

# Prime Time



Intermediate

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Student's Book



Express Publishing

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# 2 Revision

**SAMPLE PAGE REVISION**

**1** Fill in: *locals, biting, shared, seasick, caught, lighting, carried, audience, rose.*

- 1 Nicky got ..... because there were big waves and the boat was moving up and down.
- 2 He got ..... in bad weather.
- 3 Beth really enjoys meeting the ..... when she's travelling.
- 4 The ..... made the whole theatre look red and gold.
- 5 He ..... his travel experiences with his friends.
- 6 Max had trouble sleeping because the mosquitoes were ..... him all night.
- 7 The curtain ..... and a beautiful actress appeared on stage.
- 8 The ..... clapped loudly at the end of the performance.
- 9 The singer's voice ..... over the sound of the crowd.

9x2=18 marks

**2** Put the verbs in brackets in the *past simple* or the *past continuous*.

- 1 Gary was writing postcards while Laura ..... (take) photos.
- 2 We ..... (watch) a film at 8 o'clock yesterday evening.
- 3 Susan opened the door and ..... (run) out of the house.
- 4 Larry Page and Sergey Brin ..... (meet) in 1995.
- 5 ..... (you/listen) to music when I called?

5x2=10 marks

**3** Complete the sentences with *used to*.

- 1 In ancient times the actors ..... (wear) brightly-coloured costumes in Chinese opera.
- 2 ..... the ancient Greeks ..... (perform) in outdoor theatres?
- 3 Lily ..... (not/live) in the city when she was 5.
- 4 Harry ..... (take) long walks in the countryside when he was young.

4x3=12 marks

**4** Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- 1 He ..... (walk) for an hour before he reached the cabin.
- 2 She was tired because she ..... (not/sleep) the previous night.
- 3 Greg ..... (look) for his book for two hours before he found it.
- 4 They were lost because they ..... (not/take) a map with them.
- 5 He ..... (work) since morning on his computer and his eyes were red.

5x4=20 marks

**5** Match 1-5 with A-E to make exchanges.

- |                            |                                     |                                       |
|----------------------------|-------------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> | What was the concert like?          | A Sure! I'll give you a call.         |
| 2 <input type="checkbox"/> | Do you want to go for a walk later? | B I watched a film on TV.             |
| 3 <input type="checkbox"/> | What did you do on Friday?          | C Not really. It was nothing special. |
| 4 <input type="checkbox"/> | Did you enjoy the concert?          | D It was fantastic!                   |
| 5 <input type="checkbox"/> | Is your book good?                  | E No, I'm not really enjoying it.     |

5x4=20 marks

**6** Write a story entitled "*A day to remember*" (120-200 words).

20 marks

Total: 100 marks

## Check your Progress

- talk and write about travel experiences \_\_\_\_\_
- talk and write about Google and Facebook \_\_\_\_\_
- talk about actions in progress in the past \_\_\_\_\_
- write an information leaflet about historical attractions in your country \_\_\_\_\_
- express positive and negative opinions \_\_\_\_\_
- write a descriptive email \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**

# Module 2

## Culture & Stories

**Vocabulary:** cultural activities, travel experiences, historical attractions, types of music performances, types of reading material and books

**Grammar:** past continuous, past continuous vs past simple, *used to*, past perfect/past perfect continuous

**Everyday English:** expressing opinions

**Pronunciation:** intonation when expressing emotions

**Writing:** an account of a story; notes to present an event; an email about a concert you attended

**Culture Corner:** London's Top Historical Attractions

**Curricular (ICT):** Social Networking

**Phrasal verbs:** *fall, get, give*

**Word formation:** abstract nouns from verbs

### Vocabulary

#### Cultural activities

- 1 Match the phrases (A-F) with the pictures (1-6).

🔊 Listen and check, then say.

- A  taking a guided tour of a museum
- B  attending a rock concert
- C  attending a theatre performance
- D  reading a classic novel
- E  practising playing the flute
- F  watching traditional dancing

- 2 The pictures were taken yesterday at 6 o'clock in the evening. What were the people doing in each picture (1-6)?

1 *He was reading a classic novel.*

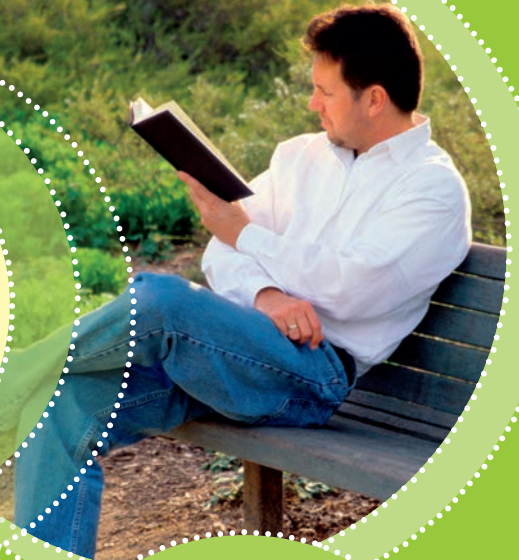
2 *They were ...*

### OVER TO YOU!

What did you do last weekend?

*Last weekend I went to a rock concert. It was great.*

1



2



3



4



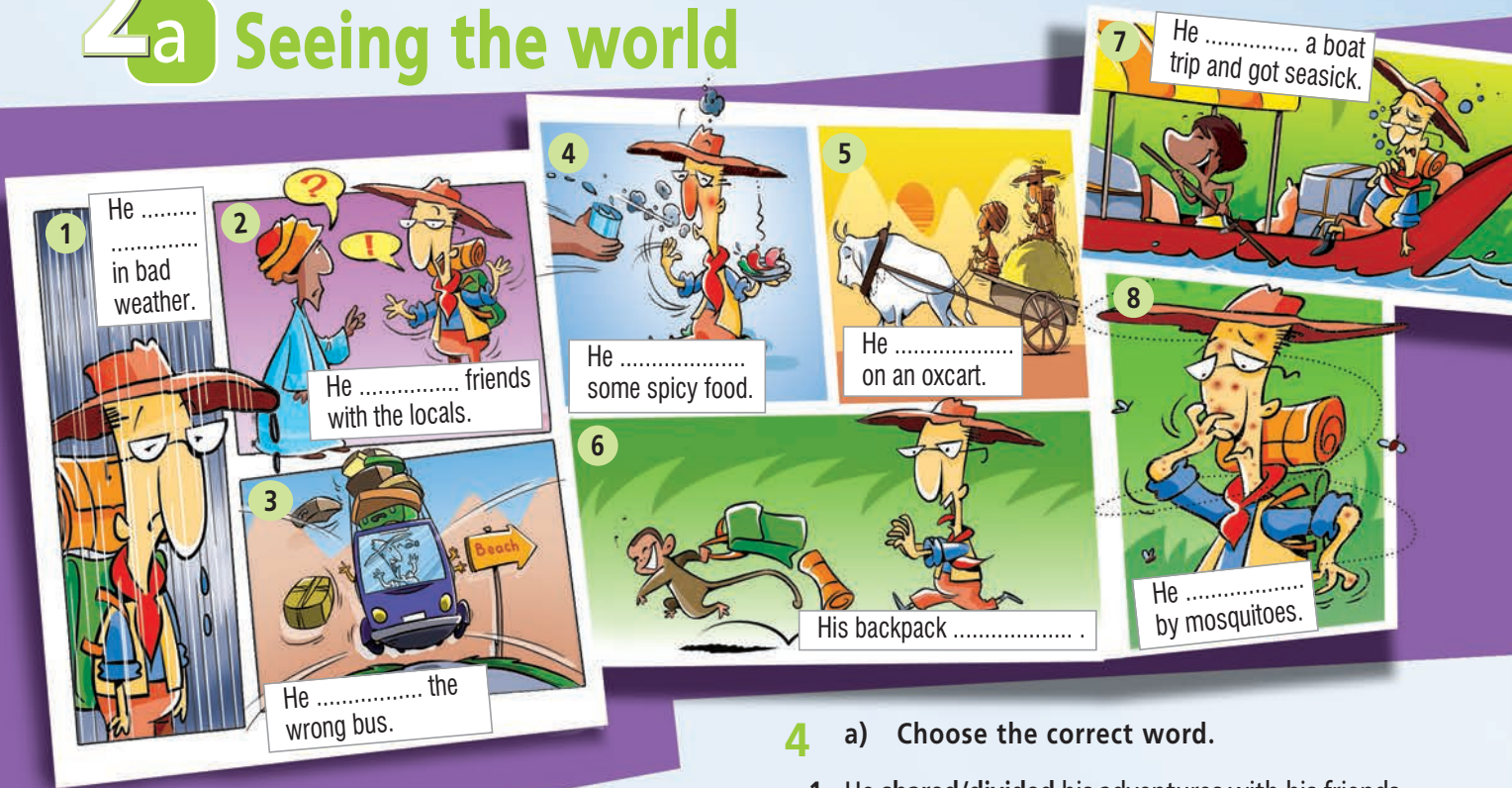
6



5



# 2a Seeing the world



## Vocabulary Travel experiences

- 1 a) Fill in: *got bitten, got stolen, went on, tried, got caught, made, travelled, caught.*  
 🎧 Listen and check, then say.
- b) Have you had any of these experiences while travelling? Tell your partner.

A: *I once got caught in bad weather in Ireland. It rained a lot and it was very windy. What about you?*

B: *I went on a boat trip around the Caribbean once and I got seasick! It was horrible.*

## Reading

- 2 Look at pictures 1-8. What do you think happened to John in India and Thailand?  
 🎧 Listen, read and check.
- 3 Read again and complete the sentences.
- In India, John wanted to visit ....., but he went to ..... by mistake.
  - He went back to Delhi by .....
  - It took John ..... to get back to Delhi.
  - During his boat trip, John felt .....
  - He lost his passport because .....

- 4 a) Choose the correct word.
- He **shared/divided** his adventures with his friends.
  - We **grabbed/caught** the first train home.
  - I can't stand mosquitoes **biting/stinging** me.
  - The wind started **puffing/blowing** strongly as we were going to the village.
  - We took an hour to **reach/arrive** the village.
- b) Match the words in bold with their meanings: *divided, adventures, hot, took quickly, societies, arrive in, calm.*

## Grammar see p. GR3 Past continuous

- 5 Read the table. Find examples in the text.

We use the past continuous to talk about actions in progress at a certain time in the past.

Form: **was/were + main verb + -ing**

### AFFIRMATIVE

<i>I <b>was</b> travelling.</i>	<i>He/She/It <b>was</b> travelling.</i>
<i>You <b>were</b> travelling.</i>	<i>We/You/They <b>were</b> travelling.</i>

Time expressions used with the past continuous: *while, when, as, all day/morning/year, etc, at 8 o'clock yesterday morning, etc.*

### Spelling:

- verb + -ing **talk - talking**
- verb -e + -ing **make - making**
- one-syllable verb ending in vowel + consonant → double consonant + -ing **swim - swimming**
- a stressed vowel between two consonants → double consonant + -ing **begin - beginning**

TRAVEL STORIES

TRAVEL TIPS

PHOTO GALLERY

Hi, I'm John Thompson from Chicago, USA. I'm 19 years old, and I was travelling around the world all last year. I learnt so much about different **cultures** and I had some crazy **experiences**, too. I thought I'd share some of my adventures with you. I hope you enjoy them!

## Travelling by oxcart!

I was travelling in India last September. One day, I somehow caught the wrong bus while trying to get from Delhi to Agra to see the Taj Mahal. I ended up in a small village in the middle of nowhere! "Next bus back to Delhi... tomorrow," the bus driver told me. Just then, a man was passing by with an oxcart. The bus driver stopped him. Before I knew it, I was sitting on top of some sacks on the man's cart, and we were heading back to the city. Most of the way, it was raining, and mosquitoes were buzzing around the ox and biting me. Sanjit only spoke Hindi, but he was smiling and laughing all the way, and he even **shared** his lunch with me. It was very **spicy** but delicious. It took us four hours to **reach** Delhi! Despite the rain and mosquitoes, it was a lot of fun.

## Big waves and little monkeys!

I had another crazy day while I was visiting the Phi Phi Islands in Thailand in March. One morning, I decided to go on a long-tail boat trip around the islands. Unfortunately, the wind was blowing strongly that day and before long, I was feeling very seasick. So, I was very **relieved** when we stopped at a place called 'Monkey Beach'. Hundreds of monkeys were running towards us as we got off the boat. But then, as I was feeding a piece of pineapple to one monkey, another **grabbed** my small backpack and quickly ran into the bushes with it! I tried to run after it, but it was too fast. The bag had my passport in it! I never saw my passport again. I had to get a new one from my embassy in Bangkok!

### Check these words

culture, experience, adventure, end up, in the middle of nowhere, pass by, sack, head back to, buzz around, bite, share, long-tail boat, grab, bush, run after, passport, embassy

6 Use the verbs in the list in the *past continuous* to complete the sentences.

• write • buy • ride • take (x2)

At 11 o'clock yesterday morning...

- John ..... a camel in the desert.
- Harry and Suzy ..... photos of the Pyramids.
- Peter ..... a boat trip on the Nile River.
- Kim and Sam ..... souvenirs.
- Megan ..... some postcards.

### Speaking

7 Tell your partner what you were doing:  
at 9 o'clock last night, yesterday morning,  
at 10 o'clock this morning.

At 9 o'clock last night, I was writing emails.



Click here for more travel stories!

## Listening, Speaking & Writing

8 a) Listen to Sarah talking about her experience while travelling in Ecuador, and put the events in the order they happened.

- |                            |  |
|----------------------------|--|
| <input type="checkbox"/> A | She realised it was just a branch.     |
| <input type="checkbox"/> B | Her kayak hit a rock and she fell out. |
| <input type="checkbox"/> C | It was moving closer to her.           |
| <input type="checkbox"/> D | She decided to go on a kayaking trip.  |
| <input type="checkbox"/> E | She saw a crocodile in the water.      |

b) Use the sentences from Ex. 8a to write a short account of the story for Ann's travel website. Tell the class.

*I was travelling in Ecuador and I decided...*

**THINK!** Which of the two adventures in the text did you enjoy most? Why? In three minutes, write a few sentences. Tell the class.

# 2b Times change



Google was the **brainchild** of Larry Page and Sergey Brin. They met in 1995 at Stanford University, USA, while they were studying Computer Science. You could say Google started with an **argument** as, at first, Sergey and Larry didn't really get on! In fact, they argued and disagreed on just about everything. However, there was  
5 one thing they did share: a **commitment** to making the Internet more user-friendly.

At that time, Internet search engines were slow and **complicated**. They listed search results according to the number of times the search term appeared on a page. Larry and Sergey found this frustrating. An idea came to them: why not list  
10 search results according to a website's popularity?

So, they set about creating a search engine that could **calculate** how important a particular web page was. At first, their research received a fair amount of **criticism** from experts, but the two friends didn't give up and managed to raise enough money from investors, family and friends to **support** themselves.

15 While they were developing the search engine, Larry and Sergey realised it needed a **catchy** name. They were inspired by a mathematical word, 'googol' which means '1 followed by a hundred zeros'. They thought it was a really good name, considering the endless amount of information available on the Net, and so 'googol' became 'google'.

In 1998, Larry and Sergey set up their office in a friend's garage and Google went  
20 online. Soon, they were answering thousands of search requests per day. People really liked Google's simple, neat design and, of course, it's **speedy** performance! Before long, Sergey and Larry moved their operations to a new headquarters they called Googleplex.

In 2000, Google introduced ten foreign language versions and **officially** became  
25 the world's most popular search engine. Google now responds to about a billion search requests per day and its success shows no signs of **fading**. For most people seeking information, Google is the place to go!

**Check these words**

- brainchild, argument,
- search engine,
- commitment,
- user-friendly, complicated,
- frustrating, popularity,
- calculate, a fair amount,
- criticism, investor, catchy,
- inspired, neat,
- performance, headquarters,
- respond, fade

**Reading & Speaking**

1 What is Google? What does its name mean? How do you think it got started?  
🔊 Listen and read to find out.

2 Read the text again and mark the sentences below T (true) or F (false).

- 1 Larry and Sergey usually shared the same opinions. ....
- 2 Google was the first search engine on the Net. ....
- 3 From the very beginning, everybody thought Google was a good idea. ....
- 4 It took a while for Google to become successful with Internet users. ....
- 5 Google is gaining popularity nowadays. ....

3 a) Complete the sentences with words/phrases from the **Check these words** box.

- 1 Google made the Internet more ..... for everyone.
- 2 They thought of a ..... name to attract attention.
- 3 It's very ..... when you can't find the information you want on the Internet.
- 4 The company's new ..... are in New York.
- 5 The company's plans received a lot of ..... so they didn't go ahead.

b) Match the words in bold with their meanings: **fast, difficult, idea, promise, work out, help, negative comments, formally, disagreement, easy to remember, becoming less.**

- 4 a) Tell the class a short summary of the text.
- b) **THINK!** Imagine Google went down for a week. How would this affect the lives of those who use it every day? In three minutes write a few sentences. Tell the class.

## Grammar

see pp. GR3-GR4


### Past continuous (negative, interrogative & short answers)

- 5 Read the table. How do we form the negative and interrogative in the *past continuous*?

NEGATIVE	
<i>I wasn't working.</i>	<i>He/She/It wasn't working.</i>
<i>You weren't working.</i>	<i>We/You/They weren't working.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Was I working?</i>	<i>Yes, I was./No, I wasn't.</i>
<i>Were you working?</i>	<i>Yes, you were./ No, you weren't.</i>
<i>Was he/she/it working?</i>	<i>Yes, he/she/it was./</i>
<i>Were we/you/they working?</i>	<i>No, he/she/it wasn't. Yes, we/you/they were./ No, we/you/they weren't.</i>

- 6 Form questions and full answers based on the text in Ex. 2, as in the example.

- Larry and Sergey/study/Maths in 1995  
*Were Larry and Sergey studying Maths in 1995?*  
*No, they weren't. They were studying Computer Science.*
- Search engines/list results/according to popularity/before Google?
- Larry and Sergey/work/from their house in 1998?
- People use Google/in 1998?

- 7  Use the words to ask and answer questions in pairs.

- you/study/9 o'clock yesterday evening?  
*A: Were you studying at 9 o'clock yesterday evening?*  
*B: No, I wasn't. I was watching TV.*
- you/walk in the park/last Sunday afternoon?
- you/chat on the phone/an hour ago?
- your friend/eat dinner/8 o'clock last night?
- your parents/work/last Saturday morning?

## Past continuous vs past simple

- 8 Read the theory. Find more examples in the text in Ex. 2.

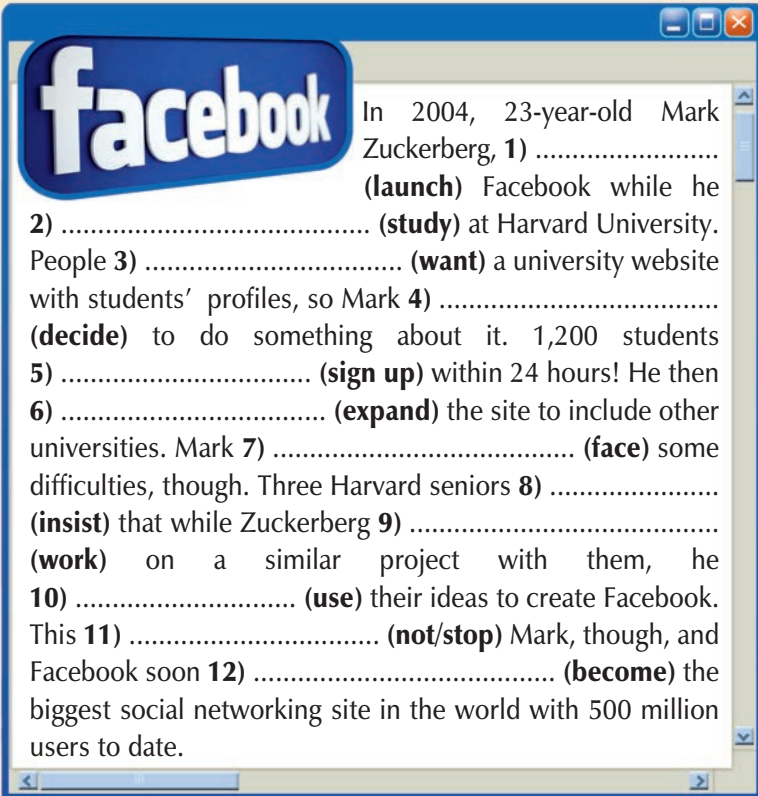
### PAST CONTINUOUS

- for actions which were happening at a specific time in the past.  
*We were sleeping at 2 o'clock yesterday afternoon.*
- for two actions happening at the same time in the past.  
*Sam was working in the garden while I was cooking dinner.*
- for an action happening when another action interrupted it.  
*He was reading a book when the doorbell rang.*

### PAST SIMPLE

- for completed actions in the past. *He left last Monday.*
- for actions which happened one after the other in the past. *He went down the cellar stairs, opened the door, and walked inside.*

- 9 Put the verbs in brackets into the *past continuous* or the *past simple*.



**facebook** In 2004, 23-year-old Mark Zuckerberg, **1)** ..... **(launch)** Facebook while he **2)** ..... **(study)** at Harvard University. People **3)** ..... **(want)** a university website with students' profiles, so Mark **4)** ..... **(decide)** to do something about it. 1,200 students **5)** ..... **(sign up)** within 24 hours! He then **6)** ..... **(expand)** the site to include other universities. Mark **7)** ..... **(face)** some difficulties, though. Three Harvard seniors **8)** ..... **(insist)** that while Zuckerberg **9)** ..... **(work)** on a similar project with them, he **10)** ..... **(use)** their ideas to create Facebook. This **11)** ..... **(not/stop)** Mark, though, and Facebook soon **12)** ..... **(become)** the biggest social networking site in the world with 500 million users to date.

## Speaking & Writing

- 10 **THINK!** Imagine you are Mark in Ex. 9. Describe the events leading up to your creation of Facebook. Tell your partner or the class.

# 2c Culture Corner

1 Look at the readings in the text. Which of the three buildings is the oldest?

🔊 Listen and read to find out.

Check these words

nearly, prison, legend, landmark, government, destroy, wax model, entrance

## London's Top Historical Attractions

2 Read again and match the sentences 1-6 to the places A-C.

- 1  It was a place to keep criminals.
- 2  Fire destroyed it.
- 3  It has got branches in other countries.
- 4  There are birds living there.
- 5  It was originally a palace.
- 6  The person who started it was from France.

3 Match the words in bold to their definitions.

place where they keep criminals


well known almost authority

bodies produced started

place people want to see door

4 Say three things you learnt from the text.

*The Tower of London was a prison.*

5  **ICT** Name three historical attractions in your country. Write a short information leaflet about these three places. Write: *their names, how old they are, what they were, what they are nowadays.*

### A The Tower of London

The Tower of London started its life **nearly** one thousand years ago as a castle. It is the oldest castle, palace and prison in Europe. Guy Fawkes was in the Tower when it was a **prison** in the 17th century. Today the Tower of London is a popular **tourist attraction**.

**Did you know?**

Ravens live in this place. Legend has it that if they escape then England won't be a free country any more.

### B The Houses of Parliament

The Houses of Parliament is a **famous** landmark and tourist attraction in London. It dates back to the 11th century. Then, it was Westminster Palace. King Henry VII offered the palace to the **government** in 1530. It got a new name: the Houses of Parliament.

**Did you know?**

Fire destroyed much of the palace in 1834.

### C Madame Tussauds

Madame Tussaud, a French wax model maker, **opened** a small museum in London in 1835. The museum had 400 wax **figures** of famous people. They all looked real. Today Madame Tussauds is one of the most popular tourist attractions in London with 3 million visitors a year. There are Madame Tussauds in many other cities.

**Did you know?**

Eight years before her death, Madame Tussaud **created** a wax self-portrait. You can see it at the **entrance** to her museum.



# Everyday English 2d

## Expressing opinions

1 Listen and say. Which type of performance did you last see? Did you enjoy it? Tell the class.



1 an opera



2 a musical



3 a ballet

2 a) Listen and say. Which sentences: *ask for an opinion?* *express a positive (✓) opinion?* *express a negative (X) opinion?*

- What was it like?
- It was fantastic!
- The dancers were amazing!
- Did you enjoy it?
- Not really.
- It was nothing special.

b) What did Julie and Mark do on Saturday? Did they like it?

Listen and read the dialogue to find out.

Mark: Hi, Julie – it's Mark! I tried calling you on Saturday night, but you didn't answer your phone.  
 Julie: Oh, hi Mark! Yes, sorry! I was at the ballet.  
 Mark: Really? What was it like?  
 Julie: It was fantastic! The dancers were amazing! What did you do on Saturday?  
 Mark: Oh, I just stayed home with my brother and we watched a film on TV.  
 Julie: Did you enjoy it?  
 Mark: Not really. It was nothing special. Listen, do you want to go for a walk later?  
 Julie: Sure!



4 a play



5 a pop/rock concert



6 a classical music concert

3 Find sentences in the dialogue which mean: *Of course!* – *What did you think of it?* – *Did you have a good time?* – *It wasn't great.*

## Intonation: expressing feelings

4 a) Listen and say.

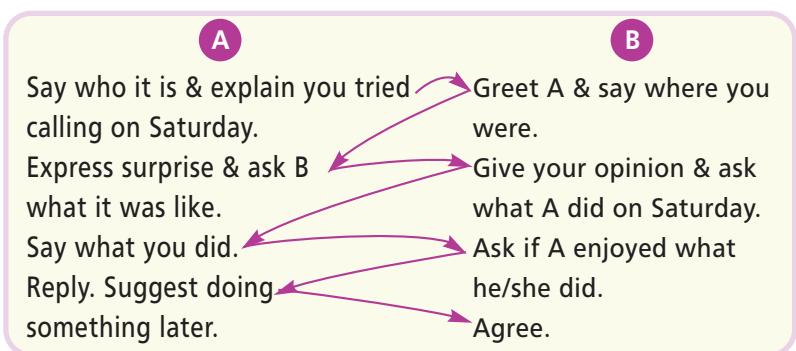
 Really? interest/surprise/enthusiasm	 Really? disbelief/annoyance
---	------------------------------------

b) Now listen and tick (✓) the adjective that best describes each speaker's feelings. Is each speaker's intonation rising or falling? Listen again and say.

- |                       |   |   |
|-----------------------|---|---|
| 1 I don't believe it! | a annoyed <input type="checkbox"/>      | b surprised <input type="checkbox"/>    |
| 2 What's the problem? | a interested <input type="checkbox"/>   | b annoyed <input type="checkbox"/>      |
| 3 Sure!               | a enthusiastic <input type="checkbox"/> | b disbelieving <input type="checkbox"/> |
| 4 No way!             | a surprised <input type="checkbox"/>    | b annoyed <input type="checkbox"/>      |

## Speaking

5 Imagine you saw a performance last Saturday and your partner is asking you about it. Use the sentences in Ex. 2a to act out your dialogue. Follow the diagram.



## 2e Amazing performances

# Chinese OPERA



If you want to watch a music performance that combines song, dance, and striking design, just forget about the latest pop video. Take a look at a truly original style of musical performance: Chinese opera. Last month I was on a trip in Shanghai. I was staying with my Chinese friend Mai-Li. She insisted that we go to the Chinese opera and I have to admit the experience was amazing from beginning to end.

Opera has a long history in China. In ancient times, actors performed the operas on the streets on temporary stages with only hanging lanterns for lighting. It's funny to think that such grand art started out like that!

We arrived at the theatre just before the lights went down. As the curtain rose, the actors came on stage in their beautiful costumes; the fiery reds and ribbons of gold and silver were like a kaleidoscope of colour! The costumes go all the way back to the street show days, when the actors used to wear bright colours to stand out in the dark.

The singing was quite strange – very sharp and high-pitched. Just like the costumes, the singing style was really ancient. The street performers used to sing that way so that their voices could carry over the crowds who gathered to watch.

The opera we saw was 'Lady White Snake'; a classic Chinese folk tale. A white snake changes into a beautiful girl, and then falls in love with a human. But the actors didn't only tell the story through song; the dancing and acrobatics were fantastic, too. The actors used not only their faces but also their whole bodies to act out the story and show their emotions. These actors train very hard at opera schools for years from about the age of 7 or 8. There weren't a lot of stage props or scenery because the actors use a lot of symbols to help tell the story. An actor galloping with a whip, for example, means they are riding a horse. Doing somersaults from a table or a pile of chairs means they are running down a mountain.

The actors' make-up was incredible. Each colour has a special meaning and reveals something about their character; red means loyalty and bravery, black shows a warrior or a wild character, blue means cruelty and gold and silver means mystery. At the finale, it was breathtaking to see them all on stage together in their bright costumes and make-up. I didn't think that opera was for me, but I can't believe how much I enjoyed it. You must all see a Chinese opera one day!

### Study skills

#### Predicting content

The title, photographs and the first and the last sentence in each paragraph help us predict the content of a text.

### Reading

- 1 Look at the pictures and read the title and the first and last sentence of each paragraph of Iris' blog entry. What do you think Chinese opera is like?

🎧 Listen and read to find out.

2 a) Read the text again. For each question (1-5), choose the correct answer A, B, C or D.

- 1 When Chinese opera first started,
  - A it didn't have any lighting.
  - B performances took place outside.
  - C there was no stage or costumes.
  - D it wasn't very popular.
- 2 In the past, the actors wore costumes that were
  - A very simple.
  - B only red, gold, and silver.
  - C easy to see.
  - D easy to wear.
- 3 The actors sang in a high-pitched voice because they wanted to
  - A help the audience hear.
  - B follow tradition.
  - C make the audience laugh.
  - D attract more attention.
- 4 The audience mainly follow the story of a Chinese opera through the singing and
  - A a lot of props and scenery.
  - B the colours on the characters' costumes.
  - C changes in the lighting.
  - D the characters' movement and make-up.
- 5 At the end, we learn that Iris was
  - A planning to see the opera again.
  - B surprised that she enjoyed the opera.
  - C not interested in going to another opera.
  - D unsure if her readers would enjoy Chinese opera.

b) Match the words in bold in the text with their meanings: *amazing & impressive, something I like, be clear, shows, there for a short time, be heard.*

3 Match the highlighted words in the text with their descriptions (1-7).

- 1 The people who take part in the performance.
- 2 This rises at the beginning of the performance and comes down at the end.
- 3 The actors & actresses wear these.
- 4 The objects or furniture used in a performance.
- 5 The performances take place on these.
- 6 The painted backgrounds that show where the story takes place.
- 7 The use of lights to give different effects during the show.

Check these words

ancient times, hanging, lantern, grand, start out, fiery, ribbon, kaleidoscope, sharp, high-pitched, crowd, gather, fall in love with, acrobatics, emotion, gallop, whip, somersault, reveal, loyalty, bravery, warrior, wild, cruelty

Grammar see p. GR4  
Used to

4 a) Read and find examples in the text.

AFFIRMATIVE	NEGATIVE
<i>I/You/He, etc used to go to musicals a lot as a child.</i>	<i>I/You/He, etc didn't use to go to the opera.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Did I/you/he, etc use to go to the cinema?</i>	<i>Yes, I/you/he, etc did. No, I/you/he, etc didn't.</i>

We use **used to** or the past simple for past habits or actions that happened regularly in the past but do not happen now. *He used to have/had short hair. BUT He went to the Opera yesterday. (NOT: He used to go to the Opera yesterday.)*

b) Write sentences about ancient Greek theatre using *used to/didn't use to*.

- 1 it/be/very popular (✓)  
*It used to be very popular.*
- 2 Women/perform (X)  
.....
- 3 They/perform in outdoor theatres. (✓)  
.....
- 4 The actors/wear masks (✓)  
.....
- 5 The actors/wear make-up (X)  
.....


5 Write two things you used to do when you were 10 and two things you didn't use to do.

*When I was 10, I used to go to the cinema every week.*

Speaking & Writing

6 Make notes under the headings. Use them to present the Chinese opera to the class.

- costumes • singing • actors
- stage props/scenery • make-up

7 **THINK!**  In three minutes write three reasons why someone should attend a Chinese opera. Tell another group or the class.

# 2f Haunted buildings

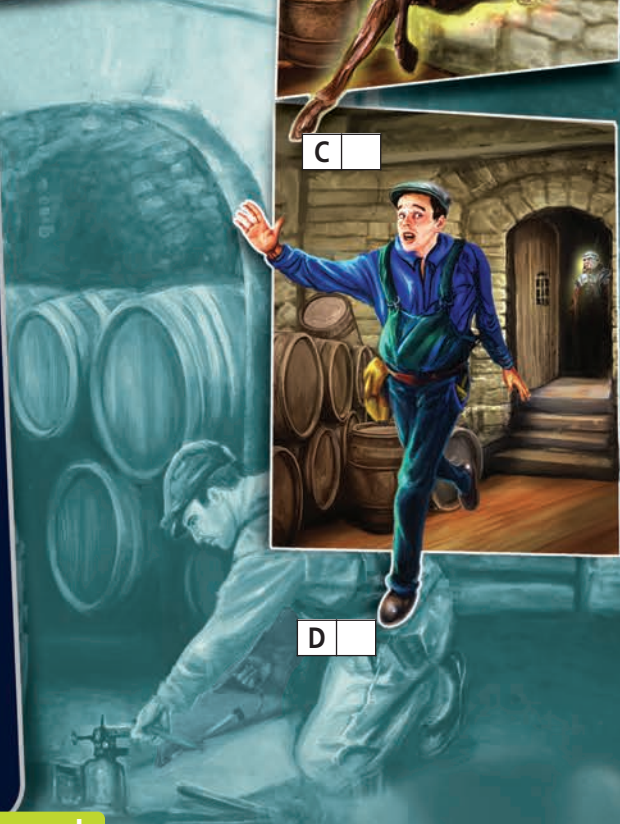
www.cultural-getaways.com

## The Haunted City of York

If you like the idea of exploring historic places around the world, the city of York in northern England should definitely be on your list of places to visit. The Romans founded this city in 71 AD and it's full of fascinating history and culture. It's a lot of fun to go on a city tour of York and walk along the ancient city walls, visit York Minster, one of the largest medieval cathedrals in Europe and wander down the pretty cobbled streets. York is also famous for something else. It is one of the most haunted cities in the world, with about 140 ghosts! In fact, York's many night-time ghost walks are very popular with tourists as they are an entertaining and spooky way to learn about the city's history. One York ghost story, however, stands out above all the rest. It's the story of the Treasurer's House, one of York's many historic buildings ...

One day in February 1953, a plumber, Harry Martindale, had been in the cellar of the Treasurer's House since morning. He had heard lots of stories about the place being haunted. Just before midday, he was working when he heard a strange noise like a trumpet. He looked back and saw the helmet of a Roman soldier coming through the wall! Harry couldn't believe his eyes. Then, a whole soldier on a horse came through the wall and left through the wall on the other side! Twenty more Roman soldiers followed him. They were marching unhappily in pairs and they were carrying shields and spears. What Harry hadn't noticed was that the soldiers weren't walking on the floor of the cellar, because he couldn't see their legs. When he realised that, Harry ran out of the cellar, terrified. He found out later that some Roman soldiers had gone missing in York many centuries before. Maybe the soldiers he saw were the missing soldiers and they were walking on the old Roman road below the cellar!

Want to know more? Visit [www.visitthecityofyork.org](http://www.visitthecityofyork.org) for more information about York and its ghostly attractions!



### Check these words

haunted, explore, historic, found, fascinating, ancient wall, medieval cathedral, wander, cobbled street, ghost, spooky, stand out, march, shield, spear, terrified, find out, go missing, ghostly attraction

### Vocabulary & Reading & Speaking

1 a) Look at the pictures. Which shows:

- 1 a plumber working in a cellar?
- 2 a soldier on a horse coming through the wall?
- 3 Roman soldiers marching, carrying shields and spears?
- 4 a man running out of a cellar?

b) Now listen to the sounds. What do you think the text is about? Tell the class.

c) Listen, read and check.

2 Read again and number the events in the order they happened. Use the pictures to tell your partner a summary of the story.

- A He saw the helmet of a Roman soldier coming through the wall.
- B A horse with a Roman soldier on it walked through the cellar.
- C Harry ran out of the cellar.
- D Harry Martindale, a plumber, went to work in the cellar.
- E He heard a strange noise like a trumpet coming from the wall.
- F Twenty Roman soldiers marched through in pairs, carrying shields and spears.

**3** Fill in: *medieval, city, cobbled, ghost, ancient*.  
Use the phrases to make sentences.

1 ..... tour; 2 ..... city walls; 3 .....  
cathedrals; 4 ..... streets; 5 ..... story

**4** Choose the correct word. Check in your  
dictionaries.

The **1) historic/historical** city of York is a **2) popular/typical** holiday destination in England. The Romans **3) created/founded** York almost 2,000 years ago on the north east bank of the River Ouse. Tourists enjoy **4) wondering/wandering** York's narrow streets during the daytime and taking part in ghost **5) walks/marches** at night. People believe that a lot of places there are **6) ghostly/haunted**. One such place is the Treasurer's House whose **7) history/story** is quite fascinating. A plumber working there heard a noise then saw Roman soldiers coming through the walls **8) carrying/bringing** shields and spears. When the plumber **9) observed/noticed** the soldiers had no legs he left the cellar **10) terrified/afraid**.

## Grammar

### Past perfect/Past perfect continuous

see  
pp. GR4-  
GR5

**5** Read the theory. Find examples in the text.

#### Past Perfect Continuous (*had been + verb -ing*)

AFFIRMATIVE	I/you/he, etc <b>had been working</b> .
NEGATIVE	I/you/he, etc <b>hadn't been working</b> .
INTERROGATIVE	Had I/you/he, etc <b>been working</b> ?
SHORT ANSWERS	Yes, I/you/he, etc <b>had</b> . No, I/you/he, etc <b>hadn't</b> .

**6** Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- They went to the museum after they .....  
..... **(finish)** their homework.
- They got lost because they .....  
**(not/take)** a map with them.
- She ..... **(already/arrange)** to go  
to Edinburgh so she didn't come with us to York.
- Terry ..... **(work)** in the cellar  
since morning and he felt very tired.
- He ..... **(not/sleep)** for two  
days and felt exhausted.
- Her eyes were red. .... **(she/cry)**?
- She ..... **(live)** in York for ten  
years before she decided to move to London.

**7** Put the verbs in brackets into the *past simple*, *past continuous*, *past perfect* or the *past perfect continuous*.

## A scary night!

Last summer, Jim and his friend Bob  
**1) .....** **(decide)** to spend  
the night in a haunted castle. They  
**2) .....** **(travel)** since morning so  
they **3) .....** **(feel)** very tired when  
they finally **4) .....** **(arrive)** late in  
the evening. After they **5) .....** **(have)**  
a light dinner, they **6) .....** **(go)** straight  
to their room. They **7) .....** **(lie)** in their beds  
for an hour, when suddenly they **8) .....**  
**(hear)** loud footsteps in the corridor. They **9) .....**  
**(try)** to open their door, but it seemed it **10) .....**  
**(get stuck)**! Eventually, the door **11) .....**  
**(open)** and a woman in a white dress **12) .....**  
**(appear)**. She **13) .....** **(walk)** slowly and  
**14) .....** **(sing)** a sad song. They immediately  
**15) .....** **(run)** out of the castle and never  
**16) .....** **(go)** back again.

## Key word transformations

**8** Complete the second sentence so that it  
means the same as the first. Use the word  
in bold.

- He had lunch, then he visited the library. **(AFTER)**  
He visited the library .....  
..... lunch.
- The museum closed before we arrived. **(TIME)**  
The museum .....  
..... we got there.
- They waited at the bus stop for an hour, then  
the bus came. **(UNTIL)**  
The bus didn't come .....  
..... for an hour at the bus stop.
- She spent the whole morning in the garden and  
she was tired. **(WORKING)**  
She .....  
..... in the garden since morning and she was tired.
- They didn't take a compass with them and they  
lost the way. **(TAKEN)**  
They got lost because they .....  
..... with them.

## Vocabulary

### Types of reading material

- 1 a) The bar chart shows what types of reading material UK teens prefer. Use the language below to read it.
- Most people/The majority (80% +)
  - A lot of (60%-70%) • Half of (50%)
  - Twenty percent of (20%) • A few (10%)
  - Very few (5%) • No one (0%)



Most people prefer reading books.

- b) What do you prefer reading? How often do you read?



- 2 a) Listen and say. What do you enjoy reading?
- b) What's your favourite book? What is it about?

I enjoy reading fantasy novels. My favourite one is ... It's about ...

## Listening

- 3 You'll hear Brian and Stacey talking about books they read recently. For sentences 1-6 listen and tick (✓) T (true) or F (false).

- Stacey has just read a biography.
- She really liked the book.
- She found the ending a bit slow.
- Others recommended this book to Brian.
- He liked it from the beginning.
- He has read lots of other similar books.

	T	F
1		
2		
3		
4		
5		
6		

## Speaking

- 4 a) Listen and repeat.

A: What are you reading, Suzy?  
 B: It's a **fantasy novel** called *The Golden Compass* by Philip Pullman.  
 A: What's it about?  
 B: It's about a girl who lives in a strange universe.  
 A: Is it good?  
 B: **Yes, it's great.** I can't put it down!

- b) Use the ideas below and the language in the box to replace the words in bold and act out similar dialogues. You can use your own ideas.

- adventure novel – *The Lost Symbol*, Dan Brown – a historian who must follow an ancient symbol
- fantasy novel – *Clockwork Angel*, Cassandra Clare – a teenager who tries to save the world

Expressing positive opinions ☺	Expressing Negative opinions ☹
• It's great/fantastic/amazing, etc.	• It isn't that good, really.
• I really love it.	• I don't really like it.
• I'm really enjoying it.	• It's boring/slow-moving/dull, etc.
• I can't put it down.	• I'm not really enjoying it.

- 5 Discuss the questions, then tell the class about your partner's reading habits.

- What do you usually read?
- How much time do you spend reading?
- Where do you read? (*at home, on the bus/train, in a café, etc*)
- What was the last book you read? What was it called? What was it about?

Anna often reads crime thrillers. She reads every day ...

## A story

- 1 Read the rubric. What should you write? Should it be a first- or a third-person narrative?

Your college English club has asked its members to send in stories about strange experiences they had. Write your story in 120-180 words and submit it. The best story will appear in next month's club newspaper.

- 2 Read the story and answer the questions.

- How does the writer set the scene?  
*character - place - time - weather*
- Which is the climax event in the story?
- How did the characters feel in the end?

- 3 a) Read the Writing Tip.

### Writing Tip

#### Using adjectives & adverbs

Use a variety of adjectives and adverbs to make your story more interesting.

*A tall thin man walked slowly towards us.*

- b) Which adjectives does the author use to describe the following?
- the rooms • the castle
  - the floor • the man
  - the man's clothes
  - the workman • the guide
- c) List all the adverbs used in the story.

### Study skills

#### Sequence of events in stories

Always write the events in a story in the order they happened. This helps the reader follow the story.


### The Haunted Castle by Ben Smith

- One afternoon last winter, my friend Danny and I decided to visit Holroyd Castle. When we arrived, it was freezing cold and starting to rain, so we quickly went inside.
- We walked slowly through the dark, cold rooms and corridors. The castle was huge and empty and all we could hear was the sound of our footsteps on the stone floor. We wandered around for half an hour before we realised that we were lost.
- Luckily, as we turned a corner, we saw a tall man wearing old-fashioned clothes and carrying a lantern. He asked for us to follow him. As we walked he told us about the paintings on the walls. He spoke in a strange, old-fashioned way and when I asked him a question, he didn't answer. Back in the entrance hall, we turned around to thank our guide, but he wasn't there any more. Outside, we chatted to a friendly workman about our visit and our helpful guide. "Ah, you met the castle's ghost, Lord Fredrick! He was an artist and the owner of the castle in the 18th century. He sometimes helps visitors and tells them all about his paintings," he told us excitedly.
- Danny went white and I started shaking. We felt very shocked and scared. We'll never forget this experience.

- 4 Replace the adjectives and adverbs in the paragraphs below with: *quickly, roaring, horrible, extremely, heavily, relaxing, terrifying, chilly.*

It was a(n) 1) **very cold** evening. I was hurrying home and looking forward to a(n) 2) **good** night in front of a(n) 3) **nice** fire. Suddenly, it started raining 4) **a lot** and I decided to get a taxi.

We were 5) **very** lucky to escape and ran away as 6) **fast** as we could. It was a(n) 7) **scary** experience for all of us, and we promised never to go back to that 8) **bad** house again.

- 5 a)  Listen to an experience Ben had while he was in Rio de Janeiro and answer the questions in the plan.

### Plan

#### The Best Dancer

- Para 1: Who were the main characters? Where were they? What were they doing? What was the weather like?
- Paras 2 & 3: What happened? (The events of the story in the order they happened.) What was the climax event?
- Para 4: What happened in the end? How did the main character(s) feel?

- b) Imagine you are Ben. Use ideas from Ex. 5a to write his story for the college magazine (120-200 words).

# 2i Curricular: ICT



- 1 a) How do you communicate with your friends? Do you use social networking sites such as Facebook, MySpace, Twitter, etc?
- b) How do social networking sites work?  
👂 Listen, read and check.



## Social Networks How do they work?

**Do you use Facebook, MySpace, Twitter, Friendster or LinkedIn? If so, then you are part of a social network. Social networking sites allow us to see our social connections. We can see our friends and their friends through pictures and links in a user-friendly interface.**

When you **create** a profile on a social networking site, you open up a huge range of possible social connections. You can look up old friends, make new friends and share music, photos and videos with them. You can also join groups **based on** your interests or hobbies, favourite TV shows or music.

**Setting up** a social networking account is simple. You just create and post a personal profile. For this you need a login name, password and an email account. Then you add some personal information such as name, age, sex, location, interests, etc. You can also add a photo of yourself. You can personalise your profile and share as much information about yourself as you want. You can also control who sees your profile. For example, you can make sure that you only **allow** the friends that you have added to your

network to see it. The next step is to search the network for your contacts, **browse** for new ones and add them to your network. You can invite offline friends to join by email or search for friends who are already signed up by name, school, or workplace. Then you can search your friends' connections for anyone else you'd like to add to your network.


Different social networking sites allow people to **interact** in different ways. There are straightforward sites that allow you to **expand** your personal community such as Facebook. Then there are ones that involve media sharing, such as YouTube, where members upload and look at other people's pictures and videos. There are also ones that specialise in sharing music, such as Last.FM, and finally, ones that allow bloggers to form online communities, such as Livejournal.

The latest **trend** in social networking is to create your own independent social network. Companies do this to promote their brand and individuals can do it to create a very tight-knit community.

### Check these words

social networking site, connection, user-friendly interface, post, profile, login name, personalise, contact, browse, interact, straightforward, expand, community, media, blogger, trend, independent, promote, tight-knit

- 2 a) Read again and answer the questions.
  - 1 What is the purpose of social networking sites?
  - 2 What kinds of things can you do when you create a profile?
  - 3 How do you set up a social networking account?
  - 4 How can you personalise your profile?
  - 5 How do you build up your list of friends?
  - 6 What different kinds of social network sites are there?
  - 7 Why are some companies creating their own social networks?
- b) Match the highlighted words with their meanings: *depending on, let, communicate, fashion, make, starting, search, make bigger.*
- c) Use the words in the **Check these words** box to tell your partner about social networks.

- 3 **THINK!**  Why do you think social networks have become so popular? In three minutes, write a few sentences. Tell another group or the class.

- 4 **ICT** In small groups, find out more information about a social network e.g. Twitter. Present your information to the class.

## Phrasal verbs/Prepositions

### 1 Choose the correct particle.

**fall for:** become attracted to  
**fall out:** argue and stop being friends  
**fall through:** not happen (plans)  
**get away:** escape  
**get on/off:** enter/leave a bus/train  
**get along with sb:** have a friendly relationship  
**get through:** reach by phone  
**give away:** make known, give free of charge  
**give off/out:** produce (smell, gas)  
**give up:** stop a bad habit

- I know you've already read the book, so don't give **up/away** the ending!
- Emma tried to call the theatre, but she couldn't get **on/through**.
- We got **off/on** the bus and sat down behind the driver.
- John's plans to travel around Asia last month fell **out/through** at the last minute.
- Mary gets **away/along** with Jo really well.
- The fire gave **up/off** a lot of smoke.

### 2 Choose the correct preposition.

- Harry dreamed **of/up** travelling the world.
- The museum is popular **for/with** tourists.
- Peter went **in/on** a business trip to China.
- We went **to/on** a guided tour of the museum.
- He left the room **in/at** a hurry.
- I want to share my experiences **with/in** you.
- The actors all went **on/in** stage **in/with** their bright costumes for the finale.
- The search results appear **on/in** the screen instantly.

## Word formation

### 3 Fill in the correct word derived from the word in brackets.

#### Word Formation – Abstract nouns from verbs

We use these endings to form nouns from verbs:

**-ance** (*annoy – annoyance*), **-(t)ion** (*act – action*),  
**-ment** (*enjoy – enjoyment*) and **-al** (*refuse – refusal*).

- The volcanic ..... at the end of the film was amazing in 3D. (**ERUPT**)
- The lead actress made a personal ..... to promote the new film. (**APPEAR**)
- Jack went to see the band's ..... at the airport. (**ARRIVE**)
- What time does the ..... start this evening? (**PERFORM**)
- The ..... says the rock concert starts at 7:30. (**ADVERTISE**)
- The Sydney Opera house is Sydney's most popular tourist ..... (**ATTRACT**)

## Collocations

### 4 Fill in: *spicy, ghost, classic, search, officially, lead, bright, social, crime, wax.*

- |                 |                   |
|-----------------|-------------------|
| 1 ..... engine  | 6 ..... novel     |
| 2 ..... network | 7 ..... model     |
| 3 ..... singer  | 8 ..... became    |
| 4 ..... colours | 9 ..... strong    |
| 5 ..... food    | 10 ..... thriller |

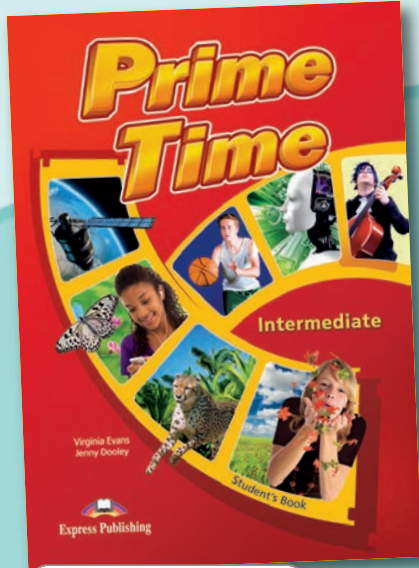


Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 2 and write a quiz of your own.

- |   |  |
|---|--|
| 1 Larry Page studied engineering. ....                | 6 In Chinese opera, blue make up means mystery. .... |
| 2 The Taj Mahal is in Delhi, India. ....              | 7 Googol means 1 followed by a thousand zeros! ....  |
| 3 Ravens live at the Houses of Parliaments. ....      | 8 Madame Tussauds opened in 1835. ....               |
| 4 Google went online in 1998. ....                    |  |
| 5 Chinese opera actors train from the age of 10. .... |  |

# Components

## For the student



Student's Book with Vocabulary Bank

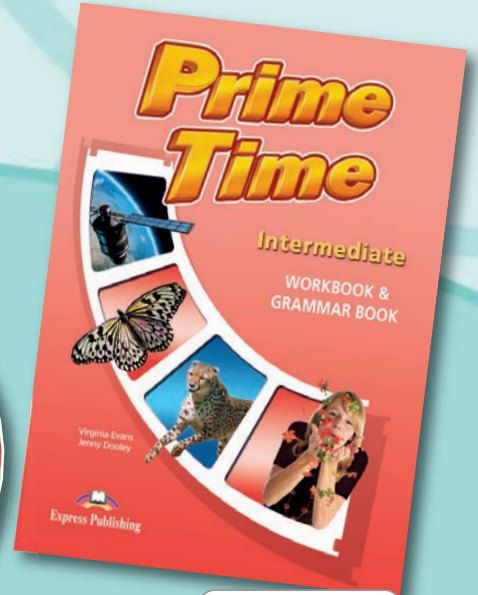


ieBook

FORTHCOMING



Student's audio CDs

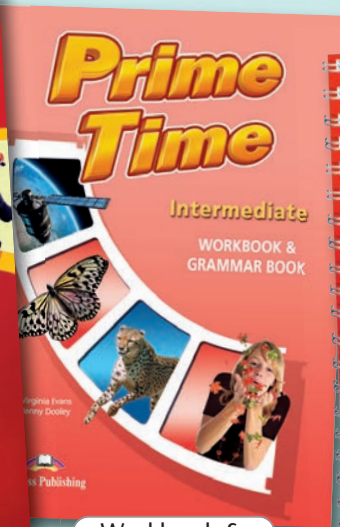


Workbook & Grammar Book

## For the Teacher



Student's Book with Vocabulary Bank



Workbook & Grammar Book



Teacher's Book (interleaved)



Teacher's Resource Packs & Tests



Class audio CDs



IWB Software