

# Upstream

PRE-INTERMEDIATE B1



**Student's Book**

Virginia Evans - Jenny Dooley



**Express Publishing**

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,  
Berkshire RG19 6HW  
Tel: (0044) 1635 817 363  
Fax: (0044) 1635 817 463  
e-mail: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk)  
<http://www.expresspublishing.co.uk>

© Virginia Evans & Jenny Dooley 2004

Design and Illustration © Express Publishing, 2004

First published 2004  
Seventh impression 2011

Made in EU

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, photocopying or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-84466-573-0

## Acknowledgements

### Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief), Stephanie Smith and Michael Sadler (senior editors); Andrew Wright (editorial assistant); Brian O'Neil (senior production controller) and the Express Publishing design team; Warehouse (recording producer); and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

The authors and publishers wish to thank the following, who have kindly given permission for the use of copyright material:

**Unit 3a:** © 2003 the Jane Goodall Institute, [www.janegoodall.org/](http://www.janegoodall.org/) on pp. 30-31; **Unit 3b:** © Henry Doorly Zoo, [www.omaha.org/](http://www.omaha.org/) on p. 33; **Culture Clip 3:** RRS Ernest Shackleton © Copyright Natural Environment Research Council British Antarctic Survey 2004, [www.antarctica.ac.uk/](http://www.antarctica.ac.uk/) on p. 39; **Literature Corner 7:** Charlie and the Chocolate Factory by Roald Dahl, published by Penguin Books, by permission of David Higham Associates on p. 87

### Photograph Acknowledgements

**Unit 1a:** © everetcollection / iml image group on p. 7; **Culture Clip 3:** RRS Ernest Shackleton © Copyright Natural Environment Research Council British Antarctic Survey 2004, [www.antarctica.ac.uk/](http://www.antarctica.ac.uk/) on p. 39; **Culture Clip 6:** Bognor Birdman © Spirit FM, [www.spiritfm.net/](http://www.spiritfm.net/) on p. 73; **Unit 7a:** Mr Greenjeans © Copyright Fabulous Savings, 2000, [www.fabuloussavings.com/](http://www.fabuloussavings.com/); Rainforest Café and Captain John's Harbour Boat Restaurant © Copyright 1997-2004, [toronto.com](http://toronto.com); and The Old Spaghetti Factory © [www.oldspaghettifactory.net/](http://www.oldspaghettifactory.net/) on p. 79; **Culture Clip 9:** Lenny Henry, Rowan Atkinson, Billy Connolly and David Beckham and Vitoria Beckham (Posh and Becks) © Copyright Comic Relief, [www.comicrelief.org.uk/](http://www.comicrelief.org.uk/) on p. 111

Colour Illustrations: Stone

Music Compositions & Arrangement by Ted & Taz

While every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

# Contents

Module 1

Module 2

Module 3

Module 4

Module 5

## Topics

## Vocabulary

## Reading

### UNIT 1 Heroes and Villains (pp. 6-15)

- people (character & appearance)

character adjectives; appearance; personal qualities  
*antonyms; adjectives with prepositions*

- Characters Larger than Life (multiple choice)
- Beauty is in the eye of the beholder (m/c cloze)
- Literature Corner: *Scandal in Bohemia* by Conan Doyle (T/F)

### UNIT 2 Lifestyles (pp. 16-25)

- jobs & places
- lifestyles
- the city & country

city life/country life; jobs & job qualities; describing places; parts of a town; commuting  
*antonyms; adjectives with prepositions; adj-n phrases*

- A City Slicker or a Country Lover? (T/F)
- signs (multiple choice)
- Culture Clip: Celebration: dream town USA (m/c cloze)

### Self-Assessment Module 1 (pp. 26-27) – Curricular Cuts 1 (p. 28) – (History) Elizabeth's Portraits

### UNIT 3 Earth Calling (pp. 30-39)

- the environment
- endangered species

environmental problems & solutions; endangered animals & protected species

- The Earth in our hands (T/F)
- No ordinary zoo (m/c cloze)
- *RRS Ernest Shackleton* Captain's Log (multiple choice)

### UNIT 4 Travellers' Tales (pp. 40-49)

- holidays
- climate/weather
- transport

types of holidays, sites & resorts; climate & weather; holiday equipment; means of transport  
*prepositional phrases*

- Looking for the ideal getaway? (multiple matching – short texts)
- Literature Corner: *Gulliver's Travels* by Jonathan Swift (multiple matching – missing sentences)

### Self-Assessment Module 2 (pp. 50-51) – Curricular Cuts 2 (p. 52) – (Geography) The World's Climates

### UNIT 5 On Offer (pp. 54-63)

- shops and shopping
- clothes/accessories

types of shops & shopping; products; clothes; describing objects; gifts; homes  
*prepositional phrases; antonyms*

- Checking out second-hand city (multiple choice)
- signs & notices (multiple choice)
- Culture Clip: Styles of Homes (multiple matching)

### UNIT 6 Happy Days! (pp. 64-73)

- celebrations
- festivals & events

traditional celebrations & customs; festive activities; feelings; greetings cards  
*verbs with prepositions*

- A Traditional Irish Wedding (T/F)
- Culture Clip: Bizarre Annual Events in the UK (multiple matching)

### Self-Assessment Module 3 (pp. 74-75) – Curricular Cuts 3 (p. 76) – Maths

### UNIT 7 Eating out! (pp. 78-87)

- places to eat
- food and drinks

restaurant-related words; the supermarket; recipes & cooking methods; tastes; cutlery, crockery & appliances; quantities; menus  
*verbs with prepositions*

- A Taste of Toronto (multiple matching – short texts)
- Literature Corner: *Charlie & the Chocolate Factory* by Roald Dahl (comprehension questions)

### UNIT 8 Fit for Life (pp. 88-97)

- sports
- accidents and injuries

types of sports; sport injuries; places & equipment; personal qualities  
*adjectives with prepositions*

- The Last Great Race (T/F)
- messages (multiple choice)
- signs (multiple matching)
- Literature Corner: *The Olympic Anthem* (reading for specific information)

### Self-Assessment Module 4 (pp. 98-99) – Curricular Cuts 4 (p.100) – (Science) A Balanced Diet

### UNIT 9 Going out! (pp. 102-111)

- entertainment
- the arts
- charity

types of entertainment; cinema & films; reviews; books & newspapers; TV jobs/programmes; theatre; charity  
*prepositional phrases; regrets*

- Pick of the Week (multiple matching – short texts)
- Graffiti – Is it Art? (open cloze)
- Culture Corner: Comic Relief (completing a summary)

### UNIT 10 Fast Forward (pp. 112-121)

- technology
- education

teenagers & technology; gadgets; education & technology; means of communication; text messages; processes; science; faults  
*prepositional phrases; compound nouns; antonyms*

- All About Britain's Teenagers (multiple choice)
- Culture Corner: The Education System of the UK & the USA (completing missing information in tables)

### Self-Assessment Module 5 (pp. 122-123) – Curricular Cuts 5 (p. 124) – (Art & Design) Styles of painting

Songsheets 1-5 (pp. 125-130)  
Irregular Verbs (p. 131)

Grammar Reference Section (pp. 132-141)  
Word List (pp. 142-151)

American English-British English Guide (p.152)

| Grammar  | Listening   | Speaking   | Writing   |
|--|---|--|---|
| present simple/continuous; stative verbs; adverbs of frequency; question words<br>Phrasal verbs: <i>GET</i>  | <ul style="list-style-type: none"> <li>- multiple choice</li> <li>- multiple matching (missing sentences)</li> </ul>  | describing fictional characters; making choices; socialising; describing people<br><i>intonation – expressing surprise &amp; concern</i>   | <ul style="list-style-type: none"> <li>- a letter giving advice<br/><i>Portfolio: description of a hero/villain; classified ad; e-mail to a friend</i></li> </ul>   |
| comparatives and superlatives; -ing/infinitive forms; specific/general preferences<br>Phrasal verbs: <i>PUT</i>                                    | <ul style="list-style-type: none"> <li>- listening for detailed meaning</li> <li>- multiple matching (missing sentences)</li> </ul>   | introducing oneself; expressing likes/dislikes; asking for/giving directions; talking about jobs; expressing preferences; (role-play) a job interview; describing pictures<br><i>intonation – stressed syllables</i> | <ul style="list-style-type: none"> <li>- a letter of application<br/><i>Portfolio: article about where you live; description of neighbourhood; questions for a quiz</i></li> </ul>                                  |
| present perfect simple/continuous; clauses of purpose<br>Phrasal verbs: <i>RUN</i>   | <ul style="list-style-type: none"> <li>- completing missing information</li> <li>- multiple choice</li> </ul>   | improving one's town/city; a short talk from notes; describing pictures; reacting to news; acting out a dialogue; (role-play) at Customs   | <ul style="list-style-type: none"> <li>- notes<br/><i>Portfolio: poster about the environment; article about a zoo; letter to a friend</i></li> </ul>   |
| present/past participles; past simple/continuous; linkers; the definite/indefinite article; used to/would<br>Phrasal verbs: <i>COME</i>            | <ul style="list-style-type: none"> <li>- multiple matching</li> <li>- listening for specific information</li> <li>- completing missing information</li> </ul>                       | narrating experiences; expressing feelings; checking in; complaining/apologising; giving travel information; expressing disapproval; describing pictures<br><i>intonation – expressing annoyance</i>                 | <ul style="list-style-type: none"> <li>- a story<br/><i>Portfolio: holiday advertisement; weather forecast; factfile about your country</i></li> </ul>  |
| modal verbs; making assumptions/requests; too/enough; order of adjectives<br>Phrasal verbs: <i>LOOK</i>  | <ul style="list-style-type: none"> <li>- listening for specific information</li> <li>- listening for gist</li> <li>- multiple choice</li> <li>- multiple matching</li> </ul>        | asking about prices; calming down; describing objects; offering/accepting gifts; asking for/buying things; (role-play) salesperson/customer<br><i>intonation – losing patience</i>                                   | <ul style="list-style-type: none"> <li>- a report assessing good &amp; bad points<br/><i>Portfolio: description of the best place to shop; page for a clothes catalogue; poster of school/work rules</i></li> </ul> |
| future forms; future continuous; question tags<br><br>Phrasal verbs: <i>BREAK</i>  | <ul style="list-style-type: none"> <li>- listening for gist</li> <li>- listening for specific information</li> <li>- intonation</li> </ul>  | a short talk from notes; describing celebrations & customs; making arrangements; inviting; congratulating & thanking<br><i>intonation in question tags</i>   | <ul style="list-style-type: none"> <li>- postcard<br/><i>Portfolio: article about a traditional wedding; greetings cards; e-mail to a friend</i></li> </ul>   |
| countables/uncountables; quantifiers; indefinite pronouns; past perfect simple/continuous<br>Phrasal verbs: <i>GIVE</i>                            | <ul style="list-style-type: none"> <li>- multiple choice</li> <li>- listening for specific information</li> <li>- multiple matching</li> <li>- to take notes</li> </ul>             | discussing food preferences/tastes; (role-play) eating out/ordering a meal; comparing table manners; describing pictures;<br><i>intonation – stressed syllables</i>  | <ul style="list-style-type: none"> <li>- a story<br/><i>Portfolio: description of an unusual restaurant; recipe for a local dish; shopping list</i></li> </ul>  |
| the passive; <i>with/by</i> ; conditionals: type 0, 1; <i>if/unless</i> ; linkers (result, addition, contrast, etc)<br>Phrasal verbs: <i>BRING</i> | <ul style="list-style-type: none"> <li>- listening for detailed meaning</li> <li>- multiple choice</li> <li>- multiple matching</li> <li>- listening for specific sounds</li> </ul> | discussing sports; negotiating; describing pictures; expressing opinions; asking about/describing health; sympathising – giving advice; acting out dialogues<br><i>intonation – hesitating</i>                       | <ul style="list-style-type: none"> <li>- a pros and cons essay<br/><i>Portfolio: postcard to a friend; short communicative message; sports quiz</i></li> </ul>  |
| conditionals: type 2, 3; wishes; relative clauses; <i>so/neither</i><br>Phrasal verbs: <i>TURN</i>   | <ul style="list-style-type: none"> <li>- listening for detailed meaning</li> <li>- multiple matching</li> <li>- completing missing information</li> </ul>                           | discussing entertainment; suggesting/(dis)agreeing; talking about a book/TV programmes; (role-play) booking tickets; expressing preferences; describing paintings; acting out dialogues                              | <ul style="list-style-type: none"> <li>- an informal letter reviewing a film<br/><i>Portfolio: review for a school event; TV guide; interview with a graffiti artist</i></li> </ul>                                 |
| clauses of concession; <i>all/most/some/none</i> ; reported speech; indirect questions; causative form<br>Phrasal verbs: <i>TAKE</i>               | <ul style="list-style-type: none"> <li>- multiple matching</li> <li>- to fill in gaps</li> <li>- listening for detailed meaning</li> </ul>  | discussing technology; short talk from notes; conducting a survey; talking about pros & cons; describing pictures; (role-play) requesting action/giving an account of an event<br><i>intonation in questions</i>     | <ul style="list-style-type: none"> <li>- a letter of complaint<br/><i>Portfolio: article about teenagers in your country; text message to a friend; questions for a science quiz</i></li> </ul>                     |



# People of the World

## Module 1

### Units 1-2



#### ► Look at Module 1

- Find the page numbers for pictures 1-5.

#### ► Find the unit and page number(s) for

- classified ads ☐
- an e-mail ☐
- jokes ☐
- a town map ☐
- signs ☐
- a quiz ☐
- a CV ☐

#### ► Listen, read and talk about ...

- character & appearance
- habits/routines/lifestyles
- places & geographical features
- signs
- jobs/workplaces/job qualities

#### ► Learn how to ...

- describe people
- talk about personal qualities
- socialise
- make choices

- express likes/dislikes/preferences
- ask for/give directions
- act out a job interview

#### ► Practise ...

- the present simple/ continuous
- adverbs of frequency
- question words
- comparative/superlative forms
- ing/infinitive forms
- pronunciation
- intonation (expressing surprise & concern in stressed syllables)
- phrasal verbs: *get, put*

#### ► Write ...

- a short paragraph about your favourite hero(ine) or villain
- a classified ad
- an e-mail to a friend
- an informal letter of advice
- a short article about yourself and where you live
- a short description of your neighbourhood
- a short quiz about the capital city of your country
- a letter of application

**Culture Clips:** Celebration - Dream Town USA

**Literature Corner:** Scandal in Bohemia

**Curricular Cuts (History):** Elizabeth I

# 1a Heroes and Villains

## Lead-in

- 1 a. Which of the characters in the pictures are heroes/heroines and which are villains?
- b. Who has got ...
  - curly brown hair
  - pointed ears
  - a long white beard
  - a black moustache
  - a magic mirror
  - a sharp metal hook instead of a hand
  - a magic staff
  - a broad-brimmed hat
  - shiny black hair and rosy cheeks

*Frodo Baggins has got curly brown hair.*

## Listening

- 2 a. In pairs, decide which of these adjectives best describe each character in the pictures.

|                                       |                            |
|---------------------------------------|----------------------------|
| mischievous & daring <i>Peter Pan</i> | vain & cold-hearted .....  |
| cunning &                             | polite & considerate ..... |
| dangerous .....                       | evil & greedy .....        |
| kind & caring .....                   | brave & honest .....       |

A: *Who do you think is mischievous and daring?*

B: *I'd say Peter Pan.*

- b. Listen and check. Which extra character is described?

## Reading

- 3 Look at the pictures and the title of the article. What does the title mean?



Frodo Baggins

Saruman

## Characters Larger than life

In any book, cartoon or film we all love to see the heroes **defeat** the villains, save the world, win the girl and live happily ever after. But just between you and me, don't we feel a little bit sorry for the villains as well?

Saruman, from *The Lord of the Rings*, is an **all-time** favourite villain, the type of villain I like. He is a tall wizard with a long white beard and cold dark eyes. He wears a long white robe and carries a magic staff. **Once** he was a good wizard but the **power** of a magic ring has made him evil and greedy and now he wants to **rule** the world. Only Frodo, the small **ring bearer**, can stop him.

Frodo Baggins, a Hobbit, is small, brave and honest, with bright eyes, curly brown hair and very large hairy feet! His **mission** is to take the magic ring to Mordor where it will be destroyed. He travels with some friends and together they have to face many dangers. Gandalf a **wise wizard**, protects them and shows them the way.

Another of my favourite heroes is Peter Pan, a mischievous, daring boy with pointed ears who can fly and never grows older. Peter and his friends, the

Lost Boys, have a dangerous enemy 30 called Captain Hook.

With his black moustache, **cruel** **laugh** and a sharp metal hook instead of a hand, the cunning Captain Hook is a perfect villain. He always wears a broad-brimmed hat and fine clothes. He lives with a **band** of pirates on his ship, the *Jolly Roger*, making plans to **kidnap** the Lost Boys and **capture** the boy he hates.

Not all villains are men. The Wicked Queen in *Snow White* is one of the most cold-hearted villains ever. Beautiful but vain, the queen asks her mirror every day, "Mirror, mirror on the wall, who is the **fairest** of them all?" The answer always pleases her, until one day the mirror replies that kind and caring Snow White is even prettier than her. The jealous queen is so angry that she **dresses up** as an old woman and gives Snow White a **poisoned** apple.

Whether heroes or villains, these are the characters I admire the most. I love to watch the heroes fight the villains and **eventually** see **good win over evil**. I also **can't help feeling** for the villains and their weaknesses; I just love to hate them! These stories are timeless and the characters are definitely larger than life.



## STUDY SKILLS

### Reading effectively

Read the text once quickly. This will help you understand what type it is, the author's purpose and its general content. Read the questions and the answers. Read the text again carefully and find the part of the text each question refers to. The information may be phrased in different words.

- 4 Read the text and for each question (1-4) choose the best answer A, B, C or D. Then, explain the highlighted words.
- What is the writer's main purpose in writing the text?
    - to describe how heroes catch villains
    - to describe some well-known heroes and villains
    - to tell some well-known cartoon stories
    - to tell some well-known fairy tales
  - What does the writer say about Saruman?
    - He was not always evil.
    - He is the writer's favourite character.
    - Frodo wants to destroy him.
    - He has lost a valuable ring.
  - Which of the statements is true of Captain Hook?
    - He works on his own.
    - He has a partner called Jolly Roger.
    - He has a black beard.
    - He takes care of his appearance.
  - What is the writer's opinion of villains?
    - They are more important than the heroes.
    - He likes them more than the heroes.
    - He is happy to see them lose.
    - They are just as important as the heroes.
- 5 Listen and read. Say a few words about the stories and suggest another title for the text.

### Speaking

- 6 Tell the class about your favourite film or TV hero(ine)/villain. Talk about:
- the character's name
  - where he/she appears
  - character
  - appearance
  - what happens in the story

## Writing

**Portfolio:** Use your answers from Ex. 6 to write a short paragraph for a teen magazine about your favourite hero/heroine or villain. Use the second and third paragraphs of the text as a model. Start like this:

..., from ..., is my favourite .... He/She's ....

Captain Hook

Peter Pan

The Wicked Queen

Snow White

## Character

## ▶ Reading

- 1 a. What type of texts are A and B? What do you think they are about?
- b. Read the texts. Which advert:
- wants actors to advertise something?
  - asks people to apply by post?
  - only wants three people?
  - wants only male actors?
- c. Underline the character adjectives in the adverts. Use them to answer the questions.

What do we call a person who ...

- has good manners?
- likes to hurt or upset people?
- shows understanding of other people's needs?
- is very proud of their looks?
- expects good things to happen?
- cares only about himself/herself?
- doesn't get upset or angry?
- gives more than is usual?

## STUDY SKILLS

**Remembering New Words:**  
Opposites

Learn words in pairs of opposites. This will help you remember them more easily.

- 2 Match the adjectives to their opposites. What prefixes do we use to form negative adjectives?

|           |             |
|-----------|-------------|
| polite    | dishonest   |
| patient   | impolite    |
| honest    | impatient   |
| sensitive | insensitive |
| friendly  | unfriendly  |
| caring    | unselfish   |
| selfish   | uncaring    |

## Actors wanted for new film 'Bad Guys'.

**Location:** Brooklyn **Audition date:** 14th September

A



**Send pictures and CVs to:**

**Michael Glover,  
Chimera Filmworks  
Inc. PO Box 304,  
Brooklyn, New York**

**Characters:**

- ☆ **Sean** – 25-30, dark complexion, tall, medium build, good looking, cruel and greedy
- ☆ **Stacy** – 30-36, pale complexion, medium height, slim, average looks, vain and selfish
- ☆ **Laura** – 26-32, fair complexion, short, average build, pretty, optimistic, caring, sensitive and honest



**CASTING CALL**  
FOR TV COMMERCIAL

**Location:** Creative Edge Studios, Los Angeles **Seeking:** Three male actors

- **Jack:** handsome, blond hair, blue eyes, aged 18-23; friendly, patient, polite.
- **Buddy:** good-looking, dark curly hair, moustache, in early twenties; friendly, generous, easy-going.
- **Delivery Guy:** tall, strong build, in late twenties; impatient, bossy, rude.

Also seeking: male and female extras, aged 16-18.

**Actual shooting date is Sunday, 28th September.**

**Please call Dawn Reed with any questions 703-478-0880**

## ▶ Speaking

- 3 In pairs, use character adjectives to talk about people you know.

A: Have you met our new neighbour?

B: No, I haven't. What's he like?

A: He's very friendly and polite!

## Appearance

- 4 Which words in the adverts (A & B) describe appearance/height/build?

- 5 Circle the odd words out. Justify your answers.

1 crooked, straight, almond-shaped, long **nose**

2 bright, blonde, green, dark **eyes**

3 well-built, spiky, curly, wavy, short **hair**

4 round, shoulder-length, oval, pretty **face**

- 1 The odd word out is 'almond-shaped' because this describes somebody's eyes.





### ▶ Listening

- 6 Who is who? Look at the picture, listen and write the names: *Alex, Chris, Joanna, Laura* and *Sam* for people 1-5. What does each person look like?

- 3 He is very friendly with/of my parents.
- 4 She's afraid for/of dogs.
- 5 Pat is jealous of/at her sister.
- 6 He is kind to/with his parents.
- 7 Ann is patient of/with children.
- 8 Pete is rude to/at his friends.

### GAME

Think of a person from the picture above. In teams, try to guess who this person is. Each team can ask five yes/no questions.

Team A S1: *Is it a man?*

Leader: *Yes.*

Team B S1: *Has he got curly hair?*

### Adjectives with prepositions

- 7 Underline the correct preposition. Use the adjectives to tell your partner about people you know.

- 1 John is good at/on languages.
- 2 She is very good on/to her patients.

### Writing

**Portfolio:** The TV studio you work at as a secretary is looking for two actors for a new TV series. Write an advert (30-50 words), stating:

- what the advert is for
- location & audition date
- age & appearance of each character
- what types of character you want the actors to play
- contact name & phone number

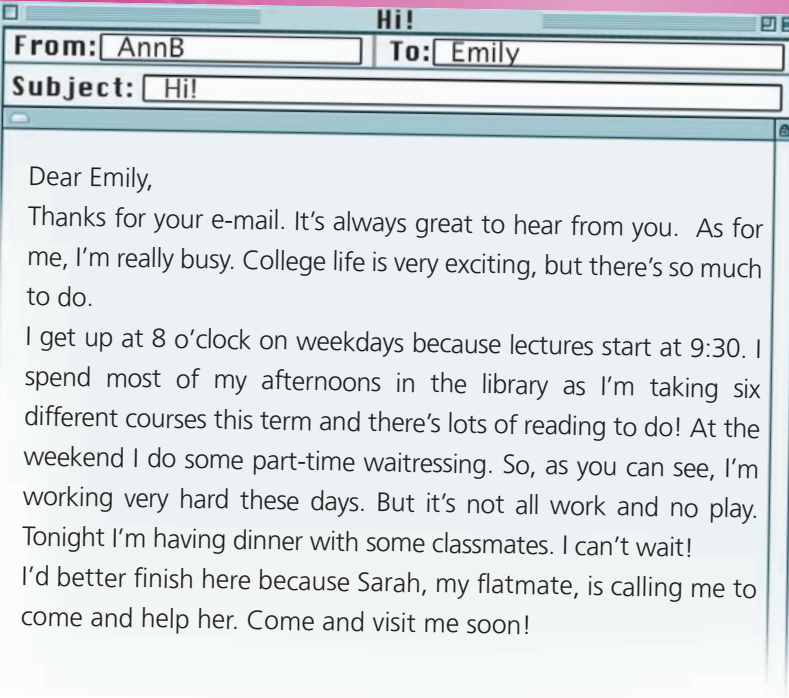
Use advert A in Ex. 1 as a model.

## Present simple & present continuous

Grammar Reference

### 1 Read Ann's e-mail and find examples of:

- a fixed future arrangement
- an action happening around the time of speaking
- a timetable
- a permanent state
- a temporary situation
- a habit/routine
- an action happening now



### 2 a. Put the verbs in brackets into the *present simple* or *present continuous*.

- A: ..... (you/do) anything interesting this weekend?  
B: No, I ..... (study) for my Biology exam.
- A: Why ..... (you/be) in such a rush?  
B: Because ..... (my train/leave) in ten minutes.
- A: What ..... (James/do)?  
B: ..... (he/work) at the Natural History Museum in the city centre.
- A: ..... (you/like) your flat?  
B: Not really. Actually, I ..... (look) for a new one at the moment.
- A: Nina ..... (look) nervous.  
B: She is. She ..... (see) the dentist this afternoon.
- A: ..... (he/want) to go to the theatre this evening?  
B: He can't. He ..... (have) an important business appointment.
- A: Why ..... (not/Anna/come) to work these days? Is she ill?  
B: No, she's on leave. She ..... (get) married next week.
- A: How much ..... (the brain/weigh)?  
B: About 2% of your total body weight, and ..... (it/use) 20% of your body's energy.

### b. Can you find any stative verbs in Ex. 2a?

## Adverbs of frequency

Grammar Reference

### 3 Ask and answer as in the example to find out about your partner's habits.

#### How often...

- get up before 6 am?
- play computer games?
- watch TV?
- be on time for work/school?
- listen to classical music?
- read the newspaper?
- go to the theatre?
- go out with your friends?

always  
usually  
often  
sometimes  
rarely  
seldom  
never

A: *How often do you get up before 6 am?*

B: *I never get up before 6 am. I usually get up at about 7:30.*

### ► Listening

#### 4 a. Listen and match the people to what they are doing. There is one extra picture.



#### b. In pairs ask and answer as in the example.

A: *Is George talking on the phone?*

B: *No, he isn't. He's ...*





# Beauty is in the eye of the beholder

How do you react when you **1)** ..... at yourself in the mirror? Do you smile **2)** ..... do you feel like crying? Does the idea of wearing summer clothes **3)** ..... you panic, or does it excite you?

Body image has become a **4)** ..... important issue in our society. **5)** ..... young

women and teenage girls, in particular, are greatly influenced **6)** .....

the images they see in adverts, films and magazines.

They go on dangerous crash diets **7)** ..... they want to look like the super-thin supermodels and movie stars they see and read about. But we don't **8)** ..... to copy our favourite celebrities. Thin is not always beautiful. People come in **9)** ..... shapes and sizes – that's **10)** ..... makes each person interesting. So, next time you look in the mirror, remember that you are special.

- |    |         |         |           |           |
|----|---------|---------|-----------|-----------|
| 1  | A watch | B look  | C see     | D view    |
| 2  | A and   | B but   | C or      | D so      |
| 3  | A feel  | B get   | C do      | D make    |
| 4  | A so    | B main  | C such    | D very    |
| 5  | A Many  | B Much  | C More    | D Some of |
| 6  | A by    | B with  | C from    | D about   |
| 7  | A so    | B that  | C because | D and     |
| 8  | A must  | B need  | C should  | D ought   |
| 9  | A every | B each  | C all     | D some    |
| 10 | A what  | B which | C why     | D that    |

## STUDY SKILLS

### Completing a text (gap-filling)

Read the title and the text quickly to get the gist. Read the text again, one sentence at a time, focusing on the words before and after each gap. Look at the four options and choose the word that fits best. Read the completed text again to make sure that it makes sense.

### ► Reading

**5** a. What do you think the title of the text means?

b. Read the text. Which of the following is a better alternative to the title?

- 1 Health is better than wealth.
- 2 Feel good about yourself.

**c.** Read and choose the correct word for each space (1-10). Compare your answers with your partner's. Listen and check.

### Question words

**6** In pairs, ask each other questions about your lifestyles. Use:

• what • where • when • who • how often

A: What time do you get up?

B: At 7:30.

## Sentence transformations

**7** Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Can you describe Peter to me?  
Can you tell me ..... like?
- 2 Peter takes after his father.  
Peter looks .....
- 3 What is Peter's job?  
What .....do?
- 4 Peter is always late for work.  
Peter ..... on time for work.

## Phrasal verbs

**8** Explain the phrasal verbs in your language. Then, complete the sentences.



- 1 John has to get ..... early in the morning.
- 2 He can't get ..... the shock of being in the car accident.
- 3 How do you get ..... with your neighbours?
- 4 She's happy because she's ..... her old job .....



**Portfolio:** Look at Ex. 1 again. Imagine you are Emily. Send an e-mail in reply to Ann. Write about:

- your daily routine • any plans for the weekend
- what you are doing these days

### Personal qualities

- 1 What should a good leader be like? Circle three qualities below which you think are important. Compare your choices with your partner's.

• honest • fair • popular  
• patient • sensitive • friendly  
• determined • quick-thinking  
• calm • humorous

A: I think a good leader should be honest, calm and determined, don't you?

B: Yes, those are important qualities. But I think he should also be fair.

### ► Listening

### STUDY SKILLS

#### Listening for specific information

Read the questions and possible answers. Underline the key words. Listen carefully. Try to listen for synonyms or rephrasing. The questions follow the order of the information on the recording.

- 2 a. You will hear an interview with a psychologist. Read through the questions and underline the key words. Can you think of synonyms?
- b. Listen and put a tick (✓) in the correct box. Do you agree with Dr Graaf?
- 1 Dr Graaf believes that all good leaders have
- A ☐ special personal qualities.
- B ☐ team spirit.
- C ☐ a great sense of humour.
- 2 Dr Graaf says that leaders have to
- A ☐ try to be more popular.
- B ☐ make difficult decisions.
- C ☐ please everybody.

- 3 What does Dr Graaf say about bosses?
- A ☐ They sometimes make bad choices.
- B ☐ They are sometimes in a panic.
- C ☐ They are not always liked.
- 4 Dr Graaf says that to be an effective leader, you must be
- A ☐ determined.
- B ☐ like a superhero.
- C ☐ respected and trusted.

### Making choices

- 3 You want to open your own restaurant and you are looking for a partner. Which of the two people would you choose, and why? Discuss in pairs and make your decision.

easy-going  
patient  
reliable  
sensible

but

shy  
a bit lazy  
stubborn



Robert



Sarah

friendly  
cheerful  
honest  
ambitious

but

gets upset easily  
forgetful  
a bit impatient

A: Well, I think I'd choose ... because ...

B: I'm not so sure. He/She is/gets ... and he/she can also be rather ...


A: What about ... ? He/She's ..., etc.





## Expressing surprise and concern

### ► Intonation


- 4  Listen and repeat. Translate these sentences into your language.

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 <i>What's the matter?</i> | 3 <i>What's wrong?</i>         |
| 2 <i>You're joking!</i>     | 4 <i>You can't be serious!</i> |

### ► Reading

- 5 You are going to listen to a conversation. Read the first two exchanges in the dialogue below and guess the answers to the questions.

- Where are Judy and Stan?
- What do you think their relationship is?
- Who is upset?

- 6  Read and complete the dialogue with sentences from Ex. 4. Listen and check. Which of the people a, b or c is Stan's neighbour? Take roles and act out a similar dialogue.

Judy: Hi, Stan. You look upset. **A**

Stan: Oh, come in, Judy. I'm a bit fed up.

Judy: Why? **B**

Stan: Well, it's my neighbour. He keeps complaining about my music. He says I play it too loud and he comes round nearly every day to tell me to turn it down.

Judy: **C**

Stan: I'm afraid not.

Judy: How loud do you play your music?

Stan: Not that loud. I'll show you.

Judy: Stan, turn it down!

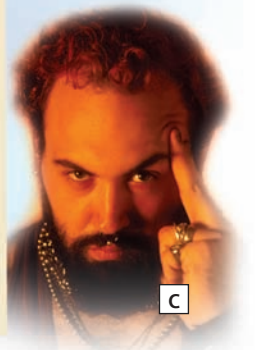
Stan: Why? What's up?

Judy: Well, is your neighbour tall with short curly brown hair, a beard and a moustache?

Stan: Yes, he looks exactly like that. Why?

Judy: Because someone who looks a lot like that is walking towards your front door right now!

Stan: **D**  Here we go again.



## Socialising

- 8 a. Read the table and complete the exchanges.

| Speaker A                    | Speaker B                            |
|------------------------------|--------------------------------------|
| Hello! What a nice surprise! | Hi! Nice to see you!                 |
| Hi, there. How are you?      | Not bad. How about you?              |
| Hi there. How are you doing? | Pretty good, thanks.                 |
| See you tomorrow!            | Goodbye!                             |
| Bless you!                   | Thanks!                              |
| Thank you very much indeed!  | Don't mention it.                    |
| Hello. You must be ...       | Yes. It's a pleasure to meet you ... |
| I haven't seen you for ages! | Hi! You haven't changed a bit!       |


A: .....!  
B: Thanks! I've got a terrible cold.

A: Hi! .....!  
B: Hi! You haven't changed a bit.

A: Thank you very much for looking after my dog.  
B: .....

b. In pairs, use the table above to act out exchanges in which you:

- greet a friend you haven't seen for a long time
- say goodbye to your colleagues when leaving the office
- greet a friend you bump into on the street
- meet someone you have heard about for the first time
- thank a friend for a special gift

- 7  In pairs, guess what happens next. Listen and check.

## Getting started

- 1 Read the extracts from three teenagers' e-mails. Who is: lonely? desperate? shy?

*"I've put on such a lot of weight recently and I just don't know what to do. I've tried all sorts of diets, but nothing seems to help."*  
Sally

*"I've just moved to a new school and everything's different. I haven't got any friends here and I feel like I don't fit in."*  
Danny

*"When I'm with a group of people, I just sit there in silence. I'm always too afraid to say anything in case I make a fool of myself."*  
Tom

Sally is desperate because she ...

- 2 Use the phrases below to give advice to Sally, Danny and Tom.

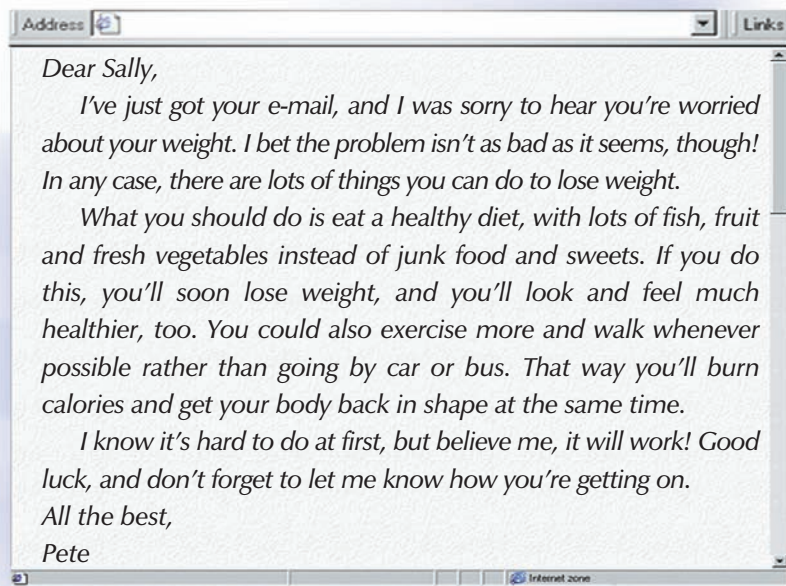
| Giving advice  | Justification   |
|--|---|
| <ul style="list-style-type: none"> <li>It would be a good idea to ...</li> <li>The best thing to do is ...</li> <li>What you should do is ...</li> <li>Why don't you ...?</li> <li>You could also ...</li> </ul> | <ul style="list-style-type: none"> <li>This/That way ...</li> <li>This would mean that ...</li> <li>Then, (you ...) ...</li> <li>If you do this, ...</li> <li>By doing this, ...</li> </ul> |

A: What you should do is stop eating sweets and chocolate. That way ...

B: That's right, Sally. You could also ...

## Let's look closer

- 3 Read the e-mail. Underline the phrases Pete uses to give his advice.



- 4 Which of the following are opening/closing remarks for an informal letter of advice?

- |                                   |   |
|-----------------------------------|---|
| 1 Here's what you can do.         | 4 I was sorry to hear about your problem. |
| 2 I hope everything goes well.    | 5 I hope I've been of some help.          |
| 3 I'm so sorry you feel this way. | 6 Let me know what happens.               |

## Your turn

## STUDY SKILLS

## Brainstorming for ideas

Before writing, underline the key words, then brainstorm for ideas. Write your ideas down, then choose the most important ones. This helps you organise your writing.

- 5 a. Read the rubric and brainstorm for ideas to give as much advice as possible. Make notes in your notebook.

● This is part of a letter you got from an English pen friend.

*I feel very lonely in my new neighbourhood. I have no friends and I'm really depressed. Any advice?*

Write your letter to your friend.

- b. Answer the questions in the plan, then write your letter (80-100 words).

## Plan

Dear + (your friend's first name),

**Opening Remarks (Para 1)** – express sympathy, offer help

**Main Body (Para 2)** – give your advice, explain the results

**Closing Remarks (Para 3)** – end the letter

Take care,/Yours,/etc  
(your first name)


## AMAZING FACTS!

A person's height almost doubles in the first 2-3 years of life, but it takes another 15 years to double again!





## ► Reading & Listening

- 1 Who was Arthur Conan Doyle? Which famous detective did he create? Read the first text and check.
- 2 Read the first paragraph of the main text. Who do you think the person outside the door is?  
 Listen and read to find out.
- 3 Read the rest of the text and mark statements 1-6 **T** (True) or **F** (False). Then, explain the words in bold.

- 1 The visitor is wearing expensive clothes. ....
- 2 The visitor's mouth and chin are hidden by a mask. ....
- 3 The visitor says he is Count von Kramm. ....
- 4 The visitor is unsure whether to trust Watson. ....
- 5 Holmes does not know why the visitor has come. ....
- 6 Holmes realises the visitor is the King when he takes off the mask. ....

## ► Speaking

- 4 Read lines 5-15 again and, in pairs, group all the words used to describe the king under the headings:
- physical appearance • clothes
  - facial features • character

Use the prompts to describe the King of Bohemia to your partner.



### Arthur Conan Doyle (1859-1930)

This well known Scottish author was the **creator** of the famous **fictional** detective, Sherlock Holmes, and his loyal friend, Dr Watson. Although Doyle wrote many other pieces, including historical novels, political essays and plays, we will always remember him for his Sherlock Holmes' **mysteries**.

In *Scandal in Bohemia*, the King of Bohemia hires Sherlock Holmes to help find some letters and a photograph that might be used by a woman, Irene Adler, to **blackmail** the King and **ruin** his **reputation**.

## Scandal in Bohemia

A slow and heavy step, which had been heard upon the stairs and in the corridor, **paused** immediately outside the door. Then there was a loud knock on the door.

"Come in!" said Holmes.

A very tall man entered, with the **chest** and **limbs** of a Hercules. His dress was rich with a richness which would, in England, be considered **bad taste**. He was wearing a **double-breasted coat** with **fur-trimmed collar** and **cuffs**, over which he wore a deep blue **cloak lined** with **flame-coloured silk**. His boots, which went **halfway** up his legs, were also **trimmed** with fur, completing his appearance of **barbaric richness**. He had a thick moustache and a straight **chin** suggesting strong **determination**, but a black mask hid the **upper** part of his face. He was carrying a hat in one hand, while his other hand was **raised**, as if he had just finished **straightening** his mask. 15

"Please take a seat," said Holmes. "This is my friend and colleague, Dr Watson. Whom have I the honour to address?"

"You may address me as Count von Kramm, a Bohemian **aristocrat**. I hope your friend is a man I can trust. If not, I prefer to speak to you alone," said our strange visitor. 20

"You can say anything in front of this man that you can say to me," Holmes replied. The Count **nodded** and continued. "You will excuse the mask; my employer wishes my true **identity** to **remain** a secret."

"If your **majesty** would like to tell us your problem," Holmes **remarked**, "I will be happy to **advise** you." 25

The Count **sprang** from his chair, **paced** nervously up and down the room, then **took off** the mask and threw it on the floor.

"You are right!" he cried. "I am the King. Why should I try to hide it?"

"Why, indeed?" said Holmes. "I knew, even before you spoke, that you were the Grand Duke of Cassel-Felstein and the King of Bohemia." 30