

ENGLISH PRACTICE MATERIAL

READING

**Free Online
Activities!**

A2·B1



telc would like to thank the following individuals for their indispensable contribution. Without your help and guidance this book would not have been possible:

Mia Aghajari (telc EFL Specialist)	Dr. Susanne Kuffer (VHS Augsburger Land)
Mirella Avantaggiato (VHS Offenbach)	Nicole Kuprian (VHS Koblenz)
Klaus Barbian (VHS Duisburg)	Ulrike Ladwig (VHS Bochum)
Beata Barlog (VHS Darmstadt)	Renate Lampert (VHS Plön)
Bärbel Berghöfer (telc EFL Specialist)	Rosemarie Lüning (VHS Traunstein)
Emma Joy Bicknell (telc EFL Specialist)	Carole Mohr (telc EFL Specialist)
Susanne Bissels (VHS Krefeld)	Bettina Moravek (VHS Ravensburg)
Gernot Braner-Owada (VHS Ludwigshafen)	Joyce Nouféfé (VHS Osnabrück)
Renee Brincks (telc EFL Specialist)	Dietmar Paaß (VHS Bergisch-Gladbach)
Stefan Bruns (VHS Berlin Mitte)	Katharina Palcu (VHS Augsburg)
Pierangelo Calchera (VHS Kaiserslautern)	Claudia Parry (VHS Deggendorf)
Irina Christ (Hessischer Volkshochschulverband)	Regine Pöflinger (VHS Ansbach)
David Cunningham (VHS Fürth)	Sylvia Reimann (VHS Dresden)
Martin Eayrs (telc EFL Specialist)	Thomas Riegg (VHS Bamberg)
Laura Edwards (telc EFL Specialist)	Stephan Rinke (VHS Essen)
Cory Elbrechter (telc EFL Specialist)	Annie Roth (VHS Darmstadt)
Myriam Fischer (VHS Aschaffenburg)	Julia Roth (VHS Kaiserslautern)
Kate Fistic (telc EFL Specialist)	Patrick Sahlmen (VHS Bremen)
Linda Gallasch (telc EFL Specialist)	Christine Schelhaas (VHS Mittleres Taubertal)
Britt Gappa (VHS Muldentail)	Agata Schnepf (VHS Baden-Baden)
Jenny Giambalvo-Rode (VHS Region Kassel)	Viola Stübner (telc EFL Specialist)
Michaela Gibis (VHS Passau)	Roisin Sweeny (telc EFL Specialist)
Hanna Gillich (VH Ulm)	Ulrike Trodler (telc EFL Specialist)
Steve Griffin (telc EFL Specialist)	Dr. Norbert R. Vetter (Scientific Consultant)
Alexandra Haas (VHS Rhein-Sieg)	Suzanne Vetter-M'Caw (telc EFL Specialist)
Ines Hälbig (telc EFL Specialist)	Wolfgang Vogt (VHS Pirmasens)
Gerda Hepting (VHS Oberschleißheim)	Camilla Vollrath (VHS Norderstedt)
Martina Hirt-Harlass (Kreisvolkshochschule Northeim)	Ming Wong (telc EFL Specialist)
Azita Kouчекmanesh (VHS Norderstedt)	

We would especially like to thank the Bundesarbeitskreis Sprachen (BAK-S) for their consultation and support.

Illustrations by Lisa Frühbeis, www.lisafruhbeis.de

Graphic design by Martina Weismann

Recorded at The Sound Company Studios, London, UK

Published by telc gGmbH, Frankfurt am Main, Germany

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

First edition

© 2016 by telc gGmbH, Frankfurt am Main, Germany

Printed in Germany

ISBN 978-3-86375-226-2

Order number 5198-PrM-60010101



ENGLISH PRACTICE MATERIAL

READING

A2·B1

Contents

Foreword	3
Introduction	4
Unit 1 Interested? Interest	6
Unit 2 I'm bored! Boredom	8
Unit 3 How exciting! Excitement	10
Unit 4 Don't be shy! Shyness	12
Unit 5 He's got courage! Courage	14
Unit 6 What a relief! Relief	16
Unit 7 I'm confused. Confusion	18
Unit 8 Let's hope for the best! Hope	20
Unit 9 Feeling lonely... Loneliness	22
Unit 10 I'm so proud of you! Pride	24
Unit 11 Enjoy! Enjoyment	26
Unit 12 We were shocked! Shock	28
Unit 13 Don't worry! Worry	30
Unit 14 How embarrassing! Embarrassment	32
Unit 15 I love it! Love	34
Unit 16 I hate it! Hate	36
Unit 17 Cheer up! Cheerfulness	38
Unit 18 I envy you! Envy	40
Unit 19 Trust me. Trust	42
Unit 20 Keep calm. Calmness	44
Answer key	46

Welcome to telc!

telc, the vhs test experts, are proud to provide English practice material especially for vhs courses. In this book, we provide a variety of emotion-based units helping participants to acquire more language competence. Being able to express oneself, stating a personal opinion, maybe even agreeing to disagree – that's central to communication. The aim of this book is to give a fresh perspective to learners at the CEFR levels A2 and B1: with a firm foundation, but not yet fully confident in their language use.

Learning to use English effectively is an essential part of success at work and for crossing language barriers in private life. The Volkshochschule or vhs stands for exactly that: providing everybody with a chance to get ahead, whatever their circumstances. It's a democratic institution, open to all kinds of learners, offering them accessible courses and a chance to reach their goals.

telc, as a proud member of the vhs family, provides state-of-the-art assessment. With telc certificates, success is made visible on the way from the classroom to the employer, to university or to wherever valid proof of language competence is required. telc, the VHS's own certificate system, started to certify competence in English in the 1960s – a truly innovative step at that time.

Innovation today means that we offer more: not just a test, but also a way to reach language goals. May this book provide an enjoyable learning experience, with perceivable and maybe even certified progress towards more confident use of the English language!



Jürgen Keicher
Managing Director, telc gGmbH

English Practice Material – vhs is a four-part series: Reading, Writing, Listening and Speaking. The four parts can either be used individually or together in any combination.

Who is English Practice Material – vhs intended for?

It is intended for adult learners who would like to consolidate their A2 skills and to develop their language skills on a B1 level. It is also suitable for refreshers who have already reached level B1 but still lack confidence or practice.

How many units does each book include?

Each book contains 20 short units (one double-page spread per unit).

What topics are covered in the units?

Each unit is about an emotion. The order in which the emotions appear in each of the four books is always the same, so that there is a thematic connection. However, each book deals with different aspects of the emotion in order to avoid repetition.

Why is it about emotions? Does this really matter for communication in everyday life?

Yes. Exchanging personal experiences plays a central role for learners at levels A2 and B1. Personal experiences are usually closely linked with emotional responses. For example, somebody gets a great job offer and expresses how happy they are about this (pride) or someone talks about their about an experience where they were very worried (worry). For learners of a foreign language, it is also often a challenge to express their emotions – especially “negative” emotions such as boredom or embarrassment – in an appropriate manner. All four skills provide useful activities for this purpose, including easy-to-use phrases.

Do the units have an additional focus?

Yes. In each unit there is a CEFR descriptor (“Can-Do Statement”) to which the activities are tailored. The descriptor can be found in a box at the end of each unit. Thus, learners do not only become familiar with the CEFR step by step, but are also encouraged to monitor and take charge of their own progression. The descriptors are usually in the original CEFR wording, but in abbreviated, learner-friendly form.

How are the units structured?

All units have the same structure: A unit begins with an illustration on the left page. The illustration shows a communicative situation depicting the emotion of the unit. The first exercise is always a warm up, which enables the participants to ease into the topic in a light, playful manner. It is followed by several activities in which the subject is dealt with in more depth. Each unit always ends with the relevant CEFR descriptor. In addition, each unit has a “sticky note”, in which a simple, practical tip or an additional piece of information is offered. The “sticky note” has no fixed place; it appears where it fits the content.

Is there a clear distinction between A2 and B1 activities?

There are texts and activities of varying difficulty in each unit. Activities that are not specifically identified are suitable for all participants. They are designed in a way that they can be implemented both at a lower and at a higher level. More “difficult” activities are marked by pictograms: one chilli pepper = challenging, two chilli peppers = very challenging.

Is an audio CD included?

Speaking, Listening and Reading all include an audio CD. Only Writing has no audio CD.

Why do Reading and Speaking also have an audio CD?

Speaking provides audio texts that are intended to be used as preparation for an oral activity. For example: A dialogue on the audio CD might serve as a model for a role-playing activity. The CD also provides a variety of examples of useful everyday expressions. Reading offers selected texts as audio texts. Having the possibility to take in information on multiple sensory channels makes it easier for learners to process (difficult) texts and also provides more variety in the classroom.

Speaking activities appear in all four skills. Is speaking of particular importance?

Yes. The primary goal is to get the participants to talk and to encourage them to overcome their fear of making mistakes. Therefore, there are numerous activities that promote oral communication, not only in Speaking. However, the oral exercises are always linked to the particular skill, i.e. Listening, Reading or Writing. For example: In Reading, texts are often followed by a discussion question. Exchanging their ideas with other students allows a further personal analysis of the text and thus leads to a deeper understanding. In addition, alternating silent work phases and conversation phases increases concentration in the classroom.

Can the material be used as additional material in the classroom?

Yes, it can accompany any textbook that is used in English courses at the appropriate levels. The units can be flexibly combined. This has the advantage that teachers can put together activities according to their needs, i.e. activities for a particular skill, a particular CEFR descriptor or a particular emotion. Of course, the material can also be used as primary learning material, e.g. Speaking is ideal for a conversation course.

Can the material be used to prepare for a telc examination?

Yes, but not on its own. The material will greatly help the participant to deepen A2 and B1 language knowledge and thus prepare well for the communicative requirements of the test. However, it is highly recommended that it is used in conjunction with the telc mock examinations, as these give students a complete overview of the structure of the examination and typical examination questions.

Welcome to EPM Online!

With the purchase of this book, you have free and unlimited access to EPM online!

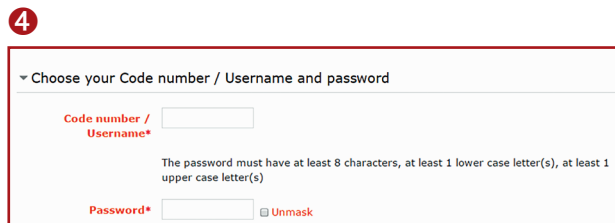
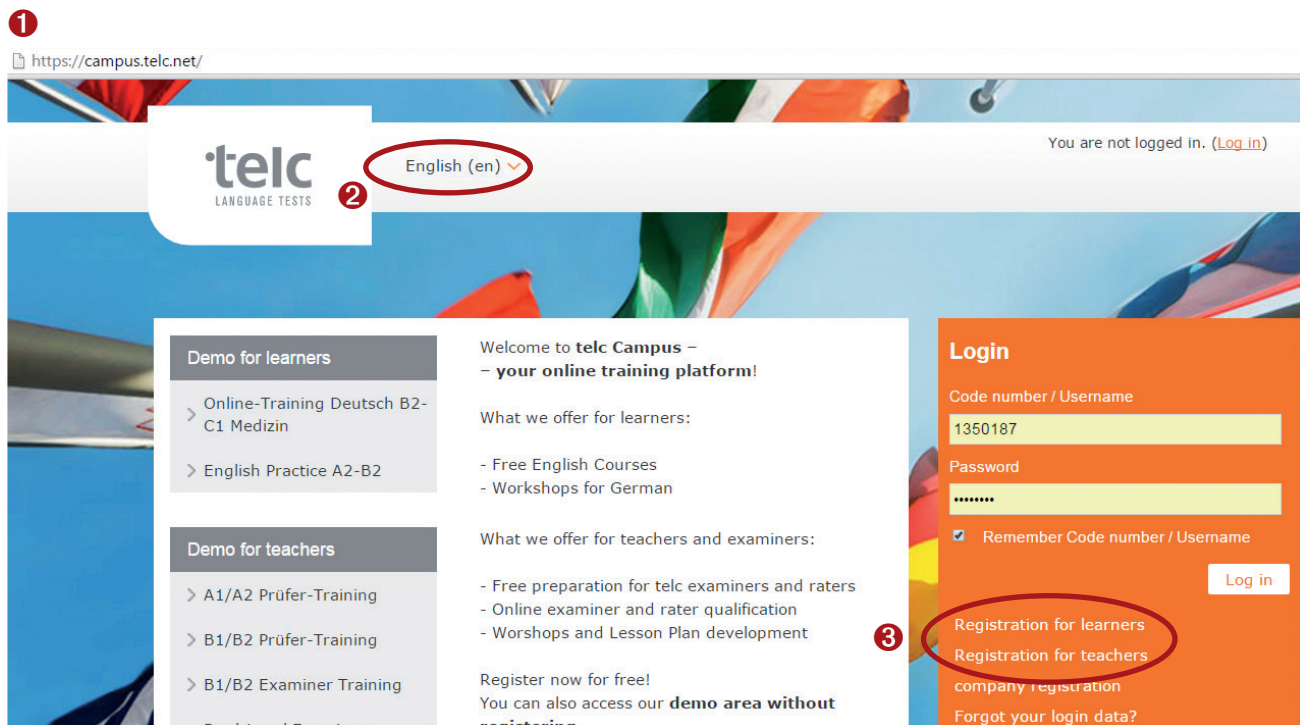
This includes extra activities in:

- Listening
- Grammar
- Vocabulary

Last but not least, you have the opportunity to test your skills with a telc online practice examination!

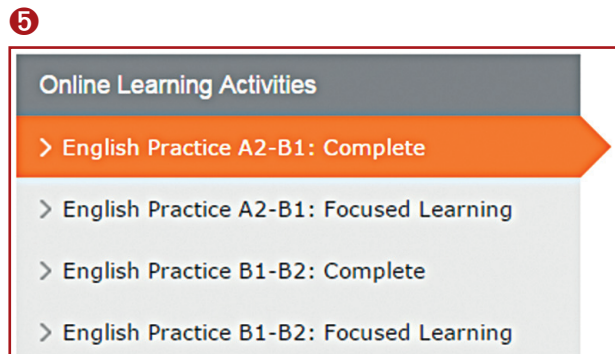
Getting Started

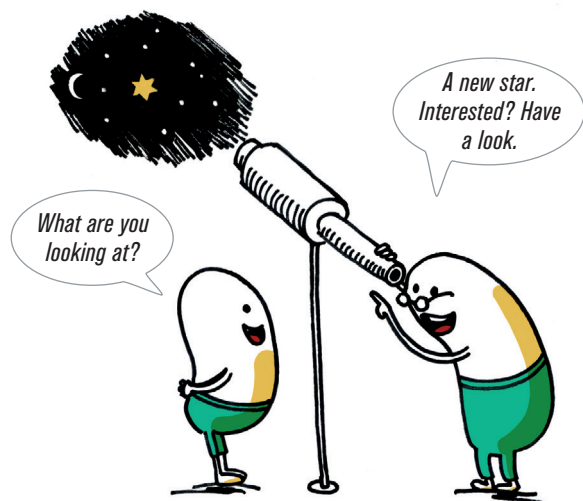
- 1) Go to: **campus.telc.net**
- 2) Choose your user language
- 3) Click on “registration for learners” or “registration for teachers”
- 4) Choose a password for yourself, with at least 8 characters: At least one lower case letter, and at least one upper case letter
- 5) Once you’re logged in, choose the course you like!



Then you can start learning!

Have fun!





Warm up

Look at the illustration and read the two advertisements. Which advertisement goes with the illustration?

What do the stars say about your future? Talk to an experienced astrologer and find out. Call today on 1-800-554-5253!

Ever wanted to look at the night sky through a telescope? Don't miss the Star Party at Rosedale Observatory on Friday, October 21.

What do you find more interesting – astronomy or astrology?

Activity 1

It's easy to confuse the words *interested* and *interesting*. Look at the examples below and complete the sentences with the correct word. Then compare in class.

- Example: Astronomy is interesting. → Something is interesting.
I'm interested in astronomy. → Someone is interested in something.

- 1 I like listening to Grace. She always has stories to tell.
- 2 I'm not sure. That's an question.
- 3 My daughter is in learning languages. She wants to be a translator.
- 4 I heard that you're in Japanese culture?
- 5 I've never looked through a telescope. It must be an experience.

Activity 2

Read the situations below and the newspaper ads on the next page. Decide which text goes best with which situation. In two cases, there is no text for the situation. Mark this with an *x*.

- 1 You are interested in astrology books.
- 2 You would like to see a film about animals.
- 3 Your 9-year-old nephew wants to know what astronauts do.
- 4 You want to know what it is like to fly an airplane.
- 5 You would like to read your monthly horoscope for free.
- 6 You want to do something on Sunday afternoon that doesn't cost any money.
- 7 You are interested in looking through a telescope at an observatory.



a

SCIENCE CAFÉ

A great opportunity for informal conversations with local scientists.

This Sunday: "Alien signals?"

Prof John Myers talks about mysterious signals the Earth has received.

3:00-5:00 p.m.

All events at the Science Café are free.

b

It's in the Stars!

Daily, weekly and monthly horoscopes, love horoscopes, Chinese horoscopes, career astrology for every star sign. Special offer: 10% discount on all horoscopes until the end of the month! Call Lucinda at 1-800-828-6552.

c

AIR & SPACE MUSEUM

Open daily from 10:00 – 17:00

- Explore the secrets of our Universe
- Learn about the planets in our solar system
- Fly your own jet in our 3D flight simulator

Kids FREE in November!

The Observatory is currently closed for maintenance.

d

Talbot's Bookstore

Sunday, 7:30 p.m.

Meet the astronaut and author Brian J. Criswell in person. Ticket price includes a cocktail and a signed copy of his new book *Moon Landing Conspiracies*.

1403 Jackson Street

Event details: (206) 550-5800

e

Follow your guiding star!

Do you want to know how the position of the planets at the time of your birth affects your life? Order your personal horoscope for only \$29 today! Free daily horoscopes at www.astra-line.com

f

IMAX Theater – The ultimate movie experience!

See large-format films on a huge screen.

Tickets: Adult \$11.00, Child (under 12) \$8.00

What's on?**Showtimes**

The Secret Life of Butterflies 11:30 am | 5:00 pm

The Flight of the Birds 1:15 pm | 6:45 pm

Exploring the Great Barrier Reef 3:00 pm

Coming soon: Exploring the Milky Way

g

NOW SHOWING AT FILLMORE PLANETARIUM

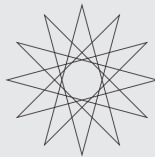
For all audiences:

- *After Dark: The Sky Tonight*
- *Mission to Mars*

For children under 12:

- *Life as an Astronaut*

Show times & ticket prices: www.fillmore-planet.com



h

Heaven & Earth Shop

148 Oakland Avenue

Lovely gifts such as jewelry, dream catchers, moon calendars, star sign pillows; new and used books on spirituality, astrology, and much more!
Open Mon. to Sat. 10am – 8pm

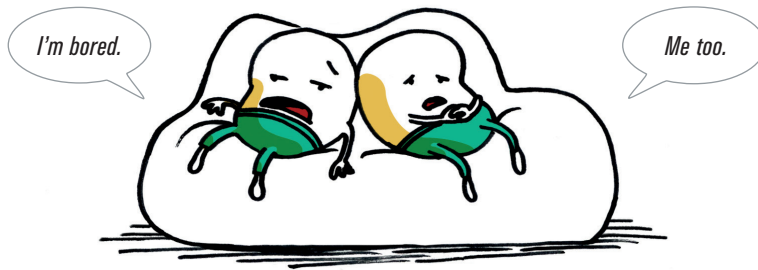
**Activity 3**

- a** Work with a partner. You want to do something interesting together and are looking at the newspaper ads above. Choose something that both of you would enjoy. Talk about **WHAT** you want to do and **WHEN**. Then, tell your classmates about your plans.
- b** Have you ever been to a science museum or an observatory? If so, tell your classmates about your experience. If not, would you like to go?

Reading for orientation

- B1** Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
- A2** Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.





Warm up

Look at the illustration and describe the situation. Have you ever felt like this? What suggestions could you give the two people? Collect ideas on the board.

Activity 1

a Do you have good ideas when you are bored? Some people use the time to answer quiz questions. Work with a partner and do the quiz below. You can choose one answer or several answers. What other ideas have you got?

- 1 What do you do if your food tastes boring? other ideas
 add lots of ketchup give it to the dog leave it on your plate
- 2 What do you do if you're on a long, boring car journey with kids?
 take lots of breaks listen to loud music tell jokes and stories
- 3 What do you do if your book is boring?
 throw it away give it to someone else read the last page
- 4 What do you do on a rainy November afternoon?
 book your next holiday have a long bath phone your friends

b Underline all the imperatives used in the quiz above.

c Together with your partner, write another question with possible answers on a separate sheet of paper. Then give it to your teacher to read out to the class.

Imperatives

are used to tell people what to do.
 Form = infinitive + object
 Examples: Do your homework!
 Go to bed early! Don't just sit there!

Activity 2

You are looking at a question and answer forum on the Internet. Find the best answer for each question. One question does not have an answer.

- 1 My two nieces aged 6 and 8 are here for a long weekend and they keep asking me what they can do. It's raining so they can't play outside and I don't have much time to entertain them. Any suggestions?

- 2 School is so boring and pointless, and we're not allowed to use our smart phones in the school building. How can I stop myself from falling asleep in class?

- 3 It's a cold, dark, boring winter weekend. I'm tired of sitting still and watching a film or reading a book. What can I do that's fun and will make me feel good?

- 4 We're staying at home this summer, but my best friends have all gone away. So now I have nobody to hang around with and I don't like doing things on my own. What shall I do?

Underline the important words to help you find the right answer.

ADVICE FORUM: WHAT TO DO IF YOU ARE BORED

a **Sandy, 10 minutes ago**



You have too much time? Why don't you write a diary? Start a word document on your computer and write about your day, your plans for your future or ideas that you have. It's best if you focus on positive memories – nice things that have happened to you, or pleasant things that people have said to you.

b **Peppers, 40 minutes ago**



Don't just sit there! You probably need some movement! Make some space in the room first. Then turn on the radio or listen to a CD with your favourite songs and move to the music. You don't have to dance, just move your body! You're sure to feel better afterwards.

c **TinyTim, 1 hour ago**



Why don't you learn to do something new, learn a new skill? For example, have you ever wanted to play a musical instrument? Sign up for lessons once a week and if you practise every day, you will soon sound good. Then you won't have time to be bored!

d **YouKnowWho, 8 hours ago**



When we were kids, my sister and I loved dressing up. My mum gave us her old clothes and hats and old curtains, and we had great fun pretending to be princesses. I think all girls enjoy doing this! Try it out! You're sure to find something suitable in your cupboards.

e **Eloise, 1 day ago**



Why don't you get in contact with an old friend, someone you haven't talked to for a long time? Ring them up or send an email. You could catch up on news and arrange to meet up. Maybe you can agree on something you want to do together.

Activity 3

- a *Work with a partner. Choose one of the answers from the Advice Forum above and make a list of all the suggestions. Use imperatives. Examples: write a diary, start a word document, etc.*
- b *Using imperatives to tell people what to do is not very friendly. To make suggestions in a more pleasant way, we often add: "Why don't you ...?". How often can you find "Why don't you ...?" in the Advice Forum above?*

Activity 4

Take turns in saying that you are bored and why. Listen to your partner's suggestions and answer.

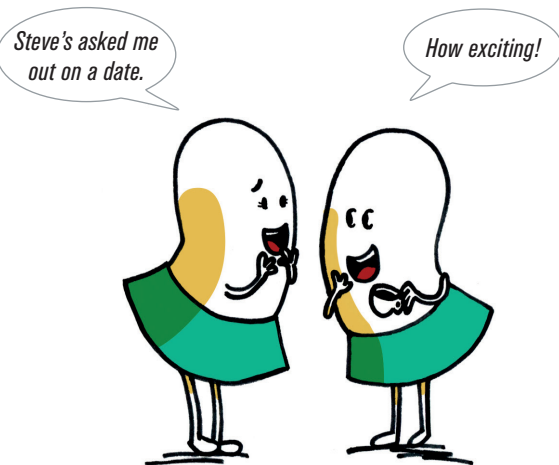
Example: Student A: I'm bored! I've finished my book.
Student B: Why don't you start a new book or watch a film?



Prepositional precision

- B1** Can express the main point he/she wants to make comprehensibly.
- A2** Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters ... [...].





Warm up

- a** Here are a few examples of exciting events in a person's life. Can you think of other examples? Write them on the board.
- starting a new career
 - meeting the man or woman of your dreams
 - winning a competition
 - travelling to a new country
- b** Tell your classmates about an exciting event in your own life. What happened? Why was it exciting?



Activity 1

Complete the text with the words below. Then listen to the audio CD and check your answers.

became | exciting | excitement | looked | lucky | member | miserable | never | steps | took

Have you ever felt bored and useless? I have. After retiring from work, I was 1 because I didn't know what to do with my time. My life didn't have a purpose anymore.

I felt lost for about six months, but then I decided to bring some 2 to my life. A friend of mine said: "Do something that you've 3 done before". That is exactly what I did.

I 4 a "granny au pair" and stayed with a family in South Africa for four months. They immediately accepted me as a 5 of the family and made me feel at home. I 6 after their two boys, aged three and five, and prepared dinner for the whole family every day. In return, they took me to the most beautiful parts of the country. We went shopping in Cape Town, 7 pictures of giraffes and elephants in the Kruger National Park, and saw hippos and crocodiles on a riverboat safari.

However, the most 8 experience was a trip to a private beach with turtle nests. Most people don't get to see the baby turtles leaving their nest, but we were 9 We watched three little turtles as they took their first 10 towards the ocean. What an amazing experience!



Frieda

Activity 2

We use the present perfect when we talk about a time from the past which is connected with the present. Example:

**Have you ever been to South Africa?
Have you ever seen baby turtles?
I have never seen baby turtles.**

- a** First write down ten exciting places to visit (cities or countries).
Then work with a partner and find out if he or she has been to these places.

Example: Have you ever been to India? - No, never. / Yes, once. / Yes, several times.

- b** Use the words in brackets to write questions with "Have you ever ...?".

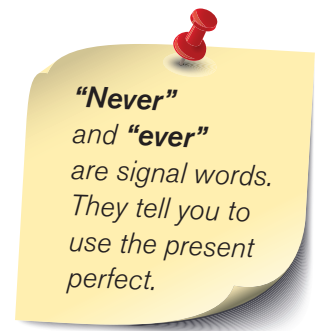
Example: Have you ever taken pictures of the night sky?

- 1 (meet a famous person)
- 2 (see a ghost)
- 3 (have Indian food)
- 4 (live abroad)
- 5 (book an activity holiday)

- c** Work with a partner. Use the ideas below to ask questions. The answer should always be negative.

Examples: Have you ever had a hangover? → No, I've never had a hangover.
Have you ever been to the moon? → No, I've never been to the moon.

- 1 have crocodile meat
- 2 work in another country
- 3 have a pet snake
- 4 sleep on the beach
- 5 fall in love at first sight
- 6 win a competition



Activity 3

Work with a partner. You want to do something together that you have never done before. Read the newspaper ads below and discuss the options.

Do you want to see the world from a different perspective?
Fly in a helicopter or small airplane!
For more information:
1-800-334-4400

Sign up for scuba diving lessons and experience the amazing underwater world. Dive in and call today: 0321-8882

The Taste of Japan
Try fresh, authentic Japanese food at Yumi's Sushi Bar.
Mon-Sat: 11 am-11 pm
Sun: 12pm-10pm

Are you ready to explore the most exciting city in the world?
Special offer on city trips to London
This month only! Call now!

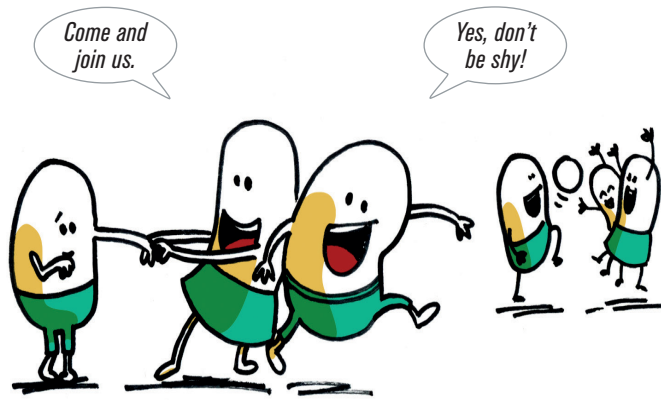
DINNER IN THE DARK
Come to the Dark Room and experience a meal in complete darkness.
Reservations:
0221-9596

Be in a movie!
Film studio is looking for people for crowd scenes. You will be on the set with the film stars.
Apply today!
Starshine Films 0176-2555

Overall reading comprehension

- B1** Can read [...] texts on subjects related to his/her field of interest with a satisfactory level of comprehension.
- A2** Can understand short, simple texts on familiar matters [...] which consist of high frequency everyday [...] language.





Warm up

- a** Work in small groups and take it in turns to describe a celebrity. Who can guess the person first? Don't make it too easy.
Example: This person is a British author. She writes books for children that are read all over the world. Lots of the books have been made into films.
- b** Do you think shy people can be successful? Do you know any celebrities (film stars, musicians, authors) who are shy?

Activity 1

First read the titles below, then read the four texts on the opposite page. Decide which title is the best for each text.

- 1 An artist's secret
- 2 Actors find some roles difficult
- 3 Don't give up because you're shy!
- 4 How shyness influenced one man's career
- 5 It's important to have dreams
- 6 Modern art is not easy to understand
- 7 Shy people can be successful actors
- 8 Why shy people have a difficult life

How to find the best title

After reading each text, ask yourself if you can remember what the main point of the text was.

Adjectives and Adverbs

Adjectives describe what somebody or something is like: Fiona is a **shy** person.

Adverbs describe how somebody does something: Fiona smiled **shyly**.

Adverbs also describe other adjectives: Fiona is a **terribly** shy person.

For adverbs, we normally add "**ly**". Exception: good → well

Activity 2

- a** It is important to know the difference between adjectives and adverbs so that you use the correct form of the words. Underline three adjectives in text A and circle three adverbs in text B. Then compare in class.
- b** Now underline the adjectives and circle the adverbs you can find in texts C and D.
- c** Write down the adverbs of the following adjectives on a separate piece of paper. Then make up four sentences about yourself using two of the adjectives and two of the adverbs.

shy | successful | easy | good | nervous | recent | secret | rare | different | normal

Activity 3

Work with a partner. Take it in turns to say what the four texts are about. Try and use your own words as much as possible.

A

The psychologist Lily Meadows' latest book is on the topic of shyness. According to the author, most people are shy at some point in their lives. And 50% of the people she interviewed described themselves as "shy". Shyness often depends on the situation or on the people with whom a person is talking. However, being shy does not mean that a person cannot be successful. Meadows gives examples of many famous people who have reached their goals despite – or maybe because of – their shyness. She lists ways of overcoming shyness and gives practical tips. All in all, a very motivating book.

**B**

Fans of Stuart Welden will be happy to hear that he is celebrating his 60th birthday in public this coming Saturday. Welden's paintings are well-known all over the world, but the painter himself is extremely shy and rarely seen. It is his wife who communicates with the press and efficiently looks after the sales. Welden never talks about his paintings or gives them a name. Fans will be surprised to hear that the titles printed on the back of Welden's popular greetings cards have been added by the publisher. However, all agree – with or without a title – each painting is a work of art.

C

The modern world would be different without Thomas Edison's ideas. He did not just invent the phonograph and the light bulb, well over 1000 patents are registered under his name. A recently published book on Edison's life focuses on the man himself and reveals surprising facts. Edison so loved Shakespeare's plays that his secret dream as a young man was to be an actor. However, he came to realize that his shyness on the stage and extremely high voice meant that a career in acting was unrealistic. Instead, he focussed on what he could do well and developed his scientific interests.

D

Alan Stewart is a famous film star who hates being the centre of attention. He seldom appears in public, rarely gives interviews and tries to avoid being in the news. Instead, his agent organizes everything. How can such a shy person be so successful? Alan's explanation is: "When I'm acting, I'm no longer myself. I completely identify with the character I'm supposed to be. I change my clothes and become a new person." It would seem that Alan's ability to slip into the role of someone else is the secret to his great success.

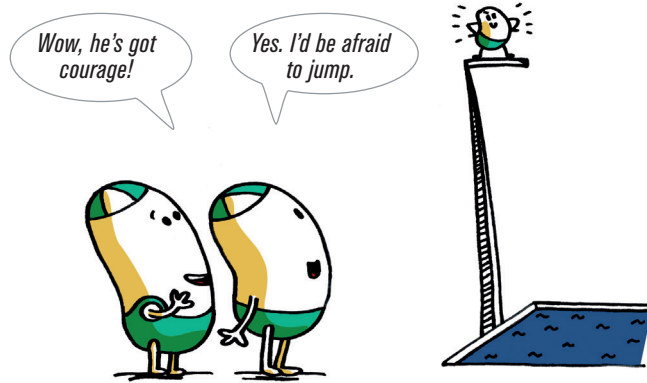
Activity 4

Discuss in class: How do celebrities deal with the media/public if they are shy?

**Processing Text**

- B1** Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.
- A2** Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.





Warm up

What does "courage" mean to you? Look at the ideas below and discuss in class.

- doing something even if you are afraid
- doing things that are risky or dangerous
- doing the right thing even if it is difficult
- helping someone who is being treated unfairly

Activity 1

a Imagine the following situation:

You're at a train station. Several people are waiting for the train to arrive. A boy, about twelve years old, is standing a little apart from everyone else. He's playing with his mobile phone. All of a sudden, two older boys, maybe 16 or 17, approach him and demand his phone. When he refuses to give it to them, they start pushing him around. One of them pushes him so hard that he falls down ...

What would you do in this situation: help the boy or look away?

b What could you do to help the boy? First, match the verbs on the left with the expressions on the right. Then discuss the options. In your opinion, what works best? What doesn't work?

- | | |
|----------|----------------------------|
| 1 call | a the older boys |
| 2 get | b violence |
| 3 cry | c the police |
| 4 attack | d other people's attention |
| 5 use | e loudly for help |

Should you always try to help, even if you might get hurt yourself?



Activity 2

We often combine **even** with **if** and **though**. Look at the examples below.

We use **even if** to describe a situation that we imagine:

→ You should try to stay calm even if you are nervous.

We use **even though** to describe a real situation:

→ I tried to stay calm even though I was nervous.

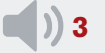
Even if and **even though** have different meanings.

You cannot simply replace one with the other.

Complete the sentences with **even if** or **even though**.

- I didn't use a weapon I had a knife in my pocket.
- We should always try to help other people look away.
- She didn't call the police she had a mobile phone.
- The boy didn't cry he was hurt.
- We can always do something to help we aren't physically strong.

Activity 3



a The local newspaper has invited its readers to share stories of people who have shown courage in everyday life. Read the texts and decide if the statements below are true or false.



Richard from Hillsdale, Michigan

When I went grocery shopping after work last Thursday, I didn't expect anything unusual to happen. But just as I came out of the supermarket, I saw a man snatch a woman's handbag from her shopping cart. He started running in my direction, and I heard the woman scream: "Stop the thief!" Because I couldn't think

of anything else to do, I threw my bicycle helmet in his way. He tripped over it and fell flat on his back. I didn't want to let him get away, so I sat on him and held him down on the ground. The woman called the police who arrived just a few minutes later and arrested him.

I don't think of myself as a particularly courageous person and wouldn't call myself a hero, but I'm glad that I was able to help. I hope somebody else would do the same for me.

Hi, my name is Jess. I usually make friends easily, but things changed when I transferred to a new school last year.

A few weeks into the school year, the girls in my class decided that for whatever reason they didn't like me. I just wasn't one of the "cool kids". At first, they simply didn't talk to me, but then they started calling me names and said that I was stupid and ugly. One girl,

however, was different – Maya. One day, when the girls were being mean again, Maya stood up and said: "That's enough! Leave Jess alone!" I couldn't believe that she actually defended me. She's my hero!



Jess from Detroit, Michigan

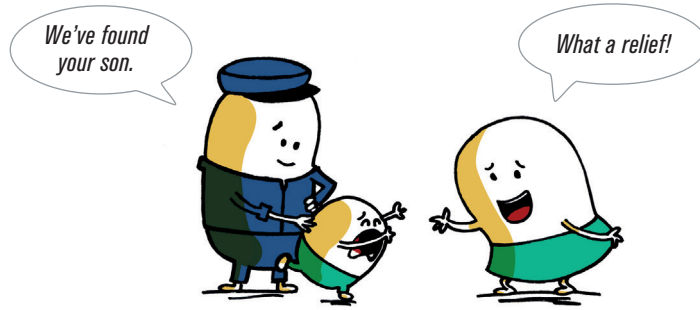
- | | true | false |
|---|--------------------------|--------------------------|
| 1 Both Richard and Jess helped somebody in a difficult situation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Richard tried to get other people's attention. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Richard doesn't think of himself as brave even though he stopped the thief. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Jess often has problems finding new friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Jess knew why the girls in her class disliked her. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Maya helped Jess even though all the other girls were against her. | <input type="checkbox"/> | <input type="checkbox"/> |

b Do you know any similar stories of people who have shown courage in everyday life? Have you ever helped anyone in a difficult or dangerous situation? Talk about your experiences in class.

Reading for information and argument

- B1** Can recognise significant points in straightforward newspaper articles on familiar subjects.
- A2** Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.





Warm up

Work in small groups. What great escape stories do you know? Think of prison escapes, like escaping from Alcatraz, or people escaping to another country and managing to cross the border. What methods do people use to escape?

Activity 1

The Tower of London is a big tourist attraction in London. How much do you know about it? Work with a partner and try this quiz. Sometimes more than one answer is correct.

- The White Tower was built in 1078 by the Normans as a

a fortress	b museum	c prison
------------	----------	----------
- The Tower of London has been a

a place where coins were made	b Prisoner of War camp	c royal zoo
-------------------------------	------------------------	-------------
- How many ravens are kept at the Tower as a sign of good luck?

a usually two	b at least six	c more than ten
---------------	----------------	-----------------
- The Crown Jewels are displayed in the Tower. Their value is

a £ 250 million	b over £ 20 billion	c priceless
-----------------	---------------------	-------------



Activity 2

Linking words

You are already familiar with **and**, **but**, **because**. Here are some additional linking words.

so gives a result → It was cold in the Tower, so they wore thick clothes.

although and **despite** introduce a contrasting idea →

Although it was difficult, the prisoners escaped. / Despite the guards, the prisoners escaped.

Read the following story and add linking words (*and*, *but*, *because*, *so*, *although*, *despite*) to the gaps. There are also questions for you to answer.

There are many examples of people digging a tunnel to escape from prison,1..... here is a completely different escape story. This is a true story, written down in a letter that Winifred Herbert, Countess of Nithsdale, sent to her sister.

William Maxwell, the 5th Earl of Nithsdale, was a Scottish nobleman. In 1715, for political reasons, he was sent to the Tower of London to be executed.2.....

it was the middle of winter, Winifred,

Countess of Nithsdale, decided to travel to London from Scotland to help her husband. She hoped to travel part of the journey by coach,3..... the snow was so deep that the coaches could not move.

So,4..... the cold, the countess and her maid travelled to London on horseback. They were relieved to arrive and rented some rooms in a house that belonged to a friendly woman named Mrs Mills.

to be executed = to be killed as punishment for a crime
 cloak = a coat without sleeves, often with a hood
 handkerchief = a small cloth used to blow your nose

A Why was the countess glad to reach London?

Winifred tried to get the king to change his mind and allow the Earl to live,5..... she was not successful.6..... Winifred started to make plans to rescue her husband. Her first step was to get permission to visit the Earl. However, Winifred was told she could only see the Earl if she stayed with him in the Tower. Winifred needed to make plans, so she said this was not possible7..... she had poor health. It was with relief that she discovered that, if she paid the guards money, it was possible for her to visit her husband in secret.

B Why didn't Winifred stay in the Tower with her husband?

The Earl was to be executed on 24 February 1716. In the last week before his death, the Earl was officially allowed visitors,8..... he could only have two visitors at any one time. Winifred carefully made a plan that would confuse the guards on the evening before the execution. She had the help of three women: her maid, Cecilia Evans, the woman who rented the rooms to them, Mrs Mills,9..... a friend called Mrs Hilton.

Winifred told the women of her plan at the last minute so that they had no time to get nervous. Mrs Hilton was very slim,10..... her task was to wear extra clothes. Winifred took her up to see the Earl first. In his room, Mrs Hilton took off the extra clothes11..... then Winifred saw her back down the stairs. Next, Winifred took Mrs Mills up to say goodbye to the Earl. Mrs Mills pretended to be sad, held a handkerchief to her face12..... cried all the way to the Earl's room. Here Mrs Mills changed into the cloak that Mrs Hilton had brought up. Winifred then left the Earl's room with Mrs Mills dressed in the new cloak, complaining loudly to her about her maid. Mrs Mills and Mrs Hilton then went home13..... they were no longer needed. Winifred returned to her husband alone.

Linking words
connect ideas
and make it
easier to read
a text.

C What was Mrs Hilton's part in the plan?

Back in the Earl's room, Winifred coloured her husband's eyebrows14..... that they had the same colour as those of Mrs Mills. She painted his face white and added some red to his cheeks and gave him some artificial hair. With the lady's clothes, Mrs Mills' cloak, a hood over his head15..... a handkerchief over his face to hide his beard, the Earl looked like Mrs Mills16..... they had a similar figure. Shortly before it was time to light the candles, Winifred led the Earl out of his room, as Mrs Mills, again complaining loudly about her maid. Cecilia was waiting at the bottom of the stairs, and she took the Earl to a safe place where he could hide.

D Why did the guards think the Earl was Mrs Mills?

Winifred was relieved that her husband was out of the Tower,17..... he needed more time to escape,18..... she returned to the Earl's room. Here she pretended to talk to her husband and even answered her questions in his voice. When she left the room, Winifred told the guards not to take in any candles19..... her husband wanted to pray. She then left the Tower and went home. The Earl had successfully escaped the Tower,20..... it was not until he was safely in France that Winifred could really be relieved.

E Why did Winifred go back to her husband's room?

Activity 3

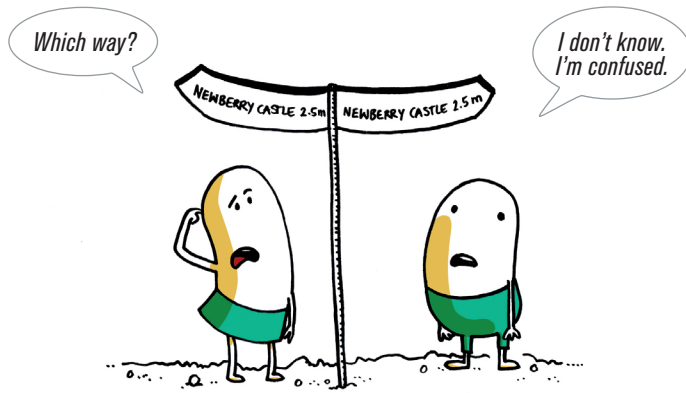
In groups of four, pretend to be the four women and plan the rescue of the Earl of Nithsdale.



Coherence

- B1** Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
- A2** Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.





Warm up

Each country has its own customs, and cultural differences can be confusing for travellers. Compare your country to other countries you've been to. What differences have you noticed?

For example, think about

- people's attitude towards time and punctuality
- food and eating habits
- the way people greet each other
- gestures



5

Activity 1

Read the letter. Choose the best option for each gap: a, b or c. Then listen to check your answers.

Dear Lillian

I hope that you and the kids are well despite the cold weather in Chicago. Here in Milan, it's still warm and1..... You can sit outside and enjoy a cup of coffee on the "piazza".

My new job is keeping me busy. I've been2..... back and forth to the UK a lot, and next month my boss wants me to go to a conference in Houston. I'm very excited3..... this opportunity because – as you know – I've never been to the United States before.

A friend of4..... just came back from the U.S. and said that some things were pretty confusing over there. That's why I was wondering5..... you could give me some tips. I'm planning to go out for dinner with different people and don't want to make a fool of myself. Is there anything I6..... know about eating out in America?

I know that Houston is not exactly around the corner from Chicago, but maybe we can arrange to see7.....? I have time on December 5, 7 and 8. Let me know your thoughts.

I look forward to hearing from you. Say hi to Sophia and Henry for me.

All the8.....

Carlo



- | | | | |
|------------|--------------|--------------|-----------|
| 1 | 2 | 3 | 4 |
| a sun | a travel | a about | a me |
| b sunny | b travelled | b for | b mine |
| c sunshine | c travelling | c in | c my |
| 5 | 6 | 7 | 8 |
| a because | a can | a each other | a best |
| b if | b need | b ourselves | b regards |
| c that | c should | c us | c wishes |

Activity 2

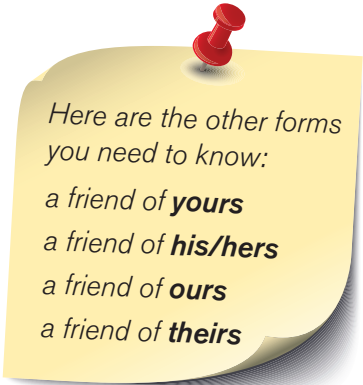
When talking about your friends, you can either say **my friend** or **a friend of mine**.

There is no big difference in meaning, but "my friend" is a bit more specific than "a friend of mine".

Examples: **My friend** Carlo lives in Milan. / **A friend of mine** lives in Milan.

Read the information on the yellow sticky note and finish the sentences below with the most appropriate answer. Use **of mine / of yours ...**

- 1 My sister had lunch with an old friend
- 2 We went to the zoo with some friends
- 3 Harry invited some friends over for dinner.
- 4 Who is the woman in the picture? Is she a friend?
- 5 My parents went hiking with some friends



Activity 3

Read Lillian's reply email to Carlo. Fill in the gaps with the words from the box. Then compare in class.

BECAUSE EARN HOW HOWEVER NOR OR PAY
 THAT TRAVEL TRIP WHERE WHILE WHY

Dear Carlo

How exciting – you're finally coming to my part of the world! I'd love to see you, but I'm flying to Rome for two weeks on December 2 to visit an old friend of mine from college. Actually, I was hoping to get together with you in Italy, but if you're here1..... I'm there, it's not going to work.

In the U.S. you don't have to worry about making a fool of yourself when eating out in restaurants2..... it's not that complicated, but I do have a few tips for you.

You may not know that waiters usually3..... less than three dollars an hour. That's4..... it's common to leave a 15-20% tip in restaurants. You can either leave the money on the table5....., if you pay by credit card, write the amount on the credit card slip. Tips are not expected in places6..... do not have table service.7....., some bakeries or coffee shops will have a tip jar on the counter, and you may leave a tip if you want to.

Speaking of coffee shops, I'm sure a caffeine junkie like you will be glad to hear that you'll get free refills in many places. That means you only8..... once and can then drink as much coffee as you want. Oh, and if nature is calling after drinking all that coffee, ask9..... the restrooms are (never say "toilets" ☺).

Hope this helps. Let me know if you have any other questions.

Have a great10.....!

Lillian



Reading correspondence

- B1** Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
- A2** Can understand short simple personal letters.





Warm up

This is the century of climate change. We can prepare for the worst but we can also hope for the best. Many people believe that everyone can make a difference. How can we make our lives more environmentally friendly? In small groups, write down some ideas. Think of topics like electricity, transport, food, etc.

Activity 1

You wish to find out more about being environmentally friendly. You have decided to go to an Open Day at the local environment centre. Read the list on the opposite page describing the information in each room. Which room do you wish to visit?

Example: You want to help the environment and also make your garden look nicer.

a room A12 b room B12 c other room → Answer: b

- 1 You want some ideas on how to reduce the plastic you use.
a room A10 b room C10 c other room
- 2 You want to know how eating habits influence the environment.
a room A12 b room C12 c other room
- 3 You want to wrap your presents without buying wrapping paper.
a room B11 b room C11 c other room
- 4 You want some general information about recycling different materials.
a room C10 b room B12 c other room
- 5 You want ideas on how to save water on a daily basis.
a room A11 b room B10 c other room
- 6 You want to reduce your electricity bill.
a room A10 b room A12 c other room

At first sight more than one room may be interesting, so read the description carefully before deciding.

Activity 2

"Is global warming going to get worse?" → "I'm afraid so."

After some verbs and phrases you can use **so** when you don't want to repeat something.

Examples: *I hope so, I'm afraid so, I think so* | Negative forms: *I hope not, I'm afraid not, I don't think so*

a Work with a partner. Take it in turns to react to the following questions.

Do you think planting trees will help the environment? → I hope so.

Have you planted any trees recently? → I'm afraid not.

- 1 Does glass decompose quickly?
- 2 Will aluminium cans still be recycled in future?
- 3 Is it dangerous to drink tap water?
- 4 If you were given tap water, would you drink it?
- 5 Will your next car be an electric car?
- 6 Will there be more electric cars on the roads in future?



b Now take it in turns to ask each other questions using the information from the list on the opposite page. React to the questions using the phrases from the box above.

Molton Environment Centre – Open Day

Room	Title	Description
A10	Facts and Figures	It takes a million years for glass to decompose. It's possible to recycle 20 aluminium cans with the energy it takes to make one brand new one. 15 billion batteries are produced and sold every year but only a small number are recycled. We have many more facts and figures for you.
A11	Just tap water?	Where does our water come from? Is it safe to drink tap water? Is tap water better than bottled water? What is the difference between hard and soft water? Take our water knowledge quiz and win a prize.
A12	Electromobility?	You can save water and save electricity but what about fuel? Do you need to buy a new car? What do you know about electric cars and hybrid cars? Are you up-to-date with the latest developments? Come and talk to our engineers.
B10	Make a difference!	Do you let the water run while you brush your teeth? How often do you have a bath? How long do you shower? Do you use rainwater to flush your toilets? We need to use our resources more economically. Come and be inspired.
B11	Rethink your daily choices!	If plastic is not recycled, it takes thousands of years to decompose. Be responsible and buy a reusable cup for your "coffee to go". Use matches instead of plastic lighters – cardboard matches made from recycled paper are best! We have many more choices for you.
B12	Do some planting!	They're good for the air and the land and can shade your house. Yes, trees look good and improve the value of your property. Plant fruit trees and you can pick your own fruit. Have a tree-planting day every year. Our experts will advise you.
C10	Turn it off!	Save around 4 cents a day, or \$14 per year! Yes, turn off your computer at night instead of leaving it in sleep mode. Do you need to leave everything on standby? Come and find out just how much energy your electrical appliances use.
C11	Be creative!	There are many environmentally friendly ways to make your gifts look special: Use old calendar pictures, cloth or even newspaper. Reuse paper bags. Get your kids to draw pictures on them or use potatoes and paint to make patterns. We have lots of ideas for you.
C12	Go vegetarian!	Minimise your environmental footprint. Do you want to know how your diet affects the environment? Just one less meat-based meal a week helps the planet. Eat less meat and fewer animals will need water, and fewer trees will be cut down. Find out how what you eat makes a difference.

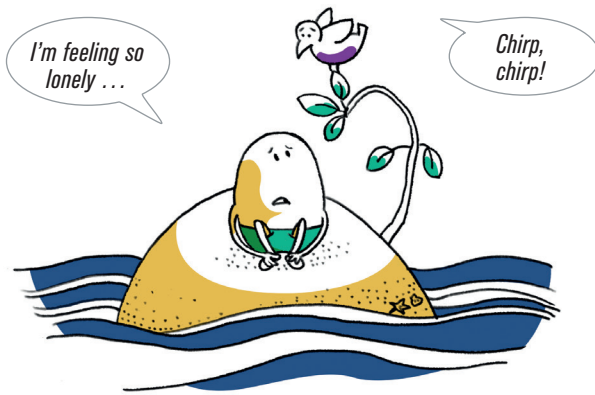
Activity 3

Will you try out any of the ideas mentioned above? Discuss in class.

Reading for orientation

- B1** Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
- A2** Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.





Warm up

a Discuss in class:

- What social networking sites do you know?
- Which ones do you use? Why do you use them?

b Here are some abbreviations that people often use in social media. Do you know what they mean?

OMG | THX | BFF | BTW | YOLO | HAND

Activity 1

a Social media offer many benefits, but there are also some risks. Read the statements below and write (+) for benefit and (-) for risk.

- 1 You can stay in touch with friends and family who live far away.
- 2 Social media can affect real-life relationships negatively.
- 3 Social media can be a big waste of time.
- 4 You can use social media to network professionally.
- 5 Social media use is not safe; someone could steal your identity.
- 6 Social media allows people to exchange information quickly and easily.
- 7 People can become addicted to social media.

b In your opinion, which is the most important benefit? Are you worried about any of the risks? Discuss in class.

Other words for "benefits and risks" are "advantages and disadvantages" or "pros and cons".



6

Activity 2

a Read the newspaper article. Choose the best option for each gap: a, b or c. Then listen to the recording and check your answers.

Social media and loneliness

Social interaction and loneliness is a growing problem in a world where people feel more connected than ever before.

.....1..... researchers believe that social media make people lonelier. Because social media users regularly exchange messages with2....., they feel like they have a large network of friends. Researchers argue,3....., that the feeling of "connectedness" is an illusion because online relationships do not have the same depth and closeness4..... personal relationships. The messages that people exchange are usually short,5..... the number of "likes" on somebody's page does not say6..... about the quality of his or her relationships. Therefore, people run the risk of becoming lonely if they depend too heavily7..... online communication.

- | | | | |
|---------|-----------|------------|--------|
| 1 | 2 | 3 | 4 |
| a A lot | a another | a although | a as |
| b Many | b other | b besides | b like |
| c Much | c others | c however | c than |

- | | | |
|-----------|-------------|------|
| 5 | 6 | 7 |
| a and | a anyone | a at |
| b because | b anything | b in |
| c or | c something | c on |

- b** Discuss the article in class. What are the author's arguments? What do you think? Do social media really make people lonely, or do lonely people simply spend more time using social media?



Activity 3

Careful with the verbs **get** and **become**:

get + adjective = become + adjective ("become" is more formal than "get"):

People can **get** addicted to social media. = People can **become** addicted to social media.

become + noun: She **became** an expert in social media marketing.

get + noun: I posted a selfie that will hopefully **get** a lot of "likes". ("get" = "receive")

Get or become? Circle the correct option. In one case, both options are correct.

- | | |
|------------------------------------|---|
| 1 to (get / become) a blogger | 2 to (get / become) support from your friends |
| 3 to (get / become) lonely | 4 to (get / become) a job |
| 5 to (get / become) a text message | 6 to (get / become) friends |

Activity 4

Read Helen's story and discuss the questions below.

At the age of 15, my son David became addicted to social media. I didn't notice it at first because his addiction developed slowly. One day, I got a phone call from his teacher who told me that David had fallen asleep in class several times. That's when I became alarmed.

I tried talking to David, but it was like talking to a wall. He seemed to be in a different world. He didn't go out with his buddies anymore and spent up to ten hours a day texting and emailing. His mobile and his computer became his best friends – and his only friends ...

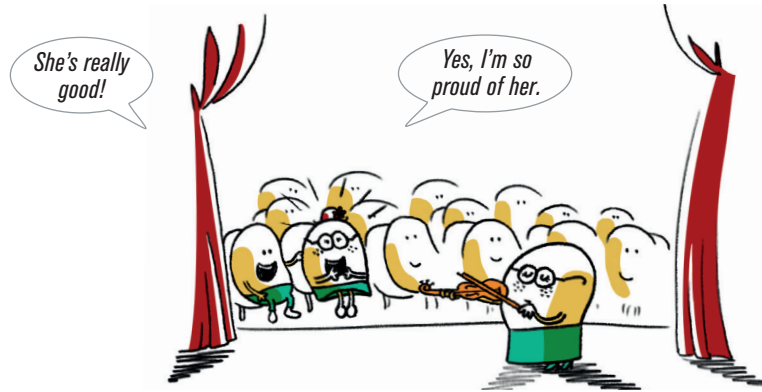


- a** Work with a partner and discuss how the story might end. Then tell your classmates.
- b** What can parents do to help a child who is addicted to social media? What options do they have?
- c** How do you know that someone is addicted to social media? What are some of the signs?

Reading for information and argument

- B1** Can recognise significant points in straightforward newspaper articles on familiar subjects.
- A2** Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.





Warm up

Famous people can be proud about where they have been, what they have invented, or what they have achieved. Example: Joan of Arc motivated the French to fight against the English and win. Can you think of other examples?

Activity 1

- a** Knowing the past tense of verbs is very important if you wish to speak good English. With regular verbs, you just add *-ed*. But there are some rules.

A regular verb that ends in **y** is changed to **-ied**: He tried hard.

When a regular verb has one vowel and ends in a consonant, the final consonant is doubled (but not with *w* or *x*): He hopped onto the bus.

Put these verbs into the past tense:

- We (cry) for joy when we heard our son had won.
- He was so good at sport because he (jog) every morning.
- Newton (pick) up the apple and asked himself why it had fallen.
- She (mix) fruit juices in a new way.
- They (stop) fighting last month.

Careful!

Only two verbs use **-aught** in the past tense:
teach – taught
catch – caught

- b** Irregular verbs have to be learnt. One way to learn them is to find similarities. Here are some examples of groups of irregular verbs. On a separate piece of paper make four columns like the table below.

nothing changes	the -ought or -aught group	just one change	3 different vowels
cost, cost, cost	buy, bought, bought	meet, met, met	swim, swam, swum
...

Now write all three forms of these verbs in the correct columns.

begin | bring | ~~buy~~ | catch | ~~cost~~ | cut | drink | feel | fight | hurt |
leave | let | lose | make | ~~meet~~ | put | ring | shut | sing | sink |
spend | ~~swim~~ | teach | think



Activity 2

Here is a text about a woman who could be very proud of what she achieved. Add the past tense of the verbs in the brackets and decide if the statements are true or false.

deaf = someone who cannot hear
blind = someone who cannot see
mute = someone who cannot speak

Helen Keller was born in the USA on June 27, 1880, as a normal healthy baby. When she was 19 months old, she1..... (become) ill. She2..... (recover) from the illness but3..... (can) no longer hear nor see. Sadly, because Helen was deaf and blind at such an early age, she was also mute. She4..... (live) in a world of her own, frustrated by not being able to communicate. However, Helen's mother5..... (believe) there was a way to help her daughter and6..... (talk) to many people. In March of 1887, Anne Sullivan7..... (arrive). At first she was employed as Helen's teacher, but then she8..... (stay) with Helen for the next 49 years.

Helen stopped speaking when she became ill.

true false

Anne9..... (try) to teach Helen to communicate by using a finger system to spell words into her hand, but at first Helen did not understand the connection and became angry. Anne did not give up. One day, Anne10..... (hold) Helen's hand under running water and11..... (spell) the word "water" into her hand and Helen suddenly12..... (understand). She could communicate with her hands! From then on Helen13..... (want) to know more. Later she14..... (learn) to use Braille – a reading system for the blind. Then she learnt to hear what people were saying by reading their lips with her hands and she also15..... (teach) herself to speak, although it was not easy to understand her. Helen didn't just learn to communicate for everyday life, she16..... (go) to school and then university and was the first deafblind person to get a degree.

Helen found it very difficult to learn to spell the first few words.

true false

Helen's story17..... (impress) the public and so she became quite well-known and18..... (meet) many famous people. But Helen wanted to make the world a better place for other blind people. She19..... (write) books and articles and20..... (give) lectures and21..... (travel) the world to share her views. Helen had many reasons to be proud of herself. She22..... (overcome) great difficulties to achieve much and has been honoured in many ways. Films have been made about Helen's life. Hospitals and streets have been named after her, and the United States Postal Service even printed a stamp in her memory in 1980. If you look on the Internet, you can see Helen Keller in some film clips.



Helen tried to find ways to improve other people's lives.

true false

Activity 3

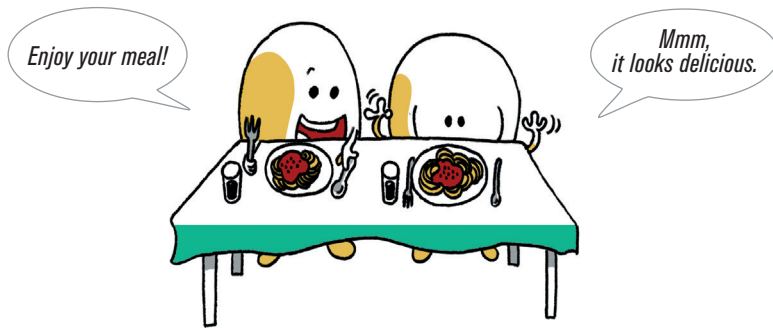
Take it in turns to ask each other questions about the text. For example: When did Helen become deaf? When was Helen born? Remember: use **did** with verbs (see the first example) or **was/were** (see the second example).

Grammatical accuracy

B1 Uses reasonably accurately a repertoire of frequently used "routines" and patterns [...].

A2 Uses some simple structures correctly, but still systematically makes basic mistakes.





Warm up

Discuss in class:

- Have you ever been to a restaurant in an English-speaking country? What did you eat there?
- What British or American food do you know / do you like to eat?

Activity 1

In many English-speaking countries, you can use coupons to save money.

Read the situations and the restaurant coupons below. Which coupon goes with which situation?

In one case, there is no coupon for the situation. Mark this with an x.

- 1 You want to buy some healthy fast food.
- 2 You want to have lunch in a Mexican restaurant.
- 3 You want to go out for dinner with your partner.
- 4 You want to buy a sweet treat for your kids.

a

Opening Hours Mo – Sun 4.30 – 11 p.m.
All you can eat from 5 to 7 p.m.
Adults \$ 9.99 Kids \$5.99
Café Mexicano
5013 Foothills Avenue, Roseville, CA 95737

b

SUNDAY SPECIAL
Buy one meal and get the second meal 50% off.
Restaurant “El Gringo”
132 E Franklin St, Monterey, CA 93940
Open daily from 6pm – 11pm

c

Special Meal Deal at Barnaby’s:
\$1 off any burger combo
100% organic beef or turkey
*Offer ends on Friday.
Not to be combined with any other offers.*

d

BUY ONE GET ONE FREE
This coupon is valid for any flavour ice cream cone.
One coupon per customer per visit.
Good through November 30 at participating “I Scream” locations.

Activity 2

a Here are some adjectives that you can use to describe food. Match the adjectives and the definitions.

- | | |
|-----------|--|
| 1 healthy | a food that tastes good |
| 2 tasty | b food that has a strong flavour and burns in your mouth |
| 3 crunchy | c food that is cooked with a lot of oil or fat |
| 4 spicy | d food that is good for you |
| 5 greasy | e food that makes a noise when you eat it |

b Think of food or dishes that are crunchy, spicy or greasy. Collect examples in class.

c Word building: Some adjectives are created from nouns and end in **-y**.
Examples: **salt – salty** or **juice – juicy**

Look at the five adjectives in Activity 2a again. What nouns do they come from?

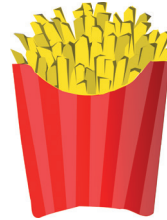
- 1 2 3
- 4 5

Activity 3

a Here are three words that describe how food is prepared or cooked. Write them next to the definitions. Then, read the menu below and highlight them.

boiled | fried | baked

- 1 cooked in hot oil
- 2 cooked in water
- 3 cooked in the oven



Long, thin pieces of potato that are fried in oil are called French fries in American English and chips in British English.

b Read the menu again.

- 1 There are three other words in the text that describe how food is prepared or cooked. What are they?
- 2 Look at the adjectives from Activity 2a again. Which ones are in the text?
- 3 Find another word in the text that means "tasty".
- 4 Find another two adjectives that describe the taste of food.

c What would you order from this menu?

TODAY'S LUNCH SPECIAL - ONLY \$9.50

Pick any soup or salad with your choice of

- 1. **Roasted Veggie Pasta**
Roasted vegetables with penne and parmesan in a creamy tomato sauce
- 2. **Santa Fe Chicken Quesadilla**
Grilled chicken with roasted peppers and Cheddar cheese, served with a sweet chili sauce, sour cream and black beans
- 3. **Large Spinach Salad**
Baby spinach, tomatoes and feta cheese in our honey and mustard dressing, topped with smoked bacon and hard boiled egg
- 4. **Garlic Shrimp Spaghetti**
Homemade spaghetti with fried shrimp in a spicy cream sauce

SWEET TREATS - ONLY \$4.50

- 1. **Cheesecake with blueberries**
Delicious New York style cheesecake with fresh blueberries
- 2. **Oven baked bread pudding**
Served warm with vanilla ice cream, salty caramel sauce and crunchy walnuts

Activity 4

Some people do not eat certain foods for health reasons or religious reasons. Look at the menu again.

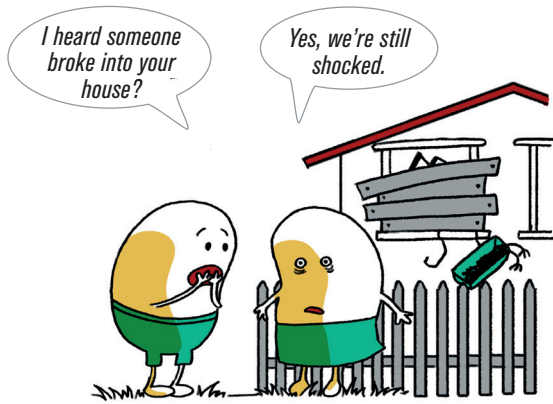


- 1 You do not eat any meat or seafood. Which main courses can you order?
- 2 You are allergic to nuts. Which dessert can you eat?
- 3 You do not eat any pork. Which main courses can you order?

Transactions to obtain goods and services

- B1** Can deal with most transactions likely to arise whilst travelling [...].
- A2** Can deal with common aspects of everyday living such as [...] eating and shopping. Can order a meal.





Warm up

Work with a partner. Some events in world history are so shocking that they dominate the news and everyone remembers them for a long time. Talk about the following events – what do you know about them? Is there any event you would like to add to this list?

Princess Diana Dies in Car Crash | Why We Will Never Forget 9/11 | The Unsinkable Titanic Sinks | The Chernobyl Disaster | Thousands Die in Asian Tsunami

Activity 1

Match these verbs to the correct definitions.

- | | |
|----------------|---|
| 1 to perform | a to understand or notice something |
| 2 to realise | b to have to do something |
| 3 to assist | c to do something in front of an audience |
| 4 to complain | d to say you do not like something |
| 5 to be forced | e to say good things about something or someone |
| 6 to praise | f to help |

Activity 2

- a** Newspapers are not only interested in writing about world events. They know that readers also want articles about normal people's lives. Skim the four newspaper articles and decide which title fits best.



- 1 Give yourself a shock
- 2 Glad to be on the ground
- 3 More and more missing cars
- 4 No need to worry if you forget
- 5 Party becomes too loud
- 6 Too many guests
- 7 Travellers complain about flight
- 8 Visitors angry about objects on display

To skim means to read a text quickly to get the overall idea and not to look at the details. This is a useful technique that you should practise!



David Rogers has won a prize for his Find your Car App for elderly people. He was motivated by an incident that happened to his parents on the ferry between Dover and Calais. When the signal sounded for passengers to return to their cars, David's parents realised that they could not remember whether they had used the red, yellow or green stairs to go to the passenger area. The couple walked around the parking deck but they couldn't see their car. It was a horrible experience for them. Only after most cars had left the ferry, and with the assistance of a friendly staff member, were they able to find their vehicle. For future journeys, they will use their son's app!

A

Police were called to a house in the Raglan area last Saturday evening to end a birthday party. Surprisingly, the police were not contacted by an angry neighbour complaining about the noise. Instead it was the birthday girl herself who asked for help. Louise S. spontaneously decided to celebrate her 19th birthday on Saturday while her parents were away. She invited her teenage friends via a social network but, unfortunately, the invitation became public knowledge. 20 friends were expected, but by 10 p.m. there were 100 people. Shocked by the situation, and fearing that more people would turn up, Louise S. rang the local police station. The police soon had everything under control.

B

Passengers returning home on an international flight last Friday were happy to get off the plane. Shortly before landing, the pilot, J.R. Cummings, realised there was a vehicle on the runway in front of him and was forced to take off again. After circling above the airport for 10 minutes, the plane was given a second chance to land, this time successfully. One of the passengers said, "It was a horrible feeling – not one I want to repeat!" After recovering from their shock, several passengers contacted the airline to praise the pilot's quick reaction and calm handling of the situation. Cummings is now on the list of pilots to receive an award at the end of the year.

C

The new exhibition at the local Art Museum is called "Art to Shock" and will be shocking visitors for the next three months. The exhibits include shocking paintings, photographs, films and performance art.

What makes this exhibition so unusual is that visitors will also experience unpleasant sounds and smells that will vary from day to day. The programme is online and will be updated on a regular basis. The museum looks forward to welcoming many visitors to an exhibition that will change their view of the world!

D

b Read the texts again, but more slowly this time, and look at the details. Decide if the following statements are true or false.

- | | true | false |
|--|--------------------------|--------------------------|
| 1 David's parents were not able to find their car on their own. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Louise S. prepared her birthday party several days in advance. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Cummings has been rewarded for preventing a bad accident. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 You can experience different things on different days at the museum. | <input type="checkbox"/> | <input type="checkbox"/> |

Activity 3

To look back at the past and wish things had been different, use wish + had + past participle.

I wish I'd (= I had) known about your problem. OR I wish I hadn't come so late.

a Decide who in activity 2 could have said the following: **I wish ...**

- 1 ... the police had come sooner. | 2 ... I hadn't seen that painting. | 3 ... I'd written down where we parked our car. | 4 ... I'd invited my friends by phone. | 5 ... my son had invented his app sooner. | 6 ... I hadn't booked that flight. | 7 ... my parents hadn't gone away for the weekend. | 8 ... I'd travelled by train.



b Work with a partner and make sentences using **I wish I had** or **I wish I hadn't**.

Example: You were late for work. (leave home earlier) → I wish I'd left home earlier.

1 You slept too long.	remember to set the alarm
2 You forgot an important birthday.	update my birthday calendar
3 You have a virus on your computer.	open that strange email
4 You burnt your dinner by mistake.	turn on the TV
5 Your cat has run away.	let the cat outside

Overall reading comprehension

- B1** Can read [...] texts on subjects related to his/her field of interest with a satisfactory level of comprehension.
- A2** Can understand short, simple texts on familiar matters [...] which consist of high frequency everyday [...] language.





Warm up

- a Look at the illustration and describe what is happening. How would you feel in this situation?
- b Have you ever been worried about being near an animal? Tell your classmates about your experience.

Activity 1

- a Discuss in class: What wild animals are there in your country? Are there any dangerous animals in your country? Which ones?
- b North American national parks are home to many wild animals, including some that can be dangerous. Look at the warning signs below. Which animal do you see on each sign?

bison
rattlesnake
alligator
bear
eagle
mountain lion



- 1
- 2
- 3
- 4
- 5
- 6

We use the word "wildlife" to talk about animals that live in a natural environment.

- c Do you know any other wild animals that live in North America? If you don't know their names, describe them. What do they look like? How big are they? Are they dangerous?

Activity 2

Read the sentences below. Which expression in the box has the same meaning as the word in bold?

- 1 Never **approach** a wild animal.
- 2 Most bears will **avoid** people if they can.
- 3 Campfires are **permitted** on campsites only.
- 4 Feeding wildlife is **prohibited**.

allowed
come near/go near
not allowed
stay away from

Activity 3

Read the information about the national park and do the activities. Then listen to check your answers.

- a Fill in the gaps with these words: approach | dangerous | follow | prohibited | safe

Park Rules and Regulations

Keep Wildlife Wild

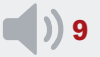
America's national parks provide a wonderful opportunity to see wild animals in their natural environment. Please treat them with respect and remember that wild animals – even small ones – can be1.....



- Never2..... wild animals, no matter how “friendly” they seem. Watch them from a3..... distance and use a telephoto lens to take pictures.
- Never feed wildlife and4..... park rules about storing food. Feeding wildlife is dangerous for you and the animals and is therefore5..... by law.

Complete the text with these phrases:

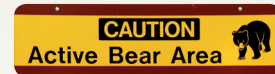
If a bear approaches you | Make noise | don't panic | Store food properly. | walk quietly away



Bears

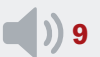
Bears will usually try to avoid people, but remember: Even if you don't see bears very often, they are around!

-6..... and let bears know that you are there. Talk loudly, sing or shout “Hey bear”.
-7..... Use the food storage lockers that are provided in most picnic areas. Do not store food in your car.
- Carry bear spray with you, and know how to use it.
- If you see a bear at a distance,8..... without getting its attention.
-9....., do not run! Stay calm and get ready to use your bear spray.
- If a bear stands up on two legs, it is probably trying to gather information and not being aggressive. In this situation,10..... and slowly move away.



Complete the text with these phrases:

Pets are allowed | Open fires are prohibited | Do not hike alone. | Stay on official trails.



Hiking safety

-11..... If possible, hike in groups of four or more people. Tell someone where you're going and when you will be back.
-12..... Unofficial trails are often used by wild animals.
-13..... in the park. However, they must be kept on a leash at all times.
-14..... in the park. Campfires are permitted on campsites only.

b Work in small groups. Read the texts again and write down five statements. The statements can be true or false. Example: It is safe to approach small animals. (false)
Read your statements in class. The other students should decide if the statements are true or false.

Activity 4

We often use the following expressions to say that something is not allowed:
Smoking **is prohibited** / **is not allowed** / **is not permitted** in the park.

Look at the warning signs and make sentences as in the example.



→ Fishing is prohibited. / Fishing is not allowed. / Fishing is not permitted.

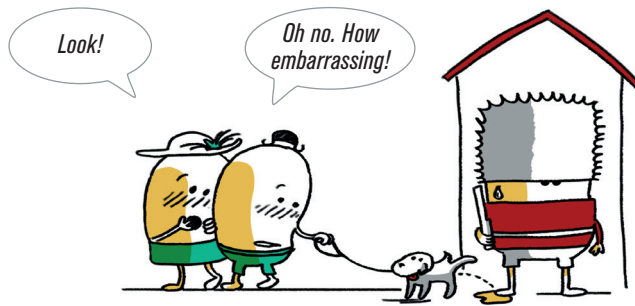


Reading instructions

B1 Can understand clearly written, straightforward instructions [...].

A2 Can understand regulations, for example safety, when expressed in simple language.





Warm up

Look at the illustration and describe what is happening. What will the guard do? If this was your dog, how would you feel in this situation? What would you do?



Activity 1

Read the three texts. For each text there are two tasks. First decide if the statement is true or false. Then decide which answer fits best: a, b or c.

Text 1

Facts about Embarrassment

Why do people feel embarrassed? Usually it is because they have committed a faux pas - done something that is impolite or unacceptable in their society. So, embarrassment is a social emotion. People only feel embarrassed about what has happened when other people are there. What others think is important, because everyone wants to be liked and no one wants to be excluded from the group they belong to.

People usually show embarrassment in their face by blushing. The red colour goes to their cheeks, or sometimes spreads to their whole face, ears and neck. Embarrassed people also look away from everybody else and often cover their face with their hands. Some people seem to freeze when something embarrassing happens to them; others disappear from the scene as soon as possible.



- 1 People do not experience embarrassing situations when they are alone. true false
- 2 People who are embarrassed
 a leave immediately. b don't look at other people. c normally get red ears.

Text 2

Feeling Embarrassed?

You've just dropped your tray of food in the canteen or spilt coffee on your manager's papers. What's the best thing to do in such an embarrassing situation?

- Laugh about it. Humour can save the situation.
- Don't make a big thing of it. It's your reaction that people will remember.
- Accept that it has happened and make the best of it.
- Remember that everyone makes mistakes.
- Learn from it.
- Pretend it didn't happen.
- Pretend it wasn't you.



If you feel bad after the embarrassing situation, do something to stop yourself thinking about what has just happened. For example, go to the cinema, go clothes shopping, do some sport, etc.

- 3 The way that you behave makes no difference to the situation. true false
- 4 You will feel better if you
 a run away as fast as possible. b see the funny side of things. c tell all your friends about it.

Text 3

Embarrassing Memories

Some situations are so embarrassing that you don't like remembering them. Unfortunately, these painful memories keep coming back to you and you relive the whole situation again and again. It seems impossible to forget the embarrassing experience. For example: having to tell other people that you have failed an exam, people laughing at you for wearing the wrong clothes ...

However, there is a way to work with these memories and make them less unpleasant. Concentrate on the non-emotional details. What day of the week was it? What were you wearing that day? What was the weather like? What time was it? What did you eat that day? The more factual the memory becomes, the weaker your emotions will become and the less painful it will be to remember the experience.



- 5 The text says it is possible to change a memory. true false
- 6 The text says some memories
 a give you a bad feeling. b help you feel better. c make you laugh.

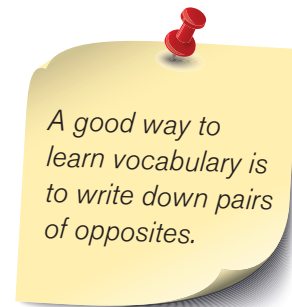
Activity 2

- a Find the opposites of these words in the text above and underline them. The words are in the same order as in the texts.

Text 1: included | hide | look towards | nobody | melt

Text 2: worst | cry | ruin | forget | begin

Text 3: luckily | passed | correct | more | stronger



A prefix at the beginning of a word changes its meaning, often giving it an opposite meaning. For example: excluded – included

- b Decide which prefix matches these words. Can you find these words (with or without prefix) in the texts?

acceptable | appear | fortunately | important | pleasant | polite | possible

dis	im	in	un
			acceptable

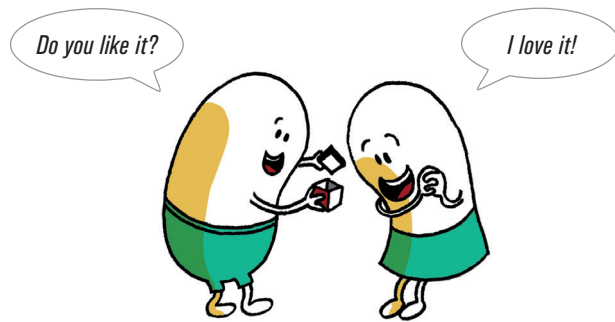
- c Put these words in the correct prefix column: agree | advantage | appropriate | complete | patient



Vocabulary control

- B1** Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
- A2** Can control a narrow repertoire dealing with concrete everyday needs.





Warm up

- a** Do you love chocolate? What's your favourite: dark chocolate, milk chocolate or white chocolate?
- b** How many chocolate products can you name? Examples: chocolate pudding, chocolate bars, etc. Collect your ideas on the board.



Activity 1

- a** Do you know where chocolate comes from? Complete the text and find out where the history of chocolate began. Listen to check your answers.

bitter | beans | tropical | eat | drink | food | sweeten | spices



Chocolate comes from cacao1....., which grow on cacao trees in Central America and other2..... areas near the Equator. The Latin name for the cacao tree (*theobroma cacao*) means ".....3..... of the gods".

We don't know exactly when chocolate was discovered, but it has been around for more than 3,000 years. Originally, people didn't4..... chocolate – they drank it. The Maya and the Aztecs made a5..... from the cacao beans that had a6..... taste. It contained vanilla, chili peppers or other7....., but no sugar. Sometimes people added a little honey to8..... it. The word "chocolate" probably comes from the Aztec word "xocolatl" (pronounced sho-ko-la-tl), which means "bitter water".

- b** Do you know how chocolate came to Europe? If you have Internet access in class, type in "history of chocolate" or "where chocolate came from" and see what you can find. If you don't have Internet access in class, do some research at home.

Money doesn't grow on trees. Or does it?

The Aztecs used cacao beans as a form of payment. Ten cacao beans could buy a rabbit; four a pumpkin.

Activity 2

Are you interested in learning more about chocolate? Consider taking a chocolate factory tour!

- a** The Springfield Chocolate Factory offers daily tours for visitors. You are going to read some information about the "Bean-to-Bar Tour". What do you think the title means?
- b** Read the information about the "Bean-to-Bar Tour" and choose the best headline for the five tour highlights.

The Chocolate Academy

The Chocolate Journey

The Chocolate Café

The Chocolate Shop

The Chocolate Kitchen

BEAN-TO-BAR TOUR The Springfield Chocolate Factory is a must-see for all chocolate lovers! Walk in, enjoy the sweet smell of chocolate all around you and discover the secrets of traditional chocolate making. Here are just some of the highlights that you don't want to miss:

1
Learn how cacao beans are grown and find out how they get from the farms to the factories.

2
Watch our production team and see how cacao beans are made into chocolate bars.



3
Work with one of our master chocolate makers and learn to make your own chocolate bars.



4
Visit our factory store to buy delicious gourmet chocolate, gifts and souvenirs.

5
Enjoy a variety of hot chocolates, mochas, chocolate cakes and cookies.



Our tours are free and start daily at 2:30 p.m. Visitors must arrive at least ten minutes before the tour starts.

- c Have you ever visited a chocolate factory or museum? If so, tell your classmates about it. If not, would you like to go? Why or why not?

Activity 3

“chocolate” or “the chocolate”?

Do not use the when you are speaking about things in general: I love **chocolate cake**. (in general)

Use the when you are speaking about something specific: You should try **the chocolate cake**.
It's delicious.

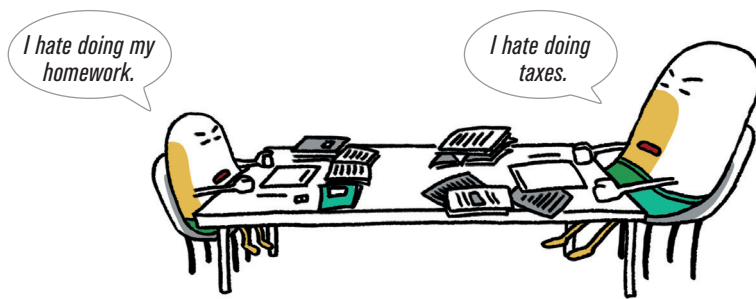
- a Read the sentences and add **the** where necessary.
- I'm very interested in history, but I don't know much about history of chocolate.
 - I love hot chocolate but I don't drink it very often.
 - We went to chocolate factory last week and saw how they made Easter eggs.
- b Did you know? Here are three fun facts about chocolate. Add **the** where necessary.
- It is said that Aztec Emperor Montezuma drank 50 cups of chocolate every day.
 - biggest chocolate bar in world weighed almost six tons.
 - blood in the famous shower scene of Alfred Hitchcock's movie “Psycho” was chocolate syrup.

Reading for orientation

B1 Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

A2 Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, [...].





Warm up

Work with a partner. Which crime novels do you enjoy reading or which crime series do you like watching on TV? Who are your favourite detectives?

Activity 1

- a** Detectives often have to solve murder cases. To do this, it is helpful to know why the crime was committed. Very often the motive (reason) was hate. Put the letters in the following words in the correct order and find some other possible motives for a murder.

ganre | yenom | yenv | gidinh a streec | efra | frsttionura

- b** To find the murderer, a detective talks to people, looks for clues and decides who the suspects are (suspect = a person who might be the murderer). Fill in the gaps to complete the questions that a detective might ask.

alibi | body | clues | hated | motive | murdered | strange | suspects | when | where

- 1 Who discovered the _____?
- 2 How was the person _____?
- 3 _____ did the murder take place?
- 4 _____ did the murder take place?
- 5 Did anybody see or hear anything _____?
- 6 What was the _____ for the murder?
- 7 Who _____ the murdered person?
- 8 Where were the _____ at the time of the murder?
- 9 Do they all have an _____?
- 10 Did the murderer leave any fingerprints or other _____?

Crime vocabulary

to commit a murder
to murder someone
to solve a murder case
to find the murderer
to look for clues
to be a suspect
to be accused of a crime
to have an alibi



Activity 2

Indirect questions are used in professional situations because they are more polite.

Note the way the word order changes. (Exception: when **who** is the subject, see question 1 above)

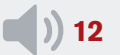
If there is no question word, use **if** in the indirect question.

Direct question	Indirect question
Where were you yesterday evening?	Could you tell me where you were yesterday evening?
Who is the detective?	Could you tell me who the detective is?
Who saw him last?	Could you tell me who saw him last?
Did you see the murdered person yesterday?	Could you tell me if you saw the murdered person yesterday?
Was the murderer caught?	Could you tell me if the murderer was caught?

Change the direct questions from Activity 1b into indirect questions. First do the activity orally with a partner, then write the sentences down on a separate piece of paper. Example: Could you tell me who discovered the body?

Activity 3

a Read the situations below and the short texts about various detectives. Decide which text goes best with which situation.



- 1 You are interested in visiting a museum about a famous detective.
- 2 You would like to read as many novels as possible about one detective.
- 3 You are interested in a detective who gets ideas from real life.
- 4 You would like to read about a detective who doesn't act like a hero.
- 5 You have heard about a detective who has to keep his boss happy.
- 6 You want to read novels that will tell you about England in the early 20th century.

a

Dorothy L. Sayers wrote 11 novels and several short stories featuring the wealthy **Lord Peter Wimsey**. Working as a "gentleman detective", Wimsey solves mysteries for fun. He is helped by his friend and servant, Bunter. Although a friend, Bunter always addresses Wimsey as "my lord". The stories take place in real time from 1920 – 1942 and so paint a true picture of Britain at that time.



b

Starting in 1930, Agatha Christie wrote 12 novels and 20 short stories featuring the hobby detective Jane Marple – an unmarried woman who lives in the village of St. Mary Mead. **Miss Marple** solves difficult crimes because she is able to link similar situations in village life to the crime she is currently working on. The police realize that she is not a silly old lady but can be of great help.



c

Sir Arthur Conan Doyle wrote four novels and 56 short stories featuring the private detective **Sherlock Holmes**. The first story showing Sherlock's brilliant logical thinking skills appeared in 1887. In 1893 Conan Doyle tried to kill off Holmes, but public pressure forced him to bring him back to life and continue writing. You can visit the Sherlock Holmes Museum at 221B Baker Street in London where Holmes fictionally lived with his friend Dr. Watson.



d

The American author Raymond Chandler created the private investigator **Philip Marlowe** in 1939. The stories are based in Hollywood, Los Angeles, and feature violence and drugs. Marlowe is a kind of anti-hero – a tough guy who is six feet tall. He likes drinking and uses drink to get information from people. Unlike many other detectives, he works alone. Several actors have played Marlowe in films, including Humphrey Bogart.



e

Georges Simenon wrote 75 novels and 28 short stories featuring **Inspector Jules Maigret**, the first appearing in 1931. Maigret is a Frenchman based in Paris. Typically, he smokes a pipe and wears a coat. He is not brilliant like other fictional detectives. Instead, Maigret solves his crimes by using teamwork and doing detailed research, working in a similar way to real policemen.



f

Commissario Guido Brunetti was created by the American author Donna Leon. The first novel was published in 1992. These crime novels show many aspects of life in and around Venice. Brunetti competently solves the crimes, although his boss is very problematic and often makes life difficult with his special wishes. Brunetti is helped by Sergente Vianello and his boss's intelligent and helpful secretary.

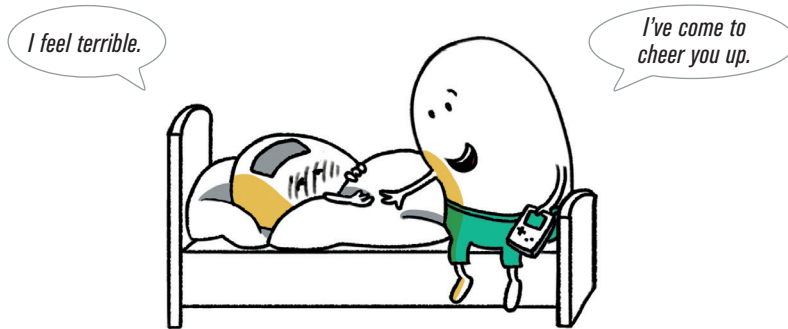


b What else do you know about these detectives?

Overall reading comprehension

- B1** Can read straightforward texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
- A2** Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday [...] language.





Warm up

Describe the illustration.
What is the situation? How is the person in bed feeling?
Why do you think he is feeling this way?
Discuss different possibilities in class. Be creative!



Activity 1

- a** When the days get shorter and the nights longer, many people feel depressed – they get the winter blues. How do you feel about the cold season? Do you like winter or do you find it depressing? Discuss in class.
- b** Read what these people do to fight the winter blues. Then answer the questions below.

Winter is the most depressing season because the days are grey and it's cold outside. That's why we like going somewhere warm in the middle of winter. We often go to Greece or Malta, but this year we've booked a cruise. We're going to the Caribbean!

Will & Laura Morton



I'm not a winter person. It's dark when I leave home in the morning, and it's dark when I get back from work. That's depressing. To cheer myself up, I sometimes spend a day at the spa. The relaxing atmosphere and the beautiful smells make me feel happy and refreshed. Next Saturday, I'm taking my boyfriend with me because they have a special offer for two. He's never been to a spa (he thinks it's a girls' thing), but I'm sure he'll love it!

Isabel Gosling

I used to hate winter, but I got tired of being miserable for three months out of the year. So, at some point, I simply decided to enjoy winter a bit more and discovered that snowboarding is a lot of fun. In January, I'm trying something completely different, though. I'm going dog sledding in Finland with a group of friends. Now, how cool is that?!

Ian Portman



- 1 What do Will and Laura dislike about winter?
- 2 What makes them feel better?
- 3 What are they doing this year?
- 4 Does Isabel dislike winter? Why or why not?
- 5 What does she do to cheer herself up?
- 6 What is she doing next Saturday?
- 7 How does Ian feel about winter?
- 8 What does he like doing in winter?
- 9 What is he doing in January?



Activity 2

The people in Activity 1 got their ideas for winter activities from the local newspaper. Match the advertisements below and the people.

Will and Laura

Isabel

Ian

a **Winter Sun Tour** *Book Now!*
 This activity tour includes:
 • a variety of exciting winter activities, such as dog sledding and snowmobile safaris
 • a night at an ice hotel
 • a visit to a reindeer farm
 3 Jan – 15 Mar, 4 days, departs every Wednesday
 Price pp EUR 1,145. Not included: flight to/from Helsinki.

b **WINTER BLUES CRUISE**
 November – January, 6 days
From: £725 pp
 Travel along the coast of Norway and see the Northern Lights – an experience you'll never forget!
 Special offer: Book two passengers in a Suite and receive £150 to spend any way you'd like on the ship.

c Escape the cold, dark days of winter and visit the sunny beaches of the Caribbean. Welcome to paradise!
WINTER SPECIAL FROM £558 per person
 8 nights; departs 23 January; sails to Puerto Rico, St. Thomas, Barbados, St. Lucia
 Cabin types: Interior, Ocean View, Balcony, Suite

d **Only in January!**
 Beat the winter blues and treat yourself and a friend to a luxurious spa experience. Included in this offer:
 • choice of foot massage or neck and shoulder massage
 • a light meal and a glass of champagne
 • access to all spa facilities
 Every Saturday in January: 2 for 1 Spa Day £96

Activity 3

Use **the present continuous** (I'm going, I'm leaving, etc.) to talk about future arrangements.

We're **going** to the Caribbean. (We've already booked the cruise.)
 I'm **flying** to Finland next month. (I've already arranged the trip.)



a Put the verb into the present continuous:

- 1 (You / leave) early tomorrow, aren't you?
- 2 (I / go) to Barbados next month. Do you want to come with me?
- 3 (We / stay) at home this evening. We're expecting visitors.
- 4 (I / not / work) tomorrow. (I / go) to the spa.
- 5 (He / fly) to Helsinki, not Copenhagen.

b Work with a partner and read the ads in Activity 2 again. Choose an offer that both of you would like and make a plan for next winter. Tell your classmates about it. Where are you going? What are you planning to do?

Reading for orientation

- B1** Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
- A2** Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.



I've got 600 friends on Facebook.



Wow, I envy you!

Warm up

Look at the illustration and describe the situation. How are the people feeling? Which person do you identify with? Are they friends? What is the difference between a "Facebook friend" and a "real friend"?

Activity 1

Using the present tenses

The **simple present** is used for facts, for things that happen again and again, for habits, for hobbies and to describe your job.

Signal words: always, normally, often, every day, every time, in the morning, after work, etc.

Examples: I normally walk to school with my friend. I work hard every day. Rich people don't need to work.

The **present continuous** (progressive) is used for actions that are happening now, or that are temporary.

Signal words: at the moment, currently, now, just, still, this week, this year

Examples: I'm staying at Amy's place this week. I'm feeling very envious at the moment.

Put the verbs into the correct tense in this short text.

My friend Joe 1 (earn) a lot of money. He 2 (go) on holiday several times a year, 3 (wear) expensive clothes and 4 (buy) a new car every two years. Here's a picture of Joe. He 5 (get) into his new sports car. His latest girlfriend 6 (sit) in the passenger seat. He 7 (smile) because the sun 8 (shine) and he 9 (enjoy) life. Sometimes I feel envious of Joe, but then I remember that he 10 (have) no children and I have three. So, I am happier than he is!



Activity 2

Look at the pictures below. They show next door neighbours. What do you think George Blakely thinks about the Harris family? Or what do you think Harry Harris thinks about George Blakely? Work with a partner. Decide if you are George or Harry and write a short text. Take Activity 1 as an example. Try to use both the simple present and the present continuous. Read your text to the class.

My neighbour XXX is ...



Harry Harris with wife Julie and kids Samantha and Ben

Here's a picture of XXX ...





George Blakely, 71


Use the present continuous when you are describing a picture because you are describing what is happening at this moment in time.


Activity 3

a You are looking at a question and answer forum on the Internet. Find the best answer for each question. One question does not have an answer.


- 1  Our art teacher often praises this other boy in my class. I'm sure my artwork is much better, but the teacher doesn't seem to take any notice of me.


- 2  Life is really unfair. I work just as hard as my male colleagues and do just as good work, but they get paid much better.


- 3  At the moment I'm feeling very angry. My sister won a lot of money in the lottery, but she is not willing to give me any of it, although I'm a single mum.


- 4  My neighbours have been on holiday to Egypt, Austria and Thailand this year. I wish I could travel the world like they do!


MAKE THE BEST OF LIFE FORUM!

- a** **Hilton, 20 minutes ago**
 In my opinion, anger is a negative emotion and takes away much too much energy. When I do sports, I always feel better. When I'm angry with my colleagues or when customers have been difficult, physical exercise always helps me to forget my problems at work.

- b** **Timmy, 35 minutes ago**
 At school I'm envious of this one boy in my class, Mark. He gets top marks every time and is always the best in the class in all the subjects. But nobody likes him much because he is too clever. He doesn't really have any friends. My grades are not so good, but I have lots of friends!

- c** **Superwoman, 1 hour ago**
 I know how you feel. You're probably sitting in the kitchen right now and looking at all the bills that have to be paid and wondering how you can manage. But even if your sister doesn't want to help, you'll find a way. Every day brings new hope.

- d** **Expert, 6 hours ago**
 There must be a reason for this. Perhaps the other student is going through a difficult time at the moment. Perhaps he needs extra encouragement and so that's why your teacher often says his work is good. The main thing is that you're happy with the grades that your teacher gives you.

- e** **Henry, 2 days ago**
 We certainly wouldn't be able to afford the places that you mention in one year! However, we normally manage to go on holiday several times a year. When we got married we decided that our priority was travelling. So, we live in a small flat and always save all our spare money for our holidays. If you plan carefully, it is possible to travel to exciting places.

b Each answer in the forum has two examples of signal words for the present tenses. Can you find them and identify the tenses?

Vocabulary range

- B1** Has sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.
- A2** Has sufficient vocabulary for the expression of basic communicative needs.



Where are we going?

It's a surprise. Trust me.



Warm up

- a When did you last buy an expensive item (a mobile phone, a new couch, a car, a washing machine, etc.)? Did you buy a brand name product? Why or why not?
- b People often buy brands or products that they know and trust. Which brands or products are popular in your country? What do people associate with them?

- good quality | good customer service |
- fast service | a cool lifestyle | other

Activity 1

- a Complete the sentences with these words:

reviews | advertise | recommendations | recommend | advertisement | consumers

- 1 Can you a good digital camera for beginners?
- 2 I often read the online to find out if other people like a product or not.
- 3 need information to make good choices.
- 4 I usually trust from friends and family.
- 5 Have you seen the for the new perfume? It's very clever.
- 6 Many companies their products on TV.

- b Look at the examples below. Which type of advertising do you trust the most (5 points)? Which do you trust the least (1 point)? Compare in class and discuss.

- Online reviews written by other consumers
- Professional consumer product testing
- Recommendations from friends and family
- Information on websites of companies or brands
- Advertisements in newspapers or magazines



Activity 2

- a Read the two texts about the set of luggage that you see in the picture. Decide if the statements below are true or false.



I bought this set of luggage eight weeks ago, packed both bags and flew to Mexico. The carry-on bag fits perfectly into the overhead compartments on an airplane. Both pieces are very light, and the bright colour is easy to find at baggage claim.

All in all, I'm very happy with the quality and the price. I would definitely recommend this product!



THE NUMBER ONE CHOICE OF FREQUENT TRAVELLERS!

This super lightweight luggage set is the perfect travel companion. Practical with a minimalist design, manufactured in the UK, and just the right colour to put you in a sunny mood. Voted Best Luggage of the Year by Great Escape Travel Magazine!

The Luggage Company

- In business since 1975 -

- 1 The first text is a consumer review and the second text an advertisement.
- 2 Both texts say that the luggage is not heavy.
- 3 Both texts say that the bright colour is easy to identify.
- 4 Neither text says where the luggage set was made.

true false

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- b** Read the second text again. How does the company try to gain (= get) the customer's trust? Tick the boxes.

- The advertisement says that ...
- the product has been on the market for a long time.
 - the company has been around for many years.
 - the product has won an award.
 - the product is often bought by flight crews.



Activity 3

Both means **the two** (things or people). We use **both** with plural nouns (e.g. suitcases, texts, bags).
I have two suitcases. **Both** suitcases are very big. (OR **Both of** them are very big.)

Neither means not this one and not that one. We use **neither** with singular nouns (e.g. suitcase, text, bag).
I have two bags. **Neither** bag was expensive. (OR **Neither of** them was expensive.)

- a** Complete the sentences with **both** or **neither**.

- 1 I read two consumer reviews but of them was positive.
- 2 I bought two shirts. of them is a brand name product.
- 3 cameras are good quality. I don't know which one to buy.
- 4 I tried two new perfumes, and I liked of them.
- 5 I have two pairs of sunglasses. of them are designer sunglasses.

We do not use "both" in negative sentences:

~~Both bags aren't very big.~~

Neither bag is very big. ✓

- b** Work with a partner. Choose an object that both of you have with you (a bag/backpack, a coat, etc.) and compare them. Make sentences with **both** and **neither**. Example: Both backpacks have zippers. Neither backpack is yellow.

Overall reading comprehension

- B1** Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
- A2** Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.



We're going to be late.

It doesn't matter. Keep calm.



Warm up

Have you ever been to a flea market or antique shop and bought something that is valuable because it is old? Do you have any books, vases, jewellery or any other items at home that are really, really old? What is the oldest thing that you possess?



14

Activity 1

Read this text about an item that was found by chance and has attracted a great deal of public attention. Then decide if the statements are true or false.

In the spring of 1939 it looked as if Britain and Germany would soon be at war. The British Government had already printed many propaganda posters, but they decided to print three special posters that would help motivate the British people. The message was to be that people should not panic and that they should continue doing what they would normally do.

The three posters all had King George's crown at the top and featured a slogan in white on a red background. However, when the war started in September of 1939, only two of the posters were distributed. The poster with the third slogan: "Keep Calm and Carry On" was only to be used if the situation became desperate.

Two-and-a-half million "Keep Calm" posters were printed, but they were never hung up. After the war, most of them were destroyed, and the posters were forgotten. In 2000, Stuart Manley found this poster in a dusty box of books that he had bought. (He and his wife have a secondhand bookshop in a former railway station in Northumberland.) Both Stuart and his wife liked the poster, so they hung it up in their shop. Little did they know how famous this poster would become!

Several customers wanted to buy the poster, so a few copies were made to sell to anyone interested. The situation changed dramatically overnight in 2005. A national newspaper mentioned the poster as an idea for a Christmas present and suddenly **everybody** wanted the poster.



Since then you can find the popular slogan everywhere: on cards, mugs, T-shirts, bags, even cakes! You can also find variations of the original poster – different colours, humorous endings to the slogan, even alternatives for the crown. If you are interested, there are websites on the Internet where you can create your own individual "Keep Calm" poster, sweatshirt, key ring, towel, etc.

Why has the poster become so popular all over the world? Perhaps it reminds us of the courage shown by ordinary people in World War II, or in any difficult situation. Or perhaps it is popular because the message is really motivating for us all.

- 1 The posters were printed before the war.
- 2 The three special posters all looked similar.
- 3 All three posters were found in a box of books.
- 4 The "Keep Calm" poster was discovered in 2005.
- 5 The "Keep Calm" slogan is always found on a red background.
- 6 The "Keep Calm" slogan is relevant for everyone.

true false

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Activity 2

a Read the situations below and the "Keep Calm" slogans. Decide which slogan goes best with which situation.

- 1 You would like to tease your teenage brother.
- 2 You want something for your grandmother, who is 79 years old but is very fit.
- 3 You've seen an idea for your next holiday.
- 4 You are having big problems with your Internet shop and want to inform your customers.
- 5 You are worried about your best friend, who has a stressful job and works long hours.
- 6 You want to have some fun with your friends in the snow outside.
- 7 You would like an unusual birth announcement for your daughter.
- 8 You think your colleague should drink less coffee.
- 9 You want to cheer up your Mum, who hates winter.
- 10 You would like to tease your niece, who loves eating sweet things.

A  KEEP CALM AND DRINK GREEN TEA	B  KEEP CALM OUR WEBSITE IS DOWN	C  KEEP CALM IT'S ALMOST SPRING	D  KEEP CALM AND STAY YOUNG	E  KEEP CALM AND BUILD A SNOWMAN
F  KEEP CALM AND EAT DESSERT	G  KEEP CALM AND SLOW DOWN	H  KEEP CALM AND GROW A MOUSTACHE	I  KEEP CALM IT'S A GIRL	J  KEEP CALM AND VISIT NORWAY

b In small groups, develop a slogan for yourselves and other people in the class. For example: If someone likes drinking milk: KEEP CALM and DRINK MILK. You can also decide what symbol you want to have at the top of the poster if you don't want the crown.

Activity 3

Work with a partner. The word **keep** can be used in many different combinations. What do these instructions tell you and where would you find them?

- 1 Keep Britain tidy! | 2 Keep dry! | 3 Keep left! | 4 Keep out! |
5 Keep quiet! | 6 Keep fit! | 7 Keep off! | 8 Keep smiling!

Can you keep a secret?
Look up the word **keep** in a dictionary.
There are many different meanings and idioms.

Identifying clues and guessing the meaning*

- B1** Can guess the meaning of occasional unknown words from the context [...].
A2 Can look for clues in short texts (spoken or written) on everyday topics to guess the meaning of unknown words from the context.



* simplified version of the CEFR descriptor Identifying clues and inferring

Unit 1

- 1 1 interesting | 2 interesting | 3 interested | 4 interested | 5 interesting
2 1 h | 2 f | 3 g | 4 c | 5 x | 6 a | 7 x

Unit 2

- 1 Imperatives: add, give, leave, take, listen, tell, throw, give, read, book, have, phone
2 1 d | 2 no answer | 3 b | 4 e
3a a: write a diary, start a word document, write about your day/plans for your future/ideas that you have, focus on positive memories | b: don't just sit there, make some space, turn on the radio, listen to a CD, move to the music, move your body | c: learn to do something new, learn a new skill, sign up for lessons, practise every day | d: try it out | e: get in contact with an old friend, ring them up, send an email, catch up on news, arrange to meet up, agree on something to do together.
3b Three times, in a, c, and e

Unit 3

- 1a 1 miserable | 2 excitement | 3 never | 4 became | 5 member | 6 looked | 7 took | 8 exciting | 9 lucky | 10 steps
2b 1 Have you ever met a famous person? | 2 Have you ever seen a ghost? | 3 Have you ever had Indian food? | 4 Have you ever lived abroad? | 5 Have you ever booked an activity holiday?
2c 1 I've never had crocodile meat. | 2 I've never worked in another country. | 3 I've never had a pet snake. | 4 I've never slept on the beach. | 5 I've never fallen in love at first sight. | 6 I've never won a competition.

Unit 4

Warm up J.K. Rowling – she describes herself as being shy.

- 1 A 3 | B 1 | C 4 | D 7
2a Possible answers: Text A: latest, shy, famous, practical, motivating, successful | Text B: extremely, rarely, efficiently, never
2b Text C adjectives: modern, different, surprising, secret, young, high, unrealistic, scientific | Text C adverbs: recently, extremely, well | Text D adjectives: famous, shy, successful, new, great | Text D adverbs: seldom, rarely, completely
2c shyly | successfully | easily | well | nervously | recently | secretly | rarely | differently | normally
3 Text A is about a book that analyses shy people. The author says that even successful and famous people are shy. | Text B is about a famous artist who doesn't talk about his pictures and normally doesn't appear in public. But he will be celebrating his 60th birthday with his fans. | Text C is about Thomas Edison. He is a famous inventor but when he was young he wanted to be an actor. | Text D is about a famous film star who is shy. But he is not shy when he acts because he becomes the person he is acting.
4 Possible answers: celebrities who are shy don't like being photographed | don't give interviews | try not to attract the public's attention | live in a house behind high walls | have an agent who organizes everything for them, etc.

Unit 5

- 1b 1 c | 2 d | 3 e | 4 a | 5 b
2 1 even though | 2 even if | 3 even though | 4 even though | 5 even if
3a 1 false | 2 false | 3 true | 4 false | 5 false | 6 true

Unit 6

Warm up Possible answers: In 1755 Casanova dug a tunnel to escape from a prison in Venice. | Henry "Box" Brown was a slave who escaped in a wooden box that was specially built for him. It was mailed to the Anti-Slavery Society in Philadelphia, March 1849. The box took 27 hours to reach Philadelphia, but Brown survived! | In 1959, the Dalai Lama dressed as a normal person and escaped from Tibet. | Three people escaped through the air shafts at Alcatraz in 1962. | There were many escapes under or over the Berlin Wall, including an escape in a hot air balloon.

- 1 1 a | 2 a, b, c | 3 b | 4 b, c
2 Linking words: 1 but | 2 Although | 3 but | 4 despite | 5 but | 6 So | 7 because | 8 but | 9 and | 10 so | 11 and | 12 and | 13 because | 14 so | 15 and | 16 because | 17 but | 18 so | 19 because | 20 but
Questions: A Scotland is a long way from London, it was winter and the weather conditions were bad. | B She wanted to plan her husband's escape. | C She wore the extra clothes needed for the escape. | D He had the same figure as Mrs Mills, wore Mrs Mills' cloak, his face was painted, and he held a handkerchief over his face. | E She wanted to win extra time for her husband to escape safely.

Unit 7

- 1 1 b | 2 c | 3 a | 4 b | 5 b | 6 c | 7 a | 8 a
- 2 1 of hers | 2 of ours | 3 of his | 4 of yours | 5 of theirs
- 3 1 WHILE | 2 BECAUSE | 3 EARN | 4 WHY | 5 OR | 6 THAT | 7 HOWEVER | 8 PAY | 9 WHERE | 10 TRIP

Unit 8

- Warm up** Possible answers: buy local food products | eat seasonal food (not strawberries in winter) | walk or cycle short distances | buy an electric car | switch off the light when you leave a room | switch off your TV, don't leave it on standby
- 1 1 c (B11) | 2 b | 3 b | 4 c (A10) | 5 b | 6 c (C10)
 - 2a Possible answers: 1 I'm afraid not. | 2 I hope so. | 3 I don't think so. | 4 I think so. | 5 I'm afraid not. | 6 I hope so.

Unit 9

- Warm up** OMG = Oh my God | THX = Thanks | BFF = Best friend(s) forever | BTW = By the way | YOLO = You only live once | HAND = Have a nice day
- 1a 1 + | 2 - | 3 - | 4 + | 5 - | 6 + | 7 -
 - 2a 1 b | 2 c | 3 c | 4 a | 5 a | 6 b | 7c
 - 3 1 become | 2 get | 3 get, become | 4 get | 5 get | 6 become

Unit 10

Warm up Isaac Newton defined the theory of gravity. | Christopher Columbus discovered America. | William Shakespeare wrote the play "Romeo and Juliet". | Nelson won the battle of Trafalgar. | Mother Teresa helped people in India.

- 1a 1 cried | 2 jogged | 3 picked | 4 mixed | 5 stopped

1b

Nothing changes	the -ought or -aught group	just one change	3 different vowels
cost, cost, cost	bring, brought, brought	feel, felt, felt	begin, began, begun
cut, cut, cut	buy, bought, bought	leave, left, left	drink, drank, drunk
hurt, hurt, hurt	catch, caught, caught	lose, lost, lost	ring, rang, rung
let, let, let	fight, fought, fought	make, made, made	sing, sang, sung
put, put, put	teach, taught, taught	meet, met, met	sink, sank, sunk
shut, shut, shut	think, thought, thought	spend, spent, spent	swim, swam, swum

- 2 1 became | 2 recovered | 3 could | 4 lived | 5 believed | 6 talked | 7 arrived | 8 stayed | 9 tried | 10 held | 11 spelt/spelled | 12 understood | 13 wanted | 14 learnt/learned | 15 taught | 16 went | 17 impressed | 18 met | 19 wrote | 20 gave | 21 travelled | 22 overcame
- false | true | true

Unit 11

- 1 1 c | 2 x | 3 b | 4 d
- 2a 1 d | 2 a | 3 e | 4 b | 5 c
- 2b Possible answers: crunchy – carrots, nuts, crackers | spicy – chili peppers, Indian curry, Mexican salsa | greasy – cheeseburgers, chips, pizza
- 2c 1 health | 2 taste | 3 crunch | 4 spice | 5 grease
- 3a 1 fried | 2 boiled | 3 baked
- 3b 1 roasted, grilled, smoked | 2 crunchy, spicy | 3 delicious | 4 sweet, salty
- 4 1 Roasted Veggie Pasta | 2 Cheesecake with Blueberries | 3 Roasted Veggie Pasta, Santa Fe Chicken Quesadilla, Garlic Shrimp Spaghetti

Unit 12

- 1** 1 c | 2 a | 3 f | 4 d | 5 b | 6 e
- 2a** A 4 | B 6 | C 2 | D 1
- 2b** 1 true | 2 false | 3 false | 4 true
- 3a** 1 Louise S. | 2 a visitor to the art museum | 3 David's parents | 4 Louise S. | 5 David's parents | 6 flight passengers | 7 Louise S. | 8 flight passengers, David's parents
- 3b** 1 I wish I'd remembered to set the alarm. | 2 I wish I'd updated my birthday calendar. | 3 I wish I hadn't opened that strange email. | 4 I wish I hadn't turned on the TV. | 5 I wish I hadn't let the cat outside.

Unit 13

- 1b** 1 bear | 2 mountain lion | 3 rattlesnake | 4 bison | 5 alligator | 6 eagle
- 1c** Possible answers: moose, elk, deer, squirrel/chipmunk, wolf, coyote, raccoon
- 2** 1 come near | 2 stay away from | 3 allowed | 4 not allowed
- 3a** 1 dangerous | 2 approach | 3 safe | 4 follow | 5 prohibited | 6 Make noise | 7 Store food properly | 8 walk quietly away | 9 If a bear approaches you | 10 don't panic | 11 Do not hike alone | 12 Stay on official trails | 13 Pets are allowed | 14 Open fires are prohibited
- 4** 1 Hunting is prohibited. / Hunting is not allowed. / Hunting is not permitted. | 2 Camping is prohibited. / Camping is not allowed. / Camping is not permitted. | 3 Feeding the animals is prohibited. / Feeding the animals is not allowed. / Feeding the animals is not permitted.

Unit 14

- 1** 1 true | 2 b | 3 false | 4 b | 5 true | 6 a
- 2a** Text 1: excluded | show | look away from | everybody | freeze
Text 2: best | laugh | save | remember | stop
Text 3: unfortunately | failed | wrong | less | weaker

2b/c

dis	im	in	un
appear	polite	acceptable	important
agree	possible	appropriate	pleasant
advantage	patient	complete	fortunately

Unit 15

Warm up

- b** Possible answers: chocolate ice cream, chocolate milk, chocolate cakes, cookies or brownies, truffles, chocolates
- 1a** 1 beans | 2 tropical | 3 food | 4 eat | 5 drink | 6 bitter | 7 spices | 8 sweeten
- 2a** The title suggests that you will learn about the transformation of cacao **beans** into chocolate **bars**.
- 2b** 1 The Chocolate Journey | 2 The Chocolate Kitchen | 3 The Chocolate Academy | 4 The Chocolate Shop | 5 The Chocolate Café
- 3a** 1 ... interested in history; ... the history of chocolate | 2 I love hot chocolate ... | 3 ... the chocolate factory; ... made Easter eggs
- 3b** 1 ... the Aztec Emperor; ... 50 cups of chocolate | 2 The biggest chocolate bar in the world ... | 3 The blood ...; ... was chocolate syrup.

Unit 16

- 1a** anger | money | envy | hiding a secret | fear | frustration
- 1b** 1 body | 2 murdered | 3 When (where) | 4 Where (when) | 5 strange | 6 motive | 7 hated | 8 suspects | 9 alibi | 10 clues
- 2** Could you tell me ... 2 ... how the person was murdered? | 3 ... when (where) the murder took place? | 4 ... where (when) the murder took place? | 5 ... if anybody saw or heard anything? | 6 ... what the motive for the murder was? |

7 ... who hated the murdered person? | 8 ... where the suspects were at the time of the murder? | 9 ... if they all have an alibi? | 10 ... if the murderer left any fingerprints or other clues?

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

Unit 17

Warm up Possible answers: He may be ill. He may be sad because something bad has happened in his life. Maybe he's feeling blue for no particular reason. He may have the winter blues.

1b 1 They dislike the cold and the grey skies. | 2 Travelling. They like going somewhere warm. | 3 They are going to the Caribbean. | 4 Yes. She dislikes winter because it's dark most of the time. | 5 She goes to the spa. | 6 She's taking her boyfriend with her. | 7 He used to hate it, but now he likes it. | 8 He likes snowboarding. | 9 He's going dog sledding in Finland.

2 Will and Laura: c | Isabel: d | Ian: a

3a 1 You're leaving | 2 I'm going | 3 We're staying | 4 I'm not working; I'm going | 5 He's flying

Unit 18

1 1 earns | 2 goes | 3 wears | 4 buys | 5 is getting | 6 is sitting | 7 is smiling | 8 is shining | 9 is enjoying | 10 has

3a 1d | 2 no answer | 3 c | 4 e

3b a: always x 2 (simple present) | b: every time, always (simple present) | c: right now (present continuous), every day (simple present) | d: at the moment (present continuous), often (simple present) | e: normally, always (simple present)

Unit 19

1a 1 recommend | 2 reviews | 3 Consumers | 4 recommendations | 5 advertisement | 6 advertise

2a 1 true | 2 true | 3 false | 4 false

2b The company has been around for many years. | The product has won an award.

3a 1 neither | 2 Neither | 3 Both | 4 both | 5 Both

Unit 20

1 1 true | 2 true | 3 false | 4 false | 5 false | 6 true

2 1 H | 2 D | 3 J | 4 B | 5 G | 6 E | 7 I | 8 A | 9 C | 10 F

3 Possible answers: 1 On a litter bin, telling you to keep the place tidy. | 2 On an electrical gadget, telling you that it won't work if it gets wet. | 3 When you come off the ferry at Dover, reminding you to drive on the left. | 4 On a door, telling you that you can only go in the room with permission. | 5 In a library, telling you not to talk and disturb other people who are working. | 6 On a wall in a gym, reminding people to do sport and stay healthy. | 7 In a park, telling people not to walk on the grass. | 8 On a card, sent to somebody to encourage them in a difficult situation.



C1

Listening: I can understand extended speech. I can understand television programmes and films without too much effort.

Reading: I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

Speaking: I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

Writing: I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

C2

Listening: I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading: I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

Speaking: I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

Writing: I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

B1

Listening: I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

Reading: I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

Speaking: I can take part in conversations on family, hobby, work, travel and current events.

Writing: I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

B2

Listening: I can understand extended speech and lectures and most TV and current affairs programmes and films.

Reading: I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking: I can interact with native speakers and take an active part in discussions.

Writing: I can pass on information in reports and essays giving reasons for or against a point of view.

A1

Listening: I can understand familiar words and very basic phrases when people speak slowly and clearly.

Reading: I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

Speaking: I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

Writing: I can write a short, simple postcard, for example sending holiday greetings.

A2

Listening: I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

Reading: I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

Speaking: I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

Writing: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.



ENGLISH

- C2** telc English C2

- C1** telc English C1

- B2-C1** telc English B2-C1 Business
telc English B2-C1 University

- B2** telc English B2
telc English B2 School
telc English B2 Business
telc English B2 Technical

- B1-B2** telc English B1-B2
telc English B1-B2 School
telc English B1-B2 Business

- B1** telc English B1
telc English B1 School
telc English B1 Business
telc English B1 Hotel and Restaurant

- A2-B1** telc English A2-B1
telc English A2-B1 School
telc English A2-B1 Business

- A2** telc English A2
telc English A2 School

- A1** telc English A1
telc English A1 Junior

DEUTSCH

- C2** telc Deutsch C2

- C1** telc Deutsch C1
telc Deutsch C1 Beruf
telc Deutsch C1 Hochschule

- B2-C1** telc Deutsch B2-C1 Medizin

- B2** telc Deutsch B2 Medizin
Zugangsprüfung
telc Deutsch B2+ Beruf
telc Deutsch B2

- B1-B2** telc Deutsch B1-B2 Pflege

- B1** telc Deutsch B1+ Beruf
Zertifikat Deutsch
Zertifikat Deutsch für Jugendliche

- A2-B1** Deutsch-Test für Zuwanderer

- A2** telc Deutsch A2+ Beruf
Start Deutsch 2
telc Deutsch A2 Schule

- A1** Start Deutsch 1
telc Deutsch A1 für Zuwanderer
telc Deutsch A1 Junior

ESPAÑOL

- B2** telc Español B2
telc Español B2 Escuela

- B1** telc Español B1
telc Español B1 Escuela

- A2-B1** telc Español A2-B1 Escuela

- A2** telc Español A2
telc Español A2 Escuela

- A1** telc Español A1
telc Español A1 Escuela
telc Español A1 Júnior

FRANÇAIS

- B2** telc Français B2

- B1** telc Français B1
telc Français B1 Ecole
telc Français B1 pour la Profession

- A2** telc Français A2
telc Français A2 Ecole

- A1** telc Français A1
telc Français A1 Junior

ITALIANO

- B2** telc Italiano B2

- B1** telc Italiano B1

- A2** telc Italiano A2

- A1** telc Italiano A1

TÜRKÇE

- C1** telc Türkçe C1

- B2** telc Türkçe B2
telc Türkçe B2 Okul

- B1** telc Türkçe B1
telc Türkçe B1 Okul

- A2** telc Türkçe A2
telc Türkçe A2 Okul
telc Türkçe A2 İlkokul

- A1** telc Türkçe A1

РУССКИЙ ЯЗЫК

- B2** telc Русский язык B2

- B1** telc Русский язык B1

- A2** telc Русский язык A2

- A1** telc Русский язык A1

PORTUGUÊS

- B1** telc Português B1

اللغة العربية

- B1** telc اللغة العربية B1

JĘZYK POLSKI

- B1-B2** telc Język polski B1-B2 Szkoła

ENGLISH PRACTICE MATERIAL

Four books! Four skills! For you!



Use the four books together or individually to improve your English and to prepare for a telc English examination at level A2·B1 or B1·B2.

Each unit is about an emotion. This material can accompany any textbook that is used in English courses at the appropriate levels. The units can be flexibly combined.

Find out more and order your copy online at www.telc.net/practice. Here you can also book the free inhouse workshop “English Practice Material – VHS”.

Online Learning Activities

To supplement our paper-based *English Practice Material – vhs* we offer **free Online Learning Activities**. User-friendly and visually appealing, more than 1,000 interactive and engaging learning activities help you prepare for telc English examinations. The learning activities are accessible on PC and mobile devices. Find out more: www.telc.net/campus

Drag and drop the responses to complete each dialogue.

Are you coming with us to the beach tomorrow?
Gordon's exhausted but still plans on working all weekend.
Helena said her hotel was noisy and the pool was too small.
I don't want to go to the meeting.
Are you annoyed with Jen because of what she said about you?

Unless you come up with a valid reason, the boss will make you go.
According to Sarah, he's really overdoing it.
Yes. She really hurt my feelings.
I might, it depends on the weather.
She always finds something to complain about.

Do you have any regrets? Click on the picture of the speaker to hear their answer. Then drag and drop the statement that best summarizes the situation they regret.

I ended a relationship.
I worked too much.
I lost contact with friends.
I'm worried about being judged.

Tip 1 Tip 2 Tip 3 Tip 4

Example
If I got a chest infection, I'd go to the doctor straightaway.
I don't have a chest infection at the moment. In the future, I might get a chest infection, and if I do, then I'll go to the doctor.

What did you hear? Click on the speech bubble. Then choose which word or phrase describes it best.

3 Is this person laughing out loud or giggling?

laughing out loud
 giggling

I'm laughing so hard I'm crying!

Acknowledgements

The material reproduced in this book has been taken from the following sources:

Cover Lisa Frühbeis/telc gGmbH; **page 9** vladimirfloyd/fotolia.com; **page 10** GW20 Foto/MEV Verlag GmbH; **page 14** Sura Nualpradid/fotolia.com; **page 15** Sven Lüders/MEV Verlag GmbH, Karl Holzhauser/MEV Verlag GmbH; **page 18** Jens Schmidt/MEV Verlag GmbH; **page 19** Sven Lüders/MEV Verlag GmbH; **page 20** Karl Holzhauser/MEV Verlag GmbH; **page 23** Sarah Kastner Fotografie/MEV Verlag GmbH, Mike Witschel/MEV Verlag GmbH; **page 25** Caito/fotolia.com; **page 27** gnokki/openclipart.org (Public Domain CC0), amyleerobinson/openclipart.org (Public Domain CC0), johnny_automatic/openclipart.org (Public Domain CC0), centroacademico/openclipart.org (Public Domain CC0); **page 28** Moini/openclipart.org (Public Domain CC0); **page 29** jhnri4/openclipart.org (Public Domain CC0); **page 30** Stephen Finn/fotolia.com, maislam/fotolia.com; **page 31** mikesch112/fotolia.com; **page 32** HaywireMedia/fotolia.com, arcady/fotolia.com; **page 33** bruno135_406/fotolia.com; **page 34** tribalium81/fotolia.com; **page 35** vilisov/fotolia.com, tobias/openclipart.org (Public Domain CC0), tobias/openclipart.org (Public Domain CC0), tobias/openclipart.org (Public Domain CC0); **page 37** sheikh_tuhin/openclipart.org (Public Domain CC0), DooFi/openclipart.org (Public Domain CC0), dear_theophilus/openclipart.org (Public Domain CC0), johnny_automatic/openclipart.org (Public Domain CC0), j4p4n/openclipart.org (Public Domain CC0), jhnri4/openclipart.org (Public Domain CC0); **page 38** GW20 Foto/MEV Verlag GmbH, Sven Lüders/MEV Verlag GmbH, Sven Lüders/MEV Verlag GmbH; **page 40** Jens Schmidt/MEV Verlag GmbH, Sven Lüders/MEV Verlag GmbH, Mike Witschel/MEV Verlag GmbH; **page 42** vectorportal/openclipart.org (Public Domain CC0), tavi/fotolia.com; **page 43** PureSolution/fotolia.com, PureSolution/fotolia.com; **page 44** mocnypunkt/fotolia.com; **page 45** durantelalera/fotolia.com, mr_johnnyp/openclipart.org (Public Domain CC0), mr_johnnyp/openclipart.org (Public Domain CC0), mr_johnnyp/openclipart.org (Public Domain CC0),TheresaKnott/openclipart.org (Public Domain CC0),Gerald_G/openclipart.org (Public Domain CC0), quirkymaui/openclipart.org (Public Domain CC0)

Creatively written by an international team of English language professionals and brought to life by telc, *English Practice Material – vhs* is a four-part series, using a fresh, flexible and practical approach. The parts are: Reading, Writing, Listening and Speaking.

Targeted at adult learners with upper A2 / lower B1 competence, each unit is based on a human emotion. A variety of aspects of each emotion are covered in a number of communicative situations. Learners are encouraged to compare and discuss their own experiences and emotional responses, thus covering all typical competencies of the Council of Europe's *Common European Framework of Reference for Languages* (CEFR) levels A2 and B1. This material is designed in a way that provides immediate access for both teachers and learners. All the activities are clear and self-explanatory and there are plenty of opportunities for individual or group work, role-plays, interviews, debates and discussions.

Like building blocks, the material can be used together either comprehensively or individually in a workshop or short course. The units can also be used flexibly to supplement other teaching material. Most importantly, a variety of tasks typically found in telc examinations are featured, making this series excellent preparation for a telc language test.

Explore telc's extensive, world-class online learning opportunities. We invite you to follow your intellectual curiosity with fully interactive courses and hundreds of additional exercises to accompany the second edition of this book.

Get free access at **campus.telc.net**!