error correction
UNIT 2 (p. 12-15) Everyday People	• reading for gist/specific information • reconstructing a text	• an article describing a best friend	• linking words/phrases • relative clauses • error correction
UNIT 3 (p. 16-19) What a Character!	• reading for specific information/ detailed understanding • recognition of style & type of writing	• an article describing a favourite TV character	• linking words/phrases • adjectives • error correction
UNIT 4 (p. 20-23) From All Four Corners of the World	• reading for specific information • reading for gist	• description of senses/crowds/activity • an article describing a town/city	• adjectives • relative clauses
UNIT 5 (p. 24-27) Four Walls and a Roof	• reading for specific information • reading for gist • reconstructing a text	• description of location • an article describing a famous building	• the passive
UNIT 6 (p. 28-31) A Time to Celebrate	• reading for specific information • reconstructing a text	• an article describing a celebration	• formation of adjectives • adjectives with *-ing/-ed*
UNIT 7 (p. 32-35) So the Story Goes	• reading for specific information/ detailed understanding • reconstructing a text	• description of emotions • a first-person narrative	• tenses: past simple, past continuous, past perfect • linking words/phrases
UNIT 8 (p. 36-39) What a Relief!	• reading for gist/specific information • identifying chronological sequence	• description of weather/atmosphere • a third-person narrative	• adjectives/adverbs • similes
UNIT 9 (p. 40-43) Pros and Cons	• reading for gist/specific information • matching topics to paragraphs	• techniques for beginnings/endings • a 'for-and-against' article	• linking words/phrases
UNIT 10 (p. 44-47) A Matter of Opinion	• reading for specific information • reconstructing a text	• techniques for beginnings/endings • an article giving the writer's opinion	• linking words/phrases
UNIT 11 (p. 48-51) Front Page News	• reading for gist/specific information/ detailed understanding • recognition of style & type of writing	• techniques for beginning reports • a news report	• the passive • direct/reported speech • relative clauses
UNIT 12 (p. 52-55) Making a Judgement About ...	• reading for detailed understanding • matching topics to paragraphs	• formal & informal style • an assessment report	• linking words/phrases • the passive • formal/informal language
UNIT 13 (p. 56-59) Drop Me a Line ...	• reading for specific information • matching texts to visual prompts	• techniques for beginning & ending a letter • a letter telling a friend one's news	• tenses for past/recent/ current events, plans • formal/informal language
UNIT 14 (p. 60-63) We'd Love It If You ...	• reading for specific information • matching topics to paragraphs	• a letter of invitation to a friend • a letter accepting/refusing an invitation from a relative	• error correction
UNIT 15 (p. 64-67) Trouble Shared ...	• reading for detailed understanding • matching topics to paragraphs • reconstructing a text	• making suggestions • a letter offering advice to a relative	• advice/suggestion — *esp.* conditionals type 2
UNIT 16 (p. 68-71) Not up to My Expectations	• reading for specific information • matching topics to paragraphs • recognition of style & type of writing	• formal & informal style • making complaints • a formal letter of complaint	• linking words/phrases
UNIT 17 (p. 72-75) Job Hunting	• reading for detailed understanding • reading for specific information	• formal & informal style • a formal letter applying for a job	• *-ing* form, *to* + infinitive • verbs with prepositions • prepositions
UNIT 18 (p. 76-79) With Reference To ...	• reading for specific information • matching text to notes	• formal & informal style • a formal transactional letter requesting information	• direct/indirect questions • error correction
UNIT 19 (p. 80-85) Email me	• reading for gist • reading for specific information	• informal/semi-formal/formal style • informal/semi-formal/formal emails	• use of long/short forms; everyday language
UNIT 20 (p. 86-87) Leave a message	• reading for specific information • reconstructing a text	• formal/informal style • shorter/longer sentences • a message	• use of imperative, participles
UNIT 21 (p. 88-91) Take a look ...	• reading for specific information • changing style	• checking a piece of writing • an announcement; a message	• use of informal/formal register
UNIT 22 (p. 92-93) To all members	• reading for specific information	• identifying style • a memo	• use of well-structured sentences

Irregular Verbs (p. 94), **Photo File Section** (p. 95-112)

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

> *Your teacher has asked you to write articles about the capital city of your country. Write your* ***article*** *about the city, describing what visitors can see and do there, as well as writing about the city's restaurants and nightlife. (120-180 words)*

1 What type of composition is this? Who is going to read this?

2 What style would you use for this article?
- **A** very formal, factual and impersonal
- **B** semi-formal, descriptive

3 Which should you *not* describe, and why?
- **A** a pretty village
- **B** a large town
- **C** the main city of a country

4 Which topics/points would you include in your composition? Put a tick (✓).
- .... famous sights & tourist attractions
- .... what it is like to live in the city
- .... name of city, where it is
- .... the city's history, population & climate
- .... complete facts about various sights
- .... the city's trains, buses & taxis
- .... shopping areas & what to buy there
- .... restaurants, bars and nightclubs

5 What tenses would you use? Why?

2 Read the article and label the paragraphs with these headings.

- *nightlife/eating out*
- *things to see/do*
- *recommendation*
- *name, location*

Fascinating Lisbon

Introduction

Lisbon, one of the oldest capitals in Europe, is situated on the west coast of Portugal. Its rich history, colourful traditions and more modern attractions make it a fascinating city. **Para 1** .....

Main Body

Anyone lucky enough to visit Lisbon will find plenty to see and do. For a start, the magnificent Castle of Saint George is a must. The castle, which is built on a hill, offers a fantastic view over the city. Directly below is Alfama, the oldest part of Lisbon. Visitors can walk along its narrow streets where they can see fish sellers carrying baskets on their heads. In Belém, the city's port, tourists can visit the Mosteiro dos Jerónimos, a beautiful monastery built in the 16th century. Baixa, the busy shopping area of the city, offers a great variety of handmade souvenirs and elegant designer clothes. **Para 2** .....

Lisbon's nightlife is exciting and varied. Visitors can have a drink in Bairro Alto, the ancient port of the city, where *fado* – traditional Portuguese music – fills the air with its sad, romantic sounds. They can also enjoy delicious seafood at first-class restaurants. For those who like to dance the night away there are many trendy nightclubs in the area. **Para 3** .....

Conclusion

Lisbon is a wonderful city. If you want to experience the beauty and fascination of a great European capital, it would be the perfect holiday destination for you. **Para 4** .....

3 Read the article again and answer the questions.

1 Which city is described, and where is it situated?
2 What makes it an interesting city?
3 Which buildings does the article suggest tourists should visit?
4 Where can visitors go shopping, and what can they buy?
5 What sorts of entertainment does the article mention?
6 What recommendation does the writer make?

4 Fill in the boxes with words/phrases from the article in Ex. 2, as in the example, then use these to talk about Lisbon.

SIGHTS	NIGHTLIFE
Castle of Saint George,	
PLACE	
EATING OUT	**SHOPPING**

Phrases of Location

To describe the location of a place you can use the following phrases:
[Name] is / is situated / is located
- in the east/west/south/north of
- in the south-east/north-west/etc of
- on the east/west/etc coast of
- in the centre/heart/middle of

5 a) Look at the towns/cities on the map and correct the statements below.

1 Brisbane is situated on the west coast of Australia.
Brisbane isn't situated on the west coast of Australia. It is situated on the east coast of Australia.
2 Sydney is in the heart of Australia.
3 Melbourne is located in the north of Australia.
4 Perth is located in the centre of Australia.
5 Newman is in the north-east of Australia.

b) Make sentences about the location of each town/city on the map, as in the example.

Perth is on the south-west coast of Australia.

6 Fill in the blanks with adjectives from the list, then make sentences with the phrases.

handmade, colourful, elegant, holiday, narrow, delicious, rich, traditional, trendy, fantastic

1	..... history	6	..... nightclubs
2	..... streets	7	..... music
3	..... traditions	8	a ..... destination
4	..... clothes	9	..... seafood
5	..... souvenirs	10	a ..... view

STUDY TIP

- To make our writing more interesting we should use a **variety of adjectives** such as *wonderful*, *magnificent*, *exciting*, *awful*, etc instead of *good*, *nice*, *bad*, etc.

7 a) Complete the table with words from the list, as in the example.

fantastic, tiny, terrible, large, splendid, horrible, huge, wonderful, awful, magnificent, enormous, fascinating, little, beautiful, delicious, charming, delightful

nice/good	*fantastic*
bad	
big	
small	

b) Replace the words in bold with adjectives from the table above.

A Dear Stacey,

We finally arrived in Stockholm. It is a **1) nice** city. We are staying at a **2) big** hotel which has **3) nice** rooms. We had planned to go sightseeing today but the weather was **4) bad**. Hopefully, it will be a better day tomorrow.

See you soon,
Michelle

B Rosehill is a **1) small** village situated in the heart of a **2) nice** forest near Brownpool ... ... The **3) big** oak tree, which is more than a thousand years old, is sure to impress visitors. Rosehill is also known for its **4) good** pottery and **5) nice** homemade bread.

8 Study the examples, then join the sentences using *which*, *where* or *with*.

- *Tourists should visit the Art Museum. It is one of the best in the world.*
  Tourists should visit the Art Museum, ***which*** *is one of the best in the world.*
- *Shoppers will love the local bazaar. They can find colourful, handmade carpets there.*
  Shoppers will love the local bazaar, ***where*** *they can find colourful, handmade carpets.*
- *Maui is a paradise for tourists. It has beautiful beaches and clear blue waters.*
  With *its beautiful beaches and clear blue waters, Maui is a paradise for tourists.*

1 There are many nightclubs in the city centre. You can dance and listen to live music there.
There are many nightclubs in the city centre ***where*** *you can dance and listen to live music.*

2 The city is known for its open-air food markets. They have all sorts of spices, food and cakes.
.....
.....

3 There are fantastic restaurants and delicious French cuisine in Paris. It is a perfect choice for food lovers.
.....
.....

4 Rome is a wonderful city to explore. It has many ancient temples and monuments.
.....
.....

5 An interesting place to visit in the city is the National Gallery. You can admire famous paintings there.
.....
.....

6 Visitors should not miss the small restaurants around the square. They can try delicious local specialities there.
.....
.....

STUDY TIP

- To make a description of a place more vivid, we can refer to our **senses** *(i.e. describe* ***sights****,* ***sounds*** *and* ***smells****)*.
- When describing a place, we may include the 'human scene', with words referring to **crowds** *(e.g. crowded, busy, empty)* and **activity** *(e.g. rush, walk, carry)*.
  e.g. The streets of the city are always ***busy*** [crowd] *and* ***noisy*** [sound]*, with people* ***rushing*** *about* [activity] *and cars* ***hooting*** [sound].

9 a) Match the sentences (1-6) to the pictures (A-C). What does each phrase in bold refer to: *sight*, *sound*, *smell*, *crowds* or *activity*?

1 C Visitors can sit in front of one of the little cafés and enjoy the view of the **clear blue sea**. ***(sight)***
2 ..... The **smell of car fumes** is strong and choking.
3 ..... **Tourists stroll** down the **quiet streets** of the little port, admiring the **brightly-coloured houses**.
4 ..... The city **glows with light** from offices and cars.
5 ..... The **crowded streets** are full of **people hurrying** and **cars hooting**.
6 ..... The delicious **smell of grilled fish** fills the air.

b) Which picture is not described above? Use these prompts to write about the picture.

- brightly-coloured flowers / surround / fountain
- visitors / breathe / clean mountain air
- enjoy / peace / traditional mountain village

10 a) A description of a place may be found in various sorts of writing. Read the extracts and say which is from:

1 an adventure story
2 a letter to a friend, written by somebody on holiday
3 an article describing an exotic holiday destination

A ☐ Marrakech seems like a city that is half myth and half reality. In its crowded streets, where food aromas blend with folk music, visitors can experience the rhythm of Moroccan life.

B ☐ It was a bright, sunny morning, and as Mary strolled through the narrow streets, the smell of freshly-baked bread drifted on the air. Turning a corner, she found herself in a small square surrounded by charming old buildings and cafés.

C ☐ I went to the Eiffel Tower today. I couldn't believe the view from up there – it was breathtaking! I also went to the Louvre and spent hours walking around, admiring the exhibits.

b) Read again and underline the words/phrases referring to sights, sounds, smells, crowds or activity.

WRITING

TIP

When we write a descriptive article about a place, we can divide it into four paragraphs.

- In the **introduction** we mention the **name** and **location** of the place and the reason for choosing it.
- In the **second paragraph** we write about what a visitor can **see** and **do** *(sightseeing, museums, shopping, etc)*.
- In the **third paragraph** we write about **entertainment**, **nightlife** and **eating out** *(clubs, restaurants, etc)*.
- In the **conclusion** we make **general comments** and **recommend** the place to visitors.

We normally use **present tenses** in this type of writing.

11 **Read the rubric, then read the article and match the topic sentences (A-D) to the gaps (1-3) in the article. One of the sentences does not fit. What is the topic of each paragraph?**

*A travel magazine has asked its readers for articles describing the perfect place for a weekend escape. Write an **article** about such a place, describing its attractions and saying why it is worth visiting.*

A If you need a weekend escape from the stress of the city, St Lambert is just the place for you.
B St Lambert does not have a busy nightlife.
C St Lambert's crowded streets are always full of life.
D There are many interesting things to see and do here.

A Charming Weekend Escape

St Lambert, a small town near Montreal, Canada, is the perfect choice for a relaxing weekend escape. [1] A visit to the Marcille museum is a wonderful chance to see great Canadian art. Visitors can cycle along the St Lawrence River and admire the breathtaking scenery. Shoppers will enjoy a walk down Victoria Street, where excellent boutiques sell fashionable clothes. [2] However, visitors can enjoy a cup of hot chocolate in front of a roaring fire in one of the small cafés in the town. There are also many restaurants, like Capitains, where one can taste delicious French onion soup. For those with a sweet tooth, the local pies are a must. [3] The peace and quiet of the town offers tired visitors a welcome, refreshing break from their busy lives.

12 **a) Read the rubric and underline the key words, then answer the questions to plan your composition in detail.**

*A magazine which you enjoy reading is holding a competition for the best article entitled "A lovely place to visit". Write an **article** for the competition, describing your town or city, saying what a visitor can see and do there and explaining why it is a good choice for tourists. (100-150 words).*

1 What type of composition is this?
A descriptive article about a place
B narrative including description of a place

2 Who will read your article?
A tour guides **B** readers of the magazine

3 What style will you use?
A informal, personal **B** semi-formal, descriptive

4 What tenses will you use?
A present tenses **B** past tenses

5 Which place will you write about?
A a city in another country
B the city you live in

6 a) What information about your city will you give under these headings?
- location
- sights to see
- things to do
- nightlife
- restaurants
- recommendation

b) Can you group these into paragraphs?

c) Suggest topic sentences for each main body paragraph.

d) What words/phrases will you use which refer to the senses, crowds and activity?

b) Use your answers to the questions above, as well as the plan below to write your composition. Use the texts in Exs. 2 and 11 as models.

Plan

Introduction
Paragraph 1: *name, location*
↓
Main Body
Paragraph 2: *sights to see, things to do*
Paragraph 3: *nightlife, restaurants, etc*
↓
Conclusion
Paragraph 5: *comments/recommendation*